# YESict

**Project co-funded by** the European Union

Erasmus+

# Guide – Output 8a

## Second Experimentation Protocol

Protocol, evaluation, conditions, steps and resources for the second experimentation

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# 1. INTRODUCTION

In order to prove the methodology and the tools' efficiency and suitability, the YESict project foresees an experimentation in real conditions, with directly concerned publics: students and teachers.

The present report (O8a) aims to help the YESict project partners with the second experimentation campaign's implementation. A more general experimentation guide (O8b) will be designed in a similar but also quite different way, addressed to any public who would like to apply the YESict Educational Programme.

This experimentation guide aims to provide step-by-step instructions for leading the partners in the experimentation process of the YESict project, point out the indicators that have to be measured before and after the testing and explain the data to be compiled by the teachers and/or students in order to:

- receive feedback about the teaching materials proposed in the project's framework,
- test the Skills Evaluation Model, and
- gather the students' and teachers' perceptions about entrepreneurship.

Thus, firstly, the document will provide general information about the experimentation (aims, concept) and will describe the reflexion led to define the chosen concept of protocol. In a second part, we will dwell on the description of the experimentation (steps and aims of each phase). Then, we will deal with the evaluation question, to finally insist on the resources (available or to gather) and give some recommendations to the partners.

# 2. DESIGN OF THE EXPERIMENTATION

This section helps to understand the scope and the context of this experiment; more precisely, its purpose. In fact, there are explained the main objectives of the experiment, and the method that is going to be applied.

## 2. 1. Principles and Concept

According to the conclusions of the different outputs (O1, O2 and O3) of the first phase of YESict project (study and analysis), three principles were settled:

- To work not on competencies but on **entrepreneurial skills**
- To treat more specifically **4 skills**: creativity, solving-problem, collaboration and self-awareness
- To carry out the experimentation based on "**the agile design of skills by immersion**" concept. Indeed, the four chosen skills are both cognitive and non-cognitive skills. Even if the latter ones are more related to "personality", they can evolve giving efficient tools to people. In the two cases, the best way to develop this kind of skills has been defined as to be the "learning-by-doing" methodology (cf. O3). Also, different studies have already demonstrated that "immersion" is one of the most effective ways to develop a well-known cognitive skill: language.

## 2. 2. Objectives

After the first experimentation campaign, the YESict project's consortium was able to verify that the YESict Educational Programme helps developing entrepreneurial skills among young students. In this sense, during the definition of the programme SYNTHESIS created a Skills Evaluation Model in which they defined different tools for assessing the students' skills level and obtaining feedback from them. In order to verify these tools, **the main objective of the second experimentation campaign will be to test the Entrepreneurial Skills Rubric** (c.f. Output 4. Skills Evaluation Model, pages 26-30).

On the other hand, taking into account the commitments made with the Erasmus + Agency, the consortium will have to **analyse the students and teachers' perceptions about entrepreneurship before and after participating in the experimentations**. For doing so, all the participants will be asked to reply to some questionnaires.

Lastly, the partners of the YESict project might also interview the teachers participating in the second experimentation campaign for receiving their opinion about the YESict Educational Programme.

## 2. 3. Characteristics of the experimentation

As discussed in the *General Conclusions and Recommendations for the Redesign* section in the first experimentation's report (cf. Output 9. 1st Experimentation Campaign, pages 16 & 18), the educational approach of each school can have an effect in the experimentation's results. For that reason, the partners involved in the O10-Redesign task have defined different modules or options for the YESict Educational Programme. This

constitutes one of the most important characteristics of the experimentations, and it has to be decided by each participating school.

Once the schools have chosen the option, other characteristics need to be specified: the participants' age, how many students and teachers will participate, if the working sessions will be consecutives or not, etc.

# 3. THE EXPERIMENTS' DESCRIPTION

As it has been mentioned in the Introduction of this report, any school interested in implementing the YESict Educational Programme in their institutions has access to an experimentation protocol named as *Output 8b – Experimentation Protocol*. In this report, they can find all the steps to follow for correctly executing the programme.

These steps are almost the same the partners involved in the experimentations have to follow. More specifically, we are talking about:

## 3. 1. Inform the schools about the YESict project

The schools need to have all the basic information about the YESict project: how it was created, which are the project and the experimentation's objectives, the procedure followed until now, which are the associates of the project, etc. The partners can use the YESict simplified prospectuses as resource.

Depending on the school's availability and their interest in the project, they will decide to participate in the experimentation or not. It is important to let them now the programme can be completely adapted to their needs; starting from the age of the participants to the duration of the experimentation, the schools can modify it as they prefer.

## 3. 2. Define the experimentation

This is the step in which the schools and the partners will define all the specifications of the experimentations.

Remember that the aims of the second experimentation campaign have already been defined (for further information, go to Page 2). However, in the case in which the schools are interested in adding other objectives to the experiment, this is the moment in which it has to be done.

After setting the objectives, you will have to train the teachers on the YESict Educational Programme. For doing so, there are two options: 1) continue the training proposal made in the first experimentation campaign (see 5. 1 Training of the teachers), or 2) let them train themselves with the lessons prepared in the O10-Redesign phase (videos available in yesict.eu). In the case you select the second option, we still suggest you to meet the teachers to clarify any doubt they may have and train them on the students' skills evaluation. Moreover, make sure they fill in the questionnaire about their entrepreneurial perceptions before watching the videos (ref. of the questionnaires in the following section).

Then the partners will have to accompany the schools deciding the rest of the characteristics of the experimentations. Remember that as the results won't be comparable, the main features haven't been defined in this occasion. Consequently, the partners will have to define them or help the schools in this task.

The most important characteristic is the selection of the Programme Option, as this will determine its duration and how the ICTs will be used. After that, it is necessary to decide who will participate (students and teachers), the duration and the sessions of the

Programme, the place, the topic or the problem the students will have to solve, the language, etc.

