Enhanced ENTREpreneurial attitude in adult education for a better LABour market integration

2018-1-SE01-KA204-039048

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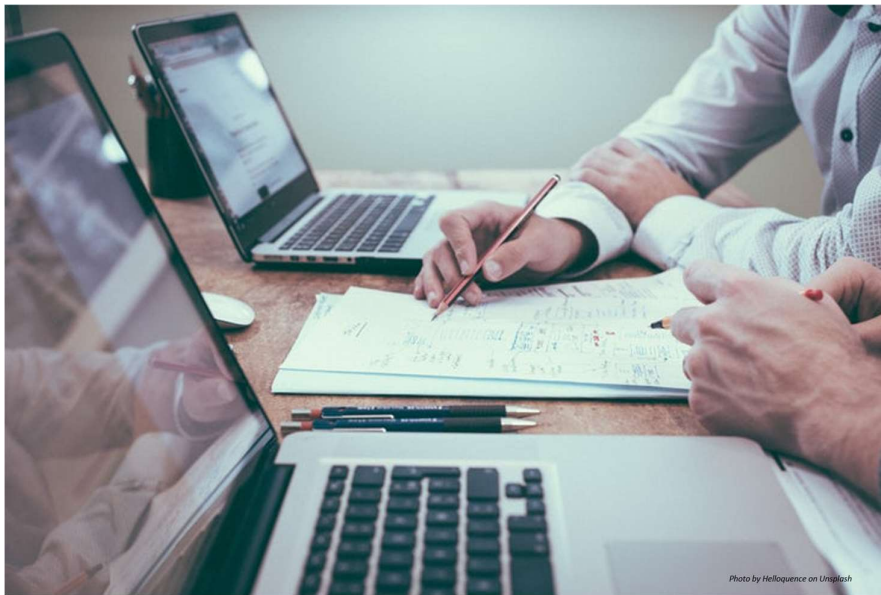## ENTRELAB entrepreneurial Guide "European opportunities in entrepreneurial education"

Full version

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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 Kavalas, Greece)*
Kalliopi Ntolou, MSc. Eng. *(EK Kavalas, Greece)*
Dimitrios Georgatis, MSc. Eng. *(EK Kavalas, Greece)*

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Introduction

This chapter describes how the gap between education and business is closed in the 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 – in case a methodology and/or strategy for the recognition of the entrepreneurship skill exists in the countries represented in the ENTRELAB project consortium – it is also described below.

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. In this respect, Eurostat estimates that 17.931 million men and women in the EU-28[1], of whom 14.111 million were in the euro area (EA-19)[2], were unemployed in January 2018. Compared with December 2017, the number of persons unemployed decreased by 19 000 in the EU-28 and by 10 000 in the euro area.

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, although they want to work and are qualified to work, cannot find any working opportunity. 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 unemployement rates in January 2018: 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.

"The need to promote entrepreneurship with creativity and innovation in all forms of learning, regardless of education level" is a education priority of the European Commission.

"Support systems have a vital role to play in making progress. Schools and adult education providers should establish links and cooperation structures with businesses and community organisations to support their entrepreneurship curriculum" (Entrepreneurship Education: A Guide for Educators, EU, 2013).

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 we need a new type of attitude, 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.

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1.1. NETHERLANDS: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill

Closing the gap between Education and Business Education should be a cradle for innovative and ambitious enterprise. All too often entrepreneurs who are still in college or students who want to branch out into enterprise are frustrated by practical restrictions. Start-up companies are likely to be more successful if they have enough 'entrepreneurial skills', including an insight in the market and negotiating skills. Students will be more likely to start a business if they are introduced to entrepreneurship during their study.

The Dutch government stimulates educational institutions to incorporate 'entrepreneurial skills' in their curriculum. This could involve students setting up a student business, being taught by a host lecturer working in the industry, or being encouraged to undertake a work placement.

Just like many other European countries, there is no national education strategy in the Netherlands when it comes to entrepreneurial skills teaching, as the entrepreneurial spirit is already embedded in the Dutch culture. The requirements need to be met to start a business in the Netherlands are supported by the Chambers of Commerce (Kamer van Koophandel), Dutch Centers of Entrepreneurship and support systems for start-ups such as Social Security Job centers (UWV - Uitvoeringsinstituut Werknemersverzekeringen) and municipalities.

The schools in the Netherlands have a high level of autonomy with regards to their curricula. In this respect, Entrepreneurship education is not explicitly recognised as a compulsory part of curricula. However, as schools in the Netherlands receive a subsidy to develop educational courses in cooperation with local businesses, universities and other stakeholders, it is a high demand for Entrepreneurship education, mostly in vocational education as it being focused to develop specific entrepreneurial skills. Therefore, students involved in vocational education have the opportunity to choose CE Entrepreneurship named keuzedelen (elective subject).

The Action Programme for Education and Entrepreneurship (Actieprogramma voor onderwijs en ondernemerschap) includes initiatives developed by the Dutch government, together with employers' and employees' organisations, aimed to include entrepreneurship in the education system. One of the initiatives is the "Entrepreneurship Module" eligible for Certification in upper secondary vocational education, as part of the Dutch National Action Plan 2012-2013. After being applied for 3 years, the programme was reviewed and a module was developed by the Centre of Expertise on Vocational Education, Training and the Labour market for the Trade Sector (KCH -Kenniscentrum Handel) in cooperation with stakeholders. The module has as the main objective to enable VET students to become self-employed or freelancers and develop an entrepreneurial mindset to become more employable. The "Entrepreneurship Module" describes the basic entrepreneurial package that an independent would-be entrepreneur needs in order to build his own business and consist of the following seven work processes split in two main categories:

- Drafting the business plan and the first steps in starting a business: thinking for the future; shaping the general business idea; clarifying and regulating the financial aspects related to starting a business.

