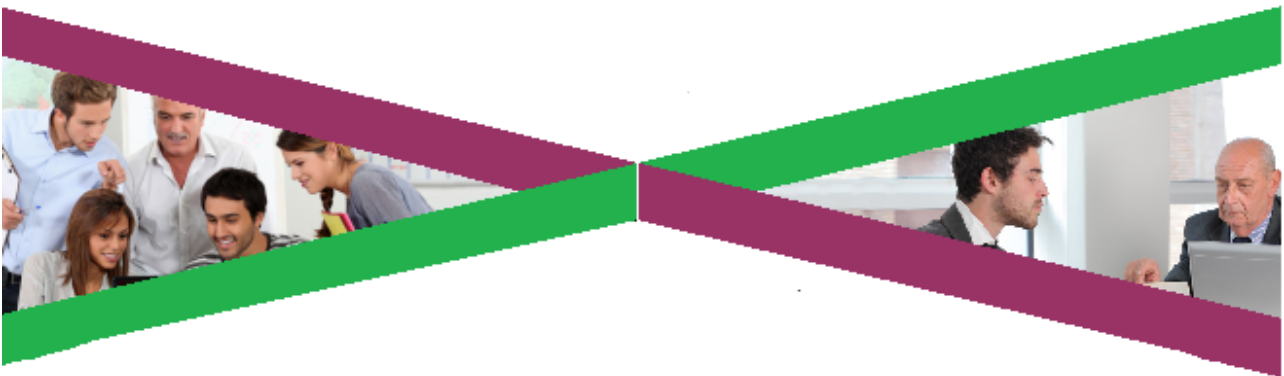




**Intergeneration Mentoring  
for Entrepreneurs**



**IO9**

**WHAT WORKS  
FINAL REPORT**



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## 1. EKIN + - SPAIN

### GENERAL INFORMATION

**NAME OF THE PROJECT: EKIN +**

**YEAR OF CREATION: 2014**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Fomento San Sebastian
ADDRESS, CITY	San Roke kalea 120, 20009 Donostia
COUNTRY	Spain
WEBPAGE	<a href="http://www.fomentosansebastian.eus">www.fomentosansebastian.eus</a>
EMAIL	<a href="mailto:fomentoss@donostia.org">fomentoss@donostia.org</a>
TELEPHONE	943 482 800
SECTOR	Public sector

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

The EKIN + programme offers an intensive process of acceleration of innovative projects in the hands of Fomento de San Sebastián and related companies of the city.

The singularity of the EKIN + program lies in the support that each project receives from a mentor belonging to a city tractor company for its maturation.

The programme offers:

- Mentoring expert of leading company of the city for the orientation and monitoring of the project.
- Accelerating the business project through expert and personalized support of high level.
- Appropriation of € 3,000 per project.
- Dissemination of the project and visibility in the media.
- Search for funding through Private Investment Forums.
- Assignment of business space in the city (in Talent House) for the development of the activity.
- Access to the economic aid program of Fomento de San Sebastián.

### GENERAL OBJECTIVE

The main objective is to help companies of recent constitution (maximum seniority of 3 years) and with a clear innovative and / or technology-based component, to accelerate their arrival to market, to increase their productivity and to grow in both economical and geographical aspects.

### TARGET GROUPS - PARTICIPANTS

The main target group are companies of recent constitution (maximum seniority of 3 years) and with a clear innovative and / or technology-based component.

They prioritize strategic sectors of development of the city.

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## **METHODOLOGY**

There are two different phases:

- The first one, present group sessions are developed in an intensive way to:

- 1) Establish the business model.
- 2) Prototype Validation / Product / Service
- 3) Approach to the market
- 4) Preparation and review of the economic and financial plan

- The second one, present group sessions are developed in a less intensive way to:

- 1) Development of positioning in the market.
- 2) Strengthen management tools.
- 3) Preparation of presentations for wheels

During all the process individual mentoring sessions with a experts are carried out.

## **CONCLUSIONS**

Ekin + has become a successful programme in San Sebastian. Each year between 6 and 8 companies are selected to take part into it, with a high level of satisfaction.

The number of applications has increased from 12 applications in 2014 up to 45 in 2016.

The most appreciated aspect of the programme is the comprehensive way it is focused, covering different range of aspects such as: mentoring, training, financial aid, assignment of business space for 6 months, dissemination etc.

## 2- MENTORING ADEGI - SPAIN

### GENERAL INFORMATION

**NAME OF THE PROJECT: MENTORING ADEGI**

**YEAR OF CREATION: 2015**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Asociación de Empresarios de Gipuzkoa, ADEGI.
ADDRESS, CITY	Paseo de Mikeletegi, 52 - 20009 Donostia - San Sebastián
COUNTRY	Spain
WEBPAGE	www.adegi.es
TELEPHONE	943 309 030
SECTOR	Private association

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

“Foro de Emprendedores” (Forum of Entrepreneurs) is a part of the Association of Business Owners of Gipuzkoa (ADEGI), of which are part more than 75 new companies that are required to operate with innovative business models and have less than 10 years of life.

Their key to success lies in working as a "Learning Community" that shares experiences, knowledge and possibilities of collaboration that end up in many cases creating business opportunities between its members and the rest of the business community; As well as thinking and acting as a "Community of Influence" that brings together more than 75 teams promoting new businesses, able to act with agility, knowledge and influence with those who have the capacity to improve the framework conditions in which entrepreneurs create companies.

Among the interesting dynamics that the Forum of Entrepreneurs has created one of the most active ones is the “Mentoring” process platform, where the members can interexchange their knowledge in different areas and grow together.

### GENERAL OBJECTIVE

To create a process of mutual learning within entrepreneurs. Knowing new ways of doing business, bringing the "traditional" businesses closer to innovative business models and, in parallel, supporting these entrepreneurs, giving them greater visibility, connecting them with senior entrepreneurs and learning from each other.

### TARGET GROUPS - PARTICIPANTS

The main target group are entrepreneurs and companies of recent constitution (maximum 10 years) and with a clear innovative component.

### METHODOLOGY

There are two different “mentoring processes”:

- The collective ones:

It has been created a “School of Entrepreneurs - Training and contrast itinerary “: It consists of 9 collective mentoring workshops in which the members of the Forum share knowledge and experiences.

- The individual ones:

An online platform has been created where members offer “mentoring” sessions around their knowledge to other members. This way, a continuous interexchange of knowledge has been created, and any of the members can afford mentoring sessions around subjects they do not control, while they can share their knowledge with others.

## **CONCLUSIONS**

Since “Foro de Emprendedores” (Forum of Entrepreneurs) was created in 2014, a long way has been walked. Through initiatives such as the mentoring mentioned above, participatory workshops, recreational days, training pills etc. A strong “community knowledge” has been created. This community is stronger together, and the designed mentoring processes have contributed so much to create permanent collaborative leadership as to advance the knowledge of individual members.

### 3- GASTENPRESA FUNDAZIOA - SPAIN

#### GENERAL INFORMATION

**NAME OF THE PROJECT: PROGRAMA MENTORING GAZTENPRESA FUNDAZIOA**

**YEAR OF CREATION: 2015**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Gaztenpresa Fundazioa. Laboral Kutxa.
COUNTRY	Spain
WEBPAGE	www.gaztenpresa.org
EMAIL	info@gaztenpresa.org
TELEPHONE	900 101 143
SECTOR	Private association

#### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

To undertake involves taking hundreds of decisions. From the idea of business to the strategy of selling to the public, every step of the way forces us to decide, to rethink goals, to retrace our steps, to define ourselves. Often, the entrepreneur would want to have with whom to deal with these questions, but it is not so easy to find someone in your environment who can give you opinions formed or backed by professional experience. In Gaztenpresa Mentoring Programme, they provide it: having a person with you who knows the ins and outs of your business to accompany the young entrepreneur, an experienced guide to help you.

The aim is to help the young person to identify the objectives of the business, to reflect on the strategies needed to achieve them, to plan their actions and to measure their results.

Gaztenpresa participates in a Mentoring Program with Youth Business International and YBS, an international network of non-profit organizations that help young people create their company through a common methodology that combines training, financing and mentoring.

#### GENERAL OBJECTIVE

Objectives of the mentoring programme:

- Empower the young entrepreneurs who have started their self-employment project, helping them to exploit their full potential.
- Strengthen and grow small businesses new or newly created.
- Foster social volunteering among the group of entrepreneurs and professionals with entrepreneurial experience.

#### TARGET GROUPS - PARTICIPANTS

This is a collective initiative at the state level that aims to implement an effective program to support self-employment, aimed at people between 18 and 35 years of age, with an entrepreneurial profile and a business recently launched.

They focus on young people between the ages of 18-35 because young people frequently lack the resources to start up their own business. Young people already make up as much as 40% of the world's total unemployed, and are almost three times as likely to be unemployed as adults.

## **METHODOLOGY**

Mentors and mentees meet regularly for a minimum period of one year (extendable another), in sessions of between 2 and 4 hours, on a fortnightly or monthly basis.

They identify the objectives of the business, to reflect on the strategies to achieve it, to plan actions and to evaluate the results. In addition, they look for opportunities to expand the network of professional relationships.

