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Best Practices over the Europe for education in Entrepreneurship

HANDBOOK

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TECHNIKUM, SZAKKÉPZŐ ISKOLA ÉS KOLLÉGIUM

This Handbook aims to transmit and make replicable the experiences of the participants taking part in the BEST4ENT - Best Practices over the Europe for education in Entrepreneurship project, implemented thanks to the collaboration of 5 partners (schools and training institutions) from 4 European countries (Italy, Spain, Sweden and Hungary).

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1. The Best4Ent project

The project is supported under the Erasmus+ Key Action 2.

For the participating organisations, this project is intended to produce the following outcomes:

- new approaches to better support competitiveness and employment in particular at regional and local level;
- new or improved practices to cater for the needs of disadvantaged groups and to deal with differences in learning outcomes linked to the geographical and socioeconomic disparities;
- a more modern, dynamic, committed and professional environment inside the organisation: ready **to integrate good practices and new methods into daily activities**;
- innovative approaches for addressing their target groups, by providing for example: more attractive education and training programmes, in line with individual needs and expectations;
- **use of participatory approaches and ICT based methodologies**;
- open to synergies with organisations active in different fields or in other socio-economic sectors;
- strategic planning of professional development for staff in line with individual needs and organisational objectives;
- **increased capacity and professionalism to work at EU/international level**: improved management competences and internationalisation strategies;

- reinforced cooperation with partners from other countries, other fields of education, training and youth and/or other socio-economic sectors;
- increased quality in the preparation, implementation, monitoring and follow-up of EU/international projects.

The aim of Best4Ent is to help young people improve their soft skills by the exchange of good practices.

Unemployment, especially youth unemployment, is one of the biggest challenges contemporary Europe is facing in a constantly changing labor market: statistical data show that in Europe seventy million people do not have adequate basic and transversal skills.

The 8 Key Competences, which Europe conceives as the basis for lifelong learning, define a set of knowledge, skills and attitudes that individuals need for personal development, active citizenship, social inclusion and employment.

Among these, the spirit of initiative and entrepreneurship (understood as an entrepreneurial mind-set) plays a fundamental role in the

bester employability of young people and adults, but at the same time communication in foreign languages, digital competence, learning to learn, social competence, civic and mobility education, represents another fundamental requirements in the scenario of the European labor market.

Young students, particularly those at risk of marginalization in conditions of social or economic disadvantage, often perceive themselves without personal development power and suffer from a low level of self-esteem and self-efficacy in managing their training, life situations and work.

This ratio, shared by all the organizations involved in the proposal, have created the need to learn and adopt innovative practices for entrepreneurship education, improving the training offer addressed to young people aged between 16-20 years old. The project proposed the exchange of good practices between teachers and trainers in the sense of creating new approaches to the training path that help improve students' skills and stimulate their motivation to learn. It offered to this target the opportunity to promote and enhance basic skills, personal, social and organizational skills.

Best4Ent implemented an exchange of good practices between training bodies in order to implement a pilot course accompanied by this book, the so-called Handbook, addressed to educators and trainers who, at various levels, deal with vocational education/professional training and youth education. The intent has been to stimulate entrepreneurship and communication skills, the integration and active citizenship of young students, including those in disadvantaged conditions, by proposing a model that can be replicated and transferred to various realities.

2. The Partners

The five organisations taking part in the project are presented below:

POLARIS srl is the coordinator of the project. It is a company that manage a training center in Vasto (Italy). Polaris srl is the new reality of training and consulting in the field of human resource and business development.

Itset "Palizzi" is a school located in Vasto (Italy) that prepares young people for the world of work and also offers graduates who choose not to continue the post-graduate course, employment prospects in line with the course of study.

AIDEJOVEN - ALINAZA INTERNACIONAL PARA EL DESARROLLO DE LOS JOVENES is a training centre being accredited by the Community of Madrid and managed by professionals in the social field. They have a long history in training programs and projects and are specialists in new educational methodologies.

Gyulai Szakképzési Centrum Kossuth Lajos Szakgimnáziuma,Szakközépiskolája és Kollégiuma is an Hungarian Vocational School.

Mobilizing expertise is a company providing training, creating educational tools, mobilising volunteers to professionalism, project management, promoting entrepreneurship.

3. Field Research on soft skills enhancing an entrepreneurial mindset among students

This report summarizes the results of field researches conducted in Hungary, Italy, Spain, Sweden in order to investigate the most relevant transversal skills in the light of an entrepreneurial mindset development.

Indeed, as part of the Erasmus+ project, "BEST4ENT - Best practices over the Europe for Education to Entrepreneurship" (n. 2020-1-IT01-KA202-008516), the consortium conducted a survey to detect what are the most demanded skills on labour market in four different countries. The partners contributing to the analysis:

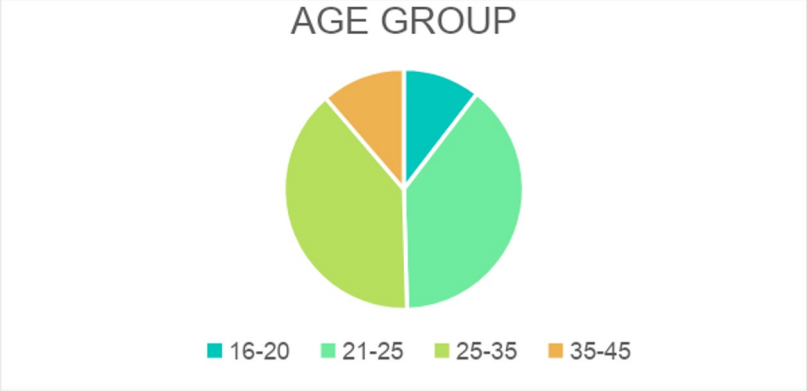
- Polaris Srl, Vasto (Italy)
- Economic and Technological Technical Institute "F. Palizzi", Vasto (Italy)
- Aidejoven, Madrid (Spain)
- Vocational Secondary School "GySzC Kossuth Lajos", Oroshaza (Hungary)
- Mobilizing Expertise, Lund (Sweden)

They all circulated a questionnaire aimed at local and regional entrepreneurs, HR managers and experts, as well as company managers. There were altogether 26 questions which collected information about the field of operation, employing practices and mostly the required soft skills each employer seeks in the future employees. Overall, 195 answers were collected.

