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AC Konsultācijas, Ltd.

Entrepreneurship Education Action Plan Development in the Project No. PGI 05114 E-COOL

Action Plan

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Project Customer: Zemgale Planning Region
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Abbreviations

EEA and Norwegian grants – financial support provided by Iceland, Liechtenstein and Norway (donor countries), based on the agreement signed on July 28, 2010 between the donor countries and the European Union on the provision of funding for the implementation of grants in the new 2014-2021 period

ERDF – European Regional Development Fund

ESF – European Social Fund

EU – European Union

IT – information technologies

Ltd – limited liability company

NGO – non-governmental Organization

OP – operation program

Project – Cross-Border Cooperation Program INTERREG EUROPE 2014-2020 project no. PGI 05114 “*Entrepreneurial and Intrepreneurial Mindset in Young People through the Dynamisation of Competences, Teaching Methodologies and Entrepreneurial Ecosystem*”/E-COOL, within which the Service is implemented

Service – service “Entrepreneurship Education Action Plan Development in the Project No. PGI 05114 E-COOL” being implemented in accordance with the service agreement concluded on August 4, 2020 between the Zemgale Planning Region and *AC Konsultācijas, Ltd* on the development of the entrepreneurship education action plan in project no. PGI 05114 E-COOL, and which includes this report as a component

SME – small and medium entrepreneurs

SSO – specific support objective

ZBC – Zemgale Business Center

ZPR – Zemgale Planning Region

INTRODUCTION

The service “**Entrepreneurship Education Action Plan Development in the Project No. PGI 05114 E-COOL**” (hereinafter – **the Service**) was implemented in accordance with the service agreement concluded on August 4, 2020 between the Zemgale Planning Region (hereinafter – ZPR) and *AC Konsultācijas, Ltd* on the development of the entrepreneurship education Action Plan in the project no. PGI 05114 E-COOL within the cross-border cooperation program *INTERREG EUROPE 2014-2020* “Entrepreneurial and Intrapreneurial Mindset in Young People through the Dynamisation of Competences, Teaching Methodologies and Entrepreneurial Ecosystem”/**E-COOL (hereinafter – the Project)**. Implementation of the E-COOL Project was launched in June 2018 and will be completed in May/November 2021. The monitoring phase of the Project will run from the year 2021 to 2023.

The E-COOL Project is being implemented in ten different regions. The leading partner of the Project is the Seville Chamber of Commerce and Industry (Spain)¹, the following project partners are also involved in the Project:

1. South Moravian Region in the Czech Republic²
2. ZPR in Latvia³
3. Harghita County in Romania⁴
4. Devon County in the United Kingdom⁵
5. Puglia Region in Italy⁶
6. Hanze University in Netherlands⁷
7. Attica Regional Development Fund in Greece⁸
8. Croatian Ministry of Economy, Entrepreneurship and Crafts⁹
9. Opole Agglomeration Association in Poland.¹⁰

The Project aims to improve the documents of regional development policies in the regions of the partner countries involved in the Project in order to create a more youth-friendly business environment, develop young people's entrepreneurial spirit and the necessary competencies that promote economic development and increase EU competitiveness.

The aim of the **Service “Entrepreneurship Education Action Plan Development in the Project No. PGI 05114 E-COOL”** is to develop the Zemgale Region Action Plan for teaching entrepreneurship in educational institutions and for promoting environment that enhances young people's entrepreneurship. Within the framework of the Service, a research document on the current situation in the field of education and business education in Zemgale region has

¹www.camaradesevilla.com

²www.kr-jihomoravsky.cz

³www.zemgale.lv

⁴www.harghitacounty.ro

⁵www.devon.gov.uk

⁶<http://bollentispiriti.regione.puglia.it>

⁷<https://www.hanze.nl/nld>

⁸www.ptapatt.gr/index.php/gr/

⁹www.mingo.hr

¹⁰www.ao.opole.pl

also been developed. The research document of the current situation and this Action Plan are complementary and should be seen in the context of each other.

The **territory to be covered** by the Service is Zemgale Region (the ZPR territory) with the 22 municipalities included therein, while, for context, considering the information on trends in Latvia as a whole:

Table 1 – Municipalities of Zemgale Region

1. Jelgava City	9. Jaunjelgava Municipality	17. Rundale Municipality
2. Jekabpils City	10. Jekabpils Municipality	18. Sala Municipality
3. Aizkraukle Municipality	11. Jelgava Municipality	19. Skrīveri Municipality
4. Aknīste Municipality	12. Koknese Municipality	20. Tervete Municipality
5. Auce Municipality	13. Krustpils Municipality	21. Vecumnieki Municipality
6. Bauska Municipality	14. Nereta Municipality	22. Viesīte Municipality
7. Dobele Municipality	15. Ozolnieki Municipality	
8. Iecava Municipality	16. Plavinas Municipality	

Zemgale Planning region is working under the supervision of Environmental Protection and Regional Development Ministry of Republic of Latvia as regional public authority, public equivalent body with main function to carry out regional development planning and development, coordination in regional level different fields like transport, education, social services, environment protection, and entrepreneurship support.

