



ENTrepreneurship Enhancement and Reinforcement

Final Report

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Executive Summary

This report is addressed to the project stakeholders and to the public in general with interest in Entrepreneurship training and in innovation development related issues.

The ENTER project aims at leveraging processes of development and individual promotion of new entrepreneurs through the use of Information and Communication Technologies based platforms and tools that allow delivering innovative interactive multimedia contents, while supporting collaboration and communication in a Virtual Learning Community spread in Europe. This aim is reached through the definition and implementation of a specific entrepreneurial training/counselling programme offering an integrated guidance to entrepreneurs from the early stage of motivation and idea generation through the personalised support in implementing business projects and nurturing recently created companies in incubators, in a perspective that integrates simultaneously training centres and enterprises, through science and technology parks.

The target users were directly involved in the project activities. In each participating country, a group integrating vocational trainees (ISCED 3-4) with technical perspectives, including employed and unemployed people with different backgrounds, piloted the training/mentoring prototype editions.

ENTER is a project for development of innovation and therefore its main focus is centred in the development of the e-learning platform, as well as course contents and activities. The use of innovative e-learning tools provides a flexible training model that the area requires. The e-learning model is based on a two phase process: a blended learning course, combining workshops with a set of collaborative and participative activities, and a mentoring phase to support the launching of the business projects.

Participating countries are Portugal, France, Romania and Greece, represented by institutions from the educational area, mainly training centres, and partners specialised in supporting the creation of new companies, such as science and technology parks. The nature of the partners allows ensuring the sustainability of the project results beyond the project lifetime. The training institutions partners explore the possibility of integrating the training stage in their own course programmes, and systematically approach entrepreneurship to its trainees and trainers, involving enterprise experts in the training and mentoring phases; science and technology parks support and incubate the new companies.

During the first year of the project, the work was concentrated in the delivery of innovative interactive multimedia contents and support for collaboration and communication with the aim of creating the conditions for the establishment of an effective Virtual Learning Community. The pedagogical and technical specification documents produced provide an overview of the innovative training solutions. The e-learning platform and the e-learning course were released. The second year of the project was centred in the implementation of the prototype edition which results are analysed in the Training and Mentoring Evaluation Reports. In total, about 40 Business Plans were produced by the participants, from which 8 Companies were formally established while the remaining are projects in development, some with high probability of turning into a company in the near future and others in need of further maturation. In global terms, these are the major results of the project. Besides the number of Business Plans produced and the intangible result related with the development of entrepreneurship skills in the participants, the number of companies created during this experimental edition is without question a remarkable achievement, proving that the training/mentoring model proposed may lead effectively to an increase in future entrepreneurs and companies.

For more information about ENTER: <http://www.enter-project.eu>

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1. Project Objectives

The aim of ENTER project is to leverage processes of development and individual promotion of new entrepreneurs through the use of Information and Communication Technologies based platforms and tools that allow delivering innovative interactive multimedia contents, while supporting collaboration and communication in a Virtual Learning Community spread in Europe. This aim is reached through the definition and implementation of a specific entrepreneurial training/counselling programme, in a perspective that integrates simultaneously training centres and enterprises, through science and technology parks.

This model departs from the sequential accomplishment of a set of workshops, subordinated to management related subjects aimed at enhancing the entrepreneurial spirit, whilst supporting the development of the business ideas proposed by the participants. According to the Pedagogical Model, the course modules focus in the development of competencies and skills considered the foundations of an entrepreneurial spirit, complemented by imparting specific knowledge about business development and management. Through the adjustment of the resources to the objectives and public in each country, the model proposed intends to enhance an active and constructive participation of the trainees as well as their autonomy and persistence in the resolution of problems.

Notwithstanding the local organization of the courses, the interaction and proximity between the participants in all the countries involved is promoted. Even if the training course for each group is lead by local trainers with enterprise knowledge, it includes as resources European experts, whose lectures are electronically distributed, simultaneously, to all the groups. Moreover, during the mentoring phase, a pool of mentors integrating elements from different countries is available to support each entrepreneur in the launching of the individual business projects, through electronic collaboration.

The project activities involve directly the target users. In each participating country, a group integrating vocational trainees (ISCED 3-4) with technical perspectives, including employed and unemployed people with different backgrounds, piloted the training/mentoring prototype editions. The organization of these groups allows an experienced and know-how mix that contributes to triggering synergies and exploring best practices.

The goal is to effectively implement a competitive and sustainable Virtual Learning Community, which offers a specific training/mentoring programme that allows an integrated guidance to entrepreneurs from the early stage of motivation and idea generation up to a personalized support in implementing business projects and nurturing recently created companies in incubators.