The first questions asked about the country of workplace and time spent in HR. According to all responders they either have worked in the field for 5-10 years or over 20 years. These questions also enquired about the sector the business operates in. The partners found out that two main sectors contributed to their work, Tourism and Commerce, Industry and Personal Services (social services, educational services, medical-health services, wellness & beauty).

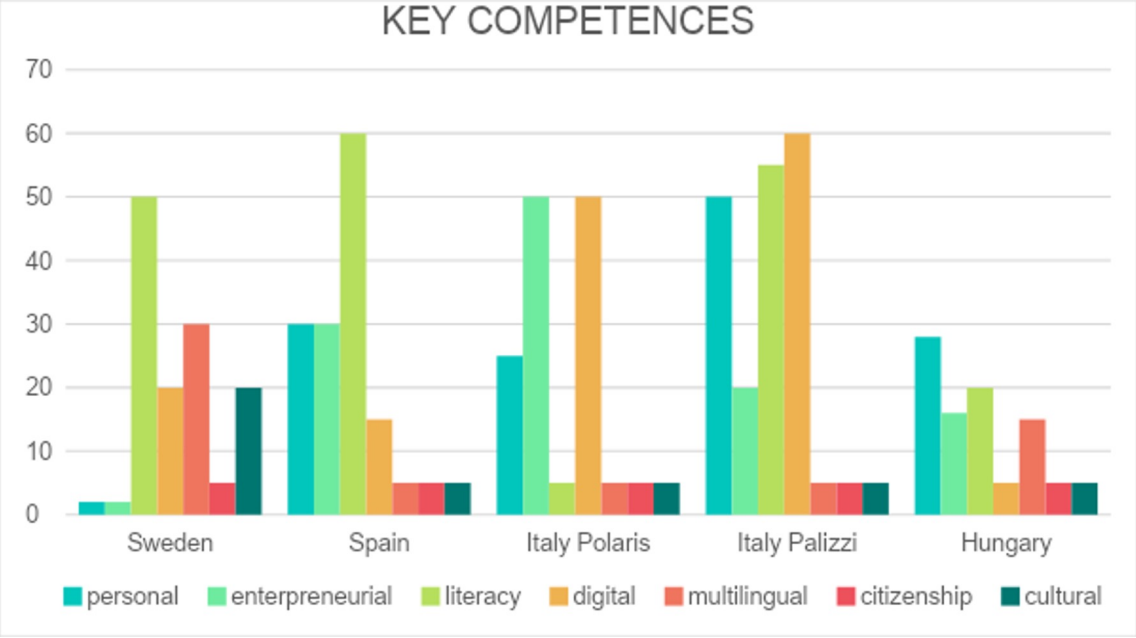
The survey also asked about hiring plans the required qualifications and age group. The results are the following:





The mostly looked after qualifications in each country are professional qualification or vocational and technical school diploma. In Palizzi's research the employers mostly look for EQ6, 7 qualifications but also significant the demand for a technical diploma. In Sweden the most demanded qualification is Bachelor degree while in the other three countries lower educational degree is required or looked after. The age group companies, businesses are most likely to with are the same in each country. They prefer employees between the age of 25-35, followed by the age group 21-25. In Sweden 18 % of responders consider hiring people over 45.

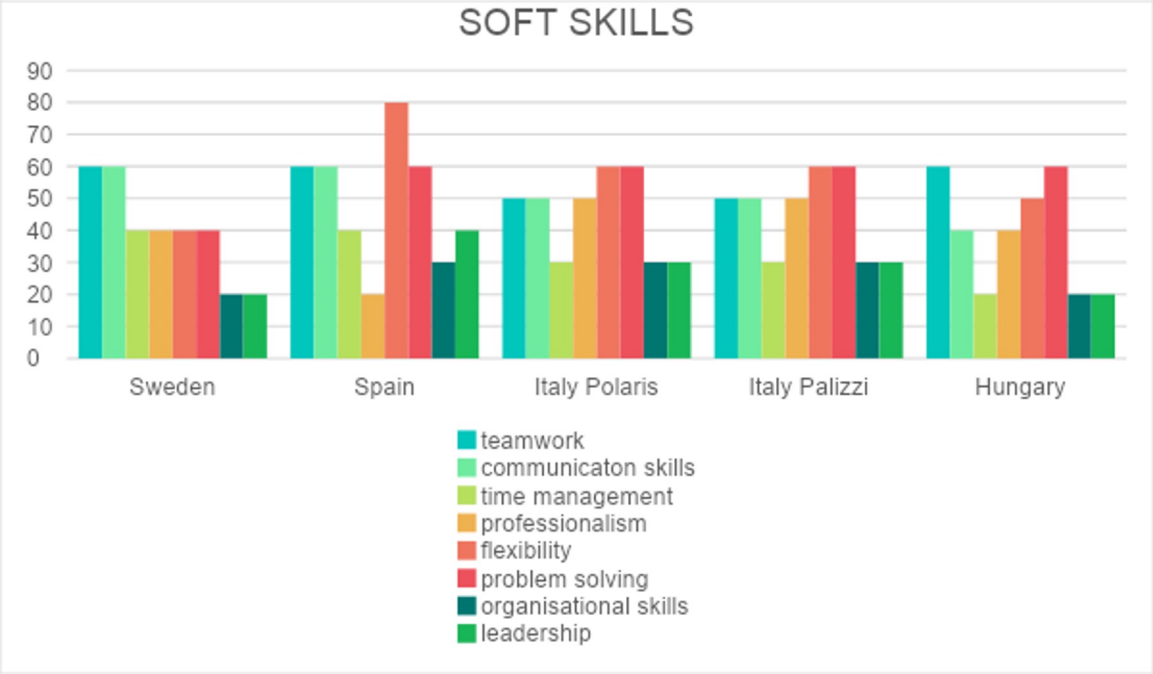
The next questions focused on the key competences and professional skills of applicants that employers find paramount. The questionnaire proposed the following competences and skills. **Functional alphabetic competence**, c.d. literacy (full ability to communicate, both in oral and written form, in one's own language, adapting one's register to contexts and situations), **Multilingual competence** (knowledge of foreign languages lexicon resulting in the ability to communicate both orally and in writing), **Logical-mathematical competence** (ability to solve problems related to everyday life), **Digital competence** (ability to use new technologies with fluency, with the aim of education, training and work), **Personal competence** (ability to organize information and time, to manage one's own training and career path), **Competence in matters of citizenship** (ability to act as a conscious and responsible citizen, fully participating in the social and political life of one's country), **Entrepreneurial competence** (creativity in analyzing reality and finding solutions for complex problems by using imagination, strategic thinking and critical reflection), **Cultural awareness and expression** (knowledge of cultural heritage and ability to connect the individual elements that compose it). Skills: focus on goals, digital skills, negotiation, language skills, availability for mobility, learning to learn, communication skills.

