

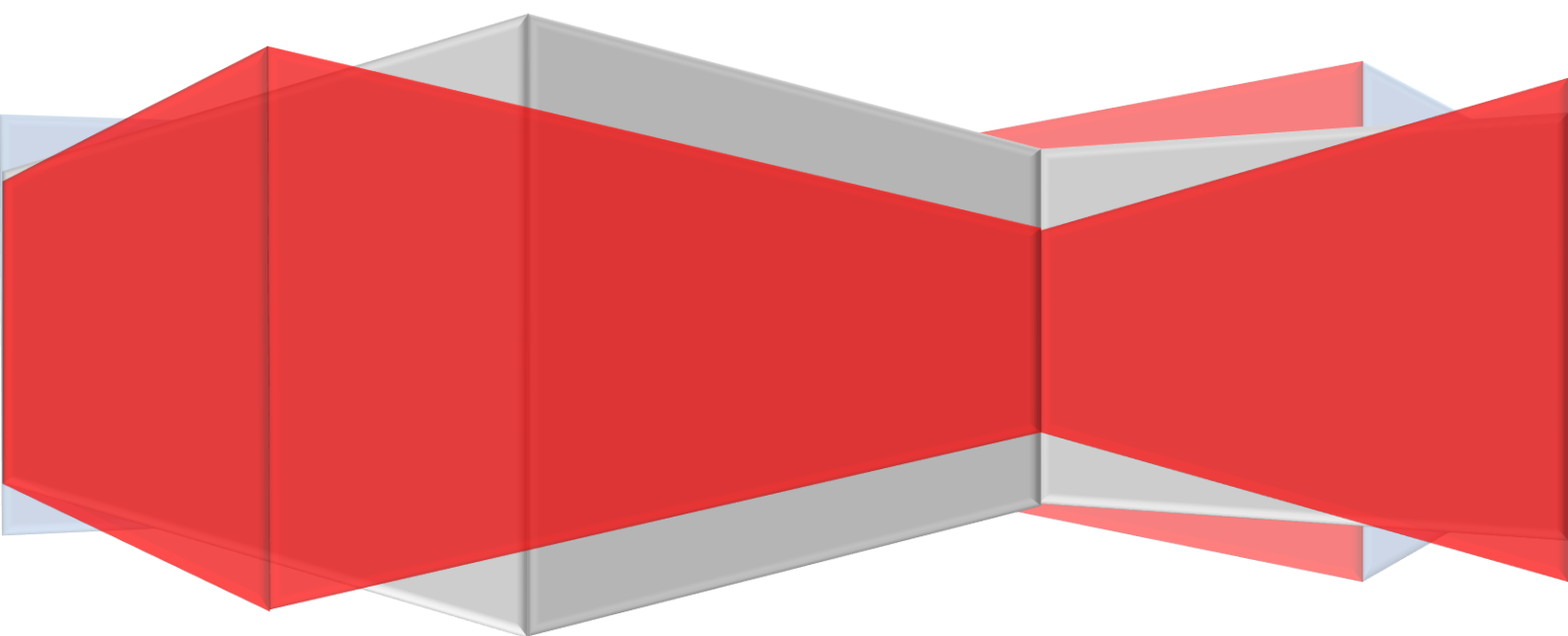
Cultivate school entrepreneurial mindset through holistic approach
targeting teachers and pupils



Analysis of EntreComp and identification of the competences and the respective learning outcomes that are most relevant in the school environment

IO1A8: Composition of the final intellectual output

Partner Responsible: DIMITRA



Co-funded by the
Erasmus+ Programme
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Program	Erasmus+
Key Action	KA201 - Strategic Partnerships for school education - Cooperation for innovation and the exchange of good practices
Project Title	Cultivate School Entrepreneurial Mindset through a Holistic Approach Targeting Teachers and Pupils
Project Acronym	EnterSchoolMind
Project Agreement Number	2018-1-CY01-KA201-046906
Project Start Date	01/11/2018
Project End Date	31/10/2021

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Executive summary

The first Intellectual Output of the project “Analysis of EntreComp and identification of the competences and respective learning outcomes that are most relevant in the school environment”, aims at recognising all the EntreComp competences that are important in the school environment, in order that teachers of primary schools may be able to teach pupils and cultivate the latter’s entrepreneurial mindset.

In order to make sure that the competences to be addressed in the project are the most relevant in the school environment and that they respond to the teachers’ needs, four focus groups with 38 stakeholders took place in Cyprus, Greece, Austria and the UK. The participating stakeholders were a mix of teachers, parents, opinion leaders, policy makers and business representatives, as it was important to have input from all the involved parties, teachers and parents, as well as those who have undertaken entrepreneurial endeavours.

In order to make sure that the outcomes of the focus groups would be comparable and would result in outcomes that are beneficiary for the development of the teachers’ competences, a common methodology was developed and disseminated to the partners for conducting the focus groups in each country, as well as the tools to analyse the outcomes and prepare a national report. It is important to mention that the methodology developed included the tools by which to provide indications for possible future modification of the EntreComp.

Once the focus groups were over and the reports analysed, 8 competences were chosen.

EntreComp Competences for EnterSchoolMind

1.2 Creativity

1.5 Ethical and sustainable thinking

2.1 Self-awareness and self-efficacy

2.2 Motivation and perseverance

3.2 Planning and management

3.3 Coping with uncertainty, ambiguity and risk

3.4 Working with others

3.5. Learning through experience

Furthermore, some modifications to the EntreComp were proposed concerning the descriptors of the competences; these are presented in the report below. However, the most important suggestion for modification was the inclusion of **“Enjoy Accomplished tasks”** to the competences that an entrepreneur should possess.

Once the competences were selected, they were analysed into Learning Outcomes (LOs) which correspond to EQF level 6. These were initially drafted by DIMITRA and MMC and were in turn finalised and validated by the whole partnership during the 2nd transnational meeting of the project. The total number of LOs is forty-two and based on them the partnership will proceed to develop the Certified assessment and training material of EnterSchoolMind.

Introduction and aims and objectives of Intellectual Output 1

This Intellectual Output aimed at:

- a validation report of EntreComp in the school environment presenting also behaviours and a detailed analysis of the descriptors of the EntreComp into learning outcomes
- a selection of the competences to be addressed in the other activities of the project

In order to achieve the goals of the output, the partnership worked using the EntreComp as a starting point (*scroll down for more details concerning EntreComp*). Although the EntreComp does not refer to pupils of elementary schools, when juxtaposed with other theories of Entrepreneurial Mindset in school, one can identify common ground. Subsequently, with the use of the EntreComp the partners organized focus groups in the partner countries in order to identify the EntreComp competences that are most relevant in the framework of the EnterSchoolMind project, to revise them whenever necessary and to develop the Learning Outcomes that the teachers who intend to promote entrepreneurial mindset should possess.

Intellectual Output 1:

- Used the EntreComp Framework as the basis for the development of the entrepreneurial mindset in schools
- Proceeded to validating the EntreComp and revising the competences when needed in order to ensure that the competences included in the framework are indeed the key competences needed and can be cultivated at elementary school age (also to ensure that there are no other competences that should be added)
- Focused on the descriptors provided in the EntreComp and ensured that they describe adequately each competence, otherwise revised them according to the focus groups outcomes
- Selected the 8 most appropriate competences to address in the EnterSchoolMind project
- Analysed these competences into learning outcomes

The selected competences and Learning Outcomes are presented in the table in the end of this report.

The EntreComp framework

Entrepreneurship has been defined in the literature in many different ways (Onuoha (2007), Schumpeter (1965), Peter Drucker (1970), Bolton and Thompson (2000), Hisrich (1990). It has been defined by the ERF (2006) as one of the 8 key competences every European citizen should have to live and work in the European Union. The definition provided by the European Union was broader than the above mentioned definitions and focuses on the entrepreneurial mindset. This definition is: “sense of initiative and entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance”.

Still as correctly mentioned by the European Commission "despite the vibrant interest in entrepreneurial capacity building, almost a decade after the 2006 Recommendation on ‘Key competences for lifelong learning’, there is still no consensus on what the distinctive elements of entrepreneurship as a competence, are". The Entrepreneurship Competence framework (EntreComp) was launched by the JRC on behalf of the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL) in January 2015. One of the key objectives of EntreComp was to develop a common conceptual approach, which could support the development of the entrepreneurship competence at European level. 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). The EntreComp framework is made of **3 areas** and **15 competences**. EntreComp is available on:

<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfn27939enn.pdf>

The three areas and the respective competences are:

- **Ideas and opportunities** (Spotting Opportunities, Creativity, Vision, Valuing ideas, Ethical and sustainable thinking)
- **Resources** (Self awareness and self-efficacy, Motivation and perseverance, Mobilising resources, Financial and economic literacy, Mobilising others)
- **Into Action** (Taking the initiative, Planning and management, Coping with uncertainty, Working with others, Learning through experience)

For each of the competences, the framework presents hints and descriptors.

What is very significant and should be noted here is that EntreComp **combines generic competences and business skills**. Finally, EntreComp itself invites researchers and practitioners to validate it as it is a very recent document that has not yet been validated through further research and against different disciplines.

Methodology

Following the EntreComp's invitation for its validation, and in order to adjust the framework to the needs of the teachers that are trying to promote the Entrepreneurial Mindset in the classrooms, the following methodology was used:

For starters, an in depth studying and understanding of the EntreComp framework by all partners in order to understand what the EntreComp is about and how it can be applied in the school setting.

Next, a focus group guide was developed for all the partner countries to come up with measurable and comparable outcomes. The focus group guide includes a set of questions and probes that were used during the focus groups.

At a first stage the focus groups started without mentioning the EntreComp Framework, giving the chance to participants to identify the competences necessary for entrepreneurship with emphasis to those competences that can be cultivated at elementary school age. Everything was written down. At a second stage the framework was provided to the participants who compared their findings to the framework. Additionally, participants had the opportunity to discuss and add, remove or change the wording of the descriptors provided by the framework. Last but not least, participants matched competences with behaviours at the school age, as the teachers that will be trained and certified through the EnterSchoolMind materials will use those skills to develop the entrepreneurial mindset of pupils, thus their behaviour should be considered when developing and choosing competences and material.

