

Comeet plus
TRAINING COMMUNITY ACTORS
TO FOSTER ENTREPRENEURIAL EDUCATION

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“Report on European experiences of Entrepreneurship Training for Community Operators”

INTELLECTUAL OUTPUT 01



comeet+

**Communities as incubators
of tomorrow entrepreneurs.**

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1. Introduction

This report is part of the development of the Erasmus+ training programme for adults named **ComeetPlus**: Training community actors to foster entrepreneurial education.

We are six countries participating in this project as a part of the ComeetPlus consortium: Spain, leader of the project through **Junta de Extremadura**, Cyprus through **Synthesis Research**, Belgium through The European Association of Teachers **AEDE**, Italy through **MateraHub**, Holland through **BDF** and Romania through **Assist Software**.

ComeetPlus is about entrepreneurship education (EE) and the role of community operators such as teachers, families and other supportive roles in the development of entrepreneurial competence in scholars and young people. It is widely recognised that the development of this competence helps people to foster other necessary skills and attitudes so as to achieve their goals. It is proved that people with entrepreneurial skills are more employable. Furthermore, young people who had been trained in entrepreneurship education, are more innovative and more likely to start their own companies and take action to lead changes in their environment. The development of entrepreneurship education is one of the key policy objectives of the European Union and the Member States.

Our initiative wants to transfer and adapt a model of promotion of entrepreneurship and entrepreneurship education based on the key concept that education, and in this case **entrepreneurship education, happens everywhere, particularly in those environments in which children and young people receive first education (family, school, local community)**

The aim of this project is that parents, trainers, youth workers and other professionals within informal learning environments have to receive a basic training to enhance and facilitate (as facilitators) the talent of young people, whether they are still students or not, so that they all acquire basic and transversal entrepreneurial skills. If these environments and their operators are not ready to transfer entrepreneurial competences, skills and knowledge, young people will not be able to start thinking, acting and seeing themselves as entrepreneurial EU citizens.

This report consists of a preliminary study to explore European experiences of entrepreneurship training for community operators and present trends in adult education concerning acquisition of entrepreneurial abilities.

We have analysed the current state of entrepreneurial education in Europe and curated case studies in the participating countries. The focus of this report has been getting a comprehensive view of EE in Europe and, in particular, which present programmes are specifically and actively involving the educational community.

The report is enriched with direct answers about the specific training needs of our target groups in our countries, using surveys and direct interviews. A summary of the responses is presented in this report. To know more about our project, please visit our webpage comeetplus.eu



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2. Entrepreneurship Education in Europe

To develop the present report, **Eurydice Report Entrepreneurship Education in Europe, published in 2016** has been our main source of information and guidance.

The European Commission has long supported the development of **entrepreneurship education**. The main relevant document where ComeetPlus is based on is the **Entrepreneurship 2020 Action Plan (2013)**; Even before the 2020 Action Plan, on its 2012 Communication Rethinking education: Investing in skills for better socio-economic outcomes, The European Commission highlights the importance of transversal skills and , in particular, entrepreneurial skills . The European Commission recommends that:

‘Member States should foster entrepreneurial skills through **new and creative ways of teaching** and learning from primary schools onwards, alongside a focus from secondary to higher education on the opportunity of business creation as a career destination. **Real world experience**, through problem-based learning and **enterprise links**, should be embedded across all disciplines and tailored to all levels of education. All young people should benefit from at least one practical entrepreneurial experience before leaving compulsory education’ (stated in COM/2012/0669 final)

Sense of Initiative and Entrepreneurship is a key competence established on the European Parliament Recommendation 2006/962 to the Council of 18 December 2006 on key competences for lifelong learning. Besides those efforts, on May 2015 The European Entrepreneurship Education NETwork (**EE-HUB**) was launched as a “focal point for entrepreneurship education in Europe bringing together organizations and individuals from both the public and private sectors with strong records of accomplishment in entrepreneurship education at regional, national and European level. The EE-HUB is designed as the space where these stakeholders can work collectively to increase levels of entrepreneurial activities in schools across Europe”. This is a 3 year- project (2015-2018) co-funded by EASME under the COSME Programme. This network will be an advisory body to politicians and EU institutions in an effort to support the spread of good practice and it is composed by individual experts and ambassadors from most European countries.

More recently, entrepreneurship competence reference have been addressed through the **“New Skills Agenda for Europe”** Regarding the entrepreneurship competence framework, a recent study called EntreComp, carried out by EU Joint Research Center, gives interesting input about shared definitions of entrepreneurship as a competence, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work. The EntreComp conceptual model has provide us with a common understanding of the areas involved and learning outcomes expected from an entrepreneurial education process.

For more information about current projects and studies promoted by The European Commission, we recommend the following Link.

<http://ec.europa.eu/growth/smes/promoting-entrepreneurship/support/education/projects-studies/>



So what is Entrepreneurship Education?

As it was said before, ComeetPlus Partnership considers that entrepreneurship education happens everywhere, particularly in those environments in which children and young people receive first education (family, school, local community)

Therefore we consider the following definition descriptive and holistic, being a suitable working approach for us because it includes longlife learning references as well as a wide inclusion of learning environments, disciplines and objectives:

‘Entrepreneurship education is about learners developing the skills and mindset to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective’ ()*

Regarding Entrepreneurial skills training, there are extensive data and resources available for teachers and professionals within the educational system, but experiences focused on families and professionals in informal entrepreneurial education are not really common. In section 3 we highlight experiences that tackle specific training to this groups. In section 4 we add trends and resources for teachers and family learning.

(*) Framework definition agreed by an international working group on entrepreneurial learning in Geneva on 18 January 2012. The working group comprised representatives from ETF, GIZ, ILO, UNESCO and UNEVOC.

Entrepreneurship Education in the Participating Countries

2.1 Entrepreneurship Education in Belgium

Belgium is a federal state with three linguistic communities (French, Flemish and German). The communities are responsible for culture, education and language. Central authorities from the three Communities of Belgium have developed guidelines for entrepreneurship education involving cross-ministerial cooperation and using also the participation of other stakeholders.

In the French Community the definition of entrepreneurship education refers to the description of the entrepreneurship competence defined in the European Reference Framework for Key Lifelong Learning.

Entrepreneurial Education is explicitly integrated in the curriculum as a cross-curricular objective at all school levels. However, schools have autonomy in determining curricula and teaching methods.

In ISCED 1 attitudes and abilities linked to entrepreneurship are encouraged, like initiative, creativity, autonomy and responsibility. In ISCED 2-3, entrepreneurship education is part of the optional subject ‘Economic Sciences’.

Implementation guidelines and teaching materials for this subject are available. In ISCED 3, the learning outcomes of ‘Economic Sciences’ (an optional subject) are defined as assessment criteria, identifying transversal skills (such as analysis and solving problems) within the context of the business specific aspects, such as contracts or accounting. Each school develops its own curricula, so there is limited guidance. For example, regarding the learning outcomes in schools organised by the French Community, ISCED 3 students should:

- gather and interpret the information necessary for solving economic problems;
- apply economic concepts to problem situations;
- become aware of the opportunities and constraints of consumer and producer behaviour;
- prepare to be a responsible adult – a responsible consumer /producer as well as a responsible citizen;
- become aware of the need to manage and rationally organise the business;
- conduct simple market research and develop a product through a mini-company, or conduct market research for the financing of an extracurricular activity.



(*) Framework definition agreed by an international working group on entrepreneurial learning in Geneva on 18 January 2012. The working group comprised representatives from ETF, GIZ, ILO, UNESCO and UNEVOC.



Methodologies used from public/private training providers to support the transfer of entrepreneurial competences, skills and knowledge at community level

There is a specific national strategy for entrepreneurship education for the French and German-speaking Communities of Belgium. Around EUR 1.5 million have been allocated in 2014 to the Agency for Economic Stimulation (ASE), now called the Agency for Entrepreneurship and Innovation (AEI) for promoting the entrepreneurship spirit. After a first strategic plan, 2007- 2013, the Walloon Agency for Economic Stimulation created a second plan programme for entrepreneurship from 2014 to 2020. 'ENTREPRENEURSHIP 3.15: 3 Axes, covering ISCED levels 1-8. This programme is led by AEI, with stakeholders that include the Ministry of the French Community, the Ministry of the German-speaking Community, education institutions, expert networks and business organisations.

The general aim of the strategy, developed by the Walloon region, is to support collaboration between partners and increase the number of entrepreneurs but also to make future generations more enterprising in their professional lives and to improve regional performance.

According to this plan, entrepreneurship should be developed progressively in French and German-speaking Communities. The Agency for Entrepreneurship and Innovation (AEI – Agence pour l'entreprise et l'innovation) is involved in some pilot teacher training institutions as well, especially through providing grants to prospective teachers to develop entrepreneurial projects, but CPD in entrepreneurship education is restricted to teachers of economics and social studies and to technical and vocational teachers. AEI would like to support initiatives in higher education too, to promote research and teaching innovation, particularly to develop entrepreneurial projects by prospective teachers through scholarships, so AEI plans to organise training for teachers on entrepreneurial education. There are three strategy areas, each with five actions to support this change.

Strategy I: To support entrepreneurship education

help schools become familiar with the entrepreneurship spirit – ensuring a minimum commitment to Entrepreneurial Education from each primary, secondary and higher education institution;
involve teachers – supporting all those wishing to invest in entrepreneurship through coaching, training, networking; prepare prospective teachers, providing appropriate support to those embarking on a teaching career, so they have a basic knowledge of business and entrepreneurship, and above all a positive mindset; involve the world of enterprise – allowing it to work with education to enhance the impact of these measures; ensure that an experience of entrepreneurship reaches all young people – so that each pupil (before the end of his education career) has a realistic understanding of both business and the Walloon economy in a global context, and has participated in a minimum number of activities to develop entrepreneurial attitudes and skills.

Strategy II: To invest in the next generation of entrepreneurs:

support entrepreneurial schools – identify, recognise, support and encourage networking between 'entrepreneurial schools', providing a suitable definition for primary, secondary and higher education; intensify entrepreneurial programmes – encourage entrepreneurial schools to develop more intensive programmes targeting economic and entrepreneurial knowledge, attitudes and skills for young people enrolled in entrepreneurial startups or entrepreneurship-linked programmes;
challenge young people – provide facilities that enable young people interested in entrepreneurship to meet, network and work on real or virtual projects; promote self-confidence – value the development of entrepreneurial attitudes and skills of young people; network with and involve the entrepreneurial ecosystem – involve the public and private regional and sub-regional entrepreneurial ecosystems, and enable the business world to enhance the impact of these measures.

Strategy III: To translate investment into businesses with high growth potential, and fan the entrepreneurial flame during the first 10 years of professional life:

incubate real projects in academic environments – create the conditions in higher education for the development of real projects led by students, researchers or doctoral students;
support young entrepreneurs – resources and advice or young graduates to develop their own projects; train young entrepreneurs – offer entrepreneurial training / sources of support from the wider community; demonstrate entrepreneurial success – inspire and promote entrepreneurship through publicising success stories and



testimonials e.g. through the Grand prix Wallon de l'Entrepreneuriat; fan the entrepreneurial flame – attract new potential entrepreneurs through the existing support system, by making them part of the network and giving them the opportunity to discover the available support.

The Institute for In-Service Training (IFC) provides courses on entrepreneurship for teachers of economics and social sciences, teachers of technical and vocational subjects in general, secondary education and school-based IVET. Last year, the IFC together with the Foundation for Education and Education Networks started a project called 'Entr'apprendre'. In 2015/16, 16 enterprises take part in this project.

The AEI aims to support all teachers interested in entrepreneurship, opening the minds of teachers to the world of business, and training teachers in entrepreneurial/creative pedagogy and methods. It runs a network of pedagogical advisors (agents de sensibilisation à l'esprit d'entreprendre – ASEE) to promote entrepreneurial education at all levels and runs networking workshops for teachers. In the Brussels region, the 'Boost Your Talent' initiative is managed by the Brussels Enterprise Agency (ABE). It has been running since 2008 with the aim of fostering an entrepreneurial spirit in schools. One of its objectives is to provide support to teachers integrating this dimension at school level.

Flemish Community

In Flanders, entrepreneurship education fosters an entrepreneurial spirit and/or entrepreneurship: the ability to take initiatives, to develop ideas, to show perseverance, responsibility, pluck, creativity and self-direction, i.e. the personal qualities which enable people to convert ideas into actions. It is also about designing and managing projects to achieve objectives. The entrepreneurial spirit is considered delivering added value to each individual in his or her daily life at home and in society and, in addition, helping him or her contribute to opportunities within the working environment.

Entrepreneurship education is explicitly recognised as a cross curricular objective for ISCED 2-3 including school-based IVET, and included as an optional separate subject for ISCED 3.

