

PROGRESS MIDTERM REPORT

European Social Fund
Coordinated
transnational call for proposals at European Union

ENTRA
/ENTrepreneurship TRaining 2020/

Part A. PROJECT DESCRIPTION

A.1. Identification of the project and beneficiary/ies

Project title	ENTrepreneurship TRAINing 2020		
Project acronym	ENTRA		
Project start date 01/02/2019		Project end date	31/12/2020
Partner organisations	SYNTRA Flanders (BEL) SOS Entrepreneurs Foundation (BUL) Finale-Events (BEL)		

A. 2. National project

1. Entrepreneurial training in the 21st century - SYNTRA Flanders (BEL) is set up to address a forthcoming deregulation of entrepreneurship training (ET) in Flanders, forcing us to renew our service and to modernize ET. The focus lies in government policy and services; a better reach of the target group and guidance to ET; the implementation of customization and flexibilization of trainings and the use of innovative pedagogic tools; and the implementation of future-oriented entrepreneurial skills like innovation orientation and digital literacy. More information at: <https://ec.europa.eu/esf/transnationality/TPI-1360>
The ESF project 'Entrepreneurial training in the 21st century', also known as OV21 project, came about after the decision of the Flemish government to deregulate a required proof of professional expertise for certain professions, as well as the requirement of basic knowledge of business management from 1 January 2018 and 1 September 2019 respectively, before being allowed to start as an entrepreneur. SYNTRA Flanders is one of the partners and promotor of this project. The OV21 project had a number of concrete objectives that SYNTRA Flanders focused on. As a first objective SYNTRA Flanders wanted to learn from other European countries what role they see the government playing in entrepreneurial training and stimulating entrepreneurial competences. Though other themes were also discussed: How can the guidance and reach of entrepreneurial training be improved? Which good practices regarding lifelong and dual learning for entrepreneurs can find their way into Flemish entrepreneurial training? Finally, SYNTRA Flanders investigated how the European partners in the project focus on innovation, financial and digital literacy, as well as sustainable entrepreneurship, in their entrepreneurial processes.
2. HopOnHopOffice – SOS Entrepreneurs Foundation (BUL) will develop innovative services for the implementation of new practices of work in shared spaces and flexible employment. As a part of the project a prototype of a mobile business incubator “on wheels” will be created – HopOnHopOffice, where the services will be represented, in addition to trainings on project management tools (PMTools) and online coaching, testing of Emotional Recognition Tool (ERT) and other trainings for future-oriented entrepreneurial skills for innovative entrepreneurship. More information at: <https://ec.europa.eu/esf/transnationality/TPI-1493>
3. Artlab – Finale-Events (BEL). With many jobs being automated in foreseeable future, the need to reinvent ourselves is growing. Finale-Events will set up an online future-focused Emotional Recognition Tool (ERT) at the nexus of art, science and technologies. The ERT operates as a free personality test which directs users to jobs or education. The tool employs visual and acoustic art-forms and uses artificial intelligence for the analysis. Overall, the Artlab seeks new digital ways to uncover human potential and to guide it into future labour market. In addition to the ERT tool, a whitepaper will be produced to increase the involvement of women in digitalization. More information at: <https://ec.europa.eu/esf/transnationality/TPI-1635>

A.3. Main objective of the transnational project

The common ground of all projects concerns entrepreneurial skills and mind-sets. Thus, the project aims to foster entrepreneurship by strengthening and promoting entrepreneurship training. Such a broadly defined objective implies an equally broad target group of would-be, starting and established entrepreneurs (an entrepreneur defined as a person attempting to create a new product, service or solution), through the various projects in this TCA may target more precise or specific target groups, such as freelancers, NEETs, youngsters or creative entrepreneurs. Nevertheless the common objective of all partners, regardless of the exact target group, is related to the enforcement of skills and competencies amongst entrepreneurs. Whether it concerns future-oriented entrepreneurial skills, general entrepreneurial skills or skills from other fields to be implemented in entrepreneurship training, all partners aim for the acquisition or enforcement of skills by entrepreneurs or would-be entrepreneurs.

The added values of the transnational partnership include:

- Gaining experience of the transnational partners.
- Mutually influencing projects due to the partners' findings.
- Mutually enriching projects due to different perspectives, focuses and organisational backgrounds.

A.4. Summary of the project activities

Dyadic activities between 2 partners will produce equally important outcomes that can be shared, tested or applied in each partner country:

- A report containing recommendations on methods to reach the targets group of (aspiring) entrepreneurs and subcategories such as women and NEETs, and their guidance towards entrepreneurship training, based on good practices from the partner countries Flanders and Bulgaria, and depending on the interest of the individual organisations, third countries such as Switzerland, Ireland, Italy and Finland (TPI-1360, TPI-1493, TPI-1635).
- Guidelines, recommendations and methods for the horizontal implementation of digital and innovation skills and sustainable business in entrepreneurship training and project management tools, based on good practices from the partner countries Flanders and Bulgaria, and depending on the interest of the individual organisations, third countries such as Switzerland, Ireland, Finland and Italy (D2). (TPI-1360, TPI-1493 and TPI-1493).
- Testing and translating ERT tool in Bulgaria will allow Artlab to prove that the principle of ERT tool can be applied not only in Flanders but adapted to any European country. (TPI-1493 and TPI-1635)

The respective national projects will implement activities of which some will have a transnational dimension though the outcomes will be situated on a national level. These outcomes however can be shared, tested or applied in each partner country as well:

- A comparative report of entrepreneurship training policies in the partner countries Flanders and Bulgaria, and third countries such as Switzerland, Ireland and Finland. The report includes policy recommendations to the Flemish government (TPI-1360).
- A report containing guidelines, recommendations and methods for the implementation of dual learning and customization/flexibilization in entrepreneurship training, based on good practices in the partner countries Flanders and Bulgaria, and third countries such as Switzerland, Ireland and Finland (TPI-1360).
- As a result of dyadic activity, Artlab will test the concept of the ERT tool in Bulgaria to make sure that the tool can be applied in other than-Flanders setting. (TPI-1635)
- HopOnHopOffice concept for flexible employment will be represent in the partner countries Flanders and Bulgaria, and third countries such as Italy and Finland (TPI-1493)
- A report containing information for the provided additional entrepreneurship trainings on project management tools (PMTools) and workshops for testing and representing of Emotional Recognition Tool (ERT) (TPI-1493)

A.5. Main milestones for project ENTRA

Main milestones for project ENTRA

Planned transnational activities	Time schedule	Participants	Output
Opening conference in combination with a study visit in Sofia	February 2019	Syntra Flanders; Finale-Events; SOS Entrepreneurs Foundation	Presentation of the desk & partner search reports of the partners (TPI-1360, TPI-1493, TPI-1635) Study visit report Bulgaria (TPI 1360)
Study visit Finland	Spring 2019	Syntra Flanders; SOS Entrepreneurs Foundation, Finale Events; TU Tampere and other Finnish organizations and institutions	Study visit report Finland (TPI-1360) Study visit report Finland (TPI-1493)
Study visit Ireland	Spring 2019	Syntra Flanders, ETBI, SOLAS and other Irish organizations and institutions	Study visit report Ireland (TPI-1360)
Transnational meeting to evaluate transnational cooperation, and to discuss projects, progress of whitepaper and design and functioning of web-based platform, in combination with a study visit in Flanders	September 2019	Syntra Flanders; Finale-Events; SOS Entrepreneurs Foundation	Intermediate evaluation report (D4) Study visit report Flanders (TPI-1493)
Study visit in Italy	Spring 2020	SOS Entrepreneurs Foundation and other Italian entrepreneurship organizations and supporting institutions	Study visit report Italy (TPI-1493)
Transnational meeting to evaluate transnational cooperation, and to finalise the final report	Spring 2020	Syntra Flanders; Finale-Events; SOS Entrepreneurs Foundation	Final draft of final report (D5)
Closing conference in Ghent	December 2020	Syntra Flanders; Finale-Events; SOS Entrepreneurs Foundation; ETBI; Innosuisse;	Presentation of all the results, transnational and national (D6)

A.6. transnational deliverables and outcomes

Project ENTRA will yield 6 transnational deliverables and outcomes:

1. A joint survey to measure the level of digital literacy and innovation competence of (aspiring) entrepreneurs in Flanders and Bulgaria, including the development of the survey tool (D1).
2. A platform to support the education, training and career choices of women and NEETs, including aspiring entrepreneurs, and to stimulate digital entrepreneurship (D2).
3. An intermediate evaluation report on the progress of transnational cooperation (D3).
4. A final report containing an evaluation of the transnational cooperation and a wrap-up of the transnational, dyadic and national outcomes (D4).
5. The organisation of an international closing conference to present the transnational, dyadic and national outcomes (D5).

PART B. PROJECT IMPLEMENTATION

B.1. Report of activities

Description of the implemented activities

1. Opening conference and study visit in Bulgaria

The opening conference in combination with a study visit in Sofia was held in February 2019 according to the planned timetable. SoS Entrepreneurs Foundation hosted the opening event and the first partnership meeting, which took place in the period February 20-22, 2019 in Sofia. The meeting was attended by:

- Flemish Entrepreneurship Training Agency Syntra Vlaan deren: Ms. Ellen Deconter - Project Manager "Entrepreneurial training in the 21st century", Mr. Sam Sadrabadi and Ms. Eva Delvaux - experts in Syntra Vlaan deren;
- The Belgian creative company FinaleEvents bvba Mr. Rudolf Wax Executive Director and Mr. Sam Bastians - Artlab Project Manager;
- SoS Entrepreneurs Foundation: Ms. Veselina Kuppenova - Executive Director, Ms. Iliana Georgieva - HopOnHopOffice Project Manager and Ms. Gergana Atanasova - Expert from the SoS Entrepreneurs Foundation.

The meeting had the following agenda:

February 20, 2019

10.00 - working meeting with the management and experts from the National Agency for Vocational Education and Training (NAVET)

14.00 - visit, Fund for Applied Research and Communications (ARC Fund)

February 21, 2019

10.00 - working meeting with representatives of the Ministry of Economy and the Bulgarian Agency for Promotion of Small and Medium Enterprises

14.00 - working meeting with Scale Focus AD

16.00 - working meeting with representatives of the Foundation "Idea Factory"

February 22, 2019

10.00 - opening conference of the ENTRA project at the NTERCONTINENTAL SOFIA hotel

The SYNTRA Flanders delegation primarily visited a number of government organizations. For example, they were received by the National Agency for Vocational Education and Training (NAVET), which is responsible for vocational education for young people and adults in Bulgaria and comes under the Bulgarian Ministry of Education. NAVET's main tasks are to issue licenses to education and training providers - including private providers - and to draw up and monitor curricula. In all curricula, the acquisition of entrepreneurial competences is included in the learning outcomes. Some differences with regard to the Flemish situation

emerged, such as the greater distance between the agency and the training providers, the transversal interweaving of entrepreneurial competences with lifelong learning and vocational training, and the Department of Education as responsibility center, whereas in Flanders this is the Department of Labor and Social Economy. Another government organization that the delegation visited is the Ministry of Economy and the Bulgarian SME Promotion Agency (BSMEPA). Both organizations have a supporting role for Bulgarian companies, inter alia in that they promote the continuity of family businesses, especially in traditional sectors. Their support does not include a distinct training component, except for a small number of training and coaching programs. Both the Ministry of Economy and the BSMEPA indicate that they aspire a greater involvement in education in the context of dual learning, but that dual learning in entrepreneurial training is not (yet) on their agenda.

