



GUIDELINES
FOR ENTREPRENEURSHIP
TRAINING IN RURAL AREAS

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Publisher: Mikkeli University of Applied Sciences

Publication serie: Free-form publications D

Editor: Marita Mattila

Picture in cover: Manu Eloaho


Pictures: Marita Mattila, iStock, Yrityskylä

Layout and printing: Diapu/Businessprint Oy, Helsinki

ISBN: 978-951-588-538-8

ISBN: 978-951-588-539-5 (PDF)

ISSN: 1458-7629



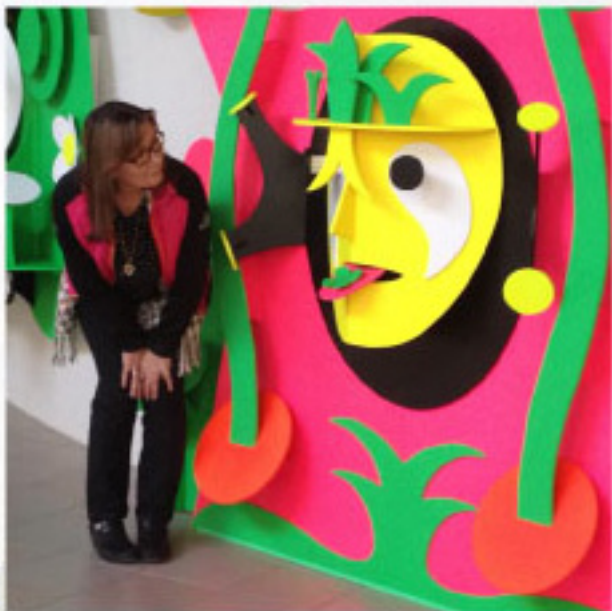
SURE – Sustainable rural development through entrepreneurship
education

Project period: 3 June 2013–31 December 2015

Funding: Nordic Council of Ministers
Main administrator: Norwegian Centre for International Cooperation
in Education
Programme: Nordplus Horizontal

Budget: EUR 95 000
Grant: EUR 47 500
Partners' own contribution: EUR 47 500

Partners:
Mikkeli University of Applied Sciences (coordinating institution) (FI)
Student Union of Mikkeli University of Applied Sciences (FI)
Latvian Rural Advisory and Training Centre (LV)
The Swedish University of Agricultural Sciences (SE)
Coompanion Kalmar (SE)



FOR THE READER

The partners in the European Flagship project called Sustainable rural development through youth participation, innovation and entrepreneurship 2012-2015 identified a lack of common knowledge of efficient education and research on entrepreneurship and on involving the youth. As a result, a Nordplus Horizontal project, SURE, was launched and conducted within the Flagship network. This project aimed at developing a framework for entrepreneurial education, and thus enhancing innovation and entrepreneurship among the youth.

The following pages introduce the results of the SURE project. The work started with creating an evaluation method in a desktop study. It included a literature review of current research on entrepreneurship education and training as well as evaluation. It formed the theoretical basis for the project's evaluation method: a questionnaire that reflected and referenced to the review. It served as a tool for the survey of different entrepreneurship education and training methods.

The survey was conducted in the seminars and events of the SURE and Flagship projects as well as other actors in the field. Altogether 19 entrepreneurship education methods were evaluated according to the questions defined in the desktop study. By comparing different methods, practices and research the guidelines for efficient entrepreneurship education especially in rural context were created.

A model for evaluating entrepreneurship education methods was disseminated within the Baltic Sea region in cooperation with the Flagship project. In the future the project partners and the Young ambassadors of democracy, a new project started in 2015, will disseminate in Europe the good examples resulting from the SURE project. SURE supported the goals of the partner network and the European Union Strategy of Baltic Sea Region as well as the Nordplus program.

Mikkeli 18.12.2015 Marita Mattila

PROCESS OF THE PROJECT:

Kick-off seminar held in Mikkeli in February 2014

Desktop study & evaluation method by Sonja Miettinen, Thomas Norrby and Mimmi Lille Skarelius

Mid-term seminar held in Jurmala in October 2014

Survey by the whole partner network

Guidelines by Camilla Broms, Livagro

Publication by Marita Mattila, Mamk

Dissemination seminar held in Uppsala in October 2015

References: www.mamk.fi/sure

ENTREPRENEURSHIP TRAINING GUIDELINES

These guidelines introduce entrepreneurship training in rural areas. The guidelines are general, but will also specify how to support rural entrepreneurship in some specific age groups. They were developed through a desktop study on the available research in this field and by describing good examples from all the participating countries. Also a workshop with participants from universities in Sweden, Finland and Latvia was arranged.

