



Lifelong
Learning
Programme



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

Crossing and Blending: European Entrepreneurs Campus didactic and Technical Framework Concept Result. 2 – WP 2 *and* Global Entrepreneurship Monitor (GEM) 2012 Global Report

Leader partner UNIVERSIDAD DE SEVILLA

EUROPEAN ENTREPRENEURS CAMPUS

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Transfer, configuration and development of multidisciplinary model for promoting entrepreneurship in VET and higher education

SECTION 1: SHORT DESCRIPTION OF THE PARTNER

EUROPEAN ENTREPRENEURS CAMPUS

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1.1. INSTITUTIONAL INFORMATION

INSTITUTION	University of Seville	University of Southern Denmark IDEA	BD Center Sp. z o. o.	University of Finance and Administ.	TUSCANY REGION	Università di Pisa	CEDIT
Year of Foundation	1505	1966	2001	1999		1343	1996
Legal Status	Public University	Public University	Ltd	Public Service company	Regional Authority	Public University	Consortium
Lucrative /Non-Profit	Non-Profit	Non-Profit	Lucrative	Non-Profit		Non-Profit	Non-Profit
Public /Private	Public	Public	Private	Private	Public	Public	Private
Size -Student: -Teachers: - Others employees:	84774 4514 1296	26034 1894 1357		5384 86 85		51057 1552 1465	1400 0 12
-Size of ECF -Student: -Teachers: - Others employees:	750 20 ---						100 0 5

1.2. CONTACT PERSON

INSTITUTION	University of Seville	University of Southern Denmark IDEA	BD Center Sp. z o. o.	University of Finance and Administ.	TUSCANY REGION	Università di Pisa	CEDIT
	José Ignacio Rufino Rus	Lone Toftild	Judyta Liszka	Ivana Malá	Emanuele Fabbri	Gualtiero Fantoni	Piero Pirott

1.3. PARTNER ACTIVITY INFORMATION

INSTITUTION	Mission	Extent of the link between the organizational mission and the fostering of the entrepreneurship culture	Entrepreneurship Culture fostering background
University of Seville	<i>The University of Seville is a public institution whose mission is "the provision of public higher education, through study, teaching and research, and the generation, development and dissemination of knowledge in the service of society and citizenship"</i>	Moderate	Moderate
University of Southern Denmark IDEA	<i>To deliver research, teaching and the dissemination of knowledge to the very highest standard as a shared endeavour on the basis of a strong academic environment that is highly reputed for its interdisciplinary and innovative qualities</i>	High	Moderate
BD Center Sp. z o. o.	<i>Our mission is commercialization and knowledge transfer from the world of academics to the world of business</i>	High	High
University of Finance and Administ.	<i>Project partner who will use the tools</i>	Moderate	Moderate
TUSCANY REGION			
Università di Pisa	<i>The University of Pisa is committed to generating, disseminating, and preserving knowledge. Fostering excellence in research and teaching and supporting the relationship between teaching and research activities are our primary values. The University of Pisa was founded in 1343. Its long tradition as a high level research institution gives the better ground to afford the changing world's great challenges, to promote innovation and transfer of knowledge to the private sector and to the society at large</i>	High	Moderate
CEDIT	<i>Centre of Entrepreneurial Diffusion of Tuscany – was born thanks to the willing of the territorial Associations of the General Tuscan Confederation of Italian Handicraftsmen, Entrepreneurial Association of Small and Middle Enterprises, in order to promote new enterprises and to assist at the growing of Small and Middle Companies, developing a constant activity of consultancy, planning and vocational training</i>	High	High

INSTITUTION	External institutions that <u>collaborate</u> in partner's Entrepreneurship Culture fostering activities	Other institutions that could be <u>contacted</u> in order to <u>spread the outputs</u> of out project	Other institutions linked to Entrepreneurship Culture fostering that the partner could <u>contact</u> for its <u>participation</u> in the project
University of Sevilla	<ul style="list-style-type: none"> - Red Territorial de Apoyo a Emprendedores de la Junta de Andalucía - Sevilla Global 		<ul style="list-style-type: none"> - Red Territorial de Apoyo a Emprendedores de la Junta de Andalucía - Sevilla Global
University of Southern Denmark IDEA	Local and regional commercial offices and incubators (public owned and public funded)	Danish institutions interested in the IDEA Tools (e.g. the University colleges)	
BD Center Sp. z o. o.	Ochotnicze Hufce Pracy (OHP) → a national governmental (public) institution	<ul style="list-style-type: none"> - Local/Regional Labor Offices – public institutions for professional activation of unemployment people. - University Careers Services - Training institutions 	<ul style="list-style-type: none"> -OHP Podkarpacka Wojewódzka Komenda – it is a regional division of a national governmental headquarter of this institution -Local/Regional Labor Offices -University Careers Services -Training institutions
University of Finance and Administ.	<ul style="list-style-type: none"> -Association of Small and Medium-Sized Enterprises and Crafts CZ, Seznam.cz, Mafra publishing, J&T, OVB, Kooperativa, Deloitte -Sindat Group- teaching professionals - CEBRE → organisation of round tables on the various topics, participation in the "Lobbying" course 		Association of Small and Medium-Sized Enterprises and Crafts CZ, etc.
TUSCANY REGION			
Università di Pisa	<ul style="list-style-type: none"> -Regional Innovation Clusters ("Polo Tecnologico of Navacchio", "Fondazione toscana Life sciences", "Pont Tech") -NETVAL "Network for the promotion of University research" -University incubators PNI cube 	<ul style="list-style-type: none"> -Industrial associations - the Chamber of Commerce of Pisa - Europe Direct Pisa; IBA, the Association of Business Angels and others - European University-Enterprise Network - European network of Career Services 	the Regional Innovation Clusters; the industrial associations and IBA, the Association of Business Angels and others
CEDIT	- The Regional Association of the Handcraft companies (Confartigianato Toscana)	<ul style="list-style-type: none"> -Provincial authorities: Livorno, Massa Carrara, Grosseto and Prato - Local and Regional Chamber of Commerce 	<ul style="list-style-type: none"> -Erasmus for Entrepreneurs Network - CEDIT could also involve a network of similar organizations working for the other Regional Delegations of Confartigianato in Italy

Transfer, configuration and development of multidisciplinary model for promoting entrepreneurship in VET and higher education

SECTION 2: CONTEXT INFORMATION

EUROPEAN ENTREPRENEURS CAMPUS

INDICATOR			REGIONAL (ANDALUCÍA)	
			2011	2012
Area in square metres			87.268 km2	
Population			8.424.102	
Gender distribution	Men		49,50%	
	Women		50,50%	
Unemployment rate			30,40%	34,60%
Employment rate (población ocupada / población en edad de trabajar) x100	Age	16 - 19	5,47	4,05
		20 - 24	30,33	24,99
		25 - 54	58,56	54,33
		55 +	15,59	14,89
	Gender	Men	47,38	43,6
		Woman	33,82	32,92
	Sector	Agriculture	5,43	5,07
		Industry	6,55	5,86
		Construction	5,26	3,89
		Services	52,6	50,59
Underground Economy indicators (if available) (% GDP)			20%-25%	20%-25%
% of hired hand vs % self-employed			20,09	21,2
Number of companies			492.005	475.665
Companies % by number of employees	Micro (0-9)		95,8%	95,5%
	Small (10-49)		3,6%	3,8%
	Medium (50-249)		0,5%	0,6%
	Large (250 and more)		0,1%	0,1%
% of companies by sectors	Industry, energy, water		6,2%	7,4%
	Construction		13,3%	10,4%
	Trade		27,8%	28,7%
	Other services		52,7%	53,5%
GDP growth/rate (Tasas de variación interanual en %)			+ 0,2%	- 1,9%
GDP distribution by sectors	Primary		9%	
	Secondary		15%	
	Construction		11%	
	Tertiary		65%	
Income per capita			17.266 €	

University of Seville (Spain)

INDICADOR			NACIONAL	
			2011	2012
Area in square metres			504.750 km2	
Population			47.190.493	
Gender distribution	Men		49,33%	
	Women		50,67%	
Unemployment rate			22,85%	26,02%
Employment rate (población ocupada / población en edad de trabajar) x100	Age	16 - 19	5,25	4,8
		20 - 24	34,24	31
		25 - 54	67,77	66,3
		55 +	18,73	18,6
	Gender	Men	52,18	50,4
		Woman	40,58	39,8
	Sector	Agriculture	3,29	3,26
		Industry	11,06	10,54
		Construction	6,03	4,97
		Services	57,98	56,18
Underground Economy indicators (if available) (% GDP)			20%-25%	20%-25%
% of hired hand vs % self-employed			12,65	14,02
Number of companies			3.246.986	3.195.210
Companies % by number of employees	Micro (0-9)		95,2%	95,5%
	Small (10-49)		4%	3,8%
	Medium (50-249)		0,6%	0,6%
	Large (250 and more)		0,1%	0,1%
% of companies by sectors Companies % by number of employees	Industry, energy, water		6,85%	6,7%
	Construction		15%	14,5%
	Trade		24%	24,2%
	Other services		54,1%	54,6%
GDP growth/rate (Tasas de variación interanual en %)			incremento del 0,4%	descenso del 1,6%
GDP distribution by sectors	Primary		2,70%	2,70%
	Secondary		16,90%	16,90%
	Construction		11,50%	9,10%
	Tertiary		69%	71,30%
Income per capita			21.500 €	23.200 €

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BD Center Sp. z o. o. (Poland)

⇒ Area in square metres

	2011	2012
Regional	178460000 square meters	178460000 square meters
National	3126790000 square meters	3126790000 square meters

⇒ Gender distribution (% Men/Women)

	2011	2012
Regional	51,05% of Women	51,05% of Women
National	52,51% of Women	51,60% of Women

⇒ Unemployment rate

	2011	2012
Regional	11,6%	12,4%
National	9,6%	9,6%

⇒ Employment rate by age, gender and sectors.

	2011	2012
National	<u>Employment rate by age:</u> 15-24 y.o.: 22,1% women, 30,5% men, 26,4% general 15-29 y.o.: 38,4% women, 49,1% men, 43,9% general 15-64 y.o.: 52,6% women, 65,3% men, 58,9% general 25-54 y.o.: 71,7% women, 82,5% men, 77,2% general 55-64 y.o.: 24,2% women, 45,2% men, 34,1% general <u>Employment rate by gender:</u> 42,8% women 57,8% men	<u>Employment rate by age:</u> 15-24 y.o.: 20,0% women, 29,6% men, 24,9% general 15-29 y.o.: 37,1% women, 49,3% men, 43,4% general 15-64 y.o.: 52,7% women, 66,0% men, 59,3% general 25-54 y.o.: 71,5% women, 83,0% men, 77,3% general 55-64 y.o.: 27,2% women, 47,8% men, 36,9% general <u>Employment rate by gender:</u> 42,8% women 58,3% men

BD Center Sp. z o. o. (Poland)

⇒ Number of companies per capita

	2011	2012
Regional	0,22	0,23
National	0,10	0,10

⇒ GDP growth/rate

2012 – GDP growth: 2%

2011 – GDP growth: 4.3%

⇒ GDP distribution by sectors (primary, secondary, tertiary)

Primary - 4,5%

Secondary- 30,8%

Tertiary- 64,7%

⇒ Income per capita

2012 - 3625,21 PLN

2011 – 3435 PLN

⇒ Main economic activities

Industry; construction; trading; education; transport; activities connected with recreation, culture and sport

EUROPEAN ENTREPRENEURS CAMPUS

University of Finance and Administration (Czech Republic)

⇒ Area in square metres

✓ Local: 496 km²

✓ Regional: 11 014 km²

✓ National: 78 867 km²

⇒ Gender distribution (% Men/Women)

✓ Local:

✓ Regional:

✓ National:

⇒ Unemployment rate: 8,6%

⇒ Employment rate by age, gender and sectors:

Total (thousand)	4 916,6	54,8
15 -29 y.o.	820,5	9,2
30 - 44	2 073,3	23,1
45 - 59	1 717,1	19,2
60 – and more	305,7	3,4

Employment by Gender

Male 73,5%

Female 56,3%

Employment by sectors

	thousand	%
Agriculture	189,4	4,0
Industry	1 880,5	39,5
Services	2 692,6	56,5

University of Finance and Administration (Czech Republic)

- ⇒ Underground Economy indicators (if available) c. 17 % of GDP
- ⇒ % of hired hand vs % self-employed 16,5% self employed
- ⇒ Number of companies per capita 932 319 per 10 505 445 people
- ⇒ Companies % by number of employees
- ⇒ % of companies by sectors (primary, secondary, tertiary)
- ⇒ GDP growth/rate -1%
- ⇒ GDP distribution by sectors (primary, secondary, tertiary) 1,86%, 39,6%, 58,6%
- ⇒ Income per capita
GNI PER CAPITA (US\$) 18,520
- ⇒ Main economic activities Auto industry, machinery & transport goods, raw materials, chemicals, foodstuff industry

EUROPEAN ENTREPRENEURS CAMPUS

CEDIT
Tuscany Region
Università di Pisa
(Italy)

1 - Population and territory	Tuscany	Italy
Total surface	22.993,51	301.336,00
Popolation	3.672.202	59.433.744
male	47,97	48,37
female	52,03	51,63
2 - Economic system	Tuscany	Italy
Total ammount of companies	417.200	6.110.074
Density companies/100 inhabitants	11,13	10,28
Birth rate	7,36	6,97
Mortality rate	7,14	6,53
companies 1-9 employees	95,10	94,96
companies 10-19 employees	3,14	3,04
companies 20-49 employees	1,26	1,36
companies over 50 employees	0,50	0,64

