

# European Commitment to Entrepreneurship

**Connect, Create and Achieve more!**

**Starters' kit**

EU | LLP | Leonardo da Vinci, Transfer on Innovation TOI  
1.10.2008 - 30.9.2010

Project code: 2008-1-BE3-LE005-00289



Education and Culture DG

Lifelong Learning Programme

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This project has been funded with support from the European Commission.  
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## Colophon

***European Commitment to Entrepreneurship: Connect, create and achieve more!***

*Teacher Training Guidelines*

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**1<sup>e</sup> print: MAY 2010**

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# **CONNECT, CREATE AND ACHIEVE MORE!**

## **Teacher Training**

### **Starters' kit**

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# 1. THE ENTERPRISE DIMENSION

During the last years enterprise education has gained a good deal of support both from policymakers, education experts and, although probably to a slightly lesser extent, by schools and practitioners. Fostering the spirit of enterprise in schools happens to be one of the topmost priorities in most educational policies all over Europe.

Enterprise education can be considered a somewhat controversial and politically-laden concept but the semantical discussion has probably lost momentum and some sort of general consensus on the definition has been reached. Thus, enterprise education is no longer restricted to the traditional view and its narrow focus on business start-up but to a broader and more inclusive view where enterprise education is about developing soft skills such as creativity, innovation, risk-taking and flexibility regardless of the subject or specific field of study. Enterprise education is both content and a method of learning. Pushing the argument a bit further, some authors do even consider it to be a new educational paradigm!!

“Enterprise education encourages young people to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, and to take and manage risks. It helps young people develop a “can do” attitude and the drive to make ideas happen, raising their aspirations, improving their achievement in school and developing valuable skills for education and employment”. (Qualifications and Curriculum Authority - QCA)

Regardless of the overwhelming amount of lip-service being paid in the latest policy documents and some brilliant definitions as the one above, some important challenges remain to be solved. Namely, the need to bridge the gap between policy and practice. Teachers know what they are supposed to teach but not how. Teacher training is patchy and scarce. As a result lots of teachers feel left to their own devices when shopping for the most appropriate methodology.

There is no need to reinvent the wheel for the umpteenth time, enterprise education brings to the fore issues that have been extensively discussed in the past although probably left out of mainstream education. The need for a student-centred approach that nurtures creativity, risk-taking and cooperation in a supportive environment where students thrive and interact with the real word in order to become creative and cooperative knowledge-

builders is a long-standing and common feature of many “alternative” models of education (Reggio Emilia, Escuela Nueva, Montessori to name but a few). The turn of the century and the challenging demands lying ahead have demonstrated the need to reform education systems and the official discourse on enterprise education has somewhat adopted or engulfed some of the ideas contained in this radical approaches.

It would be naive to expect a sudden change of the mindsets, structures and ways of doing in education without a coherent and robust methodology to facilitate this transition in the classroom. We need to help students to bring out the FRIC (Flexible, Responsible risk-takers, Innovative and Creative). ECE project may be a useful tool. Let’s see why, what and how.

## 2. WHAT IS ECE? A STEP BY STEP EXPLANATION

ECE project is an opportunity to develop knowledge, skills and attitudes about enterprise in a very practical way and in an international setting. This section provides a very concise overview of the way ECE project unfolds in the classroom.

In ECE Students start up and run a mini-company that will trade products with a partner mini-company located in a different country. But ECE is not only about trading. The students will communicate with overseas partners on a weekly basis. General information about themselves, the school, city, country will be exchanged before they start trading.

Throughout the process they will also develop foreign language and ICT skills in a real context.

### **First Term**

Firstly, students should be aware of what the project entails. At this point it is very important to make clear what will be the role of the partner school overseas and stress the paramount importance of communication throughout the project.

A few warm-up lessons will be devoted to help students reflecting on what's good and bad teamwork. Getting to know each other is a good thing to improve group cohesion and it will definitely pay off as the project develops.

Students integrate basic business concepts and start-up procedures while developing teamwork, communication and decision-making skills. The final outputs (deliverables) are uploaded on ECE website in order to check progress and provide access to partner school details.

#### **1<sup>st</sup> term deliverables**

- Logo
- Organization chart
- Group photo

- Introductory text / Mission statement
- Articles of association

These deliverables contribute to reinforce group cohesion in terms of:

- Identity: Logo, group photo
- Common goals: mission statement
- Positive interdependence and differentiated responsibilities: organization chart
- Common rules: Articles of association

## Second Term

The mini-company main goal at this stage is producing a good **catalogue** of products for export. This is a challenging and motivating task. A sound knowledge of the culture of your partner country, market research, contacts with local suppliers and creative design are some of key factors for successful exporting. Catalogues and orders will be exchanged and products will be shipped to the partner school. Good planning skills are a must at this stage. At the same time Mini-companies must also develop a good funding strategy: Bank loans, shareholders, one-off sales are some of the activities they can organise.

## Third Term

Imported products have finally arrived. The company checks the content and start spotting sales opportunities in the school, local area or special events. Different tasks help students to learn and put into practice how to advertise products, display them neatly, organise work and get ready to deal with different kinds of customers in a professional manner.

Last but not least students have to analyse company results. Have they made any profit? What percentage of this profit is reinvested in the community? (e.g. donation to local NGO) Profit is important but not the final goal of the project. At this stage students will also be asked to reflect on the whole experience and the learning outcomes derived of it.



## 3. ECE ADDED VALUE

You may probably be thinking ECE looks quite similar to any other mini-company project. In this section we will focus on 3 particular issues that may change your opinion.

### 3.1 ECE and the key competences framework

The following table shows the comparison between EU Basic Competences and how ECE Project contributes to get them. It's provided an example of each one.

EU competences	ECE Project	Example
Communication in mother tongue	Develops the ability to express thoughts and opinions in both oral and written form (listening, speaking, reading and writing)	<ul style="list-style-type: none"> <li>• Writing company documents: statutes, representation bodies (chairperson, secretary, auditor), company name</li> <li>• Product selection</li> <li>• Search for suppliers</li> <li>• Acquisition of specific vocabulary</li> </ul>
Communication in foreign languages	<p>Involves, in addition to the communication in mother tongue, the capacity for listening, speaking, reading and writing in foreign languages.</p> <p>Improving knowledge of other cultures.</p> <p>Gives students European dimension.</p>	<ul style="list-style-type: none"> <li>• Trading process with foreign partner school</li> <li>• Cultural exchange: socio-economic study of partner country</li> </ul>

EU competences	ECE Project	Example
<b>Mathematical competence and Basic competences in science and technology</b>	The ability to develop mathematical thinking in order to solve problems and a right use of numbers.	<ul style="list-style-type: none"> <li>• Control of incomes and expenses</li> <li>• Invoices</li> <li>• Profit</li> </ul>
<b>Cultural awareness and expression</b>	Creativity development and imagination.	<ul style="list-style-type: none"> <li>• Trendspotting &amp; Creativity techniques.</li> <li>• Corporate identity design</li> <li>• Animation techniques at the point of sale</li> </ul>
<b>Digital competence</b>	<p>Develops the ability to search and process information.</p> <p>Knowledge of computer support as mail, videoconference, specific software, etc.</p>	<ul style="list-style-type: none"> <li>• Internet: use as search tool</li> <li>• Email: Communications tool</li> <li>• Use of different applications: Word processor, spreadsheet, presentations, data bases, etc.</li> <li>• Use other communication tools (Skype, instant messaging, Facebook)</li> </ul>

