L33N: LIMINALITY AND EDUCATIONAL ENTREPRENEURSHIP: A DISCOVERY JOURNEY

ENTREPRENEURSHIP COOKBOOK FOR, IN AND THROUGH EDUCATION
L33N: **Liminality and Educational Entrepreneurship:**

**A DISCOVERY JOURNEY**

**Entrepreneurship Cookbook for, in and through Education**

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The Entrepreneurship Cookbook for, in and through Education

Learners’ Ability to Respond Entrepreneurially

- The Alphabet of Entrepreneurial Learning and Teaching
- Good Practices
- Entrepreneurship Clubs
- Learning Grid

Teachers Embedding Entrepreneurial Competences in Their Teaching Practice

- Liminal Labs
- Entrepreneur’s Athenaeum
- Entrepreneurship Ecology
- L33N Documentary
**Introduction**

Five educational institutes and five entrepreneurs across Europe set out to address two questions:

"How does one enhance a learner’s ability to think and respond entrepreneurially throughout the curriculum?"

"Which questions does a teacher (trainee) raise when s/he envisions how to embed entrepreneurial competences in her/his teaching practice?"

**These five educational institutes are:**

- Tomaz Pelayo (Portugal)
- Ion Ghica (Romania)
- MEB (Turkey)
- Palacky University (Czech Republic)
- UC Limburg (Belgium)

**Together with the following entrepreneurs they set out to explore entrepreneurial teaching and learning:**

- Kating Noored (Estonia)
- NETRA (Hungary)
- Shared Enterprise CIC (UK)
- Dans.Art.Com (Netherlands)
- Improvment Oy (Finland)
We started from the competences defined in the EntleComp framework and its definition of entrepreneurship:

- “an individual’s ability to turn ideas into action. It includes creativity, innovation, showing initiative and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives” (1).
- “Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social” (1).

To move from entrepreneurship to education we were inspired by the Danish Foundation for Entrepreneurship – Young Enterprise:

- “Entrepreneurship education relates to content, methods and activities supporting the creation and development of knowledge, competences and experiences that make it desirable and feasible for students to initiate and participate in entrepreneurial value creating processes” (2).

Finally, to create this desire to engage with entrepreneurial processes we opted for congruent teaching:

- “an approach, most common in teacher education courses, where what is being taught is mirrored by how it is taught. For example, teaching students about groupwork is done through the medium of groupwork; another example would be teaching about cooperative learning through having the students cooperate together. The term is sometimes used in the general sense of the expectation that teacher educators should model good practice for their student teachers” (3).

Thus, we devised an entrepreneurship cookbook with, in and through education:

- with: learners/teachers of secondary education, teacher trainers and teacher trainees, entrepreneurs, local community stakeholders and European peers
- in: the cookbook is not content-specific and can be used in cross-disciplinary learning environments gathering learners of different ages and abilities
- through: the cookbook invites you to make sense about entrepreneurship in an entrepreneurial way experiencing, trying out, playing with an entrepreneurial attitude; meeting, observing and listening to entrepreneurs.

The cookbook addresses the questions we posed at the very beginning as follows:
HOW DOES ONE ENHANCE A LEARNER’S ABILITY TO THINK AND RESPOND ENTREPRENEURIALLY THROUGHOUT THE CURRICULUM?

- The Alphabet of Entrepreneurial Learning and Teaching: the L33N Cookbook framed in 26 letters linking features of entrepreneurial learning and teaching to the EntreComp framework and conversations in education
- Good Practices: linking existing teaching and learning practices to the entrepreneurship competences
- Entrepreneurship Clubs: creating spaces for exploring entrepreneurial learning activities
- Learning Grid: a playful and associative discovery narrative into concepts of entrepreneurial learning and teaching

WHICH QUESTIONS DOES A TEACHER (TRAINEE) RAISE WHEN S/HE ENVISIONS HOW TO EMBED ENTREPRENEURIAL COMPETENCES IN HER/HIS TEACHING PRACTICE?

- Liminal Labs: Moving from classical educational settings to entrepreneurial learning environments by letting go of old habits, creating moments for alternatives leading to decisions of adoption.
  - Entrepreneur’s Athenaeum: learning from entrepreneurs about entrepreneurship
  - Entrepreneurship Ecology: discovering your entrepreneurship/intrapreneurship in educational settings
- L33N Blog: stories for educational entrepreneurs
- L33N Documentary: an invitation to peer-to-peer learning into creating educational entrepreneurial environments

We sincerely hope the L33N Cookbook might inspire you to engage with entrepreneurial learning and teaching. We hope to continue to contribute to this community of entrepreneurship stakeholders transforming classrooms, entire schools, curricula into entrepreneurial environments with an ‘unfair competitive advantage’ on the job market preparing learners not to “find jobs but to seize opportunities for every aspect of their lives”?

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INSPIRATIONS

3. http://www.dictionaryofeducation.co.uk
The Alphabet of Entrepreneurial Learning and Teaching

by Patricia Huion

Suggested ways of using it

We very much hope that you are willing to continue this journey!

That is why we developed this alphabet for you as teacher developing new learning opportunities.

You can use the alphabet as

- A checklist: how congruent do I teach? How many letters can you tick?
- A challenge: re-develop your learning activity following a letter
- A game: thumb through the paper version and stop at random. Start creating from this letter.

An assignment: make paper letters, put them on a table, turn them so that you cannot see the letters and invite your teacher-trainees or colleagues to choose 5 letters and create an entrepreneurial learning opportunity based on these five.

An entrepreneurial teaching or learning selfie: alphabetize yourself. Make a creative picture, story using the alphabet to describe yourself

A learning diary: use the alphabet to reflect on your competences and define your next step=letter.

