



**1st International conference
05th-07th May 2010
Helsinki, Finland
Handbook**





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INTRODUCTION

As planned, the first SME-TraiNet international conference took place in Finland, between May 5 and 7, 2010. The operative organizing of the conference was by the Finnish partners of SME-TraiNet project: AKOL, Amiedu, Edupoli and Lahti University of Applied Sciences. Strategic guide lines were largely given by Wifi, Austria along with their close partners in Germany, who also form the reporting link to the EU-authorities financing the project. Coordination help and also practical assistance and support were achieved from all participating organizations and countries.

SME-TraiNet is a project where 10 European nations try to find better ways to assist small and medium sized enterprises to flourish and manage in the quickly changing environment. The role of training and education as saviors of the entrepreneur is the key issue dealt with.

The purpose of the Finnish seminar was to bring the partners together and to discuss and to further develop at workshops the best practices and other findings the partners had collected in their own countries. In addition, expert lectures from authorities dealing with SME- and training matters, EU-funding issue specialists' comments and entrepreneurs' views had been included in the program to give perspective and new ideas for the participants.

The conference was built of three separate sections that supported one another and combined flexibly the relatively versatile and complicated matters to be tackled. The structure of the conference was deductive in the way that it started as a relatively large scale first section on Wednesday noon. This part was open to all interested. From there the actions moved to more limited experts' sessions for Wednesday evening and all of Thursday. Finally, the conference ended with the core group meeting on Friday afternoon.

The conference was filmed and in addition, still pictures were taken of all meetings but for the final core group meeting at AKOL. A short collection of all film material will be published on YouTube.

The first section was organized at Palace Gourmet conference facilities in Helsinki. This section consisted of expert lectures, a specialists' panel and open discussions on topics that were dealt with. This section was reserved for 100 participants. The abstracts of the presentations as well as other material from the lecturers are included in this conference book.

The second section of the conference was organized on a ferry between Helsinki and Stockholm. This alternative was chosen due to cost efficiency that always needs to be taken into account as funding of the project is relatively limited. Coming to the North-Eastern corner of Europe was quite a demanding financial



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effort for participants as such. However, cost efficiency was also particularly respected to remind the participants of the often rather dire situations the entrepreneurs need to face. In fact, limited financial possibilities are among the most difficult obstacles when trying to find efficient ways to train entrepreneurs at any level.

The ferry served, however, yet another purpose. The Finnish team wished to offer the European participants an opportunity to have a glimpse at another Nordic country when coming this far. The conference was blessed with timing in the way that the cold and long winter broke just suitably to give the European visitors the first proper spring sunshine and beautiful views to the archipelago and Stockholm.

Workshops dealing with important issues were organized on board. The program on the ferry was rather tight and did not leave much time for leisure. The participants on this section of the program, 42 in number, were exceptionally committed to the work. Hence discussions at the workshops far exceeded any expectations the organizing team may have had. Material of the results is also included in this conference book.

The final section of the conference was held at AKOL offices in Helsinki. There the general project matters were introduced by the coordinators and discussed and evaluated by all participants. The second conference that is to take place next spring or early summer in Warsaw, Poland, was also already discussed with chairing and guidance of the Polish partners.

The material in this conference book and the links given will hopefully give the reader an idea where SME-TraiNet is heading for and what sort of results have already been achieved.

The Finnish group wishes to express great gratitude to all speakers at the conference and to the audience we reached. In addition, we wish to thank all the SME-TraiNet partners, in particular, for their valuable contributions on the conference and excellent cooperation at all occasions.

A video clip of the conference

<http://vimeo.com/14925802>

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1st International conference

05th-07th May 2010, Helsinki, Finland

Agenda

Wednesday, 05/05/2010 Afternoon session

“European and Finnish National policies and strategies for promoting young enterprises / SMEs”

Venue: Palace Gourmet, Eteläranta 10, 00130 Helsinki, Finland

(www.palacekamp.fi), conference rooms, 10th floor

12.00 – 12.15 Opening words, by Mr Timo Karkola, President, Amiedu

12.15 – 12.30 Leonardo da Vinci Network Project SME-TraiNet – Conference background, project objectives, results achieved so far, Project coordinator, WIFI

12.30 – 13.00 Presentation of the Small Business Act, Mr Paavo Mäkinen, Deputy Head of European Commission Representation in Finland

12.30 – 13.00 Finnish Lifelong Learning Policies and the SMEs, Mr Reijo Aholainen, Ministry of Education

13.30 – 14.00 Requirements and needs of young Finnish SMEs, Mr Timo Lindholm, leading economist, org. of Finnish SMEs

14.00 – 14.30 Coffee break and networking

14.30 – 15.30 Panel discussion
Panel consisting of representatives of Associations of SMEs and young businesses from Europe (UEAPME, JEUNE) and Finland

15.30 – 15.45 Closing words to the first part of the conference

*15.45 – 16.30 Change of conference venue
Moving to the ferry, delivery of cruising tickets and settling into the cabins*

Wednesday, 05/05/2010 Evening session

“1st Workshop session on European good practice examples of training and guidance for young SMEs“

Venue: Tallink SILJA SERENADE (white-blue ferry), Olympiaterminali, Olympiranta 1, 00140 Helsinki, Finland (www.tallinksilja.com) (www.portofhelsinki.fi)

16.30 – 17.00 Coffee and fruit (departure from Helsinki)

17.00 Introduction to the workshop sessions and building of working groups (WIFI or Finnish partner)

17.15 -18.00 Short presentation of and discussion about the transferability of good practice examples at EU level (three parallel working groups working on three different topics)

1. „Research services for SMEs“ (moderated by LUAS, Finland) –
Topic: Relevance of scientific research information for SMEs
2. „Coaching young businesses“ (moderated by WIFI, Austria) –
Topic: Relevance of specific promotion of female entrepreneurs and their networking activities

3. „Learning to grow/ growing by learning“ (moderated by HWK HH, Germany)
Topic: Importance of innovation strategy analysis, planning, implementation and its scientific monitoring

18.00 -18.30 Plenary session: Short presentations of the working group results by one representative of each group (max. 10 min each)

18.30 Closing of the first conference day
starting from 19.00 Dinner at à la carte restaurant

Thursday, 06/05/2010 Morning session

“2nd Workshop session on European good practice examples of training and guidance for young SMEs“

07.00 – 9.00 Breakfast on board

09.30 Arrival at Stockholm

09.00 – 09.15 Building of working groups (WIFI or Finnish partner)

09.15 – 10.15 Short presentation of and discussion about the transferability of good practice examples at EU level (three parallel working groups working on three different topics)

1. „Format“ (moderated by CLA, Italy)



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Topic: Importance of Benchmarking & Customer Care for young enterprises

2. „Clustering in the Atatürk organised industrial zone“ (moderated by Abigem, Turkey)

Topic: Building of clusters of young enterprises in order to reduce costs and build up business relation to established enterprises

3. e-Learning for SMEs in the food branch (moderated by ZRP, Poland)

Topic: Successful use of new media/ e-learning for providing training on EU regulations & HACCP (Hazard analysis and critical control points)

10.15 – 11.00 Plenary session: Short presentations of the working group results by one representative of each group (max. 10 min each)

11.00 – 16.00 Lunch buffet on board, leisure time in Stockholm

Thursday, 06/05/2010 Afternoon session

“3rd Workshop session on European good practice examples of training and guidance for young SMEs“

17.00 Departure from Stockholm

16.00 – 16.15 Building of working groups (WIFI or Finnish partner)

16.15 – 17.15 Short presentation of and discussion about the transferability of good practice examples at EU level (four parallel working groups working on three different topics)

1. „Better management skills, better positioning on the market“ (moderated by EMC, Bulgaria)

Topic: Sales and negotiation techniques and customer relationship management

2. „Business Management“ (moderated by Emi-eco, Estonia)

Topic: Modular training in general business management with practical elements

3. „Good practice example Slovenia, t.b.d.“ (moderated by ICPE, Slovenia)

4. „Good practice example Slovakia, t.b.d.“ (moderated by SCCI, Slovakia)

17.15 – 18.00 Plenary session: Short presentations of the working group results by one representative of each group (max. 10 min each)

18.00– 18.30 Summary of the results of the workshop session and closing of the conference (WIFI or Finnish partner)

19:00 Dinner at à la carte restaurant



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Friday, 07/05/2010 Return to Helsinki in the morning

7.00 – 9.00 Breakfast on board

9.55 Arrival to Helsinki and travel home (for conference participants)

For SME-TraiNet project partners only:

10.00 Transfer to 3rd project partner meeting

Venue: AKOL premises in Pasila, Helsinki

11.00 – 15.00 Project partner meeting with discussion of detailed work plan until the end of the project and administrative issues (moderated by WIFI)

15.00 Meeting close



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Presentations in Helsinki 5th of May 2010

Mr. Timo Karkola, Principal Ami Foundation AMIEDU

Master of Economic Sciences

Director, Principal Ami Foundation, Amiedu, Vocational Adult Education and Training Center of the Metropolitan Area Helsinki

Vice President, Finnish Association for Vocational Adult Education and Training

Member of the body of delegates, Confederation of Finnish Industries, EK

Vocational adult education and training providers

Timo Karkola provided information about the Finnish vocational adult education centres. In Finland the adult education is provided by about 800 publicly funded institutions and they have approximately 1.7 million students annually. Their main forms are self-motivated training, employment training, apprenticeship training, in-service training. Vocational Adult Education is legislated by the Ministry of Education and Culture, who also gives the authorization to provide education and it funds adult education.

Vocational adult education centres can provide services for SMEs in research and reviews, training, events and cutting-edge seminars, marketing and communications and serve as a responsible coordinator. The centres bring value at the societal level, working community level and individual level. The adult education-sector believes that traditional and vertical managed individual companies are being replaced by operations conducted by complex and extensive company networks. Competitive factors in production are based for example more tightly on life-cycle thinking. Companies network to find sufficient resources and compete for competent employees. A competitive economy is based on creativity, which emphasize the networking of universities, research units, institutes of learning and companies. The core competencies of vocational adult education centres are in business and working life, service solutions, project management, vocational and adult student education.

Adult education has also social partners: Ministry of Education and Culture, Ministry of Employment and the Economy, Federation of Finnish Enterprises, Confederation of Finnish Industries EK, Central Organization of Finnish Trade Unions. Vocational adult education providers can see themselves as an active and innovative actor of change, mainstream centre of excellence, change-adapting maintainer and service provider.

Reijo Aholainen, Counsellor of Education, Ministry of Education

Mr. Reijo Aholainen, Counsellor of Education, senior expert on future education and innovation policies in the Finnish Ministry of Education, Science and Culture. After joining the Ministry of Education he has contributed to several national reforms and been responsible for the coordination and financing of national lifelong learning policies. He has been actively involved in the EU education



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cooperation since late 1980ies - most recently, in 2007-2009, in the Commission DG EAC as an expert of education and innovation - and taken part in many international assignments e.g. in the Baltics and Balcans, etc. He is a member of numerous international committees and working groups and has written several articles and surveys on education and training policies.

Lifelong Learning and the SMEs

Reijo Aholainen talked about the Lifelong Learning as part of the whole spectrum of life. He showed that lifelong learning directs the education policy and that includes also non-formal education and informal learning. He talked about the main factors in the Finnish Lifelong Learning that starts from early childhood education, providing learning skills and motivation. The Finnish education is based on quality and equality by offering secondary education for everyone and that there is continuous updating and upgrading of knowledge, skills and competences. He spoke about the overall reform of professionally oriented adult education that is very much demand-based and planned together with partnerships. This includes more learning at the workplace and the learning needs to be coherent to the individual's needs and circumstances. Guidance and improved study grants and benefits able the individual to participate in education and training. SMEs can fund and design suitable Labour Market Training in cooperation and see learning and training as a business strategy to build staff competence. SMEs are also targeted with self-motivated training and there are grants for vocational adult education centres for developing cooperation with local working life. The government has set a formal body to monitor and promote LLL which includes social partners, teacher and student organizations, representatives of education providers and local authorities. The Council's main initiatives are national strategy for lifelong learning, learning at workplace, web discussion about the reasons why some youngsters do not get a place in further education.

Timo Lindholm, Federation of Finnish Enterprises

Masters Degree in Political Science (Economics), University of Helsinki 1987

eMBA Degree, University of Jyväskylä 2004

Chief Economist, Federation of Finnish Enterprises 2009->

Chief Economist, OP Pohjola Group 1999-2008

Economist, OP Bank Group Central Cooperative 1988-1999

Member of the Board of Directors in Finnvera plc

Member of the Board of Directors in Tapiola Pension

Requirements and needs of young Finnish SMEs

Timo Lindholm described the attitudes and the entrepreneurial setting in Finland. He reflected the question of few entrepreneurs and SMEs in Finland. He put it down to negative attitude towards entrepreneurship, maybe not enough suitable financing, that there are no strong enough incentives to take risk and taxation.

In Finland economic culture has not promoted entrepreneurship and many seek traditional employment in large companies or in public sector.



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The biggest issues for not having more entrepreneurs are attitude, finance, and poor incentive. There are different kinds of loans and grants available for entrepreneurs. Incentive to promote SMEs can be seen when understood how much wealth is generated through SMEs.

He sees that creating more entrepreneurship in Finland needs more courage and commitment, lifelong learning and practical training, financial knowledge, being active and networking.

Panel Discussion

Senja Nevalainen, Kodinhelmi

Entrepreneur

Education: Qualification for Entrepreneurs, Vocational training and Qualification of Housework Services, Qualification of Restaurant Services, a Computer driving license training, Grad degree and Business Administration degree

Different courses: Medication education in nursing, Home Services passport, the Basic Course of a dog breeder

Currently involved in: Quality of Housework Services pilot project group in Edupoli

Nearly four years of experience in Care Entrepreneurship

The Kodinhelmi Company

Senja Nevalainen gave a presentation about her company Kodinhelmi which she founded in 2006. The company provides everyday domestic services from housework to caring pets, going to the bank, shop, doctors, pharmacy to food preparation. Her target group is elderly people and their children, home customers, careers, care workers and occasional customers. She has broad background in education and training and has acquired qualifications for example in Entrepreneurs and Housework Services. She has completed different courses such as Medications education in nursing, home services passport and the basic course of a dog breeder. She has four years of experience in Care Entrepreneurship. She is involved in a pilot project group for quality of house work services in Edupoli, a vocational adult education centre.

Marketta Luutonen, Taito ry,

PhD, University of Helsinki 1997 and Lic.Soc.Sc. University of Turku 1983.

Managing Director, the Finnish Crafts Organization 1985-1998, 1999-2005, 2007-
Research Manager, Master program in the field of crafts design and technology,
University of Joensuu, 1.6.2005-31.10.2007

Professor of Craft Science, the University of Helsinki 1.8.1998-31.7.1999.

Research: Craft entrepreneurship, Products and meanings.



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The Finnish Crafts Organization

The Finnish Crafts Organization consists of Crafts Associations, Crafts Centres and Crafts Shops. The Finnish Crafts Organization's tasks and services include strategic leadership, financing arrangements, consulting tasks, and information and communication services. Crafts Association's tasks and services are different kind of training, marketing, information services and communications which include trade register, magazines, bulletins and newsletters. It also has workshops about tools, materials, product ranges, products, programme services and tourism services. The Finnish Crafts Organization has assumed an active, influential role in the field of crafts. The group strives to make the field of crafts visible by using different tools like their www-pages, magazine, brand and e-learning. Strengthening crafts and design entrepreneurship is a national-level service task of the Taito Group. Means are services related to training, communications, information, learning materials and research and Taito business services and shops, exhibitions and other sales and marketing events. Organizations marketing channels for crafts products are the Taito-shops and other craft shops, craft fairs and sales exhibitions. A report "The study Crafts Entrepreneur 2009" was gathered through a web survey. It gave conclusions that the sources of success for entrepreneurship in crafts and design are found in the skills of entrepreneurs themselves, in insightful products and well-functioning marketing channels. Also it found that high quality of vocational and adult education relates to up-to-date business services. Fair taxation as well as financing solutions conducts to positive employment decisions. R&D a continuous process that can be encouraged by grants for example. Visibility and marketing channels can be strengthened through joint activities in which everyone in the field can take part. The developmental challenges for businesses are the worries of entrepreneurs about their ability to cope, competition, piracy, taxation that is felt unjust, and the confusion of business and crafts together.

The fact that the product is made locally and gives employment to local people can also create added value. Main thing is that the product has to be fit for its use and correspond to the consumer's idea of what is good and beautiful.

