

Draft Report for Workshop in Greece 15-17.04.2013**15.04.2013 – Larissa, Greece, KEK GESEVEE (Entrepreneurship foundation)**

Introductions

- After meeting the Greek partners from Institute of Entrepreneurship in the KEK GESEVEE (The Vocational Training Centre) premises, both parties started introduce themselves, their duties, small presentations of their fields and their associations and cooperation with the projects.
- Following the introductions, Pyramid, ESR project coordinator Özerk Göker has done the general introduction of Vocational Education Center Sedu, “Pyramid”, “Yrittämällä eteenpäin (ESR)” and “Etelä-Pohjanmaan YES-keskus (ESR)” projects.
- Özerk Göker continued his presentation with one of the good practices in Yrittämällä eteenpäin (ESR) project “Entrepreneurship Passport” how was it planned and implemented, and what kind of feedback, we have received from the program. He has showed a sample product. The Greek partners has expressed that the program has reminded them the “Entrepreneurship profile” project that they will be presenting during the day.
- After Özerk Göker’s presentation YES Center model, general presentation and good practices by Tiina Jokela-Lyly has started.
- YES Center started approximately six months prior to “Yrittämällä eteenpäin (ESR)” and collaborated quite a lot and have a part in planning of the other project.

YES Center is a network in the entrepreneurship education. At the beginning it was working in VET and high school level, but now it is already practicing in preschool, basic education all levels and even being discussed to involve adult education. One of the challenges that this network targets to address was to find ways how can students with different attitudes and characters can come together and can work together.

When YES Center started, “Finnish Ministry of Education” made the plan to continue the program up to 2015. Now there are guidelines in Finland how should entrepreneurial educational will be developed further. The project has been planned towards European Commissions’ action plan for entrepreneurship 2010.

Tiina Jokela-Lyly has explained about the effect of Young Entrepreneurs program and talked further about European Commissions’ action plan for entrepreneurship 2010. Georgia from IED has shared that they are not used to teach entrepreneurship in Greece. The topic is mostly taught in higher education institutions. The Institute of Entrepreneurship Development is currently running a project regarding how can you measure creativity and how can it be used to assist entrepreneurship?

“Everyone has a right for entrepreneurship education.” Tiina Jokela-Lyly said this idea that has been impressed by YES Center has been gradually caught up. In Sedu there are tendencies to widen the entrepreneurship education further, and it is part of the strategy.

She has explained that benefits of entrepreneurship attitude. YES Center conveys information about entrepreneurship education and act as a meeting forum. It facilitates a networking opportunity for ESR projects related to entrepreneurship. She has explained how YES network works and challenges.

When, the YES center is organized initially, it has active success with the companies.

She has mentioned about the different funding opportunities for the network. The network will be ending 2013 but there are applications for continuation.

She has told that entrepreneurship education will be increasingly included in the basics of new national curricula. It will also be included in schools' and academies' own curricula. Entrepreneurship education will be increasingly included into municipalities' educational and commercial strategies and development plans.

YES trains teachers; Entrepreneurship education training sessions of varying lengths for teaching staff. The training has been offered as YES Intros, YES veso training sessions, YES Expert training, JA-YE program training and [seminars](#).

There is a challenge in entrepreneurship education: to motivate the teachers, and where can you find the expert which will create interest in the topic? Participants from both sides and different organizations agreed to this challenge. Many teachers are fed up, and they generally choose to get more training in their own fields, that are directly related to their own fields.

YES gives support for educational institutions in creating an education program and implementing entrepreneurship education into institutions' agenda. It has been expressed that we need in our region more regionally cooperation.

Entrepreneurship education is included in the curricula in the national level. Are we using all the opportunities? Are we combining entrepreneurship education to the curriculum is the important point.

She added info about catalogues, case materials, and models, such as YES Pearls.

She talked about school-business cooperation and several YES activities in details: YES – teacher, company activities. Teachers visit companies for 2 – 4 days. Yong Entrepreneurship JA-YE Finland; provides enterprise education programmes in co-operation with schools. Work readiness/entrepreneurship/financial literacy is focused on. JAYE Path of entrepreneurship education programmes has been mentioned. All the programs are here to advice teachers how to cooperate with companies. The information and materials related to marketing, cost accounting, etc... are subjects that the teachers generally do not possess. One of the findings of YES center: It is harder to motivate teacher rather than companies. Sometimes it is thought in schools incorrectly that companies do not have time for this kind activates. Small companies might have no time, but larger companies are willing to participate.

