

Inclusive Entrepreneurship Education

Dr. Ileana Hamburg
Institut Arbeit und Technik
WH Gelsenkirchen
Munscheidstr. 14
D-45886 Gelsenkirchen
0049/002091707265
hamburg@iat.eu; www.iat.eu

Dr. Gabriel Vladut
IPA-SA Craiova
Str. Stefan cel Mare, 12,
200130, Craiova,
Dolj, Romania
0040/251 418 882
office@ipacv.ro; www.ipacv.ro

Dr. Alexandra David
Institut Arbeit und Technik
WH Gelsenkirchen
Munscheidstr. 14
D-45886 Gelsenkirchen
0049/002091707171
david@iat.eu; www.iat.eu

Abstract:

Finding a sustainable way of creating jobs and growth represents a priority in today's European economic eco-system, given the extended period of crisis. According to the European Commission, 85% of the new jobs created during the last five years are due to small and medium sized businesses.

What's more, they represent 99% of EU enterprises and therefore play a pivotal role in the transition towards growth, competitiveness and development.

A significant role in this process is played by entrepreneurs, as they are the ones behind these businesses.

Entrepreneurship:

- has been recognized as a major factor for sustainable products and processes
- is a key driver of economy and social prosperity
- has a wide range of meanings i.e. an entrepreneur is a person of very high aptitude who pioneers change, possessing characteristics found in only a very small fraction of the population or anyone who wants to work for own is considered to be an entrepreneur

(www.druckersociety.at/repository/scientific/Pearl.pdf)

In this paper besides examples of projects which motivate people with disabilities to engage in inclusive entrepreneurial education and cooperative learn methods, the Problem-Based Learning (PBL) is described as an efficient method in inclusive entrepreneurship education. PBL is supported by an ICT platform with special features for inclusive education.

Keywords: Entrepreneurship, Social inclusion, Innovation, SME, Problem Based Learning (PBL).

1. What is Inclusive Entrepreneurship?

It is entrepreneurship that contributes to social inclusion to give all people an equal opportunity to start up and operate businesses.

Target groups are those who are disadvantage and under-represented in entrepreneurship and self-employment, including youth, women, seniors, ethnic minorities and immigrants, disabled people and many other groups.

Today nearly 26 million people in the European Union are unemployed and actively seeking work. One of the responses to moving people back into work is through business creation and self-employment, which is a key outcome sought from inclusive entrepreneurship policies, and with it

greater labour market participation by the target population groups.

2. Inclusive Entrepreneurship:

- is for all and the required personal qualities and conditions for it are fulfilled by different people
- involves supporting entrepreneurs from all background who would like to take complex decisions, to manage risks, find innovative solution, collaborate with others in order to survive in their daily lives
- implies understanding barriers faced by different people in different places, helping them to use their creative potential to overcome barriers and create a sustainable future for them and all.
- is based on the personal qualities which are essential for success in the knowledge economy – whether this be in the private or public sectors.
- can be applied to self-employment, starting or growing micro or small enterprises and to social enterprise using business based approaches driven by social mission.
- goes beyond business ownership.
- benefits everyone by fostering a fundamental understating of business, community stakeholders, community collaboration, benefits, and the skills and confidence needed for personal and community success

Gary Shaheen from BBI and Mirza Tihic from Syracuse University define inclusive entrepreneurship as:

“A strategy and process for assisting people with diverse disabilities and/or economic and social disadvantages to become entrepreneurs through business planning training, use of customized business development goal and support planning, and access to financial resources utilizing the resources of diverse public and private partners working within a consensus-driven, collaborative framework”.

Becoming a successful entrepreneur and having a prosperous business entails acquiring the right skills, either through formal education or informal learning.

In this regard, there is a need to foster an entrepreneurial spirit at an early stage by introducing access to these skills in the school curriculum as well as by helping educators become facilitators of entrepreneurial aptitudes.



©canstockphoto

The word entrepreneur

- originates from the French word, entrepreneur, which means "to undertake"
- means to start a business
- is one who organizes, manages, and assumes the risks of a business or enterprise The Merriam-Webster Dictionary (www.merriam-webster.com/opedictionary)

The entrepreneurship competence is relevant not only for those who would like to start/carry up a business but for all who would like to support changes in individual, collective, economic and social environments (www.youthpass.eu).