In Gaztenpresa they follow the evolution of the relationship thanks to the monitoring and evaluation questionnaires of the programme.

The mentor, who participates in the program voluntarily and gratuitously, contributes to the consolidation of the young business fabric. In that sense, it also contributes to the whole of society, with the contribution of knowledge and experience.

## **CONCLUSIONS**

Gaztenpresa Fundazioa aims to promote employment and support entrepreneurs in the creation of companies in the Basque Country and Navarra.

They support your business idea and help you shape it. They accompany the entrepreneurs throughout the process, from start-up, financing and business plan, to consolidation. There are more than 4,000 companies that have had their support.

Mentoring is part of the support programme, growing enormously each year, and as their monitoring systems shows, with a really high satisfaction level both from mentees and mentors.



## 4- INNOVATION EXPERT - GREECE

### GENERAL INFORMATION

**NAME OF THE PROJECT:** INNOVATION EXPERT – INNOVATION IN ACTION  
**YEAR OF CREATION:** 2014  
**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	SEV – Hellenic Federation of Enterprises
ADDRESS, CITY	5 <sup>th</sup> Xenofontos Str, 10557, Athens
COUNTRY	Greece
WEBPAGE OF ORGANIZATION	<a href="http://www.sev.org.gr">www.sev.org.gr</a>
WEBPAGE OF PROJECT	<a href="http://sev4enterprise.org.gr/">http://sev4enterprise.org.gr/</a>
EMAIL	<a href="mailto:sev4enterprise@sev.org.gr">sev4enterprise@sev.org.gr</a>
TELEPHONE	+30 211 50 06 118
SECTOR	Private Sector

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

The project aimed to promote and strengthen innovation in Greek entrepreneurship, by supporting entrepreneurs and high level executives to acquire the necessary innovation skills, which will help them in business development and consolidation of competitive advantage in domestic and international market.

The main objective of this project was to develop and support innovation skills in companies, who want to be innovative and competitive and to strengthen their innovative orientation by upgrading the role of innovative management, which will help them to consolidate their competitive advantage in national and international business environment.

Moreover, the project provided mentoring to all the participants, in order to help them improve their skills and competences in innovation and entrepreneurship.

The project offered training and mentoring in the following topics:

- Different types of innovation and their impact on business models: innovation in products/services, innovation in process, technology-based innovation, organizational innovation etc
- Human resources and the importance of developing innovation skills - the role of Innovation Expert
- Networking and cooperation models (innovation clusters, open innovation, etc.)
- Innovation in business administration and assessment of innovation performance
- Innovation Plan
- Policies to promote innovation in national and European level
- How to support innovation in businesses

### GENERAL OBJECTIVE

The general objective of this project was to develop and support innovation skills to business executives and entrepreneurs, in order to be acquire innovative mentality, and apply innovative methods and technology in their companies.

## TARGET GROUPS - PARTICIPANTS

The main target group of the project was entrepreneurs and high executives in companies, with a clear innovative component.

Specifically, the participants were 460 executives and entrepreneurs from about 230 companies from Greece, from all sectors of economy.

## METHODOLOGY

For the implementation of the project a specific methodology was followed:

- 1. Training.** There was a fifty (50) hours training, in order the participants to acquire the knowledge and the skills they need, in order to be able to use innovation in their companies and be more competitive.  
Twenty three (23) training programs were implemented, with the participation of twenty (20) participants in each of them. Each training program included the following topics:
  - Different types of innovation and their impact on business models: innovation in products/services, innovation in process, technology-based innovation, organizational innovation etc
  - Human resources and the importance of developing innovation skills - the role of Innovation Expert
  - Networking and cooperation models (innovation clusters, open innovation, etc.)
  - Innovation in business administration and assessment of innovation performance
  - Innovation Plan
  - Policies to promote innovation in national and european level
  - How to support innovation in businesses
- 2. Mentoring.** Mentoring sessions of thirty-five (35) hours in total, took place for all the participants, by experts in the field of entrepreneurship and innovation. Mentors and mentees worked together to improve their skills and to create an Innovation Plan for their companies.
- 3. Networking.** Developing of networking between the participants and other companies

## CONCLUSIONS

The project had very positive results and impact to the participants and the companies involved. The results of the evaluations showed that the participants were very satisfied by the contents and the topics of the project and they want to participate again in similar projects. They believed that mentoring was very useful and helped them to increase their skills concerning innovation and how to use it in their companies.

One of the indicators for the successful implementation of the project was the number of the entrepreneurs, executives and companies who participated (460 executives and entrepreneurs from about 230 companies) and the number of Innovative Plans which were created by the participants.

## 5- ENTREPRENEURSHIP IN TURBULENT TIMES - GREECE

### GENERAL INFORMATION

**NAME OF THE PROJECT:** ENTREPRENEURSHIP IN TURBULENT TIMES  
**YEAR OF CREATION:** 2016  
**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	TECHNICAL UNIVERSITY OF CRETE
ADDRESS, CITY	TECHNICAL UNIVERSITY OF CRETE – CHANIA
COUNTRY	Greece
WEBPAGE OF ORGANIZATION	<a href="http://www.tuc.gr">www.tuc.gr</a>
WEBPAGE OF PROJECT	<a href="http://foremost.tuc.gr/conference/">http://foremost.tuc.gr/conference/</a>
EMAIL	<a href="mailto:foremost@isc.tuc.gr">foremost@isc.tuc.gr</a>
TELEPHONE	+30 2821037361
SECTOR	Public Sector

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

The focal point of the conference lies in analyzing past, present, and future of entrepreneurship. Which entrepreneurship paradigms or practices have proved adequate or inadequate? What, if any, changes are needed? What is the role of education, gender and public policy in the entrepreneurship field? How can we build trust and confidence in young people to innovate and create? The same questions apply to institutions, NGOs and other organizations, which are inexorably tied up with the entrepreneurship field.

The International Conference on Entrepreneurship is for academic researchers, educators and practitioners was seeking to promote knowledge, stimulate dialogue and set trends, in the field of entrepreneurship, education and management in entrepreneurship and gender issues in entrepreneurship.

The conference took place at Chamber of Commerce and Industry, Chania, Greece (Address: Eleftheriou Venizelou 4, 73104 Chania, Crete).

The project offered information about the following topics

- › Entrepreneurship Innovation
- › The role of government in entrepreneurship growth
- › The role of education in entrepreneurship growth
- › Crowdfunding
- › Venture capitals and the role in entrepreneurship
- › Angel-investors
- › Social Entrepreneurship
- › Gender and Entrepreneurship
- › Mentoring
- › Organizational Culture

## GENERAL OBJECTIVE

The general objective of this project was to analyze the entrepreneurship in Greece in difficult times like economic crisis. The participants consider successful practices and discussed for any changes that it might be needed in the general framework of entrepreneurship in Greece.

## TARGET GROUPS - PARTICIPANTS

The main target group of the project was academic researchers, educators and practitioners seeking, with a clear entrepreneurship mindset.

Specifically, the participants were more than 200 from all the above categories.

## METHODOLOGY

For the implementation of the project a specific methodology was followed:

- 1. Sessions.** There were five (5) different sessions which took place in the project. Twenty-six (26) speakers expressed their opinion and their experience about the entrepreneurship in turbulent times. All the sessions covered the following topics:
  - Session 1 - Gender and Entrepreneurship
  - Session 2 - Social Entrepreneurship, Business Development and Growth
  - Session 3 - Education and Entrepreneurship
  - Session 4 - Innovation and Entrepreneurship
  - Session 5 - Best practices of Entrepreneurship
- 2. Workshop. “Entrepreneurship in turbulent times: Exchanging Knowledge, ideas and experience. The gender issue”** The workshop last for 1:30h and the participants exchanged their knowledge, opinion and experience for the “Gender Issue” on entrepreneurship.

## CONCLUSIONS

The project had very positive results and impact to all the participants. The results of the evaluations that took place in the end of the project showed that the participants were very satisfied by the contents and the topics of the project. They had the opportunity to express their experience about the entrepreneurship in turbulent times and exchange opinions about the future of Entrepreneurship. They believed that workshop was very useful and helped them to have a more spherical point of view about the “gender issue” on the entrepreneurship.

One of the indicators for the successful implementation of the project was the number of the entrepreneurs, executives and companies who participated (more than 200 participants) and the number of the speeches during the session (26 speakers)

## 6- HUMANITAS RESIDENTIAL AND CARE CENTRE - NETHERLANDS

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Residential and Care Centre Humanitas

**YEAR OF CREATION:** 2012

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Humanitas Residential and Care Centre
ADDRESS, CITY	Deventer
COUNTRY	Netherlands
WEBPAGE	
SECTOR	Intergenerational Living (Care home)

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

A nursing home in the Netherlands allows university students to live rent-free alongside the elderly residents, as part of a project aimed at warding off the negative effects of ageing.

### GENERAL OBJECTIVE

In exchange for small, rent-free apartments, the Humanitas retirement home in Deventer, Netherlands, requires students to spend at least 30 hours per month acting as “good neighbors”.

Officials at the nursing home say students do a variety of activities with the older residents, including watching sports, celebrating birthdays and, perhaps most importantly, offering company when seniors fall ill, which helps stave off feelings of disconnectedness.

