YESict

Project co-funded by the European Union

Erasmus+

Report – Output 9

1st Experimentation Campaign

Characteristics, objectives, conclusions and recommendations of the experimentations

artic

MONDRAGON UNIBERTSITATEA
GOI ESKOLA POLITEKNIKOA
ESCUELA POLITÉCNICA SUPERIOR

ikastolenelkartea

VAEKSTHUS ZEALAND
Business Development Centre

SYNTHESIS
CENTER FOR RESEARCH AND EDUCATION

UNIVERSITY OF NICOSIA

FH JOANNEUM
University of Applied Sciences

YESict

Project co-funded by the European Union

Erasmus+

Report – Output 9

1st Experimentation Campaign

Characteristics, objectives, conclusions and recommendations of the experimentations

TABLE OF CONTENTS

TABLES

1. INTRODUCTION

The YESict project has already passed the first half of its duration, which means we are able to see the first results and analyse some of its impacts. In fact, the first experimentation campaign has led the consortium to redirect the development of the methodology and the tools into something in more accordance with the initial objectives of the YESict project.

The first experimentation campaign has been designed for testing the methodology and the tools created in the *O5 & O6-ICT and non-ICT tools* and the *O7-Pedagogical methodology* outputs and for assessing their efficacy by using the *Skills Evaluation Model* defined in the Output 4 Report. The participating partners have followed the instructions defined in the *O8a-Experimentation protocol* guide in order to assure similar conditions and a resembling implementation.

In other words, this experimentation campaign has aimed and served to obtain feedback about the proposed YESict methodology from the students and teachers that have participated in them. These opinions will then be used to define the tasks for the redesign.

In order to obtain as much information as possible, all the partners involved in the experimentations have decided to carry out the experiments in their countries. In that way, the experimentations have been programmed to be executed in France (ANTIC), Spain (EHI), Denmark (VS) and Cyprus (EDEX). Nevertheless, due to reasons beyond their control, VS has finally not been able to run the experimentations in Denmark.

In summary, this report discloses the main characteristics and results of the experimentations in the following sections:

1. The role of the partners in the experimentations
2. Descriptions of the experimentations
3. General conclusions and recommendations for the redesign

2. THE ROLE OF THE PARTNERS IN THE EXPERIMENTATIONS

As stated in the Pre-experimentation Guide, the partners involved in the first experimentation campaign have been in charge of observing and analysing the usage of the methodology and the tools created in the scope of the YESict project. For doing so, they have followed the next process: identify and contact schools interested in participating in the experimentations, train the teachers in the methodology and the tools, observe the experimentations and get results and feedback from the participants.

2. 1. Involving the schools in the experimentations

The first step of the experimentation campaign has been to identify and contact all the schools that could possibly be interested in the YESict Educational Programme. The partners in charge of the experimentations have gone to great lengths to assure the participation of at least one school in this first campaign.

In order to achieve this objective, each partner has organised different information sessions and delivered different types of documents explaining what the YESict experimentation would consist on.

As a result, two schools in France, one in Spain, one in Denmark and one in Cyprus have shown interest in participating in the experimentations.

2. 2. Training the teachers

Once the participating schools identified, the partners have organised different sessions with the teacher staff to coordinate the experimentations. In fact, some of the schools have requested making modifications to adequate the presented planning to their own schedule.

Another important activity before launching the experimentations has consist on training the teachers in the methodology and the tools designed for the YESict Educational Programme. These sessions have also been a good occasion to start gathering the teacher's opinion about the programme itself and the activities proposed.

In total almost 10 educators have been trained in the YESict Educational Programme for Entrepreneurship.

2. 3. Observing the experimentations

During the execution of the experimentations, the partners involved in their implementation, even some partners in charge of the redesign, have observed the sessions in which the students and the teachers have tested the Programme.

For doing so, the partners have kept a distance from both students and teachers in order to avoid influencing the results; in other words, they have restrained themselves from interacting with the participants.

All the data has been gathered via notes and photos. The partners have also collected all the necessary material (such us completed templates, photos of the prototypes, etc.) in order to analyse the usages.

