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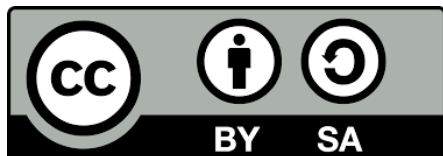
Project code:

2018-1-DE02-KA202-005130

Erasmus+ KA2
Strategic
Partnership for
VET

IO1 – Primary &
Secondary
Research Report
Greece

2 EK Peiraia



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1. Introduction

The transition from school into professional life is one of the most challenging moments in life. In a global rapidly changing working environment, the competitive job market requires young people to not only possess high level of job qualifications but also the ability to apply their skills in the workplace, to be adaptive and to act in an entrepreneurial way. Developing a career is a process, not just a destination. Unfortunately, not enough attention is paid to the developmental process required to engage in a thoughtful, thorough career development.

The goal of this project is to design, deploy and evaluate a CAREER GUIDANCE EDUCATIONAL TOOL KIT to support CAREER ADVISORS to strengthen their profiles and in therefore to upgrade their methods and practices for a better career orientation towards entrepreneurial competences for VET students.

Our consortium consist of partners from Leibniz University in Hanover, Germany, 2 EK Peiraia School in Piraeus, Greece, Fundatia CDIMM Maramures in Baia Mare, Romania, A & A Emphasys Interactive Solutions Ltd Nicosia, Cyprus, Reykjavik University, Iceland and Lancaster and Morecambe College in the UK.

Regarding its participation in Erasmus+ project, 2EK Peiraia aims:

- to provide students with competencies, knowledge, skills, abilities and behaviours, critical to a successful job performance;
- to create / apply (or improve) an effective link between education and work and secure better job prospects for its students;
- to boost apprenticeship and broaden career guidance;
- to develop students' initiative, creativity and critical thinking.

Our participation and contribution in this project fulfils all our aims and especially in the current economical situation in Greece, we consider the development of the project extremely useful not only for our school, but for the purposes of the introduction of the entrepreneurship VET schools in Greece.

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2. Youth Entrepreneurship in Greece

State of the Art and Policy

Entrepreneurship is a key aspect of the development process in the modern Greek economy. The main characteristic of the Greek labor is the dominance of small and medium-scale enterprises in the Greek economy, and consequently its main characteristic of Greek business activity to be low productivity and competitiveness and low participation in 'promoted' research and development activities. Doing business in Greece seems to take the form of individual or family enterprises in sectors with low growth rates, low profitability and increased import penetration.

Other general structural weaknesses of the Greek production base are the dominance of traditional industries with low contribution in terms of added value, low level of domestic technology production, outsourcing, lack of skilled personnel, risk aversion, poor business culture, bureaucracy, unsteady tax system with high tax levels. Another big problem in the last years of the financial crisis was the inability to receive funds from the banking sector.

In order to increase the proportion of (technological) innovations that have been successfully marketed by industrial enterprises and to boost new enterprises, major initiatives and funding have been carried out with the help mainly from the European Union. This leads Greece to be at a high stage, both for aspiring and young people entrepreneurs. So it is not a paradox that the entrepreneurship of startups stages is ascending, following the course of the established entrepreneurs and thereby pushing the business forward up.

EU's Cohesion policy, which is the main investment policy, aims to support job creation, business competitiveness and the economic and sustainable development of citizens.

<https://www.espa.gr/el/Pages/staticEUPolicies.aspx>

A Greek law (2016) determines the Institutional Framework for the Establishment of Private Investment Aid Schemes for the Regional and Economic Development of the Country - Establishment of a Development Council and other provisions.

The purpose of the law is to promote balanced development with respect to environmental resources, technological upgrading, the shaping of a new national identity (branding), improved competitiveness, production of more complex products, better service delivery and ultimately better security. of our country in the international division.

https://www.espa.gr/elibrary/n4399_2016_FEK117A_Anptyxiakos.pdf

The new elected government in their initial plans is to increase the level of entrepreneurship, especially of the younger people, by establishing a steady tax system,



lower tax levels, decrease of bureaucracy using e-technology, more connection of education system (especially VET) with the labor.

