The School Counselor Leading (Social) Entrepreneurship within High Schools

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Abstract

This article aims to determine the role that should exercise a School Counselor in social entrepreneurship education programs. To achieve this objective, first, we have analyzed the main approaches of these programs that are being carried out currently in Europe, which has allowed getting a concrete and contextualized idea about the status of the situation and studies done until the present day. Secondly, we have been held a qualitative research based on the realization of three semi-structured interviews to three specialists involved in entrepreneurship educational programs from different levels. After analyzing the data, it was concluded that the most viable option for achieving the target would be including a proposal about a program of entrepreneurship education in which the functions carried out by the professional would be in a detailed, contextualized and well defined situation. This program has been designed to develop in a secondary school and tries to compensate the difficulties and limitations of the environment for its implementation. The importance of this research lies in the fact that the number of studies on the subject is very little and there are very few focused on the value that can bring School Counselors and the role they should play in these entrepreneurship education programs.

Keywords: Social entrepreneurship education, School counselor, High school, Qualitative study

1. Introduction

Entrepreneurship in education is one of the objectives that the European Union included in its targets for 2020 as a mechanism to develop the entrepreneurial potential of member state citizens (CE, 2006). This organisation defines entrepreneurship as the ability to carry out ideas, for which it is necessary to develop a range of skills, knowledge and attitudes to foster it (EC, 2015c). It should be stressed that, as stated in the definition, the idea is to develop certain skills and attitudes that transcend a certain aspect of a person's life (entrepreneurial competence, OECD, 2011). The interest in researching this area is due to the multiple benefits in various fields (personal, social, economic, etc.) derived from its impact, as shown by several studies (EC, 2015a; Donnellon et al., 2014; Wilson, 2008; Cabrera et al., 2006). To name just a few, there is an increase in student motivation, creativity, planning skills and problem solving abilities, engage within the community (Gardere et al., 2012) acceptance of risks and responsibilities in different scenarios (Council of the European Union, 2014). Furthermore, the country's economy is enhanced by the creation of new companies that employ more people and create more wealth. However, despite of the growth on Social Entrepreneurship in Education there is still a lack of consensus as to what should be taught to entrepreneurship students (McGuigan, 2016; Gedeon, 2014; Solomon, 2007).

According to the studies reviewed (EC, 2015c), social entrepreneurship in education can be approached from different levels and pedagogical approaches ("about", "in" "for" or "through" entrepreneurship, Chang & Rieple, 2013). On a more macro level, different countries are incorporating it into national and educational plans by advocating cross-curricular skills and the all-round training of teachers. On a meso level, a cross-curricular approach is being fostered by educational institutions, which are adopting this way of working and integrating it into their educational projects (also known as "through" entrepreneurship, Gibb, 1996). Finally, on a micro level, we can observe a compacting process in specific programs where entrepreneurship is taught more as a set of theoretical contents and often includes a project of a more practical nature (Veciana et al., 2005). In the Spanish context, entrepreneurship in education is addressed in an optional course taught in the 3rd year of secondary education (14 to 15 years). In some regions, there are programs fostered by public or private institutions which address this area in the various educational stages through a practical approach entailing entrepreneurial projects (CE, 2015a).

Schools need to promote and lead leadership, connecting with their communities (Gardere et al., 2012). As far as primary education is concerned, most programs seem to be aimed at the creation of a cooperative by students in which they make products that they sell later at a market and/or show, the profits of which are then donated to a charitable cause (EC, 2015a). This is the case, for example, of the *Entrepreneurship at my School* project (EC, 2015b), fostered by the Valnalón industrial park in Nalón (Asturias, Northern Spain). Inspired by this, the Barcelona Provincial Council recently started to promote the *Entrepreneurship at School*

project, very similar to the one in Asturias (CTESC, 2014). In secondary education, the type of programs is more varied (*i.e.*, the Young Achievement Australia (YAA), from Australia, Peterman & Kennedy, 2003; Green, 2013, Youth entrepreneurship). Some aim to reinforce the more guidance-related part of the optional subject of entrepreneurship (Departament d'Ensenyament, 2011). This is the case of the *Professional Life Project* offered by Barcelona Activa, a local economic development agency. Others, however, introduce students to real-life entrepreneurs at talks held by owners of start-ups, as is the case of *School and Enterprise* project run by the FemCAT association of entrepreneurs in Catalonia (CTESC, 2014). Other approaches focus on students undertaking a real-life entrepreneurial project, such as *Young Social Entrepreneurs* initiative (EC, 2015b), also at the Valnalón industrial park, which involves the creation of an NGO or association to fund a social project for a cause identified in the local area. A different strategy is for students to participate in competitions by presenting entrepreneurial projects, such is the case of the *Entrepreneurship School Foundation* in Catalonia, which organises the competition *Be an Entrepreneur,* and the *Vitamin E* programme in Castilla la Mancha (EC, 2015b).