## 3. 3. Carry out the experimentations

### *3. 3. 1. Before initiating the Programme*

Before initiating the YESict Educational Programme, and in order to know the student and teachers' **perceptions about entrepreneurship**, the participants will have to answer to certain questionnaires. These survey forms are in English, so if the schools have decided to carry out the experimentations in another language, consider translating them.

Anyway, please make a copy of the documents **"Students' perception about entrepreneurship"** and **"Teacher's perception about entrepreneurship"** (cf. ***YESict 2015-2018/O9 Experimentation Report/MODEL_Folder Structure/2nd Experimentation Campaign/3 Experimentation results***) and save them in your corresponding experimentation folder. If you are going to translate them, please make the modifications in the documents you have in your own folder.

Once you have them, create a spreadsheet for each questionnaire to gather all the participants' answers. For doing so,

1) open each Google Form,
2) at the top of the form, click **RESPONSES**, and
3) at the top right, click Spreadsheet.

Save the document in the same folder where the Google Form is stored. In this way, you (or other partners) will be able to analyse the answers more easily.

Take into account that if the answers are in any other language rather than in English, the rest of the partners will probably not be able to understand them. In this case, you will have to make a summary or translate the answers.

On the other hand, this experimentation campaign also intends to **evaluate the Skills Evaluation Model** defined in the Output 4. With this purpose in mind, the idea is to test the Entrepreneurial Skills Rubric with a group of students in each participating classroom. Depending on some characteristics of the experimentation, it is better to assess the students before starting the programme, but in other cases, it will be necessary to evaluate them during the experimentation. All the information concerning this activity is available in the Annex 5. 2. Evaluation of the students' entrepreneurial skills.

The last thing to do before executing the YESict Educational Programme is to fill in the **indicators** of the experimentations. They will help you writing the summary of the experiments. For doing so, please gather all the information in a copy of the document named as **"Px_1 Indicators"** (cf. **YESict 2015-2018/O9 Experimentation Report/MODEL_Folder Structure/2nd Experimentation Campaign/3 Experimentation results**) and save it in your corresponding experimentation folder.

### *3. 3. 2. During the experimentation sessions*

Once all the arrangements for the implementation of the YESict Educational Programme made, it is time to carry it out. During the sessions, **the partners can participate as observers, but** in this occasion **it is not necessary**, as they will do not have to collect information about how the students and the teachers are using the created tools.

Nevertheless, you may decide to observe the sessions or even it may be interesting for some of the teachers in the school to participate as observers. In this way, they can understand better what does and doesn't work in the programme, which are the behaviours to take as example or to avoid, etc.

For doing so, remember that the observer role implies not interacting with the participants of the experimentations, that is to say, leaving the students and the teachers do their work. More information about how to conduct the observations is available in the Annexes (see 5. 3 Observation guide).

In regard with the experimentations, one of the most important decisions you have to make is if you are going to **take photos, record videos/audios** of students that then will be used to disseminate your experimentation.

In this case, we want to make it clear that ANTIC, as coordinator of the YESict project, has decided not to use students' photos or videos for illustrating the created content, or diffusing information about the experimentations due to the legal issues it entails. Consequently, any partner that decides to take photos / record students and use them for its own purposes, it will do it in its own responsibility. In any case, do not forget to get the necessary consents from the students' parents before using them. You will find more instructions and recommendations about this issue in the Annex 5. 4 Photos and videos.

In any case, if you finally decide to take photos and record videos, DO NOT upload them to the Drive folder unless the students are not recognisable. If not, you would be transferring personal data to other partners, and for doing so, you would have to add this information in the parental consent form. Just to make it clear, if the students cannot be recognised, you can upload the photos / videos to your corresponding Drive folder, but we strongly suggest you not to do it in any other case.

In the same context, remember that **some** of the **ICT tools** proposed in the YESict Educational Programme **ask for a parental consent** in the case in which the person who creates an account (in this case, a student) is a minor. In such a case, it is the school who has to ask the consent and not the partners. More information and a request for consent model are available in the Annex Erreur ! Source du renvoi introuvable. Use of ICT tools.

### *3. 3. 3. Last steps of the experimentations*

Once the students have come up with a solution to their challenges and have presented it to their classmates, parents, friends, etc. it is time for you to complete the last tasks of the experimentations. Because remember that the experimentations are not completely finished until you fulfil them.

The first thing is to **assess** for the second time **the students' entrepreneurial skills**. For that purpose, the teachers that will evaluate them need to go through the Entrepreneurial Skills Rubric and complete it again. The instructions are the same ones as for the first time. For more information, please address to the Annex 5. 2 Evaluation of the students' entrepreneurial skills.

Next, you have to **obtain feedback from students and teachers**. We have changed the way of getting this information from the first experimentation campaign. As the redesign phase is already finished, it is not worth holding focus groups with the students and making interviews with the teachers. In this occasion, they both will fill in another questionnaire.

Please make a copy of the documents **"Students' feedback questionnaire"** and **"Teachers' feedback questionnaire"** (cf. ***YESict 2015-2018/O9 Experimentation Report/MODEL_Folder Structure/2nd Experimentation Campaign/3 Experimentation results***) and save them in your corresponding experimentation folder. If you are going to translate them, please make the modifications in the documents you have in your own folder.

Once you have them, create a spreadsheet for each questionnaire to gather all the participants' answers.

If you consider it necessary or more appropriate, you can ask the teachers to make an interview for obtaining more information; the decision is up to you. In any case, you must obtain the teachers answer to the questions proposed in the questionnaire.

Your last mission will be to **summarise the execution of the experimentations** in your country. The structure of the document is the same to the one proposed in the first experimentation campaign; document **"Px_4 Summary"** (cf. ***YESict 2015-2018/O9 Experimentation Report/MODEL_Folder Structure/2nd Experimentation Campaign/3 Experimentation results***).

## 3. 4. Repeat the experience

In the Experimentation Protocol addressed to schools, we have proposed the institutions that have tested the YESict Educational Programme to go again through it by making some modifications to see differences in the results, and more importantly, if they consider it appropriate, to integrate the Programme more properly in their own education offer.

