



BT in SME

PR and Communication workplan



Jos Paulusse
Peter ter Horst

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1 Introduction

The project BT in SME has been initiated and developed aiming to stimulate the attention and interest for entrepreneurship and to provide support for persons aiming to establish a business.

First of all the project will focus at the interest students in vocational education. These organisations should be supported to develop and to organise entrepreneurial training. Secondly partners should organise training for individuals outside vocational education but interested in entrepreneurship. Stimulation and support is important.

Communication has two main goals:

Internal communication between and with partners, exchange of information and experience and to get enough information for improvements in the execution of the project. Information about the subject of the started companies and the results or difficulties is required.

External communication to spread knowledge and experience to local and regional organisations and other involved or interested entrepreneurial organisations in general or in special sectors.

The internal information flow between the partners will be secured by:

- e-mail communication, telephone and letters;
- agendas and annexes for work meetings;
- a steering group which discusses the project information in flyers, brochures and the website;
- a web site that provides information about the activities and background information on entrepreneurship;
- meeting reports and project results to be published via the website;
- to evaluate the project;

The external information flow:

- focuses at interested bodies, authorities and business organisations on local or regional level
- present project progress and results
- present products and outcomes of the work

The production of a newsletter, to be published via the website is a cheap and quick method to inform interested persons on progress and developments of the project.

At the start of a project it is difficult to give an inventory of expected outcomes and products especially because it is not well known what initiatives the target groups expect and what kind of initiatives already have been developed in the partner countries. As much as possible the project website will present available information, modules, related sites and information about the activities of the partners. This will include new initiatives in the business sector, the official situation in partner countries, application of modern technologies, etc.

2 Project aims and objectives

Project summary



Business Transfer in SME

Summary

Rationale: Vocational education has paid little attention to Business Transfer (BT), does not offer guidance to students and parents-entrepreneurs and has almost no training programs. VET and HE colleges are little aware of the situation that their students aim to take over the business of their parents. Already in 2003 DG XI-Enterprise (EU2003, EU2005) published the results of a public consultation on the green paper in which is emphasised to develop and to offer more training for entrepreneurs, to pay special attention to the target group successors (the success is often bigger with BT than starting a new company), and to motivate employees to become enterprise successor. Figures are scarce and often not available. Preliminary research in The Netherlands showed that only 16% of the VET institutes (secondary level) offer some kind of guidance. Most guidance is being provided by consultancy organisations. Ageing, heavy competition, required initiatives and investments for innovation and lack of successors causes that many SME's in The Netherlands and in Europe close down. The consequences are decrease of employability, loss of capital, and often loss of income. Almost 50% of companies that stop could be transferred with success regarding their position in the market but only 13% of this group tries to sell the company! Dutch and European research reports show that every year over 600.00 companies close in Europe. It has also been proven that starters who have taken over a business have more success than new businesses, these business grow faster, acquire more staff, invest in innovation and are so more sustainable. Despite these outcomes the interest for Business Transfer is smaller than for starting up a new business (for references see 9.4).

Transfer: Syntra-Limburg has experience with business transfers and offers training. It is aimed to discuss this methodology as a baseline for the training partners to apply or/and to adapt the methodology to the local situation and to develop a European program for Business Transfer. Agricultural colleges in The Netherlands, also experienced, will present their view and approach in WM1.

Aim: This project aims develop and to test a European program for Business Transfer and so to support VET/Higher Education institutes to increase and to improve awareness and preparation for BT in order to prevent loss of employment, capital and pension!

Outcomes are: a) a research report of the situation of business transfer in the SME sector on VET/HE level, including an analysis of needs; b) a program (curriculum) adapted and tested for VET/HE institutes that can be offered to students and in special to graduates; c) support of the search for a suitable successor; d) materials (handbook with gathered materials) will be put available via the project website and presented to (umbrella) organisations of SME's and VET/HE institutes on national and European level.

Impact: attention for training and guidance of transferors is emphasised here because knowledge and insight in the aspects of the transfer process are (still) underestimated. It remains important that education offers training.

