FROM EDUCATORS TO
ENTREPRENEURIAL
FACILITATORS

FEEF
Methodology

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“FEEF
From Educators to Entrepreneurial Facilitators Methodology”

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CONTENT

1

Introduction to the FEEF methodology

1.1. THE FEEF PROJECT

The FEEF consortium believes that new innovative and enhanced educational/learning methodologies are undeniably key to a turning point in the answer to promote highly skilled and competent students, better prepared for the professional world. We also believe that all students will only be better suited for new challenges and everyday changing realities if the educators and the surrounding ecosystem work in the same direction. And for that, a new type of skills has to be developed in order to be able to reach every single student in a way that impacts his or her learning and growth process.

Over the years we have observed different projects developing new digital teaching methodologies or new teaching approaches, but all of them are mostly oriented to the academic content that needs to be provided to the students.

Our framework however will also promote shortening **the gap between the academic- and the business sector** by creating an ecosystem that benefits from existing teaching networks, business experts and key stakeholders. Together with the consortium HEI (Higher Education Institutions) and the partners, a constant exchange and interaction between both educators and industry representatives is needed, sharing common tools and entrepreneurial skills, complementing on each other's expertise and knowledge, all to the benefit of the students.

The aim of this methodology is to be an asset to **educators** involved in developing and delivering entrepreneurial education in the four partner countries and beyond.The FEEF methodology aims at:

- Increasing awareness of what entrepreneurial education has to offer
- Enhancing and developing the professional competences needed in the design and delivery of entrepreneurial education through different subjects and learning settings.

As existing teaching approaches are most often oriented to the way academic content is provided to the students, our FEEF methodology will focus on (i) the development of entrepreneurial & soft skills and (ii) the mentoring capacities of teachers to facilitate students in developing these skills. Making use of facilitation techniques not only these future skills will be developed and stimulated, but we will make sure to choose those techniques that effectively bridge the gap between the educational and entrepreneurial world.

The overall objectives of this FEEF methodology are:

- To help teachers in building on students' natural curiosity and creativity by e.g. giving them space, time, and resources to explore their immediate environment;
- To help teachers in engaging students in challenging, real-world problems, enabling them to apply their learning beyond the classroom e.g. through community-based projects;

- To help teachers in equipping learners with the knowledge, skills and attitudes needed for the future and which are in high demand e.g. problem-solving, flexible thinking and creativity;
- To help teachers strengthen ties between academia and "the outside world", often enhancing students' chances of employability. Through connecting community and business to the classroom environment, e.g. by involving potential employers in formative assessment, through apprenticeships, using entrepreneur-in-residence schemes or visits with entrepreneurial citizens to talk about their lives and work,...
- To help teachers in supporting students to contribute to a more inclusive society e.g. through sharing positive role models of under-represented groups such as women, migrants, individuals from ethnic minority backgrounds and individuals with special educational needs.

1.2. WHAT DOES ENTREPRENEURSHIP & ENTREPRENEURIAL EDUCATION MEAN?

"**Entrepreneurship** is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social".

Over recent decades, rapid and deep-seated social, technological, and environmental changes have prompted policymakers and educators to reflect upon the purposes and content of education, as part of the need to adapt and keep pace with such changes. There is a growing consensus that this goes beyond transmitting knowledge, towards preparing students for life, towards fulfilling their potential both as active citizens as within the world of work. All students should have an entrepreneurial mindset, not only those who want to be an entrepreneur.

What makes **entrepreneurial education** distinctive is its focus on generating ideas which have value for others. While this might suggest a narrow economic or commercial purpose, this value also takes cultural and social forms. The potential of entrepreneurial education goes far beyond training for students in tertiary colleges on how to start up a business.

Educators recognize that fostering an entrepreneurial mindset is not only a question of preparing students for the future within the complex economic environment. It is also a means of fostering personal and social development so that students:

- Gain skills in getting on with others;
- Express their creativity in suggesting solutions to problems;
- Learn to reflect on their own particular strengths, interests and aspirations;
- Adopt a can-do attitude and drive to turn ideas into action;
- Show resilience in handling setbacks;
- Apply their financial literacy and numeracy skills in real-world contexts;
- Communicate their ideas to a wide range of audience;
- Contribute to the community as active, responsible citizens.

Entrepreneurial education contributes to a more relevant curriculum, improved student motivation, opportunities to engage with the community and a better match to the needs of the business world.

Over recent years, the importance of entrepreneurial education has attracted considerable attention among the world's policy makers. The European Commission views entrepreneurial activity as relevant to all levels of education and calls upon member states to ensure that "All young people should benefit from at least one practical entrepreneurial experience before leaving education."

It is worth noting that entrepreneurial education has several characteristics, which many teachers may already be using but did not recognize as being "entrepreneurial education".

These characteristics include:

- Experiential – learning through first-hand experience;
- Value creating - creating something or service of value to others in real-life contexts;
- Collaborative - sharing and developing ideas with others to achieve a common goal;
- Multidisciplinary - drawing on the knowledge and skills of those who work in different disciplines.

New innovative and enhanced educational/ learning methodologies are undeniably key in developing highly skilled and competent students, better prepared for the professional world. Moreover, students will only be better suited for new challenges and everyday changing realities if the educators and the surrounding ecosystem work in the same direction. And for that, a new type of **"teaching or mentoring"** skills needs to be developed.

The blended pillars of the FEEF Project (MOOC + toolkit with facilitation techniques and practical implementation) are focused on providing real-life learning to enhance the development of students future skills and techniques in order to successfully engage with the business world. Competences of teachers and educators, in terms of mentoring and guidance to their students will be enhanced. In this way, the gap between the academic and the "real-life" business world can be bridged.

1.3. WHAT DOES ENTRECOMP MEAN?

The use of EntreComp as a tool to design the FEEF methodology.

We live in a rapidly changing society where it is essential that everyone has the capacity to act upon opportunities and ideas, to work with others, to manage dynamic careers and shape the future for the common good. To achieve these goals we need people, teams and organisations with an entrepreneurial mindset, in every aspect of life. The European Commission has developed EntreComp: the European Entrepreneurship Competence Framework as a reference framework to explain what is meant by an entrepreneurial mindset.

EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. EntreComp is a free, flexible reference framework that can be adapted to support development and understanding of entrepreneurial competence in any setting.

EntreComp defines entrepreneurship as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial). It builds upon a broad definition of entrepreneurship that hinges on the creation of cultural, social or economic value. It thus embraces different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship. It applies to individuals and groups (teams or organizations) and it refers to value creation in the private, public and third sectors and in any hybrid combination of the three. Lastly, it is domain neutral: one can act upon ideas and opportunities to generate value for others in any domain and possible value chain. The EntreComp framework has been developed through a mixed-methods approach, made up of a comprehensive review of academic and grey literature, an in-depth analysis of case studies, desk research and a set of iterative multi-stakeholder consultations.

Since its launch in 2016 EntreComp has been used in both policy and practice across multiple sectors to support active citizenship, innovation, employability and learning through entrepreneurial thinking and action. The EntreComp is a very comprehensive and broadbased tool with 3 competence areas, 15 competences, 15 descriptors, 8 proficiency levels and 442 learning outcomes. The EntreComp Framework reflects the complexity of the entrepreneurship competence domain, which touches upon several

aspects of everyday lives, and can be used as a multi-purpose reference guide. The advantage of having a broad yet comprehensive competence framework is that although it can accommodate bespoke customisations, it also allows initiatives that tackle entrepreneurship as a competence to be compared, facilitating a common understanding of what being entrepreneurial means.

In annex 3 the EntreComp framework is included.

1.4. THE SOFT SKILLS

In the FEEF project we want to bridge the gap between the academic- and the business world; therefore we emphasize the importance of soft skills (or future skills) and entrepreneurial education in this methodology. According to EntreComp, 15 transversal and soft skills have been identified as key components for the development of an entrepreneurial mindset which are interrelated and interconnected and should be treated as part of a whole.

Soft skills relate to how you work. Soft skills include e.g. interpersonal skills, communication skills, listening skills, time management and empathy. They are among the top skills employers seek in the candidates they hire, because soft skills are important for just about every job. Soft skills are so important that they are often the reason employers decide whether to keep or promote an employee. The 2019 Global Talent Trends indicates that 92% of talent professionals and hiring managers said that soft skills matter as much or more in recruitment than hard skills. 89% say that bad hires typically lack the right soft skills.

Therefore, HEIs have the responsibility to prepare students for a successful transition from the academia to the job world equipping them with those skills that are required in the job market. In our MOOC we will further explain the importance of soft skills in order to bridging the gap between academia and business world.

Our desk research and analysed data already collected by our own HEI's (see 2.4) show that the top 3 needed skills are:

- **Problem solving:** Employers highly value people who can resolve issues quickly and effectively. That may involve calling on industry knowledge to fix an issue immediately as it occurs, or taking time to research and consult with colleagues to find a scalable, long-term solution.
- **Teamwork:** Teamwork skills are the qualities and abilities allowing to work well with others during conversations, projects, meetings or other collaborations. Having teamwork skills is dependent on the ability to communicate well, to listen actively and to be responsible and honest.
- **Flexibility/adaptability:** Flexibility is an important skill to master, whether it means having the ability to overcome stress or simply to adjust to changes quickly. Having a high level of flexibility makes it easier to live a less stressful and hectic life.

We have translated the competences of the EntreComp model into needed future skills. Next to problem solving, collaboration and flexibility, we will also incorporate other important skills in our FEEF methodology. All skills will be explained in the MOOC and best practices of how to train these skills will be incorporated in the toolkit. We have divided the skills in 3 categories: personal-, social- and entrepreneurial skills. List of Soft Skills:

Personal Skills	Self-awareness efficiency Adaptability Self-Management Growth mindset
Social Skills	Effective leadership Negotiating Co-operating with others Conflict management Empathic listening Giving & receiving feedback Communication

CONTINUES ON THE NEXT PAGE

Entrepreneurial Skills	Planning & management Creativity Problem solving

1.4. PROJECT RESULT 1: FEEF BLENDED LEARNING METHODOLOGY FOR TRAINING EDUCATORS ON FACILITATION TECHNIQUES

Within the FEEF project we aim at designing, testing and disseminating an innovative methodology in order to provide HEI educators with a different set of skills yet undervalued in current education. We stress the importance of educators to generate future professionals with the right mindset and competences. In our methodology we will assist educators in developing new skills and capacities to guide and mentor students from a different perspective. One that is not solely focused on the academic content of the course curricula but also focused on the development of an entrepreneurial attitude. In order to better guide the students, we will give educators the tools to improve their mentorship skills which we will further refer to as **"facilitation techniques"; set of tools to help educators to improve their teaching in order to bridge the gap between education & industry.**

Facilitation is in fact a technique used by educators (and also other trainers) to help students or learners to acquire, retain and apply knowledge and skills. Facilitation is a technique and a skill. Not only is there a different approach (traditional vs entrepreneurial education) but there's also the challenge of entrepreneurial teaching in an online or hybrid universe. The teacher moves from imparting specific knowledge to students and controlling the process to facilitating students' active participation in their own learning process in a live/hybrid/online universe.

Facilitation techniques like focusgroup, internships, real-life challenges, creating networks, company visits, … will be discussed in the MOOC (PR2) and the toolkit (PR3). They stimulate learning through methods or resources, through analysis and experimentation. Within the wide range of facilitation techniques we based our selection on the 'bridging' capacity of the technique, the possibility to use the technique to bring business- and academic world closer together.

In our step-by step guide and toolkit we will further elaborate on some main facilitation techniques and how they can be used in an educational context (4.2.2).

For teaching these facilitation techniques we will use a **blended learning methodology. Blended learning** is a combination of two different learning systems, namely the traditional learning system and the use of more virtual environments, facilitated by using internet based technology and tools e.g. forums, chats etc. Moreover, the recent pandemic made it clear that the shift to **online teaching and learning** plays a very important role and the **use of digital tools** can allow us to reach a wider public. Through blended learning we can offer a digital learning environment in which teachers can study or work at their own pace.

In this way we can assure personalized and differentiated learning environments where the theory can be learned by the teachers at their own pace and the practical part will be learned during the staff training.

2

Research findings as the basis of the methodology

2.1 BEST PRACTICE FINDINGS

In order to identify common key success factors of facilitation technique programs that focus on closing the current gap in our educational systems, we first conducted an elaborate research on best practices in the HEIs of the 4 research partners.

We focussed on multi-stakeholder and multi-disciplinary facilitation techniques using blended teaching approaches which combine the best characteristics of online education with the interactivity of face-to-face classrooms.

The Best Practice Report we made collates programs, materials and resources that already exist and can be used to improve design and delivery of entrepreneurship provision in HEIs. Moreover, it maps these practices against the Entrepreneurship Competence Framework (EntreComp) model (Annex 5). This has enabled us to get a better understanding of the needed features of our FEEF methodology. The findings of this report suggest that we have to consider the following elements as being critical:

- Being part of network(s);
- Forming focus groups;
- Balancing between real and virtual environments;
- Showcasing real life experiences.

A common ground throughout all the studied former researches is **the importance of entrepreneurial skills** and methodologies on **how to train these skills** with students. Also, the necessity of blended learning, a transdisciplinary and if possible transnational approach and the need for an immersive, real-life experience is stressed. A lot of research has already been done on how everyone benefits from including the broader ecosystem of a HEI in the educational career of students, e.g. by introducing challenge-based learning. The Atom Model e.g., developed within the Foremlink Erasmus+ project, is a good example of a framework designed to stimulate deep and meaningful learning while solving real-world challenges, uploaded by companies.

However, the problem we have identified and which limits the success of entrepreneurial education is that educators - the people that have the greatest influence on students during their education - often lack knowledge about business' needs. The people that design, develop and deliver entrepreneurial education should have experience, a network or at least the affinity to work with the entrepreneurial real-life community.

Within our FEEF methodology we will develop techniques for teachers on how they can connect with the business world, build a network or 'community bridging' between the educational and entrepreneurial world.

2.2 SURVEY´S FINDINGS

Over the last years, we have observed a few changes... The Academic world is trying to change the old standard strategy of having a unidirectional

communication of a professor providing knowledge towards a class receiving that knowledge. We have seen some new methodologies emerging, the use of digital tools to assist and improve learning and teaching techniques and we have even seen enhanced learning technologies getting attention. But what we have noticed is that all of the massive developments did not necessarily bring the **Academia and the business world** closer together, both worlds somehow remain **disconnected**.

In order to get a clear insight in the perception of academic-, business- and hybrid- people of this "gap", we have conducted a survey. By hybrid people we mean people who have experience in both academic and business world.

Some interesting conclusions of the survey we conducted in March 2022 are listed below. All 53 participants were equally divided among the 3 groups – academia, business and hybrid.

- What about the level of hard skills of the students? 55% of the teachers think students are well prepared, but we see that the business world is less positive about the hard skills of the students;
- On the level of soft skills we see an evolution in the other direction, only 10% of the participating teachers think that their students are well prepared concerning soft skills. Almost 30% of the hybrid and business people consider them having the right soft skills;
- All of the participants agree that the majority of the students do not sufficiently know what the business world is about;
- The good news is that the majority of the teachers already incorporate entrepreneurial activities in their classes (e.g. case studies, guest speakers, company visits, job interviews, project based & challenged based learning…); only 5% of them doesn't know how to incorporate these kind of activities in the classroom;
- Despite all the entrepreneurial activities already undertaken by teachers, the business world and hybrid people 100% agree that there is a gap between academia and business world.

After thoroughly analyzing and interpreting the results of this survey, we decided to set up a focus group with the participants of these '3 worlds' to discuss the findings and share thoughts about opportunities and challenges on how to close this "gap".

2.3 FOCUS GROUPS FINDINGS

We believe that all students will only be better suited for new challenges and everyday changing realities if the educators and the surrounding ecosystem work in the same direction. We want to shorten the gap between academia and the real world by creating an ecosystem where best practices can be shared and discussed. By implementing one of our facilitation techniques 'the focus group' we created our own club or focus group of representatives of both worlds.

Within these FEEF focus groups we will bring together on a regular basis a small group of people (educators, business and hybrid) to discuss topics in a moderated setting. The group is chosen due to predefined demographic traits (4 countries and 3 groups – academia, hybrid and business), and will be organized in a digital setting because of the international context. Based on the results of the survey we set up a first focus group at the end of March 2022 with 19 people from academia, business and hybrid from the different countries. The main goal is to come up with concrete ideas and input for our methodology. Every group discussed two facilitation techniques, how they are implemented now and what could be improved in the future. We will use the outcomes of this focus group to optimize the step-by-step facilitation techniques in our toolkit.

2.4 LOCAL RESEARCH FINDINGS

Some research on future skills was already conducted by members of the consortium. The most important findings from Italy, Belgium and another

Erasmus project (Growth4SME's) are listed below. We can conclude that problem solving, teamwork and flexibility/adaptability are rated as the most important and most missing skills in all surveys, as we already discussed in 1.4.

2.4.1. LOCAL OBSERVATORY IN ITALY

From the University of Padova we received the most important findings of their 'local observatory' on softs kills. This information is based on 257 professional profiles (including different levels starting from technicians) found through the research "Labor Observatories" in the Italian region of Veneto in the last 7 years in the following sectors: Metalworking / Electromechanical and Electronics / Chemical / Information Technology and Telecommunications / Advertising, Business Communication and Organization of Events / Tourism / Social Cooperatives.

Table: Local observatory on soft skills – Padova

TRANSVERSAL COMPETENCES	a.v.	%
Problem solving (making decisions, managing complex situations)	175	68,1
Teamworking	151	58,8
Managing relations with customers and suppliers (relationship management)	142	55,3
Autonomy in organizing and carrying out work	140	54,5
Managing other's work	97	37,7
Ability to write reports	62	24,1
Public speaking (presenting your ideas to the public)	27	10,5

PERSONALITY TRAITS	a.v.	%
Accuracy	194	75,5
Flexibile mindset/open mind	130	50,6
Analytical mindset	106	41,2
Creativity	76	29,6
Abstract mindset	24	9,3

2.4.2. SURVEY CONDUCTED WITHIN ERASMUS PROJECT GROWTH4SME'S

(Norway, Denmark, Belgium, June 2021, N = 413 - Full report: https://growth4sme.eu/skill-demand).

To build up knowledge, SMEs from Norway, Denmark and Belgium were asked to fill out questionnaires about what kind of skills companies in their respective countries need right now. 413 SMEs from Norway, Denmark, and Belgium have answered the questionnaires, and the data was collected in the spring and summer 2021.

Generally seen across all the three countries, independence and adaptability – but also communication skills and problem solving – are the most important skills/competences to possess – both as an experienced employee in a firm and as a recent graduate, who is seeking employment.

2.4.3. UCLL SURVEY WITH STARTUPS (TECH COMPANIES : N= 500 – APRIL 2021)

Which skills should the people you hire have?

Next to the technical competences which were indicated as most important in this survey (which is normal because the survey was conducted with tech startups), the three other essential skills growth mind-set, communication and collaboration. The fourth and fifth place was for flexibility and taking initiative.

Which skills do you lack most with current staff?

Taking initiative, growth mindset and flexibility.

2.5. ENTREPRENEURIAL EDUCATION

HEIs traditionally have provided a strong theoretical education and significant promotion of knowledge. But nowadays, applicable knowledge, experience, and practical ability have become much more important and demanded by employers. **Entrepreneurial education** is one of the driving mechanisms to move from academic to applicable knowledge and developing future needed skills.

Entrepreneurial education is not only meant as the ability to start up an own business but also as the ability to be proactive and create something new and innovative in your own environment. Within this project we consider entrepreneurial education as essential to stimulate intrapreneurship as well as entrepreneurship.

2.5.1. TRADITIONAL ENTREPRENEURSHIP EDUCATION IN HEI

Entrepreneurship has become an important movement in higher educations and the amount of entrepreneurship education (EE) has increased globally. The field of entrepreneurship education (EE) has evolved over the last 40 years. Although there is still an on-going debate on whether entrepreneurs are born or created, the mainstream has agreed that entrepreneurship can be taught. Following the Europe 2020 strategic plan, the Lisbon agenda and the modernization agenda of European universities, the European Union has recognized the importance of the role of HEIs (through education, research and innovation) in the transfer of knowledge to society and their vital contribution to Europe's economic competitiveness.

Consequently, EE has expanded from single courses to programs designed specifically to entrepreneurship, also beyond the university business schools to reach larger and more versatile university students.

HEIs should create an environment that fosters entrepreneurial mindsets, skills and behaviours across their organizations. Universities can teach students how to start and grow enterprises in ways that benefit society.

