VETpreneur

Conceptual model of Toolkit

on EntreComp framework integration into
VET programs and practices

WEBIN
Western Balkans Institute

THE CONCEPTUAL MODEL OF TOOLKIT

on EntreComp framework into VET programs and practices, with recognition tool

WHAT IS THE CONCEPTUAL MODEL ABOUT?

The conceptual model is the initial document that serves as the basis for creating the Toolkit on EntreComp framework into VET programs and practices (with recognition tool). This document proposes the structure and content of the Toolkit, provides instructions for the presentation of a methodological unit that contributes to the development of EntreComp competences and offers methods for examining the extent to which these competences are triggered.

SUGGESTED STRUCTURE OF A TOOLKIT

The Toolkit should consist of the following 3 chapters:

CHAPTER 1: **EntreComp in teaching and learning, with non-formal learning methods**

CHAPTER 2: **Teaching and learning methodical units (1-2 unit per each EntreComp competence)**

CHAPTER 3: **The Recognition tool (instruments for validation of all EntreComp competences);**

CHAPTER 1: ENTRECOMP IN TEACHING AND LEARNING, WITH NON-FORMAL LEARNING METHODS

Chapter #1 shall consist of the follwing 6 sections:

Section 1: What a teacher needs to know about the EntreComp (the basis) - a section explaining what information to know a teacher and understanding a teacher need to have, in order to be confident that (s)he knows the EntreComp, can discuss about the EntreComp and can inspire learners to think entrepreneurially.

Section 2: What a learner needs to know about "being entrepreneurial"? A section addressing both – teachers and learners. First of all – learners, how should they understand ''being entrepreneurial'', and why is it in our best interest that we live in an entrepreneurial society. Than – teachers. They need to understand what a well-informed learner with positive attitudes towards

entrepreneurship is. It is up to teacher to inform and influence a learner, so that a learner develop positive attitudes towards ''being entrepreneurial''. This step is a precondition for learners to engage in learning activities.

Section 3: How do we want to see our learners engaging in learning activities? This section will be dedicated to teachers, and will elaborate on expected teaching/learning method and engagement we as teachers find as effective in terms of learning.

Section 4: What key skills and attitudes a teacher needs to demonstrate to be effective in boosting the entrepreneurial mindset of learners? A Section identifying key skills and attitudes with short description of each skill/attitude.

Section 5: What non-formal learning methods a teacher needs to master to be effective in boosting the entrepreneurial mindset of learners? A Section identifying key teaching methods to be used in teaching with an aim to boos entrepreneurial mindset of learners, with short description of each method.

CHAPTER 2: TEACHING AND LEARNING METHODICAL UNITS

In this section, 1-2 units are planned for each EntreComp competency. For this task form for description of the methodological unit for EntreComp should be used.

Instruction for presentation of the methodological unit contributing to the development of EntreComp competence:

Fill out the form on the next page. This page serves only to understand the instructions of what, how and where to fill out. Along with this instruction and the form, an example of a completed form is attached, in which the methodological unit is presented.

Proofreading, proofreading, graphic processing and presentation of methodological units will be subsequently performed by the project staff.

Unit title: _____
Provide a short and illustrative name of the methodological unit.

Prepared by: _____
Enter the first and last name, and the institution of the person filling in this form.

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Objective of the unit:	Indicate the objective(s) of the unit. Define goals as the expected change in the knowledge, skills and attitudes of students.
Duration:	Please indicate the recommended duration of the unit.
Method of work:	Indicate recommended method of work.
Supporting tool:	Indicate whether and which supporting tool should be used.
EntreComp competence	Specify one or more EntreComp competencies to which this methodological unit refers. Select the EntreComp competency from Appendix 1.1.
Progression level:	Indicate the level(s) of progression in reaching the EntreComp competency through this methodological unit. New progressions are shown in appendix 1.2.

Instruction: Present a narrative instruction for the implementation of the methodological unit. Try to make the instruction short but complete, and clear and understandable.

