



Entrepreneurial skills for a modern education in Albania - EntrAL

WP3. DEVELOPMENT

**Designing of training courses and integration
to the TEAVET and U3M-AL Centres**

Deliverable 3.1.

Designing the entrepreneurship courses: Module for pre-university teachers (Secondary Education)

University of Vlora, Albania

University of León, Spain

Date 04.05.2022

Entrepreneurial skills for a modern education in Albania –EntrAL”project is organised under Erasmus+ Programme,
Key Action 2 – Capacity Building in the field of Higher Education 2020
Project Reference: 617886-EPP-1-2020-1-FI-EPPKA2-CBHE-SP

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Co-funded by the
Erasmus+ Programme
of the European Union

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D.3.1. DESIGNING THE ENTREPRENEURSHIP COURSES

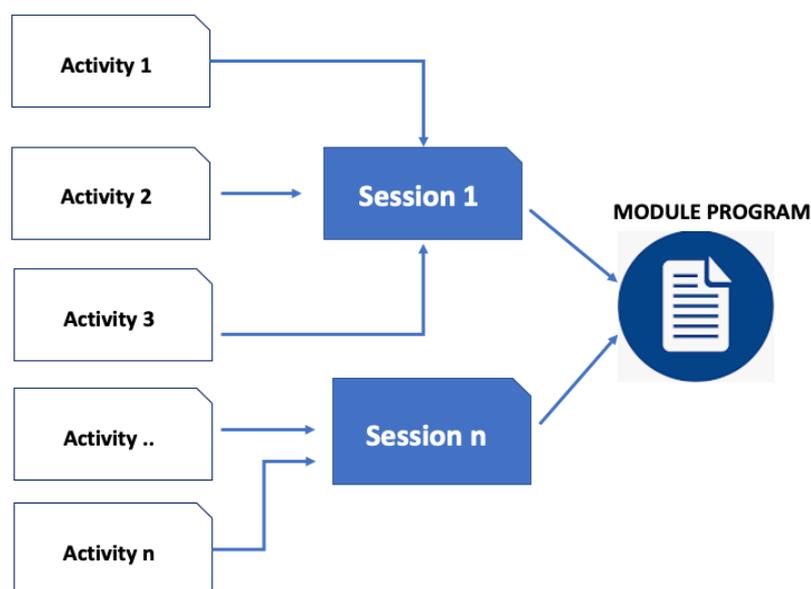
WP3. Designing of training courses and integration to the TEAVET and U3M-AL Centres.

Lead Organisation: University of León (P2)

The work package is developed in three phases and deliverables:

- D.3.1. Designing the entrepreneurship courses (4 modules): 1) development of entrepreneurial mind-set for pre-university teachers (2 modules: for Primary Education, and for Secondary Education, 2) entrepreneurship for university teachers, and 3) entrepreneurship for university students.
- D.3.2. Integrating the courses to the existing TEAVET and U3M-AL Centres.
- D.3.3. Creation of an Albanian Entrepreneurship Network.

This template corresponds to D.3.1. Designing the entrepreneurship modules/courses. The aim of this template is to design a complete training module on **Entrepreneurship for Secondary Education teachers** considering the entrepreneurship curricula in pre-university in Albania (see section 1. Introduction). In a first phase, Albanian partners coordinated by UV have to design in detail the activities that will be developed within the module (see section 2. Description of activities). One or more activities will be allocated to a concrete session (**day of training**). In this section, you are required to reflect on the feasibility of the activities, and the difficulties you might encounter in implementation. In a second phase, based on the activities/sessions designed, you have to describe the module program as required by ASCAP (see section 3. Module program).



These results will be presented and discussed at the meeting in University of León on May 25th and 26th 2022

Modules in the pilot phase will be implemented from October to November 2022 at three universities (EÇUG, UAMD & UV)

Deadline for sending this report: 04.05.2022 – to ULE:

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1. INTRODUCTION

The entrepreneurship curricula in preuniversity in Albania

By Dorina Rapti,

Quality Assurance Agency for the Pre-University Education (February 2022)

Entrepreneurship education is currently being strongly promoted in most European countries and beyond. This competence has taken an important place and has been re-dimensioned in today's EU education policies and as a result, the role of the individual to carry out entrepreneurship for himself and for society has emerged, directly affecting the quality of life of the whole society. In the context of our country (a country preparing to join the EU), entrepreneurship education as a strategic objective for education and the economy, creates the premise to foster the spirit of initiative and innovation, employment and self-employment, job orientation and education of young people referred to current developments and prospects in the labor market.

The pre-university education curriculum framework in Albania, approved by MoES, states that “Pre-university education creates conditions and opportunities for students to: build and develop the knowledge, skills, attitudes and values required by a democratic society; to develop independently and comprehensively; to contribute to the construction and personal well-being of the Albanian society and to face in a constructive way the challenges of life”. This document states that in pre-university education students:

- cultivate personal, national identity and cultural affiliation;
- acquire general cultural and civic values;
- develop in intellectual, ethical, physical, social and aesthetic aspects;
- develop responsibility for themselves, others, society and the environment;
- are trained for life and work, in different social and cultural contexts;
- are able to learn throughout life;
- develop the spirit of entrepreneurship;
- use new technologies.

The Law on Pre-University Education No. 69/2015, as amended, and the Curriculum Framework document state that the key lifelong learning competencies that go through the pre-university education curriculum are:

1. Communication and expression competence (Student communicates effectively).
2. Thinking competence (Student thinks creatively).
3. The competence of the learner to learn. (Nxwnwsi mwson pwr tw nxwnw).
- 4. Competence for life, entrepreneurship and the environment. (Student contributes productively).**
5. Personal competence (Student leads a healthy life).
6. Civic competence. (The student is committed to the common good).
7. Digital competence. (Student uses technology to drive innovation).

Entrepreneurship as a key competency in all curriculum subjects includes creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve competencies.

Entrepreneurship is mindset and approach. It is more than an economic value; it is a social value and investment. In this regard, it was requested that entrepreneurship go beyond the framework of economic subjects and be included in preschool education (naturally and in basic education) with elements such as freedom of play, freedom for creativity, sense of cooperation, initiative, curiosity, transition of risk, to be educated with self-confidence, research etc.

The major objective of our education system and the education of young people is to create the skills and competencies that lead them to employment and self-employment. Creating and fostering entrepreneurial skills in young people makes them more prepared and active in facing the labor market. Self-employment of young people, based on their skills, energy and creativity is considered today as a very effective way to improve employment and create personal and family economic growth.

In Albania curricula, the entrepreneurship competence is developed in all subjects. To develop this competence, the school creates conditions for students to fully understand the interdependence between economic, political and cultural phenomena of local and global society. It enables students to be future-oriented, develop an entrepreneurial spirit and be motivated to meet objectives. At the same time, the school confronts students with ecological problems, to make them aware of their role in protecting the environment and sustainable development.

In our curricula this competency is composed of the following indicators:

- presents himself / herself well, emphasizing his / her strengths;
- works independently and in a group;
- organizes and leads learning and social activities;
- demonstrates entrepreneurial skills, knowledge of work planning and rational use of time;
- possesses skills for conflict management and risk assessment;
- undertakes independent and responsible actions;
- participates in the protection and development of the environment;
- submits himself / herself in writing and orally, compiling the CV (biography) in the required formats;
- demonstrates the necessary competencies for different life situations and different career directions;
- researches and uses opportunities for education, vocational training and counseling;
- demonstrates organizational skills, takes initiatives and works in a team;
- plans and manages projects to achieve certain objectives (leads, delegates, analyzes, communicates, reports, evaluates, monitors, mentors);
- identifies and evaluates necessary resources (eg, time, means, financial, human resources);
- take initiatives;
- demonstrates solidarity and competes honestly, while performing certain tasks;
- shows flexibility, creative spirit, responsibility to adapt to new circumstances, while performing a task.

