

Flowchart administrative & legal requirements in working on entrepreneur hubs with at-risk NEET young people from within schools¹

1. Foreword

This framework provides an overview of possible legal and organizational barriers and requirements for implementing SPEED-You-UP. As such, this framework may be of service to educational professionals, social actors, and youngsters who wish participate in SPEED-You-UP but, nevertheless, feel left in the dark with regard to the administrative and legal side of the project. In order to make this document easy to read, we have divided these barriers and requirements into three categories which also reflect the three main phases of the project:

“**BEFORE**” implementation. This includes a list of requirements and barriers that need to be taken into account by educational professionals and social actors considering to start SPEED-You-UP, or preparing for implementation. As such, this category will mainly be of service to educational professionals and social actors.

“**DURING**” implementation. Here is a list of requirements and concerns relevant to the actual implementation of trainings, sessions, working on pop-ups. As such, this category will mainly be of service to youngsters.

“**AFTER**” implementation. In this part, some topics and concerns are listed that are relevant to youngsters that have finished their pop-up and either wish to close down or move through to an actual business. As such, this category is of service to professionals and social actors as well as to youngsters.

In each phase, important elements have been identified. For each of these elements we have formulated key questions and suggested approaches to tackle the issues that are raised by these questions. Where possible, we have included links to additional information or other relevant documents.

We hope that this framework may help educational professionals, social actors and youngsters to implement and participate SPEED-You-UP without a hitch!

¹ This document is the tangible expression of deliverable 1.1.6 of the SPEED-YOU-UP project (i.e., a “flowchart to identify and meet legal and administrative requirements”). In the approved application form, the deliverable was described as follows: *LP and PP13 will design a flowchart on the legal and administrative requirements that need to be met in each region. This will include requirements regarding insurance, liability, VAT, a bank account solution as well as requirements related to expected results in the school curriculum. Not only will the requirements be more visible, it will also show the recommended steps for entrepreneur hubs in schools to be compliant.* The document was finalized on July 8th, 2020.

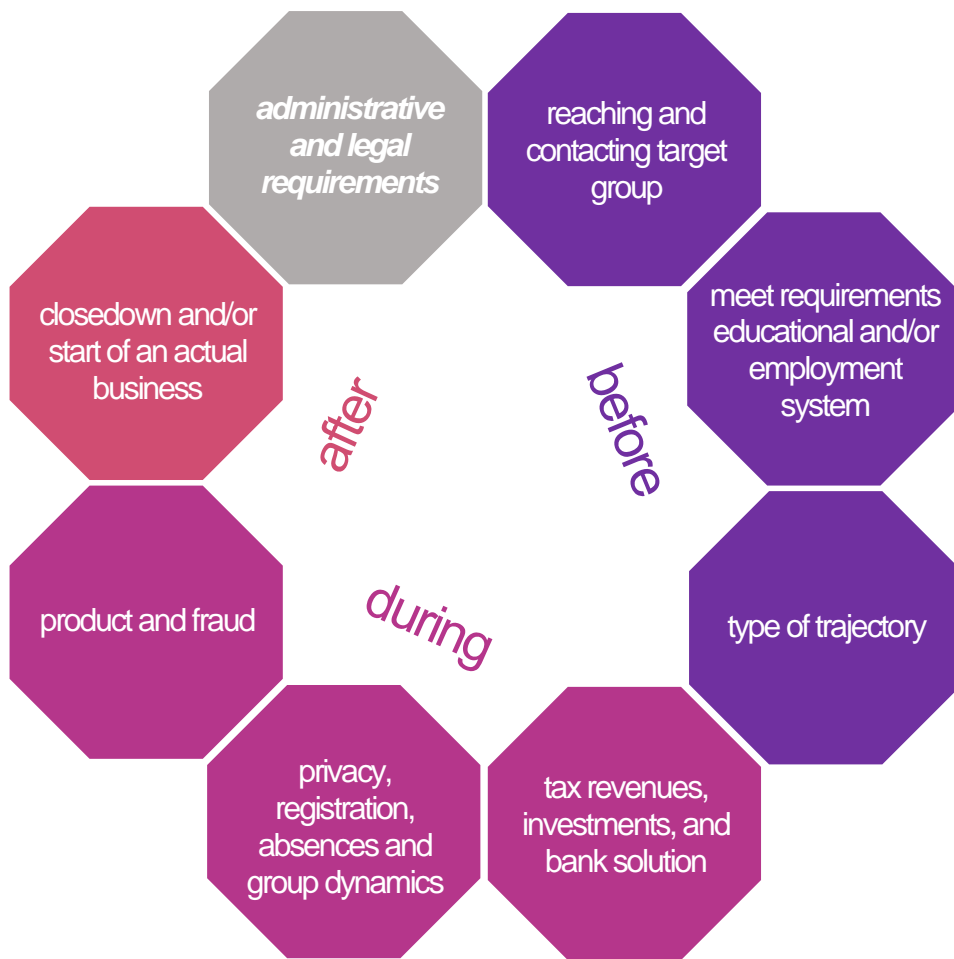


Figure 1. Administrative and legal requirements within SPEED-You-UP divided into three categories.

1 Reaching and contacting target group

How can you reach youngsters that are “off the radar”?

- ▶ Avoid SPEED-You-UP to be “the thing you have to do when you are a difficult pupil”, make it attractive and optional.
- ▶ Provide alternative trajectories (that probably already exist).
- ▶ Work with existing groups/classes of students rather than picking the “difficult” pupils from different groups.
- ▶ Invest in marketing and promotion activities.
- ▶ Involve the students in setting up the project in their school.
- ▶ Provide teasers and introductory activities to engage students after which they can decide if they want to participate or not.

- ▶ Work with the Special Educational Needs (SEN) teams in schools².
- ▶ The project will produce a detailed [Privacy Notice](#) for the youngsters within the project. This will outline exactly what happens to the young person's data, the legal basis under which this data is processed, etc. It should be clear in order for youngsters to understand their rights. These include the right (i) to access their personal data, (ii) request rectification, (iii) object to processing, and (iv) have their personal data erased. The age at which a child can give their own consent under the GDPR, is 16 years. However, in the UK only, that age limit has been lowered to 13 years by the Data Protection Act 2018. Schools will have rigorous GDPR policies also.

2 Meet requirements educational and/or employment system

How can you make sure that youngsters in the SYU trajectory comply with educational requirements?

- ▶ We provide a [list with competencies](#) that youngsters develop while participating in the project (per module). It is up to the project partners in each region to see how these competencies match with the requirements of the educational system (i.e., the educational standards; *in Vlaanderen: eindtermen en ontwikkelingsdoelen*). An alternative is to hand this list to the schools so they can work with it. Project partners can in that case support schools to translate the competencies to the specific educational requirements.
- ▶ We provide a **roadmap for teachers and students** to make clear what the SYU trajectory entails. Based on this roadmap and different types of trajectories suggested in it (e.g. working on SYU continuously or on fixed days each week, more intensely during a specific period or throughout the whole year) schools can estimate which changes they need to make to their school charter.
- ▶ In terms of **evaluation**, it is key to discuss this openly with students. We advise to work with continuous and process evaluation as much as possible, perhaps supplemented with a system of peer feedback. For instance, the assignments that are part of SPEED-You-UP can be regarded as coursework. Let students participate in discussions on how to handle peers not showing up (i.e., absenteeism), not contributing and/or failing to attend meetings.

