

Marketing plan 3.0

1 National context

The economy

The Netherlands is the 17th largest economy of the world. The GDP per capita is roughly \$42,000 which puts it in the top 10 of richest nations in the world. Between 1996 and 2000 the annual economic growth GDP averaged over 4%, well above the European average. Growth slowed considerably in 2001-05 as part of the global economic slowdown. 2006 And 2007 however showed economic growth of 3.4% and 3.9%.

The Dutch economy was hit considerably by the ongoing global financial crisis and the ensuing European debt crisis. Several banks went bankrupt, and a number of others had to receive governmental aid. In 2009 the economy declined with 3.5%, followed by two years of mild growth. The Dutch economy is currently in a recession again, with an economic decline of 0.5% in 2012. Inflation is at 3.2% in February 2013. Unemployment has been relatively low compared to other EU nations for decades but after mid-2012 it has seen a fast increase and in February 2013 it has hit 7.7%. The Netherlands managed to maintain its AAA rating at least until June 2013 according to the three major credit rating agencies.

Such success has fostered much interest in the Dutch “polder model”, short-hand for the system of policymaking by consensus among interested parties, and especially between employers and employees. The polder model, it is often said, demonstrates that economies can grow and jobs can be created without dismantling the rigid and generous European social-welfare system. At the same time, it is argued that consensus policies is the best way to innovate education.

Description of the types of education and training

The Dutch education system features many different types of schools. Primary and secondary education are fully funded by the state. Higher Education is becoming more costly, but remains at a relatively low cost level for students. Students are offered loans that they will have to repay to the Dutch government after graduation.

Secondary education paves the way for vocational and higher education. The higher education system aims to provide top-quality teaching and training at professional or academic level. Special education is provided to pupils with learning and behavioral difficulties

Primary schools (age 4-12) are primarily small schools that typically employ 10 to 20 staff members. In most schools, the staff consist of a dedicated school head, a part time secretary (for larger schools) a part time concierge and the teachers.

School heads usually are former teachers and spend 100% of their time leading schools. Besides pedagogical leadership, they are in charge of the daily activities, often mandated by school boards. Most primary schools are a part of a collective. These foundations or associations could manage up to 80 primary schools. Their boards appoint the school heads and offer assistance with regards to general management, accounting and legal issues. The management of these collectives are key decision makers.

Secondary schools (age 12-18). General secondary education is offered in three levels: middle, higher and pre-academic. Secondary schools typically are much larger institutions than primary schools. Most of them are independent and employ a professional management staff. Most secondary schools have the authority to change their learning methods. School heads in secondary education are therefore the key decision makers.

Teacher training and continued professional development

Most teachers in primary education have obtained a bachelors degree in educational sciences. These studies are offered by Level 1 and Level 2 universities, qualifying for Bachelor and Masters degrees. Teachers in primary schools teach all subjects.

Teachers in secondary education often have a bachelor or a masters degree in their specific subject and completed pedagogical courses as well.

Innovative school heads support teachers in their professionalization by asking from teachers to write Personal Development Plans, which are central in the yearly performance interviews. Professionalization and training mostly takes place on site. Teachers also participate in internal and external networks for teachers. By law 10% of the time of teacher is reserved for personal professional education. The Dutch Institute for Masters in Education offers Masters and PHD courses for teachers in secondary education.

The universities and on-site training companies are important influencers (catalysts) for innovation projects.

School heads training and continued professional development

There are many training institutes for school leaders at universities and professional academies. Up till now, not many school leaders take school leadership courses before becoming a school leader. Usually, they participate in school leadership courses at the beginning of their career as a school leader. However, in primary education, this will be changing as a result of the new developed requirements for registration.

For primary education, a proposal has been made for obligatory registration of school leaders and requirements for registration. These requirements are:

- Training for school leaders based on the five new basic competences for school leaders.
- Participation in continuous professional development.
- Provable reflection on one´s own professional practice.
- Signing a code of conduct.

School leaders are trained in innovation and change management, usually project approach. Many schools use various tools, models and systems to improve their quality: EFQM, INK, IIP, etc. Next to project management skills, the Dutch government encourages school heads to visit conferences, seminars and join networks of school leaders to learn how to implement new policies.

The most well known institute that offers school heads qualifications (masters degree) is the NSO in Amsterdam. These universities are important influencers (catalysts) for innovation projects.

