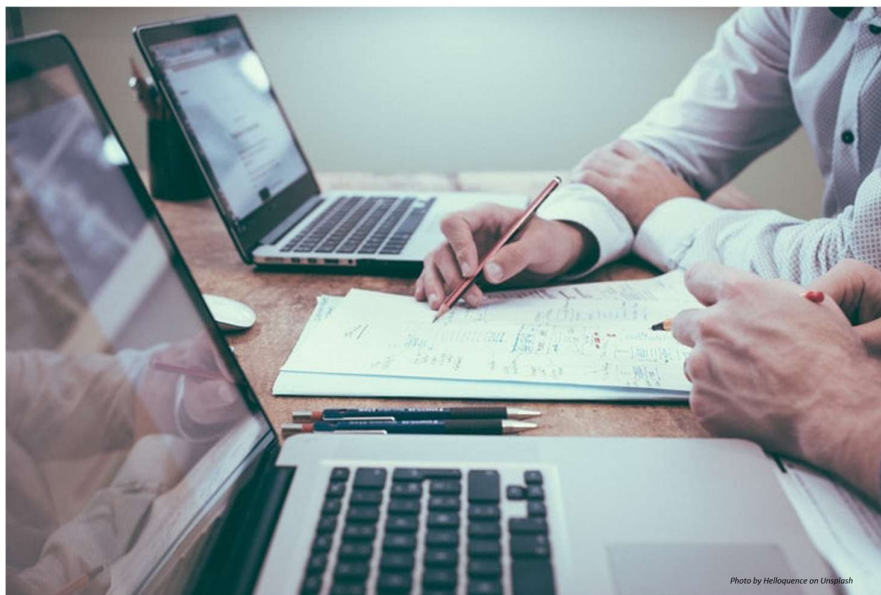


**Enhanced ENTREpreneurial attitude in adult education for a  
better LABour market integration**  
2018-1-SE01-KA204-039048



**ENTRELAB entrepreneurial Guide “European opportunities in  
entrepreneurial education”**

*Short version*



## **AUTHORS:**

**Cristina Stefan, PhD. Eng.** (*Quarter Mediation, Netherlands*)

**Constantin Stefan, MSc. Eng.** (*Quarter Mediation, Netherlands*)

**Andrei-Cristian Stefan, MSc. Eng.** (*Quarter Mediation, Netherlands*)

**Marcial Felgueiras, MSc. Eng.** (*A Rocha, Portugal*)

**Isabel Soares, Eng.** (*A Rocha, Portugal*)

**Filipa Bragança, BSc.** (*A Rocha, Portugal*)

**Giuseppina Raso, MSc.** (*Universita delle LiberEta, Italy*)

**Massimo Bardus, MA.** (*Universita delle LiberEta, Italy*)

**Stefanos Nalmpantis, MSc. Eng.** (*EK Kavallas, Greece*)

**Kalliopi Ntolou, MSc. Eng.** (*EK Kavallas, Greece*)

**Dimitrios Georgatis, MSc. Eng.** (*EK Kavallas, Greece*)

## Executive summary

The ENTRELAB entrepreneurial guide “European opportunities in entrepreneurial education” is structured on three main parts: introduction, good practice examples and conclusion.

### **Introduction:**

The first part of the entrepreneurial guide describes how the gap between education and business is closed in the Netherlands, Portugal, Italy and Greece as countries involved in the Erasmus +. KA2 Strategic Partnership Project for Adult Education “Enhanced ENTREpreneurial attitude in adult education for a better LABour market integration”, how difficult is to start-up a company in the mentioned countries and presents the methodology and/or strategy for the recognition of the entrepreneurship skill, in case it exists in the countries represented in the ENTRELAB project consortium and involved in the creation of this Intellectual Output.

Even people following an adult education pathway are more enthusiastic in the last years about starting their own business, the situation in Europe is not the same for people of any age. Within the current crisis across all over Europe, one factor that worries the most is the rate of unemployment. Numbers are devastating and a big amount of those that finished the compulsory education cannot find any working opportunity although they want to work and are qualified to work. Historically, women have been more affected by unemployment than men. From the EU countries involved in the project, the highest unemployment rates were observed in Greece (20.9 % in November 2017). In Portugal, the unemployment rate Portugal fell from 10.1 % in 2016 to 7.9 % in 2017). For the other countries involved in the project the unemployment rates in January 2018 are of 4.2% in the Netherlands, 6.5% in Sweden and 11.1% in Italy. However, not depending on the country, these people are either unemployed or economically inactive and are either looking for work or are inactive for reasons other than having a career at home.

Given the facts above, in order to reduce unemployment, the entrepreneurial education is considered a key factor for competitiveness and employment, social inclusion and personal development. The rapid changes in the information society continuously require new skills and new information. In order to adapt to this need, a new type of attitude is required, as well as initiative and responsibility. The valorisation of entrepreneurial attitude will improve traditional education, preparing people for life and offering the opportunities to adult people to find their place in the labour market, either by more easily finding a new job as a result of having an entrepreneurial attitude and mindset, or by starting and running their own business.