Even if the YESict project finishes, you can do the same thing with the schools you have involved in your experimentations. It can be a good way to start a collaboration that can open you to new opportunities.

# 4. RESOURCES AND RECOMMENDATIONS

### Resources

In order to carry out the experimentation, the partners involved in this task can refer to different resources:

- O4 Skill Evaluation Model
- O10 (Redesigned) Teachers' Guide: all the steps and the necessary information to apply the methodology
- O8b Experimentation Protocol (for schools)
- The WordPress platform that can be found here: http://yesict.eu

### Recommendations

**We highly recommend all the partners involved in the experimentation to take time to read carefully all the documents in order to organize their campaign in the best possible conditions.**

We also want to warn you and make you pay attention on the following specific points (Table 1):

Table 1: Specific points for the experimentation

| Step | What? | Warnings |
|---|---|---|
| Sequence 01 – Introduction | For this first step, an entrepreneur is supposed to go to the classroom and share his/her experience. | ⚠ Be sure to help schools to find this person or to contact the entrepreneur yourself |
| October 2017 – February 2018 | The execution of the experimentation | ⚠ **Be sure to take into account the real duration of the experimentation** which includes:<br>- Training of the teachers Specify the characteristics of the experimentation<br>- Ex-ante and ex-post questionnaires |
| Selection of participating schools | The schools must have the required equipment to carry out the experimentation in good conditions | ⚠ Be sure to verify that the chosen schools answer to the prerequisites (hardware, internet connection…) |

# 5. ANNEXES

## 5. 1. Training of the teachers

The training on the experimentation intended for the teachers is recommended to have a minimum duration of more or less 6 hours. Each partner in charge of carrying out the experimentations in their country will have to modify it depending on the restrictions and conditions of the teachers participating on the training.

In this case, considering it lasts 6 hours, you can think about splitting the training in two different sessions. Anyway, here you can find what you can talk about with the teachers:

1. **The YESict project (10'):** What the project is about, its origin, the context, the partners… The aim is to introduce the project to them, at least, to highlight the most important characteristics.
2. **Teachers' perceptions about entrepreneurship (15'):** As the teachers have to complete a questionnaire, you may prefer to send them the survey before the training session. In any case, make sure all of them have answered it before going on with the training. You can find more information about the questionnaires in the section 3. 3. 1 Before initiating the Programme.
3. **The YESict methodology (10'):** Briefly explain the pedagogical approach and the methodology that is behind the project (cf. O3_Report_Entrepreneurship Curricula): Challenge-based learning + Design Thinking, the skills that will be encouraged…
4. **General perspective of the experimentation (10'):** In order to make an idea of the whole experimentation, it should be great to show the teachers its "big picture". For doing so, you can use both the Teacher's Guide and the YESict web page.
5. **How to use the teacher's guide (15'):** Take as an example an activity and help them to go through the instructions. For example, 1.2. Jigsaw is a good option for those that never have carried out such an activity. Read the table with the specifications, the steps, the necessary material, etc. (cf. O7_Report_Teacher's Guide).
6. **Introduction to the tools (5'):** Before starting the next explanations, it may be great to show some examples of projects. Show them what can be done following the YESict methodology (you can use some examples of the projects made in the first experimentation campaign), and then explain them how to implement the YESict Educational Programme (in the points 6 and 7).
7. **The use of the platform and Drive (30'):** Explain how the students are supposed to fill in the templates, look for information/videos, create and use Google Drive templates… In the end, the teacher has to understand how the students are going to use the platform and the Drive (cf. O10_ Teacher's Guide).
8. **The tools (2h30'):** The idea is to answer to all the questions the teachers may have about the ICT and non-ICT tools. It is recommended to have sent the

teacher's guide to the teachers before the training; in that way, they will have time to identify the problems/doubts they may have. In those 2 hours, they also can test some of them, proceeding with the process that the students are supposed to follow (cf. O10_ Teacher's Guide).

9. **The evaluation of the students' entrepreneurial skills (1h30'):** Some teachers will have to assess the students' skills and for doing so, there are some instructions they have to follow. You will be in charge of verifying they follow all the proposed steps, but they will actually be the ones who will evaluate the students. Consequently, you must train them on the process. For more information, go to the next Annex.

The partner in charge of carrying out the experimentation in his/her country will be responsible for setting the training day together with the teachers, for finding a comfortable and appropriate place for the training and for answering all the doubts they may have. It is suggested to use a presentation, but it depends on the person giving the training.

## 5. 2. Evaluation of the students' entrepreneurial skills

In the first experimentation campaign, the students' entrepreneurial skills hadn't been assessed, so this a new activity for both partners and teachers. This Annex is divided in different sections in which you will find: 1) some points to consider before the assessments, 2) the tool the teachers will use for the evaluation, and 3) specific instructions about how to assess the students and compare the results.

### *5. 2. 1. Things to take into account for the assessments*

Keep in mind that we decided not to assess all the students of the classroom because this would suppose a lot of work for the teacher. Therefore, a teacher will evaluate the level of entrepreneurial skills of 4-5 students, preferably all of them from the same working group.

This is a characteristic or condition that affects the moment in which the assessment should be done, because if the groups aren't constituted before starting the experimentation, the teacher would have to wait until their creation. There is another characteristic that affects in the first assessment, the one to be done before the experimentations: the relation between the students and the teacher that will assess them.

In order to visualize the different possible cases, you will find a schema in the following Table 2.

