

ENTREPRENEURSHIP AND BUSINESS CREATION

20 VIEWS



AN

**ENTREPRENEURIAL**

**ROADMAP**



Agence  
pour l'Entreprise  
& l'Innovation

## Foreword

This booklet, and the accompanying cards deals with the Entrepreneurial School.

The theme of the Entrepreneurial School has been in the center of our annual project calls for projects since September 2012. We felt that a number of secondary education institutions or Higher Education institutions, with whom we collaborated regularly had characteristics (practices, strategies, functioning) which favored a structural and dynamic presence of entrepreneurship. The latter was considered as a future support for their learners.

What were these characteristics? Was it possible to point guidelines out for any schools who was eager to start or deepen their practices?

Three project calls later, and after observing some sixty different achievements, we can propose today our vision in this tool titled "20 Views, an entrepreneurial roadmap ". This one obviously was inspired by the telling on the subject of various more or less similar initiatives, including those from the EU.

So, you will find, along with this explanatory brochure, our twenty glances characterizing the Entrepreneurial School. They are illustrated by testimonials gathered by the end of 2014 (huge thanks to those who shared their experiences). Those cards show you moments of reflection, presented according to four approaches which we have specifically decided to focus on.

Our wish, in proposing this tool, is that, in your roles (headmaster, teacher, Entrepreneurial reference person or learner) you question your current practices and that you can start a journey to integrate more intimately, more consciously, the characteristics of the Entrepreneurial School within your institution.

We are at your disposal to support you in the integration of the various recommendations found in this tool. We can offer you to take part in one of our training sessions built around these 20 views.

Please, do not hesitate to give us your feedback.

## FINANCIAL SUPPORT

The dissemination of "20 views, an entrepreneurial road map" is based on Wallonia's funding mobilized by the Agence pour l'Entreprise & l'Innovation (AEI) to develop entrepreneurial education, in addition to the support of the European Social Fund (ESF) .

The ESF is the main EU institution devoted to the development of human resources and the improvement of labor market mechanisms. It aims at reducing unemployment by facilitating access to the labor market through the promotion of equal opportunities, encouragement of job creation and assistance in the reinforcement of professional skills and qualifications.

For the period 2014-2020, the AEI has been approved throughout Wallonia to carry out a project of "Continuous training of teachers to entrepreneurship"

The survey of teachers' vision of entrepreneurship carried out in 2011 - already co-funded by the ESF in a previous project - had indeed indicated that if teachers understood the theme of Entrepreneurship globally, and approved the fact that it is being taught, they also asked to be better trained in this field.



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The aim of the AEI project is therefore to structure, increase and reinforce the provision of training for teachers in the broadest sense (headmasters, teachers, students in pedagogical training, school inspectors, seconded teachers) as well as the capacity to support the implementation of an entrepreneurial pedagogy.

In substance, training will be tackled in terms of entrepreneurship, entrepreneurial pedagogy related to project pedagogy, entrepreneurial attitudes, entrepreneurial skills, creative techniques ...

Practically, "Entrepreneurship Workshops", "Entrepreneurial Pedagogy Laboratories" and "Marathons of Entrepreneurship" will be proposed; each of which is dedicated to specific progress.



Avec le soutien du Fonds social européen

## AEI AND ENTREPRENEURSHIP PLAN 3.15

The L'Agence pour l'Entreprise & l'Innovation (AEI) is the structure set up to provide efficient support and support services for the economic, technological and digital development of Wallonia. It structures, leads and assesses a network of operators. The Agency promotes entrepreneurship, growth, innovation and the digital transition in Wallonia, notably through its branch office, the Agence du Numérique.

The dissemination of "20 views, an entrepreneurial road map" is a major part in the implementation of the "ENTREPRENEURSHIP PLAN 3.15" : 3 axes, 15 levers for entrepreneurs' generations" developed by the AEI to stimulate among young people in Wallonia.

With this strategy, the AEI aims to develop, overall, the entrepreneurial spirit of young people in Wallonia; and in a specific way, to promote the creation of activities among them. The strategy has three main work axes :

- **SUPPORTING ENTREPRENEURIAL EDUCATION:** going on with and intensifying collaboration with the Education system, aiming at Entrepreneurial Education which focus on Entrepreneurship, i.e. the eighth key competence of lifelong learning<sup>1</sup>;
- **INVESTING ON THE FUTURE NEXT ENTREPRENEURS:** proposing to many young people the opportunity to deepen their entrepreneurial profile. It is a matter of offering training or even support activities rather than awareness-raising activities. These are organized primarily in higher education;
- **INCREASING ENTREPRENEURIAL ACTUAL TAKING ACTION AND KEEPING THE SPARK:** to support the creation or takeover of companies by young people at the end of their educational path and to keep the entrepreneurial spark of young people during the first years of their working life.

<sup>1</sup> [http://europa.eu/legislation\\_summaries/education\\_training\\_youth/lifelong\\_learning/c11090\\_fr.htm](http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_fr.htm)

# THE TOOL, ITS COMPONENTS, ITS USE

The tool "20 views, an entrepreneurial roadmap" allows you to reflect on the entrepreneurial dimension of your school and to structure your actions through its three components:

## 20 CARDS, INSPIRED BY CONCRETE EXPERIENCES

Written from the observation of the practices in a large number of school institutions and, illustrated by inspiring testimonials, these cards are linked to the reality of the schools and of their stakeholders.

## A DIAGRAM SHOWING A CLEAR AND INSTANT POSITION

The diagnosis should be seen as a snapshot. It allows schools to find reflection tracks and to identify their progress levers.

## AN ENTREPRENEURIAL ROADMAP

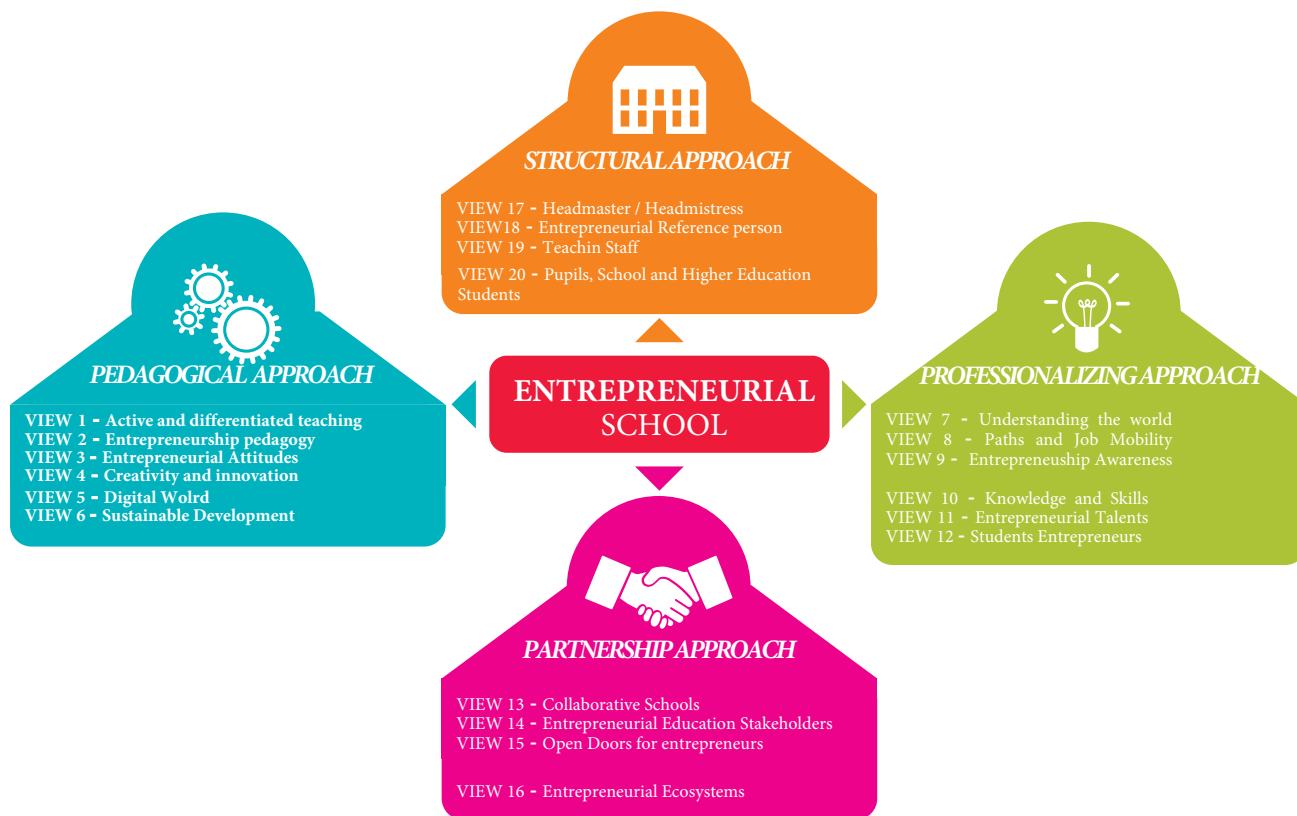
As a reflection of an entrepreneurial ambition focusing on the future, the road map, thus completing a document strategy, is used as a reference for concrete actions within the institution and with stakeholders.

