



Erasmus+

**INDESK
PROJECT
HANDBOOK**



**INNOVATIVE
DEVELOPMENT
OF ENTREPRENEURIAL
SKILLS
OF YOUTH**



innovative
development of
entrepreneurial
skills of youth

2018



<http://www.business-skills.eu/>
<https://moodle.business-skills.eu/>

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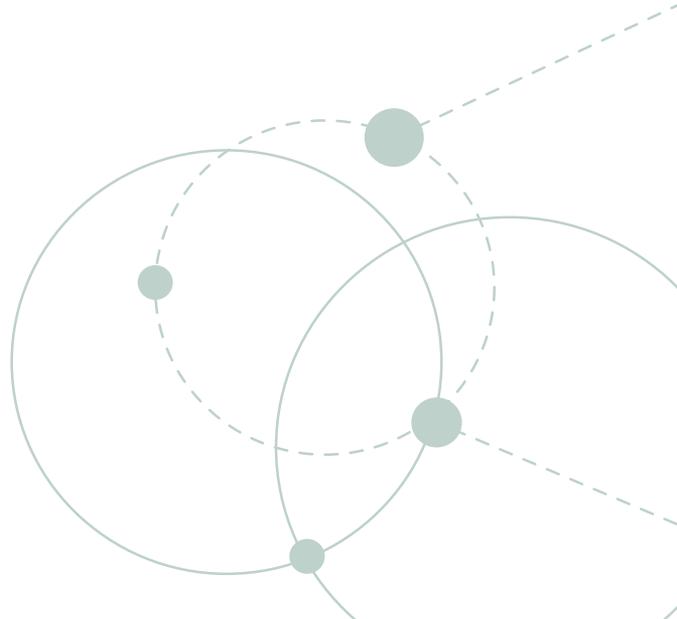


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1. INTRODUCTION

About the INDESK project

One of the groups most affected by crisis are the young people, to whom we should pay special attention. Following the economic boom, in order to exploit the entire employment potential, it is especially important to increase the labour market participation of young people and career starters. Increasing the willingness of career starters and young people to venture and the support of the acquisition of competences related to it can give a boost to the rise of the economic activity of the new generation, and thereby, indirectly, it may contribute to the economic role-taking of young people.

Therefore, with the project “Innovative Development of Entrepreneurial Skills of Youth” (INDESK) we reviewed the policies, programmes and best practices that help to develop youth entrepreneurship and converted them into a newly developed innovative training programme which supports youth entrepreneurship, in particular by means of awareness-raising of young people and development of their entrepreneurship competencies.

The INDESK project has:

- identified programmes to develop youth entrepreneurship, including different methodologies in the field of education, tools of active labour market policies for increasing business support and employability of young people as well as mentoring programmes for this target group in the partner countries (development of an international comparative analysis);
- organised local discussion forums with relevant stakeholders in the labour market on rising business literacy of young people, coupled with the questionnaire survey, and created international recommendations for the development of youth entrepreneurship on their basis;
- created, tested and disseminated an innovative modular (face to face and online) training based on international experience to promote the integration of young people into the labour market through business;
- extracted instructions on how to implement an innovative training programme in various institutions which are summarised in this Handbook.

Direct target group:

Young people aged 15-29 years

Indirect target groups:

- Educational institutions, schools
- Counselling centres
- Non-profit institutions, NGOs of youth
- Employers.

Since increasing employability and entrepreneurship of young people is a key issue for all European countries, our partnership is convinced that it is necessary to include various stakeholders and jointly make a contribution to igniting an entrepreneurial spirit of the young generation.

Project partners

This work has been conducted in partnership with the project team of INDESK project partners and this work is freely available from the authors and partners of the INDESK project who are:

- TREXIMA Bratislava, spol. s r.o. (Slovakia)
- LENO Consulting (France)
- Endurance (Netherlands)
- Human Profess Közhasznú Nonprofit Kft. (Hungary)
- Spoluprácou pre lepšiu budúcnosť – Veľký Meder (Slovakia)



From left to right: Laurent Dedieu, Zsuzsanna Antal, Maria Hernandez, Mariann Magyar, Ildiko Hanuliakova, Jakub Zabka, Diana Kozakova, Rob Versteeg

What does living as an entrepreneur mean for us?

TRE X i MA

<https://www.trexima.sk>

“Being an entrepreneur means a permanent commitment to provide value-added, tailor-made and increasingly high-quality services to clients. This includes perseverance, conviction and constant desire to improve oneself and come up with new ideas. Only such a business has a sense and perspective to be lasting.”

Geza Mihaly

 Leno

Créateur de formations

<http://www.leno.fr>

“Entrepreneurship is like life, a succession of happy and difficult moments, a succession of victories and defeats. A successful entrepreneur will learn to do not fear defeats no more because after every of them there is something better coming on.”

Laurent Dedieu and Maria Hernandez



SPOLUPRÁCOU PRE LEPŠIU BUDÚCNOSŤ

VEĽKÝ MEDER

TEAMWORK FOR A BETTER FUTURE

<http://ozbuducnost.sk>

„For us, entrepreneurship means the opportunity to implement creative ideas in line with customer needs and to their maximum satisfaction. It requires a responsible approach to clients, business partners and employees, which is an essential prerequisite for success.”

Ildiko Hanuliakova & Zoltan Hanuliak



innovative
development of
entrepreneurial
skills of youth



<http://www.humanprofess.hu>

„For us, being an entrepreneur means that we think responsibly about ourselves and about the colleagues working by us. We believe that we create value and we contribute to economic and social development of our surroundings.”

Mariann Magyar and Zsuzsanna Antal



<http://www.endurance.nl/>

“I have grown towards entrepreneurship. I felt inhibited at a certain moment under the leadership of a director. Wanted to make my own independent choices, develop myself and define my own boundaries. After 16 years of entrepreneurship, I can say that I am very happy that I have taken this step. Fortunately, I was not aware of all the challenges that came on my way in advance, but I would never want anything else! And do and did not regret my step for even one moment!”

Rob Versteeg



2. ENTREPRENEURIAL OPPORTUNITIES OF YOUNG PEOPLE IN THE EU

Young people on their way to adulthood face different challenges, but there is no bigger than to find a satisfactory job. Entrepreneurship is seen as one of the possible solutions to youth unemployment. A decision to take on entrepreneurship creates a strong presumption that an economic self-sufficiency of individuals will hold for the whole of working age and contribute to the development of not only the quantity but also the quality of business activity in the economy. The task of forming entrepreneurial skills in both formal and non-formal education is to promote creativity, innovation of the young people and their ability to identify and transfer the ideas into reality. However, the youth faces some natural barriers to engaging in business activities, including a limited financial, human and social capital.

The following section provides an extract of the comprehensive study which has been developed within the INDESK project. The full study provides an overview of good practices, projects, programmes and policies aimed at the development of entrepreneurship among young people within partner countries and at the EU level. In what follows its main points are summarised.



Young people in the labour market within EU

Young people are considered to be among the disadvantaged groups in the labour market and they are the focus of the European Union's activities. In the INDESK project we define "young people" as all those **aged 15-29 years**. According to EUROSTAT in 2017 the ratio of young people in the total population in the EU corresponded to 17.2 %. There were 6 398 100 unemployed young people which corresponds to **unemployment level 13.2 %**. 4.2 % of young people are long-term unemployed. Youth unemployment ratio corresponds to 7.5 %. 32.5 % are young employees with a temporary contract. What is interesting from our perspective is that there are **2 604 900 self-employed young people**.¹

If we look to the whole of Europe, the unemployment rate of the young people is almost 19 %. There is a lot of difference in the youth unemployment in the several member states of the EU. In Spain and Greece for example almost every second youngster is unemployed, is not participating in a study or involved in a traineeship. The result of this is high costs. In Germany the unemployment rate in the same target group is only 7 %.²

Despite the activities that member states governments and even Europe develop, it is still very difficult for youngsters to find a good place in the labour market. Whatever motivated the youth is, at the moment there are not enough jobs for them.

