



**Turning European placements into a learning environment for entrepreneurial skills - as a key competence of graduates of European universities**

Final Report

Public Part

## Project information

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## Executive Summary

While many educators agree that an internship or placement in a foreign country is a great learning environment to apply theoretical study knowledge in practice, to learn a foreign language and to develop intercultural competence, entrepreneurial skills get much less attention. However “sense of initiative and entrepreneurship” is regarded as a key competence for lifelong learning and European as well as national policies and strategies (e.g. EU2020 strategy and their national counterparts, Oslo Agenda for Entrepreneurship Education) and underlines the need for more efforts in University-Business cooperation and the development of a culture of entrepreneurship and innovation.

In the framework of the EU-funded ERASMUS project Uni-Key, ten universities, research organisations, enterprises, enterprise associations, chambers of commerce and NGOs from seven European countries and from South Africa collaborated to unleash the latent entrepreneurial mindset in mobile students. According to this new approach, students/graduates are approached when they come out of their “comfort zone”, i.e. undertake a practical learning mobility period, e.g. an Erasmus placement. Key situations during a placement period were identified together with stakeholders of the project and turned into key entrepreneurial learning situations, i.e. the entrepreneurial skill training is situated in the practical situations each student experiences before, during and after being abroad.

Key results of the project include seven on-line learning modules, which are based on key learning situations, a train-the-trainer guideline course, which facilitates the implementation of the learning modules, a course module targeted to mentors at host organisations, which helps mentors with little experience with international interns and staff to pursue their role. Furthermore challenges and opportunities of placements of international students at micro, small and medium sized enterprises (MSMEs) were studied, which includes recommendations for placement mobility coordinators at universities and for MSMEs as well as an on-line tool for students, helping them to check what type (according to size) of host organisation is the best choice for them. The valorisation of placements abroad for entrepreneurial learning and knowledge transfer between academic and business world is an integral part of the learning modules but especially highlighted in the mobile challenge game “Xchallenge”, which can be used in combination with the learning modules or as a standalone format.

Dialogue with policy makers (especially European Commission, DG EAC) and further stakeholders (national agencies, mobility coordinators and their networks, enterprises and entrepreneurs and their associations, students and their representatives) was an important objective of the project as its duration fell in the time of the preparation of the new generation of mobility programmes under Erasmus+. This was achieved through participation in key events, the organisation of roundtables with stakeholders at public project events, the participation in public consultations and the communication of policy recommendations. Furthermore the quality board allowed involvement of key stakeholders.

Partnerships with key stakeholders, such as the Erasmus Student Network, the networks PRAXIS, Europemobility, Leo-Net, ISEKI-Food and the Enterprise Europe Network support exploitation of results of the Uni-Key project.

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# 1. Project Objective

European as well as national policies and strategies, e.g. EU 2020 New Skills new Jobs flagship initiative (European Commission 2010), the Oslo Agenda for Entrepreneurship Education (European Commission 2006), the Expert Group Report on Entrepreneurship in Higher Education 2008 (European Commission 2008) underline the need for more efforts on university-enterprise cooperation and the development of a culture of entrepreneurship and innovation. The report on new skills for new jobs provides a summary of the reasons for the identified need: "Increased global competition means that European countries will no longer be able to compete on cost and price, but need to produce higher quality and more innovative products and services, delivered by higher skilled people. Encouraging creativity and entrepreneurship throughout the learning process is fundamental for future growth." (Campbell et. al. 2010, pg.4). This goes along with a changing job market. New skills are needed; the long-term job position is not so common anymore, a network of contacts is essential for a good career development. A different approach is needed in order to find a job; we call it here entrepreneurial behaviour in career development.

The potential of practical training and study phases abroad (e.g. Erasmus and Leonardo placements) for the development of both entrepreneurial and intercultural skills for strategic career planning has however not been fully exploited yet. Entrepreneurial skills are addressed here as a "European key competence for life long learning – number seven out of eight key competences (European Parliament and Council 2006). Placements abroad have specific qualities, which can turn them into an environment for the attainment of entrepreneurial skills:

- Mobile students go out of their comfort-zone and undergo a number of "key entrepreneurial and intercultural learning situations", which most of the students are not fully aware of. For example students have to manage their finances, have to plan their stay, have to show flexibility, creativity and initiative at the workplace as well as outside the work environment, when seeking accommodation and dealing with unfamiliar daily challenges. All those situations require and train almost the complete range of skills mentioned in the definition of entrepreneurial competence
- Mobile students have got a certain distance to their usual peer group, social and academic environment – this distance is valuable to deal with their own personality, habits and strategic career issues, i.e. it makes it easier to experiment with new roles and behaviours
- Mobile students cross boundaries – both sectorial and cultural boundaries, which implies a potential for knowledge transfer and innovation in both directions from the university to the enterprise and from the enterprise to the university, when the student returns home
- Mobile students undertaking placements in small companies have a great chance to interact directly with the owner, i.e. experience entrepreneurs as potential role models of their own career

Placements abroad thus provide a multitude of opportunities for informal and self-determined learning by students – however all parties involved have to seize those entrepreneurial learning opportunities, which is the objective of the Uni-Key project.

