



Promotion of Horizontal Themes and Secondary Objectives within the Project Active Measures to Increase the Participation in Entrepreneurial Tertiary Education of Students from Disadvantaged Environments Antre_S

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ABSTRACT

This article aims to present the ways in which the project "Active measures to increase the participation in entrepreneurial tertiary education of students from disadvantaged environments Antre_S" POCU / 379/6/21 / 12438 carried out by „Ion Ionescu de la Brad ” University of Agricultural Sciences and Veterinary Medicine Iași as an Applicant in partnership with the University of Agricultural Sciences and Veterinary Medicine of Banat, King Mihai I of Romania "from Timișoara (Partner 1) and „ Dunărea de Jos ” University Galați (Partner 2), contributes to the accomplishment of the homework secondary and ESF horizontal objectives. Targeted by the Applicant's Guide - Specific Conditions "Entrepreneur Student Scholarship".

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1. Introduction

Thus, within the priority axis no. 6 - Education and skills, Investment priority - 10.ii. Improving the quality and efficiency and access to tertiary and equivalent education in order to increase participation and the level of education, especially for disadvantaged groups, Specific Objectives: SO6.7 - Increasing participation in tertiary and non-university tertiary education organized within educational institutions accredited higher education, especially for those from vulnerable groups; S.O.6.9 - Improving the competence level of teaching staff in university and non-university tertiary education organized within accredited higher education institutions in terms of innovative educational content and modern and flexible learning resources; S.O.6.10 - Diversification of educational offers in technical tertiary and non-university tertiary education organized within accredited higher education institutions correlated with the needs of the labor market in the economic sectors / fields identified by SNC and SNCDI are targeted the following secondary themes:

- ❖ Social innovation;
- ❖ Improving the accessibility, use and quality of information and communication technologies;
- ❖ Non-discrimination.

as well as the following horizontal objectives:

- ❖ Sustainable Development;
- ❖ Equal opportunities and non-discrimination;
- ❖ Promoting equality between women and men.

For a better understanding of secondary themes and horizontal objectives, the Guide to the integration of secondary themes in FESI funded projects 2014-2020 presents the following definitions:

Social innovation involves the development of ideas, services and models that can better address social challenges, with the participation of public and private actors, including civil society, in order to improve social services.

The Human Capital Operational Program promotes social innovation, in particular with a view to testing and possibly implementing innovative solutions at local or regional level to address social challenges.

Social innovation is particularly important in the context of initiatives in the field of social inclusion and the fight against poverty, given that they primarily target marginalized communities at risk of poverty and social exclusion.

Examples of social innovation themes:

- ❖ Innovative methods of active involvement of community members in supported operations, including overcoming moral or societal / ethnic barriers;

- ❖ innovative methods to combat discrimination;
- ❖ capitalizing on local opportunities in identifying proposed solutions;
- ❖ activities and initiatives aimed at promoting equal opportunities, non-discrimination, etc.
- ❖ creation and consolidation of partnerships, networks and collaboration platforms between business support centers and existing incubators / clusters / hubs at national / regional / local level to support the POCU target group and any stakeholders, with resources on the establishment and business development;
- ❖ Innovative activities and initiatives aimed, on the one hand, at increasing participation in higher education, especially for people from rural areas, disadvantaged communities, Roma, and, on the other hand, promoting innovative methods training, with a view to reducing early school leaving, including by promoting opportunities for the training of entrepreneurial skills in support of increased employability.

With regard to sustainable development, the application of this principle aims to ensure a balance between environmental issues, social cohesion and economic growth within the POCU. The horizontal integration of the principle means that the operations financed aim to reduce the impact on the environment as much as possible, through activities dedicated to environmental protection, energy efficiency, climate change mitigation and adaptation, biodiversity, disaster resilience, risk prevention and management.

2. Equal opportunities and non-discrimination

Promoting equal opportunities, combating discrimination based on racial or ethnic origin, religion or belief, disability, age or sexual orientation and difficulties in accessing all types of access and ensuring equal access to services of general interest are horizontal themes that contribute to achieving the objectives. provided for in the Europe 2020 Strategy.

Specific actions to address the needs of people at high risk of discrimination include specific measures to improve the social and professional integration of these categories, by developing entrepreneurial skills, and by supporting entrepreneurial initiatives and increasing access to the labor market.

Promoting gender equality (between women and men) is a basic principle that contributes to achieving the goals of the Europe 2020 Strategy.

