



REPORT

**Study on entrepreneurship education
in teacher training activities in VET and adult education**

INTELLECTUAL OUTPUT 4



**Akademia
Humanistyczno-Ekonomiczna w Łodzi**



Erasmus+

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Editorial information:

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1 Introduction

The purpose of this study, conducted as part of MIGOBI project, was to find out how entrepreneurial spirit education is implemented in train the trainer and teacher training activities in adult learning and VET in Europe - with a special focus on engaging disadvantaged learners in the topic. The study consisted of an analysis of relevant documents (teacher training and trainer training 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:



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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 is to establish the background and the base for entrepreneurial training in intercultural setting.

1. Are there any legal regulations concerning teachers' / trainers' training who teach entrepreneurship / entrepreneurial spirit 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 (groups of migrant workers, disabled people)?
3. What type of training materials are available (search for projects, websites, course books)?

The objective of the second step – **good practice examples** – was to search for examples of good practices of teacher training 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 .

The third step was devoted mainly to **interviews** with teachers, trainers, coaches, tutors teaching entrepreneurship, entrepreneurs or learners interested in this field. The partners interviewed professionals and trainees. The following questions were designed for specific interviews to obtain relevant data:

Training and trainer related questions

1. If somebody teaches entrepreneurial spirit, what does she/he need to know?
2. Do you know any courses teaching this, if so, what contents do they cover?
3. Have you ever participated in such a course? If yes, what forms (workshops, projects, team work, other) were used?
4. How did you learn the entrepreneurial skills?
5. What would you need to include entrepreneurial spirit in your (VET) course?
6. What soft skills, related to spirit, intercultural issues and others are you able to teach?
7. Can you think of any obstacles / difficulties which you have (had) to face (when teaching / during your own training)?
8. Do the officially recognised training outcomes (theory) reflect really acquired skills?

The adapted methodology allowed for getting an overall picture of the current performance in the discussed field provided insights and gave the basis for deeper analysis of needs and demand in the present “entrepreneurial initiative” market. The cross-sectional research involving six countries has given a lot of input for further development of project tools and material.

3 Desktop research – results

3.1 Question 1

Are there any legal regulations concerning teachers' / trainers' training who teach entrepreneurship / entrepreneurial spirit in intercultural setting. If so, at what level (national, local, institutional)?

3.1.1 Austria

In Austria entrepreneurship and entrepreneurial skills are taught in initial vocational education, especially in business schools.

Teachers who teach entrepreneurial skills in Middle and Upper Secondary vocational schools have to study economical pedagogy at university level (Masters degree). This regulation is set on national level.

There are several universities offering those studies using curricula approved by the Ministry of Science and Economy. Alumni of these studies can apply for working in every Middle and Upper Secondary Vocational School in Austria after having worked in a private company for at least two years and after finishing an induction year in a school. The curriculum is centred around business administration, entrepreneurship and pedagogical training.

Teachers who teach entrepreneurial skills in vocational schools for apprentices doing a dual training (company based and school based) have to attend a three years training at a pedagogical university (2 years part time, 1 year full time). This regulation is set on national level.

They have the qualification of teaching a range of vocational subjects around their vocation in vocational schools including entrepreneurship education. The curricula for vocational school pedagogy are set up by the pedagogical universities and are approved by the Ministry of Education and the Ministry of Economy. Part of this very global curriculum is business administration and economics.

For teaching entrepreneurship, entrepreneurial spirit or entrepreneurial skills in vocational education outside schools or in adult education no legal regulations on national or local levels apply.

As a trainer, you only have to prove your skills to the vocational training institution or the adult education centre which hires you. These usually have internal regulations and policies concerning the trainers they employ. Concerning entrepreneurial trainings training centres as employers usually demand entrepreneurial experiences and trainers training. All regulations are based on institutional levels.

Trainers training is offered by many adult education institutions and also by universities.

Research of 419 different trainer training offers in Austria showed that there some train the trainer courses dealing with entrepreneurial skills, i.e. „Understanding and creating business”, „Creativity! How to turn imagination into creative ideas”, „Money and life. Developing economical competence”, „Project Management” and „Business Coach in 5 modules”.

3.1.2 France

In **France**, there is no national standard for the trainers' training: no degree or courses are required to become a trainer.

Each organization is free to hire according to its criteria, and there is also often a proposed internal training. The trainers involved in VET are either former professionals, for those who train technical skills, or come from animation and social work. This is also true with regard to entrepreneurial spirit: trainers who work on this theme are either “entrepreneurship technicians”, who are able to teach methods of management or market research, or present existing devices to support entrepreneurship; either they are entrepreneurs themselves, who come to share their experience.

Thus, there are no mandatory training courses for trainers who teach entrepreneurial spirit.

3.1.3 Italy

A number of Member States have successfully introduced national strategies for entrepreneurship education or made entrepreneurial learning a mandatory part of curricula.

According to the document published by the Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice and Policy Support “Entrepreneurship Education at School in Europe National Strategies, Curricula and Learning Outcomes” (March 2012) in Italy there is no current strategy or ongoing initiative for the implementation of entrepreneurship education into general education.

Approaches to entrepreneurship education in primary education (ISCED 1) and in lower general secondary education (ISCED 2) are not explicitly mentioned in steering documents. Entrepreneurship is not included in the established national curriculum for vocational education.

Not being Entrepreneurship a curricular or cross-curricular subject, institutional teachers and trainers training is not foreseen, although some Regions (e.g. Lombardy), in cooperation with private organizations (Junior Achievement Italia), organize entrepreneurship education activities for students that includes 1 day of teachers training.

As remarked in the final report of the expert group of the best procedure project “Entrepreneurship in vocational education and training”, “in Europe (and surely also in Italy) most teachers have not been trained in entrepreneurship. There is a need for more teacher training, seminars and workshops, and to disseminate understanding of different ways and methods to support the entrepreneurial mindset. Initial and further teacher training is of the highest importance, but entrepreneurship education is not yet included systematically in training programmes for educators”.

3.1.4 Poland

The implementation of entrepreneurial education to Polish educational system was based on some fundamental assumptions, but 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 have to be considered as fundamental and essential to proper progress of the education about the entrepreneurship. So far entrepreneurship as compulsory subject has been officially introduced into curricula of secondary schools and some types of vocational schools. As far as academic level and higher education is concerned teaching entrepreneurship is not common. Most of the subjects related to entrepreneurship are offered in the field of economics and corporate management studies, mainly at non-public universities. With other courses, especially humanities and arts this field seems to be neglected.

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.

Introducing entrepreneurship as one of the subject for the curricula has great influence on economic growth as well as attitudes and behaviour. It has been one of the priorities of the EU body, namely *Directorate General Enterprise and Industry* which provides a framework for all entrepreneurial initiative. Main guidelines have been included in the following documents:

- *Implementing the Community Lisbon Programme: Fostering Entrepreneurial Mindsets through Education and Learning* (COM/2006/0033) – an official document of the EU which highlights the necessity and importance of entrepreneurial education in all member states of the EU
- *The Oslo Agenda for Entrepreneurship Education in Europe*⁵ – the final declaration of the conference *Entrepreneurship in Europe: Fostering Entrepreneurial Mindsets through Education and Learning* (October 2006, Oslo), whose participants were teacher experts and practitioners in the field of entrepreneurship and authorities responsible for shaping educational and academic policy in this field.
- *Entrepreneurship in higher education, especially in non-business studies. Final report of the expert group*⁶ – a report by a group of experts of the European Commission in which the diagnosis of teaching and studying entrepreneurship in the EU has been outlined and further recommendations were included. According to this report it is advised that each higher educational institution should introduce at least one subject in the field of entrepreneurship. It is also recommended that each institution creates a responsible unit / department which coordinates all activities of the institution concerning teaching entrepreneurship in all faculties.

