



ENTRE

@ V E T S C H O O L S

Project Reference: 2018-1-DE02-
KA202-005130

Erasmus+ KA2 Strategic Partnership for VET

**104 – SETTING UP THE
ENTRE@VETSCHOOLS
HUBS IN VET SCHOOLS:
AN A TO Z GUIDE**

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Submission Number: 2018-1-DE02-KA202-005130

Introduction

The present TOOL KIT developed by the project team is necessary for:

- the implementation of the 'ENTRE@VET PROGRAMME' for entrepreneurial skills acquisition (to include road map, guidelines, templates, good examples, monitoring tools, practical tips , SWOT analysis etc.)
- to implement the CAMPAIGN and a PETITION in support of introducing this type of skills to students (as purported in the 2018 Renewed Key Competences)
- to promote the creation of the ENTRE@VET SYNERGIES with enterprises, trainers, business and ICT experts, professionals, banks, SMEs etc. needed for the sustainability and exploitation of the project.

The development of this practical and innovative KIT is expected to empower schools in order to increase the efficiency and effectiveness (public expenditure and funding) through the implementation of the ENTRE@VETSCHOOLS programme, introduce quality standards, monitoring rubrics, guidelines etc., as well as other supporting actions essential to ensure participation and success i.e. campaign and petition and sustainability of products i.e. creation of SYNERGIES that will be involved/support in the setting up and running the ENTRE@VETSCHOOLS CLUBS in schools etc.

The ENTRE@VET TOOL KIT is regarded very essential and empowering tool, not only for practical reasons to facilitate the implementation of the Programme , but most important it is a comprehensive way to ensure quality control and assurance for all organisations as the KIT is the basis against which the implementation process is assessed. In addition, it enables partners and other organisations (exploitation stage) to have a step-by-step guide which will ensure high quality provision and monitoring of the EnEd learning provision.

The Tool Kit can be utilised, transferred and exploited further by not only the participating organisation, as part of their practices (e.g. P1,2,4) can offer it on an annual basis as a training course), but also other organisations interested to offer similar programmes. The transferability of the Tool Kit but also all the products to other sectors (e.g. schools) is feasible, as the methodology adopted here for the design of framework, material and validation system covers different levels and needs. Potential organisations interested in the field can utilise all templates and resources available and adopt them to meet their needs. As it is the TOOL contains all essential resources and material, on-line and on-paper, to re-implement the programme in various settings, e.g. summer school/club activities, extra-curricular activities after school/college on a weekly basis, as part of the curriculum and timetable of a school (teenagers). Therefore EU funding is sensible used while opening up new routes for exploitation.

THE ENTRE@VET TOOL KIT CONTENT

Title	Description	Single Access
ComparativeReport Entre@VET	The report was prepared based on direct investigated process based on questionnaires. In all six partners' countries questionnaires were distributed among VET students, entrepreneurs and vocational professionals. Hence, we can derive potentially 18 different groups from our survey. The group size was between 10 and 54 individuals, but overwhelmingly between 20 and 30 participants. The participants came from various professional backgrounds, different school forms and diverse entrepreneurial experiences.	http://entrevet.eu/wp-content/uploads/2020/02/Entre@Vet-schools-Competence-Framework-IO1_Compiled_final.pdf
Entre@Vet schools Competence Framework	The EU-EntreComp framework supports an entrepreneurial spirit, compared to other knowledge and skills needed to start a business. However, practical considerations can play an important role in the model, but the survey conducted by the consortium has confirmed that the general approach was emphasising the motivation and attitude. Hence, motivation and attitude are seen as fundamental requirements for entrepreneurship by VET students, teachers, and entrepreneurs.	http://entrevet.eu/wp-content/uploads/2020/02/Entre@Vet-schools-Competence-Framework-IO1_Compiled_final.pdf
Educator Handbook	This handbook aims to make the activities and material, carried out by the Entre@VETSchools project, visible and accessible to inspire teachers and guidance counselors in the VET sector to take a step forward in developing and planning courses and providing support for the students – fostering entrepreneurship in VET schools. The role of the Entre@VETSchools project is to understand the current situation in the VET sector, which focuses on entrepreneurship. Moreover, to research	http://entrevet.eu/intellectual-output-2/ https://academy-entrevet.eu/mod/resource/view.php?id=173

