



Working with Europe  
Supporting the creation of  
innovative projects and  
partnerships across Europe

# 2014 EUROPEAN PROJECT INITIATIVES

Presentation of project initiatives along 2015 created or  
co-created by **Working with Europe**

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Erasmus+

# Construct!

## Promoting early entrepreneurial mindsets in schools based on authentic experience

### Erasmus+ 3 years Strategic Partnership

*Education institutions should be encouraged to become more entrepreneurial in their wider approach, to ensure that they develop and live a culture of entrepreneurship and innovation through their missions, leadership, stakeholder engagement, curricula and learning outcomes.*

Commission, Entrepreneurship 2020 Action plan

Promoting early entrepreneurial mindsets in education is one of the most important missions in Europe 2020.

The Commission states that entrepreneurial mindsets and innovation mentality is the future growth engine of the European economy.

However, the Commission also states and recognizes that this represents no less than a cultural revolution in European education, and that there are no short-cuts to foster entrepreneurial mentality in schools: entrepreneurial mentality cannot be taught in traditional ways and cannot be guided by theory and research. Entrepreneurial mentality must be practiced and experienced through experimental learning and through opening schools to the wider community.

The way forward is therefore to produce, document and disseminate entrepreneurial practice in schools and role-models to share across European education.

Construct! aims to be a significant and visible contribution to such practice and to be a role-model for schools in the European community.

A concrete outcome will be EEL (Early Entrepreneurial Learning) European network of role-models for entrepreneurial primary and secondary schools.

As practicing entrepreneurial mindsets in schools is not an adjustment of current practice, or an improvement of well-established teaching approaches, but precisely a “sea change” as the Commission puts it, including fundamental changes in school mentality and creating new collaborative infrastructures in the community, the Construct! project requests three years of experimentation and documentation.

The project will produce the following types of impact:

- › Develop a sense of initiative among the young students, different from the traditional object-role of teaching
- › Develop teacher teams’ capacity to create entrepreneurial dimensions in cross-subject and project based activities
- › Develop an entrepreneurial atmosphere in the school, including management level
- › Foster an increasing interest in the community to engage in school activities and projects
- › Offer schools across Europe practice-based guidance and role-models
- › Contribute to networks of entrepreneurial schools in Europe

The project partnership includes school practice partners, knowledge generating partners as well as entrepreneurial partners, and the presents a broad European participation with partners from Spain, Romania, Denmark, Italy, Greece, and Macedonia. The partnership is completed by a learning city partner from Israel.

The key outcomes of the project will be:

An open virtual platform offering inspirational role-models and guidance resources to schools wishing to go entrepreneurial, including all Flagship products and process outcomes

Thematic high quality one-page thematic hand-outs for PDF and print for large-scale distribution, addressing key challenges in early entrepreneurial learning in communities - appetizers for further interest in the project open virtual platform and based on the process outcomes listed below

Research paper on opportunities and obstacles in 21<sup>st</sup> century entrepreneurial learning: what works, what doesn't and what needs to be done

Policy paper addressing the European Commission and the wider policy-making European community offering recommendations for policy and funding in the fields of 21<sup>st</sup> century entrepreneurial learning

European resource network of early entrepreneurial learning, including access to local eco-systems of entrepreneurial collaboration

What is unique about the Construct! mission?

- › An uncompromised user-driven approach
- › A strong community approach, including private organisations
- › An uncompromised entrepreneurial learning approach: no transmission possible, only experience-based knowledge creation
- › A very realistic approach accepting that the project forms part of a cultural revolution expected to take decades
- › A strong focus on the usability and quality of the final outcomes
- › A very strong will to document processes, as this is the only way to capture entrepreneurial experience
- › A well-balanced European partnership with a strong inclusion of Southern and Eastern countries, taking into account that the final guidance should be relevant to schools all over Europe, not only in selected readiness countries
- › A strong will to continue the obtained results in the European EEL network

## PARTNERSHIP

### **Escuela La Draga**

Spain



### **University of Girona**

Spain



### **Gheorghe Titeica**

Romania



### **Viden Djurs**

Denmark



**EPICA UMBRIA**

Italy



**Marco Polo**

Italy



**University of Pitesti**

Romania



**Platon School**

Greece



**City of Modi'in**

Israel



## Early Mastery

### 21st century literacy - Learn2Code & Code2Learn How to playfully motivate school kids to master computer programming

#### Erasmus+ 2 years Strategic Partnership

*Co-creation, user involvement, environmental and societal challenges increasingly drive innovation today.*

OECD, New Nature of Innovation

*I see coding (computer programming) as an extension of writing. The ability to code allows you to “write” new types of things - interactive stories, games, animations, and simulations. And, as with traditional writing, there are powerful reasons for everyone to learn to code.*

Mitch Resnick, MIT Media Lab

The Commission clearly states that Europe needs all its young people to position itself well in the globalized economy.

Future young Europeans are expected to be creative, inventive and entrepreneurial, including mastering state of the art technologies.

One of the most powerful strategies to accomplish this is to transform youth from passive consumers and users to active creators.