In Poland “Teacher of Entrepreneurship” has been defined as one of the teaching professions in the *Classification of Occupations* under number 232119. In order to become a qualified teacher the candidate has to graduate from the field of economics or business management and then do general pedagogical training or, what is more common in recent years, post graduate studies in the field of entrepreneurship. In the beginning mainly non-public school offered this type of education but now also public universities have introduced this course to their offer.

The curricula for teacher training cover mainly hard skills related to establishing a company, legal requirements, economic environment, banking system and so on. Little or no attention has been paid to intercultural setting or working with migrants. Until recently there was no urgent need to introduce these issues as the number of migrants was negligible, however, due to increasing number of migrants from the east and south (Asia, the Ukraine, Romania) it has become quite an important matter. There are no official documents or legislation dealing with intercultural entrepreneurship or minorities, migrants or disadvantaged groups or any guidelines how to teach entrepreneurship in these settings.

The soft-skills courses can include workshops on interpersonal communication, psychology of professional decisions, assertiveness and negotiating, presentation and self-presentation.

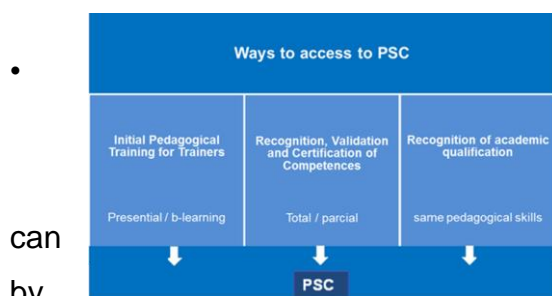
3.1.5 Portugal

There are no legal regulations in Portugal concerning trainers who train entrepreneurship / entrepreneurial spirit in intercultural setting. The legal requisites are applied only to become a certified trainer/teacher.

In order for someone to become a trainer it is necessary to have a *Pedagogical Skills Certification* (PSC) which can be obtained in a certificate training entity, through one of the ways illustrated in the following scheme:

The Pedagogical Training of Trainers in Portugal is framed within the VET Training System, more specific Continuous Training, and is a public qualification.

As for the entry requirements, the minimum requirement to access the training of



trainers course is the following:

Secondary Education Level (NQF level 2) plus at least 5 years of experience in the field and candidates with these qualifications only train others whose final degree the end of the trainee will not be higher than

these trainers.

- University Degree

The following scheme illustrates the requirements of qualification and professional experience levels which the trainer should have to carry successfully the activity:

1. Academic and/or professional qualification in the area which will develop the trainer activity;

2.

Initial Pedagogical Training	Continuos Pedagogical Training
≥ 90 training hours	30 - 50 training hours
Pedagogical Skills Certification (PSC)	Pedagogical Skills Certification Specialization (PSCS)
presential	e-learning
b-learning	b-learning

Relevant professional experience in the background area, which allows to have a realistic perception of the labour market and therefore to know main challenges of the profession; and

3. Pedagogical training to get the PSC.

3.1.6 Spain

There is nothing with reference to teachers' training in the LOMCE (the new law on education including entrepreneurship modules for learners) ¹.

They are some generic articles in the LOE (the original law on Spanish education). Articles 100 through 103 are mentioning teachers' training rights and obligations for initial and permanent formations.² *"The formation of professors will be adjusted to necessities of pedagogic formation and adequate certificates are required to teach. The content of the formation will be adapted to face the new formative necessities by the educative institutions."* And also *"The trainee teacher must be taught by experienced tutors in their relevant fields."*

In 2013, the Law "apoyo a los emprendedores y su internacionalización" supporting entrepreneurs and their internalization was published; in which article 6 specifically mentions the training of entrepreneurship teachers³. *"Teachers ... must*

¹ To download the Law: <http://ensinoadultos.blogspot.com.es/2013/03/la-educacion-de-adultos-en-la-lomce.html>

² http://noticias.juridicas.com/base_datos/Admin/lo2-2006.t3.html#c3

³ http://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-10074

acquire the skills and abilities relating to entrepreneurship, entrepreneurship initiative, equal opportunities in the business environment, and the creation and development of companies through initial or permanent training."

The law environment regarding entrepreneurship teaching is to be developed further, they are still issues regarding what are the adequate trainings, what skills should be taught and how⁴. Nothing was found in respect to the practical aspects of such implementation, there are no plans of actions as of yet. Some of the entrepreneurial skills required (so that they can be passed on) can only be learned being an entrepreneur, through failure or success for example. We will see that the program chosen as good practice tackles these issues, first by giving the tools for teachers to self-train but also by its flexibility and transferability. It gives an innovative approach to the problems linked to teaching entrepreneurship in schools.

3.1.7. Sweden

The government bill on adult education *Learn, grow, change (2005/06:192)* and the Riksdag decision state that the purpose of government funding of adult education is to support activities that help strengthen and develop democracy. Our activities should give people opportunities to change their lives and influence social development.

The adult education ordinance states the conditions for government funding of adult education. The government's aims for government funding are described in four points.

The four aims of government funding are to:

- Support activities that strengthen and develop democracy
- Make it possible for people to change their lives and engage in social development
- Even out educational disparities and raise the level of education across society
- Broaden interest and increase participation in cultural and artistic pursuits

3.1.8 The United Kingdom

⁴ S. T. Álvarez, *la educación emprendedora: el profesorado emprendedor*, <http://www.tknika.net/liferay/web/aldizkaria/15-zenbakia/la-educacion-emprendedora-2-?doAsUserId=myidrzzbqdi>

In the UK there are professional teaching standards that all teachers and trainers have to adhere to. In relation to trainers who teach entrepreneurship the national requirements are defined as:

- Create learning environments that encourage entrepreneurial behaviour in students now and in the future
- Design curricula with learning outcomes that relate to the enterprise agenda through increasing relevance and decreasing abstraction
- Enable students to relate their learning to their subject or industry context and to personal aspirations
- Continuously exploit new opportunities for enhancing the student experience
- Be innovative in their approach to teaching and willing to experiment with different pedagogies to ensure appropriateness
- Be a leader who is able to shape the opportunity-based learning environment
- Engage external communities and find appropriate practical contexts to enhance the learning experience
- Engage entrepreneurs and entrepreneurial ventures to enhance learning opportunities

SFEDI is the UK Government recognised Standards Setting Body for Business Support and Business Enterprise. Run by entrepreneurs for entrepreneurs, SFEDI researches leading practice, sets standards, principles and guidelines.

Founded in 1996 the main role is to develop national occupational standards which act as:

1. A set of tools to help anyone thinking about starting their own business, starting their business enterprise or growing their business enterprise
2. A set of tools for anyone who is offering business advice and support to small business enterprises
3. A framework for the development of awards and qualifications in business support and enterprise
4. A benchmark of best practice in the world of small business support and enterprise development.

Adult Education Trainers and Business advisers are encouraged to become SFEDI accredited. They do this by creating a portfolio of evidence which shows that they can work to the following standards.

- [Maintain effective business support relationships with clients](#)
- [Help the client to analyse the business and decide the way forward](#)
- [Enable clients to implement changes in their business](#)
- [Encourage business support clients to act for themselves](#)
- [Develop business support networks to provide access to information and other resources](#)
- [Evaluate the quality of your own practice in business support](#)
- [Develop your own ability to provide business support](#)
- [Monitor the performance of the business support service](#)
- [Apply your knowledge of social enterprise](#)
- [Develop opportunities to start social enterprises](#)
- [Help clients to start social enterprises](#)
- [Help social enterprises to improve their performance](#)
- [Support clients by business mentoring](#)

Further to this Adult Educators and Trainers working in VET in the UK are required to have a minimum qualification of PTLLS. PTLLS is short for Preparing to Teach in the Lifelong Learning Sector, a teaching qualification from City and Guilds or Edexcel. It is offered all over the country as a first step towards teaching in post-compulsory education (students over 16). Following on from PTLLS Trainers are encouraged for their own personal development to further the training qualification through follow on courses CTLLS and DTLLS.

