

A Project overview

A.1 Project identification

Title

Sustainable Entrepreneurship Education

38/110

Acronym

SEE

3/18

Project ID

02C0409

Name of the lead partner organisation

LP01 BGE Hauts de France

Policy objective

Smarter Europe (policy objective 1)

Specific objective

Skills for S3 and industrial transition

Project duration

Duration

Start date

End date

	Duration	Start date	End date
Core phase	36 months	01 April 2024	31 March 2027
Follow-up phase	12 months	01 April 2027	31 March 2028
Closure phase	3 months	01 April 2028	30 June 2028

Is this application a resubmission of a proposal that was not approved under an earlier call?

No

A.2 Project summary

Please give a short overview of the project (in the style of a press release) focusing in particular on the issue addressed, the partnership and the overall objective.

Please note that, should the project be approved, this summary will be published on the programme's website. (In English language)

The idea of infusing entrepreneurship into education, and especially among young people aged approximately 15 to 20 (university students excluded), has spurred much enthusiasm in the last few decades. However, putting this idea into practice has posed significant challenges: practitioners often encounter a lack of time and resources, teachers' fear of commercialism, and difficulty in assessing the effectiveness of programmes and practices. Discussing entrepreneurship in education is essentially about empowering young people and equipping them with the skills needed to become more creative, opportunity oriented, proactive and innovative. Against the background of accelerating climate change and rising inequalities in our societies, it is also about nurturing a culture of sustainability among tomorrow's entrepreneurs, which goes far beyond a purely economic dimension.

A 2023 Eurobarometer survey shows that 46% of young people aged 15-30 in the EU would consider setting up their own business, although they have not yet taken steps to do so. A majority of young people finds it very or fairly important that a potential employer has defined social goals (75%) or environmental goals (73%) for the company. 1 in 3 young people are familiar with social entrepreneurship and 37% of young people say companies should strive to put people and the planet before profit. Exchanging on the best tools and methods to empower youth are thus of the utmost importance.

SEE aims to improve regional policies and programmes for sustainable entrepreneurship education. The project will identify, analyse, disseminate and transfer good practices in five complementary areas:

- Developing an entrepreneurial mindset
- Developing 21st century skills (i.e. soft skills)
- Developing and using digital tools, games and methods
- Developing a culture of sustainability among tomorrow's entrepreneurs
- Increasing awareness of entrepreneurship education among teachers, schools and other stakeholders.

B Partners / associated policy authorities

v3 | Submitted

Overview partners

Partner number ↑	Organisation	Role	Country	Geographical area	Interreg/ Norwegian funds	Total partner contribution	Total partner budget
1	BGE Hauts de France	Lead Partner					
2	Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))	Partner					
3	Lazio Region	Partner					
4	Harghita County Council	Partner	Romania (România)	East	176,254.40	44,063.60	220,318.00
5	Rīga Local Government	Partner					
6	District of Rottal-Inn	Partner					
7	Westpomeranian Region	Partner					
					1,434,277.60	358,569.40	1,792,847.00

Overview associated policy authorities

Organisation ↑

Country

v3 | Submitted

Hauts-de-France Regional Council

B.1.1 Organisation identity

v3 | Submitted

Country

France (France)

Organisation

BGE Hauts de France

Organisation role

Lead Partner

Joined project on

01 Apr 2024

Is partner of project until

30 Jun 2028

Partner financed through the Investment for Jobs and Growth programme (article 22(3) (d) (vi) of Regulation (EU) No 2021/1060)

Please select 'Yes' if the participation of the partner is financed directly by their regional operational programme and not through Interreg Europe (see programme manual for further information).

No

15% flat rate for 'Travel and accommodation'

By unticking the box above this partner will have to budget and report costs under Travel and accommodation on a real costs basis.

Organisation details

v3 | Submitted

Name in English

BGE Hauts de France

19/200

Name in original language

BGE Hauts de France

19/200

 I want to change the partner name

Address

17/200

Postal code

5/200

City

5/200

Country

Nuts 1

Nuts 2

Nuts 3

If you consider the country or Nuts regions of this organisation wrong, please contact us

VAT number (or other identifier)

11/200

Website

28/200

Legal status

Type of partner

If you consider the legal status of this organisation is wrong, please contact:

Co-financing rate (%)

Department details if different from parent organisation

The department information only applies to the partner in this project.

Department name

0/200

Address

0/200

Postal code

0/200

City

0/200

B.2.1 Organisation identity

v3 | Submitted

Country

Belgium (Belgique/België)

Organisation

Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))

Organisation role

Partner

Joined project on

01 Apr 2024

Is partner of project until

30 Jun 2028

Partner financed through the Investment for Jobs and Growth programme (article 22(3) (d) (vi) of Regulation (EU) No 2021/1060)

Please select 'Yes' if the participation of the partner is financed directly by their regional operational programme and not through Interreg Europe (see programme manual for further information).

No

15% flat rate for 'Travel and accommodation'

By unticking the box above this partner will have to budget and report costs under Travel and accommodation on a real costs basis.

Organisation details

v3 | Submitted

Name in English

Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))

84/200

Name in original language

Economische Raad voor Oost-Vlaanderen vzw

41/200

 I want to change the partner name

Address

21/200

Postal code

4/200

City

4/200

Country

Nuts 1

Nuts 2

Nuts 3

If you consider the country or Nuts regions of this organisation wrong, please contact

VAT number (or other identifier)

12/200

Website

20/200

Legal status

Type of partner

v3 | Submitted

If you consider the legal status of this organisation is wrong,
please contact

Co-financing rate (%)

Department details if different from parent organisation

The department information only applies to the partner in this project.

Department name

0/200

Address

0/200

Postal code

0/200

City

0/200

B.3.1 Organisation identity

v3 | Submitted

Country

Italy (Italia)

Organisation

Lazio Region

Organisation role

Partner

Joined project on

01 Apr 2024

Is partner of project until

30 Jun 2028

Partner financed through the Investment for Jobs and Growth programme (article 22(3) (d) (vi) of Regulation (EU) No 2021/1060)

Please select 'Yes' if the participation of the partner is financed directly by their regional operational programme and not through Interreg Europe (see programme manual for further information).

No

15% flat rate for 'Travel and accommodation'

By unticking the box above this partner will have to budget and report costs under Travel and accommodation on a real costs basis.

Organisation details

v3 | Submitted

Name in English

Lazio Region

12/200

Name in original language

Regione Lazio

13/200

 I want to change the partner name

Address

26/200

Postal code

5/200

City

4/200

Country

Nuts 1

Nuts 2

Nuts 3

If you consider the country or Nuts regions of this organisation wrong, please contact

VAT number (or other identifier)

11/200

Website

29/200

Legal status

Type of partner

If you consider the legal status of this organisation is wrong, please contact

Co-financing rate (%)

Department details if different from parent organisation

The department information only applies to the partner in this project.

Department name

0/200

Address

0/200

Postal code

0/200

City

0/200

B.4.1 Organisation identity

v3 | Submitted

Country

Romania (România)

Organisation

Harghita County Council

Organisation role

Partner

Joined project on

01 Apr 2024

Is partner of project until

30 Jun 2028

Partner financed through the Investment for Jobs and Growth programme (article 22(3) (d) (vi) of Regulation (EU) No 2021/1060)

Please select 'Yes' if the participation of the partner is financed directly by their regional operational programme and not through Interreg Europe (see programme manual for further information).

No

15% flat rate for 'Travel and accommodation'

By unticking the box above this partner will have to budget and report costs under Travel and accommodation on a real costs basis.

Organisation details

v3 | Submitted

Name in English

Harghita County Council

23/200

Name in original language

Consiliul Judeţean Harghita

27/200

 I want to change the partner name

Address

P-ta Libertatii no.5

20/200

Postal code

530140

6/200

City

Miercurea Ciuc

14/200

Country

Romania
(România)

Nuts 1

Macroregiunea Unu

Nuts 2

Centru

Nuts 3

Harghita

If you consider the country or Nuts regions of this organisation wrong, please contact [...](#)

VAT number (or other identifier)

26/200

Website

<https://judetulharghita.ro/>

27/200

Legal status

Type of partner

Public body or body governed by public law

Local public authority

v3 | Submitted

If you consider the legal status of this organisation is wrong,
please contact

Co-financing rate (%)

80%

Department details if different from parent organisation

The department information only applies to the partner in this project.

Department name

0/200

Address

0/200

Postal code

0/200

City

0/200

B.5.1 Organisation identity

v3 | Submitted

Country

Latvia (Latvija)

Organisation

Rīga Local Government

Organisation role

Partner

Joined project on

01 Apr 2024

Is partner of project until

30 Jun 2028

Partner financed through the Investment for Jobs and Growth programme (article 22(3) (d) (vi) of Regulation (EU) No 2021/1060)

Please select 'Yes' if the participation of the partner is financed directly by their regional operational programme and not through Interreg Europe (see programme manual for further information).

No

15% flat rate for 'Travel and accommodation'

By unticking the box above this partner will have to budget and report costs under Travel and accommodation on a real costs basis.

Organisation details

v3 | Submitted

Name in English

Rīga Local Government

21/200

Name in original language

Rīgas valstspilsētas pašvaldība

31/200

 I want to change the partner name

Address

13/200

Postal code

4/200

City

4/200

Country

Nuts 1

Nuts 2

Nuts 3

If you consider the **country** or **Nuts regions** of this organisation wrong, please contact info@interregeurope.eu.

VAT number (or other identifier)

13/200

Website

83/200

Legal status

Type of partner

If you consider the legal status of this organisation is wrong,
please contact

Co-financing rate (%)

Department details if different from parent organisation

The department information only applies to the partner in this project.

Department name

0/200

Address

0/200

Postal code

0/200

City

0/200

B.6.1 Organisation identity

v3 | Submitted

Country

Germany (Deutschland)

Organisation

District of Rottal-Inn

Organisation role

Partner

Joined project on

01 Apr 2024

Is partner of project until

30 Jun 2028

Partner financed through the Investment for Jobs and Growth programme (article 22(3) (d) (vi) of Regulation (EU) No 2021/1060)

Please select 'Yes' if the participation of the partner is financed directly by their regional operational programme and not through Interreg Europe (see programme manual for further information).

No

15% flat rate for 'Travel and accommodation'

By unticking the box above this partner will have to budget and report costs under Travel and accommodation on a real costs basis.

Organisation details

v3 | Submitted

Name in English

District of Rottal-Inn

22/200

Name in original language

Landratsamt Rottal-Inn

22/200

 I want to change the partner name

Address

12/200

Postal code

5/200

City

12/200

Country

Nuts 1

Nuts 2

Nuts 3

If you consider the country or Nuts regions of this organisation wrong, please contact [us](#)

VAT number (or other identifier)

11/200

Website

26/200

Legal status

Type of partner

If you consider the legal status of this organisation is wrong, please contact :

Co-financing rate (%)

Department details if different from parent organisation

The department information only applies to the partner in this project.

Department name

0/200

Address

0/200

Postal code

0/200

City

0/200

B.7.1 Organisation identity

v3 | Submitted

Country

Poland (Polska)

Organisation

Westpomeranian Region

Organisation role

Partner

Joined project on

01 Apr 2024

Is partner of project until

30 Jun 2028

Partner financed through the Investment for Jobs and Growth programme (article 22(3) (d) (vi) of Regulation (EU) No 2021/1060)

Please select 'Yes' if the participation of the partner is financed directly by their regional operational programme and not through Interreg Europe (see programme manual for further information).

No

15% flat rate for 'Travel and accommodation'

By unticking the box above this partner will have to budget and report costs under Travel and accommodation on a real costs basis.

Organisation details

v3 | Submitted

Name in English

Westpomeranian Region

21/200

Name in original language

Województwo Zachodniopomorskie

30/200

 I want to change the partner name

Address

32/200

Postal code

6/200

City

8/200

Country

Nuts 1

Nuts 2

Nuts 3

If you consider the country or Nuts regions of this organisation wrong, please contact

VAT number (or other identifier)

10/200

Website

15/200

Legal status

Type of partner

If you consider the legal status of this organisation is wrong, please contact

Co-financing rate (%)

Department details if different from parent organisation

The department information only applies to the partner in this project.

Department name

0/200

Address

0/200

Postal code

0/200

City

0/200

B.i.1 Organisation identity

v3 | Submitted

Country

France (France)

Organisation

Hauts-de-France Regional Council

Organisation role

Associated Policy Authority

Joined project on

01 Apr 2024

Is partner of project until

30 Jun 2028

Organisation details

v3 | Submitted

Name in English

Hauts-de-France Regional Council

32/200

Name in original language

Conseil Régional Hauts-de-France

32/200

 I want to change the partner name

Address

30/200

Postal code

5/200

City

5/200

Country

Nuts 1

Nuts 2

Nuts 3

If you consider the **country** or **Nuts regions** of this organisation wrong, please contact info@interregeurope.eu.

VAT number (or other identifier)

18/200

Website

29/200

Legal status

Type of partner

If you consider the legal status of this organisation is wrong, please contact:

Department details if different from parent organisation

The department information only applies to the partner in this project.

Department name

0/200

Address

0/200

Postal code

0/200

City

0/200

C.1 Issue addressed

v3 | Submitted

What is the common regional development issue addressed by the project? Please make sure this information is coherent with the programme specific objective you selected in section A and with the description of the policy instruments in section D.

The idea of infusing entrepreneurship into education, and especially among young people aged approximately 15 to 20 (university students excluded), has spurred much enthusiasm in the last few decades. However, putting this idea into practice has posed significant challenges: practitioners often encounter a lack of time and resources, teachers' fear of commercialism, misunderstanding among educational institutions, and difficulty in assessing the effectiveness of programmes and practices. Discussing entrepreneurship in education is a matter of considerably broader scope than starting a business: it is essentially about empowering young people and equipping them with the skills needed to become more creative, opportunity oriented, proactive and innovative. Against the background of accelerating climate change and rising inequalities in our societies, it is also about nurturing a culture of sustainability among tomorrow's entrepreneurs, which goes far beyond a purely economic dimension.

998/1000

Why is this issue important for European regions? Please be as specific as possible (data and statistics are welcome if possible).

