

# IMPEET

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



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## Handbook for Practice Enterprise Teachers in Secondary education

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## FOREWORD

Since the concept came into being 25 years ago, 7500 'Practice Enterprises' have been created and this unique learning by doing method has been successfully used to train over 200.000 students each year. Overall, the concept positively impacts areas such as personal development - enhancing soft skills, especially collaboration, decreasing early-school-leaving, updating students' employability skills, and providing training in entrepreneurship and building ideas for the foundation of start-ups. Beyond this, the Practice Enterprise has an important role in assisting in integrating people with disabilities into society.

The concept is applied in various countries across different education levels and targets a wide range of target groups. These are young people from primary and secondary schools, university students and also adults who need to refresh their vocational skills - including unemployed people, women returning to work and disadvantaged adults. Teachers are crucial to the concept, having the role of facilitator and coach, while real-world mentor companies may additionally provide technical and business information necessary to effectively simulate the real world of work. Teachers also come from diverse institutions, such as vocational training centres, technical high schools, professional high schools, real enterprises, universities, chambers of commerce, and trade unions.

This handbook is a part of project IMPEET material with the aim to create a simulation model of a company for 12-15 year-old pupils to develop their entrepreneurial skills, social relationships, behavior. As quality of learning at Practice Enterprise depends on Teacher and his/her skills, abilities to organise and moderate work and motivate, encourage, empower students to be equipped with knowledge and skills, this handbook is devoted to PE teacher.

Handbook is divided into 5 parts:

- The general introduction to the Practice Enterprise (PE) method -presents the basics of PE concept knowledge;
- Know your student part helps teacher to manage the group of PE students and to focus on individual's skills and student's motivation development;
- Competencies based training in PE part is based on *EntreCompt* competencies and includes descriptions of various activities that could be implemented during the PE activities;
- Students competencies assessment part recommends teachers examples of students' evaluation;
- INSPIRE seven strategies against violence implementation in PE part offers to teachers the different actions, tasks, examples and recommendations.

We hope that the PE teacher can make use of this handbook:

- To increase teachers' knowledge regarding the set up and managing of Practice Enterprise activities in secondary education;
- To prepare students to deal with the challenges of everyday life;
- To prepare students to be more entrepreneurial;
- To offer students a more practically oriented education;
- To offer students knowledge of real business processes;
- To develop student awareness of the real world of work and economy;
- To guide students through the possibilities of future professions.



# 1. THE GENERAL INTRODUCTION TO THE PE METHOD

## 1.1. PE DESCRIPTION AND MAIN OBJECTIVE

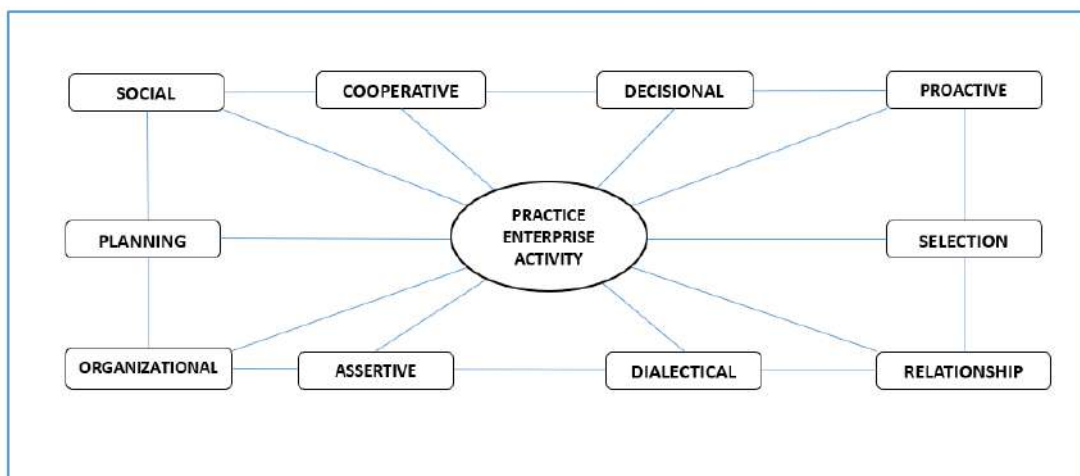
A Practice Enterprise (PE) is a trainee-run company that operates like a real business silhouetting a real enterprise's business procedures, products and services. A PE resembles a real company in its form, organisation and function.

Under the guidance of a teacher and business mentors, students create their Practice Enterprises from product development, production and distribution to marketing, sales, human resources, accounting/finance and web design. As “employees” of the PE, students are responsible for its performance. They carry out market research, place advertisements, buy inventory, plan logistics, sell simulated goods or services and pay wages, taxes, benefits, etc. Each company engages in business activities, both nationally and internationally, with other companies within the Practice Enterprise network, following standard commercial business procedures and frameworks.

Practice Enterprises reinforce academic skills and achievements, reignite interest in education, and raise student desire for self-development and the pursuit of lifelong learning. Students are actively involved in the learning process and decision-making activities, increasing student motivation, initiative, creativity and responsibility. Learning is experienced as a natural process, primarily through interaction. Students can try out different jobs and tasks and see where their career could take them. In addition to its academic benefits, a Practice Enterprise also serves to enhance quality of life and increase student mobility by promoting intercultural learning and the respect of diversity.

The PE concept in Secondary Education has 3 main pillars: business world, education field and motivation development. The Practice Enterprise concrete implementation time varies and depends on the context it is set into. As such, the ‘Practice Enterprise’ experience in secondary school can be achieved in at least 100 hours in a year.

As for the development of specific competencies such as social, interpersonal and more, picture N 1 shows the following visual representation could be applied.



Picture No 1. Competency development in Practice Enterprise Activity

## 1.2. PE TEACHER PROFILE

In a Practice Enterprise, teachers adopt the role of a workplace facilitator. The teacher facilitates all the Practice Enterprise activities: motivating, challenging and supporting the students as they take on roles that are often very different from their usual workplace skills learning activities. Initially the teacher will take a strong role in directing and structuring the Practice Enterprise activities, however as the students gain more confidence, the teacher slips into a facilitator role. Students work in groups under the general supervision of the teacher while also taking responsibility for their own learning and development.

Teachers involved in the Practice Enterprise follow a training structure to become a good workplace facilitator. Teachers receive guidelines and this practical handbook to run the Practice Enterprise and to evaluate the students based on the same set of evaluation criteria.

Roles and objectives of the PE teacher:

- act as the company expert in the field in which he/she works, treating the students as "staff."
- collaborate actively with the co-ordinator /manager in setting up the Practice Enterprise and, in terms of personal expertise, in defining personal training and development.
- check and give feedback on skills acquired during the course, suggesting times for people to stay in that department.
- work as part of the team of teachers in assigning workloads, resolving problems and student difficulties, correcting errors, stimulating working autonomy, and giving a sense of responsibility to the students.
- show flexibility in planning the course, especially if he or she is also a teacher of complementary courses, where the application of techniques learnt when practicing is essential for the good outcome of the Practice Enterprise.
- has initiative in dealing with unforeseen circumstances in the day-to-day operation of the Practice Enterprise, justifying choices made and actions undertaken which involve the students, increasing motivation.

Educational and pedagogy skills:

- teaching experience and also special training in the classical fields of pedagogy;
- psychology of teaching;
- learning strategies;
- motivational techniques;
- methods of teaching and learning according to the needs and levels of the learners;
- 'learning by doing' teaching method;
- project-based work.

Leadership and human resource competences:

- employee guidance;
- group dynamics;
- conflict resolution strategies;
- willingness and ability to work in a team;
- team-teaching and cooperation with fellow teachers;
- ability to improvise and adopt innovative teaching methods according to the situation;
- be able to face mistakes and to adequately react to mistakes made by others in the group;
- be open to change and learning new things;
- display positive leadership skills and lead by example.



The work and connections with real-life businesses, working in the same business field as the PE, allows the PE teacher to keep up to date with the changes in the business regulations of their country, office innovations, information and communication technology.

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

To be successful as entrepreneurs, students need to acquire innovative thinking skills; they need to become responsible for their own decisions and their actions; and they need to be able to communicate well and get along with people – staff, suppliers, customers, and economic institutions. They have to deal with a wide variety of information, which can motivate students to learn, experiment, discover and finally enhance their skills and abilities.

There isn't an area of life where these skills won't have a positive impact and they should be encouraged from an early age to practice these skills in real-life situations

The teacher has the task to define the working processes and consequently the tasks for each workstation. The tasks list or job description is a strategic tool that gives students autonomy from the first moment. It is necessary to have a certain prudence in defining the tasks list, by checking their compatibility with the logistical aspects of the Practice Enterprise, with the flow of documents and tools. For each Practice Enterprise task lists are adapted in relation to the different target groups.

### 1.3. TEACHING METHODS USED IN PE

PE is a place to experiment with different teaching methods:

- Individual work - **Let them do it alone.** When students already acquire the minimum skills to develop activity, they should do the tasks trying to understand and solving the problems without the help of the teacher, depending on the group and tasks. The work can be checked at the end of the task and what could be improved or what has been done well can be explained retrospectively and the positive aspect is that the student managed to find out a way and work independently.
- Frontal training. **Instructing.** The standard method when teaching activities take place from the front of the classroom, especially at the beginning of PE, at the first lesson.
- Conversation and discussions **Proposal capability.** Each participant must have the opportunity to express his or her own opinion regarding the functioning of the Practice Enterprise and to propose possible improvements. These proposals will be discussed with other colleagues and as a result conclusions and decisions can be reached. It's important taking into account student motivation during these discussions and if necessary, help them find the solution. There should be an open and welcoming atmosphere for expressing oneself and making sure all opinions are equally accepted.
- Guiding text method. **Job descriptions.** Operational document for the student, containing the information necessary to ensure autonomy in carrying out activities related to the workplace.
- **Teamwork and cooperation.** During the work in the Practice Enterprise students must help each other and they have to be able to transfer their competencies to the next person who will work in their position. Often for office work it is necessary to do some activities together with other



colleagues. It is important to form a group that works efficiently and that respects the enterprise decisions. They should strive to reach a good result for the enterprise as a whole.

- **Educational games** are designed to help students learn and understand certain subjects and assist them in learning a skill using games. All types of games (board, card, video, etc.) may be used in an educational Practice Enterprise environment. Games teach PE students to reach their goals, identify the rules, be adaptive, solve problems in an enjoyable manner, increase involvement, motivation, creativity, social interaction and emotion in the game itself while the learning takes place.
- Self-responsible learning. **Sense of responsibility.** This sense is mirrored in the documents and in the operations within each department of the Practice Enterprise. Therefore, each student must understand his or her own tasks and feel responsible for carrying them out. Rotating students from one role in the business to another is another instrument for increasing the sense of responsibility.

The PE approach emphasizes learning in four key areas:

Ownership	Experiential	Cooperative	Reflective
Students take responsibility for their own learning.	Students' learning is authentic and realistic.	Students learn with and from others and understand the dynamics of working as part of a team.	Students experience the consequences of their decisions and apply that learning to future challenges.

#### 1.4. PE TEACHER RELATIONS WITH NATIONAL CENTRAL OFFICE

PE teacher have to contact with the national PE Central Office (CO). CO includes several departments aiming to promote the Practice Enterprise concept at national and international level, and to offer all the pedagogical support services to PE students and teachers. Those services are:

- The training of new PE teachers;
- The information, documentation for setup/development of PE activities.
- The correspondence centre, facilitating commercial exchanges between practice enterprises and filling the shortages of the simulated market.
- The training bank, needed for financial transaction simulation between Practice Enterprises
- The post office;
- The tax office;
- The social contribution office;
- The work healthcare service;
- The claiming office;
- The company registration service;
- The quality audits, to check conformity of the PEs with the general rules of the concept;
- The organization of PE teachers' meetings, trade fairs, conferences or other PE network events.



## 2. KNOW YOUR STUDENTS

### 2.1. INTRODUCTION

One of teachers' primary goals at the beginning of the school year is to get to know the students, because it helps to create strong connections between students and teachers, helps to manage classroom. A positive relationship and thereby able to know the students is the number one way to forestall any behavior problems because of knowing and respecting the teacher. Building relationship is taking time, that means to say hello to each one, to take care about each student and to talk "one-on-one".

So, "Not only know subjects and disciplines, be capable of seeing and understanding students' needs and preferences to make lessons more productive and interesting considering different attitudes and approaches of students"

Several recommendations to know the PE students:

- Some time in a lesson should be scheduled to gauge the emotional state of the students, e.g. the teacher goes at the beginning of the class around the room and greet each student. It is a gesture to start the relationship, he or she shows to take care.
- To be focused only on a group of personalities lets miss the individuals. To get to know each one as a unique individual, that takes the time to talk with the students, is helpful to cope with problems that rise. If the teacher knows how the individuals will interact with one another is an advance to discuss the issue with them and to come to a decision regarding consequences.
- It is essential to show students that you care what is happening in their lives. This empathy let students know that a teacher listens when they need him.
- You can learn a lot about your students from the parents.

