



Evaluation of weather reports

During the project, the partners met for five different workshops. Every workshop was evaluated via a questionnaire (= 'weather report').

The questionnaire was divided into two parts:

The first part queried the organisational aspects of the workshop. The following items were used:

How do you feel about following aspects of the x. DESERVE workshop?

- Communication of the aims / agenda in advance of this workshop.
- The workshop lived up to my expectations.
- Organisation in advance of and during this workshop.
- Time and agenda management during this workshop.
- Presentations and speeches during this workshop.
- Involvement of the participants during this workshop.
- Information passed on during this workshop.
- Decisions made during this workshop.
- Alignment with the overall project aim during the workshop.

The items were identical for every workshop. Thus, the project coordination was able to compare the organisation of the different workshops.

The items in the second part of the questionnaire assessed on a four-point scale the specific aims of every workshop. The items were derived from an analysis of the agenda and discussions with the project coordination. The scale used symbols of the weather (rainy, cloudy, sunny-cloudy, sunny) in order to measure the project members' opinion and was interpreted quasi-metrically (rainy = 1, cloudy = 2, sunny-cloudy = 3, sunny = 4 points).

For both parts of the questionnaire the average value and the standard deviation were calculated.

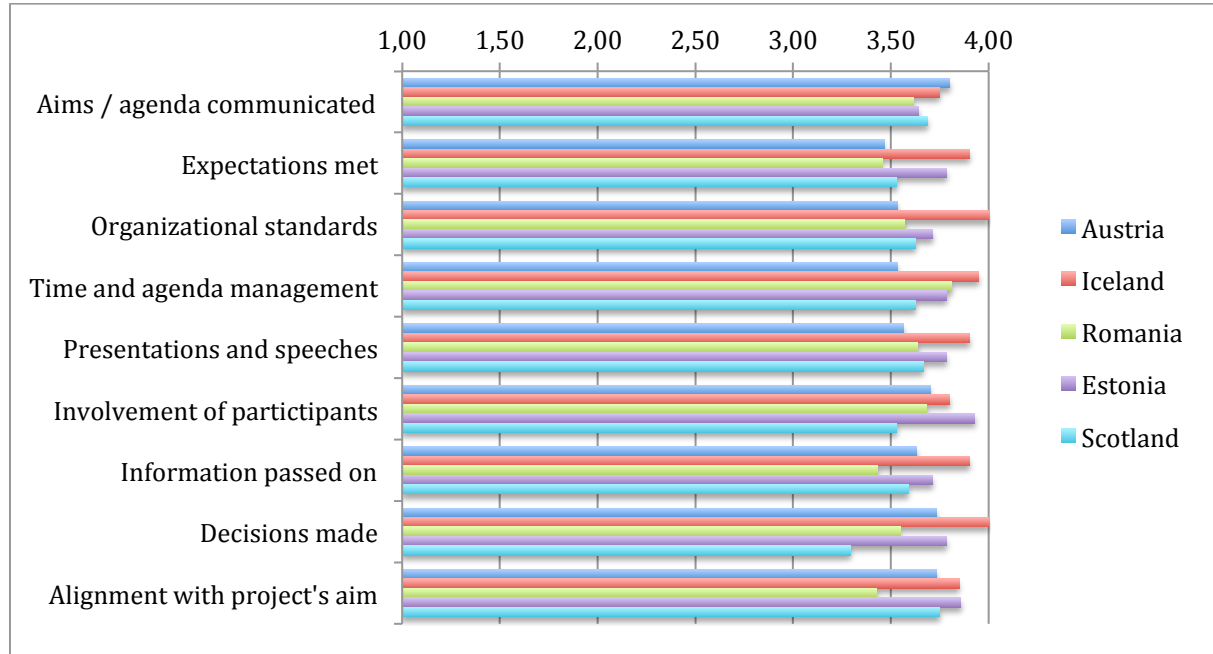
The questionnaires ended with two open questions:

- What would you like to suggest for the future cooperation / communication in the DESERVE project? What other improvements would you recommend for the DESERVE project?
- What else would you like to pass on?

The results were evaluated and interpreted by the project coordinator.

First part of the questionnaire: assessment of organisational aspects

The following figure shows a comparison of the different results of the first part of the questionnaire (items asking for organisational aspects):



It becomes obvious that all in all the results are quite similar over the five workshops. However, one can see slight improvements in “time and agenda management” and “presentations and speeches”.