## 2. The “Bottom-up“ Project Approach of unleashing the entrepreneurial mindset of mobile students

Although Universities have implemented incubators, start-up and business innovation centres, business plan competitions and courses which train business plan writing, there is still a wide gap between the potential of development of entrepreneurial skills and the number of students and graduates actually taking advantage of those opportunities to date, because of a lack of the relevant mindset and awareness. Uni-Key turns students/graduates into latent entrepreneurs first.

For this reason the top-down strategy, i.e. measures at top-management and governance level need to be complemented with a more bottom-up approach. The “Bottom up approach” of Uni-Key means that students are “collected” when they come out of their “comfort zone”, i.e. when they undertake a University-Enterprise mobility period, e.g. an Erasmus placement. Preparatory or accompanying (online) courses offered for this target group so far are focused on linguistic and intercultural skills or on organisational aspects of the stay abroad only.

The Uni-Key approach however results in the identification of key situations during a placement period to turn them into key entrepreneurial learning situations, i.e. the entrepreneurial skill training is situated in practical situations each student (and to some extent his or her host) experiences before, during and after being abroad. This situated learning approach ensures that students recognize the learning content as relevant for them – especially when they do not have a business related study background. This is also a major difference from existing generic entrepreneurial training and assessment schemes.

The identification of key situations followed the following methodology

- Involvement of stakeholders was ensured by participatory design approach, i.e. stakeholders are represented in the quality board and project consortium and reviewed interim results
- Expert meetings, focus group interviews, surveys and literature research were used as methods of collecting data to justify the selection of seven key situations for students and to identify a key learning situation for the supervisor (host organisation)
- A list of entrepreneurial skills to be addressed was extracted from the definition of entrepreneurial competence in the European Reference Framework of Key Competences for Lifelong Learning (European Parliament and Council 2006)

The role of students in placements abroad is so far limited to a trainee, who applies theory to practice and provides a new socio-cultural background to the foreign workplace. The Uni-Key approach aims to valorise placement periods for university-enterprise knowledge transfer, research and innovation. Uni-Key turns students into “transfer agents”. The role of a transfer agent implies the following:

- Encourage students to become ambassadors of their home university/region/country and also of their EU-programme, when they go abroad
- Encourage students to become ambassadors of their host organisation/region/country, when they return home
- Turn learning tasks into door openers, i.e. provide students with a reason to interact with their host environment abroad (or when applicable also back home)

Those aspects were especially integrated in the two learning modules “I have an idea”, which includes a “home ambassador exercise” and in the module “Enjoy success”, which includes a “host ambassador” exercise.

In order to increase the motivation of students to prepare for and perform this role a game based learning approach (Fox 2009) is followed. The “Uni-Key Mobile Challenge Game” can be regarded as a “Game with a purpose” (Borgmann et. al. 2011). Students receive regularly a certain input (a challenge) and need to return certain data (evidence of having completed a challenge). Depending on the complexity of the challenge they receive a number of points. The winners of the score list received a prize. i.e. were invited to the award ceremony as part of the final public event in Brussels.

For example a (less complex) challenge was: “Identify a local official holiday in a foreign country (i.e. it does not exist in your own country) and find out about what people celebrate or commemorate and what they usually do on this day and how it affects your work”. One of the student participants reported on this challenge (a Greek student undertaking a placement in the Netherlands):”Sinterklaas is a traditional winter holiday where people celebrate the Sint Nicolas. In Greece there is a similar celebration but not the same. We just celebrate the Santa Claus. Sinterklaas products such as chocolates and sweets are very famous during the celebration. The company where I am doing my internship is a training and consultancy firm for food industries. New products with colours or other flavours, labelling on these products, training on how to advertise the products can affect the business. “

