

Triggering a new generation of entrepreneurs: students breathe new life into EU entrepreneurship

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Commission report on the success of mini-companies in Europe

What do "Angry Goat", "Senior Entertainment Services", "a vibrating pillow" and "Big Mammias" have in common? These are the names of firms or products produced by students (aged 14 to 18) running a **mini-company** at school. The student companies behind these and other products participated in the 16th Junior Achievement - Young Enterprise Europe^[1] (JA-YE) Young Enterprise Europe Company of the Year Competition, held in Oslo, 28-31 July, 2005 (for **examples of the mini-company products** presented in Oslo, see annex I). The JA-YE Company Programme is recognised by the European Commission Enterprise Directorate General as a 'Best Practice in Entrepreneurship Education'.

The new **Commission report on the role of mini-companies** looks at the different methods and providers of such programmes in secondary schools. It shows how concrete examples can be successfully implemented, and looks at possible obstacles and difficulties. Finally, it makes a number of concrete recommendations how to increase the implementation of these programmes.

This memo provides the following information taken from this report:

- Why have mini-companies in schools?
- Educational advantages of mini-companies
- Mini-companies promote entrepreneurial drive
- Statistics on mini-companies in secondary schools
- Obstacles to the creation of mini-companies
- Recommendations for promoting student company activities
- Annex I - Some successful mini-companies
- Annex II - Student company programmes in Member States

Why have mini-companies in schools?

We need to promote a more entrepreneurial culture in Europe: we need more innovation, more new firms and more entrepreneurs. The EU is not fully exploiting its **entrepreneurial potential**. According to the Eurobarometer, almost 60% of EU citizens have never **considered setting up a business** and 50% of Europeans agree that *'one should not start a business when there is a risk of failure'* (compared with 33% in the US).

The best way of learning about entrepreneurship is through direct experience and practice-based activities. The objective of **mini-companies** run by students at school is that of developing a real economic activity on a small scale, or of realistically simulating the operations of firms.

The students form a mini-company, under the guidance of a teacher and volunteer business advisers. The students sell stock, elect officers, produce and market products or services, keep records, conduct stockholders' meetings, and finally put the company into liquidation at the end of the school year (usually returning a profit). The programme gives students the opportunity to prepare for working life through the experience of running their own company.

Alternatively, mini-companies **simulate** in a realistic way the operations and challenges of a real company. Students work in a fictitious company and run all those business and administrative activities that are typical of a real company. Like a real company, the fictitious enterprise is organised in departments (marketing, sales, accounts, logistics, etc.).

Educational advantages of mini-companies

These activities allow students to acquire **basic business skills**, but also to develop **personal qualities** and **transversal skills** that have become increasingly important for all in order to live and work in the knowledge society. Through participation in mini-companies students develop **enthusiasm** and **self-confidence**, learn how to **work in a team**, become more willing to take **responsibility** and to use their **initiative** or develop their own ideas.

The growing success of mini- company methodology is due to:

- The strong **connection with businesses** and with the local community, and the involvement of the private sector;
- **Flexibility** and **adaptability** of these programmes to different types of education, and locally to different situations;
- **Enthusiasm** and **motivation** generated in students (even those who lack motivation in more traditional subjects);
- The potential, in terms of **creativity, initiative and innovation** that these activities are able to unlock in young people.

These programmes can be applied at all levels of education and in every type of school: in general secondary education as well as in vocational education. Student company programmes are implemented both as part of the curriculum and during normal school hours, and as after-school and out-of school activities.

Mini-companies are a very practical way of developing entrepreneurship, which has been selected as one of the **key competences** to be acquired during compulsory education and maintained and updated throughout life. An expert group established in the context of the **Education and Training 2010 work programme**^[2] has included entrepreneurship into a framework of 8 key competences considered necessary for all citizens, because it supports other learning, initiative, independence and innovation in personal and social life as much as at work.

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There is evidence: mini-companies promote entrepreneurial drive

Not enough research has been developed so far in Europe on the impact that participation in mini-company programmes has had on the future career of students. However, the limited evidence available so far shows clearly that these programmes **promote the entrepreneurial drive of young people**.

