

**COPIE2 – Communities of practice on inclusive
entrepreneurship**

**ENTERPRISE EDUCATION UNCONFERENCE
LAB Centro de Arte y Creación Industrial
Gijón - 12th ,13th May 2010**

REPORT

EUROPEAN SOCIAL FUND



**Iván Diego
Valnalón
June 2010**

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COPIE2 is a European Social Fund learning network

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CONTEXT

The Enterprise Education Unconference was organised by COPIE2 subgroup on enterprise education. The host of the event was UAFSE (Spain). The host partners were supported by some members of COPIE2 namely: Flanders, Galicia, Asturias and INCYDE.

The overall aims of the Unconference were to:

- ▶ Create a community of people dealing with enterprise education at European level;
- ▶ Explore the possibilities provided by the European Social Fund for enterprise education projects
- ▶ Debate the role of enterprise education as a tool for social inclusion and its potential contribution to changing the production models in our economies



The Unconference was held at the LAB Centro de Arte y Creación Industrial, Gijón. The volcanic ash did not deter people flying to Asturias. As a result 36 people from 4 different attended the Seminar. A good mix of stakeholders comprising national and regional government representatives, third sector, intermediary organisations and practitioners contributed to very lively debates during these 2 unconference days.

The event was designed following “unconference” principles that encouraged each participant to have a say in the ongoing discussions. Sessions were run so that participants could suggest issues to be discussed around a set of broadly predefined themes: policy, research, and practice all the more relevant to the enterprise education agenda so that every participant contributed with their knowledge by having enough time for the debate and exchange of experiences.



This report provides an overview of the Seminar topics; and supports the information provided on the USB stick.

UNCONFERENCE ACTION

Kickstarting the event



After a brief welcome speech by Luis Palacios (Gijón City Council) Guzmán García (UAFSE) explained what were our expectations and delivered participants conference materials: namely a USB stick + tourist information + a sewing kit. They were asked to sew their own avatars in order to illustrate the importance of learning by doing.

For a starter participants joined a guided tour to the LAB Centro de Arte y Creación Industrial (Industrial creation and art centre) premises. The guided tour did not focus on the exhibitions on show but on the philosophy and lines of work of this innovative center. Our intention was to nudge participants in unconference mood and get familiar with an unusual working environment.



Overview of COPIE2

Guzmán García Posada

Enterprise Education subgroup Coordinator, UAFSE, Spain



Guzmán García presented an overview of COPIE2 and the work carried out by the enterprise education subgroup so far. The Community of Practice of Inclusive Entrepreneurship (COPIE) is one of the learning networks of ESF Managing Authorities and Implementing Bodies created to improve training and employment policies in Europe during the programming period 2007-2013.

Its overall objective is to develop a comprehensive set of policies, interventions and support structures for business creation that meet the needs of disadvantaged groups. COPIE partners share a common concern to widen entrepreneurship and make support systems work better across diverse populations.

Education is the first step in building a sound entrepreneurial ecosystem. Thus, a specific Working Group on Enterprise Education was created within COPIE, coordinated by the Spanish ESF Unit. The work began with the completion of a baseline study on enterprise education policies at European level as well as a literature review of existing research, completed with an analysis of good practice in Flanders and Finland.

The enterprise education subgroup is coordinated by UAFSE (Spain) and so far only Flanders plays an active role.

The event is backed up with a simple user-led online platform (<http://www.copie2.es>) that follows the recommendations of the High Level Reflection Panels on Entrepreneurship Education set up by the Commission last year: “A main proposal coming from this Panel is to create [...] a platform for exchanges [...] between different stakeholders and also practitioners”.

The website provides a workspace and a meeting point where participants, relevant stakeholders and key actors in the field of enterprise education can define discussion themes, exchange and discuss ideas, find partners, develop new projects, showcase initiatives, ask for advice and find out about recent developments in the enterprise education sector at the European level. The website is not intended to be a boring repository of information but a vibrant user-led community showcasing new and innovative ideas.

COPIE2 Baseline Study

Iván Diego

Valnalón



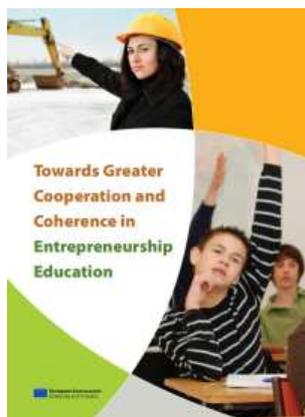
The baseline study was published June last year and it can be downloaded from COPIE2 website. It includes an extensive review of existing European policies and research literature that provides a theoretical background to the enterprise education agenda. Critical areas for the sound planning and implementation of sound and sustainable enterprise education policies are identified and briefly described. The study does

also analyse the Flemish and Finnish approaches to enterprise education in terms of policy-making and actual practice.