Training will stimulate potential entrepreneurs to become successor, transferred business operate better than new businesses and to start early with planning, to develop an exit strategy (including transfer of know-how and skills) supported by training, advice and

support, some financial support for transferors will stimulate the process. Entrepreneurs and successors should get facilitated to participate in training or guidance (learning vouchers) and so to prepare their transfer. Increase of information and learning facilities about BT may 'save' jobs, capital, increase growth and innovation.

Partners:

- AVANS university of applied sciences, NL , contractor
- European Educative projects, NL, coordinator, jpa@planet.nl
- Syntra-Limburg, BE, transfer partner
- EfVET, BE, European forum of Technical and Vocational Education and Training, BE
- Berufsförderungswerk-Nürnberg, DE
- Kaunas Regional Innovation Centre, LT
- Foundation BPE, NL
- ~~IPP, Escola superior de educacao do Instituto Politecnico de Porto~~, PT ISCAP - School of Accounting and Administration of Oporto

Information at

Coordinator

Jagersweg 23

5262 TM Vught

The Netherlands

T: +31 - (0)73 - 65 72 565

F: +31 - (0)73 - 65 60 581

M:+31 - (0)6 - 51 98 08 51

E: jpa@planet.nl

W: www.business-transfer.nl

3. Communication aims

The central point of contact is the co-ordinator and this partner is the best one to maintain a website because all project information is here available. A communication plan will be presented in the 1e work meeting.

The objective is to establish an effective information flow inside the project and outside to interested bodies, magazines, papers, etc.

Activities

1. co-ordination internal information flow (to inform partners on activities, to present reports of meetings, to contribute to flyers, to develop and maintain the project website as an electronic information platform);
2. development and maintenance of the project website (web management, passwords, links, information platform, reports, etc.);
3. to discuss a communication plan (presentation in kick off meeting);
4. to publish and to distribute via the project web site the reports, manuals, questionnaires, and a final report;
5. to spread information about BT in SME s (transfer background, core activities of partners, websites, expectations)
6. to establish local platforms in which SME is represented and that may support the test and participation in BT training
7. to produce a reader (handbook or workbook) with information how to start , background, reports, advise and examples)
8. a comic book in which the process of business or the transfer of a business is described, with the contribution of training groups / partners in order to show approaches, methods, results;
9. questionnaires for evaluation of the project
10. dissemination project results, reports, manuals, training materials, etc. through the project web site.

The aim of the communication plan is to regulate and to stimulate partners to present and to spread their knowledge and experiences gained in this project. Transferring entrepreneurs and their successors will have profit of this information.

Training modules, examples, experience and suggestions how to stimulate business transfer will support this development in education. Brochures, newsletters, modules or manuals and web site are instruments that support the organisations.

The effect of well communicated activities of the project BT in SME is not always clear. Organisations and colleges often need many years to execute initiatives and to implement changes. Development of guidance and offering training to potential entrepreneurs aiming to transfer their business needs time and information.

The valorisation of the results of the project and the exploitation of the results depend strongly of the communication of the partners with their target groups and with their platform members, their presence in meetings and activities of local SME organisations, etc. The project gives a push in the right direction but the partners have to fulfil this task!

Target groups

Entrepreneurs in small (and medium) sized enterprises aiming to stop their business

Colleges on secondary or higher level can help entrepreneurs to transfer their business and so prevent the closing of a business without an attempt of transfer. A short training that informs participants about the core of the transfer procedure, the calculations, the method of valuation their business, and the tax regulations for quitting entrepreneurs are a number of aspects that should be presented and discussed.

Students in vocational education

Colleges on secondary or higher level are involved to stimulate entrepreneurship among their students and might be able to present a BT training for children of entrepreneurs. Employment is strongly influenced by developments in SME and for this reason business transfer has the attention of national and European government.

Support

City Councils and organisations managing social security benefits or unemployment benefits are increasingly interested to help their clients to establish a business. It is likely that potential successors can be found in this group of people. A match between a 'stopper' and a potential successor would help both parties.

