

## FINAL REPORT QUALITATIVE REVIEW OF THE “YOU<sup>TH</sup> START ENTREPRENEURIAL CHALLENGES” PROGRAMME AT PRIMARY SCHOOLS (A1) AND NEW SECONDARY SCHOOLS (A2) IN AUSTRIA (2015-2018)

### RESEARCH DESIGN

#### Research questions

- Which criteria make the implementation of the *You<sup>th</sup> Start – Entrepreneurial Challenges* Programme at the levels A1 (=primary level) and A2 (=secondary level I) successful?
- What are the effects of the programme on students, teachers and schools?

In this context, “successful” means that the programme is permanently integrated into the school culture and produces positive learning outcomes for the children.

Interviewees:

#### A1 (primary level):

- principals (project start and end of first year in individual interviews)
- teachers (project start and end of first year in group interviews)
- principals and teachers in a joint interview (end of project)

#### A2 (secondary level I):

- principals (project start and end of first year in individual interviews)
- teachers (end of first year in group interviews)
- principals and teachers in a joint interview (end of project)

The interviews were conducted as an open, semi-standardised survey – “open” meaning that the respondents were given the opportunity to freely make any statements that seemed relevant.

The interview questions were compiled by the Austrian team.

This method was chosen in order to leave as much room as possible in the interviews for the personal experience of teachers and principals. The group interviews of teachers were intended to reveal both the thematic approaches of the teachers and the group dynamics in the discussion.

The interviews were analysed and summarised in the spirit of Mayring’s qualitative content analysis.

#### Overview review A1 and A2 in Austria per school year:

	Interviews (only Austria)		Online survey (via Young Enterprise Denmark)	
	A1	A2	A1	A2
<b>Start of school year (pre-test)</b>	teachers and principals	principals	teachers	teachers and students
<b>End of first semester (mid-test)</b>				teachers and students
<b>End of school year (post-test)</b>	teachers and principals	teachers and principals	teachers	teachers and students

<b>End of project</b>	teachers and principals	teachers and principals
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## Interview topics

- **Entrepreneurship Education:** What makes Entrepreneurship Education at primary schools and new secondary schools important? (comparison of experience at project start and end of project)
- **Challenges:** How can the challenges be integrated into the lessons?
- **Implementation of the project:** How would you assess the organisation and communication in the project and the workshops for teachers?
- **Embedding in schools:** How is relevant knowledge passed on at the school?
- **Added benefits:** What are the added benefits of the programme and the pertaining teaching materials for the school, teachers and students?

## Facts & Figures: Austria

- 3 school years: 2015/16 through 2017/18
- total participation – levels A1, A2, B1 and B2: 71 schools, 403 teachers, 13,201 students in field trial
- A1: 14 primary schools, 139 teachers and 2268 students
- A2: 11 new secondary schools, 74 teachers and 1879 students working with the programme as well as 1086 students in the control group
- A1 and A2: total of 5233 students

### 73 interviews (autumn 2015 – June 2017):

- primary school: 50
- new secondary school: 23
- principals: 29
- group interviews teachers: 37
- final interviews teachers and principals: 7

School	Principals	Teachers	Teachers and principals
NSS	10	9	4
PS	19	28	3
	29	37	7

## RESULTS

*Teacher quote: “The more you believe in your students, the more they will achieve.”*

The scientific assessment of the programme in various European countries with differing school systems has shown the programme to be suitable for all school levels and for use in a great variety of school types:

- primary schools (primary level / A1)
- grammar schools and new secondary schools (secondary level I / A2)
- upper secondary schools and vocational schools and colleges (secondary level II / B1 and B2)

### Primary school:

“Entrepreneurship Education at primary school level – is that even possible?” many teachers were wondering this at the start of the project.

When asked about their relevant background knowledge, teachers list economic topics from social studies classes, but they are largely unfamiliar with the term “Entrepreneurship Education”.

A comparison of the interviews done at project start and those done at the end of the school year and/or the project also shows that the focus at project start is on economic elements.

After the challenges have been implemented, the programme’s strength is seen especially in its holistic teaching approach, which promotes the development of students’ potentials and shines a light on social topics.

**“What makes Entrepreneurship Education at the primary school level important?”**

Interviews project start	Interviews end of school year / project
economics: <ul style="list-style-type: none"> <li>▪ teaching economic topics</li> <li>▪ better understanding of economic mechanisms</li> <li>▪ preparation of students for their future lives and careers</li> <li>▪ entrepreneurial thinking as one of the 8 key competences for life-long learning</li> </ul> social aspects: <ul style="list-style-type: none"> <li>▪ conflict management</li> <li>▪ personal development</li> </ul>	social aspects: <ul style="list-style-type: none"> <li>▪ believing in one’s own ideas and their implementation</li> <li>▪ experiencing self-efficacy: creativity and innovative power</li> <li>▪ network thinking and acting</li> <li>▪ empathetic communications and their effects on the classroom community</li> <li>▪ improved teamwork</li> </ul> economics: <ul style="list-style-type: none"> <li>▪ better understanding of economic mechanisms</li> </ul>