In order to promote gender equality, specific actions include interventions aimed at improving the social and professional integration of both women - with a focus on women from disadvantaged backgrounds or groups, for example Romani women, and men - who will contribute directly to the promotion of gender equality.

The project **"Active measures to increase the participation in entrepreneurial tertiary education of students from disadvantaged environments Antre.S" (POCU / 379/6/21/124388)** developed by „Ion Ionescu de la Brad ” University of Agricultural Sciences and Veterinary Medicine Iași Applicant in partnership with the University of Agricultural Sciences and Veterinary Medicine of Banat "King Mihai I of Romania" in Timisoara (Partner 1) and "Lower Danube" University Galati (Partner 2) aims to promote all horizontal topics and secondary objectives provided in the Applicant's Guide .

The concept of capitalization of results (sustainability) accompanies all activities to promote all horizontal themes and secondary objectives provided in the project, based on this principle being established the partnership for the project, so that its results are transferable and sustainable; they will also be found in the future activities of the partners and will be made available free of charge to other universities or persons interested in tertiary education, primarily in the electronic version. The premise of respecting the principle of sustainability is that the project addresses real problems identified at the level of partners that are common and other people from different geographical areas or higher education institutions. So, from the first stage, the concrete study and the complex, qualitative analysis of the real needs of the Target Group represent the starting point in sustainability. Direct, “field” analyzes, on concrete and applied components, with the participation of local / regional social partners (analyzes aiming at both the updated offer of study programs and qualifications correlated with the employers' requirements, as well as the analysis of various needs - information, guidance, counseling, etc. of the people in the WG) will be a regular activity / concern, for which the project builds valid and transferable practices and tools, including other relevant actors in the field. Each partner has performed such analyzes and will continue to perform them in the first 3 post-implementation years. The elements that prove the capitalization of the project results and the post-implementation sustainability are: 1) online network / link of communication of the needs and solutions identified in view of adapting the educational offers, including the non-university ones. The project developed and transferred online through the web page of the project of interested universities the results of evaluations and field studies on the requirements of employers in the labor market. Also, through its results the project contributes to the updating of the professional competencies of the teaching staff in tertiary education in this sector. Thus, the teaching staff that elaborates specific documents for the diversification and applicability of the bachelor / master / non-university programs and the heads of the faculties / departments is able to constantly verify the functioning of this system, to adapt it to the requirements, including according to the relations and student mobility, through regular cooperation through partnerships with employers. For this purpose, the web page of the project also has the function of counting the accesses that highlight the number of people who were interested in the topic and the results of the project. 2) Link to catalog of level 5

educational offer, license, and student guidance services. The project provides an active link updated annually or before each admission session to the web page of the project which will contain a set of information about OFFERS, GUIDANCE AND ADVICE SERVICES based on material resources purchased through the project. In the future, a connection of these offers structured according to the results of the project will be made. 3) implementation and dissemination of an example of good practice through complementary courses / curriculum in secondary topics: social innovation, improvement of accessibility, use and competence in quality. Regarding Social Innovation, innovative activities and initiatives were considered that aimed at promoting innovative / attractive training courses in support of increasing the employability of higher education graduates. The specific actions of Social Innovation took place transversally at the level of the project activities: innovative components or social innovation defined as such are in several sub-activities. The same can be said about improving the accessibility, use and quality of information and communication technologies. Regarding the use of ICT in tertiary education, the project provided a concrete way to subsidize people from GT Students / from disadvantaged backgrounds with the Student Entrepreneur Scholarship, but also through information contests and access to online learning resources, which was a form to motivate and maintain young people in tertiary education, contributing to the sustainability of specific actions. The theme of non-discrimination was present in the ways described in the dedicated sections. In order to achieve the specific objectives related to the ESF Secondary Themes, specific sets of materials are edited, multiplied and disseminated (Equal opportunities and treatment - gender equality, non-discrimination, accessibility for people with disabilities; Sustainable development - the polluter.