Learning points

- ▶ Enterprise education is a complex interplay involving different stakeholders at all levels that should work together in order to build a sustainable and sound entrepreneurial ecosystem.
- ▶ Enterprise education could help improve the educational experience of young people at-risk of school disengagement. Different research studies showing a positive correlation between the development of enterprise education projects and the prevention of early school leaving.
- ▶ A recurring criticism of enterprise education policies is related to the bias towards a business mindset clearly linked to a model of cardboard cut-out entrepreneurs that may discourage the engagement of broad swathes of the population in any entrepreneurial venture.
- ▶ Any sound enterprise education policy should be geared up around the principles of early intervention and prevention. Enterprise education is not a panacea solution but the positive impact of enterprise education in youth at-risk of social exclusion should not be dismissed
- ▶ The cultural context in which enterprise education takes place is very important. It includes a supportive school environment, family, friends and the community at large.
- ▶ Curricular inclusion and statutory enterprise education projects reinforce academic acceptance and strengthen students' entrepreneurial cognitions.
- ▶ Achieving massive buy-in from policymakers, practitioners, researchers and the society at large should be a first and foremost task.
- ▶ Teachers play a pivotal role in the delivery and promotion of enterprise in schools
- ▶ There is a pressing need to go beyond the theoretical talk and provide concrete examples of how to implement enterprise in the classroom
- ▶ When evaluating impact we must avoid narrow measures of achievement.
- ▶ EFFECTO Impact Research undertaken in Flanders shows enterprise education reinforces entrepreneurial intention in terms of feasibility and desirability.
- ▶ A progression model for a sound enterprise education policy is outlined considering 8 main areas: Law and policy, teacher training, leadership and school ethos, student learning opportunities, pedagogy, assessment, society and research
- ▶ Two case studies are included: Flanders and Finland
- ▶ The examination of enterprise education in Flanders shows a remarkable political commitment at all levels with
- ▶ Flanders stands out by the growing importance attached to the impact assessment of enterprise education i.e EFFECTO (overall survey), O3-Loep (on project/initiative level) and ENTRE-mirror (student level)
- ▶ The ESF in Finland allocates some €1.8 million for entrepreneurship education-related projects.

EC PERSPECTIVE ON ENTERPRISE EDUCATION



Unfortunately EC representatives were absent so it was not possible to have a direct account of EU's views on the topic. In spite of this Ivan Diego provided a quick overview to the main points of the latest EC report "Towards greater cooperation and coherence in entrepreneurship education". A particular attention was paid to the progression model structure and rationale and a lively and interesting discussion ensued.

The views expressed by the participants were carefully recorded and right after the event were integrated in the COPIE2 response to the report containing some recommendations and remarks to the views expressed in the section "COPIE2 response to "Towards greater cooperation and coherence in entrepreneurship education"

SEET network. Stimulating entrepreneurial education and training

Ben Bruyndonckx

SYNTRA Flanders

Ben Bruyndonckx presented an overview of the Stimulating Entrepreneurial Education and Training (SEET) Network. The overall aim of SEET is to "create the basis for a transnational network to improve the valorisation and dissemination of existing tools, materials and methodologies on the implementation of national or regional policies to stimulate entrepreneurship within VET and to enhance the transfer of entrepreneurial competences to young people"

(taken from the SEET Proposal for funding submitted by SYNTRA Flanders).



The SEET Partnership comprises eight organisations from six countries. Each organisation applied for funding under the Leonardo Da Vinci new programme through their own National Agency.

SEET and COPIE2 goals do overlap to a great extent and Ben calls for greater cooperation or even integration in the near future taking into account possible funding constraints. SEET and COPIE2 may both benefit from an strategic alliance. Both sides agreed on the need to discuss this possibility in the near future.

Enterprise education as a tool for social inclusion

Jane Delfino

Manchester Academy (UK)

Jane Delfino is the first teacher to be awarded The Queens Award for Enterprise Promotion. She is based in Manchester Academy, a secondary school located in a very challenging neighbourhood of Manchester metropolitan area. Jane reports from the trenches of daily educational practice in a school that has adopted enterprise education as a key driver for improvement of educational standards. Manchester Academy took over the former school with appalling performance records and very low expectation standards for its students. Manchester Academy managed to revert such a dreadful situation in a very short span of time and enterprise education had a lot to do with such an impressive performance.