One focus group was implemented in each country with at least 8 participants in each focus group, ending up with 38 focus group participants in 4 countries. The results showed that especially the teachers that were involved were excited with the idea of being a part of EnterSchoolMind

After reviewing the results and analysing those, the partnership proceeded with the selection of the 8 competences. The selection took place after reviewing the outcomes of the focus groups, brainstorming sessions and discussions among the partners that had taken part in the focus groups who understood the needs and desires of the participants.

Next, the selected competences were analysed into learning outcomes by the project coordinator (MMC) and the leading partner of the Intellectual Output (DIMITRA). In order to finalise the ones that are presented in the table in the end of this document, a workshop took place during the 2nd transnational meeting of the project, at the end of which the partnership came up with the final results.

Presented below is the analysis of the focus groups outcomes. Furthermore, the national reports of the focus groups are annexed to this report (Annex 1 – 4).

Focus group meetings results and analysis

Overall focus groups demographics

In order for the focus groups to have the most representative outcomes that are applicable to schools but also derive from the society's needs and views, these included teachers, parents, opinion leaders, Business Representatives and Policy Makers.

The 4 focus groups took place in Cyprus, Greece, Austria and the UK with overall **38 participants**. Sometimes the participants had more than one role, i.e. teacher and parent, opinion leader and business representative and that is why in the table below you may count more than 38 participants.

Profile of participants:

Teacher	Parent	Opinion Leader	Business Representative	Policy Representative
30	5	2	6	2

Identification of entrepreneurial competences

As already mentioned above, in order for the focus groups to have the best possible outcomes both the use of initial exploratory questions took place, so as to introduce the concept to the participants and get them involved, as well as a participatory activity for finalising the competences which the participants thought that are important for developing the entrepreneurial mindset of pupils. Finally, the partners at the 2nd transnational meeting of the project attended a workshop to finalise the competences of the EntreComp according to the needs of the teachers. Below the analyses of the focus groups results are presented.

A. Analysis of exploration questions

Q1: What is your definition of entrepreneurship?

At this point, what was asked by the partners was what came to their mind when hearing the term entrepreneurship, rather than a specific definition thereof.

To this question in all four countries the answers were related to all 3 competence areas of the EntreComp. However, it seems that what came first to the participants' mind was more closely **connected with developing and running a business** rather than the entrepreneurial mindset. The attributes that seem to be more salient were divided into what was more relevant to business development and actions, as well as innovation and new ideas.

Q2: What is your definition of entrepreneurial mindset?

After discussing the idea that the participants had about the overall concept of entrepreneurship, the facilitators of the groups shifted the conversation towards the mindset. That was when the participants **started seeing entrepreneurship as a bundle of competences that could also help with other aspects of someone's life**, not only their business. In their answer to this question only the Austrian group showed some connection to the business sector, however even in this case it was salient that the participants **connected the entrepreneurial mindset to characteristics and attributes of a person** rather than just skills to be used for developing and running a business.

Q3: What is the difference between the two?

From the above questions, as well as the answers of the participants to the third question, the difference becomes quite obvious. The participants recognised as **the main difference between Entrepreneurship and the Entrepreneurial Mindset that the former is mostly connected to creating and running a business while the latter is a broader concept that is also connected to the way someone is facing challenges in their everyday life**. The answers to the question revealed that **Entrepreneurial Mindset is a broader concept that includes entrepreneurship**.

B. Analysis of exploration activity

The exploration activity took place in order for the focus groups in the different countries to recognise the competences that they think are important for an entrepreneur in general, and those that are specifically important in order for the teachers to help the students to develop entrepreneurial mindset. The Annexes 1 to 4 clearly show what the results of each research were.

The most important outcome at this stage was that the participants of the focus groups found a competence which is not included in the existing Entrepreneurship competences conceptual model. This took place in Austrian and Cypriot focus groups. However, when a more experienced eye takes a second look at those competences declared by the participants as not being part of the EntreComp, he/she can easily attribute them to the existing competences of the EntreComp (i.e. Problem solving is part of the Taking the initiative competence). However, it was suggested that one competence cannot be attributed/associated with any of the existing competences of the EntreComp; that is "Enjoy accomplished tasks". This is somewhat connected to the balance and well-being that the entrepreneurs should have, and overall, it could be **a very important addition to/revision of the EntreComp Framework**.

Then the participants of the focus groups were invited to propose any changes to the descriptors concerning the future training. Only the Greek and Cypriot focus groups suggested some changes which will be presented in detail in the next unit of this report.

Finally, the 8 competences that each focus group considered to be the most important ones were announced and the groups discussed whether they found all the competences proposed by them to be included in the EntreComp. **All the proposed competences were found to be included in the EntreComp.** The competences that seemed to be more important for teachers in terms of helping them develop the entrepreneurial mindset of elementary school pupils, according to the results of the focus groups, are:

EntreComp Competences for EnterSchoolMind

1.2 Creativity

1.5 Ethical and sustainable thinking

2.1 Self-awareness and self-efficacy

2.2 Motivation and perseverance

3.2 Planning and management

3.3 Coping with uncertainty, ambiguity and risk

3.4 Working with others

3.5 Learning through experience

Indications for modification of the EntreComp

Concerning the competences, overall, the research result showed that maybe these should address the enjoyment aspect of entrepreneurship as well, and this is something that is worth to look further into. Since enjoyment and well-being (both at the workplace and in someone's life overall) leads to better outcomes, these could as well be entrepreneurial outcomes.

Further to the suggestion that derived from the focus group research about the competences' descriptors, you may find these in the table below:

Competence	Comments
1.5 Ethical and sustainable thinking	No change of descriptors, however the 3rd one "Act responsibly" seemed to be the most important
2.1 Self-awareness and self-efficacy	In the second descriptor "Identify and assess your individual and group strengths and weaknesses" the focus group suggested the input of "with focus on the strengths"

Intellectual Output 1: Analysis of EntreComp and identification of the competences and the respective learning outcomes that are most relevant in the school environment

Activity 8: Composition of the final intellectual output

Competence	Comments
2.2 Motivation and perseverance	<p>Revise to include: Not to give up when first complexity occurs, during the implementation of a task.</p> <p><u>In the second descriptor</u> “Be prepared to be patient and keep trying to achieve your long term individual or group aims” the group suggested the addition of “Do Not rest on success”</p>
3.1 Taking the initiative	The first descriptor “Initiate processes that create value” to become “Initiate processes for the realisation of an idea” and the third descriptor to become “Act and work independently, as well, to achieve goals, stick to intentions and carry out planned tasks”
3.2 Planning and management	Revise to include: Long and short term achievements are equally important for prioritizing procedure
3.4 Working with others	Revise to include: Learn to cooperate/build the results together with your team and Share roles and tasks

EnterSchoolMind competences

1st draft after EnterSchoolMind workshop

Once all the focus groups were through and the partners presented the details in their national reports (Annex 1-4 of this document), the Coordinator of the project (MMC) together with the IO1 leader (DIMITRA) developed the learning outcomes for those competences. The development of the competences corresponds to EQF level 6, which is the desired competence level that the teachers who will follow this course will be able to achieve.

Next, during the second transnational meeting of the partnership an extensive workshop took place in order to finalise and validate the Learning Outcomes as well as the overall phrasing of the competence according to the reports and their experience of implementing the focus groups with the stakeholders.

After the final workshop, the Competences and learning outcomes of EnterSchoolMind are presented in the competence matrix that follows.

Competence Matrix		
EQF level 6		
EntreComp competence: 1.2 Creativity		
Knowledge	Skills	Competence Description for EnterSchoolMind
1. Define and List elements of creativity	2. Find new ideas and perspectives, and test them in real life situations	3. Generate solutions by encouraging experimentation and using creative techniques 4. Describe own creative strengths and weaknesses

EntreComp competence: 1.5 Ethical and sustainable thinking (including sense of community and common good)

Knowledge	Skills	Competence Description for EnterSchoolMind
5. Define ethical and sustainable thinking, sense of community and common good	6. Design learning activities to promote ethical behaviour and a sense of community 7. Promote critical thinking to question perspectives and develop opinions and views	8. Recognize the personal and social value of ethical and sustainable thinking including resources of non-material wealth

EntreComp competence: 2.1 Self-awareness and self-efficacy		
Knowledge	Skills	Competence Description for EnterSchoolMind
9. Define self awareness and self efficacy	10. Use techniques to support pupils to turn needs, wants, interests and aspirations into goals 11. Implement difficult tasks as challenges to be mastered rather than as threats to be avoided 12. Use techniques to support pupils to identify their strengths and weaknesses	13. Support pupils in reflecting on lessons learned from experiences that they may consider as failures

EntreComp competence: 2.2 Motivation and perseverance		
Knowledge	Skills	Competence Description for EnterSchoolMind
<p>14. List techniques that you can use to get pupils to stay motivated and committed</p> <p>15. Name possible sources of distraction, or discouragement, common difficulties and obstacles.</p>	<p>16. Understand and apply techniques to be used to get pupils to stay motivated and committed when facing difficulties and distractions</p> <p>17. Analyse a course of action without regard to discouragement, opposition or previous failure.</p>	<p>18. Manage both success and failure effectively</p> <p>19. Establish appropriate work behaviour and successful communication strategies</p> <p>20. Build on own strengths and formulate positive experimental framework</p>

EntreComp competence: 3.2 Planning and management		
Knowledge	Skills	Competence Description for EnterSchoolMind
21. List time management techniques that can be used by the pupils 22. Define priorities	23. Set short and long term goals, prioritize and help the pupils do so as well by effectively guiding and monitoring the planned activities	24. Develop pupils' skills in order for them to be able to work independently 25. Inspire pupils to stay focused and achieve their goals.

EntreComp competence: 3.3 Coping with uncertainty, ambiguity and risk		
Knowledge	Skills	Competence Description for EnterSchoolMind
26. Explain techniques to reduce risks of pupils quitting	27. Promote a sense of safety to the pupils 28. Use techniques to guide pupils to become more committed and resilient 29. Develop pupils' ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop the task/activity/project	30. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving

EntreComp competence: 3.4 Working with others		
Knowledge	Skills	Competence Description for EnterSchoolMind
31. Define conflict resolution techniques 32. Understand emotional intelligence 33. Define different roles in a team	34. Demonstrate active listening 35. Foster cooperation among pupils and teach them how to share	36. Help pupils to build trusting relationships and communicate with one another

EntreComp competence: 3.5. Learning through experience		
Knowledge	Skills	Competence Description for EnterSchoolMind
<p>37. Describe reflection techniques that can be applied with the pupils</p> <p>38. Recognize opportunities for learning</p>	<p>39. Facilitate pupils to reflect on their learning from both success and failures</p>	<p>40. Teach pupils how to reflect, evaluate and adjust processes and goals</p>

Final EnterSchoolMind competences

The above developed competences were further discussed and revised during the Learning Activity that took place in February 2020 in London. The participants, teachers from the project partner countries, reviewed them and proposed some revisions in order for them to be more relevant to the school life and activities. Then the project partners discussed upon those during the 3rd EnterSchoolMind meeting and agreed upon some changes. The final EnterSchoolMind competences are presented below.