² In the UK, when students start in secondary school, they are likely to be put into sets or streams according to their academic ability. Setting is where students are grouped by ability in a specific subject. So a child who's a high achiever in English but poor at maths might be put in the top set for English lessons, and the lowest set for maths. With streaming, students are assessed for their general academic ability, and put into classes accordingly. That class stays together for all subjects. For example, children might be tested at the beginning of Year 7 (first year of secondary school), and the highest achieving 30 pupils put into the top stream. Students at risk of becoming NEETS will be more likely to be in the lowest sets and the lowest stream. These classes may have a higher percentage of students with Special Education Needs (such as emotional and behavioural difficulties).

3 Type of trajectory

How do you decide on the type of trajectory for the at-risk NEET youngsters in schools?

Differences between the educational systems in the four countries will determine what types of trajectories are possible (e.g., whether their participation will be a part of their internship, regular curriculum, workplace learning, etc.).



This [document](#) below sets out the statutory responsibilities in the UK for the participation of young people in education, training, or employment.



Er zijn verschillende mogelijkheden om Speed-You-Up binnen het curriculum een plaats te geven. Binnen het ASO, TSO, KSO, BSO en BuSO kan dit mogelijk ter vervanging of als onderdeel van [de geïntegreerde proef \(GIP\)](#), het seminarie of de vrije ruimte, specifieke vakken (e.g. economie, handel, kantoor, etc), de stage of praktijklessen (zie [document](#)). Binnen het dBSO kan dit mogelijk ter vervanging of als onderdeel van een persoonlijk ontwikkelingstraject (POT), voortraject, brugtraject of een traject alternerend onderwijs.



4

Tax revenues, investments, and bank solution

How do you make sure you do not violate any rules on unfair competition or on the use of state funding?

- ▶ Unfair competition: There are rules that regulate the b2b behaviour. This includes regulations on how to advertise for products and price setting. For more information, consult the following websites for [Belgium](#), [the UK](#), [the Netherlands](#), and [France](#) (also 2 & 3).

Operating funds: Can you provide participants with operating funds?

- ▶ It is not allowed to provide participants directly with operating funds or the purchase of products. However, project partners are allowed to invest in the entrepreneur hubs by providing a physical (or online) space and basic equipment for the hubs.
- ▶ Youngsters can get operating funds through the provision of shares, crowdfunding initiatives and or microcredits (see e.g., <https://microstart.be/nl>).
- ▶ It is important that neither the project partners nor the youngsters make 'profit' from the resources that they receive. For instance, if a project partner provides youngsters with laptops, these should only be used in relation to the project and be returned to the hub afterwards for later use. If youngsters collected gardening material for a pop-up, this material can later be returned to the community or stay in the hub for later use.

Bank solution

Bunq bank offers to open a business bank account free of charge for companies in every region. Of course, companies are free to find their own banking solution. PP13 is in charge of organizing this.

Revenues

It is not allowed to generate income in an INTERREG 2Seas project. This means that all profit that is made in a pop-up has to return to the investors or to the hub. See INTERREG Factsheet 10 for more information.³

The contract to be consulted [here](#) is a concrete example of how these issues are taken care of by PP13. Take note, this is an example specifically for WP1 but can also be used for WP2.

³ Exception: partners under the de minimis scheme are allowed to generate income

5 Privacy, registration, absences and group dynamics

How to handle GDPR and how to balance between registering youngsters' activities on the one hand and giving them autonomy and freedom to organize themselves on the other hand?

Privacy: As this is a European project, data will be collected in different forms. It is crucial that youngsters are well informed about this (GDPR).

- ▶ Inform youngsters that there are pre- and post-measurements and what these entail. Youngsters are never obliged to take part in these measurements.
- ▶ Inform youngsters that we are obliged to register attendance during group and individual meetings.
- ▶ Inform youngsters that their personal details will be stored in a project database, which will only be used in the context of the project and will not be shared with other organisations like employment services.
- ▶ As mentioned in "reaching and contacting", a **Privacy Notice** will be provided.

Privacy bis: Similar to other activities, all schools involved in SPEED You UP should comply with GDPR laws when using a variety of data (e.g., names of participants, photo and video material) from the project for specific purposes (e.g., promotion).

Enrollment: What does it mean to enroll in the SYU trajectory? What is the 'official starting point'?

- ▶ It is recommended to work with a (moral) contract that is signed by the youngster. In addition, youngsters entering SYU will be asked to complete an online questionnaire (pre-measurement). A paper-and-pencil alternative will be provided in case taking an online questionnaire is not possible.
- ▶ Make sure it is clear for youngsters what it means to be part of the project. We recommend to list this in a document and discuss this with youngsters individually and in group and provide room for adapting requirements based on the local setting and youngsters' ideas.

Attendance: Registration and handling of absences

- ▶ Schools will have to comply with the school charter and need a formal registration. This is what legally all schools have to take.
- ▶ Additional to the school charter, we recommend to let groups make their own rules and agreements. These can be rules on what is expected in terms of (minimal) contribution and attendance. In addition, there can be flexibility in the way the SYU programme is delivered. A teacher/coach can discuss this further with students. It can be the responsibility of the group to make sure these agreements are adhered to.

Again, the contract [here](#) can be an inspiration on how groups organize themselves.

Legal structure

- ▶ A group that develops a company in the context of SYU has no formal legal structure. It can only be set after a business check at the end of the process. At that time, a group of entrepreneurs also formally leaves the project.
- ▶ We recommend to consider the legal structure from the very beginning: will it be a for profit, or a not-for-profit organization?

6 Product and fraud

What should a school and a group of youngsters pay attention to in relation to the product or service they develop? What with liability and fraud?

Products: Whereas participants are given a lot of freedom on the kind of product or service that will be developed, marketed and sold, it is clear that some restrictions should apply. More precisely, products and services falling under one or more of the following categories should be strictly prohibited:



Liability: We recommend schools to check whether they need an additional liability insurance. An additional insurance for civil liability is advisable for schools working in kitchens, gardens, or offering services to others. Of course, it is possible that the activities within SYU are already covered in the existing insurance policies of a school.

An additional liability insurance will be necessary in case that products or services are offered linked to the following categories:

- ▶ The organization of parties and events such as outings, bus trips, and similar activities.
- ▶ Home-made food and beverages.

We recommended project partners and schools to perform a thorough risk assessment for all activities, and that these have been signed off by a senior person. In the event of any insurance claim, these will be the first things the insurance company will likely ask for.

Fraud: In case of fraud, the relevant entrepreneur(s) should be denied further participation in the project and the company should file a complaint with the police.

