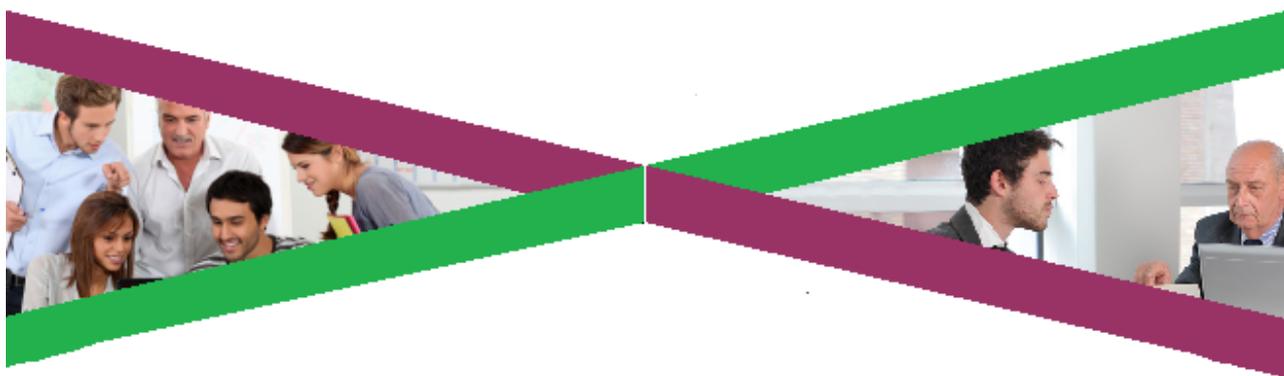




IntGen

Intergeneration Mentoring

For Entrepreneurs



IO8- E-learning and mentoring process planning and evaluation Synthesis Report



Co-funded by the
Erasmus+ Programme
of the European Union

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PLANNING AND EVALUATION OF THE MENTORING PROCESS WITH ENTREPRENEURS AND POTENTIAL ENTREPRENEURS, INCLUDING USE OF E-LEARNING

The pilot and testing of the co-created and devised mentoring process was planned over a six month period, by Finland, Spain, Greece and the United Kingdom. The process in all cases was similar, with some differences to allow for country and cultural changes.

The e-learning followed a common course structure, co-created by all partners. Again, there are some differences to allow for cultural, social and legal differences in each partner country. All partners participated in this intellectual output and provided mentors; some partners provided the teachers for the e-learning and workshops.

There were three different types of participants in Intellectual Output (IO8):

1. Participants who followed both the mentoring process and the e-learning
2. Participants who only used the mentoring process
3. Participants who used the e-learning but did not partake in the mentoring

All were asked to evaluate, the process and/or the e-learning.

Mentors were also asked to evaluate the process and give their thoughts and suggestions for changes, as were the teachers/trainers.

The e-learning course progressed towards a 'pitch' for the participant's business plan (or a given example they can use if they don't yet have their own plan). This pitch was part of the training and mentors/mentees were asked to participate in a panel to 'judge' the plan.

The Mentor/mentee relationship in some cases started prior to this phase and it was anticipated that some of the relationships will continue past the pilot dates; some of the mentoring relationships continue now, some months later.

Success stories, businesses created, are available on the project website (www.intgen-eu.com) and also in a report.

PART 1. E-LEARNING AND MENTORING PROCESS PLANNING AND IMPLEMENTATION

It was decided to ask the following questions to assess how the intergenerational mentoring process was completed in each partner country:

1. How did you find the mentors and mentees for the pilot?
2. Have the mentors received the mentoring training produced for this project?
3. How many mentors and mentees will there be during the e-learning and mentoring course pilot?
4. How many times will the mentors and mentees meet during the pilot?
5. What kind the activities (e.g. workshops) will you organize together with mentors and mentees?
6. How you will introduce the e-learning course to the mentees?
7. Do you have a plan to allow the mentees (or participants) to deliver a business ‘pitch’ or similar?
8. Did the mentees create (or plan) their own company? If so, what kind of business?
9. How will you disseminate the e-learning course? Who will be your target group?
10. Please describe any plans you have for future courses. Will you be using the mentoring course to train future mentors? Will you be using the e-learning?