Partners establish cooperation with local organisations in order to stimulate this development and to stimulate transfer procedures. Partners will have to spread knowledge about this initiative, publish successful transfers and have to stimulate activities as transfer information sessions!

4. Opportunities and threats

The SME sector is a difficult sector in which a lot of people earn a living with very different activities. Entrepreneurship is a matter of guts, creativeness, a lot of work, networking and insight in your market and after a period of ca. 25 years a business will be transferred in one way or another or be liquidated. .

Opportunities

- governments stimulate entrepreneurship because of the influence on employment and economic development of the city or region. Sometimes successors can make use of financial support as tax exemption, a lower VAT payment, and sometimes investment subsidies;
- young people has often a lot of creativeness and labour force input.
- interest of investors to invest money to execute good business plans
- actual economic growth is stimulating entrepreneurship. National economies are increasing and offer lot of challenges for business developments.
- Research has proven that transferred companies have a quicker start than starting a new business.

Threats

- to start a business looks easy but is difficult;
- entrepreneurs including the transferors have to do with a lot of rules and regulations as well as on national level (the law) as on local level. Safety, environment, labour conditions, housing, and marketing are often strictly regulated and limited;
- investments and income. Successors need a budget to take over a business but also some income in the period before having customers / clients;
- the long term is often neglected. There is to little attention for insurances, pension, administration and registration, accountancy, etc.
- transferors have to do with a lot of competition and there are entrepreneurs who prefer that a competitor stops in stead to transfer the business.

Communication and contacts with local entrepreneurs might help to get over these bottlenecks. Partners will have to invite experienced entrepreneurs to present their view, to stimulate potential successors to attend information sessions of chambers of commerce, and special organisations, to advise to 'employ' a counsellor or mentor. Via brochures, workshops or invitation to take part in a course individuals will be informed and involved in these developments.

5. Means of communication

Internal project communication

The project partners have an important role in the communication strategy. Internally it is a matter of the group to communicate, to cooperate and to exchange information. Partners have to get acknowledged with each other, trust and confidence have to be built up and a period of two years for this rather short. The first work meeting will be used to discuss the workpackages, the role of the partners, the project aims and the partner's aims and possibilities and to stimulate mutual communication and cooperation. The website will be an instrument to spread documents and results; e-mail will be used to communicate directly with and between the partners.

Publicity

External communication concerns the spread of knowledge and experience to the public, authorities and entrepreneurial bodies (e.g. business clubs). Increase of the involvement of these organisations in the project will be influenced by the information to these organisations about the activities. It is important that partners present addresses of local and regional bodies to the communication partner in order to be able to spread brochures and to invite these bodies to attend a product presentation as a result of the project.

Partners will offer articles to newspapers and local magazines, send brochures to key organisations and involve students and interested persons in business activities.

Extra attention has to be paid to the situation of competition and misuse of information (about participants, potential successors, potential 'stoppers', etc.) has to be avoided.

Possibilities:

- Brochures;
- Articles in newspapers and magazines;
- Invitations to take part in a course for business transfer or to choose for a special module in the educational program (in vocational education);
- Information via the project website and on partners websites;
- Cooperation with local organisations (city council, employment office, business, organisations of SME's, business clubs, etc.);
- Publish the successes of transfers
- Develop learning materials and organisation of courses;

Workshops and Conferences

At the end of the project the group will present their results to the audience. Partners will produce a list of addresses of bodies and individuals to be invited to attend the final conference. Up-to-date information and well organised is a stimulus for interested persons to attend this conference and in before the group will have to do a lot of work. It is important to announce in time this conference and to remind people some months before the conference.

Entrepreneurial organisations on a local level (SME's) often have difficulties to attend conferences on this theme in other countries. Partners will organise a workshop for interested bodies and discuss the process of the development, the aims and the results and interested persons or organisations can be in contact with the partner and get information about modules or results as soon as this is available. Individuals can get information via these workshops about courses, challenges, possibilities of support and cooperation.