Dr. Ludger Fischer

is working for UEAPME (Union Européenne de l'Artisanat et des Petites et Moyennes Entreprises), the European Union of craft and SMEs in Brussels since 2000.

Monitoring all areas of European legislation affecting SMEs (enterprise policy, social affairs, training, regional policy, food safety policy ...), Fischer represents UEAPME in several committees of the European Commission. He is Secretary General of the European Painters' federation UNIEP and author of several books on cooking.

Horia Mintas

VJEUNE, Jeunes Entrepreneurs, de l'Union Européenne, Young Entrepreneurs of the European Union, Administrative Council, Vice-President: Horia Mintas

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Compendium of good practices in the field of training and supporting offers for young businesses

04/2010

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Introduction

Despite the initial support founders of new businesses get at the beginning of their business operations, many of them do not survive their third year of operation. This might be due to the fact that no structured and holistic support is provided to still young but already established SMEs (i.e. entrepreneurs already operating since more than 2 years), whose businesses develop successfully and would have the potential of growth, but whose owners are not sufficiently capable of managing this sudden growth and the problems and challenges it brings about.

The present compendium gives an overview of innovative, efficient good practice examples of training and consulting offers for young businesses that have been identified in the period of December 2009 until March 2010 in the framework of the network project “SME-TraiNet”. SME-TraiNet is financially supported by the Leonardo da Vinci programme of the European Commission and targeted at further development and improvement of the current training and support structures for young enterprises by *sharing of good practices* among European stakeholders.

The project started in October 2008 and involves 13 partners from 10 EU countries. In the first 18 months of the project, partners carried out extensive researches and stakeholder workshops at national level.

Research activities focused on current training and support structures for young businesses in the participating countries. As the main outcome of the researches, good practice in training and support and also current trends and needs of SMEs/young businesses operating in the craft and service sector were identified.

For transferability purposes of good practices at national level, the identified practices were disseminated in workshops organised in each participating country where political decision makers and VET experts were invited as participants. In the workshops, strategies to establish these good practices throughout the country and current and emerging needs and remedies have been discussed. The main outcome of the workshops were identifying the best practices. The best practices of each country were compiled in this *“Compendium of good practices in training and support for growing SMEs”*.

This compendium gives an overview of all identified good practice examples of the participating countries containing information like a short description of the product, key elements of the service that are unique selling propositions, target group(s) addressed as well as contact information of the responsible persons and institutions.

We hope it will be of good use for your work!

Slovakian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Managers from big and small enterprises Owners from small companies Young businessman Students
Title	European Business Competence Licence (EBCL)
Short description	Vocational education for labour power in business economy
USPs (Key elements of the service that are unique selling propositions)	Better chance to reach job To support own career To start own company
Methodology	Attendance(presentation) education E - learning Combined(blended learning)
Content	Business base Business planning Business management
Contribution to skills	Orientation in real business situations and solving business problems in the SMEs
Quantitative aspects (duration, number of participants respectively SMEs involved)	25 hours with lector (trainer) 50 hours self studying Individual consultation
Responsible institution/ contact person	Apeiron s.r.o. Prešov doc.Ing.Peter Monka, PhD.
Direct link	direct@apeiron.eu

Finnish Good Practice Example

Type of product or service	Training
Target group(s) addressed	Students and SMEs
Title	Research services for the SMEs
Short description	The LUAS students approach SMEs and offer them market and other smallish research services. These give them credits for their studies.
USPs (Key elements of the service that are unique selling propositions)	Learning by doing valuable, real work, networking and building relations for future.
Methodology	Teachers, students and SMEs meet and design together what sort of data is relevant for the SME. The student with the support of the tutor collects this and reports in an agreed manner.
Content	Research using variable methodology. Report writing and making of suggestions.
Contribution to skills	Practical training of methodology for the student, understanding of the value of relevant data to the SME.
Quantitative aspects (duration, number of participants respectively SMEs involved)	Several weeks or months, dozens of students from different faculties as well as dozens of companies now and in future.
Responsible institution/ contact person	Lahti University of Applied Sciences. Juhani Nieminen
Direct link	juhani.nieminen@lamk.fi

Finnish Good Practice Example

Type of product or service	Training Other
Target group(s) addressed	Students of all age groups
Title	Encouragement to entrepreneurship and achieving training to support it.
Short description	Different level organizations of all areas in Lahti region organize a seminar where entrepreneurship is in focus.
USPs (Key elements of the service that are unique selling propositions)	Be your own master, build your own future!
Methodology	A large get together in May where good artists and speakers perform and entrepreneurs are rewarded
Content	Entertainment, enhancement, encouraging, eating and being together. Also, a grand parade with music.
Contribution to skills	Learning the value of learning and using the skills acquired.
Quantitative aspects (duration, number of participants respectively SMEs involved)	One day, hundreds of participants are expected.
Responsible institution/ contact person	Several organizations in Lahti area. At LUAS Juhani Nieminen
Direct link	juhani.nieminen@lamk.fi

Finnish Good Practice Example

Type of product or service	Training
Target group(s) addressed	Students and SMEs
Title	New certificate programs for foreign students
Short description	LUAS offers for foreign students programmes where parts of their studies are done by learning to know Finnish SMEs through working and doing work related exercises.
USPs (Key elements of the service that are unique selling propositions)	Learning by solving real problems in a real Finnish environment. Networking and learning to know future partners in new countries.
Methodology	Teachers and SMEs meet and design together what kind of jobs the student will do and what kind of exercises are connected. Examples: assessments, design, market plans etc.
Content	Practical tasks of different nature and on various fields including all faculties at LUAS.
Contribution to skills	Learning in real-life situations and getting a concept of daily challenges the SMEs have to face.
Quantitative aspects (duration, number of participants respectively SMEs involved)	From a few days to several months. In the long run dozens of students from different countries as well as dozens of companies from Lahti area.
Responsible institution/ contact person	Lahti University of Applied Sciences.
Direct link	Juhani Nieminen juhani.nieminen@lamk.fi



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RESEARCH SERVICES FOR SMEs, workshop conclusions

by Juhani Nieminen, Vice President, PhD, Lahti University of Applied Sciences

1. Some findings based on SME-TraiNet (and other efforts)

SMEs are usually practical operators. Their skills and will in long-term planning and dealing with research data forming the basis for such are limited. Very often the SMEs do not even understand the importance of them. The question to be asked is: how important for an SME are the strategic level planning and research as generally understood?

At least the following potential answers have been given to favor long-term strategic planning and “heavy” research to support it:

- a) In a rapidly changing environment on all levels strategic planning based on research is becoming more and more important also for SMEs.
- b) To avoid really drastic mistakes, also SMEs need to establish their operations on valid research information rather than assumptions.
- c) In a global environment “think globally act locally” ideology means that even SMEs need to take into consideration global phenomena and information achieved through serious research.

Since the efforts of SMEs often focus on survival from one day to another by solving practical problems as they occur, the SMEs often neither have means nor will or skill to dwell in the mires of traditional research data. During the discussions at the workshop it was pointed out that SMEs often have only a lower vocational training. This makes them professionals in their core business but amateurs in just about everything else. Hence, they also see research from a very narrow angle.

2. The role of UAS research in the world of SMEs

It is easier to change our own attitudes than those of SMEs. We have learned that the university level research services offered to the SMEs often are too large-scale, academic and general by nature, demand too much time and concentrate on wrong topics as seen from the SME’s point of view. The SMEs do not get enough added value from the research. Therefore they lack confidence in what they are offered. The traditional form of offering students’ thesis work for the SMEs often gives them a too long-term, too theoretic and also too large-scale alternative even if larger organizations can utilize this sort of research relatively well.

The research services the SMEs best can exploit mostly are short-term, often focus on a limited sector and must be provided quickly. One potential answer to the problem could be connecting more and more R&D to actual learning modules that also are brought to the SMEs’ premises. There the students with the help of

the entrepreneur and their teachers may find alternative ways to solve some practical problem through limited but focused exploitation of research.

Examples of such research are as follows:

- Immediate effects of a large, national chain establishing operations that compete with local SMEs in catering services.
- Doing small scale market research on the demand of a new kind of service package within B&B –services.
- Assessing the pros and cons of investing to a new milling machine versus a second-hand one at a small engineering works.
- Finding and assessing ways how to establish a network of replacement workers during sick leaves at a small bakery.
- Evaluating different forms of financing a new development at a small construction company.
- Evaluating the pros and cons of alternative locations to establish a new night club.

Due to the nature and ideology the UASs are more apt to this sort of applied research than the science universities, even if in some areas also science universities may offer equivalent services.

3. Some conclusions

Flexibility, swiftness, new thinking and understanding are needed to offer the SMEs the services the UAS sector could and should give them. Through a more customer oriented approach also UASs can offer our students excellent opportunities to learn of the daily challenges of SMEs and create the SMEs research and development services that really assist them. At the same time confidence can be built. This will in the long run help the SMEs to understand the possibilities and importance of research at all levels.

We also need to train our UAS teachers and administrators to see the value of relatively small steps and things. We tend to concentrate on large businesses' research where our services can only give little if any added value. Also, large companies and organizations usually can get the information they need without UASs, quicker and often in a more reliable form. SMEs with smaller scale research problems suit most of UASs' purposes better in many ways.

Change of attitudes, lot of product development and hard work are needed. Yet the results we have already gained in this area prove that we are heading the right way. There are good reasons why SMEs with their demands could become more and more important partners for UASs also as far as research and development are concerned. Actions have already been taken in this direction and more are to come.

Estonian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Students and SMEs
Title	Business management
Short description	Program consists of different modules: 4 modules included basic skills, business management and practice SME.
USPs (Key elements of the service that are unique selling propositions)	Learning by doing, real work in practice, networking and cooperation skills for future.
Methodology	Program is created in cooperation with teachers and SMEs. SME managers can choose all program or different modules as to their real needs.
Content	Students will work as interns in more than hundred enterprises in Estonia and EU countries.
Contribution to skills	Practical training, understanding business management, management skills, broad economic topics. The program has formed so that the graduate could apply for the IV qualification level of Business Manager.
Quantitative aspects (duration, number of participants respectively SMEs involved)	The minimum modules give 2-3 Europe credit points, max 8 ECP. 15-20 participants in every course and usually students of SMEs compose the individual study plan.
Responsible institution/ contact person	Voru County Vocational Training Centre Chair of Business Management
Direct link	Henn.Tarro@vkhk.ee

Estonian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Students and SMEs
Title	Accounting for self-employed entrepreneur and SME-s
Short description	Program “Financial management for SME and self-employed entrepreneurs”
USPs (Key elements of the service that are unique selling propositions)	Practical program for management of SME - planning and management capacity”
Methodology	Practical program, learning by doing, practical accounting exercises
Content	Financing law, management basics, planning, SME financing reports, labor law
Contribution to skills	Financial management, planning and management of SME, composition of reports required by law, real-work experience
Quantitative aspects (duration, number of participants respectively SMEs involved)	0,5 Europe credit points, 15 SME and self-employed managers
Responsible institution/ contact person	Võru County Vocational Training Centre Chair of Business Management Mr Henn Tarro
Direct link	Henn.Tarro@vkhk.ee

Estonian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Students and SMEs
Title	Research services for the SMEs
Short description	In cooperation with students, SME's and school itself we solve specific SME problems, which gives solutions to SME's, knowledge to lecturers, and credits to students, and support of having state of art information and develop showcases for future lectures.
USPs (Key elements of the service that are unique selling propositions)	Real work learning experience for students. Real solutions for SME's. More networking school with community.
Methodology	Teachers, students and SMEs meet to agree on describing a problem and plan how to solve it. The student with the support of the tutor and SME staff collects the data and makes reports, proposing possible solutions in an agreed manner.
Content	Research or in some cases development using variable methodology. Report writing and making of suggestions, schemes and work plans.
Contribution to skills	Practical training methodology for the student, understanding of the value of relevant info to the SME.
Quantitative aspects (duration, number of participants respectively SMEs involved)	Several weeks or months, tens of students from different faculties as well as tens of companies up until now and in future to come.
Responsible institution/ contact person	Võru County Vocational Training Centre Department of Studies Terje Kruusalu
Direct link	terje.kruusalu@vkhk.ee

Austrian Good Practice Example

Type of product or service	Consulting
Target group(s) addressed	Young SME´s
Title	Coaching young businesses (Jungunternehmercoaching)
Short description	A holistic consulting service, available for young businesses (up to six years after start-up), which is partly subsidized by the Federal Ministry of Economics (BMWFJ) and the Austrian Economic Chamber (WKÖ). All coachings are targeted at young entrepreneurs in need of training and guidance in various fields of their business, such as marketing, controlling or financing.
USPs (Key elements of the service that are unique selling propositions)	Generative learning method, target group focussed, short efficient units
Methodology	Group coachings, individual coachings
Content	Coaching focussed on individual needs of young SME (process of changes, efficient decision making, risk analysis etc)
Contribution to skills	Improvement of entrepreneurial quality and success and corporate development successful coping with processes of change
Quantitative aspects (duration, number of participants respectively SMEs involved)	16 Coaching units/year
Responsible institution/ contact person	WIFI-SME supporting center www.unternehmerservice.at Mag. Claudia Scarimbolo + 43 (0)590 900 3647
Direct link	claudia.scarimbolo@wko.at

Austrian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Female sole proprietors without employees (0 to 3 business years)
Title	Academy for female entrepreneurs (Akademie für Kleinstunternehmerinnen)
Short description	The learning modules are aiming at the improvement of knowledge and individual corporate development. The coaching sessions offer the possibility of professional checking of developed strategies and feedback
USPs (Key elements of the service that are unique selling propositions)	generative learning method intensive exchange of know-how
Methodology	Training sessions Group coachings
Content	Three modules (topics: business planning, marketing and sales, cooperation and networking, self- and time-management)
Contribution to skills	Improvement of entrepreneurial quality and success and corporate development
Quantitative aspects (duration, number of participants respectively SMEs involved)	45 training units 300 successful participants
Responsible institution/ contact person	WIFI (Institute for Economic Promotion) http://www.wifi.at
Direct link	http://www.unternehmerin.at/akademie

Austrian Good Practice Example

Type of product or service	Consulting
Target group(s) addressed	Tyrolean SMEs, in the first phase of a growth project to be implemented within their company.
Title	Pluss
Short description	The programme is divided into two phases. Within the first phase, each enterprise is being analysed with regards to structural weaknesses and strengths of the whole enterprise, unexploited growth potentials as well as opportunities resulting from the intended growth project. In the second phase the focus lies on the actual consulting of the enterprises by external experts with regards to various fields crucial for the success of the respective growth project. Possible areas of consultation are strategic issues, controlling, sales planning, marketing strategies and branding, technical infrastructure, human resource planning etc.
USPs (Key elements of the service that are unique selling propositions)	Individual support of potential of growth
Methodology	Consulting (cooperation of research and economy)
Content	Strategic analysis, planning and implementation
Contribution to skills	Improvement of entrepreneurial quality and success and corporate development successful coping with processes of change
Quantitative aspects (duration, number of participants respectively SMEs involved)	Consulting service (briefing, analysis, planning, implementation) 1 year / 15 SME 's per year
Responsible institution/ contact person	SME supporting center Tirol http://www.wko.at/tirol/service Mag. Wolfgang Teuchner + 43 (0)590 905-2222
Direct link	gs@wktiro.at



Strategy for transferring the good practice into the VET and support systems of the other EU countries

Please answer the guiding questions below in the course of the workshop session and use this template as structure for the presentation of your working group’s results to the plenum!