¹ <http://ec.europa.eu/eurostat/web/youth/data/eu-dashboard>

² [http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Youth_unemployment_figures,_2007-2016_\(%25\)_T1.png](http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Youth_unemployment_figures,_2007-2016_(%25)_T1.png)



European level strategies and measures aimed at the support of labour market integration of young people

To tackle the unemployment of the young people and ignite the entrepreneurial spirit of the young generation the EU has come forward with several key policies and flagship initiatives which directly refer to youth entrepreneurship. The following are among the key programmes and strategies.

Youth guarantee³

The European Youth Guarantee is a commitment by EU Member States to ensure that all young people under the age of 25 receive a good quality offer of apprenticeship, traineeship, continued education or employment that is suited to their abilities and experience within four months of becoming unemployed or leaving education. 16 million young people have entered Youth Guarantee schemes since January 2014 and 10 million of them took up an offer, the majority of which were offers of employment. Around two thirds of young people who left the Youth Guarantee in 2015 took up an offer of employment, education, traineeship or apprenticeship.⁴

³ <http://ec.europa.eu/social/main.jsp?catId=1079;>

<http://ec.europa.eu/social/main.jsp?catId=1090&langId=en>

⁴ Further information is available at: http://europa.eu/rapid/press-release_MEMO-15-4102_en.htm



Youth Employment Initiative⁵

Youth Employment Initiative (YEI) is one of the main EU financial resources to support the implementation of Youth Guarantee schemes. It was launched to provide support to young people living in regions where youth unemployment was higher than 25 % in 2012. It was topped up in 2017 for regions with youth unemployment higher than 25 % in 2016.

YEI exclusively supports young people who are not in education, employment or training (NEETs), including the long-term unemployed or those not registered as job-seekers. It ensures that in parts of Europe, where the challenges are most acute, young people can receive targeted support. Typically, YEI rewards funding of

- apprenticeships
- traineeships
- job placements
- further education leading to a qualification.

EU Programme for Employment and Social Innovation⁶

The Employment and Social Innovation (EaSI) programme⁷ is a financing instrument at EU level to promote a high level of quality and sustainable employment, guaranteeing adequate and decent social protection, combating social exclusion and poverty and improving working conditions. EaSI is managed directly by the European Commission.

⁵ <http://ec.europa.eu/social/main.jsp?catId=1176>

⁶ <http://ec.europa.eu/social/main.jsp?catId=1081>

⁷ <http://ec.europa.eu/social/BlobServlet?docId=11158&langId=en>

It brings together three EU programmes managed separately between 2007 and 2013: PROGRESS, EURES and Progress Microfinance.

These programmes form the **three axes** of EaSI. The third axis **Microfinance and Social Entrepreneurship**, which is directly related to entrepreneurship, has three specific objectives:

- Increase access to, and the availability of, microfinance for vulnerable groups who want to set up or develop their business and micro-enterprises;
- Build up the institutional capacity of microcredit providers;
- Support the development of social enterprises, in particular by facilitating access to finance.

Entrepreneurship 2020 action plan – Reigniting the entrepreneurial spirit in Europe⁸

The Entrepreneurship 2020 Action Plan brought forward by Commission 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.

The Entrepreneurship 2020 Action Plan identifies three areas for immediate intervention:

⁸ <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012DC0795&from=EN>



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

The Action Plan and its key actions will be followed up by the Commission through the competitiveness and industrial policy and the Small Business Act governance mechanisms. On a national level, it is the SME envoy, appointed by the respective national government, who is responsible for driving the implementation of the Action Plan. The Action Plan was preceded by a public consultation. All citizens and organisations were welcome to participate.⁹

Erasmus for young Entrepreneurs¹⁰

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.

⁹ <https://ec.europa.eu/growth/smes/promoting-entrepreneurship/action-plan>

¹⁰ <http://www.erasmus-entrepreneurs.eu/>

There are also **other non-EU networks and programmes** which support youth entrepreneurship – **Junior Achievement**¹¹ counting to most prominent ones. JA Worldwide is a global network consisting of 123 countries in which the students are allowed to put their entrepreneurship skills and ideas into practice and start their first business at the international market.

Identifying “active ingredients” to create a system for increasing entrepreneurship of young people

In general, entrepreneurship shall be incorporated in the vocational and general schools' curricula. Skills as sense of initiative, creativity and the like must be fostered in the education system. Also, schools have to improve the connection with entrepreneurs and companies. Entrepreneurship shall be seen as a transversal action to be supported in different sectors.

A wide range of different aspects that young people struggle with to become entrepreneurs and different ways in which they can be improved to foster the entrepreneurship are listed by stakeholders including:

- Improving skills-based entrepreneurship education;
- Changing the mentality/culture about entrepreneurship.
People fear entrepreneurship and they prefer to be employees. Entrepreneurship is seen as something too complicated or too risky, so it is necessary to change this perception of entrepreneurship to develop it;

¹¹ <https://www.jaworldwide.org>



- Having more access to financial aid.
Young people do not have enough money to start a business and they do not get banks loans easily, so it is necessary to improve the financial aid specifically for young;
- Reducing the administrative charges;
- Improving and extending the coaching services. These services should be extended to all vocational schools, universities and young associations.

Entrepreneurship education

When it comes to entrepreneurship education, it shall help them to be able to define the **basic idea of their enterprise**, to decide **the organisation form and scope of the enterprise**, to get to know the most important **taxation, financial, accounting concepts**, to be able to **communicate with business partners** and to be able to choose their colleagues. The completion of the course shall contribute to the formation of entrepreneurial competences that are necessary for management of an enterprise. The trainings are normally to be provided in modular form and can be implemented in the framework of a modern **blended learning including e-learning**.

The foundations to support **entrepreneurship should be laid down in the upper classes of an elementary school and in the secondary education** by providing a comprehensive competence development enabling the individuals to start an entrepreneurial path. The formal education systems are usually quite strong in terms of competences related to professional abilities, but the development of key competences related to personality traits still needs to be improved (social abilities, flexibility, creativity, motivation).



However, the integral transformation of pedagogical culture shall be supported, and it is necessary to promote:

- student-centred pedagogical practice
- differentiated methodology
- personalized ways of learning
- establishment of self-regulating strategies
- variable learning management solutions
- cooperative techniques.

Entrepreneurship skills

The following transversal competences should be developed to become a successful entrepreneur:

- Professional knowledge related to business (legal, financial,... issues)
- Creativity
- Social abilities
- Communication skills
- Ability to organise
- Time-management
- Problem solving
- Sense of initiative
- Awareness of individual strengths and weaknesses
- Flexibility
- Motivation
- Responsibility
- Critical thinking
- Decision making



- Planning
- Autonomy
- Self-efficacy
- Managing of success and failure
- Risk management
- Endurance.

When developing skills for successful entrepreneurship, it is also recommended to focus on and develop:

- IT skills
- Language skills
- Self-presentation / Self-marketing
- Financial literacy
- Subject matter expertise.

These all can be developed in a more straightforward way than general competences mentioned earlier as there are a bunch of courses which can help you to improve your knowledge and skills in a specific field quite quickly. On the other hand, you will need to gradually challenge yourself and change your behavioural patterns and personality traits in a so-called “learning by doing” process.

The following can also contribute to increase entrepreneurial potential of young people:

- Membership in the organization/association of young entrepreneurs
- Short, simple and practical information (e.g. in the form of video instructions) on the possibility of starting a business, responsibilities of entrepreneurs, etc



- Organising free trainings for new entrepreneurs in the cooperation of state, public organisations and not-for-profit organisations
- Organising information seminars about possibilities for obtaining grants
- Developing the competences of public employees and public institutions (e.g. communication skills) responsible for providing information on entrepreneurs' obligations and available contributions for business start
- Support of system of dual education also for small and micro enterprises.

Proposals to improve the situation in the field of financial support:

- Providing initial capital to start a business through different public schemes
- Reducing the tax burden on the business sector
- Reducing the administrative burden of existing support programmes.



