



## **GET INSPIRED!**

Report from the Seminar  
on Youth Entrepreneurial Learning  
19th - 24th April 2012, Poland

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## Introduction

This document is prepared with the purpose of giving a **comprehensive overview** of the **international Seminar on Youth Entrepreneurial Learning “GET INSPIRED!”** that was organised by the Polish National Agency of the Youth in Action Programme.

The seminar took place from **19<sup>th</sup> to 24<sup>th</sup> April** in **Konstancin - Jeziorna, Poland** and brought together **25 participants** from **12 different countries** - residents of the Youth in Action Programme Countries.

The start of the report focuses on the **context** of the seminar, describing its **background, main aim and objectives, participants' profile, the programme** and the **methodology** that was used. The report then gives a **brief evaluation of process after the seminar** and an outline of its **main outcomes**. The concluding part of this document includes some **recommendations** that the facilitators have compiled for future actions. The report also includes **materials** and **conclusions developed** by the **participants**.

## Why a seminar on youth entrepreneurial learning?

The current situation of young people in the labour market is not so bright, the future career prospects of young Europeans are up in the air. According to the report of the Committee on Social Affairs, Health and Sustainable Development: “The persisting **economic instability** across Europe has exposed young people to **unprecedented hardship**. **Unemployment, underemployment, socio-economic inequalities, poverty** and **exclusion** disproportionately affect the young generation, whose autonomy, dignity, well-being and access to rights are rapidly eroding. As a result, Europe risks not only producing a **“lost generation”** of disillusioned young people, but also **undermining** its **political stability** and **social cohesion**, justice and peace, as well as its long-term competitiveness and development prospects in the global context.”<sup>1</sup>

A lot has been already said about the possible consequences of the present situation for young people. Direct consequences are:

- Young people remain longer in the educational system,

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<sup>1</sup> Report of the Committee on Social Affairs, Health and Sustainable Development, *The young generation sacrificed: social, economic and political implications of the financial crisis*, 08 June 2012, <http://assembly.coe.int/ASP/Doc/XrefViewPDF.asp?FileID=18739&Language=EN>

- More people with the syndrome of random transition in the labour market (no career pattern),
- Early reliance on unemployment benefits,
- Demanding attitudes,
- Depression,
- Pathologies.

The more remote effects:

- Permanent youth unemployment (permanent falling out of the labour market and being dependent on the state),
- Poverty,
- The effect of "lost generation" of disillusioned young people,
- High rates of crime, incarceration and suicide,
- Rising extremism and alienation in society,
- Increase of risky behaviours,
- Problems with physical and mental health,
- Decreasing political participation,
- Social exclusion,
- Waste of huge economic potential of young people as well as their enthusiasm and innovative capacities.

**Formal education** background and **vocational experience** are nowadays **not enough** for finding one's place in the labour market and it seems that something more is needed. These are **entrepreneurial competences** gained **through non-formal education** such as for example ability to plan and manage projects, adapting to changes, dealing with risk and problem solving skills. With the seminar 'GET INSPIRED!' we wanted to **create space for sharing knowledge, exchanging experiences** and **good practices** in the field of entrepreneurial learning among people **engaged in creating and carrying out entrepreneurial education**. We invited representatives of three fields:

- ▶ non-formal education,
- ▶ business,
- ▶ formal education.

We wanted also to reflect and explore Youth in Action activities as catalyst for developing entrepreneurial competences of young people and exchange methodology approaches towards entrepreneurial education.

## The main aim and objectives

The main aim of the seminar was to commence, strengthen and stimulate international and cross-sectoral cooperation in the field of entrepreneurial learning of young people.

### Objectives

- to explore understanding of entrepreneurship in different countries,
- to create space for exchanging methodology approaches to entrepreneurial education in different fields of action (formal and non-formal education, business) – comparing similarities and differences,
- to identify factors and resources which are useful in undertaking initiative and entrepreneurial activities by young people,
- to reflect and explore Youth in Action activities/tools as catalyst for developing entrepreneurial competences of young people,
- to create space for sharing knowledge and exchanging experiences and good practices in the field of entrepreneurial learning among players in three fields: non-formal education, formal education and business,
- to create space for building international and cross-sectoral partnership, reflect on potential resources for future cooperation,
- to formulate recommendations for working out the strategy for entrepreneurial education.

## Participants' profile

There were **25 participants** from **12 different countries**.

The group was composed from:

- youth leaders experienced in implementing Youth in Action projects, particularly Youth Initiatives projects with a strong entrepreneurial impact,
- youth workers, representatives of organisations who are experienced in the field of entrepreneurial learning, who carry out activities or programmes concerning developing entrepreneurial skills of young people,
- representatives of formal education, specialists in the field of entrepreneurial education,

- representatives of business who are also active in the field of entrepreneurial education.

List of participants can be seen in Annex 2.

### Team of facilitators and organisers

The facilitators' team was composed of experts from the field of youth work and with experience and excellent knowledge of the Youth in Action programme. In the team were:

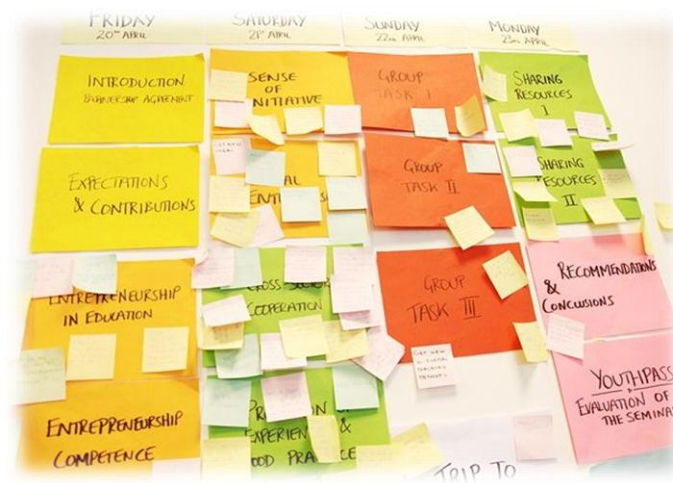
- **Anna Szlęk** is a cross-cultural psychologist and trainer working for the Trainers' Pool of the Polish National Agency of the Youth in Action Programme. Anna organises and conducts national and international workshops and training courses for young people and adults. Topics in which she specialises include: Youth in Action Programme, project management, active participation of young people, supporting young people through coaching and counselling, non-formal education philosophy and methodology, building leadership competences, risk management, intercultural learning and education, supporting youth organisations in their development.
- **Buzz Bury** is a qualified Youth and Community Worker with more than 28 years of experience ranging from club and issue-based work to management and staff development. He has significant experience in project management, particularly specialising in supporting art and creatively based activities and is an established and valued European Youth Work Trainer within the "Youth in Action" programme of the European Union. He has demonstrated innovative training delivery in the fields of "Youth Participation" and "Global Citizenship" as well as supporting international volunteer initiatives. More recently he has started to support social enterprise initiatives and young people's programmes for developing entrepreneurial education and supported the development of several UK based Community Interest Companies.



Team of organisers from the Polish National Agency and SALTO Participation:

- **Magdalena Paszkowska** is the Coordinator of Action 1.2 in the Polish National Agency (Foundation for the Development of the Education System) of the Youth in Action programme.
- **Ewa Kornacka** is the Officer of Action 1.2 in the Polish National Agency (Foundation for the Development of the Education System) of the Youth in Action programme.
- **Fatima Lanaan** is the Coordinator of SALTO Participation one the European Resource Centre's for Youth in Action. She is a hugely experienced worker in the international youth work field and has expertise in the field of non-formal education and in the promotion and development of Youth Participation through Youth Initiatives, Youth Democracy Projects and international networking.

## The programme



### Introduction to the programme design

The programme (see Annex 1) was constructed in such a way so to meet the needs of participants as well as the aim and objectives of the seminar. Looking at expectations (see Annex 3) we created a space for participants to explore the theme of entrepreneurship in education and share knowledge, examples, good practice and general concepts. Our idea was also to connect people and give them space and opportunity to create partnerships and

establish networks. Following a range of interactive getting to know each other activities and introductions the seminar started with first sharing expectations.

### **Participants Expectations**

In entering the seminar most of the participants expected to share different approaches and good practice in entrepreneurial learning and get to know realities in different countries and organisations:

- I expect to get an insight into the approaches other people take introducing entrepreneurial learning in their organisations
- I expect to learn from other people experiences and understanding of entrepreneurship and use it in a practical way
- Expect all the participants to share their experiences and ideas
- Taking back good practices
- Learn more about youth entrepreneurship status in other EU countries
- Sharing my experiences & working with young people and the results of the programme I work for. Asking questions to challenge others and learn from them.
- Learning about each other's organizations and sharing ideas, methods and practices
- More information on opportunities, resources and practices & entrepreneurship across Europe
- Good practices how to "teach" entrepreneurship
- I want to know, what other people do in their work with young people (for inspiration)
- Understanding other programs
- To experience best practice and bring back usable knowledge to my workplace
- Coming up with ideas and suggestions for future work
- Making new contacts & learning about other organizations across Europe

Some expectations considered getting inspiration and initiation of cooperation between participants:

- I'd like to get inspired! Maybe new project - idea...
- It could be great to share the ideas of cooperation in the future!
- (...) It could be interesting to show the real possibilities of our cooperation
- If someone is looking for people to take part in the new venture/initiative – that can be a great opportunity to tell about it!

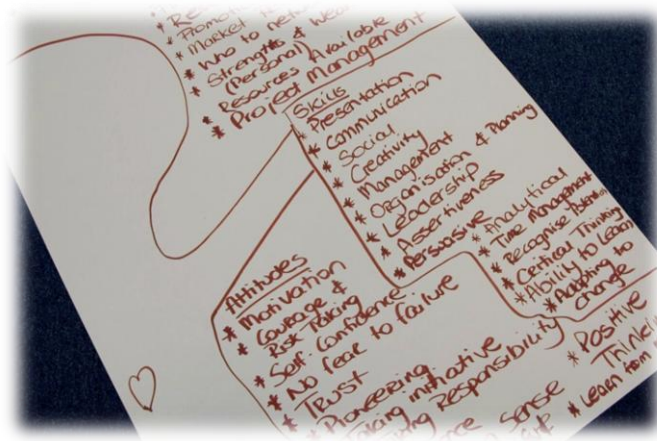


## Understanding Entrepreneurship

The programme was designed to ensure that from an early stage the participants who were coming from various levels of understanding of what entrepreneurship was, would have a common vision and understanding of what was meant by entrepreneurial education.

