

WEMag: Final Report WP 1

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1. Introduction

The labor market in the Maghreb is characterized by high youth unemployment and a low level of integration among women. An economic development model that does not create enough jobs, training that does not meet market needs and a lack of attractive jobs in the formal sector hinder the integration of young people into the labor market. To address these issues, higher education institutions in the region must improve future self-employment prospects for graduates, especially women.¹

1.1 Problem Statement

While the labor market in the Maghreb is generally characterized by a lack of jobs and the need to foster the economy, specific problems can be identified in Tunisia and Morocco which have led to these countries being selected as partners for the WEMag project. Tunisia and Morocco both show a below-average start-up rate and a negative correlation between educational level and employability. Their university landscape offers only a few initiatives to promote (female) entrepreneurship which have so far not been successful.

In both countries, characterized by high youth unemployment and having so far rarely integrated women, female entrepreneurs can positively influence the labor market and drive economic growth by creating jobs and wealth.

Women entrepreneurship can furthermore lead to enormous social change, making women financially self-sufficient and independent. Specific training can increase confidence, support women to create their own project, to become self-reliant and help to reduce gender-specific disadvantages.

1.2 WEMag project and objectives

WEMag - Women Entrepreneurs in the Maghreb - is an Erasmus + research project aiming at building entrepreneurial knowledge and finding solutions to gender-specific challenges to increase and promote start-up activities of female students and graduates at Maghreb universities. Seven universities on the European and African continents are participating in the transnational project: In addition to Munich Business School (MBS), VIVES University College in Belgium and IPAG Business School in France are represented as coordinating universities on the European side. On the African side, the Tunisian universities Université de Gafsa (UG) and Université de Sousse (US) as well as the Moroccan universities Université Hassan 1er (UH1) and Université Sidi Mohamed Ben Abdellah (USMBA) are involved. The project runs from January 15th 2021 until December 2023.

WEMag aims at reducing the obstacles to entrepreneurship for young, educated women in Tunisia and Morocco by providing a new curriculum for entrepreneurship education tailored to female university students. This university course (UC) focussing on female entrepreneurs will improve knowledge, skills and competences of students and recent graduates in Tunisia and Morocco for employability and business creation after formal education. It will foster the entrepreneurial spirit of female students and help them build professional networks for business creation with key actors in their local start-up ecosystems. Following the one-year course, students wishing to pursue will benefit from a personal coaching to launch their own companies.

The WEMag project will also improve entrepreneurial pedagogy through a teacher's training (TT). The teacher's training will be co-created with partner universities in the Maghreb. Teacher's Training and university course will both be developed as blended learning formats, i.e. combining off- and online elements.

Given the appropriate tools and support, more female graduates would be enabled to launch their own companies in Tunisia and Morocco, with a beneficial impact both on their employment prospects and the economy at large – as well as on society reducing inequalities.

¹ Cf. WEMag project proposal (2020).

2. Method

The first work package (WP1) of the WEMag project focuses on empathising (related to the design thinking process) and on analysing the initial situation, needs and factors of success as a foundation for the development of the university course and the teacher's training. Going beyond a first needs analysis, focus groups were implemented to better understand the pedagogical contexts and obstacles to female entrepreneurship. They covered the socio-, educational- and institutional contexts in Partner Country HEIs and discussed students', teachers' and administration staffs' needs regarding entrepreneurship education.

2.1 Focus groups - definition and objectives

A focus group is a method for collecting qualitative data by gathering individuals together to discuss a specific topic in a permissive, nonthreatening environment. Their purpose is to better understand how people feel or think about an issue, idea, product, or service.

Questions are open-ended (predetermined and sequenced using a questionnaire), with the aim of stimulating an informal discussion with participants to understand their perceptions, beliefs, fears, questions, and information needs.

Participants are selected because they have certain characteristics in common (here: students, teachers, and administration staff in the field of entrepreneurship) that relate to the topic (entrepreneurship teaching) of the focus group. The group size should, on the one hand side, offer the opportunity to share insights and, on the other hand, guarantee diversity of perceptions. The moderator creates a permissive environment that encourages participants to share perceptions and points of views without pressuring participants to vote or reach consensus. The aim is to generate a maximum number of different ideas and opinions. The group discussion is conducted several times with similar types of participants, so that trends and patterns in perceptions can be identified. The data analysis is carried out at the end of the entire focus group process.²

2.2 Process

Within the WEMag project, conducting one focus group each with students, teachers, and administration staff as three different target groups at every partner university was chosen to bring sufficient variety of results by also assuring to consider the local context and requirements of the four partner universities.

In total, 12 focus groups were realized between March 25th and April 22nd 2021. Every focus group lasted 120 min. Due to the ongoing Covid pandemic, the focus groups had to take place virtually instead of physically in the Maghreb as originally planned.

Munich Business School developed the concept for implementing the focus groups. All partners received a detailed concept paper in advance ([cf. Appendix A WEMag: Implementation of focus groups – Concept](#)), containing the methodological scientific approach, objectives of the focus groups as well as information on the target groups, the detailed outline and schedule and the three target group-specific variants of the questionnaire ([cf. Appendix B Variants of the questionnaire](#)). The partners were able to contribute their ideas and needs before the final version of the concept was composed. In addition, the partners received a criteria paper ([cf. Appendix C Focus groups criteria paper – Target groups and participants](#)) which contained precise information on the selection of focus group participants based on various criteria, including material for inviting participants. As further documents, note-taking sheets for the three target groups were designed ([cf. Appendix D Note taking sheets](#)), which were made available to the local representatives together with a written as well as a virtual briefing on note-taking and its objectives.

² Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research*. Thousand Oaks, Calif: Sage Publications

Format and structure of all focus groups were identically, starting with a 30 min. introduction (part 1) ([cf. Appendix E Focus groups part I: Setting the stage – Powerpoint Introduction](#)), followed by a 90 min. interactive session (part 2) gathering information combining group discussions in plenary and individual reflection exercises using the digital whiteboard Miro. The same moderator, an employee from Munich Business School, led all focus groups.

In addition, a local representative of the respective university, e.g., a professor or person, who is part of the WEMag project, accompanied each focus group. The local representative supported the accuracy of the workshop in advance and mitigated the fact that the focus groups could not be held on-site. She/He took part in the preparation and ensured the relevance and coherence for the local cultural, societal, and economic circumstances. During the focus group, the local representative took on an observing role and took notes. Besides, VIVES employees participated in some focus groups as additional observers and note takers.

Structure of each focus group:

Part 1: Introduction (duration: 30 min.):

In the introduction, participants were welcomed and received information about the WEMag project and the aims of the focus group. Besides, the introduction aimed at creating a safe space to foster open communication. Therefore, an icebreaker exercise as well as an introduction round with the participants were included and time for communicating questions or concerns was offered. Furthermore, a brief technical introduction on how to use the digital whiteboard Miro was provided.

Part 2: interactive Session (duration: 90 min.)

In the interactive session two approaches were combined:

Step 1: becoming aware of the individual, also implicit needs, expectations, and challenges through interactive methods based on Design Thinking as (silent) brainstorming techniques.

Step 2: Guided discussions to connect and deepen the knowledge gained in step 1; scientific focus group approach combined with co-creation techniques (building on each other's contributions) to arrive at the most comprehensive, shared understanding as a starting point for the development of the university courses.

While the structure of the focus groups remained the same for all focus groups, the guiding questions for part 2 were tailored to the respective target group. Therefore, three variants of the questionnaire were designed focussed on discussing the needs of either students, teachers, or administration staff. The guiding questions were chosen to be initially broadly worded, then being directed to specific sub-topics during the further course of the discussion ([cf. Appendix B Variants of the questionnaire](#)). Each question was asked separately and followed by a brainstorming or a brief discussion before the next question was asked.

The questionnaires for the focus groups were designed in line with the EntreComp framework³, covering the three areas *Ideas & Opportunities*, *Resources* and *Into Action* ([cf. Appendix F EntreComp Framework: 3 wheel competences](#)), focusing at the latter two. Correspondingly, besides exploring how an entrepreneurial mindset can be fostered, as *resources* the five competences of the EntreComp framework are part of the focus group discussions: self-awareness & self-efficacy, motivation and perseverance, mobilising resources, financial & economic literacy, mobilising others. A large part of the focus groups covers discussions about *Into Action* and how UC and TT can improve the five aspects

³ Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:[10.2791/593884](#)

taking the initiative, planning and management, coping with uncertainty, ambiguity, and risk, working with others, and learning through experience.

Immediately after the end of each focus group, moderator, local representative and observer debriefed the session, discussing which were the perceived core elements and central results of the focus group. A pre-defined structure was provided for the debriefing.

The focus groups as well as the debriefings were recorded in order to use the data in the best possible way for evaluation. All data was anonymized for the report. The participants were informed about the recording in advance and agreed to be recorded.

2.3 Participants

Eight participants were identified as the ideal participant number to ensure a broad dataset based on various perspectives. On the other hand, this group size still offers the advantage of creating a safe space and trusting atmosphere promoting open communication and offering sufficient space and time for each participant to discuss all relevant aspects.

The participants should reflect the highest possible diversity within the framework of the target group's criteria ([cf. Appendix G Digital whiteboard template](#)) and depict different views.

Since it is essential for the focus group's output that the participants can communicate their needs, ideas and obstacles, participants had to share the same language at a level which they feel comfortable to talk and are able to express themselves without any misunderstandings because of language barriers. It is also important, that the participants can clearly understand the other participants (including composed sticky notes) to be able to build on their thoughts. The local partners chose all focus groups to take place in French.

Suitable participants were selected by the partner universities based on participants' background and connection to the topic entrepreneurship education for women, their willingness to openly communicate needs and personal obstacles as well as sufficient French language skills. Each participant needed their own PC with camera and stable internet connection. Technical expertise was not required.

2.3.1 Focus groups with students

The focus groups with students aimed at mapping and understanding the specific needs, challenges and obstacles faced by female students and aspiring entrepreneurs operating in the local ecosystems across the Maghreb. They collected data on educational and mentoring needs. Topics to be discussed in the focus groups included education and training, funding and infrastructure, soft skills, and socio-cultural reasons. Eight female students were selected for each student focus group, ensuring diversity and a broad background regarding discipline, relationship with entrepreneurship, social class, and geographic location. Selected students were in transition from education to professional life, enrolled in terminal years master's programmes, PhD candidates and recent graduates. Students had varied relations to entrepreneurship ranging from little contact (to gain information about how to raise awareness for the topic) to students who had already started their own business.

2.3.2 Focus groups with teachers

The focus groups with teachers aimed at mapping and understanding the specific pedagogical and training needs, e.g., methodology, tools and use of technology for teaching. All teachers were related to the topic entrepreneurship, but represented various fields of work, age, backgrounds, and applied teaching methodology. They were experienced in exchanging with students having entrepreneurial intentions, encourage them to take initiative and help them to define their learning or experimentation paths. The majority of teachers had experience in teaching entrepreneurship also to female students (to take into account the specific obstacles women are facing). Female teachers participating in the focus groups deepened the understanding about female role models.

2.3.3 Focus groups with administration staff

Focus groups with university administration staff aimed at mapping and defining the socio-educational and institutional context of each university. Participants could provide extensive knowledge about the local entrepreneurial ecosystem and shed light on its opportunities and constraints, e.g. the market, support systems, funding opportunities and women entrepreneurs networks. The selected participants also contributed information about relevant programmes either already offered or still needed to support entrepreneurship in general and female entrepreneurship in particular. Furthermore, they provided insights into administration processes.

3. Results

3.1 Current situation at the partner universities

All universities already offer some entrepreneurship modules, but no modules tailored particularly to women. The scope of entrepreneurship education varies between the universities as described below. The four partners mentioned that they do not reach all disciplines and would like to extend the target group for entrepreneurship teaching as this topic is relevant for every student.

