



MODELS FOR DEVELOPING AND PLANNING ENTREPRENEURIAL EDUCATION

YEDAC (Young Entrepreneurship – Developing in Action) is a European project addressing the economic and developmental challenges in today’s Europe by establishing a more entrepreneurial culture.

According to the European Commission’s Entrepreneurship Action Plan 2020, an entrepreneurial culture and mindset can be promoted through integrating entrepreneurial education in schools. Tools and frameworks have been developed in the YEDAC project. These enable, facilitate and encourage education that puts a focus on entrepreneurship and innovation.

A focus on entrepreneurship during schooling and education prepares the students for a future with more competition for jobs and a higher demand for creativity, initiative and entrepreneurial spirit.

WHAT YEDAC WILL DO FOR THE STUDENTS

The primary aim of the YEDAC project is to promote and encourage an entrepreneurial mindset among students in Europe. This kind of mindset requires a number of entrepreneurial competences:

- To be able to take initiative
- To be able to communicate in different settings
- To be able to find and utilise possibilities
- To be able to promote and sell ideas
- To be able to take risks and responsibility
- To be able to put ideas into action
- To be able to create products/services that are of value for others
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Another aim is to integrate the entrepreneurial education into the subject matters and the daily teaching in European schools. The hypothesis is that entrepreneurial education not only enhances entrepreneurial competences, but also supports the students’ academic development in general.

To realise this, models have been developed in the YEDAC project – models that facilitate teachers in planning and implementing entrepreneurial education. These models are presented in the next section.

THE ENTREPRENEURIAL LEARNING MODEL

The entrepreneurial learning model describes the prerequisites for entrepreneurial education. The model presents the factors that enhance the development of entrepreneurial competences in students.

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 environments
3. Participative learning culture
4. Empowering learning activities
5. Contextualised curriculum

As shown below, the model is illustrated graphically as five gears. These gears illustrate how the different factors influence each other mutually. Action and entrepreneurial development can only take place when all gears move simultaneously.

It is a model for reflection and it can be used as a basis for discussing entrepreneurship education with colleagues when planning and evaluating entrepreneurship education. Entrepreneurship as a competence: This gear is placed in the middle, since development of these competences is the main aim. It is important to take all 7 entrepreneurial competences into account when planning entrepreneurial teaching.

Real-world learning environment: The learning environments that surround education have to be widened, 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: Students, teachers and external partners have to work together as partners in collaborative and co-creative networks. If possible, teachers should work in teams and as facilitators, and ideally they have to involve the whole school culture.

Empowering learning activities: Learning activities that support students in following their own ideas and making their own choices have to be planned. That means active and explorative learning that allows students to take responsibility for their own learning.

Contextualised curriculum: Entrepreneurial learning should be 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.

ENTREPRENEURIAL LEARNING PROCESS MODEL FOR PRACTICAL PLANNING

The process model illustrates how learning activities can be organised to develop entrepreneurial competences in students. The process consists of three main phases: explore, develop and deliver. The process does not have to be planned as a linear process, since it is ideal that the students move through loops when needed.



The entrepreneurial learning model is based on theoretical evidence in the field and on focus group interviews with experts. Analysis and categorisation of this knowledge has resulted in the final model, but this model only provides the framework for entrepreneurial learning. Hence, a process model has also been developed that supports the practical organisation of the education.

THE ELEMENTS IN THE PROCESS MODEL CAN BE BRIEFLY DESCRIBED AS IN THE FOLLOWING:

- *Entrepreneurship workshop:* The teacher and students develop a shared understanding of concepts like entrepreneur, entrepreneurship and entrepreneurial competences and find illustrative examples.
- *Thematic workshop:* The teacher presents a topic relevant for the region and the possible views upon this topic. The students do research on the topic.
- *Idea workshop:* Students, teachers and possible partners collaborate on developing ideas for services or products connected to the topic.
- *Planning workshop:* The best ideas are picked for further development. The students form teams, set individual learning goals and plan the specific project.
- *Production workshop:* The students develop their idea, service, concept or product and produce prototypes.
- *Presentation workshop:* The students present their product and the future perspectives for implementation in a real-world setting.
- *Evaluation:* The students evaluate the process, their own competences and the reached goals.
- *Subject matter workshop:* During the whole process the students have to be provided with opportunities to integrate and gain knowledge and tools from the subject matters.
- *Reflection:* It is crucial that the students are continuously supported in reflecting about the process, their experiences and their new knowledge.

Teachers, students, entrepreneurs and other stakeholders hold various roles in the different workshops. The main focus is that they collaborate and act together.

To facilitate the entire working process, method cards from the YEDAC toolkit can be used as a process tool in the different workshops.

