



**Guided
Professional
Skills @ VET**

Creation of Entrepreneurial Mindset in VET

2023-1-DE02-KA220-VET-000152737



**Co-funded by
the European Union**

Creation of Entrepreneurial Mindset in VET



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project Title: Guiding Professional Skills @ VET
Project Acronym: GPS@VET
Project Start Date: 2023 12 01
Project ID: 2023-1-DE02-KA220-VET-000152737

Published on

December 2024

Partners:

FA-Magdeburg | Germany

Rogepa | Romania

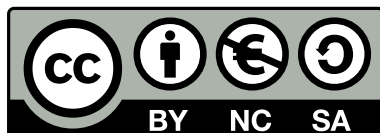
DiDi | Türkiye

SBH | Germany

Epralima | Portugal

Lodz Chamber of Industry and Commerce | Poland

Lviv Polytechnic National University | Ukraine



Some materials, referred to in copyright law as “works”, are published under a Creative Commons Licence (licence type: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)) and may be used by third parties as long as licensing conditions are observed. Any materials published under the terms of a CC Licence are clearly identified as such.

© This article was published by **gps4vet.eu** under a Creative Commons Licence.

link to the direct Internet address (URL) of the material in question: <https://gps4vet.eu/>

link to the Creative Commons Licence referred to: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Contents

| | |
|---|-----------|
| Introduction | 4 |
| Preface | 4 |
| Expected Learning Outcomes | 6 |
| Entrepreneurship education: Research all over Europe | 8 |
| References: | 12 |
| National researches into the Entrepreneurship Education in VET – Portugal, Germany, Türkiye, Romania, Poland, Ukraine | 14 |
| Portugal | 14 |
| Germany | 19 |
| Türkiye | 21 |
| Romania | 24 |
| Poland | 29 |
| Ukraine | 33 |
| References: | 36 |
| Wikiterms | 38 |
| Personal Attributes and Skills | 39 |
| Overview | 39 |
| References | 41 |
| Conclusions | 45 |
| Evaluation | 46 |
| Entrepreneurship Awareness | 48 |
| Awareness about self-employment and entrepreneurship as possible job and career | 48 |
| Evaluation | 59 |
| Survival Kit | 62 |
| Your Entrepreneur’s Survival Kit: Essential Tools and Resources | 62 |
| Evaluation | 76 |
| References | 77 |
| Practical Tips | 79 |
| Germany | 79 |
| Poland | 81 |
| Portugal | 83 |
| Romania | 85 |
| Türkiye | 86 |
| Ukraine | 87 |
| Portugal | 90 |

Preface

Although the history of entrepreneurship dates back to the history of humanity, it could not find a place in economic theory as a definition for centuries and began to be accepted after the 20th century. Adam Smith defined capitalism in his work “Wealth of Nations” in 1776 and associated capitalism with entrepreneurs. However, the development of the definition of entrepreneurship began with the use of the English concept “entrepreneurship” in literature, derived from the French words “entrepreneur” and German words “Unternehmen” defined by Richard Cantillon in the 18th century. The entrepreneur was first defined as a risk taker by Richard Cantillon in 1755, and Jean Baptiste Say (1803) developed the definition by adding the necessity of the entrepreneur to have managerial characteristics. In 1911, Joseph Schumpeter used the concept of “creative destruction” in his work “The Theory of Economic Development” and defined the entrepreneur as a person who innovates and develops what already exists. Bygrave and Hefers were the first to combine the concept of entrepreneurship with the concept of opportunity. Hisrich and Peters (2001) defined an entrepreneur as a person who obtains better outputs with existing inputs.

When considering vocational education, entrepreneurship is an indispensable approach. Because the outputs of vocational education are the basic elements of the business world of the period they are in. If students with vocational education output acquire the spirit of entrepreneurship, they have the potential to carry both themselves and their countries much further. This study aims to reveal the positive results that the integration of vocational education and entrepreneurship will bring.

One of the indispensable elements of entrepreneurship is innovation. Vocational education and innovations will play a leading role in the development of societies. Vocational education outputs, which have skill sets in the commercialization of creative thinking, constitute the building blocks of today’s production and trade. Not only the outputs but also those who provide vocational education will greatly benefit from this handbook on how to transfer entrepreneurship to their students. Because a vocational education institution equipped with an entrepreneurial skill set will become an institution that produces quality outputs. If institutions educate their students on how to see an opportunity and turn it into a business idea during their education processes, the entrepreneurial spirit will never know any obstacles. Entrepreneurial outputs will step into the business world as creative and innovative people who love to take risks, who can evaluate and develop opportunities, and who have managerial qualities. Thanks to all these, the business world will have acquired powerful instruments in global competition.

Endure uncertainty and reap the best fruits.

“Failure is nothing more than the opportunity to start smarter.”

- Henry Ford

“Entrepreneurship is the art of seeing an opportunity and turning it into a business idea.”

- Peter Drucker

“He who does not take risks gains nothing.”

- John G. Shedd

“Success is usually the result of taking one more step.”

- Napoleon Hill

“Follow your dreams, for they will guide you.”

- Walt Disney

Expected Learning Outcomes

The main expected output of the Creation of Entrepreneurial mindset in the VET module is to create an innovative teaching and training concept for Vocational Education and Training. With this module, entrepreneurship education policy and practice, personal characteristics and skills of the entrepreneur, survival toolkit and practical tips and best practices will be presented to the target audience on a European and country basis. In this context, the analysis of the current situation in the countries, presentation of good examples, clarifications to be made and the creation of digital content will be the general outputs. These outputs will specifically address two target audiences. These are: 1- VET educators and institutions; 2- VET learners

VET educators and institutions working on this module;

They will be able to create a stronger entrepreneurship education environment needed to provide the unemployed with the skills to create commercial opportunities for themselves and contribute to the growth of larger, more sustainable businesses. They will also strengthen entrepreneurship education in schools, vocational training institutions and universities to have a positive impact on the entrepreneurial dynamism of our economies.

VET learners working on this module;

They will be empowered to provide or connect with local business production hubs to develop vocational education students' entrepreneurial experiences and responsive attitudes to real-world challenges, contributing to the process of significantly changing the way vocational education and training are delivered through the development and implementation of new and more relevant teaching and learning approaches. In this way, students will:

- Understand entrepreneurship concepts,
- Develop a business idea,
- Manage risk,
- Build and develop their skill sets in business ethics and social responsibility.
- Self-assessment Tools



INTRODUCTORY VIDEO

Module Overview

This module includes a detailed study on the Integration of Entrepreneurship into Vocational Education. The target audience of this module is VET providers and VET students.

- Entrepreneurial mindset in VET
- Introductory Videos
- National researches into the Entrepreneurship Education in VET
- Expected Learning Outcomes
- Self-assessment
- Best Practices topics are covered.

Pedagogical approaches and learning methodologies to be used in this module are

1. Active Learning: Allows students to learn entrepreneurial skills through practice.
2. Problem-Based Learning (PBL): Encourages students to learn by solving real-world problems.
3. Collaborative Learning: Encourages students to work together through group work and team projects.
4. Experiential Learning: Allows students to learn through direct experience.
5. Mentoring and Consulting: Guidance provided by experienced entrepreneurs and business leaders helps students learn from real-world experiences

CHAPTER 2. ENTREPRENEURSHIP EDUCATION: RESEARCH ALL OVER EUROPE



Entrepreneurship education plays a key role for Europe's competitions and sustainable growth. Historically though, while in North America entrepreneurship has been part of the curricula in education institutions since the 1950s, in Europe, it only substantially began to enter the curriculum in the 1990s. As well in Europe, many «entrepreneurship» programmes were narrower and focused on functional management skills for small business rather than multidisciplinary approach and skills for building, and nurturing high-growth companies. In North America, entrepreneurship education is very closely linked with business practice, however in Europe, most universities are government funded and, in many cases, lack the experience and incentives to initiate proactive outreach with the private sector. As well, Europe needs to invest in the training and development of entrepreneurship professors and researchers, while entrepreneurship must be deeply embedded into the curriculum to ingrain a new entrepreneurial mindset among students (Wilson, 2008).

Nowadays entrepreneurship is supported in the EU through a number of actions (Entrepreneurship in education) under the Erasmus+ programme, a set of guidelines to support the fostering of entrepreneurship in education and training as well as a number of tools to support the development of an entrepreneurial mindset among EU citizens (among which is HEInnovate for HEIs (HEInnovate)).

The development of the entrepreneurial capacity of European citizens and organisations has been one of the key policy objectives for the EU and Member States for many years, and is one of the eight Key Competences for Lifelong learning (Entrepreneurship education).

In 2016, the European entrepreneurship competence framework (EntreComp) was launched by the European Commission as part of the New Skills Agenda for Europe. It intends to support and inspire actions to improve the entrepreneurial capacity of European citizens and organisations. It also aims at connecting different levels of education and training, as well as of education and work. The European entrepreneurship competence framework (EntreComp). EntreComp recognizes the entrepreneurship competence as a competence for life, relevant to personal development and fulfilment, finding and

progressing in employment, as well as initiating new ventures. Thus, these competences are not necessarily directly linked to founding/running a company, but refer to the entrepreneurial mindset (such as spotting opportunities, vision, ethical and sustainable thinking, valuing ideas, motivation and perseverance, mobilising resources, learning through experience, planning and management etc.).

To promote the implementation of EntreComp as the main policy instrument for entrepreneurial competences and skills development, several projects are being implemented to support the development of entrepreneurial ecosystems:

1. The New Skills Agenda outlines the skills needed for the transition toward a more digital and greener economy, increasing STEM graduates, fostering entrepreneurial and transversal skills, and helping all citizens acquire skills for life. The new skills agenda (European Skills Agenda).
2. The peer-learning project on entrepreneurship education and women entrepreneurship was organised through a service contract benefitting from COSME funding. Its objective is to connect different public and private stakeholders that implement EntreComp in different countries and facilitate the exchange of experiences as well as the development of concrete actions and strategies promoting entrepreneurial learning (Lilischkis, 2021).
3. Two projects encouraging the systemic use of EntreComp and the creation of communities of practice have been awarded, with COSME funding, for the period of 2020-2023. The goal is to support the development of the entrepreneurship competences at local, regional and national level, e.g. through new policy strategies and initiatives, substantial curricula reform, the establishment of durable national, regional or local networks, strategic partnerships between different sectors etc. This initiative helps public authorities, educational institutions and training providers, enterprises and other stakeholders in the private sector to use EntreComp collaboratively and innovatively. In addition, this will bring countries, regions, and/or cities together to exchange experiences and practices in building a coherent methodology to support the development of the entrepreneurship mindset at all levels (EntreComp Europe).
4. A train-the-trainers project (EntreTime project) will run until 2023, aiming at maximizing the potential of educators as the promoters of entrepreneurship, and equip them with the necessary pedagogical skills, tools and approaches to systematically integrate principles of entrepreneurship within their curriculum, regardless of their discipline, and type of institution.



In promoting entrepreneurship competence, European cooperation in vocational education and training (VET) has an important role. It was first stipulated in the 1957 Treaty of Rome and reaffirmed in 1992 by the Maastricht Treaty. It gathered momentum in 2002 with the Copenhagen Process which became a catalyst for modernising VET systems across Europe.

In 1975, the European Centre for the Development of Vocational Training (Cedefop) is the European Union's reference centre for vocational education and training, skills and qualifications was established by Council Regulation (EEC) N° 337/75, which was repealed in 2019 by Regulation (EU) 2019/128 establishing Cedefop as a Union Agency with a renewed mandate. In 2004, it was entrusted with monitoring, analysing and reporting on European countries' implementation of common priorities. Cedefop provides information, research, analyses and evidence on vocational education and training, skills and qualifications for policy-making in the EU Member States (Cedefop, 2023b).

In 2020, the European skills agenda for sustainable competitiveness, social fairness and resilience stressed the importance of fostering entrepreneurial and transversal skills. The Council Recommendation on VET for sustainable competitiveness, social fairness and resilience calls for adapting and expanding VET by supporting the acquisition of entrepreneurial, digital and green skills. The Osnabrück Declaration on VET sets an objective, by 2025, of promoting resilience and excellence through quality, inclusive and flexible VET that includes entrepreneurial education, empowering learners to open new businesses. (The VET Recommendation sets quantitative goals for participating countries to be achieved collectively by 2025: at least 82% of VET graduates are in employment; a share of 60% of VET students benefit from workbased training for at least part of their studies; 8% of learners in VET benefit from a learning mobility opportunity abroad) (Cedefop, 2023a).

In combination with other strategic documents and policies, such as the European Social Pillar Action Plan, the EU Skills Agenda and the Pact for Skills, the Council Recommendation and Osnabrück Declaration on VET have given a fresh impetus to the Copenhagen Process and will frame the current policy cycle.

Nowadays, the EU countries are embarking on ambitious national plans to implement their common VET priorities up to 2030. EU Member States' national implementation plans (NIPs) reflect the priorities of the VET Recommendation and the Osnabrück Declaration; Iceland and Norway chose to work on the Osnabrück priorities. All NIPs are based on broad national stakeholder consultations and set out countries' activities until 2025, including proposals until 2028 and a further outlook to 2030. To put their NIPs into practice, countries will build on recent or current reforms, national strategy papers on VET, skills, youth and research, as well as reform programmes in the framework of the European Semester. Most countries rely on existing governance structures, e.g. national committees, advisory councils or working groups, to implement, monitor and report on progress towards objectives. More than two-thirds of them will involve social partners in the process.

Almost all countries will draw on European funding to finance their VET reforms: - the Recovery and Resilience Facility to modernise their VET infrastructure and to link VET provision better to labour market demand; - the European Social Fund Plus for reskilling and upskilling adult learners, promoting excellence in VET and supporting VET educators' professional development; - Erasmus+ to support learner and VET staff mobility, the operation of centres of vocational excellence, VET internationalisation, and participation of national organisations in relevant EU networks.

Depending on their systems and starting points, countries have chosen different priorities for their plans. The graph below (Cedefop, 2023a) reflects the relative distribution of the measures countries have assigned to each of the priorities.

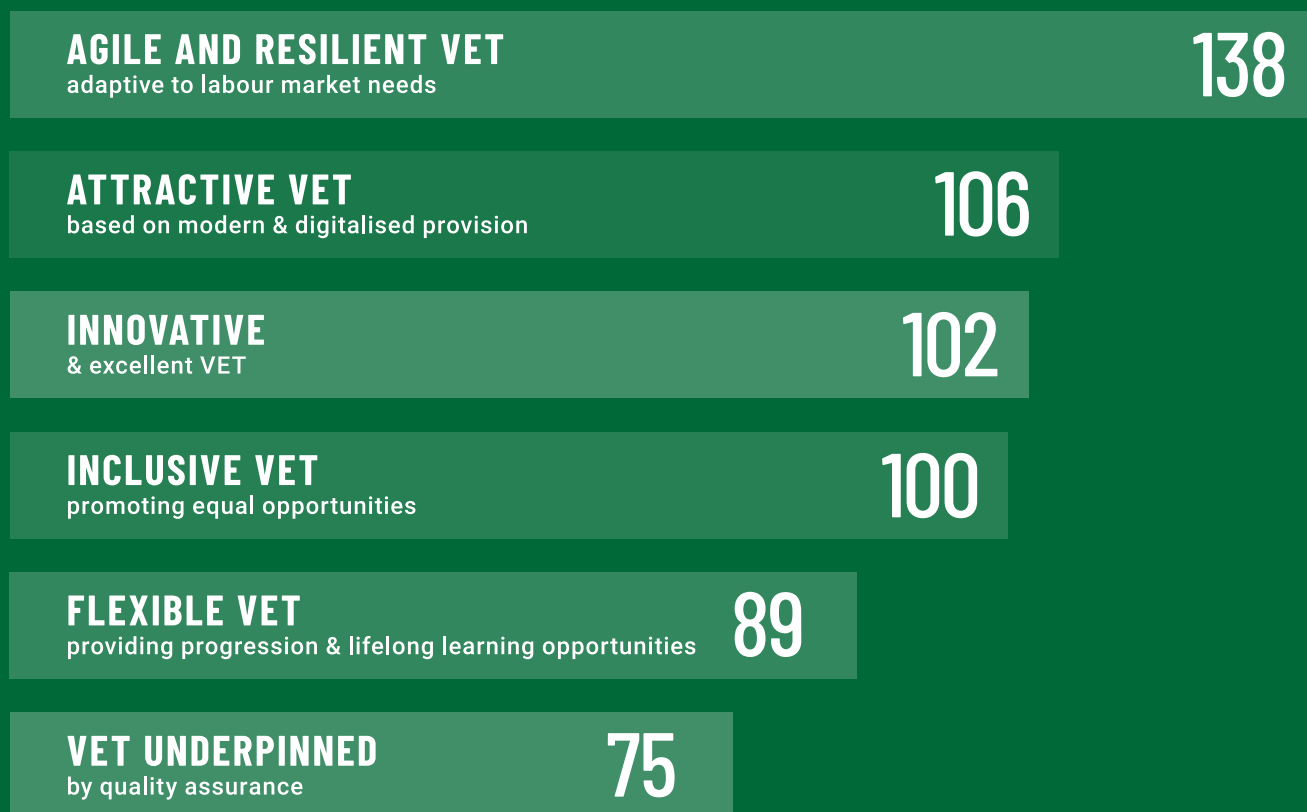


figure 1. Measures in the NIPs | data source Cedefop.

Thus the VET Recommendation and the Osnabrück Declaration have reinforced countries' commitment to cooperation in VET. Cedefop's role in the process is pivotal: its network of expertise on VET, ReferNet, spanning all Member States plus Iceland and Norway, is the main source of qualitative country-specific information on the national implementation of the common European goals. Cedefop gathers this information annually in a structured way, analyses it and reports on progress to the Directors General for Vocational Education and Training and the Advisory Committee on Vocational Education and Training.

In 2021-23, Cedefop carried out a study on how entrepreneurship competence is embedded in VET based on the research carried out in Spain, France, Croatia, Italy, Latvia, Austria, Finland and Sweden. Its results show that VET plays a crucial role in promoting entrepreneurship competence. Some efforts have been made in Europe to establish VET entrepreneurial learning ecosystems, although there is still a need for improved links between the ecosystem components and collaboration among stakeholders. These ecosystems primarily function at local and regional levels, relying on personal networks and contacts.

It was as well shown that entrepreneurship competence is highly valued in VET policy and practice. At policy level, it is mainly regarded as an action-oriented skill set that fosters innovative thinking and business creation. Emphasis is placed on self-knowledge, self-confidence, and the development of an entrepreneurial mindset. However, in teaching and learning the focus tends to shift more towards business activities. This is often a result of limited awareness within the VET sector of relevant policies and the use of training tools and methods which primarily nurture business-management activities (Cedefop, 2023a).

The best practices in entrepreneurship education in Europe are provided in (Boldureanu, 2020; Costa, 2024; European Commission, 2015; Gangi, 2023; Nieuwenhuizen, 2016; Suslenco, 2018; The TMA Report, 2016; Ways to succeed).

References:

Boldureanu, G., Ionescu A.M., Bercu A.-M., Bedrule-Grigoruță M.V., & Boldureanu D. (2020). Entrepreneurship Education through Successful Entrepreneurial Models in Higher Education Institutions. *Sustainability*, 12(3):1267.

Cedefop (2023a). Entrepreneurship competence in vocational education and training in Europe: synthesis report». Luxembourg: Publications Office. Cedefop research paper. <http://data.europa.eu/doi/10.2801/08062>.

Cedefop (2023b). Working together towards attractive, inclusive, innovative, agile and flexible vet. Briefing note https://www.cedefop.europa.eu/files/9180_en.pdf.

Costa, S., Groen, A., Liñán, F., & Fayolle, A. (Eds.). (2024). *Stimulating Entrepreneurial Activity in a European Context*. Cheltenham, UK: Edward Elgar Publishing.

EntreComp Europe. <https://entrecompeurope.eu/>.

EntreComp: The entrepreneurship competence framework. European Commission. https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en

Entrepreneurship in education. European Commission. <https://education.ec.europa.eu/focus-topics/improving-quality-equity/key-competences-lifelong-learning/entrepreneurship>.

Entrepreneurship education. European Commission. https://single-market-economy.ec.europa.eu/smes/learn-and-plan-entrepreneurship/entrepreneurship-education_en.

EntreTime project: training on Teaching Entrepreneurship on EU Academy. https://eisma.ec.europa.eu/news/entertime-project-training-teaching-entrepreneurship-eu-academy-2023-02-21_en.

European Commission (2015). *Entrepreneurship Education: A road to success A compilation of evidence on the impact of entrepreneurship education strategies and measures*. <https://ec.europa.eu/docsroom/documents/8564/attachments/1/translations>.

European Skills Agenda. European Commission. <https://ec.europa.eu/social/main.jsp?catId=1223>.

