

# EDUCATIONAL HANBOOK

## “Teaching Entrepreneurship”

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## WHAT IS IT ABOUT?

This document, part of the Intellectual Output 1 – Teaching Entrepreneurship, is aiming at providing methodology and pedagogy for implementing entrepreneurship education in VET schools. The document first gives an overview of entrepreneurship education within Europe to then focus on entrepreneurship and entrepreneurial education and how to teach entrepreneurship to VET students, and finally presents a set of successful cases impacting students, teachers, and educational institutions.

# CHAPTER 1: Entrepreneurship education across Europe

## 1.1. Importance of Entrepreneurship education in the educational system

### Definition of entrepreneurship and important actors

Entrepreneurship can be defined as “any attempt at a new venture or new business creation, such as self-employment, a new business organization or the expansion of an existing business, by an individual, a team of individuals, or an established business”<sup>1</sup>. It refers to the capacity and willingness to develop, organize, and manage a business venture along with any of its risks in order to make a profit. Entrepreneurial spirit is characterized by innovation and risk-taking and is an essential part of a nation's ability to succeed in an ever-changing and increasingly competitive global market<sup>2</sup>. Entrepreneurship is widely encouraged to support economic development and is seen by the United Nations Sustainable Development Goals as a means to end poverty (SDG 1), to promote inclusive and sustainable economic growth, employment, and decent work for all (SDG 8), and to reduce inequality within and among countries (SDG 10).

### ***GEM – Global Entrepreneurship Monitor***

The Global Entrepreneurship Monitor, GEM, was founded by the London Business School (LBS) and Babson College in 1997 by two Professors of Entrepreneurship. The index provides information on entrepreneurial competitiveness, similarly to the Global Competitive Index, published annually by the World Economic Forum. Researchers from over 100 countries are collaborating with GEM and published Global, National, and Special Topic Reports, influencing entrepreneurship policy, and impacting multidisciplinary academic research worldwide. GEM follows entrepreneurship trends since its creation and gives a special focus on the state of the entrepreneurial mindset, motivations, activities and ambition, and the national framework conditions required to allow entrepreneurship to flourish in an economy.

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<sup>1</sup>Reynolds, P. D., Hay, M., & Camp, S. M. (1999). *Global Entrepreneurship Monitor: Executive Report*. Kaufman Centre for Entrepreneurial Leadership, 3.

<sup>2</sup>businessdictionary.com

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## **Junior Achievement Europe**

Junior Achievement Europe is the largest provider of education programmes in entrepreneurship, work readiness, and financial literacy in Europe. JA Europe is part of JA worldwide. JA creates pathways for employability, job creation and financial success. During the 2018-2019 school year, JA Europe reached over 4 million young learners across 40 countries with the support of 140.000 business volunteers and 130.000 educators. JA Europe also supports collaboration between educational institutions and businesses in order to increase the relevancy of education to future jobs.

JA Europe operates from primary schools to early university. It provides teacher training in developing entrepreneurial skills and supports young people in acquiring relevant skills. JA Europe has developed a Virtual Guide to Entrepreneurial Learning (TES Guide), The Entrepreneurial School Awards, the European Network for Entrepreneurship Education (EE-HUB) to generate policy recommendations and disseminate good practices, the Entrepreneurial Skills Pass, an international certification of entrepreneurial skills, knowledge, and attitude for 15-19 years old and finally the Innovation Cluster for Entrepreneurship Education (ICEE) to analyse the impact of entrepreneurship education programmes and run between 2015-2018<sup>3</sup>.

## **Entrepreneurship education in VET schools**

Entrepreneurship education can be seen as beneficial in vocational training as students are about to enter the job market and self-employment can be seen as a career option. Entrepreneurship education does not only shape young learners to become entrepreneurs but also provides them with transversal skills necessary in today's job market.

Stimulating innovation and entrepreneurship is also one of the European Union priorities for VET (2015-2020), and entrepreneurial skills should be further developed through VET, according to the report on the future of VET post-2020<sup>4</sup>. Entrepreneurial aptitude is one of the 21<sup>st</sup>-century skills seen as important for entering and performing on the job market<sup>5</sup>. Going beyond young learners, the Continuing Vocational Education and Training (CVET) is also strategically training adult workers with the necessary skills to adapt to the changing job market and to entrepreneurship<sup>6</sup>. Increasing collaboration with businesses would ensure the teachers to be better equipped to help learners acquire entrepreneurship skills.

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<sup>3</sup>Entrepreneurship – A Skill for Life, JA Europe, Available:

[http://jaeurope.org/index.php?option=com\\_attachments&task=download&id=352:JA-Europe-factsheet-2016](http://jaeurope.org/index.php?option=com_attachments&task=download&id=352:JA-Europe-factsheet-2016)

<sup>4</sup> Opinion on THE FUTURE OF VOCATIONAL EDUCATION AND TRAINING POST 2020, Advisory Committee on Vocational Training, European Commission, Employment, Social Affairs and Inclusion, 3.12.2018

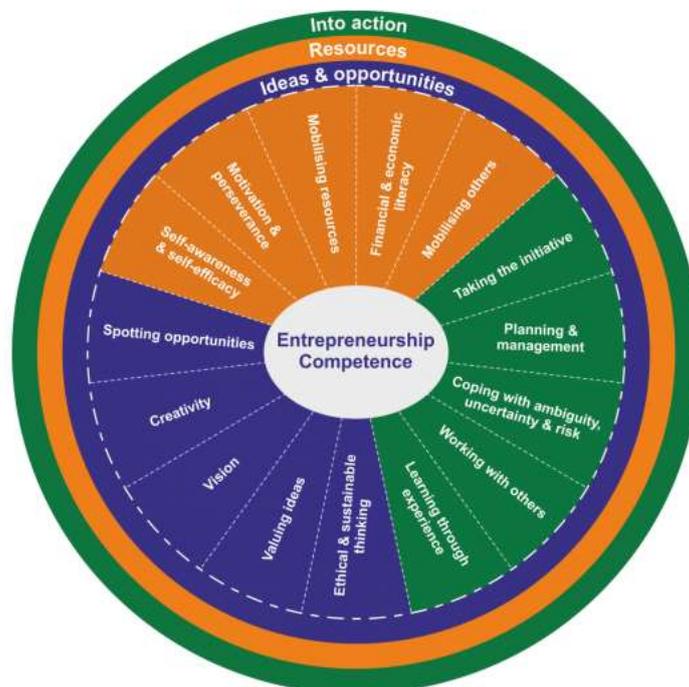
<sup>5</sup>Cedefop, Vocational education and training in Europe, 1995-2035, Scenarios for European vocational education and training in the 21st century, published 2020

<sup>6</sup> Vocational education and training for better skills, growth and jobs, European Commission, 2012

When looking at the future scenarios for VET in 2035, VET is understood as a modernized apprenticeship and a precondition for excellence in innovation and entrepreneurship and is at the forefront of developments. VET would be one of the main paths to develop leaders, innovators and entrepreneurs in specific sectors.

## 1.2. Entrepreneurship education – European Commission

The European Commission has first referred to the importance of entrepreneurship education in 2003 in the Green Paper on Entrepreneurship in Europe. Developing the entrepreneurial capacity of European citizens and organisations has been one of the key policy objectives for the European Union for many years, and is one of the eight Key Competences for Lifelong Learning. The European Commission has proposed “A New Skills Agenda for Europe: Working together to strengthen human capital, employability and competitiveness” to address the skills challenges Europe is currently facing. The Joint Research Centre (JRC) of the European Commission has developed EntreComp, also known as The Entrepreneurship Competence Framework, which focuses on entrepreneurship as a lifelong competence and provides a tool to identify entrepreneurial behaviours and established a common reference for initiatives dealing with entrepreneurial learning. The framework defines entrepreneurship competence into three competence areas, learning outcomes and proficiency levels. Below are presented the entrepreneurship competences areas:



## 1.3. National contexts and policies in partner countries

### 1.3.1. Finland

The Finnish National Agency for Education (OPH) and the basic education curriculum guide entrepreneurship education. The key objective is to broaden the range of skills, attitudes, values and will. Working life skills and entrepreneurship is identified as one of the learning objectives for a broad-based competence. In teaching, it means that:

- The student should develop skills that promote interest and a positive attitude towards the world of work
- Pupils should gain experience in understanding the importance of work and entrepreneurship, the potential of entrepreneurship and their own responsibilities as a member of the society
- The students should increase their knowledge of working life, learn entrepreneurial behaviour and realize the importance of their skills for their professional career
- The student should be supported in identifying their own professional interests and choosing postgraduate studies.

The Entrepreneurship Guidelines for Education (2017) aim to direct, develop, and guide measures to promote entrepreneurship and entrepreneurship education at different levels of education. The guidelines serve as a concrete tool for evaluating and developing activities for school management, staff and other entrepreneurship educators, and provide tips and planning support for practical work. Four policies have been drawn to support entrepreneurship education<sup>7</sup>:

- Strategic level and leadership, including planning, resource allocation, evaluation; staff competence; cooperation across fields and levels of education and training; corporate and working life collaboration
  - Resources have been allocated to entrepreneurship education and to promote entrepreneurship
  - The staff are given adequate opportunities annually for participating in training related to entrepreneurship
  - Measures to promote entrepreneurship form an integral pathway for the learner
  - Learning outcomes related to entrepreneurship have been defined for work experience periods for students
- Training for education and teaching staff
  - All students in the teaching and early childhood education fields are given opportunities to develop their entrepreneurship education skills
- Training that supports entrepreneurship
  - All learners have the possibility of developing entrepreneurial knowledge and skills

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<sup>7</sup>Entrepreneurship for Education – Guidelines in Finland, <https://minedu.fi/yrittajyysslinjaukset>

- The institution engages in effective collaboration with companies and organisations that support entrepreneurship
- Everyone can try out entrepreneurship during their studies
- Entrepreneurial skills acquired elsewhere are identified and recognised
- Learning environments
  - A culture of experimentation is reinforced at the level of both individuals and organisations.

The Finnish Education Evaluation Centre (FINEEC) conducted an evaluation about entrepreneurship education in Vocational Education and Training and in Higher Education Institution between 2017-2018 intending to evaluate entrepreneurship studies and the operating culture that supports entrepreneurship and students' experience of learning entrepreneurship. According to the evaluation, at least 72% of the VET schools are providing entrepreneurship education. According to the students, the attitude towards entrepreneurship is rather positive. For them, the best way to learn about entrepreneurship was through business cooperation, entrepreneurs' stories, and teaching methods. Students were quite critical regarding online studies. Most of the students mentioned that they did not receive enough information to become entrepreneurs.

### 1.3.2. Greece

Greece has always had strong leanings towards entrepreneurship, with a high number of businesses per capita. However, many had a track record for being unproductive, sub-scale, and focused on consumption-driven sectors with low growth potential. While the Euro crisis devastated the Greek economy, it also forced a change in the perception of entrepreneurship, with the need to restore growth through entrepreneurship becoming critical. Potential was identified in various sectors and, with a dearth of career alternatives; entrepreneurship was seen as the way forward for Greece<sup>8</sup>. HarisMakriniotis, managing director of Endeavour Greece says "It is necessary to expand the smart capital usage to more sectors in which Greece has a competitive advantage and offers opportunities for entrepreneurs, such as agriculture, food processing and tourism".