Regarding female students and entrepreneurship, teachers of all partner universities stated that female students generally get good grades and many of them graduate. But they do not take risks quickly after graduating and their interest in entrepreneurship hardly results in starting their own business.

3.1.1 University of Gafsa

The University of Gafsa (UG) already offers a master in entrepreneurship aiming at educating students to choose entrepreneurship as their professional career. Furthermore, diverse entrepreneurship modules for various disciplines are offered. Entrepreneurship is taught in the science faculty for scientific disciplines as well as for students in economics and management. The entrepreneurship modules contain, amongst other, the topics entrepreneurial spirit, entrepreneurial culture, business model and communication soft skills. Methodologies used include individual and group participation, case studies, business games, role-playing, good practices (success stories), final projects which require students to create their own business plans as well as company and field visits. To complement the teaching of courses, business plan contests are offered as well as entrepreneurship clubs which were established by students.

The majority of students who enroll in the entrepreneurship programs are in their final year of studies or involved in student clubs. The rate of female students is high, more than half of the students are women. New Bachelor holders are difficult to reach.

According to the local representative and the participants of the focus groups at Gafsa University, entrepreneurship graduates currently face certain constraints: A lack of entrepreneurship spirit, creativity and project maturity makes it difficult for students to start their own business. Furthermore, the administrative burden and the lack of coordination between the university and support and financing structures in the region were also stated as obstructive factors. Related to entrepreneurial education, obstacles include the lack of experienced teachers and trainers, heterogeneous, not consistent, and often unsuitable course content, an emphasize on lectures instead of interactive lessons and the lack of tools and appropriate educational resources such as serious games.

3.1.2 University Hassan 1er

The University Hassan 1er (UH1) does not offer a full entrepreneurship course, yet. Next year a Bachelor on Entrepreneurship starts. 2009 a course module covering the basics about entrepreneurship was developed to sensitize students to this topic. This module could be updated to current standards and be offered again.

Local representatives at the University Hassan 1er mentioned coaching to be an important part of entrepreneurship teaching. There are already coaches connected to the university and a mentoring program is already developed. It would be ideal for UH1 if those offers could be integrated into the WEMag entrepreneurship university course and if these existing support structures could be adapted and extended instead of developing new ones. Since an incubator program already exists, the WEMag entrepreneurship university course would be optimally coordinated with the existing entrepreneurship teaching at UH1 if it were structured as a pre-incubation course. The course should be hands-on. Students should work on their own projects. One possibility would be to select students from different disciplines based on their ideas. On the other hand, it is important to teach all students in the entrepreneurship course how they can develop their own ideas.

It is considered to be essential that students pursue entrepreneurship activities outside of the university in addition to theory and initial practice provided within entrepreneurship courses, for example through internships and learning from practitioners. The Bachelor program in Entrepreneurship which will be launched 2022 will also include an internship. Connections to the local ecosystem already exist, but these are not yet sufficient and partly do not work successfully. They should be expanded. In particular, partnerships with female entrepreneurs' associations should be established, for example with 'El Moukawila au côté des Femmes Entrepreneurs'.

The ratio of women among university students is 50 percent in engineering and 80 percent in general. Female students are perceived to be more motivated than male students, so attendance in (female) entrepreneurship programs is not expected to be a challenge. It would be desirable to also reach the humanities with entrepreneurial education. Certification or labeling for students who have completed the training would be interesting and valuable to attract more students. Blended learning approaches are appreciated.

The local partners and representatives of UH1 have broached the issue that most of the students view social entrepreneurship as unimportant or inferior, as it is often not perceived as being linked to technology or innovation. Social entrepreneurship, social impact and sustainability aspects should be connected to innovation and technology and especially the social impact of entrepreneurship should be discussed within the WEMag entrepreneurship university course.

3.1.3 Sidi Mohamed Ben Abdellah University

Partners and representatives of Sidi Mohamed Ben Abdellah University (USMBA) stated that the current curricula at the university are more focussed on teaching how to manage a business than how to start a business. A master program is planned, it will address cultural aspects of entrepreneurship. Any entrepreneurship teaching should not be carried out only by academics but should include students directly learning from entrepreneurs.

Many students interested in entrepreneurship seem to miss a clear vision of what entrepreneurship and running their own business means, what they have to consider and which steps they have to take. They would need real involvement into the projects. In addition, especially amongst female students, the balance between work and private life is perceived as difficult to realize.

Effective partnerships with the local ecosystem, particularly with female entrepreneurship networks have to be established, role models are missing. Most good practice cases are from Casablanca. Furthermore, finance support structures are lacking.

3.1.4 University of Sousse

The University of Sousse (US) already offers modules in entrepreneurship, including entrepreneurial culture, business creation and tutored project. Local support structures are connected and support the training. The university offers awareness days and competitions for the best business plan.

The rate of female students at university level is high and, in many disciplines, at least half of the students are women. Female students seem to be more motivated regarding their studies. But a significant gap between the intention to start their own business and the actual starting can be noticed.

Learning by doing should be expanded within the entrepreneurship teaching to support students' skills and to foster the realization of start-ups.

Another hindering factor is the lack of knowledge about the local ecosystem among students. Especially access to finance is difficult, particularly for female entrepreneurs. It is important that students gain knowledge about the tax benefits granted by the state to reduce financial obstacles.

3.2 Results of the focus groups with students

In the focus groups with students, it was primarily discussed how students feel about entrepreneurship, which thoughts they associate with the topic, which factors might hinder them to start their own business, and which needs they have in terms of entrepreneurship teaching.

3.2.1 Students' attitude towards entrepreneurship

During the first half of the focus group, students were guided through a visualization exercise ([cf. Appendix B Variants of the questionnaire – Questionnaire version for the focus groups with students](#)). This exercise aimed at simplifying the access to possibly unconscious feelings, thoughts and associations related to starting their own business. Students were supported to visualize their successfully established business as well as the steps taken to get there. The debriefing of this exercise showed that most students felt **positive excitement and joy combined with anxiety** and fear especially when thinking about the specific steps needed to succeed:

"At first I was excited, very happy, and ready to take the first step. Then I let go, felt lost, didn't know where to start or what to do."

Additionally, the desire for independence, breaking down hierarchies, free will and making one's own decisions were repeatedly expressed. In this context, it was stated several times that students find it difficult to implement these wishes in reality, in a patriarchal society and the current situation of hardly being able to combine family and work as a woman.

3.2.2 Obstacles expressed by students

The students were asked to reflect on obstacles during the focus groups. Amongst the most frequently stated obstacles, "fear of failure" was mentioned. Students expressed that they perceive entrepreneurship as connected to taking many risks and that they feel uncomfortable and not well-equipped to undertake these risks. In relation to that, a lack of self-confidence could be determined.

Fear of failure was the most expressed **personal obstacle**. Students linked it to the overall fear of loss and debt. They mainly referred to entrepreneurship as a "challenge" and frequently associated it with "risk"; positive connotations were noticeably less used to describe entrepreneurship.

Several specific reasons for the fear of failure were stated, describing the challenges students perceive to be facing while starting their own business: Related to ideation and early-stage business development, students fear that they might not find the right idea, fail in analysing idea and market, have difficulties to commercialize a product or service and will face client dissatisfaction. Furthermore, students addressed political instability as an obstacle and connected it to changing markets, their lack of knowledge of those markets as well as a missing network of business angels or incubators to alleviate these lacks.

In addition, **social, societal and cultural obstacles** were expressed: Students mentioned the lack of time to combine entrepreneurship with marriage and family. The current female role, partly referred to as "female stereotype", hinders them to feel confidence to start their own business. Concern of the judgement of others was mentioned several times, particularly linked to "acting in a business world dominated by men" and living in a patriarchal society. Students expressed the wish to have contact to female entrepreneurs and role models to overcome those concerns and to get first-hand advice.

Besides these personal, social, societal and cultural obstacles that students perceive, a lack of practice regarding experience and skills was repeatedly cited as a hindering factor. Most frequently access to finance, a lack of knowledge about market structures and the ecosystem, and a lack of soft skills, mostly negotiating, were named (in the stated order).

Lastly, **structural obstacles** were expressed, particularly long administration processes, lack of support, missing mentors from industry and no follow-up after graduation. Additionally, it was stated that the lack of time impedes starting a business while studying.

3.2.3 Students' needs

Following the reflection on obstacles, students were guided to transfer those obstacles and hindering factors into specific needs, which could be addressed in the newly developed university course about female entrepreneurship. Using a combination of individual examination of this topic and group discussion, students were encouraged to cluster their thoughts around the guiding question: "Entrepreneurship course design: **needs and wishes**. What do you need regarding 1. **entrepreneurship knowledge**, 2. **(soft) skills**, 3. **contacts and local ecosystem** and 4. **active learning and practical experience**". The students had 10 min. to individually compose sticky notes on the digital whiteboard ([cf. Appendix G Digital whiteboard template](#)). For a detailed list of displayed needs, see figure 1 below and [cf. Appendix H Mind map of students' needs](#).

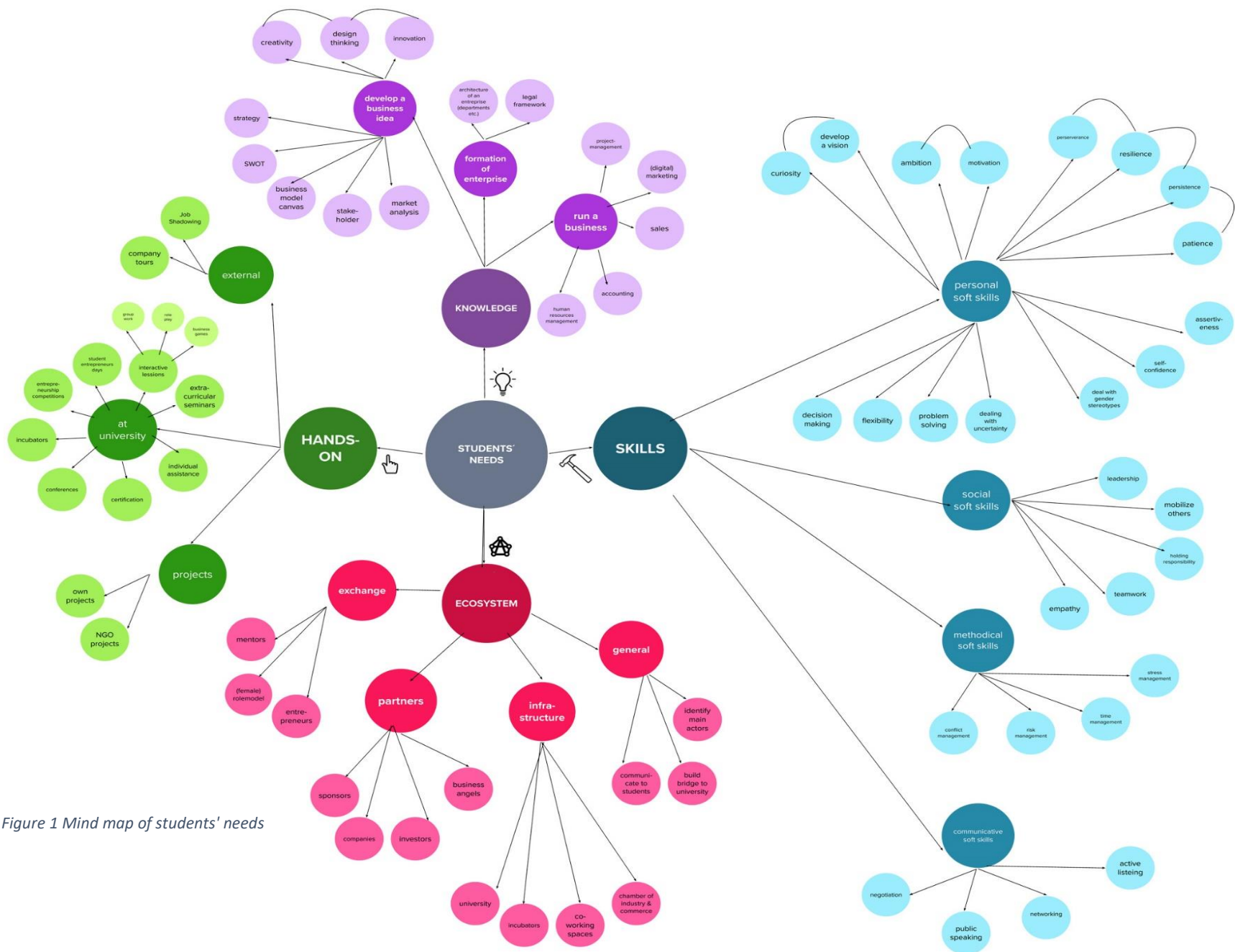


Figure 1 Mind map of students' needs

3.3 Results of the focus groups with teachers and administration staff

The discussion with teachers and administration staff mainly revolved around the three central topics pedagogy, content, and structure (figure 2).

