

Competence Framework

EU Project: “ENTOS- Entrepreneurship Through Sport”

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Introduction

ENTOS project is addressed to support the entrepreneurship objectives of the education and training 2020 and Europe 2020 strategies by providing sport teachers with an innovative and student-centered pedagogical approach addressed to develop Entrepreneurship Education through Sport activities.

Sport education at school has not just a sport competitive or recreational activities dimension, but also an excellent opportunity to learn and practice additional skills, which can include the 'entrepreneurial' ones if enriched by ENTOS method. Entrepreneurial skills, like Self-Confidence, Team-working, Problem-solving, Goal-orientation, Risk-taking, Time-management, Strategic Thinking, Communication, Leadership, etc. Sport plays a crucial role in fostering students' attitudes, competencies and behaviors typical of adults' daily-life, like planning, organizing, implementing and evaluating towards a professional engagement with the real market environment.

Integrating sport lessons with entrepreneurship education goals achieve a perfect cross-curricular approach: the traditional sport lessons of the national curricula will be simply enriched with Entrepreneurship Education tools and facilitation skills of teachers. ENTOS method does not need neither extra-school hours, nor extra economic resources. Therefore, ENTOS can be seen like any other In-Service Training that ensure a great impact, a long-term sustainability and an easy transferability in other European schools. An additional value is given by the possibility to propose ENTOS also as Initial-Training for University sport students, who can even acquire ECTS within their curricula.

Research Methodology

The main objective of Intellectual Output 1 was to develop the Sport Teacher's Competences Framework by:

1. Collecting good practices in Schools /NGOs/ etc. and as defined by regulations in European countries-Desk research.
2. Define the learning needs of the sport teachers and students- Questionnaire analysis .
3. Assess the level of awareness of the importance of entrepreneurship among teachers and school directors - Focus Groups.

UTH responsible and leader for the IO1 constructed reliable and valid research instruments (desk research methods, questionnaires, interview schedules), and collected data from all the ENTOS project partners. Then UTH research group analysed data toward the main aims and objectives of the research as i) desk research

(collection of existing best practices, case studies, and articles), ii) questionnaires (needs survey of the target groups), and iii) Assess the level of awareness of the importance of entrepreneurship among teachers and school directors _ Focus Groups. Therefore, UTH assumed that partners provided results following the above research actions through set guidelines. Then IO1 leader collected the data and presented the total research results briefly in a final comparative report.

Desk research final assumptions

For the development of the online desk research method, the 5 partners collected data for all the 28 European countries from existing resources in entrepreneurship education in schools, i.e. school programs, European projects, national strategies, programs, laws, etc. All the guidelines for the development of the desk research can be found in ANNEX I.

Spain

Law 14/2013, of September 27, on Support for Entrepreneurs and their Internationalization, is the one that devotes the most attention to promoting entrepreneurship in the different stages of the system educational, indicating it in three moments of its articles:

In Article 4. of the Law, Entrepreneurship in primary and secondary education, it is defined that the curricula of Primary Education, Compulsory Secondary, Baccalaureate and Vocational Training will incorporate objectives, competences, content and evaluation criteria of the training oriented to the development and strengthening of the entrepreneurial spirit, to the acquisition of competencies for the creation and development of various business models, and the promotion of equality of opportunities and respect for the entrepreneur and the businessman, as well as business ethics.

The educational administrations can adopt measures for students to participate in activities that allow you to strengthen the entrepreneurial spirit and entrepreneurship based on skills such as creativity, initiative, teamwork, self-confidence and critical sense. In Article 6. of the Law, it is possible to read that the teaching staff must acquire the competences and abilities related to entrepreneurship, entrepreneurship, equal opportunities in the business environment and the creation and development of companies, through initial training or ongoing training of teachers. Furthermore, the Ministry of Education, Culture and Sports, in collaboration with the Autonomous Communities, will promote that permanent training programs for teachers include content referred to entrepreneurship, business initiative and the creation and development of companies. In particular, the LOMCE, the Act for the Improvement of Quality in Education, establishes a general framework for the development of the Key Competences in the school curricula and that proposes a cross-curricular approach to all subjects and the main approach used by the majority of educational centres, is the one of the "Project Work".

The LOMCE sets the goal of improving the employability of the students and stimulating their entrepreneurial spirit, starting already from primary education. References to Entrepreneurship Education aren't just limited to education law, but are also put in practice through several proposals like the "Estrategia de Emprendimiento

y Empleo Joven 2013-2016” has been created following the recommendation from the EC to support Entrepreneurship, and it aims to reduce the disemployment through both paid- and self-employment. At the same time, the Autonomous Communities of Spain have different strategies in place to develop Entrepreneurship Education, with differences about structures, implementation and budget. But none of them has seen in Physical Education a subject in which Entrepreneurship Education can be taught, but this innovative approach (ENTOS project) is totally in line with LOMCE purposes. Related to the Physical Education in the Autonomous Communities central government regulates the minimum hours of, whose schools are urged to promote exercise through professional guidance. For secondary education, two hours of Physical Education are compulsory in schools. While not specifically related to Entrepreneurial skills, it has been found that academic research is moving in the direction of associating sport with the development of skills, with some practical application too. In particular, there are two main tendencies that are used to develop non-sport related skills through physical activity: the first is Neuroscience, and an example of this is the existence of the Master in Neuroeducación y Educación Física, created by TECH University and Universidad Cardenal Herrera. The second tendency is to focus a lot on Cooperative Learning and the development of Life Skills, within which we can recognize some of the Entrepreneurship Competences. Related to that is the Erasmus+ project “Scoring for the Future - Developing Life Skills for Employability”, where one of the members of the consortium is the Spanish NGO “Red Deporte y Cooperación”.

Germany

In Germany, guidance and framework conditions for Entrepreneurship Education are created at national level, but their implementation varies depending on each federal state (*Länder*). Entrepreneurship Education is a cross-curricular objective, and each state offers initiatives, programs and learning possibilities both for young people and teachers. Federal states are responsible for school policies and for the monitoring of the quality of physical education too, as part of the quality management in schools. Three hours of Physical Education are mandatory in secondary education, but some types of school that focus on sports can provide additional hours.

There is an umbrella program, “Unternehmergeist macht Schule” (Entrepreneurial Spirit in Schools) that connects schools and enterprises, helping students take a chance with self-employment. “Unternehmergeist macht Schule” was designed for school directors and teachers to support their work in the field of Entrepreneurship Education. The portal is also aimed at students - a separate area offers information on the subject of economics and entrepreneurship specially prepared for young people. The Federal Ministry of Economics wants to give space and attention to economic topics in everyday school life. Students should be introduced to “business practice” as early as possible. The [German Federal Ministry for Economic Cooperation and Development \(BMZ\)](#) recognizes that *“Sport has the power to change the world. It has the power to inspire, it has the power to unite people in a way that little else does.”* As Nelson Mandela recognized, sport is more than physical exercise. It can teach people

fairness, tolerance, and respect. In fact, it is a force and a tool that can help reach various goals to change the world for the better. To put in practice this point of view, the BMZ is using the approach of “Sport for Development” (S4D) to contribute to the designated [Sustainable Development Goals \(SDGs\)](#) of UNESCO like gender equality, good health and quality education. The approach is addressed to some Partner Countries like Namibia, Colombia and Jordan.

S4D trains and conveys competences to young people that empower their self-esteem, help them master their daily lives, and take their future into their own hands. That is done by the S4D Resource Toolkit, which aims to give a systematic overview of S4D strategic approaches, topics, methods and tools.

It’s also very interesting to highlight the interest that a sport company like ADIDAS put out on interest the fact that through sport it is possible to develop Entrepreneurial Competences. We can find several articles and testimonies of sportspeople dealing with this topic.

References, sources

- <https://www.gameplan-a.com/2019/08/how-sport-improves-your-complex-problem-solving/>
- <https://www.gameplan-a.com/3Cs-leadership>
- <https://www.gameplan-a.com/3Cs-leadership/confidence>
- <https://www.gameplan-a.com/2017/08/swimming-inspires-creative-process/>

The Netherlands

Despite not having a national strategy for Entrepreneurship Education, the creation of Action Plans in the past have resulted in a great attention on Entrepreneurship Education in the Netherlands; the Dutch government currently funds several projects and highlights the need to increase the collaboration between education and business, linking it to Entrepreneurship Education. Schools have autonomous decisions about their curricula, and many of them include entrepreneurship components at every level, and not only for VET schools.

Physical Education is taught in secondary schools for an average of 2.5 hours; they are obliged to include Physical Education and spread the lessons over the school year and according to demand in terms of quality, intensity and variety.

The research has found that there is already a tendency to relate sport activities to the development of non sport-related skills; not only there are academic studies about this trend, but it’s already put in action by important actors (as it’s the case of the KNVB, the Royal Dutch Football Association, that through its program “Worldcoaches” develops projects in third countries in which sport is used as a means to acquire life skills.) The EU funded project “Keep youngsters involved in sport”, with a Dutch applicant, uses also the development of life skills to avoid the dropout of young people from sport.

Interesting is the case of “Schooljudo”; while the other projects and programs tend to focus their work on typical sport environments, this is instead aimed to reach the

education one, as it aims to introduce the teaching of judo in schools, using its values to create a playful methodology that teaches life skills to students.

References, sources

- <https://schools.ijf.org/toolkit>
- <https://tools.kenniscentrumsportenbewegen.nl/keep-youngsters-involved/onderwerp/english-version/>

Austria

In Austria there is a defined model of Entrepreneurship Education in use, the “TRIO Model”, to incorporate it across the educational curriculum. It refers to Entrepreneurship as one of the eight key competences, specifically saying that “the concept of lifelong learning is a major element of economic and labour market policy and promotes the competitiveness of companies as well as employees’ opportunities in the labour market”. In schools, Entrepreneurship Education is then a cross-curricular objective, integrated into compulsory subjects both in primary and secondary education. Basing the curricula on the “TRIO Model”, many schools are competence-oriented, particularly in the VET sector. It’s also developed an “Austrian Reference Framework for Entrepreneurship Competence” as a guide. The amount of hours of Physical Education in secondary schools changes in relation to the age of the students, in a range between 2 and 4. In the field of sport education, the research has found that the portal of the Austrian public health underlines how the importance of sport doesn’t belong only to the health sector, as it gives the chance to develop life skills too, through explanations and examples of exercises. Sport has been used as a means to teach life skills (and, among these, there are Entrepreneurial ones too) for young people at risk in a manual written for a prevention program implemented by UNODC, the United Nations Office on Drugs and Crime, based in Vienna.

References, sources

- <https://www.gesundheit.gv.at/leben/bewegung/koerper/sport-fuers-leben-lernen>
- <https://www.oas.org/ext/en/security/crime-prevention-network/Resources/Digital-Library/ArtMID/1698/ArticleID/1648/Line-up-Live-up-Trainer-manual-Life-skills-training-through-sport-to-prevent-crime-violence-and-drug-use>

Portugal

While there isn’t a national strategy for Entrepreneurship Education in Portugal, there are important regional ones that aim to consolidate it as the basis of a strong regional economy. Portuguese ministries have also taken part in several European projects that tested Entrepreneurship Education approaches, to support the introduction of practical entrepreneurial experience in mandatory education. Entrepreneurship Education has been introduced in legislation since 2012, with the Decree-Law 139/2012 that addresses the curriculum organization of primary and secondary education.

The amount of hours of Physical Education taught in secondary schools in Portugal depends on the school's capacity; it's mandatory for every school, and on average there are two hours of Physical Education taught.

Sports culture is deeply rooted in Portugal, and in particular soccer is the most loved sport, with very popular variants such as street soccer futsal. Street soccer, called "futebol de rua" is historically an activity of great interest which involves and motivates a large following. Thanks to its wide diffusion, it's an ideal solution to reach a lot of young people among the local communities. During the last years, this sports discipline has been consequently used for developing social inclusion programs, helping people to improve different life skills.

References, sources

- <https://www.futrua.org/>
- <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/how-to-participate/org-details/972486305/project/400613666/program/31059093/details>

Italy

In the Italian education system, C.O.N.I. (Italian National Olympic Committee) recognizes the need to foster movement and sports competences in children, however only two hours per week are dedicated to physical education in lower secondary school, and PE teachers are not mandatory in primary schools (source Physical and Sport Education in Italy). Over the years, the need for physical education has been highlighted in school and formal education systems, but the focus is more on the health benefits of sports, rarely on the social and entrepreneurial aspects of it. When it comes to highlighting the competencies gained through sports, a lot of initiatives in Italy can be found in the non formal education sector. Several Erasmus+ funded projects are done in Italy or with the collaboration of Italian partners on the topic of developing skills through sports, such as the Erasmus+ projects "Sport is the Way", "Outdoor Academy", "Aftermatch - Life Beyond Sport", "FAIRHAP", mentioned below.

