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**EUE-Net Guidelines for a Programme of mobility involving
Entrepreneurs**

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University Transilvania of Brasov

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EUE-Net Guidelines for a Programme of mobility involving Entrepreneurs

The present guidelines establish the concept and principles for an innovative scheme of mobility involving entrepreneurs and students called hereinafter “*Entrepreneurship mobility scheme*”. The scheme aims to increase the exchanges between academia and micro-enterprises by promoting small mobility projects involving entrepreneurs and/or students with the aim of stimulating new business or existent business expansion:

- (i) In a first case scenario, the entrepreneur should be interested to expand its business beyond the current scope, either by creating a new business or extending the new one at trans-national level. For this reason, such scheme should expose him/her to a new environment for his business and assisted by a local University to identify the needed resources.
- (ii) In the second scenario, the student placement is clearly targeted towards creating its future job inside a microenterprise, either by contributing at the micro-enterprise expansion or continues after graduation as an independent entrepreneur. For this reason, such scheme should expose him/her directly to a business case with the business owner (called here the entrepreneur) and entire business environment for a significant period of time.

2. Description of the programme

EUE-Net intend to launched an experimental programme of 3.4 Entrepreneurship mobility projects opened to EUE-Net academic partners on one hand but also to strategic EUE-Net enterprise associations of EUE-Net such as JEUNE or UEAPME – Academy Avignon.

The projects taken place during the project duration, starting from 2008.

The “scheme” proposed should followed the model formulated for the PEP concept, that involves two types of placements: (i) student placement in enterprise and (ii) entrepreneur “placement” in University: typically the scheme should start with a linguistic preparation, followed by an entrepreneur short visit (3...5 days) in the partner University to get acquainted with the academic universe. The schedule of the 2...5 days will be rigorously prepared as it should be equivalent to curriculum of the entrepreneur stay. A team of academics from the partner university should undertake this task and deliver it usually in 1 week. Among the activities, 1...2 lectures should be included to be delivered by the entrepreneur to the students, attending some courses of interest selected from the ones regularly delivered (just to assess their relevance from the business perspective), some non-formal linguistic preparation (could take the shape of some time spent with language teachers in discussions, lunches, excursions – some king of a “cultural immersion” of the entrepreneur). The direct interaction of the entrepreneur with the students should allow him/her to interact and possibly identify a number of candidates for a potential student placement. The second type of “scheme” is the placement of the student in the micro-enterprise (2...3 months in one or two slots) to get acquainted with the business,

technology, enterprise culture etc, followed by a stage in the home country, in a period of market exploration, using the skills gathered during the placement in the enterprise. This type of mobility should be usually the follow up of an entrepreneurship mobility previously performed by an entrepreneur that led to the selection of the student and establishment of the placement purpose and details.

To allow a detailed planning of the mobility as well a proper selection in case of more applications an application form is necessary. An example of application form that has been elaborated and used within EUE-Net project is given in the Annex below.

Benefits of the Entrepreneurship mobility results

As resulted from EUE-Net pilot exercise, the entrepreneurship mobility scheme is very useful both for the hosting Universities and the participating entrepreneurs and students.

(i) The Entrepreneurs open their horizons by accessing the University community and take contact with the academic world. The most important factor is nevertheless the huge potential of the international connections of the Universities to be made available for the entrepreneurs, especially for new business opportunities identification purpose

(ii) The Universities have a huge advantage by hosting entrepreneurs including for delivering a small number of lectures as in this way the academic community could learn how the entrepreneurs would like the teaching to happens in order to help the world of micro enterprises and SME's that counts more than 98% of the total number of Enterprises in Europe

(iii) The students will have the possibility to experiment not only a "simple" placement in enterprise but one oriented towards *total practical entrepreneurship training* where they can learn the entire lifecycle of business and how this can be set up and run in practice.

Conclusions

In line with the achievements of the Student Placements EUE-Net sub-network the proposed entrepreneurship mobility scheme goes beyond the existing mobility forms promoted by Erasmus for the entrepreneurs to a *correlated scheme* with student placements, the latter having a particular learning outcome – "how to become an entrepreneur". This type of mobility scheme should be strongly encouraged and generalized at European level.

The pilot entrepreneurial mobility flows developed within EUE-Net project demonstrated the novelty of the proposed scheme as well as the feasibility and the intense cooperation that is established in this way with the world of entrepreneurs.

ANNEX

Application form for an Entrepreneurial placement project with the EUE-Net Network

Please fill in all fields and send it by email to the EUE-Net coordinator at talaba@unitbv.ro

1. Participants

please name the participants in the project (an enterprise and an university) and contact details (address, tel, fax, email)

2. Background of the business area targeted by the project

Context of the leading company in Belgium (profile)

Context in Romania, business expansion opportunity on short and long term, etc –. ½ page

3. Objective of the placement

The objective of this project is to ... (max 10 lines - the objectives should be formulated from two perspectives: curriculum perspective and business perspective)

3.1. Objective from curriculum perspective

3.2. Objectives from business (entrepreneurial) perspective

4. Project outline

4.1. Description of the project scheme and benefits according to the context described at ch.2 (student profile, what, why, how, where - max ½ ...1 pg)

The “scheme” proposed should follow the model formulated for the PEP concept, that involves two types of placements: (i) student placement in enterprise and (ii) entrepreneur “placement” in University: typically the scheme should start with a linguistic preparation, followed by an entrepreneur short visit (3...5 days) in the partner University to get acquainted with the academic universe from where the student will be recruited. The schedule of the 5 days will be rigorously prepared as it should be equivalent to curriculum of the entrepreneur stay. A team of academics from the partner university should undertake this task and deliver it usually in 1 week. Among the activities, 1...2 lectures should be included to be delivered by the entrepreneur to the students, attending some courses of interest selected from the ones regularly delivered (just to assess their relevance from the business perspective), some non-formal linguistic preparation (could take the shape of some time spent with language teachers in discussions, lunches, excursions – some kind of a “cultural immersion” of the entrepreneur). The direct interaction of the entrepreneur with the students should allow him/her to select the best candidates for the PEP, among who the final choice will be mad upon an interview included also in the programme of the entrepreneur in the University. The next step of the “scheme” should be the placement of the student in the enterprise (2...3 months) to get acquainted with the business, technology, enterprise culture etc, followed by a stage in the home country, in a period of market exploration, using the skills gathered during the placement in the enterprise. This last period should result in a report elaborated by the student, presenting in detail the plan for the new business to begin,

4.2. Proposed activities (½ page),

4.3. Project planning: stages and timetable (½ page),

4.4. Estimated budget involved

5. *Project impact (1/2 page),*

5.1. Project expected impact on the company

5.2. Project expected impact on the student