

THE ENTREPRENEURIAL CONTINUUM FROM CONCEPT TO ACTION



The ETF is the EU agency that helps transition and developing countries harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policies.

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ACRONYMS

CBO	Community-based organisation
EIT	European Institute of Innovation and Technology
ETF	European Training Foundation
Eurostat	Statistical Office of the European Union
ICT	Information and communications technology
IFAD	International Fund for Agricultural Development
ILO	International Labour Organisation
MDC	Miami Dade College
MOOC	Massive open online course
NGO	Non-governmental organisation
OECD	Organisation for Economic Cooperation and Development
SEECEL	South East European Centre for Entrepreneurial Learning
SME	Small and medium-sized enterprise
STEM	Science, technology, engineering and mathematics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNITWIN	University Twinning and Networking Programme (UNESCO)
UOCRA	Unión Obrera de la Construcción de la República Argentina (Union of Construction Workers of Argentina)
VET	Vocational education and training

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PREFACE

This work aims to shed light on the entrepreneurial continuum from several perspectives, including an in-depth look at the concept in action, spanning the diversity of players and highlighting their interrelated influence in the search for solutions for human capital development in the 21st century.

It also reflects on entrepreneurship, and how its impact is still limited compared to its potential.

Entrepreneurship is about embracing challenges. This is one of the essential abilities people need to succeed in an ever changing and increasingly competitive global society. Entrepreneurship is also emerging as a promising new engine for community growth. It enriches and revitalises such positive forces as prosperity, economic growth, productivity, job shaping and business diversity. Entrepreneurship or entrepreneurial learning can make a much-needed difference everywhere. It should be stressed that entrepreneurship has a role in inclusiveness too.

Entrepreneurs are both assets to a community and innovative users of local assets. It is important to clarify that, for us at the ETF, entrepreneurship and innovation are not one and the same thing.

In a community, the level of innovation may be high, but the level of entrepreneurship quite low. This could indicate potential to stimulate more entrepreneurship based on the high level of innovation. Working on smart communities and smart territories, the ETF promotes and reinforces innovation-driven entrepreneurial ecosystems, which are community environments that effectively support start-ups that address global markets based on technological, process or business model innovation. We underline the need to democratise innovation and look at its locus beyond higher education and universities. The ETF sees universities as having a vital role as drivers of advancement, but equally considers the educational continuum as more critical to sustainability. The challenge is to empower everyone and translate their ability to innovate into entrepreneurship and business growth, in a lifelong perspective.

The entrepreneurial continuum takes roots in the fundamental role of human capital in the transformative processes that advance the progress

of communities and nations. We agree human capital is distinct from intellectual, cultural and social capital, as well as from economic, natural, built and political capital – to name the most influential. However, we emphasise the risks of such fragmentation when analysing progress and its attribution, as highlighted also by the complexity and composite nature of the indicators used. We suggest continuing to cooperate with our partners in the international community and our partner countries, giving greater consideration to the 17 interrelated Sustainable Development Goals, as defined in the universal and holistic 2030 Agenda for Sustainable Development. Silo-driven approaches have shown their limits.

As in policy analysis and the identification of options for the necessary policy follow-up, it is essential to interconnect the macro and the micro levels. Isolating one from the other risks conveying the wrong message that a successful micro-focused measure will work in any macro-context.

As outlined above, the emphasis of the entrepreneurial continuum is above all on the continuum, a coherent whole comprising an array of elements that are interconnected in approach, definition and action, and represented by the constituents of the entrepreneurial continuum itself, namely public policies, institutions and organisations, governance structures, as well as communities and individuals.

Similar to the helix that has evolved from double to quintuple in response to rising complexity, the entrepreneurial continuum reflects the intertwined trajectories of multiple players. However, in the case of the entrepreneurial continuum, the players differ in two ways.

In addition to firms, universities, public organisations and users (the players in the quadruple helix), we need to add other education and training providers, social partners and other civil society organisations. An important difference is also the focus on communities.

Furthermore, the entrepreneurial continuum involves governance structures as well as public policies with their anticipatory, participatory, and holistic features.

They do not yet capture, in their full complexity, the logic and actors of the quintuple helix, particularly the environmental dimension and the institutions concerned with such issues. At the ETF we look to this as a future avenue for our work.

What makes an array of interconnected elements an entrepreneurial continuum capable of facilitating more efficient entrepreneurial learning? How do we know if it works?

In fact, the performance of entrepreneurial learning might be considered the result of an omitted variable: the interplay between the constituents of the entrepreneurial ecosystem, which in turn are, and function as, complex adaptive systems. The policy prescription for enhancing performance would be to improve the interplay, notably the performance of the continuum, instead of regulating performance reporting.

This compendium underlines a number of common criteria to leverage progress and success for those working on human capital policy, including the individual learner. These criteria are leadership, partnership, innovation and learning. Focusing on the interplay of the constituents, these criteria could also be combined, resulting for example in 'partnership learning' (Serban, 2007). Starting with interactive learning (Giordan, 1995), and continuing with learning theories (Birzea, 2000) that mark the move from constructivism to social learning – a non-organisational model – partnership learning includes co-active, meaningful, collaborative, intercultural and experiential learning. A common project, based on collective action, offers a reasonable guarantee of success.

In other words, entrepreneurial continuum projects cannot be scaled up automatically, by themselves, through simple social reproduction. Partnership learning and practice is the main instrument for achieving this.

Entrepreneurship is broad-based and involves a large number of factors. We need to imagine actions that work in many dimensions. However, we do not suggest measuring entrepreneurship without empowering and constructively monitoring the governance of the entrepreneurial continuum.

Its governance should represent a change of paradigm, a new mindset, going beyond statist and liberal models, reflecting the interaction and the changing role of the constituents. Rotating roles as enablers, users and developers will enhance trust, enrich understanding of the social fabric, and favour open innovation, as well as empowering everyone to take collective remedial action if necessary.

We are grateful to our colleagues in the international community and the partner countries for joining our efforts and making it possible to publish the first instalment of this compendium.

We hope that illustrating the entrepreneurial continuum through worldwide initiatives will help:

- to increase understanding of the need to approach entrepreneurship education in its connectedness with essential constituents;
- to raise awareness on the need to look simultaneously at citizens and communities becoming more entrepreneurial through the support of even more entrepreneurial public policies and involved institutions and organisations;
- to inspire the work of researchers and reflective practitioners as well as the policy debate on how the governance of the entrepreneurial continuum could become more participatory, anticipatory and efficient;
- to advance sustainable development.

We recommend this compendium to policy makers, researchers, reflective practitioners and entrepreneurs, and indeed to the general public, for information, guidance and policy formulation and action in the critical area of fostering resilience through the entrepreneurial continuum.

Madlen Serban
Director, ETF

1. THE ENTREPRENEURIAL CONTINUUM¹

The 21st century economy requires a more flexible and innovative workforce able to meet the challenges of globalisation, including unforeseen economic crises and their impact on employment. The policy debate increasingly centres on building a more entrepreneurial culture, and on how education and training can contribute to this process. However, this transformation will not be complete if it focuses exclusively on getting people into work and does not consider what happens to them afterwards: their career paths, further education and training, as well as their empowerment as learners and responsible citizens in a lifelong perspective.

The ultimate goals of education and training are associated with learners' capabilities to succeed in life. Making people aware of their full potential and helping them to be confident about using it is an essential part of both schooling and non-formal education and training. It is equally important to make learners aware of their expanding horizons and enable them to excel in highly uncertain environments.

Entrepreneurship education should enable learners to identify and seize the right opportunities at the right time, in the right place and for the right reasons. However, most approaches to entrepreneurship education today are based on yesterday's world, in which the past was often a good predictor of the future. Entrepreneurship, on the other hand, is about creating new opportunities in uncertain environments.

This is why the ETF's approach to entrepreneurial learning is all about helping learners to think ahead, adapt and innovate.

Furthermore, the ETF sees entrepreneurship as something that happens within an ecosystem that reaches beyond individuals to include communities, institutions and policies in a continuous spiral of interaction. This is how the entrepreneurial continuum contributes to sustainable development and, in particular, to growth, competitiveness, job creation and social cohesion.

Why an entrepreneurial continuum?

If we want to have dynamic, cross-disciplinary entrepreneurship education that is genuinely entrepreneurial², we need to bear in mind that entrepreneurship is complex, chaotic, and non-linear (Neck and Greene, 2011). Complex systems theory claims that the universe is full of systems or ecosystems. These systems connect and interact with each other in unpredictable and unplanned ways and constantly adapt to their changing environments. Individual systems are therefore both independent and inter-dependent.

The whole is greater than the sum of its parts.

Aristotle

A successful entrepreneurial learner is not a lone runner: she or he is successful as a member of an empowering welfare society to whose prosperity and stability s/he is able to contribute.

