



DESK RESEARCH & NEEDS ANALYSIS REPORT

Grow Entrepreneurship Potential in VET Institutions

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1. Introduction

This section of the report represents the findings made during the WP2 Desk Research & Primary Research with the target groups, which aims to deliver an in-depth analysis of the PECAE project, both at the theoretical background as well as further research into the existing related initiatives in each of the countries of the project partnership. In order to achieve these goals, the Desk Research report will focus on best practice regarding entrepreneurship education and the labour market status which exists in each of the partner countries, as well as on the current entrepreneurial initiatives at European level.

The “GEP VET – Grow Entrepreneurship Potential in VET Institutions” project aims to promote an entrepreneurial culture among learners in vocational training institutions and labour market courses, including those with socio-economically disadvantaged backgrounds. More specifically, the study has the following objectives:

- Transfer educational and training products of the PECAE project to new countries (Bulgaria, Slovakia and Germany), including developed training courses in entrepreneurship and a handbook;
- Integrate the entrepreneurial training contents from PECAE project into the Bulgarian, Slovakian and German VET trainings;
- Develop a train-the-trainer programme;
- Develop an online toolbox for better accessibility of training materials;
- National piloting of the training course developed in each partner country.

The Desk Research report represents an essential contribution towards achieving the above stated goals by analysing the current situation in each of the partner countries – Bulgaria, Germany, Slovakia and Portugal – regarding the VET labour system, success stories, entrepreneurial culture, main stakeholders, possible barriers and key competences. Besides assessing the entrepreneurial activities at national level, the report will also focus on the understanding of the European level initiatives that promote entrepreneurship culture among the target groups.

Regarding the project target groups, the GEP VET project will focus on both VET and labour market trainers, as well as on participants in VET and labour market courses. The project will aim to encourage proactivity, creativity and the demonstration of initiative and risk confrontation, in conjunction with implementing ideas.

In order to achieve the goals of the Desk Research report, the partnership has agreed on the following structure:

- Introduction;
- European Level Context;
- Country Level Context;
- Best Practices at National Level;
- Main Conclusions.

Regarding the European Level Context, the partnership will evaluate the main entrepreneurship activities that are being implemented at EU level. Also, this analysis will provide the necessary information to understand the needs of the European labour market regarding entrepreneurship competences.

Within the context of the Country Level research, the objective is to provide a specific analysis of each country's policy regarding entrepreneurial initiatives, including the ones related to VET and entrepreneurship trainings. Also the report will include a general analysis of each partner country's current situation concerning employment, where economics and demographic data will be provided. In addition, each partner will provide basic information about the main characteristics of the VET systems in their respective country, as well as identified barriers related to the promotion of entrepreneurship and VET and labour market structure. Finally, each partner will provide a Best Practices analysis, which will serve as a benchmark research report on the training courses related to the promotion of entrepreneurship on the VET and labour market. Two Best Practices cases per partner will be included in the current report.

This study is developed and provided by the consortium of six partners – CATRO Bulgaria EOOD, Sociedade Portuguesa de Inovação (SPI), die Berater Slovensko, s.r.o., Bildung und Projekt Netzwerk GmbH (BUPNET), Business Institute Foundation and the State Enterprise Bulgarian-German Center for Vocational Training (BGCPD).

2. The European level context

This section focuses on the main initiatives developed at a European level regarding entrepreneurship and the impact that it has on the VET system. Entrepreneurship has been constantly promoted at European level, being included in the national curriculum in the VET system of the majority of European countries. It is estimated that 90% to 100% of VET students participate in some kind of entrepreneurship programmes during their study period.

Entrepreneurship has become an area of focus at European level, especially when considering the policies promoted by the European Commission. In the Lisbon European Council (2000) report, entrepreneurship was identified as one of the “new basic skills” for a knowledge-based economy that should be provided during everyone’s educational, enabling people to have the opportunity of acquiring the necessary skills to start up a business of their own. In 2006, the Oslo Agenda for Entrepreneurship and Education also aimed to promote entrepreneurial mindsets in society through education and learning. In 2010, the Bruges Communiqué stated the importance of promoting entrepreneurship to VET providers and national businesses and to encourage the creation of start-ups. Last but not least, the Europe 2020 Strategy also aims to promote links between education, business and research & innovation, focusing on creativity, innovation and entrepreneurship (European Commission).

Nevertheless, although the entrepreneurship theme has been continuously promoted in the VET system by the European Union, there are still many barriers to be faced:

- entrepreneurship is not included in all areas of the VET system;
- student participation is still limited;
- teaching methods are ineffective;
- the practical element of entrepreneurship is missing;
- teachers are not fully competent;
- entrepreneurship is not linked to specific training subjects or professions;
- business people are not sufficiently involved.¹

The European Commission also aims to promote successful entrepreneurship in the business environment for SMEs, allowing them to realise their full potential in today's global economy. With more than 20 million SMEs in the EU, representing over 90% of the EU businesses, they are the key drivers for economic growth, innovation, employment and social integration.

The European Commission works on broad policy issues affecting entrepreneurship and SMEs across Europe, and assists SMEs through networks and business support measures. It helps existing and potential

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“Entrepreneurship in Vocational Education and Training”, Best Procedure Project, European Commission, 2009

entrepreneurs to grow their businesses, giving special attention to women entrepreneurs, crafts and social economy enterprises.

One of the programmes promoted by the EU regarding SMEs is the COSME programme: Competitiveness of Enterprises and Small and Medium-sized Enterprises (SMEs), running from 2014 to 2020 with a planned budget of €2.3 billion. Entrepreneurs and their new businesses are important for European economic growth and competitiveness. Promotion of entrepreneurship and entrepreneurial culture is therefore one of the four main objectives of COSME.

The Entrepreneurship 2020 Action Plan is a decisive call for joint action at European, national, regional, and local level. Initiatives under the Action Plan include three main improvements:

- Entrepreneurship education – COSME will support exchanges among European educators and trainers, supporting best practice in entrepreneurship education in the EU.
- Improving the business environment so that entrepreneurs can grow and flourish – together with improving the legal and fiscal environment, experts will also develop recommendations on the best support for businesses throughout their life-cycle. Specific support for Web entrepreneurs will be provided.
- Role models and outreach to specific groups – under COSME, groups such as young people, women or senior entrepreneurs will be able to benefit from mentoring or other tailored programmes.

Other examples of actions already supported by the European Commission include:

- The European Network of Mentors for Women Entrepreneurs provides advice and support to women entrepreneurs in the start-up, running and growth of businesses during their early years (2nd to 4th year in business).
- Erasmus for Young Entrepreneurs helps new entrepreneurs (not necessarily young in years, but in the age of their businesses) by offering an opportunity to learn from a more experienced host entrepreneur in another country. The host in return benefits from a fresh perspective on his/her business.

3. Country level context

3.1. Bulgaria level context

The Macro Environment

Population (2011 census)	7,5 millions	
GDP (PPP) (2012)	9.012 EURO	
Human Development Index (2012)	0,782 (high)	
Gini (2012)	33,6 (medium)	
Unemployment rate (2013Q4)	12,9%	

The Bulgarian economy was strongly affected by the global economic crisis in 2008/09. The country experienced one of the largest falls in employment in the EU. As a result, the unemployment rate doubled from below 6% during 2006-2008 to over 12%. (12,9% in 2013 Q3).

The recovery since then has been relatively slow and accompanied by a persistency in the unemployment rate, characterized by geographical mismatches and a high concentration of job cuts in the low-skilled segment. In the absence of the strong capital inflows as in previous years, active employment policy and reforms in the educational and VET systems, the threat is that much of the current unemployment could become structural. Furthermore, more labour market and economic challenges lie ahead, with an ageing population, resulting in a reduction in the absolute number and proportion of the population aged between 15 and 65.

The Bulgarian economic structure is considered to be fairly diversified, based on SME, but with very low productivity – only 41,5% of the average in the EU. The workforce is occupied mainly in sectors with low added value. The industrial sector – construction, energy, textile and food employ 31% of the working population, while the service share of employment is 62,2%.

Traditionally education in Bulgaria is highly valued. A good sign is the fact that according to the 2011 Census data, the educational structure of the population of 7 years and over improved significantly compared with the previous years, following the trend of increase in those with tertiary and secondary education, and a decrease in the number of people with only a primary or lower education. According to the 2011 Census, Bulgarians with a high school education are 2,9 million (43,4%) and with college degrees 733,000 and the proportion of persons with elementary or lower education is 13,9%.

Currently the main labour market challenges relate to skills mismatches in some sectors and regions - nearly ¾ of the of the population in urban areas (71,6%) has at least a high school diploma, compared to only 40,3% in the rural areas. To achieve lasting improvement in this area, a comprehensive package of active labour market, education and regional policy measures is needed.

Main entrepreneurship initiatives

In Bulgaria, the role of entrepreneurship has been highlighted in some strategic documents, such as: the National Plan for Reforms in the context of SME development and competitiveness, the National labour market strategy 2008 – 2015, as well as a horizontal priority in the Lifelong Learning Strategy 2008 – 2013.

There are different National and European programmes fostering entrepreneurship, e.g.

- **ESF funded programmes:** through the Operational programme “**Human Resources Development**”. The focus of ESF in Bulgaria in terms of entrepreneurship lies in the exchange of good practices for inclusive entrepreneurship for all Bulgarian citizens, irrespective of background, and on exchange of best practices among young entrepreneurs within the European Network for Youth Employment.

Support for the unemployed people is provided through a special funding scheme, implemented mainly by the Employment Agency. This has three phases: 1st Phase (2012) which includes training of unemployed people and in developing entrepreneurial, managerial and business skills. Those who have successfully accomplished the training receive during the 2nd phase (2013) consultancy support to develop ideas for starting their own business and in finalising a business plan. In the third phase (2014), the Employment Agency provides financial support to the unemployed who have successfully developed a business plan for starting their own business. **The overall aim of the project is to provide grants to companies registered by unemployed people. At least 2.500 unemployed were involved in training and financial assistance schemes so far in order to realize their business idea.**

- **Initiatives on national level**

Name: Developing Centres for Entrepreneurship in vocational schools

Website: <http://old.jabulgaria.org/>

Responsible organization: Ministry of Economy and Energy and Junior Achievement Bulgaria

Description: Promotes the entrepreneurial spirit and skills among students from these schools. Four such centres have been set up in four different sectors of industry (architecture and construction; food and food technologies; textile and clothing; and forestry and wood processing). As part of the project, students form a mini-company (three per school) will operate and run it for one year; the course is offered as an elective to all students from 11th grade (approval by the Ministry of Education and Science has been received). A Business Club with representatives from the local business community and experts from the relevant industry is set up to support delivery and provide practical experience. Students, schools, and the local community cooperate to organise and promote events such as trade fairs, competitions, and joint projects.

This model has been received extremely well, as a sustainable public-private partnership that actively involves the business community and is innovative in several ways. Firstly, the students’ involvement raises awareness and support for the promotion of entrepreneurship in the local communities. Secondly, it links the real workplace with education and makes education much more market-oriented, i.e. developing the new skills needed for the

globalised economy. Thirdly, the teacher acts as a consultant (mentor), and non-traditional methods of learning are adopted.

Name: Global Entrepreneurship Week

Website: -

Responsible organization: Ministry of Economy and Energy and Junior Achievement Bulgaria

Description: Organized in 2013 for the sixth year. Since its launch in 2008, the Global Entrepreneurship Week was held in 140 countries with over 7,5 million people. In 2014 the week will be celebrated with more than 130 initiatives in nearly 50 locations in the country. There will be organized innovative camps and open classes on entrepreneurship in over 80 schools. Over 5.000 students are expected to participate in all initiatives. Businesses and local authorities will take on the role of guest speakers in the open classes. They will discuss the opportunities and challenges in starting and managing a business together with the students. Participants in innovation camps will have to resolve a case study. Divided into teams, the students will have to create a new product and develop a plan for its successful launch in the market.

Name: Bulgarian Centre of Training Firms

Website: <http://www.buct.org/>

Responsible organization: Ministry of Education, Youth and Science

Description: It offers a 3-day training course, delivered to 10-20 teachers in each school. It is around 30% theoretical, and 70% practical, involving activities including brain storming, group and team practice work, entrepreneurship simulations and discussions. The aim is to establish and manage a “practice firm” in each school. Practice firms are simulations of real companies, with all the documentation, systems, and procedures used in real business. They provide first-hand experience of setting-up a small company, trade and business for those students who are unable to get experience in a real enterprise. Students experience trade, how to run a sales department/office; organise personnel functions; operate accounts and control stock and administrative systems. The dynamic, realistic environment of a ‘practice firm’ allows students to gain many positive outcomes: the application of theory to practice; team work and communication skills; planning skills; and an entrepreneurial mind-set. Overall, the in-service training course creates a team of teachers within a school who can deliver and support the teaching of entrepreneurship education.

This programme has many successful elements: Its outreach is extensive; for each school it contacts, it reaches between 10 to 20 teachers and 500 to 1.500 students. Furthermore, it is a sustainable programme - courses have been run every year since 1999. The programme success is also due to the intense cooperation between schools, governmental institutions and business. This is partly facilitated by the Bulgarian Training Firms Network, established in 2004. Membership includes practice firms; the Bulgarian Centre of Training Firms; business organisations; companies; NGOs and governmental institutions. Very important is also the engagement of business partners – companies that provide expertise, consulting, monitoring and evaluation to the Bulgarian Centre of Training Firms, as well as directly take part in teacher-training in schools.

