

ITILEE TOOLKIT

**A TOOLKIT OF RESOURCES FOR SUPPORTING
INTER-GENERATIONAL LEARNING ABOUT
ENTERPRISE & ENTREPRENEURSHIP**

Developed by the ITILEE project

July 2011

CONTENTS

		Page
ONE	INTRODUCTION	3
	About the ITILEE project	
	What is in this toolkit?	
	Who is this toolkit for?	
TWO	WEBLINKS TO ITILEE RESOURCES	5
THREE	SUMMARY OF RESEARCH INTO ENTERPRISE SUPPORT FOR OLDER PEOPLE	6
FOUR	BARRIERS TO ENTERPRISE FOR OLDER PEOPLE	8
FIVE	'SHAPE YOUR FUTURE' TRAINING PROGRAMME	9
SIX	GUIDES	18
	Choosing a suitable training venue	
	Marketing and promotion	
	Evaluation	
	Quality	
	Signposting	
SEVEN	MENTORING	26
	Shape Your Future Mentoring Support Pack	
ANNEXES		
One	Shape Your Future Handouts	
Two	Shape Your Future Cards	
Three	Shape Your Future Slides Stage One Day One	
Four	Shape Your Future Slides Stage One Day Two	
Five	Shape Your Future Slides Stage Two Day One	
Six	Shape Your Future Slides Stage Two Day Two	
Seven	Participant evaluation feedback form	
Eight	Mentor Survey	

SECTION ONE: INTRODUCTION

About the ITILEE project

The ITILEE project (Inclusion Through Inter-generational Learning about Enterprise and Entrepreneurship) was a transnational partnership project supported through the Leonardo da Vinci programme which is part of the European Union's Lifelong Learning Programme. The project partners were Business Support Kent and The Gilfillan Partnership in the UK, WESTBIC Innovation and Management Centre in Ireland and Debegesa in Spain. The project ran from 2009 to 2011.

The main aim of the ITILEE project was to transfer innovation between the partner countries in support measures for older people (aged45+) who are not in the labour market. The project shared and developed innovative resources and training materials designed to address the barriers facing older people who are experiencing unemployment. There was a particular focus within the project on exploring inter-generational approaches through training and supporting older people to become mentors, and in helping older people to consider enterprise as an alternative form of employment.

The ITILEE partners ran a series of training sessions for older people, most of whom were unemployed or at risk of unemployment , in order to test out the transferability of materials and resources which had largely been developed by Business Support Kent in the UK. Through close evaluation and review of the training in the UK, Ireland and Spain, the ITILEE partners adapted the training resources to ensure that they were effective in all three partner countries.

What is in this toolkit?

This toolkit brings together the materials and resources developed by the ITILEE project to support older people to return to employment or to start their own enterprise. The toolkit includes a summary of the barriers facing older people who are out of work. This was the starting point for the ITILEE partners, in seeking to understand the common issues experienced by older people in the different partner countries. The toolkit also includes a summary of the research carried out by the ITILEE partners on existing sources of support for this target group. ITILEE's aim was to fill a gap in the existing support rather than to duplicate anything already in place.

The training programme which was developed and adapted by the ITILEE partners is presented in Section Four of this toolkit. Branded as 'Shape Your Future', the training programme was piloted in Ireland, Spain and the UK with over 60 participants and has been demonstrated to work effectively in all three countries.

The final training programme is a four day course which is delivered in two stages. Stage one, delivered over two days, looks at the starting point for individual participants, providing a diagnostic assessment of the learning and development needs of each person. This stage also examines barriers, options and priorities for

individuals and starts each individual on the development of their action plan (referred to as the 'yellow pages' in the training programme and supporting resources). The action plan is a living document that is developed over the four days of training and, hopefully, beyond the formal training period.

Stage two, also delivered over two days and ideally is a few weeks after stage 1, is focused on mentoring and enterprise. The programme takes participants through the stages they need to consider when setting up their own business, and provides opportunities for participants to test out their business ideas. It also explores the benefits that come from mentoring relationships.

The supporting resources that are referenced in the training programme (slides, handouts, cards, forms etc) are attached as annexes to the toolkit or are available on line at the addresses in Section 2 below. During the project an on-line enterprise training game called 'TAKTIX' was used as a learning tool. This game was developed by BSK CIC previously with funding from the EQUAL Community Initiative and can be found at <http://www.enterprisetaktix.com/taktix/>. The game has also been converted for use in Ireland and translated for use in Spain. You can access it through the partners' websites indicated in Section 2.

Finally, the toolkit provides a series of handy guides for organisations that might want to deliver similar support services for older people. These guides cover topics such as how to identify suitable training venues, how to promote the service to the target participants, and how to evaluate the effectiveness of your service.

Who is this toolkit for?

This toolkit is for anyone with an interest in supporting older people to overcome the barriers they can experience in trying to re-enter the labour market.

The toolkit materials have been tested in the UK, Spain and Ireland and have proved to be equally effective in all three countries.

