



Entrepreneurial skills for a modern education in Albania - EntrAL

WP3. DEVELOPMENT

Designing of training courses and integration to the TEAVET and U3M-AL Centres

Deliverable 3.1.

Designing the entrepreneurship courses: Module for pre-university teachers (Primary Education)

University of Vlora, Albania

University of León, Spain

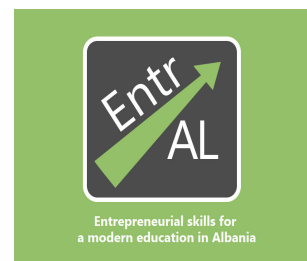
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"Entrepreneurial skills for a modern education in Albania –EntrAL" project is organised under Erasmus+ Programme, Key Action 2 – Capacity Building in the field of Higher Education 2020
Project Reference: 617886-EPP-1-2020-1-FI-EPPKA2-CBHE-SP

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D.3.1. DESIGNING THE ENTREPRENEURSHIP COURSES

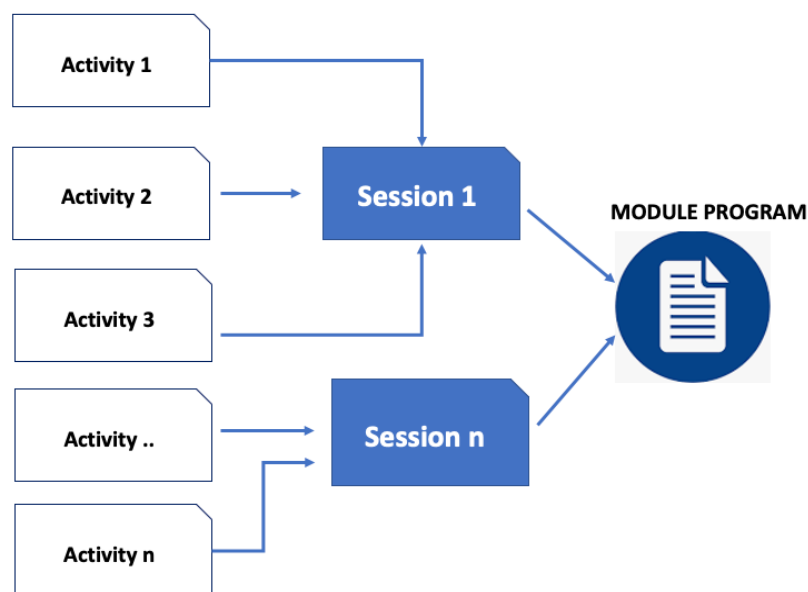
WP3. Designing of training courses and integration to the TEAVET and U3M-AL Centres.

Lead Organisation: University of León (P2)

The work package is developed in three phases and deliverables:

- D.3.1. Designing the entrepreneurship courses (4 modules): 1) development of entrepreneurial mind-set for pre-university teachers (2 modules: for Primary Education, and for Secondary Education, 2) entrepreneurship for university teachers, and 3) entrepreneurship for university students.
- D.3.2. Integrating the courses to the existing TEAVET and U3M-AL Centres.
- D.3.3. Creation of an Albanian Entrepreneurship Network.

This template corresponds to D.3.1. Designing the entrepreneurship modules/courses. The aim of this template is to design a complete training module on *Entrepreneurship for Primary Education teachers* considering the entrepreneurship curricula in pre-university in Albania (see section 1. Introduction). In a first phase, Albanian partners coordinated by UV have to design in detail the activities that will be developed within the module (see section 2. Description of activities). One or more activities will be allocated to a concrete session (or day of training). In this section, you are required to reflect on the feasibility of the activities, and the difficulties you might encounter in implementation. In a second phase, based on the activities/sessions designed, you have to describe the module program as required by ASCAP (see section 3. Module program).



These results will be presented and discussed at the meeting in University of León on May 25th and 26th 2022

Modules in the pilot phase will be implemented from October to November 2022 at three universities (EÇUG, UAMD & UV)

Deadline for sending this report: 04.05.2022 – to ULE:

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1. INTRODUCTION

The entrepreneurship curricula in preuniversity in Albania

By Dorina Rapti,

Quality Assurance Agency for the Pre-University Education (February 2022)

Entrepreneurship education is currently being strongly promoted in most European countries and beyond. This competence has taken an important place and has been re-dimensioned in today's EU education policies and as a result, the role of the individual to carry out entrepreneurship for himself and for society has emerged, directly affecting the quality of life of the whole society. In the context of our country (a country preparing to join the EU), entrepreneurship education as a strategic objective for education and the economy, creates the premise to foster the spirit of initiative and innovation, employment and self-employment, job orientation and education of young people referred to current developments and prospects in the labor market.

The pre-university education curriculum framework in Albania, approved by MoES, states that “Pre-university education creates conditions and opportunities for students to: build and develop the knowledge, skills, attitudes and values required by a democratic society; to develop independently and comprehensively; to contribute to the construction and personal well-being of the Albanian society and to face in a constructive way the challenges of life”. This document states that in pre-university education students:

- cultivate personal, national identity and cultural affiliation;
- acquire general cultural and civic values;
- develop in intellectual, ethical, physical, social and aesthetic aspects;
- develop responsibility for themselves, others, society and the environment;
- are trained for life and work, in different social and cultural contexts;
- are able to learn throughout life;
- develop the spirit of entrepreneurship;
- use new technologies.

The Law on Pre-University Education No. 69/2015, as amended, and the Curriculum Framework document state that the key lifelong learning competencies that go through the pre-university education curriculum are:

1. Communication and expression competence (Student communicates effectively).
2. Thinking competence (Student thinks creatively).
3. The competence of the learner to learn. (Nxenesi meson per te nxene).
4. ***Competence for life, entrepreneurship and the environment. (Student contributes productively).***
5. Personal competence (Student leads a healthy life).
6. Civic competence. (The student is committed to the common good).
7. Digital competence. (Student uses technology to drive innovation).

Entrepreneurship as a key competency in all curriculum subjects includes creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve competencies. Entrepreneurship is mindset and approach. It is more than an economic value; it is a social value and investment. In this regard, it was requested that entrepreneurship go beyond the framework of economic subjects and be included in preschool education (naturally and in basic education) with elements such as freedom of play, freedom for creativity, sense of cooperation, initiative, curiosity, transition of risk, to be educated with self-confidence, research etc.

The major objective of our education system and the education of young people is to create the skills and competencies that lead them to employment and self-employment. Creating and fostering entrepreneurial skills in young people makes them more prepared and active in facing the labor market. Self-employment of young people, based on their skills, energy and creativity is considered today as a very effective way to improve employment and create personal and family economic growth.

In Albania curricula, the entrepreneurship competence is developed in all subjects. To develop this competence, the school creates conditions for students to fully understand the interdependence between economic, political and cultural phenomena of local and global society. It enables students to be future-oriented, develop an entrepreneurial spirit and be motivated to meet objectives. At the same time, the school confronts students with ecological problems, to make them aware of their role in protecting the environment and sustainable development.

In our curricula this competency is composed of the following indicators:

- presents himself / herself well, emphasizing his / her strengths;
- works independently and in a group;
- organizes and leads learning and social activities;
- demonstrates entrepreneurial skills, knowledge of work planning and rational use of time;
- possesses skills for conflict management and risk assessment;
- undertakes independent and responsible actions;
- participates in the protection and development of the environment;
- submits himself / herself in writing and orally, compiling the CV (biography) in the required formats;
- demonstrates the necessary competencies for different life situations and different career directions;
- researches and uses opportunities for education, vocational training and counselling;
- demonstrates organizational skills, takes initiatives and works in a team;
- plans and manages projects to achieve certain objectives (leads, delegates, analyzes, communicates, reports, evaluates, monitors, mentors);
- identifies and evaluates necessary resources (eg, time, means, financial, human resources);
- take initiatives;
- demonstrates solidarity and competes honestly, while performing certain tasks;
- shows flexibility, creative spirit, responsibility to adapt to new circumstances, while performing a task.

All these indicators are reflected in the curricula of each subject and class.

Entrepreneurship also takes place in several topics in the subject of citizenship from grades 1-8 as follows:

On the topic of Production, consumption, distribution

- Grade 1 “Our Families
- Grade 2 “Our Community”
- Grade 3 “Our City
- Grade 4 “Our nation, global interdependence”
- Grade 5 Europe and me
- Grade 6 Global Market
- Grade 7 Economics for Success
- Grade 8 It’s my future

It is also taught in Economics in the 12th grade for the topics as follows:

- Economics in practice
- Business ethics
- Ability to succeed
- Personal finances
- Be an entrepreneur

2. DESCRIPTION OF ACTIVITIES

2.1. Description of activities

The module on **Entrepreneurship for Primary Education teachers** will follow Albanian curricula and competency indicators as described in the Introduction. For this module see documents corresponding to the training workshop in TU Dublin (folder D.2.3.4 b in EntrAI WP2 Google Drive folder).

