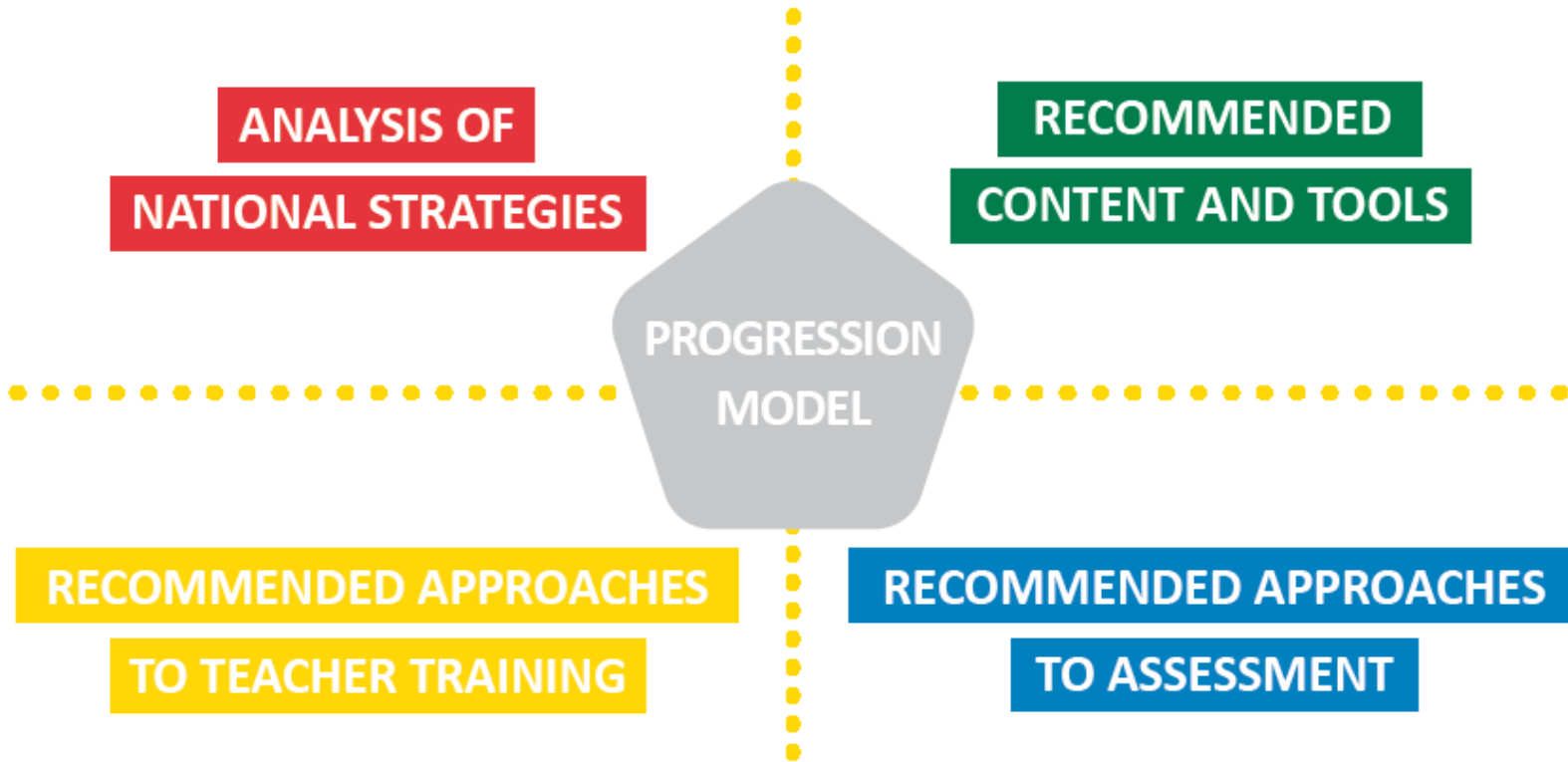# Innovation Cluster for Entrepreneurship Education [ICEE]

Kick-off of the ICEE Innovation Clusters

The LINK between the 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.

- **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 practises to come up with cluster's **recommendations for the "progression model"**

Erasmus +, KA3, ICEE Innovation Clusters		M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18
		2015							2016						
		June	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
WP5	Analysis of National Plans	BRUSSELS	Call	_	NORWAY*	Call	DENMARK	Call	Call	Call	Call	Call	Webinar	LATVIA*	
WP6	Content and tools (innovation cluster activities)	BRUSSELS	Call	_	NORWAY*	Call	Call	FINLAND	Call	Call	Call	Webinar	Webinar	LATVIA*	Webinar
WP7	Teachers training(innovation cluster activities)	BRUSSELS	Call	_	NORWAY*	Call	Call	Call	BELGIUM	Call	Call	Webinar	Webinar	LATVIA*	Webinar
WP8	Assessment(innovation cluster activities)	BRUSSELS	Call	_	NORWAY*	Call	Call	Call	Call	DENMARK	Call	Call	Webinar	LATVIA*	Webinar

	Face to Face meetings
*	**Coordination Committee meetings**
	Period for webinars

- 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?

