

MAKING SPACE 365

Framework for
Social, Civic &
Community
Education and
Engagement



**MAXIMISING THE
POTENTIAL OF
YOUNG PEOPLE
THROUGH CREATIVE
AND CULTURAL
ENTREPRENEURSHIP
IN THE COMMUNITY**



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Contributing Partners

- TEATRO METAPHORA - Associação de Amigos das Artes - Portugal
- K.A.NE., Social Youth Development Civil Non profit Society - Greece
- Terra Tech Förderprojekte e.V. - Germany
- Teach Solais - Ireland
- Vita Education - United Kingdom
- VšĮ Inovacijų biuras - Lithuania

Executive Summary

The Erasmus+ Making Space 365 project seeks to develop tools, training and approaches that will help educational, youth and community facing organisations celebrate pride and ownership in something that is 'of' and 'with' the community rather than just 'for' the community.

The impact of engaging with the Making Space 365 project will be long lasting and create a model for long term engagement that can be sustainable and transferable to new youth and educational settings.

The Making Space 365 materials are intended to be run face-to-face or online, which is essential in uncertain times like these, and it is also intended that by targeting young people, we can make a positive change in attitudes that can be transferred to new settings as those involved embark on their working journey, taking up employment within the community or starting their own creative businesses.

The Making Space 365 project consortium will work towards developing a collaborative set of youth-focused resources that will be tried and tested throughout the project lifetime, with a view to embedding them in local and associated partner organisations.

Wherever possible, materials will be developed with transferability in mind, and with the scope to adapt them to suit diverse audiences.

www.makingspace365.eu

The project materials will be made up of four concrete Intellectual Outputs as follows:

IO1 - Making Space 365 Framework for Social, Civic & Community Education and Engagement

IO2 – Making Space 365 Creative Skills & Entrepreneurship Youth Training Toolkit

IO3 – Making Space 365 Civic Action and Creative Youth Event Guidebook

IO4 - Making Space 365 Creative Calendar

IO1 - Making Space 365 Framework for Social, Civic & Community Education and Engagement

Introduction

The Making Space 365 Framework for Social, Civic & Community Education and Engagement is addressed to youth leaders, youth and community organisations and local other stakeholders, and will offer a methodology for undertaking cultural and creative arts entrepreneurship education.

This publication sets out to address the challenges in the field of social, civic and community education and engagement, and the needs of the target groups. It also aims to assist youth leaders and community educators in identifying existing models of best practice for the development of cultural and creative arts entrepreneurship skills of young people and community members within the context of social and civic engagement; identifying assessment tools and offering training practices and examples most appropriate for community settings.

The publication will also support and complement the existing knowledge and ongoing activities of youth and community organisations with new approaches and measures for successful social, civic and community education. We also intend to establish the benchmarks for social and civic engagement in-line with best international practice across the MS365 consortium, and beyond.

In the context of the wider Making Space 365 project, the Framework aims to establish the foundations for the learning and training tools, resources and guidelines which will be developed in the later stages of the project. The Framework is expected to support youth leaders and community education professionals in developing, designing, implementing and monitoring effective strategies for the provision of social, civic and community education and support for youth engagement.

Accompanying this publication and complementary to it, the consortium will share the results of the primary research 'Needs Analysis Survey' sent out to over 60 associated partners, local stakeholders, youth groups and other educators from the non-formal sector, in a bid to gauge the support and ongoing need for a project of this kind, and to set the path for the development of the future materials and activities.

Part 1 - Needs Analysis across the MS365 Consortium

Portugal

Entrepreneurship is a notion that has been gaining a growing place and relevance in the public debate on the future of economic policies for competitiveness, in the global context of the knowledge economy, and the information society.

<https://pme.pt/dados-empreendedorismo-portugal/>

To undertake it is fundamentally to face reality as a set of opportunities for change and innovation, assuming the desire and mobilising the energy necessary for its transformation. There is a widespread consensus that schools should promote entrepreneurial attitudes in young people, considering that this orientation constitutes a critical dimension in the education of new generations and in the sustainable development of Portugal.

The current situation of schools and national curricula fulfil the necessary conditions to promote the Education for Entrepreneurship Project, although an education in entrepreneurship essentially depends on the will, investment and openness to new forms of work; as well as a revised attitude across all educational agencies.

According to Duarte (2008), entrepreneurship is considered a key element for performance countries, playing a dynamic and structural role in all European economies. In fact, entrepreneurship is considered, in economic-based theories, as an important factor triggering economic growth and development. The entrepreneur is associated with innovation, creativity and the ability to take risks (Chaves, 2009).

The Global Entrepreneurship Monitor (GEM)

This program started in 1999 with 10 countries; in 2006 it was implemented in 39 countries (Sarkar, 2007) and, in 2010, included 59 countries. It is currently the main international research project, which intends to describe, analyse and compare the entrepreneurial process in a wide range of countries.

GEM defines entrepreneurship as, "*any attempt to create a new business or new initiative, such as self-employment, a new business organization or the expansion of an existing business, by an individual, a team of individuals, or established businesses*" (GEM, 2007, p. 3) and it is based on this definition that the proposed research works. The GEM research

program is still not very well known in Portugal, and has been used only by its promoters within the Portuguese economy. In Portugal, GEM surveys have already been applied for for years - 2001, 2004, 2007 and 2010 - although only statistical data for the first 3 years is publicly available. In fact, it should be added that there are no known works in Portugal that address the issue of gender in entrepreneurship based on surveys conducted by Global Entrepreneurship Monitor (GEM).

Portugal has been participating for some years in the world's largest study on entrepreneurship – Global Entrepreneurship Monitor (GEM), which compares levels of entrepreneurship in different countries, taking into account economic differences.

GEM establishes partnerships with institutions from some other participating countries, and in Portugal it has the support of ISCTE-IUL (University Institute of Lisbon) and Spi Ventures (Consultancy Company) to carry out the studies through the use of surveys.

The main comparison index is the Early-Stage Entrepreneurial Activity Rate (TEA), and it is through this rate that we know that in 2012 Portugal was in 44th place, among 69 countries.

For a fair comparison, there is a division of savings:

Factor-driven economies (advanced stage)

Efficiency-oriented economies (intermediate stage)

Innovation-oriented economies (advanced stage)

Portugal, can be found in the last stage described; the innovation-oriented economies, where there are also such countries as the United Kingdom, Germany, France, the United States of America, among others. Innovation-oriented economies are those where you see a gradual shift to the service sector as wealth matures and increases

Innovation distorts the market balance and is an agent of change that can promote economic growth. An entrepreneur always runs the risks associated with innovation, but introducing new combinations of products or services and bringing with it a differentiation from the competition can promote change and economic fluidity.

The sector with the highest rate of entrepreneurship in Portugal is the consumer-oriented sector, namely retailers, restaurants, leisure, accommodation, health, education, etc., with 44.9%.

In second place is the transformation sector (construction, manufacturing, transport, communications, utilities and wholesale distribution) with 26.2%. The organisational, customer-oriented sector has a share of 23.8%, and the extractive sector only 5.1%. In terms of male-female percentage, Portugal had an evolution in parity compared to previous years, with 9.2% of the active population in Portugal being 9.2% men and 6.1% women entrepreneurs.

In recent years the unemployment rate has grown from 5.93% to 7.2% in 2021, mainly due to the pandemic situation. If we compare the other years, the worst year was in 2013, with an unemployment rate of 17.4%.

The concept of unemployment throughout the months shows how many unemployed people sign up for that month, while registered unemployment measures the level of unemployment, the number of people who are available to work in a given month (at the end of that month) and that were not occupied by the Employment Institute.

Social confinement was a hard test for the Portuguese and revealed signs of fragility of what appears to be the national productive strategy - services and tourism. This is because it was in this sector that unemployment grew most.

According to the barometer based on data from the Employment Institute and the Ministry of Labour, Solidarity and Social Security (MTSSS), almost three quarters of the increase (73%) was explained by unemployment in services and among these, especially in activities related to tourism. It was the areas of Lisbon, the Tagus Valley and the south of that territory that suffered the most, coinciding with a concentration of tourist activities.

The National Strategy for Entrepreneurship Education designed as Plano Nacional de Educação para o Empreendedorismo (PNEE) was launched in Portugal by 2006 and further developed between 2006 and 2009, being implemented in 2010. This initiative boosted cultural, organisational and personal adaptations (Teixeira, 2012). PNEE aimed at the development at secondary education level and projects to enhance entrepreneurial attitudes. The program wasn't implemented in all schools, but it was possible since in the secondary curricula there were subjects such as Project Development, that allowed students and teachers the opportunity to develop their projects. There were several changes to PNEE during its existence, most of them caused by the process that enabled autonomy in secondary schools.