1.1 Objectives

The primary objective of this research project is to define the tasks and the specific role which a School Counselor should have at a school in relation to social entrepreneurship in education programs (Goodman & Young, 2006). In this regard, the decision was made to determine a series of secondary objectives (listed below) to help achieve the primary objective: a) Determine the current range of entrepreneurship in education programs and their characteristics, b) Collect information on the results of the programs carried out by different institutions and explore the potential benefits of this training, c) Identify possible needs related to entrepreneurship in education programs, d) Research the possible functions of the School Counselor in such programs. e) Draw up an applied proposal with reference to the data collected during the research. In that sense, the following ideas were established as key points: 1) ensure the viability of the proposal; 2) define the tasks and functions of the School Counselor; 3) draw up a mainstream proposal that would involve the entire teaching team; 4) direct the programme to all students while adapting it to their characteristics; 5) foster an increased relationship of the school with the surroundings. As the role of the School Counselor can be found mainly in primary and secondary schools, it should be noted that the research focussed on these stages without exploring interesting initiatives that are taking place in post-compulsory education, especially in vocational training

2. Research Methods

Qualitative research was conducted in order to formulate a streamlined educational proposal. More specifically this is a case study (Stake, 1995). First of all, a planning matrix was developed to stipulate the data to be collected and which sources would provide such information. The second step was to create the instrument, which had to be appropriate for the purposes of the research. In this regard, we chose a semi-structured interview that was validated by two experts. The sample was formed by 3 key informants who were involved in entrepreneurship in education at different levels. An official at the *Catalan Department of*

Education (coded as E1DE) represented the macro level. On the meso level, we interviewed the Educational Director of the *Entrepreneurship School Foundation* (coded as E2FED), which offers different educational programs in this field. Finally, the micro level was represented by a teacher specialising in economics (coded as E3PE) with extensive experience in this type of education.

The interviews were analysed using *in vivo* coding (Saldaña, 2013) and creating four dimensions with categories for classifying the information. The triangulation of the data was used for each of these categories. The dimensions, with their categories and the intended information to be collected, are below

Table 1. Dimensions and categories from the Interviews

1.1 Training in entrepreneurship	Relationship of professionals with the area and the training received to exercise as trainers.
1.2 Approach to entrepreneurship	How the subjects interviewed perceive entrepreneurship?
2.1 Benefits provided	Aspects that are improved upon student participation in entrepreneurship training programs.
2.2 Desired profile of trainers	Training and personal skills, as well as attitudes and other characteristics which may be necessary.
2.3 Role of the School Counselor	Possible tasks and functions in the field of formal education within entrepreneurship in education programs in relation to: a) students; b) teachers; c) the school; d) content; e) the environment.
2.4 Support from public authorities and/or other institutions involved	Research whether or not support exists, to what extent and how it is achieved (funding, training, education policies, etc.).
3.1 Approach and teaching of the programs	What the training programs offer, which approach they take, how they are organised and who teaches them. General information about the programs.
3.2 Target groups: profile of students	Research whether they are open to all students or are targeted at a group with specific characteristics (socioeconomic, academic performance, attitudes, particular geographical area, etc.).
3.3 Methodology	Methodology used in the different programs. Specify whether adaptations are made according to the student profile and what they consist of.
3.4 Objectives	Objectives to be reached by students participating in the different programs when it comes to content, skills, competencies, attitudes, etc.
3.5 Results	Results obtained by the different programs, especially with regard to academic performance, dropout and failure rates, motivation, attitude, knowledge acquisition, skills upgrading, etc.

3.6 Identification of needs	Needs arising before, during and after participation in the different programs. Particularly explore aspects which could be improved by an School Counselor taking part in the design and implementation of the programs.
4.1 Mainstreaming as opposed to compacting of content in a course/programme	Current state of affairs. Determine to what extent the programs on offer focus on a more mainstream and skills-based approach or focus on learning chunks of content and specific knowledge.
4.2 Mechanisms to integrate entrepreneurship as a mainstream skill	Aspects which may encourage entrepreneurship to be integrated and mainstreamed in all the educational stages, and particularly at secondary level.
4.3 Main difficulties	Internal or external obstacles that hinder the work of this area and its mainstreaming.