Table 2. Schema about how to evaluate the Skills Evaluation Model

| **POINTS TO CONSIDER** | | | |
|---|---|---|---|
| **1. The relation between the students and the teacher that will assess them**: if he/she is one of their habitual teachers, if he/she knows the students or not | | **2. The moment in which the working groups will be constituted**: meaning if they will be created before starting the Programme, or during the experimentation | |
| ➔ **1.1. HABITUAL TEACHER**<br>Assess the students directly using the Entrepreneurial Skills Rubric | ➔ **1.2. NON-HABITUAL**<br>Evaluate while they resolve some creative activities (examples 1 and 2) | ➔ **2.1. BEFORE THE EXPERIMENT**<br>The students can be assessed before starting the programme | ➔ **2.2. DURING THE EXPERIMENT**<br>The students will be evaluated once the groups are created, not before |
| **CASES** | | **RESOLUTION** | |
| **1.1 & 2.1** ➔ The students' habitual teacher creates the groups before the experiment | | Before initiating the programme, the teacher assesses the selected students' entrepreneurial skills depending on his/her own insights | |
| **1.1 & 2.2** ➔ A students' habitual teacher assesses their entrepreneurial skills, but the groups are not created until the phase 3 of the Programme | | The teacher has to wait until he/she or even the students create the working groups for evaluating the selected students' entrepreneurial skills | |
| **1.2 & 2.1** ➔ The working groups are already created, but the teacher in charge of assessing the students doesn't know them | | In this case, the teacher will have to make some of the activities proposed in the above-mentioned links before the experimentation. Based on his/her perceptions, he/she will have to assess the selected students' skills | |
| **1.2 & 2.2** ➔ The teacher in charge of assessing the students doesn't know them, and the working groups will be created in the phase 3 of the Programme | | The teacher has to wait until the working groups are created for evaluating the selected students' entrepreneurial skills by asking them to complete some of the above-mentioned activities | |

In any case, the assessed group of students should preferably be selected by random draw, and the students should never be aware of the fact that they are being evaluated. This is why we recommend to be one of the students' habitual teachers who assesses their entrepreneurial skills, rather than a non-habitual one.

When the experimentation is over, the teachers will have to repeat the evaluation process. There is nothing to take into account on this occasion, just try to make them as soon as the students have presented their solutions.

### *5. 2. 2. Entrepreneurial Skills Rubric*

The teachers will assess the students by using the Entrepreneurial Skills Rubric (also available in O4_Report_Skills Evaluation Model). SYNTHESIS, responsible of the Output 4, has created a Google Form that can serve for gathering the students' entrepreneurial skills level (REF). For further information about how to actually assess the students, please address to the next section.

The Table 3 explain what each skill level means. These levels are the same in the Table 4, in which it is specified what to observe for each entrepreneurial skill.

Take into account that if the teachers are not fluent in English, you will have to translate both the Entrepreneurial Skills Rubric and the Google Form for them.

Table 3. Description of the skills levels

| Level of proficiency | LEVEL 1-2: FOUNDATION<br>Relying on support from others | LEVEL 3-4: INTERMEDIATE<br>Building independence | LEVEL 5-6: ADVANCED<br>Taking responsibility |
|---|---|---|---|
| **Progression** | Under direct supervision<br>or<br>with reduced support from others, some autonomy and together with his/her peers | On his/her own and together with his/her peers<br>or<br>taking and sharing some responsibilities | With some guidance and together with others<br>or<br>taking responsibility for making decisions and working with others |

Table 4. Entrepreneurial Skills Rubric

| SKILL | DESCRIPTOR | THREAD | LEVEL 1-2 Discover and explore | LEVEL 3-4 Experiment and Dare | LEVEL 5-6 Improve and Reinforce |
|---|---|---|---|---|---|
| CREATIVITY | Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.<br>Explore and experiment with innovative approaches. | Be curious and open | • The student can show that he/she is curious about new things<br>• The students can explore new ways to make use of existing resources | • The student can experiment with his/her skills and competences in situations that are new to him/her<br>• The student can actively search for new solutions that meet his/her needs | • The student can actively search for new solutions that improve the value-creating process<br>• The student can combine his/her understanding of different contexts to transfer knowledge, ideas and solutions across different areas |
| | Combine knowledge and resources to achieve valuable effects | Develop ideas | • The student can develop ideas that solve problems that are relevant to him/her and his/her surroundings<br>• Alone and as part of a team, he/she can develop ideas that create value for others | • The student can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way<br>• The student can test the value of his/her solution with end users | • The student can describe different techniques to test innovative ideas with end users<br>• The student can set up processes to involve stakeholders in finding, developing and testing ideas |

| SKILL | DESCRIPTOR | THREAD | LEVEL 1-2<br>Discover and explore | LEVEL 3-4<br>Experiment and Dare | LEVEL 5-6<br>Improve and Reinforce |
|---|---|---|---|---|---|
| PROBLEM SOLVING | Act and work to achieve goals, stick to intentions and carry out planned tasks | Define problems | • The student can approach open-ended problems (problems that can have many solutions) with curiosity<br>• The student can explore open-ended problems in many ways so as to generate multiple solutions | • The student can take part in group dynamics and aimed at defining open-ended problems<br>• The student can reshape open-ended problems to fit his/her skills | • The student can describe and explain different approaches to shape open-ended problems and different problem-solving strategies<br>• The student can help others create value by encouraging experimentation and using creative techniques to approach problems and generate solutions |
| | | Take action | • The student can have a go at solving problems that affect his/her surroundings<br>• The students shows initiative in dealing with problems that affect his/her community | • The student actively faces challenges, solve problems and seize opportunities to create value | • The student takes action on new ideas and opportunities, which will add value to a new or existing value-creating venture<br>• The student values others taking the initiative in solving problems and creating value |