The workshop in Romania was the first time the project members had to run through the different phases of the approach themselves which was a new experience for every participant. Since the participants were deliberately put into a status of ‘autarchy’ to let them experience the same process as students perceive it, it might be that they felt a bit ‘unorganized’ and rated some items as e.g. “alignment with project’s aim” slightly lower than in other workshops.

Second part of the questionnaire: assessment of workshop-specific aspects

First workshop in Austria

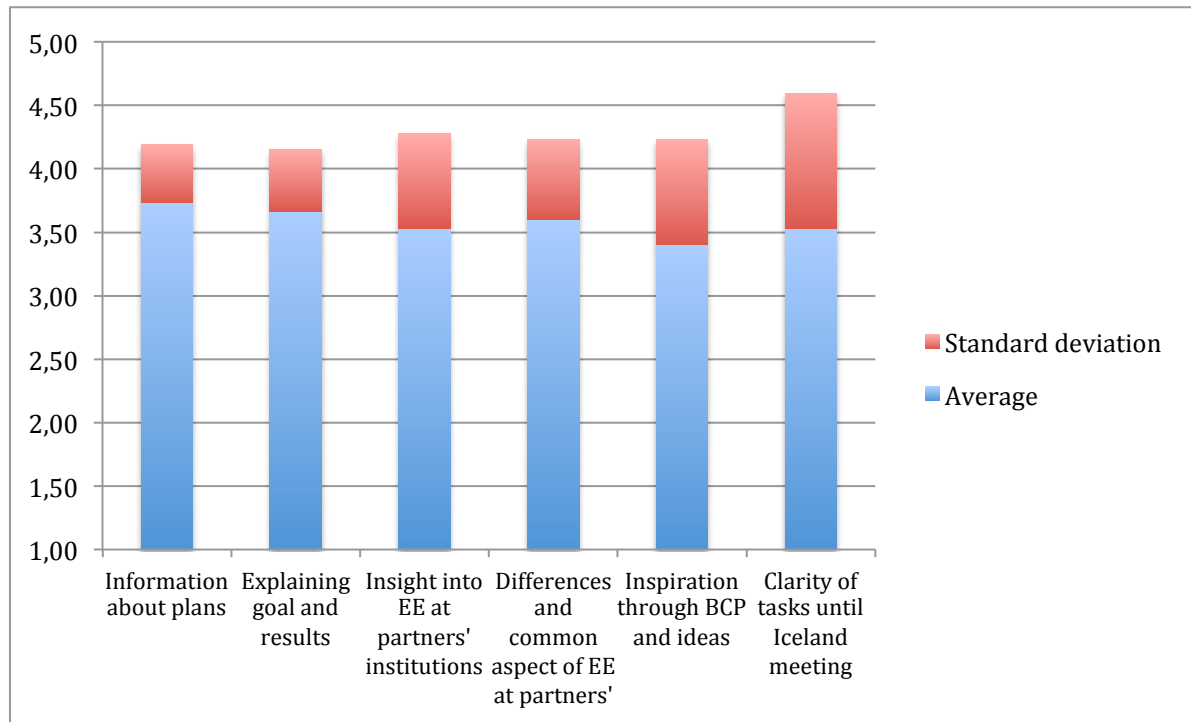
The aim of the first workshop was to develop a common understanding of entrepreneurship education by bringing together the different perspectives of the respective partner countries and institutions. Moreover, the workshop aimed at defining common project goals and tasks and at discussing the way of collaboration.

As a consequence, the second part of the questionnaire for the first workshop consisted of the following categories:

- I got information about the future plans regarding DESERVE.
- I can explain the goals and results of the DESERVE Project.

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- I got insight in different ideas of entrepreneurship education in the project partners' countries.
- I got to know first ideas on differences and commonalities regarding entrepreneurship education in the project partners' countries.
- I got inspirations by first examples and good practices of entrepreneurship education.
- I am clear about my tasks in the next phase and in preparing the next workshop in Iceland in June 2014.



The maximal average value can add up to 4; however, in the graphic, the scale is extended to 5 in order to be able to display the standard deviation as well.

The partners evaluated the specific aspects of the workshop between (in average) 3,40 (inspirations by first examples and good practices of entrepreneurship education) and 3,73 (got information about the future plans regarding DESERVE). The results show that project members are rather satisfied with the workshop and that the set goals could be reached. As the only constraint to this statement one could mention the standard deviation of the item “clarity of tasks until Iceland meeting”, since it adds up to 1,06. It could be derived that the project coordination could have clarified whether all participants feel equally informed.

