EntreComp Europe

Teacher Focus Group

Final Report

August 2022

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ENTRECOMP EUROPE

TEACHER FOCUS GROUP

PROJECT INFORMATION

NAME OF PROJECT ACTION:
Project action 2

LEAD PARTNER AND CONTACT NAME (FOR THIS PROJECT ACTION):
Task leader: Extremadura

ARE THERE OTHER PROJECT OR DELIVERY PARTNERS INVOLVED?
Supported by BANT

SUMMARY DESCRIPTION OF PROJECT ACTION
This project action included development of the pick and mix suite of learning materials to be piloted across secondary schools and VET - testing new and adapting existing teaching and assessment practices.

These were inspired by examples sourced by all project partners, and finally selected by teachers directly from the EntreLearn toolkit.

The EntreLearn toolkit is a 43-pages booklet that provides over 65 practical activities (lesson ideas, quizzes, project ideas, etc.) on how to boost a sense of initiative and an entrepreneurial mindset in students of any school subject and any age group. The structure of the booklet follows the EntreComp Framework developed by the Joint Research Centre. The toolkit was developed through the ILinc project, led by European Schoolnet and co-funded by Europan Union.

WHAT WERE THE MAIN OBJECTIVES OF THIS PROJECT ACTION?

- Create an open space for partners to test, share and evaluate teacher experience of testing new entrepreneurial learning activities
- Conduct 3 seminars
- Gain transnational insights to develop concrete recommendations for the optimal and effective transposition of EntreComp into diverse purposes and contexts
- Co-ordinate transnational actions in teacher training, youth work and education

WHAT IS THE GEOGRAPHIC REACH?

5 countries were involved:

- Spain
- Turkey
- Moldova
- Belgium
- Italy

In order to ensure a balanced representation of country participants, the invitation to participate in the teachers' group was sent to the consortium partners in each country so they identified both teachers and interesting entrepreneurial education learning practices.

All participants selected practices and tested them with students gathering feedback from them to evaluate the session and inform development of recommendations.

Eleven teachers were involved in total[1].

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[1] Their names were Juan Fran, Gerson, Fatma, Lucia, Jose Miguel, Julie, Inga, Julie, Letizia, Ozlem and Ernesto

WHAT RESOURCES OR TOOLS HAVE BEEN DEVELOPED THROUGH THIS PROJECT ACTION?

Name and short description of document / resource / tool	Weblink / basecamp link / or indicate that attached to the email
The EntreLearn toolkit	This is not developed directly through the project, but was developed via EU funding. It is a 43-pages booklet that provides over 65 practical activities (lesson ideas, quizzes, project ideas, etc.) on how to boost a sense of initiative and an entrepreneurial mindset in students of any school subject and any age group. The structure of the booklet follows the EntreComp Framework developed by the Joint Research Centre. The toolkit can be downloaded from The EntreComp Community platform library.

WHAT LEARNING SECTOR DOES IT APPLY TO?

Primary / secondary education, Vocational education and training and Policy

WHO ARE THE PRIMARY TARGET AUDIENCE?

Teachers

HOW WAS THE PROJECT IMPLEMENTED?

A group of teachers were identified through the partners. These teachers agreed to work with partners to review, test and feedback on specific activities they have chosen from the EntreLearn toolkit. The lead facilitators were Annabelle Favreau from Junta de Extremadura and Hazel Israel from Bantani Education.

Three online sessions offered a structured pathway for the teachers, following the three blocks of competences in Entrecomp. The first session, which was held on the 13th of January 2022, focused on Ideas and Opportunities; the second session, held on the 14th of February 2022, focused on resources, and finally, the third and last meeting on the 15th of March 2022 was dedicated to the Into action part.

• • •

14.01.22

The first session was meant to introduce participants to each other and to propose a refreshing session on the EntreComp framework.

The objectives and timeline of the pilot were presented to the teachers who were all experienced teachers, with at least some basic knowledge of the European framework.

The EntreComp framework and its 15 competences

The first exercise we did was meant to reflect on their teaching practice taking EntreComp competences as a reference; this simple tool helps them to gain perspective on which competences they use most and those they should maybe focus on:

Padlet

After this exercise, Hazel presented and explained the 6 principles for entrepreneurial education, included in the EntreCompEdu. Julie Carinelli, from Belgium, highlighted that from her point of view, there was one principle that was clearly missing they included in their programmes. She mentioned Autonomy.