## Developing a common understanding and identifying competencies

The next important element of the programme was a session on entrepreneurial competences. What makes an entrepreneur? What are the attributes? To do this we used competence elements – knowledge, skills and attitudes that should be promoted through entrepreneurial education and evident in an entrepreneur. They were used later to create and develop tools, resources and methods to support Youth Entrepreneurial Education.



## Intercultural Entrepreneur Promotion

As an alternative to the usual intercultural evening participants were encouraged to think of entrepreneurs from their own countries and develop a personal profile of these people using a card game format called 'top trumps', once collected a game was played to ensure these were shared with other participants.

## Sense of Initiative

SALTO Participation presented Youth in Action promoting the sense of Initiative for young people with a focus on Youth Initiatives. This part of the programme then concluded with participants discussing and sharing thoughts and concepts of promoting a 'sense of initiative'.

### **Social Enterprise**

To explore and share understanding of social enterprise and social responsibility participants experienced a European Cafe process which introduced four key questions for participants to consider and respond to.

### **Cross-Sectoral Cooperation**

This session was devoted to cooperation between different sectors – formal education, business and non-formal education in the field of entrepreneurial education. Participants tried to discover existing examples, share good practise and think of both positive sides and challenges of such cooperation.

### **Sharing Experience and Practice**

Participants received a short input from Junior Achievement and Youth Enterprise and then also had the opportunity to share the work of their own organisations and then clarify their roles within the organisations.

### **Group Challenges**

To ensure the programme contained a creative element that supported and complimented all the sharing participants had done so far, participants were encouraged to form groups and then the groups embarked upon a creative challenge to create and develop tools, resources and methods to support Youth Entrepreneurial Education.



### **Late afternoon visit to Warsaw**

Following the intense group challenges, participants were rewarded with some short time to discover and explore the delights of Warsaw.

## Sharing Resources

Participants were then given space and time to share their own projects and the tools and actions they were engaged in within the Entrepreneurial Education field. Resources, materials, PowerPoint presentations, films, experiencing activities and questions and answer sessions were a few of the methods used for participants to share resources.



## Session with Malwina Fidyk special guest form BPH Bank GE Capital Group

This meeting concerned the main principles of building cooperation with companies and using their resources such as knowledge of the employees. Ms Fidyk pointed out that it's very important to check what kind of support the company can provide (financial support, knowledge, voluntary service of the employees etc.). Without this recognition the chances for future cooperation are much less possible. Nowadays the tendency among big companies in Poland is that corporations are rather willing to support smaller organisations with knowledge and voluntary service rather than provide financial support (this is reserved for bigger organisations and institutions which can give back visibility of such donations and ensure good use of the donation in frame of carried out programmes).

## Conclusions

To conclude and draw to a close the seminar we utilised an adapted version of the Greek mythical story of Jason and the Golden Fleece that identified and used the change management tool of the 6 logical levels (environment, behaviour, skills and capabilities, identity, beliefs and values, connections) to focus participant's concluding thoughts.

## Youthpass and Evaluation

The final part of the seminar was the evaluation and some personal time to reflect up on their own development under the framework of Youthpass. Youthpass was explored individually through a distance travelled on a Youthpass compass and a set of prepared guiding questions relating to the eight key competences. The evaluation consisted of a questionnaire (see

responses in Annex 4) and interactive methods capturing the mood and atmosphere of the participants.



## Methodology

The course was based on the principles and practice of non-formal education taking into account participants' needs, motivations and experiences. We planned a variety of methods to allow involvement of participants with different learning styles and to ensure a balance between theory and practice. We used:

- ▶ integration games,
- ▶ workshops,
- ▶ theoretical inputs,
- ▶ discussions,
- ▶ debates,
- ▶ presentations,
- ▶ individual and group reflection,
- ▶ group work.

Communication between participants and mutual understanding was encouraged in order to enable participants to exchange their knowledge and competences and reflect upon them. The group was used as a resource for the learning process taking into account individual and group learning.

## Outcomes

The level of engagement from the participants during the seminar was very high and proved that they were there to learn and that the content was meeting many of their needs. Some of the main outcomes listed below have been taken from the final evaluation sheets (see Annex 4) and from the facilitators' observations during the seminar:

- The participants mentioned they acquired new knowledge, skills and tools of entrepreneurial education:
  - "My expectations have been fulfilled with the seminar as I learned new things and also shared my experience in the entrepreneurship education field."
  - "I've learnt new tools and methods on youth entrepreneurial education and useful skills."
  - "I learned a lot of the theory behind entrepreneurship education and this really helped me to understand it."
  - "(...) the most important was the possibility to know other people work,

methodology, tools, approaches... So, sharing resources and good practices.”

- “I’ve learnt new tools of working with youngsters.”
- “I also understood better the significance of entrepreneurial education.”
- “I was already aware of the concepts but I have found out that there are many other different perceptions (own understandings).”



- It was important for them to get to know other people and make new connections:
  - “I made some new connections.”
  - “I got some very useful contacts (...)”
  - “I wanted to meet people with similar jobs as I mentioned that youth work can be a lovely job and I really think that this seminar has given me the opportunity to meet amazing people who are doing amazing things with little resources.”



- Thanks to seminar they got new ideas, inspiration and motivation:
  - “[I got] new ideas for my own work.”
  - “This seminar has been very useful for me professionally with regard to new ideas and motivating me to do more within my work.”
  - “I wanted inspiration and I got it!”
  - “[I got] ideas to the future projects.”
  - “It also motivated me a lot.”
  - “[I] got new ideas.”
  - “I've really become inspired.”
  
- Some of the participants created new projects:
  - “(...) I hope to make a transnational project.”
  - “(...) I've planned new projects and will work on them.”
  - “I've gained new ways and visions for future cooperation.”
  - “We are going to try and make our group task into a project.”
  - “I have concrete project idea for cross-sectoral cooperation between my NGO and the business sector. I'll go do it. I also gained new project ideas for YiA projects.”
  - “Already planning projects with other participants on this field.”



- The participants appreciated methods used during the seminar. Some want to use them in their work:
  - “I really like the variety of working methods, also group working and methods of sharing.”
  - “The methods used were very useful for self-development and also reflection of my own skills. Participate-driven approach worked very well!”
  - “I got new non-formal education methods.”
  - “Try to implement some methods (approaches when organizing team work).”
  - “I'm working on entrepreneurial projects (with young people for profits) so I will use some methods from here!”



The participants are going to use new ideas, knowledge, skills etc.:

- In work/organisation:
  - “I'll implement these methods and ideas to my work.”
  - “I plan to bring information back to my organisation.”
  - “Plan to introduce some of the learning outcomes in my workplace.”
  - “Sharing in my own organisation.”
- Organising and implementing entrepreneurial programmes:
  - “I hope to try to adopt and slowly bring in on entrepreneur scheme/programme in an area of my organisation that will provide young people with the necessary skills/experience they need to successfully return to employment or start their own employment/enterprise.”
  - “To devise enterprise programmes using the new tools and knowledge I have



obtained.”

- “Try us much to generate a new programme at work place based on what I've learnt.”
- Organising projects with other participants:
  - “We are planning to make a project in YiA to finalise our game on entrepreneurship - for me it's the most important.”
  - “I’m going to keep in touch with other participants; we are going to try and make our group task into a project.”
  - “Already planning projects with other participants on this field. Hope will be implemented soon.”



- Thinking about cross-sectoral cooperation:
  - “I have concrete project idea for cross-sectoral cooperation between my NGO and the business sector. I'll go do it.”
  - “I got lot of new methods and ideas what I can take home and share with other schools and in my city.”
  - “Working with local business.”

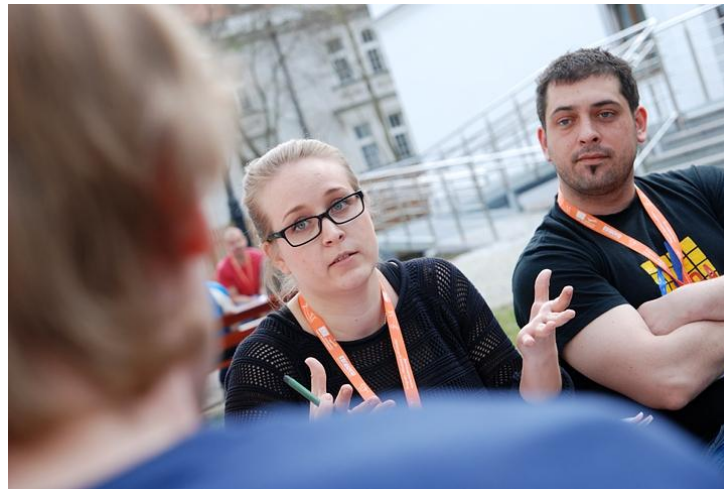


On the basis of evaluation we can say that participants' expectations were fulfilled though some mentioned areas that should be improved:

- They needed more expertise from facilitators and outside experts rather than depend only on the participants knowledge and experience:
  - "I felt that most of the learning came from the participants and maybe the participants with vast experience didn't learn as much."
  - "Program was full of parts that you had to be active for sharing and discussion. I would like to hear 1-2 lessons about e.g. the most important concepts."
  - "Maybe it was too much work in group. It is of course very, very interesting but if every task is always based on this (just one) methodology of working it can be quiet boring sometimes. Maybe sometimes it should be more "knowledge" means "hard knowledge". Not only "what do you think it is" but (for example for summing up) what the others think (authorities in entrepreneurship world, scientists, aid so on...)."
  - "I felt there lacked guiding expertise."
- The participants needed more real examples of successful entrepreneurial initiatives:
  - "I think that we could have been given more actual examples/ideas of successful entrepreneur schemes etc. The seminar course lacked information and concrete examples in relation to this area."
  - "I would have liked to hear few inspiring success stories from the (social) business sector and cross-sectoral cooperation."
  - "I think it would have been better if we would have been provided with more

concrete examples of successful initiatives in this area rather than relying on the participant's knowledge only."

