

WAYS TO SUCCEED WITH ENTREPRENEURSHIP EDUCATION

Best Practice Guide



YES

Youth
Entrepreneurship
Strategies



European Union
European Regional Development Fund

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How can we make entrepreneurship education a success?

For three years we in the YES project have been working with this question in our interregional team. We have different experiences and varying degrees of influence. We all, though, agree on one thing. Europe needs more positive attitudes towards entrepreneurship and the way to do it best is through the system that brings young people together i.e., the education system.

Through a joint survey in our partner regions, interviews with teachers, school principals and policymakers we now have a pretty good picture of the success factors and bottlenecks. Most of all we have come across 23 examples of best practice that we would like to share.

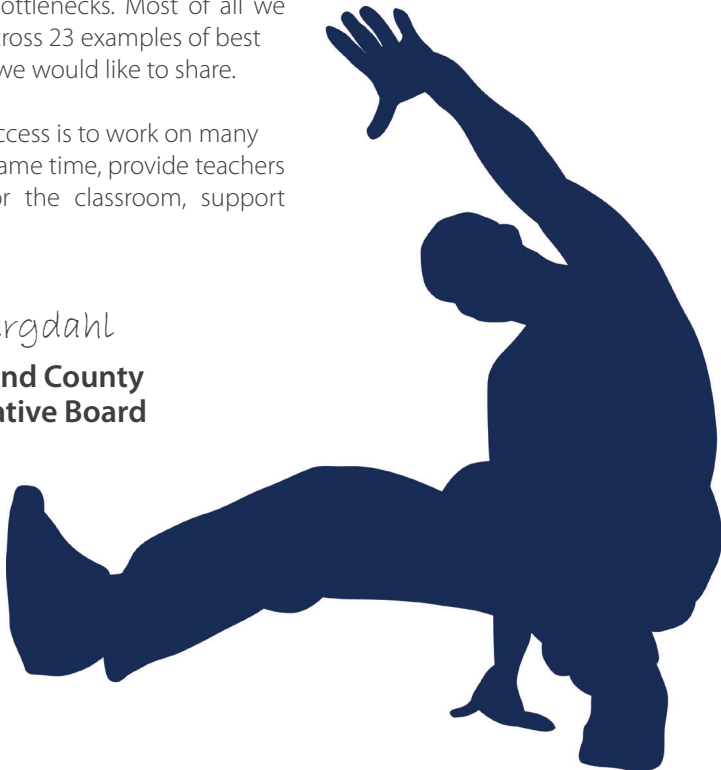
Our key to success is to work on many levels at the same time, provide teachers with tools for the classroom, support

programmes by business centres and policies at local, regional and national level. We have gathered good examples of ways to work from seven of our partner regions. Our wish is to spread the knowledge from the YES project to other regions in Europe.

Working with young peoples' attitudes towards entrepreneurship is a common challenge. Each region has its own specific characteristics and strengths, in a unique combination. There is no common solution, but there is plenty of inspiration and experience in order for European regions to build their own solutions. The first step forward in this task is to read the best practise guide now in your hands.

Anna Bergdahl

**Östergötland County
Administrative Board**





The YES team

We hope that you as a reader will **be inspired** and if you want more information, **please get in touch** with us!



Lead Partner

- Östergötland County Administrative Board (SE)

Partnership

- Council of Education, Training and Employment of the Region of Murcia (ES)
- Prizztech Ltd (FI)
- Assembly of European Regions (AER) (FR)
- South-East Regional Authority (IE)
- Zilina self-governing region (SK)
- Junior Achievement Estonia (EE)
- Marshal's Office of Opolskie Region (PL)

Why entrepreneurship in school?

In autumn 2011 I was rewarded for my work with entrepreneurship in my school. Many people have congratulated me and asked me a little hesitantly what it means to work with EE. The definition of entrepreneurship education (EE) has been discussed in Sweden for many years and a lot of people have struggled to find the best explanation. I think that it is as Mia Lövheim wrote in "Searchers in Cyberspace" (Verbum editor 2007) "... despite the objections there is something attractive in using a term which can't be explained easily when describing a new phenomenon..." The quote refers to the word "cyberspace" but I think that it is applicable to EE as well. EE is not a new phenomenon, it has been included in the educational system for a long time, but it has been given a new name, a name that widens the meaning and forces the users to think in a new way, which is just what EE is actually all about. The term EE has been misinterpreted in many ways and I think that it's good that

definitions have been given by many different actors so that one can understand the definition in one's own way through experiences and good practices.

That's why I think that it is very positive that the education system is helped by clearer guidelines and best practices in EE. EE should not just be a course you can take that leads to running a business instead, EE must be an approach and a way to stimulate our students, to let them be curious and creative. When stimulating the students entrepreneurial abilities we form confident people who know about their strengths and weaknesses and can use them constructively. It's about creating trust in their different abilities, strengthening their self esteem and their ability to examine themselves and their surroundings critically.

It can be a challenge to introduce an entrepreneurial approach in your education system but when the students and you get used to it, it becomes natural and easy. That's why I think you should take the opportunity to learn from others best practice!



Kristian Svalin

teacher in the municipality of Kinda, Sweden

European Commission's viewpoint - Ana Carla Pereira, Head of Unit, European Commission, DG Education and Culture

What is entrepreneurship? Does the European Commission have its own definition?

The official definition of the European Commission is presented in the "reference framework of key competences for Lifelong Learning" that the European Commission has established in 2006. There is a description of what we feel that entrepreneurship is and what entrepreneurship education should be about. The key point of this definition revolves around skills and abilities such as the ability to turn idea into action, creativity, innovation, risk taking, ability to plan and manage and actually to be critical to master one's own life. Entrepreneurship, as seen by the European Commission, is much more than just about becoming an entrepreneur. It is about skills and abilities everybody should acquire in order to master one's own life in a better way – personally as well as in a working environment. The clear definition presented by the European Commission is a part of advice to member states. The idea is that they take actions in line with the entrepreneurship education concept.

What is the place of Entrepreneurship Education in the general education policy in EU?

Entrepreneurship education is fully enshrined in the main EU reform agenda, i.e. Europe 2020 strategy for smart, inclusive and sustainable growth. The need to improve the entrepreneurial and innovative capabilities of citizens is underlined in three of the flagship initiatives within the Europe 2020 strategy. These flagship initiatives are "Innovation Union", "Youth on the Move" and "An Agenda for new skills and jobs".

For example one aim to the flagship initiative "Innovation Union" is to promote entrepreneurship by supporting young innovative companies and promote partnerships on creativity, innovation and entrepreneurship. Moreover, the commission set up a working group on entrepreneurship education in November 2011. There are 24 experts from member states. The objective of the network is to support efforts of Member States to implement entrepreneurship education.

How important is Entrepreneurship Education for the European Commission and how does this issue look like in regions in Europe?

A new report called "Entrepreneurship Education at school in Europe", prepared by Eurydice and funded by the European Commission many details on the activities of entrepreneurship education at national level. The report shows that the entrepreneurship education is on the raise in all the countries and that some countries have already integrated it into national policies and have specific strategies focused on entrepreneurship education. Half of Eu-

ropean countries are engaged in a process of educational reforms which includes the strengthening of entrepreneurship education.

Does the European Commission support any actions/initiatives to promote Entrepreneurship Education? If so, what are the initiatives?

