IMPEET

Innovative
Method to
Promoting
Entrepreneurship
Education to
Teenagers

Practice Enterprise's Competencies Framework

Germany, Italy, Lithuania

2019

Contents

1. Foreword

IMPEET is an Erasmus+ Strategic Partnership project for cooperation for innovation and the exchange of good practices, implemented between October 2018 and September 2020. The main objectives of the project:
1. To provide general education schools with an innovative framework of Practice enterprise model to develop entrepreneurship competencies to 12-15 years students.
2. To provide general education schools with methodological materials that will help to develop student entrepreneurship competencies through the PE model.
3. To enhance applicability and facilitate transferability of the project innovative approach through the provision of a set of recommendations, strategies and piloting implementation practices.
The project is conducted by the consortium of six partners from three European countries:

Country		Organization	
Lithuania	VIKO	VILNIAUS KOLEGIJA	VIKO is the largest accredited higher professional education institution in Lithuania. Since 1994 it functions as the Central Office of Lithuanian Practice Enterprises.
Germany	PEN	EUROPEN-PEN INTERNATIONAL EV	PEN is a worldwide Practice Enterprises network, promotes the multilateral exchange of experience between its 42 national CO and is the common link between the worldwide networks of over 7,500 PE.
Italy	IDC	ISTITUTO DON CALABRIA	IDC is a vocational training centre for young people, child care services, laboratories for disabled people, and all the initiatives and services of the Institute. It started the activities since 1900.
Lithuania	KGJP	Kauno r. Garliavos Jonuciu progimnazija	KGJP as a new type of school which has been existing since 2014 (after Garliava Jonuciai Secondary school restructuration into Gymnasium and Pregymnasium). The school is still looking for its exclusivity and is open to innovations.
Germany	FFS	Friedrich-Fröbel-Schule	FFS is oriented to individual support in smaller learning groups, interdisciplinary teaching principles, practical and action-oriented teaching based on a modified hourly schedule.
Italy	ICPSLS	Istituto Comprensivo "Panfilo Serafini - Lola Di Stefano" SULMONA AQ	ICPSLS wants to share experiences and to find new insights in Practice Enterprise model working together with international partners first time.

The project is based on INSPIRE - 7 strategies for ending violence against children and Practice Enterprise methodology interlined with the entrepreneurship skills according to the European Commission "EntreComp: The Entrepreneurship Competence Framework" - instruments for innovative solutions for increasing skills and competencies for 12-15 years old students.

2. Before entering PE Competencies Framework

2.1. PE introduction

Practice Enterprise (PE) is a well-known entrepreneurship education tool, used in 20 European countries for more than 60 years for different target groups. In 2016 the European Training Foundation awarded the Practice Enterprise concept their top rating, 3-star excellent practice, as an internationally recognized good practice in training business skills and entrepreneurship.

The PE's main objective is to give to students and trainees the chance to acquire experience in a real working environment simulating a real enterprise, i.e. taking part in a 'Practice Enterprise'. The Practice Enterprise concept has 3 main pillars: business world, education field and motivation development. The Practice Enterprise concrete implementation time varies and depends on the context it is set into. As such, the 'Practice Enterprise' experience is achieved in between 50-400 hours in a year.

The "Practice Enterprise" is a simulated company which is established by an implementing organization – school and run from a real office by a group of students/trainees assisted by certified PE teacher/trainer. A group of trainers guide the Practice Enterprise, one having the role of the PE Director. Different mentor companies participate in the Practice Enterprise, ranging from tourism, manufacturing industry, but also social cooperatives.

The PEs trade virtual products and services with other simulated enterprises at the local, national or international level. In this interaction, money, and financial or other institutions are fictitious – impersonated by the Central Office. However, the business decisions, documentation and activities have real nature and are based in a real equipped office.

It addresses a variety of entrepreneurship competencies covering all components: knowledge, skills and attitudes, where skills seem to dominate. The competencies appear to be two-folded, both relevant for the world of work and entrepreneurship. Firstly, they relate to the working place/enterprise function, and secondly, they are transversal. This is reflected in the trainees' assessment tool for trainers. The emphasized transversal skills are acting alone, team-work and cooperation, sense of responsibility, proposal capability, and self-learning. Moreover, trainees learn competencies related to national, but also international, trade (business).

The Practice Enterprise uses face-to-face learning settings – in a realistically equipped office - complemented by online simulated international and national interaction with other Practice Enterprises, banks, clients, suppliers etc. The Practice Enterprise experience takes the form of either intra- or extra-curricular activity. The didactic methodology draws on action-oriented and practical- based learning, in other terms learning by doing, collaborative learning complemented by competitions. In the programme, the training at Practice Enterprises is personalized. Self-directed learning is an important pedagogical component. Each trainee manages his/her role and participates in a process of technical knowledge transfer. Each trainee experiences the full Practice enterprise cycle on a rotation basis. Depending on its concrete implementation, the Practice Enterprise experience is usually complemented by lectures or similar usual school programme's activities.

Each practice enterprise focuses on a real office or an enterprise framework in a certain area. The participants work in a real productive atmosphere and learn and realize the requested tasks. At the end of the course, the participant has a global concept about office work, with working experience

and with adaptation skills for a job as e.g. flexibility and enterprise culture. The declared objective is to allow the participants in PEs the acquirement of transversal skills, respecting their individual peculiarity.

EXAMPLE OF A PRACTICE ENTERPRISE

Every PE reproduces the structures of a real commercial or manufacturing company. In some places it is subdivided into three departments:

ADMINISTRATION DEPARTMENT	COMMERCIAL DEPARTMENT	PERSONNEL DEPARTMENT
manages documents relative to accounts and administration of the Firm so as to have a budget and control the cash flow.	enters into buying and selling agreements with other PEs, nationally and internationally, also undertaking marketing and warehouse checking activities.	manages all documentation concerning personnel administration.
• VAT registers; • VAT payments; • accountancy registers • customer and supplier bill-book; • bank and relative operations book.	• managing customers and suppliers; • incoming and outgoing orders; • buying; • invoices, dealings with haulers; • dealings with Customs; • preparation of catalogue and price list; • advertising; • analysis of commerce budget; • warehouse accounts.	• hiring; • sacking; • work contracts; • preparation of wage packets; • dealings with Official National Boards; • calculation and payment of taxes; • staff discipline.