### 2.2. PE CLASSROOM MANAGEMENT

PE class has 3 important dimensions:

Instructional Design	Behavior Check	Relationship Promotion
<ul style="list-style-type: none"><li>• Reliability, variety;</li><li>• Interesting lessons, expertise;</li><li>• Positive expectations;</li><li>• Meaningful learning goals;</li><li>• Structured lessons;</li><li>• Clear work instructions/job descriptions;</li><li>• Dynamic.</li><li>• Prepared room.</li></ul>	<ul style="list-style-type: none"><li>• Clear behavioral expectations;</li><li>• Strategies for potential problems;</li><li>• Consistent implementation;</li><li>• Quick intervention in case of lesson disorders;</li><li>• Group mobilization;</li><li>• Reinforcement of desired behavior.</li></ul>	<ul style="list-style-type: none"><li>• Responsibility of the students;</li><li>• Activities at the beginning of to start work;</li><li>• Understanding;</li><li>• Humor;</li><li>• Communication;</li><li>• Authenticity;</li><li>• Appreciation;</li><li>• Participation of the students.</li></ul>

The key factors for classroom management are:

- A supportive classroom climate;
- Opportunity to learn, content covered;
- Curricular alignment;
- Establishing learning orientations;
- Coherent content "red thread";
- Practice and application activities;

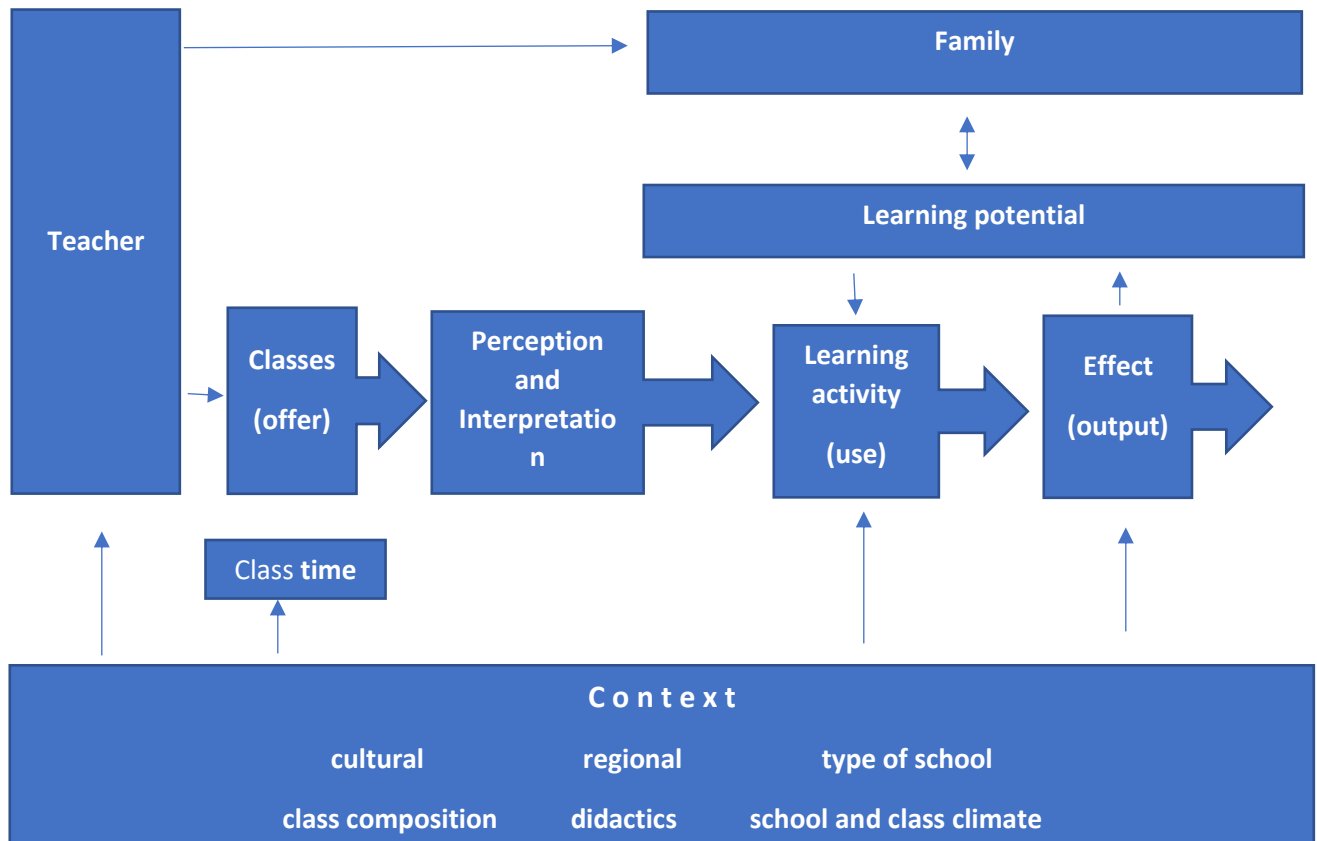




- Thoughtful discourse;
- Scaffolding students' tasks management;
- Strategy teaching;
- Cooperative Learning;
- Goal-oriental assessment;
- Achievement Expectations.

It is essential for a classroom-management to find out the values, experiences and interests of each student. "What they need than? Why they need it?"

Picture No2 describes the model of PE lesson operation.



Picture No 2. The model of PE lesson operation

Picture No 2 explanations:

Teacher	Expertise, professional, didactic, diagnostic competences for class leadership, orientation, expectations and goals, commitment, patience, humor.
Classes (offer)	Process quality of the lesson, Across the subjects, subject specific, Quality of the teaching and learning material.
Learning activity (use)	Active learning time in the PE classroom according curriculum or Extracurricular learning activities
Effect (output)	Competencies: professional competence, comprehensive competence, entrepreneurial competence. Educational effect of the school.
Learning potential	Previous knowledge, language(s), intelligence, strategies for learning and memory, learning motivation, readiness for effort, perseverance, self-confidence.

Family	Structural features like level, language, culture, proximity to education, Process characteristics of education and socialization
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What can this model mean for the group work in PE?

- Background. It is essential for a teacher to deal with the family of the students about the education, ambitious, achievements, hobbies, cultural background and language, school marks.
- Communication. Is the most important of socializing, it is creating and establishing of relations among teachers and students.
- Emotions. People are different and individualists in relation to characters and behaviours. They react in same situations variously, one is hiding emotions not to seem weak, one is all bursting them. The individual approach means the teacher should being able to distinguish real feelings and emotions and to copy with them.
- Attitudes/ behaviours. The teacher should be able to reflect on himself, but also to encourage the students in self-reflection
- Motivation. “What are your dreams? The students should work focused and concentrated, to cope with potential difficulties and draw self-motivation from it
- Relationship. Good-relations is a core, because a teacher is in a double function: on the one hand he has to teach contents of subjects: Didactics is “Leadership” and on the other hand he has to be a person in trust: Didactics is assistant and help. In everyday life is a thin line between the didactic aspects
- Learning style. It should be designed according to personality of students to choose and apply the right way of methods and contents.

### 2.3. ASKING QUESTIONS

Creating a questionnaire means asking the right questions. The wrong questions are about the curriculum, they are related to long-term course goals or end of the year goals. A lot of teachers ask at the beginning of the school year just one question: “What do you want to do for your career?” To ask the wrong questions is counterproductive for the self-engagement in process of envisioning their future. In opposite a phrase like “have you ever considered” could be a key to let the students think about their power, ideas can morph and change.

With the following “right” questions a teacher can create a very useful questionnaire to take care for the relationship to his students, to know more about them and to open their mind to create visions for the PE activities. Questions examples:

- What do you like to do in your free time?
- What classes do you love and hate most in school? Why?
- Describe your favorite teacher. What types of things did you do in that class?
- How do you organize your room/ locker/backpack?
- If school could be about any one thing, and it would be my job to design all the subjects around that one thing, what would you want it to be and why?
- Do you get good grades in school? Do you think you could be better? Explain.
- If you had a choice to come to school, would you come? Why/ Why not?
- What sports or activities have you participated in the past? What do you plan to join in this school?
- What are your greatest talents? If I needed your help to do something, what would it be?
- Do you like more group work or individual work?
- What languages does your family speak at home?



In the table below, there are examples of questions, statements, helping the teachers to create own questionnaires for better knowing the PE students' preparation to work in PE.

Area	Questions	Statements examples	Level of proficiency
Manage distraction	Do you show a limited attention span? Are you easily distracted? Can you concentrate on your tasks?	I am aware of things that may distract me, I can ignore the things that distract me, I can think of my way to manage my distractions, I can quickly settle back into learning after an interruption.	Foundation: 1) Discover 2) Explore Intermediate: 3) Experiment 4) Dare
Persevere	Are you wait for your turn? Are you proactive? Do you disturb?	I am not put off by being stuck, I recognize that learning can sometimes be a struggle, I can stay focused, I can keep going even if I find things challenging, I can learn from my mistakes.	Foundation: 1) Discover 2) Explore Intermediate: 3) Experiment 4) Dare
Learn from mistakes	Can you identify mistakes? Can you ask people to help? Do you change your plans?	I can identify the mistakes I have made, I can ask people to help me learn from my mistakes, I can change my plans if I need to.	Foundation: 1) Discover 2) Explore Intermediate: 3) Experiment 4) Dare
Organized	Do you show/ have organizational abilities? Are you accurate in your tasks? Can you plan and complete your tasks? Can you make proposals and solutions?	I can bring the correct equipment to the right lesson. I can get to the right place at the right time. I can plan the next steps I might need to take in my learning. I can look ahead and think what might get in the way of my learning.	Foundation: 1) Discover 2) Explore Intermediate: 3) Experiment 4) Dare
Professional qualifications	Dou you know and practical the necessary mathematical and ICT- foundations?	I can perform classifications and seriations and math's calculations and work with geometric figures, sizes and measurements. I can work with data and facts about events? I can identify and computer programmes and use them. I can use the Internet and the E-Mail. I can identify and use tools and devices for computers – printers, scanners...	Foundation: 1) Discover 2) Explore Intermediate: 3) Experiment 4) Dare
Work with others	Are you able to work in group or do you prefer to work on your own? Do you show self-control? Are you helpful?	I can respect other people's ideas. I can share my ideas. I can encourage other people. I can take an active role within a group.	Foundation: 1) Discover 2) Explore Intermediate: 3) Experiment



	Do you get easily in touch with your mates?		4) Dare
Ask Questions	Are you curious? Are you self-confident?	I am curious about things and people. I can practice a question in my head before asking it. I listen carefully so that I can ask relevant questions. I am not afraid of not knowing.	Foundation: 1) Discover 2) Explore Intermediate: 3) Experiment 4) Dare
Listen Communicative abilities (mother tongue/English)	Can you understand complex/simple communications? Can you understand complex/simple written communication? Can you express ideas clearly in oral and written communication?	I can show someone I am listening by looking at them. I can pay attention to people. I can answer questions on what I have been listening to. I can take turns to speak.	Foundation: 1) Discover 2) Explore Intermediate 3) Experiment 4) Dare
Responsible	Do you accept roles of responsibility? Are you satisfied with your tasks?	I can be relied upon. People can place their trust in me. I can be independent. I can get straight on with what I have been asked to do.	Foundation: 1) Discover 2) Explore Intermediate: 3) Experiment 4) Dare
Creative	Do you easily get upset in new situations? Do you adapt to new conditions? Do you show operational autonomy? Are you able to manage new situations?	I am happy to take risks in my learning. I can use my imagination by letting my mind explore ideas. I can come up with new ideas and link them to previous learning.	Foundation: 1) Discover 2) Explore Intermediate: 3) Experiment 4) Dare

How is “teaching” defined? As Marketing, communications, politics and relationship building. Is “teaching” more to see as “educating”? When a teacher starts to ask the right questions, the students start to ask that kind of questions by themselves and to become them to invested in their own future.



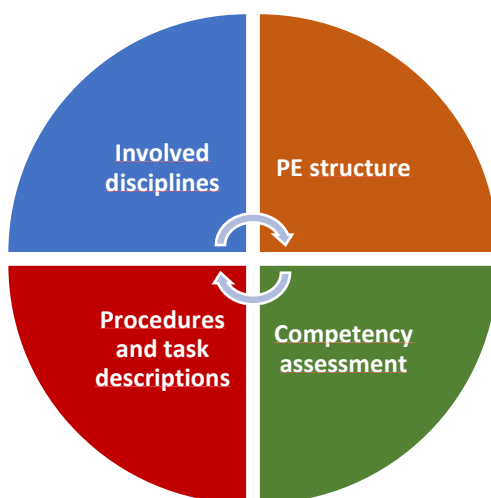
### 3. COMPETENCIES BASED TRAINING IN PE

#### 3.1. Introduction

A competency is defined in terms of what a person is required to do (performance), under what conditions it is to be done (conditions) and how well it is to be done (standards).