There is increasing interest in attempting to teach not only about entrepreneurship, nor even for entrepreneurship, but also through entrepreneurship, using new education programs to help students to obtain a range of both business understanding and transferable skills and competences.

2.5.2. ENTREPRENEURSHIP TEACHING METHODS

Most often, entrepreneurship is taught in higher educations via formal lectures, case studies and business plans that reflect goals in the "about" categories. The main characteristics of traditional teaching methods are that they are **teacher centered** (teacher is the only expert, authority), whereas **students have passive roles.** Usually, written texts are used for learning, less formative evaluation is present, and mistakes are usually discouraged.

During the past decades, however, more innovative teaching methods have emerged to involve the participation of both the students and the teacher and to enable learning "for" and "in" entrepreneurship.

According to innovative methods in EE, the teacher will encourage learning with students building and developing their own abilities, knowledge and attitudes through **experiential learning**. Particularly, students should gain their entrepreneurial competencies through practice and **"learning by doing"**. These methods encourage more active studentparticipation in learning and reflection of their own experiences. In this process, students learn collaboratively, discuss ideas, and are involved in problem-solving situations through informal and authentic learning environments. In educational psychology these teaching strategies, also known as student-centered, have many positive impacts on student's engagement, intrinsic motivation, learning strategy use and learning outcomes. A good example of such a teaching meth-

od is challenge-based learning.

2.5.3. CHALLENGES IN APPLYING EE

In addition to face-to-face teaching, many authors have also proposed different kinds of eeducation methodologies to be applied in EE. For example:

1) Business plan (project based learning; problem based-learning; digital stories; online learning environments; technology integrated teaching methods; digital storytelling; educational games; active learning);

2) Choice and structuring of the idea for the enterprise (collaborative communities; cooperative learning; network participation);

3) Pilot project of the entrepreneurial idea (aumented reality; web-based video; gamification; simulation);

4) Market and product analysis (web-based video; narrated stop-motion animation; generic modelling language; digital video; augmented reality; gamification; simulation; webinars);

5) Achieving sustainability of entrepreneurial idea (collaborative communities; cooperative learning; collaborative learning; network participation;

6) Evaluation of entrepreneurial skills and characteristics (flipped classroom using digital media; cooperative learning; collaborative learning; moving from fixing to online space; experiential online development; open educational practice; online learning environments; technology educational practice; digital storytelling; educational games; active learning).

Essential in all these EE methodologies is the bridging of the academic world towards the business world and the shifting role of the teacher from being an educator to a facilitator.

3

Designing the methodology

3.1. CONCLUSIONS FROM THE RESEARCH TO DESIGN THE FEEF METHODOLOGY

We can conclude from the best practices report, our survey, local research and our focus group that there still is a gap between academia and business world. We have to find solutions to come up with a better understanding of both worlds so we can reduce this gap. We also learned about the importance of soft skills in HEI's and the business world. Through our research we have a clear overview of which soft skills are important, but on the other hand we could also conclude that teachers do not have enough practical tools or knowledge on how to stimulate these skills.

3.2. LEARNING OUTCOMES OF THE METHODOLOGY

3.2.1. Related to soft/entrepreneurial skills:

In 1.4 we indicate the importance of soft skills in education, in this FEEF project we want to offer the teachers a toolkit with which they can stimulate these skills.

3.2.2. Related to mentorship skills

We need to train trainers from two points of view:

- **As mentors:** A good mentor must have a series of essential skills, such as the ability to listen actively, to be open-minded and committed, to have the ability to define real and achievable goals and to give support to their students when they need it. A fundamental tool in the mentoring process is to give and receive feedback, which means that during the student's learning process there is constant communication between trainer and student about the mistakes made and successes obtained, in which the mentor will demonstrate that he/she understands and accompanies the student and that the students are challenged and stimulated in developing themselves.

- **As facilitators:** Becoming a mentor takes time, but the techniques will help the educators to improve and become a better mentor. Once the educators become mentors , they will use these skills in the introduction of the different facilitation techniques proposed, which will lead to a more complete learning process, since students will learn by doing, still with the proper guidance of the trainer towards the goals set. Thanks to this mentoring process, the trainer is able to identify the general characteristics and skills of the group, so he/she can choose which facilitation technique from the portfolio is the proper one to be used in the classes.

3.2.3. Related to an ecosystem interaction

Collaborations between business and academia are, when properly designed and managed, beneficial to both the industry partners and the academic institutions. Such collaborations may take place on both small and large scales, and may involve a varying number of academic institutions and industry partners. The may also have different purposes, including both research-focused collaborative efforts and programs designed to connect the students with real-life projects to enhance their education.

4

The itinerary

Our FEEF methodology is a best practice of a blended learning approach on itself. The first step in our methodology is the MOOC, where teachers (and students) can study and test themselves at their own pace. To facilitate the teachers, we will create in the second phase (PR3) an education training, a digital tool-kit which will help them in applying entrepreneurial education in their class-room using our selection of facilitation techniques. The second part in PR3 is the testing of these facilitation techniques in real-life during our 'staff training' and local pilots.

4.1. PROJECT RESULT 2: FEEF DIGITAL EDUCATION ON FACILITATION TECHNIQUES ITINERARY AND MATERIALS - CREATING A MOOC.

Based on the FEEF methodology developed by the consortium, we will design a digital training itinerary as well as the corresponding digital training materials to improve the accessibility to high education in Europe, offering new instruments and solutions for innovative distance learning. With the MOOC we aim to support teachers in the use of facilitation tools and pedagogical techniques to help them create rich environments that complement their classes.

This MOOC, designed as a stand-alone course, will be integrated at an open MOOC platform and will help teachers and educators to make their teaching more inclusive, promote effective practice and improve the development of new competences. Also, they will gain an entrepreneurial mindset, by being aware of the EntreComp framework.

4.1.1. MOOC DESIGN

In the table below you can find the setup of the MOOC. Table: MOOC design

CONTENT	LEARNING OUTCOMES	SOFT SKILLS	ENRECOMP	FACILITATION
M1 Soft & entrepreneurial skills	**1.** Understand the importance of Soft Skills and Entrepreneurial Skills in education/teaching; **2.** Identify skills to improve in the educators through the selfassessment; **3.** Apply it in class context with the introduction of the different facilitation techniques;	• Planning and management; • Creativity; • Adaptability; • Problem solving • Cooperating with others; • Self-management; • Communication; • Growth mindset; • Conflict management	• Spotting opportunities (IO); • Vision (IO); • Valuing ideas (IO); • Mobilizing others (R); • Learning through experiences (IA)	• Cooperative learning; • Brainstorming; • Casestudies;
M2 Mentorship skills	**1.** Understand the need of guide students through a mentoring process; **2.** Identify and develop mentorship skills through the mentoring program; **3.** Implement mentorship skills learned in the class.	• Effective leadership; • Negotiation; • Selfawareness efficiency; • Empathic listening; • Giving & receiving feedback.	• Self-awareness and self-efficacy (R); • Ethical and sustainable thinking (IO); • Valuing ideas (IO); • Working with others (IA); • Spotting opportunities (IO).	• Game based learning; • Inverted classroom; • World café.
M3 Ecosystem interaction	**1.** Understand the importance of collaborating with industry to approach the real life to students; **2.** Identify relevant industry partners that can improve the knowledge of the students; **3.** Establish collaborative partnerships with industry to develop visits and training as facilitation techniques;	• Giving & receiving feedback; • Problem solving; • Communication; • Cooperating with others.	• Spotting opportunities; • Learning through experience; • Valuing ideas.	• CBL (challenge based learning); • Company/employer visits Focusgroup; • Job shadowing.

4.2. PR3: FEEF BLENDED EDUCATION TRAINING ITINERARY AND MATERIALS.

Working with the basis of the principles defined by the FEEF methodology, and in close synergy with the MOOC designed in PR2, the consortium will create a tool-kit for teachers and educators to succeed in developing classes using facilitation techniques.

The FEEF tool-kit will be based on innovative educational and didactic approaches and learning activities that aim at providing teachers with a new set of skills and competences that they can put in practice in their classes and work as coaches/facilitators to the students' needs. The main element of innovation is its focus on enhancing the role of the educator to become a facilitator/mentor to their students. This will promote a deeper awareness of the teaching process, so that the educator can make adjustments to the curriculum versus following a prescribed path. Also, the teacher will be able to identify new ways to structure the most effective activities and routines, to develop or incorporate new strategies for student achievements and to foster higher levels of engagement and career vision.

The material can be used and adapted by the teachers and educators according to their needs and availability of infrastructure. We will also provide educators, as mentioned before, with entrepreneurial mindset and soft skills like problem-solving, critical thinking, teamwork, creativity, that will help them to successfully engage their students in the learning process.

4.2.1. CREATING A STEP-BY-STEP GUIDE AND A TOOLKIT.

In PR3 we will develop a toolkit which can be used by other educational institutions and educators as a reference on how to design, adapt, implement and/or measure facilitation programs.

The toolkit will be a step-by-step practical guide where a selection of facilitation techniques will be described in detail, including reflection questions on which future skills are trained by using the technique. Additional features will be added to further elaborate on extra skills to be trained by these techniques.

By implementing the facilitation techniques in their classes, teachers will help reducing the gap between academic world and real-life and as a consequence, extra future skills will be developed.

A short understanding of the facilitation techniques that will be described in detail (how to implement & evaluate) can be found in the toolkit & MOOC.

- **Focusgroup:** brings together a small group of people to answer questions in a moderated setting.

- **Bridging café (worldcafé):** a FEEF technique to bring together people from business & academia to discuss pre-defined topics

- **Challenge-based learning:** is a technique for learning while solving real-world challenges in a collaborative and hands-on way.

- **Game-based learning or gamification:** the use of game design elements in non-game learning contexts; lessons from the gaming domain are applies to change behaviours in non-gaming situations. Gamified learning improves student attitude, engagement, and performance.

- **Job shadowing:** students observe someone within the industry within their day-today role in order to understand how they do their job and what life is like in a workplace. It aims to get an insight rather to hands-on experience.

- **Inverted (or flipped) classroom:** a blen ed-learning method in which a self-directed learning phase (individual phase) takes place b fore the classroom-learning phase. It gives a twis to lessons by converting lectues into e.g. videos

that students watch at home, while practical exercises happen in class where teachers can solve any problems or doubts.

- **Company/employer visits:** a way for both students and professionals to network, and provide them with a unique opportunity to gain insights into how various companies operate in different markets.

- **Cooperative learning:** a technique that involves students working together to meet their learning goals in learning teams or groups. Teachers make each member of the group in charge of the academic performane of the others aout a certain aspect

- **Case studies:** In the case study, the students are presented with a case that involves a problem situation (usually fictitious) and they have to work out a solution to the problem.

- **Brainstorming:** one of the most creative ways of problem-solving, either come up with a new idea or build on an existing idea.

4.2.2. TESTING WITH A STAFF TRAINING

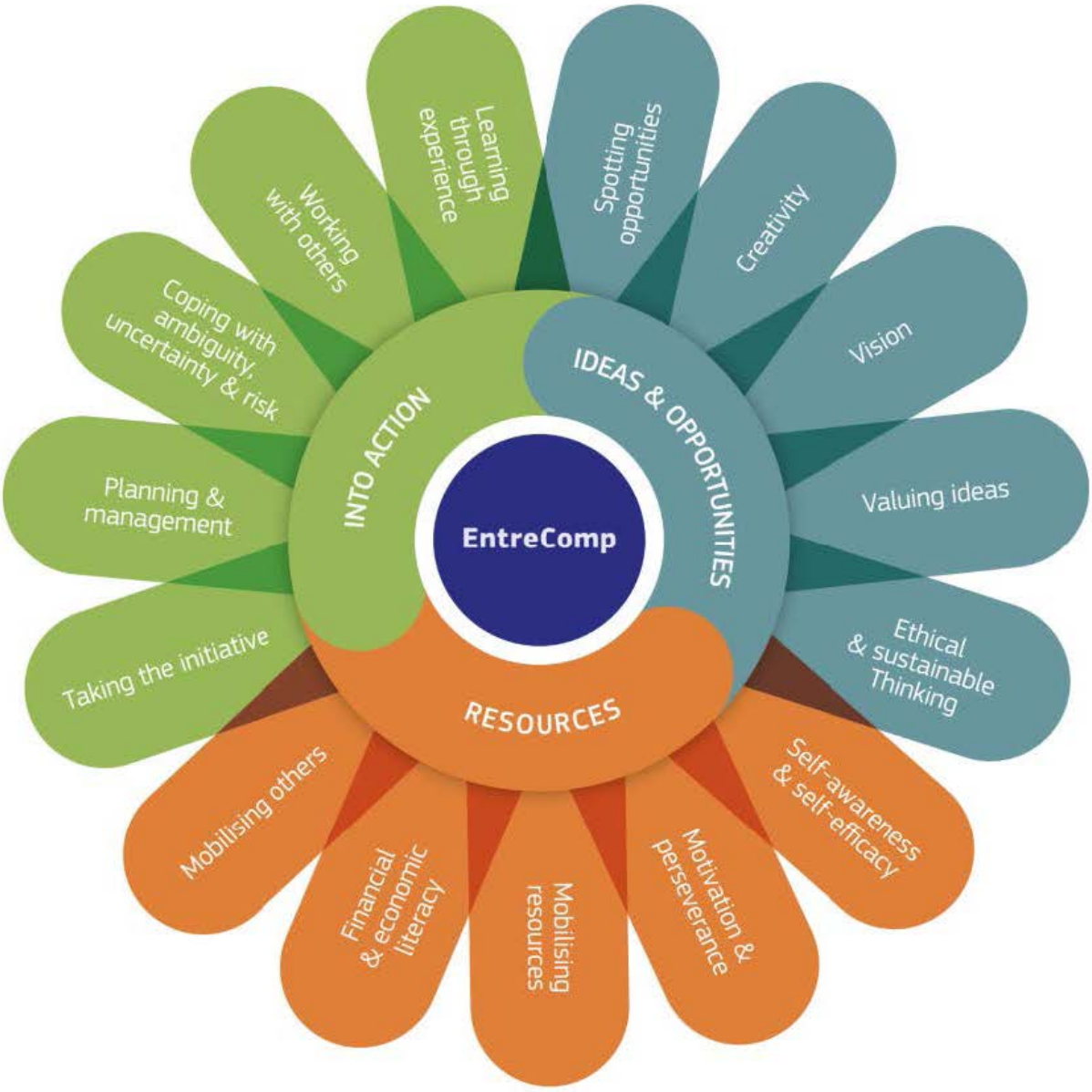
In a 3-day multi-stakeholder learning activity we will present the three project results of our FEEF program (methodology, digital training resources and tools, and blended training resources and tools) to an international team of teachers from each partner institution. This pilot is a validation of our project results. The findings and feedback coming from these participants will be analyzed by the WP leaders and will be integrated into the final deliverables, seeking for the best result and efficiency of the outcomes.

4.2.3. PILOT

In the pilot phase each participant of the staff training is going to implement one or more facilitation techniques in his or her classes. The results of this pilot will be discussed during the local multiplier events where the participating teachers and business people will share and discuss their findings on the tested facilitation techniques. This feedback will be further analyzed by the WP leaders and will also be integrated in final deliverables.

5

Annex 3


EntreComp
IDEAS & OPPORTUNITIES
Spotting opportunities
Creativity
Vision
Valuing ideas
Ethical & sustainable Thinking
RESOURCES
Self-awareness & self-efficacy
Motivation & perseverance
Mobilising resources
Financial & economic literacy
Mobilising others
INTO ACTION
Taking the initiative
Planning & management
Coping with ambiguity, uncertainty & risk
Working with others
Learning through experience

6

Annex 4: EntrecompEdu. Framework for teachers-description

7

Annex 5:
Best practices report

FROM EDUCATORS TO
ENTREPRENEURIAL
FACILITATORS

ANEX 7

BEST PRACTICE REPORT

Co-funded by the
Erasmus+ Programme
of the European Union

“FEEF
From Educators to Entrepreneurial Facilitators
Anex 7 - Best Practice Report”

DATE OF PUBLICATION
June 2022

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Co-funded by the
Erasmus+ Programme
of the European Union

CONTENT

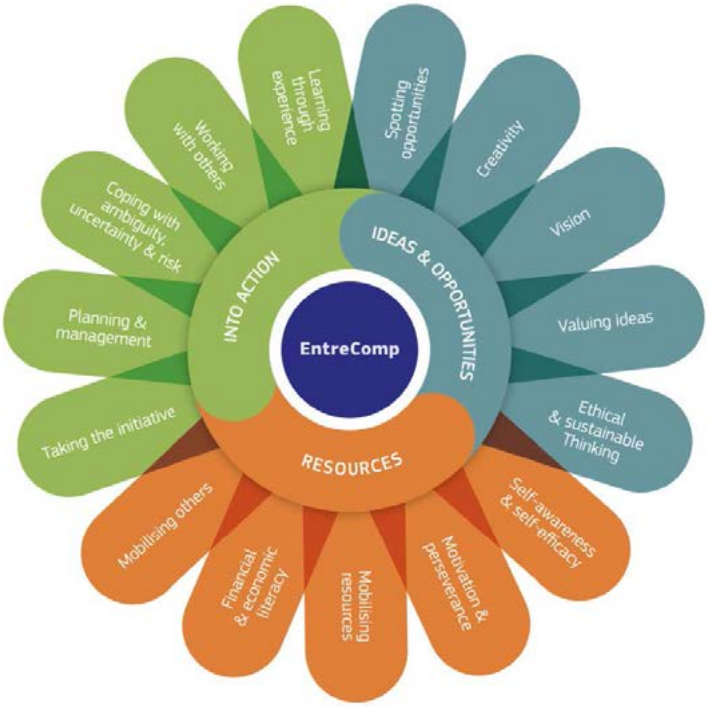
1. STATE OF THE ART

As a first step in developing a valuable methodology, we analysed the state of the art, a thorough research on existing and previous good practices in other projects and trainings related to entrepreneurial education as we find this strategic for educators to have if we want them to be more connected to the business sector. We focussed on multi-stakeholder and multi-disciplinary facilitation techniques using blended teaching approaches which combine the best characteristics of online education and the interactivity with face to face classrooms.This best practice report collates programs, materials and resources that already exist and can be used to improve design and delivery of entrepreneurship provision in HEIs. Moreover, it maps these practices against the Entrepreneurship Competence Framework (EntreComp) model. This has enabled us to get a better understanding what features our FEEF methodology should have.

2. ENTRECOMP MAPPING

This section of the report presents the number of best practices that have been identified as providing entrepreneurial education from across Europe. Some are current, others have finished and combined they provide access to a wealth of resources and training materials.

The following examples are the projects and initiatives that helped us to learn more about entrepreneurial education and where there is an opportunity for the FEEF project to fill in 'the blind spots'. The EntreComp framework can be seen as a simple starting point to understand and interpret what is meant by the entrepreneurship competence. The EntreComp mapping process was undertaken against the 3 main areas of competence identified within EntreComp: ideas and opportunities, resources and into action.



CASE STUDY 1

FOREMLINK

Title	Foremlink	
Institution	UCLL	
Source	www.foremlink.com	
Date	2020-2021	
Language	English	
Need	The ForEMLink project seeks to address this context by developing an approach that will offer students relevant and practical learning, increase their entrepreneurship skills and assist them start viable businesses.	
Goal of best practice	Stimulate **entrepreneurial** thinking & connect entrepreneurial mindsets all over Europe	
Summary	• New methodology for challenge based learning (the atom model) with toolbox of activities; • Digital platform & handbook to support teachers; • Online collaboration platform for students, enterprises (and teachers) to work on challenges faced by the entrepreneurs.	
Method used	Atom model has been designed as a base for challenge based learning	
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	Innovative & creative thinking, design thinking phases	
Results	Learnings for FEEF	A model for challenged based learning
	Gaps	–
Posted by	Ilse Fraussen	

CASE STUDY **2**

EUROPEAN ENTREPRENEURSHIP EXPERIENCE (BLUES)

Title	EUROPEAN ENTREPRENEURSHIP EXPERIENCE - BLUES
Institution	Centro Internacional Santander Emprendimiento (Cise)
	Entrepreneurship center / Non-profit foundation
Source	https://eblues.eu
Date	2018-2019
Language	English / Italian / Slovenian / Spanish / Portuguese
Need	As part of the Erasmus+ program, BLUES designed its own methodology and generated face-to-face and online educational resources based on European best practices and the EntreComp framework to help university students to develop skills such as leadership, creative thinking, teamwork and innovation, in order to complement their academic training.
Goal of best practice	Create an educational system where every person has the opportunity to achieve the maximum capacity of their skills, improving not only their employability to be part of a workforce but to become conscious entrepreneurs and members of the society capable to find new innovative solutions to the complex problems we have to solve.
Summary	BLUES project seeks to contribute to higher effectiveness, relevance and quality of students skills and HEI education through the study and analysis of international good practices regarding entrepreneurship education and their common key success factors; through the conception, design, validation and dissemination of a pioneer model of a international blendedlearning entrepreneurship education methodology that takes advantage of the benefits of face-to-face and digital education to increase the effectiveness and quality of learning outcomes; and through the conception, design, production and dissemination of high-quality digital and face-to-face educational resources and tools.
Method used	A team of 10 European institutions (five of them being universities) have worked in partnership to develop a new teaching methodology that promotes management and entrepreneurial skills amongst university students. Based in a blended-learning approach that combines online with face-to-face sessions (classroom activities, visits to business incubators, project work and mentorship), the methodology has been tested in pilot courses -and subsequently reviewed-, and it is now made available to download for any institution to benefit from its results.

