



EUROPEAN
Creativity & Innovation
CHALLENGE

European Creativity and Innovation Challenge (ECIC)

Progress Report

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Executive Summary

We are living in a knowledge economy which will demand from young people a more sophisticated blend of soft and hard skills. Now more than ever we need innovation, new solutions, creative approaches and new ways of operating. We are in challenging territory and need people in all sectors and of all ages who can “think outside the box” to identify and pursue opportunities in new and paradigm-changing ways.

The European Creativity and Innovation Challenge aims to put ‘innovation and creativity’ in the spotlight through a partnership between **15 partners** and **23 associated partners** from **13 European countries** (Belgium, Bulgaria, Czech Republic, Denmark, Estonia, Greece, Italy, Norway, Portugal, Romania, Slovakia, Spain and Turkey). The network proposes to organise **Creativity & Innovation Challenges** for **vocational school students, aged 15-18**, in selected countries which will encourage them to use their skills in enterprising and innovative ways, ultimately increasing their employability and entrepreneurial flair.

The aim of the project is to raise awareness of entrepreneurship education as a driver for increasing entrepreneurial potential showing how education and business can work together in motivating young people. This is done through a **network of various stakeholders** which engages private and public sector employees in real ‘Corporate Social Responsibility’ (community engagement) activity.

The aim of the project is to stimulate **7,800 students’** innovative abilities and creative ideas, putting them in contact with **390 business volunteers**. This is done through **78 national challenges** and **3 European Innovation & Creativity Challenges** that would give students a learning experience that they would not otherwise have at their age.

The project runs for 3 years. The **approach** includes 5 steps: partners’ meeting and training of trainers; National Creativity & Innovation Challenges; selection of the best national solutions; web platform and online competition; European Creativity & Innovation Challenge.

The first **results** of the project are very encouraging. We are now at 50% of the implementation and have already reached **65% of the students** (5,082) and exceeded 105% the target for **volunteers** (776) and 80% **for teachers** (507). The project is on schedule and implementation is running according to plan, current projections show that we will exceed all our targets.

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1. Project Objectives

The European Creativity & Innovation Camp (ECIC) aims to put "innovation and creativity" in the spotlight through a partnership between 15 organisations and 23 associate partners in 13 countries (Belgium, Bulgaria, Czech Republic, Denmark, Estonia, Greece, Italy, Norway, Portugal, Romania, Slovakia, Spain and Turkey).

The network organises a series of Creativity and Innovation Challenges for vocational school students in selected countries. 78 events plan to foster young people's problem solving and innovation skills. Students are given a specific challenge to solve within a limited period of time. The link between business and education helps students to develop skills that are relevant to the workplace and allows them to apply their academic learning in a real-life context.

The main aims of the network are to:

- Raise awareness of the importance of entrepreneurship education as a driver for innovation and creativity
- Show how education and business can work together to promote entrepreneurial competences as well as motivate and inspire young people
- Engage employees from the private and public sector in a real 'Corporate Social Responsibility' (community engagement) activity; an innovative approach to making the Lisbon Agenda 'a reality'
- Demonstrate how leveraging Europe's diversity (involving young people from different countries for example) enhances innovation

In addition, the project objectives are:

- Stimulate young people's innate innovative abilities and creative ideas
- Encourage 7800 vocational school students to work in mixed teams in order to solve a real problem
- Bring young people into contact with people from business and public sector (role models) in order to learn more about what companies and organisations do and the challenges they face. 390 business volunteers will be engaged throughout the 3 year project
- Give students a learning experience that they would not otherwise have at their age;
- Motivate students to succeed and achieve new things
- Provide new interactive, learning-by-doing teaching tools to 390 teachers

The project brings specific benefits to its beneficiaries. **Teachers** can take advantage of high quality materials and training, constant access to support and assistance and access to experts from the business community. They can also interact with their peers from other European countries via the project website as well and learn new teaching techniques that could help them improve their quality of teaching and motivate students to succeed and achieve new things. **Students** explore personal responsibilities in setting up a creative and innovative solution. They have the possibility to work closely with **business people** as mentors. They learn how to organise themselves, make decisions, find solutions on their own and work together with their counterparts in other countries to come up with project solutions.

2. Project Approach

ECIC is a programme for vocational school students. During the project lifetime we have 3 academic cycles. Each year more and more national Creativity and Innovation Challenges will be organised in order to bring more and more teachers and students into the programme.

The consortium is following a 5-steps approach in running the project (see next figure):



Figure 1: Project Methodology

The project is running over a period of 3 years. The circle describes the activities foreseen for every year of implementation:

1. **Partners' meeting & Training of Trainers (ToT):** meeting of the partners to learn and discuss the project implementation. JA-YE Europe provides the core content and curriculum, best practice and training of trainers. The project kick off meeting took place in Madrid on 2-4 December 2009. All partners took part in the meeting to set up the basis for the project's implementation.
2. **National Creativity & Innovation Challenges:** national partner organisations work closely with their education authorities in order to obtain access to vocational schools and select teachers. In the first year of implementation each partner has to reach 5 schools and 100 students. Each partner must organise a minimum of 6 events over the course of the project. Each local partner works with private or public sector partners to design the challenge and provide mentoring. The national partners will train teachers and volunteers prior to the event. They will have to come up with a 'problem' that the students have to solve. It could be a real problem that the business is presently facing or a speculative one. In the national Challenge the students have 24h to solve the challenge in mixed teams of 5 and then have to present their pitch in front of a jury.

