



# IMPEET

**I**nnovative  
**M**ethod to  
**P**romoting  
**E**ntrepreneurship  
**E**ducation to  
**T**eenagers



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## Practice Enterprise Model for Students Aged 12-15

Germany, Italy, Lithuania  
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## FOREWORD

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IMPEET focuses on creating a Practice Enterprise model for teenagers to develop their entrepreneurial skills, social relationships, behaviour and to increase their motivation to learn. In order to achieve this, the project consortium has developed three intellectual outputs, which are an integral part of the Practice Enterprise Model for students aged 12-15:

- ❑ Practice Enterprise Competency Framework;
- ❑ Handbook for Practice Enterprise Teachers in Secondary Education;
- ❑ Practice Kit for Practice Enterprise Students.

The Practice Enterprise Model for students aged 12-15 summarises the outcomes of the testing activities undertaken in the 3 partner countries and also the main outcomes from:

- ❑ round table results with the involvement of students, parents, teachers, school staff, Practice Enterprise Central Offices and other stakeholders;
- ❑ teaching/training activities and students good practices from participation at trade fairs;
- ❑ feedback received from students, trainers and stakeholders.

It is addressed to schools that are interested in improving work-based pedagogical experiences through the Practice Enterprise (PE) methodology:

- ❑ Fostering entrepreneurial spirit and mindset. The PE gives students a better understanding of the importance of entrepreneurship for their future career.
- ❑ Learning by doing. The PE gives practical experience in establishing and running an enterprise.
- ❑ Learning from mistakes. The PE gives the opportunity to learn from mistakes to not run the risk of repeating them. Students are encouraged to develop the wisdom and sense to make smart decisions and choices. Good judgment will only develop if one truly learns from one's mistakes.
- ❑ Group learning concept - cooperative learning and learning from each other. The PE gives students tasks together in different departments and maximizes individual and group learning experience.
- ❑ Discovery learning from personal experience and discussions.
- ❑ Problem-solving learning.
- ❑ Learning focused on looking for opportunities.
- ❑ Integrated learning.
- ❑ Personal competitiveness development.

## PE MODEL: OBJECTIVES AND KEY CONSIDERATIONS

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The PE model is based on the national testing results of IMPEET outputs in the 3 partner countries. The PE model Recommendations are focused on:

- ❑ Good practices of implementing the IMPEET Competence Framework, Teacher's Handbook and Student Practice Kit
- ❑ Strategies for the successful implementation of the Framework and Practice Kit
- ❑ Tips for enhancing transferability of the PE approach to stakeholders outside of the project consortium.

The PE concept promotes learning in new ways, spaces, and times; this method is very different from the traditional one: less classroom teaching and more workshops, less traditional lessons and more projects, less traditional school subjects and more global activities.

The following characteristics of the Practice Enterprise methodology can help to reduce obstacles to the successful completion of upper secondary education for teenagers and ensure the acquisition of needed skills and competences:

- ❑ **Relevant and engaging curriculum.** The curriculum should be designed in such a way that it reflects the different affinities of the pupil, takes into account different starting points, and is adapted to the pupil's ambitions.
- ❑ **Flexible educational pathways.** The strict design of educational pathways can create severe obstacles to completing upper secondary education. The Practice Enterprise methodology can offer different pathways to each student.
- ❑ **Initial and continuous education for staff in the field of education.** The quality of teaching and the competences of teachers are a determining factor in the contribution to students motivation to learn. With the practice enterprise methodology teachers should be capable of identifying different learning styles and pupils' needs and be equipped with the skills to adopt inclusive and student-focused methods, including conflict resolution skills to promote a positive classroom climate.
- ❑ **Strong and well-developed guidance system.** Helping young people understand their own strengths, talents, different study options and employment prospects is essential. It is important that guidance goes beyond the simple provision of information and focuses on the individual in relation to their particular needs and circumstances. Guidance system in Practice enterprise methodology could be provided through interactive methods (mentoring, coaching, one-on-one guidance).
- ❑ **Cooperation with the real world of business.** Providing opportunities at an early stage that allow young people to experience the world of business. The students in a Practice Enterprise act as employees and they can experience the same atmosphere as in a real company (working processes, environment, etc.). It can be complemented with 'tasters' in enterprises that could help students to understand job demands and employer expectations and finally to orient students to selection of future profession.

## OVERVIEW

### FRAMEWORK AND HANDBOOK FOR PE TEACHERS

### PRACTICE KIT FOR PE STUDENTS

### PILOT IMPLEMENTATION AND TESTING

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IMPEET Competencies Framework, Handbook and Practice Kit were implemented and tested in the partner organizations and introduced to a wider audience of stakeholders at evaluation workshops in all partners' countries. These activities were aimed to:

- ❑ Validate IMPEET Competencies Framework, Handbook and Practice Kit through their testing with the project stakeholders (inside and outside the partner organizations);
- ❑ Reflect on the usability and added value of the project products in national contexts;
- ❑ Ensure targeted dissemination and further exploitation of the project results at national level.

The Practice Enterprise Competencies Framework is a methodological document covering different aspects of PE activities, INSPIRE context and entrepreneurship competencies (EntreComp).

The Handbook for Practice Enterprise will help the trainer to plan, organize and evaluate students gained entrepreneurial skills. The created materials describe the tasks (What to do), ways (how to do) and results (how to gain entrepreneurship skills). The PE teacher will know how and will be capable to empower students, be able to undertake and become a leader of his/her chosen field of entrepreneurship education.

The Practice Kit for Practice Enterprise Students. The Practice Kit is a practical tool for PE trainees to work and learn, using all the documentation, procedures and programmes needed to run a business. The tasks for students were described according to the recommended PE Departments and Offices.

Flexibility of the PE model was tested in 3 schools:

- ❑ Istituto Comprensivo "Panfilo Serafini - Lola Di Stefano" SULMONA AQ (Italy)
- ❑ Friedrich-Fröbel-Schule (Germany)
- ❑ Kauno r. Garliavos Jonuciu progimnazija (Lithuania)

## GOOD PRACTICES DOSSIER

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This section contains a set of good practices related to the implementation of IMPEET Reference Framework, Handbook and Practice Kit in general education.