3. Analysis of the results

3.1 Dimension I

3.1.1 Training Social Entrepreneurship in Education

As is clear from E1DE, E2FDE and E3PE, most people who teach entrepreneurship in education or lead programs in this area have basic training in economics, but are essentially trained by courses that complement the theoretical content of the subject with the development of pedagogical skills to support and improve teaching.

3.1.1 Approach to Enterpreneurship

As seen in the analysis of the information from E1DE, E2FDE and E3PE, entrepreneurship is currently addressed in specific programs or courses taught in the later stages of secondary education

3.2 Dimension II

3.2.1 Benefits Provided

The benefits mentioned in all the interviews were: a) skills-based approach as opposed to solely content-based; b) reduction in failure and dropout rates; c) increased motivation; d) support for guidance. E2FED also indicated e) empowerment of target groups, while E3PE specified f) basic training in economics and g) meaningful learning.

3.2.2 Profile of the Entrepreneurship Educator

The information collected from E1DE, E2FDE and E3PE shows a tendency to associate entrepreneurship with professionals from the business world. As for the personal skills of the professional who should take charge of this type of training, according to E1DE they are: a) communication skills; b) creativity; c) leadership skills; d) ability to work in teams. According to E2FED: e) openness to experience; f) proactivity; g) innovative and

regenerative spirit; h) passion; i) spirit of achievement; j) empathy and k) realism. Finally, E3PE stated that they should be: l) motivation; m) conviction to teach entrepreneurship and n) job commitment.

3.2.3 Possible Functions of the School Counselor

All interviewees seem to agree on the idea that the School Counselor could be accommodated in entrepreneurship in education, especially in the module dedicated to guidance (particularly E1DE and E3PE). They also noted that he or she would be a key element in teacher training and materials development. This involves advising teachers on how to work with students and the different classroom dynamics which may arise (E2FED). Finally, the School Counselor would be the key for stimulating a change in schools to mainstream entrepreneurship in the school's educational project (E1DE).

3.2.4 Support from Authorities and/or Other Institutions Involved

The main authorities involved in Catalonia are the *Departament d'Ensenyament (Department of Education)* and *Barcelona Activa* (E1DE, E2FED and E3PE). The former works with the following institutions: *Junior Achievement, FemCat, Fundació Escola Emprenedors, Fundació Príncep de Girona, Fundació Itinerarium* (E1DE). Others that were mentioned include the Fundación La Caixa (E2FED) and the *Institut d'Estudis Financers (Institute of Financial Studies)* (E3PE). Meanwhile, E1DE and E2FED coincided in mentioning that European and regional educational policies are committed to introducing this type of training in educational curricula and that resources and means to do so are being provided.

3.3 Dimension III

3.3.1 Approach and Teaching of the Programs

It seems that the initiatives launched globally in all schools by the Department of Education are divided into a) optional course in entrepreneurship (E1DE and E3PE); b) initiatives related to work placements (E1DE and E3PE), and c) course-structured teacher training (E1DE and E2FED).

3.3.2 Target Group

If we talk about the type of school, the interviewees noted that there is a clear commitment to entrepreneurship in education from the private/state-assisted private sector (E1DE, E2FED and E3PE). State schools are more reluctant to introduce it into their educational plans, but a specific profile of this type of centre was not detected (E1DE). The stages in which entrepreneurship in education seems to be the most popular are the final cycle of compulsory secondary (14 to 16 years) and particularly vocational training (E2FED). *Bachillerato* (16 to 18 years, non-compulsory) is aimed at a more academic approach to learning and the rigidity of the syllabus does not support the addition of other content (E3PE). As for the specific profile of target students, this is closely tied to the policy of the school (E3PE).

3.3.3 Methodology

As can be gathered from E1DE, E2FED and E3PE, it is essential to know the group in order

to adapt the content and skills to be addressed. Overall, applied learning is shown to be the right approach to address these entrepreneurial skills and is also the one which arouses student motivation. This is precisely the methodology that seems to better address skills and, therefore, appears to be the added value of the optional subject when compared to others (E3PE).