Certificate in Teaching in the Lifelong Learning Sector is for pre-service or in-service teachers or associate teachers.

CTLLS is a teacher training course aimed at candidates who are deemed to be in an associate teacher role or would like or require an introduction to teaching in the lifelong sector.

It is also suitable for those seeking career progression within their area of work and have access to 30 teaching practice hours (whether pre-service or in-service) or teach on a one-to-one and/or group basis.

The Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is a full teaching qualification. Confusingly it was often referred to as a PGCE (PCET) or Cert Ed by universities who offered it.

The qualification can be gained through a one year programme usually within a university teacher training department. Part of the year (100 hours) will be spent on placement in VET/Adult education establishment. This provides practical teaching experience and you will be observed and assessed on your performance.

3.2 Question 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 (groups of migrant workers, disabled people)?

In **Austria** there are specific regulations concerning teachers and trainers for different types of VET and adult education. Disadvantaged groups are mentioned in all teacher training curricula as they are important groups for inclusive trainings.

In **France** the materials found on the trainers' training in entrepreneurship are clearly oriented towards students in higher education, to allow them to engage in business creation, and so there are repositories and good practices collections for higher-level courses.

At the opposite side of schooling, there are a lot of speeches to bring business to school, but we did not find any conclusive example of training for teachers. These trainer's training are also oriented towards technical skills rather than soft skills on which we are focusing in our project: training systems that are in place are there to help people to create concretely a business, not to develop their transferable skills. Regarding training for disadvantage groups, trainers working with this audience seem rather to share the view that "*entrepreneurial spirit can't be taught*", and that it is not in any case a priority for their learners.

In **Italy** approaches to entrepreneurship education in primary education (ISCED 1) and in lower general secondary education (ISCED 2) are not explicitly

mentioned in steering documents. Entrepreneurship is not included in the established national curriculum for vocational education.

In **Poland** *Basics of entrepreneurship* as a compulsory subject has been officially introduced into curricula of secondary schools and some types of vocational schools. As far as academic level and higher education is concerned teaching entrepreneurship is facultative and more often offered by private educational institutions to fulfil the needs of competitive market. No official curricula for teaching entrepreneurship in intercultural setting with regard to migrant workers and minorities have been introduced.

In **Portugal** there are no specific regulations or training for VET concerning entrepreneurship. The Pedagogical Training of Trainers, which is universal training and gives the right to teach this subject includes the following dimensions:

Pedagogical: aims the acquisition and development of needed skills in terms of modalities, and contexts and target-groups, including the use of ICT and communication in different learning situations.

Organizational: including the techniques and methods of planning, management, organization, monitoring and evaluation of the training.

Practice: consists in the application, contextualized, real or simulated, of the technical and pedagogical skills developed during the training.

Deontology and Ethics: includes the respect for rules and professional values as well as for gender equality and ethic and cultural diversity.

In **Spain** the trainings for entrepreneurship teachers are transversal since the aim is to induce an entrepreneurial attitude in students and learners approach at all the levels of the education cycle. In the laws researched there are no indications that they refer to disadvantaged groups⁵.

In **Sweden** the adult education ordinance states that study circle activities involving joint, planned studies are the basis of government funding to educational associations.

⁵ Cf. footnotes 1 to 3.

Hallmarks of the study circle:

- Open to everyone – with no prerequisite knowledge required
- Participation is completely voluntary
- Participants have influence over study content and arrangements
- A learning outcome whose purpose is development and change
- Participants seek knowledge together – dialogue and discussion are key
- Time between meetings for reflection and thought
- Study materials including a study plan or a written work plan drafted jointly by the group that includes some form of study materials
- Circle leaders who have been approved by the educational association and given introductory training corresponding to basic training, at minimum.

Study circle participants must be informed so that they:

- Know they are participating in a study circle
- Know which educational association has arranged the circle they are participating in
- Have an opportunity to take responsibility for their own learning

By definition, the study circle is a small group of people who are seeking knowledge together based on their needs and interests. Study circles can be run as:

- Physical meetings only
- A combination of physical and remote meetings
- Remote meetings only

Participants must be at least 13 years old (or will turn 13) in the year the circle is held.

In the **United Kingdom** PTLLS, CTLLS, and DTLLS relate to the VET sector. This covers both Further Education 16+ and other Lifelong learning Adult education settings both Formal, Informal and Non-formal. The qualification covers modules which specialise in working with different disadvantaged groups however they do not identify specific modules to work with specific groups. SFEDI standards and Business Advisers and Supporter accreditation are universal.

3.3 Question 3

What type of training materials are available (search for projects, websites, course books)?

The partners have searched for the available resources related to trainers' training and teaching entrepreneurial skills. Various types of material have been collected, some of it may be regarded as universal, other country specific. Among others the following types of potential sources have been mentioned:

- 1) Websites, web portals
- 2) Visual material with pedagogical contents
- 3) Curricula for teacher training
- 4) Digital portfolios
- 5) Conference material / publications
- 6) Course books / Handbooks / Manuals
- 7) Certification requirements

Austria

There are some excellent projects and materials for trainers training on how to include entrepreneurial spirit in their training⁶:

1. *Entrepreneurial spirit in vocational education – Tips for trainers*. Brochure for trainers on <http://www.ausbilder.at/unternehmergeist/>

The website also contains information and brochures on entrepreneurial spirit for trainees and students and an entrepreneurial game.

⁶ Curriculum Pedagogical Economy of Johannes Kepler University, Linz
Curriculum Pedagogical Economy of Wirtschaftsuniversität, Vienna
Curriculum Vocational School Pedagogy, Pedagogical University, Linz
Curriculum Vocational School Pedagogy, Pedagogical University, Vienna
eduard.bildung.at: national portal for train the trainer activities in adult education (419 courses online on 11.02.2015)
wba.or.at Certification institute for adult educators
FAKT 2014 / 2015– Pedagogical academy of BBRZ group
<http://www.ausbilder.at/unternehmergeist/>
http://www.wu.ac.at/entrep/institut/media/itm/2003/media_022
http://www.unternehmergeist-macht-schule.de/DE/Startseite/home_node.html
http://www.unternehmergeist-macht-schule.de/DE/HilfenundTipps/eTraining/m1_node.html
<http://www.ausbilder.at/unternehmergeist/>

2. Module for teachers on trainers on entrepreneurial spirit and how to include it in their trainings:
http://www.unternehmergeist-macht-schule.de/DE/HilfenundTipps/eTraining/m1_node.html
3. Business driving licence including life management for students with train the trainer materials for their teachers: <http://www.ebcl.at/lifemanagement/>

The United Kingdom

4. The SFEDI website contains a page where Business Trainers/Advisers can download information about the standards and resources to help them support their clients more effectively. Follow the link below to see the full list of documents.
<http://www.sfedi.co.uk/standards-setting-body/standards/downloads>
5. Bridging to the future is an organisations based in the UK which provides Incubator space, entrepreneurial training and support in a variety of different ways. The website below details all the services that it provides.
<http://www.bridgingtothefuture.co.uk/>
6. The Ignite Europe was a project under the LLP Leonardo TOI programme which develop resources and a curriculum to support entrepreneurship within disadvantaged groups. The programme was led by South Sefton Development Trust and finished in 2013.
http://ignite.euproject.org/services/Newsletters/send_issue.cfm?IssueID=173&Preview=1
7. Social Enterprise UK have developed a Start up guide for people wishing to set up a social enterprise in the UK. This guide takes you through the start-up essentials and includes the advice of those who have done it for themselves.
<http://www.socialenterprise.org.uk/advice-services/publications/start-your-social-enterprise>

