

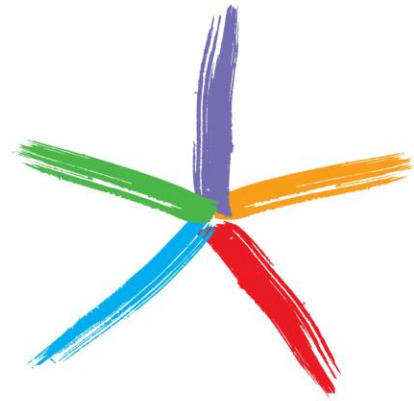


EntreprenHour

KA2 - STRATEGIC PARTNERSHIP IN THE YOUTH FIELD  
FOR EXCHANGE OF GOOD PRACTICES  
“ENTREPRENHOUR”

# GUIDE

## Social Youth for Entrepreneurship



# EntreprenHour

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# EntreprenHour

## 1. Introduction

### 1.1 Introduction to the project

"EntreprenHour" (EH) is a Strategic Partnership in the youth field aimed at promoting the role of Social Entrepreneurship (SE), in combination with Non Formal Education (NFE) and practical learning, as a tool for enhancing social inclusion and employability of disadvantaged sectors of the youth population. The direct target group of the project are young NEETs (not employed in education, training or in the labour market) aged 18-25 in all partner countries (Sweden, Italy, Croatia and Germany) and Europe. The indirect target group is composed of youth operators, NGOs and institutions involved in the youth dimension of non-formal learning (youth centers, Sport clubs and associations, informal groups of young people) at the different levels (from the local to the European), in partner countries and beyond.

#### Objectives:

1. reduction of early leavers from education and training to less than 10% by 2020,
2. promoting the acquisition of entrepreneurial skills/attitudes and of basic and transversal skills at all levels of European societies,
3. contrasting massive youth unemployment through developing Social Entrepreneurship potential and related soft/transversal skills in disadvantaged young people (NEETs) through Urban Needs' Analysis, Storytelling, ICT and Intercultural Communication,
4. researching and comparing existing European good practices of Social Entrepreneurship education of young people through Urban Needs' Analysis, Storytelling, Marketing and Intercultural Communication,
5. producing state-of-the-art Reports outlining the existing landscape of European good practices,
6. elaboration of a set of Toolkits and of a comprehensive "Bolstering Youth Entrepreneurship" Format representing a useful practical reference for NGO and stakeholders' operators and entities interested in fostering entrepreneurial development of young NEETs,
7. developing a network among organizations experienced in the field of entrepreneurial empowerment working to develop employability and social inclusion opportunities for youngsters in the field of Social Entrepreneurship.





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## 1.2 Introduction to the Guide

The Guide is one of the productions of the project and it will be used in the context of Multiplier Conferences, translated in all partners languages. It will be one of the main tools for the dissemination of the results, content and methodologies of the project.

The full Guide will be uploaded in the websites of all partners and there will be in hard copies, which will be used in the Multiplier Events.

## 2. Collection of Best Practices

### 2.1 Best practices from Sweden

- **Title of practice\*:** *(name of the practice/program/project)*

SKILL FOR LIFE

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

LICEUL TEORETIC NICOLAE BALCESCU MEDGIDIA

PARLER-GYMNASIUM SCHWÄBISCH GMÜND

ZESPOL SZKOL PONADPODSTAWOWYCH W CHELMZY

LYCÉE LÉONARD DE VINCI



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- **Timeframe of project\*:** (starting date, ending date (if any), duration of project)

● 01-09-2017 – 31-08-2019

- **Description of practice\*:** (background of practice, overview, theoretical background (if any), aims and values of practice)

● The most important objective of “Skills for life” was to enhance any skills which might contribute to personal development and enable everyone to adapt to social and economic changes. It addressed 3 subtopics: core life skills, digital skills and career guidance. The project team assumed that career and life making is a personal process and individuals have to decide their own way and are responsible for their choices.

● From this perspective, the objectives were in line with the strategic objective of EU regarding education, namely “improving the quality and efficacy of education and training” and the Lisbon strategy, “an efficient investment in human capital through education and training at the same time promoting personal fulfillment, social cohesion and active citizenship”. The target group of the project was students facing social and economic obstacles or those who were facing a lack of perspective, indecision regarding their future career, absence of family support.

● All participants, students and teachers, were involved in all stages of the project, from construction to dissemination stage which enabled the participants to develop initiative, team spirit and teamwork, active participation in decision making and forming an aware learning strategy. The visible measurable impact of the project is the enhanced quality of learning and decrease of the social and training gaps.

● The project used many strategies: self-assessment, individual and work group, debates, portfolios, short-term activities, digital skills evaluation with ECDL, progress report, remotely performed activities, such as web conferences or Twinspace activities, questionnaires and surveys and monitoring and evaluation forms and involved students, parents, teachers and local stakeholders in many activities such as self-awareness exercises (describing one’s interest, values or personality traits), labour market related activities such as researching on trades and professions, company visits, web





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conferences, self-presentation at an interview, digital activities such as elaboration of a letter of intention or a CV, creation of an e-profile or seminars given by professionals.

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

72 students, direct beneficiaries and 24 teachers involved in the Learning, teaching, training activities.

- **Methodology(s)\*:** *(tactics and methodologies)*

- The pilot programme offered an opportunity for 72 young people from the six EU partner jurisdictions to boost their skills, abilities, knowledge and business acumen. They also benefited from direct interaction and exchange of experience and knowledge with other young people from the EU as well as experts in the field of entrepreneurship and business start-up. The incubators will be located in Spain, Italy and the Netherlands. They offered the possibility of identifying self-employment opportunities in rural areas of the EU.

- The programme included:

- LOCAL ACTIONS: Raising awareness, information and dissemination for the promotion of entrepreneurship in rural Europe as a catalyst for the creation of opportunities for self-employment.

- TRANSNATIONAL ACTIONS: A 20-day programme which will promote the (basic and specific) business skills which will be implemented through a combined mobility system (virtual and physical mobilities), structured within two modules: Online learning for the improvement of business skills (virtual mobility). In situ learning for the improvement of business skills (physical mobility).



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The consortium used the innovative methodology of the digital storytelling for promoting sense of initiative and entrepreneurship among youths 18-25: NEETs, apprentices, in school, VET and university.

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

As a challenge, we can consider the lack of an entrepreneurial culture evenly spread throughout Europe. This was mainly due to lack of suitable materials and lack of skills in trainers.

- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

Both students and teachers are involved in all stages of the project, from construction to dissemination stage. This close and continuous interaction enables the participants to develop initiative, team spirit and team work, active participation in decision making and forming an aware learning strategy.

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

- 1 curricula: Becoming employable (all partners), 1 teamwork kit (France), 1 personal development plan for students (Poland), 1 Linguistic strategy paper (Germany), 1 Digital guide for future employees toolkit (Romania), 1 skills portfolio for future employees (all partners) And many teaching aids which are uploaded on the site [www.my-skills-for-life.com](http://www.my-skills-for-life.com), for the free use of anyone. We have also performed activities on Moodle platform and robotics workshop. We have issued also 90 Europass Mobility Certificates for students detailing the skills acquired during mobilities.



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- **Impact(s)\*:** *(positive impacts of the practice)*

Project developed SIE /Sense of Initiative and Entrepreneurship / in youths with a number of tools. Among which are: curriculum development activities, teamwork kit, personal development plan, linguistic strategy plan, digital guide 1. Thematic videos, of young entrepreneurs telling how they started their business, what challenges they face and what skills they need in their day-to-day activity.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<https://docs.google.com/presentation/d/13bPk0r1ziRKvQ20I70bUClnv6vJTImKm9KBSTtJHtFI/edit#slide=id.p>

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*





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- **Title of practice\*:** *(name of the practice/program/project)*

Transnational incubator of creative entrepreneurship in the European rural areas

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

CONCELLO DE VEDRA

OBEC ZEMPLINSKE HAMRE

COMUNE DI CAPANNORI

NEWRY AND MOURNE CO-OPERATIVE LTD

ASSOCIAÇÃO JUVENIL DE DEÃO - AJD

STICHTING BUSINESS DEVELOPMENT FRIESLAND

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

01-09-2017 – 31-10-2019

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

The project YouthNest.crea aimed to develop a virtual and on-site ecosystem of support, advice, encouragement, training, stimulation and opportunity to shape innovative ideas for the empowerment of the young people in their professional development, as well as to foster the entrepreneurial culture and self-employment among them; and thus, to provide opportunities for



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the creative entrepreneurship in the rural areas of Europe.

- **Project objectives:**

- o To foster an entrepreneurial culture which will lead to opportunities for self-employment among young people.

- o To improve the skills and competences of young entrepreneurs.

- o To value the endogenous potential of rural areas and to help ensure the preservation and sustainability of their resources through creative and innovative entrepreneurship models.

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

The main beneficiaries of the project are young people between the ages of 16 and 30, mainly:

- young graduates or students and trainees who are about to finish educational or training courses and are intending to join the labour market

- young unemployed people • young people who have dropped out early and are not currently studying or working

- those at risk of social exclusion, e.g. young people from marginalised communities, (rural entrepreneurship will be prioritised among women).

- Young entrepreneurs (or young people with the intention of becoming entrepreneurs) who are willing to improve their business skills.

- **Methodology(s)\*:** *(tactics and methodologies)*

- The pilot programme

- offered an opportunity





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for 72 young people from the six EU partner jurisdictions to boost their skills, abilities, knowledge and business acumen. They also benefited from direct interaction and exchange of experience and knowledge with other young people from the EU as well as experts in the field of entrepreneurship and business start-up.

