WP2 – Pre-Analysis

Study of specific needs according to new competences of teachers

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1   Introduction

Whilst the whole of Europe is facing serious economic crisis, entrepreneurial spirit and business awareness are needed amongst VET students. VET teachers are key drivers to feed and encourage the spirit and guide the action of potential start-up businesses of their students. Coaching and mentoring approaches are fundamental to minimise the risks of failure; failure occurs in about 50% of businesses in the first five years.

Self-employment is often seen as a way out of unemployment. Many young people embark on entrepreneurship, with varying degrees of success. Businesses can be more successful if there is personal support and guidance; mentoring can make a difference. Experienced business people, often retired or unemployed themselves, can use their valuable skills and knowledge to help and support others become successful entrepreneurs. EUCIS (The European Civil Society Platform on Lifelong Learning) particularly stresses the need to have a broad understanding of the entrepreneurship competence as a set of transversal competences not only aimed at setting up a business. It also raises awareness on the need to develop social entrepreneurship, teacher training and recognition and validation of entrepreneurial competences acquired in non-formal and informal learning.

Experience has also been gained in the entre-coach project (www.entre-coach.eu). Experience showed how useful coaching could be, and also how hard teachers found it to coach and/or mentor young entrepreneurs; the teachers have the pedagogical skills but not all have business experience. Entrepreneurial teaching, where teachers are agents of change, and the teaching of transversal skills, is another consideration.

1.1   Entrepreneurial education

Education for entrepreneurship can make a difference as young people who go through entrepreneurial programmes and activities start more companies and earlier.

The skills learnt also stand the young people in good stead with regular employment; when employability skills were researched in UK, Poland, Spain, Netherlands, Italy and Turkey, it was discovered that similar skills are needed by employers (EMPLOY Project, LLP 2012-2014 – www.employ-project.com)

"Entrepreneurship education" is a widely used term but relevant stakeholders usually consider that the competence behind it can be used for a whole range of different purposes: not only to build your own business. Indeed, being a team-player or knowing how to manage projects will be useful in many other jobs. Besides, the entrepreneurship competence is also much about adaptability and anticipation of labour market trends; acquiring this competence will also personally enrich the learners and make them better citizens.

1.2   Coaching, mentoring and support

According to the GEM 2013 Report (Global Entrepreneurship Monitor) entrepreneurs worldwide – at both the established and early-stage phases – exhibited higher ratings on subjective well-being compared to populations not involved in entrepreneurship activities, suggesting that entrepreneurship could be a good career choice for most.

People were asked to identify the forms of help and support they required in order to overcome barriers preventing them from working and learning. Although few used the term 'guidance', the activities they identified are integral to high quality IAG. They include:

- Accessible, personally relevant, up-to-date and sufficiently detailed information in relation to older people: (a) to assist career choice; (b) to identify suitable local opportunities (jobs, learning, volunteering); and (c) to locate local organisations that can help.

- Staff who offer skilled and personal support over a period of time and to whom people can return (ie personal advisers and mentors). Feedback also indicates that people welcome follow-up and 'tracking' of progress because these show that agencies are interested and genuinely care.

- Skilled assessment, including help in identifying: existing and transferable skills, aptitudes and experience, and relating these to the current labour market; previously unrealised potential; and preferred learning styles (so that they can make optimum use of learning opportunities).

- Help with such areas as personal presentation, writing CVs, interview techniques, job-search and self-advocacy.

- Peer group support - to extend networks, provide motivation and encouragement, and support each other in achieving personal objectives.

About 50% of new businesses fail during their first five years, the so-called 'valley of death' of business development. To achieve the increased economic growth rates targeted by Europe 2020 it is vital to increase the resilience and competitiveness of these firms. Dedicated information, professional services and technical advice support are fundamental tools for this goal. Existing programmes in Europe and the US prove that advice and mentoring by experienced entrepreneurs improves resilience, increases internationalisation, leads to greater growth and more newly founded enterprises.

The research conducted by DG Enterprise and Industry in 2012 specifically cites support and tailored assistance as crucial to success.

2   Analysis

The online questionnaire was available for completion for 4-5 weeks in March/April 2014. From a total of 139, there were 32 responses from Finland and the same from Lithuania, 26 from Spain, 22 from Netherlands, 26 from UK - and 1 from Greece. The language of the questionnaire was English. It was translated to all four local languages: Finnish, Spanish, Lithuanian and Duch. Respondents were able to choose the language they preferred.

Most of these (103) were from Vocational Colleges, 25 from Universities (plus 4 from University of Applied Science), with some High Schools and specialist colleges. Almost all described themselves as teacher, trainer, lecturer, some coaches and with some people from management and administration teams also responding. Two-thirds of respondents were female; half were aged 39-55, 38 people over 55 years old and 29 26-39. Only 2 were under 25 years old.

Teachers from all vocational areas answered the questionnaires, with no areas really predominant; 26 teachers stated they worked in economics, business or entrepreneurship.

The questionnaire had six separate parts. The first part was dedicated to the demographic questions, the second gave statements of five different topics and respondents were asked to give their opinion on them. The third part aimed to measure teachers opinions of the relevance of different aspect of the entrepreneurial attitude; this also questioned their capability to teach these aspects. The fourth part related to the competences of the teacher; respondents were asked if they think the competence is needed and then asked if they have that competence. In part five respondents were asked to tell how much experience they have in different aspects of modern teaching, with the sixth part being a closure where they were given opportunity to express their interest on participating in training and if they wanted more information on the project. The contact information given and the answers of

each persons were kept separately so the names and the answers could not be combined and retained anonymity.

2.1   Opinions on the given statements

The aim of the first part of study was to find out what teachers today think of their work, what kind of attitudes and opinions they have. The statements were in the relation to life at work and to other relevant stakeholders of educational institutions. There also was a need to see what teachers today think of the relevant technology. There were five set of statements; respondents were asked to tell if they agree or completely disagree (scale 1-4), with 'not sure' being a valid response.

2.1.1   The role of the teacher

There is a shift in pedagogical terms from teacher centred learning to student responsibility and empowerment; at the same time, the entrepreneurial mindset is considered advantageous for success in changing 21st century work, not just for entrepreneurs.

The teachers were asked how far they felt they had gone along the new pathway and what skills and competences they felt would be of use to them in the future to stimulate and support an entrepreneurial mindset.

The role of the teacher is changing; most respondents recognised this.

The questions asked were as below:
- Teachers teach while learners listen and learn
- Learners are responsible for their own learning
- Teachers are expected to answer any questions their students have
- I feel comfortable with my practice as a teacher in my organisation
- I am open to changing style and practice to meet the needs of the student and the workplace

- I have implemented changes in my teaching practice in the last 3-5 years
- Teachers help students to define their needs to learn/complete their study
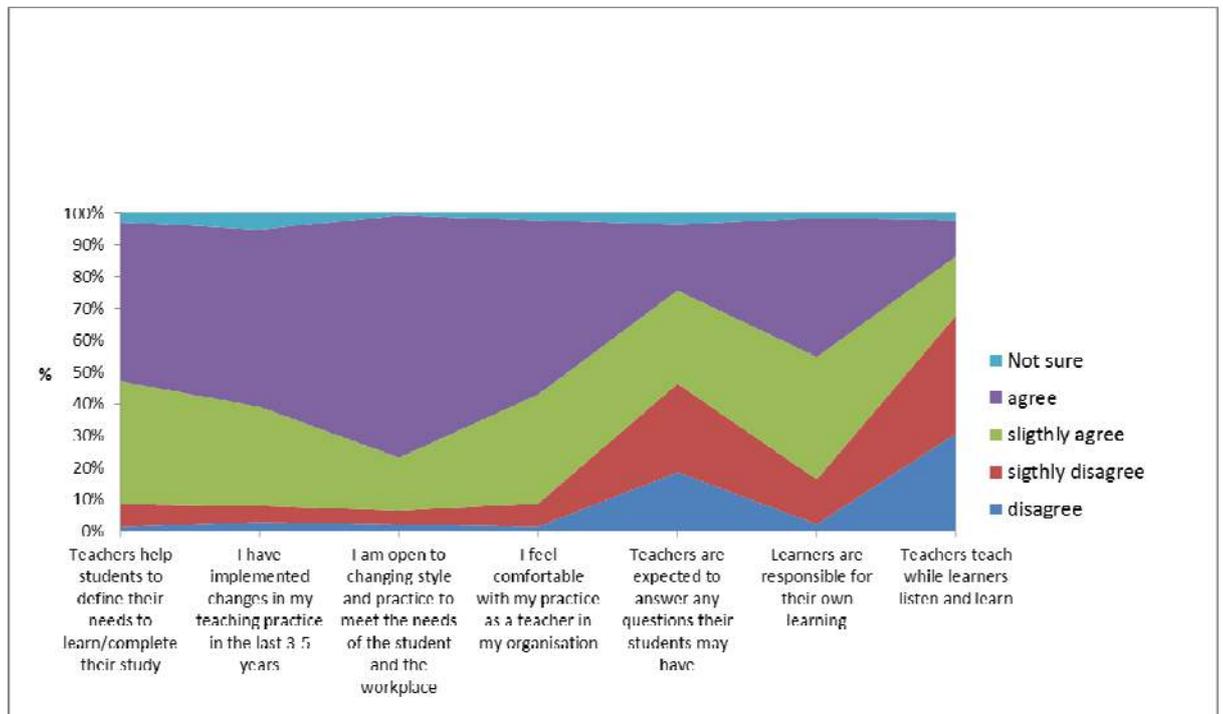
Teachers agreed most on the statement "I am open to changing style and practice to meet the needs of the student and the workplace" and agreed least on "Teachers teach while learners listen and learn". The statement "Teachers are expected to answer any questions their students have" was seen almost equally untrue. There was some differences between countries. In Finland the tendency was strongest while in Lithuania weakest.