The aim of this deliverable is to describe each activity to be implemented under this module. This description is based on concrete tables for each activity:

SESSION 1- DAY 1

1	Activity 1	Introduction to the teachers entrepreneurship training course
Mode of delivery		One site
Duration		1 hour
Session number		Session 1
Learning outcomes		<p>By the end of the session teachers will be able to:</p> <ul style="list-style-type: none"> • Attend actively the course sessions • Understand the objectives of the entrepreneurship education • Understand what entrepreneurship is and the benefits of entrepreneurial education • Be motivated as teacher for project work in classrooms • Distinguish between start-up and established companies • Know and understand the entrepreneurship competences (EntreComp) <p>Why:</p> <ul style="list-style-type: none"> • To raise awareness that everyone can become an active participant and learn entrepreneurial concepts
Content description (topics to be addressed)		<ol style="list-style-type: none"> 1. Introduction to contemporary trends in teaching entrepreneurship 2. Sessions design presentation 3. The objectives of entrepreneurial skills education in this course 4. Entrepreneurship education as one of the main priorities of European education system 5. Elements to improve entrepreneurial competencies 6. The five practices of entrepreneurship education 7. Teacher's role in entrepreneurial skills education 8. The EntreComp definition of entrepreneurship
Methodology		<ul style="list-style-type: none"> • Trainer introduction and other Icebreaking activities https://www.youtube.com/watch?v=EUnQu7wBn4o • Introduction of participants and their expectations in the course • Exercises for introduction • Discussions in group • Creating work groups • Home works • Teaching tips and additional materials
Type (choose one)		Both in group and individual
Learning materials/documents		Slides presentation, videos, additional materials

Facilities**	Laptops, projectors, flipchart, markers, note paper, sound system, internet access
Assessment of the activity	Individual Exercises, activity participation rate Exchange of participants opinions, engagement in group work

2	Activity 2	What is an entrepreneur – get to know our entrepreneurial skills of each - other
Mode of delivery		On-site
Duration		0.5 hour
Session number		Session 1
Learning outcomes		Teacher will be able to: <ul style="list-style-type: none"> 1. understand the course objective 2. undertake initiative in discussions about teacher role and entrepreneurial skills needed in classroom 3. understand the profile of an entrepreneur and what he does 4. encourage students to join an entrepreneurial approach in school
Content description (topics to be addressed)		<ol style="list-style-type: none"> 1. Some definitions: <ol style="list-style-type: none"> a. An entrepreneur is an individual who creates a new business, bearing most of the risks and enjoying most of the rewards. The process of setting up a business is known as entrepreneurship. The entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, and business/or procedures. b. Entrepreneurs play a key role in any economy, using the skills and initiative necessary to anticipate needs and bringing good new ideas to market. Entrepreneurship that proves to be successful in taking on the risks of creating a startup is rewarded with profits, fame, and continued growth opportunities. Entrepreneurship that fails results in losses and less prevalence in the markets for those involved. c. Lets discover how entrepreneur we are: 2. Exercise 1 – introducing each other by numbers – different numbers (3 per each participant) <ol style="list-style-type: none"> a. The goal: This icebreaker is important for entrepreneurship because in entrepreneurship we look for different ways of doing things. 10 min. 3. Exercise 2 - Entrepreneur and entrepreneurship – 5 adjectives, how does it work , what the entrepreneur do, feelings, synonym <ol style="list-style-type: none"> a. The goal: This exercise is to introduce entrepreneurship. Teachers first write answers and then share those answers with the course. 5 min. 4. Exercise 3 - 20 euros exercise - what business can you do , try with at least 2 ideas <ol style="list-style-type: none"> a. The goal: This exercise is to raise awareness of students that the money is not the most important thing to start-up a business. The most important is to be pro-active, creative and goal oriented. And to have a good team, of course. 5 min 5. Discussion in group <ol style="list-style-type: none"> a. Questions for a discussion: 5 min <ol style="list-style-type: none"> 1. What do you need in order to start-up a business? 2. Is an entrepreneur born or made?

	<p>3.Great athletic talent is not equal to a great athlete. Why? 4.How does this apply to entrepreneurship?</p> <p>6. Homework - 5 min explaining it</p> <p>a. Your opinion : Find a successful start-up company and do online research about it. You can search for the following information:</p> <ul style="list-style-type: none"> • What do they do? • Who are their customers? • How did they develop their idea, how did they start a business? • What are their strengths and advantages? What makes them successful? • What are their values, goals, what do they dream about? • What challenges do they have or do they potentially face? • How do they promote themselves? <p>Prepare a creative poster about the start-up in which you will present this company. This exercise can be conducted as an individual exercise or in pairs.</p>
Methodology	<p>Individual work Work in group Collaborative Active participation in discussion Motivation by video presentation</p>
Type (choose one)	In group and individual
Learning materials/documents	<p>Slides Additional materials on start up and company definition https://www.youtube.com/watch?v=e0c83LG3The</p>
Facilities**	Laptops, presentations in PPT, flipcharts, internet, note papers
Assessment of the activity	exercises, homework,
Activity I (portfolio)	<p>Homework 1 - Give your opinion : Find a successful start-up company and do online research about it. You can search for the following information:</p> <ul style="list-style-type: none"> • What do they do? • Who are their customers? • How did they develop their idea, how did they start a business? • What are their strengths and advantages? What makes them successful? • What are their values, goals, what do they dream about? • What challenges do they have or do they potentially face? • How do they promote themselves? <p>Prepare a creative poster about the start-up in which you will present this company. This exercise can be conducted as an individual exercise or in pairs.</p>

SESSION 2 – DAY 1

3	Activity 3	Entrepreneurship - Contemporary trends
Mode of delivery (choose one)	On site	
Duration	1 hour	
Session number	Session 2	
Learning outcomes*(numbered list)	<p>By the end of the session teachers will be able to:</p> <ul style="list-style-type: none"> • Have some insights into future trends of entrepreneurship • Distinguish between trend, problem, and opportunity on the field • Think about different topics and try to connect them somehow • Be motivated for innovative thinking while dealing with trends <p>Why:</p> <ul style="list-style-type: none"> • To raise awareness that opportunities are actually around us 	
Content description (topics to be addressed)	<ul style="list-style-type: none"> • Entrepreneurship : Trends and innovation opportunity and megatrends • Demographic change - growing global population, ageing population, increasing migration streams, declining population on the west, demographic shifts • Individualization reaches a new stage - individualism as a global phenomenon, changing relationship, complex biographies and identities, from mass market to micro markets, self-sufficiency and do-it-yourself economics • Changes in gender roles - breakdown of traditional gender roles, increasingly important role to play by women in the workplace, appreciation of social and communicative skills, growing importance of healthy work-life balance, new family structures and lifestyles • Digital cultura - digital technologies pervading and connecting all aspects of daily life, greater differentiation between digital lifestyles, a new form of social communication, participation, and organisation, web 4.0 • Knowledge-based economy - rising levels of education around the world, innovation as a key driver and competition factor, data and knowledge-based value creation, new global knowledge elite – the creative class, lifelong learning • Business ecosystems - new value chain partnerships, systems innovations, business mash-ups, complexity management • Changes in the work world - highly dynamic and flexible working practices, new managerial and organizational patterns, collaborative methods of working, advances in automation • New consumption patterns - shifts in consumer spending and consumer preferences, third world enjoying greater prosperity, catch-up consumption in newly-industrialized countries, sustainable consumption in the west (eco, bio, fair trade), change in buying habits, growing importance of collaborative consumption 	
Methodology	<p>Slides presentation</p> <p>Questions for discussion in group - complete the sentences by each participant like that:</p> <ol style="list-style-type: none"> 1. The best or dream (ideal) job for me is ... 2. The worst project I ever worked on was ... 3. The riskiest thing I ever did was ... 	

	<p>4. My _____ always says ...</p> <p>5. The internet is something that ...</p> <p>Interactive communication by questions like:</p> <ol style="list-style-type: none"> 1. A social network can ... 2. Individualism I would describe as... 3. If I was a millionaire I would be/I would do ... 4. The migrations are... <p>Whatching video and thinking about information</p>
Type (choose one)	Both in group and individual
Learning materials/documents	Slides prepared by the trainer Additional materials: Videos link https://www.youtube.com/watch?v=Qfc7VG4ocr8
Facilities**	Laptops, presentations in PPT, flipcharts, internet,
Assessment of the activity	Questions and active participations in discussions,

4	Activity 4	Green Competences as a new trend
Mode of delivery (choose one)	Combined	
Duration	30 minutes	
Session number	Session 2	
Learning outcomes*(numbered list)	<p>At the end of the activity , teachers will be able to</p> <ol style="list-style-type: none"> 1. Know which are the practical skills in Green competencies 2. Create practical skills on being creative and finding green ideas, resources and implementation in action 3. Develop practical skills on working in group and sharing ideas. 4. Explain innovation for entrepreneurship future 5. Distinguish different sources of innovation 6. Identify examples of innovation <p>Why: To raise awareness that problems represent opportunities for innovation</p>	
Content description (topics to be addressed)	<ol style="list-style-type: none"> 1. Whatch the video https://www.youtube.com/watch?v=NrNQzCjI8A4 2. Example of the class visit in a green area - 10 minutes <ol style="list-style-type: none"> a. Thinking on other school green activity b. 5 minutes to list the ideas c. Discussing about methods on green activity organization 3. Whatch the video https://www.youtube.com/watch?v=VkOtfvhtawA 4. Exercise : think and write an revolutionary green innovation that really changes the world – descript in 10 minutes <ol style="list-style-type: none"> a. The type b. The impact c. The source d. The social objective of innovation 	

