



REPORT

Study on Entrepreneurial Spirit in intercultural settings in European VET and adult education



Akademia
Humanistyczno-Ekonomiczna w Łodzi



Erasmus+

This project has been funded with support from the European Commission. This publication reflects the view only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Editorial information:

This research has been conducted by the ERASMUS+ project partnership migobi, www.migobi.eu, coordinated by BFI OÖ.

Akademia Humanistyczno-Ekonomiczna w Łodzi has been responsible for this research report with inputs and support of all other partner organisations.

Contact:

Akademia Humanistyczno-Ekonomiczna w Łodzi
Łódź 90-212, ul. Sterlinga 26, K124, Poland
Tel. + 4842 6315800, uczelnia@ahelodz.pl

BFI OÖ
Muldenstraße 5, 4020 Linz, Austria
Tel. +43 732 6922-0, service@bfi-ooe.at



<http://creativecommons.org/licenses/by-nc-nd/4.0/>

October 2015



This project has been funded with support from the European Commission. This publication reflects the view only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Contents

1	Introduction	3
2	Approach and methodology	4
3	Desktop research – results	8
4	Good practice examples	33
5	Interviews – outline	50
6	Conclusions	63
7	Recommendations	67
8	Bibliography and related links	70

1 Introduction

The purpose of this study, conducted as part of MIGOBI project, was to find out how entrepreneurial spirit in intercultural settings is integrated in European VET and adult education. This research activity was to find out to which degree and how entrepreneurial spirit is implemented in European VET and adult education settings for disadvantaged groups (migrants / minorities / jobless young people).

The study consisted of an analysis of relevant documents (national curricula and official documentation) research of good practice examples (i.e. national or European projects) and interviews with relevant stakeholders in each partner country. The outcomes and conclusions of the research are to be the basis for developing curricula and contents of the training courses and on-line materials.

There were nine partners involved in the research representing Austria, The United Kingdom, Italy, Poland, Portugal, France, Sweden and Spain.

THE PARTNERS:



This project has been funded with support from the European Commission. This publication reflects the view only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2 Approach and methodology

Following partners' suggestions and recommendations it was agreed that the research consisted of three steps which will give an overall review of current activities in each country concerning the topic and will provide relevant data of available material, courses, procedures and approaches in respective countries.

The objective of the first step – **desktop research** - was to search for and analyse relevant documents (curricula and official documentation). The aim of this activity was to establish the background and the base for entrepreneurial training in intercultural setting.

1) The partners were asked to find out how entrepreneurship was defined in their countries and to collect statistical data referring to:

- number of entrepreneurships in general
- number of migrant entrepreneurs / other groups of disadvantaged people
- employment / unemployment rates

2) The partners had to answer the following **general** questions:

1. Are there any legal regulations concerning teaching entrepreneurship in intercultural setting. If so, at what level (national, local, institutional)?
2. What type of education do the regulations apply to? Are they specific for VET / adult education or are they universal ones? Do they refer to disadvantaged groups?
3. Are there any institutions providing support for disadvantaged groups?
4. Which services are available for aspiring entrepreneurs? What access do the groups in question have to those?

3) The partners had to analyse some of the material to answer the following **specific** questions:

1. What types of skills are practised / trained / taught?

2. How are soft entrepreneurial skills/entrepreneurial spirit and intercultural skills validated / measured? Is there an official marking / grading system?

The following areas were searched for in available material.

- 1) Intercultural communication
- 2) Soft entrepreneurial skills / Entrepreneurial spirit

Intercultural communication

Knowledge

- Classification of cultures.
- Knowledge of cultural differences in Asian countries, Northern and Southern Europe countries, Arab countries.

Skills

- Ability to foresee a typical reaction of a business interlocutor in cultural context.
- Ability to arrange a meeting, plan and run negotiations with partners representing various cultural background.
- Ability to apply required pattern of behaviour within given culture.
- Disseminating cultural norms of behaviour from person's own country

Attitudes / Social competences

- Ability to modify behaviour with respect to another culture.
- Interpreting cultural behaviour of people coming from different cultural backgrounds.
- Identifying problems connected with cultural differences.
- Accepting unknown patterns of behaviour.
- Openness to learn about new cultures.
- Showing initiative to overcome barriers in business setting.
- Showing positive attitude to different types of behaviour.

Soft entrepreneurial skills and entrepreneurial spirit

- general attitude (positive/negative)
- communication

- ability to establish relationship
- ability to maintain contact
- assertiveness
- ability to negotiate (persuasion, concessions)
- discovering entrepreneurial situation / opportunity
- career management skills
- creativity
- managing people
- attitude to / dealing with challenges
- coping with failure
- motivation
- responsibility
- perseverance
- organisation
- decision making
- reaction to criticism
- delegating tasks
- coping with stress / anxiety

The objective of the second step – **good practice examples** – was to search for examples of good practices in partners' countries (within institutions or referring to national or international projects). The practice (courses, trainings, classes, programmes, projects) was supposedly to be related with the topic of entrepreneurship, enhancing entrepreneurial spirit, also entrepreneurship in intercultural setting including migrants, minorities and disadvantaged groups. there were following examples of good practices to choose from:

1. Implementation of key competences in VET and adult curricula.
2. Dealing with challenges / failure in entrepreneurship.
3. Social entrepreneurship / collaboration.

The third step focused on **interviews** with stakeholders representing the following groups: social partners, educational governing bodies at local, regional or national level, VET and adult education umbrella organisations, entrepreneurs interested in this field.

The following questions were designed for specific interviews to obtain relevant data:

General questions

1. What type of institution do you represent?
2. What does entrepreneurship mean to you?
3. What are the three main skills related to entrepreneurship and why? Please provide examples.
4. What do you think are the best means to develop these skills?
5. What, in your opinion, is missing in current offers to acquire entrepreneurial skills?
6. In your opinion, what is the importance of teaching entrepreneurial skills?
7. Can you provide a positive entrepreneurial experience.
8. Can you think of any obstacles / difficulties concerning teaching entrepreneurship for teachers and learners?
9. Do you work in partnerships with other organisations?
10. What is entrepreneurial spirit / attitude to you?

Specific questions, the partners were to choose the relevant ones for particular stakeholders.

1. Who is responsible for including teaching entrepreneurship in curricula?
2. Do you have any influence on learning / teaching process organisation? If so, to what extent?
3. How do you think entrepreneurship could be facilitated in intercultural setting?
4. How would you rate current legislation concerning entrepreneurial training?
really bad / bad / not satisfactory / satisfactory / average / good / very good / excellent
5. How would you rate current performance concerning entrepreneurial training?
really bad / bad / not satisfactory / satisfactory / average / good / very good / excellent
6. How does current system of entrepreneurship teaching / training meet the needs of disadvantaged groups?
really bad / bad / not satisfactory / satisfactory / average / well / very well / excellent
7. Are there any special regulations concerning disadvantaged groups in your institutions?

3 Desktop research – results

3.1 Statistics

1) The partners were asked to find out how entrepreneurship was defined in their countries and to collect statistical data referring to:

- number of entrepreneurships in general
- number of migrant entrepreneurs / other groups of disadvantaged people
- employment / unemployment rates

The notions of an entrepreneur and entrepreneurship have been perceived from two perspectives: a legal-administrative and conceptual-ideological. This is how the concept of entrepreneurship has been described in different countries:

Austria

There is no clear and widely accepted definition of entrepreneurship in Austria. A lot of definitions are used ideologically. The modern term entrepreneurship is founded by the works of Joseph A. Schumpeter. According to him an entrepreneur is a person who possesses the skills and the will to implement new ideas or inventions in innovation. Other definitions stress other aspects of entrepreneurial activities: taking risks, breaking rules, breaking out of the norm or creative destruction.

An entrepreneur according to Austrian law is someone who runs an enterprise. An enterprise is every organization of independent economical activity set up in perpetuity even if it is not set up for profit.

France

The French word entrepreneur first appeared in the French dictionary in 1723 to describe a person who organizes and operates a business by taking a financial risk. Since then the word entrepreneur—and the world—has completely changed. Today, entrepreneurship is celebrated like never before and it is defined in so many

ways—social entrepreneurship, intra-entrepreneurship, knowledge entrepreneurship, micro-entrepreneurship.

<http://www.fastcompany.com/3006576/defining-word-entrepreneur-21st-century>

Italy

The Italian Civil Code defines an entrepreneur as a person who ‘professionally performs an economic and organised activity with the aim of producing or exchanging goods and services’ (CC, art. 2082), while it defines ‘small entrepreneurs’ as farmers, craft workers, traders, and those who exercise ‘a professional activity mainly organised with their own labour and that of their family members, without being dependent upon or under the direction of another person’.

From the point of view of statistical analysis, the National Statistics Institute (Istituto nazionale di statistica, Istat) defines as a self-employed worker ‘a person who performs his/her work in a legal-economic organisation without a relationship of subordination’. Pertaining to this category are: the owners, partners and administrators of a firm or institution, provided they effectively work in the firm or institution, are not on the payroll, are not paid by invoice, and do not have an employer-coordinated freelance contract; members of a cooperative who effectively work in the enterprise and are not on the payroll; the family or kin of the owner, or owners, who work without receiving a contractual wage or without payment of social security contributions.

Portugal

According to the Portuguese online dictionary Priberam, entrepreneurship is the attitude of those who, on their own initiative, performs actions or idealizes new methods in order to develop and streamline services, products or any organization and administration activities. (<http://www.priberam.pt/dlpo/empreendedorismo>).

In a more general and informal approach, in Portugal entrepreneurship is usually related with the individual abilities to, in an innovative way, engage the organizational activities, administration, enforcement mainly in the generation of wealth, the transformation of knowledge into new products and goods.

Poland

Entrepreneurship is perceived as a certain set of characteristics typical for an entrepreneur. From economics perspective it is a kind of work or productive factor. The main features include an ability to see the needs and developing ideas, ability to take the opportunities and willingness to take risk. It is defined in two dimensions: as a process – building and developing something new, working on new creative and innovative ideas and as a set of characteristics such as dynamics, willingness to act, risk taking, flexibility, adjusting to changing conditions etc.

Spain

The Green Book on the entrepreneurial spirit in Europe inspires the next definition given by the Spanish Council of Employment, Industry and Commerce.

"Entrepreneurship is a concept characterized by its plural dimension. To undertake in its broadest sense refers to taking decisions with some risk. From the standpoint of personal qualities, entrepreneurship also involves developing personal initiative, self confidence, creativity, dynamism, critical thinking, etc. Meanwhile, in the field of social skills, entrepreneurship mentions the development of attitudes of cooperation and teamwork, the development of the ability to relate to the environment and be sensitive to the needs of others, as well as the ability to take on new roles in a society that is immersed in a continuous change¹."

Sweden

In Sweden entrepreneurship is defined as a small scale business with up to four employed in total. Even though entrepreneurship itself it is a wide definition, since several forms of enterprises are included. Companies, organizations, CSO-projects etc. Most official research is focused on the visions of these entrepreneurs, so there still is a lot of useful information and lessons to be made.

The United Kingdom

An entrepreneur sees an opportunity which others do not fully recognise, to meet an unsatisfied demand or to radically improve the performance of an existing business. They have unquenchable self-belief that this opportunity can be made real

¹ *Libro Verde, El Espíritu Empresarial en Europa*, Comisión de las Comunidades Europeas, 2003, Bruselas, pdf, p6.

through hard work, commitment and the adaptability to learn the lessons of the market along the way.

The multifaceted approach to entrepreneurship is easily seen from the array of definitions, however the concept is characterised by many common features recognized in partner countries. These include developing personal initiative, self confidence, creativity, dynamism, critical thinking, risk-taking, searching for new ideas, team building and interpersonal communication.

As far as the data on employment / unemployment rates and number of enterprises is concerned the following data has been obtained in particular countries. The statistics have been collected and quoted from *Eurostats* or *National Statistical Offices* in the years 2013, 2014 and 2015. None of the partners has provided any data on the number of enterprises / entrepreneurs representing other than migrants disadvantaged groups or minorities stating the data was unavailable.

In **Austria** there are about 8 million inhabitants, 406.000 of whom are entrepreneurs (WKO statistical data, December 2013). Austria has a strong backbone of SMEs, the numbers are as following: micro enterprises (0-9 employees): 374.378; small sized enterprises (10 -49 employees): 25.537; medium sized Enterprises 50-249 employees: 4.997; Large enterprises (250 + employees): 1.088 of all entrepreneurs 10% have an immigration background; 10% of all migrants living in Austria are entrepreneurs, in Vienna every third migrant is an entrepreneur.

Employment rates in Austria are high. In 2013, 4 172 0000 people, divided into 79,3% of men (18 – 65) and 72,9% of women (18 – 65) were employed exceeding the Europe 2020 employment targets. However, unemployment rates are rising fast in Austria, 472.000 people were searching for employment in January 2015, the unemployment rate according to national definition is 10,5 %

France

In 2011, 3.14 million non-agricultural market companies are located in France: 243 large companies alone employ 30% of employees, 5 000 medium-sized companies (ETI), 138 000 small and medium enterprises (SMEs) off

microenterprises, and 3 million microenterprises. The finance insurance sector is the most concentrated. The industry and information-communication are organized around large companies and ETI. SMEs, including micro-enterprises, employ the majority of employees of special services.

