



Entrepreneurship through Education Scheme 2013

Guidance Notes

MINISTRY OF FINANCE, THE ECONOMY AND INVESTMENT

MINISTRY OF EDUCATION AND EMPLOYMENT

A. Introduction

As part of the measures being undertaken by the Administration to promote the growth and development of entrepreneurial spirit through the education system, Government has again committed funding for an 'Entrepreneurship through Education Scheme' to enable schools to implement projects that contribute towards this objective

B. Aims and objectives

The project aims to address the promotion of entrepreneurship and entrepreneurial qualities through education by sponsoring projects submitted by educational institutions, through a competitive call for proposals.

The Ministry of Finance, the Economy and Investment in collaboration with the Ministry of Education and Employment is making available this financial assistance to all Maltese primary and secondary education institutions (including State, Church and independent schools) to fund projects related to Enterprise education which can include the provision of:

- i. 'Entrepreneurship' teaching material and teacher training intended to enhance the latter's ability to communicate the subject to students;
- ii. Networking and joint initiatives with local & foreign schools, businesses, business representatives and other entities in the community such as local councils;
- iii. The provision of training in entrepreneurship and related subjects;
- iv. Visits to local industrial & business organisations or similar venues meant to illustrate the various economic activities;
- v. Entrepreneurial activity.

C. Background

What does 'entrepreneurship through education mean?

There seems to be a general recognition of the importance of including two different elements or concepts within the definition of entrepreneurship teaching:

- A broader concept of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities and is not directly focused on the creation of new businesses; and,
- A more specific concept of training in how to create a business.

Entrepreneurship is a major driver of innovation, competitiveness and growth. The promotion of entrepreneurial attitudes and skills in our society through education at all levels has been on the political agenda and has recently been recognized as one of the new basic skills that should be provided through lifelong learning.

The role of education institutions and universities in fostering an entrepreneurial mindset among young people, and in making the relevant skills available, is widely acknowledged and has also been emphasised in the European Commission's Communication on the Small Business Act which encourages Member States to:

- stimulate innovative and entrepreneurial mindsets among young people by introducing entrepreneurship as a key competence in school curricula, particularly in general secondary education, and ensure that it is correctly reflected in teaching material;
- ensure that the importance of entrepreneurship is correctly reflected in teacher training;
- step up cooperation with the business community in order to develop systematic strategies for entrepreneurship education at all levels.

The Communication promotes entrepreneurial skills and attitudes since these provide benefits to society even beyond their application to business activity. They are also a vehicle for personal development. In fact, learning about entrepreneurship should include developing personal qualities such as creativity, taking initiative and responsibility, which prove generally useful in life and in any working activity.

Skills Development

Therefore, Entrepreneurship Education should be seen in its broadest sense and should include developing those qualities needed to be an enterprising person. This Government initiative is intended to support and encourage educational institutions to come up with projects that will enable their students to develop their creativity and enthusiasm, enhance their self-confidence, learn how to work with others, become more willing to take responsibility and use their initiative.

Students should also enhance their understanding of what entrepreneurship means, appreciate the skills and knowledge needed to start a business, learn how to market products and develop business plans.

Acquiring these skills and attributes will contribute to preparing young people for their role as autonomous, participative and responsible members of society. Students will benefit from these projects to become more self-reliant, more proactive, more innovative and more likely to develop new products and new technologies.

D. **Application Procedure**

- Applications must be type-written, signed, dated and completed, using the application form provided.
- Applications can be submitted either in Maltese or in English.
- Applications which are submitted later than the prescribed deadline cannot be considered by the Evaluation Committee.
- Applications are to be submitted in hard copy to the following address, by not later than **15th February 2010**

Enterprise Policy Directorate
 Ministry of Finance, the Economy and Investment,
 'Maison Demandols',
 South Street,
 Valletta. VLT 2000.

- An acknowledgement receipt for the submission of the application form will be sent.
- Any queries may be sent by email on **entreprisepolicy.mfei@gov.mt** or by phone on **25998449**.

E. Selection Criteria

Applicants should clearly demonstrate how their project will meet the objectives listed hereunder and how the expected results will be achieved. These objectives should be adapted according to the different levels of education.

1. promote the development of personal qualities that are relevant to entrepreneurship, such as creativity, spirit of initiative, risk-taking and responsibility;
2. raise students' awareness of self-employment as a career option (the message being that you can become not only an employee, but also an entrepreneur);
3. provide the basic business skills that are needed in order to start a new venture;

Thus projects should:

- promote students' ability to solve problems. This implies encouraging ability in the fields of planning, decision-making, communication and the willingness to assume responsibility. These are typical aspects of management competence;
- enhance students' ability to increasingly gain competence in fields such as the ability to cooperate, networking, learning to assuming new roles, etc. These aspects lie especially in the field of social competence;
- help students develop self-confidence and the motivation to perform, learn to think critically and independently, and, particularly, gain the willingness and ability to learn autonomously. These are typically personal fields of competence;
- encourage students to show personal initiative, pro-activity and creativity, as well as be prepared to confront risks in conjunction with implementing ideas. These are typical entrepreneurial qualities;
- include an element of training for teachers to enhance their ability to understand and communicate the basics of entrepreneurial behaviour

Other

- Projects which involve the business community and / or Local Councils will be considered favourably.