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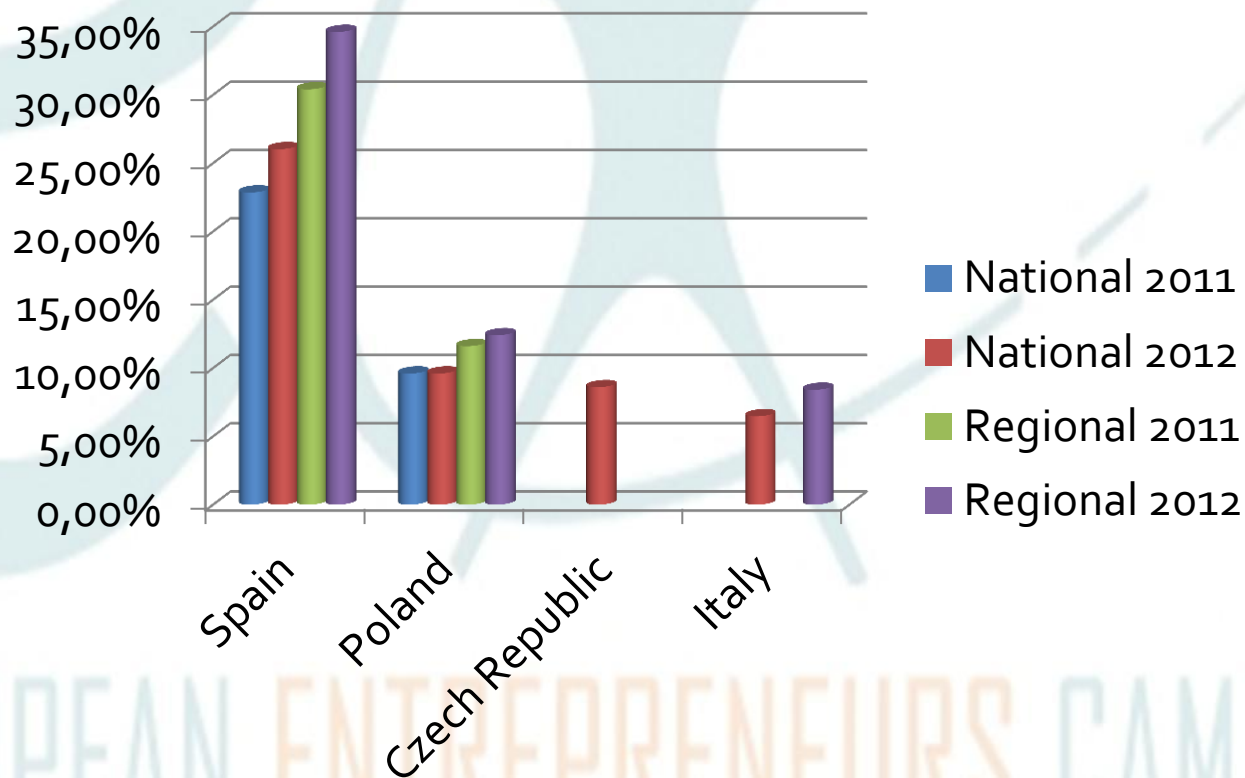
CEDIT
Tuscany Region
Università di Pisa
(Italy)

3 - Employment	Tuscany	Italy
Total Employment	1.554.926	22.967.243
- employment rate per sectors		
Agriculture	3,36	3,70
Industry	27,57	28,47
Other	69,07	67,83
- employment rate per position		
hired hand	71,16	75,06
self-employed	28,84	24,94
People looking for jobs	107.512	2.107.782
work force	1.662.438	25.075.025
male unemployment	5,37	7,56
female unemployment	7,89	9,61
total unemployment	6,47	8,41
4 - Economic results	Tuscany	Italy
GDP	93.581	1.386.942
- Agriculture	1.792	26.370
- Industry	18.531	268.437
- Other	73.258	1.092.136
- Agriculture	1,91	1,90
- Industry	22	21,26
- Other	78	78,74
total income	71.072	1.029.943
income per capita	19.003,24	17.028,53

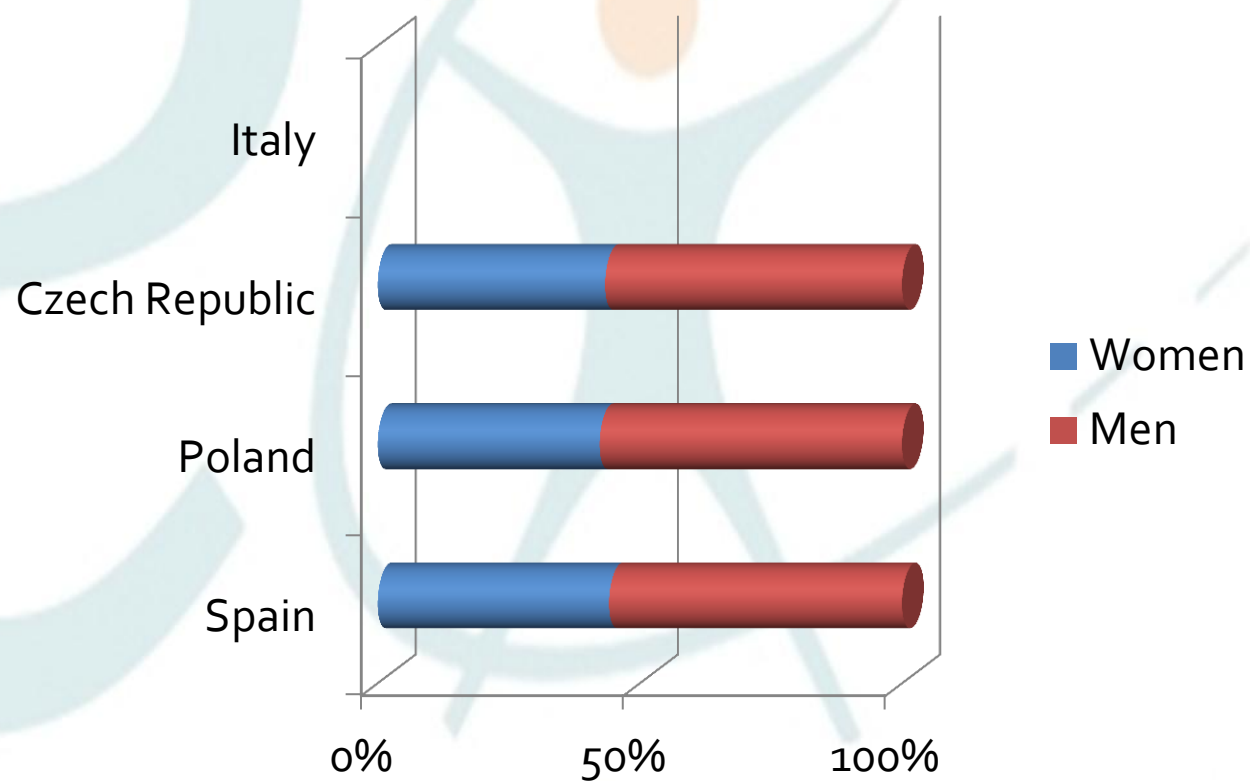
SECTION 2: CONTEXT INFORMATION

GENERAL CONCLUSIONS

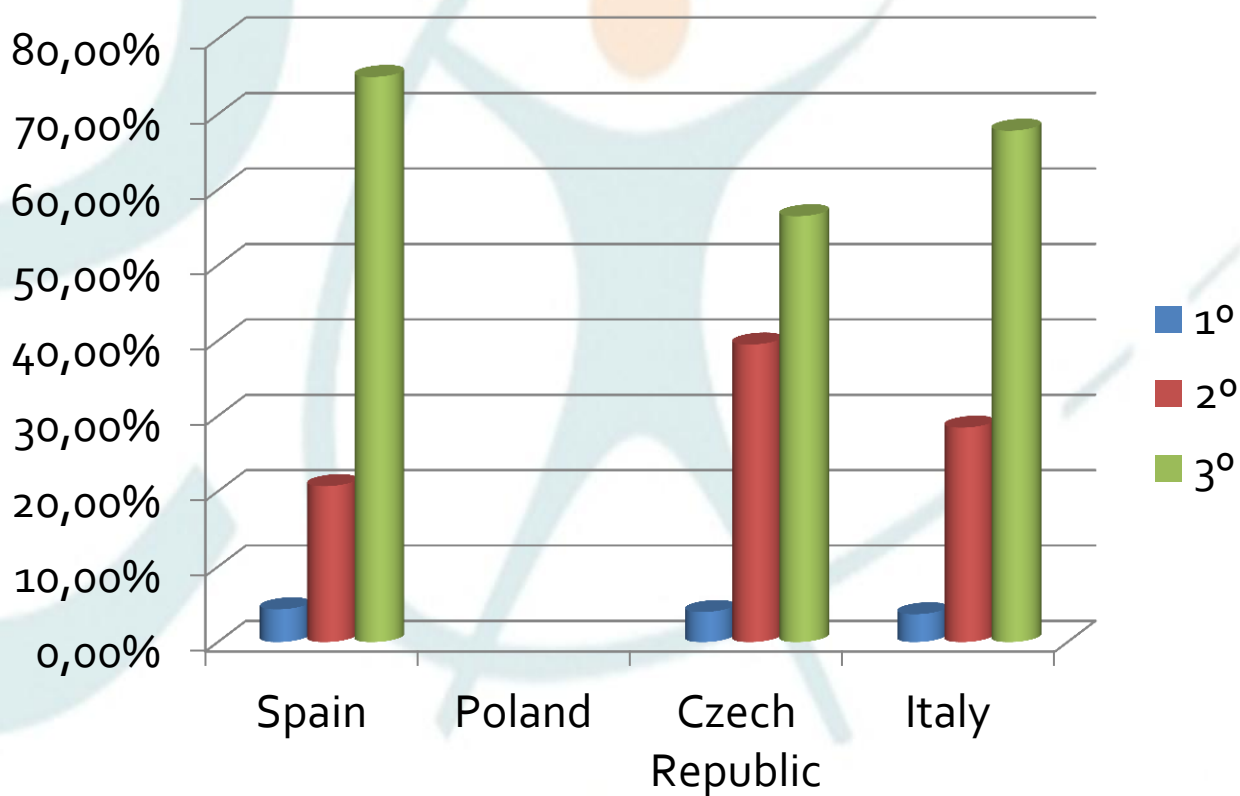
Unemployment rate



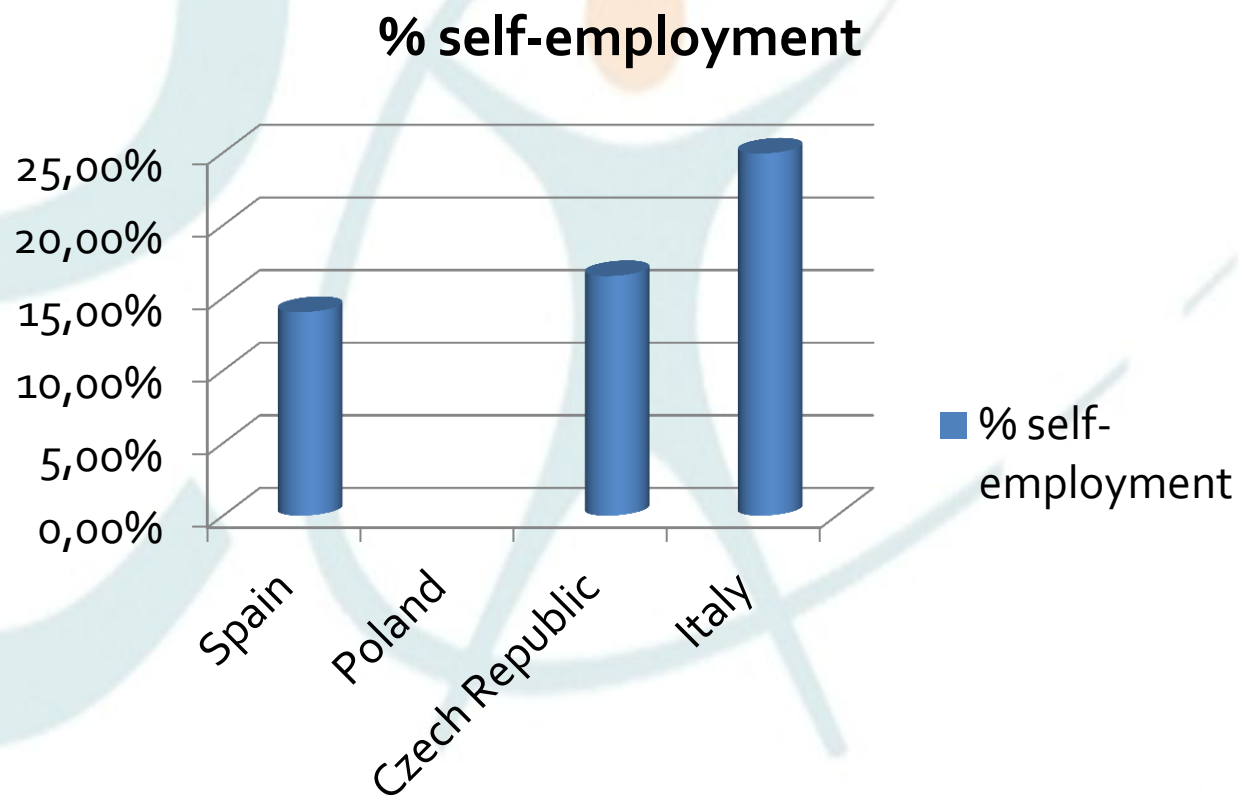
Employment rate by gender (2012)



Employment rate by sectors (2012)



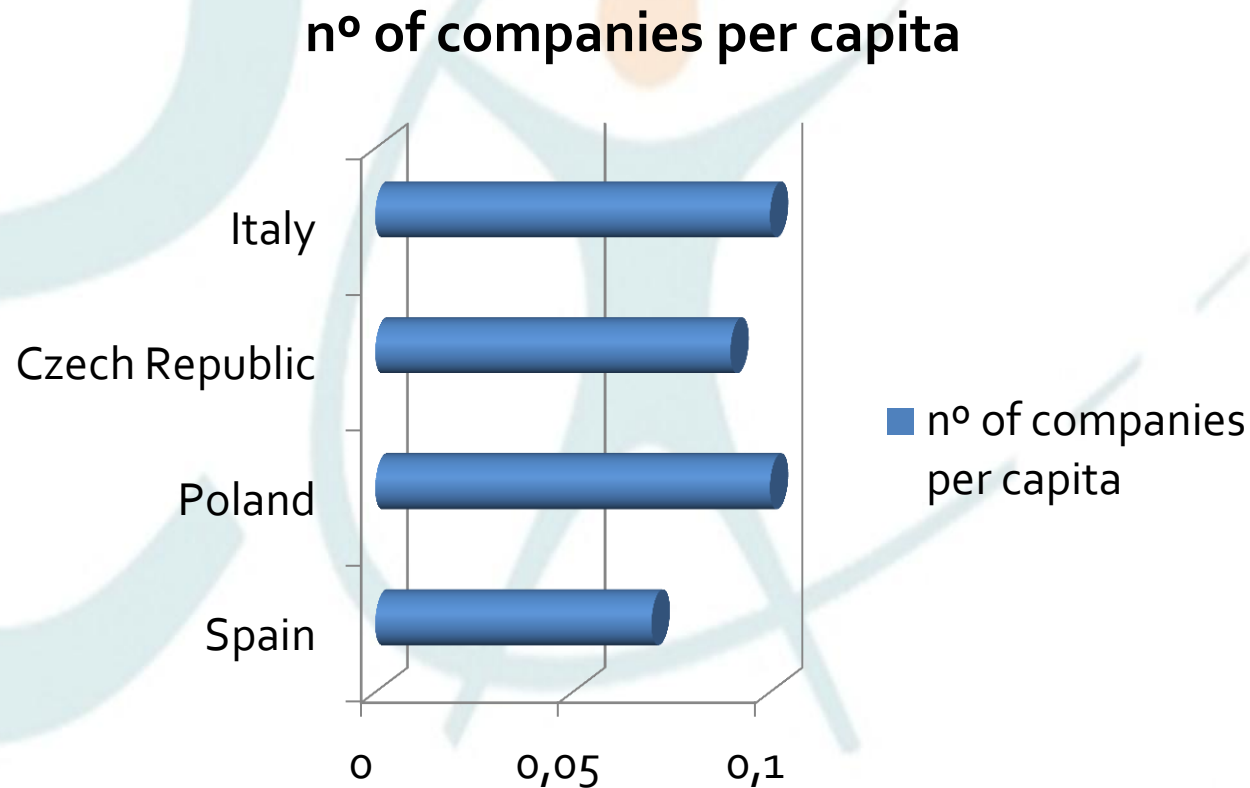
% self-employment (2012)