We could say: don't play computer games, create them!

However, the European educational community is transferring its own technology anxiety to the new generations. This reduces the new generations' opportunities to explore the creative potentials of technology and to play with the most powerful language of the future: the language of computer programming.

The result is that computer programming is reserved for experts and specialists, thus reserving programming competences for the traditional power structures of academia.

Yet, for decades young outbreakers have demonstrated excellent computer programming skills and talents, and some of the most remarkable internet innovations and other digital inventions are created in small rooms inhabited by teams of young outbreakers.

Of special interest is that there seems to be no positive correlation between academic skills and coding skills. Coding skills are mostly driven by passion, not by knowledge.

Decades ago MIT Media Lab and Seymour Papert started experimenting with offering kids playful access to computer programming. Today coding and programming for kids and youth is a growing issue in the US.

Nonetheless, European schools have remained largely incapable of following such pathways: very few attempts have been made to integrate playing with programming into the everyday learning of different subjects. The use of ICT in learning does not even come near experimenting with computer language.

To turn Europe's young generations into creators, producers and innovators, we need to take a giant step away from the traditional European academic hesitation and pedagogical cover up.

The Early Mastery initiative addresses all young learners, but the project approach includes powerful instruments to counter early school leaving and drop-out, as well as to offer young learners at risk alternative learning activities. The Early Mastery initiative is a Strategic Partnership initiative preparing a future Knowledge Alliance. Early Mastery addresses the integration of playful programming for school children (age 8-14), whereas the subsequent Knowledge Alliance will address computing and education in general.

The core objectives of Early Mastery are:

- › To explore attempts to engage kids and young people in computer programming - lessons learned
- › To identify the main obstacles to “programming mentality” in the European educational community, including gender factors
- › To develop and pilot playful ways of working with computer programming in primary schools, including linking to the community and to virtual activities
- › To offer interested schools inspirational guidance on integrating computer programming in the learning of various subjects or in project settings
- › To prepare a “script” for the future Knowledge Alliance on CPIL - Content and Programming Integrated Learning, in parallel to CLIL
- › To submit a high level Knowledge Alliance application for the 2016 Call

The overarching mission of the project is to deliver knowledge and experience on practical playful coding in schools and to make the results of the project available and useful to other schools across Europe.

The project sees itself as a contribution towards 21<sup>st</sup> century learning in schools, including:

The playfulcoding.eu final platform

Coding in education: overcoming the European fear of contact

What did they learn in America?

21<sup>st</sup> century playful coding in schools - a “teacher” guide

Playful coding - the stories

Playful coding hand-outs

Assessing coding competences?

Policy paper: playful coding in 21<sup>st</sup> century European schools - policy and funding

A “script” for the future Knowledge Alliance on CCiL - Content and Coding integrated Learning

The project partnership includes strong and focused double partnerships between schools and technology educations from the UK, Spain, Romania, France and Italy, thus - despite the focused double partnerships - presenting a very broad and European collaboration.

## PARTNERSHIP

**University of Girona**

Spain



**Escola Veinat**

Spain



**Constantin Ianculescu**

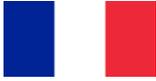
Romania



**University of Craiova**  
Romania



**University of Bourgogne**  
France



**Esebel**  
Italy



**Ysgol Bro Ddyfi Powy**  
UK



**University of Aberystwyth**  
UK



## Early Xpress

### Fostering early digital fluency among primary school children - from young consumers to young creators

#### Erasmus+ 2 years Strategic Partnership

*Co-creation, user involvement, environmental and societal challenges increasingly drive innovation today.*

OECD, New Nature of Innovation

*Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.*

Commission, Entrepreneurship Education: A Guide for Educators, 2013

In the forecasting of what European needs in the future, the Commission clearly states that citizens are expected to be able to change, innovate and co-create, not just passively consuming. This scenario is strongly underpinned by recent OECD studies.

However the capacity to do so must be developed from the early days of learning, as it represents a basic shift in mentality.

The schools are at the center of such capacity building.

Nevertheless, schools are not creating such capacity.

We need to give them models through which they can start doing it.

The Commission promotes 21<sup>st</sup> century competence development across all levels of education. The focus is on entrepreneurship, digital competence and language learning.

But why focus on early digital competence? School children are already digital natives, right, and digital fluent?

In fact they are not.

The digital worlds of school children are:

- › Socializing through mobile technology
- › Consuming virtual games
- › Learning primitive digital techniques in school meeting yesterday's employment needs

Schools are not able to grow and cultivate really important digital fluency among school kids, ripping the great learning potential from 21<sup>st</sup> century technologies.

The 21<sup>st</sup> century digital fluency that the schools are not able to foster includes

- › Creative expression with a variety of digital tools and with more traditional tools to merge with digital instruments
- › Journalism, reporting and story-telling with simple and advanced digital tools
- › A mentality of co-creation, changing things and challenging tools and instruments
- › An interest in coding and programming

Such creative digital fluency is vital to the emerging 21<sup>st</sup> century labour markets and economies, in which you are expected to work, co-create and innovate in virtual communities, to change consumption into construction and to take entrepreneurial initiative.