The toolkit resources have been designed to meet a particular gap in existing support services. The gap is in supporting older people to examine their options and make decisions about what to do next, helping people to overcome the huge loss of confidence and motivation which unemployment in later life can bring, and to map out a route for what they will do next. None of the government services in the ITILEE partner countries is providing a similar service to this.

We hope that the experience of the ITILEE project will inspire other agencies – colleges, voluntary and community groups, business support agencies, training providers, enterprise agencies and others – to develop their support services to help meet the needs of older people who are dealing with the shock of unemployment. And we hope that the resources in this toolkit will help to get more of these services up and running.

The ITILEE partners July 2011

SECTION TWO: WEBLINKS TO ITILEE RESOURCES

For more information about the project, please contact the partner in your own country, their details are below.

To contact BSK CIC (the Lead Partner) either telephone +44 (0)845 226655 or <mailto:info@bsk-cic.co.uk>

The toolkit is available at
BSK-CiC:

www.bsk-cic.co.uk/programmes/itilee

WESTBIC:

www.westbic.ie/news-New%20toolkit%20to%20promote%20entrepreneurship.html

DEBEGESA :

www.debegesa.com/emprendedores/proyecto-itilee (Spanish)

www.debegesa.com/ekintzaileak/itilee-proiektua (Basque)

The Gilfillan Partnership:

www.gpartnership.com

SECTION THREE: SUMMARY OF RESEARCH INTO ENTERPRISE SUPPORT FOR OLDER PEOPLE

The EU has been concerned about Active Ageing, to ensure the future economic development of European countries. To that end, two complementary priority objectives were set for the European Union:

- The first, established at the Stockholm European Council 2001, was to promote the extension of active life. Some 50% of the population between the ages of 55 and 64 needed to be employed in 2010.
- The second objective aimed, in 2010, to have increased by about 5 years the effective average age at which people stop working in the EU (European Council, Barcelona 2002).

UK

The UK government has been particularly concerned about the 'demographic time bomb' with 24% of people over 65, who are drawing pensions for longer than expected and therefore creating a major economic issue. The pension age is to be raised to 66 in 2016 in UK, with the removal of the statutory retirement age.

Government documents are mainly kept on the DWP site
<http://www.dwp.gov.uk/policy/ageing-society/>

Key issues are financial constraints, transport, keeping connected, accessible and manageable housing and ageism – 'Society' does not expect over 65s to be dynamic. Organisations such as TAEN – Third Age Employment Network, PRIME – Prince's Trust for 50+ have issued reports on key issues and maintain a watching brief on the fast moving developments in UK government. Business Link produced hard data on 'Enterprise patterns in the South East amongst the over 55s'. The South East England Development Agency was active in the 'over 50' arena for a number of years, funding pilot programmes to increase employability and self empowerment and employment.

Spain / Bilbao

Spain led an ESF project called Focussing Ageing Strategies on Policy Making FAST in 2007 with Sotenas Kommun in Sweden. This looked at three groups of older unemployed people. Their conclusion was that group coaching can be successful as it:

- Discourages Isolation
- Strengthens social, physical and mental ability
- Increases Self Esteem and self confidence

- Helps them to understand the link between their life style and well being
- Encourages the INDIVIDUAL to be empowered and see that THEY have the responsibility to change their lives.

A hard copy is held by the partners, but no web link to the final report could be found.

Ireland

There appears to have been little research in Ireland for older people and their later employment. The sole research was based in South East Ireland in 2005, and was not particularly relevant to Itilee. However, at a local level there is a lot of support for the unemployed / underemployed, but none of it targeted at the over 50s.

At the ITILEE group's meeting in Eibar, in Spain, a very clear explanation of the existing support was given by Seamus Mc Cormack of WESTBIC. The specific needs and group work required for the older people are not catered for, and self employment has not been a driver. It has mainly been upskilling and working as a volunteer to access the job market and learn the soft skills required.

France

BSK were made aware of a cross border ESF project in Haute Normandie about managing ageing at work. A common theme is that older people have different social behaviour and expectation from younger people, and that they need to be treated separately and with dignity. Outputs were a recommendation to draw together all the sources of advice, improve their competencies to be more employable on paper, to run short professional training courses to up-skill them and give interview skills training, as they are out of practice.

Mentor training packages

When intergenerational information exchange occurs, it is usually called mentoring (parrainage in French) (Mentoring / Tutoria in Spanish). Itilee wants to look at reinsertion of older workers into the work force / self employment, and so it makes sense to review existing guides to becoming a mentor. Very often the soft skills are important as they enable the communication to begin. However it has to be within a framework of the Mentor / mentee relationship. Two guides have been found – The Kent Foundation (UK) run a two day training course for potential mentors of young entrepreneurs, aimed at supporting business plan production.

'France Initiative' engaged 'In Extenso', a division of Deloitte to prepare a 'petit guide a l'usage des Parrains, engages dans les plateformes France Initiative.

