

**3rd Annual Conference of the Comenius Network
“Entrepreneurship Education &
The World of Work”:**

**„Networks, Policies and Governance for
Entrepreneurship Education”**

Organised by Istanbul Commerce University in cooperation with STVG
12th - 15th of February 2013
Istanbul, Turkey

**Supporting young people
in Europe to handle their life
in the World of Work by
Entrepreneurship Education
is our vision**



In Memory of Per Bram

Organised by Istanbul Commerce University in cooperation with STVG
12th - 15th of February 2013
Istanbul, Turkey

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About the Conference

3rd Annual Conference and network meeting of the Comenius Network “Entrepreneurship Education & the World of Work”

14 February 2013 – Istanbul

“Networks, Policies and Governance for Entrepreneurship Education”

The Conference

The main aim and objective of the conference - as a part of a three year process within the Comenius Network EE&WOW – is to inform, to present and to discuss one of the most important core elements of entrepreneurship education, Networks, Policies and Governance for Entrepreneurship Education and to find common approaches to transfer knowledge, strategies and policies concerning this issue into practice.

The Network Background

The Comenius Network “Entrepreneurship Education & the World of Work” of which the conference is a part meets at least three main European strategic objectives concerning education, employment and youth: to strengthen competences of young people to manage their own life and job, to improve employability and youth employment and to avoid drop-out and early school leaving. www.ee-wow.net

The Programmeme

The national approach for Entrepreneurship Education will be presented by the key speakers in the programmeme. The spread of entrepreneurship education to the whole education system is the key point of the project. Highlighting the steps of adopting of entrepreneurship will be discussed in the some part of conference. A problematic of spreading entrepreneurship education has been studied by the Turkish academic society for a long time. Therefore, academic speakers will focus on this, and highlight today’s situation. The programmeme will be supplemented with contributions of the partners of the network “Entrepreneurship education and the world of Work” to the elements of the conference concerning Networks, Policies and Governance for Entrepreneurship Education.

February 2013

Peter Härtel / Michaela Marterer / İbrahim Halid Elbasi

Turkey: Entrepreneurship & Entrepreneurship Education

Asst. Prof. Dr. Öykü DYGÜN

Faculty of Commercial Sciences Department of International Trade

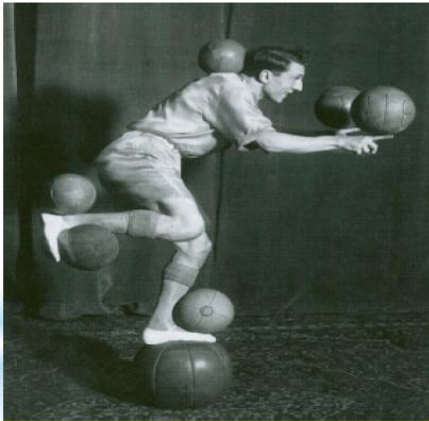
14 February 2013 – Istanbul

Entrepreneurship & Entrepreneurship Education

FLOW

- Who is an entrepreneur?
- The nature of entrepreneurship
- What is education?
- What is entrepreneurship education?
- Recommendations

Who is an entrepreneur?



Who is an entrepreneur?

Entrepreneur is the person who not only gathers **production factors** (natural resources, human resources, capital, labour and know-how) together but also **organizes** them in order to

make a profit by taking risks.

Who is an entrepreneur?

Entrepreneur is the person who has the ability to see the **opportunities** around and has a great wish for creating **innovation** with his/her potential.

Entrepreneur is the smallest economic unit that helps **participative democracy** settle down and strengthens **social peace** in a society.

What is innovation?

Innovation is defined as **creating better** or **more effective** or **more efficient processes** and **services** or **generating the ideas** or **culture** that will breed this **creativity**. This is coupled with the **willingness to implement changes** to existing methods or techniques in order to **gain the benefits of greater efficiency**. (Crumpton, 2012, p.98)

Who is an entrepreneur?

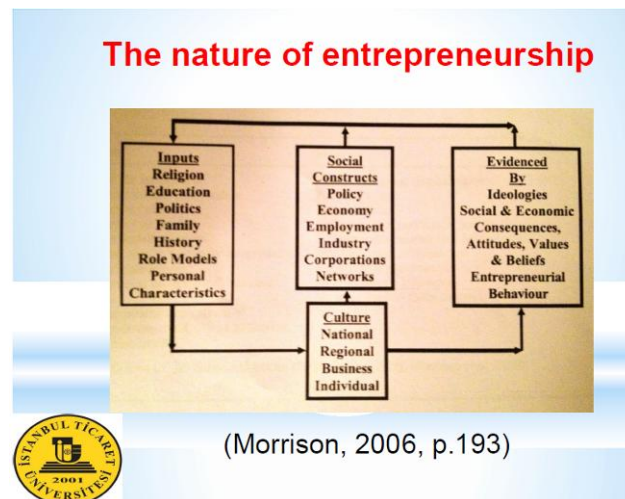
Entrepreneur creates, develops and composes an **economic value**.

Entrepreneur demonstrates the **innovation** by putting the idea or concept into **practical use** with the infusion of resources, be it capital or support of institutional leadership.



Who is an entrepreneur?

“There is a **“weakest link”** feature to running a successful business, which means that entrepreneurs must be **multi-skilled**. Even if individuals are not endowed with the complete set of skills necessary to start a business, they can **acquire those skills**.” (Lazear, 2004, p.208)



(Morrison, 2006, p.193)

What is education?

Education is a form of **learning** in which **knowledge, skills** and **habits** of a group of people are transferred from one generation to the next through **teaching, training, research** or simply **through any experience** that has a formative effect on the way one **thinks, feels** or **acts**.

What is entrepreneurship education?

Entrepreneurship education can be defined as a ***life-long learning model***. This learning model aims to create ***people who demonstrate entrepreneurial behavior*** or ***improve the factors*** (like knowledge, expertise or experience) of ***entrepreneurial intent***.

What is entrepreneurship education?

Entrepreneurship education consists of

- improving the ability to ***see the opportunities***,
- producing ***new ideas***,
- being able to ***find necessary resources***,
- having the ability to ***establish*** and ***manage a new company***,
- having the perspective of ***creative & critical thinking*** (Bozkurt, 2011, p.29)

Recommendations for entrepreneurship education

Entrepreneurship education should not only ***mobilize the entrepreneurship intent*** but also teach the ***behavioural norms for a successful entrepreneur***.

Entrepreneurship education should create people who are able to think & work ***cross-functional, multi-dimensional*** and ***ethical***.

Recommendations for entrepreneurship education

Entrepreneurship education should support ***leadership, creativity & innovation***.

Entrepreneurship education should enable ***practical opportunities*** like ***internship, field study, vocational guidance*** and ***crisis management***.

Entrepreneurship education should have an ***integrative approach*** allowing the students to ***gain experience with projects*** in cooperation with ***incubation centers***.



Thank you for your listening!

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Turkey: Challenges of Capacity Building for Entrepreneurship

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14 February 2013 – Istanbul

In Recent years, around the world, the largest group of entrepreneurs is between 25 and 34 years old. This was the case for Turkey in 2008, but according to the Global Entrepreneurship Monitor data more than 60 % of Turkish entrepreneurs are from the age group of 25 and 44 years old. All these numbers make more sense for Turkey as we consider that working age population portion (15-64 year old) is around 68% while young population (15-24) portion is around 17% within over 75 million people.

Given their limited capital resources, life and work experience, young people face unique constraints and face greater barriers than older age cohorts. Latest research indicates that there are four major factors influencing entrepreneurship efforts in a given country:

- Social/Cultural attitude towards entrepreneurship.
- Entrepreneurship education or developing entrepreneurship skills.
- Providing Access to start-up financing.
- Administrative Framework and Regulatory Framework.