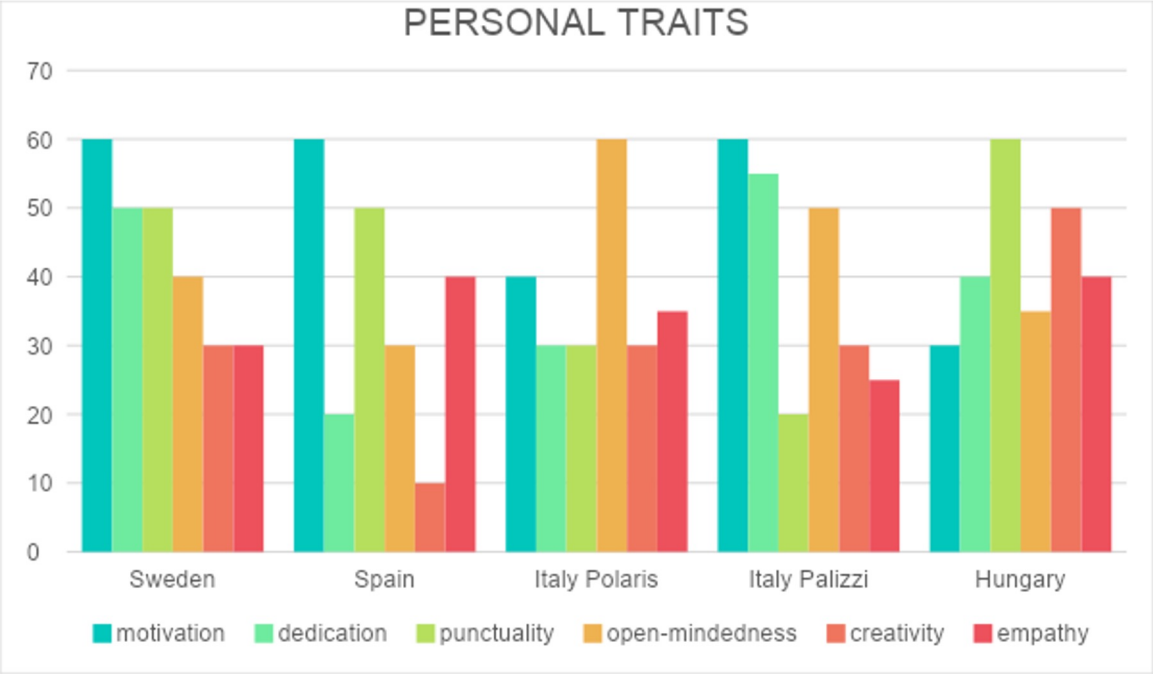




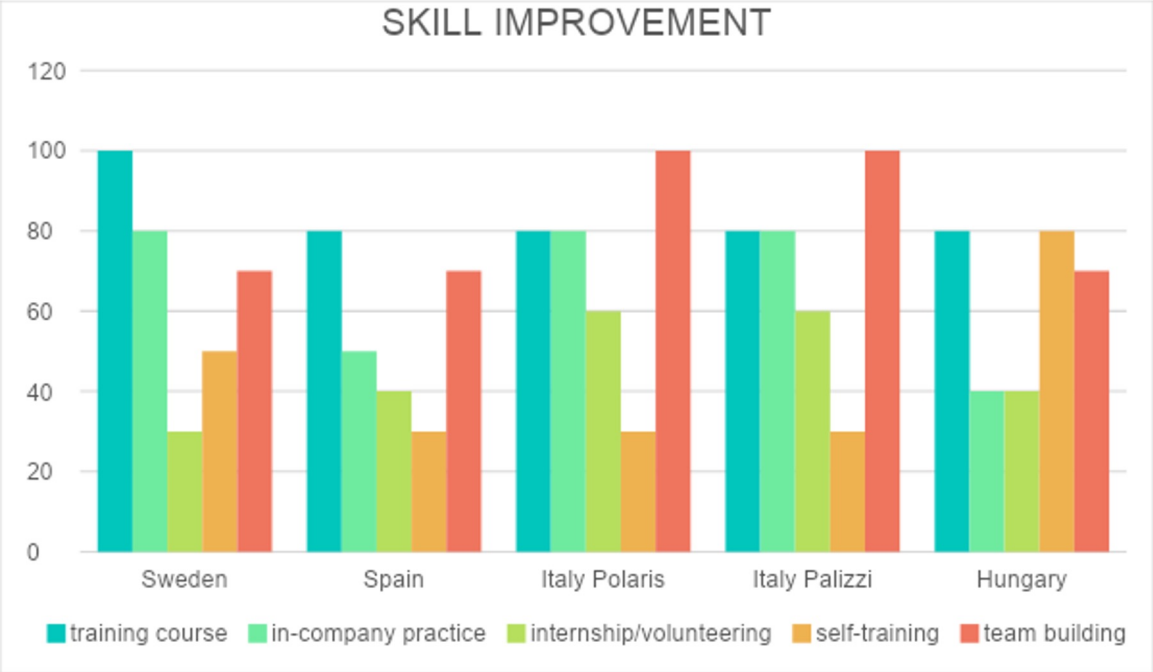
As diagrams show countries have different needs in competences and skills but we can draw a parallel and say that focus on goals, learning to learn and communication skills are essential, digital competences, though are not really needed in each field. While in key competencies almost everyone thinks that the most important is the functional alphabetic competence followed by entrepreneurial and personal competences.