	<p>5. Exercise: choose other examples like Uber, Airbnb, Facebook, Alibaba) -would not exist if they did not want to follow crazy ideas . 5 minutes</p> <p>6. Important insight: discussion in group. 5 minutes</p> <ol style="list-style-type: none"> When looking for a crazy idea, talk about problems and not wishes. People rather have discussions around problems than their wishes
Methodology	Individual work Interactive discussion Debate and discussion in group
Type (choose one)	Both
Learning materials/documents	Slides Additional examples: <ul style="list-style-type: none"> Croatian designed umbrella: Their business story is shown with an Infographic- a visual representation of information. It makes complex information eye-catching, shareable and easily digestible: http://hrvatskikisobran.com/o-nama/ Mate Rimac – electric automobiles: http://www.rimac-automobili.com/en/ Madbarz – fitness app: https://www.madbarz.com/ https://docs.google.com/presentation/d/1Xte_vkzXbwnJ2IWmAEAuMARQZ0bKpcrr/edit#slide=id.p13
Facilities**	Flipchars, laptops, video illustration, internet, papers
Assessment of the activity	Participation rate in discussion Homework : option 1 – bringing one green project idea in classroom option 2: Choose a product you use every day. How can you use it in a different way? Can you use it for something entirely different? Try to test your idea with your colleagues and friends?
II	Activity 2 (portofolio)
	Homework 2 : option 1 – Bringing one green project idea in classroom <ul style="list-style-type: none"> the title description environment impact why is it green? option 2: Choose a product you use every day. <ul style="list-style-type: none"> How can you use it in a different way? Can you use it for something entirely different? Try to test your idea with your colleagues and friends?

SESSION 3 – DAY 2

5	Activity 5	Characteristics of Entrepreneurship (EntreComp)
Mode of delivery (choose one)	On-site	
Duration	1 hour	
Session number	Session 3	
Learning outcomes*(numbered list)	By the end of the session teacher will be able to: <ol style="list-style-type: none"> 1. Identify approaches and models of entrepreneurship 2. Know the entrepreneurial competences and comparing individual levels of them in school framework 3. Distinguish new entrepreneurship teaching model 4. understand how to have an active performance characteristics and entrepreneurial success 5. Understand the importance of user research 6. Distinguish between different research techniques in developing a business idea 7. Prepare a research plan for their business idea 	
Content description (topics to be addressed)	<ol style="list-style-type: none"> 1. Economic Theories of Entrepreneurship 2. A model of entrepreneurial processes 3. Entrepreneurship as process and as method 4. The new entrepreneurial model of teaching 5. EntreComp – coming back to 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. 6. Teaching and explaining 5 competences - building blocks of entrepreneurship as a competence. 7. Building empathy for meaningful customer research 8. A Qualitative Approach to Research 	
Methodology	<ul style="list-style-type: none"> • Slide presentation • Interactive communication in groups • Exercises : Building empathy for meaningful customer research <ol style="list-style-type: none"> a. Teachers work in groups of 4 to 5. The teacher prepares papers with different professions (see below). Every group gets one profession. Teachers have 3 minutes to describe the classroom from the perspective of people who work in a particular profession. What do they observe? What do they think? What do they feel? They must not tell which profession they describe. They only have to describe the classroom. The other teachers have to guess which profession the group represents. • Questions for a discussion: <ol style="list-style-type: none"> a. Empathy is putting yourself in someone else's shoes. Empathy means having a deep understanding of the problems and realities of the people you are designing for. How can empathy help us in entrepreneurship? b. Through empathy, we can learn about our customers. What can we learn? Why is this important? c. How can you improve your empathy skills? d. What can hinder your ability to engage with the process of empathy? • Discussion in group: <ol style="list-style-type: none"> a. How do you imagine a 7-year-old child would approach research and exploration? 	

	b. Which are the techniques of Information gathering during observation?
Type (choose one)	Group and individual
Learning materials/documents	1. Slides presentation 2. The European Entrepreneurship Competence Framework (EntreComp) - Employment, Social Affairs & Inclusion - European Commission (europa.eu) 3. https://www.youtube.com/watch?v=MdNNGfoxrqA
Facilities**	Laptops, flipchart, power point presentation, internet, note papers,
Assessment of the activity	Direct question /active round table Homework questionnaire on: <ul style="list-style-type: none"> • What are you observing? • Explain: We observe what people say, do, think, feel

6	Activity 6	Work in group activity on the entrepreneurship competencies
Mode of delivery (choose one)	On-site Combined	
Duration	30 minutes	
Session number	Session 3	
Learning outcomes*(numbered list)	At the end of this activity, teachers will be able to: <ol style="list-style-type: none"> 1. think about characteristics of entrepreneurship 2. distinguish two models of entrepreneurship 3. think critically being closer to the second entrepreneurial teaching 	
Content description (topics to be addressed)	<ol style="list-style-type: none"> 1. What are the characteristics of entrepreneurship?-Work as a group in your table to identify as many characteristics as possible? 5 minutes 2. Thinking about two models of entrepreneurship – being taught and entrepreneurship teaching – work in group 5 minutes 3. Collecting and discussing about answers per table 5 minutes 4. Discussion in groups to use interview technique: open questions. 5 minutes <ul style="list-style-type: none"> • What can you tell me about ... • What else can you tell me about it? • What do you like about it? • What do you dislike about it? • What do you miss? • How do you use ... • In what ways do you use this product? • What are you doing when ... • What do you do when ... • What are the steps you take? • What are the consequences? , etc 5. Questions for a discussion: 5 minutes <ul style="list-style-type: none"> • What did you do well? • Which skills are important for an effective interview? • What would you change the next time? • How can you improve your interviewing skills? 6. Homework : <ul style="list-style-type: none"> • Option 1: Practice interview skills • Option 2: A research plan for your business idea 	

Methodology	Work in group , Interactive participation , Designing and discussions in group
Type (choose one)	Group
Learning materials/documents	Lessons slides https://ec.europa.eu/social/main.jsp?catId=1317&langId=en https://op.europa.eu/en/publication-detail/-/publication/4542fd58-20f3-11e8-ac73-01aa75ed71a1/language-en https://op.europa.eu/en/publication-detail/-/publication/a9772d3b-dd0b-11ea-adf7-01aa75ed71a1/language-en https://docs.google.com/presentation/d/1hWVG-eWJivYed0_X9H2G_ulEHnZYQX3B/edit#slide=id.p13 additional materials on market segmentation
Facilities**	Laptops, network, flipchart, internet, ppt presentations
Assessment of the activity	Active participation rate Individual and group collaboration homework, Online interview design
Activity III (Portfolio)	Homework : <ul style="list-style-type: none"> • Option 1: Practice interview skills with a entrepreneur you know • Option 2: A research plan for your business idea using the techniques of research

SESSION 4 – DAY 2

7	Activity 7	Developing entrepreneurial initiatives at schools
Mode of delivery (choose one)	On-site	
Duration	One hour	
Session number	Session 4	
Learning outcomes*(numbered list)	At the end of activity, teacher will be able to: <ul style="list-style-type: none"> • Encourage growth and entrepreneurial mindsets among school learning community. • Acts as a catalyst for entrepreneurial activity and innovation in the class environment. • Magnify this role by feeding through a talent pool with entrepreneurial alertness and intent, game changing competences, and growth-oriented ambitions that deliver impact for school learners 	
Content description (topics to be addressed)	<ul style="list-style-type: none"> • Definition: Entrepreneurship and the creation of cultural, environmental, social or economic value. • Different types of entrepreneurship <ul style="list-style-type: none"> ○ Entrepreneurship, social entrepreneurship, green entrepreneurship, digital entrepreneurship, etc... • Entrepreneurship learning strategy: <ul style="list-style-type: none"> ○ Need to go beyond the module and the classroom ○ Students learn to be an entrepreneur by being an entrepreneur ○ A safe ‘playground ‘Create 	

	<ul style="list-style-type: none"> ○ Experiential learning - active engagement most effective method ○ Entrepreneurship is a competence - EntreComp ● Supporting Entrepreneurship Educators <ul style="list-style-type: none"> ○ Entrepreneurship Education Bursary Objectives ○ Proposals that support the design and development of teaching and learning initiatives and resources, from any discipline, that supports the different stages of student entrepreneurial learning and development pathways ● Entrepreneurship Education Programme: Why, What and How of Entrepreneurship Education ● Learning Outcomes and Assessment ● Exercise: think and launch a business mini project Idea <ul style="list-style-type: none"> ○ Write the proposal in one sentence
Methodology	Presentation in slides, video illustration, best practices Discussion and exchanges of experiences
Type (choose one)	Individual Group Both
Learning materials/documents	https://docs.google.com/presentation/d/1IPkNjdkSC1Y7AsoKSXxQvh1jRgCKMhrq/edit#slide=id.p13 slides presentation
Facilities**	Laptops, power point slides, video projector, flipchart
Assessment of the activity	Business Mini-project idea launched, active participation Exercises