All these indicators are reflected in the curricula of each subject and class.

Entrepreneurship also takes place in several topics in the subject of citizenship from grades 1-8 as follows:

On the topic of Production, consumption, distribution

- Grade 1 “Our Families
- Grade 2 “Our cCommunity”
- Grade 3 “Our City
- Grade 4 “Our nation, global interdependence”
- Grade 5 Europe and me
- Grade 6 Global Market
- Grade 7 Economics for Success
- Grade 8 It’s my future

It is also taught in Economics in the 12th grade for the topics as follows:

- Economics in practice
- Business ethics
- Ability to succeed
- Personal finances
- Be an entrepreneur

In this context, in addition to being a key competence of lifelong learning in the pre-university education curriculum, entrepreneurship education is currently developed in upper secondary education with the modules:

No.	Modules with general and professional character choices	Teaching hours
1.	Financial education	36 Teaching hours
2.	Career education	36 Teaching hours
3.	Health education, life skills and sex education	36 Teaching hours
4.	Intellectual property	36 Teaching hours
5.	Public speaking	36 Teaching hours
6.	Trademarks and patents	36 Teaching hours
7.	Leadership for a day	36 Teaching hours ¹
8.	Student company	36 Teaching hours ²
9.	Tourist Guide	36 Teaching hours
10.	Ect.	

¹ Module supported by Junior Achievement

² Module supported by Junior Achievement

2. DESCRIPTION OF ACTIVITIES

2.1. Description of activities

The module on **Entrepreneurship for Secondary Education teachers** will follow Albanian curricula and competency indicators. For this module, it was agreed to propose an adaptation of the Innovation Camp organised by UTU (see document *D.2.1.2 Innovation camp*, in EntrAI WP 2 Google Drive folder) to the Secondary Education context in Albania. See also documents corresponding to the training workshop in TU Dublin (*D.2.3.4* in EntrAI WP2 Google Drive folder).

The aim of this deliverable is to describe each activity to be implemented under this module. This description is based on concrete tables for each activity:

This activity introduces the principles of module organisation and provides practical guidance for trainers and participants during the training days of the module. Each of the following topics included in this module is organized based on the participatory learning and exercises as suggested in each activity table given below.

The training module will be spreaded in three days. Each day of training will have the organisation of the sessions/activities given in the table below:

Day 1 (3 hours)	Activity 1. Introduction to the module content and module organization (0.5 h)
	Activity 2. Entrepreneurship education (1 h)
	Activity 3 Introduction to Entrepreneurship (1.5 h)
Day 2 (3 hours)	Activity 4 The characteristics of the entrepreneurship (1.5 hrs)
	Activity 5 Idea generation (1.5 hrs)
Day 3 (3 hours)	Activity 6 Developing the business idea (1 h)
	Activity 7. Understanding markets (1 h)
	Activity 8. Final test (1 h)
Total	9 hours
Portofolio WORK	Activity 9. Portofolio work 1. Identify an entrepreneur and indicate the qualities you have observed in him/her that make him/her a successful entrepreneur. Use a table to record your observations. 2. Self-assessment on entrepreneurial qualities (Worksheet E)
	Activity 10. Portofolio work Developing business idea throught enterpreneurs interviews
	Activity 11. Portofolio work List some of the last changes happened in your country last years and explain how they impact the new enterprises.
	Activity 12 Portofolio work a. Generate five business ideas. b. Select one business opportunity and design a market survey guide/questionnaire you will use to carry out a market survey.
Total	9 hours

Session 1 - Training day 1

Activity 1: Introduction to the module content and module organization

1	Activity	Introduction to the module content and module organization
	Mode of delivery	On-site
	Duration	0.5 hour
	Session number	1 (training day 1)
	Learning outcomes* (numbered list)	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Practical basics of how to effectively prepare, initiate and close a participatory module training. 2. Essential steps for creating an appropriate environment ensuring active participation of all trainees. 3. Roles and responsibilities that participants can take on in a participatory learning process <p>Understand (skills):</p> <ol style="list-style-type: none"> 1. Develop skills on how to facilitate entrepreneurship trainings, 2. Training skills, 3. Introducing participatory learning process <p>Able to do:</p> <ol style="list-style-type: none"> 1. Create active groups, 2. Organise training sessions based on principles of participatory learning, 3. Gain experience and skills in applying participatory learning methods and tools.
	Content description (topics to be addressed)	<ol style="list-style-type: none"> 1. Opening of the training module. 2. Introduction of participants to get to know each other. 3. Clarifying expectations of participants to identify what participants expect to gain from this training module. Inform participants about the module "Teaching entrepreneurship education in secondary school" 4. Understanding the objectives of the training. Some of the objectives of the module are: <ul style="list-style-type: none"> ✓ Understanding the importance of entrepreneurship education ✓ Identify the key components of entrepreneurship as a competence; ✓ Develop a number of learning outcomes. ✓ Understand the meaning of entrepreneurship ✓ Understand how to generate, identify and select business ideas. ✓ Acquire relevant knowledge and skills to start and successfully manage an enterprise/ business venture. 5. Introduce the agenda and the schedule of the module. Discussing and agreeing the agenda of the module. 6. Ensuring a conducive environment and active participation. 7. Reaching a consensus on training norms, for example: <ol style="list-style-type: none"> a. All mobile phones to be on silent mode, b. We are attentive, c. We cooperate with each other,

	<p>d. We are on time, e. We do not criticize others` opinions f. We do not waste time or cause a distraction by talking amongst g. ourselves while the training is ongoing h. We do not interrupt others while they are speaking.</p> <p>Topics related to this activity are related to: 1.1 Opening of the entrepreneurship training module 1.2 Introduction of participants 1.3 Clarifying participants` expectations and concerns 1.4 Understanding the overall objectives of the training 1.5 Discussion of the module training schedule, ensuring an active participation and reaching a consensus on training norms</p>				
<p>Methodology</p>	<ul style="list-style-type: none"> - Participants introduce themselves to each other. Write down on the flipchart the topics for introduction (name, educational background, previous engagement related to entrepreneurship, something special about themselves). - Allowing participants to express their expectations and concerns. Ask participants to brainstorm on what they expect from the entire training experience and to identify one expectation and one concern. - For example: <table border="1" data-bbox="518 1010 1342 1420"> <thead> <tr> <th data-bbox="518 1010 991 1043">Expectations</th> <th data-bbox="991 1010 1342 1043">Concerns</th> </tr> </thead> <tbody> <tr> <td data-bbox="518 1043 991 1420"> <ul style="list-style-type: none"> • Gain knowledge about entrepreneurship, enterprise, establishing and running a business • Gain experience and skills in applying participatory learning methods and tools • Develop skills on how to facilitate entrepreneurship trainings • Learn how to develop a business plan. </td> <td data-bbox="991 1043 1342 1420"> <ul style="list-style-type: none"> - Time - Trainees have different fields of study - Different level of knowledge about entrepreneurship </td> </tr> </tbody> </table> <p>Note down ideas from the brainstorming on the flip chart.</p> <ul style="list-style-type: none"> - Participants discuss and compare their expectations against the set objectives of the training. Listed training objectives on a flip chart. - Open discussion after the introduction of the module content and present the detailed agenda/timetable that should be well prepared in advance. - Ask participants to form pairs or small groups of 3-6 individuals and to come up with three training norms that they consider important (5 minutes). List them on a flip chart, summarize the main norms and get the agreement of all participants to adhere to the negotiated norms throughout the entire training. 	Expectations	Concerns	<ul style="list-style-type: none"> • Gain knowledge about entrepreneurship, enterprise, establishing and running a business • Gain experience and skills in applying participatory learning methods and tools • Develop skills on how to facilitate entrepreneurship trainings • Learn how to develop a business plan. 	<ul style="list-style-type: none"> - Time - Trainees have different fields of study - Different level of knowledge about entrepreneurship
Expectations	Concerns				
<ul style="list-style-type: none"> • Gain knowledge about entrepreneurship, enterprise, establishing and running a business • Gain experience and skills in applying participatory learning methods and tools • Develop skills on how to facilitate entrepreneurship trainings • Learn how to develop a business plan. 	<ul style="list-style-type: none"> - Time - Trainees have different fields of study - Different level of knowledge about entrepreneurship 				
<p>Type</p>	<p>Both individual and group work</p>				
<p>Learning materials/documents</p>	<p>Module`s agenda</p>				