- **Initiatives at higher education level**

Name: STARTENT Project

Website: www.startent.eu/

Responsible organization: the Bulgarian - Romanian Chamber of Commerce

Description: Starting in 2014, aims to contribute to the development of entrepreneurial culture of young people, and to improve education in entrepreneurship in Europe. The

<p>project will establish close cooperation between teachers and active businessmen and will promote entrepreneurship among young people. On the other hand, the project will develop innovative and practical teaching materials which will help entrepreneurs to collect and process data from existing curricula and best practices.</p>
<p>Name: Erasmus for Young Entrepreneurs Website: - Responsible organization: EU Description: Cross-border exchange programme that provides new or to be entrepreneurs the opportunity to learn from experienced entrepreneurs in other countries, participating in the programme. Whether you are new or very experienced entrepreneur, the programme can offer great added value to your business: the potential benefits include exchange of knowledge and experience, contacts and cooperation across Europe, establishing new business relationships or finding international markets.</p>
<p>Name: Entrepreneurship in Bulgaria – good practices and perspectives Website:http://epi-bg.org/ Responsible organization: Economic Policy Institute (EPI) Description: Promoting entrepreneurship among students – e.g. the Economic Policy Institute (EPI) organizes student seminars under the motto Paving Youths' Way. The topic of the seminar in 2013 was “Entrepreneurship in Bulgaria – good practices and perspectives” with an emphasis on opportunities for starting a business in Bulgaria, the prospects for the development of entrepreneurship, best practices in entrepreneurship as well as financing instruments of start-ups in the country. The selected students were given the opportunity to meet with prominent entrepreneurs in Bulgaria, who shared their “receipt” for success in business.</p>

- **Entrepreneurship Initiatives in the private sector**

<p>Name: StartUP Foundation Website: http://startup.bg/ Responsible organization: StartUP Foundation Description: StartUP Foundation seeks to support young people with an entrepreneur spirit in Bulgaria who want to turn their ideas into successful businesses. Through series of various events (conferences, symposia, seminars, etc.). StartUP helps the evolving ecosystem of wanna-preneurs and start-uppers in Bulgaria, where entrepreneurs can meet partners, potential customers, business angels and investment funds. StartUP vision is to create a sustainable ecosystem for start-up business that creates innovative companies with global reach. Their mission is to facilitate the creation of innovative start-ups and help strengthen start-up community through various activities. Since 2007, the Foundation actively promotes entrepreneurship at every possible level. They are partnering with other organizations and start-up businesses to make sure that their efforts have a lasting effect on the Bulgarian society. They have organized more than 100 events and we have reached over 10.000 young people.</p>
<p>Name: Start It Smart Website: http://www.startitsmart.com/ Responsible organization: Start It Smart Description: Start It Smart is an entrepreneurship club founded in 2009 by five fellow students at the Sofia University “St. Kliment Ohridski”. At that time they were confronted with the difficulties of starting their own businesses that has led to the conscious need of creating</p>

a community of peers with the same interests and problems with whom to share their experience and learn from one another. Later they have started to organize pitching competitions for innovative business projects which quickly grew to a national level. Their activity also grew by a series of inspiring events targeted at the Bulgarian entrepreneurship ecosystem. Today more than a hundred people had been part of the team of Start It Smart and have transformed it into one of the leading start-up organization on a national level. Start It Smart is created to spread and develop the entrepreneurial way of thinking, while supporting young people to start their own business, Start It Smart is a co-founder of BEIC – the Bulgarian entrepreneurship and innovation cluster – and Startup Generation – the world’s largest network of young entrepreneurs.

Name: LAUNCHub
Website: <http://launchub.com/>
Responsible organization: LAUNCHub
Description: LAUNCHub is a seed investment fund supporting the most promising entrepreneurs and digital start-ups in South and Eastern Europe.
 LAUNCHub is a 9 M EUR seed & acceleration investment fund, supported by a mentor-led programme that invests in start-up companies, mainly from the ICT sector from Bulgaria and the region. LAUNCHub partners with the largest early-stage micro seed investment fund and mentoring programme in Europe - Seedcamp, and with the Cisco Entrepreneurship Institute Bulgaria. Other organizations that partner with LAUNCHub for the development of the entrepreneurial ecosystem are the co-working space, betahaus and entrepreneurial organizations, such as Start it Smart and other. On an international level, these are - Mozilla Web FWD and DreamIt Venture. LAUNCHub manages an Entrepreneurship Acceleration and Seed Financing Instrument under the JEREMIE Holding fund.

Name: Cisco Entrepreneur Institute
Website: <http://www.thebusinessinstitute.eu/bg/>
Responsible organization: The Business Institute
Description: Cisco Institute entrepreneurs is represented in Bulgaria, and managed by The Business Institute.
 The mission of the Cisco Entrepreneur Institute is to support public prosperity by encouraging entrepreneurship and provides the knowledge and skills for successful economic development. For this purpose, the Institute provides a combination of practical courses, mentoring and assistance aimed at successful implementation of entrepreneurship in Bulgaria. The products of the Institute are aimed at budding entrepreneurs, owners of small and medium enterprises and managers in large companies:

- Business knowledge – addressing the specific needs of entrepreneurs
- Resource Centre – provides qualified assistance and mentoring services
- Network of people – supporters of the mission for the development of entrepreneurship in Bulgaria

Name: Eleven Accelerator Venture Fond
Website: <http://eleven.bg/>
Responsible organization: Eleven Accelerator Venture Fond
Description: Eleven is a EUR 12 million venture fund that provides financing to early-stage start-ups using an incremental investment approach alongside iterative development – thereby, starting with many small experiments, filter out failures, and invest in successes. Eleven are focused on innovative ideas, providing EUR 50.000 for proof of concept during a 3+3 month acceleration programme under one roof with the ability for up to EUR 150.000 follow-on seed investment.

Eleven is powered by Springboard, the leading European start-up accelerator, and the teams receive support through business insight and technical expertise from an all-star cast of mentors, including Google users.

Name: The Bulgarian Business Angels Network (BBAN)

Website: <http://bban.eu/>

Responsible organization: Bulgarian Business Angels Network

Description: The Bulgarian Business Angels Network (BBAN) was established as a legal entity in 2007. The main activity of the Network is to match the capital seeking entrepreneur with the informal investor. BBAN mission is to turn perspective ideas into profitable investments. BBAN connects those that have realistic business ideas, possess a sense of entrepreneurial skills and lack financing with private investors interested in doing business in Bulgaria and other South East European countries.

Name: 9 Academy

Website: <http://9academy.com/>

Responsible organization: Business Club at the University for National and World Economy.

Description: 9 Academy is a business academy, in which experts and specialists from the business in the country will train 50 youth how to start their own business, how to develop it, how to manage it and how to sell it successfully.

The objectives of the nine Academy are:

- To present and explain how a business organization works and what is the main function of each department in it;
- To provide basic knowledge and skills in areas such as marketing, finance, accounting, HR, sales, law, public relations, civil sector, digital technology and entrepreneurship, to contribute to a successful career fulfilment and development;
- To provide basic knowledge and skills in different business directions how to start a business project, how to develop and manage.

VET and labour market structure and priorities

The system of vocational education and training in Bulgaria includes vocational guidance, training and education. Vocational training includes:

- Initial vocational training - acquisition of initial vocational qualifications in a profession or part of the profession (provided by Secondary Vocational Schools – for young people aged up to 16 years).
- Continuous professional education - improvement of the acquired qualification in a profession or part of a profession (provided by Vocational Colleges and Vocational Training centres (VTCs) - for individuals over 16 years of age.

During recent years there has been an increase in the number of active VTCs – at the end of 2011 there were 840, as well as in the number of trained people – altogether around 100,000 for 2011. The trainees receive either a Certificate of Vocational Training or Certificate of Vocational Qualification, or a Competence Certificate.

Inclusion in vocational training provided by VTCs is the only opportunity for equal participation in the labour market for a large number of unemployed people, especially from disadvantaged groups, and for employees to retain their jobs. In 2011, as in 2010, there was a clearly expressed prevalence of training courses funded through the schemes of active labour market policy (56,5% funded by ESF Operational Programme "Human Resources Development" and the Employment Agency). This resulted in a reduction in the number of those training being financed by trainees or employers. In 2011 there was however an increase in the proportion of qualification courses funded by employers (by 5,2 pp) compared to 2010.

The acquisition of a vocational qualification in the system of vocational education and training is regulated by the Framework Programmes approved by the Minister of Education, Youth and Science. There are six Programmes altogether, which are related to the level of professional qualification acquired.

The main bodies responsible for the development and implementation of the VET system in Bulgaria on a National level are:

- The National Agency for Vocational Education and Training – a specialized body within the Council of Ministers.
- The Ministry of Education, Youth and Science.
- The Sectoral Ministries (e.g. Ministry of health, Ministry of Culture).
- Representative organizations of employers and national organizations of workers and employees.
- The National Council for Vocational Qualification.
- The National Council for Promotion of Employment.
- The Employment Agency.
- The Human Resource Development Centre.

Recently, the topic of dual education became highly important on the political agenda. According to the experts, the introduction of the classical dual trainings system, as it is known in Germany or Austria, would not be possible in Bulgaria, as the necessary prerequisites for this are missing: compulsory membership of companies in branch chambers, organization and conduction of the vocational training exams by these chambers; willingness and ability of employers to invest in VET of their current and future employees, etc. The Ministry of Education is preparing at the moment a Concept for the development of vocational education and training in Bulgaria in which is enshrined the introduction of dual training (training at the workplace). The aim is to improve the quality of vocational training as a whole by improving the practical training. For sure, its main advantage – the close link between education and business - will lead to positive results. Finally, two scenarios for discussion of amending the law on vocational education and training will be brought for discussion in the Parliamentary

Committee on Education. The main points are regulated modular training, protected professions, dual training, external quality control of training, introduction of a system for validation of non-formal and informal knowledge and skills.

Identified barriers

A main barrier for promoting entrepreneurship in the VET field is that the majority of the unemployed are in the low-skilled segment, often with a lower educational level and most often located in rural areas. The ethnic minorities (Turks and Roma) are among the most vulnerable groups regarding potential employment and opportunities for further education.

Recently there has been an increase in entrepreneurship initiatives both on a National and European level, both in the public and private sector. The good news is that there are already some successful examples for public-private initiatives, however such initiatives are concentrated mainly in the bigger cities, introducing higher technologies and knowledge. The programmes supported by the National Employment Agency, mainly funded by the ESF, are widening the scope on the target-groups. Thus, they can also reach disadvantaged groups – e.g. unemployed people in smaller cities and rural areas. Last but not least, the current project will help particularly to fill the gap between increasing entrepreneurship initiatives at school and at tertiary level, by particularly addressing the needs of the VET teachers and learners.

3.2. Germany level context

The Macro Environment

Population	80.586 Mill. (30. June 2013)	
GDP (PPP)	3.377.526 Mill. of international dollars (2012)	
Human Development Index	0,92 (2012)	
Gini	28,3 (2012)	
Unemployment rate	6,9 % (December 2013)	

Main External factors influencing VET

Germany is a republic and a democracy; it is a federal state based on the rule of constitutional law and social justice. During its founding phase, the federal republic of Germany chose to adopt a social market economy, combining free enterprise within a competitive economy with social progress. Germany comprises 16 Länder (states). There is a distinct cooperative federalism within the State sector, both horizontally between the Länder and between the Länder and the Federal Government. Unless specified otherwise in the Constitution (Grundgesetz), state responsibilities fall within the sphere of competence of the Länder which also have legislative power in certain areas. Furthermore, through the Bundesrat, the Länder play a part in the Federation’s lawmaking and management and in European Union issues.

Educational and cultural legislation and administration is primarily the responsibility of the Länder. In the field of VET the Federal Government is responsible for in-company vocational training, while the Länder are responsible for vocational training in schools, and hence also for vocational schools. Vocational training in enterprises has developed a third system situated between market and State, in the form of joint control. The governance of the VET system in Germany is characterised by strong partnership between state employers and trade unions.

Demographic development

Demographic development, which is currently easing the pressure on the training market, will in particular represent a major challenge for vocational education and training, the future structure of VET and the securing of skilled workers in Germany. The decrease in the overall number of those aged between 20 and 65 will produce a shift towards an older working-age population. Persons from a migrant background exhibit considerable differences with regard to participation in education compared with those not from a migrant background. 15,3% of the former have no general school leaving qualifications and 45% have no vocational education and training qualification (the corresponding figures for persons not from a migrant background being 2% and 19,6% respectively).

Educational Attainment

A high proportion of people in Germany have upper secondary level qualifications (58,7% in 2011 compared to an EU average of 46,6%). One reason for this is the long-standing tradition of the dual system of vocational training. For higher education, Germany approximates the EU

average. The proportion of people aged 15 to 64 with a low level of qualification was consistently well below the EU average in recent years. The proportion of the population of early school leavers in 2011 is 11,5% and lies below the EU average (13,5%). Since 2006 the number of early school leavers has steadily declined in Germany. These young adults experience particular difficulty in finding a training place or job. Various state programmes have been developed to provide this group with support and funding.

Nevertheless, Germany's school drop-out rate (11,5%) remains below the EU average (13,5%) in overall terms. The same applies to the educational participation of the German population. A particularly high degree of educational participation of 58,7% of 25-64 year olds is revealed at upper secondary level and in the post-secondary non-tertiary sector. This also continues into the tertiary sector, where Germany lies 0,8% above the EU average of 11.

Main entrepreneurship initiatives

Generally, the federal Ministry of Economics provides a broad range of support for all stages of the start-up process and seeks to boost the culture of entrepreneurship. Studies have shown that the start-up ecosystem in Germany is good. Germany offers good infrastructure, state-sponsored support programmes, and protection of intellectual property rights and shows a positive attitude towards innovations. Yet Germany has to find ways to impart entrepreneurial skills both within and outside the classroom and to help young and growing companies to find the skilled labour they need.

In a global comparison, Germany sets high standards when it comes to providing government support for entrepreneurs (Global Entrepreneurship Monitor). In addition to the Federal Ministry of Economics the most important German institutions working in this area are as follows: Länder ministries, chambers of industry and commerce, chamber of craft, local and regional business developers, KfW banking group and promotional banks, entrepreneur networks and advice etc.

