



UNIMORE
UNIVERSITÀ DEGLI STUDI DI
MODENA E REGGIO EMILIA



Analysis and Synthesis of Innovative Practices

Intellectual Output

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1. Introduction (Context – the COKLEECO project, aim, limitations and structure of the Report)

This report is the first official Intellectual Output of the COKLEECO project (building Common KnowLEdge between Education and Company), co-funded as a Strategic Partnership in the context of the ERASMUS+ Programme. The project is aimed at promoting a better mutual knowledge between the two spheres, updating their mutual representations and fostering /sustaining their cooperation through the design and development of a training model for teachers and company trainers. In a first phase the training activities will have a regional dimension; in a second step, the partners will work together to build a European integrated training course.

This specific report contributes to this aim by presenting, analysing and summarising a set of 44 innovative practices in the field of school-enterprise cooperation and development of entrepreneurship competence; the innovative practices were identified and described by all COKLEECO project partners in their respective regions in five EU MS: Belgium, France, Italy, Poland, Spain.

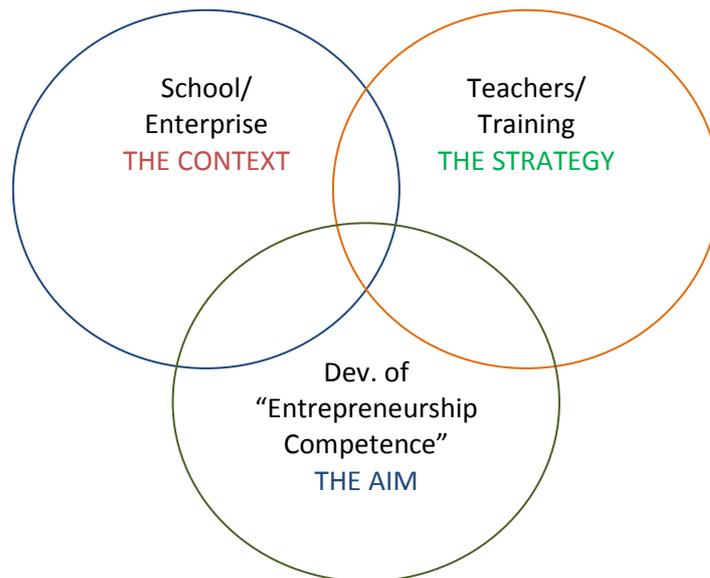
The study activities have been conducted between November 2016 and June 2017, with a joint mutual review session held in the “European Multi-territorial Days” session in Barcelona (May 2017). What is presented in this report is not the result of a massive research, but the conclusions of partners’ regional reviews and cross-country analysis, an instrumental work in view of the design of the COKLEECO training model.

Following this short introduction, Section 2 presents the methods adopted by the study, Section 3 presents an overview of the theme and of the main results; Section 4 analyses the typology of innovative practices identified, and Section 5 presents the main conclusions of the review work. Finally, Section 6 presents a few inputs for the design of the COKLEECO Training Model, as they emerge from the work of innovative practice review.

2. Scope and focus of the review, definitions, methods adopted to identify and report innovative practices, joint analysis of results in the Barcelona Meeting

At the beginning of the study, partners agreed on the scope of the review in the following terms (Lyon kick-off meeting, October 2016):

“The COKLEECO project is focused on improving collaboration between secondary school and industry (the context), its aim is to develop the entrepreneurship competence and the sense of initiative in students and its strategy is to do so by training teachers - in innovative and trans-national ways- by using the collection of innovative practices as a key resource for training. That is why, within the broad area of innovative practices that could correspond to the SUM of the three areas (1.School/Enterprise; 2.Entrepreneurship Competence; 3.Training the teachers), the primary focus should be on the INTERSECTION of the three areas and, secondly, on the intersection of at least two of them (see figure below)”.



The definition of Entrepreneurship adopted by the Project is taken from the 2006 Recommendation of the European Parliament and the Council on Key Competences for Lifelong Learning: “this key competence refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. It supports individuals not only in their everyday lives at home and in society, but also in their workplace. It helps them to be aware of the context of their work and to be able to seize opportunities, and it is a foundation for the more specific skills and knowledge needed by those establishing or contributing to social and commercial activity. This key competence should cover an awareness of ethical values and promote good governance”.

In order to allow to cover the different types of innovative practices corresponding to the focus agreed and to allow a balanced selection across the five involved countries, it was suggested that, in a first phase, a bigger number of innovative practices (e.g. 10 per country instead of the 5 formally requested as fully described cases) was identified. Of course, in the first phase just a shorter description was required; only those practices that would have

been selected by the partnership (the short list) would be fully developed for the Report of Innovative Practices. However, as a result of the cross-country analysis of the 44 practices collected, it was decided to keep all of them in the report, thus extending the number from the expected 25 to 44.

On the basis of the discussion undertaken in the kick-off meeting, an indicative list of examples– not a real typology – of innovative practices that might be relevant in the different regional contexts where project partners are active was proposed at the beginning of the study:

- IPE (Ingénieurs Pour l'École)(experts from large companies dedicated to school collaboration)
- Young entrepreneur -Business game involving students and teachers
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- Exchanging representatives mutually
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In a later phase of the study, some “clusters” were proposed to facilitate the cross-country analysis of the practices identified (see Section 4 below).