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- Maintaining an developing the business: monitoring the financial position of the business; developing, positioning and innovating the business; purchasing products and/or services for the business; acquiring orders, finding clients, drafting quotations, negotiation).

The "Entrepreneurship Module" is organised by formal educational institutions (VET upper secondary education) and helps the target group (VET students) keep their focus on the business in order to ensure its continuity and profitability (e.g. control the financial and technical figures, get and stay in contact with potential clients, improve the business).

The Netherlands has a liberal tax regime including an extensive network of double-taxation treaties, therefore there are certain benefits of registering a company in Netherlands. In order to run a new Dutch company, the entrepreneur has the ongoing obligation to keep and maintain an administration, to register for tax purposes and to file periodical tax returns. The minimum capital requirement in order to register a company in Netherlands is €1, therefore the new company does from a legal perspective no longer require a Dutch bank account. The only legal requirement for opening a business in the Netherlands is to have a registered address. From a tax perspective it is highly recommendable to have at least a Dutch registered address and a majority of Dutch resident directors. This is generally perceived as the minimum substance requirement to qualify for treaty benefits. The companies registered in the Netherlands are allowed to denominate their share capital in currency other than the euro and there is no nationality requirement for shareholders for registering a company in Netherlands.

1.2. PORTUGAL: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill

In 2002, Portugal was identified by the European Union as the only country where actions were taken to foster entrepreneurship, but these initiatives were not included in the National Education System. In 2006 came the first program of education for entrepreneurship, PNEE National Project for Education for Entrepreneurship; a project developed between 2006 and 2010, whose main objective was to promote entrepreneurial actions, to develop skills and attitudes in the students of primary and secondary education.

Currently, there is a series of supports to promote entrepreneurship and job creation, as well as the remodeling of the education system, integrating an entrepreneurial attitude, namely creativity, innovation, organization, planning, responsibility, leadership, group work, risk-taking, resilience and scientific curiosity, among others, there are programs (ease of access to credit, some with the intervention of IEFP- Institute of Employment and Professional Education), which help in the transition between the educational process and the labour market:

- Creation of subsidized self-employment (PAECPE) - encourage the creation of small entrepreneurial initiatives, which ensure the full employment of the beneficiaries themselves. Two types of programs: MICROINVEST AND INVEST +
- Program "Investe Jovem" (invests young people) and "Investe Artes e Ofícios" (invests art crafts) - aim to promote the creation of companies, through the support to the creation of own employment and micro-business.
- Technical support to the creation and consolidation of projects - consists in the granting of technical support to promoters of projects to create their own employment or company,
- The INOVA project for young entrepreneurs (ideas contest aimed at stimulating entrepreneurship and entrepreneurial culture among young people).
- STartup Portugal + program, launched in 2016 (reissue of measures of the original program: Start up Voucher - development of entrepreneurial projects in the idea stage, support for the project phase; Momentum Program - recent graduates and finalists in higher education, beneficiaries of social action grants, who wish to develop their own business; Vale Incubação - support to companies in the area of entrepreneurship, through the hiring of incubation services; Internationalization missions - support and promotion of the participation of Portuguese startups in technology events Road2websummit - support and prepare Portuguese startups to maximize income from participation in the largest entrepreneurship event in the world).
- Youth Start-Entrepreneurial Challenges, Entrepreneurship Education Program, Ministry of Education, Public and Nongovernmental Entities of Portugal, Austria, Denmark, Slovenia and Luxembourg (2015 to 2018), is the implementation of an innovative educational and cross-curricular program.

Other measure to promote entrepreneurship was the creation of "*Espaço Empresa*" (business place) (about 214 service centers distributed in the country), an integrated service desk for entrepreneurs wishing to perform services and obtain information related to the exercise of an economic activity and the life cycle of

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your company. In this space there is all the step by step information on how to create a company and what the legal form of it, it is thus possible to create a company faster and less bureaucratic - Company on the hour. The service is also available on the internet, at the Citizen's Portal, through the online company service or at the Entrepreneur's desk.

The tools for evaluating entrepreneurial skills in Portugal are not certified. A project was carried out jointly with some European countries (Assessment Tools and Indicators for Entrepreneurship Education - ASTEE) to evaluate the entrepreneurial skills of 2nd and 3rd cycle students, secondary and higher education, made available by the Ministry of Education. These tools are based on questionnaires that address entrepreneurial skills and expectations regarding school life and encompass the following dimensions: Knowledge about entrepreneurship; Entrepreneurial skills; Entrepreneurial Attitudes; Entrepreneurship and Education; Entrepreneurship and professional future.

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1.3. ITALY: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill

As stated in many documents of the European Commission (Entrepreneurship Unit, 2012) entrepreneurship education should not be trivially confused with economic and business management studies, but rather should cover educational paths of a broader spectrum oriented to develop both general skills (such as self-esteem, adaptability, creativity, ability to relate with other actors in the system, etc.) and specific skills related to the functional and profitable management of enterprises. In this direction, the European Commission, identifying entrepreneurship as one of the eight key competences for lifelong learning, also proposed a European framework for the development of entrepreneurship education, based on a systematic strategy and transversal actions to be implemented at all levels/school sectors.