Yes, support is provided through the "Lifelong Learning Programme", the "Youth in action Programme" and several entrepreneurship projects – mainly networks. The EC works more to ensure systemic impact and does not give any direct support to learners. In the context of the new programming period it is essential to mention the forthcoming "Erasmus for All" programme that will replace the current lifelong learning programme. According to the EC proposal of "Erasmus for all", currently under negotiation with the Council and the European Parliament, the new programme opens the path for more flexibility and accessibility since it focusses on policy objectives and not on specific actions. In the proposal, Entrepreneurship Education is not explicitly mentioned in but future initiatives in this domain, if intended to raise mobility, develop strategic partnerships or provide policy support, will be able to be funded via the new programme. In this context particular focus may be given to actions enhancing closer cooperation between education and business.

What do you think is the role of Entrepreneurship Education in primary and secondary school?

According to the report mentioned above, entrepreneurship education in primary schools is based on interdisciplinary projects and it is not a specific subject, as such. However, while entrepreneurship is not taught as a separate subject in primary schools, learning outcomes have been defined, which relate to entrepreneurial attitudes and skills such as sense of initiative, risk-taking and creativity. In secondary education some countries integrate entrepreneurship into subjects as a compulsory element of education. The competency to decide on educational issues like curricula etc. lies fully within the Member States and therefore it is up to them to decide, where entrepreneurship education is put within the curricula in primary and secondary education. However, generally, primary school education may focus more attention to personal skills development, such as initiative taking and creativity, and not integrating entrepreneurship education as a specific subject for children who – at this age – might not understand the concept of entrepreneurship education explicitly, but do so only implicitly.

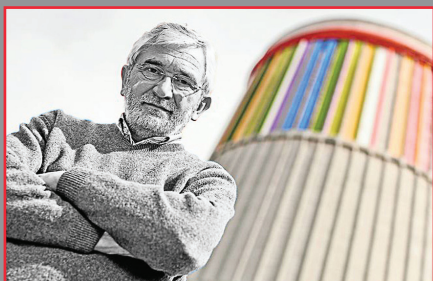
Is there any necessity to build a specific strategy for youth EE at EU level?

Within all issues regarding entrepreneurship education, youth is a fundamental partner of all the actions and initiatives undertaken by the EC. Most of our actions are often directed to formal education like in primary and secondary schools and are directly addressing youth issues. In the future, more attention needs be devoted to entrepreneurship within adult education and training.

Educating young people for the future

José Manuel Pérez Díaz-Pericles, **for the YES Project**

Ex CEO Valnalón Educa (EME and EJE Projects)
Social Entrepreneur ASHOKA, Innovator for the Public.



José Manuel Pérez (Pericles) realized that few young people were thinking and acting like entrepreneurs, so he developed a strategy to infuse a more innovative, entrepreneurial mindset into society through the formal education system.

Pericles is well positioned to leverage the current historical moment of public support and focus on entrepreneurship in Spain and Europe. He is laying the foundation with youth so that the recent EU Lisbon Strategy goal of becoming the most competitive and dynamic knowledge-based economy in the world—to include better employment, social cohesion, and environmental protection—will become a reality.

Pericles focuses on building a **new entrepreneurial culture among youth**, essential to creating new employment opportunities in today's global economy and solving our social challenges. To fully transform society, Pericles knew he must influence large numbers of people at an early age. There should be a shared societal understanding that not only a few can make a difference, but all. Pericles is able to reach the largest number of youth in schools.

The **training in schools must be consistent and long-term**. To do this, he integrated the "Educational Chain System for Entrepreneurship" into the Spanish schools' official curriculum. Pericles' system of entrepreneurial learning begins with students in the early grades and builds on the knowledge and experience gained each year, through various educational paths, until the students are prepared to

enter the workforce. Moreover, Pericles believes that childhood is a time of life in which entrepreneurial values are best transmitted; children have the confidence to take risks when they are given opportunities and, of course, the chance to make mistakes.

Pericles has introduced an educational program into the official curriculum. Valnalón Educa is an Educational Chain System for entrepreneurship that links diverse programmes (subjects) and educational initiatives to encourage an entrepreneurial mindset for youth and society. The initial programmes target children as young as four years and continue throughout their education to university level. Pericles' strategy consists of **building knowledge through practical hands-on experience**, which gives responsibility and autonomy to youth within the school framework.

Pericles has come to understand that the involvement and knowledge of professors and parents is critical to the success and spread of the programme. Professors receive thorough training with follow-up and support. It has also proven beneficial for young people to work with their parents.

Different “links in the chain” have now expanded both across Spain and into other countries. Replicas of the programme have been started in Ecuador, Colombia, Mexico, Canada, U.S., Sweden, Germany, Poland, and Portugal, with some similar initiatives beginning in Uruguay, Paraguay, and Mozambique.

Since childhood Pericles remembers being given a number of responsibilities that most children today do not have. He sees a direct link between those duties and his entrepreneurial spirit in adulthood. Pericles believes both parental overprotection and the education system are making society more passive and apathetic.

Pericles has made many attempts to launch different business ventures and some succeeded, while others failed. He sees great value in the experience of trying and failing, because each endeavour is a learning experience and provides a “teachable moment.”

ENTREPRENEURSHIP EDUCATION: NEEDED AND EASY TO IMPLEMENT

In the Age of Knowledge, it is inconceivable that some European countries would occupy a place they do not deserve on merit nor history, without having entrepreneurial-minded citizens who cover the three most important fields into which entrepreneurship is divided: Business, Intra-entrepreneurship (practised by the thousands and thousands of entrepreneurs working by themselves) and Social Entrepreneurship. This objective can only be achieved by providing Entrepreneurial Education, which should be implemented every year during academic life, from primary school to the university, in a similar way to sport.

What would it take to achieve this transformation? Several factors are required:

- 1- Let the Legislature carry out this task. On this point, there have been recent laws incorporate Entrepreneurship Education at all levels.
- 2- Regional authorities within a country should be able to agree on such a crucial issue.
- 3- Responsible members of society (social, technical and political) should be

convinced of the importance of Entrepreneurial Education.

4- Collaboration between Educational Institutions and other public organizations is needed (such as Economic, Industrial and Business Councils), as this is not an issue that affects only the Ministry of Education.

5- The collaboration of teachers is a sure bet. I’m sure this collaboration will never fail. Teachers are aware of the enormous transformation that Education needs in several fields.

6- Finally, it would be necessary to have Entrepreneurial Education Programmes that are of proven quality and methodologically comparable.

Therefore, and due to European standards of living I am convinced it will be possible to spread the Entrepreneurial Education programme across Europe. At the moment, it is estimated that only 5% of the student population is involved in activities regarding entrepreneurship. This percentage should increase at least up to 50, 60, 80% in the coming years.

Youth entrepreneurship – How regions can leverage the talents of young people?

The Assembly of European Regions (AER), as the biggest interregional network in the “Wider Europe”, draws on more than 25 years of experience in the field of education, training, employment and youth work. This makes it particularly aware of the challenges that regional and local authorities and their citizens are faced with.

Fighting unemployment, fostering employability and harnessing young people in order to allow them to lead a happy, fruitful and independent life are ends in themselves, but also produce positive side effects and contribute to active and responsible citizenship. These topics have become one of AER’s major concerns in recent years. The economic crisis

and intolerable youth unemployment rates are adding to this.

AER’s motivation as a member of the YES project is to offer a platform for research and to be a catalyst and multiplier with regard to the findings of the project. Also, AER has always believed in own initiative and holistic approaches. Thus, entrepreneurship education seemed a perfect workfield for us.