- "Some additional information (lectures?) from experts - Think about some more practical examples. For example speaking about social entrepreneurship it would have been great if some social entrepreneur would go have visited it."
- "More tangible and concrete examples & entrepreneurship education in action would have been useful."
- "A visit to a Polish school/company/ngo would have been interesting."
- "We would have had a visit to some Youth Club, enterprise etc."
- "Trip to the real business organization."
- "Maybe next time 1-2-3 another representative of business (like visitors) could also be invited."



## Recommendations and conclusions

It is clear to us that there are some genuine opportunities and benefits of bringing professionals from different fields and sectors together to share and collaborate at such an event and activity. It can build bridges between practice and create platforms for alliances and a common understanding and framework for Entrepreneurial Education to grow and develop. Whilst at the same time it can also create its own challenges by hosting and running such an event. It was clear participant's expectations and experiences were far wider than when just working with participants from the non-formal education sector. Meeting the diverse needs and learning expectations and styles can be one of the biggest challenges. It is clear from the evaluations

that one for improving this would have been supporting the process and programme of the seminar with some genuine expertise from the field of Entrepreneurship Education.

Participants also expected more concrete examples and wanted to get to know and inspired by a real, existing enterprise or entrepreneur. It would be advisable to use such actual examples or at least some case studies of successful initiatives run by young people.

Another challenge is then still promoting understanding when the diversity between concepts and implementation of Entrepreneurial Education from country to country is different. It was evident on a regular basis that national realities were often very different to that of the international understanding and demands.

There could still be some value in encouraging the meeting and development of activities for young people to experience Entrepreneurial Education within the international setting of Youth in Action.

The following recommendations have been identified by the facilitators and have been influenced by the experience of the seminar, personal work experiences and feedback from the participants.

- Entrepreneurial learning is an important issue in the context of youth work and it should receive consideration in future plans within the Youth in Action Programme and future programmes.
- The already mentioned Report from the Committee on Social Affairs, Health and Sustainable Development states that: "Increasingly, in addition to measures by the authorities to better regulate the market and to ensure compliance with the rules, **it is the strategies of individuals that can make all the difference**: much depends on their ability to commit themselves, to muster resources for investing in their education and training, to define their professional projects and then to seek guidance of authoritative professionals to learn from their skills." According to this we believe future entrepreneurship training programmes on national levels should be promoted to young people. Such trainings should allow participants acquire entrepreneurial competences and strengthen their self confidence.

- Training courses on national level should be organised for youth workers to prepare them to support young people in developing entrepreneurial competences.
- Seminars to develop and strengthen cross-setoral cooperation between representatives of business formal and non-formal education should be organised on both national and international level. Organisers should take care of the greater number of business representatives in such events.
- Concrete examples of successful youth initiatives should be promoted during trainings and seminars as well as in other ways.

## Materials and conclusions developed by participants

### I. Examples of entrepreneurial education

#### **Project Example 1 – Belgium**

##### ***Cirque de Volonté - Circus project for youth***

*The aim of this experimental project was to bring together two categories of young people between 17 and 27 years old. Young people with an artistic background and youngsters with a technical education worked and created together.*

*They were stimulated on their sense of initiative. They were invited to be creative, to work together and to take action. Technicians, mechanics, sculptors, carpenters, designers, painters, costume designers and musicians participated. The project had first a creation part. A factory was rented and a workplace installed with a music studio, textile studio and a construction atelier. For six months this came a bastion of creativity. The young people did everything by themselves.*

*After the creation period a tour was organized through Flanders. There was a performance in four Flemish cities. After the project the fanfare kept playing and two new organizations arose. Cirque de Volonté was a catalyst for them.*

*Questions asked:*

*- How many youngsters were involved?*

*In total sixty young people participated.*

*- Where did the resources come from?*

*This project was funded by the Flemish government as an experimental youth project. Also the province of West-Flanders gave funds to the project because it was a cultural project for and by young people.*

*Website: [www.bolwerk.be](http://www.bolwerk.be)*

### **Project Example 2 - Finland**

#### ***'Enterprise Society and Business Programme for Youth'***

*The enterprise society is a hands-on learning environment. In a one day visit with the society young people work, earn a salary and act as consumers. The process also includes; Training for teachers, learning materials (10 lessons/sessions for schools), Visit to the Enterprise Society (1 day), Reflection and review in Schools*

*There are 15 companies and public services and 64 professions presented in village/society which is built with adaptable wall modules.*

*The project and programme is designed, organised and delivered by the Economic Information Office.*

*Website: [www.tat.fi](http://www.tat.fi)*

### **Project Example 3 – Northern Ireland**

#### ***Spirit of Enniskillen – Peer led Learning***

*One of the fundamental practices within the Spirit of Enniskillen is peer-led learning and dialogue. This involves young people facilitating the learning of their peers and other young people within school and in the community. This is an extremely effective and innovative practice. The aim is to develop leadership skills in young adults; supporting their active participation in a diverse and pluralist society. The group was set up after young people from the Spirit of Enniskillen Explore programme, wished to stay and contribute to something positive in Northern Ireland. The main activities includes supporting and building the leadership capacity of school pupils, and their teachers, in delivering non-formal dialogue and learning across differing communities/traditions and the production of accredited leadership training and promotional resources in dealing with contentious and contemporary issues with young people, and to assist in the development of associated DVDs, materials and reports.*

*The Peer led Learning scheme has 3 main programmes:*

- 1. 'Explore' which focuses on international activities*
- 2. 'Together' which is a school based programme*
- 3. 'Future Voice' which is young people leading change in their own communities*

*Website: [www.soetrust.org](http://www.soetrust.org)*



## **Project Example 4 – England**

### **Hero Project**

*The HERO Project is based in Blackpool, North West England and works with primary, secondary and special schools, further education and training providers, contributing to the raising of aspirations and development of employability skills in 5-19 year olds and helping them become effective contributors to society. As Community Interest Company, our surpluses are re-invested into the development of young people. Our work in schools in Blackpool has been acknowledged as a contributor to the reduction of NEETs (Not in Employment, Education or Training) in the town. We have worked with over 10,000 young people to date and brokered relationships with over 150 different businesses on behalf of the schools we work with.*

*The principal aims of HERO are to provide learners with the opportunity:*

- *to develop enterprising attitudes and skills through learning and teaching across the whole curriculum;*
- *to experience and develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment;*
- *to participate fully in enterprise activities, including those which are explicitly entrepreneurial in nature, and in which success is the result of 'hands-on' participation; and*
- *to support appropriately focused career education.*

*Among HERO's activities are:*

- *Entrepreneurial workshops for youngsters based on principals of functioning of Sport Club (marketing strategy, the ways of making profit);*
- *Annual enterprise week activities;*
- *HERO awards;*
- *Primary enterprise;*
- *Enterprise Super Learning Days;*
- *Coaching and Mentoring;*
- *HERO Network.*

*Website: [www.blackpoolhero.co.uk](http://www.blackpoolhero.co.uk)*

## Project Example 5 – Finland

### Entrepreneurship education at Finnish 4H

#### THREE STEPS TO WORKING LIFE

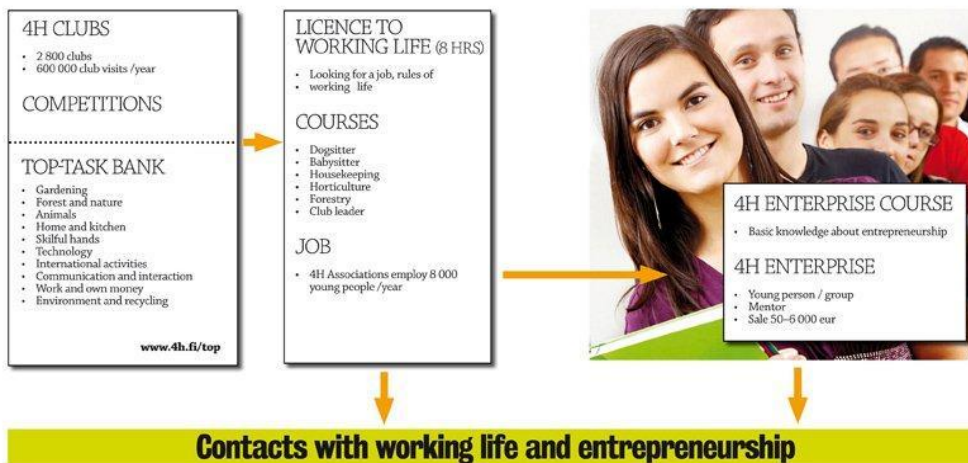
##### 4H in Finland - Key Facts

- Founded in 1928
- 75,700 members, of which 64,781 young people ages 6 to 28 years (2011)
- 3,500 volunteers
- 250 4H-associations, 14 4H districts and the Finnish 4H Federation
- Politically independent



## THREE STEPS TO WORKING LIFE

### Growth to responsible and entrepreneurial person



### Step 1

#### Group activities

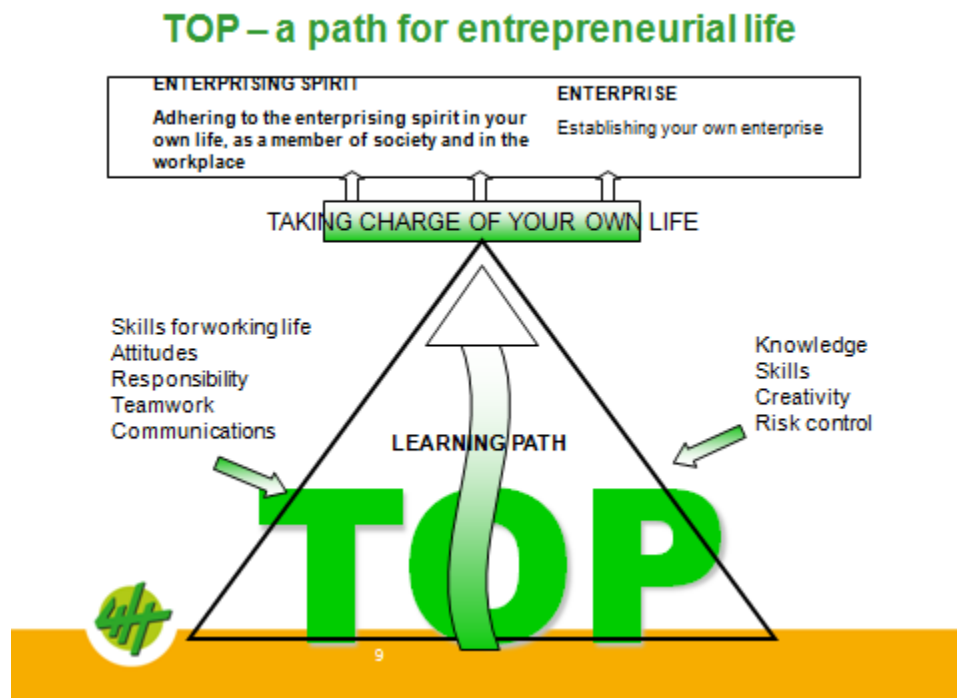
- The basic activity unit: 4H clubs (2,800)
- Volunteer supervisors (3,500)
- Unique pedagogical approach (TOP) (Dewey, Kolb)
- TOP competitions supporting club activities

### **TOP as the instrument for entrepreneurship education in 4H**

- TOP combines practical hand skills with entrepreneurship education.
- TOP refers to “Learning by doing”.
- TOP consists of 10 thematic areas and TOP tasks (1,400).
- A summary of the TOP thematic areas and their tasks is available at [www.4h.fi/top](http://www.4h.fi/top) (currently in Finnish only).