Part of the tasks of the Central Office is to offer external services to the practice enterprises (Banks, Tax Office, Social Insurance, Chamber of Commerce, Clients, Suppliers, Transports, specifically Tourism services, etc.) but also to control the quality of the documents coming from the practice enterprises and to identify possible "formative mistakes". In this way, The Central Office reports these "formative mistakes" to the trainers of the practice enterprises (sending back the document in a yellow envelope) and they can interfere to recuperate the training deficit of the participants.

2.2. Quality in PE

The quality assessment of PE and its activities is evaluated according to various carefully chosen parameters: physical, process and service parameters. The evaluation criteria structure is built on the international EUROPEN-PEN International Quality Certification System for PEs, which uses various certification criteria from 12 European countries to combine into a common certification grid.

PHYSICAL, PROCESS AND SERVICE QUALITY PARAMETERS IN PE

PHYSICAL PARAMETERS	PROCESS PARAMETERS	SERVICE PARAMETERS
The deal specifically with the physical environment, its equipment and the various tools and devices which are available to trainees in PE	It is the way in which the PE concept has been applied and the subsequent analysis and assessment of the whole process	it encompasses the basic service data, the commercial activity diagnostic and the commercial activity documents and forms.
- organizational and management structure (documents for corporate and brand identity, the connection to the mentor company, the mission statements, the procedures flow charts, job descriptions); - operational structure (PE teachers' qualifications, number of trainers, contacts with regional employers and organizations); - access to high-speed internet; - software platforms; - telephone lines; - the whole physical environment such as furniture, stationary.	- the curriculum based on the target group; - training in the respective fields such as technical skills, business language, individual self-learning training, etc.; - meetings, the organization of the physical departments; - participation in trade fairs; - exchanges with another PEs; - internal audit keeping in mind the continuous improvement of systems; - individual and PE goals; - the overall assessment of learning outcomes; - the various self-assessment tools; - the trainee certification system.	- the number of commercial activities; - the number of PE hours/ per week; - the PE contact information; - the achieved targets; - number of customers, suppliers and transactions; - commercial activity documents and forms; - the documents such as sales catalogues, the different purchase orders and the management of supplier and client accounts; - the accounting of expenses and the overall documentation for transport and customs procedures are also evaluated.

All these evaluation aspects in all different fields allow us to reach the highest level of quality provided to the students. It is also to ensure standardization of the concept and serves as a validation of activities and a confirmation of activities effectiveness. It allows the PEs to represent a safe working environment where maximum learning outcomes and connection with the real world can be guaranteed while withholding high process and organization standards. These can then, in turn, ensure that the PE experience gained in different countries and different schools can be seen as comparable and equally contributing to further the practical learning experience.

2.3. Good practice example

Name	Practice Enterprise, called "Impresa Simulata Confetti Panfilo Serafini"
Place	School: Istituto Comprensivo "Panfilo Serafini - Lola Di Stefano" SULMONA AQ, Italy
Beginning	2002
Target group	specifically addressed to teenagers aged 11/12 to 15 years old
The problem/needs	The starting point was in a simple problem: If a student has failed or fails in traditional and routine school activities and lessons, it will go on failing again and again if he follows and repeats the same activities as they are. The answer was simple, too. It was about giving the student a new point of view overturning the school activities: NOT from theory to practice – first I learn and then I do – but from practice to theory – first I do and then I learn or, at least, I do AND learn at the same time, which is Learning by doing. It was about giving them a real task: to prepare an advertising leaflet, a flyer, a catalogue, an advertising video spot, an advertising campaign, to fill in purchase documents or invoice documents. It was about using tools from real life: a camera, a mobile, a computer, a scanner, a telephone, a copy machine, a calculator… It was about running a retail sale company, it was about working in an office, it was about having a special school area only for their project, their practice area.
The aim	To give students competencies, skills and knowledge in the field and activities of entrepreneurship. Two aspects of the project are to be highlighted that are closely linked: 1. Entrepreneurship knowledge, skills, abilities and competencies. 2. School or educational knowledge, skills, abilities and competencies: reading and comprehension, writing, maths, communication abilities.
Methodology	Practice Enterprise activities start with a new point of view: the student and his needs. Students work on a project, not on a subject, so they select and use the tool-subject they need to fulfil their specific task. Do they have to prepare and advertising leaflet? They will probably need their NATIONAL LANGUAGE, ART, TECHNOLOGY, ICT and ENGLISH. Do they have to prepare an advertising spot? They will probably need their NATIONAL LANGUAGE, ENGLISH, ICT, MUSIC and more. Do they have to fill in an invoice document? They will probably need ICT, TECHNOLOGY and MATHS.
Support	PE had support from "Regione Abruzzo" authorities who aimed at: 1. Fighting early school leaving, school failures and abandoning before completing and getting a school certification; 2. Recovering, and consolidating – first of all – and enhancing –possibly – basic knowledge, skills and abilities: reading and comprehension abilities, writing abilities, communicative abilities, maths abilities, etc.; 3. Offering weak students, students with past school failures and students with low self-confidence, motivating activities and new tools to improve their situation in terms of learning and developing abilities. In other words, it was, and it is a question of "doing school" in a new way. 4. Including and involving special groups of students: students from immigrant families with language problems, disabled students, students with special needs.
Outcomes	The student is the real protagonist of the project as he is the real proprietor of the Practice Enterprise.

One of the winning points was that the students chose a business strictly connected to their real life and experience, the "confetti" business. "Confetti" candies, originally, they were sugared almonds. They are an old tradition, dating back to 6 centuries ago, and it is the main activity in Sulmona town with factories and lots of shops. If students can choose a business activity they know well and it is part of their life, it will be very helpful.

In the initial stage, the student has to make some decisions: name of PE, logo, kind of business, products, catalogue and every single aspect of the start-up stage.

