

PROJECT EXPERIENCES AND RESULTS

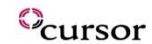


Enterprising Education in Sweden, Estonia, Latvia and Finland
2009-2011





Enterprising Education in Sweden, Estonia, Latvia and Finland 2009-2011



Facts



- 20 schools participated in trainings and international events
- 180 teachers participated in local trainings
- 135 teachers participated in international seminars and study visits
- 120 teachers from Estonia, Latvia and Sweden visited in Kotka-Hamina region

Mentoring for enterprising education teachers

- In November 2009 was organized two days training for teachers who were interested in to participate in mentoring process
- During the training teachers learned how mentoring process works and what is expected from mentors and mentees
- Groups were formed of four to five teachers and one of them was experienced enterprising education teacher (mentor) and rest were beginners (mentees)

Mentoring for enterprising education teachers

- Groups planned themes for each meeting (e.g. changing ideas & experiences, working methods)
- Each group met 4-5 times during spring 2010
- 2 hours meetings were in schools or cafes
- Meetings were like a peer group meetings where teachers had possibility to change ideas and get support from others
- Role of the mentor was quite informal

Feedback from mentoring process

- Feedback was very positive from all participants
- Teachers listed a long list of positive things they got from the process;
 - new ideas and aspects for enterprising education
 - new contacts
 - common brainstorming
 - support from the group
 - meetings gave enthusiasm also to everyday work in school!



Thank you!



Enterprising School in Estonia

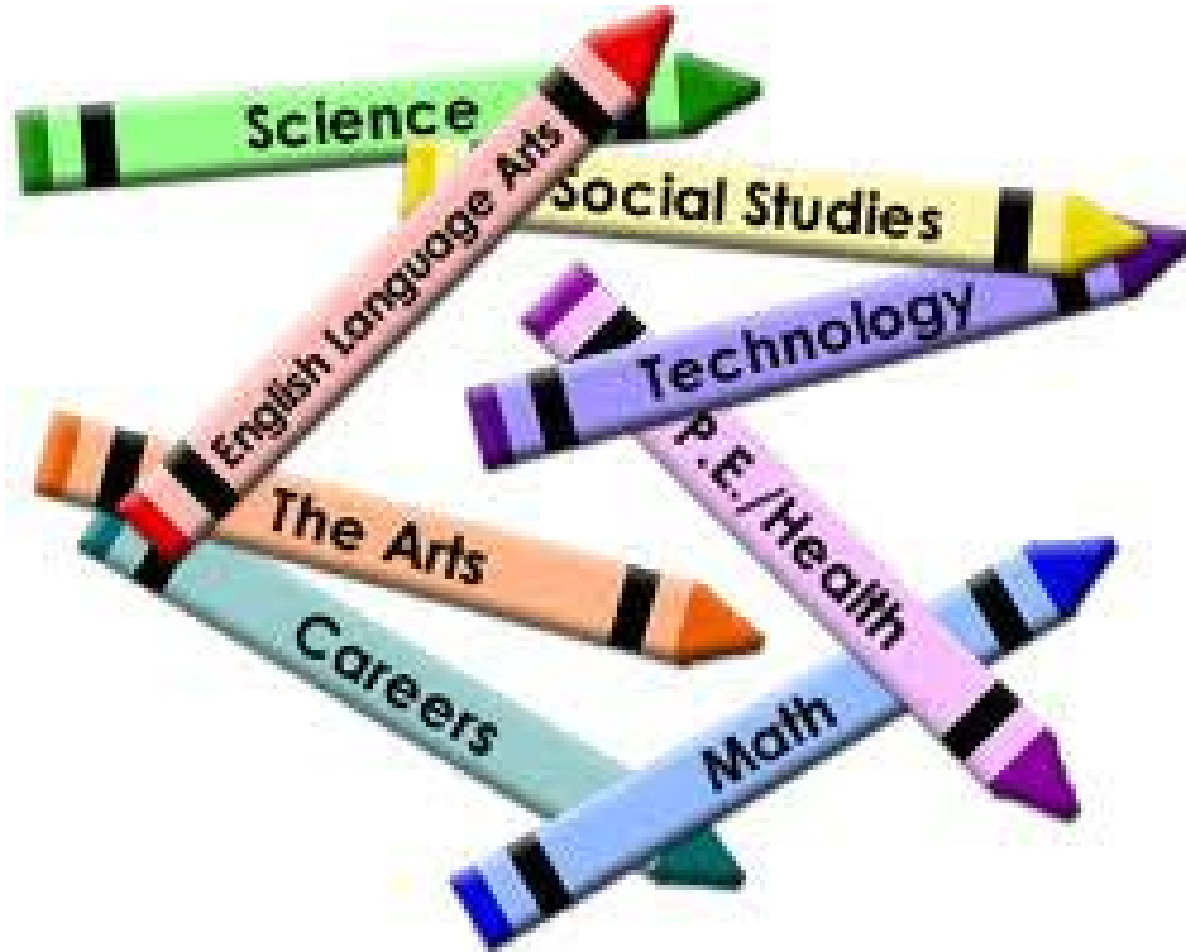
Kristi Ruusamäe, MA
Enterprising School, program manager
Ida-Viru Enterprise Centre

29.09.2011 Kotka

Results & Outcomes



National Level



Curriculum
implementation

National Level



**Dreams
Come True –
Entrepreneurs
support
enterprising
youth**

Enterprising School Network

Our Survey

Results:

less dropouts

less repeating
courses

0,7% vs 2,4%

(1,4% 4 y ago)



better results

Enterprising School Network

Competition

2008 – 24 projects

2011 – 96 projects

Interest from outside the network

new schools

new regions

SELF

**Made the NETWORK
Gave INSPIRATION**





Understanding
strengths
and
weaknesses



Awareness

Where we are

Willingness to do

Need for further
support

Eager Meter

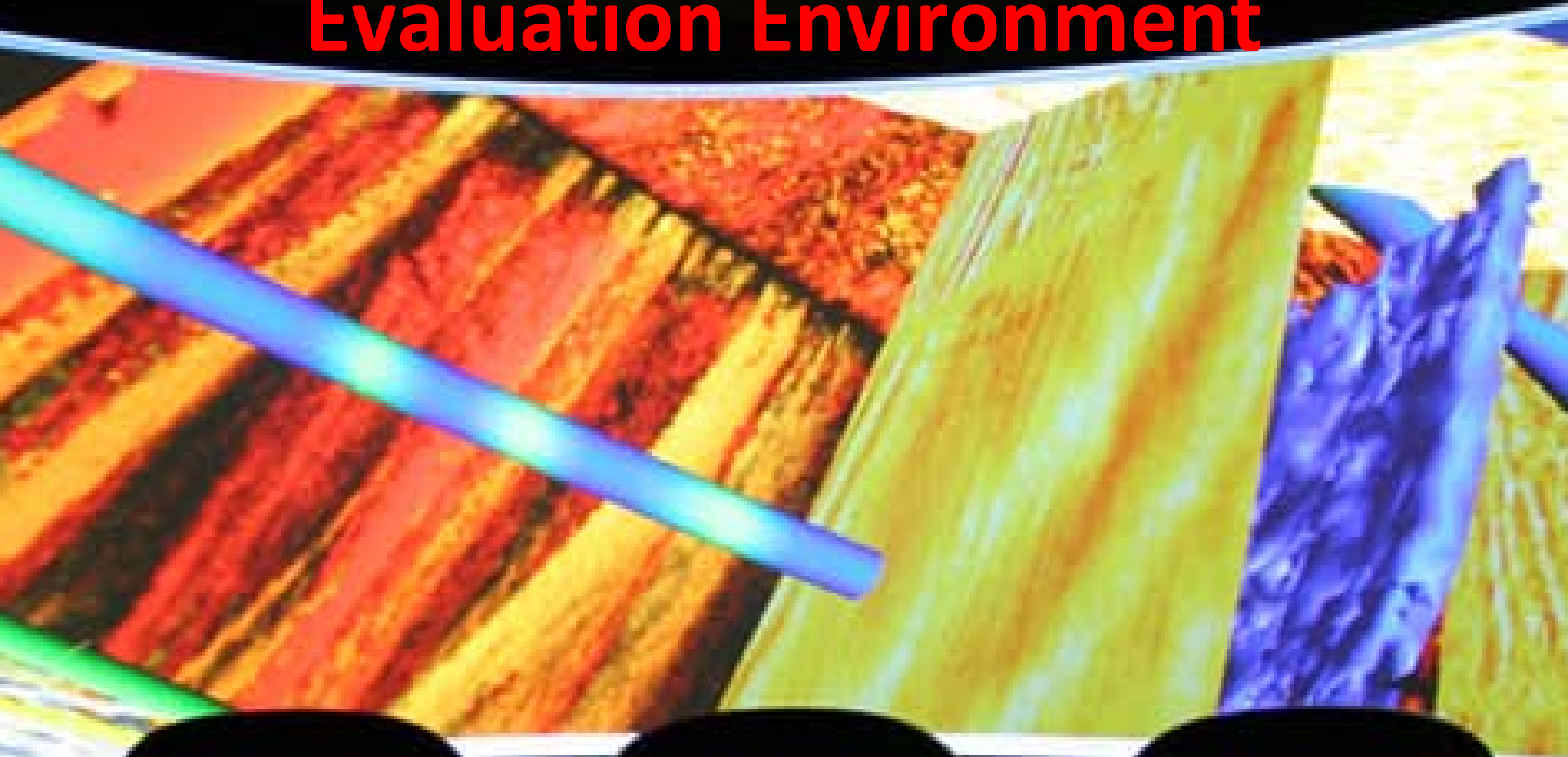


Average
WILLING

Champion
EAGER



4E – Enterprising Education Evaluation Environment



Standard / Qualification

Trainings/ Camps

Mentor Club

Seminars /Awards



Fingers Crossed 😊



***To get what we've never had....
we must do.....
.....what we have never done.***

Anon.