Each country compiled their own evaluation reports, using common evaluation forms devised by Errotu, as Quality Manager for the INTGEN project. These are available on the project shared data area. This report gives an overview of numbers involved and a precis of comments, suggestions and plans for changes to be made. It also mentions sustainability of the project, which differs in each country, although all have plans, some of which are underway.

TOTAL PARTICIPANTS

Country	Mentors	Mentees
Spain	7	220
Greece	6	54
UK	15	37
Finland	9	30
TOTALS	37	341

PLANNING SPAIN

MENTORS AND MENTEES – FINDING AND TRAINING

Mentors SECOT is an association of senior business people who promote entrepreneurship amongst young people through this INTGEN project. As INTGEN is an intergenerational project the participation of SECOT as partners was seen as vital. The organization was only too willing to provide all the mentors required; they regarded this role as their natural function as partners. Another participant in the INTGEN project, Errotu, was also happy to participate in the mentoring process as well as project evaluation. Likewise, also taking part were teachers from CDEA who had specific training in entrepreneurship. The course facilitator was a teacher from the college too. Last of all, we were able to draw on a local project incubator, local business people, Fomento (the department for municipal economic development) and TKnika.

Mentees CDEA is a leading regional college and, as well as initial vocational training courses, offers a diverse range of options for on the job and occupational training. This enables us to draw on a substantial pool of students to participate in projects and, in this case, would be entrepreneurs, interested in areas in which the college delivers training courses. In addition, the project used social networks and the college website to further publicize the course. The campaign began a month prior to the commencement of the course and focused on the content, hours and methods to be used. Places were filled within forty-eight hours and there was thus no need to intensify the campaign; this also demonstrated the need for this type of training.

The mentors who were selected to participate to INTGEN project received the mentoring training. The Course took place from 16/11/2015 until 18/11/2015, nine (9) hours in total.

SCHEDULE

Former on the job and occupational training students who aspire to found start up companies; they were selected through interviews based on telephone conversations:

- Number of enrolments 20, withdrawals 4, final total 16.
- Nationalities: Spanish (14), Honduras and Nicaragua
- Gender: 12 women, 4 men
- Educational background: 6 university degree holders, 8 tertiary level vocational training graduates, 2 sub-tertiary level vocational training graduates.

The first pilot was undertaken with the co-operation of the Basque Government. The tools for the INTGEN course were still under development so we used both available and new material. Teaching methods were adapted as far as possible to the project. Ideas arising during the pilot project have been developed and in some cases have resulted in fully fledged business projects. Some students stayed on and took part in the second pilot as they felt the need to further develop their ideas before launching them in the marketplace.

Second Pilot The second pilot was conducted using the INTGEN course structure

Most evaluations indicate either Very Good, or Good. They enjoyed the course and felt that it had helped them to clarify their business idea(s).

The support of the mentoring was also deemed very successful.

Some comments about the mentoring:

- Mentor has been accessible, positive, helpful.
- Mentor gave me good ideas for my business and helped me to change ideas.
- My business idea is better now and more realistic
- Teachers were very helpful as well and created a good dynamic and good atmosphere

Additional comments recorded are worthy of note and add to the evaluation, useful for production of any future courses:

- First Pilot workshops long enough and Second Pilot workshops too short, more time needed.
- Videos were very interesting
- Good articles to read but not time enough at home
- E-learning: Not enough time to visit it and difficulties to connect for some mentees
- On the other hand, some found this actually really useful and productive.
- Different levels in the same course
- Lean Canvas very interested but difficult to develop for some participants

As in common with other partners, time seems to be a general issue; not enough time allocated on the course and the participants also busy people who don't really have enough time to attend a course. The Lean Canvas was particularly liked by some participants, others find it difficult to comprehend.

The Teachers found the e-learning very useful and found the attitude of most of the participants towards the e-learning interesting.