The four pillars (Picture No3) for competency training in PE are:

- **Involved disciplines** means Identification of the competences achievable in PE for each discipline that suppose a Teachers staff work for filling in the yet “empty box” called PE. Each teacher must choose the contents achievable in a dynamic way in PE.
- **PE structure or PE layout** is the division by departments, offices and working places for all students, in order to match the achievable contents in PE with objectives for each working place.
- **Procedures and task descriptions** means preparing the PE transversal procedures, reparation of tasks list for each working place in function of the competence to achieve, for each procedure and also a job rotation plan
- **Competency assessment** consists in an assessment system for each working place training objective with grids for entrance level, during and final assessment



Picture No 3. The four pillars for competency training in PE

### 3.2 IDEAS AND OPPORTUNITIES – SET UP/CHANGING OF PE ACTIVITIES

#### 3.2.1. PE establishment phases

The establishment of a PE generally passes through three phases: Orientation, Construction, Development table below shows the tasks to fulfil in each PE establishment phase:

ORIENTATION	CONSTRUCTION	DEVELOPMENT
Planning	The formal structure-building and registration in the CO	Beginning of the trade
<ul style="list-style-type: none"> <li>• Collecting information about the PE - concept, objectives and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the entrance level (knowledge;</li> </ul>	<ul style="list-style-type: none"> <li>• Planning of all business activities (operative plans) is initiated.</li> </ul>

<ul style="list-style-type: none"> <li>• Exploration for the construction of a PE - the number of hours of the PE and the workspace of the future PE.</li> <li>• Visiting existing PEs and real companies.</li> <li>• Equipping the workspace (office) of the future PE - furniture, office equipment, an Internet connection.</li> <li>• Liaison with the CO and familiarization with its website and the existing PEs.</li> <li>• Analysis of the existing PE market.</li> <li>• Selection of the PE's work field (industry, trade, services, etc.).</li> <li>• Searching for a partner company from real Business.</li> </ul>	<p>competencies, etc.) of the students;</p> <ul style="list-style-type: none"> <li>• Methods of "catching up" and "learning on the go" are planned if needed.</li> <li>• The documents for the PE registration are prepared;</li> <li>• The registration documents are submitted to the CO and bank accounts are opened.</li> <li>• The real business partner is visited;</li> <li>• The organisational structure of the company is determined.</li> <li>• The functions of separate departments and all the important business processes are described.</li> <li>• The conditions of recruitment and the number of employees are determined.</li> <li>• Job descriptions of the PE students are drawn up.</li> <li>• The internal documents of the PE are developed.</li> <li>• The procedure for applying for job in the PE is prepared and is implemented.</li> <li>• Contracts are prepared.</li> </ul>	<ul style="list-style-type: none"> <li>• The market, the expected expenditures and turnover are estimated.</li> <li>• Catalogues, advertising materials, price lists, offers and orders are developed and distributed.</li> <li>• Requests to other PEs for office equipment and stock loading are prepared.</li> <li>• Accountancy documents are prepared and processed.</li> </ul>
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### 3.2.2. Ideas for new PE line of business

At the beginning of the PE activities (in orientation phase) teacher can split the class in several small groups of 2 students (minimum) and of 4 students at the maximum. Each group must create an idea of company and decide the following issues:

- business activity;
- commercial name, brand, main slogan;
- all kinds of traditional and electronic addresses;
- the function(s) each member (student) is going to play in the company, chiefs and subordinates according to 3 departments.
- to find mentor company in real business environment.

This means that in a standard class of 25 students we can have around 8 ideas. Then the students present their ideas and can vote and select the best idea for further PE creation and development.

Each school that wants to setup PE will need to adapt it to their own situation, however it is useful to consider the lessons learned by others. Below is a summary of advice and good practice in the introduction of a Practice Enterprise.



**Quality of resources** plays an important part in the Practice Enterprise. A pleasant room with new technology is attractive to the students involved. A PE should be run like a real firm and not be a classroom with some IT. Students must feel that they are part of something that is different to the normal school provision.

**Sponsor (mentor) Companies** are a useful source of expertise and guidance. However, they are often new to the concept and may find the idea unusual. They also typically have limited time/resources available to give to the Practice Enterprise, therefore careful guidance about their role is important to use their time effectively.

### 3.2.3. Practice Enterprise start up

When establishing a Practice enterprise, there is a series of tasks concerning both the training concept and the equipment. The following is a check list which addresses some of these questions:

No	Action	Remarks
1.	Set length of time of overall commitment of the staff and students;	
2.	fix overall hours per week;	At least 3 hours consecutive
3.	Consider learning objectives	
4.	Learning program preparation	Respecting the individual learning times of students
5.	Decision on type of company	
6.	Decision on integrated subjects	
7.	Tasks/job descriptions for student's preparation	According to the offices and job descriptions
8.	Job rotation planning	
9.	Fill registration form	In national central office of practice enterprises
10.	Fill application form for opening a bank account	In national central office of practice enterprises

### 3.2.4. PE programme

Practice is fulfilling by 12-15 years aged students. Program consist of:

- Practice goals (What spheres should the students get familiarized with during the practice? What skills must they acquire on completion of the practice?);
- Methodological and material programme supply (What teaching, methodological, technical and organizational aids may the students use and how in order the practice goals would be achieved?);
- Finding out the students' level of theoretical knowledge and expectations (Making the acquaintance of the students: What business procedures are absolutely unknown to them? What do they expect from the practice at PE?);
- Assessment of work at PE (How the knowledge or skills acquired during the practice will be evaluated?);
- Explanation of Integrated subject into PE activities;
- Work hours and schedule in PE.



### Example of distribution of 80 working hours in PE 3 departments, 8 offices

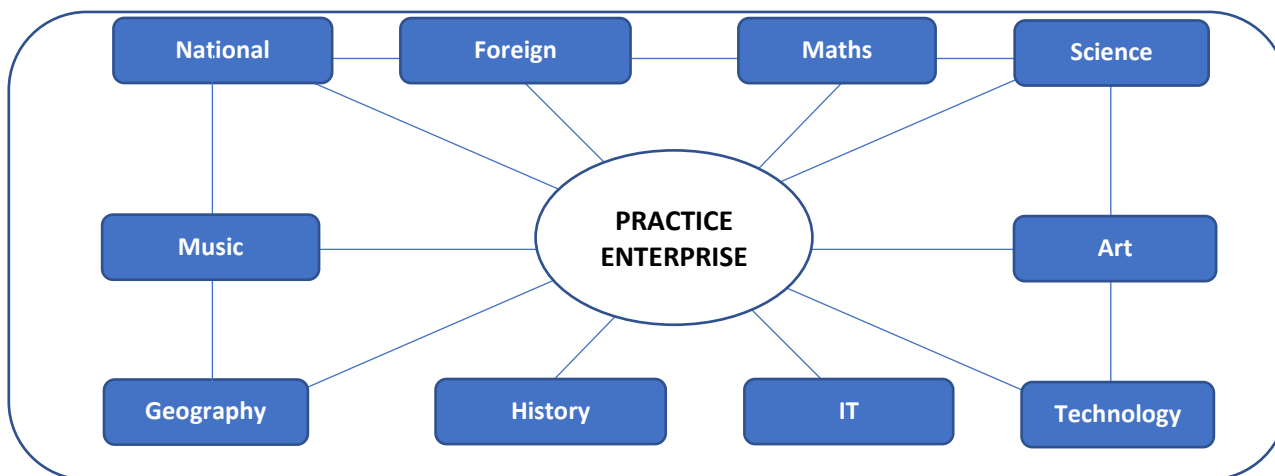
Department	Offices	Hours
PERSONNEL	Secretary	25
	Human resources	
ADMINISTRATION	Accountancy	25
	Treasury	
COMMERCE	Sales	25
	Purchases	
	Warehouse	
	Marketing	
Other hours	Introductory lesson, meetings before rotation, assessment, etc.	5

### 3.2.5. Integrated subjects

A school day is usually divided into specific periods or lessons: first mathematics, then geography, then PE and then and then till the end of the school day. When it is geography time, it cannot be PE time or ICT time. The teachers usually think or say: “Now it’s my time! Forget all about other subjects!”.

School subjects and periods are considered like watertight compartments; each one seems to be locked to contributions from other subjects. In real life it is completely different. Real life is not divided into school subject or periods; it is open to contributions from every field and a variety of subjects. In everyday life we have practical activities to fulfill and practical problems to solve and all “*periods, lessons and tools*” are mixed together. For example, if student needs to get something from a supermarket, he uses all the subjects at the same time and he chooses the one he needs for his specific purpose. In this case teachers can use geography and ICT to locate the nearest supermarket on the smartphone, teachers can use language (mother tongue) to ask where the nearest supermarket is or to write a list of the items we need to buy, teachers can use mathematics to calculate the cost or to compare the cost of two similar items, for example two different cans of orange juice. In other words, students have an activity to complete, a goal to achieve and choices to make: to go to the nearest supermarket and get the most convenient can of orange juice.

Picture No 4. shows the relationship between integrated school subjects and practice enterprise activities.



Picture No 4. School curriculum subjects integrated into Practice Enterprise



There are two main points to discuss here:

1. How can school subjects be integrated into a Practice Enterprise Project? How can school subjects and topics help develop a PE Project?
2. How can PE activities help students in their school subjects? How can these activities help students improve their “school” knowledge, values, abilities and skills?

### **School subjects and PEs.**

These are some general principles:

- Not all school subjects are easy to integrate into a Practice Enterprise Project. As a consequence, some subjects are easier to integrate. For instance, ICT is the perfect school subject for a PE project. Physical Education is generally more difficult to integrate. There are just some special occasions when it is possible. Think of a Practice Enterprise specialized in selling sporting items or of an international Fair where a Practice Enterprise shows some kind of athletic performance or dance or ballet to introduce and advertise its activity and products.
- Generally, students at this level of age – 12 to 15 years of age –prefer topics and activities where creativity is important.
- Another point is that students cannot be asked to face difficult and wide technical and financial problems such as «consolidated balance sheet» and similar topics.
- In all PE activities and projects, transversal skills and abilities, common to all school subjects, are also involved and come into play: organizational, decision making, analytical, problem solving, team working, proactive, planning and so on.

Practice Enterprise activities are similar to everyday life; they tend to bring real life into school’s activities. A Practice Enterprise is considered as something global. Students do not work on a specific school subject; they work on a global project and they choose the school subject and the tool (a calculator, a ruler, a compass, a dictionary, a scanner, a programme,...) they need in a particular step of their project, depending on the activity they are doing at that moment. In the activity they can use tools from different school subjects at the same time: math, ICT, English, national language, art, geography, history and more.

Are they preparing an advertising leaflet? They will probably need English or their own language; they will probably need technology, ICT and computer software or programmes, from Word, to PowerPoint to Photoshop and more; they will probably need math to calculate measures of pictures and images and where to put them on the leaflet; they will probably need art if they want to draw their own leaflet and more. They will probably need their smartphones or their cameras to take pictures. Are they preparing an advertising spot or some kind of video presentation? They will probably need music, too, and video editing software, of course. And math, to calculate time and synchronization between video and music.

The conclusion is clear: school subjects are of great help in Practice Enterprise activity.

**PE and school subjects.** PE activities help students improve their “school” knowledge, values, abilities and skills:

- **English.** The reference language within the world-wide PE network is English, so all documents and communications, international trade should be in English. For example, the product catalogue should be in the national language and in English as well and the same applies to all documents used in the fair: sales orders, purchase orders, invoices, product catalogue, leaflet, flyers and more. One of the tasks of PE is to create the PE website and/or webshop. The language used in the site should be English because the site is on the Internet and so it can be seen everywhere in the world. The same applies to international Practice Enterprise fairs and to international videoconferences between PEs from different countries: English is the only communication



language. Direct contacts with other Enterprises, business agreements and negotiations and commercial transactions need to be conducted in English. Another aspect is very interesting and important: in these situations, English is used in a real and communicative way and not in a school or grammar lesson. You use English to give and receive information, to understand and make yourself understood, you do not use English just to say the gerund form of sit or the Simple Past of have.