PNEE was implemented according to the schools' will to pursue entrepreneurial activities, yet mobilizing teachers to commit to this project was a difficult task and consequently motivating students to do it was also very difficult (Teixeira, 2010). This shows the importance of the teachers' role, as a mediator in the learning process, as referred by Delors et al. (1996) and by The Commission of the European Union (2007), being fundamental to the development of the student's competencies and abilities. Motivating students is a difficult task, especially given the dominant cultural characteristics in the country (Hofstede, 2001). In addition to these conditions, other limitations, such as that, in fact, often school is regarded as a tool for transmitting information that competes directly with other tools considered most appealing by the students, namely television and internet (Teixeira, 2010). Teacher training in entrepreneurship appears to be a better way to deploy entrepreneurship education, but it becomes necessary to pave the way to involve teachers in the topic of entrepreneurship. So, the overall picture in the country is that there are a number of schools that developed entrepreneurship education (EACEA, 2012). The schools referred were mainly in the secondary level and in its final stages. Complementary to these, some municipalities developed local strategies to promote entrepreneurship with youngsters – in this case, the education levels involved were primary as well as secondary education, depending upon the initiatives implemented, such as; campaigns in schools, contests, workshops, business advisers and workshops etc.

At the level of higher education there emerged tangible instances with the introduction of the curricular unit of entrepreneurship in several universities. Entrepreneurship in higher education started being taught in the 90s, and later, with the reform connected with the introduction of the Bologna process. In Portuguese higher education from 2006 onwards, most of the Portuguese universities, if not the totality, had subjects that were specifically or partially devoted to the thematic of entrepreneurship.

United Kingdom

In the UK entrepreneurship can be defined as the process of developing a business or enterprise idea from the 'ground up'. This involves the development of an idea into a viable business plan, and then into a profitable business or enterprise initiative. Entrepreneurship can also be defined as, "*the activity of setting up a business or businesses, taking on financial risks in the hope of profit*". (Oxford Dictionary)

The U.K is seen as a leading European nation in relation to entrepreneurship and business start-ups, and we have had a long tradition of successful entrepreneurs. Some notable U.K

entrepreneurs include Amit and Meeta Patel (Pharmaceuticals, Auden McKenzie), Mike Ashley (Sports fashion/equipment retail) Mahmud Kamani (Online fashion, Boohoo.com) Sir Richard Branson (Airlines, Banking and Media, Virgin Group), Sir James Dyson (Electrical goods, Dyson), Mark and Mo Constantine (Cosmetics, Lush), Tom Morris (Discount retailer, Home Bargains) and Denise Coates (Online gaming and gambling, Bet365) (Please refer to this article for more information and other successful U.K entrepreneurs)

<http://www.thisismoney.co.uk/money/smallbusiness/article-2809685/Top-25-selfentrepreneurs-started-small-sums-money.html>

The rapid growth of self-employment has been a pronounced feature of the UK labour market in recent years. The number of self-employed people increased from 3.3 million (12.0% of the labour force) in 2001 to 4.8 million (15.1% of the labour force) in 2017.

The UK labour market has performed strongly in recent years. The unemployment rate fell to 4.3% in the three months to November 2017, the lowest level since 1975, while the employment rate remained high over the same period (75.3%). This strength, in part, reflects the growth of self-employment, which has continued in recent years the upwards trend observed in the pre-downturn period. Consequently self-employment now represents a larger share of employment; up from around 12% of the labour force in 2001 to around 15.1% in 2016. The 16 to 24 age group saw relatively strong growth between 2001 and 2016. While full-time self-employment among the 16 to 24 age group saw a gradual increase from 2001 to 2006, since then it has remained broadly flat while the growth in part-time self-employment has continued to grow.

The U.K Government's official policy on entrepreneurship and the education of young people is sometimes rather unclear. There is no specific policy to ensure that all young people have 'some' knowledge of, or education in entrepreneurial skills, or how to become an entrepreneur. Neither is there any thread of entrepreneurship running through the National Curriculum for any age group in formal education. It would appear that the responsibility has fallen to individual schools, colleges, universities and other education providers to incorporate; information, advice, guidance and training in self-employment, enterprise awareness, entrepreneurial skills and business start-ups into the education of their students. This is also dependent on the subject or study area of the students, for example a Business Studies or Economics student would have lessons and modules relating to entrepreneurship whereas a Sports, Geography or English student might not.

It is also often the case that vocational studies such as Hairdressing, Joinery, Plumbing, Electrical Engineering or Creative Media get very little guidance in entrepreneurship. These students tend to get training in the relevant trade, but not always how to develop that trade into a viable enterprise or self-employment opportunity on completion of their studies. In recent years the U.K Government seems to have begun to identify this issue and has commissioned research into this topic. However, the Government has been concentrating on Further Education (FE) and Higher Education (HE) when trying to incorporate entrepreneurship into education and not on instilling the necessary skills and mind-set earlier in the educational process.

Lithuania

In Lithuania, original ideas can be implemented by anyone who wants to start their own business. Lithuania has very favourable conditions, equal rights and opportunities for entrepreneurs to flourish. The main national strategy is to create opportunities to help raise the number of entrepreneurs and successful number of businesses.

Due to Lithuania's business promotion strategy, which is also supported by the European Union, it is relatively easy to set up a business in Lithuania. Those who start their first business receive financial, technical, and knowledge assistance, free of charge to start-up entrepreneurs.

Lithuania has favourable conditions for starting a business, especially for young entrepreneurs. Business idea competitions are often promoted, allowing young people to realise their dreams. In addition, various seminars, masterclasses and consultations are organised to help people start their own business successfully.

It is not surprising that there are many young entrepreneurs (18 - 25 years old) in Lithuania, and who according to research are among the leading European countries. Perhaps the determination of young people to take control of their own activities contributes to this. Lithuania is one of the leading nations in the EU in this respect, because often in other countries people are more inclined to seek traditional forms of employment.

Lithuania has relatively low business creation and maintenance costs, so the country is of interest to investors from around the world. It should be emphasised that corporate income tax is relatively low in Lithuania. It is also important that labour costs and secondary costs (such as accounting) are among the lowest in Europe. It is necessary to become acquainted in advance with the laws of the Republic of Lithuania, which stress the need to pay profit, value-added, personal income taxes, social and health insurance contributions.

Lithuanian start-ups in the first half of 2021 have already attracted €300 million in the first half of the year. €EUR investments - 6 times more than in the whole of 2020. The average size of investments in start-ups is also increasing; this year, the median investment in the country reached €0.5 million EUR, which demonstrates growing investor confidence in young #tech businesses.

In the spring of 2021, there were around 708 start-ups in Lithuania, with a total of 10.5 thousand employees. The average salary in the sector is €2,700 EUR. Total enterprises in the sector in 2020 paid €126 million EUR taxes. Start-ups have extremely high annual business growth and usually have the potential to become the strongest companies in developed economies.

There is almost no methodological entrepreneurship training in schools in Lithuania. Those who want to learn more about business can do so independently, usually using freely available materials sourced online. Entrepreneurship and business management are however taught in high schools. Higher education institutions in Lithuania can offer a high level of education and excellent opportunities for students to achieve success, not only in the academic, but also in the wider social environment. For these reasons, after graduating from higher education, students often start to build their own businesses or get well-paid jobs in Lithuania. In a rapidly evolving start-up environment in high schools, it is not uncommon for a student to create their own start-up or be part of one. Due to the high number of start-ups, students not only gain more practical knowledge, but also occasionally become successful entrepreneurs.

Ireland

In a 2014 National Policy Statement on Entrepreneurship by The Department of Enterprise, Trade and Employment, “entrepreneurship” is defined as “an individual’s creative capacity to identify an opportunity and pursue it in order to produce new value or economic success”. The Policy Statement continued by saying that “entrepreneurship is a key element in the health and wellbeing of any thriving economy.”

[National Policy Statement on Entrepreneurship in Ireland 2014](#)

A 2019 Global Entrepreneurship Monitor (GEM) report found that one in five people in Ireland aspires to start a business. This suggests a steady flow of entrepreneurship in Ireland, into the future. The jobs growth aspiration of early-stage entrepreneurs in Ireland is ranked first across Europe and against competitor countries.

Over 50% of all novice entrepreneurs in Ireland are in the 25 to 44 age group, with 38 being the average age of an early-stage entrepreneur in 2019. In previous GEM annual reports for Ireland, it was noted that there was a deficient level of entrepreneurial activity among young people. For example, in 2018, those under 25 represented just 9% of all entrepreneurs, and less than 7% of those in this age category were entrepreneurs. In 2019, there was a noticeable shift in the trend. Over 14% of those aged between 18 and 25 were early-stage entrepreneurs, and 16% of all entrepreneurs were in this age category. Education beyond secondary school level characterises two in three early-stage entrepreneurs in Ireland (67%). In this characteristic, Ireland is ranked well above the OECD norm and second in Europe, only to Luxembourg. When the measure is the rate of entrepreneurship for those with a graduate education, Ireland fares less well, with just one in nine in this category (11.2%). This is well below the norm across the OECD (16.2%).