### TARGET GROUPS - PARTICIPANTS

Students – in need of accommodation at reasonable rent  
Older people living in care home; funding problems

### METHODOLOGY

Six students live at Residential and Care Center Humanitas, a long-term care facility in the riverside town of Deventer in the eastern part of the Netherlands. In exchange for 30 hours of volunteer work per month, students are able to stay in vacant rooms there free of charge.

Students in the Netherlands spend an average of 366 Euros each month on rent. Student housing is often cramped or dingy, and is increasingly difficult to come by. Amsterdam, for instance, was short almost 9,000 student rooms last year.

Meanwhile, long-term care facilities in the country are facing problems of their own. In 2012, the Dutch government decided to stop funding continuing care costs for citizens over the age of 80 who weren't in dire need. A large group of ageing adults, who had once benefited from a free all-inclusive ticket to a home like Humanitas, found themselves unable to shoulder the costs.

As part of their volunteer agreement, the students spend time teaching residents new skills, like email, social media, Skyping, and even graffiti art.



For the residents, the students represent a connection to the outside world. When the students come home from a class, concert, or party, they share those experiences with their elderly neighbours. The conversation moves from aches and pains to whether a student's girlfriend will be staying the night.

## CONCLUSIONS

The intergenerational living model is beginning to gain in popularity. Since Humanitas opened its doors to students in 2012, two more nursing homes in the Netherlands have followed suit. And a similar program was recently introduced in Lyon, France

## 7- HOMESHARE INTERNATIONAL – VARIOUS COUNTRIES

### GENERAL INFORMATION

**NAME OF THE PROJECT: HOMESHARE**

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Homeshare International
ADDRESS, CITY	
COUNTRY	Various

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

Homeshare is a very simple idea. It is essentially an exchange of services. A householder offers accommodation to a homesharer in exchange for an agreed level of help. The householder may need help with the household tasks, or some financial support, or a combination of both. Homeshare recognizes that two people have needs and something to offer.

### GENERAL OBJECTIVE

Homeshare programs are run by not-for-profit agencies which:

- aim to meet identified needs within their own communities;
- provide guidelines for the operation of the programme;
- manage the applications process. Often they screen applicants, match them individually and provide support.

### TARGET GROUPS - PARTICIPANTS

Older people needing some assistance or service

Younger people who can offer the assistance or service and need somewhere to live

Homeshare is a very flexible concept. It can meet many needs and be adapted to different countries, cultures and circumstances

### METHODOLOGY

No two homeshare programs are exactly alike, but there are many common threads:

- many homeshare programs aim to enable older people to remain independent in their own homes by finding a homesharer willing to offer support or a modest income;
- many programs have been set up to meet the accommodation needs of students in places where accommodation is scarce or expensive;
- some homeshare programs have been set up to promote solidarity between older and younger generations;
- some homeshare programmes cater for the needs of disabled people.

Many older people live alone. They may find that family and friends are too far away to give the help, companionship and security they need. Some may find it a struggle to maintain their independence at home,

yet do not want to move into alternative accommodation such as a care home. Even if they can survive alone, they may want a better quality of life in their own homes. Perhaps they need some additional income; perhaps they just want someone to share their lives.

The needs of elderly people vary, but some of the most common include:

- help with household tasks such as cooking, shopping, cleaning, gardening, and caring for pets
- companionship and friendship
- personal care – for those who are more dependent
- security – for example having someone in the house at night
- an additional source of income

Younger people, with limited funds, often move to a new city – or country – to study or find work. Homesharing can offer:

- low cost and secure accommodation
- companionship, especially if they have no family or friends in their new home area
- help to learn or practice a new language – and understand a different culture – if they have moved to a new country

## CONCLUSIONS

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Homeshare works along slightly different lines in different places.

All homesharers receive their own room in the householder's home, plus shared use of the kitchen and bathroom and often the sitting room and garden as well. What they offer in exchange varies.

In many homeshare arrangements, the homesharer offers a service in exchange for accommodation.



## 8- SHARED LIVES PLUS – VARIOUS COUNTRIES

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Shared lives Plus

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Varies by country
ADDRESS, CITY	
COUNTRY	Spain, Germany, Ireland, Czech Republic, Austria, UK and Ireland
WEBPAGE	<a href="http://novus-homeshare.org.uk/">http://novus-homeshare.org.uk/</a>
SECTOR	

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

Younger people offering services and help to older people; the offer from the young person is their time and the offer from the older person is accommodation. Mutually agreeable hours and services are delivered as part of the package.

### GENERAL OBJECTIVE

In some countries householders are quite independent and need only a little help, but do need some extra income. They may offer accommodation in exchange for rent or a combination of rent and services.

### TARGET GROUPS - PARTICIPANTS

The people who participate in delivery of the services generally have to be 23+ years old and the average age is 27.

A high proportion of UK homesharers are from Australia, New Zealand, Eastern Europe and other countries and are visiting the UK to broaden their experience. Some are mature students but many are working. For them, homesharing offers low-cost accommodation in expensive cities like London.

### METHODOLOGY

Spain

In Spain, homeshare programmes are being run in universities where student accommodation is scarce. The underlying aims are to solve students' accommodation problems and to promote solidarity between the generations at the same time. A clear distinction is made between elderly householders who are more independent (Type A matches) and those who need more care (Type B). However, Type B matches are rare. Student homesharers receive accommodation and, if they are caring for a dependent elderly person, a small payment.

## UK and Ireland

Homeshare in the UK was originally set up to support older people who wanted to remain independent in their own homes. Programs are offered by a range of different organizations – most of which are non-profit but all have to make a charge for their services. Lottery Funding has been available.

In England, most homesharers give ten hours of service per week to the householder.

## Germany and Austria

In Germany and Austria, the younger homesharers give one hour of help per month for every square metre of their room, plus a small rent.

## Czech Republic

In the Czech Republic, householders receive a combination of rent and services.

There is evidence to show that having a homesharer affords surprising benefits. Having a homesharer can produce savings and efficiencies:

- reduced risks of falls; better health and well-being for older people;
- reduced pressure on housing provision;
- increased affordability of higher education;
- easier recruitment to lower paid public service jobs;

Homeshare is typically welcomed by families who may not live near their elderly relatives. The homesharer provides support and companionship on a regular and daily basis, something relatives are not able to do.

Homesharing is most successful in London and other large cities where there are both a high number of older people living alone with spare bedrooms and many younger people who struggle to pay rent in the city. Homesharing is making a significant contribution to the support needs of many older people, some of them very vulnerable.

## CONCLUSIONS

The programs are run by paid co-ordinators who are responsible for:

- finding and screening potential householders and homesharers
- matching clients to a suitable homesharer
- supporting and training the homesharers
- liaising with social services who sometimes purchase this service
- troubleshooting

Payment is made by both participants to the homeshare company to cover administration.

Homeshare has been shown to work even for very dependent older people, some with dementia. Crucially, homesharing has enriched the lives of householders and homesharers alike.

## 9- GLASGOW INTERNATIONAL MENTORING NETWORK - UK

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Glasgow Intergenerational Mentoring Network

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	University of Strathclyde Glasgow City Council, Participating schools
ADDRESS, CITY	Glasgow
COUNTRY	Scotland
SECTOR	Education

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

Older, adult volunteer mentors working with school children, mentoring them to enable entering higher education.

### GENERAL OBJECTIVE

This project is focused on young people living in the most disadvantaged areas of Glasgow who are interested in entering higher education but who may not have access to the necessary knowledge and advice in order to realize this aspiration.

The percentage of young people from Glasgow's poorest areas that succeed in entering higher education is extremely low. A snapshot of eight typical schools confirms this; 20.9% of Glasgow school leavers enter Higher Education versus a national figure of 37.3% (SLDR, 2012). This attainment gap represents a waste of young people's talent and contributes to a persistent lack of social mobility. Research within the University of Strathclyde indicates that these young people have narrow social networks with little access to others with experience of higher education, the professions or highly skilled employment.

### TARGET GROUPS - PARTICIPANTS

Young children from Glasgow's poorest areas.

Volunteer older adults as mentors.

70 young people from Stage 5 and 6; identified by their school. 55 mentors recruited from the University of Strathclyde's alumni, University of Strathclyde's Lifelong Learning Centre, other organizations and word of mouth.

### METHODOLOGY

The project draws on volunteer adult mentors to support, challenge, and inspire these young people as they envisage and plan their futures. Mentors are drawn from a range of different channels but there is a focus on recruiting experienced, retired professionals from education, science, engineering and business with knowledge of higher education and relevant career pathways. These mentors commit to weekly or fortnightly, one-to-one sessions which provide academic, social and personal support for the young people as they prepare for their higher examinations and plan their future careers. The real value of the project

comes when the mentors and young people become friends and form mutually supportive relationships that last.

There are three key aims:

1. To provide young people living in socially disadvantaged areas of Glasgow with the knowledge and support necessary for their admission to and success in higher education.
2. To expand and strengthen the social networks which young people can draw upon to enhance their personal, social and educational growth.
3. To increase the overall number of young people from participating schools in disadvantaged areas of Glasgow that progress into higher education and particularly those highly competitive degree courses that lead into the professions.
4. Providing opportunities for older adults to engage with young people and contribute to the overall project development.