During the project lifetime it was possible to reach the following global objectives:

- To design and evaluate a sustainable model, supported by e-learning, to motivate, train and support new entrepreneurs
- To create the conditions to increase the success rate of start-up companies, when compared to the present reality
- To allow entrepreneurs to have an European approach from the moment of development of their business ideas
- To integrate efficiently training institutions with the enterprise environment
- To design and apply a valorisation plan that generates an European dimension for the model proposed

2. Project Approach

The ENTER project proposes an innovative training model for the adoption of an entrepreneurship culture that encourages and motivates the development of capabilities to be entrepreneur in everyday life. The core value of the project is related with the whole process of recruitment - training - mentoring – networking - incubation that ENTER offers. Moreover, the fact that the project develops in the context of a European multi-spots network motivates the potential entrepreneur to envisage a business project within a European market perspective.

ENTER is a project for development of innovation and therefore it is focused in the development of the e-learning platform, as well as course contents and activities. The use of innovative e-learning tools allows a flexible training model that the area requires.

The learning environment proposed and developed includes:

- An e-learning platform that is able to support interoperability issues through e-learning standards
- A content creation methodology capable of integrating and synchronising multimedia elements
- A digital repository to store the Learning Objects
- A synchronous communication system, including desktop conferencing, instant messages, chats and social forums

The e-learning model is based on a two phase process: a blended learning course, combining workshops with a set of collaborative and participative activities, and a mentoring phase to support the launching of the business projects.

On a first stage the pedagogical strategy consists of a blended learning approach, combining attending sessions with a set of collaborative and participative activities, supported by an electronic platform that put in contact the groups in each country. After attending face-to-face workshops, trainees are asked to access online contents, where they have the opportunity to deepen their understanding on the subjects previously discussed, whereas applying what they have learnt through specially conceived online activities. The trainees also undergo intermediate online assessments that measure knowledge progression and compare their current state of knowledge with the baseline pre-assessment.

The collaborative and participative activities include discussion forums, case study analysis, use of virtual simulators of the enterprise reality, competition games between groups. Social tools like blogs are also a very interesting possibility to put the entrepreneurs in contact. Contents and activities have a common structure initially developed in English and later translated to the partners' languages: French, Greek, Portuguese and Romanian. This common structure is complemented by specific contents for each country (legislation related contents, for instance) developed solely in the local languages. Before launching the prototype edition in each country, trainers have been asked to explore and adapt the contents available in the e-learning platform. Each of these contents is stored as Learning Object in the digital repository to allow further reuse and share.

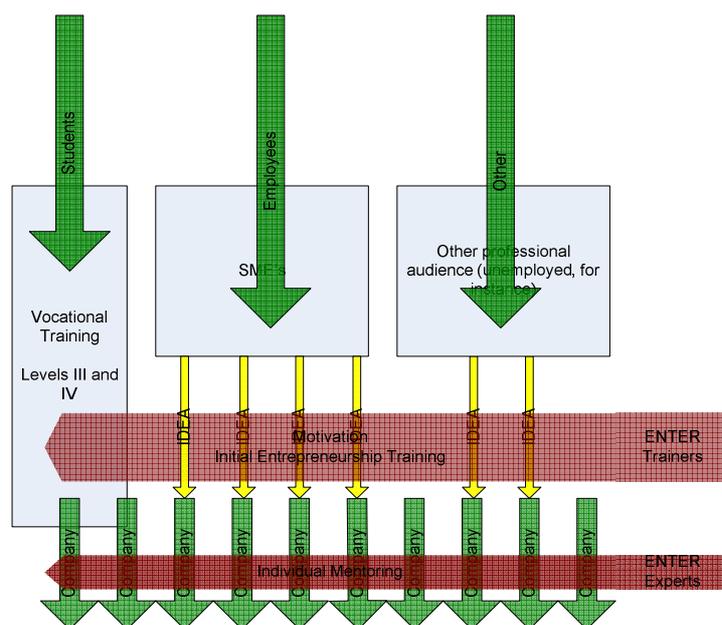
During the training phase, and then extended along the mentoring phase, lectures produced by international experts are distributed simultaneously to all the groups. These lectures can assume different formats, such as video, PowerPoint presentation, etc. and focus on specific thematic of general interest to future entrepreneurs. Then experts are requested to be available for participating in a virtual synchronous session, through desktop conferencing, in

order to discuss the thematic with the trainees, allowing putting in contact entrepreneurs from different countries.

As main result of the training phase, each trainee delivers a business plan which will be subject of a presentation before a jury panel. From this presentation a subset of business plans is chosen to be further supported in terms of mentoring and incubation. With this action the model enters in the second phase. With the launching of individual initiatives, i.e., implementation of the business projects, the trainees enter in a process of individual mentoring. The mentoring phase lasts throughout the initial phase of company establishment, depending naturally on the level of development of each business project presented by the trainees. The companies in process of creation are offered incubation facilities in preferential conditions. Mentoring phase is processed both through the platform and through direct contact. A pool of mentors is available through the platform to answer the trainees' questions, using the virtual communication tools available, as well as to accompany directly trainees at local level throughout the launching of their business initiatives. Their profiles include name, expertise, background and contacts.

