



ST BANK- Student Talent Bank

IO1

A1. Research phase - Methodology

VERSION 1.1



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24/11/2017	V 1.0	ISJ Iași	Annex 1 and Annex 2
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1 - Introduction

The project partners need to organize an existing situation analysis to choose teachers for the pilot test (IO2) and explore the **knowledge, attitude, skills, and gaps** concerning entrepreneurial education. The exploration will focus in particular on the use of project-based teaching and learning, interdisciplinary approach to entrepreneurship education, managing diversity, emotional intelligence and team process in classes, talent exploitation and coaching. The focus will be also on: interest on being engaged into the project activities and existing innovative methodologies for teaching such as the learning “snacks”.

This methodology is developed for the acquisition of the relevant information and data as guidelines for partners, which will include the aims, scope and survey templates as analysis tools. A total of 40 surveys will be given in each project partner country, including some possible examples of entrepreneurial approach to class. After the collection of 280 surveys, the analysis of the results will be reflected in a report which will emphasize the teachers approach to entrepreneurship, their level of expertise related to the use of entrepreneurial education to increase student school engagement and decrease school dropout in schools with a high percentage of foreign born and ethnical minority.

1. Aim of research part

The Research Part serves the following four broad aims:

- a) to set the context for the project: what is the significance of entrepreneurial education in project countries and in Europe in general in 2017/2018?
- b) to clarify key definitions, concepts and terminology which will be used throughout the project.
- c) to identify, document and analyse good practices in the field of entrepreneurial education involving teachers and students (12-18 years).
- d) to explore the knowledge, attitude, skills and gaps concerning entrepreneurial education.

2. Target groups: - 40 teachers from each country from the partnership (1-40 schools)

3. Outcomes of the research:

In order to clarify how entrepreneurship education is understood and defined, and respectively, to have a better overview of the entrepreneurial education framework in project

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partner countries, each partner organization will prepare in English language a short report after the specific template (Annex 1) about the situation in its country. The reports should focus on two aspects: the existence of a *national/regional strategy* regarding entrepreneurial education in secondary schools, and respectively the place of *Entrepreneurial education in formal/non formal curriculum*.

The main analysis is based on 40 replies to the specific survey (Annex2) from 40 teachers from each project partner country and will be the base for the development of the training course. It will show "what are the needs?" and "what has to be improved?" and will be communicated to the interviewed teachers, too.

Entrepreneurship conceptualization: in accordance with specific studies and reports we take into account some common approaches:

Entrepreneurship education is about learners developing the skills and mind-set to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. Entrepreneurship education is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behavior, with or without a commercial objective. (Agreed on in Geneva on 18 January 2012 by a working group that included representatives from ETF, GIZ, ILO, UNESCO and UNEVOC).

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 (FFE-YE, 2012). JRC Science For Polity Report Entrecomp.

The common European understanding of entrepreneurship as a key competence indicates a dual focus: firstly, the development of entrepreneurial attitudes, skills and knowledge should enable the individual to turn ideas into action and secondly, entrepreneurship is not only related to economic activities and business creation, but more widely to all areas of life and society. Innovative and creative action can be taken within a new venture, or within existing organisations, i.e. as 'intrapreneurial activity' (ICF GHK, 2014, p. 6.).

Analysis and documentation responsibilities

Each partner organisation is responsible for teachers selection, documenting findings and communicating findings in good English to ISJI as required.

- ISJI: will collate 6 reports based on Annex 1 and will prepare the report nr. 1 – "*Secondary entrepreneurial education context in each partner country*"

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- ISJI will finalise the analysis based on 290 survey replies according to the template from Annex2, and will produce the report nr. 2, focusing on:
 1. Benefits of entrepreneurial education to teachers in terms of:
 - a) innovative methodologies for teaching such as the “learning snacks”;
 - b) new contributions to increase student school engagement and decrease school drop out;
 - c) teachers involvement in networks on entrepreneurship education;
 - d) active learning methods which can increase the students motivation.
 2. Benefits of the initiative to students in terms of:
 - a. Learning outcomes & skills development;
 - b. Attitude;
 - c. Knowledge;
 - d. Other, please specify.
 3. Necessary conditions, especially in the school environment (organisational level)
 4. Level of participation of target group(s) and beneficiaries in design, delivery and evaluation of the specific initiative, if there is one at the school level.

Calendar of research activities:

1. M1-M2 (November – December 2017): validation the methodology by each project partner and translation in national language of the items from the survey (Annex 2)
2. M3 (3-31 January 2018): school identification and survey (Annex 2) sending to 40 teachers, by each project partner with the mention ”will be open until 28 February 2018”
3. M4 (1-28 February 2018):
 - the country report completion (based on Annex 1) by each project partner
 - survey completion by all contacted teachers
4. M5(March 2018)
 - 1st of March: ISJI will block the receiving responses at applied survey;
 - 1-8 March: each project partner will send to ISJI by email (proiecte.isjiasi@yahoo.com); the translation for the responses to the open question;
 - each project partner will send to ISJI by email the country report;
 - ISJI will send to each project partner the final analysis based on the applied survey.

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Annex 1

Erasmus+ Project (KA2) - Student Talent Bank
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Template for analysis of policy context: entrepreneurial education in the secondary education.