Learning though ecosystems of entrepreneurship will be even more urgent in the near and more distant future, because low-skilled jobs are systematically disappearing from the European labor market.

### **Good practice examples of training activities:**

The second part of the publication includes good practice examples from the training activities (courses and workshops) organised by the partners from the Netherlands, Portugal, Italy and Greece involved in the ENTRELAB consortium, with a focus on the use of ICT, gamification, entrepreneurship, team work and interdisciplinarity.

#### *Good practice examples from Quarter Mediation, the Netherlands*

The good practice examples from the European training courses for adult education Quarter Mediation organised in the Netherlands – *EduLARP. Live Action Role Playing* and *LEGO listening* - were aimed to educate entrepreneurial initiative and develop entrepreneurial skills by using communication technologies, to reinforce entrepreneurship in adults, to teach how to give and follow instructions as well as how to be able to use questions in order to take the most appropriate decision while dealing with uncertainty, ambiguity and risk.

#### *Good practice examples from A Rocha, Portugal*

The good practice example from A Rocha – *My beach project* and *Walk for orchids observation* – were chosen as they were aimed to encourage the nature tourism, to help conservation and monitoring of the marine habitats of the North Atlantic; to collect and identify marine litter according to OSPAR standardized methodology and to help learn and identify wild Portuguese orchids. Moreover, they used ICT for identification and sharing data/data registering.

#### *Good practice examples from Universita delle LiberEta, Italy*

The good practices from Universita delle LiberEta – *Web marketing. Promote your business* and *Selling and buying on the Internet. Business models* – were aimed to share with the participants web opportunities to promote a business, as well as good practices of online business promotion; to overview the main tools for web promotion; to get to know how online commerce can change one's life and give an overview of web opportunities for e-commerce.

#### *Good practice examples from EK Kavalas, Greece*

The good practice examples chosen by EK Kavalas – *Biodiversity* and *ABS (Anti-lock Braking System) failure diagnosis and repair* – had as main objectives to appreciate the importance of forest ecosystems for life on the planet and the economic dimension of the forest in the past, today and in the future, to adopt the necessity of sustainable development of human activities related to the forest, to discover the need of using diagnostic devices and to apply the appropriate diagnostic methodology.

The good practice examples of training activities were chosen by the project partners from the Netherlands, Portugal, Italy and Greece in connexion with the project objectives, the training methods used (ICT, gamification, entrepreneurship, team work and interdisciplinarity) being in line with the project activities and having the potential to develop entrepreneurial skills and competencies from the EntreComp Framework, as well as Digital skills and competencies from the DigiComp Framework.

### **Conclusion:**

The third part of the entrepreneurial guide explains that - as entrepreneurial empowerment cannot be taught by traditional means of communicating knowledge or through conventional instruction - the end mission of the project is the delivery of solid guidance on entrepreneurial learning in order to inspire trainers involved in adult education across Europe. To this end, the present guide for entrepreneurial learning was developed by the partners from the Netherlands, Portugal, Italy and Greece involved in the project.

The ENTRELAB entrepreneurial guide “European opportunities in entrepreneurial education” is aligned with the project objectives, being aimed to increase the sense of initiative and entrepreneurship and improve the skills for employability and new business creation, including social entrepreneurship. It aims to empower trainers with useful tools to develop innovative guidance scenarios and support material, as well as help adult learners and their teachers & trainers learn about entrepreneurship through being entrepreneurial.

The innovative aspect of the project is precisely to build capacity among those key players to create real life and efficient entrepreneurial learning for adults using the community as a classroom and to relocate in this way the adult education from the classroom to ecosystems of entrepreneurial learning. The ecosystems of entrepreneurial learning are the first systematic attempts in this respect in order to offer entrepreneurial learning through real life and real-time interaction with business, labor market and the wider community, as well as to include the state-of-the-art technology fluency as key to entrepreneurial learning.

The mission of the project ENTRELAB is, therefore, not to address adult unemployed directly (as this is neither possible, nor sustainable), but to empower the adult education and its key gatekeepers - trainers and mentors - to create such ecosystems of learning as a new dimension in the adult education.

The theme of entrepreneurship education is of great importance in contemporary society and investing in this direction can represent a strategic act for the future and the economy of Europe.

In order to develop an entrepreneurial mind-set and an entrepreneurial teaching and learning environment, the ENTRELAB entrepreneurial guide “European opportunities in entrepreneurial education” includes good practice examples of entrepreneurship related training activities and workshops, in that specific scenarios of real assignments and real life situations are considered with the use of ICT, gamification, story telling, entrepreneurship, team work and interdisciplinarity that helps incorporating actions on entrepreneurship transversally into different fields.

Last but not least, the combination of development grants, guaranteed loans, new banking products and institutional ventures creates a more favorable framework of alternative sources of funding to promote innovation and improve the competitive position of a small and medium-sized businesses. Moreover, it is vital to broaden our horizons and look more sustainably at the world around us, as sustainable entrepreneurship and environmental protection are not only positive, but also economically profitable.

The way forward of applying the examples included in this guide depend on each trainer, his/her own country’s entrepreneurial system and the available learning opportunities for adult education.



This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.