

nes

NETWORK
OF ENTREPRENEURIAL
SCHOOLS

ONE

PETER THIEL

EGO IS THE ENEMY

RYAN
HOLIDAY

P

RYAN
HOLIDAY

THE OBSTACLE IS THE WAY

The Timeless Art of Turning Trials into Triumph



EXPONENTIAL ORGANIZATIONS

ISMAIL, MALONE
& VAN GEEST

DIVERSION
BOOKS

Competing
Fast Luck

THE STORY of INNOVATION
and CUSTOMER CHOICE

Clayton M. Christensen
Taddy Hall, Karen Dillor
and David S. Duncan

Value Proposition Design

WILEY

SCALE OF REFERENCE ENTREPRENEURIAL SCHOOL

Network of Entrepreneurial Schools | June.2019

Project “Network of Entrepreneurial Schools”

is cofunded by the Erasmus+ program under KA2 - Cooperation for Innovation and the Exchange of Good Practices - Strategic Partnerships for school education

Partner organizations of the project:

Agência DNA Cascais - Cascais Um Concelho Empreendedor
Directorate of Secondary Education of Karditsa
DYPALL Network
Scoala Gimnaziala Traian Craiova
Maltas Vidusskola

The Scale of Reference was developed under the framework of the project “Network of Entrepreneurial Schools” and is the result of a research in 4 different countries and that will serve as a basis to develop innovative experiments for entrepreneurship education approaches.

The Scale of reference is a self-assessment practical tool that can be used as a reference for schools wishing to understand how they promote innovation and foster an entrepreneurial mindset in the school ecosystem.

DNA.
CASCAIS



DYPALL
DEVELOPING YOUTH PARTICIPATION
AT LOCAL LEVEL



Co-funded by the
Erasmus+ Programme
of the European Union




agência nacional
erasmus
+
inovando o território



nes

NETWORK
OF ENTREPRENEURIAL
SCHOOLS

A hand is shown holding a globe, with the map of South America clearly visible. The globe is partially covered by a red gradient that also serves as the background for the entire image. The text is overlaid on this background.

"We need to be able to identify and support young people who demonstrate interest and aptitude in entrepreneurship and business creation and give them tools to follow this path throughout their educational experience"

Stephen A. Scharzman

INTRODUCTION

Entrepreneurship and high levels of entrepreneurial activity are considered important factors of economic growth. In an economy oriented to be smart, sustainable and inclusive, it's essential to ensure employability, productivity and social cohesion levels, assuming entrepreneurship and the encouraging of the spirit of initiative of young people a key role in leveraging national economies.

Entrepreneurship plays a key role in addressing the global challenges of the XXI century, contributing to a more sustainable development, for the creation of employment opportunities, promoting social value for society and stimulating the development of local territories.

Entrepreneurship allows not only the creation of new jobs and new industries, but it's also an engine of innovation that contributes to the regeneration of different industries and institutions, being necessary to create a more entrepreneurial environment in society based on cohesive policies with the aim of changing mindsets, developing skills and creating enabling instruments for the creation and growth of these same enterprises.

Entrepreneurship and decision-making are essential in a knowledge society, allowing each individual to be able to adapt to the constant changes of the world today.

In this sense, it is important that Entrepreneurship Education be initiated throughout compulsory schooling, constituting one of the pillars that guides the continuous learning of the individual.

Entrepreneurship Education assumes itself as a very valuable asset in the current education system, providing students with tools essential to meet the challenges of the real world and an ever-changing economy.

Entrepreneurship Education programs are not only aimed at combating employability problems, but also at providing students with not only the skills that enable them to be more successful in their employability, but also skills and attitudes which aim to promote and support active citizenship, social entrepreneurship and an intrapreneurial attitude.

The European Commission supports and recognizes the importance of the development of entrepreneurship education as set out in the Communication "Rethinking Education: Investing in skills for better socio-economic outcomes", in which the Member States assumed that:

"Member States should promote entrepreneurial skills through new and creative ways of teaching and learning with primary schools and at the next levels of education, while also retaining a focus, from upper secondary to higher education, on the opportunity of setting up businesses as a career destination real-world experience, through business links and problem-solving methods, must be incorporated into all disciplines and adapted to all levels of education."

(European Commission, 2012).

Education plays a fundamental role in the development of competencies of any individual, contributing to the improvement of an entrepreneurial society. It's essential to create a more entrepreneurial environment in society, based on integrated policies that aim to change mindsets and improve skills, removing obstacles and barriers that block business creation and growth.