2.1.2 How teachers see themselves

To see how teachers see themselves as members of a learning community there was five possible statements:

- More work is now done together with colleagues
- Teachers are pedagogical specialists
- Teachers are involved in working with enterprises to define the training requirements of the students

- Teachers work in a dynamic and changing profession
- I feel well prepared to meet the changing trends in education
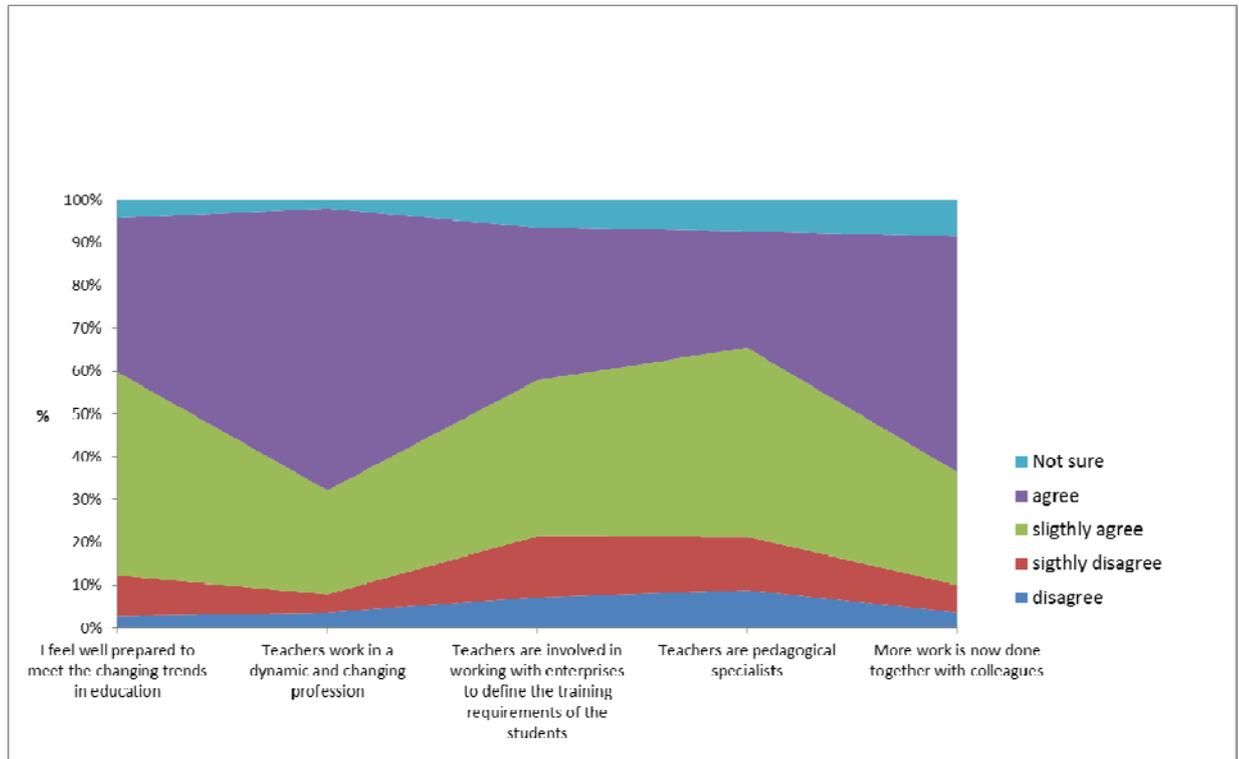
- These statements were generally agreed upon. Weak statements were: "I feel well prepared to meet the changing trends in education", "Teachers are pedagogical specialists" and "Teachers are involved in working with enterprises to define the training requirements of the students". The differences between the countries were not significant. However in Spain 50% and UK 30% disagreed to some extent on statement "Teachers are pedagogical specialists" . In Lithuania only 7% and Finland 5% think that way.

2.1.3   The business world

Working in networks with industry and the business world is essential in these changing times. Opinions on this topic were measured in three statements:.

- Teachers have the responsibility to communicate with business networks and establish relationships with the members

- Teachers regularly learn professional development within their field of Industry

- The learning needs of the work environment are carefully anticipated and subject curricula are altered accordingly where I work
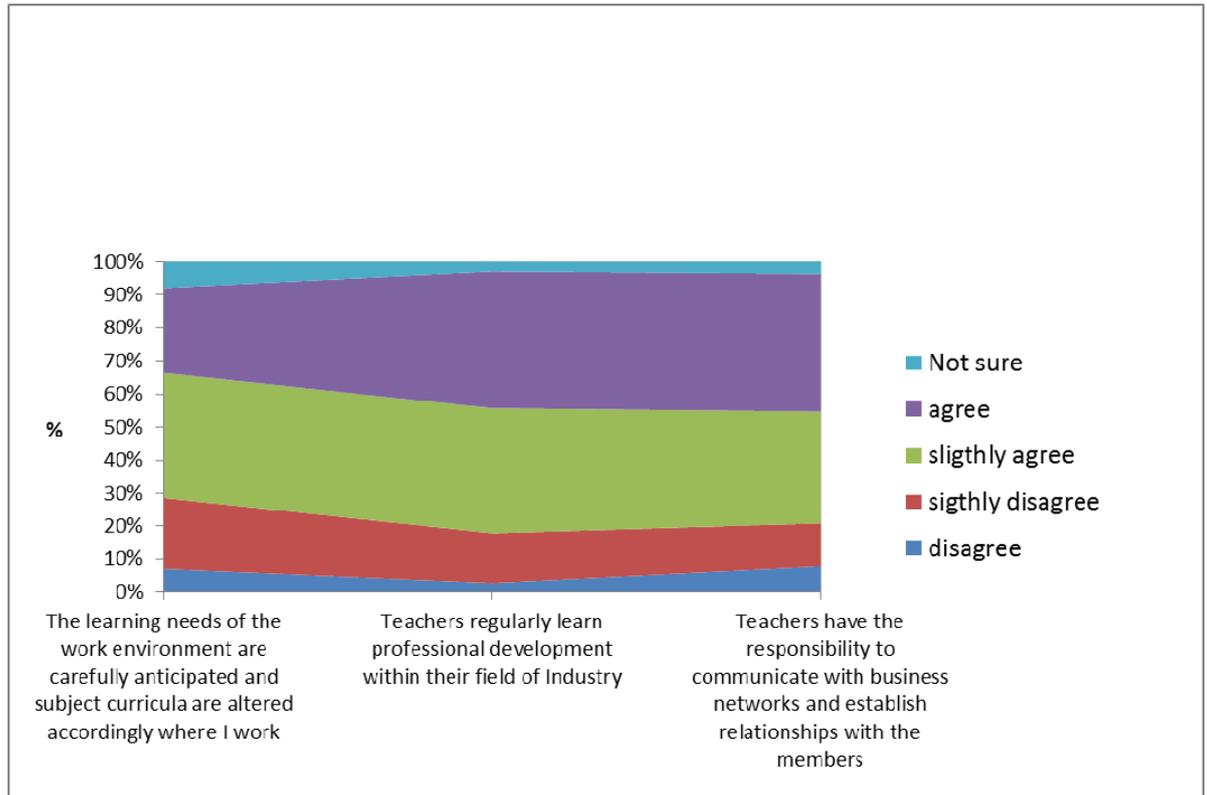

More than 70% were in general agreement.. However there was some variation on this from one partner to another. In the UK the disagreement was highest and the lowest in Spain. In Spain however the disagreement on the statement "Teachers have the responsibility to communicate with business networks and establish relationships with the members" reached average 30%. In Lithuania the disagreement on statement "Teachers regularly learn professional development within their field of industry" was particularly low.

2.1.4 Problem solving

Problem solving and the stakeholders estimated capacity to solve problems was asked by seven statements:

- Openness in thinking is a starting point for solving problems

- An ability to see different perspectives

- Problem solving requires innovative thinking

- Teachers in my organisation are effective at solving problems

- Students in my organisation are effective at solving problems

- Problem Solving involves rational analysis and the implementation of well-tried solutions

- Interdisciplinary approaches provide better solutions
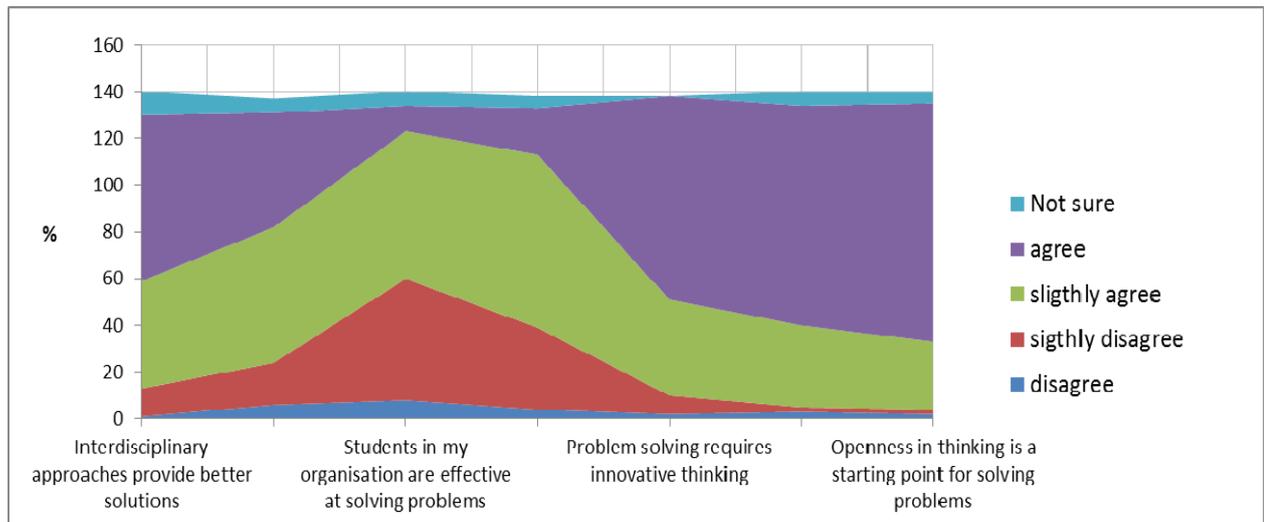
It is relatively interesting to see that the vast part of respondents disagree on statements "Teachers in my organisation are effective at solving problems" and "Students in my organisation are effective at solving problems". This finding puts extra pressure on orientation of the E-DECO coaching training for one of the main point of coaching is the belief that people can solve issues by themselves. Also the statement "Interdisciplinary approaches provide better solutions" shared opinions. There were differences on this between the countries. In some, for instance Finland, the disagreement was weaker but the total agreement was not common. In all the counties faith in colleagues' capacity to solve problems was at a higher level than the belief in students.

