

**European project
„Developing Skills for Future Jobs“**

Handbook of Good Practices

How to Bring Entrepreneurial Spirit at Your University?

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INSTITUTO UNIVERSITÁRIO DA MAIA



fakulteta
za komercialne
in poslovne vede

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I. Introduction

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1.1. Concepts: Entrepreneurship; Entrepreneurial Learning; Education for Entrepreneurship

This Handbook is about the experience obtained with the Project "Developing Skills for Future Jobs", which is based on cooperation of four universities: University College of Economics, Entrepreneurship and Management Nikola Subic Zrinski – Croatia; ISMAI – University Institute of Maia – Portugal; Faculty for Commercial and Business Sciences – Slovenia; and Novia University of Applied Sciences, Turku/Åbo – Finland. Today's entrepreneurial education is faced with continuous challenges. The media is filled with daily changes in the global economy and news travel fast between continents connected with internet and fast connections.

The entrepreneurial education needs to be up to date with what happens in the rest of the world. Building up contemporary entrepreneurial education is nothing that happens overnight but a result of a process that needs to continuously be strategically in focus. In business network research successful development is also a result of a well-connected organization that is deliberately connected to other organizations with experts that support and complement the organization in its development.

Being situated in the middle of an educational network with focus on the development of an entrepreneurial spirit helps your work with developing your competitive advantage. Globally and in Finland the public discussion about the importance of education is ongoing. Good education is the base and possibility for a society to develop continuously. We decided to cooperate, develop, and exchange experiences and innovative approaches in teaching entrepreneurship at higher education level. Related to this goal are the concepts of Entrepreneurship, Entrepreneurial learning, Enterprise education, and Education for entrepreneurship.

There are several approaches to these concepts but it is possible to present consensual ideas about them.

Entrepreneurship can be defined as the process of creating value by bringing together a unique package of resources to exploit an opportunity (Sahlman et al., 1999). In other words, we state that entrepreneurship is to create something, most of the times through an organization, in order to serve and satisfy human wants and needs (Carvalho and Jonker, 2014). Entrepreneurship goes beyond the creation of new businesses. It is also a state of mind needed to create sustainable change at all levels: economic, social, ecological and psychological. This attitude allows creating self-employment and new jobs, helping increasing societal well-being.

Entrepreneurs learn from everything and everybody, namely from customers, suppliers, competitors, employees, partners, and other entrepreneurs. Thus, entrepreneurial learning copes with the way to learn how to recognize and act on opportunities, and the way to initiate, organize and manage ventures. It is a lifelong learning process based in the accumulation of knowledge and experience, which continuously improve entrepreneurial skills.

In this context, schools and universities can promote entrepreneurship education, which should not be confused with business and economic studies. Entrepreneurial programmes should offer students the tools to not only to acquire or develop business knowledge and essential skills and attitudes but also to encourage creativity, initiative, tenacity, teamwork, understanding risk, sense of responsibility, problem solving, communication, networking and leadership. This is the entrepreneurial mind-set which helps entrepreneurs transform ideas into action and also increases employability significantly (European Commission, 2013).

For example, in England, university entrepreneurship education is clearly defined as the focus *"...on the development and application of an enterprising mind-set and skills in the specific contexts of setting up a new venture, developing and growing an existing business, or designing an entrepreneurial organisation"*. They distinguish it from the concept of enterprise education, which is defined as the process of *"producing graduates with the mind-set and skills to come up with original ideas in response to identified needs and shortfalls, and the ability to act on them."* i.e. all the

graduates in every high education degree should have enterprise education (EEG, 2012).

It is not the role of the teacher to teach how to run a business but to provide students with the general set of the competences enabling them to act as an entrepreneur. In that regard, the overall goal of entrepreneurship education is to give students the knowledge, skills and attitudes to act in an entrepreneurial way.

Knowledge

Knowledge refers to having a broad understanding and knowledge of entrepreneurship including the role entrepreneurs and entrepreneurship plays in modern economies and societies.

- Economic and financial literacy including knowledge of concepts and processes that can be applied to entrepreneurship.
- Knowledge of business organisation and processes is specific knowledge of the environment in which entrepreneurship is often applied.
- Knowledge of career opportunities and the world of work are learning outcomes that are not exclusively related to entrepreneurship, but usually form part of students' general preparation for their future career choices. However, a sound knowledge of the nature of work and different types of work involve an understanding of what it is to be an entrepreneur. This knowledge also allows students to define and prepare their place in the world of work with a well developed awareness of opportunities and constraints.

Skills

Entrepreneurial skills concern skills needed to turn ideas into action. The level of skills is assessed based on the following characteristics: creativity, analysing, motivating, networking and adaptability.

- Communication, presentation and planning skills as well as team work are transversal skills essential to entrepreneurs.
- Practical exploration of entrepreneurial opportunities includes the various stages of the business set up process, including designing and implementing a business plan.

Attitude

An entrepreneurial attitude covers aspects that help individuals to take action including taking responsibility for their own learning, careers and life. The attitude of the students learning entrepreneurship can be assessed based on the following personal characteristics: sense of initiative, risk propensity, self-efficacy, need for achievement and structural behaviour. Structural behaviour refers to the ability to work in a structured manner as well as the ability to persevere whenever faced with setbacks and obstacles.

- Self-awareness and self-confidence are the entrepreneurial attitudes which constitute the basis for all other aspects of entrepreneurship. They entail discovering and trusting in one's own abilities which then allow individuals to turn their creative ideas into action. In many countries, these attitudes might be pursued as general education goals.
- Taking the initiative and risk taking, critical thinking, creativity and problem solving are also fundamental, but they are also specific attributes of an 'enterprising self'.

The selection of methods and forms of work in the classroom is essential question of contemporary teachers of entrepreneurship. Unlike the traditional method in which the teacher is - more or less, a carrier of knowledge and the students are passive listeners and recipients of such knowledge, modern teaching methods are calling for the active involvement of students in the classes, which came to the forefront of their creativity, which is actually the goal of modern teaching (Nelson, 2000).

Methods of active teaching are:

- **Dialog, discussion:** Dialog as a method has an orientation and motivational character. It allows introducing students into the program to create a plan of work and to motivate for the upcoming activity considering the importance of its execution, or objective to be achieved, i.e., a fact that must be learned.
- **Research:** Research method involves self-search for the facts, finding relevant links and relationships between the given data, data restructuring, redefinition and independently coming to the new (unexpected) results. The student interacts with the computer as a means for the manifestation of its own research (creative) potential.
- **Learning through problem solving:** problem-based learning provides a high level of creativity of students. This is the highest range and forms of learning. The student and the computer alternately to one another set of problem tasks, again

looking for solutions and continuously solve a variety of problem situations. Learning is extremely interesting, so this knowledge is sustained in practice an easy to apply, especially in new problem situations.

- **Simulation games:** Business simulation games as a form of experiential learning are focused on improving business decision making skills by using students natural capacity for technology. Business simulations provide a space in which learning is an outcome of tasks stimulated and executed by the content of the simulation, while the knowledge is developed through the content of the simulation, and skills are developed as a result of playing the simulation game.
- **Content analysis:** Content analysis involves the systematic counting, evaluation, interpretation, and analysis of the material forms of communication between individuals or groups.
- **Case Study:** Case study is analytical, coherent, creative, applied thinking that we have awareness of the problem. Method of case studies aims to: The development of alternative solutions, Understanding the ambiguity of practical problems, Ability / willingness to evaluation as well as for autonomous decision-making, Finding gaps in knowledge in relation to others, Deepening knowledge and Improving social skills.

A teacher for entrepreneurship is more of a coach than someone who only delivers lectures. The teachers should support the individual learning processes of students and the development of personal competences. In filling the gap between education and economy the teachers should include external experts in their teaching; focusing on real-life experiences and referring to the economic aspect of a topic. In conducting their courses, the teachers are expected to develop a flexible and adaptable study plans and prefer interdisciplinary, project-based learning; using training material rather than textbooks. The emphasis should be put on group processes and interactions giving room for diversity of opinions, answers and solutions and the reflections about the learning process.

To be able to teach entrepreneurship effectively, and building the entrepreneurial competences among students, the teachers have to be themselves entrepreneurial because entrepreneurial competences require active methods of engaging students to release their creativity and innovation Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences. Therefore, to help teachers in effective course delivering there is need to develop

learning outcomes related to entrepreneurship and related assessment methods and quality assurance procedures for all levels of education. By supporting, promoting and applying the approaches and methods of active learning, practical experiences and learning by doing are supported, students get the opportunity to discuss, reflect and evaluate their learning process - as to methods and knowledge: How do they learn what they learn? Reflection should focus on the learning process as well as on solutions found. In that regard teachers should collect student feedback systematically since learner's enthusiasm is an important driver for the implementation of entrepreneurship education.

However, it is our belief that even with advanced studies in entrepreneurship, not everyone becomes a successful entrepreneur because there are multiple factors that influence this, from the idea or product concept to the existence of favourable conditions to achieve success. Nevertheless, even those, who do not become entrepreneurs, will contribute with their entrepreneurship spirit to social change, at a personal, professional and organizational level, and this is an aspect which the country is in dire need. In other words, there is a need for a more open spirit to innovation, change, mobility, flexibility, adaptation, reconstruction, and sustainability of organizations with a more humane outlook (Carvalho, 2013).

For all these reasons, the Project „Developing Skills for Future Jobs“ has a great meaning towards a better understanding and assessment of what can be done to improve basic skills promoting entrepreneurship in students from the higher education institutions.

1.2. European Project „Developing Skills for Future Jobs“

Entrepreneurship as a specific phenomenon requires, more than any other discipline-specific approaches for the transfer of this knowledge. This creates a particular need for creative classes that can make students interested in entrepreneurship, facilitate adoption and application of the learning content in their future work environment and, in any case, make them entrepreneurial and provide them with other than the knowledge and skills that will help them for the permanent acquisition of knowledge.

This Handbook is the result of the **PROGRESS project “Developing Skills For Future Jobs”** (Application Reference: VP/2012/009/0045; Agreement Reference: VS/2013/0547, SI2.665230), which was financed by European Commission, DG Employment, Social Affairs and Inclusion. The objectives of the project include forming networks of professors and students and creating a group of consulting employers, which will be established in order to build **long-term relationships between higher education institutions and business sector**. Four institutions participate in this project - [Novia University of Applied Sciences](#) from Finland, The [University Institute of Maia \(ISMAI\)](#) from Portugal, [Faculty for Commercial and Business Sciences](#) from Slovenia and [University College Nikola Subic Zrinski](#) from Zagreb, Croatia.

Higher education institutions brought all interested representatives of small and medium enterprises to join the group and share knowledge and experiences with students through workshops, lectures and offer them valuable work areas which will be published on the web page of the project. The creation of **web page “Network of Entrepreneurial Universities”** was planned during 2014 and it is created to be a place for all communication and the formation of the aforementioned networks. While preparing project proposal, project managers thought carefully about specific objectives and project activities.

Even though time for implementation of the project was predicted for period of only 1 year, activities were planned very ambitiously and carefully, so that they fit in general and specific objectives of this proposal:

- to equip students with the right mix of entrepreneurial, ICT and foreign language skills for their future jobs with the aim to facilitate employment transitions from education to work
- to intensify cooperation between the providers of education, training and businesses
- through students' initiatives to target the key growth areas for employment: resource-efficient economy (“green economy”) and the digital economy (ICT sector)
- to establish Professors' Platform of Entrepreneurial Education for exchanging good practices, enhancing their mobility and competences - which will encourage mutual learning and introduction of new innovative approaches in teaching

- to develop the "Action Plan for Development of Entrepreneurial Education at HEI's in EU"
- to establish University Entrepreneurial Teams as students' initiative for implementation of entrepreneurial activities at their HEI's, facilitating development of their skills sets
- to develop entrepreneurial, digital and foreign language competences of students, promoting lifelong learning and preparing them for the real business world
- to establish a web platform "Entrepreneurial Universities Network" as a main tool of implementing entrepreneurial education at higher education institutions (HEI's) with the aim to have students with employable skills and to disseminate the best practices in education/business world cooperation to all interested institutions
- to establish Employer Advisory Groups with companies' representatives that will ensure long-term relationships between HEI's and business world, through exchange of knowledge and experience, lectures, placements, networking events and „career days“.

Novia University's campuses are placed in various locations in Finland and the significant factor is profile of universities programmes, research activities its practical approach and deep association with key sectors of economy. As a consequence they have a good basis, appropriate academics and business links to equip students with ICT and entrepreneurial as well as those essential for resource-efficient economy. This partner was especially important due to well-organised and successful educational system in Finland. In addition, Finland's educational system brings one of the greatest added values to country's economy and innovation.

ISMAI offers student training in diverse scientific, technical and cultural fields so as to prepare them for an active working life and also to motivate them towards innovation and development. They cover areas of "green" economy, business and entrepreneurial activities, equipping students with ICT and entrepreneurial skills, establishing and running a website, organising events. Also, this partner is placed in a country struggling with strong crisis, so the project can have a supportive role for students, improvement of educational system and increasing innovations and employability.

FCBS offers courses connected with project goals and activities: Commerce, Business Informatics, Tourism, General Management. They are focused on providing students

with practical approach and skills and will be crucial in providing experts for the economy, entrepreneurship and business topics. This faculty offers an opportunity to learn from the best academic experts who underpin the delivery of complex knowledge with examples from practice acquired through their own rich professional experience. This practical approach also helps full-time students to understand complex content and concepts. Also, this is the biggest resemblance with the project coordinator (University College Nikola Subic Zrinski).

Transnational cooperation created the environment to build up mutual trust and commitment amongst all included participants. Participants are now more aware about differences and specifics of different countries in: economic state and trends, doing business, educational systems, innovative approaches in teaching entrepreneurship, different periods of academic years and other. Rising awareness of European issues e.g. resource-efficient or „green“ economy is added value of the project, as well as development of initiatives and tools to assess and promote the employability of graduates on European market. Rising students' awareness of the importance of the developing their competences through different activities, international cooperation and team work, but also improvement of competences and mobility of professors, through international lectures, job shadowing, trainings and implementing project activities, are the most valuable parts of this project. Experiences we shared, people we met and cooperated with are the biggest added value to this project.

II. Developing Skills for Future Jobs – Past, Present and Future

João M. S. Carvalho, Tatjana Dolinšek, Štefka Gorenak, Tanja Kovač, Elena Marulc, Marjana Merkač Skok, Marina Nikolić, Åsa Hagberg-Andersson, Helena Nordström, Åsa Rehn, Mateja Škornik

„Genius is 1% inspiration, and 99% perspiration.“ — Thomas Edison

2.1. Experience from Croatia

Entrepreneurship and entrepreneurial competences are an imperative nowadays, which present the backbone for the development of the modern society. By modern and innovative approach to education the [University College of Economics, Entrepreneurship and Management Nikola Subic Zrinski \(UCEEM-NSZ\)](#) enables students for practical use of expert knowledge, skills and business techniques. Theoretical and particularly practical knowledge that will be obtained here, whether individually or by team work, will enable you for fast, efficient and safe integration into the world of sustainable economy, constant changes, huge competition and global interests.

Syllabus and the study programme of UCEEM-NSZ provide students with entrepreneurial knowledge and skills which on the one hand increase the longevity of the business organization in which they work and on the other hand contribute to their participation in the social community. Namely, in order to increase students' competitiveness, the programme **combines theory and practice** so the all first year students start up their Small and Medium Enterprise.

The UCEEM-NSZ contains **Student Business Incubator**, a pool of mentors, experts in various areas ranging from entrepreneurship, communication, languages, culture, agronomy, etc. The Student Business Incubator is under auspices of Croatian Ministry of Entrepreneurship and Crafts and Croatian Chamber of Economy. In line with the syllabus of UCEEM-NSZ and following the European and world directives for fostering entrepreneurship, Student Business Incubator is initiated as the central advisory body to provide organisational and advising help in managing a company. UCEEM-NSZ is

the part of an institutional system Education for Entrepreneurship (E4E, <http://www.e4e.com.hr>) launched by the Croatian Chamber of Economy. Since 2009 UCEEM-NSZ is a holder of Erasmus University Charter and takes part in the Erasmus programme. Also, UCEEM-NSZ works continuously in both European and national projects with different partners on all levels of entrepreneurial learning - from the kindergartens to adult education.

University College Nikola Subic Zrinski developed project "Developing Skills for Future Jobs" with project partners with the idea of networking on several level and among different higher educational institutions. This project is based on cooperation of four universities from different PROGRESS countries: Croatia, Finland, Slovenia and Portugal. Transnational dimension of the project has an additional value in exchanging best experiences and innovative approaches in teaching entrepreneurship at higher education level. Main aim of the project was to develop international "Entrepreneurial Universities Network" that will develop entrepreneurial education in Europe and provide students with enhanced skill sets: entrepreneurial, digital and foreign language, as one of the eight key competences of lifelong learning according to European Union.

Student Incubator's primary activity is providing help to students during management of their own companies, but operation of Business Incubator at University College Nikola Subic Zrinski is aimed towards obtaining applicative knowledge and acquiring competences required for independent management of SMEs. By providing business, technical and educational services, it engages students in decision-making and prepares them for the challenges of the business world. As the project coordinator, we saw opportunity for develop something similar, only bigger and more influential, on the European level. Croatia joined European Union over a year ago, just before we received notification that this project was approved by European Commission. At that point, University College Nikola Subic Zrinski already had and shared valuable European experience in project management and implementation with different project partners and therefore it was logical to conduct this project and all its work packages even though it is very ambitious project for the period of only 1 year.

With the help, energy and enthusiasm we received from all partners, we managed to go through project activities, Action Plan and all additional activities that followed this project. Lots of events' organization and implementation was actually done by

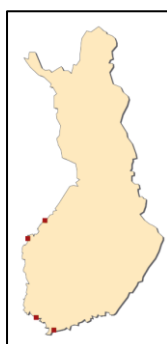
students of all partner institutions and we consider it to be the most successful part of this project - their team work, their initiatives, their positive thinking (and doing) were motivation to move forward after every activity despite very short deadlines and very tight schedule for both professors/project managers and students. During the project implementation, seeing how much we can accomplish in matter of only few months, we've started thinking about follow up of this project, which could last for two or even three years. We see opportunities for all of us to create more stronger, strategic partnerships and to offer more experiences and best practice examples to each other.

2.2. Experience from Finland

The project DSFFJ took place at Nova University of Applied Sciences in Turku, Finland. The project team consisted of **Åsa Hagberg-Andersson**, **Helena Nordström** and **Åsa Rehn**.