Entrepreneurship is one of the 8 key competences for lifelong learning and one of the pillars that guides the individual's learning.

The entrepreneurship education programs must be transversal to all disciplines and the

entrepreneurial spirit can't be directed only for the creation of companies, but also for promoting the use of knowledge, skills, attitudes and curricular knowledge.

Entrepreneurship is an essential competence for any young person as it helps them to be more creative and self-confident.

Entrepreneurship education increases the chances of successful start-ups and helps businesses to become more innovative and more competitive, since they will only have benefits with young entrepreneurs.

It's essential that the entrepreneurship education projects could be provided since the first school years and throughout the academic career of young people.

Considered as an education that encompasses two strands: 1) an attitude related to the detection of new opportunities and, 2) a behavior, to the extent that the entrepreneur performs a set of actions to turn that opportunity into a business activity, entrepreneurship education has become a very important topic on the political agenda and is currently a priority.

In the act of entrepreneurship, it's necessary that a fundamental binomial is gathered that considers on the one hand the business project and on the other the entrepreneurial profile.

Entrepreneurship education projects contribute to the development of an entrepreneurial attitude among young people, seeking to create personal, social, economic and cultural value.

At school, young people can experience entrepreneurship and innovation. In its context, the school should play a central role in promoting knowledge and experiences of entrepreneurship, innovation and value creation, enabling and encouraging the action of different actors (students, teaching staff, parents and non-teaching staff) in the construction of solutions that cover not only the school environment and the surrounding community, but also the development of a sense of belonging to communities.

To support schools in this process, it is necessary to create comprehensive and appropriate tools that can function as practical guides to promote Innovation and Entrepreneurship, as well as develop strategies to involve students and other relevant school actors.

WHAT IS AN ENTREPRENEURIAL SCHOOL?

Students: An entrepreneurial school has the role to develop entrepreneurial skills and knowledge that should allow students to turn their ideas into actions. It is a practical tool that eases integrating entrepreneurship education into different kind of subjects from the main curriculum. The students can easily find careers worth pursuing because their talents can be acknowledged.

Teachers: An entrepreneurial school is the place where students develop a spirit of initiative through curricular and extracurricular activities.

Non teachers: An entrepreneurial school represents an educational institution which has the main focus on teaching and delivering entrepreneurial related courses to students or pupils. It also provides students with a wide package of knowledge, skills and opportunities for a future career in entrepreneurship.

School governance: In this school, the strategy formation process is focused on the single leader and is built on a vision. Proponents of this school saw personalized leadership, based on strategic vision, as the key to organizational success.

WHAT IS AN ENTREPRENEURIAL TEACHER?

Students: An entrepreneurial teacher is the kind of teacher that tries using more interesting and practical methods of teaching and tries to

encourage students to have faith in their skills. These teachers should also teach more practical stuff, like business ideas, the ability to work in a team, how to organize your time etc.

Teachers: Firstly, an entrepreneurial teacher is passionate about his work, is enthusiastic and able to inspire students. Such a teacher provokes students' curiosity, develops their critical thinking, creativity, respect for their feelings, confidence, resilience, creative problem solving. Also, an entrepreneurial teacher should be concerned that through specific methods he will train and develop the students' competences and knowledge regarding financial management, project management, negotiation and communication techniques. Any teacher, irrespective of the discipline taught, must have an entrepreneurial dimension in their activity with the students.

Non teachers: An entrepreneurial teacher is a teacher specialized and qualified in teaching entrepreneurship or subjects related to it. He/she guides the students throughout their professional path and shares with them all the knowledge possessed.

School governance: Teachers can demonstrate how entrepreneurial learning is critical to building a school culture in which children and young people can confidently explore new ways of thinking in everything they do.

WHAT IS AN ENTREPRENEURIAL STUDENT?

Students: An entrepreneurial student is the type of student that has a particular set of skills such as negotiating skills, being a leader and analytical skills. Besides that, they also must have the determination to achieve proposed goals, whether they are personal or set with a team.

Teachers: An entrepreneurial student is a student who, following the family education and the formal curricular and extracurricular education shows curiosity, the ability to take moderate risks under responsibility conditions; has leadership capabilities; is autodidact, creative and tenacious; is able to organize and coordinate the implementation of curricular and extra-curricular projects.