Some of the qualities of entrepreneurs (<http://under30ceo.com/10-qualities-of-a-successful-entrepreneur/>) should be:

- Discipline to follow the business steps of the established strategy to achieve the proposed objectives and eliminate obstacles
- Confidence in own ability
- Open minded for new ideas
- Competitive
- Creative and problem solving identifying solutions
- Determination, not believing that something cannot be done
- Communication skills to motivate people to work and to sell products
- Passion, loving work to be done
- Understanding diversity

Activities to support it:

- European Commission presented a "Proposal for a Recommendation of the European Parliament and of the Council on key competences for lifelong learning" which was adopted in 2006 to ensure that education and training systems "offer all young people the means to develop key competences to a level that equips them for further learning and adult life"
- The framework identifies 8 key competences (<http://lifelonglearning-observatory.eucen.eu/recommendation-competences>) three of them being digital competence, entrepreneurship and cultural expression
- The key competences refer both to young learners as well as to adult learners and the European countries should orientate their education policies toward the achievement of these competences

3. Inclusive entrepreneurship education

Entrepreneurship education programmes:

- should offer students the tools to be creative, to solve problems efficiently, to analyse a business idea objectively, and to communicate, cooperate, lead, develop and evaluate projects
- learn students to set up their own businesses and to test their ideas in an educational, supportive environment

Students engaged in entrepreneurship education should acquire different competences according to the focus of their learning:

- entrepreneurial competence, knowledge and understanding in setting up a business/enterprise, as well as personal skills and attitudes that define an entrepreneur; enhanced entrepreneurial skills include:
 - working with distributed (geographically) production or companies
 - working in foreign languages
 - professional and vocational competence key skills, knowledge and understanding like problem solving, working with others, ICT, and health & safety
 - skills, knowledge and understanding that are related to different occupations and professions (e.g. finance, retail) and environmental issues
 - communication and social competence key skills, knowledge and understanding in effective communication and interpersonal activities, as well as in ethical, moral, and cultural concerns
 - personal competence development of autonomy, responsibility, personal role, own performance and learning
 - diversity competence



©canstockphoto

„Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society” (European Agency, 2014).

Inclusive entrepreneurship education:

- is in many European countries at the beginning. Suitable ICT to support inclusive entrepreneurship education are missing
- is not included in many European countries in the national curricula for vocational education and training (VET) programmes which are very different

- is supported in Germany within the framework curricula for VET set by the Kultusministerkonferenz (Standing Conference of Education Ministers) underlines that vocational schools have to provide an inside into various forms of employment including inclusive entrepreneurship. The entrepreneurial ways of thinking and acting should form part of the corresponding curriculum, but this not the reality in most European countries
- is tested only in few projects. Future modernisation of VET should systematically include modules of inclusive entrepreneurship
- is not supported also because teaching methods are ineffective, student participation is limited, teachers are not fully competent, business people are not involved, the practical element is missing, entrepreneurship is not linked to specific training subjects or professions, education is not linked with labour market demands

Teaching methods:

- Referring lack of teacher/trainer competence, it regards particularly their practical experience of entrepreneurship and so improvements are needed in this context
- Most countries carried up training courses on entrepreneurship but few of them offer a systematic approach
- It is known that the most efficient way for teaching to achieve entrepreneurship competence is to involve student's in practical projects and activities, to use learning by doing in order to gain real experience and methods like problem based learning (PBL) to solve real entrepreneurial problems
- But the most commonly used teaching methods actually used in entrepreneurship education are lectures, computer simulations and business games, company visits and work placements
- Students need more practical experience. It seems that not all teachers/trainers choose to, or are able to use active teaching methods
- Interdisciplinary ways of working on concrete projects are missing
- Many teachers have not been trained in entrepreneurship and not at all in inclusive one
- Initial and further teacher training is of the highest importance, but entrepreneurship education is not yet included systematically in training programmes for educators
- In many cases, on the job training is provided by external organisations.

Requirements:

- The implementation of entrepreneurship teaching and learning methods, particularly in schools and VET, requires structural changes in most countries
- Besides a changed or open curriculum, teachers should be trained on entrepreneurial learning methods which focus on entrepreneurship education that fosters social inclusion supporting inclusive entrepreneurship
- There is a need to train teachers both during their initial training and in continuous development programs

- Teacher training in entrepreneurship should include the use of ICT and placement methods in companies

In the report of the Expert Group some identified good practices are presented in order to improve entrepreneurial education:

- There is a good balance between theory and practice: the programme or activity is action oriented, based on experience and project work. It aims to improve the students' abilities to work in a team, develop and use networks, solve problems, and spot opportunities
- Students are actively involved in the learning process, and responsible for their own education
- Students are exposed to real-life work situations and encouraged to take part in extracurricular activities. External events, activities and contests are organized
- Teachers have an appropriate qualification in entrepreneurship (through experience in business and/or participation in training). They use up-to-date study materials and up-to date knowledge
- Teachers are trained to achieve digital and diversity competence
- The programme or activity is part of a wider scheme: students are followed after participation in the programme, and are referred to the right support mechanisms if they want to start up a business
- One approach we test in our projects to realise an inclusive entrepreneurship education is mentoring.