A grid was proposed, after discussion in the kick-off meeting, to collect and organise information – in a normalised way- on the innovative practices identified. Some fields of the grid were to be filled only in the second phase of the analysis, including, whenever necessary, interviews and other forms of field research to clarify aspects not immediately accessible through desk research.

3. Results of the Review: the theme in EU policies and practice

3.1 The European Picture

Even a superficial desk research at the EU level allows to conclude that the development of entrepreneurial competence through the collaboration between enterprises and schools is high in the policy agenda but not equally developed in concrete terms across Europe. The

recent Eurydice Report “Entrepreneurship Education at School in Europe” published in February 2016 provides a comprehensive picture of policies undertaken and their degree of implementation in EU and other European countries; it identifies four key areas for entrepreneurship education at central level: strategy, funding, curriculum and teachers. Here follow some of the key Report findings that are particularly relevant for the COKLEECO work:

- Despite the high level of policy attention for many years, less than a quarter of 15 year-olds students in the EU said that they ever took part in a school activity related to entrepreneurship and no EU Country has “fully mainstreamed entrepreneurship education in their schools”
- National strategies to promote entrepreneurship seldom focus on precise learning outcomes, and more frequently limit themselves to promote mutual knowledge between school and enterprises;
- Similarly, very seldom evaluation of learning outcomes that can be re-conducted to entrepreneurship is part of formal evaluation in school;
- Not all Countries can rely on guidelines for teachers that help to organise students’ experiences outside the school and particularly in enterprises;
- Entrepreneurship education is usually absent from (or optional in) initial teachers’ education and not very frequent in teachers’ continuing professional development;
- Teaching material is the most common form of support provided by central authorities;
- Networking among teachers could be helpful in developing common understanding and sharing best practice

3.2 The results of the COKLEECO identification and collection of innovative practices

The COKLEECO partners collected 44 innovative practices relevant to the project, mainly from their local/regional context: 10 from Italy (Emilia-Romagna), 10 from Spain (Catalunzia), 12 from France (Auvergne-Rhône-Alpes), 7 from Belgium (Wallonie-Bruxelles) and 5 from Poland (Malopolska). The number, higher than what was originally planned, shows that it is not difficult to find examples of school-enterprise collaboration in the territories covered by the partners, but is also the result of the cross-country analysis collectively conducted, that brought to the decision to keep all practices identified in the “synthesis map” since they did not overlap enough to justify some exclusions.

Before entering in a more descriptive section of this report, the following considerations may be useful to see the whole picture:

- Not many innovative practices are exclusively focused on teachers' training, but several contain it, mostly as informal learning, as part of a more complex strategy of "mutual knowledge" between schools and the world of work;
- There seems to be a certain similarity among the innovative practices emerging from the same region (see the cluster/pivot table in section 4 below), that might be an indicator of the influence of regional policies on the emergence and kind of innovative practice, or simply an indicator of the contextual factors influence;
- Some qualifying elements that seem to characterise the most effective practices are the high level of institutional cooperation (a favourable "ecosystem"), the long-term relationship between (usually large) enterprises and the school system, joint innovation design, mutual confidence and openly shared objectives;
- Some gaps also emerge, largely connected to the shortcomings identified by the Eurydice Report quoted above (e.g. insufficient preparation of teachers, not specified learning outcomes, limited integration into formal assessment, etc.);
- A range of incentivising and innovative methods can be found in the set of practices, possibly inspiring the development of the COKLEECO model of training;
- Not many of the collected practices contain a transnational element, with the obvious exception of those originated within a European Programme/initiative; we tend to believe that this is more the consequence of national and local competences in education than of the lack of interest for transnational models of intervention by schools or enterprises.

4. Clusters of Innovative Practices: identified elements of innovation and good practice

Once the collection of innovative practices was finished in May 2017, a list of 12 "clusters" was proposed to facilitate the analysis and the comparison, and also to reflect on the training model to be developed by COKLEECO: the following table summarises the attribution of the 44 practices to the 12 clusters. Each cluster is then defined and referenced to specific practices are made when relevant.

- 4.1 e-learning: this cluster refers to initiatives, both local and international, in which an intensive use of technology-enhanced learning is made to offer teachers the opportunity to learn and practice teaching strategies oriented to the development of entrepreneurship education; it can be found in the Polish and Italian (in this case part of EU level initiatives) innovative practices.
- 4.2 Networking of Teachers: this cluster, mostly populated by the Catalan practices led or supported by the Catalan Government, the collaboration among teachers is incentivized by the constitution and animation of specialised networks; some of the EU level practices collected by the Italian partners also belong to this cluster.
- 4.3 Networking of Stakeholders –Co-design: this category includes those initiatives that are aimed at creating favourable conditions for school-enterprise cooperation, normally not specifically aimed at entrepreneurship competence nor explicitly containing training of teachers and trainers; the Polish set of innovative practices is mainly representative of this approach, but inter-institutional collaboration with a strong involvement of stakeholders is part of many other practices (e.g. in Italy, Belgium, France).
- 4.4 Coaching (School coaching by enterprises/ enterprise project coaching by school): more diffused in the first version, this cluster refers to long-term relationship between a school and a “coach” enterprise (normally a large one) that supports the development of innovative practices in teaching and learning, aimed at the better knowledge of the local economy and at the development of “enterprise culture” and entrepreneurship competence in both teachers and students; this approach is particularly developed in France, but some Italian and Spanish practices can be re-conducted to the cluster.
- 4.5 Challenge/Context/Award: to this cluster belong all those practices that include a competitive challenge to develop business ideas, business plans, mini-enterprise projects, innovation projects that stimulate entrepreneurial spirit and help to build entrepreneurship competence in students (and teachers), normally in cooperation with enterprises and their associations; some of the Italian and Spanish practices can be re-conducted to this cluster.
- 4.6 Informal learning by students: more than a cluster, this is a necessary component present in almost all the collected practices; the importance of informal learning in developing entrepreneurial competence cannot be underestimated: imitation, project work, problems and opportunities analysis are often more important than knowledge on how a company is organised and administered.
- 4.7 Informal learning by teachers: also in this case no specific innovative practice can totally be ascribed to this cluster, but almost all imply an informal learning process by the teachers involved through the exposure to collaboration with enterprises and work-based learning approaches typical of the world of work.

