



PRO INNO EUROPE

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LEARNING PLATFORM

**Good practice Identification –
Advice for transferability
Innovation Awareness
PriManager**

February 2008



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EUROPE**

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CHAPTER I: Good practice identification

1 General description of the good practice

The good practice consists in a public (semi-public) programme organizing a business game for high school students since year 2000. The initiative is promoted and funded by the Ministry of Economic Affairs of the Baden-Wuerttemberg German federal state.

Student teams in the high schools all over the federal state can participate to the competition through their own school. The competition is divided into 3 qualification levels. The basic level is at city level. The winners of the city competition at city level will participate to the competition at regional level and finally the winners will participate to the final round at federal state level. This initiative also has the involvement of industry through their sponsorship of the event. The described programme represents an outstanding awareness raising initiative, since it directly involves students with the management of a business, taking decisions and measuring the effectiveness of their decision.

The present initiative has already been replicated at higher school levels (universities) and is soon going to be replicated in other federal states in Germany. Also, the participating industries and sponsors are showing an interest in the initiatives supporting it financially. In fact, the 2007/2008 edition of the programme will be funded almost completely through private funds.

The modalities of implementation of PriManager are the following:

- Set up of a central coordinating project team;
- Set-up and preparation of Hardware and Software;
- Production of informative material.
- Schools have to subscribe to participate;
- Teachers from each school are selected as “Mentors” and trained;
- Subscription of teams - max 2 teams from each school can participate (12th school year students);
- The business game is since this year (2007-2008) on-line;
- The game is about the management of a company over a timeframe of 15 years (simulated);
- 2 weeks before the start of the game every team receives a Manual/Handbook via email to prepare for the game.
- At the start, each team receives the start scenario and the decision form/template.
- During the game, every team send its decisions (in the decision form) via email to the central coordination.
- In any moment, the teams can ask questions via email to the coordination team or on a certain day and hour also via telephone;
- After each decision period, the results get evaluated and the new scenarios are sent to the teams.
- The first step (the QualiCup) is 4 decision periods; after that a ranking is formulated and the Mentors will receive for the teams a participation certificate. The teams which qualify for the next step will go on, for the RegionalCup and eventually to the LandesCup (federal state cup).
- For the RegionalCup and LandesCup, there might be necessary also to travel to gather all teams in one place for real-time problem solving and also results presentations (presentations and materials are evaluated and give points).
- At the end the winning team will be publicly awarded (last year the German culture minister himself participated at the prize awarding ceremony).

2 Please describe the selected good practice¹ in terms of:

2.1 Uniqueness:

Measure Name:		PriManager	
General description/rationale:			
PriManager is a business game aiming to raising the interest and knowledge about entrepreneurship among high school students in Baden-Wuerttemberg.			
Innovative characteristics as regards:			
Methodology	Organization	Function	Results
PriManager is a business game competition for high school students aiming to increase their interest in running a company. Experiences have shown that the limiting factor for the creation of a company is not technical expertise, but rather abilities and experiences related to social and methodological competence. This kind of skills cannot be taught theoretically, but need to be learned in a practical manner. In order to raise awareness of entrepreneurship among potential target groups as early as possible, PriManager was set up.	<p>The project is funded by Ifex, Initiative for Start-Ups and Business Transfer in Baden-Württemberg and project bearer is the KEIMforum e.V. The Steinbeis Transfer Center for Business Development in Pforzheim is assigned with performing the PriManager competition.</p> <p>The competition is organised on three different levels (city cup, regional cup and federal state cup), where students compete in teams and the best team continues to the next level.</p>	<p>A number of tools are used to facilitate the PriManager game.</p> <p>Website: an information platform for potential participants and teachers (mentors) as well as for sponsors.</p> <p>Software: a software that responds to the needs of high school students as users.</p> <p>Guidebook: a game guidebook for the participants and mentors.</p> <p>Training sessions for mentors: the teachers get the possibility to learn more about PriManager and business games and how to integrate them in the curriculum.</p> <p>Since the competition year 2007/2008 the first competition round of PriManager takes place on-line. The participants receive the participant manual two weeks before the QualiCup by E-Mail, in order to prepare for the competition. At the starting date the team speaker receives the starting scenario and the decision form.</p>	<p>Students have</p> <ul style="list-style-type: none"> ▪ first experiences with business questions ▪ fair competition with other school teams ▪ experience of an unusual event in the regional and federal state Cup ▪ acquaintance with universities and professors in the regional and federal state Cup <p>The project has been an outstanding success as the number of participants has increased each year and an extension to other federal states has already started. Last year 352 teams representing about 2.000 scholars participated in the competition.</p>