This 82 page 'text book' looks at the many aspects of mentoring and is available at

http://www.france-initiative.fr/index.php/france_initiative/services_aux_createurs_1/accompagnement_et_parrainage/reussir_le_parrainage_d_un_nouvel_entrepreneur

SECTION FOUR: BARRIERS TO ENTERPRISE FOR OLDER PEOPLE

Through research and discussion, the ITILEE partners identified the following barriers facing older people who want to become self - employed. The list is not comprehensive but reflects the points which were common to the three partner countries.

- Awareness: many people are simply unaware of self-employment as an option for them.
- Finance: both lack of working capital and concern at risk to investment.
- Confidence: in their skills or self-worth.
- Risk to existing security afforded by benefits.
- Fear of failure and inability to re-enter the benefits system.
- Ability to earn from black economy without “going official”.
- Lifelong habituation to employment as the way to earn a living; and to having colleagues.
- Shorter time horizons, especially related to recouping investments before needing funds for retirement.
- Energy and health concerns, real or imagined.
- Financial constraints (particularly the absence in many cases of guaranteed long-term funding for activities).
- The absence of integrated transport to connect people with activities, particularly in rural communities.
- Difficulty finding information about opportunities.
- A lack of age-friendly amenities.
- Being pigeon-holed into traditional older people activities.
- Other peoples’ reaction to older peoples’ educational levels, qualifications (sometimes limited or out of date).
- Lack of motivation.
- Loss of confidence.

SECTION FIVE: 'SHAPE YOUR FUTURE' TRAINING PROGRAMME

STAGE ONE - DAY ONE

Time	Session / objective	Details	Resources	Outcome
9.30	Introductions	<ul style="list-style-type: none"> Welcome Domestics etc including safety & timings Background to programme Overview of both stages of programme Working together (Ground Rules) H1 Action plan (H2) Graffiti board – introduction of use Confidence-ometer – first 'reading' (H3) Introductions Who are you? What's your background? What's your current situation? How are you feeling? What do you want to get out of the Shape Your Future programme? 	<p>Slides 1-8</p> <p>Handouts 1-3</p> <p>Post-its</p>	<ul style="list-style-type: none"> Rapport achieved Credibility gained Understand format of the programme Knowing what's in each Day Ways of working/Ground Rules agreed Learning methods understood Initial assessment of confidence Understanding of who's in the room Initial assessment of feelings Knowledge of personal objectives ice broken
10.15	Take Stock	<ul style="list-style-type: none"> Cards exercise Major areas of challenge or concern Other challenges What did you learn from the cards exercise? What steps do you need to take? Anything to add to your 'action plan'? 	<p>Slides 9-11</p> <p>Cards</p> <p>Handout 4</p>	<ul style="list-style-type: none"> Shared experiences Issues identify Consider your options Begin to identify actions & next steps Offload - start to realise they are not alone Identify areas they can do something about
11.30	Consider your options	<ul style="list-style-type: none"> Overview of the Three Ps – Pride, Passion, Purpose Introduce concept of Choice Exercise What do you need to make good choices? Where can you get these things? 	<p>Slides 12 - 26</p> <p>Handouts 5 & 6</p>	<ul style="list-style-type: none"> Programme positioned Own your life and your choices Recognise the value of positive thinking & owning your choices
12.30	Lunch	<ul style="list-style-type: none"> Confidence-ometer 	Slide 27	
1.00	Recognise individual	<ul style="list-style-type: none"> Revisit confidence-ometer Worksheet 	Slides 28 - 31	<ul style="list-style-type: none"> Continue to build confidence

Time	Session / objective	Details	Resources	Outcome
	talent Build confidence & increase self esteem	<ul style="list-style-type: none"> • What are your three greatest achievements? • What skills, traits and characteristics did you display? • What have been your three biggest challenges? • How did you overcome them? • Which of these skills and approaches will help you now? • What does 'success is failure turned inside out' really mean? 	Handout 7	<ul style="list-style-type: none"> • Identify more skills/characteristics/traits • Change your self belief • Identify that you will get through this dark phase
1.45	Consider your options	<ul style="list-style-type: none"> • We face change at all times • It's natural to go through stages • The Change Cycle • Six stages • Plot where you are (and share in pairs?) • What steps do you need to take to move on to the next stage? • We can choose our response to change • Crisis vs Opportunity • What are the consequences of not changing? • 	Slides 32 – 40 Handout 8	<ul style="list-style-type: none"> • Identify coping strategies/skills that have worked in the past • Starting to envision the future • Identifying the risks of staying stuck • Begin believing it will all be ok
2.15	Success	<ul style="list-style-type: none"> • What does it mean to you • Intuitive exercise, don't let them think too much • Get the words on the chart first then go around and discuss afterwards • Revisit the yellow pages 	Slides 41 – 42 Flipchart	<ul style="list-style-type: none"> • Start to understand what it is that drives you • We all have a different idea of success • It is ok for us to want and aspire to different things
3.00	Wrap –up	<ul style="list-style-type: none"> • Review of today • Look at tomorrow • Prepare a true or false statement about yourself for tomorrow morning • Feedback; content, pace, value 	Slides 43-46	
3.30	Close			