2.1 Educational system

The educational system in Greece is ordained by the laws and decrees of the Greek Ministry of Education and Religious Affairs. The past decades, many significant changes were made to the education system by each new government and minister to the education system. In general, adapting to research in the field of education and foreign education practices, in order to meet the needs of the Greek society and labor market, a the Greek education system is a multilayered system, which caters for all students in the country. The big majority of students in Greece attend public schools of all levels, for which there are no tuition fees, while less than 10% of the student population enrolls in private schools.

VET education begins as a part of secondary education (age 15-18). Upper secondary education is not compulsory in Greece (up to 15 years). There are 3 types of Vet schools:

- **Vocational High School** (Epagelmatiko Lykio)
- **Vocational Evening High School** (Esperino Epagelmatiko Lykio)
- **Vocational Training Schools** (Scholi Epagelmatikis Katartisis)

VET is also provided in Higher education.

- **Polytechnic** (Politehneio)
- **Technological Educational Institute** Anotato Technologiko Ekpedeftiko Idrima

Lifelong Learning has also VET schools

- **Vocational Training Schools** Scholi Epagelmatikis Katartisis
- **Vocational Training Institutes** Institouta Epagelmatikis Katartisis

Entrepreneurship is hardly a part on secondary education curriculum. Vet schools are barely connected with the labor. The implementation of Apprenticeship did begin only 3 years ago and it involves only graduates, schools organize a few visits to professional sites every year and over the past years some schools take advantage of the Erasmus+ projects to involve their students in a 2 week connection with the European market. Some Seminars for informing teachers about the new trends in their specialties are organized by teacher's counsellors (coordinators of educational work).

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Separate compulsory subjects that have to do with entrepreneurship are not taught under the Greek vocational education system with the exception of the sector of *Administration and Economy* and the sector of *Agricultural studies*, during the second and third year of vocational high school. As far as the first year of the vocational high school is concerned, the entrepreneurial training is partially embodied in the subject called *School professional orientation*, which aims at spreading knowledge to the students, concerning the available opportunities in the labor market. Furthermore, there are two more obligatory courses, *Project* and *Zone of creative activities*, where the professor has the right to opt for topics from a subject list that are concerned with *entrepreneurship*. The latter combined with field visits students will be encouraged to develop their entrepreneurial competencies

As it is evidenced, not many steps have been taken towards the development of students' entrepreneurial skills. Students who decide to engage in, can only do it only as graduates, by taking part in seminars provided by Ministries (such as the Ministry of Education, the Ministry of the Agricultural sector), Universities or Banks.



2.2 Job orientation in VET-Schools

Supporting career guidance structures in Greece

In Greece, the first organized effort to create supportive structures in secondary education for vocational guidance, linking the school to the labor market and thus to entrepreneurship was done in 2007.

In the introductory report of Law 2525/1997 that vocational guidance "begins at school and ends in the labor market", money was spent, training programs were organized, training materials were produced, school books were written, relevant lessons were placed on timetables, and the corresponding structures.

GRASY (ΓΡΑΣΥ)

The Labor Market and Vocational Guidance Offices did operate in Secondary level VET school units. The work of these executives focused mainly on the following:

- To welcome new students and their parents and to inform them about the specializations that operate in EPAL / EPC / TEE and the professional perspectives they provide.
- Chat with new students and help them choose the specialty to follow.
- Cooperate with businesses and local government (municipalities, municipalities, prefectures) in order to better anticipate the needs for the new professions.
- Organize one-day, two-day and three-day visits of students to enterprises and professional or scientific institutions in Greece and the European Union.
- To support the internship of students in business and professional organizations (the EPAL / EPAS / TEE graduate is required to obtain the license to practice the profession).

KESYP (ΚΕΣΥΠ)

The Centers for Counseling and Vocational Guidance (KESYP) were established by Law 2525/97. 81 Centers operate throughout Greece, mostly in the capital of the county as well as in other major cities.

Staffed:

- Educational specialists in Counseling and Vocational Guidance
- From educational specialists in Documentation and Information.

Connected:

- With the Ministry of Education (YPEPTH)
- With the National Information Center (EKEP)
- With the Pedagogical Institute (PI)
- With the internet
- The School Vocational Guidance Offices and the Graf.