Moreover, creative digital fluency is and will increasingly be the primary learning to learn resource.

What the school kids possess is digital readiness, not creative digital fluency. However schools are not able to link to, exploit and cultivate the kids' digital readiness. This means that this readiness is imprisoned in the limited rooms of mobile socializing and consumption of commercial games.

The most advanced schools at special occasions allow kids to play a serious game instead of reading a book. Yet, the idea is still to play the game, not to create one.

There are 3 major obstacles preventing schools from fostering creative digital fluency:

1. Teachers: most teachers are primitive users of digital technology and do not feel able to follow the flow of digital inventions
2. Resources: schools do not have access to a) advanced creative digital tools and state of the art equipment, and b) inspiration from creative digital environments and art resources outside the school building
3. Didactics: cultivating creative digital fluency should take place in project based didactics governed by entrepreneurial mentality and community collaboration, not in traditional subject- and time-based classrooms

In some countries schools have access to technology and different forms of teacher training. However, as famous Mitch Resnick from the MIT Media Lab always says, access is not enough.

Access is an enabler not a driver of creative digital fluency.

The project will produce the following key outcomes:

Scenario based guidance: [CreativeDigitalSchools.eu](http://CreativeDigitalSchools.eu)

What did they say? School network consultancy on test version

[CreativeDigitalSchools.eu](http://CreativeDigitalSchools.eu) final open virtual platform

Xpress short-paper: Early Xpress guidance for teachers and schools

Xpress short-paper: Mobilizing community resources for creative digital fluency in the school

Xpress policy-paper: how to foster creative digital fluency in school, and why we are not doing it

Xpress hand-outs - minimum 10 thematic 1 page hand-outs on creative digital fluency appetizing for virtual platform exploration

The project partnership includes school practice partners and creative knowledge partners from Spain, Italy, Denmark, Turkey, Romania, Lithuania and Bulgaria, and is completed by a creative learning city partner from Israel, and thus presents a very broad and well-balanced European collaboration.

## PARTNERSHIP

**Escuela Draga**

Spain



**University of Girona**

Spain



**Gheorghe Titeica**

Romania



**University of Pitesti**

Romania



**YO Oestjylland**

Denmark



**Franco Rasetti**

Italy



**Pasvalys Levens**

Lithuania



**City of Modi'in**

Israel



# EcoPreneurship

## Creating entrepreneurial ecosystems for women in start-up situations

### Erasmus+ 3 years Strategic Partnership

*About 50% of new businesses fail during their first five years. If European entrepreneurs are to be able to deliver the growth we expect from them, we must devote greater resources to helping them to get through this period. Businesses often lack an appropriate ecosystem that will enable them to grow.*  
Commission, Entrepreneurship 2020 Action plan

*The visibility of bigger number of successful professional women will show other women that they have chances of success on the labor market.*  
Commission, Entrepreneurship 2020 Action plan

Financial crisis and global competition makes it difficult for women, less educated women in particular, to find good jobs. Therefore many women wish to start their own small business or enterprise, forcing them to deal with all sorts of problems and challenges. The first years of business are very difficult for these women and they need strong and systematic support measures.

EcoPreneurship will create local ecosystems for women wishing to consolidate, sustain and expand their small businesses, including mentoring from experienced entrepreneurial women, professional support and community networking.

The focus in EcoPreneurship is on women in the start-up phases of running their own business (2-3 years) and meeting their training needs.

Secondary target groups are

- experienced entrepreneurial women succeeding in having consolidated their business and working as mentors for the women in start-up situations
- community workers setting up and maintaining such ecosystems

Tertiary target groups are professionals supporting the target group and community networks, including the local authorities and labour market services.

Europe's economy is depending on small and medium size businesses, and will be even more so in the future. The large factory plants will be established elsewhere in the world.

Therefore the Commission calls for entrepreneurship among all groups of Europeans. Entrepreneurship and business is traditionally a men's domain, but there is a growing interest among women in most member states to learn how to establish and run their own business, especially in times of severe unemployment and social difficulties.

Women in entrepreneurship is a great source for growth in Europe, however women need different approaches than men. Women might choose different business areas and work differently than men. Many women like to include social values in their work as well.

This is why we need entrepreneurial ecosystems for women, based on their own life experiences and value systems.

In this context ecosystem means communities of support structures, mutual help and networking resources put at the service of entrepreneurial women; an interactivity creating its own self-sustaining ecology.

The project aims to design and pilot such ecosystems in different partner countries, and to produce case based guidance to other European communities.

The core mission is to empower entrepreneurial women to create such eco-systems themselves in support of consolidating and expanding their business. The primary target group will be directly involved in all project phases, as this can be considered an important element in their further entrepreneurial training.

The project will deliver real-life cases, guidance and authentic inspiration to help other communities support entrepreneurial women in start-up phases and a live service and support - the SharingWithU guidance and support service - produced and piloted in the last 6 months of the project and available post-project, based on a fair and transparent business model.

