

Title of the Project	<b>Best practice over the Europe for Education to Entrepreneurship in Discontinuity Age - Best4Ent</b>
Call	2019 <a href="#">Key Action 2</a> - Cooperation for Innovation and the Exchange of Good Practices VET - <a href="#">Erasmus+ Programme</a>
Deadline	24th of March 2020
Applicant	<b>Polaris Formazione</b> Website: <a href="http://www.polarisformazione.it">www.polarisformazione.it</a> Contact person: Claudia Di Foglio <a href="mailto:gestione@polarisformazione.it">gestione@polarisformazione.it</a>
Duration of the Project	24 months
Starting date	2 <sup>st</sup> of November 2020 (end of the project 1 <sup>st</sup> of Nov. 2022)
Preamble of the project	<p>Unemployment, especially the youth one, is the big challenge of contemporary Europe, in a non-stop changing labor market and during the age of the disruption: data say seventy million people in Europe do not have adequate basic and transversal competences.</p> <p>These people are exposed to a high risk of unemployment, poverty and exclusion. more than half of twelve millions of more than twelve months unemployed in Europe are workers with a low level of competences which have difficulties in finding work opportunities.</p> <p>On the other hand, in Europe we are witnessing a strong imbalance between competences demand and supply: many people perform tasks that do not correspond to their talent, on the other side 40% of European employers have difficulties in finding people with skills they need to innovate and grow.</p> <p>In Europe we have a twofold problem: people cannot find work, but companies also often do not find the workers they are looking for. Precisely for this reason we must return to considering school as an institution and not a "service", update the skills of educational action, integrate the study with experiences that develop critical skills such as coding and debate, stimulate mobility and internship opportunities. At the same time it is necessary that companies return to invest in their collaborators, and that entrepreneurs interpret their role responsibly, trying to meet the new generations and their needs. The country-system must however understand that the labor market cannot rely exclusively on passive support policies implemented by public subjects: it must also stimulate the initiative of private operators, who</p>

could be supported by the use of big data and intelligence artificial to operate the virtuous cross between supply and demand more effectively.

**Team working abilities, creative thinking and problem solving abilities, adaptability, flexibility, initiative ability, in just one word what we call “entrepreneurship”, one of the eight key competences, turns out to be the most requested competence in the labor market.**

The propensity to proactive management of initiatives, to know how to represent the goals, to be able to work individually and in team, to recognize their own strengths and weaknesses, to assess and take risks, are skills required to all workers, therefore an entrepreneurship education ensures a larger margin of employability for young people; and it is necessary that such skills are developed from an early age.

The European Commission has adopted the “Agenda 2030” that has the aim to provide to EU citizens a set of individual skills especially transversal competencies, to improve employability, competitiveness and growth and to better target skills to the challenges Europe is facing.

The aim is to ensure that everyone, from an early age, could develop key competences necessary for personal development, social inclusion, active citizenship and employment. This set also includes transversal competencies such as **digital literacy, entrepreneurship, critical thinking and problem solving. In fact, youth entrepreneurship, meant as an entrepreneurial "mindset", is directed not only to the future creation of new companies, but it facilitates young people in their professional path, creating a generation possessing transversal skills** and therefore open to debate with European and international markets and capable of responding to the evolving needs of businesses.

Entrepreneurship education can also contribute to social cohesion among young people with greater skills and opportunities, and young people in psychological, social and economic disadvantage. It can also contribute to unlocking the entrepreneurial potential of women, which is not sufficiently exploited yet.

**Through the exchange of good practice between the partners, the project aims to extend and sharpen the skills of trainers and teachers, putting into practice effective ways to improve the basic and the key competencies and of specific groups of learners: VET students and young/disadvantaged people.**

**Since it is crucial to increase levels of competencies and to promote the transversal ones, the partnership will relate directly to the labor market in order to find ways to anticipate its needs.**