6. Organisation

The management team in this project meets regular and stimulates partners to communicate with the project management and with the other partners about their initiatives, publicity and the potential transferors. The project communication is not only about money and administration but especially about developments, bottlenecks and solutions. It is also aimed at the transferors to expand the contacts and sometimes cooperation.

The communication flow is coordinated and stimulated by the coordinating partner EEP. Other partners will present their information in order to have an efficient and accurate communication. Regular progress sheets and information about the started students will be gathered and presented to all partners in the project. This evaluation of progress (via progress sheets) will be discussed in the partnership during the work meetings.

In the soundboard group the brochures, leaflets, programs of meetings and workshops will be discussed before (or after) publishing. Mistakes with dates, addresses or content have to be avoided as much as possible and mistakes on the website have to be improved as soon as possible but partners have also an individual responsibility.

COLOFON

Date	October 2009
Version	2
Status	Wm1
Reference	BTinSMEwp1
File	PR & Communication
Authors	Jos Paulusse, Peter ter Horst

Annexes

Annex 1 Overview media and relations

List to be completed during the project. Partners will deliver names and addresses of bodies and persons to be invited for conference and/or to send brochure about results.

Partners will produce an overview of organisations/individuals to be invited to attend a workshop.

Contractor will organise the final work meeting in which partners present their results and in which expert organisations might be involved. This will be discussed within the partnership.

BE	Kamers van Koophandel in Oost Vlaanderen
	Registratiekantoren Ondernemingen
	Syntra
	VLAJO
	University of Gent
	Flemish Government
DE	Vocational and higher education (colleges)
LT	Vocational and higher education (colleges)
NL	Kamer van Koophandel in Breda, Eindhoven (postbus 735, 5600 AS), Heerlen
	ROC's en AOC's
	Stichting Jong Ondernemen
	Stichting Ondernemersklankbord
	Banking organisations (ABNAMRO; RABO; SNS, etc.)
	Organisatie Groep Zuid; Regio Business Dagen; Nuenenseweg167; 5667 KP Geldrop; info@ogz.nl
	MBO Raad; Postbus 196; 3730 AD De Bilt
	AOC Raad
	HBO Raad / VSNU
	Brabants Dagblad: berichten via www.brabantsdagblad.nl/ondernemer
	MKB-Nederland; Brassersplein 1; Postbus 5096; 2600 GB Delft; Telefoon: 015-2191212; Email : redactie@mkb.nl
PT	Vocational and higher education (colleges)
	Chamber of Commerce

