



Erasmus+

Practical recommendations  
and learning interventions  
to promote teacher entrepreneurship  
in primary and secondary schools  
and in teacher education

Methodological design protocol

Jordi Pàmies, Angelina Sánchez, Asuncion Blanco,  
Ingrid Agud, Dana Castells

Working Academics Value Excellence  
for International Teachers  
2019-1-CZ01-KA203-061386





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This publication is dedicated to the Erasmus+ KA2 International Project  
Working Academics Value Excellence for International Teachers  
(WAVE-IT; 2019-1-CZ01-KA203-061386)

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1st edition

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## INTRODUCTION

The project Working Academics Value Excellence for International Teachers (WAVE-IT) starts a process of the implementation of 21st century competencies and skills, focused on entrepreneurship and the reflective practitioner in teacher education and school practice. That is why it has set the following goals:

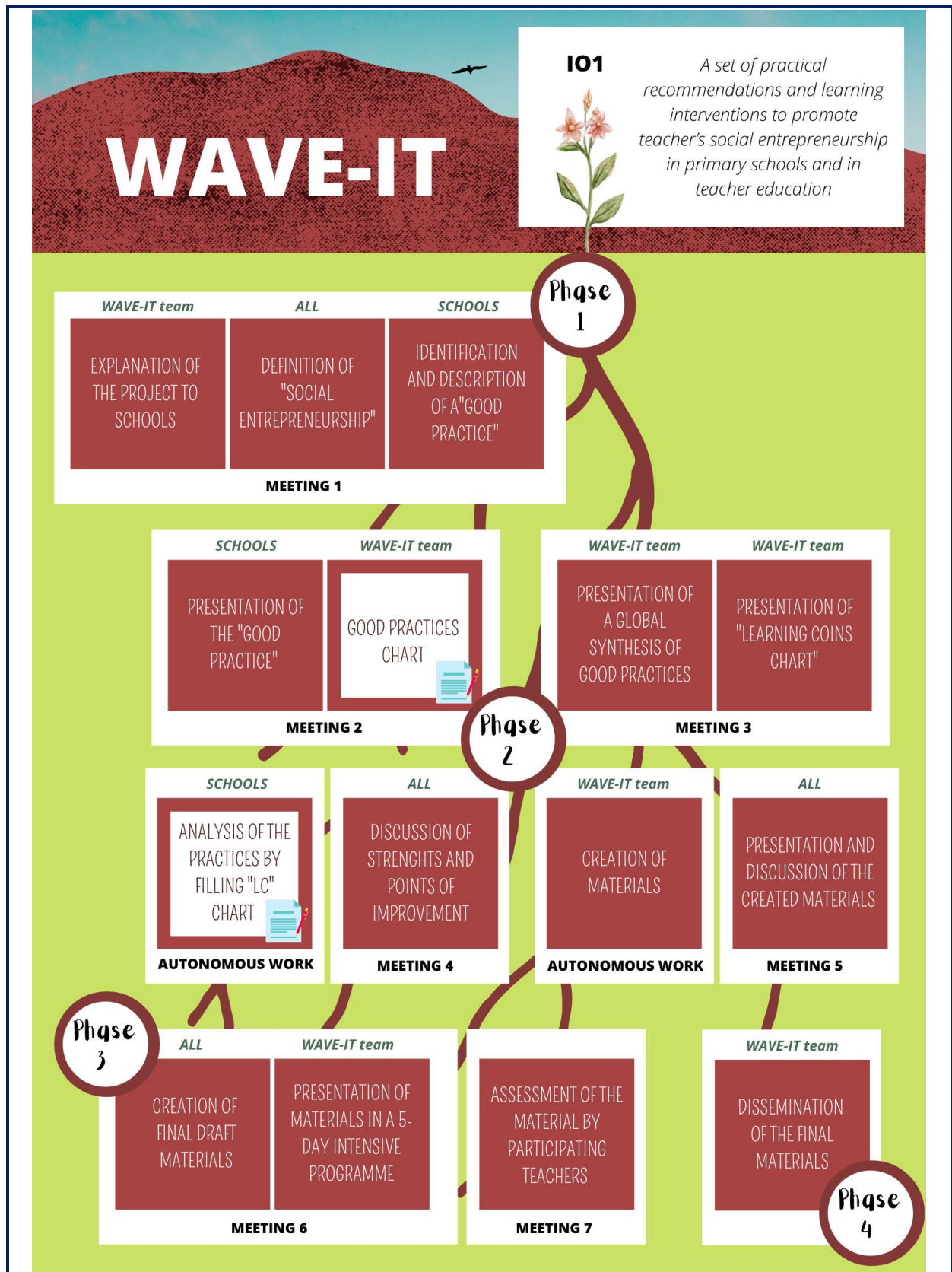
1	Development of didactical strategies for entrepreneurial and connective teaching and education.
2	Development of critical thinking strategies to support reflective practice through collaboration and communication between teachers, learners, and academics.
3	Implementation of entrepreneurial and reflective competencies and skills in teacher education.
4	Implementation of the strategies to the education of children with higher increased learning support (refugees, socially excluded, with special learning needs).