[Entrepreneurship in Ireland 2019 | Global Entrepreneurship Monitor](#)

SME and Entrepreneurship Policy in Ireland is a publication presenting the findings of an OECD review of SME and entrepreneurship policy in Ireland. It assesses the challenges for SME and entrepreneurship development and offers recommendations for future policy. It states that Ireland is a successful generator of high-growth firms and its SMEs are innovative. Attitudes toward entrepreneurship are also positive overall. However, business dynamism and the start-up rate are relatively low, Ireland's SMEs are often not very active in international markets, and SME productivity growth is stagnant. There are also weaknesses in SME management skills, capital investment levels and technology.

SME productivity has not been increasing in recent years, business entry and exit rates are low, and few Irish SMEs are directly engaged in exports. The business environment is generally favourable, and there are many best practice programmes for supporting high potential SMEs and entrepreneurs and strong coordination of policies across government.

However, there is untapped potential for entrepreneurship among women, youth and migrants, and variations in SME and entrepreneurship performance. SME and Entrepreneurship Policy also found that policies could be strengthened in areas such as increasing start-up rate, fostering enterprise networks and clusters, drafting a unified SME and entrepreneurship policy strategy document and strengthening the role of Local Enterprise Offices. This strongly indicates that increased community cohesion would benefit entrepreneurship in Ireland.

[OECD Studies on SMEs and Entrepreneurship | SME and Entrepreneurship Policy in Ireland](#)

Greece

Entrepreneurship education in Greece generally relates to the development of students of the knowledge, skills, and motivation to encourage entrepreneurial success in a diversity of settings. In every level of education, from primary school until graduate university level a variation of entrepreneurship education is offered. This is since the competencies and abilities to be developed are in tune with the main pedagogical goals to be pursued in each age level of education.

Across the EU, the currently accepted and implemented model of entrepreneurship education is often based on what Heinonen and Poikkijoki (2006) describe as, “having the objective of providing students with the attitudes, knowledge, and skills for entrepreneurial action, having the different dimensions of education for entrepreneurship to be deployed in multiple categories which constitute the framework of the various learning outcomes implemented and achieved by the countries of the European Union.”

The learning process of entrepreneurship education prepares people to be responsible and enterprising individuals. It helps people develop the skills, knowledge, and attitudes necessary to achieve the goals they set out for themselves and evidence in Greece also shows that people with entrepreneurial education are more employable.

Secondary education has been recognised as an important level for strengthening entrepreneurship and innovation systems. However, there are disappointing weaknesses regarding the implementation and specialisation of the Greek national strategic priorities in entrepreneurship education and the weight and importance attributed to the curriculum of the secondary education. It is widely recognised that there is a necessity to further promote entrepreneurship education in Greek secondary education. The curriculum of the Greek Lyceum relating to entrepreneurship education, including some very recent changes, is cited as a new beginning for young people; however the educational needs of the Greek Lyceum students are great, and they cannot be covered simply by offering a few lessons in school. There is a consensus that policymakers must create a national strategy for entrepreneurship education.

This strategy must include all stages of education and use formal and non-formal learning techniques to develop the knowledge, skills and attitudes of future entrepreneurs.

Local, regional and national educators are embracing the need for a national strategy for entrepreneurship education. Many educators need training in order to deploy new methods and tools based on non-formal education. Most educators use only formal educational

methods to teach their students. In entrepreneurship education, the use of non-formal education is necessary since skills such as leadership, team building activities, and attitudes that are necessary for the service sector, can be earned mostly through this kind of education. It is also the case that the many curricula subjects taught must be changed. Finally, there is general agreement that in order to properly prepare their students, schools must be open to enterprising projects such as the creation of virtual businesses to take part in national skills competitions and the institute of Business Skills Certificate and Entrepreneurial Skills Pass.

Germany

We are living in a fast changing world, facing numerous challenges every day. For the last few years, the European Union, like many individual countries across the world, faced a Covid crisis and high levels of migration. These reasons, amongst many others, contributed to a growth in unemployment, especially of young people. Germany, like many other countries, is now trying to solve this problem, usually through the systems of formal education and raising awareness of entrepreneurship opportunities.

The German educational system is mainly decentralised. Both the functional design and the responsibility for education lies primarily with the federal states (Länder). Although guidance and framework guidelines are created at the national level, the way in which they are implemented at the federal, state level varies. For instance, in 2014 the Federal Ministry for Economic Affairs and Energy introduced a number of measures to promote awareness of the importance and potential of entrepreneurship education. The implementation of the measures was however left to the respective states and institutions to deal with as they saw fit in their own context. The Ministry implemented a working group, composed of government officials and business representatives. This working group plays an important role in developing entrepreneurship education in Germany. The group implemented a nation-wide website listing different initiatives for entrepreneurship education, allowing teachers an overview at a single glance.

Entrepreneurship education is a cross-curricular objective across lower secondary education throughout Germany. National initiatives provide a broad range of materials, guidelines, publications, resources and supporting pedagogical tools for the classroom environment. Each state offers different initiatives, programmes, competition opportunities and experiential learning possibilities for young people and teachers to engage in entrepreneurship. The umbrella programme known as *Unternehmergeist macht Schule* (Entrepreneurial Spirit in Schools) serves as a platform which connects schools and enterprises, and helps students

to learn about different career paths and take a chance with self-employment. Under the auspices of this central programme, single initiatives vary by geographical coverage, age range, methods and type of learning, as well as the type of entrepreneurial outcomes envisaged.

In Germany, general civic education is integrated into the curricula of many types of schools, but entrepreneurial education is only significantly promoted in commercially-oriented high schools. At university level, many business study courses do not integrate civic education or Corporate Social Responsibility (CSR) into their curricula.

Extra-curricular entrepreneurship education in Germany focuses mostly on economic knowledge, but not on CSR or civic education for responsible young entrepreneurs. Other fields of study on the other hand largely do not address the question of entrepreneurial knowledge. Extracurricular civic education in Germany is provided by public and private institutions like the federal agencies for civic education, churches, foundations, unions or associations; although it is often open to the entire population or targeted at specific groups, such as school children, teachers or residents with a migration background. To date, (young) entrepreneurs do not appear to be an important target group of extracurricular civic education in Germany.

The German government in each state, offers programmes for young people to attain entrepreneurial knowledge, but are mainly concerned with gaining entrepreneurial competence, which is not always enough to have a successful impact for young people and for the community.

Through the Making Space 365 Youth and Community Engagement Programme, many young people in Germany, and beyond, will have the opportunity to become more 'communally engaged' and to develop their creative skills, which will open the space for creation and entrepreneurship. Basic components will help to fill the hole in this picture; to help young people be more adaptive to the changing world, to be active citizens of their community, not simply to make profit, but to be useful and well educated.

And, of course, what often makes education more successful is by using different forms and educational methods to cover the knowledge and practical skills we have to use, and not just in formal education. Success in this case is often non-formal, with its methods and learning by doing.

Part 2 - Theoretical Review across the MS365 Consortium

Portugal

Without question, entrepreneurship is present in all spheres of our lives, especially in economic and social areas. This field is significant in the development of societies and is also considered a useful tool in promoting innovation and job creation in many countries. For this reason, it needs to be promoted as a central component of economic growth. As a result, the creation of new businesses or projects and the promotion of self-employment have been stimulated by public and private organisations.

Studies have shown a positive relationship between formal education and entrepreneurial activities, which enhances the capabilities to perceive good market opportunities and the ability to start new businesses.

To grow the economy and ensure younger people have the required skills and competencies to thrive in business, effective entrepreneurship education needs to be promoted and encouraged by teachers in teaching institutions whatever the level. Teachers need to upskill and adopt a broad range of competencies to successfully embed entrepreneurial education within the curriculum, and this can be supported by educational environments where risk is encouraged and where employment as an outcome of learning is a priority.

Entrepreneurship teaching doesn't provide answers, but supports learners to identify the right questions.

Creating learning opportunities about entrepreneurship is crucial as the result is more and better **employment opportunities** – Entrepreneurship helps bridge the unemployment gap through formal and informal business ventures that inevitably employ millions of people. **It also contributes to Community Development.** Through participation in Corporate Social Responsibility, entrepreneurs contribute to, and support, the development of infrastructure for education, healthcare, business training & mentorship and other social needs. Initiatives by entrepreneurs contribute towards improving access to health services and education, and providing financial support and mentorship to other young entrepreneurs.

United Kingdom

Investing in entrepreneurship education is one of the highest return investments in the UK and Europe alike, with research showing that students who receive enterprise education are three to six times more likely to start a business in the future. Through entrepreneurship activities, learners can gain key entrepreneurial skills such as critical thinking, problem-

solving, communication, risk-taking and teamwork. Entrepreneurship can offer alternative pathways for young people, improving their skills, employability and life chances, while supporting wider economic and social development.

