



HANDBOOK

YOUNG ENTREPRENEURSHIP DEVELOPING IN ACTION

YEDAC Handbook, September 2015

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ABOUT THE HANDBOOK

A COOKBOOK TO ENTREPRENEURIAL LEARNING

This handbook is a cookbook to the integration of entrepreneurship in learning in secondary schools in Europe. It presents the models and tools from the European project YEDAC:

- The entrepreneurial learning model
- The entrepreneurial learning process model
- Method cards
- Examples

The main goal of YEDAC and this handbook is to develop the entrepreneurial mindset in young people as part of their daily learning in school.

ABOUT YEDAC

YEDAC - Young Entrepreneurs Developing in Action - is an EU-project focusing on developing young people's entrepreneurial competences. It is thereby supporting the agenda of the European Commission to support and enhance the entrepreneurial attitude of young people.

The YEDAC project has developed models to integrate the entrepreneurial mindset into the subject matters and the daily teaching in European schools. The tools and models developed in the project have been tested by teachers and their pupils in schools all over Europe and used worldwide.

WHAT IS ENTREPRENEURSHIP?

Entrepreneurship is to be understood in the wider sense of the word. It is an attitude or an approach to life and learning. It emphasises the will and the ability to influence on one's own future as well as to take responsibility for one's own life and activities, such as learning or income.

This kind of mindset requires a number of entrepreneurial competences. In YEDAC they are defined as being able to:

- Take initiative
- Communicate in different settings
- Find and utilise possibilities
- Sell ideas
- Take risks and responsibilities
- Realise ideas
- Create products/services that are of value for others

WHY ENTREPRENEURSHIP?

Europe is facing many global challenges (economically and environmentally) as well as a general change in work culture. The society has moved from an industrial society based on employment to a global knowledge society based on innovation and project-based work. This requires a new entrepreneurial mindset and culture.

Schools in Europe have a special and important task in supporting and developing this entrepreneurial mindset. A focus on entrepreneurship during schooling and education prepares students for a future demand for innovation, initiative and entrepreneurial spirit.

THE ENTREPRE- NEURIAL LEARNING MODEL

IT'S ABOUT LEARNING CULTURE

ABOUT THE ENTREPRENEURIAL LEARNING MODEL

The entrepreneurial learning model describes five categories that have to be considered when planning entrepreneurial education:

1. Entrepreneurship as a competence
2. Real-world learning environment
3. Participative learning culture
4. Empowering learning activities
5. Contextualised curriculum

The model is illustrated graphically as gears. These gears illustrate that all categories need to be involved and working together.

Use the model to frame the reflection about entrepreneurial education and as a model to support the dialogue with other teachers.

THE ENTREPRENEURIAL LEARNING MODEL



TALK WITH YOUR COLLEAGUES ABOUT

ENTREPRENEURSHIP AS A COMPETENCE: Take all 7 entrepreneurial competences into account when planning entrepreneurial teaching. This gear is placed in the middle, since the development of these competences are the main aim.

REAL-WORLD LEARNING ENVIRONMENT: Widen up the learning environments that surround education, so they include the surrounding world. The learning environments have to allow the students to work with external partners like for instance local stakeholders, entrepreneurs or experts.

PARTICIPATIVE LEARNING CULTURE: Make sure that students, teachers and external partners work together as partners in collaborative and co-creative networks. If possible, teachers should work in teams and as facilitators and, ideally, involve the whole school culture.

EMPOWERING LEARNING ACTIVITIES: Facilitate learning activities that support students in following their own ideas and making their own choices. That means active and explorative learning that allows students to take responsibility for their own learning.

CONTEXTUALISED CURRICULUM: Make sure that entrepreneurial learning is based on the national or local curriculum in such a way that learning objectives in the different subject matters are integrated into a real world context where they make sense and can be used in entrepreneurial projects.

