Foreword

This project started as a local project introducing "Career Guidance" as a new approach to Guidance and Counselling in secondary schools in Sør-Trøndelag county in 2000. After some time we realised that Career Guidance was an international issue. We first came into contact with Young Enterprise and then, when we came into contact with Hjalmar Strømmer upper secondary school in Sweden we came up with the idea to combine Career Guidance and Entrepreneurship. Via different partner searches we found partners in Torun and Gdansk in Poland, Prievidza in Slovakia and Bradford in the UK. We wanted the partnership to be broad therefore we found partners from upper secondary schools, Universities and other expert partners.

Cooperation and contact between secondary education and local business and companies has been an important issue for many decades in vocational education in many countries. Many methods have been tried out and some have been found to be more successful than others, however it has always been a big challenge for schools to develop good methods for this cooperation.

Today's students are tomorrow's fellow workers and entrepreneurs. There has been a strong focus on Entrepreneurship and Career Guidance during the last decade all over Europe and these have been highly prioritised by the Leonardo da Vinci programme. Our idea was to combine Entrepreneurship and Career Guidance in an attempt to develop new ways to help our students to find their path into working life and to encourage them to develop their entrepreneurial skills.

We wanted this to be a project where practitioners wrote for other practitioners. In the context of our project this means that teachers have written for teachers. Our project was a partnership of fourteen different organisations that have worked out these Guidelines. Seven partners were teachers, counsellors and managers from upper secondary schools and three partners from Universities who had a supervising role. We also had four expert partners that contributed to methods, valorisation, ICT and administration of the project.

The main target groups for these Guidelines are Students and those who work close to students in secondary education.

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1. Introduction

This part of our guidelines is aimed at teachers, career counsellors, school management and parents/ carers.

1.1 What are Entrepreneurial skills?

Entrepreneurial skills are generally taken to mean those skills which you need to have to be the kind of person who starts your own business, and this is what these guidelines concentrate on. Whatever you eventually do, using the guidelines should help you get more out of your education and training.

1.2 What's in it for me?

The mission of school has always been to provide students with knowledge and skills which allow them to function successfully in society. We all live in a world of permanent change and uncertainty now and both we as people who work at school and our students face permanent transformation of technical and economic conditions. Students will have to revise their career probably several times during their lives, change plans and make educational decisions more often then their parents.

How to prepare young people for challenging future is a difficult question for contemporary school. The way we may help our students is to teach them how to be entrepreneurial, make them aware of job mobility and support the development of appropriate social attitudes such as e.g. self-confidence. It is a complex task and the whole school – all teachers as well as school management - have to be engaged in a process to make it work. To bring up entrepreneurial students, school should be entrepreneurial itself!

We, as teachers or headmasters, are able to give a student an inspiration to develop entrepreneurial skills. An entrepreneurial spirit means taking risks, seeing possibilities and seeing obstacles as challenges for both male and female. Young people look at us and can ask questions leading to new ideas or new ways of work. It is very interesting to be a part in this education. It is an opportunity as well for us to develop the same qualities and have more satisfaction from our work.

1.3. Appetizers

From teachers' point of view

Norwegian teachers Anne Hox and Svein Augland from Melhus Upper Secondary School say: *"Our experience is that entrepreneurship as an educational method is not just limited to working with the "youth business association". We may work in many ways such as e.g. participating in international projects to encourage the entrepreneurial spirit or taking part in local or international championships to develop student's skills and their motivation - for example for cooks, welders, electronics students and chemistry students. We can be creative in these projects and we can develop our skills so we develop ourselves. What is common for all of the above is that all activities make way to build contacts between school and other institutions/businesses. All projects mentioned above may have an international dimension that makes them very interesting.*

Methods focused on developing entrepreneurship have additional advantages: a real students' business, for example, that a youth enterprise in reality is, with some limitations, will be good practice for students in understanding different career choices. In our experience when students can work on their own project, defined by what is most interesting for them, clearly is very motivating. This leads to the increasing of knowledge of all participants beyond what is expected at their level. Taking part in competitions is a spin off gives the student, teacher and school both national an international rising to the standards and demands of the world."

From school management's point of view

Dominika Warska, the deputy headteacher of Zespol Szkol Mechanicznych, Elektrycznych i Elektronicznych in Torun, Poland, explains: *"When you are a member of school management your way of thin-*

king and work should be holistic. Your main task is to administrate and lead your school including different aspects of the school life – existence in your local environment, financial condition cooperation with the local business and authorities, connections to the other high schools and universities, interaction between students, teachers, parents, etc. Each school is different; each school has got its own special features.

When your school works using entrepreneurial methods you are able to share your responsibility for school with other people who support your work - you do not have to be the only one person who takes care of everyone and of everything. You have engaged teachers, mentors, parents, motivated and more self-dependent students to rely on. You have networks of institutions and companies that connect you with social and business reality. Thanks to that you are better informed and more aware of the demands of the world which changes so quickly. Your school is not astern."

2. Getting started in an entrepreneurial way

School management has an important role - the school management has to provide a high level of a school development in many aspects. To take care of students' future the school management should use several sources of entrepreneurial power:

- teachers from their own school who may have knowledge about various aspects of entrepreneurship;
- mentors from friendly companies who know how to use knowledge in practice of a company life;
- parents who may belong to the local authorities society and can support school or may run their own business;
- other external experts who may be professors or masters in their jobs and inspire students in their career planning.

You – as a school manager, school leader or head teacher – may use all of those re*sources for* your students' entrepreneurial spirit development.

We would like to give a few hints to you about getting started an entrepreneurial way:

- Find out what is interesting for the local government and community.
- Use different *human resources* which can support your work as formal and informal entrepreneurship advisors.
- Find your own school strengths and weaknesses, opportunities and problems - by your school administration try to avoid weak points and solidify all strengths.
- Adjust the schools aims in these directions compared with its own strengths and opportunities.
- Start working with these aims, spot interest the staff in and establish groups with common interests.
- Start working with these aims, spot interest in the staff and establish groups with common interests when planning the school year.
- Be open to the ideas and suggestions these groups come up with.
- Establish at school a fund for entrepreneurial activity that supports with money the practical development of new ideas.
- It's usually better to point out the road ahead carefully than rush in.
- Think positive.
- And always motivate all school board members!

Teachers are examples of entrepreneurship in school.

Therefore, we would like to give a few hints to you about getting started working in an entrepreneurial way:

- Learn entrepreneurship focused methods of working with students.
- Find other teachers who work in the same way.
- Find other people (mentors, parents etc.) who may help you.
- Do not forget to inform your head teacher about your work.
- If you are not sure about something - do not feel ashamed to ask for help or advice.
- Do not be afraid of start something new – others will join you.
- Open your mind and be creative.
- Have fun.

3. Different methods – an entrepreneurial approach.

There are a number of ways to prepare students for their future running their own businesses or working as creative, initiative taking employees. Of course career guidance and counselling play an important role in trying to match the interest of the students with abilities and placement availability. The students should receive help from school in setting targets and making their individual plans for the future. This can partly be achieved by helping the students to make applications for placements including CV, personal letter and job applications.

But the most important thing is to build the self-esteem and confidence of the students and to help them reflect on their future. The students also need to learn how to build their networks consisting private and official contacts. This can be done by giving different challenges for students in the form of tasks, projects, cases, competitions, etc.

In this section of the guidelines, we try to provide you as a head teacher, teacher/counsellor or parent with different methods and tools that can be used in the cooperation with children or students, companies and other organizations of the local society to help students to become more entrepreneurial.

Methods for the school management.

Being a school leader you need to consider the multi-aspect character of your work. To help you to organize a school manager work, we present you several of methods which can be useful for a school leader. Using them, please take into consideration the character of your managerial work, nature of your school, students and teachers' character, cooperation with parents and contact with mentors or local business.

Before you set to work, please familiarize yourself with the tasks that each head teacher has to deal with. In order to make your work easier the tasks have been described step by step:

- STEP ONE – analysing the field of forces in other words becoming aware of the range of changes that need to be introduced (app. 1)
- STEP TWO – the main point in question in other words planning the changes (app. 2)
- STEP THREE - establishing task team in other words fusion of creative potential and management of you teachers' knowledge and experience (app. 3)
- STEP FOUR - SWOT analysis which I can evaluation of undertaken activities (app. 4).

Methods for teachers/counsellors.

A teacher/counsellor is the person who works very close with students at school every day. Teaching different subjects all teachers use methods which are the most suitable for their major, students' abilities and interest. That is why, all teachers can use the methods which are the most affective in their opinion.

To teach how to be entrepreneurial and develop your own skills with using students' strengths' and opportunities from school and local society (for ex. mentors and companies or parents even), teachers can use both individual and total methods to give to students some basic knowledge about entrepreneurship or try to lead them and let them learn and use that knowledge in practice.

To help teachers and show them the best methods of work with students, in this guidebook we suggest some ways of working with them focusing on entrepreneurial skills development.

Those methods are:

- Study Visits (chapter 3.1)
- Placement in companies (chapter 3.2)
- Mentor Companies (chapter 3.3)
- Student Companies (chapter 3.4)
- External Experts (chapter 3.5)
- Project Based Entrepreneurial Learning (chapter 3.6)

Methods for parents/carers.

We present here also some methods which could be used by parents/carers who would like to help their children in developing entrepreneurial skills and in making conscious career decisions. School may cooperate with this group of people who is usually very interested in students' success in social and professional life.

To parents/carers: There is no golden rule to teach your child to develop self-esteem or perfect method to instruct your son or daughter how to be more entrepreneurial. All children are unique, some of them need more of your help, and some of them are more independent and can plan and create their future by themselves. But all of them need a help of a good advisor – counsellor in school or parents at home. To help yourself to understand the young generation, improve contacts between parents and children and learn yourself how to come to compromises we presents few of ways:

- Common action planning (app. 5)
- Common action taking (app. 6)
- Different roles of parents (app. 7)
- SWOT analysis for parents (app. 8)

3.1 Study Visits

The easiest way to connect the school to the outside world of companies and organisations is probably to take the whole or a group of a class on a study visit. This is an easy first step which demands few and not very deep contacts with the company or organisation that is to be visited.

When planning the study visit it is important to get to know the future school partner that is why the representatives from company (task of doing for company management members or mentors) and from school as well (task for school management members or contact teachers) should have a common meeting to agree about shape of the future cooperation. To be clear about goals, students' education in a company, the school has to prepare *Letter of intent to a company* (app. 9) document which included information abut students study visits as well. More detailed information about visiting company can be prepared later on according to theme or subject of it.

The purpose of a study visit (app.10) could be to get an overview of the company, the production, the human resource management or just for the students to get a feeling of what it is like at a working place.

Even though the study visit is a simple form of cooperation it has to be carefully planned in order to be something of value for the education given in the class room. The theme of a study visit can actually be connected to any subject. If the theme is the marketing of the company, the students will be able to connect this to their studies in Business Administration, but also to the communication skills trained

in native and foreign languages, the logotype that can be studied and analysed in their art classes etc.

When preparing the study visit it is important to make sure the goals of the school are known by those who will receive the visit. If the hosts know what is expected from the students when they get back to the school, they will make better progress. Communication between the school and the company is important before during and after a study visit. Don't forget to send a thank you letter (app. 11) after the visit to thank the hosts and to share the thoughts of the students.

Both the school management and contact teacher should collect all documents about cooperation with companies:

- The school management - letters of intent to a company to prove its own local authorities active and continuous cooperation with business;
- The contact teacher - study visit forms (app. 12) and thank you letters as documents which show and confirmed various method of teaching and mode of dissemination. Don't forget about evaluation after interviewing your students (app. 13);
- Feedback from students (app. 14);

3.2 Placement in companies

When planning the school year the placement of students in industry/enterprises for long or short periods is an important part of the education.

The main objectives for students may be as follows:

- To develop vocational skills.
- To compare theoretical knowledge with practice.
- To get to know the environment of their future work.
- To develop social skills.
- To verify choice of career.
- To help in taking decisions and motivate to continue further education/training.
- To build networks and present themselves positively to potential future employers.

Check list for schools organizing placements for students at companies:

- Plan of placements and list of companies (app. 15)
- *Letter of intent to a company* – inquiry about placing a student at a company (app. 16)
- Agreement regarding the placement (app. 17) (agreement contains program of placement and list of students)
- Contact person at school (each school has to decide who is/are contact person/s at school)
- Contact person at company (each company has to decide who is/are contact person/s at company)
- System of monitoring the placement (app.18)
- Schedule of visits at companies during students' placements (app. 19)
- Visit during placement – example of questions (app.20)
- Student's log (app. 21)
- Student's report from the company (app. 22)
- Thank you letter (app. 23)
- Student's application documents - cover letter and CV (app. 24)
- Reference for the student after the placement (app. 25)
- Evaluation of the placement - questionnaire for person who is responsible for students during placement, students and teachers (app. 26)
- Evaluation of oral presentation for student (app. 27)

The period of placement can vary, but this is our definition:

- Short term: Not more than two days visiting.
- Medium term: One week.
- Long term: Two - Four weeks.
- Systematic: When the school has a partnership agreement for stationing, the students periods the whole year (14 days at school /14 days in industry or 1 day/week).