STAGE ONE - DAY TWO

Time	Session / objective	Details	Resources	Outcome
9.30	Introduction	<ul style="list-style-type: none"> • Reflections overnight? • Confidence-ometer • True or False • Overview of Day Two • Review of Day One • New / Confirmed / Questions • Yellow pages 	<p>Slides 1-5</p> <p>Flipchart</p>	<ul style="list-style-type: none"> • Understand format of the day • Build team dynamics • Establish effectiveness of Day One • Another assessment of confidence • Understand how the first impressions we form of one another might not be accurate
10.15	Recognise individual talent	<ul style="list-style-type: none"> • What are the advantages of being over 50? • What are the benefits for an employer recruiting an older worker? • What barriers associated with your age prevent you from being successful? 	<p>Slides 6-13</p> <p>Flipchart</p> <p>Handout 9</p>	<ul style="list-style-type: none"> • Identify advantages & benefits of being over 50 • Recognise you are experienced rather than old • Identify self limiting beliefs • See being an older worker as a positive thing and not a barrier • Challenging their assumptions on age
11.00	<p>Recognise individual talent</p> <p>Build confidence & increase self esteem</p>	<ul style="list-style-type: none"> • Personal strengths • Exercise • What are your strengths? • Could you apply them to your future success? • Do they need strengthening? If so, how? • Areas for development • Exercise • What skills do you need to develop? 	<p>Slides 14-18</p> <p>Handouts 10 & 11 (Training and Development needs analysis)</p> <p>Flipchart</p>	<ul style="list-style-type: none"> • Personal strengths identified • Identify actions to address weakness • Identify new skills & key strengths • Considered personal support network

Time	Session / objective	Details	Resources	Outcome
		<ul style="list-style-type: none"> • How can you develop them? • Which one is the top priority? • What support networks are available to you? • Networks exercise • Support for • Their redundancy situation • Self employment route • Employment route • Input on Meet/Like/Know/Trust 		
12.00	Passions and Interests	<ul style="list-style-type: none"> • Exercise with partner, discuss these and challenge back 	<p>Slide 19</p> <p>Back to Handout 5</p>	<ul style="list-style-type: none"> • Explore how passions might lead to business idea
12.30	Lunch	<ul style="list-style-type: none"> • Confidence-ometer 		
1.00	Identify the road blocks holding you back	<ul style="list-style-type: none"> • Exercise • Where do you want to go? • Is it <u>really</u> what you want? • What choices/decisions do you have to make to get there? • What 'road blocks' stand in your way? • How do you remove them? • If not now, when! 	<p>Slide 20</p>	<ul style="list-style-type: none"> • Started to build inner confidence • Have a more positive outlook, despite their situation • Gained a sense of direction
1.30	Setting goals	<ul style="list-style-type: none"> • Why bother? • SMARTER goals • Blind coaching exercise 	<p>Slides 21 -30</p> <p>Handout 12</p>	<ul style="list-style-type: none"> • Understand importance of and process of setting goals • How setting a goal can be achieved
2.00	Become a Mentor	<ul style="list-style-type: none"> • What it is and what it isn't • Advantages to mentor and to mentee • How to start • Do I listen? Exercise 	<p>Slides 31-41</p> <p>Mentoring support pack</p>	<ul style="list-style-type: none"> • Understanding of what being a mentor might mean to them • Understanding of

Time	Session / objective	Details	Resources	Outcome
		<p>in pairs; 5 mins talking on any subject close to their heart, 3 mins repeat back. 2 mins feedback on accuracy. Then turn around</p> <ul style="list-style-type: none"> • Discuss 'hearing the music behind the words' 		<p>how difficult it can be to actually listen properly</p> <ul style="list-style-type: none"> • Listen out for the emotions behind the words.
3.00	Wrap up	<ul style="list-style-type: none"> • Revisit actions – yellow pages • Overview of Stage Two • Re-visit confidence-ometer • Evaluation of Day Two (content, pace, value) 	Slides 42-44	<ul style="list-style-type: none"> • Questions answered • Scene set for next stage • Another assessment of confidence • Feedback on content, pace, value
3.30	Close			