- 4.8 Informal learning for company staff: not only teachers have to learn/be exposed to company culture, also company staff need to learn and be exposed to school culture in order to co-design and implement successful entrepreneurship education: concepts such as curriculum objectives, learning outcomes, credits, etc. need to be understood, concepts of time, group work, roles need to be compared between the two environments, cultural differences to be understood. More than a cluster of some innovative practices, this is an important component of many practices that mainly fall under other clusters (coaching, project work, internships, etc.)
- 4.9 In-company training: internship, apprenticeship, dual learning: this is in some countries a traditional way to co-operate between enterprises and school, but it is mainly directed to the development of operation skills necessary to perform a job, rather than entrepreneurship education; in COKLEECO some innovative practices refer to this cluster, mostly in Catalunya, and have a broader scope, explicitly oriented to entrepreneurship education.
- 4.10 Entrepreneurship curriculum at school for teachers and students: only one practice from Catalunya is focusing on an “Entrepreneurship Programme” as part of a secondary school curriculum: it is a way to overcome the usually marginal and optional role given to entrepreneurial education in school curriculum and assessment; by making it official part of the education programme a higher level of integration is guaranteed, but non-conventional teaching and learning methods need to be used to make the school programme element fully credible in the possibility to achieve its goals;
- 4.11 Project-based Learning/ Joint innovation projects: it is the most populated cluster of the COKLEECO collection of innovative practices and contains a broad variety of cases, that however defines the main method to develop entrepreneurship competence: to develop joint project work between schools and enterprises. It partially overlaps with other clusters (coaching, competitions) and is represented in practically all countries with slightly different “density” and forms, sometimes making systematic use of ICT as a common working tool, or development objective (new applications and web artefacts jointly developed by students and company staff).
- 4.12 Transition/Guidance: this cluster, not very represented as a stand-alone action outside Italy, is in reality part of several practices collected; it covers those actions that prepare students for their choices concerning the labour market and tries to include entrepreneurship and initiative as a general option for the working life, not necessarily linked to the creation of a new enterprise.

5. Conclusive remarks: lessons learnt, transferability issues and recommendations for further analysis

The exercise conducted by the COKLEECO Project can be considered a good practice in itself as a successful attempt to agree a working method, to share the collection work, to discuss results in a collaborative way and to use every element of reflection on the innovative practice to feed the design of the training model. In particular these are the main lessons learnt:

1. The review of innovative practice shows that the field is densely populated by valuable stand-alone and networked experiences, and is mature for systematisation of approaches and more substantial exchange of good practice elements;
2. The variety of contexts (institutional policies, but also labour market conditions and cultural distance between school and industry) to a large extent limits what is possible/achievable in a given situation: it is very unlikely to successfully transfer a whole innovative practice from one country to another in the field of education;
3. However, individual elements of an innovative practice (methods, tools, formats for agreements, learning outcomes assessment, etc.) can inspire and sometimes even directly feed a new practice in a different context: this is the principle on which COKLEECO partners have watched each other's collection of practice and have faced the issue of transferability;
4. One conclusion that we can draw out of the COKLEECO direct experience is that the level of transferability of a good practice element should not be assessed by the "owner" of the good practice alone, but by a combination of the "owner" who knows it in depth, the "potential adopter" who is interested in it, and possibly also some "intermediary" who has experience in transnational adaptation of good practice and knows how to compare contexts;
5. The different levels of development of innovative practices across European Countries should encourage a systematic effort to share elements of good practice at transnational level. Existing European networks of teachers, students, enterprises, schools, regions may play a very important role, side by side with the national policy makers, to help implement a policy priority through bottom-up diffusion of innovative practice.