They offered:

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- Counseling support for students to make the best decisions for their future
- Information on education, occupations and the labor market
- Support for teachers implementing SEPs in their schools

Unfortunately, these structures that started with expectations and aspirations to offer high-level Vocational Guidance services were abandoned, downgraded and ended in their complete abolition. So from 2010 in the country's VET schools the only thing left is a two-hour career orientation.

There is only one subject in the curriculum of the first class which is titled "Educational Guideness in School" and is been taught for 2 hours per week for the VET students. (EPAL is the Greek acronym)

The book which supports the lesson, had been originally written for students who had chosen Classical Type of Education. Some add-ons and changes were implemented so to be suitable for the VET students.

According the statement in the opening notes of the publication, international standards of student's mentoring throughout their educational and their professional choices had been taken into consideration for the book's material, within an approach for empower students' Life Skills.

The internationally accepted stages of Self Orientation – Information – Decision Making and Transportation are the main guidelines for the book's structure.

Additionally, as it is also stated in the primary notes, that mandatory goals to be achieved for every field taught in VET schools and mostly in the specific one called "Professional Education in Schools – Working Environment" with some add-ons for the VET students, has been planned to be the sustainable effort of minimizing the level of school drop-out students through the implementation of an obligatory twelve years educational system, in compliance with an approach of increasing the level of "employability" of the VET students completing their studies.

Although the book's material is according the purposes and the goals set, classroom's experience outcomes show that even if needed upgrades been made, there is a luck of internet / computer support in most of the schools, the hours planned for the lesson are far too low, and the whole programming and structuring of the VET timetables it is not helping.

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2.3 Ways to Entrepreneurship

Entrepreneurship in VET-Schools

Entrepreneurship is an important pillar of a country's economy and social development as it contributes to job creation and enhances its overall growth. Linking education to the labor market and introducing the spirit of entrepreneurship into it is a key priority of national and European policy.

- In the past (2000-2008), the Summer Schools for Young Entrepreneurship have worked successfully, as has the creation of Virtual Enterprises (2006-2007) for Vocational Education students in the framework of EPEAK II (Operational Program for Education and Initial Vocational Training) with EKT funding (European Community Fund) as well as national funds, organized by the Sivitanidio Vocational High School. <https://slideplayer.gr/slide/1985108/>

Programs in Enterprises and Professional or Scientific Agencies were also carried out under EPEAK II (Act 2.3.2c), in Greece and in countries of the European Union. <http://www.epeaek.gr/epeaek/el/index.html>

- Teaching Entrepreneurship in Professional High Schools in Greece (formal education)
(Good practices within an education system)

In the curriculum of the Ministry of Education there are no separate compulsory courses of entrepreneurship. The exception is the Department of Administration and Economy. Of the remaining sectors, only in the field of Food and Environment Agriculture there are courses related to entrepreneurship.

<http://www.iep.edu.gr/el/dioikisis-kai-oikonomias>

<http://iep.edu.gr/el/component/k2/content/38-texniki-kai-epaggelmatiki-ekpaidefsi>

Business education is integrated into other courses in the compulsory curriculum of the first grade such as:

- SEP (School Vocational Guidance) - Working environment
- Research Work in Technology
- Creative activities zone
- Political Education

http://users.sch.gr/grasy-epal-elven/sep_analitico.html

Within the framework of the above courses, school activities can be carried out which, among other things, concern the connection of the school with the local society and the economy, as well as the creation of school cooperatives in order to familiarize students

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with the concept of social entrepreneurship. <http://www.iep.edu.gr/el/tee-yliko/protaseis-zonis-dimiourgikon-drastiriotiton>

- In the framework of the laboratory courses, there are **educational visits** of each sector to respective companies, exhibitions, chambers and other institutions
- Good practices outside the formal curriculum (non-formal education)
- The best practice implemented by the Ministry of Education is the **Virtual Business** program, which is based on the principles of learning through the practice where students in collaboration with the educator and the volunteer consultant of a business, create their own virtual business and thus perceive the importance of economy and entrepreneurship. Actions on **Social Entrepreneurship**, such as Social Innovation competitions, have also taken place (2016) <http://www.senja.gr/>

The Entrepreneurship Association/Junior Achievement Greece is a non-profit organization founded in November 2005. It is a member of the global education and entrepreneurship organization Junior Achievement Worldwide and implements the organization's educational programs in Greece. <http://www.senja.gr/>