It is important that students behave collectively, as a group and not as individuals; "we" and "us" is more significant than "I" and "me". All decisions about the activity are to be made collectively: this aspect makes mutual, peer and cooperative learning easier, more productive and more effective because it develops mutual trust and a higher degree of self-confidence and self-esteem.

As the students are very young, they cannot be asked to face wide and complex technical and financial aspects such as "consolidated balance sheet" and similar topics. The starting points should be their abilities and activities they like: marketing, catalogue, flyers, leaflets, spots, video presentations, video and audio advertisements and more because every educational topic and subject can be found and developed in these activities.

PE experiences suggest that getting and keeping in touch with the "real" world of "real" firms and companies is relevant and should be developed. The support of "mentor firms" is very helpful as well as the support from other facilities in the area.

2.4. Seven INSPIRE strategies

7 strategies of INSPIRE is package is 7 strategies for ending violence against children an evidence-based resource for everyone committed to preventing and responding to violence against children and adolescents (from birth to the age of 18 years).

I	Implementation and enforcement of laws	Practice Enterprise (PE) is working as a simulation company, without real money and real goods, but according to national laws and business regulations. Laws prohibit the use of violent punishment and any other forms of violence being performed. However, some bullying or rejection can be observed among adolescents, so it is advisable to know all laws, regulating violence.
N	Norms and values	PE activities strengthen norms and values that support non-violent, respectful, nurturing, and positive and gender equitable relationships for all participants. More favourable beliefs towards gender equity and gender-equitable division of labour are acquired. There are a lot of stories of success of students who have changed their attitude and motivation to study due to their training in a PE. These successful examples can be used to increase motivation.
S	Safe environments	For most adolescents, school is the most important setting outside of the family and PE model is based on closed, positive cooperation and communication of students in specific premises looking like a business office. Classrooms become workplace environments; classes become companies. Safe environment principles can increase the safety of school buildings and grounds, also students' routes to and from school.
P	Parental and caregiver support	PE can make a positive impact and form an attractive image of the school. New chances to be involved in school matters are presented to parents. Their business experience is of great value. PE with parents' involvement components can help parents establish effective communication with their children and having in mind that the age of adolescence is usually seen as challenging for relationships in a family, parents can stay involved and support their children.
I	Income and economic strengthening	as through developing and managing trainee-run businesses, PE students learn professionalism, business insights, corporate knowledge, presentation skills, and teamwork. And through their business and trade across industries, borders, and cultures, trainees develop a hands-on knowledge of the expectations of both the workplace and the European economy, thereby improving their employability and spirit of entrepreneurship.
R	Response and support services	The training in PE takes place while simulating activities of real enterprises and applying knowledge to practice. Helping young people to understand their own strengths, talents, different study options and employment prospects are essential. PE trainers use different strategies to motivate various target groups. For one trainee the best motivation can be participation in the PE trade fair, for others, a PE certificate, high mark, more work-challenging tasks and other methods can serve as motivational factors. Schools and educators are part of referral networks and first-line response.
E	Education and life skills	This project leads to innovative practices in entrepreneurial skills. This means the implementation of learning model PE, which is based on learning by doing, learning by mistakes, integrated learning, learning from each other experience, and also other methods. PE can teach students life-skills such as problem-solving, critical thinking, communication, interpersonal relations, and methods to cope with emotions and crises. PE participants acquire abilities for adaptive and positive behaviour that enable individuals to deal effectively with the challenges of everyday life. PE activities lead to pro-social behaviours, including resolving conflicts effectively and displaying empathy toward others.

2.5. Entrecomp framework

This Framework of competencies is a proposition of EU Commission: A new skills agenda for Europe – working together to strengthen human capital, employability and competitiveness to address the skills challenges that Europe is currently facing.

The framework arrives at everyone should have the key set of competencies needed for personal development, social inclusion, active citizenship and employment. It offers a tool to improve the entrepreneurial capacity of European citizens and organizations.

The three competence areas convey entrepreneurship as availability to transform ideas and opportunities into action by mobilizing the personal, material and non-material resources. The framework develops the 15 competencies along with an 8-level progression model and proposes a comprehensive list of 442 learning outcomes. The framework can be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence. Also, it can be used for the definition of parameters to assess learners' and citizens' entrepreneurial competencies.

It consists of four main levels of proficiency: Foundation (External support), Intermediate (Increasing autonomy). Advanced (Responsibility to transform ideas into action is developed), Expert (Considerable impact in its reference domain). Each level is split into two sub-levels. Project target group competencies in the framework are developed in the first two levels.

3. PE Competencies Framework for 12-15 age students

The PE model Framework for Students aged 12-15 is the foundation for support the entire pedagogical material - entrepreneurship education material for PE student and teacher. It gives a definition of quality indicators focused on PE and INSPIRE context, covering different aspects of entrepreneurship competencies in PE. The collected information is useful for the integration of Practice Enterprise the approach within the secondary school programme and learning contexts of students of 6-8 classes and to foster entrepreneurial skills among students.

The implementation of the Framework in targeted institutions will offer them the opportunity to identify internal challenges in entrepreneurship education of Practice Enterprise initiatives, as well as undertaking improvement measures to continuously improve quality in PE development. The Framework will be related to raising the issue about a common understanding of PE entrepreneurial competencies through INSPIRE strategies in the context of all PE stages, providing a complex matrix with measurable quality indicators and a set of guiding questions to support the PE implementation process in schools.