Number of business creation in 2013	
number of employees	(in %)
Without employees (1)	94,8
1 - 2 employees	3,9
3 - 9 employees	0,9
10 employees or more	0,4
Total number	538 182
(1) : incl. companies whose size is not determined	
<i>Source : Insee, Sirene, REE (Répertoire des Entreprises et des Établissements).</i>	

Business failures in 2013			
	In number		2013/2012 (in %)
	Décembre 2012	Décembre 2013	
Ensemble	61 175	62 429	2,0
<i>Source : Banque de France, base Fiben (extraction du 07 mars 2014).</i>			

On average over the first quarter 2015, the unemployment rate based on ILO is 10.3% of the workforce in France, after 10.4% at end 2014. In metropolitan France, with 2.9 million people unemployed, the unemployment rate down 0.1 percentage points from the previous quarter to 10.0%. It decreases especially for people aged 50 or over. In one year, the unemployment rate increased 0.2 points in France.

In **Italy** 2014 there were 5.148.413 enterprises. The Italian production system is characterized by the high number of microenterprises (about 95%) and the small size (3.9 employees per enterprise compared to 6.6 in the EU). The most common legal form is sole proprietorship (54,2%).

To identify the so called "immigrant businesses" (when the control is in the hands of workers of foreign origin), it is considered the birth abroad of the holder (in the case of sole proprietors) or of the majority of shareholders, directors and holders of the charges or of the shares owned (in the case of other types of companies). Among them is, therefore, a significant number of Italians born abroad and then

returned to Italy. At the end of 2013 in Italy there were 497.080 businesses run by immigrants most of which are sole proprietorship.

The prevailing family size is a support at the time of start-up but may be an obstacle to the enterprise's expansion. Obstacle to the expansion of the company is also the major difficulty to access to bank credit that immigrant entrepreneurs face. At this, they tend to respond mainly through self-financing and support of family networks and community, which is accentuated in the case of certain communities, such as the Chinese.

Migrant entrepreneurs mainly work in sectors easily accessible, which do not require large initial investments, with little room for growth and with reduced profit margins, particularly in the trade and construction sectors accounting for more than 60% of all business. Although often referred to as ethnic businesses, products and services offered by migrant enterprises are intended mainly to Italian customers, although there is always a special attention to the needs of immigrant communities.

In **Poland** and in **Portugal** the number of immigrants is relatively low (up to 5% of total population). Recent analyses show that immigrants are more willing to establish their own business than natives. Migrants' entrepreneurial skills often stimulates development of innovation and trade. However their companies more often go bankrupt due to lack of experience, insufficient qualifications or less accessible funding. There are more and more immigrants coming to Poland each year. officially there are 175 thousand registered immigrants, many others have applied for permanent residence permit, mostly Ukrainians. This is due to new legal regulations concerning migrants which makes the procedure of employment easier for entrepreneurs. As regards other disadvantaged groups there have been many programmes and projects financed from structural funds introduced, also in the field of raising chances on job market.

In **Spain**, the Spanish Statistical Office recorded the creation of 93.860 companies with at least one employee in 2013². In December 2013, there was a total of 2.777.658 companies of which, 1.254.833 employing at least one person that are

²<http://www.ine.es/jaxi/tabla.do?path=/t30/p151/serie/I0/&file=01001.px&type=pcaxis&L=0> (data extracted from the national institute of statistics on the 9 of January 2015, excluding companies with no employees **representing 72,3% of total creations**)

registered to the Spanish Minister of Employment and Social Security³. The right graph segments them into sizes, with micro companies (1 to 9 employees) representing 80% of the Spanish economic tissue.

In **Sweden** the total number of entrepreneurships as described in the definition, (up to four employees) is 219 515, and 71668 of these were started during 2014. Even if a about a third of the small scale businesses only seems to be for one year, the main explanation is that many people that have insecure employment/other employment start a one-man business on occasion in order to be able to invoice etc. This is a targeted group for us, since they are in many cases in need of very basic guidelines in terms of taxation, legislation, economics etc. 15 % of the newly started entrepreneurships in Sweden are run by migrants, and this is a slight overrepresentation compared to the rest of the population.

The main explanation is that people with migration background have a harder situation at the labour market, and that running their own business is many times the only way to find at least some form of a living wage.

Even so, research being carried out show that companies run by people with migrant background have a larger amount of entrepreneurial spirit in the sense that the companies grow faster, and have a more expansive strategy when it comes to grow the company. Still, these business are mainly in the service sector (cleaning, restaurants, small shops etc), where the margins are really small compared to average

In **the United Kingdom** 526,446 businesses were registered with Companies House, beating the 484,224 businesses recorded in 2012, and 440,600 in 2011. Top performers on the above map according to post code include Greater London with 136,939 businesses registered beating the rest of the country by far - with its nearest rival Birmingham at 16,281 and Manchester at 11,765. 14% of start-up businesses in the UK were founded by immigrant entrepreneurs, according to a newly released report. The report says that there are 456,073 immigrant entrepreneurs working in the UK who have founded 464,527 businesses which employ 8.3m people.

³ *Cifras PYME*, Diciembre 2013, Direccion general de industria y de la pequeña y mediana empresa, pdf, p1.

Migrant entrepreneurs operate in all sectors of the economy from hospitality to information technology. The highest number of migrant-founded companies can be found in construction (47,813) consumer goods and services (35,491) and IT (28,320)

The following tendencies have been noticed in UK in the recent years:

- Self-employment higher than at any point over past 40 years
- Rise in total employment since 2008 predominantly among the self-employed
- Rise predominately down to fewer people leaving self-employment than in the past
- The number of over 65s who are self-employed has more than doubled in the past 5 years to reach nearly half a million
- Self-employed workers tend to be older than employees and are more likely to work higher (over 45) or lower (8 or less) hours
- The number of women in self-employment is increasing at a faster rate than the number of men (although men still dominate self-employment)
- The most common roles are working in construction and taxi driving and in recent years there have been increases in management consultants.

Table 1: *Statistical data on unemployment / employment rates and number of enterprises 2013-2014*⁴

	Austria	France	Italy	Poland	Portugal	Spain	Sweden	The UK
Number of entrepreneurships in general	406.000	3 120 000	5.148.413	ca 1 780 000	810 000	2.777.658		526,446
Number of migrant entrepreneurs	ca. 40 000		497.080	-	ca 40 000	-		464,527
Number of entrepreneurs among other groups of disadvantaged people	-		-	-	-	-		-
Employment rate	76%		56%	60%	61%	73%	65,50%	73%
Unemployment rate	10,5%	10,3%	12,2%	11,07%	13,5%	23,7%	8,20%	5,70%

⁴ Data from Eurostats and National Statistical Offices, the most recent available data has been presented.

3.2 Education and legal aspects

The partners had to answer the following **general** questions:

1. Are there any legal regulations concerning teaching entrepreneurship in intercultural setting. If so, at what level (national, local, institutional)?
2. What type of education do the regulations apply to? Are they specific for VET / adult education or are they universal ones? Do they refer to disadvantaged groups?
3. Are there any institutions providing support for disadvantaged groups?
4. Which services are available for aspiring entrepreneurs? What access do the groups in question have to those?

Austria

Teaching entrepreneurship is part of nearly all VET curricula in the Austrian formal VET system (apprenticeship system, Colleges for Higher Vocational Education). Developing intercultural competences are also part of these curricula to different extents.

The combination of these two aspects is part of the curricula and learning modules in Colleges for Higher Business Vocational Education in respect to project work and experimentation companies (see also best practice example) and also in VET curricula for vocations in the tourism industry. These curricula form part of legal regulations at national level.

The regulations also determine that all formal curricula must be open for diverse group of learners coming from different backgrounds without being discriminated against for reasons of gender, age, cultural background, religion, etc. These curricula can be set in place for young learners only in schools however there exist part time adult learning opportunities for gaining the qualifications.

There are also courses for entrepreneurship provided by non profit or profit VET providers for adults. Intercultural settings usually don't play a specific role in these courses and there are no legal regulations for these courses.

The Migration Service of the Austrian Chamber of Commerce provides counselling and networks for ethnic economies / migrant entrepreneurs on setting up a business and entrepreneurial laws in Austria.
[https://www.wko.at/Content.Node/Migration/oberoesterreich/Startseite - Migration - Oberoesterreich.html](https://www.wko.at/Content.Node/Migration/oberoesterreich/Startseite_-_Migration_-_Oberoesterreich.html)

Migrawire.at is a platform for migration, entrepreneurship and intercultural education which organizes events for aspiring migrant entrepreneurs.
<http://www.migrawire.at/>

There are several NGOs offering support in the form of training and counselling for women wanting to set up businesses.

The Austrian Chamber of Economy provides a lot of support for aspiring entrepreneurs in form of “start up / founders service” <http://www.gruenderservice.at>
This support consists of: information, counselling, feedback to business plans, events, trainings etc. and is open for all aspiring entrepreneurs in Austria. Most offers are free of charge.

Students from Upper Austrian Universities get support by akostart, an initiative to enhance start ups out of university. This consists of counselling, events and co-working spaces. www.akostart.at. Open for students and graduates from universities in Upper Austria.

Unemployed people wanting to set up an enterprise get support by the Labour Market Service in a special start up program consisting of counselling and training and which lasts up to six months. Open for all unemployed people wanting to start a business, implemented all Austrian regions.

France

At regional level, there are many services in place for those who wish to start up a business, but none especially designed for disadvantaged groups. The Regional Council, the main funder for training, funding a device named *Ideclic* and set up a website recently (jecree-en-rhonealpes.fr) to help people with a business project.

Ideclic consists of project development assistance training sessions, and funding schemes to help entrepreneurs. The new website helps connect people with a project to create or take over activities with institutions or resource persons.

The Chamber of Commerce and Industry, as the chamber of trades and crafts, also provide services for the creators or business purchasers: they give them information, guidance and support (Analysis of their project with a counsellor, contacting with partners, funding search assistance ...)

The difficulty for target groups is that the access is not easy for them: you should already have a project built, and you should have a good understanding of the language and of the administrative matters.

Italy

Entrepreneurial education in Italy is voluntary in great majority. As far as sources of training are concerned, a distinction can be made between 'in-school' training and 'non-school' training. 'In-school' training is provided inside primary or secondary education. 'Non-school' training comprises sources beyond schooling, such as colleges, universities, public agencies, chambers of commerce, trade unions and employers. In Italy, non-school training prevails.

In school training: Entrepreneurship education is not explicitly recognized in ISCED 1-2, however it is a cross-curricular objective in ISCED 3, as entrepreneurship skills are part of the core competences to be acquired by the end of compulsory education. Such entrepreneurship skills are part of the core competences related to the subjects included in the historic-social area for all ISCED 3 educational pathways.

There are no specific implementation guidelines for entrepreneurship education.

At the end of compulsory education, all students should have acquired knowledge and skills adequate to build their future learning pathways, to face adult life and build up knowledge and basic skills – including sense of initiative and entrepreneurship – as part of a lifelong learning process, also in view of their future working life.

ISCED 3: Historic-social area

Competence to be acquired by the end of compulsory education: *identify the fundamental characteristics of the socioeconomic system to orientate oneself in the productive activities of the territory.*

This competence is made up of the following skills and knowledge:

- identify the main characteristics of the labour market and the work opportunities available in one's territory
- identify the main economic sectors of one's territory
- know economy rules and fundamental principles of the labour market
- know the rules to create a curriculum vitae
- know basic tools to understand the productive activities one's territory
- know main subjects of the territorial economic system

Some universities have courses or specific curricula dedicated to entrepreneurship and these are concentrated within business faculties while very few exist in science and engineering faculties.

Services available for aspiring entrepreneurs: In some cases, business associations provide support to start-ups. In some regions, there are incubators, often linked to universities, where the level of start-ups is very high. They are in fact, generally, companies with high / very high-tech, research-based. Business associations offer services (for a fee) such as issuing payrolls, general information on laws, on bank loans, provision of mandatory courses (e.g: health and safety in the workplace, food safety etc....).

There are no regulations concerning teaching entrepreneurship in intercultural setting. There are no institutions providing specific entrepreneurial support to disadvantaged groups.

Poland

Being initiative and entrepreneurship have become two of the major competences in the modern model of education. They were supposed to train the competences enabling a person introducing their ideas in life. Among others these encompass creativity, innovation and risk taking. In order to develop these competences one has to gain the knowledge of the economics, legal requirements, employment regulations as well as become aware of all threats and opportunities

which entrepreneurship entails. A learner needs to be able to assess the risk, face problems, cope with difficulties and be prepared for possible failure. Entrepreneurial attitude is characterised by initiative, activity, independence and innovation both in personal, professional and in social life.

Implementing entrepreneurial education to Polish educational system was based on these assumptions, but at the beginning only few of them were recognized in the legal acts and partly realized. More of them have a form of postulate and were not implemented; although many experts pointed at their significance. After discourse with practitioners from schools, i.e. methodologists and teachers, most of unrealized assumptions were as fundamental and essential to proper progress of the education about the entrepreneurship. Introduction of this relatively new subject to school curricula is an opportunity to reflect on its implementation to the educational system, and on a competency of teachers.

The results of different surveys confirm the need of debate about the efficiency of the implementation the assumptions about the introducing the basis of entrepreneurship to schools. Research should be conducted on the model profile of the entrepreneurship teacher. Also new forms of education and self-education for the teachers are needed to meet requirements for modern school for example e-learning.

In Poland entrepreneurship education is mentioned in the Lifelong Learning Perspective strategic document (2010), which aims at the improvement of the level of key competences, one of them being entrepreneurship.

Entrepreneurship education is one of the priorities of educational policy, which is reflected in the content of the new core curriculum in force since 1st September 2009 and gradually being implemented until 2016. For ISCED 3, it came into force in 2012/13. The new curriculum emphasizes the development of students' attitudes and competences among which entrepreneurship.

