



ENTRE

@ V E T S C H O O L S

Erasmus+ KA2 Strategic Partnership for VET Education

**IO5 – Policy
Recommendation Pack**

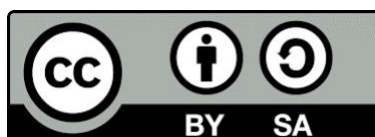
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Executive Summary

The European Commission's communication COM/2015 and ET 2020 have highlighted the need to develop entrepreneurial skills, to not only contribute to new business creation but also to the employability of young people. Unemployment of young people across the EU remains at almost record high levels, a fact that will be further exacerbated by the pandemic. One of the four key reforms in ET2020 is to promote entrepreneurial skills. ET2020 refers to inspiring entrepreneurial potential through addressing the need, the attitude, skills and knowledge to generate creative ideas, and the entrepreneurial initiative to turn those ideas into action. The Entre@VETschools project offers a methodology to address this need but also includes a focus on transnational working and sharing best practices across the EU.

This document is aimed at supporting Vocational Schools and other institutions to implement elements of the Entre@VETschools Erasmus+ KA2 project into their educational provision. The project consortium hopes to take the key themes and best practices within Entre@VETschools beyond the project lifetime to ensure sustainability, further exploitation and increased impact at a local, regional, national and EU level.

The Policy Recommendation Pack includes a range of information, advice and guidance for educators, school leaders and decision makers. The information provided is aimed at supporting a strategic approach to increasing entrepreneurial education and support for vocational students. We begin by looking at the project rationale and theoretical underpinnings of the EU Entrepreneurship Competence Framework (EntreComp) and how this can be used as guidance for educators.

A brief overview of the project resources is provided with guidance on how best to utilise them in educational settings. These resources are aimed at empowering Vocational Educators, Careers Advisors and Vocational Students aiming to incorporate entrepreneurial activities into their educational provision. Guidance is also provided to encourage pro-active campaigns that can be implemented by vocational schools or community organisations with a view to raising awareness of the need for an increased focus on entrepreneurial education.

A key element of the project was the establishment of Entre@VETschool entrepreneurship and career advice hubs in vocational schools and local communities. An outline of how to achieve this is provided along with general implementation guidelines to support the development of targeted entrepreneurial focussed initiatives. An outline of key assessment criteria to support decision makers in their planning of entrepreneurial focussed initiatives is also provided in order to expand and improve the careers advice provided by their institutions.

The Entre@VETschool project has had some great successes and we aim to continue our work by supporting you to implement elements of the project into your educational provision. The aim is to share our best practices and project resources with as wide an audience as possible in order to support VET educators and learners across the EU in the development of key entrepreneurial competences.

Project Overview and Rationale

Entre@VETschools is a KA202 Strategic Partnership for Vocational Education and Training project funded by the [Erasmus+](#) Programme. The full project title is ‘Promoting Key Competences (Entrepreneurship) Through an Integrated Career Orientation Programme and Flexible Learning Pathways for VET Students’. The project consortium consists of a range of educational institutions and organisations across the EU, please see *table 1.1* below for the full list of participating organisations.

Table 1.1: Entre@VET consortium organisations

<p>Coordinator</p> 	<p>Leibniz University Hannover, Germany. A historic university in Hannover, the capital city of the state of Lower Saxony.</p>
<p>Partner</p> 	<p>2 EK Peiraia, Greece. A vocational school in Piraeus, a port city within the wider Athens urban area.</p>
<p>Partner</p> 	<p>Fundatia CDIMM Maramures, Romania. An SME foundation in Maramures, a county in Northern Romania.</p>
<p>Partner</p> 	<p>Emphasys Centre, Cyprus. An education and training centre in Nicosia, the largest city and capital of Cyprus.</p>
<p>Partner</p> 	<p>Lancaster and Morecambe College, UK. A vocational college in Lancaster, a historic city in the North West of England.</p>
<p>Partner</p> 	<p>Reykjavik University, Iceland. Iceland’s main university in Reykjavik, the biggest city and capital of the country.</p>

Theoretical Underpinnings – EU Entrepreneurship Competence Framework

The Entre@VETschools project is focussed on the key themes of entrepreneurship and careers advice within vocational education. The project is based on the key underpinning research conducted by the EU and the development of *The European Entrepreneurship Competence Framework* (EntreComp).