A conversation: as an intrapreneur you can use the alphabet to initiate a conversation on entrepreneurial teaching/learning at your school, teacher department, community.
Audacity

Motivation and perseverance
Stay focused and don’t give up

- Be determined to turn ideas into action and satisfy your need to achieve
- Be prepared to be patient and keep trying to achieve your long-term individual or group aims
- Be resilient under pressure, adversity, and temporary failure

Teachers and entrepreneurs don’t seem to be natural allies:

- “Teacher educators on their way to become entrepreneurial sometimes need to overcome negative notions of ‘entrepreneurship’. Endorsing the concept of social entrepreneurship — ‘profit-making’ rather than ‘profit taking’ — connects well to common ideals of teaching and can help to overcome bias” (1).

However, teachers already perform a lot of entrepreneurial activities without necessarily defining them as such:

- “Teacher leaders are teachers who take initiative and responsibility for innovations in interaction with their organisation environment: school board, management, external agencies and, last but not least, peers. This kind of corporate entrepreneurship is essential for further developing teacher professionalism and asked for a shared leadership in schools between management and teachers. A professional and not a bureaucratic culture should dominate 21st century education. In a professional culture risk-taking is welcomed and professional learning communities are fostered” (2).

In designing the L33N Cookbook we discovered that both communities share a lot of approaches but define them differently and perhaps more importantly that we can learn from each other.

As an educational entrepreneur it takes audacity to guide both teachers and entrepreneurs into this learning environment of mutual peer learning, it might even take more audacity to challenge and position teachers as entrepreneurial as L33N did throughout this Cookbook as

- “Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial” (1).

Inspiration

BRIDGES

Working with Others
Team up, collaborate and network

- Work together and co-operate with others to develop ideas and turn them into action
- Network
- Solve conflicts and face up to competition positively when necessary

“In short create a learning attitude where learning is perceived as ‘optimising networks’” (1)

“Elasticity: The ability to cross boundaries and functions, to work outside your speciality, and do a variety of different things throughout the day” (2)

As an educational entrepreneur it is vital to build bridges between entrepreneurs and educators to make sense of entrepreneurial learning and teaching. Different perspectives are necessary to link entrepreneurship in its narrow sense to entrepreneurship in its broader sense or to link entrepreneurship to the EntreComp Framework.

Inviting entrepreneurs inside classrooms, connecting learning activities to outside events, linking different topics, gathering learners of different levels of expertise, mixing curricular and extra-curricular activities, linking inside learning to outside competitions, organising class skype conversations between different nationalities all proved to enhance entrepreneurial teaching and learning.

On a more conceptual level the L33N Cookbook also connects entrepreneurial learning to the DigiComp Framework (3) and learning for the future (4).

Inspiration

Creative Ability

Creativity

Develop creative and purposeful ideas

- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges
- Explore and experiment with innovative approaches
- Combine knowledge and resources to achieve valuable effects

“Creative ability: The ability to think in new and imaginative ways. Numerous studies have demonstrated that creative ability is of great importance to entrepreneurs. Creativity is typically used during the exploration phase in order to identify and discover business opportunities” (1).

“We can ‘possibilise’. We don’t know what’s possible, but we can take charge of the future by coming up with possibilities” (2).

In the L33N learning grid, the entrepreneurship clubs, the liminal labs we encourage participants to come up with new ideas, to think outside the box, to identify opportunities for new ways to do activities, to find new contexts (3). We link this creative ability to finding business/life opportunities in the exploration phase. It is not as useful in the evaluation (planning, finances) and exploitation phase (managing resources, ambiguity and teamwork). On the other hand, we make sure no criticism or pragmatic thinking thwart the creative ability.

People often refer to it as the permission to act and think in a crazy, unorthodox way. The liminal labs especially create this possibile atmosphere.

Thinking in possibilities is also encouraged in the ecology game and the stories of the entrepreneurs’ Athenaeum also uncover possibilities.

Inspiration

**Design Thinking**

**Taking the initiative**
**Go for it**

- Initiate processes that create value
- Take up challenges
- Act and work independently to achieve goals, stick to intentions and carry out planned tasks

“When students engage in design thinking, they learn how to navigate systems through the entire process. They work collaboratively, but they also have to take initiative and self-manage. They own the project management process. They learn how to think divergently and take creative risks while also realising that revision and rejection are part of the learning process(…). However, there is value in learning how to think like an entrepreneur and design thinking is one of the best ways to cultivate that type of mindset. It teaches them an approach to thinking that’s different and that way of thinking, that entrepreneurial mindset, is what they take away from them at school. And if it works well, what you end up seeing is a group of students ready to tackle the world” (1).

DESIGN THINKING IS THE CONFIDENCE THAT EVERYONE CAN BE PART OF CREATING A MORE DESIRABLE FUTURE, AND A PROCESS TO TAKE ACTION WHEN FACED WITH A DIFFICULT CHALLENGE. THAT KIND OF OPTIMISM IS WELL NEEDED IN EDUCATION (2).

For the L33N Cookbook design thinking was the basis of our creation process. We tapped into the learners’ experience (3) through the entrepreneurship clubs (Nutellaclub, Argo, Ayvacik entrepreneurship club, Talents for the Future), into the community’s needs through field research during the project meetings in in Portugal, Romania and Turkey, into the teachers’ experience through the good practices and into the entrepreneurs’ expectations through the entrepreneurship ecologies and the entrepreneurship athenaeum.

The variety of perspectives (different nationalities and teachers as well as entrepreneurs) made it easy to detect emerging questions and to create prototypes for the learning snacks, the liminal labs and the learning grid.

These prototypes were tested in secondary schools (Ayvacik, Tomasz Pelayo, Ghico), in teacher departments (Palacky university and PHST Graz) and with teachers and entrepreneurs during the innovation camp in Budapest.

IT IS AN ADVENTUROUS AND TOTALLY ENGAGING WAY OF CREATING LEARNING ACTIVITIES. AND THAT IS WHY WE ALSO INCLUDED METHODS OF DESIGN THINKING IN THE GRID (4). ..