According to the annual entrepreneurship report 2017-2018, published by the Foundation for Economic and Industrial Research (IOBE), Greek participant in the research program Global Entrepreneurship monitor-GEM, the main obstacles in business activity in Greece are associated with the lack of a broader framework of national policies for entrepreneurship. Moreover, the unstable tax system, the lack of tax motives when it comes to new ventures, bureaucracy and inefficiency in other factors, such as the inefficient operation of public bodies supervising the establishment of new businesses still represent significant obstacles in business creation. Entrepreneurship is also hindered by difficulties in accessing finance, high entry barriers, and the prevailing, ambiguous culture on entrepreneurship. In comparison with the previous years, a slight convergence with the average of innovation-driven economies is

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<sup>8</sup>Alison Coleman, Post-Eurozone Crisis: Greek Entrepreneurship Starts To Flourish

recorded, which indicates an improvement in entrepreneurship-related skills development in all levels of education. However, Greece owns among the largest rates worldwide in the fear of failure factor, although such an upward trend has been reported all over Europe during the last years. The fear of failure has been increasing since 2009 as a result of the crisis and it remains well above the long-term average. In 2017, as in 2016, it reached 70.4% of the population, one of the highest percentages ever. The report<sup>9</sup> points out the crucial need on providing motives for entrepreneurial development focusing on the upgrading of the educational level, giving a business orientation, and access to financial tools. The actions and the strategies should really focus on programs- public or private- and schemes that support entrepreneurship, as well as initiatives targeting young entrepreneurs, women, the unemployed, and the development and support of new financial instruments. The private and public bodies should invest in the improvement of the investment climate through actions that encourage entrepreneurship and provide motives.

### 1.3.3. Italy

#### *Entrepreneurial Education in Italy*

Following the main strategic references of the European Union that suggest and direct towards the structuring of initiatives capable of stimulating the entrepreneurial spirit through education, learning and the development of synergies between education-training and the world of work, Italy has implemented its own school reform for VET sector in 2015. It is directing to improve learning outcomes, increase equity, and introduce entrepreneurship education in school-work alternation.

In Italy, the law 107 / 2015 reforming the education and training system has made compulsory the alternation of school and work and has established favourable conditions for entrepreneurship education in the schools, within the alternation itself: as part of this school reform, traineeships have become compulsory for students in the last three years of upper secondary education (alternanza Scuola-lavoro).

This vision was followed in 2017 by the consultation document "La Buona Scuola" ("The Good School"), where students were invited to experiment creativity and entrepreneurship through experiences of school-work alternation, development of laboratories for innovation and so on.

In 2017, the Ministry of Education through the National Operational Program "Per la scuola, competenze e ambienti per l'apprendimento" ("For school, skills and learning environments") 2014-2020, published a public notice for the enhancement of entrepreneurship education aimed at developing a proactive approach as well as individual and collective growth paths. This educational plan aims at developing the

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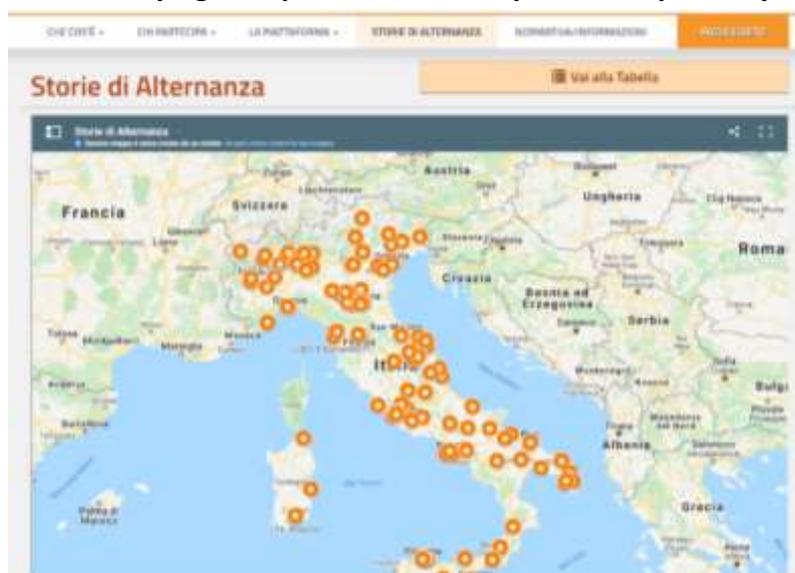
<sup>9</sup>Annual Entrepreneurship Report 2017-2018: Fewer ventures, better employment prospects, November 2018  
[http://iobe.gr/docs/research/en/RES\\_02\\_21112018\\_SUM\\_ENG.pdf](http://iobe.gr/docs/research/en/RES_02_21112018_SUM_ENG.pdf)

autonomy and initiative of the students representing a fundamental dimension in their growth path and for their future job prospects.

It must also be underlined that students have the possibility to take part in creating mini-enterprises. Through a specific didactic path lasting 80/120 hours and normally taking place during one or two school years, students go through the process of creating enterprise, from business idea generation to marketing, and acquire the skills and knowledge suitable for entering the job market and supporting their targeted career choices through a path that encourages their entrepreneurial spirit, promotes creativity, the conscious use of resources, courage and responsibility of risk-taking. Through the mini-enterprise, schools often operate in close connection with modern business realities, intending to develop in students:

- personal attitudes and vocations;
- creativity, innovative spirit, and problem-solving;
- ability to work in a team;
- aptitude for the use of modern technologies and foreign languages;
- relations with one's community;
- link between school and the world of work;
- acquisition of ethical values, environmental and social sustainability.

**Figure 2: MIUR platform identifying best practices in entrepreneurship in Italy**



On the MIUR platform, <http://www.alternanza.miur.gov.it/storie-di-alternanza.html> it is possible to identify best practices implemented in some schools in Italy in this sector, thus allowing their replicability in any school and training contexts.

### 1.3.4. Poland

Entrepreneurship learning outcomes are broadly defined across the higher education system. In 2011, Poland introduced the National Qualifications Framework for Higher Education (NQF for HE), which

provides HEIs with the autonomy to develop their programmes' content. The NQF for HE contains a broad set of generic, discipline-specific learning outcomes (knowledge, skills and social competence). It is composed of 8 different disciplines. In most of them, there are two explicitly entrepreneurship-related learning outcomes:

- “ability to think and act entrepreneurially”;
- “knowledge of general rules for establishing and developing individual entrepreneurial activities using subject-specific knowledge related to the study programme”

However, there is no legal obligation for HEIs to include these intended learning outcomes in the curricula. The detailed intended learning outcomes, pedagogy, and assessment methods are up to the HEIs to develop. Therefore, each HEI can develop its own approach to developing entrepreneurial skills and mind-set. Business schools are no longer the sole provider of entrepreneurship education. Enterprise and entrepreneurship education is increasingly provided within other disciplines. Several different models have been used by HEIs to generalise entrepreneurship education throughout the institution<sup>10</sup>:

- a central entrepreneurship centre;
- an ambassador approach where individuals are identified within each faculty and champion entrepreneurship within them;
- a business school-led approach which delivers entrepreneurship courses in the different faculties;
- ad hoc courses delivered without an entrepreneurship centre or links to a business school or other faculties; and
- entrepreneurship education can also be provided within the curricula or outside of it.

### *Entrepreneurship education in Poland*

The understanding of entrepreneurship education and how it will be implemented is different from one university to the others and even from one faculty to the others. In the case study HEIs, most, especially outside of business schools, viewed entrepreneurship as management (generally), or small business management. Students could not distinguish between entrepreneurship and management. The HEIs increase awareness of the value of entrepreneurship and stimulate the entrepreneurial intentions of students, graduates and staff to start-up a business or venture. HEIs support their students, graduates and staff to move from idea generation to business creation. Most HEIs help students and staff in taking their first steps in preparing for a start-up. The most common form of start-up support consists of services offered by the AIP incubators. These services are quite basic but have a good reach within the HEIs. Training is offered to assist students, graduates and staff in starting, running, and growing a business. Mentoring and other forms of personal development are offered by experienced individuals mostly from academia, rarely from the industry.

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<sup>10</sup>Carey and Matlay, 2011

Most HEIs are not involved in the financing of a new venture. HEIs offer or facilitate access to business incubation. Most Polish universities host business incubators providing entrepreneurs with an integrated package of coaching, mentoring, trainings, shared platforms, financing, and a visible and accessible business location. However, most of the time, these incubators are not part of the university but belong to a private foundation (i.e. the AIP), and they tend to offer services that would generally be considered to be pre-incubation rather than incubation<sup>11</sup>.

### 1.3.5. United Kingdom

In October 2012, Enterprise Educators UK (EEUK) and a host of other UK expert individuals and groups worked with the Quality Assurance Agency (QAA) to produce the first UK guidelines for teaching Enterprise and Entrepreneurship Education in the curriculum<sup>12</sup>. Furthermore, Enterprise Education in the UK is the preferred term over Entrepreneurship Education. Some of the guidelines regarding the role of the entrepreneurial education include:

- Plan and deliver effective Enterprise and Entrepreneurship curricula
- Build collaborative relationships with students, educators and other stakeholders
- Motivate and Inspire students to develop enterprising and entrepreneurial behaviours, attitudes, and competencies
- Reflect on own practice as an entrepreneurial educator.

Enterprise education is the application of creative ideas and innovations to practical situations –with enterprise education aiming to produce individuals with the mindset and skills to respond to opportunities, needs and shortfalls, with key skills including taking the initiative, decision making, problem-solving, networking, identifying opportunities and personal effectiveness. Enterprise provision can be applied to all areas of education, extending beyond knowledge acquisition to a wide range of emotional, social, and practical skills. From a more practical perspective, entrepreneurship education is the application of enterprise skills specifically to the creation and growth of organisations, with entrepreneurship education focusing on developing skills and applying an enterprising mindset in the specific contexts of setting up a new venture, developing and growing an existing business, or designing an entrepreneurial organisation<sup>13</sup>. Enterprise Education has emerged into a syllabus teaching experiential learning for learners to develop adequate skills to build their own businesses. In many

<sup>11</sup>OECD Skills Studies, Supporting Entrepreneurship Innovation in Higher Education in Poland <https://www.oecd-ilibrary.org/docserver/9789264270923-en.pdf?expires=1587376334&id=id&accname=ocid195730&checksum=9638439AF0FD46D0A8CFFF560A6327A1>

<sup>12</sup><https://entrepreneurhandbook.co.uk/enterprise-education-about-for-or-through/>

<sup>13</sup> The Quality Assurance Agency for Higher Education (QAA) guidance on enterprise and entrepreneurship provision draws the distinction set out in the box below. See [http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/EE\\_Draft\\_Guidance.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/EE_Draft_Guidance.pdf) ; OECD (2010) Ministerial report on the OECD innovation strategy; and OECD (2009) Evaluation of programmes concerning education for entrepreneurship: Report of the OECD Working Party on SMEs and Entrepreneurship; DG Enterprise and Industry website, [http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/index\\_en.htm](http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/index_en.htm)

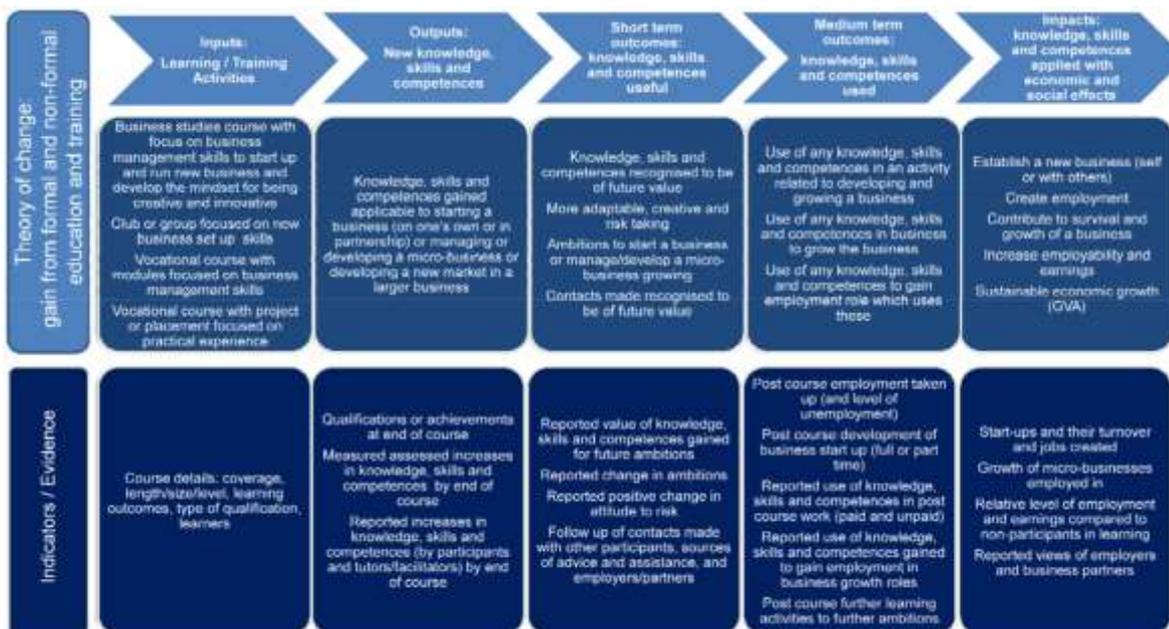
universities, entrepreneurship topics are now mandatory or at least available to all students regardless of the degree discipline.

