I INTRODUCTION

This visit took place between the 4th and 8th June 2012 in Aveiro, Portugal. The host organisation was Escola Profissional Aveiro (EPAveiro) and the project co-ordinator was Ana Ribeiro.

Fourteen participants from Italy, England, Poland, Germany, Sweden, Holland, Scotland, Denmark and the Czech Republic undertook an active schedule of presentations, meetings and visits to educational organisations and other relevant bodies to establish current and planned practices within the region of Portugal concerning Cross Curricular Entrepreneurial Activities.

II FINDINGS
Overview

All of the participants felt that the broad range of activities that they experienced during the trip gave a good overview of enterprise activities within the region.

The activities can be grouped into five main categories which were;

- Enterprise within primary education
- Enterprise within secondary and vocational educational institutions
- Enterprise within a university environment
- Business incubation provision
- Science Park business support

Individual projects have been evaluated in the table following this overview, however some of the areas that the group experienced cannot be defined as a project and this narrative attempts to cover the more general areas of enterprise.

A trip to a local state secondary school, as well as the time we spent in EPAveiro (a private education provider), led us to conclude that much of the enterprise provision is formal and as yet extracurricular. We observed a local project (state school) where students presented their externally evaluated business ideas but these were only of a theoretical nature. The students showed excellent economic awareness, both regionally and nationally, and had the insight to see enterprise skills as being transferable into their employability skills-set. There was a genuine desire amongst some of the students to set up and run their own business in the future - they felt it may well be their only option during present and foreseen difficult financial/economic times. It was ‘obvious’ that the public sector education establishment had limited resources and there appeared to be a dependence on centrally funded
Life Long Learning programmes to support *inter alia* enterprise education and development. It was noted that the student’s confidence and their presentational skills impressed the whole of the visiting team.

At EPAveiro, there were similarities to state sector activities, but also noticeable differences. The enterprise education was multi-layered with access to excellent resources. A high level of expectation by both the staff and the students appeared to result in excellent enterprise achievements - showing both autonomy and responsibility. The transversal team felt that the school showed a true partnership between staff and students who were all equally committed to the school. The multitude of enterprise programmes was both theoretical but also encompassed practice, as exampled in terms of the “Junior Achievement Programme”.

At EPAveiro the school actively attempts to internationalise the students and they showed a good knowledge of other European countries and opportunities which may be available to them in the future. The overall impression of enterprise within the school was of a broad base of knowledge with beneficial chances to develop the student’s skills.

Both schools took part in the regional enterprise competitions organised by the local council.

There were trips to two regional universities. At Aveiro University the participants viewed both the business incubation area and the science park/university spin-out department. Previous research by Dr. David Douglas from Staffordshire University Business School suggests that much of the incubation space available in the United Kingdom is simply low cost office provision. At Aveiro University there appeared to be much added value offered to SMEs utilising the personal knowledge and network opportunities of the incubation manager, who appeared to have developed a large group of potential people and organizations to support the programmes of incubation provision. This is similar in style to the service provided at the University of Wolverhampton in England within their graduate business incubation facility.

It was felt that there was a contrast between the young and old universities that were visited with the new university being very open both physically and in attitude with them wishing to interact with the community. We were informed that the new university was created due to the technical needs of local industries where interaction is of the foremost concern.

Participants also visited a genuine local market that was partially populated for a day with primary school student’s enterprise activity. It was very practical in nature with real money changing hands. The group felt it was hard-core enterprise at a very early
age which would be advantageous both for the students and the local economy in the future. The structure showed a new way of thinking - no business planning - just getting on and doing enterprise.

One presentation from a private company was more challenging in terms of its link with the theme of the visit. This was not apparent to the audience who questions the necessity for the presentation; however their use of a football stadium was innovative and offered flexibility and a good environmental ecosystem. The company showed they were not risk averse with a high volume, low profit product that was socially responsible.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