EUROPEAN ENTREPRENEURS CAMPUS

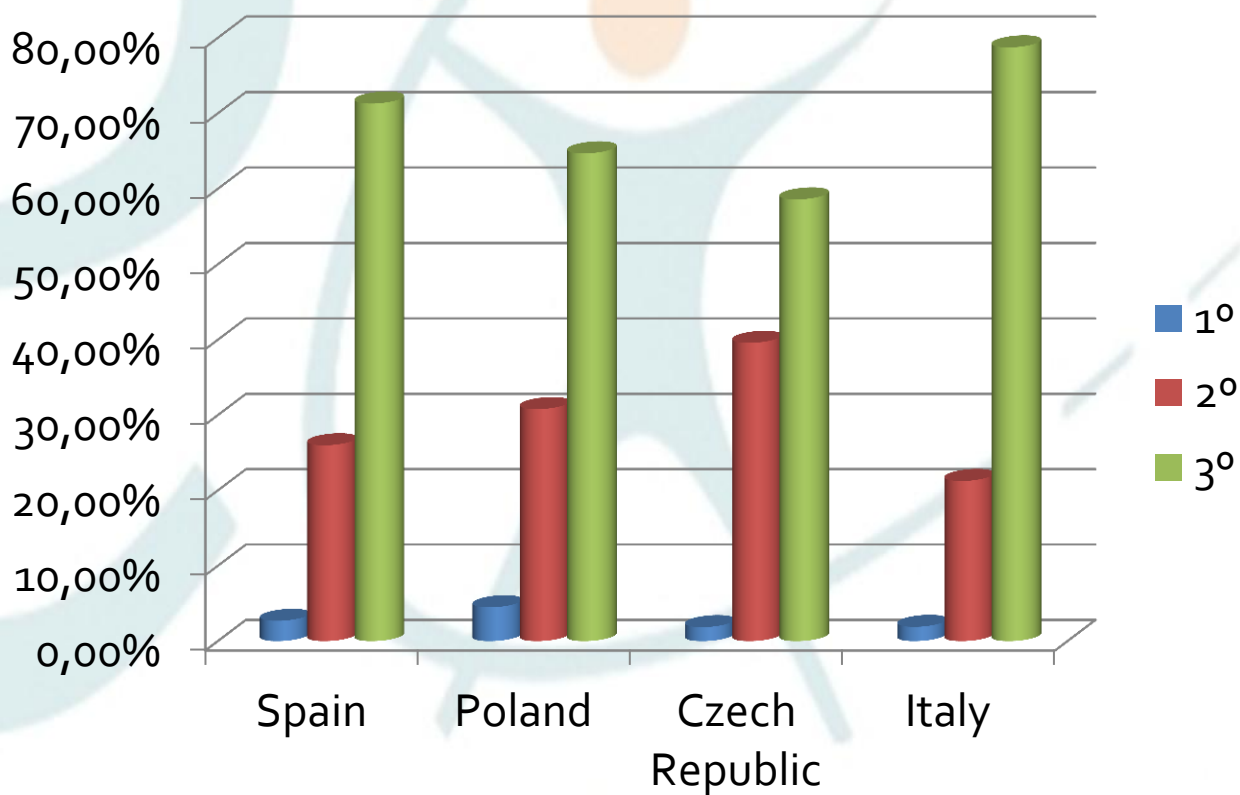
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Nº of companies per capita (2012)

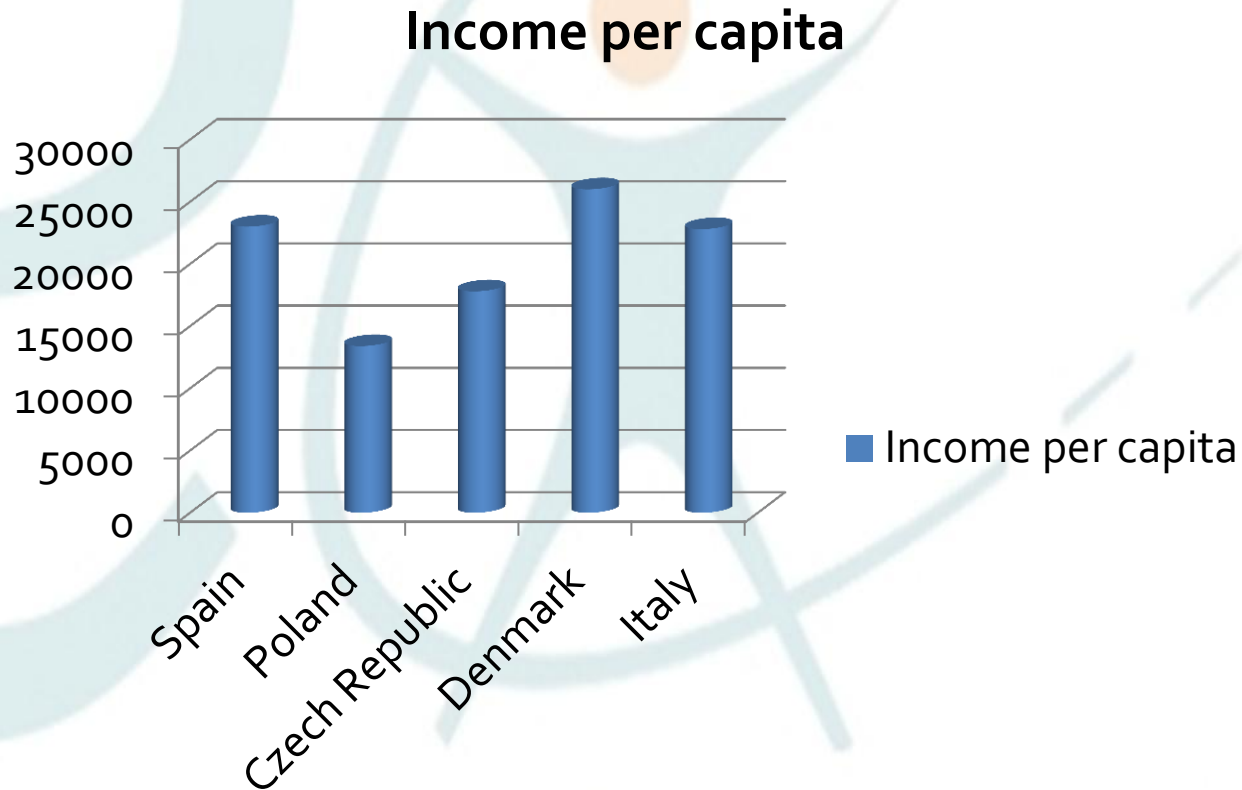


- In general, emphasizes the role of microenterprise (0-9 employees) → + 94%
- Total SMEs → + 96%

GDP distribution by sectors (2012)



Income per capita (2012 aprox.)





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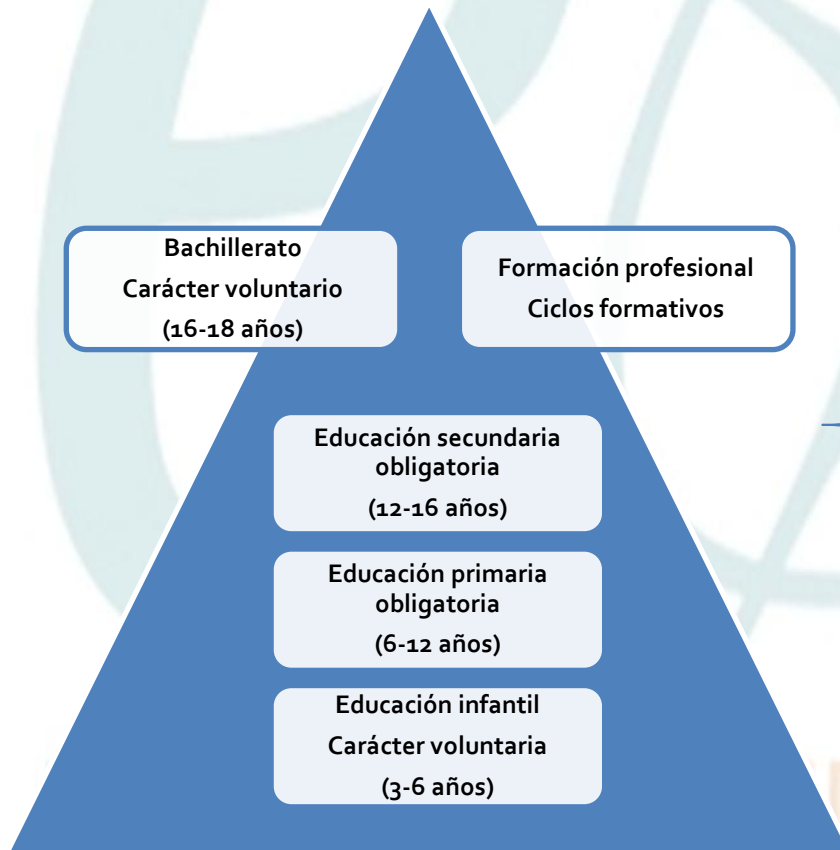
SECTION 3: REGULAR ENTREPRENEURSHIP CULTURE FOSTERING (ECF) ACTIVITIES OF THE PARTNER

EUROPEAN ENTREPRENEURS CAMPUS

Education System Information

General structure of the education system in Spain → Foster the entrepreneurship culture

Ley Orgánica de Educación (LOE) 2006



- Todas las CC.AA. contemplan iniciativas, actividades y/o asignatura relacionadas con el fomento del espíritu emprendedor
- Dichas iniciativas, actividades y/o asignatura se extienden por todas las fases del sistema educativo
- En la actualidad existen alrededor de 60 programas cuyo objetivo es el fomento del espíritu emprendedor en los niveles educativos no universitarios

Entrepreneurship culture fostering (ECF) activities of the partner

- **Fields tackle in ECF program**

In general,

- Technical education on entrepreneurship
- Technical education on management
- Creativity, innovation and business ideas generation
- Indirect support to enterprise setting-up
- Technical and supporting assistance during company lifetime
- Entrepreneurship values promotion

- **Areas or training specialties that the EFC is applied**

✓ **In all the areas or training specialties** → CEDIT (Italy), Univ. PISA (Italy), Univ. de Sevilla (Spain)

✓ **Only in the areas related to management or entrepreneurship** → The University of Finance and Administration (CZ), BD Centre Sp Z.oo (Poland)

INSTITUTION	Do you have your own company incubator for the companies that come out from your ECF program? In case not, do you use those of third private or public parties?	Are there any researches available that show out the results of your ECF program?	How many spin-offs have been born from your ECF program in the last 5 years?
University of Sevilla	<ul style="list-style-type: none"> • Business incubator at the US: CITIUS. Centro de Investigación, Tecnología e Innovación • Semillero de iniciativas empresariales en la ETS de Informática (US) • Currently another business incubator is being built by the US in the Technological Park called Cartuja 93 	<ul style="list-style-type: none"> • In 2011: 99 national and international patents • In 2012: The number of patents generated was 69. 	<ul style="list-style-type: none"> • En 2009: Seven new technology-based companies: EMACMAS; SOLAR MEMS; PROTOTEC; VIRTUAL MECH; SALSA; RESBIOAGRO; BRILLIANT TECNICS • En 2010: Twelve new technology-based companies: Syderis Technologies; Idener; Terapia Urbana; DVA Energy Global Services; Conected Digital Home (CdH); Drops & Bubbles; M2M Marketplace; Symetrical; Sevilla World Stage; TICTOUCH Tecnología y Bienestar; Linzos; Suntec.
IDEA	---	----	----
BD Center Sp. z o. o.	<ul style="list-style-type: none"> • No 	<ul style="list-style-type: none"> • No researches available at the present time 	<ul style="list-style-type: none"> • No
University of Finance and Administ.	<ul style="list-style-type: none"> • No we do not have any incubator and we currently do not use it as part of our education / training 	<ul style="list-style-type: none"> • No researches available at the present time 	<ul style="list-style-type: none"> • None, we do not follow up students' activities till that stage at the moment
TUSCANY REGION	---	---	---
Università di Pisa	<ul style="list-style-type: none"> • No, but there are agreements with the Regional Innovation Clusters ("Polo Tecnologico di Navacchio", "Fondazione Toscana Life sciences", "Pont-Tech") for supporting the pre incubation stage of start-ups. 	<ul style="list-style-type: none"> • Project s : "<u>Entrepreneurship Scouting</u>", in collaboration with other institutions to monitor the incubation activity carried out by the University of Pisa and the Regional Innovation Clusters. "<u>IOTPRISE</u>, Internet of Things", funded by the Ministry of Economic development. "<u>La Cittadella Galileiana della Scienza e della Tecnologia</u>", funded by Regione Toscana 	20 companies branded "Azienda spin off dell'Università di Pisa"
CEDIT	<ul style="list-style-type: none"> • No incubator needed or planned 	<ul style="list-style-type: none"> • Not yet 	<ul style="list-style-type: none"> • No spin-offs generated

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- **Actions of ECF programme**

**BD Center Sp. z o. o.
(Poland)**

Promotion of taking part in ECF programme

Target: Polish students aged 19-25, both women and men, no social situation defined. Institutions taking care of students and unemployed youth.