Freedom of education is a constitutional right in Belgium and so schools have autonomy in determining the curriculum and teaching methods. However, to be funded by the government, they must meet attainment targets, which incorporate entrepreneurial skills and knowledge. The Action Plan outlines how schools can design a curriculum for Entrepreneurial Education, with a central message that it must be incorporated in all courses and levels, and that the entrepreneurial spirit is provided and gradually developed throughout the Entrepreneurial Education line of learning.

In terms of learning outcomes, in nursery school, the Action Plan proposes a focus on actions to foster the entrepreneurial spirit. From primary school onwards, the focus is on promoting an entrepreneurial spirit, but also a positive image of enterprises and raising awareness about their importance to society. A first real step to connecting with entrepreneurs must be taken here. Secondary and higher education continue to work on the promotion of the entrepreneurial spirit and a realistic image of enterprises and entrepreneurship underlining that it should be translated into the curriculum, pedagogy and evaluation. Every interested pupil should have the opportunity to learn about running a business. In secondary education, it is crucial that it is integrated and establishes a link with other areas; for example, languages, sciences and technology. Finally, within career guidance, it is also important to include starting up a new business as a valid career choice.

Methodologies used from public/private training providers to support the transfer of entrepreneurial competences, skills and knowledge at community level

In the Flemish Community of Belgium, VLAJO and UNIZO act as centres of expertise on entrepreneurial education. Both these organizations receive structural funds from the Flemish government.

There is a specific strategy addressing entrepreneurship education in Belgium – Flanders. The 'Entrepreneurship Education Action Plan' covers ISCED 1-8 and runs from 2011-2014. This Action Plan has since been replaced by a wider Policy Paper on Education covering 2014-2019 and was presented to the Flemish Government on 11 December 2015. This plan was created in collaboration with all the policy actors involved:



- government departments: Department of Education and Training; Department of Economy, Science and Innovation; Department of Work and Social Economy; Department of Agriculture and Fisheries;
- ministerial offices: Office of the Minister-President of the Government of Flanders and the Flemish Minister for the Economy, Foreign Policy, Agriculture and Rural Policy; the Office of the Flemish Minister for Finance, Budget, Work, Town and Country Planning and Sport; Office of the Flemish Minister for Education, Youth, Equal Opportunities and Brussels Affairs;
- government agencies: Enterprise Flanders Agency, Flemish Agency for Entrepreneurship Training SYNTRA.

The Action Plan was submitted for advice to the Flemish Education Council, the Socio-Economic Council of Flanders and the network for Entrepreneurial Education providers.

There is no specific national provision for ITE or CPD related to entrepreneurship education. Teacher training institutes have autonomy in terms of what they include in ITE. VLAJO (linked to Junior Achievement) and UNIZO act as expertise centres on entrepreneurial education, conducting teacher training and organising numerous extra-curricular activities and competitions. They are partly funded by the government of Flanders.

The Action Plan of the Flemish Community of Belgium indicates how schools could design their curriculum to accommodate this subject, indicating that Entrepreneurial education must be incorporated in all courses of study and all education levels. However, it is important to clearly set which objectives of entrepreneurial education must be dealt with in which phase of life. In the context of teacher autonomy for teaching methods, the practical entrepreneurial programmes developed by the national member organizations of Junior Achievement are already offered as part of the normal curriculum.

Regarding the pedagogical approach, the LUT tool is applied on “usual” teachers’ and schools’ activities, with the aim to enhance them in line with principles of enterprise and entrepreneurship education. The LUT tool emphasizes those teaching methods characterized by the teacher as instructor and facilitator. Learning by doing, Student-centred approach. Utilising the learners’ skills and strengths, Cooperative methods, Simulation of real-life situations, Working-life projects, Optional courses, and Club activities are some of methods and tools used by teachers.

German-speaking Community

The official education website in the German-speaking Community defines entrepreneurship education according to the European Reference Framework for Key Lifelong Learning, considering that ‘the entrepreneurial spirit must be cultivated from an early age and can only be developed through experience. The imagination, creativity and entrepreneurial spirit of its citizens are essential assets for the region in which they live. Entrepreneurial spirit means the ability to adapt to the demands of a world that is changing, and helps to create jobs and strengthen the economic development ‘.

Entrepreneurship education is explicitly integrated in the curricula of school-based IVET as a cross-curricular objective but is not integrated into ISCED levels 1-3. However, the Skills Guide for Career Choice and Career Guidance Preparation is a cross-curricular skills guide for all subjects in ISCED 1-3. This makes strong links between school and work, defining some learning outcomes connected to Entrepreneurial Education.

Curricula for school-based IVET, the cross-curricular skill for ISCED 1-3 and some subject curricula (ISCED 1-3) include some Entrepreneurial Education -related learning outcomes. These mainly link to entrepreneurial attitudes (self-confidence and sense of initiative). In school-based IVET, a wide range of entrepreneurial learning outcomes (attitudes, skills and knowledge) are integrated into curricula.

Methodologies used from public/private training providers to support the transfer of entrepreneurial competences, skills and knowledge at community level

There is a specific national strategy for entrepreneurship education for the German-speaking and French Communities of Belgium. After a first strategic plan from 2007 to 2013, a new programme for EE was developed. ‘ENTREPRENEURSHIP 3.15: 3 Axes for 2014-2020 and covers ISCED 1-8. It is led by the Walloon Agency for Economic Stimulation (ASE), now called the Agency for Entrepreneurship and Innovation (AEI) – with a range of stakeholders from government, education and business.



The general aim of the strategy is to support collaboration between partners and increase the number of entrepreneurs, but it also seeks to make future generations more enterprising in their professional lives and improve regional performance.

There are three strategy areas, each with five actions to support change, the same as mentioned above for the French Community.

2.2 Entrepreneurship Education in Cyprus

Cyprus is experiencing a significant shift in its focus in entrepreneurship in the last few years. Especially after the economic crisis, entrepreneurship is envisaged as a means to sustainable growth as well as to combating high unemployment, especially amongst youth. In particular, the Cyprus Government has sought a more active role in support of entrepreneurship and has introduced a number of initiatives that address the development, financing of startups and small and medium sized enterprises (SMEs), as well as providing fiscal incentives for private sector in innovation.

The country is also in the process of designing a national definition for Entrepreneurship Education, which will be based on the 2006 Recommendation of the European Parliament and the Council Reference Framework for Key Competences in Lifelong Learning. Also there is an ongoing initiative to develop an overall strategy for entrepreneurship as part of the new strategic framework of the Ministry of Education and Culture.

Overall though, there is widespread acceptance within Education circles of the significance of critical thinking, synthesis and analysis, creativity, problem solving and other entrepreneurship related skills. In fact as back as 2004, as part of the educational innovation process, there is an emphasis on developing competences related to entrepreneurship, innovation and creativity. Since 2010, new curricula for primary and secondary education have been developed focusing on key competences such as creativity and innovation.

Hence, in the curriculum for ISCED 1-3, implemented since 2011-12 school year, emphasis is given to attributes that enhance entrepreneurial behaviour as a cross curriculum objective, while more than 90% of VET pupils in Cyprus participate in entrepreneurship programmes at some time during their studies. Also, all pupils in the 2nd year of lower secondary education spend a week in an enterprise of their choice, while two or three times a year The Enterprise Day Programme gives students the opportunity to familiarise themselves with the workplace and the activities of a person in business. Furthermore, teachers receive further training by the Pedagogical Institute.

There is a growing number of initiatives which aim at boosting children's' and youth's entrepreneurship related attributes. These initiatives usually involve pupils and students and indirectly some other community actors of entrepreneurship education (teachers or business mentors).

2.3 Entrepreneurship Education in Italy

Following the publication of the European Youth Pact in 2005 related to the Lisbon Strategy, the Ministry for Youth Policies and Sports (POGAS) was established in Italy and in 2008 it became the Ministry of Youth dedicated to youth policies within economic, educational and cultural fields, professional, human and social development and EU-funded programs. In 2007, the National Plan for Youth was established and carried out collaborations with the ANCI (National Association of Italian Municipalities) and the Iter network in 27 municipalities.

The National Fund for Youth Policies was established to promote the right of young people to inclusion and cultural and professional training, the right to housing, to facilitate access to credit for the purchase and the use of goods and services.

Several national calls, notices and competitions were launched and generated projects, ideas, networks in various local contexts.



As stated in the latest Eurydice report regarding EE in Europe, there is not a specific national strategy in Italy regarding EE. However, the strategy of the National Educational Orientation Plan promoted by the Ministry envisages a school policy focusing on strengthening core competencies and in particular the general transferable skills, including entrepreneurship education considered relevant to all school levels and grades.

EU directives were also implemented in Italian school policies focused on the work-based learning. The Ministry of Education has highlighted four target areas detailed below.

1. Vocational schools professionalisation.

2. Work-based learning paths.

In these pathways connecting the worlds of education and work, the role of company tutors and school tutors are crucial, as they are real facilitators of school and enterprise networks.

Since collaboration among schools and local stakeholders is essential for the development and improvement of work-based learning, the role of business organizations and the Chamber system becomes crucial. In fact, their participation is required in the so-called Scientific Technical Committees proposed by the Guidelines on the work-based learning. In order to foster connections among schools and universities, companies and associations, the Chamber system has set up a network of offices designed to offer information services, training experiences and promotion of work-based learning (about 90 active offices in 2010) and a virtual network that is accessible through a dedicated web portal (<http://www.polaris.it>).

3. Higher Technical education, recently reorganised with the introduction of Higher Technical Education Institutes (IFTS-Istituti di Formazione Tecnica Superiore) and Higher Technical Institutes (ITS-Istituti Tecnici Superiori). ITS and IFTS are considered privileged places for entrepreneurship learning paths, thanks to the modularity of the learning units, the presence of professionals in the classroom, the workshop activities, the work experiences and the aforementioned work-based learning. Furthermore, the project committees (including schools, universities, companies or other public or private subjects that are formally associated with each other) represent the network designing and managing the didactic programs.

4. Laboratories for Enterprise Simulation of upper secondary education institutions (Ifs-Impresa Formativa Simulata-network).

This Ifs methodology allows:

- a. learning real work processes by simulating the creation and management of virtual companies within a network and assisted by real companies;
- b. reconstructing concrete business models of real enterprises. This teaching methodology is the closest approach to the “learning by doing” methodology.

The Indire Agency (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa providing support for educational innovation and improvement of documentation, educational research, and in-service training of school personnel) has created a simulation environment called Ifs Network (www.ifsnetwork.it), which provides students and teachers with the opportunity to challenge themselves with real issues related to the establishment and management of an enterprise. The simulation aims at creating the operating environments of a company and is usually carried out with a series of stages over three school years.

In recent years due to a funding cut, some Simucenters (in Veneto, Lombardy, Piedmont, Puglia, Sicily, Lazio and Trentino) could continue their work only thanks to voluntary teachers and the international extension of these activities through LLL partnership and mobility projects (within Leonardo and Comenius programs) involving students and teachers.

An example of how the methodology of the Enterprise Simulation is applied within vocational training is represented by the *Simulimpresa Program* run by the Don Calabria of Ferrara Institute, where the Central National Simulation office is seated. The *Simulimpresa Program* is targeted to unemployed people holding a diploma and / or degree and / or people who completed compulsory school; students of secondary school level, technical institutes and professional institutes; workers included in company innovation processes therefore in need to improve



and / or update their professional skills. The training areas are related to administration, accounting, tourism and industrial production.

As the Central National Simulation office is a full member of the European network, it is included in the global database, which allows qualified workers to be highly mobile and flexible on the international labor market.

2.4 Entrepreneurship Education in Netherlands

There is no current national strategy for entrepreneurship education in the Netherlands. There was previous strategic support for EE until 2012, led by the Dutch ministries of Economic Affairs, Education, Culture and Science and Agriculture, Nature and Food Quality. In 2005, the ministries launched the programme partnership *Leren Ondernemen* to promote EE, which was followed in 2007-2012 with the 'Education and Entrepreneurship Action Programme'¹. This was a national subsidy scheme to support educational institutions integrate EE in their policies and organisation, with the aim of increasing the number of students demonstrating an entrepreneurial mindset and behaviour. As a result of the Action Plan, there has been a clear shift in the educational field so that there is greater attention paid to entrepreneurship. Entrepreneurship in education has also gained a more permanent place in the organisation of education at a growing number of institutions – one of the objectives of the programme.

The Netherlands has a wider strategy related to entrepreneurship and Innovation², and the need to improve education and training are explicitly highlighted such as increased collaboration between education and business while linking to previous and ongoing EE activities.

Entrepreneurship education is not mentioned explicitly in the curricula for primary and secondary education. However schools can use entrepreneurship programmes such as *Jong Ondernemen*³, which is funded by the Dutch government to deliver programmes in primary, secondary, IVET and university levels⁴. For primary education, the focus is primarily on 'enterprising behaviour': encouraging 'guts', creativity, solution-oriented thinking (problem solving), commercial/economic thinking and action, developing social skills. Children are encouraged to develop their own initiative through short-term projects (lasting weeks/months).

