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Šolski center
Nova Gorica

NET-ENT Networking for Entrepreneurship

30.11.2017

IO1

Report: current situation and curriculum proposal for NET-ENT MODUL

Partner:
Prepared by:

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1. Report on the current situation regarding enterprise and entrepreneurship education

According to the definition, the basic skill of »self-initiative and entrepreneurship« relates to an individual's ability to change an idea into a tangible result. Entrepreneurship education aims at developing responsible and enterprensual individuals who have the skills, knowledge and attitudes that are necessary to achieve the objectives, which they choose for themselves in order to live a fulfilled life. Besides providing the knowledge on »how to start a company«, entrepreneurship education also encourages creative thinking and a strong sense of awareness regarding ones personal values and initiatives as well as accepting errors or failure as experience and not as a defeat. Entrepreneurship education shouldn't be confused with the general study of economics. The aim of entrepreneurship education is to promote creativity, innovation and self-employment, which is also our aim within this project.

a) In partner school: School Centre Nova Gorica

The students of the Secondary School of Economics and Trade acquire some entrepreneurship knowledge on how to run a bussines and how the company works through economy and business related subjects. Entrepreneurship subjects are also included in other programs at the School Centre. The School Centre participated in several projects aiming at developing different tools for encouraging self-initiative and entrepreneurship among students. Unfortunately, students are rarely self-initiative and entrepreneurial.

For this reason, we decided to carry out this project in cooperation with a group of enthusiastic partners that have already incorporated innovative teaching into different courses at their centres.

We would like our students to be creators of their own future and to be aware of their own potential and power to define the future and to create what they want. At the same time, they must be aware that their life is defined by their own decisions. Nowadays, finishing school and achieving the competences according to the curriculum is not enough to find a job and to be successful. In this project, we are aiming at developing a truly international learning experience focusing on teamwork, cooperation among various programs in achieving the same goal and connecting the school work with the knowledge in companies.



b) In national curricula

Entrepreneurship is becoming a recognized and desirable competence at the national level. Previous activities aiming at the promotion of entrepreneurship were carried out mostly on a partial level and not on a national level. Currently, measures in the area of promoting innovation, entrepreneurship and internal entrepreneurship as well as promoting individual entrepreneurship are in place, targeting the widest population of Slovenia possible. The measures in the area of entrepreneurship promotion are therefore aiming at all the citizens of the Republic of Slovenia. An important component is the promotion of a supportive environment in the context of providing various services and financial resources.

Activities in the field of education of young people in the area of entrepreneurship, as well as the introduction of methods of entrepreneurial culture and entrepreneurship, are taking place at some faculties and secondary schools, however, they are not aimed at solving this problem at national level in terms of covering the full potential of young people. Within the framework of measures, the ministry responsible for the economy cooperates with the ministry responsible for education, the ministry responsible for higher education and other institutions at national and local level. Education is one of the key areas that encourages entrepreneurship and as such remains an essential development task. The role of schools and universities in fostering an entrepreneurial mindset among young people and in providing appropriate skills is highlighted both by the European Charter for Small Enterprises and by the European Enterprise Agenda. Primary school pupils and children in pre-primary education should be acquainted with the foundations of the entrepreneurial culture in an appropriate way.

Within the measure of promotion of entrepreneurship and education for entrepreneurship, the following activities are carried out:

- Promoting entrepreneurship, entrepreneurial culture and a supportive environment through public media (television, radio, print media, the web, etc.). The activity will consist of presentations of good practices (successful entrepreneurs, socially responsible entrepreneurship) from the field of entrepreneurship from Slovenia and abroad, presentations of interesting market niches, presentation of a supportive environment for entrepreneurship, monitoring and promotion of competitions, promotion of the state services and its entrepreneurship institutions.
- Preparation of brochures and other promotional material.
- Organizing and participating in events, competitions, business meetings and fairs in the field of entrepreneurship and crafts, promotion of professions.
- Linking and joint promotion of the activities of the whole support environment for entrepreneurship and crafts.
 - Inclusion of the entrepreneurship content at all levels of formal education with the emphasis on linking theory with practice.



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- Inclusion of successful entrepreneurs in the promotion of entrepreneurship in schools.
 - Training of teachers for the introduction of pedagogical methods that will stimulate entrepreneurial skills and discover entrepreneurial initiatives (in cooperation with competent ministries).
 - Facilitate the flexible design of study programs from multiple directions and for the education of students at foreign universities.

The measure should also strengthen the confidence of young people in their own abilities and knowledge; familiarize them with the basic principles of the entrepreneurial society and the basic skills of entrepreneurship, especially helping them to learn about their potentials. This will encourage faster transfer of ideas to the market and raise the level of respect for entrepreneurship.

Aid scheme: No state aid

Form of aid: the selection of contractors in a public tender or otherwise (in accordance with the Public Finance Act and the Public Procurement Act).

Eligible costs: determined in individual public tenders or otherwise (in accordance with the Public Finance Act and the Public Procurement Act).

Selection criteria: specified in individual public tenders or otherwise (in accordance with the Public Finance Act and the Public Procurement Act).

Aid intensity: up to 100%

Final beneficiary:

- all residents of Slovenia, potential and already existing entrepreneurs;
- pupils, students and teachers at all levels of formal education.



2. Outlines/proposals of competences we will develop in the project/module

a) Development of enterprising mindset and entrepreneurial personality

Part 1 – Personal growth and entrepreneurial mindset - is about:

- developing enterprising mindset and entrepreneurial personality,
- raising awareness of what we can do ourselves,
- promoting self-initiative and entrepreneurship as a way of thinking and behaving,
- new skills enabling students to create their own future,
- using new teaching and learning methods, innovative approaches,
- involvement of experts from companies in the learning process.

Environment of the training

The below described training methodology is suitable for 10-15 people. Larger groups of people are not suitable for the methods used in the program.

MODULE 1 - Personal growth and entrepreneurial mindset - 50 hours

1. Introduction – We can only change ourselves, not the others (10 hours)
2. Balance wheel, time management, qualities of an entrepreneur (10 hours)
3. Setting and achieving goals (10 hours)
4. Ethical communication, perceptual positions, feedback (10 hours)
5. Interpersonal relationships and behaviour, beliefs, values (10 hours)

Content of individual lectures

1.) INTRODUCTION – WE CAN ONLY CHANGE OURSELVES, NOT THE OTHERS

Content of the lecture: In the introduction, we focus on the presentation of the program and the presentation of new working methods (proactive work, teamwork, participation, project work). We recognize different linguistic patterns and on the base of the use of our own samples we learn to understand our behavior and blockades. We realize that we can change our behavior if we want to and we start learning how to do that. We learn to use advanced linguistic patterns to influence and enable positive change. We look at the examples of successful entrepreneurs (examples of good practices from Slovenian enterprises) and learn about the starting point and the definition of entrepreneurship (EU 2020 strategy, definition, inclusion in education).