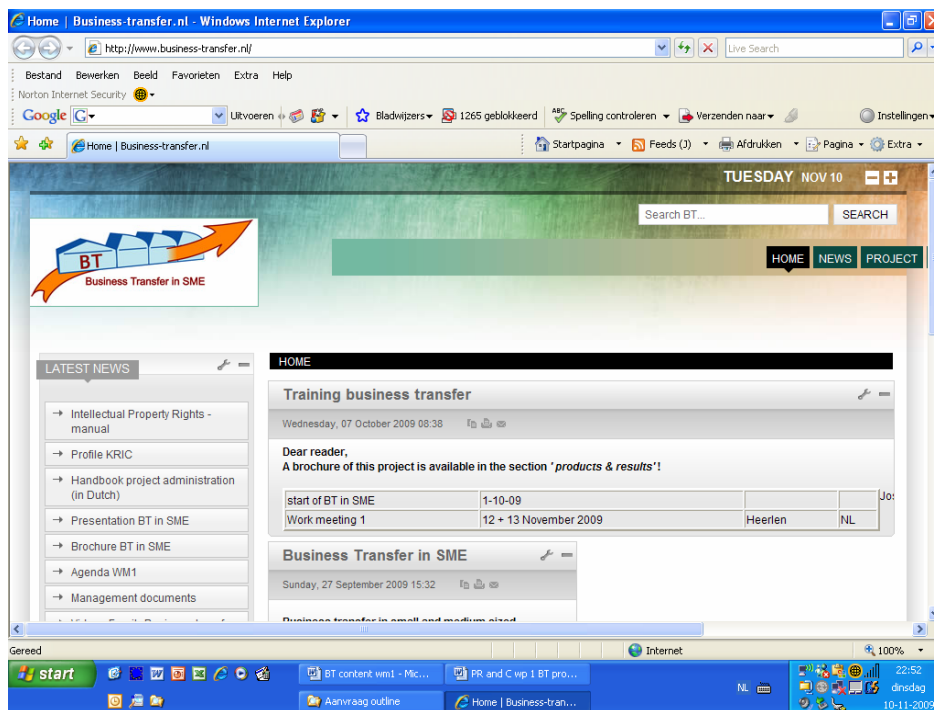
Annex 2 Planning

Website	November 2009
Brochure BT in SME	October 2009
Modules, learning materials	September 2010 and later
Reader	November 2010
Newsletters	Periodical (ca. 5 newsletters); spread via the website or e-mail
Articles in local magazine / newspaper	from December 2010 till end
Reports (interim, final, special subjects)	November 2010 / November 2011
Workshop	2010 - 2011
Program and invitation final meeting	March 2011 and later

Additional Information

Research report (up-date)	before June 2011
Up-date of training program	March 2011
Evaluation process of starting	May 2011
Pre-announcement final conference	early 2011

Annex 3 Project website



The site has a public part. A restricted part can be added if the partnership requires this. The public part is accessible for all and all public information about the project will be presented here.

A restricted area is only accessible for authorised persons (log-in code and pass word) and is in special to discuss draft documents, problems, models, etc.

Annex 4 National agencies

België/ (Vlaanderen)

EPOS vzw

e-mail: info@epos-vlaanderen.be

website: <http://www.epos-vlaanderen.be>

België, (franstalige gemeenschap)

Agence francophone pour l'éducation et la formation tout au long de la vie

llp@cfwb.be

Website www.llp.cfwb.be

België, (Duitstalige gemeenschap)

Agentur für Europäische Bildungsprogramme VoG

edgar.hungs@dgov.be

Website <http://www.dglive.be/agentur>

Bulgarije

Human Resource Development Centre (HRDC)

hrdc@hrdc.bg

Website <http://www.hrdc.bg>

Cyprus

Foundation for the management of European Lifelong Learning Programmes

rkyrillou@llp.org.cy

Website <http://www.llp.org.cy/>

Denemarken

Cirius - Agency for information about education and training in Denmark

cirius@ciriusmail.dk

Website <http://www.ciriusonline.dk/>

Duitsland

Nationale Agentur für EU Hochschulzusammenarbeit

erasmus@daad.de

Website <http://www.eu.daad.de>

Nationale Agentur für EU-Bildungsprogramme in Schulbereich, Pädagogischer Austauschdienst der KMK (Comenius, Study visits)

pad.spielkamp@kmk.org

Website <http://www.kmk.org/pad/home.htm>

Nationale Agentur Bildung für Europa (Leonardo da Vinci, Grundtvig)

na@bibb.de

Website <http://www.na-bibb.de>

Estland

Centre for Educational Programmes, Archimedes Foundation

rait@archimedes.ee

Website: <http://www.archimedes.ee/hkk>

Finland

Centre for International Mobility (CIMO)

Website <http://www.cimo.fi>

Website <http://www.leonardodavinci.fi>

leonardo@cimo.fi

Frankrijk

Agence Europe Education Formation France

contact@2e2f.fr

Website <http://www.europe-education-formation.fr>

Griekenland

Greek State Scholarship's Foundation I.K.Y. (Erasmus-Comenius-Grundtvig)

Website <http://www.iky.gr/socrates/index.html>

e-mail: edroutsa@iky.gr

<http://www.iky.gr/default.htm>

Hongarije

Tempus Public Foundation

gabriella.kemeny@tpf.hu

Website <http://www.tka.hu>

<http://www.tpf.hu>

<http://www.studyinhungary.hu>

IJsland

Landskrifstofa Menntaáætlunar Evrópusambandsins

lme@hi.is

Website <http://www.lme.is>

Ierland

Léargas the Exchange Bureau (Comenius, Leonardo da Vinci, Grundtvig, Study visits)