Partners identified local experts experienced in business creation from their networks, mainly from the enterprise sector. New contacts have been established to enlarge the network of experts and mentors and a few of them has been invited to participate as members of the jury that evaluated the business plans presentation by the trainees. For instance during the last presentation of business plans, in Portugal, the local employment agency, the national governmental institute for supporting SMEs, representing a local programme for financing new companies, and a local experienced entrepreneur have been invited to be part of the jury. Therefore **companies and entrepreneurs have been involved** since the project beginning, in different ways: initially local experts were invited to contribute to validation of the course contents, and later as trainers in the adaptation of the course contents to local context; have participated as well as evaluators of the trainees' business ideas and later as mentors. Additionally, partners have promoted sessions and contacts with start-ups for enhancing motivation and exchange of good practices with the new entrepreneurs which resulted as very positive factor. During the mentoring phase the new entrepreneurs, with the support of their mentors, had again the opportunity to establish contacts and visit companies working in their business areas, with which it may be possible to establish collaboration or that could become key suppliers or key clients.

The following figure is a representation of the project life cycle:



The added value and the inherent effort to promote innovation are related to the reorganisation of a community that must prepare its members to assume a crucial and active role in the knowledge society. They must be proactive, anticipate challenges and be able to produce solutions. In short, the training community and SMEs members must be in control of their environment and create the conditions for its development. However, they will only obtain it if they are trained in an environment of creativity, autonomy, motivation, capacity to anticipate and to evaluate risks and courage to face the challenges.

The added value of this project is reflected in the following points:

- The new e-learning model integrating a motivational and training phase based on the immersion in an interactive, virtual, multimedia environment requiring collaborative efforts from the transnational groups of trainees. This model intends also to take advantage of the recent investments in terms of broadband communication systems in the participating countries.
- The in-project support for the creation and/or maintenance of a set of companies resulting from the training phase, through its incubation in the Science and Technology Parks, partners of the project.
- The guarantee that future entrepreneurs will be familiar with the enterprise environment.
- The transnational vision proposed to the entrepreneur, not limiting to the local environment but offering a widened context for the development of the business idea.
- The integration of training centres and SMEs in the same network to develop and exchange expertise.
- The integration of staff from Training Centres and SMEs within the target audience that will deliver future entrepreneurs.

The success of the model proposed can be measured by the quality of the proposed business plans and by the trainees' achievements as entrepreneurs. Thus, assessment is taken not as a way to discover the trainees' potential and limitations, but rather as a self-regulation mechanism of the training process and of the trainee's personal/professional development. So the assessment main objective is to introduce the need to continue vocational assessment on the trainees and to encourage them to use it independently in their training and self-training processes. The emphasis on evaluation has more to do with the acquisition of skills for assessing professional performance to be used in a lifelong perspective, than with the selection of trainees, and focuses more on their resources and potential, than on obstacles and limitations. Feedback from trainees, trainers and mentors have been collected through the application of questionnaires. Both training and mentoring phases have been object of evaluation reports.

In order **to spread information about the project** and, simultaneously, to get to the target public allowing for identification of potential trainees, it was necessary to start the dissemination activities before planned. The project website has been created, the graphical image of the project has been designed and publicity materials (flyers and posters) have been produced and distributed in an earlier stage. The project has also been presented in local fairs/exhibitions and through press releases, as well as in European conferences, including the publication of papers. Dissemination has continued along the project lifetime adopting later a new orientation towards spreading information about the project results, using the project website, the delivery of a periodical newsletter and the production of further publicity materials. All these dissemination activities have contributed to surpass the 100.000 visitors to the project website.

A final booklet was designed using an innovative format - a small box containing a kind of puzzle with enter images in one side and spots with description of the business projects supported by ENTER on the reverse side.



The major dissemination event organized by the project was the “International Conference on Entrepreneurship and Innovation” ICEI-GO <http://www.icei-go.eu> held in Maia, Portugal on 16th and 17th November 2009. It was a highly successful event that contributed to discussion on entrepreneurship issues putting together universities, schools, entrepreneurs and others. The event was largely disseminated, through posters, flyers, invitations, mailing-lists, social networks, national TV and newspaper and announced in 38 institutional websites. Streaming was also available for the English version. A few Portuguese, French and Greek trainees have participated and presented their experiences and their business projects.

