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European Entrepreneurs Campus - Transfer, configuration and development of multidisciplinary model for promoting entrepreneurship in VET and higher education



Project funded by European Commission LLP Programme – Leonardo Da Vinci – TOI – 2012-1-IT1-LEO05-02794 – CUP G12F12000080006

EUROPEAN ENTREPRENEURS CAMPUS

Result 7:

Implementation and exploitation concept



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Following document is a repertory of information concerning to the implementation and exploitation of methodology, tools and results of the outcomes from Project “European Entrepreneurs Campus – Transfer, configuration and development of multidisciplinary model for promoting entrepreneurship in VET and higher education” which were declared by the Project Partners.

Throughout the duration of the project partners were actively involved in the dissemination and implementation of proven methods and solutions in their local environment. Despite the fact that the partners in the project were both academic units, as companies from the business world, the area of their activities had a very broad spectrum. In particular, researchers from the Universities of Seville, Pisa and Prague through the specifics of their work had the opportunity to present the project outcomes to a wide range of people interested in the subject of entrepreneurship (students of business) and related to cultivated the entrepreneurial skills and at different educational levels.

On the other hand, cooperation with partners from the field of business – companies: CEDIT, AMSP CR, IEPL, BD Center, which are engaged in cooperation with entrepreneurs, people willing to start their own company and with other business firms, having a lot of contacts in the private sector are key players that might distribute Project outcomes among units involved in the labor market, social economy entities operating in the development of entrepreneurship, cluster structures.

This document presents the experience on the various stages of dissemination and implementation of EEC Project results in partner countries. Partners from Spain, Italy, Poland and the Czech Republic powered by the guidelines of the European Parliament on key competences for lifelong learning issues, conducted a series of actions to implement and exploiting innovative business model in their countries.





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1. Implementation and exploitation concept – Italy.

1.1. Cedit

Many European Reports (for example the “European Competitiveness Report 2013 - Towards Knowledge Driven Reindustrialisation” and the “Member States’ Competitiveness Performance and Implementation of EU Industrial Policy 2013”) highlighted the difficulties of the Italian system in promoting the education to entrepreneurship. The same problem was pointed out in the “Crossing and Blending” document (R.2), prepared for the EEC project: the Italian system lacks efficient tools for teaching the 7th Key Competence of the European Union: sense of initiative and entrepreneurship. The actors that could play a major role in the education to entrepreneurship field (Universities, VET organizations, schools, Public Bodies) are not provided with tools to teach these complicated subjects in an easy way.

At the same time, already established entrepreneurs don’t have many chances to work on competences as innovation and sense of initiative. This is another weakness of the Italian system addressed by the EEC project.

According to these elements, CEDIT decided to choose two different target groups for the EEC tools’ testing phase:

- BMC Model was tested on young people in internship programs (two different groups)
- Innovation Camp was tested on a group of young entrepreneurs (under-40). In this case the group worked more specifically on competences related to innovation (which are part of the wider item of 7th key competence of European Union).

These choices were made also to ensure the sustainability of the products within CEDIT. In fact, our VET organization participates every year in many transnational mobility projects: at least 30 young people (students, unemployed people; graduated or non-graduated people), coming from all over Europe and the Mediterranean basin, come to Italy thanks to CEDIT, which finds them internships’ opportunities. People participating in this kind of mobility projects are in a very delicate phase of their professional life: they are meeting work life often for the first time, so they have the chance to put themselves to the test and they need professional guidance for that. It is a task of our organization to show them all the opportunities for their future employment, also presenting them with the possibility of running their own business. Tests’ results, collected by questionnaires provided by CEDIT, demonstrated that BMC Model tool was appreciated by





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participants, because it helped them to build their own business models. For many of them that was just the first step towards building a more detailed business plan.

Other subjects who were invited to use the BMC Model were “Erasmus for Young Entrepreneurs” applicants. CEDIT, which is participating in the EYE project as Intermediary Organization, proposed to many of them to test the tool in order to prepare their business plan (compulsory for the EYE application).