The decision-making authority of Planning Region is Zemgale Planning Region Development Council consisting of 22 municipalities (as seen above). Executive body of the institution is Zemgale Planning Region's Administration.

ZPRs main function is to elaborate and implement regional development plans to ensure sustainable growth of the territory. Therefore, implementation of projects sufficiently contributes in reaching objectives of regional development plans, which are created in collaboration with local municipalities and stakeholders. ZPR also fulfills informative and coordinating role of all 22 region municipalities, which is implemented through regional thematic coordination groups such as in education, entrepreneurship, tourism, energy and others.

The Service is focused on the field of education and entrepreneurship education. **Entrepreneurship education is viewed as a set of different competencies that promote young people's entrepreneurship abilities.** The research covers mainly general and vocational education at primary and secondary level, but at the same time, when developing the Action Plan, it is taken into account that entrepreneurship education is lifelong learning and is to be acquired throughout one's life.

In the course of the research a conclusion was made that it is necessary to promote understanding of entrepreneurship education and entrepreneurial abilities among those involved in providing education, and in society in general, to develop a common approach to

entrepreneurship education, as well as to promote human resources provision and development and implementation of various successive entrepreneurship education measures for children and youth of Zemgale Region. This will develop entrepreneurial skills that are useful for both business development and career development, as well as for personal growth in general. Successful and unified development of the availability of quality entrepreneurship education in Zemgale Region will promote the development of entrepreneurship and, consequently, the economy in Zemgale in a long run.

The Action Plan has been developed on the basis of the results of the developed research document that includes recommendations, and taking into account:

- information on the current situation in the field of education, especially – in entrepreneurship education – in Zemgale Region and Latvia as a whole;
- analysis of the existing planning documents;
- analysis of the possible transfer of good practices;
- information on the network of educational institutions in Zemgale Region;
- information on the existing business competencies and the offer of entrepreneurship education in Zemgale Region;
- information on the impact of the acquisition of business competencies and entrepreneurship education on the development of the business environment in Zemgale;
- information on the compliance of the existing education system with the need to acquire business competencies;
- conclusions of focus group discussions and thematic discussions.

The main section of the Action Plan describes in detail the priority actions to be implemented in entrepreneurship education, describing the current situation, good practices used, describing the activities, stakeholders, implementation deadlines, indicative costs and sources of funding.

PART I – GENERAL INFORMATION

Project: Entrepreneurial and Intrapreneurial Mindset in Young People through the Dynamisation of Competences, Teaching Methodologies and Entrepreneurial Ecosystem

Acronym: E-COOL

Partner organisation: Zemgale Planning Region

Country: Latvia

NUTS2 region: Latvija

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PART II – POLICY CONTEXT

Entrepreneurship Education Action Plan for Zemgale Planning Region aims to impact Zemgale Planning Region Development Programme 2021-2027 (ZPRDP)

Type 1: Implementation of new projects	✓
Type 2: Change in the management of the policy instrument (improved governance)	
Type 3: Change in the strategic focus of the policy instrument (structural change)	
Other improvements not corresponding to types 1-3 (please comment)	

Name of the policy instrument addressed: Zemgale Planning Region Development Programme 2021-2027 (ZPRDP)

Zemgale Planning Region Development Programme’s strategic part determines the medium-term strategic settings for sustainable development of Zemgale. The strategic part of the development programme defines nine medium-term objectives development priorities: P1 Quality, accessible, versatile education throughout life, P2 Social inclusion and health promotion; P3 Business growth and competitiveness; P4 Smart mobility and infrastructure; P5 Climate change adaptation and mitigation, circular economy; P6 Modern and accessible service system; P7 Cultural environment and identity; P8 Civil society and active communities; P9 Public safety.

Priority Axis 1 & Thematic Objective 1

Priority Axis 1 (P1): Flexible lifelong learning

Thematic objective 1: Quality, accessible, multifaceted education throughout life

Investment Priority 1.2. (RV1.2.) General and digital skills needed for life and the labor market

Investment Priority 1.3. (RV1.3.) Equal educational opportunities for all

Investment Priority 1.4. (RV1.4.) Lifelong learning for employment, labor mobility, efficient use of human resources

Policy instrument's improvement:

The E-COOL project's action plan by Zemgale Planning Region aims to improve ZPRDP priority P1 "Quality, accessible, versatile education throughout life" Action line "Individualization of the educational process and interdisciplinary cooperation in education excellence, development of learner innovation, technological skills and creativity" by proposing concrete actions which are aimed to achieve innovations' adoption in the entrepreneurship education.

