YESict 2015-2018

Young Entrepreneurial Skills by ICT

A program co-financed by the European Union

Erasmus+

Observation: the child's entrepreneurial desire is born and disappears early if it is not stimulated

The obstacles to entrepreneurship are in general:

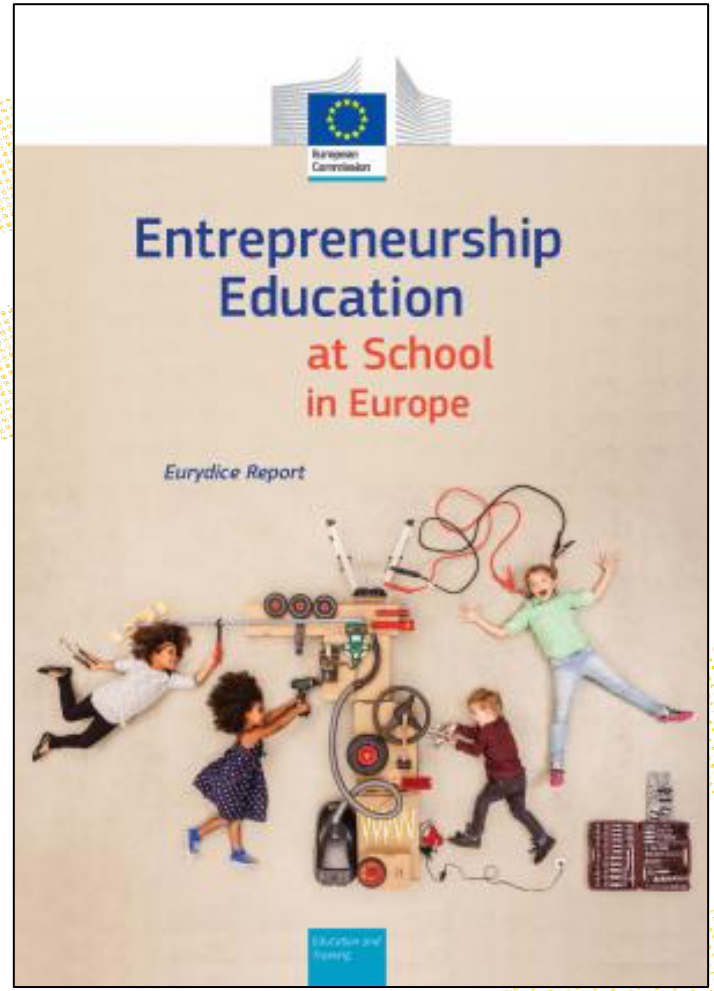
- Fear of taking risks
- Lack of experience
- The absence or weakness of the social network
- Relatives/family who discourage initiatives

The state of the art on entrepreneurship education in France and Europe shows territorial disparities

Political volontes

BUT

- No guidelines in member countries on teaching methods to teach entrepreneurship
- No integration of entrepreneurship education into school curricula