This **contract** gives an overview of how this can be written down by schools in a formal agreement.

7 Closedown and/or start of an actual business

What are important steps to take in closing down a pop-up at the end of students' SYU trajectory?

SCENARIO A: the business closes down, the pop-up 'ends'.

When closing the business, participants should focus attention on a few aspects, namely:

- ▶ Submission of financial data to the tax authorities – this will depend on the 'legal' structure of the business that has been set up. Different legal structures have different reporting requirements, and this will also carry a cost.
- ▶ If the company has made an appeal to shareholders, these should be paid out before the closedown.
- ▶ Closedown of the bank account. Any remaining funds could be donated to a local community group or groups (e.g. charity, social enterprise etc). The decision on who would receive these funds could be made from the very outset. This should be written into the 'constitution' from the outset if this is to be the case.
- ▶ The application makes reference to a community project, so it is important to think how this community project will continue if the students don't want to continue with it after the formal aspect of the project ends. If a community project has made a physical impact in the community (i.e., a piece of land turned into a garden or veg plot) how will it be left? Can schools continue to run the project or can a new group of youngsters 'take over' and further adapt the business?

SCENARIO B: the youngsters or part of the group want to continue the pop-up.

When continuing the pop-up, the issues to consider depend on the legal structure (for-profit or non-for-profit) and on the country.



In the **UK**, not-for-profit organisations are either incorporated or unincorporated associations. An unincorporated association is the easiest to set-up – members just need to draw up a constitution and open a bank account. Many unincorporated associations primarily benefit their own members, and are therefore not considered to be charitable, and are not regulated by charity law. For an unincorporated organisation to be a **charity** it must have charitable aims and be run for the public benefit. If a group is not **charitable**, there is no need to register with, or report to, anyone. If the group is charitable, it will need to register with the **Charity Commission** if the annual income is over £5,000 per year. An unincorporated association is not **incorporated**, so it cannot enter into contracts or own property in its own right. This **document** provide excellent guidance from a UK perspective. Setting up a company, such as a company limited by guarantee will have additional costs as it is advisable to get legal advice/support when putting together the application for to Companies House.

In France, there are specific guideline from Pôle Emploi to create an entreprise. These can be found [here](#). Furthermore, a CAPE (Contrat d'Appui au Projet d'Entreprise) can be set up if someone wants to create their own business. In this case, the entrepreneur(s) can: benefit from a preparation programme for creating or taking over a business and for managing an economic activity; maintain previous status and social income; benefit from social security cover and protection in the event of an accident at work or occupational disease. More information on CAPE can be found [here](#).



In the Netherlands, there are different types of companies that can be set up by the young people concerned. This means that there are several options to choose from, all of which can be found [here](#) on the page of the Chamber of Commerce in the Netherlands. When examining these different legal forms, it is possible to choose what best suits the company and of course contact the Chamber of Commerce for any assistance or question. Note, for example, that setting up a BV is less simple than a foundation. There is also more information on how to actually start the company with different legal forms via [this link](#).



- **In BELGIUM**



Youngsters should be free to continue their company beyond the program under their own control. Nevertheless, it is recommended to draft a constitutional document listing both the participants that will continue managing the company and the ones that will be distancing themselves from the company. Moreover, this document should clearly state whether (and, if so, how and to what extent) the participants distancing themselves from the company will be compensated for the intellectual property. This document should also describe the process for changing of roles (i.e., if some people leave, and some remain). In fact, we recommend to draft this constitutional document from the outset: this can be heavy stuff but at the same time it will make participants realise that they are working on what might become an actual business, this might motivate students.

The youngsters are signposted to services that can help them to really start their business.



In the **UK**, Government recommended schemes to help with business start up can be found [here](#). More specific ones for the SW England can be found [here](#).

In France, Pole emploi can help you do training and internship. **BGE**, is made to help young entrepreneurs create their business with networks and workshops. The program CLAP (lead by Mission Local) or **Moovje** can also be very helpful. For Lille and around see **LA ruche d'entreprise**. Other interesting resources on how to start a business in France can be found [here](#).



Various banks in the Netherlands give young people the opportunity to receive advice and help with setting up their own companies (think of Rabobank, ING and ABN AMRO). Rabobank is mainly active, also via this [website](#) in which they place extra emphasis on all kinds of subsidy options where young people can make use of. In addition, the Chamber of Commerce in the Netherlands once again offers young people the opportunity to assist young people between 16 and 18 years old with starting up their businesses through [this](#) so-called step-by-step plan. Finally, the Small and Medium-sized Business Helpdesk offers free help to young entrepreneurs [online](#).

In Flanders, there are many possibilities for 'startersbegeleiding' e.g., VITO (cleantech en duurzame ontwikkelingen, focus innovatieve projecten), Start it @ KBC, Xerius, Bioscape (biotech), Innovation Boosting, BizIdee, START! (spin off van Starterslabo), Blikopener (samenwerking van alle hogescholen-onderzoekers die starters begeleiden), Go4Business (spin off van Unizo), Syntra West (opleidingsplan "hoe succesvol ondernemen"), Bryo (spin off van VOKA), Havencoop (specifiek voor 18 - 30 jarigen ism Jeugdhuis De Korre voor Oostende, maar is over gans Vlaanderen), Boost2Succes, Liantis, Microstart, AZO, Unizo, SBB, Actera, Partena, Starterslabo. Vanuit **VDAB**: Springplank). Other interesting resources on how to start a business in Flanders can be found [here](#).



A document will be provided by the Lead Partner to take care of potential trouble with (second level) state aid. All groups or youngsters starting an actual business following participation in SPEED YOU UP will be required to sign this document.

Attachment I: Privacy Notice⁴

Why a privacy notice?

The GDPR (General Data Protection Regulation) gives individuals more control over how their personal data is used. If your school processes personal data, the Regulation requires you to provide data subjects with certain information. This typically takes the form of a data privacy statement or privacy notice.

If you are working with minors, the youngster and parents must sign a written informed consent that informs them on their rights.

What is a privacy notice?

It is a document that explains to individuals using the services or the offer of an organization on how their data are processed. This avoids confusion about the way personal data are used and installs a certain level of trust between the organization and the individual users. Furthermore, and even more important, it ensures that all users are aware of their rights in relation to privacy and data protection and it gives them control over the way in which their data are collected, stored and used.

You can use this privacy notice as a template for your own organization (i.e., school). Make sure you include all elements below! You have to be clear on:

1. Contact details (of your school).
2. The types of personal data you process.
3. Lawful basis for processing personal data.
4. How you process personal data.
5. How long you'll be keeping their data.
6. Data subject rights.

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Proposed content for privacy notice

1. Contact details

Name of school:

Address of school:

Email address contact person:

Telephone number contact person:

If you have a Data Protection Officer, please include his or her contact details as well.

2. The types of personal data you process

List all the personal data you process in the course of SPEED You UP. Make sure you make a distinction between data that you keep track of for your own organization/annual reports/... and the data that you collect for SPEED You UP. This form should only pertain to the data collected for SPEED You UP (i.e., personal data and questionnaire data).