In general secondary education (HAVO and VWO), entrepreneurship components are included in the curriculum, especially in the 'Economics and Society' profile. Some schools specialise in entrepreneurship as part of a network of 'Entrepreneurs'⁵ – in which teachers and students together run the school, or as a 'Technasium'⁶ in which (technical) sciences are often combined with innovative entrepreneurship, e.g. by working with external clients. In VMBO, there is a pilot project in 2015 for a new examination programme called 'Economics and Management' (entrepreneurship), in which there is a stronger emphasis on entrepreneurial skills than before. In addition, there is cooperation between various schools with VET colleges (ROC) and agricultural VET colleges (AOC), to achieve continuing learning in the field of entrepreneurship.

In school-based IVET, the 'Entrepreneurship Certificate' developed entrepreneurship qualities including the knowledge and skills needed to start and run a company. The certificate is intended for secondary vocational education (MBO) students in all sectors, and provides them with the opportunity to develop their skills in entrepreneurship and provide a sound preparation for becoming an entrepreneur. In school-based IVET, there are also qualifications that focus on entrepreneurship, for example, training for 'retail entrepreneurs' and 'entrepreneurs in the catering industry/ bakery'. This is specific training that educates young people to become entrepreneurs. Training in VET consists of qualifications and one or more optional elements (keuzedelen). With the introduction of these optional parts, almost all students in VET are able to choose an option in EE during their training.

In the Netherlands there is a variety of different entrepreneurial trainings offered by many different organisations. The most common organisations that provide entrepreneurial training to an start-up / entrepreneur are the incubators and the Chamber of Commerce (KvK).

• ¹ www.onderwijsonderneemt.nl/english/action_programme_education_and_entrepreneurship
 • ² www.government.nl/topics/entrepreneurship-and-innovation/contents/investing-in-top-sectors
 • ³ www.jongondernemen.nl
 • ⁴ www.rijksoverheid.nl/nieuws/2013/06/10/ondernemen-kun-je-niet-vroeg-genoeg-leren.html
 • ⁵ www.entreprenasium.nl
 • ⁶ www.technasium.nl



Incubators

Incubators are, as the name already indicates the first starting point for growth and in business terms that all necessary information and actions to support the growth of a starting company. They help the startups to survive and grow in the initial starting up phase. The programs offered by the incubators have the aim to support their client companies with services tailored to the specific client's needs.

The overall goal of a traditional business incubator is to create jobs in a community, enhancing the entrepreneurial climate in the region, diversifying the local economies, building or accelerating growth in a local industry and retaining businesses in a region or community.

CoC

The Dutch Chamber of Commerce (CoC) is also active in providing entrepreneurial training mostly in the form of seminars. In those seminars, the starting entrepreneur will get information about mostly administrative procedures such as how to provide the correct fiscal information to the tax office (Belastingdienst) and what for certificates are necessary in order to run a business.

However, sometimes those seminars also cover the subject of entrepreneurial skills and competencies.

2.5 Entrepreneurship Education in Romania

European statistics show that Romania has attached a reduced importance to entrepreneurship education so that less than 10% of those who initiated and developed a business have a theoretical basis in this respect, compared to the European average of 30%. Romania refers for the entrepreneurship education to the description of the entrepreneurship competence defined in the European Reference Framework for Key Competences in Lifelong Learning. Government Program 2013-2016 is a starting point in developing the youth strategy, prioritizing the introduction of "entrepreneurship" in curricula as a key competence of study in primary, secondary, vocational, higher and adult education.

There is no current national strategy for EE in Romania. The most relevant national strategy for entrepreneurship education in Romania is the "Strategy for the Development of the Small and Medium sized Enterprises Sector" and for the Improvement of the Romanian Business Environment Horizon 2020, for the period from 2014-2020 for all educational levels ISCED 1-8.

The current strategy is also correlated with other programs, strategies and projects developed by Romanian Government institutions. The Strategy's general objective is the creation of an environment that is supportive of business, private initiatives and the entrepreneurial spirit, strengthening EE at all levels of education and stimulating social entrepreneurship by increasing the number of training firms and simulated enterprise programs.

At the present, Entrepreneurship Education is explicitly integrated in the curriculum as a cross-curricular subject, as a compulsory separate subject and integrated in a range of other subjects. For each subject and year of study, a presentation note refers to the eight key competences, including to the sense of initiative and entrepreneurship.

For ISCED 1-3, EE is explicitly recognized as a cross-curricular objective for all subjects. In ISCED 2, it is taught as the compulsory separate subject, "Entrepreneurial Education", during 10th grade, in ISCED 3, as a compulsory separate subject, "Applied Economics", 12th grade, in ISCED 3 (school-based VET), as the compulsory separate subject, "Entrepreneurial Education", in 11th grade as part of three-year vocational education.

It is also integrated into the following compulsory subjects:

- Personal Development at preparatory grade, first grade and second grade;
- Civic Education at third and fourth grades;
- Technological Education at fifth-eighth grades;
- Civic Culture at seventh and eighth grades;
- Economics at eleventh grade;
- Practice Enterprise (for the services field of study).



There are central recommendations for teaching methods for EE, including a range of practice-based teaching methods. The syllabi also recommend the use of computer-based economic simulation exercises to bring the learning process closer to the economic reality. In 2009, curricula were reviewed; new curricula were approved by Order of the Education Minister 5097/2009.

At secondary school level, entrepreneurial educational elements included in civic education and have undergone many extracurricular activities organized by the school. In high schools, they are put in modules with technical profile, management solutions and practical examples of ways of setting up and running a small business. Ministry of Education continue actions to promote entrepreneurship at all levels, by introducing the curriculum of new subjects, mandatory and optional related to developing the spirit of initiative, by approving alternative textbooks for entrepreneurship education. It follows the acquisition of transversal competences as digital literacy, learning to learn, sense of initiative and entrepreneurship, cultural awareness and understanding through specially created programs.

The specific syllabi include explicit references on evaluation. Teacher education and support institutions have institutional autonomy to develop their curricula and integrate EE. Training courses are mainly offered by the Teaching Staff Resource Centres (CCD), which are specialised training institutions at county level. Other training provision is supported by county inspectorates, universities or the Ministry of National Education and Scientific Research. These include national programs or those organised in partnership with other bodies such as NGOs. Some teachers in Romania participate in training activities delivered or supported by international institutions or organisations such as the European Council or wider European Union programs. Guidelines are provided for implementing entrepreneurship education in the curriculum, using annual calendar planning. The Ministry of National Education and Scientific Research also provides a list of useful resources on EE on its website. (www.edu.ro/index.php/articles/c152).

2.6 Entrepreneurship Education in Spain

The current Spanish education policy is based on The European Parliament Recommendation 2006/962 to the Council of 18 December 2006, on key competences for lifelong learning. In Spain, the focus is on the European key competence “**Sense of Initiative and Entrepreneurship**” which is embedded in the National curriculum for Primary and Secondary Education.

In the last ten years, our educational laws have been changing in order to foster entrepreneurship, creativity and innovation in the formal educational system. Although many Autonomous Communities have developed strategies at regional levels, there is no specific strategy for entrepreneurship education at national level (1) At regional level, there are specific strategies and broad strategies, and such is the case for Extremadura Region.

There are substantial variations among Communities regarding structure, implementation and budget, although all education levels are covered in all regions. They are the result of the collaboration among two or more departments (usually between Education and Economy/Employment), and in most cases, they are entirely funded at regional level.

Regional actions focus on entrepreneurship in the curriculum at all education levels and in teacher training provision, as well as establishing networks and partnerships with external stakeholders. So far, there is limited evidence of assessment of the impact of regional strategies with only quantitative evaluations related to the attainment of the intended goals and to participation.

Currently, many of primary schools, secondary schools, Bachelor, VET and university programmes (1-7 ISCED) focus on creativity, innovation, development of social and interpersonal skills and the sense of initiative (turning ideas into actions), through projects based work with pupils, mainly in teams. Through our present LOMCE (National Educational Law), entrepreneurship is explicitly integrated as a cross-curricular component at all levels. In addition, specific entrepreneurial subjects have been introduced in Secondary Education and VET.



The recent Order **ECD/65/2015** 21st January 2015, from National Ministry of Education, provided a description of the links among competences, contents and assessment criteria in primary, lower and general upper secondary education. It includes a series of guidelines to contribute to classroom strategies to develop a series of competences, some of them directly related to EE.

Since working on competences implies a great effort to educate on personal skills and values, the goal goes far beyond teaching concepts or knowledge. Therefore, the methodology approach suggests in the named Order is linked to active teaching methods and stressed the special effort needed to integrate the entrepreneurial approach in all subjects. The order highlights that the methodological approach based on key competences carries important changes in the conception of the process of education and learning. It implies changes in the organization and in the school culture where a narrow collaboration among teachers will be needed and a new challenge in their professional development, as well as changes in the practices of work and in the methods of education.

Primary Education (1 ISCED)

One of the main objectives for Primary Education is to make pupils getting used to being more initiative in their learning process, fostering skills/values, being aware of how important making efforts, responsibility and teamwork are. In addition, attitudes such as self-confidence; critical sense; initiative, curiosity, showing interest, creativity and entrepreneurial spirit in Learning, have to be promoted.

Besides, it is assumed that entrepreneurial spirit is developed and strengthened throughout the whole Secondary Education (level 2 ISCED), Bachelor (level 3 ISCED) and VET (level 4-5 ISCED) as a transversal priority

Secondary Education (level 2 ISCED)

Entrepreneurial attitudes are consolidated and business-related actions are developed.

Furthermore, one optional subject is introduced in lower secondary education curriculum: "Introduction to Business and Entrepreneurial Activity". In addition, in upper Secondary Education other optional subject concerned with Entrepreneurship is introduced: Business Economy and other subjects such as Economics and Philosophy contents, Entrepreneurship too.

VET : Vocational Education and Training (level 4-5 ISCED)

There is a module called "Business and Entrepreneurial Activity" which works on this specific key competence with a cross-sectional approach and the National Education Law defines specific contents for the subject although it does not recommend any specific methodology approach.

The National Education Ministry has a webpage (**Todofp**) describing the contents of the subject and provisioning with case studies and some good practices to inspire teachers. The page also links to European Report of Expert Group "Entrepreneurship in Vocational Education and Training" from 2009.

Regarding Entrepreneurship in VET there is a very interesting project launched by a peer group of teachers called **IniciaFp**, active from 2011, which is described in the good practice section.

At regional level, there are the following specific strategies:

* **Andalucía:** "Plan for the Development of an Entrepreneurial Culture in the Public Education System" (2011-2015) This plan includes a clear intention to involve member of educational community with special mention to families.

Please see: <http://juntadeandalucia.es/boja/2011/137/1>

* **Asturias:** "III Integral Programme to Promote Entrepreneurship" (2013-2015).

Please read

http://asturias.es/Asturias/descargas/PDF%20DE%20PARATI/emprendedores/Programa_cultura_emprendedora_2013.pdf



* **Extremadura** - Entrepreneurial Culture Plan to promote entrepreneurship in the Educational system with interventions that cover from Primary School to University. The methodology used is mainly through project based learning where teachers get trained to develop entrepreneurial projects and experiences in groups. Plans are adapted to different levels and ages. Participation is voluntary and involves teacher training in entrepreneurial skills, tools and recommendations to implement the programmes .

<http://culturaemprededora.extremaduraempresarial.es/>

Junioremprende: it is programme designed for enhancing enterprising culture.

Children from Primary School (10-11 years old) develop an entrepreneurial project, working together in a creative and innovative way.

This year (2015-2016) 2.137 pupils, 61 Primary/Elementary schools and 175 school teachers from Extremadura, are currently participating in this programme.

Teenemprende: it is an educational programme that aims to work on Secondary school and Elementary Vocational Education children ´s entrepreneurial skills such as creativity, innovation, taking risks ability, self-esteem through a project connected to their own environment.

This year, 1100 pupils, 50 Secondary Schools and 80 teachers from Extremadura are participating in this programme.

Expertemprende: it is an educational programme for young people who are doing vocational Education (FP). Its main purpose is enhancing and promoting the own initiative and entrepreneurial culture in youth, through running a new business educational project.

This year, 592 pupils, 35 educational centres and 43 Vocational Education teachers from the whole region are participating.

Campus Emprende: it is a programme for youth who have finished their Bachelor Degree in Extremadura for the latest five years. So, once they have finished studying, they decide to turn their own final project into a real business.

Teacher Training

In Spain, teachers are not generally trained in Entrepreneurship at ITE (Initial teacher education) but although it is not compulsory, there are professional development (CPD) opportunities if one teacher wants to get specific training. They have the chance of learning contents and skills concerning entrepreneurship, mostly through resources offered by National Ministry of Education. One of main on-line available resource in country contexts is the CPD platform for teachers (**Educalab**) launched by National Education Ministry through INTEF, National Institute for Educational Technologies and Teacher Training. Educalab is the biggest teacher network at country level and provides specific moocs, online and collaborative open training resources regarding **Entrepreneurship Education** and **Project Based Learning**.