8	Activity 8	Learning by doing – practical activity
Mode of delivery (choose one)	Onsite	
Duration	30 minutes	
Session number	4	
Learning outcomes*(numbered list)	By the end of the session teachers will be able to: <ul style="list-style-type: none"> ● Evaluate the meaning of the data ● Create customer-driven business opportunity ● Conduct the process of interpreting data ● Create and develop some EntreComp competences ● address each of the stages of new venture planning ● create competence on Building a Ecosystem Why: <ul style="list-style-type: none"> ● To understand the customers and their needs in order to customize the business idea 	
Content description (topics to be addressed)	Mini Activities Exercise : making sense between what I See and possible titles <ul style="list-style-type: none"> ● there are two pictures : Find an appropriate title in 5 minutes Questions for a discussion: 5 minutes <ul style="list-style-type: none"> ● How did you decide on the titles? ● What are the possible hidden messages in the paintings? ● Your customers also have some open and some hidden messages for you. What do you need in order to find the hidden messages? Share your stories : in 5 minutes <ul style="list-style-type: none"> ● Gather everyone’s notes, photographs, and other materials 	

	<ul style="list-style-type: none"> • Share your stories, talk to each other • Be specific • Write, write, write on Who, what, when, where, why, how <p>Find common themes: in 5 minutes</p> <ul style="list-style-type: none"> • Explore the similarities, differences, relationships • Define categories • Examine the relationships between the various categories • Divide into groups, reorganise several times <p>Create customer maps: 5 minutes</p> <ul style="list-style-type: none"> • Prepare a visual presentation of your interpretations • A good graphic presentation will help you see challenges more clearly <p>Homework :</p> <ul style="list-style-type: none"> • Ask at least 3 different people from your local environment (of course, not your relatives or friends, go out on the field) how to be more creative. • Bring their answers to the next session.
Methodology	<p>Analytical thinking Synthetic thinking Categorising Writing Drawing</p>
Type (choose one)	<p>Individual Group Both</p>
Learning materials/documents	<p>Slides presentations , source from Google images Additional materials</p> <ul style="list-style-type: none"> • Need fro a green economy: https://www.youtube.com/watch?v=QBjNAuB2kRk • Understanding customers needs: https://www.youtube.com/watch?v=2C-2v99paQM
Facilities**	Laptops, power point slides, video projector, flipchart, note paper
Assessment of the activity	<p>Active participation, work in group and collaboration Exercises , homework</p>
Activity IV (portfolio)	<p>Homework :</p> <ul style="list-style-type: none"> • Ask at least 3 different people from your local environment (of course, not your relatives or friends, go out on the field) how to be more creative. <p>Bring their answers to the next session.</p>

SESSION 5 – DAY 3

9	Activity 9	Generating ideas and prototyping
Mode of delivery (choose one)	Combined	
Duration	1 hour	
Session number	Session 5	
Learning outcomes*(numbered list)	<p>By the end of the session teachers will be able:</p> <ol style="list-style-type: none"> 1. Apply several creativity techniques 2. Have the right attitude to encourage creativity 3. Evaluate different ideas 4. Understand the role of prototyping in entrepreneurship 5. Know how to translate ideas into tangible products 6. Make a prototype of their own business idea <p>Why:</p> <ol style="list-style-type: none"> 1. To be persistent in developing business ideas and to not be satisfied with the most obvious solutions 2. To learn how to improve a business idea 	
Content description (topics to be addressed)	<ol style="list-style-type: none"> 1. Icebreaking by exercise: Inducers and inhibitors of creativity 2. techniques for generating ideas <ol style="list-style-type: none"> a. Brainstorming b. Edward de Bono thinking techniques: Random entry c. Michael Michalko thinking techniques: S.C.A.M.P.E.R 3. Prototyping business idea 4. Categories and examples <ol style="list-style-type: none"> a. Low-resolution prototypes show the first visualisation & design b. Prototypes that makes dialog with users c. Prototypes show functionality d. Prototypes test different material 5. 	
Methodology	<ul style="list-style-type: none"> • Teachers work in groups of 4 to 5 people. • They bring their answers about creativity from the previous homework. Trainer gives them material: 1 flip chart paper, 3 different magazines or papers with photos, glue, scissors, and markers. • Teacher prepare posters on how to improve the creativity. They have 10 minutes for the task. After 10 minutes they put their poster on the wall. The next 10 minutes trainer allocate to a gallery walk where all the students walk around the classroom to look at each other's poster • Exercises and discussions 	
Type (choose one)	Both group and individual	
Learning materials/documents	<ul style="list-style-type: none"> • De Bono, E. (1988). De Bono's thinking course. London: BBC Books. • De Bono, E. (1998). Simplicity. London: Viking. • De Bono, E. (2010). Lateral thinking. London: Viking. • De Bono, E. (1986). Six thinking hats. Harmondsworth, Middlesex, England; New York, N.Y., U.S.A: Viking • Michalko, M. (2001). Cracking creativity: the secrets of creative genius. Berkeley, Calif.: Ten Speed Press. • Michalko, M. (2006). Thinkertoys: a handbook of creative-thinking techniques. Berkeley: Ten Speed Press. 	

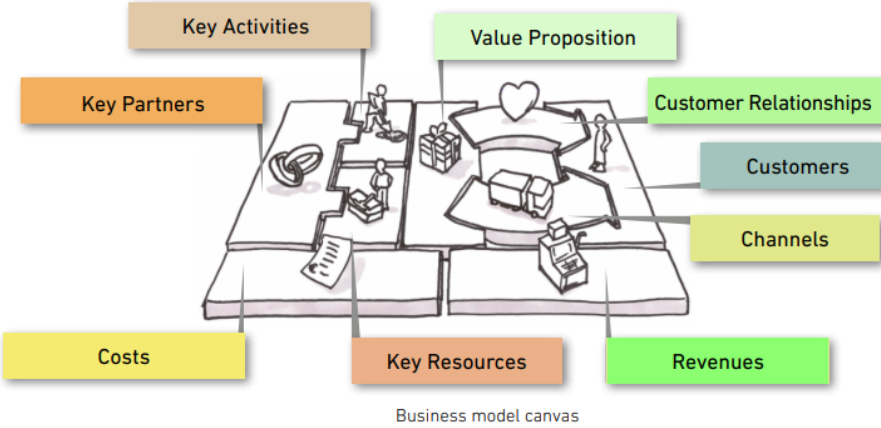
	<ul style="list-style-type: none"> About Edward de Bono: https://en.wikipedia.org/wiki/Edward_de_Bono Edward de Bono on YouTube: https://www.youtube.com/results?search_query=edward+de+bono A toolbox for boosting creativity collected by Michael Michalko: http://creativethinkingnet/#sthash.6Aj5OFBF.dpbs
Facilities**	Laptops, power point slides, video projector, flipchart, note paper , internet, mobile
Assessment of the activity	Active participation, work in group and collaboration Exercises , homework

10	Activity 10	Applying creativity techniques and prototyping
Mode of delivery (choose one)		On-site
Duration		30 minutes
Session number		Session 5
Learning outcomes*(numbered list)		By the end of the session teachers will be able to: <ul style="list-style-type: none"> practice several creativity techniques select the right technique and ideas create expertise to encourage creativity know the principles of three techniques use and show random entry and skamper techniques
Content description (topics to be addressed)		<ol style="list-style-type: none"> Exercise : Brainstorming principles <ul style="list-style-type: none"> Make a list of brainstorming principles. In groups of 4 to 5 teachers prepare guidelines for effective brainstorming. Provide at least 7 principles in 7 minutes. Tips: Remind everyone in the team of the main principles of brainstorming. Generate as many ideas as possible. Quantity is important. Be persistent and take enough time. It is not until 20 minutes into the process that your brain starts to produce the best ideas; earlier on, you only think of the most obvious associations. Exercise: Random entry <ul style="list-style-type: none"> What can I use as a random entry? Word, picture, sound ... Tips: Individual work. You are trying to invent a new detective character called _____. In order to get some new ideas, you use a random input and say “_____” Exercise on selecting ideas: PMI: plus, minus, interesting – in group Think on two ideas. Instead of just deciding whether or not you like an idea, this thinking operation has you make an effort to find the good points (P = PLUS), the bad points (M = MINUS) and the interesting points (I = INTERESTING) about an idea. The interesting points are those which are neither good nor bad but are worth noticing Exercise : happy birthday Imagine: You arrived at school and it’s your student birthday. Instead of just saying Happy birthday, you try to make a creative present or at least a nice memory of the day at school. You open your office table drawer and you find different materials that bring you crazy ideas. Choose one and come up with a present. Use Materials: paper clip, post-it, pencil, adhesive tape


	5. Homework: Find another creative technique by Edward de Bono or Michael Michalko and apply it to your business challenge. This task is an individual task
Methodology	Open, creative thinking Unrestrained thinking Listening to other people's idea Communicating ideas in a way that others can understand (drawing, visualising, writing) interactive participation in discussions
Type (choose one)	Individual Group Both
Learning materials/documents	<ul style="list-style-type: none"> About Edward de Bono: https://en.wikipedia.org/wiki/Edward_de_Bono Edward de Bono on YouTube: https://www.youtube.com/results?search_query=edward+de+bono A toolbox for boosting creativity collected by Michael Michalko: http://creativethinkingnet/#sthash.6Aj5OFBF.dpbs
Facilities**	Laptops, power point slides, video projector, flipchart, note paper , internet, mobile paper clip, post-it, pencil, adhesive tape
Assessment of the activity	Active participation, work in group and collaboration Exercises , homework, mini-project product
Activity (portfolio)	<p>Homework :</p> <ul style="list-style-type: none"> ○ Think about a service (Café shop or bar) you like to visit the most. ○ Think about the vegetarian restaurant where you can by salad lunch boxes to go/to eat outside. ○ While you imagine the place, can you come up with ideas for interactive services or games which can be offered before you come to the place, when you are there, or even late when you leave the place? ○ Use a empty template and show us your creativity/your story! ○ Check: https://popapp.in/ <p>Tips for presentation: show us your prototype by using different pictures – where one picture is one visible surface of one mobile page</p>