	<p>and develop tools that aim at helping teachers, guidance counselors and professionals to develop new approaches in which leads to new teaching methods and courses having entrepreneurship at the core. Therefore, this handbook aims at supporting curricular and teaching orientation to develop entrepreneurial skills in VET schools.</p>	
<p>THE ECO-SYSTEM OF THE OPEN BADGES – guidelines</p>	<p>Open Badge is an innovative system used in the USA and many EU countries for the validation and recognition of learning using the OB technology offered as an open educational resource. It is a technology which promotes open access and participation of all stakeholders involved in badges process, while allowing the creation of synergies between the learners-earners (i.e. young people, students), the issuers (i.e. VET Schools, stakeholders, enterprises, NGOs including the VET trainers/ Volunteers as facilitators) and the badge consumers (i.e. employers, formal education, public authorities, official body). This will lead to the endorsement process leading to a transparent, transferable, valid and credible validation of a body of skills and knowledge related to a set of competences, such as coding skills for VET students and teachers.</p>	<p>http://entrevet.eu/intellectual-output-3-2/</p>
<p>INTERACTIVE PORTAL – guidelines for operation (Entre@VET_Moodle_Manual)</p>	<p>The ENTRE@VET e-learning platform provides a professional development course in 5 different languages (EN, GR, ROU, IS, DE) which include:</p> <ul style="list-style-type: none"> ➤ a Handbook - aim to guide counsellors in the VET sector to take a step forward in developing and planning courses and providing support for the students - fostering entrepreneurship in VET schools. ➤ Practical Activities - 60 practical activities to help you and your students explore more about entrepreneurial competences and put theory into practice. 	<p>http://entrevet.eu/intellectual-output-3-2/</p>

	<ul style="list-style-type: none"> ➤ A collection of good practices to inspire career counsellors and professional to promote entrepreneurship in VET schools. ➤ Self and Final Assessments – offer the opportunity to self-assess your knowledge around the topic beforehand and then after completing the material in order to obtain our Open Badges. <p>The purpose of this manual is to provide guidelines for the teachers how to use the platform and a general overview of the ENTRE@VET e-learning platform.</p>	
Practical activities	<p>These 60 activities are part of the Entre@VET Handbook, and cover all 6 chapters:</p> <ul style="list-style-type: none"> • Spotting Opportunities • Creativity • Mobilising Resources • Motivation and Perseverance • Taking the Initiative • Learning Through Experience 	http://entrevet.eu/intellectual-output-2/
Assignments and Solutions	<p>Self assignments: 2 questions per topic test the initial competence of the students.</p> <p>Final Assignments: 10 questions per topic test the students after each modul, aiming for Open Badge gaining.</p>	
Strategy for Entre@VET HUB development	<p>This section will provide guidance on how to create synergies between the schools, NGOs/ institutions, IT experts and stakeholders (IT, SMEs, authorities, companies etc.) which will become the VOLUNTEERS to support and guide VET Schools, teachers and students to implement the PROGRAMME in partner organisations, schools (or educational centre, institutions if needed). Roles, motives, tasks will be defined to ensure participation.</p>	

SECTION 1 Guidelines for the implementation, monitoring and evaluation of the ENTRE@VETSCHOOLS Programme

A1. Timeline and Participants of the Implementation of the ENTRE@VETSCHOOLS Programme

The implementation of the ENTRE@VETSCHOOLS programme will take place in 4 countries - Greece, Romania, Cyprus and the United Kingdom. The implementation phase begins after the C1-Short Term Joint Staff Training, where teachers-mentors have been trained in order to create their own ENTRE@VETSCHOOLS strategy.

