Checklist for practitioners and educators working with vulnerable/disadvantaged groups in the field of Entrepreneurship Education

Partner responsible:
Pädagogische Hochschule Freiburg

Partners:
VUC Storstrøm
HF & VUC Fyn
Universal Learning System
Archivio della Memoria

1.	Coordination between institutions, EE policies and vulnerable/disadvantaged groups

State and private involvement in labour market

How does the state and the private sector address the integration of vulnerable groups into the labour market? What requirements result from this for educational management?

What EE programmes supported/funded by the state and/or private sector address vulnerable groups directly or include them systematically?

How can a/my educational institution benefit from it?

Coordination among key actors

How well does the coordination work among key actors in this area and country?
How well is my institution integrated within this EE ecosystem?

What steps can one/I take to make the cooperation between the key actors in EE work?

Economic support, access to funds and fiscal incentives

How easy is it to get economic support and access funds (for one's/my target group)?
What are the biggest challenges in accessing funds?

Social security and labour market

How well is the target group socially secured?

How can the social situation of the target group be improved?

What impact has the social security on the EE intentions of the vulnerable groups, e.g., low or rather high involvement/motivation, forced or genuine interest?

How accessible is the labour market for the vulnerable groups?

2.	Addressing the target group/ target group orientation

Vulnerable/ disadvantaged groups

Which groups are considered vulnerable?

Which vulnerable groups can/should be targeted?

How well can vulnerable groups be reached in view of EE? How can this be improved?

How well can they reach us – do we provide local presence, languages spoken, trust?

How is this vulnerability mitigated/reduced by EE programmes?

3.	Addressing EE and curricular anchoring, educational approaches and professionalisation of the staff

Curricular anchoring at school, post school and tertiary sector

How well is EE anchored in the curricula at school/post-school and at tertiary level?

How well is one's/my curriculum tailored to the target group?

How can the curricula at school, post-school and at tertiary level as well as ours be improved?

EE approaches for the target groups

What pedagogical/educational approaches (tool, methods) are used to work with the target groups?

How suitable are the materials for the different backgrounds of the target groups? For example, for different languages and different educational and cultural backgrounds; analogue or digital methods?

What are the specific content issues for target group(s)?

How sustainable is my EE approach?

Professionalisation of the staff and EE

What is the/my objective in choosing a particular training/education approach (self-empowerment or true entrepreneurship, labour market guidance/mentoring)?

How suitable is the/my staff involved in providing EE to vulnerable/disadvantaged groups?

What is their level of specific professionalisation?

What qualification measures (training, further education) are there for the/my staff so that they can provide target group-specific programmes?