IDEEC

Impact-driven Entrepreneurship Education for Children

Introduction

Welcome!

The children and young teenagers of today face grand challenges: the climate crisis becomes more urgent every day, and social challenges like inequality are increasingly pressing. The project 'Impact-Driven Entrepreneurship Education for Children' (IDEEC) is focused on educating children to face the environmental and social challenges around them, by developing entrepreneurial skills which they can use as a 'force for good'.

If you deal with impact-driven entrepreneurship education, you get inspired by enthusiastic young people developing fantastic new ideas, as well as by motivating educators, who want to change the world. While all do so in their own context and from their own perspective, it is great to see a shared vision about a new role of entrepreneurship in the economy of the future.

We need to equip our future leaders with knowledge and competences that allow them to find entrepreneurial solutions to grand challenges. The IDEEC project provides a baseline and a set of practical building blocks for teachers to apply effective programs that help children develop impact-driven entrepreneurship competences. By showing the potential of such programs, educational and economic policy makers are equipped to build policies to support impact-driven entrepreneurship education.

We invite you to explore and use all IDEEC materials!

On behalf of the IDEEC team,

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IDEEC project leader, researcher and teacher in social entrepreneurship

www.ideec.eu

What Is The 'Impact Driven Entrepreneurship Education for Children' (IDEEC) Project?

IDEEC is a partnership of nine organisations from five countries. Together, we developed the tools available in this document and on the website (ideec.eu), supported by a grant from the European Union.

Our main goal is to support teachers to include impact-driven entrepreneurship education in classrooms with younger learners, with the support of these IDEEC resources and your local education service providers. We also reach out to economic policy makers to shift policies to include impact entrepreneurship in teacher training and inside the curriculum. Together, we can build effective programs that empower children aged 9-15 to develop entrepreneurial solutions for environmental and social challenges.
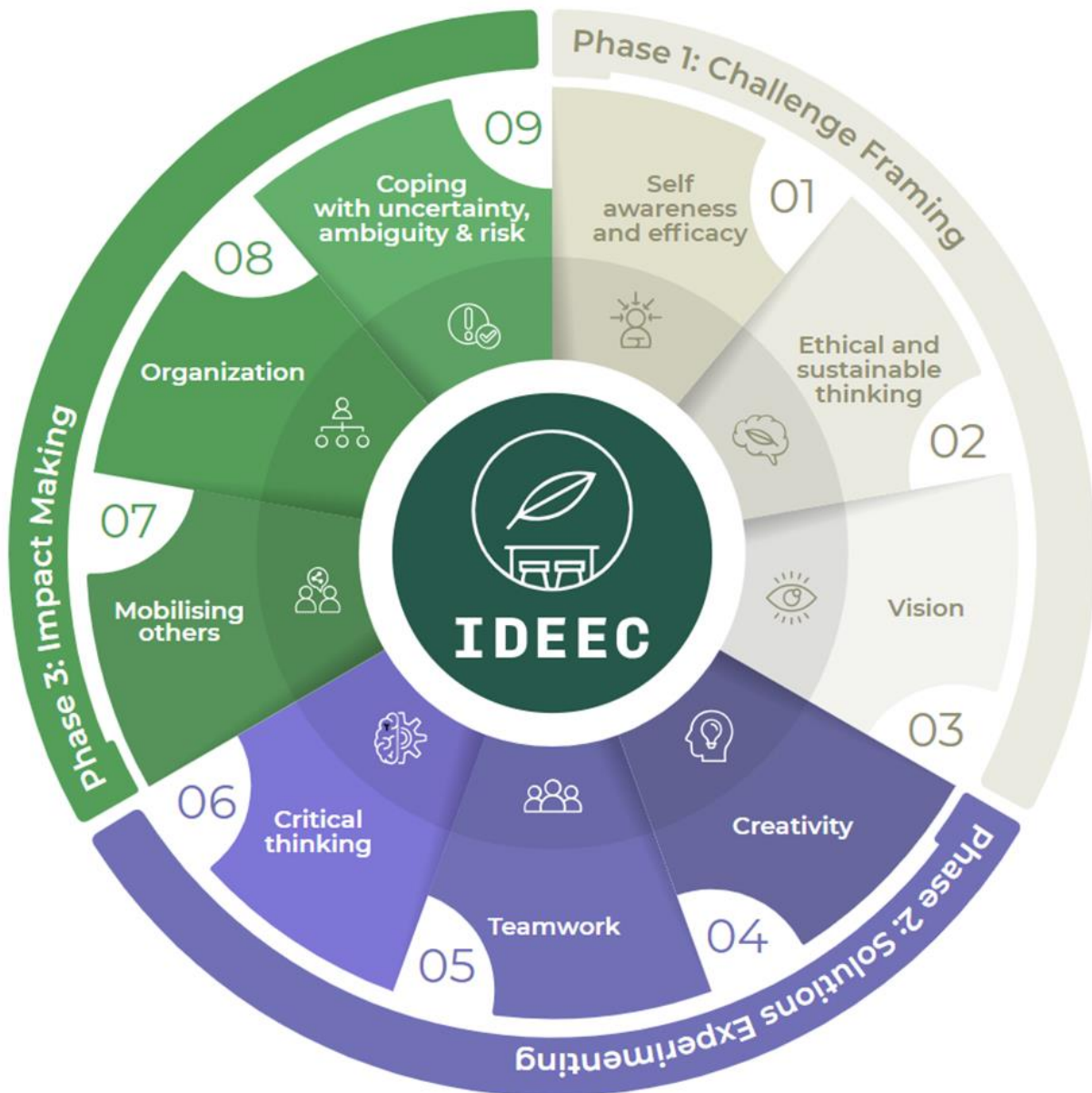
Who is involved?