The Short Term Joint Staff Training was initially planned to take place in Cyprus. However, due to the restrictions imposed on travelling by the pandemic of COVID-19, the training was organised as a 3-day online event in July 2020. After the completion of the training, participants were given a Europass Mobility Certificate and a Mentor Badge that proves their ability to implement the pilot testing of the ENTRE@VETSCHOOLS programme.

All the teachers/ counsellors/ experts that will take part, will have the opportunity to test the functionalities of the e-learning platform and explore the material and activities developed with their students. Students will also have the opportunity to validate their skills and competences through the Open Badges designed for the purpose of the project. The implementation can take various forms such as intensive summer school, after-school activities depending on the context of each partner country and organisation. The duration of the training will be approximately 50 hours based on blended learning activities (F2F or online). During the implementation, each partner country will involve 10-15 students, 5 Career Advisors/ VET teachers and 2 Experts (if needed), who will organise the various activities and training for career orientation and entrepreneurial skills.

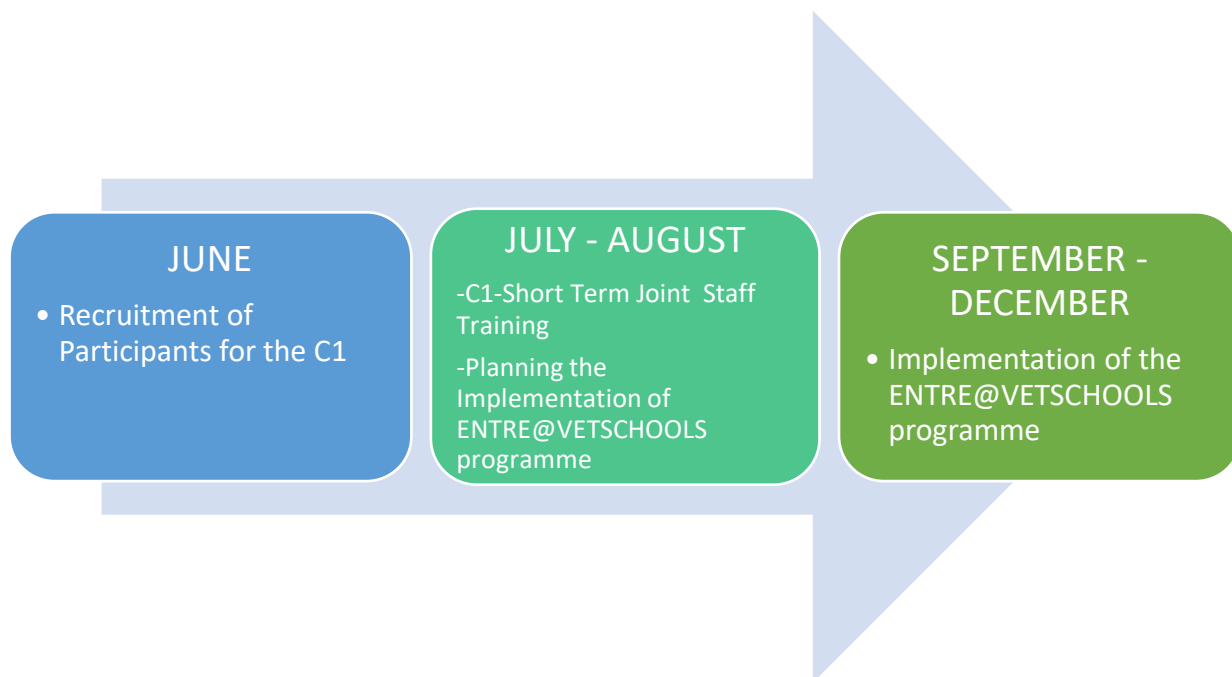


Figure 1: Timeline of the Implementation of the ENTRE@VETSCHOOLS Programme



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PARTICIPANTS OF THE IMPLEMENTATION		
	VET Teachers	VET Students
United Kingdom	<ul style="list-style-type: none"> • 5 VET Teachers/ Career Advisors • 2 Media Experts (If needed) <p>Total: 25 VET Teachers/ Advisors, 10 experts</p>	<ul style="list-style-type: none"> • 10-15 VET Students <p>Total: 60-80 VET Students</p>
Cyprus		
Romania		
Greece		

