

Rural 3.0

Philine van Overbeeke



Survey of needs of target groups and analysis of the existing service-learning curricula

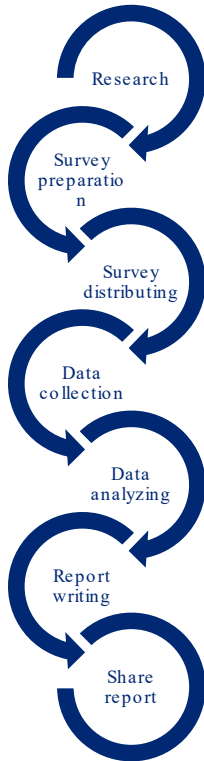
- Students
- Community partners
- Rural beneficiaries

- What are HEIs doing now

Tasks & Expectations



Based on existing research



What knowledge and skills make people more entrepreneurial
What are potential needs of students and communities
What do current curricula look like

Design concept survey – Feedback from partners – create final survey

Final survey distributed in English, all members distribute

Ensure targeted data collection
Collected data shared within consortium

Analyzing data
Identifying gaps

Writing report
Feedback from partners

Final report

1. What are their needs to become more entrepreneurial?
2. What are their experiences with service learning

EntreComp: The Entrepreneurship Competence Framework

- 3 interrelated and interconnected competence areas
 - Ideas and opportunities
 - Resources
 - Into action
- Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence.

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

The following statements are descriptors of entrepreneurship. Please indicate on a scale of 1 - 5 (not important – very important) how important you think it is to learn these skills in a course about (social) entrepreneurship

- Identify needs and challenges that need to be met
- Develop a vision to turn ideas into action
- Identify and assess your individual and group strengths and weaknesses
- Adapt to unforeseen changes
- Initiate processes that create value

Students – Service learning & social engagement

- Did you volunteer for an organization in the past 12 months?
- In the past 12 months, did you donate money to an organization?
- Did you informally volunteer for the community / your family in the past 12 months?
- Are you a member of an organization (e.g. sports, scouting)

- **Have you participated in a Service Learning course before?**
- **If yes, what were strong points of the course?**
- **If yes, what were weak points of the course?**

Students – 1300+ responses

Important competences:

- Motivation and perseverance
- Creativity
- Planning and management
- **Learning through experience**
- Ethical and sustainable thinking
- Working with others

Real cases
Outside of
classroom

Poor organization
Distance to project
Time at project

Online survey / focus groups / interviews

- Three biggest challenges in the next three years
- Domain (e.g. culture, sustainability, tourism)
- Focus area (e.g. innovation & cooperation, water management)
- Rural development priorities (e.g. organic farming, co-operation)
- Possibilities for SL?

Community organizations – 75+ responses

As expected:

- Different domains
- Different focus areas
- Different study disciplines
- Most are interested in SL collaborations

Online survey / focus groups / interviews

- What could improve in area?
- How could local organizations help with this?
- How could students help with this?

Local communities – 200+ responses

As expected:

- Differences of needs local communities **between** countries

Maybe less expected:

- Differences of needs local communities **within** countries

State of the art

- Desk research
- What is already happening in country
 - Rural SL
 - Rural SE

- SL courses up and coming
- SE courses up and coming

- Not focussed on rural areas
- Not focussed on (social) entrepreneurship

- SL course = unpredictable
- No equal *content* level in EU (or even in one country)
- Equal *process* level is possible
- System to set-up the courses
- All entrepreneurial competences are important (expected)
- Focus on: Motivation and perseverance, Creativity, Planning and management, *Ethical and sustainable thinking*, Working with others
- Most important: GOOD organization & time at project

Thank you

Questions?