Although if taking part in international conferences, partners have given particular attention to regional dissemination by: spreading information about the project through their networks, newsletters and press releases, participating in regional fairs dedicated to entrepreneurship, presenting the project in regional events/workshops, as well as by establishing contacts and collaboration within the project activities with other institutions outside the project consortium. This strategy contributes strongly and in a direct way to the project results sustainability.

3. Project Outcomes & Results

During the first year of the project, the work was concentrated in the delivery of innovative interactive multimedia contents and support for collaboration and communication with the aim of creating the conditions for the establishment of an effective Virtual Learning Community. The pedagogical and technical specification documents produced provide an overview of the innovative training solutions. The e-learning platform and the e-learning course were released. The second year of the project was centred in the implementation of the prototype edition which results are analysed in the Training and Mentoring Evaluation Reports. In total, about 30 Business Plans were produced by the participants, from which 8 Companies were formally established while the remaining are projects in development, some with high probability of turning into a company in the near future and others in need of further maturation. In global terms, these are the major results of the project.

Initially, the most difficult and time consuming task was to fully develop the e-learning methodology and look for existing resources that could fit that methodology in an integrated way. Only then it was possible to decide which resources and contents would be developed.

The Pedagogical Specification, which includes requirements analysis, methodology definition, learning strategies, support technologies, learning moments, among others, is one of the most important results delivered. Another result is the definition of the technological platform, with its functionalities and restrictions. The installation of tools, completed in a later stage, includes the e-learning platform, the digital repository, content creation and synchronous communications system. *Alpha* and *Beta* testing were performed. A tutorial was produced aimed at supporting the work of the editing trainers and the partners' staff responsible for integrating and updating contents in the **Moodle** platform.

The pedagogical and technical specification documents produced offered good guidelines for content and course authoring as they provide an overview of innovative training solutions. The pedagogical specification document makes a clear definition of innovative training pedagogies and e-learning. The technical specification for the e-learning platform establishes comparisons between different e-learning platforms, content authoring tools, learning objects repositories, online conferencing tools and business simulation systems, and it also establishes the technical requirements for the installation of the platform.

Only after the definition of the pedagogical model and the analysis of the technical requirements it was possible to dedicate efforts to the development of the training contents, while integrating and customizing the platform and proceeding with the installation of tools.

The development of materials and pedagogical strategies for the training/mentoring model focused on the following subjects: Company, Marketing, Financing, Communication, Internationalisation, Business Plan, Project Management, Innovation and Intellectual Property. Contents and activities have a common structure initially developed in English and later translated to the partners' languages: French, Greek, Portuguese and Romanian. These contents have been converted into more multimedia and interactive contents using **Adobe Presenter** software. The contents have been integrated in **D-Space** which actually contains more than 500 educational objects in 5 different languages. This can be considered the largest digital repository available in Europe related with training for Entrepreneurship. This common structure is complemented by specific contents for each country (legislation related contents, for instance) developed solely in the local languages. In each country, local trainers were involved in the process of exploring and adapting the contents and the activities available in the e-learning platform to local conditions.

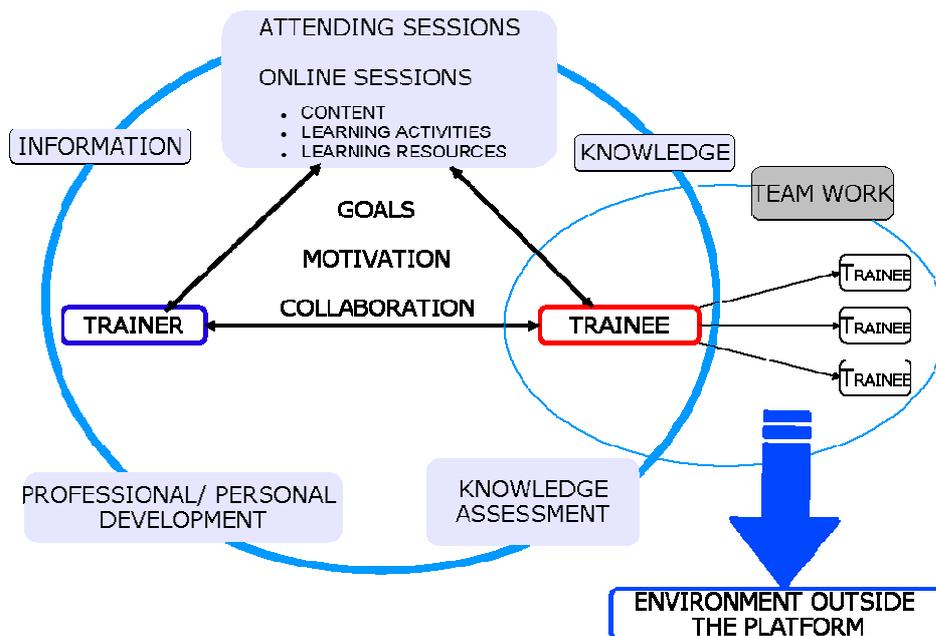
The synchronous communication system **Elluminate** was integrated and fully operational to be used along the training and mentoring phases for desktop videoconferencing allowing interaction among trainees and between trainees and trainers/experts/mentors.