References, sources

- <https://rss.hr/wp-content/uploads/2019/04/Guidebook-on-Entrepreneurial-Skills-Development-Through-Sport-Education.pdf>
- <http://www.aftermatch.net/photogallery/?mpce-download-attachment=1797&mpce-download-attachment-nonce=6a55d89ba7>
- <https://www.salto-youth.net/tools/toolbox/tool/outdoor-academy-manual-of-educational-program-for-youth-groups.2368/>
- <https://eticanellosport.com/perche-lo-sport-educa-alla-vita/>
- https://www.fairhap-project.eu/wp-content/uploads/2017/09/A2_Needs-for-Education-on-Fair-Play-and-Olympic-Ideals-1st-Report.pdf

France

The French school system dedicates three to four hours per week to sports, and offers a choice of twenty-six sports disciplines. Aside from the health benefits of physical education, certain skills gained through sports are being recognised by the Education Nationale, such as respect of the rules, project commitment and implementation, taking responsibilities, self-awareness and self-preservation. Despite being mentioned by the Education Nationale in the school systems, the competences gained through sports are often not officially recognised nor highlighted as academic skills. Several initiatives have shown the social and entrepreneurial skills gained through sports, such as the town of Nogent that partnered with the Education Nationale in a project called “Education Physique et Sportive of Nogent sur Seine”. Other agencies are also promoting the benefits of sports for entrepreneurial purposes, such as “l’Agence pour l’Education par le Sport”, and “Sport dans la Ville”. In a non-formal education context, France is partnering with other countries through the Erasmus+ programme in projects such as “Skills for Youth through Sport” and “Not Only Fair Play”.

References, sources

- https://web.ac-reims.fr/dsden10/exper/IMG/pdf/projet_pedagogique_2012_2013_nogent.pdf
- <http://www.sport-omsvdascq.fr/wp-content/uploads/2018/08/Plaquette-Declics-Apprentissage4.pdf>
- <https://www.sportdanslaville.com/les-programmes/sport-et-pedagogie>
- https://www.eusa.eu/documents/eusa/media_library/Skills-for-You-th-through-Sport-Handbook.pdf
- https://notonlyfairplay.pixel-online.org/files/toolkit/Toolkit_ENG_TEA02.pdf

Belgium

Belgium’s educational system can be quite complex as the country comprises three regions with differences in culture, language, school system and educational views. “The State of School Physical Education” in Belgium addresses the topic of sports in schools and highlights the different approaches that can be found amongst the regions. If in the standard school system, two to three hours per week are allocated to sports, the life skills gained through sports are generally not mentioned in the formal curriculums. The french speaking region of Belgium tends to have an approach to teaching of physical education similar to the one found in France. The Flanders region recognises that sports contribute to the development of motor competencies, the development of a safe and healthy life-style, and the development of a positive self-concept and social functioning. Through Erasmus+ projects, such as “SCORES” and “SportPlus, several youth and sports associations take the initiative to promote the entrepreneurial skills gained through sports in a non formal context.

References, sources

- <http://scoressport.eu/project/>
- https://www.efdn.org/wp-content/uploads/2017/11/NC0117947ENN.en_.pdf

Luxemburg

According to the WHO report on Luxembourg Physical Activity Factsheet, the country adopted in 2006 a national action plan to raise awareness on the importance of physical education in school systems for health purposes. However, no number of

lesions was specified and the amount of PE classes varies across the country, with an average of two to three hours per week. When it comes to entrepreneurship education, Luxembourg doesn't have a specific national strategy according to a report on "Entrepreneurship Education in Luxembourg", however an emergence of entrepreneurial schools has been noticed in recent years, mostly in the private formal education sector. It is not common to find initiatives that link entrepreneurial competences with sports, but some initiatives are starting to bridge the two in a non formal educational way, such as "The Little Gym" association, or through partnerships with the Ministry of Education, Children and Youth under Erasmus+ programmes, with the project "Youth Start Entrepreneurial Challenges".

References, sources

- https://3989ac5bcbe1edfc864a-0a7f10f87519dba22d2dbc6233a731e5.ssl.cf2.rackcdn.com/tlgluxembourgnew/pdfs/TheLittleGym_Luxembourg_Dance_Programme_Brochure_EN.pdf
- <http://www.youthstart.eu/en/warmup/?jumpo=708>
- <http://www.youthstart.eu/challenges/?teacher=sport&challenge=13#>
- http://www.youthstart.eu/en/challenges/buddy_coaching/

Denmark

Entrepreneurship is more noticeably approached in the Danish school system. According to a report on Entrepreneurship Education in Denmark, "the Danish government views its education system as a central tool to "stimulate the ability of students to innovate, see opportunities and convert ideas into value, in other words to be entrepreneurial"". However, not a lot of resources can be found on entrepreneurship through physical education. Two European projects have involved Danish partners in the initiatives of highlighting the entrepreneurial competencies gained through sports, the Danish-Arab Partnership project "GAME", and the "E4SPORT+" project.

References, sources

- <https://www.dapp.dk/game/>
- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-3-PT02-KA205-005482>
- <https://www.yumpu.com/en/document/read/55759073/e4sport-guide-en>

Slovakia

Entrepreneurship, as a one of the key competences, is included into educational programs which are prepared by national institutions. According to Ministry of Education, Science, Research and Sport that's why it is a part of every educational and studying program of secondary schools.

Slovakia has included topic of entrepreneurial education into youth strategy. It's organized on the base of „Youth strategy for years 2014 -2020“. The strategy is subsidized by the Operational program Human resources within the priority line number 1 for education. Strategy emphasizes creativity and entrepreneurship as one

out of 9 priorities. These strategies are various but measurable from mentoring schemes in formal and informal education up to support of entrepreneurial contests in mass media, with a strong emphasize on curricula and involving entrepreneurs in educational milieu.

In high schools, subjects as Economics or Management provide students with basic knowledge about functioning of economic system and also about basic forms of entrepreneurship. Therefore, we can say that entrepreneurial education is partially included in these subjects. Development of the entrepreneurial education and its implementation into curricula within national educational programs of secondary vocational schools is based on the approved program: „National standard of financial literacy“ version 1.2 from 2017. One of the aims of this document is to contribute to develop knowledge and ambitions in order to create entrepreneurships and businesses and therefore to create new job opportunities. All these elements should be projected into educational content standards of the related subjects.

In comparison with other countries of the EU, in Slovakia every secondary high school has an autonomy to decide if they want to provide entrepreneurship as an optional subject. However, only teachers of technical and vocational subjects are trained in this field. It means teachers of Mathematics, Civic education, Ethics, IT and teachers of vocational subjects in higher secondary education.

References, sources

- <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2020-1-SK01-KA202-078223>
- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/ab6ea0f8-596d-4001-8749-a7a06b2e95bf>

Romania

According to the report Entrepreneurship education at school in Europe, “there is no current national strategy for entrepreneurship education (EE) in Romania. The most relevant national strategy is the 'Strategy for the Development of the Small and Medium sized Enterprises Sector and for the Improvement of the Romanian Business Environment Horizon 2020. This covers the period from 2014-2020 and covers all educational levels from ISCED 1-8. The Strategy’s general objective is the creation of an environment that is supportive of business, private initiatives and the entrepreneurial spirit. It is intended to stimulate the start-up and development of SMEs; support an increase in competitiveness in the local business environment at all levels and via a significant increase in the number of economically active SMEs; encourage the development of existing enterprises and new job creation until the end of the year 2020.” Based on the report Entrepreneurship education in Romania, “the importance of developing the entrepreneurial mindset is further highlighted in the National Strategy for Competitiveness for the 2014-2020 period. Although the emphasis is mostly on the training of SME leaders and business representatives, there is still a significant focus on entrepreneurial skills development.” Ministry of Business, Commerce and Entrepreneurship launched the „Romania HUB“ programme in 2018,

which aim is to support future student and youth entrepreneurs. A part of the programme is also facilitation of development new partnerships and collaborations between various organizations, institutions and private sector in order to support young entrepreneurs.

References, sources

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-3-HR01-KA105-046804>
- <http://cycloenterprise.wixsite.com/erasmus-project>

Slovenia

According to the report Entrepreneurship education at school in Europe, “there is no current national strategy addressing entrepreneurship education, however this is in development and a strategic group has already been established. In the meantime, EE is included in the National Programme for Youth 2013-2022. The 'National Programme for Youth' outlines national policy for young people aged 15-29 years old and covers ISCED 3-8. It is led by the Ministry for Education, Science and Sport (responsible also for youth) in collaboration with other ministries. The Programme focuses on six key areas: education, employment and entrepreneurship; housing; health and wellbeing; society and the youth sector; culture, creativity, heritage and the media. In the key area 'Employment and Entrepreneurship', there is one priority that explicitly links to EE: Promote innovation, creativity, initiative, entrepreneurship (including social entrepreneurship) and selfemployment among young people and underline the increasing importance of developing socially responsible entrepreneurial attitudes and knowledge. The programme mentions the importance of encouraging these attributes through school courses, and emphasises social entrepreneurship and self-employment for young people.”

References, sources

- <http://www.eusa.eu/projects/sport-employs-yourope>
- <http://www.sportent.org>

Czech Republic

In the Czech Republic, there are several national strategies that link to entrepreneurship education (EE); however none of these have EE as the principal theme. There is 'Research and Innovation Strategy for Smart Specialisation 2014-2020' which includes wide range of EE actions. 'National Innovation Strategy of the Czech Republic 2012-2020' aimed to change school curricula with respect to creativity, entrepreneurship and key competences. Strategy also underlines importance of cooperation between schools and employers, in other words, link between vocational schools and the labour market. Other strategy which deals with transition young people into the labour market is 'Youth Support Strategy 2014-2020'. The promotion of EE is most effectively included in the 'Research and Innovation Strategy for Smart Specialisation'. According to the report Entrepreneurship education at school in Europe, “this is a broader strategy addressing effective targeting of financial resources – European, national, regional and private – on activities to strengthen research and innovation capacities in promising priority areas. This aims at supporting the full

exploitation of knowledge potential at national and regional levels, resulting in a reduction of unemployment and stronger economic competitiveness. The strategy is relevant to ISCED 1-3, school-based IVET and ISCED 5-8“.

References, sources

- <http://ustep.org>
- <http://www.ready-for-our-lives.webnode.cz>

Hungary

According to the report Entrepreneurship education at school in Europe, “Hungary doesn’t have national strategy for entrepreneurship education. Three broader strategies include references to EE: firstly, the 'Life Long Learning Strategy for Hungary 2014-2020'; secondly, the 'National Youth Strategy 2009-2024'; and lastly, the 'National Research, Development and Innovation Strategy 2013-2020'. The 'Life Long Learning Strategy for Hungary' is the most relevant strategy, explicitly calling for the development of entrepreneurial skills at all levels.” Based on the report Entrepreneurship education in Hungary, strategy underlines several key competences, the entrepreneurial mindset was identified as an important skillset a student should have upon finishing compulsory education. The focus on the skills and competences that are crucial to develop a competitive knowledge-based society and economy have remained an important element of policy initiatives ever since.

References, sources

- <http://youth-sport.net/sk4ys>
- <http://natura-hungarica.hu>

Lithuania

According to the informational resources of School Education Gateway “Lithuania was among the first countries to explicitly mention and launch entrepreneurship education as part of its national strategy for general education.”

(https://www.schooleducationgateway.eu/downloads/entrepreneurship/Lithuania_151022.pdf).

In the place of a national definition, Lithuania refers to the description of the entrepreneurship competence defined in the European Reference Framework for Key Competences in Lifelong Learning.

The importance of education of entrepreneurship and its added value for a person is mentioned in various strategic documents of the Republic of Lithuania including Lithuanian Progress Strategy “Lithuania 2030” and State Education strategy of Lithuania for 2013-2022.

Entrepreneurship education is explicitly included the 'Lithuania Entrepreneurship Action Plan 2014-2020. This strategy covers all levels of education, including pre-primary, primary, basic, secondary, vocational, colleges, universities and adult education.

In 2019 the Ministry of Education, Science and Sports of Lithuania signed a memorandum on the establishment of the National Entrepreneurship Education Network in Lithuania. The agreement, signed by the Minister of Education, Science

and Sports, Deputy Minister of Economics and Innovation, Deputy Minister of Social Security and Labor, representatives of Lithuanian Junior Achievement, business, universities, non-governmental organizations, commits each student to gaining at least 100 hours of practical entrepreneurial experience. in companies, to give each student the opportunity to set up their own learning company, to recognize it as an integral part of education, to lay a stronger foundation for entrepreneurship and financial literacy at school.