Different types of support are offered:

1- Financial support:

- Government funding programmes: are designed around the needs of entrepreneurs and are divided into three core areas: advice, financial support, innovations. This includes a range of services that are provided by chambers and business associations, the KfW banking group, the Federal Employment Agency.
- Advisory services: funded by both the Federal Government and the Länder – the Länder provide assistance in the start-up phase and the Federal Government in the five years that follow.
- At Länder level there are the promotional banks and products and services offered by local business development agencies.
- Private investors and venture capital firms offer financial support for entrepreneurs.

2 - Start-up advice:

- There is a database containing 25.000 addresses of public institutions which can offer advice.
- The German Chambers of Industry and Commerce together with local business developers offer a comprehensive range of advisory services.

3 - Start-up networks – a network with a wide range of products and services:

- Start-up centres provide support for new businesses – from the concept to the initial and early development phase and throughout their growth.

4 - Professional chair for entrepreneurship:

- There are a total of 103 professional chairs of entrepreneurship in German universities and universities of applied sciences (as of July 2012). The first chair was established in 1998 in cooperation with the Federal Ministry of Economics and Technology. Entrepreneurship is a growing field of research.

Moreover, there are specific initiatives to foster an entrepreneurial spirit in schools and higher education. The “entrepreneurial spirit in schools” initiative aims to introduce school pupils and young people to business practice as early as possible and to enhance entrepreneurial competences such as creativity, decision taking and social competences. The Ministry offers:

- E-learning modules for teachers on how to teach entrepreneurial topics.
- Online game for students “BeBoss” on aspects to consider when forming a new business.
- Publications “Gründerklasse” for teachers on methods of how to integrate entrepreneurial projects into curricular and extracurricular activities.
- Teaching materials and worksheets for teachers.
- List of offers (such as training for teachers, awards, experiments etc.) related to entrepreneurship in schools.

The initiative EXIST is an initiative to foster stronger entrepreneurial climate at higher education and to raise the number of technology/science-based start-ups. The EXIST Start-up Culture helps higher education institutions to develop holistic strategies to develop a culture of entrepreneurship and entrepreneurial spirit throughout the institution, and to implement these in a sustainable and visible manner. The EXIST Start-up Grant provides support for students, graduates and scientists during the preparatory stages of technology and science-based business ventures. The EXIST Research Transfer supports the development work to demonstrate the viability of new research-based ideas for start-ups, and the preparation required for the business launch.

Name: Demographical strategy

Website:

<http://www.bundesregierung.de/Webs/Breg/DE/Themen/Demografiestrategie/WachstumWo>

<p>http://www.mittelstand.de/2012-04-20-unternehmergeist.html</p> <p>Responsible organization: Federal government</p> <p>Description: The federal government of Germany has six major foci. Amongst others is the assurance of growth and wealth. In this section you can find a subcategory called Demographical Strategy. And there the government emphasis/highlights the promotion of Entrepreneurship.</p> <p>The link leads to the webpage of the federal government and an example/case study.</p>
<p>Name: Gründerland Deutschland (country of incorporators)</p> <p>Website: http://www.bmwi.de/DE/Themen/Mittelstand/Gruendungen-und-Unternehmensnachfolge/staerkung-des-unternehmergeistes.html</p> <p>Responsible organization: Ministry of economy and energy</p> <p>Description: The Ministry of economy and energy (formerly the Ministry of economy and technology) started an initiative called “Gründerland Deutschland” (country of incorporators). They concentrate on four aspects:</p> <ul style="list-style-type: none"> - formation (Gründung) as a step into entrepreneurial liberty - formation as professional option – (including an early implementation of the topic into the educational system) - formation as a driving force for structural innovation - formation as help for company's succession with a focus on the small and medium enterprises <p>Furthermore the initiative started several events like the incorporators award for innovation, the week of the incorporator and many things more.</p>
<p>Name: PUG Perspektive UnternehmerGeist. Förderung der persönlichen und beruflichen Selbstständigkeit junger Menschen (Perspective Entrepreneurship – promoting personal and professional independence of young people)</p> <p>Website: http://www.perspektive-rlp.de/</p> <p>Responsible organization: ism - Institut für Sozialpädagogische Forschung Mainz e.V. (funded by EU, ESF, the Ministry of Social Affairs and Work of the federal state of Rhineland-Palatinate and the federal state capital of Mainz)</p> <p>Description: Perspective Entrepreneurship. The aim is to support the development of personal strength and growth of youngsters and to build a bridge between school and professional life. It is supported by a network of different stakeholders. PUG promotes national and international competitions like the Global Enterprise Challenge, a creativity prize “Ideefix” for Schools.</p>
<p>Name: Europäischer Unternehmensförderpreis (European enterprise sponsorship award)</p> <p>Website: http://www.bmwi.de/DE/Service/wettbewerbe,did=480468.html http://www.bmwi.de/DE/Presse/pressemitteilungen,did=482052.html</p> <p>Responsible organization: Ministry for economics and energy</p> <p>Description: The Ministry established the German "European enterprise sponsorship award". The winner of this award is the German representative for the European Enterprise Promotion Award. Where entrepreneurs from all EU-countries compete with their innovative ideas.</p>
<p>Name: Wettbewerb: Kultur- und Kreativpiloten für Kunstschaffende mit Unternehmergeist</p> <p>Competition: Culture and Creativity Pilots Germany – for artists entrepreneurs</p> <p>Website: http://www.gruenderpresse.de/wettbewerb-kultur-und-kreativpiloten-deutschland-kunstschaffende-mit-unternehmergeist-gesucht/</p> <p>Responsible organization: initiated by the federal government</p> <p>Description: A competition initiated by the federal government for the best business idea in the field of art, culture and creativity.</p>
<p>Name: Unternehmergeist in die Schulen (entrepreneurial spirit in schools)</p>

Website: http://www.unternehmergeist-macht-schule.de/DE/Startseite/home_node.html

Responsible organization: Ministry of economy and energy

Description: The Ministry of economy and energy launched an initiative to implement entrepreneurial education in schools. The aim is to enhance entrepreneurial competences such as creativity, decision taking and social competences. The Ministry offers:

- E-learning modules for teachers on how to teach entrepreneurial topics.
- Online game for students “BeBoss” on aspects to consider when forming a new business.
- Publications “Gründerklasse” for teachers on methods of how to integrate entrepreneurial projects into curricular and extracurricular activities.
- Teaching materials and worksheets for teachers.
- List of offers (such as training for teachers, awards, experiments etc.) related to entrepreneurship in schools.

VET and labour market structure and priorities

Government-regulated VET provision

Upper secondary education leads either to a higher education entrance qualification or a vocational qualification for skilled work. The vocational track means that pupils may enter into vocational training in full time schools or within the framework of the dual system (dual system), or seek employment. Compulsory full-time education must have been completed by the time of commencing vocational training. There are no further requirements for access to training in the dual system. The requirement for entrance to full-time vocational schools is normally the secondary general school certificate or the final certificate from intermediate school. The primary aim of training is to enable young people to acquire comprehensive vocational competences designed to make them capable of fulfilling their duties as employees efficiently, effectively and innovatively, autonomously, and in cooperation with others. This bundle of competences must be demonstrated in examinations regulated by law (Vocational Training Act). In this sense, the main characteristic of the German (dual) VET systems “is that they are collectively organised, because firms, intermediary associations, and the state cooperate in the process of skill formation in initial vocational training” (Busemeyer and Trampusch, 2012).

The Federal Government is responsible for designing the content of training for the occupations (in the dual system) it has recognised, unless training is school-based. The nationally binding recognition of the training occupations ensures that the basic principles agreed with industry and the Federal States (Länder) are taken into account and that training for a recognised occupation is only provided in accordance with the training regulations adopted by the Federal Government. The recognition of the individual occupations requiring formal training is the task of the federal ministries responsible for the respective occupational field. In the vast majority of cases, responsibility lies with the Federal Ministry of Economics and Technology (*BMWi*). But approval by the *BMBF* is required in all cases. The *BMBF* thus fulfils a coordinating and steering function in terms of vocational training policy for all training occupations. The core institution at the national level for consensus building between all parties involved in VET is the Federal Institute for Vocational Education and Training (*BIBB*).

Role of social partners

The organisation of dual training requires a complex but clear division of responsibilities. Employers and trade unions play a central role in initiatives for change because the structure of vocational training must meet the demands of industry. If there is a need for changes – in the qualification requirements, for example – the Federal Government, the *Länder*, the industry and the trade unions agree on the basic principles for adaptation. Then the work on the training regulations and framework curricula is continued and constantly coordinated by the individual partners involved. Some collective agreements also include provisions concerning such points as continued employment of training graduates under a limited contract. As self-governing bodies of industry, the chambers have been assigned public tasks in dual training (competent bodies). These include counselling and monitoring functions with regard to the individual training contracts. Training advisers of the chambers verify the aptitude of companies and instructors for providing training and advise both companies and trainees. They receive training contracts, check and register them. The chambers take care of the overall organisation of examinations by fixing dates and setting up examination boards which administer the examinations.

Education and training providers

In the general dual system trainees attend part-time vocational school on one or two days per week, where they are mainly taught theoretical and practical knowledge related to their occupation; in addition they attend classes on general subjects such as economic and social studies and foreign languages. Systematic teaching at vocational school is a necessary supplement to process-oriented training in the company which is rather more based on specific in-house requirements. Moreover, there are full-time vocational schools (*Berufsfachschulen*), for which the *Länder* are responsible. The training may include company placements, and covers a period of two or three years depending on the respective occupation. Final qualifications are awarded on passing a school examination which is supervised by the education authority and governed by the training regulations of the respective occupation.

The main feature of the German VET system is the close partnership between employers, trade unions and the government. Social dialogue and co-determination are important for the acceptance of reforms. Management and labour exert considerable influence on the content and form of VET to ensure that their requirements and interests are taken into account. Responsible action of all participants, over and above each group's particular interests, is a precondition for the efficiency of the dual system.

In Germany, financing of vocational training and continuing training is based on a system of mixed financing with a variety of different backers, both public and private. They include various federal ministries, the *Länder*, the *Land* Ministries of Employment, Economics, Education or Cultural Affairs, the European Union, local authorities, companies, unions, Chambers, associations, private institutions and, lastly, individuals themselves.

Identified barriers

It seems that promoting entrepreneurship and entrepreneurial spirit in education and VET is what is currently on the agenda of the Federal Government, Ministries and other institutions. This can be derived from the gathered data and the list of initiatives that have been launched on the matter. Yet there are some barriers when it comes to actually starting a new business. Although there are a huge variety of services (see above) the mere bureaucracy (taxes, rules and laws) can be a threshold to set up a business.

3.3. Slovakia level context

The Macro Environment

Population (2012 estimate)	5,44 millions	
GDP (PPP) (2012 estimate)	24,284 EUR	
Human Development Index (2012)	0,840 (very high)	
Gini (2011)	25,7 (low)	
Unemployment rate (January 2014)	13,6 %	

Slovakia as an independent country was established on 1 January 1993 after the dissolution of Czechoslovakia. It joined the OECD in 2000, NATO and EU in 2004, and adopted the euro in 2009. The country is composed of 8 state administration regions identical with 8 self-governing regions and 2.890 municipalities, out of which 138 are cities.

Before the global recession, Slovakia had experienced high and sustained economic growth. In 2011 (with the GDP growth of 3,3%) and 2012 (GDP growth of 1,8%), Slovakia was the 2nd fastest growing Euro zone member after Estonia. Slovakia's GDP growth of 0,9% in 2013 remains one of the highest in the Euro zone. The ratio of government debt to GDP in Slovakia reached 58% by the end of 2013.

SMEs contributed to about 40% of all Slovakia' exports to the EU, compared to about 19% outside the EU. SMEs' contribution to imports is even larger (about 50% for imports from inside the EU, compared to 16% from outside the EU). The manufacturing sector has the highest share of exports to the EU (about 70%).

Slovakia is characterised by a significantly higher concentration of small and medium-sized businesses, in respect of the EU average, in the manufacturing sectors and integrated into Europe-wide supply chains. The rest of the SME sector, however, is much less competitive and in much more need of support measures to be modernised.

In Slovakia, the SME sector is above the EU average in terms of employment but below the EU average in terms of value added, a development mainly driven by the new importance of micro-enterprises within it. In 2013, for the first time, the share of micro-enterprises is above the EU average, which is reflected in their superior share of employment within the SME sector. This situation can be explained partially by the economic crisis which affected greatly Slovak businesses between 2009 and 2010. A sharp decline in the total number of employees in microenterprises in 2009 due to the economic crisis was followed by a strong increase in 2010, partly as a consequence of streamlined and simplified administrative steps leading to the creation of start-ups and their operations (registration, standard documentation, lower fees). Furthermore, the number of sole owners and micro-enterprises is increasing every year. Looking at the distribution of SMEs across sectors, the manufacturing sector stands out in respect of the EU average, both in terms of value added at about 25%, about a fifth higher than the EU average, and employment at about 30%, four-tenths higher than the EU average, establishing this sector as the backbone of the Slovak economy as it receives also significant

foreign direct investments. The economic openness and geographical location of Slovakia help to explain the importance of this sector within Slovakia economy.

Main entrepreneurship initiatives

In 2012, within the National Reform Programme, measures were approved for improving the business environment. Since January 2012, electronization and testing of a system for single contact points (SCP) has been completed. The SCPs remove the unnecessary administrative burden for entrepreneurs and allow, for example, electronic submitting of requests/notifications for the purpose of beginning to do business, including payments through electronic devices, proposals for the registration of companies to the commercial registry, etc. Entrepreneurs thus have the opportunity to operatively arrange the necessary administrative affairs at the start of their doing business in one place, and can do so electronically, under the condition that they have an electronic signature secured.