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
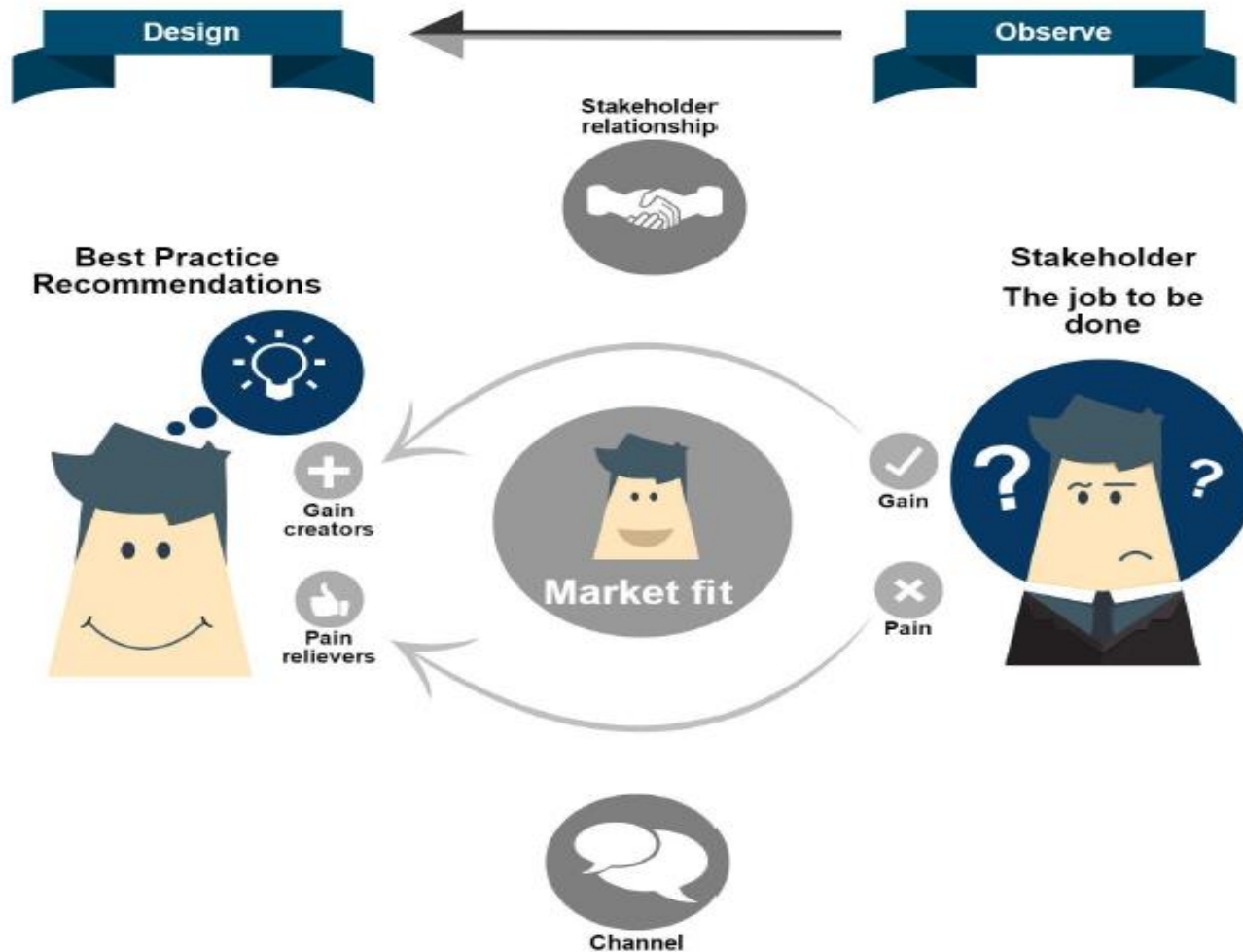
EE-HUB Good Practice Template

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

Gains
- Access to practical and useful resource for teachers
- A quick way to move into entrepreneurship education.
- Support in-service teachers who say that they would like to receive some further training on creativity and learning-by-doing methods.

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

Network
A National focus group is set up in 8 countries and listed on the entrepreneurial school site. JA Organisations are reachable in 40 countries
www.jaeurope.org

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

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

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.

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.

Pain Relievers
The tools and methods are:
- Searchable by various subjects (e.g. from science, technology, engineering and math to language, arts and history),
- Address teaching issues and learning outcomes related to entrepreneurial learning (e.g. creativity, leadership, business and innovation skills, etc.).
- Reliable partners behind with networks in 40 countries

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.

The Norwegian Plan for Entrepreneurship 2004–2008 and 2009-2014 and the Evaluation of the Plan

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 practise 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 depends on the national focus.

Resources
Not relevant. Resources depends on the national focus.

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

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.

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

Good Practice Description

Distribution Channel

Stakeholder relationship

Target group – who is the good practice for

Network

Activities

Resources

Additional information