<table>
<thead>
<tr>
<th>title of the project/programme/initiative</th>
<th>country</th>
<th>name of the institution that implements it (if possible, provide a website)</th>
<th>contact person (if possible) who presented the programme to the group</th>
<th>whom the project/programme/initiative addresses</th>
<th>what features of the project/programme/initiative make it an example of good practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Entrepreneurship</td>
<td>Poland</td>
<td>Stanislaw Staszic Higher Vocational State School in Pila</td>
<td>Emilia Wasikiewicz-Firlej</td>
<td>Students and graduates</td>
<td>To develop entrepreneurial skills, assist in founding an enterprise, offer counselling, training, and financial support for start-ups.</td>
</tr>
<tr>
<td>Bicycle Repair Shop</td>
<td>Germany</td>
<td>Staatliche Berufsschule Fuerstenfeldbruck</td>
<td>Andrea Reuss</td>
<td>Pupils without a job contract</td>
<td>To pick up lost bicycles from the local authority and to repair them to enable the local authority to sell them at a profit once a year. Extremely practical approach using technical skills but also requiring students to learn business skills such as quality control, invoicing, quoting etc.</td>
</tr>
<tr>
<td>Entrepreneurship across the college</td>
<td>Netherlands</td>
<td>ROC Midden Nederland</td>
<td>Norbert Ruepert</td>
<td>Vocational students aged 16-22 of all vocational areas</td>
<td>To offer entrepreneurship and entrepreneurial skills for all students of all vocational areas focussing on skills/competencies and an extra certificate on entrepreneurship</td>
</tr>
<tr>
<td>Explorative Management</td>
<td>Denmark</td>
<td>Municipal of Aalborg</td>
<td>Torsten Due Christensen.</td>
<td>Headmasters and directors of public schools and ed departments.</td>
<td>Methods of working with organisational changes and changes of cultures within the educational system to promote entrepreneurial skills.</td>
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<tr>
<td>FIN-URB-ACT</td>
<td>Portugal</td>
<td>Local Authority</td>
<td>Andre Costa</td>
<td>Students</td>
<td>This is run by a Government organisation in which multitasking civil servants show their entrepreneurial skills. There is cooperation between EUcities and they claim to have 100% effectiveness in applying for EU funding. There does appear to be a high dependence on EU projects but on the positive side, they have strong links with school enterprise. The organisation recognises its responsibility to coordinate and bring together activities and to promote active citizenship.</td>
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<tr>
<td>IEUA (Business Incubator)</td>
<td>Portugal</td>
<td>Aveiro University</td>
<td>Dr. Celso Carvalho</td>
<td>Students and graduates</td>
<td>This business incubator offers not just a managed low-cost workspace but a high level of pre-trading support. This appears cautious compared to other examples in the UK etc. It is dominated by high-tech, businesses with strong links to the university. The evaluation of potential business ideas appeared subjective. There is a strong emphasis on IP with extensive knowledge within the staff. Whilst there does not currently appear to be support for non-IT, non-high tech businesses, there are future plans for a creative science park.</td>
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<tr>
<td>Program</td>
<td>Country</td>
<td>Institution</td>
<td>Leader</td>
<td>Participants</td>
<td>Description</td>
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<tr>
<td>Junior Achievement</td>
<td>Portugal</td>
<td>Escola Profissional de Aveiro</td>
<td>Ana Ribeiro</td>
<td>Students in secondary school</td>
<td>Business start-up programme for secondary school students where they work in teams for one academic year to create a product or service. This is not a theoretical programme but a real life business experience. There is also an element of competition with other local schools.</td>
</tr>
<tr>
<td>SPEED Plus</td>
<td>England</td>
<td>University of Wolverhampton</td>
<td>Sarah Taylor</td>
<td>University students graduates and alumni</td>
<td>Regional wide business start-up programme bringing together five West Midlands UK regional universities (e.g. University of Wolverhampton, and, Staffordshire University, as examples). Business creation support using a variety of resources to fulfil the requirements of the entrepreneurs. This uses both internal and external resources but most importantly it pulls together a bespoke package wrapped around the specific requirements of the entrepreneur.</td>
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</table>

*You can describe as many good practices as you find necessary. You can add rows to the table.*
2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

2.1 Approaches taken by participating countries (both host and participants’) regarding the theme of the visit. Are there any similar approaches/measures in participating countries? What aspects are similar and why? What aspects are different and why?

Similar approaches in participating countries (this narrative is based on the current knowledge of the participants only):

Student enterprise fairs are common in Germany, England, Scotland, Poland, Netherlands, Sweden and Italy.

All participants were familiar with incubation provision within their country.

The provision of careers services or professional counselling in schools is available in parts of Germany, England, Scotland, Netherlands, parts of Italy, Denmark, and the Czech Republic.

The provision of careers services within universities and HEIs is accessible in Germany, England, Scotland, Poland, Netherlands, Sweden, Italy, Denmark and the Czech Republic.

Enterprise competitions (e.g. Junior Achievement, formal/informal, local/national) are commonplace in Germany, England, Scotland, Poland, Netherlands, Sweden, Italy and Denmark.

