

The top of the page features a blue background with the white stars of the European Union flag on the left and a white outline map of Europe on the right.

The European Union's IPA Multi – beneficiary Programme

ENTREPRENEURIAL LEARNING

A KEY COMPETENCE APPROACH

ISCED LEVEL 3



Co-funded by the
European Union



This project is implemented by
SEECEL



ENTREPRENEURIAL LEARNING

A Key Competence Approach

ISCED Level 3

PUBLISHED BY

South East European Centre for Entrepreneurial Learning
Selska 217/IV
Zagreb, 10 000
Croatia

FOR THE PUBLISHER

Sandra Rončević
Sonja Šegvić

©South East European Centre for Entrepreneurial Learning, 2014. All rights reserved.

AUTHOR

SEECEL

EDITORS

Efka Heder
Maja Ljubić
Stjepan Srhoj

ISBN 978-953-56732-8-6

Copies of this book are available on the SEECEL website at www.seecel.hr

Printed in Zagreb, Croatia 2014
Printed by Magnus Gubernator d.o.o. (Četiri Boje Group)
Design & Layout by Jelenko Hercog

A CIP catalogue record for this book is available in the Online Catalogue of the National and University Library in Zagreb as 884990.

The South East European Centre for Entrepreneurial Learning (SEECEL) is a regional think tank institution in the field of lifelong entrepreneurial learning (LLEL).

SEECEL's mission is to work on systematic development of lifelong entrepreneurial learning, entrepreneurship as a key competence, in line with policies and practices of those of the European Union (EU), by strengthening the structural regional cooperation. In following its mission, SEECEL aims to foster entrepreneurially literate societies by strengthening entrepreneur-friendly environments and entrepreneurial mind-sets leading to sustainable economic growth and development.

SEECEL arose from the jointly expressed interest of South East European countries to develop LLEL in line with EU policy essentials. Therefore, SEECEL was established in 2009 in Zagreb, Croatia upon the initiative and support of the Government of the Republic of Croatia with two co-founders: Ministry of Economy, Labour and Entrepreneurship (nowadays Ministry of Entrepreneurship and Crafts) and the Croatian Chamber of Economy. SEECEL has received and enjoys full support from all the Member States which are as follows: Albania; Bosnia and Herzegovina; Croatia; Kosovo*; Macedonia**; Montenegro;

Serbia and Turkey. As an institution, SEECEL is governed by an International Steering Committee (see Annex 1), composed of two representative members of each SEECEL Member State – one from the Ministry of Education and one from the Ministry in charge for the Small Business Act for Europe (SBA). This ensures the policy dialogue between the world of education and economy, participation in the institutional strategic development and full ownership of the developments achieved.

SEECEL also cooperates very closely with the European Commission (DG Enlargement; DG Enterprise and Industry; DG Education and Culture; DG Regional Development and DG Employment and Social Affairs); the European Training Foundation (ETF); Organisation for Economic Cooperation and Development (OECD) and the Regional Cooperation Council (RCC).

As the first institutional development from the SBA, SEECEL shares its developments with the Euro-

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of independence

** The Former Yugoslav Republic of

pean and international institutions and agencies, EU Member States and other interested parties. SEECEL's activities are built on Evidence Based Policy Making (EBPM) and Open Method of Coordination (OMC) and are an integral and complementary part of the South East Europe (SEE) 2020 Strategy and the EU 2020 Strategy.

SEECEL is financed by the EU through the Multi-beneficiary Package under the Instrument for Pre-Accession (IPA) Assistance and from the state budget of the Government of the Republic of Croatia through the Ministry of Entrepreneurship and Crafts, and SEECEL Member States.

Although still quite young as an institution, SEECEL has achieved international recognition, winning three awards, each presented from a different international institution, namely: the Knowledge Economy Network, the European Commission and from the RCC.

There is a widespread recognition that entrepreneurship is the driving force behind national economies and societies. Entrepreneurship brings benefits both at the society level and at the individual level through personal satisfaction and achievement while also promoting sustainable and smart growth and development.

Entrepreneurship is at the heart of national advantage and many policy documents have recognised its importance. Likewise, raising human capital is stressed as crucial if countries want to be successful in a free market economy. Building on the above mentioned, entrepreneurial learning (EL) represents a new path in developing proactive, innovative and flexible individuals with the goal to support an entrepreneurial mind-set and to provide every individual with an opportunity to acquire entrepreneurial literacy. We believe that EL should be approached with a lifelong aspect, starting from the primary school, beyond secondary school and continuing at the higher level education institutions.

The purpose of this publication is to serve as a reference point and a guide to the pilot schools at the ISCED Level 3 from the eight SEECEL Member

States, thus building the teachers' capacity for further implementation of entrepreneurship as a key competence and enabling them to raise the quality of entrepreneurial literacy among their pupils.

ISCED Level 3 of education, which is equivalent to EQF level 3 and 4, finds (see Annex 3) itself at the intersection of the students' decision to either continue one's education or to set off to the labour market. It is this career decision that makes the piloting at the ISCED Level 3 so important. If the students will enter the labour market, then we have to equip them with the right tools, support their entrepreneurial mind-set and let their creative potential flourish. On the other hand, if students will continue their education, embedding the right knowledge, skills and attitudes should affect their productivity and innovativeness during their studies.

With piloting at the ISCED Level 3, SEECEL also closes the gap from the strategic piloting 2009–2013, where pilot institutions at the ISCED Level 2 and ISCED Level 5/6 were included. Therefore, previous piloting experience was a starting period in developing the ISCED Level 3 EL programme. Our experience has taught us that teachers are agents of change, and

schools can be described as the “nucleus of change” in developing entrepreneurial societies. This publication presents the Learning Outcomes (LOs) and Teacher and School Management Training Modalities as tools to embed EL in their respective annual action plans. In regard to LOs, they have been designed to fit between the knowledge, skills and attitudes of the ISCED Level 2 and those higher ones at ISCED Level 5/6. This and many more are presented in this publication, which would not happen if SEECEL did not enjoy the full support of the SEECEL Member States, whose encouragement and commitment was reconfirmed by signing a Charter for Entrepreneurial Learning: The Keystone for Growth and Jobs in 2012.

By embracing the idea that everyone can think and act entrepreneurially, we create the preconditions for achieving smart, sustainable and inclusive growth, as set out in the “Europe 2020”, the “SEE 2020”, the “EU Danube” and the “Adriatic Ionian” Strategies.

This document is the result of a broad and complex regional effort to promote and implement entrepreneurial learning as a key element of smart and sustainable growth.

SEECEL would like to thank the governments of:

- Albania
- Bosnia and Herzegovina
- Croatia
- Kosovo*
- Macedonia**
- Montenegro
- Serbia
- Turkey

We would like to express our gratitude to these countries, represented by their respective ministries in charge for the SBA and education, for their full support and cooperation, without which this step forward would not have been possible.

We would especially like to thank the European Commission and the Government of the Republic of Croatia represented by the Ministry of Entrepreneurship and Crafts for their financial support.

These developments would not have been possible without the contribution, expertise and knowledge of regional and international experts. We would therefore like to thank: Ms Ejvis Gishti; Ms Dorina Rapti (Zhupa); Ms Žaneta Džumhur; Ms Radmila Jakovljević; Mr Uranik Begu; Ms Aferdita Jaha; Ms Vesna Hrvoj Šić; Ms Verica Batur; Ms Elizabeta Jovanovska Radanovik; Mr Abil Baush; Ms Hurijeta Pejčinović; Ms Nadežda Vujašković; Ms Marija Krneta; Mr Radovan Živković; Ms Hatice Aydin; Mr Melih Kocakoglu; Ms Olivera Smieško – Bokanić and Mr Andrew David Penaluna (see Annex 2).

Mr Bo Capperman (EC DG Enlargement) and Mr Marko Curavić (EC DG Enterprise and Industry), were extremely supportive of the entire process, and their contribution helped us greatly in aligning regional entrepreneurial learning with EU policies.

SEECEL also looks forward to continuing the excellent cooperation and exchange of ideas and knowledge that has already been established with the ETF. Our special thanks go to Ms Madlen Serban, ETF Director, Mr Anthony Gribben and the ETF Enterprise team.