Entrepreneurship education is explicitly recognized as part of compulsory subjects in all levels.

ISCED 1 (3 last grades): History and Society, Mathematics

ISCED 2: Civic education, Geography, Mathematics, IT

ISCED 3: Civic education, Geography, History and Society, IT

At ISCED 3, there are also a compulsory separate subject 'Introduction to Entrepreneurship' and an additional optional separate subject 'Economics in Practice'.

The curriculum also formulates learning outcomes and concrete implementation guidelines (core curriculum with commentaries).

The Polish core curriculum (introduction) explicitly mentions fostering attitudes and skills necessary for functioning in the modern world as one of the major goals of education at all levels: e.g. self-awareness, critical thinking, problem-solving, ability to communicate and team work.

Although there are general regulations and guidelines concerning entrepreneurial education there are no specific regulations regarding intercultural competences and supporting disadvantaged groups. These are tackled by governmental and non governmental organisations, associations and centres, which are funded from EU projects, government programmes as well as structural funds. They provide support and counselling to aspiring entrepreneurs.

The major national institution in this field is **Polish Agency for Enterprise Development**. It is a government agency that has been providing support to entrepreneurs in the implementation of competitive and innovative projects for over 10 years. The primary objective of their activity is to develop the sector of small and medium-sized enterprises in Poland. To support entrepreneurs, PARP uses the funds from the State budget and European Funds. In the 2007-2013 financial perspective, the Agency was responsible for the implementation of measures under three Operational Programmes: [Innovative Economy](#), [Human Capital](#) and [Development of Eastern Poland](#).

One of the key tasks of the Polish Agency for Enterprise Development is to support export, including strengthening of the competitive position of Polish enterprises on foreign markets and making it easier for small and medium-sized enterprises to get in touch with foreign companies in their business. To that end, PARP offers Polish SMEs an opportunity to participate in economic missions organised around the world, cooperative exchanges and fair events. Furthermore, [Enterprise Europe Network](#) operating under PARP provides an opportunity for the entrepreneurs seeking foreign partners to publish their company profile in the Cooperation Offers' Database accessible by approximately 600 network units in Europe and around the world. Moreover, Enterprise Europe Network offers comprehensive services covering information, training and counselling measures mainly in the field of European Union law and policies, business activity in Poland

and abroad, access to sources of financing, internationalisation of enterprises, transfer of technologies and participation in EU framework programmes.

Another institution which provides training and advice is National SME Services Network

The **National SME Services Network (KSU)** is a network of approximately 200 non-commercial organisations cooperating with each other, which provide advisory, information, training and financial services for micro, small and medium-sized entrepreneurs and entities undertaking business activity. The following are recruited from among KSU centres: Regional Financing Institutions, Consultation Centres and National Innovation Centres. Action plans pertaining to KSU development are implemented within PARP system project “Support and development of institutions providing services for entrepreneurship and their network” – submeasure 2.2.1 of the Operational Programme Human Capital – co-financed by the European Union under the European Social Fund. More information on the website www.ksu.gov.pl

Consultation Centres maintained by entities registered in the National SME Services Network comprise a nationwide network of 83 Consultation Centres, providing free information services for entrepreneurs and persons planning to start business activity in the scope of widely understood enterprise development and available forms of support for entrepreneurs. Consultation Centres activities are financed within the PARP system project financed from Submeasure 2.2.1 of the Operational Programme Human Capital.

Portugal

There are no legal regulations concerning teaching entrepreneurship in intercultural settings in Portugal. In Portugal, the law n.º 139/2012, established the guiding principles of the organization and management of curricula, assessment of knowledge and skills to acquire and develop from students of primary and secondary education, and in its 15th article, states that schools, in its autonomy, should develop projects and activities that contribute to personal and social education of students, including civic education, health education, financial education, media education, road safety education, to education consumption, entrepreneurship education and moral and religious education. This same principle is applied to all IVET Courses

providing the 12th grade in Portugal (secondary schools professional courses, apprenticeship courses, etc.). However, entrepreneurship is not a compulsory theme in traditional school nor in IVET context. Each school/ VET Provider has the autonomy to select within the “social & civic personal development” curricula, the most relevant themes among the previously mentioned.

As regards adult education, the principles above are compulsory for dual-system (professional & scholarship certificates), but in regards to CVET, there is no specific legislation around Entrepreneurial education and Professional training. There are a lot of public & private organizations providing support to specific needs of disadvantaged groups.

There are several programmes to support entrepreneurial initiatives in Portugal, by facilitating the access to financing solutions and technical assistance in setting up companies, or in companies in the initial stage of its life cycle, with differentiating business projects, close to the market or economic value potential.

Spain

Regarding Spain’s Stability Program and National Reform Program and in response to the 2008 crisis, the Council has made multiple recommendations to the member states to foster entrepreneurship among European citizens. The Council outlined that VET are still under-used by young people and minorities and that the different stakeholders lack of coordination (the Government, its executive institutions, teaching establishments). In light of these issues, the Council recommendation to Spain implementing new educational schemes, strengthen administrative capacity and coordination as well as to improve the outreach to the minorities⁵.

The original law on education refers to a module “*Empresa e Iniciativa Emprendedora*” (Company and Entrepreneurship Initiative). This module is included in all the VET programs⁶. Among its units, it contains *key factors of entrepreneurs*: creativity, initiative and formation as well as *leadership and motivation: company*

⁵ Official Journal of the European Union, Council recommendation of 8 July 2014 on the National Reform Programme 2014 of Spain and delivering a Council opinion on the Stability Programme of Spain, 2014, pdf, pp35-41.

⁶ Qué es EIE, <http://www.valnaloneduca.com/eie/cont/presentacion>

*communication*⁷. For example, this is institution is giving this module in its formation on Automatization and Industrial Robotic⁸.

With respect to Adult Education curricula, among the objectives and principles laid down by the law, one now refers to “Acquire, renew or expand knowledge, abilities and skills necessary for company creation, business initiatives and performance⁹.” Implying that specific courses can be adapted to the needs of the adults. Implementation is due in 2014/2015.

The Lomce is the new Spanish Law on education¹⁰. A part of this law reorganises the Spanish secondary education system by introducing courses in relation with entrepreneurship. During the three first years, the student must choose two of seven optional courses, among them she/he will find; *initiation to entrepreneurship and technology plus applied sciences to professional activity*. In the fourth year, if the student chooses to orient her/himself toward the professional formation curriculum, she/he will choose two courses out of three (next module of the one mentioned). Additionally, she/he can take a course on *technology of information and communication*. During the two last years, also called Bachillerato, she/he will choose one to three courses among eleven. *Technology of information and communication* as well as *fundamentals of company management and administration* will be eligible¹¹. We shall point out that these recent modifications will be implemented between 2015 and 2017¹².

The entrepreneurship spirit is configured in the law, as a basic competence that the students will have to develop along their entire education, from primary, secondary, Bachillerato, and eventually Professional Formations as well as Vocational Educational Trainings. As a conclusion, the Spanish Government is following the recommendations from Europe but it will still take some time.

⁷ Empresa i iniciativa emprendedora <http://www.iesvillaverde.es/foi-modulos/empresa-e-iniciativa-emprendedora/>

⁸ Institut escola del treball, <http://www.escoladeltreball.org/es/estudis/cicles-formatius/grau-superior/EEBO>

⁹ <http://ensinoadultos.blogspot.com.es/2013/03/la-educacion-de-adultos-en-la-lomce.html>

¹⁰ The Lomce modifies parts of the Ley orgánica de Educación or LOE, 2006.

¹¹ http://edu.jccm.es/ceip.mariadelosllanosmartinez/index.php?option=com_content&view=article&id=68:lomce-en-resumen&catid=24:equipo-directivo&Itemid=24

¹² Reforma del sistema educativo Español: Novedades y Calendario de implantación, Apega, 2013, pdf, pp1-13.

Three relevant programmes have been identified at the regional level for Catalonia¹³.

Entity responsible	Programme	Description
General Direction of Cooperative Economy and Entrepreneurship	“Coop i Volta”	Sessions given in secondary schools: workshops raising awareness on the benefits of entrepreneurship and the creation of a website .
	“Generation of ideas and companies creation”	Promoting entrepreneurship to citizens, secondary students, VET, occupational education and the university community.
Department of Education	“Entrepreneurs”	Activities when students demonstrate whether they are able to develop a business project and communicate in English using new technologies.

At national level, we have no evidence that the *Plan Nacional de Acción para la inclusión social 2013-2016* written by the Spanish Government fighting unemployment of socially excluded persons by encouraging entrepreneurship initiatives is consistent¹⁴. However, at regional level for Catalonia, the *Plan Nacional de Joventut de Catalunya 2020* includes a line of action mentioning the development of entrepreneurship among young people to increase their employability¹⁵. Finally at local level, to involve migrants, promote the economic dynamism and facilitate entrepreneurship, Barcelona has *El Plan de Trabajo de la Inmigración de Barcelona 2012-2015*¹⁶.

In Spain there are following institutions providing support for disadvantaged groups.

At national level, the Instituto de la Juventud (Institute of Youth) attached to the Ministry of Health, Social Services and Equality is promoting actions for the benefit of young unemployed people. <http://www.injuve.es>

At regional level, in Catalonia the institutions responsible for entrepreneurship oriented towards disadvantaged groups are:

¹³ El Fomento de la iniciativa emprendedora en el sistema educativo en España, Recopilación de políticas y prácticas, Ministerio de Industria, Turismo y Comercio, 2010, pp89-92.

¹⁴ *Plan Nacional de Acción para la inclusión social 2013-2016*, Ministerio de Sanidad, Servicios Sociales e Igualdad, 2014, pdf, pp55-65.

¹⁵ *Pla nacional de Joventut de Catalunya 2020*, Generalitat de Catalunya, Direcció General de Joventut, 2013, pdf, p34.

¹⁶ *El plan de trabajo de la Inmigración de Barcelona 2012-2015*, Ajuntament de Barcelona, 2012, pdf, p28.

- The Direcció General de la Joventud (General Direction of Young People) is responsible for the design, coordination and monitoring of the National Youth Plan of Catalonia.

http://www14.gencat.cat/sacgencat/AppJava/organisme_fitxa.jsp?codi=13766

- The Servicio del Empleo de Cataluña (Employment service of Catalonia) provides services to individuals, businesses and aims to promote quality employment, to contribute to social cohesion and competitive development of Catalan companies.

http://www.oficinadetreball.cat/socweb/opencms/socweb_es/web_institucional/index.html

- The Agencia Catalana de la Joventut (Catalan Agency for the Youth) provides youth services, implement programs of interest to youth. Manage the services the Government Administration is developing in this area, as well as advising local authorities on youth policies. <http://www.acjoventut.cat/>

- The Departamento de Empresa y Empleo (Department of Enterprise and Employment) has several functions such as job placement and employment, occupational and continuous training, innovation, etc.

<http://empresaiocupacio.gencat.cat/ca>

- At local level, the Servicio de Atención a Inmigrantes, Emigrantes y Refugiados (Service for Immigrants, Migrants and Refugees) specializes in international mobility, offering information and advice on immigration, shelter, migration and voluntary return any citizen and citizen living in Barcelona.

<http://www.bcn.cat/novaciudadania/arees/es/saier/saier.html>

- Lastly, Barcelona Activa is the body that executes the policies promoting the economy of the municipality. It gives an impulse to the economic development with the aim of supporting companies, the entrepreneurship initiatives and employment. It offers a multitude of services, some of which explained below.

<http://www.barcelonactiva.cat/barcelonactiva/cat/que-es-barcelona-activa/qui-som/index.jsp>

The following programmes are available for entrepreneurs, especially from disadvantaged groups.

Institutions	Programmes	Links
Municipality of Barcelona, Barcelona Activa	<u>Ideas con futuro (Ideas with future)</u> provides resources for people from 16 to 30 to work on their business idea, business plan development, individualized tutoring on entrepreneurship skills, help in finding financing, etc.	http://emprenedoria.barcelona.ctiva.cat/emprenedoria/es/creacion-de-empresas/programes-a-mida/idees_futur.jsp
	<u>Ideation Workshop for Business</u> gives methods for finding good ideas that can lead to viable businesses, practice of various techniques based on Design Thinking methodology, communication and work habits to create a business.	http://emprenedoria.barcelona.ctiva.cat/emprenedoria/es/edit.do?codidioma=2&id=707350&id_activitat_mestre=707350&dia=19&mes=1&any=2015
	<u>Emprenedoria Social (Social entrepreneurship)</u> supports entrepreneurs who have a social project. Tutoring, success stories, competition with prizes.	http://www.invenies.eu/sobren-les-inscripcions-al-programa-demprenedoria-social-de-barcelona-activa/
	<u>Xarxa d'economia social de Barcelona</u> is a collaboration between social partners and Barcelona Activa promoting social entrepreneurship in the city, job placements and training opportunities for people at risk.	http://www.bcn.cat/barcelonainclusiva/ca/xarxa5.html
	<u>Entrenate para emprender</u> : Coached to be an entrepreneur is a 30 hours program to learn the key competences, individual analysis and give tools to develop them.	http://emprenedoria.barcelona.ctiva.cat/emprenedoria/es/edit.do?codidioma=2&id=703883&id_activitat_mestre=703883&dia=19&mes=1&any=2015
	<u>Vida profesional</u> : sessions to help orientate young adults (schools and VET) in their professional choices. One of the proposed modules is on Entrepreneurship and includes talks from successful entrepreneurs.	http://www.barcelonactiva.cat/barcelonactiva/es/novedades-y-prensa/novetats/2011/11/09/noticia94629.jsp
Municipality of Barcelona, CIAJ	Weekly sessions giving all the necessary information for young people willing to create a company. First point of contact.	http://www.ciajbcn.cat/main.asp?opc=2&idi=cas
Catalan Government, Catalunya Emprèn	<u>Inicia</u> : webpage where entrepreneurs can evaluate new business projects, learn the keys to entrepreneurship, get business plan evaluation, etc.	http://catalunyaempren.gencat.cat/inicia/cat/
University Polytechnic of Catalonia	<u>Innova</u> : develops a culture of innovation and entrepreneurial spirit throughout the university community thanks to oriented workshops, seminars on creativity, online activities, etc.	https://pinnova.upc.edu/informacion-general
Spanish Government , Injuve, CEAJE	CEAJE, the Spanish Confederation of Young entrepreneurs proposes soft skills formations, online skills self-evaluation and supports the development and implementation of the business plan.	http://www.ajeimpulsa.es/contenido/AJEImpulsa

Sweden

As far as legal regulations concerning teaching entrepreneurship in intercultural setting are concerned when seen from the strict legislation perspective

the answer would be no, but there are some obstacles when it comes to the formal implementation, that could be improved. For example, in the plan and manual for the national secondary school system, entrepreneurial spirit is a fundamental priority.

