



Erasmus+

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Good afternoon from Mykonos...





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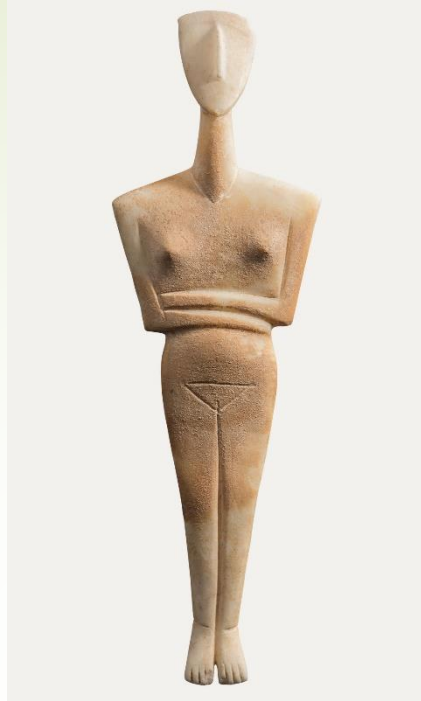


**Geography: Mykonos** belongs to the **Cyclades**, which are a group of small islands in the central-southern part of the Aegean Sea, forming a **virtual land bridge** between Mainland Greece and Asia Minor.





The **Cyclades** comprises some thirty small islands and numerous islets. Many of the Cycladic Islands are particularly rich in mineral resources and marble.



- In **the third millennium B.C.**, a distinctive and very advanced civilization, commonly called the Cycladic culture (ca. 3200–2300 B.C.) **emerged at Cyclades.**
- Many crucial discoveries have been made on these ancient islands.
- These marble figurines are the most characteristic creations of the prehistoric Cycladic culture. Their enigmatic forms possess great aesthetic power in their very simplicity. In particular under the influence of modern early twentieth-century art, Cycladic figurines became popular among art lovers, who recognized their artistic value.





The profoundly beautiful Mykonos has been attracting a glamorous crowd since the 1950s and today it is one of the most popular island in the world.



- Our school, which is called GYMNASIO MYKONOY, is situated in the heart of Mykonos.
- It is established in 1963 and it is a junior High School for both boys and girls and today it has 230 students between 12-15 years old.
- It provides compulsory secondary education stages.



## GYMNASIO MYKONOU

- **Students:** The majority of our students are from immigrant families who work in Mykonos and therefore belong to the middle class. Our children are very interested in school and they get involved in various activities organized by teachers.
- **Staff:** In our school, 18 teachers work and they form the schools permanent staff. Our teachers are highly motivated and apply a model that emphasizes a project-based learning. They all provide a supportive environment for students.
- **Facilities:** The school facilities include a library, a laboratory for sciences for the students, a computer lab, a gym and a lovely school yard. All our classrooms are equipped with white boards and projectors.



Gymnasio Mykonou: External facades



Gymnasio Mykonou: Classrooms





Gymnasio Mykonou: Sport facilities

# GYMNASIO MYKONOU: COLLABORATION WITH SOCIAL SERVICES

- The school is in constant cooperation with various social sectors like the advisory educational psychological centre, which provides psychological support to children and parents in need.

- Furthermore it is under the supervision of pedagogical advisors, cooperates with the "educational observatory" against school violence, and the teachers of our school are trained to handle issues related to bullying.

- Frequent seminars provided by doctors regarding health issues and lifesaving programs take place at school.

Our school organizes social activities for poor people and for the refugees, as well as concerts in which the students take part at the end of school year.

- The school also collaborates with the Parents Association, which counts about 200 members. Together we organize conferences and events related to educational, social and cultural issues.



# GYMNASIO MYKONOU: ACTIVITIES AND PROGRAMMES

The school is involved in various activities.

## **Robotics**

The use of educational robotics as a teaching/learning tool encourages students in guided discovery, and in problem-solving. Students get used to working in groups, solving problems, finding solutions, and verifying the results. These classes are having a significant impact on the development of mathematical literacy and scientific-technical information and social competences.

## **Environmental programmes**

Specific activities designed for making the school community more responsible and caring for the environment that surrounds us. These activities involve planting, seeding, gardening and appreciating the importance of natural vegetables, greening and cleaning the surroundings (depolluting), reusing and recycling old or once used materials (paper, plastic, iron etc.).



## GYMNASIO MYKONOU: EUROPEAN PROGRAMS

- Thanks to various European programs our students start entering into European life, they exchange ideas, they become familiar with other cultures and customs, they share common problems and experiences realizing that the things that bring them together are more than those that set them apart.
- The students are happy and confident to know that they can manage to communicate and exchange opinions using other foreign languages like English, French and German. This multilateral partnership is a great opportunity for our students to widen their points of view, understand different cultures and acquire a European perspective in education.

## GYMNASIO MYKONOU: OUR ERASMUS PROJECT TEAM

- Dimitris Ballas: Head master of Gymnasio Mykonou.
- Maria Papadaki: Historian- the new coordinator and contact person on behalf of Greece.
- Georgios Tsiagkliotis: teacher of Information Technology.
- Stavroula Kyrou: Philologist-teacher of Greek Language.
- Nikolaos Makris: Theologian-Teacher of Religion History.
- Other participants in the project are teachers from Gymnasiou Mykonou who teach different subjects. They have academic skills and long experience in working with young people.