- Presentation of current and past projects of IED in the context of entrepreneurship, employment and certification of hard and soft skills by Georgia D. Christodopoulou

According to the **Institute of Entrepreneurship Development (IED)**, entrepreneurship is a fundamental factor for the economic development of many countries. Although the European Union generally promotes the idea of entrepreneurship to its member states, there is still a lack of an entrepreneurial culture mind set in many countries. The **Institute of Entrepreneurship Development (IED)**, therefore, aims to strengthen and promote entrepreneurial spirit and mindset to all countries and citizens, especially youth.

Their **vision** is to create an environment that promotes entrepreneurship, research and the entrepreneurial spirit of businesses, creating long-lasting and fundamental relations with society and the overall academic community. Their vision also includes assistance to citizens and disadvantaged groups to improve their place in society, promoting social inclusion and cohesion.

Projects of IED in the context of Entrepreneurship are:

The EC-ASE (transfer of innovation project; **European Certification for Advisors/Educators of Social Economy**). Project targets certification for informal learning. It started at 10/2008 and finished at 9/2010.

Social economy consultants without formal education were targeted. In order to evaluate the learning outcomes; the validation of the method of evaluation of the curriculum vitae constituted the first stage in the procedure for certification, as well as the creation of new questions and the validation of already existing ones, which was used for the online evaluation that constitutes the second stage of the certification procedure. Evaluation – learning outcomes (knowledge, skills and competences) leads to certification

In the first stage project partners developed the professional outline of the Advisor/Educator of Social Economy. The analysis of the professional outline was materialized

YES of IED **Youth unemployment: fostering Entrepreneurial Skills** encourage the entrepreneurship education to offer self-employment as alternative way out the youth employment. It includes e-learning package went to teachers has 8 modules.

The aims of this project are

- To transfer the “Entrepreneurship curriculum” from Greece to other countries;
- To transfer the “Socially responsible entrepreneur curriculum” from Portugal to other countries;
- To establish an European framework to develop an EQF and ECVET model for Entrepreneurship Methodology for young people;
- To test the common “Socially Responsible Entrepreneurship” in each partner country, including Portugal and Greece, trough carrying on a pilot training for Entrepreneurship Methodology for unemployed young people
- To create an European network of young entrepreneurs to share their leanings and experiences and discuss concrete issues related to entrepreneurship.

Training real needs of a successful entrepreneur. They are designing a training program of a successful entrepreneurs used by web providers.

They are currently trying to develop assessing methods.

- Presentation of management startup tools and activities on tools IED: Dimtris Siakavelis

It is basically a website that offers useful tools to businessman, teachers and training institutes "software as a service". It is eShop which provides a business administration tool. Users log in; and they would buy application from the project's app store. There are apps that can be bought separately. For example, one application can measure the cost of a startup business. The software asks questions and at the end gives an approximate cost for starting up the specific business. People nowadays have a lot in their mind, so the software is designed to be as easy as possible.

Tools; Business profile: keep record of your business profile, diagnose your education needs, and grade the entrepreneurship skills. Another app evaluates your time management skills.

Management: Tools to help for your strategy. Organize, evaluate and command your business.

Human resources: entrepreneur can evaluate if the employees are exhausted, happy.

Marketing: lets you build marketing plan, calculate the cost of an email campaign or Search Engine Marketing cost and profit analysis. Analyze and organize your marketing policy effectively.

Sales: analyze and predict by using tools and evaluate and organize the sales.

Financial: calculate the net value, cost of any business loan, break even analysis

Benchmarking: compares your answers to others, and competition.

They want to help entrepreneurs to organize themselves and their companies more effectively. They can self-evaluate and the tools can provide useful feedback. They give advice on which areas the client need improvement and they help for the client to choose the most appropriate tool or tools.

Prior to the workshop, user profiles have been prepared for the Finish group. We have tried their assessment tool for soft skills and gave them feedback.

After the final note we were done for the day.