In the UK, entrepreneurship education is recognised as a priority at all education levels. In 2014, the Enterprise for All report was published, authored by Lord Young. This report emphasised the importance of enterprise education in the UK (preferred term over entrepreneurship education) and provides a set of recommendations. So far however, UK Governments have not adopted a national strategy to support enterprise education in schools. There are many examples of decentralised programmes all over the country, mainly on the regional level, or at the level of individual institutions. Traditionally, the focus of support has been on secondary education, but there are multiple initiatives also covering primary education.

The journey starts at school, with the majority of young entrepreneurs (73%) agreeing the skills required to start a business can be taught, with many in favour of teaching entrepreneurship in schools from as young as nine.

Tim Jones CBE Executive Director, Tata Limited. Taken from Report – [Let's Do This! A special report into the state of UK entrepreneurship in 2020](#)

Entrepreneurship is important for a number of reasons, from promoting social change to driving innovation. Entrepreneurs are frequently thought of as national assets to be cultivated, motivated, and remunerated to the greatest possible extent. Great entrepreneurs have the ability to change the way we live and work, on local and national levels. If successful, their innovations can improve standards of living, and in addition to creating wealth with entrepreneurial ventures, they also create jobs and contribute to a growing economy.

Entrepreneurial ventures help generate new wealth. Existing businesses may remain confined to existing markets and may hit a limit in terms of income. However, new and improved products, services, or technology from entrepreneurs enable new markets to be developed and new wealth to be created.

Lithuania

Promoting entrepreneurship in Lithuania (especially among young people) is one of the strategic directions of Lithuania and the European Union. Investments in business creation not only brings additional income to the state, strengthens the economy, reduces the number of unemployed people, but also improves the country's prestige at the local and international levels. Although there are an array of projects and programmes to promote entrepreneurship still in school, there are too few of these programmes and the focus is generally on early school leavers.

Investing in entrepreneurship education is a high return investment, and young people who participate in it are up to six times more likely to start a successful business in the future. Through a range of entrepreneurship activities, young people can gain crucial entrepreneurial skills such as problem-solving, team based communications, and a feel for networking and collaboration. As already mentioned , entrepreneurship does offer alternative employment pathways and vocational options for young people, improving their core skills, employability and overall life chances, while supporting economic and social development.

The most important focus in promoting entrepreneurship among young people in Lithuania must start at the school level. Research has found that more than half of teachers agree that entrepreneurship education in schools is essential. 70% of young people who have been taught entrepreneurship in schools are thinking, or planning to start their own business after leaving school. More than half of young people, who have graduated from school, apply the knowledge gained in their personal or professional life from entrepreneurship lessons.

In order to expand entrepreneurship in Lithuania, it is important that education and support from teachers and educational programmes starts in schools. In Lithuania, entrepreneurship education in higher education institutions is better developed and meets the highest European standards, but the entrepreneurship education of young people can be significantly facilitated by the already acquired knowledge about entrepreneurship in schools, which is not the case at present.

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Entrepreneurial ventures can help generate new wealth that lifts the standard of living across the board. If they may remain confined to existing markets, businesses may hit a limit in

terms of output and income. Innovative and improved products, services, or technologies that emanate from entrepreneurs can enable new wealth to be created and even develop new market opportunities.

Ireland

The Entrepreneurship Forum was established by the Minister for Jobs, Enterprise and Innovation to examine the ecosystem from the entrepreneurs' perspective and make recommendations to support entrepreneurship in Ireland. It has also described how a strong start-up community in Ireland could look. It emphasises that creating a solid start-up ecosystem requires entrepreneurial leadership at a grassroots level, with continuous activities and events designed to engage entrepreneurs.

The Entrepreneurship Forum has also urged that existing entrepreneurs and industry leaders help drive the entrepreneurship agenda through mentoring, networking, electronic interaction and dissemination of information. It has been argued that Ireland must leverage its existing talent base and entrepreneurial networks if it wants to promote and stimulate a strong culture of high-quality entrepreneurship. Private sector engagement must be the driver and catalyst for entrepreneurial excellence, building on existing frameworks and initiatives. However, in its report, the Entrepreneurship Forum is emphatic that the Government's role in this should be facilitation, not leadership. Government should primarily focus on removing obstacles, implementing required solutions and maintaining a business environment that is fit for purpose.

Entrepreneurship requires a range of skills and attitudes, aspirations, activities, supports, and networks best targeted from a local, more tangible and accessible position. This will involve challenging and encouraging others to engage and become actively involved. As the Entrepreneurship Forum highlighted, Government alone cannot develop the many varied intertwining elements necessary for success. Many different parts of our society will have a role to play in this initiative.

The first influence on the lifecycle of a young entrepreneur is the attitude of society towards enterprise and the cultural values and emphasis on entrepreneurship in the education system. Society's culture and attitude directly influence the individual's capacity for creative thinking and attitude to risk. Promoting a national spirit and culture of entrepreneurship is essential if we are to facilitate a strong pipeline of future business start-ups. Education plays a vital role in shaping attitudes and culture – from the primary school level up. The earlier

and more widespread the exposure to entrepreneurship and innovation, the more likely it is that students will consider becoming entrepreneurs in the future. We also must ensure that the system supports young people and adults to acquire the skills enterprise needs now and prepare them to take up and create the jobs and workplaces of tomorrow.

Entrepreneurship is a powerful driver of economic growth and job creation. It creates new companies and jobs, opens up new markets, and nurtures new skills and capabilities. It is vital, therefore, that it be seen as an attractive and viable career option. We need to foster a culture within which successful entrepreneurs are celebrated, recognised, and rewarded for their endeavours because this will help legitimise the entrepreneurial career path. The role of the education system in reinforcing positive perceptions of entrepreneurship is essential to bring about cultural change.

Practical and positive actions that promote the value of entrepreneurs to society and highlight the career opportunities afforded by new business creation or acquisition are essential in helping to change the perception of entrepreneurs. Certain demographic groups tend to be underrepresented within the entrepreneurial population, especially females, young people, and migrants.

Efforts on a community level must be undertaken to promote entrepreneurial role models, foster positive attitudes to risk-taking, teach essential business management and financial literacy and address skills gaps. The youth cohort is a vast resource that is significantly under-supported. Support must be targeted at groups with untapped potential as well as those unemployed youths who already possess skills and competencies that could be transferred through business coaching and mentorship to self-employed businesses.

National Policy Statement on Entrepreneurship in Ireland 2014

Greece

In the present economic situation, having knowledge of an academic subject is no longer sufficient for a new graduate. Students are increasingly required to have skills and abilities which will increase their employability, such as; the retrieval and handling of information; communication and presentation; planning and problem solving; and social development and interaction. Entrepreneurial education and training provides individuals with the ability to recognise commercial opportunities, self-esteem, knowledge and skills to act on them. It includes instruction in opportunity recognition, commercialising a concept, managing

resources, and initiating a business venture. It also includes instruction in traditional business disciplines such as management, marketing, information systems and finance.

Entrepreneurs or the move towards self-employment is, and will continue to become, an increasingly important element of economic growth and development. It is essential to have the infrastructure required to facilitate entrepreneurial mind-set and encourage self-employment. Having a culture of the creation of a new enterprise is a critical aspect of this infrastructure, as it will encourage students to take the risk of starting a business.

As already the case in many other countries, entrepreneurship in Greece is important for a number of reasons, from promoting economic growth, to bringing about social change and driving innovation. Entrepreneurs are sometimes considered national assets in Greece that can be cultivated, respected and have influence on panels of decision makers. Successful entrepreneurs often have the ability to influence our lives on many levels, and their innovations may improve standards of living in addition to creating wealth with entrepreneurial ventures where they also create jobs and contribute to a growing Greek economy.

Entrepreneurial ventures help generate new wealth. Whereas, existing businesses may remain confined to existing Greek markets and hit a limit in terms of income. New and improved products, services, or technology from entrepreneurs enable new markets to be developed and new opportunities to be created, this is true across Greece and wider Europe.

Additionally, increased employment and higher earnings contribute to better national income in the form of higher tax revenue and allowing higher Greek government spending. This revenue can be used by the Greek government to invest in other struggling sectors and to invest in human capital. Although it may affect a few existing players, the government can soften the blow by redirecting surplus wealth to retrain workers.

Through offering unique goods and services, entrepreneurs can break away from tradition and reduce dependence on obsolete systems and technologies. This can result in an improved quality of life, improved morale, and greater economic freedom; entrepreneurs can impact and create social change.

Entrepreneurs also regularly nurture ventures by other like-minded individuals. They have a record of investing in worthy community projects and providing financial support to local charities. This enables further development beyond their own ventures, and therefore contributing to community development.