Policy practices and strategic objectives

The Dutch government facilitates and controls schooling to a great extent: by law and finance, assessments, state exams and publishing policies on a number of issues. The government do not prescribe teaching practices, books or learning methods.

The Ministry of Education and Science publishes policy papers, which are translated by the boards of school governors in a mission and vision for their schools. School heads disseminate this vision to the teachers and together school heads and teachers translate this to the school goals.

The policy imperatives for primary and secondary education are mainly focused on higher student achievements, especially with regard to literacy and numeracy (Ministry of Education, Culture & Science, 2007; 2008). Other focus areas are drop outs, innovation, security, inclusion, norms and values. The government has aligned its educational objectives in order to achieve a higher PISA rating in 2015.

Currently, the government moves away from giving 'directives' and content in the curriculum are left to schools. The government advocates (Commissie Dijsselbloem) that educational innovation should be initiated by the educational social partners like the PO-Raad and VO-Raad (councils for primary and secondary education)

The defined strategic focus areas are:

- Core content (Languages and Maths) and innovation
- Individual talents (high performing students)
- Citizenship
- The role of the teacher
- Cost control

In The Netherlands, the VO Raad has initiated a number of innovative projects, like Wikiwijs. However, during a discussion between Muriel Springer (Director VO Raad) and Fred Verboon (Director European School Heads association) it became clear that the VO Raad does not have an innovation agenda for VO education in The Netherlands. It might be beneficial to Entreprenasium to engage both the Ministry and the VO Raad.

Publishers

The Dutch educational system can be characterized as an education system with a low level of governmental curriculum prescription and a high level of governmental control. This education system has offered publishers opportunities to become dominant players on the education markets. For decades, the Dutch publishing houses have offered learning methods which (in particular in PO schools) prescribe the teachers daily tasks. Most tasks are outlined in these learning routes.

This high level of prescription by publishers and the high level of governmental control has lead to a system that is not very appealing for innovative people taking on the role of teachers and school heads in primary education.

2 Implementation of Entreprenasium

Europe

A considerable number of countries in Europe have innovated their education systems. Countries like Scotland, Ireland, Denmark, France and Finland are including 21st century skills in their curriculum. Students who have developed these 21st century skills are more prepared to align with the shift in how people learn, how people get jobs and the changing economies.

The 21st century skills are widely regarded as the most important driver for innovation in education. Well known initiatives like Flipping Classrooms and the Kahn Academy are recognized as leading initiatives.

Overview of 21st century skills



In this respect, The Netherlands government does not show great leadership in education. Education remains very traditional without fully taking advantage of the changed learning behavior of children.

Primary education

Entreprenasium offers secondary schools opportunities to position themselves as innovative schools. However, in primary education, learners are not exposed to 21st century education and most parents are not aware of these 21st century skills. Therefore, Entreprenasium can be regarded as an unsought benefit.

In order to fully exploit the potential of Entreprenasium, it may be beneficial to offer primary schools opportunities to offer some kind of entrepreneurial education in the 7th and 8th grade classes. This experience may be offered through a project approach.

Secondary school heads; key decision makers

School heads in secondary education usually manage a considerable team. The size of these teams usually varies between 50 and 200 persons. Secondary school heads usually are the key decision makers. School heads in general can be characterized as:

- motivated, committed educators with a risk averse and curious attitude. Most school heads are team players with a great social skills. They usually are not highly motivated by monetary rewards.

In general, most school heads are risk averse people. They highly value the opinion and feedback of inspectorates, leading professors and fellow school heads. Innovating education practices implies that the school leader need to take responsibility of the educational reform which may lead to lower educational performance on the short term.

Due to the nature of the school leader, it is highly likely that the majority of school leaders need a high level of reassurance before they are will innovate their school. This highly necessary reassurance can be given by:

- professors in educational science
- educational leaders within the VO and PO Raad
- educational leaders within the Dutch Ministries
- fellow school heads
- associations of school heads
- universities offering school heads accreditation
- support to overcome obstacles for innovation

Obstacles for innovation

In recent years, ESHA has worked on several European projects. In most innovative projects ESHA has encountered many obstacles for innovation. The two most important ones are:

Resistance to Change

The adoption of innovations involves altering human behaviour and the acceptance of change. There is a natural resistance to change for several reasons. People resist change when: the reason for the change is unclear, the proposed users have not been consulted, the change threatens to modify established working relationships, benefits and rewards for making the change are not seen as adequate.