8. Inspire2Enterprise is a social enterprise, a joint-venture between the University of Northampton and Exemplas, providing a unique free-to-access social enterprise support, information and advice service - from start-up through to initial growth and beyond. The Inspire2Enterprise service is delivered by qualified advisers and specialists, by phone, email or online via webcam, enabling immediate access to the support you need. The Inspire2Enterprise service is available to potential and existing social enterprises, Public Sector bodies considering social enterprise 'spin-outs', Third Sector organisations looking to trade by way of social enterprise and corporate organisations seeking to create further social value through corporate social responsibility (CSR) .
<http://www.inspire2enterprise.org/>
9. Working in association with The Unity Bank, Social Enterprise UK have also produced a document which explains what social enterprise are. It is designed for those people who are exploring enterprises with a social value.
http://www.socialenterprise.org.uk/uploads/files/2012/10/social_enterprise_exp_lained_revised_oct_2012_web.pdf
10. The School for Social Entrepreneurs is an International Business School which supports social entrepreneurs to personally develop the skills, knowledge, competency and confidence to develop social enterprise or be entrepreneurial within a private business. It does this through a series of group training sessions, one to one support and business coaching and mentoring in a variety of different programming over the course of 36 weeks normally for around 1 day per week.
For more information please follow the link below.
<http://www.the-sse.org/?gclid=Cj0KEQIApIGnBRCFx-idn7-E2Y8BEiQAc6fQbB8EtiyuBJoM2cm5GmUYg83mXFRX4z2IzkqBhVblJaMaAnoZ8P8HAQ>
11. In partnership with Merseyside Expanding Horizons, Regenerus have developed a 10 week training course which aims to harness entrepreneurial

spirit in young people and supports them to develop a sustainable enterprise. This is done through a mixture of group learning activity, one to one business advice and business coaching from an experienced entrepreneur.

<http://www.regenerus.org.uk/talent-match/>

Italy

There are not many available resources related to teaching entrepreneurial spirit in Italian, the following have been developed as reports or projects:

12. “Entrepreneurship in vocational education and training” final report of the expert group.
13. Entrepreneurship Education at School in Europe. National Strategies, Curricula and Learning Outcomes
14. Entrepreneurship Education. ISFOL

Poland

15. *Foundation of Polish National Bank* has prepared educational material and resources for those interested in the topic of entrepreneurship. Among others one can find online material for finance, financial management, capital market, personal finance and basics of economics. The course, in Polish, is very general and does not mention any aspects of entrepreneurial spirit.

The website: <http://www.fundacjanbp.pl/materialy-do-pobrania.html>

16. *CENTRES – Creative Entrepreneurship in Schools, Skills for the Future*
The project creates a European forum for issues relating to entrepreneurship education specific to creative industries and for sharing innovation and best practice in this field. All of the partners involved in the consortium see a need for increased international networking and a combined European approach, which are currently lacking.

The purpose of CENTRES is to address the challenges Europe is facing in the field of creative industries entrepreneurship education.

Its objectives are:

- To promote models and a methodology that can be used by schools and other organisations providing entrepreneurship education to develop pupils’ creativity and entrepreneurship skills

- To promote ways in which to engage creative entrepreneurs and businesses productively with schools, as well as engage school-age students in practical business opportunities in creative industries.

<http://centres-eu.org/>

17. Material for teachers *A Step Towards Entrepreneurship* developed by Nowa Era Publishing House, includes a handbook for teachers with guidelines related to online teaching (general and specific) and online platforms. Only in Polish.

<http://www.krokwprzedsiebiorczosc.pl/materiay-do-pobrania.html>

18. Innovative teaching – online material for learners and teachers of entrepreneurship, focussing on hard skills mainly. The sources available in Polish.

<http://www.innowacyjne-nauczanie.pl/index.php/materialy-szkoleniowe/przedsiebiorczosc>

19. *Developing Entrepreneurial Spirit and Business Skills*, online handbook for trainers and teachers, one in a series of handbooks, gives many insights into current state and directions of teaching entrepreneurship.

http://ec.europa.eu/enterprise/policies/sme/regional-sme-policies/documents/no.1_entrepreneurial_mindsets_pl.pdf

Portugal

20. NetForce – National Portal for Training and Certification of Trainers, available and managed by the IEFP, IP, which contains the all the legal information related with the Certification System of Training and Trainers under Article 9 of the Ordinance no. No. 214/2011 of 30 May.

The portal also has available the curricula for implementation of Initial and Continuous Pedagogical Training of Trainers. It is managed by the National Centre for the Qualification of Trainers (Centro Nacional de Qualificação de Formadores – CNQF), a unit under the IEFP's Vocational Training Department, under the supervision of the MTSS, and is the main institution determining the content of trainer's initial and continuous training.

21. CNQF designs the training curricula – programmes and resources – for the initial and continuing training of trainers and other professionals, except teachers, working in the education and training system. These curriculums are integrated in the training supply of the Vocational Training Centres network of the IEFP and are also available to all the other national training entities that operate in trainers' training.

Spain

22. The following material was developed in the project - *Learning to undertake, how to educate entrepreneurial spirit – (Aprender a Empezar, Cómo educar el talento emprendedor)*
- Implementation of accompanying models through **website** and other **visual resources** with pedagogic contents,
 - 120-pages **file** summing up mediums of introduction, projects methodologies,
 - organisational aspects, evaluation methods, transferability, conclusions and recommendations from the training sessions,
 - guidelines for the implementation of educational experiences centred on **digital portfolios** (student, school and teacher) as a tool to accompany the learning,
 - **Proposal of curriculum** to stimulate entrepreneurial talent between 6 and 16 years, to enable the systematic implementation within the mandatory areas with a proposal treating cross-curricular content to ensure that it works within the school organization.
 - Renewing supply of **teacher training**, in Aragon, Catalonia, Castilla - León, Extremadura and Valencia.
 - **Pedagogic international visits** of entrepreneurial schools in Britain and Finland.
 - Holding **regional conferences** on best practices

France

23. Initiative at EU level: Entrepreneurship education, a guide for educators⁷.

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

- ➔ Note that they are only two experiences in France, one for high level students, and the other is described above
- ➔ The “Life 2 project – Train the trainer” seems to be interesting, but none French organisation participated!

⁷ Commission, E. (2013, June). *European Commission. Entrepreneurship Education. A Guide for Educators, Bruxelles, 2013*. Retrieved August 04, 2014, from http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/files/education/entredu-manual-fv_en.pdf

4. Good practice examples

In this section a number of good practice examples of teacher training will be presented, collected from the six partner countries. The data will include the name of the project / course, contents, duration and references to ECVET/EQF.