LIST OF ABBREVIATIONS

- CoP** – Community of Practice
- CPD** – Continuous Professional Development
- EBPM** – Evidence Based Policy Making
 - EC** – European Commission
 - EL** – Entrepreneurial Learning
 - ELP** – Entrepreneurial Learning Package
 - EQF** – European Qualification Framework
 - ETF** – European Training Foundation
 - EU** – European Union
- ISCED** – International Standard Classification of Education
 - IPA** – Instrument for Pre-Accession
 - KSA** – Knowledge, Skills, Attitudes
 - LLEL** – Lifelong Entrepreneurial Learning
 - LOs** – Learning Outcomes
 - OMC** – Open Method of Coordination
 - SBA** – Small Business Act for Europe
- SEECEL** – South East European Centre for Entrepreneurial Learning
- SME** – Small and Medium Enterprise
- TKB** – Teachers Knowledge Base
 - TT** – Teacher Training
- VET** – Vocational Education and Training

TABLE OF CONTENTS

ORGANISATIONAL PROFILE	2		
FOREWORD	4		
ACKNOWLEDGEMENTS	6		
LIST OF ABBREVIATIONS	8		
1. DEVELOPMENT CONTEXT FOR ENTREPRENEURIAL LEARNING	10		
1.1. EU Policy Framework	11		
1.2. State of play in the region – SEECEL Member States	14		
2. CONCEPT DEVELOPMENT FOR LIFELONG ENTREPRENEURIAL LEARNING	16		
3. ENTREPRENEURIAL STUDENT	19		
3.1. Learning outcomes	22		
4. INTRODUCTION TO THE ISCED LEVEL 3 ENTREPRENEURIAL SCHOOL	28		
4.1. Entrepreneurial School	29		
		4.2. Teacher and school management training modalities	32
		4.3. Learning Outcomes: Frameworks for Teachers and Coordinators	35
		4.4. Methodology and approaches	39
		4.5. Roles and responsibilities	41
		4.5.1. Teacher roles	41
		4.5.2. Coordinator roles	42
		4.5.3. Sample frameworks	44
		5. STRATEGIC PILOTING	45
		6. FINAL THOUGHTS	48
		7. INDEXES	50
		7.1. Index of tables	51
		7.2. Index of figures	51
		8. ANNEXES	58
		9. BIBLIOGRAPHY	48

1.1.

EU POLICY FRAMEWORK

For many years, the development and promotion of entrepreneurship has been the strategic objective of both the EU Member States and the Pre-Accession countries' policies, and the objectives of these policies have grown in both significance and importance in recent years. Globalisation has intensified each economy's need to compete and innovate, and a vibrant base of creative and innovative entrepreneurs is understood to be critical – in order to meet the challenges of globalisation and to take advantage of the arising opportunities. Entrepreneurs create employment and welfare, and thus play an important role in economic and social well-being. The economic downturn has only served to accentuate the need for the development of a wider, more solid base of European entrepreneurs.

In response to these issues, the European Commission has developed and adopted a range of measures. Key amongst these is the development of a stronger culture of entrepreneurship and 'entrepreneurial mind-sets', particularly amongst young people. Therefore, education and training are key drivers.

In the last decade, advances have been made

in the field of entrepreneurial learning, which has found strong support in the key EU documents like Europe 2020 (European Commission, 2010), Entrepreneurship 2020 Action Plan (European Commission, 2013a) and EU 2020 Education Strategy (The Council of the European Union, 2009).

The starting point for the development of a new literacy (entrepreneurial literacy) is the European Framework for Key Competences for Lifelong Learning published in 2006¹ (European Commission, 2006), but at the same time, it represents the basis for all education and training policies for the European Union and all Pre-Accession countries as part of their accession process.

The European Qualifications Framework (EQF) (European Commission, 2008) as meta-framework was developed to support the process of development of human potential. The framework is composed of

1 Competences are defined here as a combination of knowledge, skills and attitudes, appropriate to the specific context.

different elements, one of which is key competence as integral part of every qualification. EQF provides clear direction for all national qualification developments for systematic integration of entrepreneurship as a key competence for every citizen. One of the key elements in utilizing this document to its fullest is the understanding that the EU key competence essentials and the EQF policy essentials are closely interlinked and interdependent.

Both documents are based on defined competences that are composed of three components and need to be achieved through the learning process. The terminology for competence components used in the European Framework for Key Competences for Lifelong Learning and EQF differ. For the purpose of this publication, the terminology used is that of key competence (knowledge, skills and attitudes), however, the recommendations are fully applicable to both processes.

Figure 1. Common Reference Levels

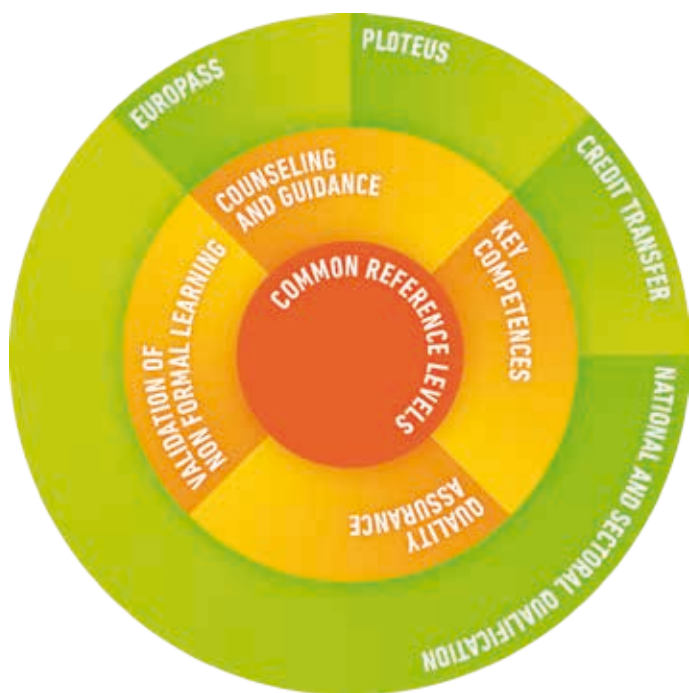


Figure 2. Comparison between the EU Key Competence Framework and EQF terminology on key competence

COMPETENCE COMPONENTS TERMINOLOGY	
KEY COMPETENCE FRAMEWORK	EQF
Knowledge	Knowledge
Skills	Skills
Attitude	Competence (In a narrow sense)

Following the recommendations from the EQF and the EU Key Competence Framework, it is clear that the educational establishment needs to take action to achieve the goal of fostering an entrepreneurial way of thinking and acting, thus ensuring further strategic and sustainable development of LLEL.

There is a variety of examples of good practices across Europe. Many different approaches in entrepreneurship education in the EU Member States have been presented in the Entrepreneurship Education at School in Europe (European Commission, 2012). Although there are good solutions and initiatives in the development of the LLEL system, the SEECEL Member States initiated a systematic and strategic approach, which has produced results in raising entrepreneurial competences. These results have been recognised by the relevant EU bodies and therefore woven into the key EU policies, such as Entrepreneurship Education – A Guide for Educators (European Commission, 2013b) and Rethinking Education (European Commission, 2012).

The importance of synergy between the world of work and education has increasingly been supported by EU policies. The Entrepreneurship 2020 Action Plan has therefore emphasised “Investing in entrepreneurship education is one of the highest return investments Europe can make.” (European Commission, 2013a, p. 5).

1.2.

STATE OF PLAY IN THE REGION – SEECEL MEMBER STATES

“We recognize the value and importance of all forms of entrepreneurial learning promoted by schools, universities, training organizations, business support organizations and civic interest groups. We will continue our development work on entrepreneurial learning outcomes, including recommendations for curricula, teacher training and school management. A particular feature of this work will be to further improve our pioneering efforts to promote entrepreneurship as a key competence. Additionally, given increasing policy concerns for a safer, cleaner and more sustainable economy, we will consider issues and options as to how the education and training system can better promote an environmental key competence.”

Charter for Entrepreneurial Learning: The Keystone for Growth and Jobs (2012)

EU Member States and all Pre-Accession countries recognized small and medium size enterprises² (SMEs) as being the backbone of their economies and therefore a priority in all policy actions. As part of the accession process for the Pre-Accession countries, they are fully implementing the Small Business Act for Europe (SBA) and regularly reporting to the European Commission.

The countries signed the agreement to implement the European Charter for Small Enterprises in 2003, after which a more strategic approach towards reporting processes for the implementation of the European Charter for Small Enterprises for the Western Balkans was requested. In this regard, policy indicators were developed and are being used as a planning instrument for the Pre-Accession process.

Pre-Accession countries as transitional economies³ felt considerable recoil from the economic crisis and in 2007 collectively expressed the need for strategic regional cooperation on developing a LLEL – as one of the main priorities and as a necessity for overcoming the current and future economic crises. As a direct result of the initiative, SEECEL was established in the countries of South East Europe/Pre-Accession

-
- 2 According to the EU definition of SMEs, micro enterprises have fewer than 10 employees; Small – fewer than 50 employees; Medium – fewer than 250 employees.
 - 3 South East European Countries are considered transition countries according to the United Nations (<http://unstats.un.org/unsd/methods/m49/m49regin.htm#transition>)

region in 2009. SEECEL is now fully supported by the eight Pre-Accession countries, the European Commission and the Croatian Government.

The support to SEECEL regional cooperation was further reinforced with a Charter for Entrepreneurial Learning: The Keystone for Growth and Jobs, signed by all respective SEECEL Member States. By endorsing the Charter, the region committed itself to bring forward developments in LLEL.

Strategic regional cooperation on developing a lifelong entrepreneurial system with entrepreneurial learning as a key competence and all activities is also complementary with the national efforts to develop National Qualification Frameworks (NQF), which is also in line with EQF.

The goal of the SEE 2020 Strategy (RCC, 2014) is to improve living conditions in the region and bring competitiveness back in focus. One of the pillars of activities under the SEE 2020 Strategy is the Smart Growth Pillar, which emphasises embedding entrepreneurship as a key competence in all forms of (non-) formal education, where SEECEL is coordinator for this particular dimension field.