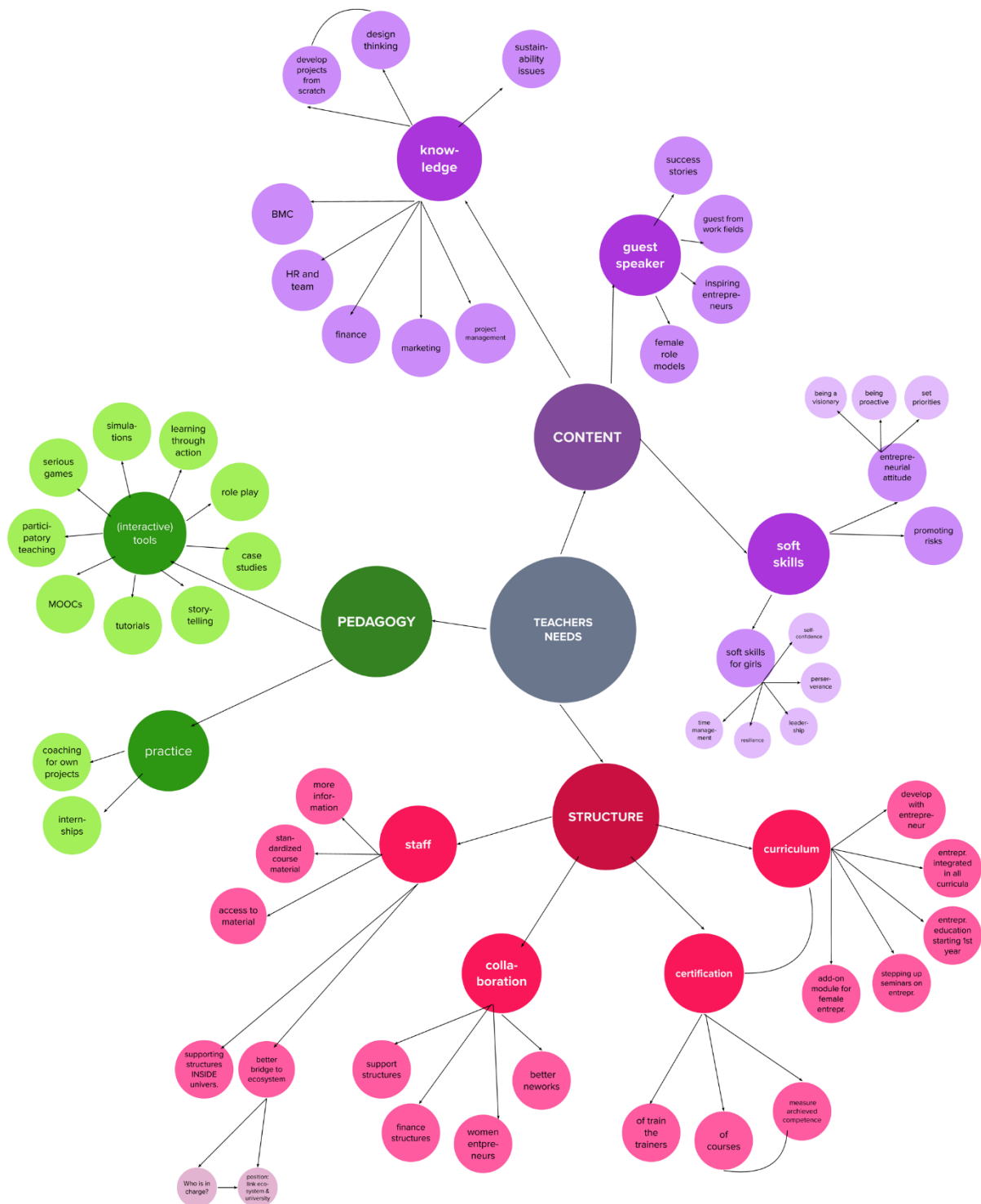


Figure 2 Mind map of teachers' needs

3.3.1 Pedagogy

The main part of the teacher-led discussion focused on pedagogy. In general, teachers wish entrepreneurship education to be practice-orientated and interactive.

Teachers emphasized a higher proportion of practical experience as relevant for the success of the entrepreneurship training. Specifically, they would like students to work on their own projects during the course and want them to gain insights into the ecosystem through internships.

Teachers would like their own qualification to be developed, particularly in the field of interactive teaching methodology. They want to be trained in participatory teaching methodology and to learn new tools which make classes more interactive.

Many teachers are already using case studies and role plays. They especially wish for new applications and technological gadgets. Simulation and serious games were mentioned repeatedly. Teachers expressed the expectation that the use of these tools would make teaching more modern and interactive. MOOCs, tutorials, and storytelling were mentioned once, whereby storytelling was seen as an instrument to impart more confidence in self-employment.

3.3.2 Content

Regarding the content of a future entrepreneurship curriculum, hard skills (knowledge) as well as soft skills were discussed.

The hard skills that teachers considered essential for the entrepreneurship training largely coincided with the hard skills that the students considered important. Financing was mentioned most frequently, followed by business modelling, design thinking, marketing, and project management. Furthermore, teachers and administrative staff repeatedly broached the issue of sustainability aspects and social entrepreneurship, which the students hardly stated.

Examining the soft skills mentioned by teachers and administration staff as essential for entrepreneurship teaching it could be noticed that there are explicit similarities to the soft skills the students wish to be trained in. In particular, soft skills in the areas of assertiveness, self-confidence (related to “remain optimistic”), leadership and resilience were addressed. Assertiveness was mentioned by both, teachers, and students, in the relation to the ability to negotiate.

Contrary to the students' statements, the teachers cited soft skills that the students did not mention. These were almost exclusively in the area of entrepreneurial mindset and included being a visionary, being proactive, setting priorities and developing a positive attitude towards risk taking.

Regarding the content of entrepreneurship training in general, it was noticeable that teachers often expressed the wish to invite guests from different work fields to the course, especially inspiring entrepreneurs and female role models who share success stories.

3.3.3 Structural aspects

As a third essential criterion for successful entrepreneurship teaching in addition to content and pedagogy, teachers and administration staff stated various structural aspects. These aspects are grouped around the four areas curriculum, certification, collaboration, and staff.

Teachers and administration staff expressed that the curriculum of an entrepreneurship course should be developed together with entrepreneurs. Besides, entrepreneurship teaching should be integrated into all curricula and disciplines. An example was given of offering an introductory course on entrepreneurship for all students. Furthermore, additional modules and advanced courses should be offered specifically for female students.

Noticeable was the heterogeneous discourse on the question of the best timing for entrepreneurship teaching. On the one hand the majority of teachers sees an advantage in teaching entrepreneurship elements from the first year of university in order to introduce the students to the topic from the

beginning. In contrast, teachers and administration staff repeatedly stated that the students hardly take the step into self-employment during their studies and that entrepreneurship training during their last year could promote the chances that students actually will start as entrepreneurs.

A further aspect addressed were success criteria assessing the level of trainings received by students. Teachers stated that they need specific criteria measuring when students have sufficiently developed hard or soft skills competencies. In addition, the course modules for entrepreneurship for students as well as the qualification offers for teaching staff, for example the train the trainer, should be certified.

Another structural issue that concerns teachers and administration staff is collaboration. The need for a better exchange with the local ecosystem was highlighted. Teachers and administration staff specifically named strong networks with partner companies, support structures from the local ecosystem such as incubators and, above all, financing services as well as good networking with female entrepreneurs, e.g., women entrepreneurship associations.

Another problem identified was that universities do not clearly regulate who is responsible for good networks with the local ecosystem. For this, more support structures are desired within the university, ideally an additional position for "service delivery" that acts as a bridge to the ecosystem, establishes and maintains partnerships.

Access to course material and information was also perceived to be difficult and should be expanded. Standardized course material for all disciplines, which should be made available, was named as particularly relevant.

4. Discussion

4.1 University Course Curriculum

The focus group discussions about the needs of students, teachers and administration staff in relation to female entrepreneurship delivered manifold results on the expectations, aims and required content which students, teachers and administration staff associate with an ideal entrepreneurship course and teaching. From this broad data base, numerous findings for the development of the course curriculum could be gained.

4.1.1 Target group, content, and course-objectives

Regarding a further specification of the **target group of the course to be developed**, administration staff, teachers as well as representatives of the local universities stated that students with different professional backgrounds should participate. As many disciplines as possible should be reached - including disciplines that are otherwise less related to entrepreneurship, e.g., the humanities.

This expressed need for a diverse target group implies for the planning of the course-structure in general and especially for planning the **content** that particular attention must be paid to provide content for this diversity. In addition to classic entrepreneurship content which would be suitable for business students, low-threshold introductory offers should be provided for participants without prior knowledge to familiarize them with the topic of entrepreneurship and to convey entrepreneurship as a perspective for their career. Therefore, in addition to the basics of entrepreneurship, the course program should also include offers which raise awareness for entrepreneurship for those students whose interest in entrepreneurship has yet to be aroused or strengthened before they will take the course. No specific examples were given of how such offers should be designed. Though, "inspiring entrepreneurs" and "success stories" were repeatedly stated to increase students' motivation. It was also mentioned that the names of entrepreneurship offers have an influence on the extent to which they arouse the interest of the students. "Creativity techniques", "implementing your own ideas", "hands-on" or "how to realize a project" were provided as examples for expressions which could reach more students, especially students with so far little reference to entrepreneurship.

The whole range of required course content was discussed in detail in the focus groups, particularly in the focus groups with students and teachers, who provided examples and named various specific content as needs. The analysis of these needs showed that the required content does not focus on a specific area of entrepreneurship education or on a specific phase of the entrepreneurial process, but covers the entire range, including idea and business model development, market analysis, financing, and soft skills, whereby the wish was expressed to learn these knowledge and skills hands-on ([cf. 4.1.2 Skills](#)).

For the course development, it should be considered that especially teachers wish to receive standardized teaching material, so that the same content for all disciplines can be taught according to the same standards. Additionally, the frequently stated wish that the course should be certified should be taken into account.

This wide range of content needed was also reflected in the discussion about the **objectives associated with the course**. Thereby, large congruence between the course-objectives expressed by students and those expressed by teachers and administration staff became apparent. By the end of the course, students wish to have all the relevant knowledge and skills they need to start their own business. Teachers and administration staff wish that students will have developed their own idea as market-ready as possible by the end of the course.

4.1.2 Skills

Within the wide range of skills that the focus group participants indicated as important for an entrepreneurship training, some skills were particularly emphasized. The students who primarily stated, "fear of failure" (related to not feeling comfortable to take risks) as the greatest obstacle to their entrepreneurship career, mainly want to gain skills which give them the self-confidence to be able to run their own company. These include resilience, persistence, assertiveness, dealing with gender stereotypes and leadership. Negotiating – with banks or investors – and managing professional relationships (including networking) were mentioned particularly frequently.