Student population in Manchester Academy is very diverse.

68 different languages are spoken and there is a high percentage of asylum seekers, refugees and students from low-income families.

Manchester Academy adopts a whole-school approach to enterprise education. As Jane stated “The emphasis is on developing the characteristics of Enterprise amongst students through as many different formal and informal contexts as possible. We do not see Enterprise as being just about short term employment but about employability in the long term.”

Personalization in Manchester Academy is not a buzzword in the educational lingo but something that’s actually happening on a daily basis. Scrutinising student population at the micro-level allows for a delivery of enterprise informed by personal circumstance where students gain professional and cognitive competences but also a wider range of life skills not covered by examination syllabuses such as self-respect, confidence and above all aspirations. “Identity is not destiny” Jane said, and this is a particularly relevant statement when working with students from disadvantaged backgrounds.

Strong links with the local business sector widen the range of enterprise experiences for students. At present, academic results are a testament to Manchester Academy successful approach. The former local school, Ducie High School, had a poor performance where ‘Good’ exam grades (5 A + C) stood at 8%. Manchester Academy took over in 2003 and 6 years later has managed to raise this indicator up to 70%.

Manchester Academy whole-school approach to enterprise education represents a good example of enterprising behaviour pervading every single member of the school community (principals, teaching staff, students, family and communities) and evidences the potential of enterprise education as a preventative tool to avoid social exclusion.

A measurement tool for entrepreneurship education

Elena Ruskovaara / Jaana Seikkula-Leino
Lappeenranta University of Technology

Elena Ruskovaara and Jaana Seikkula-Leino are 2 forefront researchers in the field of enterprise education from Finland. Finland is way ahead in terms of design and delivery of enterprise education policies in Europe but more importantly a consistent body of research in the field is being backed up and financed with national sources of funding and European Social Fund.

Bridging the gap between researchers, practitioners and policy-makers serves 2 different purposes:

- it improves the quality of enterprise education
- it provides evidence to channel funding to the most appropriate and effective tools and projects.



Elena and Jaana presented “A measurement tool for entrepreneurship education”, a 4-year development project funded by ESF. The project started in February 2008 and aims at developing a self-diagnostic tool for teachers in basic, lower and upper secondary education. The tool would be available online and will help them to reflect on their daily practice in terms of enterprise education. What’s their definition of enterprise education? What are the best methods to teach enterprise education? Are they networking with other colleagues or external stakeholders? What’s the most suitable learning environment to deliver enterprise? Does the school culture support or hinder enterprising teaching? These are some of the questions included in the questionnaire.

The use of the tool will never be mandatory but Elena expects lots of teachers from all kinds of subjects will be willing to use it. The tool may also be helpful for Administration officials and decision-makers as it may provide a good baseline to assess the need of teacher training in enterprise education or at least a good test to understand the relevance attached to enterprise by the teaching community in their area.

As it was stated in COPIE2 baseline study a year ago and later on by the High Level Reflection Panels the European Social Fund is a potential means of funding assistance.

However a great deal of effort needs to be put in place in order to overcome the reluctance of some Managing Authorities to include enterprise education in their list of priorities. This project and the finish approach document the availability of ESF funds for promoting entrepreneurship education.

Elena presentation inspired an interesting debate on evaluation tools. Ben Bruydonckx mentioned a couple of evaluation tools already in use in Flanders: O3-Loep and Entremirror that allow individuals to keep track of the development of enterprise skills. Jane also mentioned Bright Sparks, an online system that enables young people to capture evidence of their enterprise learning. Spain is still laggin behind in terms of evaluation although Valnalón is currently carrying out an interesting piece of research to assess the impact of one of its enterprise education projects in secondary school students.

The aforementioned tools aroused the interest of the participants and all of them seem to have a high potential for transfer. The organization of a practical workshop on evaluation of enterprise education at European level would definitely represent an added-value event to reinforce the positioning of COPIE2 network.

HIGHLIGHTS FROM THE DISCUSSION GROUPS

Participants were asked to propose interesting issues for discussion. Four parallel workgroups were formed and each of them appointed a facilitator/note taker that would report to the plenary an hour later.

Curriculum design



- ▶ Clear and understandable curriculum and proper training for teachers.
- ▶ It should adopt a cross-curricular approach with a strong focus on soft skills.
- ▶ Good role-models (not only from the business world)
- ▶ Cross-curricular theme.

