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START IN: Developing Inclusive and Innovative Entrepreneurship Education in Europe

Project Number: 2017-1-TR01-KA201-046635

Intellectual Output 1:

European EQF-based Curriculum on

Inclusive and Innovative Entrepreneurship Education

IO1.A3:

Contents of the European EQF-based Curriculum

on Inclusive and Innovative Entrepreneurship Education

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1. Introduction

The aim of START IN project is to stimulate the "social entrepreneurial mindset", developing capacities and abilities from early ages, laying the foundations for young social entrepreneurs to transform ideas into action in different social, cultural or economic contexts. The project will design and develop a pedagogical advanced environment for boosting social innovation and social entrepreneurial skills in young people within the education framework. This will be materialized by means of didactic materials and cutting edge ICT-based tools, like Apps and an on-line platform, allowing the generation of ad-hoc contents through a co-creation process between educators, students and stakeholders.

Training the teachers is a critical factor, for promoting entrepreneurship education, as it involves innovative teaching methods and material and can be a challenge for teachers and schools. START IN project has developed a curriculum based on comprehensive study: the "Theoretical Framework of a European EQF-based Curriculum on Inclusive and Innovative Entrepreneurship Education", elaborated by the START IN project (START IN, 2018). The curriculum is addressing the needs of primary and secondary education teachers and defines the competences that they have to develop in order to be able to design and implement educational programs and activities that promote innovative and inclusive entrepreneurship at school.

The curriculum will be an Open Educational Resource (OER) available in English and all languages of the consortium, and accessible through the project site (https://startin.erasmus.site). The curriculum can be used from various organizations across Europe for the purpose of implementing teacher training programs in the context of Higher Education, Vocational Education, Teacher Continuing Professional Development and Life Long Learning.

1.1 EQF compatibility

The START IN curriculum is compatible with the European Qualifications Framework for lifelong learning (EQF), in order to facilitate the recognition of competences in different countries, to support the mobility of school teachers and educators across Europe and to promote lifelong learning, skills certification and training credit. Implementing an EQF based curriculum includes: the definition of the EQF level, the definition of the learning units and the development of the learning outcomes per unit. Learning outcomes have to be assessed and thus the assessment methods and criteria for each unit have to be defined.

The EQF creates a common reference framework with eight levels of qualifications, expressed in term of learning outcomes with increasing levels of proficiency " (Council, 2017). The START IN curriculum corresponds to the 7th level of the EQF taking into account the complexity, range and level of learning expected to be achieved by primary and secondary school teachers, in order to enable them to apply Inclusive and Innovative Entrepreneurship at school and that in the START IN countries secondary and primary education teachers hold a degree that corresponds to EQF level 6 or higher, as a result of their initial education (STARTIN Project, 2018). The descriptors corresponding to level 7 of the EQF are the following:

Knowledge	Skills	Responsibility and Autonomy
Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

1.2 Credit transfer and credit recognition

For education programs at the level 7 of the EQF both ECTS and ECVET credit systems can be applied, for the purpose of providing transparent and reliable educational programs with defined learning outcomes, assessment methods and assessment criteria and also facilitate the credit transfer and credit recognition (START IN, 2018). The START IN curriculum is compatible with both ECTS and ECVET credit systems. START IN curriculum has defined the learning units, the contents of the learning units, the methods and the criteria of assessment, the workload and the allocated the ECTS credits and ECVET points for each learning unit.

The actual credit recognition and credit transfer will take place, when educational programs based on START IN curriculum are implemented and educational agreements between competent organizations are realized. This can be either in the context of Higher Education, using the ECTS credit system, or in the context of Vocational Education, taking advantage the ECVET compatibility of the START IN curriculum. Credit recognition using ECTs and ECVET systems can also be applied in the context of Continuing Professional Development or Life Long Learning, which could also fits the aims of the START IN program.