In German, Scottish, Polish and Swedish secondary schools, enterprise education is compulsory. This was previously true in England but it is now optional under the current government.

Compulsory enterprise education in Higher & Further Education institutions is only applicable in Germany within universities of applied sciences.

Germany, England, Scotland, Poland, Netherlands, Sweden, Italy, Denmark and the Czech Republic all benefit from EU funded enterprise projects/programmes.

It was noted that there were traditional differences in attitudes and perceptions to enterprise of countries to vocational and academic activities and education – in Germany, Italy and Portugal for example vocational qualification carries equal weight to academic qualification.

In the Czech Republic, the formal style of the education system inhibits enterprise education and practice. This results in an impact on communication, presentation and language skills.
There are different views and approaches to being competitive, e.g. in Scandinavian countries competition is not always viewed as positive, being more inclusive is seen as being more important.

2.2 **CHALLENGES FACED BY PARTICIPATING COUNTRIES (INCLUDING HOST) IN THEIR EFFORTS TO IMPLEMENT POLICIES RELATED TO THE THEME OF THE VISIT. WHAT ARE THE CHALLENGES? ARE THEY COMMON CHALLENGES? IF SO, WHY? IF NOT, WHY NOT?**

Challenges Faced

A holistic approach is desirable but not common - it appears to be the most successful approach - but is not widespread in practice.

During the visit the transversal participants noted a lack of understanding within their countries of what exactly is meant by enterprise (e.g. there is much debate about being “enterprising” versus being “entrepreneurial”).

Within university academic circles, another debate centred on whether you can train somebody to be an entrepreneur. This is a hotly contested subject with no consensus. This may lead to a lack of motivation with enterprise training being seen as simply an added burden to an already overloaded timetable.

Many European educational curricular are arguably already overloaded. Introducing enterprise education is seen as problematic and challenging. Whilst it may be necessary, it was felt that there is often no room within the educational timetable. Many institutions do not offer embedded enterprise in the curriculum and receive little support. The responsibility is often an add-on to someone’s existing position. This may mean that it is not a personal core competence.

Different countries show different cultural issues: fiscal inhibitors, career paths/perceptions, government policies/support, attitudes to risk, etc.

It was felt that greater involvement by politicians or educational institution leaders may benefit the perception of enterprise education and make embedding it into the curriculum less problematic.

Certain organisations suffer from inertia. This was more apparent from the old established seats of higher education learning. There was perhaps a lack of tradition for enterprise education and development within older universities who may be of the belief that such activities related to enterprise and entrepreneurship may distract them from the day job of traditional education.

2.3 **NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (Both Host And Participants)**
A holistic approach is desirable but not common - it is deemed to be the most successful approach - but is not actively widespread. The City of Aveiro has brought together different stakeholders recently for the first time. They are fostering a more integrative approach by viewing enterprise from a variety of angles. Schools, universities, banks, employment agencies, successful entrepreneurs and mentors all have a part to play. In the UK, the SPEED Plus programme looks at enterprise education as a whole and goes outside of the university when it needs to gain best support for the programmes and its participants.

In terms of motivation issues with enterprise being seen as an added burden, Denmark is piloting a bottom-up approach (e.g. “explorative management”) that are seen to be turning traditional educational models on their heads. This may also proffer a solution to the fact that educational systems see enterprise education as having little managerial/government support. This same explorative management system in Denmark could address this issue.

With regards to who takes responsibility, where enterprise is not a core competence, the University of Aveiro has a dedicated professional manager over enterprise and incubation at the unit of transfer of technology UATEC.

2.4 **Assessment of the transferability of policies and practices. Could any examples of good practice presented in this report be applied and transferred to other countries? If so, why? If not, why not?**

Junior Achievement is an international programme which already runs in most European countries. This is certainly a programme which could be adopted in most regions. This programme is known as Young Enterprise in Scotland and England. There is the opportunity for participating countries to take part in the European final of the competition.

During the visit it became apparent that all countries represented had access to business incubator space. One transferable aspect from the visit could be the adoption of better practices that were both observed and debated in depth. More structured programmes of actual incubation support intervention, rather than often common managed workspace opportunities, could practically be rolled-out across all participating countries.

The “Explorative Management” methodology would benefit most education systems however it would require buy in from senior management teams with a strong desire for change. Most management systems are strongly entrenched and attempting to introduce such drastic change could be challenging but of worth to all in changing practices and mind-sets.
3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

One potential partnership may be the transfer of the Danish and Dutch models of enterprise to the Czech Republic. There may also be a connection between the Department for Education and Culture in Denmark and Aveiro City Hall.