- **ICT** is essential and widely used in PE activities. There can be NO PE activity without IT tools and programmes and there can be NO PE without computers. Every office in the PE has its own computer and computer tools such as printers, scanners, Internet connection and more. Using the email and similar programmes is vital for PEs because they provide a strong communication channel with other PEs and with the outside world. Using a PC, PC software and tools is the perfect example of the PEs motto “learning by doing” because the more you use a computer and ICT programmes the more you CAN use them and the more you IMPROVE and STRENGTHEN your skills and abilities in using them. Computers are very important in every step and activity in a PE. All documents, purchase orders, order confirmations, delivery notes, invoices, catalogues, advertising leaflets and more are prepared using computer programmes from simple ones - MS Word or PowerPoint or Excel or Publisher - to more complex ones, such as Photoshop. A very stimulating and challenging task is the creation of the PE website and web shop. Creating a website can be very easy. On the Internet various free possibilities can be found. One of these is using ready-made templates from [www.wix.com](http://www.wix.com) or [www.weebly.com](http://www.weebly.com), for instance. They are free and not difficult to use because students do not need to be expert in programming languages or excellent programmers.

A very good and creative activity is the making of video advertising spots. Students do not need professional or expensive video cameras. They can use their smartphones as video cameras and then they can make videos using free and simple programmes of video editing, starting from Windows Movie Maker. Interesting advertising spots can be made using *Sparkol VideoScribe* or *Explainedio* or *Powtoon*. They have a built-in library to help users create animations and drawings.

- **Math** is very important. Students have to fill in documents where they find VAT percentage, sums, discounts, totals, general totals and more. They have to do with bank accounts, bank transfers, bank cheques... One of the most difficult topics at the age of 12/13 are the percentage concept and procedure. In math lessons teachers generally start from theory and explain what the percentage is; they start from the concept of percentage and this can be difficult and confusing for students. In PE activities the procedure is overturned. There are documents to fill in such as invoices or order confirmation and students have to apply VAT percentages or discount percentages. The students are taught the correct procedure to calculate the percentage, and only when they can do it properly we discuss the topic from the theory point of view: students learn by doing and they do and learn at the same time.
- **History and geography** need a special project inside PEs activities. They can be related to the products in the catalogue or to the field of activity of a PE. Let us consider a PE which is specialized in selling local typical products. The products in the catalogue have a history behind them and their history is connected to the area where the students live, so it is really interesting to discover the events behind a typical product. A part of the PE project could be devoted to illustrate the history and the traditions and a special leaflet or booklet could be prepared on these aspects. If we consider the activity of a PE specialized as a travel agency, connection with geography and history is very clear.

The following Tables show examples of possible integration School curriculum – PE Activities.

Possible integration of school subjects into PE activities

School subject	Activity / Project in PE
Mother tongue / English ORAL - WRITTEN	Advertising Leaflets, Flyers, Documents (Purchase order, Order Confirmation, Delivery notes, Invoice...), Catalogue, price list – emails, register of incoming and outgoing mail, website and webshop, advertising spot, Enterprise meetings, phone calls, PE International fairs, ...
Mathematics	VAT percentage, Discount percentage, Totals, Purchase and Sale Documents, Invoice Documents, Bank account, Bank transfers, Bank Cheques, ....
Geography	Logo creation, product catalogue, leaflets and flyers, advertising activity....
....and so on....	Each school subject could be described in terms of contributions given to activities / offices in a PE.

#### Possible integration of operational tasks / PE project into school subject

OFFICE /Activity/in PE	OPERATIONAL TASK	School subject
MARKETING	Creating a logo	National language - English Art, ICT, geography, history...
MARKETING	Creating Product Catalog	National language – English, Art, ICT, math geography, history...
MARKETING	Preparing Advertising leaflets/ flyers	National language – English, Art, technology, ICT, math...
... and so on...	Each office / operational task could be analysed in terms of school subject involved.	

A lots of school subjects and abilities come into play, from national language for scripts, to music, to art and to every possible subject. The right way is **from practice to theory** and not from theory to practice.

### 3.2.6. Space for students' ideas development in PE

Each year the school can decide the operational form of the PEs.

- Set up a new PE. In such a way, PE students go through all the procedures and stages of creating an enterprise from: business idea/plan writing, registration of an enterprise, opening bank accounts, employing staff, running a business and the closing of an enterprise because of bankruptcy or other reasons. Learning to set up an enterprise is a gateway to new work places and the creation of new businesses creation in the future, as PE students will be more able to generate and implement their own business ideas.
- Take over an existing PE. Students, who work at a PE, can take over a PE from former PE students and run an already existing PE. Quite a substantial amount of currently existing PEs is run in such a way. New PE students get an idea of what it is like to be employed in a company that has already existed for years. In this case, PE students miss the stage of enterprise creation, business ideas generation and realisation in practice. Of course, many improvements and new ideas should be implemented in an existing PE – to ensure that an education in entrepreneurship is also part of the PE:
  - new logo,
  - new catalogues,
  - new documentations,
  - new events,
  - new plans for participation in trade fairs,
  - new procedures,
  - new structure and positions.
  - etc.



### 3.2.7. Guiding questions

The self-check table is below.

Ideas and opportunities		
Core competencies	Guiding Questions	Answers
Spotting opportunities	How do you know that students are able to express own personal, cultural, social and professional opportunities for setting up new ideas?	Post its on the board with new ideas, catalogues creation, video creation, logo brainstorming sessions, spot, radio advertisement creation presentations, newspaper advertisements.
	How can you incentivize students' opportunity to co-create goals based on their visions?	Students co-create the goals of the PE and write/ represent them on large posters on the wall. These are there to remind the students of the mission and are compared with the actual outcomes on a regular basis and are kept in mind.
Creativity	How can you show that there is space and tools available for exploring student's creativity?	Students receive a case situation and are to come up with various solutions. It is important to respect the differing perspectives, admitting mistakes and co-working. The creative ideas are discussed in the whole group and are optimized. The teacher is in the role of the moderator and provides the students with the necessary space and tools.
	How do you know that PE students can come up with multiple solutions to certain example situations while using their identified strengths and talents?	The questionnaire „Know your student“ should serve for a purpose of setting up a diverse group of students who can learn from another with their strengths and talents. This should allow plurality and diversity in terms of working together and seeing different perspectives.
Vision	Is there an open atmosphere in the PE structure to respect differing values, opinions and ideas?	Eg. To reach a working environment agreement signed by all PE students – under which conditions do I feel comfortable working, how can I contribute to a good working atmosphere. An active formulation – instead of you have to/cannot. What are the consequences of breaching these? This agreement is reached through consensus of all students, they all have the same decision right.
	Is there a list of the different criteria for job satisfaction/ team functionality prepared for the team ability report?	A questionnaire is provided to students. (Can I use my skills within a PE, do I receive feedback, how do introverted students manage to give their opinion, do all have equal opportunities, do all feel appreciated, are these individual students' skills kept track of and is the progress and development monitored? Is a team profile developed?)
Valuing ideas		
Ethical and sustainable thinking		

	Are cases with challenges (Role play scenarios) which can then lead to a more profound learning path on a personal and entrepreneurial level looked at with students?	Eg. job interviews, logo change, client complaints, change in logo or any other marketing materials. Good to challenge the traditional methods and to also change the setting – meeting room if available, make space in the classroom or event outside.
	Have definitions such as integrity, honesty, responsibility, courage and commitment been explained and discussed with the students?	These words are explicitly mentioned, looked at and discussed. Eg. Teams have to come up with meanings for these and then have to be guessed.
	Is there a list of examples of environmentally friendly behavior that benefit a PE community?	There should be UNESCO visually represented SDG goals, Inspire Principle Visual, UNESCO pillar, SDGs etc. – visual form. Eg. to develop sustainable products, find out where the materials for the products come from, have a statement about sustainability – awareness raising through the products themselves. Packaging etc.
	How can the students see how they themselves can impact the PE/ community and the larger society?	Students can refer back to the SDGs, make a visual impact diagram of the individuals on the larger ecosystem and ways in which they can make an impact in private and work life.



### 3.3. RESOURCES – PREPARATION OF WORK IN PE

#### 3.3.1. Main principles of work organization

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

**Stages of Practice Organization at PE**

Stage	Objective	Duration	Stage Results
Preparation	Preparation for work with students	Not less than 1 week prior to the introductory lecture	Familiarization with PE activity and acquisition of inadequate knowledge of managing PE. Working out or renewal of the methodological material intended for student' independent work. Preparation of premises for PE. Preparation of office material list and ordering. Mobilization of necessary human resources. Working out/renewal of the programme of work at PE, establishing a work schedule, work hours. Determination of the priority for activities of PE. Decisions on how will be selected the line of business of PE. Coordination of assessment system at PE. Self-preparation for the introductory lecture. Distribution of work among all the students who will work at PE. Presentation of Advantages and strengths in PE.
Introductory lesson	Familiarization of students with the practice aims, course and expected results	1 hour At least 2 working days prior to the start of practice	Preparation and demonstration of presentation of the practical work and its evaluation at PE. Appointment of students to the departments. Explanation on how will be selected the line of business of PE Know more about your students
Contact work in the departments /offices	Stating team-work tasks in a proper way and consulting students	72 hours	Preparation of team tasks for students according to the departments. Consultation and advice. Team work control.
Independent work of students	Stating individual work tasks in a proper way and consulting students	80 hours	Consultations and advice. Performance of tasks. Preparation and organization of meetings.
Students' work assessment in the departments	Organizing assessment procedures	8 hours	Control of holding an arranged meeting. Organization of examinations and assessment of students' skills.



Final assessment of practice	Determining a grade point for student's practice	The last day of practice	Calculation of percentage of objectives achieved
Feedback	Determining students' opinion on PE activities	The last day of practice	Survey of students
Preparation of the certificate	Providing students with the proof of their practical activity achievements	The first week after practice	Preparation and award of certificates.
Summing up of survey results	Drawing conclusions regarding improvable spheres	One a year	Summing-up and comparison of different group survey results. Drawing conclusions.
Suggestions for PE activity improvement	Improving organization of practice	Until the next school year	Offering suggestions to the school or department administration.

### 3.3.2. Preparation for the first lesson

If PE activity is carried out on a continuous basis, then the first working day at PE is very similar to those at other Practice Enterprises. One team of students is replaced by another quite often therefore the head of PE should prepare presentation and familiarize each new team with the following things:

- What PE, national and worldwide PE network is:
  - PE concept
  - History of PE;
  - National Central Office;
  - European–Pen International Association.
- Presentation of the specific activity of PE at which students will do practice:
  - PE activity (what PE trades in, when it was established, all firm particulars and data);
  - Departments/offices (a list of departments and brief description of each department's activity);
    - Work organization at PE (how the students will exchange the departments, how long they will work in one department, etc.);
    - Position (it is necessary to familiarize the students with job descriptions in order when writing motivation letters, they would apply for one of them by motivating their choice);
    - Achievements of the firm (if you won in the fair, if your PE was praised for annual activity, if you took part or arranged different events or have any other achievements, by all means mention them, as this gives the students not to get behind their predecessors).
- Presentation of PE programme.
- Presentation of PE rules:
  - Attendance and work discipline requirements;
  - Beginning and end of working hours; time for breaks;
  - Internal PE communication (the process of communication among the employees, departments, students and with the head of PE);





- Familiarization with safety rules.
- PE certificate:
  - Explanation what it is and how it can contribute to the student’s further vocational career;
  - Requirements for being awarded the PE certificate (example below) (The system should be reasoned out. At some educational institutions they are issued only to the students who were given from 7 to 10 points, at other (extracurricular activities) – in addition the criterion of competencies achievement/or attendance is considered). Certificate can be provided in national language or in two - national and English languages.

## Certificate example

### Front side



### Back side





### 3.3.3. Learning-working environment

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

- The physical environment replicates as far as is feasible that of a modern office in a functioning enterprise.
- The pedagogical environment is supportive of active, integrated learning where knowledge is shared and where common goals are set and achieved through teamwork.
- Students are free to make mistakes and to learn from them.
- 'Key' qualifications – entrepreneurship: creativity, innovation, responsibility, teamwork, communication, etc. - are fostered and developed.
- Teachers and students are actively involved in the learning process.
- Learning is experienced as a natural process, primarily through interaction.
- All the key skills, qualities and abilities can be experienced and practiced.
- Experience can be gained of internal company workings, both between the various departments in the Practice Enterprise and between Practice Enterprises in the network.
- An ability to work in teams, which will be seen by employers as increasingly important, is the cornerstone of the learning strategy of the Practice enterprises.
- Learning in a simulated situation gives students/students the opportunity to experience real events while allowing them to make mistakes and to learn from these mistakes.

### 3.3.4. List of recommended office material

**In the ideal situation**, Premises specifically identified as a Practice Enterprise:

- Around 50-100 m<sup>2</sup> IDEAL surface, organized in departments, aired, ergonomic and day lighted.
- Visual identification of the different company departments.
- Office supplies and equipment, up to date with the latest technological evolutions, necessary for the running of the Company and a professional quality training:
  - Individual ergonomic workstation, furniture (desk, chairs, cabinets, whiteboards, security material, security plan and fire extinguishers, etc.)
  - Computer workstation for each Office, Internet and Intranet access for each student, telephone line and telephone for the PE
  - Webcam for each computer, fax, copy machine, scanner, printer, Website, email address, bookkeeping software, up to date payroll and business management software, software provided by the Central Office, office suite software up to date, free open source software, etc.
  - Administrative office supplies, ink stamp, business paper, calculator, paper cutter, post stamping machine, etc.
  - Internal regulations of the training center or school and of the Practice Enterprise, dictionaries, Security Rules for Students, statutes of the Practice Enterprise, collective agreement, procedural guide by department



- List of materials and samples eventually made available by the mentor company (trade fair display stand, production samples, catalogs, posters, show room)

Understanding that real situations in schools is different, it is acceptable to establish PE premises flexibly and creatively.