2.) BALANCE WHEEL, TIME MANAGEMENT, QUALITIES OF AN ENTREPRENEUR

Content of the lecture: Within the lectures we think about ourselves and our attributes, we get familiar with the diagnostic tool »balance wheel« and we reflect on our own life balance. We establish a safe environment and we define the rules of behavior in the group. We also assess our own entrepreneurship and entrepreneurial qualities and think about what we



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would like to change. In the continuation, we discover the ways of managing time effectively and reducing time pressure. We look at our own patterns of organizing and spending time, money and energy – our typical week. Based on the exercises done, everyone provides an estimation of their skills and abilities, strengths and weaknesses, and they deliberate on what they want for the future.

3.) SETTING AND ACHIEVING GOALS

Content of the lecture: Based on previous lectures we determine personal and professional goals for success in the future. In doing so, we encourage creativity, innovation, initiative and entrepreneurship. We learn the techniques and principles for setting and achieving goals successfully. We turn the problem framework into the target framework, we learn about the S.M.A.R.T. technique, its meaning, and why it is useful. In addition to this, we incorporate goal chunking, setting and achieving the goals effectively, and raising the awareness on the benefits of well-set goals. We also tackle our collective goal and look at it through different perspectives – a dreamer, a realist and a critic (the Disney's model – planning according to the Disney's strategy).

4.) ETHICAL COMMUNICATION, PERCEPTUAL POSITIONS, FEEDBACK

Content of the lecture: In this section, we identify our own patterns of communication and recognize our mistakes in thinking. We get familiar with different perceptual positions (empathy, association, dissociation and meta position) and deliberate on when to use each one of them. We become aware of the perception of the world through senses (VAKOG) and we integrate the newly acquired knowledge into our self-development. We learn to creatively solve internal and external conflicts (ethical communication, perceptive positions), to communicate effectively and convincingly, and to present our ideas and opinions to others. We constantly encourage teamwork and willingness to cooperate with other members of the group.

5.) INTERPERSONAL RELATIONSHIPS AND BEHAVIOUR, BELIEFS, VALUES

Content of the lecture: In life, we are constantly in relationship with others and with ourselves. Within the framework of the lecture, we learn how to establish a great relationship with ourselves and other (relationship to ourselves, network relationships, beliefs about relationships). We get familiar with restrictive, inspiring and insidious beliefs that have an impact on our lives. We become aware of different beliefs and their cause; we become aware of the power of the beliefs and the possibility to influence them, to change them. For our relations with others it is important, what our values are and how they define us. It is also important how we live with by values in relationship with ourselves and others. Through the entire process, we encourage entrepreneurship and initiative – creativity, innovation, risk-taking, the ability to plan and manage projects in order to achieve the objectives. We encourage creative thinking, awareness of our own values and our own initiatives. We learn to accept mistakes or unsuccess as experiences and not as a failure (constructive feedback – learning opportunity).



ACQUIRED KNOWLEDGE – COMPETENCES:

- excellent ability of communication, more personal power and more success, both in private as in professional life,
- high level of self-motivation, a high ability to motivate others,
- positive attitude towards oneself and the world,
- enhanced ability of observing and detecting the pulses from the environment,
- knowledge and application of the techniques for achieving objectives
- confident performance with all certainty and responsibility,
- know how to enhance their strength, to realize their plans and wishes,
- interesting performance / speech / presentation ...

b) How to create a successful marketing product (joining three programs/perspectives): Marketing module, Design module, Production module and including experts from real companies in the learning / teaching process

Part 2 – How to create a successful marketing product

- Joining three programmes / perspectives (Marketing, Design, Production)
- Including experts from real companies in the learning/teaching process and introducing innovative learning approaches
- Using international connections and experiences

MODULE 2 - How to create a successful marketing product – 80 hours

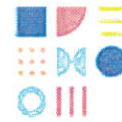
1. Creating ideas (20 hours)
2. Evaluation and selection of ideas - market demand, design, possibility of production (20 hours)
3. Choosing a perspective idea (20 hours)
4. Production of prototype and development possibilities (20 hours)

Finishing different programs students are skilled on their field, but they have lack of:

- practical experience gained through work (connections between education and schools)
- insight into the connection of different branches, working together for establish successful business
- only few of them have the opportunity to go abroad (on mobility)
- lack of research work in the classroom, encouraging innovation (both among teachers and between students)
- lack of life experienced learning, team work
- lack of »out of the box learning«, problem solving ... with concrete results



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That's why we decide to connect a group of teachers, experts from work and students from three different VET programs (economics, design, production) from different countries to exchange experiences and create international module to switch all of these challenges and upgrade skills acquired in school.

ACQUIRED KNOWLEDGE – COMPETENCES:

- understands the process of developing a market-interesting product from idea to prototype
- taking into account the market aspect, the design aspect and the possibility of production

3. Suggestions of teaching and learning methodology used

Professional team in each country:

- 2 teachers from business and marketing programs
- 2 teachers from VET programs
- 2 teachers from industrial design programs
- 3 experts from the labor market
(one from each area – marketing, design, production)

1. We choose "the achievement of relevant and high quality skills and competences" as the main horizontal priority. We will support students, teachers and experts from the companies involved in the project in developing relevant and high quality competences – especially entrepreneurship, foreign language, teamwork and digital skills – in order to promote employability and professional development. We will develop the tools for the recognition of the competences developed in the module – (Europass for students, certificates for teachers/trainers and confirmations for experts in the field of labor). We will carry out the education and training by applying the "learning outcomes" approach. We will upgrade the competences acquired in the school system and obtain high quality skills by:

a) INTRODUCING NEW CONTENT IN THE CURRICULUM OF THE NET-ENT MODULE: Growth of entrepreneurial mindset, development of new products, teamwork and cooperation of different fields, work-based learning (for all target groups).

b) PRACTISING NEW METHODS OF WORK IN TEACHING AND LEARNING PROCESS (for all target groups working together):

- Research and Development approach – exchanging knowledge from different fields and finding solutions for the development of new products,
- Integrated entrepreneurial approach – for develop a successful commercial product it is necessary to integrate 3 aspects – (quality of the product, design and good marketing strategy)
- each of them have a great influence on success in the market.
- Internationalisation – all target groups will be internationally connected and can share experiences - we can learn about and explore both local, regional and national market as well as global market.



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- National and international networking – students, teachers and expert networks, mixed networks – educational system and company connections.

2. One of our goals is also a continuous professional development of VET teachers, trainers and mentors in both school and work-based settings, with a focus on developing an effective, open and innovative education by using ICT. Within the project duration a lot of »out of the box« activities will be going on among all target groups. We will develop new methods of work and new learning materials. We will provide training for teachers and experts (ToFT) and develop a system to transfer this knowledge to other teachers and experts, also by developing ICT tools.

3. We will establish long-term VET business partnerships promoting work-based learning in all its forms, by involving social partners, companies and VET providers and with a specific focus on the local and regional dimension in order to produce concrete results on the ground. The MODULE will be prepared as an international module. We want to establish a long-term cooperation and promote and increase the mobility of students, teachers and experts. In the future, students on mobility will be able to achieve the same knowledge and competences regardless of where they passed the NET – ENT MODULE – in Slovenia, Finland, Spain or United Kingdom.

