

**nes**

NETWORK  
OF ENTREPRENEURIAL  
SCHOOLS

ZERO TO ONE | PETER THIEL

EGO IS THE ENEMY RYAN HOLIDAY P

# **SCALE OF REFERENCE**

## ENTREPRENEURIAL SCHOOL

---

Network of Entrepreneurial Schools | June.2019

# ENTREPRENEURIAL SCHOOL

## *Scale of Reference*

---

The Scale of reference for an Entrepreneurial Schools is a self-assessment practical tool that can be used as a reference for schools wishing to understand how they promote innovation and foster an entrepreneurial mindset in the school ecosystem.

# ENTREPRENEURIAL SCHOOL

## *Scale of Reference*

---

For this self assessment tool the school universe is divided into five dimensions:

School Context;

Learnings;

Stakeholders Involvement;

School Governance;

Inclusion/ Diversity.



# ENTREPRENEURIAL SCHOOL

## *Scale of Reference*

---

### **SCHOOL CONTEXT**

The school must have an entrepreneurship education policy integrated into the School Vision and Mission, communicated to the entire educational community, and allocate specific resources to encourage and support entrepreneurship education.



# ENTREPRENEURIAL SCHOOL

## *Scale of Reference*

---

### **LEARNINGS**

Schools, as learning ecosystems, must promote and encourage that all school actors have the competences that allow them to intervene in the society.



# ENTREPRENEURIAL SCHOOL

*Scale of Reference*

---

## **STAKEHOLDERS INVOLVEMENT**

To ensure the well-being and success of a school and its students, a committed stakeholder network and cooperation among all members must be ensured.



# ENTREPRENEURIAL SCHOOL

*Scale of Reference*

---

## **SCHOOL GOVERNANCE**

In order to ensure a school that promotes an entrepreneurial culture within the school, the existence of a governance model capable of ensuring and guaranteeing the integrated management of an entire educational action is fundamental.



# ENTREPRENEURIAL SCHOOL

## *Scale of Reference*

---

### **INCLUSION | DIVERSITY**

A culture of entrepreneurship should respect and value the diversity within the school community. Special attention should be given to social entrepreneurship, as the school also has a mission to train agents of social transformation.



# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | SCHOOL CONTEXT

---

CRITERIA	
SCHOOL POLICY	
<b>01</b>	There's a school a policy for entrepreneurship education
<b>02</b>	The school has its own concept developed for entrepreneurship education
<b>03</b>	The concept is understood by the different actors of the school community
<b>04</b>	Entrepreneurship and the promotion of an entrepreneurial attitude is referenced in the different school documents
<b>05</b>	Entrepreneurship is part of the school development plan
<b>06</b>	The school vision for entrepreneurship is communicated to all students, staff and the wider community

# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | SCHOOL CONTEXT

---

CRITERIA	
<b>SCHOOL ENGAGEMENT</b>	
<b>07</b>	School actors have the opportunity develop their entrepreneurial attitude (identify needs, problems or opportunities and present solutions, having also the opportunity to implement them)
<b>08</b>	The school encourages all different actors to have an entrepreneurial attitude
<b>09</b>	The school is open to the presentation and implementation of innovative solutions in different areas of school life



# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | SCHOOL CONTEXT

---

CRITERIA	
<b>SCHOOL RESOURCES</b>	
<b>10</b>	The school allocates specific resources to encourage and support entrepreneurship education programs
<b>11</b>	The school allocates specific resources to support entrepreneurship initiatives by the different school actors
<b>12</b>	The school allocates time from the normal curriculum for entrepreneurship education activities
<b>13</b>	There's a specific budget identified and allocated to support entrepreneurship activities by the students, teachers or school staff

# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | SCHOOL CONTEXT

---

CRITERIA	
<b>SCHOOL PARTICIPATION</b>	
<b>14</b>	Different actors are regularly called upon to come up with solutions to the school's daily challenges.
<b>15</b>	Different actors are called to contribute to the strategic planning of the school
<b>16</b>	The school in its strategy promotes interdisciplinarity teams

# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | LEARNINGS

---

CRITERIA	
METHODS AND METHODOLOGIES	
<b>01</b>	The methodology of the entrepreneurial activities are people (learner) centred
<b>02</b>	Entrepreneurship activities are adequately varied to allow for the preferred learning styles of different actors
<b>03</b>	The entrepreneurship activities have a practical dimension involving learners participation.
<b>04</b>	Entrepreneurship activities have an interdisciplinary dimension.
<b>05</b>	Activities are based on a project-based learning; experimental learning
<b>06</b>	Activities are developed outside the classroom or school, promoting the contact with local community or with businesses

# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | LEARNINGS

---

CRITERIA	
LEARNING OUTCOMES	
<b>07</b>	School promotes activities that requires decision-making skills
<b>08</b>	School promotes activities that requires to apply problem-solving skills
<b>09</b>	School promotes activities that requires to work as part of a team
<b>10</b>	School promotes activities which allow involvement in 'supported' risk-taking and incorporate the possibility of failure
<b>11</b>	School promotes activities which provide opportunities for learning about personal finance and develop financial capability
<b>12</b>	School promotes activities related to the development of communication, and IT skills?
<b>13</b>	The school promotes initiatives that develop entrepreneurial knowledge (knowing the entrepreneurial process; how to evaluate opportunities, the role of entrepreneurs in society, understand how goods and services are produced and provided)
<b>14</b>	The school promotes initiatives that promote entrepreneurial skills (creativity, planning, financial literacy, resource management, uncertainty / risk management, teamwork)
<b>15</b>	The school promotes initiatives that promote entrepreneurial attitudes (self-confidence and a sense of initiative)

# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | LEARNINGS

---

### CRITERIA

#### LEARNING ASSESMENT

- 16** Learning are regularly reviewed, assessed and recorded
- 17** There's a clear identification of the knowledge and skills to be developed and how learning is assessed
- 18** Learners organizes and have access to a portfolio with the learning outcomes
- 19** Learners are actively involved in the assessment of their learning
- 20** There are mechanisms and documents where learners can record their experiences and learnings.



# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | STAKEHOLDERS INVOLVEMENT

CRITERIA	
<b>EXTERNAL PARTNERS</b>	
<b>01</b>	School cooperate with external partners (Companies; Civil Society Organizations)
<b>02</b>	External Partners are invited to develop their activities inside the school
<b>03</b>	School Community is challenged to solve problems of external partners or to research about their activity
<b>04</b>	External partners are invited to share their activity and experience
<b>05</b>	External partners are involved as tutors or mentors in the entrepreneurship education projects
<b>06</b>	Parents are invited to develop activities in the school and in the classroom
<b>07</b>	Parents and external partners are invited to participate in the entrepreneurship initiatives promoted by the students and/ or teachers
<b>08</b>	School students and teachers are challenged to visit local organizations (Companies and Civil Society Organizations)
<b>09</b>	Students, Teachers and Staff are challenged to work together and to solve problems together

# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | STAKEHOLDERS INVOLVEMENT

CRITERIA	
<b>RELATIONS WITH THE INTERNATIONAL AND GLOBAL COMMUNITY</b>	
<b>10</b>	The school organizes, together with civil society, international activities
<b>11</b>	Students, teachers and staff have the opportunity to participate in international activities
<b>12</b>	The school is part of international networks or has international partners with whom actively develops activities
<b>COMMUNICATION</b>	
<b>13</b>	There's specific channels for communicating with all stakeholders about entrepreneurship education (meetings, notices, newsletters, etc.)
<b>14</b>	School's vision and purpose for entrepreneurial activities are fully explained to all stakeholders, whenever they are involved in such activities
<b>15</b>	All stakeholders are briefed before the entrepreneurship activity and are aware of the aims and objectives of particular programmes

# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | GOVERNANCE

---

### CRITERIA

#### GOVERNANCE MODEL

- 01** The school has an entrepreneurship education coordinator.
- 02** There's a specific job description and objectives defined for the coordinator.
- 03** The coordinator is clearly identified, and his role is accepted and recognized throughout the school.
- 04** The coordinator involves in his planning the contributions of the different school actor and the needs of each of them



# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | GOVERNANCE

---

### CRITERIA

#### GOVERNANCE MINDSET

- 05** The knowledge and experience is shared across the organization
- 06** The school coordinator empower people to make their own decisions whenever they can
- 07** School actors are encouraged to look for new opportunities and rewarded when they are identified
- 08** People are encouraged to think big and to do things differently
- 09** A genuine debate is encouraged and welcomed
- 10** Decisions are made quickly and once they are made can they be acted on quickly



# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | GOVERNANCE

---

CRITERIA	
EVALUATION	
<b>11</b>	All entrepreneurship activities are evaluated and results are shared
<b>12</b>	Entrepreneurship activities evaluation have reporting documents
<b>13</b>	The entrepreneurship evaluation evidences provides a specific contribution to the school's self evaluation process
<b>14</b>	Entrepreneurship activities are disseminated with outside community
<b>15</b>	The school undertake a systematic monitoring results of the entrepreneurship initiatives



# ENTREPRENEURIAL SCHOOL

*SCALE OF REFERENCE | INCLUSION | DIVERSITY*

---

CRITERIA	
<b>ENTREPRENEURSHIP CURRICULUM</b>	
<b>01</b>	People are encouraged to consider and reflect on moral and ethical issues in any entrepreneurship activity
<b>02</b>	The curriculum includes subjects and activities that address the issues of Inclusion, Human Rights, Social Entrepreneurship and Social Economy
<b>03</b>	Diversity is valued in the Entrepreneurship Education programs
<b>04</b>	On the Entrepreneurship Curriculum there's a special topic about SDG - Sustainable Development Goals
<b>05</b>	Entrepreneurship activities promote experiential learning and learning by doing activities, enabling the various actors in the school community to deepen their knowledge of different needs and lifestyles by promoting relationships and intercultural learning



# ENTREPRENEURIAL SCHOOL

*SCALE OF REFERENCE | INCLUSION | DIVERSITY*

---

CRITERIA	
<b>LEARNERS INCLUSION</b>	
<b>06</b>	The curriculum is developed taking into account the different social, economic and cultural contexts of students and other actors in the school community
<b>07</b>	All spaces where activities are developed are accessible for people with reduced mobility
<b>08</b>	Entrepreneurship activities have a multidisciplinary team that supports learners and families in addressing specific learning needs
<b>EVALUATION</b>	
<b>09</b>	The school ensures that the entrepreneurial activities with and in the community accommodate the specific needs of all participants
<b>10</b>	The school supports minority groups to participate and organize entrepreneurship activities with and for the community

# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | ANALIZING RESULTS

	CRITERIA	STUDENTS	TEACHERS	STAFF	PARENTS	TOTAL
<b>01</b>	SCHOOL CONTEXT	/16	/16	/16	/16	/64
<b>02</b>	LEARNINGS	/20	/20	/20	/20	/80
<b>03</b>	STAKEHOLDERS INVOLMENT	/15	/15	/15	/15	/60
<b>04</b>	GOVERNANCE	/15	/15	/15	/15	/60
<b>05</b>	INCLUSION/ DIVERSITY	/10	/10	/10	/10	/40
	TOTAL	/76	/76	/76	/76	/304

# ENTREPRENEURIAL SCHOOL

## SCALE OF REFERENCE | ANALIZING RESULTS

---

### START UP LEVEL

VALUES BETWEEN 0 - 75

The school needs to work hard to promote an entrepreneurial attitude among all community actors in the different dimensions.

Reflect and research about the importance of promoting an entrepreneurial attitude and how its important to add value to different school actors and community.

### ENTREPRENEUR LEVEL

VALUES BETWEEN 76 - 200

The school has already taken some steps towards promoting an entrepreneurial attitude among all community actors in the different dimensions

Why not create a working group that will start strengthening and systematize these practices?

### SCALE UP LEVEL

VALUES BETWEEN 200 - 304

The school has been taking solid and continuous steps towards to implement an entrepreneurial mindset at school and involving all school community.

Entrepreneurship and an Entrepreneurial Attitude is part of the school culture and should be communicated as an inspiring practice.



**nes**

NETWORK  
OF ENTREPRENEURIAL  
SCHOOLS