SESSION 6 – DAY 3

11	Activity 11	Entrepreneurial process in classroom
Mode of delivery (choose one)	Combined	
Duration	1 hour	
Session number	Session 6	
Learning outcomes*(numbered list)	<p>By the end of the session teachers will be able to:</p> <ol style="list-style-type: none"> 1. Understand touch points 2. Apply storytelling to a business idea 3. Distinguish between business modelling and business planning 4. Apply business model canvas 5. Distinguish between different types of costs 6. Understand revenue streams 	

	<p>Why:</p> <ul style="list-style-type: none"> • To effectively implement the business idea • To systematically develop their own business idea • To learn how to make a business model sustainable
<p>Content description (topics to be addressed)</p>	<ol style="list-style-type: none"> 1. The phases of the entrepreneurial process – implementation phase 2. Touch points and customers' satisfaction 3. Brand building and storytelling. Storytelling as an approach in a specific project. Reasons to tell the story 4. Business model and business planning. A real case by an interview. 5. The difference between business modelling and planning Definitions of a business model. Examples 6. Definitions of a Business plan. 7. Canvas Business Model (CBM) – 9 elements: Who are the customers? What value proposition are offered, What are the distribution channels, How is plan/manage/build the customer relationships, What are the key resources, What are the key activities, Who are the key partners (key partnership), What the costs (cost structure), What are the revenues (revenue streams) 8. Costs and revenue streams 9. Example 1: explaining the business model canvas below 
<p>Methodology</p>	<p>Slides presentation, video interview from outside, interactive communication, critical thinking, creative engagement, illustrations, examples and real cases,</p>
<p>Type (choose one)</p>	<p>Both</p>
<p>Learning materials/documents</p>	<p>Books:</p> <ul style="list-style-type: none"> • Lockwood, T. (2009). Design thinking: integrating innovation, customer experience and brand value. New York, USA: Allworth Press; Design Management Institute. • Kelley, T., & Littman, J. (2005). The ten faces of innovation: IDEO's strategies for beating the devil's advocate & driving creativity throughout your organization. New York: Currency/ Doubleday. <p>Video:</p> <ul style="list-style-type: none"> • http://www.referralcandy.com/blog/storytelling-in-marketing-11-examples/ • http://blog.linkbird.com/en/content-marketing/4-top-storytelling-examples-inspire-optimize-content-marketing/

	<ul style="list-style-type: none"> • Osterwalder explaining the Business Model Canvas • https://m.youtube.com/watch?v=RzkdJiax6Tw <p>Websites:</p> <ul style="list-style-type: none"> • https://www.surveymonkey.com/mp/identify-customer-touchpoints/ • http://www.marketingdonut.co.uk/marketing/marketing-strategy/branding/ten-ways-to-build-a-brand-for-your-small-business • http://www.businessdictionary.com/definition/business-plan.html#ixzz3e3pP8CMS • dents. • http://www.businessmanagementideas.com/pricing/price-determination-6-factors-affecting-price-determination-of-product/2267 • http://www.yourarticlelibrary.com/marketing/pricing/price-determination-cost-competition-and-demand-based/49117
Facilities**	Laptops, power point slides, video projector, flipchart, note paper , internet, mobile paper clip, post-it, pencil, adhesive tape
Assessment of the activity	Active participation, work in group and collaboration Exercises , homework, mini-project product

12	Activity 12	Making a company
Mode of delivery (choose one)		
Duration	30 minutes	
Session number	Session 6	
Learning outcomes*(numbered list)	<p>By the end of the session teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the role of the team in the business world • Distinguish between different team roles • Be able to make a video to promote their business idea • Create an effective pitch <p>Why:</p> <ul style="list-style-type: none"> • To build a successful start-up team • To develop and improve presentation skills 	
Content description (topics to be addressed)	<ol style="list-style-type: none"> 1. Team roles by exercise : The marshmallow challenge <ol style="list-style-type: none"> a. More about the challenge: http://marshmallowchallenge.com 2. Exercise 2 : What is the difference between group and team? <div style="text-align: center;">  </div> <ol style="list-style-type: none"> 3. Exercise 3. Write some team roles referring to a business model 4. Presenting the business by Exercise 4. Design and explain the elements of a pitch 	

	 <p>5. Homework : Find and watch at least 3 best videos for promoting business idea on Kickstarter (www. kickstarter.com) and Indiegogo (www.indiegogo.com).</p>
Methodology	Slide presentation, interactive communication, examples and real cases Discussions in group
Type (choose one)	Individual and group
Learning materials/documents	www. kickstarter.com, www.indiegogo.com https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are https://www.youtube.com/watch?v=zmR2A9TnIso
Facilities**	Laptops, power point slides, video projector, flipchart, note paper , internet, mobile paper clip, post-it, pencil, adhesive tape
Assessment of the activity	Exercises , Active participation, work in group and collaboration, homework,
Activity (portfolio)	Homework : Find and watch at least 3 best videos for promoting business idea on Kickstarter (www. kickstarter.com) and Indiegogo (www.indiegogo.com). Testing session – on line – 1 hour Test designed in Google forms – 10 questions – total 100 points Minimum 70 points to pass the exam Test link: https://forms.gle/WyvScYVxBfFfHVsa9

**Learning outcomes: Statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning. Learning outcomes should be SMART (specific, measurable, attainable, relevant, and time-bound). An example: After this session, the learner should be able to orally present a business idea in a convincing manner in 3 minutes(see reference to learning objectives here <https://insider.fiu.edu/writing-in-bloom-writing-measurable-learning-objectives/>).For more information on LO visit <http://www.ehea.info/cid103095/learning-outcomes-edinburgh-february-2008.html> and check Albanian education legislation.*

*** When applicable, refer to the facilities of the D.3.2. equipment bought with TEAVET and EntrAL funds (laptops, flipcharts, mics, sound system, camera, Internet server..)*

2.2. Reflection on the proposed activities

Please, reflect on each of the following questions after completing the tables in the previous section.

a) *Do you consider the proposal of activities to be feasible?*

The module has been designed considering the target group of beneficiaries who are elementary teachers. The structure includes many practical activities that make this material understandable. This makes proposal activities feasible for all participants.

b) *What difficulties may be encountered by trainers?*

The low level of the knowledge on entrepreneurial concepts creates difficulties on the beginning of the course but this makes it also very interesting due to the many practical activities inside.

What difficulties might students have?

This is a course for teachers...

3. MODULE PROGRAM

Considering the activities and sessions in section 2, complete the module program. This template corresponds to ASCAP: APPENDIX 4 (PHASE 2) APPLICATION FORMAT. For more information in Albanian, see Annex: SHTOJCA 4 (FAZA 2) FORMATI I APLIKIMIT PËR NJË MODUL.

1. Type of training
combined

2. Title of the training program

Entrepreneurial skills for a modern education in Albania – EntrAL

3. Theme of the module

Entrepreneurship skills for elementary Education teachers

4. Number of training module hours

18 hours=9 hours face to face + 9 hours portofolio and homework

5. Number of sessions and topic of each session

Session 1 – First Day

1. Aktiviti: Introduction to the teacher training course one hour

1.1 Sessions design presentation

1.2 The objectives of entrepreneurial education

1.3 Entrepreneurship education as one of the main priorities of European education system

- 1.4 Elements to improve entrepreneurial competencies
- 1.5 The five practices of entrepreneurship education
- 1.6 Teacher's role
- 1.7 The EntreComp definition of entrepreneurship

2. Activity: What is entrepreneurship – get to know each other - 30 minutes

- 2.1 Exercise 1 – introducing each other by numbers – different numbers
- 2.2 Exercise 2 - Entrepreneur and entrepreneurship – 5 adjectives, how does it work , what the entrepreneur do, feelings, synonym
- 2.3 Exercise 3 - what business can you do with 20 euros, try with at least 2 ideas
- 2.4 Discussion in group
- 2.5 Questions for a group discussion
- 2.6 Homework

Activity 1 (portfolio)

Session 2 – First day

3. Activity: Entrepreneurship - Contemporary trends - one hour

- 3.1 Introduction to contemporary trends in teaching entrepreneurship
- 3.2 Trends and innovation opportunity - megatrends
- 3.3 Demographic change - growing global population,
- 3.4 Individualization reaches a new stage - individualism as a global phenomenon,
- 3.5 Changes in gender roles - breakdown of traditional gender roles, increasingly important role to play by women in the workplace,
- 3.6 Digital culture - digital technologies
- 3.7 Knowledge-based economy - rising levels of education around the world,
- 3.8 Business ecosystems - new value chain partnerships, systems innovations, business mash-ups, complexity management
- 3.9 Changes in the work world - new consumption patterns