<p>What are the key elements of the service?</p> <p><i>Please concentrate on the unique selling propositions that are worthwhile to be transferred into other countries.</i></p>	<ul style="list-style-type: none"> • holistic coaching offer for young businesses in addition to specialist counseling services • generative learning method • supporting offer adapted to necessary framework conditions (location and time independent, low costs, top level coaching) • strategic concept on national level
<p>What are the elements that should be transferred?</p> <p><i>Please identify the aspects that do not or only partially exist in other countries so far</i></p>	<ul style="list-style-type: none"> • strategic concept on national level • training modules of management consults for coaching of young entrepreneurs
<p>Who will transfer the good practice?</p> <p><i>Please determine the institutions that will participate in the good practice transfer process in the country of origin of the good practice.</i></p>	<p>Austrian Federal Economic Chamber, SME Supporting Center</p>

Template for summary of working group results



<p>To whom will the good practice be transferred?</p> <p><i>Please identify institutions in the other EU countries that could take up the good practice and integrate its approach and methods into their training and services offer.</i></p>	<p>Turkey is interested in the transfer of the good practice</p>
<p>Which stakeholders will be involved in order to make the transfer and implementation successful?</p> <p><i>Please determine the institutions/ authorities that are needed in order to implement the good practices not only at local level, but nation-wide.</i></p>	<p>According to the Austrian experience following institutions and stakeholders should be involved:</p> <ul style="list-style-type: none"> • governmental institutions like ministry of economy (financing) • public institutions responsible for supporting services of young SMEs
<p>What actions will be taken for the good practice transfer?</p> <p><i>Please define a work process/ work plan for the transfer of the good practice into other countries.</i></p>	<p>According to the framework conditions of the country interested in know how transfer, these actions will be defined in a common way. In principle a visit of an expert providing all information and materials v´ concerning the product is foreseen. In a second step all working steps concerning adaptation of the product according to the national needs will be supported</p>
<p>What results are expected after the transfer of good practices has been successful?</p> <p><i>Please describe the possible impact/ effects in the countries into which the good practice would be transferred.</i></p>	<ul style="list-style-type: none"> - minimizing risks of young entrepreneurs - identification of consulting and training needs at an early stage - efficient support of young entrepreneurs in corporate development

Slovenian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Young SME 's (at least 3 years old)
Title	Good practice of Training, mentorship & networking program
Short description	A 10 months holistic program for young businesses including training, mentorship & networking activities. The program is based on sharing experience through workshops, group mentoring sessions as well as individual mentoring sessions and networking activities
USPs (Key elements of the service that are unique selling propositions)	Generative learning method based on sharing experience between young entrepreneurs & succesful entrepreneurs. Very hands-on training and mentorship program. Networking activities that help young businesses create necessary business connection.
Methodology	Workshops on entrepreneurial topics held by entrepreneurs. Group mentoring. Individual mentoring as well as networking activities
Content	All key business topics important for growing a business.
Contribution to skills	Understanding of all basic questions an entrepreneur needs to answer when growing his business. Entrepreneur changes his way of thinking and looking at his business. Empowerment of young entrepreneurs to think bigger.
Quantitative aspects (duration, number of participants respectively SMEs involved)	30 entrepreneurs / 10 workshops + 10 mentoring sessions + 10 networking activities / 10 months
Responsible institution/ contact person	Barbara Bregar-Mrzlikar CEED Slovenia Tehnološki Park 24 1000 Ljubljana Slovenia
Direct link	Barbara.bregar-mrzlikar@ceed-slovenia.org +386 31 543 004

Template for summary of working group results



(ICPE – Igor Pavlin)

Strategy for transferring the good practice into the VET and support systems of the other EU countries

Please answer the guiding questions below in the course of the workshop session and use this template as structure for the presentation of your working group's results to the plenum!

<p>What are the key elements of the service?</p> <p><i>Please concentrate on the unique selling propositions that are worthwhile to be transferred into other countries.</i></p>	<p>Integrated approach to supporting young SMEs</p> <ul style="list-style-type: none"> • Young companies that would grow through franchise approach • Current support services to SMEs <p>Focused assessment of specific development / support needs to be serviced by</p> <ul style="list-style-type: none"> • OD-consulting, • Learning and practicing self-assessment in traits and in financial and other resource abundance • Exchange of info on experience, • International exposure: visits of expos, study tours of franchisors • Well targeted conferences, seminars etc. • Individual and group mentoring • Individual coaching • Tailor made training programs • Educational programs of general nature • Specifics re Green and Lohas orientation • Evaluation of achieved results • Different types of networking (partners, best sites to learning, benchmarking, subcontracting, • Planning and implementation of follow up
<p>What are the elements that should be transferred?</p>	<p>The entire integrated approach at the level of support institutions;</p> <p>Within newly created franchise systems it is specific branded know-how that is systematically built up through training, consulting, mentoring and testing and is protected by intellectual property rights. The</p>

Template for summary of working group results



<p><i>Please identify the aspects that do not or only partially exist in other countries so far</i></p>	<p>know how is ready made for replication for initial and recurring fees by franchisees to a franchisor.</p> <p>Integrated approach by one single institutions or by a network of interlinked support insitutions – all these elements in their beginnings</p> <p>Ready made approach for transferring to franchisors;</p> <p>Assistance to franchisees to convert into selected franchising</p>
<p>Who will transfer the good practice?</p> <p><i>Please determine the institutions that will participate in the good practice transfer process in the country of origin of the good practice.</i></p>	<p>Selected institutions in Slovenia that have been listed in the SME TRainet Research Report by ICPE, especially ICPE, Training departments of the Chambers of Commerce and Slovene Franchise Association, Chamber of Crafts and Entrepreneurship and CEED.</p>
<p>To whom will the good practice be transferred?</p> <p><i>Please identify institutions in the other EU countries that could take up the good practice and integrate its approach and methods into their training and services offer.</i></p>	<ul style="list-style-type: none"> • Young companies that would grow through franchise approach • Current support services to SMEs • Potential franchisors and franchisees <ul style="list-style-type: none"> • Slovenia: CEED, Japti, GCE, ICPE, FranAdria • Hungary: HFA and their respective organisation • Poland: PFA and related institutions, Management School in Gdansk • Austrian WIFI in cooperation with Syncon: expect joint project work • Croatian partners in Zagreb and in Osijek and potential new EU members in Serbia, B&H etc. • Others if interested <p>On the international level EFMD and EFF</p>
<p>Which stakeholders will be involved in order to make the transfer and implementation successful?</p> <p><i>Please determine the institutions/ authorities that are needed in order to implement the good practices not only at</i></p>	<p>Ministry of economy Ministry of science & technology Gea College for Entrepreneurship CEED Japti Chamber of entrepreneurship Chamber of Commerce</p>

Template for summary of working group results



<p><i>local level, but nation-wide.</i></p>	<p>Slovenian Franchise Association Specialised providers of respective services International level: Enterprise Directorate of the EU</p>
<p>What actions will be taken for the good practice transfer?</p> <p><i>Please define a work process/ work plan for the transfer of the good practice into other countries.</i></p>	<p>Specific EU projects, eg. Danube and Adria region Conferences re SME development Specific conferences on franchising Publications Assist international franchisors to expand or assist those in the process of internationalisation</p>
<p>What results are expected after the transfer of good practices has been successful?</p> <p><i>Please describe the possible impact/ effects in the countries into which the good practice would be transferred.</i></p>	<p>Interim results: existence and growth of international support networks Franchise networks of successful small businesses.</p>

German Good Practice Example

Type of product or service	Other (scientific approach)
Target group(s) addressed	Multipliers / consultants in the field of business-coaching SMEs in all branches
Title	Wachstum lernen - lernend wachsen (to learn growing - to grow by learning)
Short description	A nationwide research approach to support innovative SMEs in the period of growth. Establishing exchange and networks between SMEs of different regions
USPs (Key elements of the service that are unique selling propositions)	Nationwide approach with regional influences - scientific approach - practical experiences - regional solutions
Methodology	Analysis on scientific level / monitoring (cooperation between several scientific institutions) Workshops with participating SMEs operating in different regions
Content	Testing and evaluation of different instruments to support SMEs in a period of growth Establishing innovative strategies on different management levels within the SMEs Exchange of experiences by offering workshops with SMEs Scientific monitoring and evaluation
Contribution to skills	Developing of management skills and competences in SMEs Evaluating of instruments and support services Developing cross-regional exchange of experiences / learning from each other
Quantitative aspects (duration, number of participants respectively SMEs involved)	Networks in four German regions (- 120 SMEs participate in the project)
Responsible institution/ contact person	RKW Deutschland Dr. Michael Steinhöfel E-Mail: Michael.steinhofel@rkw-d.de
Direct link	www.rkw-d.de

German Good Practice Example

Type of product or service	Training Other: Networking
Target group(s) addressed	SMEs interested on innovative strategies to develop a new business culture in the fields of crafts
Title	“InnoWerkstatt“ (the title includes “innovation” and “factory” to symbolise the subject: learn to become innovative with a practical approach)
Short description	The project offers several different workshops with a thematic focus on “innovation”. The participation in a workshop is open. Speakers and experts are invited to talk and exchange with entrepreneurs about good experiences, instruments and approaches
USPs (Key elements of the service that are unique selling propositions)	The project combines unusual aspects to support SMEs: providing information, creating networks, developing empowerment strategies and establishing a “business culture” to become innovative and sustainable
Methodology	Workshops for SMEs, presentations of experts and other entrepreneurs Coaching meetings to empower the entrepreneurs
Content	The workshops focuses on different subjects to support SMEs, e.g.: marketing and customer services, management and administration, personnel and leadership, women as managers and leaders In addition “Unternehmer-Coaching” (coaching of and for entrepreneurs) is offered. The project coordinates meetings and sessions for entrepreneurs helping and supporting each-others.
Contribution to skills	<ul style="list-style-type: none"> - self-empowerment - networking - competences to develop innovative strategies - creating a new “Business Culture”
Quantitative aspects (duration, number of participants respectively SMEs involved)	6 to 8 workshops a year 10 to 20 participants, entrepreneurs / each workshop
Responsible institution/ contact person	Handwerkskammer Hamburg InnoWerkstatt Stephanie Wöste E-Mail: swoeste@hwk-hamburg.de
Direct link	www.hwk-hamburg.de

German Good Practice Example

Type of product or service	Training Consulting
Target group(s) addressed	SMEs of all branches in the fields of crafts
Title	„InnovationsAgentur“ (Innovation Agency) - systematic stabilisation of innovative processes in small and medium-sized companies in craft businesses
Short description	An “innovation check” in the company is offered to those SMEs willing to introduce new ideas and products. After the check, a personal coach will give advice on potentials and lacks in the management. Training advices are offered to support the SME and point on potential for business growth
USPs (Key elements of the service that are unique selling propositions)	A combined individual service to SMEs in craft sectors: <ul style="list-style-type: none"> - statistical analysis - personal coaching - tailor-made training advices
Methodology	<ul style="list-style-type: none"> - external analysis with a questionnaire - individual coaching - training offers if needed
Content	Focus is on innovation and growth: “Innovation-Check” (Innovationscheck) will give the participating entrepreneur an analysis of the companies ability and disposition to be innovative and implement new strategies. The results are based on the self report and self concept of the entrepreneur. It is focussing on both: products and management tools. The individual coaching is picking up the results of the “innovation check” and should lead to tailor-made training offers
Contribution to skills	<ul style="list-style-type: none"> - strengthening the ability to think and act innovative - developing management strategies - saving competences and sustainability - facing business changes and dynamic processes
Quantitative aspects (duration, number of participants respectively SMEs involved)	<ul style="list-style-type: none"> - since 2009 - 300 SMEs passed the “innovation check”, 11%- followed the individual coaching - the period of support (check + individual coaching) lasts for max. 6 month (differences in concern of individual needs)
Responsible institution/ contact person	Handwerkskammer Hamburg InnovationsAgentur Andreas Kutteneuler E-Mail: a.kutteneuler@hwk-hamburg.de
Direct link	http://www-hwk-hamburg.de

Strategy for transferring the good practice into the VET and support systems of the other EU countries

Please answer the guiding questions below in the course of the workshop session and use this template as structure for the presentation of your working group's results to the plenum!

<p>What are the key elements of the service?</p> <p><i>Please concentrate on the unique selling propositions that are worthwhile to be transferred into other countries.</i></p>	<p>1.) questionnaire behind the categories to analyse 2.) the check as a whole concept (we would need to check if it is licensed) 3.) the structure of the tool 4.) single topics of check (financial affairs, marketing...) 5.) flexibility of the instrument - useful as individual interview or as online tool</p>
<p>What are the elements that should be transferred?</p> <p><i>Please identify the aspects that do not or only partially exist in other countries so far</i></p> <p>.</p>	<p>- see above - a standardised instrument - useful for individual coaching or to initiate individual coaching - practical shape, also used as online tool (for craftsmen only useful as individual coaching instrument, mobile services are needed)</p>
<p>Who will transfer the good practice?</p> <p><i>Please determine the institutions that will participate in the good practice transfer process in the country of origin of the good practice.</i></p>	<p>The Hamburg Chamber of Skilled Crafts and Businesses, project of mobile coaching (InnovationsAgentur) Contact: Wiebke Reyels (manager SME-TraiNet at the Hamburg Chamber of Skilled Crafts / Andreas Kuttenkeuler (project manager)</p>
<p>To whom will the good practice be transferred?</p> <p><i>Please identify institutions in the other EU countries that could take up the good practice and integrate its approach and methods into their training and services offer.</i></p>	<p>- it is an interesting instrument for all institutions offering consulting to SMEs (Chambers, Institutions of Commerce, umbrella associations for economy and management, politics / administration, universities) - Slovenia, Poland and Austria would be interested to get the questionnaires</p>

Template for summary of working group results



<p>Which stakeholders will be involved in order to make the transfer and implementation successful?</p> <p><i>Please determine the institutions/ authorities that are needed in order to implement the good practices not only at local level, but nation-wide.</i></p>	<p>On a local level a group of relevant stakeholders is needed, in Hamburg the state ministry of economy and labour was involved, researchers of 3 different universities and Schools of applied sciences, foundations (foundation for innovation in Hamburg) and the 2 Chambers (Commerce and Skilled Crafts)</p> <ul style="list-style-type: none"> - each country would have to identify the relevant stakeholder (governmental institutions are needed to clear up financing, probably bancs or business angels can be involved to guarantee grants)
<p>What actions will be taken for the good practice transfer?</p> <p><i>Please define a work process/ work plan for the transfer of the good practice into other countries.</i></p>	<ul style="list-style-type: none"> - first you have to look for grants to give reductions to SMEs - A workgroup should be set up, bringing together relevant decision makers - administrative bodies are relevant to get financial support(e.g. pilot studies), researchers in the field have to be convinced to participate - bilateral workshops could be used as introductory help
<p>What results are expected after the transfer of good practices has been successful?</p> <p><i>Please describe the possible impact/ effects in the countries into which the good practice would be transferred.</i></p>	<ul style="list-style-type: none"> - individual benefit to SMEs, to get trained and start own development - an overview for necessity (market) for innovation in the region - an instrument to set up standards of innovation - what is the average in the region - analysis of situation within the crafts / small trades, business sectors (in which categories businesses are running well and innovative and what further vocational training is needed)

Bulgarian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Managing staff of young firm (3 business years)
Title	Better managerial skills - better position on the market Training seminars for Applied Language solutions, Office Bulgaria
Short description	The learning modules are aiming to improvement of selling skills and soft skills needed for better contact to clients
USPs (Key elements of the service that are unique selling propositions)	Interactive learning methods Generative learning method
Methodology	Training sessions, group working, individual presentations
Content	Three modules (sales, negotiations skills, managing communication with customers)
Contribution to skills	Improvement of managing skills and communication with customers
Quantitative aspects (duration, number of participants respectively SMEs involved)	48 training units 20 successfull participants
Responsible institution/ contact person	European Management Centre Ltd. www.emcbg.eu Mr. Petroslav Petrov + 359 2 944 47 58
Direct link	office@emcbg.eu

Bulgarian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Middle managerial staff of young engineering firm (3 business years)
Title	Improvement of soft skills Training seminars for Lufthansa Technics
Short description	The learning modules are aiming to improvement of soft skills needed for better communication and managerial skills
USPs (Key elements of the service that are unique selling propositions)	Interactive learning methods, generative learning method,
Methodology	Training sessions, group working, individual presentations
Content	Six modules (team working, leadership, presentation skills, negotiation skills, communication, conflict management)
Contribution to skills	Improvement of soft skills and communication with customers
Quantitative aspects (duration, number of participants respectively SMEs involved)	96 training units 38 successfull participants
Responsible institution/ contact person	European Management Centre Ltd. www.emcbg.eu Mr. Petroslav Petrov + 359 2 944 47 58
Direct link	office@emcbg.eu

Bulgarian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Managerial staff of young consulting firm (4 business years)
Title	Improvement of soft skills Training seminars for Paladin Property Consulting
Short description	The learning modules are aiming to improvement of soft skills needed for better contact to clients
USPs (Key elements of the service that are unique selling propositions)	Interactive learning methods, generative learning method,
Methodology	Training sessions, group working, individual presentations
Content	Three modules (negotiation skills, communication with customers, presentation skills, conflict management)
Contribution to skills	Improvement of soft skills and communication with customers
Quantitative aspects (duration, number of participants respectively SMEs involved)	36 training units 18 successfull participants
Responsible institution/ contact person	European Management Centre Ltd. www.emcbg.eu Mr. Petroslav Petrov + 359 2 944 47 58
Direct link	office@emcbg.eu



Strategy for transferring the good practice into the VET and support systems of the other EU countries

Please answer the guiding questions below in the course of the workshop session and use this template as structure for the presentation of your working group’s results to the plenum!