3.1 Correspondence between PE competencies and INSPIRE principles

No.	Practice Enterprise COMPETENCIES	AREAS	SEVEN STRATEGIES FOR ENDING VIOLENCE AGAINST CHILDREN						
			Implementation and enforcement of laws	Norms and values	Safe environments	Parent and caregiver support	Income and economic strengthening	Response and support services	Education and life skills
1.	**Spotting opportunities**	**Ideas and opportunities**	**Searching for legal norms** The opportunity to be able to put forward positive rules in a PE to create mindful and aware students. Creating value by establishing safe environments and tenements for a socially responsible sustainable society.	**Searching for and discovering ethical norms and values** To foster positive roles in PE and to put forward the boundaries of harmful stereotypes prevention applying teamwork and positive constructive feedback.	**Discovering social responsibility** To ensure a safe social environment in terms of correct social relationship among students, among all the people who are involved in PE activities (teachers, experts, external staff, etc.) To provide safe environments which reduce the spread of violence by cooperation, improvement of skills and increasing opportunities for a better life.	**Creating relations between each other** To establish a PE as a community (parents, caregivers, students, teachers, etc.) setting with a comprehensive way of learning. Being able to provide patterns and scenarios for the future, identifying challenges and bringing all the abstract ideas into reality and to the market.	**Discovering of microfinance rules** To teaching real-life financial literacy and life skills needed in concrete situations. Keeping up to date with new developments on the market and putting them into a larger context of life skills.	**Searching for needed support and service** To empower PE teachers to create, to expand the possibilities and values for the well-being of the students' group as a whole and each student personally.	**Understanding of persisting learning importance** To establish life and social skills training during PE activities, to use any initiative for value creation as a learning opportunity. PE as a way of fostering ethical and sustainable awareness which leads to life and social skills basics, which then foster an atmosphere with a focus on stability and education to prevent from harmful influences.
2.	**Creativity**								
3.	**Vision**								
4.	**Valuing ideas**								
5.	**Ethical and sustainable thinking**								

No.	Practice Enterprise COMPETENCIES	AREAS	SEVEN STRATEGIES FOR ENDING VIOLENCE AGAINST CHILDREN						
			Implementation and enforcement of laws	Norms and values	Safe environments	Parent and caregiver support	Income and economic strengthening	Response and support services	Education and life skills
1.	**Self-awareness and self-efficacy**	**Resources**	**Knowing legal norms** To participate actively in PE legislation (acts, regulating relationships between the employees, development of the organization culture, other internal rules).	**Knowing the ethical background** To mobilize students to maintain PE values system: vision, mission, goals, and events enhancing organizational culture. Opportunities and sources by working in a group, learning from each other. Stimulation discussions between PE participant in which they can reflect on topics relating to power/gender/etc.	**Being socially responsible** To include processes that help students to see themselves and others in order to achieve a common goal and take steps to avoid potential threats; to strengthen the sense of ownership and to promote prosocial behaviour.	**Keeping fluent relations between each other** To organize a meeting with the community (parents, caregivers, students, teachers, etc.) before the start of PE activities. It is perfect recourse to understand their expectations and on the other hand to foresee areas for their involvement in PE activities. Creation of a cooperation plan with parents.	**Knowing how to handle finances** To deepen students' knowledge and skills in financial and economic literacy according to PE job descriptions. Business planning in PE and budget management. Gaining confidence and an entrepreneurial mindset. Day to day activities.	**Knowing personal needs for support and service** To focus on student's needs and according to them, PE teachers have to provide services and mechanisms to seek support, to care and help them. Teachers have knowledge of how to manage incidents.	**Knowing areas to be learned** To be aware of the concrete working place, rights and responsibilities, procedures and documents with the guidance of the PE teacher. PE aims at teaching internal procedures and relationships between businesses in a cross-curricular, task, problem-oriented and student-centered way. All gained knowledge can be applied and put into practice while practicing in PE.
2.	**Motivation and perseverance**								
3.	**Mobilizing resources**								
4.	**Financial and economic literacy**								
5.	**Mobilizing others**								

No.	Practice Enterprise COMPETENCIES	AREAS	SEVEN STRATEGIES FOR ENDING VIOLENCE AGAINST CHILDREN						
			Implementation and enforcement of laws	Norms and values	Safe environments	Parent and caregiver support	Income and economic strengthening	Response and support services	Education and life skills
1	**Taking the initiative**	**Into action**	**Keeping legal norms** To maintain the organization culture, other internal rules – customize to the respective action steps being taken. Value creation by setting rules and regulations in all PE activities	**Acting ethically** To develop PE values system: vision, mission, goals, events enhancing organizational culture.	**Fostering others to be socially responsible** To use environmentally friendly tools and energy-saving strategies. To improve the PE environment by creation of friendly, safe and ecologically designed open spaces and working areas.	**Strengthening of fluent relations between each other** To involve the community (parents, caregivers, students, teachers, etc.) in PE processes, events, sharing work experiences with each other. Permanent update of cooperation plan with parents.	**Managing finances** To prioritize, organize and follow up. Make decisions dealing with uncertainty, ambiguity and risk. During PE activities students deal with the economy and economic concept and structure in different departments: purchase, sale, accounting, etc.	**Using personal needs for support and service** To improve students' responsibilities, motivation and behaviour during PE activities at the same time strengthening their self-confidence	**Persisting learning process** To regard students' activities in terms of collaboration and mutual help. Peer teaching and team working, and learning is essential in PE activities
2	**Planning and management**								
3	**Coping with uncertainty, ambiguity and risk**								
4	**Working with others**								
5	**Learning through experience**								

3.2. Description of activities in PE

According to entrepreneurship competencies, there are described the PE activities in 4 levels-indicators:

- Discovering focuses on discovering PE student qualities, potential, interests and wishes working under direct supervision.
- Exploring focuses on work in PE with reduced support from others, some autonomy and together with team members.
- Experimenting focuses on student critical thinking and working on his/her own and together with team members.
- Daring focuses on turning ideas into action in PE and on taking responsibility for this.