A 2023 Eurobarometer survey shows that 46% of young people aged 15-30 in the EU would consider setting up their own business, although they have not yet taken steps to do so. A majority of young people find it very or fairly important that a potential employer has defined social goals (75%) or environmental goals (73%) for the company; they also find it important that the company involves employees in the decision-making (78%). 1 in 3 young people are familiar with social entrepreneurship and 37% of young people say companies should strive to put people and the planet before profit. They can therefore become highly motivated and engaged by creating value to other people based on the knowledge they acquire. While cognitive competencies are relatively easy to teach and evaluate, non-cognitive competencies and entrepreneurial education require learning-by-doing and are more difficult to evaluate. Exchanging on the best tools and methods to empower youth are thus of the outmost importance.

1000/1000

How does the project contribute to the EU Cohesion policy? Does it also contribute to other European strategies or policies?

Achieving smart, sustainable and inclusive growth while reducing disparities in development across Europe is at the heart of the EU Cohesion policy. With its focus on entrepreneurial and 21st century skills, SEE aligns with the policy objective 'a smarter Europe' and the specific objective 'developing skills for smart specialisation, industrial transition and entrepreneurship'. Fostering youth entrepreneurship has been high on the EU political agenda for several decades. The most recent initiatives include the Youth Strategy 2019-2027 and Next Generation EU under the Recovery Plan. In 2023, as part of the Social Economy Action Plan presented by the EC in 2021, the EU and the OECD launched the Youth Entrepreneurship Policy Academy (YEPA) to empower young entrepreneurs and encourage Member States to offer better support packages for future entrepreneurs. SEE will also contribute to the 2023 European Year of Skills with its focus on skills, job creation and EU competitiveness.

988/1000

C.2 Project's overall objective

The project's overall objective is to improve the implementation of regional development policies in the field of Smarter Europe (policy objective 1), in particular to improve the policy instruments described in section D of the present application.

Please further describe the project's overall objective below.

The SEE project aims to improve policies and programmes for sustainable entrepreneurship education. The project will identify, analyse, disseminate and transfer good practices in five complementary areas.

The specific objectives are thus to:

- Develop an entrepreneurial mindset, starting and running a business
- Develop 21st century skills (i.e. soft skills: creativity, leadership, teamwork, problem solving, time management, communication, emotional intelligence, etc.)
- Develop and use digital tools, games and methods
- Develop a culture of sustainability among tomorrow's entrepreneurs
- Increase awareness of entrepreneurship education among teachers, schools and other stakeholders.

While the first four specific objectives directly target young people aged approximately 15 to 20 (university students excluded), the fifth one targets the actors who must be engaged to increase the effectiveness of programmes and practices in the field of sustainable entrepreneurship education.

992/1000

C.3 Project innovative character

Please explain the innovative character of the project and of its expected results, in particular in comparison to similar initiatives/projects you are aware of.

In the 2014-2020 period, only two IRE projects focused on the issue of young entrepreneurs: iEER and E-COOL. iEER considered young entrepreneurs as people new to business regardless of age whereas SEE will solely concentrate on supporting young people aged approximately 15 to 20. It is true that E-COOL offers more similarities with SEE as it also targeted young people in secondary education and aimed to increase awareness on the advantages of an entrepreneurial education. But SEE has four distinctive characteristics: 1) it goes beyond promoting an entrepreneurial mindset by also addressing the 21st century skills to make sure that young people will be better equipped regardless of their workplace and work status; 2) it deals with digital tools and methods which are rather new and were not part of E-COOL; 3) it highlights the importance of nurturing a culture of sustainability among tomorrow's entrepreneurs, which was also not part of E-COOL; 4) it considers the teachers' perspective.

998/1000

For projects deriving from past Interreg experiences (follow-up projects), please clarify the added-value of this cooperation compared to the previous

experience.

v3 | Submitted

Only PP04 Harghita County Council was involved in the previous E-COOL project, and it is the first time that the seven members of the consortium will work together on the issue of sustainable education entrepreneurship.

In line with the programme rationale, SEE brings together 7 partners from 7 countries representing a good mix of regions with different levels of development, that is, 3 more developed regions (BE, DE, IT), 1 transition region (FR) and 3 less developed regions (LV, PL, RO).

Out of the 7 organisations involved in the project, 6 represent the authorities directly responsible for their policy instruments. It is also the first time that PP01 BGE Hauts de France (FR) applies for Interreg Europe.

In the context of the 2nd call for proposals of Interreg Europe, it was noted that PP06 District of Rottal-Inn (DE) belongs to a NUTS2 region that is not represented in the projects approved under the 1st call.

928/1000

C.4 Project approach

Please describe the approach/methodology adopted to achieve the project's objectives within the core phase.

- How is the learning process organised at regional and interregional levels? If applicable, please describe the different steps you envisage to reach the project's objective.
- What is the purpose of the different types of activities proposed? In particular, how do they contribute to individual and/or organisational learning? How are these activities interrelated?
- How do you ensure the involvement of stakeholders in the learning process?

To achieve the expected policy improvements in the regions, partners will carry out a series of exchange of experience activities at interregional and local level.

During the core phase, partners will organise 6 interregional policy learning events comprising thematic workshops and study visits. All semesters (except semester 6) will revolve around a single topic to better organise the collection and analysis of the partners' programmes and practices.

The following methodology will be applied:

- Three months before the event, partners will draft and share a 5-6 page analysis describing their regional context and existing practices.
- Two months before the event, partners will meet online to exchange on their territorial situations and agree on the GPs that will be presented during the thematic workshop.
- During the event, the host will organise a thematic workshop (day 1) combined with one of more study visits (day 2). During the workshop, the partners aiming at revising their policy instruments through a structural change will also form a specific group to exchange their experiences and advise each other on the progress made.
- Shortly after the event, the host will organise an online meeting so that partners can present a few additional GPs that could not be discussed during the event. During these online sessions, partners will primarily focus on online tools or methods which do not require to make a presentation in person.
- One month after the event, the host will produce a collaborative document summarising the key findings from the discussions and providing guidance for the transfer process. This document, based on a common template, will be made available online so that other regions in Europe can benefit from this work. Finally, partners will upload all their GPs to an online repository so that we can continue to explore the possibility of transferring some of the most interesting ones with their stakeholders.

When it comes to the sequencing of the topics:

- Semester 1 will deal with developing an entrepreneurial mindset, starting and running a business, as it is at the heart of this project proposal.
- Semester 2 will deal with increasing awareness of entrepreneurship education among teachers, schools and other stakeholders as it is crucial to engage them as early as possible during the project lifetime.
- Semester 3 will deal with developing 21st century skills (i.e. soft skills) to make young people not only more entrepreneurial but also more intrapreneurial, i.e. better equipped regardless of their workplace and work status.
- Semester 4 will deal with developing and using digital tools, games and methods to raise awareness among young people: even though these tools have emerged more recently, they have already proved particularly successful.
- Semester 5 will deal with developing a culture of sustainability among tomorrow's entrepreneurs. The partners will cover all the three dimensions of sustainability: social, economic and environmental.
- Semester 6 will slightly differ from the previous ones as the partners will take stock of the learning and select the most interesting practices and policy changes to be featured in the project final handbook. The study visits will offer the opportunity to get back to the topics of entrepreneurial mindset and 21st century skills and exchange on the latest developments in these areas.

All partners will make sure that individual and organisational learning also takes place at regional/ local level. They will meet their stakeholders once per semester during the entire project cycle. During their meetings, they will share with them the key findings from the interregional policy learning events and discuss possibilities for transferring some of the good practices into their regions. Up to 2 members of the stakeholder groups will participate in the abovementioned events. Finally, the stakeholders will also have the possibility of attending the planned online events.

Please explain the approach/methodology envisaged for **the follow-up phase** (i.e. last year of the project)? To what extent are the stakeholders expected to be involved in the follow-up phase?

In Semester 7, the lead partner will host the project final conference to showcase the project results and especially the good practice transfers and policy improvements. This event will also provide an opportunity to present some of the most interesting initiatives in the Hauts de France region.

The follow-up phase will be dedicated to monitoring the policy changes and their effects in the partner regions. The partners who will not achieve a policy improvement by the end of the core phase will produce an action plan specifying how the lessons learned from the project will be implemented in their regions. If necessary, partners may meet online to advise the partners concerned.

All partners will continue to engage their stakeholders during the follow-up phase.

In Semester 8, a survey based on the programme template will be circulated to calculate the number of organisations with increased capacity and the lead partner will organise an online meeting to wrap up the project.

989/1000

C.5 Project indicators

Output indicators

Code	Title	Target
RC087	N° of organisations cooperating across borders	57
RC084	N° of pilot actions developed jointly and implemented in projects	0
O14	N° of policy instruments addressed	7
O15	N° of interregional policy learning events organised	18

Result indicators

Code	Title	Target	Performance (%)
RII2	N° of organisations with increased capacity due to their participation in project activities	40	70
RI3	N° of policy instruments improved thanks to the project	7	100

C.6 Communication strategy

Please indicate the overall objectives of the project's communication strategy.

The project communication strategy aims to:

- ensure smooth cooperation and support policy learning among the partners
- inform the relevant stakeholders about the project, its activities and its achievements
- persuade the influential target groups about the benefits of entrepreneurship education through raising awareness of existing good practices and successful programmes
- encourage all relevant actors to directly engage with the partners to pave the way for policy changes in their regions.

499/500

Please describe the target groups of your communication strategy.

The target groups with a strong influence on the policies are the policymakers and practitioners from public authorities and local agencies, and their stakeholders. The partners are regarded as an internal target. Other important target groups are educational institutions, teachers and career counsellors, young people aged approx. 15 to 20 (university students excluded) and their parents, the public, business clubs, startup networks, and entrepreneurs and SMEs willing to engage young people.

496/500

Please explain the main communication tools and channels (including social media outreach) that will be used.

v3 | Submitted

The project will use the graphic identity, website and A3 poster provided by the programme. 2 videos will be produced to present the project and showcase its results. The website as well as LinkedIn and Facebook will be updated regularly. Partners will promote the project and its highlights on their own website and social media channels. Roll-ups, an introductory brochure and a final handbook will be produced. A newsletter will be published each semester. A final conference will be organised.

497/500

Please describe briefly how the communication strategy will be implemented and evaluated.

The communication strategy will be implemented by _____ t from the LP organisation, who has 25 years' experience in this area, and in cooperation with all partners. The key performance indicators at project level will be: number of registrations and participants at events, satisfaction rates, number of followers and engagements on SoMe channels, video views and duration of watching, number of subscribers to the newsletters and clicks, and web statistics provided by Interreg Europe.

496/500

Will the management of the project's communication be externalised?

No

C.7 Horizontal principles

Please indicate to which extent the project contributes to EU horizontal principles, and justify your choice.

Sustainable development

Type of contribution

Neutral

Description of the contribution

While entrepreneurship was originally primarily valued for its contribution to economic growth, its potential for the solution of societal and environmental problems is acknowledged as well. Over the last decade, the notion of sustainable entrepreneurship has gained more and more interest. What seems to be core in the field of sustainable entrepreneurship is that sustainable entrepreneurs conceive social or environmental problems primarily as new business opportunities and with their entrepreneurial activities, they contribute to social, ecological and economic developments in our society. Developing a culture of sustainability among tomorrow's entrepreneurs is one of the specific objectives of the project and this issue will be considered in depth in semester 5. The SEE project will cover all three dimensions of sustainability, that is, environmental, economic and social sustainability. All partners are willing to embed sustainability into their policies and practices.

984/1000

Equal opportunities and non-discrimination

Type of contribution

Neutral

Description of the contribution

Education is essential to advancing human capital by enabling individuals to develop their knowledge and skills throughout their lives, and entrepreneurship educations can contribute to bridging the gap between school and the labour market. All partners are fully in line with the values on non-discrimination and equal opportunities which are an integral part of their policies and programmes. However, the project itself does not address issues directly related to this horizontal principle: for example, SEE does not focus on young people from migrant backgrounds, minorities or marginalised groups. Rather, it targets the entirety of the group of young people aged approximately 15 to 20 (university students excluded). This said, one can expect that the project achievements will benefit less advantaged young people.

822/1000

Equality between men and women

Type of contribution

Neutral

Description of the contribution

The 2020/2021 Global Entrepreneurship Monitor report confirms that entrepreneurial activities and entrepreneurship education can “promote aspiration in life and career as well as the outlook for future business sustainability for women.”

Unfortunately, new businesses and ventures are more often created by men than women.

Entrepreneurship education and training are essential for female entrepreneurs who juggle family expectations, personal life, and new ventures at the same time. The promotion of entrepreneurial mindset through education and training can indeed contribute to gender equity in the participation in entrepreneurship activities among women. This is reflected in the contemporary entrepreneurship training programmes that incorporate creative, technical, and soft skills that help female entrepreneurs remain in business. When identifying and analysing their good practices, partners will pay due consideration to gender equality and gender mainstreaming.

974/1000

C.8 Project management

C.8.1 Overall management

Please describe how the overall management will be ensured? Which body will make strategic project decisions and according to which rule? What will be the composition of this body? If relevant, how will the responsibilities be shared among the partners?

The lead partner (LP) will be the contact point with the MA/JS and be responsible for the overall management, financial management, as well as internal and external communication. All partners agreed to support the LP in fulfilling these tasks. The LP will sign the subsidy contract with the MA/JS and draw up the partnership agreement (PA) based on the programme's template to specify the partners' responsibilities, the governance structure, and the implementation rules. The PA will be finalised in cooperation with all partners and signed in semester 1.

The LP will set up the project steering group (SG) which will act the project's decision-making body. The SG will consist of 1 representative per partner whose main task will be to monitor the project and ensure its strategic management. The SG will be chaired by the LP who will convene meetings at least once per semester during the entire lifetime of the project. Partner representatives will thus be regularly updated on the project performance in relation to the activities, the spending plan, and the progress towards the achievement of the project's objectives. The SG meetings will take place online or during the interregional policy learning events. Partners may appoint a substitute if their representative cannot participate in the meeting. The agenda for each meeting will be prepared by the LP and the minutes will be circulated for approval shortly afterwards. Decisions will be made by consensus or by simple majority vote.