Table 1: Good practices in Austria, the United Kingdom and Italy

	Austria	The UK	Italy
Name of the institution / project	VHSOÖ –“Adult Education as Chance. Adult Trainer balanced!”	Bridging to the Future/Bridging the Gap	<i>Impresa in azione</i> (Enterprise in action)
Type of main activity	<p>Adult Training Courses for People</p> <ul style="list-style-type: none"> • who want to start a business • who are self-employed • who already have a small business and need support 	Business Incubator and business support directly given to young people and adults	<p>It is an entrepreneurial education program based on the methodology of learning-by-doing available to the Italian high schools to develop entrepreneurial skills and attitudes in students between 16 and 19 years. The training program is developed through a series of activities that help develop creative business idea (product or service) and transform it in a short time in a company that really works on the market, even if on a tiny scale.</p> <p>In the frame of this programme, JA Italia provides 1 day training to the teachers who enrol their classes in the programme.</p>
Aims	<p>Trainers without a pedagogical qualification, but with vocational qualifications (handcraft, cooks, artists, fitness trainer...) and experience, who want to start a business as trainer or to be self-employed, will be supported to develop a personal competence profile and an entrepreneurial self-image. In order to protect them against precarity , they are informed about legal and economic conditions, they get a first tool kit for building their self-employment as a trainer in Adult Education. Since many trainers come from different business fields, basic pedagogical principles of adult learning and education are part of this offer. An important component is the</p>	<p>The mission is to support individuals and communities I society to be able to achieve economic independence and freedom. To do this Bridging creates, tests and markets tools and methodologies which enable individuals to develop the spirit and skills needed to become more entrepreneurial and intrapreneurial.</p>	<p>Aim of the 1 day training is to prepare the teachers so they can be the coordinators of the activities that will be carried on in cooperation with JA Italia volunteers in school.</p>

	creation of a health awareness of the trainers in order to protect them from health self-exploitation. It is also a preparation for reaching the certification as Adult Trainer by the WBA.		
Dates (project duration, foundation of the institution)	Start 11-12-2014 Ends 30-05-2015 5 Modules – all together 77 training units	Institution founded: 2008 BTG project dates: 01/10/13 – 31/09/15	1 day
Target group	Trainers without a pedagogical qualification, but with vocational qualifications and experience (handcraft, cooks, artists, fitness trainer...) who want to start a business as trainer or to be self-employed.	BTG Project: Business Incubators, VET trainers, hard to reach & peripheral individuals (socially, economically, culturally, geographically). BTF: Any individual, organization or community which wishes to develop their own solutions and pathways to meeting local need and becoming economically independent	High school teachers (3rd, 4th and 5th class)
Training course contents - teaching entrepreneurial spirit - teaching intercultural communication - dealing with disadvantaged groups - teaching other soft skills related to entrepreneurship	Basics in Adult Education Definition of the profession „Adult Trainer“ Changes and new Challenges for „Adult Trainer“ New tendencies within the Adult Education Market Legal and Economic Information Overview of all relevant issues arising from the self-employed work as a trainer. content: - Professional and Personal Qualifications for self-employment - Legal info about free trade and business forms - Social security - Tax issues - Service contracts, Business Plan	teaching entrepreneurial spirit teaching intercultural communication dealing with disadvantaged groups teaching other soft skills related to entrepreneurship focus on growing the qualities, experiences, attitudes and skills which enable people to found and run micro-businesses	<ul style="list-style-type: none"> • Experiences of micro-enterprises • Reflections on the experiences of micro-enterprises • The roles involved • Resources to support the program

	<p>Personal Competence Profile</p> <p>Personal inventory of biography work, career structures, informal and formal competencies, personal skills</p> <p>Aim is to realize personal potentials and options for personal development</p> <p>Communication and Self-Presentation – Impro Theatre Workshop</p> <p>Improvisational Theatre is theatre of the moment and is used in this workshop as an educational tool. The Aim is to develop communication skills, spontaneous self-presentation, creative problem solving and supportive team-work.</p> <p>Self-Marketing</p> <p>How to plan a website , how to use social media as a marketing tool or network tool? What are the chances, where are the risks and legal limits? Aim ist to create a personal marketing concept for online media.</p> <p>Self-Resistance against Burnout</p> <p>What is Burnout? How to prevent Burnout? How to recognize first signals? Aim is to learn to keep cool in stressful situations; to keep a clear head and communicate clearly under extreme pressure; to solve difficult situations competently. Methods are relaxation, body exercises and breathing techniques; Right-left stimulation of both brain</p>		
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	<p>hemispheres; focusing attention; imaginative anchoring</p> <p>Basics of Pedagogy and Andragogy</p> <p>In this seminar the basics of pedagogy and andragogy in adult education are taught. Aim is to learn professional planning, implementation and evaluation of teaching. (Education and learning theories - places of learning – New learning methods i.e. e-learning, blended learning)</p>		
Material developed / available	<p>Curricula</p> <p>The Evaluation of the Course will be ready in May, 2015.</p>	<p>BTG</p> <ul style="list-style-type: none"> • Course Book • Step-by-step guide • Series of films <p>Methodology combining delivery between business incubator & VET educator</p> <p>BTF</p> <p>Range of methodologies (such as The Bridge Model, SLAM!, BTFJCM) which plot out the likely journey of an individual from idea, to belief, to business. These are available in various forms reflective of the demographic and environment used in.</p>	<p>Didactic material is only available for teachers who enrol their classes in the JA programmes (not freely available)</p>
Verification / Validation / Testing of results Tests / Certificates / Exams / Apprenticeship/	<p>Accreditation by WBA Financed by Land OÖ</p>	<p>- Creation of jobs and income streams where there weren't any before - No tests/certifications/exams</p>	<p>This training initiative is recognized and accredited by the Ministry of Education, University and Research and it falls in the frame of teacher continuous training.</p>
References to ECVET/EQF		<p>Learning Outcomes Learning LOL</p>	
Conclusions	<p>The adult trainers had an enormous interest for this Training Course. There</p>	<p>The key to success in all of BTF's tools and approaches is activating the spirit of</p>	<p>Being the training so short and so focused on the micro enterprises, teachers</p>

	<p>were about 40 Persons who wanted to take part, but we could only offer a place for 15 Persons. The trainers told us that the content exactly fit their self-employed working situation.</p> <p>Until now two Modules were held. The Participants are very satisfied with contents and trainers.</p> <p>The Evaluation of the Course will be ready</p>	<p>each individual to be an entrepreneur. This shift in attitude forms the base of all successful entrepreneurs and comes down to self-belief and drive rather than risk taking or marketing dominating ideas.</p>	<p>participating are usually those teaching technical subjects as business and administration.</p> <p>That means that entrepreneurship is not – as it suppose to be – a cross -disciplinary subject.</p>
Recommendations	<p>We already have the feedback, that the units of the first two training sessions were too short. If the course will be repeated, more training units should be set. But this is of course a question of financing.</p>	<p>Entrepreneurial spirit and ways of developing this should be encouraged, developed, tested and utilized.</p>	<p>Teacher training should be focused on an innovative teaching methodology that helps the development of entrepreneurial soft skills in students.</p>

Table 2: Good practices in Poland, Portugal and Spain

	Poland	Portugal	Spain
Name of the institution / project	Polish Virtual University at AHE	IEFP (National Institute for Training and Employment)	FPdGI – Fundación Príncipe de Girona Aprender a Empezar, Cómo educar el talento emprendedor – Learning to undertake, how to educate entrepreneurial spirit.
Type of main activity	Bachelor, Master and Post graduate studies at 11 faculties Training for teachers teaching entrepreneurship	Continuous training of trainers curricula	This training program provides teachers with the keys to teach entrepreneurial spirit in the classroom. It accompanies the design and implementation of projects in these educative centres.. - Three training sessions to initiate the methodology of entrepreneurial projects, and how to evaluate it in class. During the course the teachers will be accompanied in the project design. - Design and implementation of a proposed venture. The program includes visits to participating centres for their support and evaluation. - Day of good practices in the third quarter, in which the implemented projects will be presented and reflection on the impact on student learning.
Aims	Knowledge During the course students will acquire theoretical knowledge in the field of entrepreneurship and economics as well as pedagogy, teaching methods, approaches, tools and techniques. Skills The students will get prepared for long life learning, searching for information about the subject field, interpreting it and using in everyday teaching practice. The graduates will be able to critically choose the contents for their own contents and	Pedagogical Training Curriculum for entrepreneurial skills, aiming to provide trainers the acquisition of knowledge, techniques and methodologies, so that they can develop in their students and trainees behavioural skills for Entrepreneurship.	- Reflecting on models of teaching competences as efficient vehicles for introducing entrepreneurship. - Deepening the competence of learning to undertake and their implementation in the classroom. - Linking the introduction of entrepreneurship to teaching programming skills. - Creating a network of teachers to lead the entrepreneurship program at their centres. Systematic and sequence transmission of training at centres