A “**good practice**” can be defined as follows:

*A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it. Good practice criteria. The following set of criteria will help you determine whether a practice is a “good practice”:*

- Effective and successful: A “good practice” has proven its strategic relevance as the most effective way in achieving a specific objective; it has been successfully adopted and has had a positive impact on individuals and/or communities.*
- Environmentally, economically and socially sustainable: A “good practice” meets current needs, in particular the essential needs of the world’s poorest, without compromising the ability to address future needs.*
- Gender sensitive: A description of the practice must show how actors, men and women, involved in the process, were able to improve their livelihoods.*
- Technically feasible: Technical feasibility is the basis of a “good practice”. It is easy to learn and to implement.*
- Inherently participatory: Participatory approaches are essential as they support a joint sense of ownership of decisions and actions.*
- Replicable and adaptable: A “good practice” should have the potential for replication and should therefore be adaptable to similar objectives in varying situations.*
- Reducing disaster/crisis risks, if applicable: A “good practice” contributes to disaster/crisis risks reduction for resilience.*

In the context of the IMPEET project, “good practices” reflect successful experiences gained in the process of implementing and testing the Practice Enterprise approach. The identified good practices fall into four groups:

- Group 1: Identification of benefits in implementation of the PE approach
- Group 2: Improvement of organizational performance with respect to INSPIRE strategies implemented in PE activities
- Group 3: Reflection on the PE performance in the domains of entrepreneurship competencies
- Group 4: Review of PE best processes Insights

**Group 1:** Identification of benefits in implementation of PE approach

**Good practice 1**

**Author:** Germany

**Description:**

At the beginning of the start-up phase, the Practice Enterprise was divided into two main areas. Firstly, the enterprise itself in accordance with the project for young people aged between 12 and 14 years and a 10th class, who were given a home economics course to develop and manufacture products for possible sale.

The PE started the practical phase of the project without any previous knowledge. In order to acquire not only theoretical knowledge about the structure of a company, the young entrepreneurs visited the mentoring company on the one hand and on the other hand they had the opportunity to visit an international fair of the PE network.

At the mentor company, the students were able to learn above all how the storage of the goods works, but also the logistics, the correct handling of orders, as well as the creation of customer data and the issuing of invoices, but also what responsibility each individual worker has for the success of the company and how to work carefully and reliably.

It is also important that in the PE meetings the young entrepreneurs learned to be reliable and punctual, and that decisions cannot be made alone, but that in a PE all have the same right to present their opinions and ideas, but on the other hand to justify their own position objectively and to be able to accept other opinions and then to realise a joint decision.

An enrichment was the visit of an international fair trade of PE network, where the young entrepreneurs learned how to deal with potential customers, how to arouse interest in the products and of course how to sell goods, but also what exactly a sales contract is, which rights and obligations a seller as well as a customer has.

All young entrepreneurs regularly came to the project group, which was held in addition to the lessons. They all showed up on time and took the tasks very seriously. None of the PE was excluded, but the young people worked intensively together, even though the distribution of tasks was initially divided.

The goods were actually developed and produced in parallel for the training firm by the home economics group of 16-year-old students. This meant that these group also received more information about the structure of a training firm than is usual in curricula.

In other words, the knowledge that the participants of the PE learn and put into practice together with older pupils, they can actually put into practice a few years later and sell the goods at school and local events and manage and administer the responsibility for bookkeeping, storage and logistics as independently as possible.

**Good practice 2**

**Author:** Lithuania

**Description:** After the PE implementation at school, it was suggested that not only PE participants - students but also every student at school should get some basic financial and entrepreneurship knowledge and skills. A financial literacy and entrepreneurship education day was organized at school for all the 5th-8th grade students. A great variety of educational tools and environments was used, and professionals, parents and local community members were involved. The main objectives of the activities organized for all classes were: maintain consumption and financial habits, acquire entrepreneurship skills and basic knowledge about spending, taxes, saving and investing.

The educational values of this day was recognized by the school community and the decision to make it an annual educational practice was taken.

The PE approach was also recognized as successful for team-building skills improvement. Students, who participated in this project were an example how in a short time the team was formed from different background and abilities students. It could be widely used as a part of after-curriculum activities.

**Good practice 3**

**Author:** Italy

**Description:** In our experience the PE methodology has been successfully applied to teenagers aged 11 to 14 years old since 2002 when we first started a PE project at our school. That year our Abruzzo Region authorities financed a comprehensive PE project called “Simulform”, i.e. “PE training”; the project was designed for students aged 11-18 years old in secondary schools, especially the ones located in disadvantaged and problematic areas.

The main aims were:

- 1- fighting early school leaving: a survey conducted in our region around the year 2000 showed that about 20% of students aged 11-16 years old left school before completing and getting a certification.
- 2- giving new and substantial educational opportunities to students with schooling and educational problems: disabled students, students with special needs, weak students with previous school failures, students with low motivation and self-esteem and self-confidence, students from immigrant families.
- 3- recovering and reinforcing basic school abilities and skills and personal/ social abilities in a wide sense.

The starting point was from a simple question: if a student has lived a school failure or has experienced school problems, he will go on failing if we give the student the same way of “doing school”, repeating the same activities and lessons with the same books and teachers. A PE project offers a new way to live school, a sort of flipped school.



Another point to be highlighted is the creation of deep and wide links between a PE project and the territory/town: students' families, businesses (mentor companies /enterprises), agencies and economic structures, public offices and more.

This way a PE project is oriented towards "real life".

PE project classes have always been mixed-ability classes where peer teaching / learning processes and team teaching / learning processes are important.

Generally speaking, nearly all students with problems improved their situation, achievements and results in terms of school skills and abilities and in terms of self-confidence / self -esteem. None of the students involved in the PE project abandoned school and all of them completed their compulsory education, getting their final certification.

During their summer holidays, some students did internships in computer shops and confectioneries / "confetti" factories. A number of students developed interest in economics and information technology and chose their university studies in these fields until graduation.

Most of the students enhanced their communication abilities and skills in English and some of them moved to live and work abroad: Scotland, England, Germany, France and Spain.

Some of the former students started small businesses.

**Group 2:** Improvement of organisational performance with respect to INSPIRE strategies implemented in PE activities

**Good practice 4**

**Author:** Germany

**Description:**

Important for the practical implementation of the INSPIRE 7 strategies against violence is first of all, directly with the foundation of the PE, a fundamental and open discussion about the behaviour and the interaction with each other, so that all members feel comfortable but also everyone sees himself/herself as part of the PE and also works responsibly for the success. It is important to find a consensus and an agreement, but also to determine possible consequences if someone deliberately and repeatedly does not follow the rules.