- «IDEATREE:ΤΟ ΔΕΝΤΡΟ ΠΟΛΥ ΑΝΘΙΖΟΥΝ ΟΙ ΙΔΕΕΣ»



From 2014, the Youth and Lifelong Learning Foundation -I.NE.DI.VI.M implements with its own resources the Pan-Hellenic Entrepreneurship and Innovation Competition under the auspices of the Ministry of Education for young people aged 16-35 including Vocational High School students. **ideatree!** <https://www.inedivim.gr/>

- There is an online European platform for school education (School Education Gateway), as well as the **Virtual Guide to Entrepreneurial Learning**. <https://www.schooleducationgateway.eu>
- Also, KA1 and KA2 programs within ERASMUS + enable Vocational High School students to practice internships and apprenticeships in European Union countries. <https://www.iky.gr>

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2.4 Entrepreneurship and becoming an Entrepreneur

The Greek Ministry of Education collaborates with other major stakeholders, in order to establish a connection between the *education* and entrepreneurship. Their main objective is to help students engage more in entrepreneurship, so as to dream of a better future. With a new framework, the Ministry is setting a common strategy for modern vocational education and training, tailored to the needs of students for professional rehabilitation and development, and the needs of the labour for skilled personnel that can be directly integrated into the production process and contribute to the necessary increase in productivity.

All the aforementioned could be summed up in the following trends and patterns about VET sector of Entrepreneurship; the *apprenticeship* in the Technological Educational Institutions and *two-year vocational training programs* in the Universities

Apprenticeship



The promotion of apprenticeship started in 2016 in the domain of vocational education and it serves as a solution to the persistently high youth unemployment rate. More precisely it is a collaboration between the Ministry of Labor Social Security and Solidarity and the Ministry of Education, which encourages learning through gaining working experience.

Many companies participate in this program voluntarily and they are obliged to abide by the law with regards to the vocational training. The employer undertakes to provide the apprentice with training, according to a defined program, which, combined with the learning program in the educational structure, leads to the certification of the knowledge and skills acquired by the apprentice and leads to a particular profession. Moreover, the apprentice has to work for four days in the company and the fifth day of the week returns back to the vocational high school for further theoretical training. The apprentice receives a fixed payment or allowance, in accordance with the law and has insurance coverage.

Lastly, the apprenticeship lasts for 1 year and the students have the right to take part in exams to certify their knowledge and get a degree of level 5. .

Teachers involved in the apprenticeship can follow a related training.

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<https://proson.eoppep.gr/el/QualificationTypes/Details/55>

Two-year vocational training programs



Another viable option for the students of vocational high schools appears to be the two-year vocational training programs, which are connected to the Universities and will be implemented for the first time in the academic year of 2019-2020. Programs like that have been operating in many European Universities, but it should be noted that they have a degree of autonomy, since its structure is linked with the needs of the vocational education. Furthermore, it lasts for 2 years and the students from various fields and sectors may gain access to it, by providing their final grade and after its completion, they can get a degree of level 5. Notice: after the governmental change, it is a question whether these programs will be implemented.

https://www.minedu.gov.gr/publications/docs2019/2019.06_%CE%95%CE%BD%CE%B7%CE%BC%CE%AD%CF%81%CF%89%CF%83%CE%B7_%CE%95%CE%A0%CE%91%CE%9B%CE%B3%CE%B9%CE%B1_%CE%9A%CE%95%CE%95_%CE%88%CE%BD%CF%84%CF%85%CF%80%CE%BF_%CE%94%CE%B9%CE%B5%CF%84%CF%8E%CE%BD_%CE%A0%CF%81%CE%BF%CE%B3%CF%81%CE%B1%CE%BC%CE%BC%CE%AC%CF%84%CF%89%CE%BD%CE%B3%CE%B9%CE%B1_%CE%95%CE%A0%CE%91%CE%9B.pdf

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2.5 National statistics

There are no official statistics about the link between VET schools and entrepreneurship. The fact that VET schools are considered by the Greek society and of the majority of the Greek governments as education with lower levelled students with fewer skills to attend the classical studies, there is a lack of research about VET education and entrepreneurship.