Nova is the largest Swedish-speaking University of Applied Sciences in Finland with:

- About 4000 students and about 360 employees
- Offers 27 Bachelor's Degree Programmes in Swedish
- Offers 4 Master's Degree Programmes in Swedish
- Offers 4 Degree Programs in English
- Novias vision Nova stands for: quality education, regional presence and sustainable development - ecological, economic, social and cultural



Picture 1: Nova's locations in Finland - this project took place in Turku in the southwest of Finland during 2013 – 2014.

Novia's degree programmes are planned with focus on tomorrow's working life in order to give our students:

- Good opportunities on the labor market
- Skills in their professional field
- Good communicative and social skills
- Cooperation and team-working skills
- Capability to work in international surroundings

Studies at Nova Universities of Applied Sciences:

- Are a practical-oriented alternative to traditional university education
- Give the students an excellent combination of hands-on skills
- Give the students a strong theoretical knowledge base
- The Bachelor-level studies comprise 210 – 270 credits and last for 3,5 – 4,5 years
- The Master-level studies comprise 60 – 90 credits and last for 1,5 – 2,5 years (part-time studies)

From January to November 2014 the following activities took place within the DSFFJ project

- Involved three double degree students as project and regular project meetings every Wednesday afternoon.
- Marketed the project among students and recruited 15 students for the DSFFJ-project (15 + 5).
- Kick-off for project 5.3 for students – planned and carried out by the project assistants with brainstorming about future skills needed for future jobs and entrepreneurial skills needed.
- Facebook group created for DSFFJ-participants – invited students from our countries
- Self evaluation form distributed on kick-off day
- Entrepreneurial activities week 11: guest lecturer by vice president from Aktia, company visit to Nordkalk – a mine in the Turku region (sustainable development on the agenda)
- Preparations for 3rd project meeting in Turku ongoing

From March until April 2014 the following activities took place within the DSFFJ project

- 3rd project meeting in Finland prepared 15-16/04/2014
- Press release

- Website/facebook forum
 - Brainstorming Days online
 - Employer Advisory Group
 - Draft for brochure
 - [Press release](#) enclosed
 - to local newspaper, Åbo Underrättelser
 - to local radio stations
 - to Novia's intranet for media
 - Press conference Wednesday, April 16th, 11-11:30 a.m. in B509
-
- An International Facebook Group for ALL participants of the DSFFJ project was opened up and it reached 53 participants until 14/04/2014 <https://www.facebook.com/groups/659913807402261>.
 - A similar one for the Finnish participants, 22 participants per 14/04/2014 <https://www.facebook.com/groups/492150980907969/>.

When we started the DSFFJ project at Novia we asked the students what skills that are needed according to them in future jobs. The students answered innovation, creativity, team working, technological skills, language skills, social skills (networking), multicultural skills, hardworking skills, ambition, adaptive/adaptation skills, determination, open-mindedness. The students were also asked to what they would like to learn and get from a project like this during the year and they answered improved language and communication skills, to become international, get skills to work abroad, internship possibilities, make friends for life, get an international vision of entrepreneurship, get new contacts around Europe, meet new people in the same age, receive advice from business people, develop practical skills and "have fun".

We have tried to cover the most important areas of these in the project, but if we could continue the project work we would also include more of these abovementioned areas. When you cooperate you also usually receive more than you give and the learning aspect is in this very central – both in business networks and in learning environments like universities. Increased cooperation is very much an answer to the challenges today when it comes to your competitive advantage. Alone it is hard to keep your professional skills on a level that meets the professional demands on a global scale, but together with someone in the same area it is possible to get other benefits than you can achieve alone. Choosing cooperation

areas that can connect you to your strategic goals in today's globally connected world is beneficial because you can achieve more together than alone.

2.3. Experience from Portugal

In Portugal, there are many business incubation centres (BIC). Entrepreneurs need various types of support to push ahead with their projects, and most of BIC provide a set of infrastructures and services that facilitate the start-up businesses. Usually in the BIC we can find newly established firms, anchor companies that enhance others and give strengths to the incubator, and sometimes centres of innovation constituted by companies where develop products and services in partnership with other companies, research and development centres (R&D), and with universities. The companies in the BIC can share what is available, including secretarial services, meeting rooms, training rooms, telecommunication infrastructure, etc. Some BIC provide tutoring services that allow businesses to be accompanied by one or more experts with experience in the business. There is also the possibility of companies work in a collaborative manner among themselves, in co-working rooms where are shared spaces and equipment, and are created synergies between businesses. In most BIC there is a time limit for the company to maintain in the centre, which can vary between two and four years. Often, with distinct objectives, universities, business associations and municipal entities are the main organizations to promote the BIC because beyond the development of enterprises, there is a need to apply in practice what it's learned in the academy as well how to fix the most disadvantaged populations in certain geographic areas.

University Institute of Maia (ISMAI) has been supporting and promoting entrepreneurship since 1999, and it was this same year that ISMAI helped to create the Science and Technology Centre of Maia (Tecmaia), which is composed of 73 enterprises and research centres and employs 1,476 people. Moreover, the lecturers have a close relationship with the industrial environment, this is, and there are 567 partnership protocols and hundreds of collaborative and conjoint events (55% in the for-profit sector, 30% in the public sector and 15% in the social sector). We have helped to create new businesses, namely through supporting European and national entrepreneurship programmes like PREMIO (Promoting Entrepreneurship & Innovation), ENTER (Entrepreneurship, Enhancement & Reinforcement), Summer

Academy in Virtual Entrepreneurship (2 weeks programme in Poland for students and teachers) MaiaFinicia (financing new start-ups) and CEITEC (Entrepreneurship Center, ISMAI-Tecmaia). Many lecturers have been working on these programmes for the last 6 years. Additionally, most of our university programmes have in their curricula „Innovation and Entrepreneurship“ as a course in final year.

Now, we are working in the Project Developing Skills for Future Jobs since 2013 - to achieve its goals, we start promoting it on academic community asking students to join the project. After two information meetings, we established a group of 28 students who wanted to collaborate in all the tasks that were agreed with them.

We decided to begin with an event with entrepreneurs and end with an International Seminar on Entrepreneurship in Europe. In between, we decided to schedule and realize three more events with successful entrepreneurs; the applications of initial and final questionnaires for the assessment of skills related to Entrepreneurship, English, and Information and Communication Technologies, as required by the project; 12 sessions with the teachers to develop those skills and ideas for new ventures; a movie about entrepreneurship students' perceptions and proposals; a visit to an important technological incubator; and three sessions of online professional training. The students belong to different graduation programmes, and several of them are post-labour students. Thus, we decided to realize all the sessions on Saturdays.

We worked with the Advanced Business Creation model (Carvalho and Jonker, 2014) and its quick application (Basic Business Creation model), in order to help students designing a feasible business plan.

The competencies and skills that we tried to improve are (Carvalho, 2013):

- **Thinking/Analysing:** the ability to carry out effective analysis, interpret complex information, and generate new ideas and strategic objectives;
- **Creativity and Innovation:** be creative and aware of the value of creativity both in the development of business and the focus on innovation (creativity with market);
- **Planning:** be able to plan the necessary steps (strategic and operational) to achieve the set goals;

- **Control:** be able to supervise and assess individual, collective and organizational performance and results;
- **Address problems:** be able to foresee and analyse problems;
- **Open-mindedness:** be available and open to new business perspectives and visions and/or different ways of carrying out functions and tasks;
- **Market orientation:** be willing to meet the needs of stakeholders and fulfil their conditions;
- **Self-management competencies:** the ability to learn, develop and take control of any given situation;
- **Adaptability:** the ability to act according to different situations and environments and to show different skills;
- **Self-confidence:** the belief in one's personal capabilities and experience in order to surpass all obstacles;
- **Risk Tolerance:** the ability and willingness to take risks, face challenges and survive instability;
- **On-going learning:** the understanding and willingness to learn continuously;
- **Learning from mistakes:** the awareness of the necessity to learn from one's errors;
- **Acting ethically:** meet the ethical implications of business and act accordingly;
- **Time management:** the know-how to manage time personally and professionally.
- **Influencing competencies:** the ability to gain the commitment of others while anticipating agreements;
- **Networking:** to create and work within a network as well as to understand that sharing is the solution to many problems;
- **Teamwork:** to understand the importance of working with groups of people;
- **Communication:** to make communication easy among people;
- **Persuasion:** to be able to convince others to share a vision;
- **Negotiation:** to act in order to achieve consensus, internally and externally, so as to meet the needs and desires of all stakeholders;
- **Objective achievement competencies:** the desire and ability to get things done and achieve a high standard of performance;
- **Resilience:** to cope with stress, adversity and failure;
- **Commitment and engagement:** to compromise and be persistent, thus the ability to devote oneself, with heart and soul, to succeed in a project or activity;
- **Capacity to make decisions:** to make timely decisions, even though they may be risky, difficult or daring;

- **Initiative:** to perceive a situation that corresponds to an opportunity and to be the first to transform it into a business project;
- **Sense of quality and excellence:** to have the desire to better serve others and accomplish anything by merit by which to be proud of;
- **Work capacity:** to work hard so as to become successful;
- **Ability to meet deadlines:** to be aware that meeting deadlines is crucial and is a priority in any successful business;
- **Result-oriented:** to desire and strive to achieve results;
- **People and group management competencies:** the ability to gain the commitment of others and develop their potential;
- **Leadership:** to have clear objectives and the ability to be a role model, to create work methodology so as to gather, guide, develop and motivate people;
- **Organization:** to bring together resources (human, technical, material and financial) and efforts to create a project, and thus organize them in order to ensure the efficiency and effectiveness of its implementation to achieve the desired outcomes;
- **Coordination:** to coordinate the work and tasks of people;
- **Self-Motivation and motivating capacity:** to be motivated and to encourage others;
- **Awareness of the different roles of each person;**
- **Delegation:** to know how to delegate responsibilities and still maintain control over business.
- **Technical competencies:** the knowledge in scientific fields of business sciences and languages;
- **Management skills;**
- And **Information and Communication Technologies (ICT) skills.**

We had debates about these entrepreneurial characteristics, attitudes, skills or competencies in order to sensitize students for them. Of course, we didn't have time to train sufficiently many of them, although some students had gone further in their experiences. Teachers used a moderator role, brainstorming, interactive learning, and experience-based methods.

In the future, we would like to work these subjects deeply with students, in national and international environments. Another important decision is to aggregate more courses on innovation and entrepreneurship in all the graduation and post-

graduation programmes. The information about their working route will be necessary in order to assess the entrepreneurship education we provide in university.

2.4. Experience from Slovenia

Faculty for Commercial and Business Sciences (FCBS) is private HEI. On 4 June 2004, the Council for Higher Education of the Republic of Slovenia granted the approval for FCBS for the introduction of the higher education study programme in Commerce. Graduates of the programme earn the title of Bachelor of Economics. Now it has 3 undergraduate and graduate (master) programmes in Commerce, Business informatics and Tourism. It also offers doctoral programme in Business sciences. The Faculty for Commercial and Business Sciences is implementing 1st and 2nd cycle study programmes (as specified by the Bologna Declaration). Undergraduate studies are completed with a bachelor thesis; students qualify for the title of Bachelor of Economics, Bachelor of Business Informatics, or Bachelor of Tourism Management. Postgraduate studies are completed with a master's thesis; students qualify for the title of Master of Business Studies. The use of the ECTS grading system enables students to spend a semester at another higher education institution or faculty in Slovenia or abroad. We will continue to carry out our mission in all three cycles of the Bologna process, organised either by the FCBS alone or in co-operation with other higher education institutions in Slovenia and abroad.

The mission of the FCBS is to provide business organisations and the public and third sectors with highly trained economists who are qualified to perform important jobs in various organisations. In order to ensure appropriately oriented programmes, the FCBS is constantly and systematically developing quality co-operation with students' potential employers. Research activities of the FCBS are focused predominantly on the needs and requirements of the end users, applying practical solutions for companies. The FCBS is effectively organised and provides students with lectures of the highest quality, as well as with the required technical equipment at competitive prices. The Faculty for Commercial and Business Sciences aims to become one of the leading private schools of commerce in Slovenia and to be recognised as one of the best in Europe. The effective combination of theory and practice produces highly qualified graduates with skills and knowledge applicable in the business and public

sectors at the European level. The FCBS appeals to prospective students and their potential employers by setting a high standard of quality.

The internationalisation processes of the FCBS are run on two levels. The first level is intended to provide students and teaching staff with the opportunity to acquire additional knowledge and experience by studying or teaching abroad. The aim of the second level is to transfer our study programmes abroad. The FCBS is interested in co-operation with higher education institutions in the EU and in other countries and aims to gain international recognition. Bilateral co-operation is carried out in the form of teaching staff visits, joint research projects and student exchanges, as well as the implementation of our undergraduate programmes in co-operation with partner institutions abroad. The FCBS has signed a number of mutual co-operation contracts and agreements with foreign institutes, faculties and universities. These agreements cover co-operation in the fields of student exchanges and research, co-operation between institutions when organising and attending conferences, various exchanges of study literature, and, mainly, co-operation in the fields of study connected to our accredited programmes (Commerce, Tourism and Business Informatics). We provide several options for studying or working abroad. They are intended for students and teachers who wish to obtain additional knowledge and experience abroad, have the motivation to make the most of diverse environments at foreign institutions, and who will benefit from their experiences abroad when continuing their studies or furthering their career. The FCBS holds the Erasmus University Charter (EUC).

In the past, students at the FCBS could learn about entrepreneurship in one of the courses in the Commerce programme, while programmes didn't have any courses in that area. It is very important for students to connect theory and practice. We do this in several ways. We invite practitioners from companies to present their cases and open discussion with students in the majority of classes. We organise field trips for students in the business environment, mostly in the Tourism programme. We have also developed some networking with companies, where our students can work on applied projects together with their mentors. The most important difference between the FCBS and many other faculties is the fact that almost all the teachers at the FCBS are experts in their field of expertise, working in the private or public sector as professionals, managers and entrepreneurs.

Under the project “Developing Skills for Future Jobs”, FCBS organised several activities according to the action plan of the project. We have had several lectures, workshops, brainstorming sessions, field visits and guest lectures by entrepreneurs, as well as several projects that students prepared and implemented, like the e-brochure ‘**13 Golden Rules of Netiquette**’, and some other events. Before the students could begin organising serious events, they had to improve their entrepreneurial knowledge. Because of that, they had lectures on Information technology (in English) and Entrepreneurship. They prepared a few smaller projects in the first half of the year, and were focused on topics that they learned about at the FCBS, as well as with studying and assignments that they prepared at home. During the IT lectures, they learned about netiquette, social media, e-commerce and e-business and IT support at special sports events. During the entrepreneurship lectures they learned about business plans, business ethics and corporate social responsibility, entrepreneurship and self-employment in Slovenia, customer relations management and the internationalisation of SMEs and intercultural communication. After that, they worked for a few months with a mentor, preparing themselves for a charity concert. During this part of their engagement, they gained theoretical and practical knowledge about the professional organisation of events and all the necessary skills – patience, flexibility, communication, accuracy and endurance.

In the future, the FCBS is planning to introduce much more entrepreneurial content in the curricula. Entrepreneurship should be part of all of the programmes (including Tourism and Business informatics), not only Commerce. Additionally, we plan to offer elective courses in some specific entrepreneurial topics. Regarding the results of the DSFFJ project and the enthusiasm shown by the student team, we will try to offer some kind of business incubator, or at least organised professional support – as seen in Croatia (Zrinski) and Finland (Novia). Unfortunately, before this becomes a reality we will have to find the necessary financial support (projects, business community), since there are no financial resources at the FCBS, as all the operations are covered by student fees.

Employer Advisory Group at FCBS, which is comprised of representatives from companies, established during DSFFJ project, comprised of representatives from partner companies, will grow and become a regular part of the connections between the FCBS and the business world, between study and the labour market. We plan to keep and improve the good practises regarding the pedagogical

process: teachers are experts in their field of expertise and are working (or have worked) in the private or public sector as professionals, managers and entrepreneurs. We will also continue to invite practitioners from companies as guests in the majority classes, and organise field trips at least two or three times per year. One of the areas we could improve in the future is networking with companies (also with the ones on the Advisory board), in order to offer students more opportunities to work on applied projects together with their mentors.

III. Students' Perspectives

João M. S. Carvalho, Tatjana Dolinšek, Štefka Gorenak, Tanja Kovač, Elena Marulc, Marjana Merkač Skok, Marina Nikolić, Åsa Hagberg-Andersson, Helena Nordström, Åsa Rehn, Mateja Škornik

„It's a cultural thing!“ - Marina Nikolić

3.1. The First Skills Assessment – Pre-analysis of Students' Competences

Croatian students

At University College Nikola Subić Zrinski, on 25th February 2014, a **pre-analysis of students' competences** was conducted as a part of the **project "Developing Skills for Future Jobs"**. Marina Nikolić, representative of project coordinator, presented the project, its objectives and expected outcomes and results to the students. One of the goals of the project is the formation of a network of professors and students and the creation of a network advisory group for employers, which will be established in order to build long-term relationships between higher education institutions and the business world. However, involved students, formally started with participation in the project by signing the list of participants and filling out the questionnaires. Students had the opportunity to show their knowledge of **English and linguistic competence, entrepreneurship and information and communication (ICT) technology**.

Pre-analysis and the results obtained from these tests served as good indicators and guidelines for further development of the project, especially in relation to the activities organized by the students, as well as those in which they will actively participate and show all their capabilities and competences. The sample used for the analysis was only eight students, due to the small groups we have at our institution. Our student groups do not exceed 15 member and unfortunately not all of them attend regularly lecture and seminars. Therefore, we managed to create University Entrepreneurial Team (UNITE Network) team of only 8 members in Croatia. More students participated from other partner institutions, so we managed to fulfil task where 60 students should be included in the project.

In the part of the Entrepreneurship competences students were given tests to do their own entrepreneurship self assessment. They had to mark questions by the scale from one to four where one was representing the claim "never" and four was representing the claim "ever". Questions were analysing thier measures of:

- commitment and determination
- creating a project with quality
- tolerance to risks and uncertainty
- creativity, self confidence and adoption capacity
- leadership
- organization and planning

According to the obtained credits by each student, their entrepreneurship self assessment was recognized as:

- An entrepreneur
- Many characteristics of entrepreneur
- Not many characteristics of entrepreneur
- Not an entrepreneur

Section of the Information and communication (ICT) technology competences was examining student's technology self-assessment tool. Students had to check off skills by placing an "X" to the column YES/IN PART/NO. Their master level was automatically calculated in the Mastery Level Table. The Mastery Level Table consists of following items:

- Early technology
- Developing technology
- Proficient
- Advanced.