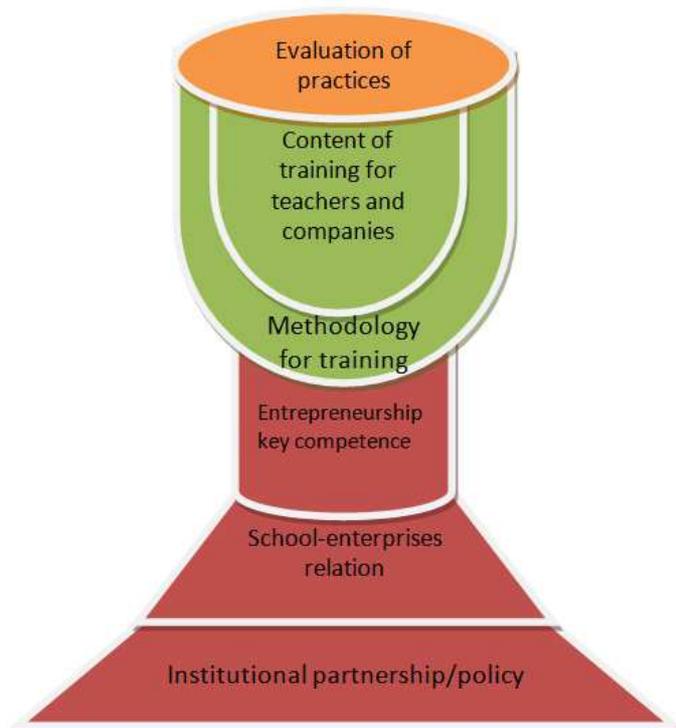
6. Inputs for the design of COKLEECO Training Model

In addition to the analysis results, the review and the related exercise of cross-country analysis have brought the COKLEECO partnership to extract some guidance

elements for the development of the training model, that constitutes the heart of the project achievements due in the following years:

6.1 The overall learning concept: institutional partnership, supportive public policy, school-enterprise relation, entrepreneurship competence as a joint learning project

The review suggests that a system approach in the development of entrepreneurship education is more promising, at the regional level that is the focus of COKLEECO interest, than a stand-alone training supply for teachers and company trainers: basic conditions such as favourable policy and inter-institutional partnerships (with a key role for enterprise associations) need to be created to support long term relationships between schools and enterprises; then agreement has to be reached on the development of entrepreneurship education as a really common goal to help both individual students and local development perspectives, then an innovative and collaborative methodology - adaptable to specific contextual and individual requirements – has to be agreed. Finally, agreement on specific contents of training for teachers and company staff has to be reached (with a focus on soft skills development), and a common orientation on how to evaluate the programme is taken. The following graph summarises the results of the discussion which took place in the Barcelona Multi-territorial meeting.



6.2 Some design principles: mutual knowledge and confidence, centrality of students capacity to choose, “positive contamination” of school and enterprise cultures, ethics and social values.

Beyond the mechanics of inter-institutional and school-enterprise co-operation, there is a need to stress some points that relate more directly to the cultural and ethics dimensions of co-operation: there is a need to share some aims and principles in order to work confidently with each other. The notion of Organisational Justice (Leventhal, Sen), defined as the creation of conditions which foster equality of fundamental capabilities of individuals, may be proposed as a shared student-centered objective, a basis for dialogue and decision making among the different actors involved in the development of the co-operative practice, trying to optimise conditions for full aware choices by students –first of all-, schools and enterprises. In particular, it may help to compare organisational practices in schools and enterprises, rules, authority structures and notions of objectives, time, team, achievement, equity as materialised in the two contexts; this may induce “positive contamination” between the two cultural contexts and help generate substantial mutual knowledge and confidence.

6.3 First ideas on structure and methods of the training pathway

Finally, the review of innovative practices allowed generating some ideas on how the proposed COKLEECO learning pathway might look like in terms of articulation, methods and contents. These are the main practical suggestions to date, as developed in the Barcelona meeting:

1. School Teachers and Company Trainers should undertake, as far as possible, joint training session to stimulate positive contamination and mutual understanding/trust;
2. Three phases are suggested for the learning path: a moment of “sensitisation” and awareness building on the need/opportunity to build together entrepreneurship competence for students; a phase of mutual exploration of the “other” organisational and cultural environment and of exposure to the range of existing good practices (collected by COKLEECO), methods, networks, tools and learning resources – that could be called the “training” phase; and finally a “transformation” phase, in which organisationally-relevant project work is jointly undertaken by teachers and company staff to make their respective organisations more suitable for long-term co-operation and the joint development of entrepreneurial competence and all the related soft skills. Included in this transformation phase, that needs longer time to be fully developed, is the joint evaluation of project

work in the respective organisations, with the suggested involvement of other stakeholders in the evaluation process;

3. A certificate for both categories (school teachers and company trainers) should be developed to reward the significant work done and to signal the new capacity of those awarded to provide example and expertise for newcomers.

APPENDIX: COLLECTION OF INNOVATIVE PRACTICES



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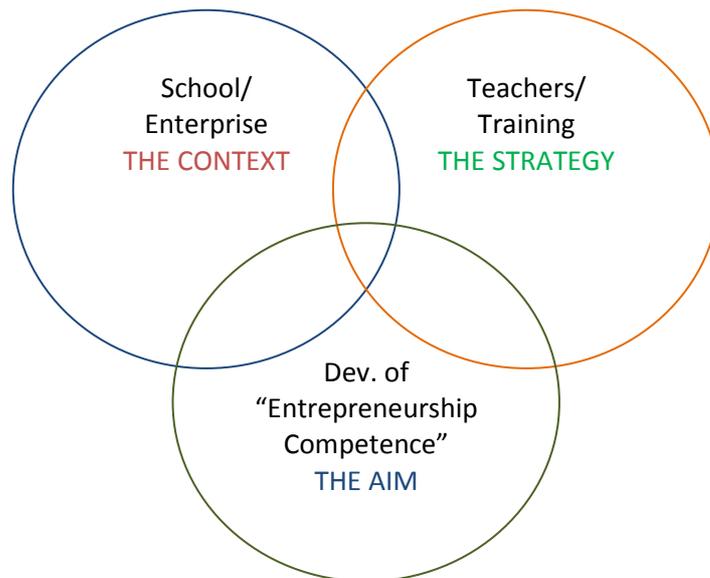
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5. Conclusive remarks: lessons learnt, transferability issues and recommendations for further analysis