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CASE STUDY **2**

EUROPEAN ENTREPRENEURSHIP EXPERIENCE (BLUES) CONTINUATION

ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	Detection of opportunities, use of creativity, ethical and sustainable thinking, motivation and perseverance, financial literacy, mobilizing others, initiative, planning and management, dealing with uncertainty, cooperation, learning through experience "learning by doing".	
Results	Learnings for FEEF	Provide university students with the knowledge to develop skills such as leadership, creative thinking, teamwork or innovation
	Gaps	–
Posted by	María Velasco	

CASE STUDY **3**

CONNECT WITH INCUBATORS

Title	Connect with incubators
Institution	UCLL & Limburg Startup Limburg Startup is an open platform, a first class start-up community, supported and developed by entrepreneurial Limburg with the aim of connecting existing start-up initiatives, strengthening start-ups and accelerating their growth processes.
Source	UCLL
Date	2017 - Ongoing
Language	Dutch
Need	Connect student (entrepreneurs) with the regional startup environment. Work closely together with the startup community. Regular joint research, e.g. on skills needed for starters
Goal of best practice	Stimulate student-entrepreneurship, connect with startup world, connect both worlds through collaborations and internships. Start-ups experience three major factors that can hamper their growth: lack of capital, the impact of the corona crisis and the difficult search for talent. Because without talent there is no growth. To map out the talent and competence policy of Limburg start-ups, LSU and HEI UCLL interviewed fifty start-ups from the Limburg incubator network, young companies operating from Agropolis, BioVille, Corda INCubator, Droneport, Incubathor or Greenville. In 2017, a similar research took place. With this follow-up research, the initiators mainly want to map out the evolution.
Summary	One of the most striking results from the 2017 survey was that 65% of business leaders consider soft skills to be more important than pure expert knowledge when recruiting new employees. This is still true today. During recruitment itself, hard skills are mainly considered, but once new employees are on board, soft skills take precedence. The type of diploma is less important, but the combination of “a” diploma with the right soft skills, such as attitude, communicative skills and a sense of initiative, is. These soft skills also appear to play a major role in redundancies. Sixty per cent have already had to let go of employees, the main reason given by company managers being the lack of the right soft skills.

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CASE STUDY 3

CONNECT WITH INCUBATORS CONTINUATION

Summary (continuation)	Another important pond is that of trainees. As many as half of the managers indicate that trainees are often taken on with a view to a possible permanent contract after the traineeship period.	
Method used	Quantitative research	
ENTRECOMP	Is the ENTRECOMP framework used? yes / **[NO]**	
Soft skills and entrepreneurial skills addressed	Entrepreneurship, building a network	
Results	Learnings for FEEF	Collaborate with startup community
	Gaps	–
Posted by	Ilse Fraussen	

CASE STUDY **4**

ESTUDIANTE X EMPRENDEDOR

Title	Estudiante x emprendedor
Institution	Centro Internacional Santander Emprendimiento (CISE)
	Entrepreneurship center / Non-profit foundation
Source	https://e2.cise.es
Date	2012 - Ongoing
Language	Spanish
Need	We provide students with a real-life approach to the creation of a business idea with the challenges and decision making involved, as a result of the recognition of the needs recognized by the employers we involved as mentors and student surveys.
Goal of best practice	The main objective of the E2 programme "Estudiante x Emprendedor" at the University of Cantabria is to foster entrepreneurial attitude among university students though a learning process that includes practical workshops and mentoring by employers. In order to counsel participants, employers act as mentors who help them with their entrepreneurial projects. This methodology is also implemented with VET students, in our E2 FP programme.
Summary	Through this project and its different editions 485 HEI students from 14 different degrees (Engineering, Medicine, Law, Economics, Physics, Mathematics, Tourism, Education,...) have been trained. They have been working together in 98 teams, being supported by 95 mentors. During the process, the students develop entrepreneurial competences and skills that are based in the EntreComp Framework scheme, and have been able to transform, sucessfully, ideas into a business model.
Method used	Practical workshops and mentoring programmes, showing the EntreComp framework adapted for university students and a Business Model Canvas (in Spanish)
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No

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CASE STUDY 4

ESTUDIANTE X EMPRENDEDOR CONTINUATION

Soft skills and entrepreneurial skills addressed	Critical thinking, commitment, work with others, growth mindset, datadriven decision making, detection of opportunities, use of creativity, ethical and sustainable thinking, motivation and perseverance, financial literacy, mobilizing others, initiative, planning and management, dealing with uncertainty, cooperation, learning through experience “learning by doing”.	
Results	Learnings for FEEF	Bringing the culture of entrepreneurship and innovation closer to university students. Skills transfer
	Gaps	–
Posted by	María Velasco	

CASE STUDY **5**

ENTRECOMP EDU

Title	Entrecomp EDU
Institution	University of Wales Trinity Saint David, Bantani Education, Go Antwerpen, Innogate to Europe, LUT University, MateraHub, Me Analytics, NCDIEL, and European Business Summit
Source	https://entrecompedu.eu/
Date	–
Language	English / Spanish / French / Italian but the training course is available in English / Spanish / Macedonian / Welsh / Italian / Flemish / Finnish
Need	Over recent years, the importance of entrepreneurial education has attracted considerable attention among the world's policy-makers. The European Commission, views entrepreneurial activity as relevant to all levels of education, from nursery schools to universities and calls upon member states to ensure that "All young people should benefit from at least one practical entrepreneurial experience before leaving compulsory education.
Goal of best practice	Teachers are at the frontline of education, and in a changing world there are ever more demands on their time and expertise. Entrepreneurial learning is perceived as an add on, and there is no clear understanding of how these teaching pedagogies and didactics can actually support curriculum and subject delivery while potentially addressing wider learning priorities such as learner engagement, citizenship, social cohesion or employability
Summary	The project aims to reduce the increasing mismatch between the skills our education systems are delivering and the needs of society which is damaging the aspirations of Europe's young people and, ultimately their future well-being and prosperity.
Method used	EntreCompEdu comprises six inter-related elements, with Entrepreneurial education competences, which describe what educators should know, understand and do to promote and foster effective entrepreneurial education. These are accompanied by Big questions, framing educators' learning around key questions. The framework also recognizes that educators are likely to be at different stages along the entrepreneurial journey and so there are also Stages of development.

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CASE STUDY **5**

ENTRECOMP EDU CONTINUATION

ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	The Entrecomp skills	
Results	Learnings for FEEF	Methodology to stimulate teacher awareness in the entrepreneurial education and provide training to introduce this topic in lesson. Among the Project Advisors in included Margherita Bacigalupo, one of the main authors of the Entrecomp Framework.
	Gaps	Training is accessible only in scheduled periods of the year (next period from 1 march 2022). The project is ideally addressed to all teachers level but is mainly focus on primary and intermediate education level.
Posted by	Sara Raponi - UNIPD	

CASE STUDY **6**

ENTREPRENEURS IN THE CLASSROOM

Title	Entrepreneurs in the classroom	
Institution	VLAJO	
Source	https://www.vlajo.org/programmas/ondernemers-voor-de-klas/ondernemersvoor-de-klas	
Date	Ongoing	
Language	Dutch	
Need	Give students a realistic picture of the entrepreneurial world. Reducing the gap between education and professional life	
Goal of best practice	During 'Entrepreneurs in front of the class', guest speakers from our Flemish companies visit the schools for a two-hour guest lesson. In this way, Vlajo wants to increase mutual understanding between employers and future employees and create a positive image of the business world among young people. During the previous edition, 450 entrepreneurs gave more than 750 guest lectures at Flemish secondary schools, colleges and universities.	
Summary	Every year, we invite +/-25 enterpreneurs, students can choose 2 sessions. They talk about how they started their business, their education, their values, their strengths, life lessons.... When an entrepreneur speaks to the students the message comes across more clearly than when a teacher does	
Method used	Inspire by sharing true entrepreneurial stories, the successes as well as the struggles. Live sessions in the classroom (max 25 participants per speaker), last 2 years webinars. Afterwards students reflect on the sessions and write a short report about their take-aways from these stories.	
ENTRECOMP	Is the ENTRECOMP framework used? yes / **[NO]**	
Soft skills and entrepreneurial skills addressed	Networking, Self-awareness and self-reliance	
Results	Learnings for FEEF	Involve entrepreneurs and share best practices. Reduce the gap between education and professional life. Give students to start building a network when still in school
	Gaps	–
Posted by	María Velasco	

CASE STUDY **7**

ENTRESPIEGEL

Title	Entrespiegel – tool to test one's entrepreneurial skills	
Institution	Unizo	
Source	https://www.entrespiegel.be/	
Date	Ongoing	
Language	Dutch	
Need	Need to do a baseline measurement of entrepreneurial skills and measure progress.	
Goal of best practice	De ENTRE-Spiegel 2.0 is a scientifically based tool which maps the enterpreneurial skills of your students. The tool measures the 11 most important skills needed to become an entrepreneur. It is a self-reflection tool which reveals your strengths and areas of improvement	
Summary	After completing the online questionnaire you receive a full analysis which will be discussed with your coach, you can also add feedback from your friends/family (360°). This will be the basis for a personal development plan, after one year the student will take the test again in order to measure progress.	
Method used	Online tool + one on one coaching | Organisations can use the ENTRE-Spiegel 2.0 to support entrepreneurial students, achievers, starters and restarters in strengthening their entrepreneurial competences. | The ENTRE-Spiegel 2.0 is the ideal tool to address the conversation and guidance on entrepreneurial competences in a user-friendly way.	
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	Skills measured with this tool Perseverance – Awareness of returns | Persuasiveness – Responsibility | Networking – Decisiveness | Market insight – Seeing opportunities | Assessing risks – Planning for the future | Customer focus	
Results	Learnings for FEEF	Good tool to measure entrepreneurial skills & progression in these skills
	Gaps	Need for teacher/coach to follow training first. Not free, has to be guided by a coach Only in Dutch
Posted by	Ilse Fraussen	

CASE STUDY **8**

ETEE

Title	Entrepreneurial Training for Enterprise Educators (ETEE)
Institution	LONDON SOUTH BANK UNIVERSITY (Coordinator), AMERY BROTHERS, INnCREASE, INOVA+, Vilnius Universtiy
	University, consultancy company, innovation system provider
Source	http://eteeproject.org/
Date	2017-2019
Language	English
Need	Providing first-hand practical experience of entrepreneurship to whom is involved in enterprise and entrepreneurship education as HEI teachers so they can use it to improve the design and delivery of their provision.
Goal of best practice	The overall objective of ETEE was to improve and enhance enterprise and entrepreneurship provision of HEIs and other organisations so that it delivers more powerful impact for the end-users, through the design and development of a training programme for enterprise educators: those people who have the greatest influence and responsibility in the design and delivery of enterprise provision, the academic staff who embed enterprise in their teaching, and professional service staff who deliver extra-curricular activities.
Summary	The ETEE Project was a 2-year project funded by the Erasmus+ programme, 2017-2019. Its aim is to improve enterprise education provision across Europe by developing a practical 'real world' training programme for educators and those supporting learners to become more entrepreneurial, through business start-up as well as in their approach to learning and work. The five ETEE project partners designed and delivered the ETEE Training Programme based on our expertise and best practices observed across Europe. We have built on our experiences and many great resources that already exist to create the ETEE programme.

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CASE STUDY 8

ETEE CONTINUATION

Summary (continuation)	The programme gives participants the opportunity to learn about entrepreneurship by developing their own idea for a new project or learning programme. Through nine interactive modules, participants will experience some of the tools and processes that entrepreneurs use to develop an idea for a new business, and to work in an entrepreneurial way. Throughout the programme, participants are encouraged to include these entrepreneurial methods in their own work. By having a better understanding of the challenges entrepreneurs face, they will be better prepared to support their own learners in the future.	
Method used	Interactive modules	
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	Entrepreneurial skills	
Results	Learnings for FEEF	Learning path for educators
	Gaps	–
Posted by	Sara Raponi (UNIPD)	

CASE STUDY *9*

KYSS (KICKSTART YOUR SOFTSKILL)

Title	Kickstart Your Soft Skills
Institution	Result of ESF project (with e.g. partner HEI AP, university Antwerp, ...)
Source	https://kickstart.goleweb.be/nl/node/3619
Date	2021
Language	Dutch
Need	Many young people make the transition to the world of work after technical and vocational education. What should be should be an inspiring new beginning, turns out quite differently for many. It soon becomes apparent that colleagues and employers expect more from school-leavers than just the professional knowledge they have acquired. The project "Kickstart your future!" aims to support the supervisors and route coaches of these young people and builds a bridge between the worlds of education and employment. The project aims to support the supervisors and pathway coaches of these young people, forming a bridge between school and the labour market.
Goal of best practice	The project 'Kickstart Your Soft Skills', or KYSS for short, aims to stimulate (young) adults on the labour market to further address their professional development in the area of soft skills.
Summary	KYSS offers tools to trainers, teachers and coaches to support the growth of (young) adults. It provides an online self-assessment questionnaire, an individual feedback report, a group feedback report, a manual for the digital management of the KYSS tool and corresponding support materials for the coaching route. Through the questionnaire, the student, jobseeker or employee (18+) gains insight into which soft skills are important on the labour market in the 21st century and can map out the level of his/her soft skills. After completing the questionnaire, they immediately receive a report with feedback and tips to strengthen their soft skills. The group feedback report gives the supervisors an insight into the soft skills of their group of students/ jobseekers/employees. Further support materials are available for both the participant and the supervisor.

CONTINUES ON THE NEXT PAGE

CASE STUDY *9*

KYSS (KICKSTART YOUR SOFTSKILL) CONTINUATION

Summary (continuation)	The KYSS tool includes 16 soft skills that were selected on the basis of comparative research for their importance in the 21st century labour market. These skills were divided into four clusters, namely: interactive, problem-solving, information processing and person-related. In addition, the most important skill for entrepreneurs was determined per cluster, so that if desired, this can be the main focus.	
Method used	The KYSS INSTRUMENT is a web-based tool containing an online self assessment questionnaire for (young) adults with a feedback system for participants and a feedback system for facilitators. The KYSS MANUAL is the manual for the digital administration of the KYSS instrument by the facilitators. The KYSS SUPPORT MATERIALS are ready-to-use materials to get started with KYSS from the individual or group feedback report. KYSS-education: from 1 July 2021, refresher courses will be organised with the aim of putting organisations on a practical footing to work with the KYSS instrument.	
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	Creativity, flexibility, cooperation, problem solving, result-oriented, analyse, critical thinking, …	
Results	Learnings for FEEF	Great tool, will be used by several HEI's in Flanders. Highly documented with all kind of extra tools, manuals, sheets, …
	Gaps	–
Posted by	Ilse Fraussen	

CASE STUDY **10**

MENTORING

Title	MENTORING
Institution	Centro Internacional Santander Emprendimiento (CISE)
	Entrepreneurship center / Non-profit foundation
Source	https://mentoring.cise.es/
Date	2019 - Ongoing
Language	Spanish
Need	A program to connect people who are leading projects with experienced mentors, professionals with extensive experience willing to share with the mentees his knowledge, contacts, and experience to help them to achieve success with their projects.
Goal of best practice	Help the mentees to expand their knowledge and receive advice and guidance, to reinforce their ability to take on challenges and acquire new skills and capabilities and to get valuable contacts for their project
Summary	In the mentoring program, we try to ensure that professionals can provide mentees with more than just their professional experience, but also help them to overcome difficulties. In the same way, mentees bring to mentors a new vision, new training and new ideas on how to do things. It is this exchange of knowledge that is attractive both for mentees who want to shape or refine their business idea, and for mentors who are enriched by the input and insights of young entrepreneurs.
Method used	The program is structured in two phases: a first phase in which entrepreneurs or professionals with extensive experience receive very practical training sessions that prepare them for the mentoring process, and a second phase in which they provide support and guidance to people who are developing entrepreneurial projects.
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No

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CASE STUDY **10**

MENTORING CONTINUATION

Soft skills and entrepreneurial skills addressed	Use of creativity, motivation and perseverance, financial literacy, mobilizing others, initiative, planning and management, dealing with uncertainty, cooperation, learning through experience "learning by doing".	
Results	Learnings for FEEF	Provide university students with the knowledge to develop skills, ideas and projects. Reinforce their capacity and confidence and provide points of view based on experience and knowledge of the business environment.
	Gaps	–
Posted by	María Velasco	

CASE STUDY **11**

ONLINE SCHOOL

Title	Online school
Institution	Centro Internacional Santander Emprendimiento (CISE)
	Entrepreneurship center / Non-profit foundation
Source	https://www.cise.es/formacion-online/
Date	2020 - Ongoing
Language	Spanish / English / Italian
Need	CISE has created a platform of interactive resources to complement its training and projects, as well as stand-alone courses, providing students with knowledge on different areas of entrepreneurship such as innovation and creativity, design thinking, lean startup or creative problem solving, in line with the needs detected by companies/employers and the students themselves, via surveys.
Goal of best practice	The purpose of these resources is to help develop the different skills and competencies that the European Union has defined in its EntreComp framework and that many companies are looking for when recruiting talent.
Summary	All our courses include the participation of numerous experts in the field of entrepreneurship who have extensive experience that they make available to enrolled students.
Method used	Depending on the course, the student is provided with dynamic videos, mentoring, activities and exercises, teamwork and real cases.
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No
Soft skills and entrepreneurial skills addressed	Detection of opportunities, use of creativity, visioning, consideration of ideas, self-knowledge and self-efficacy, motivation and perseverance, mobilizing resources, financial literacy, mobilizing others, initiative, planning and management, dealing with uncertainty, cooperation, learning through experience “learning by doing”.