### **TOP themes (1,400 tasks)**

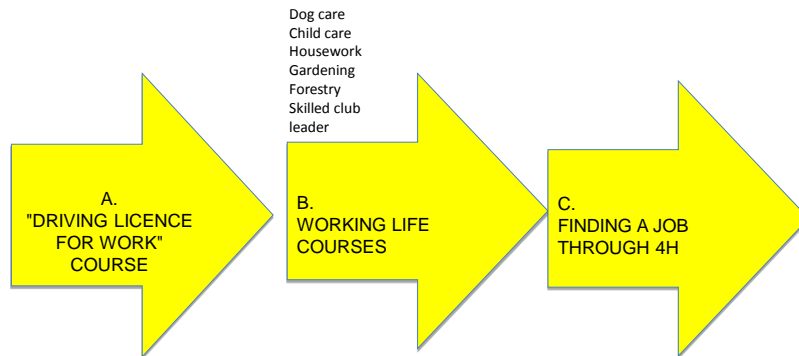
- Gardens and green areas
- Forests and natural environment
- Animals
- Home and kitchen
- Skillful hands
- Technology
- Internationalism
- Communication and interaction skills
- A job and your own money
- Environment and recycling



### **Step 2**

#### **Workplace skills and creating jobs**

## Creating jobs for the young in 4H



### **A. Driving Licence for Work course (8 hrs)**

- Gives basic knowledge and skills for the workplace
- Instruction by a 4H trained leader
- One employer-led session (1 h)
- Courses are carried out in collaboration with schools

### **B. 4H working life courses (4 hrs)**

- Introduction to various practical tasks (housework, gardening, forestry, child care, dog care, club leadership)
- Organised by a member of 4H staff
- The instructors are professionals of each field

### **C. Finding a job through 4H**

- 4H associations create jobs for young people. The employers are private individuals, associations, companies and local authorities
- The 4H association takes care of the employer's obligations
- More than 8,000 young people find a job through 4H every year

### **Step 3**

#### **4H enterprise**

### **4H enterprise is ...**

- *a readymade concept for supporting young people's entrepreneurship*
- *opportunity to try out entrepreneurship under supervision.*
- *a project undertaken by a young person or a group, supported by an adult supervisor*
- *a leisure activity through which young people gain basic knowledge on setting up and running their own business*
- *business run like a real business*

### **Criteria for 4H enterprises**

- *The enterprise can be set up by a 4H member aged 13-28.*
- *The sales of a 4H enterprise must be within 50 and 6,000 euros per year.*
- *The young entrepreneur ...*
  - *signs a written agreement with the supervisor*
  - *draws up a written business plan*
  - *submits a start-up notification to the 4H association*
  - *delivers an annual report and financial report to the 4H association*

### **Support for the young**

- *4H entrepreneur course*
- *Workbook for young entrepreneurs*
- *Personal supervisor*
- *The manager of the local 4H association*

### **The supervisor is**

- *an adult volunteer who is interested in entrepreneurship and who*
  - *shares their ideas and thoughts*
  - *offers help in challenging situations*
  - *gives feedback*
  - *supports and encourages*

### **Support for the supervisor**

- *4H enterprise supervisor course*
- *Supervisor's guide*
- *The manager of the local 4H association*

Website: [www.4h.fi](http://www.4h.fi)

## **Project Example 6 – Malta**

### **Junior Achievement – Young Enterprise**

*Junior Achievement (Young Enterprise) Malta is a non-government, non-profit organisation promoting Entrepreneurship Education, skills for employability and financial literacy*

*The organisation is a member country of Junior Achievement Young Enterprise Europe & Worldwide. JA-YE Europe alone is Europe's largest provider of entrepreneurship education led by businesses, institutions, foundations and individuals. In 2010, JA-YE Europe reached 3.1 million students in 38 countries. JA-YE Europe is the European headquarters for JA Worldwide.*

*Junior Achievement (Young Enterprise) Malta brings the public and private sectors together to provide young people in primary, secondary and post secondary schools with high-quality education programmes to teach them about enterprise, entrepreneurship, business and economics in a practical and hands-on learning process.*

*The objective of the organisation is to promote and deliver entrepreneurship education to an extensive spread of students. We are proud to have as alumni a broad number of students who serve diligently in today's society, and our aim is to continue enlarging our captive audience to take-in ages at all levels. The students remain at the centre of our programmes – from early age to teens our mission is to inspire young minds and stimulate young people's awareness of entrepreneurship as options for their future. The Young Enterprise experience helps youths become more creative and self-confident in whatever they undertake whilst giving them an understanding of corporate ethics and responsibility. Students are mentored by business volunteers who share with them their experiences and guide them within the programmes offered by the organisation. This allows students to experience business ethics through the eyes of a business partner.*

*All stake-holders benefit from partnering Junior Achievement (Young Enterprise) Malta. Students do so by through a learning-by-doing method, volunteers gain experience, knowledge and interpersonal skills that go beyond their desk duties, whilst business partners contribute to the long term benefits achieved in supporting programmes which impact society in a positive manner and develop the leaders of tomorrow.*

*Presentation was concentrated on programmes dedicated to children:*

*“Our Community” (age: 8-10)*

*With “Our community” the children discover in a fun way how our community functions. They learn how people and businesses operate within a community.*

*The “Our Community” programme is a fun and interactive series of 5 lessons presented by a business volunteer in school to a whole class. Pupils aged 8-10 are led through a discovery of how people and businesses operate within a community. They assess the needs and wants of communities and set about taking responsibility for a community they have designed through voting in a decision-making activity.*

*„Europe and Me” (age: 10-12)*

*“Europe and Me” increases the understanding of how businesses operate in Europe and explores various economic issues that impact people and businesses and how countries are interdependent. The programme introduces the relationship between the natural, human, and capital resources found in different countries and explores European business that produce goods and services for consumers.*

*Website: [www.youngenterprise.org.mt](http://www.youngenterprise.org.mt)*

## **Project Example 7 - Poland**

### ***Sense of Initiative among Students***

*The programme called "PROJEKTOR – students volunteering" is lead by the Foundation for the Development of Voluntary Service in Poland. It's national programme in which students from universities as volunteers create short educational projects in schools in small town. The aim of their projects is to share knowledge, skills and passion with children. Students work in groups of 2 or 3 person and prepare the topic and the content of their projects. The projects take place during the whole year but there are some differences between those which take place during the school time and those during the summer break. In summer break one project lasts for five days and students can go for the project in every place in our country. The topic of the projects depends on students ideas, they can do whatever they want in the field in which they are interested. It could be either projects connected with chemistry, physics or theatre, entrepreneurship and psychology. The school which want to participate in the programme is obliged to give the students the accommodation and food for five days. Students work with pupils for about five hours, and then have time for themselves, so they can combine working and relaxing time.*

*The programme helps to develop student's knowledge and skills through the real work with pupils. Foundation also gives them small amount of money for every project to buy some materials. So they learn how to manage small project, they are gaining time management skills, group working skill, communication skills.*

*In 2010 there were about 3200 projects during the whole year and about 32 000 of pupils took part in student's projects.*

#### *Questions asked*

- *How does the organization reach the students and encourage them to be a volunteer?*
- *What are the topics of the projects?*
- *How many students participate in the programme?*

#### *Recommendations*

*It is suggested that the scenarios of each projects should be collected and translated into English.*

*Website: [www.projektor.org.pl](http://www.projektor.org.pl)*



## **Project Example 8 – Poland**

### ***The European Institute "Pro Futuro Europae"***

*The European Institute "Pro Futuro Europae" based in Warsaw Poland is a non-governmental organization created by people interested in developing Pan- European and international co-operation in three fundamental areas: economic, political and social.*

*Since last three years we have launched new sets of initiatives to enhance civic engagement of young people in Poland and in Europe in regard to the development of an entrepreneurial spirit.*

*We believe that entrepreneurial attitude should be promoted in international co-operation, especially when it comes to the "needs mapping", knowledge & ideas sharing and best practices exchange.*

*Although, each and every country (or even a region) differs when it comes to legal framework, governmental help and support (also access to funding) towards entrepreneurship, teaching process how to be an entrepreneurial (within formal and non-formal education) we think main idea – age, spirit, individual goals and being open to success are transferable across all European countries.*

*Therefore we have participated and created some projects which – mostly due to Youth in Action Programme sponsorship - could have taken place.*