The 6 national camps are distributed over a period of 3 years according to the following scheme:

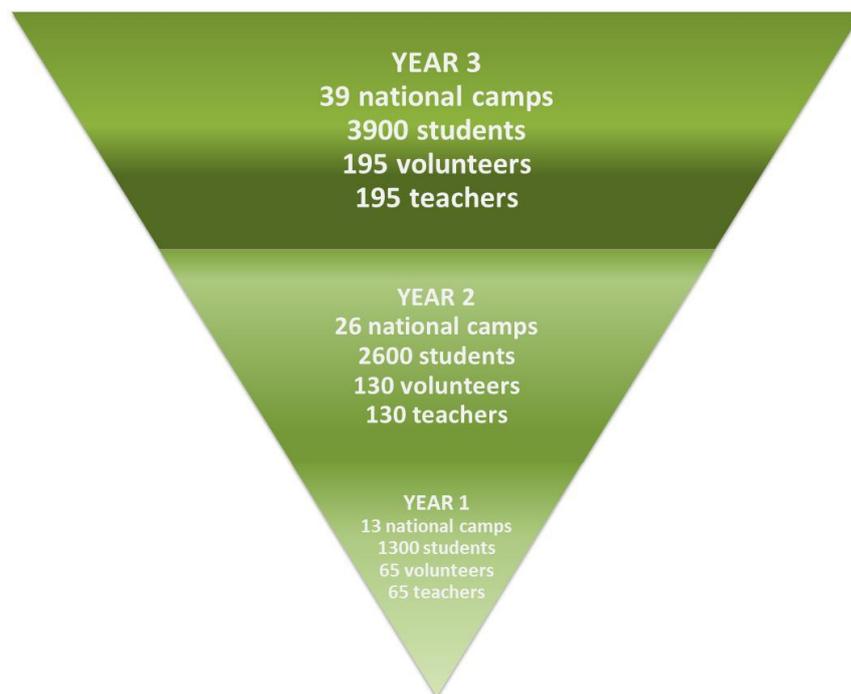


Figure 2: Targets for the 3 years of implementation

National Implementation: all partner countries implemented their first National Creativity & Innovation Challenge in spring 2010. Two partner countries, Italy and Spain, realised their National Challenges already in November 2009 as pilot actions. All others 11 Challenges took place in the second semester of 2009/2010 scholar year. Two national Challenges are foreseen for the second year of implementation and they took place in the course of the entire scholar year 2010/2011 (from October to April)¹.

3. **Selection of the best national solutions:** In the first year the winning team from each country (13*5) goes on to prepare for the live competition face-to-face.
4. **Web platform and online competition:** using Web 2.0 techniques the network created an online community of “creators and innovators” where students and teachers interact with each other get access to different creativity and innovation tools and work together to develop a business idea to solve a common challenge. The platform was set up during the first year of implementation and in the second and third year the Web 2 tool will be used for the online competition. Prior to each European Creativity & Innovation Camp students are randomly distributed in teams of 5. They get to know their teammates online and work together in international teams to prepare for the face-to-face challenge. When they register they receive the sector for the challenge and are encouraged to get to know more about that sector before the finals.

¹ For information on the main results of the national challenges see next session.

SOCIAL INNOVATION CAMP ON-LINE
Create your social innovation business

MAIN MY PAGE MEMBERS TEAMS ON-LINE QUIZ USEFUL RESOURCES SUBMIT

Social Innovation Camp 2011 ON-LINE
Meet your team on-line, create your social innovation business and proceed to the European Finals

WELCOME TO THE SOCIAL INNOVATION CAMP ON-LINE
This Social Innovation Camp On-Line is the entry to the Social Innovation Camp 2011 - the European Finals of the European Creativity & Innovation Challenge.
There are 2 components to the Social Innovation Camp On-Line:
1. Social Innovation Quiz
2. Social Innovation Camp Team Work
The Social Innovation Camp On-Line starts on May 2 (by opening the Quiz to the registered participants) and ends on May 16. Detailed instructions will be distributed to all registered participants on May 2

TAKE THE QUIZ !!
Have you completed the Social Innovation Quiz? If not, you are just one click away. **Do it NOW!!**
The Quiz will help you test your basic knowledge of the area of social innovation. It will take you about 10 minutes to answer all questions.
Make sure you score at least 80%. Find the information that can help you pass the quiz in the Useful Resources section of this site.