Social and Cultural attitude towards entrepreneurship:

Researchers have realized that cultural attitudes influence the entrepreneurial activities of a population, a country, region or ethnic group. A cultural environment in which entrepreneurship is respected and valued and in which business failure is treated as a useful learning experience rather than a source of stigma, will generally be more conducive to entrepreneurship.

For example, Hofstede (1980) in his masterpiece study developed a model that isolates four primary dimensions to differentiate cultures as “uncertainty avoidance”, “individualism”, “masculinity” and “power distance”. For instance, “uncertainty avoidance” this dimension focuses on how cultures adapt to changes and cope with uncertainty. The extent to which a society, organization, or group relies on social norms, rules, and procedures to alleviate unpredictability of future events.

In the case of entrepreneurship, uncertainty avoidance is strongly linked to the level of risk-taking and proactive-ness of an individual or an organization. Young entrepreneurs with a high need for achievement, such as those in uncertainty accepting societies, will be more willing to take risks than individuals in uncertainty avoiding societies. This can partly explain, for instance, why Americans are more entrepreneurial than Europeans.

The experts think that the social and cultural norms in Turkey are not very supportive for entrepreneurship. For instance, Turkish people do not want to take a risk because failure an unacceptable outcome for them. Also, Turkish national culture does not encourage innovation since young people are not equipped to develop bright ideas.

This issue is particularly related to the next topic, the impact of educational on entrepreneurship activities.

Entrepreneurship education or developing entrepreneurship skills:

Last 10 to 15 years, we have witnessed a dramatic growth on entrepreneurship education around the world, but mostly in the US, Canada and Australia. This growth is reflected in the development of numerous new entrepreneurship curricula, study programmes and initiatives, as well as increasing research activities on enterprise education in general.

Entrepreneurship education is a lifelong learning process, starting as early as elementary school and continuing through all levels of education, including adult education. It should build positive attitudes towards business and develop entrepreneurial competencies to successfully plan, start and manage a business. To effectively implement entrepreneurship education, both top down and bottom up approaches are necessary. Top down approaches require the commitment of the most senior policymaker while bottom up approaches require champions at the local or regional level who can help drive initiatives on the ground.

Around the World various studies show that entrepreneurship education encourages students to start their own business. Moreover, it has a positive impact on students' self-assessment and their attitude towards entrepreneurship as well as towards general occupational aspirations and achievement.

For the Turkish case, the experts believe that the general school education in primary and secondary education do encourage more creativity, self-sufficiency, and personal initiative pertaining to entrepreneurship. On the other hand, Turkish experts have a negative opinion about the quality and quantity of university and vocational education in Turkey. They believe that colleges, universities and vocational education systems are not providing adequate preparation for starting up and growing new firms.

Based on educational experience throughout all those years, research shows key educative constraints to entrepreneurship as following:

- Inadequate curricula and study programmes: Entrepreneurial skills and attributes are not properly integrated into study programmes.
- Wrong learning methods: Usually, most education systems or entrepreneurship study programmes do not often provide practical and experiential learning or teamwork learning. Internships or work place trainings could be useful methods in this regard.
- Negligence of students' personal environment (parents and family members).

Providing Access to start-up financing:

The lack of adequate start-up finance and difficulty in obtaining finance from private lenders is one of the most prominent impediments to young people seeking to create their own business.

In some types of business, this capital is required for investment in plant and equipment, such as computers and vehicles, or renovating a building and etc.. Or some types of business, it is needed to cover cash flow (wage/salary payments etc.).

As regards loans, young entrepreneurs with no financial backgrounds/history often find it difficult to borrow from banks, since they can offer a track record of successful repayments.

In response, governments have developed various finance programmes designed to support young entrepreneurs. So, mainly in the developed countries, governments support young entrepreneurs in overcoming barriers associated with lack of networks, skills, finance for premises and access to associated start-up support.

In Turkey, availability of funding has been slightly increasing over the years as debt and equity funding. However, there are mixed views with regard to government subsidies while there has been some increase in the availability of business angels, of venture capital and of initial public offerings. For instance, KOSGEB, Small and Medium Enterprises Development Organization has developed various educational and financial support programmes for Turkish entrepreneurs, including young entrepreneurs.

The most significant problem for firms is providing the collateral necessary to get loans from the banking sector. Overall opinion in Turkey affirms that although the availability of resources is increasing there continues to be insufficient financial support for entrepreneurs.

Creating Entrepreneur-Friendly Administrative Framework:

Young people get very irritated easily by the documentation procedures and information required by commercial lenders, government offices or educational units. Especially, in many developing countries, young entrepreneurs force to join into large informal sectors due to government regulations and bureaucratic formalities.

Today, following three major administrative burdens seem to have negative impacts on youth entrepreneurship around the world:

- ***Unsupportive tax regimes (system and tax levels):***
Complex tax systems frighten young entrepreneurs with little experience who are scared to do something wrong at the beginning of their business endeavour. Unlike adult enterprises, young entrepreneurs often cannot afford to hire an accountant to get assistance with tax administration.
- ***Business registration procedures and costs:***
Particularly in developing and transition countries, these procedures are often associated with bureaucracy, corruption and lack of transparency or

accountability. Due to all these constraints, young entrepreneurs get easily tied up in red tape and lose their entrepreneurial enthusiasm.

- ***Bankruptcy laws; Time and costs involved in bankruptcy proceedings:***
Severe penalties for failure can greatly impact on the willingness of young entrepreneurs to engage in business. The Eurobarometer Survey 2004 results revealed that the younger the respondent the more he/she was afraid of going bankrupt.

Minimizing and simplifying regulatory and administrative procedures will make it easier for young people to start-up and run their business.

Considering Turkey in particular, we could say that over the recent years the Turkish government has become more supportive and supporting policies have become more favourable towards entrepreneurship. However, the government regulation policies regarding the tax and administrative burdens remain a problem for a new and growing firm in Turkey. Although the general trend is positive, the experts believe that these burdens have lifted only slightly.

In Conclusion:

To overcome major barriers on capacity building for entrepreneurship, countries like Turkey should pay particular attention to the following areas:

- Developing positive Social/Cultural attitude towards entrepreneurship,
Focusing more on vocational and university level Entrepreneurship education or developing entrepreneurship skills.
- Providing access to start-up financing,
Creating entrepreneur-friendly administrative framework and regulatory framework.

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KOSGEB

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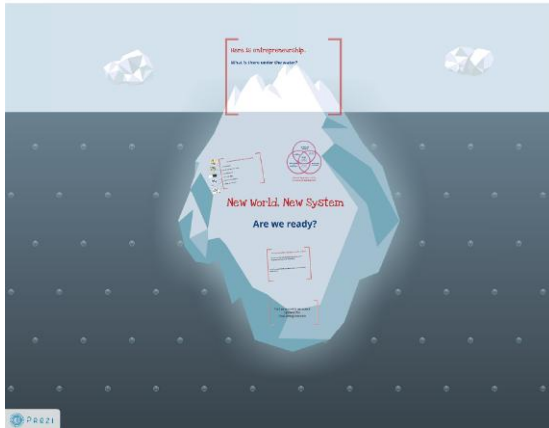
The Global Entrepreneurship Monitor (GEM): Entrepreneurship in Turkey.

Available at <http://www.gemconsortium.org/>

Turkey: Entrepreneurship & The Future Economy

Oguz Demir

Istanbul Commerce University Commercial Sciences Faculty, Economics



Six Main Drivers for Future Economy

1. Extreme longevity
2. Rise of smart machines and systems
3. Computational world
4. New media ecology
5. Superstructured organizations
6. Globally connected world



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1. Extreme longevity
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Teddy Bear - The Robot Nurse



Six Main Drivers for Future Economy

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WV, Hannover

1973



2012



Six Main Drivers for Future Economy

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6. Globally connected world

New communication tools require new media literacies beyond text



Six Main Drivers for Future Economy

1. Extreme longevity
2. Rise of smart machines and systems
3. Computational world
4. New media ecology
5. Superstructured organizations
6. Globally connected world

Social technologies drive new forms of production and value creation

"We use **facebook** to schedule the protests,
we use **twitter** to coordinate and
You Tube to tell the world.", an Arab Spring activist from Egypt.
You can even change the regime..