**Inspiration**

2. [https://medium.com/synapse/the-creative-mastery-cycle-a42e5f82def3](https://medium.com/synapse/the-creative-mastery-cycle-a42e5f82def3)
4. [https://dschool.stanford.edu/resources/](https://dschool.stanford.edu/resources/)
**Ecology**

**Working with Others**

*Team up, collaborate and network*

- Work together and co-operate with others to develop ideas and turn them into action
- Network
- Solve conflicts and face up to competition positively when necessary

“Since entrepreneurial education stipulates interaction with outside world for all levels of education, there should be opportunities for primary and secondary education levels to learn from the more advanced support structures found on higher education levels, given certain contextualization to school environments” (1).

“ECO-SystemApp is a multi-sector project which is developing support for entrepreneurship education ecosystems. Engaging teachers, trainers and educators from all educational levels, businesses, public authorities and Civil Society organisations (associations, foundations, youth organisations), the overall objective is to foster an entrepreneurial environment that will boost the ecosystems knowledge based on entrepreneurial learning and experience” (2).

> “No amount of classroom study can match experiences like internships, community service, and employer-led projects for developing confidence and resilience to handle oneself in unfolding circumstances” (3).

The L33N-blog and documentary show how to create an entrepreneurial environment working with ambassadors who speak with stakeholders inside and outside the educational institutes; with angels who sponsor you with ideas and expertise; with colleagues who already act as entrepreneurial facilitators. Engage teachers and students in entrepreneurship clubs. Invite entrepreneurs to talk about their entrepreneurship and the choices that led to it in an entrepreneurs’ athenaeum. Play the entrepreneurship ecology game highlighting the interaction of different agents while empowering individual participants.

**Inspiration**

2. www.ecosystemapp.net
Flipped Class

Working with others
Team up, collaborate and network

- Work together and co-operate with others to develop ideas and turn them into action
- Network
- Solve conflicts and face up to competition positively when necessary

“The Group-Based Flipped Classroom: This model adds a new element to help students learn — each other. The class starts the same way others do, with lecture videos and other resources shared before class. The shift happens when students come to class, teaming up to work together on that day’s assignment. This format encourages students to learn from one another and helps students to not only learn the what the right answers are but also how to actually explain to a peer why those answers are right” (1).

“They follow a flexible and adaptable study plan and prefer interdisciplinary, project-based learning; using training material rather than textbooks. They put emphasis on group processes and interactions; and understand the class room sometimes as a ‘clash room’, giving room for diversity — a diversity of opinions, answers and solutions and the reflection about the learning process” (2).

Conversations are the way in which we learn, travel into this entrepreneurial mindset. The L33N Cookbook offers material that can be worked through at home, but to understand it thoroughly, to engage with all the challenges you need a group – peers, colleagues, business angels, community members – to talk things through.

Inspiration
1. https://www.panopto.com/blog/7-unique-flipped-classroom-models-right/
Planning and management
**Prioritise, organise and follow-up**

- Set long-, medium- and short-term goals
- Define priorities and action plans
- Adapt to unforeseen changes

*A two-dimensional learning grid. Participants pick their way through the material, and thus not only explore the syllabus’s content, but do this in a unique sequence. The juxtaposition of activities is where deep learning occurs, the ability to associate what may appear to be disparate subjects or topics or processes* (1).

Some generic features have been highlighted by all of the authors of the four progression models, such as a team based approach, a focus on value creation, connecting the students to the outside world and letting students act on their knowledge and skills. This results in deep learning as well as development of entrepreneurial competencies, as outlined previously in this report” (2).

A more viable starting point in education could be to perceive entrepreneurial education as a means to achieve more interest, joy, engagement and creativity among students (Johannisson, 2010, Lackéus, 2013). A few scholars have recently put forward the potential of entrepreneurial education to spur increased perceived relevancy of subjects taught among learners, increasing motivation and school engagement and alleviating problems of student boredom and dropout (Deuchar, 2007, Surlemont, 2007, Mahieu, 2006, Nakkula et al., 2004, Moberg, 2014a)” (2).

**INSIGHT**

*Participants navigate through the following symbols and trajectory in the learning grid:*

- Story: where entrepreneurial learners can read the stories of their supporters
- Play: where entrepreneurial learners can find keys to alternative approaches
- Puzzle: where entrepreneurial learners can open doors for good practices to enter the EntreComp network
- Watch: where entrepreneurial learners can watch pioneering educational entrepreneurs
- Lab: where entrepreneurial learners can shed old habits, explore new ones and choose future ones
- Snacks: where entrepreneurial learners can fast-learn dominant features of educational entrepreneurship
- Club: where entrepreneurial learners can find exercises for their entrepreneurial clubs

**Inspiration**

Financial and economic literacy

*Develop financial and economic know how*

- Estimate the cost of turning an idea into a value-creating activity
- Plan, put in place and evaluate financial decisions over time
- Manage financing to make sure my value-creating activity can last over the long term

“Entrepreneurship should be taught from a very early age, and should not only be business-oriented. It is a good opportunity to show how entrepreneurship education can help foster other types of activities, such as social innovation. This ensures broader outcomes, laying the ground for citizens’ empowerment to achieve “personal fulfilment, social inclusion, active citizenship and employability in a knowledge-based society” (cf. COM, 2012). Entrepreneurship education is key to relevant education in Europe, but can only be successful if it integrates cultural, interpersonal and civic competences. In order to be enterprising, these competences are now just as important as knowing finance or management” (1).

The L33N Cookbook focuses on this broader perspective, although learners met up with financial requirements and realities in their field research and in the entrepreneurship clubs. We refer to other entrepreneurial learning initiatives for more challenges (2), (3), (4), (5).