Germany

Germany is very well known for its theoretical knowledge and research on the topic of entrepreneurship. More and more researchers in Germany today study entrepreneurship phenomena. Since the late 1990s, one can observe an increase in publications and in the institutionalisation of entrepreneurship research at universities, while an annual conference, the G-Forum, was created in combination with a yearbook of entrepreneurship research, both assisting in fostering the development of a scientific community.

During most of the early and mid-twentieth century, entrepreneurship research in Germany was practically non-existent, while research on small and medium-sized enterprises flourished. Several articles have reviewed the development of entrepreneurship research during the last decades, stating a lack of conceptual and paradigmatic development (Ireland, Reutzel, & Webb, 2005; Shane & Venkataraman, 2000) and legitimacy (Busenitz et al., 2003), while reviews of the state of the art across Europe drew attention to the strengths of the European approaches, such as taking into account contextual differences (Huse & Landström, 1997).

Entrepreneurship in general and start-ups in particular have become a focal point in politics, economics and social sciences in Germany for various reasons. Politics only discovered start-ups fairly recently, but then quickly developed a range of initiatives and programmes. As the **Global Entrepreneurship Monitor (GEM)** country reports for Germany show, government programmes regularly count among Germany's comparative strengths as entrepreneurial framework conditions (see, e.g., Sternberg, 2000; Sternberg and Bergmann, 2003; Sternberg et al., 2004). According to the current GEM country report for Germany for the year 2005 (see Sternberg et al., 2006), Germany actually held fourth place among the 33 GEM countries which carried out the relevant expert surveys. Whereas start-ups are taken for granted as a practical institutionalisation of the dream of independence held by immigrants to the USA or Australia, European countries such as Germany have only recently placed the subject of entrepreneurship at the centre of their economic policies.

Hopes in Germany are that the numerous promotional programmes at national, Bundesland (state) and municipal level will make a positive contribution to the development of the labour market. Start-ups became a hot topic in politics partly out of conviction (ambitions to create an “entrepreneurial society”) and partly out of necessity (the realisation that large companies in the past have made job cuts, while start-ups really can only grow). There has been an absolute and relative increase in necessity entrepreneurship in Germany as a

response to changes in the prevailing economic conditions and new policy measures affecting the labour market.

‘Hartz IV’, the most important reform programme focusing on the labour market and social policy in Germany in the years 2003–2005, explicitly pursues the goal of bringing the unemployed to the labour market more quickly. Attempts to achieve this include push factors (cutting the level of welfare and unemployment benefits, obligation to accept very low-paid work) as well as pull factors, e.g. instruments intended to make the step towards self-employment easier (“Me Inc.” (“Ich-AG”), bridging allowances). The “Ich-AG” in particular has proved to be very popular, partly because it involves immediate financing in the form of an interest-free but limited-duration subsidy of €600 in the first year, €360 in the second year and €240 in the third and last year. The move into self-employment is almost risk-free for unemployed people because they can quit their new business at any time, return to unemployment and again receive their previous level of unemployment benefits. The temporary phase of self-employment does not have any effect on their entitlement to unemployment benefits. It is still too early to make any assessment but it is certain and plausible that these start-ups typically have little growth intentions and growth prospects – different from opportunity entrepreneurs.

The majority of ‘necessity’ entrepreneurs are primarily looking to safeguard their own living, not to generate revenue growth or additional jobs. From a regional point of view, the high proportion of formerly unemployed persons among all founders of a new company – which is certainly specific to Germany – is relevant for several reasons. First, necessity entrepreneurship varies considerably between individual federal states and even between planning regions. Second, the individual entrepreneurial attitudes also differ greatly between German regions, which in turn – according to our hypothesis of the relevance of regional framework conditions for an individual’s decision to start (or not to start) a company – may at least partially explain the differing regional extent of necessity entrepreneurship. And third, the economic and social conditions vary between the planning regions which also has an influence on the individuals propensity to start a new business.

In Germany the system of non-formal education is very well developed and there are more than 1,000 Volkshochschulen (adult education centres) in Germany, offering courses in languages, technology, health areas, and arts and crafts. Up to 7 million residents take advantage of such offerings each year, in what might be called ‘The Lifelong learning process’.

Since 2013, Germany has taken numerous steps to develop or improve rules for the validation of non-formal and informal learning in accordance with the Council Recommendation of 20 December 2012. So Germany has a lot of good practice to share in formal and non-formal education and in governmental regulation advocacy and lobby relating to the creative sectors.

Part 3 - Best Practices

Portugal

There are several start-up financing programmes that are tailored to meet the needs of specific target groups, many of which are targeting youth.

Under the Youth Guarantee scheme, the Programme **Investe Jovem** provides grants and interest free loans to entrepreneurs aged 18 to 30 years old. It includes financial support for investment and for the creation of one's own employment. The programme provides a combination of training, technical support and financial support to the unemployed, notably NEETs. **CoopJovem** was created in 2015 under YGIP and aims to support young people in setting up co-operatives or creating jobs in existing agricultural co-operatives.



The programme **Empreende já** ("Enterprise Now"), managed by the public **Portuguese Institute of Sport and Youth (IPDJ)**. It offers training, mentoring, networking support and business competitions. In the first phase (Action 1) participants receive 250 hours of training in entrepreneurship skills and up to 30 hours of personalised technical support for the structuring and sustainability of the project to set up a company or a social economy entity.



More intensive support is available through entrepreneurship mentoring programmes, notably for youth entrepreneurs. **The National Network of Mentors** is a measure within the +E+I programme, which matches youth entrepreneurs with experienced entrepreneurs to help them develop their business ideas and projects. The programme is managed by the Agency for Competitiveness and Innovation (Agência para a Competitividade e Inovação) and approximately 600 mentors are involved. There are also several private initiatives and projects directed to female entrepreneurs. The **Exchange Platform**, launched in September 2015 gathers testimonies of female entrepreneurs.

Other grants are also available for youth in certain industries. For example, the Programme Supporting the Establishment of Young Farmers (**Apoio à instalação de Jovens Agricultores**), under the auspices of the Ministry of Agriculture, Forestry and Rural Development, provides grants up to € 25 000 EUR to young farmers between 18 and 40 years old.

The National Association of Credit Right (Associação Nacional de Direito ao Crédito - ANDC) also facilitates microcredit for entrepreneurs from under-represented and disadvantaged groups. ANDC is a private non-profit association, pioneered microcredit in Portugal and provides support in the construction of the business plan and financing process. It also provides guidance on issues related to administrative requirements and firm registration and follows-up with micro-entrepreneurs during the development of their business to solve technical issues and enable them to grow. The support can extend beyond technical aspects of business development to other aspects of the life of the micro-entrepreneur which condition the sustainability of the business.

In addition to these government programmes, a large number of entrepreneurship training offers are available from non-government organisations and private enterprises, mainly directed to youth and women. These offers often include awareness and capacity building sessions, mentoring with business development experts and training courses. The most well-known examples include the **Portugal Education Entrepreneurship Platform (PEEP)**, **Junior Achievement** and the **National Association of Young Entrepreneurs (Associação Nacional de Jovens Empresários)**, which all offer training that is linked to the formal education system.

On Madeira Island

STARTUP MADEIRA

Start-up Madeira is part of the European network of business and innovation centres. This network, supported by the European Business and Innovation Centre Network (EBN) based in Brussels, has more than 160 BIC's spread across 28 European Union countries.



Among the projects promoted by Start-up Madeira, we highlight the following:

RS4E - Road Show For Entrepreneurship



An entrepreneurship project in schools in Madeira and Porto Santo, promoted by Start-up Madeira. The RS4E - Road Show for Entrepreneurship, is a project whose main objective is to allow students, aged between 6 and 25, to have a first contact with the fascinating world of entrepreneurship, through the concept of "learning by doing". The interventions, appropriate to the students' ages, are carried out in several basic (1st cycle), secondary, professional and higher education establishments in the Autonomous Region of Madeira.

RS4E INTENDS:

- Awaken and stimulate, in young people, the predisposition to undertake;
- Alert you to the existence of business opportunities in the environment around you;
- Raise awareness of the importance of wealth creation and self-employment as a way to promote economic efficiency and social stability;

It is also intended that young people acquire some notions about the business world and address important and transversal themes in all business activities, such as Innovation and Quality. Since its first edition in 2005/06, this project has already involved a total of 22,813 students, 390 teachers and 1221 classes from 42 educational establishments in Madeira and Porto Santo.

United Kingdom

The Prince's Trust - The Prince's Trust programmes, 'give young people the practical and financial support they need to stabilise their lives' and 'help develop key skills, confidence and motivation, enabling young people to move into work, education or training'. Their Enterprise Programme has been in place for over 30 years and has 'helped more than 80,000 young people set up in business since 1983'. The Enterprise programme 'helps young people interested in self-employment to explore and test their ideas, write plans and start their own businesses, or achieve alternative outcomes in education, training, volunteering or work'.