At the same time this user-driven approach, and the learning generated, will qualify the involved groups of women from the partner communities to add 4 important extra dimensions to their business, compared to more traditional empowerment approaches:

1. The women will, through the user-driven documentation approach, enhance their skills to communicate their problems, needs and strategies
2. The women will, through the user-driven documentation approach, enhance their digital fluency
3. The women will, through the user-driven documentation approach, acquire skills, experience and motivation to mentor and guide entrepreneurial women in similar situations at local but also at European level
4. Through this user-driven approach women will be in the position to escape traditional role models and to strengthen their self-consciousness in doing business

The project partnership is composed by very qualified organisations with long-standing experience in women entrepreneurship and represents all major European regions - Spain, Austria, Italy, Turkey, Romania, Portugal and France. The consortium is completed by an entrepreneurial women association from the learning city of Modi'in in Israel.

## PARTNERSHIP

### **FIDEM Barcelona**

Spain



### **ESCIBNA**

Spain



### **ACTA**

Romania



### **SEC**

Romania



**IEBA**  
Portugal



**Fondazione Risorsa Donna Roma**  
Italy



**Municipality of Ankara**  
Turkey



**OSB Consulting**  
Austria



**Innogate to Europe**  
Spain



**M3Cube**  
France



**City of Modi'in**  
Israel



# Eco-systems of entrepreneurial learning

## Empowering adult educators to create eco-systems for entrepreneurial adult education and multiply entrepreneurship mentality in adult education

### Erasmus+ 3 years Strategic Partnership

*Support systems have a vital role to play in making progress. Schools and teacher education institutions should establish links and cooperation structures with businesses and community organisations to support their entrepreneurship curriculum.*

Commission, Entrepreneurship Education: A Guide for Educators, 2013

Millions of unemployed young and older adults across Europe, resulting from the structural changes of globalized economy, do not have access to what they really need: new employment opportunities based on new empowermental learning provisions.

What they need is entrepreneurial empowerment, entrepreneurial fluency, to enable them to actively seek new ways of creating economies and living.

The Commission invites us through Erasmus+ to promote entrepreneurial mindsets and competences across the entire educational system, to do this in innovative ways in close interaction with real-life and in close collaboration with the world of business and with labour markets.

Learning through eco-systems of entrepreneurship will be even more urgent in the near and far future, as low-skilled jobs are systematically disappearing from the European labour markets.

Adult education across Europe is not delivering this. It is either based on traditional general empowerment or on the training of specific skills. It is not responding to the need for entrepreneurial learning, innovative learning settings and the interaction with real-life situations.

Eco-systems of entrepreneurial learning is one of the first systematic attempts to

- > Relocate adult education from the classroom to eco-systems of entrepreneurial learning
- > Offer entrepreneurial learning through real-life and real-time interaction with business, labour markets and the wider community
- > Empower adult education to offer such dynamic and innovation services
- > Include state of the art technology fluency as key to entrepreneurial learning

The mission of the project is not to address young or older unemployed adults directly, as this is neither possible nor sustainable, but to empower adult education and its key gatekeepers, the teachers and mentors, to create such eco-systems of learning as a new dimension in adult education.

Adult educators are challenged to include entrepreneurial learning across all forms of adult education. However and as clearly stated by the Commission, to do so they urgently need:

- > Entrepreneurial support systems
- > Entrepreneurial training
- > Entrepreneurial resources

The mission of the project is therefore to empower adult educators to create what they need: to create eco-systems of entrepreneurial learning for adult education and learning to do so by assuming the role of the drivers of such eco-systems.

As entrepreneurial empowerment cannot be transmitted by traditional communication of knowledge or through instruction, the end mission of the project is to deliver solid guidance scenarios of entrepreneurial learning to inspire adult educators across Europe.

Key outcomes are:

- Open virtual platform [www.EntrepreneurialLearning.eu](http://www.EntrepreneurialLearning.eu)
- Scenarios of eco-systems for entrepreneurial learning in adult education
- Video interviews with eco-systems players and entrepreneurial adult educators
- Guidelines on entrepreneurial adult learning and its support systems
- 10 one-page hand-outs on key topics in entrepreneurial adult learning as appetizers for virtual platform
- Creating a European business for partners and pioneer adult educators based on the project's eco-systems service
- Policy paper: How can policy and funding measures support entrepreneurial adult learning?
- Policy-paper: Entrepreneurship in education, eco-systems... and learning communities?
- Short-paper: What are eco-systems for entrepreneurial learning and what can it do for adult learning?
- Short-paper: How to assess and validate the outcomes of adult entrepreneurial learning and link them to the European quality instruments

Along the eco-systems processes a number of specific dimensions will be in focus, further detailed in the work program, as they are vital to 21<sup>st</sup> century entrepreneurial learning:

- › The role and opportunities of internet based and digital entrepreneurship (the global at hand)
- › The special female approach to entrepreneurship and entrepreneurial learning, including social entrepreneurship
- › The possible resources of seniors and senior entrepreneurs in eco-systems of entrepreneurial learning
- › The potential resources of young trainees and volunteers in eco-systems of entrepreneurial learning

The project partnership is coordinated by the second largest Chamber of Commerce in Catalonia and includes a diversity of entrepreneurial stakeholders and European cultures from Spain, Hungary, Denmark, Portugal, Serbia, Romania, Slovenia and France.