Non teachers: An entrepreneurial student who is interested in entrepreneurship, or into developing his own business can be called an entrepreneurial student. An entrepreneurial student can also be a student who is enrolled in an entrepreneurial school.

School governance: An entrepreneurial student can participate in a range of enterprise-focused activities and experience. He is a creative individual regardless of whether he is training to be an engineer or is performing as a stand-up comedian.

WHAT IS AN ENTREPRENEURIAL SCHOOL NON-TEACHER?

Students: An entrepreneurial school non teacher is someone who belongs to the staff of the institution that tries to do their best to help teachers and students on their path of learning. According to students, a non teacher is for example a psychologist or a librarian.

Teachers: The entrepreneurial school non-teachers are permanent or occasional collaborators of an entrepreneurial school: entrepreneurs, managers, trainers, coaches, psychologists, bankers. They are invited to the extracurricular activities of the school to contribute to the entrepreneurship education of the students. Entrepreneurs can serve as role models for students.

Non teachers: In non teachers opinion the staff that is part of the entrepreneurial school is also prepared for helping students to develop in an harmonized environment. Some examples can be: counselors, directors, associates, partners of the school and secretaries. These people can also provide administrative, counseling or educational services and represent an essential component of the school's well-functioning system.

School governance: The specialist schools will build partnerships with business, industries and communities locally, nationally and globally and will be funded to support student start-up ventures.

ENTREPRENEUR TEACHER PROFILE

Today, the Professor faces crucial challenges that presuppose an approach based on the new dynamics of today's complex world. We live in times of rapid and constant change.

Today's students are digital literates who are constantly connected and therefore demand new learning styles that focus on themselves.

In today's world, in the age of globalization, the School has to create learning contexts that engage students and help them develop their potential.

We all recognize the importance of developing skills such as critical thinking, reasoning, decision making, communication, problem solving, change adaptation, goal and time management, flexibility, creativity, and interaction and collaboration with others.

Entrepreneurship education can be defined as the ability of students to develop their skills and mindsets, becoming able to turn creative ideas into entrepreneurial action. It is a key competence for all learners in that it supports personal development, active citizenship, social inclusion and employability (Eurydice, 2016).

In the current complex context of change, teachers are expected to face this process and challenge themselves by finding strategies / solutions in the context of their classroom that allow innovation and contribute to change in teaching. It is up to the teacher to be an active agent of the change that must take place in the classroom, spreading and at the same time letting itself become known as the knowledge and enthusiasm of their students.

Including entrepreneurship and innovation, transdisciplinary approaches and interactive teaching methods naturally requires new models and paradigms.

The time has come for us to have teachers in our schools who are able to get their students' attention through a practice-based learning that focuses on problem solving and puts students at the center of learning.

As Barnet Berry said at the Global Education & Skills Forum in 2015, "Today and in the face of all the challenges of this changing world, we must have Teacherpreneurs."

Entrepreneurship education and training are part of the European Commission's strategy and are now widely recognized as determining factors for economic and cultural development across Europe.

Entrepreneurship Education is considered a key area of structural intervention (Education Council Report for the European Council 2001) and its importance is based on and published in a wide range of good practice reports, recommendations, policies and European action plans.

ENTREPRENEUR TEACHER'S ROLE

Facilitate the teaching-learning process; Motivate and raise awareness; Create an enabling environment for learning; Support the solutions; Encourage research; Propose challenges and problems; Give feedback; Match methods to class characteristics

In a second phase and after documentary research, interviews and open questionnaires were held to different key actors of the school (students, teachers, non teachers) and focus group discussions were developed.

Subsequently, the project partners met at an international training, held in Greece, where the project partners shared the results of the school and countries mapping exercises, their previous experiences and the knowledge gained in this training to develop this scale of reference.

For this purpose, in the elaboration of this scale, different documents and instruments of analysis in the entrepreneurship promotion level were considered, such as the reference “A Quality Standard for Enterprise Education”, developed by the Center for Education and Industry from the University of Warwick and the European Entrepreneurship Competence Framework (EntreComp).

For this self assessment tool the school universe is divided into five dimensions:

- A) School Context;
- B) Learnings;
- C) Stakeholders Involvement;
- D) School Governance;
- E) Inclusion/ Diversity.

Each of the four different school (students, teachers, parents, non-teachers, school board).

The entrepreneurial school concept is understood as an alternative learning environment, which includes a physical and a mental dimension, where the main goal is aligned with the curricular goals and the educational mission.