EU competences	ECE Project	Example
<b>Learning to learn</b>	<p>The ability to adapt to changes, solve problems, learn from own mistakes and work in groups and individually</p> <p>To be aware of one's strengths and weaknesses.</p>	<ul style="list-style-type: none"> <li>• Organisational chart: functions and duties</li> <li>• Corporate identity: name, logotype, etc.</li> </ul>
<b>Social and civic competences</b>	<p>Introduces students in their own community, participate in a social and working life, cooperate, reach compromises and to be responsible for their actions to others.</p>	<ul style="list-style-type: none"> <li>• Contact to external stakeholders: town council, local suppliers</li> <li>• The company will look for their own sources of funding</li> <li>• Information exchange between the two companies schools</li> </ul>
<b>Sense of initiative and entrepreneurship</b>	<p>Gives students the chance to face a challenge and manage a Project.</p> <p>Develops the ability to seek for solutions in a creative and independent way.</p>	<ul style="list-style-type: none"> <li>• Creation and organization of the company</li> <li>• Business planning: corporate identity, product portfolio, trading, etc.</li> </ul>

### 3.2 ECE, an interdisciplinary approach with a European dimension

International cooperation between schools provides opportunities to be aware, discuss and compare different cultures, traditions and ways of thinking and doing. Opportunities to integrate learning across subjects are greatly enhanced by adding a European dimension.

- **Foreign language:** Besides normal communication, students can design a phrasebook with entrepreneurship related terms in both languages.
- **Economy & Business:** Market research surveys can be swapped in order to know customer preferences in your partner country. Cost of living, business culture, job search or start-up regulations could be good working themes to carry out a comparative study.
- **Citizenship:** Students can learn about what the European Union is, what it does, how it works and how it affects individuals and companies. Single market, single currency, Schengen are possible topics of discussion. ECE is a good opportunity to reinforce the sense of European citizenship.
- **Culture:** From an entrepreneurial point of view a good knowledge of your partner culture paves the way for success. Identifying common interests such as music, food, leisure and spotting the differences are definitely good ice-breakers to build a strong partnership.
- **Environment:** Environmental regulations and concerns may differ from one country to the other so there is plenty of room for discussion. Shipping products to faraway destinations poses a threat to the environment. Can we avoid it or minimise it? What about recycling?
- **Geography/History:** Basic information about your country, area or town helps partners to know who you are. Plain figures and facts may be informative but a bit boring to look at. Add a little twist with maps, , photographs and even videos. Why don't you go physical and mail real tourist brochures?

### 3.3 ECE, co-operative learning and cooperatives

As Seikkula Leino (2007) has stated awareness of enterprise education among the teacher community has grown and attitudes towards the theme have become more positive but teachers do not know enough about the aims, contents and work methods of entrepreneurship education. At best they know what they should implement but they don't know how.

Regardless of the sheer amount of policies, recommendations and papers on enterprise education there is a pressing need to go beyond the theoretical talk and provide concrete examples of how to implement enterprise in the classroom (Ruskovaara, Ikävalko, 2007)

It would be naive to expect a sudden change of the mindsets, structures and ways of doing in education without a coherent and robust methodology to facilitate this transition in the classroom. We need to help students to bring out the FRIC (Flexible, Responsible risk-takers, Innovative and Creative) in them and cooperative learning may be a good (if not the only) methodological support for enterprise education and particularly, ECE project. Let's see why.

Cooperative learning strategies present two general characteristics:

- The class is divided in small heterogeneous groups.
- Each group is assigned a specific task and responsibility in order to promote positive interdependence among its members.

This basically means activities are designed in order to stimulate students to interact, cooperate, help and learn from each other.

According to Kagan cooperative learning teams are characterized by **Positive interdependence, Individual accountability, Equal participation and Simultaneous interaction** (PIES). This vision of cooperative learning teams is a good benchmark and a desirable outcome for any teamwork related activity and for ECE mini-companies in particular. It does undoubtedly contribute to establish clear criteria as to what is expected from the group of students. It does also help teachers to design appropriate tasks and devise strategies that nurture this kind of interaction.

Cooperative learning teams are the result of a carefully planned process. The main factors resulting in cooperative learning experiences for both teachers and students are:

- 1. Appropriate task design.** ECE methodology was originally devised taking into account basic tenets of cooperative learning. Cooperative learning principles and techniques have been taken into account in the design and content structure of ECE teaching resources.
- 2. Adequate preparation of students.** ECE book provides opportunities for discussion of the rationale for group work, dynamics and processes before the company is started up.
- 3. Establishment of effective group processes.** ECE book contains tasks specially designed to reinforce group cohesion. Teamwork rules are agreed among mini-company members. These rules are laid out in an official document, the articles of association.
- 4. Development of students' small group skills.** Tasks are distributed in different departments with different responsibilities. Each department reports and cooperates with the rest. Positive interdependence of goals, tasks and roles as well as simultaneous interaction are fully embedded in the project. Students are asked to put to good use their communication skills.
- 5. Team self-assessment.** According to Johnson & Johnson "effective group work is influenced by whether or not groups periodically reflect on how well they are functioning and plan how to improve their work processes". Reflection and self-assessment tasks have also been included in ECE materials.

Teacher training on cooperative learning techniques is well beyond the scope of this document. However cooperative learning techniques may provide a sound and long sought-after methodological support to implement enterprise education projects. ECE is a honest attempt to make this happen.

### 3.3.1 CO-OPERATIVE PRINCIPLES IN ECE

Mini-companies are considered an effective methodology to develop enterprise skills in secondary education. Mini-companies are student-run projects at school that develop on a small scale a real economic activity, or simulate in a realistic way the operations of firms.

ECE shares the views of the European Commission but adopts a slightly different approach when compared with other mini-company projects. ECE mini-companies are cooperatives, that is to say, enterprises that put people at the centre of their business and not capital.

Let's have a look at the definition and values of a cooperative:

#### Definition

“A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise.”

#### Values

“Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others.”

Source: ICA

**Both definition and values underpin the main goals and aspirations of ECE project and provide a honest and inspiring framework to develop an inclusive approach to enterprise education moving away of traditional entrepreneurial role-models.**

The following table shows the co-operative principles and their application in an educational context within EJE project.

Co-operative principles	Contextualisation
<p><b>1</b></p> <p><b>VOLUNTARY AND OPEN MEMBERSHIP</b></p>	<p>Co-operative societies must have an open and voluntary membership. According to the ICA's Statement on the Co-operative Identity, "Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination."</p> <p>The first of the principles is very important : all students can be a member of the cooperative regardless of race, gender, background, religion or marks.</p>
<p><b>2</b></p> <p><b>DEMOCRATIC MEMBER CONTROL</b></p>	<p>Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote) and co-operatives at other levels are also organized in a democratic manner.</p> <p>Equal participation of all partners is a very important aspect in ECE cooperatives. Decision-making is no longer restricted to a few and it helps to decrease status differences among the group so that everybody feels valued.</p>
<p><b>3</b></p> <p><b>MEMBER ECONOMIC</b></p>	<p>Members contribute equitably to, and democratically control, the</p> <p>The contribution of real capital adds an element of relevance. The specific amount is a internal decision of the cooperative. This contribution grants</p>

Co-operative principles		Contextualisation
<b>PARTICIPATION</b>	capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any or all of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.	students a set of rights and duties included in the Articles of Association of the cooperative.