Entrepreneurship is one of key competences to be acquired in formal education. As stated in the general curriculum for primary education the education of entrepreneurship should be integrated in various subjects. The curriculum for primary education also gives opportunities for developing the basics of key competences such as ability to learn, communicational skills, sustainable development, cultural awareness and etc. The importance of entrepreneurship skills development is explicitly described in general education plans of basic and secondary education curriculum. The education of entrepreneurship competences should be integrated into different subject such. The compulsory module „Economics and entrepreneurship“ of 37 lessons should be taught according to the decision of the school either in the 9th or 10th class. The same module that is compulsory in the lower secondary level is optional at the 11th and 12th class. The entrepreneurship competence education and development is also integrated into vocational subjects at vocational education and training schools and centres as it is stated in general vocational training plans. Additionally the development of key competences should be involved in vocational education and training modules.

It is also important to mention that each school has opportunity to organize entrepreneurship training through extra-curriculum activities. The majority of upper secondary and vocational education and training schools have imitation or simulation (practise enterprise) companies established at school for the purposes of entrepreneurship skills development. The support for these companies and teachers responsible for them is done by Lithuanian Junior Achieving which is part of international network of JA-YE and Simulith Centre. Annually both organizations organize competitions and exhibitions of imitation and simulation companies where schools with their companies are invited to participate.

Lithuanian centre of non-formal youth education annually organizes Lithuanian Pupils' Economics and Business Olympiad where the winners of local and regional stages are invited to participate.

There are a lot of various initiatives (competitions, seminars, lectures and etc) of state institutions, associated business structures or private companies organized at national or regional level where pupils and/or teachers of the schools (including VET schools) are invited to participate. These initiatives are focused on the development of entrepreneurial skills and financial literacy.

Related to Physical Education, this subject is compulsory in all educational levels starting from primary up to secondary education classes. The average number of physical education lessons per week are 2 lessons in all educational levels. Physical education lessons are also compulsory for pupils attending initial vocational training curricula after secondary education.

According to the World Health Organization's report "Physical Activity factsheets for the 28 European Union member states of the WHO European region" total of 170 h allocated to physical education per school year in grades 1–2 and 204 h in grades 3–4 (consisting of two or three lessons per week); 170 h in schools for national minorities. Thus, the total time for physical education is 374 h in grades 1–4 and 340 h in schools for national minorities. Schools that provide two weekly lessons must ensure the conditions for pupils to practise actively at school or another setting for no less than 1 h/week. Schools are also advised to organize active breaks or other activities during lessons to enhance pupils' physical activity. The plans for general education recommend 2–3 h/week of physical education in lower secondary education (grades 5–10, age 11–16 years), for a total of 456 h per year. Schools that provide two weekly lessons must ensure the conditions for pupils to practise actively at school or another setting for no less than 1 h/week.

As described in the curriculum of physical education the content of physical education can be integrated in the following ways: socio-cultural, interdisciplinary and internal. Physical education is connected with various subjects including economics (entrepreneurship, a person's ability to turn ideas into action. This ability means creativity, the search for innovation, a willingness to take risks, and the ability to plan and manage projects to achieve goals. Entrepreneurship is necessary for everyone in everyday life, at work, it helps to understand the content of his activities and better take the opportunity to start a public or commercial activity).

Physical education activities also could be organized not only as part of formal education but as well as extra – curricula activities at schools or outside schools (via various sports clubs, initiatives and etc.) depending on the skills, needs and wishes of a pupil.

References, sources

- http://www.esparama.lt/produktai/-/asset_publisher/ih2bjXCc4Xay/content/kvalifikacijos-tobulinimo-programos-mokytojam-verslumo-akademija-metodine-medziaga
- <https://www.sveikaagentura.lt/mokymai/>

Latvia

In Latvia, the description of the entrepreneurship key competence defined in the European Reference Framework for Key Competences in Lifelong Learning is used as the national definition. The relevant strategy for entrepreneurship education for general school education and school based initial vocational education and training is contained in the 'Education Development Guidelines', led by the Ministry of Education

and Science. This covers the period 2014-2020 and addresses all levels of education and training. Latvia relate entrepreneurship education to education strategies. According to the Eurodyce report 2016 in Latvia, the involvement and impact of governmental institutions in entrepreneurship education is decentralised. Three governmental institutions are responsible for it: the Ministry of Economics, notably the Latvian Investment and Development Agency, the Ministry of Education and Science and the Ministry of Welfare. The Latvian Ministry of Education and Science works in cooperation with stakeholders including Latvia Line Ministries and State Agencies, national civic society organisations, the Latvia Employers' Confederation, the Latvia Students' Association, the Latvian Chamber of Commerce and Industry, the Financial and Capital Market Commission and others.

As mentioned in the Eurodyce report entrepreneurship education in Latvia entrepreneurship education is mainly integrated into the compulsory social sciences subject. However, entrepreneurship themes can be also provided in other subjects, for instance in "Home Economics and Technology", as well as in mathematics, physics, chemistry, biology and the visual arts. As part of compulsory schooling, one lesson each week – known as "class lesson" or "upbringing" – is organised by the class teacher. These are dedicated to the discussion of various themes such as career guidance, EE, civil participation, etc. Non-compulsory subjects can also be dedicated to entrepreneurship education. For example, in ISCED level 3, EE is one of the central issues in the subject of economics for grades 10-12.

For Latvia, ESF funding is available to support measures planned by the 'Education Development Strategy', including promotion of students' entrepreneurial skills. Non-formal education activities are part of the same strategy. Moreover, there are several Erasmus+ projects related to entrepreneurship education with direct EU funding, for example, "Social entrepreneurship development in Baltic Sea region", "Erasmus for young entrepreneurs" and "Student innovation labs – a way to sustainable and socially responsible growth". (Eurodyce report, 2016).

According to the information provided on School Education Gateway portal the JA-YE network plays a strong role in entrepreneurship education in Latvia by offering a variety of programmes that build on well-established patterns in other countries. Student Companies is an initiative implemented by the JA-YE network. It allows students to acquire a set of business-related skills and knowledge, including sales skills, presentation skills and teamwork. As part of the programme, established Student Companies can take part in exhibitions and festivals. These events provide students with the opportunity to sell their products to other students and helps them make new friendships. The initiative targets secondary and VET schools. Job Shadow Day is another world-wide initiative of the Junior Achievement network. The day helps students to make more informed choices about their future career, by providing them with insight into a typical day in the life of a professional.

According to the World Health Organization's report "Physical Activity factsheets for the 28 European Union member states of the WHO European region" in Latvia in primary schools there are 2 hours per week of physical education and they are mandatory. In secondary schools in Latvia there 3 hours per week of physical education and they are mandatory.

References, sources

- <http://greentproject.eu/greent-project/>
- <https://cycloenterprise.wixsite.com/erasmus-project/summary>

Estonia

There is a national definition of entrepreneurship education set down in the Estonian national curriculum for upper-secondary schools: 'Entrepreneurship competence is the ability: to create ideas and implement them using the acquired knowledge and skills in different areas of life and activity; to see problems and the opportunities that lie within them, to contribute to solving problems; to set goals and carry them out, to make short-term and long-term plans, introduce and execute them; to organise joint activities and take part in them, to show initiative and take responsibility for the results; to react creatively, innovatively and flexibly to changes; to take judicious risks; to think critically and creatively; and to develop and value one's own and others' ideas'. (Eurydice report, 2016). There are two relevant strategies in Estonia, a specific entrepreneurship education strategy and a strategy for lifelong learning that also features entrepreneurship education. According to the School Education Gateway information "in Estonia, at the national level, several Ministries and the Estonian Chamber of Commerce have adopted a policy document on the promotion of entrepreneurship education entitled "I am an entrepreneur". Entrepreneurship education is recognised as a cross-curricular objective at all levels of schooling. Entrepreneurial competences are among the essential competences that ought to be acquired at all school levels. In secondary education, it is a part of the compulsory subject "Civic studies" and the optional subject "Economics and business studies". In Estonian new national curricula entrepreneurship education is recognised as a general competence and a cross curricular objective. It is also included as the cross-curricular topic "Civic Initiative and Entrepreneurship". It is taught in the optional separate subjects 'Entrepreneurial Studies' and 'Economic and Entrepreneurship Studies', and in the compulsory subject "Civics and Citizenship Education" depending on the educational level.

A Job Shadow day is an annual event implemented by the JA-YE network. Junior Achievement is very active in Estonia. Another initiative in Estonia is ENTRUM - the Youth Entrepreneurship Ideas Contest and Development Programme. It was originally launched by Estonia's largest energy company Eesti Energia in cooperation with the Estonian Chamber of Commerce. The programme starts with the concept of an ideal personality for entrepreneurial people and has set up a four-step methodology to create the entrepreneurial mindset. According to the World Health Organization's

report “Physical Activity factsheets for the 28 European Union member states of the WHO European region” in Estonia in primary schools there are two or three 45-min lessons of physical education per week. In grades 1–3 and 4–6, a total of eight physical education lessons are allocated by the school. The national curriculum stipulates that, during the 3 years of secondary school, students should have 35 courses of 45 min of physical education.

References, sources

- <https://garage48.org/events/student-startup-camp-tartu-2020>
- <https://www.startuplab.ut.ee/news/student-startup-camp-is-back-in-tartu>

Finland

According to the Eurydice report 2016 on the Entrepreneurship education at school in Europe, there is a national definition for both entrepreneurship and entrepreneurship education in Finland, taken from the “Guidelines for entrepreneurship education”: “Entrepreneurship is the individual’s ability to translate ideas into action. It encompasses creativity, innovation and risk-taking, as well as the ability to plan and direct action towards the achievement of goals. These qualities support everyday life in education, at work, in leisure activities and in other societal activities. These qualities are needed in entrepreneurship, but they also enhance workers’ awareness of their work and help them seize opportunities.” The School Education Gateway reports states that in Finland “Entrepreneurial skills and competences are explicitly recognised as a cross-curricular theme and embedded in the “Participatory citizenship and entrepreneurship” education theme at primary and lower secondary level and in the “Active citizenship and entrepreneurship” theme at upper secondary level.”. Schools in Finland are autonomous institutions and implement entrepreneurship education in various ways. This includes, embedding the skills in other subjects as well as creating special separate courses. The Ministry of Education has published a set of comprehensive guidelines to help support embedding entrepreneurial skills across the curricula. These guidelines present useful information on the education ecosystem, the various stakeholders involved, information on existing initiatives and examples of the forms of cooperation between schools in practice. The Junior Achievement (JA) Job Shadow in Finland programme, “Leader for a day!” offers students a unique opportunity to follow a company leader for a day. JA Job Shadow, “Leader for a day!” is aimed at students in VET schools, secondary schools and higher education institutions. JA Finland’s goal is to advance entrepreneurial attitudes and an active lifestyle among Finnish young people by increasing their knowledge of entrepreneurship, providing entrepreneurial experiences, enhancing readiness for working life and financial management skills. The combination of targeted classroom settings and job shadowing is an important approach for young people who are about to enter the labour market. The programme increases the entrepreneurial mindset of the learners significantly. This is stated in the School Education Gateway report.

According to the World Health Organization's report "Physical Activity factsheets for the 28 European Union member states of the WHO European region" in the new national curriculum of Finland, which started on 1 August 2016, the minimum compulsory time for physical education in classes 1–9 is 20 h (usually two or three 45-min sessions per week). In general upper secondary education, there are two compulsory courses of about 38 h each of physical education and three national voluntary courses.

References, sources

- <https://yesverkosto.fi/en>
- <https://eumtee.lut.fi/>

Sweden

According to Eurydice Report 2016 "There is a national definition for entrepreneurship education in Sweden, which appears in the "Strategy for Entrepreneurship in education and training": "Entrepreneurship education is about developing and stimulating general skills such as taking initiative, responsibility and turning ideas into action. It is about developing curiosity, self-reliance, creativity and the courage to take risks. EE also promotes competences such as the ability to make decisions, to communicate and to collaborate. Entrepreneurship is a dynamic and social process where individuals, alone or in collaboration identify opportunities and transform ideas into practical and targeted activities in social, cultural or economic contexts". In the above mentioned report it is stated that in Sweden "Entrepreneurship education is a cross-curricular objective in primary and upper secondary education. In upper secondary education, entrepreneurship courses are also given on a compulsory and/or optional basis. The course 'Entrepreneurship' is taught as a compulsory separate subject within four upper secondary school programmes (Handicraft, Business and Administration, Natural Resources, and Hotel and Tourism), and as an optional separate subject within the other upper secondary school programmes. The course 'Entrepreneurship and Business' is taught as a compulsory separate subject within the business studies element of the Business Studies Programme, and as an optional separate subject within 12 of the 18 national programmes."

As School Education Gateway reports tells that in Sweden "Entrepreneurship education is embedded across all levels and types of education. It is part of compulsory education as a cross-curricular objective in primary, lower secondary and vocational education. It is often taught as a separate subject. Upon completion of education, students are expected to be able to understand what entrepreneurship means for individuals, organisations, businesses and communities. Although harmonised expectations exist, due to the decentralised structure of the Swedish school system, the teaching and learning methods and provisions vary across the country and even from school to school."