The amendment of the Bankruptcy Act and the restructuring eased creditors' motions for declaring bankruptcy due to a debtor's insolvency created a natural pressure to comply with payment discipline. Motivation was also created for timely resolution of imminent insolvency or bankruptcy of a debtor by means other than bankruptcy, namely by informal or formal restructuring. The amendment ends with the speculative practices of some companies in the framework of bankruptcy proceedings, when the indebted enterprise declares bankruptcy too soon, i.e. at a time when it no longer officially has any property and the creditors cannot be satisfied, or if preparation for a bankruptcy proceeding is involved with "agreed allied creditors", which ought to serve only for the transferring of property from one company to another.

The Government of the Slovak Republic also invested into transport infrastructure – especially the construction of motorways which reduce costs and increase accessibility of enterprises in less developed regions with a high measure of unemployment.

In 2012, an Action Programme for Reducing Administrative Burdens on Business in the Slovak Republic for the years 2007 – 2012 ended and the third stage of reducing the administrative burden on business following from Government Resolution no. 486/2011 began. The need was emphasised to approve additional measures focused on minimizing the entry barrier to doing business, stabilisation of the legal environment, resolution of e-Government services and the lowering of the regulatory burden in all phases of enterprise.

The JEREMIE (“Joint European Resources for Micro to Medium Enterprises”) initiative, which represents an instrument of financial engineering focused on the support of SMEs financed from EU structural funds, had still not been launched as of 2012. On 19 January 2012 a call was announced for the selection of intermediaries for Venture Capital Tools. The call was closed on 30 April 2012 and in the next period the assessment of applicants took place. An assessment of applicants also ran in the scope of another product – the First Loss Portfolio Guarantees tool – where a call had been announced in the previous year, though even this product had not yet been launched. In the course of the year preparation of a third tool – Portfolio Risk-Sharing Loan (PRSL) – continued. Despite the connection of reputable financial institutions in the form of the European Investment Fund, even after 6 years of preparation the initiative has not been

launched, which represents a significant failure in the support of SMEs. At the same time this further deepens problems in the availability of SMEs to financing, which as a consequence of the impacts of the world economic crisis and the adaptation of the banking sector to the criteria of Basel III, has significantly worsened in recent years.

Business incubators make up a significant component of support infrastructure for beginning entrepreneurs, particularly for small enterprises. They are instruments of economic development in the form of support for the creation of new enterprises, the innovation of enterprises, the putting of results of research and development into economic practice and the creation of new job opportunities.

The following list provides an overview and explanation of the main entrepreneurship initiatives existing at national level.

<p>Name: Support scheme of counselling and training of SMEs</p> <p>Website: http://www.nadsme.sk/en/content/support-scheme-counselling-and-training-smes</p> <p>Responsible organization: National Agency for Development of Small and Medium Enterprises</p> <p>Description: The main aim of the scheme is to assist small and medium entrepreneurs to overcome problems encountered when doing business by means of financially acceptable information and counselling services, training necessary for the successful operation of a company with the focus on e.g.: management, marketing, financial management, taxes, accounting, public procurement, protection of know-how, e-commerce, law, undertaking in the EU and other.</p>
<p>Name: Training and counselling programme for a selected group of those interested in business</p> <p>Website: http://www.nadsme.sk/en/content/training-and-counselling-programme-a-selected-group-those-interested-business</p> <p>Responsible organization: National Agency for Development of Small and Medium Enterprises</p> <p>Description: The main aim of the programme is to help those interested in small and medium enterprises from the group of employed, unemployed and graduates by means of financially acceptable information and counselling services and trainings necessary for a successful start up as well as the operation of a company with the focus on e.g.: elaboration of a business plan, survey of business conditions in the region, legal, financial and tax area, marketing, management and others.</p>

VET and labour market structure and priorities

Pupils enter primary education at the so-called basic school usually at the age of 6 years. It is composed of two stages, the first lasting for four years and the second one for five years, within which pupils are taught all subjects by subject specialists. After completion of basic school, students, typically at the age of 15, make their choice of secondary school. They can decide for VET at secondary specialised schools, for conservatory or for grammar school.

Secondary specialised schools (SOŠ, stredná odborná škola) offer a variety of ISCED 3A programmes preparing students for both higher education and/or the labour market in professions requiring a quality general and professional education with a firm grounding in

theory. Furthermore, they offer ISCED 3C programmes for blue-collar professions and rarely also ISCED 2C programmes. There are 62 names of SOŠ (corresponding to types of schools and their programmes). In specific cases, SOŠ offer post-secondary studies, content-related rated ISCED 4 and higher professional studies rated ISCED 5B. There are in total 451 VET programmes approved for the 2012/2013 school year and additional 55 programmes are tested as experimental. There is no genuine apprenticeship system in Slovakia although ISCED 3C students are often called apprentices. It refers to the late tradition and a stream of secondary vocational schools (SOU, stredné odborné učilište) that does not exist anymore. Since the 2008/2009 school year these schools have also been categorised and named secondary specialised schools (SOŠ).

Conservatories (konzervatórium) of two types: dance conservatory, and music and drama conservatory were originally subsumed under secondary specialised schools. Since 2008, they have been recognised as an autonomous stream explicitly stated in legislation and statistics. There are together 16 programmes approved for the 2012/2013 school year and 5 new programmes are tested.

Grammar school (gymnázium) was originally created to focus at theoretical knowledge and academic skills. Standard courses of study last for 4 years. The bilingual version (with English, German, French, Spanish or Italian as a complementary language of instruction) lasts 5 years. The so-called long form of study (for pupils completing Grade 5 of basic school) lasts 8 years. Grammar school offers three programmes.

Compulsory education lasts 10 years and this usually means nine years of basic school and at least one year at secondary school. Such a construction is intended as in-built driver to prevent leaving education early. Although there is neither education level nor classification recognised in reference to the completion of compulsory education according to legislation, it is implicitly expected that students achieve at least ISCED 3C education level. Very rarely, grammar schools offer VET and VET schools offer general programmes.

- Education attainment

The youth education attainment level is very high, with 93,3% of the population aged 20-24 having completed at least upper secondary education compared to the EU27 average of 79,5% in 2011. Females' figures (94%) were the second best and those of males (92,6%) the best in EU27. Comparison of educational attainment of adults aged 25-64 with EU27 indicates a very low share of low-educated, but also an unfavourably lower share of tertiary educated corresponding to the tradition of strong secondary education in both volume and content.

High education level of population is also confirmed by favourable early school leavers' data – 5%. Slovakia already meets the EU 2020 benchmark (10%) as well as the 2020 national benchmark (6%).

- Formal education / entrepreneurship

Entrepreneurship is included in the national curriculum either as a compulsory or as an optional subject. Training firms are used in all types of Secondary Vocational Schools (SVS) and

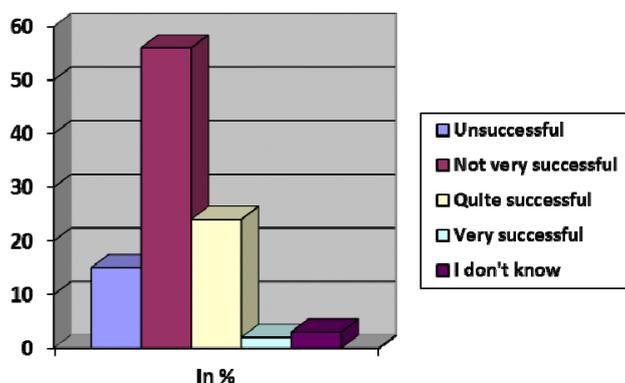
in Secondary Vocational Apprentice Schools (SVAS), with a total of 170 schools participating in the different fields of VET.

- Non-formal education / entrepreneurship

Lifelong Learning Strategy 2011 was adopted by the Government of the Slovak Republic through resolution No. 657/2011. It identifies five key problem areas / priorities of the Strategy, and one of them is: “The level of competencies of an individual for his professional and personal development: financial literacy, entrepreneurship, communication in foreign languages, digital literacy and active citizenship”.

Identified barriers

According to the European survey on entrepreneurial skills (see the chart below), which also involved Slovak Republic, 70% of entrepreneurial subjects believe that the development of entrepreneurial skills of individuals is on a low level. In particular, they lack skills needed for obtaining a job (such as confidence, presentation skills, motivation, driving force and teamwork). Furthermore, 83% of Slovak respondents believe that the education system in Slovakia is not successful in developing business skills of individuals. One of the problems is the teaching methods. Currently, the school class is often the last place where people have the opportunity to learn about entrepreneurship, competition and innovation.



Source: European Survey on Entrepreneurial Competencies, 2011

Figure 1 – European Survey on Entrepreneurial Competences

3.4. Portugal level context

The Macro Environment

Population (2012 estimate)	10,5 millions	
GDP (PPP) (2013 estimate)	16.925 EUR	
Human Development Index (2013)	0,816 (very high)	
Gini (2011)	34,2 (medium)	
Unemployment rate (2013 – 3rd quarter)	15,6%	

Within the context of a European economic and financial crisis, Portugal is currently experiencing a deep economic and financial crisis and is under an EU-IMF adjustment programme. This adjustment is being made under a so called “Memorandum of Understanding” between all involved stakeholders which lays out the plan of activities covering a wide range of areas to implement in exchange for financial support. The memorandum also includes clear references to reforms needed to be done in the education and training area, referring the following²:

“[...] the Government will:

- i. Set up an analysis, monitoring, assessment and reporting system in order to accurately evaluate the results and impacts of education and training policies, notably plans already implemented (notably concerning cost saving measures, vocational education and training and policies to improve school results and contain early school leaving). [...]*
- iii. Present an action plan aimed at (i) ensuring the quality, attractiveness and labour market relevance of vocational education and training through partnerships with companies or other stakeholders; (ii) enhancing career guidance mechanisms for prospective students in vocational educational training.”*

This action plan is also a result of what is recognized as the Portuguese productivity gap (compared to other countries) is in great part due to the existence of low education levels across the national workforce.

In fact 48% of 25-34 years old (compared to 81% for the OECD countries) do not have a secondary education.

Regarding the unemployed population it should also be noted that, in 2011, 55.800 were aged 25-34 and 46.900 aged 45 and over and 69 700 qualified at ISCED 3 and 68.300 qualified at ISCED levels 3-5 for a total of 870.900.

The Portuguese economic structure is diversified and strongly-based on SME with a recognized low-productivity. Moreover *“the agricultural sector, forestry and fishing employed 10% of the total population, the industrial sector, construction, energy and water reached 27,5% while the services sector employed 62,5% of the population”*.

² Portugal VET in Europe – Country Report 2012, CEDEFOP – REFERNET Portugal

Main entrepreneurship initiatives

There has been an increase on entrepreneurship initiatives that have been mostly focused on high technology and/or high knowledge level – which are nevertheless these are open to everyone – however there has been a widening scope on the target-groups, to ensure it includes also more vulnerable groups. For example, the national institute for employment and training has some specific initiatives targeted at those who are unemployed.

The following list provides an overview and explanation of the main entrepreneurship initiatives existing at national level.

<p>Name: <u>National Strategic Plan for Entrepreneurship and Innovation</u> Website: http://www.ei.gov.pt Responsible organization: National Government Description: This plan provides a national framework for the promotion of entrepreneurship and innovation by aggregating and coordinating 16 different initiatives. The most relevant initiatives are detailed separately below in this same list. It is however important to be aware that there has been increasing efforts on promoting entrepreneurship (and innovation).</p>
<p>Name: <u>INOVA – Ideas Contest – Creative and Entrepreneurship Youngsters for the XXI century</u> (under “National Strategic Plan for Entrepreneurship and Innovation”) Website: http://www.dgicd.min-edu.pt/educacaocidadania/index.php?s=directorio&pid=298 Responsible organization: National Directorate-General for Education Description: This initiative aims to foster entrepreneurship and an entrepreneurship culture in schools from primary to secondary school. Students can participate as a team and must be guided by a professor or trainer. Their idea should have the potential to become a viable innovative project to solve issues in areas such as: science and technology, business, social, environmental, among others. There are monetary prizes for the winners (existing several categories available).</p>
<p>Name: <u>Advance on Unemployment Subsidy – Programme for Supporting Entrepreneurship and Self Employment</u> (under “National Strategic Plan for Entrepreneurship and Innovation”) Website: http://www.iefp.pt/apoios/candidatos/CriacaoEmpregoEmpresa/Paginas/Apoios_Criacao_Proprio_Emprego_Beneficiarios_Prestacoes_Desemprego.aspx Responsible organization: National Institute for Employment and Training Description: Aims to allocate the unemployment subsidy of the unemployed to the creation of their own business by advancing that same money as long as it assures a full-time job. Moreover, the beneficiaries of this initiative can access technical support on the creation and growth of their own business during the first two years of activity.</p>
<p>Name: <u>Mentors/Coaches National Network</u> (under “National Strategic Plan for Entrepreneurship and Innovation”) Website: http://www.redenacionaldementores.pt/ Responsible organization: SME National Support Institute Description: A matchmaking system between entrepreneurs who need some kind of support for their business and experienced professionals who are willing to provide free support. The initiative does not define a specific content programme as that should be exposed by the entrepreneur who should “captivate” its potential mentor with his business idea.</p>
<p>Name: <u>Entrepreneurship Passport</u> (under “National Strategic Plan for Entrepreneurship and Innovation”) Website: http://www.passaporteeempreendedorismo.pt Responsible organization: SME National Support Institute</p>

Description: Aims to support qualified young people to develop their own innovative project that it's still as an idea by providing a monthly scholarship for a few months and technical assistance (can also obtain mentors through the Mentors National Network).