References:

* Ministerio de Educación, Cultura y Deporte .La educación para el emprendimiento en el sistema educativo español (2015). Eurydice España- REDIE.



3

3. European Case Studies

In this section, European good practices and case studies in relation to Entrepreneurship Education are presented. Examining these cases, one can identify the European progress in the field of Entrepreneurship training for community operators today. In addition, these cases could be a good example for other Member States, in order to develop their own practises in this field.

3.1 Get ready for youth entrepreneurship: Seminar for Youth workers on youth entrepreneurial learning.

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Summary of the Initiative:

The training activity took place in Rome, Italy and was organised by Salto participation, (Co organised with the Italian National Agency and the support of Swedish and Hungarian National Agencies) from 21 to 26 of October 2013.

AIMS:

- To help youth workers/youth leaders to raise awareness in young people about the entrepreneurial potential of their “Youth in Action” projects (in particular youth initiatives).
- To develop youth workers’ understanding and competences in the field of entrepreneurial learning

OBJECTIVES:

- To clarify the meaning of youth entrepreneurship in different culture and countries;
- To identify potential benefits of entrepreneurial learning in the Youth in Action Programme;
- To present case studies with entrepreneurial follow-up measures in “Youth in Action” projects;
- To share tools and methods to encourage and prepare young people to undertake entrepreneurial activities as a follow-up of their “Youth in Action” project;
- To identify resources and challenges needed to implement entrepreneurial initiatives;
- To offer space for exchanging experiences and good practices in the field of entrepreneurial learning among players.

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Website :

<https://www.salto-youth.net/tools/toy/reference/get-ready-for-youth-entrepreneurship-seminar-for-youth-workers-on-youth-entrepreneurial-learning.3587/>

Contact person: Raluca Diroescu



Level of EE stage for Students:

VET (Vocational Education and Training)

Name of implementing body:

SALTO – Youth Participation. Part of “Youth in Action” programme for European Commission.

Target Groups:

Youth Workers

Methodology approach

Team building and project design sessions. Peer to peer learning.

The Seminar consisted of both a practical part with team building and project design sessions and an informative part delivered by experts and focused on entrepreneurship, entrepreneurial learning and youth initiatives within the Youth in Action Programme and upcoming Erasmus+ Programme. Both parts ran in parallel while interlocking throughout the seminar, as its main goal was the exchange of experiences, best practices and tools, and development of entrepreneurship-related projects. Group exercises and team development activities were used to foster group cohesion, negotiation and presentation strategies.

Presentations, practical workshops and exercises provided background information, and assessment through group dynamics to implement the crosscutting focus on entrepreneurship.

The programme was divided in 4 full working days and 1 on-arrival evening activity. A total of 20 participants - youth workers, youth leaders, and project coordinators - attended the Seminar.

The participants came from different organisations based in Youth in Action Programme countries (Austria, Croatia, Hungary, Latvia, Sweden, Turkey, Italy and the United Kingdom).

Learning outcomes and Evaluation

Learning Outcomes are project generation and cooperation among participants.

Evaluation Method is Self-Evaluation

Gain/Needs

Once the main contents of the Seminar were addressed and conclusions drawn, an open space was provided to participants to discuss topics, share experiences and develop future projects by setting their own agenda.

As a result, out of the 10 sessions that were proposed, 8 were initiated, run and presented by the participants.

The major outcome of this seminar were 4 projects, developed by 4 workgroups, out of 20 partners/project requests:

1. THE ART OF YOUTH ENTREPRENEURSHIP
2. RE - CYCLE
3. LOOKING FOR YOU AND ME
4. BE ACTIVE! BE ENTREPRENEURIAL!

The personal aims achieved during the seminar were in consonance with the seminar’s aims, as well:

- Discovered new fields and activities
- Future projects
- Cooperation with National Agency
- Networking



- Ability to distinguish the role of entrepreneurial learning and entrepreneurship within youth work
- Understanding of the general framework of the subject
- More knowledge about different approaches to entrepreneurship
- Got motivated to go on working with the Youth in Action Programme
- Learnt that entrepreneurship is not just about creating new businesses but also about creating new attitudes in youngsters
- Changed attitude towards the word ‘entrepreneurship’ and understood its need in own country and personal life
- Best practices to adapt to local projects
- Learned about entrepreneurship and the organisation of international initiatives.

All participants considered that they found new ideas and/or partners for future cooperation in the field of youth entrepreneurship as described in the future projects and learning outcomes.

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Why do we think this practice could be useful for Comeet+?

It engages Youth workers who can play a very significant role in boosting entrepreneurial spirits among youth.

3.2 Creative Potential

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Summary of the Initiative:

This project focuses on developing the competences needed to become a social entrepreneur and to share the tools for creating, implementing and running innovative social enterprise projects while also providing experiential methods to promote and facilitate Youth Empowerment, Active Citizenship, Engagement, Entrepreneurship and Healthy Living. It is addressed to Youth workers, Trainers, Youth leaders, Project managers, and will be held in September 2016.

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Website :

<http://trainings.salto-youth.net/5838>

Contact person: Raluca Diroescu

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Level of EE stage for Students:

VET (Vocational Education and Training)

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Name of implementing body:

Newbold Trust Forres, Scotland, U.K

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Target Groups:

Youth Workers

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Methodology approach

Inclusive range of non-formal learning methods: Group work, reflection time, discussions, games and individual time. It includes a number of nature-based methods, conducting some of the course outside.

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Learning outcomes and Evaluation

Learning outcomes are not described. Objectives are: Introduce Social Entrepreneurship and its role in personal empowerment, social change and creating resilient communities. Provide a learning journey and



practical tools for taking creative, innovative social enterprise business ideas into practical action and delivery. Support participants to identify and strengthen the qualities needed to be a social entrepreneur e.g. creativity, innovation, passion, motivation, leadership, interpersonal skills, project management, communication, a strong sense of citizenship and problem solving abilities. Offer a framework and set of resources which provide ongoing support to participants in developing, or helping others to develop, social enterprises and social entrepreneurship. - Nurture the innate sense of initiative and entrepreneurship that relates to all aspects of a healthy life including Employability.

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Why do we think this practice could be useful for Comeet+?

It engages Youth workers who can play a very significant role in boosting entrepreneurial spirits among youth.

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3.3 EntreLab Project for in service teacher training to entrepreneurship

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Summary of the Initiative:

A new model for in service teacher training for entrepreneurship education is emerging. Teachers can learn how to structure learning environments promoting a sense of initiative and entrepreneurship. The aim is not only to connect school with industry, but implement the didactics in line with a capability approach to be mobilized inside and outside the school environment. These may include the encouragement of the students' personal initiative and autonomy, the ability to make choices, and the possibility for students to participate in decisions about their curriculum.

AIMS

The aim of EntreLab is to promote the expansive learning phases to mobilize the agency of teachers, their ability to exert power. Teachers learn about the sense of initiative and entrepreneurship by becoming themselves entrepreneurial in their teaching activity.

Triggering discussion, involvement and participation.

Generating a cycle of expansive learning to mobilize the teachers' agency, having the teachers being entrepreneurial and taking the lead in the workshops.

Raising the awareness and importance of entrepreneurship.

Introducing entrepreneurship education through didactics (workgroups, project work, workshops, work experience, inviting entrepreneurs, company visits), pedagogies (teaching for autonomy, initiative, responsibility, ability to make choices, connecting school and work, learning how to take risks, etc).

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Website :

<http://www.univirtual.it/drupal/en/EntreLabEN>

Contact person: Not available

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Level of EE stage for Students:

Primary

Secondary

VET (Vocational Education and Training)



Name of implementing body:

Carlo D'Arco Technical Institute of Mantua
Marie Curie Actions.

Target Groups:

Teachers

Methodology approach

A selected group of 15 teachers will participate in ten weekly two-hour meetings to discuss – in an appropriate environment - how to implement entrepreneurship in the specific class/es and subjects. In order to generate a clash of opinions necessary to consider an issue from multiple points of view, diverse stakeholders will be involved: student, representatives of industry, a young entrepreneur and the school principal. The total number of participants should be no more than 20. In order to trigger a cycle of expansive learning the participants will discuss the obstacles that prevent students from being entrepreneurial. The mirror materials gathered by the researcher will help the participants to gain awareness about the issues of the class – e.g. why the students are not entrepreneurial.

The mirror material will be gathered by the researcher through in field observations in the classes involved in the research. The materials will be interviews with key people (students and parents, teachers, school principal, entrepreneurs, work tutors), videos of lessons, and documents on entrepreneurship education. The mirror materials and the different points of view of the participants will trigger and involve discussion and generate a model for entrepreneurship education suitable for the classes involved in the project. This model will be enhanced, and then implemented in the class with the necessary adjustments. Through follow up meetings the participants will reflect on the new practice to stabilize it, and implement it in other classes and the overall school.

Learning outcomes and Evaluation

The aim of EntreLab is to promote the expansive learning phases to mobilize the agency of teachers, their ability to exert power. Teachers learn about the sense of initiative and entrepreneurship by becoming themselves entrepreneurial in their teaching activity.

Gain/Needs

A new approach to open teacher training, involving experimental methodology for in service teacher training for entrepreneurship education. Seminars and networking among teachers and documents available for download.

Why do we think this practice could be useful for Comeet+?

It addresses teacher training making teaching material available and providing new methodologies for teacher training. The aim is not only to connect school with industry, but implement the didactics in line with a capability approach to be mobilized inside and outside the school environment. These may include the encouragement of the students' personal initiative and autonomy, the ability to make choices, and the possibility for students to participate in decisions about their curriculum.



3.4 Junior Achievement (JA) Europe - JA Italy

Summary of the Initiative:

Founded in 2001 when Young Enterprise Europe and Junior Achievement International Europe merged, JA works with the education and business communities as well as governments to provide young people from primary school to university with experiences that build the skills and competences they will need to succeed in a global economy. JA Worldwide operations reach more than 10 million students and engage over 400,000 business volunteers and mentors, spanning a total of 6 continents and 122 countries.

Junior Achievement (JA) has been active in Italy since 2002 and is part of the world's largest organization that was born in 1919 in the United States and now is present in 123 countries. Its mission is to educate students in grades K-12 about entrepreneurship, work readiness and financial literacy through experiential, hands-on programs. In Europe, JA is part of the Junior Achievement- Young Enterprise (JA-YE) Europe network.

In 2005, "Enterprise in Action" project ("Impresa in azione) was appointed by the European Commission as the best Italian practice of entrepreneurial education in high school and in the same year JA was invited to participate in the European General Enterprise and Industry Directorate working group on students' micro-enterprises.

Afterwards, the "BIZ Factory" event along with the European Innovation & Creativity Camp was launched to reward the creativity and the entrepreneurial spirit in the Italian schools. In 2008, "Enterprise without Borders" was also launched to create European networks of schools for entrepreneurship.

In the Italian regions, there is a teacher representative for the schools and a technical partner member of JA Network Committee promoting the Enterprise in Action program to local level. JA Alumni is the committee of former students of Enterprise in action, who are willing to continue collaborating with JA. They are active in many regions, including Lombardy, Piedmont, Veneto, Tuscany, Lazio, Campania, Basilicata, Apulia, Sardinia and Sicily.

Unquestionable JA strengths are:

- I. Use and promotion of volunteering, for both teachers and business people;
- II. European and international networking, which is an advantage and an added value both for the access to a portfolio of tested and validated teaching practices and for important relationships with multinational companies and market leaders.

Website:

<http://www.jaeurope.org>

Contact person: Not available

Level of EE stage for Students:

- Primary
- Secondary
- VET (Vocational Education and Training)

Name of implementing body:

Junior Achievement

Target Groups:

Students



Methodology approach

I. Didactic proposals targeting primary, secondary and high schools.

In addition to traditional lectures developed through the learning- by-doing methodology including exercises, games, simulations and discussions with business experts, in recent years, new proposals have been encompassed to meet the needs of young people and companies. Among the proposed and planned programs for primary, secondary and high schools, it is worth mentioning the followings.

“Me and the economy” (Io e l’economia): an economic-financial education program aimed at secondary schools in partnership with some companies. Each year, approximately 10.000 pre-adolescents aged between 11 and 13 participate in these lectures led by business experts through an interactive and concrete teaching methodology, based on a strong connection among economic concepts and everyday experiences of money management. JA has launched the first textbook on financial education and “Me and the economy” has recently become an educational book.

Banks in Action: 4 sessions of 2 hours each and an online competition. During a classroom course with an industry expert who combines theoretical concepts and practical exercises, classes are involved in a business game where students have direct contact with the banking organizations.