According to the World Health Organization's report "Physical Activity factsheets for the 28 European Union member states of the WHO European region" in Sweden in

primary schools there are 1.5 h per week of physical education in school year 1-3 and 2 hours per week of physical education in school year 4-9. In primary school, the number of hours of physical education may differ by 20% from the national regulation, depending on the school. In secondary schools in Sweden there are 1-1.5 h of physical education per week but it is not mandatory. Total of 100 h over 3 years. Secondary schools may allocate the hours to different years. Most schools give physical education only in the first 2 years. A voluntary course of about 100 h is available.

References, sources

- <https://snilleblixarna.se/>
- <https://www.framtidsfron.se/english/>

Greece

In Greece, there is quite a large number of initiatives, aiming on entrepreneurship strengthening, which initially may have been driven from the need to fight unemployment, especially in under-represented and disadvantaged groups and also in young ages. These initiatives include grants for the creation of micro and small businesses with innovative business, financial support for farmers, young unemployed borrowers, co-operatives and social enterprises, and also micro businesses active in the green economy. Another measure, aiming in creating new jobs is the financial support of self-employment graduates of higher education. Regarding sport entrepreneurship, it seems that it is a rising academic thematic area for both formal and non-formal education. An undergraduate course (Table 1.2) and a lifelong learning seminar (Table 1.1), offered by two Greek central Universities, aim to prepare the participants in the organization, management and marketing of sports organizations and businesses, in the planning and effective organization of sporting events, as well as in developing individual professional activities (self-employment) in the market of sports business.

References, sources

- <https://elearningekpa.gr/courses/dioikisi-athlismou-me-emfasi-stin-epixeirimatikotita-kai-tin-kainotomia>
- <https://qa.auth.gr/el/class/1/600062049>

Bulgaria

In Bulgaria a variety of strategies, plans and programs support entrepreneurship with a special emphasis on women and youth. Education seems to have a key role in developing entrepreneurship and policy makers, local authorities and university administrators are encouraged to implement specific policies and measures to stimulate the entrepreneurial transformation of the Bulgarian universities. Two published papers (Tables 2.1, 2.2) describe the barriers, facilitators and best practices in the entrepreneurial transformation of Bulgarian universities in a time course of 10 years (2009 – 2019). A focus on partnerships with research institutions, and business world as well, in combination with educational strategies, such as awards and scholarships contribute in this transformation. The authors note that the

opportunities for work and career development are the most important conditions, whereas financial and moral stimulus have lower importance for them.

References, sources

- Desislava Yordanova¹, José António Filipe (2019). Towards Entrepreneurial Universities: Barriers, Facilitators, and Best Practices in Bulgarian and Portuguese Universities. *International Journal of Economics and Business Administration* Volume VII, 4, pp. 213-227.
- E.Gourova, A.Antonova, Y.Todorova, *Industry academia collaboration in Bulgaria – the case of Sofia University*, Proc. of International Conference for Entrepreneurship, Innovation and Regional Development ICEIRD 2009, Thessaloniki, 24-25 April 2009, pp. 157-166

Cyprus

In Cyprus, the main policy to support entrepreneurship is aiming on boosting economic growth by growing an entrepreneurial spirit and strengthening the entrepreneurial ecosystem. There is an emphasis on youth and female entrepreneurship and education seems to be an important mean in this effort. Integration of entrepreneurship into education, increased career guidance, strengthened e-government, are some of the actions in this direction. It is interesting that the above actions are also applied in the sport area. Universities are offering courses on sport entrepreneurship and there is also research in this area. A published research (Table 3.1) promotes the use of social media as an entrepreneurial competence, since they facilitate sport organisations in sharing visual content. The authors suggested that teams may become more market-focused and communications-driven by employing a greater understanding of the semiotics of images and fan comments through the use of social media. An Erasmus+ project (Table 3.2) implemented by the lead of Cyprus Sport Organization, developed an electronic platform to increase the capabilities and knowledge of volunteer Board Members in sport organizations on Good Governance in sport. The platform allow users to follow a series of educational modules in their own time.

References, sources

- <https://www.tandfonline.com/doi/abs/10.1080/16184742.2017.1410202>
- <http://greform.eu/index.php>

Croatia

Entrepreneurship policy and associated measures in Croatia support vulnerable groups in the labour market, such as youth, women, seniors and those in danger of social exclusion. Actions related to youth include employment incentives, direct job creation measures and business creation incentives and support, with a specialized support to those not in employment, education or training (NEETs), young Roma people and youth with disabilities.

A special emphasis is placed on the role of education in enhancing entrepreneurship, especially in young age. An Erasmus+ project (Table 4.1) implemented by the School Education Getaway developed a teacher training course and a number of awareness raising activities for students and teachers addressing possible methods to implement entrepreneurship education in all shapes, types and levels of formal, non-formal and

informal education and learning. A published scientific paper (Table 4.2) suggests the Culture of Entrepreneurship by presenting the development of entrepreneurship in Croatia from the SME policy maker point of view, to all levels of formal education, pre-school and School children, Students, and Young graduates.

References, sources

- https://www.schooleducationgateway.eu/downloads/entrepreneurship/Croatia_151022.pdf
- Karajic D. (2014). Culture of Entrepreneurship – Croatia case, Ministry of Entrepreneurship and Crafts

Poland

The strategic plan for fostering entrepreneurship in Poland includes development of innovative business and strengthening an innovation support system, internationalization and supporting social and regional development. An important part of their strategy is inclusive entrepreneurship, in order to support under-represented and disadvantaged groups in entrepreneurial activities, and achieve thus improvements in social and regional development. A European project on female entrepreneurship (“Cross EU Women Business Angels”) promotes skills and activities important for success that include Information, awareness raising, communication, training and mentoring, networking. It is clear that education and skill development are considered important in the development of entrepreneurship and it seems that their education system is prepared to face this challenge. A published paper (Table 5.1) describes the changes in entrepreneurship education in secondary school, under curriculum reform in Poland. The paper identifies the key role of the teacher in the implementation of the new curriculum and underlies the need for teachers’ training in this topic. A PhD thesis about the development of entrepreneurship in the sports industry in Poland (Table 5.2) describes the key determinants of entrepreneurship development in the field of sports and identifies the most important conditions in order to achieve such goals.

References, sources

- <https://content.sciendo.com/view/journals/joim/11/2/article-p73.xml>
- http://www.wz.uw.edu.pl/files/aktualnosci_pliki/Autoreferat_mgr_Magdalena_Kubow.pdf (in Polish)

Ireland

Entrepreneurship policy in Ireland underlies not only entrepreneurial initiatives but focuses also in the sustainability and growth of the start-ups. Consequently, the actions to boost entrepreneurship, influenced by this policy, aim to develop specific work related skills and place an emphasis on self-development training, in various, less privileged groups, such as unemployed women and youth. As such, education linked to entrepreneurship is important for the Irish policy. A scientific paper about entrepreneurship education in the Republic of Ireland (Table 6.1) explored entrepreneurship education in Ireland, in different contexts under the influence of economic policy on entrepreneurial activity. The paper highlights pedagogical and philosophical characteristics of entrepreneurship education programs and discuss

learning strategies used to teach entrepreneurship. It also indicates the role of education institutions in encouraging entrepreneurship and the interface between educational institutions and business. The EU Funded project YES (Youth Entrepreneurship Strategies) (Table 6.2) aimed to improve policies about the integration of entrepreneurship teaching into the education system. The project focused on recording and analyzing the existing entrepreneurship education strategies, policies and legislation, the relevant authorities that manage entrepreneurship education and, finally, the entrepreneurship education activities.

References, sources

- Garavan, T., Birdthistle, N., Cinnéide, B. Ó., & Collet, C. (2010). Entrepreneurship education in the Republic of Ireland: context, opportunities and challenges. *Handbook of Research in Entrepreneurship Education*, 3, 225-247.
- https://pdst.ie/sites/default/files/YES_Entrepreneurship_Education_in_Ireland_Mapping_Report_Executive_Summary_Final.pdf

Malta

The entrepreneurship support initiatives in Malta have a remarkable focus to youth, notably students, which leads to an emphasis on the entrepreneurship education. The overall goals of entrepreneurship education are to give learners the attitudes, knowledge and capacity to act in an entrepreneurial way and to acquire the skills that will promote their lifelong employability in a rapidly changing commercial, economic and social environment. These goals contribute in the development of personal and interpersonal skills fundamental to becoming entrepreneurial not only in industry but also in other spheres. They also contribute in acquiring knowledge and understanding required to pursue entrepreneurial endeavors and to possess an entrepreneurial mindset which is both creative and innovative. A good example of such an entrepreneurship education is the undergraduate course leading to the Diploma in Creativity, Innovation and Entrepreneurship, in the University of Malta Ireland (Table 7.1). This course aims in developing not only knowledge, but also transferable skills and attitudes concerning creativity, innovation and entrepreneurship. These skills and attitudes are expected to prepare students to tackle challenges and develop their operational skills and creative possibilities. However, as in any field of studies, the value of education is practical application, which may be successful through practice. The Junior Achievement Young Enterprise (JAYE) Malta Foundation organizes experiential programs where participants are learning by doing. There are different programs, with different aims offered to people from 7 to 30 years old.

References, sources

- <https://www.um.edu.mt/courses/overview/UDCIEPTE-2020-1-O>
<https://jayemalta.org/programmes/>

From all the good practices received from the 28 European Countries, Entrepreneurship seems to be an important topic in policy making in all European countries. There are several differences however, mainly in the view of the topic,

among the European countries. This different point of view is reflected in the way that the topic of entrepreneurship is embedded in the educational system, the scope that it is meant to serve and in the way that education on entrepreneurship is linked with the business world.

The different emphasis placed by the different EU members on the topic of entrepreneurship is also apparent in the different initiatives on entrepreneurship developed across European countries. Entrepreneurship seems to serve either personal growth or financial growth, but this different role is defined rather by the culture and not country's financial growth. Entrepreneurship is rather absent in physical education classes, but general in the sport industry it is linked with business, sponsorships and economics.

Several initiatives have been developed in European countries to promote entrepreneurship. Such initiatives may focus on increasing the job opportunities in the labor market in specific less privileged groups such as women and youth (Bulgaria, Cyprus), seniors and people in danger of social exclusion (Croatia) or help students, especially in vocational schools, be better prepared for employment (i.e. Spain, Germany, Czech Republic). In most cases, these initiatives are associated with the national policy or strategy for entrepreneurship education, although there are countries that have not developed such a strategy (i.e. Netherlands, Romania, and Portugal). In all cases however, these initiatives are associated with entrepreneurial skills development, which means a type of training, even when it is not embedded in the formal education system.

Entrepreneurial competences are among the essential competences that should be acquired at all school levels. These competences have to do rather with life skills and not job skills and include self-reliance, courage to take risks and taking initiative, responsibility, curiosity, creativity and turning ideas into action. Several countries seem to take seriously into account the entrepreneurial competences and develop educational policies to include entrepreneurship skills in all levels of education (i.e. Slovakia, Estonia) as a compulsory (i.e. Sweden) or cross-curricular theme (i.e. Finland, Latvia). Even if there is not an educational policy on entrepreneurship, such skills are included in lifelong learning programs (i.e. Hungary) or other initiatives for youth, including education (i.e. Slovenia, Slovakia, Netherlands).

Entrepreneurship in Physical Education is not a reality yet but it seems to have a great potential. Research and practical applications have extensively proved that the nature of Physical Educational class create the appropriate field for interdisciplinary teaching. Besides, by developing values in sports it is possible to develop Entrepreneurial Competences. As Nelson Mandela recognized, sport is more than physical exercise. It can teach people fairness, tolerance, and respect. In fact, it is a force and a tool that can help reach various goals to change the world for the better.

Learning needs of the sport teachers and students (conclusions / Basic assumptions from the two surveys)

There is quite a large number of initiatives, aiming on entrepreneurship strengthening, which initially may have been driven from the need to fight unemployment, especially in under-represented and disadvantaged groups and in young ages. These initiatives include grants for the creation of micro and small businesses with innovative business, financial support for farmers, young unemployed borrowers, co-operatives and social enterprises, and micro businesses active in the green economy. Another measure, aiming in creating new jobs is the financial support of self-employment graduates of higher education. Regarding sport entrepreneurship, it seems that it is a rising academic thematic area for both formal and non-formal education. In modern European business environment, entrepreneurship is considered a necessary educational subject/tool to be included in formal education and especially included VET schools.

The research conducted in order to identify the core competences and learning needs of the sport teachers/ youth workers and youngsters /students the perspective of teaching entrepreneurship elements during the course of Physical Education.