For what concerns Innovation Camp, CEDIT professionals took advantage of the experience gained through the Transnational Project Meetings. Competencies and tools acquired through the EEC project made it possible for CEDIT to organize an Innovation Camp with the participation of several young entrepreneurs.

CEDIT commits to replicate the Innovation Camp in the future, not only with the same target groups (entrepreneurs) but also with other subjects.

For the selection of the targets CEDIT will exploit other partners’ experiences in the project. For example, we think it would be interesting to ask students, unemployed people and trainees to take part in future Innovation Camps. CEDIT, as VET organization, works every day with these people and activities as Innovation Camps will be surely adopted to foster education to entrepreneurship and sense of initiative.

CEDIT will replicate these activities at a wider scale, making people involved in internship, formation and vocational courses, etc., and participating in new workshops. According to the educational needs and the participants’ background, BMC Model or Innovation Camp tool will be adopted.

In order to guarantee the sustainability of the tools, CEDIT will make the following actions:

- adopting BMC Model in the agreement with sending partners, in the framework of transnational mobility projects;
- uploading materials on CEDIT webpage;
- introducing Innovation Camp methodology in CEDIT training provisions;
- using EU Camp Guide for new edition of Innovation Camp and adopting questionnaires and indicators’ system to monitor the impact;
- informing about new methodologies technical schools CEDIT works with.

All the materials have been already disseminated to CEDIT partners and network contacts. Through several dissemination events VET organizations, Universities, Public Bodies, technologic parks, business incubators have been informed about the new methodologies. This activity will





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be conducted also after the project lifetime, thanks to daily contacts with some of these subjects and other organizations (Italian or European) that will join CEDIT network.

Subjects that can use the project's results are:

- Universities: they will be able to teach high skilled students coming from all the academic disciplines entrepreneurship and sense of initiative. As University of Pisa and VSFS have clearly demonstrated, Universities are very interested to these new methodologies, and other entities, in Tuscany, Italy of Europe, will take advantage of the work done within EEC project;
- VET organizations: other organizations can include the methodologies within their training provision
- Public Bodies (schools, business incubator, technologic parks, etc.): these organizations can use the tools autonomously or with the support of the project partners, to integrate their training provision and work on competences that are not usually trained.

All these subjects can take advantage of transferred tools:

- BMC Model: it will be used specifically by VET organization, business incubators and tech parks, because it represents the first step to build a business model. It will help the users to define accurately the elements he/she will need to consider to create also a more detailed business plan.
- Innovation Camp: schools, Universities, VET organizations and business associations are the most interested entities. They will be able to teach participants entrepreneurship through innovative methodologies.

The above mentioned institutions can easily find users for the activities they will perform. Schools, universities, VET organizations, business incubators, business and trade associations, etc. have daily contacts with interested targets. The most important element became then to educate teachers/facilitators, so that they will be able to perform activities with the innovative tools. EU Camp Guide has a paramount importance to allow people that were not directly involved in the EEC project to organize and manage the Innovation Camps. This guide will be completed by the other Innovation Camp materials.

A wider adoption of the innovative tools will bring positive effects in the medium-long period for the target groups. Positive results have been already collected by BMC Model and Innovation Camp tests conducted by CEDIT.





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The most important element is that the two tools allow the participants to reflect about the importance of innovation in the business, with the final objective to create new job opportunities and business development.

1.2. University of Pisa

Many European Reports (for example the “European Competitiveness Report 2013 - Towards Knowledge Driven Reindustrialisation” and the “Member States’ Competitiveness Performance and Implementation of EU Industrial Policy 2013”) highlighted the difficulties of the Italian system in promoting the education to entrepreneurship. The same problem was pointed out in the “Crossing and Blending” document (R.2), prepared for the EEC project: the Italian system lacks efficient tools for teaching the 7th Key Competence of the European Union: sense of initiative and entrepreneurship. The actors that could play a major role in the education to entrepreneurship field (Universities, VET organizations, schools, Public Bodies) are not provided with tools to teach these complicated subjects in an easy way.