Innovative in WAVE-IT are 2 labs. The labs produce two interactive resources: IO1 and IO2. Lab 1 is lead for the Universitat Autònoma de Barcelona, and its objectives are defined within the framework of an interactive resource called Intellectual Output 1 (IO1). This document gathers the steps to proceed with the generation of the Intellectual output 1:

**IO1: *A set of practical recommendations and learning interventions to promote teacher entrepreneurship in primary and secondary schools and in teacher education.***

In this document there is an infographic that will help to have an overview of the development of the project. Moreover, there is a timing that serves as a guide to know what needs to be done at each phase. Finally, the document explains the process in more detail to facilitate the clarity of the steps to be followed. In the Annexes section there are the materials we have used at the UAB that can serve as reference tool. Following, there is an example of the infography which summarizes the implementation of UAB into the partner schools to facilitate the understanding of this template's use

## Project phases (infography)



(Source: Own elaboration)



## Calendar

	Phase	Timing	Aspects to consider
<b>PHASE 1</b>	1. MEETING 1	[Month 1]	<ul style="list-style-type: none"> <li>• Introduction of the project in schools using the PPT presentation [ANNEX 1]</li> <li>• Collaborative definition of “social entrepreneurship”</li> <li>• Ask schools to identify and describe a good practice following the form [ANNEX 2] – the form is introduced and explained to the participants in this meeting</li> </ul>
<b>PHASE 2</b>	1. MEETING 2	[Month 2]	<ul style="list-style-type: none"> <li>• Each school presents the practice that they had identified as a “good social entrepreneurship practice” and that they had systematized following the form</li> <li>• Creation of a chart that brings together all the good practices of social entrepreneurship [ANNEX 3]</li> </ul>
	2. MEETING 3	[Month 3]	<ul style="list-style-type: none"> <li>• WAVE-IT team expose a presentation to schools of a synthesis and classification of "good practices in social entrepreneurship" [ANNEX 4]</li> <li>• The Learning Coins Chart is introduced and explained to the participants in this meeting [PART 2, b]</li> </ul>
	3. AUTONOMOUS WORK [Schools]	[Month 3]	<ul style="list-style-type: none"> <li>• Analyse and reflect on how to enrich the practice on the basis of documentation provided by the WAVE-IT team (SDGs, cross-cutting competencies, etc.) but also from elements drawn from the other practices presented by the schools.</li> </ul>
	4. MEETING 4	[Month 4]	<ul style="list-style-type: none"> <li>• Identification of the strengths and points for improvement of each project in the framework of global projects</li> </ul>
	5. AUTONOMOUS WORK [WAVE-IT team]	[Month 5]	<ul style="list-style-type: none"> <li>• Creation of materials from the joint work with practical recommendations</li> </ul>
	6. MEETING 5	[Month 6]	<ul style="list-style-type: none"> <li>• Presentation and discussion of the material in the centres</li> </ul>
<b>PHASE 3</b>	1. MEETING 6	[Month 7]	<ul style="list-style-type: none"> <li>• Introduction of improvements and creation of an agreed final draft</li> <li>• Presentation of materials in a 5-day Intensive programme for teaching staff (in-service course) organized in Barcelona</li> </ul>
	2. MEETING 7	[Month 7]	<ul style="list-style-type: none"> <li>• Assessment of submitted material by teachers who have participated in the course</li> </ul>
<b>PHASE 4</b>	1. PRESENTATION IN DIFFERENT FORMATS	[Month 8]	<ul style="list-style-type: none"> <li>• Dissemination of materials in different territories of Catalonia</li> </ul>

## PHASE 1

### Participants FG 1: Primary Education Teachers + Wave-it Team

Schools	Wave-it Team
[School 1]	[Participant 1]
[School 2]	[Participant 2]
[School 3]	[Participant 3]
[School 4]	...
...	

## MEETING 1

- a) Introduction of the project in schools using the PPT presentation (Annex 1)
- b) Definition of Social Entrepreneurship as an activity that allows:

1	To provide teachers and students with the knowledge and vision to deal with inequalities from a social justice perspective
2	Acquire an intersectional perspective to analyse inequalities in school.
3	Encourage the design and implementation of positive educational environments to address situations of inequality from an intersectional perspective.
4	Participate in strategies to develop the active role and critical thinking of students
5	Promote more democratic and egalitarian schools.

After the brief presentation on the concept of "Social entrepreneurship", the team of WAVE-IT and the schools reflected on the definition of this term in order, on the one hand, to finish clarifying its meaning and, on the other, to be able to set a common approach around which to develop the project. To do so, the UAB team used the virtual tool "Pollev" provided in the following link: <https://pollev.com/discourses/nnVdAN4vE7r4cie9QpOxK/respond>

The results obtained in the UAB team can be found in Annex 5.

- c) First school goal: Identify and describe a "good practice" that is developed in schools based on the grid provided (Annex 2). Teachers are asked to identify, think of the practice and present it in the next meeting.

## PHASE 2

### MEETING 2

- a) Following the indicators of the chart previously provided, each school uploads their “good practices” in a shared folder in advance. Then, each school presents its practice of *Social entrepreneurship* to the others.

This table allows gathering in a synthetic way the projects presented in order to have a global idea of what will be developed. In Annex 6 you can find the table of the different projects presented by the schools in Barcelona

School	Field	Social Entrepreneurship practice

- b) Creation of a chart that brings together all the good practices of social entrepreneurship (Annex 3)




### MEETING 3

First, there is a schematic presentation that summarizes and correlates all the projects (Annex 5) so that schools can visualize them. Then, the “Learning Coins” chart is presented as a tool to strengthen the practices of each school.