Competence Matrix		
EQF level 6		
EntreComp competence: 1.2 Creativity		
Knowledge	Skills	Competence Description for EnterSchoolMind
1. Define creativity and list its elements that are relevant in classrooms	2. Encourage pupils to find new ideas and perspectives by using creative techniques like Mind mapping, The Walt Disney Method and others, and guide them through their developments by following the four main steps of the creative process	3. Support pupils to generate ideas and encourage experimentation by providing learning atmosphere that encourages creativity 4. Realize own creative strengths and weaknesses and support pupils to become aware of their creativity by supporting reflection of their creative endeavour

EntreComp competence: 1.5 Ethical and sustainable thinking (including sense of community and common good)		
Knowledge	Skills	Competence Description for EnterSchoolMind
5. Define ethical and sustainable thinking, sense of community and common good	6. Design learning activities to promote ethical behaviour and a sense of community in the classroom e.g. with the Backward Design Process 7. Promote critical thinking in the classroom to question perspectives and develop opinions and views by using tools like Socratic dialogue and the Six Types of Socratic Questions	8. Recognize the personal and social value of ethical and sustainable thinking for pupils including resources of non-material wealth by clarifying values e.g. with values clarification process

EntreComp competence: 2.1 Self-awareness and self-efficacy		
Knowledge	Skills	Competence Description for EnterSchoolMind
9. Define Self-awareness and self-efficacy	<p>10. To use techniques/theories from Duval & Wicklund, Goleman and using the Proust Questionnaire to turn pupils needs, wants, interests and aspirations into goals</p> <p>11. Implement difficult tasks for pupils as challenges to be mastered rather than threats to be avoided</p> <p>12. Use techniques/theories from Albert Bandura on Self-efficacy to support pupils identify their strengths and weaknesses</p>	13. Support pupils in reflecting on lessons learned from the experiences that they may consider as failures

EntreComp competence: 2.2 Motivation and perseverance		
Knowledge	Skills	Competence Description for EnterSchoolMind
<p>14. Describe motivational theories (such as cognitive dissonance and goal-related theory and others) that are useful in the classroom setting</p> <p>15. List techniques (such as action planning, using motivational drivers and others) in order that pupils remain motivated and committed</p> <p>16. Name possible sources of distraction, discouragement, common difficulties and obstacles</p>	<p>17. Apply techniques (such as goal setting, classroom energisers and others) that can be used to stay motivated and committed when facing difficulties and distraction</p> <p>18. Create a classroom environment that promotes commitment and focus in pupils</p>	<p>19. Support pupils to become aware of their motivators and how to positively work with them</p> <p>20. Establish appropriate work behaviours and successful communication strategies to support motivation and perseverance</p> <p>21. Develop self-awareness and build on own strengths around motivation and promote and support this in pupils</p>

EntreComp competence: 3.2 Planning and management		
Knowledge	Skills	Competence Description for EnterSchoolMind
<p>22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by teachers and pupils to improve their time management skills.</p> <p>23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning)</p>	<p>24. Set short and long term goals, prioritize in order to also teach the pupils to do so as well, by effectively guiding and monitoring their planned activities.</p>	<p>25. Develop skills in order to help/teach pupils to plan and manage their time</p> <p>26. Inspire pupils to stay focused and achieve their goals</p>

EntreComp competence: 3.3 Coping with uncertainty, ambiguity and risk		
Knowledge	Skills	Competence Description for EnterSchoolMind
27. Explain effectuation theory, IDEAL problem solving method, risk analysis that you can later use to reduce risks of pupils quitting	<p>28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so</p> <p>29. Use techniques (effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient</p> <p>30. Develop ability to propose alternative scenarios in order to have alternative plan in case some pupils drop the task/activity/project</p>	31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving

EntreComp competence: 3.4 Working with others		
Knowledge	Skills	Competence Description for EnterSchoolMind
<p>32. Define conflict resolution techniques such as compromising, win win, withdrawing and smoothing</p> <p>33. Define emotional intelligence and list its elements according to Goleman</p> <p>34. Define different roles in a team and a classroom</p>	<p>35. Apply active listening techniques such as questioning, paraphrasing, summarizing and appropriate use of body language and teach their pupils to use these techniques also</p> <p>36. Demonstrate emotional intelligence and develop the emotional intelligence skills of their pupils through the design of appropriate activities</p> <p>37. Foster cooperation among pupils through the application of activities that will develop a collaborative classroom</p>	<p>38. Support pupils in building trusting relationships and communicating with one another</p>

EntreComp competence: 3.5. Learning through experience		
Knowledge	Skills	Competence Description for EnterSchoolMind
39. Describe traditional reflection strategies, such as journals and oral or written reporting, as well as new techniques (such as thinking routines e.g. I used to think but now I think, 3-2-1 bridge, two sided notebooks) and self-checks that can be applied with the pupils	40. Develop reflection skills of pupils so as to reflect on their learning from both success and failures through the practical use of traditional and new techniques such as thinking techniques (I used to think but now I think, 3-2-1 bridge, two sided notebooks etc.)	<p>41. Support pupils on their reflection during the different stages of their learning</p> <p>42. Support pupils in recognizing opportunities for learning as well as in evaluating and adjusting learning processes and goals</p>

ANNEX 1

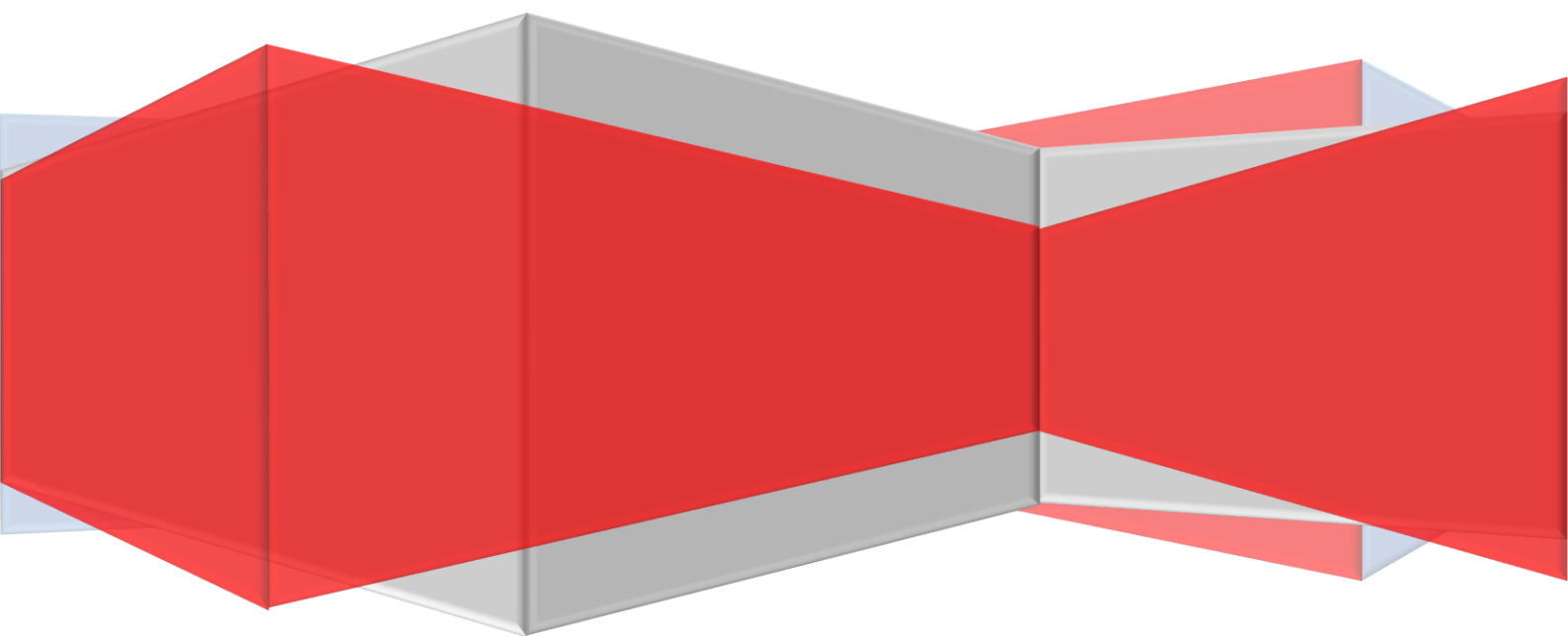
**Cultivate school entrepreneurial mindset through holistic approach
targeting teachers and pupils**



Focus Group Partner Report

IO1A8: Composition of the final intellectual output

**Partner Responsible: CYPRUS - MMC Management Centre
Ltd**



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Introduction

The objective of this document is to provide the guidelines for the analysis of the focus groups implemented in different countries under activity IO1A3. The same document will be used as a template for the national reports to be provided under IO1A5.

Focus group meeting – National Focus Group Report

Focus groups demographics

A. Engagement question

Partner Responsible: MMC	
Place of meeting:	Imvrou 16 Nicosia (MMC premises)
No. of participants:	11
Date:	15/01/2019

Profile of participants:

Teacher	Parent	Opinion Leader	Business Representative	Policy Maker Representative
9				2

Table 1: Participant Profile

Please summarise also any other important staff about the profile of the participants that came out of the engagement question

In the focus group implemented in MMC premises, participants of the focus group were derived from different fields of education. Nine primary school teachers formed the main body of participants, some of them also been parents of children in primary school education. Furthermore, one representative of Cyprus ministry of Education and another one from Cyprus Pedagogical Institute contributed with their experience and knowledge.

Although teachers were the majority of the group, all participants felt free to express their own thoughts regarding the topics discussed, exchanging arguments and in many occasions fostering constructive dialogue.

Participants focused mostly on the **pedagogical aspect of the project**. Some of them were holding relevant entrepreneurial skills and knowledge from former working positions, but all of them are considered experts in the field of education having many years of experience and involvement in pedagogical projects.