¹A technique or methodology that has proven to reliably lead to the result that has been aimed for; An activity or procedure that has produced outstanding results in another situation and could be adapted to improve effectiveness, efficiency, ecology, and/or innovativeness in another situation.

2.2 Relevance:

Problem	Solution that was provided
How to raise the interest and knowledge about entrepreneurship among high school students in Baden-Wuerttemberg	Development of the contest
How to encourage creative thinking and problem-solving on school students	Through the contest students have the possibility to increase their interest in running a company. The limiting factor for the creation of a company is not technical expertise, but rather abilities and experiences related to social and methodological competence. This kind of skills cannot be taught theoretically, but need to be learned in a practical manner. This initiative promotes the “learning by doing” concept

2.3 Effectiveness:

Since its beginning in 2001/2002 over 10.000 pupils participated in PriManager. The initiative is now transferred to other German Federal States.

The federal state government of Baden-Wuerttemberg decided to let this planning game competition take place in a country-wide basis from the school year 2001/2002 and onwards. Up to the school year 2006/2007 the financing was made possible publicly. This initiative was financed through Zukunftsoffensive III.

Quantitative indicators, school year 2006-2007:

- Funding - Euros 557.500
- Participants - 364 teams in 232 schools (only 12th school year students);
- Continues growth of participants since its start;

Qualitative indicators:

- Enthusiasm of participants (many participants participate again);
- Increasing involvement of industry (financially and role);
- Replication at higher educational level and in other German federal states.

2.4 User satisfaction:

User group	Primary target group (yes/no)	Feedback provided	Explanation for feedback
Highschool students	Yes	No direct feedback and official evaluation of the initiative has been carried out yet. However, the initiative has already been replicated at higher education level (Hochschule) and university level. This initiative is called PRIMECUP. It has been noted that many students which already have participated in previous editions in high school have participated again in universities.	This represents a feedback showing the involvement that such an initiative has on the user group and in this sense also the awareness raising effect.

Sponsors	No	Sponsors are willing not anymore to just contribute in prizes, but also to fund directly the initiative.	Sponsor companies and organisations see a direct revenue in sponsoring such initiatives, since they get in contact with the next entrepreneur generations and there is also the possibility to hire directly the participants to the programme for internships.
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2.5 Recognition:

The project is funded by IFEX, the initiative for business start-ups and enterprise follow-up of the Ministry of Economic Affairs Baden-Wuerttemberg, which has the goal of improving the climate for Entrepreneurship in Baden-Wuerttemberg. Additionally the initiative is supported by EXIST - A program of the Federal Ministry for education and research, PUSH! Partner net for establishments of an enterprise from Stuttgart universities, the Chamber of trade of Karlsruhe, University Pforzheim (University for organization, technology and economics) and the City of Pforzheim.