Subsequently, the SYNTRA Flanders delegation visited a number of private organizations. ARC Fund supports entrepreneurship in Bulgaria through research, consultancy and the organization of competitions for (candidate) entrepreneurs. As a non-governmental organization, it is itself responsible for obtaining financial resources. Every year the organization draws up a report on the innovation potential in the Bulgarian economy and companies. The government uses this information for shaping its policy. Scale Focus is the largest ICT company in Bulgaria, with branches in various European countries. It's interesting that Scale Focus establishes its own academy where staff members can receive ICT training within the framework of dual learning. Although this creates a tension between intrapreneurship and entrepreneurship: After all, the company invests in training for its staff with a focus on entrepreneurship, while these staff often start their own company and thus become a competitor of Scale Focus, which offered the training. Finally, SYNTRA Flanders visited IDEAS Factory, a non-governmental organization that focuses on deprivation of poverty - including Roma - in remote areas and in that context is responsible for an important training component. By setting up social entrepreneurship, this organization stimulates the development of entrepreneurial skills among young people.

The study visit in Bulgaria was concluded with a transnational partnership meeting within the framework of this ESF project. The different national projects were presented and the Bulgarian project partners were introduced.

The partners agreed to hold the interim meeting at the end of September in Brussels, Belgium.

Deliverables: Detailed Meeting Report

2. Study visit Ireland

The second study visit went to Dublin. The Irish case is interesting because, in the wake of the financial crisis and with support from the European Union and the International Monetary Fund, the country has undertaken numerous reforms. The system of secondary education, vocational training and entrepreneurial training was examined by the consultancy firm Tom Martin & Associates. The final report of this review formed the basis for many reforms, some of which are still ongoing.

The Further Education and Training Authority, abbreviated to SOLAS in Irish language, is the agency that does the follow up of subsidized secondary education in Ireland. It belongs to the Ministry of Education and Skills and finances regional training clusters (Education and Training Boards, or ETBs). Furthermore it determines the learning outcomes of funded programs, monitors and reports on them. In addition, the agency occasionally finances other projects or processes, including an Irish variant of 'Working towards your business', an initiative set up by SYNTRA Flanders to support and train (candidate) starters (often specific target groups, such as the unemployed) to start their own business. The relationship between SOLAS and the ETBs is similar to the relationship between SYNTRA Flanders and the SYNTRA non-profit organizations, for example in the sense that SOLAS devotes a large part of its budget to the ETBs, which specialize in entrepreneurial skills and secondary education, among other things. Interesting differences are the greater freedom of the ETBs compared to the SYNTRA non-profit organizations in the implementation of funded projects, and the stronger mix of entrepreneurial competences in lifelong learning. The latter is evident, for example, from the transversal focus on entrepreneurial competencies in ETB trajectories. So-called standalone entrepreneurship programs are also offered, but they currently have fewer participants than the standard programs. Both types of routes are offered in the same settings. As a result, they differ significantly

from the Flemish context, where there is a clear distinction between the CVO, or centers for adult education, and the SYNTRA offer. Initiatives focused on companies with high growth potential in all life phases are in the hands of the government organization Enterprise Ireland, comparable to the Flemish VLAIO.

The 16 regional Education and Training Boards (ETBs) – to which we already referred above - are united in the umbrella organization Education and Training Boards Ireland (ETBI), which, within the framework of the study visit, organized a round table on entrepreneurship, entrepreneurial competences, education and training. During the round table, in which five entrepreneurs with an ETB past participated, various topics were discussed, such as the importance of cooperation and partnerships, the role of incubation centers (as the basis of ideation) during the training and/or start-up phase of a business, and having other entrepreneurs as a role model.

Finally, The Edge Foundation, one of the designers of the British trailblazer system of dual learning, explained the SYNTRA Flanders delegation on the continued use of technology in an education and training context, as an example of good practice.

3. Study visit in Finland

3.1. Study visit in Finland SYNTRA

Entrepreneurial education as a basis

In Finland, SYNTRA Flanders organized a round table on entrepreneurship in collaboration with Tampere University. The participants were very diverse, ranging from various training providers to a representative of the Finnish Ministry of Education and Culture, as well as including an adult student in an entrepreneurial training and a business angel. After an introduction and a few presentations, the participants mapped similarities and differences in entrepreneurial training between Finland and Flanders. It soon became clear that both landscapes have some fragmentation. A striking difference is that the local authorities in Finland have a great deal of autonomy in organizing training, including entrepreneurial training. Another difference with Flanders is that a minor can start a business in Finland, with the permission of his or her guardian. The commercial register statement is signed by both the minor and the guardian. According to the Finnish YES network, society is now reaping the benefits of its entrepreneurial education, which has been a compulsory element of compulsory education since 1994. However, the involvement of non-IT companies in entrepreneurial education remains a bottleneck as schools sometimes remain cautious about involving non-IT companies in education. A student representative from Proakatemia also stated that the foundation of entrepreneurship is laid in primary and secondary education. His current business training, in which he and other students actually establish a co-operative, is the thorough continuation of this. The educational model on which Proakatemia is based is that of Tiimiakatemia. It provides coaching and focuses on “learning by doing, like it happens mostly in family businesses,” the student representative added.

Learning and entrepreneurship through experimentation

The study visit contained a conversation with Experimental Finland. The program was established in 2015 under the then Prime Minister of Finland, convinced that some complex problems cannot be addressed through results-oriented planning. For example, the program is internationally known for the long-term experiment on basic income. The program facilitates experiments based on the government agenda and grassroots innovation, although these are usually small-scaled. The aim of the program is to find innovative solutions for social development and services, to put them into practice and to stimulate evidence-based policy. Failure can, however, and is allowed. This is highlighted on October the 13th, the International Day of Failure. In addition, it aims to strengthen regional and local decision-making and cooperation, and to promote individual initiatives and entrepreneurship. The Experimental Finland team published guidelines on experimentation and a guide for mentors, among others. It also supports a digital platform on which funding calls for small-scale projects are launched, a network is built up between experimenters, and lessons are shared. Small-scale projects that come to good solutions are accelerated and applied on a larger scale. This acceleration process is supervised by Motiva, a company specialized in sustainable development, and includes training on business opportunities in the context of a successful experiment. The projects with the

most potential are brought into contact with other financing and/or partners, such as Business Finland. "The business world is following some experiments closely," says Experimental Finland.