	<p>methods of teaching. They will be able to justify their choices and put in practice.</p> <p>Competences</p> <p>The students are supposed to acquire entrepreneurial competences including entrepreneurial spirit, developing their own project and enhancing others to do so.</p> <p>The graduates will become more aware of the role of entrepreneurship and the challenges coming from entrepreneurial attitudes</p>		<p>(cascade training).</p> <ul style="list-style-type: none"> - Creating spaces and areas for pedagogical reflection on the introduction of competency models in the classroom. - Designing experiences including classroom programming methodological strategies to enrich the educational action aimed at skills development of the student. - Meeting and regularly using learning assessment tools. Regular reflection on teaching practice. - Designing and organizing days of practice of entrepreneurship programs
Dates (project duration, foundation of the institution)	3 semesters, 350 teaching hours	Published in July 2011 ISBN 978-989-638-026-7	Project period: 2014-2015 / Institution funded in 2009 Total of 60 hours
Target group	The course is addressed to working teachers, trainers, educators and for clerks working as advisors in job centres, public assistance centres and centres for psychological and pedagogical assistance. Graduates get certification for teaching entrepreneurship at various educational levels. The candidates need to be from bachelor, masters or engineer studies graduates.	Trainers	<ul style="list-style-type: none"> - Schoolteachers of nursery, primary, secondary, vocational and high school, and project leaders that can transmit and lead entrepreneurial projects in their schools. - Directors Centres and their team.
Training course contents - teaching entrepreneurial spirit - teaching intercultural communication - dealing with disadvantaged groups - teaching other	<ul style="list-style-type: none"> • National curricula for teaching basics of entrepreneurship • Using IT in entrepreneurial education • Interpersonal communication workshop • Psychology of job-related decisions • Assertiveness and negotiations workshop • presentation and self presentation • Managing your own career path • Social and economical functions of advertisement • Developing your own advertising 	<ol style="list-style-type: none"> 1. Entrepreneurial Skills for Life 2. Concepts and self-diagnosis of Entrepreneurial Skills 3. Creating a Personal Project 4. Monitoring the Personal Project 5. Evaluation and Conclusion 	<ul style="list-style-type: none"> - BE ENTREPRENEUR: Is an entrepreneur born or made? : Reflect on what are the characteristics of entrepreneurial talent and how we can train them in school. For thus, laying the foundation of a vital entrepreneurial project in our students. - CREATIVITY: THE ABILITY TO GENERATE VALUABLE IDEAS: Creative ability, help students develop their ability to think of original ideas that can add value and be implemented. And we can help

<p>soft skills related to entrepreneurship</p>	<p>campaign</p> <ul style="list-style-type: none"> • Market economy and its mechanisms • Free market economy in the light of entrepreneurship curricula • Basics of theory of competition • Job market in EU and in Poland • Methods of recruitment and employees' selection • Managing human capital • Trends in economy • Integration process in Europe • Basics of macroeconomics • Central banking • Financial institutions in Poland and in the world. • Personal finance. • Pension schemes in Poland. • Small and medium enterprises in economy. • Basics of marketing. • Developing your own entrepreneurial project. • Apprenticeship. • Project work. 		<p>them improve their creative capacity to draw their full potential.</p> <p>- ENTREPRENEURIAL PROJECTS AT SCHOOL: Train entrepreneurial talent in school, is to develop and implement systematic and multidisciplinary projects that develop along the schooling process, with a clarity of goals to achieve.</p> <p>- ASSESSING STUDENT ENTREPRENEUR TALENT: When carrying out initiatives at schools, to work with students, often it is not known whether the objectives have been achieved. How do we evaluate entrepreneurial initiatives in schools? How do we know the effectiveness of these?</p>
<p>Material developed / available</p>	<p>Manual Contents Module 1</p> <ol style="list-style-type: none"> 1. An entrepreneur in theory – available literature in law and economics and history 2. Building entrepreneurial attitude through academic incubators. 3. International aspects of entrepreneurship <p>Module 2 Entrepreneurial behaviour in economics</p> <ol style="list-style-type: none"> 1. Managing a company in the process of changes. 2. The importance of entrepreneurship and facing challenges in SMEs sector. 	<p>Implementation guide available for download</p>	<p>Cf Question 3</p>

	<p>3. Consolidation processes in SMEs sector.</p> <p>4. Innovation in entrepreneurship</p> <p>Module 3 Planning entrepreneurial projects</p> <p>1. Developing ideas for an enterprise</p> <p>2. Preparing a business plan</p>		
<p>Verification / Validation / Testing of results Tests / Certificates / Exams / Apprenticeship/</p>	<p>The graduates undergo a series of tests and exams, they get a final certificate / diploma which enables them to teach entrepreneurship.</p>	<p>Evaluation is seen as a personal development tool, which allows the trainers to become aware of their own evolution from the ability to foresee implementation strategies of knowledge and skills acquired. In this sense, the evaluation is done at two levels: Self-assessment - reflection carried out by trainers, during and at the end of the training through an assessment of the work performed during the training course Evaluation by the trainer - summative or continuous held from work carried out in the various activities prepared in group throughout the training process.</p>	<p>There are 4 models:</p> <ul style="list-style-type: none"> - Evaluate the entrepreneurship competences before - Evaluate the students initiatives during - Evaluate the entrepreneurial projects - Auto evaluation for teachers
<p>References to ECVET/EQF</p>		<p>None</p>	<p>Not known</p>
<p>Conclusions</p>	<p>The course is a good example of life long learning for people who want to teach entrepreneurship. It's focussed mainly on theoretical background, there is little or no material addressing the issues of entrepreneurial spirit, intercultural approach or disadvantaged groups</p>	<p>This is a very good example of a curriculum for trainers wanting to develop and transfer to their trainees entrepreneurial spirit.</p>	<p>Great program, efficiently responding to the lack of plans of actions and a still-incomplete law, making it easier for schools to cross the bridge to full implementation with a lot of material available and experiences to be used by educational centres.</p>
<p>Recommendations</p>	<p>There should be some new modules introduced dealing with entrepreneurial spirit or intercultural issues, the fields which have been not recognised yet.</p>	<p>Having in mind the scope of MIGOBI project, contents related with intercultural communication and dealing with disadvantaged groups should be added to this curriculum.</p>	