Number of times that the activity takes place during one year: 2 times per year.

Maximum/Minimum number of users in each action: minimum 2 students and 1 institution per action, maximum 10 students and 5 institutions.

Content and methodology of the action:

Dissemination of the action will be done during project lifetime. At local level we will undertake actions in order to disseminate of the action's results.

Main aims of activities:

- to elaborate the Dissemination plan for the action
- to raise awareness of importance of taking part in ECF programme among target groups, as well as enterprises, public bodies, business organization,...etc.
- to raise awareness of importance of Entrepreneurship especially among students
- to promote training activities through various communication channels
- to disseminate action results at local and transnational level

The Dissemination Plan will include methodology and measures to ensure that the benefits will endure beyond the file of the project and assures sustainability of project results. Also the plan will include the aims of the dissemination activities, will define their recipients, the form, methods and tools of dissemination activities, their time and costs, as well as the feedback and method for effects measurement.

There will be two ways of **informing about the action envisaged**. First one it will be an e-campaign with the aim of reaching the largest possible audience and also having in mind the youth and subject of the action. The action will be strongly disseminate with using social media (funpage of the action on Facebook, Twitter and national social media websites) as the most efficient channel of communication with young people. The second campaign is traditional, with the use of gadgets to be distributed to the regional institutions and universities.

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Resources:

- Material (rooms, facilities, furnishings and fittings...): well-equipped training facilities
- Technological: website, computers
- Didactic: guide, training materials and books
- Financial: near to 1000 euro per student

Coordination/leading staff:

- Number per action: 2 per action
- Academic requirements: high education level
- Required competences and skills: language skills, personal skills, communication skills, well-organising skills, management project skills
- Experience: at least 1 year experience in implementing projects

Do other people or institutions participate in the action? :Entrepreneurs and non-profit organisation.

Financial resources for the action and their source: Payment for taking care of students in their organisations, they resources - the knowledge.

Evaluation systems of the action:

- On its design: The main aim of this level of evaluation is to assure that all activities are on time with completion of the tasks and that they maintain the budget properly.
- On its performance: The main aim of this level of evaluation is to ensure that the quality of activities corresponds to the action objectives taking into considerations the feedback from the participants.
- On its outputs and results: The main aim of this level of evaluation is to ensure the quality of the results and the achievement of the action goals during the action execution.

Continuing improvement systems for the action:

Plan of making improvements of the action will be tested in the field of functionality and usability among target groups. After that we will define any substantive errors in action and we will test the quality, utility and efficiency of action.

Which of the IDEA tools do you consider that could be integrated in the action development? How?

We consider that IDEA Innovation Camp could be integrated in the action by implementing this specific model for Polish conditions.

To which extent do you believe that the outputs of the action would improve when the IDEA tool/s were used?

We believe that IDEA Tools will have a wide influence on outputs of the action.

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Institutional tools:

Regional Law 29 April 2008 n. 21, "Promotion of youth entrepreneurship, women and workers already recipients of social welfare" as amended by Law 11 July 2011 n. 28 (Amendments to Regional Law 29 April 2008 n. 21 (Promotion of youth entrepreneurship)); Integrated General Plan; Innovation poles; Community Framework for State Aid for R&D&I - (2006/C 323/01)

Description:

National strategy → There is no specific national strategy for entrepreneurship education except for technical and vocational pathways. The simulated training firm (Impresa formativa simulate– IFS) is an innovative learning methodology where students can learn real work processes by simulating the set up and running of virtual enterprises, working in a network and supported by real enterprises.

Regional tools → The aim of **L.R. n. 32/2002**, which provides to the **Integrated General Plan the multi-annual programming activities on education, training and employment policies**, is to create an integrated regional system that supports individual freedom and integration, right through to life long learning with the creation of more and better jobs, economically stable, qualified and protected in an environment with strong social cohesion.

One of **the main objectives of the program** is the development of human capital, innovation, entrepreneurial quality and labour productivity. In this context is to highlight the **Plan "GiovaniSi"**, aiming at supporting young people's access to the most senior higher education and post-graduate training in the principles of social equity and promotion of merit, as part of a consolidated regional system for the right to study.

The main tools are:

- The allocation of vouchers designed to sustain the enrolment in masters and doctoral programs.
- The award of scholarships for young people admitted to PhD research of international significance.
- The loan for higher education, to allow better access to credit by young graduates who want to invest in advanced training courses (masters, doctorates, specializations) in Italy and abroad.
- Paths alternating school – work. As part of training in alternation School-Work, the Tuscany Region to promote and support, as its specific implementation, the "business lab" in order to develop the acquisition by students of an entrepreneurial mindset useful to deal with greater awareness of future educational and professional choices, through the establishment and, later, the management of companies, similar to the real ones.
- Youth and female entrepreneurship – this initiatives starts form the need to support young people and women to realize business ideas overcoming the initial problems of take-off initiatives. The measures are aimed at creating new job opportunities through the creation of new businesses or the consolidation of already started and in the expansion phase.

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Phd *Plus* Program that merges the different efforts done in the past by several actors in the Academia.

Are its goals and objectives defined?

- Develop intrapreneurship and entrepreneurship;
- Provide the skills and tools to allow the staff of the University of Pisa to enhance and protect the results of their researches;
- Increase career opportunities of graduates and PhDs;
- Increase the internationalization of students and spin-offs;
- Structuring in a systematic way the initiatives promoted by the University of Pisa regarding the technology transfer process involving all actors of it:
- students, researchers, teachers and technical/administrative staff ;
- Strengthen the network of relationships of our university with the entire production system on which is based the process of technology transfer, both at intra-regional and inter-regional level, possibly crossing national borders.

Target : PhD students, PhDs, master students and graduates, researchers and professors. All backgrounds and no distinction on gender nor age, nationality, social situation

Number of times that the activity takes place during one year: Once a year

Maximum/Minimum number of users in each action: From 100 up to 200

Content and methodology of the action:

The PhD plus is a program aimed at completing and enhancing the highest levels of education through an extracurricular training activity aimed at spreading the entrepreneurial spirit, the exploitation of research results and hopefully the creation of new businesses. It consists of a series of seminars (10 in 2013 edition) held by professors from UNIPI and by national and international speakers and lecturers from various companies. The seminars are dedicated to the management and protection of ideas (patents, licensing etc.), business planning and business development as well as to self-promotion. After seminars a long coaching and mentoring activities take place in collaboration with managers from companies, investors, executives from the Regional Innovation Clusters, Business Angels. The PhD plus students interact and collaborate with other programs of the University of Pisa, mainly the MBA.

Evaluation systems of the action: On its design, on its performance and on its outputs and results

Continuing improvement systems for the action:

We identified several indicators to monitor the action during the process and to develop the necessary improvements (PDCA approach)

Which of the IDEA tools do you consider that could be integrated in the action development? How?
To which extent do you believe that the outputs of the action would improve when the IDEA tool/s were used?

CRITERIA	BCM	CAMP GUIDE	INNOVATION CAMP	ACADEMIC LINK
Strengths	Easy to learn; Good for teaching; Good visual potentials	Effective support for teachers; Effective for promoting innovation camp initiative to local partners;	Proven effectiveness in terms of students education, startup development and direct advantages for existing industries	Faces two critical Italian problems: low level of innovation in SMEs and unemployment;
Weaknesses	HTML bugs on website; Very Simplified approach; It needs teacher support; No Measurement and simulation tools; (see table below for others)	Single level guide;	Needs a strong commitment of local SMEs and municipalities; Organization, planning and management activities should be deepen	Needs a strong commitment of local SMEs;
Proposal	Integration with Idea- VIQ; Integration with tools for Business planning & LCC;	Adaptation to local context; Develop a Multilevel guide with: brief description of the tool and additional materials with hyperlinks;	Develop a European platform of innovation camps Support by UNIPI LILIT platform (Collaborative crowd sourcing and ideas development);	-
Context	Educational: UNIPI PhDplus; UNIPI Management Engineering course (Design and Development of Systems and Processes);	Educational: UNIPI Management Engineering course (Design and Development of Systems and Processes);	Educational: UNIPI PhDplus;	Career Service
Transferability	High	High	Medium	Medium
	BCM	CAMP GUIDE	INNOVATION CAMP	ACADEMIC LINK
New Product Development Stages	Market Opportunities; Strategic Business Plan (Business Modeling); Conceptual Design;	Support to Innovation Camp → see Innovation Camp	Market Opportunities; Conceptual Design;	-
New Concept Development Stage	Idea Selection; Concept Definition;	Support to Innovation Camp → see Innovation Camp	Fuzzy Front End Engine; Opportunity Identification; Idea Generation and Enrichment	Fuzzy Front End Engine; Opportunity Identification; Opportunity Analysis; Idea Generation and Enrichment

Eureka

Objectives:

The main objective of the activity is to improve the sense of initiative of the participants helping them describe which are the basic requirements and which could be the ideas on the basis of a business plan connected with the professional qualification they are studying on. It is an accompanying measure helpful both to evaluate and test the sense of initiative of the participants, but also a way to verify if someone really interested and stimulated in open an own enterprise could be involved alone or with other participants in developing a real business plan;

Target: The activity is held in any training course for unemployed people with qualification of EQF3 or EQF4 at the end of the path. Any age and gender are involved.

Number of times that the activity takes place during one year: One per qualification course

Maximum/Minimum number of users in each action: 10-15

Resources:

- Material (rooms, facilities, furnishings and fittings...): One standard classroom where it is possible to organize work in small groups. No furnishing needs, but just instruments to prepare a paper based presentation for each one of the participants;
- Technological: At least one pc connected to internet accessible for all participants to search informations and download useful documents for their planning job;
- Didactic: One document related to business planning structured with Eureka methodologies, some short presentation printed with the contents and a guide to use the instrument: one copy for each participant. The presence in the classroom of a teacher with the role of facilitator.
- Financial: Around 3.500,00 € per session all included

Coordination/leading staff:

- Number per action: 1 tutor, 1 teacher
- Academic requirements: The teacher involved has to have an experience in facilitate group works and a common knowledge of the economic sector in which the participants are involved during their training
- Required competences and skills: Facilitator experience for the teacher and a basic knowledge of elements related to the design of a business plan
- Experience: At least 5 years in the role for the teacher. At least 5 years in the role for the tutor.

CEDIT (Italy)

Do other people or institutions participate in the action? : The presence of an entrepreneur at the end of the session to explain main contents of the work to do to build an enterprise in the sector is suitable.

Financial resources for the action and their source: Around 3.500,00€ financed in the budget of the training action designed.

Evaluation systems of the action:

- On its design: The instrument supporting the action are the results of a financed project of transfer starting from a long experience in Spain. The tools have been evaluated in their design by experts in business promotion and in training planning as result of the action.
- On its performance: The performance is usually evaluated through a double check system based on UNI EN ISO 9001:2008 protocolo: an evaluation questionnaire for the learner that give a feedback on the usefulness of the action an the work done by the teacher. An evaluation of the teacher about the way the group worked to join the expected results.
- On its outputs and results: The same evaluation system it's applied on the results of the action with an analysis at medium term about the proposal of business plan realised by the participants after 3 months at the end of the training course.

Continuing improvement systems for the action

The action is part of all the actions involving CEDIT in promote and integrate ECS in all the training courses and activities of the organization. It is part of the strategy of development, study and transfer of all best practice existing in the field that involves CEDIT in partnership with local and European and American partners in different project fields

Which of the IDEA tools do you consider that could be integrated in the action development? How?

The CAMP guide and methodologies could be easily integrated and are the interesting part of the IDEA transfer that could easily be managed in the CEDIT project. This is one of the instruments we think through a cultural and technical adaptation could be part of the activities that CEDIT would like to promote in the fields of ECS in all the activities.

To which extent do you believe that the outputs of the action would improve when the IDEA tool/s were used?

The effectiveness and involvement also of the economical actors in the training action could be one of the best results stated by the transfer of the IDEA tools. We think that priority of the transfer would be the adaptation on a methodological and contents. The didactical base and instruments could be easily adapted, but we need to work on the exact contents to make them more suitable for the training courses and the type of target involved in our projects.

ASIGNATURAS DE CREACIÓN DE EMPRESA EN GRADOS

Grado en Administración y Dirección de Empresas ADE:

- Asignatura Creación de Empresas: 4º curso obligatoria, 6 ECTS.
- Asignatura Plan de Empresa: 4º curso optativa 12 ECTS.

Grado de Economía:

- Asignatura Creación de Empresas: 4º curso obligatoria, 6 ECTS.

Grado de Marketing:

- Asignatura Creación de Empresas: 4º curso obligatoria, 6 ECTS.
- Asignatura Plan de Empresa: 4º curso optativa 12 ECTS.

Grado en Finanzas y Contabilidad:

- Asignatura Creación de Empresas: 4º curso obligatoria, 6 ECTS.
- Asignatura Plan de Empresa: 4º curso optativa 12 ECTS.

Grado en Turismo:

- Asignatura Creación de Empresas Turísticas: 4º curso, obligatoria, 6 ECTS.

MASTERS

Master Oficial en Economía y Desarrollo:

- Asignatura Economía del Factor Empresarial: Optativa 4 ECTS.

Master Oficial en Gestión Estratégica y Negocios Internacionales:

- Asignatura: Comportamiento emprendedor e innovación en sectores globales. Optativa 3 ECTS.

DOCTORADO

Programa de doctorado Teoría Económica y Economía Política:

- Líneas de investigación: Calidad del Empresario y oportunidades económicas e innovación.

CENTRO DE FORMACIÓN PERMANENTE

- Master Propio en Desarrollo de Emprendedores: 60 ECTS
- Master Propio en Emprendedores en Comunicación y Moda: 60 ECTS
- Master Propio en Economía Social, Desarrollo Local y Emprendedores: 60 ECTS
- Curso de formación continua: Iniciativa Emprendedora e Innovación Empresarial: 15 ECTS
- Curso de formación continua: Emprender en Tiempos de Crisis es Posible. Ayudas y Financiación: 5 ECTS
- Curso de formación continua: SPINUS: (6 ECTS) Emprende e innova (on-line)
- Curso de formación continua: SPINUS: Emprende e innova (semipresencial): (6 ECTS)

VICERRECTORADO DE TRANSFERENCIA TECNOLÓGICA

OTRI:

- Programa de Fomento de Spin-Off y desarrollo de emprendedores. Concurso de Iniciativas Empresariales.