In the segment of the English and linguistic competences students had to fulfill the English language and linguistic competence test. Student knowledge of English gramatic skills - past tenses, present tenses, conditionals and reported speech was examined in written test. In the first part of the test students had to mark one correct answer. In the second part they had to complete sentences using appropriate tenses. In the final part they had to turn questions into indirect speech.

After first assessment, analysis was made and results were analyzed. The sample used for the pre-analysis for students's competences was eight students. In the table it is

reported and submitted comparison of all obtained results. Three students were marked as they have many characteristics of entrepreneur, and three as not many characteristics of entrepreneur. The result of an entrepreneur had one student and the result of not an entrepreneur also had only one student. Seven out of eight students had 100% score in the item of early technology. Five out of eight students had 100% result in the item of developing technology. According to the item proficient, two out of eight students had the result 100%. Also three out of eight students had the score 100% in the item advanced. Five out of eight students had the score under the 50%. Two students achieved score higher than 50% and one had exactly 50%. Based on this results, mean and standard deviation were calculated in the table 2. For a data set, arithmetic mean was used to refer to a central value of a discrete set of numbers. Specifically, the sum of values was divided by the number of values. Standard deviation shows how much variation or dispersion from the average exists. A low standard deviation indicates that the data points tend to be very close to the mean and a high standard deviation indicates that the data points are spread out over a large range of values.

	Entrepreneurship	English	ICT			
			Early Technology	Developing Technology	Proficient	Advanced
student 1	78%	53%	100%	100%	93%	100%
student 2	96%	50%	100%	100%	100%	71%
student 3	74%	30%	100%	72%	75%	64%
student 4	65%	28%	97%	100%	100%	100%
student 5	80%	28%	100%	100%	89%	86%
student 6	89%	43%	100%	94%	96%	79%
student 7	70%	53%	100%	100%	93%	86%
student 8	81%	47%	100%	97%	86%	100%

Table 1: Results of the first questionnaire from Croatian pre-analysis conducted in February 2014.

	Entrepreneurship	English	ICT				MEAN
			Early Technology	Developing Technology	Proficient	Advanced	
Mean	79%	42%	100%	95%	92%	86%	82%
Sd. Dev.	10%	11%	1%	10%	8%	14%	4%

Table 2: Cumulated results of the first questionnaire conducted at UCEEM-NSZ.

Finnish students

The first skills assessment was conducted on March, 9th 2014.

Language competences: The questionnaire for the language test was designed by Antonela Šimunovic, professor of English language at University College Nikola Subic Zrinski. The average for the Finnish students's participating in the "Developing Skills for Future Jobs" (DSFFJ) – project was 62/96 points. The highest result was 83 points; the lowest 42 points. There was a high variety in results between students. Especially part 5, where the students were asked to turn some questions from direct into indirect mode caused problem for the Finnish students and resulted in a lack of points. Most Finnish students understand the need for communication in foreign language (English) in international contexts. They study 9 ECTS English and 10 ECTS in another foreign language during their studies at Novaia University of Applied Sciences.

Entrepreneurial competencies: Most students placed themselves in group 3 (from 106 to 126 points), which was characterized as following: *"Not many of the characteristics of an entrepreneur. Can be a good manager. Must do a profound work with weak points, before entering in any business project."* Only two students were placed in group 2 (from 127 to 147 points), which was described as individuals with many characteristics of an entrepreneur. Only 4-7% of students in Finnish universities intend to become entrepreneurs; universities of applied sciences have slight higher numbers – especially at Novaia. There is a need for a change in attitudes among young people!

Technology Self-Assessment: The ICT-skills for Finnish Students are good, thanks to early learning at home, in schools and a general interest for IT (Nokia, game industry, new solutions etc) in Finland. The native digitals must however improve in using IT for professional purposes (not just communicating with friends in social media) and must learn how to be more critical when it comes to evaluation of the reliability of sources.

Portuguese students

The first skills assessment presented the following results (mean and standard deviation):

- Entrepreneurship skills: 51%; 6,5%

- English skills: 43%; 19,1%
- ICT skills – early technology: 92%; 9,8%
- ICT skills – developing technology: 83%; 15,2%
- ICT skills – proficient: 76%; 18,4%
- ICT skills – advanced: 65%; 24,3%
- ICT skills – total average: 79%; 17%

Quotes of some of the students' opinions about entrepreneurship:

- *Entrepreneurship is the desire to develop an activity, imagine a project and develop the idea so it materializes creating value for themselves and others.*
- *It is an idea, is to create a company, a business, is to risk based on uncertainty, is to share and promote a plan.*
- *To be a master of his own working life. To lead a project, investing on it. To overcome difficulties and obstacles. To create something.*
- *Proactive attitude towards all the challenges of life.*
- *Entrepreneurship is to identify an opportunity and turn it into a business. It could be also to add value to a product or a company in a follow-up market.*
- *Ability to transform dreams/ideas into reality in a sustained manner and supported by tools that help the entrepreneur in this process.*
- *It is the ability that an individual or a group of individuals could have to create their own way of contributing for sustainability in society.*
- *It is based on the detection of a need, problem or an opportunity for improvement in a given situation, and find out the solution for this.*
- *Entrepreneurship is the technique of creating a company through creativity, innovation, willpower and teamwork.*
- *Adding value to a product or service, transforming an idea into a business opportunity.*
- *To do something without ideal conditions.*
- *Entrepreneurship is the ability to create something new, to see what no one has yet seen, is leaving the area of the dream and create something.*
- *To be an entrepreneur is to be able to embrace the risk of a project with the necessary tools (dedication, persistence, determination) to face the inevitable adversities.*
- *Being an entrepreneur is knowing myself and willing to risk an adventure, with precise objectives to transform my knowledge and make something happen. It takes initiative and make a difference by adding value and satisfaction.*

- *Entrepreneurship can be defined as the development of an idea aiming profit, personal fulfilment or the benefit of a community.*
- *For me entrepreneurship is knowing the risk and bet on an idea to create a business.*
- *Entrepreneurship is the ability to create or to be innovative in any project in order to obtain the creation of added value for the identified needs.*
- *Entrepreneurship is part of the capacity of any individual to innovate and bring new experiences to consumers.*
- *Entrepreneurship means novelty, creativity, commitment, resolution. So, we need to combine these components to obtain an idea that will revolutionize the world in the end!*
- *Entrepreneurship is innovation, is to identify opportunities, convert them and apply them in a profitable own business, creating new products through new services based on the individual or societal needs.*

We can notice, in general, that students have a close perception about could be entrepreneurship. Our work was to systematize those ideas and put them thinking about all the subjects related to the profile of a potential entrepreneur and what entrepreneurship can actually means in a broader sense.

Slovenian students

In Slovenia, 8 to 10 students participated in the "Developing skills for future jobs" project last year. We tested their knowledge before and after training. The purpose of the testing was to check acquired competences in the field of entrepreneurship, the use of ICT and English language skills. The tests were conducted in February and March 2014 (before training) and in September 2014 (after training).

Entrepreneurial competencies: The verification of entrepreneurial competencies was conducted through self-assessment; students assessed 42 competencies that are characteristic of an entrepreneur. They used grades: never (1), sometimes (2), often (3) and always (4). The results of self-assessment place students in one of four groups according to their scores:

- A. Group, 148 - 168 points: You are an entrepreneur. You have the leading characteristics to have success in business.
- B. Group, 127 - 147 points: You have many characteristics of an entrepreneur. You can improve your weaknesses to increase your probability of having success in business.
- C. Group, 106 - 126 points: You do not have many of the characteristics of an entrepreneur. However, you can be a good manager. You must do a lot of work on your weak points before entering in any business project.
- D. Group, less than 106 points: You are not an entrepreneur. You fall short on important characteristics for being an entrepreneur. This means that your qualities point to the fact that you prefer to be a follower rather than a leader.

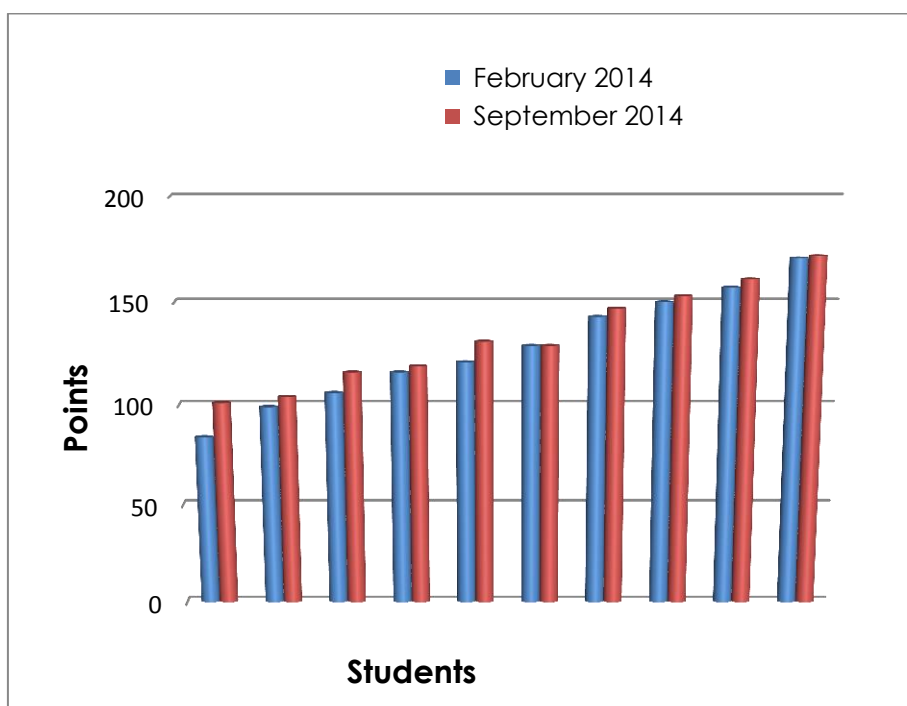


Figure 1: Entrepreneurship self-assessment; before and after training in Slovenia.

The testing of 10 students showed (Figure 1) that on average they achieved 76%, or 127,6, of the total points before training and 79%, or 133,3, points after training. After training, their entrepreneurial skills improved by an average of 3%, or 5,7 points. Before the training 3 students were in the first group, 2 in the second group, 3 in the

third group and 2 in the fourth group. After training, one student moved up from the third group to the second group.

Technology Self-Assessment: The testing of ICT skills took place in March 2014 (before training) and in September 2014 (after training). 7 students participated in the testing before the training, and 8 students participated after. Students were given 4 groups of questions about their use of ICT, which used the following assessment method: 1 point was given for an answer of NO, 2 for IN PART and 3 for YES.

The four groups were:

- Early Technology (16 questions),
- Developing Technology (16 questions),
- Proficient (14 questions) and
- Advanced (7 questions).

The results of test showed that the students gained some knowledge in workshops; improving by an average 6,9%, calculated for the entire group (Figure 2). Progress was as follows for each group of skills: A. Early Technology 6,6%, B. Developing Technology 11,6%, C. Proficient 6,1% and D. Advanced 3,3% (on average per group of students).

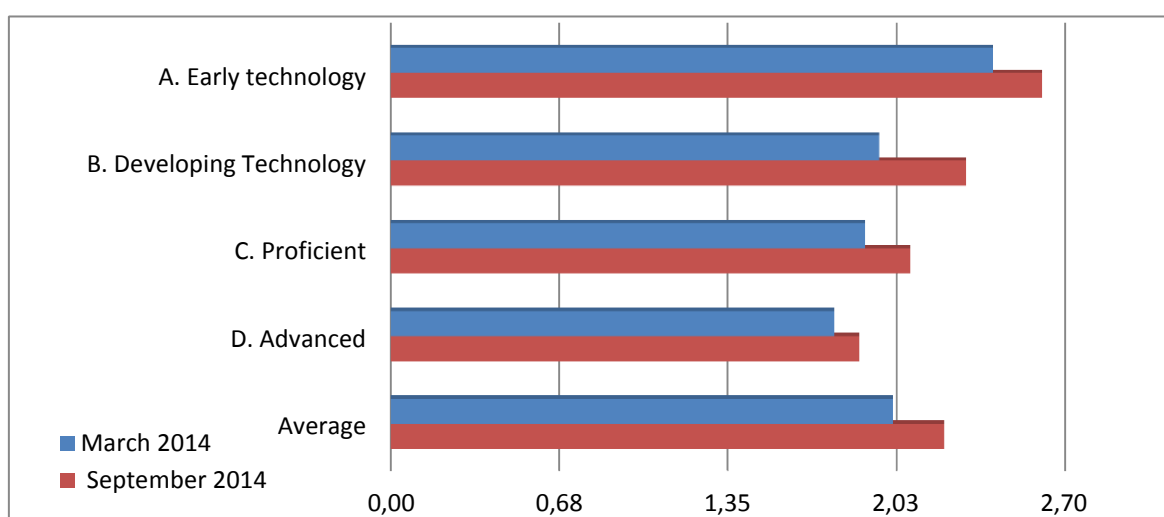


Figure 2: Results of ICT tests; before and after training in Slovenia.

Language competences: The test of English skills contained elements of communication and grammar. The questions were of both open and closed types. Eight students attended both tests (before and after training), while 1 student attended only the first test and another student only second test. Testing was carried out in February and September 2014. The results show that students' improved by an average of 3% after the training (calculated as an average of the group). The average score in February was 55,2%, while in September this increased to 58,2%. Two students regressed by about 2%.

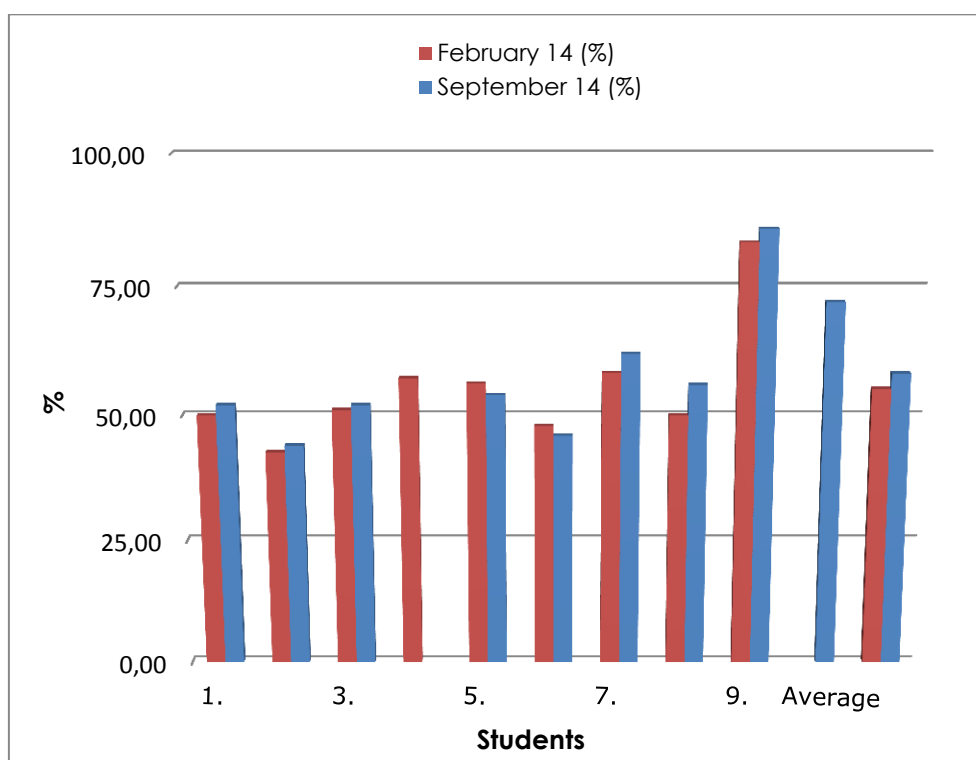


Figure 3: Results of the English test; before and after training in Slovenia.

3.2. Students' Opinions and Ideas

One of the main reasons of today's high youth unemployment is disproportion between education and needs in a labor market. Nowadays being a graduate from some reputable university or HEIs with high score is not enough to ensure rapid

employment. Students are ending their education without appropriate skills and knowledge requested by employers. We used this results and started to improving student's competences. However, it is crucial to equip students with the right mix of entrepreneurial, ICT and foreign language skills for their future jobs. With the help of this project, companies have been shared knowledge and experiences with students through workshops, lectures, and work placements. Students have been acquiring employable skills that will facilitate employment transitions from education to work.

Finnish students

Entrepreneurship is a way of relating to life and business – it shapes the individuals focus and direction. It is also the capacity and willingness to develop, organize and manage a business along with its risks in order to make a profit. At Novia, Turku in Finland this focus is shaped by giving the students a lot of responsibility in the teams where they study. The professors or teachers work as supporting coaches and the students are taking the tasks forward themselves. This supports their abilities of taking responsibility. For more information about how the team coaches work on their blog. The blog is in Swedish. More students quotes also at their TeamNovia Facebook page where their projects during thir studies are being presented. See more of these presentations at https://www.facebook.com/teamnovia/photos_stream.

The students that worked as project assistants in the DSFFJ-project liked the way of working in the project and as part of their studies. The project was integrated into their studies and theory was complemented with the practical base. The students view on the work within the project was summarized in a project report.

"The weekly project meetings were very helpful for us to keep each other up to date about the project's progress and each other's tasks. We enjoyed the working environment in this project where everyone was very motivated and committed. We were glad that we were given such great responsibility and received good feedback throughout the whole project process. This showed us that our work was really appreciated and that motivated us to give our best."

„We put a lot of effort in planning the hosting days for the project especially considering the moving circumstances. We are happy that they went so well and everything worked out the way we planned. All the worries we had about the technical issues and the moving process fortunately did not occur. The cooperation with Novia students who are not project participants worked out really well. We were really happy that we could motivate the tourism students to do the city tour for our guests. We are happy to see that the implementation of the international Facebook group as the main communication tool was and still is such a great success. Although it took quite a long time to get everyone from all the countries to join the group it was definitely worth the effort as you can see in the group. All participants are now connected, at least virtually, and have the opportunity to share their experiences and events which take place in the different universities.”