The exercise conducted by the COKLEECO Project can be considered a good practice in itself as a successful attempt to agree a working method, to share the collection work, to discuss results in a collaborative way and to use every element of reflection on the innovative practice to feed the design of the training model. In particular these are the main lessons learnt:

1. The review of innovative practice shows that the field is densely populated by valuable stand-alone and networked experiences, and is mature for systematisation of approaches and more substantial exchange of good practice elements;
2. The variety of contexts (institutional policies, but also labour market conditions and cultural distance between school and industry) to a large extent limits what is possible/achievable in a given situation: it is very unlikely to successfully transfer a whole innovative practice from one country to another in the field of education;
3. However, individual elements of an innovative practice (methods, tools, formats for agreements, learning outcomes assessment, etc.) can inspire and sometimes even directly feed a new practice in a different context: this is the principle on which COKLEECO partners have watched each other's collection of practice and have faced the issue of transferability;
4. One conclusion that we can draw out of the COKLEECO direct experience is that the level of transferability of a good practice element should not be assessed by the "owner" of the good practice alone, but by a combination of the "owner" who knows it in depth, the "potential adopter" who is interested in it, and possibly also some "intermediary" who has experience in transnational adaptation of good practice and knows how to compare contexts;
5. The different levels of development of innovative practices across European Countries should encourage a systematic effort to share elements of good practice at transnational level. Existing European networks of teachers, students, enterprises, schools, regions may play a very important role, side by side with the national policy makers, to help implement a policy priority through bottom-up diffusion of innovative practice.

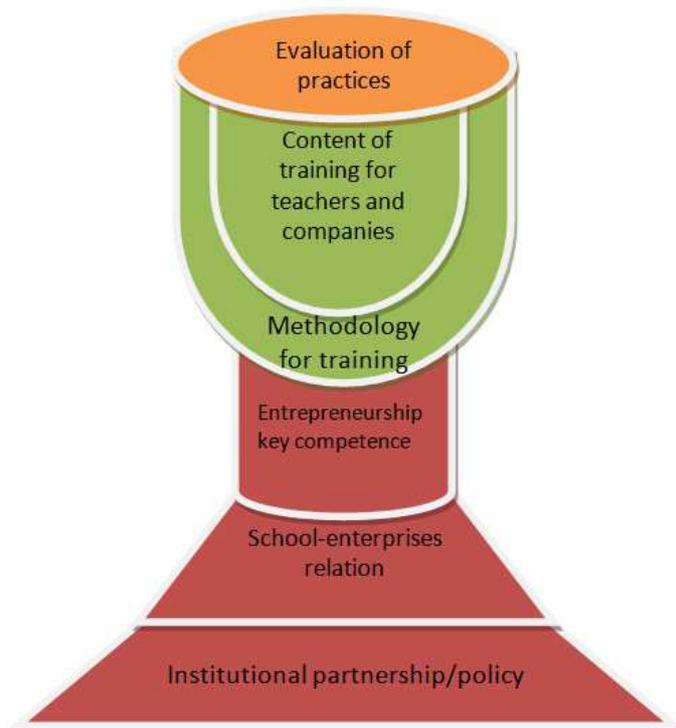
6. Inputs for the design of COKLEECO Training Model

In addition to the analysis results, the review and the related exercise of cross-country analysis have brought the COKLEECO partnership to extract some guidance

elements for the development of the training model, that constitutes the heart of the project achievements due in the following years:

6.1 The overall learning concept: institutional partnership, supportive public policy, school-enterprise relation, entrepreneurship competence as a joint learning project

The review suggests that a system approach in the development of entrepreneurship education is more promising, at the regional level that is the focus of COKLEECO interest, than a stand-alone training supply for teachers and company trainers: basic conditions such as favourable policy and inter-institutional partnerships (with a key role for enterprise associations) need to be created to support long term relationships between schools and enterprises; then agreement has to be reached on the development of entrepreneurship education as a really common goal to help both individual students and local development perspectives, then an innovative and collaborative methodology - adaptable to specific contextual and individual requirements – has to be agreed. Finally, agreement on specific contents of training for teachers and company staff has to be reached (with a focus on soft skills development), and a common orientation on how to evaluate the programme is taken. The following graph summarises the results of the discussion which took place in the Barcelona Multi-territorial meeting.



6.2 Some design principles: mutual knowledge and confidence, centrality of students capacity to choose, “positive contamination” of school and enterprise cultures, ethics and social values.