| SKILL | DESCRIPTOR | THREAD | LEVEL 1-2<br>Discover and explore | LEVEL 3-4<br>Experiment and Dare | LEVEL 5-6<br>Improve and Reinforce |
|---|---|---|---|---|---|
| SELF-CONFIDENCE | Identify and assess individual and group strengths and weaknesses.<br>Believe in his/her ability to influence the course of events, despite uncertainty, setbacks and temporary failures | Identify strengths and weaknesses | • The student can identify things he/she is good at and things he/she is not good at | • The student can judge his/her strengths and weaknesses and those of others in relation to opportunities for creating value<br>• The student is driven by the desire to use his/her strengths and abilities to make the most of opportunities to create value | • The student cant team up with others to compensate for their weaknesses and add to their strengths<br>• The student can help others identify their strengths and weaknesses |
| | | Believe in its ability | • The student believes in his/her ability to do what he/she is asked successfully<br>• The student believes in his/her ability to achieve what he/she intends to | • The student can judge the control he/she has over his/her achievements (compared with any control from other influences)<br>• The student believes he/she can influence people and situations for the better | • The student believes in his/her ability to carry out what he/she has imagined and planned, despite obstacles, limited resources and resistance from others<br>• The student believes in his/her ability to understand and take the good out of experiences that other may label as failures |

| SKILL | DESCRIPTOR | THREAD | LEVEL 1-2<br>Discover and explore | LEVEL 3-4<br>Experiment and Dare | LEVEL 5-6<br>Improve and Reinforce |
|---|---|---|---|---|---|
| COLLABORATION | Work together and co-operate with others to develop ideas and turn them into action.<br>Solve conflicts and face up to competition positively when necessary | Develop emotional intelligence | • The student can show empathy towards others<br>• The student can recognize the role of his/her emotions, attitudes and behaviours in shaping other people's attitudes and behaviours and vice versa | • The student can express his/her (or his/her team's) value-creating ideas assertively<br>• The student can face and solve conflicts | • The student can compromise where necessary<br>• The student can deal with non-assertive behaviour that hinders his/her (or his/her team's) value-creating activities (for example, destructive attitudes, aggressive behaviour and so on) |
| | | Work together | • The student is open to involve others in his/her value-creating activities<br>• The student can contribute to simple value-creating activities | • The student can contribute to group decision-making constructively<br>• The student can create a team of people who can work together in a value-creating activity | • The student can use techniques and tools that help people to work together<br>• The student can give people the help and support they need to perform at their best within a team |

### *5. 2. 3. Instructions for assessing the skills*

Assuming the students to be assessed have already been selected, the first thing is to assign a code to each one of them. For doing so, we propose following the next example:

**Country_School_Classroom_ExY_Sx**

Where the **Countries** will be shortened using the European Country codes:
FR for France, ES for Spain, DK for Denmark and CY for Cyprus,
the **School** will make reference to the institution's name
the **Classroom** will be specified in case there are more than one classes,
**Ex** stands for Experimentation,
**Y** will be replaced by ANTE or POST depending if it is the first or the last assessment,
and **Sx** makes reference to the student

*For instance, the Student n°4 from the classroom 5A in the French school Immaculée Conception is being assessed for the first time before the experimentation begins. The code will be the following one:*

**FR_IC_5A_ExANTE_S4**

The code is important for us to identify the students without having their personal data (age, name, gender, etc.). Nevertheless, the teacher who is assessing a student just needs to know which number corresponds to him/her, because the teacher will have to use the same number in both assessments. The partner involved in the experimentation can then add the rest of the code.

After creating the codes, it is time for the teacher to evaluate the students. Remember that if the teacher is not a habitual teacher of the students, they should make some creative activities.

The teacher will always base the assessment on his/her feelings and insights. We are aware that this is not a completely scientific approach, but the idea is to see if after participating in the experimentation the students have been able to improve somehow their skills.

In order to make a comparative of the evaluated students, the teacher can complete the Entrepreneurial Skills Rubric in the following way in the first time he/she uses it (this is just an example). He/she can use this rubrics to create the work groups for the Phase 3:

| SKILL | THREAD | LEVEL 1-2 | LEVEL 3-4 | LEVEL 5-6 |
|---|---|---|---|---|
| SELF-CONFIDENCE | Identify strengths and weaknesses | S4 S2 | S3 S5 | S1 |
| | Believe in its ability | S3 | S4 S2 S1 | S5 |

In the second time, the teacher can complete the table again and see if there have been changes or how each student has evolved.

## 5. 3. Observation guide

The observation is a tool that enables getting a lot and diverse information about the interaction between a person and the object (technology, activity, template…) that is being analysed.

It must be considered that the observer is an "estrange" external element in this interaction. This is the reason why it is important to let the person being observed know the dynamics and conditions of the observation:

- The objectives
- The duration of the interaction
- The dynamics (if he/she is going to be "free" or if someone is going to ask him/her to carry out specific tasks, etc.)
- If some photos/videos are going to be taken
- Etc.

It is compulsory to have the consent of the person before initiating the observation.

The observation starts the moment the teachers enters the classroom until he/she leaves, in other words, during the whole session.

**Important aspects to consider in regard with the students:**

- If the task is intuitively and easily understood/done
- If he/she has doubts and what kind of doubts
- If he/she has problems or not
- If he/she has problems, how he/she has solved them (asking to a member of the group, asking to another group, asking to the teacher, looking for the answer alone, …)
- If the person "seems" comfortable with the tools provided
- If he/she has difficulties to use the tools, which they are, why, how they cope with them (asking to a member of the group, asking to another group, asking to the teacher, looking for the answer alone, …)
- If he/she can complete the different tasks in the time previewed
- If he/she cannot complete the tasks, which task, why, how much more time does he/she need, …
- …

It must be noted down everything that he/she says (impressions, critiques, contributions, etc.). It is also interesting to observe how he/she interacts with the platform and the Google Drive.

- The interaction with the platform in general
- The use of Google Drive
- …

**Important aspects to consider in regard with the teacher:**

- If the teacher is comfortable with the subject
- If the teacher easily explains the tasks to be done
- If he/she has doubts and what kind of doubts
- If he/she has problems or not
- If he/she has problems, how he/she has solved them
- If the teacher "seems" comfortable with the tools provided

- If he/she has difficulties to use the tools, which they are, why, how the teacher copes with them
- …

It must be noted down everything that he/she says (impressions, critiques, contributions, etc.). It is also interesting to observe how he/she interacts with the platform and the Google Drive.