The antic and MGEP imagined the innovative program YESict

YESict

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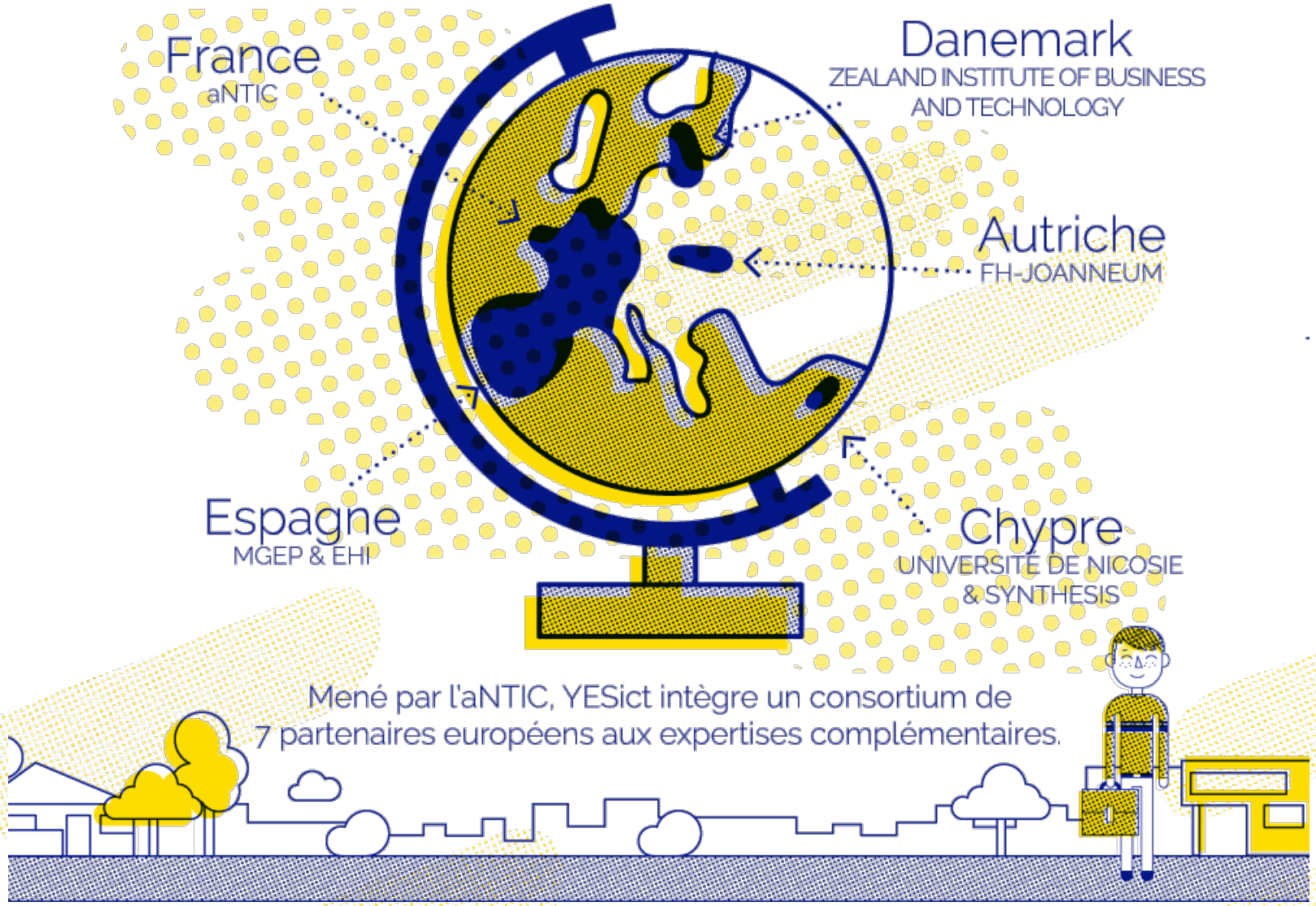
What is the YESict project?

YESict est une expérimentation qui vise à développer les compétences entrepreneuriales et digitales chez les enfants (de 11 à 15 ans) et les professeurs.

Who implemented it?



For which audiences?

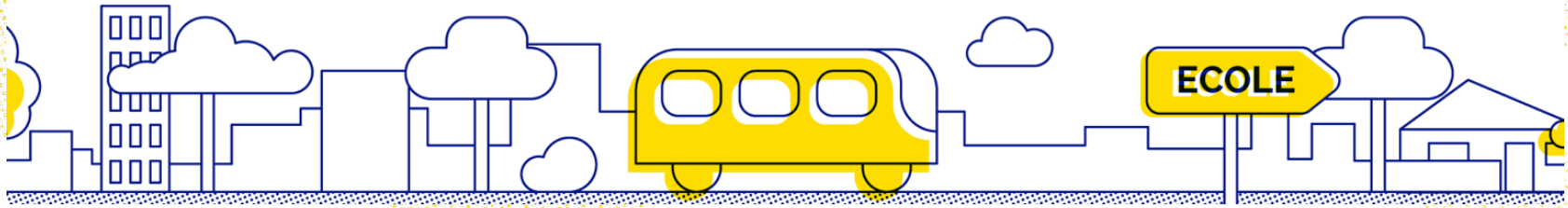
Les enfants de 11 à 15 ans :
Tous peuvent devenir entrepreneurs, à nous de leur apprendre comment.

Le corps enseignant :
Ils intègrent de nouveaux outils et savoirs sur l'entrepreneuriat et deviennent de véritables guides.