According to the report "Entrepreneurship Education at School in Europe" in Italy there is a broad understanding of entrepreneurship, similar to that defined in the European key competence, referring to the European Framework of Reference on key competences for lifelong learning; it therefore focuses on learning outcomes related to employability, active citizenship and entrepreneurial skills in life and at work.

However, in Italy there are no relevant specific national strategies on entrepreneurship education. The national definition of entrepreneurship education reflects the same broad vision of entrepreneurship education as the definition of the European key competence. Its role and purpose reflect not only the working and entrepreneurial context, but also the more general context of a person's life.

Entrepreneurship education is therefore not explicitly recognised in the first and second level of the education process (levels 1 and 2, according to the ISCED International Standard Classification of Education). In ISCED 1 and 2, entrepreneurship education, defined as "spirit of initiative and entrepreneurship", is a cross-curricular competence, introduced through the experimental certification of skills, issued at the end of the fifth grade of primary school and the third grade of secondary school.

With regard to upper secondary education (ISCED level 3), Entrepreneurship Education can be considered as a cross-curricular objective as "Entrepreneurship skills" are included among the key competences that all students should have acquired at the end of their studies. In ISCED 3 and IVET, "spirit of initiative and entrepreneurship" are included in the specific contents of a subject called "Law and economics" and within the alternation between school and work (alternation between school and practical experience, through internships or internships or classroom activities carried out with the support of external experts such as Junior Achievement). Even at university level, except for the courses in economics, management, industrial engineering, and the Master in Business and Administration (MBA), there are no specific centralized initiatives/directives in Italy to support entrepreneurship education.

Entrepreneurship education for Italy is therefore still an all-round challenge.

1.4. GREECE: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill

In order to accurately capture the business climate in Greece, according to the findings of a recent survey, entrepreneurs in Greece have a negative attitude towards the domestic business environment, which is considered to be extremely unfavorable to the promotion of entrepreneurship. As a result, the number of small and medium-sized enterprises is constantly decreasing and Greece has the last position in terms of positive views of entrepreneurs among 34 European countries in relation to the implemented respective policies due to the effects of the economic crisis.

In addition, the major causes of this negative attitude are identified in the areas of capital scarcity, income tax levels and the "poor" supportive environment of entrepreneurship. It is worth mentioning that, among 185 countries, Greece is 140th in the ease of setting up a business, reflecting the complex regulatory and tax environment that creates a climate of disincentives for entrepreneurial action.

Among the main characteristics of entrepreneurship in Greece is that most entrepreneurs are urged to set up a business by necessity, 16% of the 18-64 age group have been involved in some kind of entrepreneurial activity in the past (3rd place in Europe), there is a great fear of failure, 72% of entrepreneurs are men, 1 from 3 are aged 25-34 and the most important sectors of entrepreneurship development are tourism, fish farming, processing and packing food, information technology and communications.

Yet, the time has come to rev Greece's startup en-gine. The health and activity of the country's entrepreneurial ecosystem is improving after a decade-old debt crisis. Nearly two-thirds of Greeks believe that entrepreneurship is a smart career choice. And investment initiatives are boosting entre-preneurship and building equity in Greek startups.

Seizing this opportunity requires addressing significant obstacles, such as limited collaboration among the key actors and unfavorable business conditions. Yet with a bold vision for sustainable change, legislative actions, and innovative initiatives, an alliance of government officials, large corporations, and academic institutions have to ensure that Greece's startup ecosystem thrives.

Despite favorable conditions and multi-ple sources of support, including funding, Greece's nascent startup scene faces important challenges. Government agencies, large corporations, and universities must act now to address them in order for Greece to achieve steady, sustainable growth to its start-up ecosystem.

Despite the high number of science, technology, engineering, and math graduates, 59% of Greek employers are unable to find suitable talent. Publicly funded universities aren't providing students with specialized training courses on entrepreneurship—a missed opportunity to teach potential founders how to launch, fund, and operate a successful startup—and large corporations rarely offer internships.

Furthermore in relation to entrepreneurial education in Greece at the level of primary education, entrepreneurship is absent from the national curriculum, although there is a general framework for the use

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of the type of teaching implemented by individual schools and teachers through programs where students from activities learn basic concepts related to the economy and entrepreneurship.

Of course, the implementation of these programs which are not part of the formal curriculum is not feasible without the enthusiasm, active participation and initiative of teachers as these programs usually focus on the use of working methods and attitudes, with greater emphasis on self-study, creativity and collaboration.

The approach of entrepreneurship in the Greek educational system is through the development of students' opportunities through their participation in various activities and is mainly the content of the teaching of economic courses. In elementary schools where relevant lessons are not taught, concepts are included in other subjects such as the "Environmental Study".

There is also no relevant lesson in the High School, and in order to fill the gap, the "Youth Entrepreneurship" program is adapted to the Greek educational reality as an adjustment of the corresponding program of the International Organization "Junior Achievement".

In the Lyceum, besides the possibility to implement the aforementioned program, there are also taught financial courses such as: "Principles of Economy" in 1st grade and "Principles of Economic Theory" and "Principles of Organization and Business Administration" in 3rd grade of General Secondary Education.

Respective courses are also part of the initial vocational training curriculum, namely in the sector of "Economy and Management". A course on entrepreneurship theory is provided only by the corresponding vocational school sector and is the "Entrepreneurship and Development". It is worth noting that the Virtual Enterprises Program enabled secondary vocational education students to learn through practice and directing a virtual enterprise the importance of Economy and Entrepreneurship.In Tertiary Education, the concept of entrepreneurship is met in teaching subjects at both undergraduate and postgraduate levels, especially for students in economic and business disciplines, while the involvement of entrepreneurship is very limited to students in other disciplines such as Physics, Engineering, Arts and Letters.