3. RESULTS OF THE ROUNDTABLE DISCUSSION / QUESTIONNAIRE SURVEYS

As part of the project plan the partnership organised in all countries round table discussions and send out questionnaires.

Discussion forum

Every country organised discussion forums in a following schedule:

Country	Dates	Number of participants
Hungary	06.02.2017 07.02.2017	University students; Young people starting an enterprise (among them also disabled people); Managers leading their own micro and small enterprises; Private entrepreneurs; HR manager; Teacher; Trainer; Mayor; Representative of Roma government; Employment expert Total: 15 persons (1 st roundtable), 11 persons (2 nd roundtable)
Slovakia	09.02.2017	Representatives of the – Spoluprácou pre lepšiu budúcnosť; Representatives of the Office of Labour, Social Affairs and Family Komárno; Employers – operators of sheltered workshops; Representatives of non-governmental organizations; Private entrepreneurs (accommodation and food services, financial and insurance services, administrative and support services, education); Representatives of municipalities; Teachers of secondary vocational schools; Job-seekers – potential entrepreneurs. Total: 18 persons



France	17.02.2017	9 Young students; 4 Entrepreneurs; 4 Trainers; 1 Career counsellor. Total: 18 persons
The Netherlands	17.02.2017	Students from university (5); Young people in school thinking of starting an enterprise (3); Managers of SME companies (3); Private entrepreneurs (2); Trainers (4) and Teachers (2). Total: 19 persons
		Total number of participants: 81 persons

The partnership developed some questions on which during the discussion / round table participants would give their opinions and come to a general conclusion.

1. What would help young people to become an entrepreneur?

The main aim of this topic was to find out what support and assistance will be of help for young people. Do young people know there are some EU initiatives or government policies about youth entrepreneurship; do they know where to look for such information? Discuss if they have access to information they are seeking, if they actually use all the initiatives which are being produced by EU and the government. Did they encounter any problems when they were looking for information, do they suggest any system which could be placed – for example in offices of public employment services, or some agencies which would help them to get the information they need. The results should give feedback on how the initiatives are being used by the end users and formulate the key recommendations.



The support questions: Do you know any EU initiatives, or government programmes/policies to support youth entrepreneurship? If yes, have you ever used them? What is your experience? Did you encounter any obstacles or barriers if you wanted to use them?

2. Entrepreneurship education

The main aim was to ask the opinion what kind of education (what kind of method) young people or even employers and training institutions (if they were involved in the round table) would prefer. The feedback would be the opinions about this topic – if it should be part of formal education or if the formal education can actually supply this kind of skills to their students. Shouldn't it be really part of some other type of training?

Support questions: Should there be some curricula implemented in formal education? Is it even necessary to implement entrepreneurship in a formal education (as a subject – maybe voluntary), or as a part of state supported guidance and consulting services in schools, or as a form of mentorship? Or is it enough to have ad hoc courses (non-formal education)? Should the existing curricula be extended in formal and non-formal education? Is the formal education sufficient and efficient (if not, what is your suggestion to make it more efficient?)?

3. Entrepreneurship skills

The main aim was to gain the feedback regarding the content of the education programme.

Support questions: what in your opinion are the key skills needed to become a (successful) entrepreneur (e.g. presentation skills, digital skills, business attitude, ...) but also improving your personal traits/capabilities as e.g. self-confidence, creative thinking, self-efficacy etc.

Results of the round tables

The outcomes of the round tables per country are very different. Whereas in the Netherlands the VET system, also on entrepreneurship, is quite well organised and is part of the formal educational programs on level 3, 4 and 5, in France the conclusion of the round table is that the educational system should be improved. In France, a changing of mentality and culture should take place.

In Hungary, there is a great focus on programs like Youth Guarantee Program and items like Incubator Houses and help from entrepreneurial centres, whilst in the Netherlands some of these programs do not even exist.

The round table in Slovakia pulled the conclusions that access to more information is needed: participation in memberships for entrepreneurs, free trainings, support programs and reducing of tax and administrative burden. This last item is also in other countries (FR, HU, NL) an important item.



All round tables pulled the conclusion that the government has an important role in supporting people in starting up own businesses.

On the part of education, we can pull the same conclusion: the results of the round tables are very different from country to country.

In France, the educational system is not developed appropriately to promote entrepreneurship – students are educated to be employees and not entrepreneurs. The participants want the development of entrepreneurial skills in the educational programs. More specific training is needed.

In the Netherlands, the situation is completely different: in all programs starting from EQF level 3, the development of entrepreneurial skills and competences are an important part of the program. Business plans have to be developed and be presented and defended for boards of entrepreneurs. Further on, support by the Chamber of Commerce has also an important role in the development of the relevant skills and competences to have a successful start.

In Slovakia, entrepreneurship is formally part of the school system. To further improve the situation, the ensuring of a support system within the non-formal education should be developed. Practical training, strengthening mentoring and transfer of experience from family is another item. More awareness from the Slovak government is also a want from this round table.

In Hungary, the conclusions of the round tables are more focused on entrepreneurial accredited courses that should be promoted and organised, presentation of good practices should be promoted and – last but not least – the starting of pilot projects around this theme should be done.

On the entrepreneurial skills, again, the same conclusion can be pulled: in the different countries the thinking on these skills is different. Whereas in France time management, social abilities and flexibility are mentioned first, in Slovakia professional knowledge, IT skills and business ethics are the most important items. In Hungary these are motivation, responsibility and problem solving. In the Netherlands motivation, risk management and creativity are mentioned first.

Luckily, there are also some fields where all countries agree; an entrepreneur should be aware of his strengths and weaknesses, should have good communication skills, creativity and the capacity to solve problems and taking initiatives.

Questionnaire



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skills of youth

Questions	HU	SK	FR	NL
Question 1: What are the most common reasons of <u>not</u> becoming a young entrepreneur?	Lack of funds for starting a business Tax, insurance payment and fee burden Frequent legislative changes Lack of readiness within the education system Lack of education services to promote youth entrepreneurship	Lack of experience, contacts and knowledge of supporting services High administrative burden on entrepreneurs Lack of funds for starting a business Lack of financially accessible forums for the exchange of experience	Lack of readiness within the education system Lack of experience, contacts, knowledge Lack of funds for starting business Lack of education services to promote entrepreneurship Lack of commercial and professional infrastructure High administrative burden Frequent legislative changes Lack of experience, contacts, knowledge	Lack of money / funds Lack of experience Lack of knowledge Lack of ideas Lack of network Lack of leadership
Question 2: Which forms of non-formal education are the most effective in preparing youth for entrepreneurship?	Correspondence training - E-learning (online education) with mentoring - Direct teaching - learning face to face in the classroom with mentoring - Combined training - distance learning with mentoring	Direct teaching - learning face to face in the classroom with mentoring Combined training - distance learning with mentoring	Combined training with mentoring Combined training - distance Direct teaching - face-to-face Correspondence e-learning combining traditional training with internships in companies	Practical working experience Best practices of successful entrepreneurs Social media Contacts with others (friends, family, colleagues etc.)