But when the same level of education is to be preformed for migrants etc as adult education, that focus is not valid, and focus shifts from being "entrepreneurial" to being "employable", and looking at the statistics from step 1, that people with migration background to further extent run businesses themselves, this is really contra productive.

The public/formal system have handed over the absolute main part of adult education and activities for disabled as well as other weak groups in society to the civil society, and this is a growing tendency.

In almost all 290 municipalities there are entrepreneurial centres that target the general public. The main activity fore these kind of centres is to facilitate good contacts between the institutions and the entrepreneur. The aim is to create a one-door system where the entrepreneur can meet all authorities at one place.

In the informal education system we run several cooperatives where the approach is slightly different. The idea is to reach new groups, and building activities based on the skills of the participants. From those skills, elements of learning by doing is connected, things such as economy, administration, language etc, and when the participant is skilled, they get support to "hive off" to run that activity as their own company, as the cooperation itself moves on with some else with other basic skills.

3.3 Types of skills

In the third task of the analysis the partners provided some data to answer the following **specific** questions:

1. What types of skills are practised / trained / taught?
2. How are soft entrepreneurial skills/entrepreneurial spirit and intercultural skills validated / measured? Is there an official marking / grading system?

Specifically the two areas were searched for in available material i.e. intercultural communication and soft entrepreneurial skills / entrepreneurial spirit. The

findings have been presented in the two tables. The following code was adapted to indicate the level of implementation:

	widely implemented, present in national curricula and projects
	moderately implemented, present in some curricula and projects
	rare occurrence, in some projects and programmes
	no information found, negligible or non-existent

Intercultural communication								
	Austria	France	The UK	Italy	Poland	Portugal	Spain	Sweden
Knowledge								
Classification of cultures.								
Knowledge of cultural differences in Asian countries, Northern and Southern Europe countries, Arab countries.								
Skills								
Ability to foresee a typical reaction of a business interlocutor in cultural context.								
Ability to arrange a meeting, plan and run negotiations with partners representing various cultural background.								
Ability to apply required pattern of behaviour within given culture.								
Disseminating cultural norms of behaviour from person's own country								
Attitudes / Competences								
Ability to modify behaviour with respect to another culture.								
Interpreting cultural behaviour of people coming from different cultural backgrounds.								
Identifying problems connected with cultural differences.								

Accepting unknown patterns of behaviour.	Blue				Cyan			Maroon
Openness to learn about new cultures.	Maroon				Cyan			Maroon
Showing initiative to overcome barriers in business setting.	Blue				Cyan			Blue
Showing positive attitude to different types of behaviour.	Maroon				Cyan			Maroon

Soft entrepreneurial skills and entrepreneurial spirit

	Austria	France	The UK	Italy	Poland	Portugal	Spain	Sweden
general attitude (positive/negative)								Cyan
communication / team work	Maroon			Blue	Blue		Blue	Maroon
ability to establish relationship				Blue	Blue		Blue	Cyan
ability to maintain contact				Blue	Blue		Blue	Cyan
assertiveness	Blue				Blue		Blue	
ability to negotiate (persuasion, concessions)							Blue	Blue
discovering entrepreneurial situation / opportunity			Blue		Blue		Blue	Blue
career management skills								Maroon
creativity			Cyan	Blue			Blue	Maroon
managing people	Maroon							Maroon
attitude to / dealing with challenges				Blue	Blue		Blue	Maroon
copng with failure		Cyan	Blue		Blue		Blue	Maroon

motivation								
responsibility								
perseverance								
organisation								
decision making								
reaction to criticism								
delegating tasks								
coping with stress / anxiety / self-esteem								

4 Good practice examples

There have been twelve cases of good practice examples collected by the partners, four showing implementation of key competences in VET and adult curricula and eight in social entrepreneurship / collaboration. The results have been presented in the following tables:

Number 1 Implementation of key competences in VET and adult curricula.

	Austria	Italy
Name of the institution / project	Experimentation companies in Colleges for Higher Vocational Education (Upper Level Secondary Colleges)	Project Youth Spirit of Entrepreneurship for Employability: YouSEE (led by CESIE, Palermo, Italy) http://cesie.org/en/in-action/european-cooperation/call-yousee/
Type of main activity	The educational experimentation company is obligatory in all Austrian commercial schools, higher VET agricultural schools and higher VET fashion schools. In other vocational education schools the implement of an experimentation company is recommended but it is not relevant for exams or the diploma. The experimentation company is a model a of realistic company in which the pupils get to know operational processes and can easily combine theory with practice.	Training course
Aims	Experimentation companies are a well-established training tool for developing entrepreneurial spirit and action. During one school year students work up to three or four hours per week in the experimentation company. They apply theoretical knowledge acquired in other subjects and learn to think and act like real entrepreneurs. Experimentation companies work together with real partner companies. The aim of this partnership is to simulate business,	-to provide youth workers with innovative practices to be employed in the work with youth regarding their job search & their sense of initiative; -to empower unemployed young people with resources to be competent and successful in their job and develop their spirit of entrepreneurship; -to train the participants to face the world of work by preparing them to challenges & developing self-esteem, communication, problem-solving & creative thinking skills; -to transfer knowledge, ideas & good practices among

	<p>guarantee realistic feedback and the exchange of experiences. To improve foreign language skills, to widen horizons and develop cross cultural management, foreign language experimentation companies are established in some schools</p>	<p>participants, promoting intercultural dialogue & valorizing the active contribution of all participant; -to create a network of participants.</p>
<p>Dates (project duration, foundation of the institution)</p>	<p>Experimentation companies are part of regular vocational education and training regulations in Austria</p> <p>Students work in these companies during one school year (out of 4 or 5) for 3- 4 hours per week = up to 150 hours in total</p>	<p>25th May – 2nd June 2013.</p>
<p>Target group</p>	<p>Students in Colleges for Higher Vocational Education (Upper Level Secondary Colleges), among them commercial schools, higher VET agricultural schools and higher VET fashion schools</p>	<p>young people, volunteers and youth workers</p>
<p>Addressed disadvantaged groups</p>	<p>All students in these VET schools who fall under these groups (students with disabilities, migrants, etc.)</p>	<p>not specifically</p>
<p>Main procedures applied or developed</p>	<p>In experimentation companies students work on business cases similar to reality (supply, production, distribution etc.) All commercial and administrative activities set are based on commercial usage and legal requirements. Products, services and money handled exist only virtually. Students gain experiences while they are working in different departments of the experimentation company, e.g. accounts department.</p> <p>Aim of the experimentation company is to let students practice procedures and processes used in companies in an interdisciplinary, activity- and problem-orientated way. Most of the experiences and learning processes refer to activities from the associated partner companies. Business related decisions and their positive or negative impact can be trained. These experiences are essential factors of the learning processes of the students and are really important to enable self-awareness.</p>	
<p>regarding intercultural education</p>	<p>Appropriate communication in German and other foreign languages To deal with foreign religions, cultures and participate in different cultural contexts Ethical and moral values</p>	<p>intercultural dialogue, cultural awareness and expression</p>

	Content and language integrated learning – job related language competence	
regarding entrepreneurial education	<p>Extensive and connected commercial and entrepreneurial knowledge</p> <p>Practice an active role as an entrepreneur, a customer or an employee</p> <p>Creative and demanding solutions related to challenges</p> <p>Research, evaluate relevant information using the latest information and communication tools</p> <p>Teamwork and responsibility</p> <p>Deal with economic, ecological and social aspects</p> <p>To recognize the importance of life-long learning and set steps for further education</p> <p>Social competences</p> <p>Use different forms of communication (verbal, nonverbal, in writing)</p> <p>Empathy, motivation, appreciation</p> <p>Leadership</p> <p>Reflected, structured, to be proactive</p> <p>Knowledge of political processes, regional, national and international</p> <p>Knowledge of the importance of the EU</p>	<p>Creative thinking</p> <p>Access to resources and opportunities</p> <p>Flexibility</p> <p>Lateral thinking skills</p> <p>Entrepreneurial skills in practice</p> <p>Entrepreneurship and project development</p> <p>Self-marketing and creative CV writing</p> <p>Communication Skills (verbal and non-verbal)</p> <p>Problem-solving Skills</p> <p>Team building</p> <p>Team work</p> <p>Creativity,</p> <p>Visual thinking</p>
KEY VET COMPETENCES	<p>Entrepreneurial competences</p> <p>Knowledge and skills in business administration</p> <p>Economic competences</p>	
Verification / Validation / Testing of results Tests / Certificates / Exams / Apprenticeship/ Work placement	<p>The experimentation company is part of the subject “Business Training, Project Management, Experimentation Company and Case Studies”.</p> <p>Validation of students achievements and performances in experimentation companies is based on self and peer assessment and self reflection.</p>	certificate: youthpass
References to ECVET/EQF	As all experimentation companies are part of Colleges of Higher Vocational Education there will be a reference to the EQF as soon as all formal learning opportunities are linked with the NQF	none
Conclusions	<p>Currently there are 950 experimentation companies in Austrian Higher Vocational Colleges.</p> <p>Since 2002 there is national competition for external</p>	It's a good example of entrepreneurship education, being focused on soft skills there are the basis to develop an entrepreneurial mindset. The only problem is that, being

	certification “Quality Experimentation Company” – approx. 30% of experimental companies from all school types are certificated. Since 2005 there have been another evaluation instrument for experimentation companies - ONR 42000 (ÖNORM rule) They are a success story.	developed in the frame of a project financed by EU, it will be difficult to be further implemented, although the curriculum can be used by other organizations.
Recommendations	Experimentation companies as a means of entrepreneurial education and for developing entrepreneurial spirit should be implemented as subjects in all vocational schools.	

	Portugal	Spain
Name of the institution / project	ANQEP - key competences curricula for adults	Department of cooperative economy and company creation, Catalan Government and in collaboration with the Catalan agency for youth, Barcelona Municipality. Project: <i>Programa de seminarios de generación de ideas y creación de empresas</i> (Program of seminars generation of ideas and creation of companies) –
Type of main activity	Development of key competences for low qualified/unqualified adults	Free seminars of 3 hours for groups of 20 to 100 people explaining the basics to create a company: business idea evaluation, business plan, and key entrepreneurial competences.
Aims	Promote the development of the EU key competences and secondary school graduation	Develop the entrepreneurial spirit.
Dates (project duration, foundation of the institution)	Since 2006	From 2007 until today.
Target group	Low Qualified Adults	People potentially entrepreneurs, VET and Adult education, University communities
Addressed disadvantaged groups	yes	Not specified.
Main procedures applied or developed	It can be acquired through formal learning or through recognition and validation of prior learning	Seminars and speech from entrepreneurs, Workshops with games to teach key ability, open database of projects, methodology guide, power point presentations, questionnaires for auto evaluation and material for dissemination (flyers and leaflets).
regarding intercultural education	General references within Citizenship and Professionalism &	

	Culture, Language, Communication areas	
regarding entrepreneurial education	General references within Citizenship and Professionalism & Culture, Language, Communication areas	Creativity, Autonomy, Confidence, Assertiveness, Sense of responsibility, Capacity to assume risks, Leadership, Teamwork
KEY VET COMPETENCES	From the 8 Key competences, the following belong to the key competences curricula for adults: communication in the mother tongue; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; cultural awareness and expression.	
Verification / Validation / Testing of results Tests / Certificates / Exams / Apprenticeship/ Work placement	According to the Operational guide for Recognition, assessment & validation of Prior Learning National system, or, if within formal training scope, according to each institution methods.	
References to ECVET/EQF	National qualification Level 4 (the same as EQf)	
Conclusions	This National curricula for development of key competences cover a wide range of key competencies, in particular those related with literacy and math. Almost no focus is present in regards to development of entrepreneurial skills.	It has a really wide coverage as there are more than 100 seminars and 50 workshops per year.
Recommendations		None

Number 2

Dealing with challenges / failure in entrepreneurship.