Thank you 😊

Kristi Ruusamäe

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Ida-Viru Enterprising Centre

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Enterprising SELF



Örebro Regional Development Council, Sweden



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INVESTING IN YOUR FUTURE



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INTERREG IV A
PROGRAMME
2007-2013



REGIONFÖRBUNDET
ÖREBRO

FACTS



Facts and figures for the project period in Örebro region:

- 11 municipalities participated
- 25 schools took part in training and exchange
- 185 people participated in process training
- 7 people participated the coach training course
- 60 people took part in study visits to Estonia, Latvia and Finland
- 160 people attended seminars in Sweden, Estonia, Latvia and Finland
- 120 people from Estonia, Latvia and Finland visited SELF schools in the county



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TRAINING



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TRAINING



● PROCESS TRAINING COURSE

5-day process training course for teams of teachers/nurses/counceloors/headmasters

Content:

- **Just Do It**
Two days – Focus on action and definition
- **Entrepreneurial pyrmid**
One day – Focus on individual- and analyzing the current situation
- **Learningways**
One day – Focus on methodology and creativity
- **The entrepreneurial process**
One day- Focus on action plan and group processes

Result: Common vision and an action plan



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RESULT – *action plan*



“The pupils feel that they can influence their goals and dreams.”



Centralskolan 7-9 (Upper school) – Laxå

The capacity and the will to be proactive are qualities that Centralskolan in Laxå is already working on. As a consistent theme, all pupils in school level 7–9 are working to develop their knowledge about entrepreneurship within the subject area of “Life Skill Education”. In this context, the pupils have the opportunity to reinforce belief in themselves and their capacity to influence their future.

THE SCHOOL'S OWN WORK METHOD

In the process to develop routines for entrepreneurship work, the school has come up with its own way of working, which involves giving both pupils and teachers the space to develop the qualities that distinguish an entrepreneur. In their new action plan, they have prepared their own work method – 4U – which is to represent the four key words – discovery, invention, development and exploration. On the basis of an innovative and creative method, both teachers and pupils then work to highlight how these four words have influen-

ced important events in separate fields. Taking the method as their basis, they identify opportunities to work with theme weeks, exhibitions, presentations, films, songs and guest lecturers as inventive and entertaining additions to the teaching process. With this as their starting point, they have room to create reasoning and discussion in the classroom, where pupils can test their assumptions about 4U as well as their opportunities to become entrepreneurs.

VISIONS OF THE FUTURE

In order to give pupils the opportunity to consider their ideas about the future, they are asked to write their own action plan under the header of “My vision of the future”. This gives them space to write down their observations and questions that entrepreneurs can have as a basis for discussion. What do I need help with? How can I apply my ideas in practice? This practice may form part of a follow-up process on a project, or a part of their own work method, 4U.



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TRAINING



● COACH TRAINING COURSE

7-day coach training course

Content:

- **I. Planning phase**

Three days with focus on planning and strategies for coaching

- **II Implementation phase**

Four days with focus on implementation, observation and reflection.

- **III Feedback**

Half a day with focus on evaluation, change and learning

Result: Municipality resource for training school personnel



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ÖREBRO



Enterprising SELF

INTERNATIONAL PROJECT FOR ENTREPRENEURSHIP
IN SCHOOLS 2009–2011 ÖREBRO REGION, SWEDEN



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INTERREG IV A
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2007–2013



REGIONFÖRBUNDET
ÖREBRO



Enterprising SELF

INTERNATIONAL PROJECT FOR ENTREPRENEURSHIP
IN SCHOOLS 2009–2011 ÖREBRO REGION, SWEDEN



About the project

The Enterprising SELF project has been running in Sweden, Estonia, Latvia and Finland since January 2009, and is scheduled to terminate in December 2011. During this period, schools in the Örebro region have been given the opportunity to influence their pupils' attitude to entrepreneurship. Within the project, school staff have received training in, about and for entrepreneurship.

TRAINING The school staff have completed a 5-day process training course, during which they prepared action plans containing visions, goals and activities centred on how they envisage working with entrepreneurship at their respective schools. In addition, they have been given the option of attending a coach training course that provided participants with tools for training their colleagues in entrepreneurship. The idea is that on completing the training, they will be able to function as a municipal entrepreneurship resource.

EXCHANGE During the project period, participants from all the countries involved have taken part in various events designed to allow the exchange of experiences. One very popular scheme was the study visit programme, which gave participants the opportunity to visit schools and companies in the participating countries. One teacher from the Örebro region chose to extend the study visit with a teacher exchange and had the opportunity to follow another teacher during a full day at the school. In addition, participants have attended seminars in the other countries to exchange experiences and to gain new knowledge and inspiration.

AnnaSara from Viktoriaskolan in Örebro has the following to say about the experience she gained from her study visit in Estonia:

"Estonia is a country with many opportunities. It is possible to do a lot with very little if you focus on the opportunities. Entrepreneurship encourages the pupils to dare to take risks, and it is possible to work across age boundaries – particularly if there is a common need. Capturing the pupils' own drive and desire creates motivation to study. This is clearly evidenced in the creative elements (installations, art, etc.) that stimulate my lesson planning ideas. The study visit has made me more aware that we in Sweden have a school system where pupils are more involved in decisions. Democracy is firmly established in lower age groups. In addition, we made contact with other schools and pupils."

Think outside the box

Entrepreneurship in schools has to do with promoting and developing the pupils' innate curiosity, capacity for initiative and self-confidence from an early age.

In the Swedish school's 2011 curriculum, entrepreneurship is emphasised as follows: "The school is to stimulate the pupils' creativity, inquisitiveness and self-confidence as well as their willingness to try out their own ideas and solve problems. The pupils are to be given the opportunity to show initiative and take responsibility, and to develop their capacity to work both independently and with others. In this way, the school is to assist the pupils in developing an approach that promotes entrepreneurship." (From the primary and secondary school curriculum – 2011)

The development of entrepreneurship in schools has been underway in the region for a number of years. "Schools constitute the foundations for the region's future skills supply, for the development of the community and, in particular, for the opportunities of the individual to enjoy a good life." (From the regional development strategy for the Örebro region)

Increased goal fulfilment is one of the greatest challenges facing schools in the future. Entrepreneurship in schools is one way to stimulate new ways of working to achieve better results. Through stimulation, inspiration and knowledge, we can help our children and young people to dare to think outside the box and give them the tools they need to develop their own qualities as the entrepreneurs of the future!

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Both teachers and pupils have improved

In order to measure the effects of the project, we conducted surveys of teachers and pupils in 12 countries. Pupils in the 12–19 age group and staff from the countries took part in the surveys. The surveys were about entrepreneurship in schools. The surveys reveal that teachers and pupils have improved their knowledge about entrepreneurship!

SUMMARY OF THE PUPILS' SURVEY

The proportion who responded that they can sometimes, often or always explain entrepreneurship has risen from 69 to 77 percent (8 percentage points). The corresponding figures for the Swedish pupils show an increase from 43 to 58 percent (15 percentage points).

The pupils' survey illustrates a rise in education and information about businesses in the schools. A total of 86 percent of the pupils would be interested in starting their own business. This figure is unchanged in relation to the first survey.

As regards pupils who often or always put forward their own ideas in teaching situations, the responses to the survey show an increase from 29 to 40 percent.

"It is a very important quality and skill, even if you don't run your own business."

*A pupil's comment
on entrepreneurship*

"In my opinion, entrepreneurship is one of the most important skills that the pupils must have."

*A teacher comment
on entrepreneurship*

ed their knowledge of entrepreneurship!

surveys at the beginning and end of the project period.
that participated in the project have answered questions
the project achieved its aim of influencing attitudes to

SUMMARY OF THE SCHOOL STAFF SURVEY

The survey reveals that there has been a large rise – from 26 to 64 percent – in the proportion of staff who have experience of teaching in the field of entrepreneurship.

The proportion of staff who can often or always explain the term “entrepreneurship” to pupils has increased from 33 to 64 percent (31 percentage points). The Swedish results show that this proportion has risen from 34 to 80 percent (46 percentage points)!

Today, 88 (as opposed to 72) percent of staff sometimes, often or always allow the pupils to participate in planning and influencing the assignments in their courses.

The proportion who often or always use problem-based teaching has risen from 45 to 61 percent.

The share of staff who sometimes, often or always hold their lessons outside the classroom has increased from 58 to 80 percent.

According to the survey, areas that have remained unchanged include interdisciplinary work methods, space for longer lessons, and influence on the timetable.

The survey is published in full online at www.regionorebro.se/entreprenor

All the schools that participated in Enterprising SELF have developed entrepreneurship work in their activities. There are many good examples to highlight. We have chosen to present a few examples of how to work with entrepreneurship!

Brukets förskola (Pre-school) – Örebro

The role of the pre-school is to encourage the children's natural industriousness and to stimulate their self-confidence and capacity for initiative from an early age. It is important to make use of children's ideas and encourage them to dare to try different things at an early stage of their lives. One example of this is creating activities in which the teachers attempt to avoid working on the basis of one and the same template, choosing instead to allow children to shape their assignments themselves within a given topic.

The teachers work consciously on motivating children to dare – both individually and in interaction with others. This might involve encouraging children to talk in front of the whole group or to sing a song on their own or together with their friends. In PE lessons, children are allowed to choose the games and lead the activities themselves. The teachers are more attentive and allow time and space for the activities the children have chosen.

