



# Empowering young adult learners with Special Educational Needs

Intellectual Output 1  
Entrepreneurship Education and  
Development Guide for SEN pupils



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## INTRODUCTION

Entrepreneurship can be defined as an ability of a person to implement his/her ideas, manifested through innovation, creativity, self-confidence, openness to innovation, ability to plan, manage, risk. The goal of entrepreneurship education is to develop the skills of young people which are needed for them as individuals and as members of the community to live independently and positively act in their own interest, for the benefit of the family and society in order to be able to take responsibility and be able to live in a society based on market economy conditions.

In 2015 the European Entrepreneurship Education NETwork (EE-HUB) <sup>1</sup> was created with the main objective of being a focal point for entrepreneurship education in Europe bringing together organisations and individuals from both the public and private sectors with strong records of accomplishment in entrepreneurship education at regional, national and European level. The EE-HUB is designed as the space where these stakeholders can work collectively to increase levels of entrepreneurial activities in schools across Europe.

Research into the impact of entrepreneurship education on youths with disabilities shows the following benefits<sup>2</sup>:

- **Opportunity for work-place experiences:** work experiences for youths with disabilities during high school help them acquire jobs at higher wages after they graduate. Also, students who participate in occupational education and special education in integrated settings are more likely to be competitively employed than students who have not participated in such activities.
- **Opportunity to exercise leadership and develop interpersonal skills:** by launching a small business or school-based enterprise, youth with disabilities can lead and experience different roles. In addition, they learn to communicate their ideas and influence others effectively through the development of self-advocacy and conflict resolution skills. Moreover, they learn how to become team players, and to engage in problem solving and critical thinking - skills valued highly by employers in the competitive workplace of the 21st Century. Mentors, including peer mentors both with and without disabilities, can assist youths in developing these competences.
- **Opportunity to develop planning, financial literacy and money management skills:** the ability to set goals and to manage time, money, and other resources are important entrepreneurship skills which are useful in any workplace. For youths with disabilities, learning about financial planning, including knowledge about available work incentives, is critical for budding entrepreneurs with disabilities who might benefit from national funds.

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<sup>1</sup> [www.ee-hub.eu](http://www.ee-hub.eu)

<sup>2</sup> [www.dol.gov/odep/pubs/fact/entrepreneurship.htm](http://www.dol.gov/odep/pubs/fact/entrepreneurship.htm)

In this frame, the **SENpower - Empowering young adult learners with Special Educational Needs** - project, a Strategic Partnerships for adult education in the framework of the European Commission's Erasmus+ KA2, aims at empowering a significant and even increasing percentage of youths with Special Educational Needs (SEN) by bringing the concept of entrepreneurship closer to young adult and VET learners with SEN in Portugal, Lithuania, Cyprus, Spain and Italy.

The first output of the project is the **Entrepreneurship Education and Development Guide for SEN pupils**, and results from a comprehensive desk and field research carried out in all participating countries. It contains the following sections:

- **Entrepreneurship Education: State of the Art**
- **Entrepreneurship in the educational curricula**
- **Entrepreneurship education for young adults with SEN**
- **National policies on integration of SEN pupils**
- **Good practices on inclusion in education**
- **Educational challenges for teaching entrepreneurship to SEN pupils**
- **Recommendations**

## ENTREPRENEURSHIP EDUCATION: STATE OF THE ART

### CYPRUS

Cyprus is moving towards a new economic era with great potential. Having managed to overcome its financial crisis within a short period of time, Cyprus is moving into a new period of economic growth, with entrepreneurship to be considered as top priority for the country. The current market conditions in Cyprus underline the need to stimulate the entrepreneurial mindset of young people, encourage the development of innovative business start-ups and foster an ecosystem friendly to entrepreneurship and entrepreneurial activities. In 2015 the government of Cyprus introduced the National Policy Statement for the enhancement of the Entrepreneurial Ecosystem in Cyprus aiming to contribute to the country's economic growth, by providing appropriate conditions for the successful development of business initiatives, with value added for the whole economy. The main goal and priority is to effectively contribute to this effort by facilitating, supporting, complementing and connecting relevant initiatives already undertaken by the private and the public sector.

In Cyprus, there is an overall positive perception about entrepreneurship: 72.7% of the population consider entrepreneurship as a good career choice, 65.7% perceive that entrepreneurs receive a high status in the society, and 42.4% believe that the media provide adequate attention to entrepreneurship. In 2016, 35.9% of the population in Cyprus perceived that there were good opportunities to start a business and about one in two individuals (52.4%) considered that they had the capability to start a new business. However, 50.2% of the population consider that they were afraid to fail<sup>3</sup>. There was an encouraging entrepreneurial intention as 16.7% of the population intends to set up a business in the subsequent years in the area where they lived. This value is higher than the corresponding average value in Europe<sup>2</sup> (11.9%).

Cyprus is ranked 3rd in Europe in terms of its Totally Early-Stage Entrepreneurial Activity (TEA) index which is 12%. TEA in Cyprus comprises nascent entrepreneurs (7.6%) and new business owners (4.5%). Employee Entrepreneurial Activity (EEA), (intrapreneurial activity within organisations) is 5.6% in Cyprus. The corresponding European average rate is 4.4%.

### ITALY<sup>4</sup>

In Italy there is no strategy for entrepreneurship education, apart from specific university studies such as degree courses in economics and commerce or individual examinations in other humanities, for example, commercial law in the Faculty of Law. However, apart from this, it is assumed that students at the end of upper secondary school have acquired skills, knowledge, and entrepreneurial skills. The modality of the simulated training enterprise as a variant of the alternating school-work learning was then introduced into the school system.

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<sup>3</sup> GEM Global 2016/2017 7 Profile of entrepreneurs in Cyprus

<sup>4</sup> [www.cnos-fap.it](http://www.cnos-fap.it)

The Decree of 22 August 2007 introduced into the Italian education system the key competences indicated by the European Recommendation regarding the approach to entrepreneurship and its importance. The seventh of the eight key competences for lifelong learning is divided into distinct competences: 1) designing, that is, developing and implementing projects concerning the development of their study and work activities using the knowledge acquired to establish significant objectives, defining action strategies and verifying the results achieved; 2) act in an autonomous and responsible way: autonomous because we must assert our rights and needs but also responsible because we must recognise those of others; and 3) solve problems: in case of problems, build hypotheses, identify resources to solve them, collect data and propose solutions.

In Italy, as in the rest of the world, the apprenticeship for graduation in the last two years of secondary schools has been introduced, characterised by the fact that the experiences gained in the world of work are valued. The decree law of 12 September 2013 n. 104 laid the foundations for an experimental programme aimed at students of the last two years of high school by providing training periods in the company with apprenticeship contracts. High school students, thanks to agreements between interested companies, Regions and Ministries of Education and Employment, can graduate with an apprenticeship contract with a training course partly scholastic and partly working.

Legislative decree n. 77 of April 15, 2005 introduced the school-work alternation to allow students to carry out the studies of the second cycle alternating periods of study and work. The purpose was to make students understand how the world of work operates and introduce them to this world. The formula is formal learning (in the classroom) and then "on the spot", i.e. in a real workplace. This favours an incentive to entrepreneurship education. It can also sensitise students to the concept of both self and group work and the business perspective as a possible future work choice.

The alternating school-work paths can foresee the use of the Simulated Training Enterprise methodologies (IFS) which involves the learning of work processes through the simulation of the establishment and management of virtual companies operating on the network assisted by real companies. In this way students become protagonists of their first learning process in order to make conscious choices.

In the extra-curricular context there are different trends that have distinct purposes and that correspond to different perspectives of intervention. The main purposes that correspond to the activities carried out in the extra-curricular context are: 1) to develop empathy towards the characteristics of the entrepreneur, i.e. learn basic concepts related to entrepreneurship without the intention to apply them directly; 2) to stimulate the spirit, the talent and entrepreneurial skills to see the real entrepreneurial interests of students and their attitudes; 3) to reinforce the attitude to change, that is to encourage the students to improve; 4) to stimulate one day to assume the role of entrepreneur; 5) to learn how to recognise and use market and planning opportunities for action plans 6) to acquire useful knowledge for entrepreneurial initiatives, i.e. acquire key knowledge and concepts related to the business field; and 7) to encourage the emergence of new businesses or entrepreneurial initiatives.

## LITHUANIA<sup>5</sup>

Entrepreneurship education is a part of the national strategy for general education in Lithuania. In 2002, the charter of small enterprises was agreed in the National Lithuanian Strategy (2003-2012), and entrepreneurship was considered as something essential to being developed at all levels of education. The aim of the Entrepreneurship Strategy (2010-2020) is the creation of a creative society, favourable conditions for business and innovations. Lithuania has set the Action Plan (2014-2020) for Fostering Entrepreneurship in the country. The aim of this strategic plan is to ensure steady growth of entrepreneurship level in Lithuania while creating consistent and continuous entrepreneurial education, favourable environment for start-up and expansion of the business, improvement of accessibility of public services for all businesses, businessman image in a society and fostering target groups and social entrepreneurship paying more attention to the regions and outskirts of the country.

The National Youth Policy (2011-2019) is a complex programme covering various youth policies. The aim of this programme is to create a favourable environment for youth in Lithuania. This document reveals that there is a serious issue in the country with the orientation of youth in professional education as well as youth entrepreneurship. Therefore, there is a need to ensure better conditions for youth occupation: encourage economic and social entrepreneurship, create better conditions for youth participation in the labour market and combine commitments to family and work.

According to the Advancement Strategy 'Lithuania 2030', participants in the economy are encouraged to pay more attention to entrepreneurship education and to support businesses creation. Every entrepreneur citizen should have the possibility to start their own business and implement it successfully, be active in work and learning environments. Only then will the added value be created in entities that are based on intelligence and innovative products and services. In addition, it is emphasised that it is essential to form a positive public opinion about business and entrepreneurship.

Concerning youth and their entrepreneurship in education, the National Youth Entrepreneurship Education and Fostering Strategy (2008-2012) has been developed. The aim of this programme is to create a consistent and effective working system for fostering youth entrepreneurship. This programme has set several objectives to be implemented: to create, implement and improve entrepreneurial education tools; to foster youth and young farmers business start-ups and enlargements; to implement monitoring of youth entrepreneurship situation and to inform governmental institutions and society about fostering of entrepreneurship in Lithuania.

The current Lithuanian National Strategy on Education 2013-2022 maintains the focus on entrepreneurship education and creativity setting them as priorities. The strategy explicitly recognises entrepreneurship education at all school levels, as part of subjects 'World Discovery', 'Mathematics', 'Geography', 'Technology' and 'History'. In addition, at secondary schools, there is a subject

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<sup>5</sup>Barynienė J., Paužaitė Ž., Cibulskaitė J. (2014) Political and Legal Initiatives for Systemic Education of Entrepreneurship. Available at: [https://www.mruni.eu/upload/iblock/3c3/011\\_baryniene\\_pauzaite\\_cibulskaitė.pdf](https://www.mruni.eu/upload/iblock/3c3/011_baryniene_pauzaite_cibulskaitė.pdf); Lietuvos Respublikos Socialinės apsaugos ir darbo ministerija (2018). Jaunimo politika. Available at: <https://socmin.lrv.lt/lt/veiklos-sritys/jaunimo-politika>; Lithuanian Innovation Strategy 2010-2020 (2010). Available at: [http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc\\_l?p\\_id=365849&p\\_query=&p\\_tr2=](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=365849&p_query=&p_tr2=); Lithuanian National Strategy on Education 2013-2022 (2018). Available at [https://www.sac.smm.lt/wp-content/uploads/2016/02/Valstybine-svietimo-strategija-2013-2020\\_svietstrat.pdf](https://www.sac.smm.lt/wp-content/uploads/2016/02/Valstybine-svietimo-strategija-2013-2020_svietstrat.pdf); The Advancement Strategy 'Lithuania 2030' (2018). Available at: <https://www.lietuva2030.lt>; The concept of innovative entrepreneurship (2018). Available at: <http://www.smm.lt/uploads/documents/Pedagogams/2016isakymanovatoriverslumo.pdf>

‘Economics and entrepreneurship education’, which is compulsory at the lower secondary level and optional at upper secondary level. The main aim of these subjects is to teach students about economics, economic thinking and to help them develop entrepreneurial skills and ability to orient and successfully act in a constantly changing economic environment. In addition, a wide range of methodological materials are available for schools and teachers, for example through the portals of the Education Development Centre or Career Education Information Website for Pupils and Euroguidance.