Another obstacle that was mentioned but cannot be directly influenced (in contrast to "fear of failure"), is the unstable local political situation leading to an unstable market situation. To minimize this obstacle, workshops on "dealing with uncertainty" could be valuable, combined with expertise of the local market.

Besides, students expressed that they do not feel adequately equipped for self-employment because they lack expertise in this field. Relating to this, especially elements on financing, market analysis and knowledge of the entrepreneurial ecosystem were mentioned.

The skills perceived as relevant by teachers were largely in line with those mentioned by students. The only significant difference was that teachers cited noticeably more skills related to entrepreneurial attitude (e.g., being visionary, being proactive). A focus on those skills should be considered when planning the course.

Besides, sufficient time and teaching should be dedicated to idea development, since students and especially teachers wish that participants can work on their own ideas during the course. If a broad target group from diverse disciplines is addressed, many participants might have no business idea at the beginning. Therefore, the course should provide students with the right tools to detect new business opportunities based on creativity techniques and innovation.

Teachers and administration staff expressed the need for criteria to measure when students have sufficiently learned a skill. Correspondingly, success factors for the course should be determined to check if an adequate training level has been archived.

4.1.3 Course structure

Taking into account the needs for a broad target group and a wide range of content, it can be concluded with regards to the curriculum development of the course that a modular course system could be suitable to cover the diverse needs within the 12 months which are currently scheduled as time frame for the course.

The course could include elective modules in addition to compulsory modules on the relevant core topics ([cf. 4.1.2 Skills](#)) to enable students to adapt the content to suit their prior knowledge, interests, and individual needs and to prepare them as best as possible for their own business endeavor. Thereby, the expressed wish for practical application should be considered. Theoretical content should be connected to practice and being conveyed using pedagogy approaches which enable students to link theory to real-life examples, working project-related, e.g., implying what they learned onto their own projects. ([cf. 4.1.4 Pedagogy](#)). Additionally, the connection to the local ecosystem should be established during the course to support the students in realizing their own business ([cf. 4.1.5 Ecosystem](#)).

A recommendation as to when the ideal time to start the course would be in relation to the entire course of study cannot be derived from the data from the focus groups, as it was discussed controversially: When the wishes to raise awareness for as many students as possible and to reach participants from all disciplines were expressed, the first year of study was cited as the ideal time to start the course. On the other hand, it was pointed out by teachers that students will most likely realize their own business, during their last academic year or immediately after graduation. Similarly, the student focus groups showed that students find it difficult to start a business during their studies due to a lack of time.

This question should be followed up in the co-creation sessions. The participants of the co-creation sessions could discuss whether some components of the course program, in particular the low-threshold offers to introduce students to the topic of entrepreneurship, could be scheduled with a time interval in advance to the main course content.

4.1.4 Pedagogy

With regard to the practical orientation of the course, various aspects were mentioned, whereby hands-on was interpreted broadly and different levels of practical orientation were expressed.

As examples for desirable active pedagogy, role-playing, simulations, and serious games were cited. Besides, practitioners should be invited as guest lecturers and coaching sessions should be integrated into the course, whereby coaching with experts and coaching with peers are conceivable

In the focus group discussions about already existing support structures offered at local universities, several formats were presented, which also offer practical orientation, in particular student clubs and business plan competitions. These could be adapted or expanded for the new course.

Therefore, it would be helpful to discuss in the following co-creation sessions with the local partners which corresponding offers are already working well and which could be adapted or extended for the new course. The co-creation sessions should also discuss to which extent structures for internships and job shadowing already exist at the local universities and how job shadowing should be embedded in the course. Besides, formats like business plan competitions could also be designed in a more hands-on way: The writing of the business plan could be followed by a practical phase in which students test a first prototype of their product or service on the market within a few weeks and then pitch their results to a jury of university employees and experts from the local ecosystem.

Particularly cooperation with the local ecosystem can offer a high level of practical orientation. In addition to internships, regular visits to local support structures could be integrated into the curriculum in order to gain knowledge about the local ecosystem on site. Thereby, skills could also be tested directly in practice. For example, on the subject of financing, students could practice on-site in a bank how to negotiate loans.

4.1.5 Ecosystem

In the discussions about the ecosystem, two main challenges were highlighted. In all focus groups the problem was raised that students lack knowledge about the local ecosystem and existing support structures inside and outside the university. Furthermore, a lack of female role models was broached as an issue.

Internal and external support structures exist, e.g., incubators, organizations which offer advice or events for entrepreneurs, co-working spaces, or networks for certain industries. Some of the support structures are already linked to the entrepreneurship teaching of the universities. Nevertheless, they are hardly known to the students.

There was consensus among the focus group participants that it would be essential for the students to know where they can find which support offers. One approach to meeting this need could be to compose a map or guide about the local ecosystem inside and outside the university and to make it available to students. Such a guide or database could also be created on female entrepreneurs - individuals and networks - in order to have an overview of female role models who can either be invited by the university as guest lecturers or contacted directly by the students. In addition, it would be helpful if the universities establish cooperations with women entrepreneurs associations and create offers at the university in which students can exchange with female entrepreneurs and can discuss their personal obstacles to entrepreneurship, for example the compatibility of family and work or how women can assert themselves in a patriarchal society.

After graduation, the entrepreneurship activities of graduates should be further accompanied. Appropriate support systems for graduates should be offered and already be introduced during the course. Special coaching or mentoring offers at the university or an alumni network could be considered as possible offers.

4.2 Teachers' training

Since a common need expressed by students as well as teachers is the practical orientation of the course, teachers need to be trained in this area. This includes the acquisition of new expertise in the field of active pedagogy and new, interactive teaching methods such as simulations and serious games in particular. Further discussions on this with the local partner universities during the co-creation sessions could be valuable: Which methods of active pedagogy are already working well at the universities, which are still needed and how can these methods be used specifically for the course? The questions about which specific simulations and serious games are desired for which reasons could also be considered for the co-creation session.

Related to teaching hands-on and with practical orientation, teachers must also know how to best accompany students with their own individual projects (including how to coach or work with mentors and coaches). They should be trained in preparing and following up the practical elements and phases of the course curriculum. Therefore, they have to know how to link hands-on project work and the experiences which students have gained during practical work to the course theory, so that students can achieve the best learning results.

In addition, teachers themselves have to acquire extensive knowledge of the local ecosystem inside and outside the university in order to be able to convey it to the students. They should also know how to establish and use contacts to the ecosystem themselves in order to ensure good cooperation with practitioners and experts.

The broad target group requires that teachers need to know how to work with diverse participants considering different level of prior knowledge, of interest in the topic of entrepreneurship as well as different personality types and individual aims of the students. In addition, they must be trained in particular to foster women in entrepreneurship and must know how to work with female role models. Knowledge of the soft skills mentioned to be relevant by the students and an ability to motivate are helpful to ideally support female students.

Although digital skills were hardly mentioned in the focus group discussion, it is essential to train teachers in new, digital teaching methods and blended learning approaches, as the course will take place in a blended learning format. Therefore, teachers will not only need those expertise and skills themselves, but also have to convey them to the students.

5. Conclusion

The focus groups carried out were successful and provided a very suitable basis for analyzing the issues relevant to the WEMag project as a foundation to develop UC and TT. Obstacles, needs and wishes in relation to (female) entrepreneurship teaching could be explored to a wide extent as well as in detail through the provided individual exercises and group discussions. 6-8 participants, WEMag staff and local representatives took part in each focus group. All 12 groups could be implemented, whereby the participants actively engaged in the discussion, so that a broad set of data could be generated.

The analysis of the data showed the need for a broad target group as well as a wide range of content that extends across the entire entrepreneurship process up-to being almost market-ready - from creating awareness for entrepreneurship to all relevant entrepreneurship areas including creativity techniques and generating ideas. It can also be concluded that an emphasize should be placed on soft skills, in particular on developing an entrepreneurial attitude as well as on soft skills which improve students' self-confidence and thus encourage them (supplemented by expertise) to realize their own businesses.

In addition, it is essential to convey to the students where they can find which support structures. Thereby, materials such as maps or guides could be useful, on the one hand about the entire ecosystem, on the other hand particularly with information on female entrepreneurs who can act as role models.

A modular course system consisting of elective and compulsory course components could be developed in order to align the course curriculum to the desired broad target group with diverse needs for content and also to integrate the desired, extensive practical elements. This aspect should be followed up in the co-creation sessions, especially focusing on the question of the suitable timing of UC (in relation to the entire courses of study), as this could not be answered by the data collected in the focus groups.

The desired, extensive curriculum with a diverse target group, content, practical elements and conveyed in interactive methodology, leads to the need that teachers have to be taught additional skills for the implementation of the course. Teachers must be trained to motivate and encourage women in particular. For this it is also essential that they know how to integrate structures from the ecosystem, especially female entrepreneurs as role models, in the course. Teachers should also be able to independently establish and use contacts to relevant structures of the ecosystem and be trained to optimally prepare and follow up the practical course elements in order to ensure ideal integration into the course structure and students' learning process. Besides, teachers need expertise in new, interactive methods and tools around active pedagogy.

Some **limitations** have to be considered:

A focus group approach including a group of participants was chosen to generate data - alternatively to conducting individual interviews. Therefore, as a potential limitation has to be considered that participants might have withheld thoughts that they did not want to express in front of others. Nevertheless, the focus group approach offered two advantages: Firstly, the participants could discuss with each other and build on other participants' thoughts. Secondly, a broader data set could be generated including more participants within the fixed time frame. Using a quantitative approach and a large-scale survey instead of a quality approach would also have generated a large data set. Whereby that might have led to a reduced depth of needs analysis since the possibility for prompt and targeted follow-up questions would have been limited in a survey. Ideally, several methods could be combined in further research.

In addition to the methodological limitations, there were minor technical restrictions. One focus group had to be canceled and rescheduled for a later date because internet connectivity did not function reliably at the university so that not all participants could connect properly.

Besides, time constraints arose, especially due to Ramadan taking place within the weeks when the focus group had to be implemented.

Lastly, it has to be noted that hardly any digital learning methods and the associated expertise and competencies were discussed in the focus groups, although UC will be designed as blended learning and these skills will therefore be relevant for both, teachers and students. This topic should be followed up and examined in more detail within the co-creation sessions.

6. Appendix

A. WEMag: Implementation of focus groups - Concept

B. Variants of the questionnaire

Questionnaire version for the focus groups with students

Questionnaire version for the focus groups with teachers

Questionnaire version for the focus groups with administration staff

C. Focus group criteria – Target groups and participants

D. Note taking sheets

Note taking – administration staff focus groups

Note taking – students focus groups

Note taking – teachers focus groups

E. Focus groups part I: Setting the stage – Powerpoint Introduction

F. EntreComp Framework: 3 wheel competences

G. Digital whiteboard template

H. Mind map of students' needs

A WEMag: Implementation of focus groups – Concept

WEMag, Workpackage WP 1 - Teacher teaching (TT) and University course (UC) preparation
(deadline May 15th)

MBS (L), IPAG, Vives, Haikara, US, UG, (ADGS), USMBA, UH1, (ARDM)

WEMag: Implementation of focus groups – Concept

as of March 5th

Barbara Scheck, Patricia Kraft, Laura Janssen, Clémentine Blazy (MBS)

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1. Initial Situation

The labour market in the Maghreb is characterised by high youth unemployment and a low level of integration of women. The integration of young people is further hampered by an economic development model that does not create enough jobs, combined with training that is not adapted to market needs and the lack of attractive jobs in the formal sector.