A global team of experts:

Amsterdam University of Applied Sciences

JUNTA DE EXTREMADURA

B the change Ingento innovation Lab

AMSTERDAM IMPACT

CISe CENTRO INTERNACIONAL SANTANDER EMPRENDIMIENTO UCEIF

FONDAZIONE E★35

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SOCIAL ENTERPRISE ACADEMY

FUTURE ANYTHING

The IDEEC wheel

Main Methodologies, Principles and Key Competencies

The IDEEC Wheel is a Competence Framework that provides a simple process and some guidelines for educators who wish to teach impact driven entrepreneurship education with their students. It also lays the foundation for the IDEEC toolbox.

The IDEEC Didactic Principles Guide represents the basis for supporting teachers in developing and delivering impact-driven entrepreneurship educational programs in an adequate and effective way, while cultivating a classroom environment that enables students to explicitly develop competences.

Three main methodologies and four fundamental principles were identified by the IDEEC team as particularly relevant for impact-driven entrepreneurship education (for references, see our website www.ideec.eu).

The three main methodologies

1. Universal Design for Learning (UDL)

UDL is an educational method that seeks to provide all students with equal opportunities to learn, by addressing every students' needs and talents and eliminating unnecessary barriers in the learning journey.

● Providing learners with different instruments for perceiving, understanding and experiencing their way of learning

● Providing tools that ensure that all students can be successful in their learning applying principles of diversity, equity and inclusion

● Designing a project that can include a wider range of needs

UDL fosters creativity, organisation and teamwork.
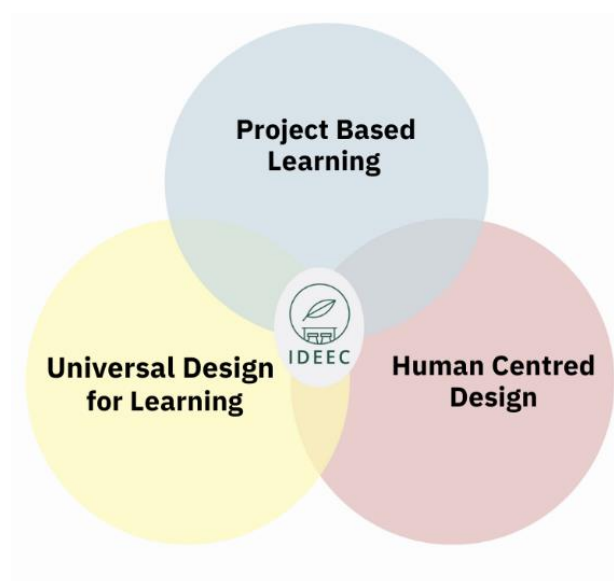
2. *Project-Based Learning (PBL)*

PBL is a pedagogical approach that engages students in exploring and solving real-world problems, allowing them to apply knowledge and skills in authentic contexts.