In Lithuania, there are various projects implemented which are supporting youth entrepreneurship. For instance, there are working youth organisations, NGOs and other organisations, which aim at increasing youth entrepreneurship education and skills formation. There are also various conferences, seminars and workshops that are held, to aim towards fostering an entrepreneurial spirit in youth and citizens of Lithuania. From 2013, ‘Vsi Versli Lietuva’ (‘Enterprise Lithuania’) started an initiative for funding first youth businesses, mostly focusing on export potential. Besides funding, there are possibilities to receive consultations on various subjects like marketing, finance or accounting.

Currently, the concept of innovative entrepreneurship is being introduced in general education schools. The essence of the concept of innovative entrepreneurship education is the use of new digital technologies for learning and the promotion of students' ability to create digital resources themselves. The aim is to foster initiative and create young entrepreneurs by project-based learning methods, i.e. learning how to address social, cultural and economic problems by implementing projects, using practical learning materials more often than textbooks, and promoting closer contact with business representatives. The content of innovative entrepreneurship education aims to supplement the content of primary, basic and secondary education. Students in 1-4 classes learn to explore, learn, construct, create games and elementary social technological innovations, learn to present their achievements contemporarily to peers and apply them in their environment. Students in 5-10 classes learn to conduct practical work, develop social and technological innovations, cartoons, computer games, educational films, strengthen other media skills, learn to manage constructor robots, etc. It also aims to ensure that students learn how to test the usefulness of their activities, implement the most useful ideas in places of practice, and present their results to peers. Students in 11-12 classes learn how to create mobile applications and other innovative products or services, get acquainted with the peculiarities of business organisation, search for the target group of consumers, learn how to ‘recruit’ and sell their ideas.

The aim is that students who completed the secondary education programme should have the skills to develop innovative ideas, engage their social partners and potential investors, and have other skills necessary for business creation and development. Learning based on the concept of innovative entrepreneurship education is organised in creative laboratories equipped with interactive whiteboards, tablets and computers, digital cameras, 3D printers and 3D glasses, robot designers and other modern tools. Learning is used for information communication technologies, for example, virtual learning environment, public and private digital resources. The aim is that students who graduate from the concept of innovative entrepreneurial education should have more entrepreneurial skills, understand the principles of innovative business and be able to apply them in their career decisions; also children in the school would become aware that by joining together what is known and offering new ideas they can create innovations that are important in creating well-being in society.



Entrepreneurship integration in training curricula at universities, VET schools and other educational institutions is still in transition and is not regulated properly. In addition it is noticed that there is a lack of a systemic approach to entrepreneurship education. There are some initiatives, but there is a lack of strategies in Lithuania to foster and encourage entrepreneurship in society and its education system: from preschools, schools, and higher education institutions to employees' entrepreneurship in other entities.

## PORTUGAL

The promotion of entrepreneurial education in Portugal is still in an early stage. School programmes that include entrepreneurship almost do not exist, with the exception of VET courses where for example the use of project management methodology is promoted. Entrepreneurship education is, however, explicitly recognised as a cross-curricular objective at all school levels, although not mandatory.

In higher education, it is common to find courses where a subject on entrepreneurship is compulsory, but only for Management and Economics degrees. Currently, the discussion centres on the possibility of integration of the entrepreneurship subject on previous levels of education, where the programmes' contents are broader, more global and less specific. This has led to a discussion on the definition of entrepreneurship. Apparently the option to integrate this issue in primary and secondary education appears to be in line with inducing and facilitating the setting up of attitudes, rather than acquiring business expertise or achieving skills in the economic sphere.<sup>6</sup>

The National Plan for Entrepreneurship Education (PNEE) was launched in Portugal in 2006 and implemented until 2010. This initiative has boosted cultural, organisational and personal adaptations. The PNEE aimed at the development at secondary education level, projects to enhance entrepreneurship attitudes. The programme wasn't implemented in all the schools, but it was possible to do it since in the secondary curricula there were subjects such as "project development" which allowed to students and teachers the opportunity to develop their projects. Several changes were made to the PNEE during its existence, most of them caused by the process that enabled autonomy in secondary level schools.<sup>7</sup>

In addition to this, some municipalities developed local strategies to promote entrepreneurship among youngsters – in this case education levels involved were primary as well as secondary education, depending upon the initiatives implemented, such as campaigns in schools, contests, workshops, business advisers, etc. An example of this is the Aveiro Municipality's project 'Aveiro Empreendedor' (Aveiro Entrepreneur)<sup>8</sup>, which still exists with the goal of developing an integrated strategy to promote an innovative and entrepreneurial environment in the region of Aveiro. The project is based on five priority initiatives: 1) Supporting small and medium enterprises; 2) Promoting entrepreneurship in higher education; 3) Promoting entrepreneurship in schools; 4) Promoting a culture of entrepreneurship; and 5) Communication.

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<sup>6</sup> Saraiva, H. & Paiva, T. (2014). Entrepreneurship education in Portugal - Considerations on the topic and its development environment, doi: 10.15628/holos.2014.2587

<sup>7</sup> Teixeira, M. & Manuela, C. (2012). Educação para o Empreendedorismo- Um estudo sobre o Projeto Nacional de Educação para o Empreendedorismo". Coimbra: [s.n.]

<sup>8</sup> [www.aveiro-empendedor.pt](http://www.aveiro-empendedor.pt)

At national level, the National Association of Young Entrepreneurs (ANJE) plays an important role in promoting both entrepreneurship initiative and education. Since 1979, the ANJE has as its main objectives the liberalisation of the economic system and, in particular, the development of better conditions of both youth access to business activity and a proficient exercise thereof. In this context, the association established the Academy of Entrepreneurs in 1997, which has developed as from that date, together with universities and other institutions on the employment area, the evangelising mission in favour of the entrepreneurship. This mission, broadly speaking, consisted in mobilising the Portuguese young people to the need for a culture of initiative and risk, by setting up several initiatives such as the Young Entrepreneur Award, the Entrepreneur Fair, the Ideas Competition and the Road – Shows.<sup>9</sup>

Currently, in Portugal, entrepreneurship education is explicitly recognised as a cross curricular objective at all school levels. However, since not compulsory it is only considered if the school's board decides to include it as part of the subject Civil Training. As for learning outcomes, it can be found in general guidelines and recommendations' documents for practice, applied in the context of the national curricula. For example, it can include the development of attitudes such as self-awareness, self-confidence, initiative and risk-taking, creativity, critical thinking and problem-solving as well as transversal entrepreneurial skills like communication and team-work, and some learning outcomes are linked to economic and financial literacy.

In the last few years, some schools have also participated in projects under the scope of European initiative Junior Achievement - Young Enterprise<sup>10</sup> and every year ideas contest and business ideas competition are held. In addition, specific entrepreneurship training to school teachers has also being promoted.

## SPAIN

Taking into account the high youth under 25 unemployment rate (EU-28, 20.0%; Euro-area, 22.5%; Spain, 47.5%. Eurostat November 2015), entrepreneurship is a tool to fight against the impact of the economic crisis and youth unemployment. In this process, the education and training policies and the education schools, play a fundamental role creating the conditions that facilitate the development of knowledge, skills and aptitudes needed to start a business. In recent years, the entrepreneurship legislation has been developing. It has been motivated by the economic crisis, low economic growth and the high youth unemployment rate. As a consequence, creativity and innovation in education is a common element in the proposals to get out of the crisis. In Spain, there are two types of legislation regarding entrepreneurship education: within educational laws and outside that framework.

### Entrepreneurship in non-educative law

The 2/2011 Act of 4th March of Sustainable Economy established that to overcome current challenges it is necessary to “incorporate in the study plans, skills and aptitudes orientated to innovate, foment creativity, entrepreneurship and business spirit in a transversal approach with alternative ways of learning and evaluation at every level of education. Moreover, the 4/2013 Royal Decree-Law of 22nd February of Entrepreneurs' Support Measures and Growth and Employment Creation, follow the

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<sup>9</sup> [www.anje.pt](http://www.anje.pt)

<sup>10</sup> [www.jaeurope.org](http://www.jaeurope.org)

recommendations of the “Entrepreneurship 2020 Action Plan” by the European Commission. Therefore, it provides the backbone of the support measures for the “Entrepreneurship and youth employment Strategy 2013-2016 that incorporates this decree-law in its first appendix. The 14/2013 Act of 27th September of Entrepreneurship and Internalisation Support establishes in its articles a background on entrepreneurship education.

In the following articles the development of the legislation of Spanish entrepreneurship education can be seen: a) Article 4<sup>th</sup> Entrepreneurship at Primary and Secondary School (develop and strengthen entrepreneur’s spirit; acquire skills and competences to create and develop diverse business models; encourage equality of opportunities; respect to entrepreneur and business men/women as well as business ethics; educational administrations will promote measures to enrol students in entrepreneurship activities and increase business initiative); b) Article 5<sup>th</sup> Entrepreneurship at universities (entrepreneurship initiatives will be encouraged; universities have to foment the start of business projects); and c) Article 6<sup>th</sup> Teachers’ training in entrepreneurship (acquire competences and skills related to entrepreneurship, business initiative, equality of opportunities in business, and the creation and development of companies; the Ministry of Education, Culture and Sport in cooperation with the Regional Governments will promote the permanent training programmes for teachers including content referring to entrepreneurship).

### **Entrepreneurship in school legislation**

Since the democratisation of Spain, education has been a key element for the different governments and its regulations have been developed in order to reach European Standards. The current educative legal framework takes the 2006/962/CE European Parliament and Council recommendation of 18<sup>th</sup> December 2006 as a model for the key competences of Permanent Learning. It has produced a mentality change that leads to a better entrepreneurial initiative as the law remarks the importance of “initiative sense & entrepreneurial spirit” In the present, educative laws search for better knowledge and skills related with job opportunities, economic education, business process and creative thinking”.

Nowadays, the law that governs is LOMCE, 2013. It’s a recent law that reformed the previous one from 2006, including new concepts and adapting it to the new circumstances. It contains the entrepreneurial spirit as a main goal for: a) Article 23<sup>rd</sup> Secondary school (develop entrepreneurial spirit and self-confidence, participation, critic sense, personal initiative and the capacity to, make plans, take decisions and assume responsibilities); b) Article 33<sup>rd</sup> Baccalaureate (strengthen entrepreneurial spirit with creative attitudes, flexibility, initiative, team work, self-confidence and critic sense); and c) Article 40<sup>th</sup> Professional Education (strengthen entrepreneurial spirit to develop business activities and initiatives).

