**TOPIC: Education and skills: empowering Europe’s young innovators**

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**Keywords:** Creativity, Entrepreneurial skills, risk taking adaptability and innovation capacity, problem solving, skills, skills related to effective teamwork and sharing information and knowledge, may all be key competitive advantages for Europeans, starting from young children.

**Premise**

This sheet is intended to illustrate a possible model to support the dissemination of culture business, teaching and transmission of entrepreneurial skills (Entrepreneurial skills), even From a gender perspective, which is based on the enhancement of expert experience and proven expertise over the years both in Italy, both in the context of stable and active European networks (eg established themselves as part of projects developed under the Leonardo, LLP, Erasmus Plus. The experiences that can be integrated into a support model to the development of skills entrepreneurial versatile and transferable at European level: The experiments referred to have involved significant numbers of recipients and have been implemented within different educational contexts (primary school, secondary school, vocational training, Tertiary education, alternation, exchange and work-study mobility, etc.). Prince assumption that soul proponents regard the belief that a transferable model at European level, therefore, efficient (in terms of cost-benefit ratio) and effective (in terms of expected results report, results obtained and impact on a large scale), as well as versatile and high adaptability for different contexts, cannot be configured through a composite frame, able to relate these solid experience and value.

The support model to the development of entrepreneurship car skills correlates, respectively:

1) Entrepreneurship Education trails in schools of all levels, through implementation of cooperative peer laboratories, supported by experienced facilitators (teachers, entrepreneurs, trainers) from the development of the business idea to the verification of sustainability;
2) Entrepreneurship education routes (Entrepreneurial skills, Entrepreneurial spirit) accessible through simulations and immersive gaming by harnessing the potentials of ICT;
3) Best-called “mini-company program” or Simulated in integration with education and training;
4) Entrepreneurship Education through the activation of “innovation groups” composed of boys and girls in education and entrepreneurs such analysis modes and contexts identification of innovative solutions and intergenerational contamination;
5) Best female entrepreneurship education;
6) Work experiences, internships, apprenticeships (in all its forms);
7) Organization and activation of context on the development of business ideas (Creativity Camp, etc);
8) Projects Job school alternation in implementation in the Good School (Law 107/2015) and fittings with regional workshops for self-employment;
9) Best education with entrepreneurial skills in the digital craft and liaison with local FAB LAB;
10) Implementation of exchanges of students and entrepreneurs as part of the Erasmus and Erasmus program plus;
11) Implementation of teachers / trainers exchanges for sharing teaching methodologies entrepreneurial skills and to support the dissemination of enterprise culture;
12) Implementation of routes for formal and non-formal learning through experiences of coworking for a new business culture;
13) Realization of training courses through leaning towards self object accessible from the Internet (e-learning) and mobile (APP) 2, including assessment sessions and selfassessment of skills;
14) Realization of exchanges between entrepreneurs and subscription agreements for reception / installation youth, adults in work experiences;
15) Creation, development, management of a platform for exchange of experiences and development of projects cooperative between entrepreneurs from different countries and between employers and young people to a spread of corporate culture and the pooling of knowledge, opportunities and best practices.

Materials and teaching aids to recipients of assistance (students, young people, etc.) and teachers / trainers have been designed and developed ad hoc. The materials are available both through traditional training methods (classroom, lab), both on-line version of blended learning.

**International network which can intervene in the project:** France, Portugal, Scotland, Czech Republic, Slovakia, Croatia, Greece, Denmark, Hungary
Numbers of beneficiaries, especially young people, men and women, formed today through the experiences above: Over the past five years have benefited each year more than 4,000 young people between men, women, also about 150 teachers of higher education institutes. Every year more than 150 entrepreneurs and 100 businesses were involved. Conclusions: the experiences mentioned above in the application stage may be a background to be exploited and then implement the first phase of survey of experiences in the field of entrepreneurial skills development at European level (research).

Subsequently to be able to build the true model and in the light of the outcomes research and partnership experiences. Finally you can make the test pilot action within the network of partnerships to assess impacts of the seal and tested model.

1 The experiences referred to have been acquired by ECIPA system CNA and AUR - Umbria Research Agency, including Entreprise Business Game and A business school. The experiments were carried out in the regions of Emilia Romagna, Umbria, Abruzzo, Marche, Trentino Alto Adige, Basilicata.

2 The reference is to LEONARDO TOI-START APP project, approved in 2014.