The LP will create, manage, and document the following activities:

- 1) organise the technical kick-off meeting and all SG meetings
- 2) ensure efficient day-to-day internal communication
- 3) manage the project's electronic documentation and the internal quality management system
- 4) support all partners with their individual progress reports
- 5) prepare, submit and follow-up 8 joint progress reports, incl. the project's final report
- 6) transfer the ERDF funding to the partners.

1977/2000

C.8.2 Day-to-day coordination

Please describe how the day-to-day coordination will be ensured.

All partners will name a team coordinator to ensure proper management and reporting at partner level. The LP will be responsible for the overall coordination and a project manager will be appointed to support the LP in all his tasks. A initial schedule for the implementation of the planned activities will be discussed and agreed with all partners. Periodic reviews will take place to be more flexible and better adapt to unexpected circumstances.

The LP will put in place a monitoring and evaluation system to ensure the highest quality outputs and most efficient use of resources. The implementation of the planned activities and the contributions of all partners will be monitored regularly during the entire lifetime of the project. A cloud or a digital platform will be used to save all documentation related to the technical and financial management of the project as well as the good practices identified by the partners.

Day-to-day communication will be enabled by all available means.

994/1000

Will the project coordination be externalised?

v3 | Submitted

No

C.8.3 Financial management and reporting

Please describe how the financial management and reporting procedures will be ensured.

The LP will appoint a financial manager (FM) who will be responsible for the accounts, financial reporting, and the handling of ERDF funding to partners. The FM will attend the lead partner seminar to become fully aware of the programme financial rules and communicate them to the partners. The FM will work in close contact with the project coordinator and support all partners to ensure efficient financial management at project level. Based on the individual financial reports, the FM will aggregate the data and submit it together with the activity part of the joint progress reports. The ERDF funding will be transferred to partners immediately after approval of the joint progress reports by the JS and receipt of the funds on the bank account of the LP. The FM will provide an update on the project's financial situation at each SG meeting. Finally, the FM will also ensure that accounting documents are available after the project's end as required by Interreg Europe.

976/1000

Will the financial management be externalised?

No

D Main policy instruments addressed

v3 | Submitted

Overview main policy instruments addressed

Number ↑	Name of the policy instrument	Name of the policy responsible authority	Involvement of the policy responsible authority	Investment for Jobs and Growth programme	Country
1	Programme Hauts de France ERDF-ESF+-JTF 2021-2027		Associated Policy Authority	Yes	France (France)
2	Economic Development Policy Plan for East Flanders 2020-2025		Partner	No	Belgium (Belgique/ België)
3	RP Lazio ESF+ 2021-2027		Partner	Yes	Italy (Italia)
4	Economic Development Strategy - Harghita 2030		Partner	No	Romania (România)
5	Riga Development Programme 2022-2027 (DP2027)		Partner	No	Latvia (Latvija)
6	District Development Concept 2022-2030		Partner	No	Germany (Deutschland)
7	Educational Policy of the Westpomeranian Region		Partner	No	Poland (Polska)

Overview pilot actions

Number ↑

Title

Policy instrument(s) concerned

v3 | Submitted

D.1 Policy instrument 1

v3 | Submitted

D.1.1 Territorial context and general description

D.1.1.1 Territorial context

What is the state of play of the issue addressed by the project in the territory covered by the policy instrument? Which challenge needs to be overcome in this territory? Please be as specific as possible and provide detailed information on the characteristics of the territory.

With over 1.1M inhabitants aged 15 to 29 (18.4% of the population), Hauts-de-France (HdF) is the 2nd youngest region in France and the 1st region affected by high youth unemployment. Today's youth face higher regional unemployment and drop-out rates along with a delayed integration into the labour market. Their socio-professional situation justifies public intervention and promoting a more sustainable and inclusive region is on top of the priorities of the Region.

As part of initiatives aimed at encouraging entrepreneurship among young people, HdF has implemented several programmes and awareness-raising actions. A 2023 survey, conducted by HDFID among young people with projects under 30 years old, supported by the 'Maison des Entrepreneurs' programme (formerly Starter), reveals that 32% of these young people remember having benefitted from at least one action to raise awareness-raising action on entrepreneurship during their schooling. This data illustrates the positive impact of efforts aiming to help stimulate entrepreneurship among young people in the region.

At the same time, in 2022-2023 the Region recorded encouraging results in terms of youth entrepreneurship. According to Pépite Lille, 266 students obtained the National Status of Student Entrepreneurship (SNEE), of whom 21 were distinguished with the Student Diploma Entrepreneur (D2E). This highlights the positive impact of efforts to raise awareness and support young people in their entrepreneurial journey in HdF.

1497/1500

D.1.1.2 General description of the policy instrument

Please name the policy instrument addressed (for Investment for jobs and growth goal programmes, please provide the name of the operational programme concerned).

Programme Hauts de France ERDF-ESF+-JTF 2021-2027

49/150

Is this instrument an Investment for jobs and growth goal programme (i.e. national or regional operational programme)?

Yes

Please indicate the geographical scope of this instrument

Regional

Please select how the authority responsible for this policy instrument is involved in the project:

The authority responsible for this policy instrument is involved as...

Associated Policy Authority

Please select the authority responsible for this policy instrument.

Hauts-de-France Regional Council

Please describe the main features of this policy instrument (e.g. objective, characteristics, priority or measure addressed).

Within the ERDF-ESF-JTF 2021-2027 programme, Strategic Goal 1 'A more competitive and smarter Europe' and especially Priority 2 'Business creation and acceleration' aim to boost employment and business creation and transfer through 1) supporting and developing entrepreneurial activity by having a pro-active approach with school communities, and 2) assisting in the development and acceleration of new businesses created and help young businesses. The promotion of taking initiatives by young people makes it possible to create a dynamic in favour of business creation that will be a vector of job creation. The actions developed under this priority are a continuation of the 2014-2020 programme. They must be continued over the 2021-2027 period because the region is still lagging behind in terms of creation of innovative companies and business transfers with regard to the average density of entrepreneurial activities at the national level. As a result, this action contributes to improving the competitiveness of Hauts-de-France by strengthening the spirit of initiative. Thus, the promotion of entrepreneurship makes it possible to initiate a cultural change to give the desire to undertake, to detect the creators of tomorrow and to encourage the creation of sustainable activities that generate jobs in the Hauts-de-France region.

1339/1500

D.1.1.3 Expected policy improvement

What kind of improvement do you envisage for this instrument?

New projects financed by the instrument

No

0/1500

Change in the management of the instrument

Yes

SEE will influence the way the regional programme is managed and implemented.

- New approaches to raising awareness of entrepreneurship among young people will be adopted to improve already existing entrepreneurship awareness tools and create new tools covering various themes such as digital technology, corporate social responsibility (CSR) and environmental sustainability. The good practices learnt from the partners – e.g. 'ESG Screening Tool Check'n Impact' and 'Project W' from Belgium, 'SkillsLatvia', the 'JA TITAN game' and 'design and technology lessons' from Latvia, 'RoboCamps' and 'Industry Business Simulations' from Poland and 'Rome Videogame Lab' from Italy – will be thoroughly examined and actively promoted to the other regional stakeholders sitting on relevant operational committees.

- Against the backdrop of the regional Rev3 initiative through the Generation+ Rev3 calls for projects and the FABriques Rev3 educational initiative, sustainability will be mainstreamed across entrepreneurship education policies and programmes for young people so that all projects funded by the Programme Hauts de France ERDF-ESF+-JTF 2021-2027 meet these specific requirements and better integrate the energy, technological and societal objectives of Rev3. Indeed, the Region wants to support the entrepreneurial mindset in new thematic areas such as the circular economy, the economy of functionality, energy sobriety, and social innovation in services, which are rapidly growing activities.

1500/1500

Revision of the instrument itself

No

0/1500

D.1.2 Partner(s) addressing policy instrument 1

v3 | Submitted

Partner

LP01 BGE Hauts de France

What is the policy relevance of this partner (the link to the authority responsible for the policy instrument addressed and its capacity to influence this instrument)?

Since the early 2000s, BGE HdF and the Region have been bound by a yearly ERDF agreement which acknowledges its role in the policymaking process. In the working groups set up to input the relevant sections of the ERDF-ESF+-JTF 2021-2027 programme, BGE HdF strongly lobbied to ensure the political commitment to implement an ambitious agenda for young people, and such advocacy actions proved necessary at the time. BGE HdF also sits on the operational committee "Committee of Operators for Raising Youth Awareness of Entrepreneurship" which convenes regularly to coordinate all stakeholders and is designed to promote collaboration and sharing of experiences. It will therefore be the ideal place to share good practices from the SEE project and to develop joint strategies aiming at strengthening entrepreneurship among young people in the region. Finally, the Region sits on the organisation's management board of stakeholders and a representative of the Region will attend all project activities.

999/1000

What are the partner's competences and experiences in the issue addressed by the project?

BGE HdF has been involved in schools since the early 1980s. Today, BGE HdF is one of the main operators supported by the Region to implement its policy and programme "Young and Audacious". In 2022, its team of 7 specialists in raising awareness of entrepreneurship and business creation in schools intervened in 111 locations, reaching more than 9,200 young people through 491 operations in schools. BGE HdF is a regional leader in terms of pedagogy, innovation and digital tools which are recognised by both the HdF Region and labelled by the rectorate of the Academy of Lille. Its main tools are 1) 'Busy et Ness': an online serious game where students can develop entrepreneurial skills and pitch their projects in front of a jury; 2) 'The most competent entrepreneur': an escape game where students look for clues in a virtual office to complete a task within the assigned time; 3) 'Innovation Booster for Entrepreneurship': a serious game where students develop their creativity.

986/1000

How will the partner benefit from the cooperation? In case this partner plays a particular role in the project (e.g., responsible for a specific topic, for communication activities), please also indicate it here.

BGE HdF is particularly interested in the topic of developing a culture of sustainability among tomorrow's entrepreneurs, in line with the environmental policy improvement that the organisation wants to achieve. It is also very keen on learning from the partners about the other project's sub-topics, especially developing 21st century skills, not only to enrich its own practices and programmes, but also because the HdF Region is interested in the partners' good practices on valorisation of acquired learning and competences and is ready to explore the possibility of expanding the target audiences of the programme 'Maison des Entrepreneurs' to include young people.

BGE HdF will act as the lead partner and communication manager of the SEE project and will host the project final conference in Hauts-de-France in semester 7. BGE HdF will also share its good practices, not least the abovementioned digital tools and methods to raise awareness among young people about business creation.

987/1000

In case the partner is involved in several Interreg Europe applications/ projects, please justify this multiple involvement.

BGE Hauts de France was never partner in an Interreg Europe project. The organisation is a newcomer to the programme and is only involved in this proposal under the second call of the programme.

194/1000

D.1.3 Stakeholder group relevant for policy instrument 1

v3 | Submitted

Please provide an indicative list of the most relevant stakeholders (i.e., name of the organisation concerned) to be involved in the project. It is recommended to have no more than 12 entries.

You have 7 entries.

Rectorate of the Academy of Lille

33/300

Urban Community (Communauté d'Agglomération) of Béthune Bruay Artois Lys Romane

79/300

Urban Community (Communauté d'Agglomération) of Pays de Saint-Omer

66/300

Urban Community (Communauté d'Agglomération) of Maubeuge Val de Sambre

70/300

Lycée hôtelier International de Lille

37/300

Lycée EIC de Tourcoing

22/300

Hauts-de-France Regional Council

32/300

D.1.4 Pilot action under policy instrument

v3 | Submitted

Is a pilot action proposed to improve this policy instrument?

No

D.2 Policy instrument 2

v3 | Submitted

D.2.1 Territorial context and general description

D.2.1.1 Territorial context

What is the state of play of the issue addressed by the project in the territory covered by the policy instrument? Which challenge needs to be overcome in this territory? Please be as specific as possible and provide detailed information on the characteristics of the territory.

In 2022, East-Flanders saw an increase of 4,500 companies. There are multiple reasons for this entrepreneurship-friendly climate. Digitalisation, the disappearance of the compulsory business management certificate, the improved image of entrepreneurs, the possibility to 'cautiously' start part-time and the improved social status (equal pension accrual). Next to this, the number of young starting entrepreneurs (aged 18-25 years) is rising: from 4.18% in 2011 to 6.84% in 2021. Also, the figures of student-entrepreneurs have almost doubled in the last five years: from 3,541 in 2017 to 6,697 in 2022. Being a student-entrepreneur is decisive for the future career possibilities: of these 3,541 student-entrepreneurs in 2017, 24% chose to become full-time entrepreneurs and 18% chose to become an entrepreneur in secondary occupation after their studies.

This entrepreneurial-friendly climate contrasts strongly with the didactics of entrepreneurship in our education system. Entrepreneurship and entrepreneurial skills have to compete against large maths, science and language teaching packages. The high number of failures and discontinuations of companies could be linked to this poorly developed package of entrepreneurial skills. The government offers a lot of initiatives to students of all ages, from toddlers to university students, to develop their entrepreneurial skills, but this is not compulsory integrated in the curricula, which means a lot of potential is lost.

1479/1500

D.2.1.2 General description of the policy instrument

Please name the policy instrument addressed (for Investment for jobs and growth goal programmes, please provide the name of the operational programme concerned).

Economic Development Policy Plan for East Flanders 2020-2025

60/150

Is this instrument an Investment for jobs and growth goal programme (i.e. national or regional operational programme)?

No

Please indicate the geographical scope of this instrument

Please select how the authority responsible for this policy instrument is involved in the project:

The authority responsible for this policy instrument is involved as...

Partner

Please select the authority responsible for this policy instrument.

PP02 Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))

Please describe the main features of this policy instrument (e.g. objective, characteristics, priority or measure addressed).