<b>4</b>	<b>AUTONOMY AND INDEPENDANCE</b>	Co-operatives are autonomous, self-help organizations controlled by their members. If they enter to agreements with other organizations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy."	ECE cooperatives are autonomous and independent. Students assume risks and full responsibility for any of the actions they carry out. Third parties should never interfere or assume total control of the cooperative.
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<b>5</b>	<b>EDUCATION, TRAINING AND INFORMATION</b>	Co-operatives must provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their co-operatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of co-operation.	ECE is an educational project whose main goal is providing education and training for cooperative members. Outreach activities and external communication are embedded in the project.
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Co-operative principles		Contextualisation

<b>6</b>  <b>COOPERATION AMONG COOPERATIVES</b>	Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national, regional and international structures.	The international link with a partner cooperative underpins this principle as well as the opportunities to network with real and ECE cooperatives in the local area.
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<b>7</b>  <b>CONCERN FOR COMMUNITY</b>	Co-operatives work for the sustainable development of their communities through policies approved by their members..	ECE cooperative commit to allocate at least a percentage of the profits to some kind of social activity (donation) .
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Adapted from: ICA (1995)

## 4. TEACHER PROFILE

### Challenge

“The challenge is to allow young people to experience and feel the concept rather than learn about it in the conventional sense” (Gibb 2006)

As in many other aspects of education, teachers are expected to play a pivotal role in the delivery and promotion of enterprise in schools. “Teachers are an instrumental factor in causing change among students” (Arbel, Dor, Weiss, Peffers, 2001)

Remes (2003) defines enterprise education both as a content of learning as well as a method of learning. In most cases enterprise education is a learning process for teachers

themselves as it requires the adoption of new teaching methodologies. This particular aspect may be considered an extra burden to the daily workload of teachers if support measures are not put into place. Continuing Professional Development courses, initial education, support of school management and colleagues, external consultants and proper allocation of tools, time and resources contribute to build up the confidence of teachers to implement enterprise education in the classroom.

According to Gibb, an emphasis should be placed in pedagogies that allow students to experience and feel the concept. Seikkula-Leino (2007) has identified relevant working methods such as:

Co-operative learning, problem-based learning, group and peer work, project work, team work, learning by doing, pedagogical drama and learning diaries as well as twin classes, mini-companies, field visits.

### Working methods

Co-operative learning	Learning diaries
Problem-based learning	Twin class
Group and peer work	Study tours to work like
Project work	Visitors from work life to school
Team work	
Learning by doing	
Pedagogical drama	

After analysing different initiatives implemented throughout Europe it can be said that there is a differentiated lack of difference borrowing the concept from German philosopher, Peter Sloterdijk. Mini-company based projects are one of the most favoured methodologies in most countries.

But the use of these type of methodologies is not enough to define an enterprising teacher. "Knowing how much ownership and control of learning is given to students, maximising social learning, encouraging networking, developing motivation and commitment of students to see things through, encouraging calculated risk-taking, seeking and taking up opportunities in an innovative fashion and involving students in taking personal responsibility for the development of their learning" are defining features of high-quality enterprising teaching according to Gibb.

### Teacher profile

The entrepreneurial teacher will be one who masters the art of:

- Knowing how much ownership and control of learning to give to students
- Maximising social learning
- Encouraging student networking
- Developing motivation and commitment of students to see things through

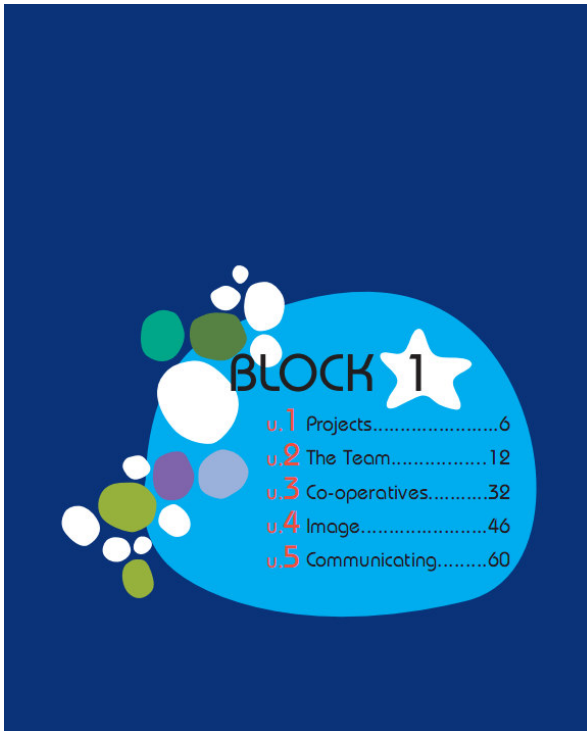
The ultimate goal of any enterprise education programme is to provoke positive change in students. This change is triggered if students perceive a parallel change in teacher's role. Fluency in the subject matter does indeed matter but the personality traits and behaviour of the teacher are far more important (Avinum, 1996)

## 5. ECE TOOLS: STUDENT'S BOOK

ECE student's book attempts to provide teachers and students a useful and attractive learning tool. ECE textbook is not another textbook on Business Studies. In line with the nature of the project, these are some of the basic features:

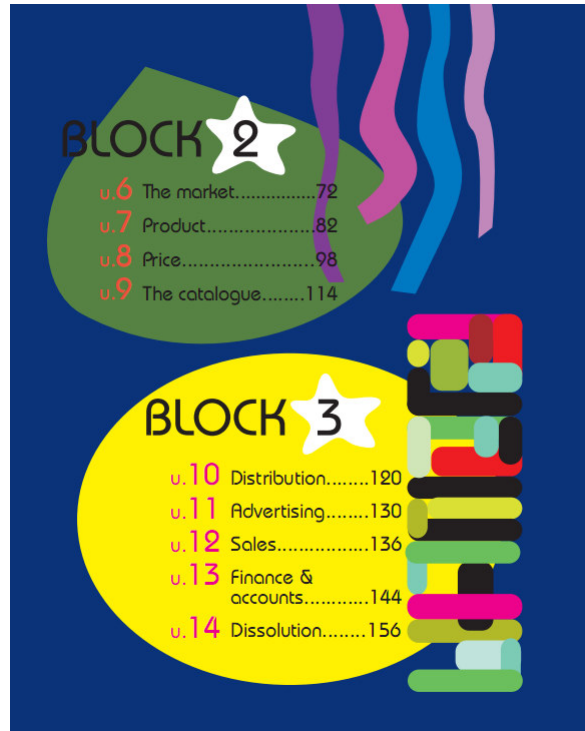
- ➔ direct and clear language
- ➔ a strong focus on practical and collaborative tasks
- ➔ a colourful and attractive design
- ➔ contents structured according to the mini-company project needs and not the opposite
- ➔ a conscious attempt to promote collaboration with external stakeholders.

ECE textbook is divided into 3 different thematic blocks. Each block contains a set of units that guide students through the main stages of the project.



