



## Deliverable D07

### Report of the Focus

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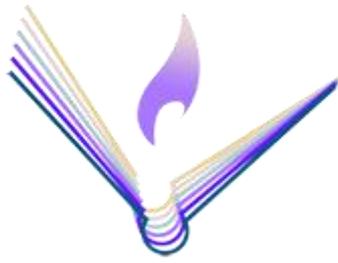
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PU	Public	<b>X</b>
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the Consortium (including the Commission Services)	
CO	Confidential, only for members of the Consortium (including the Commission Services)	

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### **Report of the Focus Group**

On March 29, the first meeting was held with the teachers who responded to the questionnaire until March of access to the project NETT. It was decided to use the university of via Comelico, in Milan, to pay homage to those who will develop the platform of the European project, giving the opportunity for teachers to follow the meeting via Skype. The decision to combine a session face to face with the virtual one gave us a chance to know users and introduce them to engage in a job which will mainly be online.

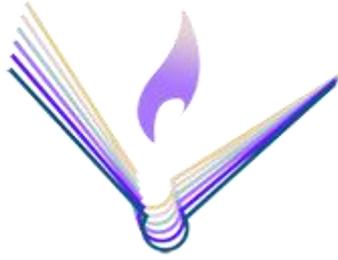
The Italian partners have decided to involve in the focus group only a small number of respondents in order to broaden the topics and issues arising in the debate. Were selected professors and professionals from diverse backgrounds Italian, in order to have, albeit in limited numbers, the views from the different geographical areas and the Italian contexts. The participants came from Campania, Lazio, Lombardy, Veneto and Sicily.

The meeting was meant to give participants the report of the analysis of the questionnaire and study issues of entrepreneurship training through a series of questions agreed with the partners of the NETT. Here are the questions answered by the participants in the focus groups:

1. Do you think that entrepreneurship training is important for your students? Why?
2. Do you think that the training of teachers in entrepreneurship is enough? (During the initial training of teachers and training programs to upgrade). What kind of training program do you suggest for teachers? What skills do you think are necessary / important for entrepreneurship education?
3. What do you think of the current business curriculum that you use in your school / university?  
(A) E 'useful for students to become entrepreneurs? Explain why?  
(B) What do you add to make entrepreneurship curriculum current best?
4. What teaching methods do you use in business training? Explain why? What would you like to use?
5. Would you be interested in participating in an on-line training in entrepreneurship teaching?  
(A) What do you expect to learn / gain in this training?  
(B) What topics should cover this type of training?
- 6 You think that your institution has the technical capabilities to entrepreneurship training?
- 7 Ritieni that your institution has external support for entrepreneurship training?
- 8 What tools do you believe should be provided the platform for optimal training of entrepreneurship

Respondents gave the following suggestions for the Italian context. There are few teachers who had direct knowledge of entrepreneurship education in Italy: the only case cited, concerning a primary school Lombard, suffered a stop due to a lack of support from the institutions and ministerial school. The case in question concerned the development of activities by the students through microfinanziamento that relied to a school desk (and a real bank).

Despite the lack of knowledge and presence of entrepreneurship education in Italy, it is clear from the responses that the small group of respondents have a clear vision of what needs to be education for entrepreneurship and what should be the ideas to improve the Italian situation. In addition to training examples concerning the construction of learning for knowledge, the teachers showed how institutions, both ministerial, which institution, must change their mindset to make a real contribution. At present the



Italian context are only of individual cases worthy of note, carried out by people or institutions who believe strongly in the educational project.

Are also of interest requests for workshops and hands-on activities that can help both teachers and students, and to make valid operating any form of entrepreneurship. Among the examples include the Theatre of enterprise and guided tours in the company, as well as testimonials from employers and teachers who already have experience in the field.

Finally, it is important to learn a methodology that is entrepreneurial, which then has a strong multidisciplinary vision in order to better capture all the realities that a hypothetical future entrepreneur might face. In this sense it is interesting to give the cue specific training including on the methods of funding, the need to have good practices and laboratories and problem solving sessions. To meet these demands, respondents requested applications that allow interactivity between teachers in the platform and systems to best to share information and documentation.