VET reforms

An appointment with EDUFI, the Finnish National Agency for Education, followed. This confirmed what was already stated at the workshop at the University of Tampere: local authorities, as well as private organizations, have great autonomy in the implementation of educational policy. EDUFI supports by developing the National Qualifications Framework (NQF) and national guidelines for entrepreneurial education. In 2015, it also outlined the reforms in Vocational Education and Training (VET), which became a reality in 2018.

After these reforms, the role of the teacher in VET evolved more towards that of an advisor who now draws up a personal competence development plan together with the learner. The scope of qualifications and courses is expressed in Competence Points (CP). A full-time year program is 60 CP. More attention is paid to the recognition of previously acquired competences. The learner must only include the missing courses in his / her learning program. However, the learner may opt to include some courses from other programs, including those from colleges. Attention is also paid to learning in various learning environments - including dual learning - and coordination with the labor market about which skills are required.

(1) One VET regulation and financing

What is striking in the reform is that young people and adults are captured by one VET regulation and financing. The key to determine public funding will be adjusted as follows by 2022:

- 50% will be based on the number of learners per year;
- 35% will be performance based, being the number of qualifications and courses awarded per year;
- and finally, 15% of funding will be based on the effectiveness of VET, in particular throughput to employment and / or further studies, as well as feedback from students and the labor market.

(2) Opportunities and risks

The Finnish Education Evaluation Center (KARVI) has carried out an ex ante evaluation of the reform. Among other things, it is expected that the VET system will become clearer and more accessible. Qualifications are achieved by demonstrating skills. It is also expected that coordination between education and the labor market will increase. In addition, KARVI anticipates that the number of drop-outs in VET will decrease by 8 to 9%. Possible risks include the lack of funding. After all, the reform was accompanied by savings of about 10% in resources. A lack of (qualitative guidance in the) workshops, or the selection of employees based on the duration and cost-efficiency with which someone obtained his / her qualification is also feared.

(3) Entrepreneurial training for adults

Entrepreneurship is contained in various VET qualifications. These can be divided into three types:

Initial vocational qualifications (180 CP): This is aimed at both youth and adults who want to obtain their secondary education diploma. It is comparable to a third stage of secondary education in Flanders, but for three years. It should be noted that in Finland young people after general education choose at the age of 16 between general or vocational education.

- In the compulsory general courses (35 CP), "entrepreneurship and entrepreneurial activities" accounts for only 1 CP.
- In the vocational courses (145 CP), the learning entrepreneurship can optionally be included by drawing up a business plan (15 CP) or by opting for work-based learning in a company (15 CP).

Advanced professional qualifications (120, 150 or 180 CP):

- Continuing vocational qualification for entrepreneurs (150 CP)
- Continuing vocational qualification in business (150 CP)

Specialized vocational qualifications (160, 180 or 210 CP)

- Specialized vocational qualifications for business consultants (180 CP)
- Specialized vocational qualifications in leadership and business management (180 CP)
- Specialized Vocational Qualifications in Business (180 CP)

The latter specializations are not the most popular, though also not the least chosen qualifications.

(4) Entrepreneurial competences and lifelong learning

It is also striking that competences necessary for lifelong learning also contain entrepreneurial competences. These competences are broadly defined as taking initiative; problem solving ability; acting economically and productively; taking responsibility and making decisions; planning activities; being independent; observing, looking for and recognizing opportunities; acting entrepreneurially; and networks. Moreover, these are - whether or not explicitly - contained in the skills required to obtain a qualification.

Although adults are included in the scope of the VET reforms by EDUFI, they are not mentioned - with the exception of college and university students - as a target group in their guidelines "Entrepreneurship in training". On the other hand, the importance of entrepreneurial skills in working life is emphasized in the same guidelines. Furthermore, Finnish entrepreneurship policy targets a wide audience: local, regional and national education decision-makers, entrepreneurs and organizations supporting entrepreneurship.

Circular education: entrepreneurial competences as a driving force

Yrittäjät is the largest employer organization in Finland. It regards entrepreneurial skills as crucial. For example, the organization offers education and training to entrepreneurs, usually via webinars (sometimes also seminars). In addition, three employees are deployed full-time to support entrepreneurial competences in compulsory and higher education.

The number of one-man businesses has increased sharply in Finland since 2000. Today they make up about 60% of SMEs. Networking of and cooperation between these solo independent entrepreneurs has gained in importance. We also observe the increase in the number of one-man businesses in Flanders. Flanders had 319,323 one-man businesses in 2017. Compared to 2008, the number of one-man businesses in Flanders increased by 14.8% (UNIZO, SME report 2018). Interest in entrepreneurship in Flanders has also increased significantly. According to the Global Entrepreneurship Monitor, 1 in 8 of young adults (between 18 and 24 years old) thought about starting their own business in 2016. In 2003 this was only 1 in 100. As far as Finland is concerned, according to Yrittäjät, the higher social standing of entrepreneurs, entrepreneurial education and the tech boom that drastically updates the idea of the entrepreneur, lie at the basis.