### 3.3.5. PE structure – Departments

Each Practice Enterprise focuses on a real office or an enterprise framework in a certain area. The participants work in a real productive atmosphere, learn and realize the requested tasks. At the end of the course the participant has a global concept about office work, with working experience and with adaptation skills for a job as e.g. flexibility and enterprise culture.

#### **Role of heads of departments.**

Teacher in a PE acts like PE director. Teacher has to understand and explain to students the responsibilities and spheres of activity of PE heads of department. Heads of PE departments are selected from students. They:

- shall assist the PE director in organizing or renewing the enterprise business activity, in planning and coordinating the actions of department employees, in representing the enterprise in different events and meetings and also in arranging events.
- shall coordinate their actions with the PE director,
- shall provide employees with tasks and shall control their performance, coordinate decisions;
- shall arrange different PE events,
- shall present a report on the work carried out by the department in the meetings;
- shall check and sign the contracts and other documents pertinent to department activity (in accordance with the powers delegated by PE director/teacher);
- shall plan ahead the ways of business activity improvement.

Having a decision on establishment of necessary departments, first of all, with respect to each department of the PE the following issues shall be determined:

- Goal and tasks;
- What kind of work (functions, procedures) will be carried out at the department/office;
- What documents will be used.

The PE network experience shows that while making up the documents of the departments and thinking of their places of storage, etc., the following simple pieces of advice could be helpful:

- The material of different departments should be put on separate shelves;
- The different departments should use the files of different colors;
- Each department should print the most important information and hold it in a prominent place;
- Abbreviations of department names should be created (e.g. PU – purchase department, SA – sale and marketing department, P – personnel department, F – finance department);
- If all the departments are located in one room, a plate with the department name should be placed at each separate division simulating a department with the furniture, computers and other equipment which belongs to;
- If there are enough computers in the PE, any documents that should be registered in the department are to be stored in the computer medium. In case of shortage of computers paper register variants should be made up and used;
- Systematized catalogues should be created in the computers of each department. The catalogues shall be systematized in such a way that any new group could easily find the required documents or their forms. We recommend to create:



- A blank catalogue in which all business document forms (blank forms) used in the department would be stored in it;
- A work catalogue in which the same forms intended for use of the students working in the department for completion of documents would be stored.

### 3.3.6. Job rotation

One of the main aspects of the organising model is the participants' rotation. This means that all participants should have the possibility to experiment different roles and functions of the practice enterprise. To achieve this, it's necessary having a planning that take into account the total hours spent in simulation by each participant. The objective of this planning is to provide people with a sufficient time for each working place in order to acquire the related competences.

This instrument must be used as a tendential indicator.

The rotation has a strategic role within PE activity and it must be flexible, depending on participant' individual learning time. The practice enterprise teacher evaluates the time and ways to manage the working place rotation. When the role changing occurs, it must be a hand over to the successor, involving also the procedures and documents flow related to specific activities developed on that working place.

The rotation of the students meets flexibility requirements and is respectful of the learning times that allow the acquisition of the specific professional skills of the role assumed.

The first period is very flexible and is based on careful observation of the student without harnessing him in a too formal path, in this first phase the student must learn not only to carry out his own activity but also to work in a group and this often creates problems, moreover not all offices work at full capacity because school knowledge is not yet complete; therefore the change of office takes place only when the student is able to work with a certain autonomy. In this period there are students who very often change function because they are more capable and others who stay in the same position for longer. The objective is to provide them with knowledge that will enable them to tackle a more regular course the following year.

In the second period the student is already aware of the procedures and documentary flows, therefore it is easier to adopt a more rigid shifting system but always with a certain degree of elasticity. Normally a student remains in the same position for two or three consecutive times, this is possible because the student is already aware of how the company activity takes place.

The delivery of the tasks from one person to another implies the need for the newcomer to be made aware of the outstanding job to be performed, for this purpose he will be given a card listing the work not done and, where necessary, there will also be a brief verbal explanation from whoever leaves the station. If some students manage to cover all the functions before the activity is finished, they are appointed collaborators of the director and have the task of helping or advising those in difficulty.

The function cards will be the means that the Management will use to decide the shift, in fact the movement will take place when the result of the card will be satisfactory as the student will have demonstrated to have acquired the skills and knowledge necessary to move to another function.



### Scheme sample

Students	Secretary	Purchasing	Sales	Marketing	Warehouse	Treasury	Bookkeeping	HR	Effective hours	Absences	Total
1	Secretary		Sales		Warehouse	Treasury	Bookkeeping		100		100
2	Secretary		Treasury	Marketing		Secretary	Bookkeeping		100		100
3		Treasury	Secretary	Bookkeeping	Secretary		Marketing		100		100
4				Secretary	Bookkeeping	Marketing	Secretary	Treasury	100		100
5		Secretary	Secretary		Marketing	Bookkeeping		Treasury	100		100
6	Treasury	Secretary	Bookkeeping			Marketing	Secretary		100		100
7	Marketing	Treasury				Bookkeeping	Secretary	Secretary	100		100
8		Bookkeeping	Treasury		Secretary	Secretary		Marketing	100		100
9		Secretary		Secretary	Treasury		Marketing	Bookkeeping	100		100
10	Bookkeeping	Secretary	Marketing				Treasury	Secretary	100		100
11	Treasury		Marketing	Secretary		Secretary		Bookkeeping	100		100
12	Secretary		Bookkeeping	Treasury			Secretary	Marketing	100		100
13	Bookkeeping	Marketing	Secretary	Secretary		Treasury			100		100
14	Secretary	Marketing		Bookkeeping			Treasury	Secretary	100		100
15	Marketing			Treasury	Bookkeeping	Secretary		Secretary	100		100

Legend:

Bookkeeping	working place from _____
Treasury	working place from _____
Marketing	working place from _____
Secretary	working place from _____
Secretary	working place from _____

### 3.3.7. Mentor company

PEs should be supported by real business enterprises. It is a superb opportunity to gain relevant information for the work in a particular line of business. Thus, the PE performs a pivotal function connecting the fields of education and business, theoretical and practical work and training.

The term “mentor company” is identified as a real company representative of the local economic territory, for requesting information, advice and support to implement the Practice Enterprise that will be activated within the network, reproducing the same activity as the mentor or part of it.

The relationship with the mentor company is certainly strategic and necessary in the initial phase, when it is necessary to define the organizational structure, identify the departments, offices, workplaces and the related tasks.

It should be noted that, given the commitment to support the Practice Enterprise, the real company does not derive any measurable benefit in terms of market shares, sales increase, turnover, profit margins. In order to obtain an active and effective involvement, sensitivity must be taken to the formation of human resources and, without any doubt, to the limited nature of the request. In particular, the support offered by mentor company is defined by:

- an initial consultation to identify the organizational structure of the PE in terms of departments, offices, jobs, roles, functions, procedures, documents, software, information flows;
- brochures, catalogues and product lists - the products/services to be offered;
- any characteristic elements of the accounting balance sheet and the capital required;
- The needed suppliers and average bills for gas, electricity, postage etc.
- the number of “employees” who should be on the payroll and the salary/wage levels of “employees”;
- any future interventions in the classroom as direct testimonies to be offered to the participants in the school activity;
- any availability to host PE students visits in a company.

How can a Mentor company benefit from a PE?

- The PE can make promotion for the Mentor company products by using the Mentor company market material in the production of their own catalogues and brochures which are sent to other Practice Enterprises in the network;
- On visits to the Mentor company the teachers and students can get ideas on clerical routines, organization, administration, staff development and financing which can be reflected in the Practice Enterprise;
- The Mentor company might give lectures to the “employees” in the Practice enterprise on marketing, lines of business, sales work and production;
- The Practice Enterprise can offer the Mentor company to perform tasks like writing long documents, conduct marketing surveys, registration of data.

Example of PE presentation to the mentor company consists of such aspects:

1. Short introduction of yourself, school and common PE concept.
2. The goal of the visit - school and Company partnership in PE idea implementation in school.
3. Explanation of the role of mentor company, examples.
4. Benefits to the company.
5. List of expected partnership results for the first year.

Letter example:

Dear Prospective Business Partner,

Our School is making great strides toward student success, implementing Practice Enterprise model. A Practice Enterprise (PE) is a student-run company that operates like a real business silhouetting a real enterprise's business procedures, products and services. A PE resembles a real company in its form, organisation and function. In doing so, we are asking you to assist us in helping students reach their highest level of achievement. We are looking to create business partnerships with local businesses to enable us to reach our practice goals.

As a business partner, you can positively influence on the success of PE through a partnership, which could be:

- motivate students by establishing prizes in various competitions;
- provide knowledge of real-life business experience to students;



- participate in common events (as guests, lecturers, leaders, etc.).
- ...

Your participation as a business partner will influence students, your future employees and leaders in the community. Partners find it a rewarding way to prepare students for tomorrow. Students learn that the community holds education in high regards and cares about their success and future.

Whether you are a small business or a major corporation, we need you. The school invites you to invest in our students, community, and our future. If you are interested in being a partner for ..... School, or need more information on our partnership program, PE concept, please contact: name, surname at: xxx@ xxx or call YYYYYYYYYYYYYY.

Sincerely yours,

Name Surname

PE teacher and students: name, surnames

### 3.3.8. Work descriptions

Work description is Operational document for the Student. It contains the information necessary to ensure operational autonomy to the student in carrying out activities related to the working place.

For each work in Practice Enterprise department there should be a job specification, which should be structured as follows:

- Description of the job;
- Objectives of the job;
- Tasks in details:
  - where the information comes from;
  - what to do with it;
  - by what means;
  - to whom does it go;
  - examples of filling documents.

It is NOT an educational tool used to deliver content.

Operational outline for job descriptions drafting:

- **Input:** what information come into our possession and from where or from whom arrive
- **Activity:** description of the operations to be carried out
- **Output:** where and to whom sending the processed documents and information

Example of job description in MARKETING office below.

OFFICE MARKETING:

M



#### 1. Creating practice enterprise LOGO



##### Incoming information

- name, type of business and full address of the company.



##### Operational tasks

- create the LOGO taking into account the activity, the territory in which it operates or the image of a symbol with which the company wants to be represented, etc..;

- transmit the LOGO to the various offices to update the PE documentation saving it in the shared folder.

## Results

- LOGO company.

## 2. Sales lists management



### Incoming information

- company logo;
- information on the qualitative products features, etc., received from M;
- goods pricing received from the Purchasing Department.



### Operational tasks

- Redact and update the price list, either in terms of product types or their sale price (even by software).



## Results

- price list.

## 3. Creating and Updating Product Catalog



### Incoming information

- company logo;
- information on the qualitative products features, etc., received from M;
- price list.



### Operational tasks

- use appropriate tools (digital camera, scanner, PC) for the creation and processing of images to be included in the catalog;
- take care of the product packaging
- setup the sale conditions (transport, packaging, mode of payment and delivery);
- setup in foreign languages (at least English) catalog, price list and conditions of sale;
- transmit the files created to foreign companies;
- print the catalogs in different languages

## Results

- updated products catalogs (in different languages).

## 4. Creating and Updating national and international customers Databases



### Incoming information

- customer data received from V and EU



### Operational tasks

- use the software for the creation of two computerized databases, one for national and one for international customers with full name, address, e-mail address, VAT number, type of products;
- update the customer database computerized relatively to the type of products that are normally required;
- on the basis of the above, find new products to offer, providing customized flyers and leaflets (see next task)

## Results

- multimedia database of "National Customer";
- multimedia Database of "International Customers".

## 5. Creating and disseminating advertising flyers and leaflets



### Incoming information

- company logo;
- information on the structural and organizational company features;
- information on the qualitative products features, etc., received from M;
- products catalog;
- price list;
- customers databases;
- list of clients in the network.



### Operational tasks

- use appropriate tools (digital camera, scanner, PC) for the creation and processing of images to be included in advertising flyers and leaflets;
- fill in the address on the envelope and hand over the flyers and leaflets created to S for shipment to existing customers and potential or alternatively, set up the e-mail address to turn to S for electronic submission;
- in the event of a promotional offer, talk to V (department) the start and end date with discount percentages applied to the products and the new price;
- store the produced material in the booklet "Marketing Activities"

### Results

- advertising flyers and leaflets;
- "Marketing Activities" file updated.