1.3 Learning Outcomes

In the context of the EQF framework the learning outcomes are "*statements regarding what a learner knows, understands and is able to do after the completion of the learning process*". The learning outcomes can be described "*either as Knowledge, Skills, Responsibility and Autonomy or as open text field describing what the learner is expected to know, understand and able to do*", with no "*prescribed use of standard terminology*". (Council, 2017)

The START IN project has adopted the traditional classification of learning outcomes into three categories (Knowledge, Skills, Responsibility and Autonomy), but not the use of prescribed verbs to define learning outcomes. We are also aware of the fact "*that the classification of learning outcomes is not compulsory and does not necessarily provide added value for the assessment process where all are often combined*" (European Union, 2011).

1.4 Assessment methods and assessment criteria

The assessment of entrepreneurial learning outcomes is a non-trivial task that requires innovative methods of assessment, taking into account that the learning outcomes are linked to creativity and innovation, to "*the creation of a value that does not exist prior to the entrepreneurial learning process and cannot be foreseen in abstraction*" (Bacigalupo, 2016) and that "*attitudes and behaviours are probably more important than knowledge*". (European Commission/EACEA/Eurydice, 2016). The START IN curriculum has defined the assessment methods for the learning outcomes of each unit.

1.5 Workload

Workload is defined as the effort necessary for a learner to acquire the competences required for the learning unit. It is an estimation of the time the individual typically needs to complete all the learning activities such as lectures, seminars, projects, practical work, work placements and individual study required to achieve the defined learning outcomes in formal learning environments. (European Commision, 2015)

A full-time workload of an academic year is set to 60 credits in both ECTS and ECVET systems:

- 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, (European Commision, 2015)
- 60 ECVET points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. (European Commission Education and Culture, 2011)

The workload per academic year ranges from 1,500 to 1,800 hours, which means that one credit corresponds to 25 to 30 hours of work. In the START IN curriculum 1 ECTS credit corresponds to 27 hours of learning, in order to match the requirements of the START IN partner countries. (Theoretical Framework, page 25)

2. Contents of the START IN curriculum.

The START IN curriculum consists of three Units:

- Unit 1 is introducing the START IN approach for Inclusive and Innovative Entrepreneurship Education at European Schools
- Unit 2 includes social entrepreneurship project management and financial planning.
- Unit 3 is about the implementation of school projects in school education.

The workload of each learning unit, the ECTS credits and the ECVET points corresponding to each learning unit is shown in the following table. In the START IN curriculum 1 ECTS credit corresponds to 27 hours of learning. The total workload of the START IN curriculum is 405 hours of learning, which corresponds to 15 ECTS credits or 15 ECVET points.

Learning Unit	Workload (hours of learning)	ECTS credits (1 ECTS credit =27 hours)	ECVET points
1. Inclusive and Innovative Entrepreneurship at School in Europe	**135**	**5**	**5**
1.1 Entrepreneurship Education at School	27	1	1
1.2 Innovation and Social Entrepreneurship	27	1	1
1.3 Inclusive Entrepreneurship	27	1	1
1.4 Creativity in Entrepreneurship	27	1	1
1.5 Digital skills and technologies applied to entrepreneurship education	27	1	1
2 Social entrepreneurship project management and financial planning.	**135**	**5**	**5**
3. Making inclusive entrepreneurship programs real	**135**	**5**	**5**
STARTIN: Developing Inclusive and Innovative Entrepreneurship Education in Europe	**405**	**15**	**15**

2.1 Inclusive and Innovative Entrepreneurship Education at School in Europe

Title of the Unit: 1. Inclusive and Innovative Entrepreneurship Education at School in Europe

Workload: 135 hours   **ECTS credits:** 5   **ECVET points:** 5

Description/Contents

START IN 's approach for Inclusive and Innovative Entrepreneurship Education at School in Europe. Presentation and analysis of the latest developments in the field. Critical awareness and application at school.

The unit consists of 5 modules:

1. Entrepreneurship education at school: European and national strategies, curricula, learning and teaching methods, best practices, initiatives for schools, educational resources.
2. Innovation and Social Entrepreneurship: Innovation in entrepreneurship. Social Innovation. Sustainability and Circular Economy.
3. Inclusive Entrepreneurship: Social Inclusion. Creating inclusive business environment and equal opportunities for vulnerable groups. Developing social entrepreneurial mind-set.
4. Creativity in Entrepreneurship: Disruptive learning techniques, playful learning, flipped learning, digital games and Xtended Reality technologies to enhance understanding and engagement in entertainment, education and heritage.
5. Digital skills and technologies applied to entrepreneurship education: E-learning platforms, OERs, apps, other interactive content. Enable teachers to identify, choose and then develop such tools.