EntreComp was developed by the Joint Research Centre (JRC) of the European Commission, it is a flexible reference framework that can be adapted to support the understanding and development of entrepreneurial competences in any educational setting. It was developed to explain what constitutes an entrepreneurial mindset and offers a comprehensive description of the knowledge, skills and attitudes that are required to be entrepreneurial in order to create financial, cultural or social value for your community and wider society.

EntreComp defines entrepreneurship as, “when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social” (FFE-YE, 2012). At the core of the concept, entrepreneurship is about value creation and attempting to transform the world by solving problems. This could include bringing about social change or creating an innovative product that challenges the current way in which we live our lives on a daily basis. It is, therefore, a key competence for career development, lifelong learning and societal progress.

The EntreComp Framework consists of 3 competence areas with 15 specific competences that are broken down further into 60 threads that describe what each competence means in practical terms. The threads are clearly defined through learning outcomes that can be learnt, understood and then put into practical action. The learning outcomes are mapped across 8 different levels of progression, from beginner through to expert. *Diagrams 1.1* and *1.2* below outline the EntreComp Framework structure and the 15 key entrepreneurial competences identified as a result of the research.

Diagram 1.1: EntreComp Framework Outline

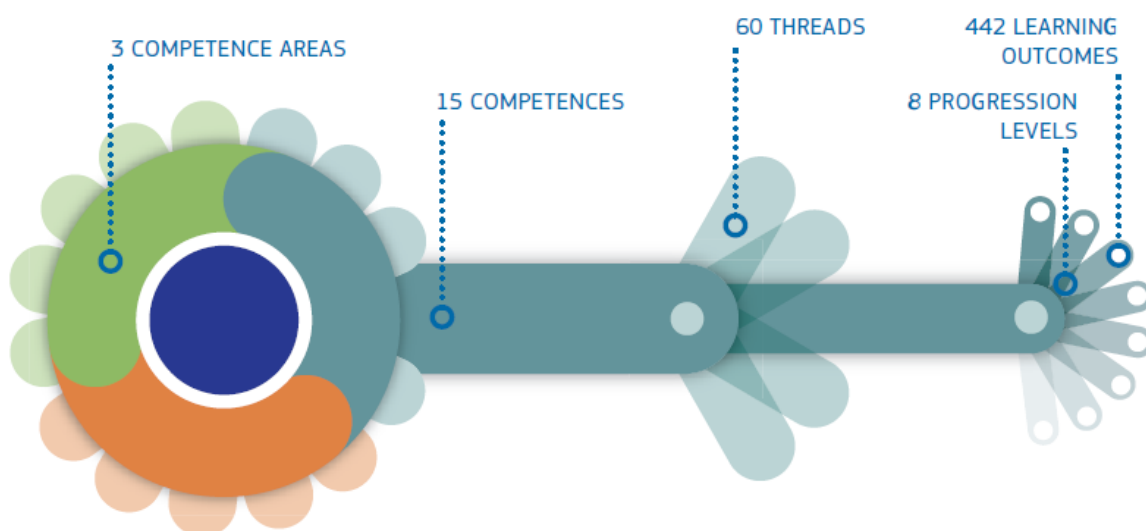


Diagram 1.2: EntreComp 15 Key Competences



As a result of research conducted early in the project lifetime, the consortium identified 6 of these 15 key competences as the focus of the project. These 6 competences were evenly spread across the 3 central competence areas and then formed the foundation of the educational content that was developed throughout the project.

These 6 competences were: *Spotting Opportunities*, *Creativity*, *Mobilising Resources*, *Motivation & Perserance*, *Taking the Initiative* and *Learning Through Experience*.

Tables 1.2, 1.3 and 1.4 provide an indepth overview of all of the EntreComp competences while *table 1.5* explains the progression model used to monitor a learner’s development over time.