The online questionnaire addressed questions to both students and teachers based on the entrepreneurial competences. The participants were 334. The students that answers the questionnaire were 256 with average age 17 years old. The teachers were 78 including PE University professors, and PE teachers with an average age 45 years old. The questionnaire forms, for both teachers and students can be found in ANNEX II. On this present report the most important and core competences based on the target group needs are presented and analysed.

The following graph illustrates the answers received from both teachers and students, when they were asked about exercises that foster the ability to develop 'creative and purposeful ideas' during PE courses at school.

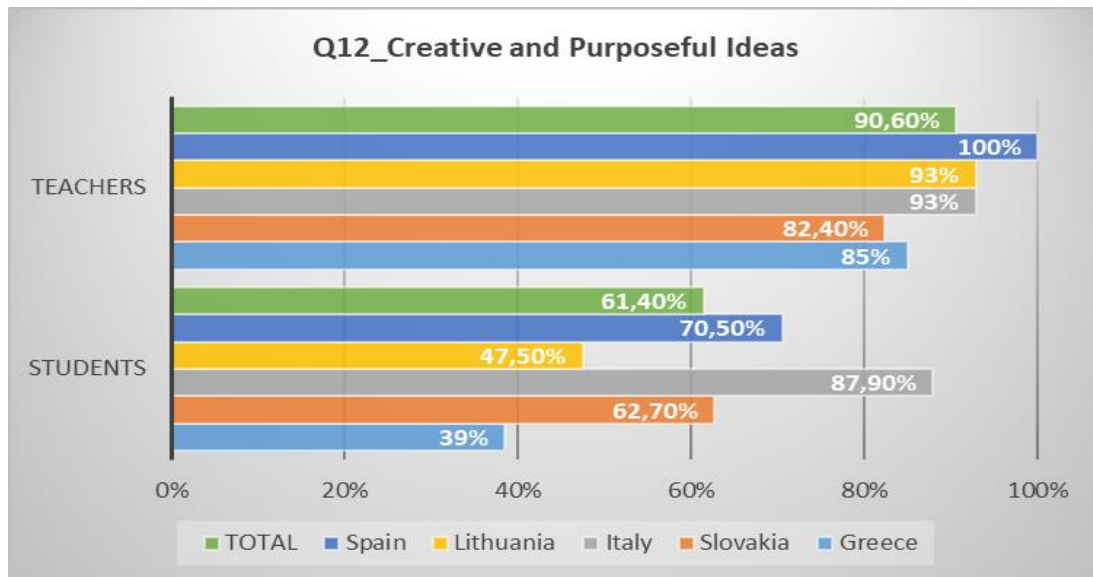


Figure 1 Q12.Creative and Purposeful Ideas

Analysing the data from the Q12 graph, it can be assumed that creativity has been one of the most important entrepreneurial competences identified, from both teachers and students in PE courses at school.

Following, the teachers and students were asked on whether they teach or being taught accordingly, activities that foster 'imagination and abilities to identify opportunities for creating value' (social, cultural, ethical etc.) during physical education lessons at school. The graph illustrates their responses.

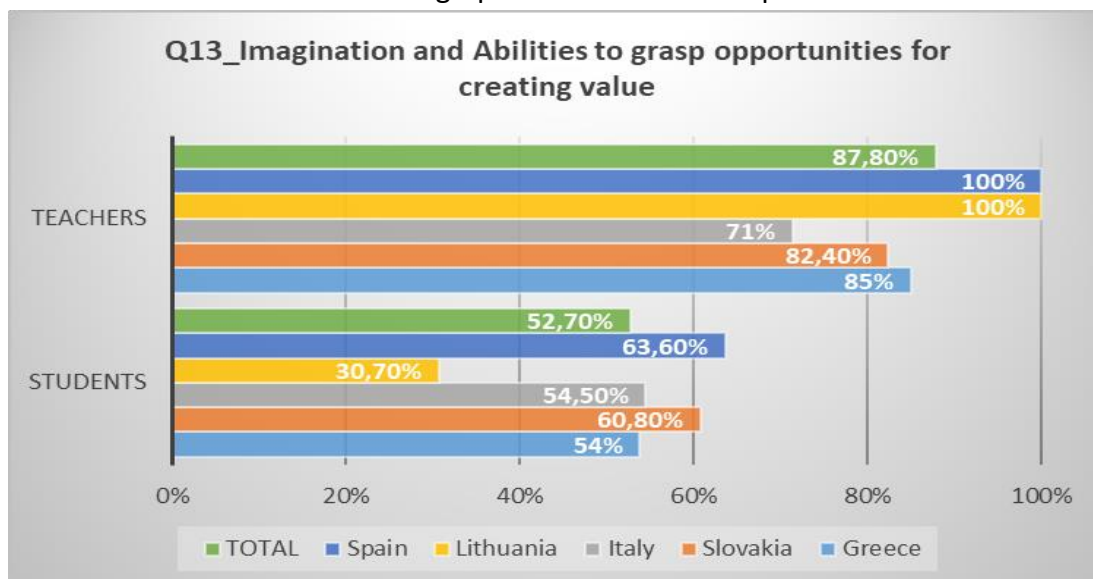


Figure 2. Q13_Imagination and Abilities to grasp opportunities for creating value

Analyzing the data from the Q13 graph, it can be assumed that taking the initiative has been one of the most important entrepreneurial competences identified, from both teachers and students in PE courses at school.

When they were asked about 'self-awareness & self-efficacy' at PE courses at school, the majority responded positively as seen in the graph below

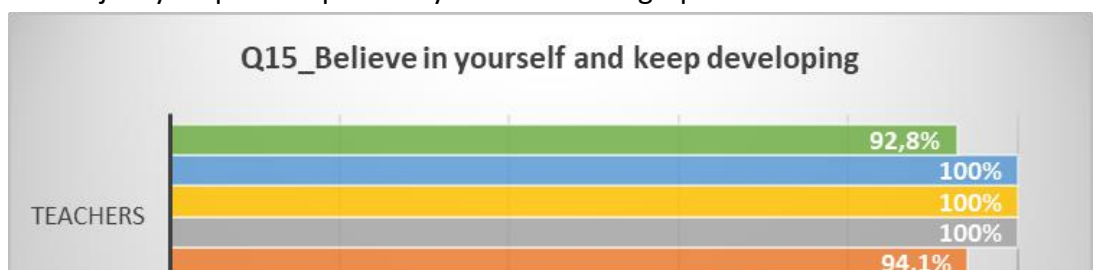


Figure 3 Q15_Believe in yourself and keep developing

Analyzing the data from the Q15 graph, it can be assumed that self-awareness & self-efficacy is an important entrepreneurial competence identified, from both teachers and students in PE courses at school. Based on “motivation & perseverance” the target group responded positively and their answers are illustrated in the following graph

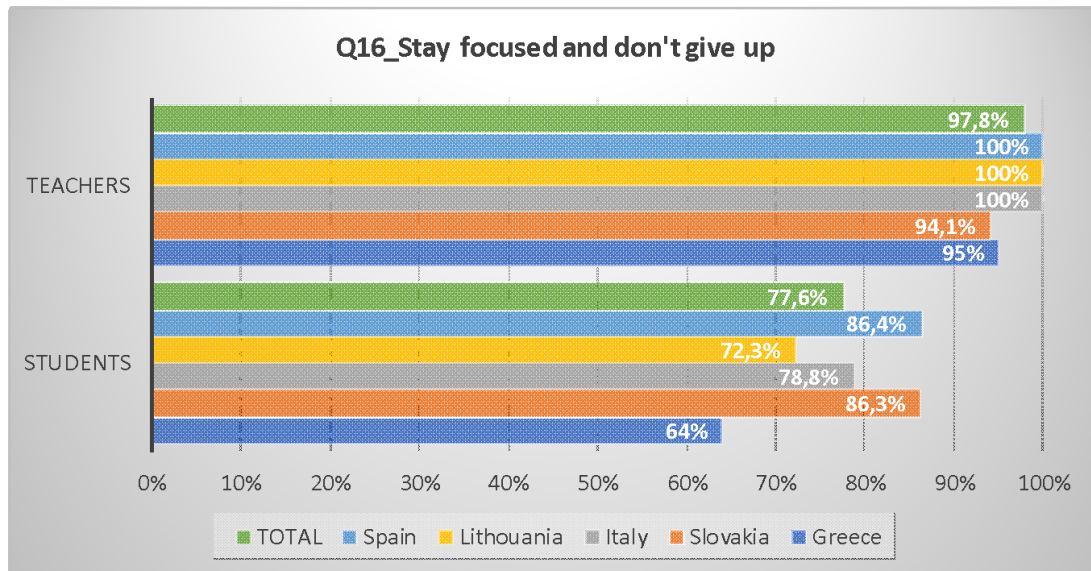


Figure 4_Q16 Stay focused and don't give up

Analyzing the data from the Q16 graph, it can be assumed that motivation & perseverance is one of the core entrepreneurial competences identified, from both teachers and students in PE courses at school.

When the teachers and students were asked about entering courses that refer “making decisions and deal with uncertainty, ambiguity and risk”, they responded positively as seen in the graph below

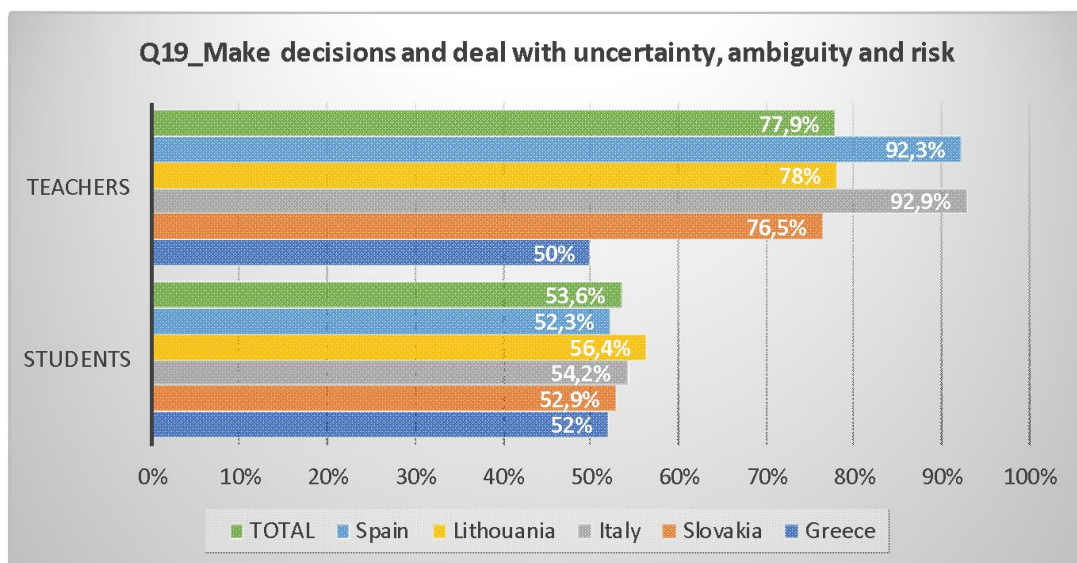


Figure 5 Q19_ Make decisions and deal with uncertainty, ambiguity and risk

Analyzing the data from the Q19 graph, it can be assumed that the competence “making decisions and deal with uncertainty, ambiguity and risk” should be developed as it is one of the core entrepreneurial competences identified, from both teachers and students in PE courses at school.