## PARTNERSHIP

### Chamber of Commerce Sabadell Catalonia

Spain



### Trebag

Hungary



### Young Enterprise Central Denmark

Denmark



**Sociadade Portuguesa de Inovacao**  
Portugal



**Serbian Business Angels Network**  
Serbia



**A.C.Z.E.A Craiova**  
Romania



**IEBA**  
Portugal



**ACTA Center**  
Romania



**VEDOMA**  
Slovenia



**Association E-Juniors**  
France



## Gamification for hard-to-reach adults

New horizons for re-engaging and re-mobilizing hard-to-reach adults in long-term unemployment situations through the powerful inclusion potentials of gamification

Erasmus+ 2 years Strategic Partnership

*Time has now come to try new ways of bringing people out of poverty and promoting growth and well-being not only for, but also with citizens.*

Commission: Empowering people, driving change: Social innovation in the European Union, 2011

*About 80 million people have low or basic skills, but lifelong learning benefits mostly the more educated.*

Commission: Europe 2020

Gamification for hard-to-reach adults will

- 1) Identify and operationalize powerful digital gaming strategies for entrepreneurial empowerment
- 2) Build gamification readiness among adult mentors
- 3) Include groups of hard-to-reach adults in immersive gamification processes and empower the adults to
- 4) Produce experienced based documentation to share among adult educators and mentors across Europe.

The European citizens mostly needing lifelong learning are the ones not benefitting and not engaged - and not reachable. These are the clear word of the Commission.

We call them hard-to-reach-adults, as they are not motivated to engage in the learning and training provisions offered by formal and non-formal adult education - for multiple personal, social, economic and psychological reasons.

The hard-to-reach-adults does not constitute a homogeneous group of citizens, however they are characterized by a combination of different forms of dead-end situations and lack of motivation or capacity to change this situations through taking action, learning or engaging in the community.

They are, so to say, hard-to-reach for the overall rather traditional adult education provision, still based on teaching and classroom.

Many efforts have been made to alter this situation and to re-attract groups of such adults into education and learning, however most attempts remain punctual, superficial and unsustainable.

The described situation can be called one of the major failures in European lifelong learning.

Thus Europe2020 calls for dramatically different and innovative approaches to reach these adults. In fact this is the major challenge to adult education today.

Such innovative approaches need to break away from traditional adult education didactics, but also from traditional "empowerment" methodologies, ad these still lack an entrepreneurial taking action mentality.

The basic approach in this project is to change mentality though taking action in the community.

Gamification is one of the most promising emerging approaches to reach and re-mobilize groups of these adults.

The project builds directly on the comprehensive Joint Research Group report from 2013 entitled Digital Games for Empowerment and Inclusion, missioned to

support Commission policy in the field of inclusion and empowerment within the Europe 2020 strategies.

Key resources in the partnership worked with the Joint Research Group to form this policy.

The Joint Research Group was headed by Mr. James Stewart who will be invited to be a special advisor in the project.

The research literature and case studies explored in this report shows that digital games-based approaches provide adaptable, motivating and engaging techniques that can be used to empower individuals and communities in ways that lead to social inclusion.

Digital game-based approaches include gamification. Gamification in an inclusion context means exploiting powerful motivational and entrepreneurial methods in digital gaming to re-mobilize the initiative-taking of demotivated people, to help them change behaviour and to empower themselves through taking action in the community.

Gamification for hard-to-reach adults is one of the first systematic attempts to explore in-depths the powerful potential of gamification for mentality and behavioral change.

The project will offer the following key results:

Open virtual platform: [www.H2Rgame.eu](http://www.H2Rgame.eu)

Gamification for overcoming dead-end life and work situations

Gamification and serious gaming for inclusion and empowerment of adults in dead-end situations

10 hand-outs on the most powerful elements in gamification of dead-end situations - win and lose with gamification for adults in difficult life situations - lessons learned through immersive practice

H2Rgame open business opportunity

H2R gaming towards deeper knowledge and new open opportunities

Policy paper: The inclusion potential of gamification in connection with hard-to-reach adults

The project is proud of its partnership including adult educations, knowledge partners, gamification experts and entrepreneurial bodies from all over Europe: from France, the UK, Spain, Italy, Romania, Finland and Turkey!