The ETF defines entrepreneurial success within this overall context. It is therefore essential to take a systemic approach to entrepreneurial learning. Successful entrepreneurial learning is a continuous cycle of action including learning, testing, and experimenting, which forms 'reflective entrepreneurs'. Within these spirals of continuous action, reflective entrepreneurs interact with institutions and entire communities, which are complex adaptive systems in themselves. In other words, institutional and community environments change and, therefore, all of them, namely learners, institutions and communities, must continuously change to adapt. However, as they change themselves, they change their environments in a constantly evolving process.

Learning from this process is therefore critical for systems to adapt appropriately and influence their environments, better predict future changes and be ready for them. The framework for such an enabling context should be public policies that recognize

¹ Sections 1 and 2 have been extracted from *The Entrepreneurial Continuum*, ETF, 2016a.

² Entrepreneurship education must be entrepreneurial, see Kent, 1990.

and nurture entrepreneurship and which should themselves be entrepreneurial.

This is the entrepreneurial continuum of complex systems, consisting of many parts acting and reacting to each other and interconnecting for mutual benefit, leading to win-win scenarios. The entrepreneurial continuum embodies the coherence of the whole as well as the benefits of integrating different components into a functioning pattern free of centralised control that follows the logic of complex adaptive systems.

There is a close correlation between high levels of entrepreneurship and territorial economic growth. This is the business dimension of entrepreneurship, which illustrates the coherence and interdependence of the components of the entrepreneurial continuum. Unsurprisingly, local policy makers seeking ways to accelerate economic growth in their communities are interested in policies that generate more entrepreneurship.

However, the question remains of why some territories are more entrepreneurial than others especially where there is both an abundance of smaller firms and community success. One possibility is that there are high returns for entrepreneurs in particular places and in particular industries. This is the connection between individuals, businesses and local policy makers or, a 'commonality of interests' that generates interdependence and is followed by mutually beneficial collective action.

In her classic study of Silicon Valley, AnnaLee Saxenian noted an abundance of smaller, independent firms relative to Boston's Route 128 corridor. These firms, she argued, caused further entrepreneurship because they lowered the effective cost of entry through the development of independent suppliers, venture capitalists, and an entrepreneurial culture.

[T]here is a robust link between educational institutions and certain types of high return entrepreneurship. The history of Silicon Valley would be totally different without Stanford. Good universities have faculty members who are involved in local start-ups and train students who may become entrepreneurs and the employees of entrepreneurs. These facts do not imply that universities should be locally subsidized, but they do suggest that imposing costs that restrict the growth of such institutions can be costly. (Glaeser and Kerr, 2010)

In other words, we see that an individual advancement towards being successfully entrepreneurial is facilitated by high performing education and training providers, businesses that invest in education and training and public policies that do not create barriers but seize the potential and generate opportunities for boosting it.

In addition to this kind of business-oriented economic growth, entrepreneurial learning increases the likelihood of creating a more inclusive and fair labour market.

In a world where 1% have more wealth than all the rest combined, the fight against poverty will not be won until global inequality is tackled. Youth unemployment in Europe is dramatically high. At the end of 2015 20% of young people were jobless³ – more than double the rate for the general population (9%). In addition to poverty and youth unemployment, a further inequality is the fact that, in Europe, women constitute only 32% of the self-employed workforce⁴, only 15% of the owners of start-ups⁵, only 21% of the board members of listed companies⁶, and file only 8.3% of patents awarded by the European Patent Office⁷. Entrepreneurial learning and funding can help address these issues, as can social entrepreneurship and the social economy. This is not just about social equity; it is mainly an economic issue.

³ Eurostat, 2016a

⁴ Eurostat, 2016b

⁵ German Startups Association, 2015

⁶ European Commission, 2015

⁷ European Commission, 2008

These concepts are not new, but they are only just beginning to move up the political agenda. It is therefore desirable for individuals to become entrepreneurial, but individual action does not create the critical mass necessary for sustainable progress. Citizens should learn to be entrepreneurial, and societies should give them a reasonable chance of success by helping to break down barriers.

In other words, the entrepreneurial continuum is a collective, coherent and complementary action of communities, institutions as well as citizens facilitated by entrepreneurial public policies. By way of conclusion, we can say that the entrepreneurial continuum follows the logic of complex adaptive systems.

FIGURE 1. THE ENTREPRENEURIAL CONTINUUM



2. THE ENTREPRENEURIAL CONTINUUM IN ACTION AT THE ETF

Entrepreneurial policies

The ETF's 29 partner countries reflect global diversity. They span G20 or OECD members and low-income countries. The ETF must manage this diversity when addressing human capital development. Therefore, the policy learning processes that the ETF activates must be able to contextualize and differentiate actions accordingly. There are nevertheless common principles associated to the kind of policy analysis advocated by the ETF that cover all phases of the policy cycle, namely policy formulation, policy adoption, implementation, monitoring and evaluation, as well as re-formulation (when necessary) to re-launch the policy cycle. The principles focus on the essentials of public policy making, notably that it should be evidence-based, participatory, holistic and owned by the country. These are elements of an entrepreneurial public policy that 'invents the future' and helps to make the results of the policy choices agreed by multiple actors predictable (ex-ante impact assessment can mitigate policy risks). This leads to improved transparency and accountability in public policies to the benefit of citizens. The ETF's Torino Process, an evidence-based biennial analysis of vocational education and training (VET) based on country ownership and broad and open participation of stakeholders from the public and private sectors follows these principles.

At the ETF 'inventing the future' translates into foresight of public policies for human capital development. The ETF is among the few organisations active in this field, which it pioneered in the partner countries of South Eastern Europe. The ETF methodology defines human capital as an asset of an entire country and not something fragmented into distinct sectors. Human capital is a complex system. The method, which uses interactive public consultation and structured communication techniques, helps to bring together the distinct agendas of government, business and citizens in a future perspective. In the case of business, the methodology prioritises employers and their associations as the economic sectors

capable of generating competitiveness, economic growth and creating jobs within modern, cohesive societies. This is a way of selecting strategic and innovative priorities for investing scarce resources in human capital development. More information can be found under the ETF project FRAME – Skills for the Future⁸.

Entrepreneurial governance

Another component of the continuum is entrepreneurial institutions, which the ETF sees as the entrepreneurial governance of public policies for human capital development. Focusing on skills and VET, governance should be good, efficient, accountable and anticipatory. The ETF takes a functional approach to governance, emphasising the interaction among institutions, processes, traditions and cultures. Governance determines how power is exercised, how decisions are taken, and how stakeholders have their say. Being about power, relationships and accountability, the governance of entrepreneurship is key to policies that lead to results. The results are for the beneficiaries: the citizens and learners striving to become even more entrepreneurial.

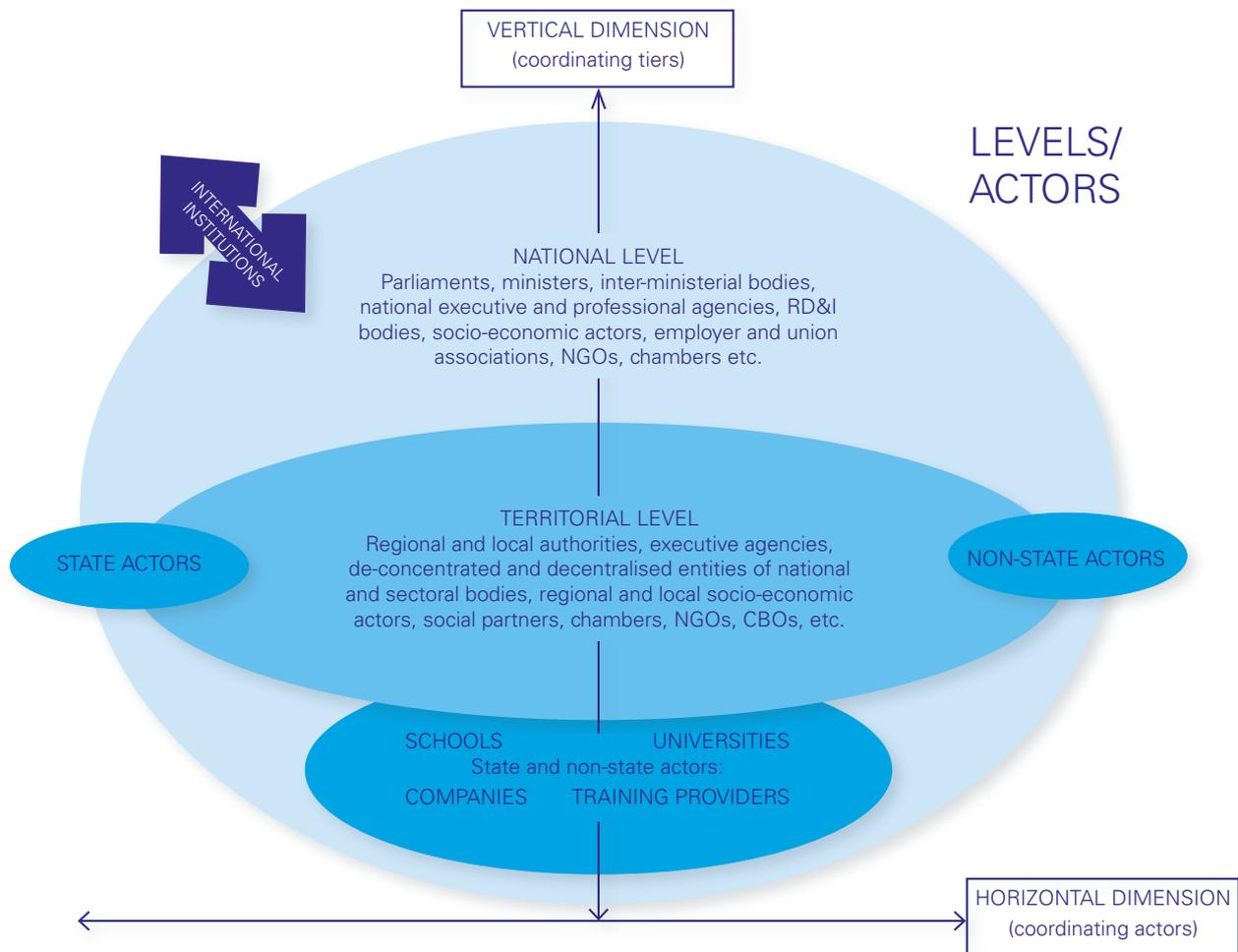
At the ETF, multi-level governance is seen from a functional VET system perspective rather than just in terms of institutional arrangements (see Figure 2 below).