STAGE TWO - DAY ONE

Time	Session / objective	Details	Resources	Outcomes
9.30	Welcome	<ul style="list-style-type: none"> Confidence-ometer Introductions plus favourite film or book Revisit change cycle from stage 1 – any changes? Today's agenda Give out action plan 	<p>Slides 1-3</p> <p>Flip chart</p>	<ul style="list-style-type: none"> Re-engage group Ice broken Start on action plan
10.00	Why do some people succeed?	<ul style="list-style-type: none"> Exercise in pairs for 10 mins then bring back to group for open discussion 7 habits of Highly Effective People, discuss and ask for examples of how they will need to adopt habits 	<p>Slide 4</p> <p>Flip chart</p> <p>Slides 5 & 6</p> <p>Handout 13</p>	<ul style="list-style-type: none"> Provoke thought about what they need to bring to the business Know what the research means
11.00	What is my business idea?	<ul style="list-style-type: none"> Give them 5-10 mins max to do first three headings individually then into pairs for 5 mins to discuss. Have the partner challenge the benefits Introduce shopping exercise, discuss in pairs or groups Introduce USP and competition as time allows 	<p>Slide 7</p> <p>Handouts 14 & 15</p>	<ul style="list-style-type: none"> Provoke thought and opportunity for partner to challenge thinking Understand concept of different benefits to different customers They will have work to do on this at home
12.00	SWOT analysis	<ul style="list-style-type: none"> Explain how SWOT is used on their business idea and introduce PESTEL as tool to help with Opportunities and Threats 	<p>Slides 8 & 9</p> <p>Handout 16</p>	<ul style="list-style-type: none"> A tool to help the analyse their business idea
12.30	Lunch	<ul style="list-style-type: none"> Confidence-ometer 	Slide 10	
1.00	TakTix	<ul style="list-style-type: none"> Play the game Discuss game and how they all reacted and felt going through it 	<p>Slides 11-13</p> <p>TakTix</p>	<ul style="list-style-type: none"> Have fun Did I know more than I thought?
2.45	Personal budget	<ul style="list-style-type: none"> Introduce and explain for them to take away and do this at home 	<p>Slide 14</p> <p>Handout 17</p>	<ul style="list-style-type: none"> Appreciate what we cost ourselves and our baseline income needs
3.00	What next?	<ul style="list-style-type: none"> Review of the day The action plan Confidence-ometer Feedback: content, pace, value 	Slide 15	<ul style="list-style-type: none"> What three things are you going to do when you leave this programme
3.30	Close	<ul style="list-style-type: none"> Informal discussions with tutor 		<ul style="list-style-type: none"> Opportunity for one2ones

STAGE TWO - DAY TWO

Time	Session / objective	Details	Resources	Outcomes
9.30	Welcome back	<ul style="list-style-type: none"> Confidence-ometer Review Day 1 – new, confirmed, questions Today's agenda 	Slides 1-3 Flipchart	<ul style="list-style-type: none"> Establish effectiveness of Day 1 Re-engage group
10.00	Nitty gritty stuff	<ul style="list-style-type: none"> Financial issues Start up costs Technology ICT Exercise in pairs to list out start up requirements, challenge each other <ul style="list-style-type: none"> Sources and types of finance 	Slides 4-9	<ul style="list-style-type: none"> Understand the financial aspects of starting your business Understand the use of technology and how complicated it really needs to be
	Prioritise	<ul style="list-style-type: none"> Priorities 1,2,3 Exercise in pairs 	Slide 10	<ul style="list-style-type: none"> Explain to partner the rationale behind the priorities and be challenged on them Revisit action plan
	Home is where the heart is	<ul style="list-style-type: none"> Pros and cons of running a home based business What issues do you need to consider? Legal requirements How will you choose to react? Discuss in pairs then report back to group 	Slides 11-13 Flip chart	<ul style="list-style-type: none"> Identify the advantages and disadvantages that may occur for home based businesses Highlight all issues that need to be considered for home based businesses Identify what approach you will need to take
12.30	Lunch	<ul style="list-style-type: none"> Confidence-ometer 		
1.00	What are you doing these days?	<ul style="list-style-type: none"> The networking discussion How to introduce yourself Practice going round the group with 30 second introduction from each person Feedback from each other and from tutor 	Slides 14-17	<ul style="list-style-type: none"> Appreciate the need for clarity and structure Different audience, different introduction Practice, practice, practice
1.45	Business planning	<ul style="list-style-type: none"> Go through structure and explain the relevance of the headings Ask which areas they would like to explore in more depth Typically pricing and promotion are the two most common ones to address 	Slides 18-20 Handout 18	<ul style="list-style-type: none"> Not so different from planning a holiday Understand the structure and the language involved Have the confidence to start

		<ul style="list-style-type: none"> • Revisit what is my business idea exercise from yesterday 		<ul style="list-style-type: none"> • Look at some items in depth
3.00	What next?	<ul style="list-style-type: none"> • Review of the day • The action plan • Am I still committed? • Confidence-ometer • Feedback: content, pace, value 	Slides 21-22	<ul style="list-style-type: none"> • What three things are you going to do when you leave this programme
3.30	Close	<ul style="list-style-type: none"> • Informal discussions with tutor; signposting to business start up or other advice and support 		<ul style="list-style-type: none"> • Opportunity for one2ones

SECTION SIX: GUIDES

CHOOSING A SUITABLE TRAINING VENUE

Many people using this toolkit will already be very familiar with choosing a training venue. For those who are not, we have included this quick guide/checklist to some of the points which we feel are worth thinking about when considering a suitable training venue. As well as the decor, furnishings, lighting, space and equipment offered by your preferred meeting venue, it is important to take into account additional factors such as cost, location and additional services provided, e.g refreshments, lunch etc. This will help to ensure your chosen venue meets your needs and expectations.