## HOW TO USE THIS TOOL?

1. Identify a group of people to start and lead the reflection;
2. Discover the twenty views: they are reflective and inspiring;
3. Disseminate them within the institution in order to deepen their reading;
4. Establish your diagnosis using eighty assertions;
5. Define your action plan;
6. Translate this action plan into a road map, planning your future achievements

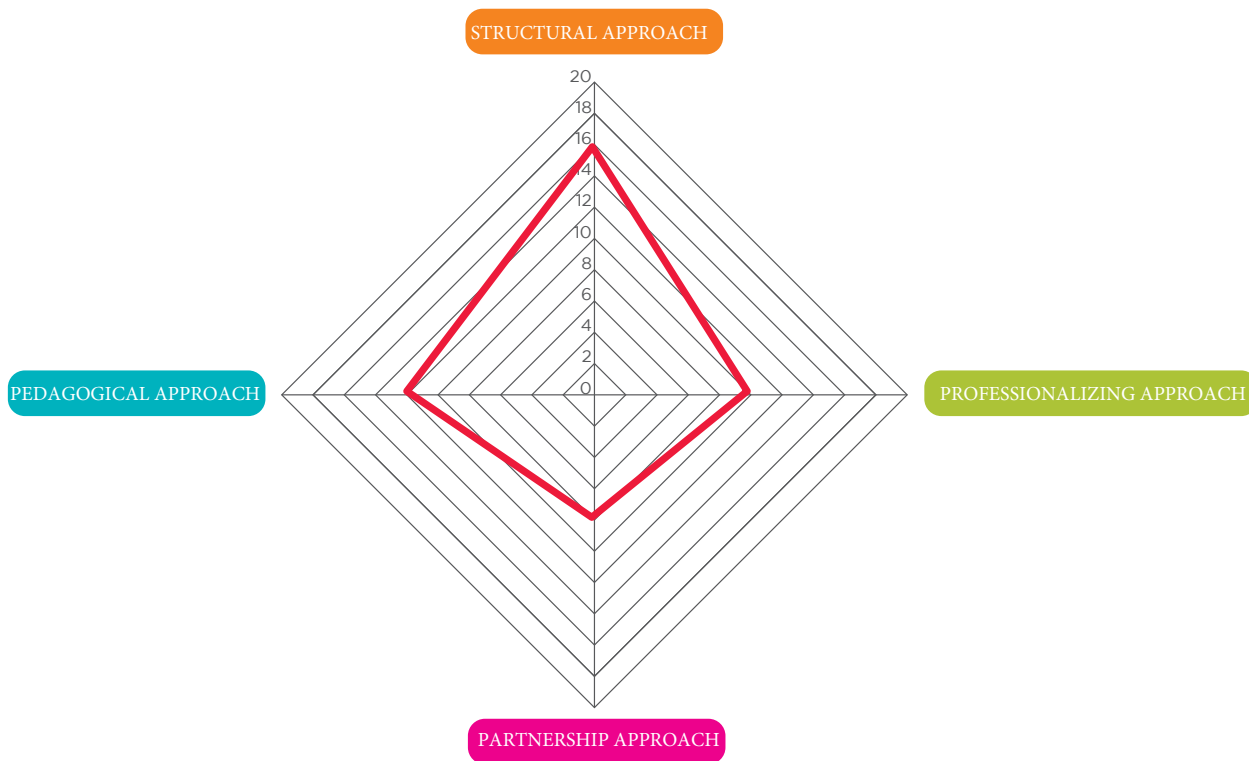
## A 360° APPROACH

Our reflections have highlighted many factors that shape the presence of the entrepreneurship, in the wide sense, in education. We have kept twenty of them, indeed their articulation around four approaches allows us to obtain a 360 ° vision of the entrepreneurial school.



# SNAPSHOT

The 20 themes that deals with the 4 dimensions of the Entrepreneurial School allow you to draw a diagram as the following:



Based on self-assessment of your position with respect to eighty assertions, it will allow you to estimate the entrepreneurial profile of your institution.

It will then allow to, depending on the objectives and specific means of your institution, choose and concentrate on a specific dimension, sometimes on several approaches simultaneously.

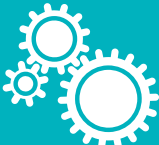
## 4 APPROACHES, 4 PILLARS

In order for the "20 views, an entrepreneurial roadmap" tool to offer twenty files, a choice has been made as to gather them around four approaches, four true pillars of a entrepreneurial strategy.



STRUCTURAL  
APPROACH

In order for an entrepreneurial school to get its learners to develop into a true and profound dynamic of change, it needs, upstream, support and a solid and enthusiastic structure. A motivated and committed leadership is the first ingredient to federate and encourage the team. A proactive teaching team is, of course, a major asset to accompany students. And an entrepreneurship reference person (or team) that ensures the coherence, dynamics and visibility of the various actions carried out in the school makes it possible to promote the integration of entrepreneurship in school life.



PEDAGOGICAL  
APPROACH

An entrepreneurial school practices active and differentiated teaching methods. The learner is the main actor in his learning in the broadest sense. The institution places him in concrete situations (projects) that give meaning to experiential, collaborative, reflective and empowering learning. It prepares him to become an actor of change capable of making informed choices. Teachers act as coaches, enabling learners to actively mobilize entrepreneurial knowledge and attitudes such as creativity, sense of responsibility, initiative, team spirit, perseverance and self-confidence.



## 4 APPROACHES WITH EQUAL VALUES!

The four approaches of the tool "20 views, an entrepreneurial roadmap" are to be considered with an attitude of neutrality. Indeed, these four dimensions are of equal value. In addition, an entrepreneurial school profile does not require a maximum score on each of the four axes.

On the contrary, the results of the test and the possible "weaknesses" must, above all, be seen as tracks of development. From these tracks, everyone can build their own road map.

Learners must put their actions in the light of the world surrounding them in a critical and enlightened way. This is why the entrepreneurial school seeks to provide them with an opening to this changing environment. Through awareness and guidance, it gives them the opportunity - as soon as possible - to think about the place they'd like to earn later, and to start building their career path from their strengths and aspirations. Entrepreneurial talents receive special attention: they are stimulated and cultivated.



PROFESSIONALIZING  
APPROACH

Synergies are essential to building entrepreneurial schools. As driving forces in their region, those schools are connected to their socio-economic environment. This connection is realized through pedagogical partnerships with other institutions, thus allowing the pooling of needs and means of action. By developing close links with the entrepreneurial world and the entire entrepreneurial ecosystem, these exchanges make students learning more concrete.



PARTNERSHIP  
APPROACH

## ROAD MAP

The reflexive work, initiated on the basis of the 20 views in the annexed sheets, will find its full meaning in the development and implementation by schools of a multi-annual action program, set out in an "entrepreneurial roadmap".

We suggest you to write:

- a document presenting the institution's strategy on a global level, then on a per-axis basis, and finally on a card-by-card basis;
- a synthesis table summarizing the operational responses to the recommendations from each of the sheets and then verifying the actual implementation of the planned actions.

The strategic document will present a general part followed by four parts dedicated to the four approaches.

### **The first part gathers the cross-cutting elements of your entrepreneurial school:**

- Is a comprehensive document prepared? Is it synthesized, for a good understanding, by all the stakeholders? Is it linked to the other strategic documents organizing the life of the institution?
- How was it written? With what consultation level? Is it validated in any way? Have parents and the outside world been involved?
- Has particular attention been paid to the learners themselves so that they understand this choice and can make it as their own?
- What is the result of the institution's self-assessment?
- Depending on the nature and reality of the institution, what are the overall objectives defined? Are they related to some of the four axes? To which extent can the institution look ahead?
- Which means for assessing progress will be used?
- Will the strategy have an "Accompanying Committee"? Who will be the members?

**Four parts, one for each axis, outline, for each "view", the concrete actions to be implemented.**

We propose you to start with the structural approach, setting responsibilities, then to pursue with pedagogical and professionalizing approaches, and to close with the partnership approach.

What elements should be proposed for each approach? As a general rule, we suggest you to gather the following information for each record:

- Who is responsible for the card? On whom does he rely? To whom does he refer? What are the means of action for this mission with responsibility?
  - What are the means of implementation? Are those existing or additional means? Should resources be sought inside or outside the institution?
  - What is the current overall situation? Did the reading of this tool reveal actions that were already implemented?
  - What is the vision? What are the expected results on these different projections?
- in the short run (current year, next year)?
  - in the medium run(2, 3 years)?
  - in the long run (5, 6 years)?

- What concrete actions are planned?
  - how (experiential project, meeting, training, visit)?
  - for which targets (teachers / learners)?
  - with which partners (internal / external)?

**We wish you a very pleasant discovery of this tool "20 views, an entrepreneurial roadmap" and hope to collaborate with you in the various phases of implementation.**



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# ACTIVE AND DIFFERENTIATED TEACHING

Active and differentiated teaching puts learners in concrete situations of learning. These situations have implications in the lives of learners and give meaning to learning.

After identifying the objectives to be achieved for the whole group, the teacher develops teaching strategies adapted to each one. It then guides the learners towards more autonomy and leads them to excel. It values each of them according to their qualities.



## YOUR PRACTICES

- What role do you give to know-how-to-be in your teaching?
- How do you integrate your learners' proposals?
- Do you put your learners in real, even complex conditions?
- What are the examples of active pedagogy in your institution?
- Is differentiated teaching a part of your teaching strategies?
- Do you put your learners in a collaborative work situation?
- Do you take your learners out of the traditional learning environment?
- How do you plan to change your teaching practices?
- How are your evaluation methods used for learning?

## TESTIMONY

**Nathalie Heymans teaches French at the AR Riva-Bella in Braine-l'Alleud. In this school, students work in project-themed classes, from January to June.**

"The project always starts in French classes. We analyze a book and start learning on a theme all together. Then, we go with its exploration during workshops in geography, math, sciences, physical education, music, drawing ... This can lead to a writing exercise, both individually and collectively. One of the first projects was built on the basis of a student request. The latter wished to improve his reading skills and have the tale 'Le petit prince' discovered by others. "

"Young people work with their classmates, but also with pupils from other study levels. An atmosphere of peaceful and constructive work has collaboration become obvious. Young people help each other spontaneously and work easily in teams. The important thing is to put each of them forward according to their assets, and then having them contribute for the community. "

"Very quickly, our students are in a situation of autonomy. They enrich the project with their research and personal reflections which are increasingly relevant. This may also provide an opportunity for extra-muros, interviews, meetings with authors, disciplinary workshops; situations of tutoring ... Students determine their own role in the project. They are actors, makers. We, the teachers, are here to guide them. These scenarios lead them to take a step back from themselves and from their learning. They reflect on their know-how-to-be and their needs. They seek solutions to achieve their objective. "

"Every year our projects are bigger and involve more people. The finality of the latest project was the creation of a show at the Cultural Centre of Braine-l'Alleud. It was a magnificent moment! When the pupil feels valued, he is capable of great things and knowledge flow in naturally. "

## ISSUES

Active and differentiated teaching implements teaching means and methods, in order to allow learners with diverse profiles but grouped together in the same team or same class, to pursue common objectives while varying learning.

