Peer-to-Peer learning Guide for entrepreneurship education
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1. Introduction

Worldwide, things are changing, they are changing so rapidly that we can no longer forecast what jobs our learners may have, what problems they may need to solve and what problems they’ll need to be able to spot. This changes teaching and learning significantly, and educators will need to become agile, innovative, and connected to the world beyond their doorstep. In short, they will need to become entrepreneurial.

Entrepreneurial learning, at its heart, is about helping people to be ideas generators and developers; developing skills that enable learners to spot opportunities, and then to be confident to act on them - to offer real solutions to relevant problems. This could be in a social context or a business context; it is about being creative to resolve issues that impact on others.

Entrepreneurial learners need entrepreneurial educators, and that is where Eco System App aims to help. The teams behind this project are enthusiastic innovators who have got together, pooled their resources and reached out to others who have already had impact. There is still so much to learn, but these factsheets are a good start.

Andrew Penaluna

*Project coordinator team of ECO System App, Professor of Creative Entrepreneurship and Director of the International Institute for Creative Entrepreneurship at University of Wales Trinity Saint David*

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Foreword

Being entrepreneurial is no longer just about being an entrepreneur. Entrepreneurial skills, including creativity, sense of initiative, understanding of risk and teamwork are skills much sought after by employers. Entrepreneurship is a key competence in the European Framework. The Entrepreneurship 2020 Action Plan promotes the inclusion of entrepreneurship education into formal, non-formal and informal learning and invites the Member States to embed entrepreneurship education into curricular across primary, secondary, vocational, higher and adult education. Learning from peers, who are involved in entrepreneurship education, can be a powerful tool to get engaged in delivering entrepreneurship education and to obtain tips and tricks as to how to what works and how to overcome obstacles. It can also be very helpful to obtain fresh ideas, get inspired, and transfer successful practices to your own region and find synergies with other projects and initiatives.

In this sense, this guide is meant as a means to introduce and explain what is peer-to-peer learning and the importance of this in entrepreneurship education. The guide includes a compilation of entrepreneurship educators, active in different educational fields ranging from primary education to adult education and from formal education to non-formal education, who have carried out entrepreneurship education successfully and want to share their experience with peers.

Peer-to-peer learning in entrepreneurship education

Peer-to-peer learning suggests a two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning and includes many benefits:

• Studies have shown that the cognitive process of explaining solutions, and dealing with questions and misunderstandings will help to embed knowledge further into your memory and enhance your own understanding of the subject. This process can result in ‘deep learning’, which is retained by your long-term memory, rather than ‘surface learning’, where information can dissipate from your memory.

• The learners develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.

• If you get the opportunity to extend your peer interaction into the area of assessment, you can learn a lot; when providing feedback on the work of others, it allows you to generate ideas and see from a different perspective how you could improve your own work.

We see Peer-to-peer learning as an important intervention to support entrepreneurship education because it allows the transfer of knowledge from direct experience and learning of one entrepreneurship education to another. Further, it allows entrepreneurship educators to learn of shared challenges and learning needs whilst gaining confidence and an insight into their own problems as well as developing self-learning skills.
**Entrepreneurship education:** Activities that aim to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, creativity, sense of initiative, risk assessment, innovation, planning and team work, among others.

**Entrepreneurship educator:** As such, we understand anyone who delivers entrepreneurship education, independent if this is taking place in the framework of formal, in-formal or non-formal education and independent from the educational level.

**Experiential learning:** is the process of learning through experience. According to David Kolb’s model of experiential learning (Kolb, D. 1984), the learner gets involved in an experience and uses analytical skills to conceptualize it and, through decision making and problem solving, uses the new ideas gained from the experience.

**Mentoring:** a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced person. The mentor disposes of a certain area of expertise.

**Peer-to-peer learning:** an educational practice in which learners interact with other learners to accomplish educational goals.

**VET** (Vocational Education and Training): Education and training which aims to equip people with knowledge, expertise, skills and/or competences required in particular occupations or more broadly on the labour market (CEDEFOP, 2011).

**Work-based learning:** Acquisition of knowledge and skills through carrying out, and reflecting on, tasks. Work-based learning is often undertaken in conjunction with classroom or related learning and may take the form of work placements, work experience, workplace mentoring etc.
5 Educational sectors-successful practices

The following section shall give an overview in which educational sector the successful practices have been carried out originally. Each successful practice then specifies to which other sectors it could be transferred to.

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6 Peers and their successful practices
Successful practice: share and apply entrepreneurship methods with teachers.

This practice works on a few levels: first, it introduces teachers to an entrepreneurship method (an innovation activity in this case) used in the world of work and business. Second, teachers apply the method to think differently about their practice/curriculum and, finally, it is a tried and tested activity that they can use with their students, colleagues and other stakeholders. The method in this case is an innovation methodology from a company called Gripple Ltd (a full description can be found at the link at the bottom). It is based on an activity which employees at the company participate in, in order to come up with new product and process innovations. Gripple Ltd is an employee owned manufacturing company, and its founder Hugh Facey has the ambition that at least 25% of turnover every year comes from new innovations. Gripple has a simple methodology to create new innovations: observe, find problems and innovate. The idea is that employees first ‘observe’: look meticulously at a situation, really scrutinise what is happening and record what’s going on. Then, they identify all the problems they see. Finally, they turn the problems into opportunities to innovate. The next step is to view the innovation from different perspectives – greener, smarter, bigger/smaller, more, less, safer, more efficient, higher value. Thinking in this way means that now there are Gripple gadgets, which hold up LED lights in kitchens, and products that hold up bridges. It means production processes are safer, efficient and more sustainable. Teachers ‘learn by doing’ about the method, and then apply it to their own practice and curriculum. Through the process, they also learn about a founder and his values and the way a company drives innovation. They can then transfer this thinking to their own situation.
Success Factors to keep in mind

Give participants the chance to learn practically about the method; not just the theory. I replicate the process that Gripple Ltd uses with their employees, where they undertake a practical exploration of their innovation methodology – using nothing else but a cheap yoghurt and a plastic spoon. Imagine being sat in a group of four, one person is nominated as ‘yoghurt eater’ and the other three are ‘observers’ meticulously recording everything they see, in particular to any potential problems they spot. They turn the problems they spot into ideas for innovations on the design of the pot, spoon and contents. Then they look at the product from different perspectives, imagining, for example, what the yoghurt might be like if it were designed by Lego, Disney or Apple.

Depending on the number of groups and the time that they take to develop and feedback their ideas, the whole process might take between 30 and 60 minutes and it shows, in a very practical way how those three steps – observe, find problems, innovate – leads to the identification of pain points and possible innovations. Once teachers have done that practical activity themselves they move on to applying the thinking (observe, find problems, innovate), to their own practice and curriculum.

Multi-stakeholder approach

The activity is a good example of how a partnership between an educator and a business or entrepreneur can help cross-fertilise ideas and methods. This practice requires a partner from outside of school from whom an entrepreneurship method can be borrowed.

Advice to peers

Do not make such activities a competitive process. It would be easy to imagine a ‘most innovative idea’ piece at the end of the activity described above and in the link (especially in the transfer from teacher to student for example). One can imagine a small prize, some clapping etc., but, that is not the point of sharing these methods – the point is to develop everyone’s capacity, rather than selecting ‘winners’ (which has the side effect of creating ‘losers’).
Potential areas for transfer

The practice – sharing and applying entrepreneurship methods with teachers – is transferable and adaptable. I borrow entrepreneurship methods from business people or employers I work with, give teachers the opportunity to do the method themselves, then enable them to apply or adapt the method in a way that makes sense for them and their stakeholders. Teachers transfer and adapt it to use with students, staff, governors, parents and wider stakeholders.

Additional information

www.readyunlimited.com
KELLY SMITH, Principal Enterprise Fellow
“Simple ideas can sometimes be the best”

Successful practice: share and apply entrepreneurship methods with teachers.

The Enterprise Team at the University of Huddersfield provide self-employment, business, and social enterprise start-up support to students and graduates up to five years from graduation. One of the core aspects of Enterprise Team activity is an extra-curricular series of enterprise skills workshops. The exact number and make-up of the workshops varies each year depending on the previous year’s feedback and analysis of upcoming trends, but always includes at least one (and usually two) sessions involving guest speakers who have started up their own businesses.

Getting Started

Role model speakers – particularly of established ‘entrepreneurs’ – are commonly invited in to universities to speak to students. For several years, we’d invited a single successful business owner come to speak in an events series workshop. We found, however, that however good the speaker was, the feedback from participants did not match our own. Attendees often reported back that the business-type wasn’t relevant to their own ideas, and/or that the business was so successful they struggled to relate the talk to their own pre-start experiences. We tried using a reflection form to encourage participants to think about the core messages that were relevant to any business, but the participant feedback remained the same. Four years ago, we tried a different tack where we invited a panel of new start-ups from a range of sectors – this worked extremely well and is now a regular and well attended session with excellent feedback from participants.

Successes practice originally carried out in: the United Kingdom

Languages spoken: English
The pool of potential presenters was small at first, but opportunities such as these to ‘give back’ has resulted in more businesses wanting to keep in contact and in better relationships with our Alumni. This is a valuable experience for presenters, and feedback suggests it is useful and appreciated by attendees. It appears to be far more useful in practical terms for those wanting to explore self-employment and business start-up than using a single, successful and established role model/entrepreneur.

Success Factors to keep in mind

Rather than having just one established business speaker, we now have a ‘Question Time’ panel of three or four businesses that have recently ‘graduated’ from the support of the Enterprise Team. We select a range of different businesses at different stages of development – from early stage trading to those who have been trading for over five years who are in a growth phase. Businesses range from food (cakes available in national outlets and exported internationally) or drink (artisan liqueurs) manufacturers, to graphic designers, to craft and makers’ products distributors, to a social enterprise lottery, to a PR company specialising in waste and technical industries. Business owners are given 5 minutes to present their business, progress to date, and future plans. This is followed by a question and answer panel session with questions from the audience. As the talks and questions progress, commonalities across very different business models and sectors become apparent. The presenters spark off each other and build on each other’s arguments so the information presented is enhanced. Presenters appear to enjoy the opportunity to discuss issues publicly with their peers and often return in subsequent years. We now offer 2 x Question Time sessions in each series and vary the speakers year to year, replacing those that are becoming almost too successful (!) for the audience to relate to, with more recent Enterprise Team alumni.

The innovation in this project is using recent alumni who understand the student/graduate context and who are willing to be seen as new business owners with issues and challenges and happy to share the realities – good, bad, and ugly – of actual business start-up without having to appear to be an ‘expert’. We also look to those that are more advanced Enterprise Team alumni to feature in a different type of event once they have ‘outgrown’ Question Time. This includes opportunities for more established businesses to provide in-depth support through sessions such as ‘Ask the Expert’ and potentially further graduation/development to a Sector Specific Mentor Scheme. Most attendees do not receive any kind of accreditation for their participation, although we offer a certificate to the top 10 attendees of the series for CPD purposes. The exception is students on an Enterprise Placement Year where attendance at the events series contributes to decisions around successful placement year completion. Presenters are volunteers although their participation is publicised and acknowledged in the Event Series brochure and via Social Media.
Multi-stakeholder approach

The project promotes positive relationships with our Alumni presenters. It is important to be clear in how much time/effort is required, and in what they can expect. Be prepared to support confidence issues. The Enterprise Team had supported all of those approached previously and a good rapport had been formed. Alumni are often grateful to be asked and like to feel that their experiences and opinions could be of value to those following on behind.

Advice to peers

This is a valuable experience for presenters, and feedback suggests it is useful and appreciated by attendees. It appears to be far more useful in practical terms for those wanting to explore self-employment and business start-up than using a single, successful and established role model/entrepreneur. Good relationships with alumni or a willingness to invest time in developing such relationships is essential for the success of the project. This enables setting the scene for potential presenters and providing a supportive environment to overcome any confidence issues.

Potential areas for transfer

This project is directed to students and graduates up to five years from graduation who are interested in exploring self-employment/business or social enterprise start-up outside their formal studies and/or after graduation. It can also be transferred to fit in with the curriculum in secondary school and Further Education colleges. For successful transfer of the project relationships with Alumni are key – and beneficial to all parties.

Additional information

For more information on the Events Series and the suite of Enterprise Team support for student and graduate start-ups, see http://www.hud.ac.uk/enterprise/
TATJANA GOLCHEVA- English Teacher, Lecturer and trainer of Entrepreneurship and Innovation”
“*It is not only about ideas. It is about making ideas happen*”

**Successful practice: Garage sales-Piloting success stories of teen entrepreneurs**

The Garage sale initiative was organised by the students from the High School “Rade Jovcevski Korcagin” as part of the entrepreneurship programme run by me. It was implemented at two locations: at the school and in front of the central city shopping mall.

With this initiative students learned how to: develop business plans, organize events (full administration and logistics), implement a branding campaign (they created logos and branded the stands), analyse markets and form prices (sale of house items), improve negotiating skills and marketing techniques (manage bargains, offer 2+1 packages), manage media and PR (social media networks and PR) etc. With the Garage sales initiative- that happened for the first time ever in the Former Yugoslav Republic of Macedonia, students piloted success stories and learned about entrepreneurship by doing it.

In my country people were raised watching movies where kids are selling lemonade, people buy coffee -to -go and families organize garage sales. However, it was still the first time in the FYROM that somebody organized a garage sale-and it was the students from High school “Rade Jovcevski- Korcagin”.

The entire initiative was designed with student participation at all stages. Firstly, the idea of generating income from a unique event in which everyone could participate, and re-invest the profit at the end to a good cause was a great start. The positive energy towards bringing unused objects, old clothing, books, toys, New Year’s decorations, fashion accessories and more made everyone feel important and creative. Later on, it was very important to the students to be able to bond and connect by sharing their personal stories on the items they bought. They also realized the concept of “price” and “value” by selling their personal goods.
Throughout the process, students developed communication strategy: they managed the school webpage, social media networks, designed and produced flyers (in kind donation from a printing company owned by a parent) and used all tools to ensure that the Garage Sale would have visitors. Two School Bands also played live music and people gathered in a crowd, which was the intention of the students: crowds attract crowds (and all of them are potential buyers).

**Success Factors to keep in mind**
The following factors and pre-conditions made this initiative a great success story:

- Students’ knowledge on the topic gained through the School Subject “Entrepreneurship and Innovations”
- Students’ practical involvement in activities with entrepreneurial character (experience in organizing Holiday Bazaar)
- The students’ interest and motivation to design and run the activity
- The originality of the activity in the FYROM: The event was unique and for the first time in Macedonia, a garage sale was organized.

**Multi-stakeholder approach**
Living in a country with transitional economy, rich history and diverse culture, one must always find a way to quickly adapt, innovate and learn about the market. As a teacher, I am always devoted to finding a way, not to only involve students in a comprehensive approach towards Entrepreneurship, but to spread the idea for its importance among all key players in the society.

The Garage Sale initiative was designed to involve many social actors and push students to go further in their responsibilities. Along with teachers’ guidance, students were encouraged to take the lead in obtaining permission for the Sale event. They went to negotiate and talk with the Management Team of the City Mall Company, obtaining a permit for the event’s location was a great opportunity for other stakeholders to be familiarized with the action and provide support to it.

From the very beginning, the parents and school community were approached and informed about the goal of the events, which was a facilitating factor throughout the steps. Some parents additionally supported the initiative by offering in-kind contribution (printing flyers, enabling transfer of the sale items, packaging boxes etc.) It is notable to mention that throughout the process, the media was informed about the idea and news stories were produced on the Garage Sales actions.
Finally, I would like to highlight that the Garage Sale was more than stands, transactions and entrepreneurial activity, it was a vibrant event accompanied with music as two school bands were playing live and people donated, enjoying the energetic event and the youth spirit.

**Advice to peers**
Teaching entrepreneurship is not only about teaching theory and skills, it’s about transfer of passion, as passion is the main guide of successful entrepreneurs. Whenever you notice a special spark and instant “Let’s do this” reaction, be there for your students and encourage them to go further. Academic modules, theory and simulations all work well, but only when people know why they do something. I know why I do this- I want my students to gain critical-thinking, communication and collaboration skills that will help them recognize or create opportunities, build up confidence and invent their own careers. We, the teachers, should strongly advocate that the new generations deserve to have the subject entrepreneurship as centerpiece of a contemporary education.