The remaining questions all were about required soft skills and personality traits of employees. Questions also targeted the assessment and improvement methods of these skills. Responders had to decide how important they think these skills are and how essential each is for their own business. Team working (knowing how to work as a team, regardless of the hierarchical position performed), communication skills (ability to effectively transmit information from one person to another, empathic and involvement skills), time management (knowing how to manage the time available, assigning the right priorities to duties), professionalism (maturity and responsibility in every context and situation), flexibility (ability to adapt to unexpected situations and changes), problem solving (knowing how to find the quickest and most effective solution to solve a problem), organizational skill (ability to identify tasks, resource management and goal orientation), leadership (knowing how to lead a group of people towards the objectives achievement). Also, personal traits such as motivation, dedication, punctuality / accuracy, open-mindedness, creativity, empathy.





The results clearly show that the most important factors are team work, communication skills and flexibility, also almost equally important is time management. Regarding personal traits the importance varies in countries. Motivation, dedication and creativity are essential and as the chart shows punctuality is prioritised in Hungary while in Sweden, Spain and Italy motivation is the key trait required.



As for assessing skills and previous experience most responders said they use job interviews and focus groups. There were choices of training course (formal training), in-company practice (informal training), internship / volunteering abroad, self-learning and team building. Responders of each country found training courses the most effective way of improving skills, they considered in-corporate training and team building equally fruitful. In Hungary self-learning is still appraised as powerful.

All in all, we can say that in each country the demands and needs of the labour market are similar in terms of required qualification, professional and soft skills. Our goal is to create a functional and easy-to-use handbook with good practices of improving soft skills helping entrepreneurship education, covering the ensuing fields: cognitive styles within Insight Discovery and the Role Models (self-awareness, business model canvas), multiple forms of communication (elevator pitch, business idea's storytelling), presentation, image and financing of startups (pitch deck for investors, corporate identity), critical self-assessment (identifying challenges and opportunities from recent history), worked-based learning and learning mobility (WBL and learning mobility, competences needed for VET mobilities).

4. Tools, techniques and approaches boosting entrepreneurial competences among youngsters

This section of the Handbook is dedicated to gathering the good practices that each partner organisation
shared with peers during the training activity for staff members, held in Malmo (Sweden) in October 2022.
The templates of each activity to be shared are then presented and, for some of them, links to additional
materials containing the related detailed descriptions are made available below.

BEST PRACTICE TITLE: Discovery Insight

FOCUS: *The model seeks to strengthen employees, teams and leaders' soft skills in terms of reflective leadership and the teamwork leveraging on the power that self-awareness has in transforming organisations towards business success and, in general, workers' professional wellbeing.*

Target group:	Employees, teams and leaders regardless of the business type

Objectives The organization was launched 20 years ago in Scotland from the idea of co-founders Andi and Andy Lothian, father and son. The Insights Discovery model is rooted in the knowledge and extensive psychological research of Dr. Carl Jung, a Swiss psychologist, and one of his principal students, Dr. Jolande Jacobi. The Jungian model describes four main styles of behaviour observable in their unique form of dominance, which in the language of Insights Discovery become four main colors, each of which can be traced back to one of the four behavioural styles. The frequency and intensity of these "colors" are measured by the Insights Discovery Evaluator, a questionnaire containing 25 questions from which the individual Insights Discovery Profile is subsequently processed. Leaders usually apply a standardised approach regardless of their team composition. The idea here is rather to let professionals discover their "personal styles" in order to benefit the organisations in terms of employees' engagement, productivity, teamwork, customer retention, as well as a better leadership.

Methodology: launched in Scotland, the model's presence is now well established in the world. The approach takes place via different solutions addressing specific organisational dimensions: teamwork, leadership development, employee engagement, sales and service, change management. The transversal idea is that, when people are able to truly understand themselves, the potential of their organization is maximized. People can only make the most of the strengths they already have, and they can find ways to address challenges if they really can identify them. When people are able to honestly examine their personal style, they ask themselves critical questions such as: "What kind of leader am I and how can I improve?" or "Why do I react so vigorously to change and how can I accept what is happening and focus on the task at hand?" or "Why am I always in conflict with my colleague and what commonalities exist between us?".

Impact: To date, over six million people have had the opportunity to experience Insights Discovery. Insights Discovery has been validated by the British Psychological Society. Further info from case histories: https://www.insights.com/it/casi-di-studio/

Conclusion

A people-centred approach is always a good idea: it makes it possible to achieve genuine business breakthroughs by increasing the self-understanding of each individual, team, and leader. The organization benefit thus from long-term improvements in terms of engagement, productivity, teamwork, customer retention, and leadership.

Website of the model: www.insights.com

Contact: office@insightsworld.ch

Organisation: The Insights Group Ltd, Scotland

BEST PRACTICE TITLE: Role Models

FOCUS: *Role models can influence young people to choose an entrepreneurial career, and the stronger the identification with role models the greater the influence.*

Target group:	Young people

Objectives: In the past decades, entrepreneurship has become increasingly prominent in reducing youth unemployment, improving financial stability and promoting economic development. Many studies show that entrepreneurship education contributes to people's entrepreneurial intentions and reinforces their entrepreneurial activities. The Role models' approach is functional in this sense. A role model is a common reference to individuals who set examples to be emulated by others and who may stimulate or inspire other individuals to make certain (career) decisions and achieve certain goals. Many entrepreneurs claim that their business start-up decision and the development of their business have been influenced by others, meaning that role models' role is highly valued both before and after the start-up of the entrepreneurs' companies. This approach is of utmost importance when it comes to enhancing young people's entrepreneurial mindset, this is why potential role models (parents, local entrepreneurs, teachers/trainers) should be aware about their potential influence on youngsters in co-shaping their future career.

