About KeyCoNet

KeyCoNet (2012 – 2014) is a European policy network focused on identifying and analyzing initiatives on the implementation of key competences in primary and secondary school education. It is a constantly growing network of more than 100 members from 30 countries gathering together Ministries of Education/related agencies, universities/research institutes, European organizations, and practice related partners.

On the basis of the evidence collected through literature reviews, case studies, peer learning visits, country overviews, videos and exchanges between network members, the project’s final objective is to produce recommendations for policy and practice regarding the enablers and obstacles to a holistic implementation of key competence development.
ABOUT THIS CASE STUDY

Part of a series
This case study is part of a series of case studies being produced by KeyCoNet, to highlight various initiatives concerning key competence development, taking place across Europe. Each case study analyzes the initiative’s implementation strategies in depth, and will feed into the network’s recommendations for policy and practice on how to implement a key competence approach in schools most effectively.

How and why was this case selected?
Each year the KeyCoNet network identifies initiatives concerning key competence development across Europe, and a case note is produced providing basic information about each one. Following this, network partners participate in an online selection according to pre-established criteria, as well as an in-depth face-to-face discussion, in order to select the most interesting initiatives to develop into case studies. This case was considered particularly interesting by the network because the virtual guide which the project developed facilitates entrepreneurial teaching and learning in all school subjects. The focus is not on entrepreneurship as an isolated subject, but rather a competence involving specific skills and attitudes which can be taught and learned across various subjects in different ways. The virtual guide for teachers which was a core output of the project, gives teachers the tools to implement this approach in the classroom and beyond.

Which methodology has been used?
Case studies are the main tool used by the network to probe beneath the surface of each selected initiative and provide a rich context for understanding the implementation issues involved. The initiatives selected by the network differ in many ways, according to the nature of the key competences addressed, the implementation process used, the number of students and teachers directly concerned, the type and number of actors involved, and the duration and stage of development etc. A multiple-case study design, whereby each initiative generates its own case study, but uses one single prism for a common analysis, was therefore chosen. This method makes it possible to explore diversity, as well as the enablers and obstacles to the initiative’s implementation, as perceived by the initiators and stakeholders interviewed. Moreover, through a multiple-case study design it is possible to identify choices, strategies, characteristics, situations or contexts leading to success or failure in a recurrent manner. This will particularly contribute to fuelling the set of recommendations for policy and practice at institutional, local, regional, national and European level, for the effective implementation of key competences in school education.

Each case study included interviews with the initiative’s coordinators and stakeholders, as well as desk research. In some cases, where considered feasible and fruitful, focus groups were also organized. The Case Study on The Entrepreneurial School (TES) was built on the basis of different information gathered in various stages of the project:

• Interviews with partners to compile the Case Note in autumn 2013 (JA-YE and Lappeenranta University)
• Preparation meetings for the video shooting with European Schoolnet prior to the The Virtual Guide to Entrepreneurial Learning Workshop for National Trainers in Brussels on 6-7 March
• Participative Observation to The Virtual Guide to Entrepreneurial Learning Workshop for National Trainers on 6-7 March 2014, in Brussels
• In depth interviews with the following partners:
  Caroline Jenner, CEO, JA-YE Europe
  Elena Ruskovaara, Project Manager, M.Sc. (Bus.Adm.) Lappeenranta University of Technology (LUT)
  Faith Muir, CEI Regional Director/Doctoral Researcher, Centre for Education and Industry, University of Warwick
  Jarle Tommerbakke, National Activities Coordinator within the TES Project.
## Basic Information