Entrepreneurs are also increasingly educated and new businesses are more consumer oriented. The latter responds to the fairtrade market, for example, with a focus on sustainability. In terms of digital competences, Yrittäjät states that about 30% of Finnish entrepreneurs are digitally indifferent. They compete with the 10% digitally oriented entrepreneurs, also known as the digital natives. But the largest and, according to Yrittäjät, most worrisome group are the digitally curious. They have already digitized part of their processes because they feel the need for it. But they are struggling to push through. About 60% of Finnish entrepreneurs meet this profile.

The current training landscape in Finland is based on the former industrial era, says Yrittäjät. However, the digital age requires a more 'student centered competence system', more tailored to the student. Lifelong learning is necessary. The key to this is what Yrittäjät refers to as circular education. Formal diplomas are standing next to microdiplomas and modular learning. Also informal learning is underlined. A third pillar, in addition to formal and informal learning, is work-integrated learning.

Learning at school and in the company becomes the norm. Education and training are still too often seen as costs rather than investments, both by adults and companies. Rethinking incentives to participate in education and training is imperative, says Yrittäjät. Mobility between employee and self-employed status must also be encouraged.

The driving force behind this new circular education competence system is entrepreneurship as a mainstream active learning and training method. After all, the focus and interpretation of entrepreneurial education evolved from knowing about entrepreneurship as a possible career, about learning entrepreneurship with intra- and entrepreneurship as an objective, to learning through entrepreneurship as an active learning and training method.

Focus on job seekers and starters

Finally, the Flemish delegation was also received by the Finnish Ministry of Economic Affairs and Employment. It is administered by three ministers, namely the Minister of Economic Affairs, the Minister of Employment and the Minister of Housing, Energy and the Environment. In addition to financial support and incentives for innovation and digitization, entrepreneurial training is also part of the ministry's tasks. The Ministry of Education, and in particular EDUFI, is responsible for the longer educational paths, whereas the Ministry of Economic Affairs and Employment provides shorter education and training. Moreover, the latter mainly focuses on job seekers and starters. Tailor-made advice is provided for established entrepreneurs against payment.

The 15 regional Centers for Economic Development, Transport and the Environment (ELY Centers) implement the policy of the central government and are responsible for the procurement of training courses in their region. The Employment and Economic Development Offices also provide training for job seekers. However, major cities offer their own services, albeit also funded by the Ministry of Economic Affairs and Employment. However, all of the aforementioned training courses focus on labor market training with basic information about entrepreneurship, starting a business and various aspects of entrepreneurship (including financing, marketing, communication, taxes and financial administration). They are not thorough entrepreneurship processes.

Conclusion

Finland is highly fragmented in entrepreneurial training. Entrepreneurial education and entrepreneurial skills are clearly gaining importance. This is also evident from the explanation of Proakatemia and the enthusiastic plea of Yrittäjät for circular education with entrepreneurial skills as a basis.

Nevertheless, entrepreneurial competences are only limited in the VET reforms, if a learner does not explicitly choose to do so. With the VET reforms, however, the Ministry of Education aspires that entrepreneurial competences, like other competences linked to lifelong learning, form a more integral part of education and training. It also wants to work more tailor-made, and will drastically adjust its financing in the future. It is also clear that young people and adults are now subject to the same regulations.

It is striking that the Ministry of Economic Affairs and Employment has a strong target group policy in guiding entrepreneurs in its rather short-term processes. In addition, the focus seems to be more on labor market guidance and creating more jobs, rather than on entrepreneurship.

A separate case was Experimental Finland. The space for innovation through experimentation and the sharpening of entrepreneurial competences, as well as the link that is made, where possible, to effective entrepreneurship is inspiring.

3.2. Study visit in Finland SOS Entrepreneurs Foundation

SOS Entrepreneurs Foundation visited Tampere University and several co-working spaces in Tampere and Helsinki.

The working visit had the following program:

October 22, 2019

10.00 - working meeting with Smart City Development Business Tampere

13.30 - working meeting with Prof. Thomas Ahola, Faculty of Industrial Management, University of Tampere, Finland

The meeting was attended by representatives of the SoS Entrepreneurs Foundation and Prof. Thomas Ahola from the Department of Industrial Management at the University of Tampere.

The following issues were discussed during the meeting:

- Experience and good practices of the University of Tampere in the field of entrepreneurship promotion and support for start-ups by students.
- Creating innovative tools for project management.

October 24, 2019

10.00 am - working visit to MOW Mothership of Work, Helsinki Shared Workplace Agency

13.00 - working visit to the Oodi Central Library in Helsinki

During the study visit SOS Entrepreneurs Foundation team visited several shared working places and business incubators in Tampere and Helsinki. A different good practice were presented and discussed.

Deliverables: Study Visit Report

4. Study visit Denmark

In Denmark, SYNTRA Flanders visited Copenhagen Institute of Future Studies (CIFS)

Danish Business Authority (DBA) is an organisation under the Ministry of Industry, Business and Financial Affairs. Since January 2019 they are focus on ALL companies, not only growth companies and are supporting both national and foreign entrepreneurs . New structure: 6 regional business houses (in Danish: Erhvervshus) and 1 digital hub.

Supporting startup and entrepreneurship in Denmark is a key priority.

Digital Hub Denmark is a public-private partnership between the Danish Government, the Confederation of Danish Industry, the Danish Chamber of Commerce and Finance Denmark with the aim of enhancing the digital ecosystem in Denmark by supporting private companies, researchers, tech-entrepreneurs and students in the development of new digital products, services and business models. Recently DBA is co-funding events like TechBBQ to have an entrance for dialogue and support the entrepreneurial ecosystem.

Innovation fund and Danish Startup Fund is a Public funding providing funds for startups: soft (free money) or hard (equity) money.

