**Subject:** Report on the implementation of the pilot course for students "Innovation Camp", developed in the framework of the Entral project

**Title: Innovation Camp**

Developed within the EntrAl project

The training took place on the dates: November 2-4, 2023

**Place: University College Pavaresia Vlore**

**Trainers:** B. Dhrami, L. Licaj

**Target group:** Students of the "Pavarësia Vlorë" University College

**Registered students: 15**

**Certified students: 14**

**Content of this training module**

**Schedule: Session 1 – Starting your entrepreneurial project**

• Want to become an entrepreneur?

• Characteristics of successful entrepreneur

• Economic and Societal aspects of Start Ups and SMEs

• Types of Start Ups

• Entrepreneurial attitudes and skills

• Entrepreneurial Behaviour

• Entrepreneurial teams

• Techniques for the generation of business ideas

• How to protect business ideas

Session 2- Building your entrepreneurial project

• Business environment

• Markets for Start Ups and SMEs

• SWOT, PELSTLE and other business environment analysis tools

• Turning challenges into opportunities

• Industry analysis

• Choosing a product and service to enter the market

• Decision Making for Start Ups and SMEs

• Opportunities for business growth

• Funding and financial goals

• Sales and marketing

• Operational needs

• Human capital needs

• Stakeholder's involvement

• Elements of Business Model Canvas

• Value Proposition

• Customer Segments

• Customer Relationships

• Channels

• Revenue Streams

• Key Partners

• Key Activities

• Key Resources

• Cost structure

**Session 3 – Selling your entrepreneurial idea**

• The art of pitching

• The elements of pitching

• Pitching elevators

**2. Methodology approach/teaching method**

Session 1- Start your entrepreneurial project

• Energizer

• Energizer pools

• Lecture

• Case studies

• Individual self-learning

• Self reflection and team building exercise

• Learning diary

• Brainstorming in teams

Session 2- Build your entrepreneurial project

• Lecture

• Video

• Group work (onsite)

• Guest speaker

• Facilitated group work

 Session 3 – Selling your business idea

• Lecture

• Pitching role playing simulation

• Final simulation presentations

**Purpose of training:** The purpose of this module is to help students from various disciplines

 to acquire basic knowledge in entrepreneurship and bring this knowledge from lectures to practice.

**Training objectives:** The course will help students gain confidence in self-analysis of readiness for entrepreneurship, the role of the entrepreneur in economic development, organizational structure, sources of financing, budgeting. The student will further learn to develop his project as an entrepreneur and in a team. The course will cover three key aspects of entrepreneurship:

1) how to start an entrepreneurial project and how to generate business ideas, 2) how to develop business ideas through appropriate business development tools 3) how to bring business ideas to market and how to sell them.

**Main results:**

- Developing problem solving and creative thinking skills and team building skills

- Apply skills and knowledge to identify business problems and challenges and find creative and feasible solutions

- Understanding entrepreneurial opportunities, entrepreneurial skills, business logics, start-ups and enabling two-way communication and cooperation with the business environment

**Registration of participants:** An email was sent to the students of the University College with the call for training to the school's email addresses. Interested students were registered at the Projects Office to participate in the training. The selected students were from the Economics, Law, Political Science, Architecture and Computer Engineering programs, trying to maintain a balance of participants according to the programs.

 **Challenges:**

Networking difficulties - it can be difficult for students to work in groups with people they do not know and fit into the team environment.

Team work: - there were students who found it difficult to cooperate and work in groups. This category finds it difficult to cooperate and work in teams. They can be more productive when working individually.

Balancing theory with practice – students not enrolled in an economics program may find it difficult to learn economic concepts and relate them to practice.

**Methodology:**

The module offers a series of activities that integrate theoretical concepts with their practical application. These activities are aimed at developing the final business plan. During the activity related to the creation and presentation of the business plan, as a result of group work, facilitated by the trainers but also independent in some of the activities, each group made a short presentation on powerpoint, presenting their choice of business, based on the main elements of the Business Model Canvas.

The use of active participation methods and other techniques was important to enable the participants to understand more clearly the theoretical content of each activity. Several teaching techniques, methods and tools have been used to support entrepreneurial learning, including:

• Energizing games at the beginning of each activity

• Brainstorming method

• Critical reflection

• Presentation at Power Point

• Discussion/Debate

• Invited participants to share real-life examples on the importance of business planning and facing environmental challenges.

• Simulation through role play

• Group work

• Final simulation presentations

**Teaching tips and tools**

- 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, Youtube Videos

**Course evaluation**

The email addresses have been sent to the project coordinators for an individual evaluation by the participating students.

From completing the evaluation questionnaire, the overall evaluation was **very good,** regarding the curriculum used, trainers, infrastructure, practical work.