An example for a more complex challenge is: “Present your Business Idea in 300 words! Look around you. Do you see a business opportunity? Anything from a corner store to a multinational corporation will do. Can your business apply in another city or in another country? This is a business development exercise. You need to argue in favor of your business proposal taking into account parameters such as value proposition, growth strategy, competition, go to market, scalability, forecasts, profitability, etc. No idea is too small, no concept is insignificant. Write about something you understand and blow us away!”. One of the students (Portuguese student undertaking a traineeship in a Spanish gerontological therapy center) reported (extract) : “We are a company that provide healthcare services for older people, we operate in the north of Portugal with a team of professionals specialize in aging, with academic degree’s in health technologies. We study solutions and develop customized solutions for all your requirements. The mission of this company is enhancing elderly people. Be able to maintain your autonomy ... We offer innovative services such Rehabilitation Geriatric Cognitive Stimulation, Speech and Psychomotor Therapy. The Home Care service open 24 hours a day. We propose a whole range of Technical Assistance and geriatric Furniture for the senior population, the elimination of Architectural Barriers. Consulting Services and Gerontological Advice for aspects related to the elderly population welfare structures, Training in Geriatrics and Gerontology. This company is based in three values: Trust, Quality, Human dignity.” The same student commented later in the feedback about the Xchallenge that he liked that challenge most and that he actually plans to put the presented business idea into practice.

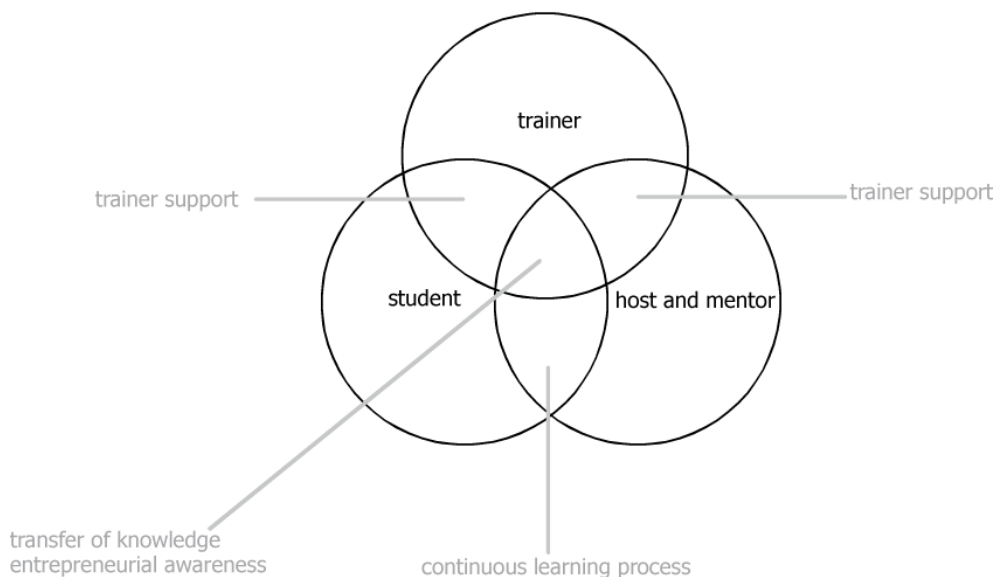
The social media game “Trivia heroes” (trivia questions dealing with the European Union and the European business world) was used for two purposes: to attract attention to the project in social media (facebook) and to provide a fun exercise for students (with a purpose to test knowledge on business and European issues).

However, the role of the supervisor of students at the host organisation changes, too - towards a role model of entrepreneurship. For this reason the Uni-Key project promotes placements in small and young enterprises, which allow direct interaction with owners and/or senior managers. Furthermore entrepreneurs and experts were involved as “on-line guest speakers” to the on-line learning course. A separate learning module prepares (potential) supervisors of international students for this role. A study on challenges and opportunities of

placements of international students at micro, small and medium sized enterprises (MSMEs) resulted in checklists for mobility coordinators and MSMEs. One of the findings is that MSMEs require a certain profile of placement candidates, e.g. a higher ability and desire to work independently as compared with placements in bigger companies. The findings of the study were furthermore implemented in an on-line tool for students to check the pros and cons of undertaking an internship in a MSME, thus helping them to take a sound decision in this regard when seeking a placement abroad.

The role of the mobility coordinator at the sending university also changes, as it involves also a training element of key competences (which can however be outsourced to external trainers) and it involves the element of being a broker to facilitate the potential knowledge and technology transfer between the university and host organisation/region of students.