**BLOCK 1**

- u.1 Projects.....6
- u.2 The Team.....12
- u.3 Co-operatives.....32
- u.4 Image.....46
- u.5 Communicating.....60



**BLOCK 2**

- u.6 The market.....72
- u.7 Product.....82
- u.8 Price.....98
- u.9 The catalogue.....114

**BLOCK 3**

- u.10 Distribution.....120
- u.11 Advertising.....130
- u.12 Sales.....136
- u.13 Finance & accounts.....144
- u.14 Dissolution.....156

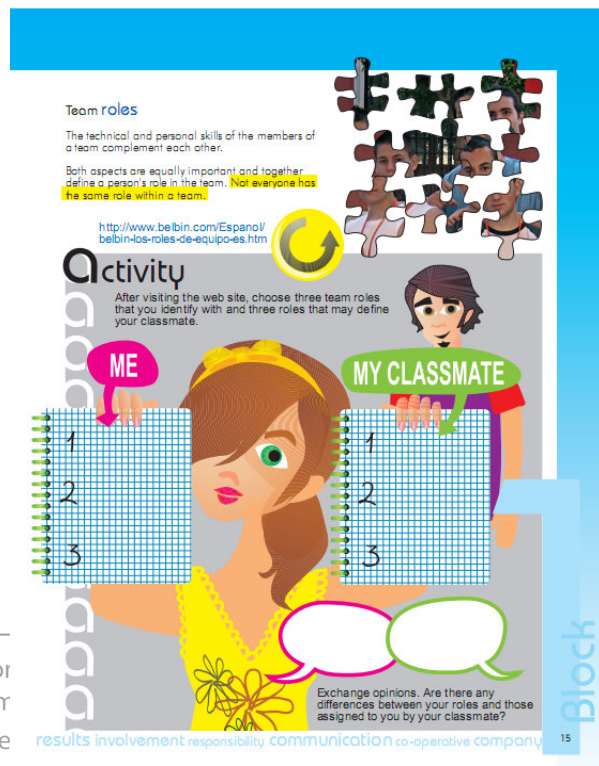
## 1. Block 1: Set up the company

- Projects
- The Team
- Co-operatives
- Image
- Communicating

## 2. Block 2: Business management

- The market
- Product
- Price
- The catalogue

## 3. Block 3: Winding up



**Team roles**

The technical and personal skills of the members of a team complement each other.

Both aspects are equally important and together define a person's role in the team. *Not everyone has the same role within a team!*

<http://www.belbin.com/Espanol/belbin-los-roles-de-equipo-es.htm>

**Activity**

After visiting the web site, choose three team roles that you identify with and three roles that may define your classmate.

**ME**

**MY CLASSMATE**

Exchange opinions. Are there any differences between your roles and those assigned to you by your classmate?

results involvement responsibility communication co-operative company

- Distribution
- Advertising
- Sales
- Finance & accounts
- Wind-up

Each unit deals with basic theoretical concepts with a down-to-earth approach. Some activities and additional readings are suggested in order to help students integrate the concepts. Finally students are asked to put into practice what they've learned in the context of the mini-company project. In order to do so a useful set of document templates can be found in the last section of the book.

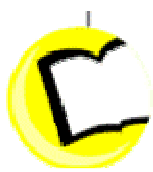
Icons are used to identify different types of activities.



ATTENTION



LINK



READING



ACTIVITY SHEET



DID YOU KNOW?

Last but not least, it is important to make clear ECE textbook is just a tool to develop ECE project. Reading cookbooks is simply not enough to become a good cook. Feel free to use this textbook as it best fits your needs.

## 6. RISK ANALYSIS: WHAT CAN GO WRONG? POSSIBLE SOLUTIONS!

The following chart gives an overview of the different recognised threats as identified by teachers during project implementation. Relevant countermeasures are suggested for each threat. Likelihood and impact are rated in a scale from 1 to 5. Risk is calculated according to the following formula:  $\text{Chance} \times \text{Effect}$ .

Nr.	Threat	Countermeasure / Preventive measures	Chance	Effect	Risks
1	Students lack motivation	Use different resources and media to engage students.	3	5	

		Highlight the differences with traditional subjects and the international dimension.  Identify your students previous experience in the field and its main strengths.			15
2	Bad communication with partner	Establish a communication protocol to be met by both parties. Appoint a communication officer in the team.	5	5	25
3	Some students are passive and rely on others' work	Define clearly individual and team responsibilities	5	3	15
4	Group is not working as a team	Devote some time to team-building activities	3	5	15
5	Different working speed with partner	Agree deadlines with your partner  Exchange timetable and school calendar	4	4	16
6	Headmaster is not supportive	Make sure the headmaster fully understands the goals of the project and the role the school is supposed to play. Arrange a meeting before the course starts. Make sure the project is a whole-school project.	3	3	9
7	Lack of teacher cooperation Critical/Reluctant actors	Organise an informative session with teachers from different subjects that may be helpful during the implementation. Make sure curricular links are clear.	3	3	9
8	No access to ICTs	Make the necessary timetable arrangements to access ICT rooms at least once a week.	2	5	10
9	Teacher ICT knowledge is limited	Engage ICT teacher or coordinator. Draw on students' informal knowledge.	3	4	12
10	Difficulties of curriculum embedment	Draw a grid to visualise the curricular links between project contents and specific subject lessons	3	4	12
11	No contacts with the outside world	Identify possible stakeholders. Draw on students' social networks. Organise school visits or get relevant people into the classroom. Engage parents.	3	4	12

12	Extra workload for teachers	Engage at least 2 teachers or look for ad-hoc cooperation from colleagues.	4	3	12
13	Bad assessment of learning outcomes	Use different evaluation methods. Peer to peer assessment, team assessment, portfolio assessment. Evaluate both individual and team performance.	5	5	25
14	English / Foreign language	English is the most common working language. Language barriers may be overcome with good communication and goodwill. Efforts to use your partners own language will be very appreciated. Eg. Mini-vocabulary. Support from the foreign languages department is recommended.	3	3	9
15	Products are not marketable	Carry out a joint market research activity with your partner cooperative. Design surveys and swap them with your partner school. Specify your product preferences (if any), price range, deadlines	5	5	25
16	Traditional teaching style	Avoid chalk and talk lessons. Provide opportunities for Peer to Peer learning	3	5	15
17	Students don't feel empowered	Open up spaces for debate. Accept students' decisions even if they are wrong.  Avoid "tokenism" (favouring certain students) Spot and discuss any status issues.	4	5	20
18	Partner cooperative is seen as a competitor	Highlight this is a Win-Win situation for both sides of the partnership. (eg possibility to access a new foreign market)	4	4	16
19	Profit is the main driver of motivation	Reinforce the social and learning aspect of the project. Ask them to analyse the cooperative principles and its application to daily activities of the company.	4	4	16
20	Insufficient funding	Provide different fundraising ideas. Contact local banks. Arrange sponsorship schemes. Engage new shareholders. Negotiate payment deadlines with suppliers.	3	5	15
21	Intercultural and European dimension is	Carry out international comparisons (e.g. standards of living, leisure time, expenditure,	5	3	



	neglected	cultural issues)			15
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## 7. FAQ

### Frequently asked questions

#### How many hours a week?

At least 2 lessons a week.

#### Why a cooperative?

Cooperatives are ruled according to a set of principles underpinning very important values such as democratic decision-making, team-work and autonomy. Profit-making is not the only driver of cooperatives. Social and cultural development of the cooperative members as well as community engagement are prominent features in this kind of companies

#### How many students in each cooperative?

As a rule of thumb 8-10 students.

#### Are student cooperatives legally registered?

No, although exceptions may apply in certain member states. Student cooperatives within ECE project serve primarily an educational purpose.

#### Whom should I contact if I have any questions or problems?

Your national/regional coordinator will be available to answer your questions.