Slovenian students

- “Never give up, even if you think, there is no way out!” (Sveto Živković)
- “After the successful completion of this charity concert, we would be happy to continue with the organization of similar events.” (Flis Maya)
- “It was hard and time consuming, but great experience”. (Sonja Grlica)
- “It is not easy to work on a project with other people - since everyone is important; you have to count on their responsibility, not to let others down.” (Miha Lešnik)
- “It was nice to be a part of this project”. (Helena Horvat)

Quotes regarding social media, e-commerce and e-business contents:

- Students liked and discussed a lot the quote: “We have technology, finally, that for the first time in human history allows people to really maintain rich connections with much larger numbers of people.” (Pierre Omidyar, eBay Founder)
- Student Leon Jerše's quote: “Entrepreneurship is a holistic process, activities must be organised by the entrepreneur for the derivation of enterprise. It is a very dynamic process in which the entrepreneur is looking for entrepreneurial opportunities, raising funds to achieve the goal. Entrepreneurship means a process that is constantly changing, because the entrepreneur must always look for new opportunities for an increasingly demanding market, in addition, one

must collect resources and organise activities in order to reach the set goal. This also assumes the risk of their work, but the work is rewarded with profits."

Portuguese students

The interactive work we had with students allowed a fruitful sharing experience that led to new ideas and business projects. We describe here the more relevant:

- *My idea is to produce a machine to polish the risks of ophthalmic lenses, making them almost like new. I thought I could go to the optical shops wondering if they bought the product. As you told me, this polish could change the quality of vision, and that's why this service does not exist in the market. However, in dialogue with certain persons connected with this industry, I came to the conclusion that I can launch a product (contact lenses for diabetics) that will be produced by Google but that is still under study (Cátia Sá).*
- *The project I would like to develop is related to something like a thematic or amusement park. I thought about a park with water, carousels, something connected to football, concerts, spa (resting place), underground car-park, restaurants, etc. (Ana Oliveira).*
- *My initial idea is to create a company to develop activities and events of team building (Tiago Gomes).*
- *I came up with an idea about transforming a book into an audio file, that is, rather than read a book we could hear it and choose the topics we wanted to hear. I do not know if it exists, at least I never heard. I have already discussed with some of my colleagues and they found that is a good idea. Perhaps this product could be applied to people who do not like reading like happens with students (Sofia Nunes).*
- *I created a software application for mobile phones that helps families doing their shopping at the supermarket (Edmilson P. Mello).*
- *Our idea is about the production of blueberries, and their transformation in cosmetic and therapeutic products. Meanwhile, we want to found a company named "Terras de Telões, Lda". Its social object is related with cultivating fruits, trees and shrubs; manufacture of jams, jellies and marmalades; and the organization of social parties, trade fairs, conferences and similar events. Briefly the company currently is engaged in planting blueberry (later will be transported to the external or internal market/processing) and organizing events like*

weddings, anniversaries, christenings, bachelor and married, inaugurations, conferences, birthdays, children's parties, monitoring and image customization, among others (Cristina Piedade and Daniela Teixeira).

- I would like to develop an idea related with the customization of soles for sport shoes, which may be adapted for different conditions of training and exercise, avoiding physical injuries (Helena Baptista).
- My dream is to create a taxi company in my country, Cabo Verde. I'm studying all about this industry (Hamilton Leal).
- I have an idea based on my personal experience. I noticed there are people who had no time to deal with certain issues, bureaucracies, fuzzy things that could well be made by others. I was inspired by an existing service in Lisbon that is having increasing success (Paulo Barbosa).

All this business ideas were analysed in their feasibility and some of them are in a phase of study. What is important is that every idea helps us to discuss concepts and ways of developing a business. These students are motivated to be entrepreneurs, but it is known that only a few will be successful.

3.3. What We Bring and What We Get?

Project "Developing Skills for Future Jobs" is promoting lifelong learning and preparing students for the real business world. By virtue of this project the cooperation between the providers of education and businesses is intensified. Also, this project has been contributed to the development of entrepreneurship education at higher education institutions through application of good practices at other universities.

Croatian students

A group of students from the Faculty for Commercial Business and Sciences, Celje, accompanied by professors Marjana Merkač Skok Ph.D., Andrea Nareks, M.S. log. and Stefka Gorenak M.A. visited University College Nikola Šubić Zrinski on 29th May 2014. Students' and professors' cooperation is the most valuable part of this project, because it represents something that

Introduction of the course “**Integrated Management of the Enterprise**” and the work of Student Business Incubator was the most interesting part of the student tour. Prof. Dragan Stanković presented the work of our Incubator and student enterprises that have been established from the very beginning of the University College. Prof. Zdravko Tkalec, Vice Dean for Quality, together with the first and the third year students presented their activities and the process of establishing student enterprises in the first study year and also talked about grades and evaluation process at University College Nikola Subić Zrinski.

In the end, students exchanged their experiences and advised colleagues from Slovenia how to start their own student company. The visit was completed with a few questions and a brief conversation about the project activities and future plans for cooperation in our cafeteria during lunch.

Finnish students

The overall view of the students' was that a project like this is very worthwhile and that it brings a lot of benefits and increased strength to the schools involved. A project like DSFFJ gives the partnering schools the possibility to build and disseminate the results of an international project. The possibility to participate in national projects is more often open, but especially international projects can create very much value.

Our project assistants concluded in the project feedback from the events how much you notice on culture differences in a project like this – time schedules, different ways of studying and different study systems in our countries. Also in the way of discussing and sharing opinions you can notice differences. You also have to show a willingness to compromise in order to find satisfying solutions for everybody when you are a student in a team where the goal of the team is to be reached. As a summary our project assistant concluded from their studies at TeamNovia and their work as project assistants:

“The international aspect of the project became very obvious during the hosting days. When presenting our video shooting ideas to the other partners we noticed

that there are clear differences in how tasks are handled in the different countries. We learned that you have to consider the cultural backgrounds, time schedules, way of studying and study systems in the different countries. Also the way of discussing and sharing their opinion differed greatly between the project partners. In some situations you have to adapt and also accept different point of views. This has once again shown us that you have to be willing to compromise in order to find a satisfying solution for everybody.

In a project like this everybody can benefit from each other's knowledge and experience in executing projects and learn from each other's mistakes. An example for that would be to always consider time differences when cooperating with international partners.

From experience we know that working in a team can be beneficial or slow down the working process. In this case, we experienced that if the team members have the same ambition you succeed in getting the work done efficiently and achieve the desired outcome.

Working with a European project from the very start until the first ideas and plans become reality and actually take place was very interesting for us, especially because we had the possibility to be an active part in the whole process“.

Portuguese students

We asked the students to tell which activities they think can foster entrepreneurship at University. Their proposals were the following, and most of them already exist at ISMAI:

- Seminars with senior entrepreneurs and new entrepreneurs sharing their experiences and difficulties.
- Creation of an optional course on entrepreneurship in each graduation programme.
- Foster business relationships.
- Promote students' contact with real situations.
- Creation entrepreneurship groups like this one for each area of studies at ISMAI.

- Creation of ISMAI Entrepreneurship Club, whose goal would be to help students start developing their businesses and ideas,
- Presentation of companies' problems to be solved by students (an opportunity to experience the real labour market and an opportunity to be recruited by the company).
- Annual projects, together with other courses, for analysis and detection of problems and presentation of possible solutions (business opportunities).
- Creation of events related to certain successful companies to acquaint the students with existing management techniques.
- Visits to innovative companies.
- Entrepreneurial workshops.
- Extra-curricular training.
- Fostering the relationship with companies that can support new projects.
- Creating partnerships and structures that act as catalyst and transform university human capital into market knowledge as a competitive factor.
- Lectures, workshops and seminars.
- Associate entrepreneurship with sports practice.
- Provide students with practical experiences, mainly related to the business reality.
- Promote the Entrepreneur Month at ISMAI: "If I were a young entrepreneur" - research, innovate, encourage, mobilize and apply.
- Organize an Entrepreneurship Week in order to collect students' ideas about what activities they would like to do to meet the needs of the population. Reflect on the theme 'Entrepreneurship' and elaborate work (define roles, shared tasks) in order to implement their ideas. Final presentation of work developed and its discussion.
- Creating a group or groups of students to develop studies and research under ISMAI's guidance. Since the university has several degrees and structural resources, it makes sense to explore what students can provide in terms of added value. This will favour ISMAI's future participation in applications for research scholarships/funding.

It is obvious that many students want to contact entrepreneurs in order to get a job or to develop their ideas. Although this is done at ISMAI in many undergraduate programmes, there are a few where that doesn't happen.

Slovenian students

Student evaluated their participation at this project as very helpful and useful – it was nice to be part of this project. During our discussion students have mentioned that they got new knowledge and skills, which is needed at the beginning of their own entrepreneurial way. Some students got new knowledge about entrepreneurship (wide range of interdisciplinary knowledge) and some of them upgraded their basic knowledge (it depends of their study program).

Cases analyses and discussions about different types of entrepreneurs, their business, their successes and even their fails encouraged them to think about their own business with the aim to create their own future as responsible entrepreneurs (they are mostly oriented in tourism, sustainable food production and event management).

Practical experiences presented by Zrinski students involved into “Business incubator” are very useful especially during their study period. Additional literature and links, that were presented to them during the training, were found as helpful.

3.4. The Final Skills Assessment – Post-analysis of Students' Competences

Croatian students

After first questionnaires we realized that we need to improve students competences, especially English competences and we started to use some additional new methods and tools of learning. However, our students has been participated on the special workshops with foreign lecturers, participation on the international conferences organized in Zagreb, some of them are:

- **4th International Conference on Entrepreneurial Learning (ICEL4)** - it was held in Hotel Antunović under the title "Entrepreneurial Learning: Challenges and Opportunities for Society (Economy) Development" and for the fourth year in a row, it was organized by the University College of Economics, Entrepreneurship and Management Nikola Subic Zrinski.

- **12th International Exhibition of Innovations ARCA** - students had opportunity to listen creative minds and innovators from all over the world. More than 200 innovations from various fields exhibited during the 4-day event.
- **MAGROS Conference** - The conference aims were capacity building and growth of domestic manufacturing companies and trades, linking with local and foreign tourism potential, with particular emphasis on sales of domestic food industry for tourism purposes.

Through good cooperation between students and real business world our students improve their competences. After 8 months we repeat this questionnaires and then we get better results. Results are shown in the tables below (Table 3, Table 4). According to results all students shown that they have many characteristics of entrepreneur. After eight months all students had 100% score in the item of early technology. Five out of eight students had 100% result in the item of developing technology. According to the item proficient, summarized results are better for 5%. Furthermore, three out of eight students had the score 100% in the item advanced and summarized results are better for 8%. Also, students had better results of **English and linguistic competence**. All of them had the score above the 50%. Percentages indicate the improvement of the all three analyzed groups of competences.

	Entrepreneurship	English	ICT			
			Early Technology	Developing Technology	Proficient	Advanced
student 1	78%	58%	100%	100%	100%	100%
student 2	76%	82%	100%	100%	100%	98%
student 3	95%	56%	100%	100%	95%	97%
student 4	92%	38%	100%	100%	100%	100%
student 5	69%	56%	100%	100%	92%	95%
student 6	69%	51%	100%	98%	98%	92%
student 7	86%	72%	100%	93%	89%	71%
student 8	90%	52%	100%	99%	100%	100%

Table 3: Results of the second questionnaires at UCEEM-NSZ.

	Entrepreneurship	English	ICT				MEAN
			Early Technology	Developing Technology	Proficient	Advanced	
Mean	82%	58%	100%	99%	97%	94%	88%
Sd. Dev.	10,30%	18,36%	0%	2%	4%	10%	7,53%

Table 4: Cumulated results of the second questionnaires at UCEEM-NSZ.

Finnish students

The final skills assessment was conducted November, 3rd 2014. We can see a small improvement in the students' language skills, but do not know if this is because of the students having studied more English courses since spring 2014 or because of their participation in the DSFFJ project? It is clear that participating in the project and communicating online with DSFFJ-participants and professors from Croatia, Slovenia and Portugal, has increased their ability to talk and write in English. They have had to come out of their comfort zones. Coming aware of one's cultural background and confronting fellow students from different cultural backgrounds have without doubt, had a positive effect!

No improvement in the students' IT-skills can be verified by this project. Online professional training and discussion was seen as something new refreshing. However, mobility also for students should have to be included into future projects.

Celebrating Failure Day on 13 October changed many of the Finnish students' attitudes towards failures and risk taking, they told us. A workshop and brainstorming about synonyms led to conclusions like "The risk of failing should not prevent you from trying", "There are no failures, just painful way of learning" and "Failure is giving up on something" (a project, a dream...). Also, we should mention that the entrepreneurial day gets quite a lot of attention every year at Nova University.

Portuguese students

In the end of this project, we made the final skills assessment, which presented the following results (mean and standard deviation):

- Entrepreneurship skills: 65%; 8,3%
- English skills: 47%; 20,2%
- ICT skills – early technology: 95%; 9,9%
- ICT skills – developing technology: 86%; 16,5%
- ICT skills – proficient: 80%; 16,7%
- ICT skills – advanced: 67%; 22,4%
- ICT skills – total average: 82%; 16,4%

It can be noticed an improvement in average of 3 points (4%) in the results of the questionnaires. We think that a more deep and continuous work of the skills assessed could lead to better results in the future. However, what we consider more important was the overall improvement in teachers and students performance and in the relationship with entrepreneurs that are not measured by those questionnaires.

Slovenian students

The testing showed that the students who participated in the "Developing skills for future jobs" project acquired competences as planned. The tests contained questions to assess knowledge in depth, so it is less important that the group of students was small.

The testing of entrepreneurial competencies showed that even those students who already had a lot of business skills at the beginning of the project improved. 3 of the 10 students were of this type. Those who had average knowledge evidently improved in advanced training. There were students of this type, and one of them was also promoted to a higher group. Even those students who did not have business skills at the beginning of the project showed some improvement after the training. ICT skills were assessed in four areas of competences. In this area students also improved after training (in practical workshops) by an average of almost 7%.

Student also showed progress in their English language skills, with improved test results after the training, which were 3% better on average. Although the numbers only reflected a small amount of progress, due to the short duration of the training, the results can be considered positive.

IV. Connection Education and Business

João M. S. Carvalho, Tatjana Dolinšek, Štefka Gorenak, Tanja Kovač, Elena Marulc, Marjana Merkač Skok, Marina Nikolić, Åsa Hagberg-Andersson, Helena Nordström, Åsa Rehn, Mateja Škornik

„Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.“ — Albert Schweitzer

4.1. What Motivates Business Community?

Academy and business community are both part of the same main and moreover, they are interdependent. Current development trends in the society regarding Academy and the business world show that there is a need for strong connections between the two as both benefits from cooperation. The Academy benefits through educational programmes and curriculums that are more practical with a hands-on approach, while business community gets the pool of educated individuals with specific sets of skills and competences developed that are employable and marketable. It is quite obvious that only by collaboration the growth and prosperity we aspire to can be reached.

Every day we read, hear and talk about globalized world and the term is used to mark many different aspects of our society. Here the term globalized world is used to describe the business environment where entrepreneurs are not limited to their immediate surroundings and offers of goods and services in the local community, but rather the one where any type of service or product is just a click away. This new comprehension has often allowed cost reduction related with running a business and also access to the best pool of talent and expertise. Nevertheless, it has also caused a shift of focus from the immediate surroundings to some more far away thus diminishing the place-based focus (European Commission Expert Group, 2008). It is not implied that the globalized scope should be ignored, but rather that local community scope could render better results. With regards to this, linkage of teaching entrepreneurship and conducting a business seems to be more important than ever.

Business representatives and entrepreneurs play (or should play) a crucial role in teaching entrepreneurship. Especially within the non-business fields of study, students need to be taught by practitioners who have experience on which they can draw, in addition to their specialist subject knowledge. They need role models, examples and to “see” the connection between their own subject and enterprise. The involvement of coaches or mentors from businesses is particularly important within project work, as students see them as representing the true aspect of entrepreneurship (European Commission Expert Group 2008).

Academic education provides foundations for entrepreneurship, but only interaction with the real business sector can allow insight to the students how things are done. Simulating this environment via business simulation games is a good way to connect the two parts of the main. Certain benefits for the education as well as business community that seem to emanate from the cooperative approach have already been mentioned. So, next we shall take a closer look into the motivation for this. Of course, the academic motivation is better attractiveness of its programmes, harmonization with the needs of the society thus applicability of its study programmes which altogether can attract more students, but attraction of the business community actors is the key issue here.

Communicating these benefits is crucial for motivating the business community to join cooperation activities. Furthermore, they need to see clearly the results planned to achieve with the cooperation projects proposed.

During the work done under this project, we have established certain steps to be undertaken when recruiting the business community members.

1. **Short and clear presentation** of the project should be prepared - it can be a promotional leaflet, brochure, just a well prepared document, video or a power point presentation. It is important for it to be simple, show that you are goal oriented and visually clean and attractive.
2. **Live presentation** - Delivering the idea in person renders many benefits since through this channel we present not only the idea but we communicate our dedication and passion behind it.

3. **Connections and acquaintances** - Make sure to capitalize from already established connections and acquaintances because this is the non-material capital.
4. **What is in it for me?** - Structure your presentation or talk so that the listener can see clearly what he has to gain, but also pay special attention to point out the overall picture of importance of collaboration with farther implications and benefits for the actors and the community. Make them know they will contribute in such way so they become aware of the importance of their role.
5. **Be honest** - Do not promise what you will not be able to deliver, this will get out to the open very quickly and ruin you reputation.

In the process of recruiting our business world participants and collaborators we have respected these points and learned that they decided to participate in the project for several reasons:

- 1) They want to contribute to the development of their community.
- 2) They want to be at the pool of resources (human resources).
- 3) They want to be in touch with the development trends.
- 4) They want to advocate in terms of making the Academy aware of the skills and competences the real sector needs through presenting their hands-on experience.
- 5) They want to be socially responsible.
- 6) They want promotion.
- 7) They want to build partnerships for the future.
- 8) They want to develop their mentorship expertise.

There are a few possible elements of motivation for enterprises to embarking on cooperation and joint projects with universities (European Commission Expert Group 2008):

- to get a job done — cheaply and well;
- to get expertise and advice from a tutor/professor;
- to test potential students for later recruitment;
- to get publicity (image building);
- to establish a channel of contact with the university, making it possible to keep track of new developments.

In addition, for enterprises there should be short-term benefits too, e.g. through involving student groups innovation activities, particularly helping firms formulate and develop radical innovation ideas, and through linkage to research activities. Taking these basic rules into consideration, close collaboration can be established between SMEs and higher education institutions (European Commission Expert Group 2008).