The current education law, LOMCE, pursues those objectives to improve employability among youth and stimulate their entrepreneurial spirit. Moreover, as a novelty highlight entrepreneurship has been taken into account as a main objective of primary education. It has been modified the article 17<sup>th</sup> of previous law to establish that it’s needed to develop individual and collective working aptitudes, effort and responsibility, self-initiative, curiosity, interest and creative learning and entrepreneurial spirit. Entrepreneurship Education is integrated within the curricula in three different approaches: 1) As a transversal element; 2) Integration in existing subjects; and 3) As a new specific subject.

However, even LOMCE law, our actual education law, establishes an auspicious framework to include entrepreneurship in the different levels of Spanish education, it is known that more than half of the Spanish autonomous communities, up to 17 plus 2 autonomous cities, don't have a clear strategy on the topic. Educational competences are divided between the Spanish 17 autonomous regions which have the ultimate responsibility of applying national regulations. Because of that, exists a diverse situation: in some communities the students have already entrepreneurship education as a transversal element while other regions might not even have a specific protocol about the topic. Participation of diverse groups of interest (teachers, VET centres, students, companies, families, etc.) is really unequal and **impacts** on the implementation phase. Implying different interested parts on the strategy design might be easier for the creation of a shared vision. Even the public funding dedicated to Entrepreneurship Education is different per Region, being astonishing how some regions expend millions euros in EE while some of the others, don't even spend a couple thousands of euros.

Moreover, there are no clear progression models for the development of entrepreneurship within the curricula. The autonomic curricula complement the LOMCE basic one and they included "the sense of self initiative and entrepreneurship" as transversal element at all educative levels. The specific materials can be found at Secondary School, Baccalaureate and Professional Education. It is clear that even though still developing entrepreneurship education and business studies are present, at least theoretically, in education nowadays and getting more and more important.

In the case of the Valencian Community, region in which I-BOX CREATE is located, there is no regional strategy. In 2014 the regional educational administrations informed that an entrepreneurial protocol had been developed. Sadly, there is no protocol still. For that reason, the region curricula establish the same regulations as the national one directed by LOMCE. Moreover, there is no specific entrepreneurial programme. Neither best practices references within the region. Regarding training, there aren't any specific resources for teachers and entrepreneurship isn't in the initial teachers' training. Furthermore, there are not impact studies or publications about entrepreneurial initiatives ongoing in this region. Nevertheless, there are some institutions aiming to foster entrepreneurship education as La Florida University, European Centre of Innovative Business (CEEIs) and the Young Business Women/Men Association (AJE) or the Valencian municipality project 'Educando para emprender' ('Educating to undertaken').

## ENTREPRENEURSHIP IN THE EDUCATIONAL CURRICULA

### CYPRUS

#### **Regional Innovation Scoreboard (RIS)**

The 7th edition of the RIS includes Cyprus at the country level and ranks it as a moderate innovator, a ranking that is well below the EU average.

#### **Cyprus Entrepreneurship Fund (CYPEF)**

The Republic of Cyprus (RoC) has established the CYPEF with the view to facilitate access to finance for Cypriot SMEs, thereby supporting and strengthening entrepreneurship in the country. The CYPEF is being financed by a loan from the European Investment Bank to RoC. The CYPEF is being managed and operated (on behalf of the RoC) by the European Investment Fund (“EIF”) and it is envisaged to implement, over time, different financial products to better satisfy market conditions and needs. CYPEF’s operations are initiated with the deployment of a portfolio risk sharing loan product. Loans provided to SMEs under the Facility shall benefit from improved funding conditions, such as reduced interest rates and potentially lower collateral requirements. On June 6, 2016 the EIF published a call for the selection of eligible financial institutions to become financial intermediaries for the granting of the risk sharing loans.

## ITALY

### **Biz World<sup>11</sup>**

It is a worldwide programme that can be included in the schools’ programme, allowing the students to simulate being entrepreneurs: from the planning to the sale of an entrepreneurial activity. This path increases the skills and knowledge of the pupils involved.

In Italy these experiences were realised for the first time in 2014. The activities carried out are: 1) definition of roles and individual responsibilities; 2) creation of the company and presentation to an investor (simulated); 3) design and production of the product; 4) preparation of the marketing and sales plan; and 5) drafting of the balance.

In order to stimulate competitiveness, at the end of the programme, each school organises an award ceremony for the class that has achieved the highest revenues.

The course analyses the results that the theme of entrepreneurship has on pupils: with regard to non-cognitive skills (risk tolerance, creativity, ambition) are increased in pupil after this path. The same applies to useful knowledge for the entrepreneur. As far as entrepreneurial intentions are concerned, it is still too early to understand what these young students think of.

### **MIUR’s path of entrepreneurship education**

The Ministry of Education, University and Research (MIUR) acknowledging the key objective of promoting and developing entrepreneurial skills, defined by the Commission, aims to promote a path of entrepreneurship education in secondary and second level public and private schools in Italy and abroad. The course aims to make students acquire attitudes, knowledge, skills and competences useful in every work context.

This path also provides for the introduction of entrepreneurship education among voluntary teaching, and considers the autonomy enjoyed by individual schools with evaluation at the end of the school year of the skills and knowledge acquired. The path can then be linked to the activities of ASL (English) or developed in synergy with dedicated disciplinary paths, for example for the deepening of digital skills.

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<sup>11</sup> [www.bizworld.org](http://www.bizworld.org)

The outcomes of the course are classified into three areas: a) attitudes (self-confidence and initiative); b) competences (creativity, resource management, risk/ uncertainty management); and c) skills (ability to evaluate opportunities, understand the role of entrepreneurs, understand how teamwork works).

### **ICEE Project<sup>12</sup>**

The European project is promoted by a consortium of five countries (Finland, Estonia, Lithuania, Italy, Belgium), including the Italian Ministry of Education, University and Research, and aims to analyse the impact of entrepreneurship education and understand what is needed to reach the European goal, which is that every young person should have a practical entrepreneurial experience before leaving compulsory education.

The ICEE initiative serves to promote entrepreneurship education among students through the creation of mini-companies with teachers, field lessons and a European database with the best teaching practices.

## LITHUANIA

### **Junior Achievement Lithuania Programme (JA)**

JA<sup>13</sup> was developed with the aim to improve core competences as financial literacy, preparation for career and entrepreneurship. There are three types of the JA: 1) For pupils of grades 9-10; 2) For pupils of grades 11-12; and 3) Student company programme.

Studying according to JA is completely free. The necessary textbooks are acquired by schools using the funds of students' basket. It provides theoretical and practical knowledge of economics and financial literacy, develops their entrepreneurial skills, and promotes initiative and creativity. Students gain insight into the economic, business and market processes, become better prepared for the challenges facing the labour market.

International studies show that pupils graduating from the JA are more likely to set up their own businesses by 50% and 40% more often hold leading positions (top and middle managers). In addition, the income of the graduates of the programme is even 50% higher and the unemployment rate is 20% lower for graduates.

The JA's activities are complex, and also include a variety of practical skills development methods such as Student Educational Company, Young Colleague Day, Computer Modelling Competitions, various competitions and camps. Since the JA is part of the international Junior Achievement Network, students and teachers have the opportunity to participate in international competitions, fairs, seminars and other events. Business representatives are also actively involved in JA's activities: they

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<sup>12</sup> <http://icee-eu.eu>

<sup>13</sup> [www.jaeurope.org](http://www.jaeurope.org)

consult Student Educational Companies, share experiences in lessons, competitions, days of the Young Colleague and other events.

### **‘Ideas into action’ Entrepreneurship Programme**

The programme was developed by Erasmus+ project ‘Ideas into Action’<sup>14</sup>, involving six countries: UK, Italy, Lithuania, Romania, Slovakia & Netherlands. A compendium of 72 activities fostering youth entrepreneurship was developed and can be adapted and used in different target groups, including students with SEN as well. The activities are focused on main competences that young entrepreneurs need including: use your initiative, be resilient, search for opportunities, enjoy what you do, understand your target market, be a good self-promoter. A platform for learning entrepreneurship was also launched.

A training course framework for Youth Workers & Young People offers a module on how to localise its content to focus training on local economic needs. The training course included technologies which appeal to young people, interaction with other partner groups, physically and virtually. Development and presentation of entrepreneurial ideas (individually or in small groups) to panels of experts and with remote Peer group evaluation.

### **Summer camps of entrepreneurship skills’ education**

It is quite popular to organise summer camps for young people (some of them have a possibility to integrate youngsters with SEN) where non-formal education methods are integrated in order to develop entrepreneurial skills. The informal educational environment gives young people sufficient freedom for self-expression and leads to developing skills relevant to entrepreneurship. A benefit of such an informal educational environment is the opportunity to participate in different situations and activities which require more effort in interpersonal relationships, making and keeping friends and so on.

During the implementation of the educational project at the summer holiday, a camp of entrepreneurship was organised on the basis of "Entrepreneurship education programme for disadvantaged pupils", targeting 30% with special needs or disability. Entrepreneurship concept consisted of five main areas: initiative, responsibility, autonomy, openness to change, independent choice.

The campsite curriculum consisted of integrated activities by simulating real activity in society: 1) Advertising and leisure study organisation; 2) Design and interior studio; 3) Craft Centre; 4) Career Centre; 5) Seaside Gallery. Students had the opportunity to be free to take into their hobbies, choose an activity they want. In each group there were youngsters with special needs, some of them had a moderate intellectual disorder. The last ones there was a need for constant help in everyday life situations, but in the activities of the camp where it was simulated as a workplace, these pupils had their abilities in corresponding positions. Young people were writing daily blogs, in which they were reflecting feelings, aspirations, relationships.

The research indicated that manifestation of entrepreneurship attitudes in pupils’ behaviour is high; however, in real life, a certain discrepancy among these attitudes and real actions was manifested. In

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<sup>14</sup> <http://ideasintoaction.eu>

the informal environment (summer camps) the expression of pupils' entrepreneurship skills is highest in the areas of autonomy and independent choice, lowest – in the area of responsibility. In the school environment, both at lessons and after lessons, autonomy and capacity to make independent choice manifested the most; the openness to change was the least. The results prove the suitability of the education programme and along with it indicate that in the process of education more attention has to be paid to the development of responsibility and openness to change which are important prerequisites for socially responsible entrepreneurship.

## PORTUGAL

### **Project Life 2<sup>15</sup>**

The project 'Train the Trainer', promoted by a European partnership (Portugal, UK, Denmark, Romania and Spain), targets vocational teachers, teacher educators, vocational learners, employer networks, organisations which support disadvantaged groups and policy makers/ influencers. It aims to help teachers integrate life skills into their specialist vocational areas and aids teachers to build closer links with employers. Its 'Train the trainer' pack contains a user guide and some resources.

### **Programa Escolhas (Choices Programme)<sup>16</sup>**

This national programme prepares teachers in-service for entrepreneurship education. It was initially created to promote the social inclusion of children and young people in the most vulnerable communities, particularly amongst immigrants and ethnic minorities, reinforcing the importance of equality of opportunity and social cohesion.

Nowadays, the programme is focused on entrepreneurship, and offers two complementary guides, one for teachers and one for young people. It involves five units to help them go out into local communities, identify entrepreneurs, explore and act on entrepreneurial ideas, develop their digital literacy and implement a business idea.