Gangi, Y. & Sirelkhatim, F. (2023). The Best Practices in Entrepreneurship Education: A review, conceptual model, and Propositions. *Journal of Entrepreneurship Education*. 26. 1-14.

HEInnovate. <https://heinnovate.eu/en>.

Lilischkis, S., Melleri, M., Tømmerbakke, J., Hostak, J., Rancakova, D., Volkmann, Ch., Grünhagen, M., & Recheva, T. (2021). Peer-learning in entrepreneurship education and in women's entrepreneurship. Executive summary of a European project. https://eisma.ec.europa.eu/document/download/61c2bde3-5b53-4792-8ed0-1c1c14991221_en?filename=Peer-learning%20in%20EE%20and%20WE.pdf.

Nieuwenhuizen C., Groenewald D., Davids J., Janse van Rensburg L., & Schachtebeck Ch. (2016). Best practice in entrepreneurship education. *Problems and Perspectives in Management*, 14(3-2), 528-536.

Suslenco, A., Amarfi-Railean, N. & Melnic, S. (2018). "Study on Best Practices in EU Entrepreneurship Education," CSIE Working Papers, Center for Studies in European Integration (CSEI), Academy of Economic Studies of Moldova (ASEM), 8, 6-20, March.

The TMA Report (2016). Best Practice in Entrepreneurship Education and Training in the Further Education & Training sector. https://www.solas.ie/f/70398/x/27873f89a5/tma_eet_in_fet_final_report.pdf.

Ways to succeed with entrepreneurship education. Best Practice Guide. <https://aer.eu/wp-content/uploads/2015/10/YES-best-practice-guide.pdf>.

Wilson, K. (Ed.) (2008). «Entrepreneurship Education in Europe», in *Entrepreneurship and Higher Education*, OECD Publishing, Paris.

National researches into the Entrepreneurship Education in VET – Portugal, Germany, Türkiye, Romania, Poland, Ukraine

A. Portugal



Overview of Entrepreneurship Education in Portugal

In response to the European Union's strategic objectives for promoting Entrepreneurship Education, the first entrepreneurship education programme – the National Entrepreneurship Education Plan (<https://www.dge.mec.pt/educacao-para-o-empendedorismo/projeto-nacional-de-educacao-para-o-empendedorismo>) – was launched in Portugal in 2006. The aim of the first National Strategy for Entrepreneurship Education was to promote entrepreneurial activities in primary and secondary schools, under the authority of the Directorate-General of Curriculum Innovation and Development of the Ministry of Education. It was implemented from 2006 till 2010. However, the PNEE was not implemented in all schools, and it was difficult to mobilize teachers to commit to this project, which also had repercussions on student motivation (Teixeira, 2012). This highlights the need to train teachers with the skills and knowledge to properly deliver entrepreneurship, as well as emphasizing the role of the teacher as a mediator in the learning process.

According to a report by Eurydice on Entrepreneurship Education at school in Europe (2016), in 2014/2015 Portugal was considered not to have a national strategy linked to Entrepreneurship Education. The same source points to a cross-curricular approach to Entrepreneurship Education in Portugal. Being explicitly recognized as a transversal objective at all levels of education, but not compulsory, Entrepreneurship Education is only considered if the school management decides to include it as part of the Citizenship Education subject (Saraiva & Paiva, 2014). This puts the development of entrepreneurial knowledge and skills by students on an unequal footing.

The Strategic Programme for Entrepreneurship and Innovation (+e+i), created in 2011, it's not geared towards strategies and direct measures in the field of education and entrepreneurship skills at mainstream level. This national strategy for entrepreneurship – Startup Portugal – has a strong focus on business and startups' development, aimed at stimulating the entrepreneurial spirit.

In 2016, a [Working Group of Citizenship Education](#) was setup, aimed at integrating in the school curriculum of all levels of education, a set of skills and knowledge in the field of citizenship, including the field of Entrepreneurship Education. The Strategy of Citizenship Education began to be implemented in the 2017/2018 school year.

However, Entrepreneurship Education is not directly incorporated into the school curriculum, nor is it taught as an independent subject. It is still included in the Citizenship Education curriculum, which is a non-compulsory subject in basic education, and Entrepreneurship Education is just one of its themes. Its implementation is managed and adapted autonomously by each school, according to their educational projects.

Some initiatives and programmes, such as business incubators and startup programmes, have emerged outside the educational system, promoting entrepreneurship at regional and local levels. These national partners have increased entrepreneurial support and follow-up to entrepreneurship within the education system.

Portugal also has a network of governmental and non-governmental organizations that work collaboratively to promote entrepreneurship, such as: **National Association of Young Entrepreneurs (ANJE)**, **Platform for Entrepreneurship Education in Portugal (PEEP)**, **Junior Achievement Portugal Foundation**.

Entrepreneurship Education in VET

In Portugal, Vocational Education and Training can take the form of initial training or continuing training, aimed at youths or adults, and can be EQF levels II, IV or V. Vocational Education and Training courses often referred to as “double certification courses”, typically provide both theoretical knowledge and practical skills relevant to specific professions. These courses aim to prepare individuals for the workforce while also awarding them with a formal qualification recognized by educational authorities.

There are various modalities, which depend on the target-group: Professional Programmes, Apprenticeship Programmes, Specialised Artistic Programmes, Technological Specialisation Courses and Adult Education and Training Programmes. (CEDEFOP, 2021)

EQF level IV Vocational Education and Training courses (Professional programmes) are typically offered in secondary schools and vocational schools, combining general education with vocational training in several fields. Technological Specialisation Courses (EQF level V) are a non-higher post-secondary training path, aiming at qualified integration in the world of work and/or to pursue higher education. These courses are delivered by polytechnic institutes.

In terms of structure, VET courses typically consist of a socio-cultural component (encompasses subjects that provide a broad educational foundation, including Portuguese language and literature, foreign languages and citizenship education); scientific component (focuses on fundamental scientific disciplines relevant to the specific vocational field); technical component (forms the core of vocational courses, offering specialized training in the skills and knowledge necessary for the vocational field); practical training in the workplace (aims to apply acquired knowledge and skills related to the professional area; developed in partnership with companies and community organizations).

Entrepreneurship education in Vocational Educational Courses (VET) in Portugal is not taught as an independent subject.

In Vocational Educational Courses, entrepreneurship can be integrated into the technical component of the curriculum, through specific modules or components (short-term training units) aimed at fostering students' entrepreneurial mindset, knowledge, and skills.

There are VET courses where entrepreneurship modules (short-term training units) are compulsory in the technological component of the course. In other courses, the entrepreneurship modules are not integrated in the curriculum of the course, but it can be optional. The integration of entrepreneurship modules (short-term training units) in VET courses depends on the objectives and skills of each course.

Even though a particular course does not mention entrepreneurship units, it is possible to insert some units related to entrepreneurship to complete the total amount of hours of the course in its technical component. In which case the school offering the course has the autonomy to choose to integrate these modules or others from a range of options.

Some examples of short-term training units on entrepreneurship in the National Qualifications Catalogue: Entrepreneurship (50 hours); Innovation and Entrepreneurship (25 hours); Business Models in Entrepreneurship (25 hours); Entrepreneurial Skills and Job Search Techniques (25 hours); Business Initiative and Entrepreneurship (25 hours); Business Management and Entrepreneurship (50 hours); Social Entrepreneurship (50 hours); Profile and Potential of the Entrepreneur - diagnosis / development (25 hours); Ideas and Business Opportunities (50 hours); Business Plan - Creation of Micro Businesses (25 hours); Business Plan - Creation of Small and Medium Businesses (50 hours); Personal Development and Job Searching Techniques (25 hours). (<https://catalogo.anqep.gov.pt/>)

The expected learning outcomes depends on the specific short-term training unit, which are defined at national level and available in the National Qualifications Catalogue.

In Portugal, the National Qualifications Catalogue (<https://catalogo.anqep.gov.pt/>), created under the Ministerial Order no. 781/2009, of July 23, is the strategic management tool for non-higher qualifications. It is organized in a dual certification logic, integrating, for each qualification, a set of school and professional references, according to the levels of the National Qualifications Framework (NQF): the professional profile, the training reference and the skills reference. So, the objectives, contents and/or expected learning outcomes are defined for each one of the short-term training units are defined in the NQC. It is also defined the number of training hours and the ECVET credits.

As an example, the short-term training unit entitled Entrepreneurship is identified with the code number 5945, has a total of 50 hours and has a value of 4.5 ECVET credits. The main general learning objective is: To identify and to analyse the elements needed to set up a business. The content and expected learning outcomes are also defined in the CNQ.

The syllabus of VET courses usually includes a component of practical training in the workplace, in which students can develop work habits, an entrepreneurial spirit and a sense of professional responsibility.

Entrepreneurship also can be integrated in the VET curriculum as a theme in a module, but in this case, it is only a theme in a big range of contents of the training module. In the socio-cultural component of the course, similarly to regular education, there is also the possibility of Entrepreneurship Education being integrated into the Citizenship Education subject. The emphasis given to the subject depends on the school and its Educational Project.

The expected learning outcomes related to entrepreneurship contained in the Strategy of Citizenship Education can be found in general guidelines and recommendations' documents for practice, applied in the context of the national curricula, including the development of attitudes such as self-awareness, self-confidence, initiative and risk-taking, creativity, critical thinking and problem-solving, as well as transversal entrepreneurial skills like communication and teamwork, and even, some learning outcomes are linked to economic and financial literacy.

Saraiva & Paiva (2014) emphasize the crucial role of teachers as facilitators in the teaching-learning process in entrepreneurship education (European Commission, 2011), student-centred teaching methods, as well as highlighting the need to prepare teachers to act in an entrepreneurial way of teaching, as agents of change, and to be able to network, establishing links with a wide range of stakeholders.

Entrepreneurship education is not included in most of teacher training or in continuing training. Higher education is beginning to offer some training on entrepreneurship, but the training offer specifically for teachers is still scarce. The Directorate-General for Education recently held some training workshops on Entrepreneurship Education, but as a dimension of Citizenship Education. The Directorate-General for Education (DGE) provides some guidelines and educational resources such as manuals, guides and video tutorials on Entrepreneurship Education, available at:

<https://www.dge.mec.pt/educacao-para-o-empreendedorismo/recursos-educativos>.

In VET courses, curricula offer some guidelines, teaching strategies and resources in the field of entrepreneurship education, but teachers have the autonomy to adapt learning materials and methodologies.

The teaching of entrepreneurship in Portugal is encouraged at all levels of education, although there is no effectively established national policy to this end. The style of entrepreneurial education embraced by Portugal is characterized by being more focused on identifying and executing business opportunities, and less focused on reviewing the issue in a broader and more socially contextualized way, therefore, lacking a more reflective form of education. (Lima, 2018)

There is still a lot of work to be done to reach the level of the countries that are at the forefront of entrepreneurship education in Europe, both in terms of policies, and practices and changing the social, educational and cultural mindset.

References

Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884.

CEDEFOP (2021). *Vocational Education and Training in Portugal – short description*. Luxembourg: Publications Office of the European Union.

European Commission (2011). *Entrepreneurship Education: Enabling Teachers as a Critical Success Factor – A report on Teacher Education and Training to prepare teachers for the challenge of entrepreneurship education*. Directorate-General for Enterprise and Industry, Bruxelles, November.

European Education and Culture Executive Agency: Eurydice, Bourgeois, A., Balcon, M., Riiheläinen, J., Antoine, A. et al., *Entrepreneurship education at school in Europe – Eurydice report*, PublicationsOffice of the European Union, 2016, <https://data.europa.eu/doi/10.2797/301610>

Equipa de coordenação do Projeto Nacional de Educação para o Empreendedorismo (2007). *Dossier PNEE. Projecto Nacional Educação para o empreendedorismo*. Lisboa: Ministério da Educação. Direção Geral de Inovação e Desenvolvimento Curricular.

Figueiredo, V. (coord.); Pereira, M.; Ferreira, J.; Figueiredo, I. (2007). *Guião «Promoção do Empreendedorismo na Escola»*. Lisboa: Ministério da Educação/Direcção – Geral de Inovação e Desenvolvimento Curricular.

Lima, L. C. (2018). *Adult and permanent education in times of crisis: A critical perspective based on Freire and Gelpi*. *Studies in the Education of Adults*, 50(2), 1-20. doi:10.1080/02660830.2018.1523087

Ministério da Educação/Direção-Geral da Educação (2017). *Estratégia Nacional de Educação para a Cidadania*. Lisboa.

Saraiva, H. & Paiva, T. (2014). *Entrepreneurship education in Portugal - considerations on the topic and its development environment*. *HOLOS*, 6, 3-15.

Teixeira, C. (2012). *Educação para o Empreendedorismo - Um estudo sobre o Projeto Nacional de Educação para o Empreendedorismo*, Tese de Mestrado, Universidade de Coimbra.

Websites

<https://catalogo.anqep.gov.pt/>

<https://www.dge.mec.pt/educacao-para-o-empreendedorismo/recursos-educativos>

https://cidadania.dge.mec.pt/sites/default/files/pdfs/referencialeducacaoempreendedorismoaf_0.pdf

B. Germany



The number of start-ups in Germany increased slightly in 2023 compared to the previous year (Gründungsmonitor 2024). The relative proportions of start-ups by women and men vary quite significantly, so no clear trend can be observed in this regard. One factor that has a positive influence on the likelihood of starting a business is role models in one's own environment, especially among women and younger people.

According to the Start-up Monitor 2024 („Gründungsmonitor 2024“), founders rate free market access and advisory services in Germany somewhat positively, but the education system has received very low ratings for years. This emphasizes the importance of promoting education on business-relevant knowledge and skills.

In principle, the teaching and development of entrepreneurial skills is integrated into school and vocational training (Portal der Kinder- und Jugendhilfe) and thus also pursues the goals of the European Commission's Entrepreneurship Action Plan 2020. However, there are specific differences depending on the federal state. In a framework agreement on vocational schools from 12th March, 2015, updated on 9th September, 2021, it was expressly stated that prospects for entrepreneurial self-employment are also shown in VET.

Nationwide initiatives and programs on the topic of “entrepreneurship education” are aimed at both learners and teachers. Many initiatives provide free materials for teachers.

Sources:

KfW-Gründungsmonitor 2024

Entwicklung unternehmerischer Kompetenz | Jugendhilfeportal

ec.europa.eu/commission/presscorner/detail/en/IP_13_12

SEKRETARIAT DER STÄNDIGEN KONFERENZ (kmk.org)

A variety of initiatives and projects related to entrepreneurship education are listed below. Some of them are standalone programs, others are part of existing programs. The learning objectives are mostly similar: to train creativity, independent problem-solving skills and project management skills and to introduce young people to entrepreneurial thinking at an early age. Business plans are drawn up, financing options are sought, target group analyses are carried out, marketing strategies are discovered and sales channels are developed. The pedagogical methods range from pure knowledge transfer to planning and simulation projects to mentoring. Learning progress is checked through exams, competitions or project evaluations.

Full project details can be found in the links listed.

„Practical manual for teacher training“: https://www.dkjs.de/fileadmin/Redaktion/Dokumente/themen/Jugend_Zukunft/Entrepreneur_Teaching_DKJS_2014.pdf

“Entrepreneurial spirit in schools” (Original: “Unternehmergeist in die Schulen”): https://www.unternehmergeist-macht-schule.de/DE/Unterrichtsmaterial/Materialien/materialien_node.html

„Founder platform“ (Original: „Gründerplattform“): <https://gruenderplattform.de/wicket/bookmarkable/com.businesspilot.vgz.pages.DynamicRenderPage?0&renderId=5a5f4d420196118b8425f1b0&tabId=15b58aec-ee21-41ad-a8e7-08ea58bc646b&tabId=15b58aec-ee21-41ad-a8e7-08ea58bc646b&tabId=15b58aec-ee21-41ad-a8e7-08ea58bc646b>

„IW JUNIOR – Experience the economy“ (Original: “IW JUNIOR – Wirtschaft erleben: <https://iwjunior.de/unsere-angebote/create/junior-schuelerunternehmen/>

„SCHOOL BUSINESS“ (Original: „SCHULEWIRTSCHAFT“): <https://www.schulewirtschaft.de/>

C. Türkiye



Entrepreneurship in Türkiye

The importance of entrepreneurship in Türkiye was recognized in the early years of the republic and references were made to the development of entrepreneurship at the Izmir Economic Congress and steps were taken to develop free enterprise. However, it would be correct to say that these developments slowed down in the following years with the changing world conjuncture. However, after the 1950s, with Türkiye's transition to a multi-party system, there were significant changes in the country in the economic, political and social fields. These changes were reflected in people in a short time and new business ideas, new opportunities and areas to implement them began to emerge. New business ideas began to develop in cities and even in rural areas, and the number of entrepreneurs in Türkiye increased and grew rapidly. Entrepreneurship in Türkiye has accelerated especially after the 1980s and with the January 24 decisions, some steps were taken to remove the obstacles to capital. Of course, these developments brought new economic and social problems with them in the country. However, despite all these developments, entrepreneurship in Türkiye has started to develop, open up to the outside world and gain a competitive environment every passing day.

Entrepreneurship Trainings in Vocational Education in Türkiye

Entrepreneurship training in Türkiye is provided by various institutions or units, especially universities. Entrepreneurship courses are taught as compulsory or elective courses in faculties, colleges and vocational schools of universities, especially within the scope of economics and administrative sciences. This course is carried out theoretically and practically. It is aimed to spread entrepreneurship awareness by establishing units such as the Atatürk University Entrepreneurship Research and Application Center on entrepreneurship. It is very important to transform this awareness into an entrepreneurial tendency among young people. However, in the implementation phase of this trend, it is also very important for the state to create economic and social conditions and to fulfill its responsibilities in their formation and to use tools that encourage entrepreneurship.

In Türkiye, entrepreneurship training is provided by some institutions within the scope of adult education and vocational training in addition to compulsory education.

KOSGEP e-Academy: KOSGEP Small and Medium Enterprises Development and Support Administration. This institution is a state institution and its operations are carried out by the state. Since entrepreneurship is a subject that requires continuous development for businesses, entrepreneurship training is provided through this institution. (<https://www.kosgeb.gov.tr/>) This institution provides gratuitous grants and low-cost loans to young people who complete their training. In this way, young entrepreneurs are brought into business life.

TÜBİTAK: Adopting the vision of being an innovative, guiding, participatory and sharing institution in the fields of science and technology, which serves to increase the quality of life of our society and the sustainable development of our country, TÜBİTAK determines the Science and Technology policies of our country and publishes books and journals in order to increase this awareness in every segment of the society, in addition to its functions of supporting academic and industrial research and development studies and innovations, operating R&D institutes that carry out Research-Technology-Development studies in line with national priorities. The academic activities of scientists in Türkiye and abroad are supported and encouraged with scholarships and awards, and the projects of our universities, public institutions and industry are funded, aiming to increase the competitive power of our country. Entrepreneurship in Vocational Education is projected with grant calls opened by TÜBİTAK and these projects are followed up by this institution after they are funded. (<https://tubitak.gov.tr/tr>)

Development Agencies: Development agencies aim to activate local development dynamics in Türkiye, to ensure that regional resources and potentials are used in the best way possible, to ensure that development covers the entire country in a more balanced and holistic manner, and to ensure that our citizens have as equal access to opportunities as possible. In line with this purpose, activities are carried out to develop human and institutional capacity at the local level for entrepreneurship in our country, to spread the culture of project preparation and implementation, to create the necessary investment environment for the development of the global competitiveness of our regions, and to reflect local needs and demands in investment plans in the most accurate way. In this context, by assuming an interface function between central and local stakeholders, on the one hand, it works to implement national policies and targets at the local level, on the other hand, it aims to maximize the contribution of regional development to national development through local plan and strategy studies.

As a new/unique institutional structure in terms of our country's public administration system, it tries to ensure local participation at the highest level in decision-making and implementation processes during all these studies, while implementing measures to ensure the healthiest coordination with central institutions and organizations. As 26 development agencies operating in 26 level 2 regions across our country, we renew ourselves every day by developing newer and more innovative processes in order to be the solution partner of all our stakeholders in minimizing the economic and social development differences between our regions and increasing the competitiveness of our regions at the global level. (<https://www.ka.gov.tr/>)

References:

<https://www.kosgeb.gov.tr/>

<https://tubitak.gov.tr/tr>

<https://www.ka.gov.tr/>

Ağca, V. & Kurt, M. (2007). İç Girişimcilik ve Temel Belirleyicileri, Ege Üniversitesi İktisadi ve İdari Bilimler Dergisi, Say: 29, 83–112.

Arslan, K. (2002). Üniversiteli Gençlerde Mesleki Tercihler ve Girişimcilik Eğilimler, Doğu Üniversitesi Dergisi, 6(1), 1–11.