Questions	HU	SK	FR	NL
Question 3: What are the most needed personal competences to develop in order to become a good entrepreneur?	<p>Creativity Independence Endurance and resistance Ability to decide independently Risk taking Sense of initiative Innovativeness</p>	<p>Flexibility Creativity Independence Adaptability Endurance and resistance Individual responsibility Ability to decide independently Readiness to further develop personal growth and development attitude Risk taking Sense of initiative</p>	<p>Ability to decide independently Flexibility / Readiness to develop Sense of initiative Creativity Adaptability Sense of initiative Individual responsibility</p>	<p>Communication skills Creativity Motivation Self-confidence Endurance</p>
Question 4: What are the most needed methodological competences to develop to become a successful entrepreneur?	<p>Effective behaviour in problem solving Time management Work transparently Personal growth and development readiness</p>	<p>Task and work scheduling Effective behaviour in problem solving Time management Work transparently Organization of work Personal growth and development readiness Turning ideas into action</p>	<p>Effective behaviour problem solving Task and work scheduling Organization work Turning ideas into action Presentation techniques Time management</p>	<p>Problem solving capacities Communicational qualities Knowledge of financials Knowledge of managerial skills</p>
Question 5: What are the most needed social competences to develop to become a successful entrepreneur?	<p>Effective communication Teamwork Cooperative conflict solving</p>	<p>Teamwork Effective communication Networking Cooperative conflict solving Respecting cultural diversity Accountability for own actions</p>	<p>Effective communication Cooperative conflict solving Networking Teamwork Accountability for own actions</p>	<p>Good in communication Good in cooperation with others Well behaviour Teamwork Leadership</p>



Questions	HU	SK	FR	NL
Question 6: What kind of professional information is the most important for young entrepreneurs?	<p>Economics</p> <p>Legislation in business practice - the rights and obligations of the entrepreneur</p> <p>Implementation of a business plan – condition provision (financial, material, personnel, infrastructure)</p>	<p>Economics</p> <p>Legislation in business practice – the rights and obligations of the entrepreneur</p> <p>Elaboration of a business plan</p> <p>Implementation of a business plan – condition provision (financial, material, personnel, infrastructure)</p> <p>Business ethics</p>	<p>Elaboration of a business plan</p> <p>Implementation of a business plan</p> <p>Legislation</p> <p>Economics</p> <p>Business ethics</p>	<p>Knowledge about financial management</p> <p>Risk management</p> <p>How to make a business plan</p> <p>How to network</p> <p>Knowledge about the legislation to start a company.</p>
Question 7: How can a mentor be helpful to young entrepreneurs – what kind of forms of mentorship?	<p>Continuous consultation, feedback.</p> <p>One-to-one relationship</p> <p>Sharing one's own experiences</p> <p>Correspondent training, with mentoring</p> <p>Business coach</p> <p>PR expert, good financial expert</p> <p>Being part of an apprenticeship system</p>	<p>Communication in practice</p> <p>Presentation of good practice</p> <p>Regular meetings with small businesses, help in solving the problems in business</p> <p>Help in sorting of relevant information (laws, regulations)</p> <p>Guide to positive thinking</p> <p>To cooperate with a good accountant</p> <p>Club meetings for young entrepreneurs</p> <p>Practical advice, examples of good practices</p>	<p>An individual and specific coaching</p> <p>Offering their own network</p> <p>It's not enough with the information on the Internet, it's necessary to have individual support – individual coaching</p> <p>Giving their own experience</p> <p>Permanent coaching during all the phases of the creation of a company</p> <p>Direct exchange</p> <p>Specific coaching for each case</p>	<p>The mentor can be helping the young entrepreneur on all subjects and help not making the mistakes every starting entrepreneur makes;</p> <p>Every successful entrepreneur has had an experienced mentor next to him / her.</p>



Questions	HU	SK	FR	NL
Question 8: Positive examples of young entrepreneurship help or support	Guidance provided by the entrepreneurial centres and/or incubator houses, Youth Guarantee Programme Female Entrepreneurs Club Elementary school project, where entrepreneurial skills are taught in the primary school Bank financial constructions, micro-credit, supply procurement tenders for entrepreneurs	A good teacher can be a helper in business Different projects that develop business competences Projects promoting legislative and practical understanding of the business, financial costs, support	Association at University for supporting entrepreneurship Websites with lots of information at the Internet Erasmus entrepreneur Names of associations, Pepinières, SCOPs... Associations of ex-entrepreneurs (retired) Small associations which provide micro credits	In the Netherlands, there are a lot of young people starting a small business in different sectors which are supportive of starting entrepreneurs: Software developing (independent); Gaming sector; Catering sector; Starting already during school (small business management, mise en place).

Conclusion: Although different answers and interpretations have taken place, overall, we could take some general information out of these answers that would be developed to a training program that would help young students prepare them on a good way for starting their own business.



4. BLENDED LEARNING TRAINING PROGRAMME

A – The training curriculum:

The project training curriculum has been selected according to the feedbacks we obtained from the questionnaires we disseminated prior to this pedagogical work during roundtables, face to face and telephone meetings and by electronic questionnaires. From those results, our partnership created a very specific training path starting with the creative and innovative part of entrepreneurship in 10 steps from getting an idea to the concrete step of setting-up a company. Every step is validated with a very specific exercise related to the content of each video. This way it is possible to follow the courses from step 1 to 10 or to select the topics you are interested in. The objective was to elaborate a training for 2 target groups:

- People with already an interest in entrepreneurship
- People with no interest in entrepreneurship but curious about it.

The main idea is to position this training prior to any formal entrepreneurship training, more like a discovery of what is a company and an entrepreneur. The partnership developed the contents to be as much comprehensive as possible and giving the possibility to be used individually during e-learning courses or blended learning and during face to face training. The main priority is to attract the interest of the target group in entrepreneurship and most important reassure them about what is to be an entrepreneur.

The INDESK training curriculum includes 10 units:

- **The Idea:** Starting from what is mostly perceived as the initial point of every entrepreneur's story: getting an idea. When talking with people about entrepreneurship, getting the idea seems the major difficulty to it. The objective here is mixing the notions of creativity with reality. The good idea is maybe the right idea: start where you are, use what you have, do what you can could be the appropriate motto there.
- **The Clients:** From topic 1 there is a move to the more business orientated notion of business, money and clients. During the whole INDESK training path the aim was to include both realistic, down to earth topics and more exciting ones appealing to imagination and creativity.
- **Who can help me:** The message here is: you are not alone. An entrepreneur cannot do everything by him/herself and it is important from the beginning to search for the right persons and partners to help out and giving advice and tips when it's needed.
- **What could my company look like:** A company is quite often a reflection of its owner. This unit is about the perception of what you can do or what you can choose. Building a company is not only deciding what your activity will be but also deciding what kind of boss and/or manager you will be, whether the plan is to keep it small and human or to grow bigger and bigger.
- **Entrepreneur's day:** The objective here is to give a more positive, but on the same time a realistic insight into an entrepreneur's life using the metaphor of a full day from waking up until going to bed. The notion of freedom is considered with this topic, an entrepreneur experiences a lot of freedom, but he/she must deal with it in a very effective way for the benefit of his/her business.



- **My Company's Impact and Philosophy (Corporate Social Responsibility, CSR):** Can we in this 1st quarter of the 21st century make the economy to talk about entrepreneurship and skip the CSR? We do not think so. This topic could be the 2nd part of Unit 4 "What could my company look like". A sustainable company must consider environment, social issues and economy, the 3 pillars of the sustainable development.
- **Brand building:** Another fruitful topic – branding is the essence of modern companies. Whatever the size and the activity, a business must tell a story and the entrepreneur is the story teller.
- **How to tell the world about? (Communication):** Now you know what to tell, how do you say it? Communication tools are numerous, and we saw a real invasion of them into our lives during the last 20 years. Social networks of course but not only – and as an entrepreneur you are sometimes confused with this profusion of solutions.
- **Practical steps:** Now the course is about to be finished, we included the list of practical steps to establish a new company. This step is probably the less exciting one into the start of entrepreneurship, but you cannot avoid it. Anyway, it is probably more motivating to achieve those steps when you are sure about your future and your project than if you are stuck in a still blurry, not very convincing, view of your new entrepreneur's life.
- **Getting down to business:** The final unit is the final checklist and the final tips. Again, the objective of the INDESK training materials is to motivate or help people to consider being an entrepreneur. During the whole training, our message is to get help from people, mentor and/or organizations specialized in the frame of entrepreneurship like chambers of commerce or training organizations.

B – Pedagogical Materials:

Every unit contains 1 video (including audio), 1 exercise to practice the video's main topic and text files adding more materials to the topic.