For the horizontal dimension of multi-level governance, it is important to underline the importance of the participation of business and civil society representatives, in addition to governments. Education and training providers and research and innovation powerhouses are as important as the others are.

The vertical dimension illustrates the interplay between decision-making layers, with roles and responsibilities defined by national constitutions and public administrations. Loyalty among levels and their accountability in terms of results is highly important.

⁸ See www.etf.europa.eu/web.nsf/pages/Frame_project

FIGURE 2. THE ACTORS IN VET MULTI-LEVEL GOVERNANCE



Entrepreneurial communities

The ETF proposes expanding the focus from institution-driven to community-based multi-level governance. The significance of the role of institutions such as universities as drivers of transformation is not questioned. The ETF's message is about co-creation and co-responsibility. Universities cannot act alone. Without skills for technology transfer, technological innovation remains in the laboratory, and for the VET system, the message is the same: providing skills without knowing why is equally counterproductive.

There are examples of good practice in the governance of institutions acting together, as there are examples of shared agendas for the benefit of communities, which the ETF calls entrepreneurial

communities. Communities that are not yet entrepreneurial should be supported to become so according to their innovation potential.

The ETF therefore seeks to foster and sustain smart territories. This can be achieved by connecting innovation, research, development, education and training (or as actors in society, government, research entities, education and training providers, businesses and civil society) in the logic of a quintuple helix. By doing this, social capital can be combined with human, cultural and intellectual capital.

Entrepreneurial learning is as much for citizens as it is for institutions. All should act together to foster the well-being of their communities.

Individuals as reflective entrepreneurs

The ETF's support for entrepreneurial learning in its partner countries reflects a growing interest at EU level in entrepreneurship as a critical element in the wider policy effort to build more competitive, job-creating economies (European Commission, 2013).

The ETF defines entrepreneurial learning as all forms of education and training (formal, non-formal, informal) that contribute to an entrepreneurial attitude or behaviour, without this necessarily being linked to starting or running a business.

Entrepreneurship is not predictable, but it can be taught using practice-based teaching methods. Innovation-driven entrepreneurship is what makes the difference in getting lasting results. This has significant implications for policy makers, schools and universities, and especially for teachers, pupils and students, as the teaching and learning process helps build the entrepreneurship key competence (European Commission, 2016).

The entrepreneurship key competence comprises psychological and behavioural traits – e.g. creativity, opportunity identification and risk assessment (Bacigalupo et al., 2016). It is essential in building the entrepreneurial mindset and culture (OECD et al., 2016). However, creating this cultural change requires partnership and commitment by a wide range of actors – national and local government through policy and support structures, and business, schools and local communities to see through policy implementation –, and includes pupils, students and workers, all of whom make up the entrepreneurial continuum. The interdependence and responsibility of all actors in this entrepreneurial continuum is a core feature of the ETF's policy monitoring and support tools (ETF, 2013a).

3. WORLDWIDE INITIATIVES

A number of initiatives on how the entrepreneurial continuum works follow in Section 4. Broken down into four categories according to the constituents of the entrepreneurial continuum (as shown in Figure 1), the initiatives demonstrate, as case studies, how key players in their own way have committed and contribute to the entrepreneurial continuum:

- a) policy-making/support organisations;
- b) multi-stakeholder governance structures/institutions;
- c) local communities; and
- d) individual citizens.

While each initiative has its own specificities, the compendium as a whole underlines a number of common criteria to leverage progress and success for those working on human capital policy, implementation support structures, education and training, including the individual learner. This section provides a brief overview of how the initiatives reflect these criteria: leadership, partnership, innovation and learning. While each initiative is defined primarily by the category into which the constituents of the entrepreneurial continuum fall, linkages and interfaces between stakeholders are also demonstrated, reinforcing the conceptualisation of the entrepreneurial continuum. The section closes with a number of recommendations as to how readers could use the intelligence provided by this new concept in action and its potential included in the compendium.

Leadership

A critical factor for all constituents of the entrepreneurial continuum and, in particular for their interplay, is responsive and responsible leadership, which comprises a number of factors including advocacy for change and recognition. Responsive, anticipatory and responsible leadership is a critical factor in driving change. The example of Highfurlong School (UK), which provides education to young people with special needs, underlines the role and drive of school governors and school management in effecting change and commitment across the school, delivering an entrepreneurship education agenda.

The ORT network of vocational schools (Israel) highlights the importance of a significant public figure in engaging commitment of multiple actors working together as an entrepreneurial continuum in building a high-skills innovative economy. The leadership provided by Albania's Prime Minister in backing a public-private partnership to drive forward a national employment and skills strategy also confirms the value of support from a significant public figure.

Partnership

As human capital development has no single policy home, and comprises a wide range of support institutions (e.g. education, employment, economy, social welfare) and different governance levels (national, regional, local, sectoral), progress relies on good cooperation and strong partnership between the key actors involved. Collective action by actors with apparently conflicting agendas leads to the achievement of good results when interests and action come together in common projects. That is what the aim is. The initiatives from Gambia, a partnership to tackle chronic joblessness amongst young people, and Kenya, which promotes entrepreneurship for women with HIV, underscore why co-working arrangements with partner organisations are necessary to ensure success in meeting particular challenges of employment generation, business development, counteracting migration and economic and social exclusion.

Both initiatives underscore why complex objectives require cooperation and collaboration amongst public and private sectors as well as civic society working together as an ecosystem. And the continuum within an ecosystem includes pupils, parents and particularly local communities, as demonstrated by Highfurlong School (UK) and Mermisi College (Georgia), which emphasise 'community connectedness'. But while a culture of co-working between stakeholders is an important factor at grass-roots level in both initiatives from Africa, it equally applies to macro-level policy developments as demonstrated by the Argentinian initiative, where Sector Councils show the value of a multi-stakeholder partnership in coordinating the interests of industry, government, trade unions and the training community.

The innovation communities of the European Institute of Innovation and Technology (EIT) highlight the importance of pan-European networks of business and academia in extending the frontiers of innovation to key policy areas like climate change, health improvement and promoting business opportunities in areas like technology and communications. Meanwhile, the South East European Centre for Entrepreneurial Learning (SEECCEL) connects governments and education and training providers from seven countries to build capacity to generate the next entrepreneurial generation.

Innovation

Readiness to go beyond existing practice and road-test unconventional paths in the bid for improvement in policy and practice is a factor in a number of the initiatives in the compendium. Innovation moreover brings the continuum together, by going beyond one-off initiatives.

The ORT school network stands out for its cooperation with businesses, which source creative ideas and early prototypes from schools for onward development and eventually production and marketing. Mermisi College (Georgia) highlights the importance of review and evaluation for improving VET provision, and the role of communication and information exchange involving schools and business through dedicated platforms. Miami Dade College (USA) highlights how available technologies are being used to support local communities and students in more innovative approaches to teaching and learning, such as digital story-telling as a teaching method. On another level, EIT's multi-country industry-university networks demonstrate the importance of cooperation between the private sector and education in leveraging the knowledge, innovation and entrepreneurship potential of university students.

Innovation in the entrepreneurial continuum is not only about developing and applying technologies. The Albanian employment policy initiative combines a mix of disruptive, creative and corrective measures to address weaknesses, gaps and employment promotion. And the ORT schools have turned traditional pupil assessment on its head by

redefining failure and acknowledging it as a factor in building the entrepreneurial mindset and spirit of young people. Meanwhile, Miami Dade College backs up traditional classes at its college with seminars and workshops focused on innovation.