- a) The WAVE-IT team expose a **presentation** to schools of a synthesis and classification of "good practices in social entrepreneurship" (Annex 4)
- b) Learning Coins chart:

Considering that each activity has a value of "Learning coins", the goal is that all projects can have the maximum in all areas, in order to improve each practice with the help of the WAVE-IT team in addition to the practices of other schools.

#### Learning Coins Value

“Learning coins”	Color
<b>10 LC</b> <i>The project focuses on another area</i>	
<b>50 LC</b> <i>The project addresses this area</i>	
<b>100 LC</b> <i>The project deepens into this area</i>	

## Areas to be analysed

### INTERCULTURAL RELATIONS AND DIVERSITY

- Promotes the construction of intercultural relations based on equity and social justice
- Encourages respect for diversity and rejects prejudices and preconceived ideas
- Encourages empathy and solidarity with immigrants and refugees

### SOCIO-ECONOMIC INEQUALITIES

- Helps to become aware of social inequalities
- Report economic practices that do not promote collective well-being
- Report on uncritical consumption and waste of goods and resources

### GENDER PERSPECTIVE

- Promotes gender equality
- Uses / promotes the use of non-sexist language
- Deepen in situations of discrimination on the grounds of gender, sex or affective-sexual choice
- Makes LGBTIQ + realities visible
- Feminist content is touched upon: that makes women visible, or that have to do with affective-sexual education

### ENVIRONMENT

- Promotes respect for the environment
- Awareness of the problem of pollution
- Analyzes social practices and consumption that increase climate change in a dangerous way

### TRANSVERSAL DIMENSIONS

- Promotes social awareness and a critical and reflective spirit
- Promotes the haste of decisions based on social justice
- Encourages the values of care, respect and solidarity
- Incorporate an intersectional analysis into reality

From here, charts are created to analyse the strengths of each practice, as well as being able to choose which aspects are wanted to be strengthened. The intention is for the schools to detect the area where they can take another school as a reference in order to strengthen their practice.

### AUTONOMOUS WORK [Schools]

In this step, schools analyse and reflect on how to enrich the practice on the basis of documentation provided by the WAVE-IT team (SDGs, cross-cutting competencies, etc.) but also from the other practices presented by the schools.

### MEETING 4

In this step, the WAVE-IT team creates a table that collects the analysis data from the tables of "Learning Coins" to be able to detect, firstly, the strengths of each practice, secondly, the points that they want to strengthen the projects and, thirdly, the practices from which they can be enriched.

From here, a meeting is organized where these results are exposed and serve as starting point of a discussion with schools to identify the strengths and points for improvement of each project in the framework of global projects.

### AUTONOMOUS WORK [WAVE-IT]

Based on the results of the discussion, the WAVE-IT team will work on the creation of the materials with the help and advice of the schools.

### MEETING 5

Once the materials have been created, a meeting will be arranged with the schools to present the draft of the final products and open a discussion about them.

### **PHASE 3**

#### **MEETING 6**

In this phase, the improvements proposed in the previous meeting will be introduced to finally present the final materials in a 5-day Intensive programme for teaching staff (in-service course) organized in Barcelona.

#### **MEETING 7**

Working groups will be set up around the proposals submitted in order to share the different points of view and expand the growth of the proposals.

Finally, the materials will be shared between the different European centres through a virtual platform that allows their dissemination according to their circumstances (web, e-book, videos, etc.).

## ANNEX 1

This is the presentation that the UAB used to explain the project to schools. It can serve as a referential model, but it should be adapted to each case of study.



### Intellectual outcome

- + IO1: interactive resource: a set of practical recommendations and learning interventions to promote teacher's **social entrepreneurship** in primary schools and in teacher education.

### Promoting teacher's **social entrepreneurship** in primary schools and in teacher education.

- + Equip teachers and students to apply their knowledge and vision to deal with inequalities from a social justice perspective.
- + To acquire an intersectional perspective to analyse inequalities in school.
- + Foster the design and implementation of positive educational environments to address intersectional issues.
- + Engage in strategies to develop students active role and critical thinking
- + Promote more democratic & equalitarian schools.

## Participatory Methodology

+ PARTICIPANTS: X SCHOOLS

+ FOCUS GROUP 1:

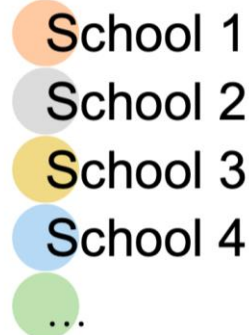
Goals:

1. Current state in the school
2. Identify "best practices" of SE in the schools

+ FOCUS GROUP 2:

Goal:

1. Create resources that can act as a template



## Participatory Methodology

FG1

1. To analyze the current situation at the selected school, we asked ourselves the following questions:
- How is organized and in what way does (online) teaching take place?
  - How do teachers reflect on the transition to online teaching?
  - What does a teacher's day at a primary school look like when teaching online?
  - What are the platforms used for online teaching?
  - What do teachers consider important in online teaching?
  - What are the activities in online teaching?
  - What teaching aids and tools do teachers use?
  - How do students and parents reflect on such a way of teaching?
  - What do school management, teachers, parents, and students solve problems with regard to online teaching?