F. Selection Process

The interministerial Evaluation Committee is made up of representatives from the Ministry of Education and Employment, and from the Ministry of Finance, the Economy and Investment (Enterprise Policy Directorate). The Committee will evaluate all projects against the established criteria and will approve a number of projects in order of merit until the available funds are taken up.

G. Allocation of Funds

Seventy percent of the total costs will be disbursed upon approval of the project proposal. The remaining thirty percent will be disbursed upon the submission of the Final Report providing information on the implementation of the project illustrating results achieved together with related receipts/invoices and documents. The Final Report will be subject to approval by the Evaluation Committee upon fulfilment of the project objectives.

The Final Report including all the related documentation and receipts/invoices shall be submitted by not later than _____

H. **Administrative Procedures**

i. Eligible Costs¹

- Items of expenditure have to be clearly identified in the 'Description of Actions' in the application form.
- These shall include all costs directly related to the implementation of the project.² Every effort should be made to ensure correct assessment of costs to be incurred. Funds allocated cannot be utilised for items other than those specified;
- These may also include the cost of staff assigned to the action/project comprising actual salaries plus social security charges and other statutory costs included in their remuneration. These costs must not exceed 20% of the total budget allocated for the implementation of the project;
- Eligible costs will not cover the purchase of equipment for the implementation of the project;
- Costs for travel from Malta will not be considered eligible unless the proposed project is innovative and relating to deliverables not available in Malta or through the internet.

ii. Administrative Rules

- Capping per project is set at €5,000 per school;
- Primary and secondary levels in the same school are considered as separate schools and can therefore submit separate projects;
- Each school can only submit one project. The project may however include various (preferably related) initiatives;
- Applications submitted should be supported by the relevant documentation clearly highlighting the implementation stages undertaken for the results to be achieved;
- State schools should obtain endorsement from the College Principal;
- State Schools should abide by the relevant procurement procedures when acquiring materials and services for the implementation of projects approved under the scheme (all purchases up to €2,500 without VAT, require three quotations whilst in terms of minor purchases, no quotations are required);
- Where programmes to be delivered to individual classes entail the capping for number of participants, it is to be ensured that at least 70% of

¹ Applicants are expected to submit as accurate costs as possible to ensure fuller use of funds available.

² Ideally and in the interest of more efficient verification, small items of expenditure should be met out of the school's funds while the larger items should be identified in the project application.

- participation is achieved for each class, including where identical programmes are to be delivered to a number of classes;
- Final Report is to include relevant dates for individual activities and names of all participants;
- The Evaluation Committee reserves the right to ask the applicants to deliver a presentation to describe better the initiatives implemented, and/or to ask for further information as necessary;
- Subject to satisfying technical criteria, the Evaluation Committee reserves the right for on the spot checks should it feel that it requires further clarification on the initiatives implemented. The school concerned will be advised at least one-week before the actual planned visit.

iii. Reporting

Interim Report

The purpose of the *interim report* is to briefly inform the Evaluation Committee with regards to the progression of the project, achievement of milestones so as to that the project is proceeding on schedule. The following are to be taken into consideration:

- The project leader must highlight any difficulties that he/she is encountering so that these difficulties can be addressed before the finalisation of the project;
- The *interim report* can also serve to inform the Evaluation Committee of any minor deviation from plans submitted and seek approval thereof;
- No particular standard and/or format is required and such report is not to exceed three pages in length;
- It is important to delineate the status of each objective and/or milestone and that such status is reported in a concise and precise manner;
- The *interim report* needs to be endorsed and acknowledged by the Assistant Head and/or Head of School.

Final Report

The purpose of the Final Report is to provide the full review of the project and the achievement of its deliverables. The Final Report should primarily concentrate on the results and impacts of the activities undertaken throughout the various stages of the implementation of the project.

The Final Report should:

- be approximately three pages in length (inclusive of the *Executive Summary* but not including the required photos) and there is no requirement to adhere to a particular standard and/or format;
- commence with an Executive Summary as this provides the opportunity to briefly summarise the *Final Report*. The *Executive Summary* should be a maximum of 1xA4 page and it should cover the purpose, activities and final results of the project;
- clearly indicate how the objectives and/or milestones of the project were attained and to also indicate the impact of these results emanating from the realisation of such objectives and milestones;
- include pictures of events and/or activities that were undertaken during the project and/or during various stages of the project. In this case, at least three of the project photos should include a photo of the project

group/project co-ordinator and two pictures that are symbolic or representative of the project;

- in the case of training sessions and similar programmes, provide the names of [all] participants by way of an attendance sheet including a reference to the relevant invoice;
- provide the details of service provider and services delivered on the School letterhead, where services are provided by school staff. Furthermore, such receipt(s) and/or invoice(s) must also be duly signed and dated by the project leader and thereafter endorsed by the head/principal of the college and/or school;
- in the case where fiscal receipts are not warranted, include an invoice showing the VAT paid (if applicable);
- group invoices as per item of expenditure submitted under the 'Description of Actions' in the Project proposal;
- explain and justify any substantial under utilisation of allocated funds;
- be submitted to the Secretary of the Evaluation Committee by the prescribed deadline and any submissions beyond such deadline shall not be considered for evaluation /refund.