Furthermore, raising awareness of environmental education and sustainability is very important. This includes electricity consumption, avoiding or at least separating waste, using recycled materials where possible, regional/seasonal raw materials, resource-saving production and sustainable packaging.

Through a PE, even young people from very modest financial circumstances learn how to handle money properly and also to take responsibility for a group and generally for other people, but also to make independent decisions and take the initiative. They not only learn the basics of economic structures, but also how to put them into practice.

It is also important to have a basic knowledge of the help available and the possibilities for themselves and their families, and that the help is actually taken up in an emergency situation. In most cases, conspicuous behaviour or even a sudden withdrawal, passivity and frequent absence indicate that a person is in a difficult private situation and is therefore overtaxed. Participants in a PE experience that such people are not met with exclusion or even bullying, but that trust is built up on the basis of good and open interaction in everyday life, but respectful communication as well. Also important is the willingness to help people in an emergency situation, to find suitable offers of help, to establish contacts and also to support each other in implementing the help.

### Good practice 5

**Author:** Lithuania

**Description:** The INSPIRE approach helps to change social values of the community. Violence is not common nor desirable behaviour at any educational institutions. Some elements, for example a strict punishment for disobedience, are still mentioned as acceptable by a small number of parents, especially those who experienced soviet time education and values. Research about changes of values and attitudes before and after the project has not yet been conducted however the PE can be seen as a good example how positive relationships can change behaviors and meaningful actions together lead to better relationships among group members.

Adolescence challenges and misunderstandings among parents and their teenage children can be also prevented with the INSPIRE approach, as it promotes the mutual understanding that violence is not acceptable, even in less severe forms.

One of the first steps after setting up the PE was introducing an agreement about the rules which would be respected by all PE participants. While working in the PE, everyone meets different challenges and must deal with his or her own personality, environment and maintain positive relationships with others. It is necessary to have some rules, which everyone agrees to be important. The students took a decision that the rules should be respected and in case of misbehavior the person gets a notice and the meeting of all participants to discuss the problem is called. The set of rules made together with students can be divided into three groups, such as environment protection, self-respect, and relationships.

- I leave the room clean; I conserve electricity; I use only materials I really need
- I concentrate on the task; I finish the task; I have my goals
- I am helpful and cooperative; I participate and do not distract; I communicate in a positive way

### Good practice 6

**Author:** Italy

**Description:** First of all, participants are school students and only after are they considered “PE Employees”. This means that, first and foremost, they have to comply with the general school regulations for students. After that, and in agreement with the school regulation, our PE has rules, based on non-violence, respect, safety and care.

The main steps and points are:

*Get to know each other;*

*Cooperate with parliament of students;*

*Respect others in their opinions and ideas;*

*Cooperation, communication and mutual respect;*

*Gender, culture and religion equality.*

In the first stage of the PE project, the rules are discussed and signed as a co-responsibility agreement contract stating duties by all the PE students and published in a clearly visible manner in the PE room. They help “employees” establish proper behavior and social relationships within the school and PE project.

As for the environment it should be as safe and comfortable as possible in regards to space, light, air, warmth, fire safety and safety precautions such as security and escape doors and all the possible tools – table, chairs, cupboards, computers and more – used in the PE activities.

Since it is a work environment, all the rules that the national laws provide for work environments must be implemented.

The PE environment encourages learning about finance, trade and helps orientate in the world of the real-life economy.

Each student is aware of the general structure and objectives of the PE.

They are aware of the office and department organization and processes, is aware of the job descriptions, follows the procedures and can use the tools and forms in the PE.

The PE space and environment is adaptable and every year we organize simple ways of cooperating with mentor companies and economic structures in our town. The following activities are very useful: discussing and writing job descriptions for PE workplaces, conducting job interviews, visiting banks and companies, organising participation in PE trade fairs, preparing catalogues and advertising materials, presenting and discussing business ideas, exchanging ideas with other PEs, e.g. in video conferences.

Parents are involved in the cooperation of the PE and are invited to follow the students’ progress – exhibitions, workshops and celebrations. General meetings are organized on special occasions such as the participation in international PE fairs. At some PE events, parents accompany their children and are present in some common activities. Once a month there is a general PE meeting where students discuss the business progress and organize the activities for the following period. Positive and negative aspects are discussed: problems, programs, business choices, marketing campaigns, preparations of documents and more.

Our PE encourages non-violence and respect. The company philosophy is a creative process: students establish it themselves and see what really is important and valuable.

**Group 3:** Reflection on the PE performance in the domains of entrepreneurship competencies.

**Good practice 7**

**Author:** Germany

**Description:**

By carrying out the IMPEET project, the participants learned more about the correct handling of money, they acquired basic knowledge of economic relationships and basic economic terms. In addition, they can now also explain what services are and what taxes are and why and to whom they are paid. In the network of the EUROPEAN-PEN International the young entrepreneurs put their knowledge into practice with regard to trade, but also to communicate with each other in English.

They learned especially how the planning chain from the product idea or a vision, through the development of prototypes and the completion of the product and its further development, works.

They got to know the individual departments of a company, but also that they only work well and successfully hand in hand if each employee bears responsibility and shows initiative and attaches great importance to a good and open cooperation.

**Good practice 8**

**Author:** Lithuania

**Description:** Financial literacy improvement can be demonstrated by the example of two students from the PE team who decided to participate in the European Money quiz. <https://www.ebf.eu/europeanmoneyquiz/>. This contest is organized at the national and European levels, for students aged 13-18, so only two students were old enough to participate but almost everyone was interested. Also, students gave feedback that their understanding about finances, buying and selling transactions now is much better. "Now I know how the price is made and that profit is only a small part of it", says one of the students. "I understand about the money, and how important is to buy things you really need. First, we wasted, just bought something for fun. The most difficult and responsible work is at the purchase department", says the other.

All students noticed that after participating in the PE they have basic knowledge of business terms.

**Good practice 9**

**Author:** Italy

**Description:** Working in a PE challenges the students to think beyond the boundaries of their classroom and school. It helps them reinforce, develop and enhance their abilities, skills, behaviours, self-esteem and self-confidence necessary for success in daily life.