A school that practices an active and differentiated teaching promotes the learning of knowledge, know-how-to-be and entrepreneurial know-how. The learner, at the center of his concerns, is himself an actor of his learning.

The school creates the conditions for autonomy:

- an environment where information, methods, exchanges and collaborations never lack;
- activities that are varied and close to real life;
- methods adapted to the needs encountered.

The role of the teaching team is essential to:

- integrate learners' proposals;
- valorize their know-how and know-how-to-be, as well as their actions;
- pooling differences in order to develop the spirit of collaboration.



# ENTREPRENEURSHIP PEDAGOGY

Beyond the active and differentiated teaching aspects, the entrepreneurial learning process is responsible, cooperative, reflexive and experiential.

Project implementation within this pedagogy aims to innovate and lead actions to create goods, services, events which have some value in the environment because they respond to some needs.

For the school, this implies a change of paradigm. Those who took that step confirm it: the result is worth the effort.



## YOUR PRACTICES

- Do you use entrepreneurial pedagogy?
- Which courses are best suited for this type of pedagogy?
- How do you get learners to be truly actors?
- What motivates you to adapt your teaching methodology?
- What should you change or keep in your current methodology to start up active practices and constructive learning?
- How do you check that the process is implemented correctly? How do you deal with weaknesses?
- How do you evaluate the skills acquired through these entrepreneurial practices?
- How do you value students' entrepreneurial attitudes?

## TESTIMONY

Lut Vandeveldel has been teaching for 20 years at the "Collège Saint-Guibert" in Gembloux, in one of the vocational study programs: salesperson. Her experience has led to a radical change in teaching methods.

It was the practice that led me to entrepreneurship pedagogy. Much more than management hints, my students have a huge need to gain more self-confidence. However, classical classroom learning did not allow me to achieve this goal; it often lacked meaning for them. Today, every time I start a chapter, I wonder how to link it to reality. A project is great to give meaning to learning!

My teaching practice gives better results if I start with a project with the students and I create connections with them. They participate in a day of 'team building' at the very beginning of the school year, because it is in this moment that the team must be unified, not in June! For example, the students have had the opportunity to meet Eric Domb, the boss of Pairi Daiza. One of his messages was: 'If you have a dream, go for it, believe in you!' 'At that time, you could really see sparks in their eyes!

For several years, we have organized a fashion challenge for Télévie (a TV charity show), which mobilizes teachers and students in the whole school, of any grades or subjects. Students are also involved in mini-projects, such as a healthy snack shop set up after a market study they have carried out. This are opportunities to practice the theory learned during classes!

We adapt to the students .When they are blocked by a decision to take or conflicts, we prefer to let them try to take their responsibility, and we are limiting our response to emergencies. We evaluate everything, with a grid that must 'stick' to the reality of each project. The results are not so essential. The motivation and their attitude, rules respect, perseverance, punctuality, resourcefulness ... all these elements are sometimes the subject of fierce discussions with the students, but it is very formative. And I can see that when you have a project, there is very little school truancy. This is a very revealing success indicator!

## ISSUES

The learner is able to act and take responsibility if he is asked to act in a situation where he has to make choices, or when he has to act facing a complex situation, mobilizing knowledge and skills. Learning becomes empowering, cooperative, reflective and experiential.

The entrepreneurial school leads to a paradigm shift:

- On the one hand, the teacher becomes a coach rather than a teacher. He goes along with the students, he helps them increase self-confidence, he promotes their autonomy and collaboration.
- On the other hand, the learning process and the efforts made are oriented towards the transversality and the concrete realization of a project that makes sense, in other words, actions starting from learners and related to the reality of life. In this context, the evaluation also adapts to the reality of each project.

With an entrepreneurial pedagogy, learners become true stakeholders in their surrounding world. They have the will to learn and to undertake. As they are motivated, they are willing to enhance novelty and changes, in line with their environment.

## ENTREPRENEURIAL ATTITUDES

Beyond subject skills, of transversal skills - "softskills - are essentially acquired on spot or in action.

More precisely, six of them: sense of responsibilities, initiative spirit, creativity, perseverance, team spirit and self-confidence are precisely in the heart of entrepreneurial pedagogy. These are the "entrepreneurial attitudes".

The entrepreneurial school allows learners to develop them by becoming the actors of their learning.



## YOUR PRACTICES

- Have learners developed a sense of responsibility? Have they taken up their own commitments and / or what it was decided with the team, the group?
- Have they had the opportunity to show initiative?
- Have they developed their ability to interact with others?
- Have they managed to complete the project?
- Has participation in a project had a positive impact on the way learners see themselves? Were they proud of their accomplishments?
- Have they used their knowledge and skills to cope with the unexpected? Have they imagined ideas or new solutions?
- Have they been able to draw lessons from possible disappointments?

## TESTIMONY

Baptiste Coppens is a Theology moral teacher at the Royal Athenee of Mons. By launching a school diary, he inspired his pupils with a positive dynamic, arousing young people's proudness from the teachers' team.

“Student participation in the school newspaper project is all the more meritorious because it is now based on the team. For example, it was decided to sell 'The Rapporteur' and to go outside the school so that it becomes more a newspaper of the pupils of Mons. Indeed, its economic survival depends solely on our recipes. Having constraints makes the project more interesting. This leads to autonomy and sense of responsibility, even if it requires some investment.”

“Our editorial board consists of different talented people. Some have things to say but they do not necessarily know how to write well. Thanks to the team, we can improve things together. Relating to what the school is supposed to bring them, the effects are very positive. Students develop their creativity and their spirit of initiative, whereas usually, they are subject to compliance requirements. The paper as a whole is the fulfilment of their ideas.”

“One of the main challenges for students is to understand that ideas are good, but to achieve them is something else ! Here, they are involved in reality. This project leads them to invent solutions and to overcome criticisms and obstacles. For example, having to work in addition to courses without them getting rewards from it, if not the satisfaction of the well done job. The pupils are very proud. This can be seen on the way they get involved.”

## ISSUES

The entrepreneurial school stimulates and develops six entrepreneurial attitudes: self-confidence, creativity, spirit of initiative, team spirit, sense of responsibility and perseverance; all attitudes among the "soft skills" that make the action effective.

These entrepreneurial attitudes are all the more essential for the future of learners mobilization that these capacities enable them to achieve the goals they pursue.

Learners:

- work towards a common goal;
- develop their capacity to imagine, build and implement new concepts;
- learn to know and believe in their potential and abilities;
- use their knowledge and skills to cope with the unexpected;
- assume and fulfil their objectives;
- learn how to learn from disappointments;
- foster their proudness and enthusiasm through their accomplishments;
- persevere until they reach their goals.



# CREATIVITY AND INNOVATION

Creativity is the driving force behind innovation. To make it emerge is to give learners the ability to invent individual and collective solutions, to adapt to changes and create their own future.

How to lead learners and teachers to more creativity?

Entrepreneurial schools seek to develop creative thinking and capacity of their learners.



## YOUR PRACTICES

- What do you suggest for your learners to imagine different paths to solve a situation or a problem?
- What creative tools or methods do you show to your learners?
- Has the teaching team had the opportunity to train in creativity?
- How do you use creative techniques in project implementation?
- How is the use of creative techniques in project-based pedagogy an asset?

## TESTIMONY

**Marie-Agnès Boxus is a Romanist and teaches at the Haute Ecole Charlemagne in Verviers, to future teachers. She also coordinates a creative laboratory project.**

“At school, we have set up a creative laboratory. The starting point was the desire to set up a series of actions that stimulate students’ creativity, with the central point of their final thesis. At the end, these initiatives are a real engine in their future careers. Little by little, students learn to have self-confidence and to open up in such a way as to propose more personal things. The company does not need any standardization of thinking and teaching methods; quite the contrary.”

“The project includes a training session in creativity for teachers who is divided into practical and theoretical parts, accompanying experts, in meetings with inspiring people and study visits. We have had the chance to go to the Jura to learn about teacher initiatives and professionals widely imprinted with creative spirit that is being revitalized in the French-speaking part of Belgium. This proliferation of creative experiences leads to abubbling ideas!”

“The creative laboratory is a totally unique space at school, a large room, arranged in different parts: spaces for brainstorming, a corner to socialize, a huge table to work in a group, lots of board games, sensory material ... Not to forget high technologies. It sounds like a large adult toy library. Students participate in activities that promote exploration, imagination, pure creativity, and also small training modules on specific themes.”

“The laboratory is another world, where we are not in the content but in the know-how-to-be. Moreover, students are never assessed, but they are invited promptly to evaluate the activities proposed to them and to reflect on their own attitudes and practices. In creating a break in the usual space and time of the lessons, the students adopt immediately another attitude because they know that there, logic is different: the sensitivities and the intelligences of each of them are challenged and valued in this space where the collective dynamics prevails in order to reflect and co-create.”

## ISSUES

Creativity lies in the root of all progress, whether economic or not. In a world in perpetual change, to develop the creativity of learners, is to endow these future adults to invent individual and collective solutions to adapt to the challenges arise in front of them permanently.

This is why an entrepreneurial school gives a better place to the development of divergent thinking and the creative capacity of its learners. This is why an entrepreneurial school gives an important place to the development of divergent thinking and the creative capacity of its learners. These qualities are not necessarily innate or deployed. They need to be prepared and stimulated. Teachers shall ensure that skills and attitudes combining creativity, critical thinking, perseverance, challenging, imagination, inventiveness etc are developed.

Entrepreneurial schools have a vision of how to get their learners to become creative adults, but also have a vision for their teachers, encouraging them and offering them tools and useful training.

## DIGITAL WORLD

Are those simple gadgets or genuine learning tools? Fashion or evolution of teaching practices?

There's one clear and sure thing: a school that ask the question of "how to learn?" will necessarily get on the road of the digital world.

Lots of interesting experiences exist, here and there. Integrating - for example - multimedia in a regular teaching practice requires however, to understand the different dimensions, practices, techniques and ethical issues.

In addition, these technologies include opportunities for the future entrepreneurs.