**Potential areas for transfer**
Having in mind the socio-cultural context of the Balkans and the similarity of the entrepreneurial ecosystem in the countries from the region, I strongly believe that this activity can be further implemented in other schools as part of the programmes that promote entrepreneurship at high school level. In the given contexts, a very innovative activity can put students’ attention at the highest level and ensure active participation.

**Additional information**
Media Stories:
http://youtu.be/iErT1A4z-tE
http://rjk.edu.mk/2016/02/13/co-garage-sale-prodazha-korchagnici-go-pottri/
I have been a part time lecturer of CITY College since 1989. I have field-proven expertise in Banking, Investments and Wealth Management, Sales and Retail Banking Management, Bancassurance, Credit Management, Project Management, Process and Operations Management, Consulting, Training and lecturing. I dispose of over 20 years’ experience at Senior Management level to the following Financial Institutions: CitiBank, MetLife Alico, Millennium Bank, NBG, Emporiki Bank. Also, I am an Independent Business Development Consultant working in the fields of Sales Management, Financial Management in Relations with Banks, Commercial and Credit Policy. I design and deliver several Training Programs.

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Languages spoken: English, Greek, French, Romanian
Successful practice originally carried out in: Greece

Successful practice: “12 Angry Men”

I prepared and delivered a training programme entitled “12 Angry Men”. Through this programme, addressed to Business Executives, I tried to teach Leadership styles and to explain the differences between Management and Leadership. The programme was based on a 1957’s American drama film, the “12 Angry Men”. The film follows a jury’s holdout attempts to prevent a miscarriage of justice by forcing his colleagues to reconsider the evidence. The film was used as a module during the training sessions. Because I wanted everyone to watch the movie for its underlying insights more than for the drama of its plotline, I spoiled the plot beforehand and I encouraged participants to be on the lookout for both the use and the effects of listening, accountability, reasoning, humility, open questions, and especially empathy. During the sessions I paused the film regularly in order to explain the behavioural signals of people, their concerns, needs, orientation and disposition and to observe that the strength of the leading actor’s arguments arises not from overbearing, omniscient certitude but rather from intellectual humility. I also used role play to explain how we can mimic the same situation in our business deliberations and how we can use leadership techniques to influence others.

To my thinking, no film captures the challenge and opportunities of leadership better than “12 Angry Men”. This drama film is set entirely in a sweltering jury room of the courthouse in a big American city. The story itself is thrilling, and the acting is masterful. But best of all, “12 Angry Men” is a case study in Socratic leadership. In other words, leadership by means of asking provocative and probing questions that compel people to rethink their assumptions and beliefs. The movie is all about leadership through effective communication.
I have watched “12 Angry Men” dozens of times, owing to the fact I used it in my programme on leadership communication. Even today, I continue finding more nuances and insights on leadership with each new viewing.

**Success Factors to keep in mind**
In Greece it is extremely rare to show movies during lectures or training programmes. Most of the times, the audience focuses on the plot of the movie and not on the actual training. Also role-play is another innovative element of my work. I want to interact with my audience and not only to teach.

The participation of the trainees is a pre-condition for the success of a training programme. Also the preparation is very crucial. It took 6 months for me to prepare for “12 Angry Men”. I viewed the film again and again in order to understand how the lead actor was able to convince the other juries and I prepared all the roles that I was going to assign to my trainees. Also, I was observing the behaviour of my colleagues in my workplace and I interviewed successful entrepreneurs in order to ask them about their leadership methods.

Furthermore, I had to overcome the fact that half of the trainees had already seen the movie so they had a different opinion about it and they were thinking that it was just a movie and it couldn’t be used as an example in a leadership training programme. Showing the movie in pieces also helped me to convince them that movies do elevate the training momentum as the trainees can easily identify themselves in the actors.

**Multi-stakeholder approach**
I collaborated with the City College University. They helped me with the structure of the programme and they also provided the technical equipment which was used. The best way to approach collaborators is to ask for help from local business organization or local education centres. They have the knowledge and the connections so they can help meet with people with the same interest. As I already am a Lecturer at City College University it was extremely easy for me to ask for their help and their participation.

**Advice to peers**
I encountered many difficulties setting up the programme. My first concern was the duration of the movie (96 minutes) and how could I slice such long movie into a training schedule. I thought that it would be better to show the movie in pieces and explaining each part separately. That kept trainees interest and also gave me the opportunity to focus on the leadership style of the lead actor and not in the plot of the movie.

Furthermore, I had to overcome the fact that half of the trainees had already seen the movie so they had a different opinion about it and they were thinking that it was just a movie and it couldn’t be used as an example in a leadership training programme. Showing the movie in pieces also helped me to convince them that movies do elevate the training momentum as the trainees can easily identify themselves in the actors.
Setting up a training programme is not as easy as it seems. I would advise peers to find, firstly, an interesting theme and then to use their connection in order to attract as many trainees as possible. Also I would advise them to be well prepared and informed about the thing they are going to teach.

Furthermore, if they are going to use a movie during their programme, I would advise them to be open and transparent and to watch the movie lots of times in order to see the power of influence of people and study their body language and backgrounds.

**Potential areas for transfer**

The project is directed to Business Executives in VET sector. It could be easily transferred to students, start-ups and entrepreneurs. It could be transferred to higher education institutes and adult education.
JAMIE TAYLOR, Teacher, Craigfelen Primary School
”Enterprise in education not only motivates but helps children see the point in what they are learning”

Successful practice: Inspiring literacy and Improving Behaviour through Enterprise in a Primary School. The Monster Under the Sea Book

‘The Monster Under the Sea’ is a children’s book created by pupils in a Year 5/6 class at Craigfelen Primary school. The project began as a way of inspiring a group of reluctant boys to read and write. After noticing a child’s enjoyment of poetry and rhyme I organised weekly writing sessions for a small group of boys. Beginning by working upon simple rhyme I then set them the challenge of writing a book. This drew in a few more challenging children who wanted to take part. After a few weeks of writing the book during our writing sessions, the book was finished. The children were proud of their achievement and wanted to show the head teacher, Alison Williams. We have worked hard as a school to place enterprise at the Centre of the curriculum, so the children have developed an enthusiasm for Enterprise. During the meeting with our head teacher, the boys suggested selling the book.

There was a slight problem, the boys realised they were finding illustrating the book hard so asked for support from some girls in our class. They used iPads to create the pages of the book. They also asked for help from our Enterprise Troopers, a group of children who run Enterprise projects in our school. The Enterprise troopers were responsible for marketing and selling the book. After the draft book was finished, we made contact with Parthian Books who agreed to publish our book. The children visited Parthian’s offices and met with Claire H who talked them through the publishing process and evaluated their book. This meeting went well and Parthian agreed to publish our book. Alison, our head teacher, agreed to lend the pupils the money to print their book. She did however make them sign a loan agreement; we want to help the pupils understand they will not be given something for nothing. The children visited BDP, the printers, who talked the children through the process and helped to edit their book.
After picking up the book from the printers, I took the children on a book tour around Swansea. The children went into shops to sell to managers. A few shops in Swansea now sell our book. The next day we went to some local shops. The children again presented to managers and achieved some huge successes. ‘The Monster Under the Sea’ is now available in local supermarkets and the local library. We then held a Big Book Launch. The children invited their families and younger children from school and their parents. It was a wonderful event with some reluctant readers reading to a big audience. During this event, we had a bookstall, which sold signed copies of the book.

The children have now made future plans of creating more titles, an app and a website. They are reinvesting the profit made back into the business. We also plan to use this group of children as mentors to pass on their experiences to younger reluctant writers.

**Success Factors to keep in mind**

When working with children it is extremely important for them to see the point of what they are doing. Although it is hard to take that step back this is vitally important for the development of the task and its success. Do not be afraid for the children to fail, this will only accelerate their learning. When selling in Swansea the children soon learnt that, it was easier to sell to smaller businesses than to large nationwide retailers.

**Multi-stakeholder approach**

Covering collaboration with stakeholders and advice on how to motivate and engage them (block e). During the project, we have ensured we have worked with as many stakeholders as we can. This is a list of all stakeholders involved:

- Pupils
- Teachers
- Governors
- Shop Owners / Managers
- Librarians
- Police Community Support Officers
- Parents / families
Advice to peers
To begin with, an enterprise project can seem like a lot of hard work and a lot of risk. Allowing pupils to use their imagination and to be creative can seem worrying; add to that giving them money to spend, asking teachers to take a step back, and many people would run a mile. In my experience however, this is when you see the best from the children. My main bit of advice would be not to use enterprise as an add-on, this will not only add to your workload but also not reach the pupils who need it most. Try to integrate enterprise into your topics and curriculum. For example, if you are teaching about dissolving why not set the children a challenge to create a business that involves that scientific process. The children will not only see the point in the lessons they have done but will be using their newly gained knowledge in a real life context. Try to start enterprise projects at younger ages, these pupils are adaptable and love the challenge of running a small business. My last piece of advice would be to get all stakeholders involved in projects from governors and parents to teachers and local business people this support will really benefit the pupils taking part in the projects.

Potential areas for transfer
We are hoping to roll this book project out into other age groups in the school, using enterprise to inspire and motivate learning. We already have linked enterprise into the curriculum at all ages but this particular project has had a big impact upon the children. We will use the pupils involved as mentors to younger pupils, they will pass on their skills and advice. This approach could be transferred to any school setting and see results.

Additional information
http://www.edunet.link/craigfelen/ - A link to our school website that includes information about all of our enterprise projects
https://www.youtube.com/watch?v=oi-T7ev7bSc – A link to a YouTube video all about the book project.
DARIO MAZZELLA, Project Manager at META Group

"We do not fall in love with solutions, rather with the problem to solve"

Successful practice: Creativity Camp
Creativity Camps are designed to accompany the generation of ideas and are dedicated to all those young potential entrepreneurs who need to be encouraged in the process from the idea to the enterprise. Paths that provide moments of taking awareness of attitudes, motivations and passions, alternated with technical insights, real life examples, testimonials, and training modules on entrepreneurship.

Despite the efforts devoted by many, the majority of young people do not think about the creation of a business as a possible outlet for their future. The lack of awareness of their talent, attitudes and motivation, the fear of not having innovative ideas or the inability to generate fresh ideas combined with the lack of knowledge on how to start in practice a business, are the main causes of a waiver to enterprising start-ups and of the low numbers of ideas that can change the world.

Success Factors to keep in mind
Creativity Camp is more than a competition, and more than just an experience. The participants are able to:

• Improve their initial ideas and produce further original ideas from a market point of view
• Experience new and challenging activities ideated by experts
• Explore and boost all personal abilities and capacities: communicative, leadership, team working, resolution and creativity
• Have the opportunity to be awarded by their ideas, its market potential and their merit and talent with:
  • Training vouchers to improve their skills
  • Study visits to centres of excellence in entrepreneurship (e.g. Silicon Valley)
The innovative format is based on different stages and geographical customization. The 2 main stages are:
• Selection and evaluation of ideas,
• The Camp with:
  - Team Building
  - Entrepreneurial training activities
  - Personal sessions
  - Coaching sessions with experts
  - Creative sessions
  - Meetings with successful entrepreneurs from the territory
This last phase can be divided into sub-phases, according to the geographical coverage to be achieved (municipal, regional, national)

**Multi-stakeholder approach**
In designing the Creativity Camp format, we worked with an internationally well-known psychologist (Dr. Paolo Crepet), in order to develop a tailor made approach for youngsters, focused on how to empower them, how to unlock their human potential, and how to stimulate them to solve daily problems (as a shortcut towards the creation of a business idea).
The collaboration was very pleasant and fruitful because we were sharing the same vision, and the same goal of designing the start of an entrepreneurial journey for students, in a context where there is a clear lack of entrepreneurial training and courses at school. For the delivery of the format, we approached Local Authorities (Regions) to be donors and fund the activities. At the end, it was a win-win situation because Local Authorities were sharing the same goal of empowering aspiring entrepreneurs as a tool to overcome the economic crisis and to foster the job creation.

**Advice to peers**
The main obstacles encountered were related to an active engagement of students/aspiring entrepreneurs. The key point to grab their attention is not focusing on entrepreneurship at first sight, but rather a focus on creativity. Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing. If you have ideas, but don’t act on them, you are imaginative but not creative.
Potential areas for transfer
Creativity Camp focuses on:
• 14-18 years: High school students
• 19-25 years: University students or their peers who don’t attend a university course
• 26-35 years: Young professionals
The key aspects to keep in mind are:
• A capillary territorial reach (in order to be able to have a proper deal flow for the two stages)
• The need to let participants focus on which problems are affecting our daily lives (even the most common ones), and how to solve them.

Additional information
http://www.creativitycamp.eu/SitePages/default.aspx
Successful practice: Social entrepreneurship workshop

I organised the 2-day workshop for university students who are studying in their last year before graduation. The main aim was to make them aware of the possibility of entrepreneurship as a career choice by motivating them to put their ideas into practice. The idea was to work particularly on soft skills such as curiosity, motivation, creativity, teamwork and problem solving that could help them to concretize ideas and consider entrepreneurship as a career choice. I believe that these skills are a pre-condition for successfully carrying out any project (business related projects but also personal projects).

With this aim, the workshop was organized with 40 students from different study fields related to education. Some of the students had entrepreneurial ideas in mind that they wanted to explore, whilst others did not. The students were asked to shortly describe their idea. Each student could then decide on which project he/she wanted to work on and contribute to. In this manner, heterogeneous motivated groups were created with a different size of team members. Jointly, we discussed the different aspects to keep in mind when drafting a business plan and each group then worked on presenting their particular approach to a specific part of a business plan.

This was then jointly discussed by also sharing my practical experience of being an entrepreneur myself. At the end of the workshop, the student groups presented a draft of their own business plan.
Success Factors to keep in mind
I would always suggest working with heterogeneous/multidisciplinary groups since it produces very interesting outcomes- each student contributes his/her field specific knowledge and skills to the task and contributes this to the team. Nevertheless, I think it is helpful to organise the workshop with students from study fields that are somehow related. This workshop, for example, was organised with students from pedagogy, social education, primary education, physical education, psycho-pedagogy and infant education.

The participation in the workshop was accredited with 2 ECTS.

Multi-stakeholder approach
I proposed the organisation of this workshop to the “orientation service for university students (SOU)” of the university. The workshop is perfectly in line with the wider approach of the service. The SOU then collaborated closely in the organisation and particularly in the dissemination of the workshop to students. The SOU also verified that the workshop could be accredited with 2 ECTS points.

Advice to peers
I would advise peers to share practical examples of the real business world by involving an entrepreneur. I think it is also very important to be able to provide the students with additional information that can motivate them to pursue the achieved results and develop them further. In this sense, I think it is important to act as a facilitator for resources. I think it is important to be able to make students aware of additional support services and programmes under which they can further develop the ideas or even present their idea to a contest for entrepreneurs.

Potential areas for transfer
The workshop could be transferred to other educational sectors and levels. If it were to be transferred to Primary education, I would advise adapting the approach and not using the business plan as basis for the task assignment for groups but to form specific questions that the students could work on.