Methodology: The term 'role model' draws on two prominent theoretical constructs: the concept of role and the tendency of individuals to identify with other people; and the concept of modelling, the psychological matching of cognitive skills and patterns of behaviour between a person and an observing individual. This implies that individuals are attracted to role models who are perceived to be similar in terms of:

- their characteristics, behaviour or goals (the role aspect),
- and from whom they are able to learn certain abilities or skills (the model aspect).

Here some practical tips for successful role models:

- show youngsters relevant expertise and knowledge, without exalting yourself;
- show enthusiasm for your activity, without hiding difficulties and failures encountered along the path;
- show a respectful attitude, reflective listening and empathy;
- enhance young people's attitude to invest in themselves, and in others;
- be ready to provide honest and direct feedback, as well as to be young people's sponsor.

Impact: Entrepreneurial role models may achieve multiple interrelated impacts:

- inspiration and motivation (i.e. the role model creates awareness and motivates people to get started),
- increasing self-efficacy (i.e. the role model makes people confident that they too can achieve a certain goal),
- learning by example (i.e. the role model provides guidelines for action), and
- learning by support (i.e. the role model provides hands-on support or advice).

Conclusion: Role models (parents, entrepreneurs, teachers/trainers…) confirm the theory that entrepreneurial skills can be learned, and that this acquisition happens through the meeting with a productive entrepreneurial ecosystem. They show that (entrepreneurial) success is achievable, as well as that it is possible to learn from failure.

Useful references:

- https://eng.ffe-ye.dk/media/785765/how-can-role-models-influence-young-people-to-choose-an-entrepreneurial-career.pdf
- https://papers.tinbergen.nl/11061.pdf
- https://www.salto-youth.net/tools/otlas-partner-finding/download/7149/Erasmus%20_Project_Results_MYS.pdf
- https://artestoscana.com/en/progetti-artes/belikeyou-storytelling-on-entrepreneur-role-models-for-young-europeans/
- https://www.belikeyou.eu/

Contact person: NA

Organisation: NA

BEST PRACTICE TITLE: Simulated Training Company ..E MULINO SIA s.r.l.

FOCUS: Simulated Training Company *is a methodology that has the objective of educating students in entrepreneurship.*

E MULINO SIA s.r.l*. is a real business, with a VAT, a website, customers and competitors.*

Target group:	Students and teachers of a technical college – business training systems specialization

Objectives: This service started in third grade class and finished in the fifth one; from school year 2019/20 to 2021/22. Class council together with students decide and take part in the project.

Methodology: First of all students and teachers have to meet an entrepreneur, usually from a local business. His enterprise will be the "impresa madrina" than all together, through a brainstorming activity, elaborate a business idea.

Objectives: At this point students have to elaborate a business plan complete with a SWOT analysis. After that they write constitutive act and statute as in real life. They set up an online store for the sale of products on the Confao platform and create a website whose address can be found in the dedicated space.

Of course they have to work on local level because they study the area but as the project uses the platform CONFAO, we can say that this project spreads on national level.

There is an English version of CONFAO Platform too.

Impact: This methodology develops soft skills. Students carry out what they have learned in very realistic way. They learn to relate between peers and not, other students, teachers, entrepreneurs, officials of the registry office.

Conclusion: This is project spread out over three years and a local entrepreneur follow the whole process together with all teachers. It is important that all teachers are collaborative and agree on a single common work.

IFS has a great potential; we suggest you to replicate it; …and here's our experience.

Website of the practice/tool or any other useful reference:

https://e-mulino-sia-s-r-l.webnode.it www.ifsconfao.net. www.confao.it

Contact person: name - position, email: Nicoletta Del Re - schoolhead - nicolettadelre@gmail.com

Organisation: name, country, website ITSET F. Palizzi Vasto (CH) - Italy - www.palizzi.edu.it

BEST PRACTICE TITLE: Service Learning - URBAN TREKKING

FOCUS - What makes this approach/methodology/tool a good practice/inspiring example?

The aim of Service Learning is to combine the learning process and spirit of service to the community.

This methodology is a good practice because students develop their knowledge and in the same time implement community service.

Target group:	students of a technical college – tourism and graphical specialisation

Objectives: This project has started in fourth class and finished in fifth class

Methodology: How does the approach take place? On what level is it implemented (local, regional, national, international)? What kind of provisions have been made? What are the main strengths, challenges and potential limitations of the service/ approach? What are the key success factors, resources and requirements needed to replicate this approach in other organisations?

This practice starts in our classrooms and it's implemented on a local or regional level. The students experienced the role of the tourism operator being tourist guides, instructors for younger students as well as providing a service. They implemented their theoretical knowledge in a practical activity with the support of contractors. There are many factors to replicate this approach: the most important is the interaction between students and teachers; after that, it's inspirational for students, teachers and all people involved in the project too.

Impact: The students that implemented the practice taught, in turn, other students from Middle Class; also the groups of students and teachers from different European countries visiting the city in their Erasmus mobility were involved.

Conclusion: The practice provided to our organisation the possibility to introduce young people to the world of work and to show them that studying and working could be fun, not only boring.

Urban trekking can be practised everywhere, just find sites of interest.

Website of the practice/tool or any other useful reference:

https://www.youtube.com/watch?v=QgTcbrBnqmw&t=41s

Contact person: name - position, email: Nicoletta Del Re - schoolhead - nicolettadelre@gmail.com

Organisation: name, country, website ITSET F. Palizzi Vasto (CH) - Italy - www.palizzi.edu.it

BEST PRACTICE TITLE: Escape Room



FOCUS - The objective of the HACKATHON is to design and develop technology-based prototypes to solve a problem related to one of the 17 Sustainable Development Goals (SDGs) set by the EU.