*Some important activities that people working under Foundation took part:*

*- Partnership Building Activity (PBA) in 2011 in Ustron (Poland): Empowering Entrepreneurs YOU(TH) CAN DO IT! 1.0. This was a partnership building activity organized by the European Institute "Pro Futuro Europae" together with six partner organisations from Czech Republic, Romania, Portugal, Greece, Italy and the Netherlands, gathering 31 participants and staff for a total of 5 days in Ustron, southern Poland. It was a project of networking and experience sharing for the purpose of running quality and exciting youth projects on youth entrepreneurship. Project gathered varied and balanced representation of leaders working in youth NGOs and with young people, who had really strong interest in youth entrepreneurship activities. We identified projects on youth entrepreneurship that can trigger youth interest (be exciting) and that can transmit quality knowledge and useful skills. We prepared and tabled for funding to the Polish National Agency the project of action 4.3. training course "Entrepreneurial Skills Academy" as well as a youth exchange project to the Czech National Agency. There were also other ideas developed for projects in Portugal, as a result of this partnership building activity.*

*- Entrepreneurial Skills Academy Training Course (IX 2012) is a project jointly designed by members of several youth NGOs across EU and targeted at leaders of youth organisations and young entrepreneurs*

*to improve their skills and master their capacity in the field of youth employment programmes and youth entrepreneurship. Its aim is to provide youth leaders and entrepreneurs with applied knowledge on how to spark an entrepreneurial spirit among young people and how to run quality youth projects, which could help to revert the negative trend of growing youth unemployment in Europe. The first objective reaches out to youth NGOs and entrepreneurial incubators, far beyond the limited number of Entrepreneurial Skills Academy participants. However the second objective is to contribute to the self-development of the Academy's participants themselves. We invited: 30 participants, facilitators and support staff from 9 EU countries, will be open to young people from the Upper Silesia region offering selected items of the agenda to a wider public. As a result- quality youth projects on youth employment will be developed by the NGOs represented, young people's entrepreneurial ideas will emerge and for their proper implementation sustainable partnerships will be established.*

Website: [www.profuturo.org/polish/index.htm](http://www.profuturo.org/polish/index.htm)

## **Project Example 9 – Ireland**

### **Handbook: “Network for teaching entrepreneurship. Teaching youth to built business”**

*The Network for Teaching Entrepreneurship (NFTE) is a youth entrepreneurship education and development programme. It is managed and provided by Foróige in Ireland and is affiliated to NFTE International, based in New York. The NFTE programme originated in the USA and was brought to Ireland in 2004. NFTE is committed to changing the lives of young people in disadvantaged communities by enabling them to develop core skills in business and enterprise, and in doing so helping them to unlock their individual talents and potential. NFTE operate in-school and out-of-school programmes.*

*The NFTE Programme works with local partners to identify suitable sites for implementation. When a site has been identified, (secondary school or a Foróige Youth Service or Project), a Teacher, Youth Worker or Trainer commits to attend NFTE University.*

*NFTE University is an intensive training programme that works through all aspects of the NFTE curriculum with the teacher, youth worker or trainer that equips them to deliver the programme. On successful completion of NFTE University they become a Certified Entrepreneurship Trainer (CET).*

*As part of the NFTE programme young people study all aspects of starting and successfully running a business.*

*The 40 hour long curriculum includes:*

- *Idea Generation & Feasibility*
- *Goal Setting*
- *Sales & Customer Service Skills*
- *Marketing & Advertising*
- *Financial Management & Book Keeping*
- *Presentation & Communication Skills*
- *Business Etiquette & Social Responsibility*

*NFTE participants are required to develop a business plan and set up a real business during the programme, supported and encouraged by their CET. NFTE participants get the chance to meet local entrepreneurs, receive mentoring from business people and sell their products or services at wholesale and retail sales events.*

*Website: [www.nfte.ie](http://www.nfte.ie)*

## II. Attributes and Competences of an Entrepreneur

### General Discussion

- Realising opportunity
- Building valued relationships
- Creative thinking
- Systematic and organised (strong ability to prioritise)
- Leadership and the ability to inspire others as well as delegate
- Desire and commitment to an idea and to achievement
- Social values and judgement
- Willingness to take risks (self not others)

### Group I (K – knowledge, S – skills, A – attitude)

- Risk taker (K, A, S)
- Innovator (K, A, S)
- Curious (A)
- Hard working (A)
- Good communicator (K, A, S)
- Outgoing (A)
- Persistent (A)
- Flexible (A)
- Open minded (A)
- Travelled (K, A, S)
- Confident (A)
- Persuasive (A, S)
- Sense of humour (A)
- Positivity (A)
- Critical thinking (K, A, S)
- Keen learner (A)
- Optimistic (A)
- Realistic (K, A, S)
- Good planner (K, A, S)
- Organised (K, A, S)
- Enthusiastic (A)
- Networker (K, A, S)
- Strategic thinking (K, A, S)

## Group II

### Knowledge

- Understanding of how to set up a business
- About trends/market/sectors
- How to employ
- Problem solving
- Motivating
- Business plan
- PR + advertising
- Finance, funding management

To sum up: Knowledge about where you can find information

### Skills

- Communication skills
- Leadership skills
- Organizational skills
- Creative skills
- Skill to work under pressure
- Skill in the time management area
- Listening to intuition
- Decision making skills
- Listening skills
- Skill to receive constructive criticism
- Social skills
- To say “no”

### Attitudes

- Be passionate
- Be ambitious
- Be brave
- Be responsible
- Willing to take the risk
- Be self-confident
- Be focused
- Be open-minded

To sum up: the attitude “I can do it”

## Group III

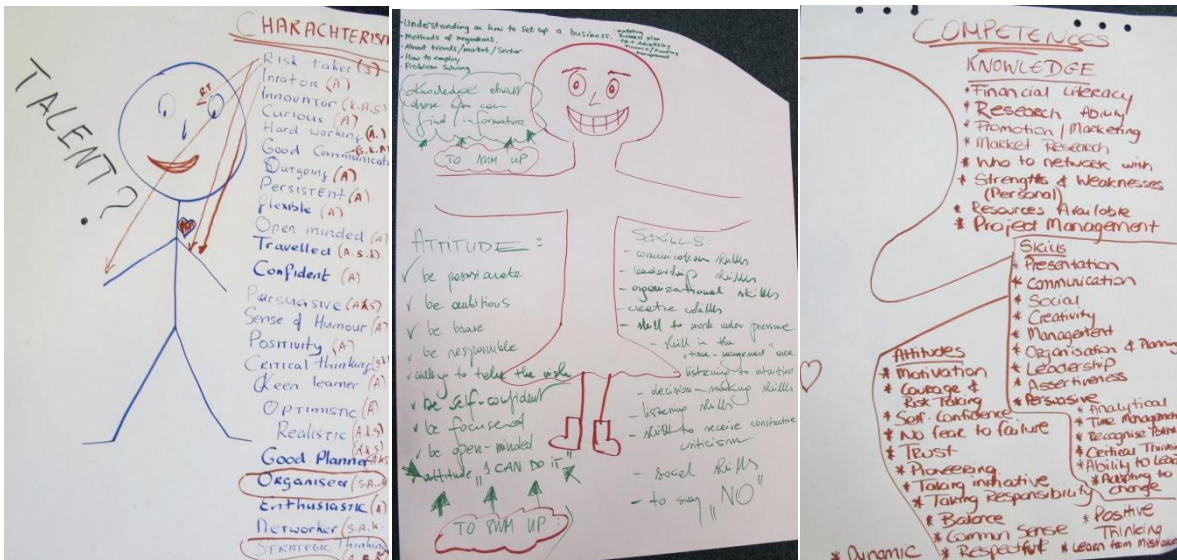
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Financial literacy</li> <li>• Research ability</li> <li>• Promotion/marketing</li> <li>• Market research</li> <li>• Who to network with</li> <li>• Personal strengths and weaknesses</li> <li>• Resources available</li> <li>• Project management</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Presentation</li> <li>• Communication</li> <li>• Social</li> <li>• Creativity</li> <li>• Management</li> <li>• Organization and planning</li> <li>• Leadership</li> <li>• Assertiveness</li> <li>• Persuasive</li> <li>• Analytical</li> <li>• Time management</li> <li>• Critical thinking</li> <li>• Ability to learn</li> <li>• Adopting to change</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Courage &amp; Risk taking</li> <li>• Self-confidence</li> <li>• No fear of failure</li> <li>• Trust</li> <li>• Pioneering</li> <li>• Taking imitative</li> <li>• Taking responsibility</li> <li>• Balance</li> <li>• Common sense</li> <li>• Respectful</li> <li>• Positive thinking</li> <li>• Learn from mistakes</li> <li>• Dynamic</li> </ul>

## Group IV

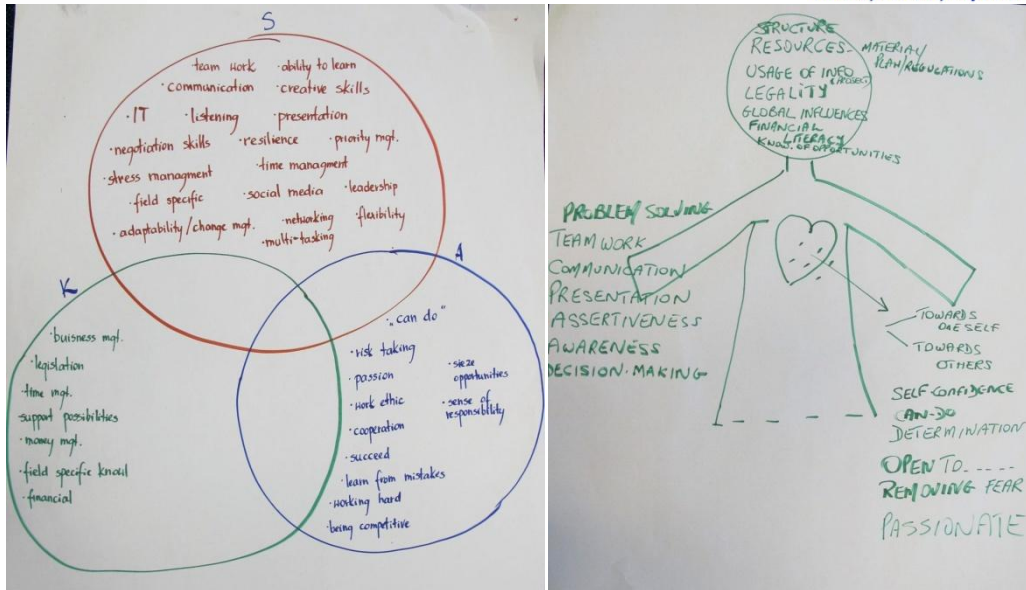
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Business management</li> <li>• Legislation</li> <li>• Time management</li> <li>• Support possibilities</li> <li>• Money management</li> <li>• Field specific knowledge</li> <li>• Financial</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Ability to learn</li> <li>• Communication</li> <li>• Creative skills</li> <li>• IT</li> <li>• Listening</li> <li>• Presentation</li> <li>• Negotiation skills</li> <li>• Resilience</li> <li>• Priority management</li> <li>• Stress management</li> <li>• Time management</li> <li>• Field specific</li> <li>• Social media</li> <li>• Leadership</li> <li>• Adaptability/change management</li> <li>• Networking</li> <li>• Flexibility</li> <li>• Multi-tasking</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• "Can do"</li> <li>• Risk taking</li> <li>• Passion</li> <li>• Work ethic</li> <li>• Cooperation</li> <li>• Succeed</li> <li>• Learn from mistakes</li> <li>• Working hard</li> <li>• Being competitive</li> <li>• Seize opportunities</li> <li>• Sense of responsibility</li> </ul>