5. Transnational meeting to evaluate transnational cooperation, and to discuss projects, progress of whitepaper and design and functioning of web-based platform, in combination with a study visit in Flanders

From September 23 to 25 September 2019, SOS Entrepreneurs Foundation team visited the Kingdom of Belgium, where were held the second ENtrepreneurshipTraining 2020 Partnership Meeting and good practice site visits offering shared workplace and development services entrepreneurship. The meeting was attended by:

Werthen Rudolf	Finale Events
Maud Mertens	Finale Events
de Coster Ellen	SYNTRA Flanders, Flemish Agency for Entrepreneurial Training
Sadrabadi Sam	SYNTRA Flanders, Flemish Agency for Entrepreneurial Training
Kupenova Veselina	SOS Entrepreneurs Foundation
Georgieva Iliana	SOS Entrepreneurs Foundation

During the first intermediate partners meeting were discussed TCA and further detailed planning. A detailed report in English will be submitted to project partners. TCA was discussed and detailed planning was agreed.

- **A joint survey to measure the level of digital literacy and innovation competence of (aspiring) entrepreneurs in Flanders and Bulgaria, including the development of the survey tool (D1).** The survey is in progress. The final report will be delivered at the end of the project.
- **A platform to support the education, training and career choices of women and NEETs, including aspiring entrepreneurs, and to stimulate digital entrepreneurship (D2).** The Platform will be integrated in the Art Lab website wich is developing by Finale Events and in addition will be integrated in the SYNTRA Flanders web site.

- **An intermediate evaluation report on the progress of transnational cooperation (D3).**
- **A final report containing an evaluation of the transnational cooperation and a wrap-up of the transnational, dyadic and national outcomes (D4).** The final report will be delivered at the end of the project.
- **International closing conference to present the transnational, dyadic and national outcomes (D5).** The closing conference will be held in Geant in December 2020.

Alongside to these deliverables, dyadic activities between 2 partners:

- A report containing recommendations on methods to reach the targets group of (aspiring) entrepreneurs and subcategories such as women and NEETs, and their guidance towards entrepreneurship training, based on good practices from the partner countries Flanders and Bulgaria, and depending on the interest of the individual organisations, third countries such as Switzerland, Ireland, Italy and Finland.
- Guidelines, recommendations and methods for the horizontal implementation of digital and innovation skills and sustainable business in entrepreneurship training and project management tools, based on good practices from the partner countries Flanders and Bulgaria, and depending on the interest of the individual organisations, third countries such as Switzerland, Ireland, Finland and Italy. The report will be delivered after all study visits are done by SYNTRA Flanders and SOS Entrepreneurs Foundation.
- Testing and translating ERT tool in Bulgaria
The Art Lab site and testing tool are developed and are ready to be tested. A decision was taken that the test in Bulgarian Labour Agency will start in November 2019. SOS Entrepreneurs Foundation will organize communication with the Bulgarian Labour Agency and will support the Finale Events team during tests.

After the Project Partners midterm meeting, were held the following meetings and visits of co-working spaces and business incubators and accelerators in Brussels and Antwerp:

- Flanders Innovation & Entrepreneurship
- Be Central, Brussels <https://www.becentral.org/>
- Startit @KBC, Brussels <https://startit.be/>
- The Social Innovation Factory, Brussels <https://www.socialeinnovatiefabriek.be/nl/english>
- StartupVillage Antwerp: The Cofoundry & THINK with people, Antwerp
<https://www.thinkwithpeople.be/>
<https://www.ondernemeninantwerpen.be/startupvillage>
- Ms. Katleen De Naeyer, International Business Manager at @City of Antwerp presented Entrepreneurship, internationalisation in the City of Antwerp.
- SYNTRA AB, Campus Antwerpen <https://www.syntra-ab.be/>

Detailed information about the finding is presented in the Study visit report.

Deliverables: Study Visit Report

Due to the COVID-19 epidemiological situation the Study visit which was planned for the period 25 – 30 April 2020 was postponed. It will be organized and implemented till the end of the 2020.

7. Transnational meeting to evaluate transnational cooperation, and midterm report

During the period January – June 2020 several online Project Partners meetings were held and Midterm report was discussed and agreed.

8. A joint survey to measure the level of digital literacy and innovation competence of (aspiring) entrepreneurs in Flanders and Bulgaria, including the development of the survey tool (D1)

In progress. Several online meetings were held, and the Question were agreed. Project partners will make the survey and joint results and analyses will be delivered till the Project end date.

9. Testing and translating ERT TOOL in Bulgaria

During the Second Partners meeting in Brussels Project Partners decided to test the Art Lab platform in Bulgaria in order to collect more data and to make analysis about the differences in Belgium and Bulgaria. (Finale).

SoS Entrepreneurs contacted Bulgarian Ministry of Labor and Social works and the Labor Agency within the Agency. After negotiations and discussions, the Labor Agency decided that the @ArtLab Platform could be tested in one Unemployment office on Sofia.

Meanwhile a change in the Bulgarian Cibber security and personal data legislation restricted the possibility a public Authority to publish external applications and sites on their official sites and to collect personal data which is outside of the authority responsibilities.

The Platform will be Published as a link on the SoS Entrepreneurs Foundation web site

10. Guidelines, recommendations and methods for the horizontal implementation of digital and innovation skills and sustainable business in entrepreneurship training, based on good practices from the partner countries Flanders and Bulgaria, and third countries such as , Ireland and Finland and Italy.

- **What role have the government playing in entrepreneurial training and stimulating entrepreneurial competences.**

Bulgaria have a centralized entrepreneurial training system. National Agency for Vocational Education and Training (NAVET), which is responsible for vocational education for young people and adults in Bulgaria and comes under the Bulgarian Ministry of Education. NAVET's main tasks are to issue licenses to education and training providers - including private providers - and to draw up and monitor curricula. In all curricula, the acquisition of entrepreneurial competences is included in the learning outcomes. Another government organization that was visited is the Ministry of Economy and the Bulgarian SME Promotion Agency (BSMEPA).