Mentors and pupils receive initial introductions to the project and are then introduced to each other. Ongoing meetings take place between the research team, mentors and pupils to support their mentoring relationships. Pupils and mentors meet together at the school during term time either weekly or fortnightly. School staff work in partnership with the research team to support the mentoring programme. Regular coffee mornings are also organized so that mentors can meet and discuss their experiences.

What were the outcomes/benefits for the older people?

We have discovered the value that many of our volunteers experience in their role as mentor. Many have told us how rewarding and exciting they have found the project and how they have enjoyed the opportunity to get to know and support a young person.

What were the outcomes/benefits for the younger people?

At the beginning of the project we knew that young people needed very practical support in terms of their academic work and the process of applying to university. As the project has progressed, we have come to understand the value of a more mentoring based relationship offering not just support in these practical areas but, more importantly, very personal encouragement and emotional support at what can be a stressful and confusing time for young people as they plan their futures. From their mentoring relationship comes a lot of the knowledge, understanding and confidence they need to progress.

What were the outcomes/benefits for the community?

The mentoring programme enables young people to meet and get to know older people from outside their local communities that they would otherwise not have the opportunity to meet and get to know.

As the project is now growing we are keen to look at ways to encourage a more community based dimension to the project enabling young people and mentors to meet and engage with each other within their own school and between schools creating wider networks of support.

- Mentors provide young people with a vital source of support and information in terms of planning their future HE courses and careers. They offer career specific knowledge to which the young people have otherwise very limited access.
- This is particularly evident in the ways in which mentors have helped young people prepare for HE course application – this work has included planning work experience, UKCAT test preparation and specific training for interviews. Template - intergenerational case studies
- Mentors are crucial in providing time and space for young people to think through new ideas and plan alternative courses as/when circumstances change throughout the school year.

- Mentors also provide young people with a valuable source of immediate practical support including subject based tutoring, study skills and exam preparation.
- The mentoring provides a useful brokering role, furthering and nurturing young people's engagement with other widening access activities in this
- Perhaps most crucially the research indicates that mentors are a source of emotional support, helping young people to address fluctuations in confidence and self-belief and encouraging them to keep focused on realizing their required grades and future ambitions.

What changed as a result of the project? Over the past three years since the mentoring project has been established the number of young people seeking to engage in 5th year and to take 5 Highers has increased, as has the number entering higher education. There is strong evidence from the research work of the ways in which mentoring has supported and helped to steer young people into some of the most competitive higher education courses.

Our major achievement this past year has been to secure funding from Big Lottery of 400k to support and grow the project over the next three years. This will allow greater resources for project delivery, research and expansion which will be shaped by ongoing research/dialogue with all participants. We aim to develop the mentoring communities in each school and across the project. This will allow mentors to supplement face-to-face contact with pupils, allow mentors to engage with each other and learn how to develop their mentoring practice. Young people will be able to benefit from being able to contact and learn from the broader mentoring community. A new virtual dimension will facilitate this.

## **CONCLUSIONS**

A range of research now indicates that volunteer mentoring, particularly with supportive older adults, can have a positive impact on young people and their educational development.

## 10- SUCCESSION PLANNING - UK

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Succession Planning

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	The Aspiring Managers' Programme
ADDRESS, CITY	
COUNTRY	UK
SECTOR	Social services department

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

A best-practice initiative designed to develop management potential in a local authority social services department, called 'the aspiring managers' programme', it aimed to assist the department with its succession planning using positive action approaches.

### GENERAL OBJECTIVE

It was common practice to hire managers externally; it was decided to development internal staff to become managers and change this practice. The use of mentoring and the direct involvement of participants' line managers in delivering specialist areas of the curriculum contributed to quality of support, success and ownership of this particular positive action initiative. There has been an enormous focus on developing a workforce 'fit for purpose' in health and social care at both national and local level.

### TARGET GROUPS - PARTICIPANTS

Staff in Social Services Department (local municipality)

### METHODOLOGY

Nineteen staff were sponsored onto a specially commissioned in-house Certificate in Management Studies in Health and Social Care. A scheme of work-based learning and management mentoring provided practical support to develop participants' management experiences and skills.

Maintaining the present and future strategic fit between workforce and fitness for purpose in highly turbulent social care organizations means continuously developing, renewing and nurturing the skills and capabilities of the workforce by adapting a development framework at various levels (Taylor, 1998). Close examination of organizational practices associated with promotion and recruitment identified the potential for worse promotion chances because of institutional preferences for external selection. Previously, based on local anecdotal evidence, applications to first-line management posts from internal candidates were unsuccessful.

### The Aspiring Managers' Programme: design and implementation

- The implementation of a staff development strategy and performance review system which emphasized the motivation of individuals towards self-development
- The drive to support staff in achieving qualifications in social

- The beginning of a more sophisticated approach to workforce planning.

Managers were asked to nominate appropriate staff to the existing in-house Certificate in Management Studies in Health and Social Care. Delivered in partnership with a local university, the MCHSC involved formal teaching led by university staff, and continuous assessment through a series of work-based tutor marked assignments. Participants received academic credits for their professional and managerial experiences.

All participants were allocated an in-house management mentor. Mentoring aimed to promote reflective models of management development, building on prior expertise in this area. Participants were encouraged consciously to examine their own preconceptions and perceptions of management roles, using experiential and reflective methods (Kolb, 1984). Mentoring partnerships between experienced managers and aspiring managers were instrumental in developing individual learning agreements for the duration of the programme in the following areas:

- Identifying and maximising learning opportunities for the aspiring manager within the organization
- Regularly reviewing the aspiring manager's progress through self-assessment and evaluation of learning achieved
- clarifying the role of mentoring in supporting learners with academic work
- Transfer of knowledge to practice.

The programme was implemented over 12 months. Significant investment was made in the recruitment stage, through a series of workshops for interested participants, their line managers and potential mentors as a means of engaging their contribution to the development of the programme, especially work-based learning aspects. Nineteen 'aspiring managers' started the programme and 10 management mentors were recruited.

## CONCLUSIONS

Within six months of completing the programme, eight participants succeeded in gaining first-line management posts, from the initial nineteen that participated in the programme.

## 11- MY LEADERSHIP FUTURE - UK

### GENERAL INFORMATION

**NAME OF THE PROJECT:** the 'My Leadership Future' (MLF)

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Social Services Departments
ADDRESS, CITY	
COUNTRY	UK – midlands, southwest region and London
SECTOR	Children's services

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

Coaching is a part of the West Midlands culture with over 90 senior leaders trained to ILM Level 7 who deliver 'free' executive coaching to colleagues across the region. This regional pool of coaches has been enhanced by the 200+ children's services leaders who have experienced coaching training on succession planning programme over the past 3 years.

### GENERAL OBJECTIVE

Coaching skills for managers; to enable social service leaders to utilize coaching techniques.

### TARGET GROUPS - PARTICIPANTS

Managers

### METHODOLOGY

As part of the MLF programme, leaders are inducted into the skills of coaching followed by a one day peer coach training with supervised practice. Capacity for coaching across the region is then strengthened by a 4 day 'Enhanced Coaching Skills' programme. One former head teacher, found this to be 'really useful, positive and developmental...It took my coaching practice to a higher, more professional level due to the inspirational teaching and coaching supervision. It has led me to review my career and to decide on a change of direction to one where I can make the most positive use of coaching'. She makes the point that children's services leaders, especially in the West Midlands, increasingly need to be resourceful and resilient and to have strategies such as coaching to promote and develop these qualities. This view of the coaching programme was echoed by others.

There are now plans in the West Midlands to make good use of the 200+ MLF alumni and their enhanced coaching and leadership skills to increase its regional coaching pool and provide increased support and improvement across the public sector.

### Coaching, mentoring and learning sets in the South West

Coaching and mentoring have been at the heart of succession planning in the South West. The regional lead took an early decision to offer training in coaching and mentoring to senior leaders and asked them to coach participants on the region's leadership programmes; it was a great way for senior leaders to demonstrate their commitment to succession planning and help to create a coaching culture. The plan was that



individual coaching would complement the group learning experience of action learning sets and help to develop participants' reflection and self-reliance. Mentoring was identified as an opportunity for senior leaders to share their knowledge, skills and experience with more junior colleagues in a way that would help them build the confidence to take on new responsibilities and raise their career aspirations.

A lady from South Gloucestershire trained as a set leader and coach/mentor. She was motivated to become a set leader for the second cohort to 'give something back', to develop her own skills, and to improve the focus of sets. She has particularly valued the opportunity to learn new approaches to questioning and developing 'global listening' skills. She has become more aware how the use of questions influences how someone responds and is using her questioning and listening skills to encourage colleagues to find their own solutions rather than relying on her as the 'problem solver'; she plans to encourage more use of coaching in South Gloucestershire.

### **London**

A number of senior leaders are taking really seriously the challenge of ensuring that the leadership development work in London is sustainable, by pioneering a group approach to peer coaching. The scheme started when a group of ten volunteers who had been on the Leaders for London programme were trained as 1:1 coaches. Enthused by this, they embarked on additional training as group coaches. Working in pairs or trios, they used their newly acquired skills to facilitate group coaching for coaching sets of 5/6 individuals from later cohorts. The decision to work in pairs was a significant feature of the scheme. It meant that they could observe each other in action and provide constructive feedback, something they did as part of the training which has been maintained in their practice as group coaches.