Proposed self-defined performance indicator in relation to the policy instrument addressed by Zemgale Planning Region - number of centres' of secondary education addressed with new methodologies enhancing the entrepreneurial mindset of their pupils and with a better entrepreneurial environment

The policy instrument selected will be improved thanks to the actions included in this Action Plan, based on the exchange of experience of E-COOL Project.

PART III – DETAILS OF THE ACTIONS ENVISAGED

To determine the priority actions to be implemented in the field of entrepreneurship education in Zemgale Region, the initial prioritization of actions was performed within the framework of the Service implementation. During the thematic discussion, with the participation of various stakeholders, an evaluation of actions and a vote on priority actions were organized according to five criteria. The following criteria were taken into account in setting the priority actions:

- A. **urgency of the solution** (i.e., such a solution is very necessary until 2027, for example, if the current situation limits the implementation of other measures, causes large expenses or material losses);
- B. **return of the solution** (i.e., the contribution would provide a relatively high return – improvements will be felt by a relatively larger number of citizens/target group representatives);
- C. **simplicity of the solution** (i.e., actions that are relatively simple and quick to implement, for example, they do not require additional time and investment in the Project preparation phase);
- D. **level of costs of the solution** (i.e., relatively low costs, for example, are likely to allow the action to be financed until 2027);
- E. **feasibility of the solution within the existing budget** (i.e., the action can be implemented without EU funds, within the existing basic budget/responsibilities).

The following actions have been selected for in-depth characterization in the Action Plan:

- Organization of entrepreneurship education networking activities for young people, which are aimed at developing creativity.
- Provision of appropriate human resources in formal and non-formal entrepreneurial education.

In addition to these actions, it is advisable to consider the possibility of creating and administering a digital module for the acquisition of business competencies for learners in the future.

ACTION 1	Organization of entrepreneurship education networking activities for young people, which are aimed at developing creativity
<p>The background (experience on which the Action Plan is based)</p>	<p>Although generally a wide range of entrepreneurship education activities are available for young people in Zemgale Region, currently the activities providing entrepreneurship education are not always sufficiently thematically interconnected and young people are not always provided with sufficient opportunities to exchange experiences, contacts, and ideas. The availability of entrepreneurship education activities differs; often those involved in the provision of entrepreneurship education have different understandings about entrepreneurship education and its goals. It is necessary to develop measures aimed directly at the promotion of youth creativity, both mutual cooperation among young people and youth cooperation with entrepreneurs.</p>

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	<p>Creativity is one of the essential entrepreneurial skills, characterized by the ability to develop creative and focused ideas – to develop a range of ideas and opportunities in creating value, including better solutions to the existing as well as new challenges; to explore and experiment with innovative approaches, and to join knowledge and resources in order to achieve valuable result.¹¹ Therefore it is essential to develop measures that encourage creativity. Latvian sustainable development strategy 2030 envisages creativity education as one of the solutions for the priority long-term action direction “Broad creative culture”. The education system is planned to especially develop the ability of independent, critical and creative thinking, cooperation and adaption skills. Creativity education process should focus on the development of interdisciplinary cooperation and skills, on the improvement of individuality, imagination, creative thinking and talents.¹² National Development Plan 2021-2027 (NAP2027) includes the priority “Knowledge and skills for personal and national growth”, which aims at a knowledge-based, inclusive and creative society in an efficient, innovative and productive economy.¹³ Sustainable Development Strategy 2030 for the ZPR envisages an “Educated, creative and enterprising person”.¹⁴ The development of creativity is important not only for entrepreneurship education, but for education in general.</p> <p>Currently, in entrepreneurship education of this field, the long-term cooperation of educational institutions with <i>Junior Achievement Latvia</i>, as well as the involvement of youth centers in the provision of non-formal education can be positively assessed. However, the entrepreneurship education and development activities offered by <i>Junior Achievement Latvia</i> are so far the only long-term offer in the field of entrepreneurship education. Other forms of cooperation, such as the involvement of entrepreneurs in the work of educational institutions, do not always take place on a regular basis.</p>

¹¹Margherita Bacigalupo, Panagiotis Kampylis, Yves Punic, Godelieve Van den Brande, 2016. EntreComp. Uzņēmējdarbības kompetences ietvars. (Framework of entrepreneurial competencies). Available at: <https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfn27939enn.pdf>

¹² Latvijas Republikas Saeima (2020). Latvija 2030. Latvijas ilgtspējīgas attīstības stratēģija līdz 2030.gadam. Available at: https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_6.pdf