The procedure in placing the student can vary depending if the school has written agreements with companies (partnership agreement) as to how and when the contact should be made.

Short and medium term placement

All the students should have a complete list of the industry/enterprises.

The teacher should prepare and write a short statement which indicates the purpose of the placement and what task are expected solved. It's also a possibility for the students to learn how to apply for a placement. The students should send an application to the enterprise for the placement period. The aim here is that the students shall get to know the standard for applications. It is important to stress the use of reference and CV (app. 24).

The students visit the industry/enterprises by themselves and they also have to be prepared for a negative answer. Initial contact is done by the students themselves. The students present themselves and where they come from. Next step is to present shortly their project and what they want to know. It's good advice in first time contact to have a reference or presenting the visit as part of a project where the contacted industry/enterprise is the main target.

What report the school demands depends on the project. If possible the report should be sent to the enterprise. The report can also be as posters, this is often successfully.

The report after the placement can also be oral in class/group expected duration 5 – 15 minutes containing:

- What were the student's aim/expectations/purposes.
- Presentation of the company.
- What did he/she do (tasks…).
- What are his/hers evaluation.

The oral presentation should also be evaluated by the teacher (app. 27).

Long term and systematic placement

This placement often is the last or one of the last in a row of stationing. It is expected that in the second year of upper secondary school, the student will be a little more mature and ready for work. The student will at this stage have made a choice of line or trade and want to know which enterprise he/she can get an offer from.

- Which industry/trade should be preferred at this stage?
- The industry/trade that says they shall employ apprentice this year.
- The industry/trade that have partnership agreements with the school.

The procedure will have a lot of similarity with the medium term placing as to visiting and information/report.

The need for applying to the company/trade should be assessed. If the student have done this before, it should not be necessary. It is recommended to do an internal application process, and the students should be trained to do an interview to increase their awareness of their own skills.

Students may send a cover letter (or via email) to the enterprise presenting them in good time before placement term (app.24). They should also enclosure the tasks they are supposed to answer during the period.

During the placement, the teacher should visit the company (app. 20). The aim of this procedure is to quality assure the information you get. This is the most important report the student can get. The goal is also to show the enterprise/industry the weight and importance of the placement.

The enterprise can also be asked to give feedback by an evaluation questionnaire (app. 25 and 26).

3.3 Mentor Companies

Project Work in Mentor Companies

One way of training the students' understanding of business life and at the same time their entrepreneurial skills, is to let them perform a series of projects with Mentor Companies. For example one company could function as a mentor for two students for two years. Regular contact with the Mentor Company during this period is the core of the development of entrepreneurial skills. This is where theory meets practice and the students gain a better understanding of why they need to learn the theoretical side.

By meeting the Mentor Company on a regular basis the students develop important personal qualities like taking responsibility, planning, working with others and also get to know themselves. This knowledge would not be gained if they only encountered their companies infrequently. Everything is based on regular contact and as a result naturally will questions rise which students can then address during their theoretical work at school.

The students' process

The purpose of working with a series of projects in a mentor company, as it was said, is to stimulate the students' enterprising spirit, independence and desire to learn. These concepts, sometimes referred to as social competence, embrace skills such as communication, decision making, problem solving, work planning, being creative and cooperating with others.

When students are taught such skills their attitudes are also influenced - e.g. motivation, self-confidence, determination, initiative, responsibility and perseverance. Embodied in this, and of particular importance, is the student's ability to cope with uncertainty which is almost inevitable in all projects or businesses.

Working with Mentor Companies supports career guidance system at school as students not only gain knowledge of working life and business but also become more aware of their own skills and job preferences. It helps them in making conscious decisions on their future studies and working life.

Cross coordination of subjects supports the enterprising spirit

If teachers want to work with the cross-coordination of subjects there are lots of opportunities to do that with mentors and students e.g. subjects such as languages, maths, marketing, statistics, etc can be integrated well into the task.

As the training of the students' entrepreneurial spirit is important, it is essential that they get the opportunity to see how all the different subjects they study in school are important for their future life and career. They need a holistic view to be able to grasp their future. If a certain sphere of knowledge is integral to several courses or supplements something which is part of another course both the students and the teachers can benefit if this part is taught altogether with all the people involved in these different courses. There are many such opportunities when it comes to working with career guidance and entrepreneurship. It is also recommended that an attempt is made to combine other courses and subjects into more comprehensive Work Areas which then make it easier for the students to form an

overall view and see how the different elements fit together.

Some examples of tasks/projects for students: market investigation, surveys among your employees, a business plan for a company, product development, market plans, marketing tools, websites, stock-taking, presentations by using different computer programs and equipment.

Documenting the students' development

The students' own reflections are important for the development of their entrepreneurial skills. One way to visualize and systemize these reflections is to provide each student with an empty dossier containing solely an index. Working in this manner brings the "Portfolio Method" to mind. This is a method of learning which is becoming more and more common in schools throughout the world under a variety of different names. The idea is that during the time the students should record their thoughts, documents and reports that are made together with their classmates. Precisely what goes into the portfolio/dossier is a matter for the students to decide in conjunction with their teachers/instructors. This portfolio/dossier is a training aid which is designed to support their studies by linking together real tasks and the real challenges encountered. The portfolio/dossier can also be used for other reflections about their studies: e.g. thoughts about their own method of learning, notes about brainstorming sessions and anything else which documents their progress.

If the students systematically gather their experiences, reports and their own notes they will find that they are much better prepared for the future. In so doing they will also discover how their results improve – in other words how they themselves are developing. The fundamental concept behind it is that student's progress from passive listening to a more active form of study where they themselves take more responsibility.

Portfolios are a valuable tool to collect evidence of learning gained from both formal and informal experiences in project work in Mentor Companies. They allow mentors, teachers and students to clearly see the progress that has been made.

Portfolio method – resources e.g.:

English website: http://cityandguilds.i-portfolio.co.uk/

Tips

In order to prepare working with Mentor Companies schools need to make contact and evaluate suitable local companies to create a network of them. On contacting companies schools should be clear about the company's commitment and how companies can benefit by taking on a student. Points to be used in order to persuade a company to join the project may be as follows:

- one may be a person for someone to model themselves on
- retaining workforce
- learning to know future customers
- learning to know competitors
- building networks (school may provide a space and possibility for contacts between mentor companies)
- helping the local community

By working with Mentor Companies teachers themselves may have many advantages such e. g:

- building formal and informal networks with business
- making their knowledge up-to date and compare it with the practice
- combining subjects into comprehensive, interesting projects

Check list for schools working with Mentor Companies:

- Letter of intent to a company – inquiry about placing a student at a company (app. 28)
- Contact teacher at school
- Contact person at company
- Content of work discussed with students and mentors
- Agreement with the Mentor Company (app.29)
- Safety, insurance regulations (app.30)
- Schedule/timetable of students' contacts with company (app.31)
- Monitoring (app.32)
- Student's report from the Mentor Company (app. 33)
- Thank you letter (app.34)
- Evaluation of projects/tasks at company (app.35)

Resources

More information may be found at: The Swedish Foundation for Enterprise Education website www.seed.se

3.4 Student Companies

A students company is when students start and run a company for one year. During the work all students are members of the board, but they have to appoint a managing director, a chief of economics, a chief of marketing and so on that will be responsible of a certain task within the company.
They start by coming up with the business concept and a judgement of how much money they need as start capital. They then sell risk capital bills to parents, friends, or to other people interested in the idea. At school teachers are prepared to support and help them throughout the year. They also have the resource of a business adviser from the local society.

During the school year the work with the student company will generate many activities and experiences that can be used in the classes taught at the school. Some of the activities and steps are:

- Creating a business concept
- Writing a business plan
- Teambuilding
- Marketing
- Personal selling
- Attending trade fairs
- Bookkeeping
- Writing an annual report

The students also take part in competitions at a trade fair. This is an experience highly appreciated by the students.

Internet Resources

Junior Achievement - www.ja.org
Ungt Enterprenorskap Norge - www.ue.no
Fundacja Młodzieżowej Przedsiębiorczości - http://junior.org.pl
Junior Achievement Slovensko - www.jasr.sk
Ung Företagsamhet Sverige - www.ungforetagsamhet.se
Young Enterprise UK - www.young-enterprise.org.uk

Practising the method "Mentor Companies" in Wargentinsskolan I Östersund, Sweden.

NEU, Näringslivintegrerad Ekonomisk utbildning (Economical education integrated with the business world) is an economical education in secondary school in Östersund.

In grade two all students get a mentor in the business world, at a big or a small company that sells different kinds of products or services. The mentors have contact with two students through two years one boy and one girl. The mentor normally has a high position in the company so that he or she has a good knowledge about everything that happens in the company.

Before the students do the first visit at the mentor company they should do some preparation "you never get a second chance to make a first impression" and they may receive some advice that they could think about:

- Dress properly
- Be polite and nice
- Be positive
- Tell about your abilities
- Make a timetable of your coming meetings with the mentor
- CV if you have one-bring it
- Bring some information about your school and your education

How does the work look like during the years:

- Meetings with the mentor three or four times each term.
- Each meeting the students brings tasks from the school to solve together with mentor.
- The students present the solutions in school, sometimes the mentors are invited to listen.
- There are activities e.g. lectures for the students and their mentors.
- The students have often mail contact with the mentors.

Three examples of tasks for students to solve them together with mentors.

Task are divided into three levels, whereas the first one is quite simple first exercise and the last one a more difficult and demand more knowledge from a student.

- Written and oral Power Point presentation
- Recruitment, coding and international contacts analyze
- Market plan

Written and oral Power Point presentation

- Tasks for the student's first visit at his/her mentor company:
- Describe the history of the company.
- Describe the business concept of the company.
- Describe the activity of the company.
- Show the logotype of the company; is there a connection between the logotype and the business concept.
- Who would you describe as the most important actors in the company's environment?
- Own experiences and thoughts from your first visit.

When you come back to school, prepare a presentation in Power point, and write a PM on facts that you have learned during the meeting.

Recruitment, administration and international contacts analysis

Tasks for students:

- Get in touch with the company, tell them what your aims with the visit are, prepare them what questions you want to work with when you see them and set a date and time for the meeting. You can use one day for this meeting.
- The presentation of the result from this visit will be in smaller groups with three companies in each group. These task you together with your teacher in economics and in English.

Some question to discuss with the company.

Recruitment of staff. Some examples of what to discuss:

- External and internal recruitment
- Important factors at the first selection
- The main purpose with an employment interview
- Trial period of employment
- Employee turnover

To find out how your mentor company works with this task a good idea can be to interview an employee at the company.

The company's administrative procedures in general. Some examples of what to discuss:

- How the procedures are decided at the company and by whom
- What chart of accounts the company is using
- Common business occasions
- Statements of accounts-cash and credit
- Payroll tax
- Accounts of staff costs
- What a credit invoice looks like

International contacts/the value of skills in English. Some examples on what to discuss:

- What countries does the company have contact with? In what language is the communication made?
- In what situations does the company use other languages? (Business contact, software etc)
- Is a good knowledge of another language a valuable skill the company looks for when recruiting staff?
- If the company has international contacts, who in the company has these contacts (everybody or one specific person)?
- Has the company used an interpreter or translator at any occasion?
- When you come back to school prepare for the group examination?

Market Plan

Tasks for students:
You are supposed to solve this following task together with your mentor company.

In comparison the business plan the market plan is focused on the customers. The market plan does not necessarily have to be expressed in numbers but be more strategic.

Give an account of the measures that you will focus on during the coming period.

You are to compose a market plan out of the following points.

- A short summary on the market plan
- An analysis of the present situation
- Products
- Competitors-List and analyse your competitors with the eyes of a customer.
- What substitutes to your product or service are there on the market?

- Are there any threats from newly established competitors and what they look like?
- Contractors
- Distributors
- SWOT analysis
- Goals
- Market strategy, how is the company going to reach the goal?
- Schedule
- Implementation
- Follow-up

When you come back to school you have to do a nice professional report for your teacher.

Practising the method "Young enterprise"
– in Melhus Upper Secondary School, Norway

When planning the school year you may regard the use of Youth Company as a method. The teacher shall of course be open minded if the students should suggest using the method (or rather asking if they could learn in a practical way how to start their own business) and be aware of the advantages of this method.

It also would be much easier if the school management had the training of entrepreneurial skills as a goal and other teachers serving the class had the same interest.
This chapter will not deal with the method and describe all the activities needed because this is thoroughly dealt with in websites: *Young enterprise Europe or on national sites* but rather some short descriptions of how to implement subjects or skills, and suggesting how to evaluate the company and other important marks.

The segments described here will be focused on planning and practicing.