In general, the market has clearly recognized the necessity to invest in raising awareness on creativity and innovation especially in an early stage (high school students). The most evident sign of this recognition in the PriManager initiative is the involvement of industry in the programme implementation. Already from the beginning, when the federal government of Baden Wuttenberg (as the ministry of Economic Affairs) obviously recognized the need to invest in awareness raising initiatives like PriManager, also Industry has shown interest sponsoring the event (even though also in a small part). The limited involvement of industry in the first years of the programme was not due to the low interest and recognition to invest in awareness raising on creativity and innovation, but more to the concern on the initiative's success and impact. Throughout the years, participants and stakeholders of the programme have recognized its utility, in terms of student's feedback and also by evaluating the interest growing around the initiative. The final indicators of the recognition in the market necessity to invest in raising awareness on creativity and innovation are:

- The current involvement of industry as principal sponsors and funders of the initiative in Baden Wuttenberg;
- The current amplification of the initiative to different education levels (from high school to university);
- The upcoming replication of the initiative in other federal states in Germany.

2.6 Context dependency:

Since the start of the programme in year 2000, the initiative has been funded by the Ministry of Economic affairs of the federal state of Baden Wuettenberg – Wirtschaftsministerium Baden Wuettenberg. The project was funded with the funds available for the IFEX programme which is an initiative for business start-ups and entrepreneurship awareness raising.

In 7 editions (7 school years, from 2000/2001 to 2006/2007) the entire investment has been about 3 million Euros. The table below presents the main approximate figures for the preparation of the edition 2006/2007:

Initiative costs 2006/2007	
Project team	€150.000
Training	€ 17.500
Other costs	€100.000
Hardware/software	€ 45.000
Personnel costs per event	
- <i>City level</i>	€145.000
- <i>Regional level</i>	€ 80.000
- <i>Federal level</i>	€ 20.000
TOTAL	€557.500

Project team: the costs for the project team are mainly the personnel costs of the team working on the initiative organisation. The organisation of the initiatives has been carried out since year 2000 by Steinbeis-Transferzentrum für Unternehmensentwicklung.

Training: the training costs consist in the cost for training of the school teachers and tutors which will follow the students during the business game.

Other costs: this cost category comprises all costs related to the production of material as:

- communication material for the dissemination of the initiatives;
- material related to the business game as manuals and forms.

Hardware/software: equipment and software costs related to the business game (web servers, software, web portal creation and maintenance etc...).

Personnel costs per event: this cost category is subdivided for the different level of the competition and represents the personnel costs of the teachers and tutors in the various schools for the organization and management of the competitions. Obviously, the city level has the highest costs, since it involves the highest number of schools and teams, while in the following levels there has been already a selection and it is restricted to the teams winning the previous competitions.

Specific characteristic /circumstance at hand	Solution that has been offered from within the action/tool	Explanation of the effectiveness of the provided solution
Competition Prizes	There are no costs for prizes since the prizes are offered by sponsors. Each competition level has prizes for participants and of course for the winners. Prizes go from free subscriptions to newspapers (all participants) and other objects of a value around 70 to 150 Euros. The winners of the Federal state competition win a Mountain bike of the value of 2.000 Euros.	
Future funding	Starting from the 2007/2008 edition, the PRIMANAGEMENT CUP will be completely funded by private sponsors. Steinbeis-Transferzentrum für Unternehmensentwicklung has been nominated by the Ministry of Economic Affairs to manage and carry on the programme with private sponsors. The ministry will still patronize and contribute partially to the initiative, principally to pay the project team, however specific amounts still need to be defined.	

2.7 Replication:

The most important outcomes from the implementation of PriManager are still to be evaluated, since they are the long term expected outcomes. The expected outcomes are increased awareness on creativity and innovation of the future working class as entrepreneurs, managers and professionals, who will be more ready to face competition and critical decisions. Such impact can be measured in a time frame of about 15 to 20 years, when the high school students, who participated to the PriManager initiative will have made a more aware decision about their future after high school (university studies or immediate entry of the business world), will have completed their university career and will have finally entered their professional career. Only after 5 to 10 years of working experience, the results of a more aware and ready future manager generation will have a substantial impact and can be measured on society, economy and innovation system.