Table 1.2: The 5 'Ideas and Opportunities' Competences



Competences per area
**IDEAS &
OPPORTUNITIES**

COMPETENCE	HINT	DESCRIPTION
1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> Identify and seize opportunities to create value by exploring the social, cultural and economic landscape Identify needs and challenges that need to be met Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
1.2 Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> Develop several ideas and opportunities to create value, including better solutions to existing and new challenges Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects
1.3 Vision	Work towards your vision of the future	<ul style="list-style-type: none"> Imagine the future Develop a vision to turn ideas into action Visualise future scenarios to help guide effort and action
1.4 Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> Judge what value is in social, cultural and economic terms Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
1.5 Ethical & sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen Act responsibly

Table 1.3: The 5 'Resources' Competences



Competences per area
RESOURCES

COMPETENCE	HINT	DESCRIPTION
2.1 Self-awareness & self-efficacy	Believe in yourself and keep developing	<ul style="list-style-type: none"> Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
2.2 Motivation & perseverance	Stay focused and don't give up	<ul style="list-style-type: none"> Be determined to turn ideas into action and satisfy your need to achieve Be prepared to be patient and keep trying to achieve your long-term individual or group aims Be resilient under pressure, adversity, and temporary failure
2.3 Mobilising resources	Gather and manage the resources you need	<ul style="list-style-type: none"> Get and manage the material, non-material and digital resources needed to turn ideas into action Make the most of limited resources Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
2.4 Financial & economic literacy	Develop financial and economic know-how	<ul style="list-style-type: none"> Estimate the cost of turning an idea into a value-creating activity Plan, put in place and evaluate financial decisions over time Manage financing to make sure your value-creating activity can last over the long term
2.5 Mobilising others	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> Inspire and enthuse relevant stakeholders Get the support needed to achieve valuable outcomes Demonstrate effective communication, persuasion, negotiation and leadership

Table 1.4: The 5 'Into Action' Competences



Competences per area
INTO ACTION

COMPETENCE	HINT	DESCRIPTION
3.1 Taking the initiative	Go for it	<ul style="list-style-type: none"> Initiate processes that create value Take up challenges Act and work independently to achieve goals, stick to intentions and carry out planned tasks
3.2 Planning & management	Prioritise, organise and follow up	<ul style="list-style-type: none"> Set long-, medium- and short-term goals Define priorities and action plans Adapt to unforeseen changes
3.3 Coping with uncertainty, ambiguity & risk	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing Handle fast-moving situations promptly and flexibly
3.4 Working with others	Team up, collaborate and network	<ul style="list-style-type: none"> Work together and co-operate with others to develop ideas and turn them into action Network Solve conflicts and face up to competition positively when necessary
3.5 Learning through experience	Learn by doing	<ul style="list-style-type: none"> Use any initiative for value creation as a learning opportunity Learn with others, including peers and mentors Reflect and learn from both success and failure (your own and other people's)

Table 1.5: EntreComp Progression Model

EntreComp progression model							
FOUNDATION RELYING ON SUPPORT FROM OTHERS		INTERMEDIATE BUILDING INDEPENDENCE		ADVANCED TAKING RESPONSIBILITY		EXPERT DRIVING TRANSFORMATION, INNOVATION AND GROWTH	
Under direct supervision. (Includes, for example, support by teachers, mentors, peers, advisors, or consultancy services)	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
1. Discover Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.	2. Explore Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.	3. Experiment Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.	4. Dare Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this.	5. Improve Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.	6. Reinforce Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.	7. Expand Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high.	8. Transform Level 8 focuses on emerging challenges by developing new knowledge, through research and innovation capabilities to achieve excellence and transform the ways things are done.

The following [video](#) provides a brief overview of the EntreComp Framework and further information can be accessed via the following links for further reading to assist you to incorporate elements of EntreComp into your VET education and careers advice provision.