16.04.2013 - KEK GESEVEE (Entrepreneurship foundation)

Presentation of Youth Entrepreneur Profile - Introduction to the issues of education and training and entrepreneurship, by Tasos Vasiliades,

Ideas on how are we teaching entrepreneurship in Greece and Finland discussion and comparison has shown us that in Greece entrepreneurship is not being taught in Vocational education. It is mainly dealt by universities and higher education.

IED works closely with 800000 entrepreneurs who are members of the entrepreneurship foundation. Foundation of entrepreneurs holds seminars and courses for technical fields, mechanics, and electricians. It consults for SMEs. SMEs includes self-employment, which is essential in the crisis time.

Tasos asked about measuring (self-evaluation assessment tool) related with YES center, he tried the web platform and wants to get further information about the tool. He thinks the idea is innovative, and it will be lovely to import a version of the tool. However adjustments have to be made for the local needs. Tiina Jokela-Lyly has briefed that the tool has been used by 1000 trainers but it needs to be more widely used. Tasos proposed a submission for Transfer of Innovation and details were discussed.

They were responsible in an ESR funded network of Youth entrepreneur profile, "what should a young entrepreneur demonstrate to be able to be a successful entrepreneur." Due to high unemployment, especially youth unemployment is quite high; the option of young entrepreneurship is a way out. But most young people are afraid of taking risks, they do not possess entrepreneurship attitude. The education system does not train and youth do not think to be self-employment as a viable option.

Young people of EU are most likely to be entrepreneurs than their parents. They have asked from the students: Did your school education make you interested to become an entrepreneur? Answers: Total EU: 28% strongly agree, 69% disagree. 46% of EU citizens still in educational feel that their school education created the initial desire to become entrepreneur. If school provides student the will and tools to become entrepreneur, it takes 3 years to be an entrepreneur.

Teaching business plan makes the individual to be more hesitant to open his/her company. Several studies show that the more young people study about start an enterprise the less likely they become to act on it.

Tuulikki Lähtinen impressed that our students who participate in Young Entrepreneurs' micro companies program, learn by accident how to build their own business. (They are learning in practice, without knowing.)

Päivi Martila-Lahtinen, said that 1/3 of the students learn about themselves and they understand they are not personally inclined to be entrepreneurs. She has expressed that you cannot learn entrepreneurship from books you have to practice it in real life.

Tasos gave an example from Greece. In Rodos drop out from education rates in young people is very high. Parents are encouraging their kids to get out of school and work in their tourism related family companies.

Young people need;

- motivation,
- mentoring,
- access to integrated and personalized support and guidance,
- a mechanism to evaluate and test their ideas,
- a practical way to turn an idea into a business,
- appropriate tools,
- knowledge, skills and competences,
- Financial resources and micro credits

How can we help as educators young people to become entrepreneurs?

- Desk research and extensive literature review
- Qualitative research with academics (Delphi method)
- Quantitative research in 4 EU countries

Integrated path for the development of entrepreneurship; the path from intention to success. The path that everyone follows if she/he has the intention to become an entrepreneur. It is not a one way or serial path. Each person can get on board at a different step. It helps us organize the tools that the educator / consultant and /or mentor can use and the process that he/ we should follow. It describes the topics of entrepreneurship education.

In Greece they have a new phenomenon , a lot of innovative ideas are coming. This is an interesting side effect of the crises. A plumber, an electrician needs practical tasks to be a successful professional. What are the tasks for a successful entrepreneur. They have developed a profile, in the project with other European partners.

Entrepreneurs do not have a specific job, they do finance, marketing, HR this together. Why is the profile important? Because it will help us build a young entrepreneur. It is the knowledge, skills and competences that should be acquired in order to be successful in a certain task or job. It is a map how to build an enterprise. It identifies personal needs to be successful entrepreneur.

They have identified which knowledge-skills-competences. IT is essential for teacher or curriculum designer. They also find some tools and processes.

Guidelines for program design:

- Creating a business plan,
- communication,
- identify and evaluate entrepreneurial opportunities,
- time management,
- marketing,
- sales,
- choosing places and equipment,
- market analysis and research,
- quality management,
- advertising,
- risk management,
- pricing, financial analysis, Monitoring financial flows.

What does the profile mean to an educator? It gives a path to what you could teach to young people. It can help you identify personal training needs. Develop and use training material. Moreover you can measure the entrepreneurial intentions of your students. Disseminate the ideas in the local community. Ask entrepreneurs to come to school.

