**REPORT**

**ON THE IMPLEMENTATION OF THE PILOT COURSE**

**Entrepreneurial skills education for primary and preschool teachers for pre-university education**

**Supported by the Entral project**

**Module developer group:** Roland Zisi, Eva Cipi, Enida Pulaj, Mariglena Meminaj,

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

**The purpose:** To build teaching capacities with skills in the education of entrepreneurship concepts by 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.

**Preparation phase**

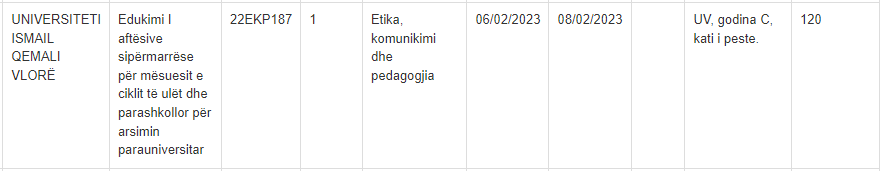
**Training module development phase**: May 2022 to September 2022

* The implementation of the pilot course was carried out starting with the development of the module program
* 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:



**Implementation phase:** December 2022- February 2023

* preparing the call and launching the training course through emails, social networks and the university website

<https://univlora.edu.al/2023/01/31/projekti-entral-njoftim-trajnimi-ne-kurset-pilot/>

<https://www.facebook.com/EntrAl.entrepreneurial.skills>

**Registration of the candidates**

The course has been launched in the national system for teacher qualification. <https://www.trajnime.arsimi.rash.al/>. Teachers can find there every course opened for training.

* selection of candidates according to the target teaching group
* training development

**Course summary**

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

**Code: 22EKP187**

**Trainer**: Dr. Eva Cipi, Dr. Enida Pulaj

**Date**: 06.02.2023 – 08.02. 2023

**Place:** RDC Center, Ismail Qemali University Vlore

**Number of hours:** 18 hours

**Number of registrants**: 120

**Number of participants**: 40

**Number of certifications**: 40

**Target group:** For teachers of the preschool cycle and the elementary cycle

**Training program and organization**

The program was developed based on the framework:

* Entrepreneurship education strongly promoted by EU countries.
* Framework of the curriculum of pre-university education in Albania, approved by MAS

This document states that in pre-university education students:

* + cultivation of personal, national identity and cultural affiliation;
  + acquire general cultural and civic values;
  + development 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;
  + to develop the spirit of entrepreneurship;
  + the use of new technologies.

Endorsed by: Law on Pre-University Education No. 69/2015, as amended, and the Curriculum Framework document emphasize that one of the key competences of lifelong learning that passes through the curriculum of pre-university education is:

Competence for life, entrepreneurship and the environment. (Student contributes productively).

**The objectives** of the training module were

* + To create and develop entrepreneurial skills for teachers
  + To identify activities that should be developed by the teacher aimed at entrepreneurial education among primary school children.
  + To create a learning model for evaluating the effectiveness of early entrepreneurial education in the primary cycle of the educational system.
  + To create and develop teacher competencies for the development of three types of skills in children: non-cognitive entrepreneurial skills, cognitive entrepreneurship and intentions to become entrepreneurs.
  + Main result: the teacher should be able to organize by simulating an entrepreneurial program.

**Methodology**

A special methodology has been used. For primary education teachers, we used special techniques based on testing through an application and observation in nature – case studies, attitude of parents and testing with questionnaires

Also, the global methodology has included slide presentation, Group discussion, Exchange ideas sessions, Analytical questions, Breaking the ice and Brainstorming. The theoretical module was realized through the cycle of theoretical lectures presented in PowerPoint. Debate and Presentations in ppt were organized in theoretical hours combined with hours of discussion in working groups on the main issues structured according to this plan:

Day 1: February 6, 2023, 14.00-17.00

Session 1- Introduction to the teacher training course

Session 2- Entrepreneurship - Contemporary trends

Day 2: February 7, 2023, 14.00-17.00

Session 3- Characteristics of Entrepreneurship (EntreComp)

Session 4- Developing entrepreneurial initiatives at schools one hour

Day 3: February 8, 2023, 14.00-17.00

Session 5- Idea generation and prototyping

Session 6- The entrepreneurial process in the classroom and the sessions were finalized with the final Test.