## Participatory Methodology

FG2

### To describe "good practices" on Social Entrepreneurship

- Description of the practice: goal, contents, method, competences, learning achievements, etc
- Identify obstacles and strengths
- Compare core principles and keys for success



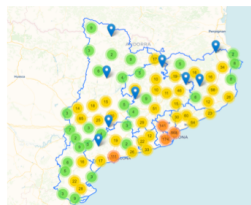
Facultat  
de Ciències  
de l'Educació

**UAB**

## Teacher Training

- + To pilot the resource in initial teacher training.
- + Involve students during their internship to promote the created resources

**serveis  
educatius** 



## Dissemination

Share the resources with Pedagogical Resources Centres of different territories in Catalonia.

Thank you.

**UAB**  
Universitat Autònoma  
de Barcelona





## ANNEX 2

Chart that each school has to fill with the “social entrepreneurship good practice” that each one has selected

Center	[Name of school]
1. Practice title	
2. Field	
3. Description (brief)	
4. Recipient	
5. Timing	
6. Activity / Content	
7. Methodology	
8. Material presented	
9. Evaluation	
10. Justification for selection (why do you consider it a good practice?)	

### ANNEX 3

Chart that brings together the “good practices in social entrepreneurship” selected by schools

<b>Center</b>	[Name of school]	[Name of school]	[Name of school]	[Name of school]
<b>1. Practice title</b>				
<b>2. Field</b>				
<b>3. Description (brief)</b>				
<b>4. Recipient</b>				
<b>5. Timing</b>				
<b>6. Activity / Content</b>				
<b>7. Methodology</b>				
<b>8. Material presented</b>				
<b>9. Evaluation</b>				
<b>10. Justification for selection (why do you consider it a good practice?)</b>				

## ANNEX 4

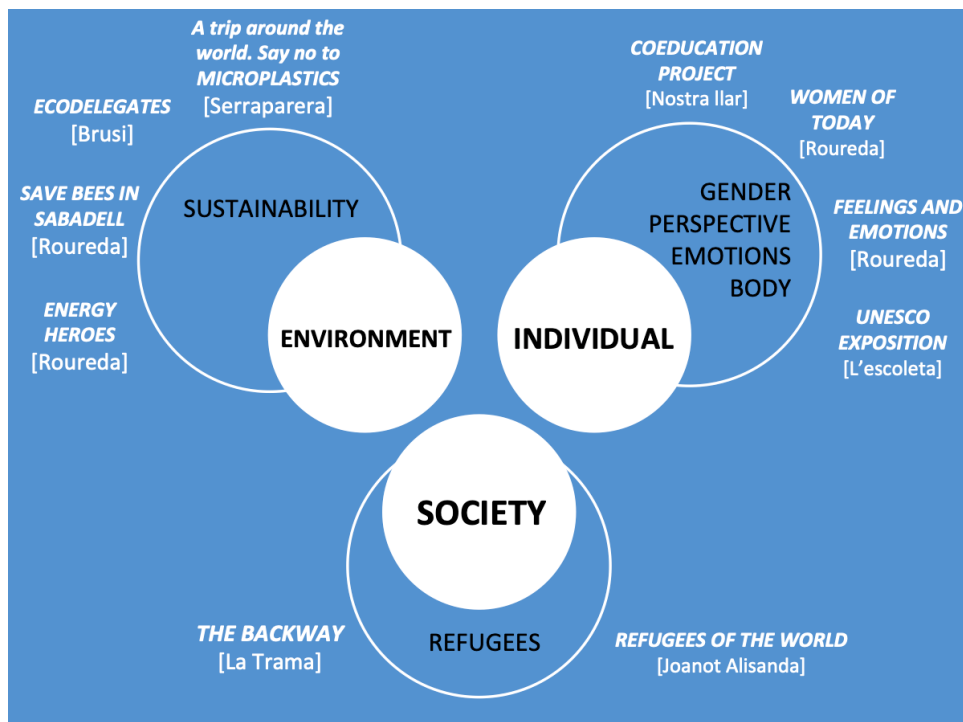
Schematic presentation that summarizes and correlates all the projects presented in UAB