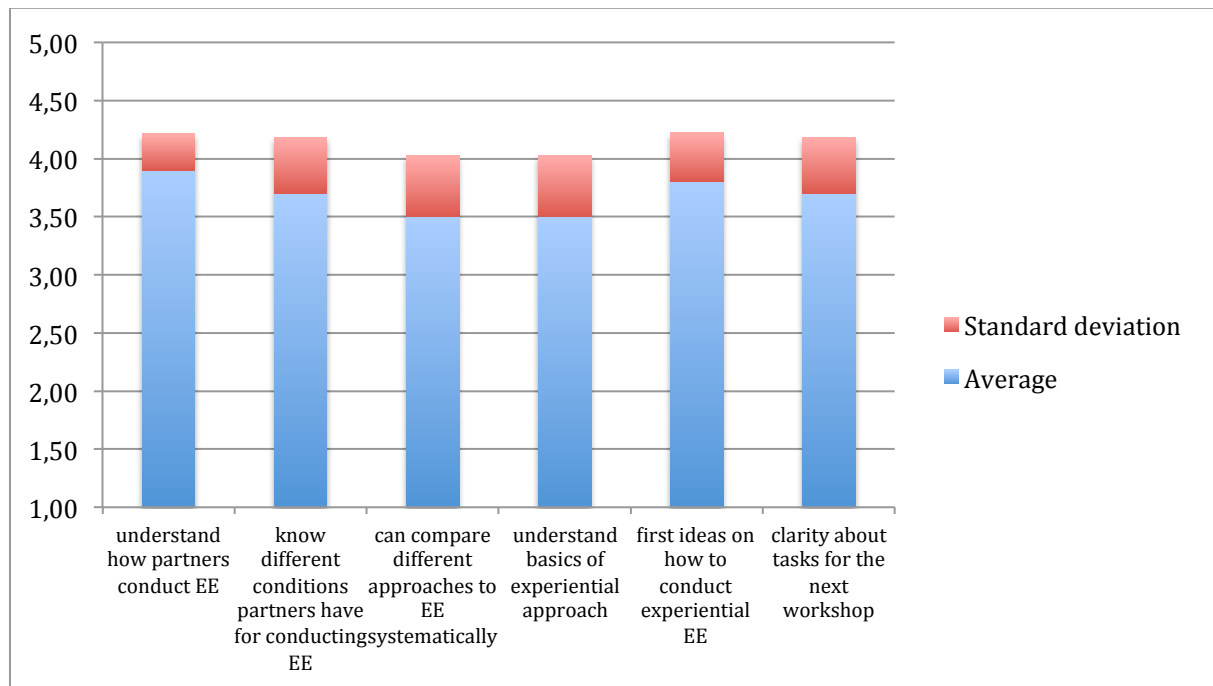
With regard to the open questions some of the project partners expressed e.g. that they would appreciate a stronger collaboration with students. Working together with students was planned right from the beginning: e.g. in Austria, Iceland and Romania partners visited different classes dealing with entrepreneurship education and fairs of student companies. In Estonia, the project partners tested their developed approach with 22 students. Another request was to intensify email communication. Regular emails were sent in order to inform all project partners.

Second workshop in Iceland

The second workshop in Iceland focused on portraying the profiles of different entrepreneurship approaches and on discussing how the different entrepreneurship approaches can be classified.

The questionnaire asked for the following items:

- I understand how the different partners conduct entrepreneurship education.
- I know the different conditions the partners have for conducting entrepreneurship education.
- I can compare the different approaches to entrepreneurship education systematically.
- I understand the basics of an experiential approach to entrepreneurship education.
- I have first ideas on how to conduct experiential entrepreneurship education.
- I am clear about my tasks in the next phase and in preparing the next workshop in Romania in October 2014.