CATEDRAS DE EMPRENDIMIENTO:

- Catedra Bancaja- Universidad de Sevilla de Jóvenes Emprendedores.
- Cátedra Santander de Empresa Familiar
- Cátedra de Emprendedores y Nueva Economía

GRUPOS DE INVESTIGACIÓN EN EMPRENDIMIENTO

- Las PYMES y el Desarrollo Económico (SEJ128). Departamento de Economía Aplicada I
- Las PYMES andaluzas: Gestión y competitividad (SEJ301). Departamento de Administración de Empresas
- Fomento de la iniciativa en el estudiante universitario (SEJ440). Departamento de Administración de Empresas

CONSEJO SOCIAL DE LA USE

Plan de actuaciones: programa de empleabilidad “Inventa y emprende” Establecimiento de alianzas con entidades que promueven el desarrollo de programas de emprendimiento para potenciar la puesta en marcha de iniciativas empresariales.

Transfer, configuration and development of multidisciplinary model for promoting entrepreneurship in VET and higher education

SECTION 4: IDEA TOOLS

EUROPEAN ENTREPRENEURS CAMPUS

The IDEA tools → BCM

INSTITUTION	To which extent do you know the BCM (features, methodology, required resources, target, teachers) in order to use it?	In which matters do you consider that a more in-depth knowledge of the tool would be required?
University of Sevilla	<ul style="list-style-type: none"> Medium 	<ul style="list-style-type: none"> As partners of the project regarding this questionnaire, we had the chance to know the tools in a meeting in Kolding (Denmark) in 2012. In that meeting, the tools were described by the Danish partners in a one-day session. Our partners explanations and presentations that day and our participation in an Innovation Camp session the day after is our Idea Tools background, apart from the access to the BCM link through internet once we were back home. Thus, the information on IDEA Tools available for us is limited to BCM link, and the following responses will regard only to BCM. In the next partners meeting in Sevilla, May 2013, we will be explained more in depth the rest of the tools, and hopefully we will have materials regarding all the tools in the project to work on them for this research purposes.
IDEA		
BD Center Sp. z o. o.	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> Adapt and transfer. Methodology and required resources
University of Finance and Administ.	<ul style="list-style-type: none"> Medium-low. Only theoretical description 	<ul style="list-style-type: none"> In order to consider real usage and adaptation
Tuscany region	<ul style="list-style-type: none"> Medium 	<ul style="list-style-type: none"> As policy makers, Tuscany Region is interested in: Target setting / Outcomes and Performance indicators / Ex ante, in itinere and ex post evaluation method
Università di Pisa	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> Development proposals, Weaknesses identification
CEDIT	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> The way in which some students used BCM in their training sessions. Former successful experiences

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INSTITUTION	To which extent do you believe that the tool BCM is likely to be adapted to:				
	The context in which you develop ECF actions	The goals of your ECF program	The characteristics of your potential target	The nature of your stakeholders/partners	The characteristics of your training and teaching staff and collaborators
University of Sevilla	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> High. It is very likely to be used by all of our ECF stakeholders and related institution of our context, i.e., local and regional public institutions ECF departments, Industry Confederations and other 	<ul style="list-style-type: none"> High
IDEA					
BD Center Sp. z o. o.	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> High
University of Finance and Administ.	<ul style="list-style-type: none"> High? N.A. 	<ul style="list-style-type: none"> High? N.A. 	<ul style="list-style-type: none"> High? N.A. 	<ul style="list-style-type: none"> High? N.A. 	<ul style="list-style-type: none"> High? N.A.
Università di Pisa	<ul style="list-style-type: none"> High. Educational: UNIPI PhDplus; UNIPI Management Engineering course (Design and Development of Systems and Processes) 	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> High. Students and graduates with a business idea, all phd students and phds, researchers and professors 	<ul style="list-style-type: none"> High. Companies, enterprises, incubators, investors, public institutions.... 	<ul style="list-style-type: none"> High. teaching staff with experience in entrepreneurship, deep technical knowledge of the subject and of the business implications. Collaborators with experience in Management, Economy and law, Management Engineering
CEDIT	<ul style="list-style-type: none"> High. Adaptation and Transferring would not only require translation of contents but also a cultural adaptation within the different places and targets (vocational training, for example) 	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> Medium, because of special characteristics of our vocational training program 	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> Medium-High

	The context in which you develop ECF actions	The goals of your ECF program	The characteristics of your potential target	The nature of your stakeholders/partners	The characteristics of your training and teaching staff and collaborators
Tuscany region	<ul style="list-style-type: none"> Medium. IDEA tools seem to fit very well in a socioeconomy system which for several reasons presents several differences from the Tuscany one, in terms of specialization models, industrial organization, companies features, infrastructure, facilities and number of students 	<ul style="list-style-type: none"> Innovation Poles are important stakeholders within the regional system for innovation, tech transfer and entrepreneurship. Our main challenge within this project is to check the possibility to enlarge the field of their initiatives, introducing educational activities linked to intrapreneurship and entrepreneurship and adapting carefully the methodology applied with the IDEA tools 	<ul style="list-style-type: none"> The Industrial Research, Innovation and Technological Transfer Dept can't affect directly this issue 	<p>Innovation poles are defined as "groupings of independent undertakings - innovative start-ups, small, medium and large undertakings as well as research organisations - operating in a particular sector and region and designed to stimulate innovative activity by <u>promoting intensive interactions</u>, <u>sharing of facilities</u> and <u>exchange of knowledge and expertise</u> and by contributing effectively to <u>technology transfer</u>, networking and information dissemination among the undertakings in the cluster..."</p> <p>Community Framework for State Aid for R&D&I - (2006/C 323/01)</p> <p>Their main activities are:</p> <ol style="list-style-type: none"> 1) Stimulating and accept innovation demand of enterprises in the Pole; 2) Accompanying companies access to KIBS (knowledge intensive business services) inside/outside the Pole; 3) Support the diffusion of innovation among companies and entrepreneurship through start-ups and spin-off ; 4) Facilitating enterprises access to scientific and technological knowledge to networks and resources at national and international level; 5) Ensuring <i>the sharing of equipments and laboratories</i>; 	<ul style="list-style-type: none"> The Industrial Research, Innovation and Technological Transfer Dept can't affect directly this issue

INSTITUTION	To which extent do you believe that your using the tool could improve your results	Which are the main difficulties that may appear during the process of transferring the tool to your program?	Do you believe that the tool could be used as a part of the ECF programs of other institutions that you are linked to?
University of Sevilla	<ul style="list-style-type: none"> High. The tool is very clear and suitable to develop a business model and it can be very useful in order to contribute to our different ECF goals 	<ul style="list-style-type: none"> If the tool BCM is fully available, the only difficulty, but not big a difficulty, in its implementation is translation. 	<ul style="list-style-type: none"> . It is very likely to be used by all of our ECF stakeholders and related institution of our context, i.e., local and regional public institutions ECF departments, Industry Confederations and other
IDEA			
BD Center Sp. z o. o.	<ul style="list-style-type: none"> Our goal is commercialization and knowledge transfer from the academic world to business and promotion of entrepreneurship among society 	<ul style="list-style-type: none"> Potential problems in tools transferring process Lack of willing of target groups to take part in the program 	<ul style="list-style-type: none"> We believe that all of the tools could be used by all the institutions that we are linked to
University of Finance and Administ.	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> Potential problems in tools transferring process Czech version needed 	<ul style="list-style-type: none"> N.A.
Tuscany region	<p>Medium. We are interested in policies and IDEA tools, could be contextualized in our policy framework and eventually introduced, first, according to an experimental phase, and secondly blending what we are carrying on in terms of innovation and entrepreneurship programs;</p>	<ul style="list-style-type: none"> IDEA tools seem to fit very well to a socio economic system which for several things presents several differences from the Tuscan one, in terms of productive specialisation models, industrial organization, companies feature, infrastructures, facilities and number of students; 	<ul style="list-style-type: none"> Within the EEC Project the main challenge for Tuscany Region is to verify the way IDEA tools could be introduced within the regional Innovation Poles policies and the policy mix fostering entrepreneurship, targeting in a very differentiated way tools according to the strengths and weaknesses of the regional KIBS systems.
Università di Pisa	<ul style="list-style-type: none"> High → Easy to learn; Good for teaching; Good visual potentials 	<ul style="list-style-type: none"> HTML bugs on website; Very Simplified approach; It needs teacher support; No Measurement and simulation tools 	<ul style="list-style-type: none"> High Transferability
CEDIT	<ul style="list-style-type: none"> High 	<ul style="list-style-type: none"> Adaptation/Transferring would not only require translation of contents but also a cultural adaptation within the different places and targets (vocational training, for example) 	<ul style="list-style-type: none"> No Answer

BMC Model

1. The way in which some students used BMC in their training sessions.
Former successful experiences.
2. Would a peer interaction be useful to define their own business model?
3. Adaptation/Transferring would not only require translation of contents but also a cultural adaptation within the different places and targets (vocational training, for example)
4. BMC would be useful in training sessions to promote sense of initiative /
Test the feasibility of your business
5. Easy, effective and adaptable model to implement

EUROPEAN ENTREPRENEURS CAMPUS

CRITERIA	BCM	CAMP GUIDE	INNOVATION CAMP	ACADEMIC LINK
Strengths	Easy to learn; Good for teaching; Good visual potentials	Effective support for teachers; Effective for promoting innovation camp initiative to local partners;	Proven effectiveness in terms of students education, startup development and direct advantages for existing industries	Faces two critical Italian problems: low level of innovation in SMEs and unemployment;
Weaknesses	HTML bugs on website; Very Simplified approach; It needs teacher support; No Measurement and simulation tools; (see table below for others)	Single level guide;	Needs a strong commitment of local SMEs and municipalities; Organization, planning and management activities should be deepen	Needs a strong commitment of local SMEs;
Proposal	Integration with Idea- VIQ; Integration with tools for Business planning & LCC;	Adaptation to local context; Develop a Multilevel guide with: brief description of the tool and additional materials with hyperlinks;	Develop a European platform of innovation camps Support by UNIPI LILIT platform (Collaborative crowd sourcing and ideas development);	-
Context	Educational: UNIPI PhDplus; UNIPI Management Engineering course (Design and Development of Systems and Processes);	Educational: UNIPI Management Engineering course (Design and Development of Systems and Processes);	Educational: UNIPI PhDplus;	Career Service
Transferability	High	High	Medium	Medium
	BCM	CAMP GUIDE	INNOVATION CAMP	ACADEMIC LINK
New Product Development Stages	Market Opportunities; Strategic Business Plan (Business Modeling); Conceptual Design;	Support to Innovation Camp → see Innovation Camp	Market Opportunities; Conceptual Design;	-
New Concept Development Stage	Idea Selection; Concept Definition;	Support to Innovation Camp → see Innovation Camp	Fuzzy Front End Engine; Opportunity Identification; Idea Generation and Enrichment	Fuzzy Front End Engine; Opportunity Identification; Opportunity Analysis; Idea Generation and Enrichment

TUSCANY REGION

- For all the IDEA tools Tuscany Region is interested in the methodology addressed, and the competences required to implement them effectively, taking into consideration the regional economic and innovation system, made of:
 - smes mostly operating in traditional sectors; some emerging cluster operating in the so called growing sectors; high level of research system.
- As policy makers we are interested on: target setting; outcomes and performance indicators; ex ante in itinere and ex post evaluation method for each kind tools.
- Innovation Poles are important stakeholders within the regional system for innovation, tech transfer and entrepreneurship. Our main challenge within this project is to check the possibility to enlarge the field of their initiatives, introducing educational activities linked to intrapreneurship and entrepreneurship and adapting carefully the methodology applied with the IDEA tools.
- Innovation poles are defined as "groupings of independent undertakings - innovative start-ups, small, medium and large undertakings as well as research organisations - operating in a particular sector and region and designed to stimulate innovative activity by promoting intensive interactions, sharing of facilities and exchange of knowledge and expertise and by contributing effectively to technology transfer, networking and information dissemination among the undertakings in the cluster..."
- Community Framework for State Aid for R&D&I - (2006/C 323/01)
Their main activities are:
 - 1) Stimulating and accept innovation demand of enterprises in the Pole;
 - 2) Accompanying companies access to KIBS (knowledge intensive business services) inside/outside the Pole;
 - 3) Support the diffusion of innovation among companies and entrepreneurship through start-ups and spin-off;
 - 4) Facilitating enterprises access to scientific and technological knowledge to networks and resources at national and international level;
 - 5) Ensuring *the sharing of equipments and laboratories*;

We are interested in policies and IDEA tools, could be contextualized in our policy framework and eventually introduced, first, according to a experimental phase, and secondly blending what we are carrying on in terms of innovation and entrepreneurship programs;

IDEA tools seem to fit very well to a socio economic system which for several things presents several differences from the Tuscan one, in terms of productive specialisation models, industrial organization, companies feature, infrastructures, facilities and number of students.

Within the EEC Project the main challenge for Tuscany Region is to verify the way IDEA tools could be introduced within the regional Innovation Poles policies and the policy mix fostering entrepreneurship, targeting in a very differentiated way tools according to the strengths and weaknesses of the regional KIBS systems.

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University of Finance and Administration vsfs.cz

- We know theoretical description, we don't have a chance to run simulation by ourself in order to understand fully.
- In which matters do you consider that an more in-depth knowledge of the tool would be required?
- In order to consider real usage and adaptation
- The tool can be used in our environment
- Using the tool would help to improve the results significantly.
- No difficulties in English version, adaptation of Czech version will be needed
- Do you believe that the tool could be used as a part of the ECF programs of other institutions that you are linked to? Mention these institutions and to which extent the tool could be used by them.

BD Center Sp. z o. o.

- BCM: Adapt and Transfer – I browsed the website few times, I familiarised with its features. I got to know this tool at good level.
- BCM: Adapt and Transfer - Methodology, required resources
- Our goal is commercialization and knowledge transfer from the world of academics to the world of business and promotion of entrepreneurship among society.
- Problems with transferring the tools to the Polish conditions. A lack of willing to take part in the program among target groups.
- We believe that all tools will be used by all of institutions that we are linked to.

Universidad de Sevilla

- We had the chance to know the tools in a meeting in Kolding (Denmark) in 2012. In that meeting, the tools were described by the Danish partners in a one-day session. Our partners explanations and presentations that day and our participation in an Innovation Camp session the day after is our Idea Tools background, apart from the access to the BCM link through internet once we were back home. Thus, the information on IDEA Tools available for us is limited to BCM link
- It would be convenient to have more in-depth in information on Camp Guide, Innovation Camp and Academic Link. Besides, to complete our knowledge on BCM in the Sevilla meeting would be convenient too.
- Highly adaptable to the context in which you develop your entrepreneurship culture fostering (ECF) actions
- It matches the different ECF programs of our context very much
- The tool is very clear and suitable to develop a Business model and it can be very useful in order to contribute to our different ECF goals.
- The only difficulty in its implementation is its translation. However, it is not a big difficulty.
- It is very likely to be used by all of our ECF stakeholders and related institution of our context, i.e., local and regional public institutions ECF departments, Industry Confederations and other.