Six Main Drivers for Future Economy

1. Extreme longevity
2. Rise of smart machines and systems
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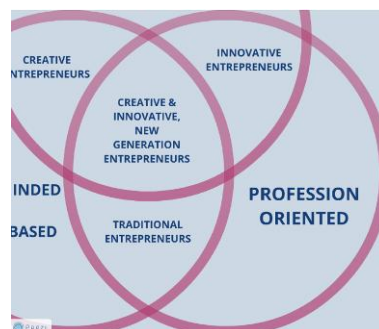
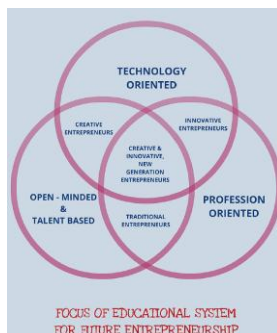
Increased global interconnectivity puts diversity and adaptability at the center of organizational operations



Entrepreneurship Education & World of Work

We should now think about providing the new skills for our future entrepreneurs and intrapreneurs. The question is;

"How will we combine/replace the traditional education process with these new world facts?"



Sweden: Swedish Policies and Strategies for Implementing Entrepreneurship in Education

The Göteborg Region Association of Local Authorities (GR)

By: Josefin Twedmark & Malin Frykman

14 February 2013 – Istanbul



The swedish way to create entrepreneurial learners

Sweden has three important ingredients in their national strategies for the development of entrepreneurial learners:

- Assessment for learning (Formative assessment)
- Digital competence
- Entrepreneurial spirit

These three are interacting and interdependent. Together they create a process that we hope will lead to Sweden as a nation, developed many entrepreneurs and a great entrepreneurial thinking in Swedish society. The reason for this is that the Swedish government has as goal for Sweden as a nation that we will become the best and most productive country in the world on ICT. It will hopefully be our new big import industry. The most important work towards this goal in entrepreneurship begins course in Swedish classrooms. To succeed, we need to educate entrepreneurial learners with new thinking and fresh 21:st century skills. In this text we will look at each ingredient and try to explain how Sweden schools think and act.

Formative assessment as an important approach to entrepreneurial spirit:

"The only skill of the twenty first century is the skill of learning how to learn"

We live in a changing world where the ability to ***"learn about and learn new things"*** is one

of the most important 21:st Century skill we need to developed. Learning how to learn is also one of the EU's eight key competences and the essence of all formative work.

The ability to learn to learn is an important prerequisite for the development of the

- Competencies in the entrepreneurial learning. A modern entrepreneur needs to think outside
- The box and be able to create things and solve problems that they aren't trained for. The
- Future ins unpredictable and so must also a entrepreneur be. By working with formative
- Assessment in schools in all subjects and ages, our students gets an opportunity to
- Gradually develop the ability to learn how to learn. It's a way to prepare them to act and
- Create in a future that is unpredictable.

Digital competence as a powerful tool in schools work with entrepreneurship

In Sweden digital competence and the everyday use of different kinds of digital devices has a central part in both the curriculum and in Swedish schools work with entrepreneurial spirit. Most schools have a good access to digital devices such as iPads, computers and Smartphone's. In fact 200 of 290 municipalities in Sweden has some kind of 1-1 (one lap top or iPad to each child) project going on. Digital devices have turned out to be powerful tools in the work to make room for entrepreneurship in schools. With the help of technology, we can bring in the whole world in our lives and meet people that we have not had the opportunity to meet. Many schools uses Skype to invite and to interact with company's, other students, organisations and to connect with the world outside the school. Tools as blogs, websites, wikis and social media are integrated in everyday teaching and the curriculum so the student can get "real world tasks" that are used by others and to make the learning process visible. Some schools uses facebook for marketing events or school projects.

For example one school class at Stora Höga skolan in Stenungsund has a school project going on about environment and the human effect on environment. They class have this mission about making people stop using the car so much and instead make them use public transport. They run a side on facebook where they spride there vision. Another school, Årstaskolan, runs a website that is called <http://www.bibblis.se/> It's a studentlibrarie, where other students can borrow and read books that Årstaskolans students has produced.

Entrepreneurship Education & the World of Work



Key Competence number 7

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Swedish definition of Entrepreneurship

"Entrepreneurship is a dynamic and social process where individuals, alone or in collaboration, identify opportunities and make something with them to transform ideas into practical and targeted activities in the social, cultural and economic context." (Swedish Agency for Regional and Economic Growth)

Swedish National Strategy for Entrepreneurship in Education

- Pronounced in 2009 by our Ministry of Education.
- Derived from EU's key competence number 7.
- Primary aim to increase the number of self-employed but soon expanded to also embrace personal skills and competences.
- The Swedish National board of Education was given the task to implement this strategy in the new school curriculum of 2011.
- Entrepreneurship (as an approach and as a practical skill) is now seen as an integrated part of education in order to close the gap between education and the world of work.

Swedish National Strategy for Entrepreneurship in Education

- In 2011 a new Education Act was implemented and EE is a vital part of the curriculum at all age levels, from preschool to adult education.
- The implementation process was organized at different levels. Headmasters, teachers, other staff received targeted information.
- Each school was responsible for making a strategy for implementing EE as an approach in the teaching and a practical skill for each student.

Entrepreneurial spirit in the Swedish curriculum

Entrepreneurial spirit and entrepreneurship runs at a red line true the Swedish school system. The Swedish school authority has made the following definition of what entrepreneurial spirit should be in education:

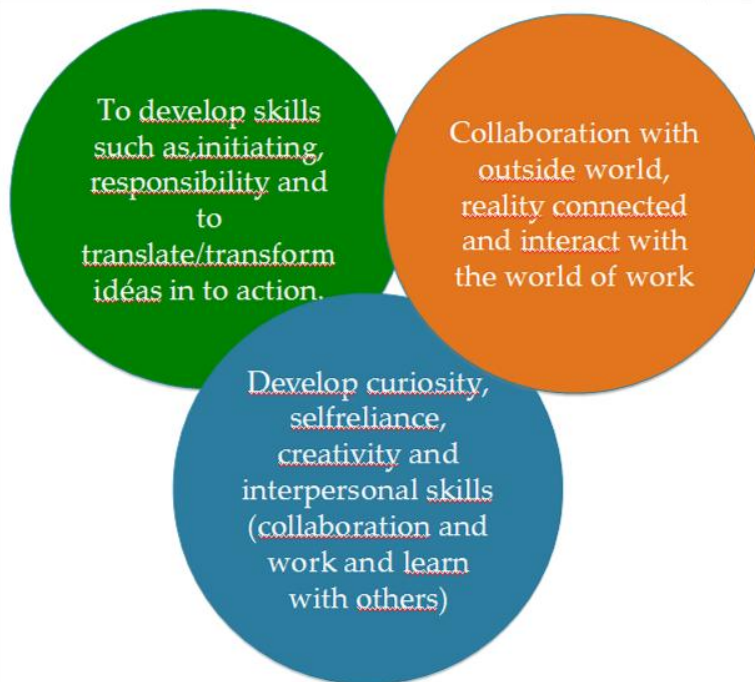
- To develop skills such as, initiating, responsibility and to translate/transform ideas in to action.
- Develop curiosity, self reliance, creativity and interpersonal skills (collaboration and work and learn with others)
- Collaboration with outside world, reality connected and interact with the world of work

Example from primary school

The curriculum and syllabus for primary schools, Lgr 11, emphasize the importance of encouraging skills and abilities that lay the foundation for entrepreneurship. Students should be encouraged to with creativity and curiosity to solve problems and to translate ideas into action.

