**Report**

**Pre-University Elementary School Teachers pilot course implementation at “Eqrem Çabej” University**

**Supported by Entral Project**

**Working Team**

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**Title of the course**: Entrepreneurial skills for primary and preschool teachers for pre-university education

**Code: 22EKP187**

**Introduction:**

This module has been developed to identify the activities that the teacher should develop aimed at an entrepreneurial education in children of primary schools and preschool level. The module assesses the effectiveness of early entrepreneurial education in the primary cycle of the education system. The methodology used considers the development of three types of skills in children: non-cognitive entrepreneurial skills, cognitive entrepreneurship and intentions to become entrepreneurs. The module is organized by simulating an entrepreneurial program. The main topics of the program are designed in 3 days of training that include practical activities as well as additional activities at home as well as final testing.

**Main Objective:**

The main objective of this module is to provide primary and pre-school teachers for pre-university education with transferable skills and to bring an entrepreneurial mindset to pre-university education by encouraging entrepreneurial teaching methods, educating teachers' entrepreneurial behavior and supporting the creation of new ventures.

Emphasis is placed on supporting and cultivating the entrepreneurial mentality of teachers, to be transferred to their students, as well as to the surrounding environment and society.

**Purpose:**

To build teaching capacities with skills in the education of entrepreneurship concepts for teachers of preschool education and the first cycle of the basic knowledge of entrepreneurship adapted to the class level and the orientation towards ideas for practices and projects that educate a small entrepreneur.

**Specific training objectives (Learning outcomes)**

• Gaining new knowledge and transferable skills for turning innovative ideas into new products and services

• Increasing the training participants' understanding of the entrepreneurial process (eg creating and recognizing opportunities)

• Improving problem solving and teamwork skills under time pressure

• Increasing presentation skills

• Increasing transferability/applicability skills in multidisciplinary teaching

T**arget group:** Primary and pre-school teachers & Principals and administrators of primary schools

**Implementation of the course at the “Eqrem Çabej” University**

1. **Preparation phase**

**Training module development phase**:

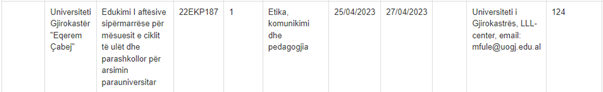
The implementation of the pilot course was carried out starting with the development of the module program, by the University of Vlora as the partner responsible for this task.

* evaluation of the module and the improvements made after the meeting in Leon and Vlore

**Accreditation phase**: September – December 2022

* accreditation of the module by ASCAP, in two steps
* the registration of the module in the RASH system and the development of the pilot course, finalizing the implementation.

In the RASH system, the module is active with these credentials:



The announcement of the call for the training module was made available in the following links:

• Official Social Accounts Facebook and Instagram:

* <https://m.facebook.com/story.php?story_fbid=921187795735221&id=100035320284422&mibextid=Nif5oz>
* <https://www.instagram.com/p/Cqc0H7xsVDv/?igshid=YmMyMTA2M2Y%3D>

**Registration of the candidates**

The course has been launched in the national system for teacher qualification.

<https://trajnime.arsimi.rash.al/Trajnimes/TrajnimeMesues?SelectedQyteti=11&SelectedFushaModul=&SelectedAgjensia=2154>

1. **Actual Implementation phase:** 25, 26 & 27 April 2023, 14:00 - 17:00

At the end of the registration process, 87 participants attended the training out of 120 teachers registered.

Trainees were actively involved in the training activities, divided in three training days. Participants got theoretical explanation and practical experience on the most important elements of the Start up process, how to successfully develop a business idea and how to sell it. Participants, as expected, got engaged and challenged themselves. After the training, participants had a better understanding of the requirements of becoming an entrepreneur and therefore, they can better advise and support their students. Participants, through exercises and practical work, found in groups new and creative solutions for innovation activities that were based on a new start-up scenario, in a short period of time.The process was supported by lectures and mentored by trainers. At the end of the training there was a testing session.

During the elementary teacher training, representatives from the business world also shared their experience and delivered important messages regarding entrepreneurial education.

**The methodology**

The module offers a range of activities that integrate theoretical concepts with practical application. These activities aim to develop the final business plan and video pitch for the entrepreneurial project. The utilization of participatory methods and other techniques was crucial in enabling the participants to gain a clear understanding of the learning content. Several techniques, tools and teaching aids were used to support entrepreneurial learning, including:

* Warming up/energizer
* Brainstorming
* Self-reflection
* External Speakers
* Lean Start Up
* Pitching role playing simulation
* Group work (onsite)
* Facilitated group work
* Power Point presentations

**Pilot course evaluation**

Participants’ email addresses have been sent to the project coordinators for an individual evaluation. The following evaluation is based on the EÇUG questionnaire distributed to all the participants. 70 respondents out of 87 participants gave feedback on the overall training program. The survey contained three sections. First section collected general information necessary to validate the following 10 responses of the second section, where participants gave their assessment for different aspect of the training program. Participants were asked to assess the activities from 1 to 5, with 5 being the maximum evaluation.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Statement No.** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** |
| **Average Rating per statement** | **4.86** | **4.94** | **4.79** | **4.90** | **4.84** | **4.84** | **4.97** | **4.96** | **4.92** | **4.87** | **4.49** |
| **Section 2 Average rating** | **4.85** | | | | | | | | | | |

**Conclusions**

Based on trainer perception, verbal feedback collected in discussions at the end of each activity, as well as on the feedback analysis, the EÇUG came to the conclusion that the pilot training was generally successful, and the objectives were met to a satisfactory level.

The road towards an entrepreneurial education, which is the final goal, is long and challenging. This was a very small, modest step towards an entrepreneurial mindset, which must be followed by other individual and institutional efforts.

**Recommendations:**

1. To mitigate potential disarray and ambiguity among both instructors and learners while ensuring equitable participation, it is advisable to conclude online teacher registration on the ASCAP portal prior to the commencement of the training.
2. It is recommended that forthcoming teacher training sessions be arranged on distinct, dedicated days. This arrangement is anticipated to bolster attendance rates, promote heightened engagement, and enhance overall performance.
3. To optimize the effectiveness of the training program and enhance its practical applicability, it is suggested that dedicated individual study hours be allocated during the initial two days. Consequently, the EÇUG team has opted for this approach, reserving 4.5 hours on the initial two training days for self-directed study. The allocation of independent study time subsequent to the training aligns with the overarching goals of the program.

**Implementation Photos:**