It can be assumed, based on the responses received, that the needs identified from the target group (students and teachers), deal with the further development of the entrepreneurial competences of a) creativity, b) taking the initiative, c) self-awareness & self-efficacy d) motivation & perseverance and e) making decisions and deal with uncertainty, ambiguity and risk. Those competences identified from the second phase of the ENTOS research are illustrated, based on the responses received, in the total graph below

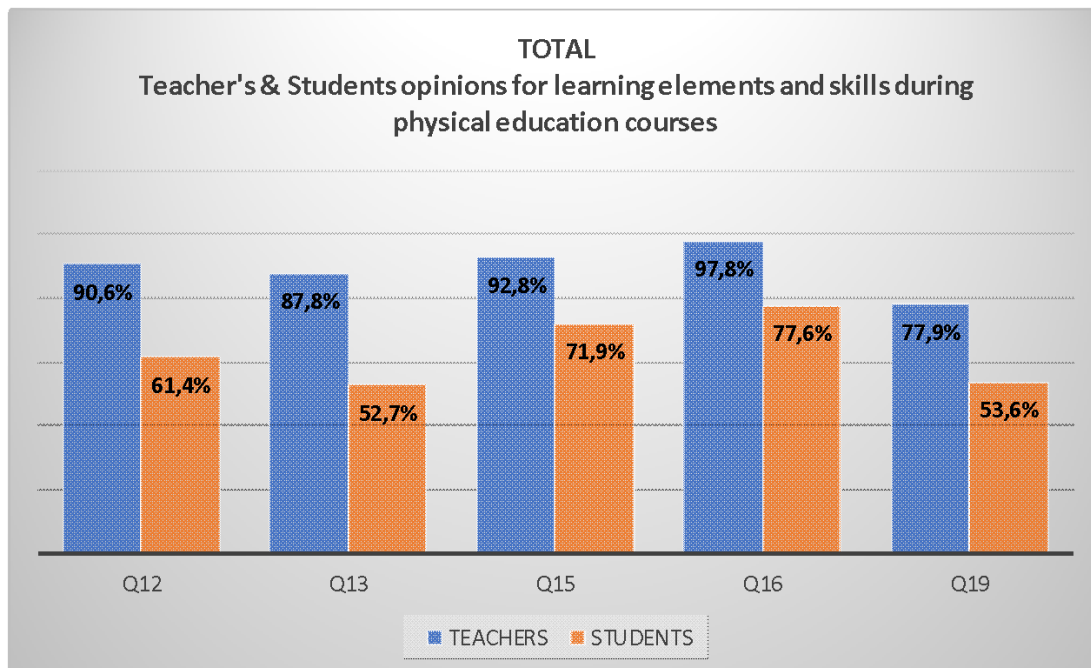


Figure 6_Teachers' and Students opinions for learning elements and skills during physical education courses

All in all, according to the responses received from teachers, only a limited number of them reported knowledge of entrepreneurship at a higher level and that was succeeded by teachers' personal interest and endeavours. Teachers consider the entrepreneurship education as an important topic to be taught at schools since students will be empowered by entrepreneurial skills in their later professional life. Teachers hesitate to connect the subject of physical education with entrepreneurship, as probably they did not feel enough self-confidence to teach it. Following teachers stated that if they accept adequate entrepreneurial education they believe it could be important to include entrepreneurial skills in physical education lesson.

Regarding their PE lessons, a number of sport teachers recognised in a first statement that they did not include entrepreneurship related topics in their courses. Interestingly, when entrepreneurial competences were being individually mentioned,

the teachers consider that they taught them in PE classes. The following results can be interpreted as evidence that the entrepreneurial skills are present in physical education, but the majority of teachers did not identify them when labelled as “entrepreneurial”. It appears that the word “entrepreneurial” is unknown or misunderstood by many in the formal education system.

In general, it is accepted that a great number of entrepreneurial skills are taught during physical education lessons like teamwork, problem solving, creativity, through mainly "Team & Individual Sports", and "Recreational activities, games". Teachers believe that entrepreneurship skills integration in the physical education course will help students in their professional careers and will help physical education to gain more value and receive a competitive advantage. The teachers also report that school management might be interested in integration of Entrepreneurship through Physical Education and they believe this can be a benefit for school curricula

According to the students' attitudes, opinions and perceptions _ students as well as teachers_ did not know a lot about the subject of entrepreneurship in their schools, because they did not receive any formal relative education. Entrepreneurship is integrated in the VET school curriculum only in Slovakia. Most of the students wanted the subject of entrepreneurship to be taught in schools, as they believed that could help them to develop later their professional profile. It is remarkable that students from all projects' countries perceive physical education as a very popular subject as it requires active students' participation in the lesson and should be taught by experiential learning. Students through their answers in questionnaires believed that many entrepreneurial skills are taught during their physical education lessons through mainly "Team & Individual Sports", and "Recreational activities, games". In addition, students' responses suggest that entrepreneurial skills want to be taught through the physical education lesson, as the lesson will become more useful and students will be better prepared for their future professional life.

Level of awareness of the importance of entrepreneurship among teachers and school directors

- Focus Groups

All partners carried out a qualitative research at a national level addressed to gather an in-depth understanding of sport teachers' behaviour in leading sport lessons and their reaction to adopt an innovative approach that include entrepreneurial competences, and the reasons that govern such behaviour.

The qualitative method was implemented by two focus groups. Focus Groups collected teachers, school directors, institutional school representatives and students.

The focus groups designed using the concept of the 'Innovation Camp' with the aim to generate creative but practical solutions to problems through small group work and expert facilitation. Each participant placed into a group to work intensively with an expert facilitator on the topic "Entrepreneurship Education in general of VET Schools through Sport" after an in-depth explanation of ENTOS objectives and good practices collected during a distance 'round table' research", conducted by a digital platform. During the qualitative interviews, the facilitators worked with the participants on: i) how to help secondary school teachers to become agents of change through initial teacher education, ii) how to encourage and enable in-service teachers to engage in entrepreneurship education through continuing professional development, iii) how to develop teachers as facilitators of learning, iv) how to develop support systems for teachers and v) how to develop the role of the school and its community to help teachers to provide learning opportunities in entrepreneurship.

The guidelines for the conduction of the focus groups can be found in ANNEX III.

All focus group meetings were started with the presentation of the ENTOS project, its goals, already implemented activities and other important information. In addition, a short and brief description on EntreComp framework was presented which was totally new and unfamiliar to all participants starting from students to director. It was complicated at the beginning to connect entrepreneurship with P.E. and only after explanation and clarification, everybody started to comprehend the main idea and principles.

In precise, from each country the following assumptions have been collected:

Lithuania:

The meeting started with presentation of the ENTOS project, its goals, and a short description on EntreComp framework which was totally new and unfamiliar to all participants starting from students to school director. It was complicated at the beginning to connect entrepreneurship with P.E. and only after explanation and clarification everybody started to comprehend the main idea and principles. The teachers pointed out that it is important not to involve too many theoretical topics into PE because then PE in general will lose its function and will be seen by students as one more important lesson but not relaxing one. It was indicated that theoretical part should make maximum 10% of total PE lessons and the remaining part should be practical activities involving all students. Students were afraid to lose PE activities (sports activities) for entrepreneurship (theoretical lesson). Concluding school administration, teachers and students, at the end of the meeting were positive and open for ENTOS ideas but teachers pointed out the importance of the proper education and support for them.

Slovakia:

At the beginning all the important information has been presented to the participants. Right at the beginning of the discussion they agreed to the project idea and with its implementation in their school curriculum, especially because nowadays, the interest of students in classes of PE is steadily decreasing. There is no clear answer regarding the percentage of lessons that should be devoted to entrepreneurship, but teachers mentioned inclusion of ENTOS methodology into school curriculum of PE. Teachers agreed on applying theoretical knowledge into education as well, however, only in small amounts so that students will not get bored. Inclusion of different levels of entrepreneurship was also a welcomed option as school curricula would need to

change depending on year of study. Teachers responded positively to the question whether they do teach competences included in ideas and opportunities in EntreComp framework. Students in general were agreed that entrepreneurial skills are very important for them and they would like to get better, therefore they showed the interest to be part of it. In conclusion, at the end of the discussion student liked the idea of the project. They consider entrepreneurial skills to be very important and this is an interesting way how to get better at them.

Spain:

In order to connect the students and the teachers with the ENTOS project context, the session started with an introduction of the Erasmus+ programme and the EntreComp framework, as well as a description of the project. For IO2 development purposes, the 15 EntreComp competences were divided in three areas and presented to the students, in order to identify the competences they believe are the most important to them and should be focused on to be fostered through sports. Students found it very clear as to how “Entrepreneurship through Sports” can support them in their professional future, and expressed curiosity to adopt the method in the next future. Looking at all the competences of EntreComp framework in general, they found more important to develop again “Working with others” and “Coping with ambiguity, uncertainty & risk”. Furthermore, they have insisted on the need to develop more soft skills in school and in their PE activities. In the same process teachers have been introduced to ENTOS and to the EntreComp Framework, and have been asked to identify, among the fifteen competences, which in their opinion are the most important. At the beginning it was very complicated for them to understand which the Entrepreneurial Competences are and to get used with the EntreComp Framework. Teachers think that the PE course is not sufficiently valued by the Spain educational community and that ENTOS can increase its value. Teachers believe that the PE lesson can gain value in Spain from this new perspective, as now PE in Spain it is often considered as a course of secondary importance, and that it can also improve the students’ attention to it, as it aims to teach skills that they can perceive as useful in their everyday life too.

Italy:

In order to connect the students and teachers with the ENTOS project context, the session started with an introduction of the Erasmus+ programme and the EntreComp framework, as well as a description of the project. For IO2 development purposes, the 15 EntreComp competences were divided in three areas and presented to the students and the teachers, in order to identify the competences they believe are the most important to them and should be focused on to be foster through sports. Students identified that sustainable thinking is an important competence, also mobilising others and mobilising resources are competences. When asked how they consider entrepreneurial skills through sports, the students agreed that entrepreneurial skills are important to help them develop organisational skills, creativity, learn how to manage and work in groups. The school director expressed that the Italian school system in general is based on “old practices” and that in a rapid changing society, the curriculum needs to be adapted to the current needs so that students are well prepared. Teachers mentioned that the use of the EntreComp framework was a good guideline to build a programme around, and that not only

practical exercises but also theory should be added to this programme through case studies to help PE teachers connect the skills with the activities.

Greece:

During the focus group meeting for students and teachers started with a presentation of the program's objectives and EntreComp tool. Overall results of the two meetings with the focus groups of students and teachers led to the conclusion that entrepreneurship as a new subject in secondary education has prospects to be taught along with the subject of PE. The teaching methodology can be done using the «Entrecomp framework», analyzing and applying the 15 distinct qualifications of entrepreneurship, which will give opportunities and ideas for fruitful teaching of entrepreneurship in the course of Physical Education. Students and teachers believe that all EntreComp skills were taught already in PE courses through mainly sports and recreation activities. The only uncertainty remains the finally intention of the administration.

Taking into consideration the different facilitators' (interviewers) countries and cultures, during the digital online round tables with the school teaching staff of physical education, the results had been acquired almost in the same direction. According to educational administration, concerning the relation between education system and entrepreneurship, they agreed to the project idea and with its implementation in their school curriculum (Slovakia, Estonia). In reverse, a number of educational administrations believed that there is neither interest nor priority on behalf of school administration regarding developing entrepreneurial skills (Greece). The faithful implementation of the syllabus as a teaching aim as well as the lack of staff with the knowledge to implement the teaching of entrepreneurship skills was highlighted as main obstacles. However, everyone agreed that there is a great need to teach entrepreneurship in school in order to connect school with society and labor market, but under the leadership of central administration and not at school or individual teacher's level. As far as the relation between entrepreneurship and physical education is concerned, the majority believed that teaching hours of entrepreneurial skills should be limited so as not to affect the main role of physical education course, which is the emphasis on sport. As for theoretical skills, they believed that these could also be taught by teachers of other lessons, which will also facilitate interdisciplinary. Moreover, a number of teachers believed that one should not go into teaching such skills per class but in groups of students.

Teachers responded positively to the question whether they do teach competences included in ideas and opportunities in EntreComp framework. They teach them especially via team played games such as volleyball, basketball, dodge ball or others. They intentionally enter education process to bring some light on current strategic situation. They tell their students what the right thing was to be done, explain why it is the best solution and how it helps for future development of the game. The most important skills for them are spotting opportunities and creativity.

Some groups of PE teachers believe that the introduction of such skills will change curriculum, teaching methodology (adding field visits) and remove physical education course from the sport activity, which creates concerns. Regarding physical education teachers' training, the interviewees believed that Universities are capable of teaching such skills to new students who later will become school PE teachers. Life-long

participation in seminars is necessary. Teacher coordinators and the Ministry of Education are able to implement such seminars.

During the second focus group, the students' opinion was also under importance. The distance digital round table for students, the programs' coordinators and faculty staff also started with a presentation of the program's objectives and EntreComp tool. As a follow-up of the conversation, the students reported that they knew a little about the subject, but expressed strong interest in learning specific entrepreneurship skills that could make use of after their school life. Students believe that teaching entrepreneurship skills during PE lessons that could enhance the total value of the PE course. They proposed and believed that one additional hour weekly for teaching theory, voluntarily, would be welcome, in a pilot form in all levels (Greece). According to the students, the primary motive for all the aforementioned possible changes was their interest in learning new skills, and not the possibility of earning higher grades (including PE with entrepreneurship teaching obligations).

Related to field visits for being more familiar with entrepreneurship, the students responded positively and noted that this approach would be better in comparison with the option of having entrepreneurs as visiting speakers in school, as field visits would contribute to expand their horizons and overstep the narrow limits of their school.

During the round table, the physical education teaching staff concluded that entrepreneurship skills during classes could as serve as a valuable tool to create a successful path for the future of students. Nevertheless, they agreed that they did not possess the necessary techniques and methodology to transfer these skills. As such, education courses covering a broad range of entrepreneurship topics are considered essential for the physical education teaching staff to carry out this responsibility.