Target group:	Higher Education Students

Objectives: AIDE Joven together with IES Pío Baroja carried out this internship on May 19. The main objectives of this practice are:

- To develop the personal skills of the students of Higher Education through the SWOT technique.
- Identify personal, social and work skills through the dynamics of the Escape Room.
- Promote actions that involve getting out of your comfort zone.

This activity was born from the interest that arises in transferring the importance of skills in terms of employment, in this case, focusing on the entrepreneurship days to which we were invited as employment techniques.

Methodology: An escape room is a physical and mental adventure game that consists of locking a group of players in a room, whose main objective is to solve the problems that arise in order to get out of the room.

In this case, they would not have to get out of any place, but they will have to manage to open a box, which will be closed with a three-digit padlock.

These numbers are equivalent to each skill: personal, social and work skills. To do this, they will be presented with several situations in which they will have to detect these skills.

The main advantage of this activity is that it can be developed at local, regional, national or international level, as well as for students of any level, since the tests can be modified and adapted. In addition, you can use the resources available to you at the time to carry out the activity.

With the escape room, students, will mainly develop a good teamwork, also encouraging fellowship.

The main requirement would be to have a large number of participants, so that the activity is more dynamic. For this, it will have to be carried out in large groups.

Impact: This activity was carried out in two different groups of 25 students respectively.

In general, the impact was very positive, since we focused it on the work environment, due to the fact that it was their last year of higher degree in early childhood education.

At the end of the activity, they made an evaluation, all of which were very positive. We highlight one of them, in which they asked us to come back to do this activity again.

Conclusion: The main benefit of this good practice is to acquire personal knowledge, detecting your skills, and all this through a fun and dynamic activity. In addition, it fosters companionship and teamwork, which is essential in any work environment.

Therefore, from AIDE Joven, as advice, we tell you that if you are going to do this good practice, approach it from learning and fun.

Website of the practice/tool or any other useful reference:
https://impulsatufuturo.wordpress.com/2022/05/20/taller-de-habilidades-sociales-personales-y-laborales-en-el-ies-pio-baroja/

Contact person: AIDE Joven's employment orientation department.

Organisation: AIDE JOVEN (Madrid, Spain)

https://www.aidejoven.org/

BEST PRACTICE TITLE: Hackathon

FOCUS - The objective of the HACKATHON will be to design and develop technology-based prototypes to solve a problem related to one of the 17 Sustainable Development Goals (SDGs) set by the EU.

Target group:	Higher Education Students

Objectives: AIDEJOVEN together with IES Jimena Méndez Pidal, IES Salvador Allende and IES Santa Engracia initiated this practice in 2021. The main aims of the practice are:

- Developing entrepreneurial and digital skills in European Higher Education students.
- Promote the participation of Higher Education students in a project at European level.
- Promote the development of the prototypes created by connecting the creators with other possible sources of financing.

This activity responds to different necessities. On one hand, the necessity of developing entrepreneurial and digital skills of the students with the objective of improving their employment possibilities and, on the other hand, it responds to the companies' necessity of finding workers with specific skills.

Methodology: The Hackathons consists of a competition between groups of students that have 72 hours to design and develop technology-based prototypes to solve a problem related to one of the 17 Sustainable Development Goals (SDGs) set by the EU. This event can be implemented on a local, regional, national or international level. One possibility is to realise different phases with different levels (first local, secondly regional, national…).

The main strengths of the project is to provide the opportunity to put a big number of people in contact (companies, students, teachers, organisations…) With the Hackathon event, the students have the opportunity to develop and show their skills so they will have more opportunities to work in different companies or find economic resources so that the student's motivation will increase a lot. Moreover, the companies and organisations also will have the opportunity to find workers with the skills that they need.

The limitations of the approach is the big amount of resources that are needed to carry out the event. So the organisation that wants to celebrate a hackathon has to find the participation of other organisations or companies in order to provide the participants all the resources needed to design and develop the prototypes, for example: wifi, audio-visual equipment, sound, 3D printer…

The key requirements needed to replicate this approach are to find many organisations that can provide the different elements needed by the participants to develop their prototypes. For that reason, it is essential to carry out a good dissemination of the project and to provide some kind of benefits to the companies who want to take part in the hackathon. One of the main benefits can be publicity for the companies.

Impact: 8 groups of 4 students took part in the last Hackathon, so 32 students in total. All of them had the opportunity to develop their prototypes, sharing and receiving a lot of different knowledge and new ways of working from their partners and teachers. Moreover, the winners will participate in a final event in which they will be able to present their prototypes. In addition, all the participants will receive a guide with information about the project with all winner prototypes included. Finally, the organisation will work in the future projection of the prototypes helping them to find financiation.

After the Hackathon event we did an evaluation asking people to answer different questions related to the quality of the activities, the train that they had received, the timetable, the materials.

Website of the practice/tool or any other useful reference:

Contact person: name - position, email: N.A.

Organisation: name, country, website: N.A.

BEST PRACTICE TITLE: Self - assessment

FOCUS: *As the new criteria in vocational training requires students to make a portfolio as part of their final examination, which has to be made throughout their studies, it is essential to teach them self-assessment skills.*

We use questionnaires designed by Hungarian National Agency of Vet Education, diaries of Alan K. Christensen and earlier exercises collected or created by our own teachers.

Target group:	VET students of any age

Objectives: Vet teachers realised that with better understood self-assessment and critical thinking, students can achieve better results and are more motivated.

Methodology: Upon entering secondary school, students complete the National Agency's questionnaire. The results are analysed by their vet teachers. Then they (according to their field of studies) identify what they are good at, what are their strong personality traits, and also the weak points. Later, they try to find ways to improve the weaker skills with the help of a partner who has good results in the same field. They also find inspiring people from their profession and follow their activities. They also set action steps of improvement with deadlines and naming a helping and controlling person.