Most of these functions IED recommends to Greek educators have been done by Yrittämällä eteenpäin.

They recommend the entrepreneurial education from kinder garden (using fairy tales, games) to higher education. They used treasure hunting, job shadowing of an entrepreneur. Tasos was impressed by National Failure day, and has been trying to promote the concept. He thinks we can learn more from the failures rather than successes. Failure encourages creativity. He thinks one great best practices he has been studied in Europe was the YES- Center project.

As conclusion to his presentation Anastasios Vasilaidis mentioned that the development of the young entrepreneur is an open research practical and theoretical issue. They propose the youth entrepreneur profile to be divided in functions/ activities / tasks and learning outcomes, but more work needs to be done. Tiina Jokela-Lyly asked the average age of the young entrepreneurs participated in the profile project (it is 25.)

The profile has not been used. They do not have a database of who can and in which level teach entrepreneurship. Even now it is not a common field to be taught. Vocational education has been a topic in several levels in last couple years. They have several databases, but they are not up to date (a lot of changes happened in last couple years.) MK asked about: The entrepreneurship is not curriculum. Tasos advised and provided case studies and tools for 28 vocational education level entrepreneurship, but that lasted 2 years. He wishes it to be a part of national directive to be taught more common.

Junior achievement programs are not obligatory and a lot of teachers are not even aware of the program. It is not prohibited but not very well known. When the project has ended it did not lead to national curriculum change. High schools, technical training and secondary tier training is offered.

Presentation of Yrittämällä eteenpäin (ESR); Entrepreneurship team and how the regional model has worked by Eija Kuoppa-aho and Yrittämällä eteenpäin (ESR), implementing the model managerial perspective and activities in different schools in Järvi-Pohjanmaa region by Mika Kamunen:

Mika Kamunen: has presented Etela Pohjanmaa and the importance of entrepreneurship in the region. He gave background for the entrepreneurship attitude and the investment in the know how.

Eija Kuoppa-aho has told about the aims of the entrepreneurship education in Järvi Pohjanmaa. They have worked in 20 schools. Their aims are to give the pupils especially young students real life competences, such as taking responsibility, taking risks, having initiative, activeness. They tried to actively celebrate with the local entrepreneurs.

Entrepreneurship education in the elementary school curriculum; in the national core curriculum, entrepreneurship is marked under the cross-curricular planning.

They think there are 3 ways to teach entrepreneurship to students.

- Voluntary
- Internal
- External (maybe after elementary school, secondary tier, they might have a path to own their company.)

In Yrittämällä eteenpäin (ESR) project they prepared a handbook of actions and what kind of tools they would like to have in their region every school have their own specific needs marked in the handbook. Handbook was background in the work.

(Managerial perspective) Mika Kamunen: it started in September 2009, an entrepreneur has asked him if schools are willing to cooperate with entrepreneurs in Alajärvi. He told that they might have a project manager, he liked the idea and supported it. He have communicating with the headmasters, and got support from them. To get the teachers on board was harder. They had few meeting and brochure. Heli Kaunisto from Yrittämällä eteenpäin has supported and give guidance during the process.

The objective was to strengthen the standing of entrepreneurship education as a part of the schools' every day. The aim was to increase co-operation between teachers and entrepreneurs. They keep the theme up with publications in the local media. Yrittämällä eteenpäin events: shared events:

- October month of entrepreneurship
- Entrepreneurship week 15th to 21st November

They had events organized by the team and Yrittämällä eteenpäin project that keep the concept and good practices visible.

Eija Kuoppa-Aho explained the strategy process of entrepreneurship education and their process in "Yrittämällä eteenpäin."

- level 1 Järvi Pohjanmaa entrepreneurship education steering group
- level 2 municipal educational administration
- level 3 headmasters
- level 4 teachers
- level5 students

They have prepared the handbook with the help of and targeted to this levels and groups.

Mika Kamunen described the entrepreneurship education steering group. 10-12 people in the group.

The Entrepreneurship Education Steering Group: Composition: Representatives of local entrepreneurial organizations (there are a total of 4 in the area), head of the local educational administration, head masters, teachers, conveyor/secretary (teacher), representative of the "Yrittämällä eteenpäin" entrepreneurship project (early stages).