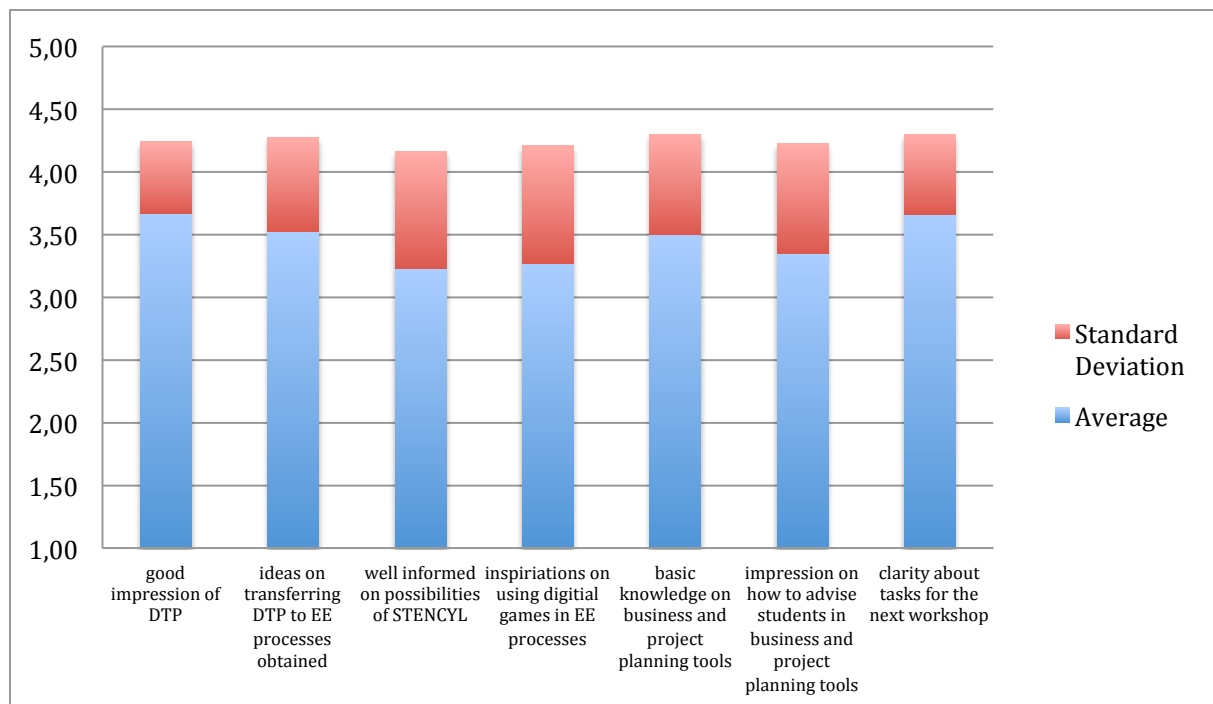
All items were evaluated quite high (between 3,5 and 3,9) showing that the aims of the workshop could be fully reached. The standard deviation was very low – the values scattered between 0,32 and 0,53. Thus, it can be interpreted that project members have a similar opinion on the workshop.

Third Workshop in Romania

In the third workshop the partners further developed and tested a game-based / design-based approach to entrepreneurship education. In the workshop, two different levels alternated: On the one hand, the participants were in the role of employees working in a game development company, on the other hand, the project members were in the role of educators who reflect the developed pedagogical approach.

The questionnaire asked for the following items:

- I have an impression of the different phases of the Design Thinking Process.
- I have first ideas on how to transfer the Design Thinking Process to entrepreneurship education processes.
- I feel well informed on the possibilities of the game creation platform Stencyl for creating small digital serious games.
- I got inspirations on how to use the development of digital games in entrepreneurial education processes.
- I have basic knowledge on important business and project planning tools.
- I have an impression on how I can advise my students in using business and project planning tools.
- I am clear about my tasks in the next phase and in preparing the next workshop in Estonia in March 2015.



The results display that participants were satisfied with the workshop, but the average values are slightly lower and the standard deviation is marginally higher than in the previous workshop. This might be explained by the fact that in the third workshop project members were confronted with new challenges as e.g. familiarizing themselves with the programming platform STENCYL. The results might also be seen in the context of the answers given in the frame of the open questions. For instance, people gave the