Business community wants to be known but has afraid to reveal too much about their strategies. However, the owners of the companies contacted in Portugal were very receptive to our proposition. First of all, they were all chosen because we know their profile in terms of positive economic, social, ecological and psychological impact in society. The personal contact is crucial to obtain their agreement to come on a Saturday talk to the students. We ask their permission to visit their facilities and present our project. They agreed to become partners because they understood the benefits for the students and the opportunity to divulgate their achievements in business, to share experiences and to be promoted in the academia world and abroad.

We established an employer advisory group constituted by these companies: Bial, FSM Group, Moldecar, Pinheiro & Ribeiro, Procalçado, and AM Classic. They are from different activity sectors and represent the leading edge in their industrial areas.

BIAL is an innovative international pharmaceutical company. The company headquarters are located in Portugal and BIAL has also facilities in Spain – a manufacturing installation and a R&D centre -, Italy, Mozambique, Angola, Panama, Ivory Coast, among other countries. Strongly committed to therapeutic innovation, investing more than 20% of its turnover in R&D every year, BIAL Group has launched the first drug of Portuguese patent, an anti-epileptic, already available in the US and in several European markets. The second pharmaceutical of its own research, for the treatment of the Parkinson disease, is already in an advanced development process (phase III of clinical development). The company expects to introduce more new medicines and vaccines to the market in the next years, specifically in the central nervous system, the cardiovascular system and allergen immunotherapy, which will be an added impetus to its international expansion which already represents 50% of its annual turnover. BIAL Group has also been distinguished by its support to several medical and scientific activities, namely through BIAL Foundation, having as outstanding events the BIAL Award and Scientific Research Grants, well recognized worldwide.

Moldecar is especially dedicated for the production of moulds and precision technical parts, and established in the world-wide market in industries such as the automobile, electrical, electronic, high quality toys and environment protection systems, Moldecar is expanding rapidly. With a view to the needs of its clients, Moldecar is continuously acquiring high technology, and promoting the continuous training of its collaborators.

FSM was founded in 1979 with less than twenty employees, continuing the tradition of the textile industry in northern Portugal. The company has enjoyed sustained growth over the last few decades, from its original small-scale production of shirts, and is now a group of 16 companies with around 2500 employees, including 5 factories in Morocco. Outstanding entrepreneurship together with sustained investment in state of the art technology have given FSM a production capacity of over 10,000 pieces/day, in all the sectors of Menswear and Women wear. They are a group of companies highly specialised in the manufacture of menswear and women wear, with factories in Portugal and Morocco. Their up-to-date equipment together with their highly qualified staff and well-structured manufacturing processes enable them to maintain unique quality standards within the industry. From the development of the garment to its delivery to stores, they offer a comprehensive range of services that enable them to satisfy the requirements of the most prestigious international brands.

Pinheiro & Ribeiro, Lda is a company, whose main activity is the sale of construction materials, including: sanitary ware, mosaics and tiles, faucets, accessories and furniture for bathrooms. Its growth over 30 years, supported by a household management, ensuring customer professionalism in dealing with their needs, thus following the requirements of its customers. With a trading area of 20,000 m², with 4 showrooms exposure, offers a wide range of product options, being an exclusive distributor of various domestic and foreign brands. They can say that the company has been developing throughout their existence a strong commercial action with increasing turnovers. The bet of Pinheiro & Ribeiro is always the professional market segment, not the big contractor but the applicator, small builder and handyman in informal situation without neglecting family consumers. The company has established complete product systems in order to engage the customer (strategic Full-Line), and has a purchase financing policy with better conditions than the competitors. The internationalization of Pinheiro & Ribeiro is based on several partnerships with local distributors and traders, as the case of Angola or decorators with stores, as happens in Paris. The main strategy of Pinheiro & Ribeiro for its continuous growing relies on

understanding of clients' needs, studying their individual value chain, and giving them more value in terms of customized offer, brand recognition, and a good relation price/quality.

Procalçado S. A. is currently one of the largest European producers of footwear components and moulded footwear, after more than 40 years of activity. It was a path marked by innovation and technological leadership, wrapped up in a quality customer service. Through the brands For Ever®, WOCK® and Lemon Jelly, Procalçado S.A. works with sectors such as military, safety, medical, comfort and fashion footwear, reaching annual sales of over 6 million pairs of soles and injected footwear for all over the world.

AM Classic is known for the exclusivity and quality of their products. Their furniture is moulded with the desire to achieve the best. They are very rigorous in the selection of raw materials, and only use only the finest wood. Their dedicated craftsmen put all their vast experience, knowledge and vocation into handmade finishing, affording each product a unique and special character. Their furniture is tailor-made to meet customer requirements, likes and needs, and they seek a constant approach to each market. So whenever is possible, their very own team accompanies and represents AM Classic locally. Today, they are recognised worldwide. They are present at the most important international fairs in the sector where they regularly display the new items that are created every year. All the creations are inspired by the refined tastes of an accustomed and highly demanding set of customers.

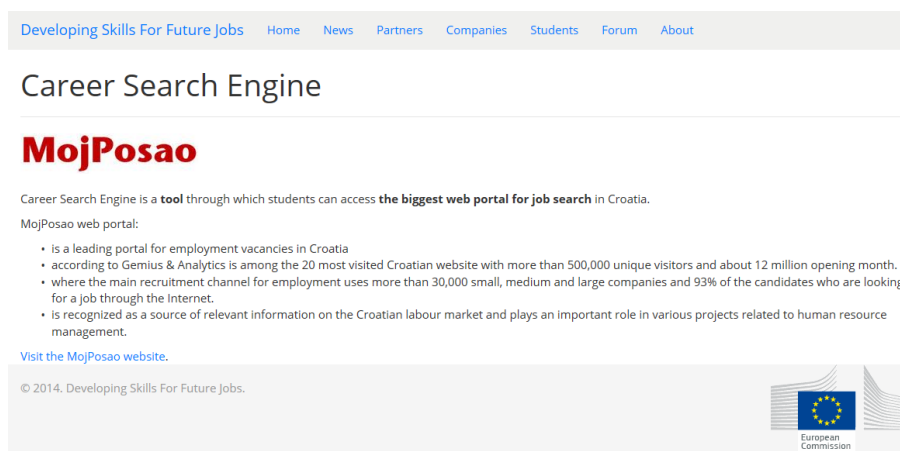
All these companies are interested in our academic contribution to develop their management skills, and are open to give job opportunities to our students.

Companies, involved in the project have been working with FCBS for many years. Some of them enable internships, others send experts as guest lecturers in the classroom, enable study visits of their companies and participate in specific projects, where students can work on applied researches for their seminar or diploma papers. The representatives of those companies are interested in knowing students before they finally enter the labour market. They also give very valuable feedback to the FCBS regarding competencies of our students – in that way, the faculty can improve the content and the delivery of its courses.

4.2. Career Search Engine and Employer Advisory Groups

Career Search Engine is a tool through which students can access the biggest web portal for job search in Croatia - <http://www.moj-posao.net/>. MojPosao web portal:

- Is a leading portal for employment vacancies in Croatia
- According to Gemius & Analytics is among the 20 most visited Croatian website with more than 500,000 unique visitors and about 12 million opening month.
- Where the main recruitment channel for employment uses more than 30,000 small, medium and large companies and 93% of the candidates who are looking for a job through the Internet.
- Is recognized as a source of relevant information on the Croatian labour market and plays an important role in various projects related to human resource management.



Picture 2: MojPosao web portal - Career Search Engine is shown within the Network.

The most popular search engines in Finland when you want to search from a job in Finland:

http://www.monster.fi/?WT.mc_n=brandi&gclid=CITQ8d2S8MECFaXbcgodjbAAaA
or <http://www.mol.fi/koulutushaku/kurssitiedotus/haku/hakusivu.htm?lang=sv>.

Or try the DSFFJ web portal or the Facebook group with entrepreneurial and international oriented students from Novia.

Croatian partners

VIS ANIMI

Vis animi is engaged in activities to develop **human resources management** for small and medium enterprises. Through outsourcing model it helps businesses that do not have experts in human resource development to improve work processes that affect business results. **Mission** of Vis Animi is to promote entrepreneurship and business to sustainable business growth through developing awareness of the importance of caring and the approach to employees. Also, to assist individuals to attain life satisfaction, find purpose and realize their potential. The **goal** is to show the clients a variety of opportunities and follow them on the way to success, through different forms of support and develop their strengths in order for every person to achieve her potential, and every organization successful operations.

As **a coach as well as a HR consultant**, Ms Ivana Boban Jagodić, owner and director of the company is a conceptual originator of introducing coaching as a part of continuous touristic services, thereby enriching the tourist facilities and promoting destinations. In 2014 her ideas, enthusiasm and contribution were recognized and she was nominated as the only small entrepreneur in Croatia in the finals for the MBA scholarships award.

FIBULA SLB

The company was established to provide **business services with practical solutions**. The market environment is constantly changing and continuous adaptation of business, in accordance with the requirements of the EU market has become imperative. Extensive and professional work experience of the Fibula team is the basis for identifying the elements of corporate clients who need improvement. By using Fibula's services, potential clients secure themselves time and space to deal with the specifics of their activities.

Business services offered by the company are primarily related to:

- Founding and developing business
- Business strategy and organization development
- Human resource management

- Marketing strategy and marketing mix management
- Fair participation and organization
- Project management
- Market research
- International business contact and business connection, document translations
- Small entrepreneur business plan development
- Entrepreneur education and consulting
- Controlling and cost reduction
- Representing foreign companies

BERNARDA Ltd.

Bernarda Ltd. specializes in producing **quality bedding systems** for hotels, guest houses, apartments and home. The high quality of its products, the company bases on **20 years of experience and modern scientific innovations**. The value of the product was confirmed by the large share of exports to the European market, which amounts about 85% of total production. Some of the regular customers are global hotel chains as Astron, Kempinski, Holliday Inn, Hilton, Sheraton, Intercontinental, Marriott and many others. The outstanding part of the development and production is concentrated in the construction and placement of the so-called medical mattress, based on scientific achievements and innovations. The company's development is based on **innovative solutions** in the field of healthy sleeping under the motto "**good sleep for a healthy life**", defining a basic requirement for a good sleep, which is a quality bed system. The elements of a bed system (mattress, slat mattress support, pillow and blanket) must be matched to individual physical needs and habits of the user. According to these principles, the products of company Bernarda, made in accordance with modern scientific achievements and their own innovations, guarantee a quality and healthy sleep.

CHRONOS INFO

CHRONOS Info Ltd is a **new generation business consulting company** that embodies the evolution and integration of management systems into tools for growth of our customers. We are small, private **Hi-Tech consulting, training and engineering company** with providing ITC, marketing, training, consulting services, management

consulting and business development services in Croatia and in countries of South East Europe. Chronos Info has obtained international CMC certificate for management consulting issued by ICMCI. They possess an EFQM certificate qualifying them to act as European Business Excellence Assessor. They have also accumulated knowledge and experience about the institutional, industrial and cultural conditions in the field of their expertise offering a broad spectrum of competencies and services. All this tight and transparent methodology ensures country-specific high quality and authentic solutions.

Finnish partners

During the failure day the school was also visited by two entrepreneurs – one within the travelling industry and the other one with retailing. The entrepreneurs had different input into the discussion on the view on failure. Being an entrepreneur means that you do not only represent yourself when it comes to communication – you also represent you company and your brand. One view on failure is that it can be seen as a giving up. If you do not give up you have not failed. One way of looking upon failure is also the cultural view on it – the view on failure seems to be very different in different countries.



Picture 3: Our guest lecturer Sebastian Mattsson was telling the students about his experiences as entrepreneur.



Picture 4: Our project assistants Felizitas Sprenger and Josephine Schlinz presented the agenda for the "Failure day" to the participants of the event October, 13th, 2014



Picture 5: Guest lecturer Goran Kuzmanovski, an entrepreneur, visited the project meeting in April, 2014 in Turku and then again in October 2014 for the "Failure Day".

Naantalin Matkakauppa is privately owned travel agency, established in 1989. We are organizing tailor-made tours for our individual clients and for groups on demand.

Naantalin Matkakauppa is IATA-accredited agency and we offer to our clientele various services: flights, hotels, ferry tickets, package holidays, international cruises, visas, transfers etc.

Employer Advisory Group in Slovenia is comprised from representatives of the companies, FCBS is already working with. This cooperation is founded either on project work (e. g. Developing FCBS career centre, With creativity towards knowledge and other projects) or the representatives of those companies work as lecturers at FCBS. The majority of the companies are SME's, three of them are large companies, even international oriented. Members of Advisory Group, that was comprised in DSFFJ project are:

RELAX TURIZEM

Relax company was founded in 1990 in the field of tourism. The company has developed its own sales network in Slovenia and started development to a distribution network abroad. Thus, in 2004, they transformed into Relax group with subsidiaries, which includes Relax Tourism, d.d. It became the largest Slovenian organizer of vacation. It transports over 180,000 Slovenian guests on holiday per year. Relax Tourism is a provider of vacation on the Adriatic, the Mediterranean and the Slovenian area, with its own products. On the market it is positioned as a specialist for Adriatic with affordable prices and superior quality.

<http://www.relax.si/>

Info: info@relax.si

ADRIATIC SLOVENICA

ADRIATIC SLOVENICA Zavarovalna družba d.d. is a well-respected Slovenian insurance company incorporated on 29 December 2005 by combining the strengths of two well-known Slovenian insurers: Slovenica Zavarovalniška hiša d.d., Ljubljana, and Adriatic Zavarovalna družba d.d., Koper, which now operate under the name ADRIATIC SLOVENICA Zavarovalna družba d.d. It was a groundbreaking project and remains the text-book case of a successful merger in the Slovenian insurance sector resulting in a strong marketing network, committed employees, assets, resources, strengths and know-how, while increasing the Company's capital strength and stability and expanding access to high-quality insurance services throughout

Slovenia. ADRIATIC SLOVENICA is the only insurance company that offers its policyholders a full range of insurance solutions: health, non-life, life and pension insurances.

<http://www.adriatic-slovenica.si/>

Info: info@adriatic-slovenica.si

OLYMPIC COMMITTEE OF SLOVENIA - OLIMPIJSKI KOMITE SLOVENIJE

Olympic Committee of Slovenia - Association of Sports Federations (OCS) was founded in 1991. It is based on the premise that sport is an important element of quality life in all its forms and environments and is appropriate for all age groups. The mission and vision of OCS are subject to the operation of its members and establishers. OCS as the main Slovenian sports organization and its member associations develops and links together top sport, sport for everyone and sport at a local level, thus functioning as an active promoter of quality life through physical activity. Through the idea of Olympism, OCS shall serve as the example of excellence of Slovenian sports in all its forms (top sport, sport for everyone and sport at a local level) and all age group

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Slovenian company whose core business is tax consultancy, business and financial consulting, business valuation of companies and education.

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- Web site: <http://www.abeceda-svetovanje.si/>

AureaArt d.o.o.

Design, development and production of products, production of pins, coins, pendants, badges, medals, plaques, orders, military, police and firefighter ranks, trophies, tie pins, employee name plates, emblems, embroidered patches, flags, various folders and wells for diplomas, recognition, thanks, etuis for documents bussines and service cards, diplomas, different packaging (gift boxes – pvc,

cardboard, wooden, metal and other), as well as various other promotional products.

- Address: Kosovelova 16, 3000 Celje, Slovenia
- Telephone: +386 0 820 58 530
- E-mail: ojstersek.v@aureaart.com
- Web site: <http://aureaart.com/>

KIK IT, računalniške storitve in izobraževanje, Patrik Godec, s.p.

Consultancy on the computer devices and programs

- Address: Na Okopih 13, 3000 Celje, Slovenia
- Telephone: +386 41 646 293
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Svetovanje in izobraževanje, dr. Andrej Raspor s.p.

- Telephone: +386 51 313 221
- E-mail: info@andrejrastpor.com
- Web site: <http://www.andrejrastpor.com/>

ABSORBIS - PROIZVODNJA, INŽENIRING IN STORITVE, d.o.o.

Production of electrical energy

- Address: Ulica Alme Karlinove 38, 3000 Celje, Slovenija
- Telephone: +368 41 621 898
- E-mail: marko.podbreznik@amis.net

mag. Mirjana Ivanuša Bezjak

Mirjana Ivanuša Bezjak s.p. - Educational institution

- Address: Borštnikova 33, 2000 Maribor, Slovenija
- Telephone: +386 41 963 237
- E-mail: mirjana.ivanusa@amis.net

Društvo za inovativnost in podjetništvo Potencial (The Institute for Innovation and Technology)

The Institute for Innovation and Technology is innovatively oriented organisation with a mission of raising the level of companies' innovativeness, and especially young people, namely in close cooperation with the education system and economy. The Institute operates in cooperation with the network of topmost international experts from various fields who work within national and international research and development projects.

- Address: Zihlerlova 4, 1001 Ljubljana, Slovenija
- Telephone: +386 1 5309 829
- Web site: <http://www.inovativnost.net/>

BABYLON Jezikovno izobraževanje in svetovanje d.o.o.

Educational courses in foreign languages and tutorials

- Address: Trdinova 7, 1000 Ljubljana, Slovenija
- Telephone: +386 01 25 11 104
- Web site: <http://www.babylon.si/>

Boštjan Urbanč s.p.

Business services

- Address: Šalek 95, 3320 Velenje, Slovenija
- Telephone: +386 51 359 443
- E-mail: bostjan.urbancl@gmail.com

FINADA, Nada Jurko s.p.

Business services

- Address: Paka pri Velenju 54, 3320 Velenje, Slovenija
- Telephone: +386 41 674 313

Zavod Traven, Zavod za ohranjanje kulturne dediščine in razvoj podeželja

- Address: Pisari 5, 6272 Gračiče, Slovenija

- Telephone: +386 41 609 884
- E-mail: info@traven.si
- Web site: <http://www.traven.si/>

SOLOMON turizem in poslovne storitve d.o.o. - Travel agency

- Address: Ljubljanska cesta 11, 3000 Celje, Slovenija
- Telephone: + 386 41 372 618

Go-spaŠ, izobraževanje, svetovanja in druge storitve d.o.o.

Educational courses and consulting

- Address: Mariborska cesta 25, 2250 Ptuj, Slovenija

4.3. Entrepreneurs' Thoughts

Having a project like DSFFJ creates opportunities to arrange more common activities with companies. Within entrepreneurial education this is especially important. A continuous dialogue with entrepreneurs helps teachers and students build contemporary competence that is up to date and increases the value of the students' degrees. The entrepreneurs also need to be satisfied with the cooperation with the educational providers. In Finland the exchange between company representatives is active. Successful entrepreneurs are happy to share their experiences and success and both teachers and students express their gratitude when the cooperation is tight and fruitful.