Table 3: Good practices in France and Sweden

	Sweden	France
Name of the institution / project	ABF	<i>Méthode d'initiation au métier d'entrepreneur</i>
Type of main activity	Circle leader training	<p>Four teams each establish a business, all of which create and market the same product. The teams then compete against each other over 2 years, each having to manage decision-making and risk-taking as they drive their business forward. The work is based on four operational principles:</p> <ul style="list-style-type: none"> - different ways of resolving problems are only considered once a problem has been clearly identified - new tools are only used once the need for them has been clearly expressed - conclusions result from exchanges between students - any hypotheses that come about need to be directly tested.
Aims	ABF's goal for this course is to give you insight into ABF's fundamental values, the adult liberal education approach and what your role as a circle leader in adult liberal education involves.	The <i>Méthode d'initiation au métier d'entrepreneur</i> (MIME) is a simulation method designed to improve entrepreneurial capabilities. It is a simulation designed to provide participants with an understanding of the fundamental mechanisms that govern the operation of businesses, whilst producing situations which call for and enhance entrepreneurial skills and problem solving.
Dates (project duration, foundation of the institution)	<ul style="list-style-type: none"> • Introductory dialogue • Basic training (about 25 hours in study circle format) • Continued training (about 80 hours) <p>The majority of the ABF of Sweden's financing comes from grants from the government, county and municipal councils, and fees from the participants</p>	

	and the affiliated organisations.	
Target group		Teacher trainers for entrepreneurship; VET trainers; students; adult learners Level of education targeted: High schools and Universities
Training course contents - teaching entrepreneurial spirit - teaching intercultural communication - dealing with disadvantaged groups - teaching other soft skills related to entrepreneurship	Introductory dialogue Basic training (about 25 hours in study circle format) Continued training (about 80 hours) Literature studies and report writing University-level liberal adult education methodology, 10 points In addition to the general development programme for all study circle leaders/facilitators, we have courses in specific topics, some courses for specific target groups, introductory courses for new study material and a special course in Colour and Design for leaders/facilitators in aesthetics.	1) comprehensive approach to the economic operation of a business 2) capacities to 1. adapt to new situations 2. question 3. plan, anticipate 4. take decisions 5. fight face barriers 6. take measured risks
Material developed / available	TOOL BOX In the toolbox you will find tips on exercises , evaluation methods and more that you can use in your study circle. Toolbox as inspiration to make a new way , as a method of banking to borrow exercises from .	Private tool, so you have to pay to use it!
Verification / Validation / Testing of results Tests / Certificates / Exams / Apprenticeship/		None
References to ECVET/EQF		None
Conclusions		The MIME method aims to have an impact on students' understanding of business and business roles. An understanding of:

		<ol style="list-style-type: none"> 1. - the fundamental economic mechanisms which govern the functioning of businesses 2. - relationships that business develop with their environments 3. - essential contributions by the men and women who work in businesses. <p>A realistic view of the:</p> <ol style="list-style-type: none"> 1. - position of a company manager 2. - skills they need to make use of 3. - the role they plan in the making of decisions. <p>A practical analysis of:</p> <ol style="list-style-type: none"> 9. - widely-used management tools 10. - accountancy and financial statements 11. - strategies and processes.
Recommendations		A specific tool which appears to be interesting for our project, but not “open source”. Thus, trainers have to pay to be trained to use this method.

5 Interviews - outline

In this phase the partners interviewed 20 stakeholders (teachers, trainers, representatives of some institution related to entrepreneurial training) who answered the following questions:

1. If somebody teaches entrepreneurial spirit, what does she/he need to know?
2. Do you know any courses teaching this, if so, what contents do they cover?
3. Have you ever participated in such a course? If yes, what forms (workshops, projects, team work, other) were used?
4. How did you learn the entrepreneurial skills?
5. What would you need to include entrepreneurial spirit in your (VET) course?
6. What soft skills, related to spirit, intercultural issues and others are you able to teach?
7. Can you think of any obstacles / difficulties which you have (had) to face (when teaching / during your own training)?
8. Do the officially recognised training outcomes (theory) reflect really acquired skills?

The people involved in the interviews:

Angela Feichtinger	CEO of a company selling model trains, founder of a Tuina practice (self employed), project manager in a vocational education & training centre
Daria Modrzejewska	teacher trainer and entrepreneurship trainer, AHE
Damien A. –	IT Specialist.
Barbara Gassner-Rauscher	Teacher for adults and students in a secondary school
José Morais da Silva	entrepreneurship trainer
Josefin Wäppling Bernárdz	from Ung företagsamhet
Kamila Lasocińska	teacher trainer and entrepreneurship and creativity trainer
Kamila Witerska	teacher trainer and entrepreneurship and creativity trainer

Chris Lewis	Organisation/Position Entrepreneur Community Concepts Ltd
Lisbeth Jönsson	from Creative Community (Creativa Gemenskapens kooperativ)
Monika Zabrocka	Coordinator of post graduate studies at AHE, entrepreneurship trainer
Manfred Schauburger,	CEO Excellent Group GmbH SWV/Deputy head of Upper Austria/ Head of Linz
Ralph Humer,	Entrepreneur and teacher at lower secondary level Radlralph, owner
Elżbieta Woźnicka	educator and teacher trainer, teaches pedagogy and creativity
Piotr Cypel	professional coach, runs training and coaching sessions with entrepreneurs, professional adviser and job counsellor
Agnieszka Gutowska-Wyka	psychologist, specialist in self-esteem, teacher trainer of post-graduate studies
Patrick Gay	entrepreneur
Eva Gütlinger	entrepreneur, trainer, coach
Gregor Höller	business development unit, vocational education manager
Sigrid Demmel	entrepreneur, trainer, coach

The summary of the interviews has been presented below:

1. If somebody teaches entrepreneurial spirit, what does she/he need to know?

The trainer / teacher of entrepreneurial spirit needs to:

- have some entrepreneurial experience

- be able to connect to people to find out where there have been entrepreneurial before
- know now how to make people aware that they are responsible for all their doings
- to help learners find out which resources they have to build up an enterprise and where they can get access outside help
- needs relevant and up to date knowledge of enterprise, legal situation, marketing and finance, commerce, sponsorship and know how,
- know how to support and motivate people, how to counsel them
- be engaging and engaged,
- be passionate, driven and motivated,
- have excellent communication skills
- have soft entrepreneurial skills

Other comments:

“The motivation to set up a company has to come from the people, it’s nothing you can teach.”

“Mainly, the teacher must believe in the main idea. Believe all ideas are good ideas, but only few can be workable and achievable.”

2. Do you know any courses teaching this, if so, what contents do they cover?

The following courses and fields have been mentioned by the interviewees.

- Personal Development / Life-long learning / Personal Strengths and Weaknesses
- Leadership and Management
- Secondary School Courses for Business Administration
- Basics of Entrepreneurship
- How to Start a Business
- Risk Management and Business Law
- Basics of Marketing and Sales
- Finance and Economics
- How to Manage a Company
- Taxes / Finance

- Exploring Business Ideas and Feasibility Study
- Action Planning
- Products and Services
- Marketing/Advertising
- Pricing Strategies
- Competitors
- Risks
- Business Plans

Practice as part of the courses:

- Meeting Local Entrepreneurs
- Work Placement
- Preparing a Project
- Developing Soft Entrepreneurial Skills (group work, social competences , creativity)

Other comments:

“I teach business administration, within this subject, we also speak about business start-ups. We talk about the credentials an entrepreneur needs, about how to make a business plan and the different steps it needs to actually found a company.”

3. Have you ever participated in such a course? If yes, what forms (workshops, projects, team work, other) were used?

The answers included the following forms of training:

- project work at business school
- personal development courses
- a lecture at the chamber of trade, a so-called “ start-up-discussion” and possibility of one to one interview
- formal training in of a 25 hours programme for teachers

Other comments:

“I have never attended any form of entrepreneurship course, I have learned from experience and lessons learned rather than attending training.”

“At the moment: Social Business Startup course using e-workshops, workshops and expert talks on soft skills concerning entrepreneurial skills.”