The WEMag project will improve entrepreneurial knowledge and mindset through a new curriculum aimed at strengthening women's professional networks for business creation and improving entrepreneurship teaching at HE level in Morocco and Tunisia.

2. Focus Groups Objectives and Outputs

Going beyond the first needs analysis, the focus groups aim to better understand the pedagogical contexts and obstacles to female entrepreneurship. They will cover the socio-educational and institutional context in Partner Country HEIs as well as the entrepreneurship training needs and set the ground for developing the Teacher Training (TT) on entrepreneurship for women and the university course design (UC).

The data collected from the focus groups will be compiled in a report, particularly the required competences and skills of the potential participants at the start and finish of the programmes (UC and TT) in line with the ENTRECOMP framework for entrepreneurial competences, the necessary content and form of the programmes and input for the evaluation criteria (programme success).

3. Focus Groups – Definition and Aims

“The purpose of focus groups is not to infer but to understand, not to generalize but to determine a range, not to make statements about the population but to provide insights about how people perceive a situation.” (Krueger and Casey 2000)⁴

A focus group is a method for collecting qualitative data by gathering individuals together to discuss a specific topic in a permissive, nonthreatening environment. Focus groups are used to gather opinions. Their purpose is to better understand how people feel or think about an issue, idea, product, or service.

Questions are open-ended (predetermined and sequenced; questionnaire), with the aim of stimulating an informal discussion with participants to understand their perceptions, beliefs, fears, questions, and information needs.

Participants are selected because they have certain characteristics in common (here: students, teachers and administration staff in the field of entrepreneurship) that relate to the topic (entrepreneurship teaching) of the focus group. The group size should, on the one hand side, offer the opportunity to share insights and, on the other hand, guarantee diversity of perceptions. The moderator creates a permissive environment that encourages participants to share perceptions and points of views without pressuring participants to vote or reach consensus. The group discussion is conducted several times with similar types of participants, so that trends and patterns in perceptions can be identified. Decisions are made after all focus groups, not during focus groups.

⁴ Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research*. Thousand Oaks, Calif: Sage Publications.

3.1 Link to ENTRECOMP framework

The questionnaires for the focus groups were designed in line with the ENTRECOMP framework⁵, covering the three areas *Ideas & Opportunities*, *Resources* and *Into Action*, focusing at the latter two. Corresponding, besides exploring how an entrepreneurial mindset can be fostered, as *resources* the five competences of the ENTRECOMP framework are part of the focus group discussions: self-awareness & self-efficacy, motivation and perseverance, mobilising resources, financial & economic literacy, mobilising others. A large part of the focus groups covers discussions about *Into Action* and how UC and TT can improve the five aspects taking the initiative, planning and management, coping with uncertainty, ambiguity, and risk, working with others and learning through experience.

4. Outline and Methodology

There will be one focus group workshop for each target group at each university. While the format of the workshop will remain the same, the guiding questions will be tailored to the respective target group using three variants of the questionnaire.

A moderator from MBS will prepare and lead all focus groups. Additionally, one local representative will be needed to participate in each focus group as an observer. Further observers are welcome.

4.1 Changes due to Covid-19 – virtual format

Due to the ongoing Covid pandemic, the focus groups in March and April 2021 cannot take place physically as originally planned.

This has the advantage that by running the focus groups as a virtual format, more project partners can digitally participate very flexibly in order to gain insights as an optimal basis for the development of TT and UC - in addition to the evaluation and the report prepared by MBS.

MBS has broad experience in the implementation of various online formats, so that as good results as in physical version can be expected, keeping the planned structure and interactivity. The required technology - virtual meeting room and digital whiteboard - is provided by MBS and explained to the partners and participants in advance.

The moderator will lead the focus group digitally; each participant needs their own PC with camera and stable internet connection. For this, each participant should sit separately. This also ensures that the participants do not feel imbalanced when some participants physically sit together (and possibly talk to each other parallelly) and others join individually, which could have a negative effect on the group atmosphere and openness.

It is also planned to record the sessions in order to use the data in the best possible way for evaluation. All data will be anonymized for the report. The participants must be informed about the recording in advance. It must be ensured and conveyed to the participants that the focus groups, despite the recording, remain a safe space in which the participants can and should openly express their opinions.

4.2 Focus group design

The focus group concept covers 105 minutes. Additional 15 min. are planned in case there is the need for further discussion. **Participants should be invited to a focus group with the duration of full 120 min.**

⁵ Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:[10.2791/593884](https://doi.org/10.2791/593884)

The digital whiteboard tool 'Miro' will be used, explained and provided by MBS. Partner universities and participants will not need any technical requirements or licences apart from a PC and stable internet connection.

Two approaches will be combined following two steps:

Step 1: becoming aware of the individual, also implicit needs, expectations, and challenges through interactive methods based on Design Thinking (as (silent) brainstorming techniques)

Step 2: guided discussion to connect and deepen the knowledge gained in step 1; scientific focus group approach combined with co-creation techniques (building on each other's contributions) in order to arrive at the most comprehensive, shared understanding as a starting point for the development of the university courses.

The discussion will be held using three variants of a questionnaire according to the three focus groups. Questions are initially broadly worded and are then directed to specific sub-topics as indicated in the outline below. Each question is asked separately and followed by a brainstorming – and partly also a first short discussion – before the next question will be asked.

Immediately after the end of each focus group, the moderator and local representative / observer **debrief**: What are the perceived core elements and central results of the focus group? A structure will be provided for the debriefing.

4.3 Language

Since it is essential for the focus group's output that the participants can communicate their needs, ideas and obstacles, they must all **share the same language at a high level (French or English)**, meaning a level at which they feel comfortable to talk in this language and are able to express themselves without any misunderstandings because of language barriers. It is also important, that the participants can clearly understand the other participants (including post-its) to be able to build on their thoughts. Different languages within one focus group would be time-consuming to translate, there would be less time for content and further questions. Since it is important for good results that the participants express themselves in their own words, each sentence would have to be translated as literally as possible in order not to falsify the statement with abbreviated translations; all explanations and summaries of the discussion rounds by the moderator would have to be translated as well. Therefore, using only one common language that is easy to understand for everyone leads to better results.

The local partners can choose in advance, based on their needs, whether a focus group should be held in English or French. They then select participants with good skills in the chosen language. The language can be changed from focus group to focus group: for example, the focus group with the students can take place in French, the one with teachers in English or vice versa.

5. Detailed Focus Group Program and Questionnaires

Part 1 (Welcome and Introduction) and Part 3 (Debrief) of each focus group are identical for all target groups. Part 2 (empathize, gathering information; marked in grey) differs according to the target group: There are three variants and three questionnaires, each tailored to one specific target group (students, teachers and administration staff).

B Variants of the questionnaire

PROGRAMMPART	AIM AND CONTENT	METHOD AND TOOLS	TIME (in min.)
Part I: Setting the stage	Creation of a welcoming, safe and open space; Introduction <i>(identical for all 3 focus groups)</i>		(30 in total)
Arrival of participants	Settle in the room: allow participants to arrive and relax	-	5
Welcome and Introduction	Moderator and local representative introduce themselves (briefly) moderator explains the purpose of the focus groups and the process including agenda and "rules" <i>(for details and examples please see the supplement 'Moderator')</i> time for questions	Slides with Agenda and "rules")	10
Icebreaker (energizer)	Creation of a relaxed atmosphere, in which participants feel welcome and safe and can discuss openly: 5 min. mini game ("Show yourself, if.." = online energizer)	Computer with cameras	5
Introduction of the participants	Getting a sense of who is in the room: Introduction of the participants (own introduction in a few sentences, e.g., build around the question "What connections do you have to today's topic entrepreneurship / entrepreneurship teaching"?)		5
Start the digital whiteboard	Guiding the participants to the digital whiteboard Miro; brief presentation of the relevant functions in Miro (a video tutorial will be distributed to the participants in advance)	Miro board	5
PART 2: Empathize, Gathering information (thoughts, needs, opinions of the participants); questionnaire	Questionnaire version for the focus groups with students		(75 in total)
Round 1	Engagement Questions to start with the topic entrepreneurship What thoughts or (random) associations come to your mind when you hear the word "entrepreneurship"?	Silent brainstorming (individual post-it notes); sharing with the group	10
Round 2	Exploration Questions topics: challenges, obstacles, risks	vision exercise:	20

	<p>What has kept you from starting your own business so far? What might stop you in the future? What would be helpful to change? (sub-topics might include: personal situation, cultural context, role, family)</p> <p><i>optional: What would help you to feel safer?</i></p>	<p>Imaginary Journey (guided by the moderator, participants listen with closed eyes); post-its; afterwards students rate and rank the post-its by distributing points</p>	
Round 3	<p>Exploration Questions topic: needs and wishes If you could wish for anything, what would help you, what do you need? (knowledge, (soft) skill (leadership, rhetoric, negotiation, networking, team, problem solving, dealing with uncertainty, time management, resilience, assertiveness, patience, creativity) infrastructure, contacts, role models, experience...)</p>	<p>Post-its; ranking</p>	15
Round 4	<p>Follow-up Questions (focusing on course design) short discussion rounds on the topics raised in the preliminary round as well as the aspects "mentor", "online / blended (which technical skills ...)," practical experiences (action-oriented; project-orientated, job-shadowing)</p>	<p>No notes on the whiteboard from participants, note taker captures thoughts</p>	10
Round 5	<p>Follow-up Questions (focusing on local context and ecosystem) Which contacts would you be most interested in? What would particularly help you get into action and start your own business? What support do you need from the ecosystem?</p>	<p>No notes on the whiteboard from participants, note taker captures thoughts</p>	10
Closing	<p>Ending Questions Please think for a minute (each one for her- or himself and in silence) and write on post-its: If you could now wish for three things to help you start your own business: which would it be? Have we missed anything?</p>		5
End of the focus groups for participants	<p>End of the session (stay in the virtual room for 5 min. in case there are any open questions or needs, which participants might not want to articulate within the whole group)</p>		5
PART II: Empathize, Gathering information (thoughts, needs, opinions of the participants); questionnaire	<p>Questionnaire version for focus groups with teachers</p>		(75 in total)
Round 1	<p>Engagement Questions to start with the topic entrepreneurship teaching</p>	<p>Silent brainstorming (individual</p>	10

	Think back to your previous teaching experience: What are the first thoughts and associations that come into your head?	post-it notes); sharing with the group	
Round 2	Exploration Questions Topic: Entrepreneurship teaching - personal experiences and challenges <i>Broad first question:</i> What went well, what needs improvement? <i>sub-topics:</i> 1. general, 2. Entrepreneurship teaching, 3. teaching entrepreneurship to women 4. what else?)	vision exercise: Imaginary Journey (guided by the moderator, participants listen with closed eyes); post-its; afterwards students rate and rank the post-its by distributing points	15
Round 3	Exploration Questions Topic: Entrepreneurship teaching – needs and wishes <u>Focus on the development of TT:</u> What would you wish for in terms of entrepreneurship teaching? (pedagogy, materials, tools, skills (technical, digital, entrepreneurial knowledge, experience, contacts...) 1. <i>What are the existing courses you offer in your education regarding entrepreneurship?</i> 2. <i>What methodologies/tools do you use to translate theory into practice?</i> 3. <i>What elements do you lack in your education to involve and support female students more?</i> <i>Optional:</i> If you could design your own training, what would you focus on? <u>Focus on the development on UC:</u> Looking back to your previous experiences: Where did you see the greatest improvement in students' learning? Which needs do you see in students? <i>OR:</i> What areas of entrepreneurship are most challenging for students? <i>optional:</i> Suppose that you were in charge and could make one change that might improve entrepreneurship courses at University, what would you do? Have you previously had women in your entrepreneurship classes? Did you notice any gender-based obstacles? If yes, which ones and in which situations?	Post-its; ranking	20
Round 4	Follow-up Questions (needs, wishes) What is still missing for you (if you could wish for everything, dream big)? (Skills, Experiences, methods, contacts, knowledge ...)	no notes on the whiteboard from participants, note taker captures thoughts	10