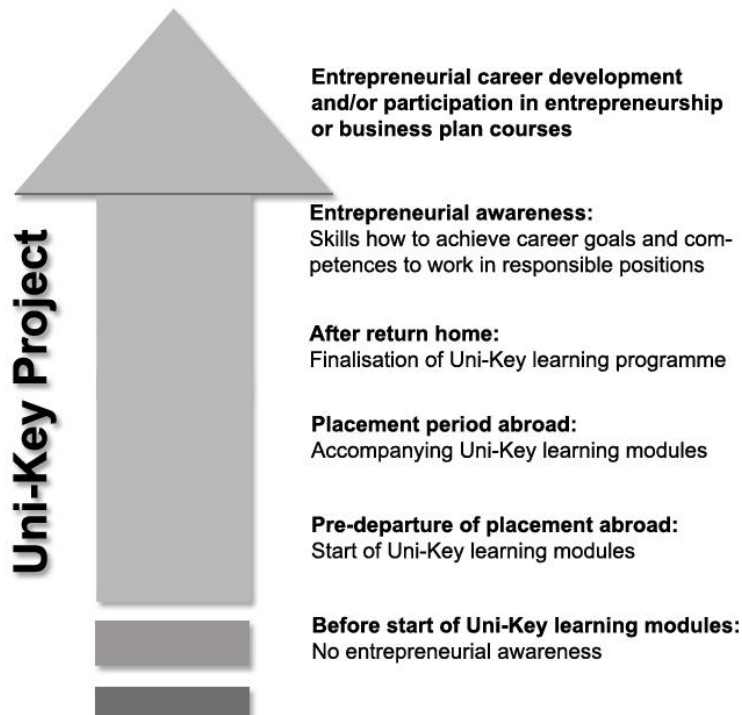
When mobility coordinators are working in international offices of universities they might wish to seek more cooperation and coordination with transfer units. The following figure illustrates the Uni-Key roles:



**Figure 1** Uni-Key Roles

The underlying assumption of the Uni-Key “bottom-up approach” is that if students develop more awareness of the need for entrepreneurial skills in starting a company as well as in regular jobs in a knowledge based and globalised working environment they will take more advantage of the variety of entrepreneurship courses and support schemes at many universities (which often do not reach students outside of business studies). The Uni-Key approach is illustrated in Figure 2.





**Figure 2** The Uni-Key approach of unleashing the entrepreneurial mindset of mobile students

The sample of pilot learners and the response received only allowed anecdotic and qualitative evidence of this approach building on the feedback received by students. However a large (in numbers) study of the Erasmus student network (the ESN 2013 survey, Fellingner 2013) found that “when it comes to starting one’s own business, almost 60% of respondents, who have been on exchange or lived abroad can imagine to do so, compared to even slightly more of those planning to go abroad. People who are not planning to go abroad are 10 per-centage-points less likely to start their own business, slightly more unlikely to be unsure about the idea and slightly more likely to be opposed to it.”, which provides further support to the approach taken by the Uni-Key project.

### 3. Project Outcomes & Results

The main outcome and result of the project is the Uni-Key on-line course based on key entrepreneurial learning situations. Following the methodology described above the following key learning situations were selected and turned into on-line learning modules:

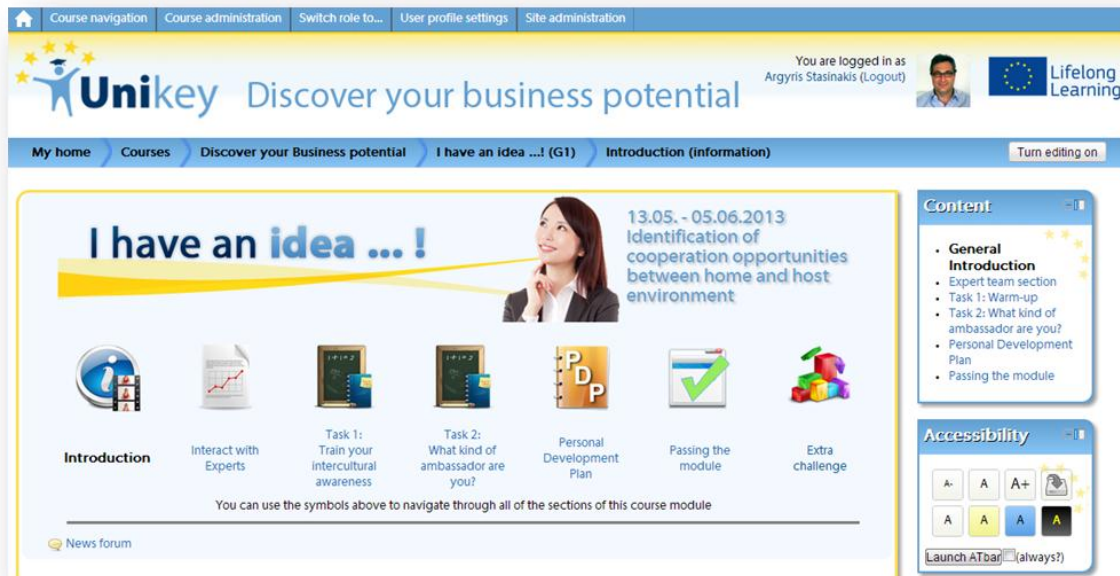
1. Situation: Planning an internship abroad -> turned into a career development exercise ("Ready to Go?")
2. Situation: Self-organisation during internship, including financial issues -> turned into a problem solving and financial management exercise ("Plan 2 succeed!")
3. Situation: Confidentiality and ethical challenges -> turned into a good governance exercise ("Have you heard...?")
4. Situation: Interim evaluation -> turned into an opportunity seizing and intercultural networking exercise ("home ambassador exercise") ("I have an idea...!")
5. Situation: Underchallenged and overstressed -> turned into a self-organisation and goal setting exercise ("Turn it around!")
6. Situation: Reluctance and related conflicts -> turned into a strategic self-development and creative thinking exercise ("Dare to change!")
7. Situation: Reporting on internship activities -> turned into a valorisation and effective communication exercise ("host ambassador exercise") ("Enjoy success")