3. The project carried out activities in accordance with European Union policies.

Thus, regarding the policies related to partnership and governance on several levels (transparency, equal treatment), the implementation of the project was done jointly by the 3 entities involved in the partnership. The way of working at partnership level was one of collaboration and total transparency. The decisions were taken by consensus by the consortium of partners by discussing the proposals from the Leader / partners and issuing views. Moreover, at the partnership level, a series of Methodologies / Working Procedures / Rules were developed and approved, which ensured a unitary implementation and an easy monitoring of the activities carried out. Throughout the project, information activities aimed at identifying the target group ensured transparency and equal treatment related to partnership and governance, ie no distinction, exclusion, restriction or preference was achieved, regardless of race, nationality, ethnicity, language, religion, social category, beliefs, gender, sexual orientation, age, disability, chronic non-communicable disease, etc.

Regarding the promotion of equal opportunities between women and men, during the period of the project activities, through the implemented activities, gender equality was ensured between men and women. Regarding the Project Implementation Team, it can be seen that the distribution of people from a gender perspective is respected. From the perspective of equal opportunities between men and women on the information component, as well as on the segment of contractual relations within the established partnership, the development of basic skills and personal abilities of the target group members as well as increasing access to education were considered.

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In order to ensure **equal opportunities and gender** during the project, the formation of the project team was based on criteria that focused exclusively on the professional competence of the members, the professional experience and the willingness to get involved in activities, without taking into account other criteria. than the strictly professional ones (seniority in the exercise of the profession, studies, field of expertise). Staff selection and recruitment was carried out on the basis of the assessment of professional competencies and experience (minimum level of experience required in relation to the responsibilities outlined) without prejudice to the principles of equal treatment between women and men. Remuneration took into account equal hourly rates for the same level of competence, regardless of gender. In order to

ensure equal opportunities and gender in the implementation of the project: 1. The project included concrete actions at SA.1.3, SA.1.6, SA.2.6, SA.2.7, SA.4.4, actions carried out according to the project implementation schedule; 2. All experts participated in an initial training, of 2 hours, on the observance of the principles of equal opportunities and gender, principles that were included as responsibilities in the Job Description; 3. All information materials developed in the project contain specific sections in which equality of opportunity and gender is promoted. All information materials include information on equal opportunities and gender. 4. Through the subsidies granted to the members of GT Students in the form of Student Entrepreneur Scholarship, the degree of their accessibility to the services offered by the project has increased. The grants were awarded in accordance with the principle of equal opportunities and gender. The concern regarding equal opportunities and gender has been a cross-cutting one, throughout the implementation of the project, until now.

Regarding the **prevention of discrimination cases**, the experts involved in the project were trained on non-discrimination. All team members participated in a 2-hour initial training on non-discrimination. In all stages of the project, all policies and practices were observed that do not make any distinction, exclusion, restriction or preference, regardless of: race, nationality, ethnicity, language, religion, social category, beliefs, gender, orientation gender, age, disability, chronic non-communicable disease, HIV infection, membership of a disadvantaged group, and any other criteria having as its object or effect the restriction, removal of the recognition, use or equal exercise of human rights and freedoms fundamental rights or rights recognized by law, in the political, economic, social and cultural field or in any other field of public life. The principle of non-discrimination was strictly observed in the selection and registration in the target group and in the selection of the project team. The project carried out information and awareness campaigns on combating discrimination and segregation. Through partnerships and campaigns in the community, local authorities and the media, we appreciate that cases of discrimination have decreased. Concrete actions in the Project: information and awareness campaigns on combating discrimination and segregation in sub-activities SA.1.3, SA.4.4, Activity 6. All procedures for awarding grants, competitions, other forms of assistance to WG provide rules clear on non-discrimination.

In terms of **accessibility for people with disabilities**, the project has met the needs of people with disabilities by providing services focused on this component. Funded activities were carried out for the inclusion in the project of some persons with SEN (for sub-activities SA.1.3, SA.1.5, SA.2.3). For people with severe disabilities, access to tertiary education is difficult and sometimes segregated. The POCU 124388 project aimed to ensure that people with disabilities are properly integrated into the tertiary education system and that they receive individual support while respecting the interests of young people, in order to reduce the rate of school dropout due to disabilities. For people with special needs, additional resources have been and will continue to be allocated in order to provide integrated services in order to increase the chances of integration in vocational training. In the stage of organizing the project activities, aspects related to the accessibility of people with disabilities were taken into account, such as providing access roads for people with special needs, thus respecting the principle of equal accessibility for all people in the project WG. . All locations have been selected in accordance with this principle of accessibility. Through the campaigns, including online, and information actions in the project, was promoted "National Strategy on Social Inclusion of People with Disabilities 2014-2020" and "European Disability Strategy 2010-2020", with information on measures to enable people with disabilities to be better informed about the levels of education and opportunities offered by tertiary education. The measures taken within the project have contributed to increasing the mobility of people with special needs, making it easier for them to participate in the lifelong learning program.