From the above it is obvious that in the Greek educational system entrepreneurship mainly deals with as an extra-curricular activity or as a subject of a seminar and later as a course of choice and there is no emphasis on the employment and self-employment of students.

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2. Good practice examples of training activities

This chapter 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.

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2.1. Good practice example from Quarter Mediation (NL): EduLARP-Live Action Role Playing

Name of the organization	Quarter Mediation	
Location, country	Assen, the Netherlands	
Main aims of the training activity	To educate entrepreneurial initiative and develop entrepreneurial skills (e.g. taking decisions, taking initiative, open mindedness, thinking out of the box), by using communication technologies; to reinforce entrepreneurship in adults	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	**Ideas and opportunities**	spotting opportunities; creativity; valuing ideas; ethical and sustainable thinking
	Resources	motivation and perseverance; mobilising others
	Into action	taking initiative; cooperation; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	**Information and data literacy**	evaluating data, information and digital content
	Communication and collaboration	sharing through digital technologies
	Digital content creation	integrating and re-elaborating digital content; copyright and licences
	Safety	protecting the environment
	Problem solving	creatively using digital technologies
Target group	Teachers and trainers working with entrepreneurs, would-be entrepreneurs, VET students and university students; representatives of training departments from universities and companies; project coordinators; entrepreneurs	
Activity type	Indoor; non-formal	
Duration of the activity	2 hours	
Training methods used	project method; gamification; team work; role playing; LARP; interdisciplinarity	
Number of participants	14	
Necessary materials/devices	computer, screen, video projector, badges with different job description, museum setting	

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Detailed content of the training activity:	
Step 1: Through the use of ICT and storytelling, the group is introduced in the atmosphere of a certain area of the Netherlands, 2000 years ago. The movie is seconded by the storytelling having as the main characters a group of roman soldiers that were lucky enough to escape a terrible battle won by the Germanic tribes. Running for their lives, the roman soldiers crossed the border and entered the present territory of the Netherlands, in the marshy are of Drenthe, where they saw something very scaring. What the romans saw is the mystery the group of learners have to solve at the end of the workshop. *Step 2:* Each learner receives a badge with a different job description representative 2000 years ago, such as: farmer, gatherer, shepherd, hunter, warrior, pottery maker, lumberjack, smith, healer, veteran, village leader etc. In this way each of the villagers is specialized in a certain job and has certain entrepreneurial skills, knowledge and competence making each of them able to help his fellow villagers in case of need. *Step 3:* The villagers must solve together a problem each season brings, by using their specific skills. Each season is a challenge in that the villagers must use their organizational and communication skills, take risks, take initiative, find original solutions to problems. For example: in the spring they have to get rid of a pack of hungry wolves that attacked the village; in the summer they face an attach of a roman legion demanding their food and fur. *Step 4:* The moment when the trainer reveals the mystery of bog people, human sacrifices, is when the dice decides that the gods are not pleased with the gifts received from villagers. *Step 5:* The group, led by the trainer, drew conclusions on the game, as well as on the importance of the ICT component, storytelling and role playing during the game.	
Outcome/results	Solving the mystery of bog people
Feedback participants	"The main reason that LARP was so great is that the story teller was so incredible."; "EduLARP is a programme that I will try to adapt to my school by teaching which is called "teaching of life, as and it has a lot of areas in that can be applied to, like bulling or relationships with others in society, friendship etc. "; "The programme EduLARP can be adapted to teach one specific moment of the History of Music. For example, the Medieval Times and Gregorian chant. Each student will have a role within that monastery and they will have to make decisions and experience the monastic lifestyle and advance in the story."; "EduLARP can be used for topics connected with the culture and history of the English speaking countries."
Tips	Use story telling for motivating the people to join the workshop and for transporting them 2000 years back in time.
More info at:	https://www.entrelab.eu/

2.2. Good practice example from Quarter Mediation (NL): LEGO listening

Name of the organization	Quarter Mediation	
Location, country	Assen, the Netherlands	
Main aims of the training activity	To learn how to give and follow instructions To be able to use questions in order to take the most appropriate decision while dealing with uncertainty, ambiguity and risk	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	spotting opportunities; creativity; vision; valuing ideas
	Resources	self-awareness and self-efficacy; motivation and perseverance; mobilising resources; mobilising others
	Into action	taking initiative; planning and management; risk taking; cooperation; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	managing data, information and digital content
	Communication and collaboration	sharing through digital technologies
	Digital content creation	integrating digital content
	Safety	protecting personal data and privacy
	Problem solving	creatively using digital technologies
Target group	Teachers and trainers working with entrepreneurs, would-be entrepreneurs, VET students and university students; representatives of training departments from universities and companies; project coordinators; entrepreneurs	
Activity type	Indoor; Non-formal	
Duration of the activity	30 min	
Training methods used	peer learning; hands-on; project method; gamification; team work	
Number of participants	12	
Necessary materials/devices	Computer, screen, video projector, LEGO bricks, presentation of the method in electronic format.	