**“What are the added benefits of the programme and the pertaining teaching materials for the school, teachers and students?”**

**Added benefits for students:**

- greater self-esteem, self-confidence, self-respect and self-efficacy (= believing in one’s own ideas)
- fostering of teamwork, creativity and network thinking
- improvements in classroom community and social interaction through...
  - empathetic communications,
  - mindful awareness of oneself, others and the environment and
  - conflict management
- increased vocabulary (also in students whose first language is not German)
- better understanding of economic topics

**Added benefits for teachers:**

- new appreciation of students: greater confidence in the children’s competences, observation of the children’s commitment and joy in independent work (in teams or individually)
- new ideas and excellent material for organising one’s own lessons
- challenges enhance interdisciplinary knowledge transfer
- new approach for teaching economic topics (child-oriented and age-appropriate)
- enhanced collaboration between teachers
- empathetic communications in the classroom (with even positive effects for the children’s parents)
- conscious reflection of one’s own communicative behaviour

**Added benefits for the school:**

- new ideas for school development and further professional teacher training
- programme is a suitable focus for the “School Quality in General Education” (SQA) initiative
- enhanced collaboration between teachers
- much positive feedback from parents – positive effects for the school image through exhibitions (e.g. Trash Value Festival), posters, etc.

- exchange between schools offers opportunities to learn from others

### **Strong arguments given by the respondents for implementing the You<sup>th</sup> Start Programme at the primary level:**

- contents of the programme are in line with Austria's curriculum for the primary school level
- teachers are convinced of the programme's effectiveness (for the school, teachers, students and their families)
- challenges are child-oriented and promote the development of students' potentials
- programme allows for individual and modular implementation (some schools introduce empathetic communications from the first grade)
- programme promotes learning by head, heart and hands in age-appropriate learning arrangements

### **New secondary school:**

Because teachers and students were accompanied intensively with online questionnaires during the project run, the teachers were interviewed only at the end of the school year and at the end of the project. The focus, also for the principals interviewed, is on the teaching of key qualifications and the preparation of students for their future work lives. This also includes independent work, enhanced entrepreneurial and economic thinking, as well as social aspects such as empathising with others and treating others respectfully.

### **Added benefits for students:**

- greater self-confidence and self-efficacy (= believing in one's own ideas)
- fostering of creativity and network thinking
- better understanding of economic topics in preparation for work life (e.g. highly accessible introduction into project management)
- perceiving sustainability and the environment as resources
- improvements in classroom community and social interaction through...
  - empathetic communications,
  - mindful awareness of oneself and others and
  - conflict management

### **Added benefits for teachers:**

- new approach for teaching economic topics
- enriching materials that can be used in various ways and various subjects
- empathetic communications with positive effects for exchange between teachers
- change and variety in lessons and the experience of being able to hold back as a teacher
- teamwork between teachers

### **Added benefits for the school:**

- collaboration and cooperation between teachers, team-building effect on teaching staff
- programme is easy to visualise on the school homepage and in the school building (e.g. exhibits for the Trash Value Festival...)
- positive effects on the school image with parents (positive feedback at parent-teacher meetings)
- exchange between schools offers opportunities to learn from others

### **Strong arguments given by the respondents for implementing the You<sup>th</sup> Start Programme at the secondary level I:**

- contents of the programme are in line with Austria's curriculum for the secondary level I

- programme allows for individual and modular implementation in various subjects: German, English; mathematics and science; creative subjects: art and handicrafts; geography; business education; career guidance; personal development; sports as well as interdisciplinary implementation, e.g. at project days
- programme promotes learning by head, heart and hands in age-appropriate learning arrangements
- students experience new roles (fostering of independence and confidence in one's self-efficacy)
- strong preparation for work life, especially in key qualifications and economic knowledge

### Prerequisites for a successful and sustainable programme implementation at participating and new schools:

- participating principals and teachers need to be informed in time so that they can consider the contents of the *You<sup>th</sup> Start Entrepreneurial Challenges Programme* in their annual planning before the summer holidays
- accompanying workshops that support the selection of challenges in the first use of the programme
- teaching materials need to be provided (in printed form or online) in time for the start of the school year
- engagement of external speakers, e.g. students of the University of Vienna or the Vienna University of Economics and Business, to enrich the programme, support teachers and open up new perspectives ("broadening horizons")
- knowledge transfer about the programme in formal conferences and team meetings and informal discussions between teachers (at the respective school)
- information and materials need to be made accessible and presented visibly
- further accompaniment and information through a *You<sup>th</sup> Start* newsletter and the building of a network for teachers who are experienced in using the programme and teachers who are new to / interested in the programme
- presentation of the programme at all levels of the education system:
  - ministry
  - school inspectorates
  - principals
  - teachers
  - parents
- presentation of the programme at large-scale education events, e.g. education fairs
- implementation of the programme also in teacher education

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