Transfer, configuration and development of multidisciplinary model for promoting entrepreneurship in VET and higher education

*Global Entrepreneurship Monitor (GEM)
2012 Global Report*

EUROPEAN ENTREPRENEURS CAMPUS

INTRODUCTION AND BACKGROUND

GEM takes a comprehensive snapshot of entrepreneurs around the world, measuring the attitudes of a population and the activities and attributes of individuals participating in various phases of this activity

GEM objectives:

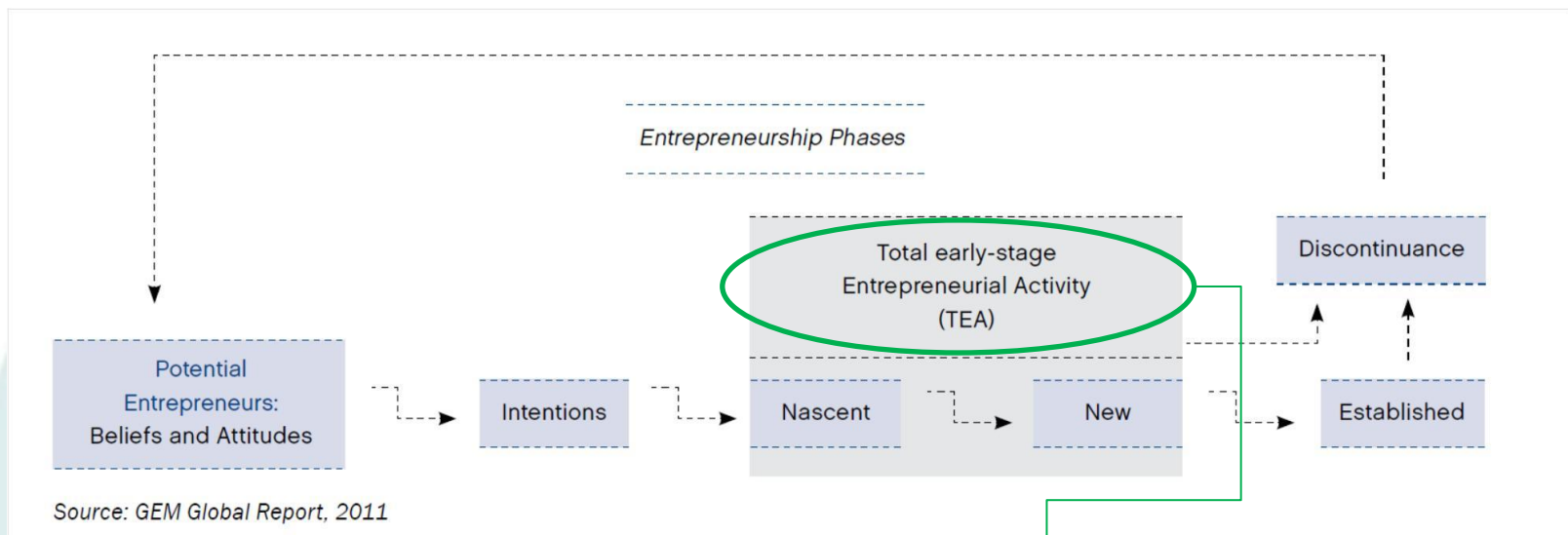
1. To allow for comparisons with regard to the level and characteristics of entrepreneurial activity among different economies;
2. To determine the extent to which entrepreneurial activity influences economic growth within individual economies;
3. To identify factors which encourage and/or hinder entrepreneurial activity;
4. To guide the formulation of effective and targeted policies aimed at stimulating entrepreneurship.

GEM provides data about:

1. Values, perceptions and entrepreneurial skills of the adult population.
2. Entrepreneurial and business activity, its phases and their characteristics.
3. The context in which the entrepreneurial process unfolds.

GEM main sources:

1. **Adult Population Survey (APS):** Each participating economy conducts a survey of a random representative sample of at least 2,000 adults (aged 18 – 64 years).
2. **National Experts Survey (NES):** provides insights into the entrepreneurial startup environment in each economy with regard to the nine entrepreneurial framework conditions (financing, governmental policies, governmental programmes, education and training, research and development transfer, commercial infrastructure, internal market openness, physical infrastructure and cultural and social norms).



Measure of entrepreneurship → Total Early-stage Entrepreneurial Activity (TEA) Index: which gauges the level of dynamic entrepreneurial activity in an economy by considering the incidence of (1) start-up businesses (nascent entrepreneurs) and (2) new firms (up to 3.5 years old) in the adult population (i.e. individuals aged 18–64 years).

3 types of entrepreneurship:

(1) Individuals who start businesses in response to a lack of other options for earning an income are deemed to be **necessity entrepreneurs**; (2) while those who start businesses with the intention to exploit an opportunity are identified as **opportunity entrepreneurs**; and the latter may include individuals who aim to **maintain or improve their income, or to enhance their independence**.

GEM Economies by Geographic Region and Economic Development Level

Low Economic development based on GDP per capita High

	Factor-Driven Economies	Efficiency-Driven Economies	Innovation-Driven Economies
Latin-America & Caribbean		Argentina, Barbados, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Mexico, Panama, Peru, Trinidad & Tobago, Uruguay	
Middle East & North Africa	Algeria, Egypt, Iran, Palestine	Tunisia	Israel
Sub-Saharan Africa	Angola, Botswana, Ethiopia, Ghana, Malawi, Nigeria, Uganda, Zambia	Namibia, South Africa	
Asia Pacific & South Asia	Pakistan	China, Malaysia, Thailand	Japan, Republic of Korea, Singapore, Taiwan
European Union		Estonia, Hungary, Latvia, Lithuania, Poland, Romania	Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Netherlands, Portugal, Slovakia, Slovenia, Spain, Sweden, United Kingdom
Non-European Union		Bosnia and Herzegovina, Croatia, Macedonia, Russia, Turkey	Norway, Switzerland
United States			United States

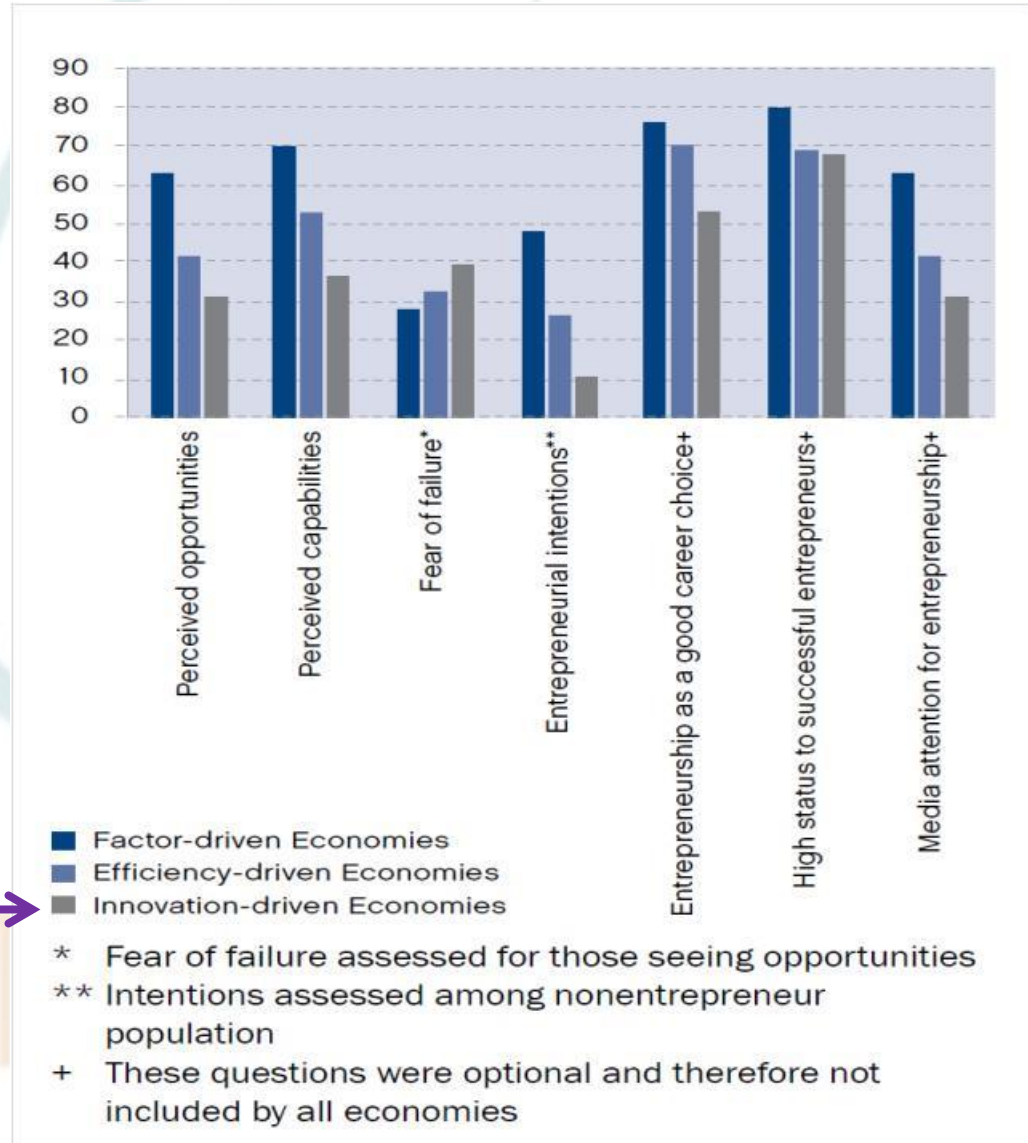
Dominated by subsistence agriculture and extraction businesses, with a heavy reliance on (unskilled) labour and natural resources

The economy has become more competitive with further development accompanied by industrialisation and an increased reliance on economies of scale, with capital-intensive large organisations more dominant

Businesses are more knowledge-intensive, and the service sector expands

A GLOBAL PERSPECTIVE ON ENTREPRENEURSHIP: 2012

Entrepreneurial Attitude Averages by Economic Development Level

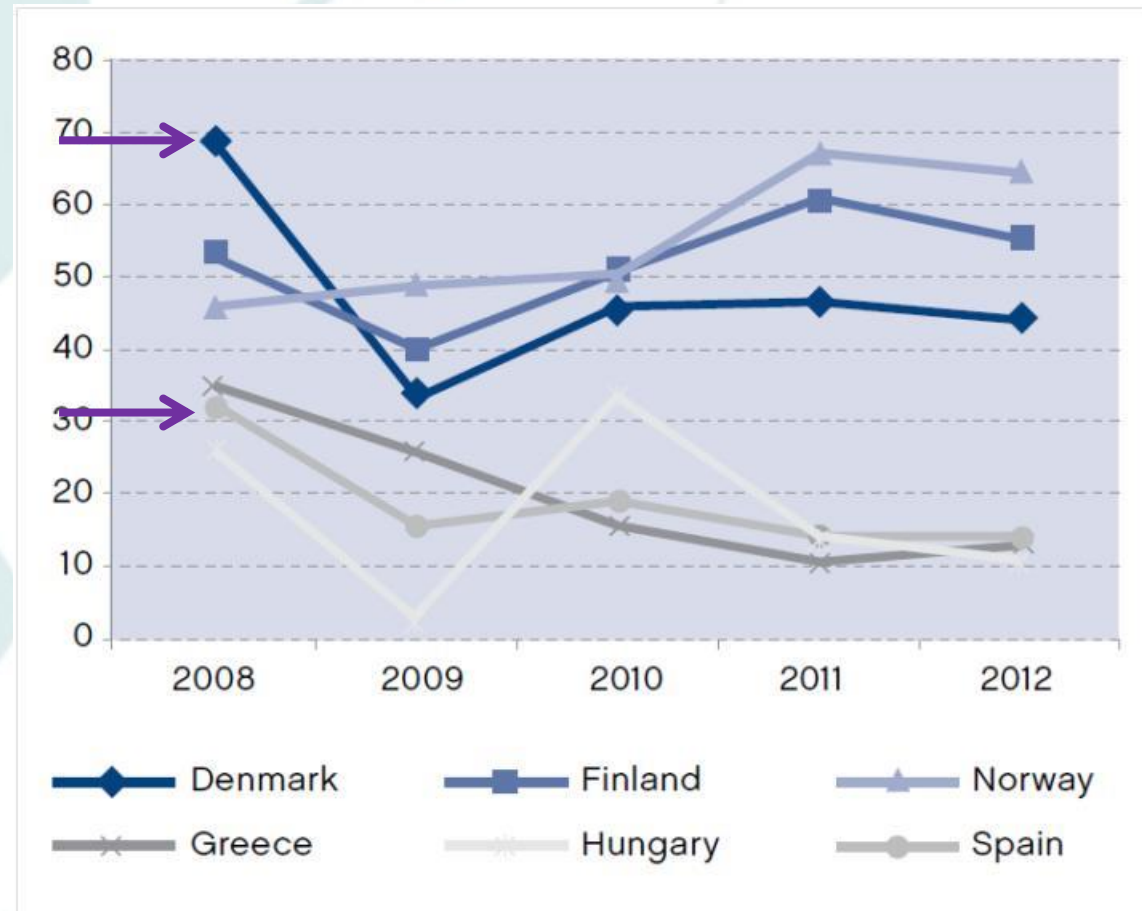


Entrepreneurial Attitudes and Perceptions in the EU Countries in 2012

Economy	Perceived opportunities	Perceived capabilities	Fear of failure*	Entrepreneurial intentions**	Entrepreneurship as a good career choice+	High status to successful entrepreneurs+	Media attention for entrepreneurship+
EUROPEAN UNION							
Austria	49	50	36	9	46	76	
Belgium	33	37	41	9	62	57	54
Denmark	44	31	39	7	-	-	-
Estonia	45	43	34	16	55	63	41
Finland	55	34	37	8	45	83	68
France	38	36	43	17	65	77	41
Germany	36	37	42	6	49	76	49
Greece	13	50	61	10	64	68	33
Hungary	11	40	34	13	41	74	29
Ireland	26	45	35	5	45	81	61
Italy	20	30	58	11	67	70	51
Latvia	33	44	37	22	60	53	53
Lithuania	30	40	36	18	63	53	37
Netherlands	34	42	30	9	79	65	58
Poland	20	54	43	22	68	57	56
Portugal	16	47	42	14			
Romania	37	38	41	27	71	74	55
Slovakia	18	50	38	12	50	74	59
Slovenia	20	51	27	13	53	71	51
Spain	14	50	42	11	64	64	47
Sweden	66	37	33	11	-	-	-
United Kingdom	33	47	36	10	50	77	47
Average (unweighted)	31	42	39	13	58	69	50