They particularly liked the e-learning but made some comments:

- Longer workshops
- More time for group discussion during the workshops
- The e-learning is good but some students had difficulties with connections at home
- Some participants started the first, pilot, left and started again during the second one

PLANNING FINLAND

MENTORS AND MENTEES – FINDING AND TRAINING

Haaga-Helia already runs a Start-Up School. It was decided that the recruitment process of mentors and mentees to be was conducted in co-operation with the Start-Up School. Only those mentees were chosen who had already an own business idea and motivation to take part in mentoring as a long-term process.

They decided also to conduct the mentoring and the entrepreneurship course as two separate projects as our mentees were Start-Up School students, who had already a good knowledge base of entrepreneurship. These mentees were guided by experienced mentors.

The Mentoring pilot was conducted during the year 2016 and the process included 3 workshops for everyone in the beginning of the year, meetings between mentors and mentees after the first workshops and 2 workshops at the autumn 2016. Both the mentors and the mentees were satisfied and both groups thought that taking part to the process was a good learning experience for them.

SCHEDULE

In the first two workshops, the theme was to get to know each other and learned to use various tools related to mentoring. In the third workshop, the mentor-mentee pairs were formed, who met according to their own schedules before the autumn workshops. In the last workshop the mentoring process was evaluated. The whole mentoring process was very smooth and Start-Up School students were independent and active mentees.

The next stage was to write a Finnish course, based on the INTGEN common course, with some differences for Finland. A university student undertook to write the course, as she is an entrepreneur herself and fully understands what is needed; the first phase of building a business plan (using the Lean Canvas) and creating their own business.

The Finnish entrepreneurship e-learning course *From an idea to a business idea* has been in pilot phase since February 2017 and the pilot is planned to continue during autumn 2017. During spring teachers from Hyria and Keuda vocational schools and students from Keuda vocational school have tested the course environment, but in the future, this general kind of course can be used with students of all ages and education levels. The e-learning course works as a base that is easy for teachers to modify to fit their students' learning needs.

PLANNING GREECE

MENTORS AND MENTEES – FINDING AND TRAINING

P-consulting started the procedure for finding and selecting the mentors in October 2015. Specifically, during several dissemination activities and events, which took place from the beginning of the project (09/2014), they found many entrepreneurs who were interested in participating as mentors.

14 were chosen initially as mentors; 6 selected to cover were chosen from different fields of economy (education, trade, economists etc.). Training took place from 16/11/2015 until 18/11/2015, nine (9) hours in total.

It was very useful that p-consulting has very good relationships with lot of entrepreneurs in Patras, because of the business to business services provider. So, there was opportunity to talk with them and persuade them to participate to the project.

The most important events where p-consulting discussed with potential mentees were:

- Entrepreneurship School in Greece of the European Organization “Think Young”, Athens, December 2015.
- Multiplier Event of p-consulting, Patras in May 2016.
- TEDx Patras Event, Patras in May 2016.
- Several meetings and presentations to Colleges, Universities and seminars in Patras.
- Several presentations to conferences, forums etc.

SCHEDULE

P-consulting had many mentors who wanted to participate and had to eliminate some. In Greece, they eventually had 50 mentees, so the Intergenerational Mentoring Process course (How to be Entrepreneurial) was run twice.

Pilot 1 started 21/11/2016 and ended 01/02/2017.

27 mentees participated either to mentoring or E-learning or both of them.

Pilot 2 started 22/03/2017 and ended 31/05/2017.

23 mentees participated either to mentoring or E-learning or both of them.

From the 50 mentees in Greece:

- 19 participated both in mentoring and E-learning
- 2 participated only in the mentoring process

There have been several meetings with the mentees who participated to mentoring process over the 6 month period.

The meetings were either face to face or by Skype, because the mentees who participated to mentoring process were not all of them from Patras (the city which p-consulting is based), but from other cities too (Heraklion – Crete, Aegina Island, Kalamata, Athens etc.).

In total, each mentee had at least 6 meetings with his mentor. Some mentees who didn't finished the procedure, had 4 meetings with their mentor.