Facilities**	Flipchart, flip chart paper or large sheets of paper, markers in different colours, note paper, video projector, laptops, sound system
Assessment of the activity	Every participant anonymously writes down his/her comments on a piece of paper. Discussion of the opinions.

Add as many tables as activities to be implemented in the module

*Learning outcomes: Statements of what a learner is expected to know, understand and/or **be able to do** at the end of a period of learning. Learning outcomes should be SMART (specific, measurable, attainable, relevant, and time-bound). An example: After this session, the learner should be able to orally present a business idea in a convincing manner in 3 minutes (see reference to learning objectives here <https://insider.fiu.edu/writing-in-bloom-writing-measurable-learning-objectives/>). For more information on LO visit <http://www.ehea.info/cid103095/learning-outcomes-edinburgh-february-2008.html> and check Albanian education legislation.

** When applicable, refer to the facilities of the D.3.2. equipment bought with TEAVET and EntrAL funds (laptops, flipcharts, mics, sound system, camera, Internet server..)

Activity 2: Entrepreneurship education

2	Activity	Entrepreneurship education in secondary school
Mode of delivery		On-site
Duration		1 hour
Session number		Session 1 (training day 1)
Learning outcomes* (numbered list)		<p>Knowledge:</p> <ul style="list-style-type: none"> - Learning about entrepreneurship and for education <p>Understand (skills):</p> <ul style="list-style-type: none"> - Being reflective, - Creative - Flexible - Competent and knowledgeable about entrepreneurship and its integration with other subjects <p>Able to do:</p> <ul style="list-style-type: none"> - to integrate entrepreneurship education into teaching
Content description (topics to be addressed)		<p>The topics to be addressed in this activity are related to the entrepreneurship education understanding, the importance of entrepreneurship education and the role of the teacher in entrepreneurship education.</p> <p>2. The meaning of entrepreneurship education. Practical activity: The trainees participate in open discussion while the trainer encourages them to discover themselves in terms of their abilities and knowledge about the entrepreneurship education definition. <i>[Brainstorm on the meaning of Entrepreneurship Education]</i></p> <p>2.1 The importance of entrepreneurial education. The trainer explains the importance of entrepreneurial education in a brainstorming activity with the participants. The participants give their opinion about the topics and list them in a flipchart.</p> <p>2.2 Ways of developing entrepreneurial education in secondary school. Based on their experience, the teachers give their opinion about the topic how to develop entrepreneurial education in secondary school and list them in a flipchart.</p>

	<p>2.3 Learning about and through entrepreneurship. The trainer explains the slides of the presentation about the theoretical materials.</p> <p>2.4 The role of the teacher in entrepreneurship education.</p>
Methodology	<ul style="list-style-type: none"> - The trainees participate in open discussion while the trainer encourage them to discover themselves in terms of their abilities and knowledge about the entrepreneurship education definition. [Brainstorm on the meaning of Entrepreneurship Education] - The trainer shares information about the topics of the module to be explained to the participants. - The participants practice discussing the activities of the sessions individually or in groups when it is needed.
Type (choose)	Both individual and group work
Learning materials/documents	<p>The trainer gives the summarized theoretical material and the presentation slides.</p> <p>Other materials:</p> <ul style="list-style-type: none"> - Gibb, A. A. (1993). Enterprise culture and education: understanding enterprise education and its links with small business, entrepreneurship and wider educational goals. <i>International small business journal</i>, 11(3), 11-34. - Lackéus, M. (2015). Entrepreneurship in education: What, why, when, how. <i>Background paper</i>. - Hytti, U., & O’Gorman, C. (2004). What is “enterprise education”? An analysis of the objectives and methods of enterprise education programmes in four European countries. <i>Education+ training</i>. - European commission (2011). Entrepreneurship Education: Enabling Teachers as a Critical Success Factor. “A report on Teacher Education and Training to prepare teachers for the challenge of entrepreneurship education.”
Facilities**	Pens, pencils, flipchart, video projector, laptops, sound system
Assessment of the activity	Rating the active participation of the teachers discussing the topics of this session.

Activity 3: Understanding of entrepreneurship

3	Activity	Introduction to Entrepreneurship
	Mode of delivery	On-site
	Duration	1.5 h
	Session number	1 (training day 1)
	Learning outcomes* (numbered list)	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. The meaning of the entrepreneurship concepts 2. The types of the entrepreneurship 3. The benefits of the entrepreneurship

	<p>Understand (skills):</p> <ol style="list-style-type: none"> 1. The nature of entrepreneurship 2. The personal issues with which an entrepreneur must deal 3. What an entrepreneur must do <p>Able to do:</p> <ol style="list-style-type: none"> 1. Understand the meaning and defining terms of “entrepreneurship”, “enterprise” and “entrepreneur” 2. Identifying enterprises which are in the communities and value entrepreneurship 3. Determine the relevance of entrepreneurship to the everyday life and to the society as a whole. 3. To think creatively and critically 						
<p>Content description (topics to be addressed)</p>	<p>Topics to be discussed into the activity “Introduction to Entrepreneurship” are:</p> <ul style="list-style-type: none"> • Practical activity: Start by brainstorming of word “Entrepreneurship”. Ask participants what they first think when they hear it, what does it mean to them. (10 min) Write down what you think ‘entrepreneurship’ means to you. Describe on your own the concept entrepreneurship. All the participants have to write down their opinion and discuss all together writing the opinion on a flip chart. (WORKSHEET A) <div data-bbox="574 958 1260 1205" data-label="Diagram"> </div> <ul style="list-style-type: none"> • Make a summary of the exercise and give theoretical input on definitions on social entrepreneurship, startup and entrepreneurship. (20 min) <p>3.1 Understanding the meaning of entrepreneurship. Definition of the concepts:</p> <ul style="list-style-type: none"> ✓ entrepreneurship, ✓ enterprise, ✓ entrepreneur. <div data-bbox="758 1518 1082 1552" data-label="Section-Header"> <p>Summarizing the concepts</p> </div> <table border="1" data-bbox="502 1552 1353 1843"> <tr> <td data-bbox="502 1552 718 1675">Enterprise</td> <td data-bbox="718 1552 1353 1675">The ability of a person, acting independently or with others, to creatively generate and build ideas, to identify opportunities for innovation and turn them into practical and targeted actions.</td> </tr> <tr> <td data-bbox="502 1675 718 1776">Entrepreneurship</td> <td data-bbox="718 1675 1353 1776">To act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural or social.</td> </tr> <tr> <td data-bbox="502 1776 718 1843">Entrepreneur</td> <td data-bbox="718 1776 1353 1843">An entrepreneur is a person who takes the initiative and risk to set up a business in the hope of making a profit.</td> </tr> </table> <p>3.2 Types of entrepreneurships.</p> <ul style="list-style-type: none"> • The trainer shares information about the topics of the module and explains them to the participants. <p>3.3 The relevance of the entrepreneurship</p>	Enterprise	The ability of a person, acting independently or with others, to creatively generate and build ideas, to identify opportunities for innovation and turn them into practical and targeted actions.	Entrepreneurship	To act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural or social.	Entrepreneur	An entrepreneur is a person who takes the initiative and risk to set up a business in the hope of making a profit.
Enterprise	The ability of a person, acting independently or with others, to creatively generate and build ideas, to identify opportunities for innovation and turn them into practical and targeted actions.						
Entrepreneurship	To act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural or social.						
Entrepreneur	An entrepreneur is a person who takes the initiative and risk to set up a business in the hope of making a profit.						