- * Fear of failure assessed for those seeing opportunities
- ** Intentions assessed among nonentrepreneur population
- + These questions were optional and therefore not included by all economies

Opportunity Perceptions in Nordic versus Southern European Economies, 2008-2012

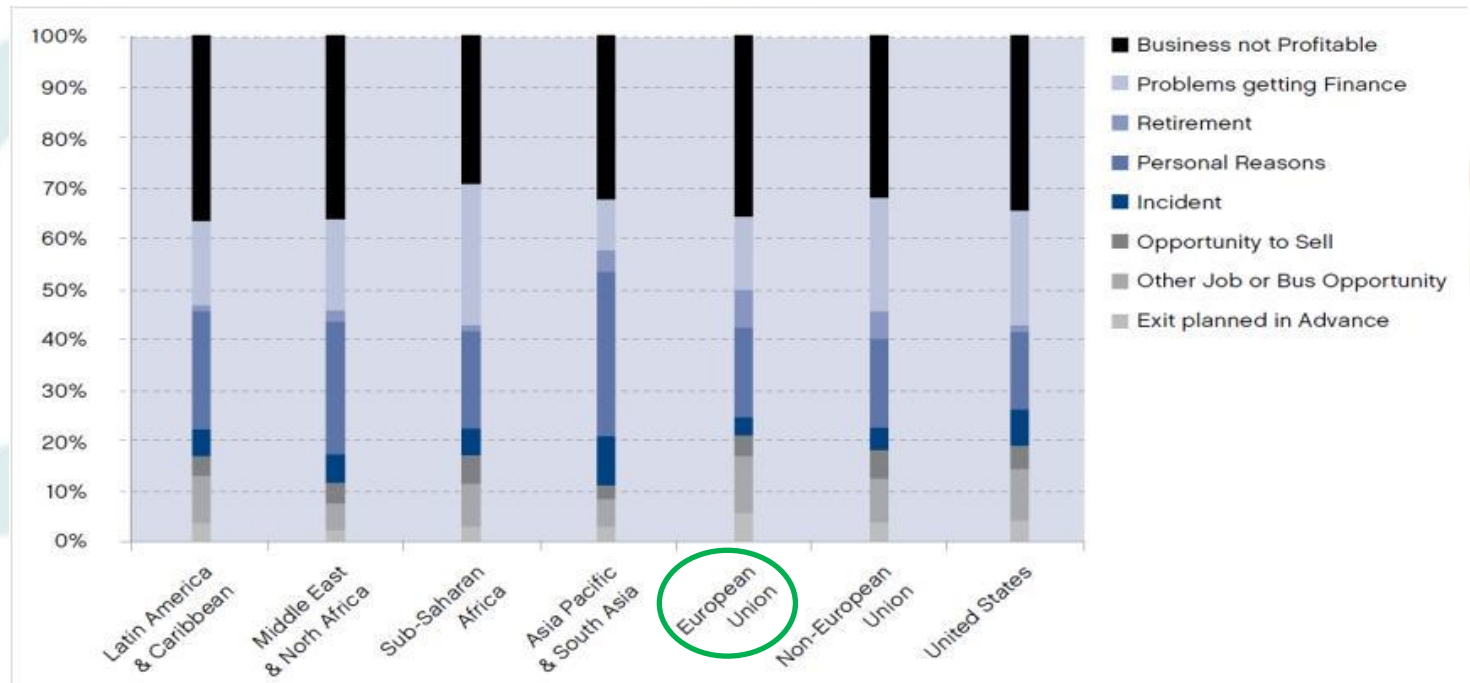


Entrepreneurial Activity in EU Countries in 2012

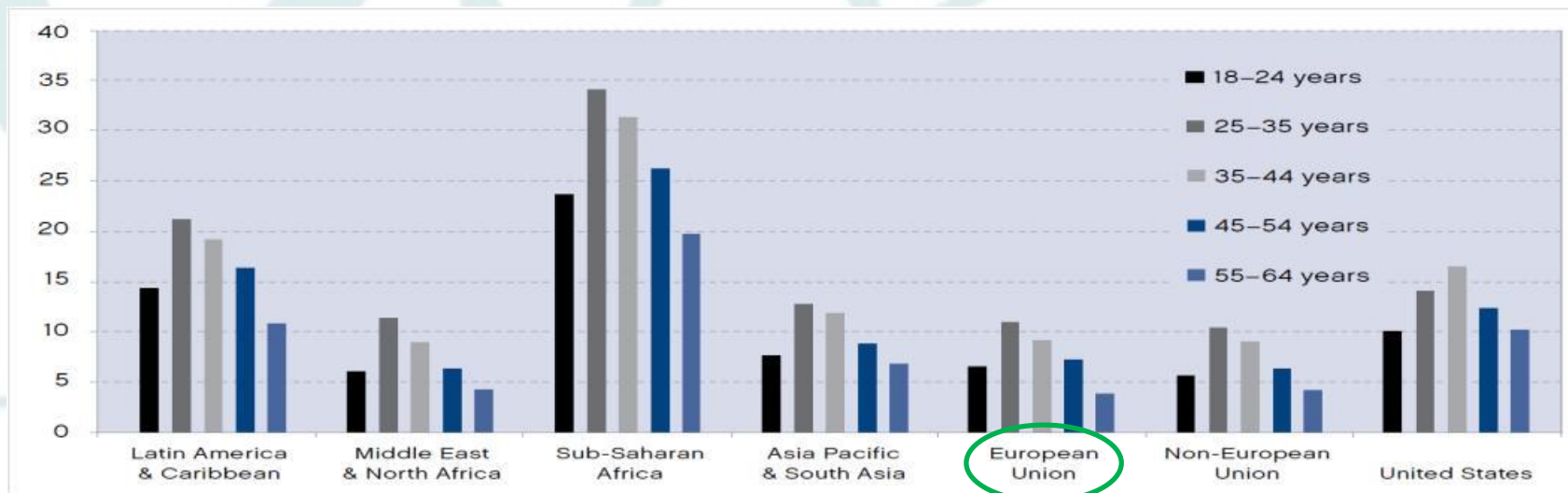
Percentage of adults who are engaged in different phases of entrepreneurship, as well as the percentage of entrepreneurs (TEA) that are motivated by necessity and improvement-driven opportunity

Country	Nascent entrepreneurship rate	New business ownership	Early-stage entrepreneurial activity (TEA)	Established business ownership rate	Discontinuation of businesses	Necessity-driven (% of TEA)	Improvement-driven opportunity (% of TEA)
EUROPEAN UNION							
Austria	7	3	10	8	4	11	38
Belgium	3	2	5	5	2	18	62
Denmark	3	2	5	3	1	8	71
Estonia	9	5	14	7	4	18	49
Finland	3	3	6	8	2	17	60
France	4	2	5	3	2	18	59
Germany	4	2	5	5	2	22	51
Greece	4	3	7	12	4	30	32
Hungary	6	4	9	8	4	31	35
Ireland	4	2	6	8	2	28	41
Italy	2	2	4	3	2	16	22
Latvia	9	5	13	8	3	25	46
Lithuania	3	4	7	8	2	25	51
Netherlands	4	6	10	9	2	8	66
Poland	5	5	9	6	4	41	30
Portugal	4	4	8	6	3	18	53
Romania	6	4	9	4	4	24	38
Slovakia	7	4	10	6	5	36	43
Slovenia	3	3	5	6	2	7	64
Spain	3	2	6	9	2	26	33
Sweden	5	2	6	5	2	7	49
United Kingdom	5	4	9	6	2	18	43
Average (unweighted)	5	3	8	7	3	21	47

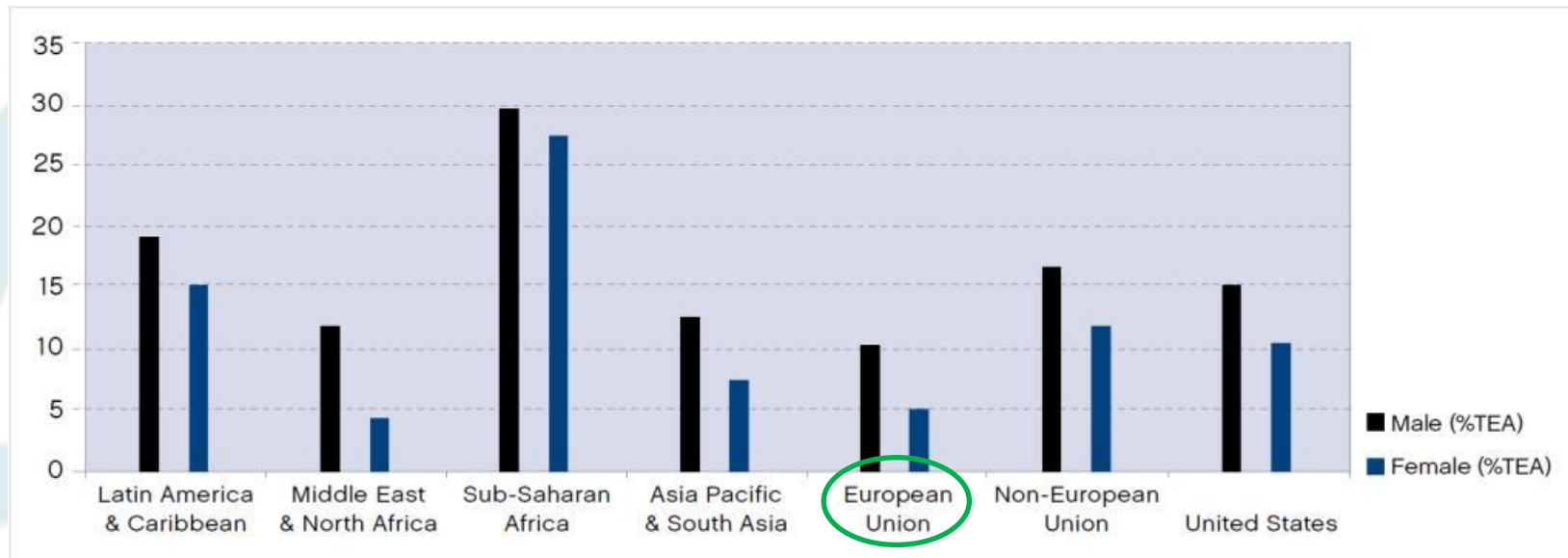
Reasons for Business Discontinuance Across Countries