We also should keep in mind that education includes collaborations with the surrounding world with the purpose to offer students opportunities to create value to themselves as well as to others in their learning process.

Students are the central actors in the educational process and entrepreneurship education must promote creativity, initiative, innovation, critical reflection and different ways of solving problems. On the other side, teachers are the most influential actors in education, influencing the student's learning environment.

School management, other school workers and external partners have crucial importance in promoting teachers support, in order to create more effective learning environments.

To promote innovation and an entrepreneurial attitude is fundamental that we have an engagement of different actors and at all levels in the school organization.

There are currently strong public pressures for change in education, resulting from the constant transformation of the labor market, constant technological innovation, and new dynamics in the movement of people.

A person's hands are shown holding a small, vintage-style globe. The globe features a map of the world with labels for continents and oceans. The person is wearing a red garment. The entire image is overlaid with a semi-transparent red filter. The text 'nes' is in the top left, and the main title 'ENTREPRENEURIAL SCHOOL' is in the center, with the subtitle 'Scale of Reference' below it.

nes

NETWORK
OF ENTREPRENEURIAL
SCHOOLS

ENTREPRENEURIAL SCHOOL

Scale of Reference

ENTREPRENEURIAL SCHOOL

Scale of Reference

The Scale of Reference for an Entrepreneurial Schools is a self-assessment practical tool that can be used as a reference for schools wishing to understand how they promote innovation and foster an entrepreneurial mindset in the school ecosystem.

The Scale of Reference was conceived to be applied in all schools, independently of the school level education and is organized by levels, so that each level on the scale corresponds to a higher level of promotion of an entrepreneurial attitude.

This Scale is not only a tool, but also a process that invites schools to become more entrepreneurial and innovation-promoting. This process consists of a participatory self-assessment activity involving all relevant actors (students, teaching and non-teaching staff, parents and stakeholders), and by building together, with the support of other relevant school partners, an action plan for a more Entrepreneurial School.

The main goal is that each school can follow its own “rhythm” and find its own way to become a space that fosters innovation and a more

entrepreneurial attitude within its community. For this reason, the scale is flexible enough to allow each school to find its own way of using it and adapting it to its own reality.

The Scale was not designed to take comparative conclusions between schools, neither as a tool for a competitive dimension between different schools. However, schools with similar contexts can use the Scale to promote learning exchanges.

The Scale of Reference is the result of a collaborative work between six schools and three civil society organizations from Portugal, Latvia, Romania and Greece.

During 6 months, this organizations mapped a set of entrepreneurship education practices and actions at national, regional and local levels, and brought together a set of public entrepreneurship support policies, entrepreneurship education promotion strategies, current practices and relevant partners.

In a second phase and after documentary research, interviews and open questionnaires were held to different key actors of the school (students, teachers, non teachers) and focus group discussions were developed.

Subsequently, the project partners met at an international training, held in Greece, where the project partners shared the results of the school and countries mapping exercises, their previous experiences and the knowledge gained in this training to develop this Scale of Reference.

For this purpose, in the elaboration of this scale, different documents and instruments of analysis in the entrepreneurship promotion level were considered, such as the reference “A Quality Standard for Enterprise Education”, developed by the Center for Education and Industry from the University of Warwick and the European Entrepreneurship Competence Framework (EntreComp).

For this self assessment tool the school universe is divided into five dimensions:

- A) School Context;
- B) Learnings;
- C) Stakeholders Involvement;
- D) School Governance;
- E) Inclusion/ Diversity.

"Each of the five dimensions, may be differently perceived by the different school actors. Therefore, four main groups of actors were selected: students, teachers, parents, non-teachers, school board."

The entrepreneurial school concept is understood as an alternative learning environment, which includes a physical and a mental dimension, where the main goal is aligned with the curricular goals and the educational mission.

We also should keep in mind that education includes collaborations with the surrounding world with the purpose to offer students opportunities to create value to themselves as well as to others in their learning process.

Students are the central actors in the educational process and entrepreneurship education must promote creativity, initiative, innovation, critical reflection and different ways of solving problems. On the other side, teachers are the most influential actors in education, influencing the student's learning environment.

School management, other school workers and external partners have crucial importance in promoting teachers support, in order to create more effective learning environments.

To promote innovation and an entrepreneurial attitude is fundamental that we have an engagement of different actors at all levels in the school organization.

There are currently strong public pressures for change in education, resulting from the constant transformation of the labor market, constant technological innovation, and new dynamics in the movement of people.