- The interaction with the platform in general
- The use of Google Drive

**How to record the lessons**

If no teacher can participate as observer but still the school is interested in observing the sessions, they can be recorded with a camera. In order to assure the quality of the video, some steps should be followed.

***Before the lessons***

In this section there are explained some technical requirements and important steps to take into account before recording the lessons of the teachers. These steps must be followed before the recording day.

Technical requirements

- A camera with required battery that serves for recording the lessons
- Replacement battery and/or charging system
- Cable or device to download the information
- Tripod
- Camera's storage media (SD card, compact flash or the corresponding one)

Other conditions

- The written consent of the institution/teacher allowing to record the lesson

***During the lessons***

In the recording day, there are some steps to follow before and during the lessons. As the teacher involved in the experimentation will be giving the lessons, the partner in charge of carrying out the experimentation or another teacher/teaching staff of the school will have to perform the following tasks:

Before starting filming

- The recording material must be prepared and verified before the session, in order to avoid problems or interruptions.
- Ensure a free of external noises atmosphere: shut down phones or any other device that can interfere with the recording. Check out that the windows are closed for avoiding external noises.
- Verify that the teaching institution has authorised to record the lessons.

Where to place the camera:

- As the students are going to work in groups and all around the classroom, the best location to place the camera is in one side of the class, recording more or less all the students.

- Make sure that the camera is well placed in the tripod.
- Once that the equipment is placed, and before starting to record, make an inspection of everything. Record a short video and verify the quality of the image and the sound.

Development of the recording:

- Before the lesson starts, the person in charge of recording the lesson has to indicate aloud the reference of the classroom; that is to say, the name of the school and the level of the classroom.
- Make sure that the camera isn't shut down during the recording due to an empty battery. That is, change the batteries (if necessary).
- Try not to interfere or attract the students' attention, the person in charge of recording the presentations is there just to verify the filming is being well done.

Closure of the recording

- Before removing the storage media of the camera (SD card, compact flash or the corresponding one), verify the first and last recording 2 minutes. Take into account the quality and clarity of the sound and the image.

***After the lessons***

Once that everything is recorded, the partner responsible of carrying out the experimentation will have to follow the observation guide previously defined. In that way, the school has more time to observe the use of the tools and the development of the work during the experimentation, and in that way, describe it.

## 5. 4. Photos and videos

### *5. 4. 1. Recommendations*

Technical requirements

- A camera with required battery
- Replacement battery and/or charging system
- Cable or device to download the information
- Tripod (if necessary)
- Camera's storage media (SD card, compact flash or the corresponding one)

Other conditions

- Parents' written consent for recording or taking photos of their children and then to use this material for dissemination activities. In some cases, it may be enough with the consent of the school; so each partner should discuss this point with the Head Master of each school that is participating in his/her country.

Before filming/taking photos

- The camera must be prepared and verified before the presentation session, in order to avoid problems or interruptions.

- It should be ensured a free of external noises atmosphere: shut down computers, phones or any other device that can interfere with the recording, if possible. Check out that the windows are closed for avoiding external noises.
- Verify the parents' consent documents. The teacher will inform the person in charge of taking photos/recording videos if there is any student that hasn't this consent. In this case, the person using the camera should avoid taking photos/recording the student, and then verify he/she doesn't appear in any photo/video.

Content of the videos/photos

The photos and videos produced will serve as communication objects, so they should capture the process the students have followed until the closure. That is to say, try to take photos that show each phase/sequence, students using the tools, the final product/production of each group, the prototypes…

In general, the photos/videos mustn't have the following content:

- **Nudity or sexual content:** pornography or sexually explicit content
- **Harmful or dangerous content:** videos that encourage others to do things that might cause them to get badly hurt
- **Violent or graphic content:** violent or gory content that is primarily intended to be shocking, sensational or disrespectful and that encourage others to commit specific acts of violence
- **Hateful content:** Content that promotes or condones violence against individuals or groups based on race or ethnic origin, religion, disability, gender, age, nationality, veteran status or sexual orientation/gender identity, or whose primary purpose is inciting hatred on the basis of these core characteristics.
- **Copyright:** respect copyright. Don't use content in your videos that someone else owns the copyright to, such as music tracks, snippets of copyrighted programmes or videos made by other users, without the necessary authorisations.
- **Threats:** Things like predatory behaviour, stalking, threats, harassment, intimidation, invading privacy, revealing other people's personal information and inciting others to commit violent acts.

### *5. 4. 2. Guide for explaining how to formalise the obligation to inform*

## To whom is this guide addressed?

- The General Data Protection Regulation[1] (from now on, GDPR), published in May 2016 and applicable from the 25th of May 2018, is a regulation of direct application in the European Union. It regulates the protection of natural persons with regard to the processing of personal data and on the free movement of such data. It will repeal the actual Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995, in which the EU introduces certain changes that are necessary to take into account.

[1] EUR-Lex: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32016R0679

- The aim of this Guide, **is to orientate the partners in the best practices for correctly formalising the obligation to inform the applicants** (in this case, the students' parents), under the principle of transparency, about the circumstances and conditions for processing their personal data, and about their rights. This guide covers only this specific objective, and it must be complemented with other guides the Data Protection Authorities may deliver, in regard with the GDPR.
- The guide is addressed, to the Controllers that have to apply the GDPR and to the professionals that contribute, whether in their Organisations or as Processors, in the tasks of assessing the Controllers, in regard with the obligations upon the Regulation. It is also addressed to the ones who execute or will execute the Data Protection Officer role, which has very specific tasks.