## YOUR PRACTICES

- Which resources are available to teachers to use digital and multimedia in their teaching practices in your school?
- What are your practices examples related to the use of these tools within your school?
- Have some teaching practices been modified to adapt to the use of multimedia, digital and / or social networks?
- In what proportion, in terms of time, does your teaching methods use digital or multimedia?
- To what extent do you regularly put into perspective the usual modes of action and emerging digital uses?
- Do you take time to teach learners about effective methods?
- Do you take time to highlight the importance of ethical and conscious practices in the use of digital and multimedia?
- Do you draw enough attention from your students on the entrepreneurial perspectives associated with the development of new technologies?

## TESTIMONY

The ENCBW is one of the five schools of the Higher Education Institute Vinci. Located in Louvain-la-Neuve, it trains future education professionals. Jean-Paul Guyaux, the headmaster, sent his school on the tracks of digital world and multimedia.

“We have launched a major project. The 'ENCBW Digital' project is based on three axes: the school's equipment, the training of teachers and the creation of a digital pedagogy lab. Rather than spreading this investment throughout time, we have chosen to dedicate an extraordinary budget to the purchase of interactive whiteboards, tablets and video projectors. It's a matter of coherence. If we want to follow a real educational project, you need to go for it completely and teachers should have the necessary equipment at their disposal without having to "fight for" it!”

“As a school training future education professionals, it is our responsibility to maintain a pedagogical vigilance and to carry out a permanent reflection on the question of 'how do we learn'. It is the objective of the digital teaching laboratory: thanks to a grid of analysis close to the school experiences, we will take the time to analyze if we learn better using digital tools. We created a group of about ten people, including teachers of the school and Marcel Lebrun, an expert in education sciences at UCL. In the long term, we'd like to spread the results of our experiments.”

“Organizing trainings for our teachers was a big challenge that we started with internal and external trainers. We wanted to avoid the cleavage of 'for' and 'against' the use of digital. It is not necessary to be all convinced about it. Critical views are also needed. Even if I haven't got enough hindsight yet to draw definite conclusions, I can already see that quite a number of teachers have a great pleasure to experiment the tools that they have. It is really encouraging!”

## ISSUES

Observers of trends and developments in education highlight the urgency and importance to integrate, over the next few years, an effective use of information technology and communication in teacher education and training. Teachers will also have to raise awareness of the tremendous potential of digital tools in terms of innovation and entrepreneurship.

Integrating multimedia and digital technology means using many sources of information in order to vary the methods, contents and supports in the service of education. It requires the means to equip the school, as well as a will on the part of the governing structure.

For teachers, it is a question of mastering the available tools and ensuring the transfer of this skill to learners, but also to raise awareness of the issues and biases associated with these new tools such as respect for privacy, ethics and confidentiality. This integration also leads to a profound reflection on the learning mode. At the end, the challenge is to make learners responsible and informed users of digital tools.



# SUSTAINABLE DEVELOPMENT

Any initiative leads to environmental choices and social issues alongside economic choice. Deciding to act in a sustainable way is a valuable opportunity but more specifically a necessity.

Whether we teach geography, philosophy, economics or history, various approaches are possible: ethical, normative, financial ... Being aware of these notions is already a first step towards making more responsible choices.



## YOUR PRACTICES

- How do you define sustainable development?
  - What is the place of sustainable development in education and in entrepreneurial teaching methods?
- How should a teacher educate learners about the environmental and social issues?
- How do environmental and / or social dimensions influence guidelines followed by learners as part of their project?
- Do you integrate concepts such as economics of rupture, circular economics, sharing economics ...?

## TESTIMONY

Jean-Charles Collin is an economist and teaches in a Bachelor's degree in "Advisor in Sustainable Development and International Cooperation" at the Higher Education School of the Province de Namur. Two words can be used to define his approaches: relativism and decompartmentalization.

"Sustainable development is very complex because we can act on a variety of different levers: ethics, laws, but also economics: we can make investments at the same time rational, viable and interesting for oneself, for nature and for the society. Personally, I don't like the fatalistic point about the environment and social aspects. These are not "a real concern", but an opportunity. My students have the possibility to discover that sustainable development can be a real economic growth factor."

"As the majority of the population, our students in the 1st year often have a dogmatic view on sustainable development: there is the good and the evil. They are waiting for a solution to save the world. But the school doesn't have any. Gradually, these young people move from this dualistic vision to a multiple point of view. They realize that the answer can be complex. Then they learn to relativize: each possibility has its advantages and its disadvantages."

"As soon as a project is carried out, it inevitably has social and environmental impacts. The whole thing is to be aware of this unavoidable and transversal character, rather than addressing these aspects as "separate" subjects that can be controlled."

"In the 2nd year, all students participate in a YEP project (Young Enterprise Project), an excellent tool for learning relativism. The sustainable development is in the core of their projects. For example, a student has a project on industrial ecology in which he considers the revalorization of externalities. Others focus on short circuits. Above all, they are the actors. The solution must come from them."

## ISSUES

Reconciling environmental preservation and human development is now a challenge so important for our society. This challenge naturally involves political and scientific actors. But it is also an opportunity to be seized, especially by the education system.

Integrating sustainable development and its challenges into the pedagogical reflection is a step towards more responsible choices. This reflection is both unavoidable and transversal. The sustainable development approach reveals the unbreakable links between economic, environmental, social and ethical dimensions of any action.

In the development and implementation of entrepreneurial paths, all teachers encourage learners to take into account the social and environmental dimensions of their projects, as well as short-circuit and circular economy approaches. This focus allows to promote a responsible vision of entrepreneurship.

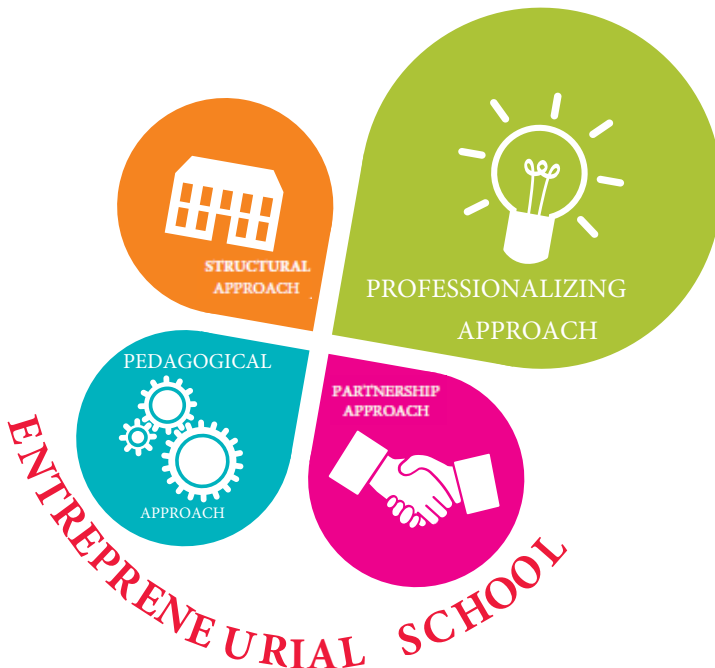
## UNDERSTANDING THE WORLD

Unemployment, delocalisation, precariousness, crisis, deflation ...

Reindustrialisation, solidary economics, raw national happiness, new jobs ...

Learners should be able to act in our changing world.

What openness does education bring them to position themselves relying on a lucid reading and insight of their environment?



## YOUR PRACTICES

- Does the school anticipate and facilitate the organization of moments to address globalization and its impacts?
- Does it open its doors to experts of varied opinions, allowing for perspectives to be taken?
- How do teachers bring openness to the world in their classes? How do their learners become aware and understand the realities of the current world ?
- Is the place of women in society in general, in the economy in particular, recognized?
- Is the school careful to accompany with caution the "natural" digital uses of the young learners?
- Are the major economic, social and environmental issues of regional policy, discussed in classes? What about European issues?
- Do the major economic choices in Wallonia (such as the creative economics, the digital economics or circular economics) have an impact on the illustrations in your lessons?
- Do travel have a facet of openness to the world? For example, do they allow to visit impressive or particularly innovative infrastructures, to meet other modes of social organization?

## TESTIMONY

**Benoît Dujardin is the Director of the Economic and Social Department at the Haute Ecole Henallux. On the Callemeyn d'Arlon site, his workplace, the school has some 500 students in accounting, secretary and electromechanical assistants.**

“The world is constantly evolving. Globalization, new industrial revolution ... So it is deceptive to believe that the knowledge acquired today will last until retirement. We then have to help young people realize that they will be evolving and adapting. This means that they must have keys to decrypt the news with a critical eye, keep an eye on trends, and have a good reading of their environment.”

“Since openness to the world is a full part of our skills profiles, we have integrated this dimension "understanding our environment" in several subjects, little by little. This goes from the environmental analysis grid in the framework of the preparation of their third year internship, to the taxes course in which students learn with a critical eye the reasons for some taken measures, through thesis dealing with topical issues, or even language courses that address issues of capital ethics...”

“Our students have the opportunity to attend a series of major conferences. Our school invites guests of the economic world like Etienne de Callataÿ or Roland Gillet. These meetings allow them to have a better overview. A recent intervention by Roland Gillet was entitled, for example, 'Crisis and solidarity in Europe: towards more courage and optimism for our young people.' a message that is both positive, realistic and with good sense of humour about the difficulty of entrepreneurship in our society.”

“We train future professionals. However, to master and practice a trade is not simply to know things or to perform technical acts! That goes well beyond that. This requires attitudes, intentions and enthusiasm. Even if I am not one of those who think that school must do everything, I believe that we have a role to play in making young people 'To be part of it'.”

## ISSUES

An entrepreneurial school proposes to its students to discover, in a transdisciplinary way, the world around them and to get a critical opinion. Indeed, to flourish in a professional career is not limited to know things nor to perform technical acts, especially as these evolve permanently. Professional success also requires the ability to adapt and enthusiasm for change.

To develop these skills, the Entrepreneurial School introduces learners to the evolving dimensions of our world. For example, by opening up to contemporary thinkers, the school proposes, without simplifications or excesses, the reading keys to the globalized evolution of the world.

Taking into consideration the world as a whole, the Entrepreneurial School considers its learners as future change actors and prepares them for this role.



