**Report**

**Pre-University Secondary 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 education for pre-university lower and upper secondary teachers

**Code: 22EKP188**

**Introduction:**

This module has been developed to identify the activities that the teacher should develop aimed at an entrepreneurial education in children of secondary pre-university level. The module assesses the effectiveness of early entrepreneurial education in the secondary 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 teachers of secondary 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 secondary education with the basic knowledge of entrepreneurship adapted to the class level and the orientation towards ideas for practices and projects that educate a young 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:** Secondary pre-university teachers & School Principals and administrators

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

1. **Preparation phase**

**Training module development phase**:

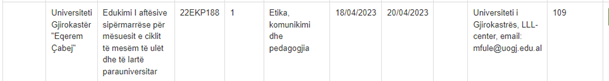
The implementation of the pilot course was carried out starting with the development of the module program, by the University of Vlora as the partner responsible for this task.

* 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=921183242402343&id=100035320284422&mibextid=Nif5oz>
* <https://www.instagram.com/p/CqczgLDsI0r/?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:** 18 , 19 , 20 April 2023, 14:00 - 17:00

Upon the conclusion of the registration process, it was noted that 53 out of the total 109 registered teachers successfully completed their registration.

The training was conducted over three separate days, during which the trainees actively participated in a comprehensive program. The curriculum encompassed both theoretical exposition and practical immersion in crucial facets of the startup process, encompassing the development of business ideas and effective marketing strategies. As anticipated, participants exhibited high levels of engagement and willingly embraced challenges. Subsequent to the training, participants exhibited an enhanced comprehension of the prerequisites for entrepreneurship, equipping them with the ability to provide more informed guidance and support to their students.

Throughout the training, participants engaged in collaborative exercises and practical tasks within groups, yielding innovative solutions for entrepreneurial activities within a newly formulated startup context, all accomplished within a condensed timeframe. The instructional process was augmented by lectures and guided by experienced trainers. The training culminated in an evaluative testing session.

Furthermore, during the secondary teacher training, notable representatives from the business sector shared their valuable experiences and conveyed crucial insights pertaining to 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**

The email addresses of the participants have been forwarded to the project coordinators to facilitate individual evaluations. The ensuing evaluation process relies on the utilization of the EÇUG questionnaire, which was disseminated to all participants. A total of 48 respondents, out of the initial cohort of 53 participants, provided feedback concerning the comprehensive training program.

The survey employed a structured approach comprising three distinct sections. The initial section was designed to gather essential demographic information that was integral to the subsequent evaluation, which comprised 10 specific responses in the second section. In this second section, participants were required to offer their assessments on various facets of the training program. Their evaluations were measured on a scale of 1 to 5, with 5 denoting the highest rating achievable.

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| **Statement No.** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** |
| **Average Rating per statement** | **4.87** | **4.79** | **4.73** | **4.81** | **4.85** | **4.65** | **4.98** | **4.92** | **4.83** | **4.89** | **4.88** |
| **Section 2 Average rating** | **4.84** | | | | | | | | | | |

**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:**