The e-learning course

29 participated only in the E-learning.
19 participated both in mentoring and E-learning
2 participated only to mentoring process

All the above finished the procedure.

All mentors and mentees expressed their satisfaction for the course of the project and there were many positive comments (*see evaluation reports*)

All the mentees in Greece (50 in total) said that they would recommend the course's outcomes to others.

All the mentors in Greece (6 in total) said that they would recommend the course's outcomes to others.

All the participants to the entrepreneurship course (1st and 2nd pilot) expressed their interest to use the material of the course and after the end of the pilot, because they believe it is very useful for them.

Success Stories

From the 50 participants, 17 of them are planning to create their own companies, as detailed below:

- Marketing Agency in Aegina
- A company in Heraklion (Crete), which will organize seminars for tourists in order for them to learn the culture of Crete.
- A mobile application for people who wants to have find places to go in order to have more active life (It will be called "MOTIVACTION")
- "Achaia Vebs" - an agriculture company in Prefecture of Achaia, which will be called
- One brewing company in Patras
- A graphic office in Patras, for graphic design solutions and web advertising services, which will be called "MM designed by Maria Mike"
- 2 mentees– marketplace platform for investors and start-ups, which will be called "One Mind" (www.1mind.gr)
- 4 mentees - a multi-platform subscription based service for the mass rental of video games, which will be called "REND" (www.rend.store)
- 2 mentees want to create a company which will be able to manage culture and combine it with tourism on a local level (Prefecture of Achaia)
- 3 mentees - "Megathon" and will be an application which will give mbs to people who are doing sports.

One has already created a company for helping young artists to present their work (authors, photographers, painters, comic designers etc.); created a forum in facebook and has printed 2 magazines in which artists from all over Europe presented their work. This company is called "**99% Invisible**"

One of the mentees who participated only in the mentoring course, also already created in Patras his own company, which is an aesthetic institution. The company is called "**Romanos Aesthetic Evolution**"

Two of the teams (ONE MIND: www.1mind.gr and REND: www.rend.store) participated in a Panhellenic contest of innovation and start-ups, which was organized by Mindspace Challenge with the support of the U.S. Embassy. One of them – REND won the contest and now they will travel to USA, to attend workshops and visit important innovation & entrepreneurship hubs.



Another team participated in a contest organized by Robert Bosch Stiftung. The contest is for the START - Create Cultural Change program, a program for cultural managers in Greece, which supports creative minds kick-starting cultural initiatives that generate a positive social impact on their local communities.

PLANNING UK

MENTORS AND MENTEES – FINDING AND TRAINING

In the UK, the Communications Strategy was followed, with varying degrees of success. Bath College advertised for participants for the pilots through email, SharePoint and the college website: looking for both potential mentors from staff, and entrepreneurs from the students. Small Business Focus and Age UK wrote to all their members asking for interested mentors.

Bath College was expecting teachers who wished to train to be a mentor; Small Business Focus is a network group of existing small businesses, therefore any mentors coming forward are already running at least one business (they are busy people as became apparent); Age UK expected some of their staff and volunteers to participate; many of the volunteers have previously run businesses and could spread some of their wealth of understanding onto younger people – actually, very few enquired.

Most mentors were trained by the course created by the INTGEN project (IO3). The first training course, the first cohort of Mentors over a series of 4x45 minute workshops (volunteers suggested the timing at the end of the working day). The first session was well attended, but subsequent sessions were less well attended as the college term progressed and mentors became busier in their outside lives. Small Business Focus then met their volunteers for a combined session with the Bath College mentors before continuing with their mentor training (so there was an overlap and meeting of the 2 different groups of mentors).

In total, there were 4 different Mentoring Training courses run; the first courses were probably run too early in the project, as the e-learning was not available following on from the Mentor Training. Lessons learnt from the first two were addressed in subsequent courses.

SCHEDULE

The various courses had different numbers attend. In total, 15 Mentors completed the training and participated in the project; others started the training but dropped out.

Mentee totals who fully participated were 37; some only participated in the mentoring, as they found that the most useful (see evaluations).