3.3.4 Objectives

As interviews were held with people involved in entrepreneurship in education from different approaches and roles, the objectives differ little from each other, so it was decided to present them according to the level of specificity. The first level of specificity corresponds to the objectives of E1DE in relation to the central theme, so it has a more general character: a) teaching entrepreneurship from a cross-curricular approach; b) reaching out to all students; c) giving support to teacher training, and d) disseminating the best practices being carried out. The second level refers to the achievement of certain results in relation to students or specific programs compiled from E2FED and E3PE: a) reconnecting students with their naturally enterprising side; b) promoting self-awareness; c) empowering the students; d) enhancing creativity; e) encouraging the fact that learning is widespread in real-life contexts and situations; f) improving proficiency in the English language; g) introducing concepts from the business world to students; h) foreseeing social and economic problems stemming from students' limited knowledge of the financial and business world.

3.3.5 Results

The three main results mentioned by all the sources interviewed (E1DE, E2FED and E3PE) were a reduction in failure rates, lower dropout rates and increased student motivation. E3PE is where the most results are mentioned, adding that: a) it helps guide the student academically and professionally; b) it boosts the interest of students due to the pronounced applicability and usefulness of the content; c) it fosters self-confidence, and d) it facilitates job placement.

3.3.6 Identification of Needs

One of the common elements in E1DE, E2FED and E3PE is that teachers must be provided with teaching materials and educational tools in order to teach the courses or programs. E2FED gave further input about existing needs: a) gender parity among teachers who teach entrepreneurship, and b) teachers who come from different social contexts, while E3PE added: c) the need to address careers guidance before 4th year [secondary]; d) the need to know the opportunities offered by the school well, and e) the need to introduce students to certain less accessible professional sectors.

3.4 Dimension IV

3.4.1 Mainstraimming of Programme as Opposed to Compacting in Specific Programs

It seems that although all the interviewees (E1DE, E2FED and E3PE) believe that the best way to address entrepreneurship is to mainstream it in the syllabus, in practice it is being compacted in specific programme or courses. The teacher (E3PE) is the person who least

mentions this change, especially because she lists all the current impediments hindering it.

3.4.2 Mechanisms to Integrate Entrepreneurship as a Cross-Curricular Skill

From E1DE it can be deduced that a skills-based syllabus and good teacher training are two basic elements. An entrepreneurial culture at the school and commitment from teachers are other ideas collected (E2FED). A considerable amount of input was obtained from E3PE, who indicated that facilitators could include more flexible syllabuses and school timetables, the adaptation of programs to the interests of students and a focus on experiential learning.

3.4.3 Difficulties

Funding, an obsession for excessively traditional methodologies and concepts, and students feeling obliged to take part in the programme (E2FED) are some of the hindrances which should be considered when designing programs. Another obstacle is the limited engagement of families and businesses in the world of education (E3PE).

4. Discussion of the Results

4.1 Description of the Proposal

Taking into account the views based on the experience and subject-specific dedication of the different respondents, it was decided that the most viable entrepreneurship in education proposal to meet the initial objectives would involve organising a workshop-based module. This would be designed for second-year secondary students (13 to 14 years) and limited to a duration of one week, while involving the entire teaching staff. The subject would be limited to finding ways to improve the sustainability of the school, but each class could decide on which aspect to study. The project would be focussed in such a way that students could take a cross-curricular approach to entrepreneurial skills and that the end product would have real-life applicability (Williams Middleton & Donnellon, 2014). The main facilitator and guide throughout the process would be the School Counselor.

4.2 Rationale for the Proposal

We believe this proposal will avoid resorting to a utopian and unworkable design, as it has been created after taking into account the information collected during the research process. The idea of the workshop-based module appears in E3PE as a mechanism to mainstream entrepreneurship in education, an element that forms one of the main purposes of the research project. This same category specifies that it is only possible if there is commitment from the teaching staff and an appropriate degree of cohesion. Advantage is taken of the willingness of a group of teachers and the management team at this particular school to trigger a change in how the workshop-based module is considered.

Moreover, a workshop-based module is flexible enough to allow timetables not to be set in stone and to enable students to have easier access to teachers of different subjects when needed in order to forge ahead with their project. In addition, evaluation does not involve checking that students have acquired specific content-based knowledge. It is proposed for the second year of secondary education because it was found that the few existing programs are

aimed at the final stage of secondary education (14-16 years) and also because it contributes to academic and professional guidance, as it allows the student to begin a process of self-awareness (E1DE, E3PE) which can contribute to a deeper reflection centred around real-life experiences in the final stage of secondary education. The subject matter of the module is as far removed from the economic world as possible, with the final objective of the programme not focussing on capital gain, which is to prevent rejection from the teaching staff based on negative conceptions towards introducing notions of business into education (E1DE, E2FED and E3PE). Therefore, the main focus is on sustainability, while entrepreneurship is addressed as a series of cross-curricular skills (Gibb, 1996) applicable to the entire project, something that helps show teachers that it is not a type of learning limited to purely money-related content. It also stresses to focus on certain types of skills such as daring, perseverance and determination (Barba-Sánchez & Atienza-Sahuquillo, 2016; Oosterbeek et al., 2010).