Name: The Company³

Website: <http://portugal.ja-ye.org>

Responsible organization: Junior Achievement Portugal

Description: The Company is the flagship programme by Junior Achievement and is considered a European Commission Best Practice also having the high support of the Portuguese Presidency of the Republic. This is a “learn by doing” methodology target at basic, secondary or university level students where they have the opportunity to create and manage their own “company” throughout a full one school year.

Most of the initiatives on the list are not targeted specifically at VET students – however they are in principle open to anyone. There are also several other local / regional initiatives more targeted to VET.

It should also be noted that there is now a single programme that coordinates most of the government-led entrepreneurship initiatives (“National Strategic Plan for Entrepreneurship and Innovation” as presented above) which has 4 priority areas:

- Widening population competences (including young and vulnerable groups);
- Fostering innovation;
- Fostering entrepreneurship; and
- Adequate financial instruments.

VET and labour market structure and priorities

The responsibility for overall management and direction of Education and Training (E&T) lies within the government mostly with the Science and Education Ministry while the National Institute for Employment and Training is under the responsibility of the Economy Ministry. Both ministries share however responsibilities for the National Agency for Qualifications and VET. The National Institute for Employment and Training has responsibilities regarding training, apprenticeship and labour market policies.

Regarding VET itself the main stakeholders are the following:

Internal VET stakeholders:

National Agency for Qualifications and VET
National Institute for Employment and Training
School and National Institute for Employment and Training centres
Certified VET providers
Learners
Teachers/Trainers

External VET stakeholders:

³ O Empreendedorismo no Ensino Profissional: Um estudo de caso sobre a promoção do Empreendedorismo no processo ensino-aprendizagem num Curso Profissional, Rute Alexandra Ribeiro, Tese de Mestrado, Faculdade de Engenharia da Universidade do Porto, Junho 2013

Social partners including confederations of both employers' associations and trade unions that participate in the VET advisory bodies.

Higher education organizations are autonomous institutions.

It should also be noted that it was not until the 1980's that the VET system started to be re-activated following its discontinuation in the post-1974 revolutionary period. This has created a gap between education and training for which there are recurring efforts to reduce.

Therefore the instrument “National Qualifications Systems” is a framework based on an organic relationship between vocational education and training within the school system and vocational education and training in the labour market.

In the context of the Portuguese Education & Training system and labour market structure, the National Qualifications Systems has a set of policy objectives / priorities which are important to note (approved in 2007):

- to make secondary education attainment the minimum qualification for the population;
- to raise the basic training of the active population in order to enable their educational and professional development;
- to ensure the provision of IVET courses leading to double certification, both educational and occupational;
- to organise IVET and CVET provision in line with the present needs of enterprises and labour market as well as with the emerging economic sectors;
- to provide a variety of VET courses in a lifelong perspective leading to competence – based qualifications;
- to reinforce and consolidate the mechanism of recognition, validation and certification of competences;
- to develop the qualification and socio- professional integration of particularly vulnerable groups.

There are also several instruments associated to these policy objectives to support implementation:

- the national qualification framework, designed in line with European Qualification Framework, is organised in eight levels of qualification and a set of descriptors specifying the learning outcomes of the different qualification levels;
- the national qualifications catalogue, a strategic tool to manage and regulate non-higher E&T.
- a mechanism for the recognition, validation and certification of competences; and

- a document to register the learner’s acquisition of competences throughout life, those within the CNQ as well as any other completed training programme.

Identified barriers

There is not yet an integration between entrepreneurship initiatives and VET education – there are however several initiatives on “both sides” that can be complementary. This might be due to the long evolution and reforms that either entrepreneurship initiatives have been taking (especially culminating at such a recent national level) and the consolidation of the VET more recently.

As a conclusion to the Portuguese analysis, one should take a look at a forward-looking analysis of the evolution of sectors in Portugal, approached the issue of matching VET provision and labour market needs (by Pedroso et al, 2001). For the main conclusions the Portugal Country Report 2012 by CEDEFOP is quoted:

“One of the main conclusion of the study is that there is a significant mismatch between training supply and labour market demand: a) an over-supply of courses leading to professions such as medium skilled technicians for informatics and for commerce (with 66% of VET learners) for a low demand on the labour market, and b) a high demand for qualified workers in such areas as food services, construction and industrial production which rank low in VET provision. To tackle the issues identified by the analysis, further action is recommended, e.g. development of strategies to support VET providers in redirecting/ updating their supply towards the more demanded areas in the labour market, and to further analyse those sectors where there are discrepancies between individuals’ competences and the jobs they are performing.”

4. Best Practices at national level

Bulgaria

Name	Vocational training for acquiring a vocational qualification and acquisition of key competencies to foster employment – annual projects for the unemployed.																																	
Country	Bulgaria																																	
Organization	State Enterprise: Bulgarian-German-Center for Vocational Education and Training																																	
Website	www.bgcpo.bg																																	
Type of initiative	Vocational training of unemployed people from the risk groups on the labour market in order to increase their employability																																	
Aim of initiative	<p>- acquiring or improving the employability of the target group through training for acquiring the 1st, 2nd or 3rd degree of vocational qualification or part of the profession</p> <p>- increasing the employability opportunities by integrating vocational training with key competencies: "Pro-activity and Entrepreneurship" and "Social and civic competencies" - considered by employers as personal skills or prerequisites for starting an own business</p>																																	
Initiative structure	<p>Total hours: 30 hours Theory: 14 hours Practice: 16 hours Form of the training: daily, evening, weekend Successful graduates acquire: Certificate for core competence Nr. 7</p> <table border="1" data-bbox="568 1227 1318 1720"> <thead> <tr> <th rowspan="2">№</th> <th rowspan="2">Name and content of the modules</th> <th colspan="3">HOURS</th> </tr> <tr> <th>Total</th> <th>Theory</th> <th>Practice</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Market and Market Environment</td> <td>7</td> <td>3</td> <td>4</td> </tr> <tr> <td>2.</td> <td>Fundamentals of Entrepreneurship</td> <td>6</td> <td>3</td> <td>3</td> </tr> <tr> <td>3.</td> <td>Business Planning</td> <td>12</td> <td>5</td> <td>7</td> </tr> <tr> <td>4.</td> <td>Project development and project management</td> <td>5</td> <td>3</td> <td>2</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total:</td> <td>30</td> <td>14</td> <td>16</td> </tr> </tbody> </table>	№	Name and content of the modules	HOURS			Total	Theory	Practice	1.	Market and Market Environment	7	3	4	2.	Fundamentals of Entrepreneurship	6	3	3	3.	Business Planning	12	5	7	4.	Project development and project management	5	3	2	Total:		30	14	16
№	Name and content of the modules			HOURS																														
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1.	Market and Market Environment	7	3	4																														
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3.	Business Planning	12	5	7																														
4.	Project development and project management	5	3	2																														
Total:		30	14	16																														
Methods/Techniques/Tools	The teaching is conducted in small groups, where the number of participants is appropriate to allow individual approach and to meet the individual needs for professional and personal development of the participants. During the training the following methods and techniques are used: presentation/ introduction of new information, building up on previous knowledge, discussions, role plays, independent work with data, working in groups, case																																	

	studies, tests - individual work, feedback incl. visualizing the own opinion on the knowledge acquired, methods and ways of teaching. The training is in accordance with the State Educational Standards, current regulations and methodological guidelines with HSWC of the Ministry of Labour and Social Policy and Ministry of Health.
Strengths	The unemployed are better prepared for the labour market and have greater opportunities to find a job as they better meet employers' requirements. In case they decide to start up their own business, they have obtained the needed basic knowledge in the field and know that they need to further improve their qualification.
Weaknesses	The training on entrepreneurship is not long and efficient enough, thus it is often not taken seriously. Most of the students do not realize the complexity of the process and the possible risks of failure.
Other comments	Such trainings should be differentiated into two themes: Pro-activeness – which is a skill/ personal quality and should be a mandatory module in each vocational training Entrepreneurship – a targeted training with appropriate curriculum for those who wants to establish their own business - as a basis for starting the business, together with detailed information about the opportunities offered by various national and international programmes in support of business starters

Name	9 Academy is a business academy where business experts and specialists from Bulgaria will train 50 young people how to start up, develop and manage their own business, how to achieve success on the market while selling their products.
Country	Bulgaria
Organization	Initiator and organizer of 9 Academy is the Business Club of University of National and World Economy, with the support of M3 College, Beta-Mu Consult and 280 Interactive Advertising.
Website	http://9academy.com/
Type of initiative	Training course on entrepreneurship for young people, involving representatives from the business
Aim of initiative	<ul style="list-style-type: none"> - to present and explain how a business organization works and what is the main function of each department in it; - to provide basic knowledge and skills in areas such as marketing, finance, accounting, HR, sales, law ,PR, civil sector, digital technology and entrepreneurship in order to help a successful career start and development; - to provide basic knowledge and skills on setting a successful business: starting up, developing and managing
Initiative structure	9 Academy's programme includes 9 modules - the 9 circles of business success (approx. 20 hours per module): 1. Entrepreneurship The first module will lay the foundation of a good business model and give a guidance on where and how to look for funding.

	<p>2. Marketing The second module will focus on building a new brand; the first steps in the advertising and marketing of a new brand; the basic of the online and digital marketing and will inspire guerrilla and viral effect.</p> <p>3. Finance and Accounting Financial and accounting issues can ruin even the best business idea. In the third module, participants will gain basic knowledge in finance and accounting.</p> <p>4. HR Another important aspect of making your business successful is recruiting and retaining a good team of staff. In the fourth module, participants will have the opportunity to work with some of the best HR specialists in Bulgaria.</p> <p>5. Legal Issues Legal issues are also an integral part of the development of a business. In this module participants will learn about the legal and legislative basis regulating the operation of a company in Bulgaria.</p> <p>6. NGO The sixth module will focus on relationships and good partnerships between the businesses and NGOs</p> <p>7. PR Building a good reputation from the very beginning is essential for a long-term success. In this module participants will undergo through series of training on how to build and sustain a good image among all their partners.</p> <p>8. Digital / IT In module 8 participants will learn how to utilize the digital technologies in their business and how important is the web design to do a successful business.</p> <p>9. Sales Last but not least is module “Sales”. Successful sales are the final stage of one successful business which allows its deployment.</p>
<p>Methods/Techniques/Tools</p>	<p>The programme of 9 Academy includes interactive trainings where trainers will give real examples from their business experience and practice. The workshop will include lectures, case studies, group work and feedback.</p> <p>Case studies will be discussed during the training. Participants will have the opportunity to work independently and prepare their own projects.</p> <p>9 Academy will provide a good basis and a good overall idea of how to create and develop a successful business. After passing all 9 modules, the participants will have the knowledge and skills to create, develop and manage business projects</p>
<p>Strengths</p>	<p>-</p>
<p>Weaknesses</p>	<p>-</p>
<p>Other comments</p>	<p>-</p>

Germany

Name	Unternehmergeist in Schulen (Entrepreneurial spirit in schools)
Country	Germany
Organization	Initiativkreis "Unternehmergeist in die Schulen"(under the umbrella of Bundesministeriums für Wirtschaft und Energie (Federal Ministry for Economy and Energy))
Website	http://www.bmwi.de/DE/Themen/Mittelstand/Gruendungen-und-Unternehmensnachfolge/staerkung-des-unternehmergeistes,did=508842.html
Type of initiative	Practical support and concrete teaching and learning materials to promote the implementation of entrepreneurial activities into schools
Aim of initiative	Promoting entrepreneurship and self-employment and fostering cooperation between schools and enterprises
Methods/Techniques/Tools	<ul style="list-style-type: none"> - practical support for implementing entrepreneurship related projects in schools (e.g. for founding school companies) - e-learning modules for teachers on how to support the successful formation of school companies - teaching materials and work sheets - newsletters for teachers and students - learning materials for students
Strengths	<ul style="list-style-type: none"> - Enhancing entrepreneurial competences at the age of 15 to 19 - Implementing practical entrepreneurial activities and allowing an insight in business practice
Weaknesses	-
Other comments	Seems transferable to other learning environments than schools

Name	ABC UP – Entrepreneur’s skills certificate
Country	Austria
Organization	Wirtschaftskammer (Chamber of Commerce)
Website	http://www.unternehmerfuehrerschein.at/Content.Node/index.en.html
Type of initiative	The Entrepreneur’s Skills Certificate® goes back to an initiative of the Austrian Federal Economic Chamber and is offered as a supplementary qualification from grade eight in school. This successful model was recognized by the European Commission in 2006 and the umbrella association of European chambers of commerce Euro Chambers in 2011 as a best-practice example of entrepreneurship education.
Aim of initiative	Provide students with business and financial knowledge and entrepreneurial skills by providing them with learning modules that lead to a standardised examination and then, in case of success, to the Entrepreneur’s skills certificate.
Methods/Techniques/Tools	Teaching and study materials for modules A – C and UP have been prepared by bit media Austria in accordance with the curriculum prescribed by the Austrian Federal Economic Chamber.
Strengths	The holders of the Entrepreneur’s Skills Certificate® show that they have a positive and entrepreneurial attitude to economic subjects. The

	<p>certificates represent confirmation of a high level of commitment and independent initiative, a better understanding of business as well as the study of basic national economic and business management relationships.</p> <p>On the other hand, the businesses know what they can expect from the certificate holders. The uniform and certified standard meets the requirement of employers for qualified, committed staff with basic business skills.</p>
Weaknesses	Practical application seems to be missing
Other comments	<p>In the event that young people or young adults have not been able to complete the Entrepreneur’s Skills Certificate while they were at school, adult education institutions offer the individual modules as well as the module examinations.</p> <p>Study materials can be ordered directly from the publisher. Study materials from bit media are available for Austria, Germany, France, Poland, Czech Republic, Serbia, Kosovo as well as Mali and Ethiopia.</p>