TEAM UP ON-LINE !!
Meet your team-mates on-line and create your social innovation business.
Social innovations can be seen all around us, they are those fantastic ideas that tackle needs and improve the quality of life for individuals and communities. Innovations such as fair trade, hospices, distance learning, traffic calming and Wikipedia are all social innovations.
You are expected to come up with a business idea that will

Welcome to Social Innovation Camp On-Line
Sign Up or Sign In

GROUPS

1	TEAM 1	3 members
2	TEAM 2	3 members
3	TEAM 3	3 members
4	TEAM 4	4 members
5	TEAM 5	4 members
6	TEAM 6	3 members
7	TEAM 7	4 members
8	TEAM 8	3 members
9	TEAM 9	3 members
10	TEAM 10	5 members
11	TEAM 11	5 members

MEMBERS
View All

LATEST ACTIVITY
Steven Pedersen, Serra Kizil and Hafids Inés Valerio Vicente joined Social Innovation Camp On-Line
5 hours ago
Ayşel Kapsız, Vasilios Vellankis, Sezai Ozel and 4 more joined Social Innovation Camp On-Line

Figure 3: Social Innovation Camp online platform

- 5. European Creativity & Innovation Challenge:** The European event takes place every year in spring in Brussels and gathers together students, teachers and/or business volunteers. At the event students are given the new challenge which they have to solve within 24 hours and present their final pitch to a jury. 2 European Challenges have already been implemented at this stage of the project. Prior to each event students are divided in international teams of 5. The team members had therefore never met each other and had to adapt fast in order to work best together as a team. Students start with a session of brainstorming/idea generating (and ice-breaking) techniques and exercises. After the warm up, they are given a challenge. Once the teams know the challenge they move into the next phase which is thinking through how to transform ideas into reality; consulting with the Volunteer Experts available in order to figure out how to actually achieve it. Teams prepared a presentation and a business concept within 24 hours and made their final presentations to a jury.

Overall coordination of the network

The consortium of 15 partners is coordinated by JA-YE Europe. On a national level 13 national partners are responsible for the activities within the countries. JA-YE Europe organises face to face meeting with coordinators every year to assess the results of the project and prepare the plan for the next year. These meetings are very important because they allow us to look back at the year passed and see how the project developed; moreover they are also useful to assess the results and make a plan for the future.

The following scheme describes the overall coordination structure and the stakeholders on a national level involved by the partners at different levels.

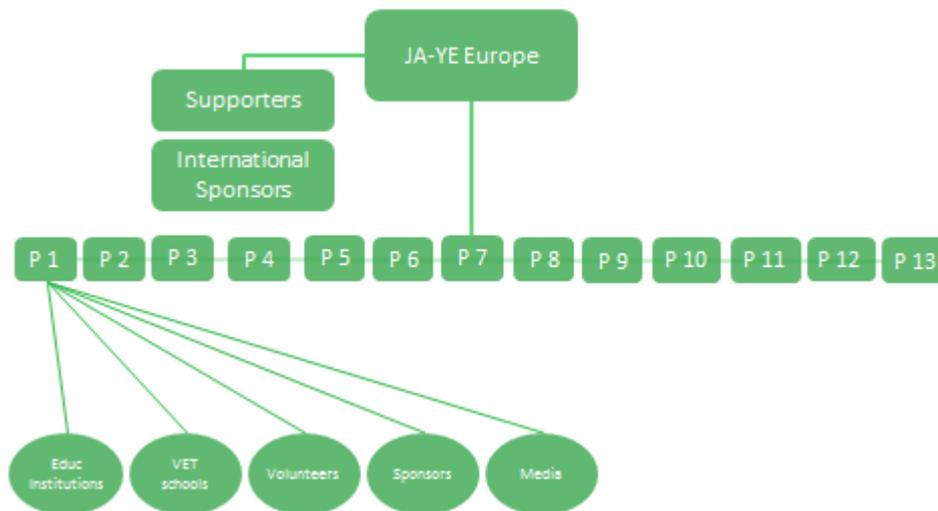


Figure 4: The network structure

On a national level partners interact with various stakeholders: they promote the programme through education institutions that can also be a channel to identify VET schools. They work closely with sponsors companies and organisations from the business world to identify volunteers and to set up the business challenge for the national events. They promote the project activities through national and local media.

Evaluation strategy

The main objectives of the evaluation plan are:

- Offer quality education to teachers and students
- Ensure success and sustainability of the project
- Increase potential for investment from public and private sector donors

The coordinator and each partner are performing internal evaluations every year. These evaluations gather together the results of the students' evaluations done at the end of each national event and of the European Challenges². A final external evaluation is foreseen during the last year of implementation of the project. The evaluation will be coordinated by the partner JA Bulgaria. The impact of the project will be evaluated using a series of stakeholder questionnaires and assessment forms pre and post programme which will be completed by students, teachers and business volunteers.

The consortium will use a set of quality metrics such as the number of contact hours, access to a mentor from the business world and frequency of communication between the partners.