## PATHS AND JOB MOBILITY

To give learners the urge to build their career path is the result of a process that must start as soon as possible.

This means offering them opportunities to discover trades and various career paths, so that they can have one thoughtful and realistic idea.

This involves being able to individualize the reflection in order for each learner to be aware of his strengths and specific aspirations.



## YOUR PRACTICES

- How do you awaken your learners to questions about their future job choice ?
- By whom and under which circumstances is the subject of the future professional career dealt with with your learners?
- Do you offer outside testimony or professional success stories?
- Do you rely on the former students of the institution as a support illustrating the variety of professional situations arising from your teaching offer? In the same way, what about parents?
- How are learners oriented towards information and accompanied for building up their future educational and professional background?

## TESTIMONY

Olaf Mertens is the Headmaster of the Institut de la Providence in Champion. At this school of general study programs, the reflection on future choices starts in the first years, cultivating the talents and aspirations of each student.

“Our students start a very reflective process early. From the first year, we focus with them on the way they study, with the support of a school coach who is qualified and trained in the neurocognitive approach. By learning to know themselves better, they increase their academic abilities and as soon as possible a reflection on their strengths, and hence their study orientation. In the last year, they go deeper into it. During a one-day training, they learn to identify their internal mechanisms and better manage their stress.”

“We also propose "Infos on Careers" night events where each student has the opportunity to participate in workshops on jobs. We invite former students who are at university as well as professionals. This dynamic allows our students to become aware of the reality of the path they want to follow. Some people sometimes open their eyes wide. This leads to a good reflection.”

“For the last few years, a dynamic has been created within the consortium of private schools in Namur area around for the valorization of all kind of study programs, general and VET. In addition to developing a brochure containing all those programs, the headmasters have joined forces to organize every year, a presentation of all the VET schools in Namur aimed at the parents and students. The objective is to help them take the step of adequate orientation and to overcome the difficulties to leave general education.”

“In the future, we will launch the "Passion Path". Once a month, during the lunch break, students will encounter a person who has had a nice job career and who is almost at the end of his professional career. The idea is to consider the career as a passion and to show that it is not because you study in one field that you will do the same thing throughout your life.”

## ISSUES

The sooner the learners begin to reflect on their future, the better they will be prepared to make choices. And it will probably be 'a better enlightened decision', which will take into account both their real wishes and their talents. They will then be able to consider their professional life as the realization of a passion and commit themselves wholeheartedly to it.

The world of education has a role to play in enabling the learners to build a career path in a responsible and insightful way. But also in an ambitious and creative way.

How? First, by accompanying them in personal work, so that they learn better to know themselves. Then, by offering them opportunities to discover very concretely the different careers and professional situations, without taboos. Presentations of success stories, media and testimonies are all means to illustrate the reality of working life.

The involvement of parents and the school is to be organized throughout the school counselling process. Alongside parents, school former students are also potential actors who can get involved in school projects, as well as stakeholders who are in the school neighbourhood.

## ENTREPRENEURSHIP AWARENESS

To develop learners' entrepreneurship, various activities are possible but have the same principles in common.

On the one hand, it is a matter of organizing a meeting with entrepreneurs, in the widest sense, as actors in this decision they made one day to start their own business. Discovering their stories and experiences, and sharing their ground truths undeniably opens up their minds and can only open perspectives of personal reflection.

On the other hand, it is a matter of organizing project building in various, sometimes playful and imaginary, ways, sometimes in a concrete and perfectly serious manner.



## YOUR PRACTICES

- Which initiatives do you use to work on students' entrepreneurial spirit ?
- Do you offer a variety of experiences during the year?
- Can students express their entrepreneurial spirit by projecting themselves on the basis of concrete ideas proposed by the professional world?
- Which tools proposed by the AEI do you use?
- What AEI partnership proposals are you asking for ?
- Do you willingly open your classroom to entrepreneurs? To speak about their experiences? To propose concrete activities?
- How do you understand the learners' need for testimonials ?

## TESTIMONY

Claude Vanguestine is the Bachelor's in Marketing coordinator. He teaches selling techniques and project management at the Haute Ecole de la Province de Liege (Higher Education School).

"We want our students to face the actual business world at various key stages. The objective is of course to stimulate entrepreneurial spirit, but also to have a critical eye. For example, from the start of the YEP project in the second semester of the first year, students present their ideas to about fifteen professionals and benefit from a first feedback on them."

"The size or the reputation of the business doesn't matter to us to choose the professional expert to give his testimony. Some are former students of ours. They may also be non-commercial structures. Above all, we invite dynamic profiles, which will inspire the will to undertake by telling how they have dared to set up their own businesses and what they had to face. The students do not attend theoretical lectures, but real presentations and sharings."

"Another key milestone: every year in October, 2nd year students take part in a full week focused on entrepreneurship. The 'Entrepreneurship Week' is a defining week for them. The courses are replaced by seminars on entrepreneurship and team building. Teachers specialized in technical or management fields, but also many entrepreneurs, are involved. We expect them not just to give a one-hour testimony, but to be involved in project validations or team building activities."

"Giving a message is a good thing. But what the student expects at one time is some feedback from professionals. It's very motivating for them. They consider critics all the more constructive when they come from the outside world rather than from their teachers."

## ISSUES

Experience and testimony are two key devices to develop entrepreneurial spirit. Learners can benefit from the process, at any time, as they are offered with sharing experiences activities, meetings and concrete actions in the classroom so that they can learn by experimenting on their own.

Undertaking is above all 'to undertake oneself'. This awareness of entrepreneurship must therefore be considered in the wide sense. Indeed, undertaking in an existing structure, carrying out projects, is also undertaking. This is called intra-entrepreneurship.

The Entrepreneurial School therefore relies on a wide range of tools and actions created to raise awareness of entrepreneurship and spread by a network made up of partners recognized by the AEI.



## KNOWLEDGE AND SKILLS

Developing the taste and desire to undertake is an objective on its own, which is useful for society as a whole.

Transforming the energy and the will to act in new activities requires, according to individual profile, the transmission and the capitalization of knowledge related to the creation and the management of a company.

In order for the desire to undertake to become more sustainable and stronger, it is essential that the training integrate, in its form and means, the objective of supporting the entrepreneurial taking action.



## YOUR PRACTICES

- To your opinion, in which subjects is it possible to integrate start-up situations as an illustration?
- Which of the tools and methods you use in your courses not related with entrepreneurship can be transferred to a company management ?
- In which lessons are concepts related to business start-ups already addressed?
- Which teaching methods enable learners to go beyond simple skills development in these lessons?
- In subjects focusing on management issues, how do you ensure a positive speech on entrepreneurship without distorting the technical issues of the topic?
- What are the objectives of your lessons in business management and / or business creation? Do they take into account other aspects in addition to disciplinary skills development?
- How do you address the issue of "the difficulty to undertake" in your speech? How do you deal with controversial issues that regularly emerge from the news?

## TESTIMONY

**Antoni Fasullo is a lecturer in Entrepreneurial Management, Marketing and Human Sciences at the Haute Ecole de la Province of Hainaut-Condorcet (Higher Education School). To him, entrepreneurship and the development of individuals can't be separated.**

"Our students have approached for a long time already everything that concerns the building of innovative and original economic models and financial plans. They are also regularly awarded in competitions. But at one point, I had to face students who had abandoned their project while it was promising. It was challenging: why had they not pursued it to the end? We had obviously missed something. This led me to take an interest in coaching, because entrepreneurship is concerned with a lot of dimensions: personal, economic, team building ... Today, my students are trained in entrepreneurship, self-development is also integrated in my lectures."

"As part of a pilot project, I trained teachers of technical courses in creativity. It was awesome! This is a first step in integrating entrepreneurship throughout the curriculum. This is where the school evolves: technical profiles and the business world must be brought closer together."

"Between having an idea and developing a product, the way can be long. It is better to have a very good entrepreneur with a not so great project than the opposite. Today, my goal is not to train future entrepreneurs, but people who have the spirit to undertake, with perseverance, team and initiative spirits, self-confidence ... It is important that students can reach their full potential in the achievement of a project."

"The objective of the marketing and entrepreneurial management lessons is to build up a business plan from an idea. Students experience group work on business projects. This implies setting up operating rules, values, a common vision ... All this can be transferred to companies, where true team spirit is not always met."

## ISSUES

Lots school subjects allow to develop knowledge on the various aspects of company creation and management : from the understanding to the mastery of entrepreneurial vocabulary, through the building of business models, financing, the planning tools of a project, the business model canvas, to marketing strategies ...

In order for the learning to be more efficient, with a view of a professional path and self-fulfilment for the learner, it is essential to develop and stimulate different entrepreneurial attitudes in these contexts and to use adapted pedagogy. It is also important to take these aspects into account in the assessments.

By working in this way, the Entrepreneurial School encourages young people to practice entrepreneurial activity and, on the other hand, stimulates them to see new perspectives. It promotes the integration of entrepreneurial knowledge and skills in a sustainable way. Through awareness and practice, some learners will consider entrepreneurship as a fulfilling life project.

## ENTREPRENEURIAL TALENTS

Cultivating entrepreneurial spirit is everyone's business: teachers and the Management team must commit themselves to detecting and stimulating entrepreneurial talents among their learners and recognizing their right to take action.

A number of learners will, in the course of their educational journey, present a profile willing to undertake, to take initiatives, in the short or medium term.

These learners will look for projects possibilities. They will need support.



## YOUR PRACTICES

- How do you create a framework for developing initiatives within your institution? What initiatives do you encourage?
- How do you deal with a learner who is willing to start a project? Do you propose contacts, opportunities for activities related to his / her project ...?
- Do you have a structure or resource person to support learners' projects?
- How do you react if you find that a learner is reactive to entrepreneurial approaches? Do you offer activities suited to its profile? Which ones?
- How do you support a learner who wants to carry out his or her own project to create activities outside the institution? Which type of supporting or adapted activities do you offer him/her?
- How do you promote the association of talents in order to develop an entrepreneurial project?

## TESTIMONY

Catherine Van de Wouver teaches marketing at Ephec. At Louvain-la-Neuve Campus, this higher education school has about 1500 students in 3 study programs : accounting, marketing and computer technology.