Figure 2: Participants of the Implementation of the ENTRE@VETSCHOOLS Programme

A2. Pilot Evaluation

After the completion of the pilot activities, participants will be asked to provide their feedback on:

- ✓ The learning material developed
- ✓ The functionalities of the e-learning platform
- ✓ The effectiveness of the trainer
- ✓ The overall quality of the training activity

The evaluation form to be used can be found here: <https://forms.gle/eihso4EEwR8mDrpj8>

The aim of this evaluation is to collect information about the effectiveness and the quality of the products developed, before they are openly provided on a further national and EU level. For the evaluation form, a semi-structured approach was adopted with a combination of both open and close ended questions, in order to provide some structure but to also allow the respondents to elaborate further and share their comments and suggestions.

A3. Report Template

Finally, all partners involved in the implementation should complete a report, which contains information collected through the evaluation form such as number of participants, duration and short description of the activities organised. At the end of the pilot testing, all this information will be collected in order to prepare a compine report of the implementation in the four countries metioned above.

A template for the testing report can be found in **Appendix 1**.

SECTION 2 Setting up SYNERGIES for the ENTRE@VETSCHOOLS HUBS

This section will provide guidance on how to create synergies between the schools, NGOs/ institutions, IT experts and stakeholders (IT, SMEs, authorities, companies etc.) which will become the VOLUNTEERS to support and guide VET Schools, teachers and students to implement the PROGRAMME in partner organisations, schools (or educational centre, institutions if needed). Roles, motives, tasks will be defined to ensure participation.

1. ACTORS

Organising the ENTRE@VETSCHOOLS HUB presume to involve a serie of „actors“ from the local comunity that are essentials aimed to have a successfull action.

Host organisation: the ENTRE@VETSCHOOLS HUB will be hosted by an entity recommended to be a VET school, or a NGO set-up with this purpose. The host organisation is requested to have motivated staff regarding the entrepreneurship and the entrepreneurial education. The best situation is to have 2-3 persons with personal entrepreneurial experience. It is not important to be successfull entrepreneurs but is essential to be involved for a longer or shorter period of time in business. The personal entrepreneurial experience is the key factor for a sucessfull project.

The host organisation has to assume the main role in setting-up and run the ENTRE@VETSCHOOLS HUB.

ENTRE@VETSCHOOLS HUB

The ENTRE@VETSCHOOLS HUB will be structured as a „project“, been part of the VET school structure. The ENTRE@VETSCHOOLS HUB is not requested to be recorded as a separate juridical entity. This can be a latter option.

Since the structure of the programme is flexible, it can also be implemented into any learning setting (i.e. as part of formal education, as part of the school curriculum) as well as during any time of the year (i.e. become a summer school course, after school programme).

Partner organisations

The success of the ENTRE@VETSCHOOLS HUB will be ensured by a „critical mass“ of beneficiary students. It is recommended to invite other VET schools as „project partners“, aimed to ensure the access of a bigger number of students to the ENTRE@VETSCHOOLS HUB.

The partnership can be formalised on a Partnership Agreement signed by the Host organisation and each partner organisation.

Support organisation

It is recommended to identify and to attract „support organisations“ that are acting into the host organisation area. They can be business advisory organisations, entrepreneurial hubs, business incubator centres, entrepreneurial networks etc.. These organisations are experienced into the real entrepreneurial life, they are in direct contact with

major local business. The support organisations can offer you direct access to the entrepreneurs, to advisors and to teachers in entrepreneurship. It is essential to have direct contacts with the business environment aimed to be able to invite entrepreneurs to the ENTRE@VETSCHOOLS HUB activities.