Çetin, M. (2007). Bölgesel Kalkınma ve Girişimci Üniversiteler, Ege Akademik Bakış, 7(1),217–238.

Aytaç, Ö. & İlhan, S., (2011). Girişimcilik ve Girişimci Kültür, http://www.sosyalbil.selcuk.edu.tr/sos_mak/makaleler. (04.01.2011).

Avşar, M. (2007). Yüksek Öğretimde Girişimcilik Eğilimlerinin Araştırılması, Çukurova Üniversitesinde Bir Uygulama, Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı, Y.Lisans Tezi, 99s.

D. Romania



The entrepreneurial culture in Romania has seen a significant evolution in recent years, reflecting a greater openness to initiative and risk.

Entrepreneurial education (EE) has gained a significant role in vocational education in Romania, offering students a solid foundation to navigate the business world. The integration of EE in VET programs allows the development of essential skills for professional success, such as initiative, creativity, critical thinking, problem solving and adaptability.

Integration: How is EE integrated into VET programs (stand-alone courses, modules within existing programs, etc.)?

The integration of entrepreneurship education into Romanian VET has been a gradual process, driven by national strategies and European Union (EU) policies aimed at fostering entrepreneurial skills.

- **National Strategy for Vocational Education and Training 2016-2020:**
This strategy emphasized the integration of entrepreneurship into the VET curriculum as a means to improve the relevance of education and training to the labor market. The strategy encouraged the development of specific entrepreneurial competencies as part of the broader educational goals.
- **Curriculum Development:**
Entrepreneurship education has been integrated as a cross-curricular theme in many VET programs. Some programs include dedicated modules or courses on entrepreneurship, while others incorporate entrepreneurial skills into broader subjects such as economics or business studies.

Several national and European initiatives have supported the integration of entrepreneurship education in Romanian VET:

- **ROSE (Romanian Secondary Education Project):**
Funded by the World Bank, this project aims to reduce dropout rates in upper secondary and tertiary education by improving the quality of education, including the development of entrepreneurial skills among students.
- **Junior Achievement Romania (JAR):**
JAR has been a key player in promoting entrepreneurship education in Romania, offering programs like “Company Program” and “Start Up Program” in VET schools. These programs provide students with hands-on experience in starting and managing a business.
- **National Strategy for Vocational Education and Training 2016-2020:**
This strategy included specific measures to enhance entrepreneurship education, such as integrating entrepreneurial skills into the VET curriculum, providing teacher training, and promoting partnerships between VET schools and businesses.

Romania incorporates EE in VET programs through various methods: Modules integrated in existing disciplines - Entrepreneurial concepts and skills are integrated in subjects specific to the vocational field, such as marketing in cosmetology programs or business planning in carpentry programs.

- **Practice companies** - Many VET schools use simulated companies/ business simulation where students manage all aspects of a business, from production to marketing and sales. This practical experience strengthens the theoretical knowledge.
- **Optional courses** - Some schools offer optional EE courses, allowing a deeper exploration of entrepreneurial concepts and strategies.

Learning Objectives: What are the specific learning objectives for EE in VET programs?

The learning objectives of entrepreneurship education in Romanian VET are aligned with both national educational standards and EU frameworks, such as the EntreComp: The European Entrepreneurship Competence Framework (<https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>).

Key objectives include:

- **Developing an Entrepreneurial Mindset:** Encouraging creativity, innovation, and a proactive attitude towards opportunities and challenges.
- **Understanding Business Basics:** Equipping students with knowledge of business planning, financial management, marketing, and legal aspects of starting and running a business.
- **Enhancing Problem-Solving Skills:** Teaching students to approach problems with an entrepreneurial perspective, identifying solutions that can lead to new opportunities.
- **Building Self-Efficacy:** Instilling confidence in students to take initiative, make decisions, and lead projects.

These objectives are designed to prepare students not only for entrepreneurship but also for active and responsible participation in the economy.

Content: What topics are covered in EE for VET (e.g., business planning, marketing, finance, etc.)?

The specific topics covered in EE modules vary based on the vocational field. However, core areas typically include:

- Business planning basics
- Marketing strategies relevant to the specific vocational field (e.g., marketing for salons in cosmetology programs)
- Financial literacy - Understanding of legal and regulatory aspects of running a business within the chosen field, covering topics such as budgeting, accounting, taxation, and funding options.
- Legal and Ethical Considerations: Exploring the legal requirements for starting a business, intellectual property rights, and ethical issues in business.
- Innovation and Creativity: Fostering creativity and innovation as essential components of entrepreneurship, including idea generation techniques and innovation management

Pedagogical Methods: What teaching methods are used for EE in VET (lectures, case studies, simulations, etc.)?

The pedagogical methods used in entrepreneurship education in Romanian VET are designed to be experiential and student-centered, emphasizing active learning.

- **Case studies:** The use of realistic scenarios from the business world allows the analysis of challenges and the decision-making process in an entrepreneurial context.
- **Learning through projects:** Students work on simulated or real projects, applying entrepreneurial concepts in problem solving and business planning.
- **Simulations and role-playing games:** Simulating the business environment through role-playing games allows students to experience real situations and develop their communication, collaboration and negotiation skills.
- **Mentoring and coaching:** Entrepreneurial experts can offer students guidance and support in developing skills and making decisions.

Teacher Training: Are VET teachers equipped with the skills and knowledge to deliver effective EE?

Many VET teachers in Romania have limited practical experience in entrepreneurship or business. This lack of hands-on experience can make it difficult for them to convey the complexities of starting and running a business effectively. Entrepreneurship education requires not just theoretical knowledge, but also practical insights that are best imparted by those with real-world experience.

Several initiatives have been launched to improve the entrepreneurial competencies of VET teachers in Romania. For instance, the National Centre for Technical and Vocational Education and Training Development (CNDIPT) has worked on programs aimed at enhancing teachers' ability to deliver

entrepreneurship education. These programs often include workshops, courses, and collaborative projects with businesses.

Through EU-funded projects such as Erasmus+, Romanian VET teachers have had opportunities to participate in international exchanges and training programs focused on entrepreneurship education. These initiatives are designed to expose teachers to best practices and innovative teaching methods from across Europe

Organizations like Junior Achievement Romania offer specialized training programs and resources for teachers, helping them to implement entrepreneurship education more effectively. JAR's programs often include practical tools and methodologies that teachers can use directly in their classrooms.

Assessment Strategies: How is student learning in EE assessed (exams, projects, business plans, etc.)?

Romanian VET institutions use a combination of assessment methods to evaluate student learning in EE, aiming to measure both cognitive understanding and the development of practical entrepreneurial skills.

- **Written Exams and Quizzes:** written exams and quizzes, are still commonly used to assess students' knowledge of basic entrepreneurial concepts, business terminology, and theoretical frameworks.
- **Project-Based Assessments:** Students are often required to develop business plans, propose start-up ideas, or carry out small-scale entrepreneurial projects.
- **Presentations and Pitches:** Students present their business ideas or project results to a panel of teachers and, in some cases, local entrepreneurs.
- **Portfolios:** A portfolio might include a collection of work such as business plans, market analyses, reflections on entrepreneurial activities, and feedback from mentors or peers.
- **Simulations and Role-Playing:** Simulations and role-playing exercises are used to assess students' decision-making abilities and their response to entrepreneurial challenges. The outcomes of these simulations, along with the decision-making process, are evaluated by teachers. References and links

European Commission. (2015). *Entrepreneurship Education: A Road to Success – A compilation of evidence on the impact of entrepreneurship education strategies and measures*. Publications Office of the European Union.

Gherghina, R., & Grigore, A. M. (2018). *Entrepreneurship Education in Romania: An Overview of the Educational System and its Role in Developing Entrepreneurial Skills*. *Journal of Entrepreneurship Education*, 21(3).

Junior Achievement Romania. (2020). *Impact of Entrepreneurship Education Programs in Romania*. Junior Achievement Romania.

National Centre for Technical and Vocational Education and Training Development (CNDIPT). (2016). *National Strategy for Vocational Education and Training 2016-2020*. Ministry of Education, Romania.

World Bank. (2018). *Romania Secondary Education Project (ROSE): Project Appraisal Document*. World Bank Group.

Domilescu, I. G. (2019). Entrepreneurship education in Romania. Realities and perspectives in secondary and high school. Journal of Educational Sciences, 39(1), 81-89.

<https://www.romaniapozitiva.ro/bucuresti/programul-universitatea-antreprenoriala-aduce-noi-opportunitati-de-dezvoltare-a-initiativelor-antreprenoriale-si-inovative-in-universitatile-din-romania/>

<https://www.edu.ro/>

<https://www.jaromania.org/>

<https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>

E. Poland



The basis for teaching entrepreneurship in vocational schools in Poland¹ is the Regulation of the Ministry of Education and Science of February 6, 2023, amending the Regulation on the basic curriculum of general education for secondary school, technical school and vocational second -degree school . In contrast, for first-degree vocational schools and special schools, the basis is the Ordinance of the Minister of National Education of February 14, 2017 on the curriculum for preschool education and the curriculum for general education for elementary school, including for students with moderate or severe intellectual disabilities, general education for first-degree vocational school, general education for special school, and general education for post-secondary school.

In secondary school, a separate subject on entrepreneurship is being introduced for the first time for students - in vocational schools of the second level and technical schools called "Business and Management (B&M)" from 2023, and in first - degree vocational schools: " Basics of Entrepreneurship." B&M in the basic scope is implemented for 2 hours per week, in the extended scope 8 hours per week. It is worth mentioning that the subject was the subject of a major reform in 2023. It was considered that the educational results of B&M should include competencies - 4K (cooperation, communication, creativity, critical thinking); there was a reduction of macroeconomic content in favor of the topic of personal finance; practitioners should appear in the teaching of B&M - the involvement of entrepreneurs and business practitioners in teaching; the introduction of case study methodology - elements of the core curriculum based on up-to-date, local business case studies; the creation of an educational platform dedicated to B&M - e-learning based on business simulations and videos². In general, B&M is to emphasize project management and working in teams. Instead of lectures for students on the development of the abbreviation GDP and the definition of structural unemployment, the teacher will set them tasks and support them in completing them. He is to be a mentor, not a lecturer.

Learning objectives and content

Due to the two different legal bases, the objectives of entrepreneurship education, and thus also the content taught, differ between first-degree vocational schools and special schools, and second-degree vocational schools and technical secondary schools. In second degree secondary vocational schools and technical schools, the learning objectives include the following. Among others:

In terms of knowledge: 1. Characterize the elements of entrepreneurial competence. 2. understand the importance and challenges of teamwork. 3. characterize the stages of project management. 4. identify the basic types of risks associated with the implementation of projects. 5. Explain the mechanisms of the market economy, the interrelationships between its entities and to learn about the role of the state in economic processes. 6. become familiar with the laws and institutions protecting the consumer. 7. understand different attitudes of people toward money and their consequences. 8. characterize financial services important to the household. 9. understand methods of active job search. 10. explain the principles of business management. 11. know the process of planning one's own business.

In terms of Skills and application of knowledge in practice, among others: 1. analysing one's own entrepreneurial competencies and preparing an action plan aimed at their development. 2. team cooperation and effective organization of team work. 3. leading discussions and arguing during teamwork. 4. formulating and justifying goals, planning, presenting the scope and implementation of simple project tasks. 5. observing economic phenomena and drawing conclusions. 6. taking into account simple economic information and basic economic indicators in decision-making.

Regarding the formation of attitudes: 1. Recognizing the importance and necessity of continuous improvement of entrepreneurial competence in personal and socio-economic life. 2. Recognizing the importance of creative thinking in developing business ideas. 3. Appreciating the role of entrepreneurs who responsibly build a competitive economy. 4. Adopting attitudes of economic patriotism, 5. Recognizing the consequences of unethical actions related to finance. 6. Awareness of the consequences associated with irresponsible indebtedness and mechanisms for getting out of the debt spiral. 7. Self-awareness and acceptance of responsibility for one's career. 8. Appreciation of the role of employees' entrepreneurial attitudes in the development of business and social ventures. 9. Appreciation of the role of the entrepreneur and managers in achieving corporate goals. 10. Being open to opportunities in the environment, taking initiative, ingenuity and determination to achieve goals. 11. Respect for intellectual property protection rights.

Accordingly, the taught content includes the following **thematic blocks**: "**Entrepreneurial person in the modern world**: entrepreneurship in the market economy, entrepreneurial competencies and methods to improve them, interpersonal skills, teamwork, creative thinking, the role of innovation in entrepreneurship; **Project management**: specifics of a project, scope, stages and goals of a project, planning project tasks, budget and schedule of activities, roles in a project and division of tasks, summarizing project tasks; **Market economy**: entrepreneurship in a market economy, features of a market economy, types of markets, market mechanism, entities of the market economy, entities of the social economy, parameters characterizing the economy, state and local government budgets, the role of the state in the economy, the consumer in the market, economic patriotism; **Personal finance**: money, circulation of money, attitudes towards money, financial maturity, financial market institutions, household budget, debt spiral, taxes, forms of saving and investing, investment risk, banking services, security of electronic financial services, financial security of the future, social insurance, property and life insurance, investing in the Stock Exchange, ethics in finance; **Entrepreneurial person in the labor market**: career, job search, job interview, self-presentation, formulating feedback, ethics at work; **Enterprise**: enterprise management, own business and its environment, enterprise finance, business ethics, corporate social responsibility".

In a first-degree vocational school, the learning objectives include the following: Communication and decision-making. Regarding the economy and enterprise, the student is able to explain the principles of enterprise and draw up a simple business plan; characterizes the mechanisms of the economy and market institutions and the role of the state in the economy; analyses current changes and trends in the world and Polish economies; distinguishes and compares forms of investment and the resulting risks. In terms of planning and career, the student describes the strengths of his personality; analyses the availability of the labour market in relation to his own competence and career plans. As for ethical principles, the student explains ethical principles in business and in employee-employer relations, and is able to evaluate behaviour in terms of ethics.

The content taught includes 6 thematic blocks:

I Entrepreneurial person - the student learns about entrepreneurial qualities, recognizes assertive, submissive and aggressive behaviour; relates them to the qualities of an entrepreneurial person; recognizes the strengths and weaknesses of one's own personality; relates them to the qualities of an entrepreneurial person; makes rational decisions, based on the information at his disposal, and evaluates the consequences of his own actions; knows consumer rights and lists the institutions that uphold them; presents the principles of filing a complaint in case of non-compliance of goods with the contract; reads the information contained in advertisements, distinguishing them from persuasive elements; indicates positive and negative examples of the influence of advertising on consumers.

In block II Market - features and functions, the student knows the social and economic goals of economy, distinguishes between the factors of production (labour, entrepreneurship, capital, land and information) ;knows the features, functions and types of markets; circulation of money.

In Block III Market Institutions, the student distinguishes between the forms and functions of money; explains the role of market institutions: central and commercial banks, stock exchange, investment funds, insurance companies, pension funds ;calculates the interest on a loan and a bank deposit, evaluates the possibility of repaying the loan taken with a certain income; calculates the expected profit from an exemplary capital investment in the short and long term; characterizes the pension system in Poland and indicates the relationship between one's future professional activity and the amount of pension; analyzes the offers of banks, investment funds, insurance companies and pension funds.

Regarding the State, **Economy (Block IV)**, the student: knows the economic functions of the state and measures of economic growth; the causes and tools of the state's influence on the economy; lists sources of income and types of state spending; explains the impact of the budget deficit and public debt on the economy; searches for information on current trends and changes in the world and Polish economies.

In the block on Enterprise (V), the student: characterizes the environment in which an enterprise operates; discusses its goals, draws up a project for his/her own enterprise based on a business plan; distinguishes between the basic legal and organizational forms of an enterprise; describes the procedures and requirements for setting up an enterprise; discusses the principles of teamwork and explains what the roles of a leader and a doer are; discusses the characteristics of a good team leader; identifies and analyses conflicts in a team and proposes methods for solving them, especially through negotiation; discusses the stages of project implementation and plans activities aimed at its realization;

Regarding the labour market (VI), the student: discusses the measures and effects of unemployment on the economy; analyses his/her own opportunities to find a job in the local, regional, national and European markets; searches for job offers; distinguishes between ways of hiring an employee, prepares application documents for a specific job offer; prepares for and participates in a job interview under simulated conditions; distinguishes between ethical and unethical behaviour as an employer and employee; explains the phenomenon of bullying in the workplace and presents ways to counteract.

Pedagogical methods

The selection of teaching methods in light of the educational results indicate the use of, first of all, modern activating methods activating methods, since thanks to them the student remembers the most in the learning process. Methods based on the student's action ensure greater and better quality of acquired knowledge. The choice of teaching methods depends on many factors, including the objectives of the classes, the age of the students, the level of knowledge or, finally, the school's teaching base. These include teamwork, implementation of tasks using the project method, use of business case studies, analysis of real experiences of Polish and foreign companies, business simulations, discussions, investment simulations, presentations of ideas for a business or social venture and defence of proposed solutions, study visits and interviews with potential customers, entrepreneurs, clients, elements of gamification. Each of the above forms, methods and techniques should serve to reflect socio-economic reality in a way that suits the cognitive abilities of students.

Teacher training

Qualifications for the position of a teacher in secondary schools, technical secondary schools, second-degree vocational schools, first-degree vocational schools, are held by a person who has completed: (1) higher education, in a field (specialty) consistent with the subject taught, and has a pedagogical preparation, or (2) higher education, in a field whose learning outcomes include the content of the subject taught as indicated in the curriculum for that subject and has a pedagogical preparation, or (3) higher education, in a field (specialty) other than those listed in items 1 and 2, and post-graduate studies in the subject taught as well as in the classes taught, and has a pedagogical preparation. Teachers in Poland can acquire appropriate qualifications for teaching entrepreneurship through studies, courses, certificates and practical work experience. VET teachers in Poland have access to various forms of support and professional development opportunities that can help them teach entrepreneurship effectively.

Assessment strategies

The subject "Business and Management" under the new law has become a matriculation exam subject that will be taken by students for the first time in 2027. As a result, students can take it and study it in either the basic or extended system. The new subject emphasizes teamwork so much, that for the first time in the history of matriculation exams, some of the tasks will be performed by students in groups. Teamwork will make up 30 per cent of the grade for the entire matriculation exam in B&M. It is not yet known whether the teamwork will be part of an oral or perhaps a written response, and what the evaluation criteria will be. Methods of evaluation of students' work: written tests covering a wider part of the material, - paper tests on the material covered in the last lessons (e.g., devoted to the last three topics), - mini matriculation exams - tests on a larger part of the material with tasks similar to those required for the matriculation exam, - oral answers - from the current material or other forms agreed jointly by the teacher and students, evaluation of team projects (20% of the total time devoted to the subject).

F. Ukraine



National research on entrepreneurship education in vocational education and training (VET) in Ukraine highlights both significant advancements and ongoing challenges. Ukraine's VET reforms aim to modernize the education system, thereby enhancing its relevance and appeal, and contributing to economic growth and improved career prospects for students.

Following Ukraine's declaration of independence in 1991, the development of entrepreneurship education began, but the process has been gradual, slow and complicated by various economic and social challenges. Unlike many European countries, Ukraine lacks a long history of implementing entrepreneurship education, necessitating additional efforts to achieve high standards.

The European Investment Bank (EIB) and the EU4Skills (EU4Skills) program play pivotal roles in modernizing vocational education and training (VET) in Ukraine. They focus on establishing Centers of Excellence (CoEs) across various regions. The EIB provides a €58 million loan to support the construction, renovation, and upgrading of VET schools in up to nine oblasts, transforming them into CoEs. This initiative is part of the EU4Skills: Better Skills for Modern Ukraine program, which is co-funded by the European Union, Germany, Finland, Poland, and Estonia (EIB, 2020; EIB, 2021). The primary goal of the EU4Skills program is to support the establishment of a modernized VET system that promotes sustainable and inclusive socio-economic development. This involves enhancing economic governance through diversification and increased labour productivity. Improvements will be achieved by effectively implementing a reform action plan, optimizing the VET network, and increasing the attractiveness and quality of VET for learners while ensuring relevance to the labour market (EU4Skills).

The European Investment Bank (EIB, 2021) has partnered with the Ministry of Education and Science of Ukraine to support the Ukraine VET project through a cooperation agreement on consultancy services. This collaboration includes an EU grant of €8.5 million from the Neighbourhood Investment Platform (NIP) to provide technical assistance for efficient project management and communication.

However, the full-scale invasion by Russia since February 2022 has posed significant challenges to the VET system. Many institutions have had to adapt new teaching methods, including remote and mixed formats. Despite these challenges, the emphasis on entrepreneurial education remains strong, with initiatives to integrate entrepreneurship into curricula through practical experiences such as student enterprises, simulations, and mentoring programs.

In the context of ongoing globalization and rapid technological changes, economies are becoming increasingly entrepreneurial and knowledge-intensive. In Ukraine, as in other countries, these changes necessitate the development of entrepreneurial skills within organizations and institutions, including educational ones. Research indicates that entrepreneurial skills such as problem-solving, initiative, and flexibility are vital for economic development. The Ukrainian VET system needs to incorporate entrepreneurship at all educational levels to prepare students for broader economic participation. These skills, including self-reliance and risk-taking, are essential not only for starting new ventures but also for adapting to a rapidly changing world. Studies emphasize the growing importance of these competencies in fostering innovation and economic resilience (ERIC).

In Ukrainian VET programs, entrepreneurship education is integrated through both standalone courses and modules within existing programs. This integration is supported by several international projects, such as the EU4Skills program (EU4Skills), which aims to modernize the VET system and includes components focused on entrepreneurship education. Additional information is available on the websites of the European Training Foundation and EEAS (EEAS). The main learning objectives for entrepreneurship education in Ukrainian VET programs include equipping students with entrepreneurial skills, fostering innovation, and preparing them for the labor market. This is part of broader efforts to align VET with European standards and enhance the employability of graduates. Ukraine is collaborating with employers to advance work-based learning and apprenticeships while modernizing occupational and educational standards to meet market demands. This includes updating school infrastructure with financial backing from EU and international partners. The emphasis on integrating vocational education and training closely with businesses aims to reduce emigration for job opportunities and strengthen the workforce's role in company success. The shared vision for Ukraine's future underscores the pivotal role of entrepreneurship education alongside training, lifelong learning, employment, and the labor market in driving comprehensive economic reforms (European Training Foundation, GOVET).

The subjects covered in entrepreneurship education for VET in Ukraine include business planning, marketing, finance, and the development of entrepreneurial competencies. They are integrated into curricula to provide practical and theoretical knowledge for starting/running businesses (EDUFI).

Pedagogical methods used for entrepreneurship education in VET programs in Ukraine include lectures, case studies, simulations, and practical projects. VET teachers in Ukraine are equipped with the necessary skills and knowledge to deliver effective entrepreneurship education through various training programs. International cooperation, particularly with countries like Finland, plays a crucial role in developing teacher training programs and their professional development (Hrytsenok, 2023).

Students are assessed through a combination of exams, projects, business plans, and practical assignments. It ensures that students not only understand theoretical concepts but can also apply them in real-world scenarios. These programs and courses are adequate resources for developing entrepreneurial skills among VET students in Ukraine.

The Volyn Resource Center, within the framework of the USAID Agricultural and Rural Development Program (AGRO), has been developing entrepreneurship education in vocational training institutions since May 2023. The Center implemented the project "Strengthening the Capacity of VET Institutions to Improve Youth Adaptability to Labor Market Needs During Wartime by Developing Entrepreneurial Skills." This initiative was supported by the EU4Skills Program: Better Skills for Modern Ukraine, with financial

backing from GIZ. The project involved comprehensive entrepreneurship training, where participants learned to generate business ideas, create self-sustaining products, and develop profitable business models. It also covered systematizing startups post-launch and finding funding for ideas, with ongoing consultative support to ensure success (Volyn Resource Center). The “Business Education for VET” project saw participation from representatives of the Odesa, Kherson, Mykolaiv, Zaporizhzhia, Dnipropetrovsk, Cherkasy, Poltava, and Kharkiv regions in an online entrepreneurship training program from October 2021 to January 2022. Students of VET and other professional education institutions, teaching staff, and young community members up to 35 years old took part. The training was facilitated by certified trainers using the International Labour Organization’s methodologies, BIZ-UP and SIYB, recognized and effective in over 130 countries worldwide (Business Education for VET, Implementation of the project “Business Education for VET”).

In January 2024, 80 representatives of vocational education institutions in Kyiv, Dnipro, and Poltava, along with government institutions and entrepreneurs, had the first regional conference “Business Skills for Economic Growth: Supporting the Development of Entrepreneurial Competencies in Learners” in Kyiv. They discussed best practices in teaching entrepreneurship, public-private partnerships, and business support systems. They also shared their experiences in implementing entrepreneurship education courses in VET institutions (OCBITA.UA, 2024a).

The second conference “Business Skills for Economic Growth” was held in February 2024 in Lviv. Attendees were introduced to the project “Business Skills for Economic Growth: Training Courses for Students, Vocational Education Instructors, and Emerging Entrepreneurs.” This initiative is part of the “Vocational Education in Ukraine / Skills4Recovery” program, implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). The project aims to enhance and support the development of entrepreneurial skills among both youth and adults (OCBITA.UA, 2024b).

The video course “Fundamentals of Entrepreneurship” for vocational education institutions was developed within the UN Recovery and Peacebuilding Programme with the financial support of the EU. The course consists of 20 video lessons (Video Course “Fundamentals of Entrepreneurship”).

In October-November 2018, students of the Vocational Training Center №1 in Ivano-Frankivsk participated in the project “Art and Business”, organized by the Ivano-Frankivsk Chamber of Commerce and Industry (CPTO1). In 2023, the Department of Education and Science of Lviv Regional State Administration and NGO Junior Achievement Ukraine launched a project on entrepreneurship for students of vocational (technical) and pre-university professional education institutions. It was implemented in Lviv and Chernihiv regions, which had the highest number of internally displaced persons (LODA).

To improve the quality of VET, Ukraine plans to address war-related challenges by adapting education programs, creating new modular methodologies, and establishing a network of Qualification Centres. It aims at better aligning education with labour market needs during and after the war. VET schools will continue offering dual and on-the-job training, fostering partnerships to enhance sectoral and regional labour market coverage. VET teachers will receive further training to develop both soft and entrepreneurial skills among students, emphasizing the importance of entrepreneurship in modern education. Plans also include enhancing career guidance and increasing the attractiveness of VET programs to attract more young people. Integrating VET-focused career guidance into primary and secondary education, through subjects like “Health, Safety, and Well-being” and “Entrepreneurship and Financial Literacy,” is crucial. This approach aims to build early awareness and interest in vocational training, fostering a better understanding of its value and opportunities. By providing relevant career guidance from an earlier stage, the strategy seeks to bridge the gap between education and the labor market, ensuring that students are well-prepared for their future careers (Leu-Severynenko, 2022).

References:

CPTO1. Business Training. <https://cpto1.if.ua/novini/navchannia-biznesu.html> (in Ukrainian).

EDUFI: Vocational education and training in Ukraine reformed with Finnish support even in the middle of war. <https://www.oph.fi/en/news/2023/vocational-education-and-training-ukraine-reformed-finnish-support-even-middle-war>.

EEAS: EU and EIB continue helping Ukraine build modern vocational education infrastructure. https://www.eeas.europa.eu/delegations/ukraine/eu-and-eib-continue-helping-ukraine-build-modern-vocational-education-infrastructure_en?s=232.

EIB (2020). Vocational education and training in Ukraine. <https://www.eib.org/en/projects/all/20180064>.

EIB (2021). Ukraine: Team Europe - EIB and the European Commission join forces to modernise vocational education.

<https://www.eib.org/en/press/all/2021-461-ukraine-team-europe-eib-and-the-european-commission-join-forces-to-modernise-vocational-education>.

ERIC: The Role of VET in the Entrepreneurial Ecosystem. <https://eric.ed.gov/?id=ED575969>.

EU4Skills: Better Skills for Modern Ukraine. https://www.eeas.europa.eu/delegations/ukraine/eu4skills-better-skills-modern-ukraine_en.

European Training Foundation: Ukraine: A future vision for vocational education. <https://www.etf.europa.eu/en/news-and-events/news/ukraine-future-vision-vocational-education>.

GOVET: Vocational education and training in Ukraine: A system in transition. <https://www.govet.international/en/159632.php>.

Hrytsenok, I. (2023). Effective counseling strategies for promoting entrepreneurship among vocational school students. Development of Modern Science and Education: Realities, Quality Issues, Innovations: Proceedings of the IV International Scientific and Practical Internet Conference (Zaporizhzhia, May 29-31), 345-348. <https://lib.iitta.gov.ua/id/eprint/735844/> (in Ukrainian).

Implementation of the project "Business Education for VET". Department of Education of Mykolaiv City Council. <https://osvita.mkrada.gov.ua/profesijno-tehnicna-osvita/41827/> (in Ukrainian).

Leu-Severynenko, S. (2022). A Short Overview on Vocational Education and Training in Ukraine: Current Status, Challenges and Reform Intentions Version 1.0 Bonn, 2022. https://res.bibb.de/vet-repository_780736.

LODA. Students of Vocational Education Institutions in Lviv Region Were Taught

Entrepreneurship and Financial Literacy. <https://loda.gov.ua/news/52295> (in Ukrainian).

OCBITA.UA, (2024a): Developing Entrepreneurship as the Foundation for Ukraine's Recovery. <https://osvita.ua/vnz/reform/91448/> (in Ukrainian).

OCBITA.UA, (2024b): Vocational Education: Business Skills for Ukraine's Reconstruction. <https://osvita.ua/vnz/reform/91522/> (in Ukrainian).

Video Course "Fundamentals of Entrepreneurship". https://www.youtube.com/playlist?list=PL0-qYICkWMvcTta7VwHK5_LgXm2ED1xyJ (in Ukrainian).

Volyn Resource Center: Project "Business Education for VET" – Just for You! https://vrc.rv.ua/case_study/business4pto/ (in Ukrainian). Ukraine: Team Europe – EIB and the European Commission join forces to modernise vocational education.

<https://www.eib.org/en/press/all/2021-461-ukraine-team-europe-eib-and-the-european-commission-join-forces-to-modernise-vocational-education>.

Wikiterms

Entrepreneurship education

Business plan

Marketing strategy

Financial literacy

Simulated company (business simulation)

Mindset

Problem solving

Critical thinking

Project-based learning

Vocational education

Educational evaluation

Teaching method

Educational assessment

Cognitive skills

Case study

Teacher education

Professional development

Matriculation examination

Curriculum

Entrepreneur

Founder

Portal

Skill

Business

Department

Institution

Technology

Development

Quality

Business model

Business opportunity

Entrepreneurship

Entrepreneurship ecosystem

Innovation

Knowledge entrepreneurship

Leadership

Small business

Social entrepreneurship



Overview

- Entrepreneurial intentions
- Theory of planned behaviour
- More personality attributes
- Conclusions

The iv4j Entrepreneurial Education Guide (2019) already presented the competencies that, according to the European Competence Framework (EntreComp) and scientific studies, determine successful entrepreneurial actions and thinking. But looking at skills alone is not enough to understand where to start to promote entrepreneurship. Not all people who have entrepreneurial skills actually become entrepreneurs.

The following chapter deals more specifically with the question of which personal conditions and attributes must be present in order to translate a theoretical entrepreneurial idea into entrepreneurial behaviour. Both the prerequisites that lead to entrepreneurial intentions and those that lead to entrepreneurial intentions being translated into entrepreneurial behaviour are presented.

Entrepreneurial intentions

Entrepreneurial intentions describe the intention to start a new company or to choose a career path outside of classic employment (Ward et al., 2019; Yi, 2020). Several studies have shown that entrepreneurial intentions have a major influence on whether someone also shows entrepreneurial behaviour (Kautonen et al., 2015; Neneh, 2019). But what personal characteristics must be present for an individual to develop entrepreneurial intentions? According to Murad et al. (2020), entrepreneurial passion, self-efficacy and vigilance are crucial factors that contribute to an individual developing entrepreneurial intentions.

Entrepreneurial passion ensures that individuals develop a strong desire to perform certain, specific activities. As a result, it promotes the formation of entrepreneurial intentions (Murad et al., 2020).

According to Murad et al. (2020), entrepreneurial self-efficacy refers to the personal belief in achieving maximum results in a particular activity. People with a high level of entrepreneurial self-efficacy also have an increased tendency to become entrepreneurs.

According to Tang et al. (2012), entrepreneurial alertness has three dimensions 1) scanning and information search, 2) connecting previously disparate information and 3) assessing the existence of entrepreneurial opportunities. It has been shown that people with a high level of entrepreneurial alertness are able to recognize entrepreneurial opportunities and are consequently more convinced to become entrepreneurs (Van Gelderen et al., 2008; Shamsudeen et al., 2017).

The ability to recognize opportunities and a proactive personality are also closely linked to entrepreneurial intentions.

Entrepreneurial opportunity recognition

Entrepreneurial passion not only leads to the formation of entrepreneurial intention, but also increases entrepreneurial opportunity recognition (Hu and Ye, 2017; Hu et al., 2018). Recognizing opportunities is the first step in becoming an entrepreneur and, according to EntreComp, describes recognizing business ideas that have the potential to generate added value for customers and the entrepreneur themselves.

Proactive personality

Various studies have shown that a proactive personality has a positive influence on taking up entrepreneurial activity (Murad et al., 2020; Zampetakis, 2008; Delle and Amadu, 2016; Hu et al., 2018). A proactive personality is associated with an individual's active attempts to influence those around him. People with this personality tend to take initiative and make the most of what comes their way.

References

<https://www.entrecomp.nu/spotting-opportunities.html>

(PDF) Entrepreneurial Intentions in Students from a Trans-National Perspective (researchgate.net)

From green entrepreneurial intentions to green entrepreneurial behaviors: the role of university entrepreneurial support and external institutional support | International Entrepreneurship and Management Journal (springer.com) (PDF) Robustness of the Theory of Planned Behavior in Predicting Entrepreneurial Intentions and Actions (**researchgate.net**)

From entrepreneurial alertness to entrepreneurial behavior: The role of trait competitiveness and proactive personality | Request PDF (**researchgate.net**)

Frontiers | Entrepreneurial Passion to Entrepreneurial Behavior: Role of Entrepreneurial Alertness, Entrepreneurial Self-Efficacy and Proactive Personality (**frontiersin.org**)

Entrepreneurial alertness in the pursuit of new opportunities - ScienceDirect

(PDF) Explaining Entrepreneurial Intentions by Means of the Theory of Planned Behavior (researchgate.net)

Entrepreneurial Success within the Process of Opportunity Recognition and Exploitation: An expansion of Entrepreneurial Opportunity Recognition Model | International Review of Management and Marketing (econjournals.com)

(PDF) Do Entrepreneurial Alertness and Self-efficacy Predict Chinese Sports Major Students' Entrepreneurial Intention? (researchgate.net)

(PDF) Creativity, Proactive Personality, and Entrepreneurial Intention: The Role of Entrepreneurial Alertness (researchgate.net)

(PDF) The Role of Creativity and Proactivity in Perceived Entrepreneurial Desirability (researchgate.net)

(PDF) Proactive personality and entrepreneurial intention: employment status and student level as moderators (researchgate.net)

Theory of planned behaviour

A study of 838 college students took a closer look at which factors contribute to forming entrepreneurial intentions and then translating them into entrepreneurial behaviour (Lihua, 2022). For this purpose, a theoretical framework is used, the theory of planned behaviour by Icek Ajzen (1985), which is widely used and offers a recognized theoretical basis. According to this theory, an individual's behaviour is directly influenced by his or her intention and perceived behavioural control. Intention, in turn, is influenced by personal attitude, perceived behavioural control, and subjective norms (Jing et al., 2016).

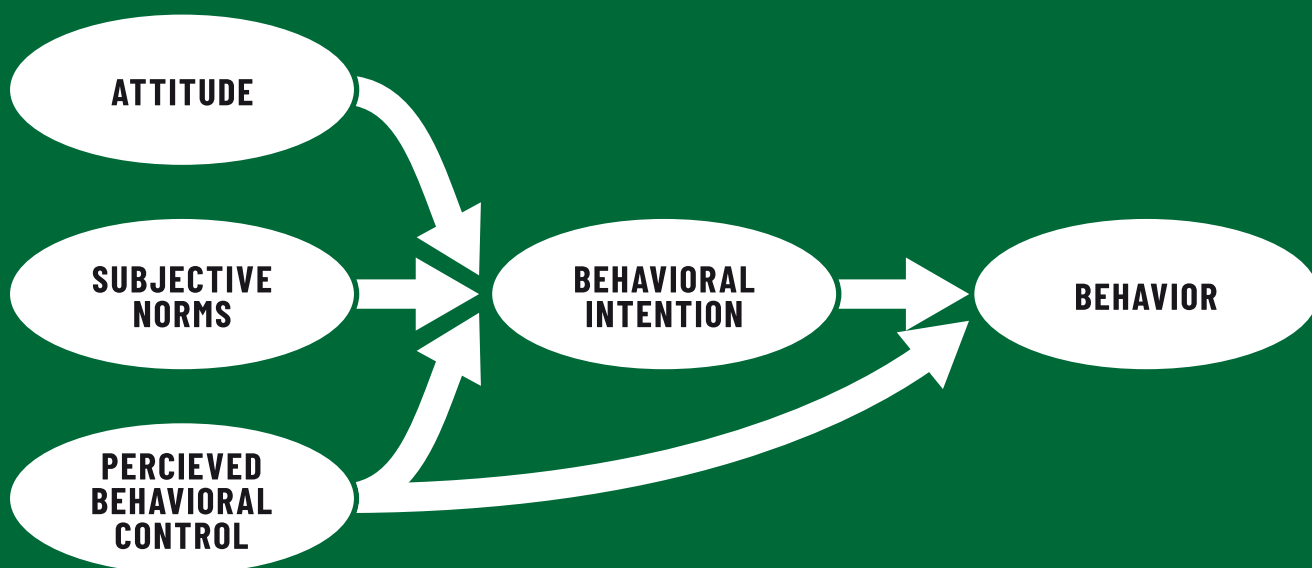


Figure 1 Theoretical frame of the theory of planned behaviour according to Icek Ajzen

Entrepreneurial attitude

An entrepreneurial attitude describes an expectation and evaluation of producing certain (desired) results through entrepreneurial actions. According to the study, the following factors influence the development of an entrepreneurial attitude:

- Expected material possessions
- Expected social reputation
- Expected self-evaluation
- Mission and responsibility
- Career development Entrepreneurial subjective norms

Subjective norms describe the expectations and attitudes of others regarding the individual. According to the study, the following factors had a positive effect on college students' subjective norms and therefore their entrepreneurial intentions:

- Support from family and friends
- Views from college teachers
- Entrepreneurial role models

Entrepreneurial perceived behavioural control

Perceived behavioural control describes the extent of control and the difficulty of executing a particular behaviour. According to the study, the following factors had a positive effect on perceived behavioural control:

- Skills in the individual's respective profession
- Entrepreneurial skills
- Entrepreneurial experiences
- Personality characteristics, independence, self-efficacy expectations

Entrepreneurial intentions

Taken together, the study by Lihua (2022) showed that the aforementioned factors

- Entrepreneurial attitude
- Entrepreneurial subjective norms
- Entrepreneurial perceived behavioural control
- Entrepreneurial situational factors (e.g. macroeconomic, socio-political and regulatory structures (Austin et al., 2006) had a positive influence on the development of entrepreneurial intentions.

Entrepreneurial behaviour

In addition, it was shown that entrepreneurial behaviour can be influenced by:

- Entrepreneurial behavioural intention
- Entrepreneurial perceived behavioural control
- Entrepreneurial situational factors.

Sources:

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.627818/full>

Ajzen, I. (1985). "From intention to actions: a theory of planned behaviour," in Action Control: From Cognition to Behaviour, eds J. Kuhl and J. Beckman (New York: Springer-Verlag), 11–39.

(PDF) Application of the Expanded Theory of Planned Behavior in Intercity Travel Behavior (researchgate.net)

Conclusions

Entrepreneurial skills such as networking, financial management, or sales talent alone do not determine whether an individual will actually become entrepreneurial and start a business. Entrepreneurial action is preceded by an intention that can be promoted by various influencing factors. Teachers should make sure that in class they

- ignite entrepreneurial passion (e.g. through playful methods and personal connection to the students)
- promote self-efficacy (e.g. through clear and achievable project goals)
- systematically train entrepreneurial alertness (e.g. via structured questions that require analysis and evaluation)
- Support and reward opportunity recognition and proactivity
- Discuss with learners about their personal incentives and expectations when becoming self-employed
- Show suitable role models and, ideally, enable personal contact with them
- Impart initial practical entrepreneurial experience in projects early on
- Motivate students to become active themselves, discover their strengths and independently advance their goals.

Evaluation

1. Which of the following is NOT a factor that contributes to the development of entrepreneurial intentions according to Murad et al. (2020)?

- a) Entrepreneurial passion
- b) Entrepreneurial self-efficacy
- c) Entrepreneurial alertness
- d) Entrepreneurial wealth

Correct answer: d) Entrepreneurial wealth

2. What is a key characteristic of a proactive personality that positively influences entrepreneurial activity?

- a) Preferring to wait for opportunities to arise naturally
- b) Taking initiative and actively influencing surroundings
- c) Relying on external guidance for decision-making
- d) Avoiding risks and prioritizing stability

Correct answer: b) Taking initiative and actively influencing surroundings

3. According to Ajzen's Theory of Planned Behaviour, which factor does NOT directly influence entrepreneurial intentions?

- a) Entrepreneurial attitude
- b) Perceived behavioural control
- c) Subjective norms
- d) Macro-level economic growth

Correct answer: d) Macro-level economic growth

4. How can teachers effectively promote entrepreneurial self-efficacy in students?

- a) By setting unattainable project goals to inspire ambition
- b) By avoiding structured feedback to encourage independence
- c) By setting clear and achievable project goals
- d) By emphasizing theoretical knowledge over practical experience

Correct answer: c) By setting clear and achievable project goals

The following chapters contain further helpful methods and tools to implement these suggestions.



Awareness about self-employment and entrepreneurship as possible job and career

Understanding Self-employment and entrepreneurship

Entrepreneurship is a topic widely discussed in the world literature whether in management science, economics, sociology or psychology. This is because the concept can be analysed in many ways and from different angles. Precisely because of the diversity of concepts - it is difficult to adopt an explicit definition of it. An entrepreneurial person is described as resourceful, organized and efficient in the labour market and often also successful in private life (Makieła, 2018).

Entrepreneurship has many different effects, identified at three levels.

1. at the level of the entrepreneur, manager, entrepreneurial person - entrepreneurship makes it possible to earn an income that will ensure the expected level of existence and meet higher-order needs, and facilitates career changes.
2. at the level of the enterprise - entrepreneurship enables the development of the enterprise itself, the implementation and execution of the innovation process, the implementation of innovative management methods, the construction of R&D centres that result in inventions, licenses, new innovative products, technologies and organizational solutions, the construction of competitive advantages, the search for new markets and market niches.

3. at the level of the whole economy - the effect of entrepreneurial behaviour and activities is economic growth, improvement of the standard of living of the population, new (improved) products, technologies and organizational methods, efficient allocation of resources, creation of new jobs, improvement of the competitive position of the economy, generation of tax revenues, creation of a middle class.(Matusiak, 2018).

In this study, we will focus on entrepreneurship at the individual level. In this sense, entrepreneurship can be understood as a set of specific personal qualities such as, for example, activity, creativity or the ability to take risks, and on the other hand, as the implementation of a certain idea to generate benefits in a competitive market environment. In this sense, entrepreneurship is understood as the process of organizing and conducting business activities and the process of taking risks associated with them. Whereas, an entrepreneur is a person who undertakes activities that are in the field of entrepreneurship, organizes and conducts business activities and takes the associated risks (Matusiak, 2018). The European Commission recognizes being entrepreneurial as a general “set of competences applicable in all walks of life, not simply about learning how to run a business. (...) In November 2012, the European Commission published the communication ‘Rethinking education: investing in skills for better socio-economic outcomes,’ where the entrepreneurship is defined as “the ability to think critically, take initiative, problem solve and work collaboratively” (European Union, 2014).

As stated by Szaban and Skrzek-Lubasińska (Szaban et al) there is inconsistency and blurriness regarding not only the terms of entrepreneurship and self-employment as such, but also the difference between them. According to the article, researchers consider self-employment “a flexible form of employment while others suggest that self-employment is an escape from being employed” (Szaban et al).

An increase in the number of self-employed persons is being noted but that not necessarily means they have started their own businesses but is rather a consequence that many firms substitute ordinary contract system with a “special” type of employment. Hence, many former regular employees become independent legal business entities. Some authors argue that this group should not be included in the pure entrepreneur’s group, as they do not present typical attributes of this group and their main motivations of self-employment is the anticipated reduction of tax and social security contributions, thus in this context, the self-employment is rather a symptom of labour market pathology (Szaban et al). OECD paper from 2016 remarks that in some cases “entrepreneur” means the self-employed who employ others. The Global Entrepreneurship Monitor (GEM) defines entrepreneurship as “any attempt at new business or new venture creation, such as self-employment, a new business organization, or the expansion of an existing business, by an individual, a team of individuals, or an established business.” The level of entrepreneurship in GEM includes both the entrepreneurial activities to register new business entities and the entrepreneurial activities in existing organizations (GEM 2015/2016). The latter is often defined as being an intrapreneur, which is described below in the chapter.

The self-employed group is heterogeneous because it gathers various activities. A farmer may be self-employed just like a lawyer or a doctor, a craftsman and a IT specialist or a translator. "The affiliation with the self-employed group often depends on the legal regulations in a country. Many regulations often define the self-employed as people who have officially registered individual business activity and do not employ others. But such formal definition does not cover other possibilities, a whole range of legal activities which naturally emerge from self-employment. The self-employed can work under different labour contracts such as contract of mandate, contract of specific work, management contract, or contract of representation" (Szaban et al). The following criteria could be used to distinguish the self-employed:

- the level of independence and autonomy in the workplace (totally independent – working with various contractors or semi-independent – working with one contractor only).
- the motivation to become self-employed (pull and push factors) – own initiative or forced to become self-employed by circumstances
- the capacity to invest own capital (investing their own capital and risking versus with co-investors & not risking)
- innovativeness/creativity (copycats or real creators)
- the level of professionalism (highly vs. poorly skilled)
- the social and financial outcome (with high profits & social winners versus low income and unsatisfied).

The above-mentioned factors the following self-employment groups can be distinguished (more information can be found in the work of Szaban et al):

- Dependent self-employed: people who often work under or provide services to one employer
- Hybrid self-employed ("part-time" self-employed): those who have a stable, permanent employment contract with one employer but can work with other employers under contracts
- One-person , replicative business owners: owners of small shops, restaurants, service points, or simple production, who usually work without permanent employees.
- One-person innovative start-up owners
- Freelancers (independent professionals freelancers, independent contractors, opportunity self-employed): a group that consists of people with the highest qualifications and skills who are increasingly in demand in today's labour market.

These groups of self-employed greatly vary in merit and method of operation.. When the self – employment groups as mentioned above, are analysed in literature using the standard entrepreneurial characteristics, it appears that the group is highly heterogeneous. As an example it is worth to mention some entrepreneurial traits. For "gaining/maximizing (financial) profit with given means of production" it is positive for One-person replicative business owners and Innovative start-up owners, whereas it is not obvious among the groups: Dependent self-employed, Hybrid self-employed, Freelancers/ individual professionals. On the other hand for the traits: "knowledge of business ideas and practices" and "accepting risk or failure; risk-bearing" it appears that the characteristics are present among groups: one-person replicative business owners; innovative start-up owners and freelancers/individual professionals and can sometimes be identified among hybrid self-employed, but they are not valid for dependent self-employed (Szaban et al).

To sum up this subchapter it is important to mention that “self-employment” and “entrepreneurship” are not one and the same notion. Not all kind of self-employed are entrepreneurs, and not all entrepreneurs have to be self-employed. Entrepreneurs may appear among different types of self-employed but clearly not, among all of them. It seems not fair to treat a one-person business as non-entrepreneurial because of small risk in comparison with larger organizations. Certainly, the “just me” self-employed people do bear a risk that – for them – can be substantial. Thus, keeping in mind the risk factor, without doubt, small and solo businessmen can also be entrepreneurs. The failure of a venture is tightly related to risk and uncertainty, which can also be their fate¹. Also, as the self-employed group is so diverse, when deciding on becoming self-made man, it is crucial to analyze its different forms from a personal perspective, finding out which would be the most suitable kind as far as individual abilities are concerned.

Pros and cons of self-employment and entrepreneurship

Advantages of running a business

Running your own business brings a number of advantages that can transform your professional life into a more rewarding and challenging one. One of the main advantages is financial independence. Having your own business, you decide your own earnings, and your salary is directly related to your performance and commitment. The absence of a boss to impose working conditions allows you to have more control over your work life.

Time flexibility is another advantage of being self-employed. Being able to plan your own working hours gives you the chance to better manage your family and personal responsibilities. This allows you to work when you are most productive, which affects efficiency and satisfaction with your tasks.

Implementing your own ideas is the dream of many entrepreneurs. When you run your own business, you have full freedom to create and implement your ideas, which can lead to innovative solutions and a competitive advantage. Additionally, potentially higher earnings are achievable if your business is successful. Building a personal brand is becoming extremely important in today’s world, and owning your own business is an ideal field for developing it. The ability to scale your business allows you to grow dynamically and increase your profits, which gives you a sense of fulfilment and motivates you to continue working (www.profit24.pl).

Disadvantages of running a business

Running a business has many challenges that can scare off potential entrepreneurs. One of the main problems is financial risk. Investing his own funds, an entrepreneur can never be sure that the business will bring the expected profits. In case of failure, serious financial losses and even bankruptcy can result. Another important aspect is legal liability. A business owner must be aware of all laws and regulations, which often requires consultation with a lawyer and ongoing updating of knowledge. In addition, running a business involves managing many aspects of the business - from marketing to accounting to human resources management. This is a huge burden, especially for those just starting out in entrepreneurship.

Financial instability is another problem facing entrepreneurs. Income can be unpredictable, which makes long-term planning difficult and can lead to stress. Long working hours are standard in the lives of many business owners. They often have to spend much more time developing the business than full-time employees, which can lead to burnout. Finally, maintaining a work-life balance is a real challenge. Business owners often neglect their personal lives, which can negatively affect relationships with family and friends, as well as their mental and physical health (www.profit24.pl).

In the table below you can find the most commonly mentioned pros and cons of becoming an entrepreneur:

| | |
|---|--|
| Freedom of decision-making | High individual risk |
| Ability to create the course of development of the company | Problems with customers, suppliers, competitors, authorities, etc. |
| Ability to implement your own ideas | Individual material liability |
| The need to constantly expand knowledge in the field of business management | Responsibility for employees |
| Building a family business with an orientation towards your children | High risk of error |
| Ability to select partners for cooperation | Uncertain vacations |
| Flexible working hours | Irregular working hours |
| Higher social status | Danger of prolonged start-up phase |
| Opportunity to increase income | Irregularity and uncertainty of income |
| | Living under stress |

Based on: Matusiak 2018

Pros and cons of self-employment are to be considered separately:

Self-employment stands out for its many advantages, especially among first-time entrepreneurs. One of the main advantages is simpler registration and management. The process of establishing a single-person business is much less complicated than for companies. It only requires filling out a few forms and filing with the relevant authorities, which definitely reduces the cost and time required to start a business.

Full control over business decisions is another aspect that attracts many entrepreneurs to this form of business. The owner has complete freedom in making decisions regarding the direction of the company's development, marketing strategies or pricing policy. The lack of need to consult with partners or shareholders makes it possible to react quickly to changing market conditions.

Self-employment form is also associated with lower operating costs. Running such a business usually does not require a large financial outlay at the beginning, which is especially beneficial for those with limited budgets. In addition, owners can take advantage of various tax breaks and preferential Social Security rates, which significantly reduces the cost of doing business. The flexibility of this form of business also makes it easier to adapt to changing market conditions, which is crucial for long-term success.

On the other hand, self-employment, although simple to register and operate, brings a number of challenges that can present serious obstacles to the entrepreneur. First of all, the owner of such a business often faces limited resources, both financial and human. The lack of a team means that all responsibilities - from financial management to customer service to marketing - fall on the shoulders of one person. This can lead to excessive workload and stress, which in turn affects the efficiency and quality of tasks performed.

Lack of management support is another major problem. In a single-person business, an entrepreneur has no partners or colleagues with whom to consult on business decisions. This limits the ability to plan strategically and make key decisions, which can lead to mistakes and suboptimal actions. In addition, greater responsibility for all aspects of the business makes the owner more vulnerable to making costly mistakes.

Difficulty in obtaining financing is another drawback of self-employment. Banks and investors are often reluctant to provide loans or financial support to one-person businesses, considering them riskier than larger enterprises. This can significantly limit opportunities for growth and investment. Finally, it is worth mentioning the risk of personal bankruptcy - in the event of business failure, the owner of a sole proprietorship is liable with all his assets, which puts him in a much more difficult situation than owners of limited liability companies.

Is Self-employment or entrepreneurship right for you?

As many successful people say: talent alone is not enough to achieve success. The same is true of entrepreneurship - it is to some extent a set of innate qualities - but as in other areas of life - the most successful individuals are those who, on one hand, were lucky and have a natural gift of entrepreneurship, but at the same time developed it by acquiring certain skills and competencies through continuous learning and improvement.

It should be emphasized that it is not enough for a manager to be an ambitious, active person, full of ideas and intentions. In order to achieve success, (s)he should have business-useful knowledge. An entrepreneur is characterized by an entrepreneurial spirit defined as a set of specific mental and psychological characteristics, such as ingenuity, imagination and intuition, enthusiasm and energy, initiative, consistency and determination in action, the ability to take risks, the ability to work in groups and the ability to motivate. Only a set of the above-mentioned qualities creates the conditions for a manager to be successful in building a business. As for the set of characteristics of an entrepreneur, again it is difficult to create a closed catalogue of them, not only because of the numerous studies on the subject, but also because of the ever-changing, turbulent environment, including professional, in which we find ourselves. It causes the characteristics of entrepreneurial people to change as well. One might even say that the only constant is constant change and the ability to adapt to these changes. Studies show that an entrepreneurial leader (entrepreneur) usually shows dissatisfaction with the existing state, thus strives to create a mood similar to dissatisfaction in the company (sometimes, so he can be seen as a destructive figure). (S)he appreciates imagination and innovative talent in others, and is able to motivate other people by using their abilities and talents.

There are 5 key elements necessary for the success of the founding process (Matusiak 2005):

- acquiring specialized knowledge and experience;
- having an idea for a product or service;
- personal contacts;
- access to necessary resources (capital, skilled labour);
- guarantee of orders from first customers.

Before we tackle the characteristics of an entrepreneur to help check if this is the right pathway for life, It should be noted that not all people are entrepreneurial or want to be entrepreneurial. People are divided into those who are active, with initiative, looking for new solutions in ways of practicing or doing something or using something. However - along with individuals with such traits - many people are passive and fearful of the risks that come with initiative in pursuing change in search of more optimal solutions. People who are passive can, however, be good executors of other people's instructions if those people take the risk of succeeding in a given endeavour. People classified as passive want a highly stabilized lifestyle, a specific pattern of repetitive behaviour. They are rather afraid of novelty, and in uncertain conditions - they get panicky. In extreme cases, passive people are unable to perform given tasks and activities that draw them into complicity with even small risks. However, it might be worthwhile to develop entrepreneurial qualities and attitudes also while working for someone, as part of self - development. By doing so, one can create a sense of greater agency and job satisfaction. A person representing this attitude is called "intrapreneur". Being an intrapreneur is generating new ideas which implementation lies within the organization they work for. On the goals side, intrapreneurs work towards improving the overall performance of the company they work for, whereas entrepreneurs introduce something of a new value to the market.

Entrepreneur vs. Intrapreneur

| | |
|---|---|
| They would make decisions and work independently. They would implement business plans themselves. | They would come up with ideas, which implementation depends on the decisions of persons in charge of the organization they work for |
| Goals: They introduce something new to the market and have a socioeconomic value | Their goal is to improve the position and performance of the company they work for |
| They are owners of the company | They are employees of the company |
| They acquire the funds themselves | The funds are provided by the company they work for |
| Perceive the whole company | Perceive only the part of company's operations that they are responsible for |
| High risk | Medium risk |
| Internal business motivation, willing to expand the business | External motivation by salary rise, appreciation |

Source: own elaboration based on <https://www.shiksha.com/online-courses/articles/difference-between-entrepreneur-and-intrapreneur/>

Other important characteristics of entrepreneurs include (Makieła 2018):

Intellectual and emotional balance.

This characteristic can limit the richness of ideas and actions following them. There are some people who are characterized by the so-called thought race. Such a person has a multitude of ideas based on original associations, however none of them can be developed more thoroughly, not to mention their implementation. Even worthwhile ideas are abandoned at the initial development stage, while still looking for better ones.

Ability to lead and cooperate with other people.

This is an important trait that quite visibly differentiates people. The ability or skill to lead people and organize them must be accompanied by the ability to cooperate. The ability to lead alone, without an accompanying trait called the ability to cooperate with other people, does not provide the behaviour desired in entrepreneurship. This is because it creates the attitude that characterizes a despotic man, a dictator. Market activity, on the contrary, it requires the entrepreneur to be patient and show kindness in establishing and maintaining contacts with others operating in the market.

Courage.

Entrepreneurship is associated with risk, and risk with the courage to take it. Courage strengthens the entrepreneur's drive for success. It is possible to know about a promising business, and at the same time have enough concerns to not undertake a given venture. Of course, no proficient entrepreneur gets rid of all fears. The point, however, is that the anxieties do not take over. It is important to remember that in business, there are no risk-free ventures.

Self-confidence.

A person who has market knowledge, is dynamic, emotionally balanced, has the "technique" of conversation, gesture, smile, winning people over. Above all, an entrepreneur must not show by a casual gesture, trembling of the voice, etc., that he is not really sure of his actions. Confidence can be demonstrated, by justifying the proposal with statistical information or financial calculation. Such behavior creates confidence of outside partners, co-workers and observers.

Ambition.

It proves that a person has a well-developed life plan, knows the purpose of pursuits and knows what achievements (s)he is capable of. In sociological language, it is said that a person has certain career ambitions, life ambitions, etc.

What does it mean to be an entrepreneurial person? Is it enough to have qualities commonly recognized as indicative of entrepreneurship?

| Features | Attitudes and skills |
|--|--|
| Having dreams, setting ambitious goals, making plans for the future, visioning of one's life, courage to act and think | Ability to tolerate failures and find inspiration for further action |
| Curiosity about the world, desire to learn new things | Ability to enjoy success |
| Energy, enthusiasm, endurance, ability to regenerate quickly both mentally and physically | Ability to be a leader, influence others and encourage them to cooperate |
| Stamina and persistence over a long period of time | Ingenuity, resourcefulness, showing initiative |
| Self-confidence, appreciation of one's own Skills, self-confidence, resourcefulness | Seeking knowledge and reaching out to its sources |
| The ability to take risks and the ability to to assess the risks involved | Ability to apply existing knowledge into practice |
| Optimism resulting from one's knowledge and awareness of the socio-legal conditions of the local, national and international environment, enabling to find opportunities even in unfavourable conditions | Raising qualifications, self-improvement |
| Empathy | Controlling one's own emotions |
| Organizational skills | Good communication skills |
| | Honesty with oneself and with others |
| | Responsibility for oneself and others |
| | Interpersonal solidarity |
| | Caring for the family |
| | Caring for the environment |

Source:own elaboration on the basis of Makiela 2018-

The stronger the motivations to run own business, the easier it is to develop the missing skills for effective management of one's own company. It is common that people with relatively low business flow, are able to, in a particular life situation (e.g., having other dependent family members), mobilize all their potential to create a workplace for themselves and others. Thus, one should not, deny the chances of effective business, but rather try to choose such a type of business that would maximize their potential and use their strengths and at the same time minimize weaknesses. Every novice entrepreneur has a considerable amount of optimism capital necessary to launch a company, however, one should take into account the fact that not everything will happen in a foreseen way. Most often, novice entrepreneurs complain of high

level of stress, caused by taking the responsibility not only for themselves, but also for their employees and family. The reason for frustration is also a lower level of income from the business than originally anticipated. Also, the envisioned of having so much time, can come down to having to work hard for hours without rest for extended periods of time. As in any job, practice must be acquired. Thus, at first, most of the tasks ahead may prove difficult. However, with consistency in action, over time most of the initial problems will prove less troublesome. (Kolenda)

A psychological insight into characteristics of entrepreneurs has been profound and various analysis of characteristics of a successful entrepreneurs have been made. Here is one them, showing the characteristics that facilitate or hinder entrepreneurial spirit (Encyklopedia Biznesu 1995).

Within physical needs, the facilitators include tendencies to dominate, tendency to feat and possess, striving for ownership and autonomy, orientation toward achieving success and power, while the barriers can be the following: relying on care and support from other people, submissiveness, rejection and isolation, making excuses for oneself for lack of success.

As far as motivation is concerned reluctance, fear instead of self-reliance, and a tendency to keep what one possesses rather than multiply could be obstacles. On the other hand, the ability to overcome fears and depression, various threats, the tendency to increase state of possessions, orientation for achievement and success are positive attributes for an entrepreneur.

In decision making process the attributes that facilitate being an entrepreneur are: determination, making decisions appropriate to the situation, consistency, and the hindering ones could be difficulties in decision-making, changing of decisions, "learned helplessness".

When it comes to the risk factor, avoidance of risky situations and decisions could impede starting a business, whereas treating risky situations as opportunities for success and making risky decisions could make the process easier.

The attitude towards success and failure in the form of lack of mental resilience and low threshold for stress and frustration could again be obstacles ,while their opposites mental resilience and high threshold of stress and frustration, ability to act in difficult situations are valuable for entrepreneurs.

For innovation and creativity - conformism, lack of creative abilities and conservative attitude could give a halt to entrepreneurial behaviour whereas pioneering attitude, creative abilities, ingenuity, imaginative and intuition are virtues. As far as cooperation is concerned - extraverts with leadership abilities, who possess confidence in others, good negotiation and motivational skills, with knowledge of people's needs are more likely to be successful in their companies, contrary to introverts with difficulties in cooperation and without leadership skills.

Benefits

The pros and cons of being an entrepreneur or a self-employed person have been already presented above, it seems interesting to present a little less obvious benefits of entrepreneurship. The research (Mularska-Kucharek, 2016) carried out show a connection between entrepreneurship and quality of life and the level of happiness. Researchers and practitioners are eager to find happiness determinants of people and society. The hypothesis of this research was that entrepreneurship is connected to mental wellbeing of a person and quality of life. Quality of life was analyzed from the point of view of its two basic dimensions: subjective and objective. The subjective included questions about overall satisfaction with life and satisfaction with particular areas of life. The objective quality, on the other hand, used information on the respondents' income, the area and status of their housing, and their financial status, as measured by the

material goods they owned. The overall quality of life thus included assessments concerning the subjective and objective dimensions.” Entrepreneurship also affects the overall quality of life, taking into account its two dimensions, objective and subjective. This assumption was confirmed by statistical analysis. It shows that as the strength of the entrepreneurial attitude increases, the level of overall quality of life rises. Thus, a high level of this quality of life is characteristic of those with a strong entrepreneurial attitude, while a low level is characteristic of respondents characterized by a weak attitude.” (Mularska-Kucharek 2016). This seems to confirm the relevance of initiatives to promote entrepreneurship, which, as it turns out, has many benefits. People who lack proactivity most often adapt to what others will give them, or rely on fate. This is often associated with minimal satisfaction of both lower- and higher- level needs, which simultaneously results in a low rating of quality of life. Entrepreneurial people, on the other hand, are characterized by an active and creative attitude to life, which certainly makes it easier for them to function in the world.

Summary

A novice entrepreneur should answer a series of questions to self-assess, on the one hand, and evaluate the planned company concept, on the other. An in-depth analysis of the venture should simultaneously take into account information about the “company’s environment”, i.e. about the potential market and competition, as well as various aspects of the company itself: operation plan, location, sources of capital funding, financial management. The entrepreneur’s operation requires self-monitoring and analysis of the course of the venture’s implementation at each of its stages. Although such analysis will not eliminate the risk of failure, it will enable a specific “early warning system”, which will allow to identify the so-called breakthrough moments (unexpected risk or success) of the founding process.

Here are some of the tasks each entrepreneur must face in their ventures (Strużycki 2002):

Planning:

Choice of operational strategy, coordination of the enterprise’s objectives with general trends in the economy, identification of opportunities and threats, elimination of weaknesses and use of strengths in the development of the enterprise, optimizing decisions with regard to: profitability, procurement, advertising, production, etc.

Organizing:

Creating the organizational structure of the enterprise, selection of employees, shaping of production (services) technology, optimization of production (services), organizational, technical improvements, organization of own (manager’s) work.

Motivating:

Methods of employees’ evaluation, the process of motivating employees, communication processes.

Control: Controlling methods and techniques, determining areas of control

The entrepreneurship path is not easy, it can be at least challenging and requires a set of characteristics. As stated by Kevin D. Johnson, in his bestselling book “An entrepreneur mind”: “To be an entrepreneur is to think differently. While most people seek refuge, entrepreneurs take risks. They don’t want a job; they want to create jobs. Their goal isn’t to think outside the box as much as it is to own the box. Entrepreneurs don’t

follow the market; they define the market" (Johnson 2013).

Evaluation

1. An intrapreneur means a person who:

- a) Is self- employed and does not employ others in their company.
- b) Is generating new ideas which implementation lies within the organization they work for.
- c) Is an entrepreneur with an income below 1000 euro a month.
- d) Is an entrepreneur.

Correct answer: b) Is generating new ideas which implementation lies within the organization they work for.

2. Being entrepreneurial:

- a) Only refers to people that run companies
- b) Only refers to people who are self-employed
- c) Refers to a set of competences applicable at all walks of life
- d) Refers to a set of competences applicable in a vocational environment

Correct answer: c) Refers to a set of competences applicable at all walks of life

3. The most important advantages of being an entrepreneur include:

- a) High individual risk, flexible working hours, implementing own ideas, ability to select partners for cooperation
- b) Freedom of decision making, irregular working hours, implementing own ideas, ability to select partners for cooperation
- c) Freedom of decision making, flexible working hours, implementing own ideas, ability to select partners for cooperation
- d) Freedom of decision making, irregular working hours, implementing own ideas, selecting partners for cooperation with stakeholders

Correct answer: c) Freedom of decision making, flexible working hours, implementing own ideas, ability to select partners for cooperation

4. What are the key elements necessary for the success of the founding process of the company:

- a) acquiring knowledge and experience; having an idea for a product or service; personal contacts; access to necessary resources (capital, skilled labour);
- b) acquiring knowledge and experience; having an idea for a product or service; personal contacts; access to an office space
- c) acquiring knowledge and experience; having an idea for a product or service; having social media contacts; access to necessary resources (capital, skilled labour);
- d) reading books on running business and start ups, having an idea for a product or service; personal contacts; access to necessary resources (capital, skilled labour);

Correct answer: a) acquiring knowledge and experience; having an idea for a product or service; personal contacts; access to necessary resources (capital, skilled labour);

Wikiterms:

Entrepreneur

Income

Startup company

Profit

Leadership

SWOT analysis

Small business

Capital

Revenue

Skill

Sources:

European Commission, European Union, Entrepreneurship Education - A Guide for Educators, Entrepreneurship 2020 Unit Directorate-General for Enterprise and Industry, 2014

Encyklopedia Biznesu, Fundacja Innowacja, Warszawa 1995

Global Entrepreneurship Monitor (GEM). <https://www.gemconsortium.org/report> (18.02.2018).

Johnson Kevin. D., The Entrepreneur Mind: 100 Essential Beliefs, Characteristics, and Habits of Elite Entrepreneurs

Kolenda E., Cechy sprzyjające i utrudniające działania, Wojewódzki Urząd Pracy w Łodzi

Makiela Z., Stuss M.(red.), Przedsiębiorczość i zarządzanie innowacjami. Wiedza, technologia, konkurencja, przedsiębiorstwo, Warszawa : Wydawnictwo C. H. Beck Rok: 2018

Matusiak K., Mażewska M., Pierwsza praca – pierwszy biznes; vademecum przedsiębiorczości, Biblioteka Rynku Pracy, Warszawa 2005

Mularska – Kucharek Monika, Przedsiębiorczość a jakość życia, Komunikaty z badań, 2016

Strużycki Marian (red.) Zarządzanie małym i średnim przedsiębiorstwem, Warszawa 2022.

Szaban J., Skrzek-Lubasińska M., Self-Employment and Entrepreneurship: A Theoretical Approach „Journal of Management and Business Administration. Central Europe” Vol. 26, No. 2/2018

www.profit24.pl

www.shiksha.com



Your Entrepreneur's Survival Kit: Essential Tools and Resources

Starting and running a company is an exciting journey, but it also comes with its fair share of challenges. To help you navigate the ups and downs, we managed to create an entrepreneur's survival kit that will allow you to navigate the challenges and opportunities of running a company.

Tools and Resources for Success

Mindset & Motivation

Mindset and **motivation** are two crucial elements that underpin the success of any business venture. They influence how entrepreneurs approach challenges, make decisions, and persevere through setbacks.

A positive and growth-oriented mindset is essential for business success. This involves:

- **Growth mindset** - This mindset encourages continuous improvement and resilience.
- **Resilience** - Entrepreneurs face numerous challenges; a resilient mindset helps them learn from mistakes and keep moving forward.
- **Optimism** - Maintaining a positive outlook, even in the face of adversity, is crucial for attracting investors, building teams, and inspiring customers.
- **Risk-taking** - A positive mindset empowers individuals to embrace challenges and seize opportunities.

Statistics show us that approximately 10% of individuals start a business on their own, and after two years of activity (in the business stability phase) we find only 1-2% as entrepreneurs. The most important “ingredient” necessary to transform an idea into a business is the entrepreneur’s motivation, without which any effort will seem insurmountable.

Motivation is the driving force behind entrepreneurial endeavours. It’s what keeps entrepreneurs passionate, focused, and determined.

Motivation strategies

- **Setting clear goals:** Defining specific, measurable, achievable, relevant, and time-bound (SMART) goals provides direction and purpose.
- **Finding passion:** Pursuing a business that aligns with personal passions increases intrinsic motivation and satisfaction.
- **Building a strong support network:** Surrounding oneself with like-minded individuals, mentors, and supporters can provide encouragement and guidance.
- **Celebrating milestones:** Recognizing and rewarding achievements, both big and small, reinforces positive behaviour and maintains motivation.
- **Continuous learning and development:** Staying updated on industry trends and investing in personal growth can fuel motivation and prevent burnout.

By cultivating a growth mindset, you’ll be better equipped to handle challenges, embrace learning opportunities, and persevere through setbacks – all essential qualities for a successful entrepreneur!

- View challenges as opportunities to learn and grow rather than as obstacles.
- Use feedback as a valuable tool for improvement.
- Develop a passion for learning new things and acquiring new skills.
- Focus on the effort and process rather than solely on outcomes.
- Develop the ability to bounce back from setbacks and keep going despite difficulties
- See failures and mistakes as valuable learning experiences.
- Create an environment, both personally and professionally, that encourages growth and learning.
- Be kind and understanding to yourself, especially during failures and setbacks.

Planning and strategy

What is a business plan?

A business plan is a comprehensive document that outlines your business strategy, goals, and financial projections. It serves as a roadmap to guide your business from inception to growth. The business plan is critical to attract investors, obtaining financing, and guiding the management team in directing their efforts.

Why we need planning the business?

- **Defining Goals and Direction:** A business plan helps clarify short- and long-term goals and sets the strategic direction of the business.
- **Attracting Investors and Obtaining Funding:** Investors and banks require a well-structured business plan to assess the viability of the business and the risks involved.
- **Risk Management:** Identifying and planning for potential risks is an essential component of a business plan, helping to prepare for potential problems.
- **Guiding and Monitoring Performance:** A business plan serves as a management tool for monitoring progress and adjusting strategies when necessary
- **Team Communication and Alignment:** This helps ensure that all team members are aligned on business goals and strategies.

What is the business planning process and what does a business plan contain?

The business planning process involves a series of systematic steps that help entrepreneurs and business managers develop a comprehensive strategy for launching and growing their business. Key steps in the business planning process:

- Idea Generation and Feasibility Study
- Conducting Market Research
- Defining the Business Model and Strategy
- Developing the Business Plan
- Financial Planning
- Implementation Planning
- Review and Refinement

Content of a Business Plan

A business plan typically includes the following:

Executive Summary - A brief overview of the business, including the mission statement, product or service offering, target market, and financial highlights.

Business Description - Detailed information about the company, including its history, structure, and business model. The company's mission statement and long-term vision.

Market Analysis - Information about the industry, market trends, and growth potential. Detailed description of the target market, including demographics, psychographics, and buying behavior. Analysis of key competitors, market share, and competitive advantages.

Organization and Management - Outline of the company's organizational structure, including ownership details and management team. Profiles of the key management personnel, their roles, and their qualifications.

Products or Services - Detailed description of the products or services offered, including unique selling propositions. Information about the product lifecycle and plans for innovation or improvement.

Marketing and Sales Strategy - Plan for how the business will attract and retain customers, including marketing channels and tactics. Description of the sales process, sales team, and sales targets.

Operations Plan - Description of the day-to-day operations, including production, logistics, and supply chain management. Information about the physical facilities and equipment required.

Financial Plan - Detailed financial forecasts, including income statements, balance sheets, and cash flow projections. Analysis of the break-even point, showing when the business will start to generate profit.

Supporting documents - Any additional documents that supported business plan, such as resumes of key personnel, product illustrations, or detailed market research data.

The business planning process is a critical exercise that helps entrepreneurs and business leaders articulate their vision, identify their market, and plan strategically for the future. A well-structured business plan not only guides the business but also serves as a tool for securing investment and ensuring alignment among stakeholders.

Why is it good to develop a business plan?

Developing a business plan is crucial for several reasons that contribute to the success and sustainability of a business. Here are some key benefits:

- Clarifies Business Objectives and Strategies
- Facilitates Funding and Investment
- Guides Business Growth
- Identifies Potential Risks
- Improves Decision-Making
- Enhances Communication
- Provides Structure and Accountability
- Facilitates Strategic Alliances
- Assists in Resource Allocation
- Supports Long-Term Vision

Financial Management

Financial management in business is the strategic planning, organizing, directing, and controlling of financial activities, including procurement and utilization of funds. It plays a critical role in ensuring that a business operates efficiently, achieves its goals, and maintains profitability and sustainability.

Financial Planning and Forecasting

Creating a budget involves forecasting revenues, expenses, and cash flow to ensure that resources are allocated efficiently. This includes both short-term and long-term financial planning. Developing projected financial statements, such as income statements, balance sheets, and cash flow statements, helps businesses anticipate future financial performance and identify potential funding needs.

Capital Structure Management

Deciding the optimal mix of equity (ownership financing) and debt (borrowed funds) to finance the company's operations. The goal is to minimize the cost of capital while maintaining financial flexibility. Managing leverage involves balancing the use of borrowed funds to maximize returns without exposing the business to excessive risk.

Investment Decision-Making

The process of evaluating and selecting long-term investments that are worth pursuing. Techniques such as Net Present Value (NPV), Internal Rate of Return (IRR), and Payback Period are commonly used.

Assessing the potential risks associated with investments and finding ways to mitigate these risks, ensuring that the company's capital is used effectively.

Working Capital Management

Ensuring that the business has sufficient liquidity to meet its short-term obligations. This involves managing accounts receivable, inventory, and accounts payable efficiently. Arranging short-term funding to cover temporary cash shortfalls, often through lines of credit or short-term loans.

Financial Reporting and Analysis

Preparation and analysis of financial statements (income statement, balance sheet, and cash flow statement) to assess the financial health of the business. Using financial ratios to evaluate a company's performance, including profitability, liquidity, and solvency ratios. This helps in benchmarking against industry standards and competitors.

Profit Management

Implementing strategies to manage and reduce costs, ensuring that expenses do not erode profit margins. Setting prices for products or services that cover costs, reflect market demand, and generate desired profit levels.

Tax Planning and Compliance

Structuring the company's operations to minimize tax liabilities through legitimate means, such as deductions, credits, and optimal organizational structure. Ensuring that the business adheres to tax laws and regulations to avoid penalties and ensure smooth operations.

Risk Management

Protecting the business from various risks (e.g., property damage, liability, business interruption) through appropriate insurance policies. Using financial instruments such as futures, options, and swaps to manage financial risks related to interest rates, foreign exchange rates, and commodity prices.

Strategic Financial Management

Aligning financial management with the company's strategic goals, ensuring that financial decisions support overall business objectives. Continuously measuring and assessing financial performance to ensure that the company is on track to meet its strategic goals.

Financial management is a cornerstone of business success, enabling companies to effectively allocate resources, manage risks, and achieve their strategic objectives. Through careful financial planning, prudent investment decisions, and rigorous financial analysis, businesses can ensure long-term profitability and sustainability.

Marketing

The American Marketing Association (AMA) defines marketing as:

Marketing is the process of planning and executing the concept, price, promotion and distribution of ideas, goods and services to create exchanges that satisfy personal (individual) and organizational goals.

Marketing consists in achieving the objectives of a person or organization by carrying out those activities that facilitate and accelerate the satisfaction of exchange relations, in a dynamic environment, through the creation, distribution, promotion and price of goods, services and ideas, in order to optimally satisfy the needs of consumers. Marketing encompasses a wide range of activities, including market research, product development, branding, advertising, sales, and customer service.

The Role of Marketing in Business

Marketing plays a pivotal role in the success of a business. It is the primary way that companies create demand for their products or services. Effective marketing strategies can lead to increased sales, enhanced brand reputation, and a loyal customer base. Marketing is also essential for maintaining a competitive edge in the market, as it helps businesses understand consumer behaviour, anticipate market trends, and differentiate themselves from competitors.

Key Concepts in Marketing

- **Market Research** - Understanding the needs and preferences of the target market. This involves gathering data on customer behaviour, preferences, and feedback, which is then used to inform product development and marketing strategies.
- **Segmentation, Targeting, and Positioning (STP)** - This involves dividing the market into distinct groups (segmentation), choosing which groups to serve (targeting), and positioning the product or service in a way that resonates with the target audience.
- **Marketing Mix (4 Ps)** - The marketing mix refers to the set of actions, or tactics, that a company uses to promote its brand or product. The 4 Ps are Product, Price, Place, and Promotion. Each of these elements is crucial in crafting a comprehensive marketing strategy.

Digital Marketing

The advent of the internet and social media has transformed the marketing landscape. Digital marketing uses online platforms to reach consumers and includes strategies such as content marketing, search engine optimization (SEO), social media marketing, email marketing, and online advertising. Digital marketing allows businesses to reach a global audience, track customer behaviour in real-time, and adjust their strategies quickly based on data-driven insights.

Branding and Customer Loyalty

Branding is a critical aspect of marketing that involves creating a unique image and identity for a product or service in the consumer's mind. A strong brand can create customer loyalty, reduce marketing costs, and allow companies to charge premium prices. Consistent branding across all marketing channels helps build trust and credibility with customers.

The Impact of Technology on Marketing

Technology has revolutionized the way businesses market their products and services. Data analytics, artificial intelligence (AI), and machine learning are increasingly being used to analyse consumer data, predict trends, personalize marketing efforts, and improve customer experiences. The use of technology in marketing enables more efficient and effective strategies, leading to better outcomes for businesses.

In summary, marketing is the engine that drives business success by connecting products or services with the right customers, at the right time, through the right channels. It's a dynamic and ever-evolving field that requires creativity, strategic thinking, and a deep understanding of the market landscape.

Networking and community

Networking and community-building are essential aspects of personal and professional growth, particularly in the business world. They involve creating and nurturing relationships with individuals, groups, or organizations that can offer support, information, and opportunities. They open doors to opportunities, provide a platform for knowledge sharing, offer support, and help build your reputation. By actively engaging in networking activities and contributing to your community, you can create a robust network that supports your career and business aspirations.

For entrepreneurs, networking is crucial for finding potential clients, partners, investors, and suppliers. A strong network can provide leads and referrals that are vital for business development. Networking facilitates the exchange of ideas and knowledge. Engaging with a community of like-minded professionals can keep you informed about industry trends, best practices, and new technologies. Within a community, you can seek advice, gather different perspectives, and find solutions to challenges you face in your business.

Networking can connect you with mentors who can provide guidance, share their experiences, and help you navigate your career path or business journey.

Networking allows you to establish and promote your personal brand. Being active in a community and contributing value can enhance your reputation as an expert in your field.

Being part of a community enables collective action to address common issues, influence industry standards, or advocate for change.

Strategies for Effective Networking and Community Building

Attend Events and Conferences - Participate in industry conferences, seminars, workshops, and networking events. These settings provide opportunities to meet new people and strengthen existing relationships.

Join Professional Organizations and Online Communities - Become a member of professional organizations, industry groups, or online communities related to your field. This can help you stay connected with peers and stay informed about industry developments.

Leverage Social Media - Use social media platforms like LinkedIn, Twitter, and Instagram to connect with professionals in your industry. Share content, comment on posts, and engage in conversations to build your online presence.

Offer Help and Value - Networking is not just about taking; it's also about giving. Offer your expertise, help others with their challenges, and contribute to your community without expecting immediate returns.

Build Relationships, Not Just Contacts - Focus on building meaningful relationships rather than just accumulating contacts. Invest time in getting to know people, understanding their needs, and finding ways to support them.

Be Authentic and Genuine - Authenticity is key to building trust in any relationship. Be yourself, be honest about your intentions, and show genuine interest in others.

Productivity and wellbeing

Productivity and wellbeing are closely interconnected in the business context. High levels of employee wellbeing often lead to greater productivity, which in turn can enhance overall business performance. Balancing these two aspects is crucial for sustainable success.

Integrating productivity and wellbeing in business is not just about enhancing employee performance; it's about creating a sustainable, positive work environment where employees can thrive. By investing in wellbeing, companies can unlock higher productivity, foster innovation, and build a strong, loyal workforce, ultimately leading to long-term business success.

The importance of Productivity and wellbeing

When employees feel good physically, mentally, and emotionally, they are more likely to be focused, motivated, and efficient in their work. This results in higher productivity levels.

Companies that prioritize employee wellbeing often experience higher job satisfaction, which reduces turnover rates and helps retain top talent.

Employees who feel cared for by their employers are more likely to be loyal and committed to the company's success. Wellbeing programs contribute to a positive workplace culture, fostering teamwork, collaboration, and a supportive atmosphere. Wellbeing enhances cognitive function, which is critical for innovation and creative problem-solving. Employees who are mentally and physically well are more likely to contribute fresh ideas and innovative solutions.

Strategies to improve productivity and wellbeing

Promote Work-Life Balance – like flexible working hours, can help employees manage their work-life balance, reducing stress and burnout.

Implement Wellbeing Programs –fitness memberships, mental health resources, counseling services and wellness challenges to support employees’ physical and mental health

Foster a Positive Work Environment - open communication between management and staff to create a culture of trust and transparency, implement recognition programs that celebrate employee achievements

Support Professional Development - Provide opportunities for continuous learning and development, which can enhance job satisfaction and productivity.

Monitor and Evaluate Wellbeing Initiatives - Conduct regular employee surveys to gauge wellbeing and satisfaction levels, using the feedback to improve programs and policies.

Communication Skills

Effective communication is a superpower for entrepreneurs. It allows you to connect with investors, build strong teams, and convince customers why your product or service is the answer to their needs. Here are some key communication skills you should focus on:

Communication skills are fundamental to effective leadership, teamwork, and overall professional success. They involve the ability to clearly convey information, listen actively, and adapt messages to different audiences. Strong communication skills enhance relationships, improve productivity, and ensure that goals are met.

Key Communication Skills

Active Listening - In business, active listening helps in accurately understanding customer needs, team feedback, and resolving conflicts effectively.

Clear and Concise Expression - Clear expression is crucial in business communications, including emails, presentations, and meetings, to ensure that messages are understood as intended.

Nonverbal Communication - In business, nonverbal communication helps to reinforce verbal messages, build rapport, and understand unspoken issues or concerns.

Empathy - Empathy is essential in leadership and customer service, as it fosters positive interactions and helps address concerns effectively.

Feedback Delivery - Effective feedback delivery helps employees improve performance, resolve issues, and feel valued in their roles.

Persuasion - In business, persuasion skills are crucial for negotiations, sales, and influencing decision-making processes.

Conflict Resolution - In the workplace, conflict resolution helps maintain a positive environment and ensures that issues are handled effectively without escalating.

Public Speaking - In business, public speaking is important for presentations, meetings, and events where you need to communicate ideas to a larger group.

Negotiation - Negotiation skills are vital in business for closing deals, managing contracts, and resolving disputes.

Interpersonal Skills - In business, strong interpersonal skills enhance teamwork, customer relations, and networking opportunities.

Strategies to Improve Communication Skills

Practice Regularly - Engage in activities that require communication, such as public speaking, writing, or team discussions, to enhance your skills through practice.

Seek Feedback - Request feedback from peers, mentors, or coaches to identify areas for improvement and refine your communication techniques.

Read and Learn - Read books, articles, and research on communication to gain new insights and strategies. Attend workshops and training sessions focused on communication skills.

Observe Others - Watch skilled communicators and observe their techniques. Analyze how they use body language, manage their tone, and engage their audience.

Reflect and Adapt - After communication interactions, reflect on what went well and what could be improved. Adapt your approach based on these reflections to continually enhance your skills.

By mastering these communication skills, you'll be well on your way to becoming a more effective entrepreneur and building a successful business. Remember, communication is a two-way street, so always be open to feedback and strive to continuously improve.

Problem solving skills

Problem-solving skills are critical for success in both personal and professional contexts. These skills involve the ability to identify issues, analyse them, and develop effective solutions. In business, strong problem-solving skills can lead to better decision-making, improved productivity, and innovation.

Key Components of Problem-Solving Skills

Analytical Thinking - In business, analytical thinking helps in diagnosing issues such as declining sales, operational inefficiencies, or customer dissatisfaction by examining data and trends.

Creativity - Creativity is essential for developing new products, improving business processes, and finding unique ways to engage customers or enter new markets.

Decision-Making - In a business setting, decision-making might involve choosing the best strategy for market entry, deciding on resource allocation, or selecting the right technology for a new project. **Critical Thinking** - Critical thinking is crucial in evaluating business strategies, assessing the feasibility of new projects, and reviewing financial data to ensure accuracy.

Emotional Intelligence - In business, high EI can enhance teamwork, improve customer relations, and help leaders manage stress and make better decisions under pressure.

Collaboration and Teamwork - Collaborative problem-solving is essential in project management, where different team members contribute their expertise to achieve a common goal.

Resilience - In business, resilience is crucial when facing unexpected obstacles, such as market downturns, supply chain disruptions, or project failures.

Strategies to Develop Problem-Solving Skills

Practice Scenario Analysis - Regularly engage in exercises that simulate business scenarios where you need to solve problems. This helps in honing analytical and decision-making skills.

Seek Diverse Perspectives - When facing a problem, consult with colleagues from different departments or backgrounds. Diverse viewpoints can lead to more creative and effective solutions.

Reflect on Past Challenges - Review past problems you've encountered and analyze how they were resolved. Identify what worked well and what could have been done better.

Continuous Learning - Invest in ongoing education, whether through formal courses, workshops, or self-study. Expanding your knowledge base enhances your ability to tackle complex problems.

Mindfulness and Stress Management - Develop mindfulness practices and stress management techniques. Being calm and focused allows you to approach problems more effectively and make better decisions. Problem-solving skills are indispensable in business, as they enable professionals to navigate challenges, drive innovation, and make informed decisions. By developing and refining these skills, individuals can contribute significantly to their organizations' success and achieve their professional goals.

Leadership skills

Leadership skills are crucial for guiding teams, driving organizational success, and influencing positive change. These skills encompass a wide range of competencies, from communication and decision-making to emotional intelligence and strategic thinking. Here's an overview of key leadership skills and how they contribute to effective leadership in business.

Key Leadership Skills

Communication - Leaders must articulate the organization's vision, motivate their teams, and ensure that everyone is aligned with the business's goals.

Emotional Intelligence (EI) - Leaders with high EI can better handle stress, resolve conflicts, and foster a

Decision-Making - Leaders are responsible for making critical decisions that impact the organization's direction, resource allocation, and overall strategy.

Vision and Strategic Thinking - Leaders need to set a clear vision and guide their teams toward achieving strategic objectives, ensuring that the organization stays competitive and responsive to market changes.

Delegation - Leaders who delegate effectively can focus on strategic initiatives while empowering their teams to take ownership of their work.

Adaptability - In today's rapidly changing business environment, leaders must be able to pivot strategies and adapt to new challenges, whether they involve technology, market conditions, or organizational changes.

Motivating and Inspiring Others - Effective leaders motivate their teams not only through rewards and incentives but by creating a compelling vision that employees feel passionate about.

Conflict Resolution - Leaders often mediate conflicts within teams, between departments, or even with external stakeholders, ensuring that disputes do not hinder productivity or morale.

Integrity and Ethics - Leaders with high integrity build trust within their teams and with external partners, which is crucial for long-term success.

Innovation and Creativity - In business, innovation is key to staying ahead of the competition, and leaders must create an environment where creativity is nurtured and valued.

Developing Leadership Skills

Self-Assessment and Feedback - Regularly evaluate your leadership strengths and areas for improvement through self-assessment tools and by seeking feedback from peers, mentors, and team members.

Continuous Learning - Invest in leadership development programs, read widely on leadership topics, and learn from the experiences of successful leaders.

Mentorship - Seek out mentors who can provide guidance and share their leadership experiences. Additionally, mentoring others can also enhance your leadership skills.

Practice and Experience - Take on leadership roles in various contexts, whether in your workplace, community, or professional organizations. The more you practice, the more your skills will develop.
Reflective Practice - After completing a leadership task or project, take time to reflect on what went well, what challenges you faced, and how you can improve in the future.

Leadership skills are essential for guiding teams, driving change, and achieving organizational goals. By developing key competencies such as communication, emotional intelligence, decision-making, and adaptability, individuals can become effective leaders who inspire and empower others.

Time management skills

Time management is an essential skill for any entrepreneur. By managing your time effectively, you can increase your productivity, reduce stress and achieve goals

Time management skills are essential for achieving productivity and maintaining a healthy work-life balance. These skills involve planning, prioritizing tasks, and managing time effectively to meet deadlines and achieve goals. In business, effective time management is crucial for maximizing efficiency, reducing stress, and ensuring that projects are completed on time.

Key Time Management Skills

Prioritization - In a business setting, prioritizing tasks helps ensure that high-value projects and responsibilities are completed before less critical ones, leading to more effective use of time.

Planning and Goal Setting - In business, setting specific, measurable, achievable, relevant, and time-bound (SMART) goals helps teams focus their efforts and track progress over time.

Task Delegation - In a business environment, effective delegation allows leaders to focus on high-priority tasks while ensuring that other responsibilities are handled efficiently by team members.

Time Blocking - Time blocking is useful in business for scheduling deep work, meetings, and other activities, ensuring that each task receives the necessary attention without unnecessary interruptions.

Avoiding Procrastination - In business, avoiding procrastination ensures that deadlines are met, projects move forward, and productivity remains high.

Setting Boundaries - In a business context, setting boundaries helps professionals maintain a healthy work-life balance, avoid burnout, and ensure they can focus on their most important responsibilities.

Focus and Concentration - In business, maintaining focus is essential for completing complex tasks efficiently and producing high-quality work.

Effective Meeting Management - In a business setting, managing meetings effectively saves time and ensures that discussions are productive, leading to better decision-making and collaboration.

Stress Management - In business, managing stress helps professionals stay focused, make better decisions, and maintain their health, contributing to sustained productivity.

Time Tracking - In business, time tracking is useful for understanding where time is going, optimizing workflows, and improving overall productivity.

Strategies to Improve Time Management Skills

Set SMART Goals - Ensure that your goals are Specific, Measurable, Achievable, Relevant, and Time-bound to stay focused and track progress.

Use a Planner or Digital Tool - Utilize a planner, calendar, or digital tools like Trello, Asana, or Todo is to organize tasks and deadlines.

Establish a Routine - Create a daily or weekly routine that includes dedicated time for high-priority tasks and regular breaks to maintain productivity.

Eliminate Distractions - Identify and minimize common distractions, such as social media, unnecessary meetings, or multitasking, to stay focused.

Review and Reflect - Regularly review your time management practices, reflect on what's working, and make adjustments as needed.

Tips for time management in entrepreneurship

Set clear goals: What do you want to achieve with your business? Once you know what you want, you can start to prioritize your tasks and manage your time accordingly.

Make a to-do list: Write down all the tasks you need to do, then prioritize them according to importance and urgency.

Plan your day: Allocate specific time to each task on your to-do list. Make sure you include time for breaks and the unexpected.

Delegate tasks: If you can, delegate tasks to others. This will free you up to focus on the most important tasks.

Avoid distractions: When you work, turn off your phone and email notifications and find a quiet place to work.

Take breaks: It is important to take regular breaks to rest and recharge.

Be flexible: Things won't always go according to plan, so be prepared to be flexible and adjust your schedule as needed.

Use time management tools: There are plenty of tools available to help you manage your time, such as to-do list apps, calendars, and project management programs.

10 qualities that make you a successful entrepreneur

1. A successful entrepreneur always has a plan, a vision about a certain thing or a certain situation
2. A true entrepreneur knows how to communicate
3. True entrepreneurs pay attention to the relationship they have with their employees
4. A successful entrepreneur believes in his own strengths
5. Exceptional entrepreneurs create a motivational atmosphere around them
6. A true entrepreneur gets involved
7. A real entrepreneur behaves in an honest manner
8. Successful entrepreneurs create an environment conducive to learning around them
9. A recognized entrepreneur perseveres in everything he does
10. A successful entrepreneur spreads success

Evaluation

1. What is a business plan?

- a) A business plan is a comprehensive document that outlines your business strategy, goals, and financial projections.
- b) A brief overview of a business
- c) A plan for how the business will attract and retain customers

2. Why is it important to have time management skills?

- a) For maintaining a healthy work-life balance
- b) For maximizing efficiency
- c) For ensuring that projects are completed on time.

3. Which are the key concepts in Marketing?

- a) Segmentation, targeting and positioning (STP)
- b) Market research and Marketing Mix (4P)
- c) Market research, Segmentation, targeting and positioning (STP), Marketing Mix (4P)

4. Why is it useful to have good communication skills?

- a) To enhance relationships
- b) Improve productivity
- c) To resolve conflicts effectively

References

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.

Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. HarperCollins.

Bateman, T. S., & Crant, J. M. (2004). Positive organizational scholarship: Foundations of a new stream of research. *Academy of Management Journal*, 47(1), 101-113.

<https://www.youtube.com/watch?v=rUJkbWNnNy4>

https://www.youtube.com/watch?v=niOV_jSVCKs

Barringer, B. R., & Ireland, R. D. (2015). *Entrepreneurship: Successfully Launching New Ventures*. Pearson.

Abrams, R. (2019). *The Successful Business Plan: Secrets & Strategies*. The Planning Shop.

Brigham, E. F., & Ehrhardt, M. C. (2014). *Financial Management: Theory & Practice*. Cengage Learning.

Arnold, G. (2013). *Corporate Financial Management*. Pearson.

Kaplan, R. S., & Norton, D. P. (2004). *Strategy Maps: Converting Intangible Assets into Tangible Outcomes*. Harvard Business Press

Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital Marketing: Strategy, Implementation and Practice* (7th ed.). Pearson.

Ibarra, H. (1993). Personal Networks of Women and Minorities in Management: A Conceptual Framework. *Academy of Management Review*.

Cross, R., & Parker, A. (2004). *The Hidden Power of Social Networks: Understanding How Work Really Gets Done in Organizations*. Harvard Business School Press.

Robertson, I. T., & Cooper, C. L. (2010). Full Engagement: The Integration of Employee Engagement and Psychological Well-Being. *Leadership & Organization Development Journal*.

Warr, P. (2007). *Work, Happiness, and Unhappiness*. Lawrence Erlbaum Associates.

Cooper, C. L., & Cartwright, S. (1994). *Healthy Mind; Healthy Organization—A Proactive Approach to Occupational Stress*. Human Relations.

Covey, S. R. (1989). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Free Press.

Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.

Amabile, T. M. (1996). *Creativity in Context: Update to the Social Psychology of Creativity*. Westview Press.

Simon, H. A. (1987). *Making Management Decisions: The Role of Intuition and Emotion*. Academy of Management Executive.

https://www.youtube.com/watch?v=V7pf3oT2_dE

Clampitt, P. G. (2010). *Communicating for Managerial Effectiveness: Problems, Strategies, Solutions*. Sage Publications.

Kouzes, J. M., & Posner, B. Z. (2017). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. Wiley.

<https://www.youtube.com/watch?v=UZTyvbmW92M>

<https://www.youtube.com/watch?v=eXDNkwleOqA>

Drucker, P. F. (2008). *The Effective Executive: The Definitive Guide to Getting the Right Things Done*. Harper Business.

Allen, D. (2001). *Getting Things Done: The Art of Stress-Free Productivity*. Penguin Books.

Covey, S. R. (1989). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Free Press.

Good Practices from the partner countries - Germany, Poland, Romania, Türkiye, Ukraine, and Portugal

A. Germany

IHK start-up workshop

The free portal supports founders, transferors and companies. 54 chambers of industry and commerce have contributed their combined knowledge and comprehensive expertise to the portal as a corporate workshop in Germany.

As a good practice example, the free portal not only offers an extensive collection of knowledge based on a Germany-wide network of experts, but also numerous guidelines, templates for various phases of a start-up and financing advice. As an online tool, it is flexible and can be used by teams across locations and it even supports mentoring offers. This means that there are free offers across the board and for many start-up scenarios.

<https://www.ihk-muenchen.de/de/Service/Gr%C3%BCndung/Gr%C3%BCndungswerkstatt/>

Startup Challenge SH This start-up competition, led by Kiel University of Applied Sciences, is aimed primarily at students from vocational schools and regional vocational training centers in Schleswig-Holstein in the vocational high school or BFS III courses.

Young people work in teams to develop an innovative fictional business idea and present it to a jury in exciting competition with other teams.

The teachers and students are supported and accompanied by various partners in the start-up competition.

As a good practice example, it connects numerous vocational schools with business partners, offers extensive educational material, makes entrepreneurial thinking and action directly tangible in various phases of a start-up and, as a competition, also promotes innovative strength and assertiveness.

<https://www.fh-kiel.de/fokus/angebote-fuer-schul-jugendgruppen-und-studieninteressierte/schulwettbewerbe/startup-challenge-sh/>

Youth creates (Original: “jugend gründet”)

In the first phase of the nationwide two-stage online competition, students develop a business plan from an innovative business idea, which is evaluated by a jury. In the second step, the participants then lead their virtual company through the ups and downs of the simulated economy over eight periods.

Schülerwettbewerb & Bildungsplattform für mehr Gründungsgeist - JUGEND GRÜNDET (jugend-gruendet.de)

Pitch Awards

Sponsored by the IHK zu Lübeck and organized by the Lübeck Technology Center, the Pitch Award as part of the StartUp Days Lübeck offers an interactive platform for aspiring start-ups from Schleswig-Holstein. They can present their innovative business ideas to a wide audience of professionals, potential partners, business angels and the public and receive valuable feedback from experts and investors.

<https://startup-days.de/pitch-award/>

Founding Cup (Original: "GründungsCup")

A strong regional network, workshops, lots of know-how and direct feedback on your start-up.

<https://www.kielregion.de/wirtschaftsregion/gruendungsregion/gruendungscup-innovationscup-nachhaltigkeitspreis/>

Start-up office (Original: "Gründungskontor")

In 10 weekly seminars, students gain the most important knowledge for starting a successful business. They constantly develop their idea and learn through best practice examples and exciting guest contributions from experts.

<https://www.gruendercube.de/gruendungskontor/>



source: <https://www.ihk-muenchen.de/de/>

B. Poland

Academy of Women Entrepreneurs, Poland

Academy of Women Entrepreneurs AWE is a program directly supported by the US Department of State. It is an educational programme equipping women with the knowledge, networks, and access they need to launch and scale successful businesses. It helps promoting women's economic opportunities and ensuring that women have the capabilities and resources needed to participate in the economy,

"AWE uses a hybrid model that combines the online platform DreamBuilder (developed through a partnership between Arizona State University's Thunderbird School of Global Management and global copper mining company Freeport-McMoRan) with in-class mentoring and facilitation. Through AWE, participants learn core business skills, then get together as a class to discuss the material with experienced implementers, local mentors, and U.S. Exchange Alumni. Partnerships with local NGOs, universities, and chambers of commerce offer women the opportunity to amplify their newly learned business skills and network with other businesspeople through speed mentoring, pitch competitions, and entrepreneurship fairs" (<https://eca.state.gov/awe/about-awe>).

At local level, AWE harnesses the power of local partnerships, which in the case of this best practice was bonded between the US Department of State, Lodz Chamber of Commerce and US Embassy in Poland. A 2021 evaluation of the program showed that 74 percent of women who complete the AWE program increase their business earnings and 29 percent hire more staff. By giving women the tools and the confidence they need, the AWE program is generating income and creating jobs in women-led businesses, driving local prosperity in more than 100 countries worldwide. The idea of the project was to train 30 women from Lodz region who are entrepreneurs or entrepreneurs-to-be in textile, apparel and creative sectors.

The idea behind choosing this best practice is that it not only offered entrepreneurship training, but also required the participants to present elevator pitch of their businesses and a business plan

The participants were presented with a business plan template which was prepared in consultation with main lecturers. There was also evaluation sheet and evaluation criteria disclosed to participants. The evaluation criteria were the following:

Formal evaluation criteria

1. The business plan was submitted by the deadline
2. The business plan was prepared on the template applicable to the program
3. All sections of the business plan are completed
4. The candidate has completed the Dreambuilder online course and sent the certificate of completion
5. Training attendance was a minimum of 80% Business plan evaluation criteria
6. Clarity and clarity of the draft business plan Max 5 points
7. Feasibility of the project - likelihood of achieving the objectives Max 5 points
8. Quality of Business Plan and Proposal Total Max 20 points:
9. Unique value to the customer Max 2 points
10. Description of products and services Max 2 pts
11. Market and competition - relevance of the assumptions presented to the actual market situation Max 2 pts
12. Marketing strategy Max 2 pts

13. Company's organizational structure and employment Max 2 pts
14. SWOT analysis Max 2 pts
15. Goal grid Max 2 points
16. Profitability of the venture Max 2 points
17. Market viability/expansion Max 2 pts
18. Readiness for the business or degree of readiness to implement changes in the business Max 2 pts:
19. Inclusion of environmental and pro-social components in the business plan Max 5 points
20. Elevator pitch evaluation criteria
21. Clarity and content of the message Max 5 pts.
22. The presentation was within the time frame (5 minutes) and the presentation format Max 5 pts.
23. Creativity of the message Max 5 pts.
24. Inclusion of pro-environmental and pro-social components in the message Max 5 pts.
25. Self-presentation skills: self-confidence, ease of speech, feistiness, eye contact Max 5 pts.
26. Potential of presentation to interest potential customers Max 5 pts.
27. Answers to questions asked by the committee: factuality, knowledge, brilliance, ability to answer difficult questions Max 5 pts.

