



ZAVOD SV.  
STANISLAVA



Erasmus+



# Young Entrepreneurs in Action!

Erasmus+ KA2

(Zavod sv. Stanislava, Kongshavn Videregaende Skole)

## SWOT Analysis: Entrepreneurship in Class

InERD

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# Context of the report

## Introduction

After the first visits and discussions with the project partners and taking into account their expectations and experience, we have decided to prepare the first report on which to base some of the future project work in the form of a SWOT analysis.

The Institute for Education Research and Development participated in the work leading up to the project and has been involved in the project proposal. InERD has been in contact with both coordinators and has been included in the first visits.

To prepare the orientation document, the members of InERD have conducted interviews with teachers from Slovenia and Norway as well as students from Slovenia. In addition, they have studied materials provided by the Norwegian coordinator. The first draft of the analysis was reviewed and amended by the Norwegian partners having more experience in the field acting in their mentoring role. The revised draft was then studied by both partners and the relative conclusions were formed as a product of a common work.

After the final discussions dealing with recommendations for project course, InERD prepared the final version of the SWOT Analysis document together with some recommendations for project implementation.

## Status Quaestionis

The original challenge of the process of acquainting both partnering institutions with the project was to investigate and define the state of the affairs in both organisations and their local environments. Special concern in this aspect needs to be given to the question of organisation of entrepreneurship and entrepreneurship training in the educational systems in Slovenia and Norway. To later define specific strengths, weaknesses, opportunities and threats we need to get a clear and concise picture of the situation.

The project was conceived by the coordinating institution (St. Stanislav's Institution) to further their work and knowledge in the field of entrepreneurship. Through the collaboration of the Slovenian and Norwegian YA-JE groups, the appropriate experienced partner organisation in Norway was found. Kongshavn Videregaende Skole is an institution educating a similar profile of students with interest in international development (though a bit less experienced in similar projects – therefore, the partner status of the organisation is reasonable).

Both organisations enter the project with an understanding of the general idea. This idea is to develop a partnership within which the Norwegian partner with more experience will assume a mentoring role and spread their good practice with the Slovenian partner. In addition, both schools hope to develop new innovative methods and contents. The Slovenian partner additionally wants to improve their connectedness with organisations in their local environment, striving for similar development.

In this report, we will not address the specific plans of the organisations to achieve this but rather give general directions for all activities based on which the intended activities may be amended or new ones might be added.

# Analysis of the state of affairs

## Situation in Slovenia

The Diocesan Classical Gymnasium (a secondary school within St. Stanislav's Institution) has been detecting a need to educate their students in a manner focusing more on specific competencies in the last couple of years. In some of the programme evaluations conducted among the students and their parents, there has been a common thread emphasising education in aspects that would provide better skills helpful in "real-life" situations, improving the employability of the graduates.

On the other hand, the leadership of both St. Stanislav's Institution and its secondary school have been strategically developing certain concepts and models, following the development in the educational sphere of the broader environment. Recently much attention has been directed at the integration of the 8 European common market key competencies into the curriculum. Entrepreneurship, obviously – being one of them, receiving its share.

Certain steps have been already taken in the direction of a larger number of optional contents within the curriculum. Additionally, several extracurricular activities have been initiated. In the following, we will limit ourselves to the field of entrepreneurship.

St. Stanislav's Institution is part of the Slovenian branch of YA-JE. Through this, they educated a mentor for youth enterprises and are in the process of educating the second one. The project of youth enterprises has been initiated (there is ample interest among the students). In addition to it, another extracurricular activity dealing with personal finances has been started with the mentor entering an educational process to get acquainted with the programme.

In the course of the curriculum, the regular homeroom class has been alleviated of much of the administrative and bureaucratic duties, as they have been shifted to other segments of the school organisation. This has led to some content out of the regular state-mandatory curriculum to be added to those lessons.

Otherwise, on a general note, there is not much space within the curriculum of a general or even classical gymnasium to integrate courses of entrepreneurship into a regular school week. Vocational secondary schools have more options to do this and even a curriculum already written up (it is, however, unfortunately very theoretical and not that applicable).

## Situation in Norway

Norway itself is one of the countries, leading in education, especially education for entrepreneurship and innovation. Merely their Oslo branch of the YA-JE (not a school but a support structure) employs over 80 experts offering assistance to schools from kindergarten to university regarding entrepreneurship. The curricula for education in entrepreneurship have been developed a good decade ago and cover students of all ages. Perhaps more importantly – all of the curricula (of other subjects) see entrepreneurship as a method and implement its use. A large number of experts have been regularly preparing new materials and there is good cooperation between different levels of education as well as between education and business sector.