Additional information
http://pedagogiaparaelexito.com/2012/06/28/emprendedores-sociales-facultad-de-educacion-ucm/
LOBKE VAN DAMME, Business Coach at Syntra

“*We really try to give start-ups support and advice that is unbiased, demand-driven and tailored to the needs of the entrepreneurs*”

**Successful practice: Business coach for start-ups: practical advice and guidance in VET education**

Syntra Middle-Flanders is a non-profit organisation that provides education in 5 campuses around East-Flanders and Flemish Brabant. We especially focus on entrepreneurial abilities in the labour market to stimulate more and improved entrepreneurship. We guide (young-) adults in their careers or in their search to a different career: people who want to become independent and/or people who want to give their career a new direction. My job as a business coach is rather new and my goal is to better support the students in their path towards entrepreneurship. I try to be very approachable; students can always contact me with their questions or problems. The issues can be all sorts: from ‘is my business plan well made-up’ to people who sometimes have fear of failure. I am actually more of a guide. I do not necessarily have all the expertise, but I know who does and I can send the students there. A lot of help already exists: tools, organisations, websites, workshops, specific trainings... and it’s my job to get the person connected to the piece of information they need. Often, the information I then provide them is more limited and more tuned to the needs of the student. I also give practical information: where can you take a training, what is the cost etc. For me, this implies that I have to know a lot of what is offered and what is available for our students. I am sure that I still have a lot to learn and that I am not yet aware of everything that is available, but we already have a nice list of activities to suggest to our students. The business coach is a function that you will not find in other educational levels; it is something unique that we can offer. You cannot compare us to a regular secondary school. In every fulltime day course students take, there is a bit of business management involved, we also organise many business management courses in day courses and evening courses. Most students come here with the intention to start their own business so the objective of the students is different to getting a degree in secondary education.
We also host network evenings where both professionals and people who have just started their own business come and tell others who are interested how they started and what they should pay attention to. We will organise a new event in April 2016 where we tackle the difference of being an entrepreneur as your main job or as a secondary activity. This event is free and it is approachable, it does not take a long-term commitment so we hope we will be able to reach several interested people.

**Success Factors to keep in mind**

I think what is innovative about this function and makes it successful, is that it isn’t something new (again), but that we try to keep structure in everything that is offered and that we have selected those things that our students need. To make the business coach more public, I have also started to visit classes where I explain what I do. Posters and flyers also do the trick, but I think it is more interesting to address people in a more personal way. Then I have the chance to approach the students and find out what sort of questions and problems they run into. I keep on getting many questions, both about practical matters and content. People really look for help if they need it. You have to make your activity or the initiative you take accessible for everyone. During the class visits, I noticed that sometimes people did not want to ask their question orally. Therefore, I gave them the opportunity to write the question down which was a more effective way for people to ask. People wanted to know whether they could start again if they had already failed once, if they have the competences to start-up their own business, when is the best time to get their business management degree and so on. However, to make it even more accessible, I would ask the students to write down their email on the back of their questions and I would send them a message answering their question. We, as Syntra, are here to educate entrepreneurs, so we can still grow in supporting entrepreneurship. The more accessible the activities are the better.

Things we could do differently include getting more information out and organizing more workshops or information sessions that only last one evening. Everything is rapidly put in a longer course but I am not sure if this is the best way to go. I think the content of the workshops is good, but the organisational part could still be improved.

We also believe that the knowledge of the teachers is important. After all, our students are taught by people who are in contact with entrepreneurship as they have a business of their own, or either they used to have one or they advise people who own a business. The experiences they have and bring to the classroom are priceless. This appears to be a big motivation and inspiration for our students too.
Multi-stakeholder approach
We have good contacts with other stakeholders around us who are working in the same field: UNIZO, the city of Ghent is a partner and a lot of others. We are still a non-profit organisation and we work in education so I think it is good that we have several and different partners. The fact that we have no commercial state of mind also helps. Another advantage is that the people who work here often have a large network to fall back on. The diversity of the teaching staff is a very important aspect of getting some expertise in the classroom.

Advice to peers
Communication and visibility are key elements to be kept in mind when setting up a course or an activity. We think it is sometimes difficult to reach the students. It is normal that an educational institution has a lot to communicate about, so I would advise giving specific attention to visibility on a school website for example and stress what the new aspects of your activities are. We have many different trainings, sometimes the communication about what is organised, and happening for starters disappears to the background because of the multitude of information shown on the website. It was very helpful that we got a separate webpage where everything that we offer about entrepreneurship, is gathered. Be sure that what you offer to students can be found on the website in a clear way, or else it is not a good offer. We also have our new magazine ‘Boost’, which is sent to everyone who lives in the East of Flanders and we will get a bigger section in this paper in the near future.

Another (more personal) difficulty is encountering the limits of my own knowledge. I’m still quite new in this position, so I still have a lot to learn. There is a lot of information as well as so many initiatives, trainings, workshops, and get-togethers, that make it impossible to know everything when sometimes students do expect this of me. I will have to keep on working on keeping my knowledge up-to-date and would advise the same to peers who think of setting up something similar.

Potential areas for transfer
Our target group is very diverse: we have hairdressers, masons, web designers, accountants, bakers, graphic designers and more. For our full-time day courses, we get a variety of people but mostly younger people (either with or without a degree in secondary education). Our evening courses are also very diverse: people who want to become an entrepreneur and/or change their profession but still keep on working during the day for instance. It is hard to get the target group specified: not for their age, social or educational background. Everyone can come and follow a course with us!
Therefore, this practice could and can be transferred to a variety of other educational levels (including secondary education and adult education).
Additional information
http://www.syntra-mvl.be/syntra-voor-starters-1
http://www.syntra-mvl.be/
I have 21 years of experience in secondary education: 8 years as a teacher and 13 years as care counsellor. Beside this, I have also been a partner in an optical business (with 4 employees) for 18 years.

nico.depauw@unizo.be

+32 472 85 62 76

Languages spoken:
Dutch, English and French

Successful practice originally carried out in:
Belgium

**Nico De Pauw, Advisor Unizo Foundation Education and Entrepreneurship.** “Not everyone needs to become an entrepreneur. But the competences that pupils gain in participating in an entrepreneurial activity will benefit them for life”

**Successful practice: Leeronderneming (training company – where theory and practice meet)**

With UNIZO (Union of Independent Entrepreneurs), we provide different activities for primary, secondary and higher education in which we try to stimulate entrepreneurship and entrepreneurial thinking. We organise these activities and give support to teachers if they need/want it. I believe our most successful activity in secondary education is the ‘Leeronderneming’. Everyone who participates gets to experience what it is like to start a business but within the safe context of the school. Within their field of expertise, pupils exploit their company themselves. They do everything from the launch, the financing, selling their products, looking into personnel policies up to and including the closure. The structure of the ‘Leeronderneming’ sets the right pedagogical framework. Every possible competence connected to entrepreneurship is addressed. We guide the pupils form the very start: we help them brainstorm about ideas for a business; they can take a test, which shows them what business skills fit them. In every Flemish province, we organise entrepreneur days where pupils can choose between different workshops. We also make it possible for the pupils to go and visit a company.

We really want to focus on the positive track that the pupils can follow. If they do business, some competences will be stimulated, but in the school context, there are different goals the pupils must reach. This activity is valuable because it stimulates the development of other skills such as becoming (more) communicative, showing initiative, being determined to get something done and so on. We don’t want all of the participating pupils to become entrepreneurs, but it would be wonderful if some of the entrepreneurial competences could be reached.

This activity is quite successful because theory is put into practice. Pupils can simulate what it would really be like to be an entrepreneur. Not one aspect is left out. The pupils learn and discover what their talents are and teachers get to know the students in another way.
**Success Factors to keep in mind**

The success of the initiative ‘Leeronderneming’, depends on the motivation of the pupils and of the team around the pupils. All the involved parties need to show some commitment to the business. Good social skills are vital. The project is only as strong as its weakest link. Every pupil is of importance for the success of the ‘Leeronderneming’.

The connections you have with others, your network, will also be crucial in the succeeding of the business. Pupils have to organise an event when they open their shop or when they want to introduce their products to the crowd. When the teacher has a large network, you can appeal to them if you need them of just to express their support the project of the pupils.

Not everyone needs to become an entrepreneur, but the competences that pupils gain while taking part in these activities will benefit them for life. Our team and the teachers try to give the pupils the space to discover and develop the talents that they have. For example, there are different positions within a company (CEO, IT, financial department...) and every pupil has to function at least once in every position. That way, pupils can discover what they like, what they don’t like and where they have room to grow.

**Multi-stakeholder approach**

We work together with a lot of different stakeholders, both from the educational world and the business world. We try to act as a connector between the two worlds. Our success we own to our personal approach. We work to meet the individual needs of our partners and we do what it takes to surround them with our expertise and flexibility.

**Advice to peers**

Our advice to teachers is that they should be aware of their role as a coach for the pupils. This awareness is necessary so that pupils can see the activity through.

Make sure that the activity or the business or the shop they set up, comes from the pupils themselves. They will be more motivated and willing to successfully end the project. As a teacher, you should also provide the necessary space and tools for the pupils to successfully realise the process of creative thinking in which they work out the concept behind their project. A good solid base is essential to build upon. In every step of the way, the teacher should be the coach.
Potential areas for transfer
`Leeronderneming` could be transferred to higher education.

Additional information
http://www.onderne mendeschool.be
Webtests (webtesty.sk) – online infrastructure for smooth assessment and networking

I have come to the project idea of creating a webplatform for educators on the basis of my previous practice as a secondary school teacher of the vocational economic subjects in Slovakia. At school, there was a big number of students and their midterm and final testing meant an enormous time and material burden for teachers to prepare and evaluate the tests. When the www.webtesty.sk was created, we successfully tested it with the entrepreneurship educators in the conditions of the secondary school, which has been using them since then. We started with testing the business skills required by the formal secondary education system – accounting, setting up a business, then spread to other school subjects – language and literature, biology, and then just made it completely flexible for individual educators to create what they need.

The platform creates an opportunity for the entrepreneurship educators to make their life easier – develop their assessment tools online in a variability and functionality that fits their subject/course, store them for unlimited time and get back to them whenever they need, share access with full flexibility according to their current needs (e.g. with pupils/students/clients, colleagues at school and also peers all around the world). Once finished, the tests are evaluated immediately, and thus are saving educator’s time and costs on material (paper, print). Through the platform, they can connect with peers from different schools, regions and countries, but also from different disciplines, and share their assessment practice and learn from each other what works best. All core website activities are free of charge, only the access to special premium features is subject to payment of a small fee (e.g. advanced statistics).

The assessment through the portal can lead to recognized certification - it is possible to conduct school leaving exams in this form, as well. It is also open for private certification thanks to our collaboration with various training and education providers.
Many of the issued certificates are recognised on the national level, and an employer can verify them upon the code (serial number) of the certificate on the website. A small fee is charged for issuing such certificate and is charged easily via a text message.

**Success factors to keep in mind**
In my opinion, the innovation and the success is in the simplification of processes and really easy-to-use tool that addressed the need of the educators and trainers, who use the portal. It was developed by an educator and with other educators, who put all their needs into that process and in the product.

The basic elements characterizing the webtests.sk are flexibility, availability and efficiency in the meaning of immediate results and modification possibilities.

Through this approach, we were able to spread the user’s profiles from VET schools to private training providers, and further on we were able to connect with training companies and develop cooperation with them. Now we offer branded tailor made training and issue certificates with renowned Slovak companies and local branches of international companies.

One success factor is also the availability in the local language – Slovak, which is very important in a small country. Now the portal is also available in English www.ownexams.com and it attracted thousands of users from all over the world – most of them are from the US, but also Iran, Iraq and other countries.

**Multi-stakeholder approach**
In the course of creation and implementation of the project (both Slovak and English versions), I cooperated with the IT experts (company of Web Web, v.o.s.), with many other educators, the Slovak Academy of Management and with the President of the World Oxford Coaching Centre of Slovak- an exclusive representative of the of OISE University of Oxford: OXFORD INTENSIVE SCHOOL OF ENGLISH, an international language centre and the organiser of the School’s prestigious language training programmes for students and managers from the Czech Republic, Hungary, Poland and the Slovak Republic in cooperation with leading universities from around the globe, including the Universities of Oxford, Cambridge, London, Bristol, Sherbourne Priors, San Francisco, Boston, Sydney and other well-known universities from a wide variety of countries. We gained the above mentioned collaborations on our own initiative, or they addressed us themselves (SAM). They were motivated by the innovative and still not used elements and testing methods in different fields that are possible to use at all education levels.
Advice to peers
In the course of creation and implementation of the project, we did not have to overcome any barriers. This type of a project or initiative requires high level creativity and engagement.

Potential areas for transfer
It is all about your idea and mind-set. In our case, in the course of creation and implementation of the project, we did not have to overcome any barriers. This type of a project or initiative requires high level creativity and engagement.

Additional information
http://webtesty.sk/
http://ownexams.com/
http://samtesty.sk/
http://www.webweb.sk/
www.weblearning.eu
RAFFAELEVITULLI, Mentor
"Try to win the challenges listen your intuition and trust yourself"

Successful practice: Break In The Desk - Creative Project Canvas

`Break In The Desk` is a European project promoting the development of entrepreneurial skills for artists and creatives and their interaction with SMEs and Public Authorities to foster innovation through cross-fertilization.

In order to support the target group, the project works with the Business Model Canvas, redeveloping it for helping creators and artists on a self-reflection process on their past, current and future creative projects with the aim of making their initiatives economically viable and sustainable. The new model is called Creative Project Canvas and it is the base for the “entrepreneurship education” activity for artists and creators.

The first step has been a needs analysis with the target group mixed with a sincere feedback from their side on the proposal of the canvas. After this, we created a “translation” of the language used by the business world into the language used by artists and creators. We realized that artists and creators are already entrepreneurial when they try to sell their work or shows, when they fight to make their activity sustainable. It is a problem of language rather than of concepts, a problem of narratives more than skills.

The next step was creating a workshop to present the new version of the canvas to a group of pilot testers. Together with the Creative Project Canvas we developed a working play book to guide the artists in the use of the canvas and how to apply it on past, current and future projects.

The element of training has been highly mixed with creativity action and visual interaction with the Canvas. Based on the canvas we have been able to guide them on specific training actions focused on the specific needs emerged from the analysis done through the Canvas (particularly organizational gaps or financial gaps or skills gaps).
**Success Factors to keep in mind**
The initial analysis has been very useful to be able to have a picture of the people to be involved, of the needs and problems to be tackled and of the best tools to be used.

The innovation is in using a model already known and playing with it for the purpose and the needs of the target groups involved. Innovation is also in understanding that we have to translate terms and narratives without reinventing the will to discover that artists and creative people are considered wrongly as operators missing entrepreneurial skills. They have these skills and they are very good in searching sustainability practices and methodologies.

Last but not least, it is innovative to propose a creative process to SMEs and Public administrations managed by artists to search for problems, solve them and foster innovation.

**Multi-stakeholder approach**
The project Break In The Desk is born to promote cross-fertilization between sectors. The Creative Project Canvas is the result of the link between creative and cultural operators, trainers and traditional businesses.

**Advice to peers**
It is important to have a cooperative approach with the target group by not trying to impose our own view, but thinking to be able to represent their needs and having the right solutions for them.

Target groups have to be involved in building the methodology and the action in order to make it relevant for them and all the other people in the same sector, with the same conditions and the same needs.

**Potential areas for transfer**
The process of adaptation of the canvas is potentially open for any specific target group and sector. An element of transferability is the initial analysis with the target group and the creation of a team of cross-fertilized knowledge (business/arts).

The methodology can be used on all those sectors whose actors work on project based activities. The Canvas can be also used for other educational levels (from adult education to youth, to university students, so potentially all levels of education).
Additional information
http://breakinthedesk.eu/
LENKA BEDNAROVA, Director of the University Technology Incubator of the Slovak Technical University (STU)- InQb. 
"Reality is another level" (InQb)"

Successful practice: University Technology Incubator InQb of the Slovak Technical University (STU)
The University Technology Incubator focuses on providing support to the starting technology innovative companies. Since the beginning of its establishment, the Incubator has promoted 45 innovative firms in various technical areas within the incubation programme InQB, and 30 projects in the pre-incubation programme Start-up Office dedicated to the applicants who have not established their firms yet. In these programmes, the Incubator provides counselling services, and an opportunity to use the mentors’ contacts, and tries to network the firms and their potential partners. Besides the key programmes, the Incubator organizes various professional events focused on improvements of entrepreneurship skills and knowledge, mainly in the fields of management, marketing and soft skills, and network events, e.g. Business Breakfast, seminars, workshops, open days for students, exhibitions of technical innovations TECH INNO DAY, etc.
The idea to establish the Incubator was realized in 2004-2005 with the financial support of the European Funds (PHARE CBC Slovakia-Austria – Grant scheme for development of innovation and technology INTEG). The aim of the Incubator establishment was to support students and STU graduates to realize their innovative ideas, and thus to increase their chances to reach success in the market.