Beyond the mechanics of inter-institutional and school-enterprise co-operation, there is a need to stress some points that relate more directly to the cultural and ethics dimensions of co-operation: there is a need to share some aims and principles in order to work confidently with each other. The notion of Organisational Justice (Leventhal, Sen), defined as the creation of conditions which foster equality of fundamental capabilities of individuals, may be proposed as a shared student-centered objective, a basis for dialogue and decision making among the different actors involved in the development of the co-operative practice, trying to optimise conditions for full aware choices by students –first of all-, schools and enterprises. In particular, it may help to compare organisational practices in schools and enterprises, rules, authority structures and notions of objectives, time, team, achievement, equity as materialised in the two contexts; this may induce “positive contamination” between the two cultural contexts and help generate substantial mutual knowledge and confidence.

6.3 First ideas on structure and methods of the training pathway

Finally, the review of innovative practices allowed generating some ideas on how the proposed COKLEECO learning pathway might look like in terms of articulation, methods and contents. These are the main practical suggestions to date, as developed in the Barcelona meeting:

1. School Teachers and Company Trainers should undertake, as far as possible, joint training session to stimulate positive contamination and mutual understanding/trust;
2. Three phases are suggested for the learning path: a moment of “sensitisation” and awareness building on the need/opportunity to build together entrepreneurship competence for students; a phase of mutual exploration of the “other” organisational and cultural environment and of exposure to the range of existing good practices (collected by COKLEECO), methods, networks, tools and learning resources – that could be called the “training” phase; and finally a “transformation” phase, in which organisationally-relevant project work is jointly undertaken by teachers and company staff to make their respective organisations more suitable for long-term co-operation and the joint development of entrepreneurial competence and all the related soft skills. Included in this transformation phase, that needs longer time to be fully developed, is the joint evaluation of project

work in the respective organisations, with the suggested involvement of other stakeholders in the evaluation process;

3. A certificate for both categories (school teachers and company trainers) should be developed to reward the significant work done and to signal the new capacity of those awarded to provide example and expertise for newcomers.

APPENDIX: COLLECTION OF INNOVATIVE PRACTICES



UNIMORE
UNIVERSITÀ DEGLI STUDI DI
MODENA E REGGIO EMILIA



Analysis and Synthesis of Innovative Practices

Intellectual Output

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1. Introduction (Context – the COKLEECO project, aim, limitations and structure of the Report)

This report is the first official Intellectual Output of the COKLEECO project (building Common KnowLEdge between Education and Company), co-funded as a Strategic Partnership in the context of the ERASMUS+ Programme. The project is aimed at promoting a better mutual knowledge between the two spheres, updating their mutual representations and fostering /sustaining their cooperation through the design and development of a training model for teachers and company trainers. In a first phase the training activities will have a regional dimension; in a second step, the partners will work together to build a European integrated training course.

This specific report contributes to this aim by presenting, analysing and summarising a set of 44 innovative practices in the field of school-enterprise cooperation and development of entrepreneurship competence; the innovative practices were identified and described by all COKLEECO project partners in their respective regions in five EU MS: Belgium, France, Italy, Poland, Spain.

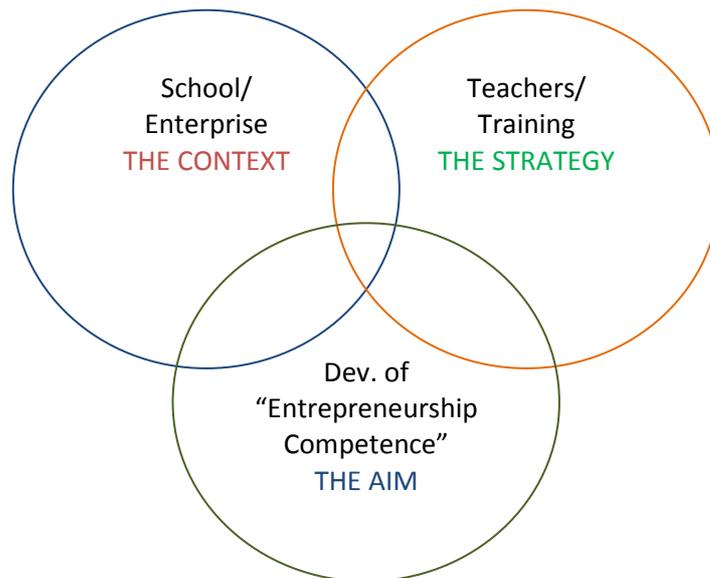
The study activities have been conducted between November 2016 and June 2017, with a joint mutual review session held in the “European Multi-territorial Days” session in Barcelona (May 2017). What is presented in this report is not the result of a massive research, but the conclusions of partners’ regional reviews and cross-country analysis, an instrumental work in view of the design of the COKLEECO training model.

Following this short introduction, Section 2 presents the methods adopted by the study, Section 3 presents an overview of the theme and of the main results; Section 4 analyses the typology of innovative practices identified, and Section 5 presents the main conclusions of the review work. Finally, Section 6 presents a few inputs for the design of the COKLEECO Training Model, as they emerge from the work of innovative practice review.

2. Scope and focus of the review, definitions, methods adopted to identify and report innovative practices, joint analysis of results in the Barcelona Meeting

At the beginning of the study, partners agreed on the scope of the review in the following terms (Lyon kick-off meeting, October 2016):

“The COKLEECO project is focused on improving collaboration between secondary school and industry (the context), its aim is to develop the entrepreneurship competence and the sense of initiative in students and its strategy is to do so by training teachers - in innovative and trans-national ways- by using the collection of innovative practices as a key resource for training. That is why, within the broad area of innovative practices that could correspond to the SUM of the three areas (1.School/Enterprise; 2.Entrepreneurship Competence; 3.Training the teachers), the primary focus should be on the INTERSECTION of the three areas and, secondly, on the intersection of at least two of them (see figure below)”.