In the United Kingdom, entrepreneurship education is qualified as very important at all education levels. In 2019, there were estimated to be:

- 5.9 million UK private sector businesses
- 1.4 million had employees and 4.5 million had no employees
- The UK private sector business population is made up of 3.5 million sole proprietorship (59% of the total), 2.0 million actively trading companies(34%), and 405,000 ordinary partnerships (7%) in 2019
- 2.6 million private sector businesses as registered for VAT or PAYE, 45% of the estimated total population<sup>14</sup>.

Entrepreneurship education has grown in recent years. In part, this is due to debates regarding the employability of graduates, with enterprise and entrepreneurship being seen as a key route to securing future jobs, either by the graduates creating job themselves or applying entrepreneurial skills to employment opportunities<sup>15</sup>.

**Figure 1: Logic Model: Student Participation in Enterprise and Entrepreneurial Education<sup>16</sup>**



There is a lot of initiatives and good practices examples available to support Enterprise Education across the UK. They include online resources, web portals, etc.

<sup>14</sup><https://www.fsb.org.uk/uk-small-business-statistics.html>

<sup>15</sup> BS, QAA and CMI. 2014. 21st Century Leaders: building practice into the curriculum to boost employability. Available at: [http://charteredabs.org/wp-content/uploads/2015/02/21st\\_century\\_leaders\\_june2014\\_-\\_final\\_report.pdf](http://charteredabs.org/wp-content/uploads/2015/02/21st_century_leaders_june2014_-_final_report.pdf)

<sup>16</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/208715/bis-13-904-enterprise-education-impact-in-higher-education-and-further-education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/208715/bis-13-904-enterprise-education-impact-in-higher-education-and-further-education.pdf)

# CHAPTER 2: Entrepreneurship methodology and pedagogy for VET

## 2.1. Entrepreneurship and Entrepreneurial Education

Entrepreneurship and Entrepreneurial Education are related concepts. In order to define Entrepreneurship Education, the concept of Entrepreneurship has to be first defined. The challenge here is that there is no agreement of any single theory or a coherent conceptual framework for entrepreneurship<sup>17</sup>.

There are two approaches in Entrepreneurship research: those focusing on individuals and those focusing on external forces. The first approach tries to identify people who could be considered “entrepreneurial individuals”, focusing on explaining entrepreneurship as a function of core human attributes, such as willingness to bear uncertainty, tolerance for ambiguity, and need for achievement, which differentiate entrepreneurs from the rest of society. The second approach has sought to explain entrepreneurship by reference to the environment in which entrepreneurship has been found, and the focus is to identify situations in which entrepreneurial activity, often measured as new firm formation, is more likely to occur<sup>18</sup>.

Shane<sup>19</sup> concludes that the environment-centric and the individual-centric approach toward entrepreneurship are both equally correct and go deeper into the definition of entrepreneurship provided at the beginning of this document. Shane and Venkataraman,<sup>20</sup> have defined entrepreneurship as a study of sources of opportunities, the processes of discovery, evaluation, and exploitation of opportunities, and those individuals who discover, evaluate and exploit them. Furthermore, Sarason, Dean and Dillard stated that entrepreneurship is also a social undertaking and must therefore be studied within the context of a social system. The proposition is that the entrepreneur and social systems co-evolve<sup>21</sup>.

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<sup>17</sup> Hautala, Vesa & Paasio, Kaisu (2016) Developing Entrepreneurial Education Skills in HE Teachers: Lessons Learned in IDEATE project. In INTED2016 Proceedings. 10th International Technology, Education and Development Conference. Valencia, Spain. 7-9 March, 2016. IATED

<sup>18</sup> Shane, S. (2003). A General Theory of Entrepreneurship. The Individual-Opportunity Nexus. Edward Elgar Publishing, Inc. UK

<sup>19</sup> Shane, S. (2003).

<sup>20</sup> Shane, S. & Venkataraman, S. (2000). The Promise of Entrepreneurship as a Field of Research. *Academy of Management Review*, 26 (1), 13-17.

<sup>21</sup> Sarason, Y. & Dean, T. & Dillard, J.F. (2006). Entrepreneurship as Nexus of Individual and Opportunity: A Structuration View. *Journal of Business Venturing*, No. 21, 286-305.

## 2.1. Three aims to Entrepreneurship Education: attitude, knowledge and skills

Entrepreneurship Education can be defined by using terms such as enterprising and entrepreneurial<sup>22</sup>. The distinction between these two concepts is that entrepreneurial traditionally refers to business activity, whereas enterprising can be used in any context<sup>23</sup>. Entrepreneurship Education aims to teach students to be both entrepreneurial (referring to the business context, i.e. new business formation and business development) and enterprising (referring to general education and learning processes, i.e. support students to seize opportunities, be enterprising and innovative).

Entrepreneurship Education is commonly defined through the following three aims of education: learn to understand entrepreneurship, learn to become entrepreneurial, and learn to become an entrepreneur<sup>24</sup>. Also, Gibb<sup>25</sup> has stated that entrepreneurship education is about learning for entrepreneurship, learning about entrepreneurship, and learning through entrepreneurship, and Blenker et al<sup>26</sup> argue that it is important to distinguish whether the purpose and objective of the teaching are teaching about entrepreneurship or teaching in entrepreneurship, which then should reflect in the choice of pedagogical methodology.

Kyrö<sup>27</sup> offers yet another classification for Entrepreneurship Education in which Entrepreneurship Education deals with three main components: self-oriented, internal, and external entrepreneurship. Self-oriented entrepreneurship refers to an individual's self-oriented behaviour, which is the basis for developing internal and external entrepreneurship. Internal entrepreneurship describes person's entrepreneurial and enterprising behaviour, whereas external entrepreneurship is about starting up and running a business<sup>28</sup>.

## 2.2. Entrepreneurial pedagogy

Entrepreneurship Education is seen as a way to provide skills, which the students will need in the changing work life. It sets challenges to the way of teaching and the current paradigm of pedagogics<sup>29</sup>.

<sup>22</sup> Hautala & Paasio (2016)

<sup>23</sup> Gibb, A. (2005). The Future of Entrepreneurship Education – Determining the Basis for Coherent Policy and Practice? In: Kyrö, P. & Carrier, C. The Dynamics of Learning Entrepreneurship in a Cross-cultural University Context, Entrepreneurship Education Series 2/2005. Hämeenlinna, University of Tampere, Research Centre for Vocational and Professional Education, 44-67.

<sup>24</sup> Hytti, U. (ed.) (2002). State-of-Art of Enterprise Education in Europe – Results from the Entredu project. Written jointly with Kuopusjärvi, P. & Vento-Vierikko, I. & Schneeberger, A. & Stampfl, C. & O’Gorman, C. & Hulaas, H. & Cotton, J. & Hermann, K. A publication published in the Entredu-project, Leonardo da Vinci-programme of the European Commission: Turku, Finland.

<sup>25</sup> Gibb, A. (2005)

<sup>26</sup> Blenker, P. & Dreisler, P. & Kjeldsen, J. (2006). Entrepreneurship Education – the New Challenge Facing the Universities – A Framework or understanding and development of entrepreneurial university communities. Workingpaper2006-02.

<sup>27</sup> Kyrö, P. (1998). Yrittäjyyden tarinaa kertomassa. Juva. WSOY.

<sup>28</sup> Remes, L. (2003). Yrittäjyyskasvatuksen kolme diskurssia. Jyväskylän yliopisto. Jyväskylä: Jyväskylä University Printing House.

<sup>29</sup> Hautala & Paasio (2016)

Teaching entrepreneurship requires different methods than the conventional way of education<sup>303132</sup>. It requires a new approach based on action and practice. The following working methods can be considered for activating students' interactive learning and reflections: co-operative learning, problem-based learning, group and peer work, project work, teamwork, learning by doing, pedagogical drama and learning diaries. This differs from the traditional teaching, which is structured in such a way, that contents are studied at one time and the learning situations are controlled so that students do not feel insecure during the learning processes<sup>33</sup>.

Entrepreneurial teaching is to involve behaviours, skills and traits that the students are able to apply individually and/or collectively in order to create, cope with and enjoy change and innovation involving high uncertainty and complexity<sup>34</sup>. To reach these goals in teaching, also new entrepreneurial teaching pedagogy and methods have to be applied.

### 2.2.1. Cooperative learning

Many of the Entrepreneurial teaching pedagogy and methods utilize cooperative learning. Cooperative learning is an old idea in education, in which students work in small groups and receive rewards or recognition based on their group performance<sup>35</sup>. There are two categories of Cooperative learning methods. The first one, structured team learning gives rewards to teams based on the learning progress of their members. This results in individual accountability since the team's success depends on individual learning, not group products. The second one, informal group learning method consists of methods more focused on the social dynamics, projects and discussions than learning of well-specified content<sup>36</sup>. Working in teams or groups together gives the students a good learning environment, which is mimicking the environment of a typical entrepreneur who has to negotiate with different stakeholders, form alliances, and sell ideas to his/her team, stakeholders and customers.

### 2.2.2. Learning by doing

Learning methods in Entrepreneurship could be divided into "traditional" methods and action learning or learning-by-doing methods. The more traditional methods, for example, lectures and assignments, are able to give a good understanding of the benefits of entrepreneurial activity but are lacking to give

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<sup>30</sup> Gibb, A. (1996). Entrepreneurship and small business management – can we afford to neglect them. *British Journal of Management*, 7, 13.

<sup>31</sup> Gibb, A. (2005)

<sup>32</sup> Fayolle, A. (2006). Essay on the Nature of Entrepreneurship Education. Paper presented at the International Conference Entrepreneurship in United Europe – Challenges and Opportunities, Sunny Beach, Bulgaria.

<sup>33</sup> Gibb, A. (2005).

<sup>34</sup> Gibb, A. (2005).

<sup>35</sup> Slavin, R. E. (1980). Cooperative Learning. *Review of Educational Research*, 50(2), 315–342.

<sup>36</sup> Slavin, R. (2010), "Co-operative learning: what makes group-work work?" in Dumont, H., D. Istance and F. Benavides (eds.), *The Nature of Learning: Using Research to Inspire Practice*, OECD Publishing, Paris, <https://doi.org/10.1787/9789264086487-9-en>.

a good understanding of “how to” act as entrepreneur. This shortcoming could be eased by having more entrepreneurs as role models in the classroom.<sup>37</sup>

When utilizing the learning-by-doing method (for example involving real or virtual businesses, e.g. training firms), students take the primary role. The “learning-by-doing” projects require students to leave the school/educational environment, for example, to develop a start-up or to work in an established business<sup>38</sup>. The learning-by-doing methods can trigger the development of entrepreneurial competencies. Teachers should give their students projects or tasks to create value (preferably innovative) to external stakeholders based on opportunities and/or problems the students detect through an iterative process which the students own and take full responsibility for. Such projects or tasks lead to repeated interactions with the environment, which triggers uncertainty, ambiguity and confusion. This uncertainty, ambiguity and confusion should be considered as a positive outcome and a source of deep learning for students. In order to ease the levels of difficulty and uncertainty which these projects and tasks can cause, a team-work approach should be applied giving the students access to increased creative ability and peer learning opportunities. The students should also be given sufficient time, preferably months or years, to establish fruitful relationships with external stakeholders<sup>39</sup>.