Success factors to keep in mind
We consider our key success factor stemming from providing support to start-up firms with innovative ideas- interconnection of practice with the University research, and ensuring access to professional consultancies provided by our researchers at the faculties. To gain the success, the base of a strong university as the Incubator guarantor, and a long-term development of a good reputation via quality events is very important.
Multi-stakeholder approach
As for the cooperation with other experts, we have been addressing the lecturers for our events, and we have been cooperating with the mentors, partners and sponsors of the Incubator. First, we addressed them to express their interest in setting a cooperation with us based on our activities and opportunity to use them as benefits for the new entrepreneurs. Some of them have been addressed on a project principle (participation at particular activities), and some of them have been hired for a yearlong cooperation. We have motivated them through the volunteer principle as such, and support provision in the region, some of them are motivated by the opportunity to present their companies via our Incubator and thus building their good reputations.

Advice to peers
As for the barriers, they tend to occur on regular basis, e.g. when the legislation is amended, or when the competition increases. However, it is important to keep on looking for new possibilities and constantly creating added value for the new entrepreneurs, improving the services provided, intensifying communication with the partners and raising awareness through new information channels. Moreover, we suggest to set up cooperation with companies that are clearly competitive. It is important to note that such a project is not tending to be profiting, therefore, only those who are interested in conducting such activities to support start-ups and innovations in the particular regions should embark in it. It is also useful to conduct surveys of the competitors and to be dedicated only to the kinds of services that are not available in the market. It is necessary to ensure a good planning strategy and project management. It is also very important to ensure advance financing of the activities.

Potential areas for transfer
Our project is dedicated to university students and graduates, as well as to young scientists and researchers focused on various technologies, who have just established, or want to establish an innovative start-up firm. It could be also transferred to smart graduates of secondary schools. The secondary schools and the Labour Offices (education activities within the process of requalification) could also use the principle of the project.

Additional information
www.inqb.sk
https://www.facebook.com/Univerzitn%C3%BD-technologick%C3%BD-inkub%C3%A1tor-InOb-135472433169061/
https://www.linkedin.com/company/univerzitn%C3%BD-technologick%C3%BD-inkub%C3%A1tor-inqb?trk=biz-companies-cyf
MARÍA PILAR MUÑOZ RODRÍGUEZ, Teacher at Santa Helena School. “Involving the emotional level is key to reach the rational level: We are moving towards success, educating with the heart to reach the head. Overcome limiting beliefs: We achieved it, because we never believed that we could not.”

Successful practice: Implementation of the Programme “We create our Project” developed by `Fundación Créate´

The programme is designed to involve school students in the adventure of developing an entrepreneurial project. Through the creation of working teams and the use of guiding methodologies, the students develop their own project starting from an idea based in the analysis of their surroundings. The programme is carried out both in Primary and in Secondary education. In Primary Education the students can choose any idea without restriction, whereas in Secondary Education a specific area is proposed (e.g. sport) and the project ideas must be developed within that framework. They experience all the phases, from the identification of a challenge to the project definition and development and its presentation to a public audience (they develop real products and prototypes), including the challenge of obtaining funds and investing limited resources. At the end of the school year, each school organises an event to display all the projects that have been developed. After these events, the overall manager of this programme, ‘Fundación Créate’, organizes a big final event (Expo Kids) where the projects selected by each school are exhibited and entered in a contest to award the most outstanding ones.

Success Factors to keep in mind

‘Fundación Créate´ provides the methodology to be applied and support in its implementation. The main key factor is to have qualified professionals in charge of implementing the programme and guiding the students. The teachers receive training and a Manual, but they must have the capacity to use them, leaving convenient room for flexibility and complementary approaches. E.g., the teams and roles are set at the beginning; however, my experience is that once they start working, there is a discovery process that may lead to a change of roles or even to changes in the teams’ composition.
My advice is to keep an open approach allowing spontaneity and to combine different methods and ideas whenever the proposed methodology does not catch the attention of the group. A high level of commitment and self-demand by the participants must be encouraged and required, combined with a careful management of high expectations to avoid frustration or disengagement. Both the teacher and the students should enjoy the experience. The students must have freedom to act creatively without unnecessary constraints in order to optimize the learning experience. The teacher should provide them with the necessary tools and act as a facilitator, without judging or interfering with the ideas chosen by each team (they also learn from failure). Direct involvement and support from the School Executive team has been an asset in our case. The teacher should have sufficient autonomy, but not feel alone. Involvement from other teachers and staff members can significantly enrich the process.

**Multi-stakeholder approach**

At the beginning of the process, the students are visited by an experienced entrepreneur, who transmits his/her passion and lessons learnt, inspiring the students in the launching of their own projects. Once their projects have taken shape, mentors and external professionals guide them in the most relevant aspects of their projects. An innovative aspect which has shown to be very successful is the involvement of parents: Parents are encouraged to participate, especially the ones who can share their entrepreneurial experience. These external stakeholders volunteer and collaborate with enthusiasm; it requires very little effort to involve them. In addition to creating role models, this approach contributes to entrepreneurship education also being carried out after the class (at home).

**Advice to peers**

Create a relaxed atmosphere where team members feel at ease, brainstorm freely and bring out the best of one another. Help the students to think out of the box, not be afraid of being mistaken, and gaining confidence. Work with key entrepreneurial concepts, skills and capacities, help the students to discover who they are, what they can do, what are their strengths, acquire and develop skills to exercise creative thinking. Autonomy, freedom, trust, confidence, commitment, feedback and collaboration, are key concepts that they should assimilate from the experience of working as a team to build a real project.

I would highlight feedback as one of the most important lessons and outcomes for each individual participant - they learn to give and receive constructive feedback and appraisal throughout the whole process, especially from their colleagues (their own team members and other teams’ members), but also from their teachers, mentors and the public to whom the results are presented.
This feedback is extremely valuable to help them make the most of this experience, it helps them to discover, acknowledge and reinforce their own strengths and capacities and to find the role that suits them best in a given team, preparing them for real life at professional and personal level. The teacher should take special care to make sure that feedback is given with respect, focused on actions and not on persons, and that it is accepted without resentment. The projects that win the contest are additionally awarded with prizes; the students appreciate the prize and like to win, but this is not the main goal of the programme. The real benefits come from the lessons learnt and the skills and knowledge gained through the project development, winning or not is an incentive and motivates the students, but we try not to give so much relevance to the results of the contest.

**Potential areas for transfer**

The programme is designed for students aged 10-16 as an extra-curricular activity. At Santa Helena School we have implemented it in the 6th grade of Primary Education (students aged 11-12) and in the 4th grade of Secondary Education (students aged 15-16). I have been in charge of the 15-16-year-olds, being in constant contact with Verónica Macedo, the teacher in charge of the 11-12-year-old students – it has been very helpful and enriching for us both to share between us our ideas to improve our respective activities and our experience gained from their practical implementation with the students of both age groups. We have learnt a lot by doing and from the students themselves. We are continuously up-dating and up-grading the programme based on our experience from previous years. The School is now considering to integrate this programme as part of the compulsory curricular activity for the Secondary Education students. This programme can be applied to groups of any age, adapting the methods and messages to the students’ age: e.g., it could be applied to 4 year olds inviting them to create a new toy or a new game, using this experience to develop skills and capacities that will help them to develop more complex projects when they get older.

**Additional information**

http://www.santahelena.net/innovacion/ (information available in Spanish).
http://www.fundacioncreate.org/ (information available in Spanish).
ELENA BOLOGNA, Project Manager

”The success of social entrepreneurs starts with the research on the field, listening and talking with people. Change happens out of the office space”

Successful practice: Rinascimenti Sociali (Social Reinassance)
The successful practice I would like to talk about is ‘Rinascimenti Sociali’ (Social Renaissance, RS) the first accelerator of social knowledge and entrepreneurship based in Torino (Italy) launched on March 2015 by SocialFare® | Centre for Social Innovation.

We started with the acknowledgement that rapid changes in the European and Italian social structure and in the way of life, along with the progressive shrinking of the welfare budget and the diffusion of digital technologies, were drawing the attention to social innovation and social entrepreneurship as a new economic model. Emerging societal challenges such as growing inequality among different social classes are requiring a different concept of “Social”.

‘Rinascimenti Sociali’ is an acceleration programme carrying on activities that seek to raise awareness, spread knowledge and develop the potential of “social peripheries” by using co-created innovative business models to bring such areas back to the centre of the decision-making processes. Our Acceleration Programme develops its activity through three areas of vertical action: Engagement, Education and Entrepreneurship, all three are key and fundamental/integrated parts of the accelerator programme. In detail:

ENGAGEMENT aims at activating interest, participation and awareness on societal challenges, new needs and tools to develop innovative solutions

EDUCATION generates knowledge, culture and social awareness by a systemic approach of learning and testing. Education means to create shared language, new skills and design to generate positive social impact

I graduated in Architecture at the ENPLV (Paris) and hold a Master Degree in Social Innovation. I am currently working at Social Fare® as Social Innovation Programme Manager. I am interested in: social cohesion, urban planning, social impact architecture and acceleration of social start-ups.

Languages spoken:
Italian, English, French and Spanish

Successful practice originally carried out in:
Italy
ENTREPRENEURSHIP accelerates ideas, start-ups and brands for social impact by prototyping, testing and scaling innovative solutions to tackle the most demanding societal challenges while generating sustainability and new social impact economic models.

`Rinascimenti Sociali` is a space for imagining and giving form to new models of welfare and engagement between public and private decision-makers, in the fields of finance, the tertiary sector and the new social entrepreneurship.

**Success Factors to keep in mind**

`Rinascimenti Sociali` is many things at the same time and the combination of all of them confers its innovative dimension. Firstly, it is a new model based on social innovation and convergence innovation aiming at co-developing innovative solutions that address the most pressing societal challenges and aims at creating new economies. Secondly, it is a physical place hosting an open ecosystem that brings together both national and international partners on a platform to converge and innovate in areas of high social impact. Last but not least, it is the first acceleration programme of social knowledge and entrepreneurship in Italy.

**Multi-stakeholder approach**

Stakeholders, namely each partner of `Rinascimenti Sociali`, take part in the acceleration programme by offering their own individual expertise to support real bottom-up change. They are constantly collaborating by offering specific services and contributing to the partnership activities in terms of engagement (events, networking, cohesion & inclusion, etc.), education (new competencies, capacity building, social design, social finance etc.) and acceleration (start-ups, testing & prototype, policy-making).

**Advice to peers**

SocialFare® did not encounter many difficulties in setting up the project: it could count on a very strong network of partners who were playing an active role in the social entrepreneurship sector. So I would say that this is a key aspect that peers should have in mind.

Obstacles and difficulties came afterword in relation to the governance model and sustainability aspects, such as managing and keeping every partner focused on the project and bringing collective action to a systemic implementation.
Further difficulties related to involving public administration, generally hostile to new approaches of business community creation; developing a legal and financial structure dedicated to the new emerging models of social entrepreneurship; unlocking private-public resources and creating a social investing fund. SocialFare® works together with experts, benchmarking successful case studies and broadening its network of partners to overcome such difficulties.

To a peer who intends to set up a similar project I would suggest taking time to understand their own context, involving stakeholders in a co-creation project process and having a shared vision, and finally to define goals and set a good development strategy.

**Potential areas for transfer**
The project could be transferred and scaled up to targeting policy-makers and public administrations. The public sector often does not have knowledge to act in an innovative way that can generate added value and effect a change. Activities of engagement, education and acceleration carried out by `Rinascimenti Sociali` are linked to models of strategic actions aimed at innovating services. We believe that service innovation is key vis-à-vis new users' needs and related involvement of stakeholders so to generate participatory innovation models, and the moment has come for the public administration to shift its modus operandi toward a more community needs-based approach.

**Additional information**
http://rinascimentisociali.org/
http://socialfare.org/en/acceleration
I founded the international NGO ‘Spirit of Freedom’ in 2007. I try to develop talent in young people so they can follow their dreams. I have been cooperating in several European projects about entrepreneurial education and coaching of youngsters.

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Steve Verbist
+ 32 9 336 71 81
Skype: steve.verbist
Languages spoken: Dutch, English and French

Successful practice originally carried out in: Belgium

**STEVE VERBIST, Founder of Spirit of Freedom Ingo**

“Everyone is an entrepreneur. Everyone is an entrepreneur of their own life. And it doesn’t always have to be at a large extent. Think big and start small.”

**Successful practice: Youth Entrepreneurs Society (YES)**

YES is a continuation of an international project about personal development and entrepreneurship. Passion is a central element in this project. I noticed that many young people are stuck and do not know what to do in life. Many youngsters who participate in the project, eventually start up their own business. The international context of doing this is an extra focus, because the NGO has many contacts abroad. We try to connect with youngsters through Facebook and through their network, but now we are trying to become better known in secondary schools.

To get the youngsters to become more entrepreneurial, we take them through three steps or phases: Fun, Growth and Experience. We do this to stimulate the awareness, the subconsciousness, help them a step further and to reduce the resistance they have towards entrepreneurship. The first part ‘Fun’ is important for youngsters to be able to relax. When they are at ease, it is easier to connect with them and understand them.

The second part focuses on creating opportunities for youngsters during ‘Growth’. We also try to expand the self-respect because we notice that too often youngsters think that they are not cut out to be entrepreneurs. I am also a life coach and have studies in transformational psychology so I can also guide the youngsters in finding their own way. During the stage of ‘Experience’, youngsters are challenged and motivated to work in a non-competitive way. They are stimulated to work together and work out how they can be a benefit from each other.

There are also ‘walk your talk’ evenings that are organised where people come and talk about what they do, where they have failed, what were their fears and when things were difficult. All within the context of providing a safe environment. I believe that you need different approaches to reach the youth. The process is more important than the result. It’s all about giving chances to youngsters and motivating them to try.
The NGO also contains a social enterprise because 80% of the profit must be returned to the NGO. We are not subsidised by the government because we feel that when we promote entrepreneurship we have to show that we are entrepreneurial ourselves.

**Success Factors to keep in mind**
A key factor to success is to cooperate with schools and to connect the informal and the formal learning. We believe that awareness for entrepreneurship can only be grown if you have knowledge and experience. You can get knowledge at school, but experience is learned outside of school and that is what encourages people to grow. When you gain their trust, youngsters will try harder and go further. Youngsters themselves also give coaching to others and talk about how they can become more entrepreneurial.

Another success factor for the NGO was that everyone started as a volunteer first before they started working for the NGO. This works very well because this way one can show their passion of their motivation.

Another factor is persistency. The entire team continues working until they have reached a goal that they have set themselves.

We work around the entrepreneurial mind-set for both employees and youngsters. I give a lot of coaching, and we hold workshops in order to get the employees harmonised.

**Multi-stakeholder approach**
The NGO still tries to broaden its network for this project. We are working together with several partners. Four times a year we hold an ‘inspiring weekend’ where we do not just communicate what we’re about, but where youngsters have to participate as well. The network gets bigger every year and in 2015, we reached out to at least 2000 youngsters.

YES needs the secondary schools for knowledge, they need other partners to work with. For us it is an AND-AND story. This will be their focus for 2016.

Partners cannot be persuaded. To effectively involve them, partners have to be presented with opportunities. Our approach is making our intentions very clear and partners then decide for themselves if they want to collaborate or not.
Advice to peers

The biggest challenge is financing the initiative because we have decided not to be subsidised by the government. I advise peers to be creative in finding money with different funding approaches.

Another challenge is connecting with other partners. My advice to peers is to not lose the motivation, because it becomes easier the more known you are. For us, at first, creating our network and finding partners was a big challenge. Sometimes potential partners rejected us because we were not big enough. But by developing a strategy and making our intentions clear, we slowly widened our network of partners. We are now growing so fast that we cannot follow any more. We’re waiting for the growth to settle down a bit so we can start keeping the website up to date.

Other obstacles we face are similar to the usual obstacles that other entrepreneurs encounter. We encourage the youngsters to fail and to learn from this failure and see what they can learn from it. So my advice to peers is in line with this thought- be entrepreneurial yourself. Think big, start small. This means working in small steps. ‘What can I do to accomplish this now? Maybe there is someone I can call?’ Then call that person. Take it small steps at a time. ‘What is the next step?’ Then take every step at a time. Everyone makes mistakes, but when you start big, mistakes hurt even more.

