

TRANSFERABILITY STRATEGY

FOR ADOPTING START-UP ACADEMY TRAININGS

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1. Overview of entrepreneurship education in partners countries

1.1 Policy trends and strategies on entrepreneurship education

Entrepreneurship education in all five partners states which are covered with this document are very similar and in this first part we will explain shortly the situation in partners states.

Currently Hungary does not have a national strategy on entrepreneurship education. The National Core Curriculum (Act CXC of 2011), which entered into force in 2013, chose economic and financial education as key competences to be developed by schools and to be included in development areas and educational objectives: "The upcoming generation must have usable knowledge of the economic-financial institutions and processes that determine the world and national economy, the businesses and households.[...] Pupils have to recognize their own responsibility in value creating work, in rational asset management and regarding money and consumption."

In Greece, entrepreneurship education is at an initial stage as its not totally included in all the levels of education. In Greece, entrepreneurship education is included as part of the strategy for the New School (2010). This strategy links entrepreneurship to the learning objectives connected to the enhancement of innovation, creativity and the entrepreneurial spirit. Since 2002, the Junior Achievement entrepreneurship programs have been implemented in Greek schools. Until now, in Greece entrepreneurship is not taught in primary schools through a certain lesson. Since 2001 the entrepreneurship in secondary schools is taught through different programmes such as: Junior Achievement Ministry with the piloting program "Entrepreneurship in Education", activities of creating a visual enterprise, summer campus etc.

At the present time, the Spanish educational system is in a process of educational reform by which the Organic Law 8/2013, of December 9, for the Improvement of the Educational Quality (LOMCE), modifies the previous Law 2/2006, of May 3, Organic Education (LOE). Both in one and in another educational framework, the objective is to stimulate and develop the entrepreneurial spirit among the students, encouraging entrepreneurship and improving - as indicated in one of the main objectives of LOMCE - the employability of young people. The LOMCE proposes as a novelty that entrepreneurship becomes part of the general objectives of primary education, while reinforcing its transversal nature throughout all educational stages, with subjects such as Enterprise and Entrepreneurship or Enterprise in the Classroom. In the

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stages of baccalaureate and vocational training the promotion of entrepreneurship is mainly based on the development of business projects that students perform throughout the course.

In the year 2010., the Government of the Republic of Croatia adopted the document "Entrepreneurial Croatia - The Learning Strategy for Entrepreneurship 2010-2014", which provides a framework for a systematic comprehensive creation of educational and incentive, an entrepreneurial oriented social environment.

The Strategy says that the objectives of the education strategy for entrepreneurship are:

1. Sensitize the public about entrepreneurship and develop a positive attitude towards lifelong learning for entrepreneurship.
2. Introduce learning and training for entrepreneurship as key competences in all forms, types and levels of formal, informal and informal education and learning.

According to the new educational reform, and in the part of elementary education, the National Curriculum for Primary Education is the starting document for compulsory education in the Republic of Croatia. The goals of the National Curriculum for Primary Education are:

- A comprehensive and balanced development of all students' potential
- Training of students for continuing education and lifelong learning
- Relationship between students and others based on co-operation and mutual respect
- Active and responsible participation of students in community life.

At primary and secondary levels there is no specific course on entrepreneurship but some of the topics are covered by interpersonal theme and student`s cooperative.

Some faculties in Croatia (Faculty of Economics, Faculty of tourism and hospitality management) have specific course on entrepreneurship. Non-formal educations are more widespread. Lots of NGO's have different non-formal educations, but also non-formal education is organised by some private companies, chamber of commerce, etc.

In Romania the government tries to stimulate youngsters to enrol in entrepreneurship through project calls for the establishment of different Start-ups. Entrepreneurship is not thought in primary or secondary schools. High-school teach entrepreneurship classes since around 2015, in the last year of high-school once a week. Economy, marketing, tourism vocational schools and universities teach entrepreneurship full time.

2. Available formal and non-formal education

2.1 Formal education

Educational systems in all countries promote formal learning, which follows a curriculum. Learning outcomes are measured by tests and other forms of assessment. In this chapter we will present formal education in partners countries.

Having a career orientation day is required by law every year in **Hungary**. Primary schools are in charge to fill it with content. Within the framework of this day, lectures are given by entrepreneurs or the staff of the Chamber for the pupils of 6th and 7th grade. Plant visits and workshops are designed to give students in 7th and 8th grades an insight into the world of professions, and to get them to know the chosen professions in practice. The curriculum framework for the 9th-12th grades of vocational secondary schools includes the tools of economic and financial education, as well as the financial knowledge to be taught. In secondary schools, in the 10th grade, the Finance and Entrepreneurship lessons teach the students entrepreneurship for half a year and financial knowledge for half a year.