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Detailed content of the training activity:	
Step 1: Split the group in pairs and sit each pair back to back. *Step 2:* Both participants have an identical number of LEGO bricks: one participant has a shape made out of LEGO bricks (e.g. house, tree, people, car) and the second has the exact number of LEGO bricks used to build the shape, in the same size and colors as the ones used for building the shape. *Step 3:* The participant having shape made out of LEGO bricks, describes the shape to his/her pair, without looking at what his/her partner is doing. *Step 4:* The participant having a bunch of LEGO bricks builds an identical shape as his/her partner, by following the partners' verbal description of steps. He/she must listen, but not look. He/she can use active listening and use the words "OK" (in case the explanation is understood) or "Repeat" (in case the explanation was not understood). *Step 5:* The second team member has to create the exact shape as the first one, without seeing the shape of the first team member and by only following the verbal instruction.	
Outcome/results	Improved entrepreneurial and soft skills such as: team work, communication, cooperation, coping with uncertainty, ambiguity and risk.
Feedback participants	"I enjoyed the activity. It is a very nice and clever way of doing it, as it develops self-confidence and so many others personal and social skills."; "It is a very interesting method. Personally, the participation in the workshop made me realise how different we see things, that we have different perspectives and that you have to train your skills of taking risks, patience, in trying to find new ways for other people to understand what you are saying. Nothing is easy in communication and you can't take for granted that others can understand exactly what you are saying. You have to take risks and try new things in order to succeed."; "I think Lego listening is a very interesting game where you can develop active listening, concentration, and - more important - is a teamwork where one has to trust in the other and make decisions."; "I found the experience amusing, but challenging. This activity was helpful for improving cooperation because you need to be attentive and patient when you try to explain to your partner how to build the blocks and also when you are the one listening and trying to build the blocks. You also need to put your uncertainties aside, take the risk and trust you partner while trying to achieve the goal. So, this activity is a good one for developing both academic and personal skills."
Tips	The partners can change the roles, so the one who was the listener will be giving the explanations and the one who gave the explanations will be the listener. If the roles will change, the shape to be used has to be different. The partner that is listening to the other's explanations, has to be able to create an exact copy of the work of his/her partner by following the rules written above.
More info at:	https://www.entrelab.eu/

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2.3. Good practice example from A Rocha (PT): My beach project-OSPAR method

Name of the organization	A Rocha	
Location, country	Lagos, Portugal	
Main aims of the training activity	To monitor and conserve the marine habitats of the North Atlantic; To collect and identify marine litter according to OSPAR standardized methodology.	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	valuing ideas; ethical and sustainable thinking
	Resources	self-awareness and self-efficacy; motivation and perseverance; mobilizing resources; mobilizing others
	Into action	taking initiative; planning and management; cooperation; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	browsing, searching and filtering data, information and digital content; evaluating data
	Communication and collaboration	interacting through digital technologies; sharing through digital technologies
	Digital content creation	developing digital content
	Safety	protecting health and well-being; protecting the environment
	Problem solving	creatively using digital technologies
Target group	Teachers, students and families	
Activity type	Outdoor & indoor; non-formal	
Duration of the activity	3 hours	
Training methods used	Peer learning, hands-on, team work; ICT based methods	
Number of participants	16	
Necessary materials/devices	Pen, gloves, rubbish bags, paper sheets, 100 meters measure tape, computer, weighting machine	

Detailed content of the training activity:	
Part 1. Beach: Divide people in groups of 2 or 3 elements. Every group should have a paper sheet for one type of rubbish (plastic, paper, wood, metal) gloves and a rubbish bag to collect the rubbish. Short explanation about the sheets with examples of the different categories: Plastic (shopping bags, food containers, plastic caps, fishing line, fishing ropes, wax); Paper (bags, cartons, cigarette packs, cigarette buds); Wood (cork, ice cream sticks, pieces of wood >50 mm, pieces of wood <50 mm); Glass/clay/ceramic (bottles, construction material); Sanitary/medical/feces (condoms, cotton buds, cleaning wipes, syringes, human or animal feces); Textile/Metal (clothes, bags, shoes, drink and food cans, spray can. On the top of the beach measure a 100 meters distance (rubbish will just be collected inside the given area). Every group should do transects parallel or perpendicular to the measured line and collect the type of rubbish on their sheet. All the width of the beach should be covered (from the top of dunes to the sea line). All the rubbish collected should be registered in the sheet. Register all the big items (>50 cm), if not possible to remove them; describe all the items as much as possible. *Part 2. Office/ classroom:* Choose 4 types of rubbish (the more common, or the ones collected in bigger amounts and weight them). All the groups will introduce their results into a excel file. Notes: all the rubbish items need to be codified (each items correspond to a code).	
Outcome/results	The material collected in bigger amount was the plastic: 589 pieces of party items, 264 polystyrene pieces < 50 cm, followed by the paper: bags and cigarette buds (408). The total plastic weight was: 1352 gr and the total paper weight was: 481gr. This beach is usually cleaned by a cleaning car, there is a café, on the top of the beach and some of the rubbish found was coming from there. This beach is a very windy place close to a urban area. All most part of the rubbish found was on top of the beach, places were the cleaning car don't get. All the rubbish collected is recycled and the plastic is given to Life Science Center of Lagos to be recycled and used for making other products.
Feedback participants	"I learn that when we do these kind of activities together they are more fun and also for a good cause." (Helena); "After this activity I felt I was informed sufficiently to be able to be more responsible in the future not only about the plastic I use but also where I put it when I don't use it any more. Plus I know I can do it alone but I can also bring people together because it's a very good cause that affects us all." (Esmee); "I felt that after this activity I feel more aware for the need we all have to change our day-to-day behaviour. Together we can turn the beaches cleaner and more beautiful." (Marisa)
Tips	The activity could be done in a shorter period of time for example 1 hour (if the activity is done with children). The groups could collect all kinds of rubbish and in the end could compare the different materials collected, who collected more material and where these material came from and give suggestions for how to avoid the presence of these materials on the beach. The activity could be repeated for a period of 4 weeks (once per week) and compare the results (the amount of rubbish is decreasing or not)
More info at:	https://educacaoambientalnarocha.blogspot.com/2019/03/projeto-minha-praia-em-porto-de-mos.html