How to teach entrepreneurship?
Why linking education and work?
Why promote mobilities?

Agenda for new skills and jobs - http://europa.eu/rapid/press-release_IP-10-1541_en.htm

"... 23 million people are currently unemployed across the EU – 10% of the active population. Many labour markets across the EU need reform to function better, and there has to be a much stronger focus on skills upgrading and matching. Even throughout the crisis some employers struggled to find the people with the right skills to fill their unoccupied position or job."

Youth on the Move - http://europa.eu/rapid/press-release_IP-10-1124_en.htm

"...more than 40% of employers attach importance to the experience gained from study and work abroad. Youth on the Move aims to extend opportunities for learning mobility to all young people in Europe by 2020."

Entrepreneurship – Action plan

<http://eur-lex.europa.eu/legal-content/SL/TXT/PDF/?uri=CELEX:52012DC0795&from=EN>

"... Only 37% of Europeans would like to be self-employed, compared to 51% of people in the US and China ... education should offer the right foundation for an entrepreneurial career ... Entrepreneurial mindsets and skills can be:

- effectively built only through hands-on, real-life experiences, and project work;
- taught across all subjects as a separate subject or combined with one another;



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•... according to the survey citizens feel they have the knowledge and skills for entrepreneurship ... but still cannot decide to enter the entrepreneurship..."

Finnish Ministry of Education has recently published recommendations for promoting entrepreneurship education at all educational levels. This ensures the need for teachers to learn methods of entrepreneurship education (http://minedu.fi/artikkeli/-/asset_publisher/tulevaisuuden-tyo-on-yha-enemman-yrittajyytta-koulutuksen-yrittajyytlinjaukset-julki).

Education methods:

- Creating group dynamics and secure environment.
- Interview, teamwork, project work, mentoring, coaching.
- Career Plan, e-portfolio, establishing informal knowledge.
- Setting and achieving goals (SMART technique).
- Wheel of Life Step into the future.
- Outdoor activities (a visit of an entrepreneur, networking).
- Promotional videos.
- Use of new media and social networks.
- Encouraging the use of e-learning and information – communication technologies.
- Creation and maintenance of business networks and collaboration with entrepreneurs.

Recommendation for the training

- Empathy and self-reflection is necessary (flexibility, adapting to different situations, how are we doing that we do not know everything ...).
- Establish a good rapport, build an alliance and do not operate from a position of strength.
- Establish a respectful and reciprocal relationship – the correlation; not "I know everything and I teach you", but "we grow together and develop along the way."
- The purpose of the feedback is learning and not evaluation or grading.
- We believe in their potential and help them discover their own path.
- We do not judge them and we do not try to "fix" them – we believe in their potential and ability, which they are able to realise with the right incentives and motivation.
- We are open to different ways of work ... "With a sparkle in the eyes".
- We encourage active participation of the candidates.
- Include stories and personal experience.
- Logging – participants and lecturer.



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SLOVENIA SOCIETY
OF ENTREPRENEURS
AND MANAGERS
ASSOCIATION

NET-ENT Networking for Entrepreneurship

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IO1

Report: current situation and curriculum proposal for NET-ENT MODUL

Partner: Secondary School for Design and Photography Ljubljana
Prepared by: Saša Vitežnik Jelen



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SŠOF

ŠKOLA ZA
DIZAJN I
FOTOGRAFIJO
LJUBLJANA

NET-ENT Networking for Entrepreneurship

30.11.2017

1. Report on the current situation regarding enterprise and entrepreneurship education
 - a) In partner school: SŠOF / Secondary School for Design and Photography Ljubljana

General informations / partner school - SŠOF

Numbers in school year 2017/18

- 663 students
- 65 teaching staff
- 88 part time students

Educational programmes and departments at SŠOF

3 educational programmes:

- Design
- Photography
- Art grammar school

Organization of DESIGN programme

The education lasts for 4 years and ends with the vocational matura.

Design programme is divided in 3 departments: Product Design, Graphic Design, Fashion Design



	Programme units	Mandatory/ elective	Total number of hours	Number of credit points
A – General education subjects				
S1	Slovene	mandatory	476	24
S2	Foreign language	mandatory	408	20
S3	Mathematics	mandatory	374	19
S4	History	mandatory	102	5
S5	Geography	mandatory	68	3
S6	Sociology	mandatory	68	3
S7	Physics	mandatory	68	3
S8	Chemistry	mandatory	68	3
S9	Biology	mandatory	68	3
S10	Sports education	mandatory	340	14
A - Total			2040	97

	Programme units	Mandatory/ elective	Total number of hours	Number of credit points
M1	Art history	mandatory	204	10
M2	Drawing	mandatory	442	20
M3	Entrepreneurship and marketing	mandatory	68	3
M4	Art theory	elective	272	12
M5	Graphic design	elective	1021	48
M6	Presentation techniques	elective	272	12
M7	Industrial design	elective	1021	48
M8	Design and Modeling	elective	272	12
M9	Fashion design	elective	1021	48
B - Total			2007	93
Practical training out of B - total:				
C - Practical training at school				
	Practical training		408	17

**10 GENERAL EDUCATION SUBJECTS (all mandatory) and
5 PROFESSIONAL MODULES (3 mandatory + 2 elective)**

- Product Design: M1, M2, M3, M6, M7
- Graphic Design: M1, M2, M3, M4, M5
- Fashion Design: M1, M2, M3, M8, M9



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BELETA ŠOLA
ŠKOLA ODBORNÉHO
VZDELÁVANIA
A PRÍPRAVY
V LJUBLJANI

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OPEN CURRICULUM (476 hours in 4 years)

- all departments: 2nd foreign language, math/English, art history, art theory
- Product Design: plastic design, CAD (computer aided design), photography
- Graphic Design: 3D graphic design, 3D animation, photography
- Fashion Design: digital design, modelling of clothes, photography

PRACTICAL TRAINING with an employer (152 hours / 4 weeks in 4 years)

Learning about entrepreneurship, marketing, production at SŠOF

The mandatory professional module **Entrepreneurship and marketing** in the 4th year (68 hours) comes at a very late stage in the educational process and is too general for students to achieve and use the knowledge in their work. Some of the topics are included in the professional modules DESIGN (product design, graphic design and fashion design).