Mentees and Mentors differed in how many times they met; it depended on the individuals and what other commitments they had (family, business, work). It was envisaged by the project that they would meet 6 times over the 6-month pilot period (one a month); in practice, some did not meet at all, others met frequently at certain times.

As well as attending the workshops, mentees and mentors started to attend the Small Business Focus monthly regular meetings; also, the project partners started to organize networking sessions in a social sphere following the workshops. This proved to be very useful, allowing further groups discussions and 121 sessions.

There were some mentees who did not want to participate in the e-learning. Lack of time was cited as one reason; others had an existing business but wanted to concentrate on change or growth and wanted to spend time with an experienced mentor.

One Age UK Mentor found that the five mentees all declined the e-learning, but did meet regularly with the mentor, stating that they found that useful. One of the mentees did assess the e-learning on behalf of the project but found it only useful for start-ups.

The e-learning course

The e-learning and entire process was introduced to learners at a 'taster session'. The e-learning Coach from Bath College attended to ensure all knew how to login, and navigate around the main menus.

Each workshop highlighted the e-learning activities to be done before the next workshop. Any future courses would have a written schedule and more time would be allowed for the e-learning, as all participants found time between workshops too short.

On the last session, mentees were encouraged to deliver a short business pitch and also share their business plan. This was done to the other existing mentees, invited mentors and the course tutor. Each person delivering the business pitch was given feedback from the group and any mentors attending.

Moodle forums and messaging were not used as the participants preferred to use social media.

Only two mentees had very definite ideas for starting their own business.

PART 2. EVALUATING THE E-LEARNING

The evaluation of the e-learning by the mentors and mentees, or participants who had no mentor (they only did the e-learning).

Details are in the individual evaluation reports (IO8).

The only participants who only completed the e-learning were in Finland. Other countries utilized the combination of mentoring and e-learning.

Opinions of the participants of the e-learning:

There are many comments from the students, many of which are listed here – obviously, participants vary in their opinions. It is worth noting that these comments are from students in a vocational college, they are probably younger than participants in Greece and UK, although it should also be noted that in Finland many students begin to think about starting their own business.

In general, the course was very well received:

‘Good course that could be perfect, if developed a little bit (some spelling mistakes, sometimes too broad, sometimes the e-learning environment prevented some activities from working correctly)’

- The objectives of the course were explained clearly and understandably in the beginning and the objectives of exercises were also explained clearly
- Challenging enough, but at some points I would have liked more clearness.
- The course fitted my own stage of learning. Not too easy, because you should really think about things, but not too hard either. The course can be very challenging for those people who don't yet have a business idea.
- The course was challenging and versatile. The economy part was most challenging
- Taking the course was challenging. Exercises were organized quite unclearly and for example in From Idea to Business Idea -section I was not sure which exercises I should take and how to get these in electronic form, when for example Lean Canvas -graph couldn't be copied
- I did benefit from some parts of the course, but not all the parts.
- The course got me thinking about things more and my thinking became more specific.
- It was useful to get to know my own strengths. I also understood what kind of things must be considered when you're starting your own business.
- The course got me thinking, what are the things that should be considered in the business idea. I will be using Six Thinking Hats -method in the future, too.
- I could recommend to those, who are interested in entrepreneurship.
- I would recommend the course to those, who are genuinely interested in entrepreneurship. For those, who are not, the course can be frustrating.
- Yes, because it helps those who haven't got any education about the theme.
- Yes, if it was a little bit less broad.
- Yes I would, because this was a good course, I learned new things.

Opinions of the mentors/trainers:

- The course as a whole gives student a good knowledge package of entrepreneurship / demands of entrepreneurship. When discussing with the students I learned that many of them had become interested in entrepreneurship because of the course and wanted to know more.

- As you can see in the feedback from the students, the assignments must be developed. I noticed the same, when evaluating the exercises. Many of the students had accidentally missed some of the exercises. Especially the exercises in the end of the file were missed. This also tells me that students read the material very superficially, quickly glancing through it.
- The course material is sufficient and the quality of it is good. For some students there is too much material, but the teacher can cut out the excessive material.
- Good course that I am planning to continue using in the autumn.