CONTINUES ON THE NEXT PAGE

CASE STUDY **11**

ONLINE SCHOOL *CONTINUATION*

Results	Learnings for FEEF	One of the learning sectors towards which online training is oriented is higher education, so the tools provided by these courses are very useful for students and teachers, both to contribute to the academic training and to complement the teachers' training skills, so they can incorporate the knowledge that these courses provide to their curricula.
	Gaps	–
Posted by	María Velasco	

CASE STUDY **12**

POP UP STORES

Title	Pop up stores
Institution	UCLL
Source	https://www.ucll.be/samenwerken/innovatieve-projecten/popups
Date	Ongoing
Language	Dutch
Need	Integrate real-life cases in the curriculum, thrive entrepreneurial spirit, "break out" of school into real world… Integrate and bring into practice all knowledge gathered throughout the bachelor program into a real-life project
Goal of best practice	Starting from the vision to support regional development and offer students relevant and practical cases which will thrive their entrepreneurial spirit and competences, UCLL has initiated the "Pop-up stores project'" The idea for this project arose from close contacts with the city of Genk – located in the region - who raised the problem of the many unoccupied commercial properties in a certain part of its city centre. Genk city council intends to make this area more attractive, especially for young and creative entrepreneurs. After discussing this problem with teachers from our HEI, we grabbed the opportunity to tackle this issue in close cooperation with the city of Genk. The concept of "pop-up stores" was identified as a way students could make the area more attractive and learn a lot of entrepreneurial skills. Pop-up stores can be defined as temporary shops which "pop up" from one day to several weeks in empty retail space. This project has run for several years now, in different cities. New is the mix with different shopping concepts (webshop/shop in shop/…) By integrating such practical projects in the curriculum, students acquire skills that often exceed those learned the traditional way. By participating in the "pop-up stores", students learn essential skills, such as working in team (social intelligence), being creative and innovative and several other entrepreneurial skills (e.g. "Future Work Skills 2020", Institute for the Future, 2011). The acquirement of these skills will enhance their employability and make them "the employees or entrepreneurs of the future" ("High Level Group on the Modernisation of Higher Education, European Commission, 2013). Delivering potential employees with entrepreneurial skills, so-called "intrapreneurs", or the entrepreneurs of the future, aligns with the goals of Flanders (region in Belgium):

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CASE STUDY 12

POP UP STORES CONTINUATION

Goal of best practice (continuation)	"By 2020, Flanders will have a strong entrepreneurial culture, with increased appreciation for entrepreneurship and a higher number of businesses in the Flemish region, resulting in a score that is similar to the score of the top five European regions" (Flanders in Action 2020 or "ViA", stated by the current Flemish Prime Minister Kris Peeters in 2013). Present and future entrepreneurs are described as "the engines of the Flemish Economy".
Summary	The "pop-up stores" project illustrates how a university (college) can work together with regional stakeholders on a (social) problem. Integrating real-life cases in the curriculum creates win-wins for different stakeholders and increases the relevance of the educational courses. Students acquire and develop essential skills that they can't obtain in a traditional learning environment and that will thrive their entrepreneurial spirit.
Method used	Students have the opportunity to do this for a real (temporary) store/webshop Apart from the planning activities, this project allowed students to get to know what it really takes and how it really feels to run a business and to be an entrepreneur. Different phases and activities students engaged in: from the preparation of the pop-up store, opening and running the store, to closure and business evaluation. All of these activities are closely linked with the skills and competences students obtain. *ACTIVITIES* *Phase: planning – Main activities* • Students brainstorm about business ideas, their possible concept and name; • Students try to define their target group and product range of their pop-up shop. Students will have to look for brands/products to be sold in their shops within a time span of 2 weeks; • Students already think about how to create a buzz around their new pop-ups. They work out a communication plan as well as a marketing plan, in which, for example, they set out a social media strategy to attract people to their store and share their experience with friends; • Students create a unique "shopping experience" in which store layout, design, decoration and optimum use of space play an essential part; • They will have to make an estimate of the costs and incomes to break even (financial plan); • They will also be responsible for the logistics and have to negotiate terms and conditions with their suppliers; • Lecturers organized a range of supplementary activities to support students in preparation of their pop-up stores:

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CASE STUDY 12

POP UP STORES CONTINUATION

Method used (continuation)	• Presentation by the city of Genk in which the issue and need for the project is explained; • Brainstorming sessions with students to come up with a concept; • Sessions on how to draw up a business, financial and marketing plan and on how to use the social media. *Phase: opening the pop-up store – Main activities* Students perform various tasks related to shop management: • Students provide an optimal "in-store shopping experience" and overall "customer experience"; • Students organize various activities and events to attract customers to the store. They use and manage social media to do so; • Students learn to deal with customers (several sales techniques, handling complaints, etc.); • Students learn to manage cash and register data for general accounting; • Students manage the stock; • Lecturers visit the pop-up stores on a regular basis to coach the student teams.
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No
Soft skills and entrepreneurial skills addressed	The description of the activities in the different phases in the pop-up store project (before-during-after) shows that students acquire a broad range of skills: • *Flexibility and Problem solving skills*: problem-solving abilities of students were developed in real-life situations. E.g. some students needed to revise the design of their store given the condition of the property; • *Creativity:* students brainstorm about the concept of their "pop-up shop" and they also had to think about the design and layout of their shops. This also boosted their creative skills; • *Communication:* communication in team and with external parties was essential. E.g. students negotiated about insurance with the property owner, they negotiated conditions with suppliers, they spoke with the local press, etc. Lecturers guiding them also had to step out of their "comfort zone"; • *Team learning:* students worked intensively in teams, during which they had to support each other, learn from each other and communicate effectively They learn to divide tasks and take responsibility for these tasks. Furthermore, they learn the importance of a good teams spirit and the mechanism of interdependence;

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CASE STUDY 12

POP UP STORES CONTINUATION

Soft skills and entrepreneurial skills addressed (continuation)	• *Critically evaluate their performance:* Students reflect on their performance in the work environment and on how they operate in team. They identify possible ways to reach further improvement. They also receive feedback from their team members through peer assessment; • *Take initiative, be proactive:* students recognize opportunities and possible barriers, identify solutions or valuable alternatives and take appropriate action; • *Multiple expertise and knowledge:* students get acquainted with every aspect of a business (sales, marketing, administration, logistics, etc.). Some of the ("hard") skills they acquire are identical to the ones of the more traditional curriculum (e.g. writing a business plan), but in this project they also take the next step: from planning to action. By actually running the business, they also received feedback on certain strategic choices they have taken in the preparation stages. The above list of activities shows that this project provides students the opportunity to develop entrepreneurial skills. They not only develop socalled "hard skills" but also "soft skills" (teamwork, communication, etc.). The latter is an important added value of the project, given the fact that HEIs and universities often receive the criticism that they merely focus on teaching hard skills, whereas soft skills receive scant attention and have to be learned on the job.	
Results	Learnings for FEEF	Real life challenges work best, mixed teams and mix knowledge from different courses (see the bigger picture). Develop a working attitude while students are still in school… Link to professional world (pr)
	Gaps	Time consuming – practical issues Difficult to evaluate Teacher = coach
Posted by	Ilse Fraussen	

CASE STUDY **13**

SBP

Title	UCLL Small business projects (in collaboration with VLAJO)
Institution	VLAJO
Source	https://www.vlajo.org/programmas/small-business-project/small-business-
Language	Dutch
Need	We live in a rapidly changing world in which complex technological, ecological, medical, social, educational ... challenges succeed each other. This evolution has led to the fact that students in higher education should not only develop a solid backbone of domain-specific knowledge throughout their education. Throughout their education, students must also be given the opportunity to develop soft skills (creative thinking, constructive cooperation, clear communication and presentation, critical thinking...) which they can apply in a multitude of contexts so that they can creatively deal with the complex challenges of tomorrow. The importance of soft skills is also reflected in the Codex Higher Education from 2019. In 2019, the transversal key competency 'entrepreneurial action' was added to the competencies to be realised in all courses in Flemish higher education. Vlajo developed the Small Business Project to support higher education teachers in shaping a rich educational learning environment in which the development of entrepreneurial skills is central to students.
Goal of best practice	The Small Business Project is a customised, practice-oriented educational programme in which the development of students' soft skills is central. Throughout the Small Business Project, students learn to think out-of-the-box, to work constructively together in an (interdisciplinary) team, to communicate and present clearly, to handle information sources critically... In short, throughout the Small Business Project students are challenged to develop their soft skills to the fullest so that they can grow into the entrepreneurial employees and entrepreneurs of tomorrow.
Summary	In a Small Business Project - full, students are given the task of coming up with a business idea as a team. Usually the Small Business Project - full starts with a teambuilding and/or a brainstorm. The students get to know each other in a playful way and come up with business ideas during a brainstorming exercise.

CONTINUES ON THE NEXT PAGE

CASE STUDY 13

SBP CONTINUATION

Summary (continuation)	Next, they choose one business idea that they will effectively put into practice within a safe, protected context. During the first part of the project, the student teams work out the business idea from A to Z. They think about the following key issues They think about the following key questions: 'What is the absolute added value of the idea?', 'For which target group(s) do we develop the idea?', 'Which strategic partners do we need to develop the idea?', 'How can we earn money with the idea?'... The student teams make the necessary preparations to get their self-conceived product/service on the market. During the second part of the project, the student teams go operational, they sell their self-devised product or service. At the end of the project, the student teams present their entrepreneurial track to a professional jury.	
Method used	Vlajo offers personal guidance; a permanent Vlajo coordinator is linked to each Small Business Project. This coordinator follows up the Small Business Project together with the teacher(s) involved and provides personal coaching, sessions and feedback moments. Generally, they have 2 varieties of SBP's, specific program can be tailor-made *Small Business Project - concept* In a Small Business Project - concept, students are given the task of coming up with a business idea as a team, which they then work out conceptually. The business idea will only be developed on paper. *Small Business Project - full* In a Small Business Project - full, the students are given the assignment to think up a business idea as a team, and then to effectively carry it out in practice. The student teams go operational and get a taste of entrepreneurship within a safe, protected context.	
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	Think out-of-the-box, work together constructively in an (interdisciplinary) team, communicate and present clearly, and use sources of information critically	
Results	Learnings for FEEF	Challenge based learning / work with external specialists / network / real life challenges / hands-on projects / multidisciplinary
	Gaps	Has to fit within curriculum – time consuming
Posted by	Ilse Fraussen	

CASE STUDY **14**

MOVING MINDS SOFTSKILLS

Title	Moving Minds softskills
Institution	UC Leuven Limburg
Source	Internal UCLL
Date	Ongoing
Language	Dutch
Need	Entrepreneurial skills are not only created by teaching them the right technical skills or hard skills. Of course, tools around business models, guidelines for a good business plan or the theoretical foundations of entrepreneurship are necessary. But focusing only on these skills is not enough. Our passion reaches further than that. Further than explaining how to perform a task or a job with entrepreneurial hard skills. Our drive, our conviction, is mainly based on teaching entrepreneurial soft skills. Entrepreneurs and intrapreneurs need to possess a lot of skills to successfully develop their careers and to optimally use their entrepreneurial potential. Soft skills are increasingly stepping out of the shadow of the more traditional, stable, logical, measurable and testable hard skills. Yet developing these more abstract, interpersonal and experience-oriented soft skills is not always easy.
Goal of best practice	In this course we help our students to further develop their skills in: communication, creativity, growth mindset, teamwork, attitude. We've developed a learning path in softskills: start in year 1 with a broad introduction, year 2 focusses on "employability skills" and we end in year 3 with focus on leadership skills. Topics are linked to other courses
Summary	Content of the course (1 semester) invite an Enterpreneur in the class do a personality test (https://www.thalento.com/) growth mindset (C. Dweck + Self Observer) Self-management (planning) & professional attitude (Eisenhower & Pareto/eat that frog/etc) working in teams (trust/connection) self management (emotion/stress - tools: SMART goals, Kopman wheel, values) working in teams (styles of communication, assertiveness & feedback - tools: TK conflict styles test, Rose of Leary, exercises on giving & receiving feedback) enterpreneurial thinking & self reflection (tools: Ofman kernkwadranten & talentkaarten Luk Dewulf)

CONTINUES ON THE NEXT PAGE

CASE STUDY 14

MOVING MINDS SOFTSKILLS CONTINUATION

Method used	See above	
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	See above	
Results	Learnings for FEEF	See the bigger picture, enlarge the topic to softskills
	Gaps	–
Posted by	–	

CASE STUDY **15**

UCLL STARTMINDS

Title	UCLL StartMinds	
Institution	UC Leuven Limburg	
Source	https://www.ucll.be/studeren/student-aan-ucll/startminds/startminds-english	
Date	Ongoing	
Language	Dutch & English (one page)	
Need	Develop an entrepreneurial mindset among all students and inspire them to start their own business. They have a contact person at their school (StartMinds coordinator) where they can go to for coaching and all other questions	
Goal of best practice	Inspire, coach and connect student-enterpreneurs and develop students with entrepreneurial mindset	
Summary	For students with true entrepreneurial ambitions, StartMinds has been created 6 years ago. This is the UCLL platform where entrepreneurial students and students with entrepreneurial plans are inspired and coached to develop their idea into a real start-up. Moreover, StartMinds also organizes events to make students aware of their entrepreneurial potential. We have a network of StartMinds partners, experts in several domains (legal, financial, marketing, IT, ...) who help in the coaching of the student-enterpreneurs (free service). Via StartMinds, UCLL is member of two thriving entrepreneurial ecosystems, LEjON for the Leuven area and Pitch Please for the Limburg area.	
Method used	Inspire via events & workshops (for all) – Coach the student entrepreneurs – connect student entrepreneurs with experts, with other students, with founders.	
ENTRECOMP	Is the ENTRECOMP framework used? yes / **[NO]**	
Soft skills and entrepreneurial skills addressed	Learnability, flexibility, taking initiative, verbal communication, professional appearance,...	
Results	Learnings for FEEF	Contact (personal coach) close to the students
	Gaps	Funding
Posted by	–	

CASE STUDY **16**

YOUCOOPE

Title	YOUCOOPE
Institution	Centro Internacional Santander Emprendimiento (CISE)
	Entrepreneurship center / Non-profit foundation
Source	https://youcoope.eu
Date	2020-2021
Language	English
Need	To contribute to the reduction of youth unemployment, particularly in areas with high unemployment such as Italy and Spain, through the implementation of successful and innovative cooperative entrepreneurial methodologies and training courses for educators from secondary schools and higher education institutions.
Goal of best practice	This project is contributing to the dissemination of the cooperative model among educative curricula and European youth. To meet this objective, the project aims at developing cross-European training, blended-learning methodologies and tools that will be open educative resources for future replication.
Summary	The project is led by CISE and is a consortium of 10 partner institutions from 5 European regions with different backgrounds, including the knowhow coming from both ECOOPE and CooPilot consortia and gathering in the team two European public universities, entrepreneurship, educative, cooperative and social economy centres, cooperatives' federations and innovative cooperatives.
Method used	The project implements six pilots with lecturers, professors, technical assistants and researchers from higher education and secondary schools in Italy, Spain and an international edition. These pilots test the proposed innovative methodology, which consists of an initial digital phase and a face-to-face part with not only a theoretical approach but a practical one based on direct experience and contact with real context.

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CASE STUDY **16**

YOUCOOPE CONTINUATION

ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	Spotting opportunities, creativity, valuing ideas, ethical and sustainable thinking, financial and economic literacy, learning through experience	
Results	Learnings for FEEF	Both projects aim to give skills to educators in order to have more tools for better assisting their students. YOUCOOPE has plenty of tools for giving them entrepreneurial learning. Online learning for educators
	Gaps	–
Posted by	María Velasco	

CASE STUDY **17**

GROWTH4SME'S

Title	Growth4SME's
Institution	UCLL
Source	https://growth4sme.eu/
Date	2020-2022
Language	English
Need	In order to assure that companies get the staff they need the project GROWTH4SMEs will create a cross-border digital platform that collects information about current skill shortage in SMEs.
Goal of best practice	Creation of online course to meet the gap between business world & academia.
Summary	Within the project we will create a digital platform that will collect input from SMEs about their skill shortage and subsequently design an education set-up so that unemployed obtain the sought after skills. For that purpose, we will set up a joint online course aimed at an international audience and specific regional courses to help the young graduates to meet the demands of a constantly changing labor market. Furthermore, there will be arranged case competitions to allow SMEs to hand in challenges so that the graduates can show how their newly acquired skills can present innovative solutions to business problems.
Method used	To build up knowledge, SMEs from Norway, Denmark, and Belgium were asked to fill out questionnaires about, what kind of skills companies in their respective countries need right now. 413 SMEs from Norway, Denmark, and Belgium have answered the questionnaires, and the data was collected in the spring and summer 2021. We have developed the different courses on the website on the basis of the SMEs' answers. Generally seen across all the three countries, independence and adaptability – but also communication skills and problem solving – are the most important skills/competences to possess – both as an experienced employee in a firm and as a recent graduate, who is seeking employment.
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No

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CASE STUDY **17**

GROWTH4SME'S CONTINUATION

Soft skills and entrepreneurial skills addressed	Spotting opportunities, creativity, valuing ideas, ethical and sustainable thinking, financial and economic literacy, learning through experience	
Results	Learnings for FEEF	Skills needed by the business world. Online course to help graduates to meet the demands of the business world.
	Gaps	–
Posted by	Ilse Fraussen	

CASE STUDY **18**

YEDAC

Title	Yedac (Young Entrepreneurship Developing in Action)	
Institution	UCLL	
Source	YEDAC TOOLKIT – EIPTE	
Date	2016-2017	
Language	English	
Summary	Integrate the entrepreneurial mindset into daily teaching in European schools. Support teachers in developing learning environments and processes for entrepreneurial education in the wider sense of the word, i.e. strengthening a sense of initiative, developing ideas into action – not at founding companies	
Method used	Integrate the entrepreneurial mindset into daily teaching in European schools. Support teachers in developing learning environments and processes for entrepreneurial education in the wider sense of the word, i.e. strengthening a sense of initiative, developing ideas into action – not at founding companies	
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	Spotting opportunities, creativity, valuing ideas, ethical and sustainable thinking, financial and economic literacy, learning through experience	
Results	Learnings for FEEF	The why and what of entrepreneurial education
	Gaps	–
Posted by	Ilse Fraussen	

CASE STUDY **19**

C_LAB VENETO

Title	C_Lab Veneto
Institution	University of Padova
Source	https://www.clabveneto.it/
Date	2018
Language	Italian
Need	Promoting the culture of entrepreneurship, sustainability, innovation as well as interdisciplinarity and new learning models, such as to reduce the gap between the academic world and innovation.
Goal of best practice	Creating physical and virtual spaces where opportunities meet with students' creativity, vocation and talent to enable participants experiment, reflect, study, act and come to generate real business ideas: innovative startups capable of attracting private financing.
Summary	C_Lab Veneto is a multidisciplinary cross-pollination project involving university students, graduates, PhD students, researchers, teachers, experts, professionals and companies. The aim is to promote the culture of entrepreneurship and innovation, interdisciplinarity and the dissemination of new learning models. C_Lab Veneto is the place where talent becomes creative ideas and business solutions. C-Lab consists of: • Compulsory training session in "Entrepreneurial development and innovation", lasting 42 hours, with weekly lessons; • Participants are divided into multidisciplinary teams and are engaged in development of an innovative idea with the production of a project work, which will be subject of a final event. This phase includes meetings with companies and reference entities on a basis weekly / monthly group work, for an estimate of about 8 hours of weekly commitment; • Workshops / specialized seminars in contamination events aimed at guaranteeing a broad development of skills both in entrepreneurial and relational fields; • 4 days Summer School Participants will be engaged in activities aimed at the realization of business solutions and applications e innovative social.
Method used	C_Lab Veneto offers an experiential training course. In six months, students and graduates of the University of Padua work as a team and develop a Project based on their team's creative ideas or on companies' challenges.

CONTINUES ON THE NEXT PAGE

CASE STUDY 19

C_LAB VENETO CONTINUATION

Method used (continuation)	C_Lab Veneto offers: • Classroom training with teachers and experts from different fields; • Workshop and Focus Group with researchers, innovators and companies on emerging technologies and innovative services; • Meetings with successful companies, start-ups and innovators who have adopted creative solutions based on multidisciplinary approaches; • Events and Training Courses to meet specific training needs; • Teamwork with other participants from different universities/training paths to stimulate cross-pollination and multidisciplinary approaches.	
ENTRECOMP	Is the ENTRECOMP framework used? **[YES]** / No	
Soft skills and entrepreneurial skills addressed	Participants will develop acquire knowledge and operational tools to develop a business idea and they will be able to: • Analyze business and market opportunities for specific needs; • Develop innovative projects for market needs; • Apply project-management logic to project activities and thus to comply with project times, resources and objectives; • Use market research methodology and context analysis; • Prepare a business model; • Draft a complete project that develops an innovative business idea; • Use effective presentation tools. Furthermore, also the following skills as per "EntreComp: The Entrepreneurship Competence Framework": • Spotting opportunities; • Creativity; • Valuing ideas; • Motivation and perseverance; • Mobilizing resources; • Taking the initiative; • Planning and management; • Working with others; • Learning through experience.	
Results	Learnings for FEEF	Company networks has a very important role
	Gaps	The learning path is very long and demanding (approx 200 hours). Participants are encouraged to join thanks to different tools: recognition of 6 credits, issue of Open Badge, 8000 euros Prize for 1° classified team.
Posted by	Sara Raponi (UNIPD)	

CASE STUDY **20**

IFEMPOWER

Title	IFEMPOWER
Institution	HÉTFA Research Institute (Coordinator), Andalucía Emprende Foundation, ONECO Consulting, Sigmund Freud University, Sociedade Portuguesa de Inovação, Bifröst University, Corvinus University of Budapest, Sapientia Hungarian University of Transylvania, Steinbeis GmbH
	Think Tank, Foundation for employability, Private and Research University
Source	https://ifempower.eu/
Date	2018 - 2021
Language	Mainly in English, some materials also in PT / ES / DE / RO / HU
Need	The project addresses the lack of entrepreneurial motivation & attitude among the young and the gender gap in entrepreneurship. There are further challenges faced by female entrepreneurs, i.e. the lack of equal access to capital and training, access to networks for business purposes, the need of reconciling business and family. The lack of supportive environment and financial background, and the specific social and cultural attitudes towards women entrepreneurs negatively affect the entrepreneurial spirit too. Due to various reasons (lack of cooperation between HEIs and businesses) students often do not receive competitive knowledge valuable at the labour market. Creative and innovative learning environments are also missing.
Goal of best practice	Goals are: 1) Empowering potential female entrepreneurs among HEI students from any fields to acquire the necessary knowledge and skills (both soft & hard) to launch their successful entreprises; 2) Developing innovative tools, educational and training methods for the empowerment of female entrepreneurs in HEIs; 3) Promoting entrep. mindset, making entrep. attractive for youth and raising awareness on the importance of improving conditions of female entrep. by building a strong network among HEI and business.
Summary	Ifempower developed and successfully tested an internationally useable complex and transversal methodology and curriculum of female entrepreneurship, strongly relying on mentorship and project-based learning.