Potential areas for transfer

The target group is very diverse (from 16 – 35 years old). However, what connects all of the youngsters who participate in YES, is that they all ask questions about what they want to do in life and in the future.

The practice could also be transferred to kindergarten or adult education.
Successful practice: Implementation of the regional action plan of Asturias for entrepreneurship

As a staff member of Valnalón, the agency of the regional government of Asturias (Spain), I am directly involved in the implementation of the action plan for entrepreneurship. The plan is based on 3 strategic axes that have the final aim to create a favourable environment and ecosystem to support entrepreneurship in all its angles. Axis 1 provides training programmes for both teachers and students from all educational levels (reaching from primary education up to higher education, VET and adult education); Axis 2 provides instruments for support and consolidation for entrepreneurial initiatives and the creation of associations and axis 3 foresees activities related to monitoring, dissemination and positioning of Asturias as entrepreneurial territory. Multiple stakeholders carry out the implementation of the strategy.

I am involved in the definition and implementation of entrepreneurial training programmes for teachers and students from primary education, secondary education and VET. In mixed working groups, which involve staff members from Valnalón and teachers from different educational levels, the training programme and learning material is defined jointly. Based on this, specific programmes are developed for different educational levels and are piloted in a limited number of educational centres. After integrating the received feedback for improvements, the programme is launched in a larger number of educational centres. For delivering the entrepreneurship education, the initiative creates a link to the project “Red emprendedora” (“Entrepreneurship network“ in which a network of over 200 entrepreneurs has been created who are willing to get involved in the entrepreneurship education and who involve students in real entrepreneurial challenges. The challenges to be tackled are published in a database). A specific capacity training for delivering this entrepreneurship training is offered to the teachers.
Success Factors to keep in mind
The direct involvement of teachers in the design of the training programme, assures that that training activity can be included into a bigger framework as part of the curricular. This facilitates the delivery of the programme by allowing the development of the activities inside the classroom rather than as extracurricular activities. This in return allows reaching a larger number of students and contributes to achieving a bigger impact. When defining the entrepreneurial training programme, the involvement of teachers from different educational levels in the mixed working groups has proved to produce interesting discussions that can bring up innovative approaches and remind the working group of aspects that have to be kept in mind for the delivery of the programme.

The capacity training offered to the teachers has been integrated into the course offer of the annual training programme for continuing professional development of teachers. As such, participating teachers receive accreditation credits for their participation, which can be an additional incentive for participation.

Multi-stakeholder approach
The involvement of entrepreneurs in the training activities allows the students to obtain a more realistic view of what entrepreneurship can mean and entail. Sometimes it is difficult for teachers to find entrepreneurs who are interested in participating in practical entrepreneur education. The Valnalón initiative facilitates this involvement of entrepreneurs by offering teachers access to the pool of entrepreneurs who have already confirmed their interest in getting involved in entrepreneur education by being part of the “network of entrepreneurs”. Engaging entrepreneurs, who often dispose of very limited time, has been facilitated by an innovative flexible approach to their involvement. As such, the entrepreneurs indicate in which level of involvement interests them. This can range from a punctual intervention of sharing their entrepreneurial experience with the students through an interactive presentation up to the highest level of involvement in which the entrepreneurs interact with students in a larger timeframe and engage them in finding solutions to real business challenges that the entrepreneurs face.

Advice to peers
When setting up such an initiative, it is more than helpful to count on an existing political framework, such as a regional action plan for entrepreneurship, with an associated multi-annual budgetary framework. It is also very important that the parties involved in its implementation, participate in its previous design.
The challenge is then to widen the community of teachers, students and entrepreneurs participating in the programme, however, this is not always an easy task. Offering a solid monitoring and support to the parties involved through periodic visits, telephone calls and face-to-face meetings can be crucial. Furthermore, initiating a constructive dialogue among teacher peers on the experience of having participated in the programme and the benefits of it has shown to be a very successful communication means that can contribute to creating a community in which slowly more and more parties get involved.

**Potential areas for transfer**

The initiative has started as a training programme in which teachers of only one educational level have been involved. With time, it has evolved to a transversal approach that includes teachers from all educational levels. Hence, the initiative can perfectly be transferred to other educational levels. The programme (including methodology, know-how, training programme and didactical material) has already been transferred to several different regions in Spain. As a project, co-financed by the European Union under the programme Leonardo da Vinci-Transfer of innovation (ECE Project), it has also been transferred to other European regions.

**Additional information**


ALICIA GARCÍA-MADRID COLADO, Manager of Social Inclusion European Projects at ACCIÓN CONTRA EL HAMBRE.

”Not everybody is born with entrepreneurial competences, but they can be learnt. We consider entrepreneurship as an opportunity and an option accessible for all”

Successful practice: Implementation of the `VIVES Project`

`VIVES Project` is the Strategy of social and labour inclusion of the NGO Acción Contra el Hambre in Spain. With `VIVES Project` we facilitate access to the labour market to persons in risk of exclusion, as a means that contributes to avoid social exclusion. We generate opportunities to help them find a job or create their own business by designing personalised itineraries of employment or entrepreneurship. The project is built around three axes: VIVES Persons, VIVES NGOs and VIVES Ecosystem. Within VIVES Persons we manage employment projects and entrepreneurship projects. Through the entrepreneurship projects we improve the entrepreneurial competences and the necessary technical knowledge that empower the persons in risk of exclusion to create or consolidate their business. We provide training, advice, accompaniment and access to finance. The process starts with an individual assessment including an evaluation of entrepreneurial competences (we use a specific evaluation tool called Emprende+, that is applied at the beginning and at the end of the process to measure improvement). The definition of the personalised support plan is designed together with the beneficiary, choosing a set of technical workshops, individual coaching and advice to meet the identified needs.

Success Factors to keep in mind

The programme is always open and flexible: new participants can join at any moment and advance in accordance to their starting level. The participants have very different needs and the key to success is to adapt the support to this heterogeneity. Once a participant starts a business, we maintain the contact and follow-up in accordance to his/her specific needs. The combination of group activities with individual technical advice provides a complete framework that helps participants to gain personal and professional development. Group activities are very useful to develop skills and competences by experiential and interactive dynamics; the participants help each other and even potential business collaborations are identified and developed.
The wide range of available technical workshops allows us to propose the most beneficial and appropriate ones for each individual participant.

**Multi-stakeholder approach**
Our approach is focused on inclusive entrepreneurship; complementarity and collaboration are actively sought. The different organisations that support us and collaborate with us have strengths and weaknesses, each stakeholder provides a specific expertise. E.g. we collaborate with the Foundation Nantik Lum, experts in access to funding, and with other funding entities to help the participants get access to micro-finance. The organisations that want to get involved must be honest when assessing the specific support that each one can provide to ensure that each entity takes care of the issues that it manages best.

**Advice to peers**
A difficulty that must be faced is that the duration and exact extent of the support to be provided cannot be determined ex-ante: they depend on the needs and evolution of the beneficiary, and also on his/her commitment and availability to participate in the proposed activities. The approach should be kept as open as possible. E.g. when working in the consolidation of businesses run by immigrants, their lack of time to get involved in the proposed activities was an important barrier that forced us to find alternative methods to help them. It is advisable to apply and combine good practices and methodologies that have proven to be useful in other contexts, and to exchange best practices with peers, so that the professionals in charge of implementing the programme have diverse and varied resources that help them to deal with specific situations that might need a differentiated approach.

**Potential areas for transfer**
Our methodology is transferable to other contexts, with the necessary adaptations to meet the needs of each specific target group. We are open and willing to share it with other peers and we are used to collaborate in this direction. We have already transferred it to another country, Georgia and we are currently working on transferring it to other areas and other countries, such as Latin America and Egypt. To achieve optimal results, the local professionals should be capacitated and trained beforehand and regular contact should be maintained with them. E.g. in Georgia we organised a study visit before they started to implement the activities. Adequate change management is necessary, the necessary resources must be analysed, planned and effectively dedicated to the action (if less resources are available, the activities can be re-defined in accordance, or only some elements can be transferred).
Additional information
http://www.vivesproyecto.org  / (information available in Spanish).
https://www.accioncontraelhambre.org/en/social-action-spain (information in English)
I have been a teacher in secondary education for 13 years now, but I started my career as a businesswoman. For the past 6 years, entrepreneurship has been one of my core businesses in the education of my pupils.

Katrien Kesteloot kestelootkatrien6@hotmail.com Viber/WhatsApp: 043.21.02.32

Katrien Kesteloot

Languages spoken: Dutch, English and French, Italian and German

Successful practice originally carried out in: Belgium

KATRIEN KESTELOOT, Teacher in Secondary Education
“Companies should be like godfathers to pupils and start-ups so they can share experiences”

Successful practice: Small Business Projects

I changed from the world of business to the world of education because my children were taught economics in a very theoretical way. When I started to teach pupils in their final year of secondary education, they were exhausted and tired of school. I thought about how I could motivate them to end their career in secondary education in an enthusiastic way. I started to invent tasks and try things with the pupils. Eventually we were picked up by Vlajo (Flemish Young Entrepreneurs) who have supported us since then in teaching my pupils entrepreneurial skills through a Small Business Project. It is something this economy (and the crisis that we have been through) cannot do without. However, I also do it because I was an entrepreneur myself before I became a teacher. I quickly noticed that theory is not enough, practice makes perfect and you need to give pupils time to let them find their drive to be entrepreneurial. That is why each year again, I organise these Small Business Projects. It is also something that the government supports and stimulates; therefore, I think it is a big deal.

Last school year, we ended up in fourth place at the JA-YE European Company of the Year Competition. This is not something that is simply achieved. It takes two years of hard work and determination. In the fifth year of secondary education, pupils get an entire year to come up with an idea they want to put into practice in the final year of secondary education. They spend the fifth year brainstorming about their idea in order to get a good business plan at the end of the school year. Twice, I took my pupils to the university where they taught a course on creative thinking to get them inspired. They work until the end of May and then they have to present their idea. I often invite external parties to help me mark the presentations and to give them feedback. In the final year, they work out their idea and try to get their product on the market.
For me as a teacher, these Small Business Projects are most successful when pupils gain something: knowledge about entrepreneurship, confidence to start up their own business or just to be more entrepreneurial in daily life. However, with two projects, we really were able to take it to a higher level and participate in a national and then an international competition. By then, the pupils have developed certain skills like presenting their product in English, introducing themselves to people and structuring information about their product and the business plan in just 4 minutes.

**Success Factors to keep in mind**

As a teacher, you have to be enthusiastic and keep track of what is going in economics. You have to have enough background knowledge to explain to pupils how this project could be transferred to a real life business. You have to be able to solve conflicts between pupils or at the least be able to guide them in solving the conflict. You also have to realise that you are not alone. You have to surround yourself with people who know more about entrepreneurship than you do but who are complementary to your own knowledge. I got a lot of support from Vlajo (Flemish Young Entrepreneurs), I could always call them whenever I had difficulties with something.

Most of the time, the ideas of the pupils are not that innovative but the aspect that could bring something creative to the idea, is the perspective of the teacher. It is easy to sell cookies and fruit at school, but I always try to push the pupils to make them come up with something creative. Most of the time, the products they use have already been invented (like earplugs of a lid), but they come up with another purpose, function of target group for their product. Nevertheless, you have to protect the pupils because some products cannot be completed in the limited amount of time we have. Simple and small ideas are most of the time the most interesting ones.

To make a Small Business Project a success you need support from the school and the principal. In addition, the idea has to be good and the pupils have to be motivated to make it work.

**Multi-stakeholder approach**

To get other partners involved, I think a good network is very important. You have to dare to talk to people and appeal to them. If you sometimes do something for them, they will do something for you. I contacted people whom I studied with, people I met during events or someone I knew through someone else. Most of the time I made the first contact for the pupils, but then they have to continue making more. It is their project. At first, pupils are quite shy or afraid to contact someone they do not know, but it’s a learning process. This is an advantage of the Small Business Project; they really get to know many people and train their networking skills.
Advice to peers
First, good communication is very important. You need to be clear to your school and your colleagues about what you are going to do. If the management or the principal is not up for it, then it is very difficult to make good entrepreneurial education that is linked to real life businesses, work.

Second, it takes up a lot of your time. If you want to give the pupils a chance in getting a real experience, you will have to work a bit harder but you have to like it, you have to inspire them so they are motivated to keep going, even if it does not work out the way they have planned. However, that is also something pupils must learn. That it does not always turn out the way you want it to be and then they have to cope with the frustration and the disappointment. You do not want to do this for yourself; you do this for the pupils. It also takes up a lot of time from the pupils themselves. They are already spending 32 hours learning at school, they all have their after-school activities and these Small Business Projects take up extra time. It is important for pupils to try to find a balance between still finishing their schoolwork, working hard on the project and relaxing.

Third, not all Small Business Projects turn out to be a success. Most of the time, the idea that pupils have is good and the guidance we get from Vlajo is very good, but sometimes the problem lies with the pupils themselves. They are still quite young and they still need to learn how to cope with difficulty and bad luck. On the other hand, if pupils succeed they need to keep both feet on the ground. Sometimes this is hard to do, success goes to their heads easily and only then you see how strong the team really is. The team is only as strong as the weakest link. Then you have to give them enough feedback so they can learn.

Potential areas for transfer
I sometimes see that pupils who are struggling at school, suddenly see that they can really achieve something with their idea and that they become more entrepreneurial. Last school year, I saw it again. One business idea was particularly strong, but pupils who got the highest grades at school did not invent it. This year, some of those pupils are really doing well as students and I truly believe that this is because of the entrepreneurial mind-set, because they were challenged to do something different. It is really a success story.
I think pupils of the ages I work with (16-18 years old) are the ideal group to get involved in a Small Business Project. Because I teach economics, I guide the pupils through the Small Business Project in the subject Economics. What I would really like to see is that pupils who do not take economics as a subject in secondary education, also get involved in starting up a Small Business Project. Why can’t pupils who take Science or Latin be involved? Is it that improbable that they also want to learn these things? We should be able to expand it to everyone who is interested.
JAMES WILLIAMS, Senior Lecturer, School of Computing
“Engage local businesses to make it relevant for learners”

Successful practice: Initiative - Swansea Startup Weekend
The Start up Weekend is organised by a network of educators and entrepreneurs within Swansea. It receives sponsorship from the Welsh Government, with a view to support start-ups within Wales. The weekend is organised under the umbrella of Global Start Up weekend, providing opportunities to engage in an International competition, supported by Coca Cola.

When starting such an initiative, I always try to make the modules I teach as practically engaging as possible and teach the theory alongside practical engagement. While teaching the Entrepreneurship module within the School of Applied Computing, when I heard that the Start-Up weekend (SUW*) initiative (https://startupweekend.org/) was being set-up by the local Enterprise and education community (http://www.up.co/communities/uk/swansea/) I jumped at the chance to support the initiative as I saw this as a great way to enhance the practical element of my Teaching and allow students to enhance their Enterprise and Employability skills to prepare them for the module’s assessments (which includes an new Product Pitch & innovative Business plan).

Participants in the *SUW create a viable business idea, conduct market research, complete an business plan, practical prototype development and pitch in one weekend. An excellent Team-working initiative supported by successful industry professionals.

Success Factors to keep in mind
Some crucial pre-conditions for student engagement and success in this initiative include preparing them with an enterprising mind-set so they can quickly acclimatize and actively engage with the weekend’s activities. The students had been studying Enterprise & Innovation (aka Entrepreneurship) during the Semester, this gave them a clear awareness and understanding of the key elements and considerations needed to start a new business. As a result of this, the students possessed the knowledge to give them the confidence to engage present and succeed.
Multi-stakeholder approach
I approached the event organizer to initially assess the suitability of the event for our students and secondly to see how I could support the initiative to ensure it was launched and sustained. I was also approached by the Enterprise Manager at the University with a request to support the organization of the initiative. By communicating the benefits of the event to the students in terms of preparation for the module assessment, additional marks available for the ‘Practical Application’ aspect of the assignment, the opportunity to enhance employability skills, networking and future opportunities that may arise - attracted students to participate. I also invited the main organizer of the event to talk with the students to further promote the benefits of the event. The accumulative success our students have achieved at the event has also enabled me to showcase past student success which has further increased student interest. Inviting our Graduates who in the recent past have either won the event, achieved a top 3 place or have started successful companies as a result of attending the weekend has also increased student interest.
Perhaps the most important factor that encourages studentstoparticipatein themodule and SUWis helping them to identify their intrinsic motivation - helping them to find out what they are passionate about and what positive change they would like to see in the world. From this, students can create positive solutions that can make a real difference in the world. Igniting this passion and helping students to channel their creative energy in a positive way greatly enhances engagement.