¹³ Pārresoru koordinācijas centrs (2020). NAP2027. Nacionālais attīstības plāns 2021.-2027. gadam. Available at: https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027_apstiprin%C4%81ts%20Saeim%C4%81_1.pdf

¹⁴ ZPR (2015). ZPR Ilgtspējīgas attīstības stratēģija 2015-2030. Available at: <https://www.zemgale.lv/attistibas-planosana/planosanas-dokumenti/category/34-zpr-ilgtspējīgas-attistības-stratēģija-2015-2030>

ACTION 1	Organization of entrepreneurship education networking activities for young people, which are aimed at developing creativity
<p>Policy Instrument</p>	<p>The main policy instrument we will be using is the concept of the new project “Business Support Measures in Zemgale Planning Region” (ESMZPR) as well as other projects implemented by ZPR (prior to the ESMZPR project)]. It has been developed and submitted within the framework of the EEA and Norwegian grants for 2014-2021 in the spring of 2021. The project has already been approved by the, project specifications are currently being agreed.</p> <p>The ESMZPR project aims to support not only regional SMEs but also to promote the involvement of young people in entrepreneurship, the development and strengthening of their entrepreneurial skills.</p> <p>The project consortium consists of four partners: Zemgale Planing Region (Latvia, Lead Partner); Innovation Circle Network (Norway, Project Partner), Jelgava City Council (Latvia, Project Partner); Jekabpils City Council (Latvia, Project Partner). Project target groups - municipalities, businesses, non-governmental organizations, including organizations representing employers, children and young people, schools and educators. Project activities among other activities also include - regional Youth Entrepreneurship Mentoring; support for increasing employment and competitiveness by implementing region-specific activities.</p> <p>Project duration is 32 months (till 04.2024) with the overall project budget of 969 256,00 euros.</p> <p>The idea of the proposed actions is to integrate the E-COOL project’s generated results, outputs, knowledge and interregional experience into the ESMZPR Project, by planning and implementing the planned project activities, ensuring the transfer of good practice.</p> <p>The proposed actions would allow to increase the additional value of the new project adopting and integrating examples of good practice of e-cool partners in project activities.</p> <p>Stakeholders involved:</p> <ul style="list-style-type: none"> • Zemgale Planning Region (ZPR, ESMZPR project team). ZPR is ESMZPR project submitter and lead partner, ZPR would be responsible for the project management and implementation. • Zemgale Planning Region (ZPR, E-COOL project team). The E-COOL project team will ensure the information transfer for the ESMZPR project’s stakeholders and consultants and monitor the achievements.

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	<ul style="list-style-type: none"> • Innovation Circle Network (ICN). The NGO ICN is the ESMZPR project's partner from Norway, organisation would ensure project implementation on behalf of the project partner. • Jelgava City Council (JCC). The public authority is the ESMZPR project's partner from Latvia, organisation would ensure project implementation on behalf of the project partner. • Jekabpils City Council (JCC2). The public authority is the ESMZPR project's partner from Latvia, organisation would ensure project implementation on behalf of the project partner. <p>All organizational costs will be covered by the ZPR budget, mainly – for projects.</p> <p>Funding sources: EEA and Norway Grants, Municipalities¹⁵ budget</p>
<p>Good practices to be used</p>	<p>Elements from a number of E-COOL good practices have been used in the implementation of the action. <u>The Puglia Region in Italy</u> has identified the “Giovani Innovatori in Azienda” program as a good practice that offers opportunities to harness the creative potential of young people in order to create and test innovations in small and medium-sized enterprises (SMEs). At the same time, it supports territorial SMEs to acquire innovative ideas and thus increase the sustainability of the SME system. The method also provides for the aggregation and publication of young people's innovative ideas for business development and the needs of small and medium-sized enterprises (SMEs) on a special website. Such practices can be taken over thereby developing young people's creativity, organizing cooperation between young people and entrepreneurs (including SMEs) in solving the problems of real entrepreneurs.</p> <p>The practice of the Netherlands “Expect the Unexpected – Join the Serendipity Table as Host” brings together a variety of young people within the local community or region. Thereby, young people can share their ideas, expand their network of personal acquaintances and work on the development of personal skills. It is important that people meet and get a positive experience. Young people from different cultural, social and economic backgrounds meet at the Serendipity Table. The Serendipity's Table philosophy bases on the fact that “many innovative opportunities remain untapped, as society and organizations are structured and modeled in such a way that they themselves limit the exploration of new</p>

¹⁵ The municipalities are to have more resources after the recent administratively territorial reform

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opportunities and are unable to express their ideas”. The practice can be taken over in Latvia by organizing purposeful, meaningful networking events for young people in the field of entrepreneurship. It is important that in the Netherlands the activities of this practice are led by a trained moderator. Also in Latvia, when taking over the practice, involvement of competent professionals should be important.