lifelonglearnin@leargas.ie

Website <http://www.leargas.ie>

The Higher Education Authority (Erasmus)

info@hea.ie

Website <http://www.llp.ie>

Italië

Agenzia Scuola - AS (Comenius, Erasmus, Grundtvig, Visite di Studio)

email agenzialp@indire.it

Website <http://www.programmallp.it>

Istituto per lo Sviluppo della Formazione e dell'Orientamento Professionale dei Lavoratori - ISFOL
(Leonardo da Vinci)

leoprojet@isfol.it

Website <http://www.programmaleonardo.net/llp/index.asp>

Letland

Akadēmisko programmu agentūra - APA

apa@apa.lv

Website <http://www.apa.lv>

Valsts Profesionālās izglītības atestības agentūra - PIAA

(Leonardo da Vinci)

info@piao.gov.lv

Website <http://www.piao.gov.lv>

Liechtenstein

Agentur für Internationale Bildungsangelegenheiten

leonardo@llv.li

Website <http://www.llv.li/llv-lebensthemen/llv-lebensthemen-bildungsprogramme-home.htm>

Litouwen

Education Exchanges Support Foundation

info@smpf.lt

Website <http://www.smpf.lt>

Luxemburg

Agence pour le Programme Européen d'Apprentissage Tout au Long de la Vie

Website <http://www.men.public.lu/>

E-mail: info@men.public.lu

Malta

European Union Programmes Unit - EUPU

eupeu@gov.mt

Website <http://www.leonardomalta.com/>

Nederland

Europees Platform voor het Nederlandse Onderwijs (Comenius, Grundtvig, Study visits)

info@epf.nl

Website www.europeesplatform.nl

Nuffic (Erasmus)

Website www.na-lll.nl

Website www.nuffic.nl

CINOP (Leonardo da Vinci)

na@leonardodavinci.nl

Website www.leonardodavinci.nl

Noorwegen

Norwegian Centre for International Cooperation in Higher Education - Senter for Internasjonalisering av
hojere utdanning - SIU

siu@siu.no

Website <http://www.siu.no>

Oostenrijk

Österreichischer Austauschdienst - Nationalagentur Lebenslanges Lernen

<mailto:lebenslanges-lernen@oead.at>

Website <http://www.lebenslanges-lernen.at>

Polen

Foundation for the Development of Education System

kontakt@frse.org.pl

Website <http://www.frse.org.pl>

Portugal

Agencia Nacional do Programa "Aprendizagem ao Longo da Vida"

agencianacional@socleo.pt

Website <http://www.proalv.pt>

Roemenië

NA LLP Romania

agentie@socrates.ro

Website <http://www.anpcdefp.ro>

Slovakije

SAAIC - National Agency of the Lifelong Learning Programme

llp@saaic.sk

Website <http://www.saaic.sk>

Slovenië

CMEPIUS - Centre of the Republic of Slovenia for Mobility and European Educational and Training
Programmes

info@cmepius.si

maja.mihelic-debeljak@cmepius.si

Website <http://www.cmepius.si/>

Spanje

Organismo Autonomo Programas Educativos Europeos (OAPEE)

oapee@oapee.es

Website <http://www.oapee.es>

Tsjechië

National Agency for European Educational Programmes - Centre for International Services

info@naep.cz

Website <http://www.naep.cz/>

Turkije

The Centre for EU Education and Youth Programmes

bilgi@ua.gov.tr

Website <http://www.ua.gov.tr>

Verenigd Koninkrijk (UK)

UK National Agency ECOTEC (Leonardo da Vinci, Grundtvig, Study visits)

ljp@ecotec.com

Website : <http://www.lifelonglearningprogramme.org.uk>

Zweden

Internationella programkontoret för utbildningsområdet

registrator@programkontoret.se

Website <http://www.programkontoret.se/>

(Zwitserland)

Allgemeine Informationen, Teilnahmen transnationale Projekte

Staatsekretariat für Bildung und Forschung SBF

Website: http://www.sbf.admin.ch/htm/themen/international/lernen_de.html

austausch@echanges.ch