4. Activity: Green Competences as a trend – 30 minutes

- 1.1 Example of the class visit in a green area
- 1.2 Exercise : think and write an revolutionary green innovation that really changes the world
- 1.3 Homework: choose other examples like Uber, Airbnb, Facebook, Alibaba) -would not exist if they did not want to follow crazy ideas . 5 minutes
- 1.4 Important insight: discussion in group. 5 minutes

Activity 2 (portfolio)

Session 3 – Second day

5. Activity: Characteristics of Entrepreneurship (EntreComp) – one hour

- 5.1 Economic Theories of Entrepreneurship
- 5.2 A model of entrepreneurial processes
- 5.3 Entrepreneurship as process and as method
- 5.4 The new entrepreneurial model of teaching
- 5.5 EntreComp – coming back to 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'.
- 5.6 Teaching and explaining 5 competences
- 5.7 Building empathy for meaningful customer research
- 5.8 A Qualitative Approach to Research

6. Activity: Work in group activity on the entrepreneurship competencies 0.5 hour

- 6.1 What are the characteristics of entrepreneurship?-Work as a group in your table to identify as many characteristics as possible?
- 6.2 Thinking about two models of entrepreneurship – being taught and entrepreneurship teaching
- 6.3 Collecting and discussing about answers per table
- 6.4 Discussion in groups to use interview technique: open questions

Activity 3 (portfolio)

Session 4 – Second day

7. Activity: Developing entrepreneurial initiatives at schools one hour

- 6.5 Definition: Entrepreneurship and the creation of cultural, environmental, social or economic value.
- 6.6 Different types of entrepreneurship
- 6.7 Entrepreneurship learning strategy:
- 6.8 Need to go beyond the module and the classroom
- 6.9 Students learn to be an entrepreneur by being an entrepreneur
- 6.10 Experiential learning - active engagement most effective method
- 6.11 Entrepreneurship as a competence - EntreComp
- 6.12 Supporting Entrepreneurship Educators

8. Activity: Learning by doing – practical activities 0.5 hour

- 8.1 Exercise : making sense between what I See and possible titles
- 8.2 Questions for a discussion
- 8.3 Share your stories : in 5 minutes
- 8.4 Find common themes: in 5 minutes
- 8.5 Create customer maps: 5 minutes

Activity 4 (portfolio)

Session 5 – third day

9. Activity: Generating ideas and prototyping 1 hour

- 9.1 Icebreaking by exercise: Inducers and inhibitors of creativity
- 9.2 Techniques for generating ideas: Brainstorming, Random entry, S.C.A.M.P.E.R
- 9.3 Prototyping business idea
- 9.4 Categories and examples in schools

10. Activity: Applying creativity techniques and prototyping 0.5 hour

- 10.1 Exercise : Brainstorming principles
- 10.2 Exercise: Random entry
- 10.3 Exercise on selecting ideas: PMI
- 10.4 Exercise : happy birthday

Activity 5 (portfolio)

Session 6 – Third day

11. Activity: Entrepreneurial process in classroom 1 hour

- 11.1 The phases of the entrepreneurial process – implementation phase
- 11.2 Touch points and customers' satisfaction
- 11.3 Brand building and storytelling. Storytelling as an approach in a specific project.
Reasons to tell the story
- 11.4 Business model and business planning. A real case by an interview.

- 11.5 The difference between business modelling and planning Definitions of a business model. Examples
- 11.6 Definitions of a Business plan.
- 11.7 Canvas Business Model (CBM) – 9 elements. Costs and revenue streams
- 11.8 Example 1: explaining the business model canvas below

12. Activity: Making a company

0.5 hour

- 12.1 Team roles by exercise
- 12.2 Exercise 2 : What is the difference between group and team?
- 12.3 Exercise 3. Write some team roles referring to a business model
- 12.4 Presenting the business by exercise 4.
- 12.5 Design and explain the elements of a pitch

Activity 4 (portfolio)

Test session :

Test link: <https://forms.gle/WyvScYVxBfFfHVsa9>

6. Beneficiaries of training:

Potential beneficiaries of the training are:

- Elementary education teachers
- Directors and administrators of elementary schools

7. Expected results (learning outcomes)

After this course, teacher can be able to:

- develop an entrepreneurial mindset that can help them to create and develop ideas, take initiative and risks, make ambitious decisions and progress, mobilise resources, increase financial and economic literacy.
- encourages networking, working with others and contributes meaningfully to personal growth and increases employment potential.
- start teaching entrepreneurship early, most definitely in primary and secondary schools.
- experient teaching of entrepreneurship as a potential to bridge the gap between the worlds of education and work.
- enables teachers and trainers to use experiential methods and tools to teach their students and mentees how to develop and start implementing their business idea.
- train or mentor young people and job seekers,
- help teachers to develop an entrepreneurial mindset and enable them to teach to the students how to enter the job market as more qualified employees or as a self-employed person, an entrepreneur.
- Enable teachers and trainers to practically experience the whole process in order to ensure that they will all use the same approach to the implementation of local training with teachers and students in their countries.

8. Content description

Training module for teachers of elementary level is focused on education of Entrepreneurial skills.

Objectives of the training module

This module was developed to identify the activities that the teacher should develop that aims at an entrepreneurial education in primary school children. The module evaluates the

effectiveness of early entrepreneurship education in the primary cycle of the education system. The methodology used takes into account the development of three types of skills in children: non-cognitive entrepreneurial skills, cognitive entrepreneurship and goals to become entrepreneurs. The module is organized by simulating an entrepreneurial program.

The content. The main topics of the program has been designed in 6 sessions that include 12 activities plus 6 additional activities at home and testing, as below followed by activities of introduction to the teacher training course that will open the training course in one hour, continue by presenting sessions design, the objectives of entrepreneurial education, entrepreneurship education as one of the main priorities of European education system. Interest in entrepreneurship education has increased due to the needs of communities and government employment policies in recent years. Some countries have implemented education programs because of their expected benefits. In this regard, the European Commission has encouraged its member states to implement entrepreneurship programs with the aim of improving the entrepreneurial skills of young people. Entrepreneurship education also increases the intent to start a business, as well as contributes to economic growth and job creation. Therefore, awareness of the importance of education for entrepreneurship has been growing. In Albania, various actors have recognized the importance of education for entrepreneurship and its contributions to economic growth and individual development. This module is innovative because it aims to introduce students of all levels to entrepreneurship implicitly through in-school activities. However, details about the initiative such as objectives, content, methods and teachers will be provided during the development of its sessions. Focuses on the pillars of entrepreneurship programs in primary schools, developing competencies to design and identify relevant objectives that teachers should pursue through entrepreneurial activities aimed at primary school children. It is expected that this module will also contribute to the existing amount of knowledge on entrepreneurship education, especially in the Albanian context where the entrepreneurial skills of teachers are lacking. In fact, entrepreneurship education in primary and secondary schools is lower than any other condition of the entrepreneurship framework. However, childhood, along with adolescence, is the preferred period to sow the seeds of entrepreneurship and to nurture positive attitudes towards entrepreneurship as well as to gain basic knowledge on the subject. Recommendations will be made to policy makers for the inclusion of knowledge entrepreneurship culture in primary school.

Practical Activity will follow each session by training entrepreneurial skills in interesting topics like What is entrepreneurship – get to know each other, green competencies, learning by doing, making a company, etc. Exercises are needed to create and develop skills and competencies of teachers on business knowledge, creation and innovation, generating idea and implementing successfully them by choosing the best sustainable idea.

Session 2 will give an overview of Entrepreneurship - Contemporary trends in one hour. The trainer will touch the main megatrends by launching the concepts, for a bigger knowledge of business environment to teach positive profiles of entrepreneurs with a positive impact of their ideas in the real life. Case studies will be presented by the trainer and teachers on site. Activity of Green Competences as a trend in schools will help to be focused in good contribution by doing business and following the best models existed. The effectiveness of first day will be assessed by portfolio work of each teacher.

Session 3 Activity is focused on characteristics of Entrepreneurship (EntreComp). For one hour the trainer will show and analyse the Economic Theories of Entrepreneurship giving a model of entrepreneurial processes distinguishing the entrepreneurship as process and as method. The new entrepreneurial model of teaching is the new approach in classrooms today, and EntreComp will be discussed as interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. The session will continue with Teaching entrepreneurship and explaining 5 competences, how to build empathy for meaningful customer research. At the end of the session a Qualitative Approach to Research will be presented. An Activity of working in group on the entrepreneurship competencies will follow by involving teachers in an interactive discussion on the topics like what are the characteristics of entrepreneurship?-Work as a group in your table to identify as many

characteristics as possible? Or thinking about two models of entrepreneurship – being taught and entrepreneurship teaching

Session 4. The Activity is focused on Developing entrepreneurial initiatives at schools. Considering a school environment, the discussion will be focused on the definition: Entrepreneurship and the creation of cultural, environmental, social or economic value., different types of entrepreneurship, entrepreneurship learning strategy by supporting Entrepreneurship educators. Activity: Learning by doing – practical activities will create the ability to start to think like a entrepreneur and create the business.

Session 5. Th activity will be fosuced on generating ideas and prototyping a business idea. Three main techniques will be meantioned for generating ideas: Brainstorming, Random entry, S.C.A.M.P.E.R in order to be ready Prototyping business idea. Some models and categories will be showed by bringing and examples in schools. Practical activity in this session will create skills on applying creativity techniques and prototyping a business idea.