The plan is to develop sufficient capacity to create a rolling programme of group coaches who can lead future cohorts on a Leaders for London programme that is completely self-sustaining. An experienced social care manager from Ealing who was a member of the first group session at which there were 3 coaches was on the receiving end commented that 'it was a positive experience and provided a much needed opportunity for reflection and discussion. The combination of structure and flexibility worked well as did the approach of the facilitators'.

### **CONCLUSIONS**

They are clear about the benefits of the approach for participants, coaches and local authorities... "There is no doubt that those who took up the coaching and mentoring elements have found it 'excellent', a word that was used time and again in the evaluation of our programmes.

From the outset, the priority has been to create a legacy - to develop a pool of highly skilled, capable managers able not only to apply their learning in their day-to-day role but also willing to coach and mentor colleagues from across the region.

Other participants say they have found the coaching approach really helpful as a way of reframing difficult issues.

## 12- MENTORING FOR FAMILIES - UK

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Mentoring for Families

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Opportunities North Huyton
ADDRESS, CITY	Yorkshire
COUNTRY	England
WEBPAGE	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
SECTOR	Family social services

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

‘Opportunities for Families’ in Yorkshire offers important information about how powerful coaching and mentoring can be in other contexts

### GENERAL OBJECTIVE

Looking for ways to help families who were living in an area in Yorkshire who needed to move forward in a positive way of living their lives and working together to solve some basic problems in the way they were living

### TARGET GROUPS - PARTICIPANTS

Families; all ages

### METHODOLOGY

Coaching and mentoring is not just for the professionals, any more than leadership is reserved for people in positions of power. ‘Opportunities for Families’ in Yorkshire offers an important reminder of how powerful coaching and mentoring can be in other contexts.

Despite a variety of interventions by services and agencies working in North Huyton, a high number of families were living in persistent poverty and not engaging in services that were meant to be able to help them move forward in a positive and thriving way.

A new way of working was needed that involved the community working together and in partnership with local services. This was achieved by training up local residents who had experience of local services and firsthand experience of some of the issues facing the families that needed help. These residents became Volunteer Family Mentors. The role of the Mentor is to give one to one support to families.

They use a ‘Motivational Assessment Tool’ to help the family identify what they want support with and areas of their lives they want to change. Working with the volunteer, the family is encouraged to create an action plan. This self-directed support allows the family to take control of their own future and it means the volunteer can work with the family on meeting their needs. It means every family can feel fully supported with what they feel important.



The scheme is about helping families to become empowered by giving them a gentle nudge and the skills to move forward independently. With the provision of appropriate help and encouragement, a foundation of stability, confidence, self-esteem and resilience can be established for these families.

One mum said of the staff and volunteers 'They have been extremely helpful in shaping mine and my boys future, a great weight has being lifted from my shoulders and I feel I have someone to listen and guide me to opportunities and information...I have been empowered to build on my confidence and start the process of healing me and having a positive effect on my sons world'

## **CONCLUSIONS**

The results have been positive.

## 13- AGE-FRIENDLY STANDARDS - UK

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Age-Friendly Standards; Arts Council England

**YEAR OF CREATION:** 2017

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Family Arts Campaign
ADDRESS, CITY	
COUNTRY	England
WEBPAGE	<a href="http://www.agefriendlystandards.com">www.agefriendlystandards.com</a>
SECTOR	Arts and culture

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

A new set of standards developed with funding from Arts Council England. The Age-Friendly Standards apply to any type of cultural experience, from museums, concert halls, libraries and art galleries, to dance companies, theatre groups, music ensembles and festivals.

### GENERAL OBJECTIVE

Organizations that sign-up to the Age-Friendly Standards value all generations and want to provide a welcoming and positive experience for everyone, regardless of their age.

Whilst many of the Age-Friendly Standards relate to general inclusive practice, they also acknowledge that older people may be more likely to experience barriers to engagement than younger family members<sup>1</sup> and there is a need for cultural organizations to adopt measures to discourage the reported<sup>2</sup> drop-off in cultural engagement amongst older people. This is further reinforced by Age UK's recent research<sup>3</sup> that identifies cultural engagement as the biggest contributing factor to wellbeing in later life.

The Age-Friendly Standards also acknowledge the significant benefits of providing opportunities for different generations to engage in cultural activities together, and encourage organizations to facilitate these experiences.

### TARGET GROUPS - PARTICIPANTS

Intergenerational  
People interested in participating in arts and culture

### METHODOLOGY

An organisation that uses displays the Age-Friendly Standards will:

1. **Build relationships:**
  - Facilitate relationships between the different generations the organisation interacts with
  - Aim to foster relationships with older people not only as audiences, but as volunteers, ambassadors, trustees and active participants in the organisation

- Acknowledge that older people are not a homogenous or distinct visitor segment but a diverse group with a wide range of abilities, tastes etc. The organisation will respond in ways that are appropriate to individual needs, informed by individuals themselves
- Be open and willing to learn from older people and solicit their views, either formally, or informally
- Encourage relationships with other places and services older people may use (e.g. health and care facilities, housing providers, adult learning centres, libraries, clubs and societies and community centres)
- Consider working in partnership with other age-friendly cultural organisations and venues in the local area to help inform older people about the whole cultural offer that is available to them

## **2. Consider programming:**

- Encourage artistic work that has the ability to inspire, articulate & celebrate life in older age
- Avoid making assumptions about taste and recognise that with any large and diverse group comes diverse interests. Ensure that the views of older people are represented on any consultation panels or questionnaires
- Aim for intergenerational provision to be integrated into the whole programme and sustained beyond specific participation or engagement initiatives
- Think about collaboration, co-production and work that is not only for older people, but with and by older people- as programmers, facilitators and artists
- Consider timings and times of day in programming- including matinees and daytime activities. Build in extra time for getting settled, intervals and comfort breaks. Also factor-in local public transport provision and be aware that where it is unavailable at certain times (particularly at night), this may present a significant barrier, as well as potential hidden costs

## **3. Provide appropriate facilities:**

- The guidance below is intended as an at-a-glance checklist of some key considerations for organisations providing age-friendly facilities.
- The following pointers do not replace existing access recommendations or legal guidelines for public buildings. Whilst disability or physical impairment are by no means specific to older age groups, these are factors whose likelihood increases with age. Ageing population trends therefore impact upon the need for general accessible provision.
- Display accessibility accreditations (where applicable) clearly and visibly, both on-and-offline
- Consider the accessibility of every aspect of the visit to ensure the best experience possible and show awareness of hidden disabilities such as sight or hearing impairments

## **4. Communicate appropriately:**

- Use positive and inclusive language and images in marketing communications and group booking criteria that do not restrict or perpetuate stereotypes of 'family' or of older people
- Communicate alternative means for ease of booking tickets and finding information for visitors who may not be online- with an easy-to-find telephone number
- Provide clear channels for older people to communicate specific needs to the organisation in advance, with reassurance that requirements will be met.
- Use alternative approaches to reach older people who may be offline.
- Think creatively about new channels to reach older people, particularly the growing number who are online

- Provide logical and clear website navigation for bookings and information
- Provide clear explanations for new or unfamiliar concepts e.g. 'touch tours' or relaxed performances' so visitors know exactly what to expect- using everyday language that avoids jargon and does not assume specialist knowledge about the arts

**5. Provide a warm welcome to all:**

- Create a welcoming atmosphere, ensure staff are visible and remain vigilant to visitors' needs
- Ensure that all staff are well-trained and aware of difficulties that some older visitors may encounter, including factors that can cause distress for visitors with certain conditions, such as dementia and be able to advise on use of loud noises, music or strobe lighting
- Where staff have undertaken specialist training, encourage them to display this e.g. by wearing their Dementia Friends badge
- Nominate staff members or volunteers as champions of age-awareness within the organisation who will provide advocacy and dedicated support
- Embed age-friendly policies and procedures into the organisation's working practices that are accessed by staff

## CONCLUSIONS

This is a new initiative and should be welcomed; it is too early to know how it will be received or who will participate

## 14- VALUING OLDER WORKERS - UK

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Valuing older workers and succession planning

**YEAR OF CREATION:** Ongoing

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Centrica/ British Gas
ADDRESS, CITY	
COUNTRY	UK
WEBPAGE	<a href="https://www.centrica.com/responsibility/our-performance/data-centre">https://www.centrica.com/responsibility/our-performance/data-centre</a>
SECTOR	Gas and Electricity

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

Centrica employs more than 36000 people; they believe policies and practice in place to ensure that the business is tolerant and inclusive, with a diverse workforce; driving the innovations needed to meet the varied needs of their customers – whether it’s developing new products and services or ensuring that they secure enough energy to power and heat homes and businesses.

To achieve this success they invest in generating skill opportunities for young people, but they also remain committed to retaining older workers, who bring with them not only a depth of professional expertise but also valuable life experiences.

### GENERAL OBJECTIVE

The UK’s population is living longer which means people are also working for longer. Those working past retirement age has almost doubled in the past 20 years<sup>1</sup>and it’s expected that by 2020, a third of workers will be older than 50. It is therefore crucial that they continue to attract, retain and provide effective support to those in the later stages of their working lives.