Presentation of principles for entrepreneurial education

- Creativity
- real-world
- Collaboration
- Value-creation
- Reflection
- Visibility

Reflecting on how you work with these principles on your daily practice

Participants were invited afterwards to reflect on how they could ensure they included these principles with their students, with some concrete activities or tools.

Padlet

Presenting the platform and dedicated space

The participants were presented the dedicated space created in the EntreComp platform to enable the further contact among the participants.

Presenting the guide: Entrelearn, entrepreneurial learning toolkit for teachers

To ensure the coherence for the pilot, partners decided to use the Entrelearn guide, a toolkit for teachers to develop entrepreneurial learning. The advantages of this guide is that it includes a collection of simple tools, classified by each of the 15 competences of EntreComp and is available in several languages.

At the end of the session, participants are motivated and thank the organisers for respecting the schedule and the practical structure of the session.

Next session is planned one month later and as a homework task, they have to revise the whole Entrelearn guide, and select one or two tools they will test with their students afterwards.

14.02.22

First exercise: first reflection on which practice each of them chose and why? and second reflection, if they were already familiar with some of them.

For the second part of the session, the participants were invited to expose which practice they had chosen, why they had chosen it, which learning principles these practices covered, the context in which they were going to test it and finally which other practices had caught their attention.

With this simple tool, we were also able to deepen afterwards in the assessment of learning outcomes, specifically in that case focusing on the threads of each competence.

The final part of the session was dedicated to present the participants with the template to collect the results of the implemented pilot tool.

The structure was the following:

- Successes: what went well. How do you know?

- Challenges: what was difficult? How did you overcome it?

- Opportunities: How could you adapt the activity to provide alternatives?

- What did the learners say?

- Recommendations, tips for people wanting to use the activity?

The last reflection was about EntreComp:

- In your opinion, did the activity develop all the threads of the specified EntreComp competence?

- Which levels of the EntreComp progression framework could be demonstrated through this activity?

- What types of support would you need to be able to use EntreComp effectively?

15.03.22

This session was fully dedicated to collect the results of the pilot conducted by some of the teachers.

Teachers presented the findings of their experiments using the agreed template.

- Successes: what went well. How do you know?

- Challenges: what was difficult? How did you overcome it?

- Opportunities: How could you adapt the activity to provide alternatives?

- What did the learners say?

- Recommendations, tips for people wanting to use the activity?

The last reflection was about EntreComp:

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- What types of support would you need to be able to use EntreComp effectively?

WHAT ARE THE RESULTS?
This includes engagement with:

- 10 teachers from 4 countries
- 4 completers

OBSERVATIONS:
The methodology of this pilot has raised interest among teachers and other professionals to replicate it. The pilot was a success despite the low

participation and we plan to use the approach in other contexts. It is valid for a first practical introduction to EntreComp and it helps the teacher or educator focus on the potential for application in the classroom from the very beginning. In this way, EntreComp is no longer a theoretical framework, but a resource that can be applied and developed through concrete tools.

INSIGHTS:

- Easy tool to present the teachers with the EntreComp and then invite them to reflect on which competences they work on more with their students. It can help them spot which competences they usually leave behind.

- There is a need to identify usable tools to work with Entrecomp in the classroom. Easy-to-use resources

- Teachers need to connect nationally and internationally. They like to share and learn, especially with entrepreneurship which is so transversal and it is not clearly embedded in CV.

- This simple methodology, supported by shared language of framework, enables them to reflect on the tools and learning principles they apply in their class.

- About evaluation, interesting to reflect on tools to work on a specific competence and how they address all the threads included in EntreComp or how the activity can be adapted to address them all.

EXAMPLES OF FEEDBACK FROM PARTICIPANTS

- "Students were motivated to do novel activity"

- "They finally understood the usefulness of project planning and management"

- "Student reported that this course has changed his life!"

INFORMATION ON HOW IT SUPPORTED THE TESTING OF ENTRECOMP

EntreComp was the focus of this activity and the EntreLearn toolkit based upon EntreComp.

It is interesting to take into account the structure and tools used to develop this pilot, which was found easy to understand and replicate. One teacher from Extremadura is interested in using the same methodology with other

colleagues in order to give coherence to their teaching and further implement EntreComp. The regional Ministry for Employment is getting inspiration from this pilot to implement it with the career advisors.