### **Entrepreneurial Programme for 3-12 years old pupils<sup>17</sup>**

Implemented by the Viana do Castelo Polytechnic Institute (IPCV), the programme aims to promote entrepreneurial skills known as soft skills both in pupils and in teachers, and it is seen as a process for enabling learners to turn ideas into action. At IPCV, within Initial Teacher Education Courses, teachers receive training on entrepreneurship education that is implemented in an identical format as the entrepreneurship programme for ages 3-12. The programme aims thus to foster the development of entrepreneurial skills for the teachers themselves who then learn how to promote entrepreneurial

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<sup>15</sup> [www.life-2.eu](http://www.life-2.eu)

<sup>16</sup> [www.programaescolhas.pt](http://www.programaescolhas.pt)

<sup>17</sup> [www.ipvc.pt](http://www.ipvc.pt)



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skills for their pupils. The materials are tested and adapted within 'Teaching Practicum' along students' placement in host schools. The project is assessed using an action-research approach.

## SPAIN

**Cadena de formación de emprendedores (Entrepreneur training chain)<sup>18</sup>**

‘Entrepreneur training chain’ is promoted by Valnalón Educa and is a training project designed to respond to a need: lack of entrepreneurial culture and attitude within the youth in the region of Asturias, which has in excess of one million inhabitants. It started more than 15 years ago and nowadays it’s included in other regions as one of the best practices in the Spanish entrepreneurship education.

Valnalón Educa believes that entrepreneurship education can lead a cultural change that favours the development of the student being able to take more risk, be a leader, be motivated, be communicative, negotiate, take decisions, plan, etc. Nowadays all those skills are needed for the real job market and even more when you want to become an entrepreneur. For that reason, Valnalón Educa was created with the aim of being the first step to develop the children and young people’s entrepreneurial skills. It’s called ‘Entrepreneur training chain’ as the project starts when the participants are first school students and finish when those students are at university.

**Initial Entrepreneurial Culture**

In 2011 the Entrepreneurship Education Protocol was approved in the Educational System of Andalucía. Since then, it has developed a diverse range of entrepreneurial activities. All of them were directed to promote innovative values, creativity, responsibility and entrepreneurship.

In the scholar course 2016-2017 for first time the ‘Innacia Entrepreneurial Culture’ Educative Programme was launched in which the Andalusian educative centres were promoting entrepreneurship from a holistic point of view. It was a programme which supported the students training aiming to create an innovative, creative and entrepreneur youth. The programme understands entrepreneurship as a fundamental strategy to train students within three different dimensions: 1) Personal Entrepreneurship (defines your life project and move towards it actively); 2) Social Entrepreneurship (promotes social welfare and quality of life among society); 3) Productive Entrepreneurship (creates wealth in a sustainable and supportive framework).

The Andalusian Education Department has made available training tools for teaching staff to promote those dimensions within their students. The ultimate goal of the programme is the development among the Andalusian youth of: self-knowledge, innovation, risk management, failure management, work team and common welfare.

**Training entrepreneurial talent<sup>19</sup>**

This programme belongs to the Princesa de Girona Foundation and aims at introducing entrepreneurial competences within the daily life of teachers. Consequently, the foundation directs efforts to create Entrepreneurial Schools in which to entrepreneur would be an education pillar.

The programme is based on active methodologies that give the focus to the student’s development and displaces the teacher to a guiding role. Teachers have a fundamental role to plan and define the

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<sup>18</sup> [www.valnaloneduca.com](http://www.valnaloneduca.com)

<sup>19</sup> <http://es.fpdgi.org>

Entrepreneurship Education and Development Guide for SEN pupils

activities while students have the task of being autonomous. The programme comprises three different methodologies: 1) cooperative learning; 2) ethic entrepreneurship; and 3) service-learning. Moreover, it does determine a different evaluation system in which teachers become trainers of learning processes.

## ENTREPRENEURSHIP EDUCATION FOR YOUNG ADULTS WITH SEN CYPRUS

### **RESTART 2016-2020**

The vision of the RESTART 2016-2020 programme is the promotion of research, technological development and innovation as a key factor in the economic development of Cyprus, that can contribute to addressing social and economic challenges. RESTART will promote conditions for achieving sustainable development, in accordance with the principles highlighted in the Europe 2020 strategy for smart, sustainable and inclusive growth.

### **IDEA**

A new incubator for innovative start-ups established by Bank of Cyprus in collaboration with the Cyprus International Institute of Management offers free space, support, education and advice for these businesses to become commercially viable. IDEA aims to: 1) Help new entrepreneurs and their businesses grow and succeed; 2) Stimulate and support the entrepreneurship and innovation culture in Cyprus; and 3) Help develop the ecosystem of innovation in Cyprus.

### ITALY<sup>20</sup>

#### **WOT (Aforisma)<sup>21</sup>**

This European project offers guidance from an expert to people with a disability who want to set up their own business. The project offers information on entrepreneurship, including how to create their own business and how to prepare a business plan.

#### **Re-Start up (ANIMIL)**

This programme financed by the Italian Ministry of Labor and Social Policies aims to support entrepreneurship among people with disabilities and also create job opportunities, encouraging development of their potential through participation in an entrepreneurial consulting training course aimed at creating businesses.

A committee of experts is responsible for selecting the candidates, who will then receive training and orientation on entrepreneurship during 200 hours. After the training path, 12 entrepreneurial projects with an innovative and sustainable character will be chosen to be implemented with the support of a tax and administrative consultancy service during the start-up phase.

### LITHUANIA

#### **Project 'You and I – we are together' (Kaunas Food Industry School)<sup>22</sup>**

The purpose of the project is to develop social competence and life skills which are essential for entrepreneurship for students with special needs. It is a long-term project with a duration of six months. The project includes various activities that actively involve the students themselves. During

<sup>20</sup> [www.gazzettadilucca.it](http://www.gazzettadilucca.it), [www.comune.torino.it](http://www.comune.torino.it)

<sup>21</sup> <http://wot-project.eu>, [www.aforismatoscana.net](http://www.aforismatoscana.net)

<sup>22</sup> [www.mpcentras.lt](http://www.mpcentras.lt)

the project, students learn life skills and develop skills of communication and collaboration. Application of active teaching methods and creative education methods allow students to get greater benefit from the project. An analysis of the questionnaire survey showed that the project succeeded: the social experience for young people with special needs was both useful and meaningful.

This project was carried out in several stages, which were carefully prepared. Since most of these students had behavioural and communication problems, they began with the development of group behaviour rules. Pupils' mental health and the quality of their learning depends a lot on the group's microclimate. The atmosphere of cooperation and trust creates conditions to solve problems constructively, develop life skills and prevent problems. During the first phase of the project, students in groups selected the most important rules for each group. A dominant approach emerged - every student is responsible for his or her behaviour. The rules were printed on coloured paper and hung in the visible places of the cabinet providing students with the opportunity to create, adjust, and offer new rules for themselves, and maximising 'buy in and ownership' to the rules.

The purpose of the second phase of the project is to encourage pupils to live 'economically': i.e. going to the supermarket to calculate spending on weekend fun, preparing for a birthday, preparing for a dinner party. The third phase of the project - the programme for managing conflict and bullying – 'Bullying and conflicts' and 'Constructive solutions to the conflict'. The goal of this phase is to teach pupils to listen to the other side, to teach them to understand the meaning of conflicts and to solve them constructively in a cooperative way. Students were trained to look for compromises, resolve disputes in order both parties of the conflict would be understood and satisfied. The most important group thoughts were written on a board so students could discuss them without fear of controversy. Organisation used excerpts from newspapers and magazines, pupils were drawing conflict situations, creating conflict definitions, playing and discussing conflict situations, searching for expressions related to conflict situations and their solution. The fourth stage of the project - a trip to the Kleboniskis forest - allowed participants to develop teamwork skills, to experience the joy of cooperation, to get to know each other better and to feel aesthetic pleasure in nature. The fifth stage included lessons of economy 'Students are the participants of the economic world' whose aim is to help students to understand the content of economy through the methods of developing creativity: metaphorical games, creating projects in small groups, exercises of creative imagination, a method of discovery, etc. During the lessons, the students were given the opportunity to be 'teachers' and to present their projects according to a topic they randomly were assigned. This activity encouraged to develop the student's responsibility, autonomy, initiative, individuality, creativity, communication and cooperation skills, self-reflection of learners, the opportunity to adapt to changes and new information, to cope with the fear of the audience. The final stage of the project is to strengthen cooperation with the family. During the 'Let's go together' evening, the project promoters introduced parents of youngsters with their experience throughout the project. The mood of all the participants of the festival was inspired by a calm and inspirational classical music, slideshows from the moments of the project, the practical tasks of a healthy lifestyle and the food made by participants themselves.

### **Programme for developing social life skills (Kaunas Builders Training Centre)<sup>23</sup>**

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<sup>23</sup> [www.src.kaunas.lm.lt](http://www.src.kaunas.lm.lt)

This programme aims at developing social life skills for 3rd-year students with SEN at Rehabilitation Vocational Training department, in order to help young people to be better prepared for their own lives, learn how to plan their own budget, make money for their lives. The following competences of entrepreneurship and activities were developed:

- Work planning: the ability to solve problems is developed in the planning of work activities. According to teachers, students with special needs find planning difficult, and even more difficult to follow the plan. When planning work, students are introduced to the lesson plan, both in general education and in vocational education lessons, with the aim of ensuring that pupils follow it. Self-help assignments and writing papers also encourage young people to plan their activities. In post-school activities, students are encouraged to set up their own weekly plans that outline important work to be done. Later they discuss their completed plans. Young people are encouraged to make their own conclusions: whether the plan was realistic, or whether everything was successful, why they did not fulfil the plan.
- Financial planning: The ability to plan finances is developed by embedding students' mathematical knowledge. In the lessons of civic education, pupils are given the opportunity explore and experience maintenance and other accommodation costs. In the post-school activity, the educators introduce students to the planning of the budget (income, expenses: daily (food, transport), monthly (household - economic, communicative, communal, cultural), one-time expenses (furniture, clothes, repair). According to teachers, young people with special needs find planning their own budgets difficult. They spend money very quickly and easily, then borrow. Most of them do not save money for unexpected expenses (illness, unplanned trips, etc.).
- Future planning: It promoted conversations among students to find out their expectations, desires, and advice. It is important for teachers that pupils would have their own opinion rather than wait passively for what the educators would offer for his future.
- Decision-making skills and responsibility: During classes, teachers use open-ended test questions. Students receive grades. This brings responsibility for their decisions. Teachers say that it is necessary to discuss the results of the tests so that the pupils understand why they are so evaluated. At post-school activities, educators use simulated real-life situations in order to develop decision-making skills. They ask young people about their opinion, create conditions to discuss and defend their opinion.
- Communication: During lessons, teachers use a method of discussion. Young people are taught to express their thoughts freely and not be afraid to speak. According to the teachers, the students are learning the first skills in communicating with employers during the practice. Young people do not suffer from extreme stress when their teachers support them. Post-school activities enable them to communicate with people. The school has meetings with representatives of different professions: police officers, Caritas staff, etc. Young people are given the opportunity to communicate with strangers in their safe environment (at school). Pupils are less emotional, freer to communicate. During tours, excursions young people are taught to communicate in a foreign environment. The method of real-life situations is used by training young people to use independently the services provided by various institutions (passport department, clinics, banks).
- Cooperation, teamwork, learning to assume new roles: These skills are developed by using the workgroup method. It is important for teachers to see how these groups are formed. Teachers themselves sometimes divide students into work groups, sometimes allowing students to divide themselves. It motivates students, produces productive work. Young people are learning to take on new roles. In a lesson of civic education, the teacher uses the 'family' method. The pupils themselves divide the roles. According to the teachers, the cooperation skills are being developed during the vocational practice, preparing for school events, cleaning an environment, organising the talks.