While they invest in developing the skills of their older staff, they also know they can play a crucial role growing the abilities of younger members of the workforce. Across the business, management actively encourages mentoring, which ensures vital knowledge and experience is transferred to the younger generation to develop a future talent pipeline and plug any skills gap.

### TARGET GROUPS - PARTICIPANTS

All staff, all ages

### METHODOLOGY

To maintain their diverse workforce, they take positive action to recruit from a wide range of employees, including older workers, and last year nearly 30% of employees were aged between 45 and 64. At British Gas, they have taken a leading role providing opportunities for older workers by removing upper age limits for apprenticeship schemes, while their graduate programme also seeks the inclusion of mature graduates.

**Here’s the experience of one of their older apprentices** - he is 42 and after working for 20 years in admin-

istration and retail he decided to pursue a lifelong interest in engineering as an apprentice. Hitesh started his apprenticeship in metering and progressed to developing skills in Services and Repair, where he currently spends around half his time at the British Gas Training Academy and the other half visiting customers' homes under the supervision of fully qualified gas engineers. While Hitesh is older than the stereotypical apprentice, his age has never been an issue, 'As far as British Gas is concerned, you can be an apprentice at any age, there's no bias. Although I'm the oldest in my class...we all get on well as a good team so I don't feel like I'm different in any way...as long as you've got the drive and passion to do the work you want to do, nothing else matters.' And when his apprenticeship ends in 2017, he plans to stay with British Gas and work his way up to become an area manager.

### **TRANSFERRING KNOWLEDGE AND SKILLS**

While they invest in developing the skills of our older people, they also know they can play a crucial role growing the abilities of younger members of the workforce. Across the business, they actively encourage mentoring, which ensures vital knowledge and experience is transferred to the younger generation to develop a future talent pipeline and plug any skills gap.

### **SUPPORTING OLDER WORKERS**

There is a best practice approach to supporting employees, particularly older workers and careers, which was recently recognized with the winning of **awards** for being the 'Best for Flexible Working' and becoming a 'Top 10 Employer for Working Families'.

Flexible working is important because it helps provide older workers with greater ability to balance work alongside personal lives. For example, in many roles it's often possible to work reduced hours or part-time, take pre-retirement leave or utilize home working as a way to shorten the working day by reducing commuting time. Also, as the majority of careers in the UK are often older members of the workforce, flexible working helps them fulfil their caring commitments, while the Careers Policy enables them to take up to a month paid leave each year. They also have a Careers Network that totals over 800 employees who provide a valuable source of support and guidance. And with 1 in 8 employees being a full time career in the UK, it's really important that they have effective policies and practices in place to help these valuable members of the workforce remain in employment.

When the time comes for employees seeking retirement, management works with them to ascertain how they can be supported them during this transition. Employees are encouraged to have open discussions with their managers around retirement as part of their regular performance and development meetings. These important discussions increase the company's understanding of retirement aspirations and helps meet their needs.

### **CONCLUSIONS**

They believe that older workers make a substantial contribution so they remain committed to providing an inclusive and diverse workforce that works well for their people, their customers and their business.



## 15- MULTIGENERATION HOUSE - GERMANY

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Multigeneration house; *Mehrgenerationenhaus*

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	
ADDRESS, CITY	Pattensen
COUNTRY	Germany
SECTOR	Social

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

Sharing premises for older people social centre and drop-in children's and parents area; this allows the intergenerational mixing.

### GENERAL OBJECTIVE

Mixing generations

### TARGET GROUPS - PARTICIPANTS

All generations

### METHODOLOGY

In Pattensen, a small town of 13,000 just south of Hanover, pensioners play cards and children play in the next room.

The nursery and the sitting room are part of a *Mehrgenerationenhaus*, literally a "multigeneration house", which is a kindergarten, a social centre for the elderly and somewhere young families can drop in for coffee and advice. In theory, the sitting room is reserved for the over-60s, but in the practice the door to the kids' area rarely stays closed for long.

Pensioners volunteer to read books to the children once a week and run a "rent-a-granny" service to relieve exhausted parents.

In return, teenagers offer to show elderly people how to use computers and mobile phones. Maria Mantei, 66, and her husband Lothar, 71, who is blind, joined the centre two years ago after the death of their daughter. "We had hit rock-bottom, but we didn't want therapy, we just wanted to be among people again," she said.

Every Monday morning, when people with dementia use the sitting room for games and singing, children join in without being prompted. "Kids are more at ease dealing with dementia patients than adults", said Angela Schulz, one of the care workers leading the sessions, "so we find patients are much more relaxed here than anywhere else".



## **CONCLUSIONS**

It would not be difficult to use this model in other countries. The BBC in the UK have just broadcast a programme in primetime TV showing the audience how well this can work; the UK is currently looking at pilot projects

## 16- SUCCESSION PLANNING - USA

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Succession Planning in Emergency Medical Services and other fields

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Emergency Medical Services (EMS) and others
ADDRESS, CITY	
COUNTRY	USA and other countries
SECTOR	Medical; entrepreneurs

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

There is a need for formal succession planning; it is recognized how important Mentoring can be.

A great deal of an entrepreneur's career as a business owner is focused on the present or not-too-distant future. The concept of mentoring a successor is not initially high on their list of priorities; after all, a mentor/mentee relationship is predicated on grooming a successor.

### GENERAL OBJECTIVE

As the workforce ages and the retirement of millions of workers looms, succession planning has risen to the forefront of awareness, particularly in the EMS field. Done correctly, a succession plan can bolster an organization's ability to competently undertake a smooth leadership transition, without a lot of workplace disruption and wasted time and money.

### TARGET GROUPS - PARTICIPANTS

Medical workers

### METHODOLOGY

Insights highlight what is believed to be the most important aspects of mentorship, motivation and the leadership characteristics needed to ensure that an organization's succession plan can be effectively implemented when the time comes.

Many organizations lack a formalized succession plan, and in some cases, realize they're in critical need of one only when a key officer unexpectedly leaves, retires or dies. Without a formal plan, unprepared organizations can find themselves quickly in crisis.

As president and chief executive officer (CEO) for Road Safety International, Jerry Overton has had his company create formal, written job descriptions of every position within the organization as a first step in its succession planning process. It's a lesson he learned after he failed to do so in his previous position.

As might be expected, mentoring can play a significant role in grooming future leaders to take over the reins of organizational leadership.

Jason Friesen, NREMT-P, is new to the EMS field, with just three years of service. He currently works as a

paramedic for American Medical Response and has found a trusting mentor in a senior paramedic, who took note of Friesen during his initial EMT-B skills testing.

"Since the first day we met, he has been instrumental in grooming me and preparing me for many of the things I'm now involved in that I would've never considered beforehand," Friesen says.

Walt Stoy credits not only people as the mentors who have assisted him throughout his career, but also education as a guide

## **CONCLUSIONS**

Mentoring is valuable to many people and organizations

## 17- FULLER WORKING LIVES - UK

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Fuller Working Lives

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	UK Government
ADDRESS, CITY	
COUNTRY	UK
SECTOR	All

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

A minister has recently unveiled the government's plans aimed at enhancing opportunities for older workers in the UK labor market. Acknowledging the health, wellbeing and financial benefits of staying in the workforce longer, the Fuller Working Lives strategy advises employers and individuals to consider the objectives to reaping the benefits of employment in later life.

### GENERAL OBJECTIVE

The partnership approach outlined by the government makes the case for employers to focus on recruiting, retraining and retaining older workers. Alongside the removal of the default retirement age and the introduction of the right for everyone to request flexible working, the government is setting out a four-point plan to help companies deliver the strategy.

This includes publishing a wide range of evidence to outline the benefits of working longer and "harnessing the power of a truly multigenerational workforce", alongside more tailored support through JobCentre Plus, and for people with long-term health conditions and disabilities. For the over-50s, the government is advising people looking to stay in work longer to rethink their finances in the context of the financial benefits of working up to and beyond state retirement age. It also suggests refreshing skills and reinventing their career and working lives.

### TARGET GROUPS - PARTICIPANTS

People over 50 years of age

### METHODOLOGY

#### Employer support key to extending careers

Commenting on the strategy, the Minister said: "Most people are healthier for longer and so are able to extend their careers and take up new opportunities. Staying in work for a few more years can make a significant difference not only to someone's income but also their physical and mental health."

All businesses need to reassess the value of older workers. Nobody should write off hiring someone due to their age and it's unacceptable that some older people are overlooked for roles they would suit completely.

### **Shift in behavior around working longer**

To make the strategy work needs a major change in attitudes from employers, government and individuals.

Being in fulfilling work for longer is key to people being able to prepare for a good later life. Good work is important financially but is also a major source of social connections, good health, and provides a sense of purpose.

More people aged 50 years and over need to be in fulfilling work that supports a good later life, the government's Fuller Working Lives strategy launched recently is a good step in the right direction. This is just the start – to achieve a significant increase will need concerted effort from employers as well as government, and a change in individual attitudes. This needs to include support for careers, access to lifelong learning, support for people with health conditions and disabilities at work – and an end to **ageism in the workplace**.