The Economic Development Policy Plan for East Flanders 2020-2025 has three pillars. The third one is about supporting new clusters of growth, which also includes supporting new and young entrepreneurship. The policy objectives that we want to achieve in this domain are 1) Increasing entrepreneurial competencies among pupils/students from the East-Flemish schools, 2) Helping students or entrepreneurs who have just started to do business successfully. To do achieve this, we organise different events and initiatives with our partners Voka and Vlajo, such as the mini-companies in secondary schools. Next to this, we want to create a positive image of entrepreneurship so that children have a realistic perspective on this. Thirdly, we support all school activities promoting entrepreneurship: be it logistically or content-related, initiating collaboration between schools and SMEs or raising awareness of 21st century soft skills. The policy instrument is reviewed every five years. This is a regular process that has worked for the past 60 years, so it will continue as such.

1080/1500

D.2.1.3 Expected policy improvement

What kind of improvement do you envisage for this instrument?

New projects financed by the instrument

Yes

It is of the greatest importance that children are confronted with entrepreneurship and soft skills from a very young age, but the current school system does not offer compulsory soft skills training. Therefore, a lot of potential is lost and will never be fully developed. This European project offers us the possibility to create and implement new projects to maintain, substantiate and further develop soft skills training and, on a more general note, entrepreneurship training in the school system.

There are two projects we want to realise, but we always lacked the partners, the knowledge and the funding for it. With this project, we think it possible to finally realise them. The first project is a serious game on entrepreneurship, in which children will be able to further develop their 21st century skills. The partners from Latvia (JA Titan Game), Italy (Rome Videogame Lab), France (Busy&Ness) and Poland (Industry Business Simulations) have a lot of experience in this field, which will open new perspectives and possibilities for us. The second one is a playful way to present the concept of entrepreneurship. We have thus far launched two initiatives, but time has come to update them and bring them closer to the current needs of the 21st century students. The partners in the SEE projects have also very nice initiatives that might be transferable to our region, such as the Unternehmergegymnasium from the Germans and the Hackathons from the Polish partner.

1474/1500

Change in the management of the instrument

No

0/1500

Revision of the instrument itself

No

0/1500

D.2.2 Partner(s) addressing policy instrument 2

v3 | Submitted

Partner

PP02 Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))

What are the partner's competences and experiences in the issue addressed by the project?

ECEF organises all kinds of initiatives to support young entrepreneurs. For years, we hosted our own play called 'Eureka I do business' in which secondary school children learned to explore their entrepreneurial skills, which we now shifted to a digital platform called EDTV. We are co-hosting the event 'Festival of the Future', where entrepreneurs show new technologies. Schools are invited to test those technologies, which is very inspiring for children. We collaborate with Vlajo to create mini-companies (small companies managed by classes of secondary school children) and other initiatives.

In the previous Interreg Europe programme, we were a partner in the Start Easy project about starting entrepreneurship. ECEF hosted a presentation in May 2023 for the PLP on various educational entrepreneurship.

When the partners will visit East-Flanders in the 6th semester, they will get to know some unique and creative ways to support the development of an entrepreneurial mindset and soft skills.

1000/1000

How will the partner benefit from the cooperation? In case this partner plays a particular role in the project (e.g., responsible for a specific topic, for communication activities), please also indicate it here.

On the one hand, we want to further elaborate our activities and events towards pupils and students of all ages within our province to fully develop their entrepreneurial skills and prepare them better for the labour market, be it as an employee or as an entrepreneur. We will need the experience and knowhow of the other partners in this project to realise new and inspirational initiatives.

On the other hand, for several years now we have wanted to develop a game in which entrepreneurial qualities are stimulated, but until now we have always lacked partners and resources. With the help, insights and experience of the partners we believe that we will finally be able to set a strong basis for this game.

Finally, we also plan on sharing some good practices on mini-companies in schools, on collaborations between schools and SMEs, on sustainability in education and on increasing awareness of entrepreneurship education among teachers.

943/1000

In case the partner is involved in several Interreg Europe applications/ projects, please justify this multiple involvement.

In the 2014-2020 period, ECEF was involved in two Interreg Europe projects (Start Easy and Fridge). Both projects will be finished by the end of 2023.

ECEF is not involved in an approved project from the first call.

In the context of the second call, ECEF is also applying for other Interreg Europe projects:

- Vina, vidi, vici. This project aims to encourage the wine sector in smaller and lesser-known wine regions in Europe to professionalise and to further develop
- FISSH, which aims to stimulate food SMEs to become more sustainable in an economic, ecological and social way
- DESICE, which aims to enhance the capacity of products' designers in the circular economy

All these projects have a completely different topics, methodologies, scopes and targets. Our staff is well distributed over the different projects and is efficient enough to deal with this multiple involvement. Furthermore, since each project has an individual account system double funding is not possible.

D.2.3 Stakeholder group relevant for policy instrument 2

v3 | Submitted

Please provide an indicative list of the most relevant stakeholders (i.e., name of the organisation concerned) to be involved in the project. It is recommended to have no more than 12 entries.

You have 9 entries.

HOGent

6/300

Vlajo (the Flemish Agency for Youth Entrepreneurship)

53/300

Department of Economy and the Department of Education

53/300

VOKA

4/300

Vlaio (the Flemish Agency for Innovation and Entrepreneurship)

62/300

Arteveldehogeschool

19/300

Ghent University

16/300

Deloitte

8/300

Xerius

6/300

D.2.4 Pilot action under policy instrument

v3 | Submitted

Is a pilot action proposed to improve this policy instrument?

No

D.3 Policy instrument 3

v3 | Submitted

D.3.1 Territorial context and general description

D.3.1.1 Territorial context

What is the state of play of the issue addressed by the project in the territory covered by the policy instrument? Which challenge needs to be overcome in this territory? Please be as specific as possible and provide detailed information on the characteristics of the territory.

According to a statistic elaborated by Infocamere-Unioncamere from 2019 to 2023, around 36,000 companies with directors or shareholders aged between 18 to 35 years old have disappeared. In just 3 years, the presence of youth businesses (between 18 and 35 years old) has dropped by 6.6%, while there has been a drop of around 185,000 businesses since 2011. The propensity for self-entrepreneurship of young people is declining due to increasingly high bills and fixed costs. A considerable percentage of failures among young entrepreneurs is often due to a lack of preparation for self-entrepreneurship and, before that, by an inadequate financial education for the youngest. Strengthening the training and education systems dedicated to boosting self-employment for a younger target, combined with adequate skills to uptake the market chances that sustainability may provide to the future young entrepreneurs, can help reverse this negative trend. Self-entrepreneurship solutions are provided by the Public Employment Services but they are more often used to deal with adult people (who have fulfilled their educational obligations) with high difficulties to get back to the job market. Such a service is missing with regards to the specific training needs, tools and methodologies of young people. There is a need to develop an entrepreneurial mindset, starting from teenagers, and especially to spread awareness of how sustainable development can boost the creation of new types of job.

1489/1500

D.3.1.2 General description of the policy instrument

Please name the policy instrument addressed (for Investment for jobs and growth goal programmes, please provide the name of the operational programme concerned).

RP Lazio ESF+ 2021-2027

23/150

Is this instrument an Investment for jobs and growth goal programme (i.e. national or regional operational programme)?

Yes

Please indicate the geographical scope of this instrument

Please select how the authority responsible for this policy instrument is involved in the project:

The authority responsible for this policy instrument is involved as...

Partner

Please select the authority responsible for this policy instrument.

PP03 Lazio Region

Please describe the main features of this policy instrument (e.g. objective, characteristics, priority or measure addressed).

In continuity with the 2014-2020 ESF programme (Training Enterprise Programme), RP Lazio ESF+ 2021-2027 supports interventions aimed at the creation of new businesses to promote and support self-entrepreneurship and encourage new employment opportunities for young people.

Below are the activities that are intended to be supported as part of this strategic operation:

- Training courses for the acquisition of managerial and managerial skills.
- Training courses for the promotion of entrepreneurial culture and entrepreneurial skills.
- Accompaniment paths for the creation of businesses for unemployed young people or for young people leaving the regional training system (e.g. lefP paths).
- Support programs and non-repayable incentives to support the creation of new businesses.
- Support for business creation, including innovative ones, deriving from innovation and research activities and for young graduates
- Training and support interventions for generational transition and business transfer.

Local initiatives can be encouraged (at local and municipal level) to promote entrepreneurship, creativity, and and youth innovation. Initiatives to activate girls and boys may also be promoted through support for youth associations for the management and animation of hostels and spaces for young people.

1314/1500

D.3.1.3 Expected policy improvement

What kind of improvement do you envisage for this instrument?

New projects financed by the instrument

Yes

Within RP Lazio ESF+ 2021-2027, we want to extend our programmes on training and education for self-entrepreneurship to a younger target group. Partners' good practices that we consider the most relevant at this stage are: the educational programme for personality development and growth for young people aged 16-20 years old from Riga which aims to create a new generation of leaders; EDTV from Belgium, an online platform where students learn more about entrepreneurship (get inspired by other entrepreneurs, find examples of students running a business); and Industry Business Simulations from Poland (online games for learning entrepreneurship in 30 secondary schools). Through the inspiration provided by the abovementioned good practices, the Lazio Region is going to implement a new demonstration project for the self-employment services run by one of the Public Employment Centres managed by the Region, using own staff and resources.

939/1500

Change in the management of the instrument

No

0/1500

Revision of the instrument itself

No

0/1500

D.3.2 Partner(s) addressing policy instrument 3

v3 | Submitted

Partner

PP03 Lazio Region

What are the partner's competences and experiences in the issue addressed by the project?

Lazio Region is the Public Administration responsible for labour services' delivery. As such, the Region can launch trial projects and extend educational projects to new generations. Until now, the Region has carried out activities for supporting self-employment in the Employment Centres. However, the initiatives have been experimental and not coordinated with each other. They have also been aimed at a target composed of adults looking for employment, rather than the younger generations. The regional department for Education has carried out initiatives to develop an entrepreneurial culture at schools, but as curricular modules and without a specific link with employment support policies. The aim is thus to develop a programme to spread the culture of self-employment among the youngers, organically linked with RP Lazio ESF+ 2021-2027, as the main political instrument available in the field considered.

913/1000

How will the partner benefit from the cooperation? In case this partner plays a particular role in the project (e.g., responsible for a specific topic, for communication activities), please also indicate it here.

Given the episodic and uncoordinated nature of the initiatives for supporting self-employment and the lacking focus on young people, the Lazio Region believes it can benefit from collaboration with other partners to learn about the experiences they have gained in the field and import best practices by developing methodologies for involving the audience of teenagers and young adults in the regional policy to support self-employment. The aim is to lay the foundations for the early establishment of the latter among the population of beneficiaries of public employment services. In particular, the Lazio Region aims to deepen the possibilities of development and use of digital concepts and tools – such as gamification – for the implementation of this public policy. The interregional event on this specific topic will take place in Lazio Region in semester 4.

863/1000

In case the partner is involved in several Interreg Europe applications/ projects, please justify this multiple involvement.

Lazio Region is currently partner of the following project funded by the 1st call for proposals of Interreg Europe: InterRevita (A better life in small and mid-sized cities: from Interregional actions to improved Revitalization strategies). It is partner in another project proposal for the second call for proposals of Interreg Europe: ASTROTOUR. As a large public organisation, Lazio has the sufficient human and financial resources to be actively involved in these projects at the same time.

494/1000

D.3.3 Stakeholder group relevant for policy instrument 3

v3 | Submitted

Please provide an indicative list of the most relevant stakeholders (i.e., name of the organisation concerned) to be involved in the project. It is recommended to have no more than 12 entries.

You have 9 entries.

Istituto PProfessionale Cattaneo succursale Primavalle

53/300

University of Rome Tor Vergata, Department of Business Engineering "Mario Lucertini"

84/300

LOIC (Lazio Open Innovation Centre) in Zagarolo (Rome)

54/300

Public Employment Center of Zagarolo

36/300

Public Employment Center of Primavalle

38/300

Forma Camera - Special Company of the Rome Chamber of Commerce

62/300

Mudem - Museo della moneta (Coin Museum) - The Bank of Italy

60/300

Istituto Professionale Baldoni CFP

34/300

Istituto Professionale Luigi Einaudi succursale Primavalle

58/300

D.3.4 Pilot action under policy instrument

v3 | Submitted

Is a pilot action proposed to improve this policy instrument?

No

D.4 Policy instrument 4

v3 | Submitted

D.4.1 Territorial context and general description

D.4.1.1 Territorial context

What is the state of play of the issue addressed by the project in the territory covered by the policy instrument? Which challenge needs to be overcome in this territory? Please be as specific as possible and provide detailed information on the characteristics of the territory.

In Romania, the competitiveness of business environment is still weak and Harghita County is situated at the very end in terms of GDP per capita and salary. Because the region is less developed, it is not attractive to young people and is facing a massive emigration: every family has at least one member who works abroad. 75% of people who work abroad are those who belong to the age group 18-35 years. According to the national official statistics, in 2021 in Harghita County there were only 3,326 entrepreneurs in the 15-35 age group (4% of the population) and only 1% in the 19-24 age group.

The education system is struggling with chronic underfunding and lack of compliance with market expectations. The schools do not develop sufficiently the 21st century soft skills such as leadership, teamwork, problem solving, time management, emotional intelligence, etc. The limited capacities of the public institutions, a predisposition to bureaucracy and the excessive regulations have a strong negative influence on the development of enterprises.

The main challenges of the region are: How can public institutions contribute to providing young people with a livable vision of the future in their homeland, reducing the brain drain? How can entrepreneurship education be developed, also integrating the eco-responsible dimension into awareness of entrepreneurship? How can the 21st century soft skills and entrepreneur skills contribute to better employability of the youngsters?

1480/1500

D.4.1.2 General description of the policy instrument

Please name the policy instrument addressed (for Investment for jobs and growth goal programmes, please provide the name of the operational programme concerned).

Economic Development Strategy - Harghita 2030

45/150

Is this instrument an Investment for jobs and growth goal programme (i.e. national or regional operational programme)?

No

Please indicate the geographical scope of this instrument

Local

Please select how the authority responsible for this policy instrument is involved in the project:

The authority responsible for this policy instrument is involved as...

Partner

Please select the authority responsible for this policy instrument.

PP04 Harghita County Council

Please describe the main features of this policy instrument (e.g. objective, characteristics, priority or measure addressed).