2.1.5 Technology

Four questions were asked about technology and its use in education:

- Innovative use of technology brings new dimensions to learning

- Technology is challenging

- Technology is fun/fantastic

- Teachers are generally well prepared to keep up with and take advantage of new technology in their teaching
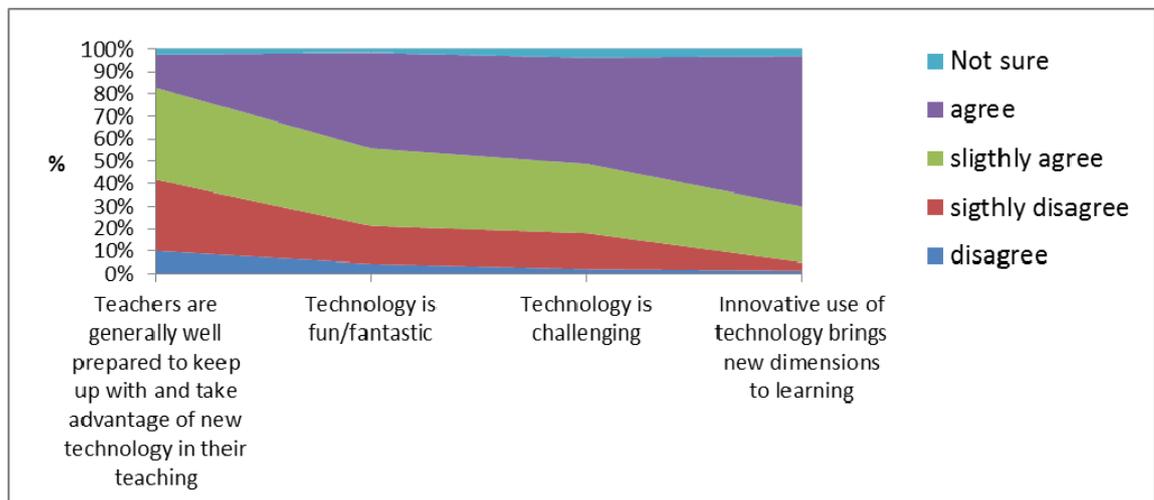
There were some doubts (disagree or slightly disagree 40%) on teachers' cabability to use technology but almost all of the respondents think that "Innovative use of technology brings new dimensions to learning". Out of all respondents, 20% think that technology is not fun and the same amount disagree on the statement "Technology is challenging". The tendency was similar in all the coutries. Even in Finland, less people saw technology as fun and in Lithuania up to 60% respondents think that technology is challenging (agree or slightly agree)

2.2   Entrepreneurial attitude

The second part of the questionnaire measured teachers' opinions of entrepreneurial attitude. The goal was to see if there are gaps between the need and capability to teach. The opinion of the teacher was sought on the importance of the topic and their idea of how much the student needed to obtain.. Topics included networking, economics, positive attitude, goal orientation, communication, determination, problem solving, working under pressure, creativity and passion. Respondents were asked to tick all relevant answers and the interest was in their own personal opinion

of need, the view that their students needed to gain the competence and also wheth-er or not their teaching was delivering this need.
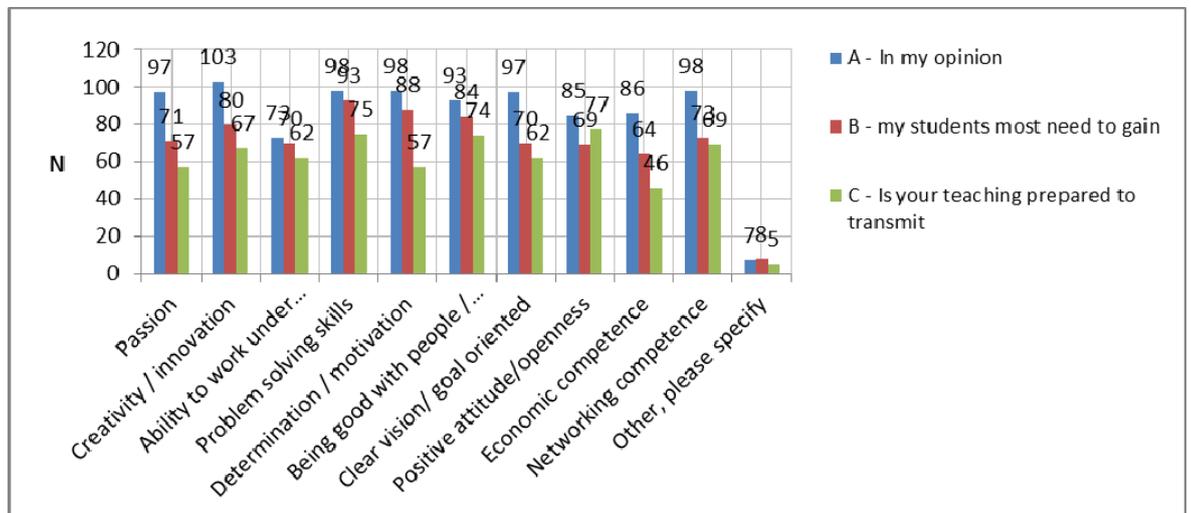
In almost all the topics one can find gaps. In all cases, more respondents find the topic important than feel confident to teach it. Exclusively there was a gap on topics passion, determination and economic competence. The gap between the percieved need of the student and capability to teach was not so vast. While it was less prominent or not existing in "positive atittitude", "goal orientation" and "networking".

This entrepreneurial attitude showed some differences across the different partner countries. It also may be seen that the given topics were considered important by almost all of the respondents.

Entrepreneurial attitudes across countries

Legend:
- NL
- UK
- LT
- ES
- FI
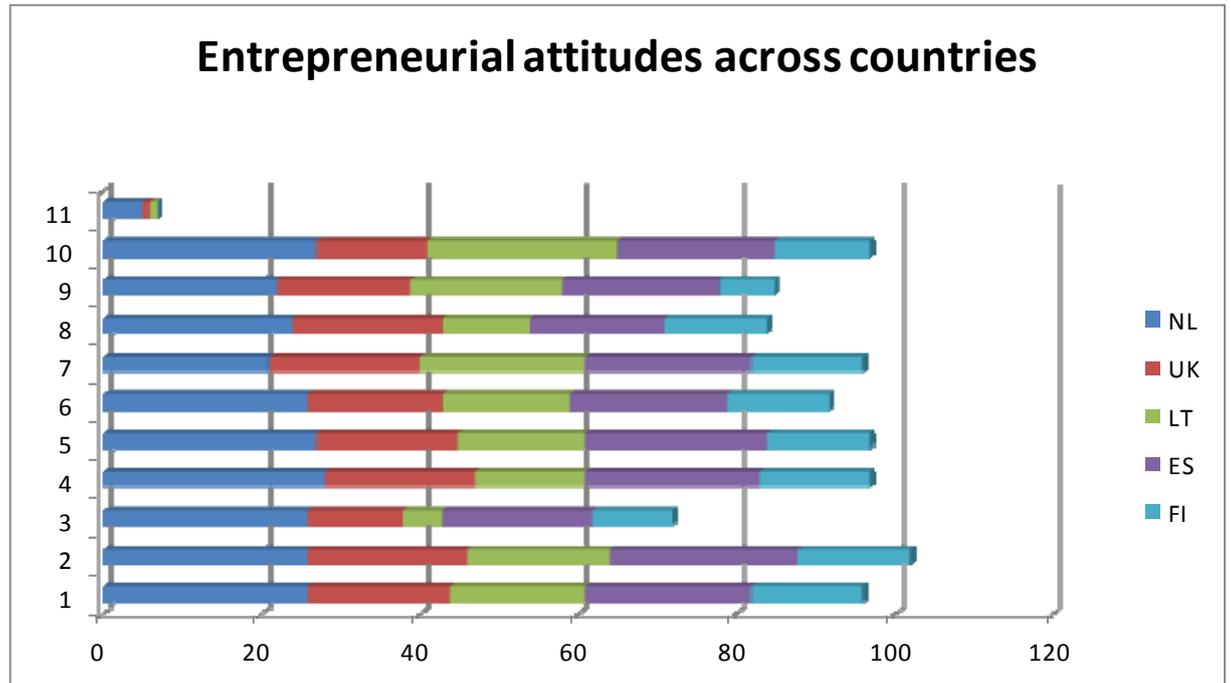
The ten competences questioned were:.

11:	(Other)
10:	Networking
9:	Economic
8:	Positive Attitude
7:	Goal orientated
6:	Communication
5:	Determination
4:	Problem Solving
3:	Work under pressure
2:	Creativity
1:	Passion
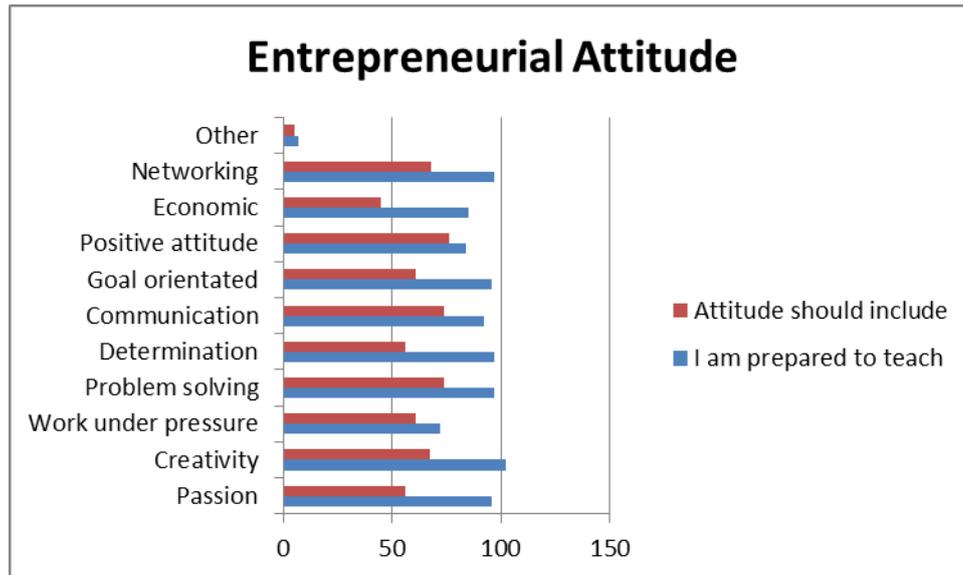
It was interesting to note that all respondents felt that they were prepared to teach all of the aspects of entrepreneurial attitude.

When the answers to other questions are examined, it would appear that this question was taken as 'they would be prepared to teach this competence', but actually they are not yet able and ready to teach this.

2.3   Need and competences

The third part of the questionnaire was to find the need for other more general competences that teachers need today. Teachers were asked if they see the the chosen competence as important and qualitative statements of how they see their own situation. The question was: "I do not have this competence"; "Could be developed further" and "I already have this competence".

The key for quick analysis of the graphics is to see the difference in the heights of the columns. If the first column is high and the last is low the need exists. However the strong need can be seen if the first column is high and the second is notable.