Session 6 includes the activity on entrepreneurial process in classroom by focusing the lesson on the phases of the entrepreneurial process and implementation phase. Brand building and storytelling will be discussed as approaches fro specific projects. Two m ore concepts will be explained: Business model and business planning by using a real case that will be shown by an local entrepreneur interviewed. The trainer will clarify the difference between business modelling and planning, also the definitions of a business model by bringing examples. Canvas Business Model (CBM) will end this activity by teaching the 9 elements with a case study. Practical Activity titled Making a company will allow the trainer to show an important concept like the TEAM. An active engagement of participants will be ensure by designing and explaining the elements of a pitch. The session includes portofolio work by searching in the internet to bring thre profiles of successful companies and make the differences and find why it is.

Additional material

Some TEACHER TIPS to remember

Entrepreneurship and entrepreneurship education

Entrepreneurship education was first introduced at the Harvard Business School in 1945 and has since gained popularity. Today it is widely taught across the globe with particular attention in developed countries like the United States, the United Kingdom, Germany and the Netherlands. Entrepreneurship courses and programs are offered in universities, high schools, high schools, and even elementary schools. This growing interest in entrepreneurship education is due to the fact that the latter has been found to nurture a sustained interest in entrepreneurship among students and young people. Furthermore, governments and policymakers need to come to believe that small businesses launched by entrepreneurs are an viable alternative to (youth) employment. The term "entrepreneurship education" is commonly used in the United States and Canada, while in the United Kingdom and parts of Europe the term "entrepreneurship education" is preferred. These two terms are mostly used interchangeably as they refer to the same concept, but they can also vary depending on the context and purpose. In North America, the concept in question relates to business education, while in the UK, it refers to emerging entrepreneurial individuals. In this regard, it is important to note that entrepreneurship education focuses more on creating and managing a business entity, while entrepreneurship education is about acquiring and improving personal competencies, skills and attributes that can be used in contexts. different and lifelong. Therefore, while entrepreneurship education is closely linked to business, entrepreneurship education is about developing productive individuals and instilling values. In this regard, it is worth noting that many policymakers, practitioners and educators still believe that entrepreneurship education should only deal with the creation of new ventures and new jobs. As a result, entrepreneurship education lacks academic credibility and there is no clear return

on investment in society from the perspective of politicians and decision makers. This field is very new, emergency and in the initial stage, it is, therefore, natural for it to pass theoretical, pedagogical and practical training.

Can entrepreneurship be taught and how?

For a long time, the question "can entrepreneurship be taught?" was debated by specialists. It was thought that it is not possible to learn entrepreneurship because it is a matter of personality and is related to psychological characteristics such as talent and temperament, for example, can not be educated through learning. However, this argument is true for many professions. Medicine, law, or engineering can be taught, and yet there are surgeons, lawyers, and engineers who are talented and others who are not. A similar argument can be made in the case of entrepreneurs. It should be noted that not everyone can be an entrepreneur and not every individual should be an entrepreneur. Entrepreneurship can be taught and explained to others or at least some of its aspects. It is important to note that "Can entrepreneurship be taught?" shifting the debate from "if" to "what", "how" and "why" although the idea of "born entrepreneur" has not completely disappeared.

Entrepreneurship is both an art and a science, born and acquired, but not exclusively Therefore, entrepreneurial education that gives students appropriate experiences in the hope of developing their entrepreneurial skills is important.

Interest in entrepreneurship can be formed at an early age through relevant and adequate educational activities. In terms of teaching practices, two approaches can be distinguished.

- The **traditional approach** is transmissive and instructive in nature and related to the transfer of information.
- **Alternative approaches** are called active, constructive and goal-oriented processes. Later, learning improves as students engage in knowledge building by "acquiring, generating, analyzing, manipulating and structuring information." This approach is based on activities, actions and experimental learning. It is more of a "transformational methodology" such as students engaged in building and mastering their own learning.

In terms of the purpose (s) of entrepreneurship education, three categories can be distinguished:

- **education through entrepreneurship**, which teaches to become an entrepreneur by developing a wide range of cognitive skills needed to run a business such as accounting, the notions of finance, marketing and human resource management;
- **education about entrepreneurship** aims at raising awareness of the role played by entrepreneurs and entrepreneurship as a potential career opportunity and a suitable profession in the future;
- **education for entrepreneurship**, which teaches how to be an entrepreneur through the development of a range of non-cognitive skills such as creativity, risk taking, necessary perseverance from the labor market.

Teaching entrepreneurship at an early age

Teaching entrepreneurship at an early age to pupils and providing them with proper exposure to entrepreneurial activities can contribute to instilling an entrepreneurial spirit in them. There are several successful examples of entrepreneurship education programs aimed at enhancing children's skills, especially in the United States such as the "Mini Society" and the "Kentucky Entrepreneurs Initiatives for 8 to 11 years old. Its effectiveness in generating student interest in entrepreneurship has been confirmed. It was also effective in increasing the knowledge of primary school students about the concepts of entrepreneurship and shaping their attitude towards entrepreneurship. In the Netherlands, the BizWorld program is intended to teach children aged 11-12 the basics of entrepreneurship. It aims to promote teamwork and leadership in primary schools through experiential learning approaches

Teacher guided program - objectives

Introducing the basic economic concepts to children through a program of action simulation and participation based in three concepts

- An important goal of education is to increase the decision making skills of children at the early ages
- Children should be allowed to make a decision when they are able to bear the consequences of their decisions
- Sound, long run decisions are as important to child development as short run decision making – children should experience the costs and the benefits of immediate as well as deferred gratification

The program is predicted on the educational philosophy of experience-based instruction

- The children first experience and live with the repercussions of the concept to be emphasized. May be exposed to a number of scarcity situations until each child is able to recognize and identify as scarcity what he or she is experiencing.
- The teacher then debriefs the children about the scarcity situations and help them to identify the concept they have experienced and suggest possible solutions to the problems they have encountered.
- The teacher then reinforces the experiences through games, learning centers, worksheets, sometimes filmstrips (for example, a concentration = type matching game may be developed in which the children identify scarcity situations.

The teacher follows three stages –

- **the Experience** - a child understands business and economic interrelations through the sole experience of having played the game Monopoly without being exposed to any analysis of concepts involved. It is the most use stage.
- **the Debriefing,**
- **the Reinforcement**

How does the program work ?

In the classroom, children experience situations that they can identify as scarcity in subsequent debriefing sessions. **The concept of scarcity** is reinforced through bulletin boards, games, homework, role-playing, or learning centers. Each concept can be reinforced through some combination of these and other activities.

The concept of opportunity cost is introduced as children identify alternatives involved in decisions they make in school, such as which of two activities to participate in or which supplies to use to create something. The children use cost=benefit analysis in considering whether they made a **good** decision.

Once these first concepts are understood, the children proceed to work together. They combine resources to produce something (a good or a service)- and through this collaborative experience internalize the new concepts of **production and specialization**. In addition, the children identify goods and services that are substitutes and complements to each other.

Production becomes a **real world experience** as children use specialization to perform classroom tasks for which they are paid in classroom currency. Generally, at this point a banking function is introduced that can be performed by teachers or parent volunteers. Having experienced the **concepts of production and specialization**, the children are ready to identify **the concept of consumption** as they buy goods or services, using the income they have earned. So, They are prepared for **the concept of distribution**.

Role play and simulation have an important part in helping children define **distribution**, for these activities permit children to experience possible ways of rationing goods and services, and debate informally the advantages and disadvantages of each.

Once distribution and consumption are understood and practiced, children in this program are given the opportunity to experience **the concept of exchange** for goods and services they have produced.

Both money and barter as forms of exchange are introduced and compared. Once the children understand exchange, the class as a unit is ready to act as a corporation that will produce for a particular market, such as **hungry parents on open house night**.

The children live through the steps of a business venture. They start with a market survey as a basis for deciding what and how much to produce; they proceed through the investment of a small amount of capital and on to the actual production and sale of a product and the distribution of revenue.

The children are then given a choice of taking their money home or investing in a new, higher – risk business venture. Through this experience, they are introduced to questions of immediate as opposed to deferred gratification.

In the upper elementary school, children as mini-citizens consider their classroom – as opposed to the outside world – to be their society.

Which is the appropriate level of entrepreneurial education in early ages?

Primary level have a limited capacity for acquiring concepts. The average child cannot acquire sophisticated concepts until about the third grade. The program shows that the abstract process of decision making through rationalization is indeed accomplished by five and six years old. The children were able to understand, use and analyze the nine economic decision making concepts covered by the program.

Preparation work

The teachers have to attend workshop in economic education. They have to know the nine concepts and principles of economy.

- Scarcity
- Decision making
- Opportunity costs and Costs benefit analysis
- Production
- Specialization
- Distribution
- Consumption and saving
- Demand and supply
- Business organization and business venture
- Money and barter

Usually there are three to five questions on each concept to measure the child comprehension, application, and analysis about these concepts.

Specific methodology for elementary education teachers

The program consider the level of classroom - Child in early age - Methods of discovering entrepreneurial competences. The main teacher tips reflect the attention on the methods use to test the level of EntreCom in this ages.