Regarding the **demographic changes**, the beneficiaries of the project were informed and aware in order to participate in formal and non-formal education programs, with the possibility of returning / reintegrating into tertiary education in order to have increased chances on the labor market. It was continuously promoted in the interaction with the members of GT Students and GT Students lifelong learning, as a way to extend their active period, from a professional and social point of view and to actively age. This project, code 124388, met the needs of the target group through a series of proactive measures. By activating non-university tertiary education plans, it was supported to ensure learning conditions that allow educational inclusion, and therefore social inclusion, educational services were promoted in favor of disadvantaged young people, which facilitate formal and social learning, with effects on population dynamics / demographic. Specific actions were organized for the sub-activities SA.1.3, SA.4.4. A specific theme "Demographic changes" was included and presented in the training module carried out with the people from GT Teaching staff, at Activity 4, with sub-themes such as Population aging; Low birth rates; Modified family structures; Migration and effects on the labor market. The "increase participation in tertiary education" programs within the project were carried out with counseling and mentoring actions. All these actions aimed to promote a pro-social attitude and to reduce the undesired demographic effects (aging population, migration, dysfunctional families, etc.).

Regarding the **principle of sustainable development**, during the project activities there was an efficient use of resources within the activities and a behavior that harmonizes with the environment in the management and implementation of the project by implementing actions to contribute to resource efficiency. (promoting double-sided printing of documents, promoting the policy to print only the necessary documents,

limiting the negative impact of transport by using electronic means of calculation (videoconferencing, messenger, Whatsapp, etc.).

Regarding the **"polluter pays"** principle, this is a basic principle in environmental policies that provides for the payment of the costs caused by pollution to be borne by those who generate it. The POCU 124388 project integrated this principle during the implementation of actions and reporting. A special role was played by informing and even training on this topic the people from the WG and the experts involved in the project by: organizing a special training session at the beginning of the project, creating informative materials for the sub-activities SA.1.3, SA. 4.4 and in the information campaigns from activity 6. These actions were correlated with the specific strategies at European and national level such as the Green House, the "Scrap" Program. Procurement in the project targeted energy-efficient equipment, low-emission, renewable energy vehicles and low-carbon ICT solutions. Thus, the aim was to internalize the pollution costs at the level of those responsible: the cost of these measures will be reflected by the production cost of the goods and services that cause the pollution. At national level, the regulatory framework in force is generically represented by the legislation on environmental protection: - OU no. 195/2005 on environmental protection is based on, among other principles, the "polluter pays" principle (art. 3 point e); - OU no. 68/2007, art. 1, "establishes the regulatory framework for environmental liability, based on the "polluter pays" principle, in order to prevent and repair environmental damage"; - GD no. 1403/2007: "The polluter has the obligation to bear the costs of measures to restore the geological environment of contaminated sites and terrestrial ecosystems" (art. 19).

Regarding the protection of biodiversity, the project integrated through its activities this principle both in the development process and during the implementation of actions and reporting. A special role was played by informing and even training on this topic the people from the target group and the experts involved in the project through: special training session at the beginning of the project, informative materials made and carried out at sub-activities SA.1.3, SA.4.4 and in local information and promotion campaigns from activity 6. In order to protect the natural capital so valuable in the project implementation region but subject to strict regulations and ensure a favorable state of conservation of natural habitats, it is important to implement information measures through the project on the conservation and protection of biodiversity in any local development project. In all project activities, special information was disseminated: in all regions - and even more so in the Danube area where Partner 2 is located, biodiversity has a vital value, essential both locally and globally, and has not only a value intrinsic, associated with ecological, genetic, social, economic, scientific, educational, cultural, recreational and aesthetic values. In addition to the general measures specific to ESF-funded activities, the project has developed specific content on the development of improved / complementary curricula (activities A2 and A3), by including modules for the development of sustainable development skills, which promote the development of ecological skills and attitudes, or which aim at protecting or improving the environment, protecting and conserving biodiversity or the efficient use of resources.

