

## EUROPE [5] - 2013

### JA-YE'S ENTREPRENEURIAL SCHOOL

#### A. BASIC INFORMATION

<b>Country:</b>	Italy, Norway, Poland, Slovakia, Denmark, UK Finland and Portugal
<b>Title of initiative:</b>	The Entrepreneurial School (TES)
<b>Coordinator/ Organization:</b>	JA-YE Europe
<b>Key competences addressed:</b>	<ul style="list-style-type: none"> <li>· Entrepreneurship</li> <li>· Sense of initiative</li> </ul>
<b>Type of initiative and channels used for implementation</b> (e.g. curriculum reform introduced through legislation etc.)	Creating trans-European models for primary and secondary school teachers to support the development of their skills and methods in applying entrepreneurial learning to different teaching subjects and to different contexts.
<b>Partners:</b>	<ul style="list-style-type: none"> <li>· JA-YE Europe</li> <li>· European Schoolnet</li> <li>· The European Round Table of Industrialists (ERT)</li> <li>· University of Warwick [UK]</li> <li>· Junior Achievement Slovakia[SK]</li> <li>· Lappeenranta University of Technology [FI]</li> <li>· Junior Italia [IT]</li> <li>· University College Copenhagen [DK]</li> <li>· <i>Fundacja Młodzieżowej Przedsiębiorczości</i> (JA Poland) [PL]</li> <li>· <i>Ungt Entreprenørskap</i> (YE Norway) [NO]</li> <li>· <i>Apreender a Empreender</i> (JA Portugal) [PT]</li> </ul>
<b>Scope:</b> (student/teacher/school level; local/regional/national)	Primary and Secondary (including vocational) teachers; 8 countries but also European Level tools
<b>Learning context:</b> (formal or non-formal)	Formal

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**School education level/s:** Primary, lower secondary, upper secondary  
(primary, lower secondary, upper secondary)

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**Target groups:** Teachers

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**Time frame:** November 2012 to October 2015  
(start and end date)

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**Relevant links:** <http://theentrepreneurialschool.eu/>

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## B. SUMMARY

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The Entrepreneurial School (TES) project will produce a Virtual Guide to Entrepreneurial Learning. This guide will include 75-100 entrepreneurial tools and methods organised in 35 teacher-friendly packages.

The materials will be for primary, secondary, upper secondary and vocational schools. Initial teacher training and continuous professional development is also 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.

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.

TES will train over 4000 teachers in the next 3 years across 18 countries.

## C. IN DEPTH INFORMATION

### Rationale/contextual background/motivation for introducing the initiative/reform:

The European Union recognised the importance of entrepreneurship with the Lisbon Strategy for Growth and Jobs (Lisbon European Council 2000 and 2005), which required member states to support entrepreneurship education in schools and colleges. Progress reports in 2007 and in 2009, however, showed slow progress. “Much entrepreneurship education practice tends to be ad hoc, varies vastly in quantity and quality, is not treated systematically in the curriculum and has relied heavily on the enthusiasm and commitment of individual teachers and some schools. Some activity is structured and ambitious, much is not.” (European Commission 2010)

The 2011 European Commission report **Entrepreneurship Education: Enabling Teachers as a Critical Success Factor** refers to research that states that core skills and values linked to entrepreneurship education are seldom a priority in initial teacher education programs, and that **approximately 90% of in-service teachers say that they would like to receive some further training on creativity**. European Commission reports have stated that **“specific training for teachers on entrepreneurship is insufficient**. This is a major obstacle to introducing the concept of entrepreneurship into the classes<sup>1</sup>. ” This is especially problematic given that member states have agreed that a ‘sense of initiative and entrepreneurship’ is a key competence to be acquired through education, as published in the European Commission’s Reference Framework on Key Competences for Lifelong Learning, and the importance of this competence has been underlined in terms of preparing young people for the world of work via the New Skills for New Jobs initiative. Teachers need support throughout their careers; in their initial education, their continuing professional development and in their day-to-day work. The Virtual Guide produced through this initiative will help teachers moving into entrepreneurship education for the first time as well as experienced teachers who want to develop themselves further.

Many teachers in entrepreneurship education are often too alone in their efforts because the **education system and school culture** does not support them in the fostering of creative and innovative approaches to learning. Although education systems often aim to integrate entrepreneurial approaches across the curriculum, it is rare to see this implemented on the ground in schools. The Virtual Guide will do its best to provide a framework and set of guidelines that – even in the absence of one framework at national level in a few cases – could help any educator move in the right direction on entrepreneurial learning.