## PARTNERSHIP

### **Pistes-Solidaires France**

France



### **Cookie Box**

Spain



### **University of Chester**

UK



**Fondazione Risorsa Donna Roma**

Italy



**University of Helsinki**

Finland



**Socio-Economic Study Association**

Romania



**Municipality of Ankara Social Services**

Turkey



**Fantom**

Romania



**Coventry University**

UK



**Chamber of Commerce of Sabadell**

Spain



# REVIVAL

Fostering early entrepreneurial mentality in schools through creating small eco-systems of intergenerational learning in the community, with a special focus on re-viving the active role of elderly

Erasmus+ 2 years Strategic Partnership

*The primary mission of education as being the preparation of individuals for life as well as for being active citizens in increasingly complex societies*  
European Parliament, Report on rethinking education, 2013

*Education should be brought to life through practical experiential learning models*  
Commission, Entrepreneurship 2020 Action plan

Traditional intergenerational learning in schools is mostly embedded in somewhat “sentimental” activities of charity towards lonely elderly or of allowing modern children contact to older generations. Leaving aside the positive effects on those approaches, the project wishes to inaugurate a much more constructive and future-oriented approach, integrating intergenerational learning in creation of valuable learning content, communicating content in different creative media and including elderly in the creation of real educational resources.

This new approach to intergenerational learning links strongly to entrepreneurial mentality in schools, to creative expression with technology, to peer learning among school children and to re-mobilizing elderly as valuable sources and co-creators of knowledge.

The project responds to three major educational and social challenges in 21<sup>st</sup> century Europe:

1. Schools need to foster a mentality of initiative-taking, social entrepreneurship and addressing real-life scenarios among teachers and school children (rethinking education)
2. Communities of learning need to re-mobilize the increasing number of elderly in Europe, including elderly with less capacity, and to re-engage them in meaningful and valuable activities (the aging society)
3. European social cohesion is increasingly threatened by a lack of interaction and mutual understanding between generations, resulting in isolation of elderly and substantial identity crisis among young people (social coherence)

The Commission invites us all across the Europe 2020 strategies the find integrated solutions to such challenges, not ad hoc solutions, creating mind-sets of initiative-taking and small eco-systems of learning involving several types of community players and citizens.

The REVIVAL project is created in the spirit of new generations of initiatives with quite different missions:

- › It aims to foster early entrepreneurial and social innovation interest and mentality among teachers and school children
- › It aims to use intergenerational learning to create real-life resources for and problem based learning in schools, including co-creation of resources
- › It aims to re-vive the important tacit resources and knowledge of elderly and make them available to learning in the community
- › It aims to foster digital fluency among school children to change consumption of media into active expression and creation with media

- › It aims to deliver practical best practice for integrated learning in open communities, including cross-subject learning in real-life projects, as highly needed innovation of the traditional classroom approaches

Involving elderly, teachers and school children in such integrated and open learning processes will precisely help creating a new mentality among all players:

“Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviors are perhaps more important than knowledge about how to run a business. In short, entrepreneurship education means developing a culture which is through, for and about entrepreneurship.”  
Commission, Entrepreneurship Education, 2011

The key results of the project are:

- An open virtual platform offering inspirational best practice and guidance resources to schools and elderly centers and to the wider community
- Thematic high quality one-page hand-outs for PDF and print for large-scale distribution, addressing key challenges in entrepreneurial intergenerational learning in communities
- Research paper on opportunities and obstacles in 21<sup>st</sup> century intergenerational learning: what works, what doesn't and what needs to be done
- Policy paper addressing the European Commission and the wider policy-making European community offering recommendations for policy and funding in the fields of 21<sup>st</sup> century intergenerational learning and local eco-systems of learning
- Local exploitation events celebrating the collaboration between schools, elderly centers and the community
- Framework for kick-starting a European network on 21<sup>st</sup> century intergenerational learning, including possible business models

The very broad and extremely European partnership includes schools, knowledge institutions and elderly centers from Spain, Belgium, Italy, Hungary, Portugal, Bulgaria and Romania, and is coordinated by one of the strongest and private-public social care institutions in Catalonia, the MUTUAM.

## PARTNERSHIP

### MUTUAM

Spain



### Escola la Draga

Spain



### Seniorencentrum

Belgium



### INRCA

Italy



**Municipality of Bátonyterenye**

Hungary



**IDS Institute**

Portugal



**Constantin Ianculescu**

Romania



**IIC Association**

Bulgaria



**Comune di Verona**

Italy



**Lyceum Rinaldini**

Italy



# Teacher2020

## On the road to entrepreneurial fluency in teacher education

### Erasmus+ 2 years Strategic Partnership

*Teachers entering their profession with an awareness of entrepreneurial principles are able to ignite the 'entrepreneurial spark' and inspire their students' right from the beginning of their professional career.*

Commission, Entrepreneurship Education: A Guide for Educators, 2013

*It requires nothing less than a sea change in the approach to education, emphasizing active learning and the provision of new experiences for students outside of the classroom. For many education systems this represents a fundamental shift away from traditional approaches.*

Commission, Entrepreneurship Education, 2011

Europe's need to create entrepreneurial mind-sets and initiative-taking is closely linked to changes in education and learning.

The key players in these scenarios of change are teachers.

Teachers need to foster entrepreneurial mentality and readiness among all students across the entire education sector.

Even though primary and secondary school teachers in service might be able to adjust and to develop new competences, they are not likely to be able to change their fundamental mind-sets, as entrepreneurial mind-sets are not quantities of new knowledge but precisely mind-sets, mentality, lifestyles.