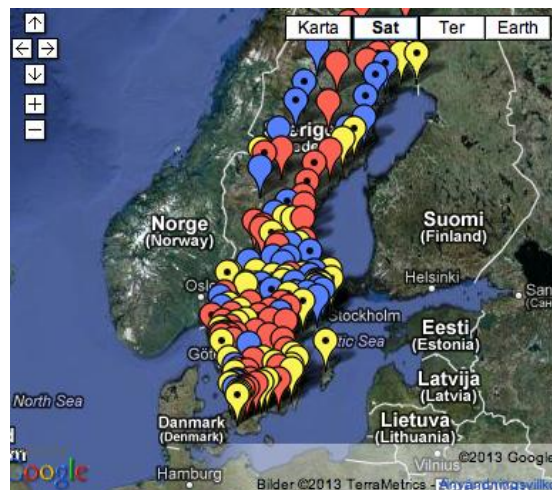
Example from upper secondary school

The curriculum for upper secondary schools, Gy 2011, emphasizes entrepreneurship as a task for the entire high school. Entrepreneurship is a new subject that will be required in some study programmes. Students should have the opportunity to develop entrepreneurial skills such as problem solving and turn ideas into action and also develop a basic understanding of how to start up your own business, as a practical skill.



The Swedish way to create entrepreneurial learners

- Assessment for learning (Formative assessment)
- Digital competence
- Entrepreneurial spirit



Formative assessment; Learn to learn!

- Digital documentation by the student

Develop curiosity,
self-reliance,
creativity and
interpersonal skills
(collaboration and
work and learn
with others)

- To develop skills
such as,
initiating,
responsibility
and to
translate/transform
ideas into
action.

- Create!
- Research!
- Peer feedback!
- Digital collaboration in blogs, wikis and Google drive



http://www.youtube.com/watch?feature=player_embedded&v=U2Vok7GFMcU



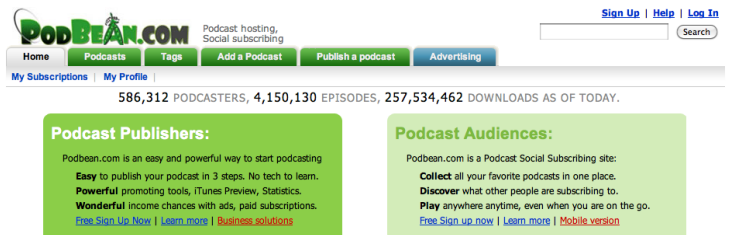
- Skype Education
- Etwinning
- Epals
- "Real world tasks"

Collaboration with
outside world,
reality connected
and interact with
the world of work

***We try to make students producers
of learning rather than just consumers of knowledge***



WIKIPEDIA
Den fria encyklopedin



Summary

Entrepreneurship and entrepreneurial spirit must be seen in the light of the digital age. It's about making students producers of learning rather than just consumers of knowledge.

***Malin Frykman
Josefin Twedmark
GR, Sweden***

Italy: Necessary Networks for Effective Implementation of EE & WOW

Necessary Networks for Effective Implementation of Entrepreneurship Education and the World of Work

Eurocultura, by Levi Bettin

14 February 2013 – Istanbul

According to the European Commission a key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.

Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

Key competences should be acquired by young people at the end of their compulsory education and training, equipping them for adult life, particularly for working life, whilst forming a basis for further learning.

Key competence number 7 concerns the *sense of initiative and entrepreneurship*, and is defined as the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

It is therefore foster an entrepreneurial mindset among young people, which could be of benefit in their professional lives (as entrepreneurs, self-employed or employees) in the management of their careers, in their social life.

The Report and Evaluation of the Pilot Action High Level Reflection Panels on Entrepreneurship Education initiated by DG Enterprise and Industry and DG Education and Culture towards Greater Cooperation and Coherence in Entrepreneurship Educational states that there is a broad consensus between Member States on the aims and objectives of entrepreneurship educational.

It also states that Entrepreneurship Education should no longer be just an extra-curricular activity, but instead be embedded in the curriculum across all educational levels/types.

But only a minority of countries have well developed strategies. In many cases they provide broad frameworks for action but mostly entrepreneurship education practice tends to be ad hoc, different in quantity and quality, not treated systematically, heavily relied on the enthusiasm and commitment of individual teachers and schools.

Entrepreneurship education, at least in Italy, often takes the form of training seminars, sometimes very short, which provide participants with the basics of entrepreneurship, from business planning to the various legal forms of enterprises or provide students with the opportunity to do a work experience, a visit to a company etc.

But if we think that entrepreneurship education should aim at establishing a mindset, a way of being and acting, then we should have a conceptual shift from 'how to run a business' to how to develop a general set of competences applicable in all stages of life.

Such a shift requires a lot of great changes: in teaching methods, in the education context and in the role of governments.

Teaching methods: Because is needed a greater use of experiential learning and a new role for teachers that became more coach/moderator and which helps students to become more independent and to take the initiative in their education.

The **education context:** Because students must be taken out of the classroom, into the local community and real businesses.

Governments: Because they should make possible the required changes in entrepreneurship education, embedding core competences throughout the national curriculum.

But all this wouldn't be enough without strong and large networks at all levels: national, regional and local.

At national and regional level is needed a cross ministerial coordination between different ministries (Education, Economy and Trade, Labour), the involvement of social partners, the provision of tools to exchange good practices, teachers training, teachers career progression opportunities, resources and tools databanks etc.

If the national and regional level have the task of preparing the regulatory framework, to sign general agreements, to create the most favorable conditions is at the local level that the real game is played and where the widest, strongest and long lasting network is needed.

A network that supports Entrepreneurship education must involve local authorities, teachers and schools, business associations and companies, labour offices, trade unions, organizations as banks, post offices, tax offices etc, NGO dealing with entrepreneurship education (e.g. Junior Achievement-Young Enterprise and others). All this stakeholders have a key role in the creation of the setting that leads to a real entrepreneurship education.

Teachers and schools are surely the main actors of Entrepreneurship Education but they cannot go far if not supported by all stakeholders that, at local level, form the productive system.

Local authorities (and regional) can be promoters and supporters. They can develop support measures for schools and teachers and can have a key role in the development of school clusters and education-business links. They can also ensure that entrepreneurship education is integrated into other local/regional strategies and economic development.

Business associations and companies: agreements with business associations help and facilitate the contact with companies that are a key subject in entrepreneurship education. Company visits, meetings with company managers, work experiences, are crucial aspects of Entrepreneurship education. These activities give students the chance to see real companies, to have a firsthand experience of the world of work, to analyze role models etc.

Trade unions, at least in Italy, are a key stakeholder and they can be a great support in the relationship with teachers and companies.

The **institutions** and **service companies** that enable enterprises to work and produce are another important element of the network. Bring students, from elementary school or even from kindergarten, to see how a post office, a bank, the tax office, the company that collects and disposes the waste or the electricity supply company work is an important component of their understanding of the area.

Knowing the territory means being able to see and seize opportunities, one of the skills included in the entrepreneurial competence.

Organizations like **Junior Achievement**, just to mention one, are key in providing opportunities for practical, experiential learning, like minenterprises and virtual companies.

Chambers of Commerce, association of managers, associations of retired company owners and all other relevant organizations that may be present at local level and that can have a role; a positive impact on entrepreneurship education should be involved a wider network will ensure greater opportunities for learning in the experiential way that is the key point of Entrepreneurship education.

