

Newsletter 4

YES

Youth
Entrepreneurship
Strategies



FINLAND inspires the YES Project

Pori (FIN), 10 February 2012



A hundred participants gathered in february in the city of Pori (Finland) in the framework of the Youth Entrepreneurship Strategies (YES) project* with a common goal: promote entrepreneurship education (EE) in schools. They dedicated the day to exchanging best practices on EE activities and strategies.

With youth unemployment in the EU averaging just below 24 % with a peak in Spain at over 46 %, YES partners consider EE not only as an excellent mean to harness pupils and students for working life but for life generally. Indeed, EE, on top of increasing awareness on entrepreneurship contributes to their personal development. EE promotes self-confidence, leadership and team working skills, critical thinking and risk taking behaviour or, as specialists put it, the “2020 superskills”.

Keynote speaker Aaron MICHELIN, CEO of Enersense Ltd.

underlined **“the need to acquire**

experience in risk management, and perhaps even more, in admitting failures”.

During the workshops, the eight project partners* reaped the benefit from extensive research and mapping work that had been carried out during past months and showcased some of their initiatives. These initiatives all contribute to implementing the European Union’s Oslo Agenda for entrepreneurship education at regional level.

* The regions of Östergötland (S), Opole (PL), Zilina (SK), Murcia (E), South East (IRL), Pori Regional Development Agency (FIN), Junior Achievement Estonia and the Assembly of European Regions.

FINLAND inspires the YES Project



The region of Murcia (E) for instance presented its Regional Entrepreneurship Plan “Plan Emprendemos” which promotes entrepreneurship and an entrepreneurial culture and supports intraregional networking. These three components break down into 35 different activities, and to mention but two of them: the EJE & EME (Young Enterprise Europe and An Enterprise in my School) Projects and the Imagina (Imagine a different Company) Contest.

Currently, partners are concentrated on drawing the conclusions from the regional mapping and on developing policy recommendations and regional action plans.

The results will be presented in a final conference to take place at the end of 2012.



Around one hundred people attended the event

Workshop #1

Entrepreneurship in School – A lot more than just Enterprising

CASE SWEDEN



Martin Svensson and Anette Tilly welcomed the participants and presented their organization FramtidsFrön.

FramtidsFrön is a non profit membership organization that was founded in 2002 and is financed by local and regional authorities and the national agency for education.

The organization train teachers and provide them with education tools.

The Swedish National Agency for education has put an overall definition of entrepreneurship in the curriculum.

What is entrepreneurship in school?

Wide definition Training abilities like creativity, problem solving, taking risks, be pro-active, team working, project oriented etc

Narrow definition Knowledge about enterprising, business plan, how to start and run a company

Speakers:

Martin Svensson & Anette Tilly
FramtidsFrön

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Workshop #1

National level

Organization	Policy document	Support/funding
<i>Swedish government</i>	<i>National strategy</i>	<i>2,8 million euro for organizations and projects supporting entrepreneurship</i>
<i>National agency for education</i>	<i>Curriculums for age 6-18</i>	

Regional level

Organization	Policy document	Support/funding
<i>Regional development agency - Östsam</i>	<i>Regional strategy</i>	<i>50 000 euro for supporting FramtidsFrön & Junior Achievement</i>

Local level

Organization	Policy document	Support/funding
<i>13 municipalities</i>	<i>Local action plans</i>	<i>Funding FramtidsFrön & Junior Achievement for local school support</i>

Activity & Results

Teachers have a more entrepreneurial mindset which create activity in all school subjects and students have a better knowledge about enterprising and are more motivated in general.

Radio-Active, create your own radio station (for age 6-20), one of six tools working with in Sweden.

A fun and easy entrepreneurial way to create interest for technology and media. At the same time the students develop their abilities to be creative and cooperate, integrated by:

News – Swedish class

Radio sports – Sports & Health class

Music quiz – Music class

Debate Program – Society class

Movie & Book reviews – English class

Multi culture – Religion class

Workshop #1

Discussion: entrepreneurial or not?

Examples School A and School B

- A** Visit a company decided by the teacher
- B** Visits to several companies decided by the students

- A** Full class visit
- B** Small groups (3-5 students)

- A** Questions prepared by the teacher
- B** Questions written by the students

- A** One subject
- B** Multidisciplinary



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Workshop #2

Plan Emprendemos

CASE SPAIN

Speakers: Rafael Ataz Gómez

Regional Development Agency of the Region of Murcia

The introduction speech was focused on the importance of the entrepreneurship skills development from the very beginning moment of the education. However speakers underlined that entrepreneurship education should be supported by familiar environment, mass media, public institutions and economic and social Agents. In reference to that, the speaker presented a plan of promoting entrepreneurial spirit and creation of new businesses that is being implemented in the region of Murcia. The plan is based on 3 strategic

axes: **promotion of entrepreneurial spirit, supporting company creation and consolidation and Regional Network coordination.**

The plan is considered as the legislative basis for Entrepreneurship Education projects and program which were the core content of the presentation.