**Inspiration**

4. www.i-linc.eu
5. https://bantani.com
**INTUITIVE LEARNING**

Spotting opportunities
*Use your imagination and abilities to identify opportunities for creating value*

- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape
- Identify needs and challenges that need to be met
- Establish new connections and bring together scattered elements of the landscape to create opportunities to create value

“Intuitive learning involves learning by knowing relationships of facts through discovering possibilities … as improvisational learning – ‘a real-time learning process in which firms learn to solve unexpected problems or capturing opportunities in the moment’” (1).

**“INTUITIVE LEARNERS SAY THINGS LIKE … ‘LET’S THINK IT THROUGH FIRST’.”**

They focus on ideas, possibilities, theories, and abstract information (theory and models), and use intuition to make learning connections. Intuitive learners prefer discovering possibilities and relationships. They like innovation, dislike repetition, and are quick to grasp new concepts. Intuitive learners are comfortable with abstractions and mathematical formulations, but don't like study that involves memorization and routine calculations. They tend to work fast and to be innovative” (2).

**THE L33N COOKBOOK OFFERS A VARIETY OF AVENUES INTO ENTREPRENEURIAL LEARNING. THE SENSE-MAKING HAPPENS IN THE LEARNER’S MIND OR THROUGH CONVERSATIONS. SEEING NEW POSSIBILITIES, MAKING NEW CONNECTIONS, REIMAGINING THEMSELVES, CONTRIBUTING NEW CHALLENGES ALL RELY ON INTUITIVELY ADOPTING AN ENTREPRENEURIAL MINDSET.**

**INSPIRATION**

Motivation and perseverance

Stay focused and don’t give up

- Be determined to turn ideas into action and satisfy your need to achieve
- Be prepared to be patient and keep trying to achieve your long-term individual or group aims
- Be resilient under pressure, adversity, and temporary failure

“Persuade learners that they can change and develop their entrepreneurial competences. Allow them to experience how challenges can turn into ‘opportunities to improve’, how perseverance can turn failures into more effective approaches” (1).

“Grit has two components: passion and perseverance “(2).

Entrepreneurship is often seen as a way of life which teachers and learners are not suitable for. This reflection quite often pops up in learning trajectories. In the L33N Cookbook we use grit and a growth mindset to foster an entrepreneurial mindset.

Inspiration

**Kindness**

Self-Awareness and self-efficacy

*Believe in yourself and keep developing*

- Reflect on your needs, aspirations and wants in the short, medium and long term
- Identify and assess your individual and group strengths and weaknesses
- Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures

"This was one of the surprising trends that I noticed. Many of them talked about the need to know one’s audience and really feel what they feel and experience what they experience. Few used the word “empathy.” They were more likely to talk about humility or about listening to people. But the idea remained constant. Empathy is critical" (1).

**To thrive at the interpersonal level surely entails learning:**

- To develop loving and respectful relationships in diverse technologized societies
- To engage with, and learn from, other generations" (2)

To listen, feel with, engage with and learn from communities, entrepreneurs, teachers, policy-makers, students are vital for entrepreneurial learning. These activities have to be organised and explained as opening up your mind to the experiences of the other is not an easy task.

**THE BLOG, THE ENTREPRENEURSHIP ATHENAEUM AND THE ECOLOGY GAME ARE WAYS OF TAPPING INTO THE OTHER’S EXPERIENCES.**

**Inspiration**

Liminality

Vision

Work towards your vision of the future

- Imagine the future
- Develop a vision to turn ideas into action
- Visualise future scenarios to help guide effort and action

“Liminal individuals are neither here nor there; they are betwixt and between the positions assigned and arrayed by law, custom, convention, and ceremony (1).

Liminal process consists of three phases

- Reflective dissension: step outside existing ways of thinking (unlearn)
- Imaginative projection: envision the contours of alternative futures
- Preliminary exploration: choose and eliminate alternatives (2).

In the L33N Cookbook we have worked on these processes in six different Labs: two Labs per phase:

- Fail in order to open new windows – perseverance
- Can do the impossible – determination
- Just do the unrealistic – vision
- Create the improbable – creativity
- Move into the forbidden – courage
- Take risks – risk tolerance

We created liminal spaces: entrepreneurship clubs, Facebook groups, innovation camp, online webinars, conference.
And we created a hyphenated identity for teachers as change makers: teacher-entrepreneur or educational entrepreneur.

Please take a look at our Liminal Labs, created by Dora Belme and Patricia Huion:

Inspiration

MINDSET

Self-Awareness and self-efficacy

Believe in yourself and keep developing

- Reflect on your needs, aspirations and wants in the short, medium and long term
- Identify and assess your individual and group strengths and weaknesses
- Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures

“Success starts here. Teaching entrepreneurship changes mindsets, changes lives, changes the world. We must equip young people with an innovator’s eye and a founder’s grit—the skills to excel in an innovation economy. And with economists predicting the jobs of tomorrow don’t even exist today, entrepreneurial skills are skills for life” (1).

Foster an entrepreneurial mindset. Make learners understand “their role as active agents and as creators of their own future. This mindset can be contrasted with a passive and responsive bystander mentality” (2).

The L33N learning grid challenges learners and teachers to be comfortable with risks as they do not know which challenge is waiting for them behind each symbol and unassociated word. They have to take the initiative to walk through the grid and to adapt to a variety of tasks for which they have to rely on their own multiple intelligences and for which they have to collaborate. They have to be innovative and be able to see problems as opportunities for their future life.

INSPIRATION

Navigators
Spotting opportunities

Use your imagination and abilities to identify opportunities for creating value

- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape
- Identify needs and challenges that need to be met
- Establish new connections and bring together scattered elements of the landscape to create opportunities to create value

“Learners as navigators. The final feature of the unfolding landscape of work is its uncertainty, volatility and precariousness. More and more workers will be freelance, portfolio, distance (perhaps across many geographies), and serially reinventing themselves to engage with new opportunities and industries” (1).