Key point	Some things to look out for
Is there sufficient space to accommodate your participants comfortably	Need to ensure sufficient tables, chairs for your participants to be comfortable for a whole day. Will the venue be clean and tidy?
Are venue directions / vehicle parking arrangements suitable and clear?	Directions etc are clear and people can confidently find the venue and park safely at/near it.
Access for disabled people	Is the venue accessible for disabled people? Is it possible to for disabled people to access the venue? What facilities are there to help people with different disabilities e.g audio loops etc. Is the route to the venue safe?
Are there any obvious risks inside the training room and have they been minimised?	These can include electrical wiring as a potential for tripping over, poor lighting, broken chairs, sharp edges, etc.
Does the venue have appropriate First Aid provision?	Are there first aid facilities/qualified staff on hand?
Are local fire evacuation procedures displayed with meeting point known?	The trainer will need to brief participants on safety as part of the introduction to the course e.g emergency evacuation procedures/routes/assembly points etc.
Are there suitable toilets, drinking water, coffee facilities?	Facilities should be within reasonable distance of the training room.
Are there enough electrical points for the amount of training equipment used? Do you need to bring any equipment?	You should check for what is available e.g. overhead projector, flip charts, pens, paper etc. You should check any equipment for safety/test labels
Heating/cooling heating and ventilation levels remain comfortable over seasons?	Along with the quality of refreshments, these are some of the most common issues which trainees comment about. Be sure you know about this. e.g (How) can heating levels be changed. Can windows be opened? What are the heating arrangements? Do they work?
Lighting	What are the lighting levels in the training room, are they appropriate? Try them out
Noise	Check for potential noise hazards/risks?

MARKETING AND PROMOTION

Promotion of your course is important because unless you promote your course effectively, people will simply not come along to participate. If you don't reach the right people with the right information they will not come along to your course. Promotion is how you identify and tell the right people about your training course and encourage them to participate. This means that you need to (a) be clear about who your potential participants will be and (b) provide them with information about your course.

Here are a few ideas based on our experience in the ITILEE project.

If you are connected to people aged 45+ and organisations working with them in your local community, you already have a head start. If not, our experience in the ITILEE projects suggests that you need to build up your connections and networks with such organisations.

Try to meet with people who already work with people aged 45+ and promote your training to them to raise their awareness and interest. How you do this and which organisations are best for you to approach will depend on how things are organised in your country/region/locality, and could include for example, community organisations working with and for older workers, government employment agencies, employers, business associations, trade unions, education institutions (colleges, universities, adult learning institutes etc) and training providers. You should think about how you can make it as easy as possible for these organisations to refer people to you. You may want to produce an information leaflet to hand out to such organisations, for their information and/or for their clients

In the ITILEE project different partners had varying levels of success in attracting participants. Their success in doing so depended on many factors, including the availability of other provision for people in that age group, the interest shown by local agencies in what they were doing, and the extent to which referring people to the course was consistent with the policies and priorities of other organisations. In some partner countries, for example, government employment agencies were the main source of recruitment. In others they showed no interest. Our experience was that you can only find this out by meeting relevant people, raising their awareness, listening to them and building up good working relationships with those who are most receptive to the ideas behind the course and who are in a position to refer people to you.

It is worth thinking about how you can use the media to promote your course. When doing so, think also about the types of media which the target audience are likely to use. This does not necessarily require money for advertising, although you may want to consider that. A feature about the course and an interview with the course organiser on local radio was the most effective way of reaching and attracting participants in one ITILEE partner country. There are also other media to consider such as local press, TV, community newsletters etc. It is worth discussing your ideas for promoting your course with potential participants. You might be surprised to hear their views about how you could, for example, use social media such as Facebook, to promote your course.

If you decide to produce leaflets or flyers, do remember who your target audience is. Remember also what they need to know. At a minimum we suggest they will need to know; the course title; the benefits they can expect from participating in the course; the dates and times of the course; the location of the course.

Finally, good luck - and if at first you don't succeed, be creative and keep trying other ways to promote your course!

EVALUATION

There is already a large body of guidance and advice about the evaluation of training and Lifelong Learning programmes, which we will not duplicate here. This section of the toolkit focuses on some of the lessons we have learned from our evaluation activity in the ITILEE project.

Why do we evaluate? Evaluation helps us (and those who are funding Lifelong Learning and training projects) to establish if the investment was worthwhile. It is a critical consideration in relation to the sustainability of the course/programme and helps to inform future plans and strategies. It is also a key aspect of quality assurance, to ensure that learning/training continuously improves.

Shape Your Future incorporates, for each day of the programme, some time to enable participants to reflect on what they have learned/gained so far. That is helpful in guiding the trainer to adjust the programme if necessary.