Starting from the above considerations, the University of Pisa decided to implement the BMC and Innovation Camp tools within a wider framework for supporting the growth of entrepreneurial spirit among students, PhDs and academic staff. Such framework has been developed for the last five years by the technology transfer area of the University, and its educational activities are concentrated in the PHDplus program, an education and training program for MSc and PhD students aimed at spreading the entrepreneurial spirit, the exploitation of research results and the creation of new businesses.

The implementation of these two tools has been strategically planned in order to guarantee the sustainability of their implementation after the project conclusion. The main decisions in order to reach this goal are:

- The choice of the Target Group: the University of Pisa is a higher education institution. Therefore, the selected target were academic students. In particular, the focus was on MSc students, that guaranteed a solid background that could be exploited for the solution of a business case and the design of a new business venture;
- The inclusion of the tools within a structured and proven framework for entrepreneurship training and support.





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Based on these considerations, the University of Pisa's long term aim is to include these tools permanently in its ecosystem.

The Idea BMC tool will support the phase of education and training on business models development as already successfully tested in two different stages during the project, receiving positive feedbacks by participants, as highlighted in the questionnaires results.

The Innovation Camp has been successfully tested in the activities promoted by the career services offices, in co-operation with the PHDplus program. A worldwide consulting company collaborated for the definition of the business challenges. This approach allowed on the one side the development of entrepreneurial skills of students close to their graduation, on the other side it gave them the opportunity to get linked with a company as job opportunity. Entrepreneurial skills are, in fact, abilities that many companies seek also for their internal employees. The University will regularly adopt this framework during the events with companies that take place along the academic year.

- The sustainability of the tool will be ensured through the following actions:
- BMC Model will be permanently adopted in the PHDplus program as a tool for educating, drafting and sharing business models;
- Innovation Camp will be adopted as a new way to put together companies and students, creating new opportunities for the formers to discover new talents and for the latter to get in contact with the most interesting business environments;
- All the materials will be constantly updated on project's website;
- EU Camp Guide will be revised and updated based on feedbacks and new ideas;

All the materials have been already disseminated to University of Pisa students and academic staff, as well as to the networked contacts. Through several dissemination events VET organizations, Universities, Public Bodies, technologic parks, business incubators have been informed about the new methodologies. This activity will be conducted also after the project lifetime, principally through the adoption of the above listed actions.

As a higher education institution acting at European and Worldwide level, the University of Pisa will promote the adoption of EEC tools in other academic institutions as well as in incubators and tech parks. The challenge is the creation of a common base of tools for the education and sharing of entrepreneurship topics. For this reason, all the developed materials will be freely accessible to education and training institutions through the EEC website. The guides will guarantee an easy implementation of the tools, through step by step adoptions.





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This will guarantee a virtuous system in which the implementation of the whole set of tools will guarantee the utmost benefit for all the players (academic institutions, teachers, students, companies), in a holistic approach. A wider adoption of the innovative tools will bring positive effects in the medium-long period for the target groups. Positive results have been already collected by BMC Model and Innovation Camp tests conducted by University of Pisa during the project.

1.3. Tuscany Region

BMC Model is a useful tool for business incubator financed by Tuscany Region as it can represent a first contact between start-uppers or would-be-entrepreneurs and business incubator's staff. Thanks to the tool new entrepreneurs could understand the feasibility of their ideas and thus be able to create a first business model.

The tool was disseminated to all the incubators admitted by Tuscany Region as a tool to promote the development of new enterprises. The information were sent by an official letter signed by the executive Manager of the "Transfer of Innovation Office" and addressed to regional incubators. Territorial agents of development were informed about the tools and received all the information needed in order to be able to promote the use of the tool in their structures.

