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# GLOBAL REPORT



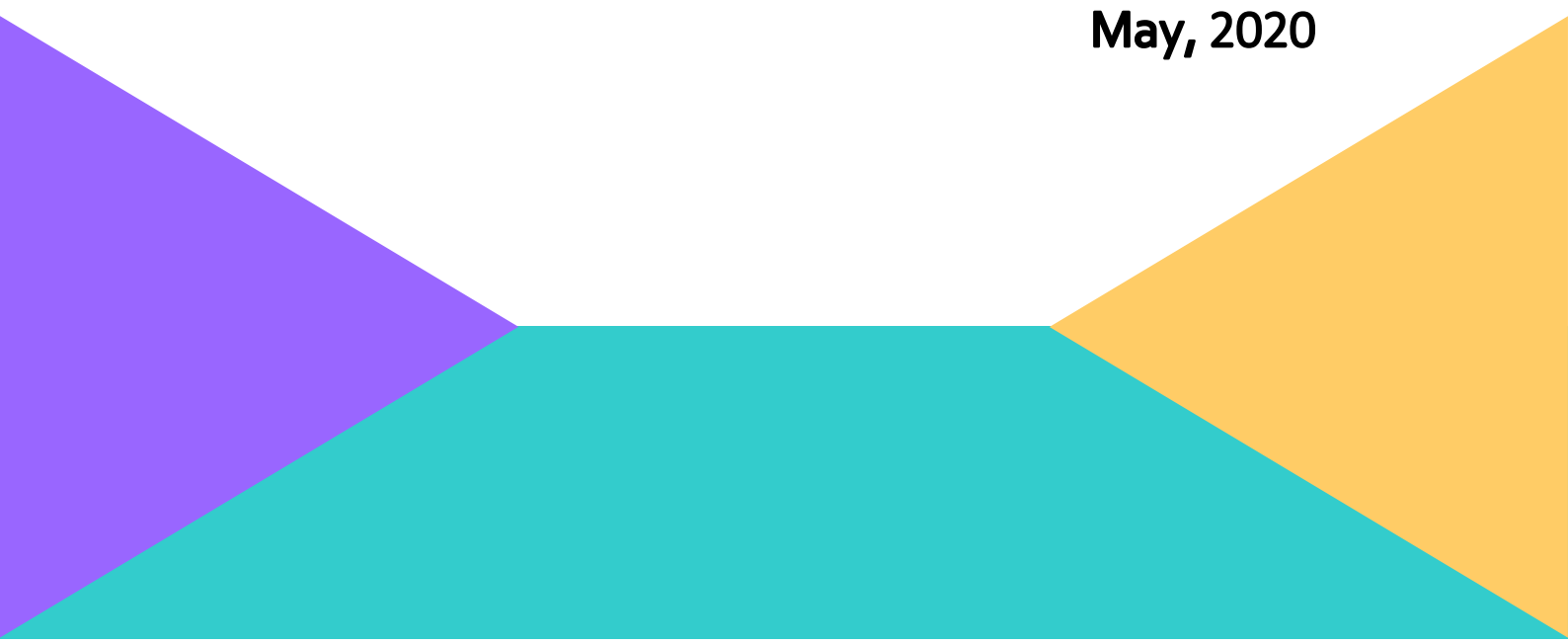
# EYES

Enlarging youth entrepreneurial spirit

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## **BEST INNOVATIVE PRACTICES FOR ENTREPRENEURSHIP**

**May, 2020**





## PARTNERSHIP MEMBERS



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## CONTEXT

The main aim of the EYES – Enlarging Youth Entrepreneurial Spirit project is to support and engage unemployed people, young adults, professionals in VET, as well as teachers and trainers who are lacking skills, in a systematic learning activities in order to develop knowledge and competencies by promoting the entrepreneurship education for the young.

The project provides better tools for VET and attempts to support professionals in vocational training and integration in changing their teaching practices, promote the development of a collective entrepreneurial culture and promote democratic values among young people, by allowing them to assess their capacity, create and manage a collective enterprise, better understand business realities, and the importance of teamwork. The EYES project also empowers young people with a sense of initiative and entrepreneurship through educating trainers, implementing local projects and working with the target groups in order to improve the development of the training course.

## SCOPE & STRUCTURE OF THE STUDY

The following document represents the outcome of the study which was implemented in each of the partner countries of the project which are Bulgaria, Spain, Belgium, Sweden, Germany and France, and provides an overview of the best innovative practices in entrepreneurship education in the six countries. The objectives of the study are achieved by going through the following steps:

- ▶ Initial definition of an analysis framework for identification of good practices in the field of entrepreneurship;
- ▶ Collection and mapping of good practices, case studies and examples on successful application of entrepreneurship education in each of the six partner countries;
- ▶ Elaboration of a global report, summarizing the information obtained in the two previous phases of the study.

This final global report is based on the results and findings gathered from each partner representing their own country, and combines those findings to help provide a set of recommendations for the topics that are necessary for the project to cover, i.e. which are the already existing innovative best practices which correspond to the specific needs in entrepreneurship education for young people under 25 years, quitting educational system and training without a diploma. The main objective is to find out the most effective of them to be improved, used and implemented in the training program of the EYES project.

The following report contains 42 good practices, case studies and examples on successful application of entrepreneurship education from Bulgaria, Spain, Belgium, Sweden, Germany and France, as well as a comprehensive executive summary that analyses and compares the results from each of the six countries. These outcomes will orientate the consortium in the design of the training program in a way that will permit to determine which skills and competences should be recognized within the EYES training course by monitoring the impact of already existing initiatives to promote employability, entrepreneurship and lifelong learning for vulnerable young people.



## EUROPE



**ESSEI** asbl  
THE EUROPEAN SOCIETY  
FOR SOCIO ECONOMIC INTEGRATION



### Practice №1

#### “EYE – Erasmus for Young Entrepreneurs”

The “EYE” programme is a cross-border programme, facilitating the exchange of entrepreneurial and management experience. It is implemented for a period of 6 years, from 2014 to 2020 with a target audience of:

- ▶ New entrepreneurs, firmly planning to set up their own business or have already started one within the last three years;
- ▶ Experienced entrepreneurs who own or manage a Small or Medium-Sized Enterprise in one of the Participating Countries.

Erasmus for Young Entrepreneurs is a cross-border programme facilitating the exchange of entrepreneurial and management experience. The exchange is implemented by a stay of a newly established or potential entrepreneur with a well-experienced entrepreneur running a small or medium-sized enterprise (SME) in another country. In the last five years, more than 2,500 pairs of entrepreneurs have benefitted from the programme. The European Commission’s goal is to organise 10,000 exchanges by 2020. Erasmus for Young Entrepreneurs is implemented through local contact points selected through annual calls for proposals.

The main objectives of the programme are to:

- ▶ Reinforce entrepreneurial attitudes by offering skills, knowledge and experience;
- ▶ Increase the number of start-ups and boosts their resilience;
- ▶ Foster the cross-border transfer of ideas, knowledge and cooperation between small firms;
- ▶ Help small firms to network, innovate, and go international;
- ▶ Help to create job.

The impact of the programme on the end users might be divided into two:

On new entrepreneurs:

- ▶ Build their capacity to manage a small company;
- ▶ Gain relevant skills and knowledge;
- ▶ Get practical experience;
- ▶ Network.

On hosting entrepreneurs:

- ▶ Make use of fresh entrepreneurial attitude;
- ▶ Obtain knowledge about another market and culture;
- ▶ Gain international cooperation opportunities;
- ▶ Get new ideas and fresh perspectives.

Learn more about this practice [here](#) or [here](#).



## Practice №2

### “The Entrepreneurship 2020 Action Plan”

The Entrepreneurship 2020 Action Plan is a blueprint implemented from 2012 to 2020, targeting mostly unemployed young people. The Entrepreneurship 2020 Action Plan is the Commission's answer to challenges brought by the gravest economic crisis in the last 50 years. It is a blueprint for action to unleash Europe's entrepreneurial potential, remove existing obstacles and revolutionize the culture of entrepreneurship in the EU. It aims to ease the creation of new businesses and to create a much more supportive environment for existing entrepreneurs to thrive and grow. It is based on three pillars: developing

entrepreneurial education and training; creating the right business environment; role models and reaching out to specific groups.

The main objectives of the Action Plan are to:

- ▶ Provide entrepreneurial education and training to support growth and business creation;
- ▶ Remove existing administrative barriers and supporting entrepreneurs in crucial phases of the business lifecycle;
- ▶ Reignite the culture of entrepreneurship in Europe and nurturing the new generation of entrepreneurs.

The action plan will intervene in entrepreneurial education and training to support growth and business creation; it will strengthen framework conditions for entrepreneurs by removing existing structural barriers and supporting them in crucial phases of the business lifecycle; it will also dynamise the culture of entrepreneurship in Europe: nurturing the new generation of entrepreneurs.

Learn more about this practice [here](#) or [here](#).

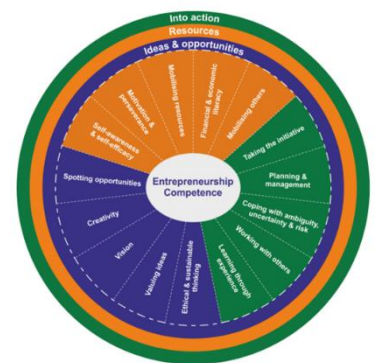


### Practice No3

## “EntreComp: The Entrepreneurship Competence Framework”

The EntreComp is a project which main aim is to develop a reference framework. It is implemented for a period of 2 years from 2014 to 2016, targeting at educators, trainers, employers, professional bodies and policy-makers.

EntreComp is a common reference framework that identifies 15 competences in three key areas that describe what it means to be entrepreneurial. The EntreComp is transversal to formal, non-formal and informal learning contexts and applies equally to education and training systems. The framework is a flexible source of inspiration, to be used or adapted to



support different contexts. The EntreComp Framework is made up of 3 competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'.

The main objectives of the project are to:

- ▶ Support policy and practice to develop digital skills;
- ▶ Assess digital skills;
- ▶ Support training of educators, trainers and teachers to deliver digital skills;
- ▶ Design programmes and learning opportunities;
- ▶ Recognise and certify skills.

EntreComp could inspire the reform of curricula in the formal education and training sector, the design of practical entrepreneurial experiences in non-formal learning contexts, or the development of tools for citizens to self-assess their entrepreneurial proficiency.

Learn more about this practice [here](#).



## Practice №4

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### “Entrepreneurship Education - A Guide for Educators”

“The Entrepreneurship Education” is a guide for entrepreneurship teachers developed in the year of 2014 in order to address the needs of practitioners and entrepreneurial teachers. The document provides a selection of practical recommendations developed as a result of the events, hoping to inspire practitioners to take action and continue with their own activities to enable teachers for entrepreneurship education.

In 2012, DG Enterprise and Industry and DG Education and Culture initiated two transnational events targeting teachers' preparation for entrepreneurship education. The aim of the events was to bring together actors involved in teacher education and training in entrepreneurship to present good practices, exchange ideas and learn from each other. It showcases a selection of examples of inspiring practice featured through the two events to a wider audience. It highlights the enablers and the success factors of the examples, and provides contact details for more information.



Teachers and educators also need the opportunity to acquire the knowledge, skills and attitudes required to include entrepreneurship education and enable entrepreneurial learning. Every student and existing teacher should benefit from at least one experience of training on the key topics and methods related to entrepreneurial learning and entrepreneurship education during their career.

Learn more about this practice [here](#).



## Practice №5

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### “JEUNE – Voice of the Young Entrepreneurs”

JEUNE – Voice of the Young Entrepreneurs is a European organisation/network, founded in 1994 targeting young entrepreneurs across Europe. JEUNE is the biggest organization representing young entrepreneurs across Europe reaching more than 1,660,000 passionate young people throughout Europe. Composed of national associations spreading over the whole continent, it enjoys pan-European and global access and visibility, effectively lobbying at all levels, with knowledge and connections that continuously enhance the capacity to effectively address the young entrepreneurs’ needs.

The main fields of activities are:

- ▶ Cooperation in common researches about young people and entrepreneurship, – establishing partnerships which can form a basis of exchange of ideas, knowledge, best practices, etc. – organizing common workshops and other events for promotion of young entrepreneurship;
- ▶ Organizing B2B meetings among the young entrepreneurs of the organizations’ ecosystems;
- ▶ Establishing strategic partnership relations in Europe with large European or global companies whose communicated value is matching with JEUNE principles;
- ▶ Establishing new external market channels for the European young entrepreneurs – implementing common projects and applications – cooperation in the global representation of issues of young entrepreneurship. In countries of Europe JEUNE facilitate the respective countries’ economic relations with the EU and promoting

European ideas and models of entrepreneurship among the young people contributing to their European integration;

- ▶ Harmonizing and channeling the opinions and needs of the young entrepreneurs to European decision makers.