Kongshavn Videregående Skole is one of the leading schools in the field of entrepreneurial education. In the course of their studies, students can choose a language, science or entrepreneurship orientation of their studies. Entrepreneurship is a popular choice and students choosing it get two lessons a week in entrepreneurship. In addition to that they have the opportunity to participate in youth enterprises. All of the students, regardless of their orientation take part in an international competition for innovative ideas at least once a year. They are presented with a challenge and work in teams to find a solution for the challenge and present it.

In recent years, Kongshavn has been awarded with several prizes for their work on entrepreneurship. They have had best student enterprises in a very developed and competitive environment – both in their Oslo region and nationally. They have also received awards for their work as a school. Their innovation camp is one of the best in the region attracting international participation and the participation of several secondary schools and selected primary school students.

# SWOT analysis

## Scope of the analysis

With the situation of both schools presented and the goals of the project roughly outlined, we need to further define the viewpoint of the SWOT analysis. This report will deal with the project “*Young Entrepreneurs in Action!*” itself. Several goals have been written in the project proposal, the course of the project has been set. This report is not intended for either of the schools specifically but rather for their partnership within the span of the next two years.

With that stressed, we need to once again explain the roles in the project. St. Stanislav’s Institution wishes to benefit from the experience of the Kongshavn Videregaende Skole. The majority of the report is thus concentrated on the questions of transmitting knowledge and implementing good practice within St. Stanislav’s Institution. The analysis is, however, not a comprehensive analysis of St. Stanislav’s in general.

The analysis is drafted as a guideline for the completion of the project as well as a tool for the subsequent project evaluation. After the final evaluation, this report will serve as one of the bases for constructing a plan to guarantee the project sustainability.

## Strengths

The project has many aspects that can be seen as relevant points contributing positive value to the final outcome. Both project partners have sufficient human resources prepared to assume leading and responsible roles within the partnership. There is a general awareness of the project goals.

We will list several specific strengths of the project partnership and its composition. We feel we can list these strengths and join them into several categories.

Human resources:

- Abundant experience in the field of entrepreneurship of the “mentoring” – partner – organisation. (The two teachers included actively in the project have years of experience with both the curricular subject of Entrepreneurship as well as innovation camps and also some experience in international partnerships).
- The coordinating institution has extensive experience in leading international projects and partnerships.
- Several teachers are already included in the entrepreneurial education at the coordinating institution (we believe it is very necessary for the success of the project and its sustainability to involve a larger number of teachers).
- The project has an external project office at its disposal to deal with the administrative tasks and some of the logistical challenges.

Strengths connected with reliable networks:

- Both schools are included in the YA-JE network which gives them access to a larger number of organisations, a support network as well as increases their possibilities to disseminate project results effectively.

- St. Stanislav's that has most ground to cover up is also included in the national programme for financial literacy. We could integrate these activities into the project partnership.

Project connected external motivations:

- The international project has the potential to additionally motivate students to take part in different entrepreneurial activities.
- The Norwegian school system has already a lot of the teaching/learning materials that can be adapted and reused.
- There are financial resources connected with the project that can be used to develop some materials as well as facilitate the youth enterprises activity.
- With project obligations, the partnership has some external motivation to achieve certain measurable results.

## Weaknesses

There are several areas where one of the organisations is either lacking experience or resources (human and other). The project proposal has outlined these weaknesses or rather the project itself was constructed in such a way that these weaknesses were already addressed.

Institutional weaknesses – difficult to circumvent (adaptation will be required):

- There is little or no possibility to incorporate entrepreneurship activities in regular curricular activities.
- There are currently no measures that could lead to merits on the project being recorded for the students or stated on their records at St. Stanislav's.
- Entrepreneurship will have to compete with various other activities and international projects for the attention of students and staff members as well as the attention of the school management.

Personnel weaknesses – the project is aimed directly towards dealing with these weaknesses in a manner that will lead to their dissolution:

- All of the involved personnel seems to have a lot of other/regular obligations and cannot dedicate substantial amounts of their time to the project activities.
- Staff at St. Stanislav's does not have any experience in most of the planned activities of the project.
- There is little guarantee of the sustainability of the project unless a core of trainers at St. Stanislav's gets educated and motivated to carry on the activities that will be designed within the project.
- Staff included at Kongshavn has no experience in international projects (several exchanges – none in the course of a similar project).