SHARED VALUE BASE

Since the pre-school started to set aside time for discussing entrepreneurship, the staff have created good conditions for working together to continue developing the activities. They have also shaped a shared value base for reinforcing self-esteem and generating a sense of security that allows all departments to strive towards the same goal. By maintaining an open climate for discussion and by viewing each others' ideas as an asset, feedback on the development of the activities constitutes an important piece of the puzzle in the pre-school's ongoing work with entrepreneurship.





“The school’s task is to allow each individual pupil to identify his/her unique skills.”

Gyttorpskolan F-6 (Primary school) – Nora

At Gyttorpskolan outside the town of Nora, entrepreneurship is viewed as a social process that involves opportunities to explore, develop and realise one’s own ideas. Giving children the space to explore and to be inquisitive helps stimulate their self-esteem and their motivation to dare to believe in their own thoughts and visions.

WELCOME TO THE NOBEL PARTY

As a part of the work to help all pupils identify their own unique qualities and skills, the school organises a Nobel Party every year – an event at which creativity and ideas are given free rein. In the run-up to Nobel Day at the school, all pupils have the opportunity to submit competition entries in various fields such as film, songs, pictures and poetry. The winner of each category can proudly call himself/herself a Nobel Prize Winner! The Nobel Day event concludes with a communal meal that the pupils and staff on the school’s Nobel Council and Meal Council have planned together.

DARE – DESIRE – DEVELOP

At Gyttorpskolan, the team and the pupils’ creative abilities are viewed as valuable resources. Reinforcing interest in technology among the children plays an important role. In 2011, the school was presented with an award from Teknikföretagen, the Association of Swedish Engineering Industries.

The school can see the benefits of combining technology in its teaching with an entrepreneurial approach. By developing qualities such as inquisitiveness and creativity among both staff and pupils, the school has made great progress towards its goal of developing the activities in accordance with its motto: “Dare – Desire – Develop”.

“The pupils feel that they can influence their goals and dreams.”



Centralskolan 7-9 (Upper school) – Laxå

The capacity and the will to be proactive are qualities that Centralskolan in Laxå is already working on. As a consistent theme, all pupils in school level 7–9 are working to develop their knowledge about entrepreneurship within the subject area of “Life Skill Education”. In this context, the pupils have the opportunity to reinforce belief in themselves and their capacity to influence their future.

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Sixty schools in Finland, Estonia and Latvia and the following schools in Sweden have participated in the Enterprising SELF project.

Askersunds municipality

Närhundskolan, primary school

Degerfors municipality

Technology, pre-school

– upper secondary school

Hallsbergs municipality

Transtenskolan, upper school

Karlskoga municipality

Karlbergsskolan, upper school

Bredgårdsskolan,

upper secondary school

Kumla municipality

Student counsellors

Laxå municipality

Centralskolan, upper school

Lekebergs municipality

Lekebergsskolan, upper school

Lindesbergs municipality

Lindeskolan, upper secondary school

Ljusnarsbergs municipality

Garhytteskolan, primary school

Nora municipality

Lingården, pre-school

Gyttorpskolan, primary school

Sydnärkes Utbildningsförbund

Alléskolan, upper secondary school

Örebro municipality

Adolfsbergsskolan, pre-school

Askers skola, primary school

Bruket, pre-school

Glommagården, pre-school

Hampetorps skola, primary school

John Bauer, upper secondary school

Karolinska skolan, upper secondary school

Kilsmo skola, primary school

Rudbecksskolan, upper secondary school

Tullängsskolan, upper secondary school

Viktoriaskolan, upper school

Virginska skolan, upper secondary school

Väster Park, pre-school

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ENTERPRISING EDUCATION SUCCESS STORIES FROM **RIGA**



The content of the publication reflects the authors views and the Managing Authority cannot be held liable for the information published by the project partners.

INTRODUCTION

Riga City Council's Department of Education, Culture and Sports supported and Central Baltic Interreg IV A Programme 2007-2013 financed a project “Entrepreneurship skill development's fostering in Sweden, Estonia, Latvia and Finland” and 20 Riga city all-round educational establishments, including 5 preschools and fifteen schools, took part in this project. During realization of this project (2009-2011) each school gathered experience in how to change kids' and students' attitude towards entrepreneurship. Each school developed its own vision on how to reach this goal. Brochure offers most interesting approaches and highlights examples worth repeating.

Following schools took part in the project and share their experience:

- Riga Ziepniekkalns preschool,
- Riga Educational Establishment No. 275 Austrina,
- Riga Preschool Educational Establishment No. 225,
- Riga Preschool Educational Establishment No. 215,
- Riga Preschool Educational Establishment Pucite,
- Elementary School Ridze,
- Riga Pardaugava Elementary School,
- Riga Natalija Draudzina Secondary School,
- Riga Secondary School No. 93,
- Riga Secondary School No. 51,
- Riga Secondary School No. 84,
- Riga Secondary School No. 74,
- Riga Evening (shift) Secondary School No. 18,
- Riga Ostvalds Secondary School,
- Riga Secondary School No. 13,
- Riga Secondary School No. 63,
- Riga Secondary School No. 61,
- Riga State Gymnasium No. 3,
- Agenskalns State Gymnasium,
- Riga Anninmuiza Secondary School.

Common project's goal fostered cooperation between the four countries. Teachers travelled in experience exchange trips and welcomed guests in their own schools. It was a new experience – to perform in front of international audience.

Purchase of technique during realization of the project provided high quality and ensured comprehensive reflection of activities performed in schools and preschools. Short movies and presentations in order to popularize schools' experiences are displayed in homepage www.enterprisingself.com.

„Each school within this project received a portable computer, color printer, scanner and photo/video camera,” explains project's coordinator Lasma Lancmane. “Therefore participants

could prepare materials and brochures themselves in order to show the entrepreneurship education development to other participants in Estonia, Sweden, and Finland and in their own home. Both teachers and students improved their knowledge of English language, learned how to prepare presentations, how to work with photo camera and how to make videos. Within this project many schools had to welcome guests and organize exchange events – this task was not that easy.” During three years participants have taken part into conferences and experience exchange trips, understood educational system of partner countries and their study methods. Training of teachers was provided by “Junior Achievement Latvia” and “BA School of Business and Finance”.

In order to encourage students to search new ideas and then later on to implement them in real life, project’s task was to encourage and motivate all teachers to pass more creative knowledge to students in order to develop skills necessary for entrepreneurship. Traditions were established – *open-doors’ day*, when all participants visited educational establishments and shared their best practice from their own schools.

The list of activities in order to develop entrepreneurship skills is long. Those were interesting lessons with practical approach or projects’ week when improvised enterprises were founded. For example, apiarian visited biology lesson, he explained the process of getting honey and product’s good qualities. Kids were interested not only in biology, but they found out about perspectives of learning how to become apiarian, they understood that by packing the product in nicely manner and selling it, they can become businessman – a person who sells the production. Students found out that entrepreneurship needs integrated and comprehensive knowledge – both knowledge of biology and mathematics and business. Younger students had different approach to entrepreneurship than students from Secondary schools. The aim of this brochure was to tell more about this practice.

Enterprise directors, school directors and their assistants were involved in the process as well by helping teachers to create environment for realizing all ideas. Good example is *Riga Anninmuiza Secondary School* where preschool’s teachers created methodical development collection.

Teachers improved their knowledge about entrepreneurship, found out possibilities to improve life quality during this project and to improve practical skills. *Riga Secondary School No. 84* organized holiday “*Creative workshops*”. In these workshops teacher of domestic sciences and technologies taught her colleagues to create jewelry and practical objects in felting technique.

Each country held an international conference, also in Riga, Latvia. Within conference exhibition was made, where all schools presented information about themselves and offered students’ presentations. “*I would like to thank the participants for their enthusiasm and warm welcoming they prepared for their foreign colleagues – project’s participants*”, Lasma Lancmane is satisfied with project’s implementation.

Acknowledgement for their contribution in order to fulfill the ideas also goes to project’s team – Zane Biteniece, Ivars Balamovskis, Jana Cera, Velta Zdanovska, Dzintra Timsa and Ilva Bikerniece.



RIGA ZIEPNIEKKALNS PRESCHOOL

From bags full of acorns till the joy of giving

Entrepreneurship skill development for preschool kids itself is an innovation in Latvia. Up to now learning of such skills was never organized in kindergartens. Within project’s “*Entrepreneur skill encouraging in education – in Sweden, Estonia, Latvia and Finland*” frameworks such approach was organized for the first time.

“*Our collective,*” says director’s assistant Vineta Jonite, “*pays a serious attention for developing entrepreneurship skills in preschool. We plan to start the activities by involving kids in unfamiliar activities. Our goal was to teach kids to understand the meaning of: “I’m responsible for finishing what I have started.”*”

At the beginning of this Project teachers planned to collect acorns and chestnuts within preschool’s territory. From those gifts from nature kids would create figures, objects or animals, and later on gift them to group mates and use them as materials for autumn’s gift exhibition. From the first time kids started to gather acorns and chestnuts, teachers understood that the process will not be too easy. Acorns and chestnuts, collected by teachers and kids, had to be cleaned from leaves, outer shells and sand, dried and prepared for reserving. Those tasks were tiring and dirty

“Our goal was to teach kids to understand the meaning of: “I’m responsible for finishing what I have started.””

for kids, but they completed them with a high responsibility. Teachers explained the necessity of those small tasks, as well as the right order. Materials for handiwork

had to be used immediately, since later on it would not be possible to connect them and make holes in them.

Job, done with enthusiasm, was “*fruitful*”. Kids collected so much materials (six huge bags of acorns and eight with chestnuts), that teachers decided to transport them to forestry, where they could be used to feed peccaries, deers, roes, rabbits of even squirrels in the winter time.