Once the experimentations finished, each partner in charge of the experimental phase has included all the comments and improvements in the way described in the Pre-experimentation guide. They have also completed different templates in which the characteristics of the experimental process and the conditions of the experimentation (such as the classroom, the time schedule, the teacher's and students' profile, etc.) are explained.

2. 4. Getting feedback

In order to set the goals of the redesign phase, getting feedback from students and teachers that have participated in the Programme has been a very important activity. This process has been carried out in two different ways.

On the one hand, given the large amount of students participating in the experimentations and the young age of some of them, it has been decided to carry out focus groups with this target group. Organised in groups of 5-8 students, almost all of them answered to the same questions about the YESict Educational Programme.

On the other hand, the partners interviewed the teachers that have participated in the experimentations in individual and personal meetings that lasted 30 minutes on average.

It is necessary to say that in order to achieve the objectives set for the O11-Evaluation of results phase the partners have gone through other complementary interviews with the teachers and some students. These interviews aim to analyse the perception the students and teachers have about entrepreneurship.

All these data has been compiled in the same way as the notes gathered in the observation phase, by completing different templates provided by ANTIC, the responsible of this Intellectual Output.

3. DESCRIPTION OF THE EXPERIMENTATIONS

Analysing and comparing the data obtained in the experimentations accomplished in different countries would have been tough if the partners had not followed the same process. In this case, the partners involved in the experimentations carried out in France, Spain and Cyprus have been able to outline each one's experimental process following the next scheme:

1. Introduction	Brief explanation of the experimentations by mentioning the dates, place, number of students and teachers involved, etc. and summarizing the main conclusions.
2. Context	More details about the experimentations, the characteristics
3. Main results	General conclusions about the experimentation and recommendations for the redesign phase

3. 1. Experimentations in FRANCE

3. 1. 1. Introduction

The first experimentation campaign in France took place in two schools: Stella Maris private school from Anglet and Immaculée Conception private school from Biarritz. Both experimentations were carried out in 2 or 3 almost consecutive sessions involving, in total, 3 teachers and 79 students aged 11/12. Both schools followed a strategy a little bit different to the one proposed by the YESict consortium as they made modifications for adapting the process to their requirements. Those changes were usually linked to the schedule or the school's working approach, which resulted in a clear vision of the weaknesses and the strengths of the methodology: the method is very useful for working and developing the entrepreneurial skills chosen by the consortium, but the role of ICTs must evolve.

3. 1. 2. Context

As it has been previously said, the experimentation in France was carried out in two different schools. In the following sections you can find more details about each of them.

3. 1. 2. 1 Stella Maris

Stella Maris is a private catholic school where they underscore language teaching, but also French and Mathematiques. The school offers a bilingual section (English/Spanish) and the option to learn the Basque, as well as the Latin. At the age of 14, the students that score the best results are given the opportunity to study in the "European class", where almost all the lessons are given in English.

The responsible for executing the experimentation in Stella Maris was the technology teacher, who is a habitual teacher for the participating students. The teacher is used to work in groups and especially in projects with the students, so he adjusted the working

methodology proposed in YESict to the one he has developed thanks to his work experience.

The experimentation was carried out in the technology classroom, a room that is divided in two working spaces: the tables are organised in groups and the computers are placed around the room. In that way, the students can only access the computers when the teacher allows them to. There are not many computers; therefore, each group was assigned two computers.

The 30 students from Stella Maris worked in 8 groups (6 groups of 4 and 2 groups of 3) under "the school of my dreams" topic and the teacher let the students decide the classroom/school area they wanted to design/redesign.

In this case, the students that participated in the experimentation were considered too young for completing the experimentation in English, so all the material was translated to French.

All the groups proposed a solution after working during three non-consecutive half-day sessions distributed in one-week time. Nevertheless, given the weak definition of some projects, the teacher decided to continue working on the subject with the students.