At the end of the course programme, participants also feed back to the trainer about their satisfaction with the course, the pace of the training, relevance of content and support materials to their needs, venue, refreshments etc. More about this can be found in the handouts and course materials in the Appendix.

These are all very helpful and important aspects of evaluation. They make an important contribution to helping to determine the extent to which training objectives have been achieved and they help to identify impacts and benefits on each individual.

However, in the experience of the ITILEE partners, it was mainly through following up participants some time after the programme that we were able to find out what they did after the training course and what difference their participation made. That way we were able to identify real impacts and tangible benefits for the participants. The timing of the follow up varied from partner to partner. For one partner the gap was about 6 months. This amount of elapsed time made it possible to see, for example, if people had gone on to set up a business, but on the other hand it was more difficult to track former participants down. On the other hand, follow up that was done very soon after the training made it difficult to see the tangible changes resulting from the training in individual participants. In the end, we concluded that following up after 3 months or so struck a happy medium. If you have the resources available, you could also follow up after, say, 12 months, as it is often that long before people set up a business.

In the appendix you can find the template for the feedback questionnaire which we developed. These questionnaires were refined in light of partners' experience with them over the lifetime of the project.

QUALITY

Much has also been written about quality in learning and we do not intend to duplicate it here. Many readers will already have quality assurance policies in place. We have assembled our top 20 points on this key issue. We hope readers will find them a useful checklist as you think about your own quality assurance strategies.

1. Commit to continuous improvement in everything you do.
2. Review what you deliver regularly.
3. Ensure you comply with legal requirements, e.g health and safety.
4. Ensure you have the right policies in place. These will vary from country to country but could cover e.g. equal opportunities, environment, procurement, publicity.
5. Monitor that you and your staff actually apply these policies.
6. Establish systems which enable you to report on performance, attendance, drop out and participant achievement.
7. Establish support arrangements for participants who need additional support e.g travel costs, care.
8. You should aim to ensure that potential participants can expect entry/selection criteria which are clear and easily understood by all.
9. Develop a standard application and selection process.
10. Any Shape Your Future programme induction should include information about the venue, health & safety, equal opportunities, any additional support that might be available and how to access it, how to feed-back comments and how to make complaints.
11. A clear programme and lesson plans explaining what will be covered on the course. The Shape your Future plans are in section five of this toolkit. The plans should be clear about what will be covered and the expected outcomes.
12. High quality course materials.
13. High quality hand-outs.
14. Suitably skilled and qualified trainers with relevant experience.
15. A welcoming and safe learning environment,
16. Appropriate access for people with disabilities.
17. Opportunities to comment confidentially on the course.

18. Continuing feedback and constructive advice from the trainer.

19. Information and advice on sources of support and advice, including signposting to other learning opportunities.

20. Risk assess your activities.

SIGNPOSTING

Our original intention had been to include a signposting guide to business start-up advice in this toolkit. The experience of running the ITILEE project made us reconsider that.

Signposting to appropriate start up and guidance is an important aspect of Shape your Future. However, arrangements for start-up advice are very different in each partner country and even within regions and localities.

Only in the UK did we come across any business start- up advice and guidance arrangements specifically focussed on older potential entrepreneurs. In England the start-up advice landscape has changed totally since the beginning of the ITILEE project. There is no longer a national government funded network of business support and advice. Arrangements for business start-up advice and support seem to be piecemeal, varying from district to district, depending on funding priorities and sponsorship.

There are a number of European business support agencies and networks, such as the Enterprise Europe Network, but few if any of the Shape Your Future participants are likely to have reached the stage of development where they can take advantage of the services of such organisations.

The experience of piloting Shape Your Future in three countries led us to conclude that there is very little, if any, information on this topic which we can offer you that would be standard, so it is necessary to customise this aspect of Shape Your Future to what is available in each different place where the programme is delivered. One partner in the project identified a gap in local provision and developed a mentoring 'club' which is now helping former participants to help each other and others.


Our advice is to use your own knowledge and if necessary to research your own area and ensure that you know what is available before you deliver Shape Your Future. Because this is an important aspect of Shape Your Future, we have built in time at the end of the fourth day of the programme for advice and for signposting. You will no doubt also have opportunities to raise and discuss the issues elsewhere in the programme. You may wish to draw up a brief hand-out identifying key sources of information, advice and support in your area. You could also invite someone from a local start up support agency to come in and talk to your participants.

