

Summary of Results

When looking at the results of the evaluation we have to keep in mind that apparently most of the pilot schools already had a lot of experience, either in entrepreneurial education or with innovative school policies (like 'educating leaders'). This is certainly true for the Finnish schools, most of the Danish schools, the school in Spain, and some of the Bulgarian schools.

Keeping that in mind, the pilot teachers approve of the YEDAC material and regard it as a big support in entrepreneurial education, even in the schools which have already an established culture/profile for entrepreneurial education. They tend to give lower ratings to the material. Schools completely new to the topic face more difficulties on all levels, and tend to regard the material as more helpful.

All the single aspects of the Didactic Model meet with approval of the teachers, the described learning culture, the learning activities as well as the competences. So does the Learning Process Model with its sequence of workshops – it is regarded as a support for teachers and students, even if it was not always followed in detail.

Teachers did not always stick to the DM or the LPM but regarded the models as helpful in the preparation and inspiring nonetheless. Apparently, the actual projects differed a lot in their approaches: some focusing on independent work of the students using mostly the method cards only, some teachers finding it still difficult "to let go".

Suggestions on the material include to "simplify the goals" – which I take are the competences – for students so they can understand them better, to develop a timetable for the learning process, a not more closely specified "project workshop" and to integrate the students' learning process. Also a method card focusing on the professional skills of students is suggested while they are working with the cards. Some teachers mention that in future they will pay much more attention to reflection and evaluation processes.

Also, creating a YEDAC qualification for schools is proposed and having YEDAC-teachers meet for more inspiration, nationally as well as transnationally. More ideas include a second session of the YEDAC-project with some of the pilot schools as partners.

Regarding challenges the biggest challenge mentioned was time, integration of the project into the national curriculum, resources, and participative leadership, but also personal challenges like working with young, innovative colleagues, to keep the project simple without simplifying, and the new role of teachers.

Among the main obstacles is again a lack of **time** in busy school schedules and also the preparation work necessary for this kind of project. One quote sums it all up: „The context has had an enormous influence on the result of a YEDAC project. The project will succeed depending on: the support of the school, motivated colleagues, good facilitation (long preparation time, enough hours that can be spent on the project, helpful colleagues) and the students. Students also can be motivated by preparing them well for the project and by tracking their development (this is a learning point for next time). Colleagues could have been more involved in the project if the school had made the YEDAC project bigger and more familiar in the school. And the teachers should decide and choose for themselves whether to participate in the project (now they were appointed by the school). Good

facilitation in terms of time and budget in a school is not easy but not impossible if the successes'

Practically all the pilot teachers will use the YEDAC-material in future to a high degree and would do a YEDAC-project again (only two limit their engagement to "if they get extra funding").

In the World Café the use of all the material and its helpfulness is confirmed. Schools new to the topic talk about difficulties with colleagues. Some practical changes recommended include time for awareness raising for EE-competences at the beginning of the project as well as time for teambuilding among the teachers and students. Also necessary teacher competences like teamcare and conflict management are confirmed. A student edition of the DM as well as of the LPM is requested.

1 Overview of Pilots

Country	City	Grade	No. of Stds	Focus area (e.g. environment, physical exercise)	Pilot start and pilot end (exact dates)	Subjects involved
Finland						
International School of Vantaa	Vantaa	8 th grade	24	<i>Green Business</i>	22.8.2014-19.12.2014	Civics, Geography, Mathematics, Home economic, IT
Olari School	Espoo	9 th grade	29	<i>Entrepreneurship</i>	autumn 2014-spring 2015	Civics, Math, Finnish, Music and home economics
Riihenmäki School	Mäntsälä	8 th and 9 th grades	60	- <i>Voluntary work (theme 1)</i> - <i>Local history (theme 2)</i> - <i>Entrepreneurial mindset in learning new skills (theme 3)</i>	8.8.2014-5.9.2014 15.8.2014-15.12.2014 15.8.2014-14.3.2015	Entrepreneurship, mother tongue Finnish, other languages and religion.
Vierlaakso School	Espoo	8th grade and 9th grade	110	<i>Tags in the world, how to create working networks with big and little companies "History alive"</i>	1.10.2014-1.12.2014	8 th grades: History, mother tongue (Finnish), English, art and handcraft. 9 th grades: Sport, Finnish, ICT and economics
Bulgaria						
144 SOU Narodni Buditeli http://www.144sou.com/	Sofia	8th to 12th grade/5 classes	70	<i>Art, Environment</i>	1.10.2014-15.6.2015 Middle term results - 20.12.2014	Building of art circles (music, dancing, painting) in the school yard
SOU "Dr Petar Beron" http://sou.kbrod.net/?page_id=54	Kostinbrod	9 th grade / 1 class	21	<i>Tourism</i>	17.11.2014- 1.12.2014	Organizing tourism program in Kostinbrod, including information research, Development of brochures (EN), Final presentation (March 2015)