2.3.1   General vocational competences
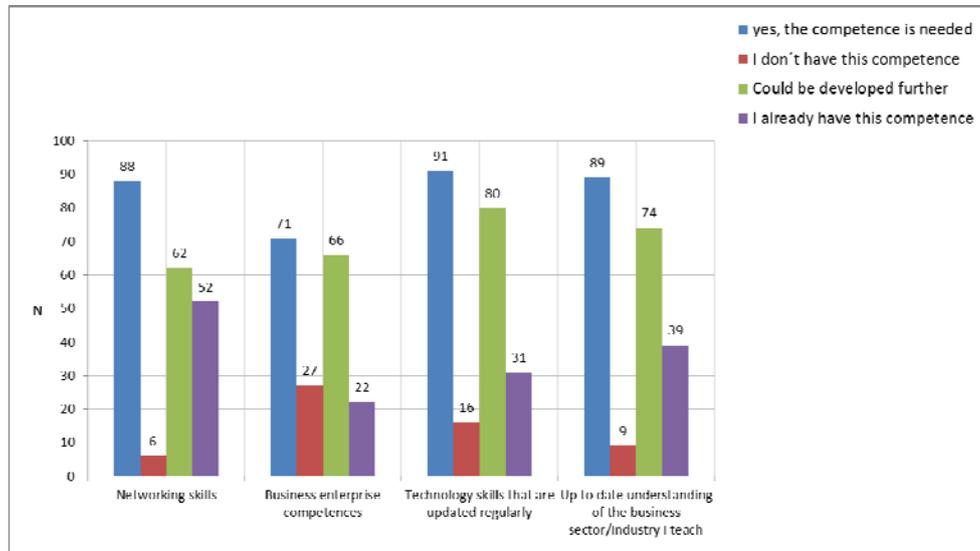
General competences were asked in four different aspects. The need that teachers recognized by asking respondents opinions on networking skills, business enterprise competences, technology skills (that are updated regularly) and up-to-date understanding of the business sector/industry. All of the four were seen as important. Only in networking skills teachers felt to have the competence in some level. However in all of four aspects some further development was needed.

Some national differences could be found.

Business Enterprise Competences
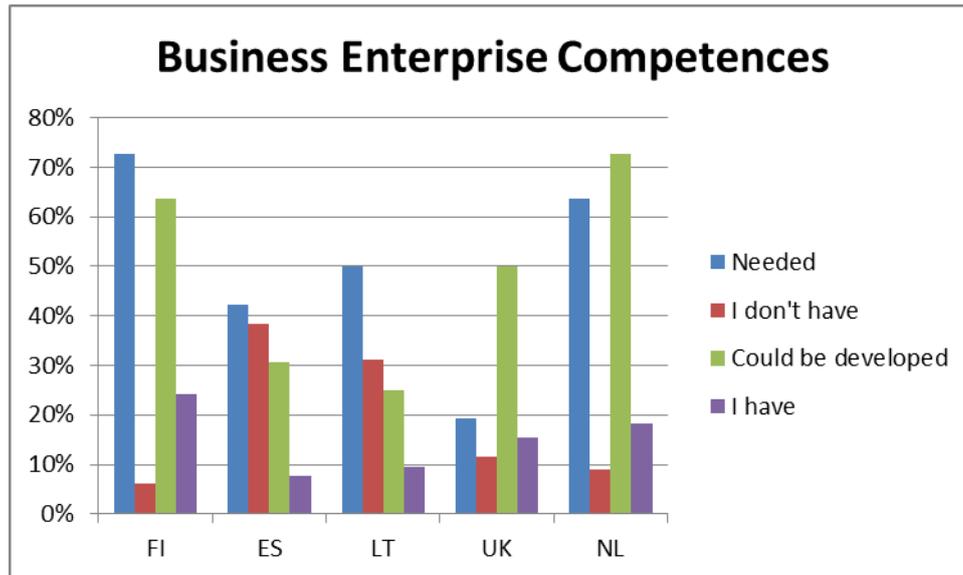
Most teachers accept that business enterprise competences are needed; in all countries, the teachers need to develop these competences, with only Finland above 20% that already have these skills. In the UK, less than 20% of teachers think their students (or themselves) need business competences.

Networking skills appear to be developed and needed; this was seen as important in almost every country. All Lithuanian teachers answered that they already had this competence to the extent that they do not need to develop it further. The UK was another exception as networking skills are not considered important - more than 45% of the respondents did not think these important, while more than 10% of them answered that they do not have networking skills at all.
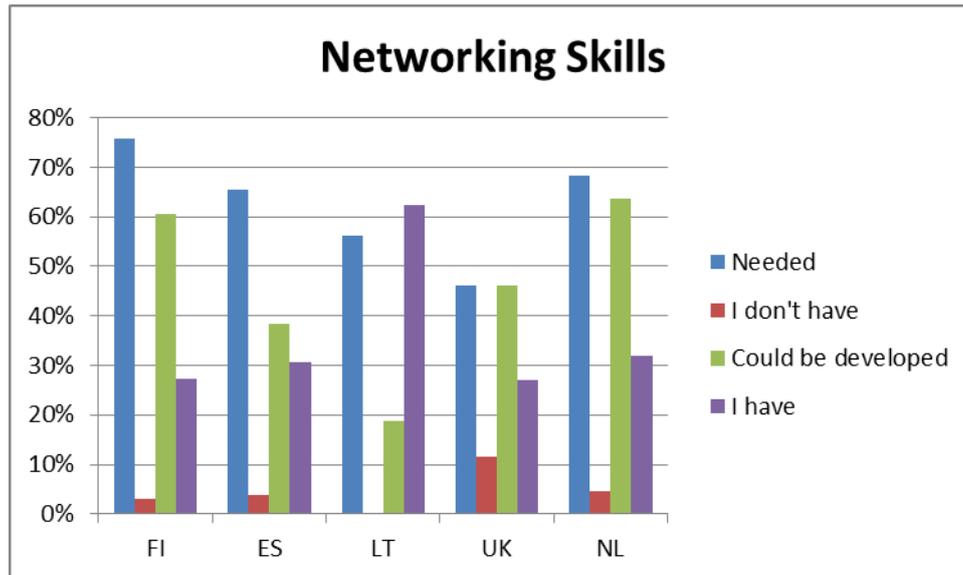
There were some other topics mentioned in the questionnaires, attitudes that some respondents felt were needed:

- Moral and ethical values

- Resilience

- Analytical skills

- Empathy with emotional intelligence

- Foreign languages

- Use of IT

- Legal framework, taxation, financial skills

There was also an interesting question – can you teach attitude?

Teachers in all countries are not feeling that they are able to keep up-to-date, even within the business or industry sector in which they teach. In fact, this is not at all surprising; it is also clear that all respondents thought that keeping up-to-date was important.

Up-to-date understanding of business/industry sector I teach
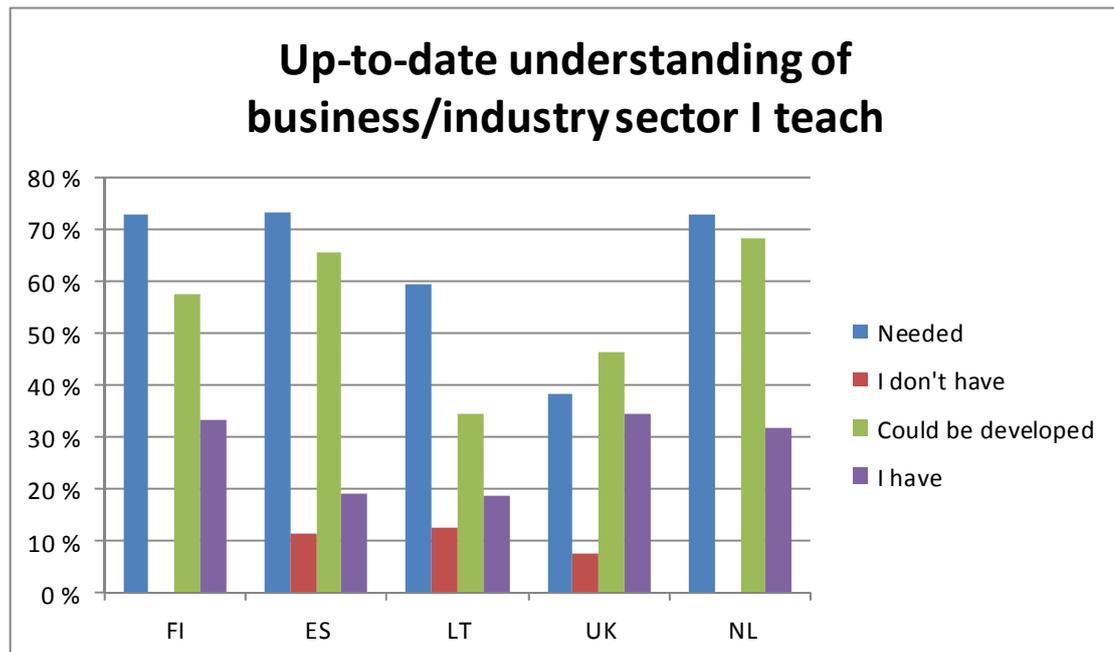
2.3.2   Pedagogical competences

Pedagogical competences were measured with eleven different aspects:

- I regularly give and receive feedback in everyday work
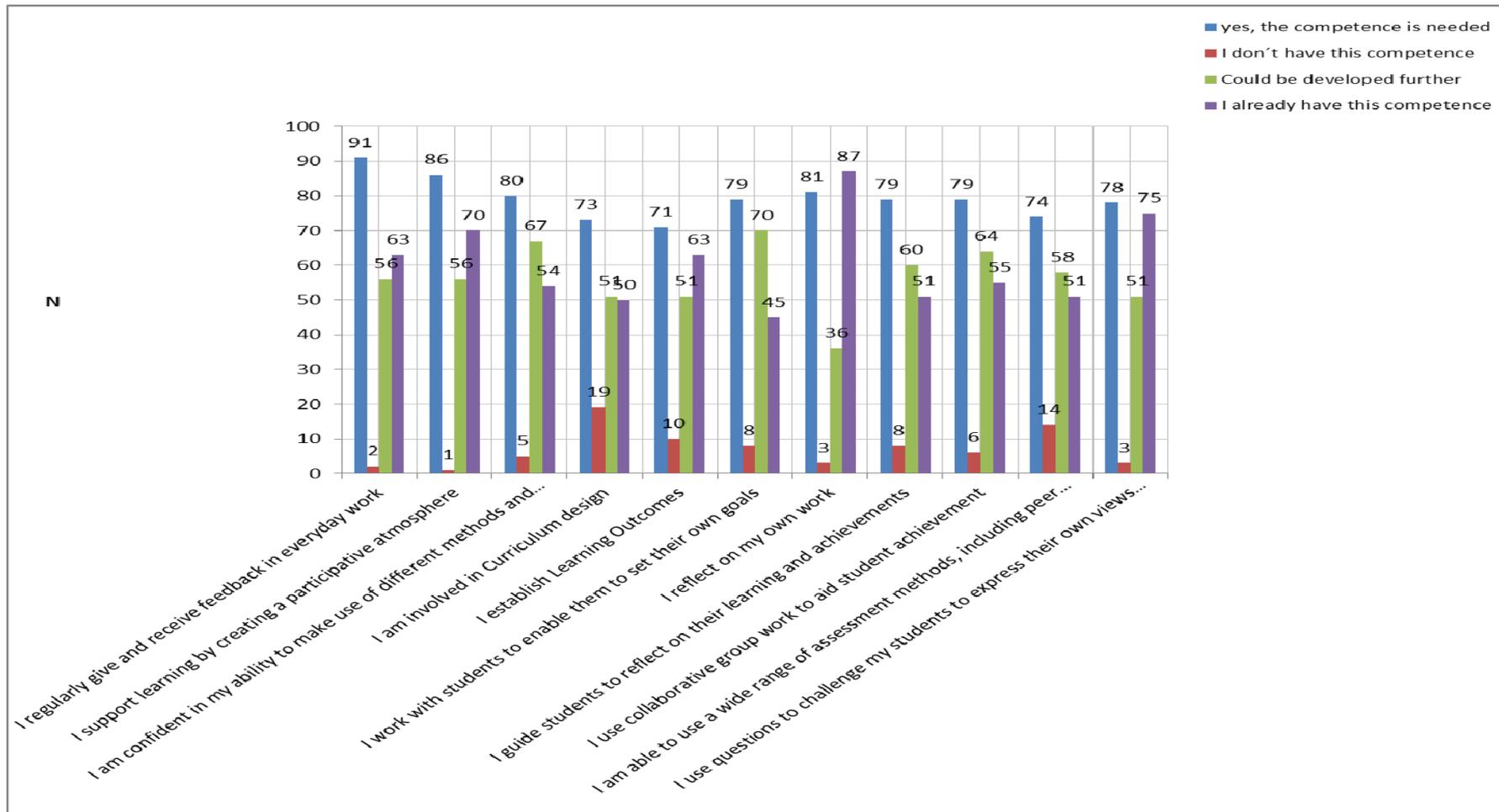- I support learning by creating a participative atmosphere
- I am confident in my ability to make use of different methods and approaches
- I am involved in Curriculum design
- I establish Learning Outcomes
- I work with students to enable them to set their own goals
- I reflect on my own work
- I guide students to reflect on their learning and achievements
- I use collaborative group work to aid student achievement
- I am able to use a wide range of assessment methods, including peer assessment
- I use questions to challenge my students to express their own views and knowledge

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Legend:
- yes, the competence is needed
- I don´t have this competence
- Could be developed further
- I already have this competence

Category	yes, the competence is needed	I don´t have this competence	Could be developed further	I already have this competence
I regularly give and receive feedback in everyday work	91	2	56	63
I support learning by creating a participative atmosphere	86	1	56	70
I am confident in my ability to make use of different methods and...	80	5	67	54
I am involved in Curriculum design	73	19	51	50
I establish Learning Outcomes	71	10	51	63
I work with students to enable them to set their own goals	79	8	70	45
I reflect on my own work	81	3	36	87
I guide students to reflect on their learning and achievements	79	8	60	51
I use collaborative group work to aid student achievement	79	6	64	55
I am able to use a wide range of assessment methods, including peer ...	74	14	58	51
I use questions to challenge my students to express their own views...	78	3	51	75

It seems that teachers feel confident on the three following aspects: "I use questions to challenge my students to express their own views and knowledge", "I reflect on my own work "and also in "I establish Learning Outcomes"

A rather strong need arises on the topics "I regularly give and receive feedback in everyday work ", "I am able to use a wide range of assessment methods, including peer assessment" and "I am involved in Curriculum design". There is need also which can be seen in remainder of the topics. Especially important for the E-DECO focus area are "I support learning by creating a participative atmosphere", "I work with students to enable them to set their own goals" and "I guide students to reflect on their learning and achievements"

2.3.3   General skills

The general skills were measured by four topics

- Self-guidance and deliberation
- Acceptance, understanding and utilisation of difference
- Ability to improvise
- I am able to find the resources and educational framework necessary to change my teaching practice

The first and last topics: "Self-guidance and deliberation" and "I am able to find the resources and educational framework necessary to change my teaching practice" brought about interesting juxtaposition; respondents felt the need arose but were not able to deliver it.
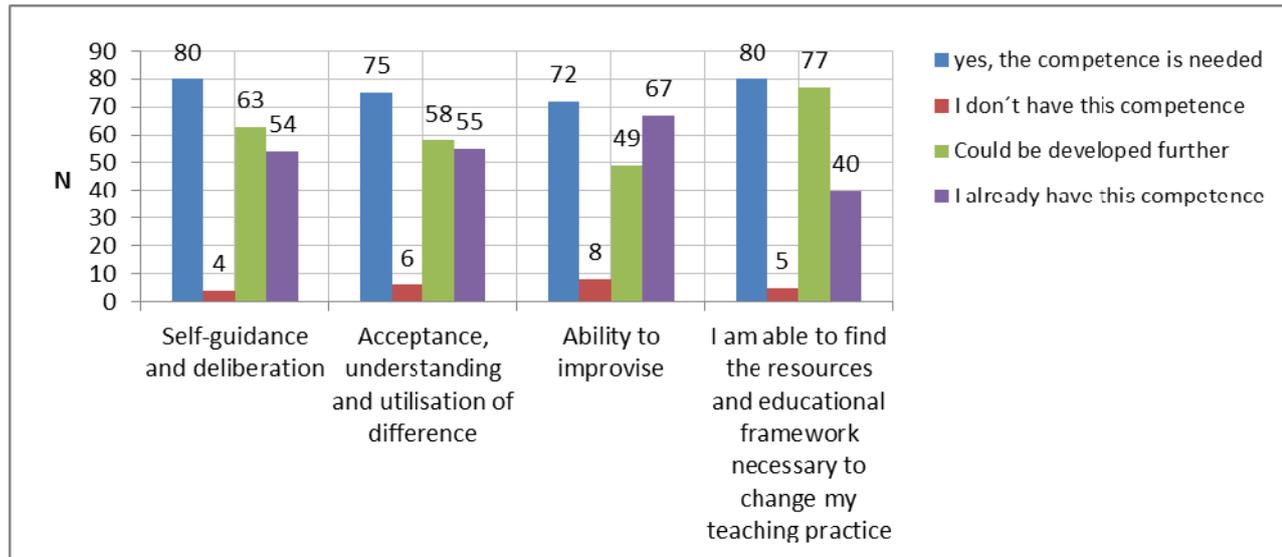
2.3.4 Coaching and mentoring

Coaching is the core of the E-DECO project. Three questions was dedicated directly on this matter:

- Understand the need for confidentiality
- Ability to act as a coach or mentor to an individual
- Basic coaching techniques

There was obviously an interest in the teacher's views on coaching and mentoring; although these are different, the words are often interchanged as many people don't really understand the difference.

Around 80% of all the respondents see the need for coaching skills, but less than 50% have the basic skills needed to act as a coach or mentor and also more than half feel that the skills could be developed further.

The Netherlands appear to have the highest number of teachers with the relevant skills, but even they answered as less than 15%. The UK doesn't seem to think that coaching skills are as relevant as the other countries.

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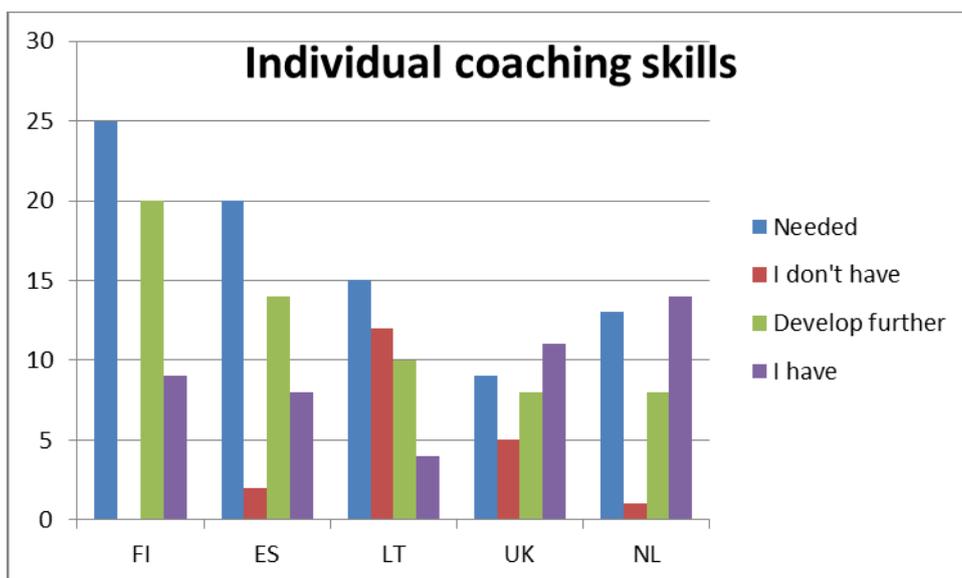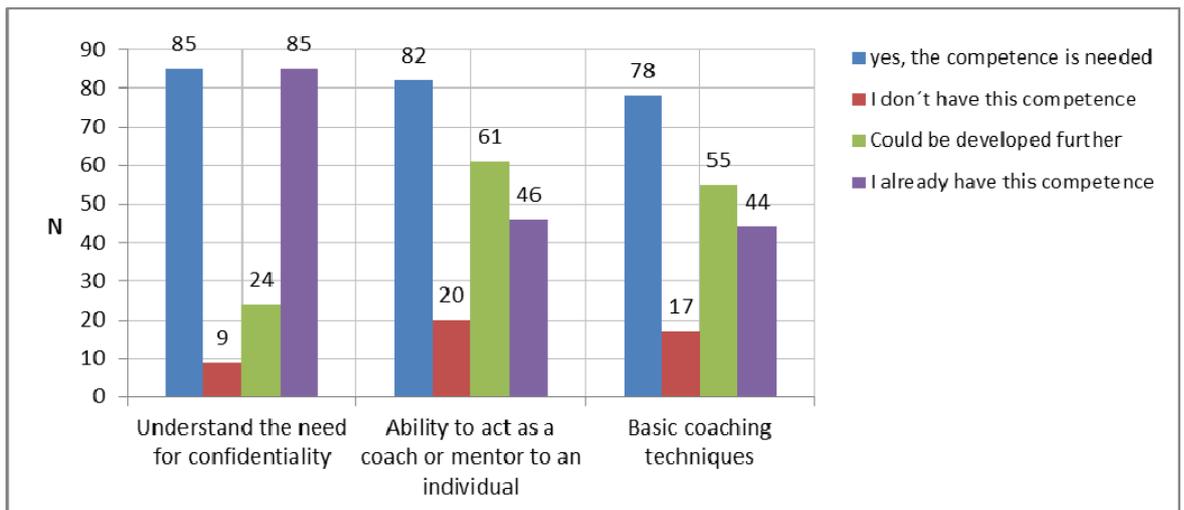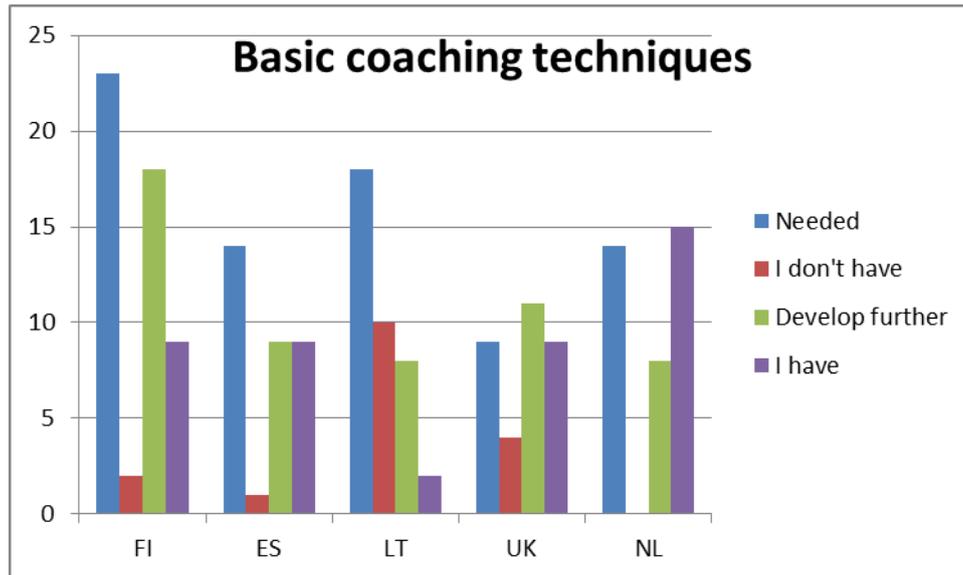
2.3.5   Information Technology