The main objectives of the network are:

- ▶ Promoting young entrepreneurship and/with supporting young entrepreneurial organizations in Europe;
- ▶ Representing them towards the European governmental bodies and worldwide organizations;
- ▶ Delivering solutions for youth entrepreneurship and fighting youth unemployment.

JEUNE is the main voice of the next generation of entrepreneurs and influential figures of European and world economy. Thanks to them, young people become aware of the entrepreneurial opportunities offered by the European institutions and come into contact with key-actions to undertake entrepreneurial activities.

**Learn more about this practice [here](#).**

## BULGARIA



### Practice №6

#### “NEETs in Entrepreneurship”



“NEETs in Entrepreneurship” is a project, funded by the Norwegian Financial Mechanism – the Youth Employment Fund. It is implemented for a period of 3 years, from October 2018 to September 2021 with a target audience of young people aged 18-29, who fall into the risk group of NEETs (currently not engaged in employment, education or training).

The “NEETs in Entrepreneurship” project is jointly implemented by partners from six different countries, including the national organizations of Junior Achievement in Bulgaria, Italy, Spain and Norway. The project is under the coordination of Junior Achievement Romania and aims to create a transnational system for identification, engagement and training of young people aged 18-29, who fall under the NEETs target group.

The “NEETs in Entrepreneurship” project involves more than 400 young people in Bulgaria, part of the NEETs target group. The project gives these people the opportunity to go through a specially designed and targeted training program for personal and career development, as 125 will be able to benefit from internships in business organizations and opportunities to acquire professional skills in the workplace. It is also foreseen that 10 of those young people will also start their own business, which will be supported by Junior Achievement Bulgaria, and by the project as well. In addition, the Junior Achievement team will work with teachers and career guidance professionals in vocational high schools and other high schools in each

of the partnering countries. This will allow the appliance of good international practices for early identification and prevention of early school leaving in order to reduce the risk of falling into the NEETs group.

The main activities within the project are aiming to provide to the end users (NEETs young people) opportunities for continuing education and training through:

- ▶ Provision of physical space where trainers, business and NGO partners can work with NEETs;
- ▶ Development of mobile application and methodology for identifying, selecting and enrolling young people for inclusion in the training program and for career development activities;
- ▶ Development of training program aiming at NEETs, including: Career orientation module; motivational modules that are aiming at preventing early school leaving and promoting continuing education; module for promoting start-up of own business and entrepreneurship; specific modules that are developed together with business partners targeting specific professions and specialties (IT, sustainable business and circular economy, industry, etc.);
- ▶ Conduction of 300 hours of trainings at the workplace, as well as a series of distance trainings;
- ▶ Evaluation of the trainings and publication of a good practices guide (White Paper);
- ▶ Development of methodologies and guidelines for business companies and organizations wishing to implement internships for NEETs people;
- ▶ Creation and negotiation of 125 individual traineeships for NEETs youth in partnering business organizations (500 in total for all partnering countries);
- ▶ Assisting participating companies, organizations and NEETs during the internship;
- ▶ Development, selection and launch of 10 own businesses created by NEETs – provision of financial support for their start-up, as well as additional expert assistance.

Learn more about this practice [here](#).



## Practice №7

### “Entrepreneurship - A Shortcut to Success”



“Entrepreneurship - A Shortcut to Success” is a project funded by the Operational Program “Human Resources Development”, and co-financed by the European Union through the European Social Fund. It is implemented for a period of 2 years, from June 2018 to June 2020 with a target audience of young unemployed / inactive persons.

The “Entrepreneurship - A Shortcut to Success” project aims to help more than 50 people from different Bulgarian cities, specifically located in the North-Central planning region of Bulgaria, to promote entrepreneurial culture and stimulate the start-up of independent business activity. Through practical and theoretical training, future entrepreneurs are gradually entering the field of business activities, drawing expert know how on topics.

The main objective of the project is to create training content and methodology, and then execute a practical training session of 80 hours for young unemployed / inactive persons in the North-Central planning region of Bulgaria. In addition to the theoretical part, individual consultations are also held with the participants on specific business ideas that they might have. The main activities within the project are aiming to provide to the end users the necessary knowledge and skills to start their own business activities which are tightly connected to entrepreneurship. As part of the project, the end users have the opportunity to take advantage of the training content created, which consists of the following main topics and modules:

Topic 1: Fundamentals of Business Entrepreneurship which provides the end users with basic training in economics with the skills necessary for anyone developing their own businesses.

The modules which are included in it are as follows:

- ▶ Module 1 - You as an entrepreneur
- ▶ Module 2 - Capital and types of sources
- ▶ Module 3 - Forms of business activity
- ▶ Module 4 - Staff, Legal Liability and Insurance
- ▶ Module 5 - Financial Planning

Topic 2: Starting a Business which focuses mainly on the stages of planning and turning the idea into a business:

- ▶ Module 1 - Marketing and Online Marketing
- ▶ Module 2 - Innovation
- ▶ Module 3 - Responsible Business
- ▶ Module 4 - Starting a Business
- ▶ Module 5 - Business plan, business idea, marketing plan

Learn more about this practice [here](#).



## Practice №8

### “SEEDs among NEETs: Spreading Entrepreneurship and Economic Development among NEETs”



“SEEDs among NEETs: Spreading Entrepreneurship and Economic Development among NEETs” is a project funded by the Erasmus+ programme of the European Union. It is implemented for a period of 2 years, from October 2016 to October 2018 with a target audience of NEETs people, parents and relatives of NEETs, youth organizations and workers, public authorities, schools and school psychologists, local organizations engaged with young people, NGOs, local development agencies, youth volunteers in the rural areas.

The project provides opportunities for youth workers from 6 European countries to share and learn from each other’s experience and settings in a non-formal way. The project is meant as an exchange of good practices and innovative idea and their integration in the organizations and countries where such approaches have not been applied before. On the other hand, the project concept focuses on international cooperation in terms of increasing the European dimension of youth work at local level which is to be achieved by working with peers from other EU countries.

The main objectives of the project are to:

- ▶ Enhance the capacity of rural youth workers to support NEETs and get them involved in local community life, the training system and/or the labour market.

- ▶ Equip youth workers with innovative approaches to enhance inclusion of NEETs and disadvantaged youth by exchanging good practices and innovative approaches within a partnership of organizations from 6 EU countries;
- ▶ Provide non-formal learning opportunities for 14 people active in youth work from rural areas thus improving their key competences and skills - use of ICTs and foreign languages - and their abilities to reach both NEETs and stakeholders;
- ▶ Foster quality improvements in the youth work of the participating organizations and their communities through integration into practice of the exchanged methods, approaches and good practices by development of strategic local action plans for inter-institutional cooperation to influence the NEETs group and action plans within partner organizations to facilitate them in identifying and reaching the NEETs locally, as well to help prevent the phenomenon.

The project is innovative as it allows to compare the statistics regarding NEETs in each of the partnering countries through which partners are able to share and exchange good practices and approaches in order to help each other successfully combat the phenomenon.

The main activities within the project are aiming to provide to the end users the necessary knowledge and skills to tackle with the high rate of NEETs in the partnering European countries through:

- ▶ Making a comparative analysis of the challenges youth workers face when approaching NEETs;
- ▶ Exchanging methods, approaches and resources for youth workers on how to successfully promote the concept and benefits of entrepreneurship and social entrepreneurship among NEETs and work to strengthen the links between NEETs and the job market.
- ▶ Providing information about “successful NEETs” (studies of real-life cases to serve as models and inspiration).
- ▶ Creating an open web space for sharing of best practices among youth organizations and workers so as to foster inclusion and equity for rural NEETs;

Learn more about this practice [here](#).



## Practice №9

### “CBC LABORLAB - Developing an integrated and inclusive labour market at cross-border level” project”



“CBC LABORLAB - Developing an integrated and inclusive labour market at cross-border level” is a project funded by the European Regional Development Fund under the INTERREG V-A Romania-Bulgaria 2014-2020 Program. It is implemented for a period of 2 years with a target audience of NEETs people, unemployed / inactive persons and disadvantaged people.

The “CBC LABORLAB” aims to support the CBC integration of employment and labour mobility as a common “market” through creating CBC LABORLAB Model. The project takes place both on national (Bulgarian) and international level.

The main objectives of the “CBC LABORLAB” project are concentrated in a number of activities to help young people gain entrepreneurship skills and enter easier the labour market. Some of the activities implemented under the project are as follows:

- ▶ Creating CBC studies and structural analysis regarding future labour market evolutions;
- ▶ Developing and providing joint special vocational training programs;
- ▶ Creating CBC LABORLAB Cluster for supporting employment and labour mobility;
- ▶ Strategy and information campaigns regarding job opportunities & workforce mobility at CBC level.

During the 2-year implementation of the project, the end users reached are 4720 participants who participated in joint local employment initiatives and joint training, and another 480 persons who had access to joint employment initiatives. In order to help young / unemployed people to enter the labour market, the project provided 4 training programs which were organized by the 4 project partners in the following fields: English language, application of the principle of equality of chances in economic units, entrepreneurship and development of entrepreneurship skills and ITC.



Moreover, during the project implementation, 4 job fairs were organized with more than 2400 participants, both unemployed and potential employers in order to establish connections between these two.

Learn more about this practice [here](#).



## Practice №10

### Entrepreneurial program “ABLE Activator”



The Entrepreneurial program “ABLE Activator” is initiative including training, implemented by the Association of Bulgarian Leaders and Entrepreneurs (ABLE), with the general support of „America for Bulgaria” foundation and United Bulgarian Bank. The start of implementation of the initiative dates back to 2017 and it is implemented on a yearly basis since then. The participants in the initiative can be young people up to 35 years old, who want to gain knowledge in entrepreneurship and have strong motivation to develop as leaders and entrepreneurs, and to contribute to the positive change of the environment in Bulgaria.

“ABLE Activator” is an intensive and interactive 6-week entrepreneurship course aimed at developing the entrepreneurial and leadership skills of 30 participants (young people up to the age of 35), giving them direct access to resources in the entrepreneurial ecosystem and hands-on knowledge on development of own business. The initiative takes place on national (Bulgarian) level.

The main objective of the initiative is to help young entrepreneurs to acquire practical knowledge about starting a business and launching it, and for this purpose, the training program includes 6 modules which take place in 6 long weekends (Friday-Sunday). The topics of the modules are as follows:

- ▶ Character & Leadership Building;
- ▶ Deep Dive: Idea Formation & Hackathon;
- ▶ Business Model;
- ▶ Go-To-Market, Sales & Negotiations;
- ▶ Demo Day and Community Building Retreat.

In addition to the training content, each Wednesday there are special events, part of the program, during which participants have the opportunity to get acquainted with the stories of successful Bulgarian entrepreneurs and visit already existing start-ups serving as inspiration.

At the end of the training program, participants have a final pitch presentation in front of a jury of entrepreneurs and investors as well as a large audience of people from the start-up ecosystem.

Through their participation in the program, the end users get:

- ▶ First-hand learning experience from successful innovators, entrepreneurs and business leaders as well as site visits to start-ups and innovative companies;
- ▶ Practical exercises that will lead them through the start-up roadmap – from generating breakthrough idea to its ready-to-launch version;
- ▶ An in-depth understanding of key aspects of enterprise and innovation in a global context;
- ▶ Safe and friendly environment where they can be creative, develop critical thinking, practice communication and collaboration, fail multiple times and improve;
- ▶ Becoming part of the strong and impactful community of ABLE which works towards positive change in Bulgaria.

Learn more about this practice [here](#).

## SPAIN



### Practice №11

#### **“START IN. Developing inclusive and innovative entrepreneurship education in Europe”**

“START IN” is Erasmus Plus Strategic Partnership project, implemented for a period of 3 years, from September 2017 to August 2020 with a target audience of school teachers and educators, as well as primary and secondary school students.

The project wants to stimulate the “social entrepreneurial mindset”, developing capacities and abilities from early ages, laying the foundations for young social entrepreneurs to transform ideas into action in different social, cultural or economic contexts. The project consists in the design and development of a pedagogical advanced environment for boosting social innovation and social entrepreneurial skills in young people within the education framework. This has been materialised by means of didactic materials and cutting-edge ICT-based tools, like Apps and an on-line platform, allowing the generation of ad-hoc contents through a co-creation process between educators, students and stakeholders. This Erasmus Plus project involves 8 partners from 7 countries: Spain, Finland, Greece, Ireland, Poland, Turkey and UK.