- It is problem centred

- It is student-centred

- It is self-reflective

- Collaboration between students is needed

- Tutors are facilitators

- Feedback from the rest of the participants is crucial

- It encourages autonomy and responsibility in students

PBL fosters competences as critical thinking, vision, teamwork, and the ability to copy with uncertainties, ambiguity and risk, and to mobilise others

3. *Human Centred Design (HCD)*

HCD is a problem-solving framework that puts real people at the centre of the solutions finding process, focusing on the creation of products and services that fit the needs of the target audience.

- creation of solutions to tackle the target's needs

- target analysis

- target based - on all phases of the design process

HCD fosters creativity, collaboration and organization.

The four fundamental principles

1. The learning environment privileges and encourages *Diversity, Equity and Inclusion*: fair, accessible and respectful educational environments for every single student, no matter their religious, racial or ethnic background, gender, sexual orientation or learning capacities. Every student must have equal access to learning opportunities and has to be equally valued, considered, and respected. Learners' individual differences enrich each student's educational journey.

2. *Content is Competence-based*: the emphasis is on the learning process and the acquisition of valuable skills to be applied in real-world contexts, rather than on the project end products.

3. *Learning is student centred, and student led*: students / learners / children are at the centre of the learning journey, including their individual needs and characteristics. They take an active role in their learning process. This principle boosts students' participation, it develops relevant and meaningful learning and fosters intrinsic motivation.

4. *Teacher as facilitator*: teachers do not simply assume only the traditional role of knowledge disseminators; instead they are responsible for using methods and processes of setting the scene for learning by creating dynamic learning environments; acting as a guide, instructor, coach, resource provider and any other role needed to support the active construction of knowledge by students.

The IDEEC framework

The IDEEC Framework was built on the foundations of the European Entrepreneurship Competence Framework (EntreComp), the European Sustainability Competence Framework (GreenComp) and the Soft Skills Framework, with the objective to integrate sustainability, entrepreneurship and soft skills into one framework.

The result is a nine competence Framework that is structured in three main delivery phases that are pivotal in impact-driven entrepreneurship education programs, namely Challenge Framing, Solutions Experimenting, Impact Making. Each of the competences is linked to the most relevant phase. This was done with explicit acknowledgement that

every impact-driven entrepreneurship educational program is framed around an iterative learning process. This means that whilst each of the competences are significant within every phase, they are often more critical at a specific point of the learning journey.

The IDEEC Competence Framework provides extensive definitions as well as shorter and more accessible descriptions. It presents an "I am/I can/I do statements'' section and each competence is linked to one or more Inner Development Goals (IDGs).

The IDGs Framework provides twenty-three skills divided in five areas for inner development. The idea behind this is that for addressing the Sustainable Development Goals (SDGs) it is necessary to undertake inner objectives and to develop personal skills and qualities that will allow people to contribute to the implementation of the Agenda 2030. In summary, aiming for a global change towards sustainability without personal changes is not effective. The IDGs can then accelerate the implementation of the SDGs.

Phases

If you set up a project or program on impact-driven entrepreneurship, we suggest you build it in a three-phase process:

1. Challenge Framing
2. Solutions Experimenting
3. Impact Making

There is encouragement of an iterative approach and the movement back and forward between phases where required.

