Interreg Co-funded by the European Union

Central Baltic Programme

Silver Entrepreneurs

Silver Entrepreneurship Simulation Programme Concept Note

1. Principles and approaches

- Focus on the personalities of the participants, and their existing experience, skills, competence and practice;
- The format of training sessions should be attractive, enjoyable, and engaging for the participants. The format should build confidence and develop courage to do something they haven't dared before;
- The format of active workshops is used to support participants in creating their entrepreneurship projects, to encourage their collaboration and peer learning;
- The full simulation programme contains four types of activity:

- National (local) workshop sessions in each partner country (organisations decide on volume and structure) – to cover the basic topics of entrepreneurship and how to develop one´s business idea;
- International workshop session (three full days including visits to SMEs) - to cover the basic topics of entrepreneurship and explore cross-border partnership;
- Individual support provided by trainers and coaches: coaching sessions online or face-to-face;
- Participants´ autonomous work with learning, networking, and preparing individual projects/business ideas.

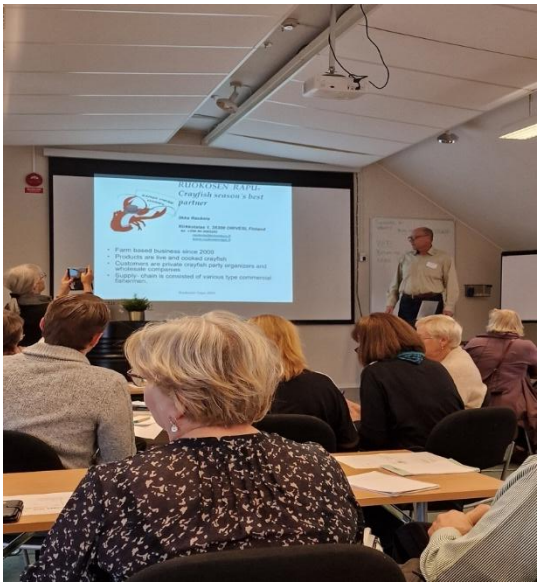
2. Curriculum topics: Steps for Creating an Entrepreneurship Project

- The topics represent steps in the entrepreneurship simulation (the development of entrepreneurship projects);
- The detailed curriculum includes national Simulation Session Plans for each partner country + international Sessions Plans;
- The curriculum is covered at national (local) and international sessions. Local partners adjust the curriculum topics (adapted to trainers' and participants´ expertise);
- The training materials are prepared by trainers who lead the respective sessions and are available for participants in an online platform (a shared body of content in English + local content).

Theme, topic	***Competences to be acquired Step-by-step results/learning outcome***
1. Personalities of participants, their life experience, hobbies, dreams, entrepreneurhip ideas. Why seniors have a strong chance to be successful entrepreneurs. Examples for inspiration. Participants' self-analysis.	Skills to evaluate one's own experience, talents, personality aspects for starting entrepreneurship, critical thinking, self-awareness. *The participant has gone through a self-reflection phase on motivation for establishing an entrepreneurship project*
2. Generating entrepreneurship ideas. Market research (defining the need/problem, scope, target group). What product or service do I wish to offer? Testing and reconsidering.	Ability to formulate an entrepreneurship project idea, skills to evaluate the idea from a market point of view (is there a need, where, for whom). *The participant has formulated his/her entrepreneurship idea*
3. Forms and formats of entrepreneurship, social enterprises, franchises. Examples. Potential for individual and collaborative projects. Country regulations on various relevant topics.	Knowledge about different forms and formats of entrepreneurship, rules and business environment in the participants' country. *The participant has decided on the form of entrepreneurship, and can present arguments in favour of this decision*
4. How to develop a simple business plan or a business project: financial viability; basic finances, estimating costs and income, cash flow, taxes, etc. Risk management. Financing and funding.	Skills to estimate costs and income, to assess risks. Skills to prepare a simple business plan based on the initial idea. Knowledge about potential sources of support and funding. *The participant has prepared a sustainable business proposal (or a cash flow table) showing cost and income estimates, and development potential.*
5. Promoting and selling, communication and public relations. Role of design. International business, cross-border cooperation. Digital platforms and tools.	Knowledge about potential marketing and sales channels, skills to use digital platforms to promote and sell goods and services *The participant has identified potential marketing and sales channels for his/her product or service.*
6. Visiting and interviewing micro-enterprises; learning from the experience of entrepreneurs.	Analytical skills, ability to assess, evaluate or benchmark the entrepreneurs' stories against one's own plans. *The participant has understood the value of networking and is inspired by likeminded people/organisations.*

3. Completion of the Programme

- A participant has completed the program if he/she has attended local sessions (min. 80% of training hours), one international session (3 days), and has prepared an entrepreneurship project individually or as part of a team;
- The result of the entrepreneurship simulation will be the entrepreneurship projects of the participants;
- The project is in the format of a “final presentation” based on a provided template;
- After completion of the program a “project presentation” event is held at country level. The event may be in online format. The best projects from each country will be selected for presentation at the final conference.
- A project catalogue presenting all the projects/business ideas is created in Canva.



4. Trainers

- The trainers' team consists of lead trainers and trainers:
- The Lead Trainers of the three countries are responsible for establishing the framework of the programme at international and national level, for coordinating the work of national trainers in national and international sessions, coaching participants, and the delivery of the training material;
- Other trainers are assigned to lead specific sessions or to facilitate certain topics. They are responsible for preparing training material and coaching participants.