The main aim is to stimulate the social entrepreneurial mindset developing capacities and abilities from early ages, laying the foundations for young social entrepreneurs to transform ideas into action in different social, cultural or economic contexts. The methodology relies on the following elements:

- ▶ Help young social entrepreneurs to transform ideas into action;
- ▶ Create a pedagogical advanced environment based on an educational framework;
- ▶ Boost social innovation and social entrepreneurial skills in young people;
- ▶ Develop didactic materials and ICT-based tools: Apps and on-line platform;
- ▶ Promote a co-creation process among educators, students and stakeholders.

School teachers and educators, as well as Primary and Secondary School students, could benefit from innovative Open Educational Resources (OER) and ICT-based tools, aimed at design and develop a new model of entrepreneurship education boosting social innovation and social entrepreneurial skills in young people within the School education system in Europe. The types of impact might be summarized as follows:

- ▶ Pedagogical impact, by means of generating innovative learning and teaching approaches, educational methodologies and tools, as well as Impact on the training practices of target users and beneficiaries
- ▶ Technological impact, by means of developing ICT-based educational tools: learning APPs and e-learning platform course and modules
- ▶ Socio-economic impact, by means of improving preparation for the labour market, matching with new emerging skills, which facilitates the improving of skills and competences for users and beneficiaries.

Learn more about this practice [here](#) or [here](#).



## Practice №12

### “Jóvenes Emprendedores Sociales” (Young Social Entrepreneurs)

Jóvenes Emprendedores Sociales is a national programme located in the region of Asturias which started in the course 2009/2010. The duration for schools' students is one academic

year, and the main target audience consists of school teachers and educators, as well as primary and secondary school students. This educational project aims to promote entrepreneurial culture among School students. To do so, each participant classroom constitutes and manages an NGO or association which organizes and carries out activities aiming at financing a social project. Social project may focus on needs detected in the closest environment of the School as well as in cooperation for development in coordination with a partner group of students from a southern country.

The main objective is to develop entrepreneurial attitudes among school students using as a guiding thread the process of creating and managing an association. Furthermore, the project addresses the following goals among teachers and students:

- ▶ Increase awareness and openness to other cultures and social realities.
- ▶ Make the students familiar with the concepts of participation and social awareness.
- ▶ Provide knowledge on the operation and management of the non-profit or social sector and in particular of an association.
- ▶ Develop skills related to social entrepreneurs: creativity, observation, exploration, communication, analysis of the environment, teamwork and decision making.
- ▶ Promote the use of new technologies as an integral part of the teaching-learning process.
- ▶ Facilitate the meeting of educational centers and social entities.

School students go through different experiences of social participation, from the analysis of the environment and generation of ideas, to the implementation of local initiatives and development cooperation through the creation and management of an association.

The student-centered approach relies on a work from practice where learning is active, cooperative and meaningful. This process provides students with greater autonomy to develop their planning, communication, negotiation, analysis, decision-making, etc. On the other hand, teachers gain a relevant role in this process of capacity development as mediators, observers and facilitators.

**Learn more about this practice [here](#).**



## Practice №13

### “Empresa Joven Europea” (European Young Company)

Empresa Joven Europea is educational project developed by the Public Company “Valnalon” as part to the regional government Entrepreneurship Development Programme. The project started in the course 1999/2000, targeting teachers and students from Secondary Education and official VET centers (14 to 26 years).

In this project, students create and manage their own mini-company in the classroom, taking the legal form of a cooperative society. The cooperative establishes commercial relations with mini-companies (cooperatives) in other regions or countries with the aim of "importing" and "exporting" products to each other. These imported products are sold in the local market held at the end of the academic year. At the end of the process, students analyze the results and share the benefits obtained, just like any real company. The main objectives of this project are as follows:

- ▶ Promote the development of entrepreneurship, entrepreneurial skills and attitudes, in secondary education, high school and vocational centers by putting into practice a set of knowledge, skills and attitudes
- ▶ Provide students with the basic knowledge for the creation and management of a company through a real and practical experience promoting Cooperative Learning
- ▶ Provide education with a global dimension by promoting cooperation between students and teachers of different educational centers and promoting contact with local entities and companies.

The project has an impact on the teaching/learning practice in schools by means of applying a combination of Cooperative, Meaningful and Project based learning. Thus, the students are set as the center of the learning process. The practical approach and the real business creation experience, with a focus on interdisciplinary and globalizing character, promotes knowledge and real contact with different institutions and social agents at local and international level.

Learn more about this practice [here](#).



## Practice №14

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### “Youthemprende”

Youthemprende is a programme which promotes Entrepreneurship Culture in Education, from the Extremadura Regional Government. The project has started in the 2005, and the duration for the students is six months. The target audience of this program are teachers and students from High Schools in the Region of Extremadura. This programme aims to promote entrepreneurial culture in education emphasizes the solution of real business and social challenges in the environment, through the Design Thinking methodology and giving special importance to the prototyping phase.

The main objectives of this programme are as follows:

- ▶ Develop entrepreneurial skills of the students, such as teamwork, problem solving, creativity, empathy, business perspective, etc.
- ▶ Provide teachers with a channel to experience new ways of working in the formal educational environment to enhance entrepreneurial skills.
- ▶ Connect business and social reality with young talent through the formula of challenges and the involvement of relevant entities in the training/creative process.

The programme has an impact on the teaching practice and the learning process of students through three main dimensions:

- ▶ Exploration: understand the different dimensions of the chosen challenge to find new solutions adapted to the characteristics of the end users.
- ▶ Ideas generation: encourage the creativity of the team and the educational centre to generate a large number of alternatives and a final solution.
- ▶ Prototyping: building to facilitate thinking and analysis, and to learn to communicate solutions to clients.

Learn more about this practice [here](#) or [here](#).



## Practice №15

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### “Jóvenes Changemakers”

Jóvenes Changemakers is educational methodology implemented in Spain and in several other countries. The methodology was developed by Ashoka, an international organization referent in social entrepreneurship, in the year of 2000. The target audience is schools and young people between 14 to 24 years.

This initiative provides youngsters with the opportunity to be social entrepreneurs and, within this process, to acquire key skills for their lives such as empathy, leadership, their own initiative, teamwork and change management. The young people with motivation and ideas of social change receive support from involved schools to elaborate their projects and to participate in the panels of entrepreneurial experts and social referents organized by Ashoka. Youngsters are also provided with access to the network “Young Changemakers”, where they share their talent and passion with other equals, and they can get an initial seed capital of 400 Euros.

The changemaker methodology developed by Ashoka focuses on the following objectives:

- ▶ Identify and support social entrepreneurs in the field of education and youth empowerment.
- ▶ Create opportunities for connection and collaboration among key ecosystem actors
- ▶ Recognize educational centres capable of inspiring and making visible this paradigm shift (“Changemaker Schools”)
- ▶ Promote a culture of social entrepreneurship among young people
- ▶ Communicate and give voice to the protagonists so that their testimonies and examples are extended

Learn more about this practice [here](#) or [here](#).





## SWEDEN



### Practice №16

#### “Proffsmentor”



“Proffsmentor” is an ongoing project that started in the year of 2020, aiming to reach young people, especially high school students (age 13-16) and pupils with immigrant backgrounds. Professional mentors give young people the opportunity to independently learn how to write CVs and apply for a job, gain an understanding of what it means to be employed and what is expected of one in a workplace and participate in goal-directed seminars with a coach from Mentor Sweden. The main efforts of this project are concentrated into:

- ▶ Professional mentoring program: Employees from the company visit the school to hold workshops and exercises on how to apply for a job, writes a CV and how an employment interview goes. Students also learn more about the company during a study visit.
- ▶ Professional mentoring day: Employees from the company meet young people for half a day and usually have a company-adapted activity, exercises and discussions about working life. The day can end with both coffee (“fika”) and quiz.

- ▶ Professional mentors are always arranged and organized by a project manager at Mentor Sweden together with a contact person at the company. Volunteers from the company then take part in the activities, exercises and workshops.

In 2018, 210 volunteers from the partner companies were Professional mentors. Together, they inspired 2,110 young people around the country. Therefore, most schools would like to have more contact with companies and businesses. The concept of Proffsmentor has opened the door for high school students in a collaboration that stimulates innovation and sustainable development. It is a win-win program where the companies offer their knowledge and experience while meeting many young people and sharing their ideas and thoughts about the future. What they are interested in and what is important to them.

Learn more about this practice [here](#) or [here](#).



## Practice №17

### “Entreprenör”



The “Entreprenör” is a project implemented in the year of 2018, targeting young people by providing them the chance to start their own business. The project is national, but is carried out in the municipality where the participants are active. The cooperative municipalities must see the value in young people coming into contact with entrepreneurs early in life and therefore pay their participation.

The project is run by the AB Coachgruppen and works with municipalities and the Employment Service with the aim of reducing unemployment in Sweden. The aim is to create a broader base of young people who, through participation in the project, see a possible future as an entrepreneur. By contributing to an earlier entrepreneurial spirit among young people, the project aims to stimulate them, increase incentives for active schooling and create the conditions for continued entrepreneurship. There is a willingness and need for young people to become involved in important summer activities by getting summer jobs.

During the first week, the young people are encouraged to develop and refine their idea through creativity exercises, gain more knowledge on marketing, budgeting and sales

strategies. Participants present the business plan that they've created during the week's exercises, and receive a starting capital of 250 Euros. In the following 3 weeks, the young people are acting as managers of own company in order to further develop their idea with regular coaching and supporting from the project team. Upon the successful completion of the programme, each participant receives a certificate, while some will even continue to work in the company created.

This project provides important opportunities for the young people, since recent studies show that those who started running companies early in life on average earn 12% more than peers sixteen years after high school graduation.

Learn more about this practice [here](#).



## Practice №18

### “Sommarlovsentreprenör™”



Sommarlovsentreprenör™ (Summer Entrepreneur) is a project/training which started back in 1999, and it is still ongoing. The training starts with a compulsory week followed by about three weeks of self-employment, and it is targeting high school students aged 15-20. Sommarlovsentreprenör™ wants to give young people a chance to develop their entrepreneurial ability.

The concept is owned by the County Administrative Board of Västernorrland and is managed and developed by the Technichus Science Center in Härnösand. The idea took shape during 1999 in Sollefteå. A woman with a mission to work with the local business community wanted to give young people the opportunity to create their own business as part of the summer jobs offered by the municipality. She knew there were creative young people and supportive entrepreneurs. The program is still growing with new organizers and every year hundreds of young people around Sweden get the chance to try out entrepreneurship as Summer Law contractors. The program has been exported to Holland and England. Outside Europe, it has landed in various forms in Israel, Turkey, Jordan and Lebanon.

The training starts with a week's kickoff immediately after school. The week is compulsory and every participant gets help with developing ideas and making a simple business plan. After the week participants become a certified summer law contractor. As a certified summer law contractor, participant also receive a starting capital of EUR 200 so that they can get started with their company quickly. When it's time to start the company, participants can start selling the product or service they have as an idea. Since everyone is their own boss, they decide for themselves to what extent to work. Most people usually work with their company for at least 3 weeks. During the time as an entrepreneur, participants have access to a personal supervisor who follows one on the road. Participants also get in touch with local networks and the opportunity to find mentors among entrepreneurs who work at their place of residence.

The project ends with a meeting where participants tell about their experiences. There are awards and everyone receive a diploma, which can be a good credit in a future CV.

In the summer of 2018, over 570 young people got the chance to start their own with the Sommarlovsentreprenör™.

Learn more about this practice [here](#).



## Practice №19

### “Ung Företagsamhet”

The Ung Företagsamhet (Junior Achievement) is a training project started back in the 1980s, targeting pupils, teachers and school leaders at primary and secondary schools. Ung Företagsamhet (UF) is found all over Sweden, from north to south, through a national office and 24 regional associations. It has over 100 staff to help students and teachers, and the organization has a broad expertise in entrepreneurship. The organization is supported by public funds and the private business community. UF gives children and young people the opportunity to train and develop their creativity and entrepreneurship.