<table>
<thead>
<tr>
<th>Country:</th>
<th>Italy, Norway, Poland, Slovakia, Denmark, UK Finland and Portugal (in EU Grant) + Belgium, Bulgaria, Cyprus, Germany, Greece, Hungary, Latvia, Romania, Russia, Serbia, Slovenia, Spain</th>
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</thead>
<tbody>
<tr>
<td><strong>Title of initiative:</strong></td>
<td>The Entrepreneurial School (TES)</td>
</tr>
<tr>
<td><strong>Coordinator/Organization:</strong></td>
<td>JA-YE Europe</td>
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| **Key competences addressed:** | ● Entrepreneurship  
● Sense of initiative |
| **Type of initiative and channels used for implementation (e.g. curriculum reform introduced through legislation etc.)** | Creating trans-European models for teachers to support the development of their skills and methods in applying entrepreneurial learning to different teaching subjects and to different contexts |
| **Partners:** | JA-YE Europe  
European Schoolnet  
The European Round Table of Industrialists (ERT)  
University of Warwick [UK]  
Junior Achievement Slovakia [SK]  
Lappeenranta University of Technology [FI]  
Junior Italia [IT]  
University College Copenhagen [DK]  
Fundacja Mlodziezowej Przedsiebiorczosci (JA Poland) [PL]  
Ungt Entreprenorskap (JA-YE Norway) [NO]  
Apreender a Empreender (JA Portugal) [PT] |
| **Scope:** | Primary and Secondary (including vocational) teachers; 22 countries involved so far. |
| **Learning context:** | Formal |
| **School education level(s):** | Primary, Lower secondary schools; Upper secondary schools |
| **Target groups:** | Teachers |
| **Time frame:** | November 2012 to October 2015 |
| **Relevant links:** | [http://theentrepreneurialschool.eu/](http://theentrepreneurialschool.eu/)  
[www.tesguide.eu](http://www.tesguide.eu) |
The Entrepreneurial School (TES) project will produce a Virtual Guide to Entrepreneurial Learning as well as self-assessment tools for teachers and schools. The guide will include 75-100 entrepreneurial tools and methods.

The materials will be for primary, secondary, upper secondary and vocational schools. Initial teacher training and continuous professional development are a main focus.

The objective of the project is to make it easy for teachers to apply entrepreneurial learning in any subject area and for any age group.

Schools will have access to a quality framework and assessment tool that helps educators set milestones and assess progress.

In addition, the project has collected good practices from several countries. These good practices are meant to plan how to implement and to improve entrepreneurial learning in schools.

A fourth area is a collection of the most recent European policy documents on entrepreneurial learning, together with strategy and research documents published by national governments and other institutions.

TES won co-funding from the European Commission’s Competitiveness and Innovation Programme (CIP), which aims to promote projects with a high-added value at the European level in education for entrepreneurship.

In March 2014, 130 teachers participated in a Workshop for National Trainers. They will train over 4000 teachers in the next three years across 22 countries. The full list of the countries is: Italy, Norway, Poland, Slovakia, Denmark, UK, Finland and Portugal (in EU Grant) + Belgium, Bulgaria, Cyprus, Germany, Greece, Hungary, Latvia, Romania, Russia, Serbia, Slovenia and Spain.

1. CONTEXTUAL INFLUENCE

Which contextual factors have been perceived as enablers to the implementation of the initiative, and why?

All partners agreed on a series of common contextual enablers:

It is positive that both DG Enterprise and DG Education are involved in entrepreneurship education.

TES is currently co-financed by the EU through a CIP grant by DG Enterprise through a call concerning models for primary and secondary school teachers to support the development of their skills in applying entrepreneurial learning to different subjects and contexts. Prior to this call, the European Commission issued several reports pointing out obstacles to a successful implementation of entrepreneurship education. In those reports, teacher training and the issue of addressing teachers was at the top of the list among other issues that needed to be fixed to improve activities in this area.

In 2011, they organised a conference in Budapest focused on teachers: initial teacher training as well as in-service training for teachers. Following the conference, the Commission issued another report entitled Entrepreneurship Education: Enabling Teachers as a Critical Success Factor. The report refers to research which argues...
that core skills and values linked to entrepreneurship education are seldom a priority in initial teacher education programs and approximately 90% of in-service teachers say that they would like to receive some further training on creativity. DG Enterprise has of course always been concerned by the economic outcomes of entrepreneurship education as much as the enablers and drivers within the ecosystem. In the past years, DG Enterprise and DG Education have teamed up on entrepreneurship education policy making, looking in depth into learning outcomes and indicators. Entrepreneurship is a key competence, which has to be understood in a wider perspective, beyond economic outcomes and young people’s overall competitiveness in the labour market. The timing of the grant coincided with some major policy communications on education and of course just on the cusp of a new cycle within the European Commission, where entrepreneurship education became a top priority in virtually every policy area.