The Netherlands offers entrepreneurship training for children and young people. The practice proposed by the Dutch Project Partner (Hanseatic University) – “**Developing Explorative and Entrepreneurial Space from 6 to 26**” – is a method for schools that continuously influences/stimulates the entrepreneurial spirit of young people from the age of 6 to adulthood. The practice includes:

- Involvement of a large number of stakeholders of the region in entrepreneurship education, including the learners’ parents.
- Sale of school garden products.
- Sale of works of art.
- Breakfast service.
- Small consultations.
- Participation in school committees.
- Creating start-ups and business partnerships in the entrepreneurship.

In Latvia, too, it is necessary to take over such a practice, involving various stakeholders throughout the region (including entrepreneurs and parents) in the provision of education (including entrepreneurs and parents), creating products and selling them. It is also important to provide advice on entrepreneurship and business partnerships.

Training is also taking place in the Spanish “Innacia” program. This is an example of good practice offered by the Seville Chamber of Commerce and Industry, the Lead Partner of the Project. The program aims to promote an entrepreneurial culture in the national education system, based on educational centers for the promotion of entrepreneurship. The program starts in September. School teachers are provided with teaching materials and support measures to ensure the process of entrepreneurship education. Innacia activities include:

- Workshops at schools (on creativity, motivation, communication).
- Negotiations with new entrepreneurs (transfer of experience).
- Visiting companies, business incubators.

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	<ul style="list-style-type: none"> • Training entrepreneurship skills and attitudes. • Business fairs. <p>Taking over the practice and implementing such trainings in Latvia, it is necessary to ensure not only classes at schools, but also cooperation (negotiations) with entrepreneurs and visits to companies and business incubators, as well as other practical activities.</p> <p>One of the practices offered by the <u>Italian Project Partner</u> is the <i>Proactive Training</i>, a project that promotes entrepreneurship education, teamwork and creativity among young people through a career guidance process, raising self-confidence and recognition of personal skills at schools. The project includes two initiatives: <i>Simula-Impreza</i> (a business simulation in which a product is created and marketed in a school environment), for younger secondary school students and teachers (mostly 3 years of experience) and <i>Impresa in Classe</i> (classroom business) for secondary school students. Activities start at the beginning of the school year and end in spring, lasting for a total of 70 hours. A wide range of professionals participate in the process, supporting the students: school teachers, external lecturers, start-ups, business leaders and change managers. Similarly, in Latvia it is necessary to create links between young people and entrepreneurs by providing entrepreneurship training.</p> <p>While implementing the aforementioned elements in Latvia, ZPR is to keep in touch with the Project partners in order to exchange experiences.</p>
<p>Action</p>	<p>The action envisages a number of activities.</p> <p>Firstly, within the framework of the Project¹⁶ the ZPR have already taken over the good practice of entrepreneurship education implemented in the Italian region of Puglia, the <i>Giovani Innovatori in Azienda</i> program “Youth Innovations in Companies”. In Zemgale region, it is implemented as a student advertising competition of Zemgale Region “Creative Zemgale”. The activity has been carried out since 2019. The idea to take over the good practice arose during the Project, when meeting the Project partners and discussing various good practices in the working group. The aim of the competition is to develop students' creativity and entrepreneurial competencies, stimulate students' interest and deepen their understanding of the business environment and economic principles related to product promotion and marketing, provide students with</p>

¹⁶ Project Nr.PGI 05114 E-COOL

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	<p>information, practical and useful ideas on basic advertising principles, and promote exchange of experience between students and entrepreneurs.¹⁷ During the event, entrepreneurs cooperate with the learners. Entrepreneurs participating in the event give the learners a task necessary for the development of their entrepreneurship, indicating the age (class) group for which the task is intended. Learners who wish to participate in the competition complete the given task. The performed tasks are evaluated by the entrepreneurs themselves (the submitted works are evaluated by the representatives of the company whose given task was performed). When evaluating the contestants, attention is paid to the novelty of ideas, creativity and imagination, the quality of work implementation, the compliance of the performance with the set goal and the needs of the company. After the evaluation, an award ceremony takes place. The awards are provided by entrepreneurs, who in turn gain valuable ideas for the development of their businesses. So far, the event has been taking place for two years. The competition is organized by the ZPR in cooperation with the municipalities and educational institutions of Zemgale Region, and Zemgale Region entrepreneurs who give the task, as well as the <i>Junior Achievement Latvia</i>.</p> <p>Teams of students from Zemgale general, vocational, special and interest education institutions consisting of two to three participants in three different age groups – Grades 5-6, Grades 7-9 and Grades 10-12 – can become participants of the competition. Besides, one team can include students from different educational institutions and each team can participate in the competition with several works. The choice of company and task is up to the competitors themselves. The design of works and execution techniques must be developed in accordance with the entrepreneurs' requirements. The advertisement must be devised and created by the students themselves. Entries must be submitted electronically to the ZPR.¹⁸ In order to continue the practice successfully, the event should be organized in the ZPR once a year, involving other stakeholders.</p> <p>The second activity should be a competition for young people, in which business ideas are created. The aim of such a competition should be development of a business idea or solution, or to make a prototype and</p>