PE projects provide a learning environment that helps students ask questions, assess, make plans, decisions and conclusions, leading them to acquire improved competencies.

Using a self-assessment tool when rotating (changing task and job, office and department) gives more responsibilities to the students.

Participating in PE activities implies that a student changes his / her working role and position several times and uses a lot of different tools and documents. In this way and following these procedures, the students acquire a complete knowledge of the PE structure, have the opportunity to improve their specific knowledge and technical skills and better understand what their strengths, weaknesses and interests are.

The PE environment encourages learning about finance, trade and helps move in the world of economic knowledge and this can be of help in real life as well. Our students get in touch with the aspects of real business and economics through the PE mentor company and its managers.

EUROPEN-PEN International connects the Practice Enterprises from all over the world in more than 40 countries. This allows students to trade and communicate internationally and have business contacts in different countries. The aim of the international network is to help students learn business and provide entrepreneurship skills through an engaging 'learning-by-doing' methodology. And last, but not least, international trade, international PE fairs and video conferences help students improve their communication skills and abilities in English.

**Group 4:** Review of PE best processes Insights

**Good practice 10**

**Author:** Germany

**Description:**

For the young entrepreneurs, it was a new and enriching experience to work at school in a project where grades are not the issue or tests exert a certain pressure. Of course, in a continuation of the PE knowledge one could at least playfully query and also deepen it, e.g. through quizzes. Another new aspect for the students was that the teacher takes on a different role than usual, the teacher - student relationship is virtually dissolved and the teacher becomes a part of the team, who is just as responsible for the success of the project as the students are.

It is important to realize how important communication and behavior within the PE is, not only in the actual meeting, but also on a digital level, in order to exchange ideas and implementation possibilities again and again. The difference between communicating privately with other students in the leisure time and with PE members is that I have to implement the rules of conduct we have agreed upon together.

Previously unknown talents and skills could be discovered, e.g. in the design of the logo, the product photographs or even the planning and realization of the video clip with external support. Especially in this process, perseverance and patience was necessary

because many settings had to be repeated and courage also had to be shown when the English text elements were filmed.

For the future development and implementation of the PE in the field of home economics, the increase in knowledge is also great. On the one hand, there is the knowledge of how to implement the knowledge of economic fundamentals and the structure and further development of a PE in the subject, i.e. that the curriculum of the subject is supplemented and expanded and also, as in other projects, the cooperation and networking of product development, basic economic knowledge, entrepreneurial thinking and marketing is built up and a constant and intensive communication and trustful cooperation are absolutely important for the success and the climate in the PE and should always be in focus.

### Good practice 11

**Author:** Lithuania

**Description:** One of the key competencies which significantly improved during the Practice Enterprise was communication and cooperation, especially teamwork skills. Teamwork involves all skills helping other participants of your team to achieve a common goal quickly and effectively. The participants of the PE recognized that their skills, such as reliability, respectfulness, listening to others are especially important. During the lessons, students are sometimes given group work, tasks which should be solved working in team, but these are not so involving as working in the PE. The real work together and making the decisions about the product, design, advertisement and purchases necessary for the PE gives an opportunity to learn by doing, to experience the consequences of non-communication or unreliable behavior. "I understood how important our promises are. In a game or lesson, you can promise and forget, also be in a team and do nothing. Here, in our FITETILE, it is impossible. We found that it is important to say what you are really going to do, otherwise you stop the whole process going on."

Career education helps a person develop the knowledge and skills they need to choose and pursue a career path, and for students it was a good chance to find out some important things about themselves. The rotation in the PE ensures that every student can try various fields of jobs, experiencing different responsibilities and work environments. Having feedback from the students they noticed that it was interesting to discover that they enjoy doing some things they did not know before. "I enjoyed working in the office so much, that I did not want to rotate and go the advertisement team. I did not know that organizing papers would be so interesting to me. In the future I would certainly like to do something like this, maybe in a bigger office, with a lot of people", says a participant of the PE.

**Good practice 12**

**Author:** Italy

**Description:** Entrepreneurship, defined as “sense of initiative and entrepreneurship”, has been recognized by the European Union as one of the eight key competences for lifelong learning; it is necessary for all members of a knowledge-based society. Entrepreneurial competence is regarded as a competence that should be part of everyone's cultural background.

Our PE project has been incorporated within the official school curriculum not only from the school subject point of view but also from the broader educational-training point of view. It has been included within the compulsory education system and has been evaluated by teachers/trainers in the same way as other school subjects and educational projects.

PE activities stimulate students to directly employ the knowledge they have acquired. This way knowledge is transformed into competences through “doing”. The Practice Enterprise concept, on which the SIMULIMPRESA programme is based, is highly transferable across educational levels and is applicable to any sector - schools, professional training, workplace, social environment and more. One of the strengths is the acceptance of others and the ability to deal with others. Working in a PE promotes awareness of the importance of teamwork. The competent student/person is the one who is able to identify and admit their mistakes, reflects on them and is able to correct them. They are aware that everyone has their own strengths, specific abilities and skills and that nobody can have them all.

"Learning by mistakes" leads to building up self-confidence, trusting people with whom an individual way can be found and designed.

## STRATEGY CARDS FOR SUCCESSFUL PE MODEL IMPLEMENTATION

This section contains a set of strategy cards providing step-by-step practical guidelines, which schools shall follow in order to successfully implement the PE in their organisations. All guidelines are divided into 6 sections:

### School Approach

Schools administration approach and decisions are one of the most important elements when implementing a PE. Always must be kept in mind that a PE is, like all educational curriculum, a school subject. Therefore, the whole school should be involved in the implementation of the PE activities. It is of great importance to set up school staff team, led by the headteacher; the staff includes PE teachers/trainers and people from the administrative school office that are in charge for all the aspects of PE activities in their school: financial, organization, premises, tools, timetables and more.

### Teacher/Trainer Approach

The PE trainers are teachers who have completed and passed a special course on PE methodology. Two teachers/trainers are recommended to be directly involved in a PE project. One of them is the PE managing director. Other school teachers usually provide their help in some ways and for certain aspects; a PE should be open to contributions from all school teachers. As for subjects, the most important areas are national language, English, ICT and math. Some management, business and finance mentors are also needed.