The consortium composition. The consortium is composed of stakeholders, which already had a role in entrepreneurship education and European wide networks, which could work as a multiplier effect. JA-YE Europe and its members involved in the project (JA-YE Norway, JA Italy, JA Poland, JA Portugal and JA Slovakia) have a long standing experience in working with teachers in primary and secondary education around the theme of entrepreneurship, skills for employability and financial literacy. The Centre for Education and Industry of Warwick University has expertise in assessing and supporting schools in their entrepreneurship courses through their CEI35 and CEI10 Quality Frameworks designed to assist schools through a developmental process. Lappeenranta University has developed a Measurement Tool for Enterprise Education as a self-assessment for teachers in primary, secondary and vocational school and had given teachers the possibility to evaluate and develop one’s own entrepreneurship / enterprise education and that of the school community. University College Copenhagen has a strong expertise in primary school education. European Schoolnet has a long standing experience in supporting teachers on ICT in schools and a wide network of Ministries of Education across Europe.

The other major contextual enabler is the participation of employers: there has been a real desire from employers to foster the entrepreneurial skills of their employees linked to the fact that they are shifting more and more their Corporate Social Responsibility (CSR) activities into education to give back something to society but also to invest in education to prepare a better workforce for tomorrow. Several business sector partners are involved in the consortium: the European Roundtable of Industrialists and the two co-financing partners: Accenture and Intel.
Which contextual factors have been perceived as obstacles to the implementation of the initiative, and why?

An obstacle could be identified in the differences at national level in the implementation of entrepreneurship education and its recognition by national authorities and in national curricula. In several countries, entrepreneurship education is widely recognised in the national curriculum and teachers have access to entrepreneurship education from their initial training and throughout their in-service training. In other countries, entrepreneurship education is not yet a recognised activity within the curriculum and therefore is less accessible to teachers in their training experience.

Another major obstacle is a lack of understanding of what entrepreneurial teaching is by some employers, governments and schools. Entrepreneurial teaching is often associated to enterprise education. Entrepreneurial teaching is about fostering creative and innovative approaches to learning and enabling core entrepreneurial competences to be developed at primary and secondary level education, as a mainstreamed part of the curriculum. Partners feel that schools need to understand that entrepreneurship education is not teaching enterprise in schools, but teaching in an entrepreneurial way. This is linked also to the key competence “learning to learn” and teachers needs to be supported in making their schools become “entrepreneurial schools”.

2. SUBSTANCE RELATED ISSUES

Which substance related issues have been the most difficult ones to fix when deciding on the content of the initiative, and why?

The Entrepreneurial School’s four objectives are:

- Support teachers with a Virtual Guide For Entrepreneurial Learning (“Virtual Guide”)
- Assist teachers as they incorporate entrepreneurial learning into existing school curricula
- Achieve significant scale, impact and reach in three years by training 4,000 teachers
- Design the guide so that it will be easily taken up by more and more teachers in the future

These objectives are pursued through three main deliverables:

- a. The Virtual Guide for Entrepreneurial Learning
- b. A Quality Framework to assess individual progress and inform decisions about institutional development and priorities
- c. A self-assessment tool for teachers on entrepreneurial teaching

Partners were asked about enablers and obstacles related to the development and use of these three tools.
**The Virtual Guide**

The Virtual Guide is a practical and useful tool for teachers in primary, secondary and vocational schools that want to mainstream entrepreneurial education in teaching methods and learning processes they set up in the classroom every day. The guide contains more than 100 tools and methods to support entrepreneurial teaching and learning, good practices and framework documents from 85 different schools in 10 countries. It also includes self-assessment and review tools for teachers and schools that want to assess how entrepreneurial their learning processes are and to review their progress on a regular basis.

1. National Focus Groups: participants of the National Focus Groups consist of people with a connection to national work on entrepreneurship education and who have an interest in pan-European developments in this field. They also have links with a wide range of stakeholders. The eight high quality National Focus Groups help in the search of existing good practice at the national level and beyond, evaluate it with a set of agreed criteria and their national curricula, pilot the Virtual Guide for Entrepreneurial Learning and finally assist in rolling it out to teachers in the field. The groups provided the first inputs to the Guide, identifying 80 Entrepreneurial Schools and collecting tools and methods at national level.