2. STAKEHOLDERS

Local authorities

The local authorities have to be the most interested actor in supporting and development of entrepreneurs. Over 50% of the taxes paid by an enterprise are going into the local budgets that will cover the costs of the local administration activities and projects. Generating a continuous flow of new enterprises have to be a priority for the local authorities. Starting from this reality is important to attract the authorities as supporter of the ENTRE@VETSCHOOLS HUB. The HUB have to be connected with the municipality, education administration, taxation office, health insurance administration, unemployed office. We recommend to have permanent exchanges of information with these stakeholders considering all news related to entrepreneurship. It is recommended to invite representatives of the local administration to meet the young potential entrepreneurs. Based on a direct and permanent contact and exchange of visions among them a lot of the negative reactions can be avoided (from both sides).

Associations, foundations, enterprises

This stakeholder group have to be attracted to the ENTRE@VETSCHOOLS HUB environment considering the large range of activities covered by them. The NGOs can have activities oriented to entrepreneurship or the alternative education, they can receive students to the internships, or can support with technical expertise the hub.

3. ROLES

HUB Coordinator: the person in charge to administrate the ENTRE@VETSCHOOLS HUB. He/she will prepare the annual actionplan, will sign the partnership agreements, will organise the staff selection, will organise the support organisations selection. He/she will deliver the day to day management. The coordinator can be a teacher from the host organisation or a visiting teacher hired only for this job.

Communication responsible: the person in charge to organise the communication system of the ENTRE@VETSCHOOLS HUB. He/she will design the social media hub pages and will feed them permanently with news. He/she will manage the e-mail addresses of the ENTRE@VETSCHOOLS HUB. He/she will manage the press releases and the links with media representatives.

Education responsible: the person in charge to organise the entrepreneurial training using the EntreVet Academy Platform (<https://academy-entrevet.eu>). He/she will design the plan for Platform exploitation, will organise the classes, will organise the teachers training and the students training. He/she will design the competitions for students aimed to improve the Platform using.

Lectors / teachers: the persons in charge to organise trainings and practical activities aimed to improve the entrepreneurial skills of the beneficiary students.

Carrer orientation expert: the person in charge to assist and to support the students to select/draw their individual development plan. He/she have to have entrepreneurial experience aimed to be able to support the students that decide to follow an entrepreneurial career.

4. MOTIVATION

The ENTRE@VET programme addresses the integration of skills targeted to the needs of labour market in schools for students and teachers. In essence, the ENTRE@VET project offers through the implementation upskilling opportunities to Career Counselors (in-service training), as per the current scene and needs either at schools, institutions or educational centre. It will also offer blended learning opportunities for students to acquire these targeted entrepreneurial skills through the setting up of the ENTRE@VETSCHOOLS HUBS to be run in a flexible way (e.g summer schools, after-school lessons, clubs).

All educational instruments, platform, TOOL KIT, Open badges system, training materials etc. are offered on open base to schools aimed to set-up HUBs ant to develop the students entrepreneurial skills.

The VET schools will have a well developed set of instruments redy to be used in relation with the students.

The stakeholders will be part of the ENTRE@VETSCHOOLS HUBS system developed aimed to improve the entreperneurship phenomena into the local cummmunities.

5. TASKS

T0 Local consultation – Set up the Participants’ Committee with representatives of the teachers and students

- The initiative has to start with a group of enthusiasts that will organise a local consultation into local VET schools, local community, potential stakeholder group aimed to test and evaluate the local interest for an ENTRE@VETSCHOOLS HUB
- Set up the Participants’ Committee with representatives of the teachers and students
- Drawing the read-map for an ENTRE@VETSCHOOLS HUB

T1 Official decision for HUB set-up

- The host VET school will ask the manager / principal to issue an official decision to set-up the ENTRE@VETSCHOOLS HUB, based on the local consultation and proposed by the Participants’ Committee

T2 Selection of the ENTRE@VETSCHOOLS HUB core staff

- The Participants’ Committee will select the core staff that will operate the HUB:
 - HUB Coordinator
 - Communication responsible
 - Education responsible
 - Career orientation expert

T3 Selection of the HUB location

- The core staff will analyse and will propose to the school management a location as the ENTRE@VETSCHOOLS HUB office

- It is recommended to have Internet access, 5 – 10 computers / laptops, flipchart, whiteboard, tables, chairs, other equipment.