### Student Approach

The group of students involved in PE activities is usually a mixed ability group. In many regards, the PE format is optimal for helping students with learning difficulties. The PE offers a variety of different opportunities and activities for every skill level: different offices, different tools, different tasks, different documents, different activities, different working stations and more. A student experiences and lives them all, one after the other, during activities in the PE. And they are not alone. They will certainly find something highly motivating in the PE. After all, it is their own PE.



### Parent Approach

Students involved in PE activities are young teenagers and so they need full support from their parents. Collaboration and help, in some cases financial support to their children, is vital for the success in some activities such as international PE fairs and exhibitions. In other cases, parents who are specialized in some fields – economics, accountancy, business, ICT...- can provide support in common activities and become useful teaching and educational resources in the PE.

### Business Approach

A PE should be strongly linked to its region. One of the main points in a PE is the contact with a mentor company which is a real company operating in the same activity as the PE. A mentor company provides advice, support, knowledge, information, examples, forms, catalogues and ideas. Business representatives are usually involved in some part of teaching; their experience in the real world of business is of great help and highly motivating for PE students. On some occasions, the business mentor provides real products for PE fairs and exhibitions. Mentor companies can promote and offer internships for PE students.

### Central Office Approach

The national Central Office is the reference point for all PEs as it offers a wide range of services for appropriate and successful running of PEs. It provides training courses for PE teachers/trainers. The Central Office staff provide all essential services and support to create an economic simulation as complete and real as possible. Some of the services are virtual banking, utilities, taxation, post office and more. The national Central Office manages the national PE database and the banking system. It provides online connections between national Practice Enterprises and those around the world, linking teachers and students from over 40 countries around the world.

## SCHOOL APPROACH

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### **TAKE A CONSENTIENT DECISION TO IMPLEMENT A PE**

#### **Discover the importance of PE and its outcomes**

School leaders are decision-makers and have to decide on the benefits and practicality of setting up a PE at the school, according to their situation: financial, human resources, own premises, curriculum, personal needs of students to develop entrepreneurial competences, active teaching and learning methods already in use at school.

This decision can be influenced by a number of factors: a positive example of an active PEs, the success stories of graduate students, PE events for the school community, outstanding results at international trade fairs, active and proactive teachers, mentors, support from social partners and parents.

## **DEVELOP INTERNAL PE PROCEDURES**

### **Define the steps of the PE creation process at the planning phase**

Each organization should elaborate its own strategy for implementing the IMPEET Framework and Practice Kit (e.g. partial or complete implementation) depending on established quality processes and internal organizational needs.

Consider the requirements of the school strategic plan and include the PE in its planning phases.

Schools should focus on a number of important issues: why the PE should be a priority, how it relates to school strategy, how the PE model incorporation into the curriculum can influence sustainable organizational development, provide tools for control and self-control.

## **APPOINT A PERSON IN CHARGE OF PE CREATION/DEVELOPMENT**

### **Assign a person who is aware of the whole PE implementation process to lead the way**

A very important action to be carried out by management at this planning stage is to appoint a person in charge of PE creation. It is advisable this person be well experienced in business management.

The appointed person should be able to perform all the necessary functions in the PE: organizing start-up procedures, launching and developing PE operating procedures, organizing PE events for the school community, participating in international PE events, or ask for assistance from different specialists.

As the PE is a model of a real company, it would be ideal if the PE teacher/trainer had as many competencies as possible, so the cost of developing the competency should be budgeted.

## **PLAN COMMUNICATION AND DISSEMINATION ACTIVITIES**

### **Disseminate the idea and the vision of a PE**

To ensure efficiency of the PE model, instruments for evaluating and improving quality of PE activities should be promoted among all staff members.

This will provide administrative and teaching staff, as well as students, with a shared understanding of the actions necessary to achieve quality objectives, at the same time motivating them to contribute to sustainable development of the organization.

It should reflect the relationship with other PEs in the national and global network, provide for PE model dissemination activities and events, provide ways to communicate and collaborate with the school community, social partners, parents and support the idea of sustainable PE development. These common ideas motivate the team, contributing to the sustainable development of the school.

**BUILD A TEAM OF ACTIVE TEACHERS TO PARTICIPATE  
IN PE DEVELOPMENT**

**Make sure the team is diverse!**

The team should include teachers from different learning subjects with different competencies, backgrounds from the business world, organizational abilities, that care about students and know how to motivate them.

The number of staff members depends on the type of school, size, management policy, organizational culture, geographical location and facilities available.

The key to the successful implementation of the PE model depends on the shared responsibility between team members and school staff.

**ENSURE A COMMON UNDERSTANDING OF THE PE APPROACH IN THE SCHOOL COMMUNITY**

**Agree on a common methodology for implementing the PE model**

It is advisable to frequently organize joint PE and school community events, including mentors, social partners, various associations and parents, to introduce them to the outcomes of PE activities.

It encourages active communication and collaboration, develops a sense of community, increases motivation and reduces bullying.

Distinguish the benefits of the PE implementation at school: flexible educational pathways where students can try a variety of real-workplace situations without the fear of making mistakes or intimidation; innovative practice for students; teamwork practice, self-realization; professional guidance as the student tests themselves in various professional positions and chooses the most suitable path for themselves;

**CREATE A SAFE EDUCATIONAL SPACE FREE OF  
VIOLENCE AND INTIMIDATION**

**Practice Enterprise for socially responsible personality building**

PE functions based on cooperation, valuing relationships, communication and mutual respect. There is gender, culture and religion equality and everyone receives an equal opportunity to express their opinions and to work in a positive environment.

Create a working atmosphere in which all PE students and teachers feel comfortable and in which they work together creatively.

The PE environment encourages learning about finance, trade and helps to orientate students in the world of economic and social skills that can be used in their personal life as well.



## TEACHERS/TRAINERS APPROACH

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### **ACT AS THE COMPANY EXPERT**

#### **Have a decisive role in the PE learning process**

The main task in the PE is to learn through practice and the acquired competencies and skills should help social integration and employment of students.

The purpose of the PE is to develop practical skills based on theoretical knowledge training and thereby to ensure preparedness to work in a real company or to create a new company. This means an introduction to market conditions of the business in the country, administrative and legal procedures for the creation and registration of a company, knowledge of the overall working processes in the company, a set of skills for office work, the basic requirements for running a successful business.

