**REPORT**

**OF THE TRAINING MODULE FOR TEACHERS AT “FAN S. NOLI” UNIVERSITY**

**SUPPORTED BY ENTRAL PROJECT**

**Working group:**

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**Title of the module**: Education of entrepreneurial skills for teachers of secondary and higher pre-university education.

**Trainer*:*** Prof.as.dr. Aida Gabeta

**Date:** 19, 20, 21.May 2023

**Number of hours**: 18 hours

**Number of participants*:*** 22

**The purpose**:

The training was focused on the integration of entrepreneurial education into the teaching curricula of pre-university education.​ The topics included in this module were organized into theoretical and practical parts. The theoretical module was realized through a cycle of theoretical lectures presented in PowerPoint. The theoretical lectures consisted of the presentation of the main issues organized in several topics, bringing after each theoretical discussion the best practices of countries and schools that apply entrepreneurial education. The practical lessons were developed in the form of discussions and case studies, while practical exercises were developed in small working groups.

**The objectives of course**:

1. Learn more about the concept of entrepreneurial learning and its relevance for students (skills) and for society (innovation)

2. Discuss the relevance of developing an entrepreneurial mind-set in students.

3. Evaluate the applicability of entrepreneurial learning in the classes/subject.

4. Find ways to stimulate idea creation and opportunities spotting by:

- Helping students and pupils to identify needs and challenges to be met and solved.

- Stimulating learners’ creativity and value creation.

5. Identify skills and personal attributes needed to run an enterprise

6. To think creatively and critically

**The target group:**

teachers of lower secondary and higher pre-university education.

**Implementation:**

​This module was organized by “Fan S. Noli” University during 19-21 May 2023. The announcement to participate in this module was done on the online platform of the Agency for Quality Assurance of Pre-University Education (ASCAP)

The training model was developed over three days over 18 hours and had 22 participants.

Each training day was organized into activities according to the following divisions:

Activity 1 Presentation and organization of the module (1 hour);

Activity 2 ​ Entrepreneurship education (1 hour);

Activity 3 Overview of entrepreneurship (1 hour);

Activity 4 ​ The characteristics of entrepreneurship (1.5 hours);

Activity 5 Generating ideas (1.5 hours);

Activity 6 Business idea development (1 hour);

Activity 7 Understanding the external environment (1 hour);

Activity 8 Final test (1 hour);

Activity 9 Portfolio work 1 (1 hour) Identify an entrepreneur and state the qualities you have observed in him/her that make him/her a successful entrepreneur. Use a chart to record your observations;

Activity 10 Portfolio work 2 (3 hours)​Business ideas’ development through interviews with different entrepreneurs;

Activity 11 Portfolio works 3 (1 hour)​List some of the recent changes that have occurred in your country over the past few years and explain how they affect new entrepreneurs;

Activity 12 Portfolio work 4 (4 hours)​

a. Generate a business idea. ​

b. Choose one of them and design a questionnaire that will help you to conduct a market research.

**The program:**

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| Type of training: On site |
| Title of the training program: Entrepreneurial skills for a modern education in |
| Albania – EntrAL |
| Theme of the module: Entrepreneurship for Secondary Education teachers |
| Number of training module hours: 18 hours = 9 hours face to face + 9 hours portfolio work |
| SESSION 1 |
| Activity 1. Introduction to the module content and module organization (0.5 hour) |
| 1.1 Opening of the entrepreneurship training module |
| 1.2 Introduction of participants |
| 1.3 Clarifying participants’ expectations and concerns |
| 1.4 Understanding the overall objectives of the training |
| 1.5 Discussion of the module training schedule, ensuring an active participation and |
| reaching a consensus on training norms |
| Activity 2. Entrepreneurship education (1 hour) |
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| 2.1 The meaning of entrepreneurship education. |
| 2.2 The importance of entrepreneurial education. |
| 2.3 Benefits of entrepreneurship education in secondary education curricula |
| 2.4 Learning about entrepreneurship and through entrepreneurship. |
| 2.5 The role of the teacher in entrepreneurship education. |
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| Activity 3: Introduction to Entrepreneurship (1.5 hours) |
| 3.1 Understanding the meaning of entrepreneurship. |
| 3.1.1 Definition of the concept entrepreneurship and enterprise. |
| 3.2 Types of entrepreneurship |
| 3.3 The relevance of the entrepreneurship |
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| SESSION 2 |
| Activity 4 The characteristics of the entrepreneurship. (1.5 hours) |
| 4.1 Qualities of an entrepreneur |
| 4.2 Types of Entrepreneurs |
| 4.3 An entrepreneur’s work |
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| Activity 5. Idea generation (1.5 hours) |
| 5.1 The business idea |
| 5.1.1 A business idea and the four questions |
| 5.2 Idea generation and creativity |
| 5.2.1 Sources of New Ideas |
| 5.2.2 Techniques for generating ideas |
| SESSION 3 (3 HOURS) |
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| Activity 6 Developing the business idea (1 hour) |
| 6.1 Who do I sell my products / services to? |
| 6.2 Address the customer’s / segment’s needs |
| 6.3 What can I offer my future clients? |
| 6.3.1 Why would customers buy your product/service? |
| 6.4 Business model |
| 6.5 Business model canvas |
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| Activity 7. Understanding markets (1 Hour) |
| 7.1 External forces of business environment |
| 7.2 Industry forces |
| 7.3 Research market |
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| Activity 8. Final test (1 hour) |