- **Video Materials:** After experimenting many content creation software, we decided to use a mix of different tools to make the video. We used Video Scribe and Adobe Character Animator to produce all the animated video. We also used PowerPoint, integrating animation or picture into it and generating a video file afterward. Finally, we downloaded video licensed under the creative common zero (CC0) license. This means the video are completely free to be used for any legal purpose. Then all the videos have been edited with Window Movie Maker in each partner's country to generate the final version of each video in every national languages of the project and synchronized the audio materials with the video. All the project partners have been trained to video edition with Window Movie Maker.
- **Audio Materials:** All the project audio materials have been created with Audacity. It is a free, open source audio software. You simply plug a USB microphone on your computer and you can start the recording. All the project partners have been trained to record with Audacity by the French partner. Once recorded, audio materials are uploaded into the video editor software or can individually be used as mp3 files as a Podcast.
- **Exercises:** Our partnership decided to integrate the exercises' instruction directly into the script of each video. Then according to each exercise, the partners created the suitable document, for instance a table to fill up or a quiz. It is then to every trainer using the INDESK materials to decide which way to proceed with the evaluation of the trainees.



Feedbacks and markings can be made from different ways:

- Exercises can be sent by learner and evaluated by trainer using Moodle Activity "Assignment" directly through e-learning platform
 - Exercises can be sent through email to the trainer
 - Exercises can be made during the training time with the trainer
 - Individual or group meetings can be planned.
- **Text Files:** Text files have been created as additional materials to increase the level of knowledge and information you access through the videos. Most of them have been done using a classic word processing software and then saved as PDF files. Sometimes videos are referring to them, so those materials are a real complement to them.

C – The creation process:

The creation process was divided in **5 steps:**

Step 1: The Script

The starting point of each video is the script. The writing work has been divided between all the project partners. We decided that the video should not last more than 2,5 or 3 minutes. To do so, the scripts must be one-page maximum, about 400 words. Authors of the scripts have been asked to do not copy and paste from the Internet and to really be sharp with their writing to be comprehensive and concise.

The scripts have been written in English, proofread by a native English speaker and then translated in every project national languages.

Step 2: The Videos

The creation of the videos has been done by the French partner from the scripts in English. Once the videos have been made, they have been sent to every partner for validation.

Step 3: Audio Recording

Once the videos have been validated, all the partners started to record and generate the audio versions of the scripts in their national language. Those audio files have been then integrated to the editor software.

Step 4: The Publishing

Once the audio file is synchronized with the video, all the partners generated the final version of the video, ready to be integrated to the project Learning Management System (LMS).

Step 5: Additional documents

This final step consists of creation of all the additional pedagogical documents: exercises and text files.

D – E-learning platform:

Instruction how to use the e-learning platform and practical questions

This section is to help you feel at home with the way the e-platform works. INDESK platform will help you to improve your (or your learners' if you are a trainer) entrepreneurial competence and support you (your learners) in taking an entrepreneurial route. The training is divided into 10 units which form important steps in a learning pathway to a successful entrepreneurship. For each topic you (your learners) will watch a short video describing the respective subject matter or stage of entrepreneurship development.



In each of the topics you (your learners) will read basic information on the procedures for setting up a business, you (they) will familiarise yourself (themselves) with the most important entrepreneurial skills and you (they) will get to know what to focus on when developing them. Also, within each topic, you (they) will do a small exercise to practice a relevant activity that can be reviewed by your tutor (you). You might use an online conference room with your tutor (your learners) for an explanation of how to do the exercise, discussion and giving feedback.

Do I have to learn/teach every Unit separately?

No. In practice, some of the educational materials relate to more than one topic and it is likely that you will return to some topics during the course. You can learn/teach several units at once and your teacher/trainer (you) should arrange the exercises so that they are easy to understand and do.

Can I study/teach only some of the Units, or part of a Unit?

Yes, if that is what you have agreed with your teacher/trainer (what is appropriate for your learners).

Can the INDESK training be done by e-learning without any trainer input?

Yes and no. Yes, you can use the e-platform on its own and you will get a lot of useful information and tips by reading materials and watching videos. The technology can help you get familiar with the materials and co-operate with other learners. However, you will not get any feedback and more thorough explanation of respective aspects of entrepreneurship (you will not be able to give any feedback to your learners).



There is not much theory or reading: how will I get to pass the Knowledge requirements?

INDESK does not provide a comprehensive theory-learning course. It does not develop a detailed understanding of theory, legislation and policies. INDESK aims for you to be aware of the important things and be able to think for yourself. The emphasis is on doing things based on prepared exercises. Your teacher/trainer should provide reading materials in your own language and relevant to your situation, and arrange for discussion, questions and reflection. You will not be tested on your ability to write essays, do statistics or create policies.

It looks as if I have to go through everything in sequence, from top to bottom of the online course. Is that right?

Not for everyone. Your teacher/trainer should guide you to the activities that suit you and your situation. For some people it will be easiest to go from top-to-bottom, beginning-to-end. Others may find it better to pick and choose. Talk to your teacher/trainer about the best way for you.

I have got another question...

Please ask your teacher/trainer! The partners who created INDESK are also glad to offer help and welcome your feedback. Your teacher/trainer will be able to give you their contact details.



Registration of users (Learner / Training organisation)

For full access to courses you will need to take a minute to create a new account for yourself on this website (<https://moodle.business-skills.eu/login/index.php>). You have to choose whether you are a learner/student or a trainer/training organisation. Each of the individual courses may also have a one-time “enrolment key”, which you won’t need until later. Here are the steps:

1. Click on New Learner Account or New Trainer Account to create your account.
2. Fill out the New Account form with your details to register.
3. An email will be immediately sent to your email address.
4. Read your email and click on the web link it contains.
5. Your account will be confirmed and you will be logged in.
6. Now, select the course you want to participate in.
7. If you are prompted for an “enrolment key” – use the one that your teacher has given you. This will “enrol” you in the course.
8. You can now access the full course. From now on you will only need to enter your personal username and password (in the form on this page) to log in and access any course you have enrolled in.

Profile (Password change, Settings)

If you are having trouble logging-in, you may be entering incorrect username or password. On the homepage, click on “Forgot your username and password?” below the Login button. To reset your password, fill in your login or email address. If the system finds it in the database, you will receive an email to your e-mail address you have in your profile. E-mail will contain instructions on how to successfully sign in. Once logged in, there is a possibility to change the password in “Settings” part.



Webinar (Utilisation, How to enter the conference room)

One of the desired functionalities of the INDESK e-learning platform is also to be a platform for collaborative working including webinars. These shall provide for easy sharing and online discussion for dispersed learning groups with and without tutor input.

For this purpose, BigBlueButton – an open source web conferencing system for online learning – is incorporated in the platform. Its goal is to enable teachers/trainers to live online classes, virtual office hours, and group collaboration with remote students. At the moment of the platform release (May 2018), BigBlueButton supports real-time sharing of slides (including whiteboard), audio, video, chat, emojis and screen. You can also record all content for later playback.

It enables you to:

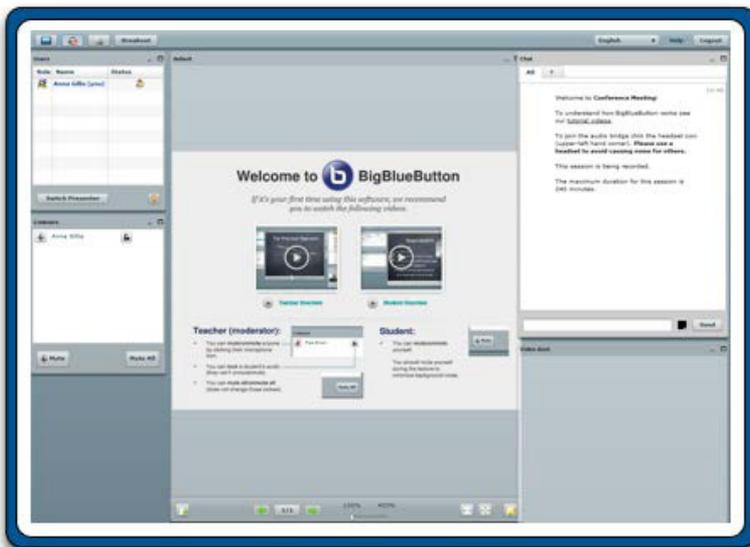
- Create multiple activity links to real-time online sessions within any course
- Restrict students from joining a session until a teacher (moderator) joins the session
- Create a custom welcome message that appears at the top of the chat window when joining the session
- Specify join open/close dates for the session that appears in the Moodle's calendar
- Record a session
- Access and manage recordings.