Another benefit of engaging in this methodology is the resulting increase of digital literacy in the trainees (and probably trainers), providing new abilities that will benefit them throughout their academic and professional careers.

In short, the implemented e-learning technological model includes:

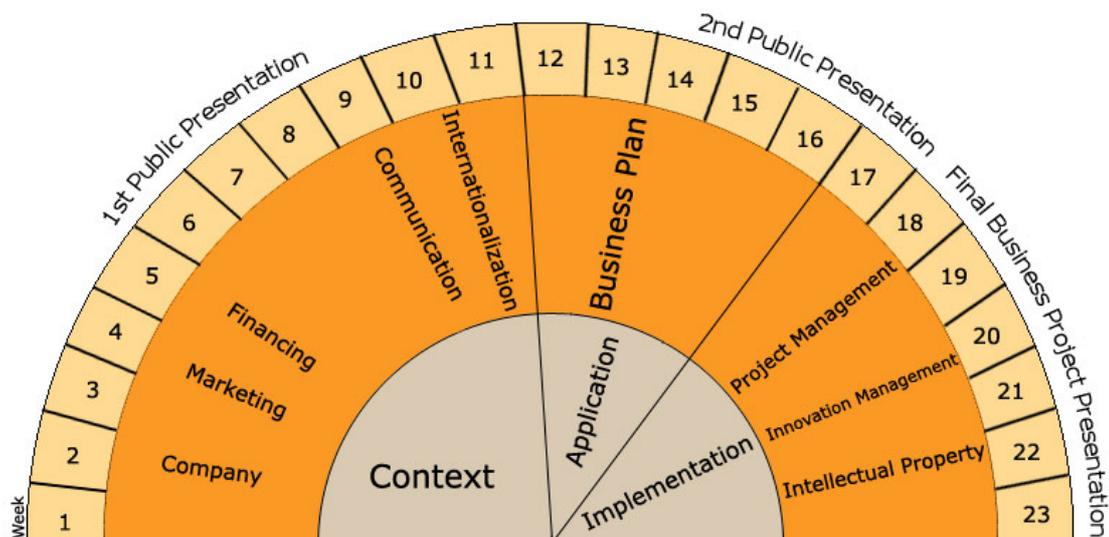
- An e-learning platform which is able to support interoperability issues through e-learning standards (SCORM). An open source tool was chosen. The *Moodle* platform has been customised and integrated.
- A content creation tool capable of integrating and synchronising multimedia elements. *Adobe Presenter* was chosen and was used for multimedia contents conversion.
- A digital repository to store the Learning Objects. An open source tool was chosen and integrated in the platform. *D-Space* allows displaying and sharing resources outside the project.
- A synchronous communication system. The chosen system was *Elluminate*, which was integrated in the platform and successfully used.

The methodology defined in the Pedagogical Specification is based on a **blended-learning approach** combining face-to-face workshops with online and self-paced learning, resulting in reduced classroom contact hours (reduced seat time). Therefore, this training model merges the effectiveness and socialisation opportunities of the classroom (according to feedback received by the trainees, the networking created seems to be a major motivation), with the technological enhanced active learning possibilities of the online environment, including collaborative learning among learners, knowledge sharing and consistent delivery of information, as each trainee is given exactly the same contents as their colleagues. This pedagogical model can be schematised as follows:



Once the e-learning course was successfully completed and released in 5 languages: English, Portuguese, French, Romanian and Greek, **the pilot edition has been launched and the target audience directly involved.** The project trainees have been selected for participating in the pilot edition. In global terms, more than 100 candidates have registered through the project website to enrol in the training course. About 80 trainees were selected to participate in the ENTER pilot edition, implemented simultaneously in Portugal, France, Romania and Greece, between January and July 2009. The business areas underlying the majority of the projects proposed were: Cosmetics/Pharmaceutics, TV contents, social support services (kinder gardens and services for the elderly), energy and renewable energies, tourism, ICT and multimedia, Food and beverages (beer manufacture), Nature/Biologic (aromatic plants), etc.

The course structure and schedule was organised as follows:



The course was planned to require about 225 hours of trainees' work, divided in modules of 25 hours each. Each module should last for a period of 2 weeks approximately. Besides the pedagogical model and the common structure defined for the training, different modes of implementation can be perceived. Considering the local conditions and the partners' experiences, the attending sessions, held at the partners' location, were in some cases concentrated (ex: 2-days workshops) and animated in collaboration between the trainer and the local team, whilst in other countries the attending sessions were implemented on a regular basis (ex: twice a week), and the trainer was the only responsible for the module, although if the local accompaniment of the trainees was made by the local team and course coordinator.