It should be further explored with teachers which competences they usually work with the most since it could be advisable to understand the challenges, they have to apply them. A survey could be developed in that sense.

The Entrelearn guide should be enriched so that teachers are able to share more resources they use to work on a specific EntreComp competence, in which context, etc. The map of practices could be used as such, as can the library in the EntreComp platform.

Teachers still lack easy support to use EntreComp in their daily teaching practice and such easy methodologies can contribute to democratization of the framework.

WHAT IMPACTS DID YOU MEASURING THROUGH THIS CASE STUDY? (INCLUDING QUOTES; EVIDENCE; WHERE APPROPRIATE)

The open space structures were designed to be interactive and relied heavily on teacher willingness.

We recorded participants' reflections on what they perceived to be successes and challenges, opportunities, and learner reactions, leading to recommendations for adaptations to the activity and ways to ease and support use of EntreComp.

PLEASE DESCRIBE HOW THIS PROJECT ACTION FULFILS / COMPLETES THE INTENDED ACTION AS DESCRIBED IN THE ORIGINAL BID?

This action aimed to create an open space for teachers to try new EE approaches and activities and share together to reflect on their results and the impact of the activity on their learners. The 3 seminars supported the transnational group of teachers to share practice across borders. Teachers reported it to be an inspiring and supportive experience stimulating exploration and experimentation with new methods and reflecting together with peers. The use of the framework and activity guide establish a platform on which teachers can explore competence development methods, share learning and improve practice. This is an engaging, enjoyable and effective model to support educators from diverse backgrounds to come together to learn more about EntreComp.

HOW AND WHY COULD OTHERS REPLICATE THIS ACTION?

1. How could others use the work you have designed / done?
   Word of mouth is well known as an effective and persuasive way of gaining information from peers. This model of sharing practice to reflect upon and improve it builds small scale communities of practice, safe flexible and responsive professional learning communities to provide support, inspiration, advice, and guidance as and when teachers need it. These small groups create small teams and vital lines of support for those experimenting with these practices alone or with less experience who can be approached for incidental and specific advice as and when needed in open and flexible ways.

2. Why might they want to – how could it help them?
   Educators are learners, always looking for more and better ways to meet the needs of their learners. This model provides the opp to build supportive professional relationships and mentoring in small scale and therefore more manageable agile and accessible groupings

3. What makes it possible for others to replicate this action – what would they need to do, what resources might they need?
   Online platform; use of EntreComp and focus on familiarisation, experimentation, and adaptation of shared resource.

HOW DID YOU USE ENTRECOMP?

The activities are set out by EntreComp competence with detailed explanations of each area and competence with 4-6 supporting activities to try for each competence.

WHY WAS ENTRECOMP USEFUL?

EntreComp establishes a shared construct articulating the detail needed to focus on lifelong progression through and across the whole EntreComp framework for different purposes in different contexts.

The shared language enabled teachers from different countries to collaborate and learn from each other and each other's students' experiences transnationally, providing diverse perspectives to support evaluation and more universal adoption of EntreComp development.

The detail set out in the learning outcomes supports very rich use of the activities by supporting differentiated assessment and goal setting increasing applicability across phases and contexts and therefore transferability, consistency and continuity of competence learning. This cross phase focus

supports learners to take increasingly independent and personalised ownership of competence development.

PICTURES OR IMAGES: IF YOU HAVE ANY PICTURES, DIAGRAMS OR IMAGES THAT YOU FEEL WOULD ENHANCE THE CASE STUDY PLEASE ATTACH THEM HERE.

https://entrecomp.thinqi.com

COMMUNITY

Do you want to be part of the EntreComp Europe Community? For more information about events and news from our national EntreComp Collaborative Communities, please visit the websites and Community groups listed below.

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PARTNERS

EntreComp Europe is a collaborative project bringing together partners across five European countries.

BELGIUM

Bantani Education, Eurochambres, Service Public de Wallonie

ITALY

Materahub, Matera, Camera di Commercio Della Basilicata (COCBasciliata)

MOLDOVA

Chamber of Commerce and Industry of the Republic of Moldova (CCIRM), National Agency for Research and Development (NARD)

SPAIN

Fundación UCEIF, SoderCan, Injuve, Junta de Extremadura Consejería de Economía, Ciencia y Agenda Digital, Spanish Chamber of Commerce

TURKEY

The Union of Chambers and Commodity Exchanges of Turkey (TOBB), Turkish National Agency Turkishna

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