- Motivation to act, striving to fulfil the task: The use of praise has a positive impact on young people to motivate themselves and seek to accomplish their task. In lessons, the students, according to the teachers, should know the evaluation criteria, the task must be considered, a student must be praised for his efforts. Tasks must match the student's abilities. If the task is too hard, young people may not be motivated to do it. In order for students to be willing to attend the lesson, a teacher must be well prepared for the lesson, the material must be interesting, and more diverse work methods are needed.
- Ability to think critically and independently: During classes, teachers allow learners to choose their own tasks according to their abilities. Discussing the work done encourages critical thinking. Using simulated life situations approach for post-school activities, young people are taught to think independently, to share their opinions.
- Ability to work and learn independently: Teachers have noticed that it is important to prepare young people for independent life, develop skills to work independently. During the lessons, teachers develop their ability to learn independently. When assigning an independent assignment, it must not be too difficult for the student, it is necessary to control the task to be carried out. Writing referrals students are encouraged to work independently, to search for literature in various sources (in the library, on the internet). In the post-school activity, the teachers assign young people a variety of domestic tasks (arrange a bedroom, decorate the dining room, make bouquets, prepare for the event). It is important to trust the student, encourage him, praise the efforts.
- Active, creative activity and dedication to work: By educating creativity, dedication to work, teachers point out the importance of a personal example. Discussion of the work done by the student, encouragement, positive evaluation motivates the young person to work creatively. Exhibits of pupils' works organised within and outside the school encourage pupils to creativity, and the positive assessment of their work motivates them to work even better. The pupils' creativity is encouraged by organising events (first-year christenings, Christmas concerts, monkey discos, the election of the greatest couple, etc.). Teachers say young people have a lot of great ideas, but they are not always able to implement them. They are assisted by educators. The activity of the Student Council also promotes creativity, but here it needs some support from teachers.
- Readiness to deal with the risk and its consequences: During the lessons, teachers introduce students to world events, talk about the future of Lithuania, discuss ecological problems, thus developing the ability to deal with risks and its consequences. Students are trained to make realistic assessments of their potential. In a post-school activity, educators are talking with young people about their ability to get established in the labour market.
- Powerfulness, optimism, perseverance: Teachers use different working methods when working with hyperactive and passive students. During the lesson, teachers teach energetic young people to direct their energy in the positive direction - to participate more actively in lessons, to organise group work, and so on. It is important to note that tasks should be not too hard for the student. Students are being praised for a work they did. Teachers point out the importance of developing a personalised example of developing vitality, optimism and perseverance. One teacher shares "Optimism needs to be for everyone. If the teacher is optimistic about the school, I think students will be more optimistic". These skills are developed in excursions, trips, attendance at school events. Showing and discussing the results of perseverance: after long rehearsals, we see a beautiful event, after a lot of work we can get a beautiful bag and so on.

For developing these competences, teachers used different working methods, active forms of training, social orientation of general subjects, broader contacts with the environment, and the inclusion of public institutions in the work with these young people. It was concluded that the financial planning skill did not achieve the desired result during the programme.

## PORTUGAL

### **Educational Vegetable Garden (AEVA-CEO)<sup>24</sup>**

The aim is the acquisition of specific knowledge on the issues of Environment, Ecology and Sustainability along with the promotion of personal and social competences, for the development of the Special Education curriculum. This initiative comprises a set of activities to: a) develop skills on Maths, Portuguese, Sciences and English; b) disseminate, promote and sell products from the vegetable garden; c) prepare meals with the grown food products; and d) organise study visits, for example to Moita's Ecological Farm<sup>25</sup>

### **Making butter cookies (AEVA-CEO)**

Upon request from the local community or a specific event, to the unit for the inclusion of youngsters and adults with special needs (CEO) of AEVA, organises with its SEN learners a cooking activity to make butter cookies. This includes that SEN learners to plan the day, buy the products and bake the cookies. For that, they must have in mind the given budget and look for the week promotions at the local supermarkets. Then after baking, they pack the cookies and finally sell them to the clients/public.

## SPAIN

### **Una empresa en mi centro (A Company in my centre)**

This educational project for Special Educational Needs Schools and Integration and Support Centres implies that over a school year SEN students create and manage an educative cooperative in which they handmake different products which sell once a year in a market place or a fair in their town/city.

The project proposes learning by doing methodology in which there is active learning, work team and has a meaning for the students. Personal development of participants is a main focus, learning to reflect, develop and evaluate their own project and impact on themselves and their community meanwhile focusing on their likes, interests and passions. Teachers, mentors and educators have a supportive role, leading and proposing challenges. The participants of the project are: a) within formal education – SEN students until 21 years old; and b) non formal education - students from various Support & Integration Centres, Associations and Foundations, from 16/18 until 50 years old.

The main objective of 'A company in my centre' is to spread the entrepreneurial culture within people with special education needs, promote collaborative behaviours and attitudes, coordination, conflict resolution and management, problem solving and responsibility increase. The specific objectives are the following: a) Develop basic aptitudes for knowledge: attention, observation, memory, language, time management, artistic expression, etc.; b) Stimulate the development of entrepreneurial skills as planning, decision-making, responsibility, creativity, self-confidence, etc.; c) Help the students to

<sup>24</sup> <http://ceo.aeva.eu>

<sup>25</sup> [www.simbiotico.eco/en/ecospot/quinta-ecologica-da-moita](http://www.simbiotico.eco/en/ecospot/quinta-ecologica-da-moita)



actively know the job market from a real situation as it's the creation and management of their own business; d) Support the students in the transition to adult life in the role of consumer citizens.

Valnalón Educa<sup>26</sup>, which is the organisation behind this project, leads the workshops in the different educational centres to ensure the proper development of the courses and divides them into four business phases:

- Constitution and Corporative Image: Workshop created to know and realise the steps needed to constitute a cooperative, deciding the name of the company, the initial amount of money, the management team, the statutes of the organisation and the rules that should be followed. In the second part of the workshop, the participants brainstorm about the importance of the corporate image as well as the logo, business idea, the location, etc.
- WEB and Email: ICT, Information and communication technology, it's fundamental for the correct development of the 'A company in my centre' project. In this workshop participants get closer to the process of website creation and the management of it. Moreover, they acquire their own company email.
- Labelling and Packaging: The main idea of this workshop is to price the products of the cooperative, design a label or package able to be identified with their brand and how to commercialise.
- Point of sale design: Design commercial strategy. Point sale design: colours, music, labels, etc. It's lead a training of communication skills to support students' commercial activity.

## NATIONAL POLICIES ON INTEGRATION OF SEN PUPILS CYPRUS

As from September 2001, the Ministry of Education and Culture, has put into effect the Education and Training of Children with Special Needs Law (1999), the Mechanisms for Early Detection of Children with Special Needs (2001] and the Regulations for Education and Training of Children with Special Needs (2001), which support the application of the Law.

In Cyprus 'Learning Disability' is categorised under the term 'Mental Handicap', which confuses the specific 'need group' as there is no clear definition and can add to stigma

Diagnosis, assessment can be patchy and parents often seek diagnosis/ assessment from countries outside Cyprus.

For the past 15 years Cyprus Education has worked toward inclusion, Children with Special Needs are entitled to access education until they are 21 years. Children with special needs are educated in public schools, which are equipped with the suitable infrastructure, according to the Law for Special Education.

The majority of children with special educational needs are educated within the mainstream classroom. Special educational provision is also given in Special Units at mainstream schools. These

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<sup>26</sup> [www.valnaloneduca.com](http://www.valnaloneduca.com)

children are assigned to a mainstream class where they can attend integrated lessons and participate in celebratory or festive events. Children with severe difficulties are educated in special schools, which are equipped with the appropriate staff (psychologists, speech therapists, nurses, physiotherapists and other specialists) as well as auxiliary staff in order to support and provide essential means to achieve their mission.

The educational and other needs of children in Nursery Schools, Primary Schools, and Special Units in Primary Schools and in Special Schools are being met through programmes for Special Education. Currently, 5026 teachers of various specialties (teachers for learning, intellectual, functional and adjustment difficulties, teachers for the deaf, the blind, teachers for special gymnastics, music therapy, occupational therapy, speech and language therapy, educational psychology, audiology and physiotherapy) including teachers seconded from other departments, work to support and meet the educational needs of children with special needs.

Internationally, the number of students with disabilities entering higher education institutions is on the rise. However, within the Cypriot context, research on disability, access and provision in higher education is limited. With poor mapping research regarding children and young people with SEN, there is little scope for strategic planning in the development of specific curriculum planning. Legislation is in place for institutions to do whatever is 'reasonable' to respond to students' diverse needs. Studies on students with special educational needs in higher education are mainly quantitative in nature, accumulating statistical information on the numbers of students with disabilities in higher education and provision offered.

## ITALY<sup>27</sup>

The law 517/77 and the sentence of the Constitutional Court n.258 /87 and the framework law n. 104 of 1992 up to the law 296/06 that speaks explicitly of the experiences of students with disabilities. This legislation is important in the light of the principle of school autonomy but also of the World Convention on the Rights of Persons with Disabilities, ratified by Italy with Law n.18 /09.

In the internal education of schools, an important role is the problem solving, that is the solution of the problems that increase the creativity and the curiosity of the students. Important in teaching is the role of the support teacher to implement the integration in the scholastic context of disabled students. The support teacher now fully integrated in the class council with the law 104/1992 must identify educational projects calibrated in relation to the potential of the pupil with disabilities.

The school plays an important role because it contributes to the development of the disabled person who is locked up in the close family environment and would not have the right incentives for learning. There should then be teaching continuity by creating a link between the different grades of school.

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<sup>27</sup> [www.edscuola.it](http://www.edscuola.it), [www.eurvdice.indire.it](http://www.eurvdice.indire.it), [www.disabili.com](http://www.disabili.com), [www.icleopardimessina.gov.it](http://www.icleopardimessina.gov.it)

The subject with disability should not be pitied but helped to learn and know more and more. The differences of students with disabilities are useful resources.

Obviously even able-bodied students have to do their part by creating an inclusive climate, knowing the partner's deficits and helping him, if possible. There must then be collaboration with the disabled pupil families and we must be able to count on social and health services and effective socio-pedagogical operators.

Regarding the training of support teachers, these in Italy must attend an obligatory annual course at the University which provides for specific theoretical and practical training. The theoretical training is delivered at the university and the training takes place in local schools.

After the School Director invites the Teaching Body to identify the most suitable class for the integration of the pupil with difficulty, the Class Council must draw up a project hypothesis on the allocation of the necessary hours of support. Then a teacher of support will be required and the classes in which there is a pupil in a situation of handicap cannot exceed the number of 25 pupils.

School integration aims to develop the potential of disabled people in learning, communication, relationships and socialisation. There is coordination between school and health services, social welfare, cultural, recreational and other activities of the territory managed by public or private bodies.

In some specific disciplines, specific didactic criteria are adopted. The disabled person with a physical or psychological minority has his own personal history and for this reason he is unique, with his own personality and individuality. In today's school that values differences, the right to learn and promote the educational growth of all pupils, the disabled person finds a right place through targeted learning paths and using methods and tools to encourage learning processes.