“*When we started this project, we did not know that the winter of 2011 will be so cold and due to deep snow animals will not be able to find food, therefore, together with workers from Limited liability company Leards, who helped to transport the big bags to special feeding places for the animals, we are very pleased with the job done,*” stresses V. Jonite.

During the acorn and chestnut collecting process, teachers came up with an idea to supplement the activities with information about forest animals, their habits during wintertime and feeding in the winter. Kids were highly interested and got involved into discussion about animals’ habits, and they were pleased and



understood the importance of their work. The process of collecting acorns and chestnuts at the preschool remained as an emotional event in everyone's memories during all project's realization time.

Equally important experience preschool's kids gained during gathering used paper and wastepaper for six months. During the process they started to collect books as well and later on sent them to children's home and old person's rest-home. Successfully placed stand for wastepaper (at the entrance of preschool), reminded kids and parents every day that we all are responsible for collecting wastepaper.

Based on success stories from Estonia, Sweden and Finland, we organized a workshop, where kids and their parents could form soap. Kids were creative and as soap fillings used previously gathered materials from nature. During the process, they proved their go-go spirit and skills. Important was the ability to be patient, while waiting until soap becomes hard, but even more important was to learn the joy of giving. At the beginning it was so hard to decide – “to keep for myself” or “to give to another person”! Those skills, obtained in this early age, are very significant achievement.

Rīga Ziepniekkalns preschool, Svetes 7, Rīga, LV-1058, Tel.: +371 67622514, rziepnie@riga.lv.



RIGA PRESCHOOL EDUCATIONAL ESTABLISHMENT No. 275 AUSTRINA

Developing charity skills

Teachers from preschool educational establishment *Austrina* realized their aims with idea of charity. The main reason was to prove that in order to develop entrepreneurship skills for kids it is vital to stimulate their creativity, activity and go-go spirit. But how to teach kids skills, with whom they do not interface in everyday life? In order for this idea to succeed, teachers were the first to learn. Kindergarten teachers learned how to encourage kids to interact in such manner that during activities they would boost their self-esteem and kids would be more open about their ideas and not afraid to share them.



“Then it was time for kids to learn: they performed in front of public, played music instruments, learned different role plays and developed skills necessary for entertaining others,” said director's assistant Agrita Taurina on their success story, that was completed via engaging in the project.

Teachers decided to get-up a musical play and afterwards to show it to old persons living in Social Care center *Pardaugava*. Kids learned new songs, moves, dances and texts necessary for play's dialogs. Teachers together with children made costumes. Surprise gifts were not forgotten as well. Kids learned simple receipts, baked cookies, prepared big cards – posters. Hearing-ears could also donate money to Social Care center's *Pardaugava* occupants. When the little

“They performed in front of public, played music instruments, learned different role plays and developed skills necessary for entertaining others.”

artists arrived in the center in order to show their play, grown-ups were so touched, that we made a decision – musical and charity events will continue also in traditional celebrations, for example, in the *Big day*

(Lielā diena) and *Midsummer* (Jāņi) festival.

In order for occupants of *Pardaugava* center to be able to visit kids, we developed a project “*Dzīvesprieks*” (Joy of Life) and in January 2011 *Rīga Preschool Educational Establishment No. 275 Austrina* entered into partnership agreement with social care center *Pardaugava*.

After evaluating kids' dialogic speech skills, teachers found out that kids in their speech do not use enough initiative and address form, dialogs are mainly based on answer, where the initiative and active position is taken by a grown-up, therefore in the next stage of the project teachers encouraged kids to play role plays, imitate different professions in different situations. One of the achievements is a new tradition to play a self-made game together with occupants of care center (authors of the game are center's servants), thus providing better contact and more successful dialogue among different generations. Initiatives was successful, and in 2011 children already were more actively engaging into conversations, they were playing a game “*Chef, janitor and a nurse are looking for a job in a preschool, school and in social care center*”. Elderly people were entertained by kids' contradictory opinions on whether to employ someone or not. In the conversations elderly people shared their working life experiences. Workers of the center proved, that even if you are old, but your health is still good, persons can be very active.

“Preschool's teachers think that the most important is the useful knowledge that was shared by the elderly persons, it stimulates more successful cooperation in the future,” said Taurina.

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RIGA PRESCHOOL EDUCATIONAL ESTABLISHMENT No. 225

Our own money – „Mikelis”

Teachers from *Riga Preschool Educational Establishment No. 225* decided to set as project's goal to teach students (4 years+) first skills in earning and efficiently spending their first money.

Activity was started with development and announcement of new money unit „Mikelis”. There were three money units „1 Mikelis”, „2 Mikeli” and „3 Mikeli”. At the beginning of September teacher gave to each group start capital of 15 Mikelis



“Kids attended the market with their “Mikeli” money and shopping bags in their hands – shopping can begin!”

about process of selling-purchasing. It was agreed that the earned money will be spent in a market of useful goods.

Money was issued in the kindergarten during the market of *Mikeli's day*. Each group had prepared products for sale: self-made toys, sweets, jewelry, talismans, decorations and autumn's nature gifts as well. Production on sale from each group was placed on a stand with attached price. The salesperson was a teacher. Kids attended the market with their „Mikeli” money and shopping bags in their hands – shopping can begin! Group's capital was made of both – money earned and money spent. When the trade was over and market was closed, teacher together with kids counted their earned money. Joy for achievements was great.

During the study year, there were many events held in kindergarten, where kids could buy and sell self-made goods. For example, in *Martin's day* good ran was for *Martin's day* roosters (toys, pictures, applications), in *Candles' day* – for candles, during *Easter* time everyone sold colorful eggs. In *Christmas* market kids sold gingerbread, cookies, decoration for Christmas trees and gifts, but during *“Celebration of Taste”* kids prepared sweets and vitamin drinks.

At the end of the year teacher together with kids counted money that was earned by selling self-made goods. As a gift to kids for a well done job, teachers of *Riga Preschool Educational Establishment No. 225* organized an event – “shop”, where all goods were given by parents. Kids could use their earned „Mikeli” and buy useful goods made in grown-up enterprises.

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RIGA PRESCHOOL EDUCATION ESTABLISHMENT No. 215

Opening of a bakery in a kindergarten

In 2010 within frameworks of this project, 5 and 6 years old kids from the eldest group opened their own bakery (bread-baking plant and shop), they lived through all stages of entrepreneurship – producing, advertising and realization. At the beginning teachers introduced kids with the tasks that should be fulfilled and then, together with children, developed a plan and order of the tasks.



Work division

Kids all together created shop's project and agreed on the title “Biz-biz bode”, they developed advertisement slogans and decided to write them on colorful posters. In order to perform all tasks faster, jobs were divided: one group painted shop, other – wrote advertisement posters. Whilst

“They were surprised that kids can take such responsibility – even some of the grown-ups couldn't do that!”

kids were drawing advertisement posters, teachers created special accessories for “Biz-biz bode” – aprons and hats. When all the tasks for enterprise's foundation were

finished, kids started to bake pretzels. In order to fulfill the task, kids asked for help from teacher's assistant, who was glad to tell them the secret of baking delicious pretzels.

Pretzel baking

When the dough was prepared and risen, kids were divided into two groups – one group baked sweet, but another – salted pretzels. Groups agreed that customers will recognize salted pretzels by cumin, but sweet ones will be decorated with sugar and cinnamon. Those groups were also subdivided – one group would prepare pretzels from dough, but other kids would paint them with an egg and sprinkle them with spices.

Enterprise presentation's preparation

In order to enchain customers, kids draw a poster with an invitation for everyone to attend the opening of “Biz-biz bode”, they informed about the money equals as well – an acorn or a chestnut. For better presentation they decided that two representatives will inform customers about what products were used in preparation process, they will offer to taste pretzels and inform about the price and collect the money. Kids realized that they need workers who could nicely pack pretzels and present the new production of the shop.

“Biz-biz bode” presentation

Presentation was opened with a musical play - all kids and a teacher were involved. During the advertisement campaign kids were repeating advertisement slogans, but one of the presentation

leaders informed clients about “*Biz-biz bode*” production. In order to ease the choice of clients, one kid offered to taste a piece of each pretzel, another explained the price policy – sweet pretzel costs one acorn, but salted pretzel – one chestnut. When customers went to the cashier to pay, third child packed pretzels neatly in a napkin. When several customers were served, kids changed the selling team, thus all kids could evaluate their salesman skills.

Teacher Zane Arāja stresses that it was very important to discuss the difficulties kids faced during the work. Many kids said that the preparation was easier than advertising the product during presentation. It shows that clients’ enchaining can be more difficult than preparation of production.

Realized project gave a significant knowledge about work that has to be done in order to start your own business and call yourself a businessman. Acquired concepts, knowledge and practical skills were a huge satisfaction not only to kids, but to teachers and parents as well. They were surprised that kids can take such responsibility – even some of the grown-ups couldn’t do that!

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RIGA PRESCHOOL EDUCATIONAL ESTABLISHMENT PUCITE

Profession - artist

Whilst planning activities within frameworks of this project, teachers realized that kids should be introduced more closely with professions, their importance and necessity. To succeed they had to involve parents and establish new contacts with different enterprises, for example, city library and *Vidzemes bakery*. Children got acquainted with musician, ceramist and chimney sweep professions as well. Together we watched Environment movie studio’s movie “*Glass from Livani*” about work of glass blowers.



In order to develop entrepreneurship skills successfully, the skills has to be developed by creating professional interest and engaging kids into each professions real conditions. Teachers

“To activate children’s creativity by learning about the works of Latvian artist, children books’ author Margarita Staraste.”

planed to activate children’s creativity by learning about the works of Latvian artist, children books’ author Margarita Staraste, who turned 95 in February 2009.