Round 5	Follow-up Questions (local context and ecosystem) Think about the local ecosystem: Who or what would help you most? Who or what would help the students the most? Which connections to existing local support programmes might be useful?	No notes on the whiteboard from participants, note taker captures thoughts	10
Closing	Ending Questions If we could change anything right now and you had three wishes for Entrepreneurship teaching – What would you wish for? What else do you need? Think in all directions. Have we missed anything?	Every participant notes top 3 on the digital whiteboard	5
End of the focus groups for participants	End of the session (stay in the virtual room for 5 min. in case there are any open questions or needs, which participants might not want to articulate within the whole group)		5
PART II: Empathize, Gathering information (thoughts, needs, opinions of the participants); questionnaire	Questionnaire version for the focus groups with administration staff		(70 in total)
Round 1	Engagement Questions When people talk about entrepreneurship teaching, what do they say?	Silent brainstorming (individual post-it notes); sharing with the group	10
Round 2	Exploration Questions <i>Broad first question:</i> Imagine you are talking to a friend: How would you describe the current situation, that runs well, what needs improvement? <i>sub-topics:</i> What would it take to improve these aspects?	post-its; afterwards students rate and rank the post-its by distributing points	20
Round 3	Exploration Questions What are the most frequent program / curriculum related questions students ask you? <i>optional:</i> Are there program requirements that students find different to complete? Are there bottlenecks where they get stuck?	Post-its; ranking	15
Round 4	Follow-up Questions What is still missing for you (if you could wish for everything, dream big)? What could improve your work? What could improve Entrepreneurship courses at University?	No notes on the whiteboard from participants, note taker captures thoughts	15
Closing	Ending Questions If we could change anything right now and you had three wishes	Every participant	5

	for Entrepreneurship teaching – What would you wish for? What else do you need? Think in all directions. Have we missed anything?	notes top 3 on the digital whiteboard	
End of the focus groups for participants	End of the session (stay in the virtual room for 5 min. in case there are any open questions or needs, which participants might not want to articulate within the whole group)		5
PART III: Debriefing	Moderator and local representative / observer share central results		30

C Focus groups criteria – Target groups and participants

6. Target Groups and Participants

At USMBA, UHI, US and UG, one focus group workshop for each of the three target groups, namely **students, teachers, administration staff**, will take place.

Each focus group should consist of **eight participants**. The participants should reflect the highest possible diversity within the framework of the target group's criteria (see below) and depict different views. Good communication to potential participants explaining the benefits of the focus groups and their importance for the development of the trainings will be essential to find suitable participants.

In addition, a local representative of the respective university, e.g., a professor or person, who is part of the WEMag project, should accompany the focus groups workshop (one person for all three focus group workshops needed). This **additional local contact** supports the accuracy of the workshop in advance and mitigates the fact that the focus groups cannot be held on-site like originally planned but had to be changed to a virtual format due to the Covid-19 pandemic. She/He takes part in the preparation and ensures the relevance and coherence for the local and cultural circumstances. During the focus group workshop, she/he takes on an observing role and makes notes that are recorded as data for the report.

Since it is essential for the focus group's output that the participants can communicate their needs, ideas and obstacles, they must all share the same language at a high level (French or English, decided in advance for each focus group).

6.1 Students

The focus groups with students aim to map and understand the specific needs, challenges and obstacles faced by female students and aspiring entrepreneurs operating in the local ecosystems across the Maghreb. They collect data on educational and mentoring needs. Topics to be discussed in the focus groups include education and training, funding and infrastructure, soft skills and socio-cultural reasons.

Participants needed for this focus group:

- 8 (female) students (ensure diversity and a broad background regarding discipline, relationship with entrepreneurship, social class, geographic location, etc.)
- in transition from education to professional life (enrolled in terminal years master's programmes, across disciplines), but also PhD candidates and recent graduates
- including some students who wish to start or develop their own business or take over an existing business,
- on the other hand, including at least one or two students who previously have had little contact with the subject of entrepreneurship (to find out whether and how this interest could be fostered)

- willing to openly communicate needs and personal obstacles (including topics like social norms and cultural practices portraying entrepreneurship as a men's sector or reconciling business and family concerns)
- all participants share the same language at a high level (please decide if you want to run this focus group in French or English, before selecting participants)
- stable internet connection (with camera on); technical expertise is not required

6.2 Teachers (lecturers/professors)

Focus groups with **teachers** aim to map and understand the specific pedagogical and training needs, e.g., methodology, tools and use of technology for teaching.

Participants needed for this focus group:

- 8 teachers specialised in Entrepreneurship (ensure diversity in working fields, age, background, applied teaching methodology etc.)
- experienced in exchanging with students having entrepreneurial intentions, encourage them to take initiative and help them to define their learning or experimentation paths
- the majority of teacher should have experience in teaching entrepreneurship also to female students (to take into account the specific obstacles they are facing; this teaching experiences must not be in courses dedicated to female students only, it means contact to female students in general entrepreneurship classes)
- including female teachers (to deepen the understanding about female role models)
- including teachers who can provide extensive knowledge about the local entrepreneurial ecosystem and shed light on its opportunities and constraints: other start-ups, the market, support systems and funding opportunities: existing support programs offered locally and nationally by different organisations to promote entrepreneurship in general and female entrepreneurship in particular.
- willing to openly communicate pain points, to communicate also negative personal teaching experience as well as to critically question the existing programmes
- all participants share the same language at a high level (please decide if you want to run this focus group in French or English, before selecting participants)
- stable internet connection (with camera on); technical expertise is not required

6.3 Administration staff

Focus groups with University **administration staff** aim to map and define the socio-educational and institutional context of each university participants needed for this focus group:

- 8 persons working as administration staff related to Entrepreneurship (ensure diversity in work fields etc.)
- including staff who can provide extensive knowledge about the socio-educational and institutional context of their university
- willing to openly communicate pain points as well as willing to critically question the status quo
- all participants share the same language at a high level (please decide if you want to run this focus group in French or English, before selecting participants)
- stable internet connection (with camera on); technical expertise is not required

7. Dates and Times

The period from mid-March to mid-April is suitable for implementing the focus groups to ensure that work package 1 is completed on time by May 15th as well as to ensure enough time to analyze the data and compose the report. In particular, three calendar weeks are planned:

March 22nd to April 4th and April 12th to 16th.

For the implementation of 3 focus groups per university 1.5 working days are estimated.

The following dates are recommended (and our moderator is available on all these dates).

Indicated availability:

	MON, March 22 nd	THURS, March 25 th	FRI, March 26 th	MON, March, 29 th (only morning)	TUES, March 30 th	THURS, April 1 st	MON, April 12 th	THURS, April 15 th	FRI April 16 th (only morning)
USMBA									
UH1									
US									
UG									

8. Moderator and Observer Roles

8.1 Moderator

The focus group moderator nurtures disclosure in an open and spontaneous format. The moderator's goal is to generate a maximum number of different ideas and opinions.

In the moderator role, it is helpful to

- control reactions to participants (verbal and nonverbal, head nodding, short verbal responses like "that's good", "excellent")
- summarize long, complex or ambiguous comments and assure the correct understanding (are the aspects which the participant intended to express, captured correctly?); also summarize after each round (see outline)

8.2 Welcome and Introduction

- Welcome participants
- Moderator introduces herself; local representative/observer introduce themselves in a few sentences
- Purpose of the focus group is explained: relevance of this focus group to the development of UC and TT; "you were selected because of your interest/experiences in entrepreneurship / entrepreneurship teaching / local context of entrepreneurship"
- Process of the focus group is explained, including bulleted agenda and "rules". "Rules" are:
 - o We want to gather individual and diverse opinions, there is no right or wrong, we need and appreciate different perspectives, your honest feedback is extremely valuable for us.
 - o We are not aiming at reaching consensus, but at tailoring UC and TT towards your needs.
 - o Please listen to each other and talk one after each other so that we do not miss anything; you are welcome to add to each other's thoughts.
 - o First name basis or what is your preference?

- Safe space: Everything that you share today will be kept anonymous. We ask that you help protect anonymity and confidentiality by agreeing not to share what we hear today with people outside the room. Do you agree?
- What is the information used for: All results will be used anonymously as well without any indication of persons/names. We are video-recording this session just for research purposes, the videos won't be shown; any questions or concerns?
- Time for questions

8.3 Challenges and suggested prompts

Feedback focuses on a theme not related to the question posed:

Decide whether to allow the conversation to progress. For example, if a theme arises many times that students agree on, the moderator may want to gather information on the theme before moving the conversation back to the set focus group questions.

- *"This point has been raised a number of times. Has this been experienced by others?"*
- *"What I'm hearing is _____. Does this capture your experience?"*

A participant is hijacking the conversation to talk about a specific issue.

State that you have recorded the feedback and want to hear other ideas. Remind the group about the question you are currently addressing and turn to others in the group for their input.

- *"Thank you for that input. I have recorded that idea. The question we are focused on at this point is _____. Does anyone have additional input that hasn't been expressed yet?"*
- **Some participants are quieter.**
- Ask directly whether other participants would like to share their input on the question.
- *"We haven't heard from you yet. Do you have anything you would like to add?"*

Participant responses are general or vague.

Ask follow up probes to help draw out concrete examples or ideas. A second facilitator can be helpful for asking follow up questions.

- *"Tell me more about what you just said."*
- *"Please elaborate on that statement."*
- *"Can you clarify what you meant?"*
- *"Are you willing to provide specific example/ situation/ context?"*

8.4 Observer and note taker, assistant

At least one person from the local context = local representative is needed for every focus group as observer or note taker; more observers are possible.

Observers

- do not participate in the discussion
- observe and take notes
- debrief with the moderator directly after each focus group
- might help with time keeping and technique

8.5 Tipps for observing and note taking:

Field notes contain different types of information:

- **Frequency, extensiveness and intensity (overall topics):**
Some topics are discussed more by participants (extensiveness) and also some comments are made more often (frequency) than others. These topics could be more important or of special interest to participants. Also, consider what wasn't said or received limited attention. Did you expect but not hear certain comments?
Furthermore, participants might talk about a topic with a special intensity or depth of feeling.

- **Key points and themes for each question:**
Typically, participants will talk about several key points in response to each question. These points are often identified by several different participants. Sometimes they are said only once but in a manner that deserves attention. At the end of the focus group observer or moderator can share these themes with participants for confirmation.
 - **Follow-up questions** that could be asked:
Sometimes the moderator may not follow-up on an important point or seek an example of a vague but critical point. The assistant moderator may wish to follow-up with these questions at the end of the focus group.
- Quotes:**
Listen for notable quotes or phrases that illustrate an important point of view. Place name or initials of speaker after the quotations (date will be anonymized for the report). Usually, it is impossible to capture the entire quote. Capture as much as you can with attention to the key phrases. Use three periods ... to indicate that part of the quote was missing.
- **Other factors:**
Make note of factors which might aid analysis such as passionate comments, body language, or non-verbal activity. Watch for head nods, physical excitement or other clues that would indicate level of agreement, support, or interest.

D Note taking sheets

Note taking – administration staff focus groups

Note Taking – Administration staff focus groups

Local Representative; Observer

The local representative is the connection to the local University and local context. The local representative helps the moderator as an observer and note taker. More observers, who also take notes, are possible.