Informal, formal and practical training

Entrepreneurship training can be divided into informal, formal and practical training. The difference can be seen in the pedagogic approach. Formal learning is controlled by teachers, and informal training is more democratic and led by students. Practical training is learning by doing. Entrepreneurship training can be one of these or a mixture of them all, and it is impossible to say which kind is the best. It all depends on the process, location and setting, purpose and the contents of the training.



MAIN FOCUS areas

While developing the guidelines certain words were constantly mentioned as the most important focus for entrepreneurial education and the development of entrepreneurial skills. The focus of all entrepreneurship training should be support, trust, failure, creativity, passion and marketing.

Support

To develop their entrepreneurial skills entrepreneurs need support that encourages them, helps them and shows that they are trusted.

Trust

It is important for the students in entrepreneurship training to feel that they can trust the community, and that the surrounding community trusts them. Without a high level of trust it is hard to take the step to become an entrepreneur, be creative and believe in success despite failures.

Failure

Students in entrepreneurship training must be able to fail. There are a lot of risks involved in being an entrepreneur, and without being capable of failing, a person is not willing to take the risks that come with it. There has to be such trust around the students that they feel that failing is allowed and that they can manage to get back on their feet after a failure.

Creativity

When setting up entrepreneurship training one of the main things is to promote creativity. An entrepreneur is a creative person who can use existing resources and develop them into something new that can benefit the community, an individual or both.

Passion

Entrepreneurship builds on passion. Whether it is passion for the community, a service, goods or for money doesn't matter. If people don't have passion for what they do, they will not succeed as entrepreneurs. Entrepreneurship training should cater for people's passion by inspiring them and by making their passions visible.

Marketing – spreading the word through people

The best way to market training in entrepreneurship is to spread the word through people. If the training is good, the participants will spread the word through their social networks. The best way of spreading the work of entrepreneurs works in the same way: Goods and services on offer can be marketed through the existing social networks and from mouth to mouth.



AGE GROUPS IN ENTREPRENEURSHIP TRAINING

AGES BETWEEN 7 AND 12 YEARS

Entrepreneurship training for this age group should focus on creativeness through playing. Children learn by doing. They spy on their surroundings, parents, teachers and friends and do what everyone around them does. This is the age to start increasing children's proudness for their local area to promote rural entrepreneurship and to lay the foundation for the youth to see that they can have a successful future in rural areas.

Good example:

Children's Rural Parliament (Fin),
Me & My City (Fin)

CHILDREN'S RURAL PARLIAMENT (FIN)

Children's Rural Parliament is a method for promoting entrepreneurial thinking and mindset. Children learn that their ideas are valuable for the community where they live. Their self-esteem grows, and they are able to consider different options when solving problems. Children also learn about the associations, rural livelihoods and entrepreneurs of their home village. In addition, they learn the basic skills of participation in workshops and in the Rural Parliament meeting.

This method includes a road show tour in rural schools during one month followed by a workshop tour in the same schools to work out their main development suggestions for the children's own surroundings. Finally, a Parliament Meeting is arranged to publish all the development suggestions. The results will be considered at all levels of rural development work in the South-Savo region.

INFO

Promoting the sense of community and democracy skills as the first steps of an entrepreneurial mindset

Age of participants: 7 to 12 years

Organised by Centre for Economic Development, Transport and the Environment, Department of Rural Economics, in cooperation with Mikkeli University of Applied Sciences and various rural associations and rural schools

More information at

www.maaseutukuriiri.fi/maaseutuparlamentti



ME & MYCITY (FIN)

Me & MyCity is an education innovation based on the Finnish primary school curriculum. It is a study module with a learning environment that focuses on entrepreneurship, economy and society for sixth-grade students aged between 12 and 13. The Me & MyCity learning environment is a miniature town where students work in professions and function as consumers and citizens as parts of the society. The Me & MyCity study module includes a training day for teachers, learning materials based on the Finnish national curriculum and a visit to the Me & MyCity learning environment.