## LITHUANIA

Lithuania belongs to the group of countries that have several ways of integrating SEN. There are many variations between two systems: a) integration into mass educational institutions with specially trained teachers and support staff; and b) special education schools. In 1990, when Lithuania restored its independence, the special education of pupils with disabilities turned to an integrated educational path. The content of education for pupils with SEN is more individualised and differentiated, allowing them to study with their peers. These students are learning by modifying (without narrowing the content of the programme) or by adapting (narrowing the content of the programme) the initial and main one, several or all study programmes.

The organisation of the system of education, psychophysical development, social adaptation and integration of pupils with SEN is one of the most acute and difficult theoretical and practical problems. The aim is to return and adapt people with developmental disabilities or disadvantages to the society and create conditions to let them live a normal personal life as possible. It is important to create an environment in which the learners with SEN would feel confident, that they are able to cope with personal and social isolation and could feel that they are needed to our society. One of the tasks of

special pedagogy is to develop a sense of self-esteem, which they often lack since their first days of life.

Vocational training institutions in Lithuania improve the training base and expand the number of training places so that people with special needs could acquire the vocational education that corresponds to the modern level of technology, culture and personal skills and provides opportunities for lifelong learning. According to Minister of Education and Science of the Republic of Lithuania 'people with special educational needs who wish to acquire the first qualification have the opportunity to study together with other students in accordance with their adopted vocational training programmes, receive education assistance and gain qualification'. Students with special educational needs are accepted by the decision made by the commission of the educational institution, taking into account their education, state of health, motivation to study, specific skills for the chosen vocational training programme.

## PORTUGAL

Portugal includes, within its political and strategic framework, objectives for the inclusion of people with disabilities, as reflected in several reference documents. In January 1990 it was legislated that 'students with specific educational needs resulting from physical or mental disabilities are subject to compulsory schooling and cannot be exempted from attending school.' In 1991 it was adopted the framework of references that allowed the definition of educational measures for pupils with SEN that attended the public schools of primary and secondary education. Then, in January 2008 (DL 3/2008), reference and evaluation procedures were defined. It defines the specialised support to be provided in pre-school education and in the basic and secondary education of the public, private and cooperative sectors.

In Portugal, all schools have teams skilled to support children and young people with SEN. These teams are called Special Education Services. According to the current legislation, Special Education Services means the set of resources that provide specialised support services, academic, therapeutic, psychological, social and clinical, designed to respond to the special needs of the student based on their characteristics and in order to maximise his potential. Such services should be carried out whenever possible in the regular class and should aim at prevention, reduction or suppression of the student's problem, be it mental, physical or emotional, and / or modification of learning

Special education follows the principles of justice and social solidarity, non-discrimination and combating social exclusion, equal opportunities in access and educational success, parental involvement and confidentiality of information. Thus, schools or clusters of schools, private educational establishments with pedagogical parallelism, professional schools, directly or indirectly funded by the Ministry of Education, may not reject the enrolment of any child or young person on the basis of disability or their special educational needs. In fact, children and young people with special educational needs have priority in enrolment. In addition, children and young people with permanent special educational needs have the right to recognition of their uniqueness and to the provision of appropriate educational responses.

Regarding to the future of special education in Portugal, the Government has set up a working group to revise current legislation, adjusting it to the real needs of children and young people, their

caregivers, schools and communities. In that sense, it involved the Ministries of Education and Social Security to analyse various issues related to Special Education. This work, which lasted more than two years, led the current government to promote the construction of a new law (DL 54/2018). This new legislation, in general, highlights and introduces the following:

- The change from the Special Education for Inclusive Education paradigm implies that ‘special education’ no longer has a distinctive identity of education and that the whole school must organise itself to educate all students without exception.
- A alteração de Educação Especial para o modelo de Educação Inclusiva implica que a ‘educação especial’ deixe de ter uma identidade distinta de educação e que toda a escola deve organizar-se para educar sem exceção todos os alunos.
- The abolition of the term Special Educational Needs, implying that all students have different educational needs and that even if these needs are less customary and specific to one of them, this should not be the subject of a different categorisation.
- A abolição do termo Necessidades Educativas Especiais, o que implica assumir que todos os alunos têm necessidades educativas diferentes e que, mesmo que essas necessidades sejam menos habituais e específicas para algum deles, este facto não deve ser objeto de uma categorização distinta.
- The creation of Learning Support Centres in schools, which will play a key role in fulfilling inclusive education. These structures, which bring together the specialised units created by the previous legislation, can constitute an essential reference for an inclusive educational intervention in that they add resources, skills and knowledge available and adequate for the pursuit of this objective.
- A criação nas escolas de centros de apoio à aprendizagem assume um papel fundamental no cumprimento de uma educação inclusiva. Estas estruturas, que aglutinam as unidades especializadas criadas pela legislação anterior, podem constituir-se como uma referência essencial de uma intervenção educativa inclusiva na medida em que agregam recursos, competências e saberes disponíveis e adequados para a prossecução deste objetivo.
- The existence in the schools of a multidisciplinary team to support inclusive education will be a reference for linking the school to the fulfilment of this objective (inclusive education) and ensures a transferability and complementarity of knowledge and skills that is fundamental to the construction and/ or consolidation of inclusive educational strategies.

## SPAIN

In 1978, Spain became a democratic country after forty years of dictatorship. During the regime, special education needs learners did not have any recognition neither within nor without the educational system. However, with the arrival of democracy it was included as the first step of SEN learners’ recognition. In the Spanish constitution the 27<sup>th</sup> article says that education is a fundamental right. Moreover, in article 49<sup>th</sup> it is established that government must develop SEN integration public policies to give them the attention and support they need. In 1982 the first law, 13/1982 Act of 7<sup>th</sup> April, related to social integration of disabled citizens. The constitution article 49<sup>th</sup>. mandated the creation of diverse public services to attend to the needs of handicapped people in every level and area of Spanish public education.

With the 1/1990 Act of 3<sup>rd</sup> October SEN learners were recognised as students who could reach, within the same system, standard education objectives. In addition, in 1995 it was guaranteed that SEN learners would be schooled in public centers regardless of economic, social or cultural background. In 2002, the 10/2002 Act of 23<sup>rd</sup> November enlarged the SEN learners' definition including students with fewer opportunities, migrant background students and gifted students.

For more than a decade, there wasn't any more regulation regarding SEN learners and the public education system was taking care of it with limited resources and insufficient means. Nevertheless, in 2013 the government established the 8/2013 Act of 9<sup>th</sup> December to increase educational quality. This law set up the desirable attributes of Spanish education: inclusive, equal opportunities, talent-developer, integrator and efficient. To reach that goal, it was necessary to follow the European Disability Strategy 2010-2020 and the Convention on the right of persons with disabilities of 2006 as a guiding and reference framework. It was needed to accomplish the European standards of integration and some Educational laws had to be modified as the 2/2006 Act of 3<sup>rd</sup> May which was adapted to achieve integration, justice and equality among SEN learners. Since then, the SEN legislation was focused on:

- Equality of opportunities for the development of personality through education
- Equality of rights and compensating education for personal inequalities
- Early diagnosis and establishment of reinforcement mechanisms to achieve education success
- Reinforcement programmes for SEN learners who make an effort to learn & study
- Continuous and integrative evaluation: adaptable to students' needs
- Public centres will have enough resources to obtain students' personal development
- Education Administrations will ensure enough resources for SEN learners

The national framework has been developed and adapted to nowadays SEN learners' challenges. However, because Education is not a national competence every region has different protocols to integrate SEN learners. Most of them incorporate public funding as a tool to integrate and support SEN learners' educational process.

It would be important to highlight that there is not clear difference between the terms: student with disabilities and a student with special education needs. For that reason, sometimes the terms might confuse people speaking about the topic. It should be important to establish definitions and criteria to understand the characteristics of SEN learners as depending on their needs, adapted education should be addressed differently.

## GOOD PRACTICES ON INCLUSION IN EDUCATION

### CYPRUS

Cyprus schools have Special Needs units running alongside mainstream, but within the school campus. Students are able to receive support from the specific SEN learning environment, whilst also having the opportunity to access mainstream teaching where deemed appropriate to the student.

There are 2 Pilot schemes specifically supporting students with ASC (Autism Spectrum Condition) within / alongside mainstream classes.

Some Special Schools have workshops where students make wood, jewellery and other hand – made items which are sold to the public.

### ITALY<sup>28</sup>

#### **Atlantide Project 2**

Under this project, the Piedmont Region gives young adults with autism the possibility to integrate into mainstream working contexts, considering their potential and their desires. The project results of the collaboration between the Turin and Canavese Section of ANGSA Piemonte (National Association of parents with autistic subjects) and the Andirivieni Social Cooperative Society of Rivarolo Canavese (Turin) also supported by Health Services.

The initiative includes two specific activities: 1) a training course of 30 hours aimed at professionals (educators, social and health workers), teachers and family members of people with autism; and 2) practical experimentation in occupational areas involving young adults with autism identified in collaboration with Social and Health Services, as project partners. Companies involved in the project will also be prepared through an information path aimed at company tutors and employees of the companies themselves. Young adults will be able to do internship at these companies.

#### **Experimental project ‘Growing and helping to grow’**

Often at the end of formal education young people with autism struggle to find work. In fact there are no training courses which are specifically designed for such individuals. This led to the creation of the experimental project ‘Growing helping to grow’ based in Rome and promoted by the Association Il filo della Torre ONLUS in collaboration with the IV Municipality of Roma Capitale. Young people with autism participated in this project with the aim of developing good practices that can support the process of job placement of young adults with disabilities, through a specific training internship.

#### **Il Gabbiano Verde Cooperative**

The city of Foggia with the Italian Network City Sane WHO, has developed a project for the inclusion of people with physical disability at the "Il Gabbiano Verde" Cooperative. Here disabled people have

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<sup>28</sup> [www.folignooggi.it](http://www.folignooggi.it), [www.superando.it](http://www.superando.it), [www.abilitychannel.tv](http://www.abilitychannel.tv), [www.agenziaformativa.va.it](http://www.agenziaformativa.va.it), [www.regione.sicilia.it](http://www.regione.sicilia.it), [www.retecittasane.it](http://www.retecittasane.it)

the opportunity do develop new skills through work experience, and specifically in the care and maintenance of green spaces. Objectives of the project:

- To offer the possibility to the disabled person to participate in social life, ensuring targeted and continuous interventions and aimed at work placement, relationship skills and social inclusion
- To favour the social inclusion of the people with severe to moderate mental health problems, through work which constitutes an important 'rehabilitation stage'
- To promote the culture of integration of disadvantaged people into the world of work
- To facilitate connections between services working with hardship, training, orientation, work and integration.
- To identify and support a number of companies available to carry out work integration routes
- To guarantee to the companies and/ or social cooperatives in which the work placements are carried out adequate technical support interventions for the entire duration of the placements including: (monitoring and tutoring of the interventions through specialised personnel)
- To network resources and opportunities, with the aim of removing inequalities and creating sharing

Main activities of the project:

- Support and accompaniment of the individual learner to the specific training internship. To develop a specific profile of their work abilities in order to evaluate their 'placeability'
- Accompaniment of a person in charge of job placement and team leader, in connection with the ASL Mental Health Department
- Verification of the programme starting at interview with the subject being inserted into questions, to re-elaborate the experience and possible difficulties
- At the end of the project some of the participants benefitted from job grants and were taken on permanently by companies.
- The Handijob project, funded under the Community initiative "Employment and enhancement of human resources", aims to create the possibility of work integration for people with disability in the Sicilian territory.