Local representatives and observers

- do not participate in the discussion (exception at the end of each round)
- observe and take notes
- debrief with the moderator directly after each focus group
- might help with time keeping and technique
- might ask follow-up questions at the end of each round (will be invited by moderator) to clarify aspects which are relevant and still unclear for them

Tipps for observing and note taking

Field notes contain different types of information:

- **Frequency, extensiveness and intensity (overall topics):**
Some topics are discussed more by participants (extensiveness) and also some comments are made more often (frequency) than others. These topics could be more important or of special interest to participants. Also, consider what wasn't said or received limited attention. Did you expect but not hear certain comments?
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- **Other factors:**
Make note of factors which might aid analysis such as passionate comments, body language, or non-verbal activity. Watch for head nods, physical excitement or other clues that would indicate level of agreement, support, or interest.

Premier tour de piste:

Entrepreneuriat et enseignement de l'entrepreneuriat

Your notes on the question:

Quand les gens parlent de l'enseignement de l'entrepreneuriat, que disent ils généralement?

(participants use post-it notes on whiteboard)

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

Deuxième tour de piste:

Enseignement de l'entrepreneuriat – situation actuelle, lacunes

Your notes on this topic and the questions (participants use post-it notes on whiteboard):

Imaginez que vous parlez à un ami: Comment décriviez-vous la situation actuelle – ce qui fonctionne bien, ce qui pourrait être amélioré?

Qu'est ce qui fonctionne bien?

Qu'est ce qui pourrait être amélioré ?

What would it take to improve these aspects?

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

Troisième tour de piste: conception d'un enseignement de l'entrepreneuriat: les étudiants

Your notes on the questions below:

(round of short questions - short answers; no notes on whiteboard):

What kind of profile of students enrol mainly in the entrepreneurship programme?

What type of students are difficult to reach?

What is the reason for this?

(What is the ratio of girls to boys?)

What are the most frequent program / curriculum related questions students ask you of have difficulties with?

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

Quatrième tour de piste: besoins et souhaits

Your notes on the questions below:

(round of short questions - short answers; no notes on whiteboard):

What is still missing for you (if you could wish for everything, dream big)?

What could improve your work?

What could improve Entrepreneurship courses at University?

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

Is there anything else which you want to mention or save for the debriefing session?

Note Taking – Students focus groups

Local Representative; Observer

The local representative is the connection to the local University and local context. The local representative helps the moderator as an observer and note taker. More observers, who also take notes, are possible.

Local representatives and observers

- do not participate in the discussion (exception at the end of each round)
- observe and take notes
- debrief with the moderator directly after each focus group
- might help with time keeping and technique
- might ask follow-up questions at the end of each round (will be invited by moderator) to clarify aspects which are relevant and still unclear for them

Tipps for observing and note taking:

Field notes contain different types of information:

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 - **Key points and themes for each question:**
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 - **Follow-up questions** that could be asked:
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- Quotes:**
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- **Other factors:**
Make note of factors which might aid analysis such as passionate comments, body language, or non-verbal activity. Watch for head nods, physical excitement or other clues that would indicate level of agreement, support, or interest.

Premier tour de piste:

Entrepreneuriat et enseignement de l'entrepreneuriat

Your notes on the question:

Quelles pensées ou associations d'idées vous viennent à l'esprit quand vous entendez le mot "entrepreneuriat"?
(What thoughts or (random) associations come to your mind when you hear the word "entrepreneurship?")

(participants use post-it notes on whiteboard)

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

Deuxième tour de piste:

Défis, obstacles, risques

Your notes on this topic and the visioning exercise (participants use post-it notes on whiteboard):

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

Troisième tour de piste:

Cours d'entrepreneuriat: besoins, envies, souhaits

Your notes on the three questions below:
(round of short questions - short answers):

What do you think already works well in courses about entrepreneurship?

What did you like, what helped you?

And what would need improvement? What is missing?

Your notes on the virtual exhibition exercise (participants use post-its on whiteboard, followed by a discussion)

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

Is there anything else which you want to mention or save for the debriefing session?

Note Taking – Teachers focus groups

Local Representative; Observer

The local representative is the connection to the local University and local context. The local representative helps the moderator as an observer and note taker. More observers, who also take notes, are possible.

Local representatives and observers

- do not participate in the discussion (exception at the end of each round)
- observe and take notes
- debrief with the moderator directly after each focus group
- might help with time keeping and technique
- might ask follow-up questions at the end of each round (will be invited by moderator) to clarify aspects which are relevant and still unclear for them

Tipps for observing and note taking:

Field notes contain different types of information:

- **Frequency, extensiveness, and intensity (overall topics):**
Some topics are discussed more by participants (extensiveness) and also some comments are made more often (frequency) than others. These topics could be more important or of special interest to participants. Also, consider what wasn't said or received limited attention. Did you expect but not hear certain comments?
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 - **Key points and themes for each question:**
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 - **Follow-up questions** that could be asked:
Sometimes the moderator may not follow-up on an important aspect or seek an example of a vague point. Observers may wish to follow-up with these questions at the end of a round.
- Quotes:**
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- **Other factors:**
Make note of factors which might aid analysis such as passionate comments, body language, or non-verbal activity. Watch for head nods, physical excitement or other clues that would indicate level of agreement, support, or interest.

Premier tour de piste:

Entrepreneuriat et enseignement de l'entrepreneuriat

Your notes on the question:

Quelles pensées ou associations d'idées vous viennent à l'esprit quand vous vous remémorez vos expériences d'enseignement?

(participants use post-it notes on whiteboard)

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

Deuxième tour de piste:

Enseignement de l'entrepreneuriat – situation actuelle et défis

Your notes on this topic and the questions (group discussion, no post-its on Miro board):

What are the existing courses you offer in your education regarding entrepreneurship?

What methodologies/tools do you use, especially to translate theory into practice?

(How do you apply soft skills? How do you try to be practice-oriented and experience-orientated?)

Your notes on this topic and the questions (participants use post-it notes on whiteboard):

Qu'est ce qui fonctionne bien ?

Qu'est ce qui pourrait être amélioré ?

Qu'est ce qui vous manque ?

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

Troisième tour de piste:

Cours d'entrepreneuriat : besoins, envies, souhaits (cursus universitaire, formation des enseignants, entrepreneuriat féminin)

Your notes on the questions below (group discussion; no notes on whiteboard):

Focus on the lacks: What do you wish to be included in university courses or the teachers training?

What elements do you lack in your education to involve and support female students more?

Potential sub-questions:

How do you work with female students right now?

Have you previously had women in your entrepreneurship classes?

Did you notice any gender-based obstacles? If yes, which ones and in which situations?

What do you fall over as a lecturer in order to reach female students or in teaching subjects related to entrepreneurship?

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

**Quatrième tour de piste:
Contexte local, écosystème**

Your notes on the questions below (round of short questions - short answers; no notes on whiteboard):

Who or what would help you most?

Who or what would help the students the most?

Which connection to existing local support programmes might be useful?

What is your overall impression of the contributions on this topic?

What did you notice in particular?

What was maybe not explicitly named, but only vaguely described or indicated?

Were some aspects articulated particularly often or with a lot of emphasis and emotion?

Were there any contributions that you did not expect?

Are there any questions or points that you had expected that remained open?

What did you find particularly interesting?

What did you note regarding the development of the Entrepreneurship University Course designed for Women (UC) and the teachers training (TT): What would be interesting to keep in mind for the development of both (content, methodology etc.)?

Is there anything else which you want to mention or save for the debriefing session?



Who is in the room?

Introduction part 1

moderator, local representative and observer

Why are we here today?

- What is the **WEMagproject**?
- Why were **you** selected?
- What are the **aims** of this focus group?
 - Gather individual and diverse opinions
 - There is no right or wrong, we need and appreciate different perspectives
 - Your honest feedback is extremely valuable
 - We are not aiming at reaching consensus
 - Please listen to each other

Any **questions**?

How will we work in this focus group?

- First name basis?
- **Safe space** Everything that you share today will be kept anonymous, please do not share outside this virtual room
- **Video recording** for research purpose only, no indication of persons/names, anonymous
- Discussion and interactive workshop elements (whiteboard)

Any **questions**?

Engergizer

- Show yourself, if..

Who is in the room? (Part 2)

Introduction participants

2-3 sentences about your background and your connection to today's topic entrepreneurship/ entrepreneurship teaching

Let's start!

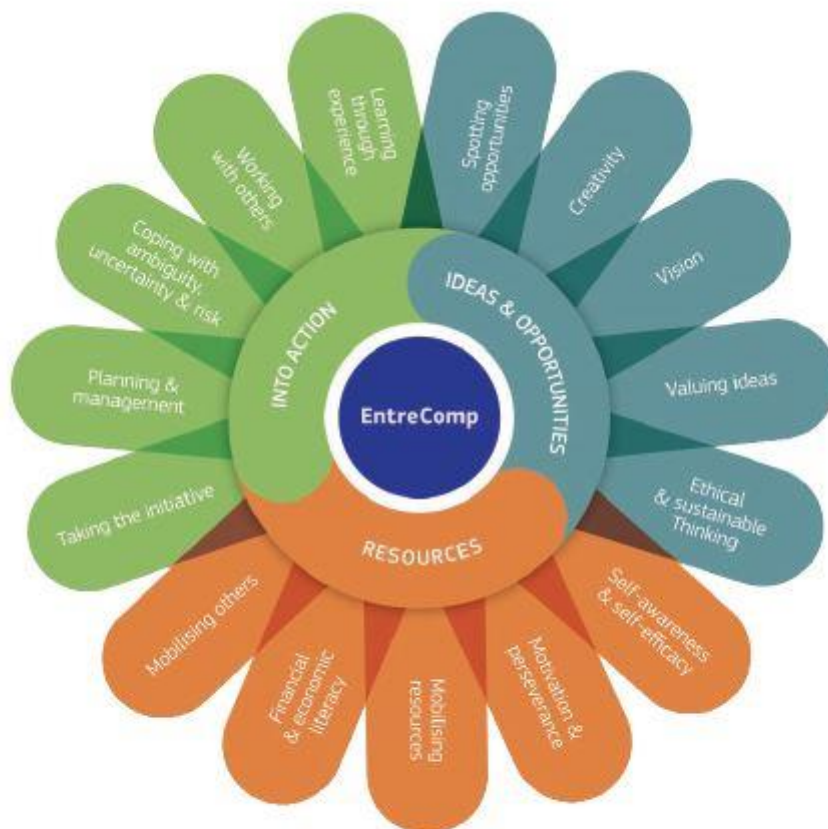
- Miro digital Whiteboard
please click the link in the chat



Thanks a lot for your
great support!

PowerPoint Slides for the focus group introduction

F EntreComp Framework: 3 wheel competences



The EntreComp wheel: 3 competence areas and 15 competences

 <p>Competences per area IDEAS & OPPORTUNITIES</p>	COMPETENCE	HINT	DESCRIPTION
	1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> Identify and seize opportunities to create value by exploring the social, cultural and economic landscape Identify needs and challenges that need to be met Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
	1.2 Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> Develop several ideas and opportunities to create value, including better solutions to existing and new challenges Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects
	1.3 Vision	Work towards your vision of the future	<ul style="list-style-type: none"> Imagine the future Develop a vision to turn ideas into action Visualise future scenarios to help guide effort and action
	1.4 Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> Judge what value is in social, cultural and economic terms Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
	1.5 Ethical & sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen Act responsibly



Competences per area
RESOURCES

COMPETENCE	HINT	DESCRIPTION
2.1 Self-awareness & self-efficacy	Believe in yourself and keep developing	<ul style="list-style-type: none"> Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
2.2 Motivation & perseverance	Stay focused and don't give up	<ul style="list-style-type: none"> Be determined to turn ideas into action and satisfy your need to achieve Be prepared to be patient and keep trying to achieve your long-term individual or group aims Be resilient under pressure, adversity, and temporary failure
2.3 Mobilising resources	Gather and manage the resources you need	<ul style="list-style-type: none"> Get and manage the material, non-material and digital resources needed to turn ideas into action Make the most of limited resources Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
2.4 Financial & economic literacy	Develop financial and economic know-how	<ul style="list-style-type: none"> Estimate the cost of turning an idea into a value-creating activity Plan, put in place and evaluate financial decisions over time Manage financing to make sure your value-creating activity can last over the long term
2.5 Mobilising others	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> Inspire and enthuse relevant stakeholders Get the support needed to achieve valuable outcomes Demonstrate effective communication, persuasion, negotiation and leadership



Competences per area
INTO ACTION

COMPETENCE	HINT	DESCRIPTION
3.1 Taking the initiative	Go for it	<ul style="list-style-type: none"> Initiate processes that create value Take up challenges Act and work independently to achieve goals, stick to intentions and carry out planned tasks
3.2 Planning & management	Prioritise, organise and follow up	<ul style="list-style-type: none"> Set long-, medium- and short-term goals Define priorities and action plans Adapt to unforeseen changes
3.3 Coping with uncertainty, ambiguity & risk	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing Handle fast-moving situations promptly and flexibly
3.4 Working with others	Team up, collaborate and network	<ul style="list-style-type: none"> Work together and co-operate with others to develop ideas and turn them into action Network Solve conflicts and face up to competition positively when necessary
3.5 Learning through experience	Learn by doing	<ul style="list-style-type: none"> Use any initiative for value creation as a learning opportunity Learn with others, including peers and mentors Reflect and learn from both success and failure (your own and other people's)

EntreComp Competence Wheel and 3 competence areas displaying the 15 competences of the EntreComp framework

BIENVENUE!