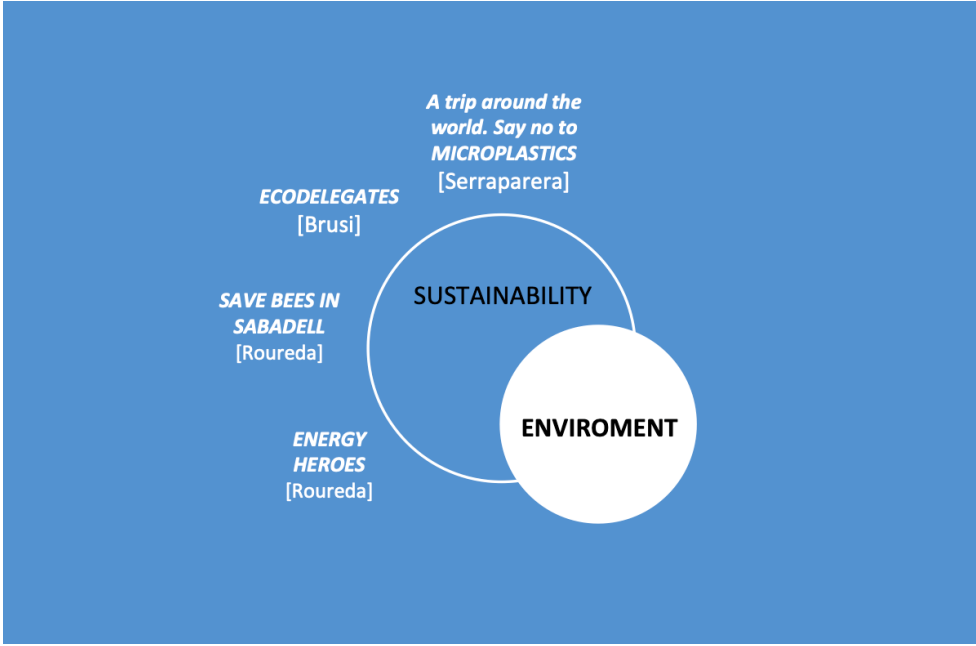


### Working Academics Value Excellence for International Teachers WAVE-IT

#### IO1

Interactive resource: a set of practical recommendations and learning interventions to promote teacher's **social entrepreneurship** in primary schools and in teacher education





		DESCRIPTION & OBJECTIVES		
LONG DURATION	<b>A trip around the world. Say no to MICROPLASTICS</b>	<b>ECODELEGATES</b>	<b>ENERGY HEROES</b>	<b>10-12</b>
	<b>KNOWLEDGE AND AWARENESS ON THE USE OF PLASTICS</b>	<b>CONSENSUS OF SUSTAINABLE INITIATIVES</b>	<b>ENERGY SAVING AWARENESS</b>	
	Be aware of the dangers that come from human actions: a) Excessive use of plastics b) Pollution of the seas / oceans c) Climate change	<ul style="list-style-type: none"> <li>- Develop a social active role</li> <li>- Develop critical thinking</li> <li>- Promote sustainable, democratic and egalitarian schools</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze climate change</li> <li>- Promote design initiatives to address climate change</li> <li>- Create an energy saving campaign</li> </ul>	
SHORT DURATION	<b>SAVE BEES IN SABADELL</b>	<b>10-12</b>		
	<b>DEFENSE OF BEES AND ECOLOGICAL LIVESTOCK</b>	<ul style="list-style-type: none"> <li>- Promote a social active role</li> <li>- Promote critical thinking from destructive industrial agriculture</li> <li>- Promote initiatives in favor of a more ecological and sustainable industry</li> </ul>		

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**A trip around the world. Say no to MICROPLASTICS**

**ECODELEGATES**

**ENERGY HEROES**

10-12

STARTING POINT / THREAD  
[ VENDÉE GLOBE ]

STARTING POINT / THREAD  
CLIMATE CHANGE

STARTING POINT / THREAD  
CLIMATE CHANGE

COMMUNITY PARTICIPATION / LINK WITH REALITY

COMMUNITY PARTICIPATION / LINK WITH REALITY

COMMUNITY PARTICIPATION / LINK WITH REALITY

**RING PROJECT**

Community collection of plastic rings

**GREEN COMMISISON**

Families – Teachers– Students  
Set some objectives in the Annual General Programming

**AWARENESS CAMPAIGN**

Promotion of energy saving activities

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**SAVE BEES IN SABADELL**

10-12

STARTING POINT / THREAD  
BEES ROLE

COMMUNITY PARTICIPATION / LINK WITH REALITY

**AWARENESS CAMPAIGN**

Promotion of activities in defense of bees and ecological livestock

SUSTAINABILITY

ENVIRONMENT

**MATERIALS**

**A trip around the world. Say no to MICROPLASTICS**

**ECODELEGATES**

**ENERGY HEROES**

10-12



"Alone"

Map of the route around the world

Vendée Globe Navigators 2020/21



[No images]