Along with the course, trainees were given the opportunity to present their achievements in sessions specially conceived for **presentation and discussion of their business projects** with the presence of trainers and experts, as well as entrepreneurs and institutional representatives expressly invited for this purpose.

During the training phase, and extended along the mentoring phase, was available through the platform a Pool of Experts. From the experts was expected a lecture (video, PowerPoint or other format) on a specific thematic of general interest to future entrepreneurs. Then experts were asked to be available for participating in a virtual synchronous session, through desktop conferencing, in order to discuss the thematic with the trainees, allowing putting in contact entrepreneurs from different countries.

The course workshops and online materials were performed by local trainers, while thematic virtual sessions with international experts run crossing trainees from different countries. A balanced set of competences within the trainers enhanced the learning process. The partners selected a team of trainers with different experiences: business, entrepreneurship, risk capital, e-learning, education and training, etc. The course **focus is on Business Plan preparation** across the different modules, therefore beyond the course contents, major attention was given to the activities to be proposed to the participants along the course until reaching the Business Plan.

The **lectures by the international experts** have been available for the trainees in all 4 countries through the platform. The issues treated were Management (project management, how to successfully implement an entrepreneurial process), ICT (Information systems and e-commerce, use of social web), Communication (how to improve communications skills, how to successfully prepare a presentation) and others such as Investing in Eco-Innovative Companies for Sustainable Development. There was also the case of an entrepreneur presenting his own experience as business developer. Portuguese, French and Romanian experts have contributed to these activities. The trainees were given access to these lectures and a date/hour for a synchronous virtual session was booked. The sessions took approximately 1-2 hours and were generally in English. The dynamics created among the participants was positive as they had the opportunity to discuss with other trainees and mentors about issues of common interest. The communication tool used was *Elluminate*; the sessions have been recorded and the links are available in the WP6 Evaluation Report.

Furthermore and in order to enhance the European approach of the project, collaborative activities involving trainees from all countries have been proposed. The mentoring area in the platform included a specific forum for exchange of information and news, as well as an area where the business projects' descriptions were available for consultation.

As main result of the training phase, each trainee delivered a business plan which was then subject of a presentation before a jury panel. From this presentation a subset of business plans that proved to be more complete and sustainable was chosen to be further supported in terms of mentoring and incubation. **The mentoring phase** lasts throughout the initial phase of company establishment, depending naturally on the level of development of each business project presented by the trainees. Mentoring phase was processed both through the platform and through direct contact. A pool of mentors is available through the platform to answer the trainees' questions, using the virtual communication tools available, as well as to accompany directly trainees at local level throughout the launching of their business initiatives. Their profile included name, expertise, background and contacts.

During the mentoring phase partners, have supported the relation mentor-mentee, organized as face to face meetings with local mentors, and have also established contacts and informed of financing opportunities for start-ups. In Portugal, it was possible to collaborate with a local programme for financing start-ups promoted by the National Institute for supporting SMEs and Maia Municipality. The technical responsible for this programme has participated in the jury that evaluated the final business plans. Similar contacts have been established in other countries and, in some cases, it was possible to give direct support to trainees in preparing applications for these financing programmes.

The companies in process of creation have been offered **support at incubation level** offered directly through the Science and Technology Parks partners of the project, which is the case of Portugal and Greece, or through collaboration agreements with local incubation organisations, as is the case of local incubator in Bordeaux (coordinator of AFI-MAC project) with which French partners have already good working relations. The type of incubation facilities offered to the best business projects is analysed on a case-to-case basis, depending on the effective interest demonstrated by the business promoter and the stage of development of the business project. The reality is that most of the projects, due to their characteristics, i.e. related with commerce and direct services to clients, did not take

advantage of the incubation facilities offered. The incubation conditions could go from renting a room with all the facilities included (internet, phone and fax, secretarial support) at low prices to domiciliation of the business address and availability of a meeting room upon request for meetings with potential clients and suppliers.

Still during the project lifetime it was possible **to implement a second edition of the course** in Portugal thus contributing to the sustainability of the programme and allowing at the same time for the opportunity to improve the methodology, contents and activities based on the experience achieved during the pilot course. The second edition of the course, including the mentoring support, occurred between 15th October and 31st December 2009. A group of 23 trainees highly motivated, distributed by 19 projects, have been selected. The course organization and schedule have been adjusted based on the pilot edition experience and on the period of time available. For the European context, the pool of European experts and mentors was available and active through the platform and the adhesion of the new participants to the virtual sessions was high.