The teacher is the one who analyses the initial preparedness of the learners and accordingly develops a plan/program to enhance their knowledge and skills development.

## **ACTIVE COLLABORATION**

### **Foster cooperation and mutual respect to build successful collaboration**

Collaboration skills are at the heart of working well with others. Most work environments require collaboration, so these skills are essential. These skills include understanding a variety of perspectives, managing priorities and meeting expectations as a reliable member of a team.

The PE trainer's mission is to develop the motivation and ability in young trainees to become entrepreneurs - young people who will launch and successfully develop their own commercial or social ventures, or who will become innovators in the organisations where they work. Bearing in mind that the PE trainer has to develop and foster key entrepreneurship competences in PE trainees, the PE trainers themselves should also possess these competencies in order to be able to develop them in students.

## **PROVIDE FEEDBACK**

### **Determine students' opinions on PE activities**

PE teachers should invest in various strategies to motivate students. PE teachers should get feedback from students about the best means of motivation. For one student the best motivation can be – participation in the PE trade fair, for another – PE certificate, a good score, more challenging tasks, position of the lead in the marketing department, etc.

Learning-working environment of a PE means friendly conditions, motivating students to express their opinions during group learning sessions, during the PE student meetings, etc.

The feedback and constant self-evaluation should be carried out throughout the process by having students complete a learning diary or journal, a self-assessment, and/or by making a discussion of the process.

## **FLEXIBILITY**

### **Highlight positive aspects of challenging situations**

A PE teacher who is committed, motivated, enthusiastic, engaging and well-prepared for the PE activities with clear tasks will be able to empower students, challenge them and develop their entrepreneurial mindset.

Flexibility is the capacity to adjust to short-term change quickly and calmly, so that you can deal with unexpected problems or tasks effectively.

Show flexibility in planning the curriculum, where the application of techniques learned when practicing is essential for the good PE outcomes.

## **LET THEM DO IT ALONE**

### **Trust in your students and their abilities**

When students acquire the minimum skills to undertake an activity, they should carry out the tasks trying to understand and solve the problems without the help of the teacher, naturally depending on the group and tasks. The work can be checked at the end of the task and what could be improved or what has been done well can be explained retrospectively and the positive aspect is that the student managed to find out a way and work independently. To be successful as entrepreneurs, students need to acquire innovative ways of thinking; become responsible for their own decisions and actions; be able to communicate well and get along with people – staff, suppliers, customers, and economic institutions. They have to deal with a wide variety of information, which can motivate students to learn, experiment, discover and finally enhance their skills and abilities.

## STUDENT APPROACH

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### **CREATIVITY AND POSITIVITY**

**Creative and positive approach will help you start new activities and find innovative ideas**

Don't be afraid to start something unique or unusual. It is good to brainstorm and be open even to the most unconventional ideas. Also, keep positive about ideas outside the box offered by other students. Creative and welcoming attitude encourages everyone to participate and find the best solutions.

## **COOPERATE AND SHARE RESPONSIBILITIES**

### **Working in the PE requires teamwork skills**

It is a good opportunity to experience teamwork in different environments and different conditions. For example, you must create a concept for your PE, manage finances, or create advertisements sharing your ideas and abilities with other PE participants. Stay responsible and fulfil your promises, also make sure you stick to deadlines. This way, your PE can work effectively.

**STAY FLEXIBLE AND OPEN TO NEW SUGGESTIONS**

**Working in the PE can be challenging and unpredictable**

Do not try to hold on to your plan if something does not work as foreseen. Think together what can be done to overcome the obstacles and what new ways can be found. Do not be afraid to ask for suggestions and try to find the solutions to the problems you come across.



## **CONTINUOUS IMPROVEMENT**

### **Report the extent of performance improvement**

After implementing the actions, try to get to all interested parties and seek for their feedback and opinions. They could give you some useful advice on how to perform better or simplify the improvement process.

## PARENT APPROACH

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### **BE SUPPORTIVE AND INTERESTED PARENTS**

#### **Show a live interest in all your child's activities**

This way you will let them know that they are protected and can get support or advice if needed. Listen to your children without judgment and seek to understand their concerns and challenges. Acknowledge their achievements and support them through mistakes and challenges setting consistent expectations and consequences to help them feel secure and able to predict outcomes.

Develop a trusting relationship.

**SHOW EXAMPLES OF NON-VIOLENT BEHAVIOUR**

**Be an example of non-violent, patient, and respectful behaviour**

Think about your emotional reactions and the language you use. Discuss positive relationships, positive ways of searching for solutions of the problems in daily life and challenges that may be encountered.

## **GET INVOLVED AS MENTORS OR ADVISORS**

### **Stay involved and give advice**

Bring out all the hidden talents that are undiscovered in your child. You can develop your child's full potential by learning to identify, affirm, and develop their natural talents and abilities. These abilities can unexpectedly emerge while your child is taking part in the Practice Enterprise. Encourage, enjoy new discoveries together and stay involved. Your advice can be beneficial for opening new horizons.

**SHOW YOUR CHILDREN THE IMPORTANCE OF  
SUSTAINABILITY**

**Carry out daily sustainable actions**

Reuse, recycle, and repurpose. You can also show your children a good example how to pay attention to natural ingredients while buying goods. This way you will set a good example of how to care about the environment.

## BUSINESS APPROACH

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### COMPILE BUSINESS IDEAS

**The goal is to get inspired by real businesses and learn from their best practices and also from the challenges they face.**

This can be divided in two parts. One part is connecting the PE with a mentor company that can give advice regarding all aspects of the PE, offer products for trainees to market and make the important connection to a real-world business. This cooperation can influence trainees in terms of expectations for job roles at the mentor company as well as inspiration for commercial operations.

The second part is to monitor business, HR and CSR trends and adapt and fit them into the format and needs of your Practice Enterprise (based on the location, focus of study, target group of trainees, etc.).

## **CONNECT WITH A MENTOR COMPANY**

### **Many Practice Enterprises are connected to a company from the real business world that functions as their business mentor.**

The business mentor gives advice and ideas to the trainers and trainees about commercial processes and how a business is run. The business mentor can provide the real-world products and services for commercialisation within the practice learning environment.

In some cases, business mentors are involved in the recruitment and evaluation process of the students. A mentor company should be chosen that fits with the structure and product portfolio of the PE.