[EntreComp: The Entrepreneurship Competence Framework Policy Report](#)
[European Commission EntreComp Website](#)
[EntreComp into Action: A User Guide](#)

Key Project Aims

The main focus of the Entre@VETschools project is the need to expand careers advice provision and incorporate the development of key entrepreneurial competences within vocational schools across the EU. Research suggests that careers advisors can play a powerful role in the development of students' potential career decisions. For example, research on careers advice and guidance services has found that students who receive career development services reported greater career awareness and higher levels of career exploration and planning. Furthermore, long-term effects of effective careers advice resulted in higher levels of success in transitioning into life roles, a better sense of direction in their careers, and higher levels of overall life satisfaction.

The project aims to accompany this with a focus on developing key entrepreneurial competences as outlined in the EntreComp framework. Combining these two vital elements of education is becoming increasingly important as learners are required to possess a wide range of transversal skills, while also taking pro-active steps towards achieving their career aims in what is an extremely competitive labour market.

It is widely believed that an increasing number of the future EU workforce will move away from the traditional employer / employee relationship into a more entrepreneurial model with the rise of automation, an increase in flexible working and a change in employment contracting to more freelance, contract and project work. If this is the case then the employment landscape for future learners will be quite different to that faced by previous generations and it will be vital for learners to have a broader range of personal and professional competences.

With this in mind, the Entre@VETschools project aims to draw attention to the VET sector which has traditionally been somewhat neglected in comparison to academic education at all levels. VET education is valued for fostering job-specific and transversal skills, facilitating the transition into employment and maintaining and updating the skills of the workforce. Although over 13 million learners are engaged in VET each year, forecasts indicate that there will be a shortage of people with VET qualifications in the future workforce. VET needs to increase its attractiveness through quality provision and flexible organisation, allowing progression to higher vocational or academic learning, and even closer links with the world of work.

The project website is available [here](#) or at entrevet.eu/

Project Resources

The Entre@VETSchools project has produced a range of educational resources aimed at supporting VET educators, careers advisors and students. The project resources are all focussed on the issue of increasing entrepreneurial education and activities for vocational students, with a view to empower learners to see entrepreneurship as a viable career opportunity.

1. Entre@VET Competence Framework

This resource involved detailed research and training needs analysis of vocational educators, careers advisors, VET students and entrepreneurs across the partner countries. This research was used to develop the Entre@VETSchools competence framework which formed the basis and structure for the rest of the project resources. Within this framework, the project consortium identified 6 key entrepreneurial competences that would be used as thematic areas for the project learning content. These competences were: *Spotting Opportunities; Creativity; Mobilising Resources; Motivation & Perseverance; Taking the Initiative and Learning Through Experience.*

Access via the project website - entrevet.eu/intellectual-output-1/

2. Dual Career Guidance Teaching and Learning Packs

An educational resource comprised of 6 learning modules based on the key entrepreneurial competences outlined in the competence framework. Clear learning outcomes were established and learning content was developed to introduce the key concepts and provide practical activities to be utilised by VET educators and students. The content took the form of an informational handbook and 60 accompanying activity plans. This also contained a resource toolbank to signpost educators and learners to further reading and resources that compliment the learning content developed.

Access via the project website - entrevet.eu/intellectual-output-2/

3. Interactive Portal and E-Learning Environment

An e-learning space for VET educators and students to access the learning content in a digital format. The portal requires a user generated account but is a completely open educational resource (OER) . The e-learning environment contains all of the learning content as well as the toolbank and other interactive elements. It was developed in a MOODLE to ensure ease of access and to promote open source formats.

Access via the project website - entrevet.eu/intellectual-output-3-2/ or academy-entrevet.eu/

4. Entre@VET Hubs in VET Schools

This resource took the form of a campaign to garner support for an increase in entrepreneurial education and a detailed guide on how Vocational Schools can implement entrepreneurship careers advice hubs on campuses or in their communities.

Access via the project website - entrevet.eu/intellectual-output-4/

5. Policy Recommendation Paper

This final resource is aimed at informing educational leaders and decision makers about the project and supporting the implementation of the resources into their VET provision. The document aims to support educational institutions with the continuous professional development of VET educators, to provide a broader scope of careers advice provision and empower their learners to explore and develop entrepreneurial competences. The overall aim is to take the project beyond the funding period and ensure sustainability in the longer term.