Ung Företagsamhet has three teaching resources for primary school; Our Society, Seeing the Opportunities and My Future and Economy as well as the UF-business education at the high

“...ett arbetsgivarjippo”  
-LO

“Här lär sig 16-åringar  
bli direktörer”  
-Aftonbladet

“Direktörskurs för skolbarn”  
-DN

school. In addition, there is an alumni network consisting of former UF entrepreneurs. UF offers teaching materials, teacher guides, continuing education, assessment support, scholarship opportunities, exchange with other countries and inspiration for teachers, students and school leaders.

Over 60,000 students in grades 1-9 have worked with Our Society, Seeing the Opportunities and My Future and Economy. UF is a politically independent, non-profit educational organization and is part of the global organization Junior Achievement (JA). UF offers teaching materials, teacher's guides, continuing education and exchanges with other countries

Learn more about this practice [here](#).



## Practice №20

### “UngDrive”



The UngDrive is a project started in 2020, which is targeting young people around the world who are inspired to start their own businesses during the summer holidays.

UngDrive is a non-profit organization that works to help young people start businesses. By mobilizing entrepreneurs in Sweden, and abroad, they inspire young people to influence the world and to create their own lives, according to the slogan "dream big, start small".

The company currently has four main focus areas:

- ▶ UngDrive - Sweden's largest and most popular entrepreneurship education during the summer holidays.
- ▶ Swedish Championship for Summer Entrepreneurs - Sweden's largest camp for young entrepreneurs, in Gnosjö.
- ▶ International entrepreneurship camps in China and Ukraine, among others.
- ▶ Start-your-own training in developing countries (Botswana, Uganda and Zambia).

UngDrive has helped about 17,000 young people in developing countries to start businesses.

Learn more about this practice [here](#).



## Practice №21

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### “Ungt entreprenörskap in Västra Götaland”

Ungt entreprenörskap (Young entrepreneurship) is a project started in 2020. It aims at multiple stakeholders from compulsory school to college and university level and strives to develop entrepreneurship and increase school / work collaboration in the region of Västra Götaland, Sweden.

The task of the Västra Götaland region is to support and quality assure a basic infrastructure where investments in young entrepreneurship are tied together, promote each other and lay a stable foundation in which different players contribute their part in the value chain. It primarily supports the larger regional players who lay a basic structure in this area. More rarely, the Västra Götaland region supports special projects of a short-term nature. But sometimes, point action can be important to fill in white spots or further develop certain areas. Business support is provided to entrepreneurship-promoting actors with a focus on different age groups such as Framtidsfrön, Ung Företagsamhet, Drivhuset, Venture Cup and entrepreneurial education at the universities.

For younger ages, it is mainly about broad attitude-influencing efforts to build personal entrepreneurial skills. For older people, the focus is on new entrepreneurship.

The Young Rural Prize in the West is awarded annually to two winners with the aim of inspiring and highlighting good examples of how to be young and enterprising in smaller towns. The Västra Götaland region has instituted the award to promote the positive development of the countryside and the creative attitudes of young people. To be able to win the prize, one must be 15-30 years old, live and work with his company in the countryside or in urban areas with less than 10,000 inhabitants.

Learn more about this practice [here](#) or [here](#).

## GERMANY



### Practice №22

#### “Berufsvorbereitende Bildungsmaßnahme (BvB)”

“Berufsvorbereitende Bildungsmaßnahme (BvB)” is a programme run by the German Federal Employment Agency implemented in 2005 (re-invented after some innovations) with a duration of up to 11 months reaching approximately 25,000 young people per year. The target audience is aiming at young people aged from 16 to not older than 25 years. The BvB is a combination of theoretical and practical training as well as individually planned work placements that could cover different occupations and/or companies.

The BvB aims to integrate the young people into training. If this goal cannot be achieved, employment is intended. The target group includes adolescents and young adults, provided they are without initial vocational training, have completed their compulsory schooling and generally have not yet reached the age of 25. This includes, in particular, young people who do not yet have the required maturity or suitability for vocational training or whose employability on the training market can be improved by further funding. The maximum individual funding period is usually up to 11 months, but can be extended in justified cases. The numbers reflect the demographic development. After significantly more than 50,000

participants a year were generally funded by the BvB in 2009 and 2010, the annual average stock decreased steadily, in 2015 with 26,668 participants to about half of the level in 2010.

The objective is in particular to achieve the maturity for vocational training or occupational/career choice as well as leading to an employment relationship that is subject to training or social security contributions. An important innovation of the measures from 2005 is the introduction of the so-called "educational guide", a career counsellor who remains the constant point of contact for the young person, regardless of the phase and location he/she is currently in.

The BvB is intended for those young people who are no longer compulsory at school and do not yet have an apprenticeship, who do not have a school leaving certificate or those who have lost their training position and want to reorient themselves. As part of the BvB, 4,992 people obtained the secondary school leaving certificate in 2015. This number has increased slightly compared to the previous two years and has returned to the 2012 level.

The young people have the opportunity to know different professions and companies, make contacts with possible training companies and get to know other young people who are in a similar situation in order to exchange experiences and support each other. During a BvB the young people are also entitled to vocational training allowance. This is a financial support by the employment agency that supports young people who cannot live at home during their training.

Learn more about this practice [here](#), [here](#) or [here](#).



## Practice №23

### “Girls’ Day – Future Prospects for Girls”



Girls’ Day – Future Prospects for Girls is an open day on (inter)national level which is held once a year, starting from 2001, targeting young female students aged 10+ as well as companies. From 2001, every year technical enterprises, enterprises with technical departments and technical training facilities, universities, and research centres are invited to organise an open



day for girls – Girls'Day. Girls'Day – 'Future Prospects for Girls' initiated a large campaign in which a wide range of professions and activities is presented to girls of 10 years upwards.

Due to the nationwide focus and the uniform date, Girls'Day concentrates regional limited individual initiatives and achieves a unique broad effect. It is considered the largest career orientation project for female students. For example, the 19th Girls'Day in 2019 was a great success: More than 10,000 institutions offered almost 100,000 places for female students in Germany. Results from the scientific evaluation show: More than 97 percent of the girls assess Girls'Day as 'good' or 'very good'. 62 percent got to know professions on Girls'Day in which they are interested. 40 percent of the girls would like to do an internship or a training in one of the participating companies. On Girls'Day more than 40 percent of the participating organisations get enquiries for internships, trainings and university places. 33 percent of them get applications from women who participated in Girls'Day as a student for internships and trainings. For every fifth organisation these lead to an employment of female candidates.

Meanwhile, Girls'Day or similar actions take place in more than twenty different countries. Apart from Germany in the following European countries: Belgium, Estonia, France, Italy, Kosovo, Luxembourg, Liechtenstein, the Netherlands, Norway, Austria, Poland, Switzerland, Slovenia, Spain, the Czech Republic and Hungary.

The project is funded by the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, the German Federal Ministry of Education and Research, and supported by the Confederation of German Employers' Associations (BDA), the German Trade Union Federation (DGB), the Federal Employment Agency (BA), the German Industry and Commerce (Chambers), the Federation of German Industries (BDI), the German Confederation of Skilled Crafts (ZDH), the Federal Parent Council (BER) and the Initiative D21.

On the one hand, the vocational choices of girls are influenced in a very positive way. On the other hand, for companies, Girls'Day has evolved as an important instrument of their recruitment policy. The evaluation shows an opening for gender-specific aspects of vocational orientation and an increased awareness of gender mainstreaming in companies and schools which have taken part several times. Girls'Day has a positive influence on the image of technology related professions and yields realistic estimations on behalf of

employment outlook, job contents, and basic conditions Scientific publication of evaluation results and further publications in form of scientific papers.

In recent years there has been a significant increase in female professionals in technical fields. Now the growth in employment of women is stronger than that of men in almost all scientific and technical professions.

Learn more about this practice [here](#) or [here](#).



## Practice №24

### “Boys’ Day – Future Prospects for Boys”



Boys’ Day – Future Prospects for Boys is an open day on national level which is held once a year, starting from 2001, targeting young male students aged 10+ as well as companies. On one specific day in March or April, many facilities, organizations, schools and universities as well as companies throughout Germany invite students from the 5th grade upwards to the Boys' Day – Future Prospects for Boys. On this day, boys learn more about service occupations in the sector of education, social affairs, health-care or other occupations where men are underrepresented. Moreover, they have the opportunity to join activities in the fields of life planning and social competences, such as taster days

- ▶ at day care centers,
- ▶ at kindergarten,
- ▶ at facilities for senior citizens
- ▶ at institutions for handicapped persons
- ▶ as a medical assistant
- ▶ as a hairdresser,
- ▶ as a florist
- ▶ as an office administrator.

Boys have diverse interests and competences. Nevertheless, their vocational choice and life planning often takes place within the framework of a traditional spectrum. More than half of the male trainees choose one out of twenty typically male apprenticeship jobs in the dual

system – among these is not a single profession from the social, educational or health-care field. It is precisely in these fields that men are clearly underrepresented. But at the same time specialised male personnel and male reference persons in these occupational areas would be highly desired for our society, and due to the demographic development, there is a distinct need for junior employees.

Boys learn – in a practical oriented way – more about a multitude of previously unknown professions they have not taken into consideration yet, for example professions in the social or health-care field, and are able to experience directly the practical aspects of professions. Facilities, organisations and companies access on the Boys' Day through activities for boys' new resources and create more diversity among their personnel. They demonstrate social commitment and reach the general public to a high extent.

Learn more about this practice [here](#) or [here](#).



## Practice №25

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### “Young Enterprise” companies

“Young Enterprise” companies are created in the framework of a regional/national competition which started back in 1987. The duration may be variable and in many cases a group of students is founding and managing a company during one school-year. Consequently, the target audience of the competition is young students, as well as teachers and educators.

There is a range of important initiatives in Germany that are related to student-run companies. Many of those enterprises are run by a group of students for one school-year and compete with others within regional or national competitions. However, some of these companies are more related to the school itself, meaning that they are providing regular services for clients and/or the school. There are some initiatives also from schools working with special needs young people at local level:

- ▶ [Schule am Regenbogen](#): Company for colour and room design of the school building;

- ▶ Café Windorfer: A café located at bijou villa and run by the SN students as a pop-up restaurant for some days per year with a very basic menu.

Meanwhile, the concept of student-run companies is fairly established in Germany. It is even included in some of the curricula and supported with training materials and other resources for teachers by the educational authorities. It is intended to motivate teachers to start with such activities and at the same time provide them with templates for the students that were in advance evaluated by lawyers. The main aim is to put in place activity-oriented education and to encourage students to act independently even in environments outside school.

The students should acquire knowledge and key qualifications and develop skills that not only improve their prospects of finding an apprenticeship or job, but can also provide a basis for their future life. These skills may include:

- ▶ recognize basic business knowledge
- ▶ develop problem solving skills independently
- ▶ gain practical experience in teamwork
- ▶ maintain increased self-confidence
- ▶ develop increased sense of responsibility
- ▶ gain confidence in one's own performance
- ▶ recognition of the work by classmates, teachers and parents
- ▶ increased motivation for attending school.

**Resources:** There is a wide range of websites and initiatives. Resources and apps support the management of the companies, some of those focusing on state-of-the-art management of company with information on digitalization or sustainability can be found [here](#).



## Practice №26

### “Integration through qualification (IQ)”

Integration through qualification (IQ)” is a national initiative for improving migrant integration on the labour market implemented in 2005. The programme is funded by the Federal Ministry for Labour and Social Affairs (BMAS) and the European Social Fund (ESF).

Strategic partners in implementing the programme are the Federal Ministry for Education and Research (BMBF) and the Federal Employment Agency (BA).

In 2018, Germany was home to around 20.8 million people with a migration background, amounting to 25.5 percent of the population. Due to a number of factors, unemployment is about twice as high among people who have a migration background compared to those who do not. In recent years, immigration to Germany has risen significantly, particularly from other EU countries. Many of these migrants hold professional degrees or other valuable credentials that are frequently not recognised in Germany. At the same time, skills shortages are becoming more evident in the German labour market. Against this background, it is essential to tap all available potential and including that of migrants. Since 2005, the Network "Integration through Qualification (IQ)" has been working to improve employment opportunities for people with a migration background.

Since 2015 the Network IQ focuses on compensatory measures in the context of the Recognition Act. One central objective is that occupational qualifications acquired outside Germany lead to employment appropriate to one's level of education.

Oftentimes, migrants are perceived in stereotypical and deficient ways. Bringing to light the manifold potential of migrants and raising the awareness of discriminative conditions in labour markets is crucial for improving labour market integration in a diverse society. Therefore, building and strengthening intercultural competences among labour market stakeholders remains one of the central concerns of the Network IQ. There is a variety of different projects, among those the Good Practice: Portal "We start a business in Germany" which started in 2015 with its [website](#).

