"COPIE TOOL"

Entrepreneurship education version

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Introduction

The aim of this manual is to provide an overview of the roles, responsibilities and actions needed to undertake an assessment of entrepreneurship education and the identification of good practice in a given geographical area using COPIE tool.

COPIE tool helps policy makers and practitioners to analyse, reflect and identify the main gaps or challenges to the entrepreneurship education ecosystem. These gaps and challenges are brought together with existing good practices elsewhere in Europe in order to design an action plan or strategy for entrepreneurship education.

The tool takes the stakeholders systematically through an analysis of the entrepreneurship education ecosystem in their region, sub region or city. It consists of the following elements:

□ Matrix analysis. This will help to identify the main gaps or challenges to the support system for entrepreneurship education in the main themes of definition, policy, practice, evaluation and dissemination.

□ Good practice database. This is based on products, processes and systems identified as good practice in EC reports as well as regional initiatives highlighted by interviewees.

□ Action Planning. This will enable policy makers and advisors to bring together both elements of the tool to design an action plan or strategy for entrepreneurship education.
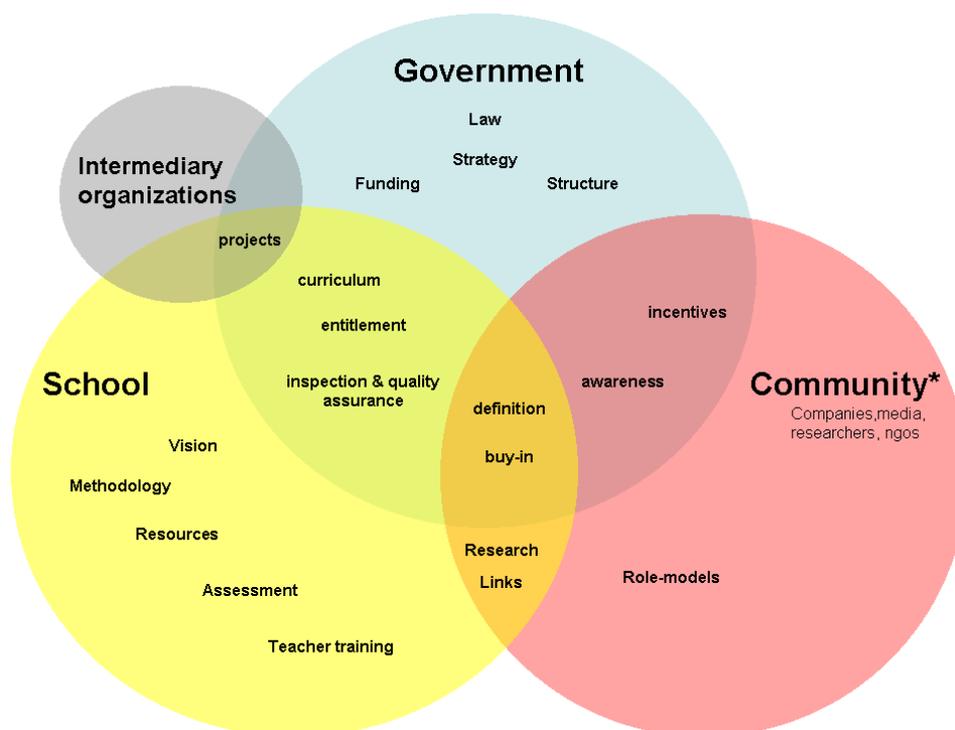
Entrepreneurship education ecosystems

 "When we try to pick out anything by itself we find that it is bound fast by a thousand invisible cords that cannot be broken, to everything in the universe." John Muir.

An entrepreneurship education ecosystem is defined by a complex and dynamic interplay of actors and processes. Ecosystems are situated. Actors interact in a particular geographical area and their behaviours, responses and actions are influenced by a set of social, political, cultural and economic conditions.

The COPIE tool attempts to describe and diagnose the state of a given entrepreneurship education ecosystem in a particular geographical/administrative area. Afterwards measures are proposed to increase the robustness of the ecosystem. These measures may be included in a regional action plan.

The graph below illustrates the man issues that have been taken into account to design the tool.

As aforementioned, entrepreneurship education ecosystems are situated and special attention must be paid to local context. However general progression models have been built drawing lessons from existing practice. These models sketch the main stages leading to a mature or steady state of entrepreneurship education ecosystems. COPIE tool was designed bearing in mind the Progression Model for Entrepreneurship Education Ecosystems in Europe described in the HLRPs report (EC 2010) [1]

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[1] Final report "Towards greater cooperation and coherence in entrepreneurship education" (EC 2010)

The tool

The tool aims at gaining an insight into the state of the entrepreneurship education ecosystem taking into account opinions from different stakeholders:

- ☐ Decision makers (national/regional/local authorities)
- ☐ Intermediary organizations/Advisers /Trainers
- ☐ Practitioners (Heads/Teachers)
- ☐ Employers (private/public/third sector)
- ☐ Students (primary/sec/upper sec/VET/adult)

The questionnaires

Statements have been adapted to make them relevant to each stakeholder group. The views of policy makers, intermediary organisations, practitioners, employers and students will be compared at a later stage during the action planning process. The analysis will be carried out from a user perspective.