Access via the project website - entrevet.eu/intellectual-output-5/

This suite of interconnected resources has been collectively developed by the consortium with the support of our associate partners and local stakeholders in each partner country. Each partner organisation has engaged with a variety of VET schools and educational institutions to ensure the project resources meet the needs of all of the key target groups. The consortium hopes that with the help of this document other VET schools will continue to utilise these resources and take the project impact beyond the funding period.

The project resources also have the potential to be transferred and utilised by other target groups outside of the VET education sector. Youth organisations, non-vocational schools and adult education providers could also benefit from implementing aspects of the Entre@VETschools project into their daily provision. The key focus should always be on the development of entrepreneurial competences and the encouragement of EU citizens to explore opportunities and fulfil their potential. This is not only valuable on an individual level, but at a wider societal level as the positive effects of increased entrepreneurial understanding impacts the economy and life experience within the EU.

The Entre@VETschools consortium welcomes all readers to access and utilise these open educational resources as a starting point or to compliment the existing strategy to incorporate increased entrepreneurial elements into their educational provision. We would also welcome any good news stories or constructive feedback via the project website at entrevet.eu/contact-us/ or the project Facebook page [Entrevet](#).

Campaign

The Entre@VETschools project consortium developed an information campaign to draw attention to the need for increased entrepreneurial education in the VET sector. This campaign was aimed at gathering support for the introduction of entrepreneurial skills acquisition among vocational educators and learners and the establishment of 'Entrepreneurial Hubs' on school, college and university campuses in order to provide a physical space for learners to access the necessary information, advice and guidance.

The campaign has helped the project consortium promote and create synergies between enterprises, businesses, entrepreneurs, professional educators and vocational students in each partner country. We hope that these synergies will increase the impact, sustainability and future exploitation of the project going forward.

The campaign consisted of a variety of different media elements in order to reach as large an audience as possible and garner support from all of the key target groups.

1. Motivational Videos

Partner organisations each conducted an interview with a local entrepreneur based on some pre-prepared questions. These interviews were filmed and used as motivational videos to inform and encourage learners to explore entrepreneurial opportunities.

Project YouTube channel - www.youtube.com/channel/UCHYX5o9H4biTL3sB0MYp_g/videos

2. Social Media

The consortium created a Facebook page at the beginning of the project in order to share all of the project activities on social media. The Facebook page has been a vital communication tool for the team to engage with others and share the project achievements over the project lifetime.

Project Facebook page - www.facebook.com/EntreVET/?view_public_for=414982969282580

3. Online Petition

The project campaign also included an online petition aimed at vocational educators, learners and entrepreneurs. The aim of the petition was to gather support for the idea of including more entrepreneurial support into vocational education and for the setting up of 'Entrepreneurial Hubs' on the campuses of educational institutions. The aim of these initiatives would be to provide educators and learners with additional information, advice and guidance along with improved opportunities to progress towards a potential entrepreneurial career.

Project petition link - www.change.org/p/teachers-support-entre-vetschools-project

How Can You Get Involved?

You can support the existing Entre@VETschools campaign by viewing the motivational videos, liking the Facebook page and signing the online petition. However, to make a real impact the consortium would like to see educators, school leaders and key decision makers across the EU take positive actions to incorporate the development of entrepreneurial competences into their education and careers advice provision.

There are many different ways in which you can contribute to the Entre@VETschools agenda in your local educational institutions or communities. Any activity that raises awareness for the need to increase entrepreneurial education and careers advice is key to the overall aims. Activities may include:

- launching your own local campaigns with the support of businesses or entrepreneurs;
- hosting regular events that bring together your learners and business leaders or entrepreneurs;
- increasing the entrepreneurial information, advice and guidance provided within your institution;
- establishing entrepreneurial hubs on your campus or in a local community venue to serve as focal points for learners to access support;
- supplementing your existing careers advice provision with improved information, advice and guidance relating to potential entrepreneurial career paths;
- establishing 'entrepreneurship clubs' as extra-curricular opportunities for interested educators and students.