**The methodology:**

* Methods during the 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. Group discussion

Facilitated group discussions are particularly interesting for young people as they allow for extensive and active participation. 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. Analytical questions

The trainer raises key questions regarding a topic to all participants. Offering a short question-answer is useful to analyze 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.

1. Warming up/energizer

“Warming up’s” or “energisers” are good techniques to entertain participants and keep up their attention. Every training day should begin with a warming up activity. It is also recommended to use warming up activities when participants feel exhausted and bored. A warming up is a group relaxation or activation activity that can take 2 to 3 minutes. This helps to stimulate their working and learning spirit before participants engage in more serious undertakings. It helps to avoid exhaustion in prolonged sessions. It is Reporting on D.3.1. Designing the entrepreneurship courses 11 great when warming up activities or energisers are somehow related to the content of the training, but this is not a requirement. A warm up may be a simple joke or a physical activity, songs, a role-play, or a funny story. Participants should understand the importance and objective of warming up activities, and all participants should actively participate. It should be clear to everyone before the activity starts. When it is over, all participants should understand why and how a warming-up activity can be useful. They should also able to lead warming up activities themselves. Warm-ups and energisers:

• Can create a positive atmosphere among participants and build team spirit

• Can be a good opportunity for shy participants to “come out” and express themselves in the group but... • Should not create unnecessary competition.

• Should be well tested - it is recommended to turn down a very difficult or complex warm up activity rather than trying it. A sure sign that a warming–up activity or energiser has achieved its target is when participants dissolve into laughter.

1. 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.

1. Teaching aids

Traditional teaching aids include learning through Books, Flipcharts, note paper.

Visual Teaching Aids: model, figure, chart, graph, projector, slides.

Audio-Visual Teaching Aids: YouTube short video

1. Recommended literature for trainers

**Pilot course evaluation:**

Assignments for trainers

# Exercises

## Homework

## Ask teachers to reflect.

## Diagnostic assessment

## Multiple choice questions

## Case studies

## Portfolio work

## Questions??? Can I be a green businessman?

**Conclusions and problems:**

In recent years, interest in entrepreneurship education has increased due to the needs of communities and government employment policies. Teaching entrepreneurship at early ages to

students and providing them with the adequate exposure to entrepreneurial activities can contribute to instilling the entrepreneurial spirit in them.

In Albania, various actors have recognized the importance of entrepreneurship education and its contribution to economic growth and individual development. In fact, entrepreneurship education in primary and secondary schools is lower than any other entrepreneurship framework condition. Nonetheless, childhood, along with adolescence, is the preferred period to plant entrepreneurial seeds and to nurture positive attitudes toward entrepreneurship as well as to acquire basic knowledge on the topic. Given this context, students’ exposure to entrepreneurial activity ought to be carried out at an early stage.

This module was developed with the aim of identifying the activities that the teacher should develop focusing on an entrepreneurial education in students of secondary schools. The methodology used takes into account the development of three outcome sets of skills in students: non-cognitive entrepreneurial skills, cognitive entrepreneurial skills, and intentions to become an entrepreneur. The module was organized by simulating an entrepreneurial program. The module focused on the pillars of entrepreneurship programs in secondary schools, developing competencies to design and identify relevant objectives that teachers should pursue through entrepreneurial activities aimed at secondary school students.