THE ENTREPRE- NEURIAL LEARNING PROCESS MODE

IT'S ABOUT LEARNING PROCESSES

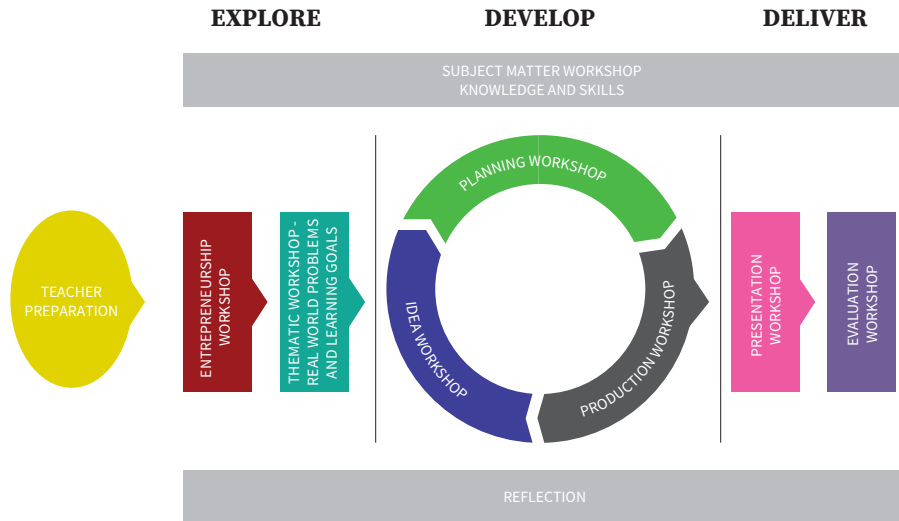
ABOUT THE ENTREPRENEURIAL LEARNING PROCESS MODEL

The entrepreneurial learning process model illustrates how learning activities can be organised.

The process consists of three main phases: **explore, develop and deliver**. These steps are divided into workshops. A workshop here meaning intensive learning activities with a specific activities: entrepreneurship; real world themes; development of ideas; planning; production; presentation and evaluation.

This does not have to be a linear process. It is ideal that the students move through loops in the project phase when needed.

THE PROCESS MODEL



ELEMENTS IN THE PROCESS MODEL

EXPLORE

ENTREPRENEURSHIP WORKSHOP: Teacher and students develop a shared understanding of the concepts of entrepreneur, entrepreneurship and entrepreneurial competences, and find illustrative examples. Students assess their entrepreneurial competences.

THEMATIC WORKSHOP: The teacher presents a topic relevant for the region and the learning objectives related to the topic. The students start doing research on the topic.

DEVELOP

IDEA WORKSHOP: Students and possible partners collaborate on developing ideas for services, solutions or products connected to the topic. The best ideas are selected for further development.

PLANNING WORKSHOP: With support from the teacher the students form teams, set individual learning goals and plan the specific projects. Production workshop: The students develop their ideas, service, concepts or products and produce prototypes. If possible the prototypes are tested in a real-world setting.

DELIVER

PRESENTATION WORKSHOP: The students present their work and the future perspectives on implementing the idea in a real-world setting.

EVALUATION WORKSHOP: The students evaluate the process, their own competences and the learning goals.

TRANSVERSAL

SUBJECT MATTER WORKSHOPS should be integrated continuously in the entire working process to ensure that the students are provided with opportunities to integrate and gain knowledge and tools from the subject matters.

REFLECTION: also make also sure that there is room for the students to reflect on the process, experiences and new knowledge continuously during the process.

METHOD CARDS

IT'S ABOUT FACILITATING

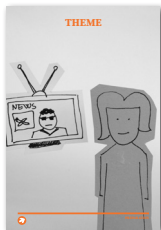
ABOUT THE METHOD CARDS

YEDAC method cards are process tools for the teacher and students. In combination with the entrepreneurial learning process model the cards support and facilitate the learning activities. Every card contains a short and precise explanation of a method or tool to ensure progression in the process. There are about three method cards connected to each workshop.

Though please use the cards with flexibility. Feel free to change the order of the cards. Skip or add cards if it seems fruitful.

METHOD CARDS FOR

TEACHER PREPARATION WORKSHOP



You and your team can choose a theme for the project by seeking inspiration from current stories in the media or pending trends on the Internet.

It is important that the theme:

- Is broad, since this will enable the pupils to follow their own interests within the theme.
- Has relevance to the pupils' lives
- Gives opportunities for cooperation with external parties – preferably in the local area
- Makes it possible to work with subject content and within the curriculum

Describe the theme, and supply the description with pictures, film or links, so you are able to present it to the pupils.

The pupils can alternatively choose between two or three relevant themes.