Spain: Role of an Intermediate Organization in the Implementation of EE in the Education System

Role of an Intermediate Organization in the Implementation of Entrepreneurship Education in the Education System

The Andalusian Model by María José Cousinou, Andalucía Emprende Spain

14 February 2013 – Istanbul

Background:

Implementation of EE in the Education System must be a working team between Public Institutions, Boards of Schools, Teachers, Students, Parents' associations, Enterprises, and Intermediates Organizations.

Andalucía Emprende is a regional government foundation which, through more than 200 Centers of Business Development Support (CADES), promotes entrepreneurship and self-employment in different fields, such as educational system. Our organization develops, with the collaboration of the Educational Ministry, programmes to promote Entrepreneurship Education in schools so that students of all educational levels can learn to create and manage their own businesses and develop entrepreneurial skills.

The South Regional Ministry, through Andalucía Emprende, implements their entrepreneurship policies. Andalucía Emprende is a link between schools and companies, so in that way we sensitize students with the importance of the entrepreneurship culture and then we put them in touch with our enterprises that we help to start up.

Policies of entrepreneurship in Andalusia:

The Regional Government of Andalusia, in the framework of "The European Agenda for Entrepreneurship", has developed an education and training policy which aims to provide entrepreneurial attitudes and skills to students in public educational system of Andalusia.

This Government, from the analysis of the current situation, has defined a plan for the Promotion of Entrepreneurial Culture in the Public School System of Andalusia, to promote the values of entrepreneurial culture, especially innovation, creativity, responsibility and entrepreneurship at all educational levels in Andalusia.

This Plan is designed to involve Andalusia society, through all its stakeholders, to promote the entrepreneurial culture in all educational levels, and to support them with entrepreneurial initiatives that encourage a continuous improvement of the Andalusia Educative Model. Through the implementation of this plan, the Educational system in Andalusia can be improved and more innovative, in student learning, and the work of teachers.

This Plan (2011) has 154 actions developed by the South Regional Educational Ministry and the South Regional Economy, Innovation, Science and Employment Ministry, through Andalusia Emprende, among others.

Specific tasks of Andalucía Emprende in the Plan for the Promotion of Entrepreneurial Culture in the Public School System of Andalusia.

Elementary and Secondary Education:

Andalucía Emprende develops the following actions to raise awareness and promote entrepreneurial culture among students:

- **Action 114.** Mini Companies: Students have to learn how to create and manage their own businesses and to sell their products. This initiative looks for enhancing the entrepreneurial culture among young Andalusian people; increasing the social image of the entrepreneur person; using endogenous resources, contacting with social institutions, their local agents, all stakeholders, promoting business and entrepreneurial students training, and developing of their entrepreneurial skills.
- **Action 49.** Development of complementary and extracurricular entrepreneurial activities: Our team supports teachers and students on entrepreneur culture through different workshops. It also allows students to visit companies belonging to the same sector of their own mini companies. In that way, students can see by themselves how a real company works and its daily management.
- **Action 48.** Entrepreneurship Fairs: It takes place at the end of the school year. Students have the opportunity to sell their products created along the year and prove if their business works and also to show everybody (stakeholders in general) their efforts.
- **Action 59.** Development of educational resources to integrate them into the curriculum, in order to stimulate innovation and entrepreneurial skills in students, incorporating crossed curriculum contents, and social corporate responsibility.
- **Action 138.** My Entrepreneur Municipality: The main goal is to provide students with the necessary information about the municipality to carry out local entrepreneurship projects. Through a digital tool called Intelligence System of Geographic Information, students can analyze the ecosystem of the municipality. The purpose is to promote the values of entrepreneurial culture especially innovation, creativity, responsibility and entrepreneurship at all educational levels in Andalusia.

For vocational students:

Andalucía Emprende develops the following actions to raise awareness and promote entrepreneurial culture among students:

- **Action 49:** Development of complementary and extracurricular activities on entrepreneurship, such as visits to business incubators.
- **Action 51:** Cicerone Initiative. The goal of this action is to guide the final projects of the vocational training students to the institutions that can facilitate their implementation, mainly those one included in the entrepreneur world, such as Chambers of Commerce and Centers of Business Development Support (CADES).
- **Action 105:** Business Idea Competition among vocational educational students in Andalucía.
- **Action 145:** Entrepreneurship Experiences: A professional technique from Centers of Business Development Support (CADES) motivate Students with the possibility of creating their own business through entrepreneur workshops and also with the speech of a Entrepreneur person who already has his own business to tell them his experiences (failures, achievements...).

The role of Schools:

- Management teams of schools: The implication of Entrepreneur Culture in Educational Centers must be a clear commitment and unanimous from the whole management team. No teachers will work on EE if the school board is not convinced of the necessity of the entrepreneur Education.
- Teachers: The role of the teacher in the implementation of Entrepreneur Education is very important. The teacher must be motivated, trained in EE through courses, seminars, workshops....they must have resources to carry out a correct Entrepreneur Education.
- Parents: Parents associations and families must support school policy on Entrepreneur Education.
- Students: the target group of these policies and measures are students. that's why students should be sensitized before taking part in some EE. They should be aware of the importance of this type of education for their personal and professional future.

Greece: Implementing EE as a Part of Career Education

Implementing Entrepreneurship Education as a Part Career Education at the School of Ellinogermaniki Agogi

By Dr. Anna Zoakou, Ellinogermaniki Agogi Dimitriou Panagea Greece

14 February 2013 – Istanbul

Background Information

Ellinogermaniki Agogi (EA) is an educational organization of private law, a private school that covers all levels of primary and secondary education (from kindergarten to upper secondary education) and is currently attended by almost 2500 pupils. EA follows the national curriculum and pupils are taught from the very beginning of their school career both the English and the German languages; this is the feature that justifies the name of the school, i.e. Ellinogermaniki Agogi, which is translated as Greek- German Education.

Current situation

In terms of the career guidance, courses that are currently offered at national level could be summarized in the following:

Educational and Career Counseling in Greece aims to help pupils realize their interests, to develop their capabilities and to support their participation in society.

More specifically, the National Organization for the Certification of Qualifications and Career Guidance (EOPPEP) serve the need for a strong pillar for the actions under the national policy in the areas of counseling and guidance certification, qualification and structures for lifelong learning.

The aim of the project Guidance Service of EOPPEP is to provide¹:

- Counselling and vocational guidance to educational practitioners.
- Counselling and vocational guidance to public and private stakeholders in the areas of education, training and employment.
- Information about counselling, vocational guidance career services, learning and mobility opportunities to citizens interested in the above mentioned thematic areas (school and university students, parents, unemployed people, professionals etc.).

Guidance Services in Secondary Education

There are two types of structures that offer Career Guidance in secondary education:

¹ The description of the current situation in Greece is taken from the presentation of L. Soumeli, *Career Counseling in secondary education: a comparative approach of guidance services between Greece and France*
http://gdias.teipir.gr/emagazine/arxeio/Career_counselling_secondary_education.pdf, (accessed on the 29. 03. 2013).

Counseling and Guidance Centers (KE.SY.P)

- There are almost 200 KE.SY.P in Greece.
- KE.SY.P are founded in central locations and provide their services to everyone interested, offering:
- Counselling support to pupils in order to take the best decisions for their future.
- Information about studies, occupations and the labour market.
- Support to other teachers applying guidance in their schools.
- KE.SY.P organizes:
- Info days for parents and pupils on issues related to their studies and professions.
- Seminars and workshops for teachers applying Career Education Courses their schools.
- KE.SY.P provides their services to handicapped people, but very few can be reached by them, due to lack of the needed equipment.
- The “Nestor” net is a PanHellenic Intranet. The access is allowed to the specialized members of KE.SY.P and GRASEP and the following informative resources are available:
 - Studies and Education
 - Info about certain professions
 - Career Guidance and Counselling
 - Seminars and conferences

The school guidance offices (GRASEP):

- Support the implementation of guidance in the school.
- Are staffed by teachers with a certain specialization.
- Are equipped with computers, connected to the internet, so that parents and pupils can have access to great variety of information.
- Organize events in collaboration with KESYP on issues of School Vocational Guidance.