PART 3. EVALUATING THE MENTORING, IN CONJUNCTION WITH THE E-LEARNING COURSE

The evaluation of the e-learning course by the mentors and mentees of the pilot

Questions for the teachers/trainers/mentors:

1. What were your expectations for the e-learning course?
2. How many times did you meet with your mentee?
3. What were the themes of your meetings?
4. Where did you meet and how long were the meetings?
5. What did you gain by working with your mentee?
6. How did you find the e-learning course? Do you think it was of assistance to your mentee? What would you improve?
7. What kind of support did you need to provide during the e-learning course?
8. How would you describe the communication during the e-learning and mentoring course? Did you use the communication tools offered in the e-learning course with your mentee?
9. What element of the e-learning and mentoring sessions would you recommend we concentrate more for the next e-learning course?
10. How would you improve the e-learning and mentoring course? What would change or not?
11. How did you find the use of the e-learning and mentoring course?

Mentors varied enormously in their commitment and methods of mentoring, as should have been expected, so the results were dramatically different from Mentor to Mentor, clearly demonstrating that the higher the engagement level of the Mentor, the higher the satisfaction of the Mentee. Some Mentors operated at arms-length, others much more involved and this was sometimes the wish of the mentor and sometimes the wish of the mentee.

Greater engagement is definitely warranted and to be encouraged. Greater satisfaction was clearly gained when Mentors attended workshops and attended regular meetups in person. There may be a benefit to longer training for the Mentors to ensure their commitment and engagement is at the right level.

In general, the mentees were pleased with the organization, length of the mentoring sessions and the help received from their mentor; many stated that the mentor had helped to clarify the mentee business idea, making the mentee think realistically about their business idea. One idea was to designate 'idea discussion times'.

Some mentors did group mentoring sessions; this was seen as a positive move and greatly helped with time availability for the mentor. Some productive work has taken place within small group sessions in addition to 121 sessions and we would recommend this, as it provides opportunity to discuss ideas and alternative approaches, along with forcing mentors to consider the mentees different approaches to learning.

They all said they would recommend the mentoring to others. There were some people who did not finish the e-learning as they preferred to spend their available time with the mentor.

Satisfaction was noted with the e-learning, although it has been stated by some that they would have liked their mentor to attend (many obviously found time too tight). Most of the participants who completed the e-learning evaluations liked the resources and found them helpful. One useful suggestion was to provide a written transcript for the videos.

All mentors and mentees expressed their satisfaction for the course of the project and there were many positive comments (*see evaluation reports*)

All the mentees in Greece (50 in total) said that they would recommend the course's outcomes to others.

All the mentors in Greece (6 in total) said that they would recommend the course's outcomes to others.

All the participants to the entrepreneurship course (1st and 2nd pilot) expressed their interest to use the material of the course and after the end of the pilot, because they believe it is very useful for them.

We believe a number of the mentees had greater benefit from the combination of the e-learning and the mentoring.

PART 4: SUSTAINABILITY

In the UK, the Local Economic Partnership is in consultation with Small Business Focus with the idea to involve schools and other colleges in the mentoring process, together with Chambers of Commerce and similar organizations.

Further benefit can be made by offering the course up to other regions and by engaging on a geographically wider scale.

- A) Other educational establishments can be approached with a similar offer to that shown under Sustainability.
- B) Other Chambers of Commerce and Support Organizations can be approached and access granted to their members.
- C) In both cases, support will be offered and training provided at a premium to ensure that costs are covered for the extension of the programme.

In Greece, one of the mentors who participated to the project is a Director of studies to a College in Patras and expressed her interest to use the E-learning course and the course material in the College.

P-consulting is planning to organize twice a year INTGEN entrepreneurship courses; they are still being contacted after the end of the course and process.

P-consulting will co-operate with a College in Patras, in order the College to use the E-learning training course of the project and some of the material, to the training program they have for Business Administration.

