



DEVELOPING IN ACTION

The entrepreneurial school - the European school for the 21st century

A challenge to traditional schools

In the YEDAC project we work on the promotion of entrepreneurship and an entrepreneurial mindset among students in secondary school. For many schools this will be a great challenge. Schools tend to stress the importance of doing things in a correct way, rather than to challenge students to take risks and acting innovatively. Of course, schools are becoming increasingly aware of the fact that students need to be supported in these aspects of their future lives and careers, but still a lot of effort will have to be invested in turning schools into powerful learning environments supportive of entrepreneurship.

Entrepreneurship is active citizenship

Related to the entrepreneurial school entrepreneurship is considered with respect to active citizenship with reference to an individual's overall entrepreneurial attitude and approach in all areas of life. It emphasizes the will and the ability to influence on one's own future, as well as taking responsibility for one's own life and activities, such as learning or income.

A new school: learning in rich environments

The entrepreneurial school is a new paradigm for European school development aiming at the 21st century competences in supporting young people's ability to take initiative, act independently, innovatively and proactively. Uniform teaching in classrooms will be reformed to differentiated learning in rich environments which makes it possible for learners to take active part in and be responsible for their own learning. Teachers are going to play new roles as project managers, guides, facilitators and developers of projects, and the learning environment of the school will be extended to the whole region. Interaction, meeting with different people and acting together as equal partners are the essential elements in this environment. The European entrepreneurial school is a new generation of schools that affects both learning, curriculum and the institutional frame of the school:

Learning

- Experiential learning
- Performance oriented learning
- Product oriented learning
- In real(istic) settings
- Failure and risk tolerant learning
- Authentic learning, close to ones own ideas

Curriculum

- Room for multidisciplinary work
- Competence oriented curriculum
- Demonstration/product focused curriculum
- Link to real topics
- World orientation
- Freedom of choice to develop individual talent, force or interest

Schools

- Room for multidisciplinary approaches
- Re-thinking the physical environment and the time table
- Facilitators rather than teachers
- Cont(r)act with multiple partners in the region
- Schools allowing for entrepreneurial activities