Implementation of the Educational Guidance Institution in the Classroom

The institution of Vocational Guidance has been incorporated to the Greek national education in the sense that is an additional item in the curriculum, involving certain activities for which pupils do not get a mark.

Specifically, Career Guidance is “taught” at low secondary school (Grade C’: 1 hour per week for the whole school year). Other bodies, also, offer vocational guidance and advice: Private career guidance services offer information for secondary school, university students, professionals, unemployed etc.

Difficulties in the Implementation and Practice of Career Counselling in Greece

- Nowadays the biggest problem concerning Career Counselling in Greece is the lack of certification for the practice of Career Counselling. The National Centre of Career Counselling (E.K.E.P.) was responsible for the certification, but the procedure has not been completed yet. Today, EKEP is merged by the National Organization for the Certification and Career Guidance (EOPPEP) which has taken an active role in the implementation process of certification.
- The second problem in Greek education is that the people that work in KE.SY.P and GRASEP have poor training, and on the other hand ratio of counsellors to pupils is inadequate.
- Guidance is taught in schools as a cognitive subject, whereas no importance is given to its creative part and set of skills and competences that should reinforce and cultivate to pupils.
- Curriculum focuses only on self-awareness exercises, familiarization of pupils with the World of Work, how we formulate our opinion towards others, and the importance of decision making.
- No systematic career guidance is offered in higher secondary education, mainly due to the structure of the educational system. In Greece Career Guidance is not systematic and scheduled, but occasional and discontinuous. The fact that it ends in the last class of low secondary education level is almost catastrophic.

Transformation of the current scheme of career education; adoption of a flexible model that engages teachers, pupils, parents and peers in the learning process.

Ellinogermaniki Agogi School, since its coordination and participation in several EU projects related to career counseling and entrepreneurial education, has decided to launch from September 2013 onwards a new career education programme, which will be piloted in the next school year.

The activities planned to be implemented could be summarized in the following and cover all secondary education, even if activities have a short duration; they will be characterized by a continuous follow up and further enrichment:

- ***Regular and intensive contact with the World of Work:***
 - Meetings of pupils with professionals from various disciplines, meetings organized both at school and at certain work places of interest.
 - Setting up a model: successful professionals that can inspire young people talk to young people.
 - Round table discussions with people for the World of Work.
 - Familiarization with new type of professions and new career opportunities.
 - Preparation of pupils for their discussions with professionals

Pupils of EA will attend organized meetings with young and successful professionals (from various thematic areas), professionals will present how they managed to set up their own companies, transform their ideas into a commercial product, i.e. into a lucrative business; they will focus on the difficulties and challenges of setting up your own business, and will emphasize that a “good idea” is important for initializing a start-



up, but execution and a good business and academic background are even more important for setting up a sustainable and successful business. Professionals will emphasize that young people should take the risk and set up their own business, boost their creativity and self-satisfaction, which is the cornerstone of success.

- ***The new role of pupils***

- Organization of activities among classes of the same or different school, i.e. pupils may work together for a common project, work cooperatively and flexibly as part of a team, plan, analyze, communicate, take risks, take responsibility, set goals, reorganize when needed and assess.

Such activities will give the chance to develop Key Competence 7 through an interdisciplinary approach.

- ***Teachers' training***

- Key Competence 7 is transversal: teachers will be encouraged to reconsider their teaching style and incorporate in their teaching attitude such skills.
- The adoption of such a behaviour will contribute to their professional development as well.

- ***Parents' involvement***

- Organization of seminars for parents, i.e. stress management, career counselling, decision making. Family influence is an important force in preparing youth for their roles as workers. Young people form many of their attitudes about work and careers as a result of interactions with the family. Family background provides the basis from which their career planning and
- Decision making evolve. However, within each family, the level of involvement can vary, offering both positive and negative influences.² Meetings of parents with career counsellors will help them facilitate their children transition to the World of Work in the efficient and productive way, avoiding conflicts and pointless interventions.

- ***The role of youngsters as career advisors***

- Youngsters can hold a crucial role in career and Entrepreneurship Education
- They have faced the same situations as pupils, just a few years before
- They have decided what career to follow, they have a first input from the World of Work and have hands on experience
- Pupils are more open to listen to people of their age, share their anxieties

- ***Assessment plan- How we will assess these activities?***

- Qualitative and quantitative indices that should be taken into account: identification of status and adaptation of the next steps to the target group's response.

² Lankard, Bettina A., *Family Role in Career Development*. ERIC Digest No. 164, <http://www.ericdigests.org/1996-3/family.htm> (accessed on the 29. 03. 2013)

- Record pupils' and teachers' behaviour: to which extend pupils and teachers have gradually and steadily adopted cooperation, team work, organization skills etc.
- Measure target group's interest towards the abovementioned activities, do they attend, are they interested in follow up activities, is the scope and dimension enlarged, etc.
- **Implementation phase**
Within the next phases of we plan to follow certain steps:
 - Contact with professionals and organization of visits/ meetings with pupils.
 - Contact with youngsters; identification of agenda items and discussion points.
 - Contact with parents, involvement and active engagement in career and entrepreneurial education.

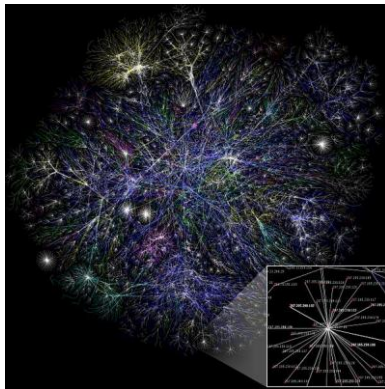
Austria: EE on a Regional Level and the Set-up of an Informal Network

"Implementing different programmes of Entrepreneurship Education on a regional level and setting up an informal network"

**Styrian Association for Education and Economics Austria,
Ewald Hötzl, Michaela Marterer**

14 February 2013 – Istanbul

Networks: A Short Introduction



A "social network" is a theoretical construct useful in the social sciences to study relationships between individuals, groups, organizations, or even entire societies. The term is used to describe a social structure determined by such interactions. This theoretical approach is, necessarily, relational. An axiom of the social network approach to understanding social interaction is that social phenomena should be primarily conceived and investigated through the properties of relations between and within units,

instead of the properties of these units themselves. So the key findings for studying social networks are:

- Social Networks as social structures determined by relationships between social units
- Relationships as interactions between units
- The properties of the relations between social units are the objects of analysis and investigation

Examples of networks

Here are some examples of networks:

- **Neighbourly help:** In a neighbourhood the social units – households – have relationships have various interactions determined by various factors. The social units have kids so they organize parties for them e.g. Some social units have specific skills for repairing cars, houses so those units have more interactions to a lot of households more often.



So networks represent resources for the social units who are part of these networks – such as neighbourly help. Being part of social networks provide opportunities for mastering one's life easier.

- **"Cosa nostra":** Organised crime networks, like gangs or the mafia, are other examples of social networks. As in the above mentioned example the networks emerges from the relationships among the

social units. Another example is Al Qaeda which operates as a network comprising both a multinational, stateless army and a radical Sunni Muslim movement calling for global Jihad and a strict interpretation of sharia law.

The network in Styria:

In Styria exists a formal entrepreneurship network – the “Gründerland Steiermark”. It comprises a lot of organisations who are stakeholders in the Styrian entrepreneurship scene.



Out of this formalized network has evolved an informal network comprising of those stakeholders plus some more who act as jury members in the Styrian Junior Achievement® Company of the Year Competition.

