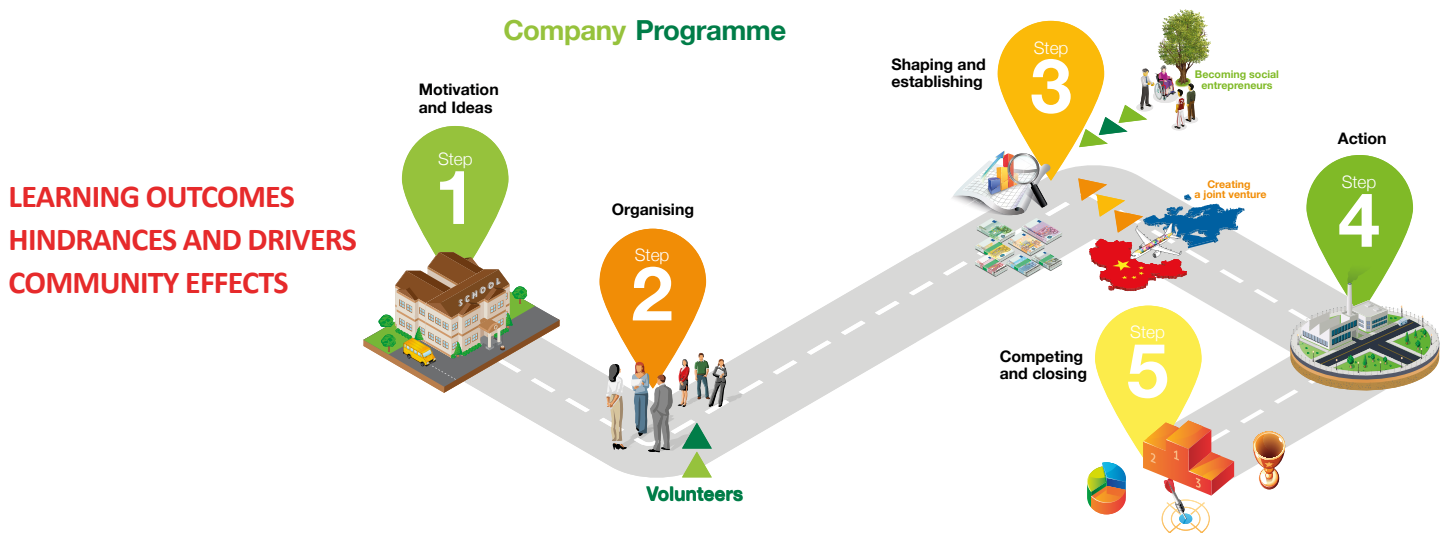


Innovation Cluster for Entrepreneurship Education (ICEE)

“Offer the opportunity to young people to have at least one practical entrepreneurial experience before leaving compulsory education, such as running a mini-company, being responsible for an entrepreneurial project for a company or a social project.”
European Commission, Entrepreneurship 2020

WHAT

Test what the impact looks like at 50% penetration among students 15-20 years old and carry out 27-month field trial using mini-companies in 20 schools (academic as well as vocational) across 5 countries (Belgium, Estonia, Finland, Italy and Latvia).



HOW

- Quantitative and qualitative research
- Involvement of students, teachers, headmasters, parents, volunteers (+ Ministry representative and JA organisations)
- Control Group: at the schools where the mini-company experience is running (students not involved in the mini-company experience) and at one external school (no mini-company experience)

RESEARCH QUESTIONS:

- What kind of **learning outcomes** can be identified?
 - Does increased focus on entrepreneurship education enhance the learning of other subjects and basic skills?
 - What is the effect on entrepreneurial ambitions and potential?
 - What is the effect on general entrepreneurial abilities?
 - Does school motivation (and presence) increase?
- What kind of **hindrances and drivers** can we identify for entrepreneurship education?
- Is it possible to identify any **community effects** (parents, volunteers, local community)?

WHEN

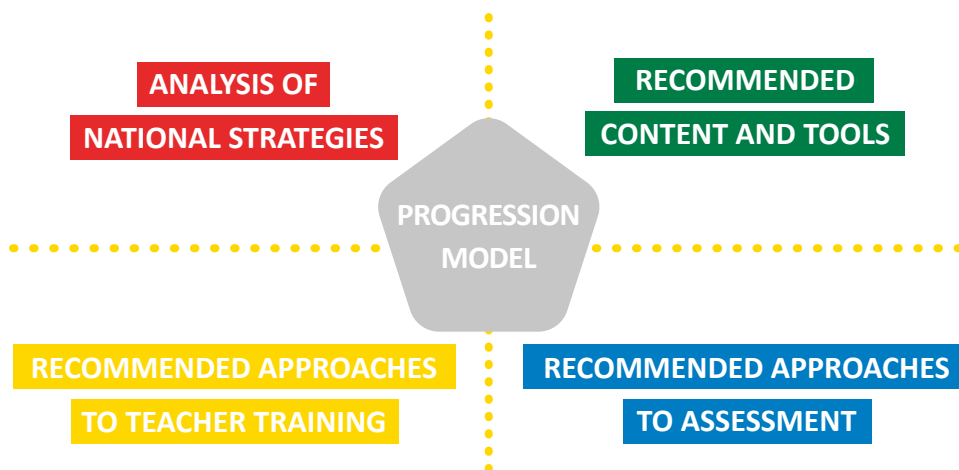
2 school years: 2015-2016 and 2016-2017

WHY

A number of studies have already indicated the positive impact of entrepreneurship education. Young people who participated in entrepreneurship education have been found to be more likely to create new businesses later on and have competences that make them more employable than those who have not received the same education.

The European Commission Entrepreneurship 2020 Action Plan says that every young person should have 'at least one practical entrepreneurial experience before leaving compulsory education'. Currently it is estimated that only 1 in 10 students (10%) have access to an in-school practical entrepreneurial experience.

The ICEE project aims to analyse the impact of entrepreneurship education and understand what is needed to increase the penetration of entrepreneurship education in European schools. Starting from an analysis of existing national strategies, the consortium will come up with suggestions on how entrepreneurship education can flow from primary to upper secondary in a 'progression model', linked to content and tools and approaches to teacher training and assessment.



WHO

Innovation Cluster for Entrepreneurship Education (ICEE) is the new Erasmus+ funded project lead by JA Europe in collaboration with four Ministries of Education (Estonia, Finland, Italy and Latvia) and Enterprise Flanders (representing the Ministry in Flanders, Belgium); three research institutes (Eastern Norway Research Institute, The Foundation for Entrepreneurship - Young Enterprise Denmark, Faculty of Economics in Osijek, J.J. Strossmayer University), and five national JA organisations (in Belgium, Finland, Italy, Estonia, and Latvia).

www.icee-eu.eu

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