CONTINUES ON THE NEXT PAGE

CASE STUDY **20**

IFEMPOWER CONTINUATION

Summary (continuation)	This comprehensive module that includes ECTS reflects to all obstacles in female entrepreneurship and empower students to successfully overcome them. This curriculum, together with comprehensive teaching material, is one of the most important innovative outputs of Ifempower. The Ifempower module supports universities to reinforce their development towards the Entrepreneurial University, thus taking a proactive stance in putting knowledge to use and in creating new knowledge. As one of the outcomes of the project, an online toolkit has been created to collect useful knowledge and experiences for future female entrepreneurs serving as an online consultation platform. Based on the results of the preparatory research, the curriculum and the assessment study, the toolkit enables visitors to find good practices or specific suggestions to their specific problems.
Method used	During its 3 years, iFEMPOWER will realize interlinked activities. First research will be carried out on female entrepreneurs and females in SMEs throughout Europe through interviews with stakeholders and survey. A curriculum and teaching material of an international module will be developed and tested at HEIs which can be accomplished by students from any fields. It will focus on the development of entrepreneurial skills to address market labour needs to provide strategies, critical thinking & problem solving skills once students will face challenges as female entrepreneurs. The courses will be backed by a tailor-made mentorship programme: entrepreneurs will be involved in coaching students to get background knowledge on the usual hindrances of being female entrepreneur & their potential solutions. Students with best business idea after each semester will have the opportunity to take part at intensive study programmes where their idea will be further developed to attract investors. Each partner will set up female entrepreneurship support points to provide personal counselling for anyone interested in women entrepreneurship. iFEMPOWER will develop an online toolkit to provide specific suggestions to visitors' problems. Lastly iFEMPOWER will monitor & assess all activities & prepare a final study, highlighting the transferable practices & formulating policy recommendations.
ENTRECOMP	Is the ENTRECOMP framework used? yes / **[NO]**

CONTINUES ON THE NEXT PAGE

CASE STUDY 20

IFEMPOWER CONTINUATION

Soft skills and entrepreneurial skills addressed	*Entrepreneurship* • Entrepreneurial skills and mindset; • Team development; • Presentation Skills; *Sales and marketing* • 4Ps, Place, Promotion, Product, Price; • Segmentation, targeting and positioning; • Sales management; *Business plan and risk management* • Business model of the new venture; • Developing a business plan; • Risk and risk management; *Establishing and financing SMEs* • Regulation and taxation; • Types and strategies of entrepreneurial ventures; • Cash Flow Analysis; • Break Even Calculation; • Financing a business; *A mentorship programme for female entrepreneurship* • Goalsetting • Creative thinking • Resourcefulness	
Results	Learnings for FEEF	A strong connection with business to address a mentorship programme
	Gaps	The whole project is addressed to a restricted target (young female students) but the lesson learnt could be useful to reach a wider target group
Posted by	Sara Raponi (UNIPD)	

MAPPING OF BEST PRACTICES OF ENTRECOMP COMPETENCES DOMAINS

CASE STUDY	*ENTRECOMP COMPETENCE AREAS*		
	RESOURCES	INTO ACTION	IDEAS & OPPORTUNITIES
	Mobilising others • Financial & economic literacy; • Mobilising Resources; • Motivation & Perseverance; • Self awareness & Self-Efficacy.	Taking the Initiative • Planning & management; • Coping with ambiguity, uncertainty & risk; • Working with others; • Learning throught experience.	Spotting Oportunities • Creativity; • Vision; • Valuing Ideas; • Ethical & Sustainble thinking.
1. ForemLink		x	x
2. European Entrepreneurship experience (Blues)	x	x	x
3. Connect with Incubators			x
4. Estudiante x Emprendedor	x	x	x
5. Entrecomp EDU	x	x	x
6. Entrepeneurs in the classroom			x
7. Entrespiegel			x
8. ETEE			x
9. KYSS (Kickstart your softskill)			x
10. Mentoring	x		x

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MAPPING OF BEST PRACTICES OF ENTRECOMP COMPETENCES DOMAINS CONTINUATION

CASE STUDY	*ENTRECOMP COMPETENCE AREAS*		
	RESOURCES	INTO ACTION	IDEAS & OPPORTUNITIES
	Mobilising others • Financial & economic literacy; • Mobilising Resources; • Motivation & Perseverance; • Self awareness & Self-Efficacy.	Taking the Initiative • Planning & management; • Coping with ambiguity, uncertainty & risk; • Working with others; • Learning throught experience.	Spotting Oportunities • Creativity; • Vision; • Valuing Ideas; • Ethical & Sustainble thinking.
11. Online School			x
12. Pop up stores	x	x	x
13. SBP	x	x	
14. Moving Minds Softskills		x	x
15. UCLL StarMinds	x	x	x
16. Youcoope		x	x
17. Growth4SME's	x	x	x
18. YEDAC (Young Entrepreneurship Developing in Action)			x
19. C-lab Veneto	x	x	x
20. IFEMPOWER			x

3

Conclusions

The wider findings of this report suggest that we have to consider the following elements as being critical: being part of network(s), forming focus groups, balancing between real and virtual milieus, displaying real life experiences that support practice, offering tailor-made and, very importantly, being empathetic.

A common ground throughout all the studied former research is the importance of entrepreneurial skills and methodologies on how to train these skills with students. In addition, the necessity of blended learning, a transdisciplinary and if possible transnational approach and the need for an immersive, real-life experience is stressed. A lot of research has already been done on how everyone benefits from including the broader ecosystem of a HEI in the educational career of students, e.g. by introducing challenge-based learning.

However, the problem we have identified, and which is limiting the success of entrepreneurial education is that educators, the people that have the greatest influence on students during their education, often lack practical entrepreneurship experience or even the ability to understand how the entrepreneurial world works and what it is looking for. The people that design develop and deliver entrepreneurial education should have experience of it or at least the affinity or have a network within the entrepreneurial real-life community.

So on the one hand we see the lack of practical entrpreneurial experience but also a lot of material that have already been developed focusses on the training of the entrepreneurial skills with students, there is less focus on the train the trainer and especially on the skills needed for the teachers.

Within our FEEF methodology, we will develop techniques for teachers on how they can connect with the business world and build a network or community bridging the educational and entrepreneurial world. In this way they will be provided 'real world' entrepreneurial experience. To achieve this, partners will design and test the FEEF methodology and toolkit, with the close engagement of stakeholders and potential beneficiaries, to achieve a need driven solution.

FROM EDUCATORS TO
ENTREPRENEURIAL
FACILITATORS

FEEF toolkit

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CONTENT

1

About the FEEF project

The FEEF project (From Educators to Entrepreneurial Facilitators), led by NOVA University Lisbon together with the Santander International Entrepreneurship Center (CISE), the University of Cantabria (UC), the Universitá degli studi di Padova (UNI-PD) and the University College of Leuven - Limburg (UCLL), is a project that aims to contribute to strengthen the resources available to educators being able to reduce the gap between the Academia and the Business sector. These resources aim to help Educators to better mentor their students, by integrating Facilitation Techniques to support the students' self-knowledge process and the better understanding of the challenges the society faces and how they can contribute to solve thanks to their talent and studies.

The project wants to provide European educators with a state-of-the-art training program that will use entrepreneurial education tools and techniques to facilitate the creation of this ecosystem. An ecosystem full of knowledge and collaboration, of mutual reinforcement - between teachers, researchers, educators, business-oriented mentors and coaches - to provide them with the right skills to become facilitators. As facilitators they guide students through a self-discovery process of getting to know what they really want to do with their careers, being proactive to achieve their goals and fostering their employability, as well as being better prepared to face the current and future challenges and contributing to a more sustainable society.

This toolkit provides the educators with content and guidance to implement this entrepreneurial ecosystem in the classroom, together with resources such as the FEEF methodology and the FEEF MOOC.

Find more info about our project on our website.

2

Glossary

To understand the goal of the FEEF project, it is necessary to set some definitions that will appear all through the project and the different resources, such as:

ENTRECOMP is the European Entrepreneurship Competence Framework. This is a key competence framework that describes entrepreneurship as a lifelong competence, identifies what are the elements that make someone entrepreneurial and describes them to establish a common reference for initiatives dealing with entrepreneurial learning[1].

ENTREPRENEURIAL EDUCATION is one of the driving mechanisms to move from academic to applicable knowledge and developing future needed skills and focus on generating ideas which have value for others. While this might suggest a narrow economic or commercial purpose, this value also takes cultural and social forms. The potential of entrepreneurial education goes far beyond training for students intertiary colleges on how to start up a business.

ENTREPRENEURIAL SKILLS are the ability to identify and seize opportunities and to plan and manage creative processes that are of cultural, social or financial value. It requires a knowledge of contexts and opportunities, approaches to planning and management, ethical principles and self-awareness. It includes the skills of creativity (imagination, critical reflection, problem-solving), communication, mobilizing resources (people and things), and coping with uncertainty, ambiguity and risk. An entrepreneurial mind-set also includes the attitudes of self-efficacy, motivation and perseverance, and valuing the ideas of others. Having entrepreneurial skills implies making decisions based on information and knowledge and collaborating in an agile way with other people, with motivation, empathy and communication and negotiation skills, to put ideas into action by planning and managing sustainable projects of social, cultural and economic-financial value.

ENTREPRENEURSHIP is acting upon opportunities and ideas and transforming them into value for others. The value that is created can be financial, cultural, social or a combination of the previously mentioned.

[1] EntreComp: The Entrepreneurship Competence Framework). Luxembourg: Publications Office of the European Union, doi: 10.2767/405164 , 2018

FACILITATION TECHNIQUES stimulate learning through methods or resources, through analysis and experimentation to create an entrepreneurial environment of education and learning. These techniques encourage students' initiative, analytical skills and the achievement of objectives, thus contributing to the improvement of skills that will be useful in the labour market.

MENTORING is the practice whereby two people, a mentor and another person interested in developing a project, the mentee, commit themselves for a period to share their experiences with a specific objective: to contribute to the mentee's professional and project development.

SOFT SKILLS relate to how you work. According to Entrecomp, fifteen transversal and soft skills have been identified as key components for the development of an entrepreneurial mindset which are interrelated and interconnected and should be treated as part of a whole (self-awareness efficiency, adaptability, self-management, growth mindset, effective leadership, negotiating, cooperation with others, conflict management, empathic listening, giving & receiving feedback, communication, planning & management, creativity and problem solving)[2].

HARD SKILLS are those that are measurable and obtained through lifelong learning. They are quantifiable and are those that companies demand from workers as specific knowledge, such as knowledge in the use of certain programs, having a certain level of second language or having a specific qualification.

[2] 2016, EntreComp: The Entrepreneurship Competence

3

The ENTRECOMP framework

The European Commission has developed EntreComp: the European Entrepreneurship Competence Framework as a reference framework to explain what is meant by an entrepreneurial mindset.

EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. EntreComp is a free, flexible reference framework that can be adapted to support development and understanding of entrepreneurial competence in any setting.

EntreComp defines entrepreneurship as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and to starting up ventures (cultural, social or commercial). It builds upon a broad definition of entrepreneurship that hinges on the creation of cultural, social or economic value. It thus embraces different types of entrepreneurships, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship. It applies to individuals and groups (teams or organizations) and it refers to value creation in the private, public and third sectors and in any hybrid combination of the three.

Do you want to know more about the ENTRECOMP Framework?
Find what you are looking for here

4

The FEEF methodology

WHY THIS METHODOLOGY?

The aim of this methodology is to be an asset to **educators** involved in developing and delivering entrepreneurial education in the four partner countries and beyond. The FEEF methodology aims at:

Increasing awareness of what entrepreneurial education must offer;	Enhancing and developing the professional competences needed in the design and delivery of entrepreneurial education through different subjects and learning settings.

TARGET AUDIENCE

The FEEF project focuses its activity on University Professors as they work directly with future entrepreneurs or company employees just before they enter the working life.

However, and since the main goal of the FEEF project is the improvement of students' skills so that they are better prepared to enter the labour market, FEEF resources can benefit teachers from other sectors, such as vocational training, but we can also take them to infant, primary and secondary education. It is not unreasonable to think that in these stages of the students' lives, since they are children, this kind of learning is very beneficial, not only for their future employment, but also as learning to function in society and in the environments in which they will gradually face decision-making, teamwork, among others.

LEARNING OUTCOMES

The learning outcomes were defined considering three main pillars that framed the development of FEEF project, namely: soft and entrepreneurial skills, mentoring skills and ecosystem interaction.

1. Soft and entrepreneurial skills
1. Understand the importance of Soft Skills and Entrepreneurial Skills in education/teaching.
2. Identify skills to improve in the educators through the self-assessment.
3. Apply it in class context with the introduction of the different facilitation techniques.
2. Mentorship skills
1. Understand the need to guide students through a mentoring process.
2. Identify and develop mentorship skills through the mentoring program.
3. Implement mentorship skills learned in the class.
3. Ecosystem interaction
1. Understand the importance of collaborating with industry to bring the real work environment closer to students.
2. Identify relevant industry partners that can improve the knowledge of the students.
3. Establish collaborative partnerships with industry to develop visits and training as facilitation techniques.

Go in depth in our methodology!

5

The FEEF MOOC

Our digital toolbox aims to support teachers in the use of facilitation tools and techniques, to help them to create enriching environments that complement their classes but also incentive and support students' engagement and educators. This MOOC is available on our platform and aims to promote self-training of the educators but also to be a comprehensive set of resources for the educators to use and adapt according to their needs.

The tool helps teachers and educators to make their teaching more inclusive, promote effective practice, improve the develoment of new competences, but also to gain entrepreneurial mindset.

It also provides awareness about the benefits of collaboration and coordination with mentorship networks and ecosystems, always seeking for the improvement of students' employability, but also personal development.

FEEF consortium partners have created this MOOC, which contains not only practical and pedagogical approaches for facilitation techniques, but also innovation and design thinking tools, entrepreneurial mindset, that will improve the educator's skills.

Find our MOOC here and try it!

https://lms.nau.edu.pt/courses/course-v1:NOVA+FEEF+2023_T2/course/

6

The facilitation techniques

Facilitation techniques are participatory teaching methods in which students are part of the process rather than recipients. As opposed to traditional teaching methods, in which students are mere receivers of information, facilitation techniques challenge students to achieve curricular objectives through innovative curriculum design.

Facilitation techniques are an essential element in this project as they are the key for students to learn, acquire and develop the competences demanded by the labour market. Employers are looking for people with initiative, with the ability to work in teams, who are analytical, know how to plan and manage time, and the implementation of facilitation techniques in the classroom is an open door for students to become familiar with these entrepreneurial skills.

We can find numerous examples of facilitation techniques in the education sector, from which we have selected based on previous benchmarking analysis, focus groups and the methodology developed within this project and that we believe can have a more direct application together with the business sector and therefore be more efficient in the process of reducing the GAP between Academia and the Business sector which is the core of this project. However, feel free to explore other techniques and experiment with them. Here are just some examples to learn more:

https://www.authenticityconsulting.com/misc/facilitation-techniques.pdf

https://www.sessionlab.com/library

https://commonslibrary.org/facilitation-tools-and-techniques/

1 Collaborative Learning

Through collaborative learning students work in small groups to accomplish a common learning goal with the guidance of the teacher. Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success.

Cooperative learning strategies offer students the possibility to learn by applying knowledge in an environment more similar to the one they will encounter in their future work life. Students work together on academic tasks in small groups to help themselves and their teammates learn together.

Cooperative working students learn important entrepreneurial skills and assumption of responsibility that one cannot learn through lectures and traditional classes.

Teachers get the chance to work on core competencies and on students' communication and soft skills, which are valuable for students' success in life and work, integrating them in academic curricula. Cooperative learning exercises can be as simple as a five minute in class exercise or as complex as a project which crosses class periods. Therefore, cooperative learning can be easily integrated into curricula according to specific needs and availability.

Learning objectives:

- Improve social and interpersonal skills;
- Enhance critical thinking and problem-solving skills;
- Develop higher-order thinking skills;
- Increase engagement and motivation;
- Promote cultural awareness and diversity.

Now, we are going to focus on the main steps to consider when designing a cooperative learning classes or activities:

STEP 1:

Identify the learning objectives. Determine what you want your students to learn from the activity. This will help you design an activity that is relevant and meaningful for your students.

STEP 2:

Detection of opportunities, use of creativity, ethical and sustainable thinking, motivation and perseverance, financial literacy, mobilizing others, initiative, planning and management, dealing with uncertainty, cooperation, learning through experience "learning by doing".

STEP 3:

Select a suitable task. Choose a task that is challenging and requires students to work together to achieve a common goal. The task should be something that students can only accomplish by working collaboratively. Examples:

STEP 4:

Assign roles. Assign each student in the group a specific role or responsibility. This can help ensure that all students are actively engaged in the activity and that everyone has a clear understanding of their role.

STEP 5:

Give clear instructions. Clearly explain the task, objectives and expectations of the activity. Make sure learners understand what they are going to do and how they are supposed to do it. If the task takes several days, suggest that they invite a person from the business world to participate, they can present their work, ask for validation, get their feedback, etc.

STEP 6:

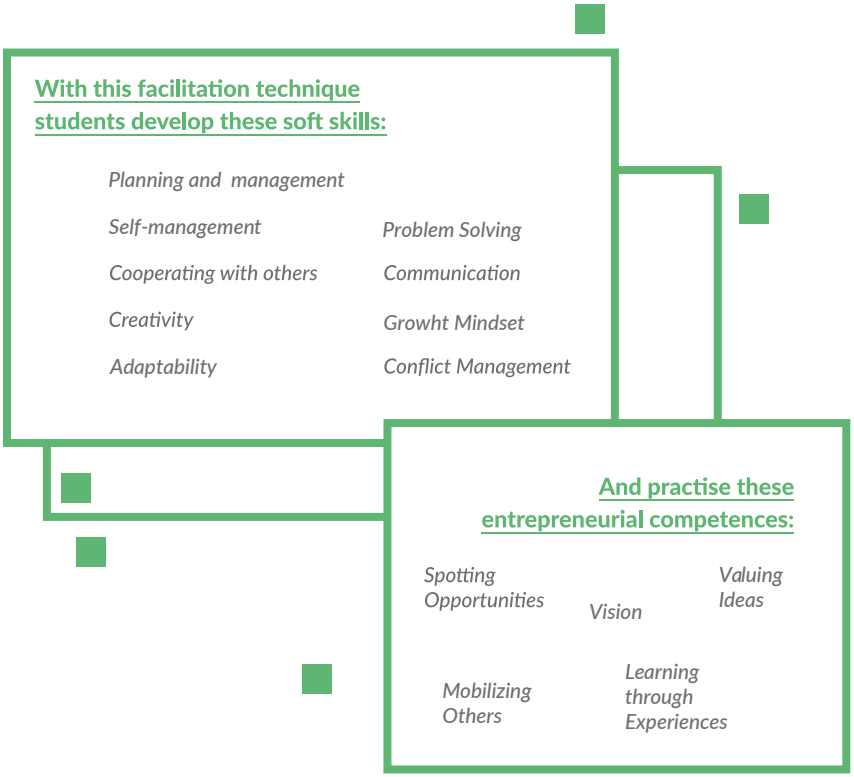
Monitor progress. Circulate around the room as students work on the activity to make sure that everyone is on task and to answer any questions that may arise.