Planning

- Planning the school year with milestones and activities, and expected energy output dealing with the project.
- The learning of subjects combined with the activity in a youth company.
- Agreement between teacher/students in how to integrate skill like language, mathematics...
- The effect of company aims on school activities.
- The frame agreement between school and the youth company regarding money, the use of school resources, involving the school management etc.
- Agreement between the Youth Company and mentors (Mentor Company) or parents.

Planning the school year (app.36)

Many teachers seem to mean that it is difficult to foresee and make plans before the new students have arrived. After ten years working with the method "Youth enterprise" we have observed a clear pattern concerning the necessary activities and milestones forming a company compared to energy output from the students graded *high, average and low*. We have tried to show this in the table below following a student company for a whole year. This plan also refers to some trade fairs and competitions that can be difficult for all schools to implement in the schools year, but it is important to state the fact that if there are no competitions or trade fairs, don't use this method because you will have a problem with motivation caused by the lack of activities and milestones. It is like you had an athlete, training for competition, without given the possibility to compete.

Subject combined with "Youth enterprise"

First time viewing the method "youth enterprise" teacher asks:
- How many school hours are spent?
- Doesn't this method "steal" hours from the normal activity and learning of subjects?

These questions are almost impossible to answer, in that they are coloured by the performing teachers' point of view from the start.

If this becomes a problem it's almost always caused by the lack of good planning or evaluation from the team of teachers involved.

Four important elements should be contracted before starting:
- The subject teachers should take care of the development of their own subjects in the company.
- In the agreement between school/teachers and students it should be stated that the students and company also should be responsible for implementing subjects.

- The teachers should in their initial plan take a look at what subject aim can be reached.
- Deciding and detailing the company aim can be an important stage to implement some subjects.

It is important that not too much time should be used in the initial phase, because detailing can stop creativity!

Mutual agreement between school and the youth company (app.37)

There are some important points:
- The headmaster and students should sign the agreement/contract between school and Student Company.
- The teachers can negotiate the contract.
- The contract should contain what the school will provide without payment like copying and phone expenses.
- It should also be stated what the company is expected to pay for, like raw material and part of travel expenses.
- The contract also should contain a point dealing with applications for unforeseen expenses.

Mutual agreement between members of the youth company (app.38)

The objective for this is:
- To make the students feel a common responsibility for accomplishment of the company's task.
- Decide how to use the possibly profit.
- Decide how to solve problems.

Mutual agreement between the Youth Company and mentors

The reason why this moment should be highlighted is that our experience concerning the use of mentors is varying. It should be a suggestion for contract and stating the importance of using mentors the "right way", and the fact that this will be evaluated when deciding the schools mark.

The use of parents should be investigated, or partnership companies the school have (or get).
- Employing the daily leader (important milestone!) (app. 39)
- The company creates a project
- Following up the youth company week to week - Thursday meetings regarding and evaluating the management
- Arenas for evaluation (app. 40)
- Competitions and fairs
- Meeting involving all in the youth company
- Talking with students individually
- Self – evaluation
- The company profile (app. 41)

3.5 External Experts

As the pace of development of new knowledge is increasing, it is impossible for teachers to be the experts at everything all the time. At some occasions it is good to invite external experts from the local society to give new information or different points of view. This can also be utilized in order to develop the knowledge of the teachers at the school.

These external experts may be professionals at a company, researchers from a university, a teacher usually teaching another subject or someone else from the local society. To make lectures of external experts valuable, students and teachers from different subjects need to prepare before the lecture and use the knowledge and experiences from the lecture in the future learning of their different subjects. External experts can also be involved in reference groups that will give advices on what to include in the education and how ton involve the local society.

The cooperation is not only valuable to the school. It can be valuable for the experts and their companies as well. They get the opportunity to meet their future employees, clients and customers and get to learn more about their opinions and preferences.

The school can arrange network activities for the external experts and other partners from the local community. By providing this meeting point for local entrepreneurs and thus become an important resource in the local society. Furthermore, the school has many specialists in different subjects and can become a resource as a provider of in service education for the companies.

Examples of themes for lectures by external experts:

- A human recourses manager of a company could come and speak about different occupations and the competencies needed at different positions in hers/his company.
- A manger of international business could come and speak about hers/his experiences from different countries. This can be part of courses in International Business as well as Civics, Foreign languages, Geography and many other subjects.
- A communication manager could lecture on different communication tools hers/his company uses in their external and internal communication. This could be part of the classes in the students' native language.
- And so on….

Check list:

- Letter to the expert (app. 42)
- Thank you letter (app. 43)
- Schedule of expert's visits (app. 44)
- Evaluation questionnaire for **external expert (app. 45)**

3.6 Project Based Entrepreneurial Learning

Every project work, that is, a task that follows the main rules for a project, will possibly result in both learning and opportunity for development of entrepreneurship. Entrepreneurship in the sense of making a new invention or create new knowledge. What usually happens is that existing knowledge develops and can be applied in a field where a demand exists/discovers.

The aim for the pupil and the school by starting such projects is that the pupils will be able to apply their knowledge to solve problems. This will give them a feeling of having created the solution as well as knowledge on what it takes to be innovative.

By this type of work the pupils will get access to resources and materials it normally doesn't have access to. It will also give them opportunity to increased acquaintances in local enterprise/industry. This way the school as a whole will appear as a useful active part of the local community.

In the appendices you will find a description of the different phases of a project:
- Making plans for project according to the school year (app. 46)
- Description of the different phases of a project (app. 47)
- Guidance (app. 48)
- Writing a project report (app. 49)
- Evaluation of project report (app. 50)

4. Evaluation

The evaluation of all projects carried out in school, and what follows, those connected with the development of the enterprise spirit of students, serves mostly a purpose of further development of methods of our work.

Thanks to the evaluation we can prevent problematic situations developing, as well as quickly solving problems that have already arisen. Evaluation allows performing changes as well as planning further actions. Furthermore, evaluation through delivering positive returnable information allows increasing the level of satisfaction from performed work as well as raising our motivation.

Evaluation is a process composed of:
- a. collecting data
- b. analysing information collected
- c. coming to conclusion
- d. formulating recommendations to decisions, that should be made

If you as teachers or school managers wish to make your projects connected with developing entrepreneurial spirit at school satisfying and to guarantee its high quality it would be worth to take enough time to:
- **Plan** activities carefully.
- **Monitor** them from start to finish checking their progress.
- **Evaluate** them consequently to assess if the goals have been achieved.

You can find detailed information on phases and methods of evaluation in the appendices:
- The plan of evaluation (app. 51)
- The project of evaluation (app. 52)
- The structure of a questionnaire (app. 53)
- The structure of evaluation report (app. 54)

Appendices

Appendice 1 – Step one – analysis of the field of forces

Your first task will be to become aware of the range of changes that need to be introduced in your school. That is why, before setting to work you should characterize thoroughly the desirable situation you are going to achieve.

Due to the fact that you are in charge of the school and you manage it in different spheres, you must plan on introducing the changes taking a broad view of it and what is more, you must take into account for instance the amount of knowledge and your teachers' creative potential, students' expectations, cooperation with companies (mentors) etc.

Before you bring any activity into effect at school you must make a diagnosis concerning the present state. You know your school very well and you are familiar with the strengths and weaknesses of its work. The fundamental feature of analysing the field of forces is listing two groups of factors: favourable (driving forces, reinforcing activities) and restraining factors (resisting forces, weakening activities). Moreover, you can make use of the strong and weak points of your school. Due to this, you will achieve a full image of circumstances accompanying the design changes referring to the development of the spirit of entrepreneurship among your students.

Remember that the tasks you planned for being carried into effect should reinforce the activity of favourable factors on the one hand and lessen the restraining factors on the other.

The analysis of the field of forces – example for the school management

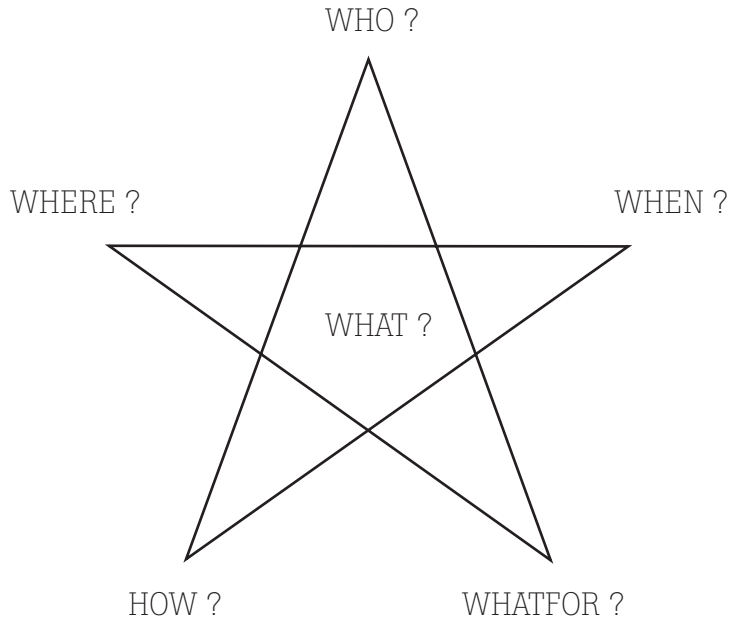
Change: Broadening the offer of students' practice
Restraining: • Small number of local companies interested in students' practice • Lack of employers' trust towards students • Lack of pedagogic qualifications among mentors • Too weak vocational preparation among students (in reference to students' knowledge and skills)
Favourable : • Possibility of using students' acquired knowledge and skills in practice • Possibility of making use of acquaintance with parents, teachers, etc. • Good opinion concerning school • Using current contacts with local companies

Handout

Change: Broadening the offer of students' practice
Restraining: • ..... • ..... • ..... • ....
Favourable : • ..... • ..... • ..... • .....

Appendix 2 – Step two – the star of questions

The next step in planning the activities of developing the spirit of entrepreneurship is establishing an annual schedule of work. In order to do it you may use a method called the star of questions. It is a simple technique which will not only help you to plan the activities but to introduce them into the school life gradually as well. The main idea of this method is searching for the answers to the following questions:



The suggested activities in the following table can be modified according to:

- type of school
- Smalits specification
- level of organizing vocational guidance
- evaluation of undertaken activities

The practical example for the school manager which might be helpful for his/her school year planning - you will find this below.

Whatfor	What	Who	How	When	Where
Efficient management of school.	1. Planning the activities for the current school year focusing on the activities developing the spirit of entrepreneurship among students 2. Making a list of all essential outside companies reinforcing school activities.	headteacher	1. On one's own with regard to outside principles and specification of school that he or she manages 2. Making list of companies 3. Preparing letters of intents – *reference: Letter of intent.*	August	at school
Organizing school work in terms of developing the spirit of entrepreneurship among students .	1. Establishing the task team responsible for the development of entrepreneurship among students, appointing the leader of the team. 2. Thorough planning of the tasks to being carried out. 3. Motivating and encouraging teachers to develop their qualifications according to the school needs. 4. Improving the school vocational counsellors' workshop	headteacher headteacher + leader of the task team head teacher headteacher + vocational counsellor	*1. Reference: Step three – establishing the team.* *2. Reference: Step three – establishing the team.* 3. Searching for suitable offers from institutions dealing with the improvement of teachers' qualifications. 4. Vocational counsellors' participation in different forms of vocational training.	September	at school

Whatfor	What	Who	How	When	Where
Improving the realisation of the planned and undertaken activities in terms of developing entrepreneurship among students.	1. Cooperation with teachers. 2. Cooperation with parents. 3. Cooperation with mentors.	headteacher + leader of the task team + president of subject teams headteacher +leader of the task team + class tutor headteacher + leader of the task team + teacher responsible for vocational education	*1. Reference: Guideline for teachers.* *2. Reference: Guideline for parents.* *3. Reference: Guideline for mentors.*	October	at school at school at company
Improving the realisation of the planned and undertaken activities in terms of developing entrepreneurship among students.	1. Searching for additional financial sources. 2. Gaining new allies. 3. Making use of the team different programmes and projects.	headteacher + leader of the task team + accountant headteacher + leader of the team headteacher + leader of the task team + teachers responsible for realising particular programmes	1. Gaining sponsors. 2. Establishing cooperation for ex. with new mentors, institutions re-inforcing education – *reference: Letter of intent.* 3. Analysis of data basis, participation in conferences, seminaries concerning possibilities of using national and international programmes and projects.Reference: Guideline for Mentors: 3.3 Mentor Companies, 3.4 Student Companies	November	internet

