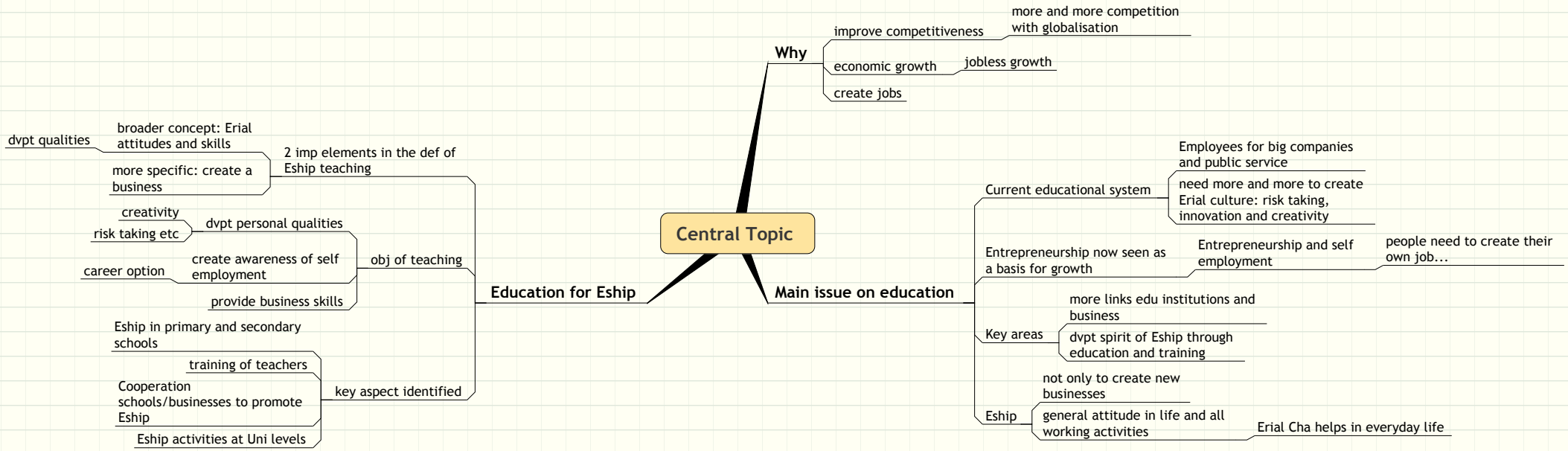
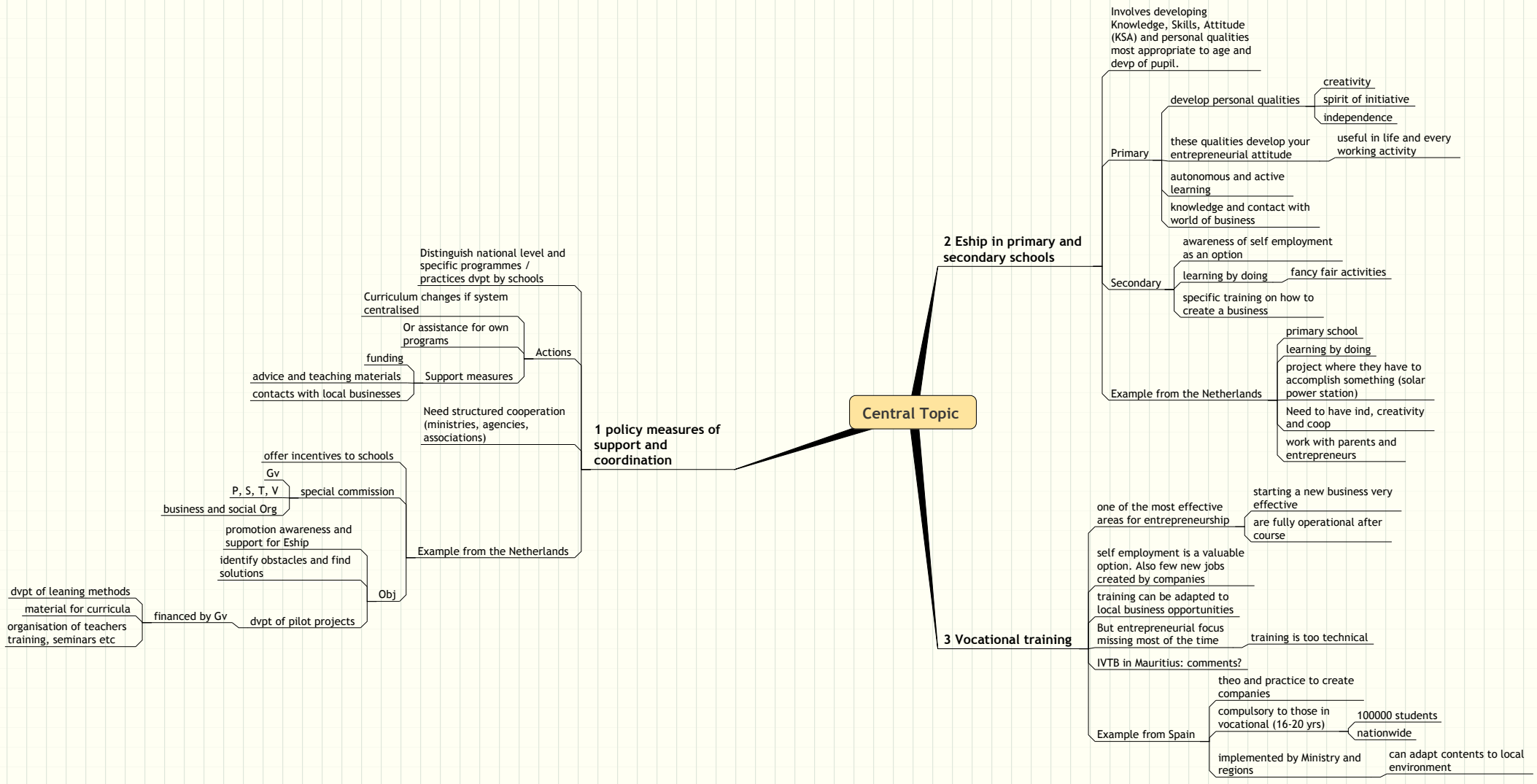
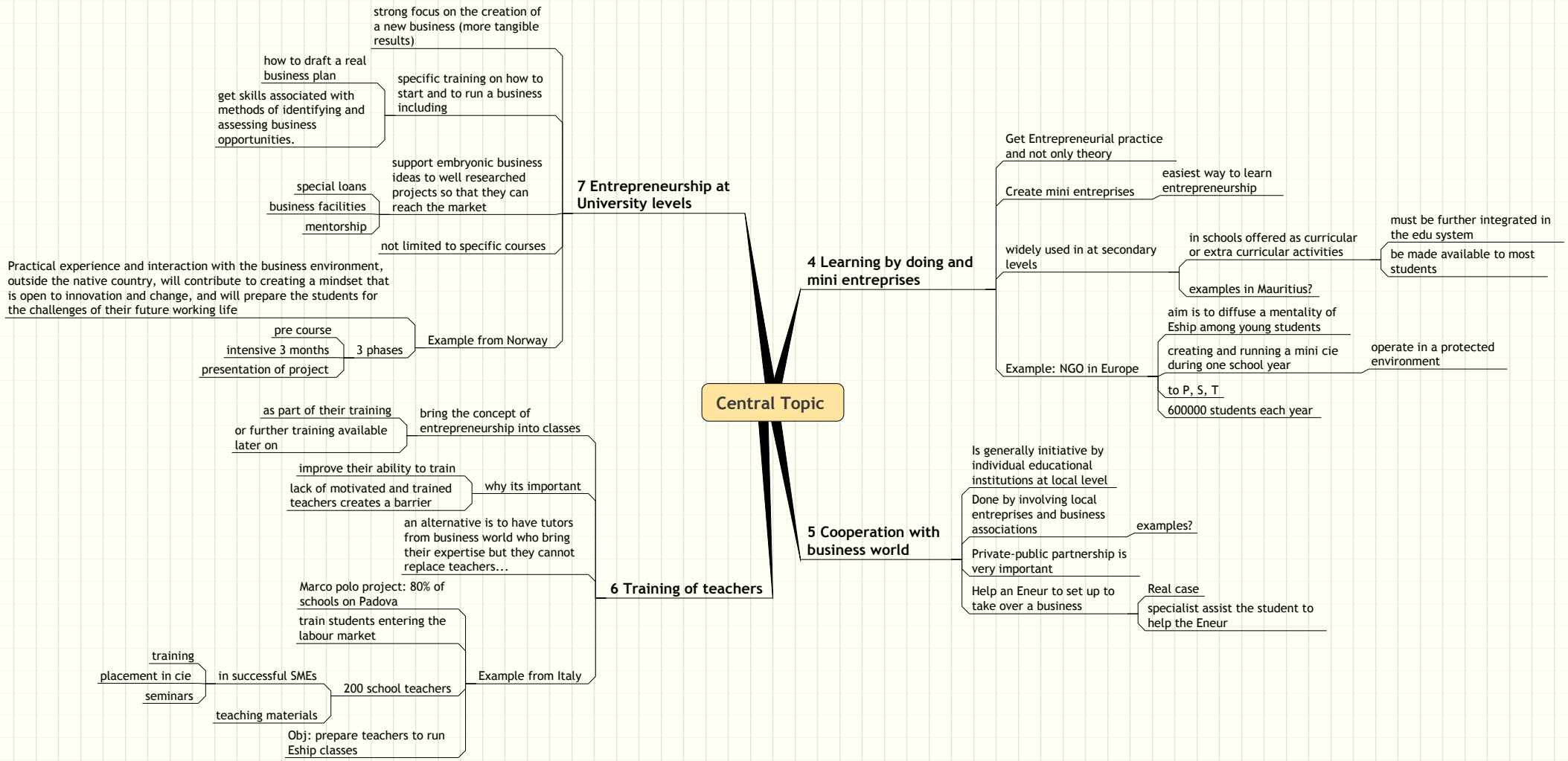

Central Topic
Why
improve competitiveness
more and more competition with globalisation
economic growth
jobless growth
create jobs
Main issue on education
Current educational system
Employees for big companies and public service
need more and more to create Erial culture: risk taking, innovation and creativity
Entrepreneurship now seen as a basis for growth
Entrepreneurship and self employment
people need to create their own job...