## 6. Creating the practice enterprise website



### Incoming information

- company logo;
- information on the structural and organizational company features;
- information on the qualitative products features, etc., received from M;
- price lists and conditions of sale.



### Operational tasks

- use of applications for the implementation of the website project (Power Point);
- use of applications for the creation and updating of the practice enterprise website (Dreamweaver).

### Results

- practice enterprise website.

## 7. Quality handbook management



### Incoming information

- Quality Handbook (containing the objectives for the quality of the practice firm, organization chart, job descriptions, company procedures);



### Operational tasks

- build the organization chart and update it at each rotation;
- distribute in a controlled way the two self-assessment tables at each rotation;
- store the completed questionnaires in the booklet "Employees Portfolio";
- check the correct and regular course of business procedures and possibly detect the "Non-compliance";
- store the pattern "Non-compliance. N.\_\_\_" in an autonomous document



### Results

- updated organization chart;



- "Employees Portfolio" file updated;
- "Non-compliance" file updated.

**The measures**

1. Special literature according to departments
2. Standard documents according to national legislation
3. Examples of the PE documents according to job description.
4. Specialized computer programs.
5. Charts.

**3.3.9. Students motivation**

PE teachers should invest in different strategies to motivate different students. PE teachers should get feedback from the students about the best motivation means: for one student the best motivation can be – participation in the PE trade fair, for other – PE certificate, high mark, more work-challenging tasks, position of a head in marketing department.

Fairs, events and projects are very important for students’ motivation. Especially taking part as an exhibitor and having the opportunity to make deals “face to face” with students from other PEs – also from other countries. Many PEs travel to PE fairs in other countries and PE students have the opportunity to “feel” international business. For teachers and students, it is also very motivating, if they feel appreciated by the ministry / known companies, famous people, e.g. by representatives taking part in opening ceremonies for fairs or handing over certificates.

To be successful as entrepreneurs, students need to acquire thinking skills; they need to become responsible for their own decisions and their actions; and they need to be able to communicate well and get along with people – staff, suppliers, customers, state and financial institutions. They have to deal with information, which can motivate students to learn, experiment, discover and finally enhance their skills and abilities. **There isn’t an area of life where these skills won’t have a positive impact.**

PE gives a very attractive image to the school; attracts students and their parents; prevents early school-leaving; gives motivation even to the most unmotivated students; gives another path and opportunity for students. The complex character of PE gives an opportunity for testing, improving and developing students’ theoretical knowledge; competencies; professional and technical skills, as well as their personality. There are a lot of stories of success of students who have changed their attitude and motivation to study due to their training in a PE.

**3.3.10. Guiding questions**

The self-check table is below.

Recourses		
Core competencies	Guiding Questions	Answers
Self-awareness	Is the presentation of PE aim, structure, position’s,	PE presentation during the first introductory lesson is the first student’s imagination about

<b>and self-efficacy</b>	competencies to achieve prepared clear?	PE activities and could motivate students to active participation in PE. So, prepare the attractive and motivating presentation!
	Are departments' descriptions prepared?	Job descriptions are the main recourse for students work in the departments.
<b>Motivation and perseverance</b>	Do PE students have the possibility to choose one or another position?	Job rotation is important for students - they will try their selves in different positions. It would help them to select the future profession.
	Are the tools to evaluate students' individual strengths and weaknesses at the beginning and at the end of PE activities prepared?	Choose the best tool for your own students from the all recommended assessment tools.
<b>Mobilizing resources</b>	Are the Guidelines for students prepared to identify their internal (self-awareness, motivation, etc.) and external (Financial and economic literacy, mobilizing others) resources they are going to use?	Create a questionnaire for knowing you students. It helps you to organize PE activities, tasks distribution, manage the classroom.
<b>Financial and economic literacy</b>	Do the students have the possibility to express feedback and their willingness?	Learning-working environment of PE means always friendly conditions, motivating students to express the opinion during the group learning, during the PE students meeting, etc.,
	Can the students find support when having difficulty?	PE teacher have to be well prepared to all stages of PE Organization. But on the other hand, teacher is actively involved in the learning process together with the students.
<b>Mobilizing others</b>	Can the students freely share responsibilities in a group according to their group goals?	The group of students, working in one department has the leader – manager of the department and at first of all he is responsible for sharing responsibilities in a group.

### 3.4. INTO ACTION - LEARNING BY DOING IN PE

#### 3.4.1. Recommendations how to organize work in departments

Every Practice Enterprise reproduces the structures of a real commercial or manufacturing company. In some places it is subdivided into three departments: administration, commerce and personnel.

##### **Administration department duties:**

- sales accounting - for example how much we sell in this month/ year/other period;
- purchases accounting - for example how much we purchase in this month/ year/other period;
- settling accounts with the Central Office Health Insurance;
- settling accounts with the Central Office Revenue/Tax Office;
- error finding;
- general surveys;
- dealing with visits and training in the Practice enterprises;
- deadlines for payments;
- reminder procedure;
- dealing in foreign exchange;
- domestic and international money transfers;
- Secretary office can be in the administration department activities or included as separate activity

##### **Commerce department duties:**

- preparing and sending catalogues and other advertising material;
- replying to inquiries;
- preparation of market research;
- writing sales letters;
- preparation of price-lists;
- receipt, registration and confirmation of orders;
- invoicing;
- delivery notes;
- terms of payment/terms of delivery;
- allowances of discounts on goods;
- replies to incoming mail;
- inquiries for products, prices etc.;
- dealing with issues and complaints (missing delivery note, wrong delivery of orders, wrong prices/unit);
- make inquiries;
- updating of suppliers' card index;
- organization of firm purchase and staff purchase;
- stock control and updating of stock card index;
- exporting/importing.

##### **Personnel Department duties:**

- internal guidelines/rules;
- registration of working hours;
- calculation of the salary;
- deduction of social services;
- tax (PAYE);
- procedure for employment;



- job advertisements;
- personal interviews;
- staff meetings;
- preparation and distribution of meeting agenda;
- taking minutes of the meeting.

### 3.4.2. How can the Practice Enterprise start trading?

Before trading with other PEs, the Practice Enterprise:

- must register in the National Central Office;
- have to open a bank account in the Central Office Bank. (The Practice Enterprise now has access to the worldwide Practice enterprise network and is ready to trade!)
- To create a catalogue and documentation for purchases and sales (invoices, orders, needed registers, contracts, delivery documentation, etc)

After doing these steps -to write introduction letter to other PEs by e-mail and to send the catalogue.

#### Documents of the PE trading

The best procedure is to create an Excel template for each document (Purchase Order, Sale order, Order Confirmation, Invoice, Delivery note....) and then adapt the document to the situation and the PE.

### 3.4.3. Other PE activities

PE can organize or participate in different PE network (local, regional, national, international) activities:

- preparing graphs and statistics with modern graphics programmes;
- preparing presentations;
- visits to other practice enterprises and hosting;
- open doors and another events organization to school's community;
- initiation and participation in international projects activities with other schools, mentor companies, etc;
- preparing competitions-exhibitions with students created advertising materials;
- preparing and participating in national and international Practice enterprise Trade Fairs.

### 3.4.4. Participation in trade fairs

An exhibition of Practice Enterprises where students have the opportunity to exercise a variety of activities in practice, such as trade fair preparation, sales conversations and commercial processes of order processing, as well as to interact with one another on a national and international level. There are regional, national, international trade fairs held yearly in a number of member countries.

To prepare students to participate in the trade fair teacher has to:

Make a group	Ask the students what tasks they would like. That will help to select tasks in a more precise way and the employees will be satisfied when they will be able to carry out the job they are fond of. It is necessary to unite people in a
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	group which would be responsible for preparation for the fair, participation in it and for summing up the results.
Show the visual material created by other groups	If a PE takes part in the fair not for the first time, there should be any photos or advertising material from that fair (catalogues, offers, stand models, etc.). Look through the video material, if any.
Consult with the Mentor company	Ask them necessarily about the ways of product demonstration. Be aware of the fact that the benefit gained from tasting arranged at PE fairs is undisputable.
Organize preparation the printed advertising material - the catalogue of goods or services	Lay out the 4 major elements of advertising, namely illustration, heading, text and motto, in an attractive way. There are minimum requirements for those who work out catalogues: <ul style="list-style-type: none"> <li>• specifying the product code number;</li> <li>• specifying the basic peculiarities of goods: name, size, colour; composition of material, etc.;</li> <li>• inserting photos of goods;</li> <li>• stating the price (don't forget to note that prices include VAT);</li> <li>• specifying the terms and conditions of goods payment and delivery;</li> <li>• stating the systems of discount;</li> <li>• numbering the pages;</li> <li>• designing the cover and the end sheet. The cover contain: the name of the catalogue, the year, the trademark, the PE name, address, telephone, fax, e-mail and website. As the pricelist is usually given at the end, an ordering form may be given, too.</li> </ul>
Choose audio and audiovisual advertising aids	There is an opportunity to prepare interesting electronic or radio advertising up-to-date at some PE fairs. You will be able to use the electronic presentation later by disseminating it at different events
Make souvenirs for clients, partners, guests	By giving them as a gift you will enhance the image of your PE. While choosing the gifts, don't delay with the decision – urgent orders are more expensive and sometimes even impossible
Determine the price policy	Consider the following: special prices, prompt cash discounts (during the fair), quantity discounts, the use of a discount coupon, the system of discount intended for sets of goods, trading or other discounts.
Contact the companies planning to visit the fair	Call up or write an e-mail to all the participants: PE and social partners in advance. If possible, confirm the agreement to meet at the fair in writing.
Create a stand model	Try the suitability of the model in the office. Find out whether it reveals the BENEFIT of the products / services. By modeling the stand scenery foresee the main heading at the eye level. It shall be enticing. Plan your work at the entrance or before the stand. Try to lay out the exhibits on the stand. Use the colors which have an effect. Contrasts and matching of colors are excellent means for those who want to make an attractive stand. The examples of especially bad taste are the stands with diversity of colors and overloaded.
Learn students to be buyers and sellers	Don't forget that selling is students' major task on the stand. Don't allow potential clients to wait or be ignored – they can go away.
Think of an introductory sentence for a new client	HOW, WHAT, WHY, WHEN and WHERE?



Prepare information on the product	Make sure that all students who will work on the stand are good judges in the products intended for sale and are able to explain the kind of PE activity, the range of products, product particulars, their reliability, the time of production and delivery, that they are aware not only of product qualities but also of the buyer's needs they can satisfy.
Find out if special events are planned during the fair	What will take place during the fair? Who is going to do this? Where and when will this take place? In which planned events will your group members participate? Which members will participate?
Share responsibility	Arrange about who and what will do and when during the fair
Think over the trip to the PE fair and back, to the place of staying	Transportation of the exhibits, the whole stand equipment and material. Students' going to the place and coming back
Send invitations to your stand exposition	1 month prior to the fair: to other PE, teachers, to social partners – mentors' companies, parents
Distribute discount cards to PE	Information about PE discount coupons or other kind discounts which will be valid during the fair can be sent to fair participants together with invitations in advance or distributed at the beginning of the fair.
Think about possible surveys during the fair	By presenting short, simple survey questions you may find out the opinion of other PE on your products, the prices for them, advertising measures, sale and buyers. Later on, having analyzed the data, you will have excellent material for marketing improvement.
Provide your PE with sufficient stock of goods	Order sufficient quantity of goods from your supplier
Make visiting cards and signs of identification	Usually visiting cards for the students and teacher are made. Specify the name of the educational institution, the name of PE, brand name and the employee's name in the card.
Think over elements of students clothing	A client forms his opinion about the PE within the first 3 or 4 seconds of communication, therefore it is important to look professionally and attractively.
Select product samples for the fair	Estimate your budget. Take on lease, borrow, buy...
Prepare the stand of the PE and the final layout of the exhibits in the stand area	Ask the organizers to send the layout of the exposition area with the intended place for your stand. Find out how and to which direction the main flow of visitors will move. Arrange the exhibits on the stand in the way they would be distinctly seen from a distance. The students working at the stand shall not obstruct the main view. The stand should be divided in 3 parts: <ul style="list-style-type: none"> <li>• the place for public (the major part of the stand where the display of the exhibits is, where communication with visitors takes place and where the employees work);</li> <li>• the working place (the area for negotiations, important conversations and completion of documents);</li> <li>• the place for employee use (auxiliary premises where the exhibit stock and advertising material are kept).</li> </ul>
Prepare the budget for participation in the PE fair	Budget includes: participant's fee, additional equipment and services, transportation costs, design of the stand, advertising, clothes, gifts-souvenirs, etc.
Explain students fair financial documents	Fair checks, bank cards – what is it? They are announced in the info provided by fair organizers. Learn to complete the documents in a proper way.

Make up and check the list	Arrange about who is responsible for accurate packing and transportation of all documents and products to the fair
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### 3.4.5. Guiding questions

The self-check table is below.