## Group V

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Resources – material/law, regulations</li> <li>• Usage of info (project)</li> <li>• Legality</li> <li>• Global influences</li> <li>• Financial literacy</li> <li>• Knowledge of opportunities</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Teamwork</li> <li>• Communication</li> <li>• Presentation</li> <li>• Assertiveness</li> <li>• Awareness</li> <li>• Decision making</li> </ul>
<b>Attitudes</b>	<p>Towards oneself and towards others</p> <ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Can do</li> <li>• Determination</li> <li>• Open to...</li> <li>• Removing fear</li> <li>• Passionate</li> </ul>







### III. Social Enterprise Cafe (Making communities our business)

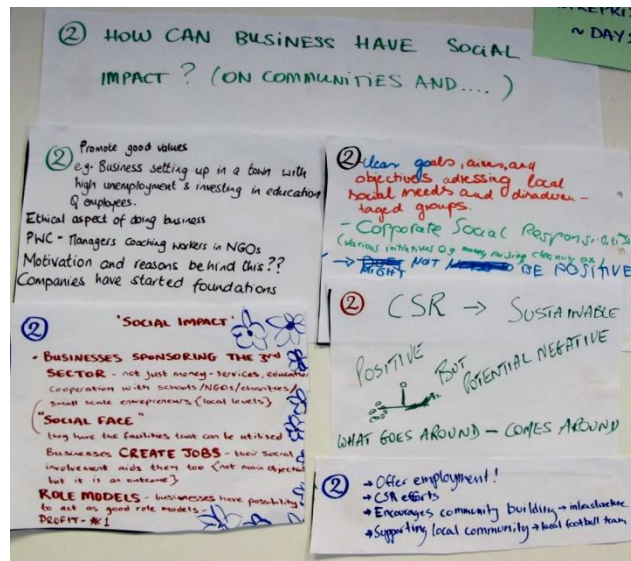
#### 1. How do you understand "social enterprise" and how does it work in your country?

- Business with a social purpose and community impact
- Positive impact on Society
- Valued contribution to society and not profit orientated
- An enterprise created to make some positive impact on society
- Wants to solve problems in society not make a profit
- Community benefits from the profits
- A balance to between community based grants and products and services sold

#### 2. How can business have social impact (on communities and..)?

- Staff welfare
- Localised supply and service chain
- Product or services that are beneficial to the community
- Targeting socially disadvantaged groups where possibly business for profit would not be interested
- Clear goals, aims and objectives addressing local social needs and disadvantaged target groups
- Is social impact always positive?

- CSR for profit focussed businesses could be a way of locally advertising
- How do the social aspects of a community effect business?
- Employment opportunities?
- Promoting ethics and values
- Is the social side of business a cover for attracting additional funding?
- Enhancing employability skills
- Business role models
- Promoting cross-sectoral approaches



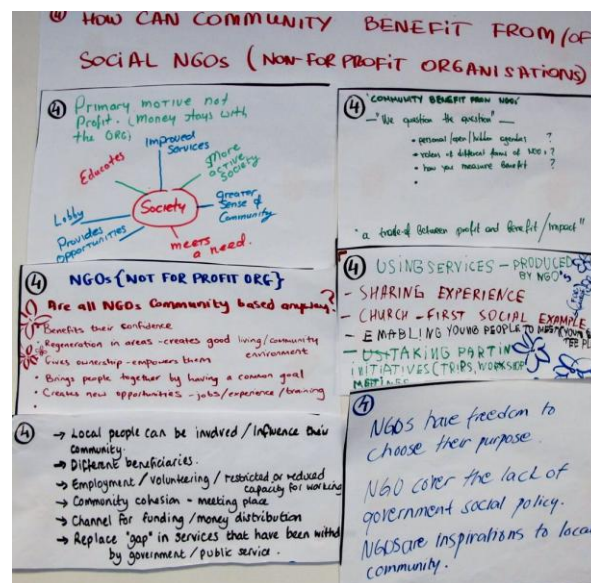
3. How do you understand social responsibility of business and how do you see it implemented?

- Preventing negative social and environmental impacts
- Images versus real impact
- Moral Issue: long term social and environmental benefits versus short term gains and profits
- Paying back to the planet and its people
- Feel good factor for organisations
- Offers a platform for ethical organisational development
- Social responsibility for more than just profits
- Business has a social responsibility to those that support it regardless of this being time, money or resources
- From win-lose mindset to win-win

- Localised competitive advantage
- Corporate Social Responsibility – business for profit model or business for social benefits model?
- CSR becomes a unique selling point for organisations
- How can CSR work when the economy is so flat..?

#### 4. How can the community benefit from Social NGO's?

- A trade off between profit and local benefit and social impact
- The community utilising and using the services available from social NGO's
- The original role and approach of the church and other religions
- Creating a sense of local value and worth as well as being more sustainable
- Hobbies and interests becoming your job
- Improved and localised services
- Profits stay within the community and benefit the community
- Socially responsible communities
- Social platform for engagement and regeneration
- Empowers communities and the entrepreneurs with-in them
- Community cohesion
- Replaces gaps in services that have been withdrawn or cancelled from municipality
- Local funding structures meeting local needs
- Local organisations meeting local needs and role models for the communities



#### IV. The Six Logical Levels – from Jason & the Golden Fleece for the Conclusion

<b>ENVIRONMENT</b>
<p><b>What environment is good for creating space for effective Entrepreneurial Education?</b></p> <ul style="list-style-type: none"> <li>- Open, unrestricted, safe, creative, tolerant, participative, respected</li> <li>- Holistic approach and variety of methodologies; recognition people learn in different ways</li> <li>- Physical and hands on</li> </ul>
<p><b>What resources are required for effective Entrepreneurial Education?</b></p> <ul style="list-style-type: none"> <li>- A challenged brain, food for thought, reward, creative methods and tools, leader and champion, accessible resources, researched material, learning from doing</li> </ul>
<p><b>Who are the potential partners?</b></p> <ul style="list-style-type: none"> <li>- A web of partners from all sectors, genuine united approaches</li> </ul>
<p><b>Where are the opportunities?</b></p> <ul style="list-style-type: none"> <li>- Right here, right now!!</li> <li>- Out there, not on your sofa</li> <li>- Everywhere, so look everywhere</li> <li>- Our minds are limitless</li> </ul>
<b>BEHAVIOUR</b>
<p><b>What behaviour do people delivering Entrepreneurial Education need to display/have?</b></p> <ul style="list-style-type: none"> <li>- Confidence, proactive, reactive, energetic, positive, open minded, motivated, innovation, resistance, resilience, guidance, encouragement, leadership, engagement, good work ethic, role model, ethical and value based, probing and facilitating, signposting to solutions (not giving answers, but showing possible paths), understanding</li> </ul>
<p><b>What do you expect from others involved Entrepreneurial Education?</b></p> <ul style="list-style-type: none"> <li>- Positive attitude, engaging, dedicated, doing what they say they will, concentrated, task focused, competent, proactive, responsive, reliability, patience, trust in self and others, honesty, good time and task management, sharing and opening opportunities, respect</li> </ul>
<p><b>How will you support the grown and the development of Entrepreneurial Education?</b></p> <ul style="list-style-type: none"> <li>- Organise training, build partnership, initiate, new projects, sharing good practice, sharing and participating in active networks, partnerships with other local providers, promote visible actions, support innovation and sustainability, lobbying for more support funding, inform friends and colleagues</li> </ul>

## SKILLS & CAPABILITIES

### What skills and capabilities do we need to deliver Entrepreneurial Education?

- Communication, planning, time management, people management, assertiveness, self analysis, leadership, group work,
- Presentation skills, organizational skills, negotiation, flexibility, strategic thinking, financial literacy
- Experience, expertise, knowledge, educated (all sectors), support and ability to ask for help, initiative, creativity, flexibility, confidence, thinking on your feet
- Systematic, intelligence, persistence, project writing skills, 'can do' attitude, curiosity, networking, positive thinking, ability and willingness to learn, learning from others best practice

### How do people gain the skills and capabilities if they don't have them?

- Learning by doing, informing others, gaining experience, learning from failure, assessment, seeking opportunities, feedback, taking action
- Taking risks, education, by accident, from others, reading, from the media, from the internet
- Reflecting, provided with opportunity, curiosity and chance

## IDENTITY

### How should Entrepreneurial Education be seen by the different sectors involved?

- Positive, Essential, Investment, Important, Opportunity, Useful, Business, Exciting, Motivating, Inspirational
- Value for money, new ideas, business innovation
- Getting to know the future employees
- Developing the knowledge of all the sectors, self development and awareness

### How can we promote Entrepreneurial Education to others?

- Through practical examples (from young people themselves)
- Media
- Incorporation of the concept throughout all education sectors
- Through partnership
- Case studies and measured and visible impact
- Celebrating success stories
- Inclusiveness, life balance and happiness
- Awards and Promotional events
- Through other peoples mistakes

### What is its purpose and mission?

- Job creation and economic sustainability
- Knowledge based society
- Self actualisation