¹⁷ Zemgales Uzņēmējdarbības centrs (2019). Apbalvoti konkursa "Radošā Zemgale" dalībnieki. Pieejams: <https://zuc.zemgale.lv/apbalvosana/>

¹⁸ Zemgales Uzņēmējdarbības centrs (2020). Zemgalē jauns, radošs, interesants konkurss skolu jaunatnei. Available at: <https://zuc.zemgale.lv/zemgale-jauns-radoss-interesants-konkurss-skolu-jaunatnei/>

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	<p>present it to a jury made up of different entrepreneurs. It is necessary to provide an opportunity for students of various educational institutions to participate in the event. For the event to be successful, it is necessary to attract a team of entrepreneurs every year. The organizer of the event, together with entrepreneurs, must develop a task for learners that meets the needs of modern business. Every year it is necessary to develop a new task, which is specific, but allows the students to express their creativeness. It is possible to develop a variety of ideas – mobile applications, furniture, food, etc. The event shall focus on young people developing real business ideas, networking, cooperation in brainstorming and involving others (develops competencies 1.4 ‘Valuing ideas’ and 2.5 ‘Engaging others’). Therefore, young people have to work in teams and at the end of the competition they have to evaluate their own cooperation – how cooperation has helped to come to the main ideas. The evaluation must be included in the final presentation, which is evaluated by the jury. Entrepreneurs play an important role in this event again – business ideas and team cooperation are evaluated by the involved entrepreneurs. Within the framework of the event, young people can not only develop entrepreneurial skills and creativity, but also gain new contacts. During the event, young people are encouraged to unite in teams and develop a business idea together, presenting it to a jury of entrepreneurs at the end of the event. In order to develop entrepreneurial skills, it is also necessary to provide mentors who help young people move in the right direction. Entrepreneurs work supportive as mentors, consultants, financial backers, and work on a jury to evaluate business ideas, prototypes. The event is recommended to be carried out every year, with the Zemgale Business Center participating in its organization. Prizes for the winners of the competition must be provided in agreement with the involved entrepreneurs on the prize fund.</p> <p>Thirdly, training for the development of entrepreneurial skills should be provided to young people in Zemgale Region. In order to acquire entrepreneurship education early enough, it is necessary to provide opportunities to acquire entrepreneurship at different ages, starting from pre-school age. At each age, it is necessary to train learners in various entrepreneurial skills in a corresponding way.</p> <p>It is essential to involve a broad range of professionals in the training process that supports pupils: including teachers, attracted trainers, steers, company managers, etc. When organising events and drawing up their programme, descriptions of learning outcomes of entrepreneurship skills</p>

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	<p>should be taken into account. The activities should ensure networking between young people (from general education institutions, vocational education institutions, universities, etc.) as well as entrepreneurs and educators. The development of a free debate between young people should be encouraged by exchanging ideas and agreeing on the best possible solutions for young people.</p> <p>It is important to organize these events and activities not only as interesting ways to spend time, but also to perceive them as serious resources for strengthening and developing young people's entrepreneurial competencies. It is essential not to design them as instructive events, but as ones in which all stakeholders learn, because too much control does not encourage the development of creativity in young people.</p>
Players involved (including their role in the implementation of the action)	<p>The most important thing in this case is the involvement of entrepreneurs to ensure cooperation with young people. Entrepreneurs can be attracted and motivated by the action coordinator ZBC (ZPR). Involvement of educational institutions, municipalities, youth centres and NGOs is also their own possibility to participate in activities, spread information, etc.</p>
Timeframe	<p>2021-2023, but should be permanently continued</p>
Indicative costs (if applicable)	<p>Indicatively 70-100 thousand EUR, depending on the scope of events and other aspects.</p>
Indicative sources of funding (if applicable)	<p>ZPR, Municipalities' budget¹⁹, EEA and Norwegian grants, entrepreneurs, involved institutions</p>

¹⁹ The municipalities are to have more resources after the recent administratively territorial reform