Personal data:

- ▶ Name
- ▶ Postal Address
- ▶ Email address
- ▶ Telephone Number
- ▶ Nationality

In addition, we keep track of:

- ▶ Activities and appointments attended/contact moments

Questionnaire data:

We will ask all youngsters and staff involved in the project to complete an online questionnaire both at the start and the end of the programme.

For *youngsters*, this questionnaire will include questions regarding their:

- ▶ Entrepreneurial skills
- ▶ Motivation
- ▶ Self-esteem
- ▶ Employment situation and ambitions
- ▶ Experiences in education
- ▶ Experiences with professional support
- ▶ Social network

For *staff*, this questionnaire will include questions on their:

- ▶ Confidence in working with youngsters
- ▶ Confidence and skills in working on entrepreneurial skills
- ▶ Attitudes and beliefs towards youngsters and working in entrepreneur hubs

These data are not collected anonymously, but they are stored and processed anonymously. This is explained in point four (how the data are processed). After completion of the questionnaire, youngsters and staff will be able to ask a personal copy of their results.

3. Basis for processing personal data

Personal data are processed only after an individual gave a written informed consent. This means that individuals are aware of the fact that their data are collected, stored and processed and are aware of their rights. Given an informed consent is a legal basis for processing personal data under EU GDPR.

4. How personal data are being processed

There are *two main types of data* in SPEED You UP.

First, there are the *personal data* that you keep track of as a school. These must be stored in an excel file on a secured server. Describe who has access to these data in your school. SPEED You UP is an international project. Twice a year, these data are collected from all participating schools and transferred to the university who will analyze them. Before this is done, all identifiable characteristics are removed. This means that the people outside of your school will never get to see names, email addresses, postal addresses or telephone numbers. If this would be required for whatever reason, individuals have to give their written permission to transfer their personal data. You can formulate this as such:

“[Name school] will not pass your personal data to other parties without obtaining your informed consent.”

University of Bournemouth (in England) and Artevelde University of Applied Sciences (in Belgium) will process and analyze the data that have been collected by [Name school] but only after your personal data have been removed. The data will be processed and analysed anonymously and will be treated confidentially.

Second, there are the *questionnaire data* that are collected online. When an individual completes the questionnaire, the data are entered into a database. In the database, the personal details (name, address, telephone number) are linked to a code. This code is then saved, together with the answers on all the other questions in a separate database. This means that there is one file storing the personal data of an individual, linked with a code and another database where the code is linked to the other data. The persons with access to the sensitive data (e.g. on self-esteem) do not have access to the personal data. This means they cannot identify who is ‘behind’ the data. Everyone who completes an online questionnaire in the context of SPEED You UP, can ask for a personal copy of their results.

5. How long data will be stored

Your data will be stored only for processing and analysis in the context of SPEED You UP. The project will end on March 2023. After that, all personal data will be removed from the database. The central database, managed by the universities, will not be removed but will not contain any personal data such as name, address, telephone number, email. It will only contain data that do not allow anyone to identify the persons behind the data.

6. Your rights as an individual

GDPR gives individuals eight different rights.

It is crucial that you inform everyone for whom you store personal data on their rights. You could do this as follows.

As an individual, you have the:

- ▶ Right to be informed. This means that you are aware of the data we collected, how we will use, process and store your data and whether and how we will share them with third parties.

- ▶ Right of access. You can, at any moment in time, ask for a copy of the data that we keep. If you want to know which data we hold on you, please contact: [add contact details]
- ▶ Right of rectification. You can ask to rectify, change or add information to the data that we hold on you.
- ▶ Right to be forgotten. You can ask us to erase any data that we hold on you.
- ▶ Right of portability. You can ask to transfer the data that we hold on you to another organization.
- ▶ Right to restrict processing. You can ask to put limits on the way we store or process data on you. For instance, you can ask that we only store data on your attendance in activities, but do not process any further data.
- ▶ Right to object. You can object to certain types of data processing, such as the transfer of your data to another organization. Keep in mind that we will always inform you if we do transfer your data to another organization.
- ▶ Rights related to automated decision-making including profiling. You can ask organizations to provide a copy of its automated processing activities if you believed the processing occurs in an unlawful manner.

How can you exercise these rights? By discussing these with your key person in the school, by contacting the main contact person (details listed above) or by the Data Protection Officer (if there is one).

For general questions regarding data collection, storage and processing on an international level, you can contact the universities involved. The person you can contact is:

An Raes (Artevelde University of Applied Sciences): an.raes@arteveldehs.be

Important, in case you collect pictures, audio material, ... that you want to publish on social media or websites, you also have to ask for written permission. In case you are working with minors, you will need permission from the youngsters and the parents.

Attachment II: Speed-You-Up and educational standards: A happy marriage.⁵

List of competencies within the Speed-You-Up project

1. Foreword

This document comprises a list of competencies that the Speed-You-Up project aims to develop within at-risk NEETs. As can be noted below, these competencies are highly related to an "entrepreneurial mindset" and range from communication skills to a persevering attitude. As such, this list may be of service to educational professionals who wish to implement the Speed-You-Up project but are, nevertheless, forced to meet local educational standards. In fact, by making the competencies within the project explicit, we hope to support teachers trying to match Speed-You-Up to local educational standards. In addition, we wish to show that the Speed-You-Up project is compatible with local educational standards and can, in fact, lead to a happy marriage!

At this point the attentive reader might wonder why this document did not list the educational standards Speed-You-Up aims to develop in the first place. The reason for this is twofold. On the one hand, educational standards are not similar for all participating class groups (this since class groups differ in age, track and region). On the other hand, Speed-You-Up also aims to be as sustainable as possible meaning that it would be unwise to refer to learning standards as these are inherently susceptible to change (e.g., in Flanders the learning standards for secondary education are currently being revised).

Please note that this document does not provide an exhaustive list of competencies that at-risk NEETs might develop throughout the Speed-You-Up project. In fact, as every process is unpredictable to some extent, Speed-You-Up will probably also engender competencies that were unforeseen. Moreover, as this list draws upon the Entrepreneurship Competence Framework (i.e., EntreComp) developed by the Joint Research Centre of the European Commission, the listed competences are mainly cross-disciplinary. Nevertheless, we hope that this list may help educational professionals to link educational standards to the Speed-You-Up project!

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LIST OF COMPETENCIES WITHIN SPEED-YOU-UP (N= 57)



Spotting opportunities

1. Identify, create and seize opportunities.
2. Focus on challenges.
3. Uncover needs.
4. Analyze the context.



Creativity

1. Be curious and open.
2. Develop ideas.
3. Define problems.
4. Design value.
5. Be innovative.



Vision

1. Imagine.
2. Think strategically.
3. Guide action.



Valuing ideas

1. Recognize the value of ideas.
2. Share and protect ideas.



Ethical and sustainable thinking

1. Behave ethically.
2. Think sustainably.
3. Assess impact.
4. Be accountable.



Self-awareness and self-efficacy

1. Follow your aspirations.
2. Identify your strengths and weaknesses.
3. Believe in your ability.
4. Shape your future.



Motivation and perseverance

1. Stay driven.
2. Be determined.
3. Focus on what keeps you motivated.
4. Be resilient.
5. Don't give up.



Mobilising resources

1. Mangle resources (material and non-material)
2. Use resources responsibly.
3. Make the most of your time.
4. Get support.