The proposed time schedule of 17 hours had been reduced to 11 hours in Stella Maris, each session being organised as follows:

Table 1: Details of the experimentation in Stella Maris

Session	Activity	Time
1	**1 Introduction / Motivation** - 1.1 Short Introductory Video (10') - 1.2 Jigsaw (30') - 1.3 Let's ask them! (20') - 1.4 What is necessary? (15')	3h45
	2 Challenge Identification - 2.1 Brainstorming plenary (15') - Creation of groups (15') - 2.2 What's the problem? (30')	
	3 Team Creation - 3.1 Target diagram strategy (20') - 3.2 Team progress folder (25') - New activity: measure classrooms and interview teachers (30') - 3.3 Student role (5')	
2	**Introduction of the session** (10')	3h30
	4 Exploration - 4.2 5W + 1H (20') - Measuring and making questions (95') - 4.4 Briefing (15')	

	5 Ideation - 5.4 Scenarios (15') **Introduction** (15') - Measuring and making questions (70') **6 Prototyping** (100') **7 Communication** (30')	3h45
3		

It has to be said that the teacher preferred not to use the Google Drive space due to privacy issues. Instead, the students filled in all the activities by hand and used the computers to look for information, get inspired, and create the logo and the sketches.

3. 1. 2. 2 Immaculée Conception

Immaculée Conception is a private catholic school that aspires to prepare the students for the future by developing some essential skills. For doing so, they underscore language teaching (the students aged 11-15 have lessons in English and Spanish) and the use of digital technologies (tablets, digital workspaces, robotic, drones, coding, serious games, etc.).

Two classes participated in the experimentation held in Immaculée Conception, each class being accompanied by a teacher: the habitual art teacher with 25 students and the habitual mathematics teacher, who is also the director of the school, with other 24 students.

The experimentations were carried out in the regular students' classrooms, which are composed of big tables faced to the blackboard. It has to be said that the classrooms were quite small for the students, and it was difficult to organise the tables in a way that could enhance teamwork.

Each student had an iPad, and since they had been using it for a while, they were very familiar with its operation. They used a learning management system called Its learning for the exchange of documentation between the teacher and the students, and for certain activities, they had plenty of applications for generating content of any kind. For sharing their work with the class, they connected their iPads to the teacher's Apple TV, which was at the same time connected to the projector.

The 49 students from Immaculée Conception worked in 10 groups (6 groups of 4 in each classroom) under three different topics: "the neighbourhood of my dreams", "the city (in this case, Biarritz) of my dreams" and "the school of my dreams". After the brainstorming, the teachers assigned a problem to each group (previously established by them).

In this case, the students that participated in the experimentation were considered too young for completing the experimentation in English, so all the material was translated to French.

The groups proposed a solution after working during two consecutive full-day sessions. The proposed time schedule of 17 hours had been reduced to 12 hours in Immaculée Conception, each session being organised as follows:

Table 2: Details of the experimentation in Immaculée Conception

Session	Activity	Time
1	**1 Introduction / Motivation** - 1.1 Short Introductory Video (15') - 1.2 Jigsaw (35') - 1.3 Let's ask them! (25') - 1.4 What is necessary? (20')	7h
	2 Challenge Identification - 2.1 Brainstorming plenary (15') - 2.2 What's the problem? (30')	
	3 Team Creation - 3.1 Target diagram strategy (25') - 3.2 Team progress folder (30') - 3.3 Student role (5')	
	4 Exploration - 4.2 5W + 1H (25') - 4.4 Briefing (35')	
	5 Ideation - 5.1 Brainstorming (25') - 5.2 5 Senses (10') - 5.4 Scenarios (35') - 5.5 Selection (20')	
2	**Introduction of the session** (10')	7h
	6 Prototyping (2h 30')	
	7 Communication - 7.1 Poster of the proposed solution (20') - 7.2 Poster of the process followed (15') - 7.3 Prepare the presentation (1h40') - Presentations (1h)	

It has to be said that the teacher preferred not to use the Google Drive space due to privacy issues. Instead, the students used another application/platform know as Its Learning.

3. 1. 3. Main results

In general, the experimentations went well. Even if some groups hadn't finished completely the project, the teachers and the students were happy with the results, and it is good to know that both schools, also the involved teachers and students, would like to repeat the experience.