Traditionally, workshop-based modules involve a more practical and experiential learning process (Dewey, 1916; Cope, 2003) and allow teachers to work with content in a less rigid and more creative way (McGuigan, 2016; Clegg & Starbuck, 2009). Experiential learning was named as one of the elements that facilitates the acquisition of entrepreneurial skills (E3PE) and is therefore considered the most appropriate framework to substantiate this educational proposal. Another important aspect is that in the workshop-based module, students with lower academic performance (Mascherini & Bisello, 2015; Peterman & Kennedy, 2003) will work with the entire class, so they are also the target group of this proposal.

4.3 Functions of the School Counselor

One objective of the research project was to reformulate the role of the School Counselor (Goodman & Young, 2006) within schools. This section sets out to explain the functions would be assigned to this person upon applying the proposal presented in this section. Although the functions described below are the main ones that would be assumed by this professional, we should point out that they would also give support throughout the entire workshop-based module

4.4 Project Streamlining and Planning

The School Counselor should mainstream the entrepreneurship in education proposal at the school, in this case by means of a workshop-based module. This person would also be responsible for planning the entire project. This involves organising activities, considering the desired objectives and skills to be achieved by students, foreseeing potential difficulties, providing materials and training teachers (Lackéus et al., 2016; Fisher et al., 2008; Mitchelmore & Rowley, 2010). As to how the module is structured, we would like to point out that due to its cross-curricular nature it should address all areas and that the teachers should see that the content and skills of their subject areas are also reflected. However, further efforts and actions should be required if we want to adopt entrepreneurial curriculum (Heilbrunn, 2010).

4.5 Support in Developing Material and Advice for Teachers

The School Counselor should initially provide material more directly related to entrepreneurship and sustainability to teachers so they can acquire more knowledge on the subject and better prepare materials for their courses. He or she could also prepare general material about the workshop-based module. However, each teacher should create their own materials to address their area of speciality. At this point the School Counselor should offer advice on general and educational aspects, which would take place in a training session or upon request from the teaching staff. This advice would cover areas such as group management or the focus of activities and would not only occur in the preparation stage of the module, as the School Counselor should also resolve any issues or incidents which occur during the workshop-based module.

4.6 Contact with Local Institutions and Companies

In all cases, on behalf of the school the School Counselor should take care of the initial contact, coordination, welcoming people who go to the school and providing feedback on the experience. It would be important to be persuasive (E3PE) and to show the different agents that this partnership will bring different kinds of benefits to both parties.

4.7 Teacher Training

The School Counselor would play an important role in training teachers to prepare this workshop-based module. He or she would organise a two-hour session to help the second-year teachers and the management team, but would also be receptive to all the teaching staff. The training would focus on entrepreneurship, not sustainability, because the former would be developed through the content of the latter. In this sense, it would be very important to dedicate a part of the session to outlining the skills to be developed and providing guidelines on how to focus the classroom-based work to achieve this. Directions would also be given on how to adjust the assistance which should be offered to students in general (and especially to those who may be struggling, Goodman & Young, 2006), which roles may be the most suitable for the different student profiles, and how to manage any conflicts which may arise in the working groups. An explanation of the activities in the module and the selected approach would also be provided here.

4.8 Assessment of the Program

As Nabi et al. (2016) reported within their review of entrepreneurship studies (2004-2016), novel ways of assessing entrepreneurship in Education are limited. In our case, the effectiveness of the programme, as well as the positive aspects and those to be improved, would be assessed by analysing the opinions of the students (collected via the project report) and analysing the opinions of the teachers (collected via questionnaires). Questions would cover organisational, motivational and knowledge acquisition aspects, the timing, the methodology, adaptation of the evaluation, satisfaction with the results and, on the whole, areas for improvement and positive aspects. This questionnaire would be prepared and analysed by the School Counselor, who would later arrange a meeting to discuss the experience and consider whether the results are positive enough to repeat the module the

following year, or even to make the decision about pursuing a similar project during the academic year (Gardere et al., 2012). The areas for improvement would also require discussion in order to look for a more positive and successful approach.