On the other hand, the "massification" of the school for all leads to the creation of a more competitive market for students, requiring a more entrepreneurial response from the institutions.

Nowadays Entrepreneurship and Innovation are two concepts that are very present in school and in the educational ecosystem. Entrepreneurship and Innovation in the school context is more than technology, business, and creating economical value. Innovation is connected with creating, finding and exploiting opportunities for new ways of doing things resulting in better products and services, connections with costumers and partners or ways of managing people and organisations.

In an entrepreneurial school, innovation must be seen in terms of initiatives development; experiments in pedagogy, knowledge organisation and programme development; internal and external stakeholder engagement; trans-disciplinary activity; and new methods.

The dynamics of today's labor market and economy causes that many companies search for young people with entrepreneurial skills and an entrepreneurial attitude who can create value in companies and in their jobs. They are looking for multidisciplinary teams, but with a strong component of creativity, innovation, ability to take risks, social competences and initiative.

Providing students with personal business skills to deal with greater levels of uncertainty and complexity in work and personal life is critical.

This view of entrepreneurship underlines the importance of the teaching context and the pedagogical and organizational processes needed to support the development of entrepreneurial activity and entrepreneurial skills in a multidisciplinary context. This approach has implications for organizational structures that will support the incorporation of an entrepreneurial concept within the school organization.

In an entrepreneurial school, entrepreneurial pedagogies are included in each discipline and department and students are actively engaged in curriculum design and there are multiple opportunities to learn by doing. Entrepreneurial schools have a bottom-up focus, enabling individuals at all levels of the organization to create value, identify needs and opportunities and be part of the solution. In an entrepreneurial school there's a shared mission, values, and a culture of trust.

Microsoft identifies four dimensions for a successful transformation and to create a systems framework for guiding innovative schools: 1. Teaching, Learning & Assessment; 2. Building Capacity; 3. Leadership & Culture of Innovation and 4. Learning Environment. Focusing on the fourth dimension, one fundamental aspect that we need to consider is the design of physical spaces for rich and diverse educational experiences, including space for oral discussion, project work and performance. This learning environment must consider moments in and out of school through community service and workplace internships, and by involving community members as mentors and coaches.

FIVE DIMENSIONS FOR AN ENTREPRENEURIAL SCHOOL

A) SCHOOL CONTEXT

In a context of rapid change that constantly poses new challenges for the school and the quality of education, it is essential to envisage the school as a dynamic learning community, with benefits for student learning, teacher practices and value-creating for the community. Schools are spaces for knowledge, research, knowledge creation, innovation promoters and student preparation for the labor market and agents of social and economic transformation.

The school must have an entrepreneurship education policy integrated into the School Vision and Mission, communicated to the entire educational community, and allocate specific resources to encourage and support entrepreneurship education.

B) LEARNINGS

Entrepreneurs apply knowledge creatively and resourcefully, exploiting opportunities, developing creative solutions for everyday challenges. Entrepreneurship and new ways of thinking is recognized as a critical competence for the 21st century and entrepreneurial learning is critical to build a school culture in which

students and teachers can explore new ways of thinking and answer to current school and societal challenges.

These entrepreneurial skills can be learned, practiced and used every day, in every lesson, in every area of the education curriculum.

Schools, as learning ecosystems, must promote and encourage that all school actors have the competences that allow them to intervene in the society.

C) STAKEHOLDERS INVOLVEMENT

To ensure the well-being and success of a school and its students, a committed stakeholder network and cooperation among all members must be ensured.

Local schools educate future employees, business owners, and community leaders. This school network of stakeholders should consider all those who directly or indirectly benefit from the educational action and role of the school in the community: teachers, students, parents, policy makers, school administration, business community and other community members.

D) SCHOOL GOVERNANCE

In order to ensure a school that promotes an entrepreneurial culture within the school, the existence of a governance model capable of ensuring and guaranteeing the integrated management of an entire educational action is fundamental.

E) INCLUSION / DIVERSITY.

A culture of entrepreneurship must ensure that all actors in the school community have equal opportunities, that ethical and moral principles are upheld.

A culture of entrepreneurship should respect and value the diversity within the school community. Special attention should be given to social entrepreneurship, as the school also has a mission to train agents of social transformation.