The day in Me & MyCity bases on a pre-planned script and each student's profession has its own job description created together with cooperation companies. The pedagogical role play is always adapted to reflect the local business life. For companies, Me & MyCity is a way to be involved in school system development and a concrete way to demonstrate social corporate responsibility. Me & MyCity enables the companies to build positive company image through their own miniature company in the learning environment.

In 2014, Me & MyCity received an award from the World Innovation Summit for Education in Doha, Qatar.

In November 2013, Me & MyCity was recognized by the European Commission.

INFO

Pre-planned live role play in a special learning environment

Age of participants: 12 to 13 years

Organised by Economic Information Office (TAT)

More information at yrittyskyla.fi/en/



yrittyskylä TAT

AGES BETWEEN 13 AND 19 YEARS

The youth in this age group need to feel that they are trusted and encouraged to pursue and create new ideas. Adults and teachers are supposed to be there to support, respect and to love the youth. They are not supposed to tell the youth what to do, but rather to help them to pursue their own thoughts, ideas and dreams.

This is a good age to start with social entrepreneurship and to teach entrepreneurship skills. This can be done by introducing the youth to different volunteer work so that they get a feeling that they are able to accomplish things together in a group as well as on their own.

Good example:

JA-YE (Fin, Swe), Do it yourself (Swe), Young role model (Swe)

JUNIOR ACHIEVEMENT-YOUNG ENTERPRISE (FIN, SWE)

Teachers of secondary schools receive training in the process model of Junior Achievement where students interested in starting their own businesses get an inspirational kick-off. After that they start a new business of their own choice and develop their different areas of responsibility in that business. They also create a business plan by themselves, carry out market research and find startup funding by selling venture capital shares. Students run the business for one year managing all the operations involved. After a year they wind up the operations and liquidate the company

This model provides the youth with an opportunity to practice their abilities to cooperate, solve problems, make decisions and to take responsibility. The different steps the students manage in their businesses involve production and service development, marketing, selling and financial accounting. They also have the possibility to participate in different local, regional and national events.

INFO

One year program for entrepreneurship, involving learning by doing and training for teachers to execute the program

Age of participants: 15 to 19 years

Organised by Junior Achievement

More information at

www.ungforetagsamhet.se/uf-foretagande
nuoriyrittajyys.fi/ohjelmat/ny-vuosi-yrittajana-9-lk-2-aste/



DO IT YOURSELF CAMP (SWE)

The camp is situated in a nice environment where the youth can swim, hike and enjoy the views. The camp days are filled with activities and events that inspire and challenge the youth to follow their dreams and ideas of what they can do for their local community. After returning home the camp participants are supposed to implement the project they planned during the camp.

The five-day camp gives the youth the inspiration and tools for creating their project. They can also contact a mentor and the rest of the camp participants to get help in the project implementation. This follow up by the mentors is good support and helps to guarantee the participants can really implement and achieve what they planned.

INFO

From an idea to an event or enterprise on a five-day camp, involving a mentor's help in the implementation

Age of participants: 16 to 20 years

Organised by Vi Unga – We are the young youth organization

More information at viunga.se/

YOUNG ROLE MODEL (SWE)

Young role model is a project with the aim to promote and encourage the youth in creativity, entrepreneurship and in the belief that they can make their dreams and ideas come true. The project consists of three parts, with one workshop process called Ready Set Go and two competitions called Greta G Fame and Unstarted.

Ready Set Go is a workshop of one or two days where the participants learn together about entrepreneurship in a fun way. They create business ideas based on the resources that exist in their group with the help of an experienced process leader, energetic exercises, explorations within themselves and team building. The Ready Set Go workshop helps the youth to develop leadership skills, group dynamics and to identify business potentials as groups.

Greta G Fame is a modeling competition where young people get the possibility to make their dreams come true with the help of experienced people from the fashion industry. Since the modeling competition is marketed with videos in social media, the competition also works as a stepping stone for creative entrepreneurship in, for example, film, web TV, photography, fashion, design and culture. Unstarted, in turn, is a competition where the newly started cooperative businesses get an opportunity to present their business ideas in front of a jury and to win money.