Learning Outcomes:

On successful completion of this module students should be able to:

Knowledge	Skills	Responsibility and Autonomy
• Discuss and analyse entrepreneurship education at School in Europe including basic concepts, strategies, curricula, teaching methods, best practices, initiatives for schools, educational resources. • Understand the value of Social Innovation for entrepreneurship projects and business as a new niche to run businesses with positive impact on society. • Social entrepreneurship as a challenging type of entrepreneurship (concept, legal aspects, motivation, etc). • Identify the main social challenges in Europe and boost the opportunity to develop new business related to them. • Understand the value of Sustainability and Circular	• Develop innovative teaching methodologies related to social entrepreneurship • Build up interdisciplinary, transversal teaching techniques for social entrepreneurship education. • Design a project for engaging people in entertainment, education or heritage using creative approaches to problem solving through game play and flipped learning, based on appropriateness, budget and users • Deliver entrepreneurship education with the use of ICT tools	• Reflect on their own entrepreneurial competences and design their own learning pathway for further professional development. • Identify strengths and weaknesses and develop strategic plan for their school/organization to foster entrepreneurship education. • Encourage innovative entrepreneurship through science, technology, engineering and mathematics in school education. • Promote the relevance of the integration of social issues as crosscutting in every business project and foster the creation of social business with a strong positive impact on society and environment. .

Economy for social entrepreneurship projects ● Analyse what immersive technology and disruptive learning techniques are available		

Broad learning outcomes for this unit.

Demonstrate highly specialized knowledge and critical awareness of the latest developments in Inclusive and Innovative Entrepreneurship Education at school in Europe.

Apply the START IN approach for Inclusive and Innovative Entrepreneur education to design and promote interdisciplinary activities and projects adjusted to their needs of their school.

Planned learning activities and teaching methods

For each of the five modules of this unit students are expected to:

- Attend lectures either online or face to face. Study provided material.

- Participate in group discussions and other learning activities foreseen in each module

- Take on-line/self evaluation tests.

After completing all five modules students are expect to:

- Deliver/present the final written assignment.

Assessment methods and assessment criteria

Assessment methods:

- Teacher evaluation of participation in various activities (discussions, role playing, case analysis, external visits etc)

- Self-assessment, including on line/self assessment tests

- Teacher evaluation of assignments (lesson plans, essays, case studies, stories/videos etc)

Assessment criteria:

-Succeed in all the activities foreseen by modules 1 to 5.

-Final assignment will demonstrate specialized knowledge and critical awareness of the latest developments in Inclusive and Innovative Entrepreneurship Education, at school in Europe also ability to apply this knowledge in order to design and promote interdisciplinary school activities and projects.

2.1.1 Entrepreneurship Education at School in Europe

Title of the Module : 1.1 Entrepreneurship Education at School in Europe

Workload: 27 hours   **ECTS credits:**1   **ECVET points:** 1

Description/Contents

Introduction to the latest developments of entrepreneurship education at school in Europe including European strategies for entrepreneurship and entrepreneurship education, definition of the entrepreneurship competence, national strategies, curricula, learning outcomes, learning and teaching methods, teacher education, best practices, national and European initiatives for schools, educational resources. Teachers will evaluate their own entrepreneurship competences, plan their own learning and propose a strategy for their school to further develop entrepreneurship education.