The fact is that the graduates of VET education are facing an 40% unemployment rate for young people (2019, aged under 24) with less qualifications than graduates from a university. The unemployment rate has decreased from 2013 (almost 60%, top rate in EU), but a reason for this was the 'brain drain', the moving of mostly skilled and qualified young people to other EU (e.g. Germany, England) or non EU (USA, Canada, Australia) labours for a better job carrier.

The first effort to connect the formal VET education (Secondary Education) with the labor was the Apprenticeship program, which was introduced in school year 2016 – 2017. In this program 1.175 graduates from Vet schools had the opportunity to work for 9 months in workplaces of their specialties both in public and private sector. The following year the number of the interested graduates had an increase of more that 230% and was raised to 3.087. Last year the population of the participating graduates increased to 4.300. it looks that the interest from the VET graduates in participating in the labor has an increasing tense.

From our research (see Chapter 3) entrepreneurs seem to follow the subject they studies at high percentage (70%), but the vast majority studied their subjects in the upper level (university, M.Sc. etc) and without attending VET schools during their secondary level education studies. Only few years ago, VET students had no or very tiny opportunities to study at a university, as they were excluded from the relevant exams. They could only attend technological institutes (TEI), which were considered as low level diploma providing institutes.



3. Findings from the survey

The empirical research was organized and concluded in June - July 2019.

After the preparation of the questionnaires from the Lancaster and Morecambe College with the help of all members of the consortium, we translated the questionnaires and uploaded them to an Open Access Platform. Links to the surveys were sent by e-mail and posted in our website and social account. We had a total of seventy eight (78) answers, more specific 22 students, 31 teachers / councillors and 25 entrepreneurs. We consider the size of the sample as appropriate for the causes of our survey.

The results of the data mining of on-line answers is presented in the following chapters

3.1 Students

The majority of the participants came from the following VET Education sectors:

- Agriculture
- Healthcare - Aesthetics
- Business Administration
- Computer Science
- Services
- Technology
- Naval Studies

The age of the students participated varies between 15 and 19 up to 70%, with the remaining students being over 19 years old. Additionally, 2 out of 3 participants are male.

86% of the participants have been taught some general aspects of entrepreneurship, which seems to be directly related to the obligatory subjects in their schools and work based training or internship. Additionally, students are asking for a new incorporated approach of entrepreneurship in their vocational education lessons, either by participating E.U. programs, or by updating the framework of work based training and internship, even if that leads to fewer obligatory lessons.

63.6% stated that they are willing to be involved to the field of entrepreneurship, by starting a collaboration with others or attending an internship program. The startup



though of an entrepreneurship operating in a socially-focused vision, seems to be the less willing path to follow.

Ideas and opportunities, Resources and Into-action have been identified as the all-important competence areas for the future entrepreneurs. The participants were asked to escalate the importance of 5 competences in every area to a scale of 1 to 5 (with 1 being the most important for them)

- **Ideas and opportunities:** No significant differences were found to the students' answers regarding the escalation of the factors in the first competence area. Opportunity spotting is marked as the more important factor, while Ethical and sustainable thinking is standing at the end of the scale.
- **Resources:** No significant differences were found to the students' answers regarding the escalation of the competences of this area. Mobilizing resources is marked as more important factor than Financial and economic literacy.
- **Into Action:** Student identified 4 out of the 5 competences as highly important. Learning through experience, Working with others, Taking the initiative, Coping with uncertainty, ambiguity and risk. Closely lays Planning and management.

Finally, the vast majority of the participants would be interested for been tutored – coached by an entrepreneur at their early stages of their carrier effort.

Answers given which indicate what entrepreneurship means for the participants are: development, uncertainty, opportunity, vision for a better future, effectiveness.