The incubators will be located in Spain, Italy and the Netherlands. They offered the possibility of identifying self-employment opportunities in rural areas of the EU.

- The programme included:

- o LOCAL ACTIONS: Raising awareness, information and dissemination for the promotion of entrepreneurship in rural Europe as a catalyst for the creation of opportunities for self-employment.

- o TRANSNATIONAL ACTIONS: A 20 day programme which will promote the (basic and specific) business skills which will be implemented through a combined mobility system (virtual and physical mobilities), structured within two modules: Online learning for the improvement of business skills (virtual mobility). In situ learning for the improvement of business skills (physical mobility).

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

As a challenge, we can consider the lack of an entrepreneurial culture evenly spread throughout Europe. This was mainly due to lack of suitable materials and lack of skills in trainers.

- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

The project aims at bringing together both local and transactional actions. Furthermore, the project is conceived to implement a blended mobility strategy



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- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

83 participants from 6 partner countries attended the online course which consisted of following topics:

- Know myself and know the world
- Creative thinking
- Importance of effective communication
- Teamwork
- Risk management
- Importance of ethics
- What is business and its types
- Requirements to start a business
- How to start a business

- **Impact(s)\*:** *(positive impacts of the practice)*





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Learning tools created.

It helped creating or revitalizing 16 enterprises in the rural areas

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<https://www.youthnestcrea.com/>

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*

- **Title of practice\*:** *(name of the practice/program/project)*

Youth power in Entrepreneurship

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

NORDIC EUROPEAN MOBILITY (SE)

CHAMPIONS FACTORY (BG) ,

ASOCIACION CULTURAL Y DEPORTIVA LAHOYA (ES) ,

JOVOT EPITOK GENERACIÓJA EGYESULET (HU)



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- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

Feb 1, 2020 - Jun 30, 2022

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

“Youth power in Entrepreneurship” pursues the following specific objectives:

- Contrasting young unemployment through developing Social Entrepreneurship potential and related soft/transversal skills in low-skilled or low-qualified young people through Urban Needs' Analysis, Storytelling, ICT and Intercultural Communication.
- Researching and comparing existing European good practices of Social Entrepreneurship education of young people through Urban Needs' Analysis, Storytelling, Marketing and Intercultural Communication.
- Producing state-of-the-art Reports outlining the existing landscape of European good practices.
- Elaboration of a set of Toolkits and of a comprehensive Format representing a useful practical reference for NGO and stakeholders' operators and entities interested in fostering entrepreneurial development of young people.
- Developing a network among organisations experienced in the field of entrepreneurial empowerment of low-skilled and low-qualified young people.

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

The project deploys an approach grounded on Non Formal Education (NFE) and learning tackling the gap in basic and transversal skills at the level of ultimate young targets with a view to providing sensitive categories of the young population with the range of basic abilities for a full integration at the level of society and the labour market.





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- **Methodology(s)\*:** *(tactics and methodologies)*

The educational methodology will be Non-Formal Education, complemented by the educational use of Urban Needs' Analysis, Storytelling, Intercultural Communication and ICT as specific interrelated steps in a self-contained programme of entrepreneurial development.

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

As a challenge, we can consider the lack of an entrepreneurial culture evenly spread throughout Europe. This was mainly due to lack of suitable materials and lack of skills in trainers.

- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

Among the pro of this practice there is a far-reaching employment of Urban Needs' Analysis, Storytelling, Marketing and Intercultural Communication, involving an innovative perspective.

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

Results for this project are not yet available. They might become available after the project's end date.



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- **Impact(s)\*:** *(positive impacts of the practice)*

Producing state-of-the-art Reports outlining the existing landscape of European good practices.

- Elaboration of a set of Toolkits and of a comprehensive Format representing a useful practical reference for NGO and stakeholders' operators and entities interested in fostering entrepreneurial development of young people.
- Developing a network among organisations experienced in the field of entrepreneurial empowerment of low-skilled and low-qualified young people.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<http://www.nordiceumobility.eu/>

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*





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- **Title of practice\*:** *(name of the practice/program/project)*

Diagonal for Culture

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

VIKSJÖFORSBALETTEN (SE)

POLITISTIKO ERGASTIRI AYION OMOLOYITON (CY)

OSRODEK PRAKTYK CHOREOGRAFICZNYCH (PL)

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

May 1, 2019 - Jan 31, 2020

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

30 persons from three countries come together with games, labyrinth theatre, dance, drama, music, body language expressions, documentary making, cooking, camping, study visit. Objectives relate to:

- Sharing diversity and different cultures
- Sharing ways of inclusion in our countries



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- global citizenship
- Developing dance skills
- Learning of dance improvisation
- Personal development thanks to mobility
- Getting valuable skills for employability
- Improving IT skills
- Familiarize with the lifestyle of different youngsters and visions for the future
- Strengthening our social skills and competences in the field of immigration and integration
- Learning to communicate with or without a language
- Empower selfesteem and manage own existence
- Positive appearance
- HBTQ issues in focus
- Solution finders

The project will also involve other stakeholders such as other local organizations (Dansplats Skog, Styggbo residence, Vox Cultura, Ol-Andersgården, Hälsocentralen), municipality, educational institutions, local media, young people from the local community, hostel and food providers with whom applicant organization already have good previous cooperation and communication.

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

Mix of youth from isolated

countryside, urban youth





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and islanders. Searching solutions for revival of small villages in Europe (possible return of youth)

- **Methodology(s)\*:** (*tactics and methodologies*)

The exchange methodology implemented several NFE techniques:

1) Sharing linguistic skills

- Learning languages by practicing
- Artistic communication (dance) with body language

2) Three participating organisations are all within dance and also supporting in society with social focus.

- Cultural visit and entertainment activities for the evenings
- Intercultural activities in which we express the way we see ourselves and our friends from the other cultures

3) Methods expressing the theme of the youth exchanges (intercultural learning, cultural identity, cultural values via dance) and so support the learning objectives:

- Various dancing work shops, cooking workshop, improvisation, flash mob, rhythm workshops and documentary film



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### 4) Monitoring methods

- The Youth Pass Certificate, the financial documents, individual and group reflection

### 5) Evaluation method (Figures in the tree)

- Group discussions, reflection (leaders meetings daily and youngsters' group reflection moments daily)
- Figures in tree - our evaluation tool, starting with symbolic discussions and after all plus and minus the passed day
- documentary

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

N/A

- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

This practice tries to address thanks to dynamic initiatives, isolation in small places can be overcome – new connections across Europe will inspire for YE, tourism, exchanges, studies, work abroad in all directions (village to city, city to city).

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

Through the International Youth Exchange, every youth participant focused and improved their knowledge about:





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- personal growing
- critical thinking
- value freedom, tolerance and respect - the true philosophy of hip hop
- appreciate solidarity and inclusion and see the value of human rights
- increase the interest in different forms of art
- increase the interest in other cultures, experience other habits and various lifestyles
- find innovative connections between artistic expression and aesthetic results (flash mob, film on YouTube, show)
- increase their interest in voluntarism
  
- see the value of physical expression and healthy lifestyle
- enhance the social skills
- get new intercultural and linguistic skills for employability
- knowing better the Gävleborg region and its culture (by assisting in cultural workshops and events animated by the local community and our team)
- be an active citizen ready for innovative initiatives

- **Impact(s)\*:** *(positive impacts of the practice)*

For the local community, we expected impact are:





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- discover new forms of art
- learn about other cultures
- learn about artistic skills
- increase their interest in social engagement and voluntarism
- build long lasting contact with European participants

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

None

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*



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- **Title of practice\*:** *(name of the practice/program/project)*

ACTIVE CITIZENSHIP; a tool for local change

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

SOMALISKA UNGDOMSFÖRBUNDET I SVERIGE (SE)

YOUTH CONNECT LTD (UK)

GRACE CENTER FOR PEACE AND DEVELOPMENT (NORWAY)

HORSEED MEDIAYHDISTYS RY (FINLAND)

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

Start: 01-08-2018 - End: 30-04-2019

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

The project included 40 young participants, 15-29 years, with fewer opportunities living in urban problem zones in Sweden, Finland, UK and Norway. We have offered the participants a youth exchange programme (A2) in Stockholm, Sweden. The program consisted of a ten day seminar in Stockholm where participants through different methods of non formal learning had the opportunity to exchange experiences and acquire and improve their knowledge about active citizenship on a local, national and EU level,



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explore human and democratic rights, cultural diversity, interculturality, discrimination, inclusion and empowerment.

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

The project included 40 young participants, 15-29 years, with fewer opportunities living in urban problem zones in Sweden, Finland, UK and Norway.

- **Methodology(s)\*:** *(tactics and methodologies)*

The program consisted of a ten day seminar in Stockholm where participants through different methods of non formal learning had the opportunity to exchange experiences and acquire and improve their knowledge about active citizenship on a local, national and EU level, explore human and democratic rights, cultural diversity, interculturality, discrimination, inclusion and empowerment.

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

Since the practice involves youth with fewer opportunities living in urban problem zones, the identification and involvement of such a target group might involve specific difficulties

- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*







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The project allows citizens to make their voice heard and make them feel involved in a social regeneration project

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

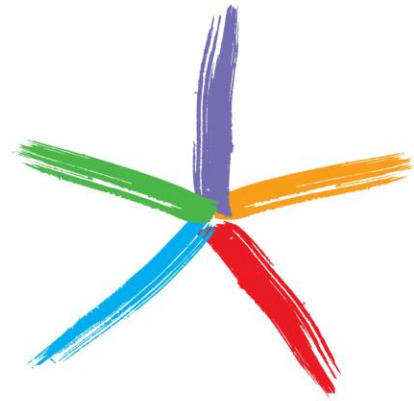
After the project the participants were inspired and empowered, with new and improved knowledge, competences, experiences and increased awareness about active citizenship and how to use this as a tool for making a positive impact in their local community by supporting, empowering, informing and being good role models.