SEECEL Member States have made good progress in creating the preconditions for a structured LLEL approach. The latest SME Policy Index, Western Balkans and Turkey 2012: Progress in the implementation of the SBA⁴ assessment found "all the economies had made good progress on strategy building for entrepreneurial learning. They need to continue their efforts to make partnership arrangements to systematically develop lifelong learning for entrepreneurship." While improvements in Principle 1 – *Entrepreneurial*

Learning and Women's Entrepreneurship – are apparent, the Report concluded that the Governments of the SEECEL Member States "should build on the regional expert co-operation model supported by SEECEL and extend it to the upper secondary school level, focusing particularly on the promotion of entrepreneurship as a key competence". While entrepreneurship promotion is seen as the most advanced in the vocational sector, it is not enough for the sustainable LLEL. Although there is evidence that entrepreneurial activity takes place at VET, when it comes to the general part of the upper secondary education, entrepreneurial activities are lacking. It is obvious that there is a need to embed entrepreneurship as a key competence across the upper secondary education.

4. Indicators were developed jointly by the European Commission, European Training Foundation (ETF), European Bank for Reconstruction and Development and (OECD), together with National Charter/SBA coordinators. SEECEL became the fifth partner institution in the development of the new generation instrument and assessment process.

As in any field of work, there is a need to define basic elements in order to ensure a common understanding. SEECEL expert groups were guided by the definition of EL, which was agreed upon in 2010:

“A concept of education and training which supports an entrepreneurial way of thinking and is based on the development of individuals, including the basic principles of efficiency in everyday life without a particular focus on business start-up – all of which leads to entrepreneurial literacy for the society as a whole.”

Heder, Ljubić, Nola, 2010a; p. 23; Heder, Ljubić, Nola, 2010b; p.26

The network of SEECEL experts reached the agreement that the key financial and economic concepts are the integral part of the overall LLEL methodology, curricula, learning outcomes, trainings, in other words, of the entrepreneurial literacy. This is particularly

important as financial and economic literacy is lacking in the curricula of the upper secondary schools in the region. There is evidence from various researches (e.g. PISA, 2014; GEM, 2014) that this approach and the involvement of various concepts can lead to positive changes in behaviour, financial and economic decision-making and acting entrepreneurially.

In its operations, SEECEL follows EU Open Method of Coordination (OMC) principles and Evidence Based Policy Making (EBPM) (Figure 3) in all content development matters and in governance modalities. In line with these principles, SEECEL Member States participate equally with their respective experts in a particular field. In line with the methodology used at other ISCED levels (Entrepreneurship as a Key Competence), ISCED Level 3 national experts together with the international facilitators decided to build on the previous experience and already developed instruments.



Figure 3. SEECEL Development Phases of Evidence Based Policy Making

The objective of the experts' work was to produce an instrument, focusing on the entrepreneurial package and Teacher and School Management Modalities which will be used as a tool for implementation in each respective country in the upper secondary schools/general part.

For this purpose, two working groups were established and composed of national experts in a particular field. The working methodology was based on two main communication media: face-to-face work and online work on the Community of Practice (CoP).

The first face-to-face work started with a two-day conference in Podgorica, Montenegro in March 2014, where a common understanding of entrepreneurial

learning and EU policies was established, common language, terminology and working definitions agreed, vision and working framework discussed and agreed upon. An initial discussion took place with the purpose of dissecting entrepreneurial learning into key elements, which were defined as a starting point for the definition of LO's.

The aim of the second conference, which took place in Tirana, Albania in May, 2014, was to clarify all remaining misunderstandings, reach a consensus, cultivate an agreement amongst all national experts and discuss principles for piloting.

Continuous discussions on CoP proved to be a crucial part of the development of the instrument.

The starting point for an entrepreneurial society (Figure 4) is to develop entrepreneurial citizens (aims and ambitions) who have a positive attitude towards an entrepreneurial way of thinking and acting.

The development of an entrepreneurial way of thinking and acting must be approached systematically, across all the upper secondary schools, if this goal is to be achieved. Schools as units of change are powerful actors in the quest for change in the mind-sets; therefore, developing an entrepreneurial way of thinking and acting can be approached best through educational institutions, where all students spend

a substantial part of their time. In order to take a systematic approach to efficiently develop entrepreneurial knowledge, skills and attitudes among students, appropriate learning outcomes, teaching and learning methods as well as assessment methods have to be in place. Prerequisite for development of EL School as a unit of change are trained and motivated teachers and school management in synergy with the business community, which will be able to develop entrepreneurially competent students.

Figure 4. Development of the Entrepreneurial Society



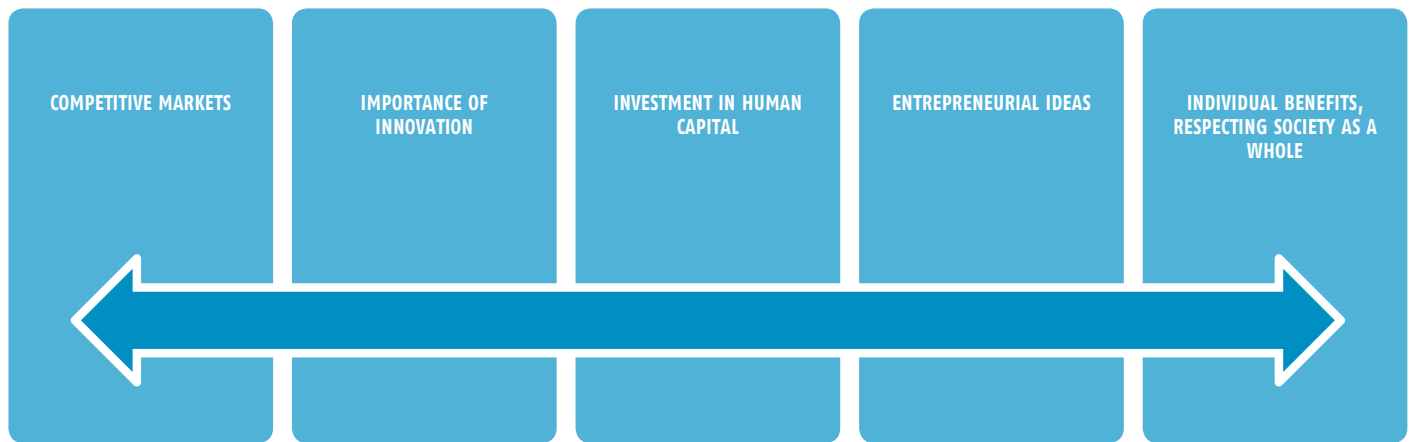


Figure 5. Elements that contribute to long term economic growth

The EL students should be aware of the following elements (Figure 5) and their mutual interconnection, which contribute to long term economic growth on the micro and macro level.

Furthermore, the EL students will manage their everyday life in an entrepreneurial way, in other words:

1. Plan, organise, manage, lead, delegate and communicate,
2. Work as an individual and in teams,
3. Take initiative, be pro-active, be independent and innovative in personal, social life and at work,

4. Motivate and be motivated and determined in relation to achieving goals (personal or together with others – including at work),
5. Treat failure as a learning experience,
6. Be aware of the ethical position of enterprises and entrepreneurs,
7. Judge, assess and identify one's strengths and weaknesses, and take responsibility for the decisions made⁵.

All of the above should be reinforced with the opportunity for real entrepreneurial experience.

⁵ Take responsibility for the decisions made, for the SEECEL represents „take risks“, as described in EC documents.

3.1.

LEARNING OUTCOMES

Every student needs to be exposed to EL during their education in order to shape the development of their personal traits and characteristics. Traits are a mixture of an individual set of qualities, including behaviour, nature, needs, drive and main beliefs, and they are influenced by:

- characteristics we are born with;
- political, cultural and policy environment;
- family;
- work and education.

Some traits are built in at birth, while others are obtained through informal and formal training and learning processes.

The EL process must be outcome-based, in other words, with clearly defined LO's, which, as it is widely accepted, "represent statements of what a learner is expected to know, to understand or to be able to demonstrate at the end of a period of learning" (Adam, 2006). It is important that the defined outcomes are SMART⁶, a principle which is in use in

SEECEL Member States, (European Commission, 2012). LO's are used at different levels of education and training, ranging from individual lesson plans, all the way to the national qualification frameworks.

In the process of the development of the entrepreneurial learning outcomes, experts from SEECEL Member States applied the Bloom's taxonomy, or to be more specific, the Revised Bloom's taxonomy (Krathwohl 2002).