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2.4. Good practice example from A Rocha (PT): Walk of Orchids observation

Name of the organization	A Rocha	
Location, country	Lagos, Portugal	
Main aims of the training activity	To encourage the nature tourism; To learn and identify wild Portuguese orchids; To use ICT for identification and sharing data/data registering.	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking
	Resources	self-awareness and self-efficacy; motivation and perseverance; mobilizing resources
	Into action	taking initiative; planning and management; cooperation; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	managing data, information and digital content
	Communication and collaboration	sharing through digital technologies; collaborating through digital technologies; awareness of the behavioral norms
	Digital content creation	developing digital content
	Safety	protecting health and well-being; protecting the environment
	Problem solving	creatively using digital technologies
Target group	Teachers, students and unemployed people	
Activity type	Outdoor; Informal	
Duration of the activity	3 hours	
Training methods used	Hands-on; project method	
Number of participants	8	
Necessary materials/devices	Photographic camera, smartphone, orchid identification guide, notebook and pencil	

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Detailed content of the training activity:	
Step 1: Briefly explanation about orchid's ecology, characteristic and diversity, habitat preferences and flowering periods, its importance for the ecosystem. *Step 2:* Divide people into groups of 2 or 3 elements. *Step 3:* Choose 2 or 3 transects (small path for walking, about 500 meters) *Step 4:* Each group should follow its one transect. Each group should try to find orchids and try to identify it using the orchid guide- book or website (take photographs and notes to be able to identify it afterwards) *Step 5:* In the end compare results and confirm the identification of species. Do the different transects again with all the groups for confirmation of the results. *Step 6:* Repeat the steps 3 to 5 with different transects if possible in a different area. *Step 7:* Insert all the results on an on line platform	
Outcome/results	There were found and identified 7 different species of orchids. The participants gain knowledge and experience to undertake guide visits and create their own "business" in environmental tourism.
Feedback participants	"I feel empowered to start this project on another beach and with this helping to cover a bigger area in the Algarve for the data collection which is so important." Maria
Tips	This activity can just be organized, in the south of Portugal, during the months of March and April and according to the weather conditions (according to the area the best period could be different). It works better with a limited number of people (around 10 or 12). Should be made a previous visit to the area to check for the presence or not of orchids. The area chosen should have already some walking paths, so the participants don't step on the natural vegetation.
More info at:	https://www.biodiversity4all.org/observations/ornithoboy https://educacaoambientalnarocha.blogspot.com/2019/05/ecoscience.html

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2.5. Good practice example from Universita delle LiberEta (IT): Web marketing-promote your business

Name of the organization	Università delle LiberEtà del FVG	
Location, country	Udine, Italy	
Main aims of the training activity	To get to know web opportunities to promote a business; To overview the main tools for web promotion; To share examples of good practices of online business promotion.	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	**Ideas and opportunities**	spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking
	Resources	self-awareness and self-efficacy; motivation and perseverance; mobilising resources; financial and economic literacy; mobilising others
Digital skills and competencies to be developed from the DigiComp Framework	**Information and data literacy**	browsing, searching and filtering data, information and digital content; evaluating data, information and digital content; managing data, information and digital content
	Communication and collaboration	interacting through digital technologies; sharing through digital technologies; engaging in citizenship through digital technologies; collaborating through digital technologies; awareness of the behavioural norms; managing digital identity
Target group	Adult learners	
Activity type	Indoor non-formal workshop	
Duration of the activity	2 hours	
Training methods used	ICT based methods and hands on training activity	
Number of participants	5	
Necessary materials/devices	Personal computer; Internet connection	

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Detailed content of the training activity:	
The training activity was held in a computer room with a beamer connected to a computer with internet access, in order to help the teacher to show online content. *Step 1:* The teacher briefly introduced himself and then the ENTRELAB project and the content of the training activity. *Step 2:* The teacher gave a brief introduction to marketing evolution until the Internet era, underlining differences between Online vs offline marketing. *Step 3:* The teacher showed the evolution of the buyer figure, from image to awareness, and gave some advices on how to choose professional services. *Step 4:* Tools (e.g. website, social media, SEO, newsletters) were presented and discussed and a few examples were shown on screen. *Step 5:* A very short PPT presentation helped the teacher to make clear the four steps of web marketing: visibility, reputation, promotion and loyalty. *Step 6:* At the end of the activity, a few questions were asked and answered.	
Outcome/results	Awareness about the marketing possibilities offered by web; Using some tools for online promotion
Feedback participants	Participants were very interested in the workshop topic. Some of them asked to add a structured course in the program of ICT course held at Università delle LiberEtà. A participant said it is very difficult to find courses for adults about this topic in Udine.
Tips	It is very useful to prepare a browser page with some tabs that link to webpages you want to show and a newsletter you want to show as an example. Be careful, if asked to, when you enter your Facebook (or any other social media) page: content might be inappropriate.
More info at:	https://www.entrelab.eu/

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2.6. Good practice example from Universita delle LiberEta (IT): Selling and buying on the Internet-Business models