Learning Outcomes:

On successful completion of this module students should be able to:

Knowledge	Skills	Responsibility and Autonomy
Describe, discuss, analyse the • Entrepreneurship competence and how it is related to other key competences • Impact of entrepreneurship education on personal development, participation in social and political life and professional development. • Explore, discuss, analyse the latest developments of entrepreneurship education at school in Europe regarding curricula, national strategies, objectives, teaching methods, best practices, initiatives for schools, educational resources	• Reflect on their experience and evaluate their current competences (theoretical and experiential knowledge, skills and autonomy) in teaching entrepreneurship. • Identify their needs for further development of their entrepreneurial competences and design/plan their own learning pathway. • Associate the development of their own entrepreneurial competence with their mission as teachers. • Analyse how they could apply the principles of entrepreneurship education at their school.	Take the responsibility and work with others in order to: • Work with other to develop a mission for their school. • Identify strengths and weaknesses and propose the changes that need to be made for their school to foster entrepreneurship education • Design a professional development strategy for their team, based on current and future needs. • Participate in networks and built partnerships to support entrepreneurship education at their school.

Broad learning outcomes for this Unit

•   Discuss and analyse entrepreneurship education at School in Europe including basic concepts, definitions, strategies, curricula, objectives, teaching methods, best practices, initiatives for schools, educational resources.

•   Reflect on their own entrepreneurial competences and design their own learning pathway for further professional development.

•   Identify strengths and weaknesses and develop strategic plan for their school/organization to foster entrepreneurship education.

Planned learning activities and teaching

Though the online platform students will attend lectures, study the provided material, participate in discussions, take tests on the theoretical concepts presented in this unit.

Students will also have to do written assignments for example:

- Compare, evaluate, analyse curricula, teaching methods, best practice.

- Reflect on their experience and evaluate their competences in teaching entrepreneurship and design their personal professional development pathway.

- Link social and inclusive entrepreneurship education to with their personal mission as teacher

- Propose an entrepreneurial project/activity addressing a real need or problem that could be realized in their school/local community/online community and analyse the expected impact.

Assessment methods and assessment criteria

Assessment methods:

- participate in discussions

- on line tests

- written assignments

Assessment criteria:

Written assignments:

- Ability to discuss, analyse, evaluate the basic concepts of Entrepreneurship Education and the latest developments of Entrepreneurship Education at School in Europe.

- Ability to evaluate their own competence and plan their own learning.

- Ability to apply/transfer acquired knowledge to their school/organization.

2.1.2 Social and Inclusive Entrepreneurship

Title of the Module: 1.2 Social and Inclusive Entrepreneurship

Workload: 27 hours   **ECTS credits:** 1   **ECVET points:** 1

Description/Contents

Following the guidelines regarding inclusive entrepreneurship in Europe, this learning unit will focus on contributing social inclusion to foster equal opportunities to start up and operate businesses. Students will learn the situation of those vulnerable group of people that are in disadvantage and under-represented in entrepreneurship and self-employment and will acquire the competences and abilities to promote their inclusion and to create the better inclusive business environment. Through the review of literacy on the field of social inclusion, the contextualizing of the vulnerable groups of people in entrepreneurship and capacity building tools such seminars, face to face interactions, partnerships involvement and other social innovation methods such learning by doing, role playing and design thinking, this learning unit will focus on developing social entrepreneurial mind-sets, which means changing attitudes.

Learning Outcomes:

On successful completion of this module students should be able to:
- contextualize the situation of the vulnerable group of people in entrepreneurship, including youth, women, seniors, ethnic minorities and immigrants, disabled people and other groups.
- identify wider cultural and social networks to promote social inclusion.
- obtain the knowledge about inclusive entrepreneurship policies and self-employment activities.
- integrate the social focus on entrepreneurship, i.e. gender or multiculturality as a crosscutting issues.

Knowledge	Skills	Responsibility and Autonomy
• Identification of the most vulnerable groups of people in the field of entrepreneurship. • Contextualizing the different groups entrepreneurship (youth, women, senior, people with disabilities, migrants, among others). • Barriers and risks that vulnerable group of people face to run a business. • Integration of the crosscutting issues in the different stages of the business projects.	• Social mindset: social sensibility, enthusiasm for driving social change, empathy, justice, individuality vs. collectivity, self-knowledge. • Entrepreneurial mindset: leadership, innovation, leadership, recognition and action on opportunities, resilience. • Attitude: behavioural, personal experience, determination, leadership.	• Develop independent learning and motivation. • Work on inspirational and crosscutting issues. • Possess and take advantage on personal and professional practice to run an inclusive business. • Ethical and critical thinking. • Conflict resolution. • Integrative and innovative social approach to high impact solutions.