Learning

While all the initiatives have improved learning and skills as a core feature in their work, an important factor in the entrepreneurial continuum is the reflex of its members to seek constant improvement, where learning is a driver for progress and development.

The 'bantaba' feature of the National Enterprise Development Initiative (NEDI) highlights how community elders in Gambia provide a mentoring reference on all developments for youth entrepreneurship, underlining the importance of cultural norms in the entrepreneurial continuum.

The learning dimension may also involve teachers, trainers as well as policy makers. Mermisi College (Georgia) demonstrates the importance of peer-to-peer learning for improving teacher competences, while peer learning also features in SEECCEL's teacher development across seven countries of South Eastern Europe and Turkey. Further, both Mermisi and SEECCEL provide good examples of how policy makers can learn from education and training providers, creating an important interface between the policy world and practitioners for improved policy making.

Making the most of the initiatives

Each initiative, and the compendium as a whole, provides a reference for all players in the entrepreneurial continuum to generate ideas and reflect on how to improve on their area of work.

Secondly, an essential feature of the entrepreneurial continuum is that stakeholders not only concentrate on innovating in their own area of work, but, through partnership and cooperation with other stakeholders, the participatory process will engender further innovation. Therefore, the compendium provides a reference tool for individuals and organisations to learn and improve through engagement with

others, and in so doing, maximise the value of cross-institutional intelligence and efforts to boost human capital development, and make a major contribution to sustainable development.

Thirdly, and this relates to partnership discussed above, initiatives may be used as a lever to engage new partners into one's area of work to further the potential for change, innovation and improvement, as well as a starting point for new developments or as a reference to address challenges and constraints. Given the range of players involved in socio-economic development and the complexity of interfaces, good partnerships can deliver innovative strategies for economic development and social cohesion.

Readers are not encouraged to attempt to copy-paste the initiatives. But individual elements of each initiative could be borrowed and adapted to the specificities of the context where the action will take place. For example, the leadership dimension underlines the importance of a recognised figure in advocating and championing change, particularly within multi-stakeholder environments.

Next, the initiatives provide contact details for readers to follow up directly with the key players. This provides not only a learning opportunity, but will encourage networking and exchange.

4. OVERVIEW OF THE INITIATIVES

#	Category	Country/ region	Theme	Proposed for the compendium by	Contact organisation
4.1	Individuals	Israel	Technology entrepreneurship	ETF	ORT Israel
4.2	Individuals	Gambia	Key competence	International Chamber of Commerce	National Enterprise Development Initiative Chamber of Commerce and Industry
4.3	Individuals	Kenya	Women entrepreneurs	ILO	African Pro-poor Tourism Development Centre ILO
4.4	Community	Georgia	Entrepreneurial community	ETF	Mermisi College Ministry of Education and Science
4.5	Community	USA	Entrepreneurial community	Miami Dade College	Miami Dade College
4.6	Community	United Kingdom	Special needs education	OECD	Highfurlong School
4.7	Institutional	Argentina	Sector councils	World Bank	UOCRA Foundation World Bank
4.8	Policy	Albania	Policy/strategy foresight	ETF	Ministry of Social Welfare and Youth
4.9	Policy	South Eastern Europe	Key competence	SEECEL	SEECEL
4.10	Policy/ institutional	Korea	Higher education	UNESCO	Handong Global University UNESCO
4.11	Policy/ institutional	European Union	Innovation/business development	EIT	EIT

4.1 Israel

Technological Entrepreneurship Programme
ORT Education Network

Background

In 2015, the World Economic Forum ranked Israel 27th on the Global Competitiveness Index and third in terms of innovation capacity. A 300-strong network of vocational schools have come together – Technology & Science Educational Network (ORT) – specialising in the high-tech and science fields. Dovetailing technical and entrepreneurship skills within the curriculum is a new development in the ORT network to support young people in preparing for the 21st century economy. ORT works in partnership with the Israeli education authorities and the world of business. It is linked into a wider global ORT network (37 countries) which aims to support young people in building skill-sets to meet up to the complexities and demands of the global economy.

Objective

The objective of the Technological Entrepreneurship Programme is to build a more innovative and entrepreneurial workforce by preparing young people for the specialised world of high-technology as employees or through starting their own businesses.

Key activities

- Following a two-year pilot phase and a successful evaluation, ORT launched the Technological Entrepreneurship Programme in 2015 in six schools. The target groups are a) young people (16–18 years) following technology studies (for example, electronics or biotechnology) and b) teachers.
- Curriculum and the teaching and learning process is pupil-centred. Pupils work on products and services with market potential. This includes:
 - a '21st century toolbox' which helps teams of pupils in building innovation and creativity, market analysis, business plan, product development, intellectual property, fundraising and patent application;
 - bootcamps outside of school hours building on learning acquired through formal education with sector experts and entrepreneurs facilitating ideas and product development;
 - a multi-disciplinary approach where pupils majoring in technological, communication and arts work in teams in close cooperation with business.
- Teachers are trained on entrepreneurship and business start-up, and mentoring skills.
- The six schools (five Jewish community schools and one Arab community school) account for approximately 800 young people.

Outcomes

- Pupil empowerment: young people develop entrepreneurial mindset (e.g. opportunity identification and realisation, creativity, how to manage failure, optimising team work) and business skills (e.g. finance management, developing a business plan).
- Teacher development: a three-phase training programme for teachers has had a significant influence on teacher engagement and school climate.

- Quality, marketable projects: graduates who followed the programme have finalised highly sophisticated technological projects and achieved excellent grades.
- Prestige brand: schools implementing the programme gain recognition and prestige. Participation in the programme provides a label of excellence impacting on school standing at local and national level.
- Innovation advantage: enterprises benefit through direct engagement with schools where sourcing of ideas and road-testing prototypes brings value back into the business.
- Good practice shaping policy: the results of the programme are being scaled up through the I-STEAM initiative – a nation-wide programme for all technological and vocational schools in Israel to be completed by 2020⁹. I-STEAM captures the interplay of the entrepreneurial continuum where the individual, education sector and the state assume responsibility for building a more progressive and innovative economy.

Distinguishing features

- Leadership and recognition: active and personal involvement of the Nobel Laureate Professor Dan Schachtman motivates policy makers, teachers, schools and young people to continue investing in entrepreneurship education.
- Policy plus: in focusing on entrepreneurship, the programme builds on the country's commitment to promoting STEM education (science, technology, engineering and mathematics) generating greater competitive potential for pupils as they move into the labour market and economy.
- 360 intelligence: a triangulation of information particularly on the interests of young people and teachers on upgrading the STEM curriculum (research, surveys, focus groups) to include entrepreneurship was critical to generating 'buy in', engagement and commitment.
- Continuous improvement: the programme is subject to annual evaluation with recommendations as a basis for changes and improvements to the programme. An ORT Steering Committee oversees all developments on the programme.
- Education-business interface: high-level experts from business and academia help pupils to strive towards excellence and innovation.
- Flexibility and informality: the training programme can easily be adapted to the local context of each school.
- Smart approach to failure: pupils are allowed to fail; they are not only assessed on the final outcome but get credits on the process followed through the project.

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⁹ I-STEAM: I stands for Israel, for innovation and for myself; STEAM stands for science, technology, engineering, art and mathematics.

4.2 Gambia

The Youth Entrepreneurship Development Project
National Enterprise Development Initiative

Background

Set against low productivity, high youth unemployment (38%) and increasing concerns that its young people are choosing the perilous migration north through the Sahara and across the Mediterranean in search of jobs, the Gambian government, the National Enterprise Development Initiative (NEDI) and the Gambia Chamber of Commerce and Industry have partnered-up to tackle chronic joblessness amongst young people. The government's development blueprint – Programme for Accelerated Growth and Employment – and the Ministry of Youth and Sport's Strategic Plan (2014–2018) prioritise the promotion of youth entrepreneurship as a key factor in creating employment opportunities and sustainable income generation for young people. Entrepreneurship training and improving access to finance for young entrepreneurs are twin objectives in the bid to address youth unemployment.

Objective

The objective of the initiative is to counteract the motivation of young people to migrate from Gambia with specific reference to entrepreneurship and employment promotion.

Key activities

- Defining training needs: engagement of seven regional offices of the Ministry of Youth and Sport directly allowed for a first selection of young people who had a specific interest in entrepreneurship training or existing young entrepreneurs seeking to fill skills gaps. Next steps involved focus groups and individual interviews to help shape the training programme to meet the specific training requirements of young people. This resulted in the identification of the following training requirements:
 - increased awareness on entrepreneurship as a career opportunity;
 - development of entrepreneurial orientation;
 - entrepreneurial skills enhancement;
 - access to finance.
- Training design and delivery: training is delivered locally in all seven administrative regions, facilitating access by young people to the training provision. Training is scheduled for evenings and weekends ensuring those already engaged in other activities (e.g. family farm support) can fully participate in the training. Trainers are locally based in all seven regions and are sourced from partner organisations (e.g. investment agency). Training is targeted at 13–35 year-olds, with participation open to both women and men. Training comprises:
 - developing entrepreneurial orientation and business idea generation;
 - finance management including business games;
 - market survey exercise (case studies) and elaboration of a business plan;
 - marketing, sales and networking.
- Access to finance: an integral part of the training programme includes supporting young people in accessing start-up finance. Key staff from the credit institutions participates in youth training sessions

focusing on young people's understanding and responsibilities in terms of borrowing and repayments and provides feedback on financial viability of business plans.