This name is known in every Latvian family, since it is connected with warm childhood memories. Margarita Staraste has written and illustrated more than 20 books, but for approximately

forty books she had created illustrations. At least three generations have grown up with happy faces and playful eyes of her created characters. When kids got acquainted with works of Margarita Staraste, teachers asked them to create an exhibition of her works and to supplement it with self-made characters painted on paper.

Project in honor of his artist in preschool educational establishment *Pucite* was held for few months. In order to visualize their artistic plans more originally, kids learned new techniques and played role plays. Exhibition made by kids was greatly appreciated by parents, grandparents and other guests, but little authors started to think – what they would like to become, what skills they have and what they love to do.

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ELEMENTARY SCHOOL RIDZE

Re-decoration of school’s relaxation zone

Generating new ideas and planning of tasks both are important preconditions in order to fulfill an idea successfully without any complications. Students (5th until 8th grade) from *Elementary School Ridze* were lead by teachers Solvita Lozda, Zane Sarakova and Juris Niedrajs. Within project’s frameworks they succeeded to engage students in creative activities and they realized unusual ideas. Result was obvious – self re-decorated school’s old furniture and re-painted relaxation zone.

At first there was a much known task to students – homework, but this time it was very creative. Project’s participants had to find pictures with flowers. During the first meeting they chose which pictures to use, since it was planned to work with them with *découpe* and application techniques. Students re-draw the chosen flowers on cardboard sheets and cut stencils. Stencils were useful later, when it was necessary to precisely transfer pictures on walls, table and shelf.

Later there was no time to be bored. Students had to explore the rooms, to collect old furniture and to evaluate furniture’s technical condition. The costs were depending on precise evaluation, students had to choose and buy necessary materials as well.



Chairs in *découpe* technique

If you want to repeat this technique, team *Ridze* will tell you, how they succeeded. First of all guys cleaned old furniture with sand paper and re-painted them with water emulsion paint.

Whilst some of students were painting the furniture, others were preparing napkins for *découpe* technique. The colorful, upper part of a napkin was separated and flowers – cut out. A little patience – chairs had to dry, and then students glued previously prepared napkins on chairs. At first they applied *découpe* color, and then placed a napkin; then surface was covered with *découpe* lacquer. When the surface dried, on top students in four layers applied furniture lacquer. Each layer had to dry for 10 minutes. Students came up with an idea to paint blue stripes on one chair, they used blue acrylic color and “*krakelee-medium*” lacquer. When the flowers, glued

“Result was obvious – self re-decorated school’s old furniture and re-painted relaxation zone.”

on the chair, were dry, students applied a line with a brush soaked in lacquer. After 5-10 minutes they made the same line, but in opposite direction and with blue

acrylic color made second line. When the paintwork was dry, four layers of fast drying lacquer were applied.

Stencil decorations to shelf and table

Interested? Then you should try decorating furniture with stencils. Table and shelf was cleaned with sand paper. Furniture was painted in two layers with white water emulsion color; each layer was allowed to dry for an hour. Afterwards stencils were fastened to furniture’ surfaces and sprayed with acrylic paint. When the paint was dry, furniture was covered with lacquer.

Painting the walls of relaxation zone

So far so good, let’s try painting bigger art works! We chose to re-paint the walls of school’s relaxation zone. Students painted a tree, sketched it and then repainted it with acrylic colors on the wall. Flowers “*blossomed*” on the wall with a help of pencil and stencils. Now students just had to use colors and brushes to color the pictures.

Elementary School’s Ridze students are satisfied with the result. We hope that you got inspired to realize some of your ideas as well!

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RIGA PARDAUGAVA ELEMENTARY SCHOOL

Experience in founding an enterprise

Teachers from *Riga Pardaugava Elementary school* think that in our country more persons should be involved in small business, but the problem is – many persons cannot imagine themselves as businessman and they feel safer when getting paid granted salary. Our students divide an apple in mathematic lessons. In America kids learn how to calculate profit. That’s why in Latvia new professionals choose to work in state structures, where they can be closer to material benefit division. Of course there is another aspect regarding state’s policy on entrepreneurship, but, in general, we come to an idea – students during all school years have not developed entrepreneurship skills, they lack a sense of ownership.



Teachers Ludmila Renge and Tatjana Moisejeva used their international experience and experience from Latvian schools and developed an applied game “**Economics Model of Mini-State**”. During projects’ week students had to found a mini-state with its production structures, workshops and saloons. The aim of this game was to give first practical skills in entrepreneurship to students through learning process. Students got involved in *Students’ Study Enterprise* foundation and management. The game was to the utmost close to real economic situation. Five days in projects’ week of year 2010/2011 were divided in order to discover the main aspects of entrepreneurship. First day was “*Training day*”, then “*Foundation of firms and production enterprises*”, third day “*Advertisement day*” followed by “*Accountancy and meetings with entrepreneurs*”, finally the week was closed with “*Presentation day. Market. Conclusions*”. Groups were made from up to 11 students.

At the **first day** students and teachers offered ideas for enterprise foundation. In total there were 30 offers. Students chose from all the offers those enterprises, where they wanted to work. Then it was time to look for professionals, materials, equipment and to prepare advertisement posters. On the website or on stands they placed information about opening workshops, professionals and premises. As professionals students chose teachers, parents and consultants from different production structures in Riga. They explained and showed the basics of a specific profession. Student’s council helped to direct and organize all the work, as well as established new money - “*pards*”. Each student at the first day of school received 10 pards. They spent this money for paying the professional for lessons. Three tax supervisors took part in this game as well, they collected value added tax and rent and later on send the money to Pardaugava school commerce bank.

At the **second day** students founded study firms. On the website or on special stands they placed information about foundation of study firms, their directors and premises, where

the future work will be held. In order to find a job in such firm, students had to go to “*Labor exchange*” on the first floor, where they were looking for vacancies. One study firm could employ 15 students. They become “*employees*”, but teacher – “*director*”. The day began with preparing a CV (Curriculum vitae) and writing a notice for entering into work relationship. The director has to pay attention whether students did not make any mistakes and prepared their CV’s according to standards. Work inspectors helped directors; they gave consultations to employers and to potential employees. Inspectors explained that only those participants will be able to get certified and work in a firm, who will prepare all the documents correctly.

Third was “*Advertisement day*”. In order to advertise their firms and productions, students used school’s radio, banners, brochures and verbal advertisements. Workshop organizers checked each video and audio advertisement. Video operators followed a specific list and went to each firm, who had thought of video advertisement’s scenario. At the end audio advertisements were transmitted on school’s radio, but video advertisements were published on a TV screen on the first floor.

With accountancy and entrepreneurship skills students acquainted on **fourth day**. In order to explain more efficiently to students state’s economic aspects - taxes, rent, abrasion and rent, 5th and 6th graders visited enterprises *Maxima* and *Riga Heat*, where they were shown the work, met managers and found out, what skills and knowledge are necessary to work in these places. 9th grades went on an excursion to study center *Riman* in order to find out more about career choice opportunities. 7th – 8th graders visited bank *Citadele*.

On **fifth day** newly founded firms decorated their place of presentation in presentation hall (tables with production, banners with advertisements, price lists). Each firm with a video advertisement presented itself. Afterwards representatives were asked on a stage, where they could receive certificates and their firm’s evaluation.

At the end a market was opened. Teachers and students bought production from other firms with previously received “*pards*” (as a salary). During realization money was counted and students calculated the costs, profits and losses.

Foundation of study firms and real life imitation within study process helped students to understand the real life situation. Students gained experience in all stages of entrepreneurship: starting from development of business plan and capital’s preparation until calculating of dividends and closing of a firm. Participants learned how to organize and direct marketing research, got acquainted with different stages of production process, and learned how to prepare finance documentation. Working in study firms allowed students to show initiative, creativity, to stabilize economic knowledge and, probably, helped to choose future profession as well.

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RIGA NATALIJA DRAUDZINA SECONDARY SCHOOL

To engage and then calculate, or vice versa?

In order to encourage students’ communication skills teachers from *Riga Natalija Draudzina Secondary School* used a self-made game “*Bingo*”.

Students had to pretend that they have an opportunity to found an enterprise. They had to imagine that they have enough money and the premises are ready to use – they need only knowing and skilled employees. With a help from game “*Bingo*” students could find employees, who would not let enterprise to bankrupt. On a paper sheet next to the task they had to get a signature from an employee (classmate), who agrees to perform the task, then it was time to start the task. In order to check skills of employees and stability of the firm, participants had to solve and give answer to the chosen task. If one of employees made a mistake, firm went bankrupt and teachers checked the next team.



When the game starts, students get sheets with tasks and they are given time to get signatures from their classmates. Then the sheets had to be submitted to teachers. The audit of firms was performed in the same order as the students received sheets. Depending on class, work could be different, for example, each employee could receive help from firm’s director or other employees. The winner is a firm, who answers all questions correctly.

“The aim of this project was to explore whether or not it was possible to survive in countryside by only growing vegetables and animals.”

Firm’s director receives a mark or prize for successful manpower’s selection.

Teachers observed that this game helped students to communicate. Students got to know each other and learned how to be directors. Game can be used in every lesson or educational lesson.

Ten 8th graders and participants of applied art group made their first step in order to gain necessary skills for enterprise foundation and management skills in *Riga Zoo Country-yard*. Students measured animal homes and animals. Conversation started about how easy or hard is it to grow animals. Students thought that cattle breeding is interesting and even profitable. After this discussion they decided to involve rest of classmates and to develop a project.