II. Didactic proposals aiming at promoting entrepreneurial education
“Enterprise in Action” – starting up and managing a micro-enterprise

Enterprise in action is a teaching proposal promoted by JA. Every year it involves more than 2,500 students and in 2005, the European Commission recognized it as a good Italian practice of entrepreneurial education in high school. It was designed for a class or group of students from the 3rd, 4th or 5th years with the aim of starting and running a micro-enterprise through a weekly meeting of two hours for 18-24 weeks. The purpose of developing an entrepreneurial attitude in children is pursued through a concrete development of a product or service including all related operations (market surveys, managing a bank account, business plan, product promotion, etc.).

The “informal” learning characteristics along with the practical and funny approach of the project create a positive competition and facilitate the relationship among peers and the teachers themselves. Furthermore, the students like the contents very much as they differ from the traditional ones and appreciate the opportunity to have contact with important economic and business realities.

Among the several positive examples, it is worth mentioning the micro-enterprise named Remember, which involved students from Bari who had dropped out of school for social or family problems but then chose to undertake an alternative professionalizing three-year course.

For this project, JA collaborated with Unesco, a non-profit association for the development of the Apulia region, which through this project supported the valorization of traditional crafts such as embroidery.

“Global Enterprise Program”

Global Enterprise Program -GEP was launched in September 2011 by ERT (The European Roundtable of Industrialists, a forum of about 50 leading companies in Europe) in partnership with Junior Achievement-Young Enterprise Europe and European Schoolnet, a network that currently includes thirty-one European and international ministries of education.

Enterprises and schools work together in this project to raise awareness and develop the skills of young Europeans required by the global business world. To achieve this, more than 2.000 volunteers from EU enterprises cooperate in the GEP project, with the support of teachers playing the role of facilitators.

It is a journey in stages throughout a company set-up and the global market: an online quiz, an interactive



lesson at school with a business expert, a mini-challenge among classmates and a selection for the GEP International Contest. During the three years covered by the initiative and according to the objectives of the project, 40.000 young people aged between 15 and 18 have the possibility to create and manage a student's' micro-enterprise, to discuss about globalization and develop joint ventures with peers from other countries. Besides stimulating the entrepreneurial spirit, the Global Enterprise Program also promotes a multicultural environment, offering the opportunity to exchange experiences with peers from other European countries. The winner of the contest has in fact the opportunity to participate in the selection of the International GEP, an important opportunity for cultural dialogue and exchange.

Learning outcomes and Evaluation

JA Europe covers all levels of education ensuring progression in entrepreneurship education from primary school to higher education. The 'JA Student Experience' and 'JA Education Pathway' prescribe continuous development of learning outcomes for entrepreneurship, work readiness and financial literacy to be acquired by students throughout their education. <http://www.jaeurope.org/education.html>

The project issues at international level the certification: The Entrepreneurial Skills Pass (ESP) which is part of the European Business Campaign on Skills for Jobs, an initiative promoted by CSR Europe and JA Europe, and convening companies to provide an answer to business risks related to skills and employability. ESP is an international qualification that certifies that students (15-19 years old), who have had a real entrepreneurship experience, hold the necessary knowledge, competences and skills to start a venture of their own or be successfully employed.

The initiative includes a full-year in-school mini-company experience; an examination of business, economic and financial knowledge; the possibility to access further opportunities offered by small and large businesses, to higher institutions and international organisation across Europe.

Gain/Needs

A solid model to promote entrepreneurship among young people, based in real life learning and a progressive model that can adapt to a comprehensive path for students of all ages, especially those in VET and University.

Why do we think this practice could be useful for Comeet+?

We will pay special attention to the resources from Entrepreneurial Skills Pass
<http://entrepreneurialskillspass.eu/resources.html>

3.5 DreamUp Project

Summary of the Initiative:

DreamUp project is a financial and entrepreneurial educational path fostered by Etimos Foundation in primary schools that highlights saving and credit as means to turn creative ideas into concrete solutions.

AIM:

The educational goal is to allow students becoming promoters of new ideas, having the courage to undertake the realization of a personal project, knowing that they are not alone and can create and share knowledge with peers, their families and the outside world. The project is part of the activities of Rights and Citizenship for the primary school and is in line with European directives on the promotion of micro-entrepreneurship in schools. It led to the creation of a scientific and theatrical journey, which gradually accompanies the participants to discover the value of money and microcredit.



The project aims to facilitate participation and contact among schools and families, whilst the main actors are students from the 4th and 5th years: the bet is just to talk to them about seemingly difficult and distant concepts being aware that the right language and the most effective methodologies will allow shaping the adults of tomorrow.

Then there are the adults of today: the teachers, but also the families. Teachers are the first partners of the project to develop concrete tools for the schools and a more interactive and participatory teaching methodology. The communication flow terminates within families and the outside school environment where messages come through the children themselves who, thanks to the experiment carried out in the classroom, will be ready to act as engaging educators for their parents and siblings.

The pilot project was first carried out in 2013/2014 in the province of Padua where 51 classes were involved in 26 schools with 1,300 children.

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Website :

<http://www.etimos.org/progetti/archivio-progetti/dream-up/>

Contact person: Not available

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Level of EE stage for Students:

- Primary
- Secondary
- VET (Vocational Education and Training)

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Name of implementing body:

Etimos Foundation Italy

.....
Target Groups:

Teachers, Families, Students and others

.....
Methodology approach

Financial education workshops in the classroom.

Each laboratory consist in a high level of interaction lesson, lasting 120 minutes and carried out by a qualified operator. The degree of difficulty and depth as well as the mode of communication and the chosen language is appropriate to age of pupils.

In any case, the laboratory provides a high degree of physical as well as intellectual participation from the students and is rich in experiments and demonstrations.

The contents of the workshops are designed by taking into account the ministerial program and with the overall purpose of including as many disciplines as possible, in order to offer teachers the opportunity to carry out a deep study in the classroom and close to the learners' real needs.

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Learning outcomes and Evaluation

At the end of the project the learners will have acquired:

- The ability to properly use technical terms like “money”, “save” and “credit”
- It is never too early to become familiar with the concepts of money, savings and credit and to start thinking about their future, but in an exciting and motivating way by exploring the means and the ways that can lead



them to the realization of our aspirations.

- The opportunity to deeply understand how important it is to work not only to earn money but also and especially to reach valuable personal achievements: the ability to be proactive and creative while trying to develop their own project.

One of the main topics introduced in the lab is the discovery of what a start – up is.

Nowadays a good idea should not remain a dream: if well-structured and shared, other people might believe in it and willing to invest to make it real. The learners might thus become the first real experts of start-up: their experience will make them the protagonists in transmitting new knowledge to be shared not only with peers, but also in the family and in the extra context-school.

Gain/Needs

Whilst most financial education programs promoted by banking organisations focuses on products and on savings, this project meets the real need of children to become protagonists and responsible for their personal growth goals, economic activities and job creation.

The project is part of the Rights and Citizenship programme activities for primary school and is in line with the European directives on the promotion of micro-entrepreneurship education in schools.

The participation in a training program focused on micro-entrepreneurship education offers students an ideal opportunity to use their creativity, to develop their capacity for enthusiasm and self-confidence, to learn how to work in groups and to become more willing to take responsibility and use their initiative

Why do we think this practice could be useful for Comeet+?

Because the educational main goal of this project matches with the overall purpose of Comeet+ to make the learners the protagonists in realising a personal entrepreneurial project, promoting new ideas with the awareness that they are not alone as they can create and share knowledge with their peers, families and outside world.

3.6 The Wallon Entrepreneurship Programme

Summary of the Initiative:

Title in local language: Programme Wallon Esprit d’Entreprendre

The first three years of the programme focused on raising awareness about entrepreneurship; the second three years on developing entrepreneurial attitudes.

The programme offers to help understand what is available in terms of support and guidance to make entrepreneurship the ‘eighth key competence’ for education and lifelong learning.

Website :

<http://as-e.be/>

Contact person: Not available

Level of EE stage for Students:

Primary

Secondary

VET (Vocational Education and Training)



Name of implementing body:

ASE (Agence de Stimulation économique)

Target Groups:

Teachers (4.900 participants)
Business advisors
Families
Students

Methodology approach

Collaborative learning/ Learning-by-doing / Project-based learning.
New approaches allowing learning from failure.
Many different initiatives were devised and operated under the programme, organised under five main approaches:
'Awareness-raising agents' (teachers for promotion in schools and for follow-up)
A portfolio of actions offered by partner organisations (mostly Les Jeunes Entreprises and ICHEC---PME) to develop the entrepreneurial attitudes of young people
Annual call for projects on entrepreneurship, open to schools
Awareness-raising workshops for teachers on the entrepreneurship spirit
Pedagogical tools prepared by ASE for teachers

Learning outcomes and Evaluation

The objective of the programme was to engender the entrepreneurial spirit in all secondary school students in Wallonia.
Mix battery of evaluation tools including self-evaluation, peer evaluation, test and open comments.

Gain/Needs

- 23,661 teachers were reached through 243 entrepreneurship projects selected under the annual calls for projects
- 4,900 teachers are registered in the teacher database, have received training or have developed an entrepreneurship project (annual call)
- from 2014 onwards the programme was replaced by "Entrepreneuriat 3.15", which continues to support and engender the entrepreneurial spirit in all secondary Schools in Wallonia.

Why do we think this practice could be useful for Comeet+?

Because of the large impact on teachers, principal agents to transmit entrepreneurial attitudes to young people. Some initiative resulting from the project, resources and evaluation could be used in the context of Comeet+.

3.7 Cap'Ten

Summary of the Initiative:

Cap'Ten is a project management method and set of educational tools to help young people, 10-13 year olds, to take up a personal project which captures their interest. Cap'Ten gives every child a chance to pursue a personal project, simulates the entrepreneurial spirit in individuals and is non-exclusive. Children,



including disadvantaged children, from all backgrounds and levels can find a project which inspires them.

Website :

<http://www.step2you.be/fr/step2you.html?IDC=761>

Contact person: Laurence Lievens

Level of EE stage for Students:

- Primary
- Secondary
- VET (Vocational Education and Training)

Name of implementing body:

ICHEC-PME department of the ICHEC-Brussels Management School.
(The Agency for Economic Stimulation ASE- promotes the initiative across Wallonia but there are many other public and private partners involved).

Target Groups:

- Teachers,
- Families,
- Mentors
- Youth Workers
- Students - 10,000 to 15,000 children a year throughout Belgium
- Policy Makers

Methodology approach

Project management method and set of educational tools
Simulations and business games, Curiosity and inquiry based learning
After invitation to participate, children pick up 'toolbox'.
• They learn about the project by reading or listening to the story of a mascot
• Game, discovering the ten transversal competences: choice, autonomy, initiative, courage, organization, creativity, team-spirit, open-mindedness, curiosity, communication
• Pupils start on the project, which is chosen by either or in small groups
They go through seven specific stages and are supported by pedagogical tools. Blended training

Learning outcomes and Evaluation

Learning objective is to develop entrepreneurial mindset and creativity in young students, giving training and pedagogical tools to teachers
The training uses self and group evaluation.

Gain-Needs

In 10 years, more than 105,000 children across Belgium have taken part in the Cap'Ten project.
Educational pack available: www.step2you.be/servlet/Repository?ID=926&saveFile=true
(-seven fiches which take pupils through the steps and substeps of project
- A manual containing practical tips and advices
- A tool which covers the ten transversal competences) self-assessment



Why do we think this practice could be useful for Comeet+?

Because of its remarkable success: Cap'Ten has now been taken up further and have been carried out in the following French-speaking countries:

France, Burkina Faso, Switzerland, and Cameroon.

The project has won the European Enterprise Awards

One Swiss school has translated the tool into English, increasing its potential.

Comeet + could refer to this project as one of resources for teachers' practice ready to be used in class.

3.8 YouthStart Training

Summary of the Initiative:

Information about the initiative: This initiative is a training tool for the development of entrepreneurship education, containing methodology, curriculum content, the development of entrepreneurial attitudes and skills and the final certificate of recognition.

Introduction: what is Youth Start, introducing oneself, role-play

Theory: theory on break-even points, bookkeeping principles: costs and profits

Skills: telephone skills, negotiation skills, applying for a job

Attitudes: punctuality, teamwork, live up to your commitments

ICT: laptop, Excel and PowerPoint

Field trips to companies, attending special company events, listening to guest speakers

Certification day: presentation by the students of their business plans

Website :

<http://www.youthstart.be/>

Contact person: Lena Bondue

Level of EE stage for Students:

VET (Vocational Education and Training)

Name of implementing body:

Youth Start Training , under the patronage of the Queen of Belgium (and government agencies, the cabinets of the Ministry of Employment, Education, Economy and Equal Opportunity ,the European Commission)

Target Groups:

Families

Students

Methodology approach

Learning-by-doing / Project-based learning / Problem-based learning / Challenge-based learning /Self-reflection/Self-evaluation Technology-based learning / Blended learning

Youth Start Training is a training course programme focused on the creation of a business plan and its ultimate presentation for young people (16 to 30 years old).