Dissemination and exploitation strategy

In addition to the steps of the implementation phase, **dissemination activities** and **exploitation of results** are key for the success of the project. The consortium is therefore putting a great deal of effort into dissemination and exploitation of results at every level from the grassroots up to the national level and to the European level. This is done with a view to optimising the added-value of the project, strengthening its impact, transferring it to other contexts, and integrating it in a sustainable manner into the broader European context.

² Some quotes and information about the evaluations of the two European events are available in the next section.

Dissemination and exploitation activities were identified as key milestones for the project. Only by promoting the results of such a project, to show teachers, educators and local authorities, we will be able to increase the number of beneficiaries.

The dissemination and exploitation of activities work on three levels:

- **Consortium level** – sharing best practices, learning from each other
- **National level** – promotion in schools, to the Ministry of Education and Economy, local media coverage for the national events, business sector, etc.
- **European level** – promoting the results to other stakeholders

The main dissemination activities at European level are done through the website, social media and media outreach. A complete description of the main dissemination products is provided in the next section.

Mainstreaming, multiplication and sustainability are the key aspects of the exploitation strategy and the consortium has fulfilled its tasks in this area with great success:

- **Mainstreaming** - transferring the successful results of the programme and of the students to appropriate decision-makers in regulated local, regional, national or European systems. This is done during face-to-face meetings presenting the results of the project as well as via press articles, newsletters and the website. All national events and the European event were covered by press articles, press releases, and television broadcasting. On a national and local level, partners are also setting up activities to ensure the mainstreaming and sustainability of the project such as: an integration plan in national and local policy; a strategy to attract national institutions to support these types of projects; a pre- and a post-programme assessment.
- **Multiplication** - convincing other JA-YE Members to be involved in the programme and convincing teachers and business volunteers to spread the word and convincing students, the individual end-users, to apply the results of the programme in their real life actions and to offer mentorships to their younger colleagues. ECIC partnership includes 13 countries but, since the first year of implementation, other countries have joined the partnership and took part in different phases of the activities. During the first ECIC we hosted experts from JA California who came to Brussels to see the students in action. They showed great interest in replicating this project in the USA. We hosted Russian students' and teachers' delegation as well. During the second ECIC, from 18-20 May 2011, we hosted students' and teachers' delegations from Cyprus and Russia. These countries are not official partners of the ECIC consortium, but students are eager to take part in these events, to work in multinational teams, to practice English language, to build new solutions and to face new challenges. One national partner, JA Bulgaria, over the first two academic years of implementation reached more than 1,000 students. The partner developed an excellent peer strategy targeting the national network of vocational secondary schools. One of the pillars of the strategy was to raise awareness of the National Creativity & Innovation Challenge during the Global Entrepreneurship Week 2010.
- **Sustainability** - the consortium consists of a series of permanent and professional infrastructures which will remain and are wholly dedicated to generating the resources (human, financial and technical) necessary to sustain the project. Regular publication and communication of results through conferences, the media and websites are raising awareness and assisting local partners in securing potential supporters as well accessing new schools. On a European level we managed to secure two partners HP and GE(General Electric) Foundation and each national partner is encouraged to find local supporters.

The project is highly sustainable and, after the first year of implementation, not only have we raised the number of the countries involved in the project but also the number of students participating is higher than the initial target³.

The added value of the project

The project represents a kind of missing link in the evolution from more traditional educational approaches to newer more student-centred experiential learning methods. It nicely bridges our need to move towards grading people in their knowledge as well as their experience. It is not about revolutionising education, it is about moving it forward with the times. Post-industrial era education strategies were not designed for the kind of society and international economy we have today and will have tomorrow.

We believe the project has particular added value within the vocational school system which often has “work experience” built into the curriculum, but very little entrepreneurial or enterprise experience. If we are going to make the most of these students’ abilities, we need to improve their entrepreneurial potential.

The results of the project are highly exploitable in several European countries via the JA-YE network and its partners. One of the consortium main objectives is to replicate the project in other countries and outside the consortium and encourage other countries to join the network. This has already happened in Russia and Cyprus who have joined the project after its start-up.

Innovative character

The Creativity and Innovation Challenge is a “learning-by-doing” concept which promotes innovative thinking and the improvement of work and life skills. Students work closely with business people as mentors to bring solutions to real business challenges. Students must organise themselves, make decisions, find solutions on their own and work together with their counterparts in other countries to come up with creative and innovative solutions. The project is designed to challenge students’ ability to find viable solutions as well as heighten their awareness of other cultures and attitudes both in business and in communication. They use the IT platform to learn about new tools and methods of idea generation and to get in contact with peers from other countries. Using web 2.0 technologies, such as the Social Innovation Camp online platform (See point 4 of the methodology) they can interact with their teammates as well as consult with business volunteers and learn more about the subject matter. Thanks to this tool, students can meet virtually before the event and already start to create ideas and get ready for the European challenge.

³ See next session for information on outcomes and results.