The competences in using information technology was inquired in five aspects:

- I have the ability to integrate technology into my lessons and enhance students enjoyment
- I am comfortable when using technology to deliver lessons
- I use technology to add fun to work
- I am confident using social media to improve learning and attendance

This competence shows a relatively strong need for further development in all given aspects. 78% feel that their technology skills could be developed further, with 30-40% feeling that they are already there at integrating technology into lessons and using it with confidence. Almost one-third of respondents feel that they do not have enough technology skills.
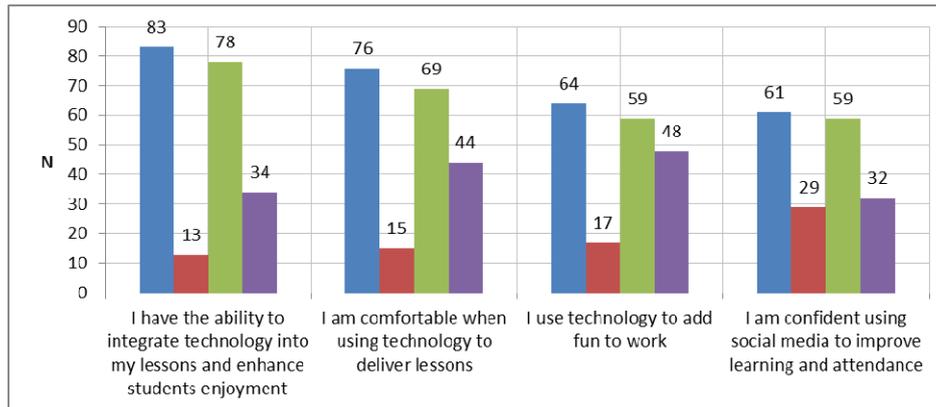
2.4   Reflection on own expertise

In the last section, the questions related to seven different aspect how experienced respondent felt themselves to be. Answers on following competences were on scale 0 (no experience) to 5 (extensive experience):

- Profiling of competences
- Fostering motivation
- Assisting planning and setting goals
- Providing useful information
- Guiding student in use of ILT to find useful information
- Individual Coaching
- Group coaching

Providing help and support to students
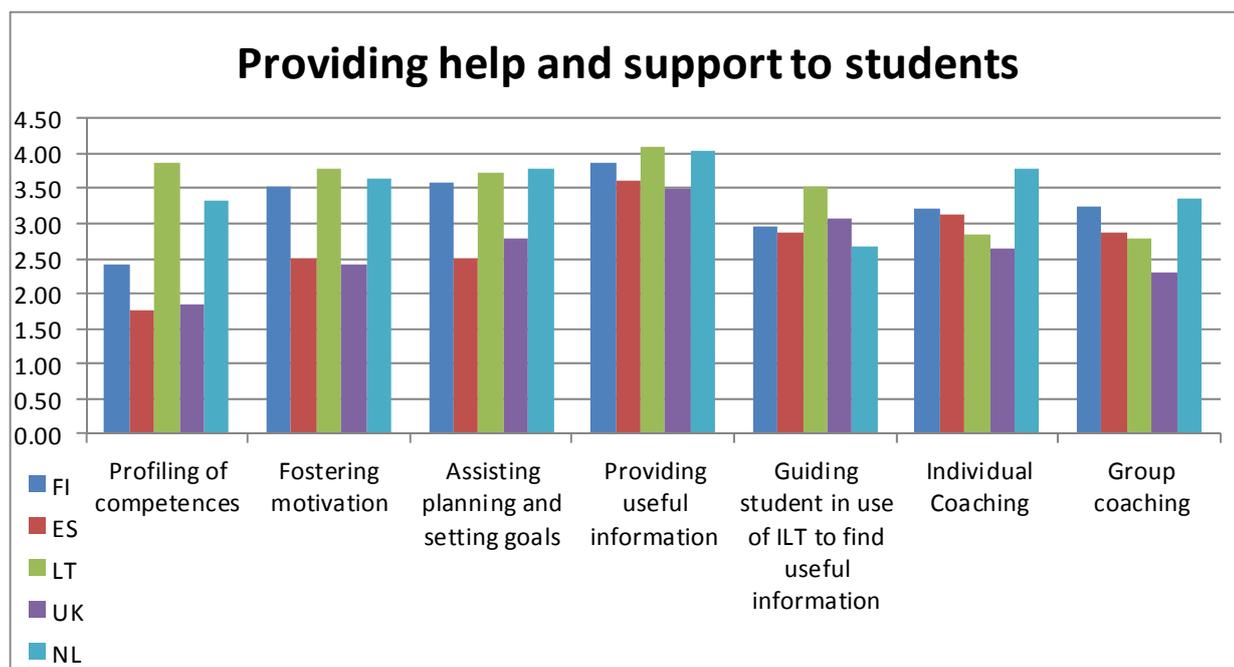
Examination of the totals for these different subjects indicates the following:

- Half of the respondents have good experience in profiling of competences and about two-thirds foster motivation and help students plan and set goals, perform individual and group coaching
- One quarter have little or no experience of profiling competences
- Around 20 respondents have no experience of coaching

| **Experience in**	None	Little	Some	Expe-rienced	Much	Exten-sive
Profiling of competences	14	12	20	44	32	16
Fostering motivation	4	4	19	40	57	16
Assisting planning and setting goals	2	6	16	40	49	27
Providing useful infor-mation	0	2	5	27	70	35
Guiding student in use of ILT to find useful infor-mation	3	9	19	45	52	11
Individual Coaching	8	7	22	31	47	23
Group coaching	9	9	18	45	37	17

3   Training needs of respondents

There were many comments that respondents felt they wanted to add to the online questionnaire, particularly about their own training needs. Some are listed below:

- To learn how to guide students in different routes depending on their own characteristics
- Training in evaluation of competences
- Good support network
- To have up-to-date skills and experience within the vocational industry which inspires learners and gains a mutual respect
- Communication and facilitation skills
- Ability to be in the learner's role, learning a totally new method
- Goal setting and follow-up
- New methods and technology
- Models of motivation
- Skills to support, mentor or coach learners (several variations)
- Setting appropriate goals and motivating students
- How to work in a team and know how to adapt to technological changes
- Contact with companies and business needs
- Working with employers to ensure content is up-to-date and relevant
- Practical training and practical work
- How to make students more responsible for their learning
- Understanding different learning styles and integrating this understanding into the learning process; this would include learning through projects
- Listening skills; discussion leading and facilitating

4   National reports

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The national reports

4.1   Finland
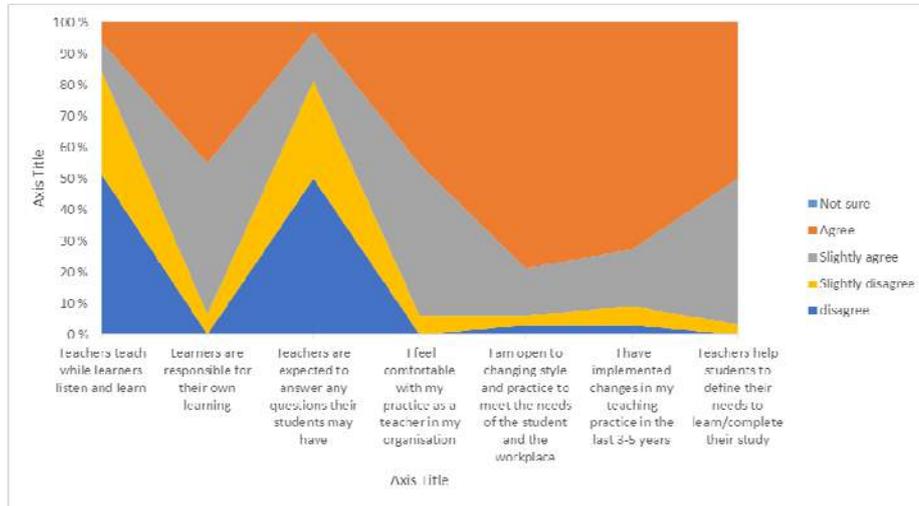
How the Finnish teachers saw their role is slightly different in all the studied aspects to other compared countries, with the biggest difference how Finnish respondents saw the role of a teacher.