Example for EntreComp-based teaching unit:

Unit title: Needs examination using social networks

Prepared by: xxxx

Objective of the unit:	Students to become familiar with how to recognize and use opportunities to create value by exploring the social, cultural and economic environment through social networks.
Duration:	20 minutes + homework + 10 minutes in the next class
Method of work:	Work in pairs
Supporting tool:	Google Form account on social networks
EntreComp competence	1.1 Spotting opportunities
Progression level:	L1-L2
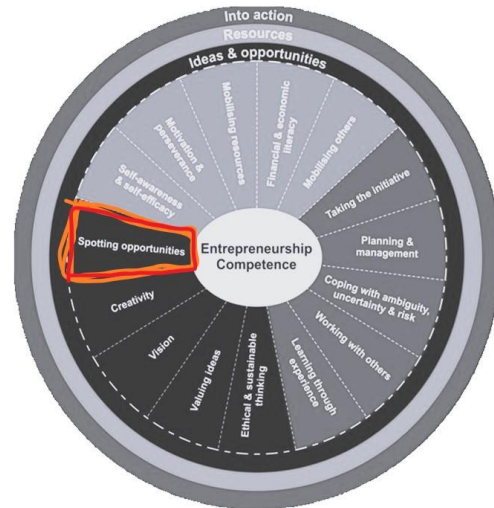
Instruction: Introduce the topic to the students - researching the needs of your generation or your circle of followers to test and evaluate market opportunities. Explain to them that the ability to see and recognize opportunities is one of the first entrepreneurial qualities. Explain that it will be much more difficult for us to be successful in business if we do not have a "nose" to "smell" a good business opportunity. Although it is difficult to give good advice on how to "smell a good business opportunity", we can test a potential opportunity by examining our wider environment through social networks, and thereby confirm (or deny) to ourselves that we have "smelled" a good business opportunity.

Show them that the needs can be examined through a set of questions designed to check the opinion of our interlocutors and thus provide us with a more detailed insight into how our interlocutor or respondent thinks, acts and decides on a certain issue. The survey should be done via Google questionnaire or a similar e-service. The link to the questionnaire should be shared with your contacts and followers on social networks such as Instagram, TikTok, X or Facebook, and ask them to help you better assess the potential of the perceived opportunity through honest and open answers. The questions should explore "to what extent", "in what way", "under what conditions" and the like.

After presenting these introductory explanations, task students to discuss in pairs the opportunities they observe, and choose one opportunity to test through a social media questionnaire. They should then devise a set of questions related to the occasion, with which they will survey the opinion of their peers and contacts on social networks. At the end of the class, instruct the students to create a Google questionnaire for homework and publish it on social networks, and after a period of 5-7 days, analyze the answers received and draw a conclusion about the business opportunity they investigated through the questionnaire. In the next class, they should present their experiences and conclusions from the procedure of examining attitudes

and testing the opportunity through social networks, and on that occasion the following aspects should be discussed with them:

"What was the most difficult thing for you to do in this task?"

"Did you learn something new through this examination process and what?" What is the most valuable conclusion for you after this examination?'

CHAPTER 3: THE RECOGNITION TOOL

The recognition tool presents an instruments for validation of selected EntreComp competence. The tentative instrument for validation is suggested to have the following elements:

#1   EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____
E-mail address: _____
Course: EntreComp-based mobility program
Entrepreneurial competence: 1.1 Spotting opportunities
Tentative progression level: *foundation* to *intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:
- **identify and seize opportunities to create new value,**
- **identify needs and challenges that need to be met,**
- **establish new connections to create value**?

3. What level of ability to demonstrate the skill of Spotting opportunities is true for you:
- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code: QR code HERE

VETpreneur

ABOUT THE PROJECT: The project addresses common regional and also country specific issues facing both youth and adults in the VET sector contexts as per the ETF assessments reports (Turin process reports) from 2020 and 2021. In doing so, the VETpreneur project mainstreams the use of EntreComp framework (entrepreneurship as a key competence) in formal and non-formal VET education and training in the Western Balkans.

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