METHOD CARDS FOR

TEACHER PREPARATION WORKSHOP



Entrepreneurship calls for co-creation and contact with the world around the pupils. Therefore it is recommendable that you in advance find possible partners for co-operation. Partners can be found in local companies, institutions or societies or NGOs.

Be very specific when you explain to the partners what is expected of them.

They might be asked to:

- Provide inspiration for producing ideas
- Receive visits from the pupils
- Act as sparring partners for the pupil's ideas and prototypes
- Participate in evaluating the pupil's projects and working processes

Consider involving the pupils in defining their expectations to the external partners.

METHOD CARDS FOR

TEACHER PREPARATION WORKSHOP



Select learning objectives for the project in advance.
It is important that the learning objectives:

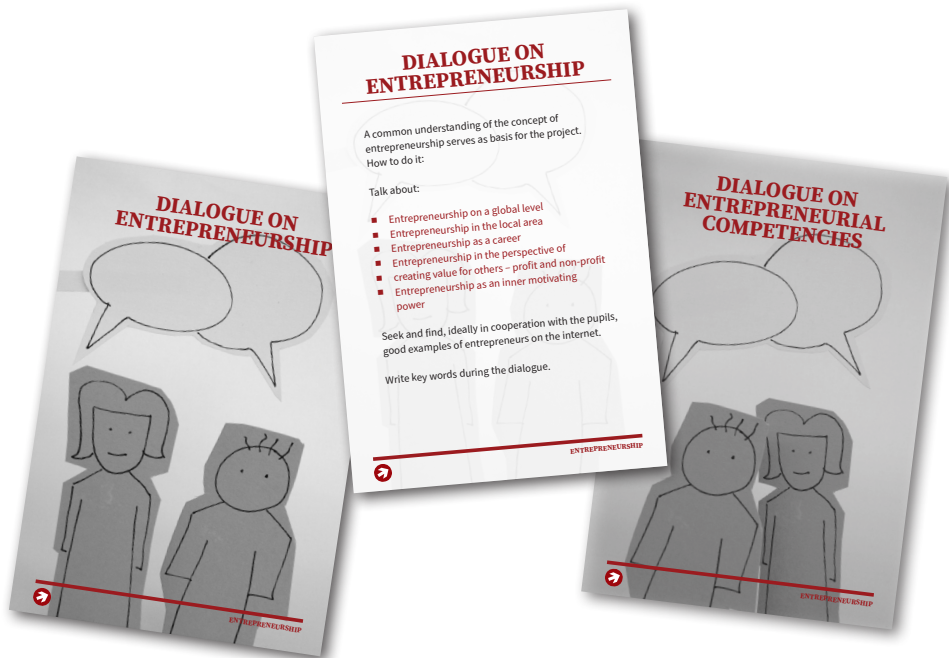
- Are found in the curriculum
- Have a clear relevance
- Are specific and precise
- Are easily communicated to the pupils

The learning objectives function as the academic point of orientation during the working process.

They are also the basis for reflection and evaluation.