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<p>The background (experience on which the Action Plan is based)</p>	<p>Although learners have access to many activities that provide entrepreneurship education, they do not always achieve the goal, due to various barriers, such as lack of access to these services for those living in certain areas, lack of teachers and fragmentation of activities.²⁰ Currently, such problems as the shortage of teachers and the aging of teachers can be observed. There is already and will be a shortage of teachers not only in education in general, but also in entrepreneurship education.</p> <p>At the same time, it is not always clear to educators in general what the goals of entrepreneurship education are and how to better achieve them. Stakeholders do not always have enough basic knowledge to answer the question: “What is entrepreneurship education and entrepreneurship?” Entrepreneurship education is often seen as a narrow body of knowledge needed by a small part of society. There are educators and headmasters of educational institutions who do not understand the comprehensiveness and importance of entrepreneurship – why entrepreneurship education and trying out different skills in practice is necessary for all learners.</p> <p>Present-day educators do not always have sufficient networking opportunities, such as special programs or training to learn how to work with entrepreneurs. Generally, there is currently a lack of information exchange, negotiations, experience exchange, teamwork; however, the development of entrepreneurship education in the region needs to be coordinated through cooperation of stakeholders.</p> <p>It should be considered that the effectiveness of entrepreneurship education depends to a large extent on educators. A significant obstacle to the development of entrepreneurship education is the limited exchange of experience. There are educational institutions in Zemgale region that implement good practices in providing entrepreneurship education; however, there is no tradition among educational institutions to share the gained experience and ideas or to learn from each other. Educational institutions often operate in this field very individually or in competition, which is also facilitated by the funding model of educational institutions.</p> <p>Latvian Long-Term Development Strategy 2030 sets an important and ambitious goal that is directly related to education – to create one of the best education systems in the EU and to become one of the leaders in terms of access to and use of adult education. The goal includes a priority</p>

²⁰Stakeholder discussions

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	<p>long-term course of action, such as “Contextual education and the changes of educator’s profession”²¹ In the Guidelines for the Development of Education for 2021-2027 “Future Skills for the Future Society”, the education development includes such an aim as “highly qualified, competent and excellence-oriented educators and academic staff”.</p> <p>To strengthen the capacity of human resources in formal and non-formal entrepreneurship education, capacity building instruments and attitudinal instruments are to be used. This is to be done through organization of regular entrepreneurial education forums (forums can bring together educational and networking instruments).</p>
<p>Policy instrument</p>	<p>The policy instrument we will be using is the concept of the new project “Business Support Measures in Zemgale Planning Region” (ESMZPR) (described in section “Action 1”).</p> <p>To implement Action 2, the instrument will cover capacity building in entrepreneurship education.</p>
<p>Good practices to be used</p>	<p>It is necessary to take over the good practice element “Attracting entrepreneurs as mentors/sharing experience/support”. <u>In Spain, entrepreneurs are involved in entrepreneurship education through the “Andalucía Emprnde Prosperity for Future” program.</u> An example of good practice offered by the leading partner of the Project, the Seville Chamber of Commerce and Industry, shows continued involvement of the private sector. This practice covers a range of activities of the Andalusian Business Center, starting from entrepreneurship education and ending with supporting the existing businesses to improve their competitiveness and growth. In this case, it is important to take over the continuity of cooperation with entrepreneurs. Although the involvement of entrepreneurs in the work of educational institutions is not necessary all the time, it is necessary to regularize and maintain cooperation, i.e., to establish permanent cooperation.</p> <p><u>The British practice “Getsby Benchmarks and Career Modal”</u> also envisages involvement of entrepreneurs – local entrepreneurs who want to volunteer and become counselors engage in the work of the educational institution counseling and supporting school career counselors. Also, in the case of Latvia, it is necessary to involve entrepreneurs not only in classes, but also in supporting teachers and career counselors. This can be</p>

²¹Latvijas Republikas Saeima (2020). Latvija 2030. Latvijas ilgtspējīgas attīstības stratēģija līdz 2030.gadam. Available at: https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_6.pdf

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	<p>performed by educating teachers and entrepreneurs both directly in everyday life (meetings, video calls, and phone calls) and by meeting at events – asking questions and giving advice.</p> <p>The Startup Mixer Opole model can also be used in the implementation of the activities. It is an initiative organized by two business incubators (AIP Opole and PNT Opole) to integrate and exchange experience in providing a start-up environment. The activity consists of two parts – the formal part with presentations about Opole start-ups, and the non-formal one – networking, in which all participants can talk freely. An expert is invited to each event – an entrepreneur who shares his experience. In Latvia, too, it is important to ensure networking activities for the exchange of experience.</p> <p>Several other good practices also include educators’ development, for instance, <u>the Czech good practice “Brno Playground”</u>, among other activities, envisages both engagement entrepreneurs as mentors, and training educators so that they can properly run the workshops. In the <u>Czech Republic</u>, <i>KaPoDay</i> practice includes, among other things, supporting teachers in the field of career guidance and entrepreneurial skills through thematic meetings and cooperation with methodologists and mentors. Such an activity should also be introduced in Latvia, directly supporting the development of educators, lecturers and career counselors in the field of entrepreneurship education. While implementing the aforementioned elements in Latvia, ZPR is to keep in touch with the Project partners in order to exchange experiences.</p>
Action	<p>Capacity building and the development and strengthening of cooperation is to be promoted by business skills forums. The main target group of forums includes all educators directly involved in providing entrepreneurship education. It is also necessary to involve different stakeholders – other educators, entrepreneurs, educational specialists, learners, municipal representatives, etc. This would strengthen cooperation between stakeholders (educators, entrepreneurs) and, accordingly, capacity.</p> <p>The action includes a number of activities. Firstly, the educational part of the forums should be provided in the form of selected and interviened entrepreneurship education events. These are to work as regional youth entrepreneurship mentoring as well as capacity building mechanisms for educators. The implementation should involve entrepreneurs and entrepreneurship education professionals, who</p>