20% of participants create own company after school: For instance, a survey made in Norway shows that around 20% of respondents between the age of 25 and 34 that took part in one of these programmes have established their own company:

- students who participated in a mini-company activity **are 4 times more likely to create their own company** later on
- **25% of all newly founded companies in the more disadvantaged regions** are founded by ex-mini-company participants, representing a huge support to regional policy terms by creating local employment in economically disfavoured regions.

Table: How many have actually established their own business?

Age	Swedish survey 1998	Norwegian survey 2002-	Norwegian survey 2005-
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Less than 21	4.0 %	0.0 %	0.0 %
21 - 24	6.0 %	6.8 %	14.8 %
25 - 28	12.0 %	17.1 %	10.4 %
29 or older	20.0 %	19.6 %	26.6 %

Survey results are almost the same in both Norway and Sweden. For instance:

- **89% of the teachers** recommend the company program (CP) to their fellow teachers.
- 75% of the students answer that the CP **has made the school year more interesting.**
- Among the students, the question about their **satisfaction of the program material** is the one **getting best score.**
- 70% articulate that the CP has strengthened **friendship** between the students
- 64% say that the CP has **improved the relations between teachers and students.**

The survey from 2005 shows that the rate of establishment has increased by 71% since the first survey in 2002 (from 9.7 % in 2002 to 16.6% in the 2005 survey), which means that students who follow the company program will nearly quadruple **their chances of ending up running their own business** than the average in the population in Norway and Sweden in general.

The survey estimates that former mini company students have created 2.850 additional businesses in Norway (i.e. more businesses than would have been created if there had been no entrepreneurial education at school). These additional companies have created more than 10.000 jobs.

Another comprehensive survey of over 10,000 secondary school students across Europe reveals that 77% who receive entrepreneurship training say they will consider starting up their own business when they reach adult age.

More information

<http://www.ja->

ye.org/Main/Default.aspx?Template=TMain.ascx&LngID=0&phContent=ArticleShow.ascx&ArtID=754&CatID=7

Statistics on mini-companies in secondary school

An inventory of student company programmes in secondary school was carried out as part of this project. **82 programmes** have been identified in the 24 countries participating in the study.

More than half of these programmes (52) are promoted by organisations that are members of some **European network**, notably *Junior Achievement – Young Enterprise Europe* (26 programmes) and *EUROPEN* (17 programmes).

The inventory reveals a certain balance between programmes based on **companies selling real products (49)** and those based on **fictitious or virtual firms (33)**.

It is estimated that some **200,000 secondary school students** take part in these programmes in the EU 25 and Norway every year.

Information available on participation shows a good **gender balance**. In most countries the **number of secondary schools** offering these programmes represents less than 15 % of the total.

Countries where these programmes are more widespread in secondary schools (it is estimated that between 40 and 50% of all secondary schools participate) are **Ireland** and the **UK**. After those two, there are countries where around 30% of secondary schools offer mini-company programmes (**Belgium, Luxembourg, Norway**).

During the 2003/04 school year, in most countries the rate of secondary school students involved in these activities was below 1% of the total. The countries with the estimated highest participation of students (above 2 %) were **Ireland, Lithuania, Austria**, the **UK** and **Norway**.

Table: Estimated percentage of schools participating in student company programmes

	Belgium	Czech Republic	Denmark	Germany	Estonia	France	Ireland	Latvia	Lithuania	Luxembourg	Hungary	Austria	Poland	Finland	Sweden	UK	Norway
Estimated % of secondary schools involved in 2003/04 (lower + upper, all types of schools)	25-30 %	3-5 %	3-5 %	5-10 %	5-10 %	3-5 %	40-50 %	5-10 %	5-10 %	25-30 %	15-20 %	10-15 %	5-10 %	3-5 %	10-15 %	40-50 %	30-40 % ^[4]
Number of students participating in a selected sample of programmes during 2003/04 ^[5] .	6.489	6.375	1.271	10.532	504	4.432	13.656	685	2.450	168	5.470	16.300	19.913	1.199	10.050	45.982	45.592

Please see also annex II (Inventory of student company programmes in Member States)