The aim of this project was to explore whether or not it was possible to survive in countryside by only growing vegetables and animals. Students were divided into two groups; they gathered information about breeding cows, pigs, chickens, roosters, horses, sheep, cats and dogs by feeding them only with products they can grow in their gardens. They calculated expenses for animal up keeping and curing, as well as added profit they would get by selling their production. Students gathered information about vegetables they can grow in gardens, as well as costs of fertilizing and rent of the land. After calculation and preparing diagrams, students found out that it is not possible to survive in country side without any other income,

even if you use a horse instead of technical equipment.

During this project students learned to find information on the Internet, to communicate between themselves and with strangers as well, since the materials they received from vets and owners of agricultural households. Knowledge of mathematics and statistics was necessary in order to calculate and codify all data. Such work helped to develop students' reasoning skills, developed their data analysis skills and conclusion drawing as well.

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RIGA SECONDARY SCHOOL No. 93

Young Ladies' Afternoon

Students' opinion about one or another profession can be superficial due to lack of experience and knowledge. In order to find the right profession, every student has to try his/her skills in a practical action. Mainly they can discover themselves through special lessons after school, coteries, projects' week, during excursions or during activities offered by this project.

„During this Project our main aim was to broaden students' horizons about person's work life, to help them evaluate where and in what environment they would like to work. Teachers tried to develop students' skills to see the relationships between profession and academic knowledge, to judge „minuses and pluses” of one or another profession and to think about future perspectives as well,” said teacher Diana Kudule, when asked to comment on school's success story.

Riga Secondary school's No. 93 students (girls) from 5th to 9th grade were granted to meet their idols from different professions. At first there was a discussion about priorities and values in person's life. They had to think about the hardest – to imagine the situation in the future, their potential workplace (conditions, necessary clothes), amount of work and physical load, to visualize potential clients.

“During this Project our main aim was to broaden students' horizons about person's work life, to help them evaluate where and in what environment they would like to work.”

and kitchen chef – this meeting wouldn't be a success.

In order for every girl to try her skills in each field and to ask questions to every professional,



RIGA SECONDARY SCHOOL No. 51

Self-staged theater play

In March 2011 in Riga Secondary School No. 51 a project was demonstrated, project's aim – to develop students' professional skills by staging self-made play. Students of 6th grade tried their luck in various professions: as a writer, scenarist and director, costume and make-up artist, designer, creative designer and actors. Professional work was so engaging that on stage students showed them even better than they expected themselves.

Writer, student Arturs Horuzenko beautifully wrote a literal tale, based on which others staged a play. He explains: *“Hi! I would like to tell about this project, which was developed with help of my classmates and literature teacher. To tell the truth – I did not expect that my work will be accepted. During the creative period I was so engaged that I would even forget to eat my lunch! And believe me, I love to eat! Of course, I had to change and perfect my work many times.”*

Scenarist and director Darja Rakitina says: *“How to stage a play without a director! Writer wrote a tale, but our task was to develop a theatrical play based on this tale. We added colorful epithets, expanded dialogues with bright turns of speech. The tale was made into colorful and alive story. For the roles we made casting. Casting was not easy, since many of us wanted be actors. Our choice was based on many factors including external looks. Persons from “Real world” and “Beyond the Mirror” had to be the same heights. We wanted to contradict them, so we needed help from make-up artists. It was their task, our task was to stage roles, and they had to harmonize with the role's conception, make-up and clothes. We tried to engage everyone who was interested, but with one condition – they had to feel free on stage and they could not be afraid of public. Tasks were not easy, but we did not retreat.”*



Make-up and costume artist, student Arina Terehovica, calls herself a professional since she has fully adopted these professions as her own: *"This work is not easy. You have to imagine not only a character, but it has to be made alive by using textures and colors, but mostly – costume has to harmonize with a role. Positive characters we dressed in easy, light clothes, but negative ones were dressed in dark. Make-up applying is hard as well. Characters were not only young and positive, but old and evil as well. The hardest part was to turn young face into an old and evil one. But we did it!"*

Designers showed a perfect job as well (Veronika Jakobsons, Marta Lobasova, Elina Movko etc.). Students prepared mirrors, fixed a spinning-wheel, created the stage design. Successful was a self-made model of a house. Veronika Jakobsons tells about designers' work: *"Results of our job can be seen and touched. Play is held in two worlds: "Real" and "Mirrors" therefore we needed a mirror on a stage. I consider the mirror model made by designers to be a real treasure.*

"Professional work was so engaging that on stage students showed them even better than they expected themselves."

To show the Russian spirit strength, we chose to use a spinning-wheel. Spinning-wheel produced the thread of destiny. I think that a complete success was houses and un-kept sheds as well, they expressed the meaning of this play."

6th graders Artemijs Tevdoradze and Aleksejs Vills wanted to be responsible for music: *"I, Artemijs Tevdoradze, was involved in this project as a music artist. I thought that this play can be greatly supplemented by an appropriate music. Music had to be mysterious and extraordinary, but at the same time – light and positive. Such effect we reached by mixing different music styles."*

Actors (Andrejs Ivanovs, Alina Terlanova, Diana Ansone, Jelena Safronova, Aleksandrs Sirotskis, Anastasija Konovalova and Olegs Spizevojs) acted as they would be performing on a big stage. Cried, when they expressed sadness and laughed, when good won evil. Actors' skills were professional.

In the end students not only understood more about chosen professions, but they developed skills possibly in their future profession, learned how to communicate and interact.

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RIGA SECONDARY SCHOOL No. 84

Getting to know unusual professions and salesman skills

During the realization of this Project, participants shared their knowledge in exchange trips to other participating countries – Lithuania, Estonia, Finland and Sweden. In one of those trips *Riga Secondary School No. 84* took part as well, afterwards, based in their impressions, they realized a project *"Unusual professions"*.

The main idea was to gather all materials about unusual professions and to prepare the final presentation into English language. Students from 6th and 7th grades took part in this activity. At the beginning teachers thought, that this will be a good opportunity for students to practice their English language and performing skills, but later on, after all the presentations were gathered, they found out that there are so many *"Unusual professions"* and the information was very interesting, for example, a coffee taster or SPA master.



This year project *"Unusual profession"* was followed by a new theme *"My parents' professions"*. Within projects' week students familiarized with professions and work places of their parents or grandparents. In order to realize this, each student has to become a *"shadow"* in his parent's working place. The main positive aspect of this project is that many parents started to cooperate with school, some of the entrepreneurs who took part in this project were interested to cooperate in future as well.

Project's *"Entrepreneurship skill development in education – in Sweden, Estonia, Latvia and Finland"* participants especially high valued the experience gained in order to organize *"Creative workshops"*. *Riga Secondary School's No. 84* teachers decided to learn themselves

"They found out that there are so many "Unusual professions" and the information was very interesting, for example, a coffee taster or SPA master."

as well. Within workshop domestic science teacher Iveta Sijate offered to her colleagues to learn how to make jewelry or any other (their own choice) handiwork. Colleagues chose

to create flower brooches made of felt, to prepare beads made of felt balls and to create mittens and shoes using felting technique. In one of those workshops students from 12th grade took part as well, they are seriously affected with handiwork. Two of them already have started their own enterprise or *"small business"*.

School every year fete markets of *"Martin's day"* and *"Mikeli's day"*. Traditionally students from 1st until 4th grade take part, they sell sweets and various handiworks prepared at home. They advertise products made by them and try to sell them. Secondary school students took part in this

market as well. Teachers stressed the importance of products' quality, packing and advertising skills; therefore experience from high school students was very important to younger kids, who could see how their work is presented by elder market participants. In order to keep positive spirit students were singing and performing together as well.

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RIGA SECONDARY SCHOOL No. 74

Nursing shelter animals

Let's speak about an interesting project week with an unusual title – “*Tolerance*”. At first students with a help from teachers discovered the meaning of word “*tolerance*”. They found out that is a word with Latin origin and means patience, compassion. After a discussion when a person can be tolerant, 7th graders came up with an idea to visit animal shelter. They thought that only tolerant persons can help cats and dogs who have ended up in a shelter.

Students gathered information about shelters in Riga region on the Internet and they decided to visit shelter *Lici* in Riga region. In order to realize this idea they needed help. Home economics teacher Natalija Vaiksno and handicraft

teacher Sergejs Surs offered a helping hand. Sergejs Surs guided boys to manufacture bird-cages, but girls made blankets for dogs and cats. Parents helped as well – they paid for tickets and purchased a gift to animals – cat and dog food. Class teacher Irena Petrova organized the trip to *Lici* – the shelter is based 15 kilometers away from the city. They used public transportation. From bus station until the shelter they had to walk 1 kilometer through snowy forest road. At the shelter students were greeted by shelter's employees and dog “*choir*”. Students gave presents to shelter's employees, but employees introduced students with shelter's inhabitants, told about foundation reasons and job specifics. At the end of the excursion students took dogs for the “*long walk*”. Employees organize such walks daily – even two times a day.

Students were satisfied with the job done. They became friendlier between themselves and more tolerant to each other. As a result they agreed to visit shelter more often and to even establish a tradition, but some of the students decided to become vets or animal care takers.



Within next year's projects' week 8th graders were sure that they want to continue their collaboration with animal shelter *Lici*. This time students decided to attract sponsors. At the beginning they searched for possible sponsors in school – and they found teachers, who decided to become sponsors. They proved the necessity of his project and collected 40 LVL. For this money they bought animal food. Parents were sponsors too – since they gave ticket money to their children, thus children could visit the shelter again. It was spring time and in previously prepared bird-cages new birds were already happily singing.

After returning back to school, students gathered all information, draw conclusions and presented their work in front of public. At the end students received diplomas about understanding the meaning of “*tolerance*” and the materials were handed to school's museum.