You can access the conference room in each of the 10 units in the general course by clicking on the link "Conference Room" and button "Join session".



Before you can enter the meeting, you will need to configure your sound. Select the Play Test Sound button and adjust your speakers accordingly. Speak in your microphone and adjust distance accordingly. You also have an option to Change Microphone. Once complete, select the Join Audio button.

Your meeting room will look like this:



Users and Listeners

On the left side of your screen the Users and Listeners boxes are displayed. The Users box lists the participants, their role, and their status. Moderators can switch presenters by highlighting a participant from the list and selecting the Switch Presenter button. Participants can select the Hand button should they have a question.

The Listeners box lists participants who have audio capabilities. Participants can select to Mute their microphone. Moderators can mute individual microphones or Mute All. Moderators also have the ability to select the Lock icon next to names in order to prevent participants from muting or unmuting their microphones. Moderators can also take away the ability for a participant to hear or speak by selecting the delete button.

Chat

Participants can take part in a group chat which is viewed by everyone in the conference, or select a user and begin a separate private conversation.

Presentation

Presenters can upload any PDF presentation or office document. To upload a presentation, select the button located on the lower left hand side of the page .

Whiteboard controls let you scroll through your presentation, adjust the size, and annotate and highlight parts of your presentation.

Desktop sharing

Presenters can broadcast their desktop for all participants to see. Select the button located on the menu bar to share any of your applications or websites.  You will need to download JNLP file "screenshare" and open/run it to enable screensharing.

You have the option to share your full screen or just a region. Note that the presenter screen is a very small thumbnail. This is not the view your participants will have.



Webcam

Multiple users can share their webcam at the same time. To share your camera, select the webcam symbol button located on the menu bar. You will first get a video preview. You can select the quality of your sharing. To begin sharing, select the button located at the bottom right of the preview window.

Record and Playback

Slides, audio and chat can be recorded by teacher/trainers, managers and course creators for later playback by students (and teachers as well if needed). When you enter your BigBlueButton meeting, you must click the Record button .

Functionality for teachers / trainers (Review of assignments, Grading)

The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback. Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of “real-world” assignments they need to complete offline, such as networking, and thus not require any digital content. Students can submit work individually or as a member of a group. When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the gradebook.

The assignment activity provides a space into which students can submit work for teachers to grade and give feedback on. This saves on paper and is more efficient than email.

Student submissions are together on one screen of your course. You can require them to submit one or several files and/or to type text essays. It is possible to have them submit work as a group and you can also choose as a teacher to grade their work 'blind' in other words not to see the identities of those who have submitted assignments. Assignments can have deadlines and cut off dates – which you can also extend if necessary.

Assignment (submission types)

Students can type directly into Moodle, upload files or add media.

Online text: Text typed into the Atto editor is automatically saved and the teacher can set a Word limit which will display a warning if students exceed it.

File submissions: Students can upload files of any type the teacher can open. The teacher can select a maximum number of files to upload and a maximum size for each file. This will depend on the site settings. If a student uploads a PDF file, the teacher can annotate it within the browser and once saved, these annotations are available for the student. Students may be able to add a note (comment) to their teacher when they submit their work if this has been enabled sitewide by the administrator.



Feedback types

Teachers may give feedback in various ways. The options available are in the Feedback types section and if you do not see a particular option, get the admin to check the Site administration settings in the Assignment settings documentation. https://docs.moodle.org/29/en/Assignment_settings

Comment inline: With online text submissions, this allows the teacher to give feedback directly on the students work, in a similar way to grading on paper.

Feedback comments: allows graders to leave comments about the students' submissions as well as grades.

Offline grading worksheet gives the teacher a link to download the grading list as a spreadsheet. They will then be able to enter grades and feedback comments offline and then re-upload the sheet. See Using Assignment for more information. https://docs.moodle.org/29/en/Using_Assignment

Feedback files allows graders to upload files with feedback when marking. These files may be the marked up student assignments, documents with comments, a completed marking guide, or spoken audio feedback.

Grading assignments

Assignments may be graded with simple Grade points or customisable Scales. If you change the Grading method to Advanced grading, you can then use a Marking guide or Rubric.

Duplication of the e-course

If you as a training organisation would like to make a copy of the training programme, please, contact the site administrator (support@business-skills.eu).

Technical conditions

INDESK e-platform is based on Moodle Learning Management System which is Open Source software. You can download the software onto your own web server or ask one of Moodle Partners to assist you. Anyone can adapt, extend or modify Moodle for both commercial and non-commercial projects without any licensing fees.

Moodle is web-based and so can be accessed from anywhere in the world. With a default mobile-compatible interface and cross-browser compatibility, content on the Moodle platform is easily accessible and consistent across different web browsers and devices.

Committed to safeguarding data security and user privacy, security controls are constantly being updated and implemented in Moodle development processes and software to protect against unauthorised access, data loss and misuse. Moodle can be easily deployed on a private secure cloud or server for complete control.

However, you can also use other learning software than Moodle. You just have to make sure that it is accessible, easy to use and conveys the learning points well.



5. PILOT TESTING OF THE TRAINING PROGRAMME AND EVALUATION

Each partner country has implemented a testing phase of INDESK training in their own training organisation or in cooperation with other training institutions or vocational schools. Prior to that, we developed appropriate questionnaires to assess the quality and impact of the pedagogical contents and the training platform. In total, we have elaborated four questionnaires:

- Two project questionnaires for young learners aim to assess the level of interest and knowledge in the field of entrepreneurship. A first questionnaire to fill in before the training and a second one after the training to evaluate the potential improvement regarding their level of information and interest in entrepreneurship.
- Two product questionnaires to evaluate the pedagogical materials and the e-learning platform, filled in by two groups: young and trainers.

With these tools, we have evaluated if the young users have improved their level of knowledge concerning entrepreneurship (false myths, fears, necessary skills...) and their interest in this field. Also, we have evaluated the convenience of the pedagogical contents and the distance learning tools.

The testing phases were developed from March to June 2018 in all partners' countries using different methodologies.

In Slovakia, 30 young learners and 7 trainers have tested it. There were two groups of learners:

- Students of Private Secondary Vocational School - detached workplace of Velký Meder. For this group, testing was implemented within the framework of their own subjects (economics, hotel management...).
- Participants in activities of the civil association Teamwork for a Better Future-Velký Meder. For this one, testing was implemented within the framework of educational activities.

Prior to the implementation of the testing phase, a meeting with teachers was held at the secondary vocational school to provide project information and introduce the training programme content.

In France, a total of 35 students and 7 trainers tested INDESK training. For the testing, Leno has included INDESK training in their own training for jobseekers, specifically, in a module which consists of methods to help them to look for a job. There were 3 groups of participants:

- A face-to-face vocational training in selling sector;
- 2 groups in building drawing software distance training.

For the first group, testing was implemented by using a face-to-face methodology. The other two used a blended training. There was a first introductory part by the trainers about the topic of entrepreneurs and explanation about the training; followed by a self-testing by learners; and a final part with the trainers and use of the discussion forum.



The two trainers who implemented INDESK training were experts in methods of job search and labour market. Also, in the context of the module C (mentoring with entrepreneurs), two successful entrepreneurs introduced their business and discussed with the participants about entrepreneurship.

In the Netherlands, 10 learners (players of field hockey teams, in the age of 18 till 25: students, workers or job searchers) and 4 trainers participated in the whole testing phase. The initial number of participants was higher but not all of them finished the training and filled in the questionnaires due to some technical problems and also because most of them did not think about becoming an entrepreneur and were not motivated to do the training. The implementation of the testing started with a physical meeting to introduce the project and the e-learning platform. During the testing contacts were more people organised.

In Hungary, a total of 36 young learners and 6 trainers participated in the testing phase. The participants were students of Bolyai Practice secondary Grammar School, studying at 11th and 12th grade. Most of them were aged 17-19 and only 3 of them were more than 20 years old. Originally, most of them have showed interest about becoming entrepreneurs.