- Follow-up/through support: mentoring of trainees with a view to strengthening and improving their entrepreneurial competences and their performances as young entrepreneurs.
- Monitoring, reporting and evaluation: in collaboration with the regional offices of the Ministry of Youth and Sport, the training programme is monitored and all training cycles evaluated with lessons learnt and good practices shared.

Outcomes

- Career development support: increased awareness of entrepreneurship as a career opportunity amongst young people, which formal education and career guidance services do not provide.
- Start-ups: improved start-up potential for young people who do not have capital or credit history through interfacing training and access to finance.
- Employment creation: 155 jobs created and employment indirectly for 370 young people.
- Income generation: salaried jobs for over 250 young people who were not previously employed and do not have a reliable source of income.
- Tackling migration: 170 young businesses created for vulnerable people liable to irregular migration in the intervention regions.
- Self-employment: 220 young people self-employed, particularly young women in both urban and rural areas.
- Partnership: through better cooperation and coordination of a range of partners (public, private, civic), more enhanced ecosystem support for young people's employment potential.

Distinguishing features

- 'Bantaba': an important cultural aspect of the training programme is the 'bantaba'. This involved an intergenerational dialogue between young budding entrepreneurs and elders in the local community where context-specific issues to entrepreneurship plans are discussed, set against wider community challenges.
- Finance sector as a beneficiary: the training needs analysis involved interviews with finance service providers like commercial banks and local credit associations. A crucial outcome of this consultation was the need for the training programme also to provide capacity building to financial service providers specifically focused on products and services for young people and resulting in improved products specifically targeting young people.
- Ecosystem: establishment of autonomous entrepreneurs-based decentralised structures in all regions, linked to a new youth chamber of commerce and other affiliated organisations working in the youth development sector.

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4.3 Kenya

Enhancing participation of women in the supply chain in the tourism sector
African Pro-poor Tourism Development Centre, KIPFAT Amiran, Tech for Trade, International Fund for Agricultural Development (IFAD), Red Cross and International Labour Organisation

Background

Tourism contributes to 10% of Kenya's gross domestic product with national parks playing an important role in the sector. Amboseli National Park is one of the most popular tourist destinations hosting over 250,000 tourists annually. The park's 30 hotels source agricultural supplies of around EUR 273,000 each year of which only EUR 9,000 is sourced locally. Larger-scale suppliers to the park are male-owned companies with women's businesses concentrated primarily in the agricultural supply chain at the lower level (e.g. subsistence farming).

Involvement of local people in the tourism sector is minimal. Just 5% of tourism revenue is retained locally. Further, women's participation in the tourism sector is limited and confined to casual and low-paid jobs (e.g. housekeeping). A further factor in the local workforce is the high prevalence of people with HIV/AIDS.

Objective

The objective of the initiative is to contribute to women's economic empowerment – specifically focusing on women farmers living with HIV – as suppliers of vegetables to tourist lodges in the Amboseli National Park.

Key activities

- Liaison and engagement with tourist lodges in Amboseli Park focusing on benefits of local supplies.
- Mobilisation of women members of an association supporting people with HIV (KIPFAT association) as target group for the training programme.
- Training of 50 women on a) small farming techniques and quality assurance of vegetable supplies and b) basic business skills.
- Follow-up mentoring participants from training programme to support the total business cycle on areas such as production, sourcing, bulking, grading, delivery and accounting.

Outcomes

- Income: average monthly sales of fruit and vegetables per woman entrepreneur amount to EUR 350 that support some 250 dependent family members.
- Scale-up: while the initial focus of women entrepreneurs on supplies was on small lodges, sales have extended to larger customers in the park, including national hotel chains.
- Extension: the women's 'empowerment through entrepreneurship' model is being considered for other regions in Kenya building on customer satisfaction through the hotel chains already featuring in the client base in Amboseli Park.
- Human capital: participants equipped with applied skills in business management, financial literacy and good agricultural practices.

- Upgraded performance: hotel's brand enhancement, cost reduction (transportation and refrigeration), improved client satisfaction and corporate social responsibility.
- Local community: local procurement allowed for greater participation in the tourism economy.

Distinguishing features

- Market: inclusion of women in the agricultural value chain which was mostly reserved for large-scale male-owned companies.
- Sustainable agricultural production: in addition to working with women to increase their economic empowerment and tackle their exclusion from the community due to their HIV status, the programme is supporting sustainable agricultural practices.
- Multiple challenges: the project demonstrates how the concerns of economic empowerment, social inclusion and health challenges, particularly of women, can be addressed together to meet the demands of a particular client group.
- Progress through partnership: the local project promoters borrowed on expertise and tools of the International Labour Organisation supporting women's economic empowerment while cooperating locally to ensure that the project could meet its objectives. These include the African Pro-poor Tourism Development Centre, KIPFAT Amiran, Tech for Trade, and IFAD.

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4.4 Georgia

Entrepreneurial learning for people with disabilities
Mermisi College

Background

In 2012, in view of increasing social cohesion, the Ministry of Education and Science made inclusive education that caters for all students, irrespective of their abilities, mandatory in all public primary and secondary schools. In 2013, in line with the Strategic Plan for Vocational Education and Training 2013–2020, the ministry included VET in the reform and launched a dedicated programme. Mermisi College, based in the Nazdaladevi District of Tbilisi, is one of six VET schools spearheading implementation of the reform in VET that enables students to achieve their potential.

Objective

Pilot mainstreaming of the national inclusive education reform in the Mermisi College and emphasise a commitment to social cohesion through access to VET in ways that enables all students to reach their potential, with a specific focus on those who are at a higher risk of marginalisation and exclusion.

Key activities

- Peer learning i.e. through country peer learning with Norway, partnerships were established to assist both the Ministry of Education and Science and Mermisi College from policy reform to teacher training to personal concerns.
- Physical premises i.e. implementing a ‘universal design’, spatial planning that is equitable, flexible and simple, thereby making premises accessible to all.
- Multi-disciplinary support team i.e. establishing a team to accompany VET schools and ensure alignment with the national VET strategy.
- Teacher training e.g. on innovative pedagogical and andragogic approaches by the National Centre for Teacher Professional Development and through peer learning with Norway.
- Social partnership e.g. to analyse, identify gaps, and revise the legislative platform.
- Practical, work-based approaches i.e. to tie VET supply to labour market demand.

Outcomes

- Improved access to VET: the number of students with special needs enrolled at the Mermisi College is up 350%.
- Improved educational outcomes: 74% of the graduates from the Mermisi College have successfully integrated the labour market, with some specialisations reaching a 95% integration rate. In some professions, students with a disability are even outcompeting their fellow students for jobs, due to better motivation and social skills.
- Enhanced professional development of VET teachers: partnership agreements with local micro and small businesses include workplace training for students but also teacher training, therefore ensuring skills taught at school are relevant for the working world.

- Needs of learners addressed: the multi-disciplinary support team ensures through co-creation that curricula is student-centred and meets learning needs and is instrumental in fostering tolerance.
- Enhanced community connectedness: through stronger social networks, improved linkages between the Mermisi College and the broader community.
- Platforms for continuous improvement: to mainstream reform across VET schools and to keep improving provision based on the learning from Mermisi College, internal platforms with VET providers and business have been established.

Distinguishing features

- Skills and innovation: innovation in what and how skills needs, abilities and potential are being addressed through active local participatory problem solving by the Mermisi College involving local authorities, business as well as a link to policy making is changing the outlook for those living with a disability and empowering local business.
- Local partnership: the number, diversity and complexity of the local skills partnership brought and kept together by Mermisi College through connective leadership and tangible collaborative advantage and based on local supply and distribution of skills and economic potential, is stimulating the district in an integrated manner from the bottom up.
- Policy learning: the multi-level and multi-actor web of partnerships actively seeks to connect those within the traditional administrative machinery of VET and those around it. The approach offers experimental ideas and practical evidence to decision makers on how to unleash local and national full employment and entrepreneurial potential, and to stimulate community-level learning and job creation.
- VET-business cooperation: there is potential to learn from practice and to mainstream the learning from a pilot programme to system level support and support to VET schools to exploit the opportunities and contribute effectively to the development of good partnership relations between VET schools and the private sector.

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4.5 USA

The Idea Center
Miami Dade College

Background

Miami has become a global destination for entrepreneurs and a tech hub for Latin America. With over six million residents, Miami and South Florida are in need of a robust entrepreneurial support system. The Idea Center at Miami Dade College (MDC), poised to take advantage of this emerging market, was created in 2015 as an entrepreneurial and innovation hub for the college's 165,000 students and area residents. MDC is also uniquely positioned with over two million alumni who can act as mentors and take advantage of the programming at the Idea Center.