	<ul style="list-style-type: none"> • Invite the teachers to think about the relevance of the entrepreneurship.
Methodology	<ul style="list-style-type: none"> - The trainees participate in open discussion while the trainer encourage them to describe the concepts' definition. - The trainer shares information about the topics of the module to be explained to the participants. - The participants practice discussing the activities of the sessions individually or in groups when it is needed.
Type (choose)	Both individual and group work
Learning materials/documents	<p>Video Learning Materials:</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=dhva0ptR9BM 2. https://www.youtube.com/watch?v=Sc-yHMF7mNo <p>The trainer gives the theoretical material, Presentation slides Activity's template Other internet-based resources</p> <ul style="list-style-type: none"> ✓ What is Entrepreneurship ✓ A definition of entrepreneurship ✓ What is Entrepreneurship Lesson? ✓ Benefits of Entrepreneurship and Entrepreneur Risks
Facilities**	Pens, pencils, flipchart, markers in different colours, video projector, laptops, sound system
Assessment of the activity	Ask students to reflect and to give a brief definition of entrepreneurship and entrepreneur. Evaluate their active participation.

SESSION 2 - Training DAY II

Activity 4. The characteristics of the succesful entrepreneur

4	Activity	The characteristics of the succesful entrepreneur
	Mode of delivery	On-site
	Duration	1.5 hour
	Session number	2 (training day 2)
	Learning outcomes* (numbered list)	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. The characteristics of the entrepreneur 2. The types of the entrepreneurship <p>Understand (skills):</p> <ol style="list-style-type: none"> 1. The personal issues with which an entrepreneur must deal 2. What an entrepreneur must do <p>Able to do:</p> <ol style="list-style-type: none"> 1. Profile an entrepreneur 2. Identify skills and personal attributes needed to run an enterprise 3. To think creatively and critically
	Content description (topics to be addressed)	<p>The topics to be addressed in this activity are related to the characteristics of the successful entrepreneur and the way it differs from other individuals.</p> <ul style="list-style-type: none"> • Practical activity: Can you name an entrepreneur? <ul style="list-style-type: none"> - In this activity, students <i>/participants</i> will work alone or with a partner to complete a worksheet on famous entrepreneurs. Have them discuss and then report to the class why these people are considered successful entrepreneurs. (Worksheet B) - Lead class discussion about what similarities and differences participants/teachers noticed among the different entrepreneurs. - What lessons can we learn from how these entrepreneurs found success? • Slide presentation: The characteristics of the entrepreneur <ul style="list-style-type: none"> 4.1 Qualities of an entrepreneur 4.2 Types of Entrepreneurs 4.3 An entrepreneur's work • Practical activity 2: Which are the characteristics of the entrepreneur? What does an entrepreneurial mind-set consist of? Add here all the skills and attitudes that you can think of. (Worksheet C) <ol style="list-style-type: none"> 1..... 2... 3.... <p>Among the skills of an entrepreneur you may find: a visionary and a focus on a purpose, determination and perseverance, courage to dare, daring to fail and try again, the ability to learn from mistakes, the desire to learn and grow, high self-esteem, belief in oneself, belief in one's own abilities, the ability to lead, optimism, practicality, the</p>

	<p>ability to plan, the ability to manage economically and stay within a budget, social and communication skills, oral and written communication skills, respect for others, attentiveness, the ability to be responsible and taking responsibility, patience, the ability and willingness to handle challenges, the ability to identify opportunities, willingness to acknowledge of others who think differently, creativity, the ability and willness to enjoy creating something, the ability to ask for help, the ability to manage yourself and others, the ability to take calculated risks, the ability to make the distinction between the wheat and the chaff, self-motivation, flexible thinking, realism, negotiation, ambition, self-discipline, work as a team, and the desire to make a change.</p> <ul style="list-style-type: none"> • Practical activity 3: Discussing the qualities of a succesful entrepreneur. Understanding perseverance (case study). The trainer gives to the participant a case study and all the participants take part in the discussion. (Worksheet D)
Methodology	<ul style="list-style-type: none"> - Ask participants to create small groups of 3-6 individuals and to express their opinion about the characteristics of successful entrepreneurs. List them on a flip chart. - Share information about the topics of the module and explain them to the participants. - Practice discussing the activities of the sessions individually or in groups when it is needed.
Type	Both individual and group work
Learning materials/documents	Module materials, PPT, case study, activities` s worksheets.
Facilities**	Pens, pencils, flipchart, markers in different colours, video projector, laptops, sound system
Assessment of the activity	<p><i>Ask students to reflect:</i></p> <ol style="list-style-type: none"> 1. Indicate five of the main characteristics of a successful entrepreneur. 2. Indicate some reasons for which the daily life of an entrepreneur differentiated from that of an employee <p><i>Diagnostic assessment:</i></p> <p>Read carefully the statements below and identify whether this refers to Entrepreneurship or Entrepreneur. Write your answer in a yellow paper.</p> <ol style="list-style-type: none"> 1. A person who undertakes the risk of starting a new business venture. 2. It is high-risk, but also can be high-reward as it serves to generate economic wealth, growth, and innovation. 3. Creates a firm, which aggregates capital and labor in order to produce goods or services for profit. 4. It is an important driver of economic growth and innovation. 5. Creates a business plan, hire labor, acquire resources and financing, and provide leadership and management for the business. <p><i>Evaluation Questions</i></p>

At the next step you should answer the following 6 questions, according to the knowledge you gained from learning unit 1. All the questions must be answered.

1. A/An _____ is an individual who undertakes the creation, organization, and ownership of a business.

- a. Business owner
- b. Consumer
- c. Entrepreneur**
- d. Capitalist

2. The sociological theory of entrepreneurship refers to:

- a. Looking at individuals' personality traits
- b. Understanding how our thought processes influence our entrepreneurial capacity
- c. Describing how different business-types influence entrepreneurial activity**
- d. Reviewing the way in which the environment influences who becomes entrepreneurial
- e. None of the above

3 Which one of the following is not considered as one of the 'building blocks' of the 'model entrepreneur'?

- a. technical skills
- b. entrepreneurial management behaviors
- c. management competencies
- d. business awareness**
- e. personal attributes

4. Entrepreneurs can increase their chances for success if they:

- a. Know their business in depth and develop a solid business plan.
- b. Manage their financial resources and understand financial statements.
- c. Learn to manage people and keep in touch with how they react to stress and balance their health needs with the needs of the business.
- d. All of the above.**

5. Entrepreneurs typically possess:

- a. specialized technical abilities.
- b. a set of unique skills that is usually accompanied by advanced degrees in several areas.
- c. a high level of commitment, have a tolerance for ambiguity, are flexible and tenacious.**
- d. the ability to easily access capital.