2. The next step was to gather content from them and harmonise it in order to be shared. They nominated “strong schools” contributing with their ideas and their best practices.
3. Schools and members of the Focus Groups then proposed tools to be inserted in the Guide.

4. JA-YE Europe, together with Warwick University, was responsible for editing the content of the Guide. JA-YE Europe worked on the structure. Each tool was assessed and qualified by different partners and once approved inserted in The Guide.

5. Through several discussions, the Steering Committee selected four dimensions to classify each tool and method: age level, learning outcomes, subjects and teaching related issues (pedagogical aspects).

6. Each tool and method was inserted into the guide according to the four selected dimensions.

**Strong points of the Guide**

- The Guide is a very flexible tool that can be used in different contexts and in different situations. Individual teachers can decide to use a tool or apply a method in their classroom, and teacher trainers can also decide to use it in initial or in-service training.
- The search criteria is quite sophisticated and it is possible to combine search criteria and look at it from various perspectives combining for example learning outcomes with teaching issues. Moreover all tools and methods are also searchable by keywords.
- All the content is harmonised in the same structure making it user-friendly.
- In terms of content, there is a very good range of tools and methods which are addressed at both primary and secondary level.
- The guide uses simple and clear language. Everyone can review and rate a tool so that the most popular tools and methods appear higher in ranking.

**Obstacles and weaknesses:**

- Difficulties related to content include the difficulty sometimes faced when describing a tool. This is the biggest weakness of the guide. A lot of entrepreneurial activities are difficult to explain in practice. Partners are therefore producing videos and demos that could better describe the tool or method.

**The Quality Framework**

The quality framework has been developed over a number of years by Warwick and applied in the UK. In the past, Warwick did several activities linked to assessment and to awards on different aspects of the curriculum. This quality framework gives schools a way to assess what they are doing and the opportunity to celebrate their achievements. Since this has become a national standard in the UK, the Framework is very popular in primary and secondary schools. This framework was developed and applied in schools in the UK. They are currently doing a pilot in Finland to test its applicability in other countries.

The quality framework is used also to classify and select the tools and methods to be inserted in the guide. Warwick has developed a reduced version of the quality framework for TES (called CEI10) that could be used by schools to assess their progress in entrepreneurial teaching.

**Obstacles and weaknesses:**

This tool was built for the UK. Partners are currently testing its applicability in other countries.
3. PARTNERSHIP RELATED ISSUES

Which key aspects should be taken into consideration when defining the partnership?

The project was initiated by JA-YE Europe and it searched for partners in various fields:

- Academic institutions with different fields of expertise: Warwick University which collaborates with schools and industry; Lappeenranta University with its experience in entrepreneurial teaching assessment and technical education; and University College Copenhagen (UCC) Denmark which specializes in primary education teacher training.

- European networks such as European Schoolnet (EUN) with its experience in working with Ministries of Education and educators, as well as the European Round Table of Industrialists (ERT)

- JA-YE selected members across Europe with expertise in teacher training in entrepreneurship education: JA-YE Norway, JA Italy, JA Poland, JA Portugal and JA Slovakia.

The combination of intellectual strengths and practitioner strengths:

- The main strength of this partnership is the presence of three European networks and partners in various fields: entrepreneurship education, teacher training and enterprise combined with academic experience

- Another strong point of the partnership is that it is a multi-level consortium: European partners as well as national networks of crucial stakeholders within the field and schools and teachers in the local communities.

Evaluation Tool for Enterprise Education for Primary, Secondary and Vocational Education.

Lappeenranta University has developed a tool for teachers to self-assess their enterprise education activities. In addition to this tool, they have developed a teacher training evaluation tool. Lappeenranta University developed both tools within the Finnish system while providing teacher training on entrepreneurship. Starting from this experience, they developed the tool to fit the TES teachers from a tool to assess enterprise learning to entrepreneurial learning. They translated the Finnish version into English and asked several teachers in the consortium to test it and give feedback to then be able to reduce it and adapt it to a more entrepreneurial learning assessment tool. The tool available now has around 20 questions and can be filled in around 15 minutes while the previous one had around 100 questions. The tool is now smaller but contains all elements of entrepreneurship education from a learner’s and also from a teaching point of view.
National Focus Groups are also another strong point of the partnership: The National Focus Groups are composed by individuals from a variety of institutions and partners, up to five in each group. The groups include key stakeholders from education, business, government and NGOs. Involving stakeholders from the very beginning has helped to raise a lot of awareness at policy level and to get relevant players in the field involved in the overall implementation of the project at national level.