It is therefore of the utmost importance to tomorrow's Europe to ensure entrepreneurial fluency among the new generations of teachers.

This is probably the only really sustainable way to accomplish what the Commission calls a sea change.

This is, however, not a simple mission.

Educational authorities and teacher educations are likely to react to this challenge within traditional mind-sets: including entrepreneurship teaching in the curricula as a new subject and on special occasions.

This is precisely what the Commission does not recommend:

Furthermore, since entrepreneurship education is a transversal competence it should be available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education.

Commission, Entrepreneurship Education, 2011

Entrepreneurial fluency in teacher education is a new general competence, similar to digital fluency, but with a much wider scope.

Whereas digital fluency can to a certain extent be taught, entrepreneurial fluency cannot.

Entrepreneurial fluency can only be developed through entrepreneurial practice: Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial. Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.

Commission, Entrepreneurship Education: A Guide for Educators, 2013

Such entrepreneurial practice cannot be brought about through regulations from educational authorities, at least not through such regulations alone. Regulations do not change mentality.

What teacher educations need is therefore inspiration, concrete examples and role-models to learn from and follow.

Therefore we must make such resources available to teacher educations, and it is the mission of Teacher 2020 to contribute to the availability of such resources. The most important characteristic of such resources is that it empowers teacher educations and teachers to create their own experience and entrepreneurial pathways; or, in short, empower them to drive their own entrepreneurial fluency.

The mission of Teacher 2020 is therefore to produce such resources and make them openly and attractively available to teacher educations and teacher students across Europe.

The mission of the project includes serving as a preparation for a 2016-19 Knowledge Alliance on entrepreneurship in schools, generating the needed experience and platform for such a higher level initiative, and joining forces with similar initiatives at European level.

The key results of the project will be:

- Teacher2020 - The project's open virtual platform, including inspirational and guidance scenarios of entrepreneurial fluency in teacher education - [www.Teacher2020.eu](http://www.Teacher2020.eu)
- Go entrepreneurial! hand-outs addressing key entrepreneurial learning challenges in teacher education
- Designing the 21<sup>st</sup> Century Teacher Knowledge Alliance application
- Policy recommendations on entrepreneurial fluency in teacher education to the Commission, educational policy-makers and funding programmers
- Special report: Creating entrepreneurial fluency among the new generations of school teachers - opportunities and obstacles
- Sharing results through local events and European campaigning in selected professional social networks

The concentrated and focused project partnership includes teacher educations and practice schools from all European regions: Spain, the UK, Italy, Romania and Denmark.

## PARTNERSHIP

**University of Girona**

Spain



**Escuela la Draga**

Spain



**University of Glasgow**

UK



**Centro Studi Foligno**

Italy



**University of Pitesti**

Romania



**ACTA**

Romania



**Global School Support**

Denmark



**Stredni Otrokovice**

Czech Republic



**ITE Scarpellini**

Italy



## Break down or *break out!*

### On the road to entrepreneurial fluency in teacher education

#### Erasmus+ 2 years Strategic Partnership

*Too many people live in poverty and social isolation. Poverty implies an inability to participate in society on a level that the majority in that society takes for granted. In all, 72 million EU citizens – 15 % – are at risk of poverty, with another 36 million on the verge of that risk.*

Commission: Empowering people, driving change: Social innovation in the European Union, 2011

*Across Europe, however, a single pattern emerges: people who face the greatest challenges, among them low-qualified unemployed adults, are often those to whom the fewest policy and programme options are addressed.*

CEDEFOP Return to work, 2013

*Given the significant number of unemployed people across Europe, entrepreneurship support schemes should be put in place to encourage business creation as a route out of unemployment.*

Commission, Entrepreneurship 2020 Action plan

Learning through acting in the community, the adults can become subjects of change instead of objects of change.

Traditional adult education was concerned with offering adults of all ages to shift their labour market orientation, update skills or to enlighten their lives and empower, through formal and non-formal courses.

However, the impact from increasingly globalized economies has left millions of especially low educated adults in new and desperate dead-end situations, from which there seems no way out: the jobs are not there and adult learning to enlighten one's life (Grundtvig) is becoming a luxury that only few can afford.

Adding to this, as the Commission clearly states, that lifelong learning even in the “good times” mostly benefitted the more educated means that we are facing a dramatically different situation as to adult unemployment and adult learning.

More empowermental adult learning is recently more oriented towards developing transversal and general competences, such as change management, entrepreneurial mind-sets and digital fluency.

Such provisions are justified by the fact that less educated adults need empowerment and learning capacity to enroll in education and training.

These initiatives often support the “survival” capacity of long-term unemployed adults, *but they hardly change the adults' basic social-economic situation.*

The basically *introvert* adult learning and empowerment strategies need to be changed into *extrovert* learning strategies: learning through taking action in the community, learning through changing, learning through creating things and new situations.

Well conducted such community action learning offers solid ways for the adults to change their dead-end situations.

In many European countries and regions structural unemployment and long-term unemployment in particular has led to social distress, poverty and desperation. Millions of Europeans are threatened with break-down situations.