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RIGA EVENING (SHIFT) SECONDARY SCHOOL No. 18

Change of attitude – way to success

At first it has to be mentioned that students of an evening school may differ by their age, abilities and most of all – by their experience in work market and family. In the first group we mark grown-ups, who are willing to change their lives and therefore – to study. At the same time they understand that only academic knowledge will not grant them a job. Second group is students from correction class who consider studying unnecessary. These students came to evening school with a negative experience. Third group is students, who studies because of their parents wish, therefore they attend classes without any enthusiasm.

Student surveys show that notion about entrepreneurship to many of our students is far from reality. A logical question arose – how to change the notion about entrepreneur skills during study process, how to change attitude towards study materials and, most importantly – about yourself. “*How to do this in an evening school?*” asked teacher Ksenija Kozika and gave the answer herself: “*In various ways by implementing practical exercises in lessons. The traditional approach in Economics lessons can be easily improved with new methods!*” Teacher offers to introduce with one of such methods.



Practical Economics lesson

Lesson's theme – *"Productivity of Labor"*. During this lesson students can take part in improvised work process, for example, baking a pizza. At the beginning teacher explains how the process should happen. Dough will be a paper sheet from which you have to cut out a circle, on dough students have to place three improvised slices of sausage and three slices of tomato (accordingly – coloring three circles in brown, three in red). As work materials students receive scissors (preferably small and uncomfortable), colored pencils and a white paper sheet ("cheese"). Divide students ("chefs") in two groups. In the first group each chef will *"bake a pizza"* on his own: each person will cut the dough and decorate the pizza. In the second group students will divide all the tasks.

"Chefs" go to the *"oven"* and start to *"bake"*. The process of baking lasts 5 minutes (observer sets the time), afterwards observer counts pizzas for both teams. As a result it is obvious to students that result depends on organization and division of tasks. A question regarding more suitable technologies arises. In this particular case – cutting circles at the same time from many pages. Students found out, that new equipment is needed – more efficient scissors.

Via this game students learned about such concepts as production progress, productivity, technologies, equipment and qualification. Next lessons should deal with logistics, taxes etc. Such practical lessons change the simplified opinion about producing. Students develop interest in academic knowledge as well, since it is connected with real life situations. They understood the necessity of qualification. Students, who do not want to study, develop entrepreneur skills and it is easier to engage them in lesson work.

Creative workshops

In order to develop go-aheadism and activity of pedagogic correction students, teachers started with learning live skills. During this period students from older classes were a great support, since they have already obtained some specific skills and knowledge.

In order to get involved in this process, most active students from older classes took part in activities to develop their leadership skills; they worked together with teachers in creative workshops. Teenagers, who do not want to listen to teachers, in most cases will be interested in lessons by their equals in age. Work in workshops was held after lessons. Students could develop their skills in cooking, dancing or Eastern infighting. They could produce jewelry or soap.

It's a win-win situation for everyone. Those students, who were teaching, understood that knowledge and skills are very important. Those, who were not confident about their skills, by working in informal space, were not afraid to work with teachers later. They found out they have skills as well, just before they were not confident enough to prove themselves.

Organizing school events

Another way of developing entrepreneur skills is organizing school events. *"As an example I would like to mention an event, that has become a tradition,"* says Ksenija Kozika. *"We have students, who are grownups with children of their own. They created a New Year's party for those kids and developed event's plan as well."*

Such preparation took a lot of effort – they had to come up with a theme, scenario, to find actors, assistants, who will entertain kids, to decorate (and afterwards – to clean) the place of event, prepare gifts and delicious treats & to choose appropriate music and costumes. During preparation process our students developed cooperation skills, they became more responsible and appreciated their own and other students' skills.

Step by step we reached our main goal – to change the attitude and opinions. Mutual trust occurred between students and teachers. Students become more positive, ready to help and they developed their skills. They started to believe in their strengths and were not afraid to start something new.

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RIGA OSTVALDS SECONDARY SCHOOL

Educating excursion with elements of game *"Professions in Old Riga"*

In order to develop entrepreneurship skills and creativity, a unified complex of study process and after-school activities is necessary. As one of those activities, school chose an excursion organized by elder students. They organized a game-excursion *"Professions in Old Riga"*. The aim was not only to find out more about old, narrow streets of the home town, but to discover more about professions – since streets are still bearing names of those professions.

Students were divided into teams. Students chose groups based on their own interests. Professions were as follows:

- Route organizers;
- Geodesists;
- Historians and culture specialists;
- Operators and photographers;
- Translators;
- Designers.

As the working languages we chose to use languages learned in school – Latvian, Russian, English, and German, thus the event became more interesting to students and to teachers as well.

Excursion's basic rule was to independently develop a route through Old Riga, to discover

street names that are connected with profession from the foundation of city until nowadays. Each excursion had an element of a game (riddle, crossword, play etc.). Each group consisted of 4 students. Gathered information was codified, while taking in account the specifics of excursion's participants (for city guests – in foreign language, taking into account age group). Excursion lasted one hour and thirty minutes.

“Street names are like codes, hiding information about events, persons and century.”

Street names are like codes, hiding information about events, persons and century, that's why excursions were so popular not only among students and teachers of *Riga Ostvalds Elementary School*, but among city guests – project's participants – as well. Students made presentations and a video “*Virtual Tour Through Riga*”. In study process teachers used video, photos and voice recordings (“*Old professions*”, “*Legends of Old Riga*”, “*My City*”). Students' communication level and knowledge of foreign language were increased. Excursions were held on regular basis, different age groups were formed, students and teachers exchanged their experiences and cooperated (students from 10th until 12th grade were guiding excursions for students from 1st until 9th grade).

In Old Riga there are streets with names from long time ago – even from 13th and 14th centuries, when the city was just starting to develop. Those names state the old, functional meaning of the street: *Weavers'*, *Painters'*, *Blacksmiths'*, *Boot makers'*, *Butchers'*, *Barrel makers'* and other streets.

With a help from these professions, students learned more about city's history and were more interested in current social activities, they had to take pictures next to buildings where currently journalists, bankers, parliamentarians, actors, kitchen chefs and architects are working.

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RIGA SECONDARY SCHOOL No. 13

Virtually produced school's uniform

Riga Secondary School No. 13 students, since they are involved in entrepreneurship skill development project, present their ideas and innovations by working with a PC in “*virtual producing*”. Virtual producing *Carereal* was initiated in 2009 and then it was a huge innovation that was not so easy to realize at the beginning, but this project left the biggest marks in students' memories as an exciting journey into entrepreneurship world.



In order to realize this project, in 2010/2011 students from 10th grade and teachers of natural history developed a new virtual enterprise Limited Liability company *Class Form*; this company was used as a tool to produce virtual 21st century school's uniforms. In cooperation with teachers of physics, chemistry and biology, within 5 months new students' uniforms were developed.

At the beginning students created the managerial structure of producing with following divisions: administration, engineers – designers, design and modeling, procurement, advertisement and logistic divisions, laboratory and producing itself. Engineers-designers developed technical

“Interest was huge and students got really involved in process, therefore they chose to continue the work by creating a new virtual production site.”

scheme of producing using program *Visio professional 2010*. Designer division designed the sketches of new uniforms. Advertisement

division prepared brochures with information about pluses of new uniforms. In physics and chemistry classes students developed innovative materials, in the texture they added new, self-picked qualities. Cooperation, tolerance and unity between students fostered the realization of this project. At the end a new uniform was created from “*know how*” material.

Presentation was held during the “*open-days*”. All persons who were present could design their own school's uniform, by using a program *Visio professional 2010*. At the end students compared their results and taste with the taste and opinions from visitors. Interest was huge and students got really involved in process, therefore they chose to continue the work by creating a new virtual production site.

The list of new skills students developed during the process is long: they learned how to use up-to-date scientific catalogues on the Internet, to read and analyze technical literature, to use their foreign language knowledge in real life and to perform in front of public. Students deeply expanded their knowledge in natural history lessons.

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RIGA SECONDARY SCHOOL No. 63

Examples from „Shadows’ day”

In order for students to develop versatile idea about working persons in our society, Riga Secondary School's No. 63 teachers organized “shadows’ days” and excursions to various enterprises for different age group students. Before visiting enterprises, school's project coordinator Kristina Prizevoite with teachers' team Maija Minina and Karina Odinkova encouraged to find answers to following questions:

- What's the secret of a successful businessman?
- What professional skills and characteristics should be developed in order to succeed in the chosen business field?
- How can a student foster his own entrepreneurship skills in school?

During “Shadows’ day” students were “shadowing” alone or in teams of two, students spent one working day together with representatives of various professions, they explored and followed one person all day long. Two students from Riga Secondary School No. 63 went to Riga City council and followed mayor Nils Usakovs in order to recognize their leadership skills.

For example, the biggest part of students from 8th grade went to Dr. Eduards Jursevics enterprise Medserviss. Representative from clinic's administration introduced students with medical equipment, operating-room and stationary department. He showed, how complicated equipment works, what is necessary for successful surgeon's work during operations. Students could ask questions to plastic surgery doctor E. Jursevics. Students wrote essays about their “shadowing” experience and took part in school's essay contest “My shadows’ day”. For some students it was a revelation that medicine and surgery is not only a job and a way to earn money, but a real way to help people and feel satisfied about the well done job afterwards.



In September 2011 students went to various places and enterprises in Latvia. The aim was to find out more about different professions (guide, chef, pastry-cook, travel agent, TV officer etc.) and to try the professional work themselves. For example, kids from 2nd grade visited the famous bakery Laci. After seeing the baker's work and listening stories about how bread is made, they were really enthusiastic to try baking themselves. Job together with professional bakers inspired kids to find out more about this profession.