The main objectives of the Economic Development Strategy - Harghita 2030 are to increase the competitiveness of the economy, increase the quality of life, support businesses, support technology and knowledge transfer, improve the competitiveness of the economy, and create new jobs. This strategy has been approved for the 2021-2030 period. It is designed as a working tool for all decision-making factors and economic actors involved and interested in the development of the county in the period 2021-2030.

The following expressions are mentioned among the main strategic priorities: supporting young people in innovative initiatives; encouraging entrepreneurship through higher education services or training programmes offered by higher education; developing human resources; adapting education to the requirements of the labour market; supporting the improvement of young people's employment conditions. However, to date there is no strategic measure or priority specifically focusing on entrepreneurship education in this policy instrument, which is why Harghita County Council wants to revise the policy instrument itself through the implementation of new projects and a structural change.

1196/1500

D.4.1.3 Expected policy improvement

What kind of improvement do you envisage for this instrument?

New projects financed by the instrument

Yes

Harghita County Council envisages the development of new projects inspired from the good practices of the SEE partners. The SEE project reinvigorates the policy dialogue at regional level towards entrepreneurial education. It will raise awareness of relevant actors and stakeholders to be able to participate and also to develop new projects. Through interregional knowledge sharing and learning, HCC will raise the knowledge capital among relevant stakeholders and local community about the importance and the opportunities of developing new projects for entrepreneurial education which is one of the specific objectives of the project. To this end, in the policy instrument will be included guidance for new projects and available funding opportunities.

759/1500

Change in the management of the instrument

No

0/1500

Revision of the instrument itself

Yes

The project will strengthen the participation of actors of the formal and non-formal education, relevant stakeholders of the economy, local and regional authorities and NGOs to be involved in collecting and sharing experiences and knowledge for the co-creation process of this policy instrument. HCC will coordinate the stakeholder consultation process, with regular meetings held within the project implementation period. The policy instrument will be revised based on the lessons learned from the SEE project, incorporating experience gained from different PP regions involved. Some of the best practices identified during the project development could pave the way for this policy change, for example the Eureka Play from Belgium, the Shadow day from Riga, the Unternehmen gymnasium presented by the German partner, or the Financial Literacy programme from Riga. It is envisaged to add a new priority dedicated to entrepreneurship education focused on sustainability. This will facilitate the expected addition of a new priority to the policy instrument. Structural improvements incorporated in the selected instrument will be carried out by the 6th semester of the project. By developing the policy instrument HCC expects to improve its ability to use resources in a more efficient way in order to help more young people to create enterprises.

1346/1500

D.4.2 Partner(s) addressing policy instrument 4

v3 | Submitted

Partner

PP04 Harghita County Council

What are the partner's competences and experiences in the issue addressed by the project?

HCC is the elected authority of county, local public administration, based on the principles of local autonomy, decentralisation of public services, legality and citizen's consultation regarding local problems of main interest.
Responsibilities: coordination of the local council's activities, ensuring public services, contributions to the local economic growth by means of development programs in several socio-economic fields.
The youth related issues and their assistance are priorities in our county, as the outmigration of talented young workforce is a major problem with long-term consequences in the region. The institution makes efforts to bring together stakeholders to effectively address local labour market challenges.
HCC has 16 years of experience in implementation of governmental funding and EU funded projects. It has already implemented a relevant number of cooperation projects (Interreg Europe and DTP) to improve sustainable development and institutional cooperation.

989/1000

How will the partner benefit from the cooperation? In case this partner plays a particular role in the project (e.g., responsible for a specific topic, for communication activities), please also indicate it here.

The interregional learning process will enable to improve the policy instrument through integrating knowledge, experiences and good practices from other SEE regions. HCC envisages adding a chapter on sustainable entrepreneurship education, which will create a more favorable environment for young entrepreneurs and nurture regional entrepreneurial capital, widen employment opportunities in the sector, and will contribute to mitigation of the mass emigration of human resources abroad.
The organisation's administrative capacities will also be further developed. HCC will be responsible for the topic Developing 21st century soft skills in semester 3. The result of this work will be a policy document with GPs and policy recommendations. HCC will share its GPs which it owns in most project topics.
Hopefully the implementation of the SEE project will encourage youth people to stay in Harghita County, to find proper jobs and/or to encourage them to become young entrepreneurs in their homeland.

998/1000

In case the partner is involved in several Interreg Europe applications/ projects, please justify this multiple involvement.

Harghita County Council has several years of experience as partner in Interreg Europe projects. In the previous financing period, it was partner in Interreg Europe projects: CD-ETA, E-COOL, RuralGrowth, LocalFlavours, FRIDGE.

In the 2021-2027 period, HCC is a partner in:

- CIBioGo - Citizen Participation in Biodiversity Governance, 2023-2027
- SECON - Social Economy - Regional Policies for supporting Social Economy Enterprises, 2023-2027

HCC also participates in two other second call projects: WE-AGRIFOOD (topic: women entrepreneurs in the agrifood sector) and DHL (topic: digitalisation policies of public authorities). Harghita County Council is a large institution with more than 200 employees. It has sufficient human and material resources, and also relevant project experiences to ensure the successful implementation of the Interreg Europe projects. The different projects will be implemented by different teams within the institution, established after the approval of the projects.

D.4.3 Stakeholder group relevant for policy instrument 4

v3 | Submitted

Please provide an indicative list of the most relevant stakeholders (i.e., name of the organisation concerned) to be involved in the project. It is recommended to have no more than 12 entries.

You have 4 entries.

Development Agency of Harghita Council

38/300

Sapientia – Hungarian University of Transylvania, Faculty of Economics, Socio-Human Sciences and Engineering

108/300

Chamber of Commerce and Industry of Harghita County

51/300

Harghita Business Center startup incubator

42/300

D.4.4 Pilot action under policy instrument

v3 | Submitted

Is a pilot action proposed to improve this policy instrument?

No

D.5 Policy instrument 5

v3 | Submitted

D.5.1 Territorial context and general description

D.5.1.1 Territorial context

What is the state of play of the issue addressed by the project in the territory covered by the policy instrument? Which challenge needs to be overcome in this territory? Please be as specific as possible and provide detailed information on the characteristics of the territory.

One of the most important factors limiting the growth of Latvia's economy in the future is the lack of labour force. In the Latvia National Development Plan 2021-2027, the goal is to reduce the proportion of young people aged 15-24 who are not involved in education or the labour market to 6%. To achieve this, this indicator must be reduced by 1.6 percentage points by 2024, and by 2.6 percentage points by 2027. In 2022, 30.5 thousand (11.3%) of Latvian youth aged 15–29 did not work or study. Latvian schools are facing several challenges - chronic lack of teachers, threat of teacher burnout, lack of necessary teaching materials and resources. Data of the "Teachers' Voice" survey of Latvian pedagogues shows that one of the biggest difficulties for them is teaching entrepreneurial skills - 43% of teachers noted that teaching these skills causes difficulties, only 9% of teachers do not have any difficulties. 48% of the pedagogues assessed students' knowledge of entrepreneurship skills as relatively low. 55% of educators lack methodological materials, 25% of teachers admitted that they would benefit from video instructions for students, 19% highlighted the importance of cooperation with colleagues from another countries. The significant support is needed in the field of teaching - both opportunities for teachers to improve their qualifications, gain international experience, develop new teaching materials and make them available to all schools.

1463/1500

D.5.1.2 General description of the policy instrument

Please name the policy instrument addressed (for Investment for jobs and growth goal programmes, please provide the name of the operational programme concerned).

Riga Development Programme 2022-2027 (DP2027)

45/150

Is this instrument an Investment for jobs and growth goal programme (i.e. national or regional operational programme)?

No

Please indicate the geographical scope of this instrument

Please select how the authority responsible for this policy instrument is involved in the project:

The authority responsible for this policy instrument is involved as...

Partner

Please select the authority responsible for this policy instrument.

PP05 Rīga Local Government

Please describe the main features of this policy instrument (e.g. objective, characteristics, priority or measure addressed).

DP2027 identifies nine priorities or key development directions that need to be addressed within the next six years. Each priority has a goal, targets and indicators, which together form a strategic part of the DP2027. In addition, an Action plan (AP) and Investment plan serve as tools to carry out the targets set out in each priority. One of the priorities of the DP2027 is accessible and high-quality education that meets the needs of future society and competitive city with an innovative economy. The measure indicates support to learning throughout life, developing skills in various fields and thus addressing challenges in a rapidly changing world. The principle of lifelong learning is therefore enshrined in the priority: from the first steps in pre-school to the labour market. The goal is to make Riga a nationally and internationally oriented science, education and innovation centre by creating a supportive environment for innovation. To make more use of the city's economic potential by ensuring excellent integration into national and international mobility networks, promoting a knowledge and innovation-based economy in line with the national smart specialisation strategy. With this Project several measures of AP: "Introduce the competence approach into the content of general education", "Improving the professional competence of pedagogues", "Strengthen the city's collaborative ecosystems and support innovative business initiatives" will be addressed.

1477/1500

D.5.1.3 Expected policy improvement

What kind of improvement do you envisage for this instrument?

New projects financed by the instrument

Yes

Riga City Council will create new projects aiming to solve the problem of lack support for entrepreneurship education, and to generate additional digital tools and methods by providing innovative educational experiences and methods for teachers. Inspiration will be drawn from:

- the good practices “Entrepreneurial school” (train the teacher) and “IN2STEM” (sustainable collaboration between secondary STEM schools and SMEs) from the Belgian partner - topics: developing an entrepreneurial mindset and developing 21st century skills
- the good practice “Entrepreneurship High School” from the German partner - topic: developing 21st century skills
- the good practice “Startup Shaker” from the Polish partner on how to provide an environment and tools for developing entrepreneurship skills for young people (using digital tools and methods) - topic: developing an entrepreneurial mindset
- the good practice “KlasCement platform” from the Belgian partner - topic: increasing awareness of entrepreneurship education among teachers, schools and other stakeholders.

The financial resources that will be mobilised will come from the programmes of the City Council and EU funding.

1178/1500

Change in the management of the instrument

No

0/1500

Revision of the instrument itself

No

0/1500

D.5.2 Partner(s) addressing policy instrument 5

v3 | Submitted

Partner

PP05 Rīga Local Government

What are the partner's competences and experiences in the issue addressed by the project?

The partner is a municipal institution that handles matters related to pre-school, general and professional oriented education, culture, youth and sports. Under the partner's supervision there are 101 general education schools (age from 7 till 19 years old, in total 68,671 students). The subjects of economics and entrepreneurship are taught in the senior classes. Several schools operate student training companies. Riga schools are partners at Junior Achievement Latvia. The partner coordinates and supervises the professional development of the staff of schools, their methodological work. 7,435 teachers work in Riga schools and 3,898 people are technical personnel. The Riga Education and Informational Methodical Center is also subordinate to the partner. The partner tries to identify the best teachers experience and promotes the exchange of best practices. The partner has wide knowledge of spreading of the information in the field of education, teachers' information campaigns.

989/1000

How will the partner benefit from the cooperation? In case this partner plays a particular role in the project (e.g., responsible for a specific topic, for communication activities), please also indicate it here.

Through the cooperation and the transfer of good practices, the teachers' work will be facilitated - new methods, tools will be developed, teachers will gain international experience, they will have possibility to cooperate with their colleagues in other EU countries and raised their qualifications and motivation. Students will gain an understanding of the importance of entrepreneurship skills, how it can help to achieve students' goals and plan their future life. The Partner will be responsible for the topic 'developing an entrepreneurial mindset'; participate in all project activities; involve the schools and engage the teachers; ensure dissemination of the project results to the Riga schools and teacher training centre. The deputies of the Riga City Council will also be involved in the project activities. The outputs of the project will be disseminated to the Headmasters of the Riga Schools, State Education Development Agency, Latvian Career Development Support Association.

991/1000

In case the partner is involved in several Interreg Europe applications/ projects, please justify this multiple involvement.

In the 2014-2020 period, Riga City Council was involved in the project EURE.
In the 2021-2027 period, Riga City Council is involved in two approved projects (IMPETUS and SATSDIFACTION). However, these two projects have completely different scopes and objectives. In addition, they are implemented by other departments of Riga City Council. The Education, Culture and Sports Department is not involved an approved project or another project for the second call for proposals.

474/1000

D.5.3 Stakeholder group relevant for policy instrument 5

v3 | Submitted

Please provide an indicative list of the most relevant stakeholders (i.e., name of the organisation concerned) to be involved in the project. It is recommended to have no more than 12 entries.

You have 5 entries.

State Education Development Agency

34/300

Junior Achievement Latvia

25/300

Latvian Career Development Support Association

46/300

Centre of Creative Learning "Annas 2"

37/300

Career Education Support Centre

31/300

D.5.4 Pilot action under policy instrument

v3 | Submitted

Is a pilot action proposed to improve this policy instrument?

No

D.6 Policy instrument 6

v3 | Submitted

D.6.1 Territorial context and general description

D.6.1.1 Territorial context

What is the state of play of the issue addressed by the project in the territory covered by the policy instrument? Which challenge needs to be overcome in this territory? Please be as specific as possible and provide detailed information on the characteristics of the territory.

The district of Rottal-Inn is a very rural area that is primarily characterised by the skilled trades. Most students have a low or intermediate school leaving certificate and then choose vocational training. The rate of high school graduates is relatively low (2021: 28% low degree, 48% middle degree, 25% higher degree), as is the rate of university students. This is accompanied by a fairly low number of business start-ups by younger people. When businesses are started, it usually happens in the skilled trades after some time in dependent employment. Since most students with higher degrees leave the district to study, this group of people also founds companies outside the district.

In a recent SWOT analysis, weaknesses identified include the fact that the district has a high number of commuters, that there is a shortage of highly qualified jobs and that the shortage of skilled workers can now be observed across all sectors. Risks include high unemployment rates in some areas, particularly among people with low levels of education or no qualifications, and the financial and staffing implications of the Corona pandemic.

All this leads to the fact that companies are more and more concerned about keeping their employees and not losing them to other companies or to self-employment. That is why it is necessary and important to promote the entrepreneurial mindset already among young people, because as they get older, the comfort of the secure employment wins more and more.

1489/1500

D.6.1.2 General description of the policy instrument

Please name the policy instrument addressed (for Investment for jobs and growth goal programmes, please provide the name of the operational programme concerned).