Having in mind the SEECEL definition on EL, and keeping in mind the variety of different definitions provided by the relevant EU documents, starting point in defining LOs on ISCED Level 3 was to equip every student with all the relevant knowledge, skills and attitudes. These competences are necessary to ensure an entrepreneurially literate citizen able to turn personal, social and business ideas into action. The focus on this level of education is to ensure the

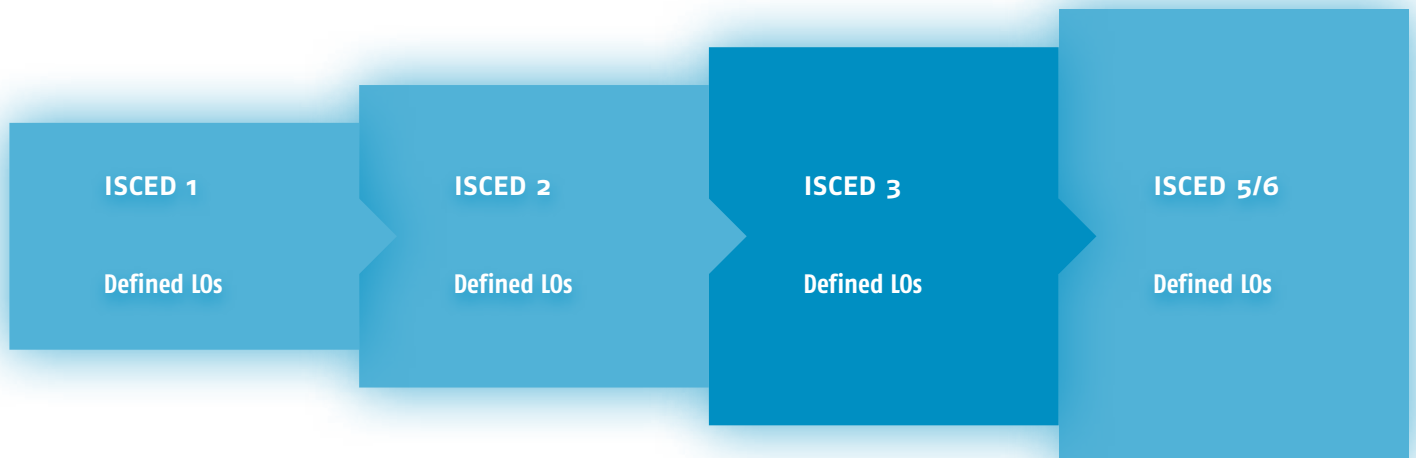
6 SMART – Specific, Measurable, Achievable, Realistic, Timely

quality output – learners equipped with EL competences, ready for the labour market on one hand, and on the other hand as “prerequisite” to higher ISCED Levels 5/6.

The experts agreed that EL at ISCED Level 3 should be an enhanced model of entrepreneurial behaviour that the student has acquired during primary education. Students graduating from ISCED Level 3 schools should be familiar with the basic economic and financial concepts encountered in everyday life. Moreover, students also should be familiar with how to use the gained knowledge, skills and attitudes in an entrepreneurial way, how to take initiative and be self-confident, how to have a proactive and responsible attitude towards the needs of the community as well as to themselves and their own development.

The defined LO’s describing what every student should know, understand and be able to do upon successful completion of ISCED Level 3 education are aligned with LOs defined by SEECEL on ISCED Level 1, 2, and 5/6. The defined EL LO’s follow the process model (Figure 6), which means that the output from one ISCED level represents the input for the next ISCED level.

Figure 6. Process model of developing EL competences



KNOWLEDGE

LEARNING OUTCOMES	TEACHING AND LEARNING METHODS	ASSESSMENT METHODS
<p>K1 Analyse different forms of entrepreneurship as it relates to personal career goals, corporate opportunities and community benefits.</p> <p>K2 Based on market conditions (local and global), detect entrepreneurial opportunity and apply innovative solutions</p> <p>K3 Define main production resources (for goods and/or service)</p> <p>K4 Articulate his/her own entrepreneurial idea and assess its feasibility</p> <p>K5 Based on the scarcity principle, make effective decisions as consumers, producers, savers, investors and citizens</p>	<ul style="list-style-type: none">• Lecture• Discussion• Peer group presentation• Role play• Projects• Simulations• Creative exercises• Case studies• Visits• Practical entrepreneurial experience	<ul style="list-style-type: none">• Written preparation exercises• Portfolios• Presentations• Test• Project/group work

Developed EL LO's, and the whole Entrepreneurial Learning Package (ELP) were designed to equip both society and citizens with the capacity to address current and future national developments having in mind the countries' specificities. Thus, it was ensured that the LO's are easily implementable in the existing curricula. As entrepreneurship is a key competence, it should be introduced as a cross curriculum topic on ISCED Level 3. To achieve this, it is necessary to encourage creative thinking and acting during all lessons, as well as to provide students with

practical entrepreneurial experience. Cooperation between schools and enterprises and organisations from the local community should be intensified. All other EL activities are welcome as they may enhance the adoption of the defined knowledge, skills and attitudes.

Following the discussions on two workshops and on CoP, the experts developed a set of LO's for EL as a key competence at ISCED Level 3, as well as the teaching and learning methods and assessment methods.

KNOWLEDGE

LEARNING OUTCOMES	TEACHING AND LEARNING METHODS	ASSESSMENT METHODS
<p>K6 Apply the concept of opportunity costs and comparative advantage to explain why exchange takes place between individuals, regions and nations</p> <p>K7 Explain the importance of externalities and sustainable planning (think green) for entrepreneurial activities</p> <p>K8 Describe the purposes of public goods</p> <p>K9 Assess how scarcity affects individuals, businesses and governments</p> <p>K10 Illustrate innovativeness in current business products or strategies</p> <p>K11 Explain the role of both economic and social entrepreneurship in building a sustainable society.</p> <p>K12 Discuss the notion of the socially responsible enterprise in the local and global context</p> <p>K13 Carry out the importance of intellectual property right in knowledge driven economies</p> <p>K14 Explain how taxes finance government operations and provide public goods and services</p> <p>K15 Analyse the interdependence of savings, borrowing, and investment decisions of consumers and producers</p> <p>K16 List the components to develop a family budget based on tracking the expenditures through a one month's period</p> <p>K17 Identify differences in trade barriers and exchange rates between nations/countries on concrete example</p>	<ul style="list-style-type: none">• Lecture• Discussion• Peer group presentation• Role play• Projects• Simulations• Creative exercises• Case studies• Visits• Practical entrepreneurial experience	<ul style="list-style-type: none">• Written preparation exercises• Portfolios• Presentations• Test• Project/group work

SKILLS

LEARNING OUTCOMES	TEACHING AND LEARNING METHODS	ASSESSMENT METHODS
<p>S1 Notice opportunities and give qualitative proposals for improvement of life environment</p> <p>S2 Apply creative problem solving techniques in the development of innovative solutions</p> <p>S3 Apply free market economic principles and budgetary skills in a variety of life situations</p> <p>S4 Use appropriate e-tools in e.g. market research, budgeting</p> <p>S5 Integrate project management phases on examples</p> <p>S6 Demonstrate the ability to communicate and negotiate ideas to others efficiently</p> <p>S7 Evaluate personal potentials, make use of comparative advantages</p> <p>S8 Determine priorities on individual and society level</p> <p>S9 Managing time</p> <p>S10 Calculate risk and act accordingly</p> <p>S11 Calculate interest rates (benefit, cost)</p> <p>S12 Demonstrate the ability to work individually and in teams</p> <p>S13 Consult other opinions, exchange, inform, organize meetings and represent a group</p> <p>S14 Develop his/her own entrepreneurial idea</p>	<ul style="list-style-type: none"> • Simulations • Creative exercises • Brainstorming • Debate • Group work • Presentation/Lecture • Project based learning • Field visits • Case study • Role play • Practical entrepreneurial experience 	<ul style="list-style-type: none"> • Essay • Self-evaluation/Peer evaluation • Presentation • Project work/Event (fair, exhibition) • Practical

ATTITUDES

LEARNING OUTCOMES	TEACHING AND LEARNING METHODS	ASSESSMENT METHODS
<p>A1 Demonstrate the ability to take responsibility to complete tasks and to fulfil obligations and meet deadlines related to a plan.</p> <p>A2 Demonstrate the ability to take initiative to network with individuals and groups</p> <p>A3 Demonstrate the ability to work independently and to be a proactive member of a group</p> <p>A4 Demonstrate the ability to respect and help others</p> <p>A5 Demonstrate the responsibility for environment and public goods</p> <p>A6 Promote innovation and change</p> <p>A7 Demonstrate initiative in developing and implementing entrepreneurial ideas</p> <p>A8 Learn from a mistake and stay persistent in own intentions</p> <p>A9 Apply constructive responses to criticism</p> <p>A10 Demonstrate responsible and ethical behaviour in school activities and community</p> <p>A11 Readiness for real entrepreneurial experience</p> <p>A12 'Think to act entrepreneurially' as responsible citizen</p>	<ul style="list-style-type: none"> • Group work • Conversation • Case study • Contacts and conversation with entrepreneurs • Debate • Role play • Visits • Diversified school based activities (extracurricular activities) • Voluntary work for community • Practical entrepreneurial experience 	<ul style="list-style-type: none"> • Essay • Self-evaluation/ Peer evaluation • Presentation • Project work/ Event (fair, exhibition)

4.1.