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REDNIJA SLOVA
SLOVENSKO DRUŠTVO
ZA PROMETIŠKO
EDUKACIJO

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a) In national curriculum

Design Programme in National Curriculum

<http://eportal.mss.edus.si/msswww/programi2017/programi/Ssi/tehnik_oblikovanja_2011/tehnik_oblikovanja_2011.htm>

2. Outlines/proposals of competences we will develop in the project/module on the area:

a) Development of enterprising mindset and entrepreneurial personality

The enterprising mindset is defined as a personality which:

Acts wisely: Is determined to achieve the goal, is able to adequately assess him or herself and the consequences of choices made, is able to consciously use resources, is able to establish relationships and cooperate

Thinks creatively: Is curious, open and willing to learn; is able to find new ideas/solutions; is able to solve problems creatively and can learn from mistakes; is able to notice and use global opportunities

Initiates courageously: Is self-motivated and independent; dares to dream big and ambitiously and set high goals; wants to achieve the best; dares to make decisions and take risks

Takes responsibility and cares: Takes into account people and the surrounding environment, acts responsibly, and copes with failure and uncertainty

(https://www.schooleducationgateway.eu/downloads/entrepreneurship/Estonia_151022.pdf)

Throughout the teaching/learning process our students should be exposed to these concepts and encouraged to act according to these principles.



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SŠOF

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b) How to create a successful marketing product (joining three programs/perspectives): Marketing module, Design module, Production module and including experts from real companies in the learning / teaching process

Marketing

- informing our students about marketing (by experts)
- case studies
- simple market analyses
- evaluations of first student ideas about product by target groups and experts
- communications with other students in project
- choosing the brand name for the product

Design

- teaching/learning proces for design of a product and graphic design as it is usual at SŠOF (in groups max. 16 students)
- graphic design of the brand name
- design of packaging for the product (box ...)
- graphic design for packaging
- photographs of a product
- promotion (advertising) - for printed media and web

Production

- prototypes made in school
- planning production of small series of chosen products
- learning about materials and technologies for production outside school - from teachers and experts
- small series realised outside school



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3. Suggestions of teaching and learning methodology used

As it is usual in design teaching and learning methodology - a problem solving method should be used - with students working in groups (max. 16 students).

In design proces students should also have in mind a marketing aspect and serial production possibilities.



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NET-ENT Networking for Entrepreneurship

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IO1

Report: current situation and curriculum proposal for NET-ENT MODUL

Partner: Haaga-Helia UAS

Prepared by: Päivi Williams and Sonja Kuosmanen



1. Report on the current situation regarding enterprise and entrepreneurship education

a) In partner school: Haaga-Helia UAS

As a higher education institution with an emphasis on business studies, Haaga-Helia has identified entrepreneurship as one of its five core competences. Every Haaga-Helia student completes at least one entrepreneurial course during their studies. Entrepreneurship is also offered as a specialisation.

In 2012, Haaga-Helia established its StartUp School in order to offer practical studies for students with a business idea who are looking to establish or accelerate their startup's growth. StartUp School events and studies are free and available to all Haaga-Helia students.

At the StartUp School, students can develop future working skills, identify their strengths and competences, and create and develop their own business idea and company. Students are offered personal coaching when their idea is ready for implementation. Thus, the StartUp School is a community rather than a curriculum. Haaga-Helia students can also complete their mandatory internship by working for their own company or business.

b) In national curriculum: The Finnish context

The Finnish Ministry of Education and Culture actively supports entrepreneurial education and has made recommendations for all education levels in order to allow learners integral pathways to entrepreneurial education. Thus entrepreneurial education is taken into account on a national strategic level. Resources are allocated for its implementation and evaluation is conducted annually on the success of implemented policies.

Entrepreneurial education and working skills are integrated into all subjects on general education in Finland. Primary school students can practice different professions in simulated learning environments (e.g. Me& My City initiative in Espoo). All secondary level students also have a one-week introduction to working life as a part of their curriculum. Upper secondary schools cooperate with business life and companies and have several courses and ways of experiencing working life and entrepreneurship. Specific upper secondary schools also have a special emphasis on entrepreneurship.



Teacher competences are ensured through a variety of measures: Educators receive training in promoting entrepreneurship and the entrepreneurial mindset. Educators also receive various opportunities for annual training related to entrepreneurship as well as opportunities for flexible and continuous networking.

Experimentation is supported and reinforced both on the level of the individual and the institution and versatile learning environments are provided to support learning. This includes authentic customer service situations, and digital and gameful means are used in learning environments.

In higher education, entrepreneurial studies are built into study curriculums and students have a mandatory internship during their studies. Study projects and recognition of previous learning include measures through which learning is connected to working life.

2. Outlines/proposals of competences we will develop in the project/module on the area:

a) Development of enterprising mindset and entrepreneurial personality

The StartUp School has identified the following competences as integral for entrepreneurship:

- Entrepreneurial attitude and mindset: the student is optimistic about opportunities and willing to take risks and confront setbacks.
- Self-knowledge and self-management skills: the student should be able to take responsibility and act and make decisions independently.
- Networking and communication skills.
- Business skills, including sales and marketing, finance, and planning.

b) How to create a successful marketing product (joining three programs/perspectives): Marketing module, Design module, Production module and including experts from real companies in the learning / teaching process

The project activities will allow project partners to test skills and methods through which a marketable product will be created. Students from different backgrounds (marketing, design and production) should be able to come together during the conceptualization and creation of the business idea and/or product to share knowledge and points of view from different fields in order to facilitate mutual learning and understanding.



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3. Suggestions of teaching and learning methodology used

Teachers participating in the NET-ENT module should be encouraged to use the coaching method of learning with participating students (based on a trainer course created in the Erasmus+ project E-DECO). Coaching competences for teachers/trainers include coaching skills (the teacher's role as a coach, choosing and using coaching tools, and commitment to personal development), use of e-environments and digital tools in teaching (including gamification), and entrepreneurship (including entrepreneurial skills and mindset, personal drive, networking and self-esteem skills).

Haaga-Helia will arrange a five-day training course for teacher from project partner countries. This trainer course will provide the necessary competences for the participating teachers from partner countries.



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Report: current situation and curriculum proposal for NET-ENT MODUL

Partner: Politeknika Ikastegia Txorierrri

Prepared by: Keppa Larondo



1. Report on the current situation regarding enterprise and entrepreneurship education

a) In national curricula

Entrepreneurial Skills and Competence Development SPAIN

The basic national legislation on Education (Ley Orgánica de Educación - 2006) mentions the need to advance entrepreneurial spirit in the Spanish education system including VET, although the inclusion of entrepreneurial focus had been filtering through previously for several years from European driven initiatives (for example the Lisbon Strategy 2000 and later in the Oslo Agenda 2006)¹. Many entrepreneurial programmes in education were inaugurated around this time, such as the Valnalon Educa² project in Asturias which aims to create a chain of entrepreneurial thinking and capacity (all the way from primary through to VET and University level) in Education.

The EU Commission lauded the active inclusion of entrepreneurial activities within national legislation and practice in Spain and the many best practices which could be transferred to other EU states, and encouraged the national governmental SME (iPYME) publication (www.ipyme.org) to carry out a recompilation of best practices in entrepreneurial education in each autonomous region in 2010.³ The 128 practices collected nationwide describe both state and regional govt. funded programmes as well as individual centre based and even private sector initiatives for all sectors of education such as the above mentioned Valnalon programme.