More than half of all companies in Germany are founded by people who have a migration background. However, information about the official requirements and the actual steps for founding a company, cannot be obtained from one single source. In order to bring together the relevant information and link it to qualified consulting services, the cooperation of the IQ Competence Centre for Migrant Entrepreneurship and the IQ project "XeneX" of IQ Network Bavaria – MigraNet resulted in the website. The website currently provides information in 14 languages. Simultaneously, it offers a wide range of personal advice. According to the project staff, so far, around ten percent of those advised have set up their own businesses. The

migrants are empowered to enter the German labour market, either with recognized of qualifications or as entrepreneurs.

The [website](#) is continuously enriched with more language versions and new resources for entrepreneurs.

Learn more about this practice [here](#) or [here](#).



## Practice №27

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### “Start-up your future”

“Start-up your future” is a mentoring programme. The project is initiated by the Wirtschaftsjuvenen Deutschland (WLD), the most important association of young entrepreneurs and managers in Germany, co-financed by the German Federal Ministry of Economic Affairs and Energy. Wirtschaftsjuvenen are more than 10,000 entrepreneurs and managers. They are all under the age of 40. The target audience of the project are migrants starting a business in Berlin and experienced entrepreneurs from all over Germany.

It is a pilot project implemented by the Wirtschaftsjuvenen Deutschland (WJD), funded by the Federal Ministry for Economic Affairs and Energy. It aims to help refugees in Berlin to set up their own businesses. To give them support and to show them that self-employment can be a good option, mentoring partnerships are formed with so-called Gründerpaten. Gründerpaten are volunteers. They are entrepreneurs, people interested in start-ups, employees in management positions or Wirtschaftsjuvenen. They can give guidance to the refugee and want to share their business network and entrepreneurial spirit! By setting up mentoring partnerships with Gründerpaten, who are local entrepreneurs, refugees receive help to set up their own businesses by:

- ▶ Offering one-to-one support, sharing ideas and experience.
- ▶ Helping them develop the personal qualities necessary for a business founder.
- ▶ Giving them access to business networks.

The goal of the pilot project is to bring together refugees who want to start a business in Berlin with entrepreneurs from the region. The aim is to offer them help in setting up their

businesses. The refugees are given one-to-one support and provided with a business network by so-called Gründerpaten who volunteer to help them and offer their expertise. The mentees need about 2-3 hours a week. These activities are mandatory:

- ▶ Get-to-know meeting
- ▶ Kick-off event (group start)
- ▶ Methods' day (approx. 5 hours)
- ▶ Mentoring meetings

Mentors are entrepreneurs and executives, but also students (BWL/MBA) and people interested in starting a business. An ideal mentor should be highly motivated to support refugees in their efforts to set up a new business, to support them in acquiring skills and knowledge and to integrate them into their own networks.

Learn more about this practice [here](#) or [here](#).



## Practice №28

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### “BMW Business Start-up portal”

BMW Business Start-up portal is information portal in six languages (DE, EN, FR, IT, RU, TK) offered by the German Federal Ministry for Economic Affairs and Energy with “First steps”, “Checklists and Overviews”, and “Publications”. Online-Training for future entrepreneurs, is currently available only in German.

The portal provides comprehensive information to new entrepreneurs in order to succeed on the German market. In the foreign language versions this includes special information dedicated to migrant entrepreneur (e.g. language, residency law) in order to empower them for entrepreneurship.

Many new businesses fail economically due to a lack of information, knowledge and preparation of their founders. This platform is intended to prevent such lack of information or knowledge. For that reason, it provides also test and questionnaires for self-reflection in the phase of founding a business. Moreover, it offers online-training on several important

business topics, e.g. finance, cooperation, marketing, etc. The platform helps to train and empower future entrepreneurs on their way to running their own business.

Learn more about this practice [here](#), [here](#) or [here](#).



## Practice №29

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### “Gründerplattform”

Gründerplattform is online platform with information and resources directed to (future) entrepreneurs supported by the KfW Bank (German state-owned development bank) and the German Federal Ministry of Economic Affairs and Energy, which provides a wide range of information, checklists and videos for informing and preparing future entrepreneurs.

Many new businesses fail economically due to a lack of information, knowledge and preparation of their founders. The KfW Bank and the Ministry of Economic Affairs and Energy are interested to prevent this and to upskill and empower the future entrepreneurs. The platform helps train and empower future entrepreneurs on their way to running their own business.

Learn more about this practice [here](#) or [here](#).



## Practice №30

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### „JUMP! Ziele entwickeln – Zukunft gestalten“

„JUMP! Ziele entwickeln – Zukunft gestalten“ (JUMP! Developing Goals – Shaping the Future) is programme run by the Volkshochschule im Landkreis Cham e.V., co-funded by the European Social Fund in Bavaria and implemented for a period of 3 years (from 2017 to 2020). The duration of the programme depends upon the individual needs of the participants, variable in either case: the duration of participation in the programme and the weekly hours spent on the programme. The programme is addressing the needs of school-dropouts and young people that have failed to complete a vocational training for at least two times.



The individual guidance in the framework of this programme could include:

- ▶ Individual workshop days
- ▶ Orientation in professional and private areas of life
- ▶ Activating own strengths - "empowerment"
- ▶ Facilitation of social skills
- ▶ Targeted labour market training
- ▶ Individual coaching

The aim of the programme "JUMP! Developing Goals - Shaping the Future" is to design a guidance approach with the participants, which enables the first steps in the direction of manageable learning objective planning. Skills for a self-directed learning and life are activated and the associated increase in self-confidence should help in the development of future prospects and in coping with everyday professional life.

Learn more about this practice [here](#).



### Practice №31

#### „Handwerk – bau Deine Idee!“



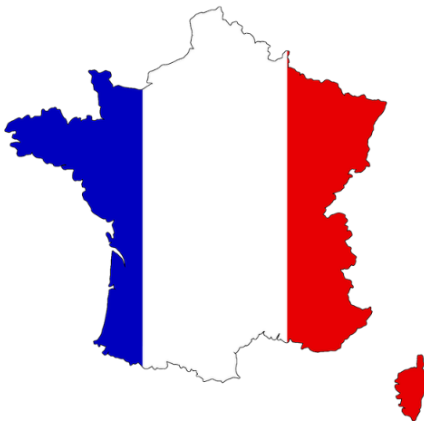
„Handwerk – bau Deine Idee!“ (Crafts – build your idea!) is a competition initiative implemented from the year of 2000, targeting young people (15+), teachers and educators. The promotion of technical knowledge and skills among secondary school students is of particular importance to the district of Cham due to its strong industry in this sector. This competition includes the planning and production of a self-designed technical workpiece in the context of teaching with conventional tools at the school workshop facilities, as well as the presentation of the workpiece in front of a panel of experts. The competition is organized, among others by the regional Chamber of Crafts and the Regional State Education Office.

The secondary schools consider the competition to be a well-suited platform for their educational goal of implementing workplace-oriented vocational preparation in an imaginative, motivating and convincing quality. Due to the competition the regional SME business, in particular in the sector of crafts, get an early insight into the performance of secondary school students for vocational training.

Since the start of the popular competition in 2000, more than 2,100 students have successfully participated with their work pieces which are often perfectly designed and done with extreme precision. The interest of this group of students in a later training in the craft sector can be observed. The proportion of girls in particular has risen considerably over the years.

Learn more about this practice [here](#).

## FRANCE



### Practice №32

#### „ LE CLOÎTRE“



LE CLOÎTRE is Center for Entrepreneurship, Training and Innovation targeting young people (18-25) from the poorest districts of Marseille, opened by Apprentis d'Auteuil in the northern districts of Marseille where:

- ▶ 43% of young people (18-25) are unemployed
- ▶ one-third of population lives below poverty line
- ▶ young people think that companies do not want them and companies find it difficult to recruit young people

Le Cloître is located in the heart of a 6-hectare landscaped park where the former 6000m<sup>2</sup> convent has been transformed into a laboratory for innovative employment access solutions where training systems coexist. Work-study contracts or qualifying training programs are offered to young people in the area. Le Cloître also aims at building social ties in the neighbourhood. Indeed, the presence of 10 companies, associations, economic actors allows this emblematic place to give residents access to a shared vegetable garden, to cultural events but also to a restaurant. Thanks to its prestigious setting, the Cloister offers more than 1,300 m<sup>2</sup> of space dedicated to cultural, corporate and festive events. Therefore, the main objective is to bring companies to this prestigious place so that they train and reintegrate young people from the neighbourhoods.

Le Cloître, a center and laboratory for social, economic and environmental innovation brings together a diversity of committed entrepreneurs. Their involvement is carried out through a partnership agreement which guarantees their contribution to the common project of exemplarity, social innovation and concrete involvement in the training of young people. The concept is straightforward: each resident is developing its activity in a promising sector and is committed to training local young people to:

- ▶ Make the company as attractive as possible;
- ▶ Help business creation, coworking, organic and responsible restaurant, organic vegetable farming, and training in digital professions.

Young people are referred to the Cloister companies thanks to already existing Apprentis d'Auteuil schemes. These people also receive assistance with business creation, coworking, organic and responsible restaurant, organic vegetable farming, concierge, or training in digital professions. Just in 2019:

- ▶ 230 young people trained
- ▶ 23 work/study contracts
- ▶ 24 permanent contracts
- ▶ Over 3,800 people hosted for events

Learn more about this practice [here](#).



## Practice №33

### „Ticket for Change“



„Ticket for Change“ is young people initiative being implemented from 2014, targeting young people (aged 18-26) – 50 people for each edition. Ticket for change is above all a youth project for young people, with a main objective: learn, exchange, progress and take action.

The idea is based on Jagriti Yatra ("awakening journey"), a 15-day long train journey (8000 kilometers) in India where people can reach 12 destinations and meet 15 social entrepreneurs (450 young participants including 25 foreigners). In France, 50 young people and 10 company employees travel across France during 12 days to meet inspiring pioneers to take action and become entrepreneurs.

This program brings together like-minded young people to collaborate, innovate, and explore the evolving model of enterprise. The main objectives are to:

- ▶ introduce young people to the reality of their country and encourage them to become an entrepreneur;
- ▶ better understand the model of social entrepreneurship;
- ▶ unleash a generation of entrepreneurs;
- ▶ meet young people who share the same vision;
- ▶ get to know yourself better.

The program is intense: a team of experts and entrepreneurs set up an innovative pedagogy based on action research, collaboration and learning through experimentation in order to transform dreamers into actors (U Theory). Young people are inspired, they discover themselves and then take action. During the first phase (inspiration), young people get in touch with people who have had a non-standard journey and changed the world in their own way. In the second phase (introspection), they target values, the potential of each people and their willingness to act. Then the last phase (creation) allow them to focus on their project, they define the economic model and submit the project to a jury of experts.

The impact created by the program on the youngsters goes far beyond the 12-day journey. What emerge to be the most helpful to the participants in their personal and professional pursuits are:

- ▶ Exposure
- ▶ Entrepreneurial skills
- ▶ Understanding of different career choices
- ▶ Networking
- ▶ Interpersonal skills

Learn more about this practice [here](#).



## Practice №34

### „Les Coopératives Jeunesse de Services

### (CJS)/ Les coopératives jeunes majeurs (CJM)“



„Les Coopératives Jeunesse de Services (CJS)/ Les coopératives jeunes majeurs (CJM)“ is a youth collective entrepreneurship which started in France in the year of 2013, targeting people at local and national level, more specifically young people aged 16-18 (CJS) and 18-25 (CJM) from sensitive areas, as well as teachers and educators. The project enables young people to become aware of their capabilities and their power to act. This social innovation project has been run in France since 2013, and is inspired by a Canadian project from Quebec launched 25 years ago. This is an operation carried out at the local level, which highlights all of its stakeholders: young people, businesses and individuals.

The main objectives are to:

- ▶ Educate young people about collective entrepreneurship;
- ▶ Educate young people about the cooperative model and cooperation in general;
- ▶ Educate young people for citizenship and autonomy;
- ▶ Give them a first work experience;
- ▶ Revitalize the territory by offering an activity to young people and an opportunity for public / private local actors to work together;

- ▶ Stimulate the local network through a dynamic of cooperation;
- ▶ Allow young people to make some pocket money;
- ▶ Change the vision of adults and businesses towards young people - and vice versa.