The seven on-line course modules are accompanied by an introductory ("Welcome") and follow-up ("Feedback") module. The seven modules follow the process of practical learning mobility and run under the course title "Discover your business potential". Figure 3 illustrates the structure of the On-line course:



**Figure 3** Uni-Key on-line course outline

Each learning module follows a standard structure (see also screenshot below).



**Figure 4** Screenshot of a Uni-Key on-line course module

The structure consists of the following elements:

1. Introduction: - an introductory text and video (the video describes the module from the perspective of a student)
2. Expert Area: - a video or audio contribution from the perspective of employers provide extra advice and background to the module is combined with a short interaction with the expert as on-line guest speaker (the expert was available for the time of the module and was asked by the tutor about aspects of his/her contribution, students were able to ask questions too, although students welcomed the contribution by employers in their feedback very few made use of this opportunity)
3. Task area: - includes usually 2 tasks, which provide exercises to train key entrepreneurial skills as described above
4. Personal Development Plan: - a self-reflection tool, which is inspired by the “business model me” canvas (T. Clark, A. Osterwalder, Y. Pigneur 2012) providing a canvas focused on the stay abroad and its opportunities for future personal and professional development; each module encourages students to reflect on one part of the canvas.
5. Passing the module: - a summary of obligatory tasks and optional elements of the module, a feedback questionnaire about the module (part of course evaluation) and a box for the list of students, who passed the course (to be entered by the on-line tutor at the end of the module; there is no grading foreseen, students pass a module, when they completed the obligatory tasks (i.e. task contribution are accepted by the online tutor).

6. Extra challenge: - access to the Xchallenge game, which allowed students to win a prize, when they completed extra challenges; in total 5 challenges of different complexity encouraged students with some “extra energy” (taking into account that for some students the stay abroad alone and/or the communication during the placement in a foreign language absorbs almost the complete energy of those students, so that an accompanying on-line course might be an extra burden, while for others it is a welcome extra learning opportunity) to train their intercultural awareness and entrepreneurial skills (see also chapter 2).

Each module is designed for a duration of 10 days to allow enough flexibility for learners to take the module alongside to their placement abroad. This flexibility is needed as the conditions and time windows for learning (and internet access to submit task results) vary very much according to the nature of the placement and the type of host organisation (a placement in a hospital, agriculture farm or office provides very different site conditions). While this flexibility caters for the needs of students it reduces at the same time the opportunities for interaction among learners. This dilemma situation was treated in a way that tasks encouraged interaction but were not fully dependent on all learners interacting with each other. Tasks were furthermore designed in a way to lead students to observing their surrounding abroad and to self-reflect about their resources, boundaries and opportunities.

A mobile “theme” was developed to make use of the interface for mobile devices of the underlying learning platform Moodle, which allowed access to learning modules from mobile devices. The platform Moodle was selected because of its widespread use in educational organisations in Europe and because of its open source code.

The project team had to lower however expectations towards access to the learning modules by mobile devices. Although mobile devices, such as smartphones and tablets, become more and more popular and free Wi-Fi-access more wide-spread, not all students have got such a mobile device and free Internet access abroad. Furthermore there are still technical issues resulting from complexities of different mobile operating systems. For example the operating system of Apple did not allow the direct upload of files (only through workaround solutions). That this issue is meanwhile solved with a new version of Moodle demonstrates that the development is dynamic but educators still cannot fully rely on it, especially with the target group of mobile students, who are outside academic environments during their placement abroad.