Nevertheless, thanks to the observations, the interviews with the teachers and the focus groups carried out by the members of ANTIC, some general modifications have been identified: redefine the timing/schedule of the process, adapt the language and the content to the students' understanding, reconsider the role of the ICTs and add other activities.

The first suggestion has to do with the **timing**, both the timing of each activity and the schedule of the whole process. In fact, the teachers and the students complained about not having enough time for everything. As the proposed schedule had to be adapted to the requirements of the schools, it was difficult for the teachers to estimate precisely the timing of each activity. On the other hand, they suggested adding more sessions to have more time or to carry out the courses more separated in time to give time to the students to assimilate what they have done.

In general, the students also had **difficulties with some concepts and specific words of the templates**: the teacher described some activities as too technical; even the students told the activities in the introduction phase were unnecessary. During the experimentations was common to listen commentaries like "What does strength mean?" (Referring to someone's strengths asked in the 3.1. Target Diagram Strategy) or "what is a special habit?" In the prototyping phase, for instance, some students had difficulties with the scale. During the interviews, a teacher pointed out the activities must be tangible for the students, meaning "(...) sometimes there was a discrepancy between the aim, the use and the efficiency of an activity".

On the other hand, as it has been mentioned before, both schools decided not to use **the platform and the Google Drive structure** with the students because they were afraid of losing time and the students weren't used to this working methodology. In Stella Maris they followed the process without using a framework similar to the Google Drive, while in Immaculée Conception they used a more developed tool. In this sense, the experimentations showed the role of ICTs needs to evolve in order to assure the benefit of the ICTs for developing entrepreneurial skills.

Finally, some of the modifications (like adding activities/explanations) the teachers made based in their experience should be integrated in the YESict methodology. To give an example, the fact of interviewing some real stakeholders give more information to the students rather than by just asking them to put themselves in the place of the stakeholders. Some other interesting suggestions are gathered in the "P1_4 Experimentation Feedback for Redesign" file.

3. 2. Experimentations in SPAIN

3. 2. 1. Introduction

The first experimentation campaign in Spain took place in the school called Andra Mari Ikastola from Etxarri Aranatz. The experimentation started the 7th of March with the Introduction/Motivation stage and finished the 29th of March with the Communication Day. The piloting project was carried out in English with 19 students and an English teacher. In this case, the English teacher is a partner of EHI that knows very well all the material developed. However, the observations were carried out by members of MGEP.

All people involved; students, the English teacher, the teacher staff, parents and any other that participated or attended the Communication Day, positively valued the dynamic and the YESict project as a whole. Students were very motivated and enthusiastic with the activities and solving the problem they had identified. They valued very well the fact of letting them choose the challenge themselves. They were also working very motivated among all the stages, even though the stage that they liked more was prototyping.

At the same time, the investigation team of MGEP and EHI got satisfied with the results obtained, because they didn't detect any major problems. The process was properly followed arriving to really creative solutions. All the improvements proposed were related to: the timing of almost all the activities, the students need more explanations/instructions in some activities of the stages Exploration and Ideation, and the redesign of some templates as 5W+1H and Poster of the process followed.

Finally, in order to improve the toolkit, EHI and MGEP have made a proposal of new activities to introduce in the stage Prototyping and Communication Day.

3. 2. 2. Context

Andra Mari Ikastola is a private school which is a partner in the federation of schools called Ikastolas (EHI). There is only one class for secondary 1 in this school and this is the class that was chosen for the experimentation.

Students in this schools use Competence Based Learning material; EKI (Ikaselkar) books for Basque, Spanish, English, Mathematics, Science, Social Sicences and Mathematics. Thus, they are used to facing challenges in different situations. They study nearly all subjects in Basque, except for Spanish and English languages.

They used the YESict material with their usual teacher of English language. The reason for that is that their teacher is a member from the YESict consortium and that the material was still in English. For the next experimentation, a teacher with a more scientific (technological) profile might be better.

Until the Prototyping Stage, the students worked on the YESict project in their usual classroom. They are usually sitting in pairs and the tables were organised in fours. Once

the new groups were formed (in the Team Creation stage), the students moved position (just students, not desks) to meet their new group members.