Les parents :
Ils sont les principaux soutiens dans le développement de l'ambition professionnelle de leurs enfants et les encouragent à réaliser leurs rêves.

Les autorités publiques :
Elles assurent l'intégration des compétences entrepreneuriales dans les programmes scolaires dès le collège.

Créer son entreprise n'est pas seulement un rêve de grand !
Plus de 160 enfants, 20 professeurs et 580 parties prenantes de l'éducation participent à cette expérimentation.



With what ambitions?

Les enfants d'aujourd'hui sont les entrepreneurs de demain.

A long terme, YESict vise à intégrer ces compétences transversales dans les modèles d'enseignement et à promouvoir l'entrepreneuriat chez toutes les parties prenantes de l'éducation des jeunes.

What principle?

Develop a pedagogical methodology based on :

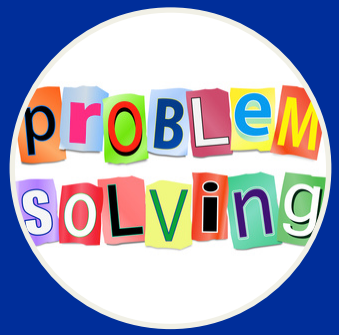
Challenge Based Learning

Design Thinking

What principle?

Activate 4 key skills of the contractor or person working in project mode:

creativity



problem solving

collaboration

self-confidence

What process?

Respond to a challenge / find solutions through a 7-step sequence and using digital tools

What process?

An educational method that adapts to the constraints of colleges

Depending on the time available and the equipment and level of digital use

3 JOURS – Utilisation étendue des outils numériques

	JOUR 1 5h30'	JOUR 2 5h30'	JOUR 3 5h
2h	**1.INTRODUCTION/MOTIVATION** 1.1. VIDEO COURTE D'INTRODUCTION 1.3. DEMANDONS-LUI ! 1.4. QUE FAUT-IL AVOIR ?	**5. IDEATION** 5.1. BRAINSTORMING 5.4. LES SCENARIOS 5.5. SELECTION	**6. PROTOTYPAGE** 6.3. MAQUETTE NUMERIQUE (Finaliser la maquette)
1h	**2. IDENTIFICATION DU DEFI** 2.1. BRAINSTORMING 2.2. QUEL EST LE PROBLEME ?	**6. PROTOTYPAGE** 6.1. PLANIFICATION DE LA MAQUETTE 6.3. MAQUETTE PHYSIQUE	**7. COMMUNICATION** 7.1. POSTER DE LA SOLUTION PROPOSEE 7.2. POSTER DU PROCESSUS DE REFLEXION 7.3. INVITATION 7.4. PREPARATION DE LA PRESENTATION
1h	**3. CREATION D'EQUIPE** 3.2. JOURNAL DE BORD 3.3. ROLES DES ELEVES		
1h	**4. EXPLORATION** 4.2. 6 QUESTIONS CLÉS 4.4. CAHIER DES CHARGES		
30'			

3 JOURS – Utilisation égale des activités manuelles et numériques

	JOUR 1 5h30'	JOUR 2 5h30'	JOUR 3 5h
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30'			

Activités manuelles

5 JOURS – Utilisation étendue des outils numériques

	JOUR 1 5h30'	JOUR 2 5h30'	JOUR 3 5h	JOUR 4 5h	JOUR 5 3-4h
2h	**1.INTRODUCTION/MOTIVATION** 1.1. VIDEO COURTE D'INTRODUCTION 1.2. JIGSAW 1.3. DEMANDONS-LUI ! 1.4. QUE FAUT-IL AVOIR ?	**4. EXPLORATION** 4.2. 6 QUESTIONS CLES 4.3. PARTIES PRENANTES 4.4. CAHIER DES CHARGES	**6. PROTOTYPAGE** 6.3. MAQUETTE NUMERIQUE	**6. PROTOTYPAGE** 6.3. MAQUETTE PHYSIQUE (Finaliser la maquette)	**7. COMMUNICATION** 7.1. POSTER DE LA SOLUTION PROPOSEE 7.2. POSTER DU PROCESSUS DE REFLEXION 7.3. INVITATION 7.4. PREPARATION DE LA PRESENTATION
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1h	**2. IDENTIFICATION DU DEFI** 2.1. BRAINSTORMING 2.2. QUEL EST LE PROBLEME ?				
30'	**3. CREATION D'EQUIPE** 3.1. METHODE DU SCHEMA DE LA CIBLE 3.2. JOURNAL DE BORD 3.3. ROLES DES ELEVES				
1h					
30'	**4. EXPLORATION** 4.1. ASSOCIATION D'IDÉES	**6. PROTOTYPAGE** 6.1. PLANIFICATION DE LA MAQUETTE			

