

# **Practical Entrepreneurial Assessment Tool for Europe (PEAT-EU)**

Cooperation between the formal and informal educational sector

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## **Description of the project:**

The purpose of this project is to gather knowledge and experience to develop a model of progression for assessment in Entrepreneurship Education across school levels. Practical and easy to use assessment methods help to enhance students' learning in EE and support the quality of education and outcomes in European contexts. According to research, teachers in EE have difficulties to identify entrepreneurial students and Eurydice report (2016) acknowledges that assessment remains a challenge. Quality assessment methods can inform not just learners and teachers but also administrators, policy makers and society including parents and work-life.

Entrepreneurial skills and competences are important not only to employment and start-up, but also to active citizenship and life in a fast-changing world. Enhancing this area of learning is crucial for modern education and is a priority in European policy (ET2020, Entrepreneurship Action Plan, Rethinking Education). EE prepares students to obtain democratic skills and educates people for life promoting initiative, to take responsibility and analyze situations (ETUCE, 2013), developing skills and competences like creativity, initiative, tenacity, and teamwork that are important for citizens of Europe and of the world. However while countries are moving forward in embedding this work into national education systems and there are increasing opportunities outside education, assessment is lagging behind. The recent Eurydice research showed that no countries in Europe have robust approaches to the assessment of entrepreneurial education, and few intend to focus on this as a priority moving forward. The European Commission has consistently highlighted the importance of assessment for entrepreneurial education, to demonstrate the value of these skills to both learners and teachers.

This project brings together partners that are involved in cutting edge thinking of how to evolve assessment tools and protocols to properly reflect and value this area of education. This is a very challenging area of work, involving skills and real world connections that are not easily evaluated. Traditional assessment of student learning has been focused on hard and measurable and comparable outcomes, at the expense of contextualized learning that is suited for entrepreneurial education. Therefore teachers need support with their practice in EE in various ways. One important way is by having access to flexible, practical and academically-robust assessment tools.

The need has been identified as: "assessment that informs progress, looks to multiple as opposed to singular answers, responds to changing circumstances and is evaluated in context" (Penaluna & Penaluna, 2013). And the report on Entrepreneurship Education at School in Europe. (EURYDICE, 2016) emphasizes "that progress is most needed in two areas – learning outcomes and teacher education. The development of comprehensive and consistent learning outcomes, applied across several levels of education and specifically assessed is essential. Furthermore, the integration of entrepreneurship education into ITE and CPD for all

teachers, irrespective of the subject and the level of education at which they teach, is crucial if high quality provision is to be made for students"

This project will build on breadth of expertise of partners, their insight and knowledge gained from the very relevant previous projects and consider a range of different innovative approaches for evaluation of EE competences and progress. From this, the group will develop a more comprehensive framework for assessment, now needed to take the next step towards the legitimisation of entrepreneurial education through robust assessment.

Developing the assessment progression model:

The model will focus on key steps or phases through the education system and at specific transition points (between school levels, between schools, from school to work.) The project will test assessment methods in two ways:

1. with learners – to review the effectiveness of the tools in mapping student progress and achievement of entrepreneurial skills and competences
2. with teachers – to test how these kinds of assessment methods need to be purposefully drawn into teachers' fundamental and continuous education with a focus on making them adjustable to context and easy to apply.