District Development Concept 2022-2030

38/150

Is this instrument an Investment for jobs and growth goal programme (i.e. national or regional operational programme)?

No

Please indicate the geographical scope of this instrument

Local

Please select how the authority responsible for this policy instrument is involved in the project:

The authority responsible for this policy instrument is involved as...

Partner

Please select the authority responsible for this policy instrument.

PP06 District of Rottal-Inn

Please describe the main features of this policy instrument (e.g. objective, characteristics, priority or measure addressed).

In 2014, Rottal-Inn adopted the District Development Concept 2020 as the result of a broad citizen participation process. It was intended as a modern guideline for a modern district that was never static, but always open to new, good ideas and developments. In 2022, it was updated for the period until 2030. Sustainable and digital working and living environments, resilience, "crisis resistance" or adaptability to local or global changes and crises will become more important and are therefore given even greater consideration in the concept. In addition, projects are specified and prioritised that are necessary and possible in order to improve the living and working conditions for residents in the district, to ensure competitiveness and to increase the attractiveness of the region for locals, newcomers and guests alike. An important factor in this is the goal of increasing the number of start-ups. This is to be achieved, among other things, through increased cooperation with schools and other institutions in order to promote entrepreneurial spirit among children and young people. One of the concept's vision is that the economic development in the district shows itself to be extremely stable in 2030 despite all the global challenges. Support is not only provided by the business development agency and the district administration, but above all by the good networks among themselves. As a result, existing companies have developed well, and new companies have been established.

1494/1500

D.6.1.3 Expected policy improvement

What kind of improvement do you envisage for this instrument?

New projects financed by the instrument

Yes

As described above, our district development concept includes the goal of increasing the number of business start-ups. A number of projects already planned for this purpose. One of these is the establishment of our digital business incubator GreG Rottal-Inn, which is to be achieved, among other things, through increased cooperation with schools. The project offers us extensive opportunities to learn about established projects from other regions and to adopt and adapt them for our region.

We see the greatest potential in the topic of developing digital tools, games and methods. Our activities so far have focused mainly on personal motivation of students and other stakeholders, but we consider digital solutions to be a very important approach to the topic. Here, we are especially interested in the JA TITAN game from Riga and in Hargita Hazavár from Harghita County.

The topic of developing 21st century skills is also very interesting for us, here especially the examples from Riga: the educational programme for personality development and growth, and SkillsLatvia.

Our district development department has an annual budget of about 2 million EUR, about half of which is for projects. We plan the use of these funds every year at the end of the year, so there are sufficient funds available not only to learn about good examples within the framework of the project, but also to adapt and implement them afterwards.

1428/1500

Change in the management of the instrument

No

0/1500

Revision of the instrument itself

No

0/1500

D.6.2 Partner(s) addressing policy instrument 6

v3 | Submitted

Partner

PP06 District of Rottal-Inn

What are the partner's competences and experiences in the issue addressed by the project?

Economic development is part of the district development department, which is entrusted with the implementation of the district development concept within the administration. A sub-area of this is the digital start-up centre GreG Rottal-Inn. The staff of these departments have been dealing with the topic of business start-ups for years. One of their tasks has long been to cooperate with schools and institutions that want to awaken the entrepreneurial spirit in pupils. In 2022, for example, we held a workshop together with the „Unternehmerge gymnasium“ (entrepreneurial high school) in Pfarrkirchen. The students (aged 15-17) have been guided by experts, developed a business idea in one day and pitched it to real investors at the end of the day. We also support the two Hans Lindner Foundation business games every year, which aim at students between 14 and 18. The finals of these business games take place in our district every year.

939/1000

How will the partner benefit from the cooperation? In case this partner plays a particular role in the project (e.g., responsible for a specific topic, for communication activities), please also indicate it here.

We see a very great potential in learning from the other partners and will use the insights we gain in the project to expand and strengthen our activities in this thematic area. As we have so far gained experience mainly in the Interreg programme Bavaria-Austria, we will also benefit from the great partnership in this project and further strengthen the approval of European cooperation in our region. We are responsible for the topic of awareness-raising among teachers, schools and other stakeholders and will organise a 2-day workshop in the 2nd semester. In addition, we will learn about the measures taken by the “Unternehmerge gymnasium Bayern” (entrepreneurship high school) to give pupils the opportunity to combine their studies with entrepreneurial activities, providing them with optimal conditions to develop their businesses while pursuing their high school education. Both GPs place special emphasis on getting teachers interested in the measures.

959/1000

In case the partner is involved in several Interreg Europe applications/ projects, please justify this multiple involvement.

District of Rottal-Inn was never a partner in an Interreg Europe project. The organisation is a newcomer to the programme and is only involved in this second call proposal. District of Rottal-Inn is also located in a NUTS2 region which is not represented among the projects approved in the first call.

301/1000

D.6.3 Stakeholder group relevant for policy instrument 6

v3 | Submitted

Please provide an indicative list of the most relevant stakeholders (i.e., name of the organisation concerned) to be involved in the project. It is recommended to have no more than 12 entries.

You have 8 entries.

Staatliches Schulamt Rottal-Inn

31/300

STARTUP TEENS GmbH

18/300

Unternehmergegymnasium Bayern

27/300

Hans-Lindner-Stiftung

21/300

GreG Rottal-Inn e.V.

20/300

COC AG

6/300

MobiMedia AG

12/300

Europaregion Donau-Moldau

25/300

D.6.4 Pilot action under policy instrument

v3 | Submitted

Is a pilot action proposed to improve this policy instrument?

No

D.7 Policy instrument 7

v3 | Submitted

D.7.1 Territorial context and general description

D.7.1.1 Territorial context

What is the state of play of the issue addressed by the project in the territory covered by the policy instrument? Which challenge needs to be overcome in this territory? Please be as specific as possible and provide detailed information on the characteristics of the territory.

More and more of the 200,000 young people in the Region have a positive view of self-employment, which is encouraging. But the percentage of those who decide to start their own businesses remains low – and the fear of failure appears to be the main reason for it. This fear stems from inexhaustible knowledge, which is the resource needed to achieve the expected success. Meanwhile, when asked about the challenges, students drew attention to the amount of information for self-adjustment, lack of motivation and uncertainty about their professional future. Over 78% of students in West Pomerania indicate that classes conducted at school do not make it easier for them to choose a career path and do not allow them to acquire the competencies necessary to run their own business. Graduates of secondary schools indicate that it is essential to change the way of education with innovative methods of work, creating an offer that meets the needs of students, and providing appropriate staff. 70% of secondary school graduates take up a job (mainly in gastronomy or trade and services, with little self-development prospects). Gainful employment is the main source of income for only 22.13% of graduates. Over 60% of students can support themselves only with the financial support of their parents. To improve the situation of young people in the Region and take full advantage of all economic and social opportunities, the Region needs to encourage teenagers to start their own businesses.

1489/1500

D.7.1.2 General description of the policy instrument

Please name the policy instrument addressed (for Investment for jobs and growth goal programmes, please provide the name of the operational programme concerned).

Educational Policy of the Westpomeranian Region

47/150

Is this instrument an Investment for jobs and growth goal programme (i.e. national or regional operational programme)?

No

Please indicate the geographical scope of this instrument

Regional

Please select how the authority responsible for this policy instrument is involved in the project:

The authority responsible for this policy instrument is involved as...

Partner

Please select the authority responsible for this policy instrument.

PP07 Westpomeranian Region

Please describe the main features of this policy instrument (e.g. objective, characteristics, priority or measure addressed).

The object of Educational Policy is the activities of the self-government and other bodies cooperating with it to organise, support, disseminate and deepen the individual and collective development processes of the West Pomerania community. The Policy in the area of tasks and obligations of the regional government is connected with shaping the labour market, creating conditions for economic development, creating social cohesion or maintaining and developing culture. It is also part of the West Pomeranian Model of Development Programming. The Policy focuses on three strategic objectives: building educational capital for learning for the future; increasing adult participation in education; and strengthening the infrastructural facilities and organisational capacity of education and sport as places and systems for the personal development of residents. The issue of the development of entrepreneurial competencies is reflected in all three priorities. However, the activities of the project will focus on the first priority, where the emphasis is placed, among others, on: the implementation of education tools for the future, the development of teachers' competences, the enrichment of the extra-curricular offer and the promotion of local talents.

1258/1500

D.7.1.3 Expected policy improvement

What kind of improvement do you envisage for this instrument?

New projects financed by the instrument

Yes

The learning is expected to improve the Educational Policy of the Westpomeranian Region by building the capacity of the policymakers and with new initiatives and tools to implement Goal 1 more efficiently: building educational capital for education for the future. The policy change will emphasise the importance of developing entrepreneurial competencies as an element of the regional education system through the implementation of new activities. We assume that the new activities/projects will help change entrepreneurship's learning from a theoretical approach to an occupationally oriented approach aiming at giving students the requisite knowledge and skills and teaching through an actual process of creating a company. PP will also define the sources of financing for the recommended new projects, taking into account both the funds available under the operational programme (European Funds for Western Pomerania 2021-2027), other EU funds, regional and local funds. To help young people to pursue entrepreneurial passion and become job creators, the updated Education Policy will set a roadmap for regional education institutions with its emphasis on the holistic development of students through multidisciplinary education. Education in the Region must move towards less content and more experiential learning to create positive outcomes, including increased creativity and innovation, risk-taking ability and a spirit of service towards the social community (meet the SDGs).

1495/1500

Change in the management of the instrument

No

0/1500

Revision of the instrument itself

No

0/1500

D.7.2 Partner(s) addressing policy instrument 7

v3 | Submitted

Partner

PP07 Westpomeranian Region

What are the partner's competences and experiences in the issue addressed by the project?

The Region is responsible for drawing up the region's development strategy and other development policies. The overarching goal is to consistently strengthen the status of education and increase the effectiveness of its dissemination. It is also responsible for the establishment and operation of teacher training centres, schools and educational institutions of regional importance. Therefore, it has a direct influence on the training of teachers' and students' competences.

One of the directions in the field of education is the development of entrepreneurial and creative attitudes and behaviours of the inhabitants, which is related to the implementation of projects under the ROP of the Westpomeranian Voivodeship 2014-2020, such as: "West Pomerania - where business meets science" (which such activities as startup shakers, hackathons, RoboCamps); "Green year 2021 in West Pomeranian Region" and "Strengthening the position of the regional economy, Western Pomerania - Helm for innovation".

998/1000

How will the partner benefit from the cooperation? In case this partner plays a particular role in the project (e.g., responsible for a specific topic, for communication activities), please also indicate it here.

The Region has a huge need for tools and best practices for entrepreneurial skills development, which will help us to show young citizens how to build a career path and start their own business ("Idee in azione", "International Student Company Festival", "Cits Bazārs", "Wereldwinkel op school"). The Region ranks among the top Polish regions in terms of entrepreneurship, which is reflected in the high concentration of micro-enterprises but not always in an increase in quality and innovation. It is thus crucial to build a system of entrepreneurial education increasing the number of green and inclusive start-ups with innovative solutions. This system should include unconventional methods of teaching entrepreneurship ("Rome Videogame Lab", "Onderwijs Met Games"). We hope to learn how to develop such a regional ecosystem focused on fostering entrepreneurial mindset. We expect to learn how to assess the impact of entrepreneurship education on start-ups, spin-offs and innovation in companies.

1000/1000

In case the partner is involved in several Interreg Europe applications/ projects, please justify this multiple involvement.

Westpomeranian Region is involved in the implementation of two projects (CROWD-FUND-MATCH and MILEstone) under Interreg Europe 2021-2027. Interreg Europe is the only EU programme that helps regional authorities to cooperate on a wide range of issues. Therefore, with such large entities as local government authorities, it happens that several projects are implemented at the same time. However, it should be emphasised that the project tasks are carried out by staff of different departments, including the budget department of the Marshal's Office, and do not overlap with the activities of the SEE project. The projects have different areas of interest (unlocking crowdfunding potential, integrating migrants into the local economy) and will improve different policy instruments.

782/1000

D.7.3 Stakeholder group relevant for policy instrument 7

v3 | Submitted

Please provide an indicative list of the most relevant stakeholders (i.e., name of the organisation concerned) to be involved in the project. It is recommended to have no more than 12 entries.

You have 8 entries.

Voivodship Labour Office in Szczecin

36/300

Secretariat for Youth of the Westpomeranian Region

50/300

Youth Assembly of the Westpomeranian Region

43/300

Regional Centre for Innovation and Technology Transfer, which operates within the West Pomeranian University of Technology in Szczecin

134/300

University of Szczecin

22/300

Association Progress Group

26/300

West Pomeranian Teacher Training Center

39/300

Association POLITES

19/300

D.7.4 Pilot action under policy instrument

v3 | Submitted

Is a pilot action proposed to improve this policy instrument?

No

E.1 Core phase (Exchange of experience)

Exchange of experience

Shortly after the notification by the Monitoring Committee, PP01 will organise an online technical kick-off event to gather the partners and prepare for the kick-off meeting and the 1st interregional learning event that will be organised by PP05 in Riga. Partners will form their stakeholder groups and host their first meetings. On that occasion, they will raise awareness and inform them of the project planned activities. They will also draft a 5-6 page analysis describing their regional context and existing good practices on the topic of developing an entrepreneurial mindset. These analyses will then be shared with PP05 (Riga) who will lead the topic and the other partners. A month later, partners will meet online to exchange on their territorial situations and agree on the good practices that will be presented during the thematic workshop.

PP05 (Riga) will host the project opening conference and the 1st interregional policy learning event:

- On the 1st day, the kick-off meeting will last half a day and will be open to local stakeholders
- In the afternoon, the partners will make study visits to get to know the most successful practices from Latvia:
 - a) Riga State Gymnasium No 3 to introduce with a student learning companies which are created and managed by students
 - b) Career Education Support Centre to get to know about methodological support to educators and career counsellors and exchange of professional experience in career education
 - c) Participation at the Shadow Day to see how the students' visits to different workplaces are organised
 - d) The International Student Company Festival and market of products created by students
 - e) The national skills competition for young professionals SkillsLatvia.
- On the 2nd day, PP05 will host a thematic workshop on developing an entrepreneurial mindset among young people. The workshop will be led by field experts. Partners will share their experiences on the topic as well as their good practices. Working groups will be formed to explore possibilities for policy improvements.