From the beginning of their experience, the cooperants pay a small share to the company, which is partly used to get the first customers. Young people design flyers which they distribute in the streets and shops in the area. The idea is simple: offer many services such as gardening, painting, childcare, cleaning etc. Supervised by two leaders, the young people learn during these two months to manage their business: defining services, calculating prices, prospecting customers, managing schedules and accounting are part of their daily work. At the end of the experience, the cooperants receive a salary, estimated according to the number of contracts they signed. The money received is distributed equally among all the cooperants.

The cooperative allows young people to:

- ▶ learn how to run a business and acquire leadership;
- ▶ learn to communicate, organize, make decisions and solve problems;
- ▶ to be in touch with significant people (animators, local committees, godparents, etc.) and with the community;
- ▶ create your own job and get ready for the job market.

Teachers and educators can:

- ▶ learn about the process of support by setting up a collective enterprise project;
- ▶ become familiar with the cooperative education pedagogy;
- ▶ experience concrete economic and social development;
- ▶ create links with young people, stakeholders and local population.

In 2018, 65 CJS / CJM were deployed in 11 regions. To date, 2,500 young people have participated in the CJS experience.

Learn more about this practice [here](#).



## Practice №35

### „100 000 entrepreneurs“



„100 000 entrepreneurs“ can be described as association of general interest/interventions in schools, learning centres and actions towards young people who are about to drop out of schools. It started in 2007 with a duration between 2 hours and 2 weeks. The main target audience it covers comprise of young people from disadvantaged neighborhoods (almost 35% of the interventions) and teachers and educators. The association aims to transmit the entrepreneurial culture to young people. Its 3 main priorities are:

- ▶ Promote equal opportunities for each young person by taking special action in disadvantaged neighbourhoods (rural areas, overseas);
- ▶ Promote gender diversity in the corporate world and empower young girls by showing young female inspiring models;
- ▶ Prepare young people for the world of tomorrow by making them aware of developments related to digital, ecological, organizational and societal transitions.

The association educates young people about entrepreneurship through testimonials from both entrepreneurs (business leaders, association leaders, project leaders, etc.) and intrapreneurs. Interventions are made either individually in a class, or collectively in business forums. They are requested by teachers and are carried out by volunteer entrepreneurs. Young people have the opportunity to meet inspiring mentors and embody the idea that everyone, with determination and perseverance, can undertake and carry out projects regardless of where they live. “100,000 entrepreneurs” is the French winner of the European Entrepreneurship Award.

The main objectives are to:

- ▶ Develop initiative and entrepreneurial spirit of young people;
- ▶ Act on mentalities by promoting the entrepreneurial culture;
- ▶ Contribute to the orientation and professional integration of young people;
- ▶ Encourage young people to achieve their ambitions, encourage them to take charge of their lives, encourage initiative and give them a professional perspective

- ▶ Bringing students closer to companies;
- ▶ Provide information on how to start a business.

The association is responsible for the entire process: entrepreneur business networking & training, quality monitoring, community leadership. These operations are carried out in close collaboration with the Ministry of National Education and the Ministry of Economy and Finance. Since its creation in 2007, the association has educated 500,000 young people, federated a network of 6,500 entrepreneurs and 1,000 representatives from the educational community.

Learn more about this practice [here](#) or [here](#).



## Practice №36

### „Koudetat“



„Koudetat“ is online training program and lecture series (containing also videos) to learn the mind-set, secrets and techniques for successful entrepreneurship, covering more than 60 hours of learning. The main target audience is young people aged 15-25 who see entrepreneurship as a possibility or have already taken the plunge. Young people who have never thought of entrepreneurship but who feel drawn to this state of mind are also targeted.

The training program is created by TheFamily based on the observation that "school does not train entrepreneurship." It's a training video platform for entrepreneurs, which broadcasts 60 episodes in total. A mix of conferences and interviews with entrepreneurs who have succeeded in creating an exponentially growing activity, with or without fundraising. People who share their vision of entrepreneurship through their successes, their mistakes, and their dreams. But also, a multitude of concrete tools to create and sell a product or service. The training program also allows you to ask the right questions before, during and after launching your entrepreneurial activity.

The main objective is to educate young people and give them the best chance of success in launching and developing their business. Therefore, Koudetat offers three programs:

- ▶ Successful business;



- ▶ Successful raise funds;
- ▶ Selling your product successfully.

For each program, participants have access to many videos animated by different experts.

To go further, they also have access to:

- ▶ An online platform to question and/or exchange with entrepreneurs;
- ▶ Check-lists that summarize each chapter;
- ▶ Relevant content (books, articles, etc.);
- ▶ PPT files and audio files.

It's an online training that helps young people gain competence in various topics related to entrepreneurship. An inexhaustible mine of information, advice, tips and feedback on the creation of start-ups or SMEs in France. It is a modern approach associated with new technologies and more suited to young people than traditional trainings. What young people get the most out of the training is an emancipatory state of mind, strong ideas from the experience of entrepreneurs, who have nothing to do with start-ups or SMEs. Or more precisely, a state of mind applicable to all types of businesses.

Learn more about this practice [here](#).



## Practice №37

### „Jeunes Entrepreneurs“



Created in 2002, Jeunes Entrepreneurs is a voluntary organization (students, young workers, teachers and entrepreneurs) which targets high school students and their teachers. This organization was created from a simple observation: companies are at the heart of the French economy. In order to strengthen tomorrow's economy, it is essential to promote entrepreneurship among young generations.

The primary objective is both educational and cultural: promote the spirit of initiative and entrepreneurship among young people, in particular through original and fun approaches, games and comics.

Jeunes Entrepreneurs designed the so-called game "Entreprendre c'est possible" which is a learning tool whose objectives are clear: motivate students, encourage them to set up new projects, make them identify their entrepreneurial skills, help them seize the opportunities that arise, teach them to work in a team.



The organization develop other activities: thematic conferences, a National Network of Entrepreneurs, a Reflection Committee, press articles, radio broadcasts or even a website. With these different actions, Jeunes Entrepreneurs intends to respond to its primary vocation which is to give young people a taste for entrepreneurship and the desire to invest in a project which is their own. More specifically, this innovative project allows young people to:

- ▶ become familiar with the main principles of entrepreneurship;
- ▶ develop their Sense of Initiative and Entrepreneurship;
- ▶ work on their ideas and projects;
- ▶ learn to communicate and pitch;
- ▶ develop motivation and self-confidence;
- ▶ foster creativity and innovation.

Learn more about this practice [here](#) or [here](#).



## Practice №38

### „L'OUVRE-BOÎTE“



L'OUVRE-BOÎTE is Business Incubator Program (support to entrepreneurship of unskilled youth) developed since 2013 in Marseille, and it is now available in 4 other cities: Paris, Lyon, Nantes and Nice. The main target audience of the program are all young people from 18 to 30 years, with low or no skills (High school degree maximum level) who are experiencing social and/or professional integration difficulties and who are planning to set up a business.

The programme represents global, entrepreneurial, technical and social support that contains:

- ▶ Group workshops – Collective training lasting several weeks to build the skills needed to make the project a success: marketing, definition of the economic model, network development, work on the position of the company director by trainers, company directors or experts;
- ▶ Learning by experimenting - Testing period of the project in real situation (shop, office, customer relationship) to confront its project with the reality of the market, the customers, the suppliers; To check and adjust its economic model, to generate revenue, to develop customer loyalty and make a financial contribution; Field training supervised by a professional in the sector and group workshops conducted by experts.
- ▶ Individuals support of the development - From project to stabilization of activity sufficient to generate income. Help in monitoring the management of the activity, creation of management charts, communication tools, help in finding premises, funding, partners, etc. Training modules specific to the needs of the development phase.

The main objective is to empower young people with few qualifications to create their own activity through an adapted and concrete pedagogy and through a personal and long-term support.

Learn more about this practice [here](#) or [here](#).



### Practice №39

#### „La Semaine de sensibilisation des jeunes à l'entrepreneuriat féminin“



La Semaine de sensibilisation des jeunes à l'entrepreneuriat féminin (Youth Awareness to Women's Entrepreneurship Week) is a national operation launched at the initiative of the Secretariat of State for Women's Rights and the 100,000 Entrepreneurs Association, in partnership principally with the Ministry of National Education, Higher Education and Research, the Ministry of the Economy, Industry and the Digital Economy, and the Ministry

of Agriculture, Food Processing and Forestry. The Week of Awareness-raising for Young People on Women's Entrepreneurship is part of the inter-ministerial plan for the development of women's entrepreneurship. The operation was created in 2013 and takes place every year for one week in the spring, targeting all youth aged 13 to 25.

During the Youth Awareness to Women's Entrepreneurship Week, women entrepreneurs meet pupils and students in secondary schools and higher education institutions in 12 regions: Ile de France, Nord-Pas de Calais, Normandie, Champagne-Ardenne, Lorraine, Alsace, Rhône-Alpes, Burgundy, Franche-Comté, Provence-Alpes-Côte d'Azur, Pays de la Loire, Bretagne, Aquitaine, Midi-Pyrénées and Guadeloupe. Through their testimonies, these women carry a daring message: You must dare to undertake your own projects, whether you are a girl or a boy!

There are three modes of intervention in schools:

- ▶ Individual intervention - Testimony of an entrepreneur in a class for 2 hours;
- ▶ Women Entrepreneurs Forum - Each entrepreneur exchanges 30 minutes with a group of students and then changes, like a speed-meeting;
- ▶ Awareness operation - Interventions by women entrepreneurs in all classes of the same level, on the same day.

The main objective of the Youth Awareness to Women's Entrepreneurship Week is to show young people the diversity and richness of female entrepreneurship in France and to change perceptions about professional success and entrepreneurship. This initiative illustrates the Ministry's will to encourage the development of a mindset of initiative and entrepreneurship.

Moreover, the aim of the Youth Awareness to Women's Entrepreneurship Week is to raise awareness youth of 13 to 25 to the entrepreneurship mind and to disseminate a female image of entrepreneurship. This Week allows particularly:

- ▶ To act on mentalities and representations;
- ▶ To develop the initiative and entrepreneurship mindset;
- ▶ To provide information on the devices and tools to help set up a business;
- ▶ To foster young people to achieve their ambitions;
- ▶ To promote closer links between schools and the professional world;
- ▶ To send role models to schools.

Just In 2019, 26,370 young people were sensitized through 1,100 interventions by women entrepreneurs and 416 institutions in 27 academies took part in the event.

Learn more about this practice [here](#), [here](#) or [here](#).



## Practice №40

### „Schola Ingeniosa“



Schola Ingeniosa (Dispositif de l'Académie de Toulouse/Toulouse Academy) was created in 2010, targeting pupils in High Schools during a school year. This action is aimed at high school students and aims to make young people actors of their project, through the creation of a high school business over a school year and to create and sell asset or service outside the school (it is also possible to carry out projects with social, solidarity or citizenship purposes). In this way, students learn how to run a project and manage the activity of a company, work in a team, organise themselves, negotiate with customers and suppliers, look for external financing, take initiatives and assume responsibilities, in other words, to acquire know-how and interpersonal skills, starting from a concrete achievement linked to professional situations.

The main support that the action is providing is:

- ▶ On a daily basis - Provided by an educational team (2 to 3 actors of the National Education of the institution per project (teachers, project managers, vocational counsellor) and progress meetings (1 hour weekly) are held with the students making up the high school company. Ongoing support from the Education-Economy unit of the rectorate, including the IPE (Engineers for the School);
- ▶ Every two months - Project reviews provided by IPE and partners (professionals and representatives of the economic world). The project is also monitored by representatives of the inspection bodies;
- ▶ Mid-year - During the inter-project meeting, the students present the state of progress of the creation of their company and their product. This exchange allows for the sharing of experiences, mutual enrichment and the identification of common problems. A forum is organized at the end of the year and each project is the subject

of a stand. The companies must first of all present a press-book composed of all the administrative documents (legal framework and name of the association, bank account, organization chart, technical feasibility study, commercial feasibility study, realization of the product and/or service, internal communication, external communication, etc.). Each project is evaluated by a jury made up of the partners on the basis of the press-book submitted and through discussions with the pupils in front of their stand. The best projects are awarded prizes.

The main objective of the action is to develop creativity and entrepreneurship in young people by making them actors of their project through the creation of a high school business over one school year: They have to create and sell asset or service outside the school or design projects with social or solidarity purposes. The entrepreneurial approach, on the one hand, enhances and enriches the vocational and general education provided in the schools and, on the other hand, puts students in a position in economic life.