The business mentor provides the most direct and efficient link to the real business world. The positive aspects of the cooperation should be explained to the mentor company (talent pool, CSR activity, product testing, etc.).

## **FOLLOW INNOVATIVE PRACTICES & TRENDS**

**In order for the PE to successfully represent the real market, it is important to keep up to date with employment and work trends.**

Learn about news or trends in the world of work and understand that changes in society impact the way we work. These changes are directly mirrored in the PE environment and its posts and departments.

Example – the change in work expectations and skills required by companies in the post-COVID world – a trend towards digitalisation and remote office work. Many PEs got to experience it first-hand and it affects their work, much like it affects real businesses.

Refer to some interesting articles and research results such as the ones below to get more ideas:

- [LinkedIn – The Skills Companies need most in 2020](#)
- [Deloitte Human Capital Trends 2020](#)



## **INTRODUCE CORPORATE SOCIAL RESPONSIBILITY**

**From a business perspective, corporate social responsibility and a focus on sustainability have become more crucial than ever in today's world**

Look at ways how to successfully operate a PE while highlighting the importance of economic, social and environmentally friendly benefits for all stakeholders (trainees, consumers, trainers and other stakeholders).

Teach trainees that every enterprise also has a duty in terms of positively, ethically and sustainably contributing to the entire community. (UNESCO SDGs e.g), Company Philosophy etc.

CSR affects every aspect of the PE - how it is run and managed, its ethics, culture and operations and even the relationships with and between the trainees.

## CENTRAL OFFICE APPROACH

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### **PROMOTE NETWORKING BETWEEN PEs**

**Priority is trading among PEs. The use of the CO as a provider is the second option.**

The national Central Office is a constant support and contact point and is fundamental to promote the networking and cooperation among PEs. This makes simulation even more efficient from an educational point of view.

A simple phone call, an email, placing an order or a commercial letter or a sale proposal, as well as issuing an invoice all represent important professional tools. Once sent to another PE, the student is in a more autonomous and responsible psychological condition, since on the other side it is not the expert of the CO testing and correcting, but another student in the phase of learning.

## **LEAVE IT UP TO THE STUDENTS**

### **Giving direct responsibility and autonomy to students**

The work in the Practice Enterprise is partly technical and related to the specific role of each student, and partly related to networking with the other PEs (e.g. in the individual buying and selling processes) with the global PE network (e.g. when marketing a product or service) or with the CO.

Teachers are advised to leave as much initiative as possible to the students, so that they learn to take their responsibilities, to approach a task with seriousness and a realistic method and, last but not least, to acquire autonomy and spirit of initiative.

These characteristics will be highly appreciated during the higher education path but even more when entering the labour market.

The CO will treat each student as if he/she were a real business operator, also in terms of formal communication (e.g. by phone or email).

## **INVOLVE ALL STUDENTS**

### **Make everyone feel important for the business**

In teamwork, as needed within a PE, the pedagogical risk is that only the best and most motivated students will take on most of the workload. This might exclude the others, which could be further demotivating, making them feel left out. It is therefore essential that the roles' planning takes into account students' attitudes and expectations, valorising all students also within the rotation process while respecting their learning times and individualizing and tailoring paths as much as possible.

The teachers will tailor their intervention according to each student's needs, skills and abilities promoting an efficient implementation of the task and, above all, creating a positive training path for all students.

As for communication with the CO, the teacher will tailor their intervention in order to give each student the maximum autonomy according to their skills and abilities.

## **PROMOTE INTERNATIONALISATION**

### **Join the PE International Network**

A fundamental aspect of the growth process of pre-teens and adolescents is to acquire a view that goes beyond national borders. In an increasingly globalised world, it is crucial to acquire the awareness that markets, and in a closely connected way human relations, do not have any borders.

Encouraging exchanges with foreign PEs increases the motivation to learn one or more foreign languages and contextualizes the teaching of these disciplines.

The CO is in constant contact with the Worldwide Practice Enterprise Network, an association that coordinates the work of all the COs at an international level. Thanks to the membership in the worldwide network, all PEs of all countries can get in touch and trade with each other, as potential customers, suppliers, and/or competitors within the world market.

## **MAKE USE OF ADEQUATE COMMUNICATION TOOLS**

### **Sharing of data and information as key elements of PE work**

Nowadays, access to data and information is closely connected to the quality of an enterprise and its competitiveness.

The PE must not be an exception and should be equipped with effective tools related to connection, access to data and sharing of documents among its participants.

The CO offers a web portal allowing simplified access to data, automatizing operations as much as possible.

The network (between different PEs and between a PE and the CO) and its links and connections will encourage the acquisition of digital skills by students and, perhaps, even more importantly, the acquisition of information sharing and teamwork approach, also through remote and smart working.

## **REPORTING AS A REFLECTION TOOL**

### **Learning by doing means consolidating acquired skills and learning outcomes**

The CO suggests PE trainers make the students draft some periodic reports on what has been implemented within the PE.

The periodicity of these reports will be established by the teacher according to the significance of the implemented tasks. The aim is to consolidate the acquired skills and learning outcomes as well as student awareness.

These will be sent to the national Central Office, which will be able to take initiatives such as, for example, awards to the most significant and effective testimonials.

## TIPS PACKET FOR STUDENTS

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The Packet with tips from internal and external testing of IMPEET competencies Framework, teacher's handbook and Practice Kit provides useful information for students outside the project consortium to easily adapt and apply the PE model.



Don't be afraid to start something unique or unusual. It's good to brainstorm and give even the most unconventional ideas.



Stay responsible and fulfil your promises.



Make sure you stick to deadlines.



Communication is the key to success.



Cooperate with your team members. Keep positive about special ideas offered by other students.



Share your ideas with the community.



Think about the future – be sustainable.



Remember that challenges are a part of improvement.



## TIPS PACKET FOR TRAINERS

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The Packet with tips from internal and external testing of IMPEET competencies Framework, teacher's handbook and Practice Kit provides useful information for trainers outside the project consortium to easily adapt and apply the PE model.



Provide clear expectations.  
Define PE rules with as much detail as your students require. Help them understand the meaning through discussion.



Say what you mean and mean what you say.  
If you make a request of a student, follow through with that request.



Provide directions and ask impactful questions.



Appreciate students doing good work.  
Try to pay attention to students and acknowledge them (individually or as a group) for following instructions.