Shortly after the event, PP05 (Riga) will organise an online meeting so that partners can present a few additional practices that could not be discussed during the event. During this online session, partners will primarily focus on online tools or methods which do not require to make a presentation in person.

One month after the event, PP05 (Riga) will produce a collaborative document summarising the key findings from the discussions and providing guidance for the transfer process. This document will be made online on the project website so that other regions in Europe can benefit from this work. Finally, partners will upload all their good practices to an online repository so that we can continue to explore the possibility of transferring some of the most interesting practices with their local stakeholders.

A project representative will participate in the activities organised by the JS and/or the Policy Learning Platform.

2990/3000

Communication

The CM will finalise the strategy and the KPIs, liaise with the JS on the project website and graphic identity, and create the project SoMe accounts. A digital platform will be selected to ensure smooth communication between partners. An introductory text on the project and its main messages will be circulated so that partners can promote SEE on their websites and SoME channels. The A3 poster and roll-up will be shared with the partners in digital format so that they can print them in their region and display them in their premises. The introductory brochure will also be provided in digital format so that partners can disseminate it in their region. The website will be populated with project news and information on the partners, their experiences and good practices. The 1st project video will be produced and made available on the website. The opening conference, 1st thematic workshop and study visits will be covered by a photo/video report by the partners. Newsletter 1 will be issued.

999/1000

Management

Ongoing management activities to ensure smooth implementation and reporting of the project

N° of interregional policy learning events organised

3

N° of good practices identified

8

Semester 2 (Core phase)

v3 | Submitted

Exchange of experience

Three months before the 2nd interregional policy learning event on raising awareness of entrepreneurship education among teachers, schools and other stakeholders, partners will draft a 5-6 page analysis describing their regional context and existing good practices on this topic. These analyses will then be shared with PP06 (District of Rottal-Inn) who will lead the topic and the other partners. A month later, partners will meet online to briefly exchange on their territorial situations and agree on the good practices that will be presented during the thematic workshop.

PP06 will host the 2nd interregional policy learning event on the topic of raising awareness of teachers, schools and other stakeholders. In addition to the partners, local and international stakeholders will attend it.

- On the 1st day, PP06 will organise a thematic workshop which will be led by field and external experts. As a first step, partners will present the selected best practices and will receive feedback from experts. Partners will share their experiences in the topic and discuss with the experts about the latest developments in this area. As a second step, partners will form working groups to deal with the different types of policy improvements.
- On the 2nd day, two institutions that are exemplary in raising awareness among teachers and other stakeholders will be visited. Partners will visit the Hans Lindner Foundation, which organises business start-up simulation games targeting children aged 14 and above. Then, partners will learn about the measures of the "Unternehmergehmasium Bayern" (entrepreneurship high school) to give pupils the opportunity to combine their studies with entrepreneurial activities, providing them with optimal conditions to develop their businesses while pursuing their high school education. Both GPs place special emphasis on getting teachers interested in the measures as these are voluntary activities in schools.

Shortly after the event, PP06 will organise an online meeting so that partners can present a few additional practices that could not be discussed during the event. During this online session, partners will primarily focus on online tools or methods which do not require to make a presentation in person.

One month after the event, PP06 will produce a collaborative document summarising the key findings from the discussions and providing guidance for the transfer process. This document will be made online on the project website so that other regions in Europe can benefit from this work. Finally, partners will upload all their good practices to an online repository so that we can continue to explore the possibility of transferring some of the most interesting practices with their local stakeholders.

Partners will host their 2nd stakeholder group meetings. A project representative will participate in the activities organised by the JS and/or the Policy Learning Platform.

2931/3000

Communication

The CM will regularly update the project website and social media channels with support from all partners. They will all share news about the project activities and its key messages, as well as the partners' experiences and good practices. The digital platform will continue to ensure smooth communication the consortium. The 2nd thematic workshop and study visits on awareness-raising among teachers, schools and other stakeholders will be covered by a photo/video report by the partners. Newsletter 2 will be issued and partners will actively share it with their stakeholders. A project representative will attend the programme annual event and/or another communication event organised by the programme authorities.

v3 | Submitted

717/1000

Management

Ongoing management activities to ensure smooth implementation and reporting of the project

N° of interregional policy learning events organised

3

N° of good practices identified

6

Semester 3 (Core phase)

v3 | Submitted

Exchange of experience

Three months before the 3rd interregional policy learning event on developing 21st century skills (soft skills), partners will draft a 5-6 page analysis describing their regional context and existing good practices on this topic. These analyses will then be shared with PP04 (Harghita County Council) who will lead the topic and the other partners. A month later, partners will meet online to briefly exchange on their territorial situations and agree on the good practices that will be presented during the thematic workshop.

PP04 will host the 3rd interregional policy learning event on developing 21st century skills (soft skills) which will comprise a thematic workshop and study visits:

- On the 1st day, during the thematic workshop the partners and their stakeholders will discuss and exchange experiences on the topic of developing 21st century/ soft skills, in particular what are the main challenges, how these skills are developed in the different partner countries, and what are the most needed changes in the policy instruments. The selected good practices will also be analysed in depth and partners will explore possibilities for transfer.
- On the 2nd day, PP04, together with local experts and stakeholders, will organise study visits to showcase the most relevant good practices of Harghita County Council. Special attention will be given to the activities carried out by the Development Agency of Harghita County Council (ADEHAR): for example, the Career Office, the Form Master class visits in local schools, and the Project proposal writing Workshops for young people. Partners will visit also the Harghita Business Center business incubator (HBC) in Odorheiu Secuiesc that implements varied activities that support, develop and motivate young people/students who want to become future entrepreneurs. These study visits will allow partners to obtain practical insights into these practices and explore how they can be replicated in other European regions.

Shortly after the event, PP04 will organise an online meeting so that partners can present a few additional practices that could not be discussed during the event. During this online session, partners will primarily focus on online tools or methods which do not require to make a presentation in person.

One month after the event, PP04 will produce a collaborative document summarising the key findings from the discussions and providing guidance for the transfer process. This document will be made online on the project website so that other regions in Europe can benefit from this work. Finally, partners will upload all their good practices to an online repository so that we can continue to explore the possibility of transferring some of the most interesting practices with their local stakeholders.

Partners will host their 3rd stakeholder group meetings. A project representative will participate in the activities organised by the JS and/or the Policy Learning Platform.

2960/3000

Communication

The CM will regularly update the project website and social media channels with support from all partners. They will all share news about the project activities and its key messages, as well as the partners' experiences and good practices. The digital platform will continue to ensure smooth communication the consortium. The 3rd thematic workshop and study visits on developing 21st century skills (soft skills) will be covered by a photo/video report by the partners. Newsletter 3 will be issued and partners will actively share it with their stakeholders. A project representative will attend the programme annual event and/or another communication event organised by the programme authorities.

v3 | Submitted

697/1000

Management

Ongoing management activities to ensure smooth implementation and reporting of the project

N° of interregional policy learning events organised

3

N° of good practices identified

5

Exchange of experience

Three months before the 4th interregional policy learning event on developing/using digital tools, games and methods, partners will draft a 5-6 page analysis describing their regional context and existing good practices on this topic. These analyses will then be shared with PP03 (Lazio Region) who will lead the topic and the other partners. A month later, partners will meet online to briefly exchange on their territorial situations and agree on the good practices that will be presented during the thematic workshop.

PP04 will host the 4th interregional policy learning event:

- On the 1st day, partners will present their good practices and discuss the latest developments. They will also form working groups supported by field experts to reflect on how to improve their policy instruments.

- On the 2nd day, PP03 will organise two study visits to showcase the Italian good practices:

- 1) Roma Videogame Lab: s the first and only Italian event of applied games that foster learning and achieve educational objectives using interactive simulations. There will be a meeting with the organisers and creators of this event.

- 2) Start-upper School Academy: it is programme promoting entrepreneurship in schools and stimulating the propensity to do business among young people. It consists of several actions designed in collaboration with the Fab Lab Lazio Regional network and with strategic partners who operate in the education sector and are active in the dissemination of new technologies. According to the experts of the Policy Learning Platform, this practice has a high potential for successful transfer in other European regions.

- On the 3rd day, partners will pay a visit to the Maker Faire Rome 2025 Edition, an international event that facilitates and talks about technological innovation in a simple and accessible way, connecting businesses, the academic world, people and ideas. It is a trade fair where industry experts, makers and innovators meet to share their projects with the general public.

Shortly after the event, PP03 will organise an online meeting so that partners can present a few additional practices that could not be discussed during the event. During this online session, partners will primarily focus on online tools or methods which do not require to make a presentation in person.

One month after the event, PP03 will produce a collaborative document summarising the key findings from the discussions and providing guidance for the transfer process. This document will be made online on the project website so that other regions in Europe can benefit from this work. Finally, partners will upload all their good practices to an online repository so that we can continue to explore the possibility of transferring some of the most interesting practices with their local stakeholders.

Partners will host their 4th stakeholder group meetings. A project representative will participate in the activities organised by the JS and/or the Policy Learning Platform.

2995/3000

Communication

The CM will regularly update the project website and social media channels with support from all partners. They will all share news about the project activities and its key messages, as well as the partners' experiences and good practices. The digital platform will continue to ensure smooth communication the consortium. The 4th thematic workshop and study visits on developing/using digital tools, games and methods will be covered by a photo/video report by the partners. Newsletter 4 will be issued and partners will actively share it with their stakeholders. A project representative will attend the programme annual event and/or another communication event organised by the programme authorities.

702/1000

Management

Ongoing management activities to ensure smooth implementation and reporting of the project

N° of interregional policy learning events organised

3

N° of good practices identified

5

Semester 5 (Core phase)

v3 | Submitted

Exchange of experience

Three months before the 5th interregional policy learning event on developing a culture of sustainability among tomorrow's entrepreneurs, partners will draft a 5-6 page analysis describing their regional context and existing good practices on this topic. These analyses will then be shared with PP07 (Westpomeranian Region) who will lead the topic and the other partners. A month later, partners will meet online to briefly exchange on their territorial situations and agree on the good practices that will be presented during the thematic workshop.

PP07 will host the 5th interregional policy learning event:

- On the 1st day, the thematic workshop will take place in a passive building at the headquarters of Westpomeranian Region, which is used as a teaching tool to illustrate how energy can be saved using technology. PP07 will present projects and activities aimed at creating a system that supports the development of the region's innovation capacity by raising social awareness and fostering an entrepreneurial and innovation-friendly attitude among youth, such as: RoboCamps, Industry Business Simulations, Startup Shakers, Ecological Year in West Pomerania, etc. A special focus will be put on the role of young people in building a new sustainable future and the necessary changes in entrepreneurship education. The meeting in Szczecin will be also an opportunity to exchange on educational strategies and support programmes. PP07 has indeed the intention to improve its own Educational Policy can lead such activity. This exchange will be based on the "AS-IS" analyses and self-assessments of strategies which will be carried out in collaboration with the stakeholders group.
- On the 2nd day, partners will have the opportunity to visit business environment institutions such as the Regional Centre for Innovation and Technology Transfer, Technopark Pomerania, West Pomerania IT Cluster, Internet Industry Development Foundation "Netcamp" to find out how they support young entrepreneurship in practice.

Shortly after the event, PP07 will organise an online meeting so that partners can present a few additional practices that could not be discussed during the event. During this online session, partners will primarily focus on online tools or methods which do not require to make a presentation in person.

One month after the event, PP07 will produce a collaborative document summarising the key findings from the discussions and providing guidance for the transfer process. This document will be made online on the project website so that other regions in Europe can benefit from this work. Finally, partners will upload all their good practices to an online repository so that we can continue to explore the possibility of transferring some of the most interesting practices with their local stakeholders.

Partners will host their 5th stakeholder group meetings. A project representative will participate in the activities organised by the JS and/or the Policy Learning Platform.

3000/3000

Communication

The CM will regularly update the project website and social media channels with support from all partners. They will all share news about the project activities and its key messages, as well as the partners' experiences and good practices. The digital platform will continue to ensure smooth communication the consortium. The 5th thematic workshop and study visits on developing a culture of sustainability among tomorrow's entrepreneurs will be covered by a photo/video report by the partners. Newsletter 5 will be issued and partners will actively share it with their stakeholders. A project representative will attend the programme annual event and/or another communication event organised by the programme authorities.

v3 | Submitted

722/1000

Management

Ongoing management activities to ensure smooth implementation and reporting of the project

N° of interregional policy learning events organised

3

N° of good practices identified

6

Exchange of experience

Two months before the study visit in Ghent, ECEF will send out a survey to all partners to find out which are the most interesting practices, study visits and policy changes achieved during the project's core phase. Each partner will have to explain how they got inspired, why the learning has been so interesting for them and how they managed to transfer the partners' practices into their regions and/or achieve another type of policy improvement.

PP02 will host the 6th interregional policy learning event:

- The study visit in East-Flanders will mainly tackle topic 1 (developing an entrepreneurial mindset) and topic 2 (developing 21st century/ soft skills). But if partners identify gaps in the project or express other needs at that time, PP02 will have the capacity to be flexible and to adapt the programme accordingly by focus on another project topic. Of course, as this cannot be anticipated at this stage the primary idea is to tackle topic 1 and topic 2 during this study visit.
- The study visit in East-Flanders will be spread over two days. On the morning of the first day, we will have a wrap-up meeting to analyse and synthesise the findings and the results that the project will have achieved so far. Based on all the collaborative documents drawn up previously, PP02 will produce a comprehensive overview. In this meeting we will also talk about the results of the survey and wrap up the most interesting GPs, study visits and policy changes. This will form a solid base for the project final handbook which will be presented at the final conference in semester 7.
- In the afternoon, partners will learn more about some educational initiatives on entrepreneurship carried out in East-Flanders. PP02 will mainly focus on its own activities as well as those of Vlajo, which is the market leader in this domain and a very close partner to ECEF. We are planning on visiting a mini-company, which is a small business run by a class of 17- and 18-years old students who all have their own role (product development, financing, marketing, sales etc.). The students and the teachers will share their opinions and experiences on the evolution of their business and on the development on their 21st century soft skills. Vlajo might also talk about their other initiatives. PP02 will try to invite a young entrepreneur, who was part of a mini-company when he or she was a student. His or her testimony will certainly bring extra added value to this study visit.
- The second day will be a showcase of some good practices from other regions that have not been presented yet. The partnership has shown to have very interesting and fruitful good practices so it will be interesting and important to share all of them, also because this will be the last semester dedicated to intense exchange of experiences.