Activités manuelles

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Activités manuelles

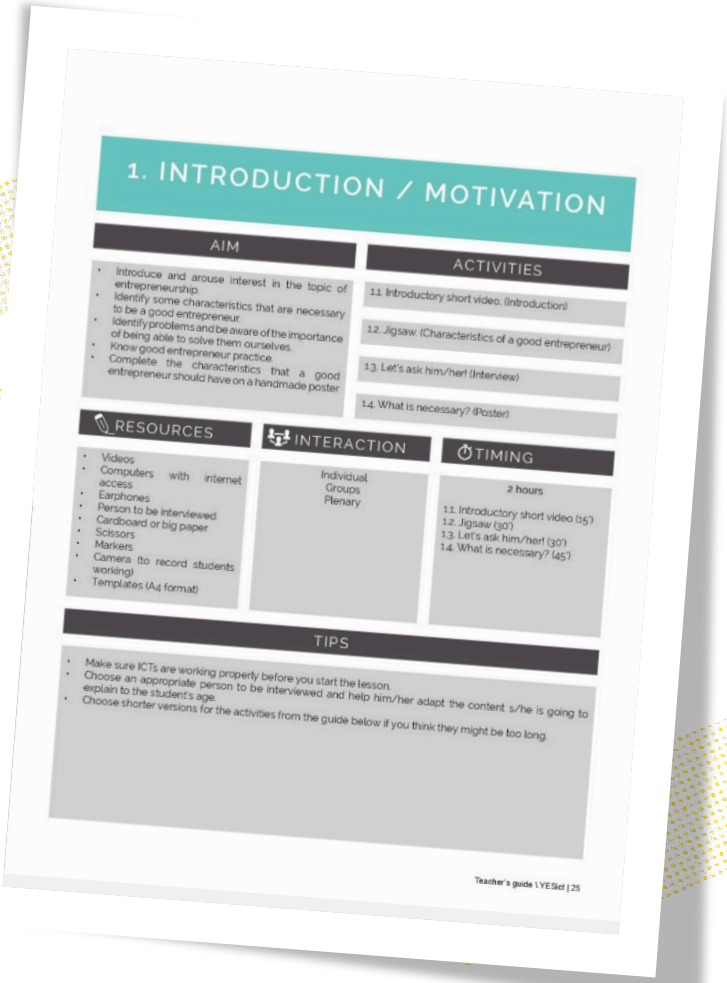
What use of digital tools?

- **Online** access to the YESict Toolkit
- **Google Drive** structure recommended for students' synchronous communication, collaboration and sharing
- **Videos** to motivate students and contextualize entrepreneurship
- **Google Docs** templates to perform the activities
- **Lucidpress** to create material for communication
- **Digital design tools (Sketchpad, Tinkercad)** to create new designs

What teaching materials?

A Teacher's Guide

- Explanation of activities to be carried out
- Tools to use
- Resources to accompany the teacher



1. INTRODUCTION / MOTIVATION

AIM

- Introduce and arouse interest in the topic of entrepreneurship.
- Identify some characteristics that are necessary to be a good entrepreneur.
- Identify problems and be aware of the importance of being able to solve them ourselves.
- Know good entrepreneur practice.
- Complete the characteristics that a good entrepreneur should have on a handmade poster

ACTIVITIES

1.1. Introductory short video. (Introduction)
1.2. Jigsaw. (Characteristics of a good entrepreneur)
1.3. Let's ask him/her! (Interview)
1.4. What is necessary? (Poster)

RESOURCES

- Videos
- Computers with internet access
- Earphones
- Person to be interviewed
- Cardboard or big paper
- Scissors
- Markers
- Camera (to record students working)
- Templates (A4 format)

INTERACTION

Individual
Groups
Plenary

TIMING

2 hours
1.1. Introductory short video (15')
1.2. Jigsaw (30')
1.3. Let's ask him/her! (30')
1.4. What is necessary? (45')

TIPS

- Make sure ICTs are working properly before you start the lesson.
- Choose an appropriate person to be interviewed and help him/her adapt the content s/he is going to explain to the student's age.
- Choose shorter versions for the activities from the guide below if you think they might be too long.