### **CONCLUSIONS**

To make it work needs concerted effort from many sources and sectors. A champion should be enabled to direct all the government departments involved in order to make the correct legislative changes, which includes funding for training (changing careers mid-life entails retraining).

## 18- RETIREMENT HOME – VARIOUS COUNTRIES

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Retirement Home, Seattle

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Seattle
ADDRESS, CITY	
COUNTRY	USA, Canada, Japan, Singapore, with plans for UK
SECTOR	Care home/nursery

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

At a retirement home in Seattle, children from the in-house nursery help entertain the elderly residents, and vice versa.

### GENERAL OBJECTIVE

There are several hundred places in the US where childcare and senior centres share a building or campus.

They also exist in other countries, including Canada and in Japan, where the idea originated in the 1970s.

The Singapore government has announced plans for 10 such co-location centres over the next decade.

Now this approach is starting to be discussed in the UK. Thinktank - United for All Ages (UAA) is hosting a meeting in London for larger care home and childcare providers to talk about it.

### TARGET GROUPS - PARTICIPANTS

Older people  
Nursery age children

### METHODOLOGY

The older people enjoy watching the young children develop.

The arrival of the babies attracts a dozen other residents, many aided by walking frames. The lounge at Providence Mount St Vincent, known as “the Mount”, is soon filled with chatter, laughter and song.

The babies’ visit is just one of many occasions each week when the very old and the very young mix in this intergenerational centre in Seattle, where a nursery has been opened inside the retirement home. A heart-warming video clip from a documentary about the Mount out later this year has garnered 12 million views.

Stephen Burke, the director of UAA, believes there’s a lot of interest in co-locating. There’s quite a lot going on in individual care homes, with visits by nurseries or school groups on an ad hoc basis, some more regular than others, but it could be taken further?”

Burke added: “Our society is very age segregated. By breaking that down at a young age, hopefully you tackle some of that ageism as well as some of the loneliness you might get in care homes.” There are also

economic advantages, according to Burke, such as sharing back-office costs and improving staff recruitment and retention, because the job is more interesting.

But there are challenges. Care homes and nurseries have different inspectorates and statutory requirements, for example. There are planning issues too, Burke noted – existing schemes won't necessarily have free land or space inside for a nursery or care home.

Another problem is funding. Care homes or nurseries relying on state funding would probably not be able to finance this kind of development. "You need a pioneer – perhaps a company who can find some investment, private funding, to make it happen," he said.

The administrator of the Care home noted that they wanted it to be a place where people come to live, not die. It's about normalcy. It's normal for someone to use a wheelchair or a walker and that's just part of life. These kids see that every day and they're not afraid.

She said residents (there are around 400) seemed happier and more alert when they were with the children (125 are enrolled). She'd seen one woman with advanced Alzheimer's and very few communication skills speak in coherent sentences when holding a baby. "Many of our residents are widows or widowers and can become lonely. Having the children close by seems to make them feel as though they are still part of a community."

## **CONCLUSIONS**

Studies have shown the benefits of interaction between young and old, which include boosting health and self-esteem. An experiment filmed for Welsh television last year took six under-threes to a day centre for older people on three consecutive days. Many benefits to both young and old were noted by psychologists, including helping children's language development and confidence.

The benefits outweigh the challenges of planning, space and funding issues. The Mount opened as a retirement home in 1924 and the nursery, which has rooms on the ground floor and on one of the upper floors where residents live, was added in 1991. So this is a long-term 'project'.



## 19- RETAINING OLDER WORKERS - UK

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Research into retaining older workers

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Chartered Institute of Building (CIOB)
ADDRESS, CITY	
COUNTRY	UK
SECTOR	Building

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

In a survey of nearly 1,000 CIOB members, responses indicate that despite legislative changes to improve recognition of the ageing population and combat workplace discrimination, awareness of the ageing population and its influence on the built environment has slumped - when compared with the findings from the CIOB's first report.

The research finds that the built environment has a crucial role to play in terms of improving the lives of older people through measures designed to enhance the accessibility and live ability of buildings. Retaining ageing workers' knowledge and skills is also crucial, and the report sends a clear message to policymakers and industry leaders: to be successful, construction needs to see far greater investment and recognition of ageing workers

### GENERAL OBJECTIVE

The world's population is ageing rapidly and with profound results. In response to these changes, the Chartered Institute of Building (CIOB) has launched a report exploring the effects of the ageing population on the construction industry and outlined how the sector can adapt to meet some of the challenges.

*'Exploring the impact of the ageing population on the workforce and built environment'* is the second report from the CIOB to study the effects of the ageing population. Six years on from the first study, the research highlights the crucial role the built environment has to play in terms of improving the lives of older people.

### TARGET GROUPS - PARTICIPANTS

Older people working in the building industry

### METHODOLOGY

With 19% of the construction workforce set to retire in the next five to ten years, the report finds that employers need to overcome stereotypes and repurpose, where necessary, job descriptions to attract and, most importantly, retain older workers. However, the CIOB is clear that this not be considered a substitute for investing in training, and should work hand-in-hand to help alleviate the ongoing skills crisis.

Whilst 57% of respondents acknowledged that it was 'very important' to retain ageing workers, this was not reflected in the number of respondents who stated that their workplace had measures such as flexible working, succession planning, mid-life career reviews or retirement planning designed to encourage an extension to longer working lives.

The benefits of mentoring are well documented. However, despite the overwhelming majority of respondents acknowledging this, only 63% confirmed that this measure was a regular feature in the workplace. Respondents pointed towards the difficulties obtaining high-calibre staff to deliver and participate in such schemes. Crucially, the report suggests that more needs to be done to make better use of ageing workers' expertise and skills, and use this to help upskill younger counterparts.

If construction is to meet the skills crisis it faces and fill the 224,000 vacancies needed by 2019, employers should look to take additional steps to overcome the skills shortages they incur by reaching out to older workers. There is a huge opportunity to showcase to both young and old members of the workforce that construction isn't all hard hats and hi-vis and that off-site opportunities are aplenty. Technical skills as much as manual skills are needed.

Employers must also recognize the skills of their existing workers and put in measures such as flexible working, career reviews or even retirement planning to encourage longer working lives. As our own research tells us, skills shortages in construction are compounded by those entering the industry not being suitably qualified for the position.

## **CONCLUSIONS**

Older workers crucial to curbing construction industry skills gap, but not a substitute for investing in training.

This opportunity should be taken to use older workers to tap into their skills and knowledge and ensure they are passed onto the next generation.

## 20- APPLES AND HONEY NURSERY - UK

### GENERAL INFORMATION

**NAME OF THE PROJECT:** Apples and Honey Nursery

**YEAR OF CREATION:**

**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Nightingale Hammerson
ADDRESS, CITY	Clapham, London
COUNTRY	UK
SECTOR	Childcare, care home

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

The first nursery in the UK to share the same site as a care home and where children and residents will meet daily for activities will open in September in London.

### GENERAL OBJECTIVE

To mix the generations of older people with very young children; each will benefit from the other

### TARGET GROUPS - PARTICIPANTS

Young children

Older people

### METHODOLOGY

Apples and Honey Nightingale will operate a 30-place full daycare setting in the grounds of Nightingale House, a residential care home for elderly Jewish men and women, based in Clapham, south west London and run by charity Nightingale Hammerson.

Judith Ish-Horowicz, the principal of Apples and Honey nursery, which she set up in Wimbledon 26 years ago, approached Ali Somers, who has a social enterprise background and whose child attended the nursery, and together they pitched the idea to the care home's trustees.

The nursery will operate as a social enterprise, with 20 per cent of the childcare places reserved for Nightingale House staff. The care home is run as a charity.

Apples and Honey Nightingale is a Jewish faith-based early years setting but is open to families of 'all faiths and none'.

They are based in a Jewish care home so they celebrate different festivals with the residents as well. Every week we will welcome the Shabbat with candles, and on Monday, the farewell ceremony, with spices and light. It brings back memories for the residents, with the same melodies and same smells.

The residents and children will also eat snacks and meals together. They will have the EYFS curriculum, but so many of those activities are inclusive.



**CONCLUSIONS**

Not yet started

## 21- GET READY FOR YOUTH ENTREPRENEURSHIP - ITALY

### GENERAL INFORMATION

**NAME OF THE PROJECT:** GET READY FOR YOUTH ENTREPRENEURSHIP  
**YEAR OF CREATION:** October 2013  
**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	Italian, Swedish and Hungarian Youth in Action National Agencies and SALTO-YOUTH Participation resource centre
ADDRESS, CITY	Rome
COUNTRY	Italy
WEBPAGE OF ORGANIZATION	<a href="http://www.salto-youth.net">www.salto-youth.net</a>
WEBPAGE OF PROJECT	<a href="http://www.salto-youth.net/downloads/4-17-2902/GR4YE%20Final%20Report_2014.pdf">www.salto-youth.net/downloads/4-17-2902/GR4YE%20Final%20Report_2014.pdf</a>
EMAIL	
TELEPHONE	
SECTOR	

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

SALTO-YOUTH Participation and the Italian, Swedish and Hungarian National Agencies decided to set up a seminar addressed to youth workers that can play a role in raising awareness in young people about the entrepreneurial potential of their “Youth in Action” projects.