Therefore, participants seemed to puzzle when they were asked to provide definitions for entrepreneurial mind-set and entrepreneurship. At this point the contribution of participants from the ministry, pedagogical institute and teachers with some experience in entrepreneurial projects was valuable. The definitions discussion was extended therefore there wasn't adequate time in order to further discuss about the difference between those two elements.

Enhanced by the contribution of participants and the information provided regarding EntreComp, participants' interest focused on the pedagogical and didactic aspect of the

project, as well as the integration of generic skills that participants parallel with relevant needs they deal with in their everyday school practice. From this point, group connected EntreComp 's methodology with objectives and demands of education on skill level, fostering an effective and productive discussion.

Part 1: Identification of entrepreneurial competences

B. Exploration questions

Q1: What is your definition of entrepreneurship?

Write down all the keywords mentioned together with the frequency in which they are being mentioned (You can use the line system initially and then just count the number of lines)

Keyword	Frequency
Actions	6
Management	5
Profit	4
Development	4
Critical thinking	4
Initiative	4
Creation/creativity	4
Exploitation	3
Skills	3
Opportunities	2
Willingness	2
Theory into action	1

Table 2: Definition of entrepreneurship

Q2: What is your definition of entrepreneurial Mindset?

Write down all the keywords mentioned together with the frequency in which they are being mentioned. (You can use the line system initially and then just count the number of lines)

In the case where in Q1 participants are describing mostly the entrepreneurial mindset then you can skip this question and move to the next one. If you do so, please make sure you mention it here.

Keyword	Frequency
Skills	5
Competences	4
Problem-solving	2
Creativity	2
Willingness	1
Exchange (ideas)	1
Resistance (to failure)	1

Table 3: Definition of entrepreneurial mindset

Q3: What is the difference between the two

Write down all the comments

The participants stated, that in their opinion entrepreneurship is the skill (or competence)-set that describes all aspects on this topic, and must be mastered by the persons involved in entrepreneurial activities in order to succeed in this field, while entrepreneurial mindset refers mainly on the attitude (or stance) that a person holds against entrepreneurship as a concept.

Then try to group them in 6-8 categories.

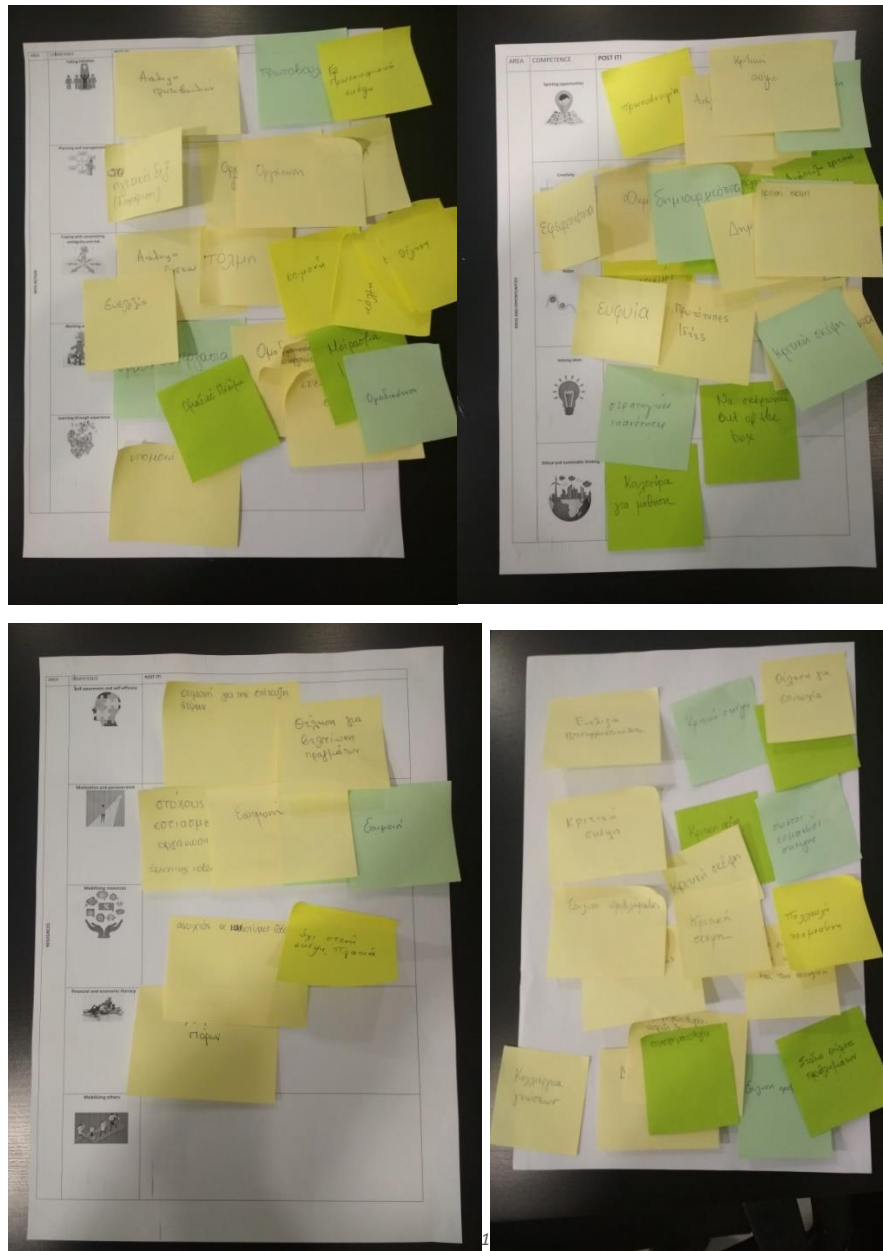
C. Activity

Q4: Activity

As the results of the activity will be used later on there is no need to record anything here. Below you can see a reminder of the activity.

Part 2: Comparison with the EntreComp framework

Take pictures of the results (posters) and stick them in the place below:



¹ Yellow post it notes indicate the general competences of the entrepreneurial mindset and green the ones for schools

Write down the competences per area according to the posters.

Competences from General	Elementary School
Self-awareness and self-efficiency	<ul style="list-style-type: none"> Persistence in reaching the objectives Willing to change the “big picture”
Motivation and Persistence	<ul style="list-style-type: none"> Persistence
Mobilizing resources	<ul style="list-style-type: none"> Openness in novel ideas Expanding thinking horizon
Financial Literacy	<ul style="list-style-type: none"> Resourcing management
Mobilizing other	
Taking initiative	<ul style="list-style-type: none"> Initiatives
Planning and management	<ul style="list-style-type: none"> Leadership and management skills Organizational skills
Coping with uncertainty ambiguity and risk	<ul style="list-style-type: none"> Flexibility Undertake Risk Persistence Willing Boldness
Working with others	<ul style="list-style-type: none"> Teamwork Synergy Teamwork and team spirit Clarity of roles Sharing
Learning through experience	<ul style="list-style-type: none"> Persistence
Spotting opportunities	<ul style="list-style-type: none"> Thinking out of the box
Creativity	<ul style="list-style-type: none"> Spirit of inventiveness Critical way of thinking Development of critical mindset
Vision	<ul style="list-style-type: none"> Critical thinking
Valuing ideas	<ul style="list-style-type: none"> Strategical planning competences Thinking outside of the box
Ethical and sustainable thinking	<ul style="list-style-type: none"> Creative learning culture climate

Table 4: Relating the finding of the focus groups with EntreComp

Other competences identified not in the EntreComp

- Listening skills
- Problem solving
- Plan to action
- Communication skills

Q5: Give to the participants 8 sticky dots and ask them to go back to the posters and put dots on the most important elementary school competences.

Now count the number of sticky dots per competence (for elementary school competences)

Elementary school competence	Number of sticky dots
Creativity	5
Critical thinking	5
Persistence/motivation	2
Team working	1
Decision taking	1
Spotting opportunities	1

Table 5: Ranking of competences

Most of participants' votes highlighted the skills they detected there pupils missing in everyday practice. Apart from creativity and critical thinking skills that participants presented as more important, they also comment on the fact that their pupils have the tendency to lose their interest if a task presents a higher level of demands or is presented in a novel (not traditional) way.

Q6: Do the descriptors describe each competence adequately?

[For this question, go through the competences one by one and ask participants to comment on the effectiveness of the descriptors in describing each competence] OPTIONAL

For this question you need to write down all the competences of ENTRECOMP and for each type comments. If there are no comments for this competence just write down No Comments

Descriptor	Comments
Persistence/self confidence	Not to give up with first complexity occurs, during an implementation of a task.
Work together	Learn to cooperate/ built the results together with your team
Prioritizing	Long and short term achievements are equally important for prioritizing procedure

Table 6: Comments on descriptors

D. Exit Question

Q7. Identify the elementary school (post it note colour) competences that have collected most sticky dots and take the top eight. Check if those are included in the EntreComp.

If yes please go through the descriptor and make comments on it.

If not please write a descriptor for this competence.