Slovakia

Name	StartupAwards.SK
Country	Slovakia
Organization	Neulogy
Website	www.startupawards.sk
Type of initiative	award
Aim of initiative	Startup Awards.sk promotes innovation and entrepreneurship in Slovakia.. The annual competition recognizes young technological companies across disciplines
Methods/Techniques/Tools	<p>Startup Award DIGITAL Award for technological startups offering innovative solutions in IT, web, mobile and media. Basically anything you create with code. Think cloud computing, big data or inexplicably addictive bird-throwing games.</p> <p>Startup Award SCIENCE Award for technological businesses coming out of science and engineering labs. Basically, anything you can’t create just with code. Think high-capacity energy storage, malaria vaccine or fool-proof spaceship.</p> <p>Startup Award ART & DESIGN Award for technology-enabled businesses offering products and solutions in art and design. Think art genome projects, technology-savvy publishing or pain-free high heels.</p> <p>Startup Award SOCIETY Award given to a startup or technology-enabled project with highest social impact. Think carpooling systems, Internet solutions for refugee camps and imaginary girlfriend apps.</p>
Strengths	It is a celebration of innovative mind and creative vision.
Weaknesses	-

Other comments	Selection process Five finalists in each of the four categories will get a chance to present live in front of the jury and the audience and will be selected based on the following criteria: <ul style="list-style-type: none"> - Innovation in the field of product or service - Innovation in making, distribution or marketing - Exceptional growth in terms of customer numbers, revenues or R&D - The startup’s potential to affect its business sector - A combination of an interesting market opportunity and a capable and dedicated team
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Name	Female Entrepreneur of the Year
Country	Slovakia
Organization	National Agency for Development of Small and Medium Enterprises
Website	http://www.podnikatelkaslovenska.sk/
Type of initiative	Award
Aim of initiative	The main idea of the project is to reward successful women in business and their ability to establish their companies firmly at the market. Their position, in comparison with male entrepreneurs, is more difficult since most of businesswomen are responsible mothers that have to synchronize their personal and professional lives.
Methods/Techniques/Tools	MAIN CRITERIA: <ul style="list-style-type: none"> - business success in terms of the economic performance - clear idea about the future development of a company - wish to hit higher goals when developing business and purposeful building of the image, endurance and attempt to stand out - benefits brought by a company into a region - non-conventional way of doing business, original attitude towards the business plan execution, originality and innovation. - synchronisation of a personal and professional life - application of the principles of the Ethics Code ADDITIONAL CRITERIA: <ul style="list-style-type: none"> - secured market for own goods and services - high quality and professionalism - the standard of customer service - the social programme for employees
Strengths	Publicity.
Weaknesses	Only women.
Other comments	-

Portugal

Name	Dona Empresa / Projecto de Apoio ao Empreendedorismo de Mulheres (Miss Company / Project for the Support of Women Entrepreneurship)
Country	Portugal
Organization	Associação Potuguesa Mulheres Empresarias
Website	www.apme.pt
Type of initiative	Training on class combined with individual consultancy sessions
Aim of initiative	- To promote de entrepreneurial spirit by the development of essential competences to the elaboration of a Business Plan and to the management of a micro or small sized company. - To contribute to the personal, professional and social development in order to facilitate the adaptation, acquisition and/or improvement of competences in management and leadership, as well the creation of a business spirit.
Initiative structure	The course had 265 hours of training in class, distributed by the following topics: 1. Introduction – 1 hour 2. Motivation and Determination – 12 hours 3. Management and Organisation – 18 hours 4. Access to Economic Activities – 24 hours 5. Marketing and markets – 35 hours 6. Financial management – 35 hours 7. Production management – 35 hours 8. ICT – 38 hours 9. Quality management – 28 hours 10. Human Resources Management – 28 hours 11. Incentives for Investment – 7 hours 12. Evaluation – 4 hours The course had also 100 hours of consultancy, divided in: 60 hours before the opening of the company 40 hours after the opening for support during the first months
Methods/Techniques/Tools	The fact of being a large duration training course allowed a good relationship between trainers and trainees. This promoted the share of information that was important for the creation of the companies but also for the personal development and maturity as entrepreneurs.
Strengths	Training in main areas for business management, such as law, financial management, marketing, ICT. Trainers and consultants with a vast experience on the topic of the training course. By being co-funded by the EU, the course was free of charge for the trainees. There were possibilities for the trainees to apply for funding for the creation of their businesses.
Weaknesses	The course was targeted only at women. The poor exploitation of the behavioural aspects of entrepreneurship.

Other comments	-
Name	Plataforma para a Educação do Empreendedorismo em Portugal - PEEP (Platform for the Entrepreneurship Education in Portugal)
Country	Portugal
Organization	PEEP
Website	http://www.peep.pt/
Type of initiative	Non profit association, involving individuals, education organizations, companies, governmental and civil society organizations
Aim of initiative	Development and implementation of national programmes of support to education and training for entrepreneurship through research, education and training projects and policy development processes
Methods/Techniques/Tools	Establishment of partnerships with national and international organizations Participation in national and international projects
Strengths	Partnerships with University of Lisbon, Portuguese Catholic University, Regional Centre of Porto, University of Algarve and ISCTE-Audax – Centre of Research and Support to Entrepreneurship and Family Companies. Participation in several international (Coneect, Astee, Adeptt) and national (Intrapreneurship in Portugal) projects
Weaknesses	Poor communication strategy (website)
Other comments	-

5. Main Conclusions

The Desk Research Report provides an extended analysis of the European and Country level initiatives concerning Entrepreneurship; it also gathers a total of eight Best Practices from the four countries within the current consortium. This report provides guidance for the implementation of the entrepreneurship online training platform that will be developed by the partnership within the scope of the GEP VET project.

Concerning the National Country Analysis, the economies of Bulgaria and Portugal were strongly affected by the global economic crisis of 2008-2009, which affected the reforms of the educational and VET systems and aggravated the unemployment rates. Therefore in both countries there is an urgent need of a reform of the labour market and education sectors, currently being undertaken.

In Bulgaria, entrepreneurship has been highlighted in various governmental strategies and in the national initiatives funded by ESF, promoted by the Ministry of Economy and Energy or the Ministry of Education, Youth and Science. There are also initiatives promoted among students at Higher Education level and within the private sector. In Portugal, the entrepreneurship initiatives have increased and there is now a single programme that coordinates most of the government-led entrepreneurship initiatives (“National Strategic Plan for Entrepreneurship and Innovation”) together with several private initiatives. The dual training concept is being discussed in Bulgaria as an option, with the main points being: regulated modular training, protected professions, dual training, external quality control of training, introduction of a system for validation of non-formal and informal knowledge and skills.

In Portugal, the responsible authorities for VET education are the Science and Education Ministry and the National Agency for Qualifications, with the National Institute for Employment the responsible authority for the training, apprenticeship and labour market policies.

The VET system in Germany is characterized by a close relationship between employers, trade unions and the government, which means that the actual structure of the vocational training must meet the demands of the industry. Germany has a high proportion of people with secondary level qualifications, and the early school leavers’ level is below the EU average. Concerning entrepreneurship, there are several measures implemented by the government to support entrepreneurial culture in schools and higher education, and eventually supporting entrepreneurs starting their own businesses.

In Slovakia, the number of SME in the manufacturing sector is very high compared to the EU average, although the other sectors are still much less competitive than in the other EU countries. Nevertheless, the number of sole owners and micro-enterprises is increasing in Slovakia, following the implementation of SCP which removes some administrative bureaucracies for entrepreneurs. The country is also characterized with the high-level of education for people aged between 20 and 24 years-old, positioning itself above the EU27 average for those who have completed at least the upper secondary level. Concerning entrepreneurship, this is included in the national curriculum either as a compulsory or as an optional subject, which shows the current concern in establishing an entrepreneurial culture at the education level.

The main barriers related to the promotion of entrepreneurship in Bulgaria concern the high rate of unemployed people in the low-skilled segment, often with lower educational level. However, there has been an increase on entrepreneurship initiatives as previously referred. The situation is similar in Portugal, but there is also the challenge of non-integration between entrepreneurship initiatives and VET education, since most of the entrepreneurship initiatives are not targeted to VET students. However, entrepreneurship initiatives that have increased mostly are the ones focused on technology and high knowledge level. Concerning the German side, there are still many barriers regarding the actual start of the business, especially regarding bureaucracy issues. In regard to the Slovakian side, the main obstacles are related to the lack of development of business skills on individuals, as well as the lack of entrepreneurship teaching in schools, although there has been a current concern from the education side in trying to promote it.

Concerning the Best Practices analysis, presented below three recommendations can be considered as priority for the implementation of the training courses:

- One of the main weaknesses pointed out by the participants in the training courses is that the training on entrepreneurship does not bring the necessary motivation to the students. It is very important to exploit the behavioural aspects of entrepreneurship, as well as including a practical application of the contents learned during the training. This would be achieved through the integration of key competences regarding entrepreneurship on the course, as well as basic contents on business management strategies, in complement with practical exercises for each key competence addressed.
- Main positive points regarding entrepreneurship related courses, the most relevant concern the practical implementation of the training contents in areas of interest to the learners. It is important that the training programme provides added value to its participants in the labour market, increasing their chances of being successful – employed or self-employed in the future.
- Provide teaching materials and exercises that can captivate the learners and involve them directly in the training. These would also need to contain a practical application.
- Duration of the course should be taken in consideration: one course was considered too short (with 30 hours), lacking on efficiency in transmitting the necessary knowledge.

General Introduction of the Needs Analysis – Questionnaires

The role of the Needs analysis as part of the Desk Research work package is to define the needs of the main target groups: VET teachers and trainers on one hand, and the VET learners on the other hand. The methodology involved in the current research - online questionnaires, exploring the perception of entrepreneurship, opinions, needs, motivation and barriers to entrepreneurship. The analysis below will represent the main findings, such as:

- the most relevant skills and competences in regard with entrepreneurship;
- the existing/missing educational content on entrepreneurship in the VET sector and in-company trainings;
- future expectations of entrepreneurship education.

Based on the analysis of the gathered information from the questionnaires in the four participating countries, an appropriate training programme for trainers in the VET and private sector will be developed, in order to foster the entrepreneurship attitude and mindset among the above-mentioned target groups.

6. Needs Analysis – Questionnaires

Before conducting the needs analysis research, the project consortium has defined the main groups of soft skills which were set as the most important competences in fostering entrepreneurship culture: encouraging the acquisition of entrepreneurship skills, promoting entrepreneurial mind-set and behaviour, and disseminating the entrepreneurship approach in VET and labour market related trainings.

The interviewed and analysed soft skills, incorporated in a VET training course, will help VET learners and trainers to become more pro-active and innovative in professional life and more aware of their entrepreneurship potential.

At the beginning of the survey the basic terminology related to the entrepreneurship theme in the GEP VET project was provided in the questionnaire in order to use a common language when talking about entrepreneurial skills and attitude.

Table 1 – Table of skills/attitudes

Soft - skills categories	Groups of soft skills for each category
Decision making skills	Analysis and problem solving Dealing with conflict Information management Proactive Attitude Risk analysis & risk tolerance
Creativity and Innovation skills	Creative thinking Flexibility Intuitive intelligence
Personal skills	Courage Emotional stability Resilience and tenacity Self-reflection abilities Responsibility Self-awareness/Self-knowledge Self-confidence
Communication and interpersonal skills	Active listening Assertiveness Capacity to inspire/tell stories Commitment to others Team working Presentation skills
Basic Business Understanding skills	Business idea and business model evaluation Business planning skills Basic sales skills Marketing fundamentals Foundations of financial statements and financial

	analysis
Risk-taking & Opportunities identification Abilities	Proactive Attitude Risk analysis & risk tolerance Opportunities seeking & identification Locus of control

6.1. Starting points

The project partners have defined the frame of the survey – the number of desired respondents from each target group, methodology and number of questions in accordance with the project application. The work package Leader – The Business Institute Bulgaria coordinated the process, gathered and analysed the data and summarised the results in a report.

Both target groups – the VET trainers/trainees and learners were approached via different means, whereas some differences existed between the partner countries (e.g. in Bulgaria in-company trainers in different business sectors were contacted, as they showed interest in the topic, as well as some professional high schools). At the end, each partner gathered around 30 answers from each target group, whereas some differences occurred (e.g. in Slovakia more learners than trainers were approached). The main respondents groups were as follows: trainers in VET institutions, trainees in vocational training courses, trainees in key competences courses, teachers in professional high-schools, freelancer trainers, in-company trainers, project managers of VET providers, counselors in VET institutions, education providers, etc.

Altogether the project partnership has collected answers and comments from 188 respondents: 76 trainers/trainees and 112 learners from the following countries: Bulgaria (BG), Germany (DE), Portugal (PT), Slovakia (SL).

Two different types of questionnaires with different aims (please see Table 2) have been prepared in order to collect relevant data from both target groups: one for teachers/trainers and the other for learners/trainees (please see appendix 1 and appendix 2).

Table 2 - The Aim of questionnaires

Trainees/Learners	Trainers/Teachers
Importance of different skills to become a successful entrepreneur	Is there a need for a new/more comprehensive course for entrepreneurship skills
Which skills / attitudes should be put emphasis on.	Which skills / attitudes should be put emphasis on in the entrepreneurship course.
What is missing in common /existing courses, is there a need for new courses in entrepreneurship.	Motivation of learners/students to enroll in a course on entrepreneurship

6.2. Results of trainers/teachers questionnaires

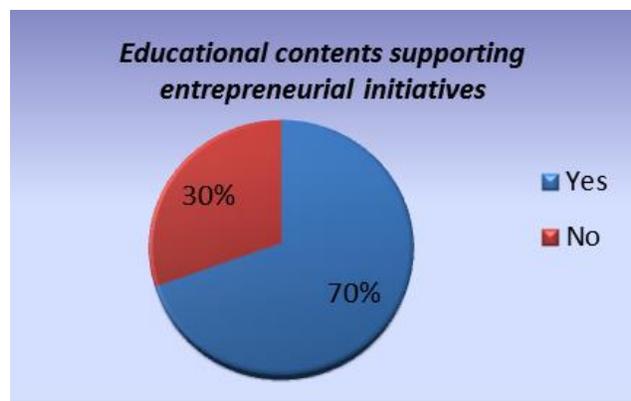
Personal identification: 76 trainers/teachers, aged 25 – 59.