Possible events you may look at to use as a 'launch pad' for your own initiatives or campaigns may include:



EU VET Skills Week – An annual event where local, regional and national organisations showcase their best practices and positive experiences of vocational education and training. For more information visit - ec.europa.eu/social/vocational-skills-week/european-vocational-skills-week-2017_en

Global Entrepreneurship Week – An annual global event where entrepreneurs, businesses, charities, NGO's and educational institutions run activities to encourage entrepreneurial endeavours. For more information visit - genglobal.org/gew



European SME Week – A campaign to promote entrepreneurship and small / medium sized enterprises across Europe. For more information visit - ec.europa.eu/growth/smes/sme-strategy/sme-week_en

EU Skills Agenda for Europe – You may also find some useful information via the EU skills agenda for Europe available at - ec.europa.eu/social/main.jsp?catId=1223&langId=en

Entre@VET Hubs in Schools

A key element of the Entre@VETschools project involved the establishment of entrepreneurship and career advice hubs in vocational schools and local communities. These *'Entre@VETschools Hubs'* are aimed at providing a physical space on school grounds or local community venues that provide interested parties with information, advice and guidance related to entrepreneurship.

Each consortium member established an Entre@VETschool hub either on their campus or in a local community venue. These hubs were an opportunity for the consortium members to showcase the Entre@VETschools project to a wide audience and establish a physical space dedicated to the project aims. These hubs serve to disseminate the project to members of the target audience as well as providing a focal point for entrepreneurial information, advice and guidance. The hubs contain all the relevant project documentation and resources as well as signposting information for other support services available to those wishing to investigate entrepreneurial opportunities.

The project consortium strongly recommends the establishment of entrepreneurship hubs on campuses or in local community venues. These hubs can be established by individual schools, colleges or universities on their own premises or in community centres with the support of local stakeholders.

Things to Consider When Establishing Entrepreneurship Hubs:

1. Location

Where to locate your entrepreneurship hub is a key decision that will impact the success of the initiative. It is recommended that the hub should be located in a communal area accessible to as large a percentage of your student cohort as possible. This could be in your careers advice office, communal study space or campus library.

If you are unable to establish the hub on your premises due to limited space or financial restrictions, then you may be able to work alongside community organisations to establish the hub in a local community venue. Working together with other educational institutions, charities, community organisations or other local stakeholders may enable the establishment of a communal hub based in a local youth centre or community space. The pooling of resources may enable you to overcome any restrictions faced when working with limited means. The recent rise in the popularity of business incubator hubs could provide the impetus for the establishment of an entrepreneurial hub to bring together local entrepreneurs and your learners.

2. Stakeholders

In order for your entrepreneurship hub to provide the necessary support it is vital that you include suitable local stakeholders in the planning and implementation processes. Industry stakeholders may include entrepreneurs, business leaders, business / industrial associations, NGO's, charities and local community organisations. Educational stakeholders may include independent careers advisors, internal / external educators, other educational institutions and local / regional educational authorities.

The wider the range of stakeholders that you can involve in the initiative the better. A diverse number of voices, ideas and experiences will enable your hub to provide the best information, advice and guidance possible. The key aim is to bring together all the relevant stakeholders that will inspire, encourage and potentially support your learners to explore entrepreneurial opportunities. This will also enable your institution to establish or build on community links, support your educators in their careers advice provision and provide a broader educational experience for your learners.

3. Roles

Your entrepreneurship hub should not be a simple information point, although this is preferable to nothing at all. A successful entrepreneurial hub should be a focal point for information, advice and guidance as well as a range of interesting and engaging activities focussing on entrepreneurial competences. It is recommended that you assign specific roles to key individuals with the responsibility of supporting the implementation of your hub, these may include teachers, support staff, members of the student cohort and external stakeholder representatives.