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introduce the target groups, including educators, career counselors – with the elements of entrepreneurship, important nuances, as well as opportunities to strengthen entrepreneurship abilities at different ages. To organize workshops, it is necessary to provide premises, attract lecturers, mentors and a moderator. Before the event, the organizer must agree with the participating entrepreneurs and other participants on the content of lectures/ workshops to ensure a common understanding of ways how to strengthen entrepreneurial abilities and to enhance the best quality of the event. The moderator of the event must understand the essence of strengthening the entrepreneurship and entrepreneurial abilities and at the same time possess good moderation skills.

Secondly, a practical part of the forums should be organized – an exhibition by entrepreneurs with focus on learner and educator involvement. As many entrepreneurs as possible should be invited to create stands with their products/services. During the exhibition, it is necessary to ensure that, on the one hand, entrepreneurs introduce their products and business concepts to the participants and, on the other hand, visitors – educators, learners and other entrepreneurs – are provided with the opportunity to participate. Participation should include not only talking to exhibitors about their businesses and entrepreneurship, but also – taking active roles as co-representers. Co-representers shall be determined before the exhibition by motivation letter contest. Thus, it is possible to provide practical entrepreneurship education opportunities within the exhibition. Each participant of the exhibition needs to make an agreement with the organizer on issues that could be discussed with the visitors, and the visitors should be informed about it during the event. The implementation of the event requires provision of premises, the organizer of the event and the involvement of entrepreneurs, who must be motivated to get involved. Within the framework of the exhibition, educators and career counselors also get acquainted with the business environment, with entrepreneurs and their activities, thereby increasing their knowledge and deepening their understanding of entrepreneurship.

Thirdly, it is necessary to organize a networking event for all stakeholders within the forum. The event should be organized in an open space (where all participants can see all other participants) and invite different target groups – those providing education (especially career counselors), learners, entrepreneurs and municipalities in order to promote cooperation between all stakeholders in entrepreneurship education. To enhance acquaintance of all stakeholders, a professional

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	<p>moderator should be engaged. The moderator should provide a variety of cohesive tasks related to entrepreneurship, including assigning such tasks to participants that require finding a mentor in the room to help complete the task. It is important to attract a moderator who can motivate different participants to get involved.</p> <p>The implementation of the forums will not only improve the knowledge of career counselors, but also create new contacts that can be useful for career counselors to get to know entrepreneurs and invite them to participate in entrepreneurship education (e.g. by going to educational institutions and telling about specific skills, necessary for running their business, etc.). Networking will also promote young people's cooperation with entrepreneurs, getting to know the business environment.</p>
<p>Players involved (including their role in the implementation of the action)</p>	<p>The ZPR plays a coordinating role in the implementation of the action – it is necessary to coordinate the cooperation of stakeholders in the implementation of the action, to organize the event, ensuring the premises, compliance of the participants with the objectives and their cooperation.</p> <p>Educational institutions must take the initiative; establish a dialogue with parents and entrepreneurs.</p> <p>Municipalities are to significantly support educational institutions, as well as the establishment and maintenance of links between local entrepreneurs and educational institutions.</p> <p>It is important for entrepreneurs and parents to get involved in the event and actively develop further cooperation with stakeholders.</p>
<p>Timeframe</p>	<p>2023, but should be permanently continued</p>
<p>Indicative costs (if applicable)</p>	<p>80-120 thousand EUR, depending on the solution</p>
<p>Indicative sources of funding (if applicable)</p>	<p>EEA and Norwegian grants, Involved institutions, EU foundations (ERDF, ESF+), OP 4.2.2. SSO (for professional improvement of teachers), educational institutions, ZPR, Municipalities' budget²²</p>

EXECUTIVE DIRECTOR
ZEMGALE PLANNING REGION

VALDIS VEIPIS

JELGAVA, LATVIA, 22/09/2021

²² The municipalities are to have more resources after the recent administratively-territorial reform