In total, during the pilot edition have been produced 30 Business Plans, from which **8 Companies were formally established** and 22 are projects in development (15 projects with high probability of turning into a company in the near future and 7 projects in need of further maturation). Taking in consideration the results of the second edition launched in Portugal, 10 Business Plans were produced, contributing to a **grand total of 40 Business Plans**. Due to the short time of implementation of this second edition it was not possible to achieve Companies formally established, but a few good business projects are actually under development.

Besides the number of Business Plans produced and the intangible results related with the development of entrepreneurship skills in the participants, the number of companies created during this experimental edition is without question a remarkable achievement, proving that the training/mentoring model proposed may lead effectively to an increase of future entrepreneurs and companies.

Information about the business projects supported by ENTER, as well as information about the project objectives, methodology and results is available in the project website <http://www.enter-project.eu>. Through the website is also possible to access the e-learning platform and enrol in a demonstration session.

4. Partnerships

The aim of developing an entrepreneurial spirit is common in European countries. However, to achieve an effective impact at European level is necessary to have a homogeneous development in all countries. Is therefore important to correlate national experiences and transpose best practices to other contexts, identifying what can be replicable or not.

The consortium integrates country partners where the issue of entrepreneurship has faced development problems. The participating countries are Portugal, France, Romania and Greece, represented by institutions from the educational area, mainly training centres, and from the enterprise environment, such as Science and Technology Parks, Enterprise Associations and Chambers of Commerce, as well as local development associations and ICT research centres. This partnership allowed a critical analysis of the influence of cultural aspects and social contrasts between these countries in the field of entrepreneurship. The nature of the partners allows ensuring the sustainability of the project results beyond the project lifetime. The training institutions partners explore the possibility of integrating the training stage in their own course programmes, and systematically approach entrepreneurship to its trainees and trainers, involving enterprise experts in the training and mentoring phases; the Science and Technology Parks support and incubate the new companies. These partners are in conditions to provide a larger European involvement, to guarantee a widened vision of the enterprise reality, to expand the set of available international experts, therefore to secure the widening and post project sustainability of the results achieved.

Since the project beginning there was evidence of the high level of integration of the project activities in some of the partners, as well as an effective learning organisation path across the partnership. The definition of a nucleus of partners in each country with previous knowledge between themselves guarantees the stability of the processes and communication and the commitment to achieve results. The partners formed a coherent group and it was evident the good level of collaboration.

During the project lifetime partners have established contacts for possible partnerships outside the consortium. These contacts were firstly initiated with the objective of assembling the conditions of support and incubation considered necessary for the development of the business projects proposed by the participants in the prototype editions, while exploring opportunities for the sustainability of the ENTER project results. Contacts were mainly established with companies and entrepreneurs, incubators, financing programmes, incubators, training institutions, public authorities, as well as with other entrepreneurship related programmes. In particular, in Romania it was possible to establish a closer and direct collaboration with two institutions from the academic sector, which are actually interested in reusing the ENTER course within their training programmes. This collaboration proved to be highly beneficial for the implementation of the course activities in Romania.

The European Added Value of the project is related with the creation of a pool of experts and mentors, from different countries, with different competencies and expertise which provide independent lectures and mentoring to the trainees through electronic channels (including desktop video-conferencing). In the post project future, this pool can be extended to include a larger database of experts capable of answering questions and doubts from a growing number of trainees with different backgrounds and business ideas. The trainees are also encouraged to form a transnational network able to provide peer support for future trainees and entrepreneurs. Already a few trainees have registered their testimonies in video format which are available in YouTube and a group in social network LinkedIn has been created.

5. Plans for the future

The Business Plan for Valorisation of Results describes in more detail the actions planned, in course or already implemented aimed at exploring the project results and guaranteeing their sustainability in the short and medium-long term. The initiatives launched in each country aimed at reaching the project results sustainability are expressed in this document.

In a medium term, considering the best dissemination results, valorisation activities can provide a further geographic coverage (to other European regions and countries), as well as expand the project results to entrepreneurs from areas of knowledge not considered in a first stage. The results of the prototype edition implemented during the project lifetime anticipate that yearly editions of the model could easily reach directly more than 100 future entrepreneurs. It is thus possible that in the long term, by increasing the number of involved organisations in different countries, it will be possible to reach over 250 future entrepreneurs per year, and support the creation of about 50 new business projects and companies each year (across Europe). ENTER model has the potential to guarantee an increase in the rate of entrepreneurs and an increase in the success rate of new companies as have been proved by the results of the pilot edition. This multiplication would assure the sustainability of the project and it is possible because all the products are available in a digital platform that guarantees its future usability. The course contents - more than 500 educational objects in 5 different languages - are integrated and freely available in D-Space. This can be considered the largest digital repository available in Europe related with training for Entrepreneurship.