Partners will host their 6th stakeholder group meetings. A project representative will participate in the activities organised by the JS and/or the Policy Learning Platform.

2991/3000

Communication

The CM will regularly update the project website and social media channels with support from all partners. They will all share news about the project activities and its key messages, as well as the partners' experiences and good practices. The digital platform will continue to ensure smooth communication the consortium. The 6th thematic workshop and study visits will be covered by a photo/video report by the partners. Newsletter 6 will be issued and partners will actively share it with their stakeholders. A project representative will attend the programme annual event and/or another communication event organised by the programme authorities.

649/1000

Management

Ongoing management activities to ensure smooth implementation and reporting of the project

N° of interregional policy learning events organised

1

N° of good practices identified

0

N° of pilot actions developed jointly and implemented in projects

0

E.2 Follow-up phase

Semester 7 (Follow-up phase)

v3 | Submitted

Monitoring results of main phase and, if applicable, exchange of experience

Two months before the project final conference, PP01 will organise an online meeting with the partners to finalise the content of the project final handbook that will be presented on that occasion. This handbook will serve as a support for presenting the results of the project.

The day before the project final conference, PP01 will organise two study visits to collect the stories testimonies of teachers and students who have benefited from the Young and Audacious programme of the Hauts-de-France Region through the tools offered by BGE Hauts de France mainly: 1) 'Busy et Ness': an online serious game where students can develop entrepreneurial skills and pitch their projects in front of a jury; 2) 'The most competent entrepreneur': an escape game where students look for clues in a virtual office to complete a task within the assigned time; 3) 'Innovation Booster for Entrepreneurship': a serious game where students develop their creativity.

The morning visit will take place at the Lycée Hôtelier International de Lille in the presence of students, teachers and members of the management staff. The afternoon visit will take place at the Lycée IEC in Tourcoing. These two visits have several advantages. These educational institutions have been heavily involved in awareness-raising campaigns for years, they are complementary (i.e. vocational education and general education), and they are located within a geographical area limiting transport.

The second day will be dedicated to showcasing the project achievements during the final conference. The event will take place at the Hôtel de Région des Hauts de France in Lille and will bring together around a hundred people. It will be chaired by an elected representative from the Regional Council in charge of economic policy. In addition to partners and their stakeholders, a representative of the Interreg Europe Joint Secretariat will be invited to attend the event. If other Interreg Europe projects have commonalities with the SEE project, their Lead Partner(s) will also be invited to create synergies and facilitate positive interactions between them.

The results of the project will be presented based on the project final handbook jointly designed by the partners. Each partner will be able to present the most interesting achievements with regards to sustainable entrepreneurship education in their regions. Panel and roundtable discussions will be organised around the five project topics to ensure a high degree of interactivity during the entire event.

The project follow-up phase will also be dedicated to monitoring the policy improvements and their effects. Partners not able to achieve a change in their regions by the end of the core phase will draw up an action plan (section C4). Partners will host their 7th stakeholder group meetings. A project representative will participate in the activities organised by the JS and/or the Policy Learning Platform.

2941/3000

Communication

The CM will regularly update the project website and social media channels with support from all partners. They will all share news about the project activities and its key messages, as well as the main achievements in the participating regions. The project final handbook will be produced and uploaded to the project website. The digital platform will continue to ensure smooth communication the consortium. The study visits and the project final conference will be covered by a photo/video report by the partners. Newsletter 7 will be issued and partners will actively share it with their stakeholders. A project representative will attend the programme annual event and/or another communication event organised by the programme authorities.

743/1000

Management

Ongoing management activities to ensure smooth implementation and reporting of the project

N° of interregional policy learning events organised

1

Semester 8 (Follow-up phase)

v3 | Submitted

Monitoring results of main phase and, if applicable, exchange of experience

In the last semester, partners will continue to monitor the results of their cooperation activities while wrapping up the exchange of experience process. PP01 will organise the last partner meeting online to take stock of the policy improvements and their effects and to continue to report on the project achievements to the programme authorities. This event will also offer the opportunity for the partners to exchange on the main lessons learned and explore possibilities for future collaboration. If needed, a dedicated session will be organised to provide additional support to partners who will not have managed to improve their policy instrument in the previous semesters.

Partners will organise their 8th and last stakeholder group meetings to wrap up the project in their territories. To monitor the increase in capacity among the participating organisations, partners will send out a survey based on the programme template. After carefully reviewing the answers submitted, partners will aggregate the data at project and provide the consolidated information in the project final report.

PP01 will also start preparing for the project administrative closure and will liaise with the Joint Secretariat and the partners to collect all the necessary documents on time.

1275/3000

Communication

The CM will regularly update the project website and social media channels with support from all partners. They will all share news about the project activities and its key messages, as well as the main achievements in the participating regions. The digital platform will continue to ensure smooth communication the consortium. The 2nd project video will be produced and uploaded to the website at the beginning of this semester. Newsletter 8 will be issued and partners will actively share it with their stakeholders. A project representative will attend the programme annual event and/or another communication event organised by the programme authorities.

657/1000

Management

Ongoing management activities to ensure smooth implementation and reporting of the project

N° of interregional policy learning events organised

1

F Project budget

v3 | Submitted

F.1 Budget breakdown per cost category and partner

Partner ↑	Country	Preparation costs	Staff costs	Office and administration	Travel and accommodation	External expertise and services	Equipment	Infrastructure and works
LP01 BGE Hauts de France	France (France)							
PP02 Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))	Belgium (Belgique/ België)							
PP03 Lazio Region	Italy (Italia)							
PP04 Harghita County Council	Romania (România)	0.00	144,092.00	21,613.00	21,613.00	33,000.00	0.00	0.00
PP05 Rīga Local Government	Latvia (Latvija)							
Total		17,500.00	1,155,669.00	173,349.00	173,349.00	272,980.00	0.00	0.00
% of Total budget		1.0%	64.5%	9.7%	9.7%	15.2%	0.0%	0.0%

Partner ↑	Country	Preparation costs	Staff costs	Office and administration	Travel and accommodation	External expertise and services	Equipment	Infrastructure and works
PP06 District of Rottal-Inn	Germany (Deutschland)							
PP07 Westpomeranian Region	Poland (Polska)							
Total		17,500.00	1,155,669.00	173,349.00	173,349.00	272,980.00	0.00	0.00
% of Total budget		1.0%	64.5%	9.7%	9.7%	15.2%	0.0%	0.0%

* Real cost, no flatrate

F.2 External expertise and services

v3 | Submitted

Item ↑	Description	Contracting partner	Type of costs	TOTAL
1		PP02 Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))	Management – expenditure control	
2	A3 posters, roll-ups and brochures	PP02 Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))	Communication – material	
3	Moderator/professional speaker for the interregional policy learning event in semester 6	PP02 Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))	Exchange of experience – external support	
4	interregional partner meetings, regional stakeholder group meetings	PP02 Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))	Exchange of experience – meetings	
5	associated policy responsible authority, stakeholders	PP02 Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))	Exchange of experience – travel and accommodation external bodies	
			TOTAL	272,980.00

Item ↑	Description	Contracting partner	Type of costs	
6	A3 posters, roll-ups and brochures	PP04 Harghita County Council	Communication – material	2,000.00
7	Based on the interregional cooperation, the policy instrument will have a revision before the end of semester 6. The selected policy instrument was elaborated by an external expert company specialised in compilation of strategies/action plans, having highly qualified experts from several socio-economic fields. The revision services will be needed to further develop the policy instrument (policy improvement of type 3) as the public servants at HCC does not have such qualifications/competences.	PP04 Harghita County Council	Exchange of experience – external support	5,000.00
8	interregional partner meetings, regional stakeholder group meetings	PP04 Harghita County Council	Exchange of experience – meetings	14,000.00
9	associated policy responsible authority, stakeholders	PP04 Harghita County Council	Exchange of experience – travel and accommodation external bodies	12,000.00
10	A3 posters, roll-ups and brochures	PP07 Westpomeranian Region	Communication – material	
11	External support (among other translations, regional baseline study, priority list of actions and cost estimations; definition of potential policy measures; sustainable entrepreneurship education – work paper for meeting in Szczecin, roadmap for regional stakeholders, work paper on funding needs)	PP07 Westpomeranian Region	Exchange of experience – external support	
			TOTAL	272,980.00

Item ↑	Description	Contracting partner	Type of costs	
12	interregional partner meetings, regional stakeholder group meetings	PP07 Westpomeranian Region	Exchange of experience – meetings	
13	associated policy responsible authority, stakeholders	PP07 Westpomeranian Region	Exchange of experience – travel and accommodation external bodies	
14		PP03 Lazio Region	Management – expenditure control	
15	A3 posters, roll-ups and brochures	PP03 Lazio Region	Communication – material	
16	interregional partner meetings, regional stakeholder group meetings	PP03 Lazio Region	Exchange of experience – meetings	
17	associated policy responsible authority, stakeholders	PP03 Lazio Region	Exchange of experience – travel and accommodation external bodies	
18		LP01 BGE Hauts de France	Management – expenditure control	
19	A3 posters, roll-ups, brochures [REDACTED], and 2 project videos [REDACTED]	LP01 BGE Hauts de France	Communication – material	
			TOTAL	272,980.00

Item ↑	Description	Contracting partner	Type of costs
20	regional and interregional dissemination events	LP01 BGE Hauts de France	Communication – events
21	Interpretation in French and English during the project final conference and the site visits planned in Hauts-de-France in semester 7	LP01 BGE Hauts de France	Exchange of experience – external support
22	interregional partner meetings, regional stakeholder group meetings	LP01 BGE Hauts de France	Exchange of experience – meetings
23	associated policy responsible authority, stakeholders	LP01 BGE Hauts de France	Exchange of experience – travel and accommodation external bodies
24	A3 posters, roll-ups and brochures	PP05 Rīga Local Government	Communication – material
25	regional and interregional dissemination events	PP05 Rīga Local Government	Communication – events
26	External support: lecturers for the Riga event, compilation of methods in S1, correction of the final version in English, translation into Latvian, translation of communication materials from English to Latvian, research on the topic in the municipality	PP05 Rīga Local Government	Exchange of experience – external support
27	interregional partner meetings, regional stakeholder group meetings	PP05 Rīga Local Government	Exchange of experience – meetings
			TOTAL
			272,980.00

Item ↑	Description	Contracting partner	Type of costs	
28	associated policy responsible authority, stakeholders	PP05 Rīga Local Government	Exchange of experience – travel and accommodation external bodies	
29		PP06 District of Rottal-Inn	Management – external support	
30		PP06 District of Rottal-Inn	Management – expenditure control	
31	A3 posters, roll-ups and brochures	PP06 District of Rottal-Inn	Communication – material	
32	External expertise, i.e. specialist skills for the interregional event on awareness-raising among teachers, schools and other stakeholders in semester 2	PP06 District of Rottal-Inn	Exchange of experience – external support	
33	interregional partner meetings, regional stakeholder group meetings	PP06 District of Rottal-Inn	Exchange of experience – meetings	
34	associated policy responsible authority, stakeholders	PP06 District of Rottal-Inn	Exchange of experience – travel and accommodation external bodies	
			TOTAL	272,980.00

F.3 Equipment

v3 | Submitted

Item ↑ Description

Contracting partner

Type of costs

TOTAL

TOTAL

0.00

F.4 Infrastructure and works

v3 | Submitted

Create a pilot action in the *policy instrument* section to add entries to "Infrastructure and works".

Item ↑	Description	Contracting partner	Type of costs	TOTAL
			TOTAL	0.00

F.5 Project budget per co-financing source - breakdown per partner

v3 | Submitted

Partner ↑	Country	Total	Interreg funds	Interreg/ Norwegian funds rate (%)	Norwegian	Partner contribution from public sources	Partner contribution from private sources	Total partner contribution
LP01 BGE Hauts de France								
PP02 Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))								
PP03 Lazio Region								
PP04 Harghita County Council	Romania (România)	220,318.00	176,254.40	80.0%	0.00	44,063.60	0.00	44,063.60
PP05 Rīga Local Government								
PP06 District of Rottal-Inn								
PP07 Westpomeranian Region								
Total		1,792,847.00	1,434,277.60	0.0%	0.00	358,569.40	0.00	358,569.40

F.6 Spending plan

v3 | Submitted

Core phase

Partner ↑	Preparation costs	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	TOTAL BUDGET
LP01 BGE Hauts de France								
PP02 Economic Council of East Flanders (Economische Raad voor Oost-Vlaanderen vzw (EROV))								
PP03 Lazio Region								
PP04 Harghita County Council	0.00	22,090.00	26,940.00	36,071.00	27,304.00	27,304.00	32,304.00	220,318.00
PP05 Rīga Local Government								
PP06 District of Rottal-Inn								
PP07 Westpomeranian Region								
Total	17,500.00	228,076.00	230,410.00	232,914.00	230,020.00	231,584.00	245,027.00	1,792,847.00
% of Total budget	1.0%	12.7%	12.9%	13.0%	12.8%	12.9%	13.7%	100.0%

Follow-up and closure phase

Partner ↑	Semester 7	Semester 8 and closure	TOTAL BUDGET
LP01 BGE Hauts de France			
PP02 Economic Council of East Flanders (Economische Raad voor Oost- Vlaanderen vzw (EROV))			
PP03 Lazio Region			
PP04 Harghita County Council	26,875.00	21,430.00	220,370.00
PP05 Rīga Local Government			
PP06 District of Rottal-Inn			
PP07 Westpomeranian Region			
Total	223,406.00	153,910.00	1,792,840.00
% of Total budget	12.5%	8.6%	100%