SCALE OF REFERENCE | SCHOOL CONTEXT

	CRITERIA	STUDENTS	TEACHERS	STAFF	PARENTS	COMMENTS
SCHOOL POLICY						
01	There's a school policy for entrepreneurship education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
02	The school has its own concept developed for entrepreneurship education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
03	The concept is understood by the different actors of the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
04	Entrepreneurship and the promotion of an entrepreneurial attitude is referenced in the different school documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
05	Entrepreneurship is part of the school development plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
06	The school vision for entrepreneurship is communicated to all students, staff and the wider community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCHOOL ENGAGEMENT						
07	School actors have the opportunity develop their entrepreneurial attitude (identify needs, problems or opportunities and present solutions, having also the opportunity to implement them)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
08	The school encourages all different actors to have an entrepreneurial attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
09	The school is open to the presentation and implementation of innovative solutions in different areas of school life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCHOOL RESOURCES						
10	The school allocates specific resources to encourage and support entrepreneurship education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11	The school allocates specific resources to support entrepreneurship initiatives by the different school actors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12	The school allocates time from the normal curriculum for entrepreneurship education activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13	There's a specific budget identified and allocated to support entrepreneurship activities by the students, teachers or school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCHOOL PARTICIPATION						
14	Different actors are regularly called upon to come up with solutions to the school's daily challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15	Different actors are called to contribute to the strategic planning of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16	The school in its strategy promotes interdisciplinary teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCALE OF REFERENCE | LEARNINGS

CRITERIA	STUDENTS	TEACHERS	STAFF	PARENTS	COMMENTS
METHODS AND METHODOLOGIES					
01 The methodologies of the entrepreneurial activities are people (learner) centred	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
02 Entrepreneurship activities are adequately varied to allow for the preferred learning styles of different actors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
03 The entrepreneurship activities have a practical dimension involving learners participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
04 Entrepreneurship activities have an interdisciplinary dimension.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
05 Activities are based on a project-based learning; experimental learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
06 Activities are developed outside the classroom or school, promoting the contact with local community or with businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
LEARNING OUTCOMES					
07 School promotes activities that requires decision-making skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
08 School promotes activities that requires to apply problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
09 School promotes activities that require to work as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10 School promotes activities which allow involvement in supported risk-taking and incorporate the possibility of failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11 School promotes activities which provide opportunities for learning about personal finance and develop financial capability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12 School promotes activities related to the development of communication and IT skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13 School promotes initiatives that develop entrepreneurial knowledge (knowing the entrepreneurial process; how to evaluate opportunities, the role of entrepreneurs in society, understand how goods and services are produced and provided)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14 The school develope initiatives that promote entrepreneurial skills (creativity, planning, financial literacy, resource management, uncertainty / risk management, teamwork)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15 The school develope initiatives that promote entrepreneurial attitudes (self-confidence and a sense of initiative)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCALE OF REFERENCE | LEARNINGS

CRITERIA		STUDENTS	TEACHERS	STAFF	PARENTS	COMMENTS
LEARNING ASSESMENT						
16	Learnings are regularly reviewed, assessed and recorded	<div></div>	<div></div>	<div></div>	<div></div>	
17	There's a clear identification of the knowledge and skills to be developed and how learning is assessed	<div></div>	<div></div>	<div></div>	<div></div>	
18	Learners organize and have access to a portfolio with the learning outcomes	<div></div>	<div></div>	<div></div>	<div></div>	
19	Learners are actively involved in the assessment of their learning	<div></div>	<div></div>	<div></div>	<div></div>	
20	There are mechanisms and documents where learners can record their experiences and learnings.	<div></div>	<div></div>	<div></div>	<div></div>	

SCALE OF REFERENCE | STAKEHOLDERS INVOLVEMENT

CRITERIA	STUDENTS	TEACHERS	STAFF	PARENTS	COMMENTS
EXTERNAL PARTNERS					
01 School cooperate with external partners (Companies; Entrepreneurs; Civil Society Organizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
02 External partners are invited to develop their activities inside the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
03 School Community is challenged to solve problems of external partners or to research about their activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
04 External partners are invited to share their activity and experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
05 External partners are involved as tutors or mentors in the entrepreneurship education projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
06 Parents are invited to develop activities in the school and in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
07 Parents and external partners are invited to participate in the entrepreneurship initiatives promoted by the students and/ or teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
08 School students and teachers are challenged to visit local organizations (Companies and Civil Society Organizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
09 Students, Teachers and Staff are challenged to work together and to solve problems together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
RELATIONS WITH THE INTERNATIONAL AND GLOBAL COMMUNITY					
10 The school organizes, together with civil society, international activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11 Students, teachers and staff have the opportunity to participate in international activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12 The school is part of international networks or has international partners with whom actively develops activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
COMMUNICATION					
13 There are specific channels for communicating with all stakeholders about entrepreneurship education (meetings, notices, newsletters, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14 School's vision and purpose for entrepreneurial activities are fully explained to all stakeholders, whenever they are involved in such activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15 All stakeholders are briefed before the entrepreneurship activity and are aware of the aims and objectives of particular programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCALE OF REFERENCE | GOVERNANCE