- **Impact(s)\*:** *(positive impacts of the practice)*

The attained impact is that the participants have acquired competences which makes them able to promote human and democratic rights and cultural diversity, to challenge discrimination, to promote inclusion of young people with few opportunities, as well as to act as peer educators, both on a local, national and European level. The attained impact on the participating organisations is stronger capacities to support their target groups. The long-term benefits of the project will be to inspire and equip young people in urban problem zones with tools to impact and improve their life conditions and to promote emancipation and a stronger role within the bigger community by being good role models and peer educators.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

none



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- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*



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### 2.2 Best practices from Italy

- **Title of practice\*:** *(name of the practice/program/project)*

PRODEST - PROMOTING YOUTH ENTREPRENEURSHIP WITH DIGITAL STORYTELLING

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

COORDINATOR: PETRA PATRIMONIA CORSICA CORSE ( FRANCE)

PARTNER ORGANIZATIONS: OBCIANSKE ZDRUZENIE KERIC (SLOVAKIA)

ASOCIACIÓN GALEGA DE EMPRENDEDORES (SPAIN)

STOWARZYSZENIE EUROPE4YOUTH (POLAND)

CREATIVE EXCHANGE UK LIMITED (UNITED KINGDOM)

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

Start: 01-09-2016 - End: 31-12-2018

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

PRODEST project proposes to develop a methodology and tools for development of SIE in youths through storytelling bringing together the rational and the emotional, and eliciting identification and emulation in the listener.



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This project developed sense of initiative and entrepreneurship (SIE) in youths with a number of tools:

- A number of videos, in different formats, of young entrepreneurs telling how they started their business, what challenges they face and what skills they need in their day-to-day activity. The videos are available on YouTube and can be accessed directly by youths or used by youth educators and trainers in their activities with NEETS, apprentices, students in secondary education, VET or university.
- A Guide addressed to youth educators on how to assess and develop SIE
- A website addressed to youths for assessing and developing their SIE.

In every country a group of NEETs aged 18-25, assisted by staff of partner organizations:

- was trained on how to develop SIE and shoot and edit videos, thanks also to a mobility abroad
- was trained as facilitators of workshops with groups of youths so to rise their SIE. The training will include a mobility abroad
- prepared the questions of the interviews to the young entrepreneurs
- shot the videos
- edited the videos in different formats
- will pilot the materials and methodology developed by the project in informal settings, as well as schools, VET courses, universities
- developed the content of the website for development of SIE



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- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

Youth aged 18-25, NEETs, apprentices

- **Methodology(s)\*:** *(tactics and methodologies)*

The consortium used the innovative methodology of the digital storytelling for promoting sense of initiative and entrepreneurship among youths 18-25: NEETs, apprentices, in school, VET and university.

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

The uptake and the effectiveness of entrepreneurship education in Europe were still far from being fully satisfactory. This was mainly due to lack of suitable materials and lack of skills in trainers.

- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

Storytelling is a very effective methodology because it brings together the rational and the emotional, and elicits identification and emulation in the listener. The growth and ubiquitous diffusion of the web make now possible the digital storytelling enlarging further its diffusion and impact, also in the training and educational field.

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

Thanks to the project valorization activities, over 14.000 members of target groups were informed about the project, and 2.500 youths and 100 youth educators were involved on it at different levels.



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- **Impact(s)\*:** *(positive impacts of the practice)*

Project developed SIE /Sense of Initiative and Entrepreneurship / in youths with a number of tools.

1. Thematic videos, of young entrepreneurs telling how they started their business, what challenges they face and what skills they need in their day-to-day activity.
2. Guide on assessing and promoting sense of initiative and entrepreneurship in youths.
3. A website addressed to youths for assessing and developing their SIE.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<http://prodest.webnode.sk/>

<https://www.facebook.com/Prodest-1315569105120867/>

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-FR02-KA205-011370>

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*



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- **Title of practice\*:** *(name of the practice/program/project)*

ALADDIN AND THE INTERGENERATIONAL LAMP

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

ELAN INTERCULTUREL (FR),

KÉPES ALAPÍTVÁNY (HU),

DEMÀ (CAT),

STORYTELLING CENTRE (NL)

SUPERACT (UK)

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

Start: 01-09-2015 - End: 31-08-2017

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

Two years were needed to set up “Aladdin and the Intergenerational lamp”, the Erasmus plus project. Five European partner organizations have been working together to learn about the way storytelling can be used by seniors to improve language, motivational and entrepreneurial skills in young adults from underprivileged backgrounds. This project can thus be summed up in two key concepts: the use of storytelling in an intergenerational context.



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The different partners of the project have gathered their skills and developed a theoretical background as well as a methodology (encompassing interactive and fun activities) using stories and short story techniques. In this way, the senior volunteers, firstly, received a training on how to work with young adults and how to use methods of storytelling to improve the skills mentioned above, and finally intergenerational workshops were set up to allow the volunteer seniors to act as co-leaders.

Elan Interculturel (France) and DEMÀ – Departament d’Estudis dels Medis Actuals (Catalonia)

– have based their work on the development of motivational skills. Storytelling Center (Netherlands) and Superact (England) have organised workshops to develop entrepreneurial skills.

The Aladdin project had two main objectives:

- the development of basic skills (language, entrepreneurial and social skills) as well as the underprivileged young adults’ personal wellbeing.
- giving value to seniors’ skills as well as acquiring new skills (short storytelling techniques’)

Superact (United Kingdom) and the Storytelling Center (Netherlands) are experts in all kinds of activities related to storytelling. Superact (UK) sets up training courses for adults and young people in precarious situations, organizes large-scale events, and develops training and storytelling materials as an educational tool. The Storytelling Center (PB) organizes project design and implementation workshops; it also offers training programs around storytelling techniques in (conflicting) communities.

Kepes (Hungary), Elan Interculturel (France), DEMA (Spain), Superact (United Kingdom) all have experience in working with Seniors and especially in intergenerational projects. The Storytelling Center (PB) and Elan Interculturel (FR) have experience in working with young people. Elan Interculturel (FR) is an expert in the field of intercultural communication, and all partners have experience in working with immigrants and / or minorities.





## EntreprenHour

### Activities:

- "National Info Day" held in each partner country to inform participants about the project's objectives, to present the various publications, products and activities within the framework of the project,
- The senior workshop to teach them to use storytelling as a pedagogical approach to disadvantaged young adults,
- Intergenerational workshops to develop language skills of young migrants adult, or entrepreneurial and motivational skills of disadvantaged young adults, using storytelling methods,
- An international final conference, which disseminated project results and products to stakeholders and other target groups for operational purposes.

The Aladdin team strives to accomplish the following:

Show how we can use Intergenerational Storytelling Activities for the development of key competences for young people in disadvantaged situations

In collaboration with retired Older Volunteers, develop and test educational materials based on Storytelling Techniques adapted for...

language teaching for migrants with low language skills

developing entrepreneurial skills for migrant and minority members with low educational level

enhancing social and communication skills and increasing motivation to learn for young people

with poor school performance; economic obstacles, or with limited social skills





# EntreprenHour

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

Disadvantaged young people and senior volunteers

- **Methodology(s)\*:** *(tactics and methodologies)*

We think that Storytelling provides the ideal vehicle for competence acquisition, empowerment and social inclusion and to stimulate the intercultural dialogue (Sheherazade – 1001 Stories for Adult Learning (2013). Peg C. Neuhauser suggests that stories are effective as educational tools because they are “believable, ‘rememberable’, and entertaining.” With stories, abstract concepts or ideas can be communicated in understandable everyday language through the angle of human experience. According to Burk (2000), sharing stories allows students to “realise the relevance, validity, and efficacy of their cultural heritage and learning abilities, regardless of cultural differences”. Moreover, Storytelling Techniques facilitate intercultural and intergenerational dialogue that may provide an understanding of different customs, beliefs and viewpoints. It can also promote growth and change on an individual level. Butcher (2006) argues that stories encourage thinking “outside the box”, which may help learners to reconsider things they may have never before questioned.

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

The effect of age presupposes that some practices can be associated with life cycle, likely to disappear or appear with age. It can be a practice that we leave while growing up or that we adopt while getting older. The “generational effect” explains an attitude through habits that we have since youth and which will last while getting older. To have twenty years old in 2000 or in 1960 isn't neutral for an individual who is necessarily marked by his/her life context. Indeed, society, at a time being, conveys its representations, attitudes and behaviors, as well as functions, at various stage of life. To cross communication and the notion of generation doesn't mean to divide population in generations (to oppose them in order to distinguish them), it means to focus on what can create social bond, in a communicational point of view.



## EntreprenHour

- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

Young adults have thus increased their cultural and communication skills, their self-confidence, and, consequently, the improvement of their social inclusion. In addition to acquiring concrete skills on how to organize such workshops and develop storytelling training skills, this project has had a positive influence on senior volunteers' self-esteem (the feeling of being "useful") and avoids isolation.

The participating organizations have acquired new skills, resources and networks at local, regional, European and international level. In the long run, many participants wish to continue the activities after the project, in different ways.