The tool was then tested on start-uppers and would-be-entrepreneurs who asked to incubators for a guidance to open their own enterprises. The incubator's staff invited them to use the BMC Model to create a first business model and to test the feasibility of their business ideas. The free and easy use of the tool, combined with the user-friendly aspects, ensure the sustainability of the tool within the concerned incubators also after the end of the project.

All these reasons led Tuscany Region to promote this tool not only towards business incubators, but also towards Technological Poles, which are entities with functions similar to those of incubators. Also these public bodies can take advantage of the results of the project and they will be invited to use the BMC Model and to gain knowledge of the Innovation Camp methodology too.

Tuscany Region is then promoting a wider use of the tools transferred by the EEC project and it expects to reach the target of providing its agents of development on all the regional territory of new tools to promote education to entrepreneurship and to support new entrepreneurs to create business models on their innovative ideas.

The target groups for these actions are the new entrepreneurs, would-be-entrepreneurs and start-uppers that could take advantage of the innovative tools promoted by the project. These





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target groups are reached (and will be reached also in the future) through the mediation of agents of business development on the territory.

That is why BMC Model and Innovation Camp represent useful tool to support the territorial agents in their business scouting actions and to establish a first contacts with entrepreneurs and to foster the education to entrepreneurship in Tuscany Region.

2. Implementation and exploitation concept – Spain

2.1. University of Sevilla & IEPL

Many European Reports (for example the “European Competitiveness Report 2013 - Towards Knowledge Driven Reindustrialisation” and the “Member States’ Competitiveness Performance and Implementation of EU Industrial Policy 2013”) highlighted the difficulties of some European countries, such as the Italian or Spanish system in promoting the education to entrepreneurship. The same problem was pointed out in the “Crossing and Blending” document (R.2), prepared for the EEC project: the Spanish system lacks efficient tools for teaching the 7th Key Competence of the European Union: sense of initiative and entrepreneurship. The actors that could play a major role in the education to entrepreneurship field (Universities, VET organizations, schools, Public Bodies) are not provided with tools to teach these complicated subjects in an easy way.

At the same time, already established entrepreneurs don’t have many chances to work on competences as innovation and sense of initiative. This is another weakness of the Spanish system addressed by the EEC project.

According that, University of Seville tested two tools: Innovation Camp and Business Model Creator (BMC).

Innovation Camp was tested two times in Seville University:

- a) The first time was tested on a group of undergraduate students of Tourism and Finance sciences, all of them under 40.





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- b) The second time we contacted with teachers of a Video-games design Master, for Communication and Engineering postgraduates students of University of Seville, all of them under 30 and some of them with starting business idea.

BMC tool was tested on a group of undergraduates (364 students) of the Degree of Business and Administration.

These experiences were very appreciated by the target group and teachers because they answer to some key aspects of our Labor Market. Entrepreneurship and self-employment is a critical issue to solving one of the main problem in most European countries, in particular the unemployment. This project and practices serves to provide useful tools that promote entrepreneurship and facilitate the process to create firms.

These tools were tested in certain undergraduate and postgraduate levels in order to develop entrepreneurial skills in these students. Thus once graduates, they should be able to create business with the aim to improve European economy.

University of Seville thinks that implementing the tools like Innovation Camp developed in higher education, business incubators and co-working spaces. For this reason our second experience had the presence of representative people from a Public Organization of Andalusia, dedicated to promote the entrepreneurship culture. That organization has incubators for new entrepreneurs (Fundación Pública Andalucía Emprende).

We believe that all development of entrepreneurial skills and useful tools in the medium and long term provide that when these people identify an opportunity or business idea to be able to create a firm and, therefore that end impacting positively on the local or regional economy. In that sense, University of Seville will replicate these activities with new students and young entrepreneurs from Public Foundation before mentioned.

The feedback provided by participants in BMC test demonstrated that the tool was very appreciated by them, because it helped them to generate their own business models. This experience was a starting point for them in order to develop a more detailed business plan.

All the materials have been disseminated to other teachers of Economics and Administration studies in order to apply the tools during the next years and to the Public Foundation in order to show them to their entrepreneurs in all the region.