<p>What are the key elements of the service?</p> <p><i>Please concentrate on the unique selling propositions that are worthwhile to be transferred into other countries.</i></p>	<p>Is it worthwhile for us to transfer currently info to them for use during an upcoming period We know under normal circumstances we would recommend: must consistently maintain high levels of quality or service. Create your USP by using marketing instruments make your strategy</p> <p>•</p> <p>We will give them the tips on choosing the right Marketing instruments, useful for small and medium businesses, and information on key elements of Sales Management for SME, s.</p>
<p>What are the elements that should transfer?</p> <p><i>Please identify the aspects that do not or only partially exist in other countries so far</i></p>	<p>Look under the creative thinking we will find helpful marketing elements on how to grow professionally and personally our strategy. Go to the brand strategy elements and find out how to develop a positioning statement, and how to define our target market, and much more.</p>
<p>Who will transfer the good practice?</p> <p><i>Please determine the institutions that will participate in the good practice transfer process in the country of origin of the good practice.</i></p>	<p>Those who can, strategy are almost the same in each country, but tactic techniques are almost different. specific geographical starting point.</p>

Template for summary of working group results



<p>To whom will the good practice be transferred?</p> <p><i>Please identify institutions in the other EU countries that could take up the good practice and integrate its approach and methods into their training and services offer.</i></p>	<p>Always use the Branch organisations, one of the ways of right deliver. Using USP through your whole organization, each country could be origin, if it's use unique and integrated approach.</p>
<p>Which stakeholders will be involved in order to make the transfer and implementation successful?</p> <p><i>Please determine the institutions/ authorities that are needed in order to implement the good practices not only at local level, but nation-wide.</i></p>	<p>Stakeholders' roles and degrees of influence will vary according to the opportunity. Relying on old contacts and experiences may be insufficient. Sales executives must proactively identify all stakeholders for any new sales opportunities. At the organisational level, strong and effective leadership emerges as an important success factor, along with powerful pressures for change coming from outside the organisation. So does active management of the process, so that gains become cumulative and gradually win the support of the</p>
<p>What actions will be taken for the good practice transfer?</p> <p><i>Please define a work process/ work plan for the transfer of the good practice into other countries.</i></p>	<p>Identify good practice and work to co-ordinate domestic and foreign countries, and to incorporate these understandings into operational working plan. The impact of transfer should be relevant to other countries</p>
<p>What results are expected after the transfer of good practices has been successful?</p> <p><i>Please describe the possible impact/ effects in the countries into which the good practice would be transferred.</i></p>	<p>The possible effect; training that focuses on core, natural sales concepts like questioning skills, great communication, active listening and clear messaging that develops sales potential inside and outside</p>

Turkish Good Practice Example

Type of product or service	Other
Target group(s) addressed	Machinery, metal and casting sectors
Title	Clustering of Machinery, metal and casting sectors in the Ataturk Organized Industrial Zone
Short description	Implementation of clustering approach to the machinery, metal and casting sectors
USPs (Key elements of the service that are unique selling propositions)	Innovative approach, different than traditional support services By participating to the cluster, small and young SMEs will have the same advantage in procurement (cost advantage), improve their commercial relationships with the older, more experienced SMEs and large enterprises.
Methodology	Field study Workshops, identifying the vision, strategy and actions of the cluster Writing the roadmap Training to the cluster members
Content	Meetings, interviews
Contribution to skills	Corporate development Cost advantage Improving skills in R&D, Production Technique, Marketing and Product Development Increasing the both commercial and non-commercial Relationship between the cluster members Increased competitive advantage
Quantitative aspects (duration, number of participants respectively SMEs involved)	200 SMEs involved Duration of the project: 9 months Activities have continued after the project has ended
Responsible institution/ contact person	Izmir Ataturk Organized Industrial Zone Mr.Cavit Kahya Mrs.Buket Pişkin
Direct link	www.iaosbkumelenme.org

Template for summary of working group results



Strategy for transferring the good practice into the VET and support systems of the other EU countries

Please answer the guiding questions below in the course of the workshop session and use this template as structure for the presentation of your working group's results to the plenum!

<p>What are the key elements of the service?</p> <p><i>Please concentrate on the unique selling propositions that are worthwhile to be transferred into other countries.</i></p>	<p>Field Study conducted to 150 companies and the related organizations in the organized industrial zone. (a detailed analysis of the cluster was made.)</p> <p>Workshops -vision Roadmap Training courses Cooperation of larger and older companies with SMEs</p>
<p>What are the elements that should be transferred?</p> <p><i>Please identify the aspects that do not or only partially exist in other countries so far</i></p>	<p>Although clustering is an approach implemented in other countries, it may have different methods. Therefore, the methodology of this project itself can be transferred to other countries.</p>
<p>Who will transfer the good practice?</p> <p><i>Please determine the institutions that will participate in the good practice transfer process in the country of origin of the good practice.</i></p>	<p>Izmir ABİGEM and Izmir Ataturk Organised Industrial Zone.</p>

Template for summary of working group results



<p>To whom will the good practice be transferred?</p> <p><i>Please identify institutions in the other EU countries that could take up the good practice and integrate its approach and methods into their training and services offer.</i></p>	<p>Slovenia, Estonia and Romania were the countries interested in transferring the good practice.</p>
<p>Which stakeholders will be involved in order to make the transfer and implementation successful?</p> <p><i>Please determine the institutions/ authorities that are needed in order to implement the good practices not only at local level, but nation-wide.</i></p>	<p>It will be better if public bodies are involved. They can provide funding.</p>
<p>What actions will be taken for the good practice transfer?</p> <p><i>Please define a work process/ work plan for the transfer of the good practice into other countries.</i></p>	<p>Will be discussed with the partners willing to transfer the project.</p>
<p>What results are expected after the transfer of good practices has been successful?</p> <p><i>Please describe the possible impact/ effects in the countries into which the good practice would be transferred.</i></p>	<p>Decreased purchasing costs for SMEs, Young SMEs will learn from older and larger enterprises, Young SMEs will have the part of a large network which will enable them to benefit from the same advantages as older enterprises.</p>

Italian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Local non-profit associations
Title	FITeL: training for non-profit associations FITeL and associations: new needs and new answers. (La FITeL e l'associazionismo: nuovi bisogni e nuove risposte.)
Short description	The training aims to improve all the non-profit associations' directors functions. The purpose is carried out through two courses: associations and ICT training.
USPs (Key elements of the service that are unique selling propositions)	Generative learning method intensive exchange of know-how peer to peer lessons.
Methodology	Training sessions and group coachings through flexible and peer to peer methodologies.
Content	The aim is to train non-profit associations' directors and other directive staff to be able to manage all associations' duties: legislation, paperwork, fiscal tasks and ICT tools.
Contribution to skills	Improvement of association quality and development of better networking among FITeL centers.
Quantitative aspects (duration, number of participants respectively SMEs involved)	Two courses of two days each for about 200 learners, all NGOs, mainly young NGOs.
Responsible institution/ contact person	Aldo Albano c/o Fitel Via Salaria, 80 00198 Rome Italy
Direct link	www.fitel.it

Italian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Bartenders and owners of pubs and restaurants
Title	Bartenders courses
Short description	The training offer is composed by different training pathways: bartenders skills, acrobatic bartender, cocktails, twining of food and wine etc. Were involved new and old firms.
USPs (Key elements of the service that are unique selling propositions)	Mix of seminars and practical training Collaboration with local associations
Methodology	Training sessions and practical training.
Content	The aim is to train Bartenders and owners of pubs and restaurants to be able to attract more customers and be different from the local competitors.
Contribution to skills	Bartenders and owners of pubs and restaurants improve their professional and communication skills and develop better networking with the local pubs and restaurants association.
Quantitative aspects (duration, number of participants respectively SMEs involved)	The courses are composed by 5 to 10 seminars of half a day. In the last 10 years were involved more than 1000 bartenders and owners of pubs and restaurants, representing about 1000 SMEs.
Responsible institution/ contact person	Emanuele Garavello c/o Consulenza e Formazione S.r.l. Via Ronchi, 20 20134 Milano
Direct link	www.consulenzaeformazione.com

Italian Good Practice Example

Type of product or service	Training
Target group(s) addressed	Directors and vice directors of hotels
Title	Format
Short description	Format plan is composed by two different training pathways: Benchmarking and Customer Care. Were involved new and old firms.
USPs (Key elements of the service that are unique selling propositions)	Mix of seminars and project working Collaborative learning
Methodology	Training sessions and project working.
Content	The aim is to train hotel directors and vice directors to be able to manage some hotels competitive aspects: Benchmarking and Customer Care.
Contribution to skills	Improvement of hotel directors and vice directors skills and development of better networking among local hotel association members.
Quantitative aspects (duration, number of participants respectively SMEs involved)	The plan was based on a two years model involving about 100 people and about 40 hotels.
Responsible institution/ contact person	Angelo Candido c/o Federalberghi Via Toscana 00187 Rome Italy
Direct link	www.federalberghi.it

Template for summary of working group results



Strategy for transferring the good practice into the VET and support systems of the other EU countries

Please answer the guiding questions below in the course of the workshop session and use this template as structure for the presentation of your working group's results to the plenum!

<p>What are the key elements of the service?</p> <p><i>Please concentrate on the unique selling propositions that are worthwhile to be transferred into other countries.</i></p>	<p>Good didactic materials.</p> <p>Practical methodologies.</p>
<p>What are the elements that should be transferred?</p> <p><i>Please identify the aspects that do not or only partially exist in other countries so far</i></p>	<p>The BP need a network of national and regional ONGs.</p>
<p>Who will transfer the good practice?</p> <p><i>Please determine the institutions that will participate in the good practice transfer process in the country of origin of the good practice.</i></p>	<p>FITEL, with the support of CLA.</p>

Template for summary of working group results



<p>To whom will the good practice be transferred?</p> <p><i>Please identify institutions in the other EU countries that could take up the good practice and integrate its approach and methods into their training and services offer.</i></p>	<p>To the networks of ONGs, mainly involved in social tourism.</p>
<p>Which stakeholders will be involved in order to make the transfer and implementation successful?</p> <p><i>Please determine the institutions/ authorities that are needed in order to implement the good practices not only at local level, but nation-wide.</i></p>	<p>BITS (International Office for Social Tourism) would be the right intermediate body.</p>
<p>What actions will be taken for the good practice transfer?</p> <p><i>Please define a work process/ work plan for the transfer of the good practice into other countries.</i></p>	<p>FITEL will write to BITS to ask for support.</p>
<p>What results are expected after the transfer of good practices has been successful?</p> <p><i>Please describe the possible impact/ effects in the countries into which the good practice would be transferred.</i></p>	<p>To have stronger social tourism ONGs in Europe and to have better networks at European level.</p>

Polish Good Practice Example

Type of product or service	Training
Target group(s) addressed	SMEs from food branch and its employees (esp. young entrepreneurs), students from vocational schools of the food branch, trainers, teachers
Title	Modern interactive educational model for the food branch's employees of the SME sector - e-learning
Short description	The improvement of the professional qualifications regarding HACCP among managers, food branch's employees, teachers and trainers through teaching them modern educational methods, which let them learn in an interactive way.
USPs (Key elements of the service that are unique selling propositions)	Making available HACCP training materials via Internet. Preparation of the SMEs to adopt new EU regulations. Duty to the implementation of the HACCP regarding all entrepreneurship from the food branch. Preparation of the HACCP training modules regarding all topics.
Methodology	Educational method showing how to achieve knowledge interactively, what gives the possibility not only to learn but also to use available instruments for the firms' needs or in the school lab.
Content	-Multimedia training packet for SMEs -Multimedia training packet for students -Methodical packet for trainers -Internet platform on the partners' web sides -Examinational criterions and trainers' certification
Contribution to skills	Achieving new skills through the possibility of teaching in the workplace with the Internet and trainer's support. New training instruments for teachers supporting students' communication via Internet.
Quantitative aspects (duration, number of participants respectively SMEs involved)	Pilot training for 10 trainers from the Polish SMEs Training duration: from 1 to 5 days depending on the module.
Responsible institution/ contact person	Pomeranian Chamber of Craft of the Small and Medium Enterprises 80-831 Danzig, ½ Piwna Street
Direct link	www.pomorskaizba.com.pl

Polish Good Practice Example

Type of product or service	Training Consulting
Target group(s) addressed	SMEs from photography branch (first of all young entrepreneurs and photographers with longer experience)
Title	Individual Digital Photography course with special emphasis on Photoshop programme
Short description	Participant has contact on-line with his tutor through internet. The tutor consults, comments on taken pictures, advises and shares knowledge and experience.
USPs (Key elements of the service that are unique selling propositions)	The tutor adjusts the conditions to the participants' needs.
Methodology	Individual approach e-learning with unlimited consultations
Content	Watching of educational video's with explanations from the tutor; practical tasks based on original photographs with consultations on-line and per e-mail; evaluation of tasks with the tutor
Contribution to skills	Improvement and development of skills, that are necessary in professional activity of modern photographers
Quantitative aspects (duration, number of participants respectively SMEs involved)	2 - 6 months 90
Responsible institution/ contact person	Rafał Marcin Olszak CYFROGRAFIA Mr Rafał Olszak e-mail: rolszak@cyfrografia.pl
Direct link	www.cyfrografia.pl

Polish Good Practice Example

Type of product or service	Training Consulting
Target group(s) addressed	SMEs from hairdressing branch Owners/Salons' managers (first of all young entrepreneurs)
Title	Trainings of "Kadus" firm: Hairdressers skills' improvement regarding basic services in the salon and extended services offer available for the salon's customers.
Short description	Lessons have an interactive character. Meetings are based on the form of a show or a workshop, where instructors/trainers present hairdressers' topics and then trainings' participants practice their knowledge under the eye of the instructor.
USPs (Key elements of the service that are unique selling propositions)	- exchanging experiences regarding working in the salon - reach experience supported by professional trainings made by trainers in famous academies.
Methodology	Interactive group lessons
Content	Basic training regarding basic hairdressers' services in the salon. Trainings/Workshops regarding new fashion trends/haircut collection. Training regarding development of the managing competences.
Contribution to skills	Improvement of the services in the salon's offer, and at the same time, the support of the spirit of enterprise in each salon.
Quantitative aspects (duration, number of participants respectively SMEs involved)	About 400 trainings per year About 800 participants
Responsible institution/ contact person	www.polwell.pl Ms. Małgorzata Gogolewska
Direct link	Tel. +48 52 325 20 03

Template for summary of working group results



WORKSHOP „E-Learning for SMEs in the food branch (moderated by the Polish Craft Association /ZRP/ Poland)

Topic: The model of interactive education for employees of the food industry in SME sector - education online

At the beginning of the workshop Mr Marek Choromański and Mr Norbert Pruszanowski presented the project that has been carried out in the period 10.2005-10.2007 by the Pomeranian Chamber of Craft and SMEs in Gdańsk (one of the 26 regional chambers associated in the Polish Craft Association).

Project purpose :

Increasing the professional qualifications of HACCP among managers, company employees the food industry, **including young entrepreneurs** from the SME sector, vocational school students and teachers of the food industry and trainers by providing them with modern tools of education, allowing the acquisition of knowledge in an interactive way.

Project was focused on preparation of trainers in the method of block implementation of HACCP in SMEs, preparation of training package for trainers networking between partners through the launch of an internet platform enabling consultation to companies participating in the training, allowing the use of an Internet platform for teaching topics HACCP – e-learning

Target groups:

Young entrepreneurs from the SME sector in food industry

Students in vocational schools of the food industry, trainers, teachers

Results:

Multimedia learning package for SMEs (including young entrepreneurs), Multimedia learning package for students, methodical package for Trainers, multimedia methodical package for teachers, criteria for examination and certification of trainers. The following training module was developed: trainer's guide, training programs, training materials with examples exercises and reviewing tests

The module E-learning training packages were adjusted for distance learning. The knowledge contained in training packages have been configured to allow self-teaching. The e-learning has been developed for the consultation with trainers and teachers as well as trainee between them. The following project activities were carried out: training „Trainer in the fields of HACCP food safety management” Pilot training in Lithuania, Poland and Germany, tested operations of E- learning platform for teachers , tested operations of E- learning platform for SMEs, including young entrepreneurs

Results and the dissemination of project outputs in the EU

Platform for exchange of experiences between participants of training

A new tool for teachers to help teach the students to communicate at a distance, Interactive form of learning at work assisted by the internet and coach.