The impact that the action has on the different target audiences is the following:

For the students:

- ▶ Take initiative and responsibility;
- ▶ Learn how to run a project and manage the activity of a company;
- ▶ Acquire knowledge, know-how and interpersonal skills from a concrete achievement linked to professional situations;
- ▶ Working in teams, organizing, negotiating with customers and suppliers, looking for new opportunities;
- ▶ External funding;
- ▶ Integrate the social and environmental dimension of the company in the same way as technological and economic dimension.

For members of the educational team:

- ▶ Motivate students around a project, based on a structured approach;
- ▶ Have different sections work together;
- ▶ Develop the relationship with economic and social actors.

For school principals:

- ▶ Mobilize an educational team around a project;
- ▶ Facilitate the implementation of multidisciplinary actions;
- ▶ Enhancing the value of your establishment.

For socio-economic representatives:

- ▶ Bring their professional experience to young people and teachers;
- ▶ Publicize their activities;
- ▶ To discover the resources and potential present in the high schools.

Learn more about this practice [here](#), [here](#) or [here](#).



## Practice №41

### „Entreprendre Pour Apprendre (EPA)“



Entreprendre Pour Apprendre is a federation of associations (16 regional associations) whose aim is to develop the entrepreneurial mindset of young people aged 9 to 25 in all parts of France by running educational programs called Mini-Enterprises. EPA is a member of the Junior Achievement Young Enterprise global network, which is celebrating the 100th anniversary of the Mini-Enterprise®. Every year, nearly 4 million young people around the world experience the Mini-Enterprise®! With EPA, young people and teachers have the opportunity to discover entrepreneurship beyond borders and to join a network of 500,000 former mini entrepreneurs. The federation was created in 1989 and its duration varies according to the type of the mini-company. The National Mini-Enterprise programme is aimed at young people aged 9 to 25 in all educational streams and professional integration structures.

The Mini-Enterprise brings together young people from 9 to 25 years old. It allows each age group to experience the entrepreneurial profession. It allows them to observe their environment and collectively imagine solutions to improve it, to transform an idea into a project, and to discover the company. During the course, the young people participate in creative phases, are confronted with collective decision-making, reveal their talents and

aspirations, and speak in public. They are accompanied by their supervisor, as well as a mentor from the professional world and the *Entreprendre pour Apprendre* team. The Mini-Enterprise is divided into several courses depending on age, time available and the educational objectives that the supervisor wishes to achieve. These courses are based on a common base: finding an idea collectively, making one's place in a group, daring to propose, argue, then concretely carry out a project, challenging oneself, launching oneself and finally having the courage and the desire to present it. Giving this approach an entrepreneurial perspective allows young people to discover the business world, the professions and the economic ecosystem. EPA's approach is centered on the collective project. The programs are based on an educational alliance between supervisors and mentors where each one brings his or her knowledge, skills and know-how to develop the skills of the young people, in a collaborative, cooperative and participatory mode of animation, governance and organization. Each year, the mini-entrepreneurs show imagination to build their project always in line with the economic world around them. For example, with the 2017-2018 promotion, many projects have been created in a wide variety of areas:

- ▶ Les marchands de sable - a book for children;
- ▶ Lucky Clover - a kit for happiness;
- ▶ Les Fées Papier - sustainable packaging;
- ▶ Baby Bear - a connected teddy bear;
- ▶ Graine de jeux - a game based on the city of Beauvais;
- ▶ Végépal - shelves made of wood;
- ▶ S.T.A.B - medical bracelets for Africa;
- ▶ PlantSelec' - a garden watering application for smartphone.

The *Entreprendre pour Apprendre* team supports coaches and mentors in this process, through training, meetings and pedagogical tools.

The main objectives of the federation are to:

- ▶ Provide entrepreneurial experiences for pupils or students;
- ▶ Give young people a concrete approach to the professional world and the economic environment;
- ▶ Develop autonomy, responsibility, creativity, self-confidence and initiative;



- ▶ Support the educational teams in the animation of the programs, and to guide them in the implementation of an entrepreneurial pedagogy;
- ▶ Make entrepreneurship a natural phenomenon at school.

In 2018-2019, more than 43,000 young people participated in a Mini-Entreprise program. Entreprendre Pour Apprendre is approved by the French Ministry of Education and its activities are recognized as complementary to school.

Learn more about this practice [here](#).



## Practice №42

### „L'ESPER «Mon ESS à l'École»“



ESPER is an association located at the crossroads of the worlds of education and the Social and Solidarity Economy. It represents 44 organisations working in the field of education (mutuals, associations, cooperatives and trade unions) and is led by correspondents in the regions. The association was created in 2010 as a national project, targeting young people from 13 to 25 years, middle school students from the fifth to the third grade, high school students, whether in agricultural, general, technological or professional fields, and students in Maisons Familiales Rurales.

Mon ESS à l'École is a collective, practical and interdisciplinary approach; a free recognized and adaptable proposal for middle schools (courses, EPI, courses, outside school hours), high schools (agricultural, general, technological and professional fields), within the Maisons Familiales Rurales. It corresponds to the programs and is declined in many fields: discovery of the economic world, sustainable development, health, arts and culture, etc. The approach of "Mon ESS a l'Ecole" aims to empower young people by making them full-fledged players in an entrepreneurial, collective and socially useful project. Beyond the many skills they will develop through this experience, they will, through practice, appropriate and give meaning to the values of equality, cooperation and solidarity that the Social and Solidarity-based Economy brings.

The collective work is done in 11 steps:

- ▶ Analyze the needs;
- ▶ Bringing out the ideas for a socially useful project;
- ▶ Discovering and choosing the mode of democratic deliberation;
- ▶ Definition of the responsibilities of each in cooperation;
- ▶ Develop communication tools;
- ▶ Drawing up the provisional budget;
- ▶ Presenting the project to partners and meeting SSE stakeholders;
- ▶ Define everyone's tasks in implementation;
- ▶ Carrying out the collective project;
- ▶ Closing a budget and drawing up the financial balance sheet;
- ▶ Carry out an assessment of the project and the skills acquired;
- ▶ Organize a closing event to showcase the work;
- ▶ Provides content, sets up the pedagogical framework necessary for the project to emerge, makes learning explicit and coherent, and accompanies the pupils in the discussion. It is supported on the territory by SSE resource persons.

The main objectives of the association are to:

- ▶ Promote the Social and Solidarity Economy (SSE) - cooperation, collectivity, commitment, initiative, solidarity, equality, limited profit and democracy;
- ▶ Discover the diversity of the professional, economic and social world and of the wealth of local actors of SSE;
- ▶ Valorize the mindset of initiative and commitment by the creation and implementation of a collective project aimed at producing a good or service of social utility;
- ▶ Strengthen the school dynamic: opening to the territory, improvement of the school's clientele and image, exercise of responsible participation by students.

This entrepreneurial approach allows the student to understand, express himself, communicate, engage in constructive dialogue, express his sensitivity and opinions. He learns to respect others, to accept contradiction while defending his point of view. They learn to manage a collective project, to prepare themselves for the future exercise of their democratic



citizenship, to be responsible, to commit themselves and initiate actions. This experience also enables young people to understand the economic and professional world around them, with a view to their educational and professional orientation.

**Learn more about this practice [here](#), [here](#) or [here](#).**

## EXECUTIVE SUMMARY

The EYES global report provides an overview of the current situation regarding successful application of entrepreneurship education practices in six different countries across the EU - Bulgaria, Spain, Belgium, Sweden, Germany and France. This report is based and elaborated from six dedicated country reports detailing the current situation in each of these countries.

The first part of the report presents basic information about the study and its relevance to the current situation regarding existing good practices in entrepreneurship education in Europe.

The second part of the report presents 42 good practices, case studies and examples on successful application of entrepreneurship education from each of the countries. This is possible due to the fact that especially in the recent years, there is more and more projects and initiatives that address this issue and strive to achieve success in tackling youth unemployment by providing opportunities for development of entrepreneurial skills. Therefore, the majority of the identified practices provide innovative training materials, online platforms and resources, as well as practical trainings aiming at young people under 25. Others also address trainers, teachers and educators who are looking for more effective and attractive entrepreneurial training programs in order to offer more personalized and suitable support to young people who have interest in developing their entrepreneurial knowledge.

To be able to create an environment which facilitates the learning process and foster creativity and innovation, the Consortium needs to find a way to encourage young people to take charge of their lives and give them a professional perspective, thus helping them to outline and achieve their ambitions. Hence, the EYES Training Programme will provide systematic learning content and activities, in order to help in the development of new knowledge, skills and competencies. Based on the extensive research carried out by the partnership and the comparative analysis of the good practices in entrepreneurship education, the following needs and skills gap are suggested to be reviewed and therefore transferred to the training contents:



Needs & Skills Gap Identified	Link to EntreComp	Source/Practice
<b>Business management</b> (e.g. Business models, what is a start-up, how to create a business plan)	<ul style="list-style-type: none"> <li>▶ Ideas &amp; Opportunities</li> <li>▶ Into action</li> </ul>	<ul style="list-style-type: none"> <li>▶ NEETs in Entrepreneurship;</li> <li>▶ ABLE Activator;</li> <li>▶ Youthemprende;</li> <li>▶ Young Enterprise;</li> <li>▶ Ticket for Change;</li> <li>▶ CJM/CJS;</li> <li>▶ L'OUVRE-BOÎTE;</li> <li>▶ Schola Ingeniosa;</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>▶ Into action</li> </ul>	<ul style="list-style-type: none"> <li>▶ NEETs in Entrepreneurship;</li> <li>▶ Young Social Entrepreneurs;</li> <li>▶ Youthemprende;</li> <li>▶ Young Enterprise;</li> <li>▶ CJM/CJS;</li> </ul>
<b>Leadership</b> (e.g. communication, team work & team management, organizing & decision-making)	<ul style="list-style-type: none"> <li>▶ Resources</li> <li>▶ Into action</li> </ul>	<ul style="list-style-type: none"> <li>▶ NEETs in Entrepreneurship</li> <li>▶ ABLE Activator;</li> <li>▶ Young Social Entrepreneurs;</li> <li>▶ Youthemprende;</li> <li>▶ Jóvenes Changemakers;</li> <li>▶ Young Enterprise;</li> <li>▶ BMWi Business Start-up portal;</li> <li>▶ Ticket for Change;</li> <li>▶ CJM/CJS;</li> <li>▶ Jeunes Entrepreneurs;</li> <li>▶ L'OUVRE-BOÎTE;</li> <li>▶ Schola Ingeniosa;</li> <li>▶ ESPER;</li> </ul>
<b>Financial planning</b> (e.g. capital, attracting investors, finance mechanisms, tools & sources, pricing, fundraising)	<ul style="list-style-type: none"> <li>▶ Resources</li> </ul>	<ul style="list-style-type: none"> <li>▶ Entrepreneurship - A Shortcut to Success;</li> <li>▶ BMWi Business Start-up portal;</li> <li>▶ CJM/CJS;</li> <li>▶ Koudetat;</li> <li>▶ Schola Ingeniosa;</li> </ul>
<b>Sense of initiative &amp; Entrepreneurship</b> (e.g. Spotting new opportunities, vision)	<ul style="list-style-type: none"> <li>▶ Ideas &amp; Opportunities</li> <li>▶ Resources</li> <li>▶ Into action</li> </ul>	<ul style="list-style-type: none"> <li>▶ NEETs in Entrepreneurship;</li> <li>▶ Entrepreneurship - A Shortcut to Success;</li> </ul>