Whatfor	What	Who	How	When	Where
	different programmes and projects.	the task team + teachers responsible for realising particular programmes	basis, participation in conferences, seminaries concerning possibilities of using national and international programmes and projects.*Reference: Guideline for Mentors: 3.3 Mentor Companies, 3.4 Student Companies*		internet
Intermittent summary of the realisation of undertaken activities.	Gaining returnable information about undertaken activities.	leader of the team + people involved in realization of particular tasks	Report made by the task team on the basis of the individual instruments and techniques of gaining returnable information.	December	at school
Integrating school with a local business and environment.	Encouraging teachers and students to active participation in local business life.	head teacher +leader of the task team+teacher of practical education+ teacher of entrepreneurship +mentor	1. Visiting companies – *reference: 3.1 Study visits.* 2. Familiarizing students with future employers' demands. 3. Organizing new place of students' practice.*References: Guideline for Mentors: 3.2 Placement Companies* 4. Dissemination of knowledge among students about local work market (for instance organizing the Days of Entrepreneurship at school). 5. Dissemination of knowledge about jobs	January	at school/ company

Whatfor	What	Who	How	When	Where
			of the future among students: new jobs and specialities.		
Dissemination and maintaining positive image of school.	Promoting school in the local environment.	headteacher + task team	1. Organizing "Open Doors"event for future students and their parents .2. Familiarisation with the school offer during educational work markets. 3. Promoting the school achievements by means of different instruments (the Internet, folders about school, notes in local papers, information on radio etc.)	February	at school at school in local society
Assuring employers of well-prepared graduates with positive attitudes.	School insists on using knowledge in everyday life practice.	teachers of vocational subjects+ vocational counsellor+ teacher responsible for vocational education +mentor	1. Pointing out practical application on the acquired knowledge. 2. Encouraging students to present their own ideas.*References: Guideline for Mentors: 3.6 Project Based Entrepreneurial Learning* 3. Stimulating to make use of individual gifts and skills in practice. 4. Detection of students'	March	at school

Whatfor	What	Who	How	When	Where
			strengths, encouraging to further activities, holding conversations connected with choosing professional path. 5. Meeting between last year students and their potential employers. 6. Reducing the level of unemployment among graduates by means of job mobility.		at school/company
Help for students and the future graduates in entering and effective functioning on the modern work market.	Using educational offer of institutions of higher and further education - *reference: Step three – establishing team + The example of the activity undertaken by a task team.*	teacher of vocational education + vocational counsellor + class tutors + lecturers and educators + mentors	1. Students' participation in open workshops organized by universities. 2. Students' participation in training offered by companies. *References: Guideline for Mentors: 3.5 External Experts* 3. Preparing students for active looking for work (instructing students how to write CV, preparing for a job interview; self presentation, communication etc.). 4. Determining students' predispositions and	April	at university at companyat school/compa nyat school/company at school

Whatfor	What	Who	How	When	Where
			possibilities to choose job career for each of them. 5. Collecting and throwing information about companies, job courses, studies etc. open to the public.		
Making use of previously acquired knowledge in practice.	Students' vocational practice.	teacher of vocational education + mentor	1. Students' participation in vocational practice in different companies – *reference: Guideline for students and Guideline for mentors* .2. Keeping documentation connected with the process of students' practice.*Reference: Guideline for mentors: Appendix_7*	May	at school/at company
Annual report concerning realization of the undertaken activities.	Getting returnable information about the undertaken activities.	leader of the task team	Final report prepared by task team – *reference: Step two - The star of question method .*	June	at school
Conclusions for further work.	Headteacher's self – assessment.	headteacher	*Reference : Step four – SWOT analysis.*	July	at school

Appendix 3 – Step three – establishing the team

You organize the meeting consisting of your teachers during which you point out the need to introduce changes referring to organizing vocational training in your school in such a way that the actions undertaken by your teachers will mainly have an effective influence on the development of the spirit of entrepreneurship among students.

Therefore, your task as a head teacher is:

1. To gain information and to broaden your knowledge concerning the development of the spirit of entrepreneurship among students bearing in mind relations among members of the whole school society.

2. To establish task team responsible for organizing and introducing activities directed at the development of entrepreneurship. While creating the team you should take into consideration the staff supply of your school. Remember that not all teachers have to become members of your team. Try to choose only those whose creative potential and knowledge and skills will be used for conducting the planned activities. While assigning tasks for each member of your team you should take into account their individual features of character. Due to making use of the potential of your team in that way it will be not only be much easier and much more effective for you to control the team's work but it will be easier to conduct the tasks connected with the project and to achieve the aim as well.

Remember that your main task is managing the school as an institution. In order to make your work easier you must appoint a leader of the team (accepted by the rest of the team) who will help you in planning, making a diagnosis and evaluating the undertaken activities.

Your leader should:
- possess substantial knowledge
- be a good organiser
- inspire others
- be consistent
- manage to deal with problems
- be likeable with good sense of humour

The task team can consist of tutor, educationist, psychologist, economics/ entrepreneurship teacher, vocational trainer, other teachers, mentor, parents.

3. To assign tasks and define precisely the expectations towards each member of the team.
4. To work out the schedule of activities connected with the development of entrepreneurship among students in your school.

Your schedule should contain:
a. communication and the flow of information;
b. mutual support and cooperation;
c. short term and long term activities;
d. awareness of not only the results but the process as well.

The example of the activity undertaken by a task team

Task to be carried into effect	Descrip-tion of the activity	Form of work	Work tools	Deadline	People respon-sible.	Comments
The example of activity 1Making use of different programmes and projects supporting the development of the spirit of entre-preneurship among students.	1.Analysis of data basis concerning programmes and projects including specificity and the needs of school. 2. Participating in conferences and se-minars 3. Dissemination of information about programmes and project.	Gaining data from different sources of information Gaining information concerning the level of usefulness of the reali-zed programmes and project at school. Rendering gathered information accessi-ble for students and teachers.	the Internet, data basis of Job centers, leaflets, brochures materials from lec-turers portfolio data basis on the Net	Systematically throughout a school year According to the dates of seminars Systematically throughout a school year	leader of the team +teachers responsi-ble for realization of particular program-mes head teacher + teac-hers responsible for realization of partic-ular programmes leader of the task team + teachers responsible for reali-zing particular pro-grammes	
The example of activity 2:Aid for students and future graduates In entering and effective func-tioning on a modern work market.	1. Making use of educational offer from institutions of higher education	Students' parti-cipating in open workshops organized by higher school	Materials and didac-tic equipment prepa-red by educators	April	vocational coun-sellor + class tutors + lecturers and higher school educators	
	2. Using the offers of training suggested by companies.	2. Students' partici-pation In training of-fered by companies.	Materials and didac-tic equipment prepa-red by mentors	April	vocational coun-cellor + class tutors	

	3. Organizing workshops for students concerning active searching for work.	Preparing students to enter on a work market :instructing student show to write CV; preparing students for a job interview;self – presentation;interpersonal communication	examples of CV show materials concerning job interview, setsoutlines of self - presentationsexamples of employer's questions	April	entrepreneurship teacher + vocational councellor	
The example of activity 2:Aid for students and future graduates In entering and effective functioning on a modern work market.	4. Defining students' job predispositions and possibilities of choosing job career for each of them.	individual work with students (talk, interview, discussion)	diagnostic sheets	April	vocational counsellor	
	5. Collecting and rendering information about companies, courses, studies etc. accessible	Gaining data from different sources of information	portfolio	April	vocational counsellor	

5. To monitor the process of planned activity that is to be carried out referring to the development of the spirit of entrepreneurship among students in your school. Therefore, you must stay in close contact with particular members and with the whole task team. Due to that you will be able to get returnable information concerning putting into effect each step of their work. Such supervision over the project will result in more effective management of the school.

6. To support the team in case of any difficulty, to give advice, clues; to solve problems the moment they occur.

7. To motivate and encourage your team to work reminding them the purpose of the undertaken activities and emphasizing the profits from the carrying out of the project for all members of school society. To inspire members to improve their qualifications and professional workshop (by taking part in training, workshops etc.)

8. To evaluate the undertaken activities:

a. be aware of weaknesses and strengths;
b. determine opportunities and threats;
c. draw conclusions which will be taken into account in planning activities for the following school year.

Appendix 4 – Step four – SWOT analysys

It is now time for evaluation of the undertaken activities connected with developing the spirit of entrepreneurship among students in your school. One of the methods of evaluation and planning work for future is SWOT ANALYSIS. The main idea of the analysis in this case is awareness of strengths, weaknesses, opportunities and threats of your school.

The SWAT analysis in your work as a head teacher will be effective if you use the strengths and the developing opportunities to a maximum and at the same time if you minimize the threats and the weaknesses.

If you want to achieve a high efficiency of the undertaken activities you must remember that developing the spirit of entrepreneurship among students in your school is not only an activity but a continuous process. Therefore, the results of the analysis that you make will serve as a wonderful basis in planning activities in the following years.

STRENGTHS	WEAKNESSES
SCHOOL STAFF	
+qualifications + good atmosphere at work	- lack of motivation to improve qualifications- - aversion to changes
MANAGING TEAM	
+ ability to manage people + ability to gain and use funds from different financial sources	- burnout at work - unwillingness to perceive the need of introducing changes
DIDACTIC AND EDUCATIONAL WORK	
+ systematic improvement of workshop and methods of work used by school staff; + achieving high results at school	- lack of need to improve the educational tools and techniques; - achieving low results on exams
PROTECTIVE AND EDUCATIONAL WORK	
+ students get support and psychological help[a] good cooperation with parents	+ weak flow of information about special needs of students between teachers + lack of parents' interest towards their children
SCHOOL BASE	
+ well equipped laboratories + Multimedia Information Centre accessible for all	- low level of financing education– old school base
SCHOOL PROMOTION	
+ many people know and have a positive opinion about school activities + systematic dissemination of information about school by means of different tools (for example folder, website)	- small recognition of school in local environment - small variety of bargain tools (lack of website)

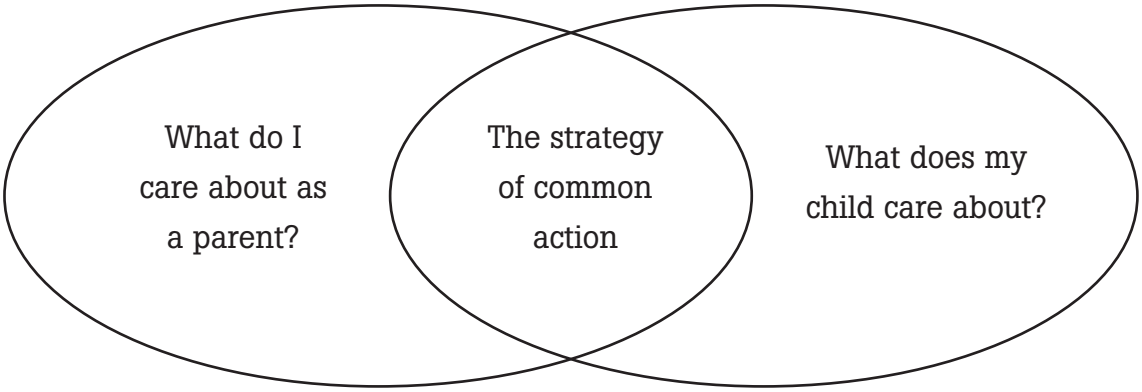
OPPORTUNITIES	THREATS
LOCAL SELF – GOVERNMENT	
+ cooperating with self - government + supporting school in different spheres of its life	- lack of cooperation with local self – government - lack of support in different spheres of school functioning
INSTITUTIONS SUPPORTING SCHOOL	
+ cooperation with institutions supporting school in the country and abroad + using different sources of financing school	- lack o f contact with institutions which could support school - lack of possibilities and abilities of using different sources of financing school
COOPERATION WITH COMPANIES	
+ possibility of ensuring vocational practice for students + possibility of employing graduates in prospect	- little interest in cooperating with school;- lack of pedagogic qualifications among mentors;
COOPERATION WITH OTHER SCHOOLS	
+ possibility of sharing experience in different spheres of school life + cooperation in international projects	- too big a divergence as far as educational specializations are concerned - lack of interest in cooperating in international projects
PARENTS	
+ using parents' creative potential in developing entrepreneurship among students + active parental involvement in school life	- lack of possibility of using parents' creative potential in developing entrepreneurship - little interest in cooperation with school;
GRADUATES	
+ maintaining good reputation of school and extensive knowledge about its functioning in environment	- expressing uncomplimentary opinions about school - unwillingness to share knowledge and experience with present students

Handout

SWOT analysis

STRENGTHS	WEAKNESSES
• ..... • ..... • ..... • ..... • ..... •	• ..... • ..... • ..... • ..... • ..... • .....
OPPORTUNITIES	**THREATS**
• ..... • ..... • ..... • ..... • ..... •	• ..... • ..... • ..... • ..... • ..... • .....