6. Entrepreneurs are always motivated by:

- a. independence
- b. push influences
- c. pull influences
- d. personal values**
- e. money

Portofolio work:

1. Identify an entrepreneur and indicate the qualities you have observed in him/her that make him/her a successful entrepreneur. Use a table to record your observations.

2. Self-assessment on entrepreneurial qualities ([Worksheet E](#))

Activity 5: Idea generation

5	Activity	Idea generation, sources and techniques of new ideas in entrepreneurship
Mode of delivery	On-site	
Duration	1.5 hour	
Session number	2 (training day 2)	
Learning outcomes* (numbered list)	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Sources of New Ideas 2. Techniques for generating ideas 3. Opportunity Recognition <p>Understand (skills):</p> <ol style="list-style-type: none"> 1. Understand about Idea generation 2. Understand idea evaluation 3. Understand the creativity process <p>Able to do:</p> <ol style="list-style-type: none"> 1. To generate a number of business ideas that can be carried out by a group or an individual. 2. Experience idea generation. 3. Understand idea evaluation 4. To think creatively and critically 	
Content description (topics to be addressed)	<ol style="list-style-type: none"> 1. Begin this lesson with a discussion on how innovation is at the heart of problem-solving. Have participants/ students volunteer to discuss products they use that solve problems; consider all responses from apps to alarm clocks. Wrap up the discussion with the fact that both consumers and businesses benefit from innovation. Encourage students/participants to list the ways this is true. 2. Explain an overview of the activity about generating a business idea and explain some of the key principles. Share information about the topics of the module and explain it to the participants. <ul style="list-style-type: none"> 5.1 The business idea 5.1.1 A business idea and the four questions 3. Business idea (case study and discussion (Worksheet F)) 4. Share information about the remain topics and explain them to the participants. <ul style="list-style-type: none"> 5.2 Idea generation and creativity - Meaning of Creativity - Importance of creativity in business - How to become creative 5.3 Sources of New Ideas 5.4 Techniques for generating ideas 5. Stimulating creativity: <ul style="list-style-type: none"> ✓ Activity: Take the paper clip challenge! Can you find as many uses as possible for a paperclip? You have 2 minutes to complete this task. You can use other objects such as: pencil, metal spike, shoelace etc (Worksheet G) ✓ Activity: The 30 Circle Challenge. 	

Turn as many of the blank circles as possible into recognizable objects in 60 seconds. Quantity is key, so don't think too much about the drawings, just sketch! ([Worksheet H](#))

✓ Activity: Innovation challenges ([Worksheet I](#))

Spend five minutes on a 'what if' question, giving each student the chance to provide a response. Set out a few ground rules, such as no criticising each other's ideas and no interrupting. It doesn't matter how outlandish or fantastic the ideas are, the aim is to get the students thinking creatively. For example, you could ask, how would the world be different if:

- We all had a pair of wings?
- We all had to find a new way to travel long distances?
- We all had to find a new way to communicate?
- Animals could talk?

Praise the students for their creative ideas

7. Do a question-and-answer session

Summarizing, the theoretical topics included into this activity are:

Activity 5. Idea generation

5.1 The business idea

5.1.1 A business idea and the four questions

5.2 Idea generation and creativity

- Meaning of Creativity
- Importance of creativity in business
- How to become creative

5.3 Sources of New Ideas

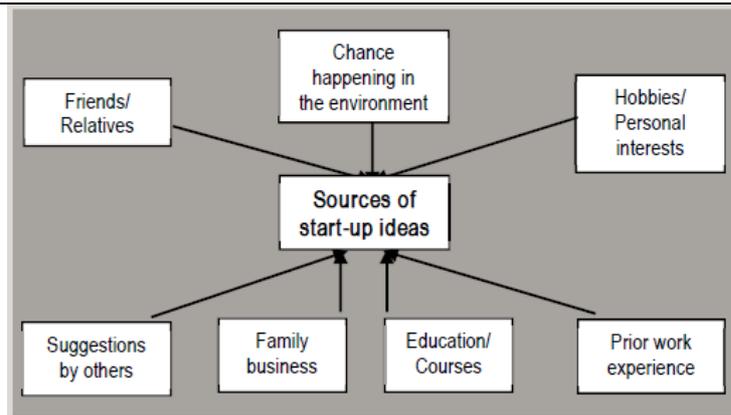
8. Think about the statement: Where do I get my ideas?

There is no magical formula for coming up with ideas!

What can I do?

- Think in new ways.
- Ask lots of questions.
- Develop your hobbies.
- Associate things that don't have an obvious link.
- Find new uses for old things.
- Analyse why something is not working.
- Find ideas that solve students and consumer problems.
- Identify a niche (gap) in the market.
- Recycling materials.
- Finding out what the competition is bad at.
- Recognise changes in consumer tastes and world changes.
- Analyse the failures of others
- Apply new technologies in a new way

9. Exercise: See the figure below and brainstorm about new ideas that can be taken from each of the sources in the figure. List them and discuss your ideas with other participants.



5.4 Techniques for generating ideas

- **Brainstorming** is a method used with a group to generate a large number of ideas quickly. It actively engages students in the learning process and encourages full participation as one person's ideas spark off ideas for another student. In brainstorming, there is no assessment of ideas. So, people can speak out their ideas freely without fear of criticism. Even bizarre ideas are accepted with open hands.
- **Brain writing** is a method of stimulating new ideas by writing them down. Instead of asking the students to shout out ideas, they are told to write down their ideas. After each student writes their ideas they can pass their ideas over to someone else. This someone else reads the ideas on the paper and adds some new ones. Following another few minutes, the individual participants are again made to pass their papers to someone else and so the process continues. The sheets are collected and the class discusses all the ideas. You could use post-its or www.padlet.com
- **Mind-map** is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. To get started with mind-mapping, the student just has to write a key phrase/word/image in the middle of the page. Then, the student must write anything else that comes to his/her mind on the very same page. After that, he/she must try to make connections.
- The **SCAMPER** is an acronym with each letter standing for an action verb which in turn stands for a prompt for creating ideas.

S _ Substitute/ Swop	Can you swop part of the service/product for something else to make an improvement (e.g. people, materials etc.)
C _ Combine	Can you add something to an existing product to make it more appealing?
A _ Adapt	What can we alter or adapt?
M _ Modify, minify or magnify	Can you make the product bigger, smaller or change the shape, colour etc.?
P _ Put to another use	How can you put the product /service to a different or other uses?

	<table border="1"> <tr> <td>E _ Eliminate or elaborate</td> <td>What elements of the product or service can be eliminated?</td> </tr> <tr> <td>R _ Reverse</td> <td>What can be reversed in some way?</td> </tr> </table>	E _ Eliminate or elaborate	What elements of the product or service can be eliminated?	R _ Reverse	What can be reversed in some way?
E _ Eliminate or elaborate	What elements of the product or service can be eliminated?				
R _ Reverse	What can be reversed in some way?				
	<ul style="list-style-type: none"> Problem-solving Problems mean opportunities. Many a good idea has come from finding a solution to a problem. Every day you're confronted with problems to solve. However, you should look at a problem, as having a choice and of course you are going to have to make a decision. Solving problems is a superb skill to have. However, encountering problems are something that we don't particularly like. Not only are they time-consuming, they force us to think about the ambiguous. When you encounter a problem, you should never choose the easiest or most obvious solution. To be an effective problem-solver, you actually need to be logical in your approach to finding the best solution. Like any skill you can improve your problem solving skills. By improving this, you'll make better overall decisions. And as you increase your confidence with solving problems, you'll be less likely to rush to the first solution – which may not necessarily be the best one. <p>10. Exercise: Starting from the explanation of the techniques that generate ideas, which one do you prefer to use?</p>				
Methodology	<ul style="list-style-type: none"> - Slide presentation - Interactive communication in groups - Practical activities 				
Type (choose)	Both individual and group work				
Learning materials/documents	Module materials and activities` template Video material about SCAMPER technique: https://www.youtube.com/watch?v=G8w0rJhztJ4				
Facilities**	Pens, pencils, flipchart, video projector, laptops, sound system				
Assessment of the activity	<ul style="list-style-type: none"> - The trainer will observe participants/students during class activities. - Portofolio work 				

Portofolio work – Business idea through entrepreneurs interviews

1. Think of three businesses in your local area that you think are successful. Try to select businesses that are at least three years old. Write down in the space below the name of each business and the product or service they sell.