This method improves critical self-assessment abilities, team work, and peer learning abilities. The limitations can only be the different languages but anything can be translated, and it can be implemented into lessons, or can be done as an extra-curricular activity. The questionnaires are available on the below listed website, and diaries or self- management diaries can be designed specified to the schools needs.

https://palyaorientacio.nive.hu/kerdoivek

https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/self-assessment-test-your-entrepreneurial-potential

Impact: We used this method in earlier stages of vet training, and we are introducing it again as they correspond to the needs set by the new regulations. We found that students who did this project were more motivated and had a better understanding of their tasks and of themselves as an entrepreneurial student. We conducted this method on approximately 200 students so far and now 30 is taking part in the new version. We also attach a video (subtitled) that was taken 7 years ago. The quality guarantee will be the successful primary examination (little go) as it contains the completion of a successful portfolio.

Conclusion:

The main benefits are motivation, teamwork and improved communication skills. It can be used at any vocational school, even with adults and questions or tasks can be adopted to specific needs. Best to start when the training starts so the results can be measured.

Website of the practice/tool or any other useful reference:

Contact person: Diana Lenkei, Zsolt Kruzslicz, digitanulas2020@gmail.com

Organisation: Nemzeti Szakképzési és Felnőttképzési Hivatal, Hungary, nive.hu

BEST PRACTICE TITLE: Skill Strengthening

MOBILIZING EXPERTISE

Yalla trappan

FOCUS: *This business model seeks to strengthen employability, training, integration, inclusion & Sustainability. This business also strengthens skills, teamwork, builds self-esteem and confidence while helping people who are the most vulnerable be more successful, free and secure. Helps persons to strengthen their language skills and increase understanding of Swedish society.*

Target group:	Most Vulnerable, Immigrants, Women, Young Persons starting out with no formal education.

Objectives:

Yalla Trappan was started by Christina Merker Siesjö in 201o officially as a business. However, this idea started as a project in 2006. The aim was to create opportunities for migrant and refugee women to be included in a social & professional capacity in Malmö, Sweden. It does this by building on skills that women already have or offers to train women who wish to develop these skills and create jobs in order to increase financial independence and employability amongst immigrant women that are far from the labour market. While started out, an opportunity for women has grown and now offers a wide range of services and also targets to provide unaccompanied immigrant youths' knowledge and understanding in different areas.
Yalla Trappan is a social enterprise and women's cooperative that works in the area of integration and is operated by a non-profit association in Rosengård in Malmö. Rosengård in Malmö is one of the most populated immigrant areas in Malmö and surrounding cities. It employs over 35 persons and trains countless more in three different areas:

- Café and Catering Services
- Sewing Studio
- Cleaning and Conference Services

Methodology: This approach addresses the specific characteristics, tools such as teamwork, leadership, development, engagement, sustainability, service, Training personal development, freedom, confidence and the transfer of culture.

The Idea that a person who is characterised as vulnerable or less is given the potential and the opportunity to maximise their skills and knowledge is the approach Yalla Trappan uses. This approach is implemented both on a local and regional level. However, due to the recognizability of this organisation, huge international organisations such as Ikea and H&M have the opportunity to use this approach on a much wider scale. It also does not take much resources to be implemented. This operation of Yalla Trappan operates on creativity and sustainability mindset.

By recognising the great competence in persons within the workforce and trainees, Yalla Trappan have created a vital and stable operation defined by solidarity and a wealth of innovation. Yalla Trappan sells services to both individuals and businesses and works with the public sector to increase the amount of women entering the workforce.

Impact: Yalla Trappan offers clients products and services needed while contributing to the social sustainability and the sustainability of Malmö! While they are located in Malmö their impact reaches further and impacts the entire southern Sweden. The organisation has helped countless women in Sweden and has continued to expand its services and locations.

Conclusion: The main idea and approach of Yalla Trapan is a great and sustainable idea and should be practised on a much wider scale. There are millions of vulnerable people all over the world looking for opportunities to feel needed and free and at the other end millions of people needing different services which can be connected with organisations like this. The only criticism I have is that the organisation should be on a much wider scale and not just to women or immigrants but other vulnerable sectors.

Website of the practice/tool or any other useful reference:

Media – Yalla Trappan,

Social Enterprise in Malmö - YouTube.

https://www.unhcr.org/neu/54227-swedish-organization-yalla-trappan-helps-refugee-women-enter-labour-market.html

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BEST PRACTICE TITLE: Erikshjalpen

MOBILIZING EXPERTISE

ERIKSHJÄLPEN

FOCUS: *Erikshjälpen focuses on helping children and families, both by providing stable jobs for the adults and by helping children in disadvantaged situations to be able to go to school. In addition to offering work training for people outside the labour market, they offer internship positions and volunteering places for people that what to approach the NGO sector*

Target group:	Family adults and interested volunteers

Objectives: The organisation was founded in 1967, but the concept originated well before Erik Nilsson started providing support for the sick children that were in hospitals. In the 1990s, the second-hand shops started opening in Sweden and provided funding to the Erikshjälpen Foundation. The main objective of the organisation nowadays is “A changed world where children's dreams come to life”, more in detail they are focused on providing health and security to children but also for them to have their right to education and leisure.

Methodology: The organisation is divided between Erikshjälpen and Erikshjälpen second-hand shop, but they carry out the set objectives together.

The non-profit second-hand shops employ people that come from disadvantaged situations in order to provide a stable situation for their families. In addition to that they offer the possibility to others to join and to gain potential future working skills.

It has been proven that internship positions and work training positions allow for people to gain valuable experience and allow them to be more competitive in the labour market which will allow them to find an even better job. In addition to that, it helps people that have never worked or never worked in acceptable conditions to get a good idea of what it means to work in an organisation or company.

Related to this specific case, for people that do not come from disadvantaged situations, an internship provides for a great cultural knowledge and discovery.

Impact: The impact of Erikshjälpen can be said to be both at a local and global level. Their efforts are directed to countries like Sweden and Norway as well as in developing countries such as ones in Sub-Saharan Africa and Southeast Asia.