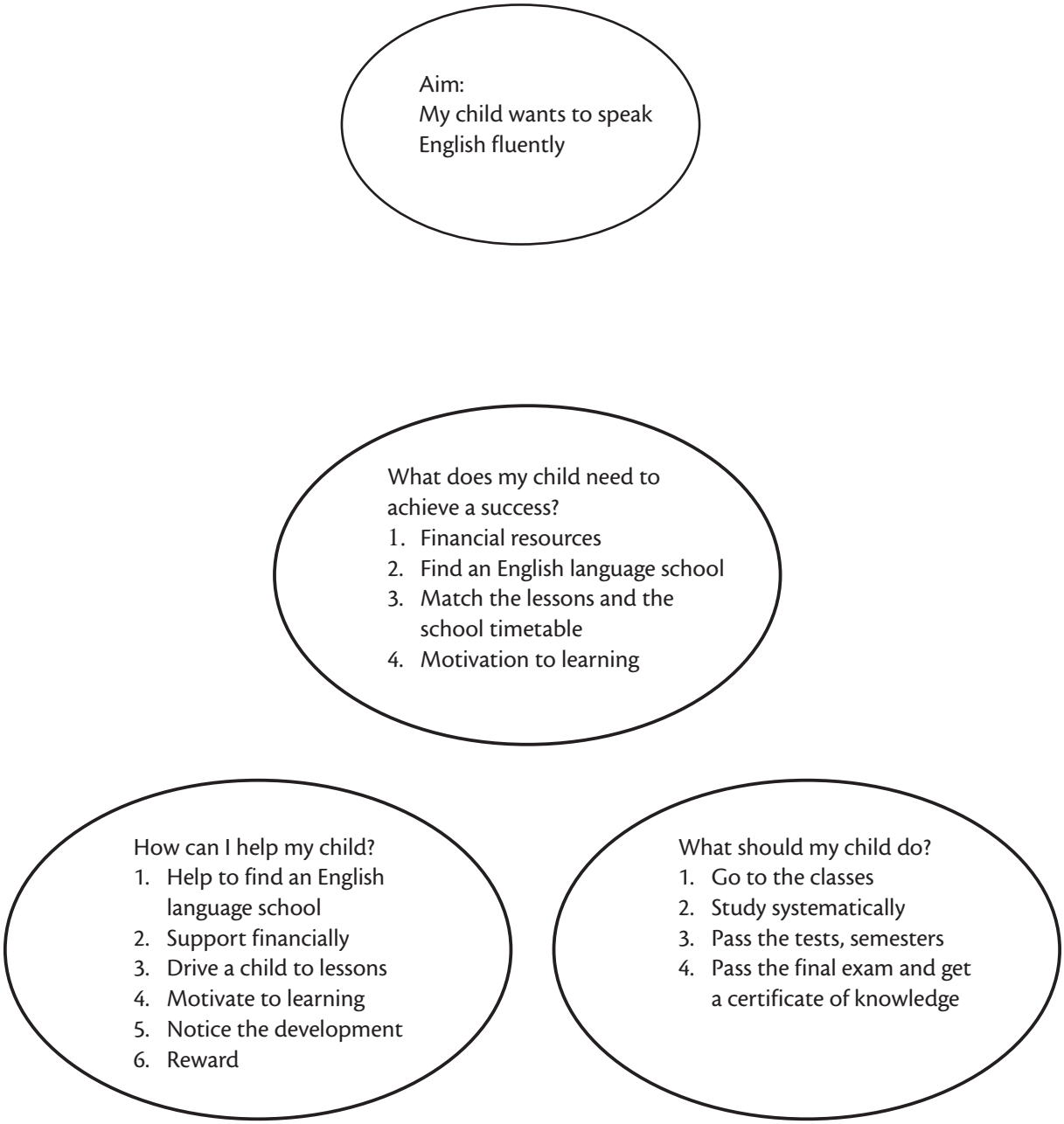
Appendix 5 – Common action planning



This exercise may be used in various life domains e.g. :

- school choice
- apprenticeship choice
- planning the purchase of computer hardware

Appendix 6 – Common action taking



The strategy of common action:

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Appendix 7 – Different roles of parents

Due to the fact that parents can take up different roles, we offer practical clues for those who by cooperating with school want to expand entrepreneurial spirit among secondary school students.

As a carer of my own child I can ...	As an informal work adviser I can ...
• actively cooperate with school e.g. by staying in touch with a class tutor, school educator, work adviser, by taking part in organising school events • use my knowledge in creating enterprising behaviour e.g. by learning how to organise self study, work and spending free time • expand my child's interests • take part in activities (e.g. interpersonal com munication, knowing one's own weak and strong sides, self-esteem vs. formulating aims, • mechanisms of making up decisions) together with own child • by knowing abilities and talents of my child I can focus his thoughts on the difference between short and long term success • stimulate my child to do voluntary work • teach my child to be responsible for his own decisions • try to understand my child's problems and help him to solve them	• teach my child with the use of my own life experience • point him how to work out an action strategy in creating his own work path • show him how to plan an action strategy in a way which will be successful • teach him to choose strong and weak sides depending on an aim which is to be reached by my child • make him aware of job mobility • advise and stimulate him but not to take an action • teach my child what is being responsible for his own actions • try to understand my child's problems and help him to solve them
As a company worker I can ...	**As a company owner/mentor I can ...**
• point him how to work out an action strategy in creating his own work path • share with my child (or in front of his class) my own experience in looking for a job, ap - plication meeting, preparing documents for an employer (e.g. CV, application letter, filling in an application) • talk about my own firm in a class • share my experience of how to use my skills while working in a firm • make him aware of job mobility	• share my experience and knowledge in a class • invite my child and his friends to my company and explain what it does • appoint a person responsible for contacts of my company with my child's school • organize training periods in my company • teach an ability to plan an action strategy in a way to reach planned aims and talk about my own career as a company owner • show what is the current company's position on the job market • show company's development possibilities
As a member of a local community I can ...	**As a graduate of my child's school I can ...**
• actively cooperate with school in different areas • stimulate my child to do voluntary work • help to make contacts between my child's school and local companies • make him aware of job mobility	• share my experience and knowledge in a class • direct my child and help him to create his work path because I know school's purpose and I know what the chances of further development are after graduation • teach to work out strong and weak sides depending on a goal which my child wants to reach

Appendix 8 – SWOT analysis for parents

We offer you the chance to calculate your own potential of being a non professional career adviser for your own child. It's a perfect way to put in order your own knowledge of the topic of entrepreneurship which you may previously have been unaware of. The idea of SWOT analysis is in our case the matter of realizing your own strengths and weaknesses, taking into account your own knowledge and skills as well as character and personality. Realising opportunities and threats though, is connected with estimating external factors influencing the creation of entrepreneurial spirit (for example local market or economical situation of a country).

The success of using the SWOT analysis is the entire use of your own strengths and opportunities, together with the elimination of threats and weaknesses. Thus, the information you have can help you realize your knowledge and use it in everyday life to create the entrepreneurial attitude in your children.

OPPORTUNITIES	THREATS
☺ I have a good contact with my child ☺ I know his interests and hobbies† ☺ I know his gifts and skills ☺ I know his friends ☺ I can look for information on the Internet	☹ I don't know my child's dreams ☹ I can't motivate my child properly ☹ I don't pay enough attention to my child ☹ I have no knowledge in the matter of vocational career planning
OPPORTUNITIES	THREATS
☺ I have a good contact with school and I am an active parent ☺ I cooperate with class tutor ☺ I know there is a career adviser in school	☹ I don't know the current situation on the job market ☹ I don't know the ratings of successful jobs ☹ I don't know where to find information ☹ concerning the vocational guidance outside school ☹ I don't know about the companies' policy or the rules of recruitment

Appendix 9 – Letter of intent to a company

(enquiry about study visit)

Date:

School
Address
City, postcode
Phone number
Email

Director/Owner
Company name
Address
City, postcode

Dear Sirs,

Enquiry about study visit at a company: week number

Every year we organize study visits in industry/business:

The purpose of doing this is: this can vary

We have had very good experience as to: choose between the objectives.

Thank you for a positive response. Contact teacher will be: name

With best regards,

.....
(Headmaster)

Appendix 10 – Schedule of visits at companies

Company	Subject of visit	Contact person at company	Date/Time	Note
			Date: Time:	
			Date: Time:	
			Date: Time:	

Apendix 11 – Thank you letter

Date:

School
Address
City, postcode
Phone number
Email

Director/Owner
Company name
Address
City, postcode

Dear Sir/Dear Madame,

I would like to thank you for the study visit, for your help and expertise which you gave to our students and teachers when they were visiting your company.

I really appreciate that you took so much time to inform my students about the company, giving them an opportunity to get to know your business.
Thank you for your time and consideration.
I am looking forward to hearing from you concerning the next study visit and future cooperation.

Yours faithfully,

.....
(the Headteacher)

Appendix 12 – Study visit form

Information about school:

Name:
Address:
City, state, zip code:
Phone number:
Email:

Information about company:

Name:
Address:
City, state, zip code:
Phone number:
Email:

No		Details
1.	Theme/subject of the study visit	e.g. DAISY - structure and administration of the company
2.	Date	
3.	Contact teacher's name	
4.	Time	
5.	Purposes of the study visit	e.g. • to learn the structure of the company • to learn the administrative structure of the company • employees' qualifications apprenticeship in a company – posteasibility for students
6.	Students' names	

....

(the contact teacher's signature) (the headteacher's signature)

Appendix 13 – Study visits – evaluation questionnaire

Questionnaire for Teacher – please fill in after interviewing students

Information about a group

which participated in the Study Visit .....
Company.....
Theme/aim of the visit.....
Date of the visit: .....

Scale: From 1 – I do not agree to 5 – I agree entirely

Students were well informed about the aim of the visit	1	2	3	4	5

If yes, in what way.....

Company had prepared well for the visit	1	2	3	4	5
The visit was led by a competent person	1	2	3	4	5
The study visit was an opportunity to question students' theoretical knowledge/ practice	1	2	3	4	5
The experience/ knowledge gained during the study visit will help students in their career planning	1	2	3	4	5

Which elements of the study visit were the most valuable in your opinion
1. .....
2. .....
3. .....
4. .....

Which elements of the study visit were the least valuable in your opinion
1. .....
2. .....
3. .....
4. .....

Was the contact with the company continued after the visit YES/NO

If yes in what way it was continued
.....
.....
.....

Appendix 14 – Student's report after visit in a company (feedback)

The report is almost always a presentation of the company. It may include various sections about business administration, economics, equipment, work conditions and products too. Encourage the student to ask if they may take pictures at the company if it is possible. Students should be instructed on what is allowed to be written about the company and what is private.

Appendix 17 – Agreement regarding the placement

Date:

School
Address
City, postcode
Phone number
Email
Director/Owner

Company name
Address
City, postcode

The school (school, address, city, postcode) represented by (name of headteacher) and company (company name, address, city, postcode) represented by (name of director) agree on the complete apprenticeship of students.

Information regarding the week of placement:
Relating to our request to place a student from: (date)_ to: _(date)_

The placement is for (number of students).
A teacher will be visiting the company during the placement.
The pupils will apply for the position (placement) as part of our educational programme and be guaranteed a positive answer.
The students are required to make contact with you before their placement, making practical agreements.
During the placement, the pupil shall follow ordinary working hours in the company, and behave according to company rules and safety regulations. It is their duty to be punctual, and in the case of sickness or any other reason for absence, the pupil must report to the employer as soon as possible.

The placement is linked to the pupil's education with these intentions:
1. The aim of this contact is to get to know if the pupil can do some independent work and learn from it.
2. The importance of reporting so other pupils get to know the business after the placement.
3. Conduct a survey over production as to what/how/where.
4. Get to know if this is the right career choice for the pupil.

5. Link theoretical to practical work.
6. Special tasks: For example get to know about surroundings/environmental issues and general rules.
7. Company is obliged to provide all information about safety at work during the placement.
8. Absence must be informed to both the school and the work place before work starts in the morning.
9. During the trainee time the student must participate in normal working hours
10. Students' placement is free.
11. The student must have insurance valid for trainee work (attach a copy).
12. The student must follow the rules and safety regulations concerning every work place.
13. Confidential regulations.
14. Other (due to the national law regulations).

With best regards,

.....	.....
(Headteacher)	(director of the company)

1. Placement programme

The placement programme has to be related to:

- students' education
- company profile
- etc.

2. Students list

No	Name and surname	Class	Profile	Notes
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Appendix 18 – System of monitoring the student's placement

Student's name.....
Work place.....

Week no.	Monday	Tuesday	Wednesday	Thursday	Friday	AOB
Notes:						

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Presence verified by

.....
(person who takes care of student)

Appendix 19 – Schedule of visits to companies during students' placements

Suggested time for school visiting the students: week

Suggest new time if this is not suitable:
During the visit we will ask to speak with the person who is responsible for the student during placement and the student together, and also a short conversation with just the contact person.

There is no set amount of time for the duration of the visit, this may vary.

Student's name	Company	Person who is responsible for students during placement	Date/Time
			Date: dd.mm.yy Time:
			Date: dd.mm.yy Time:
			Date: dd.mm.yy Time:

Note: It can be useful for the company to have the whole list of visitors; they can suggest alterations/part exchange.