BCN Ocean Navigation Foundation



Microplastics drawings



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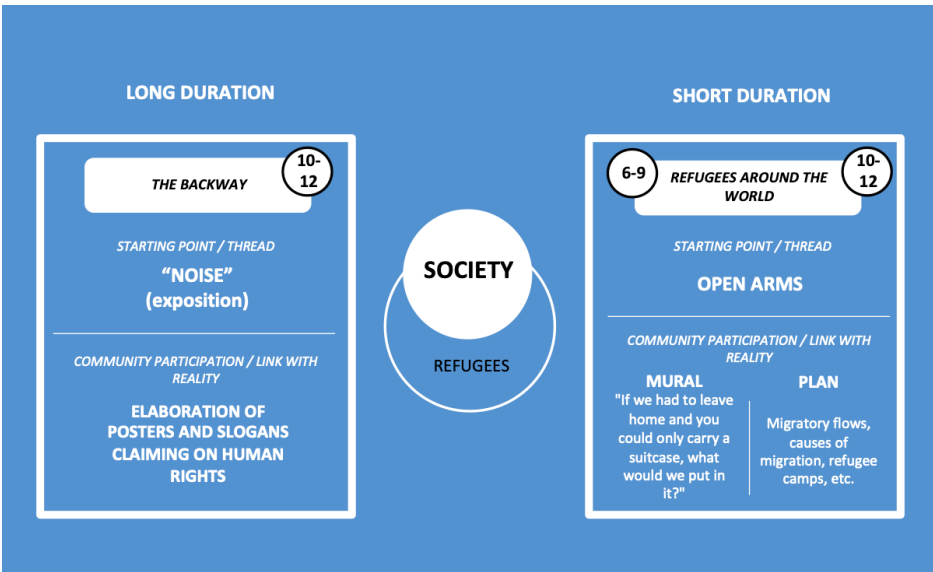
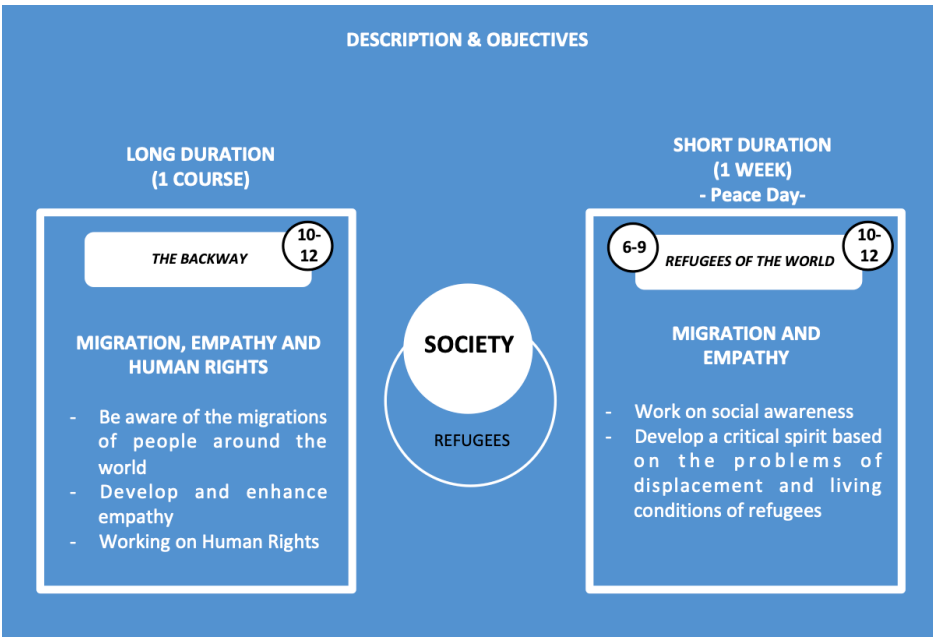
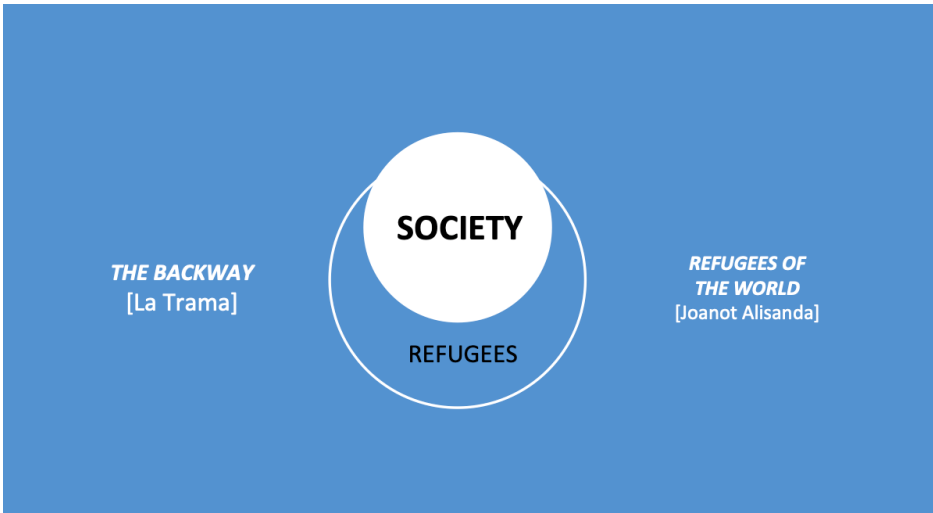
**SAVE BEES IN SABADELL**