Obstacles to the creation of mini-companies

Some of the main obstacles to a further expansion of these concepts are:

1. Legal and administrative barriers

In a number of countries, mini-company programmes face practical difficulties related to problems of a legal or bureaucratic nature. In fact, the legal status of student companies is not always clear, and ambiguities exist as regards administrative procedures, payment of taxes and VAT, insurance and liability, etc. Mini-companies should be rightly seen as a pedagogical tool and not be subject to the same administrative and fiscal burden of real companies, as this creates a serious impediment to their use by schools. In some countries these programmes cannot be officially recognised because the

taxation law for companies does not allow an exception to be made for educational programmes.

1. The **tight framework** in which some schools operate (not enough flexibility)

Depending on countries and school types, schools do not always have the necessary autonomy (pedagogical, administrative, financial, etc.) to engage in extra-curricular activities and/or to link with the local community and with private actors such as businesses.

1. **Funding**

Very often, these programmes are promoted by NGOs and by other organisations external to the education system, and take place outside the official school curriculum. This means that additional financial resources are needed.

1. Lack of appreciation – and reward - for **extra commitment** by teachers

If extra commitment is not recognized and rewarded, this may lead to a lack of motivation to get involved in such activities. In this sense, having student company programmes formally included in the school curriculum can be of great importance.

1. Programmes require **new teaching methods** from teachers;

Running these programmes requires teachers to change their traditional pedagogical approach. While at the beginning the teacher will provide basic knowledge and explain key business terms to the students, his role will then move more towards that of a facilitator, adviser and silent observer.

e) Finding external **advisers/volunteers**

The development of links with the world of business, and the availability of mentors and advisers from local businesses, is a key to the success of mini-company programmes in schools.

f) Lack of **acceptance** by other teachers and headmasters of schools

Schools at all levels, starting from their headmasters and directors, should recognise the importance for young people of developing entrepreneurial attitudes and skills, and the effectiveness of mini-company programmes in this respect.

1. No support or endorsement from **educational authorities**.

One of the main obstacles highlighted by national experts is insufficient support from public authorities (particularly the Ministry of Education) in promoting student company programmes to schools, and a lack of recognition within curricula.

Recommendations for promoting student company activities

There are only a few countries where student company programmes are officially recognised or recommended within the **national curriculum**.

The promotion of student company activities should be increased, so as to allow all potentially interested students to access to these programmes. A set of **recommendations** are proposed - addressing all the actors concerned - on how to increase the presence of these methodologies in the education systems and their take-up by schools and students.

As concerns **public authorities**, these recommendations include:

- Developing an **overall strategy** for entrepreneurship education in schools. Student company programmes should be highlighted as an important option within the established curricula.
- Setting up regular **co-operation** between different ministries, business associations, non-governmental organizations, educational institutions, municipalities, with the objective of further promoting activities based on the student company methodology.
- Cooperating with those **organisations** that are widely disseminating these programmes, and involve them in national plans for entrepreneurship education.

- Endorsing, and actively promoting student company activities to **schools and teachers**.
- Ensuring that **legal and administrative barriers** to the setting up and implementation of mini-companies are removed (e.g. obligation to pay TVA etc.).

Schools are invited to take up these programmes, as most of the skills to be acquired through participation in a student company have a cross-curricular dimension. Efforts that teachers and students devote to student companies, sometimes beyond their normal working or study hours, should be recognised as an official school task.

Business associations and companies are encouraged to become involved in these programmes as part of their Corporate Social Responsibility strategy. Their support can be financial or in kind (including providing advisers and mentors for mini-companies). Benefits for companies would include the possibility of hiring motivated young people with direct experience of enterprise, and with a set of skills related to creativity, entrepreneurship and innovation.