Template for summary of working group results



After presentation Mr N. Pruszanowski asked the participants to answer questions mentioned in the table below:

<p>What are the key elements of the service?</p> <p><i>Please concentrate on the unique selling propositions that are worthwhile to be transferred into other countries.</i></p>	<ol style="list-style-type: none"> 1. Interactive learning form at the job place supported by Internet and trainer 2. Platform of experience exchange between training participants 3. New tool for teacher that supports the typical learning and communication with pupils on distance
<p>What are the elements that should be transferred?</p> <p><i>Please identify the aspects that do not or only partially exist in other countries so far</i></p>	<p>It is difficult to define it very precisely (lack of enough knowledge). We are aware that e-learning forms already exist in all EU countries, but they exist in different scope and probably don't affect the whole institutions, that develop this training form. The prepared interactive training tool could be implemented in other countries, first of all in the new EU members, where e-learning isn't developed widely.</p>
<p>Who will transfer the good practice?</p> <p><i>Please determine the institutions that will participate in the good practice transfer process in the country of origin of the good practice.</i></p>	<p>National employer and employee associations (first of all the Polish Craft Association), craft chambers, craft guilds, different governmental bodies</p>
<p>To whom will the good practice be transferred?</p> <p><i>Please identify institutions in the other EU countries that could take up the good practice and integrate its approach and methods into their training and services offer.</i></p>	<p>chamber of commerce, craft chambers, different trainings institutions, training enterprises, professional schools,</p>

Template for summary of working group results



<p>Which stakeholders will be involved in order to make the transfer and implementation successful?</p> <p><i>Please determine the institutions/ authorities that are needed in order to implement the good practices not only at local level, but nation-wide.</i></p>	<p>National employer and employee associations , craft chambers, craft guilds, different governmental bodies (first of all ministries responsible for the National Education and professional training), sectoral national associations (representing the major sectors of the economy), European Union of Craft and SMEs (UEAPME)</p>
<p>What actions will be taken for the good practice transfer?</p> <p><i>Please define a work process/ work plan for the transfer of the good practice into other countries.</i></p>	<p>It depends on financial sources for this task. The product is generally free of charge, but it has been produced in Polish language for the Polish users. If possible the participants recommended following actions: promotion on the internet (www pages of the different institutions mentioned above), dissemination of information during different international conferences and seminars, producing of the learning package on CDs (on special interest)</p>
<p>What results are expected after the transfer of good practices has been successful?</p> <p><i>Please describe the possible impact/ effects in the countries into which the good practice would be transferred.</i></p>	<p>It is difficult to define very precisely the possible impact, but the successful transfer would have probably following results:</p> <ol style="list-style-type: none"> 1. improving and extension of the training offer for the young entrepreneurs from the craft and SME sector delivered by thr trainings institutions 2. growth of the interest in participation in trainings between SMEs

Some project partners showed an interest in eventual using of the project results in their countries.

MINISTRY OF EDUCATION
Ministère de l'Éducation

Lifelong Learning and the SMEs

Reijo Aholainen
 Counsellor of Education
 Ministry of Education



MINISTRY OF EDUCATION
Ministère de l'Éducation

Lifelong Learning

Lifelong Learning

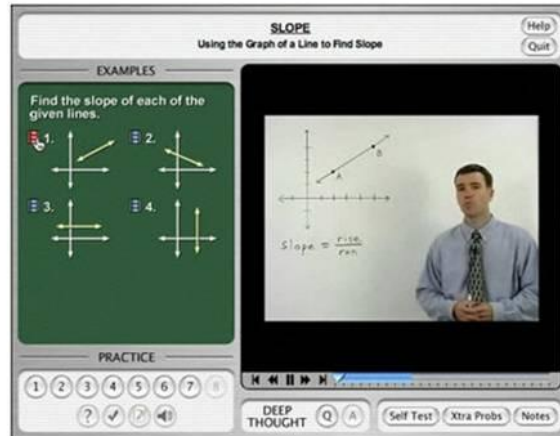
THE FINNISH EDUCATION SYSTEM

- 0-6 years: INITIAL SCHOOL (Pre-school)
- 7-12 years: BASIC SCHOOL (Primary school)
- 13-15 years: COMPULSORY SCHOOLING (Lower secondary school)
- 16-19 years: UPPER SECONDARY EDUCATION (Upper secondary school)
- 20+ years: HIGHER EDUCATION (University and university of applied sciences)

Lifewide Learning

Lifelong Learning as a Development Principle

- ✓ Directing the education policy
- ✓ Concerning the whole society: work, leisure time, social life
- ✓ Education and training system as a cornerstone
- ✓ Including also non-formal education and informal learning
- ✓ Co-operation and partnership with all stakeholders



Key Issues of Lifelong Learning in Finland



- Early Childhood Education
- Learning Skills and Learning Motivation
- Quality and Equality
 - High education level and Employability
 - Upper secondary education for all
 - No dead ends
- Continuous Updating and Upgrading of Knowledge, Skills and Competences
 - On-the-job learning, recognition of prior learning, competence based qualifications
 - Non-formal and informal learning
- Guidance and counselling services
- Self-motivated learning and eLearning

Overall Reform of Professionally Oriented Adult Education

Demand-based and with Partnerships

- Learning at the workplace
 - Apprenticeships in Higher Education and in Employment Training
- RPL and individual learning plans
- Participation of underrepresented
- Access to all education for unemployed
- Training of immigrants
- Guidance and counselling services
- Improved study grants and benefits

Professionally Oriented Adult Education =
* Continuing Vocational Education
* Adult education in Higher Education
* Employment training
* In-service training



Lifelong Learning Policy and the SMEs



Labour Market Training

- Joint procurement training
 - Designed and funded in cooperation with employers
- "Proactive and Demand-based Change Management" project
 - Staff competence building as a key part of the business strategy

Self-Motivated Training

- Entrepreneurs and SME staff as a priority target group
- Grants to Vocational Adult Education Centres for developing co-operation with local working life

Council for Lifelong Learning

A new body set by the Government

- Monitors and promotes LLL
- Composition:
 - the Social Partners
 - Teacher and Student Organisations
 - Representatives of Education Providers
 - Local Authorities
- Government representatives as permanent experts:
 - Ministry of Education
 - Ministry of Employment and Economy
 - Ministry of Social and Health Care
 - National Board of Education

Initiatives of the Council:

- A national strategy for lifelong learning
- Learning at the workplace
- Web discussion "Why all youngsters do not get a place in further education?"



Thank you for your Attention!



**Vocational adult education and training providers
- your partners for better business**

SME-TraiNet, 1st International Conference
05th – 07th May 2010
Palace Gourmet, Helsinki, Finland

Mr. Timo Karkola, President, Ami Foundation



Welcome You all !



SMEs
Entrepreneurship, young
businesses and growth

Requirements and Needs
Strategies and Policies

Best Practices
Views and Opinions
Innovations

Networking
Workshops and Discussions



Facts about Finland



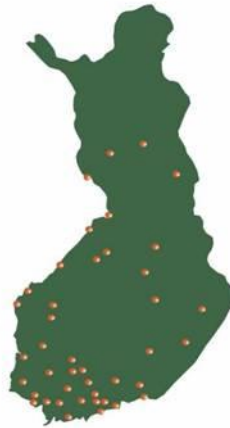
Population of 5.4 million

Sovereign parliamentary since 1917

Member of the European Union since January 1995

85 % of women aged 25 – 54 are employed outside the home

Unemployment rate 9,2 % in February 2010



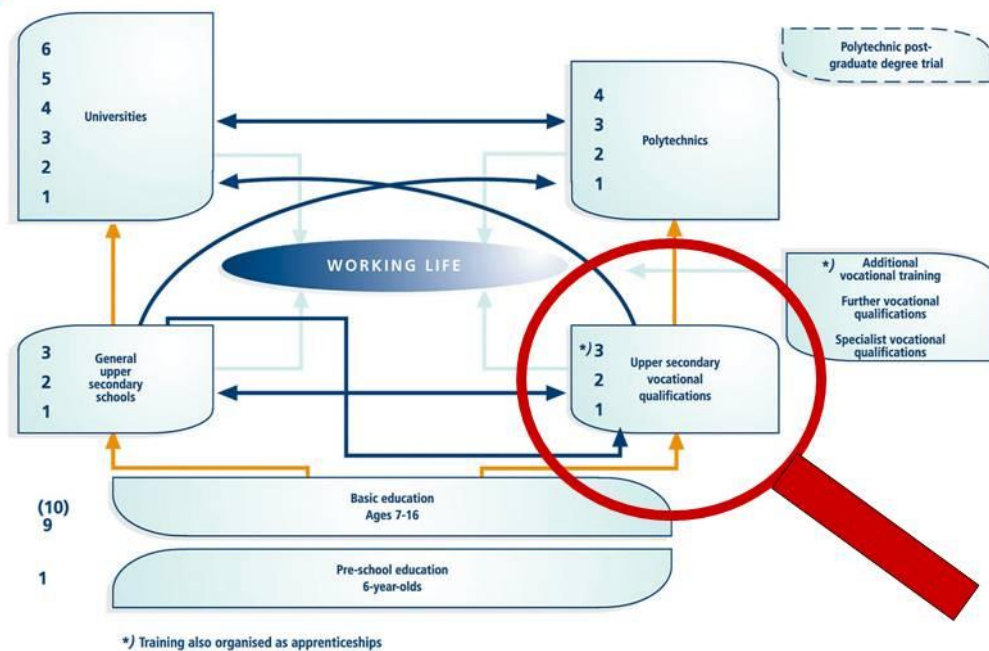
Education: 78 % of the population aged 25 to 64 have completed upper secondary or tertiary education and 35 % have university or other tertiary qualifications

Rate of participation in adult education 54 %, objective 60 %

Over 800 adult education providers; 200 vocational adult education providers



Vocational adult education centres as a part of Finnish educational system



Adult education in brief

- Provided by about 800 publicly funded institutions
 - Approximately 1,7 million students annually

 - Certificate-oriented education at all levels

 - Liberal adult education and open learning opportunities

 - Main forms
 - Self-motivated Training
 - Employment Training
 - Apprenticeship Training
 - In-service Training

 - 12 % of the budget of the Ministry of Education and Culture
 - ie 870 M€
 - plus labour policy education 260M€
 - plus enterprises ...
-

Ministry of Education and Culture

- Vocational Education and Training Act (630/1998)
 - Vocational Adult Education Act (631/1998)

 - Authorisation to provide education
 - Nationwide network of education providers

 - Qualifications framework/structure
 - Contract for arranging competence tests

 - Quantitative planning of education
 - Funding of adult education and training
-

Service solutions for the SME's

- Research and review services
 - Training services
 - training and development needs analysis
 - consulting
 - training solutions design
 - immigrant training and counselling
 - training courses and events
 - course logistics and reporting
 - financing solutions
 - Events and cutting-edge seminars
 - Marketing and communications
 - organizing of networking events
 - A key customer manager assigned to serve as responsible co-ordinator
-

Competence-based qualifications for adults

- The vocational qualifications demonstrate the knowledge and skills required for acquiring professional skill
- The further vocational qualifications demonstrate the professional skill required of a professional in the sector
- The specialist vocational qualifications demonstrate a command of the most demanding tasks in the sector



Added value provided by vocational adult education centres

- *At the societal level*, the Centres play an increasingly important national and regional role for the training, labour force and business policy service structure. The competence-based service solutions of the various sectors catered for by the Foundation promote the welfare, national and international competitiveness and labour market operation of the certain region.
 - *At the working community level*, partnership with the Centres improves the operative conditions, competitiveness and efficiency of the client company or corporation.
 - *At the individual level*, the services provided by the Centres enhance the clients' professional competence and labour market value, promoting their capacity to face change.
-

Adult education visions

- Business is changing: traditionally and vertically managed individual companies are being replaced by operations conducted by complex and extensive company networks.
 - A competitive factor, companies and working communities are basing their service production on comprehensive process perspectives and life-cycle thinking.
 - In order to ensure sufficient resources, networking plays an increasingly important role, but companies also compete for competent employees.
 - A competitive economy is based on creativity, and will emphasise the networking of universities, research units, institutes of learning and companies, highlighting the importance of the transfer impact.
-

Core competencies of vocational adult education centres

Business and working life competence

Service solutions competence



Project management competence

Vocational and adult student education competence

While discussing about strategies or operations ... social partners are in close cooperation

- Ministry of Education and Culture
- Ministry of Employment and the Economy

 **Federation of Finnish Enterprises**



Confederation of Finnish Industries EK



Central Organization of Finnish Trade Unions

Vocational adult education centres – service capacity in the year 2008

- 45 separate vocational adult education centres
- 260 units throughout Finland
- 3 660 professionals of vocational adult education (teachers)
- 230 000 students a year
- 8 870 000 student learning days a year
- Over 17 400 qualifications
- Combined turnover of EUR 427 million



For further information

Vocational adult education and training
Metropolitan area Helsinki

Timo Karkola
Director, Principal
Ami Foundation, Amiedu
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Finland

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Mobile: + 358 50 5995 278
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Alternative scenarios of a vocational adult education provider

- An active and innovative actor of change
- A mainstream centre of excellence
- A change-adapting maintainer and service provider



revolution or evolution ?

Kodinhelmi

The care company was founded October 23th 2006. The office space is our own home in Vantaa Hiekkaharju which includes an office, computer equipment and use our own car.



contractor's name:	Senja Nevalainen
Date:	May 5th, 2010

Entrepreneur

- **Education:** Qualification for Entrepreneurs, Vocational training and Qualification of Housework Services, Qualification of Restaurant Services, a Computer driving license training, Grad degree and Business Administration degree
- **Different courses:** Medication education in nursing, Home Services passport, the Basic Course of a dog breeder
- **Currently involved in:** Quality of Housework Services pilot project group in Edupoli
- **Nearly four years of experience in Care Entrepreneurship**

Business idea

- Self-employed
- Regulate own timetables
- Make profitable business

Services

- Home everyday work
- Other services (shop, bank, doctor, pharmacy)
- Outdoors, blood pressure measurement, gymnastics
- Household Jobs
- Debuty of Caretaker if needed
- Food preparation, banquet arrangements
- Care of pets



Target groups

- Elderly people and their children
 - Vantaa Tikkurila area, home customers
 - Carers, careworkers
 - Occasional customers
-



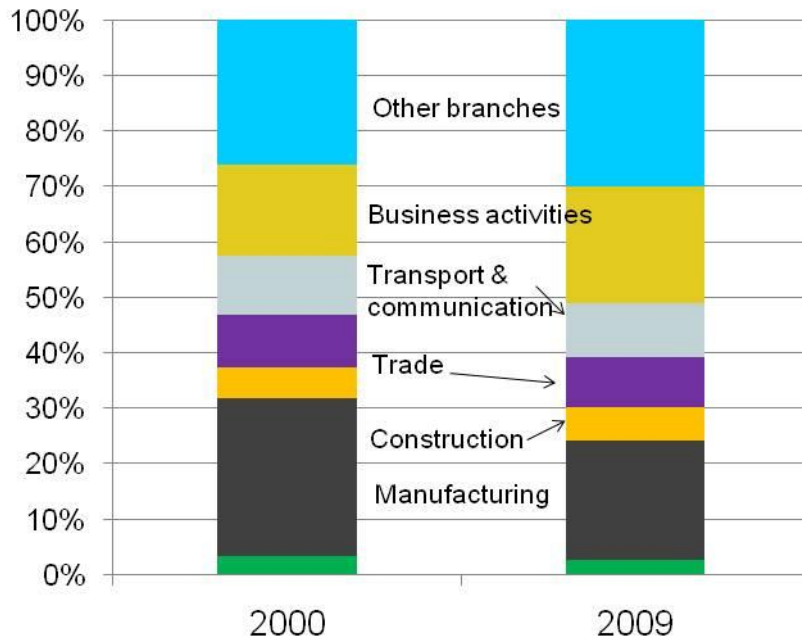
Requirements and needs of young Finnish SMEs

Timo Lindholm 5.5.2010

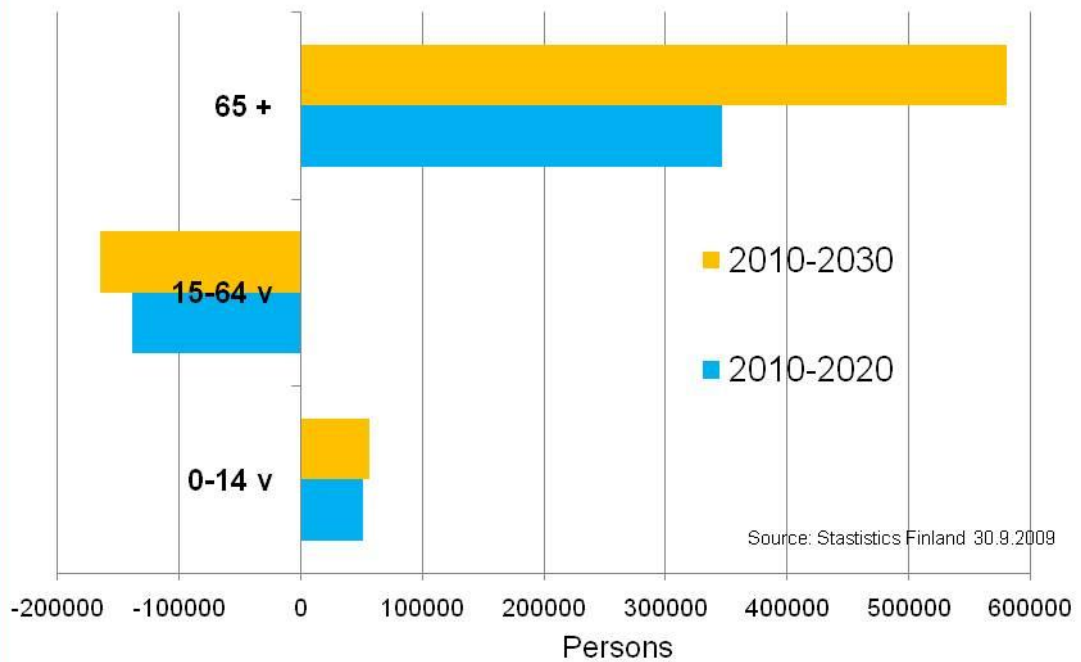
Some basic figures.....