#### Do they use real money?

Yes, the project wants to be as close to reality as possible. However, no large sums of money are managed. On average 500-1000 €

#### What is the start-up capital?

Cooperative members should agree on the amount. Normally speaking every member contributes 10-20 €. Please note national differences may apply.



**How can we contact a partner company abroad?**

Coordination team will provide contact details once you have uploaded a set of deliverables on the project website.

**Deliverables..., what do you mean?**

Cooperatives will produce different documents and information. Some of these documents will be uploaded on the website as a proof of progress. The most important ones are: Logo, name of the company, mission statement, organization chart. Further info on Starter's Kit.

**OK... we got our partner contact details. What should we do now?**

Send your partner an e-mail with a short introduction about your company, school and country. Include a short paragraph explaining what are your expectations.

**Can we use some other communication tools?**

Of course, MSN, Facebook, phone, videoconferences, chat rooms, anything will do as long as communication does not stop. But keep this in mind: quality is more important than quantity.

**What about communication between teachers?**

Teachers on both sides of the partnership should also stay in touch. It's a win-win situation. You can exchange opinions and ideas, agree on deadlines and share resources.

**Do all the products have to be manufactured?**

Not really. Some cooperatives choose to distribute ready-made products instead.

**How many products should be included in the catalogue?**

Product portfolio does normally contain 5 to 10 references.

**What kind of products?**

Anything will do as long as it is legal. Do bear in mind products will be shipped to a different country so factors such as culture, consumer preferences, weight, fragility should be taken into account.

**Are products shipped for real?**

Yes, indeed. Cooperatives should arrange shipment and send the products within the expected deadlines.

**Ok, we have received the parcel from our partner company abroad. What should we do?**

Find customers in your local area and try to sell them. There are several selling opportunities: school, local marketplace, special events,... Ask for the necessary permits.

**We want to clear payments with our partner company. How?**

A bank transfer will be the easiest option if both partners have a bank account. Remember to include IBAN and SWIFT codes. Ask your local branch for further info.

**What about tax?**

Profits are far below the minimum amount that should be declared. However it is advisable to contact your national tax office for advice.

**Should we do anything special with profits?**

Because of the particular nature of cooperatives it is very interesting to invest a certain percentage of profits in some sort of community project. It is recommended that all members sign an agreement on this particular issue at the very beginning of the project.

## 8. AND ACTION!

### 8.1 School environment

Education plays a prominent role in shaping the attitudes, values and beliefs attached to entrepreneurship within a given society. Morrison uses a metaphor, the tree of entrepreneurship where formal education, among other factors, is located at the root.

#### The Tree Roots (Morrison)

- Ideological practices
- Cultural attitudes, values and beliefs
- Personal motivations and characteristics
- Formal education system
- Family background
- Regional history and characteristics
- Intergenerational role models

Morrison states “the manner in which the young are conditioned from an early age through the formal education system and the fact that dominant approaches are frequently reinforced within family life, plays a significant role in the promotion or inhibition of characteristics generally associated with entrepreneurial behaviour”

Although the decision making process and associated individual traits are important much more attention should be paid to the impact of social and cultural factors in promoting or inhibiting enterprising behaviour of individuals.

A supportive school context will pave the way for the development of students’ enterprising skills and attitudes but enterprise education should be a whole-school approach involving

the adoption of new teaching methods, evaluation procedures, classroom environment, style of management and links with the outside world.

Thus winning support from the headmaster is a pre-requisite to pave the way for success. Meet with the headmaster to discuss what ECE project entails and the support you will need.

### 8.1.1 MEETING THE HEADMASTER

Recommended agenda for a meeting with the headmaster.

#### Relevant issues:

- ➔ **ICT access.** Access to ICT room will be needed on a weekly basis. This should be taken into account when designing timetables.
- ➔ **Links with other subjects.** The project allows for lots of inter-curricular links with different subjects. Informing the heads of department will pave the way for further collaboration and integration. The student's learning experience will greatly improve.
- ➔ **Out-of-school activities.** Make sure the headmaster is aware of the wide array of opportunities to engage with external stakeholders: Local suppliers, banks, town council. It is necessary to plan these kind of activities well in advance in order to minimise the inconvenience caused to the normal functioning of the school.
- ➔ **Funding.** Real money will be used. However the cooperative should look for their own sources of funding and it should not be financed by the school. Let the headmaster know project development should not have any impact on the school budget.
- ➔ **Parents' involvement.** A letter signed by the headmaster could be sent to parents. Letter will provide general information about the project. Suggest parents possible and feasible ways of collaboration.

## 8.2 Communication

### Partner cooperatives

- Create a specific e-mail account for each cooperative.

- Appoint a communications officer.
- Use other communication tools (Skype, instant messaging, Facebook)
- Try to set up at least one videoconference link at least
- Check your inbox regularly
- Confirm reception and answer as soon as possible
- Provide prior notice of holiday periods or any other events that may affect communication.
- Save all the important sent and received messages
- Contact your national/regional/local coordinator in the event of communication problems

### **Teachers**

- Communicate regularly with your colleague in the partner school.
- Use other communication tools (Skype, instant messaging, Facebook)
- Check your inbox regularly

Some additional activities are a good help to get the communication started:

Getting to know ...

### **Your partners' town**

- Use Panoramio or Google Maps to locate your partner school location.
- Print map location and post it on the classroom board
- Print photographs: Landscape, monuments, buildings, streets
- Search in Wikipedia to find out about the city and country: ie. Climate, population, natural resources, history, traditions, local currency, local time, main tourist attractions, music, cinema, etc...

### **Your partners' school**

- Create a basic survey to gather data about education and about the school
  - ➔ Number of students
  - ➔ Subjects
  - ➔ Year
  - ➔ School calendar
  - ➔ Sports
  - ➔ Facilities
- Mail the survey to your partner school and compare the answers
- Ask your partner school to provide some photographs of the school, student life and the city.

### Other possible activities

**Trip planning:** Let's say you are planning to visit your partner school. What is the best way to get there? Are there direct flights? How much would it cost?

**A day in a student's life:** Take some photographs during a normal school day and create a sort of visual diary you can swap with students in your partner school. Everything counts to provide a visual account of a day in your life: breakfast, bus, lessons, breaks, lunch time, out-of-school activities, sports, dinner...

Useful links:

<http://www.panoramio.com>

<http://www.wikipedia.com>

<http://maps.google.com>

In the attachments you find a **communication checklist** that is useful during the entire project.

## 8.3 ICT

ECE is not an ICT project but it provides a real context for application of ICT knowledge. Most commonly used tools are:

### Information access

- Web browsers to access and filter relevant information.

### Communication and collaboration

- E-mail
- Videoconference (i.e Skype)
- Instant messaging / Twitter/ chats / forums
- Social networks (Facebook, Ning)
- Project management platforms (Basecamp)

### Organization of information

- Word processors.
- Spreadsheets
- Databases

### Presentation of information

- Presentation software (i.e Power Point)
- Design/Drawing software (e.g. Paint, Corel, GIMP)
- Websites / Blogs
- Youtube

You are not expected to be proficient with all these tools. It would be a daunting task. However it is useful to know at least the main features and the opportunities they may provide in the context of ECE project. Don't forget ICT department can provide some help and, whenever possible, rely on students' knowledge.