Recognising that entrepreneurial education is a continuum, the Idea Center provides a variety of learning opportunities to engage entrepreneurs at all levels. The Idea Center is a hub for economic and social entrepreneurship as well as a place to bring new innovative solutions to solve some of the most pressing challenges faced by the community.

Objective

The objective of the entrepreneurial and innovation hub is to foster skills and spark the entrepreneurial spirit of MDC students and residents of Miami.

Key activities

- Experiential learning: the Idea Center is nimble and creative in the development of new programmes to meet the needs of students. For example, the Idea Center has created two initiatives focused on the entrepreneurial needs of students.
 - The start-up challenge: the Start-Up Challenge opens a wide net for students to bring their creative entrepreneurial ideas to the Idea Center to gain feedback and support to either move the idea forward or recognize they need more work. Once finished with the Start-Up Challenge, the Idea Center's Create programme helps students take their ideas to the next level.
 - 21st century courses: to support community and student learning, the college offers a variety of cutting-edge entrepreneurial education courses. These courses deliver the latest skills in design thinking, coding, digital marketing and data analytics. The Idea Center is also experimenting with new programmes around digital storytelling and drones, to name a few.
- Traditional education programming: an Associate of Science in Entrepreneurship is designed to prepare students to immediately begin their own 'start-up' journey or to serve as an employee in a start-up, bringing a critically-informed eye, sensibility and sensitivity to the role of start-up employee or employee of a small- to medium-sized enterprise (SME).
- Expedited educational learning opportunities: the Idea Center at MDC offers a College Certificate in Business Entrepreneurship focused on helping students identify a viable business model while providing a solid foundation in key concepts of entrepreneurial activity. These programmes are targeted at those students in other disciplines who do not have the time for a full Associate of Science in Entrepreneurship, but want to obtain the basic skills necessary to develop and grow a business. These programmes also support local business owners who want to take their business to the next level.

Outcomes

- Created a comprehensive business model for individuals or groups looking to develop entrepreneurial ideas.
- Established a pool of resources available for business growth and development.
- Connected future entrepreneurs with digital marketing tools, focusing on important issues such as value proposition and branding concepts.
- Eliminated the gap between traditional classes and innovative or creative concepts by providing seminars and workshops on material focused on innovation and the role of an entrepreneur.

Distinguishing features

- Scope: MDC provides an Entrepreneurial and Innovation Hub for all 165,000 students and community of six million residents.
- Start-up finance: Idea Venture Fund – a specialised fund to support student-led ventures.
- The opportunities offered at the Idea Center are available to students in different academic fields, providing a unique service to non-business educational areas.
- Guest speakers, all distinguished leaders in the community and around the nation, speak to students and residents about current trends in entrepreneurship as well as innovative ideas.
- 10,000 small businesses and the Small Business Education Programme (SBEP) targeted at growing existing programmes.
- Business partnership: strategic partnership with local tech companies to integrate the work of the Idea Center with the emerging needs of the local tech businesses.

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4.6 United Kingdom

Entrepreneurship education for pupils with special needs: a 'whole school' approach
Highfurlong School

Background

Highfurlong is a community-based special school for pupils aged 2–19 years with a wide range of special educational needs. These include physical disabilities, multi-sensory impairment, profound and multiple learning disabilities, speech and communication difficulties, moderate learning difficulties and autistic spectrum disorders. In 2005, the school elaborated an enterprise policy. Its objective was to instil a culture change in Highfurlong, so that all the young people acquire an effective experience of entrepreneurship education. The school's top management is committed to the concept and the importance of entrepreneurship education within the curriculum. School governors are involved in monitoring the development of entrepreneurship education. The entrepreneurship drive at the school has dedicated staff members both on the management team and in the teaching cadre. The school's work is connected to a wider community support system.

Objective

The objective of the initiative is to provide young people with opportunities within entrepreneurship education, to equip them with the business and financial skills, as well as with the entrepreneurial attitude to support labour market integration and contribution to their local communities.

Key activities

Highfurlong adopted a 'whole school' commitment to entrepreneurship education. School governors, management, teachers, administrative staff, parents and pupils make up a school-based entrepreneurship eco-system tasked with:

- embedding entrepreneurship education within the wider programme for vocational and work-related learning;
- developing entrepreneurship attitudes and skills through learning and teaching across the whole curriculum;
- building motivation of pupils to learn with increasing independence;
- creating an enabling environment across the school which ensures pupils assume responsibility for their own decisions and actions;
- promoting the entrepreneurship capacity of each pupil and ensure they experience and develop an understanding of the world of work in all its diversity;
- building the 'can do' mindset through 'hands-on' entrepreneurship experience within the teaching and learning dynamics;
- dove-tailing the learning process, labour market preparation and career guidance.

Outcomes

- Pupil empowerment: young people develop entrepreneurial mindset and competences for life including communication, numeracy, ICT, problem solving, teamwork and improving learning.
- Entrepreneurship as a career opportunity: increased awareness of entrepreneurship as a career opportunity amongst young people, which formal education and career guidance services do not provide.

- New ventures: over 200 businesses created over a period of 10 years.
- Learn and earn: quality, marketable items produced generating income for all pupils while learning.
- Dream team: a strong team-based approach within the school staff group working collaboratively with a wide range of external agencies, employers, public, private and voluntary sectors to support work-related learning, enterprise and transition into adulthood.
- Supply chain: a very successful school-based enterprise providing printing services and products (e.g. greeting cards) within the wider supply chain to local printing industry. Market focused on calendar events (e.g. Valentine's Day) with profits paid to those students working within this business group.

Distinguishing features

- School as an entrepreneurship eco-system: a whole school commitment to entrepreneurship education with a staff group with full commitment and drive to make it work. Teachers are fully committed to entrepreneurship education and consider it as an integral part of the personal development opportunities for all pupils.
- Leadership: a dedicated School Governor for Entrepreneurship and Work-Related Learning ensures leadership commitment to entrepreneurship education and employment opportunities for young people with special needs. The head teacher is key in providing leadership within the school as well as wider advocacy for vocational learning and employment opportunities for young people with special needs.
- Pupil and parent engagement: pupils are represented on the School Council where they form part of the strategic discussions and an important feedback loop to school management. All entrepreneurship activities at the school are also discussed and shared with the Parents, Teachers and Friends Association.
- Strategy: entrepreneurship education is a core pillar of the school development plan.
- Customised learning services for each pupil: offer of personalised learning opportunities for all pupils aged 2–19 years, with specific support for those preparing to join the labour market.
- Innovation and creativity: entrepreneurship integrated into the curriculum, creating opportunities for both the pupils and the schools in terms of innovation, creativity and flexibility.
- Efficacy, autonomy and responsibility: programmes of study that are accessible for all 'ages and stages' and which develop self-confidence and independence of young people.
- Staff development: opportunities for continuing professional development for all staff at the school.
- Resources: ensuring public and private funding and 'in kind' support (equipment, staff training) is available to support development of entrepreneurship education.
- Linkages to local community: collaborative working with the community, including the public, private and voluntary sectors.
- Governance: the Board of Governors of the school fully supports entrepreneurship promotion at the school and linkages with business and fairs.

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4.7 Argentina

Sector Councils – keystone to Argentina’s training system
UOCRA Foundation

Background

After a protracted decline of competitiveness in the 1990’s and the economic crisis of 2001–2002, an upturn in the economy prompted the government of Argentina to prioritise employment and training in the wider bid for more growth and jobs. More sustained growth required improvements in the investment climate, productivity levels and quality of exports. The Ministry of Labour and Sector Councils developed a strategic vision for employment and training to meet the interests of both workers and business. Sector Councils comprise business, trade unions and other relevant associations. The goal is to improve the quality and relevance of training as part of a wider effort to build a lifelong learning system in Argentina that can more effectively contribute to growth and jobs.

Objective

The objective of the Sector Councils is to consolidate, strengthen and increase the coverage of Argentina’s competency-based training system.

Key activities

- **Sector Councils:** Sector Councils make up the central pillar of the lifelong learning system. By 2015, 25 Sector Councils had been established. All sectors are committed to improving skills set against technology development, improving quality of products and services, reducing workplace accidents and increasing the market share. The Sector Councils ensure that the training interests of both business and workers are met. Annual protocols signed between the Ministry of Labour and Sector Councils ensure monitoring and reporting on activities.
- **Quality assurance:** with support of the Sector Councils, training institutes were reinforced, set against a quality assurance framework devised by the Ministry of Labour.
- **Progress through partnership:** Sector Councils play a dual role. Firstly, they bring together and coordinate the interests of industry, trade unions, employers, and training institutions. Secondly, they aggregate skills intelligence and technical know-how through their member organisations. The Ministry of Labour, in turn, is responsible for strategy and regulatory issues, and finances curriculum development.
- **Intelligence:** a management information system supports the monitoring and evaluation of the lifelong learning programme building on existing information systems in the Ministry of Labour. The information system includes intelligence on a range of issues including curricula, standards, trainers, certified evaluators and individuals completing training overseen by the Register of Training and Employment Agencies and the Ministry of Labour.