"At Ephec, it has always been a matter of being a school very close to reality. That's why we introduced modules related to entrepreneurship in all the study programs, economics as well as technical, from the first year. Through various means, we try to identify entrepreneurial talents and to propose them activities. We are careful to keep some continuity: some projects that were started in the first year are taken up in the third year to be finalised, then they can be further developed more in-depth during the intership, instead of simply doing the intership."

"Our Headmaster strongly encourages the teachers' team to attend trainings. Before our collaboration with the AEI, for example, we were already trained in creativity. Then, the techniques have spread: the trained teachers have in turn informed the new ones. Today, when facing students who have a lack of ideas or think they are not creative, we feel better equipped. Thanks to different techniques we can stimulate their creativity."

"Some of our students spend several months collaborating with an SME in Wallonia they have chosen. Their mission is to invent for them a new product in a theme imposed according to trends or topical issues. Working for a real project rather than a simulation leads them to get involved much more. Students feel committed to the company and complete the project. It also boosts team spirit and encourage them to take initiatives. For many, this even arouses the desire to create their own company one day."

"We have created an entrepreneurial cell made up of six teachers from different subjects. Our goal was to structure, but above all, to make it visible what we do in terms of entrepreneurship, at school and outside school. Students who want to get started know that a cell exists and that it can advise and guide them. The impact is real: more students are asking to transform their internship into a project. The existence of this cell is a real incentive."

## ISSUES

In order to integrate it naturally into learners' thinking, entrepreneurship must be introduced early in the pedagogical path, and in a transversal way.

Teachers have a crucial role to play in detecting entrepreneurial talent and motivation. They train and do their utmost to inform learners, stimulate them and encourage them in a personalized approach, based on the development of each one potentialities. They also ensure that they are guided and advised.

The conditions for an entrepreneurial development are essential to promote action. This is why it is essential that the framework set up within the institution identify the desire to discover entrepreneurial talents and offers support to students.



## STUDENTS ENTREPRENEURS

In addition to the actions likely to develop entrepreneurial spirit throughout the educational process, information on the creation of activity could give the will to a certain number of them to get quickly and really the adventure started.

How to act? How to guide them? How can we do this adequately, taking into account the divergent priorities that may then appear between academic success and early start in job life? School does not necessarily have complete and up-to-date answers to all questions that learners ask about creating a real business.

Many organizations exist in Wallonia to advise project holders who want to undertake. These support structures are valuable in complementing the school's entrepreneurial approach. And for learners, knowing that such aids exist is likely to encourage them.



## YOUR PRACTICES

- How do you manage to provide comprehensive information on the support and support structures available to future entrepreneurs in Wallonia?
- Does the institution have an in-house resource person who can inform and guide learners who are entrepreneurs?
- Does the institution have explicit relationships with stakeholders in creation support ?
- Do you offer academic facilities to learners engaged in the analysis of a real business creation project?
- How do you put students with real projects in direct contact with the actors of creation support?
- Do you have a specific approach to fostering the links between applicants and entrepreneurs who can guide them? Are you familiar with 'tutoring' or 'mentoring' actors?
- Do you value, on an academic level, personal work on a business creation? Is this the case for all forms of activity creation? How is it managed in the case of collective projects?

## TESTIMONY

**Barbara Lefèvre is a master assistant in economics and management at the HE de la Province de Hainaut-Condorcet (Higher Education School), in the Agronomy department, in Ath. Her desire to instil entrepreneurial spirit comes from her student life.**

"At university, I was initiated in Entrepreneurship by participating in competitions. That's why today I encourage all students, motivated by the creation of their company, to start the process before leaving school. I go around classes, often with former students, and we talk about our experiences. I tell them about my old project of including a bottle opener on a beer tray. That makes them laugh. And most importantly, they realize that a project can start from a 'stupid' idea. Our students respond with enthusiasm. "

"My students have the chance to be supported throughout their training. Offering contests and inviting in the classroom support structures from the very beginning allows ideas and students to mature. For example, a first-year student wanted to create a sturgeon breed to produce caviar. He first took part in a competition of the CEEI of Mons and was awarded the first prize. The idea then made its way and in the last year, he chose to write an entrepreneurial TFE (Bachelor's final assessment) in order to deepen his Business Plan."

"In the final year, students have the opportunity to devote their fifteen-week internship to the start-up of their project, in which case they are put in contact with structures such as the European Center for Enterprise and Innovation of our region (CEEI). This is the Entrepreneurial TFE (Bachelor's final assessment). The goal is for young people to take the time to study the feasibility of their idea. In my opinion, high-potential projects are mainly judged by the motivation of the student."

"I do not have all the answers to the students' questions. Which status should I choose? How much does a person's commitment cost? When they have specific requests, they are immediately guided to the various support structures or to my colleagues. My contact network allows me to identify the resource persons. Knowing that people and structures are there to give them advice reassures students tremendously. And their parents as well ... "

## ISSUES

In order to encourage learners to undertake, the institution can ask for external actors whose primary mission is to guide the entrepreneurial journey from the idea to project achievement. A number of actors have developed, throughout Wallonia, didactic activities or programs that allow to adequately reach the learners, who have in mind the desire to have, sometimes quickly, an idea become a concrete project. Collaboration with such outside structures can certainly be articulated with the school's projects. The follow-up offered at school, carried out in parallel with them, has its importance.

In parallel with the in-house help provided to entrepreneurs, these programs help to support and guide young people with entrepreneurial potential and appetite towards structures that will enable them to undertake.

At the end, the objective of this specific support is to help students who wish to take action into entrepreneurship. The more proactive the teachers are, the more students will develop the adequate habits in terms of research and counseling on their projects.

## COLLABORATIVE SCHOOLS

The search for synergies between schools is one of the typical behaviors of entrepreneurial schools.

As actors in their region and as they are connected to the socio-economical environment that surrounds them, they easily set up collaborations with other schools!

For them, building enriching pedagogical partnerships with other dynamic schools makes it possible to consider the pooling of needs and the pooling of means of action.



## YOUR PRACTICES

- Do you establish partnerships with other institutions in your region? What types? At different levels? Between different and complementary study programs?
- What kind of actions have you implemented with partner schools?
- How do you associate other school (s) in your projects?
- Are there any needs in your projects that you can pool with other schools, other levels of education or specialized study programs ?
- Have you heard of interesting entrepreneurial practices in another school that could be transposed into yours?

## TESTIMONY

Headmistress at the Athénée provincial de Leuze, Jacqueline Vanderstocken is convinced by entrepreneurial pedagogy. Its school has about 350 students in all study programs.

"In 2012, we embarked on the creation of an Advanced Technology Center in engine mechanics. This ATC enables us to forge enriching links and exchange experiences with other secondary schools, university staff and even workers from companies. It also enables us to pool our resources and equipment."

"This inter-school project also allows them to show their know-how, which leads them to keep on going with perseverance. Students are also encouraged to share their projects with the general public through public media"

"We have also implemented the "My Machine" project where primary, secondary and higher education students are coordinating to build a stunning machine. For young people, this collaborative work environment teaches the keys to success. The team spirit born from it is spreading and the pooling of all skills is leading them to achieve their goals."

"Through the projects, we always try to meet the needs of the region, to create a local dynamic. Like other schools, we participate in the action plan set up by the Sub-Regional Committee for Employment and Training. In this context, our institution has welcomed the plan "Génération Outil", where retired craftsmen showcase their know-how to primary school pupils. "

## ISSUES

An entrepreneurial school opens up to the world and create links with its peers. The search for collaborations and partnerships with other school structures - regardless of network, level and pedagogical orientations - is a spontaneous concern. This desire to be part of its environment allows it to enrich its teaching and disciplinary practices and also, in some cases, to establish economies of scale on a purely financial level.

Thanks to this vision, the actions undertaken radiate widely, both within the walls of the school and outside. The learners who benefit from these exchanges develop their capacities for collaboration and communication. The importance of networking as a lever for action therefore becomes meaningful and leads to the association of initiatives.

Pooling also allows students to integrate their actions into a pragmatic vision of the future, to create projects in line with the reality and the needs encountered, and to develop their capacity to adapt.



# ENTREPRENEURIAL EDUCATION STAKEHOLDERS

Teachers can be helped to develop the entrepreneurial attitudes of their learners and to implement a more entrepreneurial pedagogy that combines creativity, initiative and self-confidence ...

A small number of recognized stakeholders in Wallonia have mastered tools or animations designed to awaken learners to all these components of entrepreneurial awareness and entrepreneurship by placing these themes in the heart of their learning.

These tools are at schools' disposal and are only waiting to be used!



## YOUR PRACTICES

- Do you use entrepreneurial awareness tools or activities?
- What information channel do you use to learn about entrepreneurship education tools?
- With which objectives do you use these tools and animations?
  - Do you have a comprehensive reflection on the awareness-raising actions to be implemented according to the year the students are in? Have you designed an 'entrepreneurial journey' throughout the whole High School, Bachelor's or Master's degrees study programs?
  - Do you disseminate information on animations when they are a matter of choices coming out of strictly school/academic time?
    - Do you offer your learners the opportunity to participate in business plan/business game competitions?
  - By using structures outside the school, have you asked yourself about their practices and how well they fit with yours?
- How did you take into account the wishes and desires of the learners in the set up actions?
- How did you assess the impact of support received by external stakeholders?

## TESTIMONY

Ludovic Keirsbilck is a teacher in economics and computer sciences at the Royal Athenee Thomas Edison (ARTEM) of Mouscron. This school brings together primary, general secondary, technical and vocational study programs as well as part time school and on-the-job learning study programs.

"We make the most of the tools and actions proposed or recognized by the AEI, by adapting them to our practices. With our experience, we can estimate whether we will need each tool or not. Through our various partnerships, we seek an effective structure, knowledge and pedagogical tools that will help and support teachers. Indeed a teacher is not particularly trained to develop entrepreneurial skills."