## 8.4 Teambuilding

For a group to become a team is necessary to encourage a process in which they explore and develop the following aspects:

- **Cohesion:** refers to the attraction exerted by the condition of being a member of a team.
- **The allocation of roles and norms:** over time all the teams assign roles to their members and set rules, but this should be discussed explicitly. The norms are the rules that govern the behaviour of team members. Stick to roles defined explicitly allows the team to perform tasks efficiently.
- **Communication:** a good interpersonal communication is vital for any type of task. Teams must have running styles that facilitate communication.
- **The definition of objectives:** it is very important that team members should have common goals in relation to the work of the team and that everyone can clearly explain what their individual goals.
- **Positive interdependence:** cooperative learning is characterized by positive interdependence between the members of the team, who are responsible for their own learning and the learning of the team in general. Its members need each other and each student learns from others partners with whom you interact every day.

Taking into account these elements can be useful to think about efforts to promote true teamwork where "everything is much more than the sum of its parts."

### The team is based on the 5 C's:

- **Complementarity:** Each member dominates an activity of the project.
- **Communication:** Teamwork requires open communication between all members.
- **Confidence:** Every person is confident in the success of the rest of their peers.
- **Commitment:** Each member is committed to do its best.
- **Coordination:** The team needs to be organized with a view to making the project forward.

All team members must know that they are part of a team, and must comply with each role without losing the notion of the team. They must have the following characteristics:

- Being able to establish satisfactory relationships with members of the team.
- Being honest with yourself and with others.
- Having a sense of self-criticism and constructive criticism.
- Having a sense of responsibility to meet the objectives.
- Having self-determination, optimism, initiative and tenacity.
- Having concerns about improving.

## 8.5 Creativity

Creativity and entrepreneurship are closely linked. As they move along the main stages of the project students will develop and put into practice their creative skills. Logos, catalogues, working processes, sales, marketing, all of these fields and activities represent good scenarios for a creative input. Below are listed some methods that can be useful in prompting the creativity of your students.

### Pimp my ideas

A very useful technique from the MTV show Pimp My Ride, house flip programmes and others. It is about taking and revising the old into something new and “cool”.

### Rabbit hat

Write down words related and not related to the problem. Take also pictures, colours and even small pieces of fabrics. Put these into a box and take out at least the minimum number to work on the issue (e.g. two colours are not necessary not enough). Combine the elements you have picked up together.

### Cultural and geographic spotting

Think about in your culture/ area/ country, what is

- unique
- silly
- boring



- interesting
- odd, strange
- funny
- historical, stories
- characteristic

Take this element and think what different things could be done with it.

### **The 6 questions: What? Who? When? How? Where? Why?**

Answering these six questions is a pretty good place to start.

1. Who? Who is participating?
  2. What? What is happening? What has happened? What will happen?
  3. When? When is it going to happen? When did something happen?
  4. Where? Where is the action taking place?
  5. Why? Why did these things happen?
  6. How? How did something happen? What were the circumstances?
- (Retrieved 9 May 2007 from: <http://www.virtualsalt.com/crebook2.htm>).

### **Attribute listing technique** (Crawford (1954))

One attribute of an object is selected. This attribute is rather transformed or it is transferred to another object. The object may be any subject matter or a situation etc., and they can cover many areas, such as technology, literature or even various genres of art.

For example the object has four attributes:

- Size
- Colour
- Shape
- Hardness

Changing one or more attributes might change the original product into something completely different.

The technique is considered as a special form of the morphological analysis, and is principally used in analyzing the meaning or properties of product or a process.

([www.mindtools.com](http://www.mindtools.com); Heikkinen, pages 204 – 205)

## **Bionics**

Bionics is a creativity technique that works with inspiration from nature.

Bionics can be used for examples, structures, methods and references from biology and transfer them into new solutions, for example aircraft wings take example from the bird wings. Also biological elements can be combined.

The bionics approach is supported by the fact that evolution has been improving nature throughout history.

For more information: Wikipedia (Retrieved 18 September 2009)

## **Brainstorming**

Brainstorming is a method whereby new ideas and possible solutions are rapidly generated. Brainstorming is usually done in groups, but can be done alone as well. All the ideas are welcome, and can be continued by the next ones. The atmosphere should be positive. The ideas should be written down as presented and generated and later these ideas can be studied and the usability evaluated.

More about brainstorming at: (<http://www.answers.com/topic/brainstorming>)

## **Function analysis**

Function analysis is used to formulate the problem on generic level in order to allow an open-minded view of a certain issue. Breaking down the problem helps finding the most important links.

## **Futureworkshop**

The Future Workshop method was developed by Robert Jungk and Norbert Mueller. This technique is supposed to stimulate fantasy in order to get new ideas. Anyway it demands preparation and accurate supervision.

The future workshop is divided into three phases:

- first of all the phases of complaint and critics where everybody can express negative associations towards the problem.
- the phases of utopia and fantasy follows. Here ideas are created.
- In the third phase, the phases of realisation and practice the first two phases are combined.

As soon as there are any solutions another future workshop takes place. This time negative opinions are again expressed. So the future workshop is a cycle and thus a target/ actual comparison. (source unknown)

### **Headstand technique**

Headstand technique means turning things upside down and approaching it from another perspective. This can be very useful for new ideas. First turn the thing or the problem upside down, and then find solutions to the opposite element found. This can generate solutions to the original problem.

For example: people pay for food in restaurants vs. people do not pay for food in restaurants → the new idea might be that people pay a monthly fee for attending the restaurant. (for example Johansson 2006).

### **Six thinking hats**

The six thinking hats technique is created by Edward de Bono. It supports different ways of thinking with the final target of a vivid group discussion.

Each participant gets a hat, wristband or card of a different colour. These colours stand for the different thinking ways:

- white\_analytic thinking
- red\_emotional thinking
- black\_critical thinking
- yellow\_optimistic thinking
- green\_creative, associative thinking
- blue\_moderating, organizing thinking

The participants must approach the problem with the point of view of their hat, e.g. critical point of view, creative point of view etc.

**Useful links:**

[www.mycoted.com/Category:Creativity\\_Techniques](http://www.mycoted.com/Category:Creativity_Techniques)

[www.mindtools.com](http://www.mindtools.com)

[www.iturls.com/English/TechHotSpot/TH\\_ct.asp](http://www.iturls.com/English/TechHotSpot/TH_ct.asp)

## 8.6 The catalogue

### 8.6.1 CULTURAL DIFFERENCES

Culture is the set of habits and beliefs of a group of people. The group of people can be small (family, school etc.) or big (country, region, continent). There are many cultures and subcultures. For example youth cultures are subcultures. One person can contemporarily be part of many cultures. Each individual has an individual culture and is part of a collective and universal culture.

And each culture has its rituals, symbols, heroes, taboos, habits and values. Indeed Hofstede (1991) has distinguished four manifestations of culture:

- ➔ symbols, which are recognized only by those who share a culture; for example Freemasons have their own symbols and codes
- ➔ rituals, which are collective activities considered socially essential within a culture; for example habits during holidays, e.g. Christmas
- ➔ heroes, which are the characteristics that are highly prized in society, for example an athlete can be a hero for young people
- ➔ values, i.e. certain state of affairs is preferred over another; for example soft values are highly appreciated in some cultures, but competition in others

### 8.6.2 CULTURE AND PRODUCTS

Culture and cultural heritage influence on how things are perceived and understood. Culture creates habits, attitudes and viewpoints. These basic habits change slowly (de Mooij 2004). All this influences on how products, services and marketing material including text are perceived and understood covering everything from the basic idea of the product to the perceived quality of it.