**Before going through the guidelines, find some definitions**

- **Controller**: the natural or legal person, public authority, agency or other body which, alone or jointly with others, **determines the purposes and means of the processing of personal data**
- **Processor**: a natural or legal person, public authority, agency or other body which **processes personal data on behalf of the controller**
- **Data Protection Officer**: a natural or legal person, employee of the Company or on the basis of a service contract, will inform and advices the Controller, the Processor and other employees about the obligations in regard with the GDPR and monitors its implementation, cooperating and serving as the contact point with the Control Authorities
- **Processing**: any operation or set of operations which is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction
- **Representative**: A natural or legal person established in the Union who, designated by the controller or processor in writing pursuant to Article 27, represents the controller or processor with regard to their respective obligations under the Regulation
- **Profiling**: Any form of automated processing of personal data consisting of the use of personal data to evaluate certain personal aspects relating to a natural person, in particular to analyse or predicts aspects concerning that natural person's performance at work, economic situation, health, personal preferences, interests, reliability, behaviour, location or movements
- **Recipient**: A natural or legal person, public authority, agency or another body, to which the personal data are disclosed, whether a third party or not. However, public authorities which may receive personal data in the framework of a particular inquiry in accordance with Union or Member State law shall not be regarded as recipients; the processing of those data by those public authorities shall be in compliance with the applicable data protection rules according to the purposes of the processing

### What the GDPR changes in regard with the obligation to inform?

***From now on***, the **GDPR** adds ***additional requisites*** related to the obligation to inform the people concerned, generalizing the "Processing" concept, and incorporating, broadly, the following details:

- The contact details of the Data Protection Officer
- Legal basis or grounds for processing,
- The period or conservation criteria of the data,
- The existence of automatized decisions or the creation of profiles,
- The prediction of transfers to Third Countries,
- The right to lodge a complaint with the Control Authority

Moreover, in the case in which the data is not directly obtained through the concerned person:

- The origin of the data
- The categories of the data

Consequently, the Controllers need to revise and change all the proceedings, models or forms created before the date of full implementation of the GDPR, adding all the new requisites in accordance with the guidelines provided in this guide.

For further information, you can consult the articles 13 and 14 of the GDPR, in regard with the information and access to personal data.

### Who and when has to inform?

**The obligation** to inform the concerned people about the circumstances related to the processing of their data **falls upon the Controller**.

The applicants need to be provided with the information ***in the moment in which the data is asked,*** before collecting or recording anything, in the case in which it is directly obtained through the applicant.

In the case in which the data is not obtained directly through the applicant, if it comes from any legal transfer, or via publicly available sources, the Controller will inform the applicants ***within a reasonable period***, but in any case:

- within one month from the moment in which the personal data was obtained,
- before or in the first contact with the applicant,
- before the data has been communicated to others

This obligation must be fulfilled ***without the need for any prior notification***, and the Controller will have to ***be able to prove*** later that the obligation to inform has been complied.

It will only be **not necessary** to inform ***when the applicant has already the information***, neither in the case in which the data is not derived from the applicant, when:

- the communication is impossible or causes a disproportionate effort,
- the register or the communication is expressly stablished by the Union Law or by the Member States,

- when the data has to be kept confidential in regard with a duty of secret.

**Where and how to inform?**

The proceedings for collecting information can be very diverse, and consequently, the ways to inform the applicants must be adapted to the circumstances of each means used for collecting or registering data. For example, some of the most habitual means of collecting data, and, therefore, whereby it is necessary to inform, may be:

- Paper forms
- Browsing or web forms
- Personal activity data
- Telephone interview
- Record of mobile applications
- Sensors data (IoT)

On the other hand, other notifications and additional processing can be done through the following means of communication:

- Postal mail
- Electronic messaging
- Pop-up notifications in services and applications

The characteristics of each means range in extension, space availability, legibility, possibility of linking information, etc. In any case, the information must be provided:

- in a **clear and easy** language,
- **concisely, transparently, intelligibly and accessible**.

**Information in layers**

To support the exigencies of GDPR, and to present the information as brief and understandable as possible, the Data Protection Authorities recommend to use a model of layers or levels for presenting the information.

The approach consists on the following:

- present, on a first level, the **basic summarized information** in the same moment and in the same means in which the data is collected,
- refer to the **additional information** on a second level, in which the details of the rest of the information will be presented, in a means more adapted to its presentation and comprehension.

In order to organize and present all the required information in a brief way, it can be gathered in certain sections, especially the one in the first level. For instance, the information can be presented in the following way:

Table 5. Content proposal when asking personal data

| Section | Basic brief information (1st level) | Detailed additional information (2nd level) |
|---|---|---|
| **"Controller"** (of the processing) | Identity of the Controller | Contact details of the Controller |
| | | Identity and contact details of the Representative |
| | | Contact details of the Data Protection Officer |
| **"Purpose"** (of the processing) | Easy description of the purposes of the processing, even Profiling | Extended description of the purposes of the processing |
| | | Data storage periods and criteria |
| | | Automated decisions, profiles and the logic applied |
| **"Legitimation"** (of the processing) | Legal basis of the processing | Details of the legal basis of the processing, in the cases of legal obligation, public interest or legitimate interest |
| | | Obligation or not of providing information and the consequences of not doing it |
| **"Recipient"** (of the processing) | Prediction or not of transfers | Recipients or categories of recipients |
| | Prediction or not of transfers to third countries | Adaptation decisions, guarantees, binding corporate rules or applicable specific situations |
| **"Rights"** (of the applicants) | Reference to the exercise of rights | How to exercise the rights of access, rectification, erasure and portability of their data, and the limitation or opposition to their processing |
| | | The right to withdraw the consent |
| | | Right to lodge a complaint with the Control Authority |
| **"Origin"** (of the data) | The source of the data (when they are no obtained through the applicant) | Detailed information of the source of the data, even if they have been obtained from sources that are accessible to the general public |
| | | Processed data categories |

It is recommended to **present always** the first five sections ("Controller", "Purpose", "Legitimation", "Recipient" and "Rights"), adding the "Origin" section only when the data haven't directly been obtained through the applicant.

It is important to point out that this multilevel approach is proposed with the purpose of facilitating the task of the Controller for designing its proceedings and questionnaires, and for letting the applicants obtain the most relevant information briefly and in an easier way, while at the same time respecting the lawfulness, loyalty and transparency principles stablished by the GDPR.

