Innovation Cluster for Entrepreneurship Education [ICEE]

Kick-off of the ICEE Innovation Clusters
The consortium will analyse national strategies and come up with suggestions for how entrepreneurship education experiences can flow from primary to upper secondary in a ‘progression model’, linked to content/tools which can be used, approaches to teacher training and assessment tools.
Objectives

• To review, analyse and understand success factors of inspiring examples at national and regional level for each innovation cluster.

• Through peer learning activities, promote, share and innovate on the good practices that are identified.

• Use the work in the cluster to give suggestion about how entrepreneurship education experiences can flow from primary to upper secondary in a ‘progression model’.
• Identify “international” good practices and examples - not related to a specific context/situation and not dependent on personalities, specific curricula, and countries.
  - Look for drivers and hindrances
  - Explain how to assess progress
  - Identify processes/factors to maintain progresses

• Come up with practical and useful guidelines for the target group in a short time perspective

• Use the identified success factors of the selected good practices to come up with cluster's recommendations for the “progression model”
# Activities until July 2016

## Erasmus+, KA3, ICEE Innovation Clusters

| WP5 | Analysis of National Plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----|----------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|
|     |                            | June | July | August | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | July |
| WP6 | Content and tools (innovation cluster activities) | BRUSSELS | Call | _ | NORWAY* | Call | DENMARK | Call | Call | Call | Call | Call | Call | Webinar | LATVIA* |
| WP7 | Teachers training (innovation cluster activities) | BRUSSELS | Call | _ | NORWAY* | Call | Call | FINLAND | Call | Call | Call | Webinar | Webinar | LATVIA* | Webinar |
| WP8 | Assessment (innovation cluster activities) | BRUSSELS | Call | _ | NORWAY* | Call | Call | Call | CALL | Call | CALL | CALL | CALL | LATVIA* | Webinar |

| **Face to Face meetings** |  |
| **Coordination Committee meetings** |  |
| **Period for webinars** |  |
Analysis of National Plans

- A better understanding of a plan’s success factors
- Is there a common understanding? Policy makers/practitioners?
- How to create support at the practitioner level?
- Can we identify knowledge that can easily be shared across borders?
Content and Tools

How to make it easy for teachers to move into entrepreneurship education by having easier access to well-tested tools and methods and a good progression.

- More tools, methods and good practices supporting entrepreneurial learning
- Look into existing tools like the Virtual Guide for entrepreneurial learning
- Create more awareness and uptake of entrepreneurial learning in the classroom among teachers
entrepreneurship education is seldom a priority in initial teacher education programs and approximately 90% of in-service teachers say that they would like to receive some further training on creativity ....(Lack of teacher training is...) a major obstacle to introducing the concept of entrepreneurship into the classes...”

- More tools, methods and good practices supporting teacher training
- Look into tools like the Virtual Guide
- Greater awareness and uptake of entrepreneurial learning in the classroom among teachers
Take advantage of existing EU-funded entrepreneurial learning investments with three particular focus:

- Assessment of institutions (schools)
- Assessment tools for students
- Assessment tools and support for teachers

(ASTEE, ESP, TES, LUT......)

- The latest accessible knowledge about assessment tool for teachers and school leaders
- Support greater uptake of assessment tools among teachers
- Create a larger data pool with which we can further assess the impact(s) of entrepreneurship education in general
- Tools which can compare data from several countries
Best Practice methodology

Design

Observe

Stakeholder relationship

Best Practice Recommendations

Gain creators

Pain relievers

Market fit

Stakeholder
The job to be done

Gain

Pain

Channel
EE-HUB Good Practice Template

Gain Creators
[describe the positive outcomes your stakeholder will have, what he will gain from your good practice]

Gains
[describe the positive outcomes your stakeholder wants]

Useful for (target Group)
[WHO will use the good practice]

Network
[WHO should we cooperate with]

Distribution channel
[describe how will you bring your good practice to your stakeholder]

Good Practice Description (Value proposition)
[describe your good practice]

Activities
[WHAT needs to be done to implement the good practice]

Resources
[WHAT are the resources needed: finance, equipment, manpower, etc.]