Competence	Included in EntreComp	Descriptor/Comments
Creativity	Yes	<ul style="list-style-type: none"> Innovative thinking should be the base of creativity
Initiative	Yes (taking the initiative)	<ul style="list-style-type: none"> Pioneer thinking
Work together	No	<ul style="list-style-type: none"> Cooperate to achieve simple target/team evolution, accomplishment of objectives through synergy and effective communication
Priorities/short term planning	No	<ul style="list-style-type: none"> Focus on aims and use prioritization to achieve them. During prioritizing procedure, the short term goals should not be neglected but on the contrary, they should be faced as elementary components that their absence will lead to failure of the whole project. Furthermore, short term goals and planning should serve the corresponding long term goals and planning.
Learning by doing	Yes (learning through experience)	<ul style="list-style-type: none"> A novel teaching model that demands a swift from teacher oriented to student oriented teaching
Persistence	Yes (Coping with un-certainty, ambiguity and risk)	<ul style="list-style-type: none"> The pursue of a target taking into account available resources and limitations.
Self confidence	Yes (self-awareness and self efficacy)	<ul style="list-style-type: none"> A strong belief of own skills, a procedure to further strength the trust in own self.
Critical thinking	No	<ul style="list-style-type: none"> Thinking of different perspectives, taking different aspects into consideration, thinking out of the box

Table 7: Descriptors for the selected competence

ANNEX 2

**Cultivate school entrepreneurial mindset through holistic approach
targeting teachers and pupils**

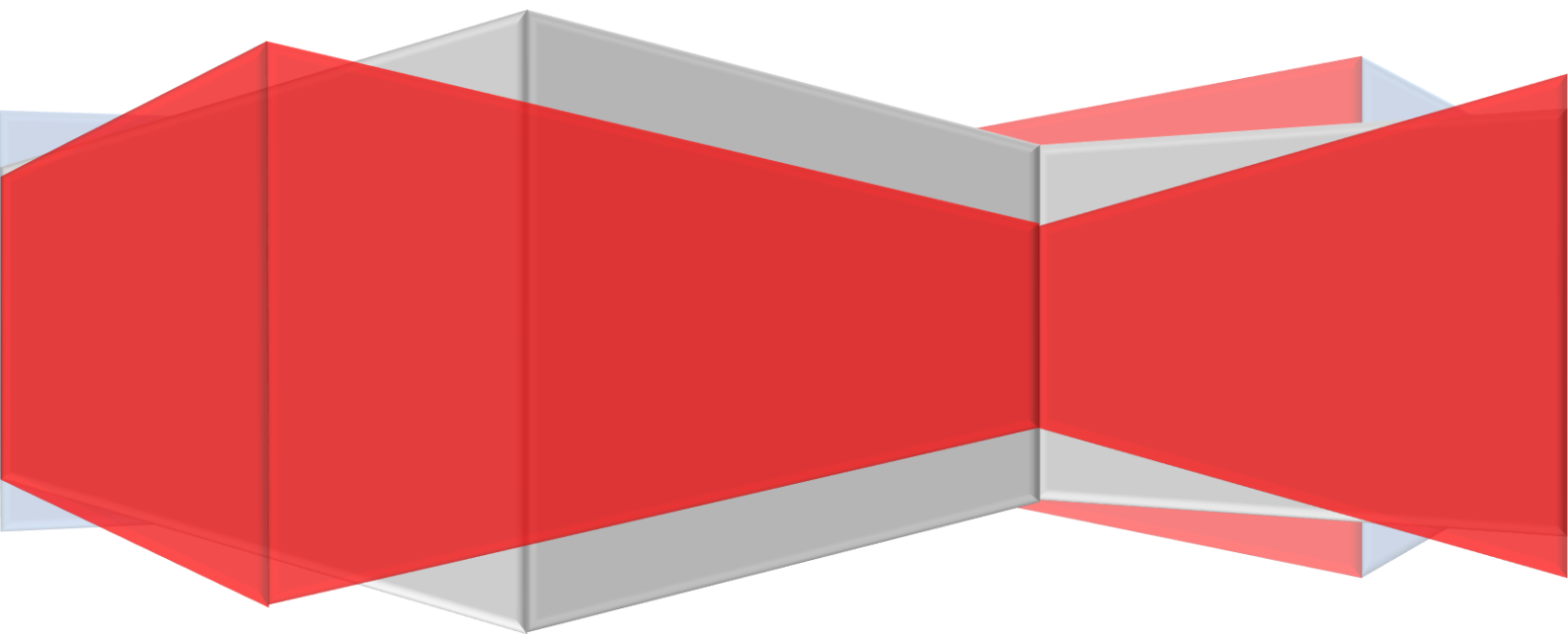


enterschoolmind

Focus Group Partner Report

IO1A8: Composition of the final intellectual output

Partner Responsible: Greece - DIMITRA



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

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Introduction

The objective of this document is to provide the guidelines for the analysis of the focus groups implemented in different countries under activity IO1A3. The same document will be used as a template for the national reports to be provided under IO1A5.

Focus group meeting – National Focus Group Report

Focus groups demographics

A. Engagement question

Partner Responsible:	DIMITRA
Place of meeting:	4th primary School of Tirnavos
No. of participants:	10 participants
Date:	04/03/2019

Profile of participants:

Teacher	Parent	Opinion Leader	Business Representative	Policy Maker Representative
9	5	1	1	1

Table 8: Participant Profile

Please summarise also any other important staff about the profile of the participants that came out of the engagement question

Most of the participants had a double role of both teachers and parents, policy makers and teachers, opinion leaders and parents etc.

Part 1: Identification of entrepreneurial competences

B. Exploration questions

Q1: What is your definition of entrepreneurship?

Write down all the keywords mentioned together with the frequency in which they are being mentioned (You can use the line system initially and then just count the number of lines)

Keyword	Frequency
New Ideas	3
Evolution	1
Investment	2
Financial Profit	5
Other resources profit	7
New knowledge	2

True economy	1
Initiative	3
Creativity	5
Management	1

Table 9: Definition of entrepreneurship

Q2: What is your definition of entrepreneurial Mindset?

Write down all the keywords mentioned together with the frequency in which they are being mentioned. (You can use the line system initially and then just count the number of lines)

In the case where in Q1 participants are describing mostly the entrepreneurial mindset then you can skip this question and move to the next one. If you do so please make sure you mention it here.

Keyword	Frequency
Experience	1
Combination of Competences	6
Motivation for learning	4
Motivation to do	5
Persistence	2
Initiative	4

Table 10: Definition of entrepreneurial mindset

Q3: What is the difference between the two

Write down all the comments

Financial opportunities

Freedom to express

The time that you spend on it

The activity needs more time

Entrepreneurial activities require capital

Not everyone can do it

Needs a lot of time

Entrepreneurs need to have good knowledge of both management and background of entrepreneurship activities

Then try to group them in 6-8 categories.

Intellectual Output 1: Analysis of the EntreComp and identification of the competences and respective learning outcomes that are most relevant in the school environment

Activity 5: Development of partner reports – Greece

The entrepreneurial mindset may not have financial cost and earnings

The entrepreneur should have an entrepreneurial mindset as well as knowledge on the specific entrepreneurship endeavor's activity.

The entrepreneurial mindset proceeds the Entrepreneurship activity.

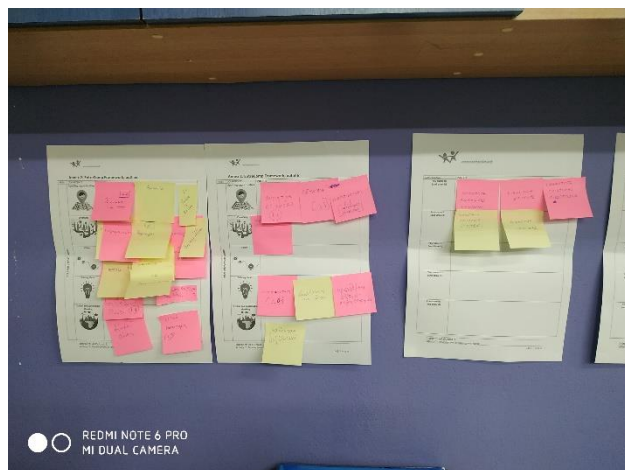
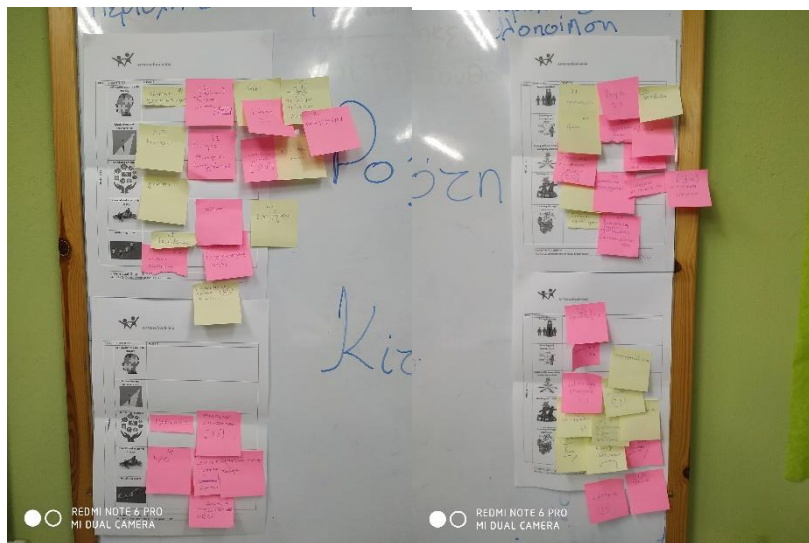
C. Activity

Q4: Activity

As the results of the activity will be used later on there is no need to record anything here. Below you can see a reminder of the activity.

Part 2: Comparison with the EntreComp framework

Take pictures of the results (posters) and stick them in the place below:



Write down the competences per area according to the posters.

Competences from Entrecomp	General - pink	Elementary School yellow
1.1 Spotting opportunities	<ul style="list-style-type: none"> Insightful x2 Receptive Ability to set goals 	<ul style="list-style-type: none"> Imagination Training
1.2 Creativity	<ul style="list-style-type: none"> Creative x2 Enterprising 	<ul style="list-style-type: none"> Creativity x3 Inspirationally

Intellectual Output 1: Analysis of the EntreComp and identification of the competences and respective learning outcomes that are most relevant in the school environment

Activity 5: Development of partner reports – Greece

	<ul style="list-style-type: none"> • Ability to take initiatives/risks • Innovative ideas 	<ul style="list-style-type: none"> • Innovativeness • New ideas
1.3 Vision	<ul style="list-style-type: none"> • Ability for a holistic approach • Vision 	<ul style="list-style-type: none"> • Creativity • Action
1.4 Valuing ideas	<ul style="list-style-type: none"> • Added value to people/businesses • Ability to process/filter ideas • What do I have, what do I want, what I am able to do and HOW 	<ul style="list-style-type: none"> • Sustainability of the idea
1.5 Ethical and sustainable thinking	<ul style="list-style-type: none"> • Ability to take on responsibilities • Sustainable solutions 	<ul style="list-style-type: none"> • Develop Competences • Ability to take responsibilities
2.1 Self-awareness and self-efficacy	<ul style="list-style-type: none"> • Self confidence • Talent • Knowledge 	<ul style="list-style-type: none"> • Support of self confidence • Know what you want, what you need and how to do it • Have courage
2.2 Motivation and perseverance	<ul style="list-style-type: none"> • Professional and financial motive • Failure management • Success management 	<ul style="list-style-type: none"> • Success management • Have motive • Failure management
2.3 Mobilizing resources	<ul style="list-style-type: none"> • Ability to distribute tasks • Specialization 	<ul style="list-style-type: none"> • Know how to mobilise others
2.4 Financial and economic literacy	<ul style="list-style-type: none"> • Benefits • Financial management * 3 	<ul style="list-style-type: none"> • Know how to calculate cost
2.5 Mobilizing others	<ul style="list-style-type: none"> • Promotion of ideas 	<ul style="list-style-type: none"> • Be able to inspire

Intellectual Output 1: Analysis of the EntreComp and identification of the competences and respective learning outcomes that are most relevant in the school environment

Activity 5: Development of partner reports – Greece

	<ul style="list-style-type: none"> • PR 	
3.1 Taking the initiative	<ul style="list-style-type: none"> • Ability to take initiative x2 	<ul style="list-style-type: none"> • Ability to take initiative x2
3.2 Planning and management	<ul style="list-style-type: none"> • Clear mind • Specific target • Ability to organise 	<ul style="list-style-type: none"> • Action • Observeness
3.3 Coping with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> • Risk Management • Creation of safe environment 	<ul style="list-style-type: none"> • Safe environment
3.4 Working with others	<ul style="list-style-type: none"> • Working with peers • Teamwork • Working with experts 	<ul style="list-style-type: none"> • Cooperation / collaboration x2 • Promotion of teamwork x4
3.5 Learning through experience	<ul style="list-style-type: none"> • Problem solving • Crisis management • Knowledge • Experience 	<ul style="list-style-type: none"> • Problem solving • Knowledge development

Table 11: Relating the findings of the focus groups with EntreComp

Other competences identified not in the EntreComp

N/A

Q5: Give to the participants 8 sticky dots and ask them to go back to the posters and put dots on the most important elementary school competences.