Concerning the teachers own competences, two main needs arose. Firstly, the biggest gap the teachers found in their competences was the use of interactive learning technology, especially the ability to integrate technology into lessons, to enhance student's enjoyment. Eight confessed to not having that competence at all and 20 thought that it needs to be developed further. Secondly, even the coaching was familiar to almost all of the respondents, the majority thought that there is need for coaching competence and that they see the need to develop it further.

4.2   Spain

Teachers in Spain consider themselves open minded and capable of using rational analysis. Almost 85% think that innovative thinking is an integral part of effective problem solving and around 96% think that the ability to see things from a different angle contributes greatly. However, only one third think that teachers in their organization are not effective at solving problems and only about 4% feel that their students are effective at solving problems.
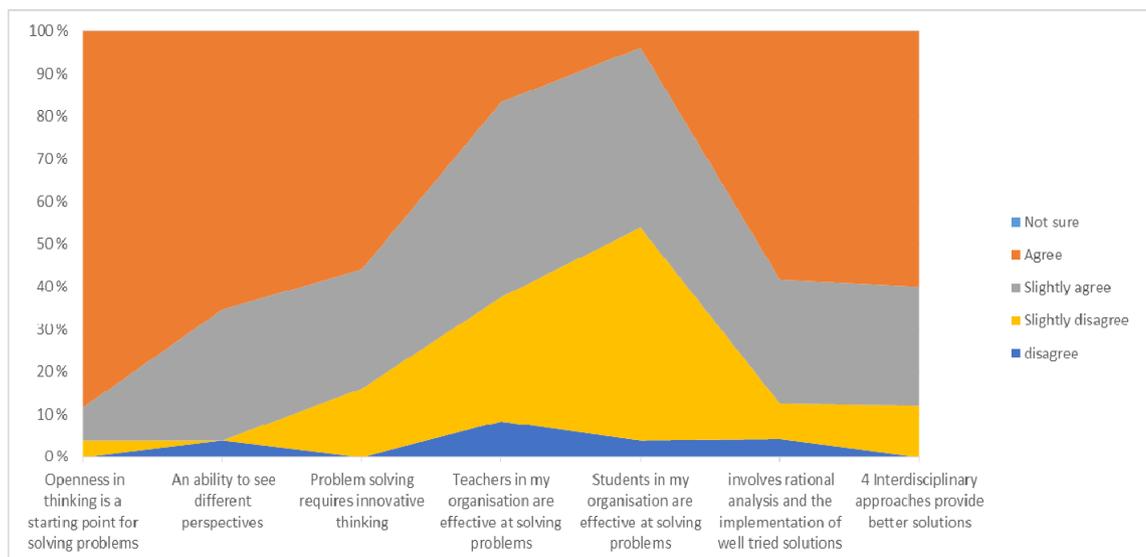
Most (around 85%) find the use of new technology challenging. Only 15% of the surveyed teachers feel well prepared to keep up with and take advantages of new technology in their teaching. What stands out on the other hand is that most Spanish teachers surveyed do NOT feel capable of integrating technology into their lessons to make them fun and less than a quarter feel comfortable using technology to deliver lessons. Two thirds feel they could develop this ability to use technology and add fun to their classes. Only around half saw the need to add these skills to their work.

As far as coaching is concerned, two-thirds feel they have the ability to act as a coach, but the others see the need to develop these skills further.

They are open to receiving teaching and support in these areas.

4.3   Lithuania

Lithuanian teachers mostly need coaching and mentoring, as more than a half of respondents do not have these competences. Comparing with the partners their competences are the lowest. They are open to receiving training and support in this area.

Teaching Role

		%
More work is now done together with colleagues	3,16	79
Teachers are pedagogical specialists	3,37	84,25
Teachers are involved in working with enterprises to define the training requirements of the students	2,53	63,25
Teachers work in a dynamic and changing profession	3,56	89
I feel well prepared to meet the changing trends in education	2,97	74,25

Teachers feel that technology is fun/fantastic (about 92%) and mostly understand that innovative use of technology brings new dimensions to learning. Almost 2/3 think that they are generally well prepared to deal with ILT in teaching and learning.

Only 6% feel that they have basic coaching and mentoring skills but more than half feel that the competence is needed.

4.4   UK

In the UK, teachers did not generally feel the need for coaching skills, although those who did see the need felt that they either didn't have the skill or further development was needed.

Business Enterprise skills were needed by 50% of the teachers who responded and almost 50% thought that they needed to have up-to-date experience of the industry/business sector that they teach; it must be stated that many have the knowledge required.

Technology was a point that many felt the need to develop further and found it hard to keep up-to-date.

4.5   Netherlands

The Dutch respondents were very experienced and did not consider the traditional roles of the teachers; they are comfortable in their current role and around 70% feel that learners have a strong responsibility regarding their own learning. They also feel they are working in a dynamic and changing profession.

80% of respondents think that technology is challenging and fun, but most teachers think they are not well prepared to keep up with and take advantage of new technology in their teaching.

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5 Conclusion

The sample studied was relatively low (n=139). However the respondents are relevant for they are the core of the target group and many of them are potential participants of the pilot training.

The teachers' views and attitudes varied and it is not easy to draw conclusions. There was little difference between male and female attitudes, so the gender has been ignored.

The national differences were not too prominent but still existing. In Finland in particular, also in the Netherlands, there is more experience of coaching and more expectation of teaching entrepreneurs, basic business enterprise skills.

It is however, obvious that teachers and other respondents feel that they would like training in some specific skills as detailed. Coaching, active listening, setting goals, team working, keeping up-to-date were definitely the most prominent, together with communication and facilitation skills. How to motivate students obviously implies a feeling that the students are not motivated to learn, or not as motivated as they should be; this was apparent in all countries.

6 From pre-analysis to trainer training

The findings in the pre-analysis will be taken into account when creating the curricula of the training of the E-DECO trainers.

According to the results of the questionnaire, there is a need for clarifying the roles of the students and the teachers in the learning process. One fifth of the respondents have doubts on whether the role of the teacher is to be a pedagogical specialist. The training needs to address the questions of how to make students more responsible for their own learning and how to adopt a coaching mindset into the role of

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the teacher? There is also demand for learning new ways and tools to support different learning styles as well as different styles of the teachers.

Todays' students have grown up using digital tools, such as online games and mobile applications for instant chatting, and it is a natural way of communicating for them. To gain a deeper understanding of the students' world and to get attuned to the same level, teachers need to be well prepared and up-to-date with taking advantage of such tools in their work with the students. According to the analysis 40 % of the teachers lack this competence at the moment. The training should address this matter by integrating hands-on use of e-tools in the curriculum.

Teachers identify a clear a need for learning more coaching skills and especially how to use them with groups. The big challenge here is how to move on from being the provider of useful information to supporting the learning process and inspiring the students to solving the problems that they have identified. Asking questions and finding the answers are important competencies needed in the changing world of work. Coaching tools can be of great support in facilitating problem solving.

Another area that needs to be addressed in the teacher training is how to support and foster the entrepreneurial mind-set and attitude amongst the students. The most mentioned entrepreneurial competencies were: passion, creativity, problem solving, determination, goal orientation and networking competencies; however the teachers felt that they do not always know how to help the students develop these areas.

Finally, the training of the E-DECO trainers can provide the teachers with the possibility of experiencing the role of the learner as well as working in a team and getting peer support, which they then in turn can pass on the students to develop important work life skills.

Appendices

Appendix 1: Entre-coach Role and Competences (from entre-coach project)
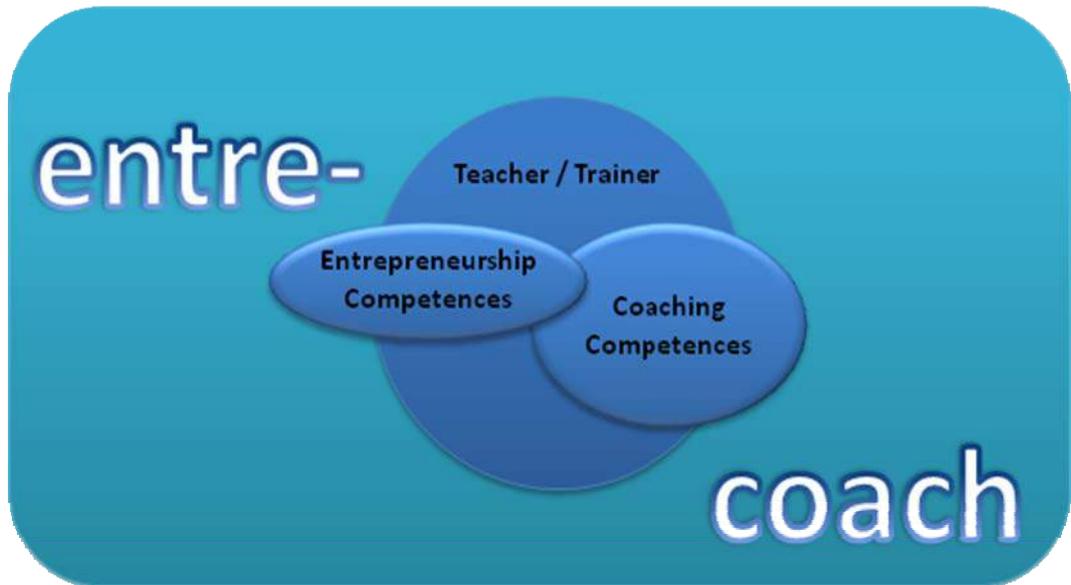
Role of the Entre-Coach

The Entre-Coach is a teacher or trainer with coaching competences and basic entrepreneurship skills who supports people to discover whether entrepreneurship is a professional option for them and who is able to assist the person in their first steps towards a business start-up; they can also assist a small business who may need to change or grow.