Financial and economic literacy

1. Understanding economic and financial concepts.
2. Budget.
3. Find funding.
4. Understand taxation.



Mobilising others

1. Inspire and get inspired
2. Persuade.
3. Communicate effectively.
4. Use media effectively.



Taking the initiative.

1. Take responsibility.
2. Work independently.
3. Take action.



Planning and management

1. Define goals.
2. Plan and organise.
3. Develop sustainable business plans.
4. Define priorities.
5. Monitor your progress.
6. Be flexible and adapt to changes.



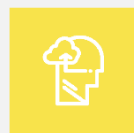
Coping with uncertainty, ambiguity and risk

1. Cope with uncertainty and ambiguity.
2. Calculate risk.
3. Manage risk.



Working with others

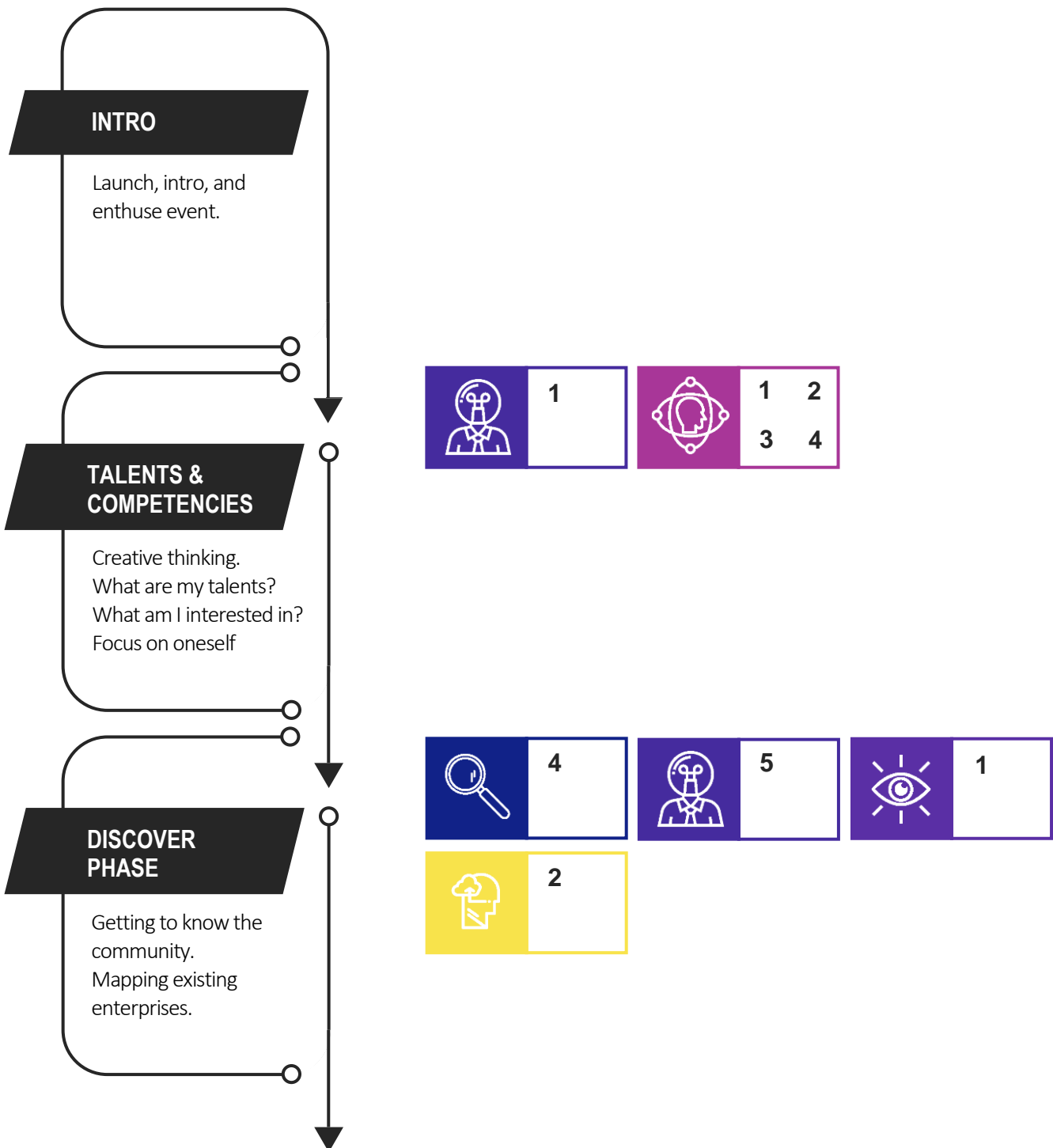
1. Accept diversity.
2. Develop emotional intelligence.
3. Listen actively.
4. Team up.
5. Work together.
6. Expand your network.



Learning through experience

1. Reflect.
2. Learn to learn.
3. Learn from experience.

COMPETENCIES LINKED TO THE MODULES WITHIN SPEED-YOU-UP



DREAM PHASE

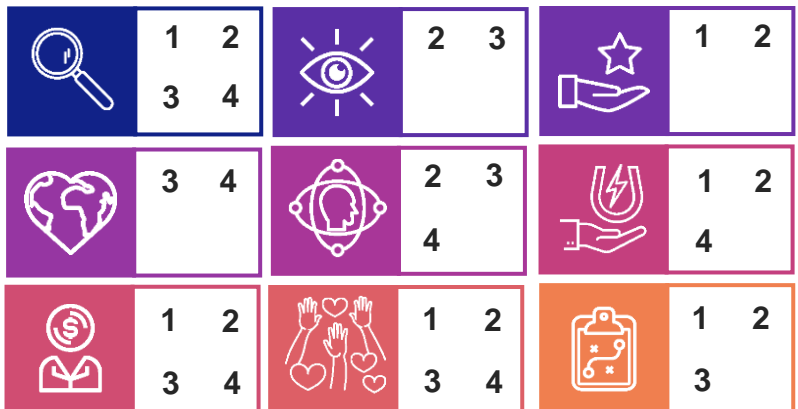
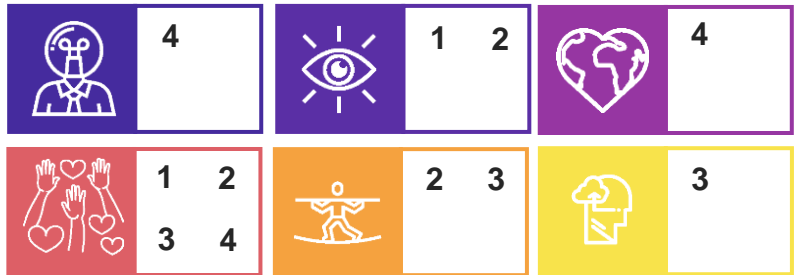
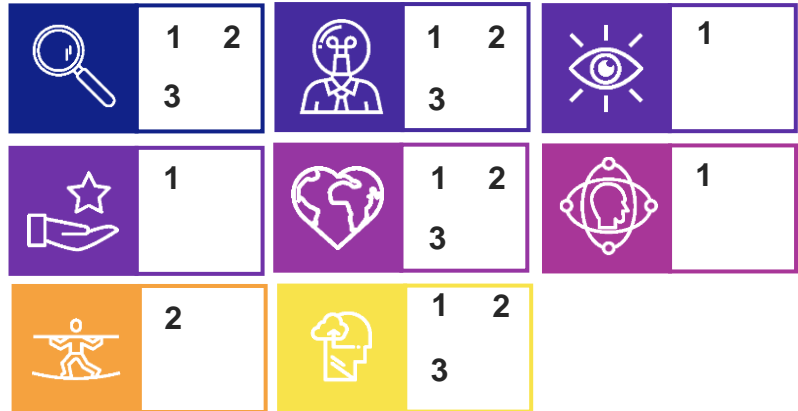
Brainstorm.
 Prototype.
 Develop the product or service.
 Test period.