Broad learning outcomes for this Unit
- Identification of the main social challenges in Europe and boost the opportunity to develop new business related to them.
- Promotion of the relevance of the integration of social issues as crosscutting in every business project and foster the creation of social business with a strong positive impact on society and environment.

Planned learning activities and teaching methods

This learning unit aims to be innovative and inspirational. The teaching activities will be based on seminars, face to face interactions, partnerships involvement. To promote active learning, activities such role playing and personal analysis will be promoted and good practices on social innovation projects will be studied. Also, there will be lectures and discussions, reading and common revision, team work and follow-up work.
ICT tools will be used as traditional ones (books and paper references).

Assessment methods and assessment criteria

Assessment methods:

Written exams (tests and open questions), evaluation of discussions and presentations, case studies analysis, problem resolution and evaluations.

Assessment criteria:

Demonstrate ability to understand and identify the main social challenges that the World and Europe in particular are facing.
Demonstrate ability and motivation to drive social change through new social business models.
Demonstrate a positive and ethical attitude to solve social problems through new innovative ideas.
Embrace diversity and engage in practices that promote social justice.

2.1.3 Innovation and Social Entrepreneurship

Title of the Module: 1.3.Innovation and Social Entrepreneurship

Workload: 27 hours   **ECTS credits:**1   **ECVET points:**1

Description/Contents

Discuss the definitions and examples of innovation and social entrepreneurship. Analyse the relation between social entrepreneurship and innovation focussing on different aspects. Explore ways to find and overcome obstacles in the process being social entrepreneur .Analyse all sources of entrepreneurship in order to widen their potential by learning social innovation, legal aspects.

Develop an understanding of the value of Sustainability and Circular Economy for any innovative value-creating project in the social, cultural or economic context.

Develop an understanding regarding the concept of Social Innovation mainly in line with the EC definition as the new ideas that meet social needs, create social relationships and form new collaborations. These innovations can be products, services or models addressing unmet needs more effectively. The objective is to encourage new entrepreneurs to develop innovative solutions and stimulate the social well-being

Learning Outcomes:

On successful completion of this module students should be able to:

Knowledge	Skills	Responsibility and Autonomy
• Define the terms "innovation" and "social entrepreneurship" • Define "social innovation" and its translation to the project management and entrepreneurship business (all sectors). • Recognize the importance of innovation at school • Sequence information from different sources on topics related to transversal approach • Identify the main concepts and fields of study of Sustainability, CSR and Circular Economy, and their interaction with social entrepreneurship projects • Apply the social innovation traditional solutions (technology, methodology). • <u>Funding</u> to support social innovation at the European level.	• Evaluate the relation between social entrepreneurship and innovation • Compare the innovations that will shape the future of schools and industries • Analyse the sources related to transversal approach. • Analytical capacity to identify the benefits and competitive advantages of Sustainability and Circular Economy for social entrepreneurship projects • Identify the needs and effective approaches for developing a social entrepreneurship project within the Circular Economy framework • Identify actions with high impact on sustainability and people well-being • Identify the needs and challenges in terms of social innovation. • New ways of thinking and exploration for social innovation.	• Collaborate in group work by making definitions and giving examples about social. entrepreneurship and innovation • Carry out tasks about a process of continuous social innovation and developing new solutions to social problems. • Development of innovative ideas related to transversal approach sources. • Apply sustainable lifestyles and Circular Economy strategies and measures when setting up a social entrepreneurship project. • Evaluate strategic benefits of Sustainability and Circular Economy applied to social entrepreneurship projects. • Apply social innovation to new business. • Evaluate strategic benefits of social innovation applied to entrepreneurship projects and business

Broad learning outcomes for this Unit

Develop innovative teaching methodologies related to social entrepreneurship

Build up interdisciplinary, transversal teaching techniques for social entrepreneurship education

Understand social entrepreneurship legal aspects

Encourage innovative entrepreneurship through science, technology, engineering and mathematics in school education.