"Working by project is a huge job, requiring organization and courage, especially when you want to run all study programs together. Teachers must also be trained in the use of tools. But we think that's our role. Students are becoming less and less aware of the world around them and what they can bring to society. Many lack self-confidence. Now, when they have a project in their hands, they can achieve extraordinary things! "

"Students are at the heart of the system, they are the ones who carry out their projects. Teachers are there to channel and show them things they would not have thought about, but we encourage young people to manage and become autonomous. Putting the pupil back in the center and having him live his learning is much more promising. Besides, none of my colleagues has gone backward. On the contrary, a dynamic has been established: teachers do ask me now to set up these initiatives. "

"For example, we used tools that stimulate creativity. For half a day, teachers and students were gathered in one place. The results was beyond all expectations! The students came out with an exceptional motivation and full of ideas emerged. All these tools develop entrepreneurial skills, but what is most interesting is that students gain more self-confidence and confidence in their ability to succeed! "

## ISSUES

Any institution can rely on stakeholders specialized in entrepreneurial education to support its teachers in the implementation of a more entrepreneurial pedagogy.

Tools or animations provide adequate and effective support, including experimentation, facilitating appropriation, or creativity and game, in the service of the ideas creation. Some people are more interested in getting to know themselves better, which leads to growing up and self-undertaking.

Some propositions, which can last up to several months, make it possible to go through several modalities (search for ideas, setting up a project or a micro-enterprise, a presentation contest, etc).

## OPEN DOORS FOR ENTREPRENEURS



Nothing like it, in order to demystify the image of the entrepreneur, than exchanges between learners who have decided to develop and carry out their own project and entrepreneurs outside school.

Far from clichés and formalized theories, these encounters provide opportunities for true interactions with students and often sow the first seeds of entrepreneurship.

This openness to the business world can give rise to concrete collaborations on real projects, where learners have the opportunity to bring their ideas and where the entrepreneur receives a renewed point of view on a situation which he sometimes has fully addressed. 1

## YOUR PRACTICES

- How do you rate the representation of the entrepreneur in the learner's view?
- Are learners in regular contact with entrepreneurs and the business world? In what context, in what way? Do these contacts take the form of real exchanges?
- Beyond meetings, are collaborative works implemented? Are learners asked to help entrepreneurs? Are these meetings taught in the context of lessons or used in an entrepreneurial pedagogy?
- Do the interviews positively influence students' representations of entrepreneurship and entrepreneurs?

## TESTIMONY

Benoît Claeys is a former student at Gramme Higher Education school and he has been teaching there for several year Entrepreneurship in the first Master's year . Besides, he also manages several companies in IT.

"From the outset, I wanted to take the entrepreneurship course completely out of the academic context so that my students truly experience their learning. It is a permanent struggle because these are formatted: they are used to get feeded with lessons and tips, and then go for the exam. What matters to me is that they are in action. I'm more of a coach. I am not here to hold their board, otherwise they will never learn to swim! "

"At the same time, students are working on a real project. They work as a team and go on spot to contact suppliers, customers ... They know it right away: the one who will have created his company or will have won purchase orders will have 20/20 in my subject. This unsettles them very strongly at first, but it stimulates their perseverance and their determination to go through with their ideas. This also forces them not to remain focused solely on technique. The 'do it' side is reinforced. "

"My lectures involve sharing experiences with students through meetings with different entrepreneurs. This is done in an unconventional dynamic: not in an audience, but in a classroom where the entrepreneur is at the center and tells his story. The students are enthusiastic, they ask a lot of questions. These conferences are extremely positive because they open minds and make it possible to demystify the image of the 'inaccessible bad boss, polluter and child exploiter'. "

"I notice that a seed is unquestionably sown in their head. Last year, three students even started their project. Generally at the beginning of the year, only 20% plan to be self-employed or entrepreneur later. At the end of the course, this rate rises to 45%! "

## ISSUES

One of the axes to get learners to become the actors of their learning is to get them out of the academic context by giving them the opportunity to meet reality. Tackling the corporate world is one of the keys to developing entrepreneurial attitudes and pushing them to take action.

In an entrepreneurial school, entrepreneurs interventions are programmed regularly and articulated around learning sequences. Learners also visit businesses, both in commercial and non-commercial sectors. They can put their creativity at the service of entrepreneurs and offer inventive and innovative solutions. These meetings are built in such a way as to encourage exchange, interaction and collaborative work.

The impact of this openness to the business world is important: it gives learners a positive and realistic image of entrepreneurs and entrepreneurship. It also aims to convey to them the culture and the desire to undertake, presenting entrepreneurship as a fulfilling professional path.



# ENTREPRENEURIAL ECOSYSTEMS

On the theme of activity creation, educational institutions are part of an environment of private and public stakeholders.

Some of these organizations organize their actions in a Walloon framework, resulting from governmental decisions, for example, while others follow specific guidelines for their subregion or even their city or township.

Establishing bridges with these 'entrepreneurial ecosystems' demands proactivity and openness, but is a real asset for both learners and institutions.



## YOUR PRACTICES

- Do you have the local contacts needed to get a speaker in an entrepreneurial activity?
- To whom do you send a learner with specific questions about creating an activity?
  - Does someone have a mission to establish and maintain relations with the major economic stakeholders in your city or region? Can you rely on well-identified relays?
  - Does your institution take part in global, political or strategic reflection processes organized in your region?
  - Does your institution ensure attendance at the socio-economic events in your region? Do you propose your school building to be used by such events ?
- What kind of projects do you organize in relation to private and / or public stakeholders?

## TESTIMONY

Frédérique Diependale already dealt with entrepreneurship as a French teacher. Nowadays, she's the Headmistress at the Athénée royal of La roche en Ardenne, she sees the link between her school and the local entrepreneurial ecosystem as an true asset both for the students and her school.

"It is important for a school to start by seeing what surrounds it, in its region. That's what we've done and we're fortunate to have quality collaborations. For our young people, it is very motivating and it is a way of securing them a future by being integrated in their region. "

"Today, we never have a problem finding external stakeholders. We welcomed in particular local important companies such as Clément Petitjean of the Grappe d'or in Torgny, who hosted culinary workshops for two years. Business incubators are also ready to come. Just take the phone and call them! "

"To make it work, we are concerned with honoring our commitments to our external network. This requires a good reception, an organization, and, above all, a thoroughgoing process. Maintaining our partners network by going to their events selectively is also part of this logic. This dynamic has, for example, allowed us to set up an exhibition on WWI which has been very well supported by the outside world. "

"It's important to have a relay person at school, someone responsible for this dynamic to make the connection between everyone. And in the end, it's good that this person does not belong to a particular study program. That was my case. I was a French teacher and I realized from the beginning that it was important for all students to be confronted with the concrete stuff. They feel better prepared to face real life! "

## ISSUES

The entrepreneurial ecosystem is one element of the school environment. It brings together the relevant economic stakeholders in an area of varying size according to the characteristics of the institution, such as the diversity of its sectors. There you can find organizations that support the creation and development of companies, whether public or private, well-known entrepreneurs with a local connection, networks of entrepreneurs, generic or sectoral, not to forget women's networks, etc.

As a stakeholder in its region, the Entrepreneurial School knows and interacts with its local entrepreneurial ecosystem. By developing its network, it associates the relevant people and the relevant organizations with its activities around economic or other field topics, depending on the circumstances and the opportunities.

Through its staff, possibly via a referent person, it maintains relations with its partners in a continuous and professional manner. This is an interdisciplinary process, from which the whole school can benefit: teachers and learners alike.

## HEADMASTER HEADMISTRESS

Integrating entrepreneurship on a multiannual basis within an institution is a strategic decision of the Headmaster/Headmistress. Certainly because his/her position allows him/her to influence the various strategic documents organizing the life of the institution, as well as the management bodies; but even more so because the he/she is an enthusiasm catalyst in the teaching staff.

If he/she is motivated and committed alongside his/her team, the Headmaster/Headmistress multiplies the effects of each initiative. He/She can then encourage emulation and create a genuine dynamic for change from which learners and teachers benefit.



## YOUR PRACTICES

- How do you value your team dynamism ?
- How do you regulate entrepreneurial initiatives?
- What support, whether material and logistic, do you bring to smooth the running of entrepreneurial practices?
- Have you chosen an "entrepreneurial reference person" in your team? Has working time been identified for this one? Does this person receive the information from outside world in a systematic way? Do you meet with him/her regularly to keep you informed about your institution's situation on entrepreneurial initiatives?
- Do you pay attention to your team's personal investments in entrepreneurial practices? Do you encourage them?
- Are bodies such as Organizing Authority or Board of Directors informed about your institution's commitment to entrepreneurship? How about the parents' association?
- Do you play the role of promoter in the consultative bodies between school headmasters? How do you share your vision?
- Do you attend as your school representative major socio-economic events in your region? "

## TESTIMONY

France Bouvez is the Headmistress of the Economics Department at the Haute Ecole du Hainaut (Higher Education School). It is situated in Tournai and has three study programs: Laws, Tourism/Animation and Secretary/languages and accountancy.

"Several subjects are concerned with entrepreneurial projects. As a Headmistress, I am supporting the professors in all the stages: tenders drafting, project creation, schedules management ... My role is also to provide material and didactic support and I have to find funds. Another key moment where I am there: in case of failure. It is really important that the teaching team feels supported, even if it works independently and in a motivated way."

"In order to federate the team, we have set up plenary meetings three times a year with the entire teachers team on the campus scale. On this occasion, the projects are presented by their leaders to all the teachers. Every teachers team meeting is a special moment where we try to highlight the link with the company. This is also a time when we arouse interest and increase awareness of those for whom it is still needed."

"Three years of various entrepreneurial activities with the AEI or its partners have created a friendly competition and a real enthusiasm so that today we move on to the next level. Two different study programs are now working together. In addition, we have launched an experts day where teachers position themselves as relays. We are in the emergence of a true teamwork in higher education. It's very exciting!"

"Professionalising Bachelor's Degrees include a concrete dimension, in relation to the economic world of the region. My intention was therefore to develop ties with the companies, and this other than just through the internships, so that those companies could bring their expertise within the school. We were in a relatively self-contained school and being part of socio-economic events has allowed us to open quite a few doors."

## ISSUES

Everyone agrees on the central role, in general, of the Headmaster/Headmistress of a school. He/She is the driving force, leading the school and ensuring regulation. He/She is him/herself a change agent , especially when he/she places entrepreneurship at the heart of its priorities.