“The Gig Economy represents a major shift in how we work. It means taking control of your life and your career. It means finding what you’re best at and what you love. Part of that discovery process is experimentation: the ability to listen to what your customers want and to give it to them — or the flexibility to try something new just because you think people might like it” (2).

In the 133W Cookbook we have included several stories of people finding new forms of employability to inspire participants into becoming the navigators of their tailor-made journey.

Inspiration
Open Badges

Self-Awareness and self-efficacy
Believe in yourself and keep developing

- Reflect on your needs, aspirations and wants in the short, medium and long term
- Identify and assess your individual and group strengths and weaknesses
- Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures

“The learner is open to constructive criticism, unexpected ideas, new ways of thinking, and growth. The learner is willing to re-evaluate personal ideas and opinions when faced with new information” (1).

“Entrepreneurial teachers reward individual initiative, responsibility taking and risk taking” (2).

In the L33N Cookbook we have devised open badges as a lot of the activities happened outside the classroom and as a lot of entrepreneurial learning activities and competencies are not validated in current curricula:

- Potential Badges (future performance)
- Achievement Badges (demonstration of achievement)
- Capability Badges (demonstration of competence)
- Commitment Badges (attitudes, values, beliefs)
- Membership Badges
- Encouragement Badges (good work stamps)
- Participation Badges

Inspiration

1. http://remakelearning.org/competencies/
**PULL LEARNING**

Coping with uncertainty, ambiguity and risk

*Make decisions dealing with uncertainty, ambiguity and risk*

- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes
- Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing
- Handle fast-moving situations promptly and flexibly

>“Allow learners to navigate their own learning trajectory. Offer them maximum choice opportunities. ‘The real issue is decision-making. What one has to make a decision about is secondary to the issue of knowing how to make a decision at all.” (1).

“The students loved it. They loved the surprise element it introduced, they loved making connections between the content, and they loved being the one to choose what would be covered in that lesson” (2).

**The grid is based on this principle. From the very beginning learners have to choose their path, their symbol, their colour, their way to proceed. This allows them to share a personal learning experience which draws their peers to other learning activities:**

- Click on the orange symbols;
- Find out what each symbol represents;
- Decide your own pathway:
  - Start with the green key (first symbol on the second row);
  - Do all the challenges hidden behind the symbols of the same colour and do the final challenge of the white symbol at the end of this diagonal line;
  - Or move to the right to change colour;
  - Or move to the right to change symbol;
  - Do all the challenges hidden behind your symbol in its different colours;
  - Or move forward similar to the horse in a chess play;
  - Do all the challenges of the symbols where your horse has to stop;
  - Or use a dice, throw, move forward row after row until you have reached a white symbol. Whenever you stop, do the exercise.
  - Keep a diary;
  - Finish with one exercise of the white row;
  - Share your final exercise in the virtual environment your facilitator has created.

**Inspiration**

Questions

Coping with uncertainty, ambiguity and risk

Make decisions dealing with uncertainty, ambiguity and risk

- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes
- Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing
- Handle fast-moving situations promptly and flexibly

“Having more passion for the solution, than the problem, is a problem. Love the Problem, Not the Solution” (1).

“Being able to ask the right questions is more valuable than producing the right answers. Unfortunately, our schools have the opposite emphasis. They teach us how to answer, but not how to ask” (2).

Make sure learners do not go for immediate answers. Praise an attitude of inquiry where the right answer is a question into the unknown. Focus on process and perseverance (3).

Perhaps one of the most challenging tasks for participants: find questions and explore them. This challenge was met in the learning snacks (finding the topics) and in the webinars.

Inspiration

1. https://blog.leanstack.com/the-entrepreneur-s-journey-7a4a662ce8f0?inf_contact_key =79b60d83c1223dbd0930c4f6002f2971b755b3da02c42ac7c6654a974b54bb1d
Recruit

Mobilise others

*Inspire, enthuse and get others on board*

- Inspire and enthuse relevant stakeholders
- Get the support needed to achieve valuable outcomes
- Demonstrate effective communication, persuasion, negotiation and leadership

**“Crazy-Quilt Principle - Form partnerships.”** Form partnerships with people and organisations willing to make a real commitment to jointly creating the future—product, firm, market—with you. Don’t worry so much about competitive analyses and strategic planning (1).

The L33N COOKBOOK has been co-created by entrepreneurs and teachers as well as by teachers and students, as well as by angels, ambassadors, colleagues. Families and communities were involved as well. Colleagues of other educational institutes in Europe were invited and L33N has been invited by I-Linc, Bantani Education and by the IFTE team. Finally, L33N will be adopted by the Budapest University of Technology and Economics.

**Inspiration**

1. [http://www.effectuation.org](http://www.effectuation.org)
**Story exchange**

**Mobilising resources**
*Gather and manage the resources you need*

- Get and manage the material, non-material and digital resources needed to turn ideas into action
- Make the most of limited resources
- Get and manage the competences needed at any stage, including technical, legal, tax and digital competences

**Mobilise others**
*Inspire, enthuse and get others on board*

- Inspire and enthuse relevant stakeholders
- Get the support needed to achieve valuable outcomes
- Demonstrate effective communication, persuasion, negotiation and leadership

"**WE LEARN BY MUTUAL STORY EXCHANGE IN A CONVERSATION**" (1).

"The student learning story is one in which a student traverses from inquiry to discovery and achieves closure by applying what he or she has learned. The emergent self is one who pushes back against his or her lack of knowledge or understanding and in the end comes to understand new things about himself or herself and the world. In other words, transformation is learning that enables completion of an assignment (...) stories use rhythm and anticipation to emotionally involve learners in ways that other approaches to learning often do not. Students come to school already understanding the story form and expect to find it in use (Egan, 1989). It makes sense that we would consider it as a methodology" (2).

"Epiphany stories (...) tend to involve some level of revelation, a way of dividing the world into before and after" (3).