PITCH PHASE

Pitch your idea.
 Present to group and get feedback.
 Share with local community.
 Feedback and promotion.

DESIGN PHASE

Simple version of BMC.
 Looking for a potential location.
 Looking for investors.
 Marketing plan.
 Financial plan.



DO PHASE

Further developing the concept.
Marketing.
Communication.
Sales.
Market analysis.

LESSONS LEARNED

Reflection on the process.

THROUGHOUT THE PROJECT



Attachment III: Contract template

0. DEFINITIONS

Company supervisor: a volunteer or professional who guides a company during the program.

Teacher contact: Partner first point of contact at a school participating in a Speed You Up program.

Coordinator (if necessary): a volunteer or professional who plays a supporting role to the regional supplier and is authorized to act and speak on their behalf in a specific region.

[NAME OF ORGANISATION]

[ADDRESS]

[OTHER RELEVANT INFORMATION]

Example from PP13:

[NAME ORGANISATION]: *the organization Stichting [NAME ORGANISATION], with Chamber of Commerce (KvK) number 56817312 and located at Johan Huizingalaan 763 A, 1066 VH, Amsterdam.*

Entrepreneurs: students who participate in the program and thus are part of a company.

SPEED-You-UP: the program. This term is used for the program in and out of secondary schools.

1. THE ENTREPRENEURS

1.1. The entrepreneurs are the founders and participants of the companies. The entrepreneurs are obligated to take an active part (with the exception of certain special circumstances) in the program, from the founding until the completion of the company.

1.2. During one of the initial meetings, the minimum number of working hours per week per entrepreneurial student will be determined and planned out. This agreement will be noted and documented. Information about the salary can be found under article 14.

1.3. All entrepreneurs will internally decide on the company policy.

1.4. All entrepreneurs will internally decide on how the job functions will be distributed amongst team members.

1.5. By signing the registration forms entrepreneurs give [NAME ORGANISATION] the right to store their personal information in their database. The protection of privacy is important to [NAME ORGANISATION] and personal details will at all times be processed, stored and managed with respect to the [NAME COUNTRY] privacy laws and regulations.

1.6. The entrepreneurs are registered as operative within the SPEED You UP program. This entails that there is no existing form of employer/employee relationship or contract between [NAME ORGANISATION] and the company of the entrepreneurs.

2. THE COMPANY

2.1 Every company will name one entrepreneur as the designated contact person. This contact person is the point of contact for [NAME ORGANISATION], the supervisors and coordinators. This person is responsible for passing on any and all information to fellow team members (unless the information is being communicated personally to each individual team member).

2.2 [NAME ORGANISATION] will monitor the companies' progress and activity at a distance. That being said, [NAME ORGANISATION] reserves the right to intervene or take measures if necessary - even if those measures divert from what is outlined in these regulations.

2.3. The company functions as a [company/vennootschap] but does not have its own legal structure. The company must explicitly mention this on its offers and invoices.

2.4 Unlike regular companies, companies will not register themselves at the Chamber of Commerce. [NAME ORGANISATION] is/is not registered at the Chamber of Commerce and all companies are registered in the [NAME ORGANISATION] register. [NAME ORGANISATION] will function as the legal umbrella. Companies will not have their own Chamber of Commerce number but can make use of [NAME ORGANISATION]'s Chamber of Commerce number. The Chamber of Commerce number is [xxxxx].

2.5 During the program entrepreneurs can come across situations where companies inquire about proof of registration at the Chamber of Commerce or ask to see the extract from the [NAME ORGANISATION] register. These documents can be found and downloaded from the digital platform.

2.6. Companies do not have their own VAT number and cannot use the VAT number of [NAME ORGANISATION].

2.7. Under no circumstances can the company use the identity card of the director of [NAME ORGANISATION] or its board members.

3. DISMISSAL PROCEDURE

3.1. An entrepreneur can be excluded from participation. Exclusion of participation is only possible if the entrepreneur does not want to deliver performance (insufficient motivation), as a result of which the progress of the company stagnates.

3.2. Motivated entrepreneurs can not be dismissed, even though the performance may be less than average.

3.3. An entrepreneur can only be excluded by a two-thirds majority vote of all entrepreneurs.

3.4. Before the dismissal actually takes place, there must always have been a discussion with the whole group in the presence of the lecturer and/or company supervisor.

3.5. The dismissal must be well substantiated to the person concerned. It is necessary to build up a file, which shows that the participant in question is not functioning properly. The file must show that written warnings have been ignored. The teacher contact has received a copy of the written notification from the relevant entrepreneur.

3.6. The dismissal is reported to [NAME ORGANISATION] via [E-MAIL ADDRESS] with the accompanying teacher in copy.

4. PARTICIPATION AND DURATION

4.1. The total number of company members must not exceed the maximum of eight people. Exceptions can be made if the regional supplier and/or coordinator of [NAME ORGANISATION] has given their written consent.

4.2. The company will not exist longer than the twelve-month period of the program. Exceptions can be made if [NAME ORGANISATION] gives the team their written consent.

5. GUIDANCE

5.1. The company will receive guidance from a teacher and/or company director.

5.2. The company is obligated to update the accompanying teacher and supervisor of the progress and course of events regarding the company.

6. PRODUCT OR SERVICE

6.1. These products are not allowed:



6.2. In the case of the two product and service choices mentioned below, the entrepreneurs may offer these products or services, provided that the educational authority concludes an additional liability insurance policy in which the liability and responsibility of [NAME ORGANISATION] are transferred to the entrepreneur's educational authority in writing:

- ▶ the organization of parties and events such as outings, bus trips, and similar activities;
- ▶ home-made food and beverages.