Educational content supporting entrepreneurial initiatives is integrated with 50 – 100% in the courses of all countries.

Table 3 - Educational contents supporting entrepreneurial initiatives

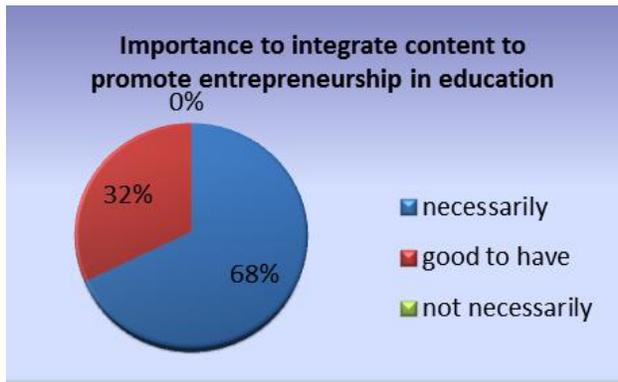
Usage/ countries	BG	DE	PT	SK
Yes	71%	68%	67%	70%
No	29%	32%	33%	30%

Chart 1: Educational contents supporting entrepreneurial initiatives



The most widely mentioned courses attended containing entrepreneurship among the respondents are: Starting a Business, Project Management, HR Management, Marketing, and Management.

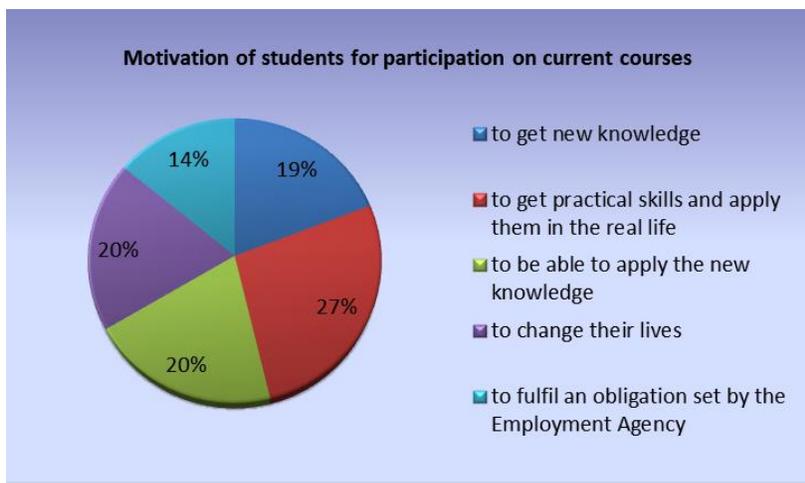
Chart 2: Importance to integrate content to promote entrepreneurship in education



Motivation of students for participation in current courses is in following order:

1. To get practical skills and apply them in the real life – 27%
2. To be able to apply the new knowledge – 20%
3. To change their lives – 20%
4. To get new knowledge – 19%
5. To fulfill an obligation set by the Employment Agency – 14%

Chart 3: Motivation of learners for participation in current courses



The first two charts show that the practical utilization of the acquired knowledge and skills is the leading motivational factor for almost 50 % of the learners/students. This should therefore be one of the leading criteria for the trainer to develop and update the training curriculum on entrepreneurship skills – namely to make the modules and topics understandable enough for different groups of learners and to

make them easily applicable in practice (incorporating lots of practical exercises, role plays, business simulations etc.)

The next key section presents the importance of the different skills for developing the entrepreneurial mindset and behavior, which would be the basis for the development of the training modules in the current project GEP VET.

Chart 4: Decision Making skills

Group 1: Decision Making skills

- Analysis and problem solving – 54%
- Proactive Attitude – 33%
- Risk analysis & risk tolerance – 7%
- Information management – 5%
- Dealing with conflict – 1%



As most important decision-making skills the respondents have rated: Analysis and problem solving and proactive attitude. This is a key finding for the future course development leading to the need of various practical business simulations, analytical and problem-solving exercises presenting real-business-life situations.

Chart 5: Creativity and Innovation skills

Group 2: Creativity and Innovation skills

- Creative Thinking – 51%
- Flexibility – 31%
- Intuitive intelligence – 18%

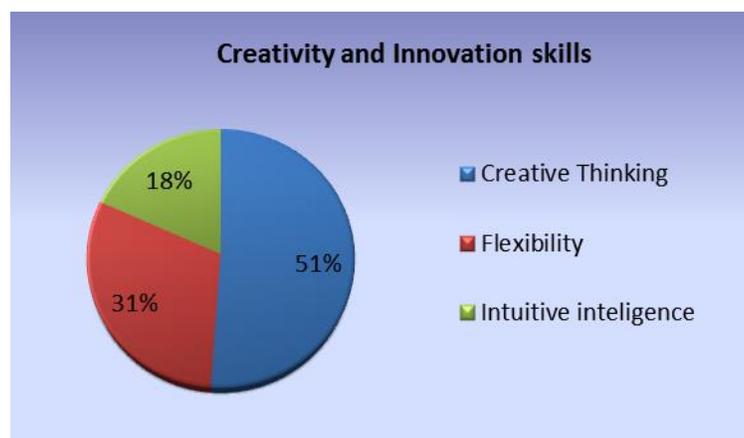


Chart 6: Personal skills

Group 3: Personal skills

- Self confidence – 36%
- Resilience and tenacity – 26%
- Responsibility – 19%
- Self awareness/
Self knowledge – 11%
- Self-reflection abilities – 7%
- Emotional stability – 1%
- Courage – 0%



Based on the results of the survey related to the Personal and communication skills (Group 3 and Group 4 below) we could conclude that the training should focus on developing the skills, which were rated with highest importance (Self confidence, Resilience and tenacity, Capacity to inspire). However, the training modules could contain also parts of other sub-competences in order to make the training programme logical and consistent as well as to present a comprehensive approach on developing entrepreneurial mindset and applicable skills.

Chart 7: Communication and interpersonal skills

Group 4: Communication and interpersonal skills

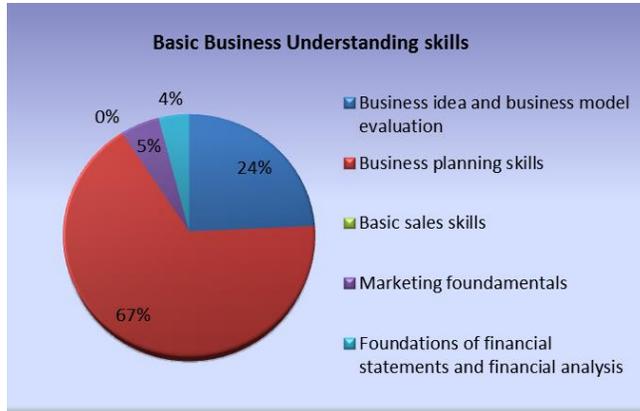
- Capacity to inspire/
tell stories – 46%
- Active listening – 13%
- Assertiveness – 10%
- Commitment to others – 10%
- Team working – 10%
- Presentation skills – 11%



Chart 8: Basic Business Understanding skills

Group 5: Basic Business Understanding skills

- Business planning skills – 67%
- Business idea and business model evaluation – 24%
- Marketing fundamentals – 5%
- Foundations of financial statements and financial analysis – 4%
- Basic sales skills – 0%



The results show that the focus within this group of skills should be on the business planning skills, and that business idea evaluation is the most important starting point for every entrepreneur.

Finally (see the graph on the next page), the importance of proactiveness together with the ability to see & identify the valuable business opportunities is among the topics which should definitely find a place among the training modules on entrepreneurship in the GEP VET course.

Chart 8: Risk-taking & Opportunities identification Abilities

Group 6: Risk-taking & Opportunities identification Abilities

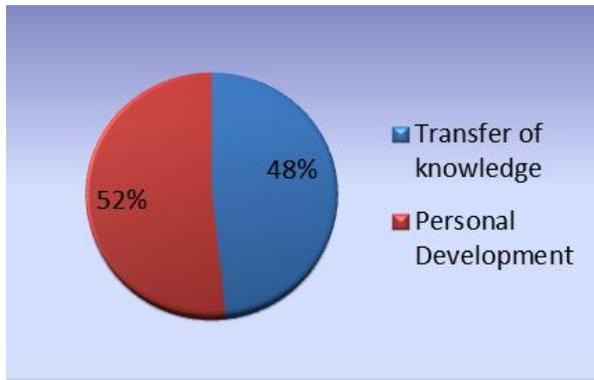
- Opportunities seeking & identification – 71%
- Risk analysis & risk tolerance - 11%
- Locus of control – 13%
- Proactive Attitude – 5%



Importance of transfer of knowledge and development of personality

- Transfer of knowledge – 48%
- Personal Development – 52%

Chart 9: Importance of transfer of knowledge and development of personality



The presented results show that the training course should combine different methods for training of adult people – apart from the trainers’ presentations and discussions for pure knowledge transfer, the trainers should include also more interactive methods, based on “learning by doing” principle, that provides the participants with an experience on intellectual, emotional and behavioral level.

The key elements needed to be a successful entrepreneur

- Passion for the business – 32%
- Customer Orientation – 23%
- Quality of Product or Service – 21%
- Personal Development – 19%
- Other – 5%

The results of this graphic could be used as background information for the training experts, who will be responsible for development of the training content, in order to include elements such as customer orientation & attitude, or ability to motivate and inspire oneself and others.

Chart 9: The key elements needed to be a successful entrepreneur



Barriers/obstacles to successful entrepreneurship career:

The main obstacles for a successful entrepreneurship career pointed out by teachers were:

- Lack of funding
- Fear (risk taking)
- Bureaucracy
- Lack of knowledge
- Lack of opportunities
- Lack of self-confidence

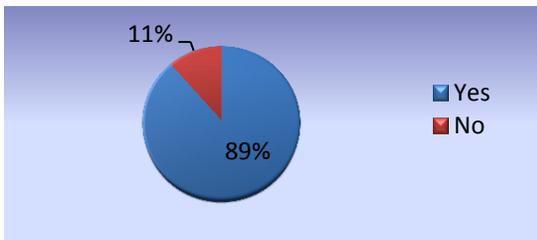
6.3. Results of trainees/learners questionnaires

Personal identification: 112 trainees/learners, aged 21 – 58.

The most popular courses attended among the respondents in this target group are: Business Basics, Project Management, Teamwork, Marketing, and Management.

The response to the question *“Have these courses inspired or motivated you to apply a more proactive behaviour and entrepreneurial mindset in your every-day work?”* are presented in Chart 10.

Chart 10: Entrepreneurial education positive impact on the learners’ life



Entrepreneurial education positive impact on the learners’ life by countries

Usage/ countries	BG	DE	PT	SK
Yes	100%	68%	n.a.	90%
No	0%	32%	n.a.	10%

The presented results show a highly positive attitude towards entrepreneurial education – especially for Bulgaria and Slovakia. Due to the fact that the German economy, labour market and educational options are much more developed and advanced, the responses there are relatively lower, however still very positive.

The next key section presents the importance of the different skills for developing the entrepreneurial mindset and behavior, which would be the basis for the development of the training modules in the current project GEP VET.

Chart 11: Decision Making skills

Group 1: Decision Making skills

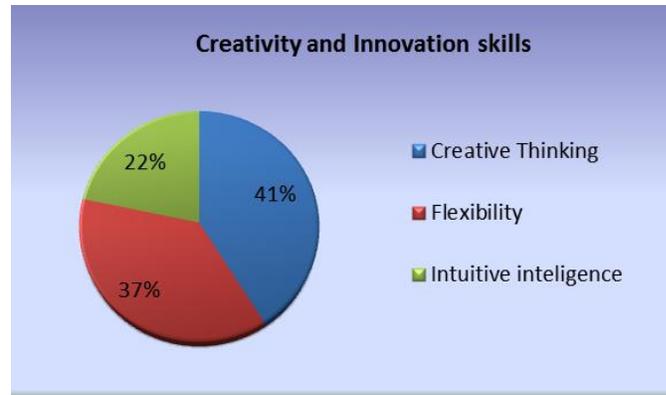
- Analysis and problem solving – 60%
- Proactive Attitude – 25%
- Information management – 6%
- Risk analysis & risk tolerance – 5%
- Dealing with conflict – 4%



Chart 12: Creativity and Innovation skills

Group 2: Creativity and Innovation skills

- Creative Thinking – 41%
- Flexibility – 37%
- Intuitive intelligence – 22%



Similar to the trainers/trainers’ responses, the most important decision making skills rated by the respondents are analysis and problem solving as well as proactive attitude. This is key finding for future course development – both researched groups indicate the need for practical business simulations, analytical and problem-solving exercises presenting real-business-life situations.

Chart 13: Personal skills

Group 3: Personal skills

- Resilience and tenacity – 36%
- Responsibility – 31%
- Self-reflection abilities – 20%
- Self-confidence – 6%
- Courage – 3%
- Self-awareness/
Self-knowledge – 2%
- Emotional stability – 2%



Based on the results of the Personal and Communication skills element (Group 3 and Group 4 below) it could be concluded again that both respondents’ groups demand similar skill sets – especially Resilience and tenacity. However, that the skill 'Teamwork' is more highly ranked among the trainees’ compared to the trainers’ should be noted and addressed when developing future entrepreneurial courses within the project.