Entrepreneurial teaching and learning is about creating a new comfort zone for new approaches. In L33N we use story exchange both to learn from each other as well as making sense of what you have learnt (in the learning grid, learning snacks, the liminal labs, entrepreneurship athenaeum).

**Inspiration**

Imagine the future
Develop a vision to turn ideas into action
Visualise future scenarios to help guide effort and action
“The current thinking on entrepreneurial teaching is based on a number of recurring themes.

- Entrepreneurship education is more than preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to ‘turn ideas into action’.
- Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial.
- Entrepreneurial competences require active methods of engaging students to release their creativity and innovation.
- Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.
- Entrepreneurial skills can be taught across all subjects as well as being a separate subject.
- Entrepreneurship education should focus on ‘intrapreneurs’ as well as entrepreneurs, in light of the fact that most students will use entrepreneurial skills within companies or public institutions. (…)
- The entrepreneurship education agenda should be promoted beyond teacher education institutions to businesses and the wider community.
- Teachers and schools will not be able to realise their ambitions without cooperation and partnerships with colleagues, businesses and other stakeholders” (1).

The L33N Cookbook not only empowers teachers and teacher-trainees to become entrepreneurial teachers, it also makes visible how teachers are already educational entrepreneurs to some extent. Hence the destination challenges for teachers and the liminal labs for teacher-intrapreneurs.

Team-teaching linking teachers with outside entrepreneurs is also a strategy that worked very well in developing the learning grid.

Inspiration
UNFAIR COMPETITIVE ADVANTAGE

Mobilising resources
Gather and manage the resources you need

- Get and manage the material, non-material and digital resources needed to turn ideas into action
- Make the most of limited resources
- Get and manage the competences needed at any stage, including technical, legal, tax and digital competences

“...DEVELOP TEACHERS INTO BEING A PLACE OF SECURITY, FROM WHICH ANXIOUS CHILDREN TAKE THE RISK OF NEW EXPERIENCES”[1]

“Educational entrepreneurs face a totally different culture than other entrepreneurs. They have to cope with a bureaucratic, mission driven education market where the buyer (policy maker) is not the customer (learners, parents, teachers) of the product”[2].

POSITION EDUCATIONAL CONTEXTS AS ENTREPRENEURIAL ENVIRONMENTS WITH AN UNFAIR COMPETITIVE ADVANTAGE (3). ENTREPRENEURIAL TEACHERS NOT ONLY HAVE INSIDE INFORMATION OF THE EDUCATIONAL CULTURES BUT ALSO HAVE ACCESS TO LEARNER’S LISTS, THEIR NEEDS AND ASPIRATIONS. THEY HAVE THE CONNECTIONS AND INFRASTRUCTURE TO ENCOURAGE THE LEARNERS TO PARTICIPATE IN EXTRA ACTIVITIES, LISTEN TO THEIR IDEAS AND TELL THEM IT IS OK TO MAKE MISTAKES WHICH ARE AT THE HEART OF ENTREPRENEURIAL TEACHING ACCORDING TO THE ASTEE-PROJECT.

We started from field research to find out what the entrepreneurship clubs should focus on. We made the tacit inside knowledge of the educational cultures in different nations explicit through the entrepreneurship ecology game. We used the educational networks to define the current state-of-the-art and to find ambassadors, learning facilitators, angels, educational entrepreneurs. We used the infrastructure of schools and universities to road-test our approach. We used our knowledge of current teaching practices to create entrepreneurial learning challenges.

INSPIRATION
**Value-creation**

*Learning through experience*

*Learn by doing*

- Use any initiative for value creation as a learning opportunity
- Learn with others, including peers and mentors
- Reflect and learn from both success and failure (your own and other people's)

“Entrepreneurship is as much about the change and learning that the individual entrepreneur experiences by interacting with the environment as the change and value creation the entrepreneur causes through his/her actions. Learning and value creation are thus seen as two main aspects of entrepreneurship (...). Letting students try to create value to outside stakeholders will then result in development of entrepreneurial competencies” (1).

"I hear and I forget, I see and I remember. I do and I understand" *(Confucius)*

“Create an ecosystem for learning based outside schools or online” (2)

"Lifeworthy: Likely to matter in the lives learners are likely to live” (3).

As experience is at the heart of *learning-by-doing*, the **L33n grid** aims to provide experiences to the students who become active participants, not merely observers. This inspires and encourages active learning because the students assume a responsible role, find ways to succeed and develop problem solving tools by themselves, use their creativity and apply the skills they learn to their daily life situations.

**Inspiration**

**Well-being**

Ethical and sustainable thinking

Assess the consequences and impact of ideas, opportunities and action

- Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment
- Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- Act responsibly

"this part of students' talent-development is linked to empowering and enabling them to create societal value and take up societal challenges. The entire entrepreneurial mindset the OPEDUCA-approach brings forth eventually feeds the youngsters’ capacity and trust to understand and take a pro-active attitude towards Sustainable Development at large - enabling and empowering them to be(come) the entrepreneurs of a more sustainable future" (1).

"Attain a secure sense of self, with identified sources of personal nourishment and renewal. Learn responsibility for personal health, fitness and well-being" (2).

Invite entrepreneurs to tell how their entrepreneurship not only increases their own feeling of well-being but also allows them to expand their ‘circle of concern’. Invite people of local communities to tell about their needs. Invite social entrepreneurs to show how needs are transformed in opportunities to create well-being. Link educational entrepreneurship to increase learner’s well-being.

**Well-being is a recurring theme in the entrepreneurs’ athenaeum. Both the documentary, the blog, the ecology game and the learning snacks address this link between well-being, social entrepreneurship and educational entrepreneurship.**

**Inspiration**

X (AKA THE UNKNOWN)

Creativity

Develop creative and purposeful ideas

- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges
- Explore and experiment with innovative approaches
- Combine knowledge and resources to achieve valuable effects

“Educating for the unknown favors a vision of learning aggressive in its effort to foster curiosity, enlightenment, empowerment, and responsibility in a complex and dynamic world. It favors a broad and visionary reach for meaningful learning” (1).