4. How did you learn the entrepreneurial skills?

The interviewees acquired / learned entrepreneurial skills through the following activities or experience:

- parents had a company
- studying business, studying macro economics
- business secondary school education
- college education
- own research
- starting own business at the age of 16, interest in working for oneself
- passion and interest in enterprise
- working in sectors where they don't think entrepreneurially and creatively, getting inspired to set up one's own business
- from everyday experience working as a Project Manager and Product Manager

Other comments:

“Saw and felt all pros (earning money with your own ideas, freedoms, structuring your own work) and cons (hard work does not always pay off, risks).”

“Being an entrepreneur is “normal.”

“At 27 took over the company selling model trains after owner left the country (worked there in accounting before).”

“My parents had a company, so I noticed in some cases how to handle in a situation or how to talk to customers.”

5. What would you need to include entrepreneurial spirit in your (VET) course?

The interviewees found the following ideas / fields related to entrepreneurial spirit worth introducing to a training course:

- 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 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
- pricing, cost calculation and sales
- risk/ risk management strategies
- application, problem solving
- creative solutions
- confidence and aspiration building
- working towards targets
- coping with failure

Other comments:

“It would be very helpful if an entrepreneur taught or shared her/his experiences during a lesson.”

“I found nothing in courses related to entrepreneurial spirit, yet. “

6. What soft skills, related to spirit, intercultural issues and others are you able to teach?

The following soft skills related to spirit, intercultural issues and others were mentioned by the interviewees.

- communication skills
- relationship building

- conversation techniques (sales dialogues)
- getting in contact with your own biography
- checking entrepreneurial profile with persons abilities and skills
- open-mindedness to different cultures,
- taking on different perspectives and positions
- cultural understanding
- being aware of benefits of a win-win relationship
- empathy
- negotiation
- leadership
- time management

Other comments:

“You do not really need special soft skills to teach.”

“It’s a kind of feeling and practical know how.”

“From my point of view there is no need to have extended intercultural knowledge. If you found a company, most of the time it’s a one-woman or man-show. Maybe it’s helpful you speak English.”

“I think the knowledge extends within the years your business run.”

7. Can you think of any obstacles / difficulties which you have (had) to face (when teaching / during your own training)?

The following obstacles were identified by the interviewees:

- 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 negotiation skills
- not determined enough
- problems with working with real cases
- difficulty in accepting changes
- fear of innovation and technology

- lack of creative ideas
- no family support
- administrative obstacles

Other comments:

“When teaching, the students had to found a company as a business game (prepare a business plan, get information from the bank and government office...). I found it hard to create the situation as real as possible. Instructions from an entrepreneur would be helpful.”

8. Do the officially recognised training outcomes (theory) reflect really acquired skills?

According to the interviewees an entrepreneur needs many personal features (self-confidence, ambition, risk-taking,...), which can be trained but not taught explicitly. What we can teach are professional qualifications. In Austria there is an offer from the chamber of commerce (WK OÖ), a *Day of Founders* which is related to the required needs. What is recommended is one on one counselling and coaching approach. One interviewee noticed that it is difficult to put theory in practice, it can be done by working using real case studies, working as a group and sharing experiences, also building some competition.

The interviewees agreed that both hard and soft skills should be trained, although training soft skills is a more complicated and difficult to measure and recognize the outcomes (one criterion may be related to becoming a successful entrepreneur by a trained subject).

6 Conclusions

The main purpose of this research study conducted by the six partners was to find out to which degree and how entrepreneurial spirit is implemented in European train the trainer and teacher training activities in VET. The data collected showed many discrepancies between the countries and different approaches to the topic. The variety of practices is seen at both local, regional and national level no matter whether it concerns educational institutions, governmental units or course organisers. The discrepancies come from applying different perspectives with regard to entrepreneurial training. What the modern system lacks is the common approach towards the expected outcomes of such a training. Different cultural background and characteristic features of national economies of EU countries may be also one of the causes of these differences. That provides both challenges and opportunities. Education in the field of entrepreneurship has been developed following grass-roots approach rather than governmental guidelines. In some countries entrepreneurship has been perceived as a natural, well-rooted phenomenon while in others (mainly post communist ones) entrepreneurial spirit was of little or no importance since jobs were provided mainly by state and therefore citizens were not interested in setting up their own businesses. The change from centrally planned to free market economy gave rise to the necessity of setting one's own business and looking for creating new workplaces. Also, the process of migration evoked the need to find employment and creating a workplace for oneself. At present one can find countries which already started developing training programmes and have achieved good results and countries which are at the stage of planning. Although there is some material on teaching entrepreneurial spirit to disadvantaged groups in intercultural setting in VET education it is not very elaborate and produced mainly by countries in which the migrants' rate is high (Austria or Britain).

The conclusions drawn from the research done in the six countries comprising of desktop research, good practice analysis and interviews 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. There are only a few courses for trainers and there is little material which covers the topic of teaching entrepreneurial spirit in and international setting or to disadvantaged groups. Usually the topic constitutes a part of a bigger module. In general there are very few examples of courses providing or teaching entrepreneurial soft skills.
3. 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.
4. 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.
5. The curricula focus mainly on the ways a business functions, general knowledge concerning economics (microeconomics and macroeconomics), administrative, marketing and financial issues.
6. 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.
7. Teaching entrepreneurship is mostly facultative on courses not directly related to economics, finance, management or marketing. It is regarded as an added value, not as the fundamental subject. Learners' performance and the achieved results are often not recognized for example by issuing official certificates or allocating a certain number of credit points.
8. In many cases learners have an opportunity to interact with entrepreneurs and businesses but they hardly ever have a chance to develop such features as entrepreneurship and ability to taking risk in practice.
9. The teaching methods include simulations, case studies, work placement, meeting real entrepreneurs, project work and short workshops. It is sometimes

quite difficult for educational institutions to start cooperation with a sole trader, company or any other type of business. Often personal engagement of people closely related to a given business and their connections might be vital for establishing firm business and educational relationship. In some countries there are many businesses which would like to enter such a relationship but are afraid of long term commitment.

10. 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..
11. 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.
12. 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.
13. 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.
14. In the partner countries once 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.
15. 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.
2. There should be more universal, transversal commonly accessible courses which will enhance entrepreneurial education.
3. Both online and offline material (course books, manuals) should be developed for training teachers who are going to teach entrepreneurship in intercultural setting, with special focus on disadvantaged groups.
4. It would be good to introduce some changes in the role of the teacher, from traditional lecturer to a coach or tutor / moderator (one to one assistance, consulting).
5. Moving learners from a classroom to a business setting, making contacts and establishing relationship and cooperation with entrepreneurs.
6. Focusing 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 and team work.
7. 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, pricing, cost calculation and sales, risk/ risk management strategies, application, problem solving, creative solutions, building confidence, working towards targets, coping with failure.
8. A policy of validation, recognition of acquired skills and measuring learning outcome for both teacher trainers and learners should be developed in order

to create transferable system which will allow for equal recognition of acquired skills and competences in partner countries.

9. A lot of attention should be put on developing intercultural skills and awareness of cultural differences. Some pedagogical methodologies should be designed and implemented in the course in order to introduce this topic to the learners who study entrepreneurship.
10. Education in the field of entrepreneurship may have a great impact on the characteristic of pedagogical approach, it may also attract new teachers and trainers who are looking for a job and encourage them to take this path. Interesting teaching material and new pedagogical approaches may support their decision.
11. Bridging gaps between theory and further practice – it would be advisable to teach trainers how to make students / trainees more engaged and motivated in the process of learning, they should take the initiative and get prepared for the lifelong learning process, they should be able to put the knowledge into practice.
12. A lot of effort should be put to train the trainers how to deal with migrants, minorities and disadvantaged groups, it would be advisable to include some elements of intercultural communication, basics of psychology (motivation and self-esteem) and pedagogical training in the course.
13. 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.
14. 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.