ENTREPRENEURIAL SCHOOL

Learning outcomes cannot be delivered without an appropriate environment. Therefore, it is incredibly important that schools themselves become entrepreneurial in order to facilitate the entrepreneurial learning process. An Entrepreneurial School will therefore have positive impacts on students and parents in the short-, mid- and long-term by supporting their entrepreneurial spirit and competence as well as encouraging a positive environment for entrepreneurship. As a result, students, teachers, family members and members of the local community will become active in the learning process and will contribute to achieving the necessary pre-conditions to develop an entrepreneurial society. Special preference should be given to entrepreneurs in the local community who can contribute to the development of the school environment

but also to the school curricula and activities. This network acts within the school and within the local community to exchange information and ideas and to facilitate communication, thus fostering an active entrepreneurial mind-set. Multiple entrepreneurial networks of Entrepreneurial Schools can join together to form a cohesive national network of Entrepreneurial Schools that operates to maximise existing resources and share expertise and ideas.

In this way, the Entrepreneurial School becomes a unit of change.

Experts from SEECEL Member States have defined the elements of an Entrepreneurial School and developed the following indicators as a guideline for measuring the progress of any given school towards becoming an Entrepreneurial School:

NO.	ELEMENT	BACKGROUND
1.	The school has an entrepreneurship vision and mission	A shared vision is the first step to create a common culture and communicate (inside and outside the school) the school's entrepreneurial mindset
2.	The school has a development plan	The development plan should outline the steps necessary to implement the school's vision
3.	The school has goals and tasks for management	Full involvement of school management is necessary for any significant school-wide changes
4.	The school has goals and tasks for teachers	Teachers need to understand entrepreneurial learning as it pertains to their subject area and entrepreneurship as a school-wide effort and mission
5.	The school implements learning outcomes in its curricula	Learning outcomes give concrete goals for organising the school curricula and developing entrepreneurial students
6.	The school organises resources and has a resource plan	Maximising resources available promotes key elements of entrepreneurship and ensures a positive climate towards entrepreneurial activities
7.	The school plans and organises training for both teachers and staff	Teachers and staff must continuously develop their own personal competence in entrepreneurship and their teaching and learning methods for entrepreneurial learning

Table 1. Indicators of an Entrepreneurial School

NO.	ELEMENT	BACKGROUND
8.	The school is actively engaged in the local community	The school cooperates with local organisations, businesses and parents to create an open learning environment and develop a strong link with existing entrepreneurs
9.	The school actively promotes an entrepreneurial culture and mindset	The school promotes entrepreneurship according to its mission and vision and cultivates an entrepreneurial mindset in the local community through its local network
10.	The school promotes and shares its achievements in entrepreneurial learning	The school acts as a centre of excellence for development and promotion of entrepreneurship and entrepreneurial learning to encourage entrepreneurship at the national level

The school that fulfils the stated criteria will also be officially awarded the title of an Entrepreneurial School.

The stated criteria cannot be achieved in a single year (the target period for SEECCEL piloting). This ne-

cessitates a development process over a longer period, the exact length of which is dependent upon pre-existing awareness of entrepreneurial potential of in-school and out-of-school elements and their level of activity.

4.2.

TEACHER AND SCHOOL MANAGEMENT TRAINING MODALITIES

Values and vision

The world has infinite opportunities and infinite challenges, yet, when people are faced with a considerable array of choices, they often become confused and want to know the end game – where are they going and what will it look like?

In contrast, innovative people go along for the ride and enjoy the opportunity to embrace change and to constantly find new ways forward. They thrive on it, and lead us to places that we have not even dreamt of.

This is the role of the ISCED Level 3 Entrepreneurial School – it won't be afraid of change, it will look to the future and develop the means to ensure success.

At the crossroads

These schools know that they are at the crossroads of the learner's journey in life and have an important part to play in preparing them for it. Whether they stay in education or go out to meet the challenges

of today's world, the skills of being enterprising will enable learners to meet the challenges head on. They will be able to accommodate change and accept the failures that may result – using them to find new ideas and new ways of doing things.

Whilst we cannot with any amount of certainty predict what a school might look like in a few years' time, we do know that it will remain a community of learning that aims to prepare its students to continue to learn for life, and simply put, to learn to learn.

Success through flexibility and partnership

To be a successful ISCED Level 3 Entrepreneurial School, it is not only the students who embrace this mission; teachers will continuously adapt and change. As an integral part of this role, they will challenge norms and communicate needs to senior staff members who coordinate their activities so that success is continuous and on-going through open dialogue and discussions.

An ISCED Level 3 Entrepreneurial School will never stay still because they continually strive for improvement, with an evolving curriculum that understands the latest thinking and policies. Learning coordinators will understand this and always aim to maximize the staff to their full potential, always endeavouring to find new ways to achieve new team goals.

These schools will be vibrant and exciting places to learn in, a place where people will feel having been equipped for real world experiences. They should feel more independent and less reliant on others, be more able to see opportunities for themselves and be ready to grasp them and to actively do something about it.

Success through understanding real world issues

Of course, having ideas is not enough, and everything has to be considered within its surroundings. What can be made real, what experiential learning can take place and what can be kept sustainable? An ISCED Level 3 Entrepreneurial School will provide the foundations to achieve this. They will engage with business, consider social issues and help to find the means to solve problems.

In short, the ISCED Level 3 Entrepreneurial School

will be a catapult for life, and has been called for at the European Commission in many of its policy papers; its coordinators, teachers and students will all have the capacity to have ideas and to make them happen (European Commission, 2013b).

An overview of this document

This document is designed to help to facilitate this transformation, and to empower those who have the vision and values to make the ISCED Level 3 school a reality. We provide skills, knowledge and attitudes learning outcomes framework for both the teachers and their coordinators, insights into methodologies and approaches that will help the school to develop, and templates for recording developments and enhancing provision (see Figure 7). We know that each SEECEL country may have differing National Standards and issues relating to the quality of provision; these also need to be embraced within the development of the schools.

Likewise, understanding the relevance of what an ISCED Level 3 school is trying to achieve is important, and this may require support and interventions from external providers and supporters. These may be families, communities or business experts who can inform and help to keep the teaching and learning fresh and up to date.

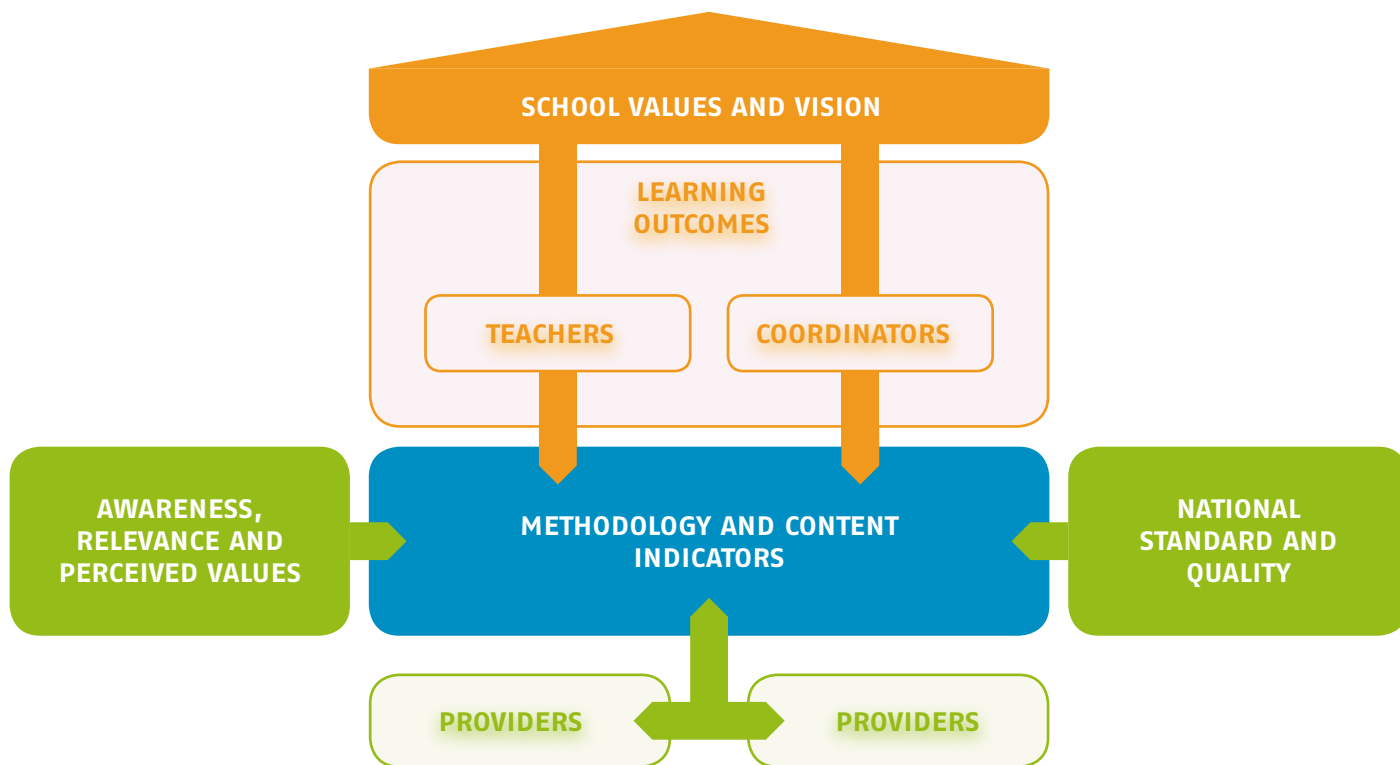


Figure 7. Diagrammatic representation of the SEECEL ISCED Level 3 school guidance

The roof that holds the model together are the core values and vision that the school holds, the pillars that support it are the Knowledge Skills and Attitudes (KSA) of the teachers and their coordinators.