In the Netherlands, this stuckness is experienced by a percentage of VO teachers that have a hard time maintaining order in their classroom and delivering the required curriculum at the same time.

Entreprenasium should offer solutions for dealing with this resistance to change:

- A fully written down implementation (cook book) plan will most likely decrease the level of ambiguity experienced by teachers today.
- On a European level, members of the Iguana project have developed courses that address stuckness in innovation projects. These courses can be used free of charge. This consulting may be regarded as an incremental service offering

Maintaining high quality standards

Maintaining high quality standards in education includes organisational as well as pedagogical aspects.

The organisational aspects are described by the Quality for Innovation project. The Q4I project, which started in December 2012, aims to develop, test and mainstream a quality development approach for schools that includes a strong commitment to innovation. Q4I is a project designed

to ensure high quality education while innovating educational practices. Using the innovative Q4I processes will lead to higher quality education and the ability to adapt to constant changes.

Starting in January 2014, five Entreprenasium schools will pilot this approach. It is essential for the quality management aspect of the EP to monitor the project and possibly include the learnings in the EP services offering.

The educational aspects deal with all the aspects that needs to be completed at the class room level. Until now, the EP does not have a fully written down implementation guide for the EP program. Although this is a very good approach for entrepreneurial schools, it may lead to different implementations and frustration at the teacher level. In order to secure a high quality implementation in less entrepreneurial schools, it is advised to develop a EP cook book, that details a high quality implementation of EP in schools.

Influencers

In chapter 1, we discussed that the Dutch polder model. The consequence of such a model is that Entreprenasium needs to convince the key decision makers and at least engage key influencers. Entreprenasium therefore needs to develop a plan to communicate to a broad audiences of educational decision makers and influencers described in the first chapter.

3 Choices and conclusions

Brand

The name “Entreprenasium” is very well chosen. It combines the two main parts: entrepreneurship and the type of school that it is meant for. The only risks in this name is that Entreprenasium can be associated with education for entrepreneurs, not entrepreneurial people. It is advised to develop a tag line to address this issue.

Go-to-market model

Currently, Entreprenasium has a dual and potential conflicting go-to-market model: it offers services and training through its foundation and licenses through its association. For the long run, Entreprenasium should choose what offering is most important. Entreprenasium has to choose between;;

- an indirect go to market model could fuel the adoption of the program but may involve financial risks because of potential loss of training income. (training providers may take over the services part)
- a direct go to market model may lead to increased training income but may seriously hurt a large scale adoption of the Entreprenasium concept

Should Entreprenasium opt for an indirect services model, it may engage one or more of the following organizations that currently offer consulting and support for innovations:

- The Dutch principal association: The AVS is school leaders association offering legal assistance and consulting for innovation. AVS employs about 40 highly qualified professionals.
- The Dutch employers organization: The VO-Raad is an association that represents the majority of secondary school boards. Their aim is to improve quality of education. The VO Raad also negotiates working conditions with the Dutch government.
- CBE consulting. Organisation focussed on innovation in schools. Relatively small company with a relatively highly successful program: High Performance Schools
- APS. Organisation focussed on innovation in schools. Relatively large company with expertise on leadership, pedagogy and student centric learning
- KPC. Focuses on innovation of education. Relatively large organisation with a strong focus on student centric learning. This company occasionally works for the Dutch government on several research topics
- CPS. Organisation focused on quality of education. This organisation focuses on a few aspects of Lifelong Learning.

Engaging schools:

Entreprenasium need to increase the number of participating schools and build momentum in the market. Personal engagement of school heads will remain a vital activity within the Entreprenasium initiative. It is advised to appoint a person that will manage these activities.

Entreprenasium could also consider to engage business schools (Nijenrode, Erasmus, InHolland, etc) and advocate the EP within VO schools that have a relationship with these business schools.

4: Summary

The Dutch education system can be characterized as low prescriptive curriculum with high control of academic achievement. This system has given publishers the opportunities to become very influential parties. School heads are regarded as risk averse, committed educators and leaders. They will innovate if they feel secure that the innovation will lead to better academic achievements.

EP should consider developing an implementation guide (cook book) that details all steps and conditions of a successful EP implementation in an average school. Only this way, EP could become more attractive to non-entrepreneurial management of schools, insecurity of teachers can be addressed, standard services can be developed and high quality implementations can be realized.