Regarding the **efficient use of resources**, the project provided a package of activities in which at the level of the target group there are positive effects, ultimately beneficial on the physical environment and resources because they are educational, socio-cultural and even economic activities that can to make a positive impact on air, water and soil quality through education in sustainable development. In this sense, the project contains specific actions (at activity A1 and A4) by including modules for the development of sustainable development skills, which promote the development of ecological skills and attitudes, or which aim at protecting or improving the environment, protecting and conserving biodiversity or resource efficiency. Also, a package of information was introduced that contributed to an ecological education regarding the production and management of household / household waste. All procurement in the project targeted energy-efficient equipment, low-emission, renewable energy vehicles and low-carbon ICT solutions. The project contributes to and complies with the secondary theme on "Improving the accessibility, use and quality of information and communication technologies", including as a way of efficient use of resources, by: a. The actions carried out in sub-activities SA.1.6, SA.1.7, SA.2.7, SA.5.2; b. the use in the curricula with the persons from the WG of the curricular areas that also include topics from the use of the PC; c. communication in the project; d. project site.

Regarding **climate change mitigation and adaptation**, the project integrates this principle especially during the implementation of actions and reporting. A special role was played by informing and even training on this topic the people from the target group and the experts involved in the project through: a special session at the beginning of the project, informative materials developed and carried out at sub-activities SA.1.3, SA.4.4, and in the local campaigns from the A6 activity. The contents promoted in specific actions were focused on the following directions: - Climate change means those global climate changes generated by human activities, mainly due to greenhouse gas emissions (CO₂, methane, nitrogen monoxide, etc.)., whose main effect is global warming; - the current European policy framework, the Europe 2020 Strategy, is based on three main objectives to be met in the EU, namely a 20% reduction in greenhouse gas (GHG) emissions, below the 1990 level, a share of 20% of energy from renewable sources in energy consumed, saving 20% of primary energy consumed (compared to projections made before the agreement on climate change and energy targets for 2020), - adaptation means taking steps to strengthen resilience society to climate change and to minimize the impact of its negative effects. Mitigation means reducing or limiting

greenhouse gas emissions. The regulations in the field regarding the environmental protection will be observed: Emergency Ordinance no. 195/2005, Order no. 117/2006, Government Decision no. 445/2009.

Finally, with regard to **disaster resilience**, the principle has been respected through two forms of action: specific actions and integrated actions. The specific actions were translated into a "Guide to conduct in disaster situations". The main integrated actions, which referred to Disaster Resilience: - materials developed within the project; - short messages that promote sustainable development; - in the materials developed within the project information and awareness messages on environmental protection, efficient use of resources, conservation and protection of biodiversity; - an awareness-raising module on the requirements, rights and contribution of various categories of people to environmental protection programs; - modules in non-formal information programs on resource efficiency, climate change mitigation and adaptation; - all press conferences made thematic reference to Sustainable Development and Disaster Resilience.

All the actions undertaken within the project activities aimed and aim at solving problems, identifying viable and applicable solutions of strategic lines to promote entrepreneurial culture among the population, improving socio-economic mechanisms, awareness of decision-makers on the importance of employment measures and actions. and entrepreneurship at regional level, as well as the promotion of equality between women and men, enabling both women and men to benefit from the actions undertaken in the project and equal opportunities and non-discrimination on grounds of racial or ethnic origin, religion or belief, disability, age or sexual orientation.

The main objective of the project refers to interventions at the level of target groups: preparation and adaptation of tertiary educational offers to labor market changes and initial entrepreneurial training through tertiary education so that graduates are quickly integrated into labor market requirements by developing transversal skills that will be main attributes for future jobs. The development of skills such as critical thinking, the ability to solve problems and the development of the innovative / creative component must be at the forefront. Consequently, the project activities aim at actions and approaches that focus on developing in students and teacher's skills relevant to the development of applied tertiary education, with study programs that are correlated with labor market requirements, including focusing on programs. of studies for entrepreneurial tertiary education, which should also attract and include high school graduates from disadvantaged backgrounds, providing a chance for employability for occupational fields prepared through ISCED level 6 programs. higher, but the partnership focused in particular on the option of entering the labor market. The project proposes the reduction of unwanted / negative aspects through a well-structured partnership, which comes with an added value generated primarily by the specifics of the 3 universities that make it up. One of the axes of the partnership: organizing events and structured actions to promote and inform about the specifics of university programs for ISCED level 4 students residing in rural areas. The partners, through the specifics of the programs, already have experience in such initiatives, but often limited in terms of the target area. The partnership / project greatly expands these possibilities. So this - the partnership in the project - was a good start because the "National Strategy for Tertiary Education 21015-2020" recommends accredited universities in Romania to strengthen their capacities and by addressing and providing relevant offers for the market through level 5 programs. Entrepreneur Student Scholarship provided support and assistance for such approaches, which we consider to be fully justified, especially in areas with a high degree of socio-economic, educational and cultural disadvantage and marginalization. The established partnership addressed geographical areas where there are clearly disadvantaged and marginalized communities of Romania. Of course, the whole approach was focused on assessing the interest and impact of such measures at the level of the target groups. Here was found a second main problem: the level of information and social acceptance of the forms of professional training for entering the labor market as quickly as possible. And one of the current problems is the lack of information - and even the lack of structured information - of potential beneficiaries on learning and training opportunities through undergraduate tertiary education programs as a stage of entering the labor market with real employment opportunities.