T4 Organising the ENTRE@VETSCHOOLS HUB

Since the structure of the programme is flexible, it can also be implemented into any learning setting (i.e. as part of formal education, as part of the school curriculum) as well as during any time of the year (i.e. become a summer school course, after school programme).

- Each HUB will select the best option considering the internal school situation, the resources, the students programme

The ENTRE@VETSCHOOLS HUB library

- Download ENTRE@VETSCHOOLS Toolkit
- Download supporting materials
- Download other educational materials

The first year plan of activities

- The core staff will prepare the plan of activities for minimum 12 months
 - Activities
 - Resources
 - Results
 - Responsibilities

Lectors / teachers selection

- The core staff will select 5 – 10 lectors / teachers on entrepreneurial competences
- It is recommended to select persons with entrepreneurial experience

T5 Organising the staff training

- The core staff and the lectors will join an internal training aimed to be familiar with the educational TOOL KIT, with the platform, with the Open Badges System and all material existing on the platform

T6 Biding the communnication plan

- The Communication responsible will prepare the Communication plan

T7 Contact the main actors and stakeholders

- The HUB Coordinator will contact the main actors and the stakeholders aimed to make a direct promotion and to inform them regarding the HUB set-up.

T8 Select the support organisations

- The core staff will select the support organisation existent into the region and will prepare Support Agreement with each of them, aimed to formalise the cooperation

T9 Organising a pilot presentation to stakeholders and to support organisation

- The core staff will organise a kick-off meeting in the format of a pilot presentation of the ENTRE@VETSCHOOLS HUB
- It is recommended to organise at the end an open debate on the future of the ENTRE@VETSCHOOLS HUB

T10 Start the ENTRE@VETSCHOOLS HUB main activity

SECTION 3 Campaign and Petition

The project consortium have implemented a campaign that aims to gather support for the introduction of Entrepreneurial skills acquisition among vocational educators and learners. This campaign also supports the idea of establishing 'Entrepreneurial Hubs' on school, college and university campuses in order to provide a physical space for learners to access the necessary information, advice and guidance.

The campaign has helped the project consortium promote and create synergies between enterprises, business / ICT experts, professional educators and vocational students in each partner country. We hope that these synergies will increase the impact, sustainability and future exploitation of the project going forward.

The campaign included the production of several filmed interviews with entrepreneurs in each partner country. These interviews serve as motivational videos to try to provide advice to young prospective entrepreneurs. Each organisation was tasked with engaging with a local entrepreneur to conduct the short interview using a set of pre-arranged questions, please follow the icon below for the briefing information and interview questions.



Entre@VET
Campaign Interview

Each interview was filmed and edited by the partner organisation and then the UK partner added opening and closing slides including the project branding, Erasmus+ information and partner logos. Examples of these slides can be seen below. This was done to ensure consistency and for quality assurance purposes.



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The links to all of the project entrepreneur interviews are provided below;

Interview with a UK entrepreneur

<https://www.youtube.com/watch?v=bY3DftxCPew>

Interview with a Cypriot entrepreneur (in Greek)

<https://www.youtube.com/watch?v=KUqSeh8tQPg>

Interview with two Icelandic entrepreneurs

<https://www.youtube.com/watch?v=gzm7hSQD-es>

Interview with a Greek entrepreneur (in Greek with English subtitles)

<https://www.youtube.com/watch?v=-Y4HDTQcavM>

Interview with a German entrepreneur

<https://www.youtube.com/watch?v=4YMhQBbzjJE>

Interview with a Romanian entrepreneur (in Romanian)

https://www.youtube.com/watch?v=z_ObvXXqAB4

Interview with a second Romanian entrepreneur (in Romanian)

<https://www.youtube.com/watch?v=Jgp2wnmAn5s>

In addition to these interviews with local entrepreneurs, the project team also created two short videos for the project website. One video supported the project rationale and explains the importance of entrepreneurship in vocational education, the other focussed on a conference on entrepreneurship that was held in Iceland in late 2019 and provided an opportunity to share the Entre@VET project with a wide audience of educators and entrepreneurs.