- Empowerment
- Enhance the local economy
- Supporting and promoting innovation
- Increasing flexibility in the ever changing social market
- Increases responsibility
- Raising a sustainable and creative society
- Reducing poverty and inequalities
- Improving financial capability and capacity
- Improving competence at work and self actualization
- Raising aspirations

**BELIEFS & VALUES**

**What beliefs and values for Entrepreneurial Education should be promoted?**

- Belief in own success
- Investment in pioneering and initiative skills
- Step by step
- Anything is possible and accessible
- A can do attitude and belief that we can rise to the challenges
- People are the best resource
- Passion for what you do
- Not giving up
- Being valued
- It’s for all
- Belief in fair play

**What values will you want to show the outside world?**

- Reliability
- Responsibility (for self and the communities we live in)
- Respecting yourself and others
- Resilience
- Equal opportunities
- Persistence
- Coherence
- Cooperation
- Sustainability
- Forward thinking
- Honesty and integrity
- Belief and value of the positive contribution of young people

**CONNECTIONS**

**How will you stay in touch with people for the Seminar?**

- Emails, Phone, future projects, websites, SALTO, visits, through National Agencies, future trainings, social media (facebook etc), sharing new information with each other

**How will you maintain the momentum, the interest and ideas gained from the Seminar?**

- Try to incorporate ideas in to daily working practice, writing report to NA, making and realising a YiA project, attend other trainings and seminars, develop and implement a personal action plan, reflection on my own practice and work, write articles and reports

## Annex 1: Programme timetable

Time	1 Day	2 Day	3 Day	4 Day	5 Day	6 Day	
<b>8.00 – 9.30</b>	Arrival of participants	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>	
<b>9.30 – 11.00</b>		Introduction Integration session Group agreement/contract	Sense of initiative	Team challenge I	Sharing resources I	Departure	
<b>11.00 – 11.30</b>		<b>Coffee break</b>	<b>Coffee break</b>	<b>Coffee break</b>	<b>Coffee break</b>		
<b>11.30 – 13.00</b>		Program presentation Expectations and contributions	Social Enterprise (making communities our business)	Team challenge II	Sharing resources II		
<b>13.30 – 15.00</b>		<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>		
<b>15.00 – 16.30</b>		Entrepreneurship in education (policy background)	Cross-sectoral cooperation	Team challenge III	Recommendations and conclusions		
<b>16.30 – 17.00</b>		<b>Coffee break</b>	<b>Coffee break</b>	<b>Coffee break</b>	<b>Coffee break</b>		
<b>17.00 – 18.30</b>		Welcome evening	Entrepreneurship competence	Promotion of experience - good practise sharing	Trip to Warsaw		Youthpass Evaluation of the seminar
<b>18.30 – 19.00</b>			<b>18.30</b>	<b>Dinner</b>	<b>Dinner in Warsaw</b>		<b>Dinner</b>
<b>19.00</b>			Getting to know each other	Free evening	Free evening		Farewell Evening
20:30							



## Annex 2: List of participants and guests

	Country	First Name	Family Name	Organisation
1.	Belgium – FL	Ruben	Benoit	Bolwerk vzw
2.	Bulgaria	Georgi	Mladenov	Posoka
3.	Estonia	Evelyn	Friedemann	Pärnu Rääma Primary School and Pärnu City Government
4.	Finland	Marjaana	Liukko	Finnish 4H Federation
5.	Finland	Tarja	Sovijärvi	Nuorten Keski-Suomi ry
6.	Finland	Satu	Tammi	Suupohja Vocationl Institute
7.	Finland	Tiina-Maija	Toivola	Economic Information Office
8.	Finland	Satu	Veijalainen	Satakunnan koulutuskuntayhtymä, SATAEDU
9.	Greece	Dimitrios	Makrystathis	Youthnet Hellas
10.	Greece	Konstantinos	Spatiotis	European Village
11.	Hungary	Eszter	Bako	Jólélek Psychological Foundation
12.	Ireland	Gerard	Cusack	Youthreach
13.	Ireland	Theresa	O'Leary	Macra na Feirme
14.	Latvia	Atis	Eglins-Eglitis	Liepaja University
15.	Lithuania	Linas	Misevicius	Vsl Jaunimo Iniciatyva
16.	Lithuania	Mantas	Sekmokas	Vsl "Mokslo Parkas"
17.	Malta	Maria	Zahra	MISCO
18.	Malta	Lorna	Farrugia	Junior Achievement Young Enterprise
19.	Poland	Jakub	Witoszek	European Foundation Pro Futuro Europae
20.	Poland	Katarzyna	Kant	The Gdańsk Entrepreneurs' Foundation
21.	Poland	Magdalena	Kubów	University of Warsaw
22.	Poland	Agnieszka	Pieniążek	Foundation for the Development of Voluntary Service
23.	United Kingdom	Alison	Sadler	Enterprise Junction CIC
24.	United Kingdom	Sabrina Amina	Waldron	Youth Elements
25.	United Kingdom	Maeve	Grimley	Spirit of Enniskillen Trust
<b>Guests:</b>				
	Denmark	Louise	Edwards	Junior Achievement Young Enterprise
	Poland	Malwina	Fidyk	Bank BPH, GE Capital Group

### Annex 3: Participants' expectations

- To learn how it supports and benefits the young people we work with
- Some sightseeing would be great!
- I expect to get an insight into the approaches other people take introducing entrepreneurial learning in their organizations
- I expect to learn from other people experiences and understanding of entrepreneurship and use it in a practical way
- I expect to learn how to channel young people experiences + skills into a positive experience
- Understanding other programs
- Taking back good practices
- I'd like to get inspired! Maybe new project - idea...
- Learn new ways and methods to promote young entrepreneurship
- Expect all the participants to share their experiences and ideas
- Learn more about youth entrepreneurship status in other EU countries
- Develop good knowledge + understanding
- I expect to have of suitable approaches to take when introducing entrepreneurship to young people
- Project management experience
- Research resources
- I'd like to discover new paths for surviving and being active as an NGO (financial...) - ideas for resources
- To experience best practice and bring back usable knowledge to my workplace
- Sightseeing in Warsaw
- Sharing my experiences & working with young people and the results& the programme I work for. Asking questions to challenge others and learn from them. Coming up with ideas and suggestions for future work
- Learning about each other's organizations and sharing ideas, methods and practices
- A balance of theory and discussion. Some information is definitely useful
- Making new contacts & learning about other organizations across Europe
- More information on opportunities, resources and practices & Entrepreneurship across Europe
- Active participation
- Concrete methods



'Youth in Action' Programme



Fundacja Rozwoju Systemu Edukacji

- Sightseeing in Warsaw
- Good practices how to “teach” entrepreneurship
- How is our NGO organization we active youth in different environments
- Concept of entrepreneurship in education = what does it include?
- It could be great to share the ideas of cooperation in the future!
- What is the right age for entrepreneurial learning
- How to inspire students to be more entrepreneurial?
- In this session it could be interesting to show the real possibilities of our cooperation
- If someone is looking for people to take part in the new venture / initiative – that can be a great opportunity to tell about it!
- Get new n-formal teaching methods
- I want to know, what other people do in their work with young people (for inspiration)

#### Annex 4: Evaluation of the seminar

##### Have your professional expectations in general been fulfilled with the seminar?

1. I think that because I came into this programme without much entrepreneurial experience I could only but learn things, however, I felt that most of the learning came from the participants and maybe the participants with vast experience didn't learn as much.
2. It was helpful and motivating! Thanks!
3. I've learnt new tools of working with youngsters. I made some new connections and I hope to make a transnational project.
4. The seminar was different from what I expected (I thought it would be more "conference-line") but after all, I got some very useful contacts and new ideas for my own work. Maybe some more pieces of "facts" could have been used (lectures).
5. Some methods and information I already knew.
6. Shared experience and knowledge, meeting experts.
7. I would have been interested in getting to know more about ways and methods of entrepreneurial learning with young aspiring entrepreneurs rather than with primary and secondary school pupils and disadvantaged people (this was mainly because of the experience with the group).
8. One of the best seminars I've ever been to!
9. This seminar has been very useful for me professionally with regard to new ideas and motivating me to do more within my work. It was run with a lot of professionalism and was very well organised, however I did not expect it to be so business-oriented as this has nothing to do with my profession and this could have been made clearer on the advertising.
10. My expectations were my learning aims discovered below but I'm happy from the positive energy and involvement of the participants, trainers and organisers.
11. Sharing was good and there were lot of some good methods.
12. Overall very good. Could only have been improved by input enterprise education expertise/ latest advancements and learning from Europe.
13. My expectations have been fulfilled with the seminar as I learned new things and also shared my experience in the entrepreneurship education field. Also, I've planned new projects and will work on them.
14. Pretty much covered all. I wanted inspiration and I got it!

15. Most topics were covered sufficiently. I wanted to discuss more risk management and grant opportunities.

### **Have your personal learning aims in general been fulfilled with the seminar?**

1. I wanted to meet people with similar jobs as I mentioned that youth work can be a lovely job and I really think that this seminar has given me the opportunity to meet amazing people who are doing amazing things with little resources. I have definitely learnt a large amount of information about other organisations + countries – the best part of the seminar.
2. It was very cool 😊
3. I really like the variety of working methods, also group working and methods of sharing. I'm glad that I improved my English.
4. The methods used were very useful for self-development and also reflection of my own skills. Participate-driven approach worked very well!
5. I got new non-formal education methods and ideas to the future projects.
6. I always enjoy learning more so even though professional learning aims might be 100% personal learning definitely are!
7. It's still too early to say what I have learnt, because I need "digesting".
8. I have learned a huge amount from this seminar personally and as my first ever Youth in Action event it has been very positive. I learned a lot about other organisations and Youth in Action and gained many skills. It also motivated me a lot. I do feel it could have been more challenging for participants, especially those who considered themselves to be "experts" in their fields or have vast experience. The purposes of such events are to encourage everyone to be open to new ideas, perspectives and theories and to re-evaluate how they work and challenge themselves.
9. I had the opportunity to learn a lot through sharing experiences, ideas, tools of other participants. Not 100% cause I would like more depth and details.
10. I've learnt new tools and methods on youth entrepreneurial education and useful skills and got new ideas.
11. They were, I had great expectations and it was even better than I hoped.
12. I would have appreciated more practical tasks.