Entrepreneurship education brings creativity into focus and not only capitalizes on and develops personal skills, but also sets off virtuous circles at many levels. AER wants to be part of the process that demystifies entrepreneurship and sees more in an entrepreneur than a “simple” manager. To this end, we want to create opportunities for young people and to contribute to innovation in education.

Hande Özsan Bozatlı

**President of the AER Committee
on Culture, Education, Youth and
International cooperation**

**President of EU and International
Relations Committee of Istanbul
Provincial Council**



Review of entrepreneurship education in YES regions

Mapping of Attitudes

As a part of the aims of YES a mapping exercise has been performed in the seven partner regions. A survey of ten questions was sent out to four target groups; decision makers, opinion makers, students as well as teachers and principals. A selection is presented in this article, to view the full report please visit : www.youngentrepreneurs.eu

The regions in YES can be viewed on page 5 and are hereafter referred to as the country name.

Entrepreneurship is responsibility

We asked the decision makers to rank six entrepreneurial abilities; creativity, entrepreneurial know-how, responsibility, risk-taking, problem solving and team-working. In our seven regions 308 decision makers answered our survey.

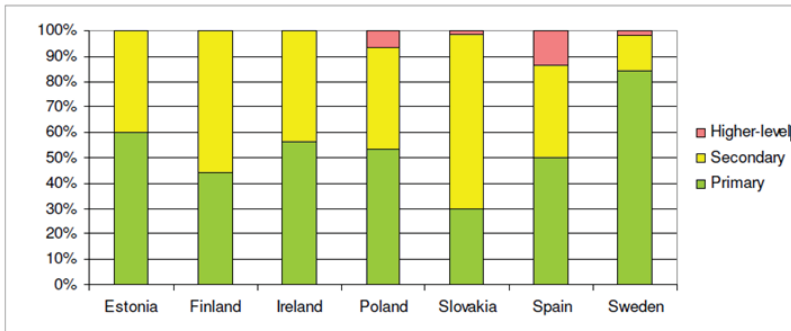
In four of our regions, Slovakia, Spain, Poland, Finland, decision makers rank responsibility as the most important entrepreneurial ability. In Sweden team working was ranked the highest; Ireland had problem solving and Estonia entrepreneurial know-how. So, according to our decision makers, responsibility is the most important entrepreneurial ability.

Attitudes to early age entrepreneurial education, a field for improvement

A key point in entrepreneurial education is to start at an early age with abilities such as problem solving, team working and creativity, not necessarily business competences. In our survey we have spotted that more can be done regarding teachers and principals attitudes towards entrepreneurial training in primary school. The amount of teachers and principals who believe that entrepreneurial education should start in primary school varies from 30% (Slovakia) to 84% (Sweden). We see that more can be done to convince teachers and principals to start in primary school. A total of 529 teachers and principals responded to the survey in our seven regions.

Teachers and Principals

From at what point in the education system do you believe EE should be started?



What are the bottlenecks?

We asked our respondents what bottlenecks they see in their region regarding implementation of an Entrepreneurial perspective in school. Teachers and principals in our survey see a lack of time in most of the partner regions (Finland, Ireland, Poland, Spain, Sweden). In Slovakia and Ireland teachers and principals see lack of finance as the main bottleneck and in Estonia the most common answer was lack of qualified staff.

makers in Estonia, Finland, Slovakia. In Poland it is lack of qualified staff, Ireland; lack of teaching instruments, Spain; lack of guidelines and regulations and in Sweden; lack of time is seen as the main obstacle.

A consensus between decision makers and teachers and principals on the main bottleneck was only in Sweden (lack of time) and in Slovakia (lack of finance).

The decision makers display a greater variety of answers between the regions. Lack of finance is the main bottleneck according to decision

Overview and introduction to best practices

The twenty-three best practices that are described in the following section of the guide provide a brief illustration of the type of entrepreneurship education initiatives, both at the levels of policy and operational activity, taking place throughout the YES partner regions.

An incremental and iterative approach involving high levels of collaborative working by the YES partners was undertaken to develop this best practice section.

As a first step, each partner was asked to identify five best practice examples from their region/state – ideally, one at the policy level and four from the activity level. Following discussions between the partners, it was agreed that a total of twenty-three best practices were to

be included in this guide. Each partner then agreed to choose two practices from their original five for inclusion in the guide, thus ensuring a good spatial distribution of examples within the guide. The YES partners entrusted a small inter-regional Best Practice team, comprised of the partners from the South-East Regional Authority, the Assembly of European Regions and Junior Achievement Estonia, with the selection of the other ten practices from the remaining examples that had been provided by the partners.

The final selection of twenty-three provides an excellent mix of initiatives, from regional policies and strategies to business games, enterprise creation schemes, educational programmes, shadowing initiatives, school competitions and much more.

We hope you find our best practices enriching and of considerable interest.



24 (12)h Innovation Camp

The Innovation Camp is a 24-hour intensive idea generating workshop for upper secondary school students. They gather for a specific business challenge to come up with ideas which would solve problem.





The IC program is based on the Junior Achievement - Young Enterprise (JA-YE) principle of "learning by doing." During the IC, groups of 5-9 persons have to propose a solution within 24 hours, are given access to tools, information and resources. Groups go through the company's creation, beginning with the development of a business idea. By the end of the camp each group has completed the task with a business plan and tries to sell the idea to "investors". To maintain alertness during the 24-hour period, there are different games and sup-

port functions (short lectures) which provide knowledge to create better business plans. Group members may not know each other and will have to adapt to each other quickly in order to find out how to work together most efficiently. The students develop interpersonal and problem-solving skills and learn to work under very tight deadlines. They get knowledge about teamwork, creativity, marketing and financial analysis. The 12h IC is similar, but is done twice as quickly.



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Student Company Programme

In this Student Company Programme students learn how to take a business idea from concept to reality. This program is for upper secondary school students (10th - 12th class, typically 16 - 19 years of age) and lasts for a full school year.





In the SC programme, students form their own real enterprise and discover how a company functions. They elect a board of directors from amongst their peers, raise share capital and market and finance a product or service of their own choice. At the end of the programme they present a report and accounts to their shareholders. The participants of the SC programme get hands-on experience that develop skills such as teamwork, leadership, presenting, selling, planning and financial control as they learn to take responsibility for

the success of their company. The facilitators/consultants of the student companies are usually teachers and/or volunteer advisers from the business world. Members of the SC programme can take part in the "Estonia Student Company of the Year" competition and the winner goes on to represent Estonia in the JA-YE Europe Company of The Year Competition. The Mini Company programme is similar, however, its rules are simpler and is for lower secondary schools students (7th - 9th class).

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Round Table for Entrepreneurship Education

***D**eveloping entrepreneurship education in Estonia. Governmental bodies (representatives of the Ministries of Economy, Education, also governmental agencies dealing with entrepreneurship and education), school representatives, NGOs (educational and from entrepreneurship) gathered and agreed on the main points of entrepreneurship education.*





The Chamber of Commerce and Industry started a round table for the main actors in the field of entrepreneurship education in Estonia. The main objective was to gather people who are dealing with this field and to focus together on developing the field. Stakeholders were governmental bodies, schools, teachers, students, NGOs developing entrepreneurship education, universities and industries. The result of this action was a common strategic plan for developing entrepreneurship education in Estonia. This was the first

time different stakeholders gathered and agreed on what is important for Estonia and for all the actors. It enabled optimization of the use of resources and start communication and cooperation between the different actors. Also it was possible to arouse media interest towards entrepreneurship education. The round table was financed by Enterprise Estonia (governmental agency) from the funds of the European Social Fund.