Blended environment

Learning outcomes and Evaluation

The initiative aims to inspire “underprivileged youth to find their path to success through hands-on, inte-



ractive and creative training in entrepreneurship”.
Mixed evaluation: Peer to Peer, group, self, open discussions.

Gain/Needs

Resource available through NFTE Impact Research
http://www.nfte.be/fileadmin/MEDIA/images/Research/121001_FR_BROCHURE_IMPACT_ONDERZOEK_final_BDS_CH.pdf
92.2% of participants stated they were either satisfied or very satisfied with the course.
11 % of them were self-employed, 12% returned to school and 59% were salaried.
According to Youth Start, this is a striking result as only 3.5% of the active Belgian population between 16 and 30 years old were self-employed at the time.

Why do we think this practice could be useful for Comeet+?

The initiative covers the whole of Belgium. First it was only available for Dutch speakers and since 2004 it has been also available for French speakers. Nowadays, Youth Start is also present in 12 other countries across the world.
As already transferred to 12 other countries for its rate of success, this initiative could offer to Comeet+ a good example of acquiring entrepreneurial knowledge and skills through training course.

3.9 Jong Ondernemen

Summary of the Initiative:

Jong Ondernemen is a non-profit organisation, founded in 1990 as a combined initiative of the ABN AMRO bank, VNO-NCW (Employers Association) and MKB Nederland (SME Association) in close association with the NOvAA (Order of Accountants), Chamber of Commerce and the Ministry of Economic Affairs.

Jong Ondernemen aims to help as many young people as possible (pupils and students) become aware of entrepreneurship and develop an entrepreneurial attitude as well as putting these skills into practice, learning about both the opportunities and challenges of running a business, during their study.

AIMS:

The aim of the project is to stimulate entrepreneurship for students on VET level. Hereby will be an attractive and future-oriented entrepreneurial education market developed in collaboration with the industry in Amsterdam on VET level. The project focuses only on students who are genuinely motivated to become self-employed and who have sufficient professional competencies

Website :

www.jongondernemen.nl

Contact person: Not available

Level of EE stage for Students:

VET (Vocational Education and Training)

Name of implementing body:

Jong Ondernemen



Target Groups:

Teachers
Students

Methodology approach

Learning by doing is the method of choice at Jong Ondernemen. This is the most effective mean to let the participants develop their entrepreneurial skills. Jong Ondernemen has therefore chosen for a form applicable to all the differing educational levels in the Netherlands a concept whereby the students set up and manage a company. Concepts have been developed for primary education and HAVO/VWO, VMBO, MBO, HBO and WO. Every year thousands of pupils and students start up a student company. These companies form an excellent preparation for independent entrepreneurship, or for those who join existing companies, an entrepreneurial attitude which enables them to succeed in their chosen function and careers.

Until now, the mainly focus for developing entrepreneurship is on college level. Concrete incentives, training and guidance for entrepreneurship on pre-vocational and VET level takes far less place. This is recognized by the Chambers of Commerce. For the economic engine in the region of Amsterdam, starting car mechanics, electrical installation and mechanics, carpenters and mechanics are important. Besides the demand from the labour market there appears a big demand of self-employment from the society. The number of self-employed workers is growing.

Learning outcomes and Evaluation

Revision of the programme on a regular basis based on informal discussions with the teachers that run the programme.

Gain/Needs

Very successful programme.

Why do we think this practice could be useful for Comeet+?

The learning by doing aspects of the programme. very practical and hands-on. Creating real-life situations by getting students to actually start-up their own enterprise.

3.10 Ent-Tech

Summary of the Initiative:

Ent-Tech is a EU funded Lifelong Learning Programme completed project (2011-2013) that stimulates entrepreneurship among students in VET institutions by providing teachers with tools and materials to educate, inspire and motivate students for entrepreneurship.

Website :

<http://www.ent-teach.eu/>

Contact person: Erna van der Werff

Level of EE stage for Students:

VET (Vocational Education and Training)

Name of implementing body: Business Development Friesland



Target Groups:

Teachers

Methodology approach

Modular training course based on practical activities.

Within this framework there have been developed 7 units of training material on entrepreneurship. The units are:

- Understanding entrepreneurship
- Opportunity recognition
- Market analysis
- Financial management
- Intellectual property management
- Project management
- Exit strategies

It is a modular training course, meaning it can be completed from start to finish but also individual stand-alone units or learning activities can be used.

All 7 units are supported by practical learning activities, videos, case studies and self-assessment questions to be used by the teacher/trainer. Competence development is applied. The material is related to several competences relevant to VET institutions. Also a time frame of the Ent-teach material is given: 84 hours max (on average 12 hours per module). The materials are online available free of charge at the www.ent-teach.eu platform in five languages: English, Dutch, Spanish, Polish and Greek.

The material is initially aimed at the vocational school teacher/trainer to be used in and outside the classroom to engage students and to encourage them to pursue a career as an entrepreneur. BICs and incubators could apply the materials to their vocational (level) pre-start-ups.

Learning outcomes and Evaluation

By applying the results of this project in VET institutes:

- teachers gain insight to competences that are required for the entrepreneurs of today and tomorrow,
- teachers can involve entrepreneurs (former students) in the classroom and together address the students of today, and,
- teachers can better interest, support and educate VET students to pursue a career as an entrepreneur.

Gain/Needs

The reason for this project was the low awareness of starting your own company as a job option at VET students or former VET students. VET students who finish their studies are usually expected to continue their education elsewhere or start a job. Some former students however start up their own firm. Most teachers are unaware of this next step a student takes after graduation. For this reason the central aim of this project was to equip VET teachers to teach students the emerging skills of entrepreneurship with a focus on the (start-up) micro enterprise. In this way teachers can provide VET students with knowledge about the functionality of the company and inspire as well as motivate them to set up and run their own firms. They are made aware of the possibility to actually pursue a career as an entrepreneur and learn along the way.

Why do we think this practice could be useful for Comeet+?

Besides the more theoretical material of the lessons which is very valuable, the practical exercises, case



studies and how to's could be very valuable for the COMEET+ project.

3.11 Sesame

Summary of the Initiative.

SESAME (Social Enterprise by Synergy and the Added value of youth Mentoring in Europe) is a EU funded project under the Erasmus+ programme (KA2 Strategic Partnership for VET) that runs from 2014 to 2017.

It's a worldwide movement that businesses and individuals aim at changing the world for the better. There is a growing attention for innovative enterprises that have a social mission as its primary goal. These are called social enterprises. Where the more traditional company would focus on the financial gain, a social enterprise makes profit but emphasizes on having a meaningful activity. Just like young people, who increasingly express the wish to offer an added value to their local society and region.

One way of intervention is mentoring which focuses on the personal development of young adults. It binds generations in the activity of sharing experience and knowledge.

Project SESAME wants to fasten social inclusion of young people, and lead them to their potential on their way to the labour market. This will be achieved by combining social entrepreneurship and mentoring support.

One of the most effective ways to improve young people's lives is to empower them – by activities and by the support of entrepreneurial role models – to realise their own ability to make a positive social change. The project inspires and invests in entrepreneurs and young people to start and lead their own social venture. The combination of social entrepreneurship and mentoring will be a structure supported by society. It is based on wisdom and strength in people, causing empowerment. It is less influenced by power, control of money or government.

Website :

<http://sesameproject.com>

Contact person: Szilvia Simon

Level of EE stage for Students:

Primary

Secondary

VET (Vocational Education and Training)

University

Name of implementing body:

ROC Friesland College

Target Groups:

Teachers

Methodology approach

One way of intervention is mentoring which focuses on the personal development of young adults. It binds generations in the activity of sharing experience and knowledge.

Project SESAME wants to fasten social inclusion of young people, and lead them to their potential on their



way to the labour market. This will be achieved by combining social entrepreneurship and mentoring support.

One of the most effective ways to improve young people's lives is to empower them – by activities and by the support of entrepreneurial role models – to realise their own ability to make a positive social change. The project inspires and invests in entrepreneurs and young people to start and lead their own social venture. The combination of social entrepreneurship and mentoring will be a structure supported by society. It is based on wisdom and strength in people, causing empowerment. It is less influenced by power, control of money or government.

Learning outcomes and Evaluation

Students develop their social entrepreneurship competences by following the course: This programme is built up from 3 main parts:

1. Understanding Business and Social Involvement
2. Get inspired
3. Invent your own social enterprise

Gain/Needs

Developing competences in the fields of social entrepreneurial behaviour.

Why do we think this practice could be useful for Comeet+?

Nowadays a focus on entrepreneurship alone is not enough. The focus should be on social entrepreneurship and entrepreneurial behaviour.

3.12 E3-Entrepreneurship in Schools

Summary of the Initiative:

E3 is a holistic educational programme focused on developing entrepreneurial culture and skills in the whole educational community: students, teachers and families.

A total of 350 participants – pupils from Primary school (ISCED 1-2) and students from lower Secondary school (ISCED 3) participate in this project. Experts in business field will guide them in this process.

The training activity takes place in Villanueva de la Cañada, Madrid (Spain) and it has been organized by Villanueva de la Cañada Town Council. It has been held for last year (2015- 2016)

These educational programmes are developed during school hours, ensuring that there are integrated in the curriculum contents.

E3 family.- This is a project for families which aims to give them information and training. It tries to make families be aware of how important entrepreneurship is, involving them in entrepreneurship education. It has been held for the current year (2015- 2016)

Website:

<http://www.emprendemoseneducacion.es/que-es-e3>

Contact person: Not available

Level of EE stage for Students:

VET (Vocational Education and Training)



Name of implementing body:

Villanueva de la Cañada Town Council

Target Groups:

- Teachers
- Families
- Students

Methodology approach

They use different tools such as canvas model, business cases or Lean Startup methodology. They usually mentor and monitor teachers in this learning process.

They base their pedagogy on innovative educational theories: LEARNING BY DOING and we use project-based learning (PBL) in which each group of students chooses their own project, ensuring high motivation and great commitment.

Learning outcomes and Evaluation

These people consider through self evaluation that learning based on experiences is really beneficial for learners because it fosters their motivation and curiosity. Not only they want to discover and learn new things, but they learn competences, skills and values.

Gains/needs

They carry out quantitative and qualitative assessment to check real impact on entrepreneurship and learning (University of Zaragoza and Universidad Complutense of Madrid)

Why do we think this practice could be useful for Comeet+?

We have selected this practice because It engages teachers who can play a very significant role in boosting entrepreneurial spirits among youth.

3.13 Ampas Education Experiences

Summary of the Initiative:

CEAPA is a body which organise every year a contest based on fostering the exchange of innovative experiences concerning with new models for actions used by Parents Associations. (AMPAS). CEAPA offers families free group and online training about different topics related to children's education such as fluent communication within the family ; emotional education and key competences among others. It has been held since 1979

Website :

<https://www.ceapa.es/>

Contact person: Not available

Level of EE stage for Students:

- Primary
- Secondary
- VET (Vocational Education and Training)



Name of implementing body:

CEAPA- Confederación Española de Padres y Madres del Alumnado

Target Groups:

Families

Methodology approach:

active and participatory methods ; training and networking in groups.

Learning outcomes and Evaluation

Families have to work on a specific project to implement on their educational communities.

They check results of training using tests and questionnaires (evaluation/assessment)

There is a contest for the families initiatives being evaluated by a set of professionals designed by CEAPA.

Gain/Needs

Each year three projects with innovative approach to collaborate with schools are awarded. Those are promoted as good practices.

Why do we think this practice could be useful for Comeet+?

We consider that it is an interesting practice because families get involved in making ideas into specific actions to implement in their communities. To achieve this they have to share visions and goals , and get organised to design a project, get funding and implement it.

3.14 Emprendiendo en Familia

Summary of the Initiative:

This is a project developed by Valnalón (a management company which depends on Government of Asturias) which aims to help families in developing their children's entrepreneurial skills. Families have an essential role in developing entrepreneurial activities because they are the first socialising agent in children's lives. This programme has been held since 2007

Objectives:

- * To involve families in their children's entrepreneurial education
- * To foster a fluent communication among fathers, mothers and children.
- * To exchange experiences between families
- * To support families in necessary Knowledge and tools so as to enhance entrepreneurship in children.

Phases:

- * An awareness of the importance of entrepreneurship
- * Social Impact
- * Meetings

Contents:

- * Awareness: developing entrepreneurial skills in the educational field
- * Social impact: analysing entrepreneurial skills which have been developed.
- * Meetings: exchanging experiences and evaluation



Website :

www.valnaloneduca.com

Contact person: Marta Pérez y José Antonio Vega

Level of EE stage for Students:

- Primary
- Secondary
- VET (Vocational Education and Training)

Name of implementing body:

Valnalón

Target Groups:

- Teachers
- Families

Methodology approach:

Active, participatory. It involves sequential working sessions which these participating families during the whole academic course.

