**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 preschool and primary education for pre-university education​

**Trainer*:*** Prof.Asc.Dr. Mirela Cini

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

**Number of hours**: 18 hours

**Number of participants*:*** 27

**The purpose**:

The aim of this module was to provide entrepreneurial education for children in primary schools and pre-schools. The module assesses the effectiveness of early entrepreneurial education in primary schools. ​ The methodology used in this module considers the development of three types of abilities in children: ​non-cognitive entrepreneurial skills​; cognitive entrepreneurship; intentions to become an entrepreneur. The module was organized by simulating an entrepreneurial program. ​

**The objectives of course:**

1. To create and develop entrepreneurial skills for teachers.

2. To identify the activities that the teacher should develop that aims at an entrepreneurial education in primary school children.

3. To create a teaching model of for the evaluation of the effectiveness of early entrepreneurship education in the primary cycle of the education system.

4. To create and develop teacher competences for the development of three types of skills in children: non-cognitive entrepreneurial skills, cognitive entrepreneurship and goals to become entrepreneurs.

**The target group:**

teachers of preschool and primary education for 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 main topics of the program were developed in six sessions that included practical activities, additional activities at home and the final exam.​ 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, case studies, and practical exercises developed in small working groups.​

**The program:**

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| **First day:**  |
| *Session*  | *Activity* | *Tools and methods of training* |
| Session 1-**Introduction to the teacher training course**  | *Activity 1*: presentation of the module by the trainerSessions design presentation The objectives of entrepreneurial education in early agesEntrepreneurship education as one of the main priorities of European education systemTeachers and entrepreneurial competencies educationThe five practices of entrepreneurship educationTeacher’s roleIntroduction to The EntreComp definition of entrepreneurship | SlidesTrainer introduction and other Icebreaking activitiesIntroduction of participants and their expectations in the courseExamplesExercises for introductionDiscussions in groupCreating work groupsHome works Teaching tips and additional materials |
| *Activity 2:* What is entrepreneurship – get to know each other - 30 minutesExercise 1 – introducing each other by numbers – different numbers Exercise 2 - Entrepreneur and entrepreneurship – 5 adjectives, how does it work, what the entrepreneur does, feelings, synonymsExercise 3 - what business can you do with 20 euros, try with at least 2 ideasDiscussion in groupQuestions for a group discussion Homework *Activity (portfolio)* **-** Getting Started: Relate the Business Project to Your Regular Curriculum | ExercisesIndividual work Work in groupCollaborativeActive participation in discussionMotivation by video presentationGuide for starting portofolio |
| Session 2-**Entrepreneurship - Contemporary trends**  | *Activity 3: trainer lessons on* Introduction to contemporary trends in teaching entrepreneurship Trends and innovation opportunity – megatrendsChanges in the work world - new consumption patternsBackground of entrepreneurship education in early agesEntrepreneurship education trendElements of Entrepreneurship - education in Early ChildhoodNew methods on entrepreneurship education for children | Slides presentation by lecturerQuestions for discussion in group - complete the sentences by each participant Watching video and thinking about informationDiscussion in group  |
| *Activity 4:* Crazy ideas with Green Competences as a trend Example of the class visit in a green areaExercise: think and write an revolutionary green innovation that really changes the world Individual work: choose other examples like Uber, Airbnb, Facebook, Alibaba) -would not exist if they did not want to follow crazy ideas. 5 minutesImportant insight: discussion in group. 5 minutes *Activity* *(portfolio)* – Deciding What and How Many to Produce - Use Parents and Other Community Resources.  | Individual work Work in groupInteractive discussionDebate and discussion in groupExercises |