Within each phase of the toolkit, there are key competencies for social entrepreneurship attached to each activity:

Phase 1: Challenge Framing:
- Self-awareness and efficacy
- Ethical and sustainable thinking
- Vision
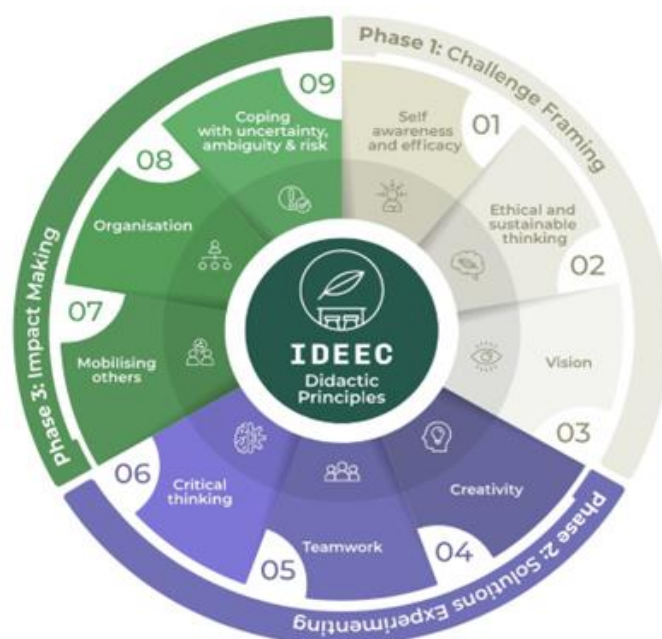
Phase 2: Solutions Experimenting
- Creativity
- Teamwork
- Critical thinking

Phase 3: Impact Making
- Mobilising others
- Organisation
- Coping with uncertainty, ambiguity and risk.

The activities in this toolkit are organized per competence and per phase.

Facilitation of Activities And 'How to Teach'

What should the learning experience look like?

The process of developing the capabilities for social entrepreneurship requires agency and activity from the learners.

As a teacher, you are encouraged to:
- make the content local
- add your own content and activities
- use the framework for planning how social entrepreneurship can best be integrated into your class, for your learners, in your communities.

Challenge Framing: Where possible, select or identify challenges that are applicable and ideally come from the context and experience of your learners, from the local context, the challenges they face daily.

Solutions Experimenting: Take a coaching role, set the context for learners to try out, make things, prototype, work together, and develop critical capability in self assessing and asking for feedback. This means changing their product or services based on feedback from users.

Impact making: To ensure that learners are not working in an isolated way, we want to give them the opportunity to share their projects and activities, with another class, with another school, within their communities and hopefully even taking their connections globally.

Activities in the toolkit:

Phase 1: Challenge Framing	Competency
Butterfly Tool	Ethical and Sustainable Thinking
Lego Vacuum	Vision
Communities Love Balance	Ethical and Sustainable Thinking
Draw your Future World	Vision
Letter to a Multinational	Ethical and Sustainable Thinking
Newspaper Activity	Ethical and Sustainable Thinking
Problem Ideation	Vision
Values for All	Self-Awareness / Self-Efficacy
Phase 2: Solutions Experimenting	**Competency**
Cartoon Greenwashing	Creativity
Creativity Spark 1	Creativity
Creativity Spark 2	Creativity
How-Now-Wow Matrix	Critical Thinking
School Garden	Teamwork
Dealing with Social Pressure	Teamwork
Street Voices 1 and 2	Critical Thinking
Team roles	Teamwork
The 5 Whys	Critical Thinking
Thinking Hats	Creativity
Traffic Light Reflection	Teamwork
Phase 3: Impact Making	**Competency**
Branding	Mobilising Others
Elevator Pitch	Mobilising Others
Feedback Matrix	Organisation
Making an impact	Organisation
Organising a Show and tell (demo event)	Mobilising Others
Peer Feedback	Managing Uncertainty, Ambiguity and Risk
Project Wrap-up	Organisation