- Population 5 350 000
- Number of employed 2 400 000
- Number of unemployed 258 000
- Number of entrepreneurs 204 000
- Value of annual GDP (mill.€) 175 000
- Share of urban population (only) 67 %
- Average gross annual income
 - Employed 30 200 € (tax rate 24,3 %)
 - Entrepreneurs 39 700 € (tax rate 27,6 %)

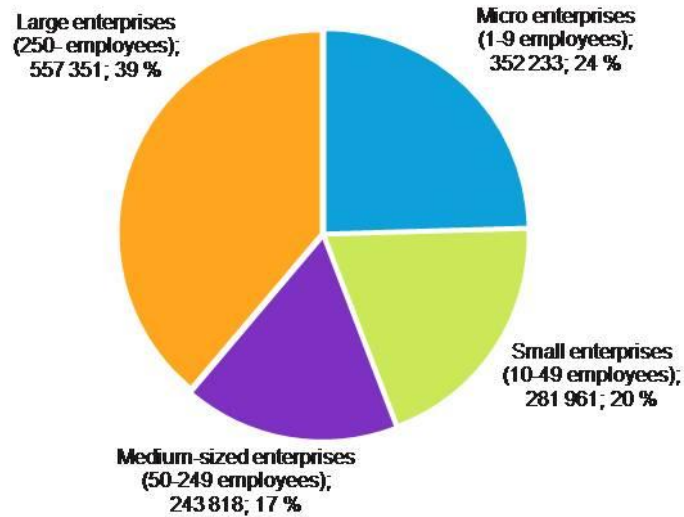
Structure of the Finnish GDP



Age structure of the Finnish population



Employees in Enterprises



Source: Statistics Finland, Business Register 2008

Total 1 502 213 employees.

Total 1 435 361 without Agriculture, Forestry and Fishing (in diagram).

Why don't we have more entrepreneurs and SMEs in Finland?

✓ Attitude

- "Start a business if you can't get a decent job"
- You may run a business – but don't get (too) wealthy

✓ Finance

- Several alternatives available – but is something missing?
- Risks: how to evaluate, carry and share them?

✓ Incentives

- Why take the risk? How low or high is the profit?
- Taxation: employed vs. entrepreneur

Attitude

- Economic culture has not promoted entrepreneurship
- Historical base of the Finnish corporate sector was largely created by foreign entrepreneurs
- Finnish "tradition": life-long careers in large companies or in public sector
- General attitude has changed markedly since 1970's
- Value of entrepreneurship is understood and accepted – ownership and profit making not that well
- Young Finns prefer support, feed back and leisure
- "It is so hard to operate as an entrepreneur"

Finance

❖ Banks

- Relatively large share of own capital, collateral and a proper business plan needed
- Insurance services and pension funds

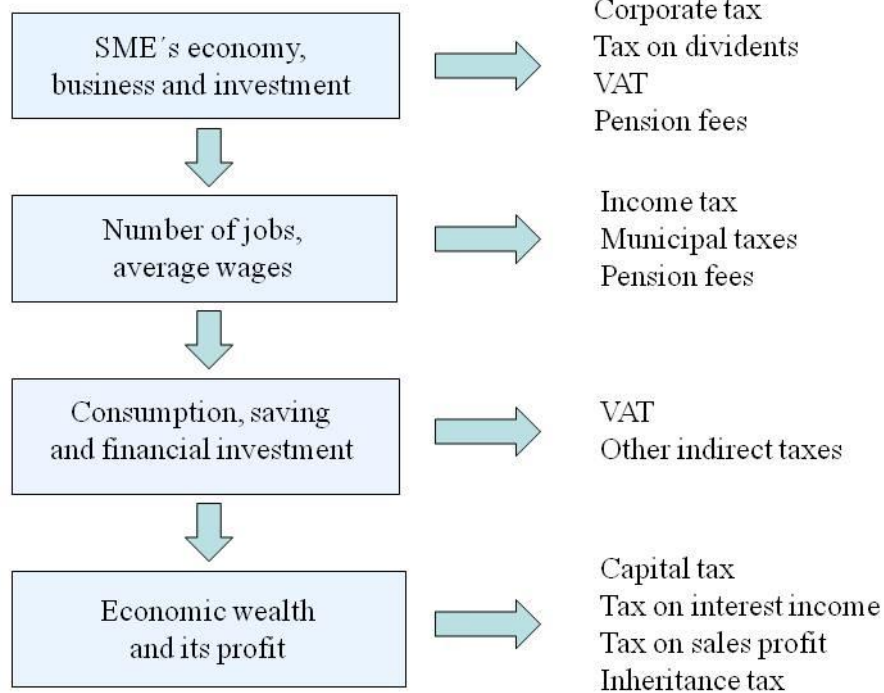
❖ Finnvera

- Microloans 3,000 – 35,000 €
- Loans for women entrepreneurs up to 35,000 €

❖ Tekes

- Financial grants of 35 or 50 %
- Loans up to 70 % of total costs

Incentives: wealth is generated in SMEs



What more is needed?

- ❖ Courage, commitment and "sisu"
- ❖ Life-long learning and practical training
- ❖ Much more financial knowledge
- ❖ Pride and joy at times of own success
- ❖ Be active, enlarge your networks
- ❖ Don't submit to be a neglected innovator
- ❖ Emphasize services and user-friendliness
- ❖ Be bold enough also to failure



SME-TraiNet: Leonardo stakeholder network for successful SME-development

Dott.sa Adriana Bär, Dipl.-Kffr., Project coordinator
on behalf of Institute for Economic Promotion of the Austrian Federal Economic
Chamber



05 May 2010



SME Trainet - Basic Data

- Network project funded by Leonardo da Vinci Programme
- Project duration: October 2008- October 2011
- Consortium consisting of 14 projects partners like VET-Providers, Chambers of Commerce and Craft, SME-Associations and Universities of 10 European countries:
 - Austria
 - Bulgaria
 - Estonia
 - Finland
 - Germany
 - Italy
 - Poland
 - Slovakia
 - Slovenia
 - Turkey



05 May 2010





SME Trainet - Background

- Political priority in all European member states, to promote and support entrepreneurship (SMEs)
- Focus of support on initial aid during the first steps into entrepreneurship
- No structured and holistic support for “still young” entrepreneurs (already operating > 2 years)
- Owners not fully capable of managing sudden growth
- Need of supportive training and guidance on management leadership
- almost 90% of all SMEs in the EU are micro-businesses
- Lack of transparency of the current training and support offers



05 May 2010



SME Trainet - overall Objectives

- Identification and dissemination of best training practice and structures to support business development and growth of European SMEs
- Identification of current sector-specific trends and future needs
- Develop suggestions for suitable training and guidance offers
- Reinforcement of cooperation between VET providers and enterprises



04 June 2009



SME Trainet Background and Objectives

Answers and solutions for following questions:

- What are the critical factors **hampering success and growth** of young SMEs after starting-phase?
- Why do young SME´s often **not survive** the first business years?
- What are the **current needs of young SME´s** in the field of supportive training and guidance?
- What are already existing **good practice examples** of training and supporting offers?
- How can we appeal the **target group** more precicely?



05 May 2010



SME Trainet- results achieved so far

- **10 national status quo analyses containing:**
 - Current situation of young businesses (structure, trends, challenges)
 - Good practice examples of training and supporting offers
 - Relevant stakeholders and multipliers
 - Actual needs and missing offers
 - **International Compendium of good practice examples**
Detailed description of good practice examples
Contact details
 - **Networking activities**
like national working groups in order to set up a sustainable network and a platform for Know-How Transfer
- All documents, studies and reports are available: www.smetrai.net

05 May 2010



SME Trainet - future activities

➤ National workshops and working groups:

- Aiming at the concrete transfer of European good practices
- Focusing on national priority topics for the improvement of training and support for SMEs

➤ 2nd International SME Trainet Conference in Warsaw:

- Dissemination of the project results between all potential interested stakeholders
- Successful transfer of results to target groups
- Focussing on strategy building, how the current needs of young entrepreneurs from craft and SME's sector should be met in the support and vocational training offer in whole Europe



05 May 2010



SME Trainet- Sustainability of the Network

Long term objectives:

Enlargement of the network

Elaboration of sustainable continuous activities and follow-projects

Promoting the necessity of supporting young businesses and improving their environment

Interested in becoming a new member of SME Trainet?

Active involvement in the development of follow-up activities



05 May 2010

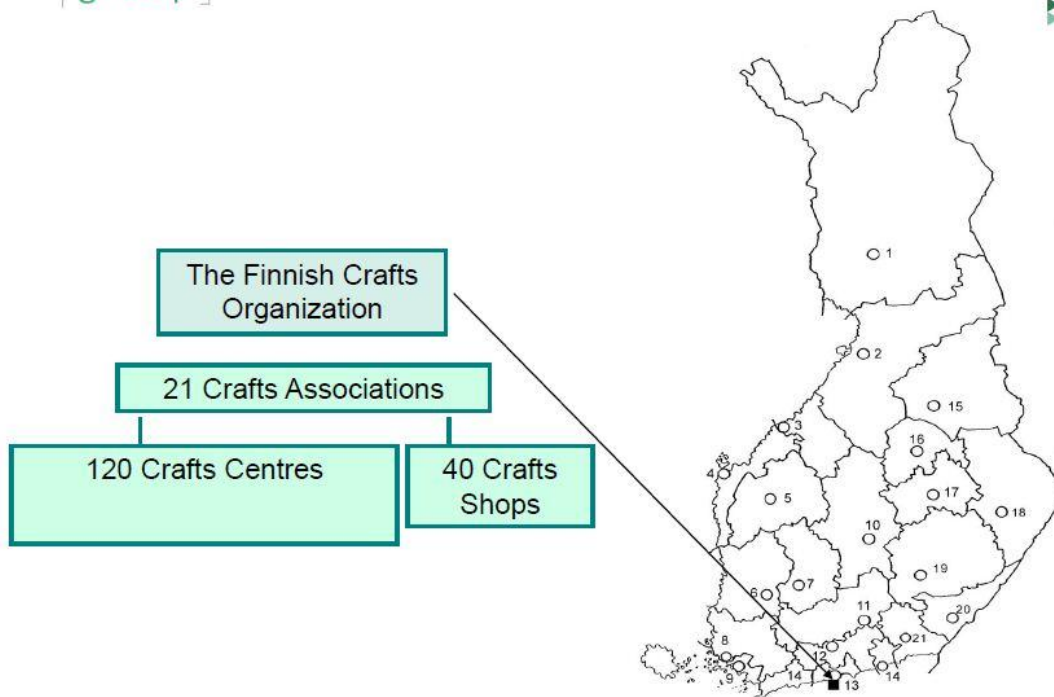




The Finnish Crafts Organization

www.taito.fi

| Käsi- ja taideteollisuusliitto Taito ry |
| Förbundet för hemslöjd och konsthantverk Taito rf |
| The Finnish Crafts Organization |





The Finnish Crafts Organization's tasks and services

Strategic leadership

Financing arrangements

Conculing tasks

Information and communication services:
Taito-magazine, www.taito.fi
Taitocampus network





Crafts Associations's (21) tasks and services

Training:
crafts advice, courses, clubs, basic crafts education,
on-the-job training.

Marketing:
shop, trade fairs, sales events, exhibitions.

Information services, communications:
trade register, magazines, bulletins, newsletters.

**Workshops, tools, materials, product ranges, products,
programme services, tourism services.**

Business services, consulting tasks.





The Finnish Crafts Organization has assumed an active, influential role in the field of crafts

The Group strives to make the **field of crafts visible** by publishing statements, investing energy on the electronic portal **taito.fi** and on keeping the portal up-to-date. In addition, the **Taito magazine** is currently being renewed, and a new handbook, The **Taito Brand**, has been prepared to become a joint tool for organizational communications. The **taitocampus.fi** intranet and learning environment has been put into active use in internal communications.



Communication services



- Taito-magazine
- www.taito.fi
- Taitocampus e-learning environment and intranet



Strengthening crafts and design **entrepreneurship** is a national-level service task of the Taito Group. The means for promoting crafts and design as a livelihood include services related to training, communications, information, learning materials and research as well as Taito business services and shops, exhibitions and other sales and marketing events. Taito business advisers are promoters and developers of crafts entrepreneurship. The Group is a significant purchaser and marketer of products supplied by crafts entrepreneurs. The total purchases in 2009 came to about 4 million euros.



Business services



- consultation
- education
- marketing services
- internet services
- development projects



Crafts represent one branch of the Finnish micro-sized-enterprise sector and account for an estimated 9000–10,000 businesses employing directly nearly 14,000 people. (Lith 2005)

Craft entrepreneurship basically means the ability to convert personal artistic input into a commercial, innovative product and then market and sell it.

Crafts refer to a production process performed with the hands or with manually-operated tools, and also to work produced in such fashion. The products tend to be items for interior decoration, garments or accessories.



Organisations marketing channels for crafts products



- Taito Shops (30 shop)
- Other crafts shops (10)
- Crafts fairs, sales exhibitions
- Over 700 000 visitors in sales exhibitions and fairs pro year



Crafts Shops



Sales / year:

- crafts products 3,2 milj €
- materials 3 milj. €



Best sold products in Taito Shops

Dressing

- T-shirts
- Linen scarfs
- Brooches of enamel
- Glass jewellery
- Knitted garments

Interior design / decoration

- Candles
- Wooden kitchen utensils
- Tablecloths
- Ceramic bowls and mugs
- Hand-printed pillowcases
- Towels
- Weather vanes
- Key cabinets
- Blankets



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The study Crafts Entrepreneur 2009



The material for the study was gathered through a web survey conducted in February 2009. The recession was in the news and in people's discussions daily. However, this fact did not come up in the survey results.

The report is compiled based on two online surveys

- 213 responses from entrepreneurs
- 18 buyers

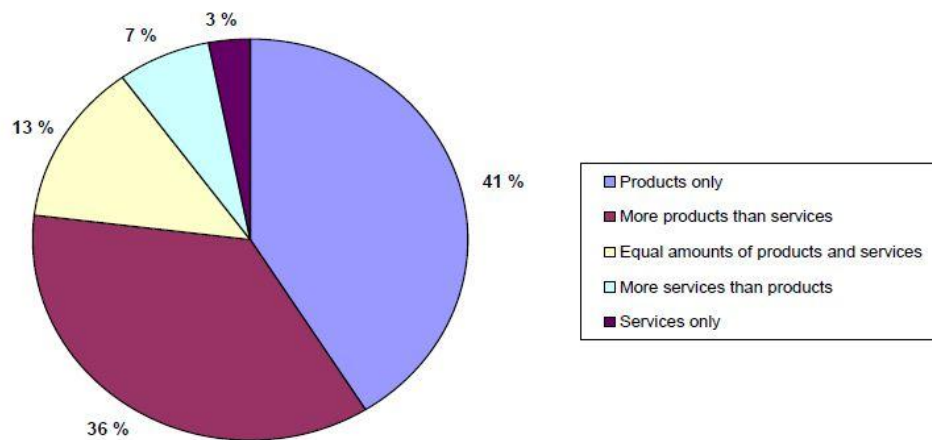


Figure 1: Turnover comprises

The Finnish Crafts Organization



Conclusions

The sources of success for entrepreneurship in crafts and design are found in the skills of entrepreneurs themselves, in insightful products and well-functioning marketing channels.