STEP 7:

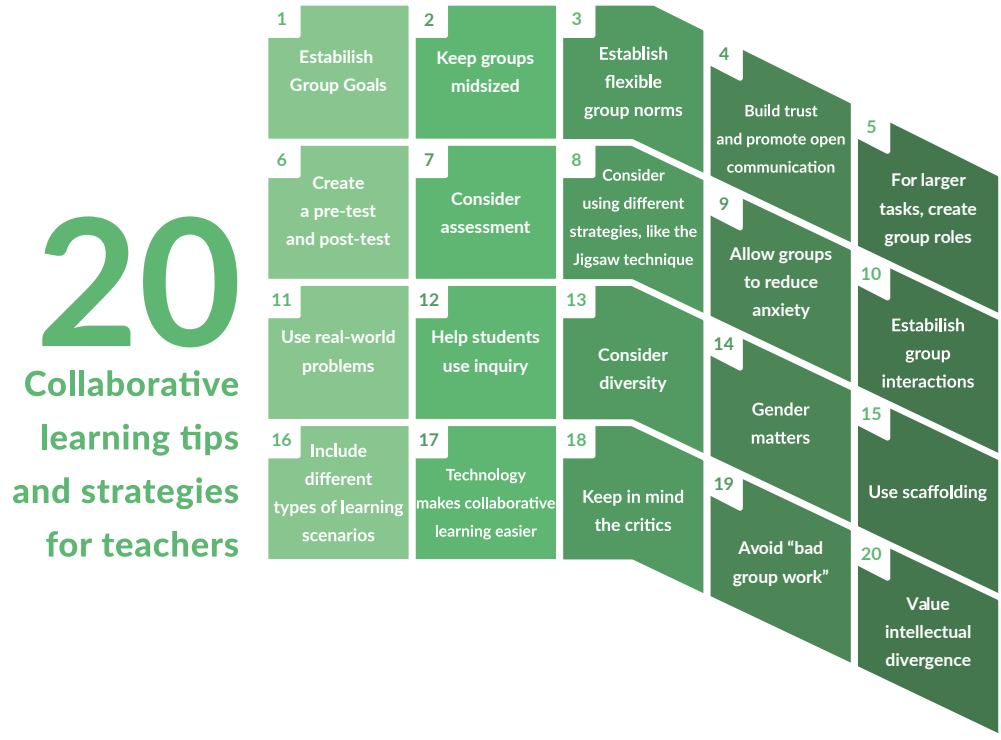
Provide feedback. Provide feedback to groups during and after the activity. This can help students understand how well they are working together and how they can improve their collaboration skills in the future.

STEP 8:

Debrief. After the activity is complete, lead a debriefing session where students can reflect on what they learned, how they worked together, and what they could do differently next time.



(Source: own elaboration)



(Source from https://www.teachthought.com)

2 BRAINSTORMING

Brainstorming is a technique to stimulate several creative ideas and solutions through a group discussion. The technique has been around for over 70 years and is still used today to engage students in solving a range of problems.

In short, it is a process wherein a group attempts to find a solution for the specific entrepreneurial problem by aggregating all the spontaneous opinions or suggestions given by each group member individually.

Brainstorming is an ideal tool for generating a large quantity of ideas within the group. However, for effective brainstorming sessions:

- Ideas should flow freely
- Aim for quantity, not quality of ideas
- Record every idea clearly
- Do not criticise or evaluate ideas in the session
- Consider an independent facilitator to the group
- In addition, the facilitator should also encourage the team to come up with several "off the wall" or "wacky" ideas.
- These can often stimulate the ideal solution.

Techniques vary but there is a general structure to follow when developing brainstorming sessions. After the problem or issue is presented, students are organized into groups to brainstorm all possible ideas which could solve the problem. Discussion of these ideas takes place after the brainstorming session ends, usually after a defined period. Each idea will be discussed and considered, some ideas will be eliminated, and a final list will be ranked for possible use as a solution toward solving the problem. It is important to plan the brainstorming session before implementing it in the classroom.

Learning objectives:

- Strengthening problem-based learning, students build on or develop higher order thinking skills
- Encouraging creative thought. Brainstorming encourages students to think creatively (out of the box)
- Encouraging learners to take risks in sharing their ideas and opinions
- Providing an opportunity for students to share ideas and expand their existing knowledge by building on each other's contributions.

IDEA: If the group is stuck, you could try 'Reverse Brainstorming'. Essentially, this facilitation method looks at the problem you are trying to resolve from a different angle. In summary, it considers the reverse of the problem you are trying to resolve at the time. For example, the group might look at 'how to improve business communication'. The reverse of this is 'how to make business communication worse'. Then, once you have the negative list, 'flip' each idea to turn it into a positive. As a result, Reverse Brainstorming can produce some thought-provoking ideas on improving issues.

STEP 1 - State the problem or issue:

Avoid preparing students by giving them the problem or issue—you do not want them to think about the topic beforehand. Brainstorming sessions are meant to be spontaneous and creative. Provide students with the problem/entrepreneurial challenge that is new to them and one that challenges their current level of knowledge on the topic. State the problem/challenge as a question, which is concise, and to the point. State it succinctly yet with loose enough to encourage more idea generation. A stated problem which is too succinct may be difficult to understand and one which is too limiting may restrict creative ideas. An impactful idea could be inviting representatives from the business community that launch a real business challenge. The same person could provide - during the same steps - his/her feedback about the feasibility in the real world of arisen ideas.

STEP 2 - Identify the roles of all students in the group:

Often one student acts as the group facilitator who records all generated ideas, encourages participation, prevents negative remarks, and watches the time. All other group members are to be collaborative, respectful, and cooperative.

STEP 3 -Explain the DOs and DON'Ts:

Stress that all ideas are welcome and even ideas which are perceived as "funny or silly," or "weird" can lead to creative solutions. Encourage a Little 'Crazy' – remember that many of the world's best inventions and creations came from a bizarre idea. Be open to exploring everything. During the session there is to be no criticism or evaluation of ideas which could inhibit contributions. Encourage the group to relax and be enthusiastic about the process. Everyone must participate, even those students who tend not to contribute to class discussions. All voices are to be heard and everyone must contribute ideas. Think of Ideas as Building Blocks – Nobody comes into a brainstorming session with the most perfect, affordable, useful and marketable idea or service in mind. Allow your brainstormers to build on each other's ideas – often, another person's idea is what sparks someone else's creativity. Many ideas can be combined and integrated to great effect. Allow the idea to develop organically wherever possible. No student can dominate the brainstorming session by shouting over the others or contributing with meaningless solutions. Encourage students to not delve on one idea for too long.

STEP 4 - Keep the group members manageable (8-12 people works well):

Generally, more people in a group can lead to more ideas being generated. However, it may be difficult to manage large groups in a classroom setting. Experiment to see what works well in your own courses. Too many people could intimidate those who tend not to participate from offering their ideas.

STEP 5 - Create a relaxed environment which is supplied with adequate workspace and material and free from distractions:

Provide necessary tables, chairs, paper and writing instruments, white board and markers, flip chart, etc. Visuals are a great addition to brainstorming meetings; this will help students to connect images to their ideas and build on the ideas of others. Ask students to refrain from annoying mannerisms such as leg swinging, gum chewing, and pen twirling which can interfere with other students' concentration. Announce that all cell phones and electronic devices should be turned off.

STEP 6 - Create heterogeneous groups:

Groups should consist of students who vary in experiences, backgrounds, knowledge and academic interests. A varied group of students will suggest more varied and unique ideas and suggestions.

STEP 7 - Rank the generated ideas and suggestions:

After the designated time frame is over, students should begin to evaluate and rank all the ideas generated during the brainstorming session. Suggest that students create a list of criteria used to evaluate the ideas. They should work toward a final list of 3 to 5 highly possible solutions to the problem. Criteria should be given scores, with 5 being a perfect score to 0 which would indicate that the idea does not meet any of the criteria. Sticky notes are helpful and can be moved when chunking and categorizing ideas. Criteria also can be established before the actual brainstorming begins.

STEP 8 - Review the brainstorming:

Review the brainstorming session: It is important to provide some form of follow-up to the brainstorming session as a sort of follow-through to support student effort. Even if their suggested solutions are not used, it's good practice to provide feedback. Thanking the students for their efforts will prove to them that their work is valued and encourage them to participate in a future brainstorming activity.

The final report should include the following elements:

1. Statement of the original problem or issue;
2. Criteria and scale used to evaluate the brainstorming ideas;
3. All ideas generated during the brainstorming session;
4. Criteria and rating scales used to evaluate the generated ideas;
5. Final rated items and their scores;
6. Relevant comments and further ideas provided by students during the rating process;
7. How final rated items are used (provide feedback with explanation if the final rated items are not used).

WITH THIS FACILITATION TECHNIQUE STUDENTS DEVELOP THESE SOFT SKILLS:

- Planning and management
- Creativity
- Adaptability
- Problem Solving
- Cooperating with others
- Self-management
- Communication
- Growht Mindset
- Conflict Management

AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Spotting Opportunities
- Vison
- Valuing Ideas
- Mobilizing Others
- Learning through Experiences

(Source: own elaboration)

RULES OF BRAINSTORMING

Defer Judgment

Creative spaces are judgment-free zones - they let ideas flow so people can build from each other's great ideas.

Encourage Wild Ideas

Embrace the most out-of-the-box notions. There's often not a whole lot of difference between outrageous and brilliant.

Build on the Ideas of Others

Try to use "and" instead of "but", it encourages positivity and inclusivity and leads to tons of ideas.

Stay Focused on the Topic

This can be difficult - especially with lots of creative people in a single room - but always think about the challenge topic and how to stay on track.

One Conversation at a Time

This can be difficult - especially with lots of creative people in a single room - but always think about the challenge topic and how to stay on track.

Be Visual

Use colored markers and Post-its.

Stick your ideas on the wall so others can visualize them.

Go for Quantity

Crank your ideas out quickly.
For any 60-minute session, you should try to generate 100 ideas.

(Source from https://www.ideou.com)

3 CASE STUDY

Case studies are typically short articles describing examples that illustrate key problems faced by contemporary business people or are used to introduce theories or topics related to the course. Case studies offer a student-centered approach to learning that asks students to identify, explore, and provide solutions to real-business problems by focusing on case-specific examples. This approach simulates real life practice in entrepreneurial education in that it illuminates the ongoing complexity of the problems being addressed. Students contributing to the case studies are making an authentic contribution to a deepening understanding of the complex challenges facing us in terms of entrepreneurship and business development.

Depending on the goal they are meant to fulfil, cases can be fact-driven and deductive where there is a correct answer, or they can be context driven where multiple solutions are possible.

Case studies help build critical thinking, creativity, team working and collaboration. Engaging students in teamwork is very important to stimulate acquisition of transversal skills, and group work should be promoted, even if some of them feel uncomfortable and prefer individual study. Students are in general happy to work on 'real cases': attention should be given to sense-making of the learning experience, therefore promoting self-reflection on implications of entrepreneurship for their professional life (not the 'external case').

To facilitate dynamic case discussions, teachers should provide ample information about the social context and identify entrepreneurship tools and concepts that would be appropriate for each of the protagonists to adopt, which teachers can elaborate on to enable students to grow their repertoire of entrepreneurial skills and apply them to their own businesses' idea. At this point, an added advantage can be to analyse a case from the local context and invite the entrepreneur, who can be the one to give this information to the students.

Case studies should include a variety of business industries and cover various entrepreneurial stages such as firm start-up, growth, and management. In this regard, case studies are chosen to address real-world issues that young entrepreneurs would face, such as a lack of financing, market access, opportunity recognition, and so on. Cases can be related to business stories that students already know something about so they can enjoy expressing their views on challenges the entrepreneurs faced or can be cases entirely new to students, so they are intrigued to identify opportunities for a new business.

Learning objectives:

- Engages students in research and reflective discussion;
- Encourages higher order thinking;
- Facilitates creative problem solving;
- Allows students to develop realistic solutions to complex problems;
- Develops students' ability to identify and distinguish between critical and extraneous factors;
- Enables students to apply previously acquired skills;
- Creates an opportunity for students to learn from one another.

STEP 1 - Preparation:

First, define which case(s) you will use. Identifying the case is very important, as there is a specific area that you should address. Take your time and explore/anticipate all potential bottlenecks in the discussion phase. Which are the key points the students should discuss? Which are the relevant areas of analysis?
Then, decide the extent of the work: How much time do you need to reach the expected learning outcomes? You can opt for a case-based short activity or include a problem-based learning activity in the process. How much time do you need to reach the expected learning outcomes? Finally, prepare tools for the case-study activity.

STEP 2 - Individual Studying:

Prepare guiding questions for individual studying to address your students to analyse the case. Individual analysis can be very successful or very unsuccessful depending on the understanding of the task by student. Be clear and formulate precise questions on the analysis area.

STEP 3 - Group Work:

Prepare guiding questions: What do I want students to analyse in the case? As for individual study, group discussions can be unsuccessful. Recall the topic under analysis and look at the working groups. Intervene only if you detect a difficulty in exchange and debate. Manage groups to stimulate collaboration and support them if they experience problems. On longer activities, devote some time every week to update on progress. On longer activities, provide feedback upon request, act if you detect major problems ('vanished' students, underperforming group, etc.)

STEP 4 - Class discussion:

Introduce and facilitate the discussion encouraging that everyone is getting involved, there are not any 'dominant' speaker to assure a focused and fruitful debate. To manage discussions, have a look at some tips from the Harvard Kennedy School [3] at the end

[2] https://ablconnect.harvard.edu/want-facilitate-case-study-your-class

of the time for discussion it could be critical to reach agreed conclusions, if there are opposite views on the problem – however, conclusions can also include both points of view (particularly on difficult problems) as happens in real life.

STEP 5 - Reflection:

Introduce a self-reflection exercise to stimulate reflection about students' development after the activity. Avoid 'what you have learnt' questions, and try to focus on sense making for the students regarding their personal and professional development. Optionally, you can also administer a set of questions to invite the student, individually and at home, to reflect on the same topic.

Case Study facilitation technique is very flexible and as a teacher you can decide as much time as you want to devote to it. In the following schemes you can find some practical examples:

HOW IT WORKS IN 3 HOURS

Phase	Activity	People	Average time
Preparation	Description or provision of the case	Teacher	30'
Individual Study	Analysis	Individual student	30'
Group discussion	Discussion	Small groups of students	30'
Class discussion	Debate and (at the end) agreement on conclusions	All the students (the teacher moderates)	60'
Reflection	Reflection on the lessons learnt for personal and professional development	Teacher and the students	30'

CONTINUES ON THE NEXT PAGE

HOW IT WORKS IN 10 HOURS

Phase	Activity	People	Average time
Preparation	Description (or provision) of the case(s) and of the task(s)	Teacher	30’
Individual Study (Outside the classroom)	Analysis	Individual student	30’
Group discussion (Outside the classroom)	Discussion and answering to questions	Small groups of students	7 - 7,5 hours
Class discussion	Debate and (at the end) agreement on conclusions	All the students (the teacher moderates)	60’
Reflection	Reflection on the lessons learnt for personal and professional development	Teacher and the students	30’

HOW IT WORKS IN 15 HOURS – ADDING A PROBLEM TO ANSWER

Phase	Activity	People	Average time
Preparation	Description (or provision) of the case(s) and of the task(s)	Teacher	30’
Individual Study (Outside the classroom)	Analysis	Individual student	From 30’ to 60’
Group discussion (Outside the classroom)	Discussion and answering to questions; proposing solutions to the posed problem	Small groups of students	12 - 12,5 hours
Class discussion	Debate and (at the end) agreement on conclusions	All the students (the teacher moderates)	60’
Reflection	Reflection on the lessons learnt for personal and professional development	Teacher and the students	30’

WITH THIS FACILITATION TECHNIQUE STUDENTS DEVELOP THESE SOFT SKILLS:

- Planning and management
- Creativity
- Adaptability
- Problem Solving
- Cooperating with others
- Self-management
- Communication
- Growht Mindset
- Conflict Management

AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Spotting Opportunities
- Vison
- Valuing Ideas
- Mobilizing Others
- Learning through Experiences

(Source: own elaboration)

Case Study Tips

1. Thoroughly read the case and formulate own opinions before sharing ideas with others in the class.

   You must identify the problems on your own, and offer solutions and best alternatives alongside. Before the study converses, you need to form your own outline and course of action.

2. Focus on the three major parts of a case study considering the starting with a problem, outline different accessible solutions, offer predictable results that exhibit the results is an optimal solution for the problem.

3. Prepare to engage in data collection, collecting data in the field, carry out data evaluation and analysis to write the report.

(Source from https://ablconnect.harvard.edu/want-facilitate-case-study-your-class)

4 GAME BASED LEARNING

Game-based learning is an innovative technique focused on the incorporation of games as a teaching tool. It involves the use of digital or physical games to impart knowledge, skills and information to learners in an engaging and interactive way.

Game-based learning can be a useful tool for building a learning space in which learners could test experiential learning paths. In fact, serious and simulation games have had a significant effect on classroom education as well as on training programmes, increasing the learner's motivation, and enabling them to embark on engaging and challenging learning paths. Game-based learning help students prepare them for their future work environment by implementing real life and actual cases.

You can incorporate companies or institutions from the neigbourhood, so students recognize them. A good thing to use your local network.

The use of serious games is a useful instrument for boosting entrepreneurial attitudes, entrepreneurial intentions and entrepreneurial behavior. Moreover, the use of serious games is often integrated into blended educational models, thus creating an opportunity for teachers to explore their potential in specific parts of traditional learning paths.

Learning objectives:

- Teachers can engage their students more effectively and their attention is easier captured;
- Students improve their retention by being put at the center of their learning;
- Students improve their teamwork skills;
- Students improve their problem-solving skills and critical thinking.

Note that, if used independently by students, it can also promote autonomy and personalized learning, which would help students who need more repetitions to learn about a topic to apply as many times as wanted.

Nevertheless, it is very important to keep in mind that we are creating a learning experience and the learning objectives we want to fulfil with that serious game. To develop a game-based experience, we should:

STEP 1 - Keep in mind the learning outcomes!

Select the learning objectives you aim at achieving through the game. You will need to ensure your game helps your students achieve them, so you should always have them in mind.

STEP 2 - Choose the base game:

Select the game that will help your purposes best. Do some research to see which game would be more engaging, challenging and relevant in your situation.

STEP 3 - Set-up the rules:

Establish the game mechanics and rules that will govern your game. This will help the development of the game and ensure they also have fun during the game.

STEP 4 - Incorporate feedback and assessment:

Providing feedback and assessing the performance of your students is key for the success of game-based learning. Giving immediate feedback to their answers engages them and improves their learning.

STEP 5 - Revise your game:

Once you have designed your game, revise it until it fulfills your needs and helps your students accomplish the learning outcomes you have set up.

STEP 6 - Test it!

Before implementing your game-based learning activity, make sure everything is working as it should. If it is a digital tool, test it and check the feedback provided. Test the possible itineraries too (if there are more than one). You can consult with your school's mentoring network to test these resources. You can even create a gaming resource based on a local business success story.

WITH THIS FACILITATION TECHNIQUE STUDENTS DEVELOP THESE SOFT SKILLS:

- Effective Leadership
- Negotiation
- Self-awareness Efficiency
- Empathic Listen
- Giving & Receiving Feedbacking

AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Self-Awareness and Self-Efficacy
- Ethical and Sustainble Thinking
- Valuing Ideas
- Working with Others
- Spotting Opportunities
- Coping with Ambiguity
- Motivation and Perseverance
- Planning & Management

(Source: own elaboration)

Adapted from: Source from https://blog.commlabindia.com)

5 Inverted Classroom Or Flipped Classroom

Flipped learning (also called inverted learning) has transformed conventional in classroom learning activities into out-of-classroom activities and vice-versa. In this approach, students are responsible for their learning process, and new information is transmitted to them when they are out of the classroom. As the class time is not used to transfer knowledge, the students can be engaged in hands-on practices and activities.

The literature has reported the use of flipped learning in various disciplines including entrepreneurship education. According to these studies, flipped learning offers an interactive and dynamic learning environment and enables students to actively participate in the class activities and engage in the learning process. Therefore, shifting from traditional teacher-centred instruction to flipped classrooms, as one of the student-centered approaches, may positively influence students' engagement, attitudes, and academic performance.

Flipped learning also equips students with the knowledge and skills required in the real-world business environment enhancing learning and academic performance and fostering practical knowledge and communication, collaboration, critical thinking, and problem-solving skills.

In essence, "flipping the classroom" means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates. Students encounter information before class, freeing class time for activities that involve higher order thinking.

In flipped classroom direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the teacher guides students as they apply concepts and engage creatively in the subject matter.

Flipped classrooms are becoming increasingly popular because it allows the students to progress at their own pace by watching lecture videos and reading chapters. The students can pause and rewind the lectures to grasp them better. The classroom is used as an interactive space where they can engage in interactive group discussion and other hands-on activities.

On the other hand, flipped classroom is just a concept. A complete flipped class model is a loop involving multiple processes and steps, which can be made effective with proper use of digital tools such as Learning Management System (LMS), eg. Moodle, pre-recorded lessons or inspirational videos like the ones available in Ted Ed.