The definition of Entrepreneurship adopted by the Project is taken from the 2006 Recommendation of the European Parliament and the Council on Key Competences for Lifelong Learning: “this key competence refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. It supports individuals not only in their everyday lives at home and in society, but also in their workplace. It helps them to be aware of the context of their work and to be able to seize opportunities, and it is a foundation for the more specific skills and knowledge needed by those establishing or contributing to social and commercial activity. This key competence should cover an awareness of ethical values and promote good governance”.

In order to allow to cover the different types of innovative practices corresponding to the focus agreed and to allow a balanced selection across the five involved countries, it was suggested that, in a first phase, a bigger number of innovative practices (e.g. 10 per country instead of the 5 formally requested as fully described cases) was identified. Of course, in the first phase just a shorter description was required; only those practices that would have

been selected by the partnership (the short list) would be fully developed for the Report of Innovative Practices. However, as a result of the cross-country analysis of the 44 practices collected, it was decided to keep all of them in the report, thus extending the number from the expected 25 to 44.

On the basis of the discussion undertaken in the kick-off meeting, an indicative list of examples– not a real typology – of innovative practices that might be relevant in the different regional contexts where project partners are active was proposed at the beginning of the study:

- IPE (Ingénieurs Pour l’Ecole)(experts from large companies dedicated to school collaboration)
- Young entrepreneur -Business game involving students and teachers
- Actions école/ entreprise (immersion of classrooms/teachers)
- Labelisation (valorize schools involved into innovation)
- Collaborative Innovation project work involving schools and enterprises
- Start-up hosting (at high school)
- Innovative pedagogy in collaboration with enterprises
- Simulation game role playing: mini-enterprise (1 year-long)(the teachers are trained)
- Full collaboration between school and enterprises in training delivery + assessment
- IFTS-institutional framework in Italy
- Exchanging representatives mutually
- Improving perception among students and company representatives

In a later phase of the study, some “clusters” were proposed to facilitate the cross-country analysis of the practices identified (see Section 4 below).

A grid was proposed, after discussion in the kick-off meeting, to collect and organise information – in a normalised way- on the innovative practices identified. Some fields of the grid were to be filled only in the second phase of the analysis, including, whenever necessary, interviews and other forms of field research to clarify aspects not immediately accessible through desk research.

3. Results of the Review: the theme in EU policies and practice

3.1 The European Picture

Even a superficial desk research at the EU level allows to conclude that the development of entrepreneurial competence through the collaboration between enterprises and schools is high in the policy agenda but not equally developed in concrete terms across Europe. The

recent Eurydice Report “Entrepreneurship Education at School in Europe” published in February 2016 provides a comprehensive picture of policies undertaken and their degree of implementation in EU and other European countries; it identifies four key areas for entrepreneurship education at central level: strategy, funding, curriculum and teachers. Here follow some of the key Report findings that are particularly relevant for the COKLEECO work:

- Despite the high level of policy attention for many years, less than a quarter of 15 year-olds students in the EU said that they ever took part in a school activity related to entrepreneurship and no EU Country has “fully mainstreamed entrepreneurship education in their schools”
- National strategies to promote entrepreneurship seldom focus on precise learning outcomes, and more frequently limit themselves to promote mutual knowledge between school and enterprises;
- Similarly, very seldom evaluation of learning outcomes that can be re-conducted to entrepreneurship is part of formal evaluation in school;
- Not all Countries can rely on guidelines for teachers that help to organise students’ experiences outside the school and particularly in enterprises;
- Entrepreneurship education is usually absent from (or optional in) initial teachers’ education and not very frequent in teachers’ continuing professional development;
- Teaching material is the most common form of support provided by central authorities;
- Networking among teachers could be helpful in developing common understanding and sharing best practice

3.2 The results of the COKLEECO identification and collection of innovative practices

The COKLEECO partners collected 44 innovative practices relevant to the project, mainly from their local/regional context: 10 from Italy (Emilia-Romagna), 10 from Spain (Catalunya), 12 from France (Auvergne-Rhône-Alpes), 7 from Belgium (Wallonie-Bruxelles) and 5 from Poland (Malopolska). The number, higher than what was originally planned, shows that it is not difficult to find examples of school-enterprise collaboration in the territories covered by the partners, but is also the result of the cross-country analysis collectively conducted, that brought to the decision to keep all practices identified in the “synthesis map” since they did not overlap enough to justify some exclusions.

Before entering in a more descriptive section of this report, the following considerations may be useful to see the whole picture:

- Not many innovative practices are exclusively focused on teachers' training, but several contain it, mostly as informal learning, as part of a more complex strategy of "mutual knowledge" between schools and the world of work;
- There seems to be a certain similarity among the innovative practices emerging from the same region (see the cluster/pivot table in section 4 below), that might be an indicator of the influence of regional policies on the emergence and kind of innovative practice, or simply an indicator of the contextual factors influence;
- Some qualifying elements that seem to characterise the most effective practices are the high level of institutional cooperation (a favourable "ecosystem"), the long-term relationship between (usually large) enterprises and the school system, joint innovation design, mutual confidence and openly shared objectives;
- Some gaps also emerge, largely connected to the shortcomings identified by the Eurydice Report quoted above (e.g. insufficient preparation of teachers, not specified learning outcomes, limited integration into formal assessment, etc.);
- A range of incentivising and innovative methods can be found in the set of practices, possibly inspiring the development of the COKLEECO model of training;
- Not many of the collected practices contain a transnational element, with the obvious exception of those originated within a European Programme/initiative; we tend to believe that this is more the consequence of national and local competences in education than of the lack of interest for transnational models of intervention by schools or enterprises.