Stakeholder Relationship
[describe how to communicate with the target group, to “sell” the good practice]

Pain Relievers
[HOW can your good practice relieve that pain]

Pains
[what are the pains of the stakeholder, what problem your good practice can solve]
The Entrepreneurial School Virtual Guide

**Gain Creators**
- Tools and methods tested and tried in many schools
- Accessible in 9 different languages, Finnish, Danish, Portuguese, Slovak, Greek, English, Polish, Italian and Norwegian.
- A “Quick Start Guide” included in the web page

**Useful for:**
Teachers and headmasters at different age levels, from primary to upper secondary, including vocational schools

**Activities**
No particular activities needed to work with this tool. Teachers can log on and leave reviews, which is useful for colleagues

**Network**
A National focus group is set up in 6 countries and listed on the entrepreneurial school site. JA Organisations are reachable in 40 countries www.jaeurope.org

**Resources**
The self-assessment tools need coordination within the school for maximum effect. Some of the more demanding tools explain where teachers can get further training or connect with practitioner networks in their country.

**The Entrepreneurial School – The TES-guide**
This best practise is a support website for primary, secondary and vocational schools and teachers that want to mainstream entrepreneurial education in teaching methods and learning processes they set up in classroom every day.

The web page contains more than 130 tools and methods to support entrepreneurial teaching and learning, good practices and framework documents from 85 different schools in 10 countries. It also includes self-assessment and review tools for teachers and schools who want to assess how much entrepreneurial their learning process are and to review their progress on a regular basis.

5000 teachers are involved per June 2015
Read more on the web page or here

**How and where to find the good practise:**
The TES guide is an open-access platform: www.tesguide.eu
The entrepreneurial school site has general information about the project: www.theentrepreneurialschool.eu

**Stakeholder Relationship**
The intent of the Virtual Guide is to make it easy for teachers to apply entrepreneurial learning in any subject area and for any age group. Options for international cooperation based on using the same tools and methods.

**Pains**
- To be able to access tried and tested tools and methods to use in the classroom at different levels and different subjects.
- To know what teachers have tried and which methods work in different school environments.
- For school leaders to be able to recommend reliable networks in entrepreneurship education.
- To be able to share good practises.

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- To know what teachers have tried and which methods work in different school environments.
- For school leaders to be able to recommend reliable networks in entrepreneurship education.
- To be able to share good practises.
EE-HUB Good Practice


Gain Creators
With 10 years of experience in entrepreneurship education with national strategies and implementation of them at different levels, the government initiated an in-depth evaluation to learn about the effect of the last plan and the missing effect of the former plan if the focus is not there anymore. The evaluation describes hindrances and drivers among implementers. Several effect studies are included of impact and learning outcomes. The evaluation shows the effect of different goals and effective partners.

Gains
When designing a national strategy, we want to know from others if a strategy plan works, what works in the plan and potential hindrances and drivers. We also need to know about potential effective partners and implementation strategies. Do we have any evaluations we can learn from as we start designing or revising our own plan. Should we have one plan for all levels of education or different plans? What about initial teacher training?

Target Group
The good practice is useful for people at the national level working on designing/implementing a national strategy.

Network
Can be used for sharing of experience among representatives of national ministries.

Activities
Not relevant. Activities depend on the national focus.

Resources
Not relevant. Resources depend on the national focus.

Distribution channel
The two strategies and a summary of the evaluation is available in English in this link.

Stakeholder Relationship
Can be presented in webinars, workshops, round tables or national meeting, also including the researchers behind the evaluations.

10 years of experience and two evaluations of the strategic plans can be important knowledge for countries in the process of establishing or revising their own action plans.

The two Norwegian strategic plans for entrepreneurship education have played an important role in putting entrepreneurship on the agenda from primary to higher education. Norway is among the countries with highest penetration of EE in education. The evaluations show what they achieved or not, and they give recommend for further actions. It provides a summary of the status of entrepreneurship training and the challenges in the years to come. There are a number of challenges associated with the further work, both in higher education and lower and upper secondary education. These challenges have been addressed in the different sub-studies of the project. Read more below

Pain Relievers
Two plans with different focus shows different results. An independent evaluation focusing on the last plan includes recommendations, long-term evaluations of the impact in primary, secondary and higher education. We can also find a discussion regarding the terminology education about, for and through entrepreneurship and the importance of focusing on all, but not necessarily at the same time. Norway is among the countries with highest penetration of EE in Europe.

Pains
EE is still fresh in Europe, and we do not know much about what is working or not regarding national implementation. We can read about strategies, but few are evaluated and not much research is available. Which areas do we focus on when? Tools and methods that works? Which areas of EE to focus on to get the results we want?
**Detailed Good Practice description**

Please make sure you delete all the fields that remain empty. Use as many links and resources as you need in order to provide a complete picture of the Good Practice. Use this space to detail whatever pieces of the canvas that need more information.

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