6.3. In the case of the sale or promotion of an aforementioned, prohibited product or service, [NAME ORGANISATION] will deny the team in question participation in its competitions or events.

6.4. [NAME ORGANISATION] reserves the right to prohibit the sale of a product if the sales price does not contain sufficient profit margin. This measure is taken in order to avoid unfair competition in relation to existing companies, which have relatively bigger expenses than the student companies.

6.5. If a patent is obtained by the company for a specific product or feature, the applicants are the owner of the patent. The entrepreneurs must internally decide who becomes the owner of the patent after the twelve-month academic period comes to an end and the company is dissolved.

6.6. In case of uncertainty amongst team members of the company about the product or service choice, the company must call a meeting and confer with [NAME ORGANISATION].

7. FRAUD AND PLAGIARISM

7.1 Plagiarism is the copying of projects, thoughts or opinions from others and passing them off as your own. Plagiarism in any form is strictly prohibited during participation of the SPEED You UP programs.

7.2 When plagiarism is committed, [NAME ORGANISATION] will be forced to prohibit the team in question from participating in their events and competitions.

7.3 In case of fraud, the relevant entrepreneur(s) will be immediately denied participation of the program and the company must file a complaint with the police.

8. EVENTS

8.1. Throughout the academic year, [NAME ORGANISATION] organizes various events for the companies to participate in.

8.2. Photographs will be taken during event days. The resulting images will be used by [NAME ORGANISATION] and its partners for promotional purposes. By being present at these events, visitors and participants give permission for the reproduction, broadcasting and editing of said images, without limit of time or media platforms.

8.3. [NAME ORGANISATION] is not responsible for possible damage that may occur during participation of events organized by [NAME ORGANISATION].

9. PARTNERS OF [NAME ORGANISATION]

9.1. [NAME ORGANISATION] works with various business partners and facilitates possible collaborations for its students with these partners. The partners and the services they offer can be found on the digital platform.

9.2. Questions, feedback and issues about the collaboration with a certain company can be communicated to [NAME ORGANISATION]. [NAME ORGANISATION] will handle the case and outline the steps that will follow.

9.3. Companies are free to collaborate with other businesses and companies (beyond the list found on the [NAME ORGANISATION] digital platform). The only difference is that in that case, [NAME ORGANISATION] cannot play a consulting or facilitating role and cannot guarantee a (successful) collaboration. Article 9.2. does not apply to these companies.

9.4. [NAME ORGANISATION] asks companies to conduct themselves professionally when communicating and presenting themselves to companies and business they wish to collaborate with. [NAME ORGANISATION] reserves the right to freeze activity between the company and the partner when foul play or disrespectful behavior is suspected.

10. BUSINESS BANK ACCOUNT

10.1. For the company all questions and comments concerning the use of the business bank account can be emailed to [E-MAIL ADDRESS].

10.2. The use of the bank account is free for SPEED You UP companies.

- 10.3. Students use the Bunq App. They will not receive a bank card.
- 10.4. The bank balance may never be negative.
- 10.5. [NAME ORGANISATION] automatically dissolves the bank account 4 months after the company's closing date.
- 10.6. [NAME ORGANISATION] reserves the right to freeze the company's bank account for any given reason.

11. PAYMENTS

- 11.1. The entrepreneurs must make a uniform decision about which team member is in charge of purchases. However, when a transaction or purchase surpasses the amount of 250 euros, a teacher contact must co-sign the transactional contract.
- 11.2. By signing the registration form, the company gives [NAME ORGANISATION] authorization to automatically withdraw completion of payments from the company's bank account. If the completion is not settled on time, [NAME ORGANISATION] has the authority to transfer the entire bank account balance to [NAME ORGANISATION]'s own bank account.

12. INVESTMENTS

- 12.1. Shares may be issued and distributed after the supervising lecturer has given their approval of the company's business plan.
- 12.2. All investors are registered in the investor database the digital platform.
- 12.3. In order to finance the initial costs during the start-up phase of the company, up to fifty shares may be sold in share capital before the business plan has been approved.
- 12.4. Each share represents an investment with a fixed value. Student Company: the shares hold a value of 20 euros each.
- 12.5. Initially, the number of shares that can be issued is unlimited but can be limited by the supervising lecturer. [NAME ORGANISATION] advises setting the limit of issuable shares at a maximum of 150. The first 150 shares are insured by [NAME ORGANISATION], but all issued shares above the first 150 are not.
- 12.6. The number of shares to be issued is based on the investment needed, as outlined in the business plan.
- 12.7. A shareholder (program participants and non-participants alike) may hold a maximum of five shares.
- 12.8. In order to increase the educational effect of the program, some shares must be held by non-participants of the program. It is up to the supervising lecturer whether they mandate companies to have non-participants be a part of their pool of shareholders.
- 12.9. No shares may be issued after the first shareholders meeting unless all shareholders have given their written consent.
- 12.10. The capital of the company may not be supplemented with funds obtained from sponsorship. However, the company may accept sponsorship in kind as deemed appropriate or obtain financial support for costs such as travel expenses to events.

13. INVESTORS AND INVESTOR MEETING

- 13.1. An investor has two roles. The first is to help the team find starting capital. The second task is to take on an advising role.
- 13.2. The team will internally decide on the company policy (see article 1.3.) and does not have to ask for permission from the investors prior to implementing it.

13.3. The company will organize a minimum of two investors meetings: the founding meeting and the closing meeting. If deemed necessary, one or more extra investors meetings may be organized halfway through the entrepreneurial year.

13.3.1. During the founding investors meeting the approved business plan must be presented.

13.3.2. During the closing investors meeting the approved annual report must be presented.

13.4. The invested money, represented in shares, with the subtraction of possible losses or addition of possible profit, must always be paid out to the investor in question. Individual investors reserve the right to personally decide if they want to spend their dividends differently (for example: donate to charity).

14. SALARIES

14.1. The company is allowed to give out salaries. However, it is not mandatory. If a company decides to pay out salaries, the number of hours worked will be counted from the moment that the business plan is approved by the supervising teacher.

15. TAXES

15.1. Companies do not have a VAT number and can therefore not mention VAT on their invoices. However, the companies do have to calculate the VAT into the sales prices and process the VAT as received in their financial administration.

15.2. [NAME ORGANISATION] can be held accountable by the tax authorities and thus must be able to provide documentation and insight into the financial situations of all existing companies at all times. This entails that [NAME ORGANISATION] must approve the financial documents of the company at the end of the term before the company is terminated. This task will be delegated to the supervising lecturer of the company.

16. INSURANCES

16.1. At [NAME ORGANISATION], all supervisors and entrepreneurs are insured against liabilities by a business liability insurance (no product insurance). Companies are also covered by legal assistance insurance.

16.2. In case a company needs to make use of business liability insurance, the company will need to make a personal contribution of 125 euros that will be deducted from the company's bank account.

16.3. If a company is charged for causing any form of damage, they must immediately notify [NAME ORGANISATION] in writing (no later than the following workday).

