

Educational Entrepreneurship Index




Mifras developed a tool that is the first of its kind, for assessing entrepreneurship in educational organizations.

The tool includes: **An online questionnaire** | **A toolkit for dealing with challenges** that were identified using the questionnaire.

In this manner, key people in the education world can examine, monitor and improve performance over time in fields of educational entrepreneurship, both on the level of macro-policy and on the level of the school. This is a revolutionary tool for anyone aspiring to develop educational entrepreneurship.

The professional aspect of the index was developed by Mifras staff, with the help of leading researchers in the field of educational entrepreneurship*. Development was based on theories from the worlds of entrepreneurship, management and education and relies on the vast knowledge accumulated during work on development of initiatives in hundreds of schools.



The questionnaire refers to three dimensions of the school entrepreneurial ecosystem and answers questions such as:

Initiatives

How many initiatives are there at the school? What are the fields of interest in which initiatives are developed? Who helps develop the initiatives? What is the extent of the initiatives' impact on the educational work?

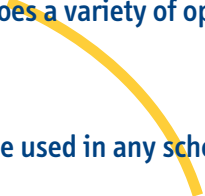
Entrepreneurs



How passionate are the teachers about developing initiatives and promoting initiatives at the school? To what extent do they feel they can do this? How prepared are they to take risks?

Entrepreneurial culture

Is there organizational motivation to promote entrepreneurship? Does the school have the required skills for encouraging entrepreneurship among the teachers? Does a variety of opportunities for the teachers to promote an initiative exist?




The index can be used in any school around the world, in English or in any other language.

For details, please contact us at: contact@mifras.org

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*The index was developed in collaboration with Miri Yemini, PhD, the Department of Educational Policy and Administration, Tel Aviv University, Uri Eyal, PhD, head of the Policy and Administration Program, School of Education, Hebrew University of Jerusalem, and Yael Steimberg, PhD, the Institute for Democratic Education.



Developing an Educational Initiative



Our Methodology for Mifras fellows community of practice

Our 3D process involves development of entrepreneurs, entrepreneurial culture and initiatives through the following steps:

The spark

Searching for an innovative initiative that involves dreaming and inspiration, alongside a concrete process of mapping and defining the important, core needs of the school.

The quest

Deep, comprehensive learning and investigation which leads to identification of different and innovative courses of action.

Zoom in

Focusing, continued learning and investigation, directed towards finding innovative, impactful breakthroughs. The innovative initiative's backbone begins to form.

Design

Design of the initiative's implementation process. The outcome is an "initiative book", the educational equivalent of a business plan.

Execution

Making the dream a reality. Implementation of the initiative plan and active handling of barriers, challenges, stakeholders' dynamics and resistance to change.





Guiding principles

1. Teamwork: the process of entrepreneurship is carried out with a leading team formed by relevant stakeholders.

2. Innovation & impact: significant, innovative, impactful and sustainable initiatives. For the school or the education system in which the initiative is implemented, providing solutions to core, important needs.

3. Practicality: the process is highly implementation oriented. The initiative receives the support required for implementation during the second half of the process.

4. Continuity & sustainability: development of a mindset, skills and tools for the entrepreneur and the team, directed towards the establishment of an infrastructure for entrepreneurial culture and ecosystem that will allow continued development and implementation of the specific initiative as well as other future initiatives.

5. 1:1 & group support: all stages are carried out with the support of the Mifras fellows community of practice and program facilitators/mentors.