	France	Sweden	Sweden
Name of the institution / project	ALPES “Dynamique Projet”	Junior Achievement Sweden	Gemenskapen (Creativa Community)
Type of main activity	It is a 4-month training, funded by the Regional Council. It's a full-time training (30 hours per week), with periods in the training centre and others in enterprise.	Junior Achievement Sweden provides educational programs in entrepreneurship for elementary to high school students to ensure the progression of entrepreneurship education within the Swedish school system. The programs are designed to stimulate creativity and entrepreneurship, give students insight into business conditions and driving forces and to raise awareness of the importance of entrepreneurship.	Operates a social and cultural meeting place with funding from the European Social Fund in the Community in Malmö. The goal of the project activities has been to create a place that feels open and safe for all , even those coming from homelessness , substance abuse, long unemployment, crime , mental illness , etc. It is not convicted for what has been , but here we focus forward . For some it has been enough to get a new connection to get to, others have participated in our workshops and events and still others have been working training or found employment . Today we are ten people working in the community , some employees of Creativa Community and any employees of ABF with support from the City of Malmö .
Aims	Help people to regain pace of work to deal with failure, to form on the basic knowledge and to set up a professional integration project.	Junior Achievement Sweden philosophy is that entrepreneurship can be taught.	1. Creating the empowerment of the participants. 2. Outreach work and close contact with the relevant partners. 3. To hasten slowly .
Dates (project duration, foundation of the institution)	From October 2014 to February 2015	Ongoing	Ongoing
Target group(s)	Unemployed people, who need to take time to think about their career plans.	Elementary to high school students.	
Addressed disadvantaged group(s)	Young people who have experienced school failure, migrants with language difficulties, adult retraining (often on grounds of disability)	None particular. Same as school.	People with low education who are very far from the labor market as a result of a complex problem of unemployment , combined with ill-health or disability

<p>Main procedures applied or developed</p>	<p>With this group, we decided to conduct a joint project based on the creation of a fictitious company. It seemed a good idea, in order to work on identifying their skills, on teamwork and on the concept of project. The idea being to create a company in which each person in the group, with its differences, might fit, it forced everyone to focus on the course of other, help each other to enhance the skills of each, and to agree on a project that fits all. Even if it were a virtual company, which probably never existed, we followed a real business creation process: definition of a project, check its feasibility, finding a local and possible funding, meeting with partners to present and defend the project...</p>	<p>Junior Achievement Sweden's most recognized educational program is called the Company Program (UF-företagande). The Company Program provides high school students the opportunity to start and run a business during an academic year. Students experience firsthand an entire life cycle of a business from recognizing an unfulfilled market need, writing a business plan, setting up their company, raising capital to produce/develop the product, marketing and sales of the product and finally liquidating operations and paying out any dividends. Through trade shows and competitions, students focus on product innovation, entrepreneurship and commercial competencies. In 2014/15 school year, 24,415 students have participated in the Company Program and more than 300,000 students have participated in the education program since 1980.</p>	<p>Based on our target group , where a large part of the participants have psychological , social and cognitive or functional impairment , the accessibility work will automatically be woven into the business. It is about how to create peace and quiet to provide maximum opportunity to concentrate on the tasks, it is about adapting times , the supervision and guidance are posted . Availability of the work also goes hand in hand with user influence ; persons with disabilities to decide more themselves and cope better themselves</p>
<p>PROBLEM OUTLINE/ Skills developed</p>	<p>Developing KEY VET competences: Self-Awareness, Persistence, Initiative, Self Confidence, Human-Awareness, Communication, Relating to Others, Teamwork, Planning</p>	<p>Reach. Getting everyone to test their entrepreneurial skills. Test – fail – test – succeed.</p>	
<p>Solution</p>		<p>Intergrating the learning in school curriculum.</p>	
<p>Verification / Validation / Testing of results Tests / Certificates / Exams / Apprenticeship/ Work placement</p>		<p>Karl Wennberg, PhD, Stockholm School of Economics, Centre for Entrepreneurship, has studied and released two studies on Junior Achievement Sweden Company Program graduates. The 2011 study reported that Junior Achievement Sweden Company Program graduates were more like to start a company than persons without Company Program experience and</p>	

		<p>that those companies started by Company Program graduates had higher revenue, job creation and company longevity. The 2013 study reinforced that Junior Achievement Sweden Company Program graduates were more likely to start a company. In addition, the study found that Company Program graduates who chose to seek employment had a higher level of labor market establishment than those students without Company Program experience. These studies showed entrepreneurship training has a positive role in the individual's entrepreneurial career and also in workforce readiness and reinforces that Junior Achievement Sweden's mission is important for the continued entrepreneurial development of Sweden.</p>	
Conclusions	<p>This was a very interesting project that has achieved its objectives: of course the company has never emerged, but the project enabled participants to work together towards a common goal, to get to know themselves better, to consider the steps required for the implementation of a project, to persevere despite difficulties. They can then use these skills to their own integration project.</p>	<p>We chose Junior Achievement Sweden because of their targeted work with youth. They reach a great number of people through their cooperation with the school system. The methods used lets the learners test out their ideas in a "protected" environment. They can test and fail without greater consequences. Learning by doing! ABF has nothing in common with Junior Achievement Sweden and their focus on learning practical entrepreneurial skills. The also work within the formal education system. While ABF work with the non-formal education. We can use their methods though to some extent. Everyone shall get the possibility to test their entrepreneurial skills in a protected environment, with the the option to fail without consequences.</p>	
Recommendations	<p>Trainers should not be afraid to embark on such a project, which</p>	<p>We recommend the use of the method "learning by doing". To test out your ideas</p>	

	requires time and personal commitment but also collectively constructed with the group.	with others in a protected environment. Provide more practical training than theoretical.	
--	---	---	--

Number 3

Social entrepreneurship / collaboration.

	Austria	The United Kingdom	The United Kingdom
Name of the project	Ashoka Austria – austria.ashoka.org	Talent Match Enterprise Programme	Bridging the Gap
Institutions / Parties involved	Ashoka Austria Partners: Essl foundation, Erste foundation, 3m, Association of industries, Hil foundation, Boehringer Ingelheim Pro bono partners: McKinsey & Company, Accenture, Ketchum Publico, Baker & McKenzie, Syncon, Xerox, Steirer Mika & Comp.	Merseyside Expanding Horizons	Bridging to the Future, Merseyside Expanding Horizons, Everis, Business Incubator Gotse Delchev. Academy of Entrepreneurship, Business Development Friesland
Type of main activity	Ashoka Austria is part of the international organization Ashoka founded in 1980 to support social entrepreneurs – women and men with innovative concepts to solve social problems. They help through financial funds, counselling, contacts and networks to spread the entrepreneurs' ideas nationally and internationally. Social entrepreneurs with innovative ideas can apply for an Ashoka Fellowship. Ashoka also seeks actively for social innovators for their Fellowships. Applicants have to go through a thorough multiple step assessment. Ashoka Fellows are supported financially so they can spend all their time and energy for further developing,	A concrete business idea which learners are able to present to their peers <input type="checkbox"/> Development of Key Soft Skills <input type="checkbox"/> Increase confidence and address any barriers to business start up <input type="checkbox"/> Develop skills, knowledge and experience in relation to business start-up/enterprise <input type="checkbox"/> Identification of business customers and how to access them <input type="checkbox"/> Identification key products and services of their business <input type="checkbox"/> Awareness of pricing strategies and the importance of sales to secure and retain customers <input type="checkbox"/> A knowledge of how to construct marketing plan <input type="checkbox"/> A knowledge of how to set up a company/sole trader	The partnership has transferred the original Bridge Model. The model has 4 bridges which supports entrepreneurs at different stages of development. JOURNEY 1: I HAVE AN IDEA TO I HAVE A NEW BUSINESS JOURNEY 2: I HAVE A NEW BUSINESS TO I HAVE A SUCCESSFULLY OPERATING BUSINESS JOURNEY 3: I HAVE A SUCCESSFULLY OPERATING BUSINESS TO I HAVE A GROWING BUSINESS JOURNEY 4: I HAVE A GROWING BUSINESS TO I HAVE A SUSTAINABLY STRENGTHENING BUSINESS

	<p>implementing and spreading their innovative ideas. Ashoka Austria is not only working in Austria but also in CEE. Already existing innovative solutions developed by international Ashoka Fellows are spread into Austria under the framework of the “Globalizer” Programs The platform www.changemakers.org sets up networks of social entrepreneurs and thus spreads innovative social ideas and ways to implement these. Global learning is thus supported. Connections between Ashoka fellows working in the same field are also connected actively.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the concept of risk identification and how to effectively manage risks <input type="checkbox"/> Be ready to receive intensive support to launch their business/Enterprise 	
<p>Aims</p>	<p>Social change and a strong active civil society International aim of Ashoka: Everyone is a changemaker</p>	<p>Work with those most in need and furthest away from the labour market</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deliver an exciting innovative programme developed for and by young people <input type="checkbox"/> Work with a range of voluntary, public and private sectors leaders in this field <input type="checkbox"/> To motivate and inspire young people to discover their Skills, Employment, Life and Future (SELF) <input type="checkbox"/> To take a targeted approach focusing on needs and geographical hotspots <input type="checkbox"/> To build on young people’s skills, knowledge and interests <input type="checkbox"/> To provide a personalised pathway to employment <input type="checkbox"/> Work with 325 young people a year, supporting at least 20% into jobs <input type="checkbox"/> Provide accredited learning outcomes <input type="checkbox"/> Develop 16 new businesses a year <input type="checkbox"/> Develop a toolkit of best practice as a legacy <input type="checkbox"/> Celebrate our successes with an 	<p>The project developed and successfully piloted European training and learning resources developed around the Bridge Model and used the Bridge Model to support entrepreneurs in the development of the business. This was done through a peer coaching process.</p>

		annual event <input type="checkbox"/> Create 30 youth Champions to drive the marketing and research strategies	
Dates (project duration, foundation of the institutions)	Since 1980s international, Since 2011 in Austria	The programme began in January 2014, the duration of the project is 5 years	Project duration October 2013 – September 2015
Target group(s)	Social entrepreneurs with innovative ideas for social change	Talent Match is a Big Lottery funded initiative aimed at young people aged 18-24 , who have been out of employment , education or training for over 12 months and are furthest away from the labour market. This includes those who have been on the work programme for over 18 months, those on lone parent, incapacity or ESA benefits and those outside the benefits system	Young people, women,
Addressed disadvantaged group(s)	Not specifically but many Ashoka fellows are part of disadvantaged groups Many disadvantaged groups benefit through the supported ideas of the Ashoka fellows	As above	Young unemployed people, Young people with disabilities.
Description of collaboration.	Ashoka collaborates with all the partners mentioned above to set up the counselling, network and financial funds necessary to support social entrepreneurs.	Regenerus and Merseyside Expanding Horizons are two leading enterprise support providers in the Liverpool City Region. They have come together to collaboratively provide enterprise support to those most far removed from the labour market and also to geographically meet the needs of the programme. Their vast experience as individual organisation enhances the service through effective collaboration.	Bridging to the Future transferred their Bridge Model over to the other 5 partners. Each partner worked together to produce course materials for trainers which were then piloted with different groups of learners in different countries.
Conclusions	Sustainability of Ashoka: International impact studies show that 93% of all supported social entrepreneurs work on their ideas 10 years later, 90 % of all ideas are spread. 50% of all Fellows influenced national laws.	1625 young people will have developed work related skills through accessing a personalised pathway of support <input type="checkbox"/> 484 young people will do into direct employment <input type="checkbox"/> 242 young people will go into direct	1. The Piloting and Testing of the Bridge Model Europe was successfully completed in 5 EU languages in 5 different socio- cultural environment of 5 geographic regions in the UK, Greece, Bulgaria, Spain and the Netherlands and proves the Model is practical useful and

	<p>http://www.ashoka.org/story/ashoka-releases-impact-study-2010</p>	<p>employment and sustain the job for over 6 months</p> <ul style="list-style-type: none"> □ 320 young people will undertake the business skills preparation programme □ 160 young people will undertake the business startup programmes □ 83 new businesses will be created which trade for 12 months or over □ 650 young people will have improved knowledge and skills via <p>qualifications and accreditations</p>	<p>effective.</p> <p>2. The Bridge model was applicable, useful and effective for a wide range of learners participated in the piloting such as young entrepreneurs, women entrepreneurs, start-ups, high school and university students, potential entrepreneurs, unemployed people, and representatives of minorities.</p> <p>3. The methodology is practical and flexible oriented towards the specific need of the learners and enables potential and existing entrepreneurs to develop the competencies and mind-set needed to develop their business idea and create jobs.</p> <p>4. The methodology brings together the experience and business advice of coaches - entrepreneurs and pedagogic approaches of VET trainers to help learners to go through their entrepreneurial journey from their idea to their own business development. So the selection of the trainers is crucial.</p> <p>5. The learners like informal atmosphere of sharing ideas, knowledge and experience. They were happy they have no lectures but they feel free to say what they think about their business ideas, how they see their business, what they would like to achieve and together with the trainers to look for solutions and opportunity.</p> <p>6. The evaluation ratings of the Piloting by the learners, trainers and partners are positive and very positive. Only one learner gave a fair rating.</p>
Recommendations	Ashoka is an international best practice in supporting social entrepreneurs whose	Talent Match is targeting young people who are furthest from the jobs market,	The Project would benefit from being able to develop a train the trainer course

	<p>changemaker platform helps spreading innovative ideas.</p>	<p>including those who are completely outside of the benefits, work and training system and facing severe barriers to gaining the skills they need to get into work.</p> <p>Talent Match will boost opportunities for young people in these areas by bringing together partnerships of employers, education providers and others, led by local charities.</p> <p>The investment was co-designed with young people, both centrally and in each of the 21 partnership areas, and will continue to have young people at the heart of decision making throughout the programme. This is excellent practice that should be continued.</p>	<p>for coaches and VET trainers. In order to ensure that model is mainstreamed and has the maximum impact. Further validation tools for learners are necessary in order for learners to really understand the competency and skills progression in line with other EQVET competences.</p>
--	---	--	---

Number 3

Social entrepreneurship / collaboration.