The video lecture can be seen as a key ingredient of the lesson, but any learning material that provides sufficient self-explanation can be used. Flipped learning is an example of blended learning, a mix between traditional teaching in class and e-learning.

The major advantage of a flipped classroom is that class time can be used to foster a deeper understanding, or for enrichment activities. It also shifts the role of the teacher from that of a lecturer to that of a mentor, which results in a better learning experience for students.

At the beginning of a class, the teacher will already know what the students have learned, and he or she can then assess areas that require further exposure. This allows the teacher to work together with the class, focusing on those needs that require most learning.

Learning Objectives:

- To enable the improvement of educational interactions in the classroom, consequently optimizing the time at class university;
- To develop and strengthen independent and peer learning;
- To put the students at the center of the process by providing them with tools that allow them to deepen the topics, thus generating a richer and more stimulating context. The students are not only involved in the process and aware of the objectives but also in the evaluation;
- To promote the development of students' digital skills, their autonomy and ability to work with others, thus preparing them better for the world of work compared to traditional teaching.

Some of the benefits of a flipped classroom are:

- Flexibility
- Students can learn at their own pace
- Students take responsibility for their learning
- There are more opportunities for higher level learning (according to the taxonomy of Bloom)
- It does not waste time transferring information to students when that information is available to them in books or online
- Increased collaboration between students

Many teachers think that creating or finding sources for students to use outside of class is the most difficult part of implementing a flipped classroom. You can consult with your school's mentoring network to seek advice on these resources. However, most of the benefits of a flipped classroom depend on what happens in the classroom. That makes it necessary to first plan how you will use class time before you begin to look for resources for students to use at home. A flipped classroom model involves a lot of work by students outside of class. Students will resent this work if they do not see how it frees class time to do things that help them learn.

You can choose to use this method in all or some of your classes. Either way, you'll want to follow these steps:

STEP 1 - Planning your flip:

The material you select for your flip, and the way you conceive of the learning experience, will help guide the creation, assessment, and active learning steps. Undertake this step about four weeks before you teach date and select a chunk of about 20 minutes of lecture content for your first flip.

The following questions may help you identify teaching challenges in individual class sessions that might make good candidates for a first flipped class project:

- Goals for different use of class time;
- Are there class sessions where you always run out of time?;
- Are there active learning exercises (case discussions, simulations, debates, group work) that you wish to incorporate but can't fit in because of time constraints?;
- Managing heterogeneity;
- On what class concepts do the differences in background and preparation of your students create the biggest problems?;
- What material do you wish students could engage with at their own pace, or return to multiple times?;
- What component skills or background information do you wish students could be exposed to before engaging with more complex topics in class?;
- Taking advantage of digital;
- On what material would it be helpful to give students an opportunity to practice and get feedback?;
- Where might there be material in your class that would benefit from visualization – that would be more engaging or more understandable to students if it had more visual dimensions to it?;
- Challenging content material;
- What material in your courses do students particularly struggle with and why?;
- Do you teach topics that are emotionally, psychologically, or politically volatile,

where students having the chance to explore, vent, absorb and articulate their own and others' viewpoints prior to class would make class discussion more effective?;

- Student engagement;
- How can I include business related topics in the class that can be useful to reduce the GAP between academia and industry?
- On what materials have students been resistant, bored, or unmotivated to engage?;
- On what aspects of your course would it be helpful to surface and engage students' relevant prior knowledge and background?;
- Learning objectives for the online portion of your flipped class learning experience?;
- It may help to ask yourself: What do you wish all students were familiar with when they step into the room? Try to be specific. For example:
  - "I wish my students were familiar with tools for decision analysis" may be too broad.
  - "I wish my students could all build and solve a decision tree with 1-2 decision nodes, using expected values" is more helpful for an initial flipping project. You can cover the topic in ~20 minutes, assess it accurately, and build on it in class.

The learning objectives you identify will form the backbone of your flip. Think about how students will come to know/understand/be able to do each objective. This backwards design step will help ensure that the online materials you create directly connect to your more important instructional goals.
You can combine this facilitation technique with others such as "company visits" for example and have a discussion in the class on the learnings, the feedback and the industry perspective on a certain topic.

STEP 2 - Creating Your Flipped Class Content:

The next step is to create your flipped class content, often in the form of content videos and post this material online for students to access. This should happen about three weeks before your expected teach date, to leave time for the process of creation, and any learning curve around the tools you intend to use.
We suggest four potential methods for creating digital explanations of course content: slidedecks with narration; tablet writing; screencasting; and talking head video. These techniques use common office/home technology and a few pieces of software and can be "mixed and matched" or used independently. Best practices in multimedia and learning suggest chunking your lecture content into digestible parts. Research also suggests keeping video clips to 6 minutes or less.

STEP 3 - Gathering Data to Use in Teaching:

One of the most exciting aspects of the flipping approach is the opportunity to gather useful information via the digital content delivery method. By incorporating data collection, you are building a "window" into the online experiences of your students,

and this can help you to meet students exactly where they are. Think about data collection about two weeks before the teaching date for the flipped segment, to make sure you have time to work through the potential uses of the data. For example, if you suspect the data might show that students have difficulty with a certain concept, you might decide to work on some new teaching materials to cover that concept in class. We recommend a simple acronym as a guide for data collection, "USE," which stands for Understanding, Satisfaction, and Engagement. This is a blanket term for a measure of students' knowledge, skills, or opinions when they are engaging with the pre-class online materials you have created. To kickstart you're thinking about measures of understanding, refer to the accomplishment of the learning objectives you have previously set.

STEP 4 - Active Learning Strategies to Free Class Time:

The primary purpose of flipped class pedagogy is to make better use of class time. We suggest considering new in-class strategies to engage inactive learning about one week before the teach date for your flip. If the students gained basic knowledge outside of class, then they need to spend class time to promote deeper learning. Again, the activity will depend on the learning goals of the class and the culture of the discipline. The key is that students are using class time to deep into their understanding and increase their skills at using their new knowledge. Flipping your class frees up class time: how will you use this time?

CREATING AND IMPLEMENTING IN-CLASS ACTIVITIES; PRINCIPLES AND PRACTICAL TIPS:

Choose a goal or topic to focus the activity	Look closely at your material and ask yourself some of the following questions	**a.** What is the most important content or learning goal and how might the activity support that? **b.** Are there existing materials (such as a lecture, assignment, or exam question) to base the activity on? **c.** Is there an important framework, model, or concept to reinforce? **d.** How will it be giving them practice thinking like an expert in the subject? **e.** What is most difficult? What gives students trouble? Are there exam questions students do poorly on? **f.** Is there a controversy in the material? Is there material that would make a good discussion? **g.** What could students work out on their own?

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CREATING AND IMPLEMENTING IN-CLASS ACTIVITIES; PRINCIPLES AND PRACTICAL TIPS - CONTINUATION:

Decide how students will engage with the material	The next step is to look at the material you've selected and decide how the students will interact with it. This is key for developing activities. Try to design it so all the students engage deeply with the content, not just a few	**a.** Consider your context. How many students are in your class? How many may require some accommodation? Will you have help administering the activity? How will this work in your classroom setting? If the students will work in groups, how large will those be and how will they be formed? **b.** What type of activity will be used? You could integrate some facilitation techniques already presented in this module eg. case study of company visits, etc.
How will the students be motivated to put in effort?		**a.** Is it challenging, but doable in groups? Will students see that they are becoming more "expert" at something? **b.** Can you connect the activity to a good real-world example or something they may do in their future careers? **c.** Does it convey why you and others see this topic as interesting and important? **d.** Does it involve them making decisions and justifying actions, not simply following set procedures? **e.** Does the activity relate to the types of tasks students will be asked to complete on a midterm or final exam?
What product will students generate?		**a.** Consider more sophisticated tasks. For example, have students make and justify a decision (and perhaps identify the criteria used to decide), produce a prediction, produce a ranking, or make a judgment (e.g., best/worst/most efficient). **b.** Consider having students produce a novel representation, such as a specialized graph or sketch. **c.** It is usually best to avoid products that depend simply on applying a procedure (such as solving a familiar quantitative problem) or involve extensive writing. These tend to cause more "solo" than "group" work and are better given as homework. Class time is better spent developing scientific reasoning and getting feedback.

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CREATING AND IMPLEMENTING IN-CLASS ACTIVITIES; PRINCIPLES AND PRACTICAL TIPS - CONTINUATION:

Logistic and Facilitation		**a.** Decide how large your groups will be. In a large lecture hall with fixed seats, keep it to 2-3 unless you have them talk with rows in front/behind them. Four-in-a-row doesn't work because the people on the ends get left out. **b.** For longer activities, assign roles such as discussion leader, note-taker, or reporter based on arbitrary criteria. **c.** Make it very clear what students are expected to do. Ask: "does everybody know what to do?" **d.** Decide how many copies of the activity you will hand out (if you're handing something out). If you have difficulty getting many of your students to work in groups, you can hand out only one sheet per group and make it clear that you expect only one submission per group. On the other hand, it is beneficial for all students to have a copy of their work; some instructors have the students use "carbonless" copy paper with enough copies for all. **e.** During the activity, circulate and listen to what students are talking about. Look for examples from groups that you could show to the rest of the class for discussion (the doc cam works well in large classes). **f.** Raise good questions: if someone asks you a question relevant to everyone, tell them it is a good one and ask them to ask it when you return to the front of the class. **g.** Collect something from the students (a completed worksheet, clicker answers…) so there is clear accountability for doing the work. You don't need to mark them but check off for participation and look for useful examples to help you learn more about student thinking and difficulties. **h.** Be sure to wrap up the activity effectively. Have a few groups explain their answers. It is more interesting if their answers could be different and spark discussion. Finish by giving your expert

CONTINUES ON THE NEXT PAGE

CREATING AND IMPLEMENTING IN-CLASS ACTIVITIES; PRINCIPLES AND PRACTICAL TIPS - CONTINUATION:

Facilitation		**a.** Decide how large your groups will be. In a large lecture hall with fixed seats, keep it to 2-3 unless you have them talk with rows in front/behind them. Four-in-a-row doesn't work because the people on the ends get left out. **b.** For longer activities, assign roles such as discussion leader, note-taker, or reporter based on arbitrary criteria. **c.** Make it very clear what students are expected to do. Ask: "does everybody know what to do?" **d.** Decide how many copies of the activity you will hand out (if you're handing something out). If you have difficulty getting many of your students to work in groups, you can hand out only one sheet per group and make it clear that you expect only one submission per group. On the other hand, it is beneficial for all students to have a copy of their work; some instructors have the students use "carbonless" copy paper with enough copies for all. **e.** During the activity, circulate and listen to what students are talking about. Look for examples from groups that you could show to the rest of the class for discussion. **f.** Plant good questions: if someone asks you a question relevant to everyone, tell them it is a good one and ask them to ask it when you return to the front of the class. **g.** Collect something from the students (a completed worksheet, clicker answers...) so there is clear accountability for doing the work. You don't need to mark them but check off for participation and look for useful examples to help you learn more about student thinking and difficulties. **h.** Be sure to wrap up the activity effectively. Have a few groups explain their answers. It is more interesting if their answers could be different and spark discussion. Finish by giving your expert summary. Avoid giving a detailed solution that would encourage a student to passively sit through the activity, waiting for you to eventually give them the answers.
Assessing the activity	After you have run your activity, reflect on how it went and how it might be improved.	**a.** Did anything surprise you? **b.** Did the students understand what was required? Were they frustrated? **c.** Did they engage the way you thought they would? Do you need to adjust the difficulty level?

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CREATING AND IMPLEMENTING IN-CLASS ACTIVITIES; PRINCIPLES AND PRACTICAL TIPS - CONTINUATION:

Assessing the activity (continuation)		**d.** Did they learn what you were trying to teach them (and how can you tell)? **e.** Did they enjoy it? **f.** Do you need to modify any of your learning goals based on how this went?
Other considerations	There are a few other considerations that help in developing activities	**a.** Create checkpoints during the activity (e.g., a clicker question, or a brief full-class discussion) within longer activities so you can help groups stay roughly in synch. **b.** If you know you will have fast groups add a “bonus” or extra consideration to the end of the activity, one you expect only a few groups will get to. **c.** Save class time by having them prepare for the activity. Assign reading and have them answer some relevant questions prior to class.
Integrating activities into your course structure		**a.** Aim to make activities a normal, regular part of in-class time. **b.** If you’re transitioning from dominantly lecture delivery, a good goal is to incorporate at least one 5-minute activity into each 50-minute lecture period, or a longer activity each week. There is probably something in each of your lectures that could be turned into a good activity, particularly if there is student pre-class preparation.

STEP 5 - Reflect, Revise, Retry:

The final step is to take stock of your first experience with the flipped technique. The notes you make about this experience may inform future revisions or inspire new flipped experiments. We recommend undertaking a reflective process directly after you teach your first flip, while the experience is fresh and front-of-mind. You may also wish to collect observations from your teaching team, if they sit in on your class.

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AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Self-Awareness and Self-Efficacy
- Ethical and Sustainble Thinking
- Valuing Ideas
- Working with Others
- Spotting Opportunities
- Coping with Ambiguity
- Motivation and Perseverance
- Planning & Management

(Source: own elaboration)

How to flip a classroom

EMPOWER the student

- Create a student-centered learning environment;
- Turn the teacher into a learning guide.

60% of students say they like to use technology in their learning process.

USE TECHNOLOGY to allow easy access to learning materials anytime & anywhere

Video lectures, online studies/reading materials, audio and video resources

in one study where **200** teachers had flipped their classes, **85%** saw an increase in grades.

EVALUATE learning outcomes regulary, and adapt exercices to students'needs

Learning analytics provide insight into areas where students lack knowledge/skills and allow teachers to adjust accordingly

A case study reports that **95%** of students believe video lectures enhance their learning.

CREATE LEARNING COMMUNITIES where constructive criticism is valued

Teachers exchange educational ideas with peers to create better learning environments.

69% of students and **73%** of accademic staff already use digital content in their classes.

60% of teachers who have flipped their classrooms believe online learning increases student motivation.

(Source from https://www.panopto.com)

6 WORLD CAFE

What is a World Cafe? Created in 1995 by Brown & Isaacs, it is a common practice for ideas generation, creating conversations to 'discuss an issue'. Juanita Brown and David Isaacs invited participants to form small groups for discussion. Someone suggested moving from table to table to share ideas, this created energy and engagement and World Cafe was born!

Small cafe style tables are set out with flip chart paper and pens. Each table contains a provocation around an issue relating to life, work or community you wish to explore through discussion and ideas; these might be grand challenges, societal issues, objectives for entrepreneurship teaching and learning etc. Instead of a provocation, teams of learners/entrepreneurs or individuals bring with them a key market research question based on their new idea, which becomes the provocation for the world cafe.

If it fits better to your needs, you could call it an Entrepreneurship Cafe! Participants move around tables in a process of divergent thinking ('if only', 'what if'), recording thoughts and key insights in words and pictures on each table; conversations with different groups of people link and build, resulting in cross-pollination of ideas. Each table should have a facilitator to update each arriving group on the development of the discussion. And what about having a person from the business world at each table? They can help give guidance on the real state of the business sector. As the network of connections increases, knowledge sharing grows, at the final table participants move to convergent thinking ('how could this be made possible?', 'which of these can we achieve?') and innovation possibilities for action emerge.

Learning objectives:

- The learner will be able to explore a problem as openly as possible to gather a wide range of solutions involving every learner in the room;
- To evidence the power of group work as more ideas are created through crosspollination of ideas;
- Students learn more about the most effective ways to ask market research questions

(Source from https://www.betterevaluation.org)

STEP 1 - Set the context:

Give the background to the process and explain the divergent and convergent nature of the thinking required. Establish the 'rules of engagement' (ideas should not be judged, criticised or evaluated at the divergent stage)

STEP 2 - Create Hospitable Space:

Think about venue and location - create an informal and inviting environment. Be open and welcoming and make sure the room is set-up ahead of the participants arrival.

STEP 3 - Explore Questions That Matter:

To achieve constructive outcomes, provocations need to be in the format of focussed questions/ statements. Select provocations that are meaningful and relevant to the audience to ensure purposeful, inclusive discussion.

STEP 4 - Encourage Everyone's Participation:

Having table hosts and facilitators is beneficial (Facilitators have a dual role, they facilitate engagement and at the same time facilitate the discussions to enable the group to connect ideas and consider new perspectives).

STEP 5 - Cross-pollinate and Connect Diverse Perspectives:

Each participant moves around the room in a different sequence. The secret to World Cafe's success is in ensuring that all participants visit each table (at least once). Never the same table twice. Divergent thinking usually happens in multiple rounds (normally x 3 rounds) of 10-15 minutes.

STEP 6 - Listen together for Insights, Patterns, and Deeper Questions:

Facilitators should support each group with this process.

STEP 7 - Share Collective Discoveries:

Facilitators can collect and post emerging questions; at the end of the process participants then walk from question to question, adding their comments and insights on post-its.

Required materials:

- Flip chart or paper tablecloths, pens, provocations/entrepreneurship questions;
- Tables (prime number of tables).

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- Planning & Management

(Source: own elaboration)

7 CHALLENGE BASED LEARNING

Challenge-based learning, abbreviated as “CBL” is an approach to teaching and learning which revolves around students collaborating in teams to select, define and engage with one or a succession of authentic, locally or globally relevant challenges which have more than one solution or none at all.

This solution is typically not known yet or prepared in advance by the teacher. Students are encouraged to take ownership of their challenge by being given the autonomy of choice and options while working in self-directed teams.

The teacher is responsible for facilitating the challenge-based learning environment. This means a radical shift from the “sage on the stage” to a coach who needs to provide scaffolding for a learning environment to unfold around interdisciplinary challenges.

This requires the teacher to recognize the participatory character of this learning environment and accept a need to be flexible. To face an interdisciplinary challenge, students work in teams, often together with students from different disciplines. To support student teams, teachers and experts from different disciplines can be involved and other stakeholders from outside the higher education institution can prove valuable partners.

Stakeholders can for example be valuable sources of knowledge, actively collaborate with the students, function as evaluators of the outcome or provide challenges to be solved. There is a win/win because students get real-life cases where they can work on and companies get different solutions presented at the end.

Learning outcomes of CBL:

- Knowledge on the one hand and competences on the other. In addition to disciplinary competences, students’ development of transversal competences can be fostered;
- Competences in the domains of collaboration, communication, problem solving, creativity, critical thinking, transdisciplinary competence and digital literacy are feasible in CBL.

STEP 1 - Engagement:

The engagement phase is the first step of the CBL framework. The objective of this step is to allow your students to move from a general idea or broad challenge to a more specific, more concrete and actionable challenge. The first step of the Engagement phase is, thus, to select the challenge to be addressed. You can either select the topic yourself, collaborate with external stakeholders, such as local company, business, etc., or work with your students to identify the big idea. The "big idea" is a broad theme, a concept, a problem or a situation that is contemporary and important on a global scale – or, at least, for a given community. In other words, something that is quite complex and that can, thus, be explored in many ways, through different lenses and disciplines. Big ideas can be either identified by the instructor or by a stakeholder (company, NGO, etc.). They can be related to a current problematic faced by a stakeholder, to societal issues, etc.

STEP 2 - Essential Questions:

Now that each student has been brainstorming on the big idea, it is time to go to the second step: the identification of essential questions. The objective of this step is to make students move from an abstract big idea to a concrete and actionable challenge by asking a set of essential questions. In other words, it has to help students identify what is important to know about the problem in order to refine and contextualize it. Stakeholders can be involved in this process if relevant. These questions are defined as "essential" as they create a link between the big idea and students' realities. The questioning step can be, at first, individual and/or a group activity. Do not hesitate to guide students by recommending them to use mind mapping, or to create a "wall of ideas", for example. At the end of this brainstorming session, students must come up with a final question that should be answerable through research. Whatever the essential question selected, remember that defining an actionable question is an important step as it helps focusing students' efforts while maintaining their engagement and motivation during the overall process.