Into action		
Core competencies	Guiding Questions	Answers
<b>Taking the initiative</b>	Are the individual and group tasks and examples for taking initiative, PE activities planning and management prepared?	Must be planned by the teachers before starting activity with students
	<b>Planning and management</b>	Are the goals for the students' actions defined?
<b>Coping with uncertainty, ambiguity and risk</b>	Are the cases of risk in decision-making prepared?	It often happens that in the daily activity some decision-making appear spontaneously
	Are the team working criteria prepared?	It depends also on the job rotations and dynamics between students
	Are the technical skills grids prepared?	Own prepared grills or adapting those that the Central Office offer
<b>Working with others</b>	Is the list of results observations prepared?	By using grids
	Are the options and communication tools (e.g. social media, Skype, etc.) offered to the students to have the possibility to help others?	Nowadays they use more Instagram, but generally all kind of social media should be offer to form the group
<b>Learning through experience</b>	Are the methods and tools (meetings, group presentations, reports, etc.) prepared to present the gained experience with other students?	Organizing periodically departments or offices meetings with presentation of the students, sharing all information about the tasks
	Can the students reflect thought and opportunities to write or discuss their experiences throughout all learning in PE process?	After one complete rotation through all working places, one of the technical skills assessments is also recomposing the transversal procedure, starting from the segment to arrive at the end to the process

## 4. STUDENTS COMPETENCIES ASSESSMENT

### 4.1. INTRODUCTION

Working in the PE challenges students to think beyond the boundaries of the classroom, helping them develop the skills, behaviors, and confidence necessary for success in the 21st-century. PE suggests a learning environment that helps the students ask questions, analyze, evaluate, make plans, conclusions, and ideas, leading them to improved competencies.

Processes in the PE require feedback and evaluation that goes beyond a formal evaluation expressed by a letter or number grade. Assessment in the PE evaluates content knowledge as well as competencies like creativity, collaboration, problem-solving, innovation and others, described in previous sections of this handbook.

Assessment is applied to document the learning processes that occur during the activities in PE and considers the real-world skills of collaboration, problem-solving, decision making, and communication. Since working in the PE requires students to apply knowledge and skills in different positions, there are many opportunities to assess work quality, understanding, and participation from the moment students begin working.

Your evaluation can include different documents which reflect verbal behaviors such as participation in group discussions and sharing of resources and ideas, and non-verbal cognitive tasks such as risk-taking and evaluation of information. You can also get the feedback and instant self-evaluation throughout the process by having students complete a kind of a learning diary or a journal, a self-assessment, or by making a discussion of the process. Summative assessment can be an effective component of an overall assessment strategy. Crafting assessment strategies that combine different methods and assessment tools helps us gain a much better understanding of the learning that takes place during the processes in the PE.

### 4.2. ASSESSMENT TOOLS

During different stages of the PE, many different methods and ways to assess students' competencies can be used. Below, there are different methods described as they are recommended to use in a certain stage of the PE, but other ways can also be used.

#### Ideas and opportunities stage

**Self-assessment.** This is a positive and constructive way how to engage PE students in the evaluation process and to observe the skills they have developed as well as the progress they have achieved. This can be done in a two-phase process: filling out the questionnaires and having a face to face discussion with the PE teacher. Both these ways can be combined, and a student can fill in the questionnaire after or during the discussion.

**Talent and Strength Identification.** In this way, PE students can look in depth as to what their strengths and weaknesses are and accordingly what the opportunities and challenges they can meet as the workers in the PE. It gives a good pathway to understanding the suitability of various fields and roles. It can be done as an introduction part of the learning diary or journal.

**Self-Employment Profile.** This is a drawn-up career strategy and sets a vision for the future. The PE students can put ideas into a concrete vision format which brings out the important elements.





**Initial Observation Assessment.** An initial observation is conducted at the beginning of PE activities. In this way, the PE teachers can observe the work and the ways in which tasks are being approached by the students and can give positive and constructive feedback, evaluate and see the potential for different roles. It can be done in different time spans.

**Continuous Observation Assessment.** This is done through continuous observation of the PE students' work in the PE environment. It is the most efficient way to be able to assess the progress and social skills of the trainee, and how they build up during the PE training. It is also a very efficient method to pay attention to possible personal interaction problems that might influence the professional efficiency and well-being of the PE students. This is extremely important regarding mitigating any negative factors on the whole group PE work.

**Personality Test.** Making various personality tests, the PE students can find more about themselves and about their characteristics. For example, students can discover whether they incline more towards being extroverts or introverts, how they deal with responsibilities and if they incline toward teamwork or are more individualistic. This would be then discussed with the PE teacher and students would be able to confirm their own perception of themselves.

**Mind Map** gives a PE teacher and students to be able to visualize the ideas and keep track of the process of the initial idea to the “into action” phase. This can foster entrepreneurial spirit and the evaluation could be done in an informal group setting with some feedback from the PE teacher as well. (The feedback on students mind maps should be only constructive and positive – no right and wrong, it also helps to visualize ideas)

In a **group discussion**, students assess the work of the whole group as well as of themselves as being part of the group. This is especially important as the students seem to find opinions of their peers important and it can cement the cooperation between them. The caution must be put on mitigating negative, disruptive and bullying behaviour and on promoting a positive, friendly and constructive atmosphere when working or giving feedback.

**Team ability report.** This encompasses the individual working preferences and the overall job satisfaction of the PE students. It also could look at how different ideas within the team can create value and how the team can make effective use of it.

## Resources

**Observation** of the performance of a task to identify, describe and list PE students' needs and aspirations in the short, medium and long term, individual and group strengths and weaknesses and the internal/ external resources they are going to use.

Demonstration of skills/abilities to list different types of resources students are going to use, already have and need to search for. Also, it is observed if students can relate their individual and group resources to opportunities and prospects if they demonstrate the desire to use their strengths and abilities to make the most of the opportunities to create value.

In this way, the PE teachers can observe the work and the ways in which tasks are being approached by the students and can give positive and constructive feedback and evaluate and see the potential for different roles. It can be done in different time spans:

**Initial Observation Assessment.** At the beginning of PE activities.

**Continuous Observation Assessment.** This is done through continuous observation of the student's work in the PE environment.

**Final observation.** At the end of PE activities. This identifies the PE student's holistic knowledge of issues and can track the evolution and knowledge throughout the training. It may serve as the basic testing of the key competencies. This can be done based on the respective ENTRECOMP competencies.

**Self-assessment**, comparing one's own knowledge before and after a certain time spent working in the PE, is an effective assessment method. When a student is already aware of the progress, he/she has made, his/her attitude to learning changes. A student can set goals himself or herself and becomes an

active assessor of the whole progress. This can be done in the form of a **discussion of the outcomes of a task**. It aims to strengthen the sense of self-worth and self-confidence.

**Self-check.** Questionnaires are designed to check the ability of students to apply gained knowledge in practice in practical situations. This can be done as an easy established ticking procedure to see whether one is capable and familiar with situations and the skills needed.

**Visual presentation** refers to the expression of ideas about some matters while using visual aids such as visual multimedia.

Visual presentations such as graphs, tables, charts and diagrams bring together the verbal and visual to add another dimension to the information and create a totally new path towards understanding its meaning. A presenter can, therefore, use the visual interpretation of information to maximize the effectiveness by making sure that the elements are presented as clearly as possible.

#### Into action

The PE teacher can monitor and assess the students in order to reveal their contribution to the organization and operation in PE. PE director (student) can also monitor and evaluate his or her subordinates.

**Final observation.** At the end of PE activities.

It seeks to evaluate the skills gained per working place. The PE student is supposed to complete it upon finishing his/her period at the working place. It is used after each job rotation and could be in the form of a **final essay or report**.

**Peer to peer Assessment/ Case study** Is implemented to allow PE students to evaluate each other by the professional approach, teamwork, punctuality, substance skills, presentation skills, self-initiative, reliability to carry out responsibilities etc. Evaluation is carried out by everyone in writing for each specific person with the stated reasoning and from a constructive point of view.

**Learning diary** Describing in the form of an essay the ongoing work of PE here with the focus on what can be done and improved, managing realistic expectations and trying to turn plans and ideas into action steps. This allows keeping track of what has been achieved and if it corresponds to a vision of a sustainable future of the PE. Alternately it could also be done in an audiovisual format such as video. This could be self-evaluating technique monitoring the achievements, or by the PE teacher. It is most suitable for the part into action where the progress and development can be monitored.

### 4.3. RECOMMENDATIONS AND TOOLS FOR INFORMAL SELF-EVALUATION

Student self-assessment occurs when learners assess their own performance. With practice, they learn to:

- objectively reflect on and critically evaluate their own progress and skill development
- identify gaps in their understanding and capabilities
- discern how to improve their performance
- learn independently and think critically.

Use self-assessment to develop the learning skills students will need for professional competence, and to make them aware of and more responsible for their own learning processes.

Sometimes teachers use self-assessment and peer assessment together. For example, they might require students to use a rubric to provide critique on the work of their peers, and then apply the same criteria to their own work. It would not be recommended to use this tool for peer's assessment, as it may inspire unnecessary conflicts instead of cooperation.



There are several challenges which can be observed while organizing self-assessment. Lower performing and less experienced students tend to overestimate their achievements. Students may resist self-assessment, perceiving assessment and grading to be the teacher's job, or having no confidence in their ability to assess themselves. Issues can arise if students' self-assessments are not consistent with peer or staff assessments.

Skilled self-assessment can be as reliable as other forms of assessment, but you must provide students with training and practice if you want results to closely align with other assessors' results. Self-evaluation questions are given in the beginning and after the PE processes are finished.

The following tool is used for the student's self-evaluation. It can be done at the beginning of the PE activities, in the mid-term, and after finishing the whole process. If the student thinks a statement is correct and finds it true, he/she can mark in colour. Finally, it is highly possible that every student will have more statements marked than in the initial stages of the PE.

#### 4.3.1 Ideas and opportunities self-evaluation

Colour the statements which are true about you or which you agree with. It does not matter how many statements you can colour at this point in time. We give you all the statements to show what possibilities you will have while working in PE.

<b>Ideas and opportunities stage competences</b>	<b>Discovering</b>	<b>Exploring</b>	<b>Experimenting</b>	<b>Daring</b>
Spotting opportunities	I can tell the difference between PE departments.	I know that people in different roles are responsible for solving different problems.	I can identify ways how to solve PE problems in alternative ways. I know that different groups may have different needs.	I can take challenges and find opportunities to create value by exploring the environment of PE.
Creativity	I can recognize innovative products and services.  I know that problems are solved in different ways.	I am not afraid to try new ways to solve problems.  I sometimes think that I can improve services and products.	I can solve different problems in PE.  I am not afraid to experiment with different ways to look for solutions to the problems.	I search for unusual solutions to the problems.  I can create new products and improve them.
Vision	I can imagine what I will do in PE.	I can imagine some different PE scenarios.	I can develop alone or with others an	I can develop PE future scenarios and decide which



			inspiring and value creating PE vision	type of vision I would like to contribute to.
Valuing ideas	I can find examples of ideas that have value for PE and its employees.	I can explain how different groups create value in their PE. I can explain how ideas can be shared and protected by certain rights.	I can tell the difference between social, cultural and economic value. I can tell the difference between types of licenses used to protect rights	I can decide which type of value I want to work on.
Ethical and sustainable thinking	I recognize honest and environmentally friendly behaviour.	I can explain the importance of environmentally friendly and honest behaviour.	I can identify practices that are not sustainable and identify the impact that actions will have on various environments.	I choose honest and environmentally friendly decisions and care about the environment.

#### 4.3.2. Resources stage self-evaluation

Colour the statements which are true about you or which you agree with. It does not matter how many statements you can colour at this point in time. We give you all the statements to show what possibilities you will have while working in PE.

Resources stage competences	Discovering	Exploring	Experimenting	Daring
self-awareness and self-efficacy	I know why I came to PE.  I know my individual strengths and weaknesses.  I want to find out about certain positions in PE.	I can describe my individual strengths and weaknesses. I can be accepted to certain positions in PE.  I can explain what responsibilities I will take in PE.	I can describe my individual and my team strengths and weaknesses. I can set the goals and find the best activities that motivate me. I feel self-confident.	I can use my individual and my team strengths and abilities. I want to use my individual and group resources to make solutions. I feel responsible for the goals we reach.