Teacher's guide | YESict | 25

Round table
A look back at the experiments, perspectives

Moderator :
Laurent POURTAU

Participants :
Amaia MONTES (ES)
Angelika KOKKINAKI (CY)
Jonas ORTS HOLM (DK)
Patrice POIX (FR)
Jean Pierre MOLIA (FR)

What achievements?

Two experimental campaigns in real conditions

	Chypre	Espagne	Danemark	France	TOT
Etablissements scolaires	2	1	1	3	**7**
Professeurs impliqués	6	6	4	7	**23**
Classes participantes	2	3	2	7	**14**
Elèves impliqués	44	57	46	169	**316**
Age des élèves	11-12 ans 13-15 ans	12-13 ans	12-13 ans	11-12 ans 14-15 ans	

What achievements?

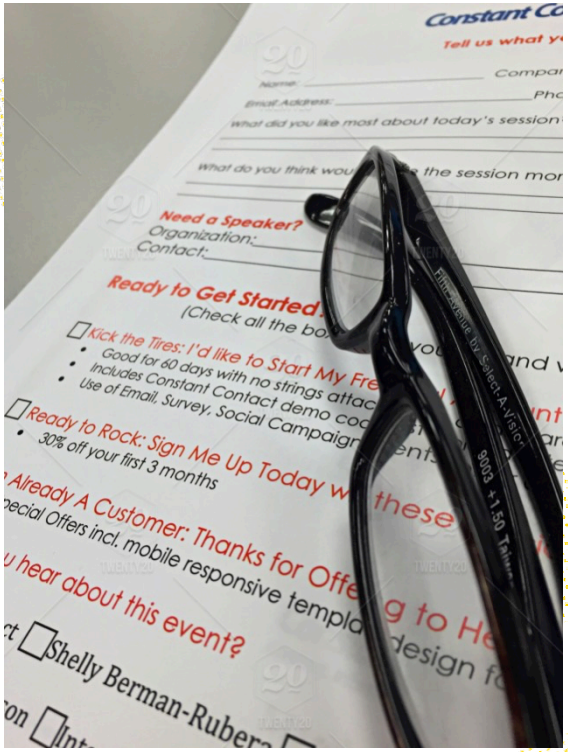
Exchange and working times in situ

- 7h00 training for teachers.
- 11h to 13h experimentation with the method and tools in class
- 2 to 3 hours of evaluation of skills and feelings before the experiment
- 1h individual interview for the teacher (after the experiment)
- 2 hours of focus group for students

What achievements?

A dual evaluation process

- Assessment of students' before and after skills to measure their creativity and skill gain
- Evaluation of the methodology :
  - by teachers to check the relevance of pedagogy and make it evolve, measure the quality of tools and their ease of use, assess the impact on teaching dynamics
  - by students for the same reasons and check the interest of integrating digital tools



What impacts on students?

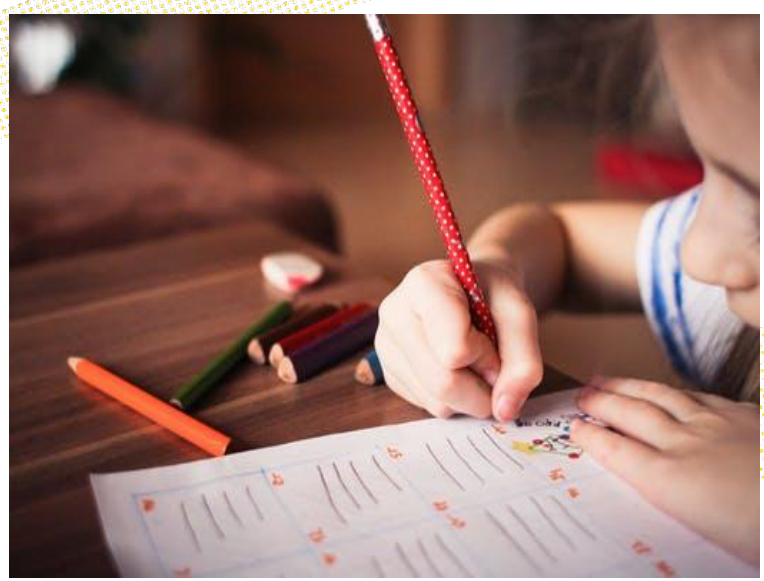
After completing the YESict program, twice as many students are considering starting their own business in the future

Most say they have been positively influenced by their participation in the YESict program to consider starting their own business or having an entrepreneurial activity

What impacts on students?