Coaching Competences

The qualified Entre-coach is able to:

1. Be aware of the role of the entre-coach

2. Establish trust and confidence with the client

3. Communicate effectively with the client

4. Structure the process and the way to achieve the client's goal

5. Understand the entrepreneurial profile and the skills required to be a successful entrepreneur

6. Support the development of a business plan

7. Make use of regional and support networks

Competences	Skills required
1. Being aware of the role of the entre-coach	• Ability to distinguish between the role of a coach and that of a teacher • Self-reflection • Ability to recognize the entre-coach role in relation to the client's needs • Being flexible • Using feedback from others
2. Establishing trust and confidence with the client	• Having empathy • Being appreciative • Believing in the client's problem solving capabilities • Helping the client to see their own strengths and limitations • Being truly interested in the client
3. Communicating effectively with the client	• Ability to question effectively • Employ listening skills and summarizing ability • Mirroring • Interviewing • Being able to find a professional balance between distance and involvement
4. Structuring the process and the way to achieve the client's goal	• Ability to make use of own and the client's creativity • Ability to work with the values, competences and resources of the client • Ability to work with the client's emotions and aspirations • Ability to work with the client's awareness of risks; aid goal-setting and goal-structuring • Ability to support contingency provision in the client's planning • Ability to aid the clients in discovering obstructive convictions • Supporting the decision mak-

	ing process
5. **Understanding the entrepreneurial profile and the skills required to be a successful entrepreneur**	• Understanding how small businesses operate • Knowledge of key business areas (marketing, product, service, opportunities) • Use of appropriate analytical and planning tools • Understanding the entrepreneurial mindset
6. **Supporting the development of a business plan**	• Understanding client's business plan and being able to ask helpful questions • Ability to use appropriate analytical tools • Understanding the country specific legal aspects of business and some knowledge relating to financial viability
7. **Making use of regional networks and support organizations**	• Gathering and maintaining actual knowledge about specialists and regional agencies supporting entrepreneurship • Ability to support the client to use existing support structures • Ability to support the client to build up professional networks

Appendix 2 Questionnaire

Teachers opinions

The project needs to gather information about current attitudes, competences and needs as regards changes in education and the development/fostering of entrepreneurial attitudes. As part of this, we need your opinion regarding your current skills (or lack of them). This questionnaire is anonymous

It will take about 10 minutes to complete. Thank you for taking the time to complete this questionnaire.

I am from

( ) Finland
( ) Spain
( ) Lithuania
( ) UK
( ) Netherlands
( ) Other, please specify _____

How would you describe your organisation?

( ) Vocational college
( ) Private training organisation
( ) University
( ) Other, please specify _____

Please state your position in the organisation

( ) Teacher/trainer
( ) Trainer of teachers/trainers
( ) Coach or guide
( ) Other, please specify _____

Please state your gender

( ) Male
( ) Female

Age

( ) less than 25
( ) 26-39
( ) 39-55
( ) over 55

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If applicable, please state the vocational area in which you teach
_____
_____
_____
_____

Pick the appropriate number to each statement

1= I disagree, False

4= I agree, True

1. The role of the teacher

	1	2	3	4	Not sure
Teachers teach while learners listen and learn	( )	( )	( )	( )	( )
Learners are responsible for their own learning	( )	( )	( )	( )	( )
Teachers are expected to answer any questions their students may have	( )	( )	( )	( )	( )
I feel comfort-able with my practice as a teacher in my organisation	( )	( )	( )	( )	( )
I am open to changing style and practice to meet the needs of the student and the work-place	( )	( )	( )	( )	( )
I have imple-mented chang-es in my teach-ing practice in the last 3-5 years	( )	( )	( )	( )	( )
Teachers help students to define their needs to learn/complete	( )	( )	( )	( )	( )

their study

Pick the appropriate number to each statement

1= I disagree, False

4= I agree, True

2. Being members of a learning community means

	1	2	3	4	Not sure
More work is now done together with colleagues	( )	( )	( )	( )	( )
Teachers are pedagogical specialists	( )	( )	( )	( )	( )
Teachers are involved in working with enterprises to define the training requirements of the students	( )	( )	( )	( )	( )
Teachers work in a dynamic and changing profession	( )	( )	( )	( )	( )
I feel well prepared to meet the changing trends in education	( )	( )	( )	( )	( )

Pick the appropriate number to each statement

1= I disagree, False

4= I agree, True

3. Working in networks with industry and the business world

	1	2	3	4	Not sure

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Teachers have the responsibility to communicate with business networks and establish relationships with the members	( )	( )	( )	( )	( )
Teachers regularly learn professional development within their field of Industry	( )	( )	( )	( )	( )
The learning needs of the work environment are carefully anticipated and subject curricula are altered accordingly where I work	( )	( )	( )	( )	( )

Pick the appropriate number to each statement

1= I disagree, False

4= I agree, True

4. Problem solving

	1	2	3	4	Not sure
Openness in thinking is a starting point for solving problems	( )	( )	( )	( )	( )
An ability to see different perspectives	( )	( )	( )	( )	( )
Problem solving requires innovative thinking	( )	( )	( )	( )	( )
Teachers in my organisation are effective at solv-	( )	( )	( )	( )	( )

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ing problems

	1	2	3	4	Not sure
Students in my organisation are effective at solving problems	()	()	()	()	()
Problem Solving involves rational analysis and the implementation of well tried solutions	()	()	()	()	()
Interdisciplinary approaches provide better solutions	()	()	()	()	()

Pick the appropriate number to each statement

1= I disagree, False

4= I agree, True

5. Technological development provides both opportunities and challenges

	1	2	3	4	Not sure
Innovative use of technology brings new dimensions to learning	()	()	()	()	()
Technology is challenging	()	()	()	()	()
Technology is fun/fantastic	()	()	()	()	()
Teachers are generally well prepared to keep up with and take advantage of new technology in their teaching	()	()	()	()	()

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There is a shift in pedagogical terms from teacher centred learning to student responsibility and empowerment.

At the same time the entrepreneurial mindset is considered advantageous for success in the changing 21st century world work, not just for entrepreneurs.

We are interested to know your opinion in how far along the path to the new environment you feel you have gone, are going and what new skills and competences you feel will be useful to you in the future to stimulate and support an entrepreneurial mindset.

6. Entrepreneurial attitude

Column A In my opinion an entrepreneurial attitude includes

Column B Which attitudes my students most need to gain during their education

Column C Yes/No Is your teaching prepared to transmit these attitudes at present?

	Tick all relevant attitudes		
	A - In my opinion	B - my students most need to gain	C - Is your teaching prepared to transmit
Passion	[ ]	[ ]	[ ]
Creativity / innovation	[ ]	[ ]	[ ]
Ability to work under pressure	[ ]	[ ]	[ ]
Problem solving skills	[ ]	[ ]	[ ]
Determination / motivation	[ ]	[ ]	[ ]
Being good with people / good communication	[ ]	[ ]	[ ]
Clear vision/ goal oriented	[ ]	[ ]	[ ]
Positive attitude/openness	[ ]	[ ]	[ ]
Economic competence	[ ]	[ ]	[ ]

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Networking competence	[ ]	[ ]	[ ]
Other, please specify	[ ]	[ ]	[ ]

questions 7-11 tick 0 or 2 points

choose

yes, this competence is needed if you agree with the statement

Then please specify , how much you need to develop your competence.

7. General Vocational competences

	yes, the competence is needed	I don´t have this competence	Could be developed further	I already have this competence
Networking skills	[ ]	[ ]	[ ]	[ ]
Business enterprise competences	[ ]	[ ]	[ ]	[ ]
Technology skills that are updated regularly	[ ]	[ ]	[ ]	[ ]
Up to date understanding of the business sector/Industry I teach	[ ]	[ ]	[ ]	[ ]

8. Range and depth of pedagogical competences

	yes, the competence is needed	I don´t have this competence	Could be developed further	I already have this competence
I regularly give and receive feedback in everyday work	[ ]	[ ]	[ ]	[ ]
I support learning by creating a participative atmosphere	[ ]	[ ]	[ ]	[ ]
I am confident in my	[ ]	[ ]	[ ]	[ ]

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ability to make use of different methods and approaches				
I am involved in Curriculum design	[ ]	[ ]	[ ]	[ ]
I establish Learning Outcomes	[ ]	[ ]	[ ]	[ ]
I work with students to enable them to set their own goals	[ ]	[ ]	[ ]	[ ]
I reflect on my own work	[ ]	[ ]	[ ]	[ ]
I guide students to reflect on their learning and achievements	[ ]	[ ]	[ ]	[ ]
I use collaborative group work to aid student achievement	[ ]	[ ]	[ ]	[ ]
I am able to use a wide range of assessment methods, including peer assessment	[ ]	[ ]	[ ]	[ ]
I use questions to challenge my students to express their own views and knowledge	[ ]	[ ]	[ ]	[ ]

9. General skills

	yes, the competence is needed	I don´t have this competence	Could be developed further	I already have this competence
Self-guidance and deliberation	[ ]	[ ]	[ ]	[ ]
Acceptance,	[ ]	[ ]	[ ]	[ ]

understanding and utilisation of difference				
Ability to improvise	[ ]	[ ]	[ ]	[ ]
I am able to find the resources and educational framework necessary to change my teaching practice	[ ]	[ ]	[ ]	[ ]

10. Coaching and mentoring

	yes, the competence is needed	I don´t have this competence	Could be developed further	I already have this competence
Understand the need for confidentiality	[ ]	[ ]	[ ]	[ ]
Ability to act as a coach or mentor to an individual	[ ]	[ ]	[ ]	[ ]
Basic coaching techniques	[ ]	[ ]	[ ]	[ ]

11. Interactive Learning and Technology (ILT)

	yes, the competence is needed	I don´t have this competence	Could be developed further	I already have this competence
I have the ability to integrate technology into my lessons and enhance students enjoyment	[ ]	[ ]	[ ]	[ ]
I am comfortable when using technology to deliver lessons	[ ]	[ ]	[ ]	[ ]
I use tech-	[ ]	[ ]	[ ]	[ ]

nology to add fun to work				
I am confi-dent using social me-dia to im-prove learning and attend-ance	[ ]	[ ]	[ ]	[ ]

12. Reflecting on the different ways of providing help and support to students please state how much experience you have in the following fields?

0 no experience

1 little experience
2 some experience

3 experience
4 much experience

5 extensive experience

Profiling of competences

0	1	2	3	4	5
( )	( )	( )	( )	( )	( )

Fostering motivation

0	1	2	3	4	5
( )	( )	( )	( )	( )	( )

Assisting planning and setting goals

0	1	2	3	4	5
( )	( )	( )	( )	( )	( )

Providing useful information

0	1	2	3	4	5
( )	( )	( )	( )	( )	( )

Guiding student in use of ILT to find useful information

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0	1	2	3	4	5
( )	( )	( )	( )	( )	( )

Individual Coaching

0	1	2	3	4	5
( )	( )	( )	( )	( )	( )

Group coaching

0	1	2	3	4	5
( )	( )	( )	( )	( )	( )

What do you see as the most important training that a teacher/trainer needs to receive to be able to successfully support teaching to students?

_____
_____
_____
_____

There will be coaching training provided by E-DECO project in each partner country during the spring 2015

If you would like to see the results or take part in the pilot training, please email the nominated person in your country list

Please, write the contact information down.

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( ) NL Miluska Broekhuis (mbroekhuis(at)landstede.nl)

Yes I am interested of the training, please send me mail.

Your answers are kept separately to you e-mail and your anonymity is assured _____