Schools tend to focus on the 12th (graduate) year in connection with further education, although some schools have already recognized that this should be dealt with earlier and systematically.

Business Economics is a compulsory subject in economic studies, but it is also included in the curricula of other faculties (e.g. Faculty of Informatics).

Business development is offered in Master degree courses, and MA courses will be launched in September 2019 by twelve Hungarian higher education institutions.

Thanks to Organic Law of Improvement of the Quality of Teaching (LOMCE) students in **Spain** are introduced with a new subject called "Initiation to the Entrepreneurial and Entrepreneurial Activity". What does this subject offer to Secondary Education students? "Initiation to the Entrepreneurial and Entrepreneurial Activity" tries to awaken concerns among the youngest ones, encouraging them to be masters of their own destiny through the creation of their own company. Motivation is a key aspect to work on this subject, since students will learn how to pursue their own goals, to work as a team, to plan, to communicate in the company and to maintain the enthusiasm in the day to day of your company.

Higher education in Spain continues to generate graduates whose aspiration is the search for work as employees, but not with an entrepreneurial vocation.

In **Compulsory Secondary Education (ESO)**: education for entrepreneurship is generally treated as an intercurricular approach, that is, linked to all the subjects of the educational system, on the other hand there is also an optional discretionary asignatura that is given in the fourth year "Professional Guidance and Entrepreneurship". **The Bachillerato (High School degree)** is organized in three modalities. Within each modality there are just three subject of economics during second year of studding. In general at **University level**, at the

Bachelor Degrees entrepreneurial studies are most widespread. The greatest implantation is in "Economic and Business Sciences, and in the last years of the degree. These are usually elective subjects that are based on theoretical classes and the preparation of a business plan. However, in recent years the number of programs of this type has grown, and in new fields such as technology, health sciences or social sciences

Since 2002, the Junior Achievement entrepreneurship programs have been implemented in **Greek** schools. The aim of the programmes is by means of competitions, projects, business visits, contact with executives and so on, students "to acquire job skills", to learn "the traits of a free economy and the Evaluating e-content: Questionnaire for developers and project management role of enterprises in it" etc. The themes that are included in the programs of the Youth Entrepreneurship Association / JA Greece for now are the following: Economy and me (Secondary schools), enterprise in Action (High School), My Business! (secondary schools), More than money - Intelligent Spending - (Secondary schools), In the shadow of a staff (tertiary level), Virtual Enterprise (tertiary level), Banks in Action, Social Innovation (tertiary level), Innovation Competition (tertiary level).

In the elementary and secondary schools in **Croatia** there is no special teaching subject within which the education concerning entrepreneurship. There is national curriculum of **interpersonal theme** of entrepreneurship which means that all educational staff in all teaching areas and at all levels are obliged to implement, then the very interesting influence of entrepreneurial education on activating high levels of motivation for students. So, entrepreneurship doesn't exist as a school subject but is within different subjects and in the complete activities of the school, mostly through workshops. However, in elementary and secondary school exists a model of teaching children about entrepreneurship in form of **student's cooperative**. The student's cooperative model of entrepreneurship is intended for learning. It allows imitating all the activities of a real enterprise. The purpose of the student cooperative activity is to transfer practical and commercial knowledge of the difficulties students can have in doing business in the real company. At **University level** in Croatia at all Faculties of economics there is there is an **undergraduate and graduate study of Entrepreneurship**. These studies of entrepreneurship focus on entrepreneurial, proactive and innovative thinking and behaviour based on recognizing opportunities and taking responsibility in the environment in which an individual's live and works. By completing the study Entrepreneurship students acquire competences for problem solving, acceptance of change and proactive action in all situations and contexts.

In recent years in Croatia there is also bigger numbers of private schools and faculties which also have lecturers in entrepreneurship and management.

Entrepreneurship is not thought in primary or secondary schools (classes 1 to 4 is primary school and classes 5 to 8 or 9 are secondary school) in **Romania** at all, some aspects of it, like sense of initiative or creativity are touched upon, but not with the specific purpose of this leading to entrepreneurial skills. High-school only teach entrepreneurship classes since around 2015, in the last year of high-school once a week. These classes are taught only in some high-

schools, not in all of them as an optional possibility and are focusing on a bit of economy, creativity, marketing and management and so on, but it is a class that only skims the surface. In vocational schools, - mainly in the ones that focus on practical jobs (electrician, plumber, builder, carpenter, etc), economy, marketing, tourism and similar fields - the need for a more practical education was already recognized since decades, therefore many institutes had introduced the dual system which enable pupils to learn a profession concomitantly in theory and practice and to offer them the self-confidence to become their own bosses after the program ends by establishing a firm in the field they have finished their studies. In this sense considering that vocational schools have 3 year programs in Romania, pupils roughly spend 6 months on learning different topics related to entrepreneurship. This includes a lot of theory, around 70%, 20% simulation and practical exercises done in class and the rest of 10% visiting or consulting with entrepreneurs in the field.