Outcomes

Key results of the programme include:

- **Standards:** 300 competency-based occupational standards registered by sector group.
- **Training capacity:** 150 training institutions certified.
- **Workers trained:** 250,000 workers participated in competency-based training courses.

- Certification: 70,000 workers certified according to competency-based occupational standards.
- Transparency of skills and training: a competency-based training and certification system ensures qualifications are more transparent, portable and relevant to market demand.
- Training standards: the Ministry of Labour has expanded competency-based certification to 120 occupations in sectors relevant to national growth and job creation with 314 competency-based standards approved.
- Quality and accreditation: the Argentine Institute for Norms and Certification accredits training providers against agreed criteria. It is a concrete benchmark that training providers can aspire to be assessed against and to obtain.

Distinguishing factors

- High skills equilibrium: a primary success for the development of the market-driven training system over more than a decade has been the sustained commitment in that period of all key stakeholders (employers, trade unions and government) for enhanced employment and quality manpower. The Sector Councils have been key to ensuring the equilibrium of commitment of all parts of the tripartite bodies.
- Building on successful pilot: the competency-based training and certification system was introduced as a pilot project in 2005. Getting the system's structure and technical content right was a process that took time and involved some trial, error, correction and improvement. The Ministry of Labour and Sector Councils' commitment to learning and improving before scaling up has been an important factor in the development of the training system. The dissemination of early successes also expanded the appeal of the initiative.
- Innovation: all parties were open to innovating and learning by testing unconventional paths to achieve results (e.g. offering training in the workplace as opposed to trainees attending courses in a traditional classroom setting) and by extending cooperation and engagement to provincial and municipal authorities, adapting training provisions to meet specific local interests.
- Local strengths: specific conditions in Argentina provided a propitious environment for training developments. First, the employment and training policy became a priority given the resumption of economic growth. Second, the culture of tripartite social dialogue facilitated the impressive accomplishments in sector participation, which are a necessary pillar for the development and sustainable reforms of the training system.
- Leadership and continuity: continuity of presence of key actors both within the government departments and in the Sector Councils ensured steady reform for a prolonged period.

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4.8 Albania

National employment and skills strategy 2014–2020

Ministry of Social Welfare and Youth

Background

In its bid to establish a more competitive and job-creating economy, the Albanian government has put human capital development at the heart of its national reform drive. To this end, all key stakeholders have come together as a collective to build a vision and a strategy to support policy development, resource allocation and monitoring and evaluation. A centre-piece of the strategy has seen the stakeholders giving more considered attention to the future skills requirements of the economy as it prepares to join the wider EU internal market where businesses will face stiff competition. The Albanian authorities borrowed on a skills foresight tool and process elaborated by the ETF that specifically encouraged multi-stakeholder commitment and co-working of the skills reform agenda set against the specific socio-economic challenges of the country.

Objective

The aim of the strategy is to modernise the VET system and decide on actions based on the reviewed employment policies so that they better contribute to Albania's economic and social development goals. More specifically, the objective of the strategy is to bring together national actors to strengthen skills intelligence, build a common vision and design a national strategy and action plan for the skills and employment sector.

Key activities

- With the support and guidance from the Prime Minister's Office, the Ministry of Social Welfare and Youth, in cooperation with employers' representatives, undertook a thorough analysis of the country's VET as well as employment policies. Both areas had been identified as key priorities of the government elected in 2013.
- Elaboration of a shared vision and a strategy for skills policies, which included targets and objectives to be achieved up to 2020.
- An Action Plan to facilitate implementation, specifying 52 measures in a detailed way, with actors in charge, lists of activities, results to be achieved and costs involved.
- A review of institutional arrangements including cross-stakeholder cooperation, identifying gaps that could impede strategy implementation and requiring capacity building.
- The Ministry of Social Welfare and youth set up an Integrated Policy Monitoring Group covering the entire employment and skills sector to supervise policies and monitor progress.
- New tools to monitor progress against the objectives and measures of the strategy.

Outcomes

- Strategy and Action Plan: the government officially adopted the National Employment and Skills Strategy and Action Plan 2014–2020 in November 2014. The strategy and action plan provide a detailed path for the government to undertake in-depth reforms of the VET system and employment policies.

- Donor engagement and coordination: the action plan has prompted international and bilateral donors to coordinate. Among others, the strategy and plan were the basis for a EUR 30 million direct budget support allocation (2016–2018) from the EU to support reform and developments of the employment and skills sector.
- From policy to implementation: by May 2016, 42 out of the 52 measures aimed at modernising the VET system and employment services were under implementation. Measures include a total overhaul of the legal framework in the areas of employment promotion, legislation on VET, as well as new legislation on crafts that envisages a dual training system.
- From monitoring to improvements: the Integrated Policy Management Group plays an important function, tracking progress on VET developments and proposing improvements.
- Incentives: the EU has rewarded the country's VET reform efforts by way of EUR 30 million direct budget support to help with the implementation of the National Employment and Skills strategy.

Distinguishing features

- Collaboration: a key feature of the skills' foresight developments within the strategy was to break down silos between ministries and agencies with responsibilities for skills development and building strong linkages between these ministries and the private sector.
- Strategic orientation: the Ministry of Social Welfare and Youth used the skills' foresight intelligence and analysis to define the national strategy and action plan combining both employment policies and VET reform, including the allocation of resources to key areas.
- Disruption, correction, creativity: the foresight intelligence triggered a discussion on how to enhance competitiveness and social cohesion by addressing weaknesses, gaps and failures in the system (corrective role). It encouraged stakeholders to consider possible unforeseen events that could change the status quo (disruptive role). The foresight also inspired the creation and growth of new networks and structures (creative role).
- Leadership and engagement: the prominent role and engagement of the Prime Minister and his Office in the process has been key to ensuring inter-institutional cooperation, political commitment and follow up.
- Partnership and participation: given the multiplicity of policy interests for more developed human capital in Albania (economic, labour market, education, social, regional/local government), a strong emphasis on partnership ensured participation of important stakeholders. The latter collaborate on the strategy implementation through the Integrated Policy Management Group.

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4.9 South Eastern Europe

Multi-country cooperation in entrepreneurial learning
South East European Centre for Entrepreneurial Learning

Background

The South East European Centre for Entrepreneurial Learning (SEECEL) was established in 2009 upon the request of the governments of the EU pre-accession countries of South Eastern Europe and Turkey. SEECEL is an example of an entrepreneurial response by public policy makers from the countries working collectively to promote entrepreneurship mindset and spirit (key competence) through national education systems. It is supported by the European Commission, the Croatian government and the Croatian Chamber of Economy. SEECEL's mission is to work on the systematic development of lifelong entrepreneurial learning, on entrepreneurship as a key competence, and on the alignment of policies and practices with those of the EU, and beyond.

Objective

The objective of SEECEL is to build a more entrepreneurial workforce across the EU pre-accession region as part of the wider effort by each country to meet the competitiveness demand for operating within the EU single market.

Key activities

SEECEL's activities are guided by EU education and enterprise policies and all countries have committed to meeting the entrepreneurial learning provisions of those policies. SEECEL focuses on the following areas:

- Developing policy support tools for governments to integrate entrepreneurship as a key competence within national curriculum, including teacher training and piloting at multi-country level.
- Supporting government and private sector through training and support tools to define training needs of businesses, including women's businesses.
- Online knowledge sharing and good practice exchange on entrepreneurial learning.
- Capacity building of stakeholders in assessing policy developments in entrepreneurial learning and reporting to the European Commission, including multi-country peer learning processes and tools.

Outcomes

- Policy tools: policy support tool for entrepreneurship as a key competence developed, piloted and published, based on road-testing in 110 schools and involving more than 28,600 pupils and 1,100 teachers.
- Entrepreneurial learning outcomes: first set of entrepreneurial learning outcomes internationally agreed for all levels of formal education, included in 245 teacher development plans and applied in 881 cross-curriculum lesson plans.
- Teacher development: three in-service teacher training modules developed and implemented by six teacher training organisations and delivered to more than 3,550 teachers and school managers.
- Peer learning: more than 150 multi-country, peer learning visits undertaken involving almost 800 teachers, trainers and curriculum specialists.

- Knowledge management resource: on-line platform developed and operational to support international cooperation amongst teachers working on entrepreneurial learning – sharing of lesson plans and teaching materials.
- SME training: quality assurance criteria developed for SME training providers based on tools to undertake training needs analysis and international network of SME training analysts established.
- Charter: multi-country commitment to the Zagreb Charter on Lifelong Entrepreneurial Learning: a Keystone for Competitiveness, Smart and Inclusive Growth and Jobs.
- Extension: SEECEL expertise on entrepreneurial learning extended to EU level through advisory services to the European Commission's SME Envoy Network.