For the prototyping stage, they moved to the workshop room (Technology room). The Communication Day was organised in the Cultural Hall in town. In order to rehearse for the event and to show other classes their proposals, each group presented their model in another class in Secondary.

We could say the project lasts 4 days. They worked on the project for about 8 sessions (55 minutes each) before the consecutive days, then, two full days (5h30' each) and, finally, they prepared and participated in the Communication Day. For further details, see the following table.

Table 3: Planning of the experimentations in Andra Mari Ikastola

MARCH 2017				
Monday, 6	Tuesday, 7	Wednesday, 8	Thursday, 9	Friday, 10
-	55' **-YESict brief introduction** **-Create YESict Drive folders**	-	-	55' **-YESict brief introduction** **-WordPress introduction** **-1.1 Short introductory video**
Monday, 13	Tuesday, 14	Wednesday, 15	Thursday, 16	Friday, 17
55' **-1.2 Jigsaw** **-1.3 Let's ask them!** (prepare questions)	1h15' **-1.3 Let's ask them!** (Interview with the entrepreneur) 55' **-1.4 What is necessary?**	-	55' **-2. Challenge identification** Homework for the teacher: make groups!	55' **-Tell the groups** **-3.1 Target Diagram Strategy** (20') **-3.2 Team Progress Folder**
Monday, 20	Tuesday, 21	Wednesday, 22	Thursday, 23	Friday, 24
55' -Finish **3.2 Team Progress Folder** **-3.3 Student Role**	**DAY 1** 5h30' Stages **4 & 5**	**DAY 2** 5h30' Stages **5, 6 & 7**	-	-
Monday, 27	Tuesday, 28	Wednesday, 29	Thursday, 30	Friday, 31
55' **Prepare Communication Day**	-	**COMMUNICATION DAY** 3h	-	-

3. 2. 3. Main results

In general, the experimentation worked well. The teacher knew very well how to explain the activities and she looked very comfortable with the issue. According to the

students, they understood the aim of the activities and they looked motivated and having fun. Therefore, the results of the experimentation were positively valued.

However, the investigation team identified some improvement for the redesign of the toolkit. These suggestions are based on the observation made by MGEP, the interview with the English teacher and the focus group made with students.

So, the suggestions proposed by MGEP and EHI for the redesign of the toolkit are:

- **Redefine the timing estimation of the activities.** The students need less and more time than expected depending on the activity.
- **Improve some instructions for the execution of certain activities.** For example, 5W+1H need the questions to help students, the technical word of the activity Superheroes and more space to write in activity Poster of the process followed
- **Planning of the Prototyping stage:** before students start building the prototype (after the ideation phase), they have to make a list of what material they need and plan of how they are going to build it.
- **WordPress Platform:** The templates and the images of the template in the platform have to look equal. In addition, all the templates have to be in the correct format to download.
- **Teacher Guide:**
    - Give suggestions about material and space for doing activities
    - Include the possibility to present the models to other classes and use these presentations as rehearsals before the Communication Day.

3. 3. Experimentations in CYPRUS

3. 3. 1. Introduction

The 1st experimentation campaign in Cyprus took place in the English School Nicosia, a private, bi-communal school. The experimentation was carried out on 7 & 8 of April 2017 involving, in total, 3 teachers and 21 students aged 13-15.

3. 3. 2. Context

English School Nicosia is a private, bi-communal school following British-education system. The students that participated in the programme were part of an ongoing Erasmus+ programme / club. The teachers' field of study was French Language, Computing and Math/Computing.

The experimentation took place in the Science Building in the Computing room with Computer terminals around the perimeter of the room. The desks were set up in 5-6 working group stations. It was scheduled over a weekend, out of normal school hours from 09:00 - 16:00. The language of instruction was English.