Once teachers move more towards entrepreneurial learning, it is important to encourage them as they participate in this **entrepreneurship education ecosystem**. The ‘entrepreneurial school’, as cited in the 2011 Budapest report, “capitalizes on [...] links with a wide range of external partners including parents.” Teachers learn that good results will come from greater interaction with the world outside the classroom. Entrepreneurship education also shifts the **role of teacher** from instructor to facilitator, encouraging students to handle complex problems and situations and to work with their peers. Unless teachers can be motivated and provided with the tools and methods needed, any attempt at role change has less chance of success.

1. European Commission, Final Report of the Expert Group Best Procedure Project on Education and Training for Entrepreneurship, Enterprise Directorate General, November 2002.

A core observation of the **High Level Reflection Panels on Entrepreneurship 2010** was the need to **embed entrepreneurial learning** in “every national [...] education strategy to enable core entrepreneurial competences to be developed from primary and secondary level education as a mainstreamed part of the curriculum...” In order for teacher training efforts in entrepreneurship education to succeed, and in order for these to reach all students, it is critical that entrepreneurial learning activities are adapted to fit into existing curricula – hence the consortium’s use of 8 National Focus Groups. Additionally the outcomes of the project, particularly lessons learned, will be communicated to policy makers in the Ministries of Education of member states to encourage further uptake of practical approaches to entrepreneurship education.

Awareness at the level of school boards and school leaders also plays a key role in the ability of the entrepreneurship education ecosystem to scale up its impact. In Europe there are a number of schools, teachers, practitioners, researchers and policy-makers who have substantial experience and expertise of teacher education for entrepreneurship. The interplay between these various actors and the formal education system itself can certainly be deepened and strengthened. The High Level Reflection Panels highlighted **the need for more exchange of good practice to meet demand**. The EU seminar in April 2011, having gathered together experts from 30 countries, produced the Budapest Agenda, which echoes and underlines these themes. The EU’s Budapest report says that entrepreneurship education has now found its way into the national education strategies of “most countries in Europe” but that we are in need of “**more systematic development**.” EURYDICE recently published a report on **Entrepreneurship Education at School in Europe** (March 2012), which gives an overview of policy development in European Member States over the last decade. The project consortium involves diverse countries with different needs in this field for the sake of mutual learning.

## Objectives:

The consortium’s objectives are to:

### 1. Support teachers with a Virtual Guide For Entrepreneurial Learning (“Virtual Guide”)

- Seek out, adapt and/or create between 75 and 100 tools and methods to support entrepreneurial teaching and learning, which can be used in various European school systems from primary level to upper secondary schools;
- Consolidate the tools and methods into 35 teacher-friendly packages (including tools, methods, examples, implementation guides) appropriate for different subjects, themes and age groups (from primary through to secondary school);
- Organise, adapt and pilot these tools and methods into flexible implementation models for primary and secondary schools;
- Ensure that the content works in national curricula across Europe.

## **2. Assist teachers as they incorporate entrepreneurial learning into existing school curricula**

- Develop a complementary quality framework linked to the Virtual Guide which provides guidelines, sets milestones, assesses teachers' individual progress and informs decisions about institutional development and priorities;
- Help teachers apply entrepreneurial learning in all subjects/disciplines from primary through to upper secondary school;
- Establish indicators and a system of evaluation during testing and piloting to assess the achievement of learning outcomes (students' knowledge, skills and attitudes);
- Support other European objectives such as STEM (science, technology, engineering and math), social enterprise and community engagement.

## **3. Achieve significant scale, impact and reach in 3 years**

- Establish 8 high quality National Focus Groups, each of which will oversee the national adaptation of the Virtual Guide;
- Facilitate a trans-European dialogue between the partners and key stakeholders during the development process of the guide;
- Search for and verify best practice, and identify a pilot network of 80 primary and secondary schools engaging in best practice (in the 8 countries) that can test the Virtual Guide against their national curricula;
- Use the National Focus Groups and 80 best practice schools to encourage other schools and to anchor the Virtual Guide to entrepreneurial learning in the 8 countries;
- Train 80 trainers and 4000 teachers to use the Virtual Guide.

## **4. Design the guide so that it can be easily taken up by more teachers in the future**

- Make the guide available in English and translate the guide into at least 8 languages;
- Use the partners and their networks to help launch the Virtual Guide in 10 more countries;
- Ensure that teachers, initial teacher training institutions and teacher development agencies have fast and easy access to the Virtual Guide by making it technically simple to embed into a wide variety of websites or platforms and to disseminate it through diverse networks;
- Provide national and international recognition for excellence in entrepreneurial teaching and learning for those teachers and institutions that achieve high standards through their participation; encouraging them and others to continue to innovate and develop the guide.