Mentoring within entrepreneurship education:

- can improve it bringing expertise from business, if mentors have such one
- is practical and can assist in linking the training to particular professions and labour market demands
- is very important to motivate and support students with special needs
- is a human resource development approach and a vital aspect of knowledge management which needs to be looked by all organizations and education institutions wishing to improve their efficiency
- is important in promoting leader development and career opportunities
- involves guidance and suggestion, as well as the development of autonomous skills, judgments, personal and professional master ship, expertise, trust and the development of self-confidence over the time

Different forms of mentors:

- Peer mentoring usually takes place between an experienced person in a domain (mentor) and a person who is new in this context (mentee) and differs from classical mentoring first in fact that mentors and mentees are close in age, education level, etc. and that they are semi structured planned programs with specific guidelines and often with a number of activities and meetings in a determined time

- Formal mentoring approach where a mentee or more are paired with a mentor to help them to learn the ways of the business world. Most companies either have or are considering implementing a formal mentoring program in the near future
- Informal mentoring where two people, whose chemistry is compatible, come together to share ideas and learn. One takes the role of the teacher or mentor, the other acts as student or mentee and is based on trust
- can be used for mentoring in entrepreneurial education i.e. experienced entrepreneur-mentors who could help their mentees to understand that a failed business is an important part of their entrepreneurial training and that they can continue a successful career
- Supporting mentees with special needs.

Mentorship from an entrepreneur:

- can provide students with a greater level of security and inspiration. It can help students to know how a business was developed directly from its founder
- It is be more effective than being mentored by an employee or an investor in this case
- or youth should focus on developing life plans and passion for a career, helping these young mentees to keep their vision in sight and to reflect what is happening
- should develop by mentees softer skills such as listening, communicating as well as some including the review of business plans and meeting objectives are necessary
- should increase mentees motivation, encouraging them to try to implement their ideas
- could gain a better understanding of challenges facing small business which could enhance their working life or their retirement period
- Should motivate people with special needs.

4. Examples

The main objective of the ongoing Erasmus+ project IDIPOWER - Empowering disabled people through collaborative learning - is a reorientation of the roles of ICT based learning support services and their providers/developers to help people with disabilities to integrate in education and social life. An online platform of IDIPOWER – <http://tiki.idipower.eu> – has been developed by using TikiWiki to support learners in collaborative work and to enable people with disabilities access to learning material.

The ongoing European Erasmus+ project idICT- Development of a training program for improving the Quality of Life of Persons with Intellectual Disabilities through the use of ICT solutions – aims at the use of

inclusive education to help people with light intellectual disabilities to integrate in entrepreneurial activities.

The European Erasmus+ project Supporting PBL in entrepreneurial education and in small and medium sized enterprises (SMEs) through ICT facilitated mentoring – Archimedes developed a framework for organizational and technical support of PBL.

Acknowledgments

This paper describes work within the European projects Archimedes, IDIPOWER and IdICT.

REFERENCES

- [1] Aarchus Technical College, Standards for Qualifications in. Entrepreneurship Learning, 2013. http://www.masht-gov.net/advCms/documents/Standards_for_Qualifications_in_Entrepreneurship_Learning.pdf.
- [2] David, A., Hamburg, I., 2013. Integrating vulnerable and marginalized groups into vocational education and training through innovative solutions. In Problems of education in the 21st century, 56, pp. 42-58.
- [3] Donnelly, V., Watkins, A., 2011. Teacher education for inclusion in Europe. Prospects, 41/3, pp. 341-353.
- [4] European Agency, 2014. Model policy for inclusive ICTs in education for persons with disabilities. Retrieved from <https://www.european-agency.org/sites/default/files/UNESCO-G3ict%20Model%20Policy%20on%20Inclusive%20ICTs%20for%20Education%204-2014.pdf>.
- [5] Hamburg, I., Bucksch, S., 2015. ICT-based approaches to support learners with disabilities. In Journal of educational policy and entrepreneurial research (JEPER) 2, no. 6, pp. 1-12.
- [6] Hamburg, I., 2014. Improving education and training impact on competitive advantages in SMEs. In: International journal of innovative research in electronics and communications (IJIREC) 1, no. 4.
- [7] Hamburg, I., O'Brien, E. 2014. Using strategic learning for achieving growth in SMEs. Journal of information technology and application in education 3(2).
- [8] Spence, L.D., Learning Initiatives, Pennsylvania State University, "PBL: Lead to Learn, Learn to Lead Problem Solving and Decision Making, Study and Strategies Guides: www.studygs.net/pbl.htm