The company representatives are not either paid for their visits and students help the companies with different projects and get paid for the job done. This cooperation with the companies is valued by both students and companies. The companies' point of view is positive and the students are popular and known out in the business world. The companies know that the students' practical skills are up to date with the outside world and they help out in this mission. Projects that students have worked on are for example for companies, the development of the harbor in Turku or city development projects.

We asked the owners and managers of the Portuguese companies to express their opinions about entrepreneurship and the way to improve it in Portugal.

Miguel Portela (General Manager Corporate – BIAL Group) tells us: "I feel that in Portugal it is not clear what a well successful entrepreneur is. In my opinion this success results from the entrepreneurs' creativity, imagination and visionary commitment. Portugal has very low levels of education in comparison to Europe, and a backward culture not oriented to results and accomplishments – these factors limit creativity and imagination. In reference to the entrepreneurs' commitment, I believe that in Portugal it is not yet clear what this means exactly: long working hours, much sweat, the need for being persistent and having lot of resilience – in short, being entrepreneur is the opposite of playing in "Euromilhões". Curiously we are the country that (relatively) plays the most in bet games. In order to improve the entrepreneur's accomplishment, Portugal should invest more in education, culture and explain better what an entrepreneur indeed is."

Pedro Azevedo (Manager at Moldecarr) said: "Entrepreneurship is a risk that entails several responsibilities. The entrepreneur must act with vision, courage, steadiness, and not expect an easy success. However, the entrepreneur also brings in hope, innovation and change. To be an intrapreneur is also very important for a company. An employee can be an intrapreneur if he/she detects a failure or disability in the productive unit where he/she works, and takes the initiative of trying to solve this problem with their superiors. In both roles, as an entrepreneur or intrapreneur, he/she must believe in the business and in him/herself".

The point of view of **Pedro Carvalho** (Manager at FSM Group) is: "Entrepreneurship is the power within you that allows you to rewrite your faith according to your own desire, a strength that moves you closer to your dreams and allows you to realize the most ambitious dreams inside your heart and mind. It is important to improve the connections between scientific areas and degree programmes, including Erasmus students and other universities. Another idea could be the realization of "The Academy Day in the company". This means that, for one day, companies would invite students and academics to give talks on management, technology, etc."

Celma Pinheiro (Financial Director of Pinheiro & Ribeiro) talked about entrepreneurial learning: "In recent year, universities have suffered from rising pressure to provide

programs dedicated to teaching entrepreneurship. I wonder how can a university foster an entrepreneurial spirit in their students and create an ecosystem conducive to the creation of new businesses. Which teaching techniques can be applied and how can student's expectations over the academic context and objectives of the various programs be managed? I think that is possible to promote the experience of innovation and entrepreneurship (discovery of economic and social knowledge) between students, teachers and researchers through the creation of social networks that encourage this experience, particularly in training activities that generate new possibilities and opportunities. This process should be complemented by encouraging the integration of students and business programs, adopting a proactive attitude that promotes the implementation of business ideas with high growing potential."

José Pinto (General Manager of Procalçado) has a more optimistic approach: "I consider that Portugal is passing through a positive phase of entrepreneurship, not only in terms of numbers, such as the growth of exports and the number of companies opening each day, but most especially in terms of quality of the projects that are arising. There is a very well-known sentence "Everyone has got the will to win; it's only those with the will to prepare that do win." I believe this generation of entrepreneurs is preparing themselves and their projects for global competition and consequently the upcoming years will be of great successes."

Joaquim Silva (CIO - Chief Infrastructure Officer at AM Classic) told us: "Entrepreneurship in Portugal is a nuclear key in crisis situation such as we are experiencing in recent times. Entrepreneurship is related to the creation of new businesses or products, but not only that. Venturing is also adding value, identifying opportunities and turning them into a profitable business. We can create wealth through new products, new production methods, new markets, new forms of organization etc. The entrepreneur is responsible for generating profit for the organization and customer value. He/she must be proactive, i.e., makes things happen. He/she is someone who is highly motivated and is not afraid to initiate projects in a bold way. Therefore, it is quite common an entrepreneur take over a company. It is someone who believes in their potential, has leadership ability and can easily work in a team. Moreover, the entrepreneur knows that failure is just an opportunity to learn and to be better, and do not let demotivate him."

„Students must learn about real business during their study.“ (Elena Marulc, Solomon)

„Even if you fail, you should keep your goal in mind“. (Andrej Raspor, CEATM, s.p.)

„Business is always a risk – you must be prepared to try new things, even if it looks like you can stay with your business model for ever“. (Boštjan Urbančl)

„If you fail, you could gain new experience, new knowledge – and became successful next time“. (Vojka Ojsteršek, AureaArt)

„Life must go on, if you succseed or fail“. (Anton Vorina)

„Always analyze, learn, try new things“. (Borut Likar, The Institute for Innovation and Technology)

4.4. The Networking Events

ICEL4 Conference

At University College Nikola Subic Zrinski we used this project to connect different interested parties and participants through different entrepreneurial events. Every year we organize **ICEL Conference**, which was held for the fourth time this year and it is the first time students participated in the organizational part of the Conference as well. This year, the theme of the conference is: **Learning for Entrepreneurship: challenges and opportunities for society (economy) development** chosen to reflect our goal of developing a new understanding of learning for entrepreneurship, which includes but encompasses more than the traditional concepts and approaches dominating recent educational formats.

ICEL4 Conference aimed to contribute to the acceptance of entrepreneurship as an educational, social and economic value and students used this event as an opportunity for networking with entrepreneurs, decision makers at all levels, educators, teachers and professors. The Conference brought together key players in the field of education for entrepreneurship. Students came dressed as young business people and business dress code was something that gave them opportunity to experience at least one part of the real business world.

Partner country of this year's Conference was Finland and the first introductory speech was delivered by the Ambassador of Finland in Croatia, Mr Timo Rajakangas, who thrilled the audience at the very beginning. The ambassador first thanked the organizers for the invitation and for the inclusion of Finland as a partner country at this year's Conference. Mr. Rajakangas mentioned that many know the Finnish education system is among the best in the world, but very few know how little time was needed for Finland to transform from a relatively poor country into one of the richest in Europe, and all thanks to the investments in education, research and development in this sector. He also explained the importance of accepting failure, which in Finland is celebrated as Failure Day. We used this topic to create a video with Mr Rajakangas's speech for the discussion with the students about failure and Failure Day. Students' opinions and quotes are shown in this Handbook and they gave lots of thoughts to the meaning of success and failure in today's business world.



Picture 6: ICEL4 Conference was held in October 2014, in Zagreb, Croatia - Finnish Ambassador held an inspirational speech about success, failure and entrepreneurship.

Failure Day

Within the DSFFJ-project five project assistants have been involved from Novia University. The project assistants during the spring semester 2014 were **Janina Flores**, **Marie-Sophie Rapp** and **Alina Schuler**. The project assistants did a great job in helping and arranging the kick-off event in the DSFFJ project, the project meeting in Turku during April and in creating and boosting the conversation in the **Facebook group** before the created events <https://www.facebook.com/teamnovia?fref=ts>. Comments from the event failure day shows that the students understand the importance of failures – “a failure for us would be not to learn anything from our mistakes”, “a failure is an opportunity”, “fail and rise like a Pheonix” – “do not fear failure”. The cultural view on failure is very much connected to transparency and the societal view on failure and success with big differences can be seen in our countries around the world. The feedback from the day was good and the day successful.



Picture 7: Students at Novia in Åbo participating in the national “Failure Day” – they were discussing in groups their view on failure and the importance of it.

During the fall period of 2014 were our project assistants in the project **Felizitas Sprenger** and **Josephine Schlinz** – two of our double degree students. The project assistants helped to arrange our “**Failure Day**” in October and did the job very well. They did interviews with students about individual failures and the meaning of them for their professional future and private lives. They also discussed about their view on

other individuals failures. They led the discussions during the event and saved the interviews with students and entrepreneurs for boosting the discussions about failure, success, entrepreneurship and personal development. The event got great feedback.

In resume, we can notice that our successful entrepreneurs are aware of the importance to teach and promote entrepreneurship as a crucial condition to improve well-being in Portuguese society. In the aim of this project, we organized several events with these entrepreneurs such as seminars and debates, which allowed a fruitful exchange of knowledge and experiences. Students' feedback underlined that these networking events were very effective in the evolution of their entrepreneurial minds.

All networking events are in details documented at faculty websites <http://www.fkpv.si/?viewPage=882> and <http://www.fkpv.si/?viewPage=896>:

- In February 2014, a networking event for project partners from Finland, Croatia and Portugal in Celje, with presentation, catering and guided tour through old city, all prepared by students.
- In March 2014, a networking event was organised in Zreče Spa (a member of Unitur D.D.), which followed a guided tour and a presentation from company representatives.
- In April 2014 students visited two companies on Slovenian coast. Guided tour, presentation and discussion with managers and representatives from Kempinski Hotel in Portorož and Adriatic Slovenica Insurance Company in Koper were organised.
- In May 2014, a networking event between DSFFJ student teams of FCBS and UCEEM-NSZ in Zagreb (students and professors).
- While preparing charity concert in september 2014, DSFFJ student team prepared networking event with some companies, which were donating for victims of floods: Banka Celje, Banka Koper, PROSIGNAL (security), Karitas Celje, Artfin, SAZAS, Zavod Celeia, Lokrovec fire brigade, Radio Rogla, Mladismo.si, Tomaž Ilešič (drums), Tim Einspieler (photography), Spekter (Žalec) and Pirh (Velenje).
- At the beginning of 2014/2015 academic year, DSFFJ student team prepared a networking event with entrepreneur Marjan Šeško. At the same occasion they have presented all the activities and exposed „13 Golden Rules of Netiquette“ and charity concert to the group of part time students. Many of them are working on senior positions in companies, some are even entrepreneurs.

Teaching and methods used in teaching/coaching students should support students' own thinking, innovations, creating new and risk taking capability. Students should from their studying environment get support and ideas about how to develop their own business ideas.

V. The Project Main Outcomes

Anton Florijan Barišić, João M. S. Carvalho, Tatjana Dolinšek, Štefka Gorenak, Tanja Kovač, Elena Marulc, Marjana Merkač Skok, Marina Nikolić, Åsa Hagberg-Andersson, Helena Nordström, Åsa Rehn, Mateja Škornik

„Logic will get you from A to B. Imagination will take you everywhere.“ — Albert Einstein

Implementation of the action was conducted through 4 main activities in the project:

1. PROJECT MANAGEMENT
2. FORMATION OF ENTREPRENEURIAL UNIVERSITIES NETWORK
3. DEVELOPMENT OF STUDENTS' COMPETENCES
4. ESTABLISHMENT OF EMPLOYER ADVISORY GROUPS

Project Management was conducted during the project, ensuring that all specific project goals are achieved in defined timeframe and quality. This activity included: planning, organizing, securing and managing all project activities, distribution of assignments, controlling, evaluation of all phases of the project, monitoring and reporting on implemented project activities, applications of possible corrections if necessary and dissemination activities. Four project meetings were organised throughout the project to ensure proper monitoring and implementation of all project tasks.

Second activity is based on two pillars: Professors' Platform of Entrepreneurial Education and University Entrepreneurial Teams will be formed within each partner institution, representing initiative for implementation of entrepreneurial activities at their HEI's. Network was ensured through **developed web portal** as one stop point for all that want to join the Network and exchange experiences in entrepreneurial education at HEI's and also **Facebook group**, which was the most effective tool for communication and networking within this project. In order to support students in taking entrepreneurial initiatives at their universities it is crucial to undertake specific activities that will help them develop entrepreneurial, digital and foreign language competences. **Development of students' competences** was ensured through

implementation of two main activities: Skill-based Trainings for Students and Organisation of Students' Entrepreneurial Events.

Employer Advisor Group and **Career Search Engine** were established in order to build long-term relationships between HEI's and business world. Companies shared knowledge and experiences with students through workshops, lectures and work placements and provided their contact information for the web portal, so that both students and professors can contact them.

The main outcomes of this project can be summarized and merged into the following:

- **Interactive web portal** is the main dissemination tool of the project, containing all information about project activities, achieved results and publications. Its multiplier effect is in its openness for other members that want to be a part of Network and work together on development of education and transition from education to work.
- **Leaflets, posters, roll-up banners** will be used continuously even after project ends, explaining project aims in all partner languages and therefore disseminating project activities and results.
- Publishing information and project results through **articles** on partner institutions websites and Facebook pages.
- **Dissemination actions** during opening and closing conferences, trainings, workshops, lectures and meetings, ensuring the visibility of EU financing. The closing conference will be held to disseminate results at the end of the project and facilitate its long-term sustainability.
- **Public relations activities**, to include writing and distribution of press releases/packs, placing of articles in relevant trade journals, etc.
- **„Handbook of Good Practices“** and **Handbook „How to Bring Entrepreneurial Spirit at Your University“**

The societal view on education in Finland is very much discussed in the media and the discussion on how to develop the overall system is continuously discussed. The Pisa survey lays as a base for a lot of these development discussions. The reasons for this are presented below from <http://finland.fi/Public/default.aspx?contentid=293516&nodeid=41807&culture=en-US>. The Program for International Student Assessment (PISA), conducted every three

years, evaluates education systems worldwide by testing the skills and knowledge of 15-year-old students. Since the program started in 2000, Finland has made a name for itself, achieving results that place it at or very close to the top in all categories every time. Holding on to these top positions have very high priority because of economic and political reasons.

The testing always assesses reading, science and mathematics, but spotlights one of them each time. The 2012 PISA results, focusing on mathematics, were released in December 2013. The results of an additional assessment in creative problem solving were released in March 2014. It will take time to parse the wealth of data that PISA covers and see what can be gained from it as the Finnish education system develops even further. The newest results show that Finland continues to maintain a solid position among the best countries in the world: In mathematics, Finnish students are fifth among European countries, sixth among OECD countries and 12th among all 65 countries assessed – and for the first time, Finnish girls outperformed Finnish boys in this subject.

In literacy proficiency – also known as reading – the Finns are number one in Europe, number three in the OECD and number six overall. Scientific literacy also remains strong, with Finnish students first among European nations, third among OECD countries, and fifth overall. In the creative problem-solving assessment, Finland placed first in Europe and tied with Australia for fourth in the world. Forty-four countries elected to participate in this extra segment, which assesses students' ability to solve problems that they have never encountered before and that they cannot solve using a prelearned, routine solution – <http://finland.fi/Public/default.aspx?contentid=293516&nodeid=41807&culture=en-US>.

When writing a report like this you can see this chapter as a summary of the results and contents of the previous chapters. Without the input of the resources of the initiatives presented by the DSFFJ participants and resources, the students, professors and the companies involved we would have less entrepreneurs of tomorrow. The entrepreneurs are shaped by the entrepreneurial spirit we can create during the students' years at our universities. And the better entrepreneurial spirit we can create the more driven and successful our entrepreneurs will be. During a project like this we have experienced valuable exchange of ideas – both internationally with project

partners and with the students in their study process. During the kick-off that started the DSFFJ-project the students at Novia, Turku were asked to describe features that represented entrepreneurship of tomorrow. They described different communication tools, the internet and lifestyle views that could be used as a base by them as entrepreneurs of tomorrow. Our educational methods should view the outside world and our impact on society is very much dependent on the fact that our educational system supports a view on education as something valuable that deserves development support.

5.1. Outcomes for Students

Within the lecture of Marina Nikolić **"Why is Marketing Plan so important – Croatian Experience"** in April 2014, in Turku, Finland, we conducted **skill-based trainings for students** with the help of Internet and modern technology. With the help of IT sector of both our University College and Novia University and, despite the time difference, we successfully organized skill-based training for students as well as a **professional on-line based training** with the topic of marketing planning and importance of marketing plan for students and participants on the project. Lecture of Ms Nikolić was broadcasted live to the second year students of University College Nikola Subic Zrinski through the programme Adobe Connect. The lecture and the training that followed in Zagreb at our University College were prepared by Marina Gregorić, Ph.D, lecturer within marketing course.

Students of second year of University College Nikola Subic Zrinski who are participating on this project had an excellent opportunity to present their marketing plans to Finnish students through live broadcast as well as to listen to their comments and answer their questions. Students presented **their business ideas** such as starting a snail farm, car sales business or starting a production of Siberian Aronia plant or chokeberry. Student **Felicia Hansen**, otherwise student of Novia University who is currently on student exchange through Erasmus programme at our University College, also presented her business idea and marketing plan for starting up a smaller shop for clothes of Finnish brands in the centre of Turku. **Luka Krol**, our 3rd year student, who was at that time on student exchange at Novia University, also had an opportunity to greet his Croatian colleagues. Luka also actively participated in trainings with his suggestions and experience he has with international cooperation

through Erasmus programme. Partnership and cooperation that Zrinski and Novia have only become stronger during this project. We used to work together within Erasmus programme, had guest lecturers (Helena Nordstrom was at Zrinski in March, 2013 and Marina Nikolić was at Novia in April 2013), shared exchange students (Karl Nyqvist was at Zrinski during academic year 2012/2013 and Felicia Hansen was here during summer semester in 2014, while at the same time our student Luka Krolo was in Turku).



Picture 8: Within 3rd project meeting, we successfully organized skill-based training for students as well as a professional on-line based training with the topic of marketing planning in April, 2014, in Turku, Finland.

The long-term cooperation and partnership that we have we Novia University and incredible people who we met there and during this project, motivate us to think

about future cooperation and future projects - this could be a great opportunity for us to learn from the best. Finnish education is the best in the world and professional training, learning more about Team Learning in higher education (according to Team Novia's model) is something that could be very helpful in the future in both teaching at our institution and project management.

In this way, we made a first step in engaging our students more in this team work we are nourishing. This part of project activities called **"Skill-based training for students"** and **"Online professional training"** according to the Action Plan of the project were conducted then. We were very happy to have active participants in both countries - Finland and Croatia.

The Students' point of view on education is very important as they are the receivers of the knowledge package that the education system in Finland produces. They also help out with building the society's' competitive advantage as they stand on the educational base they have received from the school they graduated from and also continue they path in the *"lifelong learning educational system"* that is stressed in Finland as an important piece of our competitive advantage – the possibility to continue to educate yourself halftime or fulltime during your whole life. And most of the time it is free. And the students are very demanding – they demand good education as it is an important piece of their life. But so far – *"Kids in Finland are no more enthusiastic about homework than children anywhere else in the world..."*

The students appreciate the openness of the educational system. Different universities and schools provide different systems – from more traditional ways of teaching to more modern approaches.