INFO

Different approaches of finding role models and the possibility to promote the youth via films and social media

Age of participants: 13 to 25 years

Organised by Coompanion

More information at

kalmar.coompanion.se/ung-forebild/

ostartat.se/

www.gretag.se/

goteborgsregionen.coompanion.se/ready-set-go-affarside-byggarworkshop



HIGHER EDUCATION STUDENTS

At university it is time to find the passion, and students should be encouraged to follow their dreams and ideas. Examples for achieving this involve starting support groups where students, teachers, businesses and entrepreneurs can get together and exchange ideas and experiences during meetings, discussions, events and excursions. Students can get inspiration from both each other and from other parties involved and to carry out projects together to develop their entrepreneurial skills in an environment with a high level of trust and encouragement.

Good example:

Zibens Bizness (Lat), MikkeliES (Fin),
Innopaja (Fin)



ZIBENS BIZNESS (LAT)

Entrepreneurship competition called Zibens Bizness (Lightning business) has been modified from a competition in the United Kingdom. The main goal of this three-day competition is to test students' skills in business. The competitors are working in teams and they create a real business going through all the following phases: idea, team building, production, implementation, selling and marketing. With this practical training students can experience different business planning stages, without fear and consequences of failure. The enterprise is only set up for this learning process. The competition has been arranged in Latvia for three years.

INFO

An opportunity to go through all the stages of business in the shortest possible way, involving competition to motivate the youth

Age of participants: Adults

Organised by Latvian University business incubator together with Riga Technical University business incubator, University Turība business incubator and University Riseba creative business incubator

More information at

www.biznesainkubators.lu.lv/zinas/t/32900/



MIKKELI ENTREPRENEURSHIP SOCIETY (FIN)

Startup ideology is worldwide and can be implemented anywhere. At the moment there are more than 10 entrepreneurship societies in Finland. Some of them are regional, and some are owned by higher education institutions. Entrepreneurial thinking is fashionable at the moment and everybody is talking about it.

MikkeliES arranges for entrepreneurs one night events and workshops with different themes, such as marketing, or more specific themes, such as LinkedIn or self-branding. Ahjo Accelerator is a program where new startups get a coach to help them with their business model validation, product development and fund raising. The outcome might be the first customer, funding or a product with validated value to customers.

INFO

Events and training sessions to help new startups to take the next step with their business

Age of participants: Adults

Organised by Mikkeli Innovation and technology center Miktech Oy, a Project of Miktech Oy

More information at

mikkelies.fi/mikkelies/

ahjoaccelerator.fi/

startupnation.fi/



INNOPAJA (FIN)

INNOPaja is a method which Mikkeli University of Applied Sciences (Mamk) uses to combine the master school students of different fields of study, Mamk staff and working life stakeholders. The target is to develop solutions for the working life stakeholders' challenges. INNOPaja encourages participants to innovate and cross boundaries and it helps the students to understand the importance of cross-sectoral cooperation. Students adopt an entrepreneurial mind-set and try to develop solutions for working life problems.

INNOPaja program

- One-hour speech of being innovative, idea-rich and developing enthusiastically – THE WHOLE GROUP
- dividing the participants into smaller groups
- presenting the development background by a working-life stakeholder – SMALLER GROUPS
- making a mind map of problems given by group members, choosing certain ideas for further development, developing the ideas individually and in the smaller groups
- writing a project or business plan based on the development ideas of the smaller groups
- introducing the ideas to other participants and the working-life stakeholders – THE WHOLE GROUP

INFO

Crossing professional boundaries

Age of participants: Adults

Organised by Mikkeli university of applied sciences in cooperation with working-life stakeholders

More information at

soleops.mamk.fi/opsnet/disp/fi/ops_OpetTapTeks/tab/nop/sea?opettap_id=6847650&kuvkieli=en



PROFESSIONALS

Professionals who already have a job and income can be afraid of changes and the financial loss an entrepreneurial lifestyle can bring. They can also be afraid that the time and energy input might be too high. If people are afraid, it is good to show them that they don't have to be – that other people have managed and succeeded.