Eligibility criteria:

- Aged 18-30 years old
- Unemployed or working fewer than 16 hours a week
- Have a business idea or some ideas to explore

Start-up services available:

- Training to give a taste of what they need to know and do to start their own business
- One to one support to help explore and test their idea and turn it into a business plan
- Mentoring and support to help them develop their business or achieve alternative outcomes in education, training, volunteering or work
- Start-up support and business offers for three years
- Start-up finance available

www.princes-trust.org.uk/help-for-young-people

Young Enterprise Vision - Every young person has the opportunity to learn the vital skills and enterprising mind-set needed to earn and look after their money and make a positive contribution to their community.



**START
SOMETHING**

Mission - We empower young people to discover, develop and celebrate their skills and potential. Young Enterprise programmes provide opportunities for young people to develop essential skills and attitudes which not only enrich their academic learning, but also provide a strong foundation for the future in the UK. Young Enterprise delivers practical, activity-based programmes in schools, colleges and universities across the UK; providing young people with the opportunity to develop key skills and make the connection between school and the world of work.



Programmes and services aim to support all of those involved in educating young people in enterprise and financial education. Teachers are the main audience, but work extends to practitioners who work with vulnerable young people, and to parents and carers. Support is built around three tiers of intervention

- Access to high quality programmes, services and resources
- Opportunities for professional development
- In-school support

www.young-enterprise.org.uk/

Enactus UK - Enactus UK supports students & young people across the country to engage in social action and social enterprise. Their mission in the UK is to be recognised as a leader in developing a national network of socially minded young leaders of the future, who transform communities and society through real life social action and environmentally responsible enterprise. Enactus are dedicated to creating a better world while developing the next generation of entrepreneurial leaders and social innovators. The Enactus network of global business, academic and student leaders are unified by the vision - To create a better, more sustainable world.

They have an established university programme which has been running since 2001 and now operates in over 60 universities across the UK, engaging up to 3,000 students each year. <https://enactusuk.org>

Lithuania

Enterprising Lithuania - Enterprising Lithuania (Versli Lietuva) takes care of promoting entrepreneurship in Lithuania. It provides free business consulting services to start-up entrepreneurs and provides the tools needed for a successful business start-up. Engaged in the development of start-ups in Lithuania and attracting investments to them, it



has special programmes and services aimed at young entrepreneurs from start-ups to agribusiness. This is one of the largest and best-known business initiatives in Lithuania.



Innovation Office - Innovation Office (Inovacijų Biuras) acts as an incubator for good ideas, and supports youth entrepreneurship. In the incubator, young people work on their joint business ideas, personal projects and implement them. In this case, they are learning by doing. The organization works with youth, encouraging them to try new things and gain real experience through internship or volunteering. The organisation runs various projects with the aim to enhance the entrepreneurial mind-set in Lithuania. Besides this, Innovation Office organises an annual business event / conference “Verslo kava” (Business Coffee) where experienced business representatives, educators, government representatives and start-up entrepreneurs meet and network, share experiences and seek new opportunities for cooperation in creating a cooperative business environment in Lithuania.

ISM University of Management and Economics - ISM University of Management and Economics (ISM Vadybos ir ekonomikos Universitetas) has the most initiatives and study programmes aimed at the promotion and education of youth entrepreneurship in Lithuania. The University has special business simulators that allow students to test themselves in a variety of business disciplines and learn business management.



Ireland

The following are examples of entrepreneurial support at a grassroots level.

Foróige Network for Teaching Entrepreneurship



The Network for Teaching Entrepreneurship (NFTE) is a cutting edge and world recognised youth entrepreneurship education and development programme. It is managed and provided by Foróige in Ireland and is affiliated with NFTE International. The NFTE programme originated in the USA and was brought to Ireland in 2004.

Involvement in the NFTE programme has improved young people’s business, academic and life skills. Foróige NFTE is committed to changing the lives of young people in

disadvantaged communities by enabling them to develop core skills in business and enterprise, and in doing so, help them to unlock their talents and potential. Foróige NFTE operates in-school and out-of-school programmes, both of which successfully increase school completion and college attendance rates. During the Foróige NFTE programme, students:

- Study all aspects of starting and successfully running a business
- Receive a seed grant to start their business
- Visit wholesalers to buy their business supplies
- Engage with entrepreneurs, social entrepreneurs, business executives, community leaders
- Visit local & national companies
- Work with corporate business mentors
- Sell their products at the NFTE Class Trade Fair
- Prepare and present their business plan to a panel of judges
- Winners are recognised at the All Island Youth Entrepreneurship Awards

The programme is delivered to young people from 12 to 18 years of age through schools and youth centres throughout Ireland. The programme runs from September to May. To equip new teachers/youth workers with the necessary skills and resources to successfully deliver the programme directly to young people, they must attend two-day training.

BizWorld Ireland - BizWorld Ireland is a not-for-profit organisation that promotes entrepreneurship skills for young people; they deliver workshops in primary schools.



Generations of Irish children reached adulthood with only limited awareness of enterprise and financial management because entrepreneurship programmes were not offered in Irish schools, particularly at the primary level. Even today, the only subject taught at the secondary level that isn't provided in primary schools is Business Studies.

BizWorld Ireland aims to address this issue by partnering with schools throughout the country to deliver tailored enterprise workshops for 10 to 13 year-olds. Instilling an entrepreneurial spirit in children from a young age, and developing their awareness of financial management, means they are equipped to become financially responsible

members of society. Because BizWorld Ireland workshops are delivered in fun and creative ways, they also make children excited at the prospect of maybe establishing their own businesses one day.

Education was geared towards giving young people the skills and knowledge necessary to get a job. At BizWorld Ireland, the aim is to provide children with the tools and inspiration to someday become employers themselves.

The skills children develop in BizWorld Ireland workshops are the most sought-after skills in the workforce today; creativity, collaboration, communication, teamwork and negotiation.



StartUps.ie - Ireland's leading independent, online resource for anyone starting and growing a business. Established in 2005, they are the longest-serving, largest and most

comprehensive advice platform covering everything one needs to know to start, buy, run or sell a business. They inspire you to launch your start-up, providing the latest insights into the Tech Start-up scene and tips on managing a start-up. Entrepreneurs created the website to be a starting place for people interested in setting up their businesses.

The entrepreneurial spirit is alive and well in Ireland, and it will be this spirit that will help transform the economic landscape for the better. They hope that we can create a community for people who are interested and passionate about this area. They state, "no one alone has all the answers but by pooling resources maybe we can help each other along the way."

In 2012 they launched the Start-up Awards to recognise and reward Ireland's Start-up Companies. You can find out more about the awards at www.Startupawards.ie

Greece

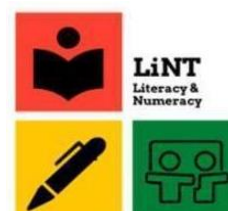
Below you will find some of the Erasmus+ projects for entrepreneurship education suitable for young people and community engagement, in which K.A.NE. was a partner.

SE-HUB stands for "Empowering Change Makers: Youth Social Entrepreneurship and Social Innovation in the Citizen Sector" – an international project that supports youth and youth organisations in becoming more aware and skilled to lead social entrepreneurial ventures, and to apply social innovations in their communities. The project sought to improve the



effectiveness of youth work and foster the viability of youth organisations. On the project board are two European, two Latin American and two African organisations that brought to life many valuable social initiatives. This was an excellent starting point and we hope to be able to showcase more positive impacts from our cooperation. Se-HUB is implemented with the support of Erasmus+ Programme of the European Commission. <https://empowering-changemakers.eu/>

LiNT - Entrepreneurial literacy and numeracy are crucial because too many people who want to start small businesses lack critical understanding about financial matters including budgeting, taxes, balancing a chequebook, managing credit cards or lines of credit, and developing sales projections.



Entrepreneurship can bring low-qualified or marginalised youths into the mainstream of economic activities by providing open education and innovative practices in the digital era including basic skills development like entrepreneurial literacy and numeracy. The project LiNT aims to empower low qualified young people to consider entrepreneurship as their vocation and pathway to a sustainable livelihood.

OBJECTIVES:

- To help provide low qualified young entrepreneurs with pathways to improving their knowledge and competencies by promoting literacy and numeracy learning.
- To improve and enrich teaching tools in low qualified young entrepreneurs' education for trainers working with the target group;
- To develop a creative training kit with methodologies and tools related to teaching / learning processes of low qualified young entrepreneurs;
- Benchmark of different training methodologies for low qualified young entrepreneurs;
- Strengthen the resources of this target group (self-confidence, courage, resistance) by common inter-cultural work;
- To contribute to integration of literacy and numeracy business training into European curricula. <http://lint-project.eu/>

Girls Lead



“Girls lead” is a European project intended to develop a culture of initiative among young women, to build their leadership skills and help them realise their first enterprising ideas. Actions are in four steps: The first step is to inspire the girls; second – to train them in leadership skills; third – to help

them network; fourth – to support them to get involved and act.