For the target group of supervisors/mentors of students at host organisation the situation of hosting an international intern is turned into a human resource and cultural diversity management exercise, which resulted in the “Uni-Key employer module”.

Both the learning modules for students and the employer module were tested with pilot learners in 2 pilot runs, which were evaluated using questionnaires, interviews, usability tests, focus groups and through interaction with stakeholders represented in the quality board and through the network of contacts beyond the quality board. The evaluation results of pilot 1 were used to further develop the modules for pilot run 2. While the results of evaluation of pilot run 2 were used to design the “train-the-trainer-course”. This supports the implementation of Uni-key results according to the exploitation plan (see chapter 5).

For the dissemination and exploitation of project results the project outcome and results have been presented at conferences and public events, flyers and further dissemination material was produced, a social network game was produced as a teaser application and a “mobile” teaser application promotes project results audiovisually. Social media channels such as Twitter, Facebook and a Linked-in group (“Entrepreneurship and its education”) were used to communicate with stakeholders and target groups. Each project meeting was combined with a public event to present and discuss project objectives, interim and final results and to interact with stakeholder groups. Articles have been published in peer reviewed conference proceedings.

The dialogue with policy makers in the areas of practical learning mobility and entrepreneurship education was an important part of the project work and resulted in policy recommendations (see chapter 5).

Furthermore a study on the challenges and opportunities of placements of international students at micro, small and medium sized enterprises (MSMEs) was produced to promote placements in micro- small and medium sized enterprises. As result of the work on the study, placement, offers in micro- small and medium sized enterprises were collected and disseminated on the project homepage as well as through networks such as PRAXIS, Europemobility and Leo-Net. A decision-support tool for students regarding the choice of type of host organisation (small versus big host organisations) was implemented and is available on the project website (see also chapter 2).

All public project deliverables as well as project events and presentations in media are documented on the project website: **[www.uni-key.eu](http://www.uni-key.eu)**

## 4. Partnership

The Qualities of the consortium are its diversity, composition, experience and expertise. The following partners contributed their experience in the area of student (university-enterprise) mobility and their access to students as pilot learners:

- University Fulda and Institut inter.research e.V. (DE): through its own Erasmus placements consortium and membership in networks
- University Aveiro (PT): through its international office and Erasmus programme
- Belgian Italian Chamber of Commerce (CCITABEL) (BE): through its international course offers, its function as host organisation and membership in networks
- Institute of Technology of the Canarian Islands (ITC) (ES): through its contacts to the University La Laguna and the foundation of the university

The following partners were selected because of their experience in entrepreneurial training and mobility and knowledge transfer as well as access to pilot entrepreneurs:

- University Fulda and Institut inter.research e.V. (DE): through its networks and e.g. Erasmus for young entrepreneurs programme and through the entrepreneurship education chair of the university
- University Aveiro (PT): through the contact network of the technology transfer office
- CCITABEL (BE): through its contact network as a chamber of commerce and its involvement in the Erasmus for young entrepreneurs programme
- ITC (ES): through membership in the Enterprise Europe network, involvement in the Erasmus for young entrepreneurs programme and former involvement in entrepreneurship education projects
- CESAFA (IT): through members of the association and contact networks
- WOW Group (HE): through membership in the association Young Leaders Hellas

The following partners represent entrepreneurs themselves:

- WOW Group (HE) – the owner was involved himself as project partner
- Anne Fox (DK) – the owner was involved herself

The following partners have been selected because of their expertise in the area of e-learning, mobile learning and multimedia design:

- Institut inter.research e.V. (DE) – providing the learning platform, intranet and technical support to the project, as well as pilot course directors (on-line trainers)
- WOW Group (HE) – providing the social media and public relation expertise (guidelines and facebook and twitter channel of the project), the social media trivia game and graphical design work as well as technical support

The South African Partner K2C provided a non-European (3<sup>rd</sup> country) perspective to entrepreneurship education and its expertise in areas such as social entrepreneurship and management of cultural diversity. It helped also to raise awareness of the benefits of European infrastructures (such as the existence of mobility support programmes as e.g. Erasmus) and the rights of members of the European Union (e.g. free movement), which are often taken for granted within Europe but are suddenly made aware, for example when this project partner had to undergo time consuming, cumbersome and abasing visa application procedures to attend project meetings, which prevented the partner from attending the final meeting.

The partner Anne Fox provided her experience as an external and internal EU-project evaluator and her background in training/coaching as leader of the Quality Assurance Work Package (WP 2).