Name of the organization	Università delle LiberEtà del FVG	
Location, country	Udine, Italy	
Main aims of the training activity	To get to know how online commerce can change one's life; To overview of web opportunities for e-commerce.	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	**Ideas and opportunities**	spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking
	Into action	taking initiative; planning and management; risk taking; cooperation; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	**Information and data literacy**	browsing, searching and filtering data, information and digital content; evaluating data, information and digital content; managing data, information and digital content
	Communication and collaboration	interacting through digital technologies; sharing through digital technologies; engaging in citizenship through digital technologies; collaborating through digital technologies; awareness of the behavioural norms; managing digital identity
	Safety	protecting devices; protecting personal data and privacy; protecting health and well-being; protecting the environment
Target group	Adult learners, entrepreneurs	
Activity type	Indoor, non-formal workshop	
Duration of the activity	2 hours	
Training methods used	ICT based methods and hands on training activity	
Number of participants	7	
Necessary materials/devices	Personal computers, Internet connection	

Detailed content of the training activity:	
The training activity was held in a computer room with a beamer connected to a computer with internet access, in order to help the teacher to show online content. *Step 1:* The teacher briefly introduced himself and then the ENTRELAB project and the content of the training activity. *Step 2:* The teacher presented the Pros and Cons of buying and selling online, making clear how to safely online sell and buy and make safe transaction. *Step 3:* The PayPal model was presented. *Step 4:* A few privacy settings were discussed because participants asked about that important aspect. *Step 5:* A general overview of some of the most common e-commerce websites was made (eBay, Amazon, Groupon, etc.), some more details were given to the Pros and Cons of Online auctions.	
Outcome/results	Participants got to know why e-commerce is so popular and growing, and had an overview of some of the most popular platforms for e-commerce.
Feedback participants	Participants were very interested in getting to know better how to buy and sell safely online. They were also particularly focused on the privacy aspects.
Tips	Prepare a browser page with tabs for every webpage you want to show. If you want to show a PayPal transaction method, make user not use your own account (create a new account with for showing purposes).
More info at:	https://www.entrelab.eu/

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2.7. Good practice example from EK Kavalas (GR): Biodiversity

Name of the organization	The Public Institute for vocational Training	
Location, country	Kavala, Greece	
Main aims of the training activity	To describe some basic species from the flora and fauna of the neighboring forest, distinguishing the main endemics; 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.	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	spotting opportunities; ethical and sustainable thinking
	Resources	self-awareness and self-efficacy; motivation and perseverance; mobilizing others
	Into action	taking initiative; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	browsing, searching and filtering data, information and digital content; managing data, information and digital content
	Communication and collaboration	sharing through digital technologies
	Digital content creation	developing digital content
	Safety	protecting health and well-being; protecting the environment
	Problem solving	creatively using digital technologies
Target group	Technicians of Viticulture and Oenology (adult learners)	
Activity type	Indoor-Outdoor, non-formal	
Duration of the activity	5 hours	
Training methods used	hands-on; project method; team work	
Number of participants	18	
Necessary materials/devices	Computer with projector, digital camera, presentation software, image-editing software.	

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Detailed content of the training activity:	
*Step1:*With the use of ICT, the learners understand what is biodiversity and why is so vital to us, as well as what is destroying biodiversity *Step2:* The learners were shown different examples of subspecies and recognize their differences. *Step3:* Groups were created, every group took over a flowerbed from the school garden and recognised the species and subspecies that found in the flowerbed. *Step4:* The learners took pictures of every plant and identified the characteristic that put the plant to specific sub specie. *Step5:* The learners created an album with the pictures and information about the plants found on the internet (e.g. where it grows, what is it used for, needs etc.) *Step6:* The learners present their albums to the rest of the class.	
Outcome/results	Learners motivation to not only to protect the environment, but to also try to motivate others
Feedback participants	"It is awesome to work in the nature with plants"; "Couldn't believe that some of our habits cause so much problem to biodiversity"; "Creating a digital album made me believe in myself".
Tips	Working with real life activates learners
More info at:	https://www.entrelab.eu/

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2.8. Good practice example from EK Kavalas (GR): ABS (Anti-lock Braking System). Diagnosis and repair

Name of the organization	1st Workshop Center of Kavala	
Location, country	Kavala, Greece	
Main aims of the training activity	To discover the need of use diagnostic devices; To apply the appropriate diagnostic methodology by combining the use of the necessary devices with the manufacturer's technical manuals; To analyse and associate the symptom with the system-mechanism-part of the vehicle causing it and accurately detect the fault.	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	spotting opportunities; creativity; vision; valuing ideas;
	Resources	self-awareness and self-efficacy; motivation and perseverance;
	Into action	taking initiative; planning and management; risk taking; cooperation; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	browsing, searching and filtering data, information and digital content; managing data, information and digital content
	Communication and collaboration	interacting through digital technologies; sharing through digital technologies
	Safety	protecting devices; protecting health and well-being; protecting the environment
	Problem solving	solving technical problems; identifying needs and technological responses; creatively using digital technologies
Target group	Students of apprenticeship year	
Activity type	Indoor non-formal activity	
Duration of the activity	4 hours	
Training methods used	hands-on; project method; team work	
Number of participants	15	
Necessary materials/devices	Diagnostic device (e.g. TEXXA AXONE 2000), a test vehicle, a computer with projector, Internet, the service manual, the part list software of the test vehicle and a toolset.	

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Detailed content of the training activity:	
Step1: With the use of ICT, the teacher made a small intro-reminder on how an ABS works and the parts that is composed of. The parts were also shown on the test vehicle.	