Youth workers participating in the seminar discussed and explored ways to help young people to implement and follow-up their “Youth in Action” projects, in particular youth initiatives, and set up their own businesses and ventures (e.g. social enterprise, NGO).

The seminar was based on an exchange of good practices among beneficiaries of youth projects, serving as role models/ coaches by sharing their experiences with future and present beneficiaries. This was complemented by experts’ inputs on tools methods, theory and resources for entrepreneurial initiatives.

Concrete ways (practical examples, methods, tools, tips, etc.) in which youth workers can support/coach young people towards creating their own job/business were explored and identified during the seminar.

The basic aims of the project was:

- To help youth workers/youth leaders to raise awareness in young people about the entrepreneurial potential of their “Youth in Action” projects (in particular youth initiatives).
- To support youth workers to develop their understanding and competences in the field of entrepreneurial learning.

### GENERAL OBJECTIVE

The general objectives of the project were the following:

- To clarify the meaning of youth entrepreneurship in different culture and countries
- To identify potential benefits of entrepreneurial learning in the Youth in Action Programme

- To present case studies with entrepreneurial follow-up measures in “Youth in Action” projects
- To share tools and methods to encourage and prepare young people to undertake entrepreneurial activities as a follow-up of their “Youth in Action” project
- To identify resources and challenges needed to implement entrepreneurial initiatives
- To offer space for exchanging experiences and good practices in the field of entrepreneurial learning among players in three fields: non-formal education, formal education and business
- To encourage international and cross-sector partnerships and identify resources for future cooperation.

## TARGET GROUPS - PARTICIPANTS

The main target group of the project was young people that they either are interested on making their own business or they just want to examine the potential of being entrepreneurs.

## METHODOLOGY

The Seminar consisted of both a practical part with team building and project design sessions and an informative part delivered by experts and focused on entrepreneurship, entrepreneurial learning and youth initiatives. Both parts ran in parallel while interlocking throughout the seminar, as its main goal was the exchange of experiences, best practices and tools, and development of entrepreneurship-related projects.

Group exercises and team development activities were used to foster group cohesion, negotiation and presentation strategies. Presentations, practical workshops and exercises provided background information, and assessment through group dynamics to implement the crosscutting focus on entrepreneurship. The programme was divided in 4 full working days and 1 on arrival evening activity.

## CONCLUSIONS

The degree of satisfaction regarding seminar elements was evaluated individually on a scale from 0% to 100%. The aggregated seminar average was 82%. The excellent evaluation of the seminar and, similarly, the level of participation, motivation and work quality of the participants was impressive. The contents together with its methodology have flowed perfectly.

The majority of the participants were motivated and took an active part in the seminar; some were enthusiastic and will no doubt go on to organise projects based on the activities during the seminar. However, a few who were unfamiliar with the programme found it a bit daunting initially but gradually accepted the material and activities and benefitted from the experience.

General conclusions were gathered during a participatory activity, in the end of each session, about the entrepreneurship. These conclusions were giving answers on issues such as:

- How do you see Youth Entrepreneurship at this moment? Any changes from your initial perception?
- What can we take from expert inputs and apply in our Youth Work practice?
- How can the entrepreneurial element be reflected in your future projects/ activities?
- Potential benefits of entrepreneurial learning in Youth Work.

## 22- PROMOTING CREATIVE ENTREPRENEURSHIP - JAMAICA

### GENERAL INFORMATION

**NAME OF THE PROJECT:** PROMOTING CREATIVE ENTREPRENEURSHIP  
**YEAR OF CREATION:** 2015  
**INFORMATION ABOUT LEADING ORGANIZATION:**

NAME OF THE ORGANIZATION	UWI Consulting Inc (funded by “Caribbean Development Bank (CDB)”)
ADDRESS, CITY	UWI Regional Headquarters, Hermitage Road   Kingston 7
COUNTRY	JAMAICA
WEBPAGE OF ORGANIZATION	<a href="http://uwiconsulting.com/">http://uwiconsulting.com/</a>
WEBPAGE OF PROJECT	<a href="http://www.caribank.org/wp-content/uploads/2015/10/Promoting_Creative_Entrepreneurship_Training_Evaluation_Report.pdf">http://www.caribank.org/wp-content/uploads/2015/10/Promoting Creative Entrepreneurship Training Evaluation Report.pdf</a>
EMAIL	<a href="mailto:info@uwiconsulting.com">info@uwiconsulting.com</a>
TELEPHONE	+1 (876) 702-3070
SECTOR	Private Sector

### SHORT DESCRIPTION OF THE PROJECT/PRACTICE/EXPERIENCE

This youth training project, was funded by Caribbean Development Bank (CDB) and conducted by UWI Consulting Inc. It offered a three-day incubator training platform in the area of creative entrepreneurship, over the period May 13-15 2015. Titled “Vybzing: Promoting Creative Entrepreneurship”, the training platform sought to offer an experiential learning platform towards enhancing human capacities within the Caribbean creative sector among the region’s youth, given the strong impact of the creative sector on youth employment and entrepreneurship. Thus, the training platform was specifically targeted at young persons between the ages of 20-35 with an interest in the cultural industry sectors and/or creative entrepreneurship.

The Vybzing: Promoting Creative Entrepreneurship 3-Day incubator training platform was designed to and was able to provide introductory management training that would allow participants to engage in effective development and planning of creative business projects. In so doing, the training platform was able to improve participants’ knowledge, understanding and competences in the areas of creative entrepreneurship, strategic planning; project concept formulation and development; strategic marketing and online communications; effective project presentations.

The three days of workshop/training were well attended (100% daily attendance) with 83% of participants expressing a desire to receive further training in the related areas whenever possible. In this regard, the Caribbean Development Bank and the Consultants won the praise of the beneficiary groups for the comprehensive approach to training in the specified areas

Most participants (approximately 98%) demonstrated adaptability and strong motivation to working in groups as project teams and quickly assumed key roles within their respective teams as team leaders, 2 See Appendix II for brief Bios of Training Consultants. 5 concept builders, strategists, marketing specialists, communication specialists, project managers, presenters and so on.

Strategy games and training exercises conducted throughout the workshops reflected that participants quickly grasped the key concepts being taught, which they were able to apply to produce tangible, bankable creative-based projects.

## GENERAL OBJECTIVE

The general objective of this project was to customize and deliver a training intervention utilizing the incubator model under the CDB 'Vybzing' youth project that can expose young participants to creative entrepreneurship and effective business strategies and techniques for developing and harnessing creative-based projects, and in so doing, offer another avenue for youth empowerment and development within the region.

## TARGET GROUPS - PARTICIPANTS

The main target group of the project was young persons between the ages 20-35, who had an interest in creative entrepreneurship and the cultural industries. Participants would have some background and knowledge of the creative industries, ICTs and or business management/entrepreneurship and should have access to a laptop or tablet to engage in the training platform.

The training initiative attracted totally 32 young persons with backgrounds in a wide range of areas in the arts and cultural landscape. In the group of 32 participants, majority of persons operate in the performing arts (42%), followed by visual arts, fashion and design (26%)

## METHODOLOGY

The Vybzing: Promoting Creative Entrepreneurship platform is premised on 3 key pedagogical elements: training approach, training documentation, participant output. The pedagogical approach used is hinged on a mixed methodology or multi-approach to training, the execution of which is reinforced by documentation in the form of a training manual. These two elements are employed simultaneously throughout the workshops to generate participant output - the third pedagogical element. The latter is also used as the first response to understanding whether the training has realised the expected outcomes and has made the intended impact, in addition to the analysis derived from the participant feedback survey.

The key feature of the training platform is the use of the interactive workshop approach that encompassed:

- Brief seminar-type sessions to explain the key terms, concepts and processes to be deployed
- Case studies and vignettes to aid in explaining the concepts, as well as to allow participants to discuss and reflect their understanding of the concepts and key terms being taught and,
- Games and practical exercises to guide participants in developing and presenting the project ideas and corresponding project plans.

Training was delivered across a three-day period using the workshop format. Each day of workshops was for a duration of eight (8) hours with appropriate breaks scheduled throughout all days. The workshops began with the fundamentals of entrepreneurship before moving onto project conceptualization, online communication strategies and strategic 14 management to then address the more complex business process of project development and project planning.

## CONCLUSIONS

A total of 32 questionnaires were administered at the end of the Day Three of the training, with 30 being completed and returned. The attitudes observed and the sentiments expressed were similarly noted from



the questionnaire based on the responses to the open-ended questions. Of the 90% that answered those particular questions, 88% offered only positive feedback.

According to the UWI Consulting Ict, it would appear that while the training platform has made its intended impact in terms of achieving the training objectives and participants' positive response to the training, there are some notable areas that can be addressed should there be an interest by the contracting authority to make a more widespread impact across the region. These are as follows:

- The training platform can be extended to other territories to assure a more balanced impact across the region in terms of skills development and competence building among the region's youth.
- Follow up training initiatives to this training platform can be developed and should focus on improving competences with respect to specific business processes, viz.: e-marketing and e-business; the business of copyright, proposal/grant writing and financial management.
- Funding should be allocated to those project concepts that begin so as to develop models of success that can be followed by others across the region.