Ideas and opportunities	Rank (Average)
Spotting opportunities – Use your imagination and abilities to identify opportunities for creating value	1 (2,59)
Creativity - Develop creative and purposeful ideas	2 (2,64)
Vision - Work towards your vision of the future	3 (2,77)
Valuing ideas - Make the most of ideas and opportunities	4 (2,95)
Ethical and sustainable thinking- Assess the consequences and impact of ideas, opportunities and actions	5 (3,00)

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Resources	Rank (Average)
Self-awareness and self-efficacy - Believe in yourself and keep developing	3 (2,64)
Motivation and perseverance - Stay focused and don't give up	2 (2,54)
Mobilizing resources - Gather and manage the resources you need	1 (2,45)
Financial and economic literacy - Develop financial and economic know how	5 (2,73)
Mobilizing others - Inspire, enthuse and get others on board	4 (2,68)

Into action	Rank (Average)
Taking the initiative - Go for it	1 (2,68)
Planning and management - Prioritize, organize and follow-up	5 (2,77)
Coping with uncertainty, ambiguity and risk - Make decisions dealing with uncertainty, ambiguity and risk	1 (2,68)
Working with others - Team up, collaborate and network	1 (2,68)
Learning through experience - Learn by doing	1 (2,68)

3.2 Entrepreneurs

The general profile of the participant entrepreneurs is summarized as follows:

78% is in between 35 to 54 years old. 62.5% are male and 37.5% are female. They operate in the sectors of Agricultural (29.2%), Healthcare – Well being (20%), Business Administration (20%), and the remaining percentage in Computer Science and e-shopping.

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Entrepreneurship within Education:

70% of the participants answered that during their studies have had some academic knowledge related to the business field they are currently operating. Nevertheless, only 46% had been taught of entrepreneurship or entrepreneurial skills during their academic studies. Their entrepreneurial awakening was based mostly on activities out or after the formal academic studies and far less through the obligatory lessons they have had during their formal studies.

The vast majority stated that would be agreeable to an embodiment of more entrepreneurial aspects to the vocational education, either through obligatory courses or within internship / apprenticeship, or by participating in some related E.U. programs.

54% of the participant also stated that their formal education did not support or encourage their willingness and their ambition to become entrepreneurs.

Entrepreneurial Skills

- Ideas and opportunities: The majority of the participants believes that building up a creative, “blue-sky” way of thinking and a Vision to work for are the main factors of entrepreneurship that could lead them to achieve their future goals.
- Resources: Self-awareness and self-efficacy seems to be marked as the leading factor while Motivation and perseverance follows.
- Into Action: Taking the initiative and Learning through experience are stated as the most important factors, whilst Working with others as well as Planning and management are considered less important. In addition, 7 out of 10 stated that they would be interested in coaching a student willing to be an entrepreneur.

- Some of the answers that the participants gave describing entrepreneurship, are: Vision, creativity, hard work, boldness, risk-taking, profit, spotting market needs

Ideas and opportunities	Rank (Average)
Spotting opportunities – Use your imagination and abilities to identify opportunities for creating value	3 (1,92)
Creativity - Develop creative and purposeful ideas	2 (1,875)
Vision - Work towards your vision of the future	1 (1,83)
Valuing ideas - Make the most of ideas and opportunities	4 (2,04)

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Ethical and sustainable thinking- Assess the consequences and impact of ideas, opportunities and actions	4 (2,04)
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Resources	Rank (Average)
Self-awareness and self-efficacy - Believe in yourself and keep developing	1 (1,67)
Motivation and perseverance - Stay focused and don't give up	3 (1,83)
Mobilizing resources - Gather and manage the resources you need	5 (2,04)
Financial and economic literacy - Develop financial and economic know how	2 (1,96)
Mobilizing others - Inspire, enthuse and get others on board	4 (2,00)

Into action	Rank (Average)
Taking the initiative - Go for it	1 (1,58)
Planning and management - Prioritize, organize and follow-up	4 (2,17)
Coping with uncertainty, ambiguity and risk - Make decisions dealing with uncertainty, ambiguity and risk	3 (1,92)
Working with others - Team up, collaborate and network	5 (2,17)
Learning through experience - Learn by doing	2 (1,625)

3.3 Vocational professionals

The vast majority of the teachers participated in the research, were over 45 years old.

58.5 % of them are female, while 93.5% are teaching to the Secondary Level Education. 30% of them teach in the sector of Technology, 19% in the Agricultural sector and 16% belongs to the Computer Science. The remaining percentage embeds teachers

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from other sectors such as Naval studies, English Literature, Mathematics, Social Science, Business administration, Healthcare.