**Dimensions targeted by the initiative/reform** (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

The project will help solve a significant problem for **in-service teachers** who want to improve their competence in the area of entrepreneurial learning and in integrating entrepreneurship into all subjects.

- The project will deepen and strengthen partnerships between schools and their communities
- The project will ensure that key stakeholders in at least 8 countries have had a say in the design and development of the Virtual Guide and quality framework
- The project will create more entrepreneurial schools and will help the education system to increase its capacity to deliver the desired learning outcomes in the field of entrepreneurship education
- The project will give more young people in more countries in Europe access to entrepreneurial learning

**Overall approach** (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

It could be said that the **initiation** of the project began years ago, since all of the partners have been involved in entrepreneurship education and entrepreneurial learning at a European level for at least a decade. Several of the partners met through initiatives organised by the European Commission and through other policy groups in search of good practice and research (expert groups, conferences and workshops). All partners have been in search of a more transnational way of modelling entrepreneurship education, with an approach that is more systematic, integrated in the school curricula and where one initiative builds upon the other. The partners in the consortium have developed expertise in different areas of entrepreneurship education and through this project we hope to combine the main partners' knowledge with best practice on the ground in schools throughout Europe.

The initiative for this cooperation was taken by JA-YE Europe and the University of Warwick, as a result of the High Level Symposium on **Entrepreneurship Education: Teacher education as a critical success factor**, held in Budapest from 7-8 April 2011. The other partners were chosen because of specific added value: Lappeenranta University of Technology for their **Measurement Tool for Entrepreneurship Education** (targeting teachers); the organisations in Poland (working with 12000 teachers and 700,000 students), Portugal and Italy (countries in great 'need' of entrepreneurship education), Norway and Slovakia (European best practice); European Round Table for their influence with the business community and EUN for their access to Ministries of Education and policy makers.

The **planning and design** of the application is led by JA-YE Europe and based on the strengths of the partners and their networks.

The assumption is that there is existing good practice available across Europe. The **search and scope phase** first nominates good practices and then gives them a score for relevance according to a matrix of criteria (for example curriculum, learning outcomes and entrepreneurial skills). Then the **innovation and development process** begins with identifying gaps and working to fill them or adapting existing tools and methods. This is the application of innovation theory (an entirely new idea, a new way of delivery, a new location for use or a new purpose). The Virtual Guide will thus be the result of an entrepreneurial process: the Guide will not only be innovative but also the method used to build it will be innovative and entrepreneurial.

In order to be able to anchor the project in the participating countries, the project's **execution and implementation** hinges on placing the partners in a dual role of both expert practitioner and leader, while including other stakeholders (the National Focus Groups) from the outset. The National Focus Groups will consist of actors that are deeply engaged in the entrepreneurship education ecosystem of their countries, with a high level of experience accumulated over the years. The project will generate networking among these groups at European level, which will add value to the results. Such teamwork can support continuous improvement and innovation on teaching methods, and can also help to disseminate good practice and spread enthusiasm among teachers. The main intention is to enable a trans-European dialogue, the sharing of ideas and ultimately to generate innovations. This project intends to embrace this diversity while also being systematic through the use of the extensive experience of the university leads. The identification of tools and methods, the innovation processes and the development/production phases will be carefully coordinated and will follow scientific standards.

In the development of the Virtual Guide, 80 schools and 80 teachers, as well as 40 members of National Focus Groups, will participate in the testing, evaluation and innovation. An international training-of-trainers will be followed by national teacher training workshops. The combination of national as well as academic and European stakeholders makes for a powerful exchange of experience. This is all done through a process of guided discovery led by experienced institutions and organisations, in order to achieve a truly trans-European product.

## Detailed explanation of the key competence/s concerned:

The European Key Competence Reference framework lists 'entrepreneurship and sense of initiative' as one of the eight key competences for lifelong learning. Entrepreneurship education plays an essential role in shaping attitudes, skills and knowledge. In fact, being so transversal in nature, it builds strength in the other seven competences as well.



## Specific subjects concerned or cross-curricular approach:

The main focus of the project is entrepreneurship education: one of the great myths surrounding entrepreneurship is that it is concerned solely with the creation of a new business, and by extension the generation of wealth for the entrepreneur who established it. The reality is that **entrepreneurship is about a way of thinking and behaving, it is about identifying opportunities, assembling a team, gathering resources, being positive, taking risks, and building for the future.** Indeed entrepreneurship can be applied in many different economic contexts such as social entrepreneurship, public sector entrepreneurship, entrepreneurship in the creative industries, and in many other contexts besides.