16.4. [NAME ORGANISATION] cannot be held accountable for companies' unpaid invoices and is not insured for these types of situations.

17. CLOSURE

17.1 In the last month of its existence, the company submits its financial data to the tax authorities through the digital platform. In the SPEED You UP program, the entrepreneurs themselves are responsible for submitting this financial data. Once you have filled in all your financial details and completed the closing stage, the tax amount will be automatically deducted or added to your bank account (this transactional process can take up to a week).

17.2. The company may only hold the last shareholders meeting after approval by the lecturer/supervisor has been given to the last profit and loss account, the final balance sheet and the closing form.

17.3. The shareholders must be paid in the last month of the company's existence at the latest.

17.4. If the closure of the company is not submitted into the [NAME ORGANISATION] system on time, the bank account balance of the company will be automatically transferred to [NAME ORGANISATION]. The balance amount will be available to the company for retrieval for a maximum one-year period post transfer. The bank account balance will only be retransferred once [NAME ORGANISATION] has received a written statement sufficiently outlining the reason why the company was unable to finalize the closure on time and to whom the balance will be transfer back.

17.5. The complete file of the company will be handed over to the supervisor, who will be tasked with storing the file in their archives for another seven years.

17.6. After the closure of the company, [NAME ORGANISATION] will issue a 'proof of participation at [NAME ORGANISATION]' to the participants who have been selected for this by their supervising lecturers in the 'Request Certificates' step. The participants must be registered as a participant in the [NAME ORGANISATION] system and have worked in the company.

18. RESTART

18.1. As described in article 17 and according to the ideas described in article 6.1., the entrepreneurs are free to continue their company beyond the program under their own control.

18.2. The entrepreneurs will make decisions internally regarding article 18.1 and officially document the following in writing:

which entrepreneurs will continue managing the company and which entrepreneurs will distance themselves from the company;

whether the entrepreneurs distancing themselves from the company will be compensated for the intellectual property as outlined in article 6.1. and what form of compensation can be expected.

18.3. The continuing entrepreneurs must register their restarted company with the Chamber of Commerce.

18.4. The entrepreneurs must officially announce their restart to [NAME ORGANISATION]

19. LIABILITY

19.1. [NAME ORGANISATION] is not liable for the actions of the companies, supervisors, entrepreneurs or teachers in case of regulation breaches or if the actions of the aforementioned parties result in a violation of the law or damage to people or goods.

VAT:

Running a company within the SPEED You UP program differs from running a regular and official company. This is mainly due to the fact that as a company you are not registered with the Chamber of Commerce.

As a company, you do not have a VAT number. When a company asks for your VAT number when you want to place an order, order privately instead. Normally you cannot ask for the VAT back when placing a private order, but because taxes are handled by [NAME ORGANISATION] during the program, exceptions can be made.

As a student company, you cannot state any VAT details on your invoices. When you make a sale, your customer will pay the consumer price, which includes the VAT value. Even though the total price includes the VAT value, you may not mention the term VAT or state its value separately on your invoices.

Example:

The product of the company X costs 10,00 euros excluding VAT and 12,10 euros including VAT. Student company X will charge the client 12,10 euros (consumer price), but will not provide a breakdown of the costs mentioning any form of VAT or mentioning that the product costs 10,00 euros without VAT and that the VAT has a value of 2,10 euros.

When companies purchase from you, a student company, they cannot get the VAT back from the tax authorities. This is because, once again, you are unable to present them with a VAT account number or VAT specifications as a student company. Keep this in mind in case you intend to sell to businesses.

Attachment IV: Constitution⁶

Why a constitution?

In SPEED-You-UP, a group of young people work together on a community-oriented pop-up company. Their pop-up business can become an actual company afterwards. A constitution is a formal document that is meant for actual, registered companies. We ask youngsters to draft a constitution for their pop-up company as well, even though it does not start as an actual formal business. This will make them consider important elements such as who are the shareholders, what are their rights and duties, and how will they proceed when they want to turn their pop-up into an actual business.

What is a constitution?

A constitution of a company outlines how a company is organised. It describes the objectives of the company and governs its shareholders, board of directors, rights, powers, duties and obligations. It is mandatory for companies to have a constitution in most countries.

This document can be used as a template for a constitution. It includes four main elements:

7. The company name and type
8. The product or service
9. Shares and investments
10. The team

⁶ This document is an attachment to the document entitled “Flowchart administrative & legal requirements” which itself is the tangible expression of deliverable 1.1.6 of the SPEED-YOU-UP project (i.e., a “flowchart to identify and meet legal and administrative requirements”). In the approved application form, the deliverable was described as follows: *LP and PP13 will design a flowchart on the legal and administrative requirements that need to be met in each region. This will include requirements regarding insurance, liability, VAT, a bank account solution as well as requirements related to expected results in the school curriculum. Not only will the requirements be more visible, it will also show the recommended steps for entrepreneur hubs in schools to be compliant.* The document was finalized on July 8th, 2020.

Proposed content for the constitution

1. The company

Name of the company:

Address of the company:

Email address contact person:

Telephone number contact person:

Company type: What legal form do you have and why?

Note. The pop-up company does not have a formal legal status. Describe here what kind of company you would start if the pop-up would turn into an actual business.

2. The product or service

- ▶ Describe your idea: what kind of company do you set up and why do you do that?
- ▶ What is the link with the local community?
- ▶ Describe the products / services you offer as concretely as possible. Add photos / drawings.
- ▶ Describe your target group/customers as specific as possible.

3. Shares and investments

After reading this part of the constitution, the reader should know how much money you need and where you are going to get it from. In addition, it must be clear how you will earn money. In any case, make sure to answer the questions below:

- ▶ Indicate what your investment need is, what you need this money for and how many shares you have to sell.
- ▶ Indicate what your expected costs are and what you have based them on.
- ▶ Indicate what your sales price will be and what you have based it on.
- ▶ Add your operating budget and indicate what your expected profit will be. Also state how much profit tax you pay with this expected profit.
- ▶ Indicate what your break-even turnover/sales is.
- ▶ Describe the terms of repayment of the shareholder's investment on the winding up of a company.

4. The team

In this part you introduce yourself as a company. It must clearly see who you are as a company and what you are good at. Also tell how you work together as a team and how you complement each other. In any case, specify the:

Team members

- ▶ Each team member briefly introduces himself: who are you and why are you going to do business?
- ▶ Each team member describes his qualities. Use the results from questionnaires or tests you have completed.

Team

- ▶ Experiences / skills and how team members complement each other.
- ▶ Job distribution and a why the jobs distributed like this.

Rights and responsibilities

Describe how the company team is organised. How often will you meet? How are important decisions being made? How will you distribute tasks and responsibilities? What happens when a team member does not take his or her responsibility?

Board of directors/supervisors

Will you work with an external board of directors/supervisors? How will you call on a meeting with them? What is their responsibility? For a pop-up company, such a board could consist of your responsible coach/teacher, and a network of local businesses and neighbourhood residents/potential customers.