SECTION SEVEN: MENTORING

‘SHAPE YOUR FUTURE’ MENTORING SUPPORT PACK

“An experienced and trusted adviser”
Oxford English Dictionary

Definitions of Mentoring



Counselling focuses on the past	Coaching focuses on the present	Mentoring focuses on the future
--	--	--

What is Mentoring

- The word ‘Mentor’ originates from Greek Mythology
 - *Odysseus entrusted his son Telemachus to his close friend Mentor*
- Modern mentoring has its origins in the concept of apprenticeship
- A valuable, if time consuming art of developing potential
- Formal for Start-up Businesses – contractual
- Informal for anyone – not contractual

What Mentoring is not

- Performance Management
- About being a business advisor
 - *Insurance implications*
 - *Professional advice available elsewhere*
- A power relationship
- Controlling/adversarial

The Mentoring Contract

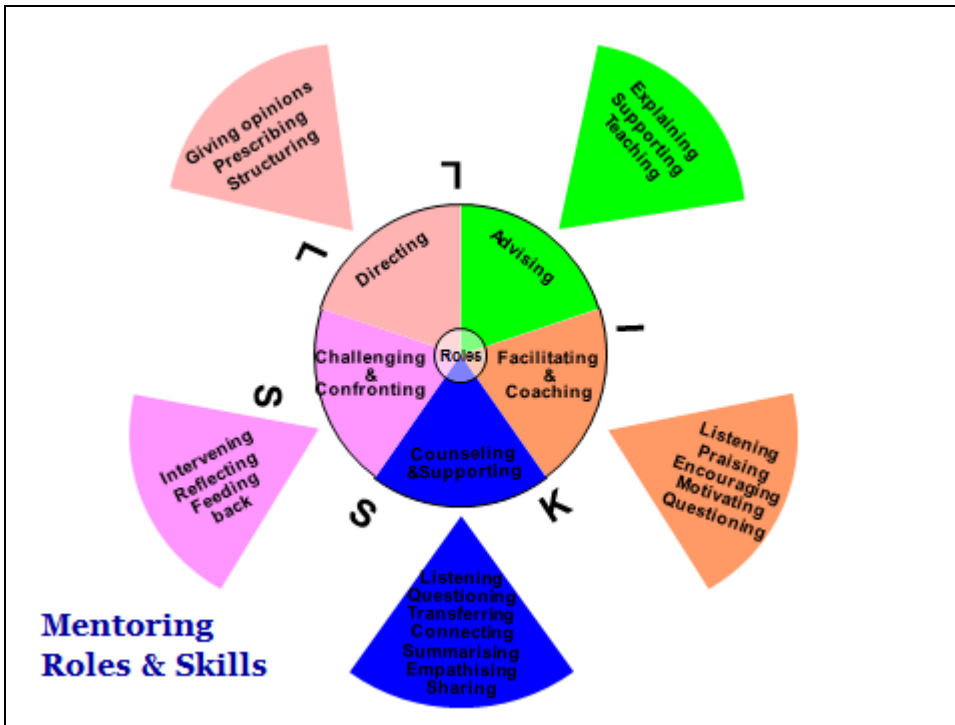


Why are we doing this?

- Currently no formal provision of business to business mentoring or 'buddying' for start-up and new businesses
- Business people do not always have access to, or know how to access, local business support networks
- They rarely have other business people to share their own business experience and knowledge with
- Because it contributes to the potential success or development of the business
- Promotes best practice in a business and individual context
- Professional development opportunity for you

Benefits

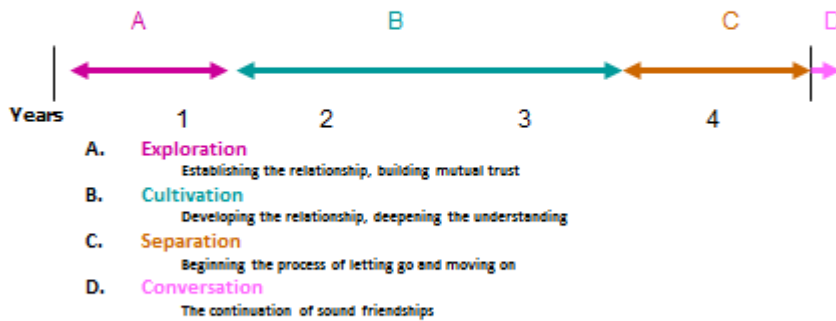
- Real time feedback, support and guidance on current issues and future plans
- Improved knowledge, skills and relationships for Mentor and Mentee
- Greater potential for success for start-ups and new businesses
- Support for your own staff
- Network opportunities



The four 'E' factors

SUPPORTS COUNSELS AND ENCOURAGES	FACILITATES REVIEWS AND EXCITES
COACHES AND EMPOWERS	TAKES THE LEAD AND ENTHUSES

Lifespan of the Relationship



Developing Best Practice

- Requires commitment
 - *You should actively demonstrate your commitment to mentoring as a legitimate form of development*
- Needs effective support systems in place
 - *Identify who is responsible for ensuring that the process can run smoothly. Clarify where you can go to get support when you, the mentor, needs it.*
- Takes time
 - *In a busy world how do you ensure you make the time and then take the time to do it well? Who else needs to be involved and what needs to be planned for?*
- Demands confidentiality
 - *For mentoring to work effectively a relationship of openness and honesty needs to be developed. What information will you need and how will you get it, record it, keep it and act on it?*