More information:

“Education and Training 2010” is a Commission work programme on the work on key competences and a more detailed definition on entrepreneurship

http://ec.europa.eu/education/policies/2010/objectives_en.html#basic

The Commission report “Mini-companies in secondary education”

http://ec.europa.eu/enterprise/entrepreneurship/support_measures/training_education/index.htm

Annex I **Some successful mini-companies**

Products of participants in the JA-YE European championship for student companies (Oslo, July 28–31, 2005)

Pine bird feeders: Avian Enterprise, from UK, design, manufacture and sell a large variety of innovative bird feeders (<http://www.avian-enterprise.com/>)

Senior Entertainment Services from Belgium tried to give an answer to the question "What is likely to be one of the major challenges for the coming decades?" They decided to create a high quality entertainment service for senior citizens. The mission of the company was to bring a high quality of life to the elderly, bringing smiles and happiness to their faces and changing their boring and monotonous daily routines. A 45 minutes performance was offered for 125 €.

3Tarka, "Three Wise Men", from Estonia created a desk-pad, which is covered with school-formulas of mathematics, physics and chemistry. The formulas are taken from various study materials, selected on the basis of the needs of students at lower and upper secondary school.

The Italian student company, **SNAP JA**, created **LINUS, the vibrating pillow**. It works like a normal alarm-clock (to set the wake-up time) but rather than the usual horrible ring, it gives out a soft vibration that spreads through the pillow. It is a combination of a digital alarm-clock and a wireless system. LINUS avoids an abrupt waking up and it does not disturb anyone else who is still sleeping. LINUS is also particularly **useful for deaf people**. (<http://www.snapja.com/>)

Horseshoes exchanged more quickly: The Dutch company **SEC-Gripp**, invented an entirely new type of multifunctional equestrian tool to turn studs into horseshoes safely and easily replacing all tools that are currently in use for turning the studs in. SEC-gripp is a versatile tool developed especially for equestrian sports. It is a three-armed tool with a unique element on each arm. The studs were made from special hardened steel, to prevent wear and tear. The production of the 1000 sets was done in China.

(<http://www.ue.no/docs/nyheter/Netherland%20SEC-Gripp.pdf>)

Tired of washing your boat after fishing? Metal Solutions UB produces a cutting board, which is placed on the top of a tub, and a net that is also fastened on the tub. When gutting fish, all the blood and guts go into the tub instead of making a mess on the boat deck. After having gutted the fish, it is put into the fish keep-net which is then hung over the side of the boat thus washing away all the blood and bits and leaving you with clean fish and a clean boat. The considerable media attention in Norway led to so many orders that, at times, they had trouble keeping pace with demand.

Turning waste into jewellery: 8 school girls from Poland founded Big Mamma's Store Company creating jewellery made from car-paint waste deposited on rods. The most fascinating part of their product is the production process. The time needed to coat a rod with a 2 centimetre coat is about 3 months. Afterwards, they are bent into shape by hand. Pieces are random shapes and sizes and the distribution of colours is accidental too. The result is a very fashionable product. The shape of the pendants, earrings or brooches is limited only by their imagination. The product itself, when ground and polished, is an attractive and interesting item. The products are very light (even the big ones) so they are also popular as key-fobs.

UCMe (you see me), a Swedish company was set to produce traffic reflectors for pedestrians. Their mission was based on changing attitudes towards safety behaviour for fellow pupils in traffic. "Our reflectors show what kind of mood you are in at any specific moment," said 18 years old CEO Carin Lundgren. "Maybe you want to show the world that you are angry, happy, crazy or in love. Whatever you choose, you are always better protected as you become more visible in traffic." UCMe sold 5.800 products across Sweden accumulating a profit of 3.380 € and a turnover of 7.907 €.

Latvian company Hemante has created bouquets of flower-shaped candy. "With this present for boys, you can eat and look good at the same time," says company director Jana Jokovla.

Colorata, a company from Germany, created a self-developed painting book with motifs of the Oberallgau – an attractive tourist region in the Alps. Their offer, "colorata – colors the world", a travelling guide painting book, is addressed particularly to the little guests. Their objective was to demonstrate the beauty and the attractions of their regions, so that the pictures remain in their memory. They see themselves as part of the region's efforts to boost tourism and they are integrated into the tourist federation network, which secures a solid sales market and provides access to major customers such as hotels, restaurants and banks. Colorata was an **international company**, as from a turnover of 10.000 € one third was obtained from customers in neighbouring Austria.