The testing took place in the framework of a classroom methodology. There was a face-to-face part (2x45 minutes a day, altogether 4 days). The pilot training was target-oriented and concentrated on the competences of the 10 learning material units. The trainers tried to do it very interactive by involving the whole group.

At the end of the testing phase, a total of 111 feedbacks from young users and 24 feedbacks from teachers or trainers have been collected.



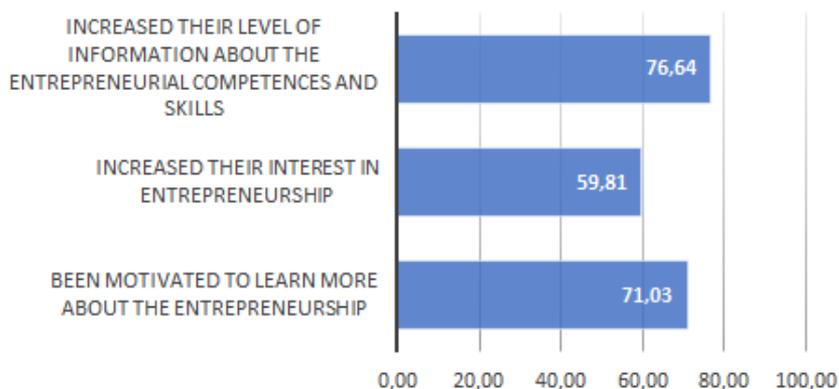
Results of the testing phase:

Knowledge and interest in entrepreneurship

Learners have self-evaluated their level of information and interest in entrepreneurship before and after the training. The results show an increase of interest and information in this field.

More than 75 % of learners' participants have increased their level of information about the necessary skills to become entrepreneur. Almost 60 % have increased their interest in entrepreneurship and 71 % are motivated to learn more about that. Slovakia and Hungary have been the countries with more positive feedbacks about that.

After INDESK training, % of learners who have...





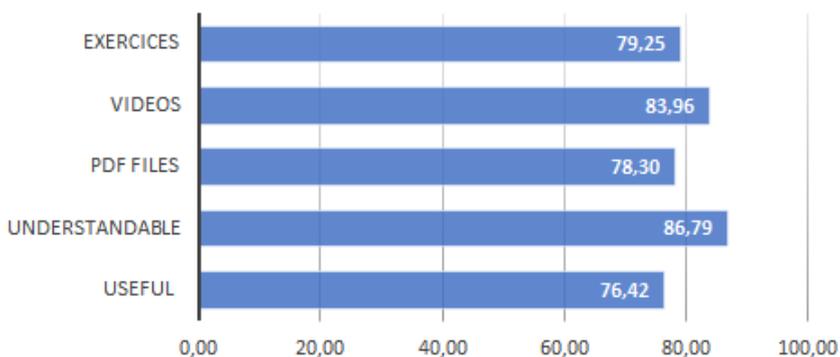
Pedagogical materials

Learners and trainers have evaluated the utility and the ease of understanding of pedagogical contents. Specifically, they have assessed the different kind of contents as videos, PDF files and exercises.

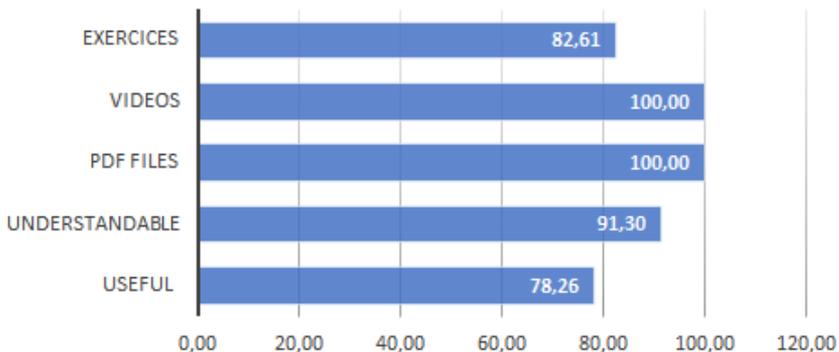
More than 75 % of the learners and 78 % of trainers considered the training programme useful or very useful in terms of increasing students' interest in entrepreneurship. The ease of the pedagogical contents has been perceived as satisfying or very satisfying by more than 85 % of learners and 90 % of trainers.

Concerning the different tools of training programme – the videos have been evaluated very positively by both learners and trainers: 83 % and 100 % respectively are satisfied or very satisfied. The rate of satisfaction on pdf files was 78 % and 100 % respectively and the exercises were rated as satisfactory or very satisfactory by around 80 % of learners and trainers.

Pedagogical contents evaluation by learners (% satisfied or very satisfied)



Pedagogical contents evaluation by trainers (% satisfied or very satisfied)



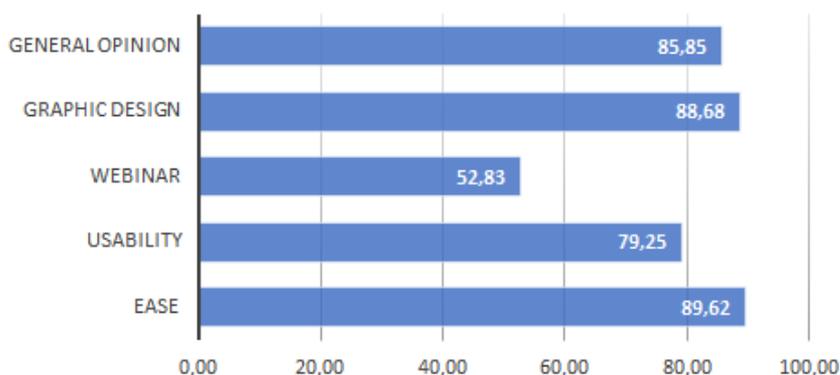
E-learning platform

Learners and trainers have been asked to assess the ease and usability of the platform, as well as the attractiveness of the design.

The facility of using the e-learning platform was evaluated by learners and trainers positively (almost 90 %). Usability of navigation was evaluated satisfying by 80 % of learners and 87 % of trainers. The webinar functionality received a lower score (a bit more than 50 % of learners and 60 % of trainers found it satisfying). This is due to the fact of some sound problems which hamper the usability of the conference room. The graphical design of the e-learning platform was very appreciated by both learners and trainers (88 % and 95 % respectively).

In general, the e-learning platform has been very appreciated with 85 % of learners and 91 % of trainers who assessed it as satisfying or very satisfying.

E-learning platform evaluation by learners (% of satisfied or very satisfied)



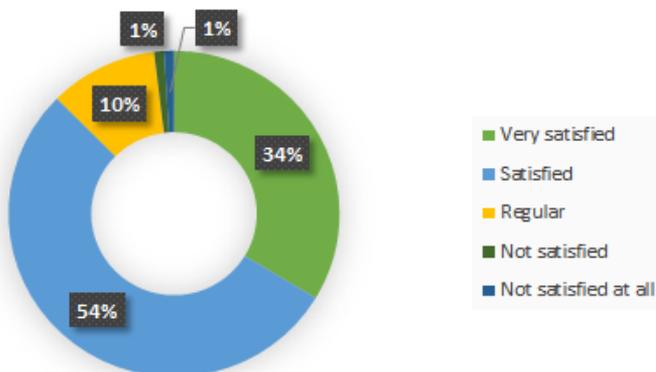
E-learning platform evaluation by trainers (% of satisfied or very satisfied)



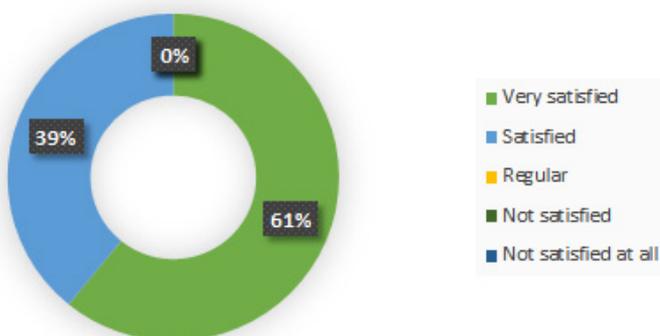
General assessment of INDESK training

Taking into account the training as a whole (pedagogical contents, e-learning platform and mentoring), 87,5 % of the learners and 100 % of trainers expressed their satisfaction with the training.