Reflect.  
Be mindful and make changes in the future. You can model the reflective process for your students as well. Teach them to evaluate.



Tap into your peers for knowledge and insights.  
Interact with fellow teachers and make the most of it. Ask questions, share strategies and open discussions.



Create a plan for parents.  
Make sure you have a plan of action for how you will involve the parents.



Try to include technology in your lessons.  
Let's face it, students love technology.

## TIPS PACKET FOR SCHOOLS

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The Packet with tips from internal and external testing of IMPEET competencies Framework, teacher's handbook and Practice Kit provides useful information for schools outside the project consortium to easily adapt and apply the PE model.



When planning to set up a PE in your school, you need to have a clear plan in place and see how it fits in with your school's strategic plan.



Distinguish the benefits for the school, its community: staff, students, teachers, parents, social partners, alumni, etc.



Before starting a PE, it is useful to read the IMPEET Reference framework.



The PE's success depends on the team who will set up and work in the PE, its diversity, team members competences, business experience, ability to coordinate PE activities and motivate children.



When planning the improvement actions, it is recommended to review the collected feedback from PE teachers, students, parents, social partners.



Before setting up a PE, it is useful to visit national PEs, communicate with graduates, teachers, staff and to know their opinion.



Consistently encourage students and teachers to participate in various PE network events, such as conferences, trade fairs, seminars, exchanges, etc..



A communication and dissemination plan should ensure sustainability of the PE. It encourages student communication and collaboration, develops a sense of community, increases motivation and reduces intimidation.

## TIPS PACKET FOR PARENTS

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The Packet with tips from internal and external testing of IMPEET competencies Framework, teacher's handbook and Practice Kit provides useful information for parents outside the project consortium to easily adapt and apply the PE model.



Get involved. Talk with your child about the activities and new discoveries.



When your child struggles, show that they are not alone. Your advice and mentoring is always of great help.



Be an example of how to lead a sustainable lifestyle.



Be positive and understanding. Non-violent attitudes will help your child to develop a strong and self-assured personality.



If you have experience in the field of Practice Enterprise, get involved. Your mentoring or advice can be beneficial.



Foster your child's independence. Setting limits helps your child develop a sense of self-control. Encouraging independence helps to develop a sense of self-direction. To be successful in life, they are going to need both.



Be consistent. The key to consistency is setting and achieving specific goals.



Explain your rules and decisions. Parents often overexplain to young children and underexplain to adolescents.

## TIPS PACKET FOR BUSINESS

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The Tips Packet is developed from internal and external testing of IMPEET competencies Framework, the teacher's handbook and the Practice Kit in all partner countries. It provides useful information for institutions from outside the project consortium to easily adapt and apply the PE model and how to foster business contacts networking.



When deciding on the field of business of the PE, find inspiration from interesting and inspiring enterprises that are leaders in their field.



Get in contact with companies for advice and try to establish a mentor relationship with one or more companies. Be sure to choose one that is closely linked to your PE structure or product portfolio.



Before starting, be sure to monitor current business and human capital trends in order to make the PE relevant.



Get regular feedback from your mentor company on various aspects including for example feedback on students' presentations etc.



When planning Practice Enterprise activities, be sure to create a company philosophy to help guide the trainees by the PE's ethical principles.



Start your own PE Corporate Social Responsibility vision and make sure it touches all aspects of the Practice Enterprise.



Provide your trainees with space to explore new business ideas and ensure it is a positive environment where they may openly express their opinions.



Carry out business activities while keeping in mind your PE's duty to positively contribute to the environment and society.

## TIPS PACKET FOR CENTRAL OFFICE

The Packet with tips from internal and external testing of IMPEET competencies Framework, teacher's handbook and Practice Kit provides useful information for central office outside the project consortium to easily adapt and apply the PE model.



Before establishing a new PE, a quantitative and qualitative market assessment (demand/offer) must be done to analyze the market in which the PE will operate. Identify the needs/demands for the product the PE intends to introduce.



Before opening a PE, a real company that represents the local economic context should be identified. This business mentor will offer support and a reference point. It represents the example on which the PE can be built and assists with local networking. The mentor will help guide an enterprise so that the PE can reproduce the real company's operations.



Proper software and internet connections are essential. The physical environment must reproduce a real enterprise and its departments, so the space should be equipped and arranged as such.



Requirements and scope: Effective PE management shows that needs, objectives and scope should be documented and standardized early in the PE life cycle.



An efficient PE must have defined tasks and roles. Leadership and interpersonal skills are essential. Last but not least, a system of communication and team involvement is essential to success.



Mistake management. Mistakes always happen and must not involve negative judgment, and solutions should be found immediately. Such mistakes can be carried out by students and often related to content (miscalculation, unpaid invoices, etc.).



Identification of standards and criteria must be set in each phase of the PE life cycle. Quality means making and meeting agreed-to commitments with a constant eye for improvement. The evaluation process represents a moment of reflection on the PE operations and activities.

## CONCLUSIONS

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- ❑ The Practice Enterprise model can be implemented:

  - As part of a curriculum
  - As an extra-curricular activity
  - As integrated learning and decided based on which lessons (for example language, IT or mathematics) could be integrated depending on the school curriculum
  - As a separate individual learning subject in entrepreneurship education
  
- ❑ The Practice Enterprise methodology can help reduce obstacles to the successful completion of secondary education for teenagers and ensure the acquisition of needed skills and competences:

  - Relevant and engaging curriculum
  - Flexible educational pathways
  - Initial and continuous education for staff in the field of education
  - Strong and well-developed guidance system. Helping young people understand their own strengths, talents, different study options and employment prospects is essential
  - Cooperation with the real world of business
  
- ❑ The Practice Enterprise is a place to experiment with a blend of various teaching methods:

  - Individual work - Let them do it alone
  - Frontal training and instructing. The standard method when teaching activities take place from the front of the classroom, especially at the beginning of PE during the first lesson
  - Conversations and discussions – the proposal capability
  - Guiding text method. Job descriptions. Operational documents for the student, containing information necessary to ensure autonomy in carrying out activities related to the workplace
  - Teamwork and cooperation
  - Educational games are designed to help students learn and understand certain subjects and assist them in learning a skill using games
  - Self-responsible learning. Sense of responsibility. This sense is mirrored in the documents and in the operations within each department of the Practice Enterprise