4. Clusters of Innovative Practices: identified elements of innovation and good practice

Once the collection of innovative practices was finished in May 2017, a list of 12 "clusters" was proposed to facilitate the analysis and the comparison, and also to reflect on the training model to be developed by COKLEECO: the following table summarises the attribution of the 44 practices to the 12 clusters. Each cluster is then defined and referenced to specific practices are made when relevant.

- 4.1 e-learning: this cluster refers to initiatives, both local and international, in which an intensive use of technology-enhanced learning is made to offer teachers the opportunity to learn and practice teaching strategies oriented to the development of entrepreneurship education; it can be found in the Polish and Italian (in this case part of EU level initiatives) innovative practices.
- 4.2 Networking of Teachers: this cluster, mostly populated by the Catalan practices led or supported by the Catalan Government, the collaboration among teachers is incentivized by the constitution and animation of specialised networks; some of the EU level practices collected by the Italian partners also belong to this cluster.
- 4.3 Networking of Stakeholders –Co-design: this category includes those initiatives that are aimed at creating favourable conditions for school-enterprise cooperation, normally not specifically aimed at entrepreneurship competence nor explicitly containing training of teachers and trainers; the Polish set of innovative practices is mainly representative of this approach, but inter-institutional collaboration with a strong involvement of stakeholders is part of many other practices (e.g. in Italy, Belgium, France).
- 4.4 Coaching (School coaching by enterprises/ enterprise project coaching by school): more diffused in the first version, this cluster refers to long-term relationship between a school and a “coach” enterprise (normally a large one) that supports the development of innovative practices in teaching and learning, aimed at the better knowledge of the local economy and at the development of “enterprise culture” and entrepreneurship competence in both teachers and students; this approach is particularly developed in France, but some Italian and Spanish practices can be re-conducted to the cluster.
- 4.5 Challenge/Context/Award: to this cluster belong all those practices that include a competitive challenge to develop business ideas, business plans, mini-enterprise projects, innovation projects that stimulate entrepreneurial spirit and help to build entrepreneurship competence in students (and teachers), normally in cooperation with enterprises and their associations; some of the Italian and Spanish practices can be re-conducted to this cluster.
- 4.6 Informal learning by students: more than a cluster, this is a necessary component present in almost all the collected practices; the importance of informal learning in developing entrepreneurial competence cannot be underestimated: imitation, project work, problems and opportunities analysis are often more important than knowledge on how a company is organised and administered.
- 4.7 Informal learning by teachers: also in this case no specific innovative practice can totally be ascribed to this cluster, but almost all imply an informal learning process by the teachers involved through the exposure to collaboration with enterprises and work-based learning approaches typical of the world of work.

- 4.8 Informal learning for company staff: not only teachers have to learn/be exposed to company culture, also company staff need to learn and be exposed to school culture in order to co-design and implement successful entrepreneurship education: concepts such as curriculum objectives, learning outcomes, credits, etc. need to be understood, concepts of time, group work, roles need to be compared between the two environments, cultural differences to be understood. More than a cluster of some innovative practices, this is an important component of many practices that mainly fall under other clusters (coaching, project work, internships, etc.)
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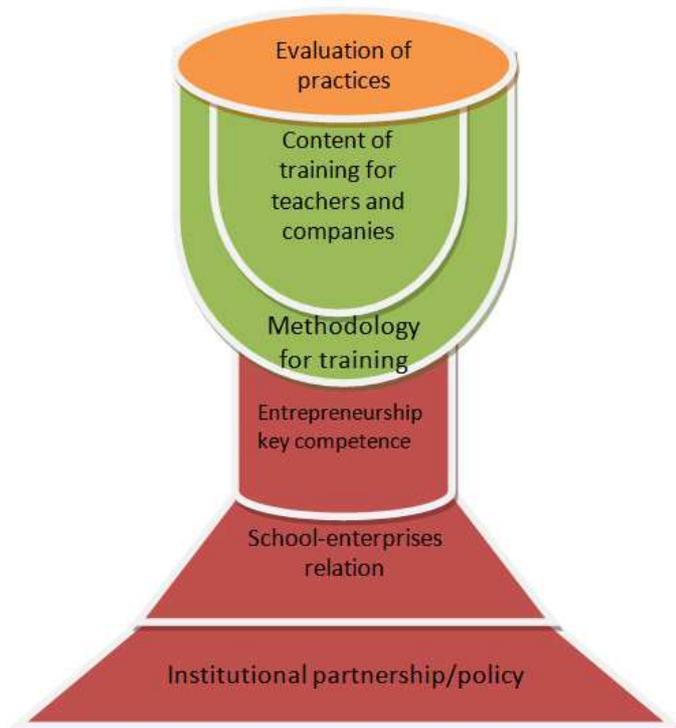
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