

EUROPE [1] - 2012

JA-YE'S GLOBAL ENTERPRISE PROGRAMME [GEP]

A. BASIC INFORMATION

Country:	11 European countries*
Title of initiative:	Global Enterprise Project (GEP)
Coordinator/ Organization:	Junior Achievement Young Enterprise (JA-YE) Europe
Key competences addressed:	<ul style="list-style-type: none"> • Sense of initiative and entrepreneurship • Social and civic competences • Cultural awareness and expression digital competence • Learning to learn • Communication in foreign languages
Type of initiative and channels used for implementation (e.g. curriculum reform introduced through legislation etc.)	Student programme (entrepreneurship education)
Partners:	European Round Table of Industrialists European Schoolnet
Scope: (student/teacher/school level; local/regional/national)	Learning-by-doing in a school entrepreneurship educational programme, with practical hands-on activities led by a volunteer business consultant for secondary school students (16-18 years old)
Learning context: (formal or non-formal)	The first part of the programme is delivered in schools during school hours while the second is delivered after school as an informal education activity
School education level/s: (primary, lower secondary, upper secondary)	Upper secondary (16-18 years old)
Target groups:	Secondary school students (all type of secondary schools including vocational education institutions)
Time frame: (start and end date)	The project lasts one full school year in each school, and is a 3-year initiative which was launched in September 2011 and will run until June 2014.
Relevant links:	www.globalenterpriseproject.eu

* Finland, France, Germany, Ireland, Italy, Netherlands, Portugal, Romania, Slovakia, Spain, Sweden

B. SUMMARY

The labour market of the 21st century is global and Europe's younger generation must be better equipped with the skills they need to excel in the hyper-competitive global economy. Clearly, every effort must be made to accelerate change within our education systems to help young people succeed. Employability and entrepreneurship are crucial enablers and go hand-in-hand.

The Global Enterprise Project (GEP) aims to increase 40,000 young people's entrepreneurial potential and employability by exposing them early on to the realities of global business, thus raising their awareness of globalisation and the opportunities it offers them. Through a pan-European partnership between European businesses and education, students will learn-by-doing, testing their entrepreneurial abilities, developing transversal and life-long skills, and interacting with people from a variety of industries and career backgrounds.

A partnership of three European networks (JA-YE Europe, European Schoolnet and ERT) aims to bring the world of work and education closer together to develop the right mix of skills that better anticipate the skills of the future.

In GEP, secondary school students between the ages of 15 and 18 from several European countries learn about various industries in the context of the global economy, create and manage their own real enterprises, develop enterprise ventures with peers in other countries, strengthen their entrepreneurial know-how and apply their academic skills in new ways. This is achieved with the support of teachers working closely with business professionals who will share their experience, expertise and raise awareness of the variety of career opportunities that exist in today's global environment.

C. IN DEPTH INFORMATION

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

There is a need for:

- Greater awareness of the globalised economy and competition for jobs. Employers all over the world are competing for talent, skills and ideas. The labour market of the 21st century is a global one and Europe's younger generation must be more aware of just how much competition there will be for jobs and how they can better prepare themselves.
- Learning approaches in the school system that prepare young people to adapt better to the international, fast-changing and complex world they will face later on
- More contact with business and industry before the age of 18 so that young people can consider future opportunities and their competences in a realistic context
- Better teacher training in project-based, experiential and enterprising methods which are motivating and use students' skills across several subjects.

Entrepreneurship education combines all of the above and should be accessible to more young people than it is today.

Conceptualisation

The idea of the Global Enterprise Project (GEP) was born of a request to JA-YE Europe and European Schoolnet (EUN) from the European Round Table of Industrialists (ERT). ERT is an informal forum bringing together around 45 major multinational European companies covering a wide range of industrial and technological sectors. ERT's working group on Societal Changes has explored the need to further involve European businesses in educational activities through an initiative that would promote entrepreneurship and raise awareness on globalisation and skills for the future.

JA-YE Europe and EUN, together with ERT and its working group, worked over several months to establish a pan-European initiative that would bring together European businesses, ministries of education/schools and local stakeholders to provide a dynamic and entrepreneurial experience for students and what might be their first taste of life in the global marketplace.