3. Project Outcomes & Results

The consortium managed to exceed the expected quantitative results for the period. The main outcomes described below:

- The following table provides the main results for the first 2 years of implementation. **Overall the project already impacted on 5082 students (65% of the overall goal). The target for teachers participation (390) was already exceeded with 432 teachers already engaged in the first two years. Target was surpassed also for volunteers (776).**

	Students	Volunteers	Jury members	Total volunteers	Schools	Teachers	Solutions	Sponsors	National challenge
Year 1	1254	122	77	199	130	147	312	39	13
Year 2	3828	374	203	577	302	360	764	91	43
Total	5082	496	280	776	432	507	1076	130	56
%*	65%	<i>n.r.**</i>	<i>n.r.</i>	199%	<i>n.r.</i>	130%	72%	<i>n.r.</i>	72%
Target for first 2 years	3900	<i>n.r.</i>	<i>n.r.</i>	195	<i>n.r.</i>	195	750	<i>n.r.</i>	39
Overall target	7800	<i>n.r.</i>	<i>n.r.</i>	390	<i>n.r.</i>	390	1500	<i>n.r.</i>	78

* The project is now at 50% of its implementation.

***n.r.* Not relevant

- The [European Creativity & Innovation Challenge](#) website and [the Social Innovation Camp Online](#) platform
- 2 European Creativity & Innovation Challenges were implemented in 2010 and 2011
- 2 new countries (Cyprus and Russia) joined the project and took part in the European Creativity & Innovation Challenges in 2010 and 2011
- Training and classroom materials for teachers and business volunteers
- Dissemination material on a National and European level (see *Dissemination paragraph*)

Main outcomes on a National level

Every National Camp involved minimum 5 schools and 100 students: in the first two years 56 national camps took place and overall 5082 students from 432 schools participated. National partners used different procedures to select schools and students. Some of them focused on specific areas such as Denmark (South West of Jutland), Italy (Lombardia and Basilicata regions) and Bulgaria (Sofia and surroundings); others set up specific criteria such as vocational schools with special classes on Economic and Business Administration (Estonia) or all vocational schools in the region (Belgium – Flanders). Some partners worked with schools already in their network while others, such as Slovakia and Czech Republic, involved new vocational schools for this specific project. The collective results gathered from national coordinators show that it is very important to have an official recognition from National Authorities, such as Ministry of Education, to get access to schools (Greece, Spain) and for results' dissemination.

The choice of each National Challenge was, in most of the cases, linked to the national contexts and to the current needs in terms of innovation. Some countries focused on social inclusion problems such as unemployment (Norway) or education (Czech Republic, Turkey and Denmark). Others focused on specific topics such as innovative solutions for food (Romania), for health problems (Belgium - Flanders), retail companies on the web

(Portugal), while others focused on specific geographic areas and environment, challenging students in finding innovative solutions to reduce pollution in city areas (Italy and Spain).

Main outcomes of the European challenges

The first European Innovation & Creativity Challenge (also called Social Innovation Camp) took place in Brussels on 25-26 May 2010: 61 students from 14 countries participated. Students started with a session of brainstorming/idea generating (and ice-breaking) techniques and exercises. They were divided in international teams consisting of 5-6 students. After the students warmed up, they were given a challenge – the challenge of this first year was:

“If you are given a chance to start a social enterprise to address a societal challenge, what would you do? Explain: the product or service your business would offer, the challenge it would tackle and how technology could help you achieve your goal.”

The winning team ‘Creatology’ developed the concept of an automated agricultural system they called the ‘ATARO’. Their concept was a self-contained box which includes earth, vegetable seeds, nutrients and a complex system of electronic sensors to monitor growth and minimise the need for human intervention⁴. The ‘Creatology’ team was made up of students from Spain, Norway, Belgium, Romania and Bulgaria.

99 Students from 15 countries were involved in the second European Social Innovation Camp on May 18-20, 2011, Brussels. The students, aged 15-18 from vocational secondary schools representing 15 countries (the 13 partner countries plus Cyprus and Russia) were given the following challenge:

“You are in the position to present a project to companies and governments that will result in reducing the rate of youth unemployment by 50%. Come up with a product, a service or a strategy that will attract major companies and governments to invest in solutions, to better prepare students for employment and to attract them to be more engaged in addressing social challenges for a better future”.

Among 20 ideas, the winning team Social Achievers Corporation (SAC) developed a project to decrease unemployment of early school leavers and young unemployed. The SAC team was made up of students from Belgium, Czech Republic, Norway, Portugal and Spain.



Figure 5: Award ceremony of the 2011 European Social Innovation Camp

⁴ A summary of all winning solutions is available in the “Catalogue of the Best Solutions 2010” <http://old.ja-ye.org/Download/ECIC%20finalpdf.pdf>

Dissemination outcomes

Dissemination products were produced by all partners at national level and at European level. Media coverage of all events was guaranteed by the partners as well as exploitation of the results. For the year 2010 we have realised two publications: a detailed [brochure](#) with the description of the project, its main objectives and targets and the “[Catalogue of Best Solutions 2010](#)” (see next figure). The catalogue contains the best national solutions from the 13 partners’ countries and the best solutions of the 2010 Social Innovation Camp. For the year 2011 we are currently working on the creation of the “Catalogue of Best Solutions 2011”.