The University Fulda provided its experience in management of European projects as leader of the project management work package and as project coordinator.

CESAF provided its experience as a training institution and a support organisation for regional enterprises as leader of the Dissemination work package (WP3).

The University Aveiro provided its expertise and experience in the area of knowledge transfer and innovation and as promoter of the concept of (mobile) students as “transfer agents” as leader of the Valorization work package (WP4)

ITC coordinated the work package on the identification of key learning situations (WP5) based on its experience in dealing with entrepreneurial mobility, entrepreneurship and innovation training

CCITABEL coordinated the design of learning modules (WP6) based on its experience in delivering trainings and involvement in mobility of entrepreneurs. Furthermore due to the fact that the original partner JEUNE turned into an associated partner and no longer belonged to the core partnership, due to organisational reasons, CCITABEL coordinated also the work package on the promotion of placements in micro- and small enterprises, based on its experience as a chamber in interaction with all types of enterprises and its contacts to small and young enterprises in the framework of the Erasmus for young entrepreneurs programme.

Inter.research contributed its expertise and experience in the areas of online-training/E-learning/E-mentoring, computer supported cooperative learning, usability/human-computer-interaction and multimedia developments as leader of WP 8 (pilot runs) and WP9 (technical support).

All partners had cooperated with at least one other member of the consortium before and all partners have experience as a partner or coordinator of European projects.

The Partnership is complemented by a Quality Board, which represents the main target groups and stakeholders of the project: students, entrepreneurs and (potential) supervisors of international interns and mobility coordinators at educational organisations. The Quality Board had the following members:

Name	Stakeholder Group	Affiliation
Pedro Almeida	Enterprise	Universidade de Aveiro
Francisco García-Rodríguez	University	University of La Laguna
Matteo Giovanazzi	Student	Royal Agricultural College
Beate Körner	University	German Academic Exchange Service (DAAD)
Lars Lorenz	Student	Linnaeus University, Sweden
Elisa Ricardi di Netro	Enterprise	Belgian-Italian Chamber of Commerce
John Baptist Onama	University	Department of Political and Juridical Sciences and International Studies of the University of Padua
Marcos Pascoal	Student	Universidade de Aveiro
Clive Poultney	University	Southern African Wildlife College (SAWC)
Niall Power	University	Universidade de Aveiro
Ely Rodriguez	University	University of Las Palmas
Christian Wewezow/ Kevin Guerin*)	Enterprise	JCI Europe / Clockwise Consulting GmbH JCI Europe
Vasco Zeferina	Student	Universidade de Aveiro

\*) Kevin Guerin took over the post of Christian Wewezow at JCI Europe (elected chairman of Erasmus entrepreneurship) in 2013 and replaced then Christian Wewezow in the quality board.



## 5. Plans for the Future

The project consortium has developed an exploitation/business plan, which foresees different models, how project results are disseminated, implemented and further developed in the future.

The main approaches are presented below:

- Erasmus Academy: the partner Inter.research implemented the Uni-Key learning modules into its on-line academy for mobile students. The new “Erasmus Academy” went on-line directly after the project in November 2013 and offers mobile students the opportunity to select 5 out of 10 modules (i.e. the partner combined existing modules with the 7 Uni-key modules) to train their intercultural and entrepreneurial key skills before, during and after a practical learning stay abroad. The academy allows students to start anytime with the on-line course as every 2 weeks a new 10-days module starts. Each module has between 13 and 25 learners, i.e. parallel groups are created when more than 25 students enrol for one module. The course is offered to universities and placement mobility consortia for a price of 100 Euro per student, which allows running the academy on a non-profit basis. The current calculation is based on approx. 200 students per year. Erasmus placements students of the Erasmus placements consortium coordinated by the University Fulda, Erasmus placements students of the University Giessen and of the practical learning mobility consortium of the state of Saxony in Germany are among the participants of the training courses of the academy.
- ITC Internship Academy: the partner ITC is currently implementing the Uni-Key learning modules on its own on-line academy and plans to include the Uni-Key course in its training portfolio with the help of structural funds or fees from host companies of international students
- NooA Course offers: the partner Anne Fox has investigated the potential of the Uni-Key on-line course to run as a MOOC (Massive Open Online-Course) and for a start offers the Uni-Key employer module through the NooA portal (course fees are shared between the operator of the NooA portal and the on-line trainer (in that case Anne Fox).
- Blended learning mode: The University Aveiro as well as the University Fulda (Business faculty) plan to implement the on-line modules in their entrepreneurial skill training courses at the university
- Uni-Key for new target groups: The partner CCITABEL plans to implement the methodology of Uni-key (identification of key learning situations in the life of a target group together with stakeholders and transforming those situations in entrepreneurial learning situations) for new target groups. One concrete example is the M-House project ([www.m-house.eu](http://www.m-house.eu)), which started in November 2013 and aims to investigate key learning situations in private households to turn them into on-line entrepreneurial learning modules for households (adult learning). Some former partners of the Uni-key project (University Fulda, Inter.research and Anne Fox) are also collaborating in the M-House project, which is coordinated by CCITABEL.