1. testing through an application. A pupil is given a problem that is new for him. He use an appropriate abstraction without prompting. If the pupil understands a concept at the comprehension level, he can isolate the main idea and explain how the details relate to another

2. observation in nature. Tests the children personal characteristics to ascertain these characteristics are predictors of competence in economic decision making. The test is focused on

- Verbal – nonverbal
- High-low ability
- Mature-immature
- Social-nonsocial
- High-low initiative

Parent attitude. The parents have positive attitude toward the teaching of economy concepts. A dialog has to be implemented between parents and children. Their children have to talk about economics at home.

It seems that entrepreneurship education ought to be considered as a one consistent and continued process from kindergarten to secondary school. As pupils progress in their education, their interest in entrepreneurship needs to be revived and refined at every level in order for them to become mature, responsible, and well prepared to continue on with their studies at the tertiary level. Given this context, pupils exposure to entrepreneurial activity ought to be carried out at an early stage. Not only does this exposure benefit pupils, especially later in life in terms of seizing opportunities for greater financial independence, dignity and self-respect, but also benefits the country, at the macro level, through economic growth and youth employment.

A entrepreneurial education program - activities

The program to be used by teachers aims at spurring children's interest in entrepreneurship by teaching entrepreneurial basics in a simplified manner. The objective of the program is threefold:

- leading the pupils toward generating entrepreneurial ideas, acquiring basic business knowledge, and developing a “product” or “service”;
- developing pupils' non-cognitive skills such as risk-taking, self-confidence, and internal locus of control;
- favoring the adoption of an entrepreneurial attitude and intention by the pupils. These objectives are to be achieved through various relevant activities and topics taught to the target pupils.

9. Global Methodology of the course

a) Methods during training

The use of participatory methods, techniques and tools is very important for participants to gain a clear understanding of the learning content. There are a number of techniques, tools and teaching aids available to support experiential learning, including group or face-to-face discussions, brainstorming, individual work, etc

1. Discussion in group

Group discussions are useful for exchanging experiences and information and provide “living examples” for life skills.

- There are many techniques to divide a large group into smaller groups.
- The groups are supposed to accomplish their task within the time given.
- Even if they have not finished, call them back into the plenary nicely and let them report on what they could accomplish within the given time frame.

2. Exchange ideas

Participants in plenary are asked to exchange ideas or have a short discussion on a single topic by forming a pair or three-some with their direct neighbours without leaving their seat..

3. Analytical questions

The trainer raises key questions regarding a topic to all participants. Offering a short question-answer is useful to analyse ideas, whereby it is not intended to test participants' knowledge, but rather to bring about a discussion and analysis. Participants can discuss individually or in groups to answer the questions raised.

4. Icebreaking

This activity is used to introduce teachers to each other so that they feel more relaxed together: ice breaker has been used to be a useful way to start the presentation or training session.

5. Brainstorming

Brainstorming means gathering ideas and opinions from a group within a short period of time. It often takes place at the beginning of a new activity. Participants are encouraged to share their opinions as openly as possible. Brainstorming has its own dynamics. In the process of brainstorming, the facilitator must accomplish the following:

- Write down the topic for discussion.
- Invite all participants to share their opinions.
- Note down on the blackboard or cards the emerging ideas or opinions.
- Refuse any explanations and questions for the time being.
- Revise the points mentioned after participants finish brainstorming.
- Group repetitive and similar ideas for the following discussion.
- Encourage participants to further develop their ideas through discussion.

Teaching tips

- Traditional teaching tips include advices of learning

Teaching aids

- Tools like presentation software, Books, Flipcharts, note paper.
- Visual Teaching Aids: model, figure, chart, graph, projector, slides.
- Audio-Visual Teaching Aids: YouTube short video
- Web tools like Google forms, Google sites

Assignments for trainers

- Exercises
- Homework
- miniproject
- Ask teachers to reflect.
- Diagnostic assessment
- Multiple choice questions
- Case studies
- Portofolio work

Additional materials

- Recommended literature for trainers

10. Tests

11. Bibliography

4. ANNEX: SHTOJCA 4 (FAZA 2) FORMATI I APLIKIMIT PËR NJË MODUL

SHTOJCA 4 (FAZA 2)

FORMATI I APLIKIMIT PËR NJË MODUL

1. Lloji i trajnimit
2. Titulli i programit të trajnimit
3. Tema e modulit
4. Numri i orëve të modulit të trajnimit
5. Numri i seancave dhe tema e çdo seance
6. Përfituesit nga trajnimi
7. Rezultatet e pritshme
8. Përshkrimi i përmbajtjes
9. Metodologjia:
 - a) Metodatgjatëtrajnimit
 - b) Mjetetmësimore
 - c) Detyrapërtëtrajnuarit
 - d) Literatura e rekomanduarpërtëtrajnuarit
10. Testet
11. Bibliografia

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UDHËZIME PËR PLOTËSIMIN E FORMATIT TË APLIKIMIT PËR NJË MODUL

1. Llojiitrajnimit

Trajnimidrejtperdrejte	
Trajniminëpërmjetinternetitkombinuar me konsultime	
Trajniminëpërmjetinternetit	

Nëtabelëshënoni me “V” formën e trajnimitqëagjenciaofron.

2. Titulliiprogramittëtrajnimit (Vetëmkur moduli përfshihetnënjë program trajnimi)
3. Tema e modulit
4. Numriiorëvetëmodulittëtrajnimit.
5. Numriiseancavedhetema e çdo seance.
6. Përfituesitngatrajnimi

Përfituesit e mundshëmngatrajnimijanë:

Drejtoriinstitutionitarsimor.

Tregoninivelin e institucionitarsimor (parashkollor, fillor, arsimiimesëmiulët, bazë, arsimimesëmilartë)

Kur ështëdrejtoriarsimittëmesëmtëlartë, specifikoni a ështëgjimnaz, arsimprofesional apo shkollë e mesme e orientuar.

Mësues.

Përcaktoninivelin e tijarsimor. Përsarsimin e mesëm, tregonilëndën.

Kur përsarsiminfillor, tematika e trajnimit ka tëbëjë me njëfushëtënxëni, tregojeniatë.

7. Rezultatet e pritshme

Përshkruani se çfarëduhettëjenënjëgjendjetëdinëdhetëbëjnëtëtrajnuaritnëpërfundimtëmodulit (kompetencat e tyre profesionale).

Çdorezultatduhettëjetëimatshëm.

Njërezultatparaqitet me njëfrazë.

8. Përshkrimiipërmbajtjes

Përmbajtja e modulitpërshkruhetpërmbledhtas. Ju do t'ipërgjigjenipyetjes “Çfarëpërmban moduli?”, rëndësiadheimpaktiqë ka kymodulnësisiteminarsimor. Çfarëçështjesh do tëtrajtojëkymoduletj.

Përshkrimitëjetë jo mëshumë se 3 faqe A4, e shkruarnëkompjuter me Times Neë Roman.

9. Metodologjia

Temetodologjiapërshkruhetpërmbledhtassitrajneri do ta zhvillojëpërmbajtjendhesipjesëmarrësitnëtrajnim do tëarrijnërezultatet e pritshme. Metodologjiapërmbankëtoelemente:

a) Metodatgjatëtrajnimit

Përtrajnimin e drejtpërdrejtë

Përshkrimimetodavegjatëtrajnimit, si: leksioni, demonstri, debati, diskutimi, eksperimentimi, puna e pavarurindividuale, puna nëgrupetëvogla, puna me tëgjitheklasën, loja me role, vizitastudimore, biseda me tëftuaretj.

Përtrajnimin nëpërmjetinternetitkombinuar me konsultime

Konsultimnëpërmjettakimeve me tëtrajnuaritose/dhënëpërmjetinternetit.

Përshkrimikonkretizuarimetodavembizotëruesenëtëdyja format e konsultimeve.

b) Përshkrimiikonkretizuarimjetevëmësimore.

- Vizuale (fotografi, piktura, diafilma, diapozitivë, flipçart, grafikë, diagramaetj.)
- Auditive (magnetofoni, kasetofoni, radiojaetj.)
- Audovizuale (filmi, televizioni, videojaetj.)
- Etj.

c) Detyrapërtëtrajnuarit, përt'ikryergjatëose/dhe pas modulit,

janëpunëindividualeosenëgruppëpërgatitjetëdetyravetematike, rastevestudimore, projekteve, eseveetj.

d) Literatura e rekomanduarpërtëtrajnuaritpërt'ushfrytëzuar gjatëdhepas modulit.

Literaturapërmban jo vetëmtitujt e libraveosetëshkrimeve por, edheekstraktetë tyre dhe, numrin e faqevedhecilatfaqeduhettëstudiojëitrajnuari.

Metodologjiatëjetë 1 (një) derinë 1,5 faqe A4 e shkruarnëkompjuter me Times Neë Roman.

10. Testi

Testi model përprovimin e modulit bashkë me përgjigjen e kërkesave.

Një test, i cili parashikohet të zhvillohet ngaitrajnuaripërrreth 60 – 90 minutadhesynontëverifikojëpërmbushjen e rezultatevetëtënxënit. Njëtestin model shënohet dhe kohëzgjatja e tij.

11. Bibliografi kryesore e përdorur për të hartuar modulën.

Vendosni një numërtë kufizuar botimesh (libra, shkrime ose nga interneti)