4. STRATEGY RELATED ISSUES

Which aspects of the strategy implemented for the initiative have proved to be particularly effective, and why?

Partners agree that TES has both a prescriptive and a participative approach. They would rather say that the best way to define the strategy used in the project is “front end and back end”. The front line are the participants, the teachers. TES uses a flexible and participative approach towards teachers. Partners provide them with the information and then it is up to them to use it and adapt it to their own teaching contexts.

The approach could turn into a more prescriptive strategy if the Guide and all other tools provided were to be used in initial teacher training. If these materials were built into initial teacher training courses the approach would be more prescriptive.

Teachers’ use of the Guide is participative. Partners all agree that they cannot foresee how teachers will precisely use the guide, the tools and the methods provided as they cannot prescribe entrepreneurship education within the curriculum. In cases where entrepreneurship education is not compulsory, teachers can decide whether to include it in their programmes.

Which aspects of the strategy implemented for the initiative have proved to be most problematic, and why?

The main strategic challenge is directly related to the fact that there is no monetary compensation to the schools participating and their teachers. The prescriptive model would not have worked. Therefore it was necessary to adopt a more participative approach.

Another issue is related to the rare occasions partners are required to meet. Because of the diversity within the consortium, meetings are very effective and allow partners to take decisions together efficiently and capitalize on the consortium’s strengths and diversity. But at the same time, partners agree that it was a mistake not to invest enough resources in such meetings. This has been compensated for by organizing additional calls and online meetings to support the network’s activities.

5. MAINSTREAMING RELATED ISSUES

If the key competence initiative aims/aimed at mainstreaming, what are/have been the major obstacles encountered to generalise it?

Partners agree that they will face several challenges in mainstreaming this initiative but it is crucial to expand the scope of the project and reach out to more teachers across Europe.

New teachers and more teachers: the first challenge is to make sure to reach out, among the 4,000 teachers targeted, to those who are new to this type of initiative. But it is also crucial to
involve those who are already aware of the importance of entrepreneurship education and thus can act as multipliers. On top of this, to really mainstream this initiative, it is crucial to reach out to far more than 4,000 teachers. Partners feel that to grow beyond that level there would need to be other initiatives to make sure that the tool could still be updated and further steps would need to be taken to integrate this tool and, in general, entrepreneurship education in national curricula.

**Marketing:** There needs to be a proper marketing strategy and campaign that could go beyond the 4,000 trainers targeted. This is not just for teachers. This tool could be used by different stakeholders. For example, student services in universities could certainly use it. Moreover, employers should be made aware of the Guide and could use several of the tools and methods in training employees and there are several other possible uses that are worth exploring.

**Internet access is another potential obstacle.** Not all schools have easy access to the web.

**Limited funding to maintain the content of the guide.** Content inserted in the Guide goes under a quality check. Once the EC Grant is over, who is going to edit, upload and check the quality of the tools in the guide? The guide is not solid enough to be self-sustaining, so it is crucial to find funding and to make sure that the platform is maintained and its content updated and adapted.

### 6. SYSTEMIC ASPECTS

**To which extent has the initiative been designed as a systemic one from the starting point, i.e. introducing changes in several areas related to the student curriculum [such as teacher training, assessment, school organisation, etc.]?**

TES is a pilot initiative with a systemic strategy. The work done at European, national and local level aims at embedding the Guide and more in general entrepreneurial competences in national curricula on a long term basis. On top of that, TES is built to be a systemic tool including training materials for teachers as well as assessment tools for teachers and schools.