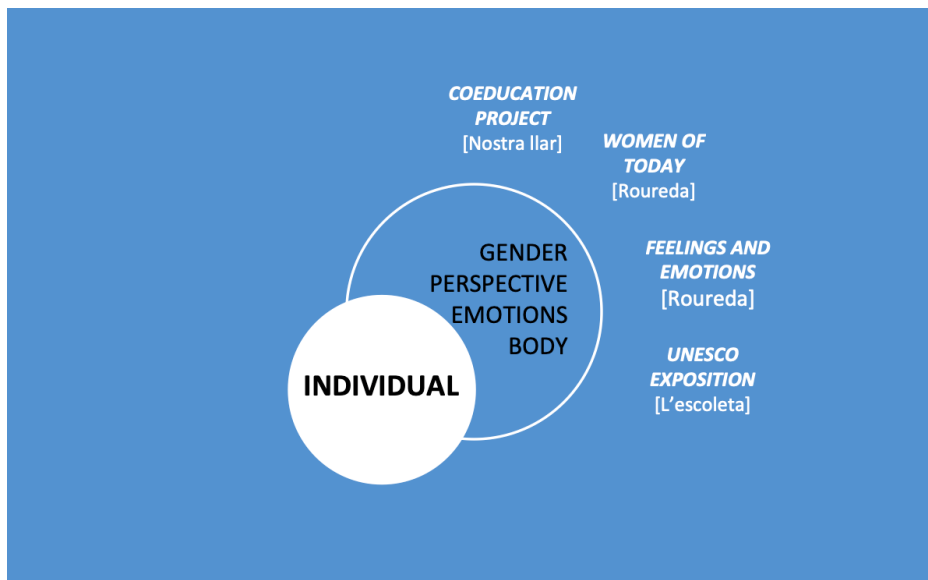
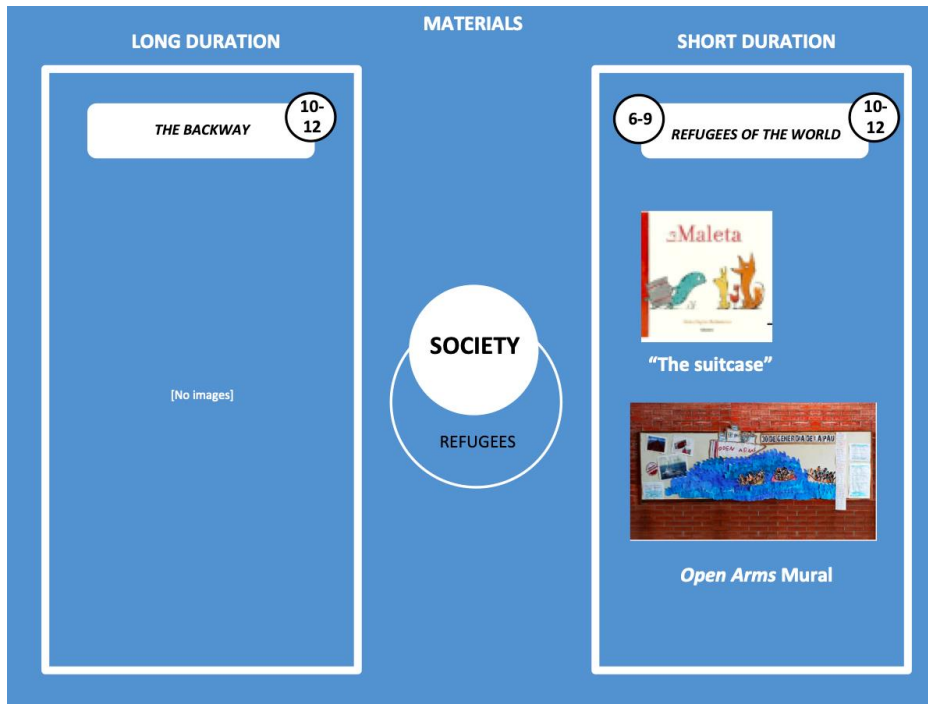
10-12

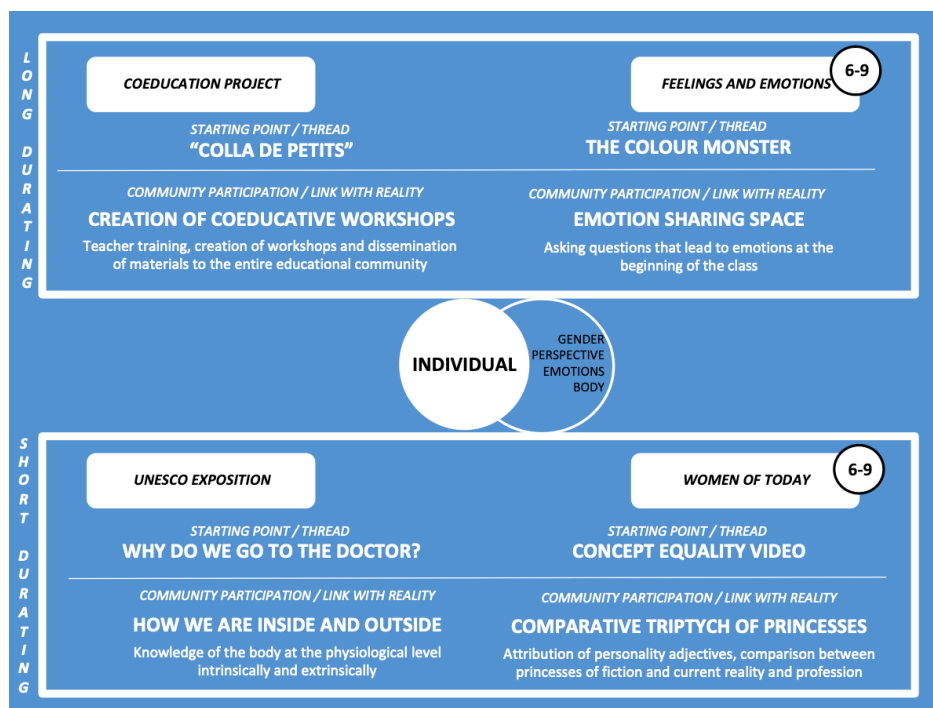
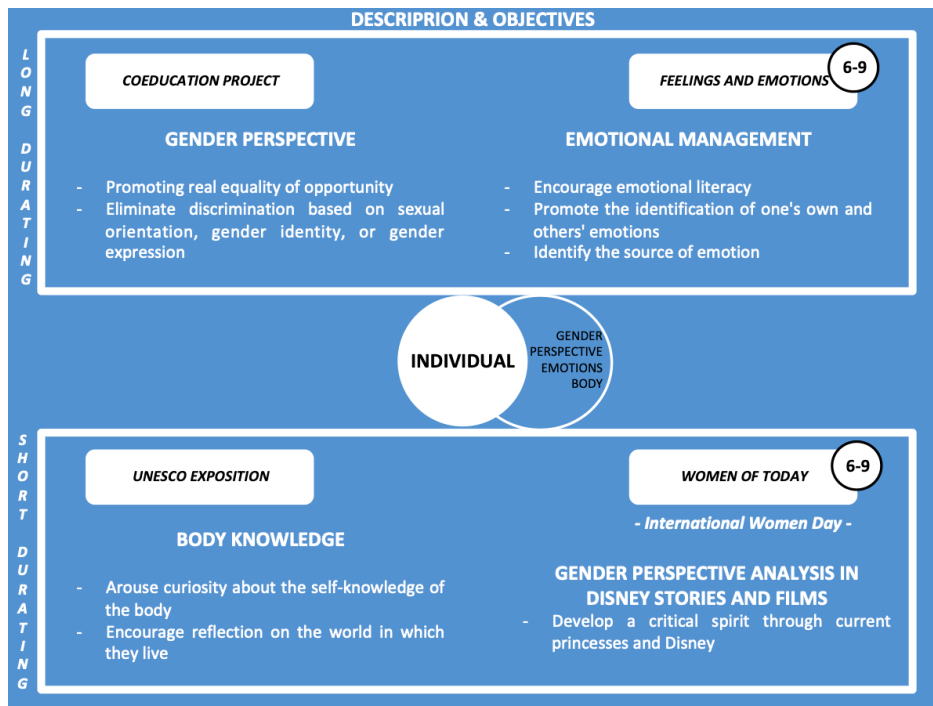
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SUSTAINABILITY