.....

2. Go and talk to the three owners. See if they agree with you that business is a successful one. Ask them how they decided to go into that business. Did they see a need in the market that was not being met? Did they have some experience, contacts or skill to build upon? Did they know someone else in the business? Was this the first business they ever worked in? Write in the space below any other questions you want to ask the owners

.....

3. After you finish talking to the owners complete a Business Idea Information Form for each business putting in as many details as possible.

4. Think about all the factors that have made the business idea a good one and why it has become successful business. Find answers to the following questions and write them in the form under “notes”.

- What lessons can you draw from the experience of the business owner?
- What mistakes do you think the owner made?
- How can you avoid the same mistakes?
- What do you think has made the business a success?

BUSINESS IDEAS INFORMATION FORM

1. Name of the business.....
2. Products or services sold.....
3. Main customers.....
4. When and why did the owner decide to start this business?
.....
.....
5. Why did the owner think it was a good idea to start that particular kind of business?
.....
.....
.....
6. How did the owner find out what local people wanted?
.....
.....
.....
7. What strengths or assets did the owner use to start this business? (E.g. previous experience, training, family background, contacts, hobbies)
.....
.....
.....
8. What problems did the owner face in setting up the business?
.....
.....
.....
9. Has the product or service changed over time?
.....
.....

Session 3 - TRAINING DAY 3

Activity 6. Developing the idea

6.1	Activity	Developing the business idea										
Mode of delivery		On-site										
Duration		0.5 hour										
Session number		3 (training day 3)										
Learning outcomes* (numbered list)		<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Business idea matrix <p>Understand (skills):</p> <ol style="list-style-type: none"> 1. Understand business idea 2. Understand customer needs, target segments. <p>Able to do:</p> <ul style="list-style-type: none"> • Opportunity recognition • Evaluation of business opportunities 										
Content description (topics to be addressed)		<ol style="list-style-type: none"> 1. Explain that the session is about generating a business idea as a group and explain some of the key principles about developing the business idea. 2. Divide the participants into groups and ask each group to develop a list of needs for products or services within their community. Advise the participants to approach this task by identifying a difficulty the community is experiencing and then determining what product or service could help overcome that difficulty. (Worksheet J) <table border="1" data-bbox="520 1263 1326 1456" style="margin: 10px auto;"> <tr> <td colspan="2" style="text-align: center;">Generate five business ideas based on the problems of the people in your community and record them in the table below.</td> </tr> <tr> <td style="width: 50%;">Problems</td> <td style="width: 50%;">Business ideas</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> </table> 3. Ask groups to share their feedback in plenary to develop a list of possible business ideas. List them on a flip chart 4. Allocate two business ideas to each group and ask them to develop a list of skills/ experience that would be necessary to implement each business idea. <ol style="list-style-type: none"> a..... b..... c..... etc., 5. Share information and explain theoretical topics to the participants. <ul style="list-style-type: none"> - <i>Who do I sell my products / services to?</i> - <i>Address the customer's / segment's needs</i> - <i>What can I offer my future clients?</i> - <i>Why would customers buy your product/service?</i> - <i>How to organize your business?</i> 	Generate five business ideas based on the problems of the people in your community and record them in the table below.		Problems	Business ideas	-	-	-	-	-	-
Generate five business ideas based on the problems of the people in your community and record them in the table below.												
Problems	Business ideas											
-	-											
-	-											
-	-											

	6. Do a question-and-answer session.
Methodology	<ul style="list-style-type: none"> - Slide presentation - Interactive communication in groups - Practical activities -
Type (choose)	Both individual and group work
Learning materials/documents	Theoretical materials and worksheet templates.
Facilities**	Pens, pencils, flipchart, markers in different colours, note paper video projector, laptops, sound system
Assessment of the activity	The trainer will observe participants/students during class activities

6.2	Activity	Summarizing business idea through the Business Model Canvas
Mode of delivery (choose one)		On-site
Duration		0.5 hour
Session number		3 (training day 3)
Learning outcomes* (numbered list)		<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Business model Canvas <p>Understand (skills):</p> <ol style="list-style-type: none"> 1. Understand business idea 2. Understand customer needs, target segments. <p>Able to do:</p> <ol style="list-style-type: none"> 1. Understand why business models are important 2. Explain how the Business Model Canvas would be useful to apply to ideas development 3. Describe the nine elements of the Business Model Canvas 4. Work in group and make a presentation of canvas model.
Content description (topics to be addressed)		<ol style="list-style-type: none"> 1. Explain an overview of the session about business model canvas. 2. Explain an example how the business model canvas work (give one or two examples/use ppt to explain canvas model) 3. Divide the participants into groups and ask each group to create canvas. (Worksheet K) <ul style="list-style-type: none"> - Write key words on sticky notes - Place sticky notes on the canvas - Presentation of the canvas 4. Question and answer session <p>The topics to be addressed in this activity are related to the business idea development.</p> <p>6.5 Summarizing business idea</p> <p>6.5.1 Business Model Canvas elements</p> <p>6.5.2 Using the Business Model Canvas</p>

Methodology	<ul style="list-style-type: none"> - Introduction: Explain the theoretical topics of the activity using slides presentation. - Business model: Give examples how the business model canvas work (give one or two examples/use ppt to explain canvas model) - Creatig groups: Divide the participants into groups and make them work on their Business Model Canvas.
Type (choose)	Both individual and group work
Learning materials/documents	<ul style="list-style-type: none"> - Theoretical materials, - PPT, - Worksheets according to the activities planed for this session https://canvanizer.com/downloads/business_model_canvas_poster.pdf - Video materials: https://www.youtube.com/watch?v=QoAOzMTLP5s https://www.youtube.com/watch?v=wwShFsSFb-Y <p>Other materials: Ostewalder, A & Pigneur, Y,(2010) Business Model Generation, Chapter 1</p>
Facilities**	Pens, pencils, flipchart, video projector, laptops, canvas worksheet
Assessment of the activity	<ul style="list-style-type: none"> - Assessment questions (true/false) - Creation and presentation of the group work canvas

Activity 7. Understanding markets

7.1	Activity	External forces of business environment
	Mode of delivery	On-site
	Duration	0.5 hour
	Session number	3 (training day 3)
	Learning outcomes* (numbered list)	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Pestel environment, 2. Industry analysis <p>Understanding (Skills)</p> <ol style="list-style-type: none"> 1. Understanding implications 2. Making judgements 3. Making decisions 4. Making recommendations 5. Presenting reasoned explanations 6. Balancing arguments <p>Able to do:</p> <ol style="list-style-type: none"> 1. Analyse the broad macro-environment of organisations in terms of economic, social, cultural, environmental, political, legal and technological factors.