Our goal is to increase and disseminate subject expertise and to promote education research. We believe that European projects provide these opportunities.

# Entrepreneurship training in Secondary Education

## Definition and Background:

- Entrepreneurship training is defined as training that aims to develop skills and acquires knowledge through **empirical processes, critical thinking and experimentation**. As a result, the individual develops new or cultivates existing skills, which are considered necessary for the development of a business mindset and business activity (Petrakis 2012).
- In the context of the current economic situation, entrepreneurship can be very useful for young people **to meet the challenges of the 21st century** (Petrakis, 2012). According to the EU, education and training also play an important role in addressing the various existing or future socio-economic, demographic, environmental and technological challenges that European Member States have faced.



# Entrepreneurship training in Secondary Education

- Following the current educational developments, the European Member States have recognized the importance of cultivating entrepreneurship at all levels of education (Kakouris, 2010).
- In Greece, in junior high school, the training to business mindset is cultivated through projects in various disciplines (Information Technology, Mathematics, etc). However, a specific syllabus is not offered.
- Officially, entrepreneurship training is offered in High School (ages 16-18) and there are specialized textbooks and courses.

# Entrepreneurship training in Secondary Education

## How can we promote the business culture?

- Set of skills such as creativity, initiative and independence should be promoted, which contribute to the development of business culture and will become useful in the daily and professional life of individuals.
- Autonomous and active forms of learning must be developed. The activities should include work-project plans, learning through play, the presentation of simple case studies and visits to local businesses. The trainees get in touch with the world of entrepreneurship by understanding the role they play in society.
- In addition to raise students' awareness of self-employment as a possible career choice. In secondary education, especially in Vocational or Technical Schools, the operation of small businesses and special training in how to set up a business can be used for this purpose.

## **Entrepreneurship training in Secondary Education**

Education that seeks to develop business mind set should target to **five key learning objectives:**

1. The first goal is: "I know why" through which those involved should develop the appropriate attitudes and motivation to start.
2. The second goal is related to "know-how" and those involved should acquire the technical skills and abilities required for the development of a business.
3. The third goal covers contacts-"I know who" through which networks and contacts for business plans are promoted.
4. The fourth goal is related to "I know when" and seeks to develop the perseverance to react at the right time.
5. Finally, the fifth goal focuses on "I know what" through which the knowledge and information base for the development of new business ventures is achieved.

(Johannisson, 1991)

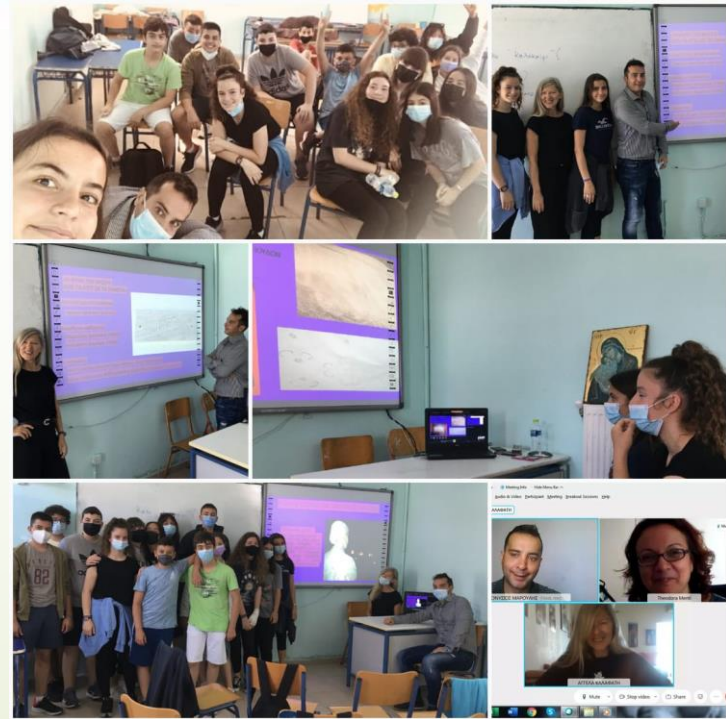


# Model

**Table 1. Entrepreneurial competences: a taxonomic approach.**

<i>Level of learning</i>	<i>Competences</i>	
	<i>The individual</i>	<i>The context</i>
<b>KNOW-WHY</b> (attitudes, values, motives)	Self-confidence, achievement motivation, perseverance, risk acceptance;	Entrepreneurial spirit, availability of mentors and role models;
<b>KNOW-HOW (skills)</b>	Vocational skills;	Complex occupational and business structures;
<b>KNOW-WHO</b> (social skills)	Networking capability;	Production and social networks;
<b>KNOW-WHEN</b> (insight)	Experience and intuition,	Industrial traditions;
<b>KNOW-WHAT</b> (knowledge)	Encyclopedic knowledge, institutional facts;	information net- works, vocational training and a varied cultural life;

Bengt Johannisson (1991) University training for entrepreneurship: Swedish approaches, *Entrepreneurship & Regional Development*, 3:1, 67-82.



Thank you for your attention





Looking forward to welcoming you to the island Mykonos...