Within the partnership, a copyright agreement has been signed. Each partner is fully owner of the project results and regarding the use of ENTER products by third parties, the partnership agreed on Creative Commons license Attribution Non-commercial No Derivative Works <http://creativecommons.org>

From the trainees that have participated in the prototype edition it is expected that they will be able to lead the creation and development of a market niche that supports future editions of the courses. A few trainees have been asked to give their testimonies and these videos are placed on YouTube, personal web-pages and blogs; also available at <http://blog.enter-project.eu>. One of the participants in Portugal has taken the initiative of creating a ENTER group in social network LinkedIn and participants in the other countries have been invited to participate. These initiatives contribute to sustainability of the project results through networking and motivation of new entrepreneurs.

During its lifetime ENTER project has explored opportunities for actively correlating with other Entrepreneurship and Innovation related organizations and projects both at national and European levels. The contacts established and the experiences shared contribute to future collaboration opportunities. In the context of exploring further geographic coverage and different approaches for exploiting ENTER results, it is important to refer that the coordinator has been contacted by institutions from different countries interested in applying for decentralized actions: Leonardo da Vinci, Transfer of Innovation projects. A few proposals are under negotiation with the applicant organizations. In addition, a Leonardo da Vinci, Mobility action has also been submitted, in partnership with a Turkish Science and Technology Park, aimed at stimulating entrepreneurial spirit amongst new graduates, job seekers and young people on the labour market, while providing these beneficiaries with seminars and training on how to start up a business project in order to encourage business creation. For the training sessions, ENTER results (contents and materials) will be adapted and reused.

The integration of the course in the training partners' own programmes is currently under way. For French partners it is possible to reuse parts of the course such as modules and/or contents within the university's entrepreneurship programme. Besides that there is also the opportunity to explore, in collaboration with local organizations, outside the partnership, that

have demonstrated interest in the results achieved by ENTER, the model proposed as an innovative way of teaching other issues such as innovation, ICT, project management, etc. This way not only the entrepreneurship e-learning course can be explored and reproduced, but the model itself. Another possibility, proposed by Greek partners, is to reshape the course into short-term workshops format in order to better fit the chamber of commerce training centre sessions' model, which would represent direct integration in the partner's training courses list. In Romania it was possible to establish a closer and direct collaboration with two institutions from the academic sector, which are actually interested in reusing the ENTER course within their training programmes. The second edition of the course launched in Portugal, during the last trimester of the project, aimed at contributing to the sustainability of the project results, while taking the opportunity to improve the methodology, contents and activities based on the partnership experience achieved during the pilot course.

A second edition was not initially planned in the WorkProgramme and therefore it reflects solely the interest and the motivation of partners in giving continuity to the project results by reproducing other editions. Portuguese partners have made efforts for largely disseminating this second edition. Potential candidates were informed through: the distribution of posters and flyers in vocational training institutions, enterprise associations, employment centres and other public organizations, the production of a TV spot released as institutional publicity in national TV, the release of a radio announcement. As a result, over 80 applications were received (this number is even higher if considered applications received from all over the country besides Porto region). These numbers reflect the high level of interest by the target public in this model of Entrepreneurship training.

Finally, partners are also exploring regional and national financing opportunities for supporting reproduction of further editions of ENTER programme and even transnational specific funding for this type of actions, such as French-Romanian partnerships.

6. Contribution to EU policies

This project strongly contributes to the implementation of the Lisbon Strategy – Education & Training Progress Indicators and Key Competencies – knowledge and Innovation, employment: Digital competence; Learning to learn; Interpersonal, intercultural and social competences and civic competence; Entrepreneurship. The project focuses on stakeholders able to develop business projects and create their own companies. When successful, these companies will work as exemplary cases for other trainees to enrol the courses. The main focus of the project is to promote and reinforce entrepreneurship competencies at European level. The project directly addresses this objective by focussing on ICT enhanced training. This approach also allows the development of the trainees' personal competencies, for instance the reinforcement of digital literacy (by learning how to effectively use internet platforms and tools). At the same time, trainees will acquire competencies that allow them to develop autonomous ways of exploring these platforms and look for new learning opportunities so that they fulfil the expectation of Lifelong Learning. They will also develop capacities to autonomously promote the entrepreneurial activities.

In terms of Equal Opportunities, the problem of the reduced adhesion of Women to the ICT area and career is also well known. The project expects to contribute to reduce this gap by promoting other views of the ICT area near Women, encouraging them to use ICT, in order to increase the capacity of the workforce and to tap into women's creative potential.

Regarding European Enterprise policies this project focuses on the development of new enterprises and the reinforcement of the existing ones.

The project is able to answer the objectives established in the Lifelong Learning Programme:

- to contribute to the development of quality lifelong learning
- to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment
- to help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit
- to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background
- to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning