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

Results:

- o A theoretical and methodological booklet on the foundations of the project
- o A tool box: (exercises, games) based on short stories.
- o A Guide for Seniors including resources needed for the organizer of intergenerational workshops
- o A collection of intercultural stories to illustrate cultural diversity and highlight the similarities between cultures
- o A booklet of case studies coupled with videos made during different workshops
- o A dynamic, multilingual website with online educational resources
- o Social networks



## EntreprenHour

o 6 newsletters

- **Impact(s)\*:** *(positive impacts of the practice)*

An additional specialty of this project was that it was organised in an intergenerational setting. First we trained senior volunteers in how to work with young adults and how to use storytelling methods to enhance the above mentioned skills, then we organised intergenerational workshops where the senior volunteers acted as our coleaders/co-facilitators

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-FR01-KA204-015394>

<http://aladdinproject.eu/main/>

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*



# EntreprenHour

- **Title of practice\*:** *(name of the practice/program/project)*

DIGITAL STORYTELLING FOR SPREADING AND PROMOTING ENTREPRENEURSHIP (DIST)

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

AGENZIA PER LO SVILUPPO DELL'EMPOLESE VALDELSA (ITALY)

ASOCIATIA OAMENILOR DE AFACERI ARGES (ROMANIA)

ASSOCIAZIONE PRATIKA (ITALY)

FUNDACIO CECOT INNOVACIO (SPAIN)

UNIWERSYTET LODZKI (POLAND)

CDI MANAGER SRL (ITALY)

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

01-09-2015 - End: 31-08-2018

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

DIST promote the innovative use of the digital storytelling for

1. spreading sense of initiative and entrepreneurship among unemployed,
2. supporting aspirant entrepreneurs to set up their business,
3. supporting entrepreneurs to improve their performance



## EntreprenHour

The DIST project purpose was to merge SIE and Digital Storytelling with the aim to create innovative educational tools and methods that teaches trainers to enhance the SIE of their students and that trains aspirant entrepreneurs and entrepreneurs to enhance their SIE, to overcome the inadequacy of resources and the insufficiency of trained teachers in the field of entrepreneurship education in Europe.

Within the project DIST, 2 different learning/teaching/training activities have been organized. The 1st one – June 2016 – was a joint staff training that saw the partners meet in Arezzo (IT) for 1 entire week, to work on a “Concept note about the use of storytelling in entrepreneurship”.

The 2nd mobility (different dates from May 2017 to September 2017) saw a group of 10 learners, from each partner country visit other country, and get a better knowledge of the activities of partner organization, be trained by using some of the DIST face to face program, visit innovative local companies.

The DIST main activities can be summarized as follows: in-depth analysis of the target group, collection of information and organisation of first mobility; drafting of version 1 of the project outputs; pilot of the versions 1 of the outputs and organisation of the second mobility; revision of versions 1 of the outputs on the basis of the feedback collected during the pilot; publication of all the version 2 of the project outputs; organisation of the final events. Transversely, have been carried out management and valorisation activities, with the purpose to allow a smooth progress of the project and a proper dissemination of its achievements.

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

This project will benefit the following main target groups:

1. lay people, aspirant entrepreneurs and entrepreneurs willing to improve their SIE
2. VET trainers willing to improve their skill in developing the SIE of their learners



## EntreprenHour

3. VET organizations and organizations supporting entrepreneurs and aspirant entrepreneurs: employers' associations, decision makers involved with entrepreneurship, researchers of the field, etc.

- **Methodology(s)\*:** (*tactics and methodologies*)

Storytelling can't just be defined "the need of sharing stories", it is a real multi-disciplinary field of study, work and action, it is a method for influencing the target public, to learn and to enrich knowledge and skills, it is a tool that allows to effectively share experiences and methods of work, a pathway through which it is possible to define personal and organizational identities, a way of managing the consensus and the power, a way to formulate, check and reformulate political, economic and marketing decisions. Digital Storytelling is the natural progression from oral storytelling to the using of computer-based tools to tell stories.

Storytelling is nowadays used in many fields of research and intervention (educational, organizational, political, entertainment, ...). Storytelling is the normal way of human thinking: through micro-narrative humans give meaning to life events and share values with others. Storytelling is very effective because it brings together the rational and the emotional, and elicits identification and emulation in the listener. The growth and ubiquitous diffusion of the web make now possible the digital storytelling enlarging further its diffusion and impact, also in the training and educational field.

- **Challenge(s)\*:** (*faced challenges and upcoming challenges*)

The main contexts in which DIST project evolved, are the increase of the Sense of Initiative and Entrepreneurship (SIE) and the Digital Storytelling. In Europe, a serious attention to the development of entrepreneurial skills, in educational and in vocational training areas, is required. This lack can be attributed to many reasons: a learning culture that, only in the last few years has re-discovered the transversal feature of entrepreneurial competence; the shortage of methods and appropriate instruments to promote education towards entrepreneurship; the shortage of competence of teachers, educators, trainers.



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Today “entrepreneurship is a competence for everyone”: people need it in changing working environments, where they need to equip themselves more and more independently, need to be able to distinguish and select (possibilities, information, opportunities), need to be creative, need to have self-confidence and self-efficacy perception. The other project scope is Digital Storytelling.

- **Pros and benefits of practice\*:** *(the relation to project’s value(s) and impact of practice)*

Entrepreneurship is recognized as a powerful driver of economic growth and job creation: it creates new companies and jobs, opens up new markets, and nurtures new skills and capabilities. Entrepreneurship makes economies more competitive and innovative and is crucial in achieving the objectives of several European sectorial policies.

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

The impact on the target group: 60 young managers interviewed; 653 people involved in the pilot; 9 newsletters sent to around 10.000 addresses, 1.000 leaflet distributed; 500 students enrolled in the DIST platform; 400 attendees of the Final Conferences; 1.600 visitors of the DIST website; 150 followers to the DIST Facebook; around 3.000 views of the DIST you tube channel plus articles about the project on journals, DIST products downloadable by 3 EOR repositories, intellectual output freely downloaded by the DIST project’s website [www.diistproject.eu](http://www.diistproject.eu).

- **Impact(s)\*:** *(positive impacts of the practice)*

Those activities have lead to the creation of:

- a Guide about Storytelling for training,
- 15 Enhanced full Video representing the story and the point of view of young and successfully entrepreneurs,







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- 15 Thematic VET videos on the main entrepreneurship issues,
- 1 E-course addressed to trainers,
- 1 E-course addressed to aspirant entrepreneurs,
- 1 E-course addressed to entrepreneurs.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

Every 6 month a press release telling the progress of DIST, the last news and the most important achievements, have been issued in English and in all the partners languages. A link to all the newsletters is available on the project website.

Link: <http://www.distproject.eu/category/news/>

<http://www.distproject.eu/>

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-IT01-KA202-004621>

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*



## EntrepreHour

- **Title of practice\*:** *(name of the practice/program/project)*

F.A.S.T.E.S.T – Food and Agroindustrial Schools Toward Entrepreneurship by Storytelling & Digital Technology

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

CISITA PARMA SCARL (ITALY)

CNJ - CONFEDERAÇÃO NACIONAL DE JOVENS AGRICULTORES E DESENVOLVIMENTO RURAL (PORTUGAL)

PROFESSIONAL HIGH SCHOOL OF FOOD TECHNOLOGY" PROF. D-R. GEORGI PAVLOV" (BULGARIA)

S.P.E.L.L. SRL (ITALY)

CENTRUL DE INCUBARE CREATIV INOVATIV DE AFACERI (ROMANIA)

LICEUL TEHNOLOGIC AUREL RAINU (ROMANIA)

SDRUZHENIE BULGARSKA TARGOVSKO-PROMISHLINA PALATA (BULGARIA)

ISSSGALILEIBOCCHIALINISOLARI (ITALY)

G.G. EUROSUCCESS CONSULTING LIMITED (CYPRUS)

ESCOLA PROFISSIONAL AGRÍCOLA QUINTA DA LAGEOSA (PORTUGAL)

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

Start: 16-11-2015 - End: 15-11-2017



## EntreprenHour

- **Description of practice\*:** (*background of practice, overview, theoretical background (if any), aims and values of practice*)

The project aimed to involve multi-disciplinary teams of teachers, as "agents of change", and students, as a new generation of potential entrepreneurs but also as workers with an "entrepreneurial approach", of VET schools of secondary level of IT, PT, RO and BG, similar among themselves because of the lack of a systematic training-for-trainers in relation to entrepreneurship, with consequences of absence of entrepreneurship as a field of learning in the regular curricula. The focus is on schools and companies related to the agro-industrial sector, in all countries, that needs an injection of new businesses to emerge from a state of heightened shortage of skilled professionals and young people in working cohorts.

Activities and methodology: creation of 1) action-research that prefigures: terms of educational value of storytelling for the development of an entrepreneurial mind-set; didactical sustainability of practices of digital manipulation in the development of educational programs for the development of entrepreneurial skills; new skills required by teachers for the effective use of the methodology to support the acquisition of entrepreneurial skills; 2) multilingual hyper videos (pupil-led experimentations); 3) Training Programmes for the blended use of hyper videos revised by teachers (teacher-led experimentations); 4) Methodological guidelines for the effective use of digital storytelling for learning entrepreneurial skills in school context - systematization of experimentations for their release as OERs.

- **Target group(s), (if any)\*:** (*location of target group and target group's characteristics*)

Number and profile of participants: 12 teachers/school principals - in interdisciplinary teams and transnational learning/teaching/training activities; 12 ICT experts and 16 representatives of business sector for O1; 40 teachers in 8 focus groups for O1; min. 8 entrepreneurs of FDMP sector for O2; 160 students for O2 and other 160 students for O3; at least 160 "local participants" in the 4 multiplier events.



# EntreprenHour

- **Methodology(s)\*:** (*tactics and methodologies*)

Storytelling is in itself a powerful mean of transferring knowledge, values, beliefs and ultimately cultural heritage as well, Effective use of digital storytelling aimed at learning entrepreneurial skills in vocational secondary schools specialised in agribusiness,

- **Challenge(s)\*:** (*faced challenges and upcoming challenges*)

The use of hyper videos as OERs allowed direct knowledge of the related production chain; their creation enabled a "learning by doing", with a direct experience of the entrepreneurial skills necessary for the realization of a complex project (experimental meta-learning). It is expected an increase of the dialogue between schools and businesses, able to prevent, in the long term, any gap in the professional knowledge necessary to the efforts of innovation required in an evolving industrial sector. This is a cross-curricular way of learning, because students do not deal with just one particular topic but they have to take into consideration multiple aspects:

- The structure of a story
- The relevant topic of the peculiar company and productive chain they want to talk about (for example the story of a dairy company with all the issues attached to it)
- The relevant historic period the story takes place in
- The digital issues attached to it (the making of the video and its editing)

- **Pros and benefits of practice\*:** (*the relation to project's value(s) and impact of practice*)

To provide teachers and trainers of secondary education the necessary tools for adopting an innovative teaching method based on storytelling and digital competences

To develop the entrepreneurial skills of teachers and trainers



## EntreprenHour

To cultivate the entrepreneurial spirit and skills of students and the shaping of entrepreneurial attitudes and mindsets

To enable students to gain knowledge regarding digital storytelling both general but also particular of the agribusiness sector

To impact on the society and on particular groups of students (especially Early School Leavers)

- **Result(s)\*:** (number of participants (if available) and concrete positive results of the practice)

Project's impacts foresee that students become passionate and enthusiast about how business people from their own countries and cultures established healthy companies.

Processing the different elements of a story also help them elaborate various levels of meaning, making them progress from a purely notional learning to a transformative and reflective learning.

The expected result is that secondary education students develop their own entrepreneurial skills and attitude, thus taking into consideration the idea to found their own agro-business after completing their studies.

This also results, from the students' side, in a greater engagement and motivation towards education, thanks to an alternative and innovative method of learning, very different from the traditional one. Increased students' motivation is also expected to contrast ESL (early school leaving) from low achievers students with high risk of school drop.



## EntreprenHour

- **Impact(s)\*:** *(positive impacts of the practice)*

Impacts for VET: spread / enhance different learning styles (innovative teaching); expand the provision of curricular training; increase motivation among the "digital generation"; open to contributions from experts in the business sector; create a more fluid and productive dialogue between formal and informal knowledge - take informal knowledge and transform it into digital resources. Benefits: the VET system will increase its attractiveness, expand its training offer and modernize its teaching approaches, reduce cases of ESL, qualify its staff members (refer to either digital and entrepreneurial skills), root further in the territory by consolidating relations with the socio-economic context.

Impacts for learners: increase of entrepreneurial skills applied in life and school paths; increase of motivation for further education; stimulus to entrepreneurship as a realistic professional opportunity after school; increase of digital skills through the "generative" choice to produce Learning Objects (benefits: spread of technical-scientific culture and reducing of digital divide).

Impacts for business/FDMP sector: connecting with local educational institutions and new generations of workers (role of "virtual business angel"); reflection on entrepreneurial mind-set skills on a personal and a corporate level; study of the potential of digital storytelling to tell / sell a company, for information, marketing or training purposes. Benefits: increased level of entrepreneurship / entrepreneurial spirit in FDMP.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<https://www.fastesteu.com/en/>

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-IT01-KA202-004608>

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*





## EntreprenHour

- **Title of practice\*:** *(name of the practice/program/project)*

YOUR KITE- THE INITIATIVE TO ENHANCE YOUNG PEOPLE KNOWLEDGE AND SKILLS ON IT AND ENTREPRENEURSHIP AND INCREASE THEIR EMPLOYABILITY

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

NORSENSUS MEDIAFORUM (NORWAY)

FUNDACJA ROZWOJU SPOLECZENSTWA INFORMACYJNEGO (POLAND)

FUNDACJA ROZWOJU WOLONTARIATU/VOLUNTEERING DEVELOPMENT FOUNDATION (POLAND)

FUNDATIA DANIS PENTRU DEZVOLTARE MANAGERIALA (ROMANIA)

STOWARZYSZENIE FUNDACJA AKTYWNYCH INICJATYW ROZWOJU (POLAND)

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

Start: 01-09-2015 - End: 30-06-2017



## EntreprenHour

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

The project aimed to develop the skills and competences of young people through the following activities:

- the creation, for partners use and for other youth organizations and NGOs, of the yourKITE toolkit - a manual for young trainers to conduct workshops on media & communication, entrepreneurship, volunteering and career counseling practices, that can be used to enhance youth employability;
- the development and improvement of skills and knowledge of partners' staff, through joint staff short-term learning activities and sharing of good practices among partners, on the topics of media & communication, entrepreneurship, volunteering and career counseling;
- 18 young trainers were trained to use the toolkit in a transnational training, developing their knowledge and skills on the topics mentioned above, but also on how to conduct workshops for youth; then, they reached 466 young people (14-17 years old) conducted workshops in their community and help the young people to develop skills and knowledge on media & communication, entrepreneurship, volunteering, while planning better their future career;
- the creation of online training courses on the same topics, for which 113 people enrolled; the online training courses will be further used by partners and other stakeholders in their current or future projects;
- the creation of the online platform - yourKITE.org, that provide open access to all the educational tools developed in the project, and to other valuable resources for youth workers, NGOs, youth organizations for enhancing young people's employability by developing essential skills needed on the labor market;
- the insight report of the project developed to support other NGOs to organize similar projects, for youth, and in the international context.





## EntreprenHour

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

Young trainers (18-30) and youth (14-17)

- **Methodology(s)\*:** *(tactics and methodologies)*

YourKITE provided basic knowledge and skills that can be used by young people in planning their career and in finding future jobs.

Through yourKITE transnational training, 18 young people from Norway, Poland and Romania developed their knowledge and skills on media (including digital media) & communication, entrepreneurship, learnt more about volunteering and career counselling and also how to conduct workshops for young people;

Through yourKITE online training courses, 113 young people learned how to conduct workshops on the topics mentioned above.

466 young people (14-17 years old), from Norway, Poland and Romania, developed basic knowledge and skills on media and communication, entrepreneurship, and their understanding on volunteering activities and career planning through the workshop conducted by the 18 youth workers trained within yourKITE project.

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

The project intended to tackle the issue of youth unemployment, lack of entrepreneurial skills among young people and lack of effective instruments to intervene properly among youth workers and trainers.

- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

YourKITE project developed digital media and communication skills of young people, and promoted volunteering and professional orientation in order to ease the youth's access to the labor market.





## EntreprenHour

At the same time, the project promoted entrepreneurship among youth as a way out of unemployment, by developing entrepreneurship knowledge and skills of young people. YourKITE project provided an integrative approach to train and capacitate young people to become skillful entrepreneurs and employees.

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

The yourKITE toolkit for young trainers, on media and communication, entrepreneurship, volunteering and career counseling, together with the online training courses will be kept online, and these will be integrated in the partners' regular services provided to young people. Thus, all the partners commit to use the intellectual outputs in their further projects/activities, to provide for free these to their stakeholders or new partners, and to annually train young people/volunteers using the teaching materials created.

- **Impact(s)\*:** *(positive impacts of the practice)*

17 countries - civil society projects are being held in this many countries by the project team

142 articles have been published last year

89 projects have been completed so far.

47 years of experience in total.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<https://yourkite.org/>

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-NO02-KA205-000521>



# EntreprenHour

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*



## EntreprenHour

### 2.3 Best practices from Germany

- **Title of practice\*:** *(name of the practice/program/project)*

Project KIWI - Kultur, Interkulturalität, Werte und Initiative  
Culture , interculturality , values and initiative Handbook for Secondary Schools

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

CARE Deutschland

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

2016 - Ongoing

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

The project KIWI is aimed to positively strengthen children and young people with and without refugee and migration histories in their cultural identities and support their school integration. The project promotes intercultural skills of teachers and specialists and strengthen the potential for integration in schools of all school types.

The KIWI project is committed to integrating integration and intercultural learning into everyday school life. It is aimed at secondary schools across Germany. KIWI emphasizes strengths and similarities, creates success experiences for children and adolescents and includes everyone - regardless of their origin. The focus is on working with all students and teachers who are interested in intercultural topics. The project implements activities for students and teachers from primary and secondary schools in Germany. In particular for the secondary school pupils and teachers, handbook is available.



## EntreprenHour

With the KIWI handbook, the KIWI team offers schools tried-and-tested teaching materials in intercultural, social and global learning. The methods are based on the skills of children and adolescents and strengthen their self-awareness, self-confidence and self-efficacy. The KIWI handbook enables teachers and specialists to work with their students with new teaching methods on topics such as culture, values, identity, violence and conflict, togetherness and shaping the future. The KIWI manual: Suitable for students from grade 5

Over 150 exercises, games and working materials for teaching on topics such as culture, values, identity, violence and conflict as well as social interaction and shaping the future, diversity, tolerance and respect, prejudices and stereotypes

Digitally available for all teachers free of charge

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

Teachers and pupils from secondary schools

- **Methodology(s)\*:** *(tactics and methodologies)*

Training material for teachers and pupils

- Training for teachers

In the KIWI advanced training course, teachers learn about background information, theories and methods for teaching about intercultural learning and promoting integration. In the advanced training, teachers and specialists are empowered to use the instruments and methods of the KIWI handbook independently. The participants also receive suggestions for the implementation of pedagogical approaches such as project learning, peer education, social learning and democracy education. The focus is on the practical implementation and reflection of the games and exercises. In addition, the training offers space for professional exchange with other teachers and specialists.



## EntreprenHour

The training can take place with 6 or more participants - either across schools or in your school with your colleagues. Can be tailored to the needs of the school.

### Workshops for pupils

This free offer is aimed in particular at teachers and specialists who want support in the school implementation of the KIWI project. We coordinate with the teachers in advance how they would like to be involved in the implementation of the workshops.

The KIWI workshops are suitable for all students and class types. A particular focus is placed on the strengths and potential of children and young people.

- **Challenge(s)\*:** (*faced challenges and upcoming challenges*)

No challenges noted.

- **Pros and benefits of practice\*:** (*the relation to project's value(s) and impact of practice*)

- Comprehensive approach tailored to different target groups in one school (teachers and pupils)
- Interactive methodologies and easily accessible content
- Online content available

- **Result(s)\*:** (*number of participants (if available) and concrete positive results of the practice*)

- - More than 100 schools and 10.000 students took part in the project activities in 2018



## EntreprenHour

- **Impact(s)\*:** *(positive impacts of the practice)*

- Intercultural communication skills in pupils are essential for the development of inclusive, multicultural and peaceful societies. The societies through the years are changing and they need to be resilient towards these changes and utilize the diversity in the best possible way. Intercultural school programs have a long lasting effect and it is an investment for the future since the children of today will be the leaders of tomorrow and they will shape and move the societies.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<https://www.care.de/care-hilfe/bildung-in-deutschland/integrationsprojekt-kiwi/digitales-lehrmaterial>

<https://www.care.de/care-hilfe/bildung-in-deutschland/integrationsprojekt-kiwi#c5460>

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*



## EntreprenHour

- **Title of practice\*:** *(name of the practice/program/project)*

Female Cultural Educators

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

CATHOLIC WOMEN'S COMMUNITY OF GERMANY (KFD )

BUNDESVERBAND EV

WOMEN'S ORGANIZATION OF THE ISLAMIC COMMUNITY MILLÎ GÖRÜŞ ( IGMG)

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

2007 - Ongoing

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

The project enables women with and without a migration background to act as mediators and translators between and within the association between groups and people with different cultural and religious backgrounds. 28 from Germany, Bolivia, Poland, the former Soviet Union, Kosovo, Lebanon, Portugal and Morocco took part in this first training as a cultural mediator. They came from the diocesan associations of Aachen, Dresden, Essen, Freiburg, Hamburg, Cologne, Limburg, Mainz, Münster, Osnabrück and Speyer and initiated a total of 18 different sub-projects in their home communities. From 2014 to 2015 the training took place for the second time with 15 participants from North Rhine-Westphalia. This also resulted in six further sub-projects.

The goal is the interreligious and intercultural dialogue between Christians and Muslims, which should also be carried out in projects at the local level.





## EntreprenHour

When presenting the different legal schools within Islam and the various Islamic associations in Germany, many questions from the Christian participants were answered. On the other hand, Muslim women got to know the structures of the Catholic Church in Germany. The first ideas for projects on site have already been collected.

Learning in a group made it possible to experience that we are similar in many ways and in many ways different. The participants become sensitive to the culture-specific nature of views and behavior and learn at the same time generalizing attributions about the "other" to avoid. The personal encounter enables empathy and to develop empathy for the other person. There are important elements for achieving intercultural competence. A prerequisite for this is knowledge of one's own values own assumptions and prejudices.

This is supplemented by knowledge about different values in different societies and Groups. A game of prejudice impressively showed the everyday handling of external attributions and the therein contained hierarchies.

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

Women from Catholic and Islamic communities

- **Methodology(s)\*:** *(tactics and methodologies)*

Each training program consist of three modules. The first module is "basic knowledge about religions and cultures", the second "methods for intercultural dialogue" and the third "networking and Practical examples".

It was not about imparting expert knowledge in individual lectures and teaching units. Experience and skills were at the center of the qualification process and resources of the women involved. Various methods were used, which are also used in own projects were learned. In dialogue with each other in the Alternating with short inputs, shared knowledge and Skills. Specialists from outside always came when questions arise that cannot be answered by yourself could.



## EntreprenHour

So it turned out after an introduction to the basics of Christianity and Islam in the first module for some women the question of the real life of Muslim-Turkish women in Germany. Associated with this was the question of how with them.

To be contacted. To answer these questions, came for the next module, Prof. Ursula Boos-Nünning, migration expert from the University of Duisburg-Essen. At one point when many participants felt like they were up to date with their projects Jenison was given the position of not getting anywhere Thomkins, NLP trainer and feminist network founder invited. She helped the participants using methods from the field of neurolinguistic programming (NLP)

To convert resistance into resources. By contemplation of different cultural values and prejudices. Blockages are found and overcome, which stood in the way of project development. This is how the participants designed the Learning process with each. Each module was created based on the Experience of the previous module designed and planned.

The starting point for all learning processes is experience, Resources and skills of the women involved. The group itself is the actual place of learning. All methods used served to enable dialogue within the group. At the same time, the participants got tools for the Hand to be able to stimulate the dialogue in the projects on site.

A good method for intercultural work is biographical work. It enables you to study your own life story to make participants fruitful for the understanding of historical and social processes and their effects their own biography. A storytelling café, for example about prayers and beliefs of childhood, can have similarities and clarify the difference in early religious education. The examination of one's own culture and one's own religion is always a prerequisite for entering into dialogue with other people. Also the transfer of knowledge about data and facts about the topic of migration and the right of residence was playful.



## EntreprenHour

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

No challenges were noted

- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

The positive sides of the practices is that intercultural communication is improved by building the capacity of members of the different religious communities to act as mediators in their communities. They undertake a training program where they learn about methodologies that can be used to improve the intercultural communication and meet members of the other religious communities.

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

More than 40 women trained to become cultural mediators

- **Impact(s)\*:** *(positive impacts of the practice)*

Cultural mediators and connecting tissue in multicultural societies. Understanding the characteristics of both sides (in this case different religions) enable them to build confidence and trust in these communities and facilities, conflicts and misunderstandings between the members of the different religious communities.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<https://www.kfd-bundesverband.de/fortbildung-zur-kulturmittlerin/>



## EntreprenHour

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*

- **Title of practice\*:** *(name of the practice/program/project)*

Intercultural Training Films

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

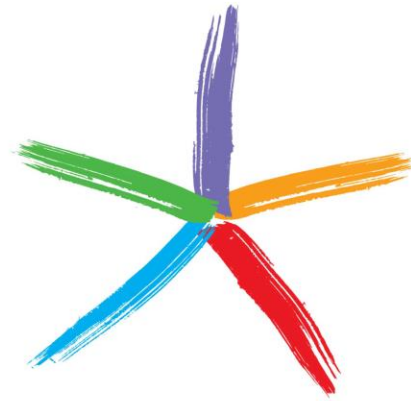
Kölner Institut für Interkulturelle Kompetenz e.V / Koeln Institute for Intercultural Competences

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

2015

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

KIHK e.V is a non-profit organization was founded in 2005 as a spin-off of the research focus "Intercultural Competence" of the Cologne University of Applied Sciences (since 2015: Cologne Technical University), one of the leading academic institutions for intercultural issues in the Federal Republic, and has been working since then on the basis of a cooperation agreement closely with the university.



## EntreprenHour

The main focus of KIIK is in personnel and organizational development, especially in the areas of intercultural communication and further development of intercultural competencies as well as in questions of intercultural openness and diversity management.

As part of their experience in creation of tools for intercultural communication, they have developed intercultural training films that bring typical situations from everyday work into the intercultural learning situation. The scenes stimulate thought, discussion and analysis: Which cultural influences are important in the situation presented? Do other factors also play an important role? How would or could you act yourself in this situation? How could the misunderstandings presented be avoided? How can they be managed?

The films are based on thorough practical research in collaboration with experts from the respective professional fields. They are based on real events, which have been revised from a dramaturgical and technical-methodological point of view and produced by a professional film team.

The films are in the area of:

- TRAINING FILMS FROM

- Administrative context (Situation with immigration office and foreigners)
- Police work
- Field of social work
- Business sector
- University context



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## **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

The films are made for the general audience, since are applicable for all age groups and in most of everyday situations. Additionally, they can be a valuable educational tool for trainers and multipliers

## ● **Methodology(s)\*:** *(tactics and methodologies)*

- Research and analysis
- Scenario development/ script writing
- Acting

## ● **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

The line between generalization and stereotypes and presenting everyday situation and challenges can be very thin, and the films should be carefully prepared in order to remain non-judgmental, objective and educational.

## ● **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

The creation of audiovisual content for intercultural communication, can be very effective, since they cover real life situations where intercultural differences arose, observe the potential conflicts from objective perspectives and gives suggestion or guidance how to avoid or overcome potential conflicts based on the intercultural differences between the local community and newcomers (migrants/ refugees), with the aim to improve the inclusion and integration of newcomers in the societies. Intercultural communication requires, practical examples and short videos and films like these ones a perfect education tool.



## EntreprenHour

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

The visible result is the creation of 25 educational films.

- **Impact(s)\*:** *(positive impacts of the practice)*

What is important for this type of learning is the way the films are made: there is no "raised index finger". No "right" solutions are suggested. As in real life, the situations are complex, difficult to understand - and there is an open end. Thus they provide for many participants \* internal ideological starting points from their own professional experience related.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<https://www.kiik.eu/downloads/filme.html>

<https://www.kiik.eu/arbeitsweise/filme.html>

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*

- NGOs can use this a training activity on training for intercultural communication where participants can create videos through roles plays, and explore the intercultural differences, stereotypes and need for finding ways for understanding and accepting the intercultural differences.