Table 4. Details of the experimentations in the English School Nicosia

DAY	TIME	DESCRIPTION
	09h00	**START OF DAY1**
	09h00 - 11h00	Introduction
	11h00 - 11h15	*Break*
	11h15 - 12h00	Challenge Identification
	12h00 - 13h00	*Lunch*
	13h00 - 13h15	Announcement of Teams
	13h15 - 14h15	Team Creation
	14h15 - 14h30	*Break*
	14h30 - 16h00	Exploration (I)
	16h00	**END OF DAY 1**
	09h00	**START OF DAY1**
	09h00 - 10h30	Exploration (II)
	10h30 - 11h30	Ideation (I)
	11h30 - 11h45	*Break*
	11h45 - 12h45	Ideation (II)
	12h45 - 13h30	*Lunch*
	13h30 - 14h45	Prototyping (I)
	14h45 - 15h00	*Break*
	15h00 - 16h00	Prototyping (II)
	16h00	**END OF DAY 1**

3. 3. 3. Main results

In general, the experimentation went well. Both teachers and students were satisfied with the programme and enjoyed participating. They expressed their desire to participate again in such experimentation in the future.

Some suggestions for improvements were gathered during the interviews with the teachers and focus groups with the students.

The time needed for implementing the activities was longer than expected. Executing the experimentation in just two days was very demanding and tiring for all participants. In addition, uploading documents to Google Drive was time consuming and it was observed that this action interrupted the flow of activities and group dynamic. Therefore:

- The programme is suggested to be extended in more days, over a semester maybe, as an afternoon club or as a summer camp.
- There is a need for two teachers to run the programme – one for main communication and another for IT support perhaps.

- Documents could be uploaded to Google Drive after the end of each experimentation day. This way more time will be available for implementing the exercises and activities.

Regarding the **activities**, the interviewees made the following suggestions:

- Provide fewer examples so the exercise could be more challenging
- There could be a PowerPoint for each activity to help the teacher
- Add instructions and/or indication about how much time teacher should spend speaking during each activity
- A visual timeline may be helpful on the website for the teachers and students
- State which handouts are to be completed individually and which ones as a group - Indicate on templates when it is per student or per group
- More interactive activities – more interaction between groups - have students change groups / spend time with other groups
- More presentations / oral activities so that they could exchange ideas and views
- Add an activity such as debating or pitching of ideas

About the **ICT tools**, the following suggestions were collected:

- More use of computer aided programmes as typing would have been easier
- Prototyping could also be done with ICT basis programmes or pre-taught a programme
- More use of ICT through tablets and mobiles
- Use of a 3D printer
- Editable PDFs
- Useful to have a scanner and/or to photograph items with phones

Some **general recommendations** are:

- Link the programme to a theme or a competition
- Future project idea: A study programme for teachers that want to switch to teaching Entrepreneurship
- Dissemination: YESict project roll-up banner for dissemination / photo opportunity

4. GENERAL CONCLUSIONS AND RECOMMENDATIONS FOR THE REDESIGN

The experimentations in France, Spain and Cyprus concluded right before holding the Transnational Meeting M4 in Vienna, which has given the partners the opportunity to discuss the results and define the main tasks and objectives of the redesign.

The main restraint the partners have faced while defining the main conclusions of the experimentations has to do with not being able to compare the results among them. In fact, it is true that before launching the experimentations, the consortium defined some characteristics (age of the students, the duration of the programme, etc.) for making it easier to find comparable facts between the experimentations; but in some countries, there has been no other option than to modify these conditions. Consequently, it has been impossible to obtain these similarities, which means we cannot directly jump to the conclusions just by taking into account the results of the experimentations.

In this sense, the different methods used for collecting feedback from the students and teachers and for observing the use of the designed tools, have been crucial for drawing practical conclusions and making decisions. Therefore, the common conclusions listed below have been obtained through the focus groups carried out with the students and the interviews made with the teachers:

(1) Entrepreneurial Skills

All the partners involved in the experimentations have agreed the YESict Educational Programme has helped developing or improving students' entrepreneurial skills (creativity, self-confidence, problem solving and collaboration). Proof of this is that, during the focus groups, the students identified and described these abilities when they were asked about what they had learnt thanks to the Programme. Some teachers also agreed the Programme completely responds to this issue.

The students highlighted, for example, the fact of working in groups had been a great opportunity for them. They appreciated working in this way, because they get to know their classmates better, they have more ideas, etc. but they admitted having problems when organizing and managing the group. In this sense, the students think the roles can help in the internal organization, but they agreed in some cases was difficult to maintain them.