Specific training courses for teachers are being developed (online training and training in groups)

Learning outcomes and Evaluation

Learning outcomes are not defined. They evaluate satisfaction and how useful families consider the workshops.

Gain/Needs

They have wide experience in entrepreneurship and their programs are pioneers in entrepreneurship education in schools

Why do we think this practice could be useful for Comeet+?

They have wide experience implementing programs for families and they can advise about measures to increase participations.

3.15 IniciaFp

Summary of the Initiative:

This initiative was launched in 2011 as a result of a teacher’s network from different regions in Spain. It has been selected as a good practice by Ministry Of Education Spain. Main object is to generate innovatives approach in VET schools at management and technical level, by connecting teachers, students and companies to provide real entrepreneurial experiences to VET students.

Under the slogan “Learning to Undertake” (Aprender para Emprender) general objective is to provide practice training in entrepreneurial skills for VET teachers and students, implementing methodologies to boost collaborative work integrating information technologies.



Main actions are workshops for teachers and students :

- Branding and naming: Working on idea definition and communication using creativity.
- Creativity: Creative problem solving through communication and creative techniques and group dynamics.
- Design Thinking: Creativity and visual thinking applied to project design and development.
- Technology Workshops: Teachers and students get trained in how to use social networks to promote their personal brands and business ideas.
- Innovation camp: Intensive workshop to know what means business innovation with real life examples and meetings with creative entrepreneurs.
- Company visits: Students get to identify and plan visits to selected business in their areas.
- Entrepreneurs School: In collaboration with EOI Business School, students can participate in a comprehensive 90 hours course to turn ideas into business plans.

Website :

<http://iniciafp.es>

Contact person: Ana Pérez.

Level of EE stage for Students:

VET (Vocational Education and Training)

Name of implementing body:

Supported by National Institute for Educational Technologies and Vocational Training. Co-Founded by European Social Funds.

Target Groups:

- Teachers
- Students
- Entrepreneurs

Methodology approach:

Blended methodology and practical learning, the model looks to integrate open on-line resources with group work and practical experiences where the students get the chance to interact with real life entrepreneurs.

All participants follow a project based learning programme with tutorship from participating teachers.

Learning outcomes and Evaluation:

Specific objectives for the initiative are designed to increase student and teacher motivation when approaching entrepreneurship.

The learning outcomes are focused in two competences, digital and entrepreneurial, defining a set of skills to train in both competences with specific outcomes. The result is mainly focused on a business plan in the field of VET studies.

Evaluation methods are mainly continuous tutorship and self-evaluation.

Gain/Needs

From 2011 to present, the teachers behind the initiative have managed to keep the project active and they have generated a very useful of open resources materials available to any VET teacher willing to work entrepreneurial skills with their students in innovative ways. They have tested and review materials making the resources unique and practical.



Why do we think this practice could be useful for Comeet+?

Is a practical example on how a collaborative working approach among teachers can lead into useful models to implement the entrepreneurship subject and skills among VET students.

3.16 Design for Change Spain

Summary of the Initiative:

This initiative is part of Design For Change World with branches in 29 countries worldwide and was launched in Spain in 2011. They state that “Design for Change equips children with the tools to be aware of the world around them, believe that they play a role in shaping that world, and take action toward a more desirable, sustainable future”. They offer entrepreneurial experiences in schools of all types, basing their methodology in a 4 steps approach that comes from the Design Thinking discipline. Those steps are: Feel, Imagine, Do, Share and the project claims to have impact in Developing 21st century skills, employability as well as social and emotional competences. Every school year they launch calls for any educational center to participate. They train teachers to implement an entrepreneurial based learning project in groups of scholars. They have a very specific methodology for teacher training called “Lab I Can” .

Every school year they promote project results and award two schools per country to participate in an international meeting event.

Based in the experience and solid methodology developed, In Spain, since January 2016 the project is funded by Telefónica Foundation as a strong bet for innovation in school century.

Website :

<http://www.dfcspain.com>

Contact person: Miguel Luengo.

Level of EE stage for Students:

- Primary
- Secondary and Upper Secondary
- VET (Vocational Education and Training)
- Informal Learning (Youth associations)

Name of implementing body:

Design for Change Spain in collaboration with Fundación Telefónica.

Target Groups:

Teachers

Methodology approach:

Providing teachers with a toolkit, visual materials, inspiration and a face to face workshops of two days where they explore their methodology in depth. Then they invite teachers to dare and implement the right environment where the students can identify, develop and put into practice a project based in real life gains. During the project lifecycle they offer follow up tutorship to participating schools and small workshop with young people and students.

In Spain, the 4 steps model adapted from the model of DFCWorld are summarised in 5: It is a simplified



process of Design Thinking in which teachers work as facilitators in schools. Teachers are provided with a toolkit and a face to face training with specific group dynamics and techniques to implement in each phase. Students have the chance of working in teams through 5 phases being able to define goals and make plans to change something in their environment they want to improve.

Due to this process, students can:

- Have more faith in themselves, feeling more confident
- Reinforce empathy in their environment and with their classmates
- Solve real problems in their daily life.

Phases:

1.- Feel.

Understanding is a key word in this process. We invite pupils to investigate problems of their environment, watching with detail trying to find clues and keeping solving the chosen case.

In this phase we can distinguish different steps:

- What do you know about your environment?
- Organize information
- Identify focuses of actions
- Choose one focus
- Improve your comprehension
- Summarize what you have learned
- Generate a challenge

2. Imagine.

The key word is “exploring/looking for new possibilities” how? Proposing many new solutions so as to identify and work on the most interesting ideas, being able to create an action plan. This part involves prototyping as a concrete applied creativity process.

We can find different steps in this phase:

- Propose many ideas as possible
- Choose the best ideas
- Prototyping
- Specify a proposal
- Design an action plan

3. Take into action

Making the ideas true is the key word. We have to reinforce the idea “yes, I can. Yes we can” and start implementing the project and test it in reality.

4. Evaluation

They use the word “Evaluate” as a mix of Evaluate and Evolve. This phase is meant not only to self-assess if objectives and expectations were met but also to implement changes in the project to reach new goals or improve the issues tackled by the project.

They provide teachers with some toolkits and exercises for qualitative evaluation where they review and discuss feelings, difficulties and lessons learnt. Based on those results and using a canvas model they review the project done proposing new things to do, things they must stop doing and others they should continue doing.

5. Share

Being able to tell our plan. This process begins with the view of what the rest of people have done and it finishes sharing what we have done. We can find the following steps:

- Show your project
- Disseminate your project





Learning outcomes and Evaluation:

Specific objectives for the initiative are designed to increase student and teacher motivation when approaching entrepreneurship. The initiative is based in empowerment: “Yes I can” is their motto. There is a specific evaluation phase described before.

The organisation helps participant in disseminating their projects and actions.

They organise a School Contest to select good practices and highlight best projects.

Gain/Needs:

The methodology and toolkit for teachers are very valuable, visual and simple but jet inspiring and accurate.

Gains for institutions:

In Spain the project is linked to the national education law and presented to contribute to entrepreneurial competence acquisition and innovation.

The methodology can be scaled to different type of students and educational level, with short or longer length.

Gains for teachers:

It is an opportunity to get trained in active pedagogic tools and new roles within teacher practice shifting to facilitator and coach rol.

Increase motivation and validate the social role of teachers.

Getting prepared to new normatives and trends in education.

Gain for students

Empowerment, motivation and gain in key competences and skills for the future.

Active work on competences.

Self awareness as agents for positive change.

Why do we think this practice could be useful for Comeet+?

It is a good example on how Design Thinking tools can contribute to project design and entrepreneurial based project in groups. Their methodology is easy to transfer and it is well contrasted. They have very accurate, understandable and useful materials. They work directly with skills acquisition and empowerment of teachers and young people in particular. They work with teachers as central figures for implement projects and motivate students.



4

4. European programmes/projects born to foster entrepreneurship skills development for the community operators

In Europe, a variety of programmes/projects are implemented targeting to foster entrepreneurship skills development for the community operators. However, in most programs most resources are dedicated to teacher training and making resources and tools available to help them develop own methods and evaluate entrepreneurship as a competence.

Apart from national budgets, funding for entrepreneurship education may also be available from EU sources, both by direct funding (managed directly by the EU programmes, for example Erasmus+) or by indirect funding (shared management between national/regional authorities and EU institutions).

In Belgium (French and German-speaking Communities), a budget of EUR 292 423 was allocated by the European Social Fund (the main source of indirect funding) for entrepreneurship education. This funding predates the current specific strategy for entrepreneurship education launched in 2014, and the support will be continued into the next funding period from 2014-2020.

In Flemish Community, the objective 'Promotion of entrepreneurship' included both the ESF and the European Regional Development Fund (ERDF). They contain specific objectives and investment priorities with regard to the promotion and support of entrepreneurship, the stimulation of an entrepreneurial mind-set and the creation of an entrepreneurial culture. This implies the possibility of financing actions on these themes with funds from both ESF and ERDF. The 'Innovation Cluster for Entrepreneurship Education' project coordinated by Junior Achievement – Young Enterprise Europe – also involving some ministries of education –partners from eight countries (Belgium, Denmark, Estonia, Croatia, Italy, Latvia, Finland and Norway). It received a grant of circa EUR 1.8 million over three years.

Romania has allocated 4.4 billion euro during 2014-2020 period to SMEs, through various operational programs for e.g.:

- Youth entrepreneurial training resources through the Structural Funds (European Social Fund, the European Agricultural Fund for Rural Development)
- Promoting entrepreneurial learning modules for young people participating in youth guarantee schemes.
- Facilitate adaptation processes of young entrepreneurs' target.
- Introduction to key competence "spirit
- Human Capital Operational Programme (approximately EUR 550 million)
- Operational Programme for Competitiveness (over 250 million EUR available for SMEs in the sectors of Research, Technological Development and Innovation (RDI), for supporting economic competitiveness and the Information and Communications Technology (ICT), for a competitive digital economy.
- RDI will provide support to SMEs to prepare and implement projects under Horizon 2020 and other international



RDI programs.

- Regional Operational Programme (ROP) - EUR 865 million will be available to SMEs by accessing priority axes 1 & 2: Technology Transfer (EUR 165 million) and the Competitiveness of SMEs (EUR 700 million).

In the previous section, the case studies reported, represent a good example of European projects and/or programmes related to the Entrepreneurship education and training. These programmes/ projects, funded by various EU sources, contribute to the development of entrepreneurship skills and abilities of the community operators.

Since the development and promotion of entrepreneurship education is one of the key policy objectives for the European Union, various programmes/ projects are implemented by the Member States in relation to this subject, these are some examples of programs including training for members of the educational community, including teachers:

YEDAC

This program has received funding from the European Union in the **Competitiveness and Innovation Framework Programme (CIP)**.

The aim of the YEDAC project is to create tools that can support teachers in the integration of entrepreneurship in the teaching of subject matters.

The YEDAC project has on a theoretical background created an entrepreneurial learning model, which describe the aspects of entrepreneurial learning and an entrepreneurial learning process model, which together with method cards guide teachers and students.

Dated 2013 guidelines and handbooks for teachers and students have been developed and tested., More information in the following [link](#):

School education gateway - Teacher Academy

The School Education Gateway is funded by Erasmus+, the European programme for Education, Training, Youth and Sport. It is operated for the Directorate General for Education and Culture of the European Commission by European Schoolnet, an international partnership of 31 European Ministries of Education developing learning for schools, teachers and pupils across Europe. The School Education Gateway is linked to eTwinning, the community for schools in Europe.

They share good practices in EE as well as recommendations for policy makers and educators.

Teacher Academy is a result of this project and offers information about teacher training in different european countries, including entrepreneurship training opportunities for teachers.

<http://www.schooleducationgateway.eu/en/pub/index.htm>.

European Entrepreneurship Education Network (EE-HUB)

The European Entrepreneurship Education NETwork is a 3 years project (2015 –2018) co-founded by the European Commission, Executive Agency for Small and Medium-sized Enterprises (EASME) under the COSME Programme. The consortium managing the EE-HUB is composed of 4 partners: JA Europe, EUROCHAMBRES, SEECEL, EUpro-VET. Cisco, EY, Intel, Microsoft, Visa, have joined as private sector partners.

The EE-HUB serves as a pan-European entrepreneurship education platform bringing together existing European and national expertise, in line with proposals included in the Entrepreneurship 2020 Action Plan. The Hub has the mission to gather good practices and launch peer-learning events across Europe. The EE-HUB experts have been organised in groups to identify success factors in 5 areas, National Policies, Partnerships, Entrepreneurship education Ecosystem and Instruments.

<http://content.ee-hub.eu/EE-HUB/Get-Started-HERE/Success-Factors>

South East European Centre for Entrepreneurial Learning

SEECEL's mission is to work on systematic development of lifelong entrepreneurial learning as a key competence, in line with policies and practice of those of the European Union, implemented through structured regional



cooperation.