The present day govt. web for VET in Spain (todofp)⁴ testifies to the need for constant innovation in VET towards an ever greater entrepreneurial spirit. Alongside the drive to innovation in developing apprenticeship programmes in Spain to improve specific and transversal competence development, the information in this report explains the specific entrepreneurship programmes and initiatives that are developed within the Basque Region (which resemble initiatives in other autonomous regions). The final

¹ Spain first included the promotion of “entrepreneurial spirit” as a basic competence to be gained through education with the **LOCE 23.12.2002** - Organic Law for Quality in Education after the Lisbon Strategy. This was carried on within the LOE 2/2006 03.05.2006 (Organic Law on Education. Article 40 (h.) set out the development of capacities in VET to **reinforce the entrepreneurial spirit aimed at the realization of entrepreneurial activities and initiatives. ...afianzar el espíritu emprendedor para el desempeño de actividades e iniciativas empresariales**

² Visit the Valnalon Technological City web: <http://www.valnaloneduca.com>. The Valnalon initiative is directed at all sectors of education and parents to provoke a cultural change in entrepreneurship. The Basque Public Innovation Agency for VET (TKNIKA - created in the Decree 39/2005) acquired the rights to the use of the EJE entrepreneurial education programme developed by VALNALON.

³ Ministerio de Industria, Turismo y Comercio (Junio de 2010) *El fomento de la iniciativa emprendedora en el sistema educativo en España* / Spanish Govt. (2010) Promotion of Entrepreneurial Initiative in the Spanish Education System: <http://www.ipyme.org/publicaciones/fomentoiniciativaemprendedora.pdf>

⁴ See <http://www.todofp.es/profesores/formacion-innovacion/emprendimiento-en-fp/formacion-emprender.html>



section of this report will look at how methodological innovation also promotes entrepreneurial competence.

Entrepreneurial Competence Development - BASQUE COUNTRY

This report focuses specifically on programmes developed and presently promoted in VET in the Basque Country where Politeknika Txorierri is located. The ipyme report 2010 (as mentioned above) collects the following entrepreneurial best practices programmes within education in the region. Some are promoted by the Education Dept for the Region and the vice ministry for VET, some by local county govt. and some by local development agencies at local and municipal level:

- **HASI eta HAZI**⁵ (Gipuzkoan Regional Govt.⁶) from 2005 - present (for primary and also a *continuation of the programme at secondary, A-level/baccalaureate AND VET levels*). At secondary level (12-14 yr olds), students experience several dynamic units of learning and take on a real life “case”- that of improving the physical and organizational conditions of their class as well as projects within other relevant curricular projects. *At A-level and VET projects are designed exclusively around curricular challenges* and are included also in **Work Orientation Modules** at VET level.

AIMED COMPETENCES to be developed (12-14): collaboration, debating skills, self esteem, orientation to learning and change, self discipline, ability to resolve conflicts and exactness or precision. At the ages 16-18+ *willpower, constancy, persistence, tolerance of failure and overcoming self* are also aimed to be developed.

- **KOSMODISEA** (Gipuzkoan Regional Govt.) from 2006: Development of Entrepreneurial spirit at all educational levels through play, digital, technological and scientific innovation etc.). Use of wiki, blogs, audio editing tools, video and image, simulators, webquest (kosmoquest) methodology and others...
- **GAZE** (Basque *Gazte Ekinzale - young entrepreneur*)⁷ from 2008: programme to promote **leadership and entrepreneurial values among higher education students**. The three main universities in the Basque Country (UPV, Deusto & Mondragón), TECNUN **and high level VET students** through TKNIKA (see below) all participate in the widest possible vocational

⁵ <http://www.hasietahazi.net>

⁶ The Basque Country is comprised of three counties (Bizkaia, Gipuzkoa and Alava). The Gipuzkoan County Govt. promotes entrepreneurship through the Dept for Innovation and a Knowledge society.

⁷ See **GAZE** web <https://gaztekintzaile.wordpress.com/gaze-castellano/>

Related LINKS: Deusto University blog **iNNovaNDiS** blog <https://blogs.deusto.es/innovandis/>



application of entrepreneurship. The main idea is to *make contact* and *create diverse communities* to become active citizens capable of contributing potential as protagonists in a wider world.

PROMOTED SKILLS & ATTITUDES

- Capacity to reflect, create and discover the value of assuming risk at different levels
- Contribute to social change underscored by entrepreneurship and youth led initiatives
- Internalize the pleasure of creating, proposing and executing ideas in learning communities at inner-institutional level.

The programme is developed in 6 main areas: 1) Diagnosis. 2) Increase awareness. 3) Programme Making 4) Communication & Diffusion 5) Internationalization 6) Management & Monitoring

Regional Investment Banks such as the Laboral Kutxa, BBK y Caja Vital support these entrepreneurial initiatives by providing prize money and through agreements with Centre Directors to offer loans for the creation of virtual companies.

Other initiatives are undertaken by local development agencies:

- **Aprender a Empezar** (LAN EKINTZA): Learn to Enterprise - offered by a Bilbao based support agency for entrepreneurs
- **GARAPEN Imagina tu Empresa**: Imagine your Company - Garapen is a Basque Association for Development Agencies

Entrepreneurial Initiatives in BASQUE VET

The Basque Department of Education which has a Vice-Ministry for VET⁸ together with other stakeholders, such as the local level government and savings banks, have been supporting and promoting entrepreneurship actively in VET schools in the region for the last 10 years.

The aim is to support the social and economic development of the Basque Country by “kindling” entrepreneurial spirit in VET students and helping them develop their ideas. The following are the main agencies and programmes implemented at present in Basque VET.

⁸ The DECREE: 32/2008 - 26th Feb establishes the general ordinance law for VET in the Basque Country.

The *IV Plan Vasco de Formación Profesional /IV Basque Plan for VET - Working Towards a Different VET* unveiled in 2014 makes ACTIVE ENTREPRENEURSHIP (C) one of the 5 (A-E) key strategies for Basque VET (see 3.3 Objectives and Actions: AXIS C - ACTIVE ENTREPRENEURSHIP. OBJECTIVE 5: *Reinforce entrepreneurial activity in VET; promoting entrepreneurial spirit and the creation of new companies, especially in the industrial sector.*)

https://www.irekia.euskadi.eus/uploads/attachments/5674/IV_Plan_vasco_de_formacion_profesional_18-12-2014_DEF.pdf



▪ **TKNIKA - Basque Public Innovation Agency for VET**

The Basque Innovation Agency for VET (established 2005) has had a guiding and supporting influence on all matters relating to Innovation in VET in the Basque Country - including entrepreneurial and methodological innovation. The main programmes developed and supported by TKNIKA in the region in VET are:

EKINGUNE <http://ekingune.tknika.eus/> EKINGUNE whose web is available in English, concentrates on two main programmes:

- **IKASENPRESA** (*learning companies*) cultivate entrepreneurial culture in VET centres. The learning company model is promoted through the VET **EIE module** (see below) undertaken by all 1st year students. The students work in cross curricular groups and practice entrepreneurial attitude by designing a commercial idea and learning basic company management skills.
- **URRATSBAT** is the main axis of entrepreneurship stemming from VET centres (aimed at 2nd/final year and ex students). It supports the practical creation of real start ups. **UrratSarea** (the network for Urratsbat company initiatives) offers ongoing support to Urratsbat companies. Urratsbat offers advice and coaching and a physical space (equipped office or technical workshop space within a VET centre to develop - prototype a business idea).