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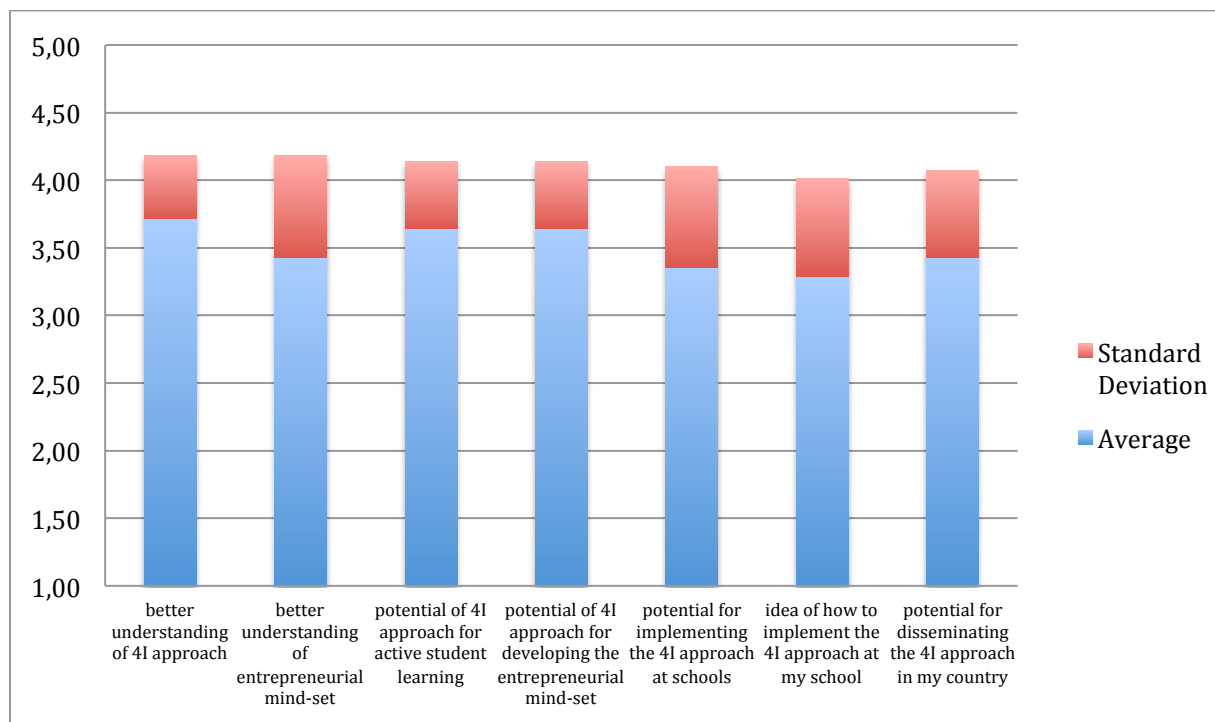
feedback that “switching roles during the role play was a source of confusion, therefore people did not understand or engage in it”. As explained above, participants had to switch between the role of an employee who takes part in the development of a digital game and an educator who reflects the experienced phase from a teacher’s perspective. As a consequence of this feedback the project coordination could have set better signals in order to indicate the roles in which participants find themselves at the respective moment. However, several project members clearly expressed that they are “interested in the final game” and that they “appreciate the project ideas and activities”.

Fourth workshop in Estonia

In the fourth workshop, the developed approach was tested together with students. The students passed through the DESERVE-approach. The teachers were in the role of observers and learning guides; in addition, they worked on educational aspects as e.g. the handbook in parallel.

The second part of the questionnaire asked for the following items:

- I better understand the 4I¹ approach to entrepreneurship education.
- I better understand the concept of an entrepreneurial mind-set.
- I see the potential of the 4I approach for active student learning.
- I see the potential of the 4I approach for developing the entrepreneurial mind-set.
- I see good potential for implementing the 4I approach at my school.
- I have an idea of how the 4I approach could be implemented at my school.
- I see a potential for disseminating the 4I approach in my country.



¹ Inspiration – Ideation – Implementation (production) – Implementation (business model)

The results show that the participants were satisfied with the workshop and that they had a better understanding of the approach and the entrepreneurial mind-set after the workshop. Moreover, the project members indicated that they see potential in the approach in order to develop an entrepreneurial mind-set and to implement it in schools. In comparison, the item “I have an idea of how the 4I approach could be implemented at my school” was rated slightly lower. Here, one could have put more emphasis on reflecting upon how to transfer the approach into the ‘daily life’ of a school. However, this is also part of a following project dealing with dissemination and implementation of the approach.