Being an entrepreneur does not have to be hard. It can start with a hobby or in a local organisation and by working for the changes that one wants to achieve. Young persons already working as entrepreneurs can serve as ambassadors that can show and tell how they started and how they manage their business or projects. Entrepreneurship training should be social, so that the students feel that they are not alone. Group pressure is also a good tool to get something going. Incubators, groups of entrepreneurs, mentors and practical help can be of value for professional entrepreneurs.

Good example:

Altum (Lat), Business basics (Lat)

ALTUM (LAT)

Latvian Altum organizes training for young and future entrepreneurs. The aim is to provide theoretical knowledge of business processes for young entrepreneurs who want to get a loan for funding their business idea development. The idea for this training resulted from previous Altum experience after analyzing clients' needs and experiences.

The lecturers of the training pay special attention to topics where future entrepreneurs lack knowledge. The training sessions are free of charge, with usually 7–15 participants.

INFO

Theoretical knowledge before starting a business

Age of participants: Adults

Organised by Altum – the Latvian Development Financial Institution

More information at

www.hipo.lv/lv/attistibas_programmas/starta_programma



BUSINESS BASICS (Lat)

First, State Employment Agency evaluates the unemployed people and employer needs. It then coordinates the individual learning processes. Business basics are very popular studies, and they give comprehensive knowledge of entrepreneurship. The target of this action is to provide the most essential knowledge to help people to start their own small business and to re-enter the labor market this way, in the role of employers.

The training can involve a complete course of 24 hours, attending separate one-hour lectures or seminars of five hours.

Studies are mostly theoretical, with usually 5–20 participants on a course. Interest in participating Business basics in Latvia is very high.

INFO

Program for the unemployed in all age groups

Age of participants: Adults

Organised by State Employment agency

More information at

www.nva.gov.lv/jelgava/LV/par_mums/kontakti

Other methods

The Finnish 4H organization's youth entrepreneurship action and 4H youth companies (Fin)
www.4h.fi/toita/perusta-oma-yritys/

JA-YE Finland's JA-YE Start up program for higher education students (Fin)
nuoriyrittajyys.fi/en/ohjelmat-2/ja-start-up/

Nordea Business School: a meeting with an investor (Lat)
www.nordea.lv/biznesaskola

Promotion of youth entrepreneurship in rural areas by Latvian Rural advisory and Training center (Lat)
laukutikls.lv/atbalsts-jauniesiem-uznemejdarbibas-veicina-sana

Youth growth forum Solis (Step) (Lat)
arturs.katamadze@jzk.lv

Entrepreneurship training in Swedish agricultural schools (Swe)

Youth coaches in the Leader programme (Swe)
enrd.ec.europa.eu/enrd-static/app_templates/enrd_assets/pdf/youth_and_young_farmers/Country_report_SE.pdf



TIIMIAKATEMIA (FIN)

Tiimiakatemia is a method that grew a lot of interest in the network, especially among the international partners. It was presented in several project events and discussed repeatedly during the project period.

Tiimiakatemia is an entrepreneurship centre at Jyväskylä University of Applied Sciences. The students of Tiimiakatemia run their own cooperative businesses, called team companies, and learn with real money and real customers. All teams operate as independent cooperative companies.

Students carry out real-life projects which they find independently by themselves to cover all the expenses of the company. These projects serve both as learning environments for studies and for developing students' competences and as ways of doing business for the team companies. Learning is a process that is not divided into modules or subjects, such as marketing or leadership.

Tiimiakatemia is not financially liable for the team companies: It only provides the coaching for the learning process. The main methods used are learning by doing and team learning. Teams use dialogue as a tool to share knowledge and to think together. The purpose of dialogue is to go beyond one individual's understanding – the whole organises the parts, rather than trying to fit the parts together to make a whole. As a result, more entrepreneurs graduate from Tiimiakatemia than from any other place in Europe.



INFO

Learning by doing at universities of applied sciences

Age of participants: Adults

Organised by Jyväskylä University of Applied Sciences

More information at www.tiimiakatemia.fi/en/



TIIMI AKATEMIA®

The logo features a stylized red figure of a person in a dynamic, forward-leaning pose, possibly representing a runner or a person in motion. Below the figure, the words "TIIMI AKATEMIA" are written in a bold, black, sans-serif font, with a registered trademark symbol (®) at the end.



Swedish University of
Agricultural Sciences