For more details, please contact: contact@mifras.org or visit our website: Mifras.org/Eng



Mifras Global and Local Programs

Generating innovative educational initiatives

| Program | Content | Participants | Time frame |
|------------------------|---|---|---|
| THE GARDEN | Educational Entrepreneurship Boot-Camp: a short but intensive process for methodologically designing and kicking-off innovative initiatives to meet core educational needs. | Key figures in the education system. School principals; local and government authorities; top-talent teachers | 5-10 days |
| THE "THINK & DO" TANKS | Educational Leaders Design Breakthroughs: a short and focused group process for achieving breakthroughs in major challenges of day to day education. Methodologically designing new models or integrating existing effective models, which may be implemented later in a more extensive Manner: | Senior field education leaders and key figures in education authorities | 6 * 3 hour sessions over 3-4 months or 3-5 consecutive days |
| THE GREENHOUSE | Educational Entrepreneurship "Hackathons": an intensive and collaborative event for innovative and ground breaking educational developments. A multidisciplinary marathon to meet global or local core educational needs | Multiple and diverse professionals, representing different disciplines, roles, approaches, hierarchies etc. | 1-3 days marathon |
| THE INCUBATOR | Mifras Fellows Community of Practice: educational entrepreneurship incubator. The full, deep and thorough individual and group process for methodologically designing and implementing innovative initiatives in schools and other parts of the education system. | Key figures in the education system. School principals; local and government authorities; top-talent teachers | 1-2 years. Once every 2 weeks Group and 1:1 processes |



Program

Content

Participants

Time frame

THE HUB

Educational Generator Training: training and mentoring of local professionals to be implementers of Mifras methods and tools, to become leaders of educational entrepreneurship development and implementation processes.

Professionals from the fields of: education; mentorship and group facilitation; entrepreneurship

Flexible – according to the specific needs and framework

May also serve as a core team for establishment of THE LANDSCAPE (below)

THE LANDSCAPE

Establishment of Educational Entrepreneurship Ecosystems: consultation for the establishment of national, municipal or private educational entrepreneurship ecosystems. Supporting the overall establishment of multi-channel operations which generate and implement innovative initiatives in all aspects of education

Educational macro-level organizations, public and private education networks, municipal and government education entities

Flexible – according to the specific needs and framework

Establishing a 3D Educational Entrepreneurship Ecosystem

We also welcome people and delegations to our headquarters to learn about our methods and tools and visit our entrepreneurial schools.

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Mifras - Educational Entrepreneurship Incubator



*Mifras - Hebrew for sail

Can school be a startup incubator?

(social, pedagogical, communal or technological)

Can it be a playground for entrepreneurs?

A house of entrepreneurship and innovation?

At Mifras we know it can happen. Schools can methodologically become ecosystems of entrepreneurship, innovation and improvement in all aspects of their educational, social and pedagogical work.

We believe that transforming educational ecosystems into spaces where bottom-up entrepreneurship and innovation really happen is essential for making education relevant and effective.

We consider our target audience – principals and their staff, who promote entrepreneurship and innovation – a continuous engine of growth. They are familiar with the challenges and community within which they work, thus any innovation developed among this population is expected to be innovative, sustainable and able to evolve over time.

All the principals participating in our various programs, implement at least one significant innovative initiative, relevant for their school and community. Mifras programs provide guidance and support until actual implementation of initiatives in the school.

3D Entrepreneurship

Developing an Entrepreneurial and Innovative Ecosystem in Education

Mifras drives improvement in the education system through the development of initiatives, entrepreneurs and entrepreneurial culture.

We view entrepreneurship development and innovation as a 3D process, using unique tools and methodologies.



Our incubator deals with:

- ① **Entrepreneur development:** The educational leader leading the initiative together with the school staff. Will and motivation, alongside ability and skill. At the center of the process are courage and fear, dreaming and practicality, proactivity and influence without authority, leading changes and engaging stakeholders.
- ② **Initiative development:** Our process is action-oriented. The best way to learn and develop is through planning the initiative and implementing it in an effective and sustainable manner. This process emphasizes aspects of innovation, dreaming, investigation and creation, teamwork, partnership with stakeholders, providing effective solutions to educational needs and actual, long-term implementation.
- ③ **Entrepreneurial culture development:** Developing an ecosystem that promotes growth of continuous entrepreneurship. Establishment of the school and the entire education system as a system that generates, encourages and implements initiatives of position holders, principals, teachers and students. This process emphasizes aspects of management and of forming infrastructures that promote entrepreneurship, as well as education for entrepreneurship, activism and creativity, while recruiting partners inside and outside the system and expanding to the community.

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