These initiatives are currently supported by TKNIKA through the following:

- **MAE** *Metodología de Acompañamiento al Emprendizaje* (*Methodology for Accompanying Entrepreneurship*) to train VET staff in the Basque Country as entrepreneurial URRATSBAT coaches
- **IKASENPRESA Fair**: each year an Ikasenpresa Fair and Prizegiving Ceremony is held in February. The 2018 edition will be held on 1st February with 207 companies participating. At present there are 600 learning companies in 73 VET centres with around 4,000 students and 170 teaching staff involved.
- **Urratsbat Marketplace**: the first edition of the Urratsbat Marketplace was held in May 2017 in the exhibition centre, Durango. It aimed to showcase companies to share their products and services and also to demonstrate to students what can be achieved by fellow or former students like themselves. The fair held over 3 days hosted 39 companies. The Marketplace hosted seminars on branding, models of financing and allowed contact with regional business angels, financial institutions, investment groups and other main regional entrepreneurial hotbeds.
- **Meet ups and Awards**: the **Urratsbat Annual Awards Ceremony** in June awards €2500 to the best company in 4 entry areas: industrial, technological, social and most innovative. In 2017 an Urratsbat company from Politeknika Txorierri (Argieskema S.S Coop. - service dedicated to industrial prevention maintenance) won the award for best technological startup.



- VET centre **Career Orientation and Employment Services** in VET colleges also promote entrepreneurial spirit. In coordination with other depts. and services they promote and offer information about the possibility of self employment and start up support.

b) In partner school

Entrepreneurship in Politeknika Txorierrri

Entrepreneurship in the Curricula

There are two compulsory VET modules in all the vocational education to promote entrepreneurial attitude, development and competence.

- ***Empresa e Iniciativa Empresarial*** (*Entrepreneurship and Entrepreneurial initiative 60h.*)⁹ All first year students participate in the 60-hour module. In the module, students work on **challenge based practical projects** in cross sector groups. This module is taught using the *Ikasempresa methodology* (see above) where the students create a “virtual company” as a learning tool. The aim is to offer students basic experience and confidence in creating and managing a company, knowledge of self employment potential, corporate social responsibility, entrepreneurial spirit, innovation and creative thinking skills.

- ***FOL*** (*Workplace Orientation Module 60h.*) This transversal module which aims to prepare students for real workplace scenarios includes 8 hours of focus on entrepreneurship and self-employment.

- ***Módulo Profesional de Proyecto*** (*Professional Project Module*) This Project is carried out during the compulsory FCT (practical training in the workplace module) at the end of a student’s training programme. It aims to integrate all the capacities and knowledge of a particular course programme (with all the technological and organizational variables of that field). It follows the PBL format in which the student must collaborate to resolve a real company/process/product challenge.

In preparation for this project, the students during their studies carry out several PBL projects which may take the form of one or more of the following: the initiation of a process or product, a research project, a business start-up or critical analysis of studies (bibliographical update) or development within a professional sector etc... The preparation for this project requires methodological innovation and creativity within the classroom.

⁹ The EIE module was created within the LOE Educational Law of 2009 and has been maintained during the most recent educational reform LOMCE (2013). The Basque Work Ministry is involved in the EIE educational offer.



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Seminars on **Self Employment** are also given by local entrepreneurial associations and businesses to all the Vocational students in the first term of the academic year.

Supporting Entrepreneurship Programmes

Entrepreneurship is also encouraged in Politeknika Txorierri (which is representative of other colleges in the region) by participation in programmes supported by complementary associations some of which have already been detailed above. Students also receive inspiration and support from various local agencies.

- **Urratsarea:** Urratsbat in Basque literally means *seed or hotbed*. All final year students in Txorierri receive a talk on entrepreneurship from qualified Urratsbat trained specialists within the network. If they show interest (either they would like to follow up on their ikasenpresa (virtual company) idea developed the previous year or they wish to explore a new idea), they receive initial coaching and a 16-hour course taught by an official local business development specialist. They work on a pre-project with their assigned tutor and an external consultant from the **Gaztenpresa Foundation**¹⁰ who helps the entrepreneur make viability plans. The school becomes a business incubator and offers the college facilities and technical resources where possible or necessary. The Urratsbat programme is also directed and offered to former students or part time students in the College
- **Worklan**¹¹: Worklan is an association comprising 5 Vocational Training Centres from the HETEL network of VET centres in the Greater Bilbao area which promotes the **creation of cooperative companies** among students and former students. Belén Varela, the Association Manager, gives regular talks in Txorierri to inform about and promote the option of self employment and cooperative start ups. The association also accompanies entrepreneurs in sourcing technical support and financing, making viability plans, finding premises etc.



- **BEAZ**¹² Another local publically funded organization which aims to promote innovative entrepreneurship in the Bizkaia province where Txorierri is located, also gives seminars and

¹⁰ See <https://gaztenpresa.org/es/> The Gaztenpresa Foundation is run by the regional savings bank Laboral Kutxa for young entrepreneurs in the Basque Country and Navarra, and supported the creation of 386 companies in 2016.

¹¹ See http://www.work-lan.com/p/presentacion_2.html

¹² See https://beaz.bizkaia.eus/index.php?option=com_content&view=article&id=28&Itemid=212&lang=en



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lends support to high added value projects undertaken by Txorierrri students (young entrepreneurs under the age of 35), such as the Argieskema S.A. Coop. winner of the Urratsbat Technological Prize 2017.

- **Entrepreneurial Day** (May) The School organises an annual event to promote entrepreneurship among students. There are different activities organised such as talks by former students who became entrepreneurs, games, quizzes, awards for the best business ideas...
- Institutional **Self Employment Courses**: Each year Txorierrri hosts a 60 hour course part funded by the Basque Govt. and part funded by the European Social Fund. It is aimed at 12 selected persons who have a business idea or attitude towards developing a business. The course covers the major areas of business competence. Lanbide is the Basque Employment Service responsible for organization and course delivery.



DIRULAGUNTZAILEAK / SUBVENCIONADO POR:



The results in terms of business creation for Politeknika Txorierrri which is a small/ medium sized college are described as encouraging. Thirty two companies have been formed since 2007 and several others are currently in the URRATSBAT programme. The type of businesses created are diverse; there have been Events Organization, Environmental Educational service, a Physiotherapy Centre, Solar Panel Installation, Chemical Wine Analysis, a Bakery, a Decorative Balloon Arrangements company, Delivery Services as well as Digital Technologies and a Mechanical Design company.