If she/he is involved, the headmaster/headmistress watches, organizes, follows, helps and regulates the team. He/she helps to find means, sometimes financial ones. He/she encourages teamwork and interdisciplinarity, for example, by organizing consultation and exchange meetings. He/She also creates bridges between the school and the outside world.

Where the teaching team is motivated and autonomous, he/she encourages and supports it to deepen practices.

The presence of a pro-active and forward-looking headmaster/headmistress is an enthusiasm catalyst and success evidence in an entrepreneurial school.



## ENTREPRENEURIAL REFERENCE PERSON

Recognizing the structuring role of a reference person, or a group of people, on the broad theme of entrepreneurship, is essential in a school institution.

Acting in a complementary way to the Headmaster/mistress, he/she ensures the implementation of entrepreneurial direction taken by the institution through its teaching team. He/she welcomes, advises and spreads information internally, as the resource person.

Regarding the outside world, he/she is the contact person with the business ecosystem and the entrepreneurs' world ...



## YOUR PRACTICES

- Is there a person (or a group of people) acting as an entrepreneurial referent in your school ? Is this explicit? How was he/she chosen?
- What is her/his concrete role?
- How does she/he inform the team about initiatives related to entrepreneurship in your institution?
- To whom can students go to when they have an idea on an entrepreneurial activity or a company creation?
- Which means are used at school to federate and coordinate entrepreneurial initiatives?

## TESTIMONY

Bénédicte Beneux is a language and economics teacher at the Centre scolaire Saint-Benoît Saint Servais in Liège. She is also the main contact person in entrepreneurship files. How does she consider her role? To have people be more aware and to create links.

"A fellow Latin teacher came to me because he had a project but was not sure to develop entrepreneurial skills. Yet, it was indeed what he was doing. The word 'Entrepreneurship' scares a lot of my colleagues. But many projects in the school are completely in line with the entrepreneurial schools, without us being aware of it. Autonomy, self-confidence, team work... are at the center of everything and concerns any school subject."

"The first job I wanted to do was to make the 'entrepreneurial school' initiative visible. My goal was that all the students, but also parents and teachers hear about it. Whenever an event is organized by school, I try to hit the nail. Creating awareness about entrepreneurship is a long-term task."

"A colleague and his students have created a theatre play. It was an extraordinary experience in terms of learned skills, even if it is more difficult to quantify. As I have done different things throughout my life, I can confirm that it is not necessary to teach economics to develop entrepreneurial attitudes, nor even to become the entrepreneurship reference person within the school. Quite the contrary !"

"With my 5th year students, we launched a mini-company. They sell "handmade" apple juice. It is an already successful project in itself to the extent that it works despite all the challenges to overcome. Each student takes responsibility. They learn things about life much more than in classical lessons. Moreover, this kind of initiatives spreads the entrepreneurial spirit among my colleagues."

## ISSUES

The explicit existence of an entrepreneurial reference person is an asset for a school wishing to take an entrepreneurial path. Nevertheless, the profile of this referent can be quite diversified. It depends as much on its enthusiasm, on its availability as on the entrepreneurial experience acquired in previous activities.

The tasks of the reference person are numerous:

- monitoring the evolution of content, devices and external stakeholders in order to identify opportunities to integrate entrepreneurship into the institution;
- relaying this information to the Headmaster, to colleagues;
- being considered as a contact person for the students themselves, questioning themselves about the themes, whether it is about to start a project within the institution or a "business creation";
- centralizing internal entrepreneurial initiatives in order to draw up a clear map of them, thus making it possible to lead the different school stakeholders in their approaches, for example by inducing synergies between colleagues;
- highlighting entrepreneurial initiatives within the school by communicating internally and externally.

## TEACHING STAFF

In order to find its rightful place in an educational institution, entrepreneurship needs to rely on a teaching team which is firmly committed and working in coherence with the Headmaster/Headmistress and the entrepreneurial reference person.

A proactive teaching staff is a major asset. Trained and well-informed, this pool of teachers helps to stimulate moves and encourage emulation within the whole school.



## YOUR PRACTICES

- Is there a dynamic around entrepreneurship in your institution? What kind of projects or initiatives does it involve?
- Who, within the school, collaborates in entrepreneurial initiatives?
- Do you want to stay informed about new entrepreneurial and / or entrepreneurial actions and share information with your colleagues?
- What training courses have you already attended or are planning to pursue in entrepreneurship?

## TESTIMONY

On the Social Department campus of the Haute Ecole du Hainaut (Higher Education School), 4 teachers insure coherence and entrepreneurship project coordination with the students. Among these, they're working on the setting up of ambitious social economy project..

"The Social Department Campus has been promoting student entrepreneurship for many years. Until now, our two study programs have worked separately. Social workers, for example, set up a cine-club, a collection of clothes and non-perishable food items for the needy ... The social advisers, on their side, take part in various initiatives, among them, from the Centre d'Entreprise et d'Innovation in Mons, where our students are also regularly competitions finalists.

"Four teachers coordinate all the activities related to the 'Drop-in baby day care'. This group has a key role: it ensures the coherence and efficiency of the developed actions . It is also responsible for informing colleagues, both formally and through daily informal exchanges, which is essential.

"For the year 2014-2015, our students achieved a new and ambitious project: a "drop-in baby daycare" allowing parents to resume studies or trainings with a view to professional reintegration. The great new thing is that this project involves collaboration between the students and the teaching team of both our study programs. Teamwork is therefore one of the challenges. The project also requires collaboration with other departments of the school, as well as with numerous outside stakeholders, market or non-market, Local and Public Social Help Institutions, Education Administration... "

"The teaching team is proactive: we stay up-to-date on new developments in the field of entrepreneurship, we learn about various tools and take part in trainings. Collaboration with the CEEI and with the AEI also enables us and our students to participate in various activities which are rich in terms of meeting with entrepreneurship dynamic stakeholders."

## ISSUES

The Entrepreneurial School has an active, trained and informed team regarding projects linked to entrepreneurship. Teachers are the starters of initiatives of all kinds, and especially around entrepreneurship. Each year, they make an assessment of the entrepreneurial offer in order to have it evolve.

Teachers:

- collaborate actively and encourage the interdisciplinary dimension of projects carried out by learners;
- exchange information relevant to the theme of entrepreneurship to reinforce actions and their chances to succeed;
- rely on partnerships with outside stakeholders to enrich projects and detect opportunities;
- take an analytical and reflective look on their practices in order to optimize them.

Through its dynamism and proactivity, the teaching team ensures coherence and consistency, but above all, creates a dynamic and a model of action for the benefit of the entire school.



# PUPILS, SCHOOL AND HIGHER EDUCATION STUDENTS

Learners, pupils, school and higher education students are the stakes of the Entrepreneurial School.

By allowing them to be autonomous, to have a sense of responsibility; but also by giving them the spirit of initiative to flourish as a team, the school already fulfills its mission. Presenting the world in which they will flourish and in which they will choose a career path is also a priority. In an entrepreneurial school, activities, whether lessons or extracurricular activities, are essential to enable learners to adopt an entrepreneurial position.

Learners need to know and understand that the institution makes this choice to offer them such activities and will follow them with kindness and encouragement in order to develop their projects.



## YOUR PRACTICES

- Does the institution promote learners? Is the definition of the objectives of the projects carried out by the learners themselves?
- Does it ensure that learner presentations of their work to an outside audience are as systematic as possible?
- Does the school promote participation in student associations, whatever their nature and purpose? On the entrepreneurial level, does it explicitly recognize and support participation in activities such as "Student Entrepreneurs Club" or "Junior Enterprises"?
- Are the activities of registered learners, whether alone or in a group, in competitions and other competitions related to entrepreneurship, talked about inside and/or outside school?
- Does the institution facilitate the participation of its learners in activities taking place during regular lesson schedules?
- Are the experiences of the former students and their testimonies, allowing them to be profiled as models or examples to be followed, highlighted? Is it especially the case of former students who have become entrepreneurs in the broad sense?
- Does the school favor work on personal projects in the context of final assessment work ?

## TESTIMONY

As a student in Civil Engineering at Liège University, Gilles Goffard "was caught up by entrepreneurship virus while at high school. Since then, he's made his way, so that he won the Gold medal in the 2014 Entrepreneurship Euroskills contest in Lille.

"My first contact with the business world goes back to my last year in high school, where I took part in the "Mini Enterprise" program. It was a re-velation for me; I really enjoyed myself! At university, I went on. Upon my arrival, we were introduced to Junior Enterprises. This is great, both in terms of personal development and to develop cross-curricular skills. When a civil engineer finds himself in the business world, he must have skills that are not taught in the classroom. "

"After three years at university, I had slow down in my entrepreneurial projects because it was beginning to affect my studies. In an article on my blog, I stressed that at the end of the day, nothing really encourages students to develop the entrepreneurial side in a traditional curriculum. Two agendas to manage, it takes a lot of perseverance. For many students, it's too much! We must find adaptations! "

"With a foldable lunch box project, our Mini Entreprise had reached 4th place in the contest. Even though, ultimately, this project proved to be a financial disaster, it was a positive experience. We learned a lot of things. In fact, it is better to have a first experience that goes wrong in this context than when there are real issues. This kind of project is an excellent opportunity to learn by failure! "

"It would be nice to give more value to the entrepreneurial initiatives of students in a school. I think that the simple fact of being recognized in his project by his institution will encourage and help the student. If he got, for example, good marks in his exams instead of a very good marks, but has developed a project beside it, it has indeed a great value! "

## ISSUES

The Entrepreneurial School naturally has naturally the same overall objectives as other educational institutions. The aim is to help the learner to build himself so that he can take his role as a citizen in society and in the world as it is.

In addition, in an Entrepreneurial School, the student must, perhaps more than in other institutions, be even more active in his training. He must feel responsible for the various proposals made to him, be encouraged to "launch a project" and learn by trial and mistake. This will be done in the lessons framework, but also in para-academic and / or academic activities. The student will join others in temporary or permanent structures and will seek to work on his own life project.

Being an entrepreneur, while studying demands perseverance. This is why the student needs to feel supported and recognized within the school (Headmaster/mistress, teaching staff, reference person). The taking of initiatives must be valued, regardless of the results.