Example Activity:
Problem Ideation

Age	12 – 15
Main Competence	Vision: "Vision" allows you to imagine the future, to work towards your ideas of the future: to develop a vision to turn ideas into action, to visualize future scenarios to help guide effort and action.
Description	This activity helps students to generate a large number of ideas in order to see multiple problems that exist in the world for their age group, school, community, or country.
Learning Objectives	• I can generate a large number of problems that exist in order to help me choose a problem to develop a solution for.	• I recognise opportunities within challenges. • I act strategically and use trust in my organisation of my group. • I can imagine multiple positive future scenarios. • I can develop a detailed vision from which I can plan steps to turn ideas into actions.
Time	30 – 45 minutes	
Materials	Pens, Paper, and enough sticky notes for each student to have a small stack. Contextual photos/images to support the problem prompts in Step 3 may help students with their thinking.	
Context	This activity is used for students to identify, ideate, and then explore problems that exist prior to developing any solutions.	
Step by Step		

Step 1: (Establish Rules of Play - 5 minutes)
Introduce three simple rules to guide students during this activity. These will help create a productive and creative ideation session. Students should try to:

1. Go Big - Generate many ideas. Focus on quantity, not quality.
2. Go Wild - Welcome crazy ideas. Big, small, or unconventional ideas are encouraged.
3. Go Together - Build on others' ideas. Use phrases like, "Yes, and that makes me think of…" to expand on teammates' ideas.

Step 2: (Ideation Practice - 5 minutes)
Students first practice a brainstorming activity before then moving to the main project-

related task. Use the rules of play from above and give students a practice prompt to generate as many ideas as possible within 2 minutes. You may like to do this as a whole class or in small groups.

Example practice idea:
- List all the problems a dog experiences in a day

Step 3: (Problem Ideation - 10 minutes including explanation)
Guide students through a problem ideation session for the main project question. Remind students of the 3 rules of play and provide sticky notes to each student. The aim is for students to write one idea per sticky note.

Explain that students stand around a table. When they think of an idea, they write it down on a sticky note, place it down on the table and say the idea out loud. Ensure that students place the sticky notes so that everyone can see all of them.

Set a time limit for the ideation (e.g. three minutes) and decide on the size of the group.

Guiding questions could include:
- What problems exist for people your age?
- What problems exist in your community?
- What problems related to technology or the environment matter right now?
- What happens when people don't show respect or concern for others?

Set a time limit for the ideation (e.g. three minutes)

Step 4: (Sift and Sort - 5 minutes)
Ask students to review the post-it notes, group together similar ideas and remove duplicates or ideas they don't like. Ensure all notes are visible and organized.

Step 5: (Choose a Problem - 5 minutes)
Encourage students to pick one problem they feel interested in solving. You may like to suggest students visit other tables for more ideas or inspiration. Teams can then form teams based on chosen problems.

How to adapt	To incorporate movement, you may like to have students move around the room and share their ideas with others. Alternatively, you could create stations for a specific type of problem (e.g. environmental problem station, health problem station). Students could share at the relevant station.
By the end of the activity the learners will have:	Each student, or group of students, has recognised problems and challenges and has a vision to select a problem that they are passionate about solving.
Further Information:	More information on ideation can be found here: https://www.interaction-design.org/literature/article/what-is-ideation-and-how-to-prepare-for-ideation-sessions#:~:text=Ideation%20is%20the%20process%20where,in%20the%20Design%20Thinking%20process.

Impact and Measurement

We all want to make a difference in our classrooms and communities. But what difference and how much of a difference do we make?

As a teacher, you are already checking impact: are your learners active and engaged? Is their project linked to the real world challenges they face? Can you change how and what you teach?

This is a great basis to build on. We believe that bringing structure to the measuring of impact of entrepreneurship education programs helps to bring continuous improvement to your programs.

Therefore we have developed a simple instrument that can demonstrate impact of social enterprise learning on young people.

Get on the impact ladder: impact measurement can be simple and easy. Start with programme check-ins, add a pre and post survey and plan and measure the impact you have made.

We have developed a set of free tools for reflection, assessment and impact measurement. Find them at ideec.eu/impact.

Further Information and Contact

You can find further information on our website www.ideec.eu

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Notes