National framework in <name of the country>

1. Is there any national/regional strategy regarding *entrepreneurial education in your country?* (Yes/No). If yes, please, details. Write a short paragraph (maximum 500 words) regarding secondary education context, referring to:

- financial resources
- training programmes
- guidelines
- teaching materials
- centers of expertise and/or teacher networks

2. Please specify if **entrepreneurial education** is included in:

- national curriculum
- school decision curriculum
- extra curricular activities
- others (ONG, universities, small enterprises etc)

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Annex 2

Teachers questionnaire

Seven institutions from seven countries (France, Belgium, Greece, Italy, Netherland, Romania, Spain) will implement between 2017-2019 the Erasmus+ project "Student Talent BANK"- a project aimed at offering relevant high skills and competences about entrepreneurial education to secondary school teachers to foster their professional development to manage diversity, early school leaving and increase school engagement.

By submitting this questionnaire, our aim is to collect data about teachers approach to entrepreneurship, their level of expertise related to use this entrepreneurial education to increase student school engagement and decrease school dropout in school with a high percentage of foreign born and ethnic minorities. The collected data will then be analyzed, processed and included in the final report which will be the base for the development of the training course for teachers. Please allocate less than 10 minutes to give your answers until 28 February 2018..

1. Teacher name (optional):
2. School name:.....
3. Town:
4. Country:
5. Does your school have a high percentage of foreign born and/or ethnical minorities?
Yes/No
6. Is your school affected by drop out? Yes/No
7. Is the term "entrepreneurial education¹" familiar to you? Yes/No

If yes, please select the context in which you acquired more knowledge about the term:

- Initial training
- Continuous Professional Training
- Didactical activity
- Other (example)

¹ According with the Recommendation of the European Parliament and of the Council (18 December 2006) on key competences for lifelong learning. OJ L 394, agreement from Geneva on (18 January 2012) by a working group that included representatives from ETF, GIZ, ILO, UNESCO and UNEVOC, ICF GHK, 2014, and the recent definition of entrepreneurship in education as 'learning-by-creating-value' (Lackéus 2015) some senses for this term can be:

1. Entrepreneurship education is about learners developing the skills and mind-set to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability.
2. Entrepreneurship education is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behavior, with or without a commercial objective.
3. The common European understanding of entrepreneurship as a key competence indicates a dual focus: firstly, the development of entrepreneurial attitudes, skills and knowledge should enable the individual to turn ideas into action and secondly, entrepreneurship is not only related to economic activities and business creation, but more widely to all areas of life and society. Innovative and creative action can be taken within a new venture, or within existing organisations, i.e. as 'intrapreneurial activity'.

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8. Which new pedagogies would you be interested to use/improve in the school activities on the topic of entrepreneurship education for students'?
- project-based approach,
 - Interdisciplinary teaching and learning,
 - team process in classes,
 - talent exploitation and act as a coach
 - acting in the real life situation
 - acting out of classroom
 - peer to peer learning with formal and non formal activities
9. Are you interested to be involved in teacher networks on entrepreneurship education?
Yes/No
10. What do you think that are the active learning methods which can motivate your students?
- Project-based learning
 - Experiential learning
 - Activities outside the classroom/
 - School linking students with the local community or businesses
 - Other, please specify
11. What do you think that are the benefits of the entrepreneurial education to students (please choose 3 answers):
- the development of creativity
 - developing planning skills
 - increasing interest in financial literacy
 - improving resource management
 - managing uncertainty/risk
 - improving teamwork skills
 - the development of critical thinking
 - the development of personal and social responsibility
 - improving learning to learn ability
 - other
12. What do you think that are the main benefits of the entrepreneurial education to students, in terms of attitudes:
- self-confidence
 - sense of initiative

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- better assessment of opportunities
- better understanding of the role of entrepreneurs in society
- better entrepreneurial career options
- other

13. Do you have any specific initiative regarding entrepreneurial education in your school? Yes/No.

If YES, please fill in:

- a. Number of initiatives
- b. If you have more, please present bellow the most representative one, in your opinion:

Title of the specific initiative (please provide title in English and local language):
<p>1. Was this specific initiative:</p> <ul style="list-style-type: none"> <input type="radio"/> Internal, from our school <input type="radio"/> External, offered by other organization
<p>2. The period of implementation:</p> <ul style="list-style-type: none"> <input type="radio"/> Last year <input type="radio"/> Two years ago <input type="radio"/> More than 2 years ago
<p>3. Please specify the duration:</p> <ul style="list-style-type: none"> <input type="radio"/> A whole school year <input type="radio"/> More than one school year <input type="radio"/> Less than one school year
<p>4. What was improved at students after this specific initiative, in terms of the following:</p>
<input type="checkbox"/> Learning outcomes
<input type="checkbox"/> Skills development
<input type="checkbox"/> Attitude
<input type="checkbox"/> Knowledge
<input type="checkbox"/> Other aspects
<p>5. Which conditions were required to reach the specific initiative aims?</p>
<input type="checkbox"/> Supportive school environment
<input type="checkbox"/> Active role of teachers

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<input type="checkbox"/> high students motivation
<input type="checkbox"/> parents support
<input type="checkbox"/> community support
<input type="checkbox"/> other
6. Shortly describe the challenges that were faced during the implementation of this specific initiative?

Follow-up: Would you like to receive the results of the survey by e-mail and to be informed about further ST Bank project activities? Yes/No.

If Yes, please provide your e-mail address:.....

Thank you for taking time to participate in our survey. We truly value the information you have provided. By participating in this survey, you made your voice heard and are helping shape the future of entrepreneurial education at work place.