For example in the Northern Europe peeled potatoes are eaten with the sauce, while if these two are given to the Italians, due to the lack of habit, they might eat them separately. Or the dog is the man's best friend in Europe and the Western world, whereas in some cultures dogs are scary animals, and in some other cultures they are also eaten. Do you think accessories for dogs would be a good product there?

Or do you know which European country football is not the most popular sport?

We offering products to cultural areas we must take into account the local habits, taboos, climate and nature and the culture as a whole.

It is not only about knowing habits and uses. Products function as vehicles of communication (Karjalainen 2004). Design, the form language of the products (i.e. which shape, colours etc. the product has) creates meanings and communicates. This is understood differently in different cultures. For example in the Nordic countries the simple preferred and tells of high quality, while in the Southern and Eastern Europe decoration is welcomed. The South and East European also wear more decorative and classical clothing whereas the North and Western Europeans are more casual.

What do you think of the following image? How much do you think it costs? Would you use products with this pattern? If so when and where? Who would use those?



The familiarity of the products guides the attention. We often pay attention to the familiar things, but sometimes the novelties and oddities catch the eye.

Different products and names stand out. These can be considered negatively but also positively. The unknown and non-familiar can become exotic and wanted. Especially when linked to life styles the novelties are welcomed. The rarity adds value and can raise the prize. For example new food products are often introduced in a context, e.g. on a magazine, and as something special. The reindeer meat is an exotic rarity outside Scandinavia, whereas snails or Lebanese soup are exotic in the Scandinavia.

Even names, product and brand names, can be exotic or create metaphors. What do you think about the following names:

Voutilainen	Mac Kinnon	Montgomery	Flosadottir
Nielsen	Ahlshog	Rakovski	Varga
Vega	Bianchi	De Witt	Kaufmann
Renard	Sosabowski	Karalis	Bozic

The culture influences more on the use of the products than the demographic factors. And elder the product, more culture influences on its idea and use. (de Mooij 2004).

Sometimes brand names might have funny meanings in another culture or names must be changed to fit the culture, for example:

- Lada, is a car brand, yet in Swedish the word means a barn
- Suoli, is a fancy clothing brand, but in Finnish it means bowel
- In the beginning Cola-Cola in China, depending on the pronunciation of the dialect, could mean “bite the wax tadpole” or “female horse stuffed with wax”. Both sound more hilarious than tasty. Research on Chinese characters paid off and the new spelling translated roughly in “happiness in the mouth”.<sup>1</sup>

### 8.6.3 CATALOGUE DESIGN TIPS

#### Product selection

- Carry out a **market research** to analyse your partners market.
- Check with your partner **previous interest** in any products
- Select **5-10 different products**

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<sup>1</sup> \* (de Mooij (2004) p.190 from [www.essentialaction.org/tobacco/funny.html](http://www.essentialaction.org/tobacco/funny.html) and <http://www.us-expatriate-handbook.com/chpt3.htm>, both retrieved September 1, 2002.)

- Send commercial letters to possible **suppliers**.
- Check **availability** with suppliers
- **Avoid** illegal, dangerous, bulky, fragile and perishable products

#### Catalogue design tips

- Provide basic information about the product: Name, price, image, features
- Use your marketing skills: Sell your product, tell a story.
- State clearly if price includes shipping.
- Compress images
- Translate texts to English or to your partner school language
- Provide prices in your customer local currency (if necessary)
- Include promotions, special offers, packs, bulk discounts.
- Facilitate orders by providing contact information
- Check file size if you are planning to mail the catalogue
- Publish your catalogue in the project website or in your own.

#### Negotiation

- Make sure all relevant information is included in your partners' catalogue
- Solve any doubts
- Negotiate terms of delivery and payment
- Agree on deadlines
- E-mail your order form using letter-headed paper

## 8.8 Funding

Products, supplies, events, shipping... probably the start-up capital won't be enough to cover all the expenses.

Lack of funding is a familiar situation for many real companies as well. But one should not conclude the company is doomed to failure. In ECE, problems are transformed into learning opportunities to develop organisation skills, creativity and links with external stakeholders.

So it is time for students to be creative, take the initiative and start searching for new sources of funding.

These are some of the options:

**Loans:** Visiting the local branch of a bank is a good learning experience for your students. Probably this will be the first time they set foot in a bank. Ask them to gather information



about the requirements and apply for a loan. In some cases, a prior meeting or a phone call to the bank manager may be a good help to enable cooperation.

**Shares:** Students can also look for people willing to invest money in their company. This means a clear strategy to communicate and persuade people as well as a perfectly planned and organized method for collecting the money. Issuing shares is a good opportunity to bring to the fore issues such as shareholders entitlement, liabilities and accountability.

**Sponsorships:** Sponsorship agreements may be signed with local companies. Normally companies may be willing to invest some money or offer some discounts to ECE companies in exchange for some visibility (eg, sponsors logo clearly visible in the point of sale or ECE company brochures) Cooperation with local businesses and other stakeholders can be reinforced with mentoring schemes or visits to the companies.

Other options include new capital investment by company members although learning-wise this is the least interesting option. Product sales related to a particular event (eg. Valentine's day), or other fundraising actions such as catering service, concerts, exhibitions are perfectly feasible.

## 8.9 Shipping

### Packaging

- Make sure the parcel is correctly packaged so that products arrive in tip-top condition
- Use new boxes. If you recycle old ones get rid of old labels and make sure it is in good condition.
- Protect contents with filler material (newspapers, bubble paper)
- Use strong packaging tape
- Label all boxes correctly
- Make sure the labels are visible
- Indicate any special handling needs (Fragile, Handle with care)
- Include full details on the recipient and on the sender (include phone numbers and contact person)
- Include a delivery note stating parcel contents.

### Shipping

- Consider product features (nature, weight).
- Identify service providers and compare costs and type of service
- Choose the most suitable option according to delivery deadlines
- Consider optional services: Tracking, insurance, notification of delivery



## 8.10 Sales

### Learning outcomes

- First-hand knowledge of relevant local institutions and organisations.
- Real contact with different kinds of customers
- An opportunity to showcase school activities.

### Step by step

- Identify location and date.
- Contact the headmaster and ask for permission
- Ask local authorities for support and authorization
- Advertise the activity in the local media
- Identify necessary resources
- Calculate costs

### Point of sale design

- Design colourful posters, signs and labels
- Make sure products and prices are visible
- Organise shifts and identify roles clearly (e.g cashier, customer service)
- Provide information
- Persuade customers
- Keep a good sales record

## 8.11 Payments

### Terms

- Payment terms should be agreed between both companies before sending goods: deadlines, amount to pay, current money, shipping cost included or not, etc.

### Timing

- Cash upon receiving the goods
- Deferred payment: agree on the payment deadline. As a rule it is advisable to defer the payment two or three weeks after the last sale
- Payments in advance

### Payment methods

- **Netting:** both companies compensate the amount of the invoice to pay. In some cases companies agree the same amount so they don't need to pay each other. Otherwise one of the companies pays the difference of the two invoices
- **Bank Transfer:** To use this method is necessary to open a bank account
- **Postal orders**

## 9. ASSESSMENT

Assessment remains to be the biggest challenge in enterprise education. Latest report on progress towards the Lisbon Objectives devotes a full chapter to Key Competences but entrepreneurship among others have been left out due to the lack of suitable indicators and methods to check progress particularly as regards the development of attitudes and skills.