There were presented following actions:

EJE and EME are aimed at students of Vocational Training centers (or higher level) and Secondary School (16-18 yrs) enrolled in the Region of Murcia. Students present innovative ideas, real or fictitious, designed for their development and implementation in the Region. This competition awards is considered as the best ideas of the innovative business projects, which enable the implementation and development of innovative companies in the Region of Murcia. It is linked with information and promotion campaign regarding entrepreneurship.



Workshop #2



FP EMPRENDE PROGRAMME: vocational training aiming to increase the number of vocational training students with entrepreneurial spirit and to support them in the definition and implementation of viable projects as well as to raise awareness and skills for New Business creation.

Speakers in conclusion addressed the attention to the new knowledge (lessons learned) that project coordinators get thanks to the EE actions. They precisely explained how the new approach will be applied for Entrepreneurship development.

This new approach is mainly linked to the social awareness and personal development of teachers and students.

At the end the speakers presented the success factors of the Region of Murcia which was awarded the prestigious label of EUROPEAN ENTREPRENEURIAL REGION (EER) of the Year, in 2011. This award recognizes the Policies and Strategies implemented by the regional Government aimed at strengthening the entrepreneurial nature of our society and supporting the creation of new firms.

Workshop #3

Student Company

CASE ESTONIA



Karmo Kurvits welcomed the participants. The participants were asked to introduce themselves and to explain their connection to the Student Company Program.

The Student Company program is the real business simulation and a good tool for getting enterprising skills and behaviors. Karmo Kurvits talked about the process

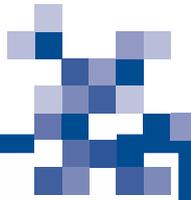
of improving the program. **In 1992 there were 2 students company were developed, in 2011 it was the number of 150** and in 2012 it looks like approximately 200.

Each student company has to have its own teacher or supervisor. Teacher is teaching the students to lead and follow the process of:

1. Launching a company
2. Drawing a business plan
3. Running a company
4. Closing a company (each company has to be closed before the summer break)

The students are having fun by having the student company as well, they attend the regional trade fairs and conferences

Workshop #3



for international student companies where the top of the student companies compete.

To run a student company it is a good tool to easier getting of job.

During the process of having a student company, they get a self – confidence and new perspective.

The winners of the competitions win the free studying at the university.

Greta Kingola continued at the workshop by telling her own story, how she and her schoolmates set up a student company, what problems and obstacles have met them and how did they manage to solve them. Their company was producing the diaries and photo albums. They attended the Final student company competition and they also achieved some profit of selling the products.

After the end of the presentation, the Finnish guest asked a question it is the program only for the high schools. Karmo Kurvits answered that this is just for the high school students, but they have this kind of program for the younger students as well.

Workshop continued by the task for the audience. There were the pictures of giraffe, earth and lollipop. Guests were divided into small groups and asked to pick 2 of them and to make up a product that would include these objects and that they would to a business plan for. After the guests presented their ideas, the presenters thanked the guests and closed the workshop.

Workshop #4

Enterprise Education: The Irish Experience, linking it to the Curriculum

Speaker: Ms. Caroline McHale, National Co-ordinator for Enterprise & Business, Professional Development Service for Teachers (www.pdst.ie)



At very well attended and interactive workshop sessions Caroline presented two enterprise education initiatives from the second level education system in Ireland, namely the Leaving Certificate Vocational Programme (LCVP) and the Student Enterprise Awards Programme (SEA).

At the outset, Caroline introduced her organisation, the Professional Development Service for Teachers, and provided workshop attendees with an overview of the Irish education system, so that they would be in a better position to understand the two EE initiatives.

The first initiative she spoke about was the LCVP and explained its history and evolution since its introduction in 1994 in response to the challenge placed on Ireland's education system at that time by a changing work and business environment.

She stated that the popularity of participation in the LCVP increases from year to year, with 16,386 of 2011 Leaving Certificate entrants completing the Programme. She explained that the LCVP is a Senior Cycle Programme designed to give a strong vocational dimension to the more established Leaving Certificate and combines

Workshop #4



the virtues of academic study with a dynamic focus on self-directed learning, enterprise, work and the community. She told the audience that throughout the Programme students are encouraged to be innovative and enterprising; to take responsibility for their own learning and adapt to changing circumstances; to evaluate data and devise solutions to problems; to communicate their thoughts and ideas effectively; to work with others as part of a team; to investigate and plan career options; to use information and communications technologies; and to investigate local businesses and community enterprises.

Caroline next spoke about the SEA, which is the flagship national EE Programme

involving around 16,000 secondary school students each year that encourages and supports awareness of enterprise and entrepreneurship amongst second-level schools and their students in Ireland. The SEA, which is organized by the network of County & City Enterprise

Boards, culminates in a national final where the students contest for a significant prize fund. Caroline outlined that the main objectives of the Programme 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.