	Italy	Poland	Poland
Name of the project	Coop at school	"Mature entrepreneurship - an innovative model of pre-incubation of entrepreneurial people 50+"	National Programme of Social Economy Development (Krajowy Program Rozwoju Ekonomii Społecznej - KPRES)
Institutions / Parties involved	Secondary schools Legacoop Emilia-Romagna	Economic Foundation in Gdynia in cooperation with the District Labour Office in Gdynia and Gdansk Institute for Market Economics	National Program for Social Economy Development
Type of main activity	The projects accompany students and teachers on a journey to discover a different way of participating in the economy, where the focus of the enterprise is on people and their needs, whether work, consumption, living or user-related.	The project was carried out within the framework of the Operational Programme Human Capital Priority VI The labour market open to all, Measure 6.1 Improving access to employment and to support economic activity in the region, Sub-measure 6.1.1 Support for the unemployed in the regional labour market.	The National Programme for the Development of Social Economy is a government document that shows the key directions of public engagement for the creation of the best possible conditions for the development of social economy and social enterprises.

<p>Aims</p>	<p>Every year in September, the local Legacoop offices make the public announcement for participation in provincial contests. Schools request to be able to participate by indicating the participating classes, reason and results expected from the project.</p> <p>Each class or participating group develops an entrepreneurial co-operative idea and takes care of the company, market and economic-financial aspects.</p> <p>In addition to their teachers, students are assisted by Legacoop tutors who are experts in the world of co-operatives, and by many co-operative partners.</p> <p>During the months when most of the work is done, students are involved in coming up with and setting up a virtual co-operative, which allows them to experiment how an enterprise works, what group work entails, how one's ideas are valorised and how democratic decisions are made.</p> <p>Classes present their projects in April. They are assessed based on their originality and criteria of economic, environmental and social sustainability.</p> <p>The best projects in each provincial contest are awarded a prize in May-June. Classes present their work at the award events with videos, slideshows and short theatrical performances. Prizes awarded may include cash or trips.</p> <p>The top three projects in the provincial contests or the projects that stand out for social and environmental sustainability participate in the Rete Bellacoopia regional contest.</p> <p>Projects that make it to the finals are presented and awarded in an important final celebration. It's just another opportunity to</p>	<p>The main objective of the project is to develop and test innovative model of pre-incubation of entrepreneurial 50+ unemployed, aimed at activation to start their own businesses. The specific objective is to gain knowledge about the situation of persons 50+, provide new tools for counsellors to work with people over 50 years of age (including the Application Life Design 50+) and the exchange of experience between public and non-public labour market institutions.</p> <p>The activities include:</p> <p>The diagnosis of the current situation of people over 50 and increase knowledge about the offer of support for this group,</p> <p>Conducting research and analysis in terms of the necessary competence of persons 50+ in the field of business,</p> <p>Project meetings with a professional counsellor (the use of innovative applications Life Design 50+)</p> <p>Soft skills training (communication, self-presentation, motivation) and in the field of entrepreneurship,</p> <p>Industry Training (training voucher)</p> <p>Meetings with entrepreneurs who have started a business at the age of 50+.</p>	<p>First of all it will be developed and implemented the legal changes aimed at ordering the strategic planning of local government in the field of social policy. Moreover to increase effectiveness of social service development the manner of conducting public consultations, social, civil dialogue will be improved.</p> <p>The main aim of this Priority II is organising legal regulations on the functioning of social enterprises and their environment to allow the creation of new social enterprise and let blossom the existing ones.</p> <p>Regarding to the last Priority, it is related to education and its main aim is increasing the level of awareness of social economy in society. The actions that will be held are inter alia: offering post-graduate studies in the social economy in at least 16 higher education institutions, implementing at least 3 projects a year to develop and popularise the thought of Polish social economy, establishing at least 12 Regional Youth's Funds which will provide support to groups of young people in the field of social enterprises. As it was mentioned it is almost impossible to circumscribe every planned actions but above description probably show how challenging aims Poland wants to realise.</p>
-------------	--	--	--

	valorise the work done throughout the previous scholastic year, and especially a moment when students from different areas in the region meet with each other.		
Dates (project duration, foundation of the institutions)	Over the years, Rete Regionale Bellacoopia - a project co-financed by the Region of Emilia-Romagna and Coopfond - has involved more than 15,000 students and every year 50 schools from all around the region.	01.02.2012 - 30.09.2014	from 2014
Target group(s)	Secondary school students	The 50+ unemployed, living in the province of Pomerania.	It is addressed primarily to the public institutions responsible for creating and implementing policies but also to the people involved in the social economy sector.
Addressed disadvantaged group(s)	Non specifically		
Description of collaboration.	<p>The project connects various local activities that take place in secondary schools and that focuses on subjects associated with co-operation.</p> <p>The co-operative movement uses these initiatives to address the world of education to promote the values of mutuality and solidarity amongst young people by giving them the opportunity to learn a lot about their region by working hard but also enjoying themselves.</p> <p>The initiatives become contests for ideas and work in which students have many opportunities to participate, win and demonstrate their co-operative spirit.</p>	One of the aims of the project is the exchange of experience between public and non-public labour market institutions.	
Conclusions	It's a very interesting project, focused on the knowledge of the territory and of the cooperative system. Unfortunately is missing but is missing the training part focused on soft skills, that are the core part of a real entrepreneurship education.	A very good initiative for people 50+ who sometimes find it difficult to find a job after being made redundant. It helps discover entrepreneurial skills and establish own business.	The acceptance of this document is a huge success of Polish social economy sector. Moreover, probably it is the first comprehensive government document about social economy in Europe. Even for this sole reason it is worth paying

			attention to. Yet only the future will show how social entrepreneurship is developing.
Recommendations		All age groups should have access to training.	By 2020, social economy entities will become an important element of activation of vulnerable people on the labour market. They will also become a provider of social services commissioned by local government.

Number 3 Social entrepreneurship / collaboration.

	Portugal	Spain
Name of the project	Manual para transformar o mundo” (“Handbook to change the world”)	La Xarxa d’Economia Social de Barcelona, XESB (Network of social economy in Barcelona) – Project: <i>Iniciador Emprendimiento social</i> (Initiator of Social entrepreneurship) ¹⁷
Institutions / Parties involved	IES (Social business School) and INSEAD (Business School)	A group of entrepreneurs with social inquietudes has created a community for all people with projects contributing to social development in their city.
Type of main activity	Training modules of the FAZ initiative – “ideas of Portuguese origin”.	They act to facilitate learning, collaboration and the exchange of experiences.
Aims	Promotion of social entrepreneurship in Portugal, calling the Portuguese diaspora to contribute actively in aging, social inclusion, intercultural dialogue and environmental-sustainability.	The final aim is to establish the bases of a new ecosystem and change the vision of companies towards social entrepreneurship. Everyday, new social challenges arise and they have decided to focus their knowledge and competences to respond to a few of them. The imitative grows in Barcelona and aims to spread to other cities.
Dates (project duration, foundation of the institutions)	No reference found to date of publish	Beginning of 2014 with no ending date. The XESB network exists since 2006.
Target group(s)	It is a challenge to all Portuguese living abroad who have ideas, talent and desire to do more and better. It is a call to all those who, despite the distance, wish to participate in the construction of Portugal, through an active, engaging and	People with IT knowledge willing to change their city and country.

¹⁷ <http://www.iniciador.com/es/emprendimiento-social-barcelona>

	participatory citizenship.	
Addressed disadvantaged group(s)		People affected by social issues. For example, this project http://edukame.com/ is the result of the collaboration between entrepreneurs part of their community.
Description of collaboration.	The manual is available for download at Fz website and acts both a supporting manual for implementation of social entrepreneurship and inspirational guide for other entrepreneurs that wish to start a social entrepreneurship initiative.	Promoting social entrepreneurship initiatives through seminars, conferences. Collaborating together to create companies with a positive social impact at local level.
Conclusions	FAZ – Ideias de Origem Portuguesa (Ideas of Portuguese Origin) It is an initiative of the Calouste Gulbenkian Foundation and COTEC in the area of social entrepreneurship. Ideas of Portuguese Origin is an annual competition to find and promote projects in Environment and Sustainability, Social Inclusion, Cultural Dialogue and Aging. Each year three selected candidatures will be subject to funding, a total of € 50,000 (€ 25,000, € 15,000 and € 10,000, respectively) by the Calouste Gulbenkian Foundation for its implementation on the ground.	

3 Interviews - outline

The purpose of the third stage, namely interviewing the stakeholders was to find out the main concepts related to entrepreneurship, ways of teaching them and training entrepreneurial skills and attitudes. Each of the partners interviewed a couple of stakeholders: entrepreneurs, managers, directors of studies, assistants to find out what entrepreneurship meant to them, how they would define entrepreneurial spirit, what skills, attitudes are important for being a successful entrepreneur. They were also asked to rate the current legislation and performance related to intercultural issues and programmes for disadvantaged groups. There were altogether 22 people interviewed and their responses have been summarised below.

1) Participants and types of institutions:

Basilio Dalle Carbonare (IT), MD, specialized in plastic and dermatological surgery, owner and director of a private healthcare facility based in Vicenza.

Chris Lewis (UK) Entrepreneur Community Concepts Ltd

Fini Schmid (AT), an entrepreneur, SME cultural and event management

Gerhard Asböck (AT), an entrepreneur, SME, a hairdresser

Ian Duncan (UK), an entrepreneur, SME

James Kirkby (PT), an entrepreneur, SME,

Jordi Musons (ES), director of the school "Escola Sadako

Josefin Wäppling Bernárdz (SE) from Ung företagsamhet

Justyna Drużek (PL), an entrepreneur, sole trader

Karolina Bartczak (PL), assistant at the Career Office at UHE ¹⁸,

Karolina Ojrzyńska Stasiak (PL), an entrepreneur, translation and interpreting office, SME

Leonora Leitl (AT), an entrepreneur, SME, illustrator

Lisbeth Jönsson (SE) from Creative Community (Creativa Gemenskapens kooperativ)

Łukasz Skorupski (PL), entrepreneur, owner of Jeweller's shop

Patrick Gay (FR), entrepreneur in flooring, 6 employees.

¹⁸ The Career Office of the University of Humanities and Economics in Lodz is a modern diagnostic and advisory facility which was founded with students and graduates of UHE in mind. It helps undergraduates and graduates to take their first steps in the labor market, supporting them in choosing their professional paths and shaping careers. It also helps disabled students.

Regina Pillgrab (AT), an entrepreneur, SME, graphic designer

Sabrina Stockner (AT) an entrepreneur, SME, a video producer,

Sofia Santos (PT), an entrepreneur, SME,

Walter Casarotto (IT), owner and director of a chain of beauty salons in Vicenza area, president of the Vicenza Craft Association, business association representing 5.300 enterprises.

Xavier Dumont Peruga (ES), from Barcelona Activa – Area of Economy, Enterprise and Employment, Entrepreneurship Department ¹⁹

Manfred Schauburger (AT) CEO Excellent Group GmbH, SWV/Deputy head of Upper Austria/ Head of Linz

Ralph Humer (AT) Entrepreneur and teacher at secondary level, Radlralph, owner

2) What does entrepreneurship mean to you?

The interviewees provided a number of different ideas. The predominant one is to be able to see business opportunities in everyday life and through the work. It is to understand the gaps in the market and be able, with competence and good will, to bridge them (IT). It is the difference between selling apples in a shop and wanting to find the best apples at the best price in order to make the best profit margin (UK). Or in terms of social entrepreneurship looking at what people in the community need and providing goods and services which meet this community need. Also customized products is the direction in which entrepreneurship heads. Society has changed, people are better educated, they know what they want and try to customize their style according to their personality. So the company and an entrepreneur should be transformed by listening to customers (IT). The continuous listening to the needs and requirements of the customer allows us to understand what the customer wants and offer exactly what is required.

According to the entrepreneurs entrepreneurship is about being confident to take a vision or a seed of a business idea and make it happen. A good entrepreneur should be able to implement the ideas so that they bring profit. Therefore such qualities as taking risks, passion, self-determination, motivation, innovation, self-starter and utilising what skills you have to start your own business are crucial.

¹⁹ Give support to entrepreneurs, free formations, help build the business plan, find financing opportunities, etc. Working with schools, universities and other actors to develop entrepreneur spirit, to make it known.

The third group of the most important aspects which has been highlighted is related to freedom and independence. First of all a big range of freedom, free use of time (working hours / days on end one time and doing little the next week), self organization, enjoying being an entrepreneur, earning money with own ideas and work. Many people became entrepreneurs as they didn't want a boss any longer (bad experiences) or did not want not have to implement stupid decisions by others, they wanted to get out of crazy power and hierarchy structures and finally to fulfil one's own potential.

The next group of features dealt with recognition and brand name. One should make one's business a successful brand so that customers can recognize and enhance your enterprise through outdoor activities, sometimes apparently unrelated to your main activity. For example, in addition to regular advertising a company can sponsor cultural, art and entertainment events. A company should show potential to develop and an entrepreneur should be able to see certain problems from different perspectives. A lot of ideas come may come from interactions with other entrepreneurs, observation, sharing experiences and from travelling.