Figure 6: Dissemination products 2010

The other dissemination products at European level are:

- The project website, <http://ecic.ja-ye.org>, which contains useful information about the competitions and all dissemination materials from previous events. In the website is also available a Media corner with publications, press releases, evaluations and statistics about the project and the calendar of all events.
- For the purpose of the online competition the consortium created [the Social Innovation Camp Online](#) platform.
- European competitions [videos](#), available on JA-YE YouTube channel and on the ECIC website. **136 national videos** for each National Challenge⁵.
- The ECIC newsletter. The newsletter is distributed through a mailing list of 1816 contacts at European level and through 13 national mailing lists. 5 essays have already been distributed so far.

⁵ The national videos are available on the partners’ websites.

Lessons learned and impact of the project

As described in the “Approach” session, internal evaluations at national and European level are performed every year. An external evaluation questionnaire will be developed in the last year of the project implementation to assess its impact. However, at this stage of implementation it is already possible to measure the impact of the activities through a series of indicators such as:

- The number of contact hours per each volunteer. Each volunteer spent a minimum of 2 hours with the students. Overall volunteers spent more than **1550 hours** with the students.
- 3 more partners, **Belgium (French speaking community), Cyprus and Russia**, joined the competition since the start-up of the project. They were involved in the two European events.
- Personal skills development: practicing English language, developing communication skills, team work, critical thinking and innovative approach to new challenges.

The collective results gathered from **national coordinators** show that: the camps are an effective tool to make students understand the importance of Creativity and Innovation in their future jobs. Thanks to the learning-by-doing approach they experienced the importance of team-working, networking and have learnt that soft skill (such as communication) will be very important for their future careers.

“I think this experience was interesting, constructive and consistent with my studies. My expectations were confirmed in terms of content (I gained financial, economic and marketing literacy) and form (the spirit of cooperation). I was struck by how the team managed to work together, although we didn't know each other at all before. I enjoyed spending my time in a profitable but funny way and learning how an idea springs up, and develops”. (Student, Italy)

The engagement of **business people** from a variety of different companies reinforced the link between students' education and the “real world”.

“I had a unique opportunity to get to know business volunteers, to work with them towards the best shape of your business idea and to find out information about the work force market. In addition, I have earned a valuable experience for my future professional development.” (Student, Romania)

But the link between businesses and education was a useful experience for **teachers** and an occasion to experiment new learning methodologies.

“Finally, it is necessary to emphasise the sportsmanship of the students, the care of the given material and the transformation, even physical, of the pupils during all the activity, especially during the business presentations. The pupils have demonstrated their creativity capacity and self-confidence and this even surprised their teachers. All of them, even those who did not take any award, had increased their self-confidence. When they are interested in doing something, they are able to behave as men and women instead of boys and girls.” (School Teacher, Spain).

Teachers were impressed by the work and the ability of the students in solving the challenge and in their adaptability to work in teams with other students they did not know before. Many teachers also said that they were inspired by the event in creating and using new teaching methods in their classes.

Figure 7: Learning outcomes



4. Partnerships

The ECIC network brings together a broad selection of professionals and resources that complement each other. The consortium contains 15 partners from 13 countries. JA-YE Europe, the coordinator, represents Europe's largest network of entrepreneurship education providers, working with over 150,000 business volunteers and 80,000 teachers and delivery programmes to over 3 million students across 38 European countries every year. JA-YE is managing the project from its headquarter in Brussels and is responsible for the training-the trainers session and the overall coordination of the national events together with the European Innovation camp. JA-YE Europe is also responsible for the consolidation and dissemination of the results.

The other partners JA-YE Europe, JA-YE Norway, JA Romania, VLAJO, JA Bulgaria, JA Slovakia, JA Estonia, JA Greece, JA Portugal, JA-YE Italy, JA Spain, JA Turkey, YE Denmark, JA Czech Republic are all experts in entrepreneurial education in their country. They are responsible for the local implementation of the programme and organising national delegations for the European event. They are also responsible for the consolidation and dissemination of the results at local and national level.

The 15th partner is EUROCHAMBRES, the European Network of Chamber of Commerce. As a Network EUROCHAMBRES is offering networking' and 'awareness' support on the ground in the 13 partnering countries and promoting the project's activities through its network. EUROCHAMBRES also encourages business people to get involved as volunteers or judges in the national and European events.

Several networking activities are organised to provide the cross-fertilisation that lies at the heart of the idea behind the project and also generate the concept of a group culture for the partners. Networking activities are designed to enhance the co-ordination and co-operation of the consortium.