Statements cover the main aspects of the entrepreneurship education ecosystem and they have been grouped in 5 main themes

Themes	Main question
Definition	Do all actors mean the same by entrepreneurship education?
Policy	Is there a coherent strategy put in place?
Practice	How's the policy translated into action?
Evaluation	What does success look like and how is it measured?
Dissemination	What is actually done to communicate the value of entrepreneurship education?

Interviews will take place where individuals within each of the stakeholder groups are asked to comment on and score (5=totally agree to 1=totally disagree)

Figure 1: Decision makers questionnaire sample page

While policy makers, intermediary organisations and practitioners are asked to comment on and score the same questions, employers and students questionnaires are much simpler as these 2 groups may have a limited knowledge of or knowledge of some of the questions.

The matrix

The matrix framework has been developed based on questionnaires as shown in Annex A. The scores and comments are recorded in electronic form and an average score is produced for each of the stakeholder groups within each cell of the matrix. This score is then colour coded red, yellow or green, depending on the value. The spreadsheets are then analysed to identify which aspects of the entrepreneurship education ecosystem are viewed to be good (green), fair but need to be kept under review (yellow) and poor (red).

Rolling out the tool

The tool is rolled out in 5 simple steps:

1. **Setting up a regional support group**
2. **Selecting a geographical area**
3. **Selecting interviewees**
4. **Analysing matrix results**
5. **Action planning**

COPIE tool will be available for free on COPIE website. Regions will contract a local/regional expert whose role is outlined in the following section. In some cases, this cost has been minimised through the use of Social Sciences students to conduct the interviews. This option is not only cost-saving but a fantastic opportunity for students to hone their research skills.

1. Setting up a regional support group

The CoPIE tool regional support group will normally consist of

☐ a Managing Authority or Intermediate Bodies for EU structural funds

☐ 2 policy makers representing ministries involved (eg. Education + Economy)

☐ a national/regional expert.

Other people can be co-opted as necessary.

The role of our **Managing Authority or Intermediate Body** will be the following:

☐ To appoint appropriate representatives and experts. These working groups will promote cooperation and the transfer of good practice in specific fields such as planning, curricula, evaluation and so on.

☐ To finance the participation of representatives at CoPIE activities and the expenses corresponding to shared actions.

☐ To explore ways of integrating and supporting entrepreneurship education in operational programmes.

☐ To share information on good practice in both policy and implementation.

The role of the **policy makers** will be :

☐ To provide strategic direction for the study

- ☐ To support the development and implementation of actions plans
- ☐ To lead on the dissemination and mainstreaming of the outcomes from the study.

The role of the **regional or national expert** will be:

- ☐ To provide a translation of the tool into the national language.

- ☐ To collect background secondary information on the entrepreneurship education ecology that will be used as an introduction for the action plan.

- ☐ To identify and interview relevant stakeholders for sections 2 to 6 of the tool

- ☐ To analyse results and produce tables and graphs to standard format.

- ☐ To produce a country report and action plan based on the results and good practice in English and national language following the format laid down for the previous country reports.
- ☐ To attend meetings of CoPIE for discussing and presenting results.

Expert profile may be a consultant or local university/professor that can use the project as part of one of their courses – e.g. on regional development, entrepreneurship, research design, methodology or even better as a multidisciplinary project.

The methods can involve face to face, telephone or on-line interviews. Meetings or focus groups can also be used provided that steps are taken to ensure the independence of returns.

2. Selecting a geographical area

The tool can be applied in different geographical regions varying in size and levels of administration. In general it makes sense to use the tool for an area that has some organisational validity. This could range from being a municipality to a whole country.

3. Selecting interviewees

- ☐ **Policy makers** or those influencing policy should be interviewed included representatives from different departments within the local and regional Government who have a particular responsibility for entrepreneurship education. Consider at least 1 representative for each of the departments

involved in the design/delivery (eg. Dept for Education, Economy, Employment, other).

☐ **Intermediary organisations/experts/trainers/researchers** should be those who are providing support for teachers and schools. These should represent the public, private and voluntary sectors whenever possible. About 20 people from this group are normally interviewed.

☐ **Practitioners** should represent different levels of education whenever possible. Care should be taken to avoid bias by selecting only those already delivering entrepreneurship education projects or trained on the topic. As many practitioners as possible should be interviewed. Results become more consistent, robust and stable when over 50 are interviewed.