Now count the number of sticky dots per competence (for elementary school competences)

Elementary school competence	Number of sticky dots
1.1 Spotting opportunities	5
1.2 Creativity	4
1.3 Vision	0
1.4 Valuing ideas	1
1.5 Ethical and sustainable thinking	6

Intellectual Output 1: Analysis of the EntreComp and identification of the competences and respective learning outcomes that are most relevant in the school environment

Activity 5: Development of partner reports – Greece

2.1 Self-awareness and self-efficacy	7
2.2 Motivation and perseverance	8
2.3 Mobilizing resources	1
2.4 Financial and economic literacy	1
2.5 Mobilizing others	1
3.1 Taking the initiative	4
3.2 Planning and management	0
3.3 Coping with uncertainty, ambiguity and risk	5
3.4 Working with others	11
3.5 Learning through experience	13

Table 12: Ranking of competences

Q6: Do the descriptors describe each competence adequately? [For this question, go through the competences one by one and ask participants to comment on the effectiveness of the descriptors in describing each competence] OPTIONAL

For this question you need to write down all the competences of ENTRECOMP and for each type comments. If there are no comments for this competence just write down No Comments

Descriptor	Comments
1.1 Spotting opportunities	No Comments
1.2 Creativity	No Comments
1.3 Vision	No Comments
1.4 Valuing ideas	No Comments
1.5 Ethical and sustainable thinking	No change of descriptors however the 3rd one "Act responsibly" seemed to be the most important.
2.1 Self-awareness and self-efficacy	At the second descriptor "Identify and assess your individual and group strengths and weaknesses" the focus group suggested the input of "with focus on the strengths"
2.2 Motivation and perseverance	At the second descriptor "Be prepared to be patient and keep trying to achieve your long term individual or group aims" the group suggest the addition of "Not rest on success"
2.3 Mobilizing resources	No Comments

2.4 Financial and economic literacy	No Comments
2.5 Mobilizing others	No Comments
3.1 Taking the initiative	The suggestion was that the first descriptor “Initiate processes that create value” to become “Initiate processes for the realisation of an idea” and the third descriptor to become “Act and work independently, as well, to achieve goals, stick to intentions and carry out planned tasks”
3.2 Planning and management	No Comments
3.3 Coping with uncertainty, ambiguity and risk	No Comments
3.4 Working with others	Keep all the descriptors but also add “Share roles and tasks”
3.5 Learning through experience	No Comments

Table 13: Comments on descriptors

D. Exit Question

Q7. Identify the elementary school (post it note colour) competences that have collected most sticky dots and take the top eight. Check if those are included in the EntreComp.

- If yes please go through the descriptor and make comments on it.
- If not please write a descriptor for this competence.

Competence	Included in EntreCOMP	Descriptor/Comments
Spotting opportunities	YES	No comments
Creativity	YES	No comments
Ethical and Sustainable Thinking	YES	No change of descriptors however the 3rd one "Act responsibly" seemed to be the most important.
Self – Awareness and self-efficacy	YES	At the second descriptor "Identify and assess your individual and group strengths and weaknesses" the focus group suggested the input of "with focus on the strengths"
Motivation and Perseverance	YES	At the second descriptor "Be prepared to be patient and keep trying to achieve your long term individual or group aims" the group suggest the addition of "Not rest on success"
Taking the initiative	YES	The suggestion was that the first descriptor "Initiate processes that create value" to become "Initiate processes for the realisation of an idea" and the third descriptor to become "Act and work independently, as well, to achieve goals, stick to intentions and carry out planned tasks"
Working with other	YES	Keep all the descriptors but also add "Share roles and tasks"
Learning through experience	YES	No comments

Table 14: Descriptors for the selected competence

ANNEX 3

**Cultivate school entrepreneurial mindset through holistic approach
targeting teachers and pupils**

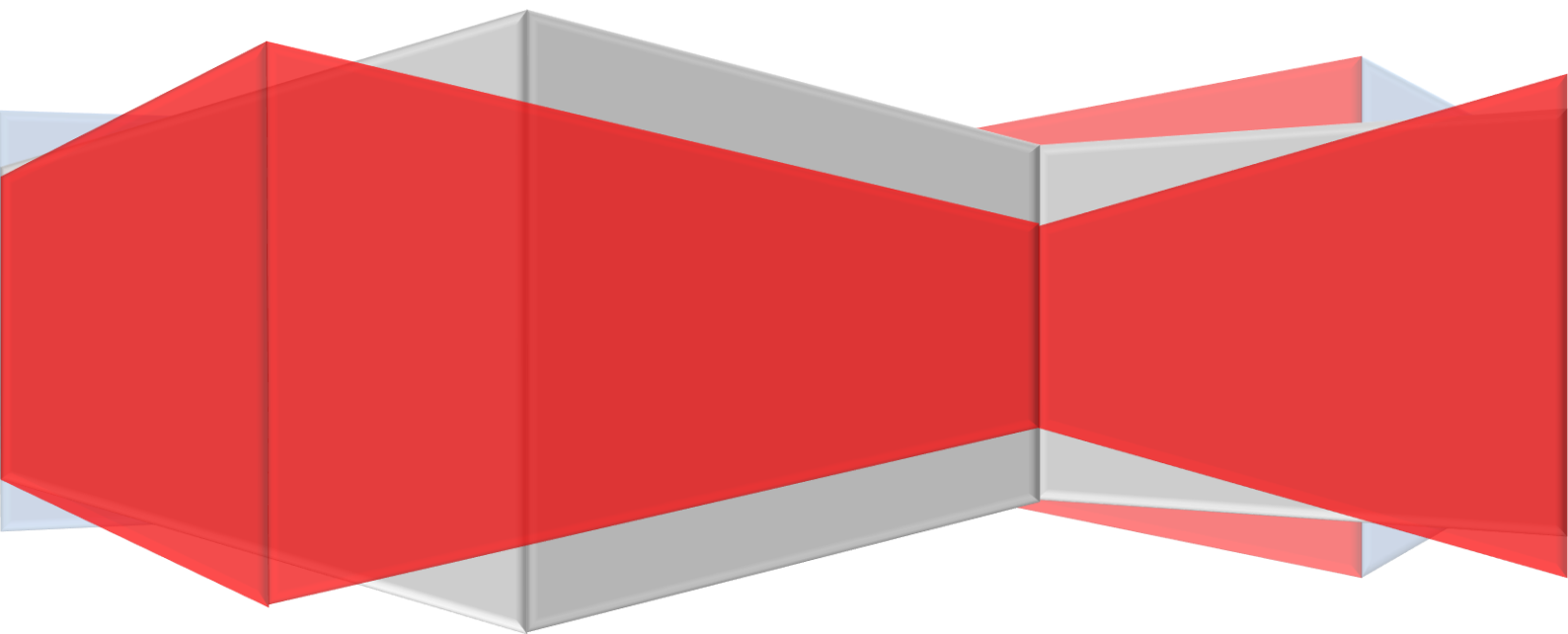


enterschoolmind

Focus Group Partner Report

IO1A8: Composition of the final intellectual output

Partner Responsible: Austria - FH JOANNEUM



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Introduction

The objective of this document is to provide the guidelines for the analysis of the focus groups implemented in different countries under activity IO1A3. The same document will be used as a template for the national reports to be provided under IO1A5.

Focus group meeting – National Focus Group Report

Focus groups demographics

A. Engagement question

Partner Responsible: FH JOANNEUM					
Place of meeting:	FH	JOANNEUM,	Eggenberger	Allee	11,
	8020 Graz,	BZ 402			
No. of participants:	8				
Date:	26.02.2019				

Profile of participants:

Teacher	Parent	Opinion Leader	Business Representative	Policy Maker Representative
5		1	2	

Table 15: Participant Profile

Please summarise also any other important staff about the profile of the participants that came out of the engagement question.

The focus group consisted of five primary school teachers, mixed in gender and age, from Graz and its surrounding areas, one business representative from “Styrian Society for Economy”, one person from “Social Business Club Styria”, and a professor from the “University College of Teacher Education Styria”, with a research interest in entrepreneurship and ethics.

We felt that the composition of the group was important for the atmosphere and quality of discussions. The business representatives and the opinion leader were somehow more dominant in the beginning during the engagement questions. They held a rather pure economic view of entrepreneurship, like founding and managing a business and the necessary skills and knowledge to do so.

This seemed to be more complicated for the teachers, as they didn’t have a ready-made definition of entrepreneurship at hand. We noticed, however, that the teachers became more self-confident, when we pointed out, that the discussions about an entrepreneurial mind-set need to be related to primary schools and this was the core of the topic. Subsequently, the participants found the basis for a lively, nice and productive communication.

Part 1: Identification of entrepreneurial competences

B. Exploration questions

Q1: What is your definition of entrepreneurship?