These are rooted in a firm foundation of methods, approaches and indicated targets. External supporters and understandings are key components that inform and help develop the learning within. Those who provide the support are at the root of all the learning that takes place in the ISCED Level 3 Entrepreneurial School.

4.3.

LEARNING OUTCOMES: FRAMEWORKS FOR TEACHERS AND COORDINATORS

Teacher KSA Framework

The role of the teacher is a critical component; it relates not only to the knowledge that they convey, but also relates to the way in which they convey it, the way they make it relevant to the learners and their environments, and the intention to engage in real world situations such as, for example, evolving E trading strategies, the social impact of business and green issues and the impact of internationalization on business development. Teachers should aim to encourage their learners to become self-sustaining ideas generators who see opportunities and challenges that not only make sense to them, but also provide opportunities to seek out new solutions to problems that they have identified.

TEACHERS - WILL HAVE THE KNOWLEDGE TO:

K1	Describe and define the concept of entrepreneurship
K2	Describe and define the concept of entrepreneurial thinking
K3	Discuss why scarcity necessitates innovative decision-making
K4	Illustrate the supply chain – demand of products/services and market pricing
K5	Differentiate between resources, costs, revenues, profit – loss, VAT and taxation
K6	Analyse and compare benefits with costs
K7	Define, apply and differentiate between different types of decision-making processes
K8	Explain effectiveness and efficiency – within relevant learning environments
K9	Identify comparative advantages and describe the promotion modalities
K10	Identify, analyse and enhance the entrepreneurial competences of students
K11	Identify work and job opportunities
K12	Illustrate a variety of alternative career paths
K13	Develop an entrepreneurial concept
K14	Engage with external partners
K15	Identify and communicate the value of new entrepreneurial learning opportunities.
K16	Explain and describe how their own personal approaches are associated with entrepreneurial performance

TEACHERS - WILL HAVE THE SKILLS TO:

S1	Demonstrate ability to work individually and in teams
S2	Demonstrate ability to efficiently communicate ideas to coordinators and others in the school team
S3	Demonstrate ability to efficiently communicate ideas to other stakeholders outside the school
S4	Initiate and support creative and innovative thinking
S5	Apply ability to conceptualize, plan, organize, lead, facilitate, present
S6	Develop decision-making grids that recognize risk factors
S7	Identify, describe and take account of environmental consequences
S8	Facilitate problem solving in financial decision-making processes
S9	Facilitate problem solving in social decision-making processes
S10	Facilitate business planning exercises through an understanding of a broad range of business models (e.g. social enterprises, micro enterprises)
S11	Evaluate results in the context of entrepreneurial learning
S12	Evaluate results in the context of enterprise and enterprises
S13	Appraise own entrepreneurial assets and competences in a CV

TEACHERS - WILL HAVE THE ATTITUDES TO:

A1	Apply an open-minded attitude towards entrepreneurial learning
A2	Promote social responsible behaviour and ethics in entrepreneurship
A3	Take responsibility to complete tasks, fulfil obligations and meet deadlines – to demonstrate a professional approach
A4	Take initiative to network with external individuals and groups
A5	Take initiative to network with school management and coordinators
A6	Demonstrate the ability to work independently
A7	Demonstrate the ability to communicate new entrepreneurial learning ideas and strategies to coordinators and other stakeholders
A8	Demonstrate the ability for integration and social inclusion
A9	Demonstrate the attitude to overcome failure / learn from failure
A10	Demonstrate the attitude that actively embraces innovation and change

Coordinator KSA Framework

The following Knowledge Skills and Attitudes frameworks are intended to illustrate key performances indicators that will help those who work with and coordinate teachers. Coordinators may be senior managers or teachers with a responsibility to manage departments, sections or groups of staff.

COORDINATORS - WILL HAVE THE KNOWLEDGE TO:

K1	Be able to articulate and define the differences between being an entrepreneur and acting in an entrepreneurial way
K2	Be able to articulate and define basic economic concepts
K3	Be able to recognize and support the entrepreneurial competencies of teachers
K4	Be able to analyse, evaluate and define different distinctions within an entrepreneurial ecosystem
K5	Be able to identify and highlight key traits, characteristics and behaviours of entrepreneurs
K6	Be able to define, select and apply criteria necessary for decision-making at the level of the individual (sometimes within a group)
K7	Be able to define, select and apply criteria necessary for group decision-making
K8	Respond strategically to policy and legislative documentation relating to entrepreneurship
K9	Respond proactively to issues that arise relating to sustainability and planning ahead
K10	Respond proactively to external engagement with potential partners in the entrepreneurial learning journey
K11	Plan phased and appropriately structured learning interventions that take account of issues such as learning from failure and adapting to changing circumstances
K12	Design, develop and deliver teaching strategies that enhance innovative thought
K13	Define, develop and justify business planning strategies that are relevant to the learner's needs
K14	Develop learning evaluation strategies that meaningfully assess and map the progress of learners

COORDINATORS – WILL HAVE THE SKILLS TO:

S1	Recognise risk and demonstrate effective risk management
S2	Demonstrate the ability to communicate complex ideas to others effectively
S3	Initiate, manage and respond to new and innovative approaches to teaching and learning
S4	Demonstrate the ability to communicate through new media channels such as those employed by entrepreneurs
S5	Demonstrate the ability to recognise, manage and reward learning that occurs beyond failure (and to support teaching staff accordingly)
S6	Facilitate networking and to source appropriate contacts beyond the school
S7	Appraise the value of assets such as those derived from the development of intellectual property within the school
S8	Appraise the value of social and economic contributions in the context of the school's work
S9	Identify, quantify and address issues related to social and sustainability-related entrepreneurial activity
S10	Act as a role model in the way that they approach their role as coordinator of entrepreneurial staff
S11	Audit and evaluate overall progress and make recommendations to school leaders
S12	Audit and evaluate overall progress and make recommendations to teachers

COORDINATORS – WILL HAVE THE ATTITUDE TO:

A1	Positively embraces innovation and change
A2	Actively promotes social, responsible and ethical behaviour within entrepreneurial activities
A3	Enables review procedures that accommodate the need for learning from situations of risk and failure
A4	Takes account of the need to complete tasks, fulfil obligations and meet interim and final deadlines
A5	Actively encourages external engagement with the community, businesses, parents and past students
A6	Recognises the value of diversity and the breadth of thinking required to be entrepreneurial
A7	Actively seeks out opportunities that enhance the learners' entrepreneurial experiences

4.4.

METHODOLOGY AND APPROACHES

Developing talent at ISCED Level 3

ISCED Level 3 Entrepreneurial Schools should help young people to develop their talents in a manner that takes into account their personal nature, abilities and strengths.

This requires teachers and coordinators who can actively contribute to the ever evolving and changing entrepreneurial learning cycle. This can be achieved by demonstrating that the school is constantly considering the following key issues when developing both their curricular activities and those outside of the curriculum:

- The development of the pupils' ability to innovate.

For example, through empowering learners so that they are able to produce multiple and distinctly different solutions to problems, or to assess and evaluate work that is incomplete, but shows good analytical thinking.

- The development of flexible thinking abilities

For example, by learning from failures – using assessment techniques that reward good approaches as opposed to final outcomes, or to provide situations within which the pupils identify problems and subsequent opportunities.

- The development of teaching strategies that enhance the learners' understanding of business and financial concepts – values that impact on daily life.

For example, through keeping timesheets or records that indicate the time and persistence that is required to achieve goals, or through setting projects where pupils are expected to compare personal items such as smart phones with regard to cost and environmental factors. Whilst this is not accounting, learners should understand that there is an economic dimension to

their activities, and that this impacts on society and the sustainability of ideas for business. Opportunity costs and diminishing returns could be used as examples of these considerations.

In addition to teaching the ISCED Level 3 Learning Outcomes, teachers and coordinators should consider how they may or may not be acting as role models by consulting the appropriate KSA for coordinators and teachers and recording activities in a personal log or journal.

Overarching principles of operation

The development of the ISCED Level 3 school will rely on excellent communication skills. In periods of constant change, tensions can be avoided when everyone in the system feels that they are part of a team that is up-to-date and empowered to do well. The following guidance is intended to encourage this level of communication and to illustrate the ways in which it can be monitored and achieved.

The four principles are: being willing to explore, to develop new understandings, to harmonize these new understandings with the current learning environment, and to evaluate the process prior to new explorations and the continuous development of a virtuous cycle of activity.

The overarching role of the coordinator is to actively support this process, through a system of listening and supporting, both through those within the school and through extending the school's network of supporters.