Some quotes:

(PT) *"The capacity and expertise to implement and execute an idea."*

(PL) *"A way to remain independent, have control over my own company, make a living in a way I want to and enjoy, instead of the way others want me to."*

(PL) *"The ability to cope with challenges and new situations as well as finding solutions."*

3) What are the three main skills related to entrepreneurship and why?

Provide examples.

There has been a number of different skills related to entrepreneurship. mentioned by the interviewees The skills include:

- communication skills, teamwork
- resilience
- honesty, responsibility, reliability and trustworthiness
- not trusting everybody
- autonomy

- appropriate attitude to customers and partners
- being able to smell / feel what is possible and what not
- having a good sense for people
- problem solving (lateral thinking)
- good, strategic, long-term planning
- negotiation and interpersonal skills.
- risk management (identifying, risk assessment, risk reduction)
- passion, commitment and perseverance
- ability to listen to customers' needs
- being objective
- multitasking, delegating tasks
- self-discipline
- creativity
- ability to make decisions quickly
- ability to put knowledge into practice

Some quotes

(UK) Resilience- There will be many challenges and testing times when starting a business, resilience is a key skill to keep going and when things do not go to plan, learn from that and take those lessons learned forward within your business.

Strategic- It is important to not only think about the here and now of your business, but plan for long term growth and stability to maximise the possibility of your business being sustainable.

(IT) The entrepreneur, unlike the employee, always asks himself how to solve problems.

(IT) You must want to constantly improve, both personal skills and understanding and analyzing the market.

(IT) It's important that the vision focus on feasible, achievable and attainable objectives.

(PT) Multitasking because you have to be in charge of management, marketing, clients and think about all the aspects of the business while your executing many other tasks.

(FR) Stress resistance, love to manage people (and be a good manager!), be organized, think of simple solutions, have common and practical sense.

4) What do you think are the best means to develop these skills?

All the interviewees highlighted practical implementation of skills and experience as a major determinants of success and the way of skills development. Good training should provide a good base for further development. The training phase should include workshops, projects, meetings with entrepreneurs and apprenticeship. As regards techniques much emphasis was put on case studies, seminars, success stories, peer learning, tutoring and travelling. Some of the interviewees pointed out that entrepreneurs themselves should run courses as they can pass on their enthusiasm, commitment, passion, determination and tenacity. Also different previous experiences and travelling increase the potential of developing a successful business. The trainees should be aware that the potential is with them and initiative cannot be taken by other people for them.

Some quotes:

(UK) Coaching, being supported by someone who has preferably been there themselves to understand how to make things work and when things don't work how to make them work in the future or why they didn't work. Practice- being able to test out theories in practice within a safe environment.

(UK) Mentoring, experience, test trading, effective training from entrepreneurs, entrepreneurial spirit should be embedded within education, it would enhance the development of individuals even if they are not setting up their own business, the skills are transferable and would still be relevant and useful within the labour market.

(ES) We give them tools to develop the skills on their own; the mentors are entrepreneurs, professors with updated knowledge in their fields and will provide individualized advice.

(PL) Higher school or additional courses help a lot. But generally practice makes perfect.

5) What in your opinion is missing in current offers to acquire entrepreneurial skills?

The respondents pointed out that entrepreneurial education is of minor importance in most countries. In schools, although it is part of some of the curricula, entrepreneurship is marginal. Even in university based studies where 50 % of students start a company afterwards, entrepreneurship is de facto not existing.

Training courses of entrepreneurial spirit are not a part of many initial VET offers although it is crucial. Even if you are employed every employer values an employee who can think like an entrepreneur and its also beneficial for the employee because she/he can understand correlations etc. The entrepreneur from Austria noticed that there is no "failure training", nobody wants to hear / talk about failure including consequences (although a lot of burn outs) and in Spain the students are mostly prepared to work for a big corporation. The problem that is not tackled in courses is the transition from the culture of the price of a product to the culture of the value of a product. Being able to recognize the importance of the service / product at any given time, understand the speed with which people change and adapt / restructure accordingly your service / product. A frequent mistake is to focus on the product and on the sale instead of the value of the service in that specific moment. For example, if during a marathon in Italy I stop to buy a bottle of water, a price of 5 euro will seem exaggerated but in a desert oasis I gladly pay 50 euro for the same product / service. It is a process that involves not only the employer but the whole enterprise, as the business model based on price alone is bound to decline. It is therefore essential that the entrepreneur invests a lot on the continuing education of its employees in order to ensure also the generation change.

An example of the ability to listen and reshape based on customer need: today a customer may want to talk, be "pampered" and that's what he expects to receive. A week later the same customer has little time and the ability of the employee is to understand these signals and adapt the service according to what at that precise moment the customer expects. Is like having a deck of cards and take out the right card at just the right time. (IT)

Some quotes:

(UK) *Being supported to by someone who is an entrepreneur themselves.*

Entrepreneurship is not about colouring in the picture, it is about being given the pencil to draw the picture yourself and interpret how it looks. It is about being

supported to believe in yourself and your ability to make things happen. This can't be done through a text book but only real life experience.

(PT) Contact with reality: a reality check. And a correct idea about what entrepreneurship is. Entrepreneurship is not only the ability to create your own job. Is instead to have a proactive approach to live.

(PL) University courses are focused on theory, what is missing is practice, especially in actually running a business (how to deal with taxes, offices, get the necessary approvals, where applicable, etc.)

(FR) Another thing is that there are plenty of networks, but you're not aware that they exist, because often there is no publicity. We need to teach future leaders to use networks to inform and to train.

(SE) ...good knowledge of the community you work in. How to reach the business community.

6) In your opinion, what is the importance of teaching entrepreneurial skills?

For all the interviewees teaching entrepreneurial skills is a priority and should be the major challenge in today's world. It has many facets, first of all the decision whether a person wants to be an entrepreneur should be discussed and considered taking into account challenges and opportunities, risks and threats. Secondly teachers and trainers need to be authentic, capable, good presenters, have entrepreneurial experiences themselves, should be good communicators, being able to connect to people, need to know what they are talking about, they should be able to create visions and empower students (AT). Teaching entrepreneurship is the first step of the generational shift. A generational shift is not necessarily between parents and children. The training aspect is a priority in the generational shift. To ensure the continuity of the company and its evolution the entrepreneur should move the investment in training to employees with the greatest potential and not necessarily to his children or relatives. (IT)

Training courses should be accompanied by coaching sessions. The major challenge is to give people the understanding and confidence that they can be entrepreneurial and to dispel the myths around entrepreneurship. Many potential entrepreneurs are put off from doing because they don't think they have the internal and external resources to succeed, teaching entrepreneurial skills can help overcome this as it helps learners to understand what is expected of an entrepreneur

and that they can be entrepreneurial. (UK) However failure training should not be neglected so that the entrepreneurs should get some knowledge on how not to fail and in case it happens how they proceed even if they are not successful at their first attempt.

Other quotes

(PT) *It can be relevant if it provides techniques about personal strength and personal conscience, combined with technical training. If these two aspects are not combined I do not think such training can be of much relevance.*

(PL) *It is very important, if we want to have more new companies survive more than a year or two.*

(PL) *It's essential to teach entrepreneurship in today's world, one has to be able to apply the knowledge into practice and be able to modify it.*

(PL) *The benefits of entrepreneurial teaching spread further than being purely personal; it is also good for society. Entrepreneurial innovation and new enterprise are essential for a country to be globally competitive, with new technologies creating new jobs. Students receive hands-on experience running a business, learn about the history of innovation and have a chance to get insights from high-profile mentors and entrepreneurs.*

7) Can you provide a positive entrepreneurial experience.

The interviewees presented some positive experiences and success stories.

The United Kingdom

As a youth worker for deaf young people I used to get frustrated with the lack of mainstream youth services that could support the people I worked with. They were not able to communicate with them, so therefore the deaf young person was excluded. I also saw all the potential customers (deaf people) who the services were missing out on. Therefore I decided that I would learn the disciplines myself and make them fully inclusive to both deaf and non-deaf children. This worked really well as I was able to cater to the deaf children's needs and also the parents of non-deaf children really liked it as it was inclusive and their children got to mix with other children who they would not normally mix with, providing added value to the lessons.

I grew up in a rural village and myself and a friend wanted to make some money. We identified a gap in the market and began cleaning windows in the local community. It was my first experience into enterprise and I have now had my own management consultant business for 18 years.

Italy

We organized a musical event that will bring the best cellists to perform in the auditorium of Vicenza and that provides for the registration of a CD to witness the uniqueness of the event.

Poland

I've been running my own business for 15 years – recently we celebrated the anniversary and it turned out we've gained a lot of friends among our subcontractors and returning customers. A very positive thing

Portugal

I was able to set up one company in 2004 that in 2007 was attractive to big companies. Nevertheless I did not sell the company at the time and we lost market, and I left the company 4 years latter. This is, for me a positive experience, since I learnt about what I should have done and did not.

Spain

UPC Empren, the University provides a co-working space in the middle of the campus, students who wants to start the company have access to resources. Twice per year, we go there and give a session on entrepreneurship, give information about financing sources, incubators, and connect them with actors that can help them in their project.

Sweden

Had many contradictions, had a mission without preconditions, almost given up I managed to solve this by good contact network, also received a larger financial contribution.

8) Can you think of any obstacles / difficulties concerning teaching entrepreneurship for teachers and learners?

There have several major difficulties and obstacles mentioned by the interviewees. First of all lack of consistency concerning teaching entrepreneurship is seen in almost every country. There are not consistent programmes which would provide entrepreneurial training at all levels of education. Secondly, a lack of understanding or common understanding of what enterprise is. It is difficult to teach in an entrepreneurial way. A fear of individuals launching their own business and a lack of trainers/teachers being able to break down those barriers is also present. Usually a regular teacher cannot pass the passion that a successful entrepreneur has. Most of the trainers or teachers have never created any enterprises on their own, that is why they cannot give any practical guidelines. Teachers are therefore more focused on theory rather than practicalities of running a business. Thirdly, teaching and learning resources tend to be very theoretical and the interviewees claim that you can really learn about entrepreneurship when you are doing it. Learners are usually inexperienced so they do not even know what they should be asking their teachers about. Finally, students, teachers do not often allow to make mistakes instead of considering making mistakes as part of everyday life.

9) Do you work in partnership with other organisations?

All stakeholders have been working with partners or some organisations. They claimed it was impossible to be sole traders without any support or network.

Some quotes:

(PT) I cooperate with several organisations, and it's fundamental to create a solid network.

(PT) Yes, that is my business model.

(PL) I cooperate with other translation companies and individual translators.

(UK) I provide enterprise support to local communities and to those who are most far removed from the labour market. I work with private, public and charity and voluntary sector organisations.

10) What is entrepreneurial spirit / attitude to you?

The interviewees found this question difficult to answer, each of them gave different definitions or looked at it from different perspective.

Austria

Vision, "sufferability", endurance, having a long breath, fun, feeling for networks, competences, bravery

The United Kingdom

It is having a "can be done" attitude, it is having a vision and not giving into the obstacles which stand in your way.

It is very difficult to describe, to me it is an attitude, a passion a desire to create and make dreams and aspirations into a reality. Entrepreneurial spirit is a way of life and is paramount to the development of soft entrepreneurial skills.

Italy

The attitude is the basis of the entrepreneurial spirit, the desire to do more and to meet customer expectations, the desire to constantly update your knowledge and skills.

Curiosity and ability to take risks.

Poland

It is the feeling that sky is the limit and one can achieve whatever they want, if only they work hard enough.

Entrepreneurial approach means expanding one's horizons and broadening your mind, going beyond the accepted framework and one directional performance. It's essential to seek for many solutions and to choose the best one.

11) Who is responsible for including teaching entrepreneurship in curricula?

In most countries Ministry for Education and local authorities as well as school headmasters and course organisers.

12) Do you have any influence on learning / teaching process organisation? If so, to what extent?

In all cases apart from one the interviewees did not have any influence on learning / teaching organisation. The only person was Carl Lewis (UK) who delivers entrepreneurship training within the Liverpool City Region and has direct influence upon the learning outcomes of what he delivers. He supports entrepreneurs before

during and after completing the programmes he delivers, he provides an aftercare service to ensure the learning continues, as he firmly believes most learning around entrepreneurship is by experiencing and doing.

13) How do you think entrepreneurship could be facilitated in an intercultural setting?

The main suggestions concerned practical examples, exchange programmes, travelling and visits to other regions of the world with the entrepreneurs presenting their project and responding to questions, providing practical examples, analysing good practice, learning about different cultures.

Group work should be done in a culturally sensitive way which ensures that all participants feel comfortable and able to flourish. This might mean in some cases having female only groups or classes on a particular day or time etc. Having role models/coaches from different cultural settings is important to the success of entrepreneurship in an intercultural setting. In Carl Lewis's opinion the principles of business/enterprise do not change, it is about adapting the delivery to the needs of the individual, including work delivered in intercultural settings. It is about working sensitively and taking into consideration the needs of others to make entrepreneurship inclusive.

14) How would you rate current legislation concerning entrepreneurial training?

not satisfactory (4)

average (1)

good (1)

15) How would you rate current performance in relation to entrepreneurship training?

not satisfactory (3)

good (1)

very good (1)

16) How does current entrepreneurship teaching/training meet the needs of disadvantaged groups?

really bad (1)

bad (1)

not satisfactory (1)

average (4)

Some quotes:

(UK) The quality of practice in my opinion is to a good standard and does take into consideration individual need however I think it goes beyond the current entrepreneurship teaching and training, it is about recognising the value of entrepreneurship and what impact it can have upon the local and wider community and the economy.