Enterprise in non-business subjects



- ▶ Raise awareness and train teachers. eg How to link maths and enterprise education? How do we nurture entrepreneurial attitudes in schools?
- ▶ Need to have enterprise champions in schools
- ▶ Regional/local-based resource centres for enterprise education
- ▶ Cultural entrepreneurship

Tracking students' progress



- ▶ Tools should include student, teacher and team/P2P evaluation
- ▶ Community should also engage in this evaluation.
- ▶ A wide array of tools is needed: eg. exams, surveys (finnish example)
- ▶ High potential to transfer tools already in use in Flanders, Finland and UK.

Business incubation inside VET schools



- ▶ 41 VET centres offer incubation and business start-up services in the Basque country
- ▶ Service users: Students in their final year and former VET school students
- ▶ Real businesses are started up.
- ▶ Embedding start-up support services in the school improves the business survival rate.

THE FUTURE OF COPIE2

Before wrapping up the microphone was handed out to each participant in order to ensure equal participation and feedback from everybody in the audience. A straightforward question was asked:



“What next? How do you envisage the future for COPIE2 enterprise education subgroup?”

According to the participants suggestions and comments COPIE2 could:

- ▶ Catalyse the transformation of recommendations into policy action.
- ▶ Seek complementarity with transnational network on inclusive education.
- ▶ Organise a national event on enterprise education
- ▶ Facilitate links between practitioners and policy-makers
- ▶ Link with other enterprise education networks (eg SEET/COPIE2)
- ▶ Promote the exchange ideas/projects and networking between implementing organizations
- ▶ Highlight the role of third sector and non-formal education
- ▶ Strengthen the links between non-formal and formal education in terms of enterprise education issues.
- ▶ Create a certification scheme for teachers on enterprise education (transversal perspective)
- ▶ Underline gender issues on enterprise education
- ▶ Set specific goals for the coming 2 years

COPIE2 RESPONSE to “Towards greater cooperation and coherence in entrepreneurship education” -

A need for greater coherence and cooperation is the main message conveyed by last EC report and it makes absolute sense. Moving beyond lip-service into real action is always the most difficult step and COPIE2 believes the progression model outlined in the report provides a good and understandable framework for action. However, COPIE2 fears the interesting conclusions outlined in this report will fall on deaf ears if the Commission does not put an extra effort on disseminating its views among national and regional governments. Otherwise, it amounts to little more than preaching to the choir once again.

Recommendation

Organise national/regional awareness-raising events targeting policy-makers, researchers, employers and practitioners.

HLRPs have consciously adopted a top-down approach but practice and policy should go hand in hand. Enthusiastic and committed organizations, schools, teachers and students are putting a great deal of effort in making this happen and should not be left behind.

“Teacher as critical success factor and its role as a facilitator” has lately become a sort of mantra in the educational discourse but upon reflection it feels like they are little more than passive recipients of aid. Support and training are indeed needed but also empowerment and greater opportunities to have a say in the current debate on the future of enterprise education.

Recommendation:

Grassroot-level reflection panels (GLRPs) should also be set up in order to contrast the views of other stakeholders, or a teacher roundtable on enterprise education

Nobody will disagree with the EU views on the need for embedding enterprise education in the curriculum across all educational levels but the question remains the same: How? And subsequently, what do teachers of non-business subject think about this?

Recommendation:

Further research on teachers’ perception and practical examples of strategies embedding the enterprise dimension in non-business subjects

Recommendation:

Distributed approaches to enterprise education. Create Open Innovation funds so that schools and teachers can propose specific responses to local challenges

The establishment of a European Centre for Entrepreneurship Education sounds like a good idea. Existing networks (such as SEET or COPIE2) are willing to play an active role in the design of this centre.

Recommendation:

An online magazine on enterprise education with a European wide network of editors and contributors. The magazine should provide clear, interesting and user-friendly content and may act as a platform. Let’s say the magazine/blog/platform main function will be processing raw materials (EC reports, research papers,) and produce some more “edible” information chunks

The same applies to the Observatory of policy and practice. The platform meeting point where relevant stakeholders and key actors in the field of enterprise education will be able to exchange and discuss ideas, find partners, develop new projects, showcase initiatives, ask for advice and be aware of recent developments in the enterprise education sector at the European level. The website should not be a boring repository of information but a vibrant user-led community showcasing new and innovative ideas. Databases are fine but do often disregard critical issues such as: sustainability, updating and user-friendliness. Building up impressive amounts of information is easy but the main problem is how to make sense of it.

Data mining is more important than data collection. However a big question remains unanswered: how to find and sustain a critical mass of contributors?