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The most important conclusion is that both of tools are very useful for people who need acquires skills in order to start a business and this issue is a key factor in the actual context of unemployment above all with younger.

3. Implementation and exploitation concept – Czech Republic

3.1. University of Finance and Administration

Both of modules fits very well into overall Business Management and Corporate Finance study program at our University, which is most successful study program and reflects needs of the market. Both of modules help to strength practical business orientation of the study program and therefore quality of education as such.

From our point of view the best way is to incorporate this model as mandatory part of education at the universities. It would be helpful to present this model to all universities or directly to department representatives who are responsible for this field of education on economic and business universities. It could be also useful to contact economic high schools and other educational organizations.

We think that there is no difference if the model is incorporated to semester lectures as in our case or is organize as part of summer school or some other mandatory part of university education. The model can also be offered as optional lecture with great potential and in offering this model for adult people who are interested in their own business.

According to our experience we can conclude the incorporating BMC and IC to semester lectures was an appropriate way of introducing these to our students. We have positive feedback and model has been helpful in lectures to both students and teachers. Based on this experience we



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assume that this product could be applied similarly at the other universities and can be positive and useful part of education. We have experienced the same benefit in BMC and IC.

We assume that it is realistic to share this model on national levels in partners' states and afterward on institutions level to other countries in Europe. We also think that impact of project on users of the products will be long term at regional and national level.

Project results should be promoted to other users and explained all benefits. In this case we assume that personal experience with BMC and IC is the best way for sharing these products. New course of "Business Model" using BMC was established as regular part of BMCF study program taught in both (Czech and English) languages at VSFS.

Positive results should be announced on various websites, press releases and on conferences. Students' satisfaction pools and social media to spread positive reference will be used here as well. Networking among teachers and courses guarantors might be an efficient way.

In the Czech Republic we see a great potential in introducing this model to public economic universities. If these institutions will take this as a part of their education it would be great advertisement for model and other institutions will use it also.

We think that product is useful part of education with positive acceptance from students.

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3.2. AMSP ČR - Association of Small and Medium-Sized Enterprises and Crafts of the Czech Republic

Many published Reports in the past showed difficulties in Czech educational system. As main problems are identified:

- Insufficient interface educational and entrepreneurial world;
- The quality of teaching is lagging in international comparison;
- Too many graduates with humanities education;
- problematic system of financing universities etc.

All these problems need to be solved in the future because it reflects of the Czech competitiveness. These general problems are reflected in all fields of education whether it is a school of economics and technical, medicine, philosophy etc.

Schools and universities in the field entrepreneurship/economy/business do not have a problem with the lack of students but with teaching entrepreneurship. In the Czech Republic there is no single comprehensive system for teaching entrepreneurship which is used by all schools in the field. There are only two basic general forms, both based on practical experience:

- A training program for student companies;
- And enterprises organization Junior Achievement (student mini-companies).

Practice companies are included in the curriculum framework rather than as a separate subject, but as a tool that can be used to gain experience. Practice Firm is currently a common part of the



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practice for more than hundred secondary vocational schools. Entrepreneurship education was largely depends on willingness of schools participate in these programs. So we can say Czech system lacks of more ways how to teach entrepreneurship. One of the new way can be EEC model for supporting entrepreneurship in the fields of vocational and educational training and universities educational.

Association of Small and Medium-Sized Enterprises and Crafts in the Czech Republic decided to choose two target groups for the EEC tools' testing phase:

- **BMC Model** was tested on young people with who AMSP cooperate through programme Erasmus for Young Entrepreneurs (EYE),
- **BMC Model** was tested on people with whom AMSP cooperated and in the past on different projects.

AMSP is participating in the EYE project as Intermediary Organization and at this moment we have broad base of people whom this project includes.

We chose this group of people because they are entrepreneurs (or intending to be, i.e. would-be entrepreneurs) and they have experiences with entrepreneurship so it is very sophisticated group of people. Some of them already have established own companies.