At Novia a new view on learning has been introduced a few years ago. The view on learning has been built up according to <http://www.tal.n.fi/> - a learning network where the teachers work as coaches and the students step into different positions in the team of learning. The learning in the team work continues throughout their years of study. The learning network is a global network that consists of different kinds of independent organizations.

Our entrepreneurial education is important for the development of new companies in Europa. We all know it is important to support the start-up of new companies and therefore we feel motivated in doing our best in terms of input and putting our energy and best ideas into the support of this mission. We can see many of the

discovered issues as a cultural thing, but many of the discovered areas of differences can be developed further as we continue with entrepreneurial education in our countries.



Picture 9: Finnish project assistants and students during the kick-off for the project in January, 2014.

We can resume the outcomes of this project in relation to students around the perception that it happened a skills enhancement at all levels: entrepreneurial, English and ICT. This result can be seen in the assessments, but we think that they can be better demonstrated in the activities that were developed.

First, the dynamic of brainstorming and online sessions with a great participation of students were developed. Second, students, teachers and entrepreneurs were available to work on weekends fostering their skills. Third, they read and listened lectures in English, they trained how to solve problems with ICT, and they participate in many entrepreneurial activities trying to follow the demands of the Basic Business Creation model. Fourth, they produce a movie about their ideas for entrepreneurship: http://youtu.be/lqA_dJEhmNg. And fifth, and the most important, the business ideas that were developed and that are described in other section of this handbook.

One of them becomes a start-up, and this is a great achievement of this project in Portugal. It is the idea of producing blueberries, and their transformation in cosmetic and therapeutic products. Because this is a long run business project, Cristina Piedade and Daniela Teixeira started with one of their goals that are possible to implement right now: the organization of social parties, trade fairs, conferences and

similar events. They already founded the company named "Terras de Telões, Lda". The company has a brand mark for the organization of events called "TT Events - Organização e Gestão de Eventos" (TERRAS DE TELÕES, LDA Group). Everyone can find this company in internet:

- Web site: www.terrasdetelo.es
- E-mail: terrasdetelo.es@gmail.com
- Blogger: <http://terrasdetelo.es.blogspot.pt>
- Facebook: <http://www.facebook.com/public/terras-de-Telões>

This example of entrepreneurship clearly motivates other students to continue their projects.

FCBS's student team was involved in systematic an extensive skill training. They had to participate at around sixty hours of several lectures, workshops, brainstorming sessions and field visits. At specific topics, they have had guest lectures by entrepreneurs. They have prepared and implemented several different projects, among them six networking events and four brainstorming days regarding entrepreneurial ideas, mostly preparing for the event management project. One of the biggest team achievement is the e-brochure '**13 Golden Rules of Netiquette**' (Appendix 1.), that should be helpful to all partners in the DSFFJ project as well as any other user of the internet services.

Before the students could begin organising serious events, they had to improve their entrepreneurial knowledge. Because of that, they had lectures on Information technology (in English) and Entrepreneurship. They prepared a few smaller projects in the first half of the year, and were focused on topics that they learned about at the FCBS, as well as with studying and assignments that they prepared at home. During the IT lectures, they learned about netiquette, social media, e-commerce and e-business and IT support at special sports events. During the entrepreneurship lectures they learned about business plans, business ethics and corporate social responsibility, entrepreneurship and self-employment in Slovenia, customer relations management and the internationalisation of SMEs and intercultural communication. After that, they worked for a few months with a mentor, preparing themselves for a charity concert.

On Saturday, September 13th 2014, the **charity concert** took place in Celje Great Hall. At the time of disability in the area of flooding in Bosnia, Croatia and Serbia,

DSFFJ team decided to organise a charity, to collect school supplies and other material assistance for the children and parents, living on the affected area. At charity concert titled Aid knows no borders, several artists performed, among them: Shanaroid, the FreeFlight, Lakshmi, Pubeci, and others. The companies, donating material and financial aid were: Banka Celje, Banka Koper, PROSIGNAL (security), Karitas Celje, Artfin, SAZAS, Zavod Celeia, Lokrovec fire brigade, Radio Rogla, Mladismo.si, Tomaž Ilešič (drums), Tim Einspieler (photography). Student team worked professionally, and managed to organise several activities with donors, performerce, local authorities, the security, application, hiring halls, marketing and animation, resources and publicity. Admission to the concert for visitors was material contribution: school and other supplies to the affected areas or transfer financial aid for the affected areas.



Picture 10: Slovenian UNITE team members at the charity concert in Celje.

During this part of their engagement, students gained theoretical and practical knowledge about the professional organisation of events and all the necessary skills – patience, flexibility, communication, accuracy and endurance.

While training in IT skills, students gained: ability to be perfectly polite online; ability of understanding an tracing netiquette; ability to distinguish between social and business netiquette; ability to learn by reaction and use of practical experience; upgraded competences on books summarizing and own ideas production; ability to

create an e-brochure; ability to distinguished between different types of social media and mobile social media; ability to make a social media marketing plan; ability to do social media proliferation; students involved in this project developed and highly upgraded their knowledge about e-commerce and e-business and about IT support in sport event management

Outcomes in IT and language training were:

- production of e-brochure 13 Golden Rules of Netiquette which is published on Facebook DSFFJ group, in FCSB E-classroom and on DSFFJ project portal
- access to the free e-book Netiquette written by Virginia Shea on <http://www.albion.com/bookNetiquette/>
- brainstorming on how to behave online
- online and live discussion about the most important netiquette rules
- active and online (DSFFJ international group on FB and in e-classroom) discussions about the social media marketing plan
- students participated in an e-exam from E-commerce and E-business
- discussions with guest lecturer Đangir Kolar, EuroBasket 2013 IT venue manager

While training in Entrepreneurship skills, students gained: understanding the content of enterprise and it's business plan and are able to prepare their own business plan; ability of case analysing (local and global) and create their own ideas for their own business; ability to understand corporate social responsibility and how responsible companies with responsible stakeholder management can contribute to sustainable development and the power of responsible consumers; ability of professional independent and teamwork, networking; respecting differences and multicultural elements in global business ideas evaluation; are able to find additional information about legislation – how to established their own company; they are able to find requested information about their own potential business partners; certain knowledge of CRM strategy and CRM implementation process and CRM critical success factors; capability to research and select foreign markets; capability to design a programme of international marketing, organize, implement and control the activities of international marketing; knowledge and comprehension of protocol, verbal and nonverbal communication and business etiquette in different cultures.

Outcomes in entrepreneurial training were:

- **Intercultural communication** among two student teams, while FCBS student team visited their fellow colleagues at Zrinski College in Zagreb – their Business Incubator. Professors at Zrinski College presented their Business incubator, explained how they started, how it works, advantages of such type of study etc., Some students presented how they started their own businesses as students, their activities, challenges and how they see their own future as entrepreneurs. They also shared their positive business experiences and stated that they support such type of education (theory and practice). Students from both teams discussed about Business Incubator and about their potential business cooperation in the future.
- **Workshops and active discussion** about the content of business plan, how to write it, how to present it and how to engage in active business world (local and global),
- **Case studies** were discussed about potential aspects of their own business (mostly tourism, sustainable food production, event management...),
- **Brainstorming** and discussion on creation of the new ideas, critical distance, advantages and disadvantages, risks, options, opportunities at the local and global market, about internationalisation of their own business, markets, risks, insurance and payment instruments, operational business activities, documents...,
- Students involved in this project understand and are able to use this knowledge in their own potential business activities especially in the international process of SMEs (in their own company or as project leader/project member),
- In workshops, students prepared a concept of the business plan for their own potential company,
- Students are able to establish their own company or start to work as self-employed, they are able to do business according to legislation, they are able to select between different options (forms of entrepreneurship) and perform business according to economic principles, to work as consultant according to systemic and holistic CRM management, are able to prepare CRM questionnaires for different types of organizations (commerce, tourism, governmental institutions, non- governmental institutions...),
- Students gained a certain knowledge on Slovenian and international business etiquette and are able to behave according to modern business etiquette and to respect cultural differences of their business partners in their business activities.

Skills gained in event management training: The project involved students that had minimum or no knowledge at all about professional organization of events. During the project the students gained theoretical and practical knowledge of the professional organization of events. The students who participated in the project gained all the necessary skills (patience, flexibility, communication, accuracy, endurance) for a successful service in the field of professional event management. The students trained their necessary skills for a professional organization of an event on a practical example.

Outcomes in event management training: Training in event management was the most extensive activity for the team members. After they have gained initial knowledge and skills about IT and entrepreneurship topics, they devoted their energy and motivation developing the idea of establishing a business for professional organization of events, which would be managed by students.

- Other projects were also conducted during this period. Throughout the project, the participating students were involved in the planning and execution of professional event organization.
- Over the course of the project the students conducted several brainstorming sessions on sustainability, green business, charity and social responsibility.
- During the project, the students and the mentor constantly communicated online. They held meetings at the faculty, as well as outside of it.

Students carried out the organization of four events:

- On 18th March 2014 they supported all the formal and free time activities for the meeting of the representatives of the DSFFJ project.
- The biggest event, prepared for several months, mostly during summer holidays, took place on 13rd September 2014. Students organised amazing **charity concert** for the victims of the floods. Due to financial constraints and preferences to give as many funds for victims of the floods as possible, the students decided to devote all the available financial resources to the needy and therefore prepared only promotional materials (posters, etc.).
- **Networking with entrepreneur** was done on 11th October 2014 with Mr. Marjan Šeško, Owner of the Club Branibor, several pubs: Metropol, Monaco, Izba. He is also a musician and entrepreneur in event management.

- **Interviews with members of Employer Advisory Group** on their opinions about failure in entrepreneurship (encouraged by the colleagues from Finland) were carried out.
- Dissemination of a project results – presentation of events, carried out by DSFFJ team members to younger students at FCBS on November 11th, 2014.

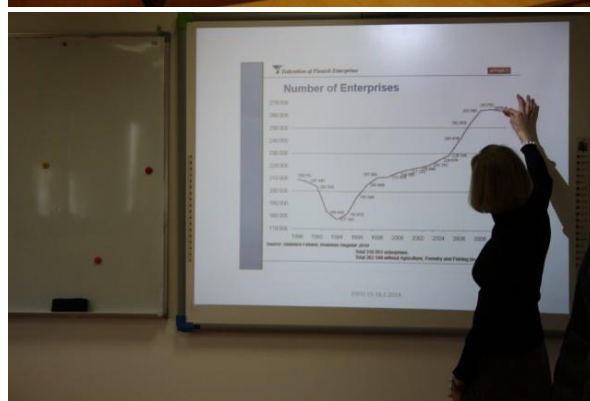
5.2. Outcomes for Teachers

The professors' point of view is positive to a project like DSFFJ. The possibilities to exchange ideas and experiences with other teachers and staff are valuable. It gives not only the possibilities to discuss but also to monitor other teachers in action in a teaching situation and these experiences gives the professors the possibility to grow in their professional task and increase the ambitions and ideas in their work. Getting feedback from student' on events created within the DSFFJ is also good for the professors. Practice based learning in teams is supported by theory and very much responsibility is put on the students as they hand out the tasks and responsibility among the participants.

Also, teachers obtained a great impact from „Developing Skills for Future Jobs“. This project gave them the opportunity to know teachers and teaching methodologies from other countries. They lectured in English improving their language skills; they were enrolled in job shadowing learning specialized approaches in different areas such as finance management, project planning and entrepreneurial learning; they worked a lot implementing online professional training, planning sessions, visits and other activities; they organized and implemented international meetings; they organized and implemented events with entrepreneurs and scholars; they made all the reports; they handled with updating the web portal, etc. Lectures and workshops, as part of every project meeting were given by recognizable professors from partner HEIs. Their experiences and knowledge were brought to us by Professor Åsa Hagberg - Andersson and Helena Nordstrom (Novia University of Applied Sciences), Professor João Carvalho and Professor José Reis (ISMAI) and Professor Marjana Merkač Skok, dean of Faculty of Business and Commercial Sciences from Celje and her colleague MSc Tatjana Dolinšek, financial manager and MSc Anton Florijan Barišić, vice dean for International Cooperation at University College Nikola Subic Zrinski. Job shadowing was also organized for project managers and professors

who worked in the project. Each project meeting, one job shadowing session was organized at the host institution, along with two lectures. So, during this 1 year, we had a great opportunity to listen and learn from our colleagues, great professionals and experts in various areas.

During the first project meeting in Zagreb, in January 2014, Professor João Carvalho held a lecture titled **„Advanced Business Creation Model“** and Professor Helena Nordstrom held a lecture **„Teaching entrepreneurship & sustainable development in Finland“**. MSc Tatjana Dolinšek joined Prof. Dragan Stanković for the job shadowing session within the course “Integrated Management of the Enterprise”. He presented the course and students' and mentors' work in Student Business Incubator. The work of our Incubator and student enterprises that have been established from the very beginning of the University College was an interesting topic to discuss with project partners when it comes to this project, but also future follow-ups.



Picture 11: Lectures by Professor João Carvalho and Professor Helena Nordstrom in January 2014, in Zagreb, Croatia.

At the second project meeting in Celje, in March 2014, Professor Jose Luís Reis presented the topic **"Entrepreneurship and Business Incubation Centers in Portugal"** and Professor Anton Florijan Barišič encouraged students to think about the topic **"Role of Management and Consulting in Entrepreneurial Learning"**. Professor Helena Nordstrom participated in the job shadowing session, which was also organized at Faculty of Commercial and Business Sciences. Slovenian students prepared a little surprise for all the participants of the project meeting. After extensive topics that we had to go through during the first day of the meeting, and before going to the city centre and Celje Regional Museum, students organized the presentation of Slovenia as a tourist destination. It was not just an interesting presentation, but also an opportunity to enjoy excellent Slovenian food, homemade cakes and original Slovenian tea.



Picture 12: Lectures by Professor Jose Luís Reis and Professor Anton Florijan Barišič, in March 2014, in Celje, Slovenia.

Third project meeting was held in Turku, Finland and apart from the presentation on the project activities realized so far and the experience of each of the partner institutions, we had an opportunity to listen to two very interesting lectures. Mateja Škornik from Faculty for Commercial and Business Sciences presented a very current theme **"Web 2.0 and the Rise of Social Media"** and Marina Nikolić from UCEEM-NSZ spurred a debate on the importance of Marketing Plan with her theme **"Why is Marketing plan so important – Croatian Experience"**. Lecture of Ms Nikolić was broadcasted live to second year students of University College Nikola Subic Zrinski within the subject Marketing held by Marina Gregorić, Ph.D.



Picture 13: Lectures by Mateja Škornik and Marina Nikolić in April 2014, in Turku, Finland.

Apart from attending the lecture of Ms Nikolić, the students had an opportunity to present their Marketing Plans to Finnish students and listen to their questions and

comments during live broadcast. Job shadowing was organized this time for 2 professors - Professor Marjana Merkač Skok and Professor João Carvalho. Both professors got chance to participate in job shadowing that was professional training at the same time - learning more about Team Learning in higher education (according to Team Nova's model) is something that can be useful and possible to adapt at other 3 HEIs. That was a great opportunity to learn from the best, since Finnish education is currently stated as the best in the world.

During the second day of the meeting in Portugal, in October 2014, four professors involved in the project gave lectures - Štefka Gorenak on **"CSR management practices by SME's - case studies from Slovenia,"** Åsa Hagberg-Andersson on **"Networks and Knowledge Development"**, Anton Florijan Barišić on **"Entrepreneurial education - practice in Croatia"** and João M. S. Carvalho again on **"Advanced Business Creation Model (ABCM)."** Petra Palić and Marina Nikolić participated in job shadowing session's with Tatjana Dolinšek, Elisabete Fernandes and Åsa Rehn, who are all working on this project as Financial Managers or Accountant, where they talked about financial management in the partner countries, with special emphasis on the financial management of this project. It was quite specific job shadowing session, because we didn't participated in any lessons or lecture by colleagues/professors, but we saw this as an opportunity to understand each other better and to answer questions that we came accross in managing project's finances. Better understanding of financial management and project reporting during last job shadowing will help us enourmously with future project cooperation.



Picture 14: Lecture by Professor Anton Florijan Barišić in October 2014, in Porto, Portugal.

Thus, all these activities improved their own entrepreneurial skills, and enabled them to be more effective as entrepreneurship teachers.

5.3. Outcomes for Companies

Establishment of long-term links between HEIs and employers, through Employer Advisory Groups therefore contributing to more efficient transition of students from education to work, involving companies/entrepreneurs in entrepreneurial education, giving practical view to students and strengthen contacts between students and business/employees through online Career Search Engine. Unfortunately, due to very short deadlines and amount of work that this project has given us, we managed to form Career Search Engine only for Croatian labour market, hoping to accomplish more in other 3 countries the follow-up projects.

The outcomes to the companies and the entrepreneurs of our employer advisory group are related to their protagonism as role models to the students and other potential entrepreneurs. They achieved a more intense connectivity with the university, learning from our expertise and knowledge about the ways to improve the business. They get with more visibility through our networks and the possibility to recruit new collaborators among our future graduates.

5.4. Conclusion

The role of Educational Institutions regarding education for entrepreneurship

In order to promote the education for entrepreneurship, an educational institution must establish a sound and clear vision and strategy for entrepreneurship education, establish a clear educational concept embedded in the entire curriculum. Education for entrepreneurship has to be a part of institution's culture and mission and have a strong practical component to learning supported by a solid theoretical basis. It also has to be integrated as a horizontal approach and a cross-curricular

subject throughout the whole study programme, Rather than being viewed as an isolated subject.

Within the institution the new teaching methods and innovative projects are promoted and room for experimentation is welcomed. The educational institution should be open in establishing strong networks and relations with the business community and governmental institutions with regard to promote its entrepreneurship educational agenda.

Business representatives can serve education for entrepreneurship by supporting teaching and learning as experts, as supporters, as mentors or as critical friends. In partnership with creative arts, educational institutions can learn about how to facilitate and assess a creative process - how to have ideas and turn them into action.

In resume, all the stakeholders of this project have several types of benefit: the existence of a web portal that gathers information and knowledge, and allows networking and seeking for a job; the creation of employer advisory groups; the dissemination activities that allow us to be known in our communities and in Europe; and better sensitivity to create more ecological, social, and sustainable businesses.

VI. How to Bring Entrepreneurial Spirit at Your University?

Anton Florijan Barišić, João M. S. Carvalho, Marina Nikolić, Åsa Hagberg-Andersson,
Helena Nordström, students

„Most of what you hear about entrepreneurship is all wrong. It's not magic, it's not mysterious, and it has nothing to do with genes. It's a discipline and, like any other discipline, it can be learned.“ — Peter Drucker

Essential for a school that teaches entrepreneurship is the entrepreneurial spirit that exists at the campus where it is taught. The entrepreneurial spirit gives the teaching support and direction for development.