Advice to peers
Advice: Just do it. Being pro-active to create or engage in such an initiative adds so much value to an academic module and gives students a fantastic opportunity to develop themselves and realize their potential. The result can be so rewarding for the students and support staff: http://goo.gl/a5o144.

Potential areas for transfer
The activity is currently targeted at UWTSD applied computing students, and is transferable to any program of study within the University and our partner colleges (UWTSD has two colleges of further education within its group).

Additional information
Information about James is on the University of Wales Trinity Saint David Website http://www.uwtsd.ac.uk/staff/james-williams and the School of Computing include information about the industry links on http://www.uwtsd.ac.uk/computing/ Promotion for Start Up weekend http://www.up.co/communities/uk/swansea/startup-weekend/6603
Successful practice: Encouraging students to develop a Product Lifecycle Management business approach

In the academic year 2011/2012 the Faculty of Mechanical Engineering (FME) in Skopje, at University Ss. Cyril and Methodius (UKIM), with the new Master of Science study programme was launched in PLM (Product Lifecycle Management) and up to now, more than 80 students are enrolled. That new programme received very high interest between young engineers. Product Lifecycle Management (PLM) is a systematic approach for managing the life cycle of a product, from its design and development to its ultimate disposal and touch on every aspect of an enterprise. The ability to effectively integrate and use product information is important to sales and service, marketing, production planning, plant operations, customers, and suppliers and need detailed, timely knowledge of what products are being designed and produced. With this creative approach, students learned how to: better manage the product data, extend the product’s life, introduce their product faster to the market, widen the product range, sell the product in more markets, increase the value of product portfolio by rapidly integrating a new acquisition, decrease company costs by reducing product recalls, failures and liabilities.

The PLM study programme has contributed towards the dissemination of EU standards in Higher Education in the engineering education in the Former Yugoslav Republic of Macedonia (MK), Croatia (HR) and Serbia (RS) through development and implementation of modern engineering curriculum of the 2nd cycle, recognised in the European Higher Education Area and to preparing the students for European competitive market.

Our University is the member of the PLM InNET – PLM International Network, with universities from Italy, Slovenia, Croatia and Serbia that have been developed by PLM Master of Science study programme, developed with support from European Commission through Tempus programme. PLM InNET was founded in 2011 as a result of continued scientific cooperation of entrepreneurial and innovative spirit promotion between the students and engineers.
At the FME at UKIM, we have established a PLM Centre of Excellence with the best worldwide producers of PLM software (Siemens Industry Software) by means of full license of Siemens PLM Software at the beneficiary institution which gives the opportunity to increase the cooperation among university and companies by joining projects and employees training. The PLM Master Study programme and PLM Centre have a wide impact in the country, because of the following achieved goals: preparing the students for the labour market, increasing entrepreneurial capabilities, making a strong connection among faculties and employers, and improving knowledge and skills for innovative thinking according to the demand for labour force in the modern world.

**Success Factors to keep in mind**
This programmeteaches students and increases their capabilities to be innovative and entrepreneurial oriented, by increasing an enterprise’s flexibility and agility to respond swiftly to new changes or new markets and competitors, in the following lines:

- Delivering more innovative products, services, and marketing—improving customer intimacy;
- Reduce costs, improve quality, shorten time to market and ROI—increasing revenue and profitability;
- Establish more comprehensive, collaborative, improved relationships with their customers, suppliers, and partners—ensuring long-term corporate viability;
- Integrate people, information, processes and business systems, providing high productivity and quality of teamwork;
- Support the extended enterprise (customers, design and supply partners etc.); fastest way to respond to specific consumer demands, frequent changes in products, production methods and other demands.

**Multi-stakeholder approach**
The mission of PLM InNET gives our multi-stakeholder approach: To gather and join institutions in the field of Product Lifecycle Management (PLM) which represents an all-encompassing vision for managing all data relating to the design, production, support and ultimate disposal of manufactured products, with the aim to become leading association in innovative education, research and promotion of PLM strategy, processes and tools.
Advice to peers
We encourage our students to be pro-active to create their future, to develop their skills and to realise their dreams. We would advise peers to implement this approach as key aspect into their methodologies.

Potential areas for transfer
Through PLM International Network this programme and strategic approach for students and engineers is transferred to the other countries in Balkan area.

Additional information
www.master-plm.net
http://plm-courses.mf.edu.mk/
MASSIMO AVANTAGGIATO, Project Manager

“Education to entrepreneurship is a double challenge: economic, in the sense of contributing to the development of new enterprises and to the improvement of the economic indicators, and also a “human” and social challenge, in which the real outcome is to see a person / group of persons that take and realize their idea in the drawer”

Successful practice: ‘Target 50: il quartiere crea impresa’
The project, financed by Apulia Region and implemented by Unisco, worked with two entire neighbourhoods of Bari, Carbonara and San Paolo, to develop the most favourable conditions to sustain micro entrepreneurship in the area. This was achieved through an integrated path made of informative training, supporting and technical actions (Unisco side) mixed with a financial contribution for the start-up (Comune di Bari/European Commission).
The target area was an underdeveloped area of the city, where most of the businesses were avoiding paying income tax to the state (i.e. working black) and so out of the control of the municipality and of fiscal regulation. Unisco worked in team with associations that were already active in this area promoting entrepreneurship education with a mix of practice and theory, formal and non-formal learning, real life experience and talks from experts. In the framework of this project, 50 new businesses (small and micro) have been created; most of them run by young entrepreneurs.

Success Factors to keep in mind
The project was innovative because for the first time entrepreneurship education was linked to the social impact of entrepreneurship for the development of an entire community. The participants felt that social redemption was possible by letting hidden business emerge and become visible to fiscal regulation (while they previously were working black).
Another key element for the successful implementation of the project was the involvement of actors perceived by locals as part of their community, the foundation Giovanni Paolo II and social cooperatives. Thanks to the interaction with them Unisco was not perceived as an “alien” so the practice and the proposal was not received as something top/down but rather a path to be built jointly.
Multi-stakeholder approach
For the specificity of the project, it has been important to have the involvement of the right actors. The municipality had funds to finance new businesses but without Unisco, the informative, formative and technical actions within the community would have not been possible. On the other hand, Unisco without the foundation and the local social cooperatives would have failed in conquering the trust of the local communities.

Advice to peers
To implement a project in a community that is very close and that has lost trust on the policy makers and its initiatives, it is advisable to interact with a mediator, someone able to introduce you to the target groups and mediate between them.
Another important suggestion is to know very well what the reasons for the failure of past similar initiatives were. In the project we discovered that “training” simply did not work in the past but that we had to mix it with activities that would attract the interest of the people, more interactive and non-formal.
Lastly, even though this project has a sponsor for the financial side, we always tried to make the participants feel in an entrepreneurial way so we told them that funds were available for them just in the last steps.

Potential areas for transfer
The project was implemented in two neighbourhoods of the city of Bari. Two underdeveloped areas where business is not developed and people are used to working black to avoid fiscal controls. This target group is representative of many other similar target groups not just in the South of Italy but also in Europe: not developed communities where lack of institutions, education and jobs create the conditions to poverty and social tension. The periphery of Bari could have been any periphery of a big city in Europe.
The project could be developed also with a less complicated target group but generally, where there is a situation of poor social conditions that could be improved by promoting enterprise and self-employment.

Additional information
http://www.unisco.it/website/
http://www.unisco.it/page/progetti/4/target_50:_il_quartiere_crea_impresa/ (in Italian)
http://www.fondazionegiovannipaolo2.it/?target_50&PHPSESSID=69b5ec974565e398f27778466c882af (in Italian)
I am a speaker, author, a visionary & experienced business strategist & coach/CEO at Atlas Consulting. I have been fostering and building businesses for more than 15 years. My Masters from Essex has stood me in good stead to advise businesses on an international scale, yet it is my natural flair for nurturing that has been a key to my success. I approach businesses holistically and organically, bringing new ideas and energy, and then guiding the first steps until it truly runs on its own legs. My business consultancy guides SMEs through financial planning, business modelling, corporate planning and funding, business development and network development so that they are able to start running or continue running their business. I help start-ups & established companies to grow, innovate and remain sustainable.

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Languages spoken:
English and Greek

Successful practice originally carried out in:
Greece

SOUSANA PATSOUMI KALFA (BSc, MSc, Dip.AIA), CEO of Atlas Consulting and Business Strategist & Coach – Cert. Tax Accountant.

“The teams have to be coachable, to be humble, to have multidimensional competencies, to have an entrepreneurial mind-set and to know how to constantly innovate and how to manage the innovation”

Successful practice: Creation, Crash Testing, Assessment and Reassessment of Business Models

Being a founding member of a Consultancy and Training Company, that dealt with Innovation Management and Coaching, we ran the first Startup Accelerator in the region of Central and Eastern Macedonia. Our partners in this program were the Technological Educational Institute of Thessaloniki and the Commercial Chamber of Thessaloniki. The program consisted of intensive training and coaching sessions. During the training sessions, I prepared and delivered a course under the title “Creation, crash testing, assessment and reassessment of Business Model”. As the training part of the Acceleration Program concerned adult education, I applied my extended experience on adult learning to deliver a course suitable for young adult entrepreneurs. The main pedagogical path that I applied was towards the delivery of a series of talks and coaching dedicated to how to choose a sustainable and viable business model that provides the suitable grounds for a venture in order to thrive. During the training sessions, I presented several case studies of successful and unsuccessful business models and the teams had the opportunity to interact and also to find out which business model was the most profound for their case, by using experiential methods of training. As a result, the teams managed to understand how crucial the selection of an appropriate business model is, to advance their entrepreneurial mind-set and were able to adopt techniques in order to transform their business concepts into real business.
Success Factors to keep in mind
Initially, the Acceleration Program was started by studying the needs of the early stage start-ups. We set the training objectives and we established 10 intensive training-coaching blocks that the start-ups needed to undertake. I ran interviews with all the teams in order to learn more about their business concepts and also the business model that they preferred. After I had enough information for the interviews, I prepared targeted talks for business modeling that addressed the needs of the team; the talks were developed based on the start-up needs. The obstacles/ difficulties that I faced were the lack of knowledge in international trends in terms of innovative business models, and this was one of the main obstacles to overcome. The trainees had limited knowledge about the business modelling, as they had limited entrepreneurial experience. I used examples; I encouraged them to interact with successful start-ups in Greece and abroad, to participate in international events and to never stop to learning about the latest trends in strategic business modelling.

Multi-stakeholder approach
We collaborated with the Technological Educational Institute of Thessaloniki and the Commercial Chambers of Thessaloniki as well as with regional enterprises that deal with innovative products and services. We approached them by sending them formal proposals of interest and they warmly embraced our initiative!

Advice to peers
Collaborators help the teams to gain experience on the aspects of entrepreneurship and innovation and to hear from the real life span of entrepreneurship. We motivate to participate by giving examples of successful business modelling that help start-ups to expand exponentially.

Potential areas for transfer
The project is directed to adults that want to transform an idea into a global business or newly established companies that are still working on finding a viable business model for their venture or that need extensive knowledge and skills in order to build a prototype innovative product or service. Other target groups that it could be transferred to are young entrepreneurs, young aspiring entrepreneurs, women entrepreneurs and women aspiring entrepreneurs. The project could also be delivered in other more specialised business sectors such as environmental driven business concept (green entrepreneurship) etc. Some crucial key aspects for a successful transfer of the project are the use of suitable examples and case studies according to the audience.
KATHARAKIS MICHALIS, Business Innovation Advisor/Teacher - and Member of the Board of Directors at Technological Educational Institute of Crete. “Interaction with students is crucial in order to make them realise the innovation phenomenon in a company”

Successful practice: Innovation, Innovation management and Intellectual property
During the first semester of postgraduate studies at Technological Educational Institute of Crete, I prepared and delivered a course under the title “Innovation, Innovation management and Intellectual property” for Business Administration students. This course aims to explore and explain the definition of Innovation management and the role of intellectual property in innovation and technology diffusion. It also aims to identify how technology is being developed and disseminated in different sectors and if companies can count on IP protection to protect their investments while serving their users. The course covers the following topics: innovation principle and definition, innovation typology, innovation and patents, sources of innovation, innovation development, entrepreneurial discovery, turning patents in innovations and spinoff/spinout companies. As postgraduate studies concern adult education, I applied my extended experience on adult learning to deliver a course suitable for business executives. The main pedagogical path that I applied was towards the delivery a series of lectures dedicated on the practical aspects of innovation management and techniques applicable in everyday company activities. During these lectures, case studies were exhibited and role-playing and team working methods were used. As a result, the students managed to materialize knowledge in skills and were able to adopt techniques to their everyday work.

The course was inspired by the current situation of the entrepreneurial sector in Greece. I started by studying the enterprises daily needs as innovation management is concerned here. I conducted interviews with enterprise officials to define the main issues of innovation management. The results were gathered and the lectures were developed on the basis of this analysis. Several issues were redefined in classroom according to the needs of the postgraduate students.
Success Factors to keep in mind
The approach of the subject on a basis of knowledge usability is one of the main innovations of the project. I positioned the students towards the realization of knowledge as a result of their in-class work rather than presenting the theory on a screen and I converted the students from passive receptors to active reactors. I also invited entrepreneurs that incorporate innovation into their companies, as well as directors of innovation management companies, in an effort to stimulate interest of the students. In order to have a successful approach I think that working experience was a key aspect for understanding innovation issues and intellectual property rules.

Multi-stakeholder approach
During the preparation and the lifetime of the course, I collaborated with the Science and Technology Park of Crete and with several local enterprises that had already included innovative actions into their portfolio, in order to use them as successful real-life examples. The involvement of successful entrepreneurs in the course allowed the students to obtain a more realistic view of what entrepreneurship can mean and require. These collaborators helped the students to gain experience on the aspects of innovation since they participate in the innovation evolution by hearing the story of an entrepreneur.

Advice to peers
The low level of firm innovation in Greece is one of the main obstacles to overcome when you are working in this sector. The trainees do not have knowledge about innovation principles, as they usually do not experience it in their daily work. In order to overcome this barrier I used examples and in-class exercises. I would advise peers, who intend to set up similar courses to interact with stakeholders, counsellors, professors and successful entrepreneurs in order to acquire the necessary experience and knowledge on innovation management and to motivate the participation of students by giving them successful examples of innovation.

Potential areas for transfer
Although the course was originally designed for higher education students, who study Business Administration, it can be easily transferred to aspiring entrepreneurs, start-ups, entrepreneurs and people working in enterprises. Preconditions for a successful transfer can be the use of suitable examples and case studies according to the audience and the examination of student needs.
SUE POOLE, Enterprise Education Manager

“I passionately believe that an entrepreneurship mind-set and skillset is a key development, not just for developing the learner to achieve success for themselves but also importantly for the community that they live in.”

Successful practice: Entrepreneurship Academy Wales (BTEC qualification)

I was instrumental in designing and delivering a Fast track level 3-business qualification to be delivered over the course of one year. The outcomes are the equivalent to x 3 A levels with business start-up running parallel to the academic qualification. The students are generally aged 16-18.

The Curriculum and outcomes were prescriptive however; the way it was delivered and assessed had some scope for innovative approaches. We had 12 –delegates in year one. I felt involving businesses at an early planning stage was vitally important for a number of reasons:

- Funding – sponsorship for each student £1000.00 cash
- Mentoring – providing facilities e.g. hot desk, attending networking breakfast with them, attending events, shadowing,
- Creating a sense of the real world business early on in the qualification will help to motivate and inspire students.
- Building relations between business owners and students early on ensures a higher level of commitment throughout the program

Some businesses provided funding and or time for mentoring and some provide both.