Testing phase was done by distance form. The reason was simple – our participants are from different cities around the Czech Republic and some of them are even currently living abroad. There was offered introductory training for them done by Skype first, later we sent them email with instructions and procedures. 2 weeks our participants had for testing and evaluation feedback. Their feedback was largely positive, the main advantages were termed savings time, build their own business model with less effort as usual, helping with sorting out ideas etc. For many of them it was the first time when they used some tool for making business plan. To sum up BMC tool is innovative and useful for new and established entrepreneurs as well.

AMSP implemented different projects in the past. So AMSP decided to ask for help people who participate on this projects. Testing phase took place the same way as previous group.

In order to guarantee the sustainability of the tools, AMSP will make the following actions:

- adopting BMC Model in the agreement with sending partners, in the framework of transnational mobility projects;
- uploading materials on AMSP webpage;



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- informing about new methodologies schools AMSP works with;
- using within programme “Erasmus for Young Entrepreneurs”;
- using and propagate through its own programme “Svou cestou - Young business”;
- get into the awareness of programme participants “Podnikavá žena”;
- BMC tool will include educational activities and projects AMSP ČR.

All materials already have been disseminated to AMSP signatory partners and network contacts. Despite several awareness raising events vocational education and training organizations, universities, public authorities were informed of the new methodologies. This activity will take place throughout the life of the project, through daily contact with some of these entities and other organizations that join AMSP network.

Organizations that can use the results of the project are:

- Universities will have new methods of teaching business. We already contacted universities and they are really interested in these teaching methods and BMC Model. University of Finance and Administration in Prague, South Bohemian University in České Budějovice, West Bohemian University in Pilsen showed that there is interest in the university environment;
- VET organizations: organizations might involve new methods as part of their training;

Public authorities (schools, business incubators, technology parks, etc.) these organizations can use the tool independently or with the support of project partners, integrate their provision of training and work skills that are usually not trained.





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4. Implementation and exploitation concept – Poland

4.1. BD Center

In Poland, there is a lack in the field of support instruments for people willing to start their own business. In fact the system of grants for starting up your own business is common and people executing it eagerly, but if somebody want to even think about applying for grants for his future company, he should primarily have a good idea of this business. And in this area there are no specific instruments, all of which young entrepreneur could benefit. EEC project products are a response to this problem, and to a large extent they can contribute to the development and elaborating a business idea.

In my opinion there are two ways to best use of the project products:

- 1) To use as a part of methodology in teaching young people and students (Innovation Camp):
 - Universities
 - High schools (discipline: Business studies)
 - Elective trainings for students
- 2) In VET Professionals' work and daily activities with people willing to start their own business (BMC Tool).





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Alternative solution are trainings companies, especially specialised in area of entrepreneurship trainings and business trainings. This companies also can involve idea of Innovation Camps as well as BMC Tool in their curriculum and extract them in their courses.

Mentioned institutions as well public and private could help in the introduction of the model as the binding standard on education level.

To support the sustainability of the project results on a highest level Project Partners should as far as possible involve particular tools in their routine business activities, exploit them as often as possible at work and provide information about the products: methodology, implemented solutions, tools, developed activities and way of their utilisation for their cooperators.

BD Center will actively support the sustainability of products and tools after the project. The company runs a number of projects in which participants are often developing and burnish with trainings their competences and skills in the field of creativity and entrepreneurship. In this case BMC is a good tool to be used during the trainings. Also we will disseminate information about Innovative Camp and BMC to our academics collaborators and we will recommend them to implement this tools as a methodology possible to use in their work with students during the courses.

Summarising impact of the project on the people in the long term is possible, especially at the local and regional level. Cooperation between Project Partners and their collaborates from the business community and learning environment can bring positive effects in disseminating and perpetuating positive outcomes of EEC project. During testing phase target groups evaluated the tools (both Innovation Camp and BMC Tool) as very useful and friendly to users. Implementation of these tools could relive lacks of this kind of support in education of enterprising attitudes.





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