Appendix 20 – Visit during placement – example of questions

Information to the company before visiting:
After some time on placement, the teacher will visit. The duration of the visit is normally one hour, depending on the mutual need for information. We would like to start with a short conversation with the person who is responsible for students during placement and without the student present. This is not to keep any secrets, but to make talking easier.

We want feedback on the following:

1. Has the pupil managed the given tasks?
2. Has the pupil worked independently and possibly taken the initiative for new tasks?
3. Has the pupil been co-operative and willing to work?
4. Has the pupil achieved full attendance at work/ been absent?
5. Has the pupil been helpful to somebody/caused a problem for someone?
6. General impression concerning the pupil?
7. Is the placement term appropriate/too long/too short?
8. Are you content with the way the school has prepared the pupil in advance of the placement? Suggestions for improvement?
9. Other…

Afterwards there should be a conversation with the person who is responsible for students during the placement and the student together, explaining briefly what the pupil has worked with during the placement, and clarify if there are any questions concerning the task from the school.

Appendix 21 – Student's log

Each student is obligated to fill in his/her own log including information about his/her work and daily duties at the company.

Appendix 22 – Student's report from the company

The first report is almost always a presentation of the company. If the students are placed in the company for a longer period, the report can include various objects from business administration, economic, equipment, work condition and products.

Encourage the student to ask the person who is responsible for students during placement to take pictures at the company if it is possible. Students should be instructed what is allowed to be writen about and what is private for the company.

Appendix 23 – Thank you letter

Date:

School
Address
City, postcode
Phone number
Email
Director/Owner

Company name
Address
City, postcode

Dear Sir/Dear Madame,

I would like to thank you for my students' placement, for the care, help and expertise given to them when they were training at your company.

Thank you for your time and consideration.

I am looking forward to hearing from you concerning future agreements regarding the placement and future cooperation.

Yours faithfully,

.....
(Headteacher)

Appendix 24 – Student's application documents – cover letter and CV

People who are interested can apply for the job by sending a cover letter (also called letter of application) and curriculum vitae.

Cover letter from student

The cover letter – can be as important as the CV. It often provides the first direct contact between a candidate and an employer. If this letter is not well written and presented, it will make a poor impression. The letter of application normally contains three or more paragraphs in which you should:

- confirm that you wish to apply and say where you learned about the job;
- say why are you interested in the position and relate your interests to those of the company;
- show what you can contribute to the job by highlighting your most relevant skills and experience;
- indicate your willingness to attend an interview (and possibly state when you would be free to attend).

The students should send a letter/email to the business presenting themselves in good time before placement time. The teacher should read the letters before sending/emailing them to ensure that the information is correct. The students can be helped with the following instructions:
In connection with the placement you shall write a letter to the company introducing yourself. Bear in mind the following when you are writing:

- Remember that letters must be divided into paragraphs and that you must sort the content.
- In the opening paragraph you should refer to the agreement between the company and the school, and thank them for their willingness to accept you as a trainee.
- The letter should contain some information about you and the study-programme you attend, and maybe something about your expectations concerning the placement term. (You should at least say that you look forward to the placement, but it makes a good impression if you can be more specific about your purpose.)
- You must include information about the task you are supposed to do/find an answer to during the placement.
- Remember to end the letter, and don't forget to write your full name, phone and e-mail address, so it is easy for the company to get in touch with you.

Curriculim vitae

1. Personal details (name, date of birthday, nationality, address, telephone).
2. Education (schools, universities).
3. Professional experience.
4. Interests.
5. Additional skills.
6. References.

Appendix 25 – Reference for the student after the placement

Example 1.

After finished placement, each person who took care of students during the placement is obligated to write down reference (opinion) about his/her work at the company. Opinion has to enclose following details:

- name of a student
- class
- profile
- period of placement
- short description of his/her work and duties
- short description of his/her attitude to work and skills

Example 2.

Opinions of the student's work as a trainee
Student's name .....
Company name .....
Person who is responsible for student .....

Elements	Opinions	X
Responsibility	Careless, needs more training	
	Partly careful and partly doing a good work	
	Careful and able to finish work	
	Careful, responsible and able to finish work	
Able to take initiative	Insecure	
	Insecure in certain occasions	
	Reliable with a normal performance	
	Reliable concerning new tasks and takes initiative	
Interest for the company	Not interested	
	Normal work, perform given tasks	
	Energetic and willing to do given tasks	
	Energetic, with endurance, give proposals to solutions of various problems.	
Ability to co-operate	Difficulties in making contact with fellow-worker	
	Making contact with fellow-worker in a satisfying way	
	Have a good contact with fellow-worker	
	Already one of the team, always positive and popular	

Innovativeness	No original ideas, give in to difficulties	
	Normal performance	
	Normal performance, Find creative ways	
	Find creative ways, solving problems, own ideas	
Punctual	Late for work in the morning, often ask for an hour off.	
	Late for work now and then	
	Mostly on time for work	
	Always on time and well prepared for work	
Interest for the given assignments	Not active and not interested	
	Interested in some parts	
	Ambitious and interested	
	Ambitious and interested, have insight and comprehension in business life	

Comments on strength and weakness

.....
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.....
(Person who is responsible for students during placement)

Appendix 26 – Placement companies

evaluation questionaires for person who is responsible for students during placement, students and teachers

1. Evaluation table for practical work – for person who is responsible for students during placement

Opinions of the student work as a trainee
Student name: _____

Mark each characteristic.

Evaluation criteria	Less good	Good	Very good
Initiative			
Good behaviour (respect and tolerance)			
Empathy (sympathetic insight)			
Practical skill			
Communication			
Cooperation/team-			

Comment:

Absence: .....days/ .....hours
Place: ..... Date: .....
Company name:.....

Signature person who is responsible for student's placement:

.....

3. Evaluation questionnaire – for student

about person who is responsible for students during placement

Please fill up it after interviewing students

Student who participated in a project/task in a mentor company .....
Name of person who was responsible for student's placement .....
Company .....
Theme of project/task: .....
Time of project/task (from – to).....

Scale: From 1 – I do not agree to 5 – I agree entirely

The person in the company was the competent one	1	2	3	4	5
The cooperation with the company met student's expectations	1	2	3	4	5
Student was informed about legal and safety regulations before the starting the project	1	2	3	4	5
Thanks to the meetings with the person who was responsible for the student has developed his/her social skills	1	2	3	4	5
The project/task at the company was an opportunity to use the student's knowledge in practice	1	2	3	4	5
The project/task influenced positively student's professional development	1	2	3	4	5
The cooperation with the company will help student in career planning	1	2	3	4	5
The cooperation with the company and school was very good	1	2	3	4	5

If the co-operation was very good, which elements of the project in the company were the most valuable in your opinion?

.....
.....
.....

If the co-operation was not good, which elements of the project in the company should be improved or changed in your opinion

.....
.....
.....

Appendix 27 – Evaluation of oral presentation for student

Student's name .....

Topic.....

Evaluation criteria	Less good	Good	Very good
How was the communication with the audience?			
Was the topic presented in an enthusiastic way?			
Did he/she perform calm and naturally?			
How was the tempo?(Did he/she talk too fast/too slow?)			
Did he/she talk loud enough?			
Did he/she talk distinct?			
Was the topic presented in a clear, understandable and logical way?			
How was the use of equipment?(PC, overhead, demonstrations…)			
Total evaluation			

Comment

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Appendix 28 – Letter of intent to a company

(inquiry about cooperation)

Date:

School
Address
City, postcode
Phone number
Email

Director/Owner
Company name
Address
City, postcode

Inquiry about co-operation with the school as a Mentor Company in a year/years:

Short description of the role of a mentor for a student.

Stressing advantages for the Mentor Company.

Support for the Mentor Company from the school.

Company may reply to this application if they so desire.

With best regards

.....
(Contact Teacher)

Appendix 29 – Agreement between (School Name) and (Company Name)

§1 The Company undertakes the role as a Mentor Company during (time period) for the students (names) from (Class, School).

§2 The Company will give the student information about the company, the activities and the business development. This information is given through contacts between student and contact person, the mentor, and through common information about business and culture in the region as well as through practical participation in the activities. The information is also given through the projects the student will perform during time in the company.

§3 The School is aware of the sacrifice this co-operation is for the Company and the School will therefore adjust the work in the Company as far as possible.

§4 The Company is aware of the importance of this co-operation for the student and the School and is therefore prepared to follow the schedule and the guiding principles given by the School.

§5 The parties agree on changing experiences and information about the project work, the student work and the co-operation overall.

§6 Agreement is valid until (date)

Place ..... date .....

For the Company	For the School
.....	.....
(President/ Manager/ Owner)	(Headmaster)

Appendix 30 – Safety, insurance regulations

We want to say thank you for giving our students the opportunity to work as a trainee at (name of Company). The following part concerns our students, they are informed about the rules in both written and oral form.

- Absence must be reported to both school and the work place before work start in the morning.
- Lunch time is when the Company decides it is suitable.
- The students have an insurance valid for trainee work (attach a copy).
- During the training period the student must take part in the ordinary working hours.
- The student must follow the rules and safety regulations concerning every work place.

You are very welcome to phone or mail if you have any questions.
(Name phone and e-mail to the contact teacher)

Appendix 31 – Schedule/ timetable of students' contacts with Mentor Companies

Student's name	Date of visit	Company	Address	Mentor' s name	Phone, fax, mail	Notes
						e.g. meeting 9 am at the company entrance

Appendix 32 – Student at the Mentor Company (monitoring)

Student's name .....

Company.....

Mentor's name.....

Week nr	Monday	Tuesday	Wednesday	Thursday	Friday	AOB

Notes:

.....

.....

.....

.....

Presence verified by

.....
(Mentor)

Appendix 33 – Student's report from Mentor Company

The first report is almost always a presentation of the Company. If the students are placed in the company for a longer period, the report can include various objects from business administration, economic, equipment, work condition and products. Encourage the student to ask his/her mentor to take pictures at the Company if it is possible. Students should be instructed what is allowed to be written about and what is private for the company.

Appendix 34 – Thank you letter

Date:

School
Address
City, postcode
Phone number
Email

Director/Owner
Company name
Address
City, postcode

Dear Sir/Dear Madame,

I would like to thank you as a Mentor for care, help and expertise given to our student (Student's Name).

Thank you for your time and consideration.

We would like to continue our mutual cooperation with your company

Yours faithfully,

.....
(Headteacher)

Appendix 35 - Mentor companies – evaluation for mentors

1. Mentor's opinion of a student's performance

Opinions of the student's work as a trainee

Student name.....

Company name.....

Mentor name.....

Elements	Opinions	X
Responsibility	Careless, needs more training	
	Partly careful and partly doing good work	
	Careful and able to finish work	
	Careful, responsible and able to finish work	
Able to take initiative	Insecure	
	Insecure on certain occasions	
	Reliable with a normal performance	
	Reliable concerning new tasks and takes initiative	
Interest for the company	Not interested	
	Normal work, perform given tasks	
	Energetic and willing to do given tasks	
	Energetic, with endurance, give proposals to solutions of various problems.	
Ability to cooperate	Difficulties in making contact with fellow-worker	
	Making contact with fellow-worker in a satisfactory way	
	Have the ability to get on with a fellow-worker	
	Already one of the team, always positive and popular	

Innovativeness	No ideas, reluctant to resolve difficulty Normal performance	
	Normal performance, Find creative ways	
	Find creative ways, solving problems, own ideas	
Punctual	Late for work in the morning, often ask for an hour off.	
	Late for work now and then	
	Mostly on time for work	
	Always on time and well prepared for work	
Able to take iInterest for the given assignments	Not active and not interested	
	Interested in some parts	
	Ambitious and interested	
	Ambitious and interested, have insight and comprehension in business life	

Comments on strength and weakness

.....

.....

.....

.....

.....

.....

.....

.....

_____

Mentor

_____

Student

2. Evaluation Questionnaire – Mentor Companies

Questionnaire for Teacher – please fill in after interviewing students

Student who participated in a project/task in a mentor

company.....

Name of mentor .....

Company.....

Theme of project/task .....

Time of project/task (from – to).....

Scale: From 1 – I do not agree to 5 – I agree entirely

The mentor in the company was a competent person	1	2	3	4	5
The cooperation with the mentor company met student's expectations	1	2	3	4	5
Student was informed about legal and safety regulations before the starting the project	1	2	3	4	5
Thanks to the meetings with the mentor the student has developed his/her social skills	1	2	3	4	5
The project/task at the mentor company was an opportunity to use the student's knowledge in practice	1	2	3	4	5
The project/task influenced positively student's professional development	1	2	3	4	5
The cooperation with the mentor company will help student in career planning	1	2	3	4	5
The cooperation with the Mentor Company and School was very good	1	2	3	4	5

If the co-operation was very good, which elements of the project in the mentor company were the most valuable in your opinion

.....

If the co-operation was not good, which elements of the project in the mentor company should be improved or changed in your opinion

.....