	2. Construct alternative scenarios in order to address possible environmental changes.
Content description (topics to be addressed)	<p>The topics to be addressed in this activity are related to macro environment analysis. Some of the activities are:</p> <ol style="list-style-type: none"> 1. Explain an overview of the session about macroenvironment analysis 2. Divide the participants into groups and ask each group to develop a list of main forces` changes in their local/regional/national territory. 3. Ask groups to share their feedback in plenary to develop a list of changes divided in main groups such as: political, economic, social, technological, ecological, legal. List them on a flip chart. 4. Share information about the theoretical issue of the activity and explain it to the participants. 5. Practice discussing the activities of the sessions individually or in groups when it is needed. Worksheet L & M (case study and activity) 6. Do a question-and-answer session
Methodology	<ul style="list-style-type: none"> - Theoretical input: Explain an overview of the session about macroenvironment analysis.. - Creating working groups: Divide the participants into groups and ask each group to develop a list of main forces` changes in their local / regional / national territory. - Group work: Creating working groups: Ask groups to share their feedback in plenary to develop a list of changes divided in main groups such as: political, economic, social, technological, ecological, legal. List them on a flip chart. - Open discussion. Practice discussing the activities of the sessions individually or in groups.
Type (choose)	Both individual and group work
Learning materials/documents	<p>Theoretical materials prepared in advance from the trainer. PPT, Case study paper Worksheet according to the activities planned for this session</p>
Facilities**	Pens, pencils, flipchart, markers in different colours, note paper video projector, laptops, sound system
Assessment of the activity	<p>Assessment questions (true/false, multiple question) Active participation rate</p> <p>Portfolio work. List some of the last changes happened in your country last years and explain how they impact the new enterprises.</p>

7.2	Activity	Market research
	Mode of delivery	On-site
	Duration	0.5 hour
	Session number	3 (training day 3)
	Learning outcomes* (numbered list)	<p>Knowledge</p> <ul style="list-style-type: none"> - Market research <p>Understand (skills):</p> <ul style="list-style-type: none"> - Identify components of the market research process; - Explain how to use the market research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions; - Identify sources of primary and secondary data. <p>Able to do:</p> <ol style="list-style-type: none"> 1. Define market research 2. Explain the role of market research. 3. Know how to identify their likely competitors 4. Know how to identify the likely demand from customers 5. Understand and interpret research 6. Create a questionnaire 7. Students will identify the steps involved in market research.
	Content description (topics to be addressed)	<p>Through market research it is able to find out the “potential” market for the products that would be generated from different business ideas. This helps the entrepreneur to select the best one. Through this process, it is possible to explore several sources of information, gather data, analyse them and figure out the findings. The topics to be addressed in this activity are:</p> <ul style="list-style-type: none"> - The meaning of market research - Sources of market information - The process of market research. - General rule to create a questionnaire. <ol style="list-style-type: none"> 1. Ask participants/students to give examples of secondary data they have used to write projects/essays/reports. Write the list of sources on the board. Then ask students to explain the disadvantages of conducting research on the Internet. Explain how secondary sources of data must be validated for reliability. 2. Ask participants/students about the last time they filled out a survey. Did they willingly answer the questions? Invite them to discuss about their perception about the questionnaires. 3. Ask students to give examples of businesses that have closed recently. Then ask students to explain how market research may have saved the business from closing. 4. Explain main concepts about market research. <ul style="list-style-type: none"> - The meaning of market research - Sources of market information - The process of market research.

	<p>- General rule to create a questionnaire.</p> <p>5. Explain how a successful supermarket can use a focus group of the best customers to determine future actions to increase sales and customer satisfaction.</p> <p>6. Ask students to use the Internet to research demographic information about their community.</p> <p>7. Divide the class into teams (3-4 students per team) for this practical activity. One of the local schools in your area plans to celebrate its 21st birthday. You have identified a business idea to manufacture T-shirts with a logo and badge on it and to sell it to the school. This can be an on-going business as there are lots of other schools. However, despite this information, you need to know whether this idea will be viable and in which direction you will be taking your business</p> <ol style="list-style-type: none"> Define the term market research. Why do you think it will be necessary to conduct market research before starting with your business? Describe the methods of market research. Develop a questionnaire that you will use to interview potential customers in order to conduct market research. (Worksheet N)
Methodology	Slide presentation, Interactive communication, Examples and real cases Discussions in group active listening, open discussion,
Type (choose)	Both individual and group work
Learning materials/documents	Theoretical materials prepared before the session from the trainer. PPT presentation Worksheet according to the activities planed for this session
Facilities**	Pens, pencils, flipchart, markers in different colours, note paper video projector, laptops, sound system
Assessment of the activity	The trainer will observe students during class activities: <ul style="list-style-type: none"> - Question and answer questions - True/false, multiple choise. <p>Portofolio work:</p> <ol style="list-style-type: none"> Generate five business ideas. Select one business opportunity and design a market survey guide/questionnaire you will use to carry out a market survey.
Activity 8	Test – 1 hour Test designed in Google forms – Total 100 points Minimum 70 points to pass the exam

2.2. Reflection on the proposed activities

Please, reflect on each of the following questions after completing the tables in the previous section.

a) *Do you consider the proposal of activities to be feasible?*

Yes, the proposal activities are feasible because all the materials and the activities are very comprehensive to all the participants despite their field of interests or the diversity of the subjects they teach.

b) *What difficulties may be encountered by trainers?*

The difficulty to attract a large number of teachers which are able and are willing to understand the importance of entrepreneurship education and want to include themselves in this module.

c) *What difficulties might students have?*

- The difficulties of teachers to change their mindset and to see themselves as entrepreneurial teacher.
- Poor enterprising culture;
- Lack of entrepreneurship teachers, materials and equipment;
- Non-inclusion of entrepreneurship program in the general school curricula;

3. MODULE PROGRAM

Considering the activities and sessions in section 2, complete the module program. This template corresponds to ASCAP: APPENDIX 4 (PHASE 2) APPLICATION FORMAT. For more information in Albanian, see Annex: SHTOJCA 4 (FAZA 2) FORMATI I APLIKIMIT PËR NJË MODUL.

1. **Type of training:** On site
2. **Title of the training program:** Entrepreneurial skills for a modern education in Albania - EntrAL
3. **Theme of the module:** *Entrepreneurship for Secondary Education teachers*
4. **Number of training module hours:**
8 hours = 9 hours face to face + 9 hours portofolio work
5. **Number of sessions and topic of each session**

Session 1 (3 hours)

Activity 1. Introduction to the module content and module organization (0.5 hour)

- 1.1 Opening of the entrepreneurship training module
- 1.2 Introduction of participants
- 1.3 Clarifying participants' expectations and concerns
- 1.4 Understanding the overall objectives of the training

1.5 Discussion of the module training schedule, ensuring an active participation and reaching a consensus on training norms

Activity 2. Entrepreneurship education (1 hour)

- 2.1 The meaning of entrepreneurship education.
- 2.2 The importance of entrepreneurial education.
- 2.3 Benefits of entrepreneurship education to secondary school students
- 2.4 Learning about entrepreneurship and through entrepreneurship.
- 2.5 The role of the teacher in entrepreneurship education.