Key roles may include:

- **Hub Coordinator** – this role involves overseeing the planning and implementation of the hub. They are responsible for the establishment, implementation and general running of the hub. This could be a teacher who is given extra time out of the classroom or a manager who takes the hub under their remit. This could also be a senior student who is looking to develop their leadership and management skills as an extra-curricular activity. This task is vital to the success of the initiative so it is important to assign the role to someone who is able to take on the responsibility and time commitment.
- **Communication Lead** – This role will support the coordinator in the dissemination and communication of the hub activities to the wider school community and local stakeholders. Their role will be to encourage participation and share good news stories where appropriate. They may use social media, advertising and press releases to communicate with as wide an audience as possible. This could be a member of your marketing / community engagement team or a member of your student cohort looking to advance their experience and develop the relevant skills.
- **Careers Advisor** – It is vital to include your institution’s Career Advisor (if you have this role) as the hub should be an active part of your careers advice provision. Their experience and professional expertise will prove invaluable in providing accurate information, advice and guidance to the participants. They may also have developed excellent local networks that can be utilised to further support your learners.
- **Entrepreneurship Champion** – This role will ideally be from the student cohort and serve as an accessible peer voice and role model to the wider student community. They may be actively involved in entrepreneurial activities outside of school life or simply have the correct attitude and desire to take on the responsibility. This role will also provide a key student voice when planning and implementing entrepreneurial focussed activities.

- **Mentors** – This role will ideally involve members of your local stakeholders who will volunteer their time to attend the hub and provide their expertise to support learners as required. They may simply provide advice, motivation and guidance or take on a more active role in supporting individual learners to develop their entrepreneurial ideas. This should be conducted in line with your institutions safeguarding policies.

4. Motivation & Engagement

Motivating staff and student participation in an initiative such as an entrepreneurship hub is an issue that you may need to address. Not all students will be interested in being involved and teachers may struggle to commit any time to the initiative. Your entrepreneurship hub should be implemented in a flexible way to maximise participation and may be used as an extra-curricular activity.

Regular meetings and activities will build a sense of community among those involved and it could be branded as the *'Entrepreneurship Club'*. The key to a successful hub will be to provide engaging and enjoyable activities on a regular basis alongside the relevant day to day information, advice and guidance. These activities may be held at lunch times, at the end of the school day or at weekends if possible and appropriate. The roles outlined above will be vital in encouraging engagement and sustaining motivation in the longer-term.

If your entrepreneurship hub is seen to offer a fun, exciting and accessible educational experience then motivation and engagement should not be an issue. Providing opportunities for learners to share ideas, encourage exploration and empower action will ensure that your hub will have the desired impacts.

However you proceed with the planning and implementation of an entrepreneurial hub ensure that the key aims of the initiative are at the forefront of every decision. An effective and successful entrepreneurship hub should provide a focal point for students to access the relevant support, information, advice and guidance as well as interact with each other to explore and develop their entrepreneurial ideas. Providing information and signposting students to other services is useful, however, to really make an impact on the entrepreneurial competences and opportunities of your cohort the hub must be an interactive facility that encourages young people to fully explore all the potential career options available to them.

Implementation Guidelines

There are many important factors to consider before implementing any initiatives within your institution or local community. Whether you are a school leader, faculty manager, teacher or careers advisor there are pro-active steps you can take to incorporate entrepreneurial education into your provision.

It is often useful to pose the following questions throughout the planning and implementation process:

What are you hoping to achieve? – you may want to broaden your educational offer, improve your careers advice provision or provide students with a new and interesting extra-curricular opportunity but it is important to identify your goal before undertaking any initiative.

Is your initiative scalable? – you may start off with some small scale actions but have in mind the longer-term opportunities to expand your initiative if it proves successful.

How will you embed your initiative into your educational provision? – to have the desired impacts you may need to consider how you can incorporate your entrepreneurial initiatives across your educational provision. It may begin as an optional careers advice service or extra-curricular activity but you may want to embed elements into your educational provision for all students and staff.

Can you link entrepreneurial initiatives within the wider curriculum? – it may be possible to use entrepreneurial initiatives to compliment the existing curriculum. Including as many teachers and educators in the planning and implementation will be important to exploring all opportunities.