### 2.2.3. Role of Teacher

While students take the primary role in learning, the role of teachers change as well. They act more as “coaches” and “facilitators” of learning rather than performing the “traditional” teacher role as suggested by constructivist learning theory<sup>40</sup>. The students should be given the opportunity to do their independent work with the minimum of teacher supervision and intervention, but they should also be monitored and receive feedback during the learning experiences, which they may find that they progress slowly, that the experience is frustrating, and that the workload is excessive. The “coaching” teachers should not give authoritative instructions, but to focus on providing the students with the necessary questions that allow the student to identify the critical issue. When it is necessary to provide advice, the teacher should present it in the form of suggestions and options, with the student making the choices of how to proceed<sup>41</sup>.

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<sup>37</sup> Hytti, U. and O’Gorman, C. (2004), "What is “enterprise education”? An analysis of the objectives and methods of enterprise education programmes in four European countries", *Education + Training*, Vol. 46 No. 1, pp. 11-23. <https://doi.org/10.1108/00400910410518188>

<sup>38</sup>Hytti & O’Gorman (2004).

<sup>39</sup> Lackéus, Martin (2015) *Entrepreneurship in Education: What, why, when, how*. Entrepreneurship360 Background Paper. OECD.

<sup>40</sup> Tenenbaum, G., Naidu, S., Jegede, O. and Austine, J. (2001), “Constructivist pedagogy in conventional on-campus and distance learning practice: an exploratory investigation”, *Learning and Instruction*, Vol. 11 No. 2, pp. 87-111.

<sup>41</sup> Hytti & O’Gorman (2004).

## 2.3. Teaching entrepreneurship

### 2.3.1. Entrepreneurial Learning Environment

The Entrepreneurial Education should teach students the phenomenon of entrepreneurship, provide skills to become an entrepreneur, and – maybe most importantly – to teach how to be an entrepreneurial person in business, but also other walks of life. However, the traditional pedagogic methods such as lectures and seminars are not able to convey the challenges and complexities surrounding entrepreneurship and especially the new venture creation<sup>42</sup>. A way to convey the challenges and complexities is through creating a simulated learning environment, where students could experience entrepreneurship.

There are important aspects of entrepreneurship that cannot be stimulated for ethical reasons or/and because they are impractical. One of them is creating financial exposure, which has been identified as one of the prerequisites for entrepreneurial learning, would be unethical in an education context and it is debatable whether it would be possible. Equally clearly debatable on ethical grounds would the deliberate creation of crises and discontinuities. It would also be very creative indirectly<sup>43</sup>.

Table 1 presents the literature review of Pittaway and Cope (2007) which illustrate a student-learning environment that seeks to simulate important dimensions of how entrepreneurs learn. The first column lists ways how the students could be able to simulate entrepreneurial learning of the actual entrepreneurs. The second column describes how this learning could be made possible in an experimental learning situation.

**Table 1. Features required when simulating entrepreneurial learning through experiential learning<sup>44</sup>**

<b>Simulating entrepreneurial learning</b>	<b>The role of experiential learning</b>
<b>Uncertainty and ambiguity</b>	Use project-based learning to provide a 'real-world' problem in a time-limited environment. The complex messy nature of the problem creates uncertainty and ambiguity
<b>Force students to step outside normal educational processes</b>	Add learning designs that are not typical of the academic liberalist approach to management education. For example, abandoning essays, exams and case studies for reflective accounts, reports and peer assessment

<sup>42</sup> Pittaway, L., & Cope, J. (2007). Simulating Entrepreneurial Learning: Integrating Experiential and Collaborative Approaches to Learning. *Management Learning*, 38(2), 211–233. <https://doi.org/10.1177/1350507607075776>

<sup>43</sup> Pittaway & Cope (2007).

<sup>44</sup> Pittaway & Cope (2007).

<b>Heighten emotional exposure by introducing entirely unfamiliar activities or projects</b>	Ask students to address problems where they lack familiarity. In the case of new venture planning, the development of business plans is a new problem/skill
<b>Create a communal work context by introducing group dynamics</b>	Make problem-based projects group assignments. Tie academic performance to group performance
<b>Use tutorial and course design to carefully manage emotional exposure</b>	Introduce learning coaches to manage and sometimes create emotional exposure. Design courses to create critical learning situations, as well as habitual learning
<b>Link student academic performance to their 'real' project performance</b>	Ensure group performance is measured according to the project, use learning contracts, peer assessment
<b>Use project based, 'hands-on' approaches</b>	Via project-based learning
<b>Ensure reflection is built into course design</b>	Assist the development of the reflective practitioner via learning coaches and assessment techniques
<b>Create regular milestones and/or objectives that are exceptionally challenging</b>	Via focused time-bound tasks that require completion
<b>Create pressure in timescales</b>	Via focused time-bound tasks that require completion
<b>Use tutors or mentors to constantly challenge thinking and create social learning opportunities</b>	Via learning coaches
<b>Apply established knowledge to new problems</b>	Use a learning design that builds upon student's established knowledge in management

### 2.3.2. Methods

Speed-Networking<sup>45</sup> is an informal exercise designed to create interaction between participants, warm them up (as the name implies) and learn about one another. Speed-Networking can be used to encourage networking at an event or it can be used in teaching and learning as an ice-breaker. It is most often used during the early stages of a programme to replace the process of participants introducing each other more formally. First, participants are lined up in two lines facing each other; they are invited to spend 30 seconds to 1 minute each introducing themselves to each other. Usually a whistle or some other loud device is used to indicate that the time is up (as this exercise is quite noisy!). When the time is complete, one line moves along so that they are facing a new person and the introductions start again. Typically the speed-networking exercise may be conducted for 20-30 minutes. A longer period of time is not recommended as it can be tiring for participants.

<sup>45</sup> Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010).3EP – A Compendium for Pedagogies for Teaching Entrepreneurship. Retrieved March 11, 2020.

The exercise can be constructed to fit any programme or event. For example, in student entrepreneurship programmes, it can be used to get students to introduce each other before group work or before choosing groups for an experiential exercise (e.g. business planning). The exercise is commonly undertaken under time pressure. The exchange of experience allowed between any two participants is deliberately limited to encourage a focused summary of the persons introducing themselves. The exercise is designed to facilitate networking and enable people to get a basic knowledge of one another in a short period of time. It is usually a fun exercise so it works well in ice-breaking and it ensures that participants talk to a large number of other people. Participants get to know one another more, they break down barriers and it enables the beginning of trust to emerge between participants. Usually, they meet somebody who they may not have otherwise met and sometimes these individuals assist their learning on the programme more as a consequence of social barriers being removed.

External speakers<sup>46</sup> could be used in entrepreneurship programmes or course for a number of purposes:

- to provide role models of entrepreneurs – ‘what’s it really like’
- to provide a ‘real-life case’ of how to confront/deal with a particular problem or issue
- to more formally teach a ‘how-to’ part of entrepreneurial management
- to act as a sounding board/evaluator for a piece of work or proposal
- to present what their institution/organisation does (or a certain aspect of its work)
- to give a view on a general issue of relevance to a programme

Often the visit of an external speaker is constructed very badly. The common reasons for this are:

- lack of clarity of the role to be played (as set out above, aligned with learning outcomes)
- inadequate briefing of the ‘external’ (learning outcomes)
- inadequate briefing of the students/audience
- inadequate management of the learning experience
- a resultant deterioration of the session into ‘personality/ego’ stories
- an inability to relate the session to concepts or generalisation about good or bad practice
- inappropriate frames of reference agreed/used for evaluation/mentoring

The construction of the use of external speakers is therefore extremely important. The key is careful establishment of the goals of the external/internal interface – in particular of learning goals. If, for example, a ‘new young entrepreneur’ is invited as a ‘speaker’ there is a range of possible objectives, all of which it is desirable to make clear beforehand. These include: demonstrating clearly the motivations and drivers to self-employment; establishing how one finds and evaluates an idea; demonstrating how one copes with changes in the life-world associated with being an entrepreneur, among many others. One enterprising way of structuring outcomes in this way is not to overly brief the invitee but to set up an interview panel or panels of programme participants (each one dealing with a different issue). Their task is to draw out the relevant experiences of the participants.

Another method of improving the management of external contributions is to precede the presentation/interview with an analysis of an issue leading to the development of a frame of reference against which the programme participants can evaluate the external contribution. For example, where an external is being invited to demonstrate how they approach a particular problem/issue (evaluating a

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<sup>46</sup> Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010). 3EP – A Compendium for Pedagogies for Teaching Entrepreneurship. Retrieved March 11, 2020.

business plan) the class is thoroughly briefed as to the process which presents them with a frame for evaluating/questioning the contribution of the external). Where externals are being used as evaluators – for example of a project or proposal – initial briefing and agreement of frames of reference and process are important. Where externals are used as teachers, then initial training is important or should be supported by staff in a joint approach. The purpose is to engage with the ‘real world’ in order to provide feelings of ‘what it is like’ to do things and experience things in practice. It is therefore a simulation of tacit learning but to be successful, it must leave the participants with an ‘emotional’ understanding of the learning input and a heuristic framework against which they can judge future events. Participants have a bridge between concept and practice and they understand the drift between concept and practice. They have a real ‘feel’ for the practice of the real world. They understand better how entrepreneurial decisions are made.

Organization as networks<sup>47</sup>. All organisations can be described in terms of networks of relationships. Independent business management, for example, can be characterised as a process of managing interdependency with a range of stakeholders (customers, suppliers, financiers, professional services, staff, family, competitors and so on). The same concept can be applied to all organisations. The pedagogical exercise aims to get participants to see new ventures as a process of negotiation with all key stakeholders. Participants are given an event to organise, preferably one that involves some risk and uncertainty. This can be a business, social enterprise and other (public) activity. They are first asked to identify all the stakeholders, internal and external, who will impact on the success or otherwise of the venture. They are then, using empathy, asked to personalise the key players as far as possible and identify attitudes towards the venture. In particular, they are asked to identify:

1. the nature of the interest of the stakeholder in the venture;
2. the benefits to the stakeholder that will be recognised and unrecognised;
3. what exactly they want from the stakeholder;
4. the reasons why the stakeholder might buy into the venture;
5. why they might oppose it; and the importance of the support or otherwise of the stakeholder to the success of the venture.

Having done this for key stakeholders participants are then asked to:

1. assess who might be most supportive of the project and who will be most negative;
2. consider the relationships between the stakeholders if any;
3. identify who among the probable supporters might be used to influence those who have reservations or are likely to oppose.

Finally, the exercise can be carried forward in reality – if it is a real venture – or by a process of simulation and role play. Strategies for negotiation are developed and played out, providing consideration of the use of different forms of communication.

Among examples that can be used are: the organisation of a local pop concert for charity; the development of a social enterprise focused upon providing disadvantaged women with families with a greater capacity to find employment or a conventional business start-up. The emphasis is upon relationship learning and education of stakeholders and the development of trust-based relationships. The focus is upon doing things through people.

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<sup>47</sup> Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010).3EP – A Compendium for Pedagogies for Teaching Entrepreneurship. Retrieved March 11, 2020.

There will be enhanced capacities to: see all ventures as sets of relationships to be developed; build trust-based relationships; develop strategies to build effective networks: and use negotiation skills.

Brainstorming is a method to create different ideas, even crazy ones. The time needed for the activity is between 1 and 2 hours. The activity starts with a teacher explaining the rules of brainstorming. The teacher should show students how other people brainstorm, how brainstorming is used for example in the world of advertising, art, and engineering. In short, brainstorming is a group activity where students work together to generate many ideas quickly and without judgment. Students stimulate each other's thinking, build on each other ideas, merge ideas, etc. It is important for students to be aware of the rules and first openly discuss what is brainstorming and what is not. The Post-It notes are useful to use in the activity. The students should write their ideas on a separate Post-It note<sup>48</sup>.