5. Conclusion

The primary objective of this research project was to define the tasks and the specific role which a School Counselor should have at a school in relation to entrepreneurship in education programs. To achieve them, a study based on three semi-structured interviews was conducted. Information on current training in Spain was extracted from these interviews and a review of literature on the subject. It was found that there is an optional subject taught in third year secondary (14 to 15 years), but that the subject is also addressed by means of programs offered by various organisations, on many occasions private. In the primary education stage, the most widespread option seems to be the creation of cooperatives run by students, normally in the final cycle (10 to 12 years).

However, it was found that the percentage of schools opting to include entrepreneurship in education in their syllabuses is still very low, with private schools being the pioneers. The reasons for this reluctance in the state school system seem to point at a greater difficulty in covering the costs of the programs, a rejection of the business world or very traditional views on education. The results obtained by these programs are generally quite positive and encouraging, a reason which would support the efforts of various public authorities and schools to foster the introduction of entrepreneurship in education into the classroom. The collected data indicates an increase in motivation regarding studies, a reduction in failure and dropout rates, a positive impact on self-esteem and the development of entrepreneurship-related skills that have been discussed throughout this paper.

The educational proposal is based on these findings and on the data collected during the research period. It was felt that the programme should be mainstreamed because the sources indicated that the impact would be greater and also that it would engage the school and individual teachers. It is also important to remember that entrepreneurship in education helps develop skills which are useful and necessary for the student's daily life and which boost academic and professional success. The programme also served to train teachers on the subject so they would change their beliefs about it and incorporate the entrepreneurial skills into their teaching areas.

One aspect identified which could have a negative effect on the introduction of these programs into schools was the tendency to limit entrepreneurship to starting up a business or company, which is why we set out to propose a subject further away from the business world and which would address the different areas of the educational syllabus. It was also found that most entrepreneurship in education programs are not aimed at all students and are organised in the form of optional courses or activities which in many cases are limited to small groups. In that sense and because of the numerous benefits that the interviewed and consulted sources attribute to participation in such programs, it was considered essential that the programme should be aimed at all students without exception and properly adapted to ensure that the results are appropriate.

Returning to the primary objective of the research project, on discovering the functions that the School Counselor could perform in such programs, the study allowed us to define the role which this person should play in these programs. First of all, it was found that the entities which organise these programs often seek help from the education authorities to receive instructions on the preparation of materials and guidance of a pedagogical nature, so there is no professional within these institutions performing tasks which could be the responsibility of a School Counselor due to their initial training and because they are tasks that tend not to form part of their duties. Going further, the School Counselor could be responsible for designing and planning these programs and subsequently monitoring them. Therefore, some of his or her functions would be to organise activities, contact professionals and organisations to carry them out and provide teaching materials to teachers.

Likewise, the EC reports insist on the importance of training teachers in this field so that they can transfer the knowledge and skills acquired during the training course to their respective subjects and also adopt an entrepreneurial spirit that can be shared with students and improve their teaching practice. An School Counselor with experience and knowledge in the field in question could be responsible for carrying out such training courses, which could include advice to teachers on adapting their materials and methodology to the learning objectives of the programme. This advice was another point that appeared in the study as a need to cover when developing these programs. The benefits of receiving training in entrepreneurship underline the importance of these programs reaching all students regardless of their characteristics or their academic performance. In that sense, the role of the School Counselor may be to mentor teachers in the planning process of their classes, helping them to adapt to individual or group characteristics so that the impact is positive and greater. Similarly, the advice could also be given to management teams.

Moreover, given that the range of programs is concentrated in private schools outside the public system and that it may be necessary to contact different institutions in order to organise activities, the School Counselor could act as a representative and a link between them and the school. As mentioned earlier, this professional would also monitor and evaluate the programs, while also being responsible for making relevant adjustments according to the information collected.

Finally, raising awareness among the teaching staff to secure the introduction of such programs and fostering an entrepreneurial spirit at the school are both arduous tasks that require the collaboration of all members but that the School Counselor could very well lead. Having analysed all the data collected throughout this research project, we conclude that the School Counselor may play a very important role in entrepreneurship in education programs and cover certain needs detected during them. However, the professional should have specific training in this field since it is necessary to broaden their basic knowledge to be able to perform the role assigned to them. Integrating this professional into these programs could help increase their impact, quality and the satisfaction of all parties involved.

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