### *5. 4. 3. Example of Image Release Form for YESict*

Remember that you will have to complete an Image Release Form if you intend to take photos / record videos and then use them for your own purposes. In the following pages, you will find an example. Remember that it is just AN EXEMPLE, so make sure you make the necessary modifications before using it.

# Image release form – YESict Project

The purpose of this application is to obtain the necessary consent and authorization for the below specified project, being understood that the objectives of this project have been explained to the students and their legal guardians.

## 1. Description of the YESict project

Since September 2015, aNTIC has coordinated the *European Young Entrepreneurial Skills thanks to ICT* project (YESict) funded by Erasmus +, which aims to promote entrepreneurship among young people in secondary schools through, among other things, digital tools.

The YESict project aims to design and implement an innovative digital teaching method to help teachers encourage entrepreneurship in children between the ages of 11 and 15. It also aims to remove barriers that could prevent a young person from becoming an entrepreneur in the future, such as fear of taking risks, limited experience and a lack of family support. The programme will use groundbreaking teaching methods and technology to make learning fun and break down barriers.

During the experimental phases of the project, several schools and colleges from different countries (Spain, Denmark, Cyprus and France) test the tools that the consortium of the project has created. In this context, aNTIC and other partners of the consortium will take photos of the students to understand how they work and use the tools better.

Following these experimental phases, aNTIC wishes to be able to use the photographs obtained in the different classes in order to illustrate the pedagogical method created during the project's development under the conditions described below.

## 2. Means of exploitation

The use and exploitation by aNTIC, by reproduction and/or representation, of the photographs taken during the phases of experimentation for the purposes of illustration may be carried out on the following supports:

- the website dedicated to the project;
- the Teacher's Guide for teachers of schools and colleges and published on the project's website.

In any case, aNTIC will make sure that the photos used through the aforementioned supports will not contain students or, if this is the case, the students will not be recognizable.

In the defined pedagogical context, such exploitation cannot give rise to any remuneration or consideration in any form whatsoever. This express acceptance is final and excludes any request for future remuneration.

## 3. Collection and processing of personal data

The students and their parents are informed that during these operations, their personal data such as name, first name, age, college and student's class of the student may be processed by aNTIC and communicated to the public through the project's website.

aNTIC, as part of the coordination of the YESict project, will collect and store such personal data for archiving purposes.

The data will be accessible to all of the aNTIC staff and to the partners of the project, namely the University of Nicosia (Cyprus), Synthesis (Cyprus), Mondragon University's Higher Polytechnic School (Spain), Ikastolen Elkartea (Spain), Vaeksthus Sjaelland (Denmark) and FH Joanneum, University of Applied Sciences (Austria).

The personal data will be kept for eight (8) years.

According to the applicable data protection laws and regulations, parents or holders of parental authority can exercise the right of access to the data of their children, right of rectification, right of deletion or right of objection by contacting: Emmanuel ARRECHEA (earrechea@antic-paysbasque.com).

## 4. Parental consent

This authorization is subject to your signature, for the publication of the image of your minor child whose identity is given in paragraph 5 below, within the framework of the project referred to in paragraph 1 and for the means of exploitation referred to in paragraph 2.

This use of the image of the minor you represent will be carried out under the authority of:

L'antic Pays basque, association française loi 1901,
Adresse : 2, Terrasses Claude Shannon – Technopole Izarbel 64210 Bidart
Tél : 05 59 41 53 94
SIRET : 42209713900014 R.C.S. : Registre du Commerce de Bayonne
Email address : contact@antic-paysbasque.com

**I, the undersigned,** *(first name, last name),*……

Born on ……,

Residing at……,

I am the parent or guardian of the minor named below in paragraph 5.

I have the legal right to consent to and do consent to the terms and conditions of this release.

**I acknowledge having read the above information concerning the minor I represent and agree to the fixation and use of his image, within the exclusive framework of the described project:**

☐ **YES** ☐ **NO**

**Made in as many originals as signatories.**

**Made at (place):.....** **Signature of the legal representative of the minor:**

**On (date) :.....**

## 5. Consent of the student

☐ I was explained about the YESict project and I understood its goals.

☐ I was explained the purpose and scope of the use of my image on the internet website of the project.

And I agree that aNTIC can collect and use my image in the context of the project.

| | |
|---|---|
| ☐ Miss ☐ Mister<br>Name of the student :.....<br>First name :.....<br>Class :.....<br>School/College :..... | Date and signature of the student concerned: |

## 5. 5. Use of ICT tools

As previously stated, there are some ICT tools proposed in the new YESict Educational Programme in which it is asked a consent of the legal guardians for using them. In this case, the school has to ask for this content, and not the partner.

MGEP and EHI prepared a model that the schools in your country can use:

Dear parents/legal guardians,

We are pleased to inform you that your child is going to participate in the the YESict project funded by the European Union. The YESict project is a short course designed to foster entrepreneurship among youngsters. Several European institutions have participated in the creation of this course, including L'ANTIC PAYS BASQUE (France), University of Nicosia (Cyprus), Synthesis (Cyprus), Vaeksthus Sjalland (Denmark), FH Joanneum University of Applied Sciences (Austria), Mondragon Goi Eskola Politeknikoa (Spain) and Ikastolen Elkartea (Spain).

This course requires that students have access to the internet to support their educational activities. To gain access to the internet and make use of the necessary Information and Communication Technologies, parental consent is necessary. The Information and Communication Technologies to be used in the course are:

- Gmail
- Google Drive
- Sketch.io
- Tinkercad
- Lucidpress
- Others

As the students participating in the project are under the legal age of consent, we require the signature of their parents/legal guardians.

I have read and understood the information regarding the usage of the Information and Communication Technology resources and:

- ▢ I give permission for my child to access these technologies.
- ▢ I do not give permission for my child to access these technologies.

Student name and surname: ……

Parents/legal guardians name and surname: ……

Parents/legal guardians signature: _____

Date: _____