- Required skills and expertise/experience:
  Experience from providing entrepreneurship training and non-formal training for adults; ability to develop curricula; coaching skills; understanding the concept of simulation.
  An essential advantage of trainers is personal entrepreneurship experience.

- International workshop sessions are led by trainers representing all three countries. Each of these trainers can communicate in English and in their native language. Thus, we ensure that if there is a communication problem, we have English-Finnish-Latvian-Swedish language skills present.

5. Participants

- Seniors over 60 from Latvia, Finland, and Sweden (Central Baltic region areas), willing to develop entrepreneurship projects;

- Requirements: English language skills – satisfactory level is B1 (intermediate, low intermediate). English language skills are a prerequisite for ensuring the quality of international sessions. "Silver Entrepreneurs" is an international project that includes international joint sessions of participants;

- Participants may develop individual or collaborative entrepreneurship projects. In case of collaborative projects, participants may work in teams of two – three.

6. International (Joint) Sessions

- Before the first international joint session participants must have formulated their project ideas;

- The goal of joint sessions is the interaction and collaboration of participants from the three countries, peer learning, joint learning experience, joint work on entrepreneurship ideas;

- Each international session will be led by trainers from the three countries. Each country will conduct one session while one session will focus on the host country.

Example: International Session in Sweden

Day 1 Morning session	**Lead SWE trainer(s)**
Day 1 Afternoon session	Lead FIN trainer(s)
Day 2 Morning session	Lead LV trainers
Day 2 Afternoon session	SWE country focus
Day 3	Visiting micro-enterprises

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Welcome to Tampere!

INFO LETTER - From this letter you can find some practical information to make your stay smoother

Monday 11th of November 2024

	Arrival of participants and trainers
	Checking in at the hotels

Tuesday 12th of November 2024

0845-0900	Coffee and fruits
0900-0930	Opening session
	Welcome to Tampere by Eeva Heikkilä, Project Manager
	Opening words by Leena Mäkelä, Head of Competence Area, Business and Media
	Introducing the coaches from each country
	Icebreaking
0930-1200	LV training session: Networks
1200-1300	Lunch
1300-1545	SWE training session: Sales
1430-1445	Coffee break
1545-1600	Going through Wednesday's agenda
1630-1800	Guided city tour from TAMK, Kuntokatu 3 (by bus)

Wednesday 13th of November 2024

0900-1500	Visits to SMEs with lunch
1500-2200	Sauna evening

7. Scheduling of training

Local training sessions in partner countries – March-April, June, August-September 2024		
Participants have formulated their entrepreneurship ideas		
Joint International Session in Riga, Latvia May 2024 10 participants from SE 10 participants from FI 8-10 participants from LV	Joint International Session in Uppsala, Sweden October 2024 20 participants from LV 10 participants from FI 2-3 local participants SE	Joint International Session in Tampere, Finland November 2024 20 participants from LV 10 participants from SE 6-8 local participants FI
Local training session in partner countries – January-March 2025 ***Participants finalize and present their entrepreneurship projects***		

8. Calculation of number of participants´ hours

- Four local training sessions x min. 2 hours (min. 8 hours)
- Individual coaching (max. 8 hours per participant)
- International mobility: taking part in one international session (3 days; 24 hours + travel)
- Independent/autonomous work of participant (20-30 hours)
- Taking part in presentations/promotion of entrepreneurship projects (max. 10 hours)

Thus, for participants the programme covers about 70-80 hours.

9. Lessons learned/success factors

- The trainers responsible for facilitating the training of participants in the Silver Entrepreneurs project are hand-picked for this assignment. In order to support the participants and offer practical feedback on their individual projects, the trainers combine classic adult pedagogy with specific knowledge and skills in entrepreneurship. Several of the trainers are entrepreneurs themselves and most have experience in teaching entrepreneurship courses for adults. These skills create legitimacy and improve the learning outcomes of the participants.

- The pedagogical design of the Silver Entrepreneurs project is based on the explicit needs and wishes communicated by the participants, to ensure practical and tailored learning. To accommodate the different backgrounds, competence levels and learning styles of the participants, the trainers have put together a range of teaching and learning methods.

- The Silver Entrepreneurs project emphasizes practical learning and inspires the participants to actively work on their business ideas from the very beginning. The training allows for short presentations of the basics of starting and running a business, but in a way that supports participants in applying concepts and learning about their own ideas. This approach ensures that at the end of the project, participants are not only equipped with theoretical knowledge but have also made significant progress in realizing their business ideas.

- The programme makes use of the skills, competences and professional experiences of the participants. Examples: One participant gave an online presentation on how to create a business website with Wordpress. Another participant gave a presentation on different financing instruments available for innovators and entrepreneurs in the Uppsala region – a presentation he had given many times before in his old job as a financial advisor.

- One of the key aspects of the Silver Entrepreneurs project is its ability to foster a supportive community among participants and trainers. This network is a powerful resource that provides encouragement, feedback and contacts that can be invaluable in the entrepreneurial journey but also in enriching each participant's personal life. This entrepreneurship project is not just about individual success but about lifting others and growing together.

- The age of the participants (most are in their 60s, while some are over 70) may present some limitations traditionally seen in older people, such as challenges related to cognition, vision, hearing, memory and information processing. While these elements are present in the participant group, they are not specifically dominant. Most adult education courses see participants with various physical and cognitive disabilities, and adult educators routinely ensure an environment where people can hear well (for example, using a microphone in a conference room, repeating questions from a speaker) and see well (for example, with large fonts on screens). There seems to be little need to adopt pedagogical methods specifically adapted to the target group.