The idea at the basis of this project is that teachers can teach their subjects in an entrepreneurial way and the project will give them not only the tools to do so but also assist them as they incorporate entrepreneurial learning into existing school curricula.

**How the initiative/reform is being implemented** (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.):

The process of implementation will be carried out as follows:

### 1. National Focus Groups set up (led by JA-YE Europe)

JA-YE Europe will set up **8 National Focus Groups** (one each in Italy, Norway, Poland, Slovakia, Denmark, UK, Finland and Portugal). These National Focus Groups will meet face-to-face two or three times a year during the 36 months of duration of the project (a total of 10 times). The National Focus Groups will be composed of up to five individuals from a variety of institutions and partners and will include key stakeholders from education, business, government and NGOs. The management team will make sure that all the areas targeted in the project are well represented. These 8 high quality National Focus Groups are to help in the search for existing good practice at the national level and beyond, to evaluate it against a set of agreed criteria and their national curricula, to pilot the **Virtual Guide for Entrepreneurial Learning** and finally to assist in rolling it out to teachers in the field. These groups will also provide input on a **quality framework** to provide support as teachers begin to use the Virtual Guide.

### 2. Identification of 80 Entrepreneurial Schools (led by JA-YE Europe)

JA-YE Europe will ensure that the 8 National Focus Groups **identify a total of 80 Entrepreneurial Schools**. Each National Focus Group will identify 10 'entrepreneurial schools', including primary, lower secondary and upper secondary schools. The schools must have experience in working with entrepreneurship education and must also be willing to carry out a self-assessment of existing activity according to the objectives of this project. They should be willing to test and pilot methods and material from different countries, even if this material is presented in English. The participating schools must designate a teacher as coordinator with specific responsibility for this project.

### 3. Virtual Guide for Entrepreneurial Learning (led by the University of Warwick)

The University of Warwick leads **the development and production of the Virtual Guide** in collaboration with the National Focus Groups during the scope, search, testing phases. The Virtual Guide will then be translated from English into the 7 other languages of the consortium, for piloting and training purposes. The Virtual Guide will contain 35 packages for entrepreneurship education, which will fit into 3-4 models for implementation across the different age targets: primary schools, lower secondary schools and upper secondary schools.

### 4. Test and Pilot (led by UE Norway)

The Virtual Guide will be tested in the 80 pilot schools. There are 35 packages in the Virtual Guide, distributed across 3-4 trans-European implementation models (primary through to upper secondary). **Each model will have to be tested in at least 4 out of 8 countries and across the appropriate types of school.** Participating teachers and students will be asked to evaluate the quality of the activities, tools and methods and to provide systematic feedback and ideas for improvement. The results of the pilot will then lead to a consolidated version of the guide that then will be translated into 7 languages.

### 5. Training (led by UE Norway)

- **Training of Trainers:** In order make the Virtual Guide available to a substantial number of teachers at the national level, we need to educate national ‘super-trainers’ to lead a series of teacher-training workshops.
- **National Launch Events:** Organised by the Focus Groups.
- **Teacher-Training:** Using the 80 super-trainers we will train 4000 teachers across the entire area (8 countries plus up to 10 more).

### 6. Dissemination and sustainability (led by EUN and JA-YE Europe)

- See section: ‘Communication of the initiative/dissemination of outputs and activities’

#### Present stage/phase of implementation:

The project began in November 2012 and is therefore still in its first year of implementation. During this first year the consortium has set up the Focus Groups, consisting of 35 national stakeholders, and these Focus Groups have identified the 80 pilot schools.

The Centre for Education and Industry (CEI) at the University of Warwick started analysing the response forms from the pilot schools as well as the many different tools and methods we have received so far.

**Pedagogical issues** (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

### **Training of Trainers:**

Firstly the 80 ‘super trainers’ identified by the consortium will be trained. The consortium will organise a European-level training-of-trainers session. To reach countries outside the 8 already participating as National Focus Groups, the consortium will reach out to other countries (up to 10) using the partners’ networks to invite more trainers.

40 trainers will be invited from 8 countries (Italy, Poland, Slovakia, Portugal, Norway, Denmark, UK and Finland). Another 40 trainers will be invited from up to 10 other countries, on condition that each sending organisation commits to covering the training costs for another 30 teachers after this session. All trainers will need to be confident in English as well as their national language.