		Ideas and opportunities
Levels	**INDICATORS**	**DESCRIPTION OF ACTIVITIES IN PRACTICE ENTERPRISE**
		1. Spotting opportunities
1	Discovering	Students find opportunities to help others, establish new connections, to find different examples of PE challenges that need solutions, to find examples of groups who have benefited from a solution to a given problem. They can tell the difference between various areas where value can be created: e.g. at the PE department, in the communication between departments, in the PE environment.
2	Exploring	Students can recognize opportunities to create value in the PE, identify needs and challenges that need to be met, recognize challenges in one's PE that can contribute to solving and recognizing the different roles they are responsible in PE.
3	Experimenting	Students can explain what makes up an opportunity to create value, to identify ways as to how to solve PE problems in alternative ways, to explain that different groups may have different needs, to tell the difference between contexts for creating value.
4	Daring	Students can proactively look for opportunities to create value by exploring the social, cultural and economic environment of PE line of business and bring together scattered elements, can redefine the description of a challenge, can identify user/user group and their needs to tackle through creating value. Being able to identify students' personal, social and professional opportunities for creating value.
		2. Creativity
1	Discovering	Students are able to show curiosity about new things, to develop ideas that solve problems that are relevant to them and their PE, to approach open-ended problems with curiosity (problems that can have multiple solutions), to assemble objects that create value for yourself and others, to find examples of innovative products or services.
2	Exploring	Students are able to explore new ways to make use of existing resources, alone and as a part of a team to develop ideas that create value for PE, to explore open-ended problems in many ways so as to generate multiple solutions, to improve existing products, services and processes so that they better meet their own needs, to describe how some innovations have transformed society.
3	Experimenting	Students are able to experiment with own skills and competencies in PE situations that are new, to experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way, to take part in group dynamics aimed at defining open-ended problems, to identify the basic functions that a prototype should have to illustrate the value of own ideas, to tell the difference between types of innovations.

4	Daring	Students are able to actively search for new solutions that meet the PE needs, to test the value of the solutions with end users, to reshape open-ended problems to fit one's own skills, to assemble, test and progressively refine prototypes that simulate the value one wants to create, to judge if an idea, product or process is innovative or just new to oneself, to combine knowledge and resources to achieve valuable effects.
3. Vision		
1	Discovering	Students can imagine a desirable PE future.
2	Exploring	Students can develop simple PE future scenarios where value is created.
3	Experimenting	Students can develop alone /or with others an inspiring PE vision for the future that involves others, to explain what the vision is and what purpose it serves, an own vision for creating value drives oneself to make the effort to turn ideas into specific action.
4	Daring	Students can build PE future scenarios around one's own value-creating activity, to be aware of what is needed to build a vision, to decide what type of vision for creating value one would like to contribute to.
4. Valuing ideas		
1	Discovering	Students can find examples of ideas that have value for PE and its employees, to clarify that some people´s ideas can be used and acted on.
2	Exploring	Students can show how different groups create value in their own PE, to explain, that ideas can be shared and circulated for the benefit of everyone or can be protected by certain rights: e.g. copyrights and patents.
3	Experimenting	Students can tell the difference between social, cultural and economic value, to tell the differences between types of licenses that can be used to share ideas and protect rights.
4	Daring	Students can decide which type of value one wants to act on and then choose the most appropriate pathway to do so, to choose the most appropriate license for the purpose of sharing and protecting the value created by one's own ideas.
5. Ethical and sustainable thinking		
1	Discovering	Students can recognize behaviour that shows integrity, honesty, responsibility, courage and commitment, to list examples of environmentally friendly behaviour that benefits a PE community, to find and list examples of changes caused by human action in social, cultural, environmental or economic contexts.
2	Exploring	Students are able to describe in one's own words the importance of integrity and ethical value, to recognize examples of environmentally friendly behaviour by companies that create value for society as a whole (CSR activities), to tell the difference between the impact of a value-creating activity on the target community and its broader impact on society.
3	Experimenting	Students are able to apply ethical thinking to consumption and production processes, to identify practices that are not sustainable and understand their implications for the environment, to identify the impact that taking up opportunities will have on yourself and your team, on the target group and on the surrounding community in PE.

4	Daring	Students can be driven by honesty and integrity when making decisions, to produce a clear problem statement when faced with practices that are not sustainable. Students can tell the difference between accounting for the use of resources and accounting for the impact of own value-creating activity on stakeholders and the PE environment.

Recourses		
LEVELS	**INDICATORS**	**DESCRIPTION OF ACTIVITIES IN PRACTICE ENTERPRISE**
1. Self-awareness and self-efficacy		
1	Discovering	Students discover certain positions in PE (CEO, designer, advertising, public relations, marketing etc.). Students can identify why they came to PE, they can identify their individual strengths and weaknesses. Students identify the internal and external resources they are going to use. They can list different types of resources they are going to use. Students find out about certain positions in PE, they are going to apply and make applications (self-presentation, motivational speech).
2	Exploring	Students describe their individual and group strengths and weaknesses. Students describe the internal and external resources they are going to use. They can list different types of resources they already have and which of them they need to search for. Students are accepted to certain positions in PE. They can explain what additional value they will create in PE, what responsibilities they will take (search for clients, create product design, advertise, purchase needed materials).
3	Experimenting	Students assess and evaluate their individual and group strengths and weaknesses. Students can assess and evaluate the internal and external resources they are going to use. They can list different types of resources they are going to use. Students set their goals and make short time teams to achieve these goals, they share work in PE responsibilities. Students find the best activities which motivate them and demonstrate self-confidence in the area chosen.
4	Daring	Students can relate their individual and group resources to opportunities and prospects. They demonstrate the desire to use their strengths and abilities to make the most of the opportunities to create value. Students use their individual and group resources to make solutions. They take full responsibility for the position taken in the PE and for the goals which they set together.
2. Motivation and perseverance		
1	Discovering	Students can identify temporary failures of finding and using resources and stay focused on the goal. They demonstrate a willingness to find resources. Students discover their inner motivation to participate in PE and take certain positions.
2	Exploring	Students recognize and describe different ways of motivating themselves to find resources for creating value. They explore different positions in PE. Students might change the position chosen but doing that they can give arguments for their decision; describe what competencies they are going to maintain and develop in the other position.