Activity 3: Introduction to Entrepreneurship (1.5 hours)

- 3.1 Understanding the meaning of entrepreneurship.
 - 3.1.1 Definition of the concept entrepreneurship and enterprise.
- 3.2 Types of entrepreneurship
- 3.3 The relevance of the entrepreneurship

Session 2 (3 hours)

Activity 4 The characteristics of the entrepreneurship. (1.5 hours)

- 4.1 Qualities of an entrepreneur
- 4.2 Types of Entrepreneurs
- 4.3 An entrepreneur's work

Activity 5. Idea generation (1.5 hours)

- 5.1 The business idea
 - 5.1.1 A business idea and the four questions
- 5.2 Idea generation and creativity
 - 5.2.1 Sources of New Ideas
 - 5.2.2 Techniques for generating ideas

Session 3 (3 hours)

Activity 6 Developing the business idea (1 hour)

- 6.1 Who do I sell my products / services to?
- 6.2 Address the customer's / segment's needs
- 6.3 What can I offer my future clients?
 - 6.3.1 Why would customers buy your product/service?
- 6.4 How to organize your business?
- 6.5 Business model
 - 6.5.1 Business model canvas

Activity 7. Understanding markets (1 Hour)

- 7.1 External forces of business environment
- 7.2 Industry forces
- 7.3 Research market

Activity 8. Final test (1 hour)

6. Beneficiaries of training:

Potential beneficiaries of the training are:

- Director of the educational institution
- Secondary school teachers

7. Expected results (learning outcomes)

- ✓ Learn more about the concept of entrepreneurial learning and its relevance for students (skills) and for society (innovation)
- ✓ Discuss the relevance of developing an entrepreneurial mind-set in students.
- ✓ Evaluate the applicability of entrepreneurial learning in the classes/subject.
- ✓ Find ways to stimulate idea creation and opportunities spotting by:
 - Helping students and pupils to identify needs and challenges to be met and solved.
 - Stimulating learners' creativity and value creation.
- ✓ Identify skills and personal attributes needed to run an enterprise
- ✓ To think creatively and critically
- ✓

8. Content description

This module is divided into 7 sessions distributed in three days.

Activity 1. Introduction to the module content and module organization

The first session serves as a practical guide on how to prepare and organize the entrepreneurship module training for secondary school teachers. It outlines the steps that need to be taken at the beginning of the training. The information presented in this session is based on a participatory learning process. In addition, during this activity, the participants introduce themselves, create their expectations from the module and build the group's norms encouraging an active participation.

Activity 2. Entrepreneurship education

This activity deals with different aspects of entrepreneurship education. It focuses on the importance of entrepreneurship education, the benefits of entrepreneurship education to secondary school students and the role of the teacher in entrepreneurship education.

Activity 3. Introduction to Entrepreneurship focuses on entrepreneurial-related topics.

The participants will be introduced with the basic concepts of entrepreneurship.

In various studies on entrepreneurship education in teachers, the difficulty of giving a definition on entrepreneurship is noted. Regardless of the formation and the field of interest, in this case it is required to give a simple explanation on the basic concepts of entrepreneurship. This would simplify and facilitate the teacher's work to orient students' knowledge and ideas towards individual and/or group work. This activity focuses on understanding the meaning of entrepreneurship, definition of the concept entrepreneurship and enterprise and the relevance of the entrepreneurship in our society.

Activity 4 The characteristics of the entrepreneurship.

This section deals with the meaning of entrepreneur. If we understand the characteristics of the entrepreneur, the teacher orients the teaching methods and the information towards entrepreneurial behaviors, attitudes and skills of the student, for example: problem identification, search for opportunities, determination, clear definition of objectives, achievement of results, productivity, systematic observation, information exchange, self-confidence, etc.

Activity 5. Idea generation

Idea generation is the act of forming ideas. It is a creative process that encompasses the generation, development and communication of new thoughts and concepts, which become the basis of the innovation strategy. From the individual activity, the idea generation techniques are a great way to spark new thoughts or the way we change our routine. As a collective or organisation, structured ideation can be transformative as a tool for problem solving and collaboration. Ideas are the key to innovation. All innovation starts with a great idea. By exploring new idea generation techniques, you can give your team the creative tools

they need to generate ideas in any situation. There are various tools and techniques that can be used with a group of people to stimulate idea generation. This lesson is designed to encourage students to see innovation as part of developing an enterprising mindset. It includes the opportunity for students to generate new ideas and present them back to the group. By the end of the activity students will be able to: explore and generate ideas, reflect on where they see innovation being used and how it links to creativity, identify what to include in a presentation showcasing an idea, and top tips for presenting.

The topics to be addressed in this activity are related to the concepts of understanding the meaning of idea generation and describing some useful sources and techniques of generating new ideas.

Activity 6 Developing the business idea

This activity focuses on the developing of new business ideas. In order to plan the business in more detail it is important to address the basic questions more specifically. A useful tool is the business idea matrix where it is possible to map the choices and business ideas according to a number of basic questions. The business idea is the most utilized tool for describing a business based on a single product or product area. This tool addresses many of the entrepreneur's fundamental strategic decisions after the responses of the questions:

- ✓ What? Products/Services?
- ✓ Why? Customers' and target segments' needs or problems?
- ✓ Who? Target segment or segments?
- ✓ How? How to organize? How is the business organized efficiently and made profitable?

Another utilized tool is business model canvas. The Business Model Canvas provides a structured and visual “one-pager” approach to understanding how a company, project, or product can create, deliver, and capture value. This model includes 9 questions where students find much easier to answer. This model gives students insight into what action should be taken to create value for themselves and others.

Activity 7. Understanding markets

This activity examines the tools and concepts needed to conduct an analysis of business environment. The analysis of external forces focuses on identifying and evaluating trends and events beyond the control of a single company, such as increased foreign competition, population shifts, an aging society, unemployment etc. This analysis reveals key opportunities and threats confronting a company. Furthermore, these key factors impact the future actions of the companies to take advantage of the opportunities and avoid or reduce the impact of threats.

The topics to be addressed in this activity are related to macro environment analysis.

The concept of macroenvironment gathers a lot of factors which impact more or less all the enterprises. In this condition the entrepreneur needs to understand better the nearest environment which has a direct impact on the performance. For this reason, it is needed to understand the market. In entrepreneurship, a market means all buyers (people, institutions, businesses, etc) who need the business products and are willing and able to buy or pay for them. In order to make certain that the product or service meets all the good characteristics of a good business opportunity; it is needed to find out as much information as possible about the characteristics of a good business opportunity. The process of looking for that information is commonly known as market research. This helps the entrepreneur to select the best idea. Through this process, it is possible to explore several sources of information, gather data, analyse them and figure out the findings which help for further development.

Activity 8. Final test

9. Methodology

a) Methods during training

The use of participatory methods, techniques and tools is very important for participants to gain a clear understanding of the learning content. There are a number of techniques, tools and teaching aids available to support experiential learning, including group or face-to-face discussions, brainstorming, individual work etc

1. Group discussion

Facilitated group discussions are particularly interesting for young people as they allow for extensive and active participation. Group discussions are useful for exchanging experiences and information and provide “living examples” for life skills.

- There are many techniques to divide a large group into smaller groups.
- The groups are supposed to accomplish their task within the time given.
- Even if they have not finished, call them back into the plenary nicely and let them report on what they could accomplish within the given time frame.

2. Buzzing

Participants in plenary are asked to exchange ideas or have a short discussion on a single topic by forming a pair or three-some with their direct neighbours without leaving their seat. This technique is useful to have a quick discussion. Buzzing is a good opportunity to participate for shy participants who are hesitant to speak to a large audience.

3. Analytical questions

The trainer raises key questions regarding a topic to all participants. Offering a short question-answer is useful to analyse ideas, whereby it is not intended to test participants’ knowledge, but rather to bring about a discussion and analysis. Participants can discuss individually or in groups to answer the questions raised.

4. Warming up/energiser

“Warming up’s” or “energisers” are good techniques to entertain participants and keep up their attention. Every training day should begin with a warming up activity. It is also recommended to use warming up activities when participants feel exhausted and bored.

A warming up is a group relaxation