The major short term and immediate outcomes achieved by PriManager are:

- Wide territorial participation (232 high schools out of a total of about 392)
- Acceptance and positive feedback by participants (students);
- Recognition and participation of industry;
- Self sustainability (financially);
- Transfer in the rest of Germany as a best practice;

The effect/impact on the long term can be resumed as follows:

Principal impact:

- Future working generation more aware on creativity and innovation;
- Future manager/entrepreneurs/professionals more ready for competition and critical decision making;
- More competitive economy;

Secondary impact:

- More awareness raising oriented education system;
- Participation of industry in education;

It is difficult to clearly identify “the” success factors of the PriManager initiative. On the contrary, there are several factors that together have contributed to the success of the programme:

- **Collaboration between public and private sector:** the public sector has taken the initiative to start the programme, however private industry was involved right from the beginning even if in a limited role. The public funding has enabled the reduction of risk concerning the success of the initiative, functioning as a demonstration to future private investors.
- **High school students as primary target:** more and more is the “theoretical” education reduced in order to benefit learning in real practices (reduced years of school and university degrees and introduction of practices and stages in industry). High school students are about to face the choice of their post school life in terms entering an academic path or entering the professional world. Raising awareness in this stage is fundamental for a more prepared choice.
- **Contact between industry and future generations:** generally, young people have a first contact with the industry only after their university education. As stated above, enabling a first contact between high school students and industry, increases mutual awareness before youngsters make the decision of what university branch to choose or which working sector to enter. On the other hand it gives the possibility to industry to already get in contact with younger people and better intervene on their formation according to the market needs.
- **Competition:** the award and prize system educates and raises awareness about competition. Competition is the basic rule of today’s economy and enhances creativity and motivation. The

- **Decentralized organization:** the organization of such an initiative in a decentralized way enabled the widest possible reach and effectiveness. Schools and teachers are the closest to students and are the most appropriate to educate and tutor them. A decentralized organization has no critical nodes and even if for example one school or one city does not participate the competition still goes on in the rest of the federal state. The support on local schools enables also the reduction of costs in terms of infrastructure and personnel throughout the years.

Overall, the tendency is to broaden and widen the application of such experience:

- Geographically – to replicate PriManager in other German federal states;
- Education levels – to continue business game COMPETITIONS also at university level.

Many students participating at high school level have participated also at university level again, showing appreciation for the initiative.

Industry is investing financially in the initiative sponsoring and funding it directly.

At policy/governmental level the initiative has been judged as successful and deserving further development, replication and financing.

The judgment/advice is quite simple:

- Awareness raising initiatives should address young people/students;
- Train them with practical exercises to take decisions and compete;
- Involve industry;
- Invest now to expect results on the medium and long term.

The programme is already beginning to be transferred to other German states/regions (this is fundamental since it must be stressed that the education is a competency of the states in Germany). Additionally since the initiative is supported by EXIST - A program of the Federal Ministry for education and research, this could lead to even further development.

This competition can be adapted in countries/ regions where the similar action does not exist. The rules are simple and the scale and type of awards can be changed (or widened) – this depends on project budgets.

CHAPTER II: Advice for transferability

3 Introduction to the proposed action

3.1 What are the main actions to be promoted to meet the objective?

Without education as a core policy, innovation will remain unsupported. It must promote talent and creativity from an early stage. Improving education (particularly to create interest and excitement in science and technology) and high level of training is essential to keep Europe's human capital (researchers, engineers and other employees) up to date with the skills and knowledge necessary for innovation. Thus, the aim is to facilitate exploration of experiences and attitudes towards creativity, promote new constellations of collaboration and enhance innovation within and across education, scientific fields, business sectors, public sectors and virtual communities.

Three complementary approaches are proposed to exploit maximum potential from Europe's innovation potential. In broad outline these approaches are:

- the creation of a European wide electronic portal which will capture and stimulate innovation among the different groups illustrated before;
- the creation of synergies between existing initiatives (awards and contests);
- the promotion of real life events already existing or under development.