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Report: current situation and curriculum proposal for NET-ENT MODUL

Partner: City of Glasgow College
Prepared by: James Wilson



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CITY OF GLASGOW
COLLEGE

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1. Report on the current situation regarding enterprise and entrepreneurship education

a) In partner school: City of Glasgow College

City of Glasgow College is the largest and most diverse tertiary education establishment in Scotland. It is regarded as pioneering the blueprint for successful multiple college mergers, combining the richness and historic legacy of four specialist colleges across nautical, commerce, building, printing, and catering curriculum areas.

We are proud of our historic industry links, and valued reputation for developing professional skills for modern industry across many specialisms, with our 50 international partners. Our history dates back generations. City offers a wide range of educational, technical and training opportunities, at levels ranging from foundation courses through to Higher National Diplomas and degree programmes, in association with our Higher Education partners.

There are opportunities to study at a level that encourages success and progression, enabling our students to reach their full potential. The College provides around 2000 courses across the six Faculties of:

- Business
- Leisure and Lifestyle
- Building, Engineering and Energy
- Education and Society
- Nautical Studies
- Creative Industries

We maintain a commitment to Let Learning Flourish through the inspiration, excellence, and innovation of our sector-leading learning and teaching methods, and world class facilities. Our unique Industry Academy model channels our curriculum and staff expertise, which, enhanced by our collaborations with industry partners, matches the skills of students with the needs of employers. As a result our students graduate with industry-relevant skills and highly valuable qualifications, sought after by industry.

The College's twin site Super College campus became fully operational in 2016, and represents a £228 million investment in tertiary education for Glasgow, Scotland, and beyond. This is the single largest college development in Europe, meticulously designed to offer state of the art facilities and superb opportunities to our students.



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Our Values acknowledge the importance of entrepreneurship within the wider context of enterprise

- The Individual
- Equality, Diversity and Inclusiveness
- Integrity, Honesty and Transparency
- Excellence and Achievement
- Partnership
- Innovation and Enterprise

Enterprise and entrepreneurship is not systematically measured across our curriculum. There are two high profile initiatives that reflect the importance of such developments: these are, an annual enterprise competition where current students can access funds to develop their businesses; and our new Innovation and Enterprise Start Up Space, a business incubator for current students and recent alumni.

In the last two years fifteen students have shared £40,000 of funding and over a hundred have benefitted from bespoke training to help their start up ambitions as part of the annual competition.

The Innovation and Enterprise Start Up Space currently provides a base for 12 fledgling businesses. The college has identified this provision as an area for expansion and catalyst funding has been awarded to develop the offer and engage with more students and their teachers. The Start Up space is also a base for national support organisations like Bridge2Business and Business Gateway (see below).

The majority of the college's provision is certificated by the Scottish Qualifications Authority with whom many of our staff work in the development and quality assurance of national qualifications such as National Certificates and Higher National Certificates and Diplomas. We work with a number of University partners to offer specific degrees.

As you would expect in an institution of this scale there is a wide range of entrepreneurial activity as part of the learning experience. Students in marketing run pop up shops. Catering students provide professional level food services. Health and Beauty students also provide a professional service to staff and the general public.

In Creative Industries, a sector where small and medium sized enterprises are the norm, student groups create and sell their own products, work closely with employers on live briefs, stage exhibitions and live events, and co-ordinate Creative City, a three week long festival and creative showcase. Design crafts like jewellery, art glass and furniture naturally lean towards entrepreneurial activity driven both by individual students and supported by the more formal curriculum. We work in partnership with employers who provide work



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experience opportunities as well as mentoring the development of individual students in different disciplines.

There are five individual enterprise units which are delivered across nine courses, including: NC Business, Enterprise Activity; HND Advertising and Public Relations, Personal Enterprise Skills; NQ Personal and Social Development, Transitions: Social Enterprise; HND Radio and Media and Communication, Creative Industries: Enterprise Activity.

The Units are:

- Enterprise Activity
- Personal Enterprise Skills
- Personal Achievement: Enterprise
- Social Enterprise
- Creative Industries: Enterprise Activity

The Outcomes for Enterprise Activity are consistent across different levels:

1. Devise and arrange enterprise activity in relation to personal development goals.
2. Take a leading role in the implementation of enterprise activity.
3. Initiate and sustain working relationships in the analysis, planning and implementation of an enterprise activity.
4. Evaluate the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development.

Our award winning Industry Academy Model focusses upon employer engagement, work experience, mentorship and more. It has provided the capacity for the development of new ideas such as the Enterprise Competition and the Enterprise and Innovation Start Up Space



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b) In national curricula

The Scottish Government recognizes that Enterprise and Entrepreneurship is a foundation of economic success. This is exemplified in the 'Scotland Can Do' initiative; a shared statement of intent towards becoming a world-leading entrepreneurial and innovative nation: a CAN DO place for Business.

The Scottish Government funds education through a number of mechanisms in response to agreed political priorities. Local authorities fund early years and schools

Scottish Funding Council (SFC) funds:

- College regions
- Universities
- Skills Development Scotland (SDS) who are responsible for Skills Investment Plans & in work training

The CAN DO ambition is supported by commercial organization like the Royal Bank of Scotland who run the Scottish Edge programme, representative bodies like the Federation of Small Businesses Chambers of Commerce, and publicly funded bodies such as The Scottish Institute for Enterprise, Young Enterprise Scotland & Bridge to Business, and Scottish Enterprise & Business Gateway.

The Scottish Institute for Enterprise (SIE) creates opportunities for students to be innovative. SIE works nationally to promote and support enterprise and entrepreneurship in Scotland's students working closely with local institutions to champion enterprise education and help their students start new innovative businesses.

Young Enterprise Scotland (YES) is a registered charity that has been working in enterprise in Scotland for over 40 years. Each year they work with over 10,000 students across Scotland in a variety of inspiring enterprise and entrepreneurship programmes. Their programmes are suited for young people aged 5-30 across primary, secondary and tertiary educations, as well as in prisons, secure and residential units and with community groups.

Bridge2Business is part of YES. The programme offers college students first hand opportunities to engage with appropriate entrepreneurial role models. The programme helps connect college students with the great networks that exist in Scotland to support our much needed start-up businesses. They also offer the college students the chance to apply for a small grant to help test out their business ideas and will match those successful with a mentor from the local business community who will be able to assist as they progress with their business plans.

In our **schools** the Curriculum for Excellence was designed to achieve a transformation in



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education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18 and develop four capacities:

- successful learners,
- confident individuals
- responsible citizens
- effective contributors

Enterprise and Entrepreneurialism delivered in a range of subjects but often lacks the academic value of more traditional subjects. It is supported by the Scotland's Enterprising Schools Resource.

Scotland's **colleges** are the natural home of vocational training and as well as working closely with Bridge to Business have effective employer Links to ensure the work readiness of our graduates. Developing Scotland's Young Workforce is a national initiative which has led to a re-invigoration of the apprenticeship model and new schools/college partnerships.

College staff from all over Scotland have benefitted from the Scottish Enterprise Educators' Programme run by the University of the Highlands and Islands CREATE team.