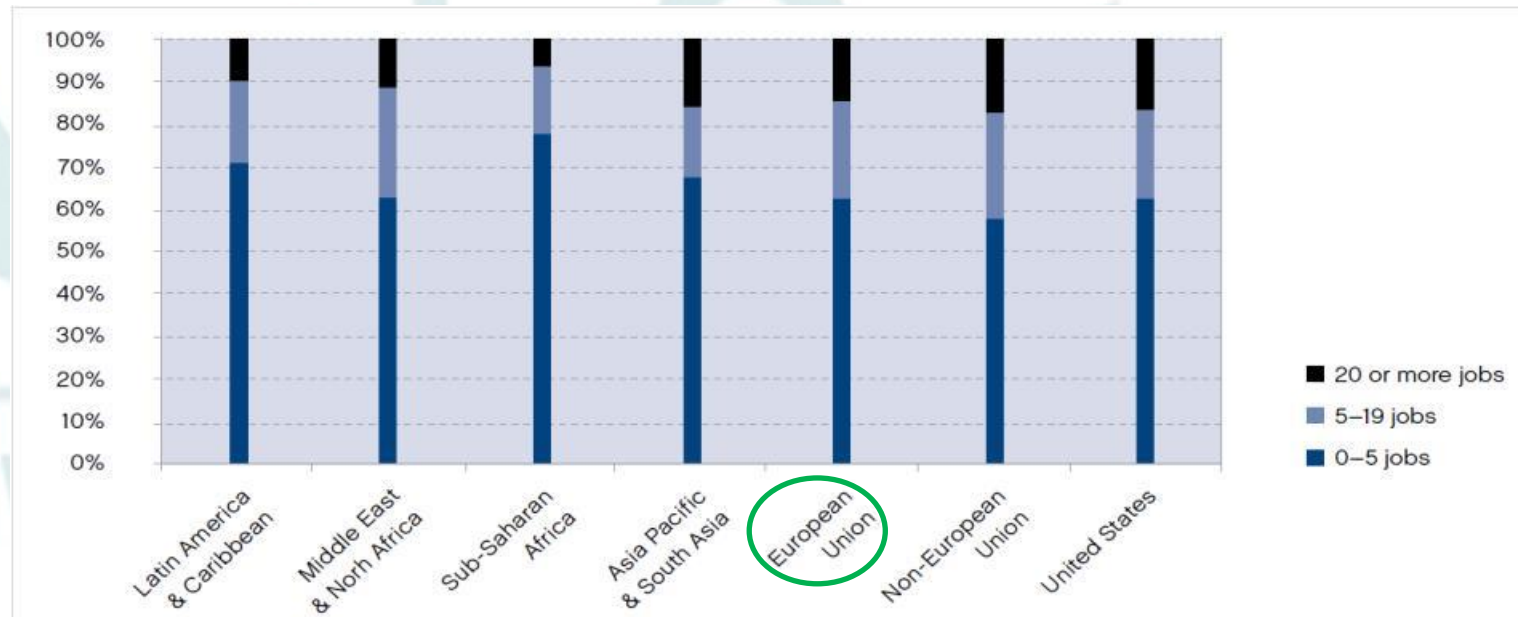
TEA by Age for Geographic Regions



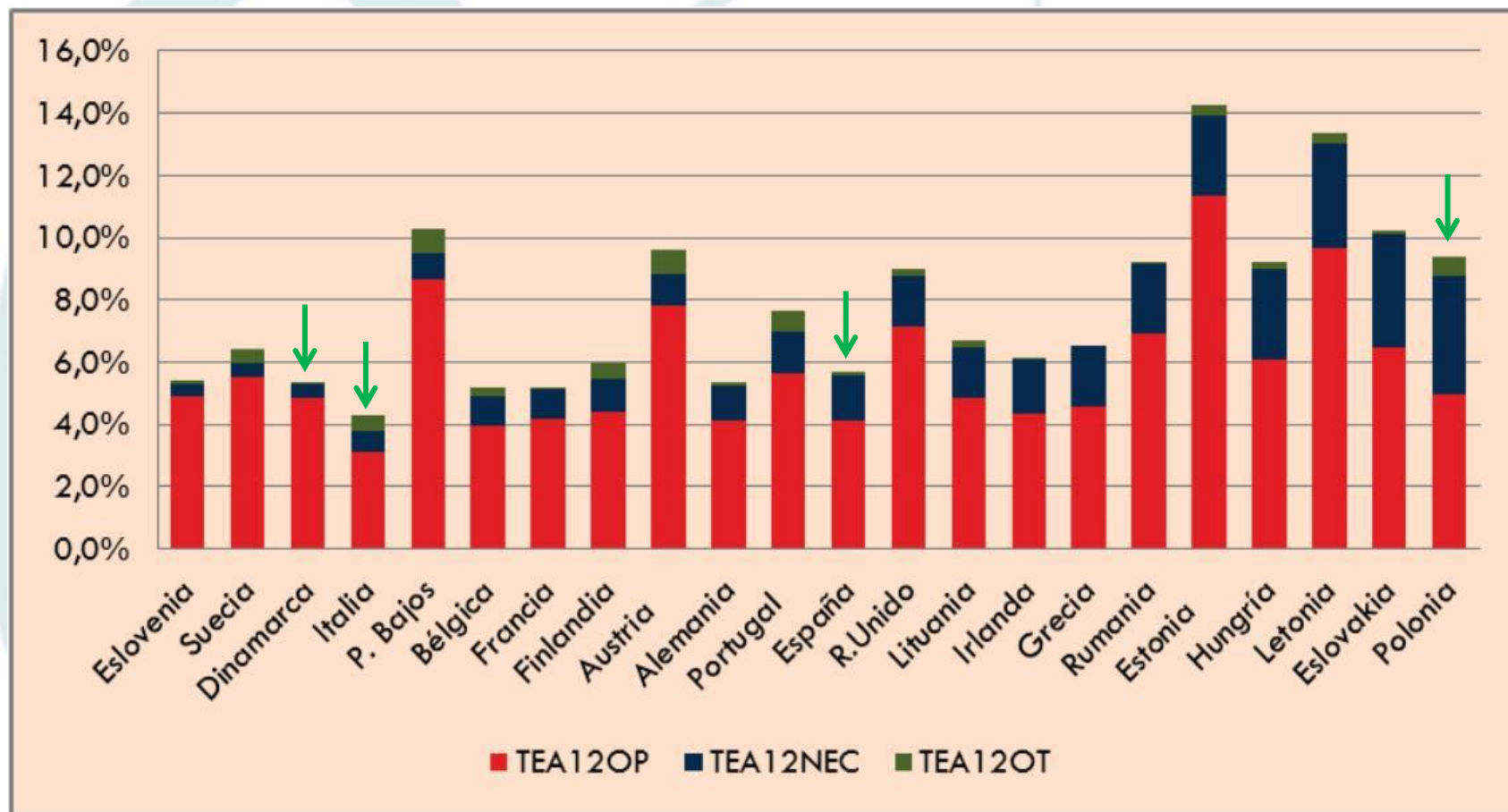
TEA by Gender for Geographic Regions



Job Growth Expectations for TEA by Geographic Region



Distribución de la actividad emprendedora en función de la motivación



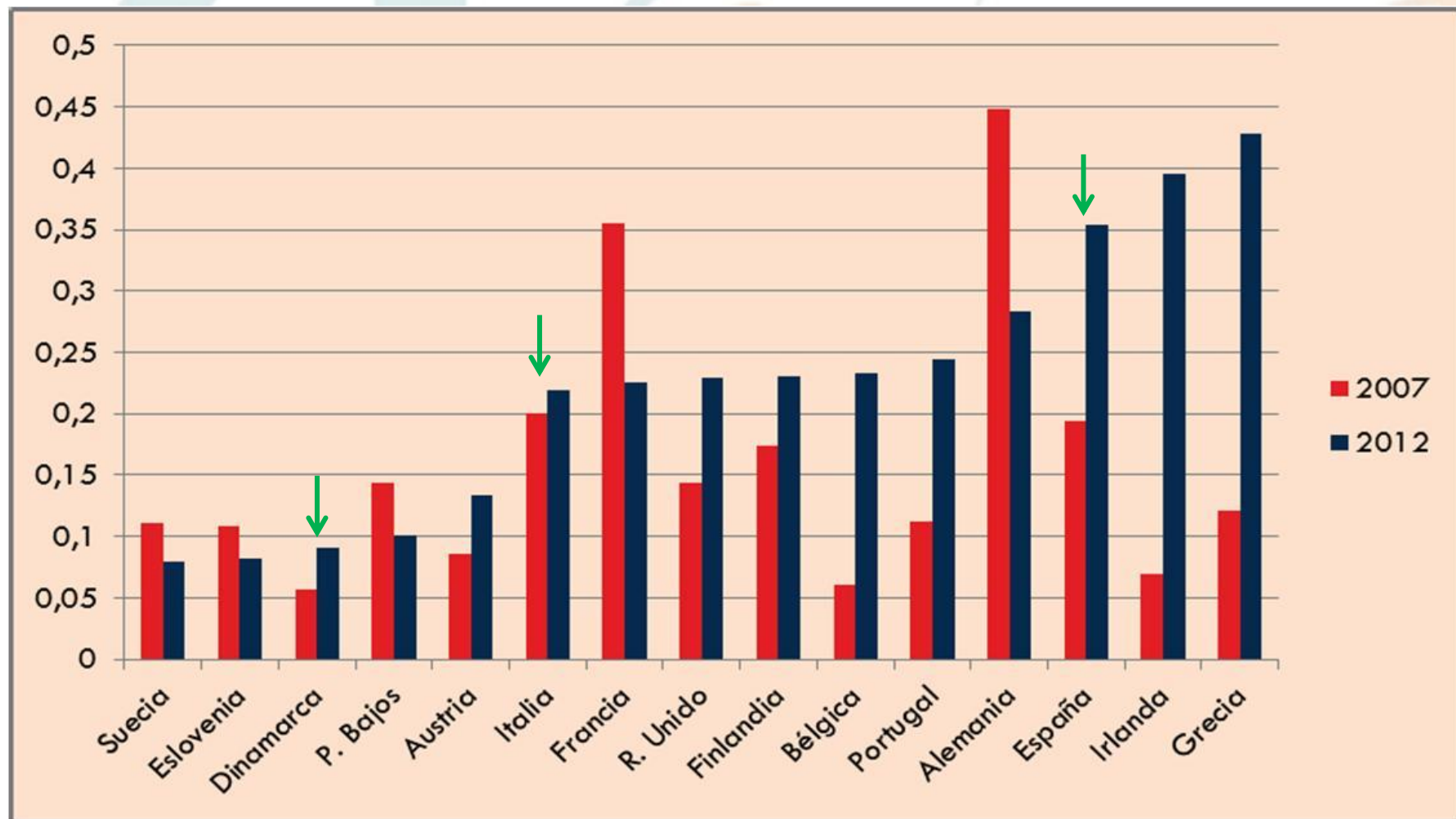
OP: opportunity entrepreneurs

NEC: necessity entrepreneurs

OT: individuals who aim to maintain or improve their income, or to enhance their independence

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Ratio TEA por necesidad y oportunidad en los Países de la EU más desarrollados



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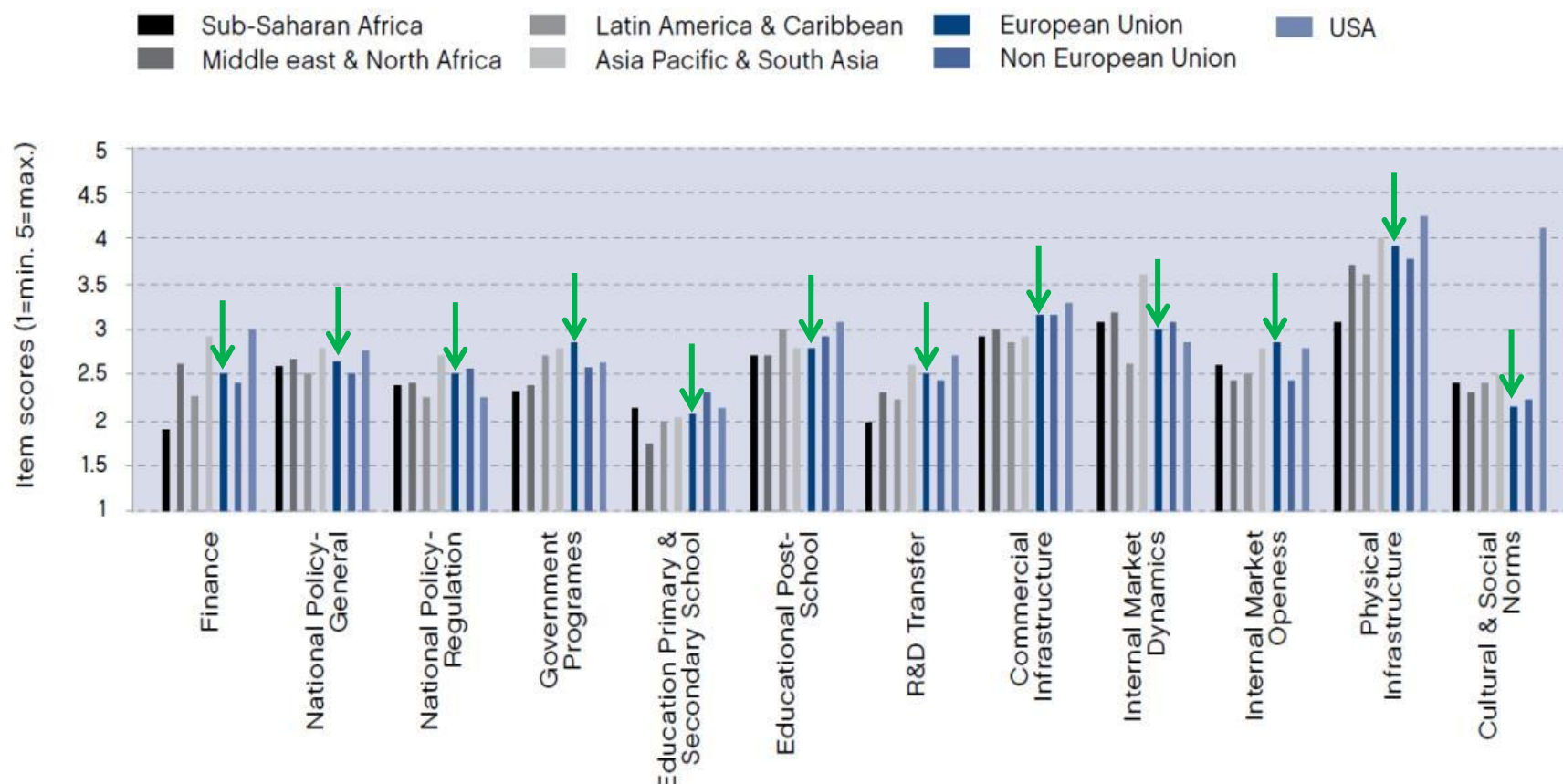
GEM EXPERTS' ASSESSMENT OF THE NATIONAL ENTREPRENEURIAL ENVIRONMENTS

The GEM Entrepreneurial Framework Conditions

Entrepreneurial Finance The availability of financial resources, equity, and debt, for new and growing firms, including grants and subsidies.	Government Policy The extent to which government policies, such as taxes or regulations) are either size- neutral or encourage new and growing firms.	Government Entrepreneurship Programs The extent to which taxes or regulations are either size-neutral or encourage new and growing firms.
Entrepreneurial Education The extent to which training in creating/ managing new, small or growing business entities is incorporated within the education and training system at all levels. There are two sub-divisions – primary and secondary school entrepreneurship education and training; and post-school entrepreneurship education and training.	R&D Transfer The extent to which national research and development will lead to new commercial opportunities, and whether or not these are available for new, small and growing firms.	Commercial and Legal Infrastructure The presence of commercial, accounting and other legal services and institutions that allow or promote the emergence of small, new and growing business entities.
Entry Regulations There are two sub-divisions – market dynamics, i.e. the extent to which markets change dramatically from year to year; and market openness, i.e. the extent to which new firms are free to enter existing markets.	Physical Infrastructure Ease of access to available physical resources – communication, utilities, transportation, land or space – at a price that does not discriminate against new, small or growing firms.	Cultural and Social Norms The extent to which existing social and cultural norms encourage, or do not discourage, individual actions that might lead to new ways of conducting business or economic activities which might, in turn, lead to greater dispersion in personal wealth and income.

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Scores on Entrepreneurship Framework Conditions Rated by National Experts, by Geographic Region (Unweighted Country Averages)



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Entrepreneurial Framework Conditions Valued Most Positive (+) and Most Negative (-), per GEM Country and by Geographic Region 2012

SCALE: FROM (-) TO (+)					1 Finance, 2a Nat. Policy – General Policy, 2b Nat. Policy – Regulation, 3 Government Programs, 4a Education – Prim. And Second., 4b Education – Post-School, 5 R&D Transfer, 6 Commercial Infrastructure, 7a Internal Market – Dynamics, 7b Internal Market – Openness, 8 Physical Infrastructure, 9 Cultural and Social Norms											
1	2	3	4	5	1	2a	2b	3	4a	4b	5	6	7a	7b	8	9
EUROPEAN UNION																
Austria								+	-			+	-		+	-
Belgium								-		-		+		+	+	-
Denmark					-	-		+			-	+			+	
Estonia						-	+		-	-			+		+	
Finland					-		+		-		-		+		+	
France						+		+	-		-				+	-
Germany								+	-		-	+			+	-
Greece					-	-			-			+	+		+	
Hungary						-	-		-			+	+		+	
Ireland					-			+	-			+	-		+	
Italy							-	-	-			+	+		+	
Latvia							-				-	+	-		+	+
Lithuania							-		-			+	+	-	+	
Netherlands					-	-					+	-	+		+	
Poland							-		-		-	+				+
Portugal						-	-	+	-			+			+	
Romania					-	+	-		-				+		+	
Slovakia						-			-	-		+		+	+	
Slovenia						-	-		-			+	+		+	
Spain					-			+	-		-	+			+	
Sweden								+	-	-	-		+		+	
United Kingdom					-			-	-		+	+			+	

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*Thank you very much for your
attention*

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