		Recourses
LEVELS	**INDICATORS**	**DESCRIPTION OF ACTIVITIES IN PRACTICE ENTERPRISE**
3	Experimenting	Students can identify temporary failures of finding and using resources and stay focused on the goal. They demonstrate a willingness to find resources. Students overcome simple adverse circumstances. They can delay achieving their goals in order to gain greater value. Students show motivation while working in the chosen position in the PE. They share responsibilities and set their goals.
4	Daring	Students regulate their behaviour to stay driven and achieve the benefits of turning ideas into action. They can judge when it is not worth continuing with the search for certain resources. Students maintain effort and interest despite setbacks. Some obstacles might even increase their motivation and perseverance as the goal is taken as a challenge.
		3. Mobilizing resources
1	Discovering	Students recognize that resources are not unlimited. They value possessions and use them responsibly. They can recognize different uses of time (planning, studying, and organizing). They look for help when having a difficulty, ask PE Trainer or other Trainee how to solve the problem of limited resources.
2	Exploring	Students share resources with each other within the group and outside it. They describe how resources last longer through reuse, repair and recycling. They manage time by not wasting it on unnecessary actions. Students describe sources of help for their value-creating activities (teachers, peers, mentors, parents). Students work in their chosen positions in PE to set the goals and find the resources needed.
3	Experimenting	Students experiment with different combinations of resources to start turning ideas into action. They manage to invest time in different value-creating activities. They describe the concepts of division of labour and job specialization. They share responsibilities according to their group goals and search for resources. Obstacles do not demotivate them, on the contrary, challenges work as a motivational factor.
4	Daring	Students manage the necessary resources to turn ideas into action. They plan how to deal with lack of resources. Students plan activities and use their time effectively. They find and list public and private services to support their value-creating activities (social enterprise advisors, start-up advisors etc.) Challenges motivate students to find additional resources.
		4. Financial and economic literacy
1	Discovering	Students know basic terminology and symbols related to money. They can judge what to use the money for. They identify the main types of PE income. Students outline the purpose of taxation.
2	Exploring	Students can explain simple economic concepts (supply, demand, market price, trade). They work in PE together to find the answers about financial and economic issues.
3	Experimenting	Students work in PE and learn how to estimate the cost of turning an idea into a value-creating activity. They know what financial documents they will need. They learn how to estimate and evaluate financial possibilities. Students can read PE income statements and balance sheets.

Recourses		
LEVELS	**INDICATORS**	**DESCRIPTION OF ACTIVITIES IN PRACTICE ENTERPRISE**
4	Daring	Students can estimate the cost of turning an idea into a value-creating activity. They know what financial documents they will need in one or other PE activity. They can estimate and evaluate financial limits. Students use the concept of opportunity costs and comparative advantage to explain how exchanges happen.
5. Mobilizing others		
1	Discovering	Students show enthusiasm for changes. They communicate their ideas clearly to others. They can provide examples of inspiring communication campaigns.
2	Exploring	Students show enthusiasm for changes and actively involved in creating value for others. They persuade others by providing certain arguments. Students communicate PE's ideas to other PEs persuasively by using different methods (posters, videos, role-play). They discuss how different media can be used to reach audiences in different ways.
3	Experimenting	They persuade others by providing arguments and evidence for them. Students communicate imaginative design solutions and use different persuasive methods to present them. Students can use different methods, such as social media, to communicate value-creating ideas effectively.
4	Daring	Students can lead by example, do not get discouraged by serious difficulties. They can persuade others using arguments, evidence and appealing to their emotions. Students communicate the value of their team's idea to stakeholders from different backgrounds effectively and using different methods. Students use media appropriately, showing that they are aware of their audience and purpose.

Into action		
LEVELS	**INDICATORS**	**DESCRIPTION OF ACTIVITIES IN PRACTICE ENTERPRISE**
1. Taking the initiative		
1	Discovering	Students have the opportunity to express a view on the running of the PE, and also in proposing improvements. They know what a PE is, what the general structure is (departments and offices), what the activities in a PE are, what the instruments and tools are, what the procedures documents are.
2	Exploring	Students can fulfil the basic tasks in each department/office, to use the instruments and tools correctly, to prepare and fill in documents.
3	Experimenting	Students take initiative in proposing improvements. They can identify and analyze the steps to complete a task, to propose and discuss improvements in a task/procedure/ an activity.

4	Daring	Students can propose, discuss and carry out new ideas and initiatives to improve PE general activities, i.e. contacting new foreign Pes, structuring an advertising campaign. They can handle fast-moving situations promptly and flexible.
2. Planning and management		
1	Discovering	Student can set long-, medium- and short-term personal and PE goals.
2	Exploring	After being taught the key skills necessary to fulfil the activity, the students can work on his/her own understanding and solving the problems in order to reach the expected results. Finding out what they are able to do, what they like to do, what they are ready to do, their strengths and weaknesses.
3	Experimenting	Students can prioritize and organize and follow up the related activities to own working place in PE. Exploring the situation and environment in order to know what the characteristics, needs and problems are.
4	Daring	Students are proactive in all PE processes, demonstrating personal attitude, taking responsibility for action.
3. Coping with uncertainty, ambiguity and risk		
1	Discovering	Students are flexible in handling new and unforeseen PE situations. They can imagine, find out, and conjecture what the characteristics of possible new situations, scenes and problems might be.
2	Exploring	Students are testing ideas and prototypes from the early stages, to reduce risks of failing. Students can understand what the general structure and steps of an activity/task/assignment are. They find out and suggest ideas and actions in order to prevent the risks of uncertainty and failure.
3	Experimenting	Students can make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes. Students can understand that some decisions might lead to unexpected results. Students can correct decisions during action in progress.
4	Daring	Students can handle fast-moving situations promptly and flexible. They can make quick decisions in order to correct an unwanted result. Students can quickly change one's mind in order to get a better answer in an ambiguous or when the situation is not clearly defined.
4. Working with others		
1	Discovering	Students can understand what the general structure of a PE is, they can understand what their tasks, assignments and functions are. Students can understand what is expected from everyone in terms of responsibility, actions, and activities.
2	Exploring	In order to achieve a good result for the PE students to understand the importance of the teamwork, how to make decisions efficiently and in respect of PE benefit. Students can relate with and to listen to other PE members in a constructive and positive manner.
3	Experimenting	Students can express a view on the running PE and propose various improvements (to forward practical proposals on how to conduct activities, to detect possible organizational changes) in cooperation with other members.