### **Was the seminar helpful for better understanding/more information/answers to the concepts of Entrepreneurship education and its related aspects such as: cross-sectoral cooperation, social enterprise and sense of initiative? (please explain)**

1. Yes it was. Especially the cross-sectoral cooperation was useful for me. It was interesting

to learn more about sectors and challenges in other European countries.

2. It was for me! Great idea!
3. Yes, but I think that we could have been given more actual examples/ideas of successful entrepreneur schemes etc. The seminar course lacked information and concrete examples in relation to this area, it would definitely have been a good support/aid after we had had group work etc.
4. Yes, it was very helpful for me personally and for my work.
5. Yes, the most important was the possibility to know other people work, methodology, tools, approaches... So, sharing resources and good practices.
6. More understanding in relation to social enterprise + sense of initiative.
7. A nice structure - starting with warm-up, defining the concepts and seeing whether everyone on the same page: then going to details and new ideas.
8. Yes, because I didn't know exactly what does it mean sense of initiative.
9. Yes, it was in some extent.
10. Yes, definitely particularly social enterprise.
11. Yes, in general. Hearing others models and stories was good and gave new ideas. I would have liked to hear few inspiring success stories from the (social) business sector and cross-sectoral cooperation.
12. YES I learned a lot of the theory behind entrepreneurship education and this really helped me to understand it. It was delivered in small chunks such was most effective.
13. I was already aware of the concepts but I have found out that there are many other different perceptions (own understandings).
14. Yes. We looked entrepreneurship in all different aspects.
15. Gave reflection time and will help inform choices for future projects and work rather than new information or understanding.
16. I have understood the importance and potentials of cross-sectoral cooperation and I understood also better the social enterprises. I've really become inspired, I've gained new ways and visions for future cooperation and I also understood better the significance of entrepreneurial education
17. Yes, especially in the aspect of social enterprise, which is something new for me. In additional the sense of initiative project helped a lot to turn ideas into real projects.
18. Yes, it was. I had a lot of new ideas and loved pretty every minute of it. To me business part was not so interesting, but I survived.
19. A general understanding - however not specifically a social enterprise as this would require a focused on it.
20. Very much. Particularly in areas of cross-sectoral cooperation.
21. CSR cooperation - very good; social enterprise & sense of initiative could have been discussed more thoroughly.

### **What are you follow up plans and what will you take out from this seminar?**

1. I'll implement these methods and ideas to my work. I'll visit some new websites, I'll study more about European Youth Policy.
2. I will take knowledge, a lot of ideas and plans to implement these ideas!
3. I hope to try to adopt and slowly bring in on entrepreneur scheme/ programme in an area of my organisation that will provide young people with the necessary skills / experience they need to successfully return to employment or start their own employment/ enterprise.
4. I want to develop my training skills and realize our group plan, which has been initiated during this event.
5. We are planning to make a project in YiA to finalise our game on entrepreneurship - for me it's the most important.
6. To devise enterprise programmes using the new tools and knowledge I have obtained.
7. Hopefully developing the ideas into real actions, hopefully staying in touch with the others, and sharing in my own organisation.
8. Contacts, methods, ideas
9. New methods for my work, maybe project ideas and partners.
10. Try us much to generate a new programme at work place based on what I've learnt.
11. Many new good exercises and tools; I'm going to keep in touch with other participants; We are going to try and make our group task into a project.
12. I will take a lot of inspiration, ideas and confidence to take on new ideas and take initiative. I plan to bring information back to my organisation. Follow up with contacts and research opportunities within YiA.
13. This is quite frustrating! Greece never did and especially now, invest in youth development and opportunities I know already (because I have tried many times) that the doors will be closed. Pity ... I feel very motivated to introduce a sense of long term educational to entrepreneurial learning in schools coming out from the ideas that were shared here.
14. Maybe some concrete methods in education, partnerships for future cooperation.
15. Keep in touch with other participants and share learning/resources/experience beyond this week. Hopefully work together. Put ideas into practice.
16. I have concrete project idea for cross-sectoral cooperation between my NGO and the business sector. I'll go do it. I also gained new project ideas for YiA projects.
17. Already planning projects with other participants on this field. Hope will be implemented soon. I will take out new ideas, the passion for creating new things and the great cooperation with other participants.

18. I really loved this seminar and I got lot of new methods and ideas what I can take home and share with other schools and in my city.
19. Try to implement some methods (approaches when organizing team work).
20. Working with local business.
21. Plan to introduce some of the learning outcomes in my workplace; a greater knowledge
22. I'm working on entrepreneurial projects (with young people for profits) so I will use some methods from here! Hope to use the connections as well.

### **Your Comments/Proposals to improve this concept of seminar:**

1. Program was full of parts that you had to be active for sharing and discussion. I would like to hear 1-2 lessons about e.g. the most important concepts. We would have had a visit to some Youth Club, enterprise etc. On evenings I was quite tired; some more free time for evenings would have been nice. As a whole anyway - great experience!! THANK YOU!
2. Maybe it was too much work in group. It is of course very, very interesting but if every task is always based on this (just one) methodology of working it can be quiet boring sometimes. Maybe sometimes it should be more "knowledge" means "hard knowledge". Not only "what do you think it is" but (for example for summing up) what the others think (authorities in entrepreneurship world, scientists, aid so on...). Sometimes it was ONLY about our feelings, opinions, ideas. I think it's too ...subjective point of view... And the nice: integration games - on Friday and Thursday evening - were just great! Exercise with "making a picture" of other participants - was fantastic! The energy of Buzz - was great as well. Maybe (suggestion) if he is a coach (he is) he should say sth about coaching, maybe it could be interesting!
3. I think it would have been better if we would have been provided with more concrete examples of successful initiatives in this area rather than relying on the participants knowledge only. Otherwise it was a brilliant event, well run, enjoying people, great trip to Warsaw!
4. Try to check before the events internet connection. The Internet connection it was problem for me :(
5. I don't understand the purpose of the part "Social enterprise" - for me it wasn't useful.
6. Time management, especially with group presentation which over ran.
7. Better time management (and coordinator in that sense), no change of plans or schedules - some additional information (lectures?) from experts - More time for reflection in the first days? HAD A VERY GOOD TIME, THANK YOU!
8. Proposals:
  - It would be more effective of "bank woman" would visit seminar on 21<sup>st</sup> when we



- had a topic about social entrepreneurship. On 23<sup>rd</sup> it lost sense. And I would like to heard some longer experience and get some presentation
- Think about some more practical examples. For examples speaking about social entrepreneurship. It would have been great if some social entrepreneur would go have visited it.
  - Less introduction and less conclusion, but more practice
  - Mix formal and non-formal methods, because being 5 days in learning by doing situation is little annoying.
  - Further themes should be about: how to manage risk, how to manage changes, how to develop creativity, how to make real cooperation with business world.
  - Trip to Warsaw could be also trip to the real business organization, what is really interesting example in Poland.
  - Think more about results of seminar and how can it asses. I understand that education is some kind of never ending story, but still...
  - Organise seminar not for educators or people who are involved in education, but for real start-up and new entrepreneur to help them develop their competences.
9. Good seminar but the days were a bit too long and timetable wasn't kept. Also a few ... could have okay in between tasks etc. And maybe a visit to a polish school/company/ngo would have been interesting.
10. Improve (general) the concept of entrepreneurial education amongst all ages. The sharing of experiences & projects should be done amongst all.
11. Keeping the schedules or if it's on the participants responsibility, it should be made more clear. All in all one of the best seminars I've ever participated! Thanks! How to ensure, that participants learn from each others tools and models? I mean as much as possible? - big, big, big thanks :)
- 12.
- More tangible and concrete examples & entrepreneurship education in action would have been useful.
  - Greater focus on how to engage young people and the needs and values working with them.
  - Very long workshops and many breaks and long lunch & dinner breaks are not necessary. Things could have been done a bit quicker.
  - Location - it may have been better to have a more central venue for the seminar which was more sociable and had better facilities.
  - It could have been more challenging!
  - It was a really good seminar which has really inspired me and I will take a lot of from
  - Thank you :)

13. Logistics: internet working next time and space for evening socializing!; Generally, the seminar was what it said it would be. A space for sharing and exploring the subject theme I am very satisfied with what I have got from it, with the attitude and presence of everyone. The only drawback was that working constantly in buzz groups made me a bit tired towards the end and sometimes the information shared in the working groups was repeated. I believe that after the presentations some kind of input supporting the results and empowering the effort of the participants could have taken this training to another level (but OK... maybe then it would be a training).; Thank you for everything Buzz, Ana, Ewa, Magda and Fatima!
14. Seminar was too long if there are so much working hours -> tiring: you are not present anymore at the evening sessions; Timetables should be taken care more carefully; Trainers and organisers were great :) and inspiring.
15. The seminar was fantastic for meeting fellow professionals in this area, sharing resources, experienced, what works well & what does not whilst there was much experience in the room in different context, I felt there lacked guiding expertise. Facilitation was excellent, varied, interesting and one time flew. The first night was far too long given level of tiredness in one group although one content was good and worked! I think also the pace was sometimes too slow with much time given to tasks that was not required. This did add to an informal and relaxed feel though.
16. For me personal aims and interests, one of the most important point was when had the chance to talk with the "lady of the bank", she really give me concrete information for realizing cross-sectoral cooperation. Maybe next time 1-2-3 another representative of business (like visitors) could also be invited. Anyway it was a great seminar. I am really thankful that I could participate!
17. The whole concept was very successful. It could be some kind of case studies of existing initiative enterprises run by young people. The only negative of the seminar was the lack of internet access most of the days spent here.
18. Seminar was really good. Maybe you should make the arriving earlier so the first evening wouldn't be so long. In my time the chock was 2AM when we finished and I woke up at 5 that morning :) Everything else was really good and I really loved that we had so interesting people here. And of course the trainers were grand. Lot of fun while learning - very entrepreneurial.
19. Thoroughly enjoyed this unique opportunity, have found it very useful and will implement many of its outcomes.
20. Case studies - a short case will be beneficial; more impact on the financial side need for more practical exercises with real numbers; more free time in the city; grant opportunities - more info and maybe networking.