INDESK training's general evaluation (%) by learners



INDESK training's general evaluation (%) by trainers





6. CONCLUSIONS AND RECOMMENDATIONS

Based on our experience in INDESK project, the blended learning training could be added to existing vocational or professional trainings and help learners to improve their entrepreneurship competencies and motivate them to think about entrepreneurial path. As digital media play an increasingly important role in business world, our conviction is that modern, attractive online pedagogical materials have their place in the educational process. At the same time, we have learned and still see that learners prefer to use the pedagogical materials with the assistance and instruction of a trainer. This can be done in a classroom or on a distance using online tools. And the trainer can give more and more autonomy to the learner throughout the training time.

Most young people still feel worried about starting up businesses for various reasons, and feel a lack of resources and support to start a new business. For most of them, taking on entrepreneurial route is too complicated and related to a high risk of failure. With our project, we could create a learning environment with training materials that should support learners to be prepared for an entrepreneurial path, making them aware of different prerequisites, necessary skills and practical steps that are inherent in an entrepreneur's life.

Based on European initiatives and practices identified throughout the whole project, we recommend implementing the following measures for each area and target group at a more systemic level.



Recommendations		AREAS (In wich areas)		
		Policies	Education	Access to information
<p>Government in cooperation with social partners</p> <p>Authorities (at local and regional level)</p> <p>SUBJECTS (Whom?)</p>	<p>Creation of favourable business environment (e.g. tax laws), decreasing administrative and insurance payments/burdens of entrepreneurs in cooperation with national parliaments and European Parliament, creation of Active Labour Market Policy for young entrepreneurs' support.</p>	<p>Creation and support of innovative educational programmes focused on education of youngsters for entrepreneurship over framework of formal education, support of formal mentoring programmes, experience support and transfer of best practices from abroad.</p>	<p>Creating the conditions to strengthen the cooperation of all stakeholders on the labour market and raising young people's awareness of entrepreneurship, creating and supporting an information system involving successful projects for young entrepreneurs as examples of good practice.</p>	<p>Introduction of various forms of financial support for young entrepreneurs – microloans, interest-free loans, low interest loans, use of EU support funds, financial support for traineeships and working stays in foreign business entities abroad.</p>
	<p>Remarking of legislative proposals, recommendations for reduction of administrative, fiscal and insurance payments in the initial period of entrepreneurial activity (the first year free of charge, the next three years gradually increasing to a mandatory level) in cooperation with the national parliaments.</p>	<p>Provision of innovative educational programmes to increase business awareness, interface between theoretical education and real practice, transfer of international experience enabling youngsters to start entrepreneurship.</p>	<p>Provision of a wide range of information services – consulting services, training services, using internet for informing, improving the ability of clients to orient themselves (also through training of officials), explaining relevant legislation for entrepreneurship.</p>	<p>Implementation and support of educational activities in the field of funding entrepreneurial activities, implementation of active labour market policy by supporting measures for young entrepreneurs.</p>



Recommendations	AREAS (In wich areas)			Financial support
	Policies	Education	Access to information	
Institutions in the formal education system	<p>Remarking of legislative proposals, recommendations for the development of youth entrepreneurial awareness within educational system, development of study programmes on secondary schools and universities focused on entrepreneurship in cooperation with relevant supervising institutions.</p>	<p>Using non-traditional educational methods within the school system to develop the entrepreneurial awareness of youngsters; engaging in project activities to increase interest in entrepreneurship study programmes; development of the ICT skills.</p>	<p>Expanding access to online resources, creating and using of portals involving entrepreneurial information in different fields, development of the skills to search, select and use information about entrepreneurial opportunities, about relevant authorities, about financial options in entrepreneurship.</p>	<p>Incorporation of current information on the possibilities of obtaining financial resources for business startups in the formal education system taking into account the EU support system of funds or other support mechanisms (including financing of foreign stays).</p>
Organisations in the non-formal education system	<p>Supporting of creation of non-formal mentoring programmes focused on concrete branches based on survey of labour market demands of young and experienced entrepreneurs; interface between theory and real practice; initiating the inclusion of successful educational programmes into formal education.</p>	<p>Training of trainers and teachers in current trends and first-hand information from entrepreneurial life; focus on development of entrepreneurial skills and attitude of young people; creative thinking development; implementation of educational programmes with involvement of successful entrepreneurs.</p>	<p>Creation of online platforms providing comprehensive information about various fields of young people entrepreneurship as additional information to formal educational system: entrepreneurial opportunities, information resources, financial sources/funds, etc.</p>	<p>Provide up-to-date information on how to get financial resources to start a business, how to develop business from domestic and foreign funds; how to use a cluster support system.</p>

S U B J E C T S
(Whom?)



Recommendations	AREAS (In wich areas)			Financial support
	Policies	Education	Access to information	
Associations of entrepreneurs	Initiation of obligatory membership in representative entrepreneurial organisations/clusters with changing its services for members; remarking of legislative proposals; support of creation of favourable entrepreneurial environment; initiating new legislative instruments to create suitable conditions for young start-ups.	Creation of lifelong learning system taking into account young entrepreneurs; cooperation with ministries of education and labour, with schools (especially secondary schools and universities); acquiring training participants in cooperation with labour offices; using non-traditional forms of teaching with the participation of entrepreneurs with practical experience.	Creation of supporting networks for young entrepreneurs; fostering online communities; providing counselling; creating databases of implemented projects; financial support opportunities, examples of best practice from domestic and foreign sources; enabling access to information sharing.	Provision / sharing of equipment, use of a support system of clusters and incubators; Providing up-to-date information on how to get financial resources to start a business and develop business from domestic and foreign funds; Mentoring for young and potential entrepreneurs in obtaining financial support for entrepreneurship.
Non-governmental organizations/ umbrella organisations	Commenting legislative proposals and initiating the creation of new legislative proposals for young entrepreneurs; recommendations on reducing administrative burdens, tax and insurance payments during start-up period of business and creating a favourable business environment.	Creation of additional education system for young entrepreneurs based on learning needs analysis in the required areas and the involvement of entrepreneurs from practice (mentoring support).	Raising awareness, supporting young entrepreneurs by providing counselling services and information on educational opportunities.	Provide up-to-date information and counselling on how to get financial resources to start a business, to develop business from domestic and foreign funds.

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Recommendations		AREAS (In wich areas)			
		Policies	Education	Access to information	Financial support
<p>Young entrepreneurs</p>	<p>Membership in representative organisations of entrepreneurs / incubators, commenting on legislative proposals, encouraging the creation of a favourable business environment.</p>	<p>Participation in educational activities in both formal and non-formal education, the completion of which will enable them to use cluster / incubator services for start-up entrepreneurs.</p>	<p>Creation of young entrepreneurs' networks, business incubators; using co-working spaces to network with other young entrepreneurs; using ICT to exchange experiences.</p>	<p>Using of the financial possibilities provided by incubators (reduced cost of operation); use of financial support from different sources including support for foreign internships.</p>	
	<p>Potential entrepreneurs</p>	<p>Studying of legislation, acquaintance with laws, directives, regulations, manuals, rules, etc related to the business; Formulation of business start-up requirements as topics for legislation.</p>	<p>Participation in educational activities in both formal and non-formal education, the completion of which will enable them to use incubator services for start-up entrepreneurs.</p>	<p>Access to information at the labour offices, business associations and other institutions; use of the online sources and counselling to obtain information; participation in information events and specific educational activities.</p>	<p>Using all possibilities of financial support for young entrepreneurs: incubators, national grant funds, EU funds, other foreign funds, funds provided by different foundations, financial support for foreign stays and internships.</p>

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