When launching the initiative, it was very helpful that I already had my own network of local businesspeople through my previous roles, but I could have engaged with the numerous business networks across the City including Chamber of commerce, Federation of Small Business (business networks) etc. I approached my contacts and pitched the concept of supporting a budding entrepreneur to gauge the support these businesses could offer.
I believe that having those one to one face-to-face conversations helped me sell the concept and engage these successful businesses. Ideally, if you have the passion for the project you should do this yourself. However if you cannot sell you need to bring in someone to do it for you.

**Multi-stakeholder approach**
I worked with other agencies that provided support for young people who are looking to start a business – e.g. Princes Trust. In Wales, we have a network of entrepreneurial role models as part of the Big Ideas Wales scheme [www.bigideaswales.com](http://www.bigideaswales.com)
The students on the program were expected to act as if they were in a professional working environment and wore business dress when they attended events or were engaging with their mentors.

**Advice to peers**
All those involved in the teaching need to be supported to deliver in an innovative way. As this is assessed work that provides formal credits for a qualification, we had to explore ways in which the students provided evidence to be graded that developed their entrepreneurial skill. So, rather than providing a written piece of work to demonstrate leadership, the students worked in teams to buy and sell items at a market and provide evidence of negotiation skills, cash flow and marketing. We used witness statements and they videoed one another engaging with buyers and sellers and negotiating prices with suppliers.

Obstacle – involving the students in an experiential learning scenario is more time consuming for the educator that more traditional classroom based activities; however, learners loved it as the results were good in terms of grades and was meaningful.

Educators need to be empowered to be able to have the freedom to develop and assess the work, in line with the external verifiers. In this case it was the internal verifiers (i.e. those from the College itself) that were saying such a portfolio of evidence might not be sufficient robust. The externals thought it was good practice.

**Potential areas for transfer**
Learning and assessing the learning via a portfolio of evidence, that includes video and reflective pieces of writing from learners can be transferred across levels and programs of study.
Dr. MARIA PAPADAKI, Senior Relationship Manager – Risk Manager

"Developing your own training programme in Risk Management is a “risk” itself"

Successful practice: British University in Dubai (BUiD) – Dubai Centre for Risk Management (DCRM)

I created, launched and managed the Programme Management Office (PMO) for the British University in Dubai and the UK Russell Group Universities (The University of Manchester, The University of Edinburgh, Cardiff University and University of Glasgow). The main goal was to strengthen relationships with the strategic partners (including Al Maktoum Foundation, Development and Investment Authority, the National Bank of Dubai, the British Business Group, and Rolls Royce PLC) through follow-up meetings with senior leadership.

I have created and built the Dubai Centre for Risk Management (DCRM). Based at the British University in Dubai, Dubai Centre for Risk Management is a unique and ambitious centre of excellence for research, education and capacity building in enterprise risk management and allied disciplines. Dubai Centre for Risk Management is a knowledge hub connecting researchers, senior executives and risk practitioners across the United Arab Emirates (UAE) into a global risk management network. The centre delivers opportunities for industry – academia collaboration building on the experience of successful partnerships in Manchester. Dubai Centre for Risk Management creates a community of practice for risk practitioners across the Middle East through a competence – based assessment programme with pathways leading through to doctoral level research. The centre also undertakes “mainstream” research and consultancy services through a unique “risk-lab” environment and offers Continuing Professional Development courses in a range of risk related activity domains. I have also designed and managed a network forum and support platform to improve risk awareness, training, coaching, and consulting in the Middle East.

I dispose of more than ten years’ of experience in Risk Management from both Academia and Industry, with numerous of years in the implementation, development, improvement and management of risk frameworks, tools and techniques. Possessing excellent communication skills combined with the ability to relate well to people at all levels, I can be exposed to a wide range of areas and have the ability to manage, lead projects, influence people, motivate and drive change in different environments.

Languages spoken:
Greek, English

Successful practice originally carried out in:
Dubai (United Arab Emirates)
The centre also delivers training programmes to senior executives. I was in charge of preparing and teaching a programme entitled “Risk Management for Leaders”. The goal of the programme was to teach executives how to measure their company's risk level, how to manage threats from uncontrollable external events and how to respond to reputational and brand risks. Also, I wanted to prepare them to develop and implement decision-making structures and processes that anticipate, prioritize, and mitigate risk across their work by examining the latest research and best practices in risk management. I used real-world case studies, in order to explore the ways that strategies and enterprises can prepare for the consequences that result from failures in compliance, internal controls, or unethical employee behaviour.

**Success Factors to keep in mind**

Even with sophisticated models of risk exposure in place, companies are becoming more vulnerable to sudden geopolitical crises, natural disasters, and competitive threats. This intensive programme provided the frameworks that senior executives need to reassess and strengthen their company's approach to risk management. They also learned to develop winning strategies that balance innovation and risk, prepare for the consequences that result from "novel risks," and sustain a long-term competitive advantage.

Being a woman, leading a project and teaching, in United Arab Emirates was the biggest obstacle for me. I worked hard and after many different approaches that I used to attract executives I managed to convince them that my gender was not an obstacle. My career so far also helped me overcome any difficulties that occurred during the implementation of the programme.

**Multi-stakeholder approach**

My training programme was developed in Dubai Centre for Risk Management with the collaboration of:

- British University in Dubai (BUiD)
- The University of Manchester
- Dubai Development and Investment Authority
- National Bank of Dubai
- British Business group
- Rolls Royce PLC

Through the collaboration with BUiD, it was easy to approach collaborators through university’s communication channels. The university also helped me to approach senior executives potentially interested in attending my programme.
Advice to peers
Developing your own training programme in Risk Management is a “risk” itself. The best advice I can give to peers who are willing to create a similar programme is to use their connections the best way they can. Collaborations are crucial when developing a Risk Management training programme. Also I would advise them to equip themselves with the skills to integrate risk management into strategy formulation and execution, and to provide their participants with a blueprint for generating long-term value.

Potential areas for transfer
The main target group of the “Risk Management for Leaders” programme was senior Executives and risk practitioners. It could be easily transferred to other target groups like VET providers and entrepreneurs. Also it could be transferred to Higher Education Institutions and the Adult Education sector.
From 1990-2015 I have been the director of the Private Secondary School SOS SD Jednota and the Private Hotel Academy SD Jednota in Samorin. I am a member of the accreditation commission for vocational subjects of the Ministry of Education of the Slovak Republic. I am an author and co-author of the training texts for tourism and a project manager of the ESF projects, currently at the position of a professional advisor of the Director of the schools mentioned above.

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Languages spoken:
Slovak, Hungarian and German

Successful practice originally carried out in:
Slovakia

Providing support to the creativity of the teachers educating future entrepreneurs

Our Private Hotel Academy and Private Secondary School focused on the sectors of gastronomy and tourism provides a complex training of the students to perform professions in the respective sector, and on further education of adults in the field, and thus in the form of continual internal education and specialized requalification courses. The aim and the vision of the school is to provide the best possible training to the graduates so that they would enter the labour market in Slovakia and abroad, and to improve skills and knowledge of our educators so that they would use innovative methods to provide an education which is attractive and useful for the students and which would reflect the real labour market needs.

Within various projects (national and European), our school has gained the state-of-the-art equipment in the training rooms and workshops. The school has also been focusing on the education modernization in the sense of education contents. i.e. innovation of the education structure, education programme, introduction of modern forms and methods to the education process, and verification of new education materials with the aim to achieve the most possible comprehensive interconnection of the theory and practice. The implementation of the projects comprises the entire team of professionals including both educators teaching subjects, which are focused on the development of entrepreneurship skills, and the training form mentors.

The development of the entrepreneurship skills is basically a new field of education on all levels, and is dynamic, complex and requiring specialization in economics, law and soft skills development. Our educators are fully supported in their activities and creative ideas. We are creating a space for external education (workshops, seminars), and we are also ensuring internal counselling and consultations provided by the school management. We support our educators in sharing information, their knowledge and skills with other educators, and thus in the form of presentations and discussions of the subject commissions.
Consequently, the common outcomes of the educators are new innovative education and didactic materials and methodologies which are used as an extra education material, since the officially stipulated materials are out of date and are not complying with the labour market needs.

**Success factors to keep in mind**
Our school is attractive in the region and successful on the national level, because we are trying hard to make our students and educators grow in the meaning of education, skills and the overall approach in the respective sector. We are also trying to create the best possible conditions for labour market entry, career development and introduction of innovative elements into entrepreneurship. Apart from elaboration of the education, didactic and methodical materials, the educators are trained and motivated to further educational utilization of the students’ outcomes. These elements and the form of students’ testing (developed testing e-portal) are considered as the innovative elements of our education activities because they help students to get orientated and to work with other than traditional methods.

In case of the educators, such an approach enables them to improve their creativity and skills potentials.

First, our success has resulted from the enthusiasm of the school management, good communication with the educators, their effective coordination and the systematic nature and persistence in the course of the new tasks fulfilment.

After finishing the courses within the particular projects, the participants (educators) receive certificates on their new knowledge and skills to be transferred as an extra education and training curricula dedicated for students.

**Multi- stakeholder approach**
During the implementation of the projects and initiatives, we cooperate with the profession associations, the experts in the particular sector, and the IT education expert. The external experts participating in the projects are financially evaluated, as well. Apart from the financial motivation, we provide them with an opportunity to promote their companies/ associations at school, in the region and in the community of the project partners, to make contacts on different levels, and to take part in the education process of the school, and thus in the positions of professional lecturers.

**Advice to peers**
In the implementation of the above mentioned activities and initiatives, the first necessary thing is to be “a flexible educator and a manager”- i.e. to harmonize the process with extra activities. Our school solves this limit by schedule modifications and organization of the out of school activities, while the most important aspects are coordination and cooperation at all school levels and departments. For those who would be interested in similar initiatives, we recommend to be utmost patient and to focus on results which would be beneficial for both students and educators.
**Potential areas for transfer**

The projects and initiatives implemented by our school are determined for both teachers and students benefiting from the physical outcomes (textbooks, didactic and methodical materials), and from the opportunities to attend courses of various focus (e.g. development of assertive communication, digital education, utilization of electronic testing etc.). These activities are suitable for any group of educators in the field of gastronomy and tourism, but also for the educators in other sectors and on any education level.

Based on our experience, it is necessary to require creativity from the target groups and own initiatives from the educators when conducting transfer of such activities and initiatives.

**Additional information**

http://www.hasossamorin.edu.sk/
LUDMILA VELICHOVA, University Educator

"The basis of our success was the enthusiasm for work with young people"

Successful practice: Practices Enterprises – creating real-like entrepreneurship experience in formal education and training

At the Department of Pedagogy of the Faculty of National Economy at the University of Economics in Bratislava, we coordinate a specialized unit of the Slovak Centre of Practice Enterprises, which is roofed by State Institute of Vocational Education (an agency of the Ministry of Education, Science, Research and Sports of the Slovak Republic). A Practice Enterprise (also known as a practice firm or virtual enterprise) is a virtual company that runs like a real business silhouetting a real firm's business procedures, products and services. The Slovak Centre for Practice Enterprises simulates state administration bodies (in Slovakia it is the Department for Business Licensing, Commercial Court, social and health insurance, tax office, customs office) and also practice bank (including internetbanking), and organizes educational events for teachers and trainers of Practice Enterprises (PEs), leading training projects and organizing international PEs Fairs. It is a teaching methodology with tradition, in countries with developed market economies it can be tracked for over forty-years, in Slovakia the beginning dates back to 1991. In 2008, Slovakia joined the worldwide network of PEs EUROEPEN-PEN International (PEN) as full member. The popularity in Slovakia is rising, since 1998 the number of PEs dynamically increased from 35 to about 700 in 2012. The reason is very simple - simulation of real practice in the learning environment of PE provides excellent preparation for future activities in employment, and in addition to professional knowledge and skills of students, it conveys the key competences. Now PE is taught in our schools as a compulsory or facultative subject. It integrates theoretical knowledge from a number of economic subjects and is a bridge between theory and practice, and what is very important, students also enjoy it. To maintain the quality, we develop the methodology and train the facilitators through participation in various projects.

Languages spoken:
German, English, Russian, Czech, Slovak

Successful practice originally carried out in: Slovakia
Success factors to keep in mind

Bringing PEs into formal vocational and also higher education in Slovakia represented a significant innovation itself. The formal education can be very rigid at times, and sometimes tends to be a quite closed system here. Gradually, we started to focus on creating contacts with the real business practice through partnerships with entrepreneurs, on international cooperation - first with neighbouring V4 countries (Czech republic, Poland and Hungary) and later in a wider European context, on organization of (and participation at) international and regional fairs of the PEs.

The advantage of this form of curriculum integration is the pursuit of maximum approximation to the real practice. Therefore, the pedagogy has to evolve over the time. Since 1998, I have worked directly on the continuous development of the methodology, and we also train the educators working with the trainees.

The basis of our success was the enthusiasm for work with young people. The success was also strongly supported by the experience, contacts, team spirit, openness, creativity and patience.

Participation in all projects and education programmes, fairs, contracting days and competitions is always acknowledged in the form of certificates for programme graduates, or participants of the project activities and initiatives.

Multi- stakeholder approach

The key partner for the activities is the State Institute of Vocational Education (an agency of the Ministry of Education, Science, Research and Sports of the Slovak Republic), that initiated and roofed many projects focusing on PEs. Apart from the Institute, we work with our partner Centres of Practice Enterprises in other countries (especially Austria, Germany, Czech Republic, Hungary, Poland, Finland...), initiative Junior Achievement Slovakia, we collaborate with Practice Enterprises from the mentioned countries and from other countries as well (Romania, Bulgaria, Lithuania, Italy...), and partners from business (entrepreneurs in the Slovak Republic). In our projects focused on entrepreneurship education, we have important partners in organisations such as Young Entrepreneurs Association of Slovakia, Foundation of F.A.Hayek, Slovak Business Agency etc. When it comes to the motivation of partners to join our efforts, we have been gaining the experts based on the references and past contacts, or via direct communication at the national and international events, in some cases, the contacts of the parents of our pupils and students also helped, and quite often the experts themselves addressed us. Many partners were initiators of the cooperation, or were open to the cooperation from the beginning and there was no need for a special effort to motivate them. As for the professional assessment and peer-review of the outcomes in some of our projects, there is remuneration covered by the project budget.
Advice to peers
Bringing innovation and collaboration with external partners from the business into the formal education with regulated practice is quite challenging; therefore clear and open communication has to be maintained over a long period of time. You also have to continuously work on the update and development of your practice, active development and participation in projects is a way for us. I strongly advise to keep an eye on efficient time management, organize analytical meetings more often, and pay big attention to feedbacks from every activity. In every project, it is utmost important to clearly define the target group and to keep this definition for the lifetime of the project. The goals of the project, a precise organization and time plan of the activities and the thorough control are very important features to be set. Also, for the purposes of maintaining continuity in cases of personal changes, we have developed a database of alternates, which proves being very useful. Joining an established international network with tradition is a very good idea and I can only recommend it. Nevertheless, the work in the national context and establishing and maintaining contacts with local partners is crucial, too, and this work should be linked with your international partnerships.

Potential areas for transfer
In Slovakia, the implementation of the methodology currently dominates the school model. Most PEs work in all types of secondary vocational schools, experimentally at the University of Economics in Bratislava, and now even in adult education. So, the same format has proved applicable to university students and in pilot even for unemployed people. After its successful testing, we will gradually manage to make the first steps towards the re-qualification of the unemployed.
There is also potential for transfer of this practice for the target group of seniors - my colleagues and I participated in the role of observers and expert evaluators in a project targeted to people aged 50+ in the Czech Republic. Also there are other potential target groups of women on maternal leaves, disabled people, or currently migrants, which would be interesting to deal with. PEs have a big potential to be used in the area of informal education and in the third sector.

Additional information
www.siov.sk
www.podnikajte.sk
www.sba.sk
Prof. Dr. RADMIL POLENAKOVIKJ, Director of Business Start-up Centre, Ss. Cyril and Methodius University (UKIM-BSC) & President of National Centre for Development of Innovation and Entrepreneurial Learning (NCDIEL).