Understand the value of Sustainability and Circular Economy for social entrepreneurship projects

Understand the value of Social Innovation for entrepreneurship projects and business as a new niche to run businesses with positive impact on society.

Planned learning activities and teaching methods

Contact time: Lectures, Seminar, Presentation, Fieldwork , External visits, Work-based learning, Problem-based learning, Cases analysis.

Study time; Taking examinations, Reading, Revision

Independent study: Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks

Students are responsible for their own learning, with appropriate support being provided by the institution through the provision of study skills training, feedback on assessed work.

Assessment methods and assessment criteria

Assessment methods:

Presentation and reflection 50 %

Peer evaluation 25 %

Self evaluation 25 %

Cases analysis and resolution, Problem evaluation. Discussions evaluation.

Assessment criteria:

- Clarity of definitions related to social and innovative entrepreneurship
- Analyzing the interdisciplinary teaching techniques related to social and innovative entrepreneurship
- Implementation of interdisciplinary approach in school education and receiving feedback.
- Demonstrate ability to understand the value of Sustainability and Circular Economy for social entrepreneurship projects by means of case study and analysis.
- Demonstrate ability to understand the value of Social Innovation for social entrepreneurship projects and business by means of case study and analysis.

(excellently 5, very well 4, well 3, narrowly 2, inadequately 1).

2.1.4 Creativity in Entrepreneurship

Title of the Module: 1.4 Creativity in Entrepreneurship

Workload: 27 hours   **ECTS credits:** 1   **ECVET points :** 1

Description/Contents

This module develops an understanding of the new technologies available in XR (Xtended Reality) which covers Augmented Reality and Virtual Reality plus disruptive learning techniques including playful learning, flipped learning and digital games. It aims to encourage creative approaches to entrepreneurial educational activities. The learner will be shown how this immersive and disruptive technology can be used in different areas of commerce, industry and services to enhance understanding and engagement in entertainment, education and heritage.

The learner will use a real-life case study to understand how these new technologies can be used and will then transfer this understanding to plan an entrepreneurial project of their own, thereby building practical understanding of the skills, budgets and implications of using this technology

Learning Outcomes:

Knowledge	Skills	Responsibility and Autonomy
Be able to demonstrate what XR and disruptive learning techniques are. ▪ **analyse** the range of creative approaches and tools and techniques available ▪ **identify** where to find these resources and their costs ▪ **assess** the pro's, cons and risk of using such technologies ▪ **recognise** how these tools and techniques can be used to assist with ideas development ▪ **evaluate** the most suitable creative approaches according to the tasks to hand	Research and recognize XR and Disruptive Learning techniques • Storyboard, Design and **Create** a plan to use suitable tools and techniques to support their own project • **Create** a budget for the project and a basic plan for deployment ▪ **Analyse** the application of tools and games to support their project and **reflect** on their suitability and effectiveness	**Take responsibility** and work with others in order to: ▪ **Develop** and **implement** a creative approach to using tools to support entrepreneurship idea creation ▪ **Identify** and **analyse** strengths and weaknesses of this approach and propose the changes that need to be made for their school to foster entrepreneurship education ▪ **Design** a creative project that will use as the central idea generation this new technology and allocate roles and responsibilities to your team.

Broad learning outcomes for this Unit

Analyse what immersive technology and disruptive learning techniques are available.

Design a project for engaging people in entertainment, education or heritage using creative approaches to problem solving through game play and flipped learning, based on appropriateness, budget and users

Planned learning activities and teaching methods

Though workshops and the online platform students will access training materials that will include videos, written materials, weblinks, games/activities, and follow-up materials. lectures, enabling them to study the provided material and participate in discussions.

The programme will encourage participants to reflect on their experiences and evaluate their competences in teaching entrepreneurship to enable them to create a learning environment inspired by creative approaches, where students can learn as individuals and as part of a collective community.

A specific outcome might be to propose an entrepreneurial project/activity addressing a real need or problem that could be realized in their school/local community/online community and analyse the expected impact.