The 10 rules of brainstorming:

1. Don't judge. Take every idea as it is.
2. Don't comment. Just shoot more ideas.
3. Don't edit ideas. Let them be.
4. Don't execute. Plenty of time for that later!
5. Don't worry. Tell even the worst idea that comes to your mind.
6. Don't look backward. What is your next idea?
7. Don't lose focus. Stop talking about lunch break. Yes, you!
8. Don't sap energy.
9. Don't compare ideas. They are not there yet.
10. Don't make fun of others. It will surely shut them down<sup>49</sup>

After the idea-generating phase, the student should have a break. When they return, they should have about 30 minutes to reflect on the ideas, affinity map them and choose the best ones. The activity ends with presentations. Each group of students presents their best ideas and receives feedback from both, the teacher and other students<sup>50</sup>.

Business Model Canvas is a business development tool, which helps to think about the business visually and intuitively. The entire business can be presented on just 1 page.<sup>51</sup> The Business Model Canvas can be used for designing new business models for start-ups and existing businesses, but **it can** also be used for visualizing and communicating a simple story of the existing business model and further even to manage a portfolio of business models<sup>52</sup>. "A business model is a company's plan for making a profit. It identifies the products or services the business will sell, the target market it has identified, and the expenses it anticipates"<sup>53</sup>.

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<sup>48</sup> Mitja Mavsar (2015) How to IDEATE. Available: <http://howto.ideate.me/2015/12/16/brainstorming/> Retrieved: March 10, 2020.

<sup>49</sup> Mitja Mavsar (2015)

<sup>50</sup> Mitja Mavsar (2015)

<sup>51</sup> Mitja Mavsar (2015)

<sup>52</sup> Strategyser (2020) Business Model Canvas. Available: <https://www.strategyser.com/canvas/business-model-canvas>. Retrieved: March 10, 2020.

<sup>53</sup> Kopp, Carol M. (2019) Business Essentials. Investopedia. Available: <https://www.investopedia.com/terms/b/businessmodel.asp>. Retrieved: March 10, 2020.

The Business Model Canvas consist of 9 blocks, 9 key elements of the business model: Customer Segments, Value Proposition, Channels, Customer Relationships, Revenue Streams, Key Resources, Key Activities, Key Partnerships, and Cost Structure.

The advantages of using a business model canvas are the following<sup>54</sup>:

1. It forces you to think of your business more scientifically and formally.
2. It reduces your business model into a set of assumptions that you can then test to either validate or reject.
3. The overall design and layout forces you to think about the various key aspects of the business. When you see one part of the canvas empty, you know where you need to put more effort.
4. It is visual and intuitive. This makes it easier to communicate the ideas.
5. It is easy to create and maintain. This makes the business models very agile that can be constantly adapted to be in sync with the business realities.

However, the competition is easily ignored in using the Business Model Canvas, because there is no block for it. When designing a business model, the assumptions made should be always tested with the potential customers and market.

An Elevator Pitch<sup>55</sup> (or Elevator Speech) is a brief overview of an idea for a product, service, or project. The name comes from the time span of an elevator ride in which a pitch can be delivered in (say, thirty seconds or 100-150 words). The term is typically used in the context of an entrepreneur pitching an idea to a venture capitalist to receive funding. Venture capitalists often judge the quality of an idea and team based on the quality of its elevator pitch and will ask entrepreneurs for the elevator pitch to quickly weed out bad ideas. The basic approach is to invite individuals to develop their pitch beforehand with a strict time limit (usually 1 to 3 minutes). Participants are asked to compete in front of a panel of judges equipped with agreed judging criteria. Participants are lined up to encourage swift movement from one participant to another and they are timed – a whistle is blown at the end of the time and they must then depart. Elevator Pitches are commonly used in US Enterprise Education and are often used in business plan competitions. The purpose is to force students to prepare a short and focused explanation of their business should they have the opportunity to pitch it to somebody in an informal situation. It is an encouragement to think out the core of the business and find attractive ways of putting it over. The main benefits of the approach are to enable students to pick up the skills to summarise something in a focused and precise way. The outcome is often that they are aware of how important lucky opportunities can be in entrepreneurship and to prepare for such opportunities should they occur.

Pedagogical Drama is the creation and performance by an individual or group of an incident, scenario or sequence of events designed to portray the emotional and relationship as well as cognitive aspects of the scene. Its use can serve some purposes:

- It is a reminder that no information received from interviews and research approaches (no matter how good the checklist) is truly objective. The results always reflect the values and beliefs of the person interviewed and often their recent experiences and emotions. For

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<sup>54</sup> Mitjar Mavsar (2015)

<sup>55</sup> Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010).3EP – A Compendium for Pedagogies for Teaching Entrepreneurship. Retrieved March 11, 2020.

example, a person who has recently been convicted by police of a speeding traffic offence will have a different response to questions about the role and value of the police force in general than someone who has just been saved by the police from an assault. A dramatic presentation of interviews will demand interpretations of the emotions behind the message.

- It demands of the creators of the drama that they must put themselves ‘in the shoes’ of the provider of information and see the results from their point of view. The conventional academic process of data collection often makes little or no demand upon understanding the data from the providers’ point of view.
- Drama demands that individual characters in the drama are understood through the eyes of the other characters. The dramatist makes the character believable by portraying him/her through the eyes of other characters in the drama.
- Messages and information delivered in innovative ways will make a bigger impact and can create a wider understanding. Entrepreneurs often need to use creative ways of delivering messages. TV advertising is, for example, drama. A presentation can be dramatic to make an impact.
- Drama provides training in acting skills, which build confidence and the ability to personally project.
- Developing a drama demands the use of creative ability – often the need is to develop a metaphor to enhance the impact of a message or indeed generalise it.
- Developing drama in groups also creates a powerful bonding process.

The use of pedagogical drama can take a number of forms including Role Play. Participants can be asked, in small groups, to create a scene portraying a single message, often through metaphor. For example, in the entrepreneurship context, they can be asked to prepare a short scene portraying one of a number of entrepreneurial behaviours or attributes e.g. Entrepreneurial risk-taking; opportunity identification; initiative-taking; strong sense of autonomy; networking; learning by doing, and so on. The ‘audience’ of other participants is then invited to guess the message, to score the creativity of the metaphor and the degree of entertainment delivered. The drama can also be constructed around a piece of research – for example, in the context of dramatizing a series of interviews as a method of enhancing insight into the results of formal data collection. In this case, the key issues arising from the research are discussed in a group and the messages to be delivered are set out. A metaphor is then created and dramatized under guidance and later performed. The audience is then asked to record the key messages of the drama and to score the presentation for creativity and entertainment.

Entrepreneurs need to be able to act out different roles in different situations. A good entrepreneur is a good actor. In building relationships with different stakeholders, the entrepreneur will need to act out different roles – with a banker, venture capitalist, government official, employee, regulator, customer and so on. It is a key essence of entrepreneurship to see oneself through the eyes of major stakeholders. As well as building personal confidence there is a strong emphasis upon being creative under pressure, making collective decisions rapidly, and working together as a team.

Participants gain an understanding of the emotional aspects of knowledge and how difficult it is to be truly objective. They understand the importance of gaining empathy and insight into the passions,

emotions and contexts of situations. They learn about the process of consolidation of ideas and of the importance of presenting these creatively but in a form that will be easily understood.

The central aim of a Role Play exercise<sup>56</sup> is to put participants in the role of predetermined persons with whom they seek to gain empathy. The role player is challenged to match all the known characteristics and knowledge base of the chosen person. The player is confronted by one or more persons either playing other roles or by other participants questioning the chosen role-played character.

There are a wide variety of ways to construct the exercise. Within a business context, for example

- exploring the way in which different organisations view a business proposal, individuals can role play venture capital personnel, angels, bankers, public authority grant givers, or large firms offering financial support to small?
- playing the role of a large company buyer interviewing a small business seeking to get onto the company's central procurement list
- conducting a selling exercise with a potential buyer of a product or service
- conducting an interview for a job (see below)

#### *Example of Role Play – Job Interview*

The exercise allows its participants to put into practice what they have up learned about the behaviour of an entrepreneurial person. The aim is to enhance the capacity of participants to internalise and apply concepts of the entrepreneurial person.

First participants are organised into groups of three. One member of the group acts as the interviewer, one as the interviewee, and one as an observer. Separate instructions are given to each person.

Then two rounds are played – with separate instructions for each. Different individuals play different roles during the two rounds.

#### ✓ Round 1

Instruction for Observer: You have to observe and read the behaviour of the interviewer and interviewee. After the interview, you will report back on the entrepreneurial potential observed. Use the checklist of entrepreneurial behaviour and attitudes as the guideline for observation and reporting.

Instruction for Interviewer: You are to interview a candidate for a position as Marketing Manager in your organisation which is a franchise organisation for “quick print”. You are the original entrepreneur behind the franchise concept with, at least in your view, a great deal of success behind you. In your own perception, you are highly motivated towards success in the long term. You compete with your standards of excellence and not so much with other people.

The person you are looking for should be somebody with a great deal of entrepreneurial ability harnessed into striving also to get co-operation from franchisees and other staff.

Instructions for Interviewee: You are to be interviewed for a position as Marketing Manager in a ‘quick print’ franchise. You are not particularly interested in the position. Your previous experience has been

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<sup>56</sup> 3EP – A Compendium for Pedagogies for Teaching Entrepreneurship by Gibb, Allan, Hannon, Paul, Price, Alison & Robertson, Ian 2010.

in the financial function. In applying for this position you are really taking a chance as the salary is a great deal higher than your present income. You are also interested in the perks and the possibility to travel extensively and use an expense account, something you have never had before. Your qualifications are good but all in the accounting and finance field. You are basically looking for a position where you can quickly make a great deal of money.

✓ Round 2

The group exchange roles with slightly different instructions

Instructions for Observer: You have to observe and read the behaviour of the interviewer and interviewee. After the interview, you will report back on the behaviour observed in terms of entrepreneurial characteristics. Use the checklist of entrepreneurial behaviour and attitudes as the guideline for observation and reporting.

Instruction for Interviewer: You are to interview a candidate for a position as Marketing Manager in your organisation which is a franchise organisation for 'quick print'. You are the original entrepreneur behind the franchise concept with, at least in your view, a great deal of success behind you. In your own perception, you are highly motivated towards success in the long term. You compete with your own standards of excellence and not so much with other people. The person you are looking for should be somebody with a great deal of entrepreneurial ability harnessed into a striving also to get co-operation from franchisees and other staff.

Instructions for Interviewee: You are to display as much entrepreneurial orientation and behaviour as possible during the interview. You are anxious to get the job because it is a logical step in your career and presents a great personal challenge. You are a marketing specialist. The job you are applying for is with a franchise organisation in the field of printing. The job is described as that of a 'marketing manager'. You are not sure what the job entails although it is clear that, as far as salary is concerned, the job means a step forward in your career. In this exercise, the role-play allows practice at using a framework for the assessment of entrepreneurial potential in a conventional job context. The juxtaposition of two different types of interviewees provide the basis for strengthening the analysis post-exercise.

This exercise is learning by doing involving the practice in the use of concepts learned. Creativity and flair in acting out roles are encouraged. The whole exercise is dependent upon the use of empathy. The role played demands imagination as to the characters portrayed. Participants will have a strong frame of reference for use in the analysis of entrepreneurial behaviour. They will also have greater confidence and ability in articulating the views of others.

Learning diary (or learning journal) is a teaching method, which enhances writing and learning skills<sup>57</sup>. Writing learning diaries is a means to foster the development of learning strategies<sup>58</sup>, which is needed to becoming a reflective practitioner<sup>59</sup>. Learning strategies can be defined as “behaviours and thoughts that a learner engages in during learning and that are intended to influence the encoding process”<sup>60</sup>. A learning diary is a tool to capture experiences and facilitate reflection. They are being increasingly used in vocational education and training. There, learning diaries support reflection on workplace experiences and help to track learners’ signs of progress<sup>61</sup>. The student can be instructed to write her/his learning diary daily or weekly. The aim is that, through writing, the student reflects and forms a personal viewpoint on her/his own learning and deciphers the learning content. Thus, at its best, a learning diary works as a self-assessment tool, which a student can follow her/his own development toward the set goals<sup>62</sup>.