Month/Week	Activity	Evaluation	Energy
January Week 1 - 3	First meeting after holiday. Starting revising of some important fields	Where do we go from here	Low Often very low!
January February Week 3 - 7	Revising all documentation and descriptions, making a stand for the trade fair	Many processes go on at the same time, but usually on this stage most of the students know their tasks.	Average
Last two days be for the trade fair	Final spurt	Difficult to get an overview	Very high
Week 8	Trade fair	It is important that this is evaluated. The teacher should look at other companies and be present when our company is judged	Very high
The day after	Evaluation	Drawing up the main lines	Very low even if the company has done good

Appendix 37 – Mutual agreement between school and the youth company

The schools expectation of the company:

- The company shall adapt to the schools rules and regulations.
- The company shall try to adapt their activity to follow the same working hours as the school. Sur plus hours must be agreed in advance.
- The company's development, production, sales and testing shall to a large extent as possible be according to the topics in the study-programme.
- A teacher shall be the company's accountant.
- The company is obliged to seek advice and guidance from the school and the responsible tutor.
- The company is obliged to agree with the teacher on the reporting schedule.
- The school is obliged to sufficiently reserve the teachers time.

The company's expectation for school:

- The school is obligated to reserve stufficient of the teachers time so the company's goals and mile stones will be achieved. This also concerns time for examinations and placement periods.
- Alteration of the plan must be possible at a weeks notice.
- The teacher and the school is obliged to give advice and guidance to the company's staff when this is needed.
- According to requirements the school will make available:

1. Telephone
2. Copy code/card
3. PC with internet access
4. Fax
5. Work premises and conference room

Problems and breach of contract must be discussed with the daily manager, teacher and mediator outside the company.

Signature of the headmaster, responsible teacher and all members of the youth company:

.....

Appendix 38 – Mutual agreement between members of the youth company

1. The member's common goals and responsibility:
- Work for the benefit of the company.
- All shall have definite orders, and if you experience that your task is not clear, it is your own responsibility to rectify it.
- All should feel comfortable, and feel that they get full value out of both work and leisure.
- All employees are representing the company externally, and must maintain a positive impression of the company.

2. The member's wages and possibly other benefits:
- It will not be paid wages to the employees throughout the year. Parts of the profit will be used for social events, for instance a journey for the whole company.
- The shares shall be paid back to the investors with interest where applicable.

3. How to solve possibly problems:
- Problems between employees shall generally as far as possible be solved by personnel manager and/or daily leader.
- Other problems shall be arbitrated by teacher/inspector/mediator at school.

4. What period the agreement is valid for:
- The agreement is valid for the school year 2006/2007

Signature of one and all members of the youth company:

.....

Appendix 39 – Employing the daily leader

Before employing the daily leader, we hand out an advertisement and encourage as many as possible to apply. They can also apply for other positions in the company, such as business manager, advertising manager, production manager, personnel manager and so on. The advertisement is made as "professional" as possible:

The class (name of class) shall start a youth company,
and in that connection we seek

Daily leader

The company needs an efficient, structured and inspiring person,
with large work capacity, teamleadership ability and management.

We can offer an exiting and demanding job
that gives possibilities for development for future career.
Good terms for the right person.

For additional information please contact:
(Teachers name)
All applications will be treated confidential.

Please apply to
(teachers name and e-mail)
before (date)

The applicants are called up for an interview. A former daily leader holds the interview with teachers present, or teachers only.

Appendix 40
1. Evaluation after competitions and fairs

This is a proposal for evaluation of effort in the youth company. The evaluation will be used as basis for the marks in the subject entrepreneurship, and can also influence in other subjects dependent of how much time is used.

The evaluation will be given as: Outstanding – very good – good – average – bad.

The following elements will be evaluated:
- Evaluation by observation and talking with student individually, using the specified form for each type of job in the company (see example below).
- Evaluation of obliged written tasks in the company, such as procedures, plans and log.
- Positive contribution at meetings.
- Work effort.
- Written self evaluation and evaluation of all co-workers.
- Possible test about how to run a company and especially knowledge about own company.

2. Main points in meeting involving all members of the company

We sit together around a table, and each and everyone is asked:

What have your main tasks been?
- Did you do the job you were employed to do?
- How was your responsibility accepted?
- How good were you to follow up others?
- Who supported you?
- Whom did you support?
- Give a mark on your own contribution to the company on the scale 1 – 10 where 1 is bad and 10 is best.
- What have you learned from working in a youth company? Give a mark using the same scale.

Differences in the two latter points can form the basis of a discussion.

3. Main points in meeting with students individually

- Essentially the student's responsibility and contribution in the company.
- We use the scheme for special tasks for each position and also the same questions as from the meeting involving all members.

4. Main points in written self-evaluation

Suggested scale for evaluation: Positive – average – bad.
The evaluation will be anonymous, so that the student can feel free to express.
They are also asked to evaluate mentors and teachers.
The students are asked to evaluate the following points in their written evaluation of them-selves and others:
- Contribution (worked hard, or merely done the job).
- Creativity (clever to make proposals).
- Have the person been positive/negative (good mood or difficult).
- Determined (ability to reach a goal).
- Clever to understand what to do (own initiative).
- Able to guide (explain others what should be done).

Appendix 41– The company profile – evaluation

From the written self-evaluation and of co-workers you can make a table of positive, average and bad for every student. This list should of course be anonymous, not even showing the name of an individual student. It is the task for the teacher to decide the mark on the whole for the students regarding if the student has delivered and the comments by his/her co-students.

Student nr Position in the company Boss: Employee:	Positive	Average	Average	No opinion	Summark
Student nr 1 Position in the company Boss: x Employee:	Purposeful Pleasant Motivating Inspiring	Ok Does his/her job. Boring	Angry Bossy	2 out of 15	Positive
Student nr2 Position in the company Boss: Employee:	Optimist	Ok Does his/her job. Boring	No negative comments	8 out of 15	Average
Student nr3 Position in the company Boss: Employee:					

Then the teacher can present this profile to the students. The table can use the letters B – Boss and E – employee with numbers to describe the position in the company. The numbers should not be given so that number 1 is the daily leader. Our experience is that even though the company has not employed more than 10 students, it's impossible to find out who is who.

PositionMarks	B1	B2	B3	B4	B5	B6	B7	E1	E2	E3	E4	E5	E6	E7	E8
Positive(P)	0	6						10							
Average (A)	8	6						5							
Bad (B)	3	2						0							
No comment	4	1						0							
Selfevaluation	P	A						A+							
Sum	15	15						15							
Comment															
Other															

We have not filled in marks for the whole company here, but we can clearly see that Boss 1 is A-, and Boss 2 is P-. Employee E1 has also a positive grade.

This list can be a very good tool for discussing the company's achievements and abilities to reach its aims.

Appendix 42 – Letter to the expert

Date:

School
Address
City, postcode
Phone number
Email

Director/Owner
Company name
Address
City, postcode

Dear Sir/Madame,

According to school/project/youth enterprise needs, we would like to invite you to our school to consult about (name of the subject). We would like you to consultation us about:

1. .....

2. .....

3. .....

Yours faithfully,

.....
(Headteacher)

Appendix 43 – Thank you letter

Date:

School
Address
City, postcode
Phone number
Email

Director/Owner
Company name
Address
City, postcode

Dear Sir/Madame,

I would like to thank you for the consultation about .....

Thank you for your time and consideration.

I am looking forward to hearing from you concerning next the consultation and future cooperation.

Yours faithfully,

.....
(Headteacher)

Appendix 44 – Schedule of expert's visits

Expert's name	Subject	Class	Date/Time
			Date: Time:
			Date: Time:
			Date: Time:

Appendix 45 – Evaluation Questionnaire – External Experts

Questionnaire for experts– please fill in after interviewing students

Theme of the meeting .....
Expert's (name, position, other information) .....
Date of the meeting .....

Scale: From 1 – I do not agree to 5 – I agree entirely

The meeting with the expert was useful in students' opinion	1	2	3	4	5
The meeting met students' expectations	1	2	3	4	5
Expert was prepared for the meeting	1	2	3	4	5
Expert was communicative	1	2	3	4	5
Students find his/her expertise valuable and up-to-date	1	2	3	4	5
Students will be able to use expert's knowledge in practice	1	2	3	4	5
Students will be able to use expert's knowledge in career planningInformation obtained during the meeting will help students' in their professional development	1	2	3	4	5

Which elements of the meeting with the expert were the most valuable in your (teacher's) opinion (why?)

.....
.....
.....
.....

Which elements of the meeting with the expert were the least valuable in your (teacher's) opinion (why?)

.....
.....
.....
.....

Appendix 46 – Making plans for project according to the school year

When planning the school year it is recommended that you also make a plan for any projects you shall carry out. Of course projects can beat any scale, but when planning to enter a contest or doing comprehensive work using entrepreneurial skills you usually takes many hours. In our school when we have joined project like contest in trade fairs arranged by youth enterprise and the junior water prize arranged by the national board for this event, we have used the project model. In local projects started by us, we also experimented with subjects that local companies and industries approaches, of course adjusted to our level and possibilities. Adjusted in time this is an example of a timetable describing a project lasting for three months divided into weekly basis. (The steps can also be applied at shorter projects.)

Some short training or exercise in the project model should be done before the working with the real project. One method is the jigsaw-puzzle method wheore the working with the realing with the k(a t)7(h)-3(e j)-1(i)-2(g)-15(s)-0(t-3(

Week 4:

The progress of collection of theory should be good. The teachers should ask about this. On this stage visiting a library can be a good idea, if the students haven't done this already. Remember big companies can have their own libraries.

Weeks 5 to 9:

Now the work should be proceeding satisfactorily. It is not necessarily so that all the school hours should be used for this work, but the teacher should have a weekly follow up if necessary, and if the students need extra hours they should make a plan and negotiate more hours.

Week 9:

Now the experimental work should be finished and the students should start preparing for the part evaluation coming up in week 10.

Week 10:

The students states how the project is progressing and each group are given evaluation marks. It could be made a form for this evaluation.

Week 10 to 11:

Finishing the project. If it's a written project teacher and mentors can look at the written chapters and part of the text. Usually at this stage only the language is adjusted, and give guidance if the discussion is just that.

Week 12:

Delivering the result. It should not be given extended time unless someone has died in the group. Oral presentations can be planned.

Delivering the project back to the students being true to the form and the weight of evaluation you agreed upon with the students. Each group should have their grades in meeting with the teacher. Send the report to mentor or mentor companies. The students should make this task.

Appendix 47 – Description of the different phases of a project

Project work

All real projects usually consists of these main phases at school:

Introduction before a project starts:

Schools that do projects on a regular basis usually have these planned into the curriculum and the timetabled schedules from the beginning of each school year. In interdisciplinary projects teachers from different subjects may prepare projects together.
While project work could be organised within the same topic from year to year the problems that the students will work on within these topics will be defined by them, and could vary from year to year. Since ideas of interesting problems in a subject or field take time to discover and formulate, the students should be informed about the projects at an early stage. An interesting problem area can also be presented for students and teachers at a visit to a company, or found among themes for annual local and national competitions or exhibitions.

Starting the project – problem formulation:

Starting up the project, it is often useful to do a brainstorming session. All possible ideas about a problem and ways to describe it should be accepted. In the next phase all that the students know about the problem should be applied in order to scrutinize the idea and find out what more they need to know in order to describe the problem clearly. The final problem formulation is worked out by the students with guidance from teachers and perhaps mentors from local industry/businesses. The problem should be focusing on a real problem and must be clearly stated and limited. The students must get to know what time they have at their disposal and deadlines. How the project should be handed in, in written or oral report form and if there is a demand for practical work/experiments should also be decided. How the project will be evaluated (scheme of evaluation) both during and at the end must be known. It is important that the students get to know this and in extended projects the students should participate in deciding the weight of components that will be evaluated, for example in an evaluating scheme.

Collection of information:

The students acquire knowledge and available information about the theme by searching in literature, visiting a library, consulting an expert, doing interviews, observing at a work place or perhaps carrying out an experiment or doing a simulation. At this point it can be of current interest to make arrangements with mentors from local companies or other ”local experts” whom the students can meet at school or visit. Sections at school which are works project based should build up a base of information about earlier projects, their own library, or just have a bookcase accessible. The time set apart for collecting information decides the importance of this in the project. A project work should connect to the world outside school which is why students should be prepared to visit a company or meet experts in their workplace The students should plan their time carefully, makes sure they get their appointments made in good time, make a timetable and inform everyone concerned about where they are and what they do at any time.

On the way:

The teacher must be supportive during the project, and be prepared to stimulate the student to think in an innovative and creative way to find solutions of how to solve upcoming problems. The teacher should be aware of that it is the student who chose and is responsible for the problem. The teacher

should therefore be prepared to support and give guidance to the students if they are hesitating or do not know how to find solutions to their problems. It is a challenge for the students to keep to their timetable and as teacher you could help them to stick to their plan by regularly checking with the students and arranging short meetings.