The entrepreneurial spirit is challenging to shape deliberately and is built up successively in cooperation with an entrepreneurial force and spirit as the ground for the university. A good ground for the credibility and competitive advantage is that the university has open windows and doors to what happens in the business world outside by being connected theoretically and practically. Being connected with other actors with the same contemporary challenges increases the support a university needs in supporting the entrepreneurial spirit at its campus. Being part of an entrepreneurial business network helps you meet current challenges that might be a threat to the spirit that makes you attractive for your students.

The competency concept describes the summation of knowledge, skills and attitudes, but, apart from the knowledge and skill covers a preference to learning. The broader view the key competencies can be understood as a portable multifunctional set of knowledge, skills and attitudes necessary for all individuals for their personal realisation and development, social inclusion and employment. They should be developed by the end of compulsory education or training and are the foundation for further learning as part of lifelong learning, as well as a competitive advantage in the entrepreneurial context.

The concept of education for entrepreneurship is strongly supported in EU documents such as Europe 2020, the Entrepreneurship 2020 Action Plan, and the EU

2020 Education Strategy. As a basis for development of entrepreneurial literacy can be considered the European Framework for Key Competences for Lifelong Learning, published by European Commission in 2006.

The set of eight key competences includes;

- **Communication in the mother tongue** - refers to the ability to correctly and creative oral and written expression and interpretation of concepts, thoughts, feelings, attitudes, and facts and to interact linguistically in a number of different social and cultural situations;
- **Communication in foreign languages** - refers to the capacity for understanding, oral and written expression and interpretation of concepts, thoughts, feelings, attitudes and facts in a foreign language;
- **Mathematical competence and basic competences in the natural sciences and technology** - mathematical competence refers to the capabilities of students to develop and implement mathematical thinking in solving problems in a variety of everyday situations; natural, letter competence refers to the ability to use knowledge and methodology to explain the natural world for the sake of asking questions and drawing conclusions based on facts; technological competence is seen as qualification for the application of scientific knowledge and methodology in response to human needs and desires;
- **Digital competences** - refers to the capacity for the confident and critical use of information and communication technologies for work, in personal and social life as well as in communication. Its key elements of basic ICT skills and abilities: the use of computers to retrieve, evaluate, store, create, presenting and sharing information and developing collaborative networks via the Internet.
- **Learning to learn** - includes capabilities for learning and persistence in learning, to organize one's own learning, including through effective management of time and information, both in the independent learning, and learning in the group.
- **Social and civic competences** - including the ability to interpersonal and intercultural cooperation.
- **Initiative and entrepreneurship** - refers to an individual's ability to turn ideas into action, and includes creativity, innovation and willingness to take risks and capability to plan and manage projects in order to achieve objectives. It is the basis for keeping a daily, professional and social life of the individual.
- **Cultural awareness and expression** - refers to the awareness of the importance of the creative expression of ideas, experiences and emotions in a range of art and

media, including music, dance, and theatre, literary and visual arts. It also includes knowledge and awareness of local, national and European cultural heritage and their place in the world.

Entrepreneurial competence should be included in all European national curriculums as one of the eight core competencies. By encouraging the development of entrepreneurial mindset, entrepreneurial thinking and fostering the development of entrepreneurial competences, it contributes in reducing the gap between supply and demand in the labour market, and increasing employability, not only young people, but the entire population.

The European Qualification Framework (EQF) proposed by European Commission in 2008, was developed as a meta-framework to support the process of development of human potential. Except of other elements, the framework includes key competence as an integral part of every qualification. In that sense, EQF represents a clear direction for all national QFs and promotes integration of entrepreneurship as a key competence for every person.

Education for entrepreneurship can be defined as the process of providing students with the ability to recognize market opportunities and the knowledge, skills and attitudes to act on them (*Jones and English, 2004, p.416.*). Therefore, education for entrepreneurship is a very complex process with wide set of objectives such as:

- to give students knowledge about entrepreneurship and management of entrepreneurial ventures
- to provide more awareness about entrepreneurship,
- to enhance individuals capability to act entrepreneurially by providing them with the set of attitudes and values for embracing changes and self-reliance

6.1. Strategic Decisions

Project partners agree that the more important issue, our administrative and academic boards need to see the necessity that teaching and practicing entrepreneurship at schools is crucial for the future of our society and, in particular, of our students. This is a strategic decision that must be taken and assumed for all at the university.

High Education Institutions should contribute to help recover economic growth if we want to maintain our welfare and well-being. Networking is proven to be one of the main tools to achieve better results in human activity. Thus, it is important to encourage partnerships with companies and to promote internships/training programmes for future entrepreneurs.

Thus, all the classic actions those are implemented in university and through the networks with companies, local authorities, community and all the rest of the stakeholders, have been proving their effectiveness. We must increase the creation of innovation and entrepreneurship courses in all university degrees; providing internship opportunities in local businesses; investing in research with practical application in businesses; supporting new enterprise incubators (start-ups and spin-offs); exchanging and transferring knowledge; improving teaching skills for entrepreneurship; increasing teachers' and students' mobility across Europe; promoting more and better ways of communication with entrepreneurs; and disseminating more and better the good practices in creating businesses and other types of organizations to enhance social sustainability.

Entrepreneurial competence is incorporated in all European national curricula as one of the eight key competences (Council of Europe). Keys for incorporating entrepreneurship are to be found in the *Lisbon Strategy (2000)*, *European charter for small enterprises*, *Green book on entrepreneurship in EU 2003* and *Oslo Agenda for education for entrepreneurship in Europe (2006)*. The need for life-long learning for entrepreneurship can be found in the national document *55 recommendations for increasing the competitiveness of the Republic of Croatia (2004)*. In the educational system of the Republic of Croatia, education for entrepreneurship is highlighted in two key documents; these are the *Strategy for National Framework Curriculum (2007)* and *National Framework Curriculum (2008)*, which were base for creating this project as well. The need to have entrepreneurial learning as a priority has been recognized at University College Nikola Subic Zrinski, when founded and continued to be the most important part of its studies and strategy. According to the research by the Croatian Chamber of Economy *Analysis of the needs for education of SME's with an emphasis on entrepreneurial skills (2009)*, the results show that there is a need to increase IT literacy, to support to the SMEs development and to increase cooperation among education and business. The student-centred approach consisted of active methods of teaching via project activities, team work and

international cooperation. This project enhanced the entrepreneurial climate, competences and knowledge in partner institutions by supporting the students in their entrepreneurial activities, proactivity, innovation and creativity in direct correspondence and feedback link with labour market needs of local and regional surrounding.

6.2. Activities and Suggestions

The role of teachers in education for entrepreneurship

In education for entrepreneurship, teachers are the cornerstones of educational development. Therefore is critical for success of education for entrepreneurship to empower teachers in systematic way for successful transfer of the entrepreneurial mindset and competence to their students.

The teaching profession as well as the educational system are in constant changes due to the rapid change in the society, technological development and effect of globalisation which creates more and more challenges towards the teachers and requires quick and proper response. The impact of the teaching and learning processes on the development of the society and economy is becoming more and more important, as well as its quality. In that respect, *"Promoting the development of the teachers' competence in teaching transversal competences is seen as essential."* (European Commission, 2011, p.2)

In that regard teachers for entrepreneurship, as well as school management must understand entrepreneurship, have to be entrepreneurially literate themselves, and be able to teach using active teaching/learning approaches and methods.

"...and as schools are transformed into community hubs and think tanks, teachers will take more entrepreneurial, management, and thought leadership roles in the broader society. Teachers in 2030 will go beyond their classrooms, taking lessons out into the world. They will use technology to enhance learning by connecting students with remote communities across the globe and simulated experiences. Learning is not something we turn on and off. Using tools to measure and track performance, teachers will become experts in understanding student's needs. In that sense, the

teacher can be seen as a supporter and a facilitator who does not simply provide the answers to students but lets them find out for themselves. In addition to the skills that make teachers great,- including communication, active listening, creativity, leadership and patience,- teachers of 2030 will also require skills in entrepreneurship, community organization, technology and the ability to understand and manage data to design personalized learning programs." (CST Careers 2030, 2014).

Different dimensions of education for entrepreneurship can be divided into number of layers and various categories which establish a framework for the wide range of specific learning outcomes. The model has been adapted from Heinonen and Poikkijoki (2006) and applied to the area of transversal competences such as entrepreneurship. Every European country has its own approach towards entrepreneurship education and required learning outcomes and a common European understanding and approach to learning outcomes for entrepreneurship education is still to be developed.

It is not the role of the teacher to teach how to run a business but to provide students with the general set of the competences enabling them to act as an entrepreneur. In that regard, the overall goal of entrepreneurship education is to give students the knowledge, skills and attitudes to act in an entrepreneurial way.

We should experiment and try to found better ways to improve entrepreneurship in Europe. We would like to suggest other ideas and approaches that are known but with little application for now:

- There is an increasing research about new business models. We need to better disseminate the conclusions of this research across society. The work of the researchers aims to be published in journals that the entrepreneurs, managers, practitioners and students don't read.
- The use of networks of students, teachers, authorities, industrial associations, science and technological parks, incubators, business owners and managers, social organizations, mentors, investors, etc. to work together helping entrepreneurial learning. In the scope of this network, it is possible to organize visits to innovative companies, workshops with real cases, seminars and conferences with successful entrepreneurs, etc.
- Creation of university entrepreneurship clubs, whose goal would be to help students start developing their businesses and ideas.

- Allow academic community to organize themselves in order to help solving societal or organizational problems, starting with the university. This provides an excellent opportunity for the academic community, and specially the students, to engage in active learning and use the knowledge and skills they have learned and developed in their studies. Active learning can be anything that involves students in doing things and thinking about what they are doing (Bonwell and Eison 1991).
- The use of different teaching methodologies such as experiential learning, cooperative learning, problem-solving exercises, speaking activities, simulation games, role-playing, or fieldwork.
- The use of a multidisciplinary approach, gathering help for different scientific perspectives about a business idea.
- The entrepreneurship teachers must have an entrepreneurial profile with experience in launching companies or projects.

All stakeholders (all four partner institutions and companies included) fully supported the project objectives and agreed that project activities are structured in the way to achieve the defined results, despite short period of time for implementation. In the project preparation period the partners were cooperative in data providing and supported the project proposal activities. It is anticipated this well established collaboration to continue throughout the project course; still we tried to establish tools to clearly monitor the project activities, deal with milestones and achieve the anticipated results.

In conclusion, we need to experiment and adjust the best practices to the context and the type of audience. So, the use of diverse approaches, learning by doing how to learn and teach, is also an entrepreneurial endeavour for everyone linked to this subject.

6.3. Challenges

For HEI systems in all partner countries and on European level in general, it is crucial to provide knowledge, train skills and develop personal qualities necessary for entrepreneurial establishments. The problem that students face at the end of secondary school in Croatia is lack of entrepreneurial competences responding to

the labour market needs, lack of specific knowledge that labour market requires, prolonged time-frame in finding the adequate job in comparison to EU countries. They apply for the studies and enter the faculties without experience and without adequate knowledge in practical work. This issue that Croatian education system transformation faces is the requirement to learn from the EU countries on the best-practice examples on how to structure and systematically create student-centered curriculum with the goal of enabling them with competences adequate for the labour market.

Research of international experiences, first in Finland and then in other partner countries, brought education for entrepreneurship to us, but with a strong emphasis on practical work and „learn by doing“ approach. Of course theoretical knowledge is something that all students should have as a necessary base for the practical work that will raise their competences and develop their skills in different segments, such as international cooperation with their colleagues from different countries with different background.

Often top management has no interest, no knowledge and no time to learn about possibilities and opportunities that projects like this one can offer to their institutions. It is crucial to show them the importance of the project approach and to include students, professors and companies into one network - the entrepreneurial network on European level. Students, in general, are open to new solutions today, especially if it highlights their personal advantages. It is the task of school management and all professors and teaching assistants to introduce them numerous possibilities in elaborative and up-to-date way.

Like mentioned before, challenges during project implementation were related to the differences between countries, not so much cultural differences, but some practical things that probably nobody thought of when applying for this project. Differences that are related to different beginnings and endings of academic years, differences within organisational structure of our institutions, different ways of reporting and conducting project activities. It was a challenge for all project partners to work on and organize students' activities when students start summer semester in January and Croatian and Slovenian students start semester in the end of February.

Also, once the time difference and different time zones created a challenge for Finnish and Croatian partners. While organizing online professional training in April 2014 and lecture by professor from Croatia with the topic of "Why is Marketing Plan so important – Croatian Experience", we agreed to transmit this lecture live to Croatia to University College Nikola Subic Zrinski where students of second year during their course of Marketing introduced their marketing plans to Finnish students and attended this lecture via Adobe Connect. The thing that none of the project managers and professors thought about was that lecture was scheduled for 10:15 a.m. but that 10:15 is not the same time in Croatia and in Finland. After minor organizational changes, the lecture was organized in two different countries, in two different time zones and within completely different schedules.

Flexibility of all project partners and enormous understanding we shared during this project enabled us to conduct almost everything in accordance with Application Form, even though from the beginning of this project we were facing lots of changes, namely in human resources. Team members worked well together and within every challenge a solution was found in very short notice. Due to this fact, we can say that project was successfully implemented in all project partners' institutions.

6.4. New Opportunities and Future Cooperation

In accordance to the European and national strategies, entrepreneurial learning is a key for economic development. Universities, faculties and other HEIs, especially the ones with economic study programmes need to be student-centred, steer students in demonstrating innovation, creativity, readiness to take reasonable risks, proactivity, leadership, team work abilities – because it is all entrepreneurship.

The follow-up of this project could be done by maintaining the cross-work we are doing in terms of knowledge and experience. The web portal could be more developed with other features, namely updated links to all sites related to entrepreneurship in Europe. We think it is important to continue this cooperation with a new project that allows teams of students and teachers to have learning experiences in other countries, contacting different realities and improving their readiness to play in a globalized market. This project represents combination of

research, analytical work, education and training, institution networking, consultancy and implementation of outcomes of analysis and we see more opportunities to develop it further during a longer period of time. Focus on long-term relations between our institutions is something that we would like to develop and cherish.

VII. Presentation of the Network - Students, Teachers, Entrepreneurs and Community

Students - UNITE teams

Ana Catarina de Sá
Ana Oliveira
André Soares Ribeiro
Bruna Nunes
Cátia Sofia Sá
Cristina Piedade Silva
Daniela Teixeira
Edmilson Pontes de Mello
Elisabete Telma de Sousa Lopes
Fábio Fernandes
Francisco Azevedo
Frederico Colaço Freitas
Hamilton Leal
Helena Margarida Esteves Baptista
Hugo Correia
Íris Bidarra
Joel Sousa
Marco André Silva Teixeira
Nelson Teixeira
Paulo Jorge SottoMayor
Paulo Luis Mendes Silva Barbosa
Pedro Miguel Dias Carvalho
Pedro Neves
Sérgio Moutinho
Sofia Nunes
Susana Cláudia da Costa Falcão
Carneiro
Tiago Carvalho
Tiago Gomes

Nikolaos Arvanitidis
Irina Dasović
Danijel Josić
Matea Pepeljnjak
Valentino Sremić
Ana Tišljarić
Bruno Tkalčić
Ana Marija Župan
Felicia Hansen
Luka Krolo
Mateja Belej
Maya Flis
Sonja Grlica
Helena Horvat
Leon Jerše
Vika Krajnc
Anita Lamprecht Piletič
Anja Lesjak
Miha Lešnik
Mia Miljković
Nejc Nemec
Rok Plešec
Urša Rožič
Sveto Živkovič
Jonas Öfverström
Katja Wiberg
Linus Lassus
Jonas Möller
Ida Koski



Lisa Keinonen
 Kia Ruhanen
 Johan Dunderfelt
 Max Nurmi
 Victor Ojeda Bantista
 Mia Nykänen
 Pablo Rodriguez Rubio
 Robin Libäck
 Jennifer Serrano
 Carl Björkman
 Oliver Blomqvist
 Oskar Blomqvist
 Oskar Danielsson
 Michael Degerholm
 Minna Eklund
 Simon Ekman
 Isabella Elfving
 Tobias Enlund
 Rebecka Eriksson
 Samuel Falk
 Philip Frondén
 Daniel Fyrqvist
 Mathias Fyrqvist
 Conny Granroth
 Christopher Grev
 Emilia Grönqvist
 Niclas Gustafsson

Hannele Herranen
 Kajsa Johansson
 Janne Kaarre
 Tove Karlström
 Evy Klemets
 Jutta Koskinen
 Dan Lehtinen
 Tony Lindberg
 Jesper Lindblom
 Frans Lönngren
 Viktor Metsäranta
 Janette Murto
 Daniela Nieminen
 Jonatan Nordberg
 Amanda Nordlund
 Petra Nordqvist
 Ali Norouzi
 Riku Oinonen
 Kaisa Oksanen
 Jonas Paasonen
 Jonathan Rapo Atthammar
 Mathias Sjö Dahl
 Daniel Stenlund
 Alexandra Weck
 Disa Wegelius
 Jonathan Wessman
 Magnus Westerlund

Professors' Network

Anton Florijan Barišić
João M. S. Carvalho
Tatjana Dolinšek
Štefka Gorenak
Marina Gregorić
Åsa Hagberg-Andersson
Tanja Kovač
Elena Marulc
Marjana Merkač Skok
Alexandra Neves
Marina Nikolić
Helena Nordström
Petra Palić
José Luís Reis
Dragan Stanković
Aljoša Šestanović
Mateja Škornik

Financial Managers and IT Staff

Matija Filipčić
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- Elena Marulc, tutor, Solomon agency
- Đangir Kolar, IT Venue Manager at EuroBasket 2013

- Dejan Petkovič s.p., AureaArt, d.o.o.
- KIK IT, IT – services and education, Patrik Godec, s.p.
- Consulting and education, dr. Andrej Raspor s.p.
- ABSORBIS – production, engineering and services, d.o.o.
- The Institute for Innovation and Technology
- Babylon – educational courses in foreign languages and tutorials
- FINADA – Nada Jurko s.p.; SOLOMON turizem in poslovne storitve d.o.o.

Community:

Tecmaia, Parque de Ciência e Tecnologia da Maia
<http://www.tecmaia.pt/Tecmaia/Welcome.html>

UPTEC – Parque de Ciência e Tecnologia da Universidade do Porto
<http://uptec.up.pt/>

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