“... it was recognised that for some adult skills identified as EU policy-relevant, such as learning to learn, interpersonal and civic competences, cultural awareness and entrepreneurship, more effort needs to be put into developing suitable methods and instruments. Therefore it does not seem feasible to assess them all in the short term. However, the possibility of focusing on some of these skills in the second round of a survey should be examined.”

Progress towards the Lisbon Objectives in education and training (EC, 2008)

Literature review shows contradictory evidence on the impact of enterprise education on those undertaking it (Peffer, 2001). However the development of a cluster of interpersonal skills is consistently reported as a positive learning outcome. It is of more importance to make students more enterprising than convince them to start their own businesses.

Sir Ken Robinson says enterprise education is senseless if it is not accompanied by enterprising approaches to evaluation and assessment. Thus we can't pretend to measure it using the same old yardstick.

Evaluation is a big issue but before we develop a suitable set of tools it is necessary to agree on the features defining efficient enterprise education. Straightforward thinking links efficient enterprise education with increased business start-up rates but research evidence shows this does not necessarily have to be the case at least in the short to medium term.

Enterprise education is about far more than encouraging young people to start their own business. Enterprise education is an opportunity to foster a specific mindset that can be potentially applied to the rest of their life, study and work.

One of the likely outcomes of enterprise education is to enhance entrepreneurial intention by means of reinforcing entrepreneurial cognitions. That is to say the degree to which a person perceives starting a new business is a desirable and feasible career option.

#### Feasibility Cognitions

- Start-up knowledge
- Self-confidence
- Degree of overwork
- High certainty of success
- Ease of start-up

#### Desirability Cognitions

- Would love doing it
- Degree of tenseness
- Would be very enthused

A positive increase in these perceptions may be a good impact measure of enterprise education programmes. E.U.R.O.P.E project has carried out extensive research in this field. “A fairly consistent research finding has been that exposure to enterprise has a strengthening impact upon entrepreneurial cognitions.”(E.U.R.O.P.E , 2006)

However it needs to be noted that E.U.R.O.P.E research has found substantial differences between European nations in terms of their enterprise feasibility and desirability cognitions which demonstrates the need to avoid “one size fits all” solutions.

As regards the nature of participation, “compulsory programmes appear to achieve positive outcomes for a wider range of entrepreneurial cognitions...” (E.U.R.O.P.E. 2006)

Different types of enterprise education programmes exert a different influence in the development of entrepreneurial cognitions. The widest range of cognitive strengthening is offered by Enterprise Skills Courses and Mini-Company courses according to E.U.R.O.P.E findings.

Things look good indeed, but once again you may need tools to assess the performance of your students in the classroom, don't you?

## 9.1 Tools

- ➔ Checklists: Instrument referred to the presence or absence of indicators to be systematically checked by observation or verification.
- ➔ Scales: A classification tool or counting system designed to indicate and measure the degree to which an event or behaviour has occurred.
- ➔ Rubrics are scoring guide used in subjective assessments. A rubric implies that a rule defining the criteria of an assessment system is followed in evaluation. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. A scoring rubric makes explicit expected qualities of performance on a rating scale or the definition of a single scoring point on a scale.
- ➔ Portfolio may be assessed in a variety of ways. Each piece may be individually scored, or the portfolio might be assessed merely for the presence of required pieces, or a holistic scoring process might be used and an evaluation made on the basis of an overall impression of the student's collected work. It is common that assessors work together to establish consensus of standards or to ensure greater reliability in evaluation of student work. Established criteria are often used by reviewers and students involved in the process of evaluating progress and achievement of objectives.
- ➔ Simulation of situations: Approach to the reality that professional learning context to infer the student resolves the situation. Generate knowledge for action and decision against the reality that faces professional.

### When?

- ➔ ECE recommends the use of formative assessment so that the teacher can make a better monitoring of progress in student learning .

## Who?

**The assessment should promote broad participation of all actors involved in the process.**

- ➔ Self assessment: It implies that the students take the responsibility to monitor themselves and make judgments about aspects of their own learning.
- ➔ Peer assessment: Students or groups assess each other. This is an innovative form of assessment, which aims to involve the students more actively in their own learning process . Providing feedback to their peers improves the quality of learning.
- ➔ Teacher assessment: The teacher celebrates student achievements and identifies areas of improvement according to clearly defined evaluation criteria which are clear to the whole class.

## 10. HOW TO PARTICIPATE IN THE ECE NETWORK

If you want to participate in the ECE network, you can contact the international projectcoordinator:

Dienst Beroepsopleiding – departement Onderwijs & Vorming  
Koning Albert II-laan 15  
1210 Brussels  
BELGIUM  
[dbo@ond.vlaanderen.be](mailto:dbo@ond.vlaanderen.be)  
+ 32 2 553 89 00

Contactperson: Nathalie Briessinck  
[nathalie.briessinck@ond.vlaanderen.be](mailto:nathalie.briessinck@ond.vlaanderen.be)

### PARTNERSHIP ECE:



DBO – Dienst Beroepsopleiding (Belgium)

Eurocultura (Italy)



Länsi-Suomen muotoilukeskus MUOVA –  
Western Finland Design Centre (Aalto  
University School of Art and Design Helsinki  
– University of Vaasa) (Finland)



SEDU – Vocational Education Center  
(Finland)



Ciudad Industrial del Valle del Nalon S.A.U.  
(Spain)



Emmerce – EEIG (Sweden)



Chambre of commerce Budapest (Hongaria)



OMNIA, The Joint Authority of Education in  
Espoo Region (Finland)



NOEMA – CMI (Finland)



University of national and world economy  
(Institute for Post Graduate Studies)  
(Bulgaria) ИНСТИТУТ ЗА  
СЛЕДДИПЛОМНА

КВАЛИФИКАЦИЯ  
при УНСС



# 11. ANNEX

## PARTNER COMMUNICATION CHECK-LIST

ITEMS	Yes/No	Date	Comments
The company has set up its own e-mail account			
Our partner company has provided e-mail contact details			
Teachers from both partner schools have introduced to each other (via mail or phone)			
We have exchanged school timetables with our partner company			
We have sent an introductory mail to the partner school			
We have received an introductory mail from our partner school			
We have appointed a communications' officer whose main duty is to check incoming e-mails on a weekly basis.			
We mail our partner school on a weekly basis (minimum)			

ITEMS	Yes/No	Date	Comments
We get messages from our partner school on a weekly basis (minimum)			
Our partner school was informed in due time about possible communication delays (holidays, study trips, technical problems, etc.)			
We have been informed in due time about possible communication delays (holidays, study trips, technical problems, etc.)			
We have asked our partner school if they had any previous interest in particular products from our region/country			
Our partner school asked if we had any previous interest in particular products from their region/country			
The catalogue of products was sent according to the deadline			
Our partner school catalogue of products was received according to the deadline			
We have agreed on deadlines to place and send the orders.			
We have agreed on shipment costs			
Before sending the order, we have informed our partners about the exact shipping costs and estimated time of delivery			

ITEMS	Yes/No	Date	Comments
Before sending the order, our partners have informed us about the exact shipping costs and estimated time of delivery			
We have provided a tracking number of the shipment to our partner school			
Our partner school has provided a tracking number of the shipment.			
The order was delivered in time			
The order was recieved in time			
All pending invoices have been cleared up			
We have contacted the coordination team whenever we experienced serious communication problems			