- high-quality vocational and adult education, up-to-date business services
- fair taxation as well as financing solutions conducive to positive employment decisions.
- R&D a continuous process that can be encouraged by, for example, grants
- visibility and marketing channels can be strengthened through joint activities in which everyone in the field can take part.



Picture Tomi Aho



Developmental challenges for businesses

Juxtaposed with the positive tone of the results of the survey,

- there is worry apparent to how entrepreneurs will cope,
- how the competition will develop,
- about piratism and,
- for example, taxation, which is felt as unjust.
- the interrelation of the business world and crafts as a hobby adds to the tensions experienced as some people feel that recreational crafts-related activities and
- tax-free sales confuse consumers, muddling their idea of price and quality.



Picture Tomi Aho



Added value consists of uniqueness and individuality but it can also be a product for a practical purpose. The fact that the product is made locally and gives employment to local people can also create added value. Durability and being environmentally friendly are also features that attract consumers. However, these positive aspects are not enough if the product is not also fit for its use or does not correspond to the consumer's idea of what is good and beautiful.



Sami Rinne, Gallery Tuula
Laukka. Picture Tomi Aho.



Craftsmanship as Richard Sennett (2006, p 194) states, can be seen as value or ideal for new work:

Craftsmanship broadly understood means the desire **to do something well for its own sake**. All human beings want the satisfaction of doing something well and want to believe in what they do. Yet at work, in education, in politics the new order does not and cannot satisfy this desire. The new work world is too mobile for the desire to do something well for its own sake to root into a person's experience over the course of years or decades. The educational system which trains people for mobile work favours facility at the expense of digging deep. The political reformer, imitating the cutting-edge culture in private institutions, behaves more like a consumer ever in search of the new than like a craftsman proud and possessive of what he has made.'



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Evaluation concerning conference feedback

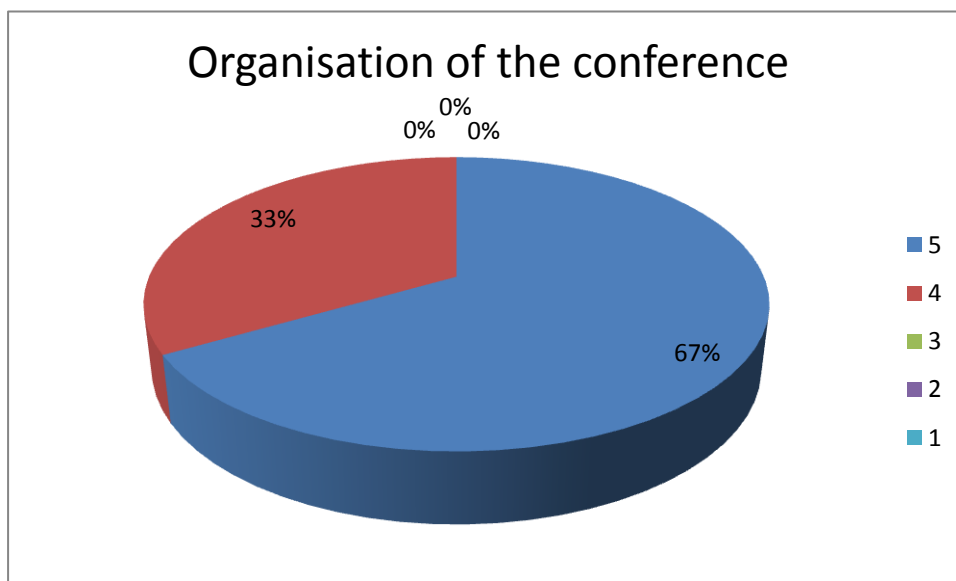
First international SME Trainet Conference

During the two days of the First international SME Trainet Conference were collected some questionnaires concerning the feedback of the two days of the conference.

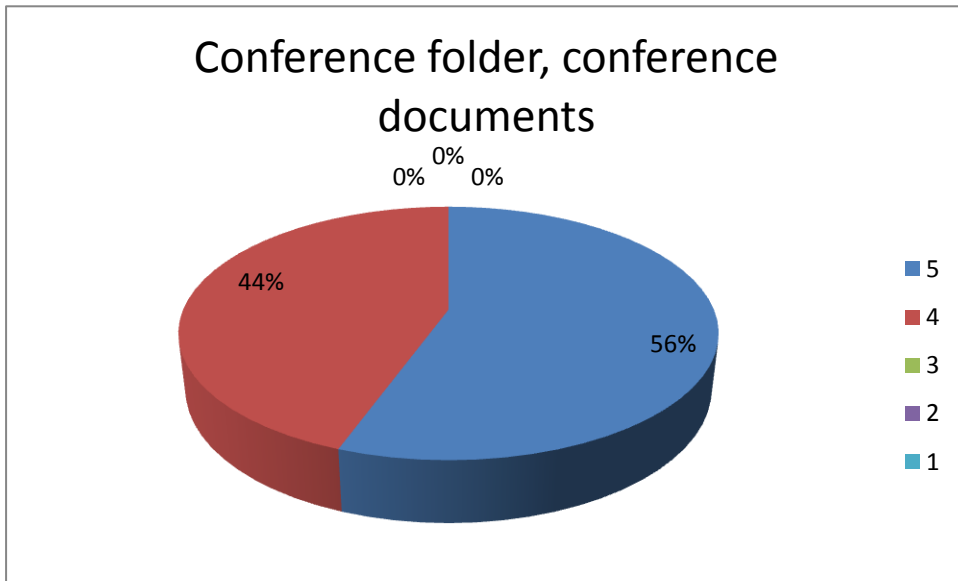
Overall impression of the conference, 5th of May

The questionnaire was prepared with five possible marks, from 5 (very important/good) to 1 (not important/good).

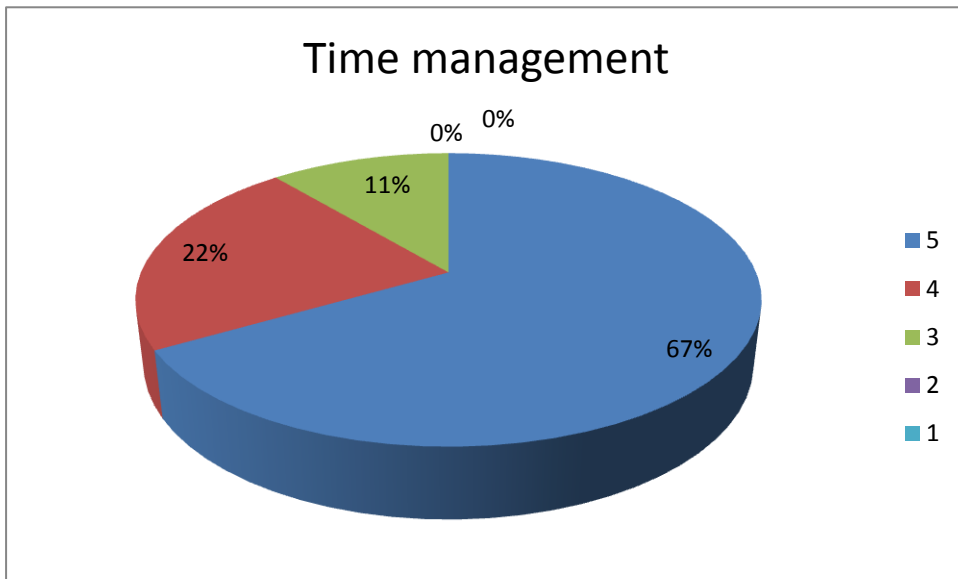
Concerning the organization, all the answers confirmed that the organization was good (4 mark) or very good (5 mark)



Even better the evaluation of conference folder and conference documents .

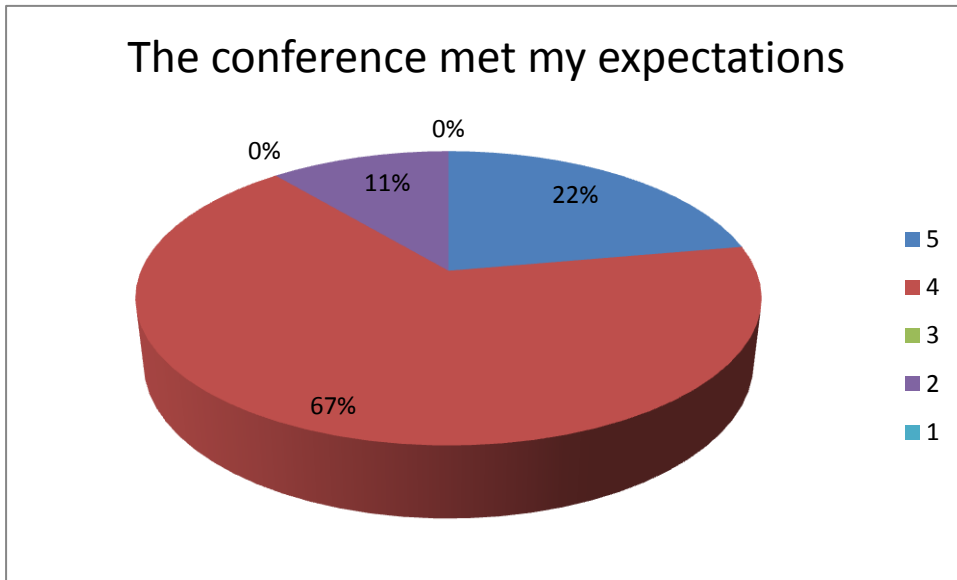


More complex the evaluation concerning time management: the most of evaluations were very good but a group was not fully satisfied by the time management. No comments on their motivation.

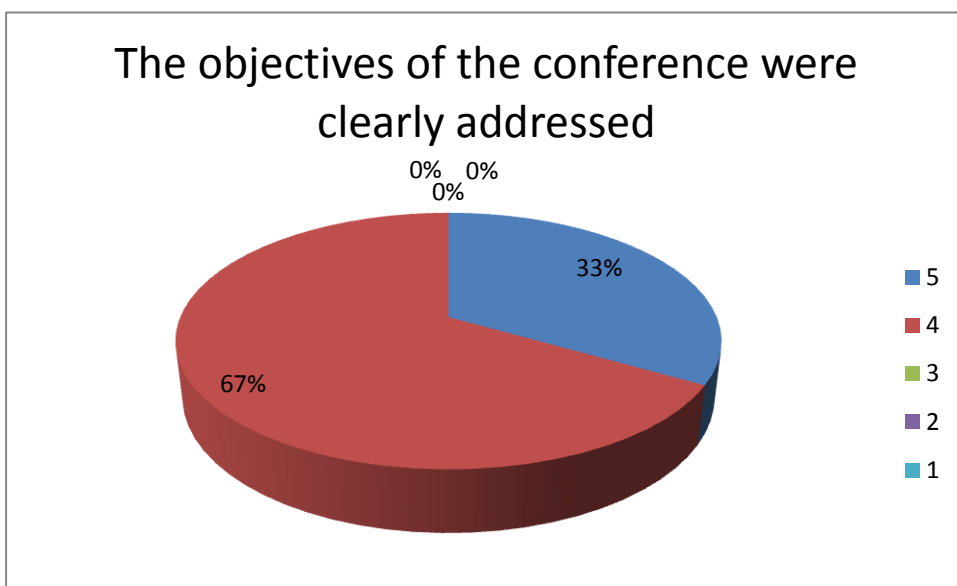


Information content

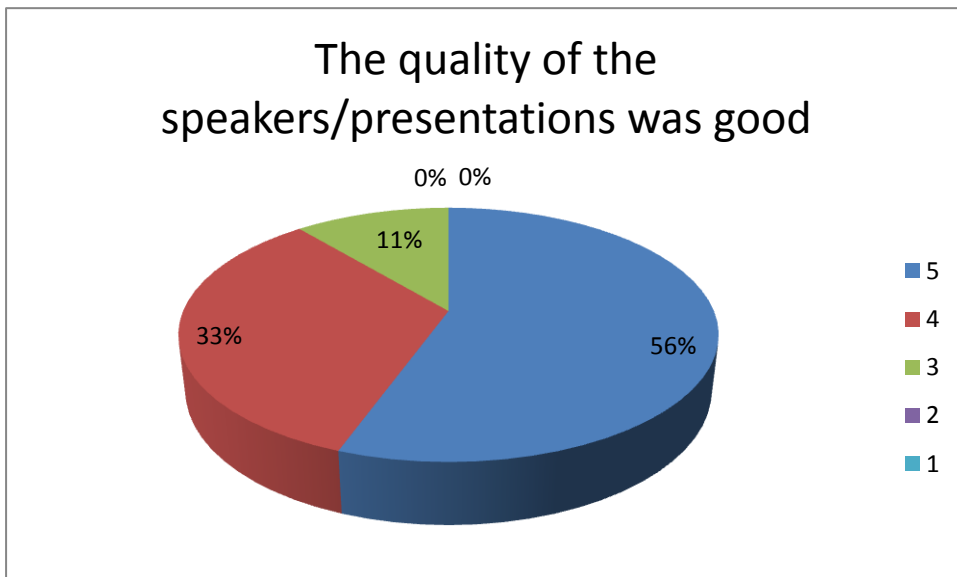
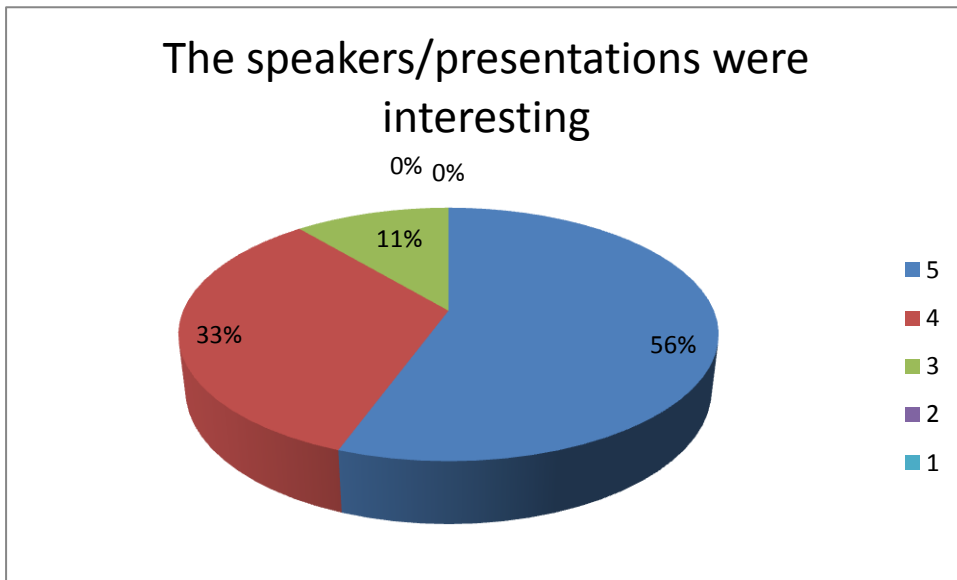
The most of participants were satisfied (or fully satisfied) by the conference content but a minority was not satisfied.



All the participants think that the objectives of the conference were clearly addressed.