# EntreprenHour

- **Title of practice\*:** *(name of the practice/program/project)*

neXTkultur - Migration | Partizipation | Integration | Kooperation

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

Landesjugendring Niedersachsen e.V. - Youth Council of the State of Lower Saxony

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

2012 - 2019

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

Since the starting signal for neXTkultur: Migration | Participation | Integration | Cooperation in 2012, the Landesjugendring Niedersachsen embarked on an intercultural opening process. The focus was on inviting migrant youth self-organizations (MJSOen) to become part of the youth association work. neXTkultur therefore set itself the goal of promoting structural integration in particular. This includes the cooperation between migrant youth organizations (MJSOen) and local youth initiatives, in which (almost) exclusively young people with an immigration history have come together, with the recognized providers of youth work and their inclusion in the existing structures of youth work.

With the Juleica symposium and the preliminary project completion in 2014, the previous experiences and project results were bundled, presented and published. Specifically, neXTkultur was active in the following areas:

Inventory and structural analysis Structure of MJSOen (through Generation 2.0 projects)  
Municipal model projects / Structural integration of youth rings through regional model projects  
Intercultural Competence.





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Juleica: diverse and culturally sensitive Support of VJMs / MJSOs in structure building. Support for youth rings and youth associations in opening. Support for youth work with young refugees Qualification offers, especially for intercultural competence (QiK).

The process that has started will continue in the coming years and will require further efforts at the various political levels, as further challenges will have to be mastered in the future. For example, for various reasons, MJSOs are not yet recognized as free providers of youth work and have very limited access to public funding. This complicates the continuous development of a separate association structure and the support of volunteers in the individual youth groups.

particularly in the area of intercultural awareness, changes in attitudes and awareness are processes that can mainly be continued through experience. But also on the part of the "established" youth associations there are further steps to take,

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

Young people aged 18 - 30; Migrant youth organizations

- **Methodology(s)\*:** *(tactics and methodologies)*

-Research and analysis  
- Consultations and peer to peer meetings  
- Networking  
- Training and capacity building activities  
- Publication and research papers

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

No challenges in the implementation were detected.



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- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

The project exceeds the basic step of intercultural communication, by not only bringing people from different cultures together, but giving those skills and knowledge in youth work activities, and empowering them to implement activities that will emphasize the necessity of joint intercultural cooperation between young people from different nationalities, ethnicities and religions. The level of engagement is diverse with logical steps and engagement of young people in multiple roles.

- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

- **Impact(s)\*:** *(positive impacts of the practice)*

Increased cooperation of youth organizations with migrant history with local and regional youth structures, practical guidebooks and workshops for intercultural integration and long term sustainable engagement and intercultural integration.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

Project website: <https://www.nextkultur.de/News.5.0.html> Project Facebook page: <https://www.facebook.com/neXTkultur/>



## EntreprenHour

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*

- The project modules can be easily adjusted in an international setting. However, the project modules are complementary and the desired impact can be achieved if all of them are implemented.



## EntreprenHour

- **Title of practice\*:** *(name of the practice/program/project)*

Sonntagtreff - Sundays meeting

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

Die Flüchtlingshilfe Bad Berneck

FlüBB was created in September 2015, when there was suddenly an emergency shelter for up to 300 refugees in our hometown, as well as an initial reception facility for up to 80 people. At that time our voluntary work was geared towards first aid, initial information, encounters and much more. The emergency shelter has not existed since summer 2016 and the initial admission became a group shelter with space for up to 60 people. In addition, since summer 2016 we have had several recognized families and single people from Syria, Eritrea, Somalia, Afghanistan, Iraq and Iran, who already live in our own apartments in Bad Berneck. Our voluntary work for the approx. 120 new fellow citizens has changed.

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

2017 - Ongoing

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

The Sunday meeting is an initiative of the organization Flüchtlingshilfe Bad Berneck that is aimed to improve the intercultural communication and understanding between the local citizens of Bad Berneck and refugees/ migrants or newcomers in this community. The organization is hosting every Sunday from 14:00 an open and non - formal meeting for residents to get to



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know each other better.

A team of volunteers and new citizens run the meeting alternately. Refugees as well as local citizens have the opportunity to meet, get to know each other, get into conversation, learn from each other and much more. The organization volunteers are facilitating the meeting, and citizens through conversation and playing board games are learning more for each other.

- **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

General public/ Refugees and Migrants

- **Methodology(s)\*:** *(tactics and methodologies)*

- Peer to peer meetings
- Board Games
- Human library

- **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

No challenges were detected.

- **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

- In intercultural environments / (school, office/ communities) it is necessary to create sense of belonging and acceptance between the members of that community and by organizing frequent informal meetings this can be achieved. The relaxing atmosphere helps people to be open, friendly and cheerful, and overcome existing prejudices and stereotypes, and help teams to achieve greater level of cohesion and smooth transition of new employers in the work community.



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- **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

- Improved intercultural skills among participants
- Stronger sense of belonging and acceptance among participants of one community

- **Impact(s)\*:** *(positive impacts of the practice)*

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

<https://fluebb.jimdofree.com/sonntagstreff/> <https://fluebb.jimdofree.com/bilder/sonntagstreff/>

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*



## EntreprenHour

### 2.4 Best practices from Bulgaria

- **Title of practice\*:** *(name of the practice/program/project)*

“Find Your Way through Art”

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

Tammerkosken lukio

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

01.09.2015 - 31.08.2017

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

“Find Your Way Through Art” was an art and entrepreneurial project where a core group of thirty students in each of the five partner schools from Finland, Germany, Italy, Spain and the Czech Republic planned and carried out five project events during two years for the general public and invited guests. The students planned, organized and carried out the project events in collaboration with their European peers firstly by using eTwinning and other suitable apps when working in their home countries, and secondly, performing the events during short-term exchanges in the partner countries. The need for the project arose from the practices of the five partner schools as two of them specialize in art and in the other three in ICT and arts also play an important role. As many of our students will seek further education and employment in the field of arts and ICT, the topic of art and ICT was a natural choice, which also offered chances for those students to participate that were less academically oriented.



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● **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

30 students from the five partner schools

● **Methodology(s)\*:** *(tactics and methodologies)*

non-formal education, youth work, research work, e-learning, learning by doing

● **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

not applicable

● **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

The project was realized by project based learning, integrating different school subjects with hands-on activities both in and outside school and even cross borders. The project combined learning at school with real connections to working life by visits and guests, and it also gave students responsibility as the point was not for the teachers to determine everything but rather instruct and help the students to realize the project in their own way. Furthermore, the use of ICT played a central role as it was needed in communicating, planning and carrying out project events, and in the evaluation, dissemination and documentation of the project. eTwinning was used throughout the project, which also has a website for the general public.

● **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

Most results in the project were intangible ones. While working on the project, the students learned entrepreneurial skills: to take initiative and responsibility, improve both time management and leadership skills, develop planning and organizational skills, negotiate and compromise. Their language skills and digital competences improved. As they also needed to produce the content to the events in addition to just organizing them, they learned to use their imagination and creativity in more varied ways. The project might help students in finding their future careers as they saw how different kinds of aspects must be taken into account in working life, and what other skills are needed in addition to formal qualifications.





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### **Impact(s)\*:** *(positive impacts of the practice)*

In addition to the positive impact on the students and their skills, the project also benefitted the teachers and organizations. Beside improved ICT and language skills, good practices and developed teaching have caused changes in school curricula and created more positive organization profiles. Cooperation within the partnership will continue as new projects, and the organizations will keep up and develop the network gained through the project, and use the contacts also in the future. Our project gave our students an insight into working in a multi-cultural environment and motivated them to pursue their goals. Our students recognized the fact that they can succeed as equal members in the EU.

Additional information: (free space to add other aspects of the practice while planning, applying or evaluating...etc.)

Requirement(s) of re-implementing practice internationally: (adjustments and improvements required to the idea, if any)



## EntreprenHour

● **Title of practice\*:** *(name of the practice/program/project)*

“ Gamify Your Teaching – increasing vocational competences of entrepreneurship Teachers with the use of gamification”

● **Name of organization(s)\*:** *(name of the organization which founded the practice)*

Consiliul National al Intreprinderilor Private Mici si Mijlocii din Romania - filiala Arad

● **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

01.09.2015 - 31.08.2017

● **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

More than 5 million people under 25 are unemployed in EU today. According to “Rethinking Education” initiative (2012), in order to build “skills for the 21st century”, efforts are needed to develop skills such as entrepreneurship, which should be given particular attention, since they enhance employability of people. Entrepreneurship is included in national curricula to VET of many EU countries but despite that, according to the Final Report of the Expert Group (Entrepreneurship in VET) there is still a gap to be filled because: teaching methods are ineffective, the practical element of entrepreneurship is missing, teachers are not fully competent.

● **Target group(s), (if any)\*:** *(location of target group and target group’s characteristics)*

VET teachers

● **Methodology(s)\*:** *(tactics and methodologies)*

Creating and testing s game in order to develop an innovative methodology of teaching entrepreneurship with the use of gamification in order to develop the skills level of ICT



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competence of VET Teachers

● **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

not applicable

● **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

The main activities of the project are aimed at creating and testing a game, in order to develop an innovative methodology of teaching entrepreneurship with the use of gamification. The activities are based on a specific research carried out by partners in the area of social research: the research took place in order to find out what are the game requirements such as the level of ICT competence of VET Teachers and general characteristics of the game. As a result of this, a Needs Analysis Report was produced and it was the base for creating the game and the learning materials for Teachers. Moreover, a collection of case studies of successful businesses was produced, serving as an inspiration for students for opening up own businesses.