An appropriate method for all ages and all student profiles

- That allows the remobilization of students with educational difficulties
- Who questions the teacher/ learner relationship, placing the student in a situation of autonomy, initiative and reflection/production
- That reveals talents and allows to build oneself as an individual



What impacts on students?

General student acceptance and satisfaction

- Much appreciated group work
- Impression of freedom and power to "create
- Feeling listened to and valued
- Awareness of their potential, strengths and weaknesses

In France, thanks to YESict, a 15-year-old student in difficulty at school became aware of his taste for manual activities and considered an orientation in a technical field that he refused en bloc before the experiment.

What impact on teaching teams?

The level of satisfaction with the program is very high (94%)

78% are satisfied with the digital tools offered
64% of them changed their minds about entrepreneurship :

- All claim to be able to promote entrepreneurial skills to students
- Most are now able to explain entrepreneurship and entrepreneurial skills

What impact on teaching teams?

An initiative that questions teaching practices (the teacher's postures and in particular the function of animating teaching sequences)

- That allows a new teacher/learner relationship (learning through experience and not the transmission of knowledge alone)
- Which requires cooperation between peer teachers to manage the programme sequences and to mix teams for more complementarity
- Which makes it possible to rely on the complementarity of teachers' profiles

What impact on teaching teams?

Adhesion of teachers and appropriation of the method in their professional practices

- Observing students from a different perspective and on activities that do not expect a single correct answer
- Ability to talk about entrepreneurship and promote entrepreneurial skills

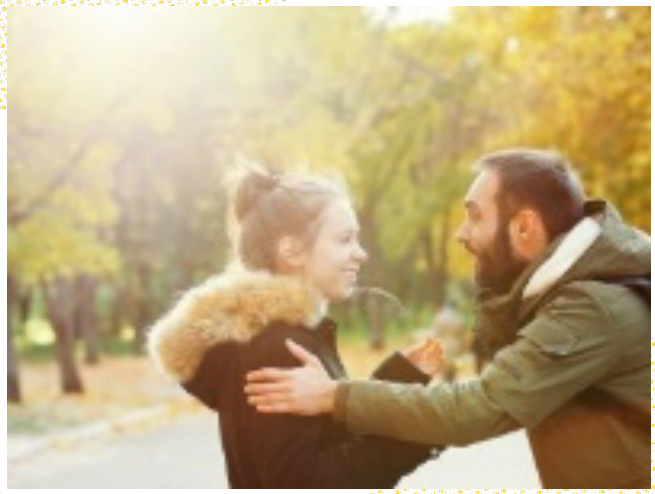
In Spain, teachers use YESict to raise awareness and train their colleagues in this approach. Teachers project themselves into the after YESict...

What impacts on parents?

80% believe that entrepreneurship education is important for their children's education

64% talked about entrepreneurship with their children.

They talked about YESict program.



"He was very happy to come home and tell us that his project would go ahead and that he would be responsible and able to make decisions. "A Spanish parent

And then what?

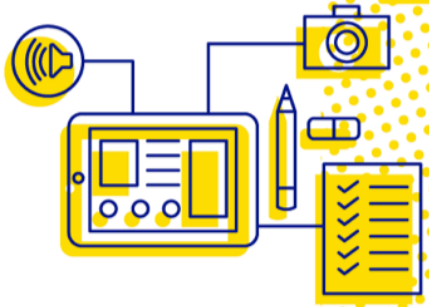
Encourage teachers to transfer the YESict program to other subjects

Include YESict in the educational strategy of schools

Disseminate the methodology to other educational institutions and decision-makers in each partner country

Presentation to the parents of the models produced by the students of the Collège La Salle Saint Bernard - Bayonne (France)

Merci pour votre attention



YESict

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> Programme Erasmus +

Co-financé par l'Union Européenne

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(2015-2018)

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