Write down all the keywords mentioned together with the frequency in which they are being mentioned (You can use the line system initially and then just count the number of lines)

Keyword	Frequency
Founding and managing businesses	2
(economic) maturity, self-determination	2
Economic activities	2
Self-employment	3
Taking initiative	2
Creativity & innovative approaches	2
Seeing ideas/ possibilities	1
Courage to change things	2
Self-confidence	1
Point out opportunities	2
Resilience	3
Failures, error culture	2
Self-marketing	1

Table 16: Definition of entrepreneurship

Q2: What is your definition of entrepreneurial Mindset?

Write down all the keywords mentioned together with the frequency in which they are being mentioned. (You can use the line system initially and then just count the number of lines)

In the case where in Q1 participants are describing mostly the entrepreneurial mindset then you can skip this question and move to the next one. If you do so please make sure you mention it here.

Keyword	Frequency
Possibilities and obstacles	2
Develop ideas and put into practice	3

Develop and set goals	2
Develop a vision	1
Vision & Overview (feasibility, resource management)	3
Value success	2
Rate own resources and manage them	2
Coping strategies	1

Table 17: Definition of entrepreneurial mindset

Q3: What is the difference between the two

Write down all the comments

The participants pointed out, that in their opinion entrepreneurship is located in the field of „founding and managing/leading a business“ (professional knowledge, hard facts) whereas entrepreneurial mindset would focus more on related personal, social and methodological competences.

Then try to group them in 6-8 categories.

Entrepreneurship	Entrepreneurial Mindset
Revealing new ways	Opportunities + Challenges
Maturity, self-determination	Developing and implementing ideas
Self-employment	Setting goals - developing a vision
Taking the initiative	Organizing/getting an overview
Creativity	Recognizing successes
Having the courage to change things	Coping strategies
Confidence	Estimate your own resources

Table 18: Difference between entrepreneurship and entrepreneurial mindset

C. Activity

Q4: Activity

As the results of the activity will be used later on there is no need to record anything here. Below you can see a reminder of the activity.

Part 2: Comparison with the EntreComp framework

Take pictures of the results (posters) and stick them in the place below:

	IDEAS AND OPPORTUNITIES		RESOURCES
	INTO ACTION		NEW COMPETENCES

Figure 1: Posters developed

Write down the competences per area according to the posters.

Competences from EntreComp	General	Elementary School
Spotting opportunities	<ul style="list-style-type: none"> Being able & willing to perform for other people 	<ul style="list-style-type: none"> Recognising wishes and needs Sense of community

Intellectual Output 1: Analysis of the EntreComp and identification of the competences and respective learning outcomes that are most relevant in the school environment

Activity 5: Development of partner reports – Austria

	<ul style="list-style-type: none"> • Sense of community 	
Creativity	<ul style="list-style-type: none"> • Constructive + creative • Realizing ideas (2x) • Communication • Ideas • Creativity • Innovation 	<ul style="list-style-type: none"> • Constructive + creative • Courage and time to seize creative thoughts • Develop own thoughts • Creativity
Vision	<ul style="list-style-type: none"> • Being a Visionary • Being able and willing to develop and implement an idea (management) 	
Valuing ideas	<ul style="list-style-type: none"> • Pursuing goals • Being able and willing to develop and implement an idea (management) 	<ul style="list-style-type: none"> • Change from „error culture“ to success (right/creativity/content)
Ethical and sustainable thinking	<ul style="list-style-type: none"> • Decide, what I affect and what I do not affect • Responsibility • Recognising the personal and social value • Lack of common-spirit: Added value for the community • Very individualistic – always from the point of view of the individual 	<ul style="list-style-type: none"> • Promoting critical thinking • Responsibility • No (material) wealth
Self-awareness and self-efficiency	<ul style="list-style-type: none"> • Being realistic 	<ul style="list-style-type: none"> • Foster self-confidence • Learn to asset yourself • Self-assessment • Learning to recognise interests & strengths

Motivation and perseverance	<ul style="list-style-type: none"> • Ability for resilience • Finding ways to success • Flexibility • Endurance 	<ul style="list-style-type: none"> • Communication strategies • Work behaviour • Foster strengths • Eagerness to experiment • Resilience
Mobilising Resources		
Financial and economic literacy	<ul style="list-style-type: none"> • Know-how (2x) • Develop market knowledge (supply + demand) • Knowing the costs of things and how it can be financed (money) • Compute/calculate • Understanding of operational/ business processes 	
Mobilising others		<ul style="list-style-type: none"> • Presentation techniques • Clear communication • Reviews/justification • Explore new paths
Taking initiative		<ul style="list-style-type: none"> • Experimenting • Searching for information • Getting an overview
Planning and management	<ul style="list-style-type: none"> • Entrepreneurship • Statistics • Structure • Planning • Analysis • Plan, organise, implement and evaluate a project (management) 	<ul style="list-style-type: none"> • Identifying goals and resources • Allow pupils to work freely (time management, encourage independency, management, success: „I did it on my own“) • Self-organisation • Procedure, planning • Structured acting & thinking

Intellectual Output 1: Analysis of the EntreComp and identification of the competences and respective learning outcomes that are most relevant in the school environment

Activity 5: Development of partner reports – Austria

		<ul style="list-style-type: none"> • Organise yourself • Planning/planned actions
Coping with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> • Courage • Reorientation (Trial + Error) 	<ul style="list-style-type: none"> • Courage • Make space for independency • Solving problems • Try to implement ideas
Working with others	<ul style="list-style-type: none"> • Reliability (2x) • Fairness (2x) • Networking • Humanity & Equality • Being on a par with each other • Being able and willing to work together with people (social competence) (management/ people) • Leadership competencies • Negotiations 	<ul style="list-style-type: none"> • Fairness • Networking • Teamwork • Communication • Reliability • Dealing with clear rules
Learning through experience	<ul style="list-style-type: none"> • Process-evaluation • Success/failure 	<ul style="list-style-type: none"> • Self-evaluation

Table 19: Relating the findings of the focus groups with EntreComp

Other competences identified not in the EntreComp

- Solving problems
- Design/shape
- Presentations
- Enjoy accomplished tasks
- Sense of community. Social aspects are missing. Only individual perspective is focused.

Q5: Give to the participants 8 sticky dots and ask them to go back to the posters and put dots on the most important elementary school competences.

Now count the number of sticky dots per competence (for elementary school competences)

- Please note, that 5 sticky dots were put on the newly developed competence “sense of community, common good”. After discussing the descriptor of this competence, the participants thought that it should be part of “Ethical and sustainable thinking” → this is why we wrote (+5)
- “Taking initiative” and “coping with uncertainty, ambiguity and risk” both received 3 sticky dots. When we discussed the descriptors in detail, the participants decided that “taking initiative” should be competence No. 8 and the other one was rated as less important, as parts of the descriptor could be related to other competences (please see page 15).

Elementary school competence	Number of sticky dots
Ethical and sustainable thinking	11(+5)
Self-awareness and self-efficacy	8
Working with others	8
Appreciation of ideas	7
Motivation and perseverance	6
Creativity	5
Planning and Management	5
Taking initiative	3
Coping with uncertainty, ambiguity and risk	3
Learning through experience	2
Solving problems	1
Mobilising resources	
Financial and economic literacy	
Mobilise others	
Vision	

Table 20: Ranking of competences

Q6: Do the descriptors describe each competence adequately? [For this question, go through the competences one by one and ask participants to comment on the effectiveness of the descriptors in describing each competence] OPTIONAL

We could not discuss all descriptors, due to time restrictions.

For this question you need to write down all the competences of ENTRECOMP and for each type comments. If there are no comments for this competence just write down No Comments

Descriptor	Comments

Table 21: Comments on descriptors

D. Exit Question

Q7. Identify the elementary school (post it note colour) competences that have collected most sticky dots and take the top eight. Check if those are included in the EntreComp.

- *If yes please go through the descriptor and make comments on it.*
- *If not please write a descriptor for this competence.*

Competence	Included in EntreCOMP	Descriptor/Comments
Ethical and sustainable thinking	Yes	<ul style="list-style-type: none"> • It's not about the pure purpose, but to create additional value to the community and the environment • The premise should be, that only things that do good to others, can do good to me. Therefore, my ideas shall positively affect my environment.

		<ul style="list-style-type: none"> • Values like tolerance and a feeling for community, need to be imparted with the children to educate their hearts. The ethical perspective needs to be highlighted: Every person counts and is valued, no matter of her/his role in society. • Children shall be clear, that they do have the responsibility for themselves. • Consumption does also include restraint and moderation. A no-buy is an economic decision, too. Quality should be more important than quantity. • Parents need to be included in the development of this competence. Teaching this only in school would not be enough. • Teachers in primary schools have to explain and set the frame for this competence: what does ethical and sustainable mean? Why should we value e.g. the old, or regional products? • Teachers have to teach topics like: knowledge about sustainability, how do my decisions affect my environment, how do decision processes work?
Self-awareness and self-efficiency	Yes	Descriptor should be extended by the community thought: „believe in yourself <u>and others</u> ...», also „believe in the ability of yourself <u>and the others</u> to influence the course...”
Working with others	Yes	„face up to competition positively” is seen as very critical and was heavily discussed by the participants. Competition itself is seen as

		inevitable and nothing bad in itself. But enforcing competition in a pedagogical way is not seen as helpful. Therefore, this sentence should be rephrased or even better removed.
Valuing ideas	Yes	Teachers need to focus more on praising and encouraging children, than concerning about deficits. It should be pointed out, that also ideas of others should be recognised, further developed and spread in the community.
Motivation and perseverance	Yes	Descriptor suits well, it should be added, that staying focussed and resisting distractions is important. Time to play, tranquillity and structure have to be respected, due to their importance for getting to know yourself.
Creativity	Yes	How can creativity be evaluated? Creativity in itself never follows a defined aim. But so does innovation. Difference should be highlighted.
Planning and management	Yes	<ul style="list-style-type: none"> Children should be encouraged to find out what working style they do prefer, in order to strengthen their self-awareness. Differences have to be accepted. „Adapt to unforeseen changes” is only possible in a limited way. “According to the respective age of the children” should be added.
Taking initiative	Yes	Taking initiative is seen as very important, but children do most probably not start processes to create economic values, but rather e.g. to have fun. It should be highlighted, that the value can be of economic, social or cultural value.
Coping with uncertainty, ambiguity and risk	Yes	Heavily discussed descriptor. This competence would make it necessary for children to react

		<p>reflexively, which would be too early in primary schools.</p> <p>After discussing the descriptor the participants agreed, that critical, reflexive planning would be more than can be expected from children in this age.</p>
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Table 22: Descriptors for the selected competence

After having discussed the competences and respective descriptors, one participant stressed out, that there were no sticky dots put on “mobilizing resources”, which was very surprising for him. Because – after all – money is a factor, that is most probably involved in every entrepreneurial activity. This note was agreed on by all other participants.