From a marketing perspective, Entreprenasium is not a very well known initiative and from the perspective of parents it may also be regarded as an unsought benefit.

From the perspective of Entreprenasium the following SWOT has been drafted:

<p>Strengths: 10 Successful Entreprenasium schools Positive message Strong emotional message content Positive atmosphere of motivated people</p>	<p>Weaknesses: Financial capacity; Brand awareness; Communication does not address risk averse nature Entreprenasium regarded as an unsought benefit No offering for primary schools No cook book for implementation of EP in schools</p>
<p>Opportunities: Liberal approach to education (less prescriptive) 21st Century skills in initiatives in Europe and US Increasing awareness of 21st century skills Potential positive attitude of universities Pisa 2015 to include 21st century skills Exposure via VO Raad / AVS / ESHA Cooperation with Jong Ondernemen Include service offerings for quality management Include service offerings for managing resistance</p>	<p>Treats: Role of publishers Focus on Pisa outcome and assessments School heads are generally risk averse</p>

In order to realize a large scale implementation of the concept, the Entreprenasium board is advised to:

- decide what model (direct vs. indirect / licenses vs. services) it prefers+ align and standardize its service offering accordingly
- develop a implementation cook book for new schools

- appoint a person that manages the growth in nr of participating schools
- develop a tag line that explains the objective of Entreprenasium
- assign tasks and delegate responsibilities according to the go-to-market model
- engage key decision makers and influencers like the ministry, universities and the VO Raad
- develop a project based solution for primary schools
- offer solutions to overcome the basic obstacles for innovation
- find resources to professionalize its operations

5: Short term Entreprenasium marketing activities:

The following activities are proposed: (including proposed ownership)

Lobby activities: (possible funding opportunities) ☒ Fred and Koos

- Engage key decision makers like the Dutch Government (VO Directorate) and the VO-Raad.
- Engage key school heads educators like the NSO, the University of Utrecht and the Pabo council
- Write a proposal for the EC and ask for funding to promote the Entreprenasium concept.

Marketing activities:

- Select a low cost CRM solution that enables the Entreprenasium people to edit and track contact with the main customer groups: schools, policy makers, and influencers. ☒ Rob
- Collect contact data of ☒ Iris and Marielle
 - o all secondary schools in the Netherlands. Include contact data of the directors and educational quality managers.
 - o educational journalists within the leading national newspapers + put them into a contact database
 - o editors of ESHA, AVS, Kennisnet and VO Raad magazine editors
- Write a press release every 3 months. The proposed topics are: ☒ Niels Breuker
 - o announcement that The Netherlands is falling behind with respect to 21st century skills + introduction of Entreprenasium
 - o Announcement of new members of the Entreprenasium + interview with a school head addressing the positioning of Entreprenasium: Personalized education + differentiator for schools
 - o Announcement of the fee availability of “You the Boss” materials
 - o Announcement of success stories + interview with a student
- Present Entreprenasium at the AVS conference in March 2013. ☒ Rob and EP students
- Copy “You the boss” materials on a memory stick and distribute them among the people present at the AVS conference. ☒ Fred
- Develop a “Jij de Baas” light version for participating VO schools to set up junior EP at targeted primary schools. ☒ Marielle en/of Suzanne
- Publish Entreprenasium curriculum content on Kennisnet. ☒ Rob
- Include the following influencers and include a quote of them on the EP web site:
 - o professors in educational science ☒ Rob
 - o educational leaders within the VO and PO Raad ☒ Fred/Koos
 - o educational leaders within the Dutch Ministries ☒ Fred / Koos

- o associations of school heads Fred

Product management:

- Make one pitch (PPT + Comments) to be used by all people within the Entreprenasium. This pitch should include the positioning: (21st century skills + differentiator for schools) Done by Rob
- Engage + select partners in order to include the Quality for Innovation model + Stuckness model in the Entreprenasium offering (lowering barriers) Fred / Fenna
- Ensure that the core curriculum is ready to be delivered by Entreprenasium consultants Rob
- Write an implementation “cook book”

Engage new schools Marielle and Iris

- Follow up on schools that have shown interest in the Entreprenasium. Engage them using product management
- Engage leading business schools and ask for their relations with VO schools.
- Engage relations of leading business schools
- Organize an Entreprenasium event at the AVS offices in June 2014 (=follow up of the AVS Congres in March 2014)
- Engage 1:1 leading schools in region with no Entreprenasium presence.