CRITERIA	STUDENTS	TEACHERS	STAFF	PARENTS	COMMENTS
GOVERNANCE MODEL					
01 The school has an entrepreneurship education coordinator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
02 There's a specific job description and objectives defined for the coordinator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
03 The coordinator is clearly identified, and his role is accepted and recognized throughout the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
04 The coordinator involves in his planning the contributions of the different school actors and the needs of each of them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
GOVERNANCE MINDSET					
05 The knowledge and experience is shared across the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
06 The school coordinator empower people to make their own decisions whenever they can					
07 School actors are encouraged to look for new opportunities and rewarded when these opportunities are identified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
08 People are encouraged to think big and to do things differently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
09 A genuine debate is encouraged and welcomed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10 Decisions are made quickly and once they are made can they be acted on quickly					
EVALUATION					
11 All entrepreneurship activities are evaluated and results are shared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12 Entrepreneurship activities evaluation includes reporting documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13 The entrepreneurship evaluation evidences provide a specific contribution to the school's self evaluation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14 Entrepreneurship activities are disseminated with outside community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15 The school undertakes a systematic monitoring results of the entrepreneurship initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCALE OF REFERENCE | INCLUSION / DIVERSITY

CRITERIA	STUDENTS	TEACHERS	STAFF	PARENTS	COMMENTS
ENTREPRENEURSHIP CURRICULUM					
01 People are encouraged to consider and reflect on moral and ethical issues in any entrepreneurship activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
02 The curriculum includes subjects and activities that address the issues of Inclusion, Human Rights, Social Entrepreneurship and Social Economy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
03 Diversity is valued in the Entrepreneurship Education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
04 On the Entrepreneurship Curriculum there's a special topic about SDG - Sustainable Development Goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
05 Entrepreneurship activities promote experiential learning and learning by doing activities, enabling the various actors in the school community to deepen their knowledge of different needs and lifestyles by promoting relationships and intercultural learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
LEARNERS INCLUSION					
06 The curriculum is developed taking into account the different social, economic and cultural contexts of students and other actors in the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
07 All spaces where activities are developed are accessible for people with reduced mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
08 Entrepreneurship activities have a multidisciplinary team that supports learners and families in addressing specific learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
EVALUATION					
09 The school ensures that the entrepreneurial activities with and in the community accommodate the specific needs of all participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10 The school supports minority groups to participate and organize entrepreneurship activities with and for the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

ANALIZING RESULTS

After completing the 5 self-assessment grids you can calculate and find out how your school is an entrepreneurial school.

Copy the values obtained by each actor in each of the 5 self-assessment grids, to the following grid, and make the necessary sums to obtain the total results by actor, by dimension and, finally, the total result. The results will help you to understand the weight of each of the actors and each dimension.

CRITERIA	STUDENTS	TEACHERS	STAFF	PARENTS	TOTAL
01 SCHOOL CONTEXT	/16	/16	/16	/16	/64
02 LEARNINGS	/20	/20	/20	/20	/80
03 STAKEHOLDERS INVOLMENT	/15	/15	/15	/15	/60
04 GOVERNANCE	/15	/15	/15	/15	/60
05 INCLUSION/ DIVERSITY	/10	/10	/10	/10	/40
TOTAL	/76	/76	/76	/76	/304

This is a tool that invites schools to become entrepreneurial. This self assessment tool should be used as a source of inspiration, action and transformation and to self-evaluate schools, not their actors or their behaviors.

START UP LEVEL VALUES BETWEEN 0 - 75

The school needs to work hard to promote an entrepreneurial attitude among all community actors in the different dimensions.

Reflect and research about the importance of promoting an entrepreneurial attitude and how its important to add value to different school actors and community.

ENTREPRENEUR LEVEL VALUES BETWEEN 76 - 200

The school has already taken some steps towards promoting an entrepreneurial attitude among all community actors in the different dimensions

Why not create a working group that will start strengthening and systematize these practices?