Distinguishing features

- Internationalisation: SEECEL is the first, truly international approach to entrepreneurial learning with clearly defined objectives and activities for systemic reform involving seven governments in a geo-politically complex region.
- Policy makers learning from practitioners: the newness of promoting entrepreneurship as a key competence created 'how?' challenges for government policy makers. Based on the 'learning-by-doing' model, pioneering schools and teachers engaged policy makers to shape up policy responses resulting in curriculum reforms.
- Education-economy nexus: governance of SEECEL involves high-level representatives of education and economy ministries from seven countries to ensure better policy interfaces to promote entrepreneurial learning at national level.
- Eco-system approach: educational institutions working hand-in-hand with the world of business act as entrepreneurial nests contributing to local, national and regional development.
- Peer-to-peer learning: in developing a first set of international entrepreneurial learning outcome and teacher support tools, school directors, teacher trainers and curriculum specialists and teachers worked together within national teams and virtually through an online platform, exchanging, revising and adjusting their work to meet the range of cultural expectations that evolved through the process.
- Inspiration for EU policy tools: SEECEL's entrepreneurial learning outcomes became a reference and source for a wider expert group spanning the 28 EU Member States resulting in the 2015 European Entrepreneurship Competence Framework.

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4.10 Korea

Sustainable Development and Entrepreneurship Education
Handong Global University

Background

Launched in 1992, the UNITWIN/UNESCO Chairs Programme promotes international inter-university cooperation through twinning among higher education institutions and academics throughout the world. It supports the establishment of UNESCO Chairs and UNITWIN Networks in key priority areas in all of UNESCO's fields of competence as a means of reinforcing higher education institutions worldwide, bridging the knowledge gap, and mobilising university expertise and cooperation towards the Sustainable Development Goals (SDGs). Today, UNITWIN counts 780 UNESCO Chairs and UNITWIN Networks at higher education institutions in 115 countries. In 2007, Handong Global University was designated as UNITWIN host university for capacity building for sustainable development in developing countries.

Objective

The objective of the programme is to enhance institutional capacities through knowledge sharing, collaborative work, and increased faculty and student mobility. Relevance, foresight and effectiveness are among the key goals of the programme.

Key activities

- Educational programmes: in addition to the sustainable development training programmes, as a UNITWIN/UNESCO host institution, Handong Global University offers various educational programmes supported by the Korean Ministry of Education, including:
 - Global Entrepreneurship Training;
 - Holistic Community Development;
 - Start-up Incubating and Development Programme;
 - Urban Development in Developing Countries;
 - Joint Education Programmes on Entrepreneurship.
- Global Entrepreneurship Training: the initiative is a week-long, short-term intensive training programme on entrepreneurship held in developing countries intended to offer prospective global leaders of developing countries an opportunity to learn about entrepreneurship. It targets educators (professors and teachers), college students, NGO workers and government officials. The focus of the programme is on capacity building for sustainable economic development. The programme includes modules on entrepreneurial mindset.
- Entrepreneurial finance and accounting; international business; business law and ethics; start-up business and effective business plans; eco-friendly sustainable development; and business communication. Since the programme began in 2008, over 2,800 graduate students, professors and government officials have participated in it, from countries including Cambodia, Ethiopia, Ghana, Kenya, Korea, Laos, Mongolia, Peru, Vietnam and Zimbabwe.
- Start-up Incubating and Development Programme: the programme aims to provide 'solutions to poverty' by adopting localised technology and to promote economic growth by supporting local university

graduates to establish their own start-up companies, applying appropriate technologies. The objectives of the programme are to develop and spread appropriate technology; strengthen technological capacities of local universities; operate entrepreneurship training courses; and support the establishment of local business. The programme is working in collaboration with local universities, NGOs and businesses in both Tanzania and Uganda.

- Joint Education Programmes on Entrepreneurship: the programmes focus on local experts who can contribute to the socio-economic development of developing countries. These programmes work with local universities in Cambodia, Nepal, Myanmar, Mongolia and Uzbekistan and aim at sharing knowledge in managing higher education programmes and jointly developing the contents and curriculum for (social) entrepreneurship through four to six years of cooperation. The programme levels range from undergraduate (Cambodia) to postgraduate (Nepal, Mongolia, Myanmar, Uzbekistan). In December 2016, a business plan competition was held in Chiangmai, Thailand, for finalist students who went through preliminaries in their respective partner countries, to encourage students to apply entrepreneurial knowledge into real practice. During the event, Dr Jaeyoon Park, former Minister of Finance of the Republic of Korea, remarked: 'Joint education programmes on entrepreneurship have played a critical role in planting entrepreneurial spirit in partner universities.'

Distinguishing features

- Leadership development: the initiative is leading the way in its approach to international engagement and collaboration, towards the development of future leaders and entrepreneurs via activities such as the MBA university exchange programme.
- Sustainable development: the programme stands out for its innovative approach to the design and implementation of training and research for sustainable development.
- Cross-disciplinary: the programme provides expertise support to a multitude of projects and activities in the fields of business, management, information technology and law.

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4.11 European Union

EIT's Innovation Communities
European Institute of Innovation and Technology

Background

The European Institute of Innovation and Technology (EIT) is a unique initiative boosting innovation and entrepreneurship across Europe. It brings together the 'knowledge triangle' of leading companies (including SMEs), universities and research centres to form dynamic cross-border partnerships as Innovation Communities to develop products and services, start new companies, and train a new generation of entrepreneurs. The EIT's Innovation Communities address critical areas like energy, climate, health, raw materials, digitalisation and food. Each community is governed by its own management, has an independent legal structure and works on the basis of an annual business plan approved by the EIT. Knowledge and know-how from the Innovation Communities are disseminated across Europe – with particular attention given to regions where innovation capacity is weaker – through the EIT Regional Innovation Scheme (RIS).

Objective

The objective of the Innovation Communities is – through close cooperation between businesses, higher education institutions and research organisations – to boost innovation and entrepreneurship across Europe.

Key activities

An Innovation Community's activities range from education, research and innovation to business creation and acceleration. In particular:

- Entrepreneurial education: Innovation Communities provide entrepreneurship programmes as an integral part of technical Masters and Doctoral Degrees, executive education or other forms of training (including professional and MOOCs). Education programmes at Masters and Doctoral level combine technical knowledge with innovation, entrepreneurship, creativity and leadership skills are awarded a quality seal – the 'EIT Label'.
- Business creation and support: Innovation Communities offer a range of business support services that help entrepreneurs translate their ideas into successful businesses. These services are offered via accelerators and thematic incubators (including the possibility of remote incubation) and provide the following: market and technology assessment, transfer of know-how and technology, advice on intellectual property, elaboration of business models, access to experts, mentoring and finance (seed and venture capital).
- High-value networks: Innovation Communities provide entrepreneurs and innovators with access to their pan-European network of innovation hubs, addressing the existing fragmentation around national markets. This provides a leverage for the internationalisation and acceleration of businesses within the EU's Single Market, and beyond.
- Innovation projects: Innovation Communities provide support and funding for the development of innovative products, services, and solutions that have high commercial potential. Through teams of experts and their network of partners, they provide access to a deep pool of complementary skills and resources, and connect them to markets and commercial opportunities across Europe. In particular, the communities:
 - support the identification of market needs, initial customers and early adopters of innovative products;

- validate the business model upon which the innovation idea is built;
- support the development of prototypes and the market replication stages;
- provide know-how experience in managing complex projects and intellectual property;
- identify partners to support new product development.

Outcomes

Key outcomes of the EIT Community include:

- around 1,000 graduates and almost 2,500 enrolled students in more than 100 EIT labelled programmes;
- more than 300 new or improved services and products;
- 250 start-ups;
- 1,500 business ideas incubated;
- with grant funding of EUR 450 million from 2010 to 2014, the first three innovation communities generated a further EUR 2.6 billion of investment;
- 22 young innovation community entrepreneurs listed by Forbes as best young innovators and game changers across Europe.

Distinguishing features

- Multi-disciplinary network: the EIT Community represents Europe's largest innovation network bringing together over 900 partners, across disciplines, countries and sectors.
- Unique approach to innovation: the EIT is the first EU initiative to bring together partners from business, education and research to boost innovation and entrepreneurship by tackling societal challenges.
- High degree of integration: each Innovation Community is an independent legal entity, gathering world-class partners from across the 'knowledge triangle'.
- EIT Innovation Hubs: each Innovation Community consists of five–eight world-class innovation hubs building and leveraging on existing European capacities.
- Long-term strategic approach: each Innovation Community is set up for a minimum of seven years with the objective of becoming financially self-sustainable.
- Indicators: all Innovation Communities are bound by key performance indicators.
- Performance-based funding: EIT contribution to the Innovation Communities is based on a competitive review mechanism, including cross-comparison of key performance indicators, rewarding and incentivising performance.
- Entrepreneurial: all Innovation Communities are shaped by strong entrepreneurial mindsets and culture.

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