The training-of-trainers Session will take place in English and will cover the following topics:

- Introduction to entrepreneurial learning
- Presentation of the **Virtual Guide for Entrepreneurial Learning** and quality framework
- How to access the Virtual Guide
- Expectations and teacher-training plan at the national level
- Help and support

### **Teacher Training:**

Using the 80 super-trainers we will train 4000 teachers across the entire area (8 countries plus up to 10 more).

The trainers in the 8 countries will be expected to train 2800 teachers, i.e. an average of 70 teachers each. The 40 trainers from the non-consortium countries will be expected to train 30 teachers each (1200).

Each training session is organised as a one-day workshop, organised by age group (primary, lower secondary or upper secondary).

**What works well** (to identify enablers):

The consortium has strong potential to ensure the sustainability of the project. The consortium members are all well-established organisations with **good technical and structural capacity and financing**. Several of these organisations work closely with the Ministries of Education, and the Virtual Guide will also come at a time when policy makers across Europe are looking for solid educational content that can meet their objectives.

The National Focus Groups consist of actors that are deeply engaged in the **entrepreneurship education ecosystem** in their countries, with a high level of experience and credibility acquired over the years; such groups are in fact already active across Europe.

## Challenges and how these are being addressed (to identify obstacles and solutions):

Partners had some initial challenges in identifying members of the focus groups and then in the identification of the 80 Entrepreneurial schools and this delayed some of the activities but all groups were put in place and started collecting good practices for the Guide.

## Monitoring & evaluation so far/planned, and which methods are being used (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

The Lappeenranta University of Technology will design a quality assurance system for the project. The project's quality plan was approved by the Steering Committee at the launch meeting. An evaluation of the quality assurance takes place every 6 months. A summary report on quality assurance will be drawn up at the end of the project.

The plan will:

- Apply simple and effective quality standards to the work packages and tasks;
- Identify specific quality standards relevant to the project itself and state how these can be achieved;
- Use continuous improvement methods;
- Involve communications and meetings with partners;
- Collect an inventory of lessons learned.

### Evaluation Tools for Tools and Methods

- Criteria (matrix) for the selection of good practice tools/methods to include in the Virtual Guide;
- Evaluation tool for teachers during the test phase;
- Evaluation tool for students during the test phase.

### A Quality Framework for Teachers

Before the testing of the tools and methods begins, the consortium will also present the **Quality Framework** for teachers and schools as a necessary element to secure the project outcomes. Based on the work of both the University of Warwick and Lappeenranta University of Technology in the area of entrepreneurship education, this framework will be a 'quality kit' that is linked to the Virtual Guide. Teachers can use this kit to assess their own progress in terms of entrepreneurship education as well as that of their school. It will contain a quality review process (based on the University of Warwick's Quality Framework and National Standard for Enterprise Education) and a self-assessment for teachers (based on Lappeenranta University's Measurement Tool for Teachers).

## Impact (e.g. any planned impact assessment?):

All teachers involved in TES activities will be asked to use a measurement tool for Entrepreneurship education to assess the benefit of the tools they have been trained to use by the TES team.

The Measurement Tool for Enterprise Education™ was developed by LUT Center for Training and Development as part of a four year project (2008 – 2012) funded by the European Social Fund and the Finnish National Board of Education. The Coordinator, Lappeenranta University of Technology, cooperated with the National Board of Education, local authorities, teachers and third sector organizations. The English version of the tool is developed within the TES activities by Lappeenranta University, which is also in charge of the overall Quality Assessment of the project.

Measurement tool for Entrepreneurship Education™ is an easy-to-use, Web-based self-evaluation tool for primary, secondary and vocational schools' teachers and principals. The tool evaluates contents, modes of operation, and methods of teaching. That will help teachers and principals develop their know-how in entrepreneurship and enterprise education. Moreover, it takes only 15 minutes to answer the questions in the tool, which is available prior to registration. After registration teachers' answers will be saved and the tool can be used regularly to evaluate developments throughout the school year. Personal feedback on individual activity of entrepreneurship education is then sent by email to participants.

## Communication of the initiative/dissemination of outputs and activities:

The dissemination is led by EUN thanks to its extensive network of education partners and Ministries of Education across Europe. Project results will be presented in several EUN initiatives and conferences at EU level.

Dissemination to the private sector will be carried out by ERT using its existing work inside its **Societal Changes Working Group**, which is heavily focused on skills development, entrepreneurship education, the links between industry and schools and employee volunteering.

## Next steps/follow-up:

The project grant will continue for a further 28 months. The next stage will see the first draft of the guide being made available at the end of 2013 and tested between January and June 2014. The final version of the Guide will be approved in summer 2014 and the last year of implementation of the project will be dedicated to launching the guide at national level, training activities, outreach and dissemination.