The content of this training module extended to this schedule: 3 days x 3 hours in class = 6 hours of teaching activities + 3 hours of practical activities + three days x 3 hours of portfolio and homework and study work with the expectation:

* + To create and develop entrepreneurial skills for teachers
  + To identify activities that should be developed by the teacher aimed at entrepreneurial education among primary school children.
  + To create a learning model for evaluating the effectiveness of early entrepreneurial education in the primary cycle of the educational system.
  + To create and develop teacher competencies for the development of three types of skills in children: non-cognitive entrepreneurial skills, cognitive entrepreneurship and intentions to become entrepreneurs.
  + Main result: the teacher should be able to organize by simulating an entrepreneurial program.

The teachers worked independently on tasks that included a Portfolio activity at home

Also, there was a portfolio assignment focused on classroom business and entrepreneurship in primary and secondary schools. A special session was on how to learn through entrepreneurship projects, focused on Basic Business Education, Business Skills, Elementary Education, Development of Entrepreneurial Skills, Student Projects and Methods of Teaching Entrepreneurial Skills

The training provided preparatory work consisted of the Nine concepts and principles of the economy, Observation in nature, Parents' attitude to children - how they should talk about the economy at home.

Analysis was also part of the methodology based on: A program - activities for entrepreneurial education

The training also was focused on Tips and teaching tools for teachers

• Traditional teaching tips include learning tips

• Tools like presentation software, Books, Flipcharts, note paper.

• Visual teaching tools: model, picture, chart, graph, projector, slides.

• Audio-visual learning tools: short video on YouTube

• Web tools like Google Forms, Google Pages, Internet Searches, You tube videos

For the evaluation of the trainees, the following were used: Exercises and Home work.

Tools that were used in the training sessions were a mini projector, flip chart, office tools engaging participants in reflections, and doing - Diagnostic Assessment as well as Multiple Choice Questions. Case studies were a good tool for training with practical elements. Invited to give their experience as teachers for entrepreneurship were part of the training, making this session more attractive and interesting.

The work in the portfolio actively involved the teachers in a process of evaluation of the course and the competences acquired

**Evaluation of the course**

Also, the evaluation of the course **was very good**, from an inclusion in the evaluation to a high percentage. reported by the coordinator at the Gjirokastra meeting. The invitation and photos of the course were published in real time on the Facebook page of the Entral project, as well as the invitation was also published on the website of the University of Vlore Ismail Qemali

From the evaluation of the questionnaire sent by the coordinator, the results are as follows: 35/40 elementary cycle teachers participated in the evaluation process, all female, with an average age of 44 years, took part in the evaluation. Everyone was clear about the title of the course attended and almost everyone about the institution that offered this training course. The evaluation of the content and organization of the course was very high with an average of 4.9/5.

Also, the involvement of the participants was rated very high with an average of 4.9/5. The training environment and teaching methods were also evaluated with an average of 4.9/5. Also, resources such as course materials or recommended books were rated very well with a respective average of 4.9/5 and 4.8/5 for the recommended books. Even the average evaluation of the quality of the literature and materials was high with a point of 4.9/5.

The expectations regarding the personal objectives of the participant were achieved with a high rating of 4.9/5. The following were evaluated as positive aspects: Tools and teaching, Tools and teachers, Knowledge, organization, Teamwork, Communication, Management, Demonstration, Method of presentation, materials, Energy of trainers, Method of presentation, Tools, Materials provided, Knowledge, cooperation, management by trainers., Teaching methods, Method of explanation, Presentation and giving of information,

The way of explaining and providing information, didactic tools, very accurate explanation and way of presenting the teaching material.

In the end, the overall evaluation was very good for 8.1% of the participants and excellent by 91.9% of the participants. The overall evaluation was 6.9

**Problems**

• The high number of people registered in the national system.

• Difficulty on managing the selection of candidates

• Poor prior knowledge of the concept of entrepreneurship and

• Adapting to the education methods for young ages