Entrepreneurship team activities: Establishing entrepreneurship teams at schools 2 to 3 teachers + 2 representatives appointed by local entrepreneurs. The headmaster appointed teachers for the team and the entrepreneurs chose their own representatives for each school team. A local unit allows easier co-operation in

practice. Each team met in the autumn to brainstorm. Ideas were added into the school year program. The plans were then carried out over the school year.

Objective: To establish entrepreneurship education activities and training in the area. To coordinate the schools' entrepreneurship teams that consists of teachers and entrepreneurs.

Tasos has inquired about the process and the practical applications of the calendar of the process.

Eija Kuoppa-aho had shared cases 1(fashion shows at a primary school and lower secondary school.) She has explained the reactions of the pupils and the entrepreneurs (all the parents came and watched their kids but also had a chance to see their products, it was a marketing opportunity.)

Entrepreneurial pupil of the month and diploma for that field; every month had themes. It gave the student self-confidence. From an idea to a product; kids are enthusiastic about creating things. Giving opportunity and collaboration with local companies, they invent new products.

Important in the strategy process of entrepreneurship education:

- clear objectives
- management commitment to the cause
- constant evaluation of activities, regular steering meetings

Tasos sees difference in the flexibility of the schools and teachers. Centrally managed education vs. Finnish system.

Mika Kamunen the biggest challenge is the attitude and motivation of the teachers. When they started the teachers thought too much to form company. Tasos asked the students reaction. Eija Kuoppa-aho and Mika Kamunen impressed that the pupils liked to learn outside class by doing. It motivated them. The activities should be made to fit the students' age and interest.

Yrittäjyyden Oma Polku project and post - "Yrittämällä eteenpäin (ESR)" by Päivi Marttila-Lampinen and TOY model and Young entrepreneurship program with YES center and "Yrittämällä eteenpäin (ESR)" by Tuulikki Lahtinen

Päivi gave back ground about the entrepreneurship education in Sedu and also in her field merkonomi and marketing. She gave examples: Different vocational competence to choose from a)Customer service and selling, b)Financial and office service, c) Information and library service

She has explained case studies and activities which have led to the activities which have been continued inside the YES Center project and Yrittämällä etenpäin project. Business office "game", which has built teamwork and initiative taking in the students.

She has explained about junior achievement and young entrepreneurship program (JA-YE). She has explained about the virtual environment for entrepreneurship learning. She has explained why we have it done? To deep the competence of the profession

- To gain competences of entrepreneurship
- To learn business competences for example marketing, financial questions and other business operations etc.
- To learn groupwork and communication skills like languages and itc-techology
- To learn to take responsibility

Tasos gave an example from the university, virtual island in second life. They use it to teach entrepreneurship. Tiina Jokela-Lyly mentioned one of the micro companies of YES Center is in the second life virtual platform. She has told that JA-YE programs had the best results, some of the earlier activities was not as successful. The teaching has to be open and fun to succeed.

Päivi Marttila-Lampinen continued to explain the good practices:

In the first year of the study, with the cooperation with SeDuuni –ESr project and with a local grocery store they had an activity. They have to find the store themselves, and cooperate with store workers to learn about branding and company profile. It is challenging for the teacher (they have to inspect and supervise 40 students) (what have you learned? time management, responsibility.)

In the second year: Different projects, Yrityskylä (Enterprise society), autumn 2011, continuing 2014 - 2016. Working at the annual entrepreneurship conference: customer service, decoration, lettering and printing, calligraphy. Helpers and advisers at the Entrepreneurship semifinal competition of Finnish Skills.

Other projects:

- (yes center) yrityskylä, our students coached the younger students in the yrityskylä activity. Peer learning
- (yes center) working at the annual entrepreneurship conference, Yrittäjyyskasvatus seminaari: customer service, decoration, lettering and printing, calligraphy.
- helpers and advisers at the entrepreneurship semifinal competition

In the third year:

- Entrepreneurship learning s 10 crd. and the student may choose his/her own path between:
 - o Ja-YE company of the year program
 - o Virtual firm operated by Finpec
 - o The cooperation Kamp of Sedu
 - o OmaOnni with local savings bank
 - o working for his/her own microfirm

She has explained: What have we already done? The pilot class is going to graduate this spring, the students have also kept the learning diary and through the Internet E-portfolio program, they have done CVs. And they have learned a lot .She has shared some practical problems.

