

FE37 Methodology



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“FEEF From Educators to Entrepreneurial Facilitators Methodology”

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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 econom-

ic 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.

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 soft skills. 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

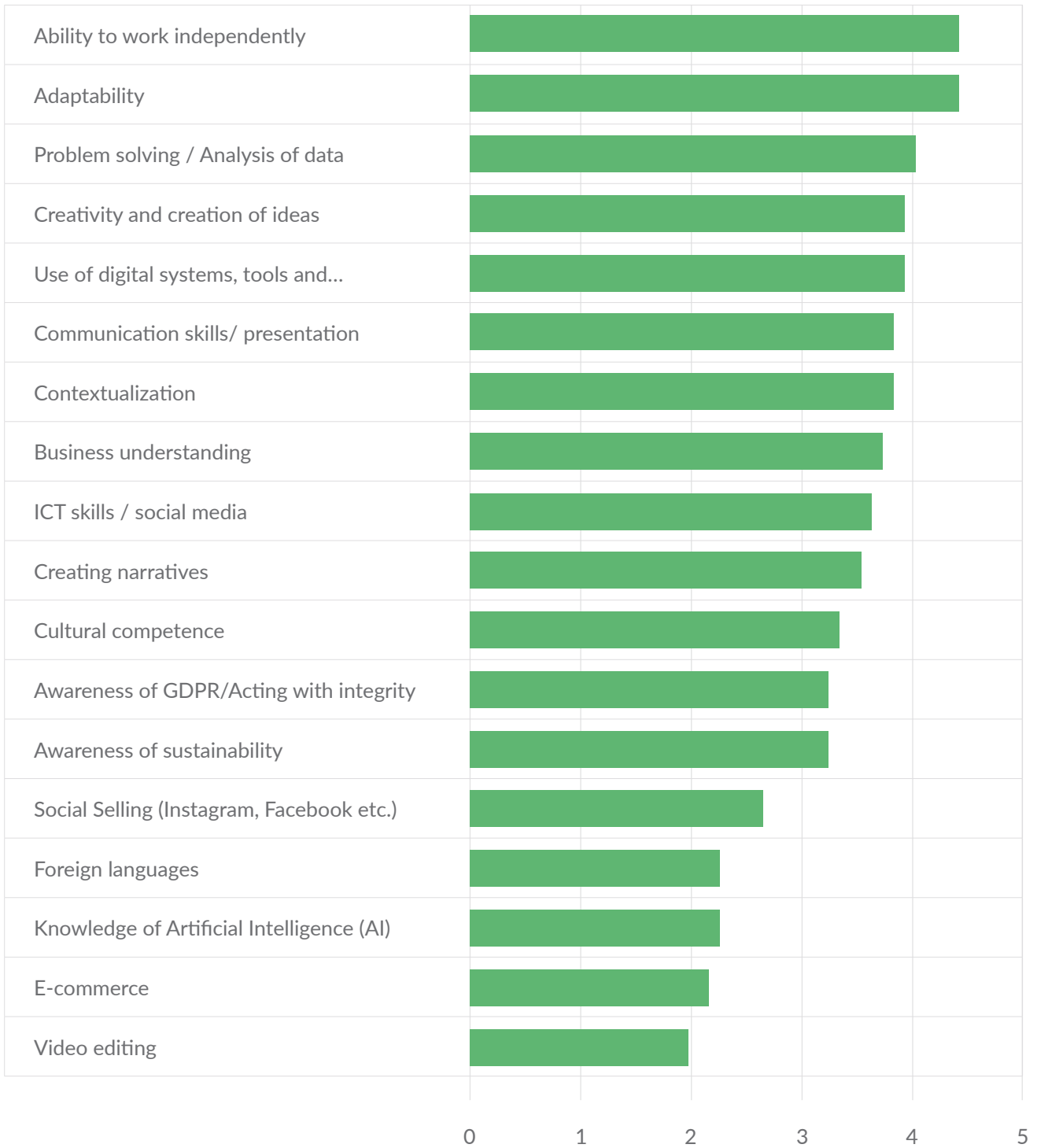
PERSONALITY TRAITS	a.v.	%
Accuracy	194	75,5
Flexibile mindset/open mind	130	50,6
Analytical mindset	106	41,2
Creativity	76	29,6
Abstract mindset	24	9,3

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 student participation 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 education 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 (augmented 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.

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. They 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.

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	<ol style="list-style-type: none"> Understand the importance of Soft Skills and Entrepreneurial Skills in education/teaching; Identify skills to improve in the educators through the selfassessment; Apply it in class context with the introduction of the different facilitation techniques; 	<ul style="list-style-type: none"> Planning and management; Creativity; Adaptability; Problem solving Cooperating with others; Self-management; Communication; Growth mindset; Conflict management 	<ul style="list-style-type: none"> Spotting opportunities (IO); Vision (IO); Valuing ideas (IO); Mobilizing others (R); Learning through experiences (IA) 	<ul style="list-style-type: none"> Cooperative learning; Brainstorming; Casestudies;
M2 Mentorship skills	<ol style="list-style-type: none"> Understand the need of guide students through a mentoring process; Identify and develop mentorship skills through the mentoring program; Implement mentorship skills learned in the class. 	<ul style="list-style-type: none"> Effective leadership; Negotiation; Selfawareness efficiency; Empathic listening; Giving & receiving feedback. 	<ul style="list-style-type: none"> Self-awareness and self-efficacy (R); Ethical and sustainable thinking (IO); Valuing ideas (IO); Working with others (IA); Spotting opportunities (IO). 	<ul style="list-style-type: none"> Game based learning; Inverted classroom; World café.
M3 Ecosystem interaction	<ol style="list-style-type: none"> Understand the importance of collaborating with industry to approach the real life to students; Identify relevant industry partners that can improve the knowledge of the students; Establish collaborative partnerships with industry to develop visits and training as facilitation techniques; 	<ul style="list-style-type: none"> Giving & receiving feedback; Problem solving; Communication; Cooperating with others. 	<ul style="list-style-type: none"> Spotting opportunities; Learning through experience; Valuing ideas. 	<ul style="list-style-type: none"> 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 applied 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-to-day 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 than hands-on experience.
- **Inverted (or flipped) classroom:** a blended-learning method in which a self-directed learning phase (individual phase) takes place before the classroom-learning phase. It gives a twist to lessons by converting lectures 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 performance of the others about 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.

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.

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

Annex 3



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Annex 4: EntrecompEdu. Framework for teachers- description



Annex 5: Best practices report