Moreover, the students also emphasized on the freedom they felt during the experimentations. By participating in this project, the students felt being listened, being valorised, which is directly linked with their self-confidence. Some of them even said the experience has made them be more autonomous, more mature, it has allowed them to evolve and to learn more about themselves.

(2) Perception of entrepreneurship

Almost all the interviewed participants confirmed that after being involved in the YESict Programme they were able to understand entrepreneurship better. Some of their statements are a clear example of it: "*The language of the project is well-suited for us,*

because sometimes it is difficult to understand the adults' world; but with this project, we have completely understood how an enterprise works" (French student), even *"After following the YESict process, I have changed my mind about what entrepreneurship/entrepreneurial mind-set is. It was initially about what to do to earn money. In the end, the challenges the students came up with were to the benefit of the society"* (teacher in Cyprus).

Thanks to the experimentation, the students appreciated having the opportunity to imagine themselves in the future, to understand better what they will be asked to do when they start working. Some of them defined the experience as a mini-training on entrepreneurship, which may be a good starting point for the ones interested in becoming entrepreneurs.

(3)Use of the ICT tools

The partners didn't reach an agreement in regard with the usefulness and the appropriateness of the designed tools. In fact, the difference in the experimentations' characteristics has again complicated to reach an accord.

The disagreement is mostly related to the approach the participating schools have when using digital tools in teaching:

- In France, where they use computers and tablets in some of their lessons, they complained not having enough time for getting used to the new digital tools/platform. That is why the participating schools decided to integrate the platform's content on their own devices or learning tools.
- In Spain, where they usually use the proposed tools, they didn't see necessary making any change; they thought the proposed ones were enough.
- In Cyprus, where they use computers in some of their lessons, they asked for more ICT activities and tools. They proposed adding digital tools for prototyping and creating creative solutions, like logos, posters, etc.

In this regard, the partners agreed to reconsider the role of the ICT tools taking into account the objectives set in the Application Form.

(4) YESict Educational Programme

Then, the discussion was guided to the content and the time stablished for the YESict Educational Programme. The French partners pointed out some students, which were the youngest of all the participants, had difficulties understanding the content of some activities. Similarly, all the participants except for the Spanish ones, which dedicated almost the double of hours to the experimentation compared to the rest of the participating schools, complained the estimated time of each activity wasn't accurate or precise enough.

In this respect, it is necessary to say that taking into account the whole methodology and all the activities the students had to complete, they liked more the creative exercises such as creating their own logo, or the prototyping rather than the ones that imply listening or writing. Definitely, the activity the students liked the most was the prototyping.

They really enjoyed creating something with their hands, even if they might have difficulties in the beginning of the activity.

(5) General satisfaction

Finally, regardless the modifications requested by the participants and their suggestions, the general satisfaction of the experimentation was very positive. Few were the students who didn't want to repeat the experience. Similarly, all the teachers showed their interest on participating in the second experimentation campaign.

Coming back to the Transnational Meeting, the partners also discussed some other topics.

(1) Educational approach

All the participating schools have different educational approaches as their educational offer is different, as well as their way of undertaking a project. In this way, the experimentation observers discussed about how the schools integrated the YESict Educational Programme in their own programme and the modifications the teachers made for it.

In this case, all the participating schools modified the original timing and planning proposed in the first experimentation campaign to adapt it to their own schedule. Thanks to this, the partners have been able to better understand the effect the school's educational approach can have in the implementation of the YESict Educational Programme.

(2) The teachers' intervention

During the experimentations, some partners observed the teachers consulted the Teacher's Guide in different occasions. This fact let them think the Teacher's Guide gives enough instructions and helps without a doubt the teachers in their role. The teachers later confirmed this statement in the individual interviews made with them.

Nevertheless, sometimes the teachers opted to ask basic or organizational questions to the observers rather than to look in the Teacher's Guide. This is completely understandable, but in the same time, it rose up some doubts about the teachers' knowledge about the programme itself, which is totally linked to the teachers' training on the YESict methodology and its activities. In fact, one of the teachers pointed out that it is much more difficult for him/her to use tools and activities he/she hasn't created.