- Strategic partnerships: The Uni-key consortium built during the project relationships with networks such as the Erasmus student network, the PRAXIS network, the ISEKI-Food network and the Europemobility network and the Junior Chamber International (JCI) in Europe and the Groen Sebenza Programme of the South African National Biodiversity Institute in South Africa. Uni-Key partners plan to implement strategic partnerships to further develop the Uni-key on-line course. For example the possibilities to develop new language versions of the course or to adapt it to other educational contexts and target groups are explored.

The Uni-key on-line course modules as well as the train the trainer course are available on a open source (free use of unmodified content) basis. Through the project website and the technical partner Inter.research everybody, who provides its contact details, will get access details to a showcase learning environment. If needed the partners Inter.research, ITC and Anne Fox are available for partnerships with educational organisations and training providers to support the implementation of on-line academies based on Uni-key results. Conditions for those support services depend on the scope of the services and are agreed on a bilateral basis.

Furthermore more research needs to be done on the mid- and long term impact of the approach of the Uni-Key course on the entrepreneurial attitude of course participants. Research questions include e.g. if course participants are more likely to participate in business plan and business idea competitions and if they are more likely to work in a start-up company or start an enterprise themselves than a student not participating in such a course. However this long-term research approach was unfortunately outside the scope of the Uni-Key project. Nevertheless pilot course participants were invited to an alumni group so that academic project partners can follow-up the career development of those participants. However project partners agree that a larger sample than the pilot course learner group is needed. Collaboration with networks such as the Erasmus student network is envisaged to be able to study the impact of an accompanying training to a placement period abroad.

## 5. Contribution to EU policies

The international Uni-Key consortium established and maintained the dialogue with EU policy makers through different channels:

- Participation in the public consultation on a quality framework for traineeships (European Commission 2012) based on interim results and stakeholder workshops of the project
- Direct personal interaction through participation in conferences and events such as the European University Business Forum in Brussels, the We Mean Business – Trainee on the Move conference in Brussels, the ERACON conferences in Cluj-Napoca and Poznan, the EAIE conference in Istanbul, the conference of Erasmus Placements consortia in Bordeaux and others
- Invitation of policy makers especially of the European Commission to the two events and roundtable discussions of the project in Brussels
- Forming alliances with other networks such as Leo-net and Europemobility to draft position papers and letters to the European Commission

The following main consequences for the design of (future) mobility programmes were recommended:

- Practical learning mobility as part of European Mobility Programmes needs to provide a framework for the development of horizontal skills and competences of learners such as linguistic skills, intercultural competences (e.g. ability to understand one's own and foreign cultures and to use intercultural communication in an effective and efficient way), entrepreneurial competences (e.g. ability to manage challenges and recognise one's own strengths, weaknesses, and chances and using them for own advancement), European competences (e.g. ability to act as an ambassador for the European Union and for the values and concepts of European integration)
- The acquisition of skills and horizontal competences does not happen automatically abroad, appropriate funding needs to be provided for the preparatory and monitoring actions preceding and accompanying a placement abroad (e.g. as a dedicated training budget as it is provided in the Leonardo da Vinci PLM mobility programme)
- A European Quality award or label shall highlight best practice on both the educational (sending) organisations side and on the side of host organisations (a multitude of quality labels at national and sector level does not have the same visibility as a European label)
- Students should not only be regarded as beneficiaries of EU-funding, when they participate in EU mobility programmes but as ambassadors for their home university and region, when they go abroad and for their host organisation and region, when they return home – and in general as ambassadors for the European Union and the “European idea”, which means they need to be equipped to perform those roles by their educational organisation and by their host organisation with support from European Mobility Programmes
- the increase of quantity, as foreseen by drafts of future programmes (European Commission 2011), shall not happen at the expense of funding of quality – the contrary is true: if quantity in European programmes is promoted at the expense of quality the whole system of quality assurance of traineeships will be undermined

The new mobility programme seems to put more emphasis on quality than in former programmes according to current drafts of guidelines available. However the funding and visibility of quality as e.g. through a European quality prize or label is still subject of a dialogue with policy makers, which has to be continued.

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