METHOD CARDS FOR

ENTREPRENEURSHIP WORKSHOP



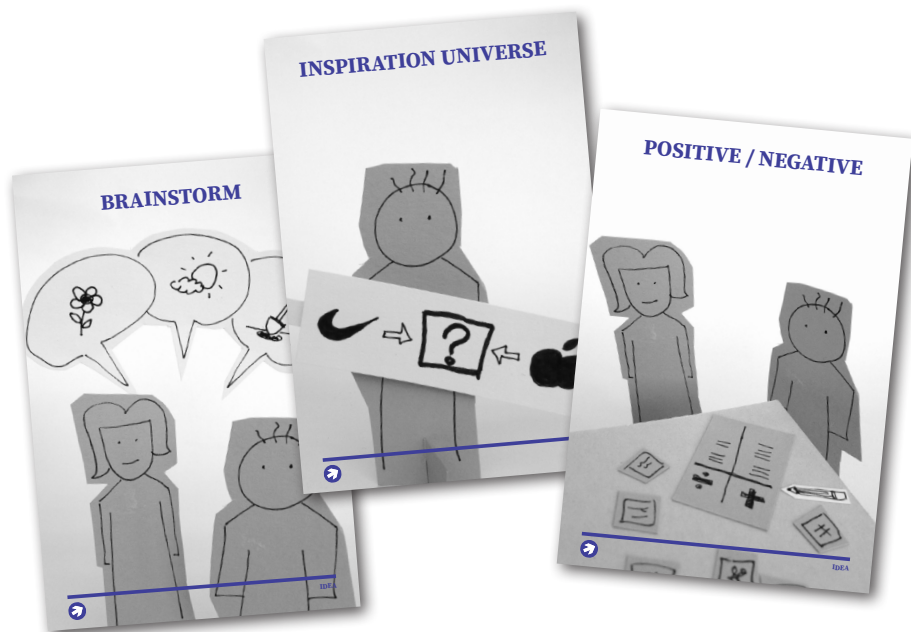
METHOD CARDS FOR

THEME WORKSHOP



METHOD CARDS FOR

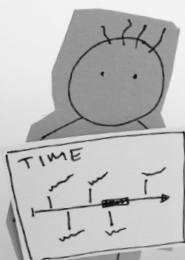
IDEA WORKSHOP



METHOD CARDS FOR

PLANNING WORKSHOP

TIMETABLE



PLANNING

ROLE ASSIGNMENT

Making a role assignment can ensure you the best possible use of your individual interests and abilities.

How to do it:

Talk about what each of you would like to do. You can also use your personal assessment cards from earlier in the process.

- What are your academic strengths?
- What are your strengths when cooperating with other people?
- What are you good at when working alone?
- What are your individual interests?
- What are your individual wishes and desires?
- How and in what areas would you like to be challenged?

Now find your timetable and write down a responsible person for each activity. After that write down who is cooperating on each activity. Now each of you is able to make a personal plan containing all assignments, activities and deadlines.