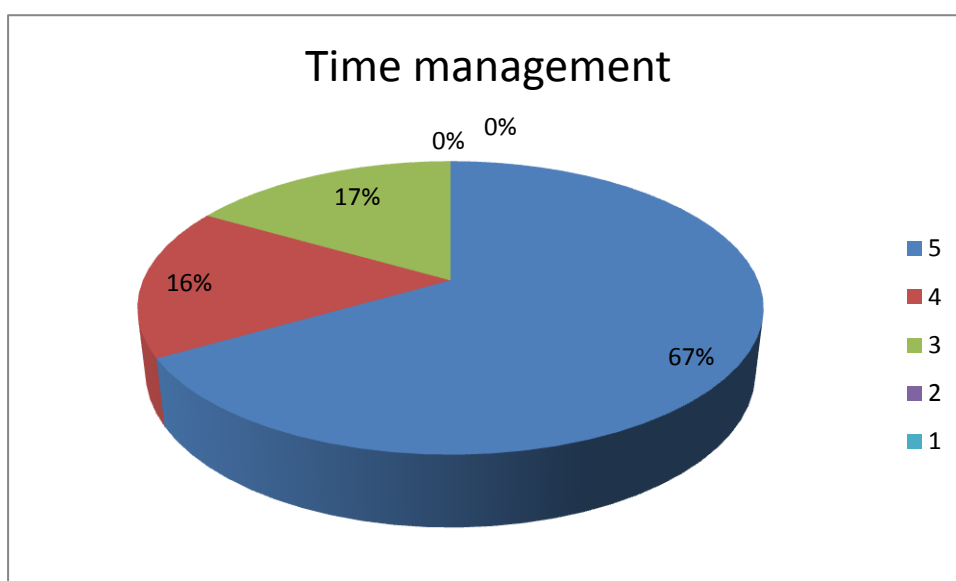
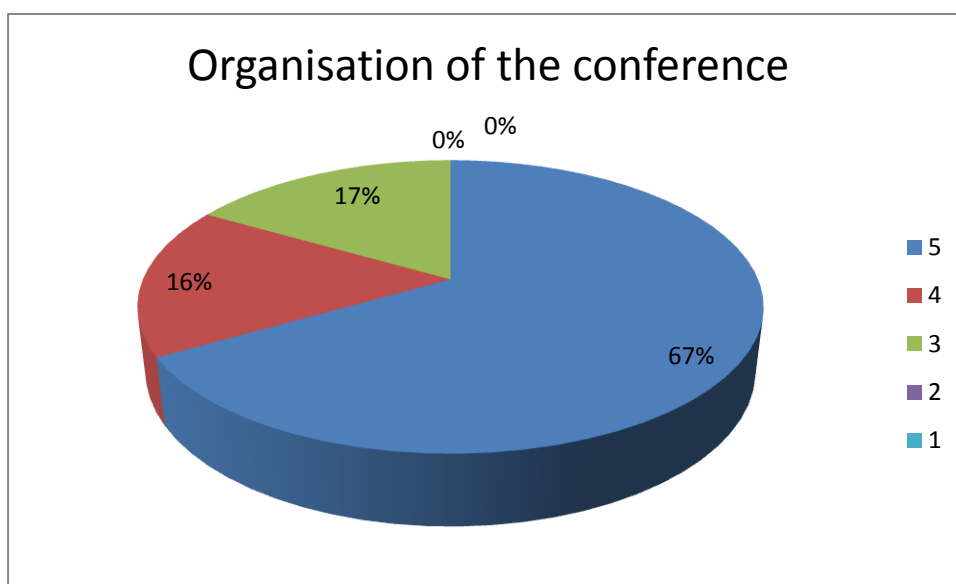
Except a minority not fully satisfied, the speakers/presentations were considered interesting or very interesting and also the quality of speakers/presentations was considered very good or good.



Overall impression of the conference, 6th of may

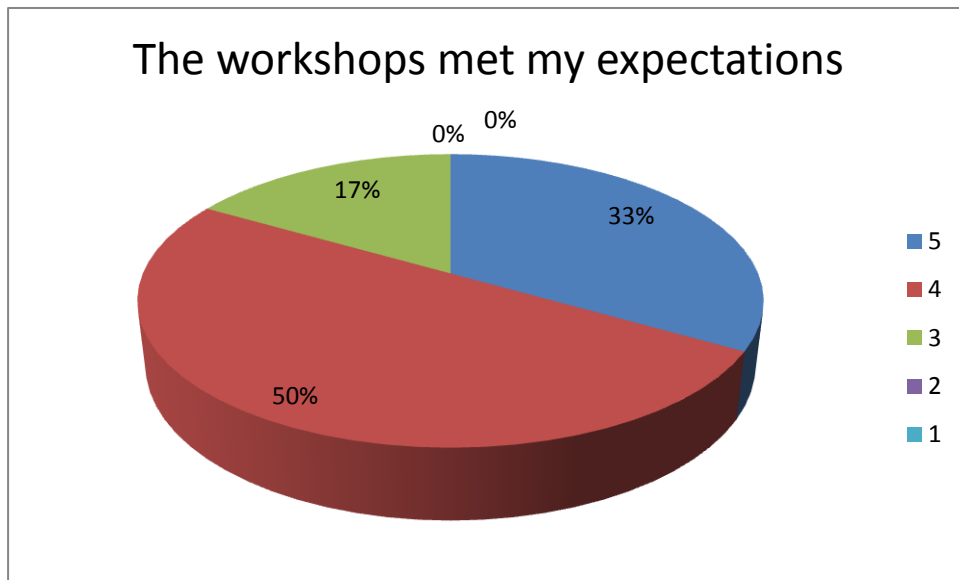
The questionnaire was prepared with five possible marks, from 5 (very important/good) to 1 (not important/good).

The most of people participating to the second day was fully satisfied by the organization and the time management, with some persons satisfied or neutral on this topic.

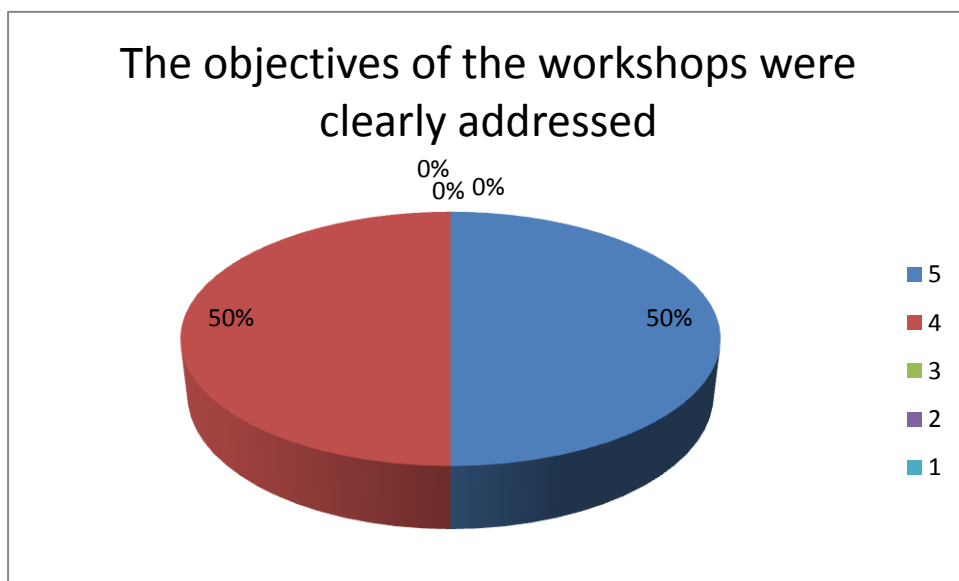


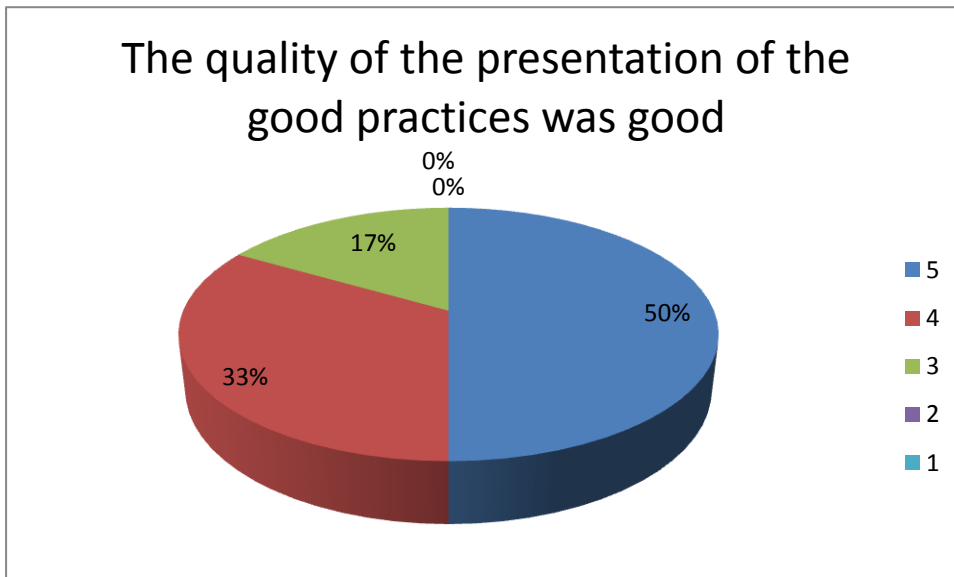
Information content

Only some participants were saying that the workshops have not met their expectations; the most of people was fully satisfied (33%) or satisfied (50%)

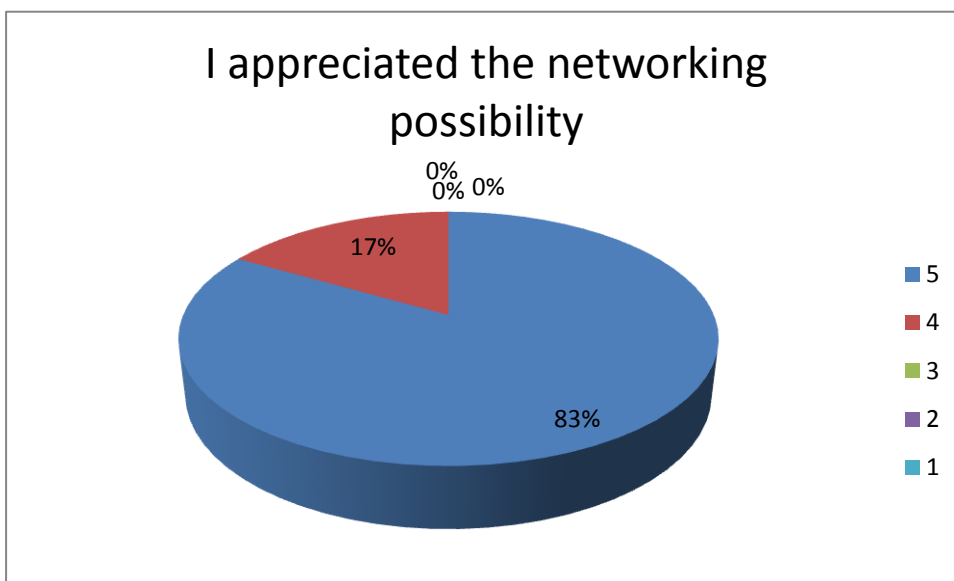


All the participants agree that the objectives of the workshops were clearly addressed, and only a minority think that the quality of the presentation of the good practice was not fully appropriate.





All the participants think that the possibility of networking was the most remarkable add value of the conference.



The only comments were asking more infos on the support for entrepreneurship.

The overall evaluation of the two days was very good and the most of people participating to this feedback were very satisfied.

6



Miten Suomessa ja Euroopassa tuetaan ja kehitetään hoiva- ja käsityöalojen yrittäjyyttä!
European and Finnish national policies and strategies for promoting young enterprises/SME's

Time: Wednesday 5 May 2010 12 pm – 3.45 pm
 Place: Palace Gourmet, Eteläranta 10, 00130 Helsinki

Registration

name	organisation	signature
1. Albano Aldo	FITEL	
2. Arasola Elina	LAMK	
3. Bregar-Mrzlikar Barbara	CEED Slovenia	
4. Bär Adriana	WIFI	
5. Chorománski Marek	Pomerian Chamber of Crafts Gdansk	
6. Dincer Ebru	Izmir Abigem	
7. Emek Alpaslan	Deputy undersecretary for foreign trade	
8. Eriksson-Tapio Liss	Amiedu	
9. Erkan Tayfun	Turkin Suurlähetystö	
10. Fischer Ludger	UEAPME	
11. Fiinckilä Riitta	Etelä-Savon ammattiopisto	
12. Fuchsberger Barbara	WIFI	
13. Fuhrman Sari	Amiedu	
14. Halsas Katri	Amiedu	
15. Hiltunen Juhani	AKOL	
16. Hokka Heimo	AEL	
17. Huhtanen Piia	Eures	
18. Hytinen Ulla	Amiedu	
19. Hyödynmaa Leena	Amiedu	
20. Härkönen Auli	Amiedu	
21. Ikäheimo Samuli	LAMK/I of Design	
22. Iskanius Minna	Amiedu	
23. Johansson Onni	LAMK/I of Design	
24. Kaikkonen Marja	Amiedu	
25. Karkola Timo	Amiedu	
26. Karttunen Liisa	Amiedu	
27. Kataja Paula	Omnia	
28. Keisteri-Sipilä Elli		
29. Kivistö Leena	Heltingit kauppa- ja keskoulu Pienyrittäjäkeskus	
30. Koivunen Marie	Amiedu	
31. Kokki Riitta	Amiedu	
32. Konstantinova Maya	Embassy of Bulgaria in Helsinki	
33. Kortelainen Pirjo	Myyrinki, Vantaan kaupunki	
34. Kosakowska Jolanta	Polish Craft Association (ZRP)	
35. Kraft Timo	AKOL	
36. Kruusalu Terje	Võru Vocational Center	
37. Kuhmonen Pirkko	AKOL	
38. Kumpulainen Minna	Eiisan hyvinvointi ja hieronta	
39. Kupciha Juraj	SCCI	

40.	Laitinen Henry	Edupoli	H. Laitinen
41.	Lehikoinen Kristiina	Sovinto ry	
42.	Lindholm Lotta	Edupoli	Lotta Lindholm
43.	Linkola Pertti	TEM	Pertti Linkola
44.	London Kadri	Viljandi Vocational Center	Kadri London
45.	Lund Erik	Hanken	Erik Lund
46.	Lustia Pirjo	Amiedu	
47.	Luutonen Marketta	Tairo Oy	Marketta Luutonen
48.	Lähteenmäki Pirjo	Amiedu	Pirjo Lähteenmäki
49.	Majanmaa Ismo	Amiedu	
50.	Mannelin Sari	Amiedu	
51.	Marinos Nina	Edupoli	Nina Marinos
52.	Marinov Dimitar	Chamber of Commerce Sofia	Dimitar Marinov
53.	Mergenthaler Petra	HWK Hamburg	Petra Mergenthaler
54.	Mintas Horia	JEUNE	Horia Mintas
55.	Mongelli Tito Livio	CLA	Tito Livio Mongelli
56.	Nevalainen Senja	Kodinheimi Oy	Senja Nevalainen
57.	Nieminen Juhani	LAMK	Juhani Nieminen
58.	Pavlin Igor	ICPE	Igor Pavlin
59.	Perttola Hilikka	HT-Metka Oy	Hilikka Perttola
60.	Pesola Hannele	Edupoli	Hannele Pesola
61.	Petroslav Petrov	EMC	Petrov Petroslav
62.	Piskin Buket	Ataturk organized industrial zone	Buket Piskin
63.	Pispala-Tapio Heli	Amiedu	Heli Pispala-Tapio
64.	Pruszanowski Norbert	Polish Craft Association (ZRP)	Norbert Pruszanowski
65.	Pullinen Petri	Metropolia	Petri Pullinen
66.	Raatikainen Leena	Etela-Savon ammattopisto	Leena Raatikainen
67.	Randmer Anne	Emi-eco	Anne Randmer
68.	Reyels Wiebke	HWK Hamburg	Wiebke Reyels
69.	Rouhiainen Ulla-Majja	Edupoli	Ulla-Majja Rouhiainen
70.	Scarimbolo Claudia	WIFI SME supporting center	Claudia Scarimbolo
71.	Scarimbolo Michael	Expert	Michael Scarimbolo
72.	Snellman Lilian	Metropolia	Lilian Snellman
73.	Soini-Salomaa Kristiina	Helsingin yliopisto	
74.	Stepnikowski Andrzej	Polish Craft Association (ZRP)	Andrzej Stepnikowski
75.	Syrjälä Tuula	Amiedu	Tuula Syrjälä
76.	Timonen Anne	LAMK	Anne Timonen
77.	Wallenius Veli	Amiedu	
78.	Varis Miia	LAMK	Miia Varis
79.	Wiese Maarit	Amiedu	
80.	Voutilainen Miia	Amiedu	
81.	Vuorinen Mikko	Omnia	
82.	Välke Riitta	Palmenia	Riitta Välke
83.	Yalcin Helena	Innofocus	Helena Yalcin
84.	Yeniocak Ayse	Izmir Abigem	Ayse Yeniocak
85.	Ozyörük-Kekki Leyla	Turkin Suurlähetystö	Leyla Ozyörük-Kekki
86.	Brunner Johannes	Austrian Embassy	Johannes Brunner
87.	Volovarcova Zuzana	Slovak Embassy	Zuzana Volovarcova
88.	Rutonen, Matti	OUJ	Matti Rutonen
89.	Lindholm Timo		Timo Lindholm
90.	ATOLAINENREIJO	OEM	Reijo Atolainen
	Järnäs Ann	Amiedu	Ann Järnäs