STEP 3 - The Challenge:

Once the questions have been identified it is time to move to the next step: the challenge. The objective here is to turn the Essential Questions previously identified into a call to action. First, by asking students to find data and identify reliable sources of information so that they can learn and share their knowledge about the subject. Second, by charging them with developing a local solution to the global problem. Choosing and setting up the challenge is crucial. Besides having a global/contemporary resonance, the challenge has to be sufficiently exciting and meaningful so that students can derive personal meaning, gain confidence, self-esteem and a sense of accomplishment upon proposing and implementing a solution. When the challenge is too broad, too vague, or not sufficiently related to current concerns, students will

flounder. If the challenge is too narrow, students might not be able to fully develop their critical and analytical skills. The risk is that they will not get out of their comfort zone and, thus, the challenge will not be as effective as it should be. The challenge also must be short in terms of time commitment and workload. Some challenges will be addressed in a day or a week when others will last a whole semester, or a whole academic year. Regardless of the nature of the challenge, it is important to make sure that time is being allocated to allow students to work on it. Indeed, if the challenge is too complex for the allocated time, too engaging or time consuming, students will feel pressured or frustrated and, thus, stop the project, drop out of the class or rush the process to come to a solution for the sake of having one. If it is too small or simple, they will quickly lose interest. At the end of this first phase, students have identified a compelling and actionable *"Challenge statement"*. The risk is high that the students will start looking for direct solutions. It is your role, as a teacher, to slow the process down and let students know that several steps are necessary before jumping to articulating solutions.

STEP 4 - Encourage Everyone's Participation:

This phase aims at ensuring that all participants of the challenge contribute with their knowledge and skills and conduct activities to create a foundation for actionable and sustainable solutions. This creates the foundations for actionable and sustainable solutions. It is made of three phases:

1. The identification of *"Guiding Questions"*: identify the knowledge students already have and the one they need to fully understand the topic and develop a solution to the challenge. You can use the question set "what – where - why – how" to guide your students.
2. The search for supporting resources: acquire the knowledge needed to answer the guiding questions and to develop an innovative, insightful, and realistic solution. Resources include online courses, videos, audio interviews, podcasts, databases, textbooks, academic journals, newspaper or even social networks.
3. Short report of state of the art: is a written document containing all the individual research findings, from answering the guiding questions, draws conclusions, demonstrates a depth of knowledge and makes a case for the proposed solutions. The objective is to demonstrate students' ability to address all the *"Guiding Questions"* and to develop clear conclusions that will set the foundation for the solution. Students have many options to collect data: Internet, libraries, social/ professional networks, interview of local experts, etc. Your role, as a teacher/ mentor, will be to guide them in the process and raise their awareness regarding the quality and relevance of the data collected.

STEP 5 - Action:

The action phase aims at developing and implementing evidence-based solutions with an audience and evaluating the results. After identifying their solutions, students will implement them, measure their outcomes, debate on what worked and not. The final objective of the action phase is to determine whether they made progress in addressing the challenge before sharing their work with the rest of the class. The action phase is made up of three steps: solution development, implementation, and evaluation. Now that students have completed the investigation phase, they can begin developing solution concepts. Although the exploration of the Challenge will lend itself to multiple solutions, each group needs to focus on a single solution to design and implement. It can be interesting to ask students to share the workload based on personal interest, and present their concepts to the rest of the cohort, to peers, professionals, etc. Solution concepts may involve an online or physical informative campaign, community improvement projects, product development, etc. Everything is possible and being creative is key to spread the solution to the target audience.

STEP 6 - Implementing and Evaluating:

Implementing and evaluating is the final step. Here, the solution (a design, a prototype, a procedure, etc.) is tested in real life and evaluated on the impact it has on the challenge and society. Students must decide what to measure, how and how often so they can be consistent throughout the implementation phase. This way, students will make sure that they establish a robust procedure for data collection allowing them to compare the results and measure the impact of their solutions.

WITH THIS FACILITATION TECHNIQUE STUDENTS DEVELOP THESE SOFT SKILLS:

- Giving & Receiving Feedback
- Problem Solving
- Communication
- Cooperating With Others

AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Spotting Opportunities
- Learning Through Experience
- Valuing Ideas

(Source: own elaboration)

CHALLENGE BASED LEARNING

(Source from https://sonyaterborg.com)

8 COMPANY/EMPLOYERS VISITS

Company visit is an instructional activity that allows students to meet an entrepreneur and learn about his or her work environment. Once they have explored different types of entrepreneurial activities related to their field of interest or study, students will visit a business or organization and meet with an entrepreneur.

This will allow them to meet individuals who may serve as positive role models, help make their studies more meaningful, and provide them with useful tools for their career.

It also provides an opportunity to get a foot in the door and broaden their network of contacts.

Learning objectives:

- to explore different types of entrepreneurial activities in each field of study;
- to examine the tasks performed by a given person;
- to establish relevant connections between skills and behaviours and the different tasks performed by that person;
- to highlight the factors that contribute to a person's success;
- to highlight the particular features of a given field of work;
- to highlight the particular features of a work environment;
- to develop autonomy and a sense of responsibility by organizing a visit to a business or organization.

STEP 1 - Becoming aware of what entrepreneurship means and how it relates to the field of study:

In this step, students are asked to answer three questions that will help them reflect on what they think entrepreneurship means and how it relates to their field of study. Students should answer these questions without prior preparation, as the goal is to have them reflect on the topic and thus develop an interest in the other steps. Then, lead a discussion over the first three questions so that students can enrich their perception of entrepreneurship. Examples of questions:

- Q1: What does entrepreneurship mean to you?
- Q2: Give examples of enterprises (companies or organisations) in your field of study or area of interest.
- Q3: Briefly describe the type of work you think an entrepreneur does in a sector related to your field of study or area of interest.

STEP 2 - Researching different companies in the student's area of interest:

Once the areas of interest have been identified, group the students according to area so that they can begin their research. This research, which can be done outside of class, will allow them to define the type of enterprises in their chosen sector or field of work. Students may divide up the research, each researching one or two companies. Once they have completed their research, students come back to class and share the results with their teammates. Armed with more information about a sector that interests them, students are ready to start preparing their visit.

STEP 3 - Preparing for the company visit and meeting with an entrepreneur:

In this step, students may work alone or in groups of two or three. Although you may guide students in choosing a company to visit, students must be able to justify their choice. A document is provided to help students prepare this visit. First, they must select a company, based on criteria they have established. Then, they must define their expectations, prepare a list of questions and contact an entrepreneur to set a date.

STEP 4 - Choosing a company:

In choosing a host company, it is preferable students consider small enterprises in which the owner/entrepreneur is directly involved and easily accessible. Students who contact small local enterprises have a greater chance of benefiting from the owner's availability than those who choose large enterprises where the owner is often unavailable. Students may find it more difficult to identify with a large enterprise, as they may be assigned to a company representative and remain somewhat removed from the entrepreneurial spirit. Choosing someone in their community whose accomplishments they have always been interested in would give students the impetus to find out more about them.

STEP 5 - Expectations and list of questions:

Once the students have identified a company, they can define their personal expectations and objectives, and draw up a list of questions. Although this step may be carried out at home, we recommend that you go over it in class so that students can discuss their choice of company, the criteria used to make their choice, their expectations and objectives as well as their list of questions. In short, encouraging students to share their work ensures a certain degree of consistency in the questions asked, provides support to students and greatly enriches the work produced by the various teams. To support students in identifying topics and questions, teachers could share some clues as reported in the example table below:

TOPIC	QUESTIONS
Enterprise	• What exactly does your organisation do? What good(s) or service(s) do you provide?; • How did you come up with the idea for your business (or project)? How did you decide it was worth pursuing?; • How long did it take to start up your business (or complete your project) once you had your idea?; • What were the main steps involved in starting a business?; • What were your biggest challenges or obstacles and how did you overcome them?; • What were your main sources of support?; • Why did you start up this business (or project)?;
Success	• Do you consider yourself successful? Why?; • What aspects of your current situation give you the greatest satisfaction?;
Career path and experience	• Tell me about your life experience (e.g., family life, schooling, place where you grew up, previous jobs, friends, family). How has it affected (positively or negatively) your current situation?; • Tell me about your career path (training and work experience; • In your opinion, if you were starting out now, what kind of career path would recommend to a college graduate to get to where you are today?; • Why did you choose the kind of work you do?; • How do you to keep up to date?
Working conditions	• Can you describe a typical day?; • What tasks do you enjoy most or find most gratifying? Why?; • What tasks do you enjoy least? Why?; • What motivates you?; • How much of a motivator is money?; • Have you experienced setbacks along the way?; • What did you learn from these setbacks?; • What was the greatest risk you ever took?; • How do you react to risk?
Knowledge, skills and aptitudes	• What specific skills or knowledge do you need to do the work you do? • Do you need to know another language other than your national language and English? If so, which one? • In your opinion, what are some of the aptitudes needed to do the kind of work you do? • What advice would you give to someone who wants to become an entrepreneur or intrapreneur?

STEP 6 - Contacting the entrepreneur:

Once the students have finished planning their visit, they must contact the entrepreneur.

STEP 7 - Visiting a company and meeting an entrepreneur:

Although the visit takes place outside of school hours, it is possible to count the company visit as class time. Remind students that the notes they take will help them prepare the presentation they must give to the class upon their return. Make sure the template used to record the notes is well prepared. Students may visit a company individually or in a team. We recommend that you meet with the students before the visit to make sure they are prepared and to answer any questions they may have. During this meeting, it might be worthwhile to ask the students to show you:

- The company they have chosen (and the reasons for their choice);
- Their expectations regarding the visit;
- The company information sheet;
- Their list of questions;
- The date of their visit.

STEP 8 - Class presentation for shared reflection:

After the visit, the students should be given the opportunity to reflect on their experience and analyse what they have learned. This step is very important because it represents the final outcome of the learning process. It provides closure and serves as an important anchor point for the activity. Without it, the entire activity may be of little value to the student. It is also a way for you to evaluate the activity and thus motivate the students. To guide the students through this last step, you will need to explain each of the items to include in the presentation. Students may refer to the information collected in previous steps, their explanation for their choice of company, their plan for the visit and notes from the meeting. You could also simulate a work committee by having the students sit around a table in class, or by reserving a conference room in the college. This kind of atmosphere might be quite stimulating and yield very interesting results. Example of topics to be included in student presentation:

- The main things you learned about entrepreneurship in your field of study;
- Your expectations about the visit;
- A summary of the main tasks performed by the person you met;
- A description of the work environment;
- The skills and behaviours that were useful to the person you met;
- The factors that contributed to the person's success;
- Particular features of the company's operations;
- What you gained from this experience.

WITH THIS FACILITATION TECHNIQUE STUDENTS DEVELOP THESE SOFT SKILLS:

- Giving & Receiving Feedback
- Problem Solving
- Communication
- Cooperating With Others

AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Spotting Opportunities
- Learning Through Experience
- Valuing Ideas

(Source: own elaboration)

4 Tips to Implement a Company Visit

1. Be clear about what you want your students to learn
2. Create a guide with questions and answers together with your students
3. Keep in touch with your local mentoring
4. Choose a company that meets learners' expectations and achieves your learning objectives

(Source: own elaboration)

9 FOCUS GROUP DISCUSSION

A focus group is an information-gathering technique where a selected set of participants gather for a guided discussion regarding a particular area which has been identified as the focus. It involves the collection of information through group interaction on predetermined topics. For example, a group of students may gather to explore in depth several issues related to the implementation of business ideas in the emerging economic scenario.

During a Focus Group Discussion, the teacher can share some materials about entrepreneurship to trigger discussion. Since young students to become entrepreneurs should face many challenges such as the limitations in capital, business plan and location, the trigger material could describe small businesses with limited capital and staff to enable students to put themselves in the shoes of the main role and reflect about the strategy to overcome such challenges. To carry out this work, the teacher could allow students to meet with entrepreneurs and show them their strategy as validation.

The learning objectives of a focus group may vary depending on the specific research question or purpose of the focus group. However, some general learning objectives of a focus group include:

- Understanding the attitudes, perceptions, and opinions of the participants;
- Generating new ideas or insights;
- Exploring specific topics in-depth;
- Identifying common themes or patterns;
- Testing new concepts or ideas.

Both students and teachers can benefit from a Focus Group Discussion: teachers can collect information about student's opinions and feelings concerning the topic of entrepreneurship while students can listen to each other's needs, problems and concerns, and feelings of satisfaction and dissatisfaction.

The recommended steps to organize a Focus group in your classroom are the following:

STEP 1 - Define the purpose and objectives:

Determine why you want to conduct a focus group on and what you hope to learn from it.

STEP 2 - Identify the target participants:

Determine which students you want to participate in the focus group. Consider the demographic characteristics, such as grade level, academic level, and subject area, that would best represent your target audience.

STEP 3 - Recruit participants:

Inform your students about the focus group, what it entails, and what they can expect to gain from participating.

STEP 4 - Select a location and time:

Choose a convenient location for the focus group that is conducive to group discussions. Decide on a time that works for the participants.

STEP 5 - Develop a discussion guide:

Develop a list of questions and prompts that will guide the discussion. The questions should be open-ended and relevant to the research objectives.

STEP 6 - Conduct the focus group:

Facilitate the discussion by asking questions and encouraging participation from all students. Take notes or record the discussion for analysis later.

STEP 7 - Analyse the data:

Review the notes or recordings and identify patterns and themes in the data. Use the insights gained to inform your teaching practice and to make improvements to your class.

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(Source: own elaboration)

Focus Group

Research method that brings together a small group of people to answer questions in a moderated setting

(Source: https://www.scribbr.com/methodology/focus-group/)

10 JOB SHADOWING

Job Shadowing is not a new concept. Traditionally, students have been encouraged to visit a company and observe a professional in their daily world of work. Job Shadowing is a good opportunity to gain exposure to new careers through a supervised observational experience in an approved business/industry setting. It is usually short term (a few days at most) and unpaid. It aims to provide an insight rather than hands on experience.

This can be a useful experience to gain insights in careers where few formal internships exist, or where the role is not one an intern or placement student can do with their level of experience (eg. leading a company, being a CEO, etc...) Job Shadowing is an informal type of work experience where students observe an entrepreneur in his her role to understand how they do daily business. Such experiences should be directly supervised by the teacher and integrated within specific academic courses to allow students to observe skills learned in the classroom. This experience differs from a regular company visit since students get the opportunity to observe an entrepreneur or business representative performing the regular duties of his/her occupation and to see first-hand what requirements are necessary to pursue certain careers.

This will help students to gain an understanding of the industry and the position and to reflect if they have the required set of hard and soft skills and stimulate learning of new ones.

In the context of entrepreneurship, it gives students an insight into the working life of a leader by offering a snapshot into the day-to-day life of a professional, which again helps them to become familiar with the processes involved in running a company. Every job shadowing experience is different, depending on the topic of the project, profile of the hosting organisation and the skills of the job shadower. Therefore, teachers can customize the experience according to student learning needs. What Is Job Shadowing Not? Job Shadowing is not a job nor an internship. Usually shadows are doing a lot more observing than working, whereas interns typically have their own job duties to perform each day.

Typically, Job Shadowing programs only have a limited duration so they’re a lot less of a commitment than any of these roles. It could be interesting to encourage students to do multiple shadow experiences throughout the academic year so they can effectively compare roles and different contexts. Internships are more about helping budding professionals learn and sharpen their career-related skills, whereas job shadow

experiences are more about helping students decide if they want to follow that specific career path to begin with. While interning can also help students determine whether they want to fully follow a specific career path, they are usually done later in one's education or training.

There is one more important distinction. Most internships for college students/ graduates also allow participants to earn money or academic credit, whereas Job Shadowing is almost always unpaid and uncredited. Job Shadowing therefore offers an opportunity for deep insight into a particular role. Shadow a leader of your interest for half a day to five days and learn how students' values, skills and interests relate to potential career options.

Learning objectives:

- Learn about managing an entrepreneur career based on the information from the leader's own story;
- Obtain a better sense of the entrepreneurship world and of the daily activities concerning the chosen field;
- Provide opportunities for student to test out possible career options;
- Be able to understand and seize with experience the abilities and the necessary compromises (ex: balance between work-family) to be successful;
- Enables students to take ownership of their own self-development;
- Develop networking skills, bringing people together who might not normally have contact and gain contacts in the field of interest;
- Participate to an entrepreneurship project from a privileged perspective.

How long is a placement?
Typically, a Job Shadowing placement will range from one morning session to two to five days. In exceptional circumstances this may be extended. The length of the placement will be influenced by the type of job shadowing arrangement agreed and how long will be needed for the learning objectives to be met. For example, an observation job shadowing may take place in one day. Whereas a job trial placement may take place for a few hours over a 4–6-week period. It is important that the schedule for the placement is agreed by both parties before the Job Shadowing arrangement begins.

TYPES OF JOB SHADOWING:

The kind of Job Shadowing you'll undertake is often determined by the time and resources that the employer, or host - the person you'll be shadowing - has available. There are three main types:

1. Observation:

Is a passive interaction and limited to improving knowledge and awareness and there is little opportunity for learning or developing any skills. Students will spend an agreed period observing the day-to-day work of the entrepreneur, gaining a deeper understanding as to what they do daily. This type of Job Shadowing provides an opportunity to gain a real insight and understanding what the role actually consists of. This type of Job Shadowing is particularly useful to students, recent graduates and career changers looking to gain a greater understanding of the role of entrepreneur.

2. Regular focused activity:

This involves shadowing the entrepreneur for specific activities over a period eg. the development of a product, launch of a product, etc. This should be preceded by a short briefing and a thorough follow-up debrief. This type of shadowing provides short periods of focused activity rather than passive ongoing observation. It provides a real targeted focus on the students' learning objectives. However, it needs careful timing and planning if it is not to become disruptive and time consuming for the host and relies on setting realistic learning objectives. This type of Job Shadowing works well when students already have a general understanding of entrepreneurship and business development.

3. Hands on – job trial:

This is an extension of the observation model, where the student undertakes tasks for the entrepreneur which they have earlier observed. It provides students with hands-on experience in the role whilst under the supervision of the entrepreneur. This type of Job Shadowing provides first-hand experience of the role, together with a meaningful task to undertake whilst under the supervision of the entrepreneur. It is a more involved processes for both parties requiring detailed explanation, discussion and interaction. This type of Job Shadowing might not always be possible. As it can be time consuming for the entrepreneur and needs to be discussed and agreed among all involved parties.

To issue a Job Shadowing activity, teachers may follow the following steps:

STEP 1 -Leader's identification:

First, teachers should identify a few proper leaders/entrepreneurs available to support this activity on a voluntary basis. For each leader/entrepreneur you can collect information such as short biography, business developed, main skills, etc... To come into contact with potential volunteers you can ask for support at your university incubator which may be in contact with young entrepreneurs and alumni who have developed a business.

STEP 2 - Planning:

Planning activities and schedule all activities in a timetable according to your course. Job shadowing could be one day experience like in the case of observation or it could be a more structured path like in the case of the regular focused activity.

STEP 3 - Matching:

Discuss with your students about roles, expectations, and logistics to ensure the smooth running of the process. Collect availability and interest from your students and match them with available leaders. Provide students with contact details of the assigned leader to give them the autonomy and responsibility to meet a professional and schedule next steps according to the leaders' agenda.

STEP 4 - Rules of the play:

Prepare your students to ensure they get the most out of the experience. Drive them to think about what they want to achieve, which questions they can ask and which skills and experience they think are relevant to be explored. Here are some useful questions that you may want to suggest your students during the Job Shadowing:

About their business:

- Could you give me an example of an entrepreneur typical day?;
- What do you spend most of your day doing?;
- What is the career path for this sort of role? Where could you progress to?;
- Who do you work with and what are the relationship links?;
- How important is teamwork to this role?;
- How much of the work is self-directed and how much is regulated by others?;
- What are the usual work patterns like in this role?;

General questions

- What education/training did you have before taking this role/starting the business?;
- How helpful was it in getting you the role and supporting you in the role?;
- Are there any other experiences – work or non-work related – that have supported you in your career?;
- Would you do anything differently in preparation for this career path?;
- Are there any journals or career-related web sites that would be helpful in learning about this role?;
- Are there any professional groups I could join that would be useful to me?;
- What qualifications do you feel are important to be an entrepreneur?;
- What personal qualities do you need to succeed as an entrepreneur?

STEP 5 - Sharing of the experience:

After all Job Shadowing took place, schedule some time in one of the classes to give your student the opportunity to share with the class the lessons learnt. Ask each of them to report the experience and explain what they discovered about entrepreneurship by following the entrepreneur, which are the more and the less interesting aspects they figured out. Use their reports to stimulate a discussion about entrepreneurship in your class.

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- Problem Solving
- Communication
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AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Spotting Opportunities
- Learning Through Experience
- Valuing Ideas

(Source: own elaboration)

Benefits of job shadowing...

1. Network in your downtime
2. Observe the company culture
3. Understand the role
4. Learn if the job is a good fit

(Resource from https://candor.co/articles/tech-careers/how-to-use-job-shadowing-to-vet-careeroptions)

7

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