Chart 14: Communication and interpersonal skills

Group 4: Communication and interpersonal skills

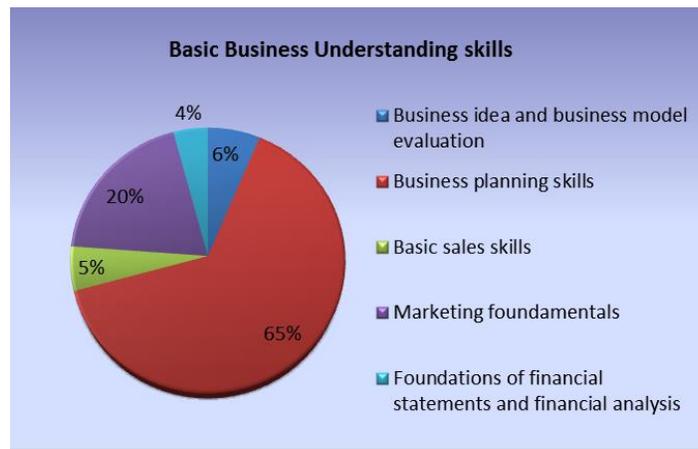
- Team working – 62%
- Assertiveness – 21%
- Commitment to others – 6%
- Active listening – 5%
- Presentation skills – 4%
- Capacity to inspire/ tell stories – 2%



Chart 15: Basic Business Understanding skills

Group 5: Basic Business Understanding skills

- Business planning skills – 65%
- Marketing fundamentals – 20%
- Business idea and business model evaluation – 6%
- Basic sales skills – 5%
- Foundations of financial statements and financial analysis – 4%



The Basic Business Understanding Skills results reveal another direct match between the preferences of the both researched groups – the focus within this group of skills should be on business planning skills and business idea evaluation, which is the most important starting point for each entrepreneur.

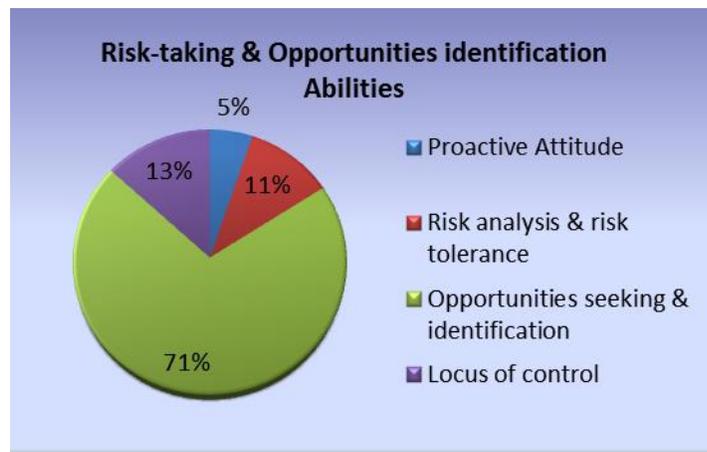
The analysis of Risk-taking & Opportunities identification Abilities (see the graph on the next page) shows that the trainees/learners’ group express exactly the same preferences (predominantly on the Opportunities seeking & Identification) as the results of the trainers’ responses.

This finding shows the importance of proactivity together with the ability to identify valuable business opportunities and is one of the topics which should find a place amongst the training modules on entrepreneurship in the GEP VET course.

Chart 16: Risk-taking & Opportunities Identification Abilities

Group 6: Risk-taking & Opportunities Identification Abilities

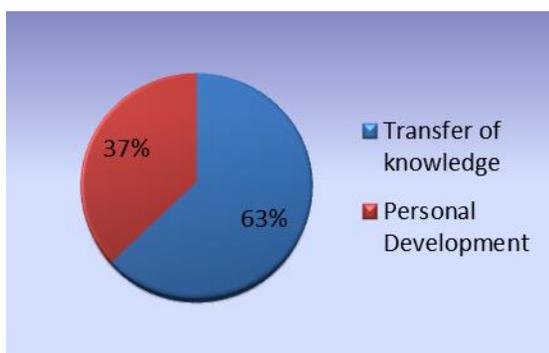
- Opportunities seeking & identification – 71%
- Risk analysis & risk tolerance – 11%
- Locus of control – 13%
- Proactive Attitude –5%



Overall, there is a 90% match between students and trainers of how they ranked the importance given to skills and attitudes. The differences will be taken in consideration while developing the training modules.

The importance of transfer of knowledge and development of personality is presented in the next Chart:

Chart 17: Importance of transfer of knowledge and development of personality



The results presented above show that the trainees rank with a higher score the transfer of knowledge (63%) as compared to the trainers’ result (48%). This reveals an important finding for the future

development of the entrepreneurial courses – the combination of different methods for training of adult people – trainers’ presentations and discussions for pure knowledge transfer, and interactive methods, based on “learning by doing” principle.

According to the interviews learners the key elements needed to be a successful entrepreneur are the following:

- Customer Orientation – 29%
- Quality of Product or Service – 27%
- Personal Development – 22%
- Passion for the business – 20%
- Other – 2%

Chart 18: The key elements needed to be a successful entrepreneur



Barriers/obstacles to successful entrepreneurship career:

According to the learners the main obstacles for a successful entrepreneurship career pointed out by teachers were:

- Lack of funding
- Fear (risk taking)
- Bureaucracy
- Lack of experience
- Lack of knowledge
- Lack of opportunities

- Lack of self-confidence

6.4. Conclusions based on the Needs Analysis

The results of both questionnaires addressing teacher/training and learners/trainees could be summarized as follows:

- Most of the trainers and teachers already integrate educational contents supporting entrepreneurial education in their courses;
- The skills-attitudes considered by both target groups as most important for entrepreneurial mindset and behavior are as follows (criterion is based on the weights given by the respondents):

1. The most motivating skills into entrepreneurship for each group of skills were:

Group 1: Decision making skills

- Analysis and problem solving
- Proactive Attitude
- Risk analysis & risk tolerance

Group 2: Creativity and Innovation skills

- Creative Thinking
- Flexibility

Group 3: Personal skills

- Self confidence
- Resilience and tenacity
- Responsibility

Group 4: Communication and interpersonal skills

- Capacity to inspire/tell stories
- Active listening
- Assertiveness

Group 5: Basic Business Understanding skills

- Business planning skills
- Business idea and business model evaluation

Group 6: Risk-taking & Opportunities identification Abilities

- Opportunities seeking & identification

- Risk analysis & risk tolerance

2. Skills that should be considered for integration into future courses are the following (*the red color means that particular skills were preferred by both researched groups; green means differences between the groups that should be considered*):

Group 1: Decision making skills

- Analysis and problem solving
- Proactive Attitude
- Information management

Group 2: Creativity and Innovation skills

- Creative Thinking
- Flexibility

Group 3: Personal skills

- Resilience and tenacity
- Responsibility
- Self-reflection abilities

Group 4: Communication and interpersonal skills

- Team working
- Assertiveness

Group 5: Basic Business Understanding skills

- Business planning skills
- Marketing fundamentals
- Business idea and business model evaluation

Group 6: Risk-taking & Opportunities identification Abilities

- Opportunities seeking & identification
- Locus of control
- Risk analysis & risk tolerance

3. Barriers to entrepreneurship (according to both target groups results) are the following:

- Lack of funding
- Fear (risk taking)
- Bureaucracy
- Lack of experience
- Lack of knowledge

- Lack of self-confidence

4. The most important elements to become a successful entrepreneur for learners are:

- Passion for the business
- Quality of product or service
- Personal development
- Customer orientation

Findings from the current Analysis will be discussed in detail within the partner consortium in order to develop the most relevant training content which will meet the needs and interests of both target groups in the GEP VET project.

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8. Appendices

Appendix 1: Questionnaire for learners

Dear participants,

GET VET project aims at fostering entrepreneurship culture, encouraging the acquisition of entrepreneurship skills, promoting entrepreneurial mind-set and behaviour, and disseminating the entrepreneurship approach in VET and labour market related trainings.

An entrepreneurial mind-set no longer refers only to the business owners; it is more of an every-day proactive attitude and behaviour. Having an entrepreneurial mind-set affects the way a person makes decisions and look at opportunities as an entrepreneur.

This questionnaire was designed in order to develop training materials to enhance learners' entrepreneurial mind-set and behaviour to prepare them for the modern market conditions.

With this questionnaire we hope to gather your view and experience as a student/learner in order to ensure the relevance and applicability of the project products.

Thank you for filling in the questionnaire and supporting us.

PERSONAL INFORMATION:

Age: _____ years

Male

Female

Employed

Self-employed

Unemployed

1. Please describe the courses you have attended that are dedicated to or contain elements of entrepreneurship:

2. Have these courses inspired or motivated you to apply a more proactive behaviour and entrepreneur mindset in your every-day work?

YES

NO

If **YES** – the inspiration/motivation
was due to:

training content?

training approach and/or form?

trainers' team?

other: _____

If **NO** – what was missing in:

training content?

training approach and/or form?

trainers' team?

other: _____

3. Did these courses focus only on transfer of knowledge or were they oriented to personal development of entrepreneurial mindset and behaviour?

only transfer of knowledge

personal development of entrepreneurial mindset and behaviour

4. Please select 6 most important skills/attitudes to become a successful entrepreneur and assign them a mark (1-6, 1 little importance, 6 high importance):

Decision Making Skills

- Analysis and problem solving
- Dealing with conflict
- Information management
- Proactive Attitude
- Risk analysis & risk tolerance

Creativity and Innovation Skills

- Creative thinking
- Flexibility
- Intuitive intelligence

Personal Skills

- Courage
- Emotional stability
- Resilience and Tenacity
- Self-reflection abilities
- Responsibility
- Self awareness / Self knowledge
- Self confidence

Communication and Interpersonal Skills

- Active listening
- Assertiveness
- Capacity to inspire /tell stories
- Commitment to others
- Team working
- Presentation skills

Basic Business Understanding Skills

- Business idea and business model evaluation
- Business planning skills
- Basic sales skills
- Marketing fundamentals

Risk-Taking & Opportunities

Identification Abilities

- Proactive Attitude
- Risk analysis & risk tolerance
- Opportunities seeking & identification
- Locus of control

- Foundations of financial statements and financial analysis

5. In your opinion which feature / quality / skill is the most important for the ability to convert new business ideas into successful innovation or business?

6. In your opinion what are the main obstacles/ challenges to a successful entrepreneurial career?

7. And what are in your opinion the most important elements for an entrepreneur to be successful in your sector?

- Passion for the business
- Quality of product/service
- Personal development

- Customer service orientation
- Other (please specify): _____

Thank you for your collaboration

Appendix 2: Questionnaire for teachers/trainers

Dear partners,

GET VET project aims at fostering entrepreneurship culture, encouraging the acquisition of entrepreneurship skills, promoting entrepreneurial mind-set and behaviour, and disseminating the entrepreneurship approach in VET and labour market related trainings.

An entrepreneurial mind-set no longer refers only to the business owners; it is more of an every-day proactive attitude and behaviour. Having an entrepreneurial mind-set affects the way a person makes decisions and look at opportunities as an entrepreneur.

This questionnaire was designed in order to develop training materials to enhance learners' entrepreneurial mind-set and behaviour to prepare them for the modern market conditions.

With this questionnaire we hope to gather your view and experience as a practising adult educator in this field in order to ensure the relevance and applicability of the project products.

Thank you for filling in the questionnaire and supporting us.

PERSONAL INFORMATION:

Age: _____ years

Male

Female

Years of training/teaching experience: _____

Main area(s) in which you train/teach: _____

1. Please describe your courses that are dedicated to or contain elements of entrepreneurship:

2. Do you integrate educational content and/or approaches / methodologies supporting entrepreneurial mindset and/or initiatives in your courses?

YES

NO

If YES, briefly describe these elements / content / methodologies

3. Do you think it is important to incorporate entrepreneurship content in your teaching courses in order to sensitise the learners for entrepreneur mindset and behaviour? (Please choose one)

necessarily

good to have

not necessarily

3. Please select the most common reasons of your trainees/students to participate in your courses? (Please, assign them a mark 1-5, 1 less common, 5 most common)

- to get new knowledge
- to get practical skills and apply them in the real life
- to be able to apply the new knowledge
- to change their lives
- to fulfil an obligation (e.g. set by the Employment Agency)

4. Which of the following qualities/skills/attitudes do you consider as most important to be incorporated in your teaching in order to stimulate and develop entrepreneur mind-set in your trainees/students? (1-6, 1 little importance, 6 high importance): **Please select max.6**

Decision Making Skills

- Analysis and problem solving
- Dealing with conflict
- Information management
- Proactive Attitude
- Risk analysis & risk tolerance

Creativity and Innovation Skills

- Creative thinking
- Flexibility
- Intuitive intelligence

Personal Skills

- Courage
- Emotional stability
- Resilience and Tenacity
- Self-reflection abilities
- Responsibility
- Self awareness / Self knowledge

Communication and Interpersonal Skills

- Active listening
- Assertiveness
- Capacity to inspire /tell stories
- Commitment to others
- Team working
- Presentation skills

- Self confidence

Basic Business Understanding Skills

- Business idea and business model evaluation
- Business planning skills
- Basic sales skills
- Marketing fundamentals
- Foundations of financial statements and financial analysis

Risk-Taking & Opportunities

Identification Abilities

- Proactive Attitude
- Risk analysis & risk tolerance
- Opportunities seeking & identification
- Locus of control

Others: _____

5. In your courses do you emphasize on the transfer of knowledge or on the all-around development of personality? Please assign a percentage share in the total of 100%.

- transfer of knowledge
- all-around development of personality

7. In your opinion what are the obstacles/ challenges to a successful entrepreneurial career?

8. And what are in your opinion the most important elements for an entrepreneur to be successful in your training field/sector?

- Passion for the business
- Quality of product/service
- Personal development
- Customer service orientation
- Other (please specify): _____

Thank you for your collaboratio