*In the context of Entrepreneurial Education, learning diary works as a tool for assessment and development, which supports the growth and the recognition of the strengths and weaknesses of the student.*<sup>63</sup>

## 2.4 Studying entrepreneurship

At the heart of entrepreneurial education is the student's active involvement in his or her own learning. Its theoretical basis is mainly the humanistic and socio-constructive conception of the learner and learning. In this case, individuals act individually, bringing their own knowledge and skills to the use of the community, which creates new openings and insights into the pedagogy of entrepreneurial education. Characteristic of entrepreneurial education is the unpredictability of the learning process; it is not possible to determine in advance what a student learns and how he learns. Despite this, what is essential is purposefulness and the learner's own understanding of what kind of competence he or she is aiming for<sup>64</sup>.

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<sup>57</sup> Lonka, I., Lonka, K., Karvonen, P., & Leino, P. (1996). Taitava kirjoittaja: Opiskelijan opas. Helsingin yliopiston Lahden tutkimus- ja koulutuskeskus. Helsinki: Yliopistopaino.

<sup>58</sup> McCrindle, Andrea R., Christensen Carol A. (1995) The impact of learning journals on metacognitive and cognitive processes and learning performance. *Learning and Instruction*. Volume 5, Issue 2, 1995, Pages 167-185. [https://doi.org/10.1016/0959-4752\(95\)00010-Z](https://doi.org/10.1016/0959-4752(95)00010-Z)

<sup>59</sup> Schön DA (1987) *Educating the reflective practitioner*. Jossey-Bass San Francisco, San Francisco

<sup>60</sup> Weinstein CE, Mayer RE (1986) The teaching of learning strategies. *Handb Res Teach* 3:315–327

<sup>61</sup> Schwendimann, B.A., Kappeler, G., Mauroux, L. et al. What makes an online learning journal powerful for VET? Distinguishing productive usage patterns and effective learning strategies. *Empirical Res Voc Ed Train* 10, 9 (2018). <https://doi.org/10.1186/s40461-018-0070-y>

<sup>62</sup> Lonka et al., (1996)

<sup>63</sup> Seikkula-Leino, J. (2007). *Opetussuunnitelmaudistus ja yrittäjyyskasvatuksen toteuttaminen*. Opetusministeriön julkaisuja 2007: 28. Koulutus- ja tiedepolitiikan osasto.

<sup>64</sup> KATU-USKOTTAVA AMMATILLINEN KOULUTUS – Uusia ratkaisuja oppimiseen, Haaga-Helia ammattikorkeakoulu 2015

The entrepreneurial way of learning is based on the interaction between the teacher and the learner, as well as a learning environment supporting and encouraging learning and also including learning in the workplace. When a student's learning goal is to establish their own company or gain the skills needed in it, the best learning environments are companies and the learner's own business. Enthusiasm for learning is influenced by the fact that the learner perceives the subject matter to be relevant to himself or herself. In vocational education, this typically means realizing what is being learned from the perspective of a future profession. In order to increase motivation, the teacher needs to point out why something is being studied and how it relates to the profession.

Curiosity to learn something new will allow meeting challenges and difficulties with a different angle. Solving challenging situations creates joy in learning, while a too difficult task can lead to frustration. The challenge of the teacher, while taking individuality into account, is to build a learning process that is relevant and develops competencies for the learner. The learner should have the freedom to try to find his or her own way of learning, but he or she must also take responsibility for his or her own learning. Mistakes do not prevent – but arouse curiosity to explore new paths and solutions. In a trusting and safe learning environment, it is easy for the student to try different options. Seizing opportunities is also at the heart of entrepreneurial education, in which case students need to take risks, otherwise unique opportunities to learn and discover something new and valuable might be lost.

The slogan of the enthusiasm and risk-taking pedagogy model is “Make your dreams come true”. The sentence describes the activeness of both the student and the teacher: according to the principle of entrepreneurial education, one cannot learn on behalf of the other. One's dream must be achieved by oneself – may it be the student's desire to graduate to a specific profession or the teacher's vision to develop his or her own practices.

# Chapter 3. Entrepreneurship education implementation, cases from partner countries

## 3.1. VET students projects

### 3.1.1. Finland

#### *JA Challenge Turku Innovation Camp*

JA Challenge Turku Innovation Camps in Turku are based on the Junior Achievement Challenge Concept developed by the JA Finland. The JA Finland (<https://nuoriyrittajyys.fi/en/info/>) aim is to advance entrepreneurial attitude and an active lifestyle among Finnish youths by increasing their knowledge of entrepreneurship, providing entrepreneurial experiences, enhancing readiness for working life and financial management skills. JA Challenge Turku Innovation Camp is looking for creative solutions to interesting challenges for 24 hours. By participating in the JA Challenge Turku, the students from different disciplines in different regional higher education institutions gain experience in working in multidisciplinary teams and utilizing their own skills in the creative innovation process.

The JA Challenge Turku Innovation Camp has been organised since 2013. The Challenges are organised in cooperation with Boost Turku, Turku University of Applied Sciences, University of Turku, ÅboAkademi University, Novia University of Applied Sciences, Humak University of Applied Sciences, Study in Turku, and Turku Vocational Institute. Students of these institutions and universities, acquire 1 ECTS by participating in the Challenge.

The challenges are given by different companies or by the City of Turku or neighbouring city. So far, the challenges have originated from three companies: SATEL Oy, CTRL Reality Ltd., CinemaHouse Oy and Microsoft. The themes of the Challenge vary depending on the current needs: identifying Industrial Internet application areas for a connectivity solution, VR/AR ideas, social innovation and responsibility, climate change, Circular Economy Hubs, and circular economy of textiles. During these innovation camp, all participants, including the Cities, the companies and the students have learned a lot from new working methods to ideation.

Source of the materials:

<https://nuoriyrittajyys.fi/en/info/>

<https://www.facebook.com/challengeturku/>

*TIPS for VET schools:*

The Innovation Camp is a good way to mix students from VET schools with university students. Working in multidisciplinary teams helps students to get to know each other and to work with teammates with different backgrounds. It also supports collaboration between VET schools and higher education institutions. The camp could be adapted so that the company and the teachers define the problem to solve together, at least at first. Also, the teachers could intervene as mentors to add relevant and specific content.

Criteria	Entrepreneurship	Yes, how	No, how
<b>Contributes to a VET teacher's continuing professional development plan</b>	X	By acting as mentors in these camps and guiding the students in achieving the task or providing them with specific skills, teachers get work-life relevance and contacts	
<b>Is supporting the development of divergent thinking skills</b>	X	Students in multidisciplinary teams are resolving a challenge given by a company. To be the best team and win the challenge they must come up with creative and innovative solutions	
<b>Is supporting the development of lateral thinking skills</b>	X	The problem is given by the company and the students' team must first try to understand the problem, taking into consideration their different background and experience with the given problem	
<b>Is supporting the development of creative skills</b>	X	Students have to come up with creative solutions and must find a way to solve the challenge with their variety of skills	
<b>Is supporting the employability of students</b>	X	The students present their solutions to the challenge to the company, who provides them with feedback and select the best team. It is a good way for the students to showcase their skills and be in contact with a potential employer, maybe for the first time	
<b>Is supporting the development of</b>			The teachers are not involved in the camp

<b>entrepreneurship toolkits for teachers</b>			as such. The problem comes from the company and is resolved by the students. The case could be adapted so that the teachers act as mentors or provide the students with specific content
<b>Is developing industrial currency of teachers and working-life relevancy of education</b>	X	The camp could be adapted so that the teacher and company define the problem together. Students learn new skills relevant to the working life	
<b>Has an element of innovation relevant to teachers</b>	X	VET teachers get to work with external stakeholders and with higher education institutions	
<b>Has proof of teacher &amp; employer co-design</b>	X		Not in this case, but it could easily be integrated so that the teachers and company would define the case together

### 3.1.2. Poland

#### *Innovator*

INNOVATOR is a high technology-focused entrepreneurship course for young university teachers and PhD students in natural sciences. The project was sponsored by the Polish National Science Foundation. 50 young scientists received training and professional advice. The best projects received further financial support from the National Science Foundation. Several leading spin-off companies emerged from INNOVATOR, one currently being quoted on the Warsaw Stock Exchange. Another interesting outcome of the INNOVATOR programme is the social high-tech project named Bank Mleka (the Milk Bank), a non-profit organisation offering technologically advanced storage and distribution of natural human breast milk for babies.

The INNOVATOR programme stressed some systemic weaknesses in education for potential academic high-tech entrepreneurs. The participants, on average approximately 30 years old, were exposed to entrepreneurial thinking for the first time. The impact, i.e. the number and quality of high-tech start-

ups, could potentially have been much higher if INNOVATOR participants had received basic entrepreneurship training at the bachelor or master level.

One of the most comprehensive offers is at KU Kozminski University. It offers bachelor students in Management a Major in Entrepreneurship. Many courses compulsory for BA Entrepreneurship Major students are also offered as electives for other bachelor students, as well as MSc students. At the MSc level, there are also specialised entrepreneurship courses, as well as one general course dealing with macroeconomic aspects of entrepreneurship. At the PhD level, there are two entrepreneurship courses, one dealing with methodological issues in entrepreneurship research and a second one involving a PhD as an entrepreneurship project. At the BA level, the courses include Principles of Entrepreneurship, New Venture Creation, Family Business Development, Entrepreneurial Networks, or Sociology of Entrepreneurship. At the MSc level, these include Entrepreneurship and New Venture Development, Entrepreneurship and Economic Development, Small Enterprise Consulting, New Venture Financing, International Entrepreneurship, Internet-based Entrepreneurship, Entrepreneurial Marketing, or Creativity and Innovativeness. On the other hand, PhD students in Poland sometimes complain about a lack of entrepreneurship education within PhD programmes. In the past, there has been only one example of an entrepreneurial training programme specifically designed for young professors and PhD students, but this initiative has ended.

<https://www.kozminski.edu.pl/en/>

Criteria	Entrepreneurship	Yes, how	No, how
<b>Contributes to a VET teacher's continuing professional development plan</b>			No clear evidence. The cases of student's ideas/companies were developed by the students. Young scientists received training and professional advice
<b>Is supporting the development of divergent thinking skills</b>	x	The project results confirm supporting the development of divergent thinking skills	
<b>Is supporting the development of lateral thinking skills</b>	x	The project results confirm supporting the development of lateral thinking skills	
<b>Is supporting the development of creative skills</b>	x	It was a high technology-focused and innovation project so supporting the development of creative skills by co-creation and	

		cooperation of different sectors	
<b>Is supporting the employability of students</b>	x	Young scientists received training and professional advice. The students presented their solutions to the challenge of the company	
<b>Is supporting the development of entrepreneurship toolkits for teachers</b>			No clear evidence
<b>Is developing industrial currency of teachers and working-life relevancy of education</b>	x	INNOVATOR was a high technology-focused entrepreneurship course	
<b>Has an element of innovation relevant to teachers</b>	x	VET teachers get to work with external stakeholders and with students	
<b>Has proof of teacher &amp; employer co-design</b>	x	Several leading spin-off companies emerged from INNOVATOR, one currently being quoted on the Warsaw Stock Exchange	

## *REVAS Business Simulations*

Revas is a business simulation game started by a group of people fascinated with entrepreneurship who wanted to make the classes more engaging and practical. The Revas team has set a goal to change the theory-only teaching method by introducing tools for practical learning to set up and run a business.

Classes or training using simulation games are certified by EAF – Education Alliance Finland, 2019. In Revas Business Simulations, the students are making decisions on running a small business. Revas Simulations<sup>65</sup> help (young) people experience and understand business. The game can be used in business education classes to run courses in a practical, engaging and fun way in more than 10 industries (automotive, transport, tourism, IT, hairdressing, cosmetics, construction and catering industries, etc.). Simulation participants, divided into teams, run virtual companies, and make realistic business decisions similar to decisions made daily by real managers. Teams analyze market information to make strategic

<sup>65</sup><https://educationalliancefinland.com/products/revas-business-simulations>

and operational business decisions. The teams can compare their results and improve their skills in each round.