4	Daring	Students can develop personal organizational skills: to organize activities, to fulfil and complete tasks, to make one's proactive and active contribution in a group/activity/assignment.
		5. Learning through experience
1	Discovering	Students can understand what the learning value of each practical activity in the PE is. Students are able to understand what school subject skills/ abilities are requested/involved to complete a task.
2	Exploring	Students can analyze the steps of an activity/assignment/ task in order to fulfil it in a correct and positive way. They can use school subject skills/abilities to complete tasks. Students gain experience with behavioural, transversal and relational skills, respecting their individual peculiarity while also dealing with team members and another PE.
3	Experimenting	Students can detect what factors have led to a failure/errors in actions/tasks/assignments, what the factors of successfully completed actions/tasks/assignments are, to contribute to peer-to-peer/cooperative learning. Students take on responsibilities in terms of overcoming day-to-day problems with PE customers, suppliers, and users.
4	Daring	Students can discuss, deal and find adequate and coherent solutions with other members – students, teachers, mentors, PEs, etc.

3.3. Competencies evaluation

PE Teachers may select tools that fit their needs best to evaluate the various areas and ENTRECOMP competences.

TOOLS FOR EVALUATION	DESCRIPTION	EVALUATOR
	Ideas and opportunities	
Self-perception Assessment	**Self-assessment.** This is and the constructive way how to engage PE students in the evaluation process, and to observe the skills they have developed and the progress they have achieved. This can be done in a two-phase process: fill out the questionnaires and have a face to face discussion with the PE teacher.	PE Student PE teacher
	Talent and Strength Identification. In this way, PE students can look in depth as to what their strength and weaknesses are and accordingly what the opportunities and challenges as far as the workers are concerned. It gives a good pathway to understanding the suitability of various fields and roles.	PE Student PE Teacher
	Self-Employment Profile. This is a drawn-up career strategy and sets a vision for the future and the PE students can put ideas into concrete a concrete vision format which brings out the important elements.	PE Student

Direct Observation	In this way, the PE teachers can observe the work and the ways in which tasks are being approached by the students and can give positive and constructive feedback and evaluate and see the potential for different roles. It can be done in different time spans. **Initial Observation Assessment.** At the beginning of PE activities. (Ideas and Opportunities) **Continuous Observation Assessment.** This is done through continuous observation of the PE students' work in the PE environment. It is the most efficient way to be able to assess the progress and social skills of the trainee, and how they build up during the PE training. It is also a very efficient method to pay attention to possible personal interaction problems that might influence the professional efficiency and well-being of the PE students. This is extremely important in regard to mitigating any negative factors on the whole group PE work.	PE Teacher
Tests	**Personality Test.** Here the PE students can find more about themselves and about their characteristics. Whether they incline more towards being extroverts or introverts, how they deal with responsibilities and if they incline toward teamwork or are more individualistic. This would be then discussed with the PE teacher and students would be able to confirm their own perception of themselves.	PE Teacher
	Survey-Based Testing. This allows a longer-term comparison of the work done in different aspects and allows the trainees to work in a strong and sustainable manner to the benefit of the whole PE ecosystem. It is anonymous and the evaluation should be done by the PE teacher.	PE Teacher
Group Assessment	**Mind Map** to be able to visualize the ideas and keep track of the process of the initial idea to the "into action" phase. This can foster entrepreneurial spirit and the evaluation could be done in an informal group setting with some feedback from the PE teacher as well. (only constructive and verbal – no right and wrong, helps to visualize ideas)	PE Students PE Teacher
	In a group, students assess the work of the whole group as well as of themselves as being part of the group. This is especially important as the students seem to find opinions of their peers important and it can cement the cooperation between them. The caution has to be put on mitigating negative, disruptive and bullying behaviour and on promoting a positive, friendly and constructive atmosphere when working or giving feedback.	PE Students PE Teacher as the mediator
	Team ability report. This encompasses the individual working preferences and the overall job satisfaction of the PE students. It also could look at how different ideas within the team can create value and how the team can make effective use of it.	PE Students
Resources		
Direct Observation	Performance of a task to identify, describe and list PE students' needs and aspirations in the short, medium and long term, individual and group strengths and weaknesses and the internal/ external resources they are going to use. Demonstration of skills/abilities to list different types of resources students are going to use, already have and need to search for. Also, it is observed if students can relate their individual and	PE Teacher

	group resources to opportunities and prospects if they demonstrate the desire to use their strengths and abilities to make the most of the opportunities to create value. In this way, the PE teachers can observe the work and the ways in which tasks are being approached by the students and can give positive and constructive feedback and evaluate and see the potential for different roles. It can be done in different time spans: **Initial Observation Assessment.** At the beginning of PE activities. **Continuous Observation Assessment.** This is done through continuous observation of the student's work in the PE environment. **Final observation.** At the end of PE activities	
Competency knowledge testing	This identifies the PE student's holistic knowledge of issues and can track the evolution and knowledge throughout the training. It may serve as the basic testing of the key competencies. This can be done based on the respective ENTRECOMP competencies.	PE Teacher
Self and group assessment	It aims to strengthen the sense of self-worth and self-confidence. Self-assessment, comparing one's own knowledge and the knowledge of other students is an effective assessment method. When a student is already aware of the progress he has made, his attitude to learning changes. A student can set goals himself of herself and becomes an active assessor of the whole progress. This can be done in the form of a **discussion of the outcomes of a task.**	PE Student PE Students (others)
	Self-check. Are designed to check the ability of students to apply gained knowledge in practice in practical situations. This can be done as an easy established ticking procedure to see whether one is capable and familiar with situations and the skills needed.	PE Student
Visual Presentations	Visual presentation refers to the expression of ideas about some matters while using visual aids such as visual multimedia. Visual presentations such as graphs, tables, charts and diagrams bring together the verbal and visual to add another dimension to the information and create a totally new path towards understanding its meaning. A presenter can, therefore, use the visual interpretation of information to maximize the effectiveness by making sure that the elements are presented as clearly as possible.	PE Student PE Teacher
Into action		
Observation	The PE teacher can monitor and assess the students in order to reveal their contribution to the organization and operation in PE. PE director (student) can also monitor and evaluate his or her subordinates. The student's work can be monitored during the exercises, events, conferences and debates, visits and presentations to other PEs. It can be done in different time spans: **Initial Observation Assessment**. At the beginning of PE activities.	PE Student PE Teacher