		<ul style="list-style-type: none"> <li>▶ Young Social Entrepreneurs;</li> <li>▶ European Young Company;</li> <li>▶ Youthemprende;</li> <li>▶ Jóvenes Changemakers;</li> <li>▶ The Entrepreneurship 2020 Action Plan;</li> <li>▶ Ungt entreprenörskap;</li> <li>▶ Ticket for Change</li> <li>▶ 100 000 entrepreneurs;</li> <li>▶ Jeunes Entrepreneurs;</li> <li>▶ Schola Ingeniosa;</li> </ul>
<p><b>Personal branding</b> (e.g. self-confidence, self-awareness, motivation, activating own strengths – empowerment, mindfulness, bringing out personal competitive advantage)</p>	<ul style="list-style-type: none"> <li>▶ Resources</li> <li>▶ Into action</li> </ul>	<ul style="list-style-type: none"> <li>▶ NEETs in Entrepreneurship</li> <li>▶ SEEDs among NEETs;</li> <li>▶ Young Enterprise;</li> <li>▶ JUMP;</li> <li>▶ Ticket for Change;</li> <li>▶ CJM/CJS;</li> <li>▶ 100 000 entrepreneurs;</li> <li>▶ Jeunes Entrepreneurs;</li> <li>▶ Schola Ingeniosa;</li> <li>▶ Entreprendre Pour Apprendre;</li> </ul>
<p><b>Marketing</b> (e.g. product prototyping, feasibility, targeting, sales &amp; negotiations)</p>	<ul style="list-style-type: none"> <li>▶ Ideas &amp; Opportunities</li> <li>▶ Resources</li> <li>▶ Into action</li> </ul>	<ul style="list-style-type: none"> <li>▶ Entrepreneurship - A Shortcut to Success</li> <li>▶ ABLE Activator;</li> <li>▶ Youthemprende;</li> <li>▶ Entreprenör;</li> <li>▶ BMWi Business Start-up portal;</li> <li>▶ CJM/CJS;</li> <li>▶ Koudetat;</li> <li>▶ L'OUVRE-BOÎTE;</li> <li>▶ Schola Ingeniosa;</li> </ul>
<p><b>Legal liability &amp; Insurance</b></p>	<ul style="list-style-type: none"> <li>▶ Into action</li> </ul>	<ul style="list-style-type: none"> <li>▶ Entrepreneurship - A Shortcut to Success</li> </ul>
<p><b>Sustainable development</b> (e.g. creating a responsible business &amp; along-term goals)</p>	<ul style="list-style-type: none"> <li>▶ Ideas &amp; Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▶ Entrepreneurship - A Shortcut to Success;</li> <li>▶ Proffsmentor;</li> </ul>

		<ul style="list-style-type: none"> <li>▶ Entreprendre Pour Apprendre;</li> <li>▶ ESPER;</li> </ul>
<b>Innovation &amp; Creativity</b>	<ul style="list-style-type: none"> <li>▶ Ideas &amp; Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▶ Entrepreneurship - A Shortcut to Success;</li> <li>▶ EYE – Erasmus for Young Entrepreneurs;</li> <li>▶ Proffsmentor;</li> <li>▶ Jeunes Entrepreneurs;</li> </ul>
<b>Idea development &amp; testing</b> (e.g. idea formation processes, value creation, feasibility testing, idea pitching)	<ul style="list-style-type: none"> <li>▶ Ideas &amp; Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▶ ABLE Activator;</li> <li>▶ Young Social Entrepreneurs;</li> <li>▶ Youthemprende;</li> <li>▶ Jóvenes Changemakers;</li> <li>▶ The Entrepreneurship 2020 Action Plan;</li> <li>▶ Entreprenör;</li> <li>▶ Ticket for Change;</li> <li>▶ Jeunes Entrepreneurs;</li> </ul>

In addition, the following recommendations for the training methodology were derived from the identified good practices, and can be transferred to the EYES training approach in order to make it more exhaustive:

Entities identified	Relevance	Source/Practice
<b>Provision of a physical space</b>	Safe and friendly environment where they can be creative, develop critical thinking, practice communication and collaboration, fail multiple times and improve;	<ul style="list-style-type: none"> <li>▶ NEETs in Entrepreneurship;</li> <li>▶ ABLE Activator;</li> <li>▶ Proffsmentor;</li> <li>▶ Entreprenör;</li> <li>▶ UngDrive;</li> <li>▶ Ungt entreprenörskap;</li> <li>▶ JUMP;</li> <li>▶ LE CLOÎTRE;</li> </ul>
<b>Proper enrolment methodology/procedure</b>	Provide clear and inclusive guidelines on how participants will be selected and define a clear	<ul style="list-style-type: none"> <li>▶ NEETs in Entrepreneurship;</li> <li>▶ Schola Ingeniosa;</li> </ul>



	threshold (e.g. age, educational background).	
<b>A self-reflection tool</b>	Test and questionnaires for self-reflection in the phase of founding a business will help enable a better knowledge transfer process.	<ul style="list-style-type: none"> <li>▶ BMWi Business Start-up portal;</li> <li>▶ Schola Ingeniosa;</li> </ul>
<b>Provision of a distance learning environment (e.g. e-platform)</b>	Such environment will enhance the knowledge transfer of the project.	<ul style="list-style-type: none"> <li>▶ NEETs in Entrepreneurship;</li> <li>▶ START IN;</li> <li>▶ BMWi Business Start-up portal;</li> <li>▶ Gründerplattform;</li> <li>▶ Koudetat;</li> </ul>
<b>On spot trainings (e.g. within companies, at the workplace, exchanges)</b>	Work-based learning has a great potential to both inspire and provide experience for the end users. It will also facilitate first contact with a working environment for some and help establish the connection with the business.	<ul style="list-style-type: none"> <li>▶ SEEDs among NEETs;</li> <li>▶ CBC LABORLAB;</li> <li>▶ Proffsmentor;</li> <li>▶ Girls' Day &amp; Boys' Day;</li> <li>▶ CJM/CJS;</li> </ul>
<b>Assistance to participating organizations/companies (e.g. Guidelines for stakeholders, approaches and resources for youth workers)</b>	Development of methodologies and guidelines for business companies and organizations wishing to implement internships for NEETs people	<ul style="list-style-type: none"> <li>▶ NEETs in Entrepreneurship;</li> <li>▶ SEEDs among NEETs;</li> <li>▶ CBC LABORLAB;</li> <li>▶ Entrepreneurship Education - A Guide for Educators;</li> <li>▶ Ung Företagsamhet;</li> <li>▶ Schola Ingeniosa;</li> </ul>





<p><b>Create relevant &amp; interactive learning contents (e.g. videos, ppt, articles, games)</b></p>	<p>Learning content has to be active, cooperative and meaningful.</p>	<ul style="list-style-type: none"> <li>▶ SEEDs among NEETs</li> <li>▶ START IN;</li> <li>▶ BMWi Business Start-up portal;</li> <li>▶ Gründerplattform;</li> <li>▶ Koudetat;</li> </ul>
<p><b>Promote teamwork &amp; interaction between pilot participants</b></p>	<p>Promoting team work and team work activities can potentially increase the impact of the training and the expected results. According to the explored good practices, team working enables a better learning process, exchange of ideas and paves the way for future (successful) collaborations.</p>	<ul style="list-style-type: none"> <li>▶ ABLE Activator;</li> <li>▶ Young Social Entrepreneurs;</li> <li>▶ European Young Company;</li> <li>▶ Young Enterprise;</li> <li>▶ Ticket for Change;</li> <li>▶ L'OUVRE-BOÎTE;</li> <li>▶ Entreprendre Pour Apprendre;</li> </ul>
<p><b>Provide real life examples and interaction with entrepreneurs (e.g. Events and/or Case studies of successful NEETs &amp; entrepreneurs, testimonials)</b></p>	<p>First-hand mentorship and learning experience from successful innovators, entrepreneurs and business leaders as well as site visits to start-ups and innovative companies, including one-on-one support. End users need to understand the benefits of continuing education and why early school leaving is a bad choice.</p>	<ul style="list-style-type: none"> <li>▶ SEEDs among NEETs;</li> <li>▶ ABLE Activator;</li> <li>▶ Youthemprende;</li> <li>▶ Jóvenes Changemakers;</li> <li>▶ Proffsmentor;</li> <li>▶ EYE – Erasmus for Young Entrepreneurs;</li> <li>▶ JEUNE – Voice of the Young Entrepreneurs;</li> <li>▶ Entreprenör;</li> <li>▶ Sommarlovsentreprenör</li> <li>▶ Start-up your future;</li> <li>▶ JUMP;</li> <li>▶ Ticket for Change;</li> <li>▶ 100 000 entrepreneurs;</li> </ul>



		<ul style="list-style-type: none"> <li>▶ Koudetat;</li> <li>▶ Jeunes Entrepreneurs;</li> <li>▶ L'OUVRE-BOÎTE;</li> </ul>
<b>Development of a personal project</b>	<p>Develop entrepreneurial attitudes in the end users by asking them to create &amp; manage their own company is a very common approach which came out as a result of the benchmark. It is considered to be an excellent way to practice acquired skills &amp; competences via the program and both an entrepreneurial learning process and first contact with actual business actions. Thus, it is of great values for the future end users.</p>	<ul style="list-style-type: none"> <li>▶ Young Social Entrepreneurs;</li> <li>▶ European Young Company;</li> <li>▶ Proffsmentor;</li> <li>▶ Entreprenör;</li> <li>▶ Integration through qualification (IQ);</li> <li>▶ Handwerk;</li> <li>▶ Ticket for Change;</li> <li>▶ Jeunes Entrepreneurs;</li> <li>▶ L'OUVRE-BOÎTE;</li> <li>▶ Schola Ingeniosa;</li> <li>▶ Entreprendre Pour Apprendre</li> </ul>
<b>Final idea presentation</b>	<p>Presenting a final idea is part of the experiential learning process and a continuation of the skills practicing approach. It is also considered as important, because participants can receive valuable feedback and/or chance to implement their idea/product.</p>	<ul style="list-style-type: none"> <li>▶ ABLE Activator;</li> <li>▶ European Young Company;</li> <li>▶ EYE – Erasmus for Young Entrepreneurs;</li> <li>▶ Proffsmentor;</li> <li>▶ Handwerk;</li> <li>▶ Ticket for Change;</li> <li>▶ Schola Ingeniosa;</li> <li>▶ Entreprendre Pour Apprendre;</li> </ul>
<b>Practical exercises</b>	<p>Practical exercises that will lead them through the start-up</p>	<ul style="list-style-type: none"> <li>▶ ABLE Activator;</li> <li>▶ START IN;</li> </ul>

	roadmap – from generating breakthrough idea to its ready-to-launch version.	<ul style="list-style-type: none"> <li>▶ European Young Company;</li> <li>▶ Proffsmentor;</li> <li>▶ CJM/CJS;</li> </ul>
<b>Certification</b>	A certificate baring a record of the acquired skills & competences is considered as a motivation booster and an impetus for further development in the future. Additionally, it might act as an educational proof for those who lack any, and can be a good credit in a future CV and therefore increase the chance for employment.	<ul style="list-style-type: none"> <li>▶ Proffsmentor;</li> <li>▶ Entreprenör;</li> <li>▶ Sommarlovsentreprenör</li> </ul>

Transferring these skills and recommendations into the EYES Training Programme will allow the acquisition of basic knowledge in regards to the main principles of entrepreneurship and starting a new business thus contributing to the increase of the employability rate. Moreover, through the adaptation of the abovementioned skills and competencies, the EYES curriculum will also promote continuing education, boost personal and career development and increase motivation of young people in order to help decrease the risk of school dropout, reduce their vulnerability on the market and contribute to their social and economic inclusion.

Furthermore, the following programs and resources available on European level have been identified and can also be included in the EYES Training Programme by pointing out their added value and explaining how could the end users take advantage of them in the form of further development opportunities for experiential learning.

- ▶ [“EYE – Erasmus for Young Entrepreneurs”](#) – A cross-border programme, facilitating the exchange of entrepreneurial and management experience by a stay of a newly established or potential entrepreneur with a well-experienced entrepreneur running a SME in another country;



- ▶ [“The Entrepreneurship 2020 Action Plan”](#) – A blueprint for action to unleash Europe's entrepreneurial potential, remove existing obstacles and revolutionize the culture of entrepreneurship in the EU, which aims to ease the creation of new businesses and create supportive environment for existing entrepreneurs to thrive and grow;
- ▶ [“EntreComp: The Entrepreneurship Competence Framework”](#) – A common reference framework that identifies 15 competences that describe what it means to be entrepreneurial. The EntreComp is transversal to formal, non-formal and informal learning contexts and applies equally to education and training systems;
- ▶ [“JEUNE – Voice of the Young Entrepreneurs”](#) – Organization that promotes young entrepreneurship, supports young entrepreneurial organizations in Europe and delivers solutions for youth entrepreneurship and fighting youth unemployment.

The results collected from each of the partner countries have been utilised throughout to validate and improve the approach of the project. The identified good practices on successful application of entrepreneurship education will assist the development of the next phase. Building upon IO1 in the second phase, the project partners will work together to translate the project vision into working content and tools aligned to the target audiences needs and requirements. As entrepreneurship can be highly beneficial both for the society and economy, building of educational programmes which provide to young people the opportunity to innovate, explore and create their own jobs should be of high priority for the governments, educational institutions and VET centers. Hence, the EYES Training Programme will help unlock the potential of young people and tackle youth unemployment in Europe providing the right environment for entrepreneurship to evolve and contribute to the change in the current economic opportunities and trends.