The simulation is a flexible tool that can be used at various education levels. In higher education, it can be used in courses on business, economics, operational management, financial accounting, or business for 'non-business students' courses. It is also fit for secondary schools - courses on management, accounting, entrepreneurship, economics, marketing, and key business competence workshops. In corporate training, it can be included to business – managerial skills training or 'experience business' workshops. Business simulation teaches thinking, which is not common in traditional teaching. In a simplified way, simulation shows the basic principles of economics.

Simulations give students the opportunity to have a holistic view of business, so they better understand the rules of the enterprise and market mechanisms, and can also experiment with business strategies in a secure, virtual environment. Students, playing the basics of entrepreneurship in simulations, play the role of company managers and go through a decision-making process in which they:

- receive market information (demand for individual services, the number of man-hours necessary to perform each service, the number of materials used, the minimum wage, costs of marketing activities),
- analyze market data to make decisions following the strategy chosen,
- make business decisions that are compared with decisions made by the owners of competing companies (classmates),
- send decisions to a server, where market mechanisms are simulated using mathematical algorithms,
- receive the results of decisions taken, which become the initial situation in the next decision round.

<https://www.youtube.com/watch?v=aKQwMOhynVc&feature=youtu.be>

<https://educationalliancefinland.com/products/revas-business-simulations>

<https://business.facebook.com/revaspl/>

Criteria	Entrepreneurship	Yes, how	No, how
<b>Contributes to a VET teacher's continuing professional development plan</b>	X	Industry business simulations are professionally prepared modern educational tools. They are an important help for teachers who want to make entrepreneurship and economics lessons more attractive	

<b>Is supporting the development of divergent thinking skills</b>	X	Students are acting in a safe business environment and they are exploring different existing options then to arrive at one solution	
<b>Is supporting the development of lateral thinking skills</b>			Students are following more step-by-step logic, however also in this case taking a risk or taking a different, then expected decision is possible. They can experiment
<b>Is supporting the development of creative skills</b>	X	Students are learning about running a business. They must find a way to solve the challenge with their variety of skills	
<b>Is supporting the employability of students</b>	X	This experience gives practical know-how about entrepreneurship and can give more self-confidence in decision making and resilience, and are important for boosting personal and professional success	
<b>Is supporting the development of entrepreneurship toolkits for teachers</b>			The teachers are not involved. This simulator is an educational tool that includes already specific content
<b>Is developing industrial currency of teachers and working-life relevancy of education</b>	X	Teachers can acquire new practical knowledge about certain industries and sectors to implement in further educational activities. Students learn new skills relevant to the working life	
<b>Has an element of innovation relevant to teachers</b>	X	This innovative tool is an important help for teachers Improves the quality of teaching and stimulates learning	
<b>Has proof of teacher &amp;</b>			No evidence, however, this tool can be co-created by

employer co-design			teachers and employers in future
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### 3.1.3. Italy

#### *VET4Strat-Up*

The project VET4Start-Up, promoted by EURO-NET organization as an applicant, developed an innovative and very creative MOOC to improve the level of student skills and competence to perform Vocational and Educational Training for answering to the challenge required by start-uppers in a competitive economy coming out from the global recession.

“VET4Start-Up” tried to answer this challenge, thanks to a pan-European strategic partnership, that worked for two years to encourage the spirit of entrepreneurship, using to push learners to learn, also animated training modules.

The project aimed to educate and train anyone interested in start-up thanks to an e-learning platform MOOC (Massive Open Online Course) and other useful and tailored materials and resources. VET4Start-UP’s aim was to improve the level of key competencies and skills of student VET Guide - Entrepreneurial Education entrepreneurs, through online basic, advances and sectoral programmes. Topics covered include Creativity, Business Model Canvas, Creation of Value, Networking and Sectorial Analysis.

More information on <https://www.vet4startup.it/>

## 3.2. VET trainers programmes

### 3.2.1. Finland

#### *YES Teacher & Entrepreneur Date*

During the YES Teacher & Entrepreneur Date, teachers get to make new contacts, come up with ideas for school-business cooperation and hear about working models of the cooperation. YES Teacher &

Entrepreneur Date is also a great way to start collaboration between the school and the business community in the area. The program can include, for example:

- insightful case studies of school-business collaboration
- business speeches
- minute dating with as many new contacts as possible
- working on a common theme

YES Teacher & Entrepreneur Date last about 2-3 hours each and are held after a business day. The dates can and should be held in connection with other events as well, for example, events for young people can be a good time to meet teachers and the business community. The date can be held on the company's premises, in which case the program may include a closer acquaintance with the company and the cooperation opportunities it offers, or at the school premises and in this case presentation of the study programme, on-going collaborations and testimonial from the students could be integrated.

Criteria	Entrepreneur	Yes, how	No, how
<b>Contributes to a VET teacher's continuing professional development plan</b>	X	Teachers get to make contact with working life to increase their teaching relevancy	
<b>Is supporting the development of divergent thinking skills</b>	X	Teachers can generate new ideas and new cases for teaching purposes by discussing with the entrepreneurs	
<b>Is supporting the development of lateral thinking skills</b>	X	Teachers can get a new approach to specific problems or difficulties they are encountering or wish to develop	
<b>Is supporting the development of creative skills</b>	X	New collaboration can emerge from the date	
<b>Is supporting the employability of students</b>	X	Teachers might recommend the entrepreneur/startup to their students and vice versa who would have a specific interest or need	
<b>Is supporting the development of entrepreneurship toolkits for teachers</b>	X	Teachers get to know more about entrepreneurship, entrepreneurial mind-set and needs of entrepreneurs	
<b>Is developing industrial currency of teachers and working-life relevancy of education</b>	X	Teachers are better aware of the job market and challenges recruiters and businesses might be facing	
<b>Has an element of innovation relevant to teachers</b>	X	The date is an innovative way to network and foster collaboration	
<b>Has proof of teacher &amp; employer co-design</b>	X	When the collaboration happens yes, as they both try to achieve a common goal	

### 3.2.2. United Kingdom

#### *Enterprise Educators UK*

Enterprise Educators UK is the leading independent membership network for enterprise educators. The organisation enables excellence by connecting educators and practitioners to learn from and inspire one another to develop their practice. Members are universities, colleges and associated organisations. EEUK Associates are the individuals enabled to share and exchange good practice through events, conferences, webinars, toolkits and social media. A good practice is further enhanced and celebrated through EEUK Fellowships, research funding, bursaries, practical resources, the National Enterprise Educator Awards and Impact Showcase.

The aim is to enable excellence in enterprise education by connecting educators and practitioners, so they learn from each other and are inspired to increase the scale, scope and effectiveness of their enterprise and entrepreneurship education and practice. The platform allows members to share and exchange good practices. To achieve this, the organisation provides research funding, bursaries, practical resources, tools and techniques. Members and extended global network connect and share practice through international conference (IEEC), Enterprise Exchange events, webinars, ETC Toolkit and forum. Celebrating the impact of enterprise education is also important and is achieved through the National Enterprise Educator Awards and Impact Showcase. In addition, influencing positive change in the UK and international policy. Related to enterprise education is an important ambition. Enterprise Educators UK provides input to the UK government policy and change through the EU, OECD and the United Nations. Board and members recently made major contributions to new QAA Guidance on Enterprise and Entrepreneurship Education.

Criteria	Entrepreneur	Yes, how	No, how
<b>Contributes to a VET teacher's continuing professional development plan</b>	X	EEUK enables excellence by connecting educators and practitioners to learn from each other	
<b>Is supporting the development of divergent thinking skills</b>	X	The platform allows members to develop, share and exchange new practice	
<b>Is supporting the development of lateral thinking skills</b>	X	The platform enables enterprise educator or practitioner to embed enterprise education right across their organisations	

<b>Is supporting the development of creative skills</b>	X	The platform was launched to support creativity related to entrepreneurship	
<b>Is supporting the employability of students</b>	X	Through the membership educators and practitioners expand their network for the good of the students	
<b>Is supporting the development of entrepreneurship toolkits for teachers</b>	X	Members and extended global network connect through a conference, enterprise education events, webinars, ETC Toolkits and forum	
<b>Is developing industrial currency of teachers and working-life relevancy of education</b>	X	Joining the EEUK Associate gives the opportunity to develop professional practice as an educator or practitioner, even if you are not a researcher. But most importantly for all	
<b>Has an element of innovation relevant to teachers</b>	X	EEUK aim is to enable innovative excellence in enterprise education	
<b>Has proof of teacher &amp; employer co-design</b>	X	EEUK board and members recently made major contributions to the new QAA Guidance on Enterprise and Entrepreneurship Education.	

### *Ready Unlimited*

Ready Unlimited is a leading professional learning service helping educators develop enterprising and entrepreneurial culture, curricula and pedagogy. Ready Unlimited’s work isn’t about implementing mini-company programmes or making and selling things, but rather it is about supporting educators to review and innovate practice and provision through the lens of entrepreneurial learning and culture.

The organisation harness this approach as a vehicle for improving the quality of education and learning. Also, support schools and other organisations in their drive for higher standards by developing curricula and pedagogy that is engaging, motivating and linked to the world of work and business. In the process, we connect young people to ‘real world’ opportunities. Ready Unlimited customers range from individual schools and partnerships of schools to teacher educator organisations including colleges and universities. Clients also include regional and national governments at home and abroad and organisations including the OECD.

Ready Unlimited vision is that through education, young people develop the enterprising and entrepreneurial knowledge mindset and behaviours that are relevant to the challenges and opportunities of the 21st century. To achieve this, the mission is to work with educators so they can create and strengthen enterprising and entrepreneurial teaching and learning for all young people, through the curriculum.

Teachers and Head Teachers who work with the organisation mentioned that this approach helps develop young people so they can lead rewarding and fulfilling lives by enabling them to:

- Have a sense of belonging and purpose in their community
- Develop a love for lifelong learning
- Connect with the world of work and business that they will one day move into
- Develop enterprise capability, financial capability and economic and business understanding
- See and make opportunities

Some of the comments about Ready Unlimited<sup>66</sup>:

- Catherine Brentnall analysed Ofsted reports and interviewed Head Teachers involved in Derbyshire Ready and observed that 95 % of schools inspected had positive comments about enterprising teaching, learning or projects, and that Derbyshire Ready schools were twice as likely to have gone up an Ofsted grade than non-participating schools (Brentnall, C. 2014, How much does the development of enterprise education contribute to the quality of a school? An initial study based on Ofsted Inspection Reports and the perceptions of Head Teachers).
- Additionally, Ofsted has highlighted that teachers involved in our programmes were developing good and outstanding learning that was leading to young people who were confident and enthused (Ofsted Subject Survey Inspection 2008 ‘Evaluation of Rotherham Ready Enterprise Initiative’).
- Ethnographic research into our work by Esro Ltd illustrated how enterprise education can be used as a building block for more enterprising communities and helping develop more entrepreneurial young people (Esro Ltd, 2013, ‘Are we ready?’).
- The University of Sheffield’s Centre for Regional Economic and Enterprise Development (CREED) completed a process evaluation on our Ready Hubs model, finding it built the capacity and resources of educators and other stakeholders to work together to create more enterprise learning opportunities for more young people (Creed 2013 Rotherham’s Enterprise Entitlement – The Ready Hub model).