Overall, the results of the two distance meetings with the focus groups of students and teachers led to the conclusion that entrepreneurship as a new subject in secondary education has prospects to be taught along with the subject of Physical Education. The teaching methodology could be done using the «Entrecomp framework», analysing and applying the 15 distinct qualifications of entrepreneurship, which will give opportunities and ideas for fruitful teaching of entrepreneurship in the course of Physical Education. The only uncertainty remains the official attitude of the administration.

Project research evaluation – Conclusions – Proposals

According to the three different research methods/stages of the present research endeavour, extended data were collected, and a huge amount of results were analysed and explained. During the IO1 implementation, five research teams and more than 25 researchers worked. In the first phase (desk research) 22 most important entrepreneurship projects from 28 European countries) were collected and analysed. In the second research stage (questionnaires were collected through google forms) data

were collected from 255 students and 78 Physical Education teachers from five European countries. Finally, in the third stage (focus group interviews were conducted through digital platforms) more than 82 executive European education members participated. The methodology of collecting this extended information and then the scientific analysis is considered reliable and valid to support the IO2 process as the following stage of the ENTOS project. The UTH partner responsible for IO1 came up with the following conclusions and results that claim to develop a model of actions so that entrepreneurship as a topic could be taught in the school curriculum and through the Physical Education course.

According to the literature, the model of entrepreneurship integration in the course of Physical Education could be based or use a previous research work, that is the "European Entrepreneurship Competence Framework". European Entrepreneurship Competence Framework proposes a shared definition of entrepreneurship as a set of competences. This framework develops 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes for all level of education and training.

Based on the "Entrepreneurship Education at School in Europe» Eurydice Report, ENTOS Training Contents Model could be created for being a perfect cross-curricular approach, where entrepreneurship education objectives are expressed as being transversal and horizontal across sport and active recreation activities. The Framework identifies specific competences and some of them can be trained and reinforced by playing sports, especially in teams, recreation and active leisure activities and games such as: a) Self-awareness and self-efficacy, b) Creativity, c) Learning through experiences d) Motivation and perseverance, e) Taking the initiative, f) g) Coping with uncertainty, ambiguity and risk. Those identified competences could be suitable merged with sport activities, and recreational active games. ENTOS training material will create a collection of sport activities and methodologies that sport teachers can adopt to teach students. Targeting that model teachers must develop their knowledge, skills and abilities towards entrepreneurial education and practical programs. Teachers need to understand the importance of fostering the development of an Entrepreneurial Mindset in the new generations. From that comes the awareness of their crucial role in education and their potential to become pro-active facilitators of an Entrepreneurial Mindset for their students.

From the results of the present study/research, it can be assumed that the use of the EntreComp framework will be a good guideline to build a programme around, and that not only practical exercises but also theory should be added to this ENTOS programme through case studies to help PE teachers connect the skills with the activities. "European Entrepreneurship Competence Framework", contents a shared definition of entrepreneurship as a set of competences. In addition, University courses in the Sport faculties could introduce entrepreneurial courses in order future sport teachers be prepared with adequate skills and competencies to teach entrepreneurial integrated with PE courses and ongoing education reforms.

Concluding, ENTOS Method will be an active, innovative and direct contribute to the teachers and students, and indirectly to the community, businesses and therefore to the

whole economy because as stated by the EC a more Entrepreneurial Society will contribute for a best labour market and business scenarios.

Core Competences

According to the three-phase research conducted from all project partners, the final and most important competences for the development of entrepreneurship through PE courses are described in the following table.

Competence	Description	Learning objectives
Creative thinking	Discovering new opportunities and solutions for problems by looking beyond current practices and using innovative thinking.	Students' creativity and problem-solving skills are boosted as the youngster engages his brain to try and come up with a game or anything based on the provided open-ended resources.
Taking the Initiative	A person with initiative is motivated to do things. If you take the initiative, you're willing to get things done on your own. Taking initiative can be risky: If you do something on your own initiative, then there's nobody you can blame if it goes wrong.	Encouraging initiative in your team might seem difficult, but making some changes to your workplace culture can have positive effects that extend far beyond individuals. When people think and act for themselves, it can help teams and organizations to rediscover their spark.
Learning through experience	Learning through experience is the process of learning by doing. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations.	generates a strong form of engagement and understanding as the learning arises from the experience of the learners
Self-awareness & self-efficacy	Self-awareness is the ability to distinguish your own beliefs from others. Self-efficacy is the perception of one's own ability to reach a goal	Self-efficacy can determine performance in sport and exercise through observing others as individuals persist in their efforts until the performance

		outcome matches the self-created standards made from vicarious experiences
Making decisions and deal with uncertainty, ambiguity and risk	someone who is able to deal with ambiguity “can effectively cope with change, shift gears comfortably, decide and act without having the total picture, and handle risk and uncertainty	Students’ participation in sports and outdoor recreation play helps them to know how to manage and anticipate risks by exposing them to different aspects
Motivation & perseverance	Motivation is the willingness of action especially in behavior while perseverance is continuing in a course of action without regard to discouragement, opposition or previous failure.	Motivation & perseverance are essential parts of sports performance. Self-motivation and extrinsic motivation combined together form the best kind of motivation and encourage goal setting and working hard to reach that goal

The innovative qualifications framework refers to three axes. The development of knowledge, skills and abilities. In the present project the training of students in entrepreneurial skills will be done through participation in sports, sports activities and leisure games.

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ANNEX I - RESEARCH TEMPLATE

Research template

Introduction

(an introductory paragraph providing a first insight of the research and containing one or more of the following aspects; of course it can be adjusted with other elements that might be applicable in each country)

- Refer to the main aims and objectives of the research.
- Generic introduction to the national educational context in each partner country.
- Brief reference to the questionnaires and respondents.

Activities to be carried out

- 1) Best Practices/Case Studies
- 2) National/International project and/or programs
- 3) Academic researches/Articles

For the above mentioned type of activities each partner is recommended to use the template below.

Each partner should conduct 2 activities based on the above mentioned proposal. These activities are requested to refer to the most recent and the most important.

Country , organization	
Name of the Project/Initiative/Organization:	
Type of activity:	e.g. project, legislation, article etc.

Description:	(very short description max 1 paragraph)
The entrepreneurial competence that the activity promotes	- - -
References, sources	

Aiming to uniformity, each partner organization has to provide concrete and relevant details.

Divisions of the EU Countries among the 5 project partners:

InProgress SPAIN	Materahub	OA Nitra	VET Centre	UTH
1) Spain	1) Italy	1) Slovakia	1) Lithuania	1) Greece
2) Germany	2) France	2) Czech Republic	2) Latvia	2) Bulgaria
3) Austria	3) Belgium	3) Slovenia	3) Estonia	3) Cyprus
4) Netherlands	4) Luxemburg	4) Hungary	4) Sweden	4) Croatia
5) Portugal	5) Denmark	5) Romania	5) Finland	5) Poland
				6) Ireland
				7) Malta

Each partner is kindly requested to search for 2 activities for each country.

Conclusions / Basic Assumptions

Basic conclusion of the benefits of the Entrecomp framework competences in your country and their use in physical education lessons.

ANNEX II- QUESTIONNAIRE FOR SPORT TEACHERS

QUESTIONNAIRE FOR SPORT TEACHERS

Dear Sir/Madam,

The European project Entrepreneurship Through Sport-ENTOS is addressed to support the entrepreneurship objectives of the Education and Training2020 and Europe2020 strategies by providing sport teachers with an innovative and student-centred pedagogical approach addressed to develop Entrepreneurship Education through Sport activities.

For that reason the project consortium developed the following questionnaire including questions to help us know what you think and what you already know about „Entrepreneurial education“ and if you think that it is important and/or useful to integrate it in sports lessons, which may foster entrepreneurial mindset and specific abilities and competencies

For this reason, we value your opinions, feedback and views based on your your experience as a sports teacher. There are no correct or incorrect answers. The questionnaire is anonymous, so please give us your personal and sincere opinion. Completing the questionnaire will take about 10 minutes.

This research is part of the Entrepreneurship Education Through Sports project, which aims to develop Entrepreneurship Education through Sports activities.

** The term „'Entrepreneurship education is about learners developing the skills and mindset to be able to*

turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective'. Agreed on in Geneva on 18 January 2012 by a working group that included representatives from ETF, GIZ, ILO, UNESCO and UNEVOC.

1. Gender M F

2. Age _____

3. Where do you work (city, country)? _____

4. How many years do you teach physical education at school? _____

5. How much do you think you know about entrepreneurship?

Not at all	Slightly	Moderately	Very	Extremely
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6. Have you received any formal or informal education / training in the field of entrepreneurship?

6.1. YES - NO

6.2. If YES, how?

- a. Individually on my own (books, magazines, discussions)
- b. Out of-School Training Seminar
- c. In-School Training Seminar
- d. Other

7. How important do you consider 'Entrepreneurship' to be taught at School for daily personal and professional life?

Not at all	Slightly	Moderately	Very	Extremely
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8. Have you ever intergraded your lessons with 'Entrepreneurship topics, strategies, competences or other relevant subjects?

Not at all	Little	So and so	Much	Very much
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9. During your lessons, how often do you include information and reflections about 'Entrepreneurship'?

Never	Rarely	Sometimes	Often	Always
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10. Do you think that the concept of 'Entrepreneurship' may be / is related to sports?

Not at all	Little	So and so	Much	Very much
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11. Do you think that it may be important to integrate 'Entrepreneurship education' in Physical Education?

Not at all	Slightly	Moderately	Very	Extremely
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12. Do you teach exercises and activities fostering the ability to develop ‘creative and purposeful ideas’ during your courses at school?

12.1. **IF YES** through which actions?

- a. Team & Individual Sports
- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

12.2. **IF NO**, would you like to include such exercises and activities in your courses?

Not at all	Little	So and so	Much	Very much
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13. Do you teach exercises and activities fostering ‘imagination and abilities to identify opportunities for creating value’ (social, cultural, ethical etc.) during your courses at school?

13.1. **IF YES** through which actions?

- a. Team & Individual Sports
- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

13.2. **IF NO**, would you like to include such exercises and activities in your courses?

Not at all	Little	So and so	Much	Very much
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14. Do you teach exercises and activities fostering ‘social inclusion’ during your courses at school?

14.1. **IF YES** through which actions?

- a. Team & Individual Sports
- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

14.2. **IF NO**, would you like to include such exercises and activities in your courses?

Not at all	Little	So and so	Much	Very much
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15. Do you teach exercises and activities fostering ‘self-awareness & self-efficacy’ during your courses at school?

15.1. **IF YES** through which actions?

- a. Team & Individual Sports
- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

15.2. **IF NO**, would you like to include such exercises and activities in your lessons?

Not at all	Little	So and so	Much	Very much
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16. Do you teach exercises and activities fostering ‘motivation & perseverance’ during your courses at school?

16.1. **IF YES** through which actions?

- a. Team & Individual Sports
- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

16.2. **IF NO**, would you like to include such exercises and activities in your lessons?

Not at all	Little	So and so	Much	Very much
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17. Do you teach exercises and activities fostering the ability to ‘identify and mobilise resources and others’ during your courses at school?

17.1. **IF YES** through which actions?

- a. Team & Individual Sports

- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

17.2. **IF NO**, would you like to include such exercises and activities in your courses?

Not at all	Little	So and so	Much	Very much
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18. Do you teach exercises and activities fostering the abilities to ‘manage your time effectively, set goals, prioritise and think strategically’ during physical education lessons at school?

18.1. **IF YES** through which actions?

- a. Team & Individual Sports
- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

18.2. **IF NO**, would you like to include such exercises and activities in your courses?

Not at all	Little	So and so	Much	Very much
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19. Do you teach exercises and activities fostering the abilities to ‘make decisions and deal with uncertainty, ambiguity and risk’ during physical education lessons at school?

19.1. **IF YES** through which actions?

- a. Team & Individual Sports
- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

19.2. **IF NO**, would you like to include such exercises and activities in your courses?

Not at all	Little	So and so	Much	Very much
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20. Do you teach exercises and activities fostering the ability to ‘work with others’ during your courses at school?

20.1. **IF YES** through which actions?

- a. Team & Individual Sports
- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

20.2. **IF NO**, would you like to include such exercises and activities in your courses?

Not at all	Little	So and so	Much	Very much
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21. Do you feel you may teach the above ‘Entrepreneurship’ skills through your courses?

Not at all	Little	So and so	Much	Very much
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22. Will specific training and additional educational material help you to integrate ‘Entrepreneurship’ in your courses?

Not at all	Little	So and so	Much	Very much
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23. In case of training courses, how would you like to receive the information/training/seminars in the sector of ‘Entrepreneurship’?

- a. Live
- b. Distance learning
- c. Combination of Both

24. If you integrate entrepreneurship education/skills in your sports lessons, do you think that your students enjoy taking part in this kind of exercises and activities?