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FURTHER INFORMATION:

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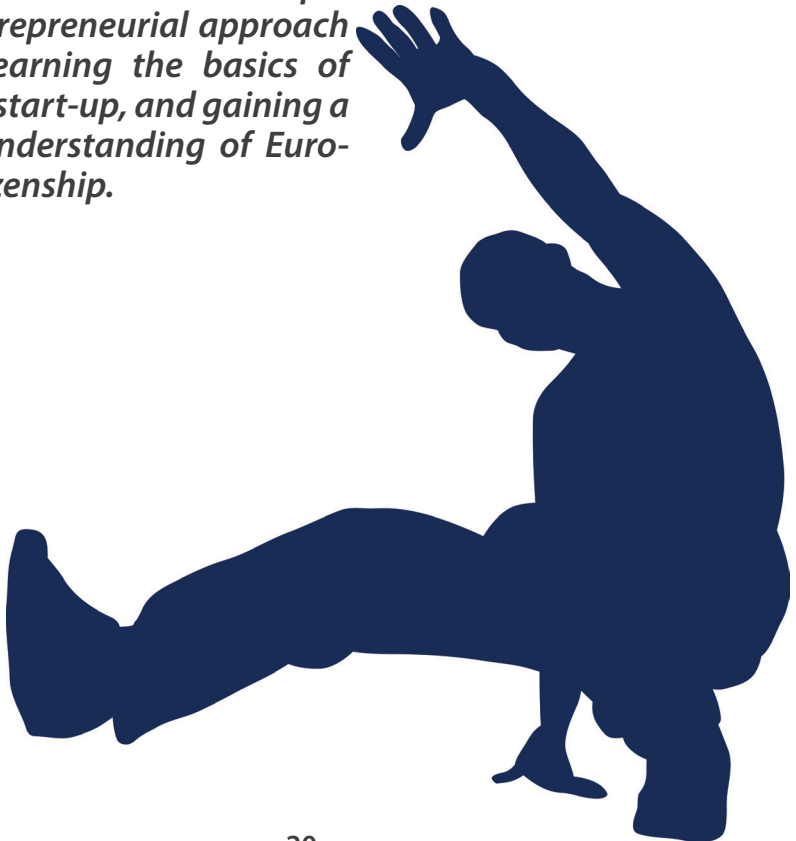
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EJE/EME Projects

***P**romoting entrepreneurship in primary and secondary education with a strong interregional dimension and emphasis on skills development.*

***T**he projects provide a methodology based on practical hands-on experience where students have the opportunity to display a wide array of social, personal and business skills. This helps students to develop a more entrepreneurial approach to life, learning the basics of business start-up, and gaining a deeper understanding of European citizenship.*





The EJE project offers secondary-level students (15-18 years old) the chance to develop, in a real context, skills and attitudes, such as own-initiative, decision-making, creativity and teamwork. At the same time they become familiar with basic concepts regarding the creation and management of businesses and companies. Additionally, students have the chance to learn about and come into contact with institutions, entities and companies in their local areas. The EME project offers primary-level students (9-13 years old) the opportunity to develop collaboration, coordination,

overcoming conflict and problem-solving skills. These skills will be full-filled by developing and acquiring behaviour patterns in work-oriented relationships, identification and understanding of project implementation and business creation.

Throughout the courses students will start-up a company by designing a corporate image, as well as seeking sources of funding, negotiating, delivering and receiving orders, analyse results and closing the company.



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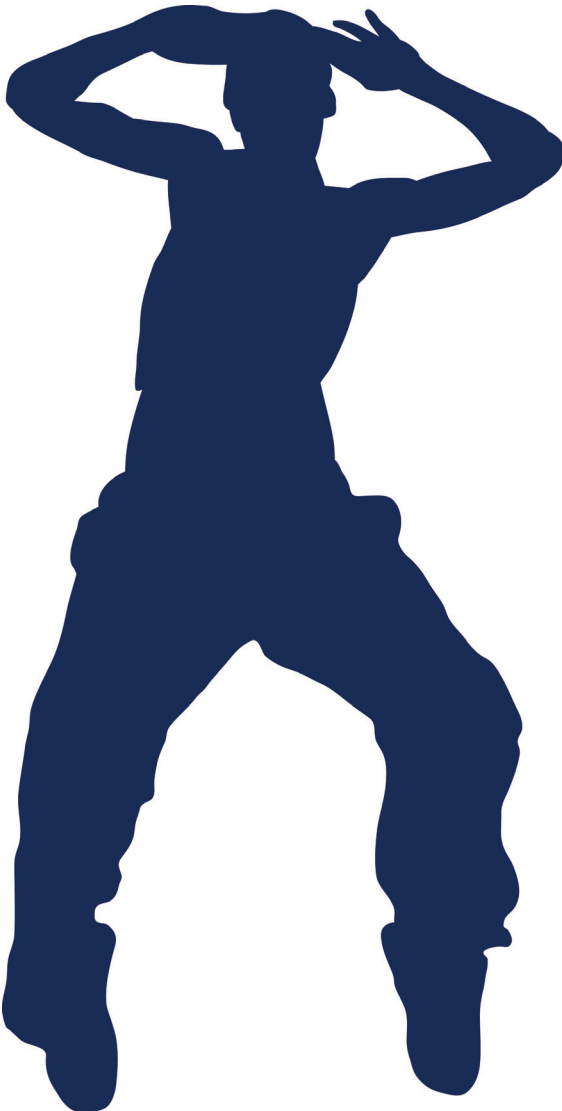
Región de Murcia
Consejería de Educación,
Formación y Empleo



Region of Murcia Entrepreneurship Plan

Action Plan for the promotion of an entrepreneurial culture and entrepreneurship in the Region of Murcia, including actions related to entrepreneurship education.

The Action Plan aims to promote an entrepreneurial spirit and the creation of new business in the Region of Murcia. More than 45 public and private organizations are involved in implementing activities.





The Plan has 3 strategic axes, composed of several action lines, with activities carried out under these lines:

Axis 1 - Promoting the entrepreneurial spirit. Action lines are (a) raising the entrepreneurial culture in society; (b) introducing entrepreneurship in schools and training programmes (9 activities developed).

Axis 2 - Supporting the creation and consolidation of companies. Action lines are (a) follow-up of operational projects; (b) financing business initiatives; (c) supporting infrastructures and services for entrepreneurs (17 activities developed).

Axis 3 - Coordination of the regional network supporting entrepreneurs. Action lines are (a) recruitment of resources and accreditation of services; (b) monitoring activities being undertaken and evaluation of results; (c) marketing and quality (7 activities developed).



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Imagina Competition

Business ideas competition for secondary school students.

This competition awards the best ideas for innovative business projects which enable the implementation and development of innovative companies in the Region of Murcia. The competition is aimed at students of secondary school (16-18 years old) and vocational training centres or higher level (16-20 years old) enrolled in the Region of Murcia.





Students present innovative ideas, real or potential, designed for their development and implementation in the Region of Murcia.

There are 3 different phases within the project:

1.-Motivation speech. Takes place at schools where experts motivate students and give an overview of what it means to be an entrepreneur.

2.- Developing the business plan. Basic rules and guidelines are given to students for them to detail their ideas in a written document. They use an

information technology platform to upload the files.