Criteria	Entrepreneur	Yes, how	No, how
<b>Contributes to a VET teacher’s continuing professional development plan</b>	X	Educators develop enterprising and entrepreneurial culture, curricula and pedagogy.	
<b>Is supporting the development of divergent thinking skills</b>	X	The platform is used as a vehicle for improving the quality of education and learning.	
<b>Is supporting the development of lateral thinking skills</b>	X	Through education, young people develop the enterprising and entrepreneurial knowledge inset and behaviours	

<sup>66</sup><https://www.readyunlimited.com/about>

<b>Is supporting the development of creative skills</b>	X	Ready Unlimited supports educators to review and innovate practice and provision through the lens of an entrepreneurial learning culture	
<b>Is supporting the employability of students</b>	X	The approach used by the organisation helps young people develop enterprise capability, financial capability and economic and business understanding	
<b>Is supporting the development of entrepreneurship toolkits for teachers</b>	X	Teachers involved in the programmes developed good and outstanding learning of enterprising and entrepreneurial knowledge	
<b>Is developing industrial currency of teachers and working-life relevancy of education</b>	X	Collaboration between educators and employers creates a positive synergy for the development of students	
<b>Has an element of innovation relevant to teachers</b>	X	The platform is an important tool for up to date innovative methodology for both educators as well as students	
<b>Has proof of teacher &amp; employer co-design</b>	X	Teachers and employers work together in order to strengthen enterprising and entrepreneurial teaching modules.	

### 3.3. VET institutions

#### 3.3.1. Finland

##### *Entrepreneurial university, entrepreneurship strategy*

The University of Turku is part of international accreditation for entrepreneurial and engaged universities carried out by the Accreditation Council for Entrepreneurial and Engaged Universities

(ACEEU). As part of the accreditation, the University of Turku has prepared a self-evaluation report on how the University promotes entrepreneurship and entrepreneurial activities<sup>67</sup>.

The University of Turku's strategy for entrepreneurial training and entrepreneurship incorporates goals for enhancing entrepreneurial attitudes, behaviour, and culture across the entire university and various activities. The Entrepreneurial University is an up-to-date academic and societal influencer. As an Entrepreneurial University, the University of Turku consolidates entrepreneurship awareness and enhances entrepreneurial education.

Entrepreneurial education at the Entrepreneurial University<sup>68</sup> encourages and increases the students' ability to open-mindedly discover and seize new opportunities, and to apply their capabilities entrepreneurially in any kind of organisation. Entrepreneurship education is provided to students in all seven faculties at the University of Turku. The purpose of entrepreneurship education is to boost entrepreneurial behaviour across the society by generating new and supporting established business activities as well as by enhancing entrepreneurial culture and attitudes in the entire university. Graduates of the Entrepreneurial University are proactive, open-minded, and innovative. They have good communication skills, have the ability to work in teams and projects, and can lead themselves. There are different methods to expose students to entrepreneurship, for example through guest lectures, work-life projects, university career services as well as through entrepreneurship courses. In the core of the entrepreneurial education is an atmosphere that encourages students for active and experimental learning. It enables the development of entrepreneurial competence through entrepreneurial teaching methods. The teachers are offered training in entrepreneurial education.

There is a long history of entrepreneurship research at the University of Turku. Turku School of Economics, one of the faculties of the University of Turku, has Finland's leading and internationally most active entrepreneurship research group. It produces academic and applied research on the meaning, different forms, and advancement of entrepreneurship in society. Research on entrepreneurship is conducted throughout the University of Turku. Entrepreneurship research is focused on studying the entrepreneurial and innovation processes, entrepreneurial activities, and new modes of work in a changing society. A specific interest is in investigating the role of entrepreneurship in different economic, social, and cultural contexts.

Entrepreneurial University is a key partner of the business sector, and its multi-disciplinary expertise provides concrete support for developing the society through various collaborative networks. The University of Turku is an active stakeholder in the entrepreneurial ecosystem in the Turku region. Locally, the ecosystem comprises all higher education institutions, organisations supporting entrepreneurship, entrepreneurial societies, authorities, funding organisations and enterprises.

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<sup>67</sup>[www.utu.fi](http://www.utu.fi)

<sup>68</sup><https://www.yrittajyysyliopisto.fi/in-english/>

*TIPS for VET schools:*

In order for entrepreneurship and entrepreneurial mind-set to be spread through all levels of the institution, a specific strategy should be put into place and added to the VET school strategy/goals. Teachers should be able to receive specific training and peer to peer learning could be implemented as a first step to support teachers interested in using entrepreneurial pedagogy and to learn from others. A specific page on the school website could also be dedicated to entrepreneurial activities and collaboration. Students' entrepreneurial activities could be supported by teachers and management levels and promoted within the school. Entrepreneurial supports within the community could be identified and communicated to increase its visibility.

Criteria	ENT	Yes, how	No, how
<b>Contributes to a VET teacher's continuing professional development plan</b>	X	Teachers get to be trained with entrepreneurial pedagogy and implement new teaching methods, teachers are better equipped to guide their students interested in entrepreneurship and considering becoming entrepreneurs	
<b>Is supporting the development of divergent thinking skills</b>	X	Teachers might come up with new ways to solve problems and might be more willing to try new methods	
<b>Is supporting the development of lateral thinking skills</b>	X	Teachers are better equipped to understand entrepreneurs, entrepreneurial mind-set and are better aware of the skills required to become entrepreneurs	
<b>Is supporting the development of creative skills</b>	X	Teachers are experimenting new teaching methods and new projects are emerging in the classroom, fostering creativity	
<b>Is supporting the employability of students</b>	X	Company based cases are introduced to the classroom, students are better aware of innovative companies, teachers integrate work relevancy into their teaching	
<b>Is supporting the development of entrepreneurship toolkits for teachers</b>	X	Teachers are supported at the management level to be more entrepreneurial and implement modern teaching practices	
<b>Is developing industrial currency of teachers and working-life relevancy of education</b>	X	New collaborations with companies are emerging and guest lecturers/company cases are becoming more common	
<b>Has an element of innovation relevant to teachers</b>	X	teachers take part in business competition and are thinking outside the box in the different training/camps organised at the university/school	
<b>Has proof of teacher &amp; employer co-design</b>	X	entrepreneurship education can only be successful if entrepreneurs/businessmen are involved in the process and cooperate with the teachers, as both relevancy and pedagogy have to be combined for a successful learning experience	

### 3.3.2. Greece

#### *WISE GREECE*

“Wise Greece” operates in the field of social entrepreneurship and has been honoured with the Award for Sustainable Enterprise and Development, based on social responsibility, in the “Startup Greece Awards 2016” contest. In another contest organized in 2015 by the Citizens’ Movement and the Greek Guiding Association, “Wise Greece” was awarded by the President of the Hellenic Republic Prokopis Pavlopoulos with the “Models of Excellence 2015, for innovatively meeting social needs while serving the general interest and common good for the benefit of the community.

Wise Greece is a non-profit organization that works as a Social Enterprise and has a double mission. They promote top quality Greek products through the sales of which they manage to raise money and buy food, in order to donate it to people in need. The aim of this initiative is not to donate money. They cover the basic nutritional needs of unprivileged people and through this effort, they aim to globally increase consumers’ awareness, so that they will embrace these products, follow and integrate the healthy Mediterranean diet in their daily lives and foremost support our cause.

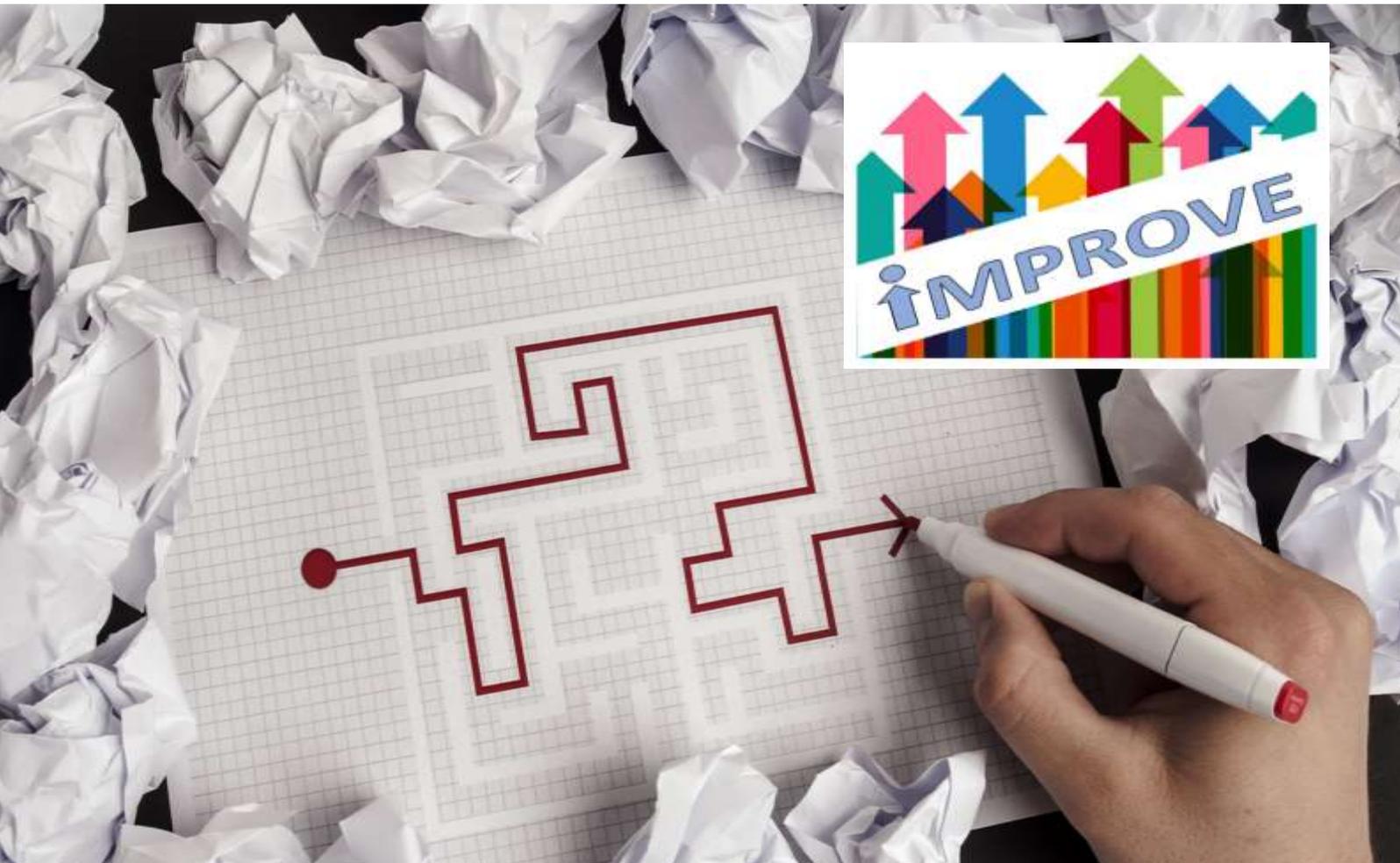
Therefore, by purchasing any product with a Wise Greece sticker, customers are helping them to ensure that the basic food needs of vulnerable groups of people can be covered. The customer is instantly becoming an active link to a “wise” initiative. Wise Greece logo is inspired by the Athenian tetradrachm which was depicting an owl as a symbol of wisdom.

Wise Greece selects the best Greek products and places them in various points of sale in Greece and abroad. Through a set of concerted efforts, Wise Greece promotes the products and the benefits of the Mediterranean diet. Greek producers donate a percentage of their sales to Wise Greece, in order to cover the basic food needs of Charitable Institutions and Non-Profit Organizations which support the homeless, children, and the elderly.

Wise Greece consists of a group of young people who share the same vision for a global “Wise Move”. They want to inspire consumers to embrace the beneficial values of the Mediterranean diet, to use Wise Greece products in their everyday lives and contribute to this non-profit mission. The team is supplemented by specialists in various key fields of expertise in order to achieve the objectives set by Wise Greece (Food Specialists, Chefs, Quality Maintenance, Marketing, Sales, etc.).

About the products: Delicious goodies, produced in the blessed Greek land. Olive oil from well-known Greek regions, spices and herbs chosen one by one, sweets and jams made with care based on traditional recipes, vinegar, honey and organic chocolates, wines from grapes cultivated under the generous Mediterranean sun, raki and ouzo, pasta and rusks are some of the Wise Greece products.







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## The partnership:



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