Other participating products of mini-companies (national competition winners):

Austria: "Cookies" (cookery book), Bulgaria: "Milky Paradise" (yoghurt drink), Croatia: Olives d.d. (aromatized olive oil), Denmark: "Watch me" (Astronomical clock), Finland: "Efecto" (staff leasing company), France: "Vision" (strategic game), Hungary: "Elcomix 2004" (Fire-Signs, printed circuit boards, HiFi and amplifiers), Ireland: "Open Forum Production" (music agency), Malta: "Serendipity" (Wooden antiquity boxes), Romania: "Company of Young Entrepreneurs" (Smart watering pot).

More information:

<http://www.ja-ye.org/Main/Default.aspx?Template=TMain.ascx&phContent=ArticleShow.ascx&CatID=7&ArtID=756&LangID=0>

See also the examples of mini companies in the Commission Report "Mini-companies in Secondary Education", pages 40-41.

Annex II:

Inventory of student company programmes in secondary education identified according to the adopted definition (school year 2003/2004):

	<i>Name of programme</i>	<i>Name of promoting organisation</i>	<i>Level of applic.</i>	<i>Information</i>
Austria	Junior	Junior Österreich	National	http://www.junior.co.at/
	Practice Firm	ACT	National	http://www.act.at/
Belgium	Mini-entreprise	asbl Les Jeunes Entreprises	Regional	http://www.lesjeunesentreprises.be/
	Mini-ondernemingen	Vlajo (Vlaamse Jonge Ondernemingen)	Regional	http://www.vlajo.be/
	Practice Firm	COFEP	National	http://www.cofep.be/
	Vaardig Ondernemen en	Network For Training Entrepreneurship, Belgium	Regional	http://www.nfte.be/

	Ondernemende Vaardigheden			
Czech Rep.	The Company Programme	Junior Achievement Czech Republic	National	http://www.jacr.cz/
	Practice Firm	Centre of Practice Firms (CEFIF)	National	http://www.nuov.cz/
Denmark	The Company Programme	Young Enterprise Denmark	National	http://www.ja-ye.dk/
	European Business Games	European Schoolnet	National	http://www.business-games.dk/
	SIMU Practice Firm	Simu-Center	National	http://www.simu.dk/
Estonia	The Company Programme	Junior Achievement Estonia	National	http://www.ja.ee/
Finland	The Company Programme	Young Enterprise Finland	National	http://www.nuoriyrittajyys.fi/
	Practice Firm	Finnish Practice Enterprises Centre (FINPEC)	National	http://www.finpec.fi/
France	Mini-entreprises	Fédération des associations Jeunes Entreprises FAJE, Académies d'Amiens, Lyon, Limoges, Clermont Ferrand et Versailles	Regional	http://www.jeunes-entreprises.org/ ; secretariat.faje@wanadoo.fr
	Création d'entreprise du secteur cafés – hôtels- restaurants	AGPCE	National	roger.benad@wanadoo.fr
	Entreprendre au Lycée	Académies Marseille et Nice, Guyane et Guadeloupe.	Regional	Entreprendre.lycee@free.fr ; ce.daet@ac-aix-marseille.fr ; ce.daet@ac-nice.fr
	Une entreprise dans	Académie de Nantes	Regional	dafpic.formation-

vosre lycée (La Basket-entreprise)			initiale@ac-nantes.fr
CCI des Jeunes	Académie de Montpellier	Regional	patrick.brisset@ac-montpellier.fr
Une entreprise dans votre lycée	Académie de Rennes	Regional	ce.daet@ac-rennes.fr
Créons Ensemble	Académie de Bordeaux	Regional	Jean-claude.weidmann@ac-bordeaux.fr
Graine de Boîte	Académie d'Orleans-Tours	Regional	evelyne.binet@ac-orleans-tours.fr
Challenge "Destination Entreprises"	Association Destination Entreprises, Académies de Limoges et Martinique	Regional	rossignolnadine@wanadoo.fr
Demain mon Entreprise	CCI Versailles Académie de Versailles	Regional	rwolezyk@versailles.cci.fr
Mini-entreprises dans les collèges francs comtois	MEDEF (Mouvement des entreprises de France), Académie de Besançon	Regional	formation@medef.franche-comte.com
Mini-entreprises: Centre des Jeunes Dirigeants	Académie de Lille	Regional	od@odicee.com
Concours «Jeunes créez en Auvergne»	Mission Régionale pour la création d'Entreprise (MRCE), Académie de Clermont Ferrand	Regional	mrce@ard-auvergne.com
Concours « Entreprendre »	Centre de ressources pour la création d'activités innovantes (PROMOTECH CEI), Académie	Regional	direction.promotech@wanadoo.fr