3.2 What is the problem for which the cited measure is trying to provide an answer?

In general:

- Low level of awareness and involvement of EU citizens in creativity and innovation;
- Innovation is a complex and multidimensional matter in raising awareness;
- Failure to recognise the importance of social innovation;
- Failure to recognise the importance of capturing all innovative activity, especially from non-traditional sources;
- Innovation requires more examples of approachable mentors and support for innovation;
- EU citizens do not debate on innovation;

PriManager tries to provide an answer to:

- The low level of interest and knowledge about entrepreneurship among high school students in Baden-Wurtemberg;
- How to encourage school students in creative thinking and problem-solving.

3.3 What is the general status of the recognition in the market of the necessity to invest in the proposed policy theme?

We can't find what the general status of the recognition of raising the awareness and the fully exploitation of Europe's potential to innovate is. The feasibility study shows us that there are already some initiatives around this policy theme.

3.4 How is the main policy theme communicated in the market/which guidance material is already available?

The existing material, suitable for further developments and customizations, can be grouped in two main categories:

1) Existing guidance materials and methodologies developed over time that could provide a framework, i.e. a model or template, to prepare tools such as guidelines, training materials.

Nonetheless, a better approach for innovation is to focus on individuals and how they can transfer their expertise from one domain to another to achieve innovation. Combined with the concept of ‘learning by practice’- that is people learning about innovation via the practice of others – (on-line) networking is more likely to be effective than the best guidance materials.

2) The existing initiatives can be grouped in the context of the potential innovation communities in four major strands:

- School Students and Youth;
- Higher and Further Education;
- Small and Medium Sized Enterprises;
- Social and Community Innovation activities - Research and Development sector.

3.5 What is the expected outcome of the proposed actions?

The following points could come out:

- Information about ongoing activities: Our proposal gives a structure to diverse parallel activities and provides them concrete information about the activities that exist in their region. Additionally, with the events they have the possibility to participate and thus learn the practicalities of innovation and creativity in action.
- Increase participation in the innovation activities: It is more than evident that the new generations are investing their time even more in social collaboration tools and in creative activities like for example preparing videos with their mobiles or with their PCs which they then share with their friends via collaborative tools, or by uploading them in the web e.g. in YouTube. Yet this does not mean that we should not enforce events and physical activities.
- Promotion of creativity and the entrepreneurial spirit: The innovation portal could lead together with the real-life physical events that creativity and entrepreneurship are promoted even more and in collaboration with competitions and awards that the entrepreneurial spirit (especially if some sort of incentives e.g. prizes are provided for this) is fostered.
- Synergies: As many of the existing initiatives are comparable, synergies could be achieved by networking these activities via the online platform and to generate an incentive to engage in innovative projects via the creation of a related pan-European innovation initiative.

4 The innovation policy measure and its context

4.1 National and regional governance: please provide a description of the modalities of implementation of the proposed actions. Examples of elements to be taken into account are the role of the institute, the nature and characteristics of that institute that are important for a successful implementation of the good practice.

Since the start of the programme in 2000, the initiative has been funded by the Ministry of Economic affairs of the federal state of Baden Wurttemberg – Wirtschaftsministerium Baden Wurttemberg. The project was funded with the funds available for the IFEX programme which is an initiative for business start-ups and entrepreneurship awareness raising.

Description of the modalities of implementation:

- Set up of a central coordinating project team;
- Set-up and preparation of Hardware and Software;
- Production of informative material;