The still prevailing traditional response is: more education more vocational training, more higher education.

For millions of unemployed adults this response is a contradiction in terms: if an adult did not even find the capacity and motivation to join adult learning, why would this adult, now 50 years old, be able to successfully carry through a three year vocational training or an even longer higher education?

And even if the adult was able, even higher education does not guarantee a job anymore.

Adult education must change the speech - to help unemployed adults to change their mind-sets.

Unemployment, empowerment courses and short vocational training provisions still place the unemployed as the *object of change*. In this position the unemployed *reacts* only.

Time has now come to try new ways of bringing people out of poverty and promoting growth and well-being not only *for*, but also *with* citizens.

Commission: *Empowering people, driving change: Social innovation in the European Union*, 2011

Encouraged by the Commission's call for dramatically new approaches to education, unemployment and secular innovation this initiative will offer experimentation with a much more offensive approach to help these adults to find sustainable ways out of the dead-ends.

*Learning through acting in the community, the adults can become subjects of change instead of objects of change.*

## PARTNERSHIP

University of Chester

UK



AADL

France



Asociația Fantom

Romania



Asociația de Studii Socio-Economice

Italy



University of Helsinki

Finland



Fondazione Risorsa Donna Roma

Italy



**City of Modi'in**  
Israel



**European Grants International Academy**  
Italy



**Chamber of Commerce Sabadell**  
Spain



# CreateEurope

## On the road to entrepreneurial fluency in teacher education

### Erasmus+ 3 years Knowledge Alliance

The CreateEurope! Knowledge Alliance will create and foster authentic entrepreneurial learning in higher education and business through offering an advanced, user-driven, virtual entrepreneurial meeting place. In doing so we will exploit the most advanced gaming approaches, offering basic worlds and platforms, but inviting users to co-create, change and invent new tools.

Our approach is predicated on the Commission's clearly articulated view that entrepreneurial mindsets must be created through real-life challenges and not through theory in classrooms: connecting large numbers of students to business through small individualized projects is a slow, static process and does not foster real entrepreneurial mentality.

Entrepreneurship in higher education is best delivered through large-scale and scalable systemic interventions. To do this we collaborate directly with the business sector, optimizing expertise and innovations and integrating their current needs throughout the process.

CreateEurope! will create and foster a collaborative entrepreneurial mentality in higher education and business through engagement in a real-life and user-driven virtual innovation world, based on 21st century gaming methodologies. We explore this with partners from higher education, business and the wider community. EU policy has stressed the need for entrepreneurship and HE action in the drive for growth. This means engaging the business community and providing a focal point for the generation and testing of high value, high impact new ideas, and concepts, opportunities via knowledge transfer and business development activities to stimulate further interaction between the two sectors.

Traditional initiatives from HEIs offer entrepreneurial skills as a teaching subject, without the opportunity for students to put their skills into practice. However, this is precisely what the European Commission warns us against:

*Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.*

European Commission, Entrepreneurship Education: A Guide for Educators, 2013.

Our focus is to engender entrepreneurial practice through larger-scale and scalable systemic interventions. Dynamic collaboration, user-driven innovation, entrepreneurial 'teaming up and questing', as well as alliances between students, educators and business will more successfully emerge through addressing authentic, real-life challenges in virtual spaces with flexible partnering. Key players are Virtual Innovation Platform (VIP) groups to be created in at least 5 higher education institutions, representing all major European regions and cultures. They will interact and engage with small eco-systems of organisations in between 5 and 10 pilot countries.

People exposed to entrepreneurship frequently cite more opportunity to exercise creative freedoms, higher self-esteem, and an overall greater sense of control over their lives. As a result, many experienced business people economists and educators believe that fostering a robust entrepreneurial culture will maximise individual and collective economic and social success on a local, national, and global scale.

Virtual entrepreneurship entails meeting, incubating and sharing. This enables missions to be generated through collaboration, communication and innovative work forms. It does not imply that reality will disappear, on the contrary the majority of entrepreneurial learning activities will be carried out within the realities of local and regional communities, ultimately in blended and cross-media environments at a European level. This also cultivates skills in language, creative technology and intercultural understanding.

This is why *CreateEurope!* is expected to have a tangible impact. With ecosystems of entrepreneurial collaboration, crossing traditional sectors and work forms it will have an increasing and positive influence on what might be called the community's entrepreneurial fluency.

## PARTNERSHIP

**University of Chester**

UK



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**Ekonomski Institut Maribor**

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**Zavod za raziskave, izobraževanje in trajnostni razvoj**

Slovenia



**IEBA Centro de Iniciativas Empresariais e Sociais**

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**University of Craiova**

Romania



**University of Tartu**

Estonia



**City of Modi'in**

Israel



**Associazione InCo - Interculturalità & Comunicazione**

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**IAL Nazionale- Innovazione Apprendimento Lavoro s.r.l Impresa**

Italy



**University of Girona**

Spain



**West Cheshire & North Wales Chamber of Commerce**

UK



**University of Glasgow**

UK