		de Nancy-Metz		
Germany	JUNIOR Junge Unternehmer initiiieren- organisieren- realisieren	JUNIOR-Office (Institut der deutschen Wirtschaft) (Junior Achievement Young Enterprise Germany)	National	http://www.juniorprojekt.de/
	Achievers International	Achievers International	National	http://www.achieversinternational.org/
	Schüler Unternehmen was! business@school	Deutsche Kinder- und Jugendstiftung	National	www.dkjs.de/schuelerunternehmen.de
		Boston Consulting	National	http://www.business-at-school.de/
	Jugend gründet	Bundesministerium für Bildung und Forschung, Steinbeis- Transferzentrum an der Hochschule Pforzheim	National	http://www.jugendgruendet.de/
	Start-Up Werkstatt	Deutscher Sparkassen- und Giroverband, Stern; McKinsey	National	http://www.startupwerkstatt.de/
	Schul/Banker – Das Bankenplanspiel	Bundesverband deutscher Banken	National	http://www.schulbanker.de/
	Practice Firm	Zentralstelle des Deutschen Übungsfirmenrings (ZÜF)	National	http://www.zuef.de/
	Get up Wettbewerb “Schüler gründen Unternehmen”	Gesellschaft zur Förderung neuer Technologien e.V. Bildungswerk der Thüringer Wirtschaft e.V.	Regional (ended in 2004)	http://www.getup.org/
	Jungunternehmersch ule	Wirtschaftsförderungsgesellschaft Güstrow mbH, Landkreis Güstrow,	Regional	www.bilse.de/jus

		Unternehmerverband Norddeutschland, Region Güstrow, Ostsee-Sparkasse Rostock		
	Ifex	Wirtschaftsministerium Baden- Württemberg	Regional	http://www.ifex.de/
	TheoPrax	Fraunhofer-Institut für chemische Technologie	Regional	http://www.theo-prax.de/
	Ideen machen Schule	Hans Lindner Institut	Regional	www.regensburg.de/wirtschaft/existenzgruender/existenzgruender-spiel
	SCHUB - Schulen machen Betrieb	Bildungswerk der Wirtschaft Mecklenburg-Vorpommern e.V.	Regional	www.bildungswerk-wirtschaft.de/swevneu/schub
Hungary	The Company Programme	Junior Achievement Hungary	National	http://www.ejam.hu/
	Practice Firm	National Institute of Vocational Education	National	http://www.gtbbp.hu/zuf/
Ireland [6]	“Get up and Go” Mini Company Programme	Transition Year Programme, Second Level Support Service	National	http://ty.slss.ie/
	“Blast:Beat” Music Mini Company Programme	Treasure Island Records	National	http://www.treasureisland.ie/
	Company Programme	Junior Achievement Ireland	National	http://www.juniorachievement.ie/
	Student Enterprise Awards	City and County Enterprise Boards	National	http://www.studententerprise.ie/