As regarding **universities**, entrepreneurship it is not a very common subject to learn. Unfortunately, the Romanian curricula does not contain very much practical subjects. For example a Management specialization contains a wide variety of Management subjects, but most of them are theoretical: General Management, Operational Management, Production-, Human Resources and Project Management. Also, this profile includes other subjects in connection with economics and entrepreneurship like Finances, Micro- and Macroeconomics, Prognosis and Accountancy. The only subject which includes practice is the accounting faculty. But the practice it is not very useful, because on one hand the hosting companies does not really offer the chance to learn step by step the procedures for students.

Since 2007 University students may now have the possibility to go studying abroad with the help of the Erasmus and may experience in foreign universities the more practical side of the entrepreneurship related subjects which is a definite plus of opportunities, but it reaches a very small number of students.

2.2 Non-formal education

Non-formal learning usually takes place outside formal learning environments but within some kind of organisational framework. It arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is thus the result of intentional effort. But it need not follow a formal curriculum or be governed by external accreditation and assessment. Some non-formal learning arrangements become increasingly formal as learners become more proficient. All countries which are included in this project and analysis have lot of similar non-formal educations for entrepreneurship available. For example, in Spain there are: **Young Entrepreneurs Program** is an educational program that aims to awaken the attitude and entrepreneurial skills of students, promoting their personal growth and enhancing their capacity for initiative, and

The **YouthStart program** is another example of programs that seek to train the youngest. Promoted from the European Union, wants to "form responsible citizens able to see the needs of society and put a solution."

In Greece one of the non-formal programmes is **Virtual Business which** educates students in innovation and entrepreneurship, makes them think creatively, test their strengths and understand their talents. This program is used from teachers for the students that are in the age between 15 – 18 years old. The duration of this programme is estimated at 1 hour/week and for 12-26 weeks. Some other examples of non-formal educations are: The Business Skills Certificate, Job Shadow programme, Banks in action etc.

A lot of education institutions, business support institutions and even NGO's from **Croatia** provides numerous non-formal educations about entrepreneurship like: business education - managerial education and soft skills development, manage complaints, analytical thinking, active listening, excellence in communicating with customers. Some programmes like **Lean Start-up Drill, Start-up nation** and other different events are combining education and/or possibility to fund some of the entrepreneurial projects.

Also, since the beginning of 2017, the **Romanian** Government launched Start-Up programs project calls for establishing businesses in communities, regions. These are either funded from the Romanian or the European Commission's budget schemes and can be accessed by adults aged 18+, some targeted towards rural or urban activities, others towards age groups, like young adults or adults and others being active in smaller or larger regions of the country. Many programs exist, Start-Up Nation or Start-Up Plus being some which cover most of the country. They mainly consist of 1 or 2 weeks of intensive entrepreneurship training. Many NGOs from Romania organizes youth exchanges and trainings with entrepreneurial thematic on the framework of the Erasmus+ Programme.

In **Hungary** for example the **Spin Off Club** is organized in Budapest where students from various universities in Budapest meet regularly.

Monday is usually a meeting point for renowned and successful entrepreneurs, who can count on ideas and courage for young people to do their own business. On Thursdays, the participants learn how to prepare a business plan and make a presentation. At the end of the semester investors help the students to realize their plans. All club events are public and free.

3. Main challenges and educational needs

Entrepreneurial education plays a significant role in creating the capacity of organizations and individuals to deal with the complexity and uncertainty of the environment in which they operate. It develops proactivity, innovation and individual responsibility, and readiness to take risks in decision making and problem solving. The underlying problem in the development and implementation of some pedagogical approaches is that they are not academically recognized and it is very important to develop a detailed conceptual curriculum for pedagogy of entrepreneurship education to assert how the programs develop certain behaviors and characteristics can adequately defend and measure. The main problem in teaching entrepreneurship is many teachers **without experience** in this area. The problem in elementary and secondary schools is that there is no proper subject of entrepreneurship, and therefore no suitable teacher in this area. **Teaching professors** is a critical element in developing successful entrepreneurial programs; professors need continuous education in their careers to be able to track and apply new teaching methods. Lack of time and resources, teachers' fear of commercialism, impeding educational structures, assessment difficulties and lack of definitional clarity are some of the challenge's practitioners have encountered when trying to infuse entrepreneurship into education. Good cooperation or **synergy** between the education sector and businesses is missing, where students can learn and practice in the real environment of their future business.