The whole project, as a whole, integrates the principles underlying both the horizontal and secondary themes.

Thus, the mechanisms for ensuring non-discrimination are found both at technical level and in the elaboration of procurement procedures, by creating a framework for manifesting real competition between economic operators, respecting the principles of non-discrimination, equal treatment, mutual recognition, transparency, proportionality.

The management team ensured the provision of targeted actions without discrimination of age, religion, sexual orientation, racial / ethnic origin, opinions, based on policies and practices that do not make any distinction, exclusion, restriction, preference, ensuring accessibility for all to the measures , services, information and publicity, spaces and infrastructure provided by the project, according to the principles of the Romanian Constitution, art. 4 on equality between citizens; Law no. 283/2003; GD no.77 / 2003, Law no.48 / 2002; OG nr.137 / 2000; Law no. 27/2004; Directive 2000/43 / EC implementing the principle of equal treatment between persons irrespective of racial or ethnic origin.

Also, the recruitment and remuneration of the personnel involved in the management and implementation of the project was done in compliance with the legislation in force on gender equality (for equal work, equal remuneration), according to the provisions of Law no. 53/2003, Labor Code art. 5.1 / 5.2,

in compliance with a flexible work schedule. The project ensures equal participation in various events and meetings, creating an inclusive culture.

At the same time, the project respects the principles of the Romanian Constitution (art. 4 on equality between citizens; art. 16 on equal rights between women and men), the priorities of the National Strategy in the field of equal opportunities between women and men, the specifications of the ESF Regulation no. 1304/2013 (art. 7) and of Law no. 202/2002 on equal opportunities and equal treatment for women and men (art. 1 para. 2, art. 2 para. 1), the provisions of Directives 2006/54 / EC and 2004/113 / EC on the implementation of the principle of equality of chances / treatment.

The project promotes the concept of sustainable development whose definition according to the report entitled "Our Common Future", prepared by the United Nations World Commission on Environment and Development in 1987, is: "development that meets current needs without compromising the capacity of future generations to meet their own needs". Specifically, there are three major dimensions of sustainable development: economic, social and environmental. Given that two of the three dimensions of sustainable development are already inherently covered and implemented through FESI-funded operational programs, the integration of sustainable development into projects is mainly oriented towards the environmental component. Thus, environmental issues, economic development and social development are treated as a single theme.

All these measures aim to promote horizontal and secondary themes within the project "Active measures to increase the participation in entrepreneurial tertiary education of students from disadvantaged environments Antre_S" to be able to perform, comply with European legislation and operating criteria.

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4. Conclusions

1. **The main objective of the project** refers to interventions at the level of target groups: preparation and adaptation of tertiary educational offers to labor market changes and initial entrepreneurial training through tertiary education so that graduates are quickly integrated into labor market requirements by developing transversal skills that will be the main attributes of future jobs.
2. All actions undertaken in the project activities aim at solving problems, identifying viable and applicable solutions of strategic lines to promote entrepreneurial culture among the population, improving socio-economic mechanisms, awareness of decision-makers on the importance of employment measures and actions; entrepreneurship at regional level,
3. The promotion of equality between women and men enables both women and men to benefit from the actions undertaken in the project and equal opportunities and non-discrimination on grounds of racial or ethnic origin, religion or belief, disability, age or sexual orientation.
4. Through the BURSA STUDENT ANTREPRENOR Call, support and assistance was provided for such approaches, which we consider to be fully justified, especially in areas with a high degree of socio-economic, educational and cultural disadvantage and marginalization.

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