TO SUM UP

4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?

Overall, the message was that a holistic, embedded enterprise agenda across all education systems and business support units is a powerful and desirable approach. This requires a “buy-in” at a high level from within Governments and all levels of educational institutions. If there is no desire at the top of appropriate organizations to allow development of enterprise, it was concluded that it would be extremely difficult for staff whose responsibility it is to deliver enterprise curriculum to bring about positive change.

This information needs to be recognised and acted on by all agencies with an interest in enterprise within each country. Local councils and all educational establishments should be the first audience for this message.

III Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only one box (☑) that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.

<table>
<thead>
<tr>
<th>e.g.</th>
<th>All agree</th>
<th>Most agree</th>
<th>Most disagree</th>
<th>All disagree</th>
<th>Not applicable</th>
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<tbody>
<tr>
<td>The size of the group was good.</td>
<td>☐</td>
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<td></td>
<td>The programme of the visit followed the description in the catalogue.</td>
<td>All agree</td>
<td>Most agree</td>
<td>Most disagree</td>
<td>All disagree</td>
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<tr>
<td>1.1.</td>
<td>The programme of the visit followed the description in the catalogue.</td>
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<td>1.2.</td>
<td>There was a balance between theoretical and practical sessions.</td>
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<td>1.3.</td>
<td>Presentations and field visits were linked in a coherent and complementary manner.</td>
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<td>1.4.</td>
<td>The topic was presented from the perspectives of the following actors of the education and training system in the host country:</td>
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<tr>
<td>1.4.1.</td>
<td>government and policy-makers</td>
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<td>☑</td>
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<tr>
<td>1.4.2.</td>
<td>social partners</td>
<td></td>
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<td>☑</td>
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<td>1.4.3.</td>
<td>heads of institutions</td>
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<td>1.4.4.</td>
<td>teachers and trainers</td>
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<td>1.4.5.</td>
<td>students/trainees</td>
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<tr>
<td>1.4.6.</td>
<td>users of services</td>
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<tr>
<td>1.5.</td>
<td>There was enough time allocated to participants’ presentations.</td>
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<td>1.6.</td>
<td>The background documentation on the theme provided before the visit helped to prepare for the visit.</td>
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<tr>
<td>1.7.</td>
<td>Most of the group received a programme well in advance.</td>
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<tr>
<td>1.8.</td>
<td>The information provided before the visit about transportation and accommodation was useful.</td>
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<td>1.9.</td>
<td>The organiser accompanied the group during the entire programme.</td>
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<td>1.10.</td>
<td>The size of the group was appropriate.</td>
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<td>1.11.</td>
<td>The group comprised a good mixture of participants with</td>
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</tbody>
</table>
1.12. There were enough opportunities for interaction with representatives of the host organisations.

- All agree
- Most agree
- Most disagree
- All disagree
- Not applicable

1.13. There was enough time allocated for discussion within the group.

- All agree
- Most agree
- Most disagree
- All disagree
- Not applicable

1.14. The Cedefop study visits website provided information that helped to prepare for the visit.

- All agree
- Most agree
- Most disagree
- All disagree
- Not applicable

2. If you have any comments on the items 1.1. - 1.14 above, please write them in the box below.

This was a very well organised visit where the host organisation was supportive and hospitable. The participants were from a good broad range of backgrounds and countries which aided our learning experience.

We would have liked more time within the group for further discussion i.e. a little less organised time and more opportunity to network and learn from each other.

Ideally, there should be more time set aside for the development of the group report.

IV Summary

1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. Indicate the number of participants for each category, e.g.

<table>
<thead>
<tr>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Not satisfied</th>
<th>Neither satisfied nor dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>4</td>
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</tbody>
</table>

2. What elements and aspects of the study visits do you think could be changed or improved?

Instances of presentations that ought to have been more focused on Enterprise Education. It appeared that some of the organisations that we visited may not have been fully aware of our agenda.

It was quite a busy and tiring programme. It would have been desirable to have more time for group discussions in a free format.
3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.

All participating members were grateful for the opportunity to engage in the study visit in Aveiro, and participate in the Cross Curricular Entrepreneurial Activities initiative supported by Cedefop. All participants are very supportive of the transversal programme.

THANK YOU!

Please submit the report to Cedefop (studyvisits@cedefop.europa.eu) within one month of the visit.