Comment fonctionne ce Focus Group

A garder à l'esprit

- Nous cherchons à rassembler différentes perspectives.
- Nous ne recherchons pas le consensus.
- TOUTES vos idées et réactions sont intéressantes.
- Écoutez vous mutuellement, n'hésitez pas à rebondir sur les pensées des autres participants.
- Essayez d'être aussi concis et précis que possible, pour que tout le monde puisse s'exprimer.
- Tous nos échanges sont anonymes, rien ne sort de cette pièce virtuelle.

avec les post-its

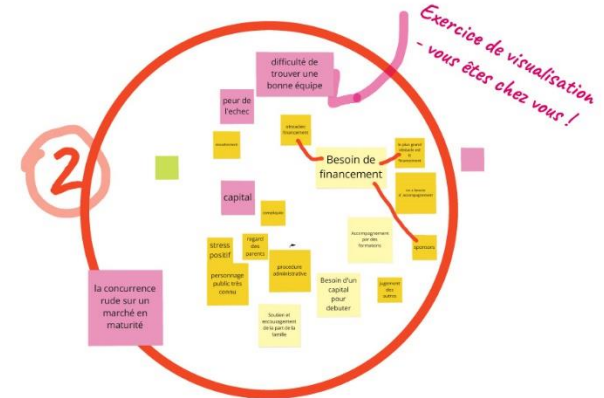
- Chaque pensée et association d'idées qui vous vient va sur un post-it. Il n'y a pas de pensée "fausse" ou "erronée" ou "sans importance".
- Nous nous servons des post-its pour récolter les fondations sur lesquelles construire et développer --> la quantité prime sur la qualité, pas d'auto censure ni de tri.
- Soyez très concis sur les post-its (ex mots clefs, phrases très courtes)
- Utilisez un post-it par idée, pour que l'on puisse faire des regroupements par la suite.

Premier tour de piste : Entrepreneuriat et enseignement de l'entrepreneuriat

collez les post-its ici



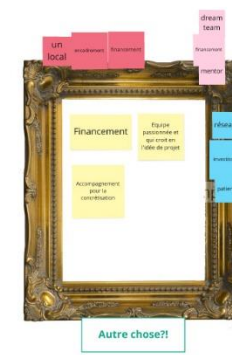
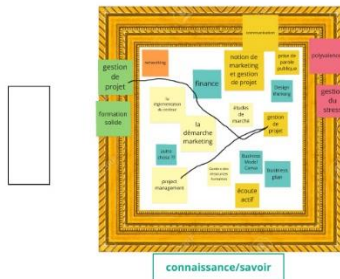
Deuxième tour de piste : Défis, obstacles, risques



Exercice de visualisation
- vous êtes chez vous!

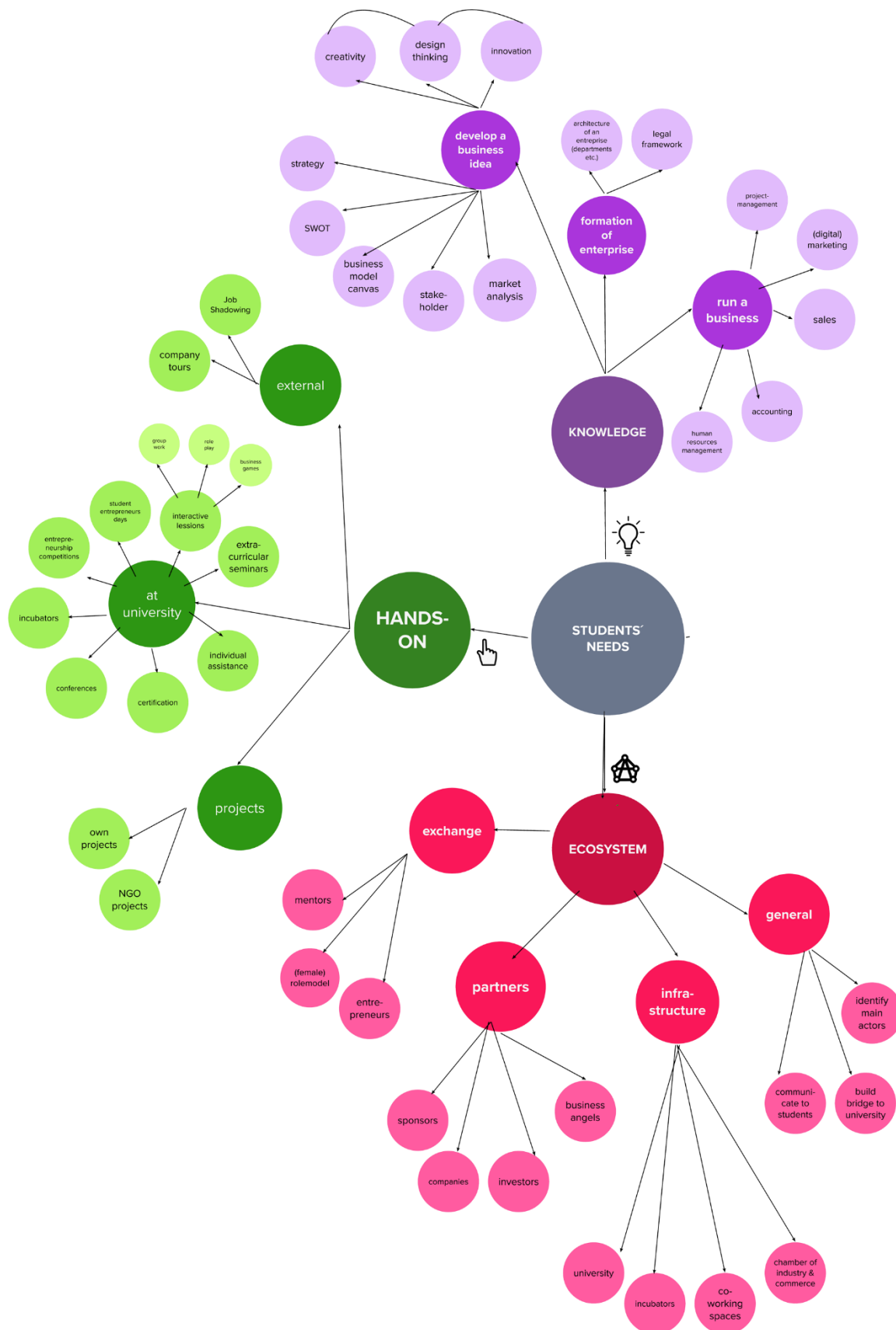
Troisième tour de piste :

Cours d'entrepreneuriat: besoins, envies, souhaits

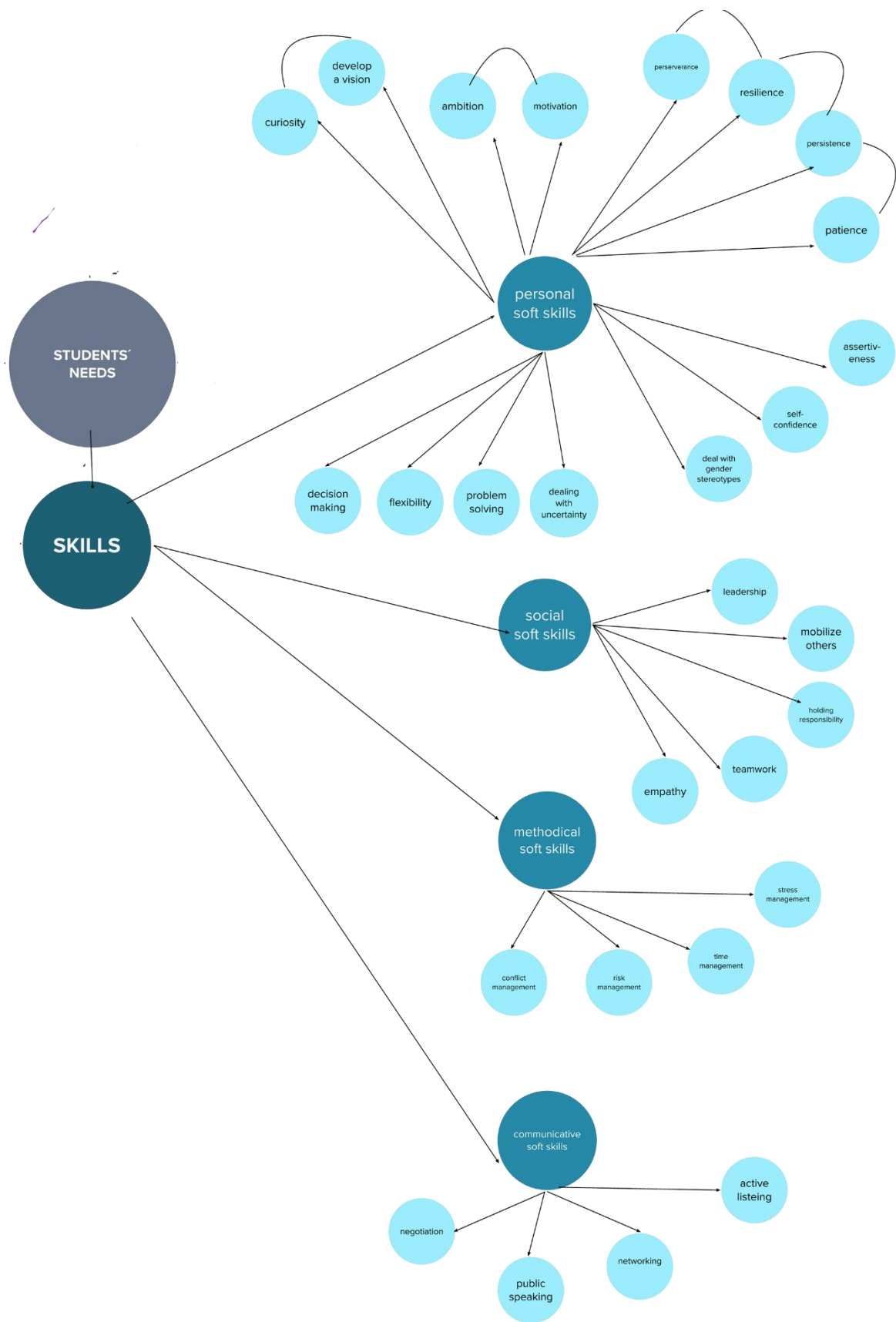


MERCI!

H Mind map of students' needs



Mind map of students' needs part 1



Mind map of students' needs part 2