ENVIRONMENT









MATERIALS

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COEDUCATION PROJECT

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FEELINGS AND EMOTIONS

6-9

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INDIVIDUAL

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UNESCO EXPOSITION

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## ANNEX 5

These are the results of the consensus of the definition of "Social entrepreneurship" between the WAVE-IT team of the UAB and the schools participating in the project.

Innovations
Deepen in situations of discrimination
Participatory citizen network in the immediate environment in order to seek solutions to environmental problems
Social improvement awareness projects
Awareness of one's own actions and their impact on society
Have the tools to empathize
Be aware of the finiteness of resources
Promote critical thinking
Solidarity and Sustainability
Encourage values
Citizen participation
Active role in society
Care for the environment
Find solutions to community problems
Proactive actions towards social equity
Social justice
Position and act in the face of problems in our community
Environmental ...
Social or cultural
and that another social and economic organization is possible

## ANNEX 6

### Classification of practices submitted by schools

School	Field	Social Entrepreneurship practice
Serraparera	<b>Environment Sustainability</b>	<i>A trip around the world. Say no to MICROPLASTICS</i>
Antoni Brusi		<i>Ecodelegates</i>
Roureda		<i>Help bees in Sabadell</i>
		<i>Energy heroes</i>
La Trama	<b>Society</b>	<i>The Backway</i>
Joanot Alisanda	<b>Refugees</b>	<i>Refugees of the world</i>
Nostra Llar	<b>Individual Gender perspective Emotions Body</b>	<i>Coeducation Project</i>
L'escoleta		<i>UNESCO Exposition: Why do we get sick?</i>
Roureda		<i>Women of today Feelings and emotions</i>

### Classification of practices submitted by schools in the Czech Republic

School	Field	Social Entrepreneurship practice
Milovice u Hořic	<b>Gender equality Soft skills Community Tolerance Solidarity Collaboration</b>	<i>And it is done! The Nine Crafts</i>
Velehrad		<i>Shared learning We all create a colorful world together!</i>
Velehrad	<b>Environmental education</b>	<i>School Eco-Club (Školní Eko klub)</i>
Štěpánov	<b>Protection of the Environment Search and work with information Ecological literacy</b>	<i>Reducing the carbon footprint</i>

Milovice u Hořic	<b>Collaboration</b> <b>21<sup>st</sup> Century Skills</b> <b>Digital literacy</b> <b>gramotnost</b> <b>ICT</b>	<i>Bee-Bots</i>
Velehrad	<b>Problem solving</b> <b>Presentation skills</b>	<i>Graduate theses</i> <i>Spring makes experiments</i>

## ANNEX 7

### Activities related to the migration of refugees from Ukraine

---

Ukrainian workers work in local operations and have expressed an interest in bringing their extended families here.

---

Schools are preparing for the arrival of many children - younger and older, because more than half of the refugees will be children.

---

Municipalities are preparing accommodation capacities.

---

Staffing is being prepared for preschool children, including volunteers from the ranks of Ukrainians, who have been working with us for a long time and will act as interpreters.

---

School principals were acquainted with the documents by which refugees will prove themselves - so far for one year the possibility of work, education of children and medical care - the so-called temporary support.

---

A regional coordinator has been appointed for this issue.

---

Each school will admit pupils who enter it, up to the capacity of the school. Pupils will attend classes according to the schedule. One school has been designated in the area where Czech will be taught to children and adults.

---

School principals have been instructed on the possibility of providing free lunches for these children.

---

Cooperation with a partner school from Slovakia, which is very close to Ukraine and is full of refugees.

---



(Ukrainian child's drawing)

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