Objectives:

- **Bring the world of business and industry closer to education** at an early age. Provide structured learning environments that work well within the school system enabling young people to interact with business people
- **Combat youth unemployment** by increasing the number of young people who will have access to entrepreneurship education at their school (=entrepreneurial skills + increased entrepreneurial potential + more positive attitudes to school/work). Help teachers and students to develop positive views towards enterprise and entrepreneurship and have a better understanding of how industry works, the skills needed and the education pathways that lead to employment.
- **Cultivate entrepreneurial and intercultural skills as key competences**, through developing students' business and enterprise acumen, building projects with peers in other countries and coaching them about work in a globalised workplace.
- **Provide high quality training of teachers**. Teach teachers how to use innovative and entrepreneurial processes in the classroom. Help educators shift from the role of traditional teacher to facilitator/coach and project-based learning.
- **Improve European mobility** of students and teachers through international learning opportunities.
- **Help make the policy case for supporting** this kind of business-education partnership by conducting research on learning outcomes.

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

- Student curriculum
- New teaching methods
- Learning-by-doing
- Mentoring by business volunteers

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

The main goal is to increase young people's entrepreneurial potential and employability by exposing them early on to the realities of global business, raising their awareness of globalisation and the opportunities it offers them. Through a pan-European partnership between European businesses and education, students will learn-by-doing, testing their entrepreneurial abilities and interacting with people from a variety of industries and career backgrounds.

During the three-year initiative, 11,655 young people between the ages of 15 and 18 will discuss various industries in the context of the global economy, create and manage their own real enterprise, develop enterprise ventures with peers in other countries, strengthen their entrepreneurial know-how and apply their academic skills in new ways. They will gain confidence in problem solving, team work, organisation, presentation and leadership. This will be achieved with the support of 735 teachers who will work closely with 885 business professionals who will share their experience, expertise and will raise awareness of the variety of employment that exists in today's global environment.

Detailed explanation of the key competence/s concerned:

The European Key Competence Reference framework lists “entrepreneurship and sense of initiative” as one of the 8 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 7 competences as well.

Specific subjects concerned or cross-curricular approach:

The Company Programme (see separate Case Note), which is an important part of the GEP, has obvious links with curriculum areas such as Business Studies and Economics because of the diversity of functions performed in running a mini-company and the range of products and services students can choose, there are links with many other areas of the curriculum including:

- Work Related Learning;
- Enterprise;
- PSHE: Economic Wellbeing and Financial Capability;
- International trade
- Careers Education;
- Functional Skills;
- Personal Learning and Thinking Skills;
- Key Skills;
- Foreign Languages;
- Citizenship;
- Communication;
- Design and Technology

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 Global Enterprise Project (GEP) will expand JA-YE, EUN and ERT’s existing good practices with educators and key stakeholders in the business community.

There are four components to the GEP programme:

- Website and Quiz (Online)
- GEP Classroom Visit (In school)
- Mini-Companies (In School)
- Challenge (outside school at national and European Level)

By ensuring that these four components complement each other we are able to maximize the impact of the project.

THE GEP WEBSITE AND QUIZ (online)

The Global Enterprise online platform (www.globalenterpriseproject.eu) is the virtual home of the project. It is a lively community where participants can meet, collaborate and receive training.

- Students can create partnerships between their mini-companies (see mini-companies section) and participate in online activities (such as the quiz)
- Employee volunteers can download case studies for the classroom and other interesting examples and scenarios based on real experiences of global companies
- Teachers can collaborate, access a variety of events and materials and attend online training

The GEP quiz, which is available on the website, is designed to test students' basic knowledge of globalisation and should be used as a warm-up to the other activities in the programme. The quiz gives an overview of important aspects of globalisation: the economy, the environment, demographics, labour markets and skills, technology.

THE GEP CLASSROOM VISIT - The classroom visit brings professionals from different industries (ERT Member Companies) into schools where students can interact with them directly. These employee volunteers are not just role models, but also provide expertise in their chosen fields. Talking to them demystifies what young people may perceive as very complex jobs or professions. The volunteers lead a 1-2 hour learning activity and discussion around the global issues that businesses are faced with every day.