Do you have an implementation budget? If not, how can you achieve your aims with your existing resources? – Many initiatives can be implemented using a very limited budget, some minor expenses may be required if you are looking to establish a physical space or entrepreneurial hub. Effective initiatives can be implemented with limited means as long as those involved are enthusiastic and committed to the initiative. You may be able to establish a small scale initiative initially and then assign an increased amount of resources to it once it becomes more successful.

Do you have access to a network of local stakeholders who can support your initiative? – If you are unable to access any additional funding or resources for your initiative then is it possible to achieve your goals with your existing resources or by ‘pooling’ resources with other local partners? You may be able to utilise community organisations or business groups to help support your initiative either financially or by accessing their resources if possible. A supportive group of local stakeholders is also important to broaden the scope of the activities you can offer. As covered in previous sections local entrepreneurs, business leaders, business associations and community organisations may be called on to support any initiatives.

A full outline and implementation guidance is provided in the Entre@VETschools hubs toolkit accessible via - entrevet.eu/intellectual-output-4/

Conclusion

The Entre@VETschools project has been funded by the EU Erasmus+ Programme. The project consortium has worked closely with a wide range of stakeholders across the six partner countries to produce a range of open educational resources that encourage the development of key entrepreneurial competences within vocational education and training. The key focus being on the increased participation in entrepreneurial activities, the empowerment of VET educators / learners and the incorporation of entrepreneurship into VET educational and careers advice provision.

The project consortium conducted a wide range of activities over the project lifetime to raise awareness of the need for an increased focus on entrepreneurship in vocational education and training. The project research, OERs, website, social media and information campaign all serve to further this cause. As the project funding period comes to an end, the consortium is striving to advance and champion the key Entre@VETschool aims beyond the participant organisations and local communities. Local, regional, national and EU wide initiatives are required to continue the successes of this project and many others. However, grassroots actions from individual schools, colleges, universities and stakeholders are necessary but will always have increased impact if supported by government policy. The Entre@VETschools team encourages all educational leaders and decision makers to keep the issue of entrepreneurial education highlighted in discussions with educational networks, associations and governing bodies.

The Entre@VETschools team hope you find our recommendations and project resources useful in your ongoing attempts to incorporate entrepreneurial activities into your education and careers advice provision. Every positive step taken will increase opportunities for our learners to fulfill their potential.

Some Key Recommendations:

- *Take pro-active steps to increase awareness within your institution, local community and all other appropriate networks available to you;*
- *Raise the issue at all levels including local, regional and national government;*
- *Develop a clearly defined strategy for the implementation of your entrepreneurial initiatives;*
- *Incorporate entrepreneurship into your strategic policy in relation to careers advice;*
- *Establish an 'Entrepreneurship Hub' on your campus or a local community venue (if possible) to provide a physical space dedicated to entrepreneurial activities;*
- *Wherever possible, create synergies and links between local entrepreneurs, enterprises, stakeholders and other educational institutions to bring together a wide variety of experiences;*
- *Establish regular 'entrepreneurship clubs' as extra-curricular activities to provide learners with an opportunity to meet, discuss and share ideas;*
- *Assign an 'Entrepreneurship Champion' from either the student or staff cohort with the responsibility of pro-actively encouraging engagement and leading regular activities;*
- *Where possible, partner interested learners with suitable entrepreneurship 'Mentors' who may be able to support entrepreneurial endeavours.*

References

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EntreComp: The Entrepreneurship Competence Framework:

ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework

ec.europa.eu/social/main.jsp?catId=1317&langId=en

EntreComp into Action:

ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence

EntreComp: Competence areas and learning progress:

ec.europa.eu/jrc/en/entrecomp/competence-areas-and-learning-progress

Understanding EntreComp:

iefp.eapn.pt/docs/AE1_Quadro_Europeu_competencias_digitais.pdf

EVBB – European Association of Institutes for Vocational Training:

evbb.eu/

EU Vocational Education:

ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en

EU Vocational Skills Week:

ec.europa.eu/social/vocational-skills-week/european-vocational-skills-week-2017_en

EQAVET:

www.eqavet.eu/What-We-Do/European-VET-Initiatives

Global Entrepreneurship Week:

genglobal.org/gew



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