Additionally, participants stated, that there are many interrelations in the descriptors of the competences. And many sentences would suit more than one competence.

ANNEX 4

**Cultivate school entrepreneurial mindset through holistic approach
targeting teachers and pupils**

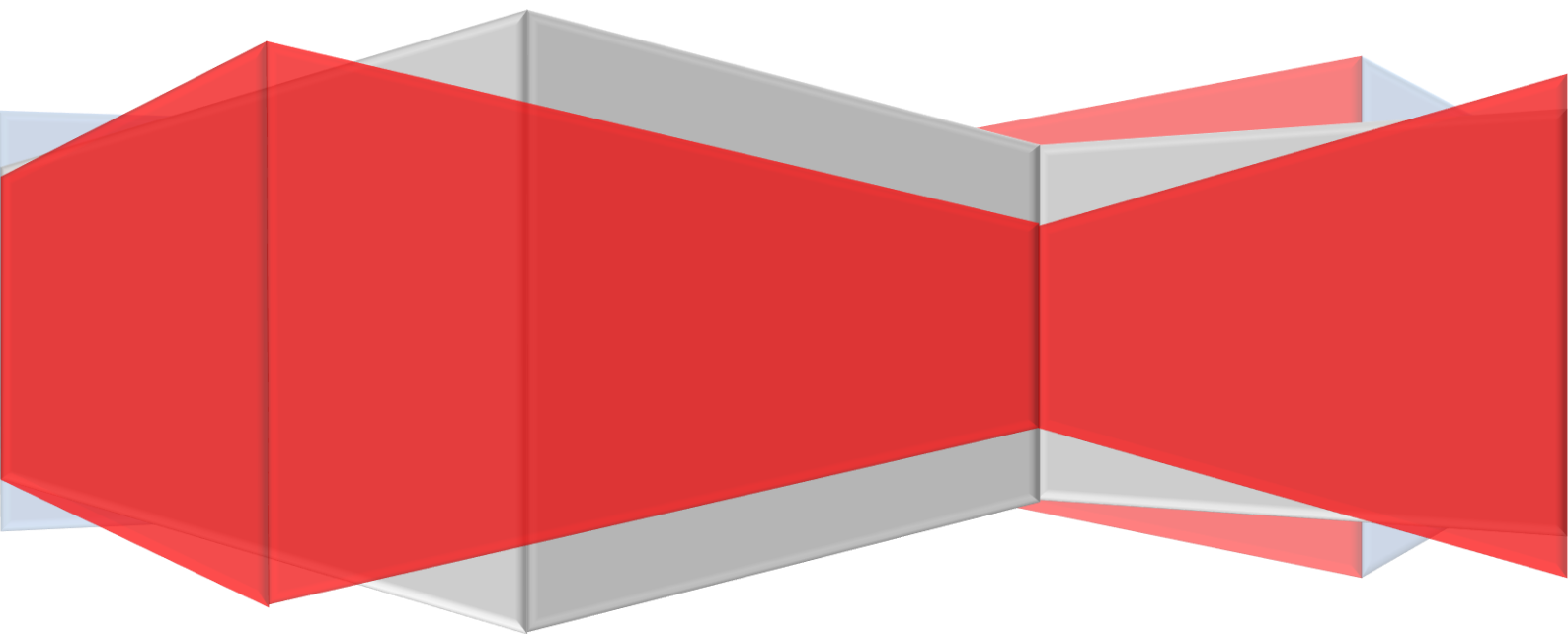


enterschoolmind

Partner Focus Group Report

IO1A8: Composition of the final intellectual output

Partner Responsible: UK - Rinova Ltd



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

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Introduction

The objective of this document is to provide the guidelines for the analysis of the focus groups implemented in different countries under activity IO1A3. The same document will be used as a template for the national reports to be provided under IO1A5.

Focus group meeting – National Focus Group Report

Focus groups demographics

A. Engagement question

Partner Responsible:	Rinova
Place of meeting:	Kensington Primary School, Newham, London
No. of participants:	9
Date:	07.02.2019

Profile of participants:

Teacher	Parent	Opinion Leader	Business Representative	Policy Maker Representative
7			1	1

Table 23: Participant Profile

Please summarise also any other important staff about the profile of the participants that came out of the engagement question

Part 1: Identification of entrepreneurial competences

B. Exploration questions

Q1: What is your definition of entrepreneurship?

Write down all the keywords mentioned together with the frequency in which they are being mentioned (You can use the line system initially and then just count the number of lines)

Because this was done in a group, people tended not to repeat what someone else had already said, thus each keyword / statement was only said once.

Keyword	Frequency
A need in the market for something and to supply it	
Business idea	
innovation	
Looking outside the box	
Being creative – new ideas	

Single minded, focused	
Making profit	
Designing your own route to making money rather than using an established one	
Risk taking	
Dragon's Den	
What's needed to realise your ideas	
successful	

Table 24: Definition of entrepreneurship

Q2: What is your definition of entrepreneurial Mindset?

Write down all the keywords mentioned together with the frequency in which they are being mentioned. (You can use the line system initially and then just count the number of lines)

Again, because this was done in a group, people tended not to repeat what someone else had already said, thus each keyword / statement was only said once.

In the case where in Q1 participants are describing mostly the entrepreneurial mindset then you can skip this question and move to the next one. If you do so please make sure you mention it here.

Keyword	Frequency
Problem solving	
Creativity	
Imagination	
Hyper focus	
Committed	
Confidence and belief in product	
Innovation	
perseverance	

Table 25: Definition of entrepreneurial mindset

Q3: What is the difference between the two

Write down all the comments

We did not spend much time on this question since they seemed clear about the differences already

They are very similar

Number one is an outcome (successful) rather than a mindset

Then try to group them in 6-8 categories.

C. Activity

Q4: Activity

As the results of the activity will be used later on there is no need to record anything here. Below you can see a reminder of the activity.

Part 2: Comparison with the EntreComp framework

Take pictures of the results (posters) and stick them in the place below:

We put the entrepreneurial mindset competences on the pink post it notes. These are not on the posters (there was no space), but are on a separate sheet (see picture). The yellow post it notes are the entrepreneurial mindset competences that can be developed in the elementary school and are on the posters.

Write down the competences per area according to the posters.

Competences from Entrecomp	General	Elementary School
Spotting opportunities	Objectivity, market awareness, competitiveness, identify gaps	Imagination, developing what they are passionate about
creativity	innovative	Innovation, creativity, vision
Vision	Goals, vision, dreams, imagination	Dreams, curiosity, imagination, goal setting
Valuing ideas		Reflective thinking
Ethical and sustainable thinking	Reliable, honesty, honour	
Self-awareness and self-efficacy	Authenticity, reflective, competency, work/life balance	Communicating thoughts, positivity, presenting ideas, passion
Motivation and perseverance	Motivation, Self-discipline, passionate	Resilience, confidence
Mobilising resources		Strategic thinking, problem solving

Financial and economic literacy	Financial skills, business understanding	Budgeting, critical thinking, problem solving
Mobilising others	Positivity, interpersonal skills	Interpersonal skills, conflict resolution, communication – verbal and written
Taking initiative	initiative	Confidence, belief
Planning and management	Organisational skills, product knowledge, management skills, technological skills, research skills, strategic thinking, stakeholder management, time management	Problem solving, forward thinking, planning skills, organised
Coping with uncertainty, ambiguity and risk	Resilience, courage, adaptable, confidence, will power, problem solving	Critical thinking, analytical skills, resilience, positivity, managing emotions, problem solving
Working with others	Empathy, communication skills	Reliability, building and maintaining relationships, communication, social skills
Learning through experience	Critical thinking	Reflecting, objectivity

Table 26: Relating the finding of the focus groups with EntreComp

Q5: Give to the participants 8 sticky dots and ask them to go back to the posters and put dots on the most important elementary school competences.

Now count the number of sticky dots per competence (for elementary school competences)

Elementary school competence	Number of sticky dots
Spotting opportunities	2
creativity	6
vision	2
Valuing ideas	2
Ethical and sustainable thinking	3
Self-awareness and self-efficacy	2
Motivation and perseverance	5

Intellectual Output 1: Analysis of the EntreComp and identification of the competences and respective learning outcomes that are most relevant in the school environment

Activity 5: Development of partner reports – UK

Mobilising resources	-
Financial and economic literacy	3
Mobilising others	1
Taking initiative	6
Planning and management	3
Coping with uncertainty, ambiguity and risk	3
Working with others	5
Learning through experience	4

Table 27: Ranking of competences

Q6: Do the descriptors describe each competence adequately? [For this question, go through the competences one by one and ask participants to comment on the effectiveness of the descriptors in describing each competence] OPTIONAL

For this question you need to write down all the competences of ENTRECOMP and for each type comments. If there are no comments for this competence just write down No Comments

We didn't have time to do this question

D. Exit Question

Q7. Identify the elementary school (post it note colour) competences that have collected most sticky dots and take the top eight. Check if those are included in the EntreComp.

- **If yes please go through the descriptor and make comments on it.**
- **If not please write a descriptor for this competence.**

Some general comments in this section were:

Most of these skills and competencies happen in school anyway, often rather accidentally and they are not measured

All of these competencies can be integrated into the current curriculum

Competence	Included in EntreComp	Comments
Taking initiative	Yes	Lots of problem solving in maths and design technology
Working with others	Yes	Learn empathy in literacy and history
Learning through experience	Yes	The school (the teachers work in) has a growth mindset and buys into things like resilience, communication and life skills
Motivation and perseverance	Yes	Resilience and managing emotions are worked with in schools but not measured, & hard to track
creativity	Yes	In early years teaching they cover a lot of the competences naturally. The children are passionate about their own things and creativity and imagination is fostered.
Coping with uncertainty and risk	Yes	Workforce of the future needs to be more flexible – not just when running own business
Ethical and sustainable thinking	Yes	Being entrepreneurial doesn't usually equate with being ethical
Planning and management	Yes	The school curriculum teaches kids how to take thoughts and put them into action

Table 28: Descriptors for the selected competence