The importance of Entrepreneurship in VET education

<https://www.youtube.com/watch?v=zRxH-H89QUs>

Conference on Entrepreneurship in Education, Iceland

<https://www.youtube.com/watch?v=UpO6KQOFJf4>

The project campaign also included an online petition aimed at vocational educators, learners and entrepreneurs. The aim of the petition was to gather support for the idea of including more entrepreneurial support into vocational education and for the setting up of 'Entrepreneurial Hubs' on the campuses of educational institutions. The aim of these initiatives would be to provide educators and learners with additional information, advice and guidance along with improved opportunities to progress towards a potential entrepreneurial career.

Link to Entre@VET Schools online petition

<https://www.change.org/p/teachers-support-entre-vetschools-project>

Partner organisations shared the online petition with local vocational institutions, entrepreneurs and stakeholders and it was also shared via the project Facebook page. The aim was to secure at least 200 signatures in support of our campaign and this was achieved.

Link to Facebook page

https://www.facebook.com/EntreVET/?view_public_for=414982969282580

SECTION 4 Good examples and practices

Why do we need best practices and good examples in entrepreneurship education? Agreeing on definitions of best practices in entrepreneurship education is not easy, as the understanding of what is meant varies among educators, entrepreneurs, and career counselors. Accordingly, one can draw upon a wide range of practical cases.

As best practice examples, we can consider concrete teaching units, or broad approaches and more general concepts that are often realized in regional or local contexts. Furthermore, there is a distinction between comparatively spontaneous approaches that can be traced back to the initiative of individual actors on the one hand, and concepts that are integrated systematically into the curricula in VET schools on the other hand. Thus, good examples and practices in entrepreneurship education can be more or less formal, permanently institutionalized or not.

In various countries, there are instances where corresponding approaches in entrepreneurship education are officially implemented, especially on the regional level. In many cases, the regional or local entrepreneurial community plays a central role. These networks often cooperate with regional governments and collaborate with committed entrepreneurial educators. In these cases, the practical relevance of entrepreneurial education is underlined. The role model function that entrepreneurs can play for pupils and VET students is highlighted as well.

However, we must not forget the goals of entrepreneurship education, regardless of the specific context. Among these are: fostering the creativity and initiative of young potential entrepreneurs and helping them stay motivated even in difficult situations. This can be achieved with different approaches. They can be

competitive, follow a "learning-by-doing" method, a mentoring program, project-based learning approaches, course-based, and integrated into (VET-) school curricula. Of course, a combination of these concepts or some of these concepts or methods is also possible. The following four examples illustrate the breath of the spectrum of best practices and good examples:

1. Our first approach is course-based. It is particularly useful for entrepreneurial ideas targeting towards supporting the setup of social enterprises, but it is also transferable to other economic sectors. During the course, the stages from setting up a business to running a business are completed gradually. Financing issues are dealt with (for example through fundraising), the handling of resources is learned, and entrepreneurial risk management and indispensable team building are taught. The overall focus is on the theoretical aspects of setting up a business.

Moreover, the approach is also concerned with designing ideas for the product development for social services. The product offering is the core of a company. Consequently, the course should provide opportunities for the development of corresponding ideas. Examples of successful implementation of this course-based approach can be found in the USA, South Africa and Bulgaria.