	Young Entrepreneurs Scheme	Young Entrepreneurs Scheme	National	
Italy	Impresa in azione	Junior Achievement Italia	National	http://www.junioritalia.org/
	Imprese Formative Simulate	Centrale di Simulazione	National	http://www.simulimpresa.com/
Latvia	Student Learning Company	Junior Achievement Latvija	National	http://www.jal.lv/
Lithuania	The Company Programme	Junior Achievement Lithuania	National	http://www.lja.lt/
	Virtual Firm	SimuLith Centre	National	http://sl.viko.lt/
Luxembourg	Mini-entreprises	Ministère de l'Education nationale	National	
Netherlands	Mini-Ondernemingen	Mini-Ondernemingen Nederland	National	http://www.jongondernemen.nl/
	Practice Firm	SimNet	National	http://www.simnet.nl/
Norway	Pupil companies Youth companies	Young Enterprise Norway	National	http://www.ue.no/
	Simu-companies	SimuNor	National	http://www.simunor.no/
Poland	Young Mini-Enterprise	Fundacja Młodzieżowej Przedsiębiorczości	National	http://www.junior.org.pl/
	Managing Firm	Fundacja Młodzieżowej Przedsiębiorczości	National	http://www.junior.org.pl/
	September Package	Fundacja Małych i Średnich Przedsiębiorstw KOMANDOR	National	http://www.fundacja.komandor.pl/
	Simulation Firms	Polish Centre of Simulation Firms - CENSYM	National	www.cku.zgora.pl/censym/CSstart.html
	Establish and Run a	Centrum Edukacji Obywatelskiej	National	http://www.ceo.org.pl/

	Company			
	Economics - every day	Fundacja Młodzieżowej Przedsiębiorczości	Regional	http://www.junior.org.pl/
	School Laboratory of Entrepreneurship	Teachers' Association of Entrepreneurship and Economic Education	Regional	http://www.nauczyciele.org/
	Practical School of Entrepreneurship	Business Chamber of Podkarpacie	Regional	http://www.pig-chamber.com.pl/
Romania	The Company Programme	Junior Achievement Romania.	National	http://www.jar.ro/
	Practice Firm	ROCT (Romanian Coordination of Training firms)	National	http://www.roct.ro/ro/index.php
Slovakia	The Company Programme	Junior Achievement Slovakia	National	http://www.jasr.sk/
	Practice Firm	SCCF - Slovak Center for Training Firms	National	http://www.siov.sk/siov/dokument/5sccf/smain2.htm ; http://www.siov.sk/
Spain	Practice Firm	Fundación INFORM	National	http://www.inform.es/
	Empresa Solidaria	Junior Achievement Spain	National	http://www.jaes.es/
	Empresa Joven Europea (EJE)	Valnalón Ciudad Tecnológica	Regional	http://www.valnalon.com/
Sweden	Young Enterprise (Ung Företagsamhet)	Young Enterprise Sweden	National	http://www.ungforetagsamhet.se/
	Practice Firm	Business Training Centre (BTC)	National	http://www.businesstrainingcentre.nu/
	Summerentrepreneur (Sommarlovsentreprenör)	Open for business in the county of Västernorrland	Regional	http://europa.eu/rapid/www.ofb.nu

U.K.	The Company Programme - Team Programme	Young Enterprise UK	National	http://www.young-enterprise.org.uk/
	Practice Firm	EGNI (UK Central Office for Practice Companies and Virtual Firms)	National	http://egni.morgannwg.ac.uk/
	EBP - Education Business Partnerships	NEBPN – The National Education Business Partnerships Network	Local	http://www.nebpn.org/

[1] JA-YE Europe (<http://www.ja-ye.org/>) is a network of member nations across Europe, reaching 1.4 million students in 39 countries in 2004. Funded by businesses, institutions, foundations and individuals, JA-YE brings the public and private sectors together to provide young people in primary and secondary schools and early university with high quality education programmes to teach them about enterprise, entrepreneurship, business and economics in a practical way.

[2] http://ec.europa.eu/education/policies/2010/et_2010_en.html

[3] http://ec.europa.eu/education/policies/2010/et_2010_en.html

[4] This percentage is calculated on the total number of primary and secondary schools, as there are mini-companies in primary school as well, and in the Norwegian system primary and lower secondary education are often combined. This percentage would probably be higher if only seen in relation with secondary school

[5] Figures from a selected sample of some of the most widespread programmes in each country, among those listed in the Inventory provided in Annex 1.

[6] In Ireland, students involved in the Leaving Certificate Vocational Programme (<http://lcvp.slss.ie>) and the Leaving Certificate Applied (<http://lca.slss.ie>) are generally involved in a programme of enterprise studies which may involve mini companies.