- Schools have to subscribe to participate;
- Teachers from each school are selected as “Mentors” and trained;
- Subscription of teams - max 2 teams from each school can participate (12th school year students);
- The business game is since this year (2007-2008) on-line;
- The game is about the management of a company over a timeframe of 15 years (simulated);
- 2 weeks before the start of the game every team receives a Manual/Handbook via email to prepare for the game;
- At the start, each team receives the start scenario and the decision form/template;
- During the game, every team send its decisions (in the decision form) via email to the central coordination;
- In any moment, the teams can ask questions via email to the coordination team or on a certain day and hour also via telephone;
- After each decision period, the results get evaluated and the new scenarios are sent to the teams;
- The first step (the QualiCup) is 4 decision periods; after that a ranking is formulated and the Mentors will receive for the teams a participation certificate. The teams which qualify for the next step will go on, for the RegionalCup and eventually to the LandesCup (federal state cup);
- For the RegionalCup and LandesCup, there might be necessary also to travel to gather all teams in one place for real-time problem solving and also results presentations (presentations and materials are evaluated and give points);
- At the end the winning team will be publicly awarded (last year the German culture minister himself participated at the prize awarding ceremony);

4.2 National and regional economic structure of the region where the practice has been developed. We are looking for the main factors for success for implementing the suggested measure.

The practice PriManager has his origin in the region Baden-Wurttemberg in Germany. The education is a competency of the states in Germany. Baden-Wurttemberg has a strong economy. 75% of the working population works in the SME. SMEs are thus an important engine for growth and progress.

There are several factors that together have contributed to the success of the programme:

- **Collaboration between public and private sector:** the public sector has taken the initiative to start the programme; however private industry was involved right from the beginning even if in a limited role. The public funding has enabled the reduction of risk concerning the success of the initiative, functioning as a demonstration to future private investors.
- **High school students as primary target:** more and more is the “theoretical” education reduced in order to benefit learning in real practices (reduced years of school and university degrees and introduction of practices and stages in industry). High school students are about to face the choice of their post school life in terms entering an academic path or entering the professional world. Raising awareness in this stage is fundamental for a more prepared choice.
- **Contact between industry and future generations:** generally, before young people have a first contact with industry is only after their university education. As stated above, enabling a first contact between high school students and industry, increases mutual awareness before youngsters make the decision of what university branch to choose or in which working sector to enter. On the other hand it gives the possibility to industry to already get in contact with younger people and better intervene on their formation according to the market needs.
- **Competition:** the award and prize system educates and raises awareness about competition. Competition is the basic rule of today’s economy and enhances creativity and motivation. The competition is a critical factor which needs to be preserved on different levels in terms of (i) right difficulty of the business game, (ii) secrecy (no cheating, which would eliminate motivation and interest to the game), (iii) right prize structure and recognition for the winners.

- **Decentralized organization:** the organization of such initiative in a decentralized way enabled the widest possible reach and effectiveness. Schools and teachers are the closest to students and are the most appropriate to educate and tutor them. A decentralized organization has no critical nodes and even if for example one school or one city does not participate the competition still goes on in the rest of the federal state. The support on local schools enables also the reduction of costs in terms of infrastructure and personnel throughout the years.

The competition can easily be adapted into the regions/countries where a similar action does not exist. The rules are simple. Scale and type of awards can be changed or widened – this depends on the project budgets.

4.3 The policy measure itself: what was it all about? Who were the actors involved, what actions have been undertaken and which result and impact has been achieved?

The good practice consists in a public (semi-public) programme organizing a business game for high school students since year 2000. The initiative is promoted and funded by the Ministry of Economic Affairs of the Baden-Wurttemberg German federal state.

Experiences have shown that the limiting factor for the creation of a company is not technical expertise, but rather abilities and experiences related to social and methodological competence. This kind of skills cannot be taught theoretically, but need to be learned in a practical manner. In order to raise awareness of entrepreneurship among potential target groups as early as possible, PriManager was set up.

Student teams in the high schools all over the federal state can participate to the competition through their own school. The competition is organised on three different levels (city cup, regional cup and federal state cup), where students compete in teams and the best team continues to the next level. This initiative also has the involvement of **industry** through their sponsorship of the event. The described programme represents an outstanding awareness raising initiative, since it directly involves students with the management of a business, taking decisions and measuring the effectiveness of their decision.

Because of PriManager, students have first experiences with business questions, fair competition with other school teams, experience of an unusual event in the regional and federal state cup, acquaintance with universities and professors in the regional and federal state cup.