Several aspects have to be taken into account when looking at the systemic approach of TES: The main point is to make sure that there is life beyond the 3 years of the grant. It will be crucial to engage the national focus groups and strongly involve the JA-YE, European Schoolnet and ERT networks and push their members to embed this tool in other initiatives related to entrepreneurship education and entrepreneurial competences. JA-YE Europe will make sure that the tool will be embedded in the activities of its network. It is crucial for people to feel that they own the tool and they can use it and share it in the work they do with teachers. Teacher training is only one part, while the other part is related to content innovation produced by practitioners. It is important to use the Guide to reach out to as many practitioners as possible through networks like JA-YE and European Schoolnet.
What have been the enablers encountered during the implementation because of the systemic aspect of the initiative?

The main advantage of all the tools provided in TES is their flexibility. They can easily be used in schools by individual teachers or be embedded in the curriculum if there is the willingness to do so. At this stage of the project it is still too early to see if this tool has the systemic capacity to be included in teacher training (initial and in-service) or in student curricula.

What have been the obstacles and/or challenges encountered during the implementation because of the systemic aspect of the initiative?

This is a pan-European project so its implementation in a systemic way at national level depends a lot on individual education systems and how this project can involve teacher training and all its local channels through its national focus groups. Currently, the weakest dimension of the project is initial teacher training, which the project hopes to improve in the future.

The assessment is not compulsory for teachers but partners are encouraging all teachers who are using the Guide to assess their teaching and use the tool. We will collect the data and analyse all the progress.

How have the obstacles and/or challenges encountered been overcome?

There is not a common European approach to entrepreneurship education and the European Union does not have legislative power in this area. It will therefore be up to national governments to define how to embed entrepreneurship education into the national curriculum.

7. EVALUATION RELATED ISSUES

What have been the obstacles to implement it, and why?

- **Overall evaluation:** Lappeenranta University is responsible for quality assurance. No external evaluation is foreseen for this project.
- **Content:** The quality assurance of content is described above.
- **Teachers’ self-assessment:** This is measured through the assessment tool and analysed by Lappeenranta University.
- **Schools’ self-assessment:** This is provided through the CEI1o quality framework.

What have been the difficulties or risks that have been solved/avoided thanks to the simultaneous evaluation process, and why?

- Checking content against a quality assurance framework has supported the partners in structuring the Guide in a more user friendly way. One of the project work packages is dedicated to quality assurance. Lappeenranta University is responsible for this activity (see section 7. for an overview of the quality assurance and evaluation tools).
8. ACHIEVEMENT OF INITIATIVE’S AIMS

Have the original aims of the initiative been achieved?

Supporting teachers with the Virtual Guide: All partners agree they have achieved this objective, despite having had to modify the structure of the Guide several times.

Assisting teachers in incorporating entrepreneurial learning in their curricula: To a certain extent the training of teachers by teachers can help, but the intention of the guide is to provide teachers with the appropriate skills so that they can ultimately support themselves. There is not necessarily any follow-up and this could become potentially a problem because they will be given “one bite of the cherry” only now and it would therefore seem necessary to build a monitoring system to follow what they have done with this and whether they have changed the way they teach.

Achieving significant scale in three years: The project is only halfway through. All partners were amazed to see how many countries took part in the trainers’ training workshop in Brussels on 6-7 March 2014, and how many teachers applied to become trainers. This shows that there is a real demand in more than just the eight countries involved in the grant from the European Commission.

Designing the guide so that it will be easily taken up by more and more teachers in the future: The obstacles identified in terms of editorial and quality management are already described above, but in terms of accessibility and ease of use, partners feel they have done a good job. As it is now, it is a really flexible tool.

9. NEXT STEPS

What is planned next for the initiative?

In the next months the 80 trained trainers (‘super trainers’) will train 4,000 teachers across Europe on how to use the Guide.

Two awards will also be inaugurated during next year:

- One for the most entrepreneurial school
- One for the trainer who has trained most teachers

Partners hope this will be an incentive for schools and trainers.
European Schoolnet is the coordinator of the KeyCoNet project.

European Schoolnet is a network of 30 Ministries of Education from across the European member states, leading educational innovation at European level. As a major international think tank, European Schoolnet operates key European services in education on behalf of the European Commission, member Ministries of Education and industry partners.

European Schoolnet’s activities are divided among three areas of work:

1. Policy, research and innovation: information sharing and evidence building.
2. Schools services: enhancing cooperation between schools across Europe.
3. Advocacy: how ICT and digital media contribute to transforming teaching and learning processes.

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