Alongside helping families and children, this organisation has a special regard towards the climate situation by reselling used items to promote a circular economy and avoid waste.

Conclusion: In combining their three core values (funds to strengthen and help children; environmental and sustainability goals; and stores being warm and open communities for those who train for work) Erikshjälpen can be considered a perfect example of a good practice. In particular this organisation has allowed many Mexpert interns to do their training at Erikshjälpen, which allowed them to get a first-hand experience on what this company does and that brought them closer to Erikshjälpen goals and values.

Website of the practice/tool or any other useful reference: https://erikshjalpen.se/om-oss/

Contact: info@erikshjalpen.se

Organisation: Erikshjälpen, Sweden

5. The Best4Ent approach in place: the transnational youth learning mobility of VET students in Madrid

This section aims to outline the main steps taken during the short-term training mobility involving VET students from 3 of the partner countries involved in the project, hosted in Spain by the partner Aidejoven.

The approach and tools previously collected and discussed among the partners were put in place with the aim of enhancing the soft skills and competences outlined in the initial phase of the project, with the ultimate goal of increasing their entrepreneurial mindset, useful for their professional and personal development.

Below, the programme actually implemented by the consortium. This will serve as a reference for organisations interested in its replication:

BEST4Ent - Best practices over the Europe for Education to Entrepreneurship
Project n. 2020-1-IT01-KA202-008516
TRAINING ACTIVITY (C2) Madrid, Spain and hosted by AIDEJOVEN
Working days: 15, 16, 17, 18 November 2022
Travel days: 14 and 20 November 2022
Participants: VET Students and teachers

	Day 14 Monday	Day 15 Tuesday	Day 16 Wednesday	Day 17 Thursday	Day 18 Friday	Day 19 Saturday	Day 20 Sunday
9:30- 11:00		Welcome meeting, Presentation Activity Program **Coffee Break** Training Activity (Escape Room – Soft Skills) IES SANTA ENGRACIA, Madrid	Cultural Activity Madrid	Training Activity (Hackathon for SDG) IES SANTA ENGRACIA, Madrid	Visit Coworking-Startup	Free time	Departure from Barajas T1
11:00 - 12:00							
12:00 - 13:00							
13:00 - 14:00		Lunch Break	Lunch Break	Lunch Break	Clausure lunch		
14:00 - 15:00		Creative Activity - Artephemeral IES SANTA ENGRACIA, Madrid	Intercultural Activity AIDEJOVEN (Parla, Madrid)	Training Activity (Hackathon for SDG) Visit IES SANTA ENGRACIA	Cultural Activity Madrid		
15:00 - 16:00	Arrival to Barajas T1						

OBJETIVES
- Sharing experiences between students and teachers on the training activities implemented in each partner/country.
- The development of entrepreneurial competence.
- The improvement of intercultural and linguistic competences.
- The development of young people's social skills.

Day 1. Escape Room

The students formed groups to carry out an Escape Room. The activity was based on the development of some cards containing crosswords and games of words about personal skills.





Day 1. Art and creativity activity (in synergy with the Art - Ephemeral Erasmus+ project)

The students, gathering in little groups, carried out a 3D Arts project. The aim of the activity was to improve the ability to train parallel and creative thinking, which is key for business startup and management.



Day 2. Club debate activity in Aidejoven

The day started with the traditional spanish breakfast (churros and hot chocolate).

Then, the students, divided into groups, have been asked to list the positive and negative aspects of multicultural and monocultural societies, in order to hold a debate in English with the other groups on diversity management, tolerance and inclusion within entrepreneurial settings.







Day 2. Visiting Madrid







Day 3. Hackathon

The aim of this teamwork is to use all the skills acquired in other activities (creativity, problem solving, public speaking) in order to develop a project work on a common challenge.
Divided into groups, the students discussed a different issue of the 2030 Agenda and the aim was to find
a solution to each of them.
Once the solution was found, each group presented it to everyone.



Day 3. Visit to the VET Center IES of Santa Engracia





Day 4. Study visit at the Impact Hub

"Impact Hub" is a start-up incubator.
The building includes coworking areas for companies and organizations looking for a shared office with all the necessary services for their daily activities.
In this workspace, they didn't start from a problem or a need to find a solution, but they give value to what each employee can offer as potential to be jointly developed.



6. Conclusions and lessons learned

The experience of the Best4Ent project, thanks to the heterogeneity of the activities implemented, including local, international, training in the more traditional sense, interactive and laboratory activities, and even study visits, has given life to the ideal learning ecosystem for the young participants and VET trainers involved on the theme of entrepreneurial skills, understood as key life skills.

The pandemic has not affected the ultimate positive impact of the activities, except in terms of timing (some initiatives originally envisaged in presence have been postponed according to government provisions on distancing and prevention of contagion), but the ex post evaluations by the participants in terms of results achieved, relevance and impact have been significant, and confirm how important a multidisciplinary and multi-actor approach is around key issues for European growth and resilience, such as business development and the continental economy in general.

This approach has been contextualized in the broader international panorama, linking the arising business challenges with the United Nations sustainable development goals / SDGs, and the methodologies for achieving them have been made usable and accessible, so that what is experienced can be replicated in other contexts in Europe and beyond.

The initial research provided the reference framework and at the same time the ultimate training objective of the subsequently developed local and international training activities: the enhanced skills are in line with what is outlined by the main training agencies, including Cedefop - digital skills, creativity and lateral thinking, problem solving, ability to work in team, relational and managerial skills.

Ultimately, the organizations involved were able to broaden their approach to skills development of VET learners and their trainers with a ready-to-use experience package, full of successful practices and tools identified in various national contexts. The young people who took part in the training lived, often for the first time ever, a high-level training experience outside their national context, enhancing key skills, including linguistic ones, in unusual ways when compared to traditional school dynamics. The trainers who participated in the exchange of know-how and approaches were able to integrate their knowledge and skills in an international environment, ultimately making the VET environment in which they are active more attractive and innovative.