The **key agents** to involve for a more appropriate entrepreneurial **education** considering previously explained educational needs are:

Involvement and support of public administrations

Involvement of researchers from Universities

Involvement of other experts (e.g. from European Entrepreneurship Education NETWORK ee-hub.eu)

Participation and involvement of parents in the education of children

Involvement and collaboration of teachers-parents-students-companies

Entrepreneurs and NGO's (by going into schools or to be visited by students, to offer alternative teaching methods and to inspire, mentor students).

According to feedback from StartUp academy participants the main challenge is to shorten all modules and make them more attractive to students. Some of the challenges has also been how to make this education more practical. Hackaton participants also stated their satisfaction as they were mostly beginners and they need longer and wider presentations and modules. Taking these into account it's really challenging to create on-line training module which can satisfy all targeted groups.

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4. Transfer of Startup academy content – scenarios

After feedback on training courses and their evaluation and improvement of all modules we propose some **possible scenarios** for **transferring** of this tool to formal education in different countries. As there are many on-line training courses like this one. For this reason, special attention needs to be on rural areas. This on-line training course is adopted for people living in rural areas with poor or slow internet connectivity which give him certain advantage like easier internet access to this course from these areas.

Scenario 1: Use of social media

A possible way for introducing StartUp Academy online modules are through the promotion of them through partners social networks. For example, IED has a collaboration with the Regional Directorate of Primary and Secondary Education, where they can inform them about the project and its outputs. In the local events that all partners organize, many relevant teachers/trainers are following them, where they can inform them about its content and the benefits that their students will gain through this platform. The online modules of StartUp Academy offer the chance to the students to be educated in entrepreneurial aspects through an interactive way, as it offers both learning material but also test assignments.

Scenario 2: Involving individual teachers/schools

Either primary or secondary schools can't change their curriculum according to their needs. But as was shown in previous chapters during regularly school year it is possible to incorporate some of the topics from StartUp Academy online modules in curriculum of some subjects. Partners can try to convince local vocational school to add it un-officially to extra-curricular possibilities. On that way this course could help teachers in primary and in secondary schools to overcome lack of training materials, lack of attractiveness of content, lack practical teaching. For this reason, partners should promote StartUp academy training course locally and especially during joint events with schools if those exist. For example, Open days is a great opportunity to attract some individuals/teachers and to promote this on-line course and explain benefits to them and students.

Scenario 3: Involving entrepreneurs

There is variety of EU funding programmes which include education for entrepreneurship. To make it easier for entrepreneurs who want to be involved in these kinds of educations as mentors, StartUp academy online training course can be starting point. Promoting this online training course in regularly work with entrepreneurs and other business support institutions in all partners countries can results as wider use of this course. One possible way is to use this course in co-working spaces for those who entered in and want to learn more about starting business. Connection with co-working spaces can be very good step in using our tool.

Scenario 4: Extra-curricular at faculties

One possible scenario would be to make it an, or extra credit earning possibility, both for students already learning this and those who are not. Like this the students who already learn this can get a different perspective of other ways of learning about the topic and the ones who do not can have new and useful information that could direct them towards entrepreneurship in the future. Both categories could also connect to other students from the other countries and this would help them in all the other ways the project was planned to help students, including cross pollination of ideas, networking, intercultural development, language acquisition, etc. For realisation of these scenario cooperation with Universities are needed and future use of Erasmus+ programme can be added value.

Scenario 5: Dissemination of on-line training at start-up events

Dissemination of StartUp academy on-line course also include all other activities done by partners in their local communities. This course should be promoted on all partners web pages, during partners presentations on different events (where appropriate) and in work with individuals in our rural areas. A more realistic way of having this course used is to advertise it as a free course where young adults can practice and get new information about entrepreneurship so that they can later on move on to participate in granting programs for Start-Ups which are available in all countries where they use the knowledge passed on by the course of that program to write a better business plan and have more chances for getting the seed funds.

5. Conclusion

Involvement and support of public administrations is prerequisite for adopting StartUp Academy on-line training course in formal education. In this case new curricula have to go through the centralized ministry process and partners have no capacity to achieve this. For this reason, we suggest five scenarios which could in long term period lead to the idea that entrepreneurial education in formal education is needed and that some preconditions like this training course have been already developed. These five scenarios are: use of social media, involving individual teachers/schools, involving entrepreneurs, extra-curricular at faculties and dissemination of on-line training at start-up events.

It's also very important to further develop this kind of entrepreneurship education in line with new technology so e.g. development of games and application which could be more interesting for teaching entrepreneurship especially in primary and secondary schools around Europe.