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54 SOU Sv. Ivan Rilski http://54.sou-sofia.com/	Sofia	5 th grade/1 class	20	<i>Promoting reading activities</i>	7.10.2014 – 1.04.2015	Influencing the environment of the school by promoting forms of book exchange; Building reading houses;
OU "Vassil Levski"	Oreche ne	6,7,8 th grade; 3 classes	42	<i>environment, tourism, storytelling;</i>	20.10.2014-22.04.2014	Development of attraction and program, promoting children activities in existing open-air park
SOU "Hristo Botev" http://www.botevgm.net/	Gorna Malina	3 rd and 10 th grade; 2 classes	20-25	<i>environment; ecology,</i>	7.10.2014-30.11.2015	Development of a detailed program and planting trees for avoiding new floods in the area;
Spain						
Colegio San José	Seville	9 th grade	150	<i>English Language</i>	November-December 2014	Christmas Activity
San Francisco de Paula	Seville	9 th grade	50	<i>Science</i>	November-December 2014	Solidarity Market
Austria						
Praxis-NMS, PHSt	GRAZ	8 th grade Class 4a	25	<i>German, Maths,</i>	October 2014 to February 2015	"A book for a penny" how to get free books - where from? How to "sell" those books – around Hasnerplatz, in my neighbourhood, How does a small / big bookshop run? What about local libraries? Doing interviews, radio reports or features Worth and value of a book? Reading habits of people?
NMS Algersdorf	Graz	8 th , 1	24	<i>Environment and handicraft, Math, Social Studies</i>	June 11, 2014 July 3, 2014	Upcycling: designing bags and T-shirts from donated clothes – presentation and sale at the annual school festival → putting the project on a bigger scale Donation crowd funding http://www.algersdorf.at/index.php?id=10
NMS Köflach	Köflach	7 th grade/ 1 class	20	<i>English, Social Studies, Math, handicraft, food science</i>	June – December 2014	Subjects: Arts, Nutrition and Cooking, Technical and textile handicrafts, Social Learning and English

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Netherlands						
Leonardo da Vinco college (VWO) Kagerstraat	Leiden	2 classes 12 th grade	50	Architecture/ Interior decoration	October 2014	Advisory project for the set up of a new school building
Leonardo College (HAVO) Noach straat	Leiden	1 class 11 th grade	25	Urban planning	December 2014	Subjects: Geography, economics, Dutch,(How do you compose good interview questions for our guest speakers?) English (How do you report the daily experiences in English properly?) Mathematics (How do you draw your plan in a scale of 1:...?) and Drawing (How do you produce good and clear 3D drawings off your plans?)
Leonardo da Vinci college (VMBO) Betaplein	Leiden	1 class 11 th grade	25	Technics	October – december 2014	Setting up a winter/summer-tire change service centre for the neighbourhood
Denmark						
Nymarkskolen, Svendborg	Svendborg	2 classes 10th grade	50	Energy	October-November 2014	The subjects integrated were science and social studies
Hjallesekolen, Odense	Odense	7th, 8th and 9th grade	38	Movement	September - ? 2014	Mathematics, Danish and History. As a part of school reform in Denmark physical activity has to be integrated into all subjects
Kirkebakkeskolen, Vejle	Vejle	9th grade	71	Climate change in Vejle	October-? 2014	The students were allowed to integrate all subjects in their project but most of them focused on physics, mathematics and geography
Sct. Hans skole, Odense	Odense	2 classes 8th grade	50	Growth in the city of Odense	November - ? 2014	Danisch, mathematics and history, physics