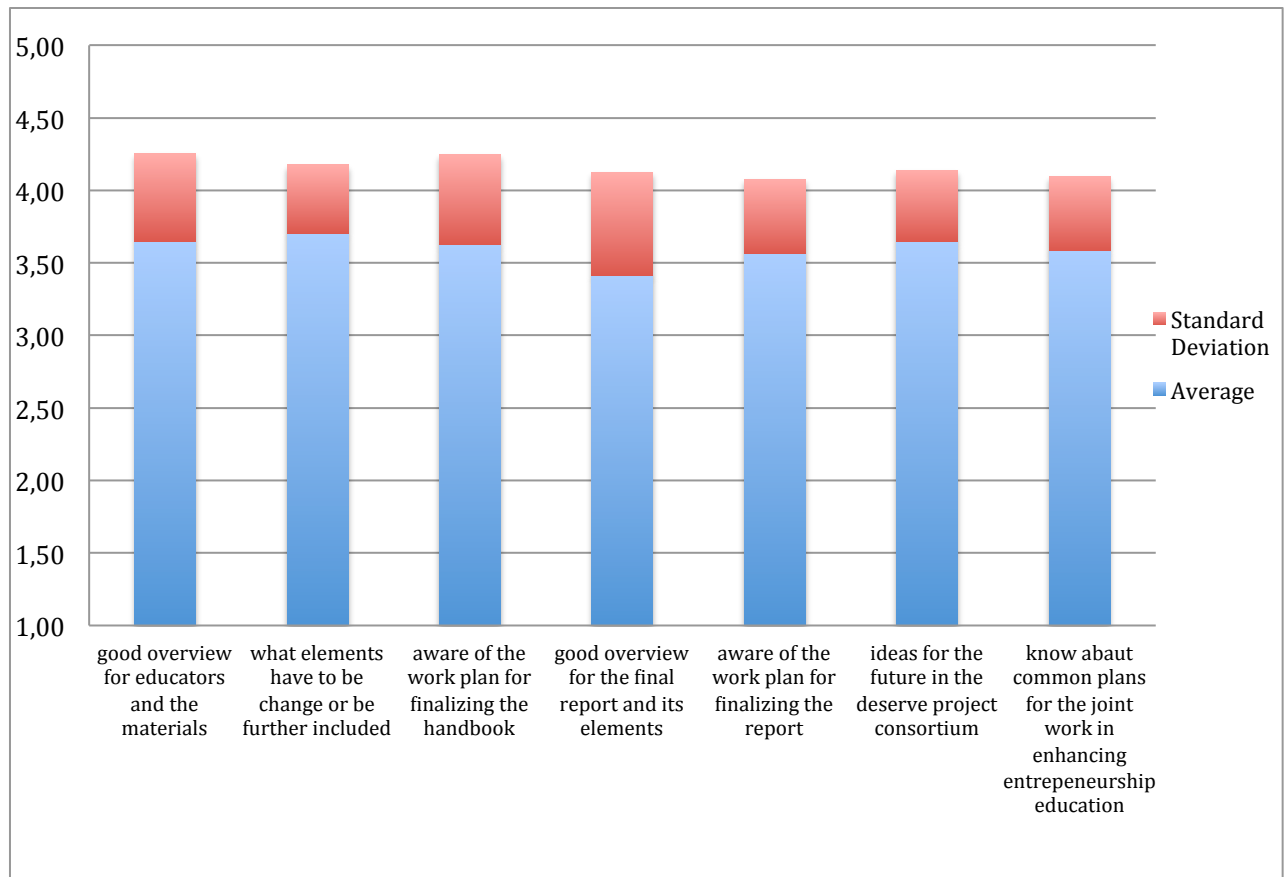
In the frame of the open questions, the participants expressed themselves very enthusiastically (e.g.: “Interesting workshop. I have the impression my students profited from the experience.”, “ I was very (impressed) what students could do in such a short time, the results were great.”, “If we keep the fun this will be very useful in maintaining student engagement throughout.”).

Fifth workshop in Scotland

The aim of the fifth workshop in Scotland was first to finalize the handbook that describes the DESERVE-approach and that represents a guideline for teachers and students to implement the approach in schools, second to prepare the final report, and third to discuss ideas for future collaboration in the DESERVE-consortium.

Therefore, the questionnaire asked for the following items:

- I have a good overview of the handbook for educators and the materials.
- I know what elements in the handbook need to be changed or should be further included.
- I am aware of the work plan for finalizing the handbook.
- I have a good overview of the final reports and its elements.
- I am aware of the work plan for finalizing the report.
- I have ideas for the future in the DESERVE project consortium.
- I know about common plans for the joint work in enhancing entrepreneurship education.



The graphic shows that the participants were satisfied with the results – they were aware of the work plan in order to be able to finalize the handbook, they were prepared in order to finalize the final report and future plans for working in the DESERVE consortium were discussed.

Some comments in the frame of the open questions reflected issues that were also discussed during the workshop – e.g. “stretching the project time to one or two weeks”. The participants contemplated in how far the concept of the DESERVE-approach can be adapted to a longer time-period. Other comments displayed again the high satisfaction with the project (e.g. “It’s pushing the self-esteem and motivation of students to a higher level and offers a real feeling in business environment” / “It’s a wonderful project with a lot of potential”).