The consortium has 7 main networking activities not including management, such as:

1. Network Progress Meetings organized for sharing ideas and best practices. The first Network Progress Meeting was held in 2010 in Cagliari – Italy
2. IT platform – website to connect teachers and volunteers as well as students
3. Electronic newsletters – to share best practice
4. European Creativity and Innovation Challenge to take place every year. The Challenge, beside its main aim is also an opportunity for partners, students, teachers, business volunteers as well as external stakeholders to meet, share ideas and best practice and celebrate students success
5. Structured and non-structured online communication
6. Training and induction for trainers, teachers and business people
7. 78 national Creativity and Innovation Camps

Two main private sector partners are supporting the project: Hewlett Packard ([HP](#)) and General Electric Foundation ([GE Foundation](#)). The European events are also sponsored and supported by other partners: in 2010 [EUROCHAMBRES](#), [CSR Europe](#) and [EurActiv.com](#) and in 2011 EUROCHAMBRES and EurActiv.com.

All national partners have involved one or more private partners in their national events as sponsors or supporters.

The experience of working together

Management, information, communication and exchange of ideas are always a great challenge in a consortium of this size. The partners say that so far, the cooperation within the consortium has been an enjoyable and productive experience. This positive expertise has been transferred to other partners who joined the project later (in the occasion of the European Innovation Challenge). Partners have shown interest and commitment in the project and used all networking activities to share ideas and to build a shared commitment and approach to ECIC.

Geographical coverage

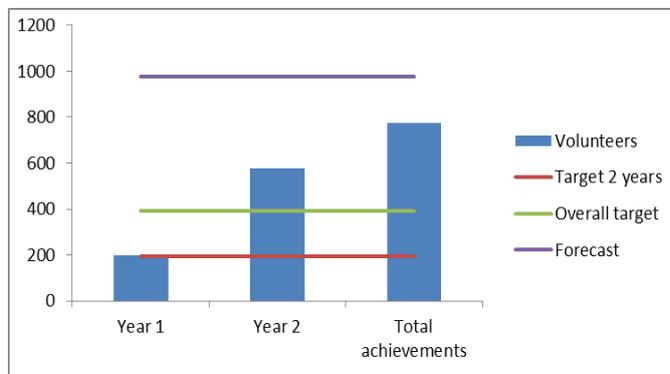
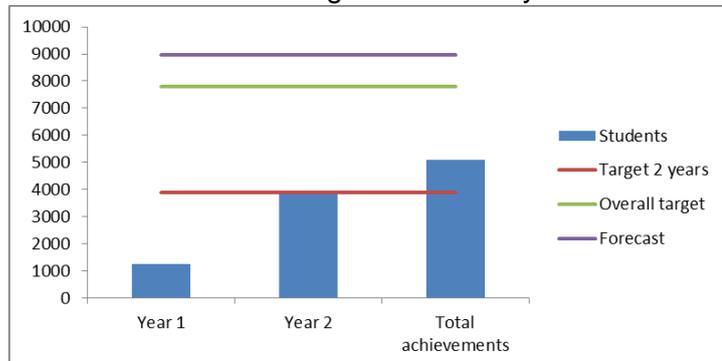
The large geographical coverage of this consortium is an important success factor for the project. Our beneficiaries take full advantage of this coverage. Students and teachers enjoy working in such an international environment and they have the opportunity to learn different cultures and understand the diversity.

Partnerships with other international organisations

The project has received positive feedback and interest from other organisations. 2 new organisations joined the project in the first year and a half of implementation: JA Cyprus and JA Russia in the occasion of the European Innovation Challenge. During the first ECIC we hosted experts from JA California (USA) who came to Brussels to see the students in action. They showed great interest in replicating this project in the USA.

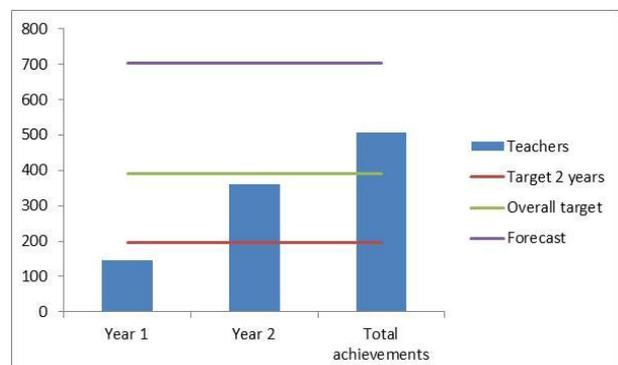
5. Plans for the Future

The project is on schedule in its implementation and we expect it to be completed according to plan. Some of the targets foreseen for this intermediate stage have already been achieved and exceeded. It is therefore possible to draft some forecast for the participation of the three main target groups: students, volunteers and teachers. At this stage, students' participation is already 15% higher than the target with 65% of students already involved. By the end of the project we estimate to reach almost **9,000 students** (see figure).



The results for the business volunteers participation are impressive since we have already doubled the target for the entire programme. Overall **776 business volunteers** took part in the project activities so far, spending at least 1550 hours with the students. This represents 199% of the overall target. By the end of the project we estimate to reach almost 1000 business volunteers (see figure).