Scotland's colleges underpin the Scottish Government's ambitions on widening access, on developing the young workforce, and on inclusive growth by providing a wide range of opportunities for learners across the country to develop new skills and earn valuable qualifications at every level of study, from foundation all the way up to degree level.

Students leave college with the skills they need to progress towards their career aspirations, with the overwhelming majority either continuing with their studies, training or going directly into employment. More and more students want to gain the real-life practical skills that our colleges excel at before going on to Higher Education. Each year colleges offer over 250,000 student places. 83% of college leavers go into positive destinations, with 69% continuing with further study or training.

In our **Universities** innovation and enterprise are well established but often running separately from main academic programmes. Examples include; Stirling University's Enterprise Zone. Strathclyde University's Enterprise Hub and Glasgow Caledonian University's UHatch. There are many commercially led competitions, such as Scottish Edge, which focus on HE sector and potential value of new intellectual property



2. Outlines/proposals of competences we will develop in the project/module on the area:

a) Development of enterprising mindset and entrepreneurial personality

Project participants should experience learning opportunities designed not only to raise their awareness of the world of work in all its diversity but also to actively apply an enterprising mindset regarding future career development options. They should be able to:

- develop the necessary personal learning skills such as communication, numeracy, problem solving, information technology, working with others, planning and organising and creative and critical thinking;
- employability and career management skills that prepare individuals for employment and future career development, rather than focus on a specific occupation;
- vocational skills that are specific to a particular occupation or sector
- reflect on their own achievements and recognise their value and have the ability to make employability and career related decisions and set goals

Project participant should experience learning opportunities which are designed not only to raise awareness of entrepreneurship (incl. self-employment) as a career option but also to actively apply their enterprising mindset in the setting up this new venture. They should be able to:

- empathise and understand the life-world, values and realities of entrepreneurship such as living with uncertainty and complexity, locus of control, importance of endeavour, sense of independence, principles of wealth creation, ownership and growth;
- understand the stages to set up a new venture including the associated tasks and learning needs;
- develop a knowledge and understanding of key business functions and tasks such as planning, **marketing**, **design**, financing, **manufacture** and related legislation and regulation;
- have an opportunity to exploit an idea and put it into action, to experience 'how it feels'
- reflect and carry forward learning from the entrepreneurial challenges experienced



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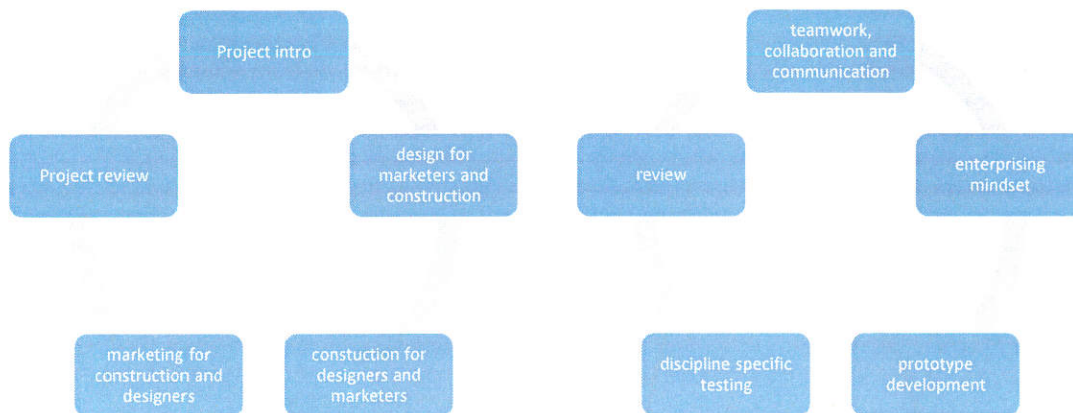




b) How to create a successful marketing product (joining three programs/perspectives): Marketing module, Design module, Production module and including experts from real companies in the learning / teaching process

Phase 1: Project intro

Phase 2: Prototyping



Phase 3: Project implementation



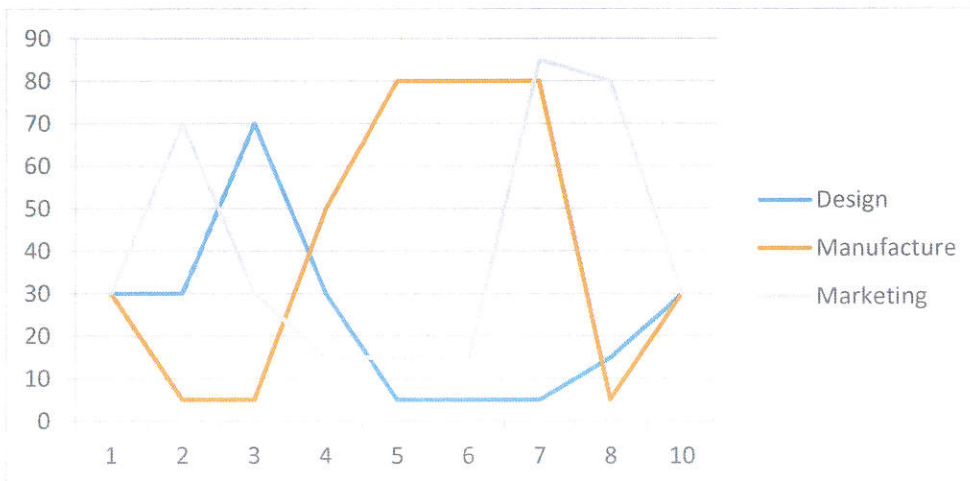
There remains work to be done in the definition of project process. The traditional model would expect different disciplines to be more active than others throughout the timescale of the project. This varied workload is presented in the chart below and broken down by marketing, design and manufacture.



What we are designing here requires participants to be more collaborative and flexible. In one model students could work together over the course of an academic year and would have to be willing to take on roles away from their initial discipline. In another model, each discipline could be scheduled onto the project at the appropriate time. Each model brings its own organisational challenges and the analysis on the following page is presented to inform further discussion.

External contributions could be made by professional experts throughout the process, and especially at key milestone moments.

Workload Analysis in traditional new product development model



(Simplistic) Breakdown of activity by month

1	August	project outline
2	September	market analysis
3	October	market analysis and product design
4	November	prototype testing
5	December	manufacture stage
6	January	manufacture stage
7	February	manufacture stage
8	March	manufacture stage and sales planning
9	April	sales and advertising design
10	May	Project review



3. Suggestions of teaching and learning methodology used

There are so many learning and teaching methods that could be used. A short list is offered here:

Small group teaching (pedagogically important)

Ice breakers

External speakers/evaluator

Mentoring

Coaching

Use of

- drama
- debate
- drawing (and other creative activities)
- hot seats
- speed networking
- elevator pitching
- brainstorming
- modeling
- panels
- critical incident analysis
- shadowing
- role play
- psychometric testing
- relationship learning
- immersion
- achievement motivation
- opportunity identification
- ways into business
- start up frames
- business planning as relationship management
- market segmentation for new product development
- case studies
- exploring enterprise culture in a globalization context