These people and the institutions they belong to support young people who are “learning by doing business” by having a mini-enterprise. But it has started with the need to build up a jury. On the picture you can see the Styrian Junior Achievement® Company of the Year Competition 2012.



Mag. (FH) Ulrich Dunst | *Kleine Zeitung* / Ing. Bernhard Hammer | *Regionalstellenleiter WK Murtal* / Mag.^a Irmgard Hoislbauer | *bit gruppe* / Mag.^a Sonja Hutter | *LFI Steiermark* / Mag.^a Susanne Jost-Wastian | *GO! GründerCenter, Steiermärkische Sparkasse* / Dr.ⁱⁿ Michaela Marterer | *Steirische Volkswirtschaftliche Gesellschaft* Mag.(FH) Burkhard Neuper | *Junge Wirtschaft Steiermark* / DI Andreas Rehlklay | *innolab – Campus 02* / Astrid Reinisch | *Stadt Graz* / Dr. Matthias Ruhri | *KFU - Institut für Unternehmensführung und Entrepreneurship* / Mag.^a Hannelore Strommer | *WIFI Steiermark* / Mag.^a Daniela Tscherk | *Industriellenvereinigung Steiermark* / Mag.^a Gerrit Taucar | *Landesjugendreferat*

How to keep a network alive?

Networks are about personal relationships. So we can advise you from our experiences that the best you can do when you want to keep a network alive: To think what you are doing with your friends and your colleagues.

Therefore:

- Keep in contact with the network “members...”
- Phone them, talk to them personally, send them newsletters...
- Involve them in your Entrepreneurship Education activities...

Rationale for networks

Why should you care about networks? In a few keywords participating in networks offer you

More Resources

- Better Information
- Improved Support
- More and new Opportunities

Checklist for Your Networks

So you are for sure part of at least one network – probably more than one. If you want to find out which you might want to ask yourself the following questions – a short “network-checklist”:

- ☒ Check your activities and programmes...
- ☒ Check the organisations you are working with...
- ☒ Check your phone & mail lists...
- ☒ Check your social network contacts...
- ☒ Check out linkedin / xing / facebook...



***Thank you very much for your attention
&
Start or keep building networks!***



Bulgaria: 360 Degrees Model for Implementing EE

360 degrees model for implementation of Entrepreneurship Education best practices from JA YE network.

Elica Efremova, Junior Achievement Bulgaria

14 February 2013 – Istanbul

Junior Achievement Young Enterprise (JA-YE) is part of the oldest and largest non-governmental organization for ***entrepreneurship education Junior Achievement Worldwide (JAW)***.

JA YE provides young people from primary, secondary schools and early university with high quality education programmes to teach them about enterprise, entrepreneurship, business and economics in a practical way.

With regional offices in 38 countries, Junior Achievement Young Enterprise has established a network with more than 3,1 million students and 73,053 schools around Europe, connecting 129,996 business volunteers to the teachers in the classrooms. Founded in 1997,

Junior Achievement Bulgaria is part of that huge network. It delivers in Bulgaria 24 educational courses and initiatives that are teaching youngsters, aged 6 -26 about the basics of entrepreneurship and financial literacy.

One of the main aims of this entrepreneurship network is to create added value to the future economy by raising the new generation of entrepreneurs, which will help with creation of new sustainable businesses. We are all aware of the current situation - the European economics suffered enormous losses due to the financial crisis that most of the huge countries went into. Youth unemployment rates are generally much higher than unemployment rates for all ages. High youth unemployment rates do reflect the difficulties faced by young people in finding jobs. The population in general is ageing. Many countries are expected to experience a decline over the coming decades that could reflect their working force and labour markets. In terms of education the situation is even worse: only two European universities are among the top 20 in delivering the entrepreneurship education, and the investment in education is much lower in Europe than other industrialized countries in the world. That is why the emerging need of fresh young entrepreneurs on the market is really high. One possible way to meet the demand is to create such, starting from very early age.

Junior Achievement's highlight motive is "Learning by doing", which refers to the 360 degrees model, that the network is using to implement its entrepreneurship courses in the educational systems on each continent, all around the world .

How does it work? The 360 degree model targets youngsters 6 to 29 years old. The main idea behind that model is to help them understand the relevance of what they are learning in school and how it can be implemented in the real world of work. It should assist them in connecting the lessons, learned in class and the world outside the classroom. The model of 360 degrees is based on cooperation between all

stakeholders that are involved in the process of value creation in the entrepreneurship. Firstly, it is designed to be a dynamic space for partnerships between the educators in school and the business practitioners. That partnership is achieved through many big corporations that are supporting the JA YE school network with business volunteers that enter the classrooms and share their real-time experience with the youngsters. Secondly, it is used for partnership between the private and the public sector. How? The practical entrepreneurial education is one of the priorities of each educational system within the European Union. The business, on the other side, is already looking to hire freshly-out-of school young people that can start their career right away. That is why more and more educational systems around Europe are implementing entrepreneurship education as part of the mandatory learning curricula, starting from very early age.

Now, if we look more closely to the model of 360 degrees, its consisting elements will include the following pieces:

- ***Public sector (90°)*** – one of the four key elements for realization of the entrepreneurial education in each country. The public sector, and the institutions it represents, is responsible for the positioning, validation and popularization of that kind of education. One vivid example is the key competence N 7 – sense of initiative and entrepreneurship, the ability to turn ideas into actions, that has been approved by the European Commission. On local level, each government applies politics that introduces the entrepreneurship education into the educational curricula and strictly monitors its implementation.
- ***Private sector (90°)*** – another key element in delivering entrepreneurship education. The large business organizations support the practical education within the JA YE network with financial resources, human resources and intellectual property.
- ***Business volunteers (90°)*** – even though they are part of the private sector, the business volunteers should be considered as another building block from the 360 ° model of the JA YE network. Their role is really special, because thanks to their dedicated work and up-to-date knowledge that is transferred into the classrooms, the young people gain another practical perspective of the world they live in, so when graduated, they are more prepared to enter the global economy.
- ***Educators (90°)*** – again, part of the bigger picture – public sector, but they as well should be considered as separate wheel, because they are the pioneers, that train, educate, and “make” the young entrepreneurs. Educators are the driving force of each educational system, especially within the JA YE network. Together with the business volunteers from the private sector, they complete the circle of the entrepreneurship training, needed for the future economy of each country.

After examining in depth the 360° model, we should see how actually it works in practice and what best examples can be given to illustrate it.

The Company Programme is one the most successful programmes within the JA network. It runs every school year in 35 countries within Europe from September (or October) until the end of the school year. The programme itself was recognized by the European Commission as best practice within the entrepreneurship education in 2005.

The course is designed for high school students and it is run for one school year. Within that time, the youngsters are establishing their own real business, running it for a short period of time and in the end of the school year they liquidate it. The main objective of the JA

Company Programme is to allow students to develop and take part in real economic activities, albeit on a small-scale, so as to be able to realistically experience how companies operate. Also, the programme develops different types of skills, such as teamwork, combination, time management, creative thinking. It also creates an overview of the wealth creation process, as the youngsters own shares from their own company, responsible for its growth or decline. Each mini company consists of youngsters that are led by a teacher and supported by a business volunteer. Usually, the business person is someone from the local community, who runs own business, or a corporate volunteer, that is willing to share his knowledge and skills with the students. Their main role is to give accurate feedback for the progress of the mini company, to advise and guide, not to direct.

Several evaluations have been carried out on the impact of mini-company programmes on participants' careers. They discovered many interesting facts. For example, most of the students that have concluded the mini company programme are twice likely to start their own business, than the average people on their age. In the UK 14% of JA YE alumni are already running their own business. In Belgium, Denmark, Estonia, Finland, Norway, Romania and Slovakia it was found out that 15% of former participants between the ages of 20 and 29 had started their own businesses and 85% of those were still running their company (JA-YE Europe, 2007). A further 36% of the respondents planned to establish a business within the next three years. A study of Norway (Johansen and Clausen, 2009) concluded that participation in mini-company activities has a more significant impact on career choices than other variables.