## Opportunities

With the project proposal, several opportunities have been drafted, several other have presented themselves through the reflection after the initial project meetings.



- To perceive entrepreneurship more as a method rather than a subject – more activities can be prepared to promote problem solving among students.  
(Among such activities can be innovation camps for students, teacher trainings motivating teachers to include methods into their regular lessons.)
- Participating in activities both schools can do more to include students in the preparation of the materials and project promotion.
- Both schools have other areas where they could start to develop a cooperation and further those areas (for instance – science).
- The YA-JE network presents a great opportunity for both schools to disseminate the project results as well as to attract people that could work together in the incorporation phase of the project.
- There is also the possibility to include different activities aimed at the promotion of competencies other than entrepreneurship.

## Threats

Both from the organisational and administrative aspect as well as the professional aspect of the project, we need to pay attention to some of the issues potentially arising within the project partnership.

Sustainability of the project:

- Teaching/training/learning assignments need to be well thought out or they are in danger of becoming mere mobilities with little impact on the two project partners – focusing only on the students involved.
- The Intellectual Outcomes can end up being more of a report on the project than a guide and a tool useful for the continuation of the project and its dissemination.
- Activities can be carried out just to fulfil the project requirements and not have a lasting effect – they can lack the integration into the school work of St. Stanislav's.

Dissemination of the project results:

- Insufficient effort in determining target groups can lead to limited reach.
- Dissemination oriented primarily towards the promotion of the project can have limited effect in real advancement of the project outcomes.

External threats:

- Due to a relatively small number of staff included – health concerns of the individual participants present a real threat to the project.
- A potential withdrawal of support (workload distribution, allowing student participation in activities interjecting with the curriculum ...) from the managing staff at partner institutions would cause potential issues for a successful completion of the project.
- Difficulties in international travel would cause delays, potentially cause the costs of the project completion to rise.
- Erasmus+ being in its initial steps the unknowns could inhibit the project, cause delays in reporting, publishing materials, complicate communication with the national agencies.

## Conclusion

The project has an appropriate design to deal with some challenges and adequately addresses some core issues. In dealing with the project, partners need to realise that the situation will not be improved rapidly due to some institutional restrictions. Small steps that will lead to sustainable improvements will be valuable.

The sustainability of the project presents a challenge much attention should be given to. Teachers need sufficient time without other obligations to dedicate to the project and project-related activities. There needs to be a larger number of teachers included in these activities.

In addressing the issues of sustainability it would be advisable to integrate entrepreneurship activities closely into regular activities of St. Stanislav's. The first step is to create a positive atmosphere within the school. First of all, all the teachers should be informed about the importance of the promotion of entrepreneurial activities. In addition, the mentors should be well equipped with knowledge and skills to be able to ignite their students with the enthusiasm for entrepreneurship and show the benefits it can have on their life and career.

## Recommendations

- Use the opportunities to speak about the project and its benefits with other teachers at both schools. To gain general acceptance for the project is a first step to make it a success story.
- Regular communication among the teachers and students involved in the project will create better atmosphere and give the opportunity to establish a pleasant working environment in which all the stakeholders can fully exploit their potentials.
- To introduce entrepreneurship to as many students as possible attract also those who do not actively participate in the project to take part in some of the project-related activities (e.g. innovation camps can offer an insight into the project and entrepreneurship and raise their interest).
- Promote innovation camps and other project-related activities. Inform other teachers and students about the activities going on. Introduce the project to parents at some of the parents' conferences and speak about the benefits of entrepreneurial knowledge.
- Innovation camps offer great opportunities for establishing new links with local organisations. The aim of the project should also be to find some new local partners (e.g. companies) willing to share their know-how and cooperate with the school even after the completion of the project.
- Both schools should learn from one another and YA-JE, first-hand experience the learning processes, and share the examples of good practice to improve the knowledge of the mentors and the way of transmitting entrepreneurial skills to their students. Educating teachers is of outmost importance.
- In cooperation with the Norwegian mentors, St. Stanislav's Institution should work on the promotion of entrepreneurship to become an integral part of the optional contents within the curriculum.
- Carefully plan all the activities and discuss the expected outcomes in advance with all the teachers involved. Set high goals and check if they are reached.