Step1: With the use of ICT, the teacher made a small intro-reminder on how an ABS works and the parts that is composed of. The parts were also shown on the test vehicle.
Step2: The teacher made a demonstration of the use and the menus of the diagnostic device. Learners were given the opportunity to navigate through the menus.
Step3: The device was connected to the test vehicle and the information that can derive from its menu were seen. The possible faults that an ABS could have were discussed.
Step4: The learners looked into the service manual of the test vehicle about the procedure of the repairing-replacing of the faulty part. In addition, they looked for the specific item on the part list inventory.
Step5: Groups of learners were created and they were required to create a questionnaire for the supposed customer and to describe the problem.
Step6: The teacher creates/simulates some errors on the test vehicle. Each group had to simulate the work in a workshop and tried to find and repair/solve the problems.
The group that repaired the problem in less time was the winner.

Outcome/results	Find the fault that caused the ABS failure.
Feedback participants	"So without a diagnostic device we can't do anything"; "Very good to work on a real vehicle"; "It adds an extra economic risk the purchase of such devices".
Tips	It is better to use real to work on real vehicles and parts when teaching a technician
More info at:	https://www.entrelab.eu/

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3. Conclusion

As entrepreneurial empowerment cannot be taught by traditional means of communicating knowledge or through conventional instruction, the end mission of the project being 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 particular, in Italy is a need for measures to be taken at a strategic level, to introduce into the school targeted teachings to provide students with information, knowledge and stimuli to develop their entrepreneurial mentality, thus adapting to what is done in most other European countries. In this respect, the full integration of entrepreneurship education implies the implementation over time of a strategy and its systematic monitoring, the existence of strong funding mechanisms and the evaluation of learning outcomes, as well as the full integration into initial and in-service training for all teachers. The two areas that most need to be developed are learning outcomes and teacher training.

Referring to very precise European recommendations, the specific objectives and content of educational activities aimed at entrepreneurship education require interventions that go well beyond training to manage purely economic and managerial aspects, but it is also important to consider more personal aspects related to motivation, skills and attitudes. In fact, it is important to create the conditions for a student to have all the tools to be able to deal independently in the future with all the steps of the process that may lead him to become an entrepreneur and that can be summarized in four key moments ranging from the emergence of an intention (intention) to the implementation of a business on his own (exploitation of opportunity), through a phase of analysis and search of opportunities (opportunity search and discovery) and the decision to take

concrete action and exploit the opportunities identified (decision to exploit opportunity). Certainly, at the bottom of these considerations, there are many points that remain open and need further investigation: to this respect, technological tools can have a very concrete functional value but must be reflected in targeted and adaptive educational strategies.

The trainers are challenged to include entrepreneurial learning across all forms of adult education by including a strong entrepreneurial dimension across adult education provisions, through the support systems that must be available and accessible; developing the entrepreneurial mind-set through entrepreneurial practice, as it cannot be brought through traditional training courses (trainers will develop entrepreneurial mind-sets by creating support systems for entrepreneurship in education); creating entrepreneurial resources by themselves, as part of the trainers' entrepreneurial empowerment.

Entrepreneurship is associated with an attitude of change and growth in a market economy, the creation and implementation of innovative ideas, the identification of profitable economic opportunities but also the possibility of taking risks in the face of these opportunities. Entrepreneurship is not only strongly related to the use of technologies and innovations. In a world that is constantly changing and in the face of climate change, concepts such as sustainability and a green or circular economy are increasingly present in our day-to-day life. In this way it is necessary to speak of a sustainable entrepreneurship, in the creation of business opportunities associated to the environmental area, in the reuse of new materials, in the change of society's habits, in the reduction of waste and residues resulting from these activities and, finally, in reducing the environmental footprint. We also talk about social sustainability, reducing inequalities and social inclusion. A happy society is also a more productive and more entrepreneurial society.

Countries as Portugal, Italy, Greece and the Netherlands are dependent on tourism, some of them (e.g. Portugal) being also dependent on fossil fuels. However, the countries mentioned above are rich in biodiversity with natural conditions and climate that allows development in areas such as organic farming and renewable energy. If an environmentally friendly entrepreneurial attitude will be not adopted, the main sourse of income can be compromised, therefore it is becoming increasingly necessary, to value and support this type of entrepreneurial attitude, through concrete measures and innovative ideas thereby discovering and developing areas that until now have been least explored: sustainable entrepreneurial projects that use renewable energy (a 'clean energy' or low carbon project is more appealing, probably more economical as well); projects in the field of renewable energies (discover new ways of creating energy using our natural resources: wind, sun, tidal, etc.); organic farming: reducing the use of pesticides, focusing on higher quality and healthier foods at the same time valuing biodiversity; valuing biodiversity and nature: taking advantage of natural heritage, promoting environmental tourism (nature guides, bird watching, observation of plants and other living things); environmental sustainability (entrepreneurship in the area of education and training of professionals); sustainable tourism, rural tourism (greater use of the territory, attracting tourists to the interior areas of the country); projects based on the use of alternative raw materials (reduction of costs associated with the activity) and reduction of waste of activities; projects that are based on the use of ICT and that promote the reduction of raw materials such as paper, as a consequence the costs associated with the activity are reduced.

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It is also necessary to adopt innovative strategies in the area of adult education and training such as: promote environmental education as an integral part of youth and adult education: sustainability, energy efficiency and waste reduction, so that future generations can develop sustainable entrepreneurship; educate and train adults in areas where the promotion of biodiversity is promoted in order to enable entrepreneurial and innovative actions.

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 if ICT, gamification, story telling, entreprenurship, 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 available learning opportunities.

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