### **Danilo Pennestri Onlus Rehabilitation Centre**

This Centre began its activity in early 1980, meeting the need expressed by many families to give their disabled children a qualified service for rehabilitation and with the ambitious goal of creating a structure in the common territorial area able to provide 'Assistive and therapeutic responses' to a group of adults with cognitive, sensory and neuromotor deficits.

In 2005, thanks to the collaboration and the donation of a high electric furnace for ceramics by the Vodafone company, a protected laboratory was built inside the structure. Over the years, the association has also previously carried out an internship of training and orientation in collaboration with another structure sponsored by the Calabria Region Labour Department dip.10, and then sign an 11-month convention to carry out the 'work experience' promoted by the POR Calabria 2007/2013 to develop integration paths and to improve the (re)employment integration of disadvantaged people by combating all forms of discrimination in the labour market. Participating in ATI and on behalf of the Municipality of Reggio Calabria to the management of a CSR for the start-up of disadvantaged people



through the use of educational laboratories, focusing on the cognitive one using the educational software purchased at the Erikson Study Centre. Thus, young SEN adults will have new skills and competences, which will have a significant impact when it comes to active citizenship.

## LITHUANIA

### **Developing digital competences for young people with special needs using virtual reality and 3D graphics (The Povilas Visinskis Public Library of Siauliai County)**

The Mobile Innovative Technologies Laboratory was set up for youth projects. Using laboratory equipment, educational activities were organised in the library and beyond. Over three years (2015-2017), several educational activities were organised targeting more than 100 young people with special needs.

Special needs and technologies are compatible, and the following youth projects illustrate that. The project 'Development of digital competences for young people with special needs using virtual reality and 3D graphics', with the aim to reduce the digital and informational exclusion of children and young people with various disorders (hearing, visual, intellectual, physical, movement, autistic spectrum, mental), to create the conditions for successful socialisation and integration into the community. Various educational sessions were held in which the project participants learned how to use iPad tablets and laptops, glasses of virtual reality, watched the work of a 3D printer, created illustrations and fairy tales with the Bamboo computer graphics programme and the 3D graphics programme Sculpt +, tested the virtual environment simulation CoSpaces, 123D Desing, Quiver Vision programme. According to the special school teacher, educational activities in the field of technology management were not only fun for youngsters, but also the possibility of social skills development and integration into society.

### **Work experience of young people with SEN in the EU countries**

Students with SEN have the opportunity to go to the internship abroad by Erasmus + programme. The Vilnius Technology Training and Rehabilitation Center has implemented the Erasmus+ Mobility Project. The goal of the project is to raise the competitiveness of young people with SEN and facilitate their integration into the labour market, enabling them to obtain appropriate qualifications in international companies. During a 4-weeks internship programme in Estonia and Germany, young people with SEN (who are studying cooking, carpentry and building) developed their professional knowledge and skills.

### **Institution Valakupiai Rehabilitation Centre**

This public institute provides, constantly improves and develops medical, vocational and social rehabilitation services, vocational educational training for people with disabilities and other persons who experience social exclusion or long-term health problems, in order for them to reach full and equal participation, integration and a better quality of life. At the Centre, vocational rehabilitation programme is available for people who have certified 0-45 percent of working capacities. The vocational rehabilitation is defined as restoration of a person's capacity to work, professional

competence, and capacity to participate in the labour market or increase thereof by educational, social, psychological, rehabilitation, and other means. The programme consists of 4 stages: 1) assessment of vocational skills; 2) vocational guidance and counselling; 3) restoration of current vocational skills or vocational training; 4) job search support and on-job support.

Example of a good practice is the 'Video CV'<sup>29</sup>, which aims to support people with disabilities when trying to find employment, by visually demonstrating a person's everyday life and work abilities to fulfil a job role. The main results are the improved employment rate of people with disabilities; raised employers' awareness in the disability field; improved empowerment of people with disabilities. Video CV creation consists of the following contents:

- Empowerment-of-person session, self-exploration session to know the person's skills, abilities and personal characteristics
- Effective self-presentation workshops through video training
- Recording of the video CV and postproduction
- Use of the video CV in the job search and employment process
- Actors involved and roles: people with disabilities; employment counsellors, social workers and psychologists; employers

Many individuals who have severe or moderate disabilities are far more capable than they may appear on paper, for example in a paper CV. When seeking work experiences — as an employee, volunteer, intern — most of the time, employers who are not familiar with disabilities focus more on limitations than strengths. A Video CV is a way to show potential employers that a person with disabilities has specific skills and abilities that might be a good match for their vacancies. Employers are not the only ones who can use the Video CV, but also the employees who will work directly or indirectly together with the applicant, for example, an administrator. Another reason to use the Video CV is to tackle the misperceptions of the employers about people with disabilities. Most employers have never had any personal or work experience with people with disabilities, so a Video CV is a method to demonstrate an individual's ability to fulfil a job role through video.

Success factors:

- Short and focused as most employers make up their minds about a potential recruit within 20 seconds of looking at a CV
- Professional video to increase attractiveness
- A good representational look of the participant (tidy clothes and hair)
- Feedback from employer: 'Often, employers make inaccurate judgements about disabled people. This is a fantastic way of showing employers that you are a real person with amazing skills and talents!'.

### **The Living Library**

The Living Library is a non-formal education method that promotes mutual understanding, tolerance and respect for human rights. It is made up of Living Books, Librarians and Readers. Living Books are

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<sup>29</sup> [www.youtube.com/watch?v=pg\\_MXdu9Ful&list=PLusuEaBfP7QXWey9qnYocw1GrO6Jh3m](https://www.youtube.com/watch?v=pg_MXdu9Ful&list=PLusuEaBfP7QXWey9qnYocw1GrO6Jh3m)

people from vulnerable social groups (including young people who may have special needs, mental health problems, autism, physical disability, etc.) who experience discrimination or prejudices in society.

The Librarian, a specially trained worker, prepares readers for reading, sets out the basic rules and proposes to select a book from the catalogue, meet the reader coming to the Live Library (which may be a passer-by, participant, member of target groups). People who are going to visit the library are often full of questions: what will I ask about the selected Live Book, how do she/he feel about it, etc.

The reading process is an open and sincere conversation between the Live Book and the Reader. The Reader can ask questions of the Living Book and hear open answers. Reading becomes a cosy, interactive space to interact face to face with a member of a vulnerable group in society. Librarians closely monitor the reading process and take care of reading comfort. The average reading lasts 15-25 minutes, but there is no strict limit. Most often, the result of reading is noticeable with the naked eye: the reader comes out thinking, more positive and energetic, often makes a connection with a Book or exchanges contacts. Reading destroys the wall of ignorance and fear, develops tolerance and mutual understanding.

The Living Library method is included in the Council of Europe Youth Human Rights Education Programme. It encourages youth to think, excite, engage, and surprise - it's attractive and effective. The method of non-formal education, which has been successful at the global level, has been introduced in Lithuania in 2007 as part of the Council of Europe's campaign "All Different - All Equal". Since then, the importance and popularity of the method have grown in both youth and society, as well as in non-governmental organisations and educational institutions.

## PORTUGAL

### **Repsol Inclusion Programme<sup>30</sup>**

It is a training programme for people with different abilities to help their professional integration at Repsol petrol stations. Diversity and work-life balance are priority programmes. Recruitment plan for disabled people takes place not only in Portugal, but as well in Spain, Brazil, Ecuador, Peru and Venezuela.

The training course involves 90 hours of theory and practice and suitable participants obtain the following diplomas of accreditation: Repsol Diploma; Food handling certificate; Fire extinguishing certificate; Diploma in the Prevention of Workplace and Environmental Risks at service stations; Diplomas from collaborating entities. Before finishing the course, a meeting is held to allocate service stations for the non-employment work experience, attended by the collaborating entities, petrol station managers and course trainers. The allocation is carried out following analysis of how the participants have progressed during the course, their place of residence, access to a vehicle, etc., and the petrol stations available for carrying out the job experience.

The programme also includes the 'integration day' to help people with different abilities settle into work teams, and is aimed at managers of petrol stations in order to help people on work experience

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<sup>30</sup> [www.repsol.com/imagenes/global/en/REPSOL\\_WhitePaper\\_accessible\\_EN\\_tcm14-32487.pdf](http://www.repsol.com/imagenes/global/en/REPSOL_WhitePaper_accessible_EN_tcm14-32487.pdf)

integrate into the team at the petrol station. Following the session, the person to be hosted at each petrol station is introduced to the station manager, and the course is brought to a close. This non-employment work experience has a duration of 42 hours, and takes place under agreements signed by the collaborating entities and the host companies. Contracts of variable duration will be awarded depending on the participants' performance throughout the training and the needs of each work centre.

## CASCI

The Professional Rehabilitation Centre operates on a farm with approximately 13 hectares located in a rural area and concentrates the social responses, vocational training and protected employment. It focuses on the personal, social and professional training of the young and adult population with disability and incapacity.

In the area of rehabilitation of people with disabilities, CASCI has three Occupational Activity Centres, with the following objectives:

- To promote quality of life, in their various dimensions
- To promote strategies to strengthen self-esteem, personal and social autonomy, ensuring the conditions of stability necessary to strengthen their capacity and autonomy
- To provide support for social integration through the development of socially useful activities, eventually facilitating access to vocational training and employment
- To privilege interaction with the family and with the community, in order to optimise levels of activity and social participation
- To contribute for the promotion of an inclusive society, promoting participation in activities and social contexts

## Resource Centres for Inclusion (CRI)<sup>31</sup>

CRI are promoted by the Ministry of Education and implemented inside various educational institutions in Portugal. CRI has as its mission the promotion of the inclusion of children and young people with disabilities enrolled in educational establishments through the facilitation of access to education, training, leisure, social participation and autonomous life, promoting the maximum potential of each individual, in partnership with the structures of the Community. Its objectives are:

- The early detection of cases of special and permanent educational needs, resulting from functional and structural changes, with significant limitations on the level of activity and participation in one or more domains of life
- The distinction between pupils with special educational needs, of a permanent nature, and students with learning difficulties
- The participation in multidisciplinary teams, belonging to the regular educational establishments, in a logic of ecological intervention
- The promotion of the school and social inclusion of children and young people with special educational needs, of a permanent nature, through the referral to appropriate educational therapies or responses to each individual
- The provision of specialised technical support, which enables the empowerment of personal and social skills of students with disabilities, necessary for social inclusion

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<sup>31</sup> [www.dge.mec.pt/sites/default/files/EEspecial/cri\\_reorientacao.pdf](http://www.dge.mec.pt/sites/default/files/EEspecial/cri_reorientacao.pdf)

- The elaboration and implementation of individual transition plans, in order to promote a life project, with a view to future inclusion in the active society
- Collaboration with formal education services in the design and implementation of adapted educational resources in order to reduce barriers to the individual with disability
- The training of teaching teams and families of students with permanent special educational needs, on intervention strategies and the identification of support networks in the community
- Collaboration with the teaching staff in the development of awareness actions on special educational needs
- The reduction of absenteeism and early school leaving
- The promotion of educational success, autonomy and decision-making capacity of the student with disabilities
- The promotion of family involvement in educational issues
- Raising the awareness of the business community towards the integration of workers with disabilities

### **ASSOL<sup>32</sup>**

ASSOL was created to be an instrument that facilitated the community's response to the needs encountered. It aims at making it possible for adult support structures to cease to have limited manpower and to operate in a logic that is closer to an open door service, with anyone who needs it can call on at any time. The main objectives are:

- To promote the adaptation and integration of the handicapped, in the family, at school and in society
- To make every effort to encourage, guide and sensitise parents to provide or accept active collaboration for all natural or legal people pursuing similar aims to those of the association
- Prepare the integration of disabled children into regular educational establishments
- Seek to educate, value and motivate professionally the handicapped
- Look for the creation of structured activities to allow a professional occupation of the handicapped
- Promover a adaptação e integração das pessoas com deficiência, na família, na escola e na sociedade
- Fazer todos os esforços no sentido de estimular, orientar e sensibilizar os pais para proporcionar ou aceitar a colaboração ativa de todas as pessoas singulares ou coletivas que sigam os mesmos objetivos da associação
- Preparar a integração de crianças com deficiência nos estabelecimentos de ensino regular
- Procurar a criação de atividades estruturadas de forma a permitir a ocupação profissional das pessoas com deficiência

ASSOL has a platform to take care of people supported outside the association and it will always be a goal to ensure that every person is supported. This implies that each person can:

- Express their dreams
- Make choices
- Participate in the definition of their individual course
- Participate in solving their problems
- Learn in contexts - learning by doing
- Enjoy the social network
- Have control over the events of their lives

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<sup>32</sup> [www.assol.pt](http://www.assol.pt)

## SPAIN

**Baccalaurean adapted to SEN learners (Cade Foundation)**

The CADE Foundation, Centre for Education Diversity, and a private high school of Madrid have created a SEN learners' Baccalaurean. It's a two years' programme specialised for students with: dyslexia, Specific Language Impairment (SLI), attention-deficit hyperactivity disorder (ADHD) and nonverbal learning disorder. The programme aims to empower SEN students to develop their personal potential. Coaching is the tool for psychologist to guide the students within their two-year study programme. The foundation trains SEN learners to develop study techniques, executive skills and emotional education. CADE Foundation gives so much emphasis on self-esteem, emotional control, and self-confidence.

Nevertheless, the price of the two-year programme makes it not accessible to some students. Families are requested to pay 7950 euros to enrol students at the programme. In addition, there is not any information about scholarship to attend the course.

**Teachers training and sensibilisation (APNADAH – ADHS(ADHD) Parents Association)<sup>33</sup>**

APNADAH with the collaboration of Valencian Municipality has launched a special education needs training project for teachers. The association instruct teachers about ADHD and advise them how to teach SEN learners. In addition, APNADAH have established a website with different exercises and learning methodologies for educators. Sensibilisation is also a key element on the project, in which they realise workshops and talks for students to understand that diversity is enriching educational system. They aim to give visibility to ADHD and also have free-time activities for ADHD children and gives support to the families.

**Inter-aged Cooperative learning (Fundación Montemadrid)<sup>34</sup>**

The school has different groups with SEN in all educational levels. They thought it could be beneficial for the school community to share spaces and activities within the groups with and without SEN.

A escola tem diferentes grupos de NEE em todos os níveis de ensino e pensou que seria benéfico para a comunidade escolar partilhar espaços e atividades dentro e for a de grupos de launos com NEE.

Since 2008, every year the school starts a programme in which primary students share their activities with youngsters from a SEN class. Together they speak about topics such as tolerance, disabilities, respect for the difference. Thanks to the share learning both groups, the primary students and the SEN learners develop their communication and social skills. Because of the specific needs of students, the process is made and explained to every participant by using pictograms that facilitate the integration of SEN. Teachers become communication mediators between SEN learners and primary school pupils.

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<sup>33</sup> [www.apnadah.org](http://www.apnadah.org)

<sup>34</sup> [www.fundacionmontemadrid.es](http://www.fundacionmontemadrid.es)

### **Our emotions' book Workshop (Secondary School Antonio Machado)**

The school is a public educational centre in Madrid in which they have different students profile and indeed, different needs. The SEN groups were mostly professional training directed, specially related with leather. Students learnt how to work with leather and create products from it. On the other side, there was a group of SEN students with migrant backgrounds: most of them were having difficulties with the language and the oral expression.

For that reason, the school thought it could be interesting to realise three session workshops in which both groups could unite and co-work to do something together: an emotion book was used to also understand how the youngsters of both groups were feeling. Some had SEN background and disabilities while the others were coming from migrant backgrounds and had an ongoing adaptation process. In the first session, groups were working separately: SEN group was creating the leather cover of the book while the others were translating emotions into their own mother tongue. On the second session both groups mixed up and learnt from each other about the activities they were doing on the previous session. In the last session both groups were divided into pairs in which SEN learners had to explain to the other students how to use the leather while the others where speaking about their homeland, their language and culture, etc.

This activity helped both groups to meet different people from the same local context and increase their communication and social skills. All of them evaluated the project as very useful and motivating.

### **EDUCATIONAL CHALLENGES FOR TEACHING ENTREPRENEURSHIP TO SEN PUPILS**

A common questionnaire to identify the educational challenges for teaching entrepreneurship to students with SEN has been carried out as part of the research activities of the SENpower project. This questionnaire has been addressed to experts on students with SEN, including psychologists, teachers, educators, trainers and mentors.

A total of 86 experts from the five participant countries have evaluated the likelihood of the following aspects being a high challenge in teaching entrepreneurship to SEN learners:

- To adapt standard entrepreneurship education to SEN learners
- To promote inclusive context for teaching entrepreneurship
- To ensure that every SEN learner has equal accessibility to entrepreneurship education
- To combine various didactic methods to teach entrepreneurship to SEN learners
- To use technological learning for teaching entrepreneurship
- To master entrepreneurship education, as a professional
- To master special needs education, as a professional
- To have enough resources for individual entrepreneurship learning
- To have a multidisciplinary team for teaching entrepreneurship
- To promote an educational environment where SEN learners are more self-oriented and less overprotected
- To engage the local community in SEN entrepreneurship education

The chart below summarises the overall results per country and presents the percentage of experts who consider the above aspects as high challenges. Considering the global evaluations, in average from the 11 aspects rated, only one, "To master entrepreneurship education, as a professional" was

evaluated by less than half of the respondents (i.e. 39%) as high. All the other 10 aspects were rated as high by between 54% and 70% of the experts across the participating countries. “To promote inclusive context for teaching entrepreneurship” was the aspect gathering the high score (i.e. 70%). These results clearly demonstrate that all these aspects are critical in teaching entrepreneurship to SEN learners and seen as challenges by the practitioners.

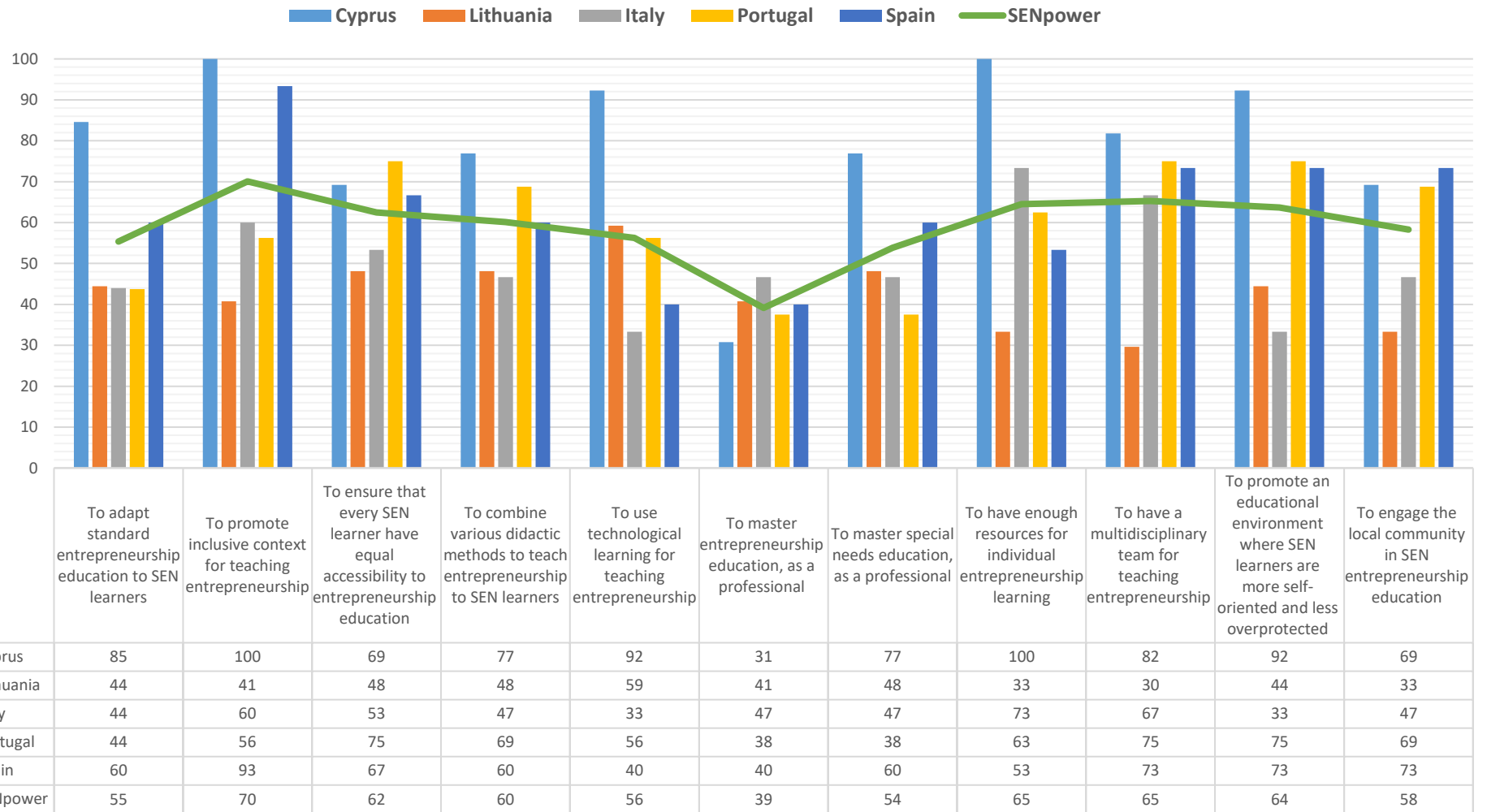
An analysis per country shows that in Cyprus, an average 79% of the experts consider these aspects as high challenges, while in Lithuania only 43%, following Italy with 50%. Portugal and Spain present similar results, with around 60% of the professionals evaluating these aspects as critical.

In addition, the following challenges were listed by the pool of experts:

- To cope with the lack of motivation, psychological difficulties and social skills
- To ensure the provision of complex and adequate support
- To promote the (self) employment of young people with SEN
- To teach critical work skills to SEN learners such as time management
- To guide SEN learners in choosing a work specialty
- To have a restrict number of students in the classroom that allowed an entrepreneurship education to SEN learners
- To cope with the lack of support from the community (e.g., negative influence of the environment, bullying, involvement in harmful activities)
- To promote the integration of SEN students in small enterprises that truly enhance their abilities
- To eliminate gender differences
- To promote the exchange of experiences between the educational community and the business environment
- To have suitable resources from local/national authorities for implementing entrepreneurship education



Educational challenges for teaching entrepreneurship to SEN pupils in participating countries





## Empowering young adult learners with Special Educational Needs

Intellectual Output 1

**Entrepreneurship Education and Development Guide for SEN pupils**