Globally, the impact of the 360° model of JA YE network is huge. Yearly, there are many young people that are more confident, open-minded, willing to accept risk. The numbers of businesses, that have been, that are and that will be established by JA YE alumni will increase over the time and the number of young people who are able to find jobs after they leave school will go up. The new problems of the economy need new way of thinking the way of the entrepreneurs.

Netherlands: The Municipality and its Role in EE & WOW

“Role of municipality ‘s-Hertogenbosch in Entrepreneurship Education and the World of 3

Natasja Boon & Hetty Oomens, Municipality ‘s-Hertogenbosch, The Netherlands

14 February 2013 – Istanbul

Municipality of ‘s-Hertogenbosch
Section Culture, Welfare and Social affairs
Department of Youth and Education



EE & WOW in the Netherlands

The overall responsibility of the education system lies with the state: by Ministry of Education, Culture and Science. The Ministry lays down conditions for early childhood education and care, primary and secondary education. The administration and management of schools is locally organized. The local government has to perform supervisory on school attendance and builds schools.

EE is not integrated in regular education. It is up to school if and what they teach in entrepreneurship education.

There are some examples of entrepreneurship education: Jong Ondernemen (Junior Achievement) runs several projects for schools; Enterprise Company on local VET school; Kids in Bizz.

EE & WOW in ‘s-Hertogenbosch

Municipality of ‘s-Hertogenbosch is convinced that EE needs more attention during the educational pathway. We want to improve the importance of Entrepreneurship Education.

We think it is important to stimulate EE in a continuous pathway throughout school system.

For us entrepreneurship is about creativity, innovation, risk taking as well as being able to plan and manage projects (key competence 7)

It is necessary to adjust more attention to EE because:

- EE is related to reducing early school leaving;
- EE builds a bridge between the demands of labour market and programmes at schools; students will be better prepared for labour market;
- EE plays an important role in the personal development of pupils and students.

As municipality we cannot oblige schools to stimulate EE, because it's up to the schools themselves if they would like to pay attention...But what we CAN do is:

Municipality brings together on a local level:

- Schools (primary, secondary, VET)
- Companies (big companies, SME)
- Government

We start discussing the importance of EE on the level of (school)boards and directors. As soon as there is a common agreement on the importance of EE, we can go further with the next step: direct more concrete projects in which all levels of education are involved and companies as well. We manage this on a local level but also on a European level. For example the Leonardo Partnership HELP. In this way our municipality and (which is more important) the local schools can exchange experiences with other countries.

Municipality of 's-Hertogenbosch is rather unique in this approach. We are coordinator and director of several networks. By this we will be able to create a permanent focus on EE in our educational system (from pre-school to higher education).



Springplank naar ondernemerschap



NIEUWSMOTOR.NL

Prevention of early school leaving:

To prepare young people to the world of work, it's nowadays extremely important to have a diploma, or even better, a starting qualification. In 's-Hertogenbosch we have eight people working very hard to prevent early school leaving.

The target group are youngsters until the age of 23.

Capital of Noord-Brabant

- 142.000 inhabitants
- 20.000 5 - 17 years
- 8.000 18 - 23 years

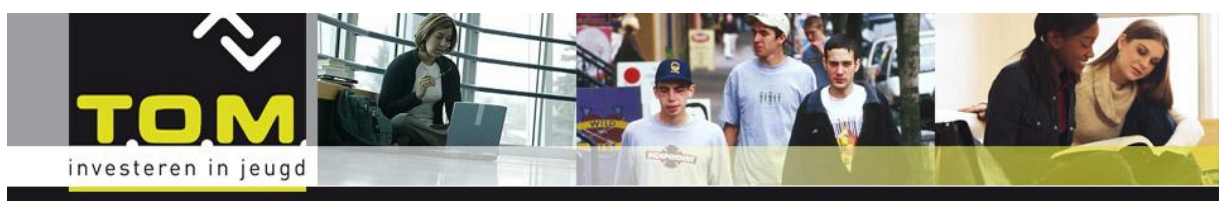


Important for prevention 12-18 years old:

- An intensive cooperation between the school and local government: daily-based contact, preventive consulting hours for students etcetera. Work together as a team!
- Schools report absence in an early stage. School absence is always a sign! It's important that schools report absence before the problems become too heavy to deal with. The relationship with schools has improved a lot in the last couple of years. This improved also the reporting of school absence. Prevention is the keyword.
- Use tools concerning compulsory education. Until the age of 18, going to school in the Netherlands is not a free choice. It's a right, but it's also compulsory. Important tools that we use: we can oblige them to accept help, we can report absence to the ministry of justice and we can ask for an investigation by child protection.
- Work together with all partners. The most important partners for us are the schools, child protection, ministry of justice and all kinds of social workers.
- Rebound-class: class for children with such issues, that school can't deal with them anymore. Children stay in this class for a short or longer period. In this class they make their schoolwork as usual, but also receive extra attention and help. The goal is a successful return to school.

Important for prevention 18-23 years old:

- School reports absence, even at this age. Even though it's not compulsory to go to school at this age, we agreed with schools in the region to report absence of this group as well. In this way, we can talk to these young people, try to motivate them and offer them help if we think they need it.
- Outreaching approach: we have all the names of young people in 's-Hertogenbosch without a starting qualification or job. If they don't respond to our letters, we visit them at home. We offer them help en try to motivate them to take some action.
- Local government must be visible and active in the school. Two colleagues work three days a week in the largest VET-school of the region. In this way, students and teachers can easily approach them. Also my colleagues know exactly what is going on.
- TOM-project: a project customized to individual needs. It's for youth without school or starting qualification. In most cases, they don't have a job either. In the TOM-project, they are trained in working and social skills. The target of the project is to get them back to school. Sometimes, this aim is too difficult. In that case the target is to help them find a job.



Attendees

LIST OF SPEAKERS AND ATTENDEES				
No	First Name	Surname	Institution	Country
1	Nihat	Alayoğlu	Istanbul Commerce University	Turkey
2	Erhan	Erken	Istanbul Commerce University	Turkey
3	Nazim	Erken	Istanbul Commerce University	Turkey
4	Ferda	Kertmelioglu	The President of EO	Turkey
5	Ali	Osman Öztürk	Istanbul Commerce University	Turkey
6	Ali	Resul Usul	Istanbul Commerce University	Turkey
LIST of MEMBERS of the NETWORK EE & WOW				
1	Luciana Levi	BETTIN	Eurocultura	Italy
2	Natasja	Boon	Municipality s'-hertogenbosch	Netherlands
3	Deppy	Courpa	Ellinogermaniki Agogi	Greece
4	Maria Jose	Cousinou	Andalucia Emprende	Spain
5	Oguz	Demir	Istanbul Commerce University	Turkey
6	Elica	Efremova	JA Bulgaria	Bulgaria
7	Malin	Frykman	GR	Sweden
8	Ibrahim	Halid Elbasi	Istanbul Commerce University	Turkey
9	Peter	Härtel	STVG	Austria



10	Lisbeth	Højdal	Lisbeth Højdal	Denmark
11	Ewald	Hötzl	STVG	Austria
12	Michaela	Marterer	STVG	Austria
13	Hetty	Oomens	Municipality 's-Hertogenbosch	Netherlands
14	Vera	Petkantchin	JA Bulgaria	Bulgaria
15	Pilar	Ramos Martin	Andalucia Emprene	Spain
16	Josefin	Twedmark	GR Education	Sweden
17	Anna	Zoakou	Ellinogermaniki Agogi	Greece