Objectives

- Selecting and promoting role models of female social entrepreneurs and developing digital impact stories/short films of them
- Developing curriculum for Girls' Leadership Support training programme
- Developing Girls' Leadership Support Training kit with digital materials
- Creating and reinforcing an online platform for young women's interaction, communication and meaningful information about opportunities with social entrepreneurship and tools for generation of entrepreneurial ideas with social impact.

<https://girls-lead.eu/>

Association in Greece with best practices in Entrepreneurship Education

The **Youth Entrepreneurship Association / Junior Achievement Greece (SEN / JA Greece)** are a non-profit organization founded in November 2005. It is a member of the global organisation of education & entrepreneurship **Junior Achievement Worldwide** and implements the educational programmes of the organization in Greece. **SEN / JA Greece's** ongoing vision is to help young people create their own jobs through the global experiential and collaborative learning programmes we offer.

The training programmes of **SEN / JA Greece** that are implemented in Greece are mainly based on experiential learning (learning by doing) and their effectiveness is tested worldwide, as they are implemented in many countries around the globe by the **World Junior Achievement Worldwide**. All programmes are approved by the Ministry of Education and are implemented inside or outside the school program (on an optional basis).

Key actors in each program are the teacher, who chooses to support the programme, and the volunteer/consultant, business executive, who participates voluntarily in the implementation of the program.

The counsellor / volunteer visits the classroom and is always in collaboration with the teacher, directs the discussions, shares his knowledge and experiences with the students and acts as a channel of communication between the school environment & the labour market. The teacher, in collaboration with the counsellor/volunteer, adapts the programme to

the needs of students, organises the activities implemented in each meeting or lesson and ensures the smooth running of the programme.

Through the educational programmes, students:

- Cultivate their creativity & develop critical thinking
- Become familiar with the concept of entrepreneurship, the importance of the economy, the role of business in the global economy, the value of competitiveness and innovation.
- Are trained in basic economic concepts.
- Develop important professional and social skills: teamwork, negotiation, problem solving, presentation skills, etc.
- Become "Connected" with the work environment and acquire experience for the efficient organisation of the production process, working conditions, future work opportunities, etc.
- Learn through training visits to businesses and using role-playing and simulation games.

<http://senja.gr/>

Germany

In Germany, as mentioned before, a lot of attention is given to entrepreneurship education at educational different levels. There are a lot of initiatives from the Government, or from NGOs and other institutions supported by the government.

School on the Move is an initiative that advocates holistic and transformative education in line with the UNESCO World Action Plan on Education for Sustainable Development.

Schule im Aufbruch was founded in 2012 by Stephan Breidenbach , Gerald Hüther and Margret Rasfeld. Margret Rasfeld is the current managing director. **Schule im Aufbruch**

supports schools by building networks and offering advanced training to develop a learning culture in which the development of potential is based on four pillars; learning to acquire knowledge; learn to live together; learn to act; learn



to be. The aim is to question and change structures of learning and working together, but also individual roles and attitudes and the school culture as a whole. The values of appreciation, relationship, participation, responsibility and meaning form the basis for all changes. For 2018/2019, **Schule im Aufbruch** received the Network Award with distinction

from the German UNESCO Commission (DUK) and the Federal Ministry of Education and Research.

Unternehmergeist macht Schule (Entrepreneurial Spirit in Schools)

Getting entrepreneurial spirit into our schools - The most important places for learning, including learning about business are our schools. They are educating tomorrow's entrepreneurs. The Federal Ministry for Economic Affairs and Energy therefore encourages schools to create space and attention for business themes in classroom teaching. The aim is to lead school students towards business life as early as possible. The website "Entrepreneurial Spirit in Schools" aims to provide examples and encourage young people to venture into business and enterprise development.



Support in the Classroom

It is still rare to find business studies taught at German schools. But it is important for school students to learn how to think and act like an entrepreneur, no matter whether they go into business or not in later life.

To help teachers integrate business theory and practice into their classes in a stimulating way, the website offers information on projects and contact points, materials, and online training courses. Also, the Economic Affairs Ministry has developed practical teaching aids. The information and materials provide ideas for classroom teaching and entrepreneurship projects. For example, the website sets up contacts with business people, e.g. in business plan games like **business@school** or school bankers. Another practical classroom project could be to have school students set up companies and develop business ideas.

School students themselves can use the "**Entrepreneurial Spirit in Schools**" platform to work on business topics. The site has a dedicated section for young people. It offers specially prepared information as well as, for example, the online entrepreneurship game "**Be Boss**" and business projects for school students to help them approach business topics in an entertaining way. A special highlight here is the **Schüler-Business-Award**, in which prizes go to the best business projects by school students in Germany, Austria, Luxembourg, Liechtenstein and Switzerland.

A large number of initiatives have been brought together under the umbrella of the Economic Affairs Ministry. The group of initiatives entitled “**Entrepreneurial Spirit in Schools**” consists of a number of projects and initiatives:

JUNIOR, business@school an initiative of The Boston Consulting Group, Jugend gründet, Deutscher Gründerpreis für Schüler, Schul/Banker, TheoPrax, Deutsche Kinder- und Jugendstiftung (Fachnetzwerk Schülerfirmen der DKJS, Lab2Venture), NEBS, Ifex, Ideen machen Schule, Achievers International, NFTE, Bildungswerk der Bayerischen Wirtschaft e. V., Wissensfabrik, cooperatives of school students.

The members of this group of initiatives aim to strengthen the culture of entrepreneurship in Germany and safeguard it for the future. To this end, they foster and develop entrepreneurial thinking and acting. Young people are particularly receptive to new ideas, and want to make their ideas happen. “**Entrepreneurial Spirit in Schools**” provides a platform for this.

The “Entrepreneurial Spirit in Schools” initiative does not aim to make as many school students as possible feel that they ought to set up their own company in later life. Rather, the aim is to foster creativity, responsibility and social skills - learning by doing.

JUGEND GRÜNDET

Jugend Gründet is a nationwide online competition for upper secondary school students, aged 16 - 21 years. The initiative is led by the Federal Ministry of Education and Research and it specifically focuses on the development of managerial skills and the creation of business plans. Individuals as well as teams can participate in the competition. Through the process of developing their ideas of a standalone innovative product, students learn about being a part of a team, the roles of team members as well as the power of collaboration. Students have access to support materials through access to a virtual learning environment. This virtual classroom provides them learning materials, modules, different resources and simulations. Teachers and mentors also provide support to the learning experience. The programme runs from January to June each year.

“**Go Africa...Go Germany...**” – The “**Go Africa...Go Germany...**” programme is conceptualised and organised by the Federal Agency for Civic Education (BPB) and is under the patronage of the President of the Federal Republic of Germany, Christian Wulff. It took place for the fourth time from August 15th to September 2nd, 2011 in Germany and from March 12th to March 28th, 2011 in South Africa and Swaziland. It is designed to bridge the knowledge gap between the realities and perceptions that Germans and Africans have of each other. The programme is mainly aimed at students and young graduates up to the age

of 28 engaged in the subject areas of political science, international relations, economics, media science and law. By bringing together this young generation of academics and young professionals in an intercultural meeting, it aims at encouraging an interdisciplinary and intercultural exchange and learning experience. One of the major aims of the programme is to acquire a creative human basis for future German-African cooperation and to facilitate exchange between the scholarship-holders and established experts in the fields of economics, politics and law.

**Go Africa
Go Germany**

Part 4 - The Making Space 365 Ecosystem

Portugal

The entrepreneurship ecosystem corresponds to the sociocultural, economic, political system in which various agents and social actors interact in an articulated way to develop their entrepreneurial initiative. Every social entrepreneur should understand the dynamics of this ecosystem. In fact, the entrepreneurship ecosystem is basically made up of two components that are:

- Resources (human, financial, relational and sociocultural);
- The environment, for example government institutions, public policies, the media and economic conditions, which can positively or negatively influence the implementation of social entrepreneurship initiatives.

There is however a difference between the entrepreneurship ecosystem and networks. While the ecosystem designates the set of actors without necessarily the same set of purpose end goals, but coming closer to face a certain challenge; the networks consist of actors with similar purposes and an affinity of purpose. However, it must be stressed that the link or inter-institutional network is an important element that contributes to a more efficient ecosystem that allows one to develop entrepreneurial initiatives. In this sense, it can be conceded that the idea of an ecosystem always presupposes the existence of a network.