4 Things You Learned in School That Make You Less Creative

How you can overcome your education and unleash your creativity

1. There is an answer. Find it and move on (= exam),
2. Avoid mistakes (= high grades),
3. Study what is going to be in the exam,
4. Make steady progress.

But...

1. We don’t know the answer yet,
2. There are many possible answers,
3. Stop avoiding situations in which you may make mistakes,
4. Embrace mistakes as paths to innovation,
5. You don’t know which information you are going to use,
6. There may be long periods of time in which you are reading, contemplating, sketching out ideas, and trying out possible solutions “(2).

The L33N cookbook helps you court the unknown by changing classrooms into entrepreneurship clubs, giving learners agency, engaging with crowd learning, sharing outcomes into virtual environments and consistently seeking questions for next webinars.

Inspiration

Coping with uncertainty, ambiguity and risk

Make decisions dealing with uncertainty, ambiguity and risk

- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes
- Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing
- Handle fast-moving situations promptly and flexibly

"NO feels safe, while yes is dangerous indeed. Yes to possibility and yes to risk and yes to looking someone in the eye and telling her the truth" (1).

"Learning to ‘anticipate, take and manage risks’ is one of the skills included in the cross-curricular Personal Learning and Thinking Skills framework for pupils aged 11 to 19, which is intended to support and complement learning within the curriculum subjects. This offers scope for risk taking to be incorporated across the curriculum and for young people to be encouraged to be more adventurous and experimental in their learning (…)

Research findings suggest that entrepreneurs categorise equivocal business scenarios more positively than other people, that they are more likely to perceive:

- strengths rather than weaknesses
- opportunities versus threats
- potential for performance improvement versus deterioration" (2)

As can be learnt from the L3N documentary Entrepreneurial Learning/Teaching is about leaving your comfort zone. That is the big risk all participants faced in the L3N journey.

Inspiration

Spotting opportunities:
Use your imagination and your abilities to identify opportunities for creating value

- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape
- Identify needs and challenges that need to be met
- Establish new connections and bring together scattered elements of the landscape to create opportunities to create value

There are a lot of scaremongering stories nowadays:
“While few occupations are fully automatable, 60 percent of all occupations have at least 30 percent technically automatable activities” (1).

There is a lot of pressure on education to empower learners for the future:
“Today, education has to be about learning to thrive in a transforming world” (2).

And of course, there is a lot of criticism on education, even entrepreneurship education, for not living up to societies needs and expectations. Roger Schank, for instance, discusses “The National Content Standards for Entrepreneurship Education”:

- Explain the need for entrepreneurial discovery
- Discuss entrepreneurial discovery processes
- Use external resources to supplement entrepreneur’s expertise

This list continues and outrages him because
“There has always been our school system where knowing, explaining and describing always win out over doing and learning from one’s own mistakes” (3).

The L33N Cookbook therefore refrains from teaching about entrepreneurship. It inspires learners to co-create new avenues in the future through experiencing, experimenting, listening, collaborating, reflecting, creating and sharing.

Inspiration
**The entrepreneur’s Athenaeum**

*Modified from the “Living Library” method by KATI ORAV*

**WHAT?**
The Entrepreneurs Athenaeum works as a Living Library. But where Living Library is an equalities tool that seeks to challenge prejudice and discrimination, our Entrepreneurs Athenaeum is an approach to dive into the world of entrepreneurs.

It works just like a normal library: students can browse the catalogue for the available titles, choose the Book they want to read, and borrow it for a limited period of time.

After reading, they return the Book to the library and, if they want, they can borrow another. The only difference is that in the Living Library, Books are people - the entrepreneurs, and reading consists of a conversation.

After the conversations students will work in groups to co-create a model or scheme about “How to become an entrepreneur?”

**WHY?**
- Cooperation between schools and entrepreneurs;
- Students can dive into the world of entrepreneurs;
- Students can get ideas what to do with their lives and studies;
- Entrepreneurs can share their experiences and introduce their company as well;
- One of the benefits for entrepreneurs can also be the possibility to find new talents for their company.

**WHO?**
- Students between ages 12 and ..... who are curious about life;
- Teachers who want their students to have an entrepreneurial mindset;
- Local entrepreneurs who are ready to share their stories and recruit new talents and ideas.

**HOW?**
- Students choose an entrepreneur they want to listen to. They can go alone but they can also work in small groups (not more than 3 students). It depends on how many students and how many entrepreneurs you have;
- The talk with the entrepreneur takes 20-30 minutes (depends on your timeframe). The students use the template “Entrepreneur” for taking notes;
- You can do as many sessions you like and your timeframe allows.
- After the conversation(s) students divide into groups (not more than 5 students). Preferably not those who were talking with the same entrepreneur(s);
Entrepreneurs are free to go or if you want them to see the results it is time to offer them a nice cup of coffee :)

For 15-20 minutes students will use the template “Group harvesting” to share with others what they wrote down and to harvest together certain things from the conversation(s). Feel free to draw this template in a bigger paper so they can fill it in all together;

Within 20-30 minutes the group will draw a model or scheme about “How to become an entrepreneur?”

Groups will present their work;

Please, give them feedback and if you have your entrepreneurs around- let them give the feedback too;

Students can get some prize or badge.

THE WHOLE PROCESS WILL LAST MINIMUM 1,5 HOURS, PREFERABLY AT LEAST 3 HOURS OR MORE :) 

Entrepreneurship Ecology

by Jani Turku

Chapter on entrepreneurship ecology and how policy makers can use the board game to create a mindshift.

Entrepreneurship and Intrapreneurship

Entrepreneurship is an important engine of growth in the economy, but entrepreneurship means different things to different people. Basically, entrepreneurship encompasses a commitment to turning an idea into a profitable business. Entrepreneur has been defined as “a person who starts, organises and manages any enterprise, especially a business, usually with considerable initiative and risk. Entrepreneur is someone who can take an idea, whether it be a product or service, and turn that concept into reality and not only bring it to market, but make it a viable product or service that people want and need.