Key areas
more links edu institutions and business
dvpt spirit of Eship through education and training
Eship
not only to create new businesses
general attitude in life and all working activities
Erial Cha helps in everyday life
Education for Eship
2 imp elements in the def of Eship teaching
broader concept: Erial attitudes and skills
dvpt qualities
more specific: create a business
obj of teaching
dvpt personal qualities
creativity
risk taking etc
create awareness of self employment
career option
provide business skills
key aspect identified
Eship in primary and secondary schools
training of teachers
Cooperation schools/businesses to promote Eship
Eship activities at Uni levels


Central Topic
1 policy measures of support and coordination
Distinguish national level and specific programmes / practices dvpt by schools
Actions
Curriculum changes if system centralised
Or assistance for own programs
Support measures
funding
advice and teaching materials
contacts with local businesses
Need structured cooperation (ministries, agencies, associations)
Example from the Netherlands
offer incentives to schools
special commission
Gv
P, S, T, V
business and social Org
Obj
promotion awareness and support for Eship
identify obstacles and find solutions
dvpt of pilot projects
financed by Gv
dvpt of leaning methods
material for curricula
organisation of teachers training, seminars etc
2 Eship in primary and secondary schools
Involves developing Knowledge, Skills, Attitude (KSA) and personal qualities most appropriate to age and devp of pupil.
Primary
develop personal qualities
creativity
spirit of initiative
independence
these qualities develop your entrepreneurial attitude
useful in life and every working activity
autonomous and active learning
knowledge and contact with world of business
Secondary
awareness of self employment as an option
learning by doing
fancy fair activities
specific training on how to create a business
Example from the Netherlands
primary school
learning by doing
project where they have to accomplish something (solar power station)
Need to have ind, creativity and coop
work with parents and entrepreneurs
3 Vocational training
one of the most effective areas for entrepreneurship
starting a new business very effective
are fully operational after course
self employment is a valuable option. Also few new jobs created by companies
training can be adapted to local business opportunities
But entrepreneurial focus missing most of the time
training is too technical
IVTB in Mauritius: comments?
Example from Spain
theo and practice to create companies
compulsory to those in vocational (16-20 yrs)
100000 students
nationwide
implemented by Ministry and regions
can adapt contents to local environment


Central Topic
4 Learning by doing and mini entreprises
Get Entrepreneurial practice and not only theory
Create mini entreprises
easiest way to learn entrepreneurship
widely used in at secondary levels
in schools offered as curricular or extra curricular activities
must be further integrated in the edu system
be made available to most students
examples in Mauritius?
Example: NGO in Europe
aim is to diffuse a mentality of Eship among young students
creating and running a mini cie during one school year
operate in a protected environment
to P, S, T
600000 students each year
5 Cooperation with business world
Is generally initiative by individual educational institutions at local level
Done by involving local entreprises and business associations
examples?
Private-public partnership is very important
Help an Eneur to set up to take over a business
Real case
specialist assist the student to help the Eneur
6 Training of teachers
bring the concept of entrepreneurship into classes
as part of their training
or further training available later on
why its important
improve their ability to train
lack of motivated and trained teachers creates a barrier
an alternative is to have tutors from business world who bring their expertise but they cannot replace teachers...
Example from Italy
Marco polo project: 80% of schools on Padova
train students entering the labour market
200 school teachers
in successful SMEs
training
placement in cie
seminars
teaching materials
Obj: prepare teachers to run Eship classes
7 Entrepreneurship at University levels
strong focus on the creation of a new business (more tangible results)
specific training on how to start and to run a business including
how to draft a real business plan
get skills associated with methods of identifying and assessing business opportunities.
support embryonic business ideas to well researched projects so that they can reach the market
special loans
business facilities
mentorship
not limited to specific courses
Example from Norway
Practical experience and interaction with the business environment, outside the native country, will contribute to creating a mindset that is open to innovation and change, and will prepare the students for the challenges of their future working life
3 phases
pre course
intensive 3 months
presentation of project