The present initiative has already been replicated at higher school levels (universities) and is soon going to be replicated in other federal states in Germany. Also, the participating industries and sponsors are showing an interest in the initiatives supporting it financially. In fact, the 2007/2008 edition of the programme will be funded almost completely through private funds.

5 The adaptability and transferability of the proposal

5.1 Why is it worthwhile to invest in the proposed action/tool? Did the feasibility study and good practice identification demonstrate substantial added value?

Without education as a core policy, innovation will remain unsupported. It must promote talent and creativity from an early stage. Improving education (particularly to create interest and excitement in science and technology) and high level of training is essential to keep Europe's human capital (researchers, engineers and other employees) up to date with the skills and knowledge necessary for innovation.

With a business game like PriManager you raise the awareness of entrepreneurship among potential target groups as early as possible. The limiting factor for the creation of a company is not technical expertise, but rather abilities and experiences related to social and methodological competence. This cannot be taught theoretically, but needs to be learned in a practical manner. And this is what PriManager does.

5.2 If there is to be decided to invest in the proposed action/tool, what are the main factors to pay specific attention to?

- Schools must be involved in the set-up and the implementation.
- Necessity of sponsors for the business game.
- It will be good that there is a collaboration between the public and the private sector.
- The organisation must be decentralised because it enables the widest possible reach and effectiveness.

5.3 What is the expected impact of implementing the proposed action/tool?

Participation in the business game PriManager gives high school students a first experience with business questions and competition. It will increase their interest in running a company and the first experience will make it 'easier' to succeed in the establishment of a successful company. They know better what is necessary to have and create a successful company; they know better how to react on things they will face in the creation and the running of a company.

The most important outcomes from the implementation of PriManager are still to be evaluated, since they are the long term expected outcomes. These are the increased awareness on creativity and innovation of the future working class as entrepreneurs, managers and professionals, who will be more ready to face competition and critical decisions. Such impact can be measured in a time frame of about 15 to 20 years, when the high school students, who participated to the PriManager initiative will have made a more aware decision about their future after high school (university studies or immediate entry of the business world), will have completed their university career and will have finally entered their professional career. Only after 5 to 10 years of working experience, the results of a more aware and ready future manager generation will impact and can be measured on society, economy and innovation system.

The major short term and immediate outcomes achieved by PriManager are:

- Wide territorial participation (232 high schools out of a total of about 392)
- Acceptance and positive feedback by participants (students);
- Recognition and participation of industry;
- Self sustainability (financially);
- Transfer in the rest of Germany as a best practice;

5.4 Based on the insights gained in the feasibility studies and good practice identification, what is the judgement/advice on the support that already has been created by stakeholders?

- Overall, the tendency is to broaden and widen the application of such experience:

- Geographically – to replicate PriManager in other German federal states;
- Education levels – to continue business game COMPETITIONS also at university level.

- Many students participating at high school level have participated also at university level again, showing appreciation for the initiative.

- Industry is investing financially in the initiative sponsoring and funding it directly.
- At policy/governmental level the initiative has been judged as successful and deserving further development, replication and financing.
- The judgment/advice is quite simple:
 - Awareness raising initiatives should address young people/students;
 - Train them with practical exercises to take decisions and compete;
 - Involve industry;
 - Invest now to expect results on the medium and long term.

5.5 What is the advice on how to disseminate the action/tool?

PriManager is a promising initiative and adds social and methodological competencies that are quite hard to teach theoretically. Another positive characteristic is that students are confronted with real life businesslike situations.

For replicating this programme, it is necessary that all critical factors for success are paid attention to (see 4.2). Another challenge will be to tailorize the management game to the specificities of the region in which it will be implemented (e.g. specific rules and structure of the education system of that region).

One remark: although the latter mentioned business game is promising, there are a multitude of business games that are used within high school education systems. The above cited successful seems to be a combination of the software system and the way in which it is implemented (again see 4.2).