Among other actions and in cooperation with 8 SEECEL member states' national experts, SEECEL developed the learning outcomes for entrepreneurial learning as a key competence in line with EU policy framework for entrepreneurial learning. They offer specific lesson plans for teachers under petition as well as related documents.

<http://www.seecel.hr>

Endure Project Erasmus+

This is a cooperation project under Erasmus + programme. Endure stands for European Network of Design for Resilient Entrepreneurship. The ENDuRE project aims to design and execute a new framework based on frontal teaching and problem-oriented learning. The alliance will develop tools and methodologies for start-ups to make right decisions in highly dynamic markets and uncertain conditions. These will focus on improving:

- Opportunity scouting
- Technical and economic assessment
- Viability analysis
- Technology and business pre/prototyping

The ENDuRE entrepreneurial programme, based on a learn-by-doing approach, will be an opportunity for the alliance to test and develop the new tools and methodologies. Student entrepreneurs participating in the entrepreneurial programme will receive the highest level of coaching and strategic support in order to test and validate their business ideas. By the end of the project, university students, graduates and entrepreneurs should have access to a set of homogeneous and multi level didactical material for their entrepreneurial needs. These materials will be scalable, transferable and suitable for start-ups at various stages of their growth and maturity.

By the end of the project, university students, graduates and entrepreneurs should have access to a set of homogeneous and multi level didactical material for their entrepreneurial needs. These materials will be scalable, transferable and suitable for start-ups at various stages of their growth and maturity. The project is currently under development.

<http://www.endureproject.eu>

Astee Project. OctoSkills

The ASTEE project was co-funded by the European Community, the Competitiveness and Innovation Framework Programme (CIP) and ran from December 2012 till June 2014.

The objective of the ASTEE project is to develop a set of common European tools for measuring the impact of Entrepreneurship Education (EE) on students' entrepreneurial competences across all educational levels. The tools are based on the identification and definition of key learning outcomes at the primary, secondary and tertiary levels.

Octo Skills is an app designed and developed under this project. This interesting tool allows you to measure the development of students and assess the influence which different teachers and teaching styles have on the student. It help teachers to track progression in skills acquisition in students participating from entrepreneurial programs.

<http://www.octoskills.com>

IncuVet Erasmus+

This is a cooperation project under Erasmus + programme. The EU co-funded project IncuVET (2014-2016) envisages to support and promote an innovative role for VET schools as local/regional hubs for entrepreneurship, beyond the mere provision of start-up advice. VET schools are in a position to stir a multi-stakeholder process where local authorities, employers, start-ups, teachers and students come together to shape the way entrepreneurship education is embedded in the curriculum and learn from each other in a collaborative way, with valuable impact on the schools, the students, the market and the community as a whole. In this line, the incuVET consortium is set to identify basic elements of an ideal VET school-based entrepreneurial support system, drawing on existing initiatives and best practices among the consortium and beyond, and to provide an information hub to collect material, stir the debate and discussion, in an effort to embed some of the learning taking place during



the project lifetime into the VET school structures. Within the project they organise four workshops during the lifecycle of the project, which constitute best practices of entrepreneurship education in Europe

<http://www.incuvet.eu>

The Erasmus Plus Project Result Platform shows up to 186 entries under the topic “entrepreneurship” and 5 project selected as good practices under KA2 Action “Cooperation for Innovation and the exchange of good practice”.



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5. Survey on target groups' needs

A survey took place to identify the need of entrepreneurial competences/skills and training methodologies for the community actors. The participating countries had to select a representative sample, based on the target group, send a **questionnaire** and collect the answers. Each participating country has focus on target groups within their reach, adapting and sending survey and collecting answers.

The aim has been to learn more about the experience and training needs of the community actors (family, teachers, professionals or experts) how they valorate entrepreneurship education and what are their training needs to contribute to the process of acquiring entrepreneurial skills in children and young people.

Besides reference country or target groups, 100% of the survey respondents, about 150 people, have said that they consider entrepreneurship education important for the future of young people.

Results are structured according to the following items:

- Importance of building entrepreneurial skills
- Prior groups training experiences to promote entrepreneurial skills
- Entrepreneurial skills training needs (central item based in learning outcomes described in Eurydice report EE in Europe 2016, dimensions identified by the European project ASTEE, Assessment Tools and Indicators for Entrepreneurship)
- Learning content methodology
- Influence learning

Main question about entrepreneurial skills training needs is based in learning outcomes for entrepreneurial education highlighted in the latest Eurydice Report about this topic. We have asked to prioritise the following topics, so we could get a picture of the most accurate contents for ComeetPlus Learning Platform. This key question of the survey sent was Q4. Answers in this question are very consistent despite group or country reference of the respondents. In the next infographic we show results organized in preference order.

To facilitate the interpretation of results, summary of the survey is organised according to the answers of target groups. From 150 participants we had 60 answers from teachers, 45 answers from family members, 30 from professionals working with young people, 10 are coming from experts and technical staff working on EE programs and 5 people did not choose any group option.



SURVEY ANALYSIS COMEET+

The aim is learn more about the experience and training needs of the educational community (family, teachers, professionals and experts) and how much they can contribute to the process of acquiring entrepreneurial skills of young people.

Sample Survey

40% teachers 30% families 20% professionals 7% experts 3% others

Results

	Family	Teacher	Professional	Expert
Importance promotion entrepreneur skills in childrens and youth	100%	100%	100%	100%
Training in entrepreneurial education for children and youth	30%-40%	50%	60%	50%
Entrepreneurial skills training needs	Creativity Teamwork Self Confidence Planning Organizing Resources Managing uncertainty Identify oportunities for develop initiatives	Creativity Teamwork Self Confidence Planning Sense of initiative Concepts of entrepreneurship Entrepreneurial options Identify oportunities for develop initiatives	Creativity Teamwork Self Confidence Planning Sense of initiative Concepts of entrepreneurship Entrepreneurial options Identify oportunities for develop initiatives	Creativity Teamwork Self Confidence Planning Sense of initiative Concepts of entrepreneurship Entrepreneurial options Identify oportunities for develop initiatives
Learning methodology	BLENDED LEARNING Project based learning Peer learning Interactive teaching methods managing uncertainty/risk	BLENDED LEARNING Case studies Project based learning Interactive teaching methods Peer learning Articles and discussion Management skills Personal development Educational coaching Emotional education	BLENDED LEARNING Project based learning Peer learning Interactive methods Case studies Articles and discussion Forums Desing thinking Practical info on how to start your 1 person business	BLENDED LEARNING Seminars or debates/exchanges of knowledge and experience with experts Entrepreneur Managing Uncertainty/risk Creativity
Influence learning in youth	School/high school Enterprising person Peer group Family	Enterprising person Peer group School/high school Family	Enterprising person Peer group School/high school Family	Enterprising person School/high school Peer group Family
Intention of participate in a training program				



Families

The families consider that entrepreneurship education is important for the future of children and youth.

The group considers has not received enough training in entrepreneurial education. Nevertheless, they are interested in the topic and they want to know how they can help to develop entrepreneurial skills.

They identify the following key training needs (presented as attitudes, skills and knowledge): Creativity, Teamwork and Self Confidence, including communications skills are marked as essential. Planning, Organizing resources, Managing uncertainty and Identify the opportunities for develop initiatives are marked as very important. Topics less important for them are financial knowledge or the role of entrepreneur in society.

We have asked about preferred learning environment and the most widely chosen option has been Blended learning.

The learning method they prefer are: Case studies, project based learning, peer learning, interactive teaching methods.

They consider that real entrepreneurs, peers and families are main influence learning: Firstly enterprising person, peer group and family in that order.

Teachers

This group in general considers that EE is important and some **has received training** in entrepreneurial education. Nevertheless, the percentage continues to be low between **30%-50%** of teachers who have received prior training in entrepreneurial education.

Training needs identify are similar to previous group: Creativity and self-confidence are selected as key elements to work on. Teamwork, entrepreneurial career options, sense of initiative, identify the opportunities to develop initiatives or managing uncertainty are selected as important with less relevance.

We have asked about preferred learning environment and the most widely chosen option has been Blended learning.

There is a variety of answers regarding teaching methods. Most selected are: Case studies articles, project based learning, interactive teaching methods, peer learning, articles and discussion forums, management skills, personal development, educational coaching, emotional education, .

Professionals

The professional within informal learning for young people consider entrepreneurship education is important for the future of children and youth.

The percentage of professionals that have received prior training in entrepreneurial education is around 50%.

This group prioritise their training needs as follows: Assessing opportunities, role of entrepreneurs in society, self-confidence, organizing resources, teamwork, entrepreneurial career options. However, Creativity, Self Confidence and Teamwork are also marked as very important skills in the entrepreneurial education process.

The training environment chosen has been Blended learning.

Preferred learning methods are: project based learning, peer learning, interactive methods, Case studies, articles and discussion forums, practical info on how to start a project or business, communication techniques and motivation have been added in open comments.

Experts answers are very much alike to the ones chosen by professionals.



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6. Conclusions

According to the European Commission statistics, only 37% of Europeans would like to be self-employed, compared to 51% of the people in the US and China. To face this situation, EU funds the Member States to implement programmes promoting entrepreneurship education.

Entrepreneurship is significant for the European Union, since it increases a country's economic growth, opening up new markets and encouraging the creation of new companies. In addition, entrepreneurship education develops and boosts the abilities and the skills of people. Young people with entrepreneurship education are more likely to achieve their goals, since they become more creative and innovative.

Much debate surrounds the meaning of entrepreneurship education, and different definitions can apply in different countries and at different levels and phases of education. During our research we have come across different definitions and we can conclude that the broader meaning of entrepreneurship education and the definition of entrepreneurship key competence and progressive model for curriculums definitions at all stages are the most commonly accepted approaches.

Regarding policy actions in the participating countries, we conclude that just some of the partners' countries have a National Strategic Plan about entrepreneurship; Romania for instance has a "Strategy for the development of the Small and Medium sized Enterprises Sector" by their National Educational Ministry and Research.

Belgium is developing the Second Plan programme for Entrepreneurship (2014-2020).

Currently, Cyprus, Italy, Holland and Spain either do not specify a national Strategy or one Specific Plan. These countries are working on Entrepreneurship through an annual Call for Entrepreneurial Education programmes.

Despite of being different these programmes are due to the own context of every participating country, we can see that all of them aims to promote entrepreneurial culture, creation of an entrepreneurial environment, invest in the next generation of entrepreneurs, combating high unemployment, especially among youth, enhance the entrepreneurial culture at all levels, from childhood and throughout life, stimulating social entrepreneurship by increasing the number of training firms and stimulate entrepreneurial programmes.

According to this report, many programmes and projects have been implemented in order to foster entrepreneurship skills development for the community actors. The community actors, including students, parents, teachers, entrepreneurs, youth workers/ trainers and social workers, can contribute, to a great extent, to the progress and the development of entrepreneurship education. Respondents to our surveys are aware of this and generally willing to contribute. Although many efforts have been made to define coherent training programme for some target groups such teachers, we could not find suitable programs for others such families.

Based on the survey results, the respondents seem aware of the importance of the entrepreneurship education



but not all of them were trained on methodologies or contents which could foster entrepreneurial skills of the youth. The European programmes and projects can tackle this issue, providing the proper education and training and promoting the significance of entrepreneurship skills development.

Teacher training is included in all participant countries efforts to foster entrepreneurial education programs, and this target group is the most commonly addressed by European initiatives. The Eurydice Report 2016 EE in School in Europe dedicates a whole chapter to Teacher's Education and Support and a variety of resources are already available in the web, provided by European projects and initiatives or directly by public administrations and central level authorities willing to implement entrepreneurial programs in schools. Therefore teacher training has been commonly accepted as a key success factor in entrepreneurship education.

The central issue regarding this topic is that entrepreneurial teacher training involves a new conception of class performance: imply that teachers must take on a new role in the classroom (as "facilitators" of learning), using innovative and entrepreneurial methods of teaching, to help young people to develop entrepreneurial mindsets and skills*. This fact makes teacher training a big challenge to develop innovative formats to adapt to continuous development programs. This new focus for the teaching profession implies a great deal of teamwork and vision within the educational centers, since an appropriate approach to work directly on competences is doing it looking for transversality, both conceptually and in the design and implementation of curriculum and programs.

About learning methodologies, our research shows that the most common used methods are linked to Constructivist framework and **Active Learning** approaches where the key is to engage students to adopt a very active role in their learning process and evaluation of their progress. Linked to these general teaching methods we find related methodologies such as learning by doing, problem-centered learning, co-operative methods, simulation of real-life situations, working-life projects, presence of professionals in classrooms, simulation and creation of companies. PBL or Project Based Learning seems to be a trend in entrepreneurial teaching, involving all stages of project design and being a student-center and practical method which is also commonly linked to technology.

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ASTEE Project. OctoSkills

The Erasmus Plus Project Result Platform

Entrepreneurship Education: Enabling Teachers as a Critical Success Factor"

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