

ERASMUS+ - YESPECIALISTS

Nordeo

«LOOK TO ODDA»

Kickoff meeting 22.10.2020

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Odda vgs. Vestland fylkeskommune Background and aims for Odda upper secondary school in this project:

- Topography
- Growth
- Work
- Innovation
- Lighthouse

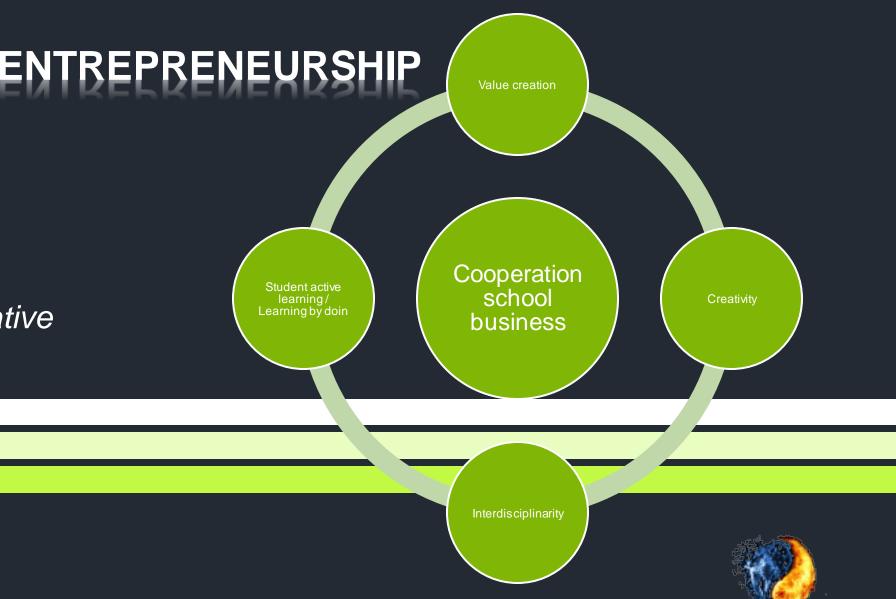
- Increase innovation competence
- Understanding of educational and social entrepreneurship





EDUCATIONAL ENTREPRENEURSHIP

- Cooperation \bullet
- Creativity \bullet
- Innovation \bullet
- Risk appetite \bullet
- Ability to take initiative ullet



LOCAL PARTNERS IN THIS PROCECT

- Odda volunteer center:
 - A meeting place that convey contact and interaction between the people in the local community
- Ullensvang business park:
 - offers advice and follow-up to you who wish to start a business or you who have just started.
- Hardanger industry:
 - Will work to contribute to increased value- creation and development ability. By putting collaboration and development of the whole of Hardanger in the center





YOUTH BUSINESS (YB)

What about a Founder camp?



Engage Ullensvang business park and Odda volunteer center to carry out a founders' camp – Together with Odda vgs.

SOCIAL ENTREPRENEURSHIP





- Your digital supporter to learning



SUCCESS CRITERIA

- A good annual plan
- Time for collaboration
- Motivation





"CONTAGIOUS ENTHUSIASM, HIGH EMPATHY AND INTEGRITY ARE CRUCIAL TO SUCCESS"...

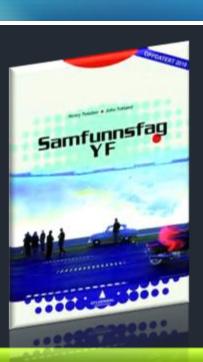






Norwegian champions (2013) form Odda vgs Folkelokk UB (YB)

CONNECT CURRICULUM TO YOUTH-RELATED ACTIVITIES IN COMMON SUBJECTS AND PROGRAM SUBJECTS



- To be able to express oneself orally
- To be able to express oneself in writing
- To be able to read

Bok og nett

• To be able to use digital tools

"FORMER - YB" - WHAT WILL BE "NEXT YB"?



X-traffic UB Sports class



The blacsmiths UB Blacksmith class Warm hearts UB Special class

- Flora upper secondary school:
 - Knowledge, inspiration and personal growth for all
 - 550 students
 - 7 programmes (general and vocational)
- The Florø area:
 - On the coast of western Norway
 - Culture for personal initiative and entrepreneurial mindset both in business and socially
 - Thriving industries based on recourses like fish, oil, gas, mining and cutting edge technologies within sea farming, hydrogen and maritime construction.
 - Small public government sector except from social services, health care and education
- Demographics:
 - 12 000 people
 - Lower birth rates
 - Older population
 - 14% immigrant population
 - Students from vocational studies find work locally
 - Students from general studies generally move to larger cities



Flora upper secondary: Examples of best practice in building sustainable local communities 2006 - 2020

- School run projects
 - Preparing young immigrants for upper secondary education
 - Educating migrants to certified health care workers in collaboration with local community
 - Maintenance work on nature trails for the benefit of the local community



Flora upper secondary: Examples of best practice in building sustainable local communities 2006 - 2020

- Student run projects as Youth Businesses
 - Students in our Building and construction programme make benches, tables, bus stop shelters and rest huts for the benefit of our local community



Flora upper secondary: Examples of best practice in building sustainable local communities 2006 -2020

- Student run projects as Youth Businesses
 - Students in our sports programme deliver Physical Education (PE) for young immigrants preparing for upper secondary education
 - Students in our Healthcare, child & youth programme deliver homework assistance to kids in primary school
 - Students in our Healthcare, child & youth programme as «Yellow angels» visiting homes for the elderly



Local stakeholders in YESpecialists

- Students
- Youth in general in our area
- Teachers
- Business interest groups and associations
- Voluntary groups
- Immigration and Integration centre
- Local government and youth workers



YESpecialists : Local project group – focus aims:

- Defining and exploring the factors that constitutes a sustainable local society with regards to:
 - Work/labour market
 - Social well-being
 - Life-long learning
 - Public sector
 - Voluntary work
- Sketch out how youth can contribute
- Design models for youth contribution

Tools in our toolbox and tools in the making ...

- Design models to strengthen bond between students and local businesses to increase return to local labour market after completed studies
- YB Youth business, and entrepreneurship as method and identifier of business opportunities
- Models for teaching which incorporates local contribution
- Models for engaging in social entrepreneurship
- Models for integration in upper secondary education