Practical experiments:

If practical experiments are demanding, the students could be encouraged to find a partner company with whom they could identify possible problems. The task should be to find new solutions in different business processes. The practical work could preferably be integrated in to different theoretical subjects at school.

Reporting and editing the results:

To be able to learn from the entrepreneurial process it is of great value to the student to report and edit the results. This is a continuing process during the whole project time to reflect on what they are doing. For that purpose the student could use a "logbook" to document their experiences during the project period. The end result could be presented in a new product or service together with a final report on how the project have developed over time and a reflection over what the student have learned. The reporting could be an oral or written presentation accompanied with other forms of presentation technique for example workshops, film, photos, dance, theatrical performance or a show. The teacher should try to encourage the students to use their own creativity in presenting the result of their project.

Evaluating:

The evaluation of the project work may be done in different ways and how is agreed on when the student started the project. It is though important that the teacher or the teachers involved give a careful feedback during the project period as well as after the completed project. The students should participate in deciding the weight of components that will be evaluated, for example in an evaluating scheme. It could be done individually or in a group

Appendix 48 – Guidance

Guidance demands that the one being guided gets the problem clarified. The supervisor must avoid giving specific advice unless the person being guided is doing something dangerous or loosing his way. It distinguishes between before and after guidance, but this short version has elements of both. Guidance can be separated in to four steps, and the supervisor should sum up after each step.

Clarify situation/problem:

The supervisor asks and the guided person answers after having described the problem or task.

Use who, what, where – questions at start with follow up questions in order to clarify the problem.

Later also use how, which and why, but these questions demand analysis and are not appropriate at this early stage.
What shall happen? What shall be made? What is the purpose? How do you understand the problem? Why shall the task be solved? What main parts does the problem consist of?

Consequences/possible solutions:

The supervisor asks and the guided person answers. The supervisor encourages the guided person to suggest possibly his own reflections and several solutions and what these will involve.

You should use questions in the same way as in step 1.
What shall you do? Who are going to do what? What kind of task is being solved? How to assign the work? Which possibly other solutions are there? Why are you doing it this way?

Advice:

The supervisor presents his understanding of the problem, points out alternatives and gives advice with reference to what the guided person has attained.

How do I interpret/understand the problem? What is of greater/lesser importance, essential? What alternatives do I know exist? What will I support, advise against, make problematic. Which advice ought or can I give?

Assessment/evaluation:

The supervisor encourages the guided person to tell how he/she feels about the situation at this stage, and what could happen and what could be done now.

What do you think about the suggestions for solution? How do you assess the proposals/advice? Did the guidance help you? Are there any other solutions that should be looked into?

Appendix 49 – Formula for writing a project report (Project with experiment)

Front page

Theme and the project title should be visible. Get a picture that is appropriate to the project theme. The pupil's name, class, level, subject, school and year should be written on the front page.

Summary

The summary is a short description from the project contents that describes the results and the conclusions the group has made. The summary should be read as a miniature of the whole report often to tell the reader if this theme and report is of interest. The summary should be written in a complete language but shall not contain references to text, tables or figures. The summary ought to contain: The aim of the project, delimitation and definitions used, witch methods used and the most important results and conclusions.

Preface

Here you shall write about the project purpose and why the group choose this approach to the problem, some sentences (not more than two or three) about the content of the report. In the preface you can also give thanks to those who have given the group help or good advice along the way. The preface is ended with place, date and signature.

Table of content

All the headings in the report text with page numbers. The word processor usually can make the table of content automatically if you mark the headings. Give attention to the fact that page 1 is the page after the table of content.

Table of content, example

Introduction ..... page 1
Theory 2
Description of method 8
Results 10
Discussion 13
Conclusion 17
Epilogue 18
List of literature 18
Enclosures 19

Introduction
At this part you explain how you worked with the final way of presenting the problem or question. You shall also present the final described problem (How is...?). Write about the delimiting of the described problem or question (time limits, recourses, information...). Explain and define important words or conceptions used in the report. The most important part is to describe the use of words or notions that can have other meanings in different connections.

Theory
To find out what should be in the theoretical part you should consult the descriptions and aims for your study program or for the specific skill you are learning, the aim of your learning. The theory should be relevant to the question you have defined. The theoretical part should start with an introduction of the skill needed to resolve the question, ending this part should not be too abrupt. Try to make or find some way of formulation that makes a soft passage to the next part. Remember to write down your sources (where you found the theoretical stuff) you will need this to write the list of literature that should be the last part of the report.

Description og method
Explain as detailed as possible which method you used to find the result of your practical experiment. Remember that other readers should be able to do the same experiment and hopefully get the same results. If you have used some kind of apparatus you should describe this, but if it's a lot to say about it this also can be written in the theoretical part. Remember that a picture can say more than thousand words.

Results
Your data and experimental results should be presented orderly and clearly so that the reader should not be kept in the dark about what the results are about. Use diagrams and tables.

Discussion
This chapter is of great importance deciding the reader's impression of the project and what is done. Here the members of the group shall show that they have understood the background theory and how this relates to the project. The results have to be discussed, commented on and evaluated regarding the main question asked. If it's a group work this part should not be written by just one of the members. You also have to evaluate sources for errors. The group have to write about their discussion not just the conclusion in this part. It is important that you consult your mentor working with this part.

Conclusion
The conclusion has to be a direct answer to the main question asked. This seldom should be a very powerful assertion, but more of a suggestion. Your findings can of course be very clear and also the conclusion. You have to study your main question with care writing this part. Good conclusions are often known to be open-minded giving fuel to new questions and thoughts.

Epilogue
In this part the group is free to tell how it functioned, well or not very good. Here you can tell about problems the group had and how they were solved. In this part you can evaluate if the possible spin off affects, learning. This is often beside the question asked and your subject.

List of literature
The list of literature should be alphabetically sorted regarding authors last name. If you are referring to magazines, pamphlets or encyclopaedia you can place the titles in alphabetical order and note the year published. Mark that encyclopaedias have signatures that refers to authors. When using theory from other sources like the Internet write down the address.
The order of information in the list of literature: The authors surname, first name, title of book/article/periodical, and year of publication, publisher and place.

Enclosures
If you think it's necessary to have enclosures this shall be at the end of the project report. An enclosure is something you decide it necessary to attach to the report but not so important that you want it in the report. This can be pointed in the text if it is a questionnaire, report from visiting a business or company, copy of a part of international standard or other descriptions.

Good luck and don't forget to consult your mentor!!

Appendix 50 – Form for evaluating project reports

(Adapted to the formula for writing projects)

Members of the group:.....
.....
.....
Report title:.....

This is being evaluated	Weight	Mark
Front page (Project title and the pupils name, class, level, subject, school and year)	1	
Headings and chapters (survey able, not to many half pages, nicely written)	1	
Connection between pictures, tables and text (please to remember it is an advantage to have more than just text)	1	
The disposition of the report in logic order	1	
Summary (miniature report)	2	
Preface (intention, reason for question, signatures)	1	
Table of content and numbering pages (remember that page one is the first after this).	1	
Introduction, how you worked with the main question	2	
Theory (starting with the aims of the subject you are studying)	10	
Method (What you have done and how)	3	
Results (sorted in a good readable way)	10	
Discussion (important part of the report!) Here the members of the group shall show that they have understood the background theory and how this relates to the project. Evaluate theoretical and practical results. Remember the main question!	10	
Conclusion (The conclusion has to be a direct answer to the question asked. Come as a natural consequence of the discussion)	5	
Epilogue (how the group has functioned, what you have really learned)	2	
List of literature (author, year, title, publishing firm, place)	1	
Enclosures (this should be pointed to in the report text)	1	
Sum/divided to weight		

Comment

.....
.....
.....
.....

Date:.....
Evaluated by:.....

Appendix 51 – The plan of evaluation

Aim :		
Subject:		
Recipient:		
Phases of evaluation:	Dates (from – to):	Responsible person/s:
1. Preparing questionnaires:		
2. Consulting questionnaires with: teachers/school management/students/ mentors/experts/ parents:		
3. Pilot evaluation:		
4. Correcting questionnaires:		
5. Interviewing students/ teachers/mentors/ experts/parents:		
6. Analyzing questionnaires:		
7. Preparing report:		
8. Submitting report:		

Appendix 52 – The project of evaluation

1. Description of research (subject, aspects, criteria)

2. Methods of collecting data:

Methods	Why this method will be used	People to be evaluated

3. Samples of evaluation tools (questionnaires, forms etc.)

Appendix 53 – The structure of a questionnaire

We can divide a questionnaire into three parts:

Introduction- information concerning the author of the survey, the title of the survey, its purpose and the request for honest and exhaustive answers, assurance of confidentiality and acknowledgements for people participating in the survey.

Development- where we put questions connected to the examined issue, arranging them in order, from general to detailed. Questions may be:

a closed, which allow the answer chosen from certain possibilities given in a shape of a scale or the list of possible answers ex. question to decide- yes, no, difficult to say
b open, which give the freedom of answer (difficult to analyze and to formulate precise conclusions)
c semi-open, which contain the list of possible answers but simultaneously give the possibility of giving any answer.

Ending- we put here so called "metrics"- the collection of information about the person who is filling out the questionnaire ex.: age, sex, etc.

In order to test the accuracy and reliability of the questionnaire, so in order to check: whether we acquire the answers which we expected, whether the questions in the survey are understandable for respondents, if they are able to answer them and whether the instructions are interpreted according to our intentions, its worth to make use of the pilotage.

Word list

Advise (Vb)	Give an opinion about what to do
Ambitious	Having a strong desire to be successful
Apprentice	Person serving an apprenticeship. A person learning a skill from a skilled person
Apprenticeship	Alternance based training regulated by contract between apprentice and company.
Business concept	The idea on which a business is based
Business culture	The unwritten laws in a company.
Business plan	A description of the steps a business will take to achieve its aims
Company	An organisation which sells goods or services to make money
Company management	The leaders of a company
Competitive advantage	Any factor that a company has that puts it ahead of other companies
Contact teacher	In Poland a teacher responsible for contacts between school and local society. In Scandinavia the main contact between a school and parents
Contractor	A person or business that supplies agreed goods and services
Costs	What a company must pay to be able to run their business.
Counselling	Help someone to understand and come to terms with problems
Creativity	To have new ideas and to see solutions
Curriculum	A plan for teaching and learning
Distributor	A person or business that ensures delivery of goods and services
Dynamic	Having ideas, enthusiasm and energy
Employee	Someone who is paid to work for someone else
Employer	Someone who pays others to work for him/her
Employment	When someone is paid to work for a business
Entrepreneurial skills	The ability to do something practical out of your own ideas
External expert	Person from outside of a business or organisation with specific knowledge and experience.
Fellow-workers	Other people you work with
Flexibility	Ability to change according to the situation
Gründer	Founder of an enterprise
Guiding	To encourage, showing someone direction
Implementation	To put a plan into action
Income	Money that is earned by company from selling goods or services
Independence	Freedom to act according to your own ideas
Innovative	The abilty to introduce new solutions
Leasing costs	Money a company must pay if they prefer to rent equipment instead of buying it.
Letter of Intent	A written form of what partners intend to do in a co-operation
Market	Where buyers and sellers meet
Market investigation	A study concerning what people know or wish to know about companies or their products.
Marketing plan	The steps to be taken to encourage others to buy your product or service
Marketing	Encouraging others to buy your product or service
Mentor	A person in a company cooperating with schools and guiding/ advising students
Mentor companies	Companies interacting with students on a recurring basis.
Network	A group of organisations and/or individuals that work with each other

Placement	Limited period of time spent with host company for learning purposes.
Placement companies	Longer term student interaction with a company
Profit	Income - All costs = Profit
Project	A task that start and end during a period of time, which is not a part of the normal routine activities.
Project based entrepreneurial learning	Hands on learning through project work.
Recruitment	Finding people to be employed
Respondents	People who are supposed to answer questions, could be in a market investigation
Responsibility	You can trust on him or her, keeps promises, honest, if you ask him or her to do a job you can be sure it will be done!
Risk taking	Willingness to be entrepreneurial
Safety regulations	Rules that can save your life, to avoid accidents at work places.
Secret aspects	Certain things that are not supposed to be known by everyone
Self reliance	Belief in oneself
Student companies (within young enterprise)	Companies started by students for the purpose for practising entrepreneurship within school domains.
Study visit	Company visits with a specially purpose
SWOT Analysis	An analysis made to find your Strengths, Weaknesses, Opportunities and Threats
Trainee	Someone learn to do the job in a practical way at a work-place.
Tutor	Teacher responsible for groups of students across disciplines.
Vocational	Related to a trade or occupation
Vocational advisors/councellors	Person helping student to plan career paths.
Win-Win-concept	Both parts in a deal or in an agreement are pleased
Youth/young enterprise	Organisation with methodology embracing student companies.