Compared to the experimentations in Spain, where the teacher is member of the YESict consortium and consequently has been involved in the creation of the activities and the tools, the French and Cypriot teachers had more difficulties with them.

On the other hand, in accordance with the students and the teachers, the observers realised one teacher is not enough for answering all the requirements of 25-30 students. It is then suggested to have at least two teachers per classroom.

(3) Students' motivation

We are aware the students' motivation is not easy to understand and much less easy to control. Nevertheless, some good and bad practices had an effect on the students' interest in the project:

- The students that could select the challenge they were going to solve seemed to be more motivated than the ones that were given a specific challenge. On the classrooms in which the teacher selected the challenges, the groups that were given the challenge they wanted to solve worked more motivated than the ones that had a challenge they didn't like. Actually, some students highlighted they would have preferred to select their own challenge in the Focus Groups.
- Some students had the same request about the selection of the group members. We think the decision completely depends on the teachers, as the work in groups is very useful to improve the collaboration between the students, as well as to make them know each other better. In this case, it has to be said that in the schools where the teacher created the groups, the students were more aware of the fact that in the future, they won't be able to choose the people they will work with; at least, they mentioned this point in the Focus Groups.
- Finally, we just want to remember the effect the teacher's attitude can have in the students' motivation. It is difficult not to criticize their works, especially when their solutions will probably not work, but it is very important to keep in mind that failure is just another step before reaching success, which is essential in the learning process. The students need to understand that in any creative process, notably while giving a design solution, the first idea or even the selected solution will probably not be totally equal to the final solution. That is to say, during the whole design process they will probably need to make modifications to their first idea; it is in this moment when they need to be the ones who detect these mistakes.

After considering all the previous information, the consortium decided to orientate the Redesign in the following activities:

(1) Improvements on the toolkit

The improvements are linked to the modifications requested by the teachers and the students in the content of some activities.

In short, after analysing the results and conclusions of the first experimentation campaign, MGEP and FHJ will identify the weak points of the Programme and make the necessary modifications, upload the redesigned material, make some aesthetics and graphic design improvements to the platform and select the main pictures of the programme's stages.

(2) ICT integration on the toolkit

As some participating schools demanded more digital resources, some useful tools will be added in the teacher's guide, as well as the corresponding activities.

For doing so, MGEP and EHI will review the YESict toolkit to identify where to include the ICT tools, as well as they will make a research in order to find the most used ones in Europe. After proposing certain activities and contrasting the proposal with the rest of the partners, they will create and add these activities and tools in the Teacher's Guide.

(3) Modular Teacher's Guide

After realising the educational approach of each school can have an effect on the implementation of the YESict Educational Programme, the consortium considered offering different options for launching it. Thanks to this flexibility, any school interested in testing the programme, could adjust the whole programme to their own needs.

MGEP and UNIC together with the help of EHI will redefine the timing of the experimentations for determining a modular programme in terms of timing and ICT level. After visualizing the itineraries graphically, MGEP will be in charge of implementing the options in the Teacher's Guide.

(4) Teacher's self-training programme based on ICTs

The training provided in the first experimentation campaign was a face-to-face course in which the trainer was one of the members of the YESict consortium. With the aim of letting the teachers learn the process and the tools defined for YESict by themselves, some support resources will be created for helping the teachers in their learning process.

UNIC will be in charge of creating the support videos for letting the teachers learn everything about the programme by themselves. The proposed topics of the videos are: 1) main methodological approach – definition and examples; 2) cooperative learning – definition and examples; 3) role of the teacher – explanation of facilitation and examples; and 4) ICT tools – how to select. As the videos will be recorded in English, each partner will be in charge of translating the content into their own language.

(5) New platform

The platform used in the first experimentation campaign had limited editing options. Similarly, in order to provide more extensive information about the project, the consortium has decided to redesign the platform. The new page will contain information and resources about the project, and spaces for both teachers and students.

FHJ will be in charge of creating the new platform and answering to all the design requirements of the consortium. In order to avoid any legal issue, FHJ will coordinate its work with ANTIC, the coordinator of the project.