PLANNING

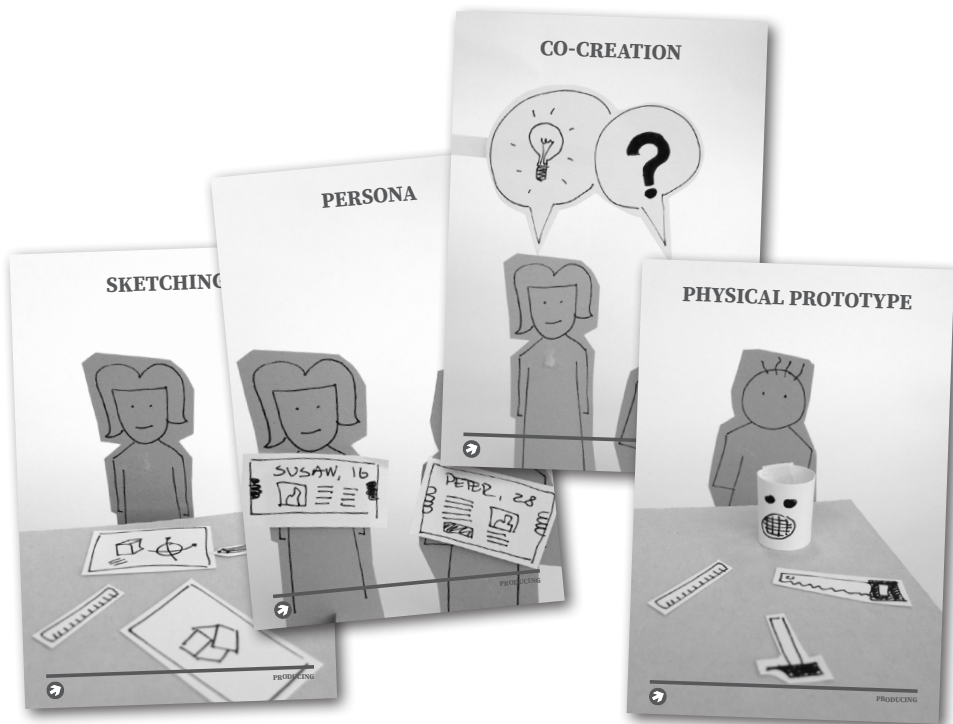
ROLE ASSIGNMENT



PLANNING

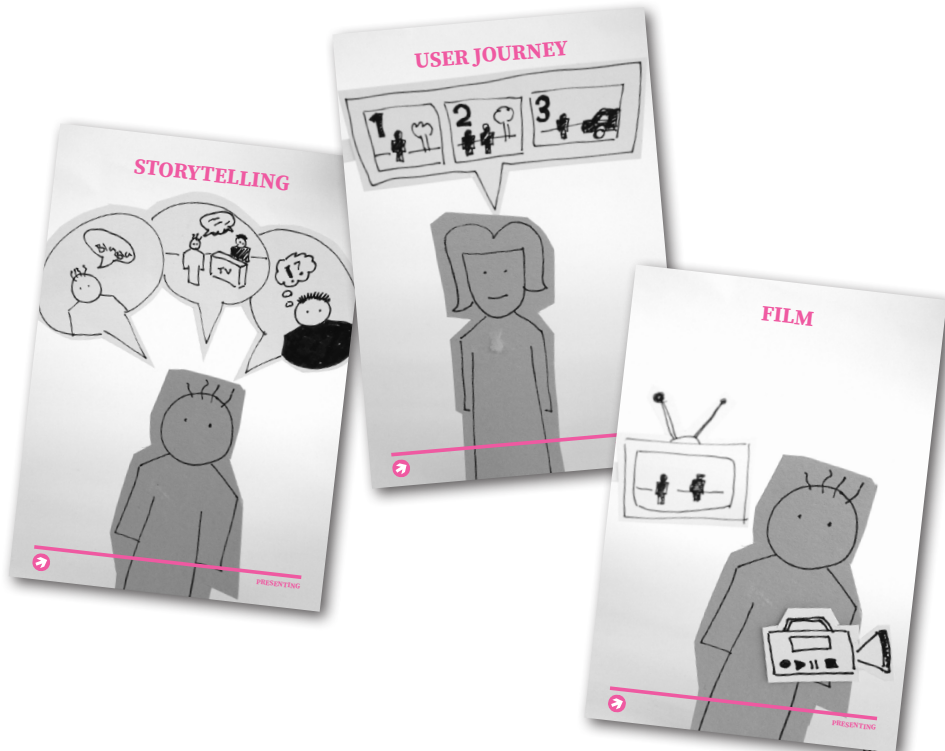
METHOD CARDS FOR

PRODUCTION WORKSHOP



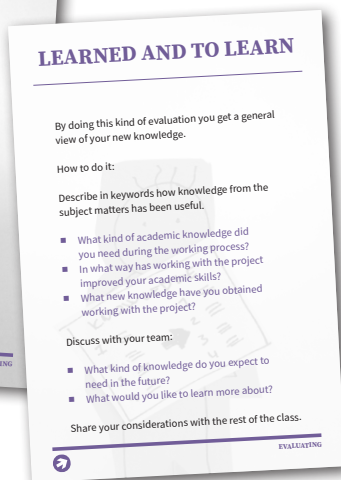
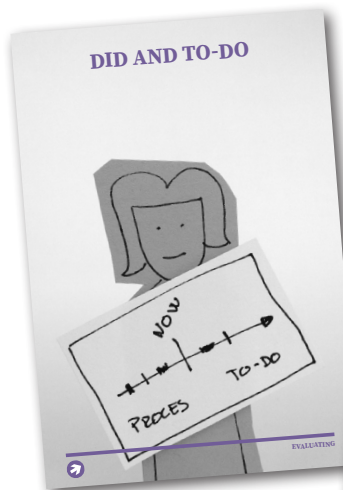
METHOD CARDS FOR

PRESENTATION WORKSHOP



METHOD CARDS FOR

EVALUATION WORKSHOP



A TOOLKIT FOR THE STUDENTS

A toolkit for the students has been developed in the YEDAC-project. It is called “YEDAC Toolkit”

The toolkit contains the entrepreneurial learning process model and the method cards. Each workshop is explained and provided with the right set of cards to make it easier for the students to work in a self-directed way.



**8 STEPS RECIPE FOR
ENTREPRENEURIAL
LEARNING AND TWO
INGREDIENTS**

1: PREPARE

Collaborate with colleagues to planning the entrepreneurial learning process.

Choose a relevant theme – or, alternatively, choose a couple of themes for the students to choose from. The theme has to be related to the real world, ideally the region or the local community.

Then find possible partners for cooperation. Partners can be found in local companies, public institutions or NGOs. Be specific when explaining to the partners what is expected of them.

Formulate and contextualise the learning objectives for the project. Make sure that the learning objectives are related to the curriculum, as well as to the real-world themes.



METHOD CARDS RELATED TO PREPARE:

Theme, Network, Learning objectives

2: ENTREPRENEURSHIP WORKSHOP

Explore the entrepreneurial mindset together with the students. Arrange a dialogue in the classroom and discuss the different aspects of the entrepreneurial mindset.

Focus on questions like: What is an entrepreneur? What values do entrepreneurs appreciate? What does it take to become an entrepreneur? What is an entrepreneurial attitude or an entrepreneurial mindset?

Illustrate entrepreneurship as a career opportunity and as a mindset. In collaboration with the students, find good examples of real-life entrepreneurs and real-life entrepreneurial behaviour.

Make sure that the entrepreneurial competencies are introduced. Let the students do self-assessment regarding their entrepreneurial competences.



METHOD CARDS RELATED TO ENTREPRENEURSHIP:

Dialogue on entrepreneurship, Dialogue on entrepreneurial competencies, Self-assessment

3: THEMATIC WORKSHOP

Present the theme and the possible public agendas or problems connected to this theme.

Present the students to the methods: Observation, Interview or Desk research.

Let the students gain different kinds of knowledge about the theme. The knowledge will be valuable when the students have to come up with ideas for projects.

CONSIDER:

- How to integrate subject matter workshops
- How to make the students reflect on their new Knowledge



METHOD CARDS RELATED TO THEME:

Desk-research, Interview, Observation

4: IDEA WORKSHOP

Present different tools for generating good ideas from the students. Let them use the methods: Brainstorm or Inspiration universe. The ideas should be related to the theme in some way – either concerning a specific problem or just addressing the theme in general.

Present the students to objects, pictures, and/or universes that can inspire them. Also make the students reflect on what their own personal interests are and let them use that when generating ideas.

Support the students in the process of selecting the best ideas for further development. Use the method: positive - negative.

CONSIDER:

- How to integrate subject matter workshops
- How to make the students reflect



METHOD CARDS RELATED TO IDEA:

Brainstorm, Inspiration universe, Positive - negative

5: PLANNING WORKSHOP

Guide the students in forming their teams.

Present to the students a list of possible learning goals connected to the involved subject matters. This will inspire the students and make them set realistic goals for themselves.

Help the students describe their projects in terms of planning the time, roles and tasks. Use the methods: Time table and Role assignment. Students, teachers and, if possible, other experts should work as partners in the process.

CONSIDER:

- How to integrate subject matter workshops
- How to make the students reflect on eg. the process, the tools and their own roles



METHOD CARDS RELATED TO PLANNING:

Timetable, Role assignment, Individual learning goals

6: PRODUCTION WORKSHOP

The students should develop their products, processes or services according to their plans.

Use the methods: Sketching, Persona, Co-creation or Physical prototypes.

Talk continuously with the students about their work – their progress and their processes. Support them in changing the plan if they have to repeat certain steps. Support the students in giving each other feedback. It can also be helpful to let the students test their products or services on other students, entrepreneurs or potential users.

CONSIDER:

- How to integrate subject matter workshops
- How to make the students reflect on the process and their new knowledge



METHOD CARDS RELATED TO PRODUCTION:

Sketching, Persona, Co-creation, Physical prototype

7: PRESENTATION WORKSHOP

Set a time and a place for presentations. This could be at a fair, in a classroom or together with external stakeholders.

Make sure the students acquire the necessary skills to communicate their ideas and products.

Support the students in choosing the best presentation technique. Use the methods: Storytelling, User journey or Film.

Give the students constructive feedback and facilitate a process where the students get feedback from fellow students or other stakeholders.

CONSIDER:

- How to integrate subject matter workshops
- How to implement reflection



METHOD CARDS RELATED TO PRESENTATION:

Storytelling, User journey, Film

8: EVALUATION WORKSHOP

Arrange classroom dialogues and if possible also individual dialogues with the students in order to evaluate the project and the process.

Help the students make self-assessments regarding their individual learning goals and their entrepreneurial competences. Give them feedback and advice for further development.

Make the students write notes on their new knowledge, and how the subject matters were useful. Use the methods: Did-and-to-do and Learned-and-to-learn.

Make them also evaluate the working process reflecting on how to improve it in the future.



METHOD CARDS RELATED TO EVALUATION:

Did and to-do, Learned and to learn, Self-assessment

SUBJECT MATTER WORKSHOPS

Tools and new knowledge are crucial during the entire process.

Support the students in exploring the subject matters to find and gain the knowledge and tools needed to develop their products, services or solutions. Arrange workshops about subject matters and tools to make sure that the entrepreneurial work of the students is based on knowledge and skills.

Be flexible. The need for certain tools or certain knowledge might come instantly at some point in the working process.

Remember to make the students reflect on whether they are working towards their individual subject goals.

REFLECTION

Reflecting is crucial throughout the learning process. Make sure that the students reflect in every phase of the working process. Do this by making time and space for time and space for “reflection breaks”.

Support the students in reflecting on their project and their own development around the ideas, learning processes, learning outcomes and products or services produced in the projects.

It is recommendable that the students write down or film their reflections. The notes or video clips can play an important role when evaluating.

In the reflections, feedback from peers, teachers, external partners and other networks can be included.

EXAMPLES

FLOODING – CHOOSE A THEME OF IMMEDIATE IMPORTANCE

Team up with the local experts on sewerage and if possible an engineer. Use them as inspiratory inputs and if possible visit spots in the local area with flooding problems.

Let the students do research on sewerage, flooding and climate changes on a global and local level.

Challenge the students to come up with ideas for services or solutions that are related to flooding.

The students have to acquire and use knowledge from subject matters such as maths, science, art and mother tongue to come up with interesting and creative ideas.

Invite the external partners when the students present their products or services.

YOUTH AND MUSEUMS

– AIM AT A WELL-KNOWN TARGET GROUP

Collaborate with a local art museum. Museums often have difficulties reaching young people and arousing their interest in art.

Let the students come up with ideas for the museum on how to attract and interact with young people. In other words: Let the students use themselves as the target group for their ideas for/about products or services.

Integrate subject matters such as mother tongue, art, history and perhaps maths or English.

Support the students in testing their prototype on fellow students from the school and in getting valuable feedback for further development.

Let the students present their ideas at the museum for the experts from the museum.

FOCUS ON VALUES

– RECYCLING AS A FOCAL POINT

Reflect and have a class room debate on recycling. Focus on the value and positive effects of recycling.

Let the students collect used clothes and other objects from people in the local community. Let the students come up with ideas for how to reuse or redesign the collected items.

The students can either sell the new items or give them to charity. Make sure they reflect on how their initiative creates value and for whom.

Integrate and use knowledge from subject matters such as art, social studies, maths and mother tongue.

INTERESTS AND PASSIONS

– LET THE STUDENTS USE THEIR OWN WORLD

Focus on the local and individual favourite places of the students. Ask the students to explore 'their places' in their local areas: such as their personal places, places connected to leisure, culture or new places which they have discovered. Support the students in connecting the meaning of the place to a global context and presenting the favourite place to an exchange class from another country.

Involve relevant local stakeholders in the project, like local entrepreneurs and businesses, local organisations, cultural institutions etc. Integrate subject matters such as mother tongue, social studies, science and arts.

Let the students produce or frame new tourist spots, tourist brochures 'films' websites, blogs seen from a youth perspective, or personal or artistic presentations of well-known places.

READ AND LEARN MORE ABOUT...

— THE MODELS

- Models for developing and planning entrepreneurial education, www.yedac.eu
- Teacher guidelines, www.yedac.eu

— THE ROLE OF THE TEACHER

- Teacher guidelines, www.yedac.eu

— CONTEXT ANALYSIS

- Teacher guidelines, www.yedac.eu

— ENTREPRENEURIAL COMPETENCES

- Acquiring the key competence of a sense of initiative and entrepreneurship (Jaap van Lakerveld, Joost de Zoote), www.yedac.eu

— THE THEORETICAL FRAMEWORK

- Theoretical and conceptual background, www.yedac.eu

REMEMBER

WORK AS A PARTNER WITH STUDENTS

SUPPORT STUDENT SELF-DIRECTEDNESS

EXPLORE THE WORLD AROUND YOU

DEVELOP AND DISCOVER NEW AREAS OF THE SUBJECT MATTERS

DELIVER EXCITING IDEAS FOR NEW SOLUTIONS FOR A BETTER WORLD

**FIND MORE GOOD EXAMPLES
AND INSPIRATION**

WWW.YEDAC.EU — TEACHER GUIDELINES