	Continuous Observation Assessment. This is done through continuous observation of the trainee's work in the PE environment. **Final observation.** At the end of PE activities.	
Self and group assessment	It seeks to evaluate the skills gained per working place. The PE student is supposed to complete it upon finishing his/her period at the working place. It is used after each job rotation and could be in the form of a **final essay or report.**	PE Teacher PE Student
	Peer to peer Assessment/ Case study Is implemented to allow PE students to evaluate each other by the professional approach, teamwork, punctuality, substance skills, presentation skills, self-initiative, reliability to carry out responsibilities etc. Evaluation is carried out by everyone in writing for each specific person with the stated reasoning and from a constructive point of view.	PE Students PE Teacher (less so)
	Learning diary - Describing in the form of an essay the ongoing work of PE here with particular focus on what can be done and improved, managing realistic expectations and trying to turn plans and ideas into action steps. This allows keeping track of what has been achieved and if it corresponds to a vision of a sustainable future of the PE. Alternately it could also be done in an audiovisual format such as video. This could be self-evaluating technique monitoring the achievements, or by the PE teacher. It is most suitable for the part into action where the progress and development can be monitored.	PE Student PE Teacher
Behavioural Analysis	This is an external approach perspective on PE student's effective use of competencies in real life settings and how tasks are being dealt with and what kind of solutions and approaches are present in the PE environment.	PE Teacher

3.4. Guiding questions

The guiding questions for PE teachers help in the schools in the PE model implementations.

Area	Core competencies	Guiding Questions
Ideas and opportunities	**1.Spotting opportunities**	Are the students able to express own personal, cultural, social and professional opportunities for setting up new ideas? Do they have the opportunity to co-create on the mission statement/ PE goals based on their visions? Is there space and tools available for being able to explore student's creativity?
	2.Creativity	Are PE students able to come up with multiple solutions to certain example situations while using their identified strengths and talents? Is there an open atmosphere in the PE structure to respect differing values, opinions and ideas?
	3.Vision	Is there a list of the different criteria for job satisfaction/ team functionality prepared for the team ability report?
	4.Valuing ideas	

	5.Ethical and sustainable thinking	Are cases with challenges (Role play scenarios) which can then lead to a more profound learning path and spotting opportunities on a personal and entrepreneurial level demonstrated and looked at with students? Have definitions such as integrity, honesty, responsibility, courage and commitment been explained and discussed with the students? Is there a list of examples of environmentally friendly behaviour that benefit a PE community? Do the students see how they themselves can impact the PE/ community and the larger society?
Recourses	**1. Self-awareness and self-efficacy**	Is the presentation of PE aim, structure, position's, competencies to achieve prepared clear? Are departments' descriptions prepared?
Recourses	**2. Motivation and perseverance**	Do PE students have the possibility to choose one or another position? Are the tools to evaluate students' individual strengths and weaknesses at the beginning and at the end of PE activities prepared?
Recourses	**Mobilizing resources**	Are the Guidelines for students prepared to identify their internal (self-awareness, motivation, etc.) and external (Financial and economic literacy, mobilizing others) resources they are going to use?
Recourses	**Financial and economic literacy**	Do the students have the possibility to express feedback and their willingness? Can the students find support when having difficulty?
Recourses	**Mobilizing others**	Can the students freely share responsibilities in a group according to their group goals?
Into action	**Taking the initiative**	Are the individual and group tasks and examples for taking initiative, PE activities planning and management prepared?
Into action	**Planning and management**	Are the goals for the students' actions defined? Are the cases of risk in decision-making prepared?
Into action	**Coping with uncertainty, ambiguity and risk**	Are the team working criteria prepared? Are the technical skills grids prepared? Is the list of results observations prepared?
Into action	**Working with others**	Are the options and communication tools (e.g. social media, Skype, etc.) offered to the students to have the possibility to help others?
Into action	**Learning through experience**	Are the methods and tools (meetings, group presentations, reports, etc.) prepared to present the gained experience with other students? Can the students reflect thought and opportunities to write or discuss their experiences throughout all learning in PE process?

Glossary

Practice Enterprise (PE)
A Practice Enterprise is an educational method aimed at giving students competencies, abilities, skills and knowledge in the field and activities of entrepreneurship. It is a practice company that runs like a real business silhouetting a real enterprise's business procedures, products and services. A Practice Enterprise resembles a real company in its form, organization and function.

PE network
All the PEs in the world are connected to each other within an international network called EUROPEN –PEN International. The Worldwide Practice Enterprise Network connects trainees from over 7,500 Practice Enterprises in schools, colleges, universities, vocational training institutions, companies and training centres in over 40 countries around the world.

Central Office
It provides all essential macro-economic functions and support operations which are expected to be available to the business world to create a complete economic simulation for PEs in their country: bank, tax office, customs, companies register, etc.

PE methodology
It is an educational method aimed at silhouetting and reproducing within an educational institution a "real" business company in terms of organization, environment and relationships. It is based on the "learning-by-doing" principle: learning should be relevant and practical, not just passive and theoretical.

PE student
The person who consolidates and strengths own educational skills enhances knowledge and experience of business practices as an "entrepreneur-employee" in a PE activity, who collaborates with colleagues in the running and management of PE.

PE teacher
The person who facilitates all the PE activities, motivating, challenging and supporting the students as they take on roles that are often very different from their usual workplace skills learning activities.

PE competence
The knowledge, skills and abilities acquired by students during practice in PE and aimed at preparing them for identifying future study or career choices, open business and entrepreneurship opportunities and at giving students insights into their own skills, abilities and interests.

PE competence level
The indicator of the performances and achievements of students in a PE working place.

Entrepreneurship
The capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit.

Entrepreneurship in PE
Competences covering knowledge, skills and attitudes connected with the PE working place/enterprise function and transversal components.

INSPIRE
 "Seven strategies for ending violence against children" identifies a select group of strategies that have shown success in reducing violence against children. They are implementation and enforcement of laws; norms and values; safe environments; parent and caregiver support; income and economic strengthening; response and support services; and education and life skills.

Entrecomp
It is the EU Entrepreneurship Competence Framework. It is set to become a reference for any initiative aiming to foster the entrepreneurial capacity of European citizens. It consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competencies, which, together, constitute the building blocks of entrepreneurship as a competence.

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