☐ **Employers**. Business centres and Chambers of Commerce, Industry and Trade (or the equivalent) could be of great help to identify a representative sample. It should also include employers in the public and third sector.

☐ **Students**. Ideally interviews should be carried out with school leavers and possibly those moving from primary to secondary with at least 20 in each group. Interviewed practitioners and intermediary organizations could facilitate contact with students. Group meetings are recommended to gain an insight into students' experiences and opinions on entrepreneurship education

Surveying methods

	Face2Face Interviews	Telephone	Group meeting	Online questionnaire
Policy makers	*	*		
Intermediary organisations/experts	*	*	*	*
Practitioners	*	*	*	*
Employers	*	*	*	*
Students			*	*

4. Analysing matrix results

The scores and comments are recorded in electronic form and an average score is produced for each of the stakeholder groups within each cell of the matrix. This score is then colour coded red, yellow or green, depending on the value. The spreadsheets are then analysed to identify which aspects of the entrepreneurship education ecosystem are viewed to be good (green), fair but need to be kept under review (yellow) and poor (red). This forms the basis of the action plan where the green cells indicate areas where existing provision is good whereas the red cells flag gaps in provision or needs at particular education levels.

No.	Intermediary organisations	Decision makers	Practitioners	Employers	Students			Interm	Decis	Pract	Empl	Stud
							N=	3	2	2	3	3
							No.	Ø	Ø	Ø	Ø	Ø
I Policy												
I.1 Definition												
1	There is an agreed definition of entrepreneurship education	There is an agreed definition of entrepreneurship education	There is an agreed definition of entrepreneurship education	I am familiar with the definition and goals of entrepreneurship education		1		●	●	●	●	●
2	Entrepreneurship education focuses solely on business start-up training	Entrepreneurship education focuses solely on business start-up training	Entrepreneurship education focuses solely on business start-up training	Entrepreneurship education should only focus on business start-up training	Entrepreneurship education focuses solely on business start-up training	2		●	●	●	●	●
3	Entrepreneurship education is a cross-curricular aspect	Entrepreneurship education is a cross-curricular aspect	Entrepreneurship education is a cross-curricular aspect	Entrepreneurship education helps students to develop a broader set of highly valuable skills and attitudes (creativity, risk-taking, communication.etc...)	Entrepreneurship education helps students to develop a broader set of highly valuable skills and attitudes (creativity, risk-taking, communication.etc...)	3		●	●	●	●	●

Figure 2: Matrix. Average Stakeholder Scores for Definitions

From the matrix, graphs and diagrams can be drawn. These can give visual representations which will assist in the comparisons across stakeholder groups within each theme.

Matrix analysis results in the identification of areas of needs and gaps in provision and will subsequently be used to inform action planning.

5. Action planning

The next stage will be to hold participative meetings with stakeholders to 'play back' the results of the tool and discuss what actions are needed to reinforce entrepreneurship education ecosystem and probably mainstream it in programmes and strategies. This will be the basis of the action plan. The tool provides a visual representation of the good practice and gaps across the region and is powerful for improving the dialogue on the policy challenges in each region.

The results of the matrix will be useful to inform policy makers on areas for improvement. Next step entails linking areas of improvement with examples of good practice. This is based on products and tools identified as good practice in Europe as

well as regional/local initiatives highlighted by interviewees. Expert will gather this information and facilitate contact with relevant promoter if appropriate.

The report will inform a stakeholder dialogue in the region concerned about how policy needs to be adapted.

The report could be translated into an action plan outlining changes to national and regional policy to improve the entrepreneurship education ecosystem. Special mention will be made to envisage the role of ESF/ERDF to support this process of change.

Reports will be made available on COPIE2 website unless concerned regional/national authorities explicitly refuse to do so. COPIE2 could also suggest and facilitate peer review visits bearing in mind regional strengths and weaknesses. Reports will provide a robust knowledge base to benchmark and share existing provision across Europe and will definitely lead to greater opportunities for cross-pollination and cooperation among territories. Concrete know-how transfer actions will be a good indicator of medium to long term impact of the tool.

Sources

- □ COPIE tool. v 3.0

- □ COPIE2 baseline study on entrepreneurship education.

- □ "Towards greater coherence and cooperation in entrepreneurship education" report.EC

- □ "The Oslo Agenda for Entrepeneurship Education in Europe". EC

- □ "Guidance supporting Europe's aspiring entrepreneurs". CEDEFOP

- □ "Small Business Act for Europe. Human capital indicators for the pre-accession region 2011". European Training Foundation.

- □ "Enterprise Education in Schools in the five countries" University of Strathclyde. Scotland

- □ "A guide to Enterprise Education" Department for Children, Schools and Families. England

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