YEDAC

YOUNG ENTREPRENEURSHIP DEVELOPING IN ACTION
LEARNING IN AN ENTREPRENEURIAL WAY

C. Bauer; S. Pustak; Pädagogische Hochschule Steiermark
ISBE-SIEC Conference Graz, August 2016
RESULTS OF THE CIP –PROJECT YEDAC

Cooperation of 5 Universities, Teacher Training Institutions (PLATO, NL; Laurea, Fi; University Sofia, Bu; PHSt, AT) and one Chamber of Commerce (Seville, E)
coordinated by the University of Lillebaelt, DK
2012 – 2015
Financed by EU DG Enterprise and Competition
THE YEDAC IDEA

Entrepreneurial learning in the broader sense:

- To promote **entrepreneurial learning** and
- **entrepreneurial teaching**
- in **entrepreneurial schools**
- together with **entrepreneurs**
- to achieve progress.
YEDAC has developed
- a model for entrepreneurial learning
- a learning process model
- teacher manual/toolkit for students
- Teacher Guidelines
- Website with resources/videos: www.yedac.eu
1. REASONS: EUROPEAN CONCERNS

- Growing pace of knowledge production
- New technologies
- Digital divide
- Youth un-employment
- Labour mobility and internationalization
- Health issues
- Aging population
- Political instability
- New position in the global economy
- Environmental issues
- International security
EUROPEAN CHALLENGES

- Prosperity
- Solidarity/Fairness
- Mobility
- Innovation
- Respect/Tolerance
- Peace
- Knowledge production/competence
- A Sense of Initiative and Entrepreneurship
2. SHIFTING VIEWS ON LEARNING
MULTIPLE ENVIRONMENTS

- Web 1.0 Websites
- Web 2.0 Social media, facebook, LinkedIn, Yammer, Apps
- Web 3.0 Fast interactive apps, semantic web
TWO RELATED STRANDS OF THE YEDAC PROJECT

1. Competence oriented learning
2. Learning by developing (LAUREA)
EU KEY COMPETENCES FOR LIFELONG LEARNING

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competences;
- **Sense of initiative and entrepreneurship**;
- Cultural awareness and expression.
INCLUDED IN ANY COMPETENCE
(EU REFERENCE FRAMEWORK, 2007)

1. Critical thinking (considers alternatives)
2. Creativity (invents new actions or things)
3. Initiative (sees opportunities, takes them)
4. Problem solving (acts strategically, finds new solutions)
5. Risk assessment (estimates risks before taking actions)
6. Decision making (identifies what decisions and makes them)
7. Constructive management of feelings (Keeps up the good spirit)
8. Adequate use of resources (knows when to make use of expertise)
9. Effectiveness (accomplishes what needs to be done)
10. Impact (makes things happen)
DOMAINE BASED AND TRANSVERSALE COMPETENCES

- Digital competence
- Learning to learn
- Social and civic competences
- Initiative and entrepreneurship
- Cultural awareness and expression
- Mothertongue
- Foreign languages
- Math and science
COMPETENCE ORIENTED LEARNING
COMPETENCE ORIENTED LEARNING

- Active learning
- Experiential learning
- Contextualized learning
- Explorative learning
- Collaborative learning
- Constructive learning
- Personalized learning
- Reflective learning
3. A SENSE OF INITIATIVE AND ENTREPRENEURSHIP

Entrepreneurship?
ENTREPRENEURSHIP?
ENTREPRENEURSHIP?
ENTREPRENEURSHIP?
ENTREPRENEURSHIP?
ENTREPRENEURSHIP?
ENTREPRENEURSHIP

- Seeking to create value
- Taking responsibility
- Taking risks
- Creative thinking
- Turning ideas into actions
- Innovative
- Self confident
- Inspiring
- Curious
- Persistent
- Making things happen
- (Self) Managing

Jaap van Lakerveld 2014
Entrepreneurship

Commercial Entrepreneurship:

..“the entrepreneur continuously seeks change, reacts on it and takes the opportunity ..“ (Drucker, nach Dees, 1998)

Social Entrepreneurship:

„Social entrepreneurship typically attempts to further broad social, cultural, and environmental goals often associated with the voluntary sector..“ (Wikipedia)
FOUR YEDAC QUESTIONS

What kinds of learning experiences does it take to develop this competence?
What does that imply for teaching?
What would be the implications for school programmes?
What does it imply for schools?
What does it take of other people/organisations beyond schools?
SCHOOL

- Entrepreneurial school at all levels
- Professional ethos
- Everybody is involved
- Ethics are made explicit
- Teachers and students are learning partners
Have an entrepreneurial mindset
Are good educators
Are professional learners
Have the professional autonomy needed to be adaptive to the needs of their students
Are aware of their own and their students’ challenges
Work together with partners inside and outside their school
SCHOOL PROGRAMMES

- Schools allowing for entrepreneurial activities
- partners/facilitators, rather than teachers
- room for multidisciplinary approach
- Contact with entrepreneurs
- Networking, peer work
- Rich learning environment
- Parental involvement
- Re-think home work as well as school work
YEDAC Entrepreneurial LEARNING MODEL

- Participative Learning Culture
- Entrepreneurship as a Competence
- Empowering Learning Activities
- Real World Learning Environment
- Contextualised Curriculum
SUPPORT FOR TEACHERS

TEACHER GUIDELINES
Compiled, authored and edited using materials from the Yedac project and texts
By Jaap van Lakerveld by Christa Bauer, PhD, 2015

TEACHERS TOOLBOX
Here you find materials and guidelines for your work with entrepreneurship education

The YEDAC Handbook, for teachers guides teachers in integrating entrepreneurship into daily teaching and in teaching of subject matters. Read it in EN, DA and BG

The YEDAC Toolkit, a guide the students in the entrepreneurial learning processes. Read it in EN, DA and BG

The YEDAC Teacher Guidelines explain the background and the moduls and tools in more details. Read it in EN

The YEDAC models

The YEDAC process model
The entrepreneurial learning process model illustrates how learning activities can be organised. Click on the model.

The YEDAC didactic model
The entrepreneurial learning model describes five categories that have to be considered when planning entrepreneurial education. Click on the model.

www.yedac.eu

DG Enterprise&Industry
WHAT GIVES US THE CONFIDENCE WE CAN CHANGE THINGS?

Neurobiological findings suggest we can change inner concepts like pessimism or passivity


Der Standar’ 19.4.2014
Gibb:

- We use the founding of a business as learning environment, because it simulates learning
- We use entrepreneurial thinking as a frame, not as the goal!

4. EVALUATION FIELDS

Evaluation Field 1: Students‘ Competence Acquisition
- Entrepreneurial Competences => Students‘ questionnaire (compulsory)
- Subject Competences => Essay (voluntary)

Evaluation Field 2: Students‘ Projects (voluntary)

Evaluation Field 3: YEDAC Model and Process (compulsory)
- Didactic Model => Questionnaire/Lime survey and World Café
- Learning Process Model => Questionnaire/Lime survey and World Café
- Interaction with „real world“ => Questionnaire/Lime survey and World Café

Description of each pilot/partner (compulsory)
TOPICS OF THE YEDAC-PILOT PROJECTS

- Green Business
- Tourism
- Climate Change
- Flood Prevention
- Open-air park
- Urban Planning
- Social Jobplacement
- Solidarity Market
- Teacher Seminar
- Networking
- Local History
- Promoting Reading
- Selling Old Books
- Family Story
- Tyre change service
- Energy Growth
- Upcycling: Bags, T-shirts
- Christmas Activity
- Movement
- Outdoor Class Activity
- Art circles
- Architecture
“After confusion in the beginning, students began to believe that acting (thinking and doing) as a self-directive way was allowed. They did not do something for a teacher but they dared to try and were ready to accept uncertainty and possible failing.”

“They helped the students to look more clearly and structured at everything that had to happen and what is happening in the process of realization of the project. For some students it is very important that models should be simple and clear to understand, as the process model proved to be. Simplicity of the model is very positive. Sometimes we changed the sequence a little…”
# NATIONAL PILOTS – LIST OF INTEGRATED SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>n</th>
<th>Subject</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue</td>
<td>7</td>
<td>Physics / Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>7</td>
<td>Sport</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>Nutrition and Cooking</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5</td>
<td>Civics</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>Religion</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>Home economics</td>
<td>4</td>
<td>Business Communication</td>
<td></td>
</tr>
<tr>
<td>Technical/Textile handcraft</td>
<td>3</td>
<td>Drawing</td>
<td></td>
</tr>
</tbody>
</table>
ENTREPRENEURIAL COMPETENCES
TOTAL VIEW

All Schools Students' Competence Development

1 to take initiative
2 to communicate in different contexts
3 to sell ideas
4 to search and take opportunities
5 to take risks and responsibility
6 to turn ideas into action
7 to create value-added products and services

before
after
TOPICS OF YEDAC PILOTS

- Green Business
- Tourism
- Climate Change
- Flood Prevention
- Open-air park
- Urban Planning
- Vegetable Garden
- Green for our School
- Social Jobplacement
- Teacher Seminar
- Networking
- Local History
- Promoting Reading
- The Value of Old Books
- Family Story
- Tyre change service
- Energy
- Growth
- Upcycling: Bags, T-shirts
- Christmas Activity
- Movement
- The Class Company
- Art circles
- Architecture
Lime survey: What was the greatest challenge in carrying out the YEDAC process model?

Quotes:

"The greatest challenge was not to interfere too much, just to stay at the back in order to help and assist if asked for and to help to overcome conflicts between the students.

"Another challenge was the time factor."
ARE THERE ANY QUESTIONS