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| **Second day:**  |
| *Session*  | *Activity*  | *Tools and methods of training* |
| Session 3- **Characteristics of Entrepreneurship (EntreComp)**  | *Activity 5 – by trainer lessons*Economic Theories of EntrepreneurshipEntreComp – coming back to 3 interrelated and interconnected competence areas.Entrepreneurship: process or methodThe new entrepreneurial model of teaching - JEP program caseTeaching and explaining 5 competences The model of entrepreneurial processesFacebook - case study Building empathy for meaningful customer research - A Qualitative Approach to Research | SlidesTrainer introduction and other Icebreaking activitiesIntroduction of participants and their expectations in the courseExamplesExercises for introductionDiscussions in groupCreating work groupsHome works Teaching tips and additional materials |
| *Activity 6 –* Work in group activity on the entrepreneurship competencies - 30 minutesWhat are the characteristics of entrepreneurship? -Work as a group in your table to identify as many characteristics as possible. Thinking about two models of entrepreneurship education **–** education for entrepreneurship and education through entrepreneurshipCollecting and discussing about answers per table Discussion in groups to use interview technique: open questions*Activity (portfolio):*Producing the Product; Organize the Business Determine the form of Business OwnershipChoose Managers for the Business and producers | ExercisesIndividual work Work in groupCollaborativeActive participation in discussionMotivation by video presentation |
| Session 4- **Developing entrepreneurial initiatives at schools**  | *Activity 7 – trainer lessons on* Definition: Entrepreneurship and the creation of cultural, environmental, social or economic value. Entrepreneurship in school - Can entrepreneurship be taught and how?Entrepreneurship learning strategy: Students learn to be an entrepreneur by being an entrepreneur Experiential learning - active engagement most effective methodExample : An entrepreneurial education program for children – activitiesTeacher tasksNew methods on entrepreneurship education for children | Slides presentation by lecturerQuestions for discussion in group - complete the sentences by each participant Watching video and thinking about informationDiscussion in group  |
| *Activity 8 –* Learning by doing – practical activities 0.5 hourExercise: making sense between what I See and possible titles Practice the interpretation Generating ideas *Activity (portfolio)* **-** Marketing and Selling the Product; Advertise Your Product, Determine Product Price  | Individual work Work in groupInteractive discussionDebate and discussion in groupExercises |

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| **Third day:** |
| *Session*  | *Activity*  | *Tools and methods of training* |
| Session 7- **Generating ideas and prototyping**  | *Activity 9* –Icebreaking by exercise: Inducers and inhibitors of creativityTechniques for generating ideas: Brainstorming, Random entry, S.C.A.M.P.E.RPrototyping business ideaCategories and examples in schools  | SlidesTrainer introduction and other Icebreaking activitiesIntroduction of participants and their expectations in the courseExamplesExercises for introduction |
| *Activity 10* – Applying creativity techniques and prototyping - 0.5 hourExercise: Brainstorming principlesExercise: Random entry Exercise on selecting ideas: PMIExercise: Happy birthday*Activity (portfolio)* - Closing the Business. Compute Profits, Decide How W Use Profits, Make a Final Report | ExercisesIndividual work Work in groupCollaborativeActive participation in discussionMotivation by video presentation |
| Session 4- **Entrepreneurial process in classroom**  | *Activity 11* – by trainerThe phases of the entrepreneurial process – implementation phaseTouch points and customers' satisfactionBrand building and storytelling. Storytelling as an approach in a specific project. Reasons to tell the storyBusiness model and business planning. A real case by an interview. The difference between business modelling and planning Definitions of a business model. ExamplesDefinitions of a Business plan. Canvas Business Model (CBM) – 9 elements. Costs and revenue streamsExample 1: explaining the business model canvas by the image  | Slides presentation by lecturerQuestions for discussion in group - complete the sentences by each participant Watching video and thinking about informationDiscussion in group  |
| *Activity 12* – Making a company Team roles by exercise Exercise 2: What is the difference between group and team?Exercise 3. Write some team roles referring to a business modelPresenting the business by exercise 4. Design and explain the elements of a pitch*Activity (portfolio)* - Sharing the work in the webpage, use google sites and many photos, organize a special day | Individual work Work in groupInteractive discussionDebate and discussion in groupExercises |

**The methodology:**

# *Special Methodology:*For elementary education teachers

# *Special techniques:*

### testing through an application;

### observation in nature;

### parent attitude;

### testing by questionaires.

Global methodology:

* Presentation in slides;
* Discussion in group;
* Exchange ideas;
* Analytical questions;
* Icebreaking;
* Brainstorming.

# *Teaching tips and aids:*

# Traditional teaching tips include advices of learning.

# 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, Webquests, Youtube video.

**Pilot course evaluation:**

# *Assessment of trainees*

# 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 children of primary schools and preschool level. The methodology used takes into account the development of three outcome sets of skills in children: 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 primary schools, developing competencies to design and identify relevant objectives that teachers should pursue through entrepreneurial activities aimed at primary school children.