Tasos sees that it is very different way of teaching; you are more a colleague or coach. He has enquired about the reactions of the parents. They are worried about the path of entrepreneurship for their kids. (risks attached to the way of life).

Tuulikki Lähtinen: talked about the coaching method for entrepreneurship education and how it is out of comfort zone for the teachers. During the process the students have to solve their problems by themselves. The teachers give guidance and support their peer to peer learning and create networking opportunities for the pupils. Team building “learning together” is important. The learning by doing and integration of entrepreneurship education is essential.

Teacher- Coach has to relearn how to coach, it is a learning environment for the teacher as well.

She has mentioned the practical differences between coaching and teaching. (Risks, competences needed.) She has stated mini companies and the continuation of some of them in the cooperatives.

She gave example comments of the coaches and students. Sedu provides workspace, tools and guidance to the mini companies and cooperatives. They operate after school hours. The students are very keen and motivated in the process older students bring wisdom and their life experience, but younger ones bring their excitement and openness to the new ideas. They receive practical experience through genuine projects for customers. This gives them courage and the nerve to work in their own fields, obtaining more customers and building networks.

The activities done in entrepreneurship education within YES Center and Yrittämällä eteenpäin makes the teacher get out of the comfort zone. Schedules tend to change consistently real life is different than the classroom.

It is important for students to see what they are doing. She gave example how students have to upgrade their skills. They have recognized the reason to learn core studies. (Finnish language, math..etc.) Tasos said they have tried a similar approach for workplace mathematics.

Tasos asked our permission to spread our information to other organization not just in the region but around the Greece. To all the stake holders teachers, entrepreneurial organizations, VET institutes and universities that are involved in entrepreneurship education.

How “Yrittämällä eteenpäin (ESR)” has been applied in special education environment? by Leena Pekkanen

Leena Pekkanen has explained the aim of Luovi and special education. She has explained Finnish education and its details regarding special education. Who are the students? She has described the education fields that are taught in Luovi. She has pointed to the importance of learning by doing. The students generally participate in work supporting roles. After the background information she has get into diverse learning environments. A proper learning environment sets challenges, offer assistance.

Enterprise type learning environments, organized or guided by YES and/or Yrittämällä eteenpäin ESR, have given an opportunity to create further learning environment. They offer services such as car wash, tire changing and laundry services.

She had doubts in the beginning if the Yrittämällä eteenpäin (ESR). activity would work their students. But it created self-confidence and liability. Just like Mika Kamunen she also thinks to motivate the teachers is the hardest point. They organized themed entrepreneurship education and expert’s presentation helped to earn some of the skeptics. They also had “godparent” company, the chairman of the local Suomenyrittäjys.

The students organize Christmas porridge to the local entrepreneurship association and the entrepreneurs get to know the students and the teachers. The networking opportunity has been invaluable. Tasos worked with a similar organization

After the final note and organizing next day’s schedule, we were done for the day.

17.04.2013: OAED - Manpower Employment Organization

We have visited the OAED – National Manpower Employment Organization, Thessaly branch. Tasos introduced us to regional manager Mrs. Olga Tsiourva.

OAED's Services consist of the following units located all over Greece: Central Administration, Regional Services. The organization has over 3000 workers all around Greece. The fields of activities: supply of social security, promotion of employment, vocational training.

She has shared the problems caused by the current unemployment crisis. She has also said that they see entrepreneurship as way out of the problem of youth unemployment. Apparently in their region 80% of the enterprises has turnover less than 150000€.

She has also explained how their vocational training and the unemployment benefit system works. After Mrs. Olga Tsiourva, we have visited the HVAC training class and talked briefly with the trainer.

After OAED, we have visited the Chamber of Commerce of Thessaly. We have met Genitseftsis Christos the president of Hellenic Association of Young Entrepreneurship in Thessaly. We have summarized our earlier presentations and discussions. He has offered his point of view and was very impressed by the widespread approach in Finland towards entrepreneurship education. He has also expressed that Greece has to approach the entrepreneurship education similar way. He has said that the bureaucratically and academic approach in Greece makes it hard to open and sustain enterprises.