As for the **teachers**, overall **507** were already involved in the first two years of implementation. The teachers' participation is already 80% higher than the overall target. We estimate that, by the end of the programme, around **700** teachers should be involved. We also estimate that the number of national camps should be higher than 78 if we consider that we have already reached 72% of the target.



For the last year of implementation we foresee the following activities:

- A minimum of 3 national camps per country
- The third European Innovation & Creativity Challenge and online competition
- 2 coordinators meetings
- Dissemination and exploitation activities: at least 26 national videos and 1 European video; 10.000 photos; quarterly newsletters
- 2 catalogues of ideas
- DVD with the collection of events video
- Final external evaluation
- Final report
- Monthly coordinator calls and one to one calls

6. Contribution to EU policies

LLP-Obj-e The Creativity and Innovation Challenge is a fresh educational approach that nurtures entrepreneurship by motivating young people to be inventive. They compete in a positive way through a motivational learning-by-doing experience. The participants explore the many new career opportunities that modern business offers, particularly in the areas of science and technology. Teaching entrepreneurship involving volunteers from the business sector will naturally breed creativity and innovation. Students love to be creative and they need guidance and encouragement in how to take initiative with their ideas. The possibility to participate in national and international Creativity and Innovation Challenges and to work with students and business volunteers from other countries is daunting but motivating at the same time. We all know that entrepreneurship in education is not just about running a business. It is about creativity, self-realisation, learning new things, leadership, taking risk, business and e-skills, financial literacy, ethics, citizenship and employability. Through this project students enhance those all-important transversal skills which cut horizontally across all sectors and vertically across all jobs from entry level to chief executive officer.

LLP-Obj-a The project aims to train teachers in vocational schools in student-centred teaching methods such as learning-by-doing, interactive learning, group work, deductive reasoning, IT-enhanced content in order to ensure that the educational experience provided to students is as attractive, relevant and effective as possible. It will also connect educators across borders giving them opportunities to share and bring more ideas into the classroom.

LLP-Obj-I Through the project, students gain practical essential life-skills by interacting and cooperating with others. They come to appreciate the diversity and benefits of doing business across European cultures. They will develop new skills such as working as a team, leadership, making presentations, planning, financial control, taking responsibility and the need for commitment to quality and social responsibility. The Creativity & Innovation challenges they take part in are also aimed at raising their awareness on social innovation and social inclusion topics at local and European level such as, sustainability, inclusion, employment and unemployment, etc.

LLP-Obj-f The project targets students from a diverse set of backgrounds and cultures. Such education tends to promote social cohesion as it attracts “all types” of students, whether they are disadvantaged or not. Moreover, it encourages young people to use their initiative, to take action, and become more responsible for their own future (active citizenship); it raises awareness about cultural differences and encourages multiculturalism.

LLP-Obj-c Through enterprise activities, a taste of the engine that propels the busy world around them, we can encourage young people to see the relevance of what they are learning day after day, feel confident in their own creativity and abilities, and try thinking about things that they perhaps have never considered before. They apply what they are learning in school to their own projects. In this way we make education more attractive to young people and at the same time it improves the quality of teaching.

LEO-Sp Obj-a The project offers learning-by-doing method of teaching which has the power to motivate and raise self-esteem and confidence. By interaction with business people it also exposes young people to what large and small businesses really do and what job opportunities they offer. Without motivation and a real sense of how the world works, young people often make poor education choices; they don't understand why maths or science or languages are so important to their future prospects.

LEO-Sp Obj-b The project is a product of input from both educators and businesspeople. This partnership is what will ensure that the content never sleeps, is always up to date, relevant, and infused with the dynamism that we associate with entrepreneurship. This kind of participation would bring many more businesses in touch with the next generation and ensure that young people have a much more realistic view of what business is all about. The project also requires that the Ministries work together.

Among LLP Horizontal policies this application addresses:

REF LEO-Net-2: The project is leveraging on a good practice model that was already tested in Norway and Romania to involve the other 11 European countries in this project. The model is enforcing each partner to link the VET schools and enterprises in a very motivational activity for students which will increase their creativity and innovation. After the beginning of the project 2 more countries had joined: Cyprus and Russia.

CulDiv The project gathers together partners from 13 different countries, therefore different cultural backgrounds and different languages. The partners will have to learn to work with each other, to understand each other, to communicate across language barriers. At the same time students from vocational schools will learn how to appreciate cultural and linguistic diversity.

Complementarity with other policies:

ENTR One of the most powerful elements of this project is the engagement of business people as volunteers, experts, judges, coaches and mentors. Working with business people directly students will have the possibility to foster an understanding of the world of work and a spirit of entrepreneurship through the principle of "Learning by Doing". They will be able to develop their interpersonal as well as problem-solving skills and learn to work under very tight deadlines.

ET2020 a. Ensuring more and more young people from vocational schools have access to entrepreneurship education.

b. Ensuring that the educational experience provided will be attractive and relevant. Student-centred activities which are highly interactive and involve a lot of external input are greatly appreciated by students.

c. Creating an open learning environment where young people are free to pursue their education and personal development in creative ways.