Not at all	Little	So and so	Much	Very much
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25. Do you think that your school headmaster or directorate of education would accept to integrate entrepreneurship education in your sports activities and courses?

Not at all	Little	So and so	Much	Very much
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26. Do you think that the exercises and actions related to entrepreneurship add value and bring key advantages to physical education courses?

Not at all	Little	So and so	Much	Very much
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QUESTIONNAIRE FOR STUDENTS

Dear Students,

The European project Entrepreneurship Through Sport-ENTOS is addressed to support the entrepreneurship objectives of the Education and Training 2020 and Europe 2020 strategies by providing sport teachers with an innovative and student-centred pedagogical approach addressed to develop Entrepreneurship Education through Sport activities.

The questionnaire contains questions about Integrating Sports lessons with Entrepreneurship Education goals, personal information, skills and competencies you may develop through physical education lessons, to support the entrepreneurship objectives.

We want you to think about yourself and your experience as a student at physical education. There are no correct or incorrect answers. The questionnaire is anonymous, so please give us your personal and sincere opinion. Completing the questionnaire will take about 10 minutes.

This research is part of the Entrepreneurship Education Through Sports project, which aims to develop Entrepreneurship Education through Sports activities.

** The term „'Entrepreneurship education is about learners developing the skills and mindset to be able to*

turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective'. Agreed on in Geneva on 18 January 2012 by a working group that included representatives from ETF, GIZ, ILO, UNESCO and UNEVOC.

5. Gender M F

6. Age _____

7. Where do you live (city, country)? _____

8. Do you enjoy physical education at school? _____

Not at all	Slightly	Moderately	Very	Extremely
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5. How much informed do you think you are about entrepreneurship?

Not at all	Slightly	Moderately	Very	Extremely
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6. Have you received education / training in the field of entrepreneurship?

6.1. YES - NO

6.2. If YES, where did you get your training from?

- e. Individually on my own (family, books, magazines, discussions)
- f. Out of-School Training Seminar
- g. In-School Training Seminar
- h. Other

7. Is 'Entrepreneurship for daily personal and professional life ' important?

Not at all	Slightly	Moderately	Very	Extremely
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8. During physical education lessons, are you taught ‘Entrepreneurship topics, strategies, competences, other relevant subjects’?

Not at all	Little	So and so	Much	Very much
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9. During physical education lessons, how often are you taught information and reflections about ‘Entrepreneurship’?

Never	Rarely	Sometimes	Often	Always
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10. Is the concept of ‘Entrepreneurship’ related to sports?

Not at all	Little	So and so	Much	Very much
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11. Is the integration of ‘Entrepreneurship’ important in physical education?

Not at all	Slightly	Moderately	Very	Extremely
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12. Are you taught exercises and activities for the development of ‘creative and purposeful ideas’ during physical education lessons at school?

12.1. **IF YES** through which actions?

- f. Team & Individual Sports
- g. Recreational activities, games, challenges
- h. Theoretical lectures
- i. Educational excursions/tours/out of school activities
- j. Other

12.2. **IF NO**, are you willing to participate in such exercises and activities during physical education lessons?

Not at all	Little	So and so	Much	Very much
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13. Are you taught exercises and activities for the development of ‘imagination and abilities to identify opportunities for creating value’ during physical education lessons at school?

13.1. **IF YES** through which actions?

- f. Team & Individual Sports
- g. Recreational activities, games, challenges
- h. Theoretical lectures
- i. Educational excursions/tours/activities out of school
- j. Other

13.2. **IF NO**, are you willing to participate in such exercises and activities during physical education lessons?

Not at all	Little	So and so	Much	Very much
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14. Are you taught exercises and activities for the development of ‘assessing the consequences and impact of ideas opportunities and actions’ during physical education lessons at school?

14.1. **IF YES** through which actions?

- f. Team & Individual Sports
- g. Recreational activities, games, challenges
- h. Theoretical lectures
- i. Educational excursions/tours/activities out of schools
- j. Other

14.2. **IF NO**, are you willing to participate in such exercises and activities during physical education lessons?

Not at all	Little	So and so	Much	Very much
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15. Are you taught exercises and activities for the development of ‘believe in yourself and keep developing’ during physical education lessons at school?

15.1. **IF YES** through which actions?

- f. Team & Individual Sports
- g. Recreational activities, games, challenges
- h. Theoretical lectures
- i. Educational excursions/tours/activities out of schools
- j. Other

15.2. **IF NO**, are you willing to participate in such exercises and activities during physical education lessons?

Not at all	Little	So and so	Much	Very much
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16. **Are you taught exercises and activities for the development of ‘staying focused and don’t give up’ during physical education lessons at school?**

16.1. **IF YES** through which actions?

- f. Team & Individual Sports
- g. Recreational activities, games, challenges
- h. Theoretical lectures
- i. Educational excursions/tours/activities out of schools
- j. Other

16.2. **IF NO**, are you willing to participate in such exercises and activities during physical education lessons?

Not at all	Little	So and so	Much	Very much
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17. **Are you taught exercises and activities for the development of ‘inspire, enthuse and get other on board’ during your lessons at school?**

17.1. **IF YES** through which actions?

- f. Team & Individual Sports
- g. Recreational activities, games, challenges
- h. Theoretical lectures
- i. Educational excursions/tours/activities out of schools
- j. Other

17.2. **IF NO**, are you willing to participate in such exercises and activities during physical education lessons?

Not at all	Little	So and so	Much	Very much
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18. **Are you taught exercises and activities for the development of ‘time management, goal orientation, strategic thinking’ during physical education lessons at school?**

18.1. **IF YES** through which actions?

- f. Team & Individual Sports
- g. Recreational activities, games, challenges
- h. Theoretical lectures
- i. Educational excursions/tours/activities out of schools
- j. Other

18.2. **IF NO**, are you willing to participate in such exercises and activities during physical education lessons?

Not at all	Little	So and so	Much	Very much
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19. **Are you taught exercises and activities for the development of ‘making decisions dealing with uncertainty, ambiguity and risk’ during physical education lessons at school?**

19.1. **IF YES** through which actions?

- a. Team & Individual Sports
- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

19.2. **IF NO**, are you willing to participate in such exercises and activities during physical education lessons?

Not at all	Little	So and so	Much	Very much
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20. **Are you taught exercises and activities for the development of ‘working with others’ during physical education at school?**

20.1 **IF YES** through which actions?

- a. Team & Individual Sports
- b. Recreational activities, games, challenges
- c. Theoretical lectures
- d. Educational excursions/tours/activities out of schools
- e. Other

20.2. **IF NO**, are you willing to participate in such exercises and activities during physical education lessons?

21. Do you want to be taught the above ‘Entrepreneurship’ skills through physical education lessons?

Not at all	Little	So and so	Much	Very much
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22. Will Entrepreneurship’ skills through physical education help you in your everyday life?

Not at all	Little	So and so	Much	Very much
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23. How would you like to receive the information/training about ‘Entrepreneurship’ through physical education? Choose the most favourable answer

- Team & Individual Sports
- Recreational activities, games, challenges
- Theoretical lectures
- Educational excursions/tours/activities out of schools
- Other

24. Do you enjoy participating in exercises and activities related to entrepreneurship in physical education?

Not at all	Little	So and so	Much	Very much
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25. Is entrepreneurship through physical education useful ?

Not at all	Little	So and so	Much	Very much
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26. Do you think that the exercises and actions related to entrepreneurship will make physical education lessons better?

Not at all	Little	So and so	Much	Very much
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ANNEX III- RESEARCH METHODOLOGY

3rd part of data research methodology for the design of ENTOS programme

Round table TEACHERS	Round table STUDENTS
Participants 6-8 people: <ul style="list-style-type: none"> 1-2 people as coordinators from the group ENTOS, 2 - 3 PE school teachers and 3 people such as: School principal, representatives of educational organisations, etc. 	Participants: <ul style="list-style-type: none"> 1-2 people as coordinators from the GROUP INTO, 3-4 students from different classes and 2 P.E. teachers from schools
Methodology for holding a round table: Skype or other online platform sessions (mandatory distance session due to Covid-19) Duration: 1 to 2 hours. Preparing semi-structured questions	Methodology for holding a round table: Skype or other online platform sessions (mandatory distance session due to Covid-19) Duration: 1 to 2 hours. Preparing semi-structured questions
A_ Part INTRODUCTION of the topic in the round table <ul style="list-style-type: none"> Description, mission and purpose of ENTOS programme Reference to the conclusions of the survey to teachers 	A_ Part INTRODUCTION of the topic in the round table <ul style="list-style-type: none"> Description, mission and purpose of ENTOS programme Reference to the conclusions of the survey to students
B_ Part	B_ Part

<p>B1_Teaching the subject of entrepreneurship at school</p> <ul style="list-style-type: none"> • Discussion on <u>whether there is interest in teaching entrepreneurship skills to pupils from school administration</u> • Discussion on <u>whether there is a need to teach entrepreneurship skills to students</u> • Discussion on <u>whether there is a priority by the administration for teaching entrepreneurship skills to students over other subjects that are not taught.</u> <p>B2_Relationship of entrepreneurship with the subject of Physical Education</p> <ul style="list-style-type: none"> • Discussion on the percentage of hours of the P.E. course to be devoted to the subject of entrepreneurship • Discussion whether, in addition to the practical courses for the application of entrepreneurship in the P.E. course, theoretical hours should also be included • Discussion whether different levels of entrepreneurship skills will be taught to pupils depending on their class at school • Discussion on the need to modify the P.E. course to integrate the subject of entrepreneurship • Discussion on whether the value of the P.E. course is being strengthened or reduced <p>B3_ Education of P.E. teachers in entrepreneurship</p> <ul style="list-style-type: none"> • Discussion on teaching the course of entrepreneurship as an additional course in the Departments of Physical Education Science at universities • Discussion on how to train P.E. teachers in the field of entrepreneurship • Discussion regarding the adoption of the Entracomp Fremq as training material • Discussion on whether teacher training will concern theory and practical implementation actions as well • Discuss whether teaching entrepreneurship data will be the choice of the P.E teacher or will be compulsorily included in the course. • Discussion on whether the final assessment of the students in the P.E. course will be modified. 	<p>B1_Teaching the subject of entrepreneurship at school</p> <ul style="list-style-type: none"> • Discussion on <u>whether students are interested in learning entrepreneurship skills</u> • Discussion on whether students consider teaching entrepreneurship skills more important than other subjects not taught at school (e.g. visual arts, etc.) • Discussion on the use and importance of students acquiring entrepreneurship skills for after-school graduation. <p>B2_Relationship of entrepreneurship with the subject of Physical Education</p> <ul style="list-style-type: none"> • Discussion on the percentage of hours of entrepreneurship that students are prepared to accept as integration into the P.E. course • Discussion whether, in addition to the practical courses for the application of entrepreneurship in the P.E. course, students are also prepared to be taught theoretical hours • Discussion whether students are prepared to accept the integration of entrepreneurship into the P.E. course in all classes at school • Discussion of whether in the opinion of the students the value of the P.E. course is strengthened or decreased. • Discussion on whether their performance in entrepreneurship-related actions affects their grade in the P.E. course. <p>B3_Skills and qualifications of students from teaching elements of entrepreneurship in the P.E. course.</p> <ul style="list-style-type: none"> • Analysis of the Matera hub structure to students and reference to all aspects of the tool • Discussion on whether the introduction of entrepreneurship data will concern, in addition to practical activities, theoretical material as well. • Discussion on whether the participation of students in the enriched course of P.E. will be the student's choice or will necessarily participate as in each classic P.E. course • Discussion on whether the final assessment of the students in the P.E. course will be modified.
<p>C_ Epilogue Part - Conclusions Promotion/dissemination of the proposal 'Entrepreneurship through Physical Education'</p>	<p>C_ Epilogue Part - Conclusions Promotion/dissemination of the proposal 'Entrepreneurship through Physical Education'</p>

<ul style="list-style-type: none"> ● Discussion of whether P.E. teachers accept the prospect of escorting students to visit companies, commercial organisations and workplaces outside school during P.E. courses to exchange experiences related to entrepreneurship. ● Discussion whether P.E. teachers accept the visit of representatives of chambers of commerce and associations during their courses for cooperation with students ● Discussion whether school administrations accept the integration of the subject of entrepreneurship during the P.E. course and under which conditions. 	<ul style="list-style-type: none"> ● Discuss whether students intend to visit out-of-school companies, commercial organisations and workplaces during P.E. courses to exchange experiences related to entrepreneurship. ● Discussion with students if they consider it important during P.E. classes, instead of a lesson in the courtyard, to participate in discussions with visiting representatives of chambers of commerce regarding issues related to entrepreneurship. ● Discussion on comparing the qualifications of pupils in schools by integrating entrepreneurship into the P.E. course and schools with formal P.E. courses without elements of entrepreneurship.
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