3.-Presentation. Students from different schools are chosen to present their ideas/projects in a final event in which a jury (composed of several regional institutions related to entrepreneurship and education) selects the best idea.

The Imagina Competition encourages students to develop their own ideas, promotes and supports an entrepreneurship culture, as well as helping students to develop different skills/capabilities.



FURTHER INFORMATION:

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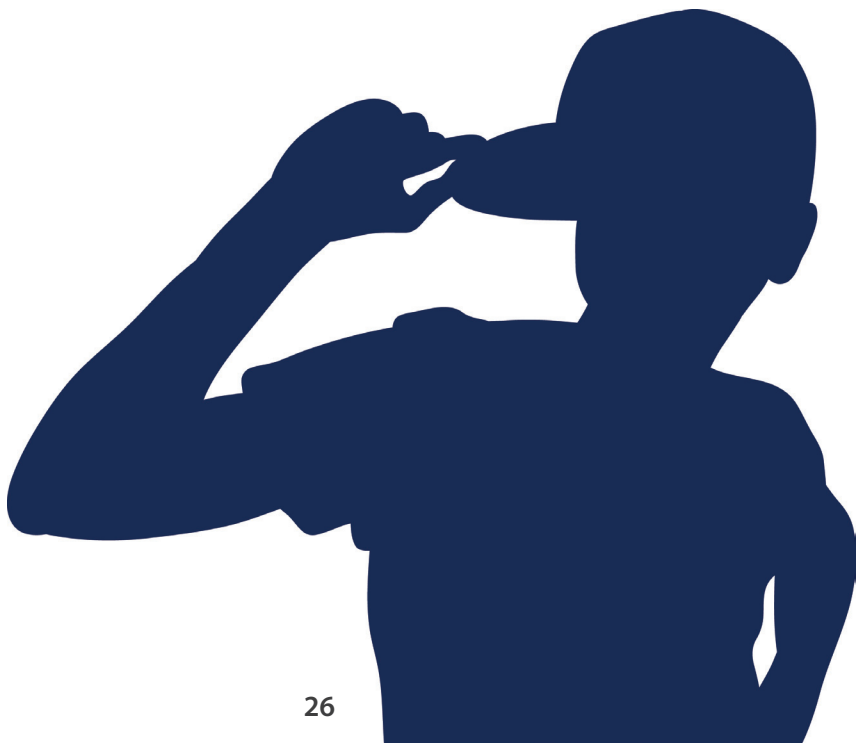
www.ceeim.es



CENTRO EUROPEO DE
EMPRESAS E INNOVACIÓN
DE MURCIA

Regional Entrepreneurship Education Strategy 2010-2015

***P**ori regional entrepreneurship education strategy has been created in the framework of national guidelines launched by the Finnish Ministry of Education for the years 2009-2015. The regional strategy describes the goals, priorities and measures for entrepreneurship education from pre-school up to the university level. The final strategy was accepted in January 2011.*





The priorities of our regional entrepreneurship strategy are the following:

- 1) Teacher training,
- 2) Co-operation of schools on different educational levels in terms of entrepreneurship education, and
- 3) School-enterprise co-operation.

The most important measures for different educational levels are

- a) Primary level: Innovative teacher training,
- b) Secondary level: Development of EE in curriculums and EE studies available in each school.
- c) Higher level: Awareness rising and teacher training, development of EE studies available for each student.
- d) Vocational level: Teacher training, self-management and self-assessment of students. Our regional YES Centre co-ordinates the strategy implementation. In Finland municipalities have jurisdiction over finance and implementation of education. Municipalities also take care of funding the entrepreneurship programme in schools.

The implementation phase of our regional entrepreneurship education strategy has just commenced. During 2011, teacher training has been a priority. The strategy has already shown a clear impact in the development of entrepreneurship education and teaching methods.



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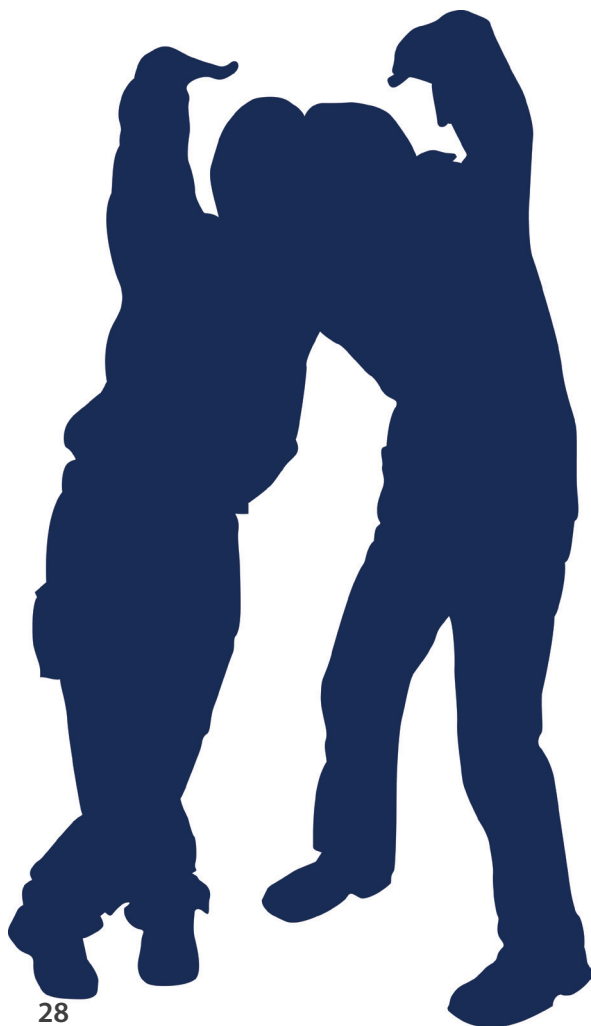
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Teacher-Entrepreneur Speed Dates

The aim of this event is to introduce teachers and entrepreneurs to each other and increase the mutual understanding of entrepreneurship and entrepreneurship education. These activities started in Pori region in 2010 and they have been highly successful since then.





The purpose of teacher-entrepreneur speed dates is to build an interactive network between teachers and entrepreneurs in our region. All the teachers from primary up to secondary level are warmly welcome to these events. In one event speed dates lasting four minutes will be held between the participants. After each date, session participants will be changed with new persons. In these events the number of participants is usually between 20 and 40 and the event will take about two hours. Speed dates also provide many new ideas about

school-enterprise co-operation. The events provide information about practical entrepreneurship and real life case models for school entrepreneurship co-operation and entrepreneurship education.

Teacher-entrepreneur speeddates have had a significant increase on teachers' knowledge of entrepreneurship in our region. During the year 2011 over 70 teachers and entrepreneurs participated in these events.



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Regional YES Centre

The Pori Regional YES Centre provides practical entrepreneurship education services, easily and quickly, for teaching personnel from primary level to higher education level. These service activities started in the Pori region in May 2006.





The Pori Regional YES Centre is part of a national YES network of 19 regional offices promoting entrepreneurship education in Finnish schools. The Finnish national YES network provides common and coordinated entrepreneurship education services. The YES network has been financed in most cases by the Finnish Board of Education (ESF), municipalities and educational institutions in each region.

The mission for the YES network is to develop and share methods, ideas and material for entrepreneurship education. Services provided by the regional YES include actions like organizing local entrepreneurship education events and training for teachers, enhancing school-enterprise co-operation, offering the services of Junior Achievement - Young En-

terprise Finland, distributing material and ideas for entrepreneurship education between the different stakeholders and developing the content of teaching and curricula together with teachers.