RIGA SECONDARY SCHOOL No. 61

Flora's poetics. What does it mean?

During school years students have to find out what are they interested in, what inspires them and what are their skills. In order to develop creativity, teacher of Russian language and literature, Master of Philology Natalja Mitrofanova planned an unusual lesson for 11th graders.

In previous lesson they analyzed in detail theme “Artistic language of flora and colors”, students found out that flowers can have a symbolic meaning in literature. In order to analyze Fyodor Dostoyevsky's “Little hero”, it was important to understand not only the symbolic meaning of flowers, but to understand the color semantics as well.

“Students found out that during knights’ times flowers were not only emotional symbols, but they represented the moment, when the flowers were given to lady as well.”

From the analyzed work “Little hero” students had to write out all names of flowers and plants mentioned in the text, and to find their symbolic meanings. Students had to draw work's heroes as flowers as well and to explain their drawing – symbol. Such task made students:

- To deepen their independent analysis skills;
- To work independently with additional information sources;
- To develop public speaking skills;
- To work in groups;
- To be able to express their thoughts in clear and grounded manner, to draw conclusions.

As lesson's equipment teacher used different visual information. On the board she placed students' drawings with heroes as flowers, on interactive board she prepared presentation

“Flora’s poetics in F. Dostoyevsky’s “Little hero”, on interactive board via program SMART Notebook flower and plant examples were formed in order to perform the task, but students on their desks had text from “Little hero”.

Speaking about flowers’ symbolic meaning – students found out that during knights’ times flowers were not only emotional symbols, but they represented the moment, when the flowers were given to lady as well. For example, at lunch time knight would arrive with violets, at one – with pink roses, at three – with white roses, at four – with hyacinths, but at six they could pick wild flowers.



Taking into account that lesson was attended by other project’s participants, guests received flowers. As the lesson ended at twelve, you can guess – what flowers did guests receive!

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RIGA STATE GYMNASIUM No. 3

Study process based on practical exercises

In *Riga State Gymnasium No. 3* entrepreneurship skill development was realized in two educational programs: program of mathematics, natural sciences and techniques and professionally oriented program, as well as in seven other educational programs students could choose such study plans, where special approach is designed to entrepreneurship skill development. In order for studies to be not only academic, within each theme students prepared a specific research. Researches broaden themes limits and motivate students to continue self-education. This program develops skills and abilities.



Economics news. Students from 10th grade had to prepare economics news, using business environment of Latvia, Europe and whole world. Students chose areas they were interested in, as information sources using information into foreign languages as well. In order to present the information to classmates in binding manner, students had to choose form and way of presentation. The aim of this practical exercise was to create a new habit – to read news of economics, to learn how to analyze situation and make conclusions.

Research of best business ideas. 11th graders chose an area and found best business ideas from each area. They prepared presentation based in their own choice, prepared materials and shared the information with classmates. The main aim of this activity was to develop evaluation skills.

Selection of business idea and planning. Students during entrepreneurship, marketing, accounting and management lessons were asked to prepare their own business idea and to develop its realization plan and evaluation. Business plan had to be presented to other students into Latvian and English languages. The aim is to develop creativity in creating business ideas and to gain experience in planning.

During “**Shadows’ days**” students visited enterprises, got acquainted with producing and service rendering processes, management, marketing and work specifics, career opportunities.

“In order for studies to be not only academic, within each theme students prepared a specific research. Researches broaden themes limits and motivate students to continue self-education.”

Students from elder classes by their choice could research one enterprise, one work place or career possibilities of specific professions. Student prepares

research documentation and teachers organize exchange of thoughts, information and ideas.

Preparation of environment advertisement. In order to find out more about competitiveness, 10th grade students prepared three environment and three internet advertisements, each group followed a specific task. During preparation students had to use specific programs and presentation means. Students took part in advertisement competitions as well, thus gaining experience in competitiveness.

Business process simulation game’s aim was to create experience in finance investment and business management in virtual environment. 10th and 11th graders organized teams and via Internet in *online* game regime played training games and took part in different competitions. This helped to gain experience in team work, developed skills in collective decision making.

Project management. All 10th graders in school realized some social project. 11th graders organized project in small groups (until three or five students). Aim was to gain experience in project management, planning and organizing.

Study firm foundation helped students to develop skills in foundation, management and closing of an enterprise. 11th graders developed their firms in small groups.

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AGENSKALNS STATE GYMNASIUM

Business incubator's enforcement in school

According to statistics from 1000 inhabitants only 18 are involved in entrepreneurship in Latvia – it is the lowest indicator in Europe. In order to foster development of competitive and innovative businessmen, an appropriate environment has to be developed. Most of us cannot imagine that secondary school students as beginners in entrepreneurship are one of the most ready members of society. Many businessmen, who have succeeded in business, started their businesses at the age from 17 – 20. This is the time, when youngsters are not so critical towards themselves, but extremely critical towards rest of the world.



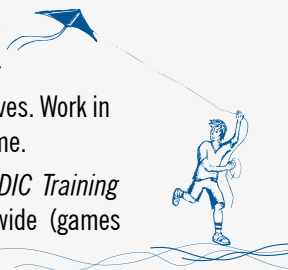
In order to make the first step of making the new generation of businessmen, teacher of *Riga Pedagogical and Educational Management Academy* and *Christian Management College*, Master in Economics Janis Gravitis came up with an idea to create “business incubator” in schools. The first school to implement this project was *Agenskalns State Gymnasium*.

“Business incubator” is economically motivated instrument for development of new enterprises, and it is working in Latvia for many years. To simplify – in business environment incubator is understood as circumstances, when a new businessman is “taken care of” until moment when he is ready to “leave the incubator”.

“Work in “Business incubator” is a thoughtful way how to spend one's spare time.”

By implementing this model in school, teachers have planned to create interest about entrepreneurship into students in unusual, innovative manner. Study year 2010/2011 was the first year, when in *Agenskalns State Gymnasium* business incubator was introduced for the first time. It was a success, and in May they opened the first secondary-school business incubator in Latvia. Now students from 11th and 12th grade are working in this incubator. They can receive professional consultations in order to embody their ideas and develop a business plan. Students can work in groups and together realize one, big project. Thus they get experience in enterprise foundation and management. Whilst students create enterprise's mission, they start to look for the main task of their own lives, this project has stimulated students to self-educate themselves. Work in “Business incubator” is a thoughtful way how to spend one's spare time.

The organizing company of this “Business incubator” is *NORDIC Training International*, they organize business and simulation games worldwide (games “President”, “Manufacturer” etc.), but tutors for *Agenskalns*



State Gymnasium are “Business Incubator Cesis” with responsible teachers Santa Kazaka and Valentina Andersone.

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RIGA ANNINMUIZA SECONDARY SCHOOL

Educational work system

Riga Anninmuiza Secondary School developed an educational work system, which stimulated students to express themselves in entrepreneurship with necessary skills. It is an ability to work in team, concentrate in order to achieve a goal, to analyze different information sources, to present themselves and realize ideas. In this system teachers incorporated following directions:

“Intensive urbanization and globalization demands from each person to develop his professional skills and diversify his qualification lifelong.”

- They implemented entrepreneurship skill development methods in lessons;
- Organized projects' week “I am a businessman”;
- Created methods, didactic games and realized small projects;
- Organized exhibitions and markets of students' production;
- Involved parents in project's realization process;
- Got involved in experience exchange with other preschool educational establishments in the city.

As a result of this project, students have increased their will and motivation to study. It was achieved by following activities:

- Within project's frameworks preschool teachers developed methodical collection;
- Various preschool student's and studio's “Inspiration” participants' (teacher Ludmila Zapascikova exhibitions of drawings and pearl jewelry and markets were opened;
- Mini-project “Little Prince” for 3rd -5th graders who, with help of biology teacher Jelena Ribacenko, learned how to plant and grow flowers within school's territory
- 10th – 12th graders created intellectual game “Culture” in English language (teachers Olga Nitijevksa and Galina Taranina). Game was used in tournament between schools;
- Informatics teacher Kamila Docenko following a program “Six thinking hats” developed work system for informatics lessons in order to develop creative skills for 6th-7th graders;
- During lessons geography teacher Ilona Locmele used business game “GEO-200”, that was developed by school's graduates. In September 2010 “GEO-200” tournament was held, representatives from 13 Riga's secondary schools took part;
- Organization of integrated lessons' series “Latvia – our common home”, where students

from 1st, 5th and 10th grades took part. Some of them prepared presentations about professions connected with construction works, elder students prepared business plan for building a house, but students from 1st grade made a model of a house;

- Organization of international experience exchange: visits from Finnish and Estonian teachers and directors;
- Establishment of two study firms within *JAL* program. In one of the firms students produce and sell the production (jewelry made of leather and pearls), second firm makes videos and students learn how to play guitar (teacher Jelena Kantane).
- In June 2011 an experience exchange seminar was organized for teachers and kindergarten teachers of Riga city with participation of “*Junior Achievement*” lecturers (Inga Bolmane, Janis Krievans, Linda Strazdina);
- 9th grade students started to cooperate with *Informatics System Management College’s* robot techniques laboratory in order make mini robots in the laboratory.

Such list of successful stories was made by each participant of project “*Entrepreneurship skill development’s fostering in Sweden, Estonia, Latvia and Finland*”. Brochure gives an insight in most successful stories and experiences worth repeating.

Formerly our ancestors learned one profession and worked in the chosen profession all their lives. Nowadays it is not enough. Intensive urbanization and globalization demands from each person to develop his professional skills and diversify his qualification lifelong. This project was a good starting point for students in their professional careers marathon.



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**RĪGAS DOMEŠ
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