	<p>The focus would be about development of a training model addressed to trainers, in order to qualify and support them in the education of VET students, with a specific focus for fewer opportunities (disadvantaged and vulnerable youngsters), in order to improve self-awareness, self-esteem, promotion of personal-social-organizational competencies.</p> <p>The intent is to improve and expand learning opportunities of high-quality learning tailored to the needs of individual young VET learners, even through innovative orientation models for both education and work.</p> <p>Finally, the project aims to promote the dissemination of the specific training approach also sensitizing institutional and policy makers about the need to increase programs and interventions/participation/speech that promote the basic competencies, within the formal education and training sectors in the field of lifelong learning, informal and non-formal learning.</p>
<p>General objectives</p>	<p>The general objectives pursued by the Erasmus+ Programme in the strategic partnerships supporting exchange of a good practices in the VET field are:</p> <ul style="list-style-type: none"> <li>• Allow organisations to develop and reinforce networks, increase their capacity to operate at a transnational level, share and confront ideas, practices and methods.</li> <li>• Enhancing access to training and qualifications for all, with a particular attention to the low-skilled, through continuing VET, notably by increasing quality, supply and accessibility of continuing VET, validation of non-formal and informal learning, promoting work-place learning, providing for efficient and integrated guidance services and flexible and permeable learning pathways.</li> <li>• Supporting the uptake of innovative approaches and digital technologies for teaching and learning, as outlined in the Digital Education Action Plan, including the effective use of the SELFIE self-reflection tool to support a comprehensive approach to innovation, and the use of digital technologies for pedagogical, administrative, technical and organizational change;</li> <li>• Introducing systematic approaches to, and opportunities for, the initial and continuous professional development of VET teachers, trainers and mentors in both school and work-based settings(including apprenticeships), including through the development of effective digital, open and innovative education and pedagogies, as well as practical tools;</li> <li>• Developing sustainable partnerships to establish and/or further develop national, regional and sectorial skills competitions organizations, as a form of raising the attractiveness and excellence in VET. These partnerships could also develop and support the arrangements for the preparation, training and participation of VET learners and staff in international, national, regional and sectorial skills competitions, while working closely together with businesses, VET providers, chambers and other relevant stakeholders.</li> </ul>

Specific objectives	<p>For the participating organisations, projects supported under this Key Action 2 projects are intended to produce the following outcomes:</p> <ul style="list-style-type: none"> <li>• new approaches to better support competitiveness and employment in particular at regional and local level;</li> <li>• new or improved practices to cater for the needs of disadvantaged groups and to deal with differences in learning outcomes linked to the geographical and socioeconomic disparities;</li> <li>• a more modern, dynamic, committed and professional environment inside the organisation: <b>ready to integrate good practices and new methods into daily activities;</b></li> <li>• innovative approaches for addressing their target groups, by providing for example: more attractive education and training programmes, in line with individual needs and expectations;</li> <li>• <b>use of participatory approaches and ICT based methodologies;</b></li> <li>• open to synergies with organisations active in different fields or in other socio-economic sectors;</li> <li>• strategic planning of professional development for staff in line with individual needs and organisational objectives;</li> <li>• <b>increased capacity and professionalism to work at EU/international level:</b> improved management competences and internationalisation strategies;</li> <li>• reinforced cooperation with partners from other countries, other fields of education, training and youth and/or other socio-economic sectors;</li> <li>• increased quality in the preparation, implementation, monitoring and follow-up of EU/international projects.</li> </ul>	
Preview Activities	<ul style="list-style-type: none"> <li>• Networking for exchange of experiences and good practices</li> <li>• N. 2 Transnational Project meetings, one at the beginning and one at the end: 2 persons of project implementation staff from each partner, total 10 persons</li> <li>• N. 1 Short-term joint staff training event: 4 trainers/teachers from each partner, total 20 trainers</li> <li>• N. 1 short-term exchange of group of pupils: duration, 7 days – included 2 travel days; 6 pupils + 2 accompanying person from each partner. Total 30 pupils + 10 accompanying person</li> <li>• N. 4 local training events (one in each country)</li> <li>• Website of the project including: <ul style="list-style-type: none"> <li>○ diary of the common short-term training events</li> <li>○ handbook on good practices</li> <li>○ 2 to 3 minute long videos of practical activities</li> </ul> </li> <li>• Evaluation of the project impact</li> <li>• Dissemination events, such as: <ul style="list-style-type: none"> <li>○ events /seminars aimed to disseminate the project activities and results</li> <li>○ annual informative meeting that involves a mixed public and not only the project partners.</li> <li>○ final conference on the project's outcomes in a country of Partnership participating in the program.</li> </ul> </li> </ul>	
Grant requested	<p><b>€ 80.000 approximately</b></p> <ul style="list-style-type: none"> <li>● € 20.000 for the coordinator approximately</li> <li>● € 15.000 for each partner approximately</li> </ul>	
	<p><b>PMI – An</b> (Project Management and Implementation Activities, are indirect costs)</p>	<ul style="list-style-type: none"> <li>● 500€ per month, total 12.000 € for the coordinator</li> <li>● 250€ per month, total 6.000 € for each partner</li> </ul>

	<p><b>TPM – Mn</b> (Transnational Project Meeting) There are provided 2 TPMs Total 20 mobilities</p>	<ul style="list-style-type: none"> <li>● 575€ per person per meeting (short distance, less than 2000 km) or</li> <li>● 760€ per person per meeting (long distance, more than 2000 km)</li> </ul>
	<p><b>LTTA - Cn</b> (Learning/teaching/training activities) There are provided 2 LTTA Total 60 mobilities</p>	<ul style="list-style-type: none"> <li>● travel 275€ per person (short distance, less than 2000 km) or 360€ per person per meeting (long distance, more than 2000 km) +</li> <li>● subsistence 106€/per day/per person (mobility for trainers/trainers)</li> <li>● subsistence 58€/per day/per person (mobility for pupils)</li> </ul>

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