“Don’t dream your life, live your dream”

Successful practice: “Innovation and Entrepreneurship” in Primary and Secondary Schools in the Former Yugoslav Republic of Macedonia (FYROM)
The Government of the Former Yugoslav Republic of Macedonia is strongly devoted to increase entrepreneurial literacy among the country’s youth in order to create open-minded, innovation driven, creative and flexible next generations that will create opportunities for themselves. These activities will improve employability skills of young people in the country that will lead to the increased possibilities for youth employment. This in addition, will help productivity growth and competitiveness of enterprises of FYROM.

These activities are also in line with the aim of building a lifelong entrepreneurial learning system - through strong entrepreneurial schools, strong entrepreneurial learning awareness with state of the art technology, institutional innovation in school, and reforms in the curriculum on all levels and continuous teachers’ development and dissemination of the best practices amongst all parties.

The first serious attempt to widely spread entrepreneurial thinking was the introduction of the course “Business and Entrepreneurship” for 4th year students of secondary schools (gymnasiums and art schools) in September 2007. The first 2-days teacher training for all new teachers was conducted in the premises of Faculty of Mechanical Engineering (FME), and the textbook developed for the needs of UKIM-BSC “How to start your own business?” was distributed among all teachers. In addition, during the school year 2007/2008 the first National business plan competition among secondary schools was conducted (organized by Business Start-up Centre at FME and Bureau for Development of Education). The competition became very popular and widely accepted, and in 2011, it was organized under the auspice of the President of the country, while from 2012, the main sponsor and patron was and still is the Prime Minister of the Former Yugoslav Republic of Macedonia.
In the period October – December 2011, we (I led the NCDIEL) developed a background study (on the request of Bureau for Development of Education in the Former Yugoslav Republic of Macedonia) as a basis for introduction of courses “Entrepreneurship and Innovation” in primary and secondary education. Surveys of 1,800 students and interviews with 750 members of management, teachers/professors and support staff at primary and secondary schools were conducted. This activity also evaluated the impact of introduced course “Business and Entrepreneurship” in 4th year of secondary schools. We then presented recommendations from the study and the next steps included the introduction of new courses.

In the period February – March 2012 expert teams developed study programmes for courses “Innovation and Entrepreneurship” in 1st, 2nd and 3rd year of secondary schools (one hour per week) and updated the curriculum for the course “Business and Entrepreneurship” in the 4th year of secondary schools (2 hours per week). The new courses were adopted by the Government and in the period June – August 2012, 2 days training of more than 1,300 secondary school teachers responsible for courses “Innovation and Entrepreneurship” in 1st, 2nd and 3rd year and “Business and Entrepreneurship” in the 4th year of secondary schools was conducted. In parallel, new teaching material was developed and new courses started in implementation from September 2012.

In April 2014, a new programme and curriculum for the course “Innovation” for IX grade of primary school (obligatory course with one hour per week) was officially introduced. This course began in all schools of FYROM from September 2014. In the meantime, we conducted two days training for 600 teachers.

According to the action plan of National Entrepreneurial Learning strategy, (adopted by the Government of FYROM in November 2015) in the period February-April 2015, we redesigned 5 curriculums for courses; (1) “Innovation” for IX grade of primary school, (2, 3, 4) “Innovation and Entrepreneurship” in 1st, 2nd and 3rd year in secondary schools and (5) “Business and Entrepreneurship” in the 4th year of secondary schools. Mixed expert groups consisting of highly experienced national (team leader - Prof. R. Polenakovikj) and international experts (team leader - Prof. A. Penaluna) undertook the revisions.

For redesigning the curricula of the five entrepreneurial subjects in primary and secondary schools, the expert group developed a methodology that could be summarized in the matrix. This methodology is comprehensive and of a high quality, perfectly matching the needs of society and educational system of FYROM. Each of the subjects is divided on five themes, providing gradual expansion of students’ formal knowledge, but also facilitating the students to interact

http://www.ee-hub.eu/component/attachments/?task=download&id=37:Matrix_Macedonia
with their environment and community, learning practically through informal educational methods. The application of this methodology for revising the curricula for entrepreneurial education ensures step-by-step evolving education experience for the country’s youth, blending together both formal and informal educational ways.

New textbooks for all 5 subjects are in the process of printing (December 2015).

**Success Factors to keep in mind**
Strong commitment by the Government and all educational authorities to succeed with the idea
Experienced international (Lead by university of Wales Trinity Saint David) and domestic experts team
Right and on time donor support for developing part of the activities (Entrepreneurial Learning strategy – Supported by European Training Foundation) and curriculum redesign and teacher training supported by World Bank

**Multi-stakeholder approach**
It is very important to have the right stakeholders, all thinking like you and collaborating with you. Each stakeholder should have its own interest in the story, but only synergetic effect can have sustainable results.

**Advice to peers**
If you think you are doing right, just push to the end limits. When you will face obstacles – you should work harder to find the solutions to overcome the obstacles.

**Potential areas for transfer**
The programme is well developed and can be easily transferred to other countries with minor adoption to local circumstances.
Additional information

Detailed explanation (study programmes) of all 5 new subject can be found on:


http://bro.gov.mk/docs/gimnazisko/zadolzitelnipredmeti/Nastavna%20programa_Pretpriemnistvo%20i%20inovacii-II%20GO.pdf


http://bro.gov.mk/docs/gimnazisko/zadolzitelnipredmeti/Nastavna_programa-Biznis%20i%20pretpriemnistvo-IV%20GO.pdf

An overview of the methodology is available on:
http://www.ee-hub.eu/component/attachments/?task=download&id=37:Matrix_Macedonia
I have been working as a small and medium sized business consultant actively working on development of entrepreneurial culture and spirit for the last 10 years in the Former Yugoslav Republic of Macedonia and broader. I am one of the experts that participate in the development of entrepreneurial learning strategy in FYROM. I also participated as a trainer in many teachers’ trainings related to innovation and entrepreneurship. Additionally, I am the owner and editor of www.entrepreneurshipinabox.com, website for sharing entrepreneurial and innovation based practice.

Successful practice: The Entrepreneurial Learning (EL) Strategy 2014–2020 in the Former Yugoslav Republic of Macedonia (FYROM)

Highly developed entrepreneurial culture and spirit, one that transcends age and inspires everyone in society through creativity, innovation, initiative taking and a competitive attitude towards learning to succeed.

The Government of the FYROM adopted a National Entrepreneurial Learning (EL) strategy with an action plan in November 2014. The adoption of the strategy was a bottom-up process where one of the key actors involved in the process was the European Training Foundation (ETF) that by the request of Ministry of education and science of the FYROM supported and monitored the overall process of development of the strategy (Dec 2012 – Nov 2014). Now, a fully functional strategy transferred in the action plan already has positive results and outcomes (developed new curriculum on innovation and entrepreneurship in primary and secondary schools; over 1.000 teachers have been trained to deliver entrepreneurship education, etc.)

ETF provided guidance, shared knowledge and good practice, technical expertise and quality assurance throughout the strategy build-up process. In December 2012, ETF assisted in the organization of a first workshop with a wide group of stakeholders, including young entrepreneurs. The workshop led to the identification of a number of pillars that will feature in next-phase planning discussions, which ultimately resulted in a national entrepreneurial learning strategy.

A second workshop was organized in April 2013. Its main objective was to present the proposed starting activities in preparation of the EL Strategy. During the workshop, expert teams described the overall project concept and planned deliverables. The experts also presented the methodology, approach and milestones that would be used to track the development of the EL strategy.
The workshop received excellent feedback from the participants and ideas that could be included in the development of this strategy were well received. In the period between April – June 2013, a wide range of networking e-tools were developed in order to gain additional input. These complimented the on-site visit that experts conducted:

- Desk research (relevant documents, links, web pages, etc.); interviews (by phone and face-to-face site visits with all relevant stakeholders); questionnaires were sent to selected organizations / schools / donors / individuals
  https://docs.google.com/a/pretpriemac.com/spreadsheet/viewform?formkey=dGdWd09wLUhTR2pwX2c3S25ERURGNVF6MQ#gid=0
- On-line forum (http://premium.pretpriemac.com/index.php?/register/EMSltw
- e-mail list directory created for development of Macedonian EL strategy (http://eepurl.com/yr93f
- Facebook community for Macedonian EL strategy (https://www.facebook.com/ELStrategija

After collecting different ideas via the networking tools and on-site visits during this period, experts drafted the stocktaking report of good practices that was presented in the third workshop in July 2013. The final stocktaking document was then updated with the recommendations and ideas from the participants at the third workshop, and served as a basis in the creation of this entrepreneurial learning strategy. The participants of the workshops that actively participated in the creation of this strategy included representatives from leading state institutions (Ministry of education and science, Ministry of economy, Ministry of labour and social affairs, State Agencies, etc.) chambers of commerce, employers representative organizations, business support organizations, schools, universities, Bureau for Development in Education, Centre for Adult Education, VET Centre, young entrepreneurs, ETF, donor representatives, municipalities and other relevant institutions.

A draft version of the strategy was presented in December 2013 in front of the Inter-Agency board that was the body responsible for finalisation, implementation and monitoring of the strategy. Head of the Board is the State secretary in the MoES, while all main stakeholders are members in the board.

In the period December 2013 – April 2014 EL strategy was finalized and Action plan 2014-2016 was developed. Because of the parliamentary election and appointment of the new Government official, adoption of the strategy was realised in November 2014.
As can be seen from figure 1, there are five pillars as a central part of the entrepreneurial learning ecosystem in the Former Yugoslav Republic of Macedonia. They are the basic foundation that will directly frame the implementation of Entrepreneurial Learning activities - in order to support economic growth and development of the Former Yugoslav Republic of Macedonia. Importantly, there are also five energizers that will support the implementation and continuous improvement of the entrepreneurial learning process in the country: (1) creating strong awareness in the whole environment about the true meaning and importance of entrepreneurial learning; (2) focus on foundational educational reforms and continuous teachers’ development in the field; (3) using the state-of-the-art-technology in implementing entrepreneurial learning activities; (4) implementation of systematic approach in developing, implementing and sharing best practices related to the implementation of Entrepreneurial Learning activities inside and outside country; (5) building strong international cooperation among all educational institutions in the country.
The high priority areas for the entrepreneurial learning strategy in the Former Yugoslav Republic of Macedonia are located in five main pillars elaborated above, while technology and good practices are the drivers of the strategy that will increase overall awareness of Entrepreneurial Learning and will result in reforms and continuous teachers (service providers) development. All of these are the preconditions for achieving an Entrepreneurial Learning strategy - to ensure sustainable economic development and prosperity of the FYROM and for FYROM to become a country with highly developed entrepreneurial culture and spirit that inspires everyone.

The FYROM aims to promote entrepreneurial thinking massively. For that purpose, the formal education is a means that could be used for teaching entrepreneurship on a more organized way and imposing it systematically to every young individual in the country. The introduction of the subjects: Innovation, Innovation and Entrepreneurship and Business and Entrepreneurship to the formal primary and secondary education occurred gradually over a longer time period (2007-2014), which required reforms for consolidation of teaching curricula to be conducted.

The transformation of the traditional formal education toward more entrepreneurial and innovative education, started at secondary education, with the introduction of the subject Business and Entrepreneurship in the 4th year of secondary schools in 2007. A few years later, or more precisely in 2012, a new subject entitled Innovation and Entrepreneurship was introduced in 1st, 2nd and 3rd year of secondary schools. Starting from 2013, primary education also experienced innovative transformation, by injecting the Innovation and Entrepreneurship topics in six regular subjects of 9th grade of primary schools, which process was finalized in 2014 with the introduction of the subject Innovation to the 9th grade of primary schools. In order to have continuity of the themes, in 2015 expert groups reviewed whole entrepreneurial educational curricula by development of a highly-structured methodology (study programme) for innovation and entrepreneurship.

**Success Factors to keep in mind**

Developing strategic documents, especially strategy related to entrepreneurial learning is a challenging process. It involves many different stakeholders with very different goals. The main focus of the research will need to be placed across the various levels and types of education and training, both within school/university context and out of school/university context, including also relevant practices related to teacher training and curriculum development (formal and informal). In addition, the eco-system (learning environment) will need to be the subject of analysis. So, one of the key success factors in this process was:

- Using a multi-stakeholder approach in the development process of the strategy
- Using a bottom-up process
- Collecting data through web forums, workshops, social media (Facebook, Twitter, Web Forms...)

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**Erasmus+**

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Eco System App
Multi-stakeholder approach

All networking techniques and tools used for the research purpose required maintenance and continuously keeping participants active in the period of research to collect as much qualitative data as possible. Following activities were implemented for the purpose of maintaining and keeping the networking active:

Participant invitation. As much as possible participants were invited on the proposed networking techniques and tools to become a part of the targeted group that can help in sharing ideas for the entrepreneurial learning strategy.

Forum moderation. The forum was designed as membership protected and an “invitation-only” forum in order to avoid possible interruptions with spam and junk discussion posts. Invitations were sent to all key stakeholders and workshop participants, participants with closely related interest about entrepreneurship (entrepreneurs, aspiring entrepreneurs, trainers, and teachers from formal and informal education). Email invitations were sent via email to 1,500 participants for them to subscribe to an email list. Stakeholders who subscribed were current and potential entrepreneurs, students, teachers, consultants, public servant, etc. Only registered forum members were able to access and discuss all forum topics. Forum content creation and spreading: The experts create and spread initial content for all defined topics in the forum and continue to create additional content in the period of research. To keep the forum network alive through the research period, the experts had communications with all the forum participants to gather ideas and engage in active discussions with them.

Facebook community moderation. The research community on Facebook was continuously moderated and kept alive through sharing all content created for other networking techniques, and tools used in this methodology and communicating with other participants on the community.

Organizing twitter chats. Twitter chats were used to encourage discussions about different pre-defined topics related the entrepreneurial learning strategy and topics that would evolve through other networks and tools used in the research. To ensure more activity, the participants of the twitter chat were invited through email, blog posts and in advance scheduled tweets.

Each week two blog posts were published related to the entrepreneurial learning strategy. The process used two different blog posts. The first one was a topic specific blog post containing information about the entrepreneurial learning strategy topics with the purpose to encourage discussion. And the second type of post was an informational blog post with information about most popular topics on the forum and Facebook community as a way to encourage participants to become a part of those communities. All blog posts were shared through the blog broadcasting system, and other networking techniques and tools.

Sending broadcasting and follow up emails. To keep all participants active on the blog, forum topics, Facebook community and twitter chat and encourage them to comment and discuss on different topics, the process used follow-up emails prepared in advance as topic specific emails and in some of them questionnaires prepared from the experts were included.
In addition to the topic specific follow-up emails, the process used broadcast emails with information about current discussions on the forum, Facebook community, and others used networking techniques and tools. In broadcast messages there was weekly links from interesting blog posts, forum topics, social media communities, and interesting data from twitter chats that encourage participants to comment or reply and give a feedback.

**Advice to peers**
If you don’t ask you will not get answers. Always be active, and not only active but proactive. Use all possible tools for networking. The data that can be collected is amazing for all types of purposes.

**Potential areas for transfer**
Another important benefit from the application of this methodology is the reformed role of the teachers, which evolves during the school years: from teachers as knowledge-providers in lower school years, to teachers as supervisors and facilitators of the activities where students learn by doing, in upper school years. The application of this methodology for revising the curricula for entrepreneurial education ensures step-by-step evolving education experience for the youth, blending together not only formal and informal educational ways, but also establishing connections with the community and the business sector, ensuring that the real needs of enterprise skills will be embedded into the educational system.

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**Additional information**

Entrepreneurial Learning Strategy of the Former Yugoslav Republic of Macedonia 2014-2020. The methodology matrix for entrepreneurship education in primary and secondary schools:
In order for the wider community to be closely engaged in creation of EL Strategy, video materials from the first EL workshop (April 18 2013) were posted on the following link: [http://www.youtube.com/user/Pretpriemac/videos](http://www.youtube.com/user/Pretpriemac/videos). Some of the presentations from the workshop can be found on this links (P1: [http://www.slideshare.net/sutevski/presentation-of-current-status-with-el-strategies-in-eu](http://www.slideshare.net/sutevski/presentation-of-current-status-with-el-strategies-in-eu) , and P2: [http://www.slideshare.net/sutevski/description-networkingtools-el-strategy](http://www.slideshare.net/sutevski/description-networkingtools-el-strategy).