Motivation and perseverance	I want to participate in the PE and take different positions.	I have tried different positions in the PE. I can describe what competencies I am going to maintain and develop in certain positions.	I can overcome simple difficulties. I have found which position in the PE is the best for me.	Some obstacles might even increase my motivation as the goal for me is a challenge. I have found which positions in the PE are the best for me.
Financial and economic literacy	I know the purpose of taxation. I know why we need money.	I can explain simple economic concepts.	I can estimate the cost for my idea implementing. I can use some financial documents.	I can estimate the cost for my idea implementing. I can use financial documents, which I need for PE. I can estimate financial limits.
Mobilizing resources	I know different uses of time (planning, studying, and organizing). I am ready to look for help when having difficulty.	I can describe how resources last longer through reuse, repair and recycling. I can manage time by not wasting it on unnecessary actions.	I can use different combinations of resources. I can describe the concepts of division of labour and job specialization.	I can use different combinations of resources. I can plan how to deal with lack of resources. I can plan activities and use my time effectively.
Mobilizing others	I can provide examples of inspiring communication campaigns.	I can persuade others by providing certain arguments. I can use different methods to reach the audience (posters, videos, role-play).	I can persuade others by providing arguments and evidence for them. I can use different persuasive methods to present my creative ideas.	I can persuade others and difficulties do not discourage me. I can use various tools and methods to communicate value-creating ideas effectively.

#### 4.3.3. Into Action stage self-evaluation

Colour the statements which are true about you or which you agree with. It does not matter how many statements you can colour at this point in time. We give you all the statements to show what possibilities you will have while working in PE.

Into stage competencies	Action	Discovering	Exploring	Experimenting	Daring
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Taking the initiative	I know the general structure of the PE.	I can prepare and fill in some documents and fulfil basic tasks in the PE.	I can fulfil tasks in the PE and propose improvements.	I can propose new ideas (structuring advertising) and stay flexible if there are problems.
Planning and management	I can set personal goals in the PE.	I can work in a certain position in the PE if someone explains and helps me to plan actions.	I can organize and plan my activities in the PE.	I can help others to plan their actions in the PE.
Coping with uncertainty, ambiguity and risk	I can imagine possible risks in the PE	I know that there are risks for failure	I can make risky decisions and correct them during action in progress.	I can handle fast-moving situations and take quick decisions
Working with others	I understand what positions and functions are in the PE.	I can relate with other PE members in a constructive and positive manner.	I can propose various changes and cooperate with other members.	I can organize activities and cooperate while doing the tasks
Learning through experience	I know that different school subject skills are useful to complete the tasks	I can use different skills to complete the tasks and improve while doing.	I can learn from failure and take responsibilities in dealing with problems.	I can discuss and deal with different problems and together with other members find coherent solutions.

#### 4.3.4. Self-assessment tool when rotating

Each student fills in the following form. It can also be used as a part of a formal evaluation and trainer's assessment.

Name and surname .....
Department .....
Role .....
Date .....
Equipment used .....
Functions and tasks developed .....
Reached objectives .....
.....
Difficulties .....

.....  
 SUGGESTIONS .....  
 .....

- |                                     |                                   |                                      |  |                                     |
|-------------------------------------|-----------------------------------|--------------------------------------|--|-------------------------------------|
| <b>application of procedures</b>    | <input type="checkbox"/> wrong    | <input type="checkbox"/> uncertain   | <input type="checkbox"/> sure          | <input type="checkbox"/> autonomous |
| <b>personal attitude</b>            | <input type="checkbox"/> careless | <input type="checkbox"/> absent      | <input type="checkbox"/> participating |                                     |
| <b>relationships with the group</b> | <input type="checkbox"/> negative | <input type="checkbox"/> cooperative | <input type="checkbox"/> indifferent   |                                     |
| <b>department organisation</b>      | <input type="checkbox"/> scarce   | <input type="checkbox"/> sufficient  | <input type="checkbox"/> good          | <input type="checkbox"/> excellent  |

#### 4.4. RECOMMENDATIONS AND TOOLS FOR THE FORMAL EVALUATION

If after the participation in the PE the certificate is issued, the formal assessment of students' competencies and skills should also be conducted. It also can be necessary if the PE established is a part of the school's curriculum. In any case, it is strongly advisable not to use the grades. The part of the formal assessment can be done assessing if the students successfully achieved all the tasks and objectives in their positions in the PE. Only if it is necessary for the formal reports, a teacher can convert students' achievements and put a percentage of the tasks and objectives reached while working in the PE. For example, if a student rotated in all positions and the assessment is enough, good or excellent, the grade can be 9 – 10.

The assessment process can be conducted to assess technical skills and social skills or professional behaviour.

##### 4.4.1. Technical skills assessment

The following assessment tool can be used both for students' self-assessment and trainer's evaluation at the beginning (for entrance skill evaluation) and at the end of PE activities (for progress evaluation).

Thematic area	Skills	skills level evaluation				
		none	scarce	enough	good	excellent
Commercial technics	Sale contract					
	Contract elements understanding (price, package, delivery, payment)					
	Delivery note					
	V.A.T.					
	V.A.T. operations classification					
	Fiscal and invoicing matters					
	Financial management of goods					
	Purchasing economic lot					
	Stocks management					
	Unsold stock management					
	Financial elements					
	Trading with the EU					



Customs items and carriage	The customs and the good circulation within the EU					
	Customs operations and destinations					
	International delivery note					
	Incoterms					
	Economic prohibition					
	Currency control					
	Fiscal treatment of foreign operations					
	Transportation means					
	Export insurance					
	Export financing					
National and international marketing	Concept of marketing					
	Market segmentation and consumers choices					
	Marketing plan					
	Marketing-mix components					
	Product and service planning: life cycle, design, products portfolio					
	Distribution and sale channels					
	The strategy of presentation and promotion (company image, message, fairs)					
	Marketing informative systems					
	Strategies on Marketing					
	Economic indicators (inflation, national debt, deficit)					
	EU and Euro					
	Foreign markets analysis					
	International distribution					
	Product price					
	Promotion in foreign markets					
Financial management						
Accounting and administration	Compulsory corporate books					
	Performances VAT					
	Clients and suppliers accounting					
	The budget and business profits					
	Economic issue					
	Payment means					
	Bank businesses					
	Check of financial counting and risks					
	International means of payment					
	Fiscal and currency aspects					
	The international financial system					
Analytic accounting						
	Remuneration concept and function					



Administration and staff management	Work relationship (establishment, developing, suspension, expiring)					
	Compulsory books					
	Wage and compulsory fiscal contributions					
	Treatment of illness, accidents					
	Social insurance and compulsory fulfilment					
	Expiring contract treatment					
	Fiscal assistance					
	Human resources management					
Enterprise organisation	Organisation definition					
	Organisation typologies					
	Definition and representing ways of organisation					
	Main organising – structural models					
	Organising process					
	Organisation strategies					
Personal preferences. Items and thematic areas can be specified according to your practice enterprise profile						

#### 4.4.2. Skills assessment conducted by trainers

The tool can be used for assessing social and professional behaviour.

Participant name and surname:	
Learning activity:	

#### Social behaviour

Punctuality	Very punctual	Justified and not many absences / rarely in delay	Justified and frequent absences / frequently in delay	Continuous absences / usually in delay
Relationship	Very friendly / good relationship with others	Enough relationship with others / He/she	Not very good relationship with others	Sudden changes of mood / not very friendly

		open to suggestions		
Autonomy and sense of responsibility	Very responsible / able to work alone	Usually he/she works alone but there are not notified mistakes	He/she needs help / some lacks	He/she needs constant help / not very responsible
Spirit of initiative and influenceable status	He/she anticipates the work to do / He/she is able to make others accepting his/her ideas easily	Sometimes he/she takes the initiative	He/she have to be trained step by step / He/she doesn't have initiative	He/she doesn't have initiative / He/she follows the group
Adaptability	He/she integrates easily with group	He/she integrates after a period of adaptation	Some reservations towards group	Usually banished of one's free will

### Professional behaviour

Facility of learning	He/she learns and solves alone some problems	He/she solves daily problems / sometimes he/she asks help	He/she asks often to help, but finds the solutions quickly	The least problem seems without solution
Work quality	Exact work, nearly always perfect	Few mistakes	Few mistakes, but mediocre quality	Lots of mistakes and insufficient quality
Quickness of carrying out	Carrying out very quick	Carrying out in foreseen times	Activity slightly below the average	Very slow
Check of work	He/she checks his/her work spontaneously / he/she diagnoses his/her mistakes	He/she checks his/her work without individualizing all mistakes	He/she checks his/her work rarely, but he/she individualizes his/her mistakes	He/she doesn't check his/her work / he/she doesn't individualize his/her mistakes
Interest in professional role	Curious, fond, / he/she keeps informed and reads up himself/herself	Interested but passive / bashful curiosity	Not too interested, passive / he/she doesn't show curiosity	Not interested / disposed towards refusal



## 5. INSPIRE 7 STRATEGIES AGAINST VIOLENCE IMPLEMENTATION IN PE

It is important to have a shared understanding of the serious and far-reaching consequences of violence against children, as well as the definitions and concepts used in discussing violence against children in INSPIRE. Defining violence against children the INSPIRE package refers to different types of violence against children from birth to the age of 18 years. Different types of violence (maltreatment, punishing, bullying, youth violence, emotional or psychological violence and witnessing violence, restricting a child’s movements, threats and intimidation, discrimination, rejection and other non-physical forms of hostile treatment) can be observed. Witnessing violence can involve forcing a child to observe an act of violence, or the incidental witnessing of violence between two or more other persons. Any of these types of violence may also be directed towards girls and boys because of their sexual orientation and gender identity.

The INSPIRE package represents a way of revitalizing, focusing, and expanding current multisectoral efforts to prevent and respond to violence against children. Our INSPIRE implementation effort aim to ensure a progressively staged and simultaneous approach by PE method, and implement intervention from each of the seven strategies.

Evidence and experience suggest that efforts to implement the INSPIRE strategies may be more likely to have the intended impact when they are integrated into national or district-level education policy, curricula, and teacher training, take a “whole school” perspective and seek changes in school culture, encourage reflection and consciousness-raising on gender norms, engage school governing boards, teachers and staff in critical reflection on their values, beliefs, and experiences related to violence in school, train teachers and staff in positive discipline and interaction with students, and in providing first line response to children who experience or are at risk of violence, are adapted to a local cultural context, encourage and facilitate children’s participation in adapting or implementing programmes and leading activities.

The INSPIRE strategies can help PE students to build resilience and avoid experiencing or perpetrating violence or bullying in the future. The importance of having child protection, health and legal services in PE highlighted by the evidence-based approaches is obvious.

Evidence-based approaches of 7 INSPIRE strategies implementation in PE

Strategy	Aim	Actions, tasks, examples
<b>Implementation and enforcement of laws</b>	To know the laws, regulating violence in order to predict and avoid any forms of students’ inappropriate behavior.	To look for laws, resources and introduce the essence to each other in the PE classroom.
<b>Norms and values</b>	To strengthen norms and values that support non-violent, respectful, nurturing, and positive and gender equitable relationships for all participants.	To create general PE operation rules based on proper behavior, relationship, communication, cooperation, respect, etc. To create PE promotional material with stories of success of students who have changed their attitude and motivation to study due to their training in a PE. For example: early school leavers.



<b>Safe environments</b>	To ensure save environment in PE.	To prepare specific premises looking like an open business office with friendly workplaces for each person. To create such tasks that would encourage students to help each other and work together in a team.
<b>Parental and caregiver support</b>	To make a positive impact and form an attractive image of the school and to involve parents and caregivers into various PE activities.	To organize meetings with parents and caregivers with the main aim to establish effective communication with their children. To invite parents to present their business experience, other achievements. To organize common activities, for example – exhibitions of students’ created advertisements, catalogues, booklets and other materials, organize open PE days, various celebrations.
<b>Income and economic strengthening</b>	To provide and develop PE students’ business insights, hands-on knowledge and expectations of the workplace and the economy.	To organize daily work in PE departments (personnel, administration and commerce) according to job descriptions. To prepare tasks oriented to search and use of income and economic knowledge. To organize students’ participation and learning to trade in national, international, online PE trade fairs and competitions.
<b>Response and support services</b>	To help young people to understand their own strengths, talents, different learning options.	To prepare different strategies to evaluate progress, motivate and stimulate student according to individual needs. To create tools for students’ feedback collection and provision. To teach students on how to evaluate own and team progress and achievements.
<b>Education and life skills</b>	To apply learning by doing, learning by mistakes, integrated learning, learning from each other experience, games-oriented and also other active methods in PE activities.	To prepare different tasks fostering life-skills such as: <ul style="list-style-type: none"> <li>• problem-solving (for example: mistakes in documentation, insufficient funds, distribution of tasks in case of absence of team member, etc.)</li> <li>• critical thinking (for example: debates; risk mitigation measures in different activities, etc.)</li> <li>• communication (e-mails, correspondence, phone calls, oral presentations to PE team members, school community, parents, other practice enterprises, etc.)</li> <li>• creativity (for example: creation of presentations, catalogues, advertising material, business ideas, etc.)</li> <li>• interpersonal relations (for example: help and advises to each other while</li> </ul>



		<p>exchanging departments, help to learn and consultations in a group, ability to hear another idea and to agree on best one, etc.)</p> <p>To prepare methods to cope with emotions and crises.</p>
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## RECOURSES

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