Assessment methods and assessment criteria

Assessment methods:

Participants are required to:

- Engage/participate in the sessions (workshops and online)
- Complete assigned tasks and coursework.

Assessment criteria:

Participants are required to demonstrate:

- Active participation in discussions (blog/log of training journey)
- presentation of teaching plan that incorporates creative learning tool or technique (on-line presentation)

Completion of written assignments:

- to evaluate participants ability to discuss, analyse and evaluate the plan for inclusion of creative tool/technique, identify benefits and challenges, and suggest ways to include approach in entrepreneurship education across school

2.1.5 Digital skills and technologies applied to entrepreneurship education

Title of the Module: 1.5. Digital skills and technologies applied to entrepreneurship education
Workload: 27 hours   **ECTS credits:** 1   **ECVET points:** 1

Description/Contents

This unit will help educators to recognize how ICT can be applied in various methodological approaches. Focus is put on tools that will assist teachers in delivering entrepreneurship education. The unit will provide information on e-learning platforms, OERs, apps and other interactive content (for example gamification) for teachers to be able to identify, choose and then develop such tools. Moreover, the unit will introduce tools for teacher-student communication and those that can facilitate motivation to learn. A lesson will also be devoted to presenting a simplified user guide of a platform designed for teachers.

Learning Outcomes:

On successful completion of this module students should be able to:

Knowledge	Skills	Responsibility and Autonomy
• Recognize the advantages of incorporating ICT-based tools and methods into the entrepreneurship education • Identify different ICT tools and solutions suitable for entrepreneurship education • Encourage students on how to develop through the use of ICT resources	• Compare and select ICT tools for entrepreneurship education • Design effective ICT tools suitable for individual teaching needs and attractive for students to keep them motivated • Apply ICT tools in entrepreneurship education to introduce innovation through the teaching practice	• Use of effective methods in teaching practice • Knowledge on introducing creativity to the classroom • Experience in supporting adult learners

Broad learning outcomes for this Unit
Gain knowledge and skills for delivering entrepreneurship education with the use of ICT tools

Planned learning activities and teaching methods

Learners are expected to go through a self-administered unit that can be studied independently. The training content will be provided in the form of reading activities, including practical parts, followed by assessments.

Assessment methods and assessment criteria

Assessment methods:

Self-assessment tests/quizzes

Assessment criteria:

Points from the assessment

2.2 Social entrepreneurship project management and financial planning

Title of the Unit: 2 Social entrepreneurship project management and financial planning

Workload: 135 hours   **ECTS credits**: 5   **ECVET points :**5

Description/Contents

Learning through experience, and with the use of tools and techniques, students will learn the key stages of new business and social entrepreneurship development. Focusing on idea generation, resources required, financial sustainability and the cultural and social impact of the project, this unit allows learners to explore many valuable methods to teach their students the essential steps to social innovation and business development.

This unit utilise such tools as design thinking, idea generation techniques, prototyping, marketing, business model canvas, This unit also involves the capacity to plan, put in place and evaluate financial decisions related to social entrepreneurship.

Learning Outcomes

On successful completion of this module students will have the knowledge and skills to facilitate/teach their students to generate ideas, assess the feasibility of a new project, and develop the key stages of the new business, from idea to market.

Knowledge	Skills	Responsibility and Autonomy
• Describe the key components of the new business and social entrepreneurship project • Identify the stages of project management • Recognise the tools and techniques for each stage of the project • Identify financial indicators intervening in creating and managing a social entrepreneurship project • Recognise financing schemes, support programmes and taxation schemes affecting new business and social entrepreneurship projects	• Apply their own experience to new business and social entrepreneurship project development • Analyse and demonstrate the tools and techniques to nurture project development, from idea to launch. • Analyse financial and economic indicators related with social entrepreneurship • Create a financial budget for the setting up of a social entrepreneurship project • Analyse cash-flow needs and financing schemes for a social entrepreneurship project	• Develop independent learning • Nurture strong team work and communications (verbal and written) • Calculate financial indicators and cash-flow needs of a social entrepreneurship project analysing interdependent activities • Select suitable financing schemes, subsidies and calls for tender aimed at social entrepreneurship projects • Apply for social entrepreneurship support programmes or funds, as business angels, crowd-funding schemes, donors and ethic banking

Broad learning outcomes for this Unit

- Apply the principles of idea generation and design thinking to develop and manage a new social venture.