- <https://www.bcause.bg/en/enterprenuership/news-entrepreneurship/271-united-ideas-for-bulgaria-will-start-a-course-on-social-entrepreneurship-at-the-faculty-of-economics-at-the-sofia-niversity.html> United Ideas for Bulgaria. (Faculty of Economics at Sofia University).
2. Another best practice example for entrepreneurship education is a competitive course (business investment competition). The fundamental idea is that a jury of entrepreneurs and/or entrepreneurial educators evaluate and rank the business models of a group of learners that compete with each other. This approach starts with learners developing their own business ideas and progressively establishing a business plan.
The young people, who gradually develop their business ideas, receive support that is built upon as the course progresses. Ideally, the competition involves a certain prize. This could be the possibility of awarding prize money, start-up funding, consulting services, or other resources. The model is particularly popular in the USA. However, it is indubitably transferable to European countries for competitive business ideas. However, it should be remembered that this is a very demanding and comparatively complex model.
- <https://www.entrepreneur.com/article/252502>, The Business Review Staff, 5 Schools That Offer Serious Cash for Business Plan Competitions.
3. A further fruitful approach in entrepreneurship education is project-based learning (PBL). This approach can be more easily transferred to simpler contexts and school types, including vocational schools. It is based on constructivist philosophy. Therefore, knowledge is individually constructed, and directed through interaction with the (entrepreneurial) environment and the processing of the subject. Key to the project method is the chance that students can undertake activities they are



interested in and pursue from their individual initiative. The teacher's or attendant entrepreneur's role in PBL is that of a “guide”, the starting point for the students is a driving question (or task).

The PBL project approach can be applied flexibly to different settings: The duration and carrying out of the projects can vary, involving the possibility to either execute them individually or in group work. The driving question or task may contain different aspects of entrepreneurship. An advantage of this approach is that it can be carried out playfully, as a method of explaining how a company works, or it can be specifically oriented towards real business practice.

- <https://www.pinterest.com.au/eccyeiff/entrepreneur-school-project-ideas/>

- 4. Another much-valued method in entrepreneurship education is the mentoring method. In many cases, the programs that use this method are based on concrete business ideas or involve start-up companies that have already been launched. This brief description already indicates that this approach has significant prerequisites in most cases and is very demanding, especially because the support takes place over a prolonged period of time. The mentor's task is to advise in a trusting manner. This method is about concrete steps in the founding and development of the business and should strengthen the motivation of the future young entrepreneurs. One difficulty that arises is to find qualified mentors, like entrepreneurs or former entrepreneurs, who accompany students on their way to become entrepreneurs and impart their knowledge. However, there are several examples of programs that have already been implemented successfully.

- <https://www.thenextsociety.co/entrepreneur-mentoring>

Across Europe, there are complaints about a lack of entrepreneurship education, although there are numerous smaller and larger initiatives. For Europe and its institutions, it should always be about the right level of support for entrepreneurship education. Framework programs must always allow the local actors enough space for their creativity and initiative.

Appendix 1 – Pilot Evaluation Report



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Erasmus+ KA2 Strategic Partnership for VET

IO4 – SETTING UP THE
ENTRE@VETSCHOOLS
HUBS IN VET SCHOOLS:
AN A TO Z GUIDE

PILOT EVALUATION REPORT



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1. INTRODUCTION TO PILOT IMPLEMENTATION

Describe pilot implementation procedure, how you reached the participants, aims/objectives of pilot.

Also provide details about country, date, duration and venue.

2. EVALUATION FEEDBACK

2.1 Evaluation of the e-Learning platform

Summarise the feedback received from the evaluation questionnaire using short description and charts (pie charts, bar charts etc.). (Question 3 & 4)

2.2 Evaluation of the Learning Material

Summarise the feedback received from the evaluation questionnaire using short description and charts (pie charts, bar charts etc.). (Question 1 & 2)

2.3 Evaluation of the Trainers

Summarise the feedback received from the evaluation questionnaire using short description and charts (pie charts, bar charts etc.). (Question 5 & 6)

2.4 Evaluation of the Overall Activity

Summarise the feedback received from the evaluation questionnaire using short description and charts (pie charts, bar charts etc.). (Question 7 & 8)

3. CONCLUSION

Summarise key points – results.