The Finnish national YES network reaches and serves annually about 20 000 young people, 7 000 teachers and 5 000 companies.

Annually, more than 300 teachers, 100 entrepreneurs and 1 500 students participate in different YES activities in the Pori region.

The YES network is a Finnish innovation in the entrepreneurship education system, which brings together all the relevant actors and stakeholders.



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My Business in my Municipality

***E**ntrepreneurship education initiative in areas of small municipalities that are characterised by high unemployment rates and low economic activity index.*

***T**he project aims to develop entrepreneurial skills, as well as the information and communication technology capabilities through e-learning and workshops for teachers and students based on modern educational tools like simulation games.*





The project is composed of six 5-month cycles and is targeted at secondary schools. It aims to develop entrepreneurial skills, as well as the information and communication technology capabilities through e-learning and workshops based on modern educational tools like simulation games. The project is taking place in 5 regions located in the southern part of Poland. The pedagogical tools and workshops content were developed by professors in the Economic University of Katowice.

Project activities include traditional style training for 2 teachers and 2 students from each school;

e-learning sessions headed up by these trained teachers and young leaders; e-learning trainings for students using Internet tools; organisation of an Entrepreneurship Day at the school. In the framework of the project each group (2 teachers and 2 students) develops business ideas. The best ideas are collected and published at the end of the project in the publication entitled "The best business ideas guide."

To date, over 100 business ideas have been collected. Each cycle has involved the training of 10 teachers and 100 lead students, so in total 600 teachers and 600 students will have been trained upon completion of the project.

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BOSS Entrepreneurship Festival

The BOSS festival is an annual event organised in 21 academic centres throughout Poland . The Festival lasts for 3-7 days in each city. The festival programme includes events (concerts, exhibitions, paintball games), workshops (interactive meetings aiming at developing personal competencies), information campaigns (about financial funds) and meetings with entrepreneurs and business staff.





The festival is focused on a series of workshops, speeches and meetings in relation to business and interpersonal development skills. The aim of the festival is to stimulate an entrepreneurial spirit among young people, to inspire out-of-the-box thinking, to advise on the possibilities of getting financial resources for establishing a business and to motivate young people to set up their own business. Many business people are involved in the meetings and workshops where they share their experiences and opinions. In Opolskie the

festival is organised by the students themselves for the pupils and students from the region. In Opolskie, the BOSS festival has become a particular Entrepreneurship Fest. During the last four festivals in Opole, 5,000 students and business people were involved in the activities. During the last festival the participants had the opportunity to participate in 11 different workshops on, for example, creativity competence, marketing tools, IT technologies and key business success factors.

FURTHER INFORMATION:

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"OPOLSKIE I Stay Here" Programme

***p**rogramme to stop the emigration of young people from the Opolskie Region, incorporating actions linked to entrepreneurship education. The program is tailored for students, unemployed people and for all inhabitants of the Opolskie Region working abroad. Activities implemented within the program aim to improve availability of educational offers as well as to promote self employment in the region.*





The programme aims to stop the emigration of young people from the Opolskie Region through, among other things, increasing the employability of young people and making them more properly equipped for the regional job market today. The programme includes about 30 different actions with a number of them linked to entrepreneurship education. These are based on co-operation with private society and business people. The most successful of these actions are "Sirius starts up a business" and "Opolskie Stars" - a series of meetings with high profile business people from the Opolskie Region. The program is based on co-operation agreements between the region and private companies, schools, universities and employment institutions. Agreements with private society consist of the exchange of information concerning employment demand.

Company owners are involved in the organisation of seminars/meetings with school children and students during which they present their success stories and promote self-employment. Cooperation with schools and employment institutions consist mostly of the organisation of competitions and workshops promoting self-employment. Workshop concepts cover "test your business idea," "setting-up a business, step-by-step," "external financing for SMEs," and "taxation for SMEs". The competition "Sirius sets up a business" involves the development of business ideas by pupils from secondary schools and rewarding the best one. 15 companies in the private sector have signed a co-operation agreement in the framework of the "Opolskie Here I Stay" programme. In 2010, 220 people participated in the workshops about setting up a business. 16 groups from 10 schools in the region took part in the competition.

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Bí Gnóthach Enterprise Programme

A programme developed by the Curriculum Development Unit of Mary Immaculate College, University of Limerick, in association with the County & City Enterprise Boards, it aims to promote enterprise education in 4th, 5th and 6th classes (typically 10-12 years old) at primary school level in Ireland.





The Bí Gnóthach (translated into English means “Get Busy”) programme is a national programme aimed at introducing pupils to the world of enterprise at a young age. It teaches pupils in 4th, 5th and 6th classes (typically 10 - 12 years old) how to set up and run a business and also introduces them to the external factors that influence the success of an enterprise. The programme is founded on the key principles of the primary curriculum - the centrality of the child as learner, the importance of active participatory approaches and the necessity for skills development. There is an emphasis on teamwork and interpersonal skills. The programme is delivered using a video and resource

pack with teacher’s notes and activity sheets designed in a manner that they can be effectively integrated into many subject areas of the curriculum. The programme discusses the ethics of enterprise and promotes environmentally friendly business practices. Strong links between the home, school and community are forged and the world of work is explored extensively through surveys and class visitations. Bí Gnóthach is an add-on activity to the school curriculum which is already very full. During the 2009/2010 school year 47 schools participated with over 1,500 pupils involved.

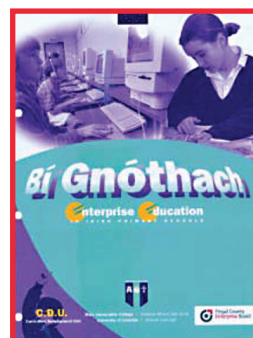


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County & City Enterprise Board National Student Enterprise Awards (SEA)

A*national programme involving around 15,000 secondary school students that takes place annually, the SEA encourages and supports awareness of enterprise and entrepreneurship amongst second-level schools and their students in Ireland. The SEA Programme culminates in a national final where the students contest for a significant prize fund.*





The Student Enterprise Awards Programme (SEA) is the flagship enterprise programme at second-level in Ireland and is organised by the County & City Enterprise Boards. It is a national initiative for all class levels in second-level schools. The main objectives of the SEA are: (1) to give students practical, real life experience of setting up and running their own business; (2) to encourage students to think about entrepreneurship and self-employment as a viable career choice; (3) to enhance the teaching of business and entrepreneurship in schools by combining class room learning with real-life experience. There are 3 categories in the SEA: (1) Senior Category (4th to

6th year), (2) Intermediate Category (2nd & 3rd years) and (3) Junior Category (1st year). The timetable for the Programme runs concurrently with the school year. The SEA culminates in a National Final where the students contest for a significant prize fund, comprising financial and other rewards. Students and their business entries are judged on criteria such as innovation, market research, production, personal development, finances, business planning, interview techniques and risk management. Annually, around 15,000 secondary school students from all parts of Ireland take part in the SEA.

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2011 National Final Winner,
Tara Haughton

Rosso Solini
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**Student at Cross & Passion College
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Leaving Certificate Vocational Programme (LCVP)

The LCVP is a Senior Cycle Programme of the Department of Education and Skills, designed to give a strong vocational dimension to the more established Leaving Certificate. The programme combines the virtues of academic study with a dynamic focus on self-directed learning, enterprise, work and the community.