THE GEP MINI-COMPANIES (see also Company Programme Case Note) - Over the course of the school year, students create and manage their own real enterprise. It is likely that this is their first experience in entrepreneurship, and, in addition to learning the basics of business, they gain valuable skills such as team building and organisation. They are supported by trained teachers and a mentor from industry. They also establish partnerships with mini-companies in other countries and participate in a variety of competitions and events.

THE GLOBAL ENTERPRISE CHALLENGE - The Global Enterprise Challenge is a one-day innovation workshop focused on fostering young people's problem-solving, idea-creation and presentation skills. Students are given a challenge to solve together in a team; the topic of the challenge is designed and presented by industry experts. Employee volunteers are involved as facilitators for the teams. There will be a series of challenges at the local level with winners progressing to an international Global Enterprise Challenge.

Present stage/phase of implementation:

Second year of implementation of the project. Starting in the new school year.

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

GEP is delivered by the teacher together with a business volunteer (mentor).

The Teacher has the role of facilitator and communicator with all the people involved in running the project. Teachers have administrative roles (including helping with logistics and organisation of classroom activities), promotion of the project activities to students and ensuring their participation in the activities, supporting students during the implementation phase and supporting business mentors in their role as advisor. The teachers are trained by JA-YE staff at the beginning of each school year. JA-YE staff also supports teachers and mentors throughout the entire school year.

Business mentors and advisors: Business people in GEP can have 3 main roles according to the component for which they are volunteering.

- **Classroom activity:** business mentors will lead and facilitate the activity. They will be trained by JA-YE staff prior to the activity and supported by the teacher in the classroom.
- **Mentors for Mini-companies:** every mini-company normally has one or two mentors. The role of the mentor is to advise and guide, not to lead and direct. JA-YE is responsible for recruiting mentors and for providing training. JA-YE monitors the activity of the mentors throughout the school year and works with the teachers in case of problems.
- **Advisor at GEP Challenge:** the business volunteer helps student teams finalise their projects and find innovative solutions during a 24-hour innovation challenge. The advisors are trained on the same day of the event. Business volunteers at the challenges can also be Jury Members.

What works well (to identify enablers):

- High interest from schools – there is a real need to raise awareness on globalisation, entrepreneurship and employability
- Students have a real interest in better understanding what it means for them to live and study in a globalised world
- Engagement with business people from a variety of sectors
- Students see the connection between their studies and the outside world
- High levels of enthusiasm of volunteers from 17 ERT partner companies: 17 out of 50 ERT companies joined the project in the first year of its implementation. The target number of volunteers for Year 1 was 60, but more than 200 volunteers took part in the activities.
- 11 countries already involved in the first year of implementation

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

- Language barriers between students: the level of English of several students is quite poor. Since Year 2 all materials are now in English and students are encouraged to engage in international exchanges and work in English from the beginning of the school year.
- Sometimes the advisor may not cooperate well with the teacher. Teachers should be encouraged not to intervene in the running of the programme's components. They should be reminded that projects like this are a bridge to the world beyond school and that students need to take responsibilities for their actions.

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):

- Activities are monitored and evaluated by JA-YE.
- Teachers, business volunteers and students assess the quality of the activities through regular evaluations summarised by JA-YE local organisations in a final report at the end of the school year.
- JA-YE organisations are also implementing regular evaluations to assess the impact of the Company Programme

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

At the moment no specific impact assessment has been planned for this specific project. Nevertheless most of the students involved in the project are running their own mini-companies within the Company Programme. For more info about the Company Programme impact assessment see separate Case Note.

Communication of the initiative/dissemination of outputs and activities:

- Communication of the GEP is managed by JA-YE Europe in close partnership with EUN and ERT. The communications strategy is divided between traditional and social media as well as different approaches for national competitions and the European competition. The strategy relies on support from JA-YE national offices, access to managers of partner companies, ERT members and student winners of the national and European competitions.
- The communications strategy is implemented at local, national and European level. The main activities are implemented during national and international events.
- In its first year of implementation the project received a good amount of press coverage for its activities at local, national and European level.

Next steps/follow-up:

GEP is a 3 year initiative. At this stage the second year of implementation has just started. The target is to grow the initiative and implement it in 20 countries by the end of the third year, in order to reach 40,000 young people across Europe

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