Intrapreneurship refers to the broad definition of entrepreneurship: Intrapreneurship is the act of behaving like an entrepreneur while working within a large organisation.
Intrapreneurship refers to employee initiatives in organisations to undertake something new, without being asked to do so. Intrapreneur is a person who takes direct responsibility for turning an idea into a profitable finished product through assertive risk-taking and innovation. Intrapreneurs are usually highly self-motivated, proactive and action-oriented people who are comfortable with taking the initiative, even within the boundaries of an organisation, in pursuit of an innovative product or service.

Intrapreneurship can be a step toward entrepreneurship, since intrapreneurs typically use their creativity for enhancing existing goods and services and filling greater needs in the
marketplace. When utilizing these skills within the safety of a corporation, this lets the intrapreneur test theories and determine the most effective methods for solving problems.

**Entrepeneurship Ecosystem**

A favorable entrepreneurial environment and economic development strategy is called the entrepreneurship ecosystem. Entrepreneurship stakeholders may include government, schools, universities, private sector, family businesses, investors, banks, entrepreneurs, social leaders, research centers, military, labor representatives, students, lawyers, cooperatives, communes, multinationals, private foundations, and international aid agencies. Six domains of entrepreneurial ecosystem identified are

- Markets,
- Policy,
- Finance,
- Culture,
- Supports, and
- Human Capital.

Each entrepreneurial ecosystem is unique. Although any society’s entrepreneurship ecosystem can be described using the same six domains, each ecosystem is the result of the hundreds of elements interacting in highly complex and idiosyncratic ways. It is useful to assess each regional entrepreneurship ecosystem to specify causal paths at specific points in time, determining generic causal paths are less useful. Withstanding entrepreneurship ecosystems become relatively self-sustaining. Once the six domains are strong enough, they are mutually reinforcing, and society does not have to invest quite so much to sustain them. The entrepreneurship ecosystem is just like any natural ecosystem - it is balanced only when all of its components are in harmony.

**Educational Entrepreneurship Ecosystem**

Educational entrepreneurship is founded on the belief that entrepreneurial mindset is a powerful force to positively impact education outcomes, prepare people for a rapidly changing world, and empower them to play a role in shaping the future.

Educational entrepreneurship should be collaborative - it should be a true collaboration between educators, students, developers, designers and business professionals, and this will result in high-impact education solutions. Learning outcomes will matter above all—but what counts as learning outcomes may move beyond simple disciplinary words and skills. But in the end it’s all about the people in the classroom.

Educational entrepreneurship ecosystem consists of similar elements as Entrepreneurial Ecosystem. System can consist of benefactors, services, courses, and experts who promote entrepreneurship through education. To assess entrepreneurial ecosystems, we can define a set of domains, e.g.: 
To determine the complexity and quality of these domains in each local setting, we have to identify what is available locally and what should be developed further to enable a fully functional educational entrepreneurship ecosystem.

**Introducing the Educational Entrepreneurship Ecosystem through frame game Game**

**Overview**

Since every Educational Entrepreneurship Ecosystem is different, we decided to create a frame game that illustrate the various elements and the goal is to get the local players hands-on in defining and determining the strengths and weaknesses of local environments and policies. The game is intended to influence the policy makers to create a mindshift and leading them to take action for better local educational entrepreneurship ecosystem.

**Game components and preparation**

**Elements of the frame game include:**

1. **Domains**
   
   You can use the set of domains mentioned above or if playing with advanced players, let them develop their own elements freely.
   
   Typical material: different color paper sheets, index cards, Lego plates, etc.

2. **Agents**

   Typical material choice: post-it notes, coloured paper sheets, board game markers, wooden blocks, small Lego sets etc.
3. Connections

Typical material choice: strings, suitable Lego parts. If the whole game is done on flipchart, then drawing just with markers might do the job.

**Remember! Since this is a frame game and you co-create with the players on the go, any material goes.**

Whatever your choice of materials is, prepare them beforehand and have plenty. Once your team starts playing, the game flow shouldn’t be interrupted by material problems. Best materials are not too well defined materials where imagination has room to wiggle.

**Game Setup**

0. Introduce entrepreneurial ecology and Educational Entrepreneurship Ecosystem briefly. Divide people into teams of 2-8 people and have them choose their playing environment to suit their inspiration.

1. Announce the time limit for the first round, anywhere between 30 to 90 mins. Teams will develop their first version in this round. If there are several teams playing, after first round have people go around different games and be inspired about others’ creations.

2. Second round (20-60 mins) is the enhancement round where the team checks if all the elements are in place and add any missing pieces. Teams are free to copy the best ideas or elements from other games and develop further. End of this round is another demonstration, i.e. show and tell, round to all people involved.

3. Third round, i.e. second enhancement round. If teams need, you can add more enhancement rounds, usually two rounds is sufficient. If you feel adventurous, have teams switch games and further develop other team’s

4. Documentation round and wrap-up. Have people take pics, shoot a video or create a blog post on their achievements and creations. If possible, let the games stay in their place and let other people try the out.

**Game Goal**

Ultimate game goal is to create your own frame game around educational entrepreneurial ecosystem. It can be a quiz, actual board game or anything else. In many cases it’s not an actual game but it’s a concrete manifestation of local environment and how to move forward towards better ecosystem. The discussion and development is very important aspect of the game itself, sometimes even more than the end result. The creative process is prone to provoke ideas, deepen development aspects, and show weaknesses and strengths of local systems. Through playing and developing the game as you play, can easily mind-shifts and action to improve your local educational entrepreneurial ecosystem.
And you are welcome to visit our website and Grid:
https://l33n.eu/learning-environment/

LEEN virtual learning environment