The Further Education and Training Authority, abbreviated to SOLAS in **Irish** language, is the agency that does the follow up of subsidized secondary education in Ireland. It belongs to the Ministry of Education and Skills and finances regional training clusters (Education and Training Boards, or ETBs). Furthermore it determines the learning outcomes of funded programs, monitors and reports on them. In addition, the agency occasionally finances other projects or processes, including an Irish variant of 'Working towards your business', an initiative set up by SYNTRA Flanders to support and train (candidate) starters (often specific target groups, such as the unemployed) to start their own business. The 16 regional Education and Training Boards (ETBs) are united in the umbrella organization Education and Training Boards Ireland (ETBI), which, within the framework of the study visit, organized a round table on entrepreneurship, entrepreneurial competences, education and training. During the round table, in which five entrepreneurs with an ETB past participated, various topics were discussed, such as the importance of cooperation and partnerships, the role of incubation centers (as the basis of ideation) during the training and/or start-up phase of a business, and having other entrepreneurs as a role model.

In Finland the local authorities have a great deal of autonomy in organizing training, including entrepreneurial training. Another difference with Flanders is that a minor can start a business in Finland, with the permission of his or her guardian. The commercial register statement is signed by both the minor and the guardian. According to the Finnish YES network, society is now reaping the benefits of its entrepreneurial education, which has been a compulsory element of compulsory education since 1994. However, the involvement of non-IT companies in entrepreneurial education remains a bottleneck as schools sometimes remain cautious about involving non-IT companies in education.

After these reforms, in Finland the role of the teacher in VET evolved more towards that of an advisor who now draws up a personal competence development plan together with the learner. The scope of qualifications and courses is expressed in Competence Points (CP). A full-time year program is 60 CP. More attention is paid to the recognition of previously acquired competences. The learner must only include the missing courses in his / her learning program. However, the learner may opt to include some courses from other programs, including those from colleges. Attention is also paid to learning in various learning environments - including dual learning - and coordination with the labor market about which skills are required.

- **How can the guidance and reach of entrepreneurial training be improved?**

The Bulgarian entrepreneurial training is specific with its centralization the greater distance between the agency and the training providers, the transversal interweaving of entrepreneurial competences with lifelong learning and vocational training. Both organizations have a supporting role for Bulgarian companies, inter alia in that they promote the continuity of family businesses, especially in traditional sectors. Their support does not include a distinct training component, except for a small number of training and coaching programs. Both the Ministry of Economy and the BSMEPA indicate that they aspire a greater involvement in education in the context of dual learning, but that dual learning in entrepreneurial training is not (yet) on their agenda.

In Finland although adults are included in the scope of the VET reforms by EDUFI, they are not mentioned - with the exception of college and university students - as a target group in their guidelines "Entrepreneurship in training". On the other hand, the importance of entrepreneurial skills in working life is emphasized in the same guidelines. Furthermore, Finnish entrepreneurship policy targets a wide audience: local, regional and national education decision-makers, entrepreneurs and organizations supporting entrepreneurship.

Entrepreneurial competences are only limited in the VET reforms, if a learner does not explicitly choose to do so. With the VET reforms, however, the Ministry of Education aspires that entrepreneurial competences, like other competences linked to lifelong learning, form a more integral part of education and training. It also wants to work more tailor-made, and will drastically adjust its financing in the future. It is also clear that young people and adults are now subject to the same regulations.

- **Which good practices regarding lifelong and dual learning for entrepreneurs can find their way into entrepreneurial training?**

Scale Focus is the largest ICT company **in Bulgaria**, with branches in various European countries. It's interesting that Scale Focus establishes its own academy where staff members can receive ICT training within the framework of dual learning. Although this creates a tension between intrapreneurship and entrepreneurship: After all, the company invests in training for its staff with a focus on entrepreneurship, while these staff often start their own company and thus become a competitor of Scale Focus, which offered the training.

Circular education: entrepreneurial competences as a driving force Yrittäjät is the largest employer organization in **Finland**. It regards entrepreneurial skills as crucial. For example, the organization offers education and training to entrepreneurs, usually via webinars (sometimes also seminars). In addition, three employees are deployed full-time to support entrepreneurial competences in compulsory and higher education.

- **How the European partners in the project focus on innovation, financial and digital literacy, as well as sustainable entrepreneurship, in their entrepreneurial processes.**

ARC Fund supports entrepreneurship in Bulgaria through research, consultancy and the organization of competitions for (candidate) entrepreneurs. As a non-governmental organization, it is itself responsible for obtaining financial resources. Every year the organization draws up a report on the innovation potential in the Bulgarian economy and companies. The government uses this information for shaping its policy.

Experimental Finland is a program established in 2015 under the then Prime Minister of **Finland**, convinced that some complex problems cannot be addressed through results-oriented planning. For example, the program is internationally known for the long-term experiment on basic income. The program facilitates experiments based on the government agenda and grassroots innovation, although these are usually small-scaled. The aim of the program is to find innovative solutions for social development and services, to put them into practice and to stimulate evidence-based policy. Small-scale projects that come to good solutions are accelerated and applied on a larger scale. This acceleration process is supervised by Motiva, a company specialized in sustainable development, and includes training on business opportunities in the context of a successful experiment. The projects with the most potential are brought into contact with other financing and/or partners, such as Business Finland. "The business world is following some experiments closely," says Experimental Finland

11. A project management course available online to train project management skills for aspiring project managers and entrepreneurs.

Projects, you're in – a Simplified Project Management Course

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Project-based working is a new way of working. Every day, fantastic projects are achieved: Starting own business, going to build a house, a new project is being developed in the company, or going to take part in an event in organisation. A project is like organising your own party. The preparation takes the most time; at the start of the party watch to see whether everyone is enjoying themselves and as the party continues, join in yourself, keeping an eye on everything and sharing the pleasure your guests are feeling!