These are the Intellectual Outputs delivered during the project implementation:

O1 Needs Analysis Report: the analysis provided the game requirements (the level of ICT competence of VET Teachers and general characteristics of the game).

O2 the Game: it included 7 modules simulating activities teaching entrepreneurial skills divided into levels, based on scenarios and embedded content about entrepreneurship. Each level in the game is a complete and playable "scene" following case-solving approach, consisting of background (introductory) information, a number of possible learning paths to be taken in response to the decisions and actions made, and appropriate scoring measures defining player's individual performance. Here is the link to the game: <http://play.gamify-project.eu/>

O3 Didactic Materials for VET Teachers, aimed at supporting teachers in using the game during their entrepreneurship classes. The materials are in electronic form, available for downloading from the project website and directly from the game interface.



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O4 Collection of Case Studies: it consists in a publication showing 35 examples of successful businesses which serve as inspiration and motivation for entrepreneurial education.

● **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

The project directly engaged VET Teachers from Romania, Italy, Lithuania, Poland, United Kingdom, Spain and Greece. The Teachers participated in various stages of the project, expressed their opinions and tested didactic materials prepared specifically for them. Also the students were directly involved in the project activities. At the beginning they told to game creators their expectations regarding the game, then they tested and evaluated it. Minimum of 578 people directly participated to the project activities. In addition to that, other participants from the area of VET education were informed about the project results. Minimum of 275 stakeholders took part in the project multiplier events and others were informed in different occasions (such as conferences, training events, workshops organized by the partners in their current activities) and via internet. The total number of reached people is about 25.000.

● **Impact(s)\*:** *(positive impacts of the practice)*

The impact of all the dissemination actions implemented was significant, specifically on VET Teachers and on the students who directly used the outputs delivered and in consequently raised their entrepreneurial and ICT competences.

● **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*



## EntreprenHour

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*

- **Title of practice\*:** *(name of the practice/program/project)*

“TECHNOLOGY FOR EDUCATION”

- **Name of organization(s)\*:** *(name of the organization which founded the practice)*

“Celsiuskolan 7-9”

- **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

01.09.2015 - 31.08.2018

- **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

The project was designed to develop to innovate school curriculum based on modern ICT tools. It was defined as designing a 3D classroom in every school and 3D lesson materials in five subjects. The organising team learned/taught to/from each other about creating teaching materials by using different programmes, searched for the methods/approaches/materials to motivate students to their lessons and 3D Classroom is one of them. Of course, they knew that they were not experts to do 3D lesson materials but after having necessary courses they were able to achieve these skills. The team included students inside the process as they were really keen on technological devices and software tools. Developing 3D materials was in basic level so their objectives were realistic.



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● **Target group(s), (if any)\*:** *(location of target group and target group's characteristics)*

Students/teenagers: Each exchange involved the participation of 4 students/ country, which meant an overall number of 16 students/country who participated directly in the exchanges. These students were selected prior to each mobility, based on transparent criteria, which will involve command of English, ICT skills, voluntary work, involvement in the school-based activities and motivation. The number of indirect beneficiaries was a lot larger, as every school was involving at least 10 other students before each mobility in the school-based pre-exchange activities. Teachers/Adults: There were teams of 7 teachers in each partner organisation so 35 in total who managed the project implementation. Based on the importance and relevance of their contribution before each exchange the 2 participating teachers/country/exchange were selected from this team.

● **Methodology(s)\*:** *(tactics and methodologies)*

Teamwork and planning, evaluation, development and testing, non formal learning, learning by doing.

● **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

not applicable

● **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

Top events were four short term students exchange meetings in the project. There are five partners and every partner had one subject to produce 3D course materials in. SE – Mathematics; PT –History; IT -Physical Education; RO –Biology ; TR – Geography. In every short term exchange, host school presented its outcomes and shared its experiences with the visitors. There were two transnational meetings. The first one in the beginning for organizing entire project. Second





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transnational meeting was at the end of the project for evaluating the project activities, writing final report and organizing long lasting dissemination.

This project took lack of motivation as the need and puts ICT use as the tool by which pupils and teachers in the case study schools can solve the problem. This led to positive motivational outcomes, supporting a focus upon learning and the tackling of learning tasks. A modern way of motivation strategy was used in the project and the project was a kind of research of educative approach for teachers. Students who participated in the activities were left to do things in their own way through the goal, they were free to choose methods and tools except the objectives. After giving them the goal, the objective, they developed their methods and did the activity in a certain time. This developed their autonomous personalities. Motivation tools are not the reward or punishment. Motivation tool is participating in meaningful actions as we are human. This way of motivation brought effective productivity and improved our students' self-esteem.

● **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

- Developed innovative ICT materials which provide better motivation for children through education
- Connected technology and education process.
- Created positive motivational ICT outcomes to support engagement, research, writing editing, and presentation of work.
- Combined ICT use to focus on both teaching and learning,

● **Impact(s)\*:** *(positive impacts of the practice)*

The creation of 3D Classroom and 3D Lesson materials impacted many other schools by sharing our materials digitally mainly through our website and sharing ideas and lesson materials with other schools in our neighborhood. All these were also made available to larger audiences on the project website and through all



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the dissemination activities that were included in the dissemination plan.

Our hopes were that there will be a positive, measurable impact at the level of participants of the local school communities and wider communities, at the level of the institutions involved and other related institutions, at local, regional, national and international levels but since we recently ended the project it is too soon to evaluate the impact on a wider scale.

- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*





## EntreprenHour

● **Title of practice\*:** *(name of the practice/program/project)*

“On the road to entrepreneurship”

● **Name of organization(s)\*:** *(name of the organization which founded the practice)*

Szkola Organizacji i Zarządzania

● **Timeframe of project\*:** *(starting date, ending date (if any), duration of project)*

2015 - 2017, 24 months

● **Description of practice\*:** *(background of practice, overview, theoretical background (if any), aims and values of practice)*

Today’s market needs to be constantly adjusted to changeable free market reality, forcing workers to retrain and requalify. In this situation proper education in the field of entrepreneurship, developing core competencies became the priorities of the project ‘On the Road to Entrepreneurship’, which was run by schools from 6 European countries: Belgium, Cyprus, Italy, Hungary, Poland and Portugal. The schools taking part in the project very often had to face the problem of proper motivation among students, who had not shown any enthusiasm for brightening school life and who had lacked enough motivation to learn foreign languages as well as vocational subjects. To develop entrepreneurial attitudes among students in a new and interesting way, teachers suggested a game – School company.

● **Target group(s), (if any)\*:** *(location of target group and target group’s characteristics)*

students and schools

● **Methodology(s)\*:** *(tactics and methodologies)*

non-formal education, researches, testing, evaluation



## EntreprenHour

● **Challenge(s)\*:** *(faced challenges and upcoming challenges)*

not applicable

● **Pros and benefits of practice\*:** *(the relation to project's value(s) and impact of practice)*

The students were encouraged not only to take particular steps connected with running school companies but also to take risks and challenges. All the support helped bring the students' ideas into effect. It also triggered them to become creative, committed risk –takers. As a result of the creativity they established 6 school companies which offer different products and services like aromatised salt from Sicily produced by KI SIAURU, stress relief colouring books and pictures on various objects by Game of Tones – a company from Hungary, advertising gadgets by schEpp.be from Belgium, SOIZ Time Travel Agency in Poland, TED TIME event company in Portugal or the LittleTastes Restaurant in Cyprus. Each of the company ran their own businesses in the school entrepreneurship centers. They also created and updated their own Facebook profiles. The mission of the project 'On the road to entrepreneurship' was to develop entrepreneurial attitudes among students, prepare them to enter both domestic and European job markets. It also gave them some practical 'how to get started well' guidelines. Thanks to its realization students had the opportunity to take first steps in business.

● **Result(s)\*:** *(number of participants (if available) and concrete positive results of the practice)*

Over 130 students took part in mini job experiences in 30 different companies and institutions. Due to the fact that it happened abroad they found out how companies function in Europe, what the tasks are to do there on different positions. They also learnt what the indispensable qualities are to do particular jobs. This way schools started cooperation with local employers, which was one of the main aims of the project. Each foreign participant received Europass Certificates and some additional certificates for attending workshops organized during project meetings and within local activities.



## EntreprenHour

### ●Impact(s)\*: (positive impacts of the practice)

Additionally, to make students develop reading comprehension and to teach them how to use the Internet properly as a reliable source of information an international blog called 'Our Local Entrepreneurship' was set up. It was written in English by students. This way young people learnt by themselves to verify, develop and critically assess the Internet resources. The project 'On the Road to Entrepreneurship' means also teachers' intensive and hard work. During 3 working meetings in Poland, Portugal and Italy they participated in special workshops enabling them to develop their methods of working with students.

One of the main aims of the project was to create, test and evaluate 18 lesson plans, which are to support vocational subject and foreign language teachers' job. They were divided into three categories: marketing, communication and management. To make them more useful and practical they were prepared in English both in electronic and printed versions. We strongly hope that they will be the onset of introducing a bilingual teaching in schools. By running the project and realizing its aim, the teachers improved their own methodology of working with students using IT and other activating methods. They learnt new techniques which are motivating in other countries as well as new organizational and technical solutions. They also learnt how to cooperate in an international team, they broadened their minds. After two years of realizing the project we observed a development of personal and core competence: an increase of motivation to study harder, a development of organizational skills, becoming open to other cultures, ability to cooperate in international groups and developing tolerance.



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- **Additional information:** *(free space to add other aspects of the practice while planning, applying or evaluating...etc.)*

- **Requirement(s) of re-implementing practice internationally:** *(adjustments and improvements required to the idea, if any)*