She concluded her talk on the SEA by providing the workshop participants with a case study of the 2011 SEA National Final Winner, Tara Haughton, a student at Cross & Passion College in Co. Kildare, whose company, Rosso Solini, now exports to a worldwide market.



Key Note, by Aaron Michelin

Mr Aaron Michelin, CEO of Enersense Ltd, underlined in his Key Note “the need to acquire experience in risk management, and perhaps even more, in admitting failures”. He said that we should not be afraid to make mistakes, but the important thing is to learn from these mistakes. He also pointed out that there are no tax incentives to encourage the entrepreneurial spirit and in the event of the setting up companies become unsuccessful, the company directors feel very isolated as there is not enough support in the case of failure and this phenomenon greatly demotivates the development of entrepreneurship. Therefore, in order to vigorously develop a culture of entrepreneurship, he advocated that the government and society should learn to understand how to support fledgling companies and also the difficulties and risks that the company directors are undertaking.

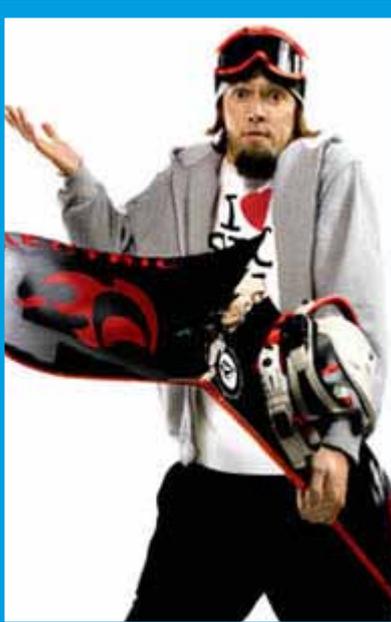
Another core message delivered from Mr Michelin was that we should treat failure as learning experiences which will make us stronger in the future and always cultivate our own network. By doing this, first of all we have to think that we are ready to fail and have positive attitude to the failure is essential. We should treat failure as a game and always have the courage to face to finger point and have a new try. Furthermore, we also need to understand that the government and society do not support that much, but network will support us, therefore we need to create a lot of network and trust them. Mr Michelin strongly highlighted the importance of teamwork, from Mr Michelin’s point of view, we have to trust our partners, and always be ready and try all our best to support partners, we need trust others even sometimes we feel things are unfair to us.

In the end, Mr Michelin emphasized that school play a significant role in cultivating entrepreneurship. He said that someone has to keep the order of the school and teacher should keep the order of the young people. Teacher needs to punish and correct students in the right way, and help them understand what mistakes they have made and encourage them to try again in a right way. In his opinion, how teachers can execute their roles effectively, the only way is that teachers should teach by heart and really love their jobs.



Pori Interregional Conference in Best Practices Conclusions, by Anna Bergdahl

Ms. Anna Bergdahl, Project Manager from County Administrative Board of Östergötland, Sweden, highly evaluated the whole conference as the best practice conference. She highlighted the diverse competitiveness of the partners in this YES project, such as Finland, Poland, Slovakia and Spain ranked highest in terms of entrepreneurial responsibility skills, Ireland ranked highest in relation to entrepreneurial problem solving skills etc. She also showed the results based on the survey carried out in these project in relation to entrepreneurship education, such as, there is the greater public awareness among these eight countries that entrepreneurship education should start in primary school; the bottle necks faced by each country varied greatly, for example, the decision makers in Estonia, Finland and Slovakia thought that lack of finance is the bottle neck for entrepreneurship education, but instead, decision makers in Poland thought lack of qualified staff is the bottle neck.



HP Parviainen

Finland: Approaches to new kind of teaching at YES event

Over 50 teachers and entrepreneurs were gathered together to regional YES-conference at Southern Finland. This event was held at the movie studios.

Theme of the conference was new kind of teaching. All the speakers were both teachers and entrepreneurs.

Keynote speaker was one member of the Dudesons, HP Parviainen. The Dudesons are world wide known from their TV-series and movies where they do crazy tricks. HP Parviainen told how to combine job in the Dudesons and work as a primary school teacher.

Second topic showed an example how to coach extremely talented young people in

music business. **Speaker was herself a music teacher and a singer who coaches singers who participate to a massive**

Tango contest which is held every summer in Finland.

Third topic handled school co-operation with local companies at primary school level. Entrepreneurship education has an important role at school's activities. The principle of the school introduced the system of project learning which has given good results as supporting children's self esteem and how learn by doing things together.

At the end of the conference the audience had a possibility to watch a movie about one of the most known Finnish female entrepreneur at the beginning of the 1900 century.



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OUR ENTREPRENEURSHIP EDUCATION DEFINITION

Fostering within the education system, the attitudes and skills of young people to self-employment, by developing personal qualities - such as creativity, responsibility, risk-taking, problem-solving, team-working - and relevant business competencies on how to create and run an enterprise.

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FUNDING



PARTNERS