Each project has its own complexity and challenges, both in content and human relationships. It's exactly for these reasons that it is essential to think and work in a structured manner. Improving skills is an ongoing process that requires constant attention, dedication and certainly also a touch of passion.

This course is largely aimed at the beginning project officer who wants to become acquainted for the first time with this way of working as well as at the project leader who is looking for ways to reflect on his or her daily practice. This course thus offers a basis for successfully achieving fine projects in this dynamic world.

This course gives a basic insight into the different facets of project-based working. This is not a specialist course, but rather a starting point for studying the subject in depth.

Project work is a flexible way of working and can be used in many different cases, but the approaches are varied. If you join in a project, you need knowledge and skills in two main areas: On the one hand, a clear planning schedule is needed with a hard, technical, organisational side. These are the hard skills: the various steps in a project.

On the other there is the **softer, more human side**, whereby culture, environment and personal needs play a role. The **soft skills** deal in more detail with the competencies needed to work together as successfully as possible. We have listed the most important ones for you:

- Self-management
- Responsibility
- Accurate
- Handling stress
- Your personal presentation
- Respect for rules
- Meetings
- Conflict management
- Result-oriented working
- Planning and organising
- Working efficiently

Through this course entrepreneurs are given the means to view their own situation within a project. They reflect on their own qualities and the points they have to learn in an active way. Entrepreneurs can collect these **points of focus** in their **personal action plan**. If they have just joined a project or simply want to know more about project work, you can set to work fairly quickly with an **action plan**. This practice is the best way to learn.

Deliverables: a Simplified Project Management Course

12. A platform to support the education, training and career choices of women and NEETs, including aspiring entrepreneurs, and to stimulate digital entrepreneurship (D2).

ArtLab has focused on the outcome of specific educational systems in training as well as advising women in digital entrepreneurship.

Due to the COVID19 pandemic, earlier findings and conclusions have been distorted. Where evolution and adaptation of existing methods was still relevant early 2020, the sudden changes brought by the crisis were the reason for complete re-considering of the advice that was made up until then. The stand still of the economy, the layoffs, the full annulation of cultural and event projects had a devastating outcome for thousands of working people and economic enterprises. Hundreds of shops closed or stopped all together. Six months later the traditional economic world has been changed to a new order. Men and women have no guaranteed future, even if they succeeded positively in their education and specific knowledge base. Many people who were specialized in specific jobs had to quit, with the absurd result that they immediately looked for other opportunities when possible. As a result, they will not return to the sector in which they were specialized, which has the devastating result of not finding qualified, experienced people for the vacancies.

In the study concerning gender equality Finale Eventi came to the conclusion that the existing bias in hiring women, or giving them the possibility of equal jobs and pay, is a matter of general attitude. Not only a matter because of men. Our Western society is still focused on traditional behaviour from birth on. This is a matter in the family environment as well as in the general educational systems of schooling and professional specialisation. The existing general behaviour of economic growth and personal enrichment have clearly a negative outcome on the purpose of social evolution.

New educational systems have to be founded and applied, whereas schooling should be possible with other means such as "distance education". Furthermore, the need to keep the "two income" system has to be reconsidered. Home working seems to put extreme stress on a lot of employees because of the distractions that are part of a home situation, such as children at home, noises from non-office linked origin, a.o. The result is that a lot of people want to be back at the office there, where because of economic and environmental reasons, home working has a multitude of benefits. This means that in general the solutions that are now being presented are not relevant in the existing social complexity.

Findings show that only a fundamental psychological change, and thus behavioural change, will make a new way for a balanced social and economic outcome, where men and women will have their personal and personalized spot.

It is obvious that job specialisation is, due to the rapid changes in digital tools and substitutes, is not as specific anymore as earlier considered. All will have to be aware that changes not only apply in the climate environment but even more in the personal sphere. It will be normal to consider multiple jobs and knowledge bases. Schools and educational systems have to focus on helping youngsters to obtain multi-disciplinary skills. In a constantly changing world, this will be the only outcome for personal and societal growth and a balanced future.

In the study we have come to a series of specific findings in order to help women their search for gender balance and inclusion.

The website has been designed in order to help to answer the questions that arise on these matters.

13. Closing conference in Ghent (D5)

Closing conference is planned for middle of December 2020 in Ghent, Belgium.

Changes in relation to the application

Please indicate any changes between your original application and the final outcomes of the project in terms of timetable, partners, participants and activities. Please also provide the reasons for these changes.

In the light of the termination of SYNTRA Flanders as a governmental agency and diminished interest of our stakeholders to continue the project 'Entrepreneurial Training in the 21st century', it has been decided that Entrepreneurial training in the 21st century project will retroactively be terminated.

Due to the COVID-19 outbreak in Italy the study visit planned by SOS Entrepreneurs Foundation for 25-30 of April was postponed. It will be done till the end of 2020.

Difficulties and recommendations

Describe difficulties you have encountered when implementing your project. Give any recommendations that might be useful for future projects.

In the light of the termination of SYNTRA Flanders as a governmental agency and diminished interest of our stakeholders to continue the project 'Entrepreneurial Training in the 21st century', it has been decided that Entrepreneurial training in the 21st century project will retroactively be terminated. SoS Entrepreneurs Foundation and Finale-Events will finish the remaining activities and will deliver the outcomes.

Project implementation and COVID-19

Since the Emergency Situation was declared in Europe including in Belgium and Bulgaria, a variety of rules and strict recommendations must be observed when deciding on project events and activities. To prevent the spread of the virus, we support these safety measures and we realize the possible influence. An online Partners meeting was held and the risk of the new situation and risk management plan was agreed. Considering the fact that the situation is changing is changing day-by-day was decided to have regular online Partners meetings to discuss and to proceed with your project implementation.

Due to the COVID-19 epidemiological situation the Study visit which was planned for the period 25 – 30 April 2020 was postponed. It will be organized and implemented till the end of the 2020.