United Kingdom

In the UK, entrepreneurship education is generally recognised as a priority at all education levels. So far however, the Government has not adopted a national strategy to support enterprise education in schools or an ecosystem. There are many examples of effective decentralised programmes all over the country, mainly on the regional level or at the level of individual institutions. Traditionally the focus of support has been on secondary education, but there are multiple initiatives also covering primary education. In England, enterprise education is explicitly recognised and is a part of general or additional subjects "Personal, Social and Health Education" and "Economic wellbeing and financial capability" However in Scotland which is independently run, there are cross curricular objectives at all levels of education.

The overall landscape of initiatives to support enterprise education in the UK is very diverse and a lot of good practice examples are available, and briefly covered in this report. Some

initiatives focus on institutions, others on individuals, teachers and/or young people themselves. In-line with the diverse target audience, the types of initiatives are highly varied as well; ranging from guidance materials for teachers and youth leaders, various programmes, enterprise competitions for young people, online resources, and a number of web portals which contain useful information, such as case studies or online forums to discuss entrepreneurship in schools.

An ecosystem where students are encouraged to develop self-awareness of their own enterprising and entrepreneurial capabilities, as well as the motivation and self-discipline to apply these flexibly in different contexts to achieve desired results is the desirable end goal. This might include recognising themselves as a person who is creative or resourceful; who can translate ideas into actions; or who is prepared to challenge assumptions through critical investigation and research.

Enterprising behaviours, attributes and competencies are highly interconnected. The following themes help to draw out essential requirements. Ideas led by Enterprise and Entrepreneurship are founded on the ability to think and act creatively and innovatively and can support youth leaders to support young people in their pursuits. To achieve this, young people need to be able to generate multiple ideas, concepts, proposals, solutions, or arguments in response to identified problems and opportunities. They also need to think speculatively, employing both convergent and divergent approaches to arrive at appropriate solutions.

Youth leaders and educators need to engage with industry as an outlet for the creativity in young people to further create the necessary conditions for a wider, supportive ecosystem. This will ensure outcomes match real world expectations and deliver creative synergy on the level of the labour market. Early research from the partners reveals the same needs of employers across the consortium:

- Identify, analyse and respond to relevant opportunities
- Develop and produce multiple solutions to enhance existing provisions, and identify problems, shortfalls and similar challenges
- Be flexible and adaptable, seeing alternative perspectives and offering a choice of solutions
- Review and evaluate multiple solutions in contexts that anticipate and accommodate
- change and contain elements of ambiguity, uncertainty and risk

Entrepreneurial effectiveness is likely to be achieved as the student moves toward completion of their current study and prepares for the transition into work, self-employment, further study, or other options. 'Live' projects for external clients and enterprises will offer opportunities to network and meaningfully engage with external stakeholders, to prepare for this transition.

Lithuania

When we talk about augmenting the Potential of Young People through Creative and Cultural Entrepreneurship in the Community we need to comprehend starting states of society including social, monetary, political, social foundation.

One of the key achievement factors for business instruction is successful improvement of the enterprising environment, in which different partners assume a part in working with the business - an ecosystem. It is an arrangement of common and self-supporting connections including foundations, individuals, and cycles that cooperate fully, with the intent on making innovative endeavours possible. It incorporates business (larger and small firms, just as business people), policymakers (at global, public, territorial, and local levels), and formal (essential, optional, and advanced education), and casual instructive organisations. Various partners are engaged with a progression of advantageous activities which incorporate mindfulness and effort, the improvement of human resources and basic ability, public-private organisations, different pools of advancement, protected innovation, and subsidising. In a dynamic and development-creating pioneering ecosystem, there is a serious level of association and coordination among these key components.

The job of the government is critical in making the appropriate administrative structure and motivating forces to catalyse the association of the private area, instruction establishments and people in an enterprising environment. Nonetheless, in many non-industrial nations, these agencies might be at an early phase of development or maybe slower to start because of different needs or the distribution of limited assets. It can be argued that the private sector and the education community ought to be empowered, as should the potential of intermediary organisations between the different agencies in the enterprise ecosystem system. There is more work to be done to support and develop a supportive ecosystem in Lithuania but the will to succeed exists, if partners can further develop effective models of collaboration and to attempt to work together to build a brighter future - and this is especially true in the service and creative sectors.

Ireland

In Ireland, there is no specific methodology for undertaking Cultural and Creative Arts Entrepreneurship in education. The Department of Education and Skills supports enterprise in schools by developing a basic understanding of scientific principles, methods and business. It also encourages active and collaborative learning, developing ICT skills in the revised primary curriculum and good arts education, fostering creativity, innovation, risk-taking and other critical elements in entrepreneurial thinking and action.

Skills underpinning entrepreneurship are also central to the new Framework for Junior Cycle. There are many examples of good work undertaken in many schools at transition year in mini-company formation and other projects designed to foster entrepreneurship. The education and training system will play a critical role in developing Ireland's enterprise and innovation infrastructure - that can be considered the start of a wider ecosystem of entrepreneurship.

There is currently an unprecedented level of structural reform. Ensuring that the system supports young people and adults and the acquisition of skills needed in the workplace is a crucial objective of this reform process. There is a particular emphasis on the development of higher-order thinking skills, the ability to observe, collate and evaluate evidence, question, summarise, analyse and interpret, and develop problem-solving skills.

In 2017 Creative Ireland's comprehensive Creative Youth Plan was launched by the Department of the Taoiseach and led by the Minister for Culture, Heritage and the Gaeltacht. It sets measures to ensure that every child in Ireland has practical access to tuition, experience and participation in music, drama, art and coding by 2022. At this plan's core is a firm belief that creativity and culture should be at the heart of education for all our young people. While they claim an extensive range of cultural activities are currently available to children and young people, their plan aims to build on what already exists and simultaneously develop new projects and initiatives. However, little has been achieved to progress this plan in lower economic and rural areas. Plans to bring artists into the classroom in a pilot scheme were impacted due to COVID-19. A substantial increase in efforts at a grassroots level is needed to support collaboration between formal and non-formal approaches to creativity in education and further improve a wider entrepreneurship

ecosystem. The range of creative and entrepreneurial activities for our young people needs to be extended with an effort to embed the creative process by developing programmes that will enable teachers, youth workers and community members to help young people learn and apply creative skills and entrepreneurial capacities.

[Creative Youth | A plan to enable the creative potential of every child and young person](#)

Greece

In Greece there is no specific methodology for undertaking Cultural and Creative Arts Entrepreneurship in education. There is a very modest entrepreneurial ecosystem and most people are taking classes after school, going to university or technical schools to learn some technical skills which can be used for cultural and creative arts, but they don't combine this knowledge with entrepreneurship knowledge and skills.

A proposed methodology is taking the approach to offer access to 'in-house' professionals, offering situated learning experiences where students are able to undertake live project work to gain knowledge and confidence in the Cultural and Creative Industry. It might be possible to offer students real-life experiences using unique collaboration with local partners. Students can then choose modules as part of wider courses, which will contain research, writing, and producing programming content for Cultural and Creative Arts.

Local enterprises can cooperate such as radio and tv stations, galleries, private collections, recording studios, and many more. Through these modules, students can gain vital entrepreneurial skills such as leadership, working with a team, networking etc., and can also see the more technical aspects such as lighting, mixing, and vision engineering, which will offer further opportunities for students.

Arts and culture are important to many state economies. Arts and culture-related industries, also known as Creative Industries, provide direct economic benefits to states and communities. They create jobs, attract investments, generate tax revenues, and stimulate local economies through tourism and consumer purchases.

The Cultural Industry is also contributing to community development, especially through participation in corporate social responsibility (CSR), entrepreneurs contribute to and support the development of social needs. It depends on the dynamic of each cultural or art enterprise, if the contribution can be at the local, regional or national level.

Germany

When we consider the Making Space 365 ecosystem it is important to analyse the constituent parts and what goes into making up such an entity. When we speak about maximising the Potential of Young People through Creative and Cultural Entrepreneurship in the Community we need to understand the initial conditions of society including the cultural, economic, political and social background. This is especially true in the German perspective

One of the key success factors for entrepreneurship education is the effective development of the entrepreneurial ecosystem, in which multiple stakeholders play a role in facilitating entrepreneurship. It is a system of mutually beneficial and self-sustaining relationships involving institutions, people and processes that work together with the goal of creating entrepreneurial ventures. It includes business (large and small firms, as well as entrepreneurs), policymakers (at international, national, regional and local levels), and formal (primary, secondary and higher education) and informal educational institutions.

The different stakeholders are involved in a series of symbiotic actions which include awareness and outreach, the development of human capital and critical talent, public – private partnerships, multiple sources of innovation, intellectual property and funding.

In a dynamic and growth-generating entrepreneurial ecosystem, there is a high degree of interaction and coordination among these key elements and this has been realised for a long time in Germany.

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MAKING SPACE



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