The elevator pitch sessions were evaluated by people that were not familiar with the participants before so as to simulate real-based situations where a business owner must present the business to an investor or potential business partner. Participants were encouraged to prepare a short presentation in Power Point or show their products, samples etc.

The programme was post-evaluated by the participants and it showed that the vast majority of participants believe that the information obtained deepened their theoretical and practical knowledge in the areas discussed at the training, and that the information acquired in terms of improving their own competencies and skills became useful. Most participants believe that they will use the acquired information in developing their own business.

Links to the GPE:

<https://www.akademiakobiet.com.pl/>

<https://eca.state.gov/awe/about-awe>



source: <https://www.akademiakobiet.com.pl/>

C. Portugal

Practice@Business Project

Practice@Business project: transferring, applying and disseminating Practice Enterprise methodology in Portugal, developed by Oikos- Cooperation and Development, in partnership with European Pen Internacional and Fundació Inform, between January 2016 and April 2018, under the Erasmus+ funding program. The project aimed to present a methodology aimed at young people, with the aim of empowering them for the school/work transition.

The idea behind the project is educational and training work based on business simulation: the ability to adjust to the different needs of the groups with whom it is implemented and, within these, also allow the development of a training itinerary tailored to individual needs, thus the advantages of a personalized and learning path. The project produced a methodological guide which explains some of pedagogical assumptions and the educational rationale underlying its implementation.

Given the incipient nature of use of this methodology in Portuguese context (with the university context, little is known about its implementation in other domains), it was therefore pertinent to report on some European realities where, for different reasons, the methodology different stages of development and use.

The idea behind choosing this best practice is that traditional teaching models disconnect the student from learning, giving the teacher a preponderant role in teaching the syllabus, where assessment usually takes place at the end of the course, which makes it impossible to promote motivation and facilitating measures for learning and educational success. (Teixeira, Silva and Aleixo, 2014). Contrary to this paradigm of teaching and final (and occasional) assessment (and punctual) paradigm, perspectives are emerging that advocate increasing educational success, for example, by applying a teaching model based on problem-solving - a methodology commonly called PBL (Problem Based Learning) (ibidem). PBL methodologies involve shifting the focus from teaching to learning the active role taken by the student in the processing of this learning, the resolution of problems in a context similar to the professional one, the reinforcement of an interdisciplinary view of knowledge and the development of technical, personal, social and professional skills (Pinheiro, Sarrico and Santiago, 2012).

The project resulted in describing a proposal for structuring practice of a simulated company. In addition to including as much business content as possible in the company's work, it is very important never to lose the main objective, which is the student's learning, giving them the chance to solve their tasks independently. To this end, it is often useful to establish a work plan, with gradual increases in difficulty and complexity of the tasks to be done. For each new task, the difficulty inherently related to the experiences and knowledge of the students. For example, if the group has not mastered the use of a particular computer program, tasks should not be included which require, from the autonomous and proficient use. The dynamics of simulated company depends a lot on the combined knowledge of students and teachers. The higher the level of knowledge, the freer the work plan can be and the better the work plan and better use can be made of unfamiliar situations, to their full pedagogical potential (Zinsmeister, 2003).

The guide also includes the proposed phases of establishing a simulated company and description of departments of simulated companies, evaluation criteria of the practice. It also describes quality and sustainability of a simulated company as well as main difficulties and strategies.

Throughout the experience, real work situations and procedures can be replicated in order to develop technical and transversal skills learning of tasks related to different functions in the company. This initiative can form a central experience for the individual learning path, group and organizational learning.

Links to the practice:

https://penworldwide.org/wp-content/uploads/2024/05/PEN-Worldwide-Guia-Empresas-Simuladas_Versao-PT.pdf

PINHEIRO, Margarida; SARRICO, Cláudia e SANTIAGO, Rui (2011). “Como os académicos se adaptam a um ensino baseado numa licenciatura tradicional em contabilidade”. Revista de Contabilidade e Organizações, vol. 5 nº. 13, pp. 109-131.

TEIXEIRA, Ana Bela; SILVA, Susana e ALEIXO, Maria (2014). “As metodologias de ensino baseadas na resolução de problemas – O caso de Simulação

Empresarial”, Trabalho apresentado em XXIV Jornadas Luso-espanholas de Gestão Científica, In Atas das XXIV Jornadas Luso-espanholas de

Gestão Científica, Leiria.

ZINSMEISTER, Katrin (ed.) (2003). Manual de Implantación

de la Empresa Simulada: Una Estrategia Didáctica Innovadora en la Educación Media Técnica de El Salvador. El Salvador: APREMAT.

D. Romania

Asociacion for entrepreneurial education, Romania

The Association for Entrepreneurial Education is a non-profit organization created by alumni of the Fulbright-RAF program with the aim of developing entrepreneurial education in Romania.

The asociacion has 22 university teachers from 9 universities in Romania who believe in the power of education, entrepreneurship and involvement in the community.

They aim to be part of the development of entrepreneurial education in Romania by:

- introducing entrepreneurial education into the education system;
- the development of educational materials (as well as: course support, books, best practice guides, case studies) necessary for teaching entrepreneurship;
- creating links between the political-administrative environment, the educational environment and the business environment with the aim of stimulating entrepreneurial initiative and developing the entrepreneurial education sector in Romania;
- the development and promotion of policies that facilitate the implementation of entrepreneurial education in Romania;
- promoting the need to introduce entrepreneurial education as a means of developing society;
- fundraising activities and the granting of scholarships and financial support to those involved in entrepreneurial-educational activities.
- creating an environment that allows and encourages the financing of entrepreneurial initiatives through various possible financing instruments such as: networks of angelic investors, capital/risk funds, European funds, government funds, etc.
- strengthening collaboration with other organizations that support entrepreneurship in Romania;
- development of entrepreneurial products and tools.

<https://startantreprenoriat.eu/>

Junior Entrepreneur Program (Mini-Company)

In the program, students develop their 7 key entrepreneurial skills through learning by doing activities, which involve a real entrepreneurial experience in the development of a pilot company. Activities are led by a teacher and advised by a JA volunteer, entrepreneur or experienced business specialist.

Met at the European level and under the name of Mini Enterprise, the program is recognized by the European Commission as a model of good practice in entrepreneurship education.

Students participating in this program can take the exam for free to obtain the European Certificate of Entrepreneurial Skills (ESP), thus gaining recognition of their entrepreneurial skills at the European level.

<https://www.jaromania.org/programe-proiecte/educatie-antreprenoriala/antreprenor-junior-mini-compania>

<https://www.jaromania.org/assets/programa/programa-compania-junior-programa-si-planificare.pdf>

E. Türkiye

When entrepreneurs first start their businesses, they are either ignored or the work they try to do is criticized as funny by members of the classical movement. However, when the results start to appear, attention is drawn to them and the appreciation that comes with success turns into praise and grows. Here are some names that come to mind when entrepreneurship is mentioned in Türkiye in recent years and a brief summary of their business lives.

Demet Mutlu

Demet Mutlu, a Turkish entrepreneur born in New York on August 22, 1981, is the founder and CEO of Trendyol, which operates in the field of e-commerce. In addition, she is among the investors and Co-Founders of Peak Games.

She graduated from New York University's Department of Economics with honors. Mutlu, who worked in finance, marketing and business development in Switzerland, Japan, America and Türkiye, subsequently started the master's program at Harvard University.

Mutlu, who noticed a gap in e-commerce, especially in the textile sector, during her visit to Türkiye, left her Harvard education unfinished and founded Trendyol, one of the most successful entrepreneurial ideas, in 2010.

In 2011, she was selected as one of the "10 Most Powerful Women Entrepreneurs in the World" by Fortune Magazine in the USA. In 2011, she was selected as a Global Shaper by the World Economic Forum and became a founding member of Global Shapers in Türkiye. In 2013, she was the only Turk on the list of 500 names that shape the fashion world prepared by "Business of Fashion".

Nevzat Aydın

Nevzat Aydın was born in Istanbul on March 8, 1976. Aydın, a Turkish entrepreneur, angel investor and mentor, is the co-founder and former CEO of the online food ordering portal Yemeksepeti.com. Aydın left his position as CEO at Yemeksepeti on November 1, 2021. Yemeksepeti was acquired by Delivery Hero in 2015 for \$589 million, the highest valuation in internet history in Türkiye to that day.

Between 2010 and 2012, Aydın served as a jury member on the Dragon's Den program. In 2017, he was awarded the Philanthropy Award at the American Turkish Society Gala. GEN Türkiye, a Global Entrepreneurship Network operating in 178 countries, was founded in 2020 under the chairmanship of Nevzat Aydın.

Nazım Salur

Nazım Salur, who graduated from Boğaziçi University's Department of Business Administration in 1986, founded various companies that played a role in furniture manufacturing and the sale of used industrial products. In 2013, Salur founded his first technology venture, BiTaksi, and introduced the option of paying by credit card to taxis for the first time in Türkiye. His second venture in the technology field, Getir, was launched in July 2015. Delivering products in the application to users, Getir broke new ground with its average delivery time of 10 minutes.

Getir received an investment of 300 million dollars, reaching a valuation of 2.6 billion, and became another important Unicorn in Türkiye.

F. Ukraine

O2LAB

O2LAB is a programme from the National Organisation for the promotion of Entrepreneurship (RVO) part of the Dutch Ministry of Economic Affairs and Climate Policy. The aim of O2LAB is to enhance more and better entrepreneurship in education.

One of the main pillars of the programme is the funding of 7 O2LAB hubs, i.e., 7 regional partnerships between educational institutions and entrepreneurs from the region, which receive a financial boost and support from the national O2LAB programme to strengthen their entrepreneurship education. The first 3 O2LAB hubs were launched at the beginning of 2021.

COUNTRY OF THE GOOD PRACTICE: The Netherlands

Breathe in entrepreneurship! O2LAB from the Netherlands

The O2LAB hubs modernise and expand entrepreneurship education within secondary education, intermediate vocational education, higher professional education, and university education. They also strengthen cooperation with regional SMEs. The hubs build on many years of experience and good relations with the business community.



source: <https://www.rvo.nl/onderwerpen/o2lab/hubs-de-regio>

Results

- More students, at all levels and in all disciplines, can access entrepreneurship education and develop their entrepreneurial competencies.
- The educational offer is better tailored to the issues of entrepreneurs. This means more (entrepreneurial) practice in the curriculum and challenging and inspiring education.
- More and better training and tools are being developed for teachers who want to work on entrepreneurship education.
- Entrepreneurship education is better embedded and anchored in the curriculum.

Website

<https://www.rvo.nl/onderwerpen/o2lab>

<https://www.interregeurope.eu/find-policy-solutions/stories/entrepreneurial-education-a-case-of-excellenc>

STEP

The STEP project was founded by the team of the Lauphana University Luneburg (Germany) in 2006. It provides an entrepreneurship training for youths and young adults. STEP develops young people's skills, knowledge, and confidence to pursue an entrepreneurial career. In the 12-week training, the students learn step-by-step to start their own businesses. This provides them with an effective means of creating jobs for themselves and other people in the community.

COUNTRY OF THE GOOD PRACTICE: Germany

German business-STEP – student training for entrepreneurial promotion

The STEP Concept:

1. STEP is **Action-Oriented**.

Trainees start their own businesses and are learning by doing.

Students form teams and engage in the start-up process of a real micro business during the training. They proceed through the entire entrepreneurial process from preparing to launching and managing a real business. This involves that they identify and evaluate new business opportunities, acquire equipment and raw materials, deal with suppliers, and enter the market to offer their product or service to real customers. The students thus take an active role and learn entrepreneurship „on-the-job“. They experience becoming an entrepreneur under real business conditions. They receive real-life feedback and develop a better understanding of the tasks and challenges of an entrepreneur.

2. STEP is **Evidence-Based**.

The content is based on research on entrepreneurial success factors.

Students learn entrepreneurship based on action principles. The STEP action principles have been derived from the scientific literature on entrepreneurship, management, and psychology. They are science-based „rules of thumb“ that provide practical knowledge guiding students what to and how to do it to accomplish the start-up process. STEP is also evidence-based with regard to the didactical approach.

STEP is rooted in action regulation theory and the result of the long-standing experience in training and entrepreneurship research in countries with adverse job market conditions and high youth unemployment.

3. STEP is **Scientifically Evaluated**.

STEP is evaluated according to highest scientific standards and shows positive short- and long-term effects.

Each time STEP is implemented at a new institution, randomized controlled trials (RCT) with a training group and a control group are conducted. A comparison of the pre-training measurement with post-training measurements enables to assess the impact of STEP. It was shown that STEP enhances students' intentions to start a business, the confidence in their entrepreneurial skills, their knowledge about how to start a business, and their action planning for starting a new business.

4. STEP is **Locally Embedded**.

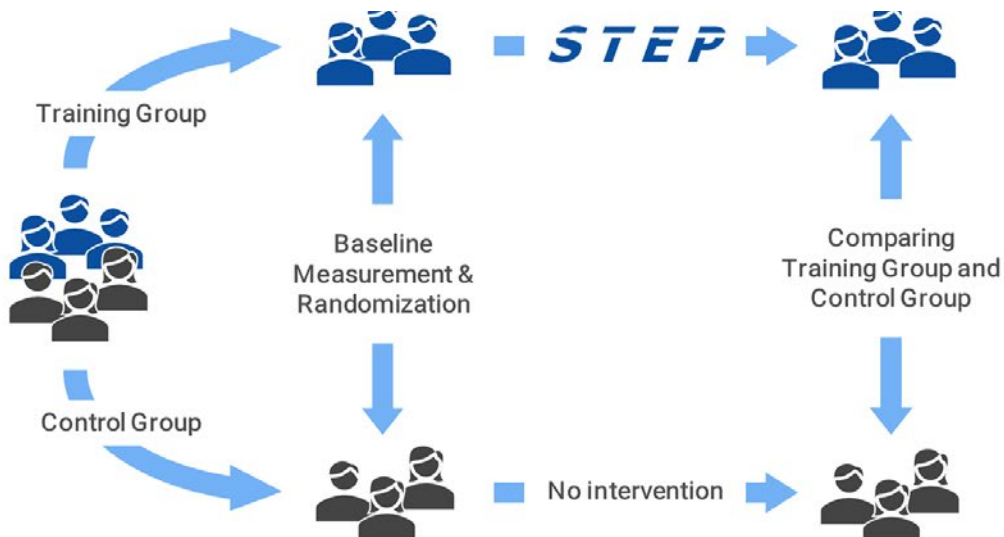
STEP is tailored to local needs and conducted by local trainers.

STEP was developed in cooperation with scholars from Makerere University, Makerere University Business School, Uganda Christian University, and Kyambogo University in Uganda. With every new implementation, the STEP content is adapted to the local context by members of the local institution. The training sessions are conducted by local lecturers who receive a three-day train-the trainer workshop to become certified STEP trainers. The workshops are led by a team of STEP master trainers and in each workshop, up to 12 new STEP trainers are instructed on the methodology of STEP.

The STEP team developed an effective procedure to facilitate the long-term implementation of STEP at international partner institutions. In a three-year project, the partner institutions are prepared to organize and run STEP, secure the financial resources to sustain STEP, and institutionalize STEP as part of their academic program.

In the first year, STEP is introduced, implemented, and evaluated to demonstrate its beneficial effects on students' entrepreneurial behavior.

In the second year, the partner institution assumes responsibility for organizing and implementing STEP. The partner institution also starts securing funding and the administrative procedures to include STEP in the regular curriculum of one or more programs of study. In the third year, the partner institution independently organizes the training and decides about the institutionalization of STEP in their academic program.



source: <https://www.ihk-muenchen.de/de/>

Results

5. STEP provides an answer to adverse labor market conditions and limited employment opportunities. STEP students learn to create their own jobs by starting and running a business. A key benefit is that the students learn to take charge of their professional future. Through the training, the students become more proactive and independent, which supports them in overcoming the extreme unemployment rates among youths and the challenging job market conditions they are facing. Unemployment and poverty are inextricably intertwined. This is the point where STEP seeks to make a difference.
6. The approach by STEP is supported by researchers and politicians alike. Politicians and researchers ranked fostering entrepreneurship among the top priorities of their agendas to alleviate poverty. Entrepreneurship is a main driver of economic development and wealth creation. Entrepreneurs have the potential to boost the economy and contribute substantially to new job creation. Against this background, entrepreneurship training, such as STEP, is a main leverage for a successful bottom-up strategy to increase the number of entrepreneurs and accomplish politicians' agenda.

Website of the good practice

<https://step-training.com/>

<https://www.leuphana.de/zentren/center-of-evidence-based-entrepreneurship-development/training-programs/step-training.html>

G. Portugal

Fundação da Juventude is a private, public interest, non-profit institution focused on the interests of young people, namely their professional training, social and cultural development and their integration into the labour market.

The organisation operates in five areas: Vocational Education and Training; Employment and Entrepreneurship; Citizenship and Volunteering; Creativity and Innovation; Science and Technology.

Vocational Education and Training is one of the most important efforts of Fundação da Juventude in promoting more opportunities for Portuguese youth, empowering them with technical and practical skills that allow them a direct and successful entry into the labour economics.

National Competition for Young Entrepreneurs

The **NATIONAL YOUNG ENTREPRENEURS COMPETITION** has been organised annually by the Fundação da Juventude since 2017. The initiative aims to promote young entrepreneurship by encouraging the generation of innovative ideas and businesses orientated towards the global market. The specific objectives of the programme include:

- To encourage, recognise, distinguish and reward innovation, creativity and the talent of young entrepreneurs;
- To encourage young people to come into contact with the 'real world', preparing them for a better integration into the labour market;
- Involving teachers in the dynamisation of activities that foster creativity and talent, promoting an improvement in young people's training mechanisms;
- Encouraging co-operation and exchange between young entrepreneurs and stimulating the emergence of young entrepreneurial talent.

The competition's target groups are: young entrepreneurs between the ages of 15 and 30; youths in public or private secondary or vocational education; youths in public or private higher education; young researchers up to the age of 30.

The **NATIONAL YOUNG ENTREPRENEURS COMPETITION** covers the following areas: Environmental Entrepreneurship, Sustainability and Energy Transition; Creative and Cultural Entrepreneurship; Social Entrepreneurship; Technological Entrepreneurship.

Results

- Participation in the National Exhibition of Young Entrepreneurs.
- Cash prizes for each of the categories: Environmental Entrepreneurship, Sustainability and Energy Transition; Creative and Cultural Entrepreneurship; Social Entrepreneurship; Technological Entrepreneurship.
- Special incubation prizes, mentoring and entrepreneurship courses.

- Honorable mentions for projects with relevant quality in terms of innovation and opportunity.

WEBSITE: <https://www.fjuventude.pt/pt/concurso-nacional-de-jovens-empreededores>

StartUP Juventude

StartUP Juventude is a strategic initiative aimed at supporting and stimulating youth entrepreneurship, with a view to getting young people into active and professional life.

The programme are aimed at:

- Promoting young, locally-based entrepreneurship;
- Contributing to strengthening self-employment, particularly among young graduates.

The programme is aimed at young entrepreneurs who want to start their own business, with priority given to young entrepreneurs aged between 18 and 35.

StartUP Juventude includes the NIDE - Ninhos de Empresa Programme to promote education for entrepreneurship.

The Ninhos de Empresas - StartUP Juventude is a business incubator programme aimed at coworking spaces for start-up companies, which are part of the RNI - National Incubator Network, created by the StartUP Portugal Initiative, and which are accredited to provide incubation services under the “Vale Incubação” projects.

The Ninhos de Empresas - StartUP Juventude provide physical incubation spaces that offer companies a good location and flexible spaces, shared services, support for business development, access to a network of consultants and contacts. The incubation spaces are equipped with technical, material and logistical support for carrying out entrepreneurial activities, with coworking solutions and a virtual office service, as well as benefiting from a number of exclusive partnerships with various leading organizations.

Results

- Increased registration of startups by young entrepreneurs.
- Accelerating the creation of locally-based businesses, particularly in this programme by young entrepreneurs.
- Contribution to the creation of new jobs and young self-employment.
- Contribution of the incubators for the entrepreneurial ecosystem in Portugal.
- Fostering the entrepreneurial market in Portugal.

WEBSITE: www.startupjuventude.pt



Guided Professional Skills @ VET

contact

www.gps4vet.eu

authors

GPS@VET Team



**GPS
@VET**

gps4vet.eu