SCALE UP LEVEL VALUES BETWEEN 200 - 304

The school has been taking solid and continuous steps towards to implement an entrepreneurial mindset at school and involving all school community.

Entrepreneurship and an Entrepreneurial Attitude is part of the school culture and should be communicated as an inspiring practice.

FOOD FOR THOUGHTS

The following questions can be used by schools to deepen reflection about Entrepreneurship and the role of the school in fostering an Entrepreneurial Mindset:

- What is your school's understanding of: Entrepreneurship, Entrepreneurship Education, Entrepreneurial Mindset?
- How is Entrepreneurship and Innovation mirrored in school strategy documents? And how an entrepreneurial attitude is reflected in the internal regulations? How does this influence the entrepreneurial attitude in school?
- What connection do you find between how you understand the Entrepreneurship and an entrepreneurial attitude and the projects you develop by the school?
- In your opinion, what is the perception of the community about the way “How does the school understand and promotes an entrepreneurial attitude in the school ecosystem? How does this influence community dynamics and community participation in your school?
- What measures can be taken by the school to promote Entrepreneurship and a more entrepreneurial attitude between all school actors? Who can support you to develop that measures?

- [1] Acs, Z. e Armington, C. (2004). Employment Growth and Entrepreneurial Activity in Cities. *Regional Studies*, 38, pp. 911-927
- [2] Acs, Z., Glaeser, E., Litan, R., Fleming, L., Goetz, S., Kerr, W., Klepper, S., Rosenthal, S., Sorenson, O. e Strange, W. (2008). *Entrepreneurship and Urban Success: Toward a Policy Consensus* Audretsch D.e Keilbach M. (2004). Entrepreneurship capital and economic performance, *Regional Studies*, 38, pp. 949-959.
- [3] Audretsch, D. B. (2003). Entrepreneurship: A survey of the literature. *Enterprise Papers*, 14. European Comission: Enterprise Directorate-General.
- [4] Audretsch D.e Keilbach M. (2004). Entrepreneurship capital and economic performance, *Regional Studies*, 38, pp. 949-959.
- [5] Bosma, N. e Sternberg, R. (2014) Entrepreneurship as an Urban Event? Empirical Evidence from European Cities. *Regional Studies*, 48, pp. 1016-1033
- [6] Drucker, Peter F., (1985), *Innovation and Entrepreneurship*, HarperCollins Publisher, New York
- [7] Ebersberger, B., Pirhofer, C. and Wieser, D. (2017) *Teaching Toolkit for Entrepreneurship Education. Embedding Entrepreneurship Education*
- [8] European Comission, (2012). *Rethinking education: investing in skills for better socio-economic outcomes*.
- [9] European Comission, (2015) *Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives*
- [10] European Comission, (2016). *Entrepreneurship Education at School in Europe. Eurydice Report*. Luxembourg: Publications Office of the European Union.
- [11] European Comission (2018). *Entrepreneurship 2020 Action Plan: Reigniting the entrepreneurial spirit in Europe*. Publications Office of the European Union.
- [12] *Global Entrepreneurship Monitor (2019). Global Report 2018/2019*
- [13] Lazzeroni M. e Piccaluga A. (2003). Towards the entrepreneurial university. *Local Economy*, 18, pp. 38-48
- [14] McCallum E., Weicht R., McMullan L., Price A., (2018) *EntreComp into Action: get inspired, make it happen*. EU Publications
- [15] *Metaprofiling (2013). The Entrepreneurial Organization: What it is and why it matters*
- [16] OECD/ European Union, (2012) *Policy Brief on Youth Entrepreneurship Entrepreneurial Activities in Europe*
- [17] OECD (2015). *Entrepreneurship 360: Guidance Note for teachers and school managers*
- [18] OECD (2015). *Entrepreneurship360: Guidance Note for Policy makers*
- [19] Philpott, K, Dooley, L., O'Reilly, C., Lupton G. (2011). The entrepreneurial university: examining the underlying academic tensions. *Technovation*, 31, 2011, pp.161-170
- [20] Valerio, A., Parton, B, Robb, A. (2014). *Entrepreneurship Education and Training Programs around the World*. World Bank

nes

NETWORK
OF ENTREPRENEURIAL
SCHOOLS

Co-funded by the
Erasmus+ Programme
of the European Union



agencia nacional
erasmus
el aprendizaje es el futuro