6 Conclusions

1. Economic migration is increasingly acquiring strategic importance for the EU in dealing with a shrinking labour force and expected skills shortages. Without net migration, the European Commission estimates the working-age population will shrink by 12 % in 2030 and by 33 % in 2060 compared with 2009 levels ²⁰. The data collected from the partner countries shows that the greatest number of migrants and businesses set by migrants has been recorded in The United Kingdom, Spain and Austria. Portugal, Italy and Poland are not major receiving countries, nevertheless the situation is changing. No information has been provided on other disadvantaged groups. The United Kingdom and Austria have the most sophisticated systems and programmes for enhancing entrepreneurial spirit and supporting entrepreneurs. This is seen both at national and local levels. The programmes are based on national curricula or are created within particular projects. These include training courses, counselling, coaching, mentoring and other forms of support. VET has been developed to great extent especially in Austria. In Poland, Portugal and Italy entrepreneurial training is present in primary, secondary education, however, there are very few or no programmes for migrants or disadvantaged groups which would include training soft skills needed for setting up business. These are mainly public and private organizations providing support to specific needs of disadvantage groups. The curricula mostly include hard skills such as legal issues, economy, finance or preparing a business plan. There is little or no training of entrepreneurial spirit, creativity, or innovation. “The birth of new enterprises is often seen as one of the key drivers of job creation and economic growth. Enterprise births are thought to increase the competitiveness of a country’s enterprise population, by obliging them to become more efficient in view of newly emerging competition. As such, they stimulate innovation and facilitate the adoption of new technologies, while helping to increase an economy’s overall productivity.”²¹ Entrepreneurial training and entrepreneurial spirit are the key issues to be developed in EU countries. As research shows in most countries SMEs account for over 90% of all enterprises, which means that being your own boss is within reach of an average citizen.

²⁰ OECD (2010), “Entrepreneurship and Migrants”, Report by the OECD Working Party on SMEs and Entrepreneurship, OECD.

²¹ Ibid.

Desktop research showed that there are not any particular legal regulations concerning teaching entrepreneurship in intercultural setting. Most regulations and laws are general ones, however some determine that all formal curricula must be open for diverse group of learners coming from different backgrounds without being discriminated against for reasons of gender, age, cultural background, religion, etc.

In partner countries a number of institutions has been identified providing various type of support to disadvantaged groups, be it migrants, disabled people, young or elderly people. The institutions are either government founded or NGOs, in each country there have been many EU projects which provided training courses for aspiring entrepreneurs and agencies which offer advice and counselling.

As regards types of skills trained the partners mentioned mainly hard skills related to setting up business, understanding administrative procedures and finance management. Intercultural training is present in general guidelines (understanding other cultures) but does not include any specific skills or competences. The marking / grading system for measuring entrepreneurial skills/entrepreneurial spirit and intercultural skills is almost non existent or very general in partner countries.

2. The partners were looking for good practice examples in three fields, namely *implementation of key competences in VET and adult curricula, dealing with challenges / failure in entrepreneurship and social entrepreneurship / collaboration*. Although quite a significant number of examples has been found regarding social entrepreneurship, just a couple of examples have been found of dealing with challenges / failure in entrepreneurship. The examples found refer to both national initiatives and regional or local ones. They provide good insight into activities and are a sound basis for developing larger scale projects or related projects for disadvantaged groups.

3. The interviews with stakeholders, entrepreneurs, managers, trainers, provided a lot of practical information and ideas on entrepreneurial training. The interviewees gave different concepts of entrepreneurship / entrepreneurial spirit and highlighted the need to bring the trainees closer to real entrepreneurs, who can share their experiences, talk about their successes and failures. They enumerated a number of different skills (mainly soft ones) which are vital for being a successful entrepreneur. Most of them were not satisfied with current legislation concerning entrepreneurial

training or current performance in relation to entrepreneurship training and they found that current entrepreneurship teaching/training does not really meet the needs of disadvantaged groups.

Other conclusions drawn from the research done in the six countries are similar to the ones drawn from the IO 4 and are as follows:

1. There are not uniform governmental systems or programmes providing guidelines on teaching entrepreneurship, let alone entrepreneurial spirit in intercultural settings.
2. In some countries the curricula for teaching entrepreneurship have been developed by the governmental units responsible for education mainly for secondary and vocational schools. Few or no guidelines can be found on teaching entrepreneurial spirit in intercultural setting.
3. The most developed programmes can be found in Austria and in The United Kingdom. This may be due to increased immigration to these countries, multicultural environment and high percentage of foreign citizens. These countries have also developed more sophisticated and extensive social and inclusion programmes.
4. The curricula focus mainly on the ways a business functions, general knowledge concerning economics (microeconomics and macroeconomics), administrative, marketing and financial issues.
5. The teachers play an important role in shaping entrepreneurial spirit of their learners / students, relying on their own experience, common sense and observation rather than solid educational material. They often base their teaching on material developed within EU programmes, by NGOs or private companies. In most countries the teachers who teach entrepreneurship have graduated from economics or marketing related faculties and have undergone general pedagogical training, which is required in most countries.
6. The role of various national, regional and local associations, funds and organisations cannot be undermined. They provide various models of entrepreneurial education as well as teaching material. They might be extremely useful in post communist countries where the concept of active

entrepreneurship is relatively new, let alone entrepreneurship in intercultural setting in VET education..

7. There are discrepancies in an approach towards teaching entrepreneurship not only among countries but also in the scope of various educational levels. In primary, middle and secondary schools it is often a facultative subject and education is based mainly on visiting companies and learning how they operate. In secondary and vocational schools the module of entrepreneurship might be included in more general courses of economics or marketing. Some institutions run their own centres for entrepreneurship where they support and assist students who would like to try to start their experience with entrepreneurship.
8. Lack of systematic and general solutions is seen, entrepreneurial education is often of incidental quality, depending on the initiative of the manager of an institution in which the training is done.
9. Although there has been a steady improvement in the access to different material and courses there are still many obstacles which should be managed more effectively either by EU programmes or local, regional and central governments.
10. In the partner countries one can see a consensus concerning the objectives of teaching entrepreneurship; the curricula should include both hard and soft skills such as developing self-confidence, ability to adapt, creativity, communication and interaction skills.
11. Possible obstacles that one may come across when designing a training course may include: lack of confidence in learners, low self-esteem, lack of financial mobility, dependent on the government learners negative perception of being an entrepreneur, feeling out of their reach, lack of inborn negotiation skills, lack of determination, problems with working with real cases, difficulty in accepting changes, fear of innovation and technology, lack of creative ideas, no family support and administrative obstacles.

7 Recommendations

The following recommendations can be made on the basis of the research:

1. It is advisable to force removing administrative, legal obstacles impairing entrepreneurial education at all levels. A common framework of reference, which would include intercultural and soft skills training could be introduced.
2. There should be more universal, transversal commonly accessible courses which will enhance entrepreneurial education especially for disadvantaged groups.
3. There should be both online and offline material (course books, manuals) developed with regard to disadvantaged groups.
4. A lot of attention should be put on developing intercultural skills and awareness of cultural differences. Not all migrants can adapt themselves easily to new living and economic conditions. Some pedagogical methodologies should be designed and implemented in the course in order to introduce this topic to the learners who study entrepreneurship. The following intercultural skills and attitudes should be trained: ability to arrange a meeting, plan and run negotiations with partners representing various cultural background, ability to apply required pattern of behaviour within given culture, interpreting cultural behaviour of people coming from different cultural backgrounds, showing positive attitude to different types of behaviour, openness to learn about new cultures.
5. The curriculum should focus on soft skills and entrepreneurial attitudes such as self-awareness, self-confidence, taking the initiative, risk taking, critical thinking, creativity and problem solving as well as transversal competences which also apply to entrepreneurship: communication, presentation, planning skills, career management skills and team work.
6. A good training course should include the following aspects; presenting a clear picture what it means to be an entrepreneur, taking a close look on the abilities and resources people have and where they showed entrepreneurial spirit already, creating ideas and turning them into actions, using competence, preparing portfolios / profiles, working on goals, marketing, competition and advertising, financial and economical literacy (like business driving license)

Understanding the characteristics and key drivers of the business that you work in or want to work in, understanding different management styles and need to build positive working relationships, risk/ risk management strategies, application, problem solving, creative solutions, building confidence, working towards targets, coping with failure.

7. A policy of validation, recognition of acquired skills and measuring learning outcome for learners should be developed in order to create transferable system which will allow for equal recognition of acquired skills and competences in partner countries.
8. Bridging gaps between theory and further practice – it would be advisable to engage learners in the process of learning and motivate them, they should take the initiative and get prepared for the lifelong learning process, they should be able to put the knowledge into practice.
9. Monitoring and counselling – the designed course should take into account long lasting cooperation between the trainers, trainers and trainees, their monitoring as well as exchanging ideas, sharing positive and negative experiences and so on.
10. The courses developed as a part of the project should be interesting, should use innovative techniques and tools so that they can be done online at the time and place convenient for the trainer / teacher. They should be attractive and entertaining for better motivation and engagement.
11. In case of migrants it would be a good idea to introduce courses to whole families, especially when they represent different cultural background. This might facilitate integration and help understand better a foreign culture.
12. The training phase should include workshops, projects, meetings with entrepreneurs and apprenticeship. As regards techniques much emphasis should be put on case studies, seminars, success stories, peer learning, tutoring and travelling. Entrepreneurs themselves should run courses or at least a part of them as they can pass on their enthusiasm, commitment, passion, determination and tenacity.
13. A module on “failure training” should be introduced to the course, so that a potential entrepreneur is able to face difficulties and cope with them.

14. Teaching 'listening' to customers' needs would also be a good idea as it might guide the learners to find a niche in the market and set up a successful business.
15. Developing a common European network for social entrepreneurship especially for disadvantaged groups would be a good solution to provide information on ongoing projects and current programmes in all countries.

Bibliography and related links

- <http://eurofound.europa.eu/observatories/eurwork/comparative-information/national-contributions/italy/italy-self-employed-workers>

- Italy in figures 2014, ISTAT

SPAIN

- VET courses exemplifying the module “company and entrepreneurship initiative”.

A) <http://www.escoladeltreball.org/es/estudis/cicles-formatius/grau-superior/EEB0>

B) http://fpdistancia.eu/curso/CFGS_Tecnico_Superior_en_Educacion_Infantil_Plan_LOE/idc/13637

C) http://www.espaijove.net/index.php?option=com_content&view=article&id=604:matricula-de-alumnado-nuevo-al-institut-obert-de-catalunya&catid=12&Itemid=104&lang=es#.VL_VwMbu2eU

- Independent institutions providing courses where people can develop their entrepreneurial spirit.

A) Summer schools for entrepreneurs

<http://www.summerstartupschool.com/tag/cataluna/>

<http://www.escolaemprenadors.org/projectes-programes/>

<http://www.fundaciobcnfp.cat/index.php/ca/butlletins/61-butlleti-gener-2014/490-emprendre-amb-valors-projecte-de-vida-professional>

<http://www.1dia1empresa.com/programa-per-a-emprenadors/>

B) An example of projects competition

<http://escolaemprenadors.org/startup/#portfolio>

C) Some Masters specifically on entrepreneurship

<http://www.esie.eu/>

<http://www.emprenadores.es/gestion/cursos-y-masters-para-emprenadores/oferta-formativa-para-emprenadores>

Resources and trainings for entrepreneurs available from Barcelona Activa

<http://emprenedoria.barcelonactiva.cat/emprenedoria/cat/categories/perfil-emprenedor.jsp>

- A few good practices examples at local, national and European levels.

http://www1.diba.cat/l1breria/lstDetall_Publicacions.asp?Opener=Servei&l1sta_serv=PEC&ID=48297#.VNjHb8bu2eU

<http://inicia.gencat.cat/inicia/es/experiencies/index.jsp>

<http://www.sostenibilitatbcn.cat/index.php/a21e-n252/1931-n252-09-arco>

Maps of resources for entrepreneurship initiatives in Spain

- <http://www.injuve.es/ca/empleo/mapa-de-recursos-de-emprenimiento-empresarial>

http://www1.diba.cat/l1breria/lstDetall_Publicacions.asp?Opener=Servei&l1sta_serv=PEC&ID=48297#.VNs1dcbu2eU

<http://www.injuve.es/observatorio/formacion-empleo-y-vivienda/emprendimiento-economico-y-social-en-espana>

- The day of the Entrepreneur – Diá del emprendedor – featuring round tables, creative workshop for young entrepreneurs.

<http://www.educantabria.es/636-infoinstitucional/sistemaeducativocantabria/etapas-educativas/formacion-profesional/39710423-dia-del-emprendedor-emprendimiento-innovacion-y-formacion-profesional.html>

- An interesting methodology called used in one of the workshops “Lego Serious Play” <http://www.lego.com/es-es/seriousplay/>

- Some interesting educational programs implemented to foster entrepreneurship spirit, at Asturias regional level.

The management of mini-company, the creation of a product, the creation of an NGO and a small cooperative to develop entrepreneurial skills.

<http://www.valnalon.com/web/index.php/educacion-emprededora/programas>

Key Figures on Europe, 2014 Eurostat

Przedsiębiorczość w Polsce, Raport Ministerstwa Gospodarki, 2014

URL: http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/index_en.htm

OECD (2010), “Entrepreneurship and Migrants”, Report by the OECD Working Party on SMEs and Entrepreneurship, OECD.