In Finland, both the mentoring pilot and entrepreneurship course pilot have gone very well. Next phase will be continuing the entrepreneurship course pilot and broadening of e-learning testers group. Many schools have been pleased with the course and interested in taking the course as a new part of their learning plans. It is considered that key to the course project's success has been good co-operation between student and teacher. Overall, they see this kind of co-operation essential for Universities of Applied Sciences, working with Vocational Colleges (Hyria and Keuda vocational schools).

In Spain, interest has been shown by TKNIKA, which is a centre promoted by the Vice-Ministry of Vocational Training of the Department of Education of the Basque Government, whose fundamental axis is research and innovation applied through networking, and with the involvement of professional training teachers.

SECOT: Secot Euskadi and Northern area through our partner Secot Gipuzkoa. Secot wants to continue collaborating in the INTGEN project but they prefer to do it together with Errotu and Cdea, that is, sharing the facilities.

Integration of the INTGEN course in the CDEA curriculum. As of September 2017, the INTGEN methodology has been integrated into all the cycles that have the Enterprise and Entrepreneurship module, for which we have the support and collaboration of SSECOT Gipuzkoa and Errotu (September - December 2017). In January 2018 the event "INTGEN Intergenerational Entrepreneur Day" will be organized and will be evaluated using the Pitch method. As a jury will be invited to external companies, seniors and educational institutions. This model will be an improved replica of what was executed in January 2017.

Diputación de Gipuzkoa. The INTGEN project together with the GROWMAT project, both coordinated by CDEA have been selected by the Provincial Council as projects that show the commitment and transfor-

mation in Gipuzkoa to create new shared value, visibilize knowledge and show transformation tools that favorize the transformation, the transmission and the application of that knowledge.

Polytechnic University of the Basque Country. Through Secot, negotiations are underway to plan actions to develop some of the INTGEN modules at the Polytechnic University.

University of the Basque Country. We are in contact to transfer the INTGEN methodology to the university environment. The University is interested in a project of knowledge transmission through intergenerational mentoring of retired teachers who will be mentors of the new employees.

All these samples are clear initiatives of the commitment of the partners with the INTGEN project. We want INTGEN to continue, transform and adapt to new circumstances and new times. INTGEN has shown us how important it is to work collaboratively and taking into account all people.

To conclude, we can affirm that the INTGEN project has made transference and knowledge management between business-education and senior-young people a reality. INTGEN has managed to build bridges between two less permeable worlds, making society benefit as a whole.

SUGGESTIONS OF CHANGES RECOMMENDED TO THE PROCESS

Adaptations and recommendations for e-learning improvements.

The major suggested improvement to the programme in the UK is to redraft the e-learning and place all aspects into the context of an adapted Lean Canvas

One mentor has been working closely with a group of three mentees, taking them through the lean canvas as a way of researching, developing, and understanding the start-up process.

All aspects of creating a business are covered within the lean canvas and by using this as a template for the work, this particular group of mentees are progressing in a much more comprehensive way through the same content as can be seen in the e-learning.

The process encourages and improves understanding of each aspect and a better understanding of the order of work, the methods and context of the process in its entirety.

Because of the positive feedback from this process with these mentees, as compared to the feedback from the e-learning with workshops, conclusion has been reached that the better process is to run the subsequent e-learning as follows:

- A) Each mentee is to be given 12 month's access to the e-learning platform.
- B) Each mentor is given access to the e-learning platform for the duration of their involvement.
- C) Regular evening keynote sessions followed by networking. These events take place every other month.

Mentors will be encouraged to aide and guide the mentees through the e-learning which will be recrafted to follow more closely, the order as the lean canvas, allowing the mentee to have a template to work with and a context in which to place the information as it is 'discovered'

More adaptations and recommendations for e-learning improvements:

- Continually update the course with new articles depending the group of mentees.
- Adapt the Lean Canvas and create a way to present in an easier way
- The Elevator Pitch is a good tool and a good practice. Mentees have difficulties to synthesize, but after some sessions they understand and enjoy using the tool.