Recommendation

The website/platform will offer a basic scaffold to add content on basic thematic areas:

Research (impact assessment, theoretical approaches, studies)

Policy (European reports, action plans, curricular reforms, funding, bids)

Practice (Methodologies, projects, training, barriers, opportunities)

Dissemination/Outreach (Events, conferences)

Case studies (local/regional/national experiences)

Organizations repository. (identifying areas of expertise)

Notice board (facilitating networking and partner search)

Thematic workgroups (wiki)

Consultancy services (policymaking, implementation, event organization)

Recommendation

*Some lessons can be learnt from former attempts to establish progression models: see Iceland VET report or “Enterprise education in the 5 nations”. As regards the tool, **COPIE European tool** could be a good reference model.*

Somewhat contradictory statements can be found in the report. On the one hand the model foresees a conceptual shift from the more narrowly-focused view on business management to a more general approach related with the development of a set of competences applicable in all walks of life. Even so, the report also states “ONLY businesses can provide real, practical, hands-on experience of entrepreneurship in action”. Is it really so? Does this affirmation fit with the current definition of enterprise education? COPIE2 does not think so and the report does also include affirmations to reinforce the role of associations and the third sector contributions to the enterprise education agenda. The Swedish strategy definition is very inspiring “Entrepreneurship is a dynamic and social process, where individuals, privately or in cooperation, identify possibilities and utilise them to transform ideas into practical and goal-oriented activities in a social, cultural or economic context”

Recommendation

Stop using the word “businesses” and substitute for “employers”. This allows for a broader scope including third sector, associations and even the public sector dispelling the contradiction.

Recommendation

Create an Enterprising footprint as a measure of individual inputs to the entrepreneurship ecosystem

Existing networks such as SEET/COPIE2 could act as innovation brokers by connecting practitioners, researchers and policy-makers around enterprise education.

Recommendation

Bridge the gap between researchers and practitioners and facilitate cooperation across different education levels (primary, secondary, HE). The platform could be a meeting point for researchers, PhD students and practitioners in order to raise the profile of EE with research based evidence.

Recommendation

EU should mobilise resources and facilitate access to support monitoring and evaluation. Create a specific fund or call for proposals to carry out impact evaluation research?

Recommendation

Create a European office/platform offering “enterprise education start-up services” for local, regional and national governments willing to design, implement or assess its enterprise education strategy. This “office” could provide advice on implementation, assess the actual situation or act as an exchange point to, put in touch regions or countries willing to share good practice or transfer know-how.

CONCLUDING REMARKS

The 1st Enterprise Education Unconference fulfilled our expectations as organisers. Two words could sum up the action going on during those days in May: “Massive networking”. Above all, it’s been a good opportunity to reflect and reconsider COPIE2 enterprise education sub-group goals. Probably it is about time to move away from the initial assumptions and adopt an alternative approach. COPIE2 should be a learning network that reflects critically and provides innovative approaches to the ongoing debate on enterprise education.

These bullet points summarise the main goals for the near future.

- ▶ Disseminate the message of latest EC report “Towards greater coherence and cooperation”, particularly raising an awareness about the new role of ESF at national and regional level
- ▶ Open up collaboration with existing enterprise education networks (SEET)
- ▶ Differentiate COPIE2 actions from the more formal approach adopted by EU.
- ▶ Target groups that normally don’t have a say in the big events: teachers, community, researchers.

- ▶ Identify interesting issues and organise Unconference format both at European/national level. Eg “How to embed enterprise in non-business subjects/studies?”, Teacher Roundtable on EC views, Evaluation and impact.
- ▶ Play an active role at the European level keeping a steady flow of communication with the relevant policy-makers and providing useful feedback (eg. COPIE2 response to “Towards greater cooperation and coherence)

Now it is our duty, as a learning network, to strive in order to make all of this happen taking into account the prominent role of enterprise education in the Strategy 2020.

LINKS

COPIE2

<http://www.copie2.es>

<http://www.twitter.com/copie2>

<http://www.flickr.com/photos/copie2asturias/>

Manchester Academy

<http://www.manchester-academy.org/>

Lappeenranta University of Technology.

“A measurement tool for entrepreneurship education”

<http://developmentcentre.lut.fi/english.asp?show=yrittajyyskasvatus>

Stimulating Entrepreneurial Education and Training (SEET)

<http://www.seetnetwork.eu>

Urratsbat. Business incubation in VET schools (only in Spanish)

http://euskadiadi.hiru.com/c/portal/layout?p_l_id=PUB.1009.63

High Level Reflection Panels on Entrepreneurship Education (DGE-EC)

<http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/reflection-panels/>