The LCVP was introduced in 1994 in response to the challenge placed on Ireland's education system by a changing work and business environment. This two-year programme is part of an expanded provision that aims to cater for the diversity of participants' needs at senior cycle. The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success. Throughout the programme students are encouraged to:

- Be innovative and enterprising;
- Take responsibility for their own learning and adapt to changing circumstances;
- Evaluate data and devise solutions to problems;
- Communicate their thoughts and ideas effectively;
- Work with others as part of a team;
- Investigate and plan career options;
- Use information and communications technologies;
- Investigate local businesses and community enterprises.

The popularity of participation in the LCVP increases from year to year with 16,386 of 2011 Leaving Certificate entrants completing the LCVP.



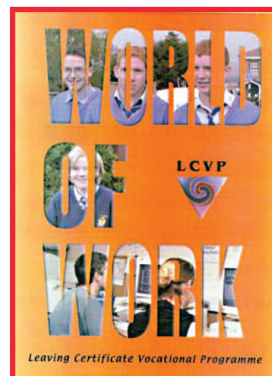
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Enterprise European Business Game

A *n International Competition of Business
Plans prepared by the third grade
students of secondary schools*





The main objective of the competition is to create an original business idea, develop a business plan, establish a fictitious firm with all legal requirements and prepare a financial plan for three years. According to the competition rules, the business plan should be challenging and innovative, including ecological and environmental aspects with benefits not only for Slovakia but also for the whole of Europe. The European dimension is a very important feature of the project. In the course of the business plan elaboration process students use their theoretical knowledge and practical skills in the fields of economics, finance, law, administration and accounting. One very important part of this project is to close deals with various institutions such as banks, the regional court, labour office, tax office, insurance companies, etc. The most difficult tasks are the preparation of contracts with foreign partners - joint venture - and

the development of a financial plan for three years. The language used for communication is English. Every year students represent not only their own school and region, but the whole of Slovakia. They show excellent language skills and knowledge not only of economic subjects, but also geography, history and other subjects. The coordinators of the annual final meeting and competition always prepare a rich programme of activities for teachers and students - visits to cultural sites, appointments with the Mayor and other authorities, cultural events and excursions to different companies.

The Business Academy in Čadca is the only secondary school from Slovakia to be involved in the competition since 1994. In 2009, at the European final in Denmark, the team from Čadca won 1st place from 12 other teams among 8 European countries.

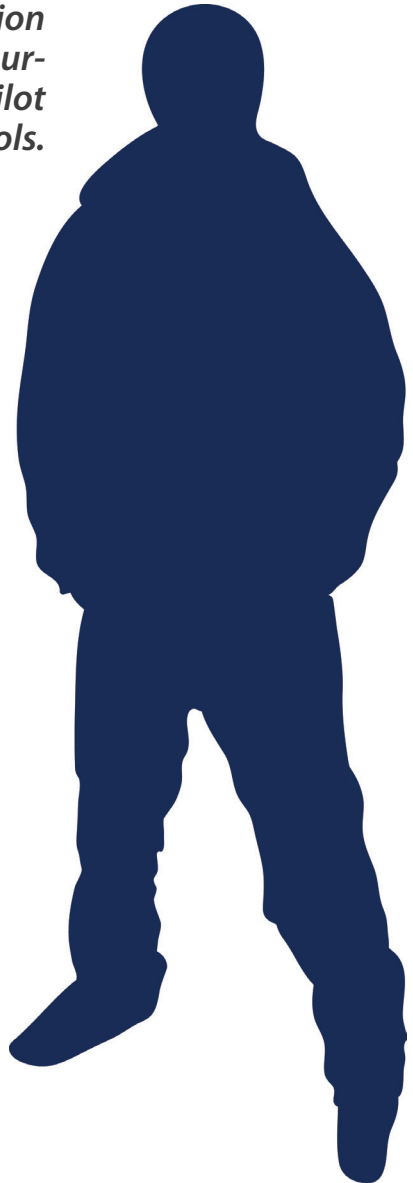
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“DO NOT BE AFRAID OF BUSINESS”

The main project aim is the creation of modern cross-border training tools to support the start-up of entrepreneurship, expansion of entrepreneurship to a neighbouring country, and the sharing, pilot testing and expansion of these tools.





The target group of the project is students of vocational secondary schools from the Czech Republic and Slovakia, as well as students of universities from both countries. The main aim of the project is the creation of the modern cross-border training tools to support the start-up of entrepreneurship, expansion of entrepreneurship to a neighbouring country, and the sharing, pilot testing, attestation and expansion of these tools.

The primary objective for this target group is to increase their competitiveness through training in entrepreneurial skills. Interactive tools for the training will be developed and applied, e.g. a game simulating the firm environment and new communication profiles on Facebook, LinkedIn, etc. This is a new opportunity, how to link knowledge gained

in education with a practical examination of entrepreneurship through simulation in a game.

The training will be made more attractive through interaction, such as computer simulation, as well as workshops, which are a part of the project. Workshops will be led by professional consultants. The international level of the project brings prestige and the opportunity to compare business plans with colleagues from abroad. The simulation game is integrated into the education cycle upon agreement with the teacher for 2 hours a week. 1 hour is supposed to be theoretical training according to the subject curriculum at school, and the other hour is supposed to be focused on application of knowledge into the simulation game.

FURTHER INFORMATION:

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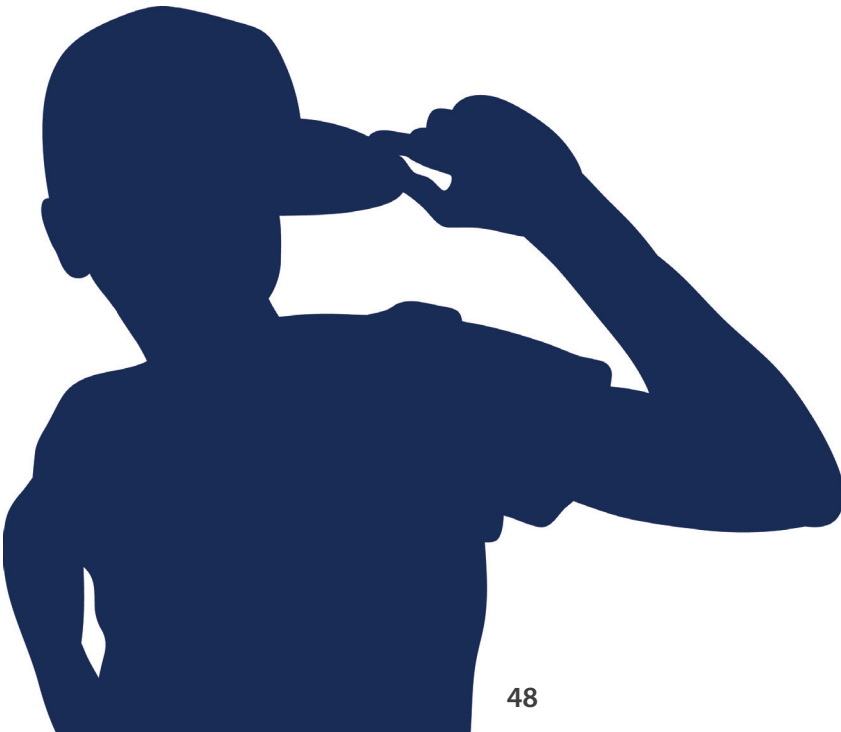
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Profession of Businessman

The educational programme uses a limited company model in the educational process, which is the best presentation of the necessary activities within the framework of entrepreneurship and teamwork at the various positions the students hold. It truly shows the internal and external firm environment and its greatest advantage is experience and working with real funds.