- Develop the skills to facilitate/teach their students to apply these key stages to becoming a successful social and inclusive entrepreneur and innovator.

- Manage a budget, assess the cash-flow needs and apply for financing schemes of a social entrepreneurship project

Planned learning activities and teaching methods

The unit is driven by innovative pedagogy which includes individual and team-based project-focused learning opportunities for students. It is designed to mimic as far as possible the development process experienced by entrepreneurs in a commercial and social environment.

Through workshops and an on-line learning platform, participants will learn to assess their students, to create a learning environment inspired by creative thinking where students can learn as individuals and as part of a collective community.

Tools such as videos, web links, texts, games/activities, role play, resolution of exercises, follow-up work and case study analysis will be employed.

Assessment methods and assessment criteria

Assessment methods:

Participants are required to:

Engage/participate in the sessions (workshops and online)

Complete assigned tasks and coursework.

Social entrepreneurship project evaluation. In order to reflect 'real world' tasks requiring students to demonstrate their knowledge and skills in meaningful contexts assessing participants will include these options:

Audiovisual recording of an idea generation session or with a class group.

Prepare a teaching plan for one stage of new business or social entrepreneurship project development, in which students:

a) identify resources/guests speaker(s)

b) prepare an assessment strategy

Assessment criteria:

Demonstrate high quality pedagogical understanding in both assignments.

The option of audiovisual will demonstrate a supportive and encouraging active teaching style.

Written assignment will exhibit a thorough understanding of the stages of new business development.

Demonstrate ability to create and manage a budget, assess the cash-flow needs and apply for financing schemes of a social entrepreneurship project

2.3 Making inclusive entrepreneurship programs real

Title of the Unit: 3. Making inclusive entrepreneurship programs real

Workload: 135 hours   **ECTS credits:** 5   **ECVET points :**5

Description/Contents

Entrepreneurship and it´s pedagogical approaches by learning through experience, by taking the initiative and working with others.

Developing entrepreneurial attitudes such as self-awareness and self-efficacy, ethical and sustainable thinking, developing visions for the future school environment and encouraging innovation ways to tackle problems and learning from possible failures.

Theoretical background and practical tools implementing and planning entrepreneurship education modules in schools.

Learning Outcomes On successful completion of this module students should be able to:

Knowledge	Skills	Responsibility and Autonomy
Understand of the main concepts related to entrepreneurship education and work life skills. **Know how to** implement the pedagogy of entrepreneurship education and to **be able to evaluate** practices in entrepreneurship education	**Analyze** entrepreneurial attitudes (taking initiative, creativity, cooperating, entrepreneurial mindset, working dynamically with others, learning from failures, problem solving). **Create** and **reflect** on their entrepreneurship education plan.	**Promoting** entrepreneurial spirit at the school community with ethical considerations.

Broad learning outcomes for this Unit
Promote entrepreneurial spirit at the school community with ethical considerations.

Planned learning activities and teaching methods

Face-to-face lecture and workshops
Work-based learning and external visits
Final seminar (sharing the projects)
Independent work for students:
- writing "an inspiration and confusion" learning log/reflection essay
- planning and taking a part of work-based learning project
- reading articles and provided materials
- self-evaluation

Assessment methods and assessment criteria

Assessment methods:
- 50 % inspiration and confusion" learning log/reflection essay by teacher
- 25 % peer-evaluation of the project
- 25 % self-evaluation
Assessment criteria:
In the learning log/reflection essay familiarity with relevant concepts and reflection are presented (excellently 5, very well 4, well 3, narrowly 2, inadequately 1) The introduced articles and topics during the lectures and workshops are discussed and writers´ own independent thinking is visible. Language and reporting is coherent/good/moderate.

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