By analyzing data, the following results emerged :

Entrepreneurship within Education:

64.5% of the participants answered that they do not teach entrepreneurship at their schools. 35.5% reacted positively to the relevant question by stating that entrepreneurship as a term or as needed skills/state of mind is primarily been taught within the obligatory lessons (if any) and secondary as part of training or apprenticeship.

68% of the participants do not have entrepreneurial experience at all or they have not adopted an entrepreneurial state of mind, whilst 35.5% has had some seminars related to entrepreneurship or entrepreneurial skills. According to their answers, Ministry of Education (YPEPTH), University of Piraeus (PAPEI) and Institution of Educational Politics, are among the certifiers of spreading knowledge about Entrepreneurship.

The vast majority stated that would be agreeable to an embodiment of more entrepreneurial aspects into the vocational education, either through obligatory courses or within internship / apprenticeship, or even by participating in various E.U. programs. They all agreed that some kind of coaching – tutoring by a successful entrepreneur to students would only be a benefit for the students’ future and knowledge.

Entrepreneurial Skills

Ideas and opportunities: No significant variations were found. Participants strongly believe that building up a creative, “blue-sky” thinking is the core of entrepreneurial skills, while Spotting opportunities and Valuing ideas come close after. Once again Ethical and sustainable thinking is rated after Vision.

Resources: Mobilizing resources is stated as the dominant factor. Financial and economic literacy is also stated as very important along with Self-awareness and self-efficacy.

Into Action: Been initiative is stated as the most crucial factor.

Finally, teachers who participated describe entrepreneurship by using words and terms such as: Innovation, opportunities – progress, Managing and exploiting the resources provided for creating qualified products, Founding and managing business by rational use of the production factors.

Ideas and opportunities	Rank
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	(Average)
Spotting opportunities – Use your imagination and abilities to identify opportunities for creating value	2 (1,52)
Creativity - Develop creative and purposeful ideas	1 (1,42)
Vision - Work towards your vision of the future	4 (1,74)
Valuing ideas - Make the most of ideas and opportunities	2 (1,52)
Ethical and sustainable thinking- Assess the consequences and impact of ideas, opportunities and actions	5 (1,90)

Resources	Rank (Average)
Self-awareness and self-efficacy - Believe in yourself and keep developing	2 (2,00)
Motivation and perseverance - Stay focused and don't give up	4 (2,12)
Mobilizing resources - Gather and manage the resources you need	1 (1,87)
Financial and economic literacy - Develop financial and economic know how	2 (2,00)
Mobilizing others - Inspire, enthuse and get others on board	4 (2,12)

Into action	Rank (Average)
Taking the initiative - Go for it	1 (1,68)
Planning and management - Prioritize, organize and follow-up	3 (1,68)
Coping with uncertainty, ambiguity and risk - Make decisions dealing with uncertainty, ambiguity and risk	1 (1,68)
Working with others - Team up, collaborate and network	4 (1,94)
Learning through experience - Learn by doing	5 (2,03)

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4. Conclusion

Entrepreneurship is an important pillar of a country's economy and social development as it contributes to job creation and enhances its overall growth. Especially Greece, coming out of a 10 year economical crisis, needs to help young entrepreneurs with new businesses. According to the Chairman of the Bank of Greece and the expressed intentions of the Greek Government, the bond between education (especially the VET Sector) and the labor is a key for the boosting of entrepreneurship (especially young entrepreneurship) is very important and should be strengthened through initiatives.

The results of our primary survey (more that 70 people answered our questionnaire), showed that teachers and students agree that entrepreneurship and job orientation is a must in VET schools. Most important, entrepreneurs understand the importance of the introduction of these subjects. But less than a half of the entrepreneurs was taught a subject regarding entrepreneurship, but they are willing to help new entrepreneurs. VET professionals want also to teach entrepreneurship, but they could need a good assistance, as the vast majority has no experience.

2 out of 3 students stated that they are willing to be involved to the field of entrepreneurship. So they feel that further assistance is welcomed.

Finally, according to our research, vision, creativity and spotting opportunities are the most important soft skills need for the 'ideas and opportunities' area. In the 'resources' area, Self-awareness and mobilizing resources seems to be highly appreciated and in the last section 'Into action', taking an initiative and coping with uncertainty, ambiguity and risk are considered the most important soft skills needed.