Figure 8. Principles of operation

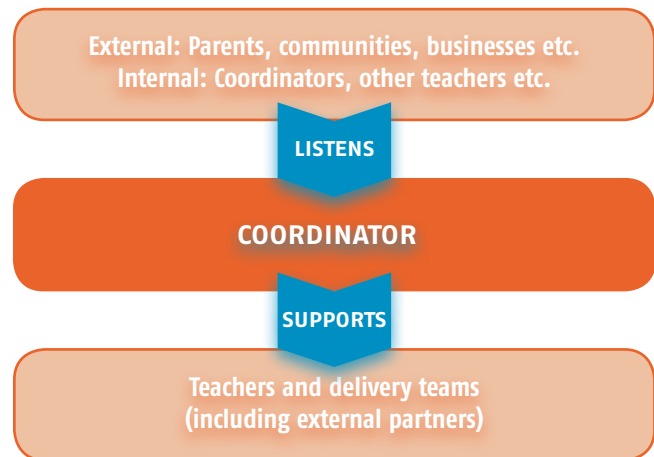


Figure 9. The role of the coordinator

4.5.

ROLES AND RESPONSIBILITIES

It is important that coordinators, teachers and those in overall management and support can track development and manage expectations. The following frameworks are intended to facilitate this through continuous dialogues between the teacher and their coordinators. The scheduling and frequency of meetings are for the school to decide, and may change due to external influences and new understandings.

However, regular discussions that monitor and track progress are encouraged as they are central to the developmental process.

4.5.1. Teacher roles

Methodology framework – Teachers

WHICH TEACHER-ENTREPRENEURIAL KSA'S ARE GOING TO BE DEMONSTRATED BY THE TEACHER IN THE CLASS?	WHAT METHODS AND TYPES OF TEACHING ARE GOING TO BE USED – ARE THEY APPROPRIATE TO THE KSA?	WHO PROVIDES ANY IDENTIFIED TRAINING, MENTORING AND SUPPORT FOR THE TEACHER?	HOW IS SUCCESS EVALUATED / QUALITY ASSURED?	ARE THERE ANY IMPLICATIONS FOR INITIAL TRAINING / CDP OR BOTH?

Once teachers and their coordinators agree the knowledge, skills and attitudes to be developed through the proposed class, session, or series of activities (learning event), the types of teaching and appropriate learning environments can be discussed. Issues such as training needs and support can be aligned prior to agreeing the best way to evaluate success and manage quality. Over time, regular consideration can be given to the type of common areas of support that become evident, and these can then inform the school as to what initial training or continuous professional development would have most impact on the school's success.

The following checklist will assist in this process, as teachers will be expected to:

- Explain, describe and encourage the concept of entrepreneurship through learning;
- Promote it as a possibility for the future;
- Motivate learners to be entrepreneurial in life;
- Encourage and inspire learners to be creative and to apply this through school activities that relate to business, the needs of external stakeholders and issues around communities and social values;
- Assist in the development of networks that support and encourage entrepreneurial learning;
- Provide meaningful evaluation of learning (both to learners and other stakeholders) that encourages entrepreneurial development;
- Review and agree personal learning needs and to suggest opportunities for educator development.

4.5.2. Coordinator roles

The coordinator is part translator and part facilitator of the larger initiative to promote entrepreneurial learning amongst teachers and learners. Their duties will include assisting with development, implementation and evaluation of curricular and cross-curricular entrepreneurial and innovative programmes across the school.

He/she will work directly with the teacher, head of school and students and other stakeholders, providing guidance mentorship on entrepreneurial projects and activities. They will also identify and record entrepreneurial activities that are already in place, and promote them to others. This may involve the creation of new partnerships and networks that support the school's aim to be an entrepreneurial place of learning.

The following framework can be employed to ensure that the curricular planning process takes full account of the knowledge, skills and attitudes required in this guidance.

Methodology framework – Coordinators

Firstly, the coordinator, ideally together with the teacher, agrees which teacher-entrepreneurial KSAs are going to be demonstrated in the proposed class, session, or series of activities (learning event).

The proposed teaching and or learning environment / methods are then considered, and the teachers are offered the support needed to successfully

WHICH TEACHER-ENTREPRENEURIAL KSA'S ARE GOING TO BE DEMONSTRATED BY THE TEACHER IN THE CLASS?	WHAT METHODS AND TYPES OF TEACHING ARE GOING TO BE USED – ARE THEY APPROPRIATE TO THE KSA?	WHO PROVIDES ANY IDENTIFIED TRAINING, MENTORING AND SUPPORT FOR THE TEACHER?	HOW IS SUCCESS EVALUATED / QUALITY ASSURED?	ARE THERE ANY IMPLICATIONS FOR INITIAL TRAINING / CDP OR BOTH?

address the associated entrepreneurial KSA. This may also involve an external mentor, some other specialist support, or the coordinators themselves may undertake any required training that facilitates the tasks.

An agreement is recorded as to how the learning event will be supported, evaluated and how quality will be assured. National systems and protocols may also be considered here.

The learning event is delivered to pupils at the agreed time, once mentoring and training needs have been addressed.

Either during the discussion or after the learning event, the coordinator and teacher will consider any difficulties or shortfalls that they may have en-

countered. These can then be considered for staff development sessions or possibly as Initial Training required when a new teacher joins the school.

The process can be repeated until the full range of teacher KSAs have been covered in classes delivered to pupils.

Periodically, the coordinator and relevant senior staff will consider the information gathered and propose, for example, termly staff development days or possibly key issues that require Initial Teacher Training for new staff at the ISCED Level 3 Entrepreneurial School.

At the end of the year, these will be collated and considered for the next cycle of training and staff

development. Thus, the process is constantly developing and adjustments made. Ultimately, the school should aim to develop induction sessions and Initial Teacher Training Schemes that minimize the amount of Continuous Professional Development (CPD) required. At this point, the school can be considered to be a mature ISCED Level 3 Entrepreneurial School.

4.5.3. Sample frameworks

The following examples are offered to show what a completed form might look like.

Table 2. Example of a completed teachers' framework form

WHICH TEACHER-ENTREPRENEURIAL KSA'S ARE GOING TO BE DEMONSTRATED BY THE TEACHER IN THE CLASS?	WHAT METHODS AND TYPES OF TEACHING ARE GOING TO BE USED – ARE THEY APPROPRIATE TO THE KSA?	WHO PROVIDES ANY IDENTIFIED TRAINING, MENTORING AND SUPPORT FOR THE TEACHER?	HOW IS SUCCESS EVALUATED / QUALITY ASSURED?	ARE THERE ANY IMPLICATIONS FOR INITIAL TRAINING / CDP OR BOTH?
K1; K2; K8; K13 S1; S2; S11; S14 A3; A5; A6	Presentation Case study Working group Peer learning Discussion Etc.	Colleagues teachers Other schools Stakeholders Business partners Institutions responsible for teacher training	Competition in school Competitions between schools Success story Success projects Questionnaires Interviews Awards	Yes, Recommendation to the Education Universities Training CPD

Based on the EBPM, the SEECEL approach consists of three phases. The first phase encompasses the development of the ELP, the second phase is focused on the Strategic Piloting and the third, final phase is geared towards Reviewing and Readiness for Full Scale Implementation. Therefore, it is through the strategic piloting process that the critical inputs are acquired in order to find the possible leakages and improvements before the full scale implementation of the developed instrument.

The goal of this strategic piloting is to implement the entrepreneurial learning outcomes in the general subjects of the ISCED 3 piloting institutions. Consequently, the piloting institutions can be either gymnasiums or vocational schools, but the targeted subjects are the general ones. An important part of the successful piloting are the teacher training modalities, which should ensure the teacher acquisition of the competences in order to teach and learn their students during the classes. Altogether the cooperation of school with the SME sector, be it parents or local community needs to exist, if strategic piloting is to

be successful. Only then, the students will take over the active role of learning in acting entrepreneurially.

For the purpose of successfully fulfilling the strategic piloting tasks, usage of the CoP, Taskbox and Teacher Knowledge Base (TKB) is important. CoP is an online, cost-effective tool embedded in the SEECEL website and it facilitates the process of strategic piloting providing the ability for geographically dispersed teachers to collaborate and discuss. Through the CoP, users can log into the Taskbox. Concretely, all the documents and photographs will be uploaded through the Taskbox.

Therefore, the SEECEL Taskbox is an institutional cloud storage service within the SEECEL website whose aim is to facilitate the piloting with an overview of the assignments and easy-to-use sharing of documents. In addition to the Taskbox, TKB has grown into a more advanced tool which can be used to view lesson plans from previous programming period as well as to share additional lesson plans. TKB can be viewed by other institutions which are currently not in the piloting process.

At the national level, for the purposes of monitoring and evaluation, each of the pilot institutions at ISCED Level 3 of education, are expected to:

1. Develop and provide action plan with the budget;
2. Participate in SEECEL's CoP on a regular basis (at least once weekly) to disseminate and discuss experiences;
3. Provide an Interim Report;
4. Provide a Final Report on the implementation of the pilot phase;
5. Provide at least 10 lesson plans with different LOs;
6. Provide an annual school programme where entrepreneurial learning is integrated in all activities following content developed in and recommendations from the entrepreneurial student, entrepreneurial teacher and entrepreneurial school sections of this paper;
7. Provide a report on in-service entrepreneurial learning teacher training;
8. Provide at least three individual teacher development plans that include entrepreneurial learning;
9. Organise events within the school and in the local community to celebrate and promote entrepreneurial learning, and participate in the European SME Week with an activity that promotes entrepreneurship;
10. Provide photographs of school-based activities and, where possible, develop space on their school websites;
11. Provide inputs for SEECEL articles;
12. Provide a minimum of 20 questionnaires filled in by teachers and school management before piloting and an additional minimum of 20 questionnaires after piloting. Ideally, the same responders should fill out the first and second questionnaire.

The development of SEECEL's Entrepreneurial Schools is an integral part of the global drive to develop entrepreneurial societies. This is especially important at ISCED Level 3. At this stage, the learners will springboard in new adventures beyond their essential schooling. They will meet new obstacles that require new ways of doing things and new ways of understanding the world.

The ISCED Level 3 Entrepreneurial School is a way to equip both learners and educators, so that they can meet the demands of this new and exciting environment. We are all, in essence, lifelong learners, and that is the underlying spirit of the school system described here.

7.1.

INDEX OF TABLES

Table 1: Indicators of an Entrepreneurial School	30
Table 2: Example of a completed teachers' framework form	44

7.2.

INDEX OF FIGURES

Figure 1: Common Reference Levels	12
Figure 2: Comparison between the EU Key Competence Framework and EQF terminology on key competence	12
Figure 3: SEECEL Development Phases of Evidence Based Policy Making	18
Figure 4: Development of the Entrepreneurial Society	20
Figure 5: Elements that contribute to long term economic growth	21
Figure 6: Process model of developing EL competences	23
Figure 7: Diagrammatic representation of the SEECEL ISCED Level 3 school guidance	34
Figure 8: Principles of operation	40
Figure 9: Example of a completed teachers' framework form	40

8.1.

ANNEX 1: SEECEL STEERING COMMITTEE

SC MEMBERS			
NO	COUNTRY	NAME AND SURNAME	INSTITUTION
1.	Albania	Ms Evisi Kopliku	Ministry of Economic Development, Trade and Entrepreneurship
2.	Albania	Ms Mirela Andoni	Institute for Education Development
3.	Bosnia and Herzegovina	Mr Dragan Milović	Ministry of Foreign Trade and Economic Relations
4.	Bosnia and Herzegovina	Ms Vesna Puratić	Ministry of Civil Affairs
5.	Kosovo*	Mr Valdrin Lluka	SME Support Agency
6.	Kosovo*	Mr Veton Alihajdari	Ministry of Education, Science and Technology
7.	Croatia	Mr Gordan Maras	Ministry of Entrepreneurship and Crafts
8.	Croatia	Ms Dijana Bezjak	Ministry of Entrepreneurship and Crafts
9.	Croatia	Ms Dragica Karaić	Ministry of Entrepreneurship and Crafts
10.	Croatia	Ms Željka Mazalin Mrkša	Ministry of Entrepreneurship and Crafts
11.	Macedonia**	Mr Imerali Baftijari	Ministry of Economy
12.	Macedonia**	Mr Igor Nikoloski	Ministry of Education and Science
13.	Montenegro	Ms Marija Iličković	EliC Montenegro / Directorate for SME Development
14.	Montenegro	Ms Ivana Mrvaljević	Ministry of Education and Sports
15.	Serbia	Ms Katarina Obradović Jovanović	Ministry of Economy
16.	Serbia	Mr Radovan Živković	Ministry of Education, Science and Technological Development
17.	Turkey	Mr Tuna Sahin	KOSGEB
18.	Turkey	To be appointed	Ministry of National Education

8.2.

ANNEX 2: ISCED 3 WORKING GROUPS' EXPERTS

NOMINATED ISCED 3 WG MEMBERS			
NO	COUNTRY	NAME AND SURNAME	INSTITUTION
1.	Albania	Ms Ejvis Gishti	National Agency for Vocational Education, Training and Qualifications
2.	Albania	Ms Dorina Rapti (Zhupa)	Institute of Education Development, Ministry of Education and Sport
3.	Bosnia and Herzegovina	Ms Žaneta Džumhur	Agency for Pre–primary, Primary and Secondary Education
4.	Bosnia and Herzegovina	Ms Radmila Jakovljević	Agency for Pre–primary, Primary and Secondary Education
5.	Kosovo*	Mr Uranik Begu	Innovation Center Kosovo
6.	Kosovo*	Ms Aferdita Jaha	Ministry of Education, Science and Technology
7.	Croatia	Ms Vesna Hrvoj Šić	Ministry of Science, Education and Sports
8.	Croatia	Ms Verica Batur	Ministry of Science, Education and Sports
9.	Macedonia**	Ms Elizabeta Jovanovska Radanovik	VET Center (Vocational and Educational Training Center)
10.	Macedonia**	Mr Abil Baush	Gymnasium "Zef Lush Marku"
11.	Montenegro	Ms Hurijeta Pejčinović	JUSMS "Beco Basic" – Plav
12.	Montenegro	Mr Miroslav Minić	Gymnasium "Petar I Petrović Njegoš", Danilovgrad
13.	Serbia	Ms Marija Krneta	Ministry of Education, Science and Technological Development
14.	Serbia	Mr Radovan Živković	Ministry of Education, Science and Technological Development
15.	Turkey	Ms Hatice Aydin	Ministry of National Education, Board of Education
16.	Turkey	Mr Melih Kocakoglu	General Directorate of Secondary Education

8.3.

ANNEX 3: DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

EQF LEVEL	KNOWLEDGE	SKILLS	COMPETENCE
	In the context of EQF, knowledge is described as <i>theoretical and/or factual</i> .	In the context of EQF, skills are described as <i>cognitive</i> (involving the use of logical, intuitive and creative thinking), and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of <i>responsibility and autonomy</i> .
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy


EQF LEVEL	KNOWLEDGE	SKILLS	COMPETENCE
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of oneself and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing the professional development of individuals and groups

EQF LEVEL	KNOWLEDGE	SKILLS	COMPETENCE
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

1. Adam, S. (2006). An introduction to learning outcomes: A consideration of the nature, function and position of learning outcomes in the creation of the European Higher Education Area. U E. Froment, J. Kohler, P. Lewis , & L. Wilson (Ur.), *EUA Bologna Handbook: Making Bologna Work* (str. B 2.3-1). Dr. Josef Raabe Verlag
2. Amoros, J. E., & Bosma, N. (2014). *Global Entrepreneurship Monitor 2013 Global Report*. GEM Consortium.
3. European Commission. (2006). *The Key Competences for Lifelong Learning – A European Reference Framework*. Luxembourg: European Commission.
4. European Commission. (2008). *The European Qualifications Framework for Lifelong Learning (EQF)*. Luxembourg: European Commission.
5. European Commission. (2010). *Europe 2020: A strategy for smart, sustainable and inclusive growth*. Bruxelles: European Commission.
6. European Commission. (2011). *The EU Strategy for the Danube Region*. Bruxelles: European Commission.
7. European Commission. (2012). *Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes*.
8. European Commission. (2012). *Rethinking Education: Investing in skills for better socio-economic outcomes in SWD* (2012) 371 Final. Strasbourg: European Commission.
9. European Commission. (2013a). *Entrepreneurship 2020 Action Plan: Reigniting the entrepreneurial spirit in Europe*. Bruxelles: European Commission.
10. European Commission. (2013b). *Entrepreneurship Education: A Guide for Educators*. Bruxelles: European Commission.
11. European Commission. (2014). *European Union Strategy for the Adriatic and Ionian Region in COM* (2014) 357. Bruxelles: European Commission.
12. European Training Foundation. (2011). *Small Business Act for Europe: Human Capital Indicators for the Pre-Accession Region 2011*.
13. Heder, E., Ljubić, M., & Nola, L. (2011). *A Key Competence Approach: ISCED Level 2*. Zagreb: SEECEL.
14. Heder, E., Ljubić, M., & Nola, L. (2011). *A Key Competence Approach: ISCED Level 5/6*. Zagreb: SEECEL.
15. Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212-218.
16. OECD. (2014). *PISA 2012 Results: Students and Money: Financial Literacy Skills for the 21st Century (Volume VI)*. OECD.
17. OECD et.al. (2012). *SME Policy Index: Western Balkans and Turkey 2012: Progress in the implementation of the Small Business Act for Europe*. OECD.
18. RCC. (2014). *South East Europe 2020 Baseline Report: Towards Regional Growth*. Sarajevo: RCC.
19. SEECEL. (2012). *A Charter for Entrepreneurial Learning: The Keystone for Growth and Jobs*. Zagreb: SEECEL.
20. The Council of the European Union. (2009). *Strategic framework for European cooperation in education and training ('ET 2020') in 2009/C 119/02. Official Journal of the European Union*.
21. The European Centre for the Development of Vocational Training (CEDEFOP). (2008). *Terminology of European education and training policy: A selection of 100 key terms*. Luxembourg.



South East European Centre
for Entrepreneurial Learning

Selska cesta 217 / IV
HR - 10000 Zagreb, Croatia
www.seecel.eu
@seecel 



Co-funded by the
European Union



This project is implemented
by SEECEL



This project is supported by the Ministry of
Entrepreneurship and Crafts of the Republic of Croatia

"This publication has been produced with a financial assistance of the European Union. The contents of this publication are the sole responsibility of SEECEL and can under no circumstances be regarded as reflecting the position of the European Union."