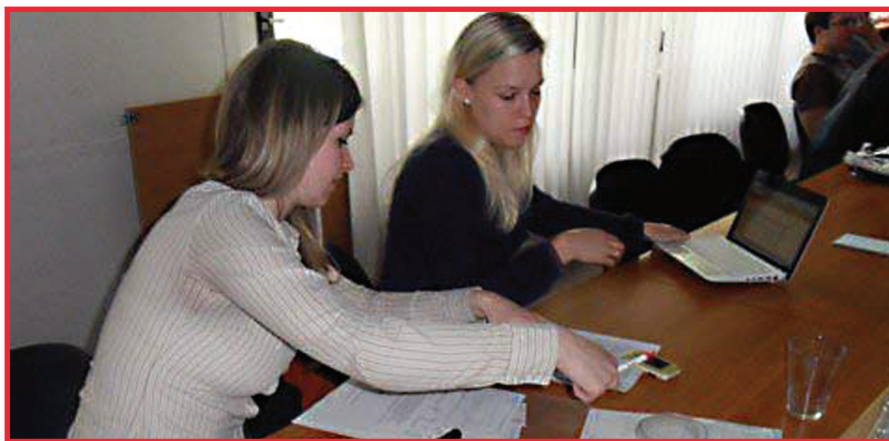




Students became team members - owners of shares in their company. They are also entitled to sell the shares to increase their resources to start a company and also encourage others to invest in the company. Each company creates a final report and presents the final results at a general meeting of the shareholders and investors. The subject was created in response to current employers' expectations of graduates. It aims to develop soft skills and their application on the ground. It is a new way of teaching with experience pre-

dominating over theory. The practical subject "Profession Businessman" is designed for all students of the University of Žilina, regardless of the faculty and curriculum. It is designed, especially, for those who want to achieve something in their life, and want to start to work for themselves. The subject is not open to graduates.

In the school year 2010/2011 54 secondary schools from Slovakia were involved, the most successful in ŽSGR was the Business Academy in Dolný Kubín.



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The Centre of Vocational Education and Training

Teaching of vocational subjects in foreign languages to improve the suitability of students for the international labour market.





Good practice is the result of the project "Pilot centres of vocational education and training in the Self-Governing Region of Žilina", which was realized in the Žilina Region (ŽSGR) during 2009-2011 and took place at 6 secondary vocational schools. The project's aim was to upgrade the language training in selected schools and to create new development programmes, which would correspond with the requirements of employers. EU funds were used to train teachers in professional skills and to produce materials on English and German language teaching techniques and innovation in vocational schools. Students showed great interest in studying vocational texts in a foreign language (English and German), aware of the possibility of extending their suitability in the international labour market. The project finished in January 2011, but the stakeholders decided to continue with the concept by developing Centres of Vocational Education and Training at the schools involved in the project.

Students are engaged in vocational subjects in the fields of electrical engineering, engineering, civil engineering and forestry. Subject themes are taught in foreign languages (English and German), for example, building construction; painting; reinforcement; subsoil; surfacing; ceramic tiles; floors; and information technology networks. Despite the difficulty of coping with technical terms in a foreign language it is an interesting form of motivational teaching for students to work with the texts. The first centre was opened in September 2011 and a further five centres will be opened in the near future. The results will be seen in the next few years, but the students, parents and teachers consider that the idea has huge potential.

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ŽILINA
self - governing region



FramtidsFrön – Future seeds

FramtidsFrön is a non-profit organization which offers a comprehensive approach to entrepreneurship. The organization supports and trains teachers in the entrepreneurial approach and provides different tools that inspire and make it easy to start working with entrepreneurship in schools.





FramtidsFrön started from a need in the region of Östergötland to work with entrepreneurship in schools with younger children. It's a non-profit organization that provides courses in the entrepreneurial approach as well as training tools that inspire and support teachers to educate in an entrepreneurial way. FramtidsFrön works together with municipalities and schools to plan activities and training for teachers, specially adapted for each municipality. This leads to a greater impact on the organization in the different mu-

nicipalities. All the municipalities in the region of Östergötland are members of FramtidsFrön. The training tools provided by FramtidsFrön have been produced in co-operation with teachers to ensure that the material is good pedagogically and realistic to use. The training tools linked to the curriculum both practice entrepreneurial skills and give the students business knowledge. FramtidsFrön also strives to increase the co-operation between schools and business life.



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FramtidsFrön

Environmental rally

***E**nvironmental rally is a web based training tool for primary and secondary schools. Companies send in real environmental problems which the students try to solve. In this way, the students come in contact with the world outside schools and they also use their creativity when solving the problem.*





Local, regional, and national companies ask students to help them to solve their real environmental problems via a website. All tasks have been adjusted to the different ages of the students. This means that the same problem can be solved by six- to fifteen- year-old students but on different levels. The website shows a short presentation of the different companies and their specific problems. The students select a problem and company and are then presented with different tasks they can

do that correspond to the problem. When they have solved the problem, the company is invited to see/hear about the solution. The fact that the task is for real increases the students' sense of context, their self-confidence and their acceptance of responsibility. Many school subjects can be involved and the learning process comes naturally. This training tool gives schools the opportunity to work with environmental issues and inventions simultaneously.



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Swedish Strategies for Entrepreneurship Education

The Swedish government presented a national strategy for entrepreneurship education in 2009. The aim of the strategy is to make entrepreneurship education visible throughout the entire education system in Sweden. This strategy had a major impact on the new curriculum for primary, secondary and upper secondary school (age 6-19, LGR11, GY11).





The national strategy states that entrepreneurship shall be stressed in policy documents for upper secondary schools (age 16-19) creating an opportunity for students to specialize in entrepreneurship. It also stresses that the development of entrepreneurial skills are to be emphasized in the curriculum for primary and secondary school (age 6-15).

The government has given the National Agency for Education the mission and financial resources to support and encourage work within the entrepreneurial field.

The national strategy inspired the region of Östergötland to develop a regional strategy for entrepreneurship education. This strategy provides guidance at local level on how to implement it in the education system. It also states that successful implementation must take place within all the organizations operating in this area and that clear directions and prioritization at the highest municipal level is crucial for success.

Corresponding local (municipal) policy documents for entrepreneurship education are under development.



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Invent!

Invent! is an inventions competition for anyone aged 12-15. The students identify a problem in their everyday life and then try to solve it with an invention. Along the way there is much to learn; about society, about technology and about themselves. The goal is to increase interest in science and technology among young people.





Invent! was founded in Sweden in 1979 by the Swedish Society of Engineers. The aim is to stimulate young peoples' creativity and inspire a new generation of inventors and engineers. Invent! is funded by the government. The competition is open for both advanced technical inventions as well as simple and smart solutions to everyday problems. There is also a possibility to compete with improvements of existing products.

Invent! is a well known tool for teachers to use in their everyday teach-

ing. The teachers and students can download exercises and examples from the website. The training material is linked to the curriculum to make it easier for teachers to evaluate the students work and development. The pedagogic method is divided into three steps - brainstorming, designing and implementation. The students can work in groups or individually. The inventions are sent in digitally and there is an awards ceremony in Stockholm where the Swedish Crown Princess hands out the prizes.



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