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 are developed in the YEDAC project that enable, facilitate and encourage education that puts focus on entrepreneurship and innovation.

Focus on entrepreneurship during schooling and education prepares the students for a future consisting of more competition for jobs and a higher demand for creativity, initiative and entrepreneurial spirit.

What YEDAC will do for the students
The primary goal with 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 sell ideas
- To be able to take risks and responsibilities
- To be able to realize ideas
- To be able to create products/services that are of value for others

Another goal in the project is to integrate the entrepreneurial education into the subjects and the daily teaching in European schools. The hypothesis is that entrepreneurial education does not only enhance entrepreneurial competences, but also supports the students’ academic development in general.

To realize this, models have been developed in the YEDAC project that facilitates the teachers in planning and implementing entrepreneurial education. These models are presented in the next section.
The entrepreneurial didactic model

The didactic model describes the prerequisites when planning entrepreneurial education. The model presents the factors that enhance the development of entrepreneurial competences in students. The model contains four categories that have to be considered when planning entrepreneurial education.

The four categories are learning competences, learning culture, learning environment and learning activities, which combined create entrepreneurial competences. These four categories contain the factors that are at stake when planning entrepreneurial education.

As shown below, the model is illustrated graphically as four cogwheels. These wheels illustrate how the four categories influence each other mutually. Action and entrepreneurial development can only take place when all four cogwheels move simultaneously.

*The learning environment* includes both the physical, mental and virtual environment that surrounds education. In entrepreneurial education the learning environment is characterised by openness and dynamics. The surrounding world and local environment is included in the education. The education is project oriented and organised with workshops as important focal points.

*The learning culture* defines the teacher as a partner and facilitator. The interaction between students, teachers and external partners result in co-creative networks, where students have the possibility to participate in equal collaborative relationships with teachers and external partners like for instance local entrepreneurs.

A learning environment and a learning culture, as described in the model, provide the opportunity to organise learning activities that promote the development of entrepreneurial competences.

- **Learning competences:** The goal is that the students develop entrepreneurial competences. Competences in this context include the ability to use knowledge, skills and hold positions in certain situations in a qualified way.
- **Learning culture:** The learning culture is ideally characterised by partnership- and team based learning. The teacher acts as a facilitator and external partners, e.g. from the local community, are involved.
- **Learning environment:** The learning environment consists of workshops, involvement of different types of knowledge and involvement of the surrounding environment, which results in project based working, where also the virtual space is part of the learning environment.
- **Learning activities:** Learning activities take place in the above described learning culture and learning environment. Learning activities consist of a.o. generating new ideas, defining and planning projects, finding information, collaborate with external partners on development, experiment with different solutions and reflect about process and progress.
The model is developed in the YEDAC project based on theoretical evidence in the field and focus group interviews with experts. Analysis and categorization of this knowledge has resulted in the final model, but this model only provides the framework, goals and possible actions. Hence, there has also been developed a process model that supports the practical organization of the education.

Figure 1: The key concepts and their relationships in entrepreneurial education
Proces 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 in the project phase when needed.

The elements in the process model can be briefly described as in the following:

- **Entrepreneurial workshop**: The teacher and students collaborate and 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 possible views upon this topic. The students do research based on the topic.
- **Idea workshop**: Students, teachers and possible partners collaborate on developing ideas.
- **Project workshop**: The best ideas are picked for further development. The students make groups, create individual learning goals and plan the specific project.
- **Tools- and knowledge workshop**: The students gather and organise necessary knowledge for the implementation of the 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.

During the whole process there will be opportunities to reflect about the process, experiences and new knowledge.

To facilitate this process a kit with method cards can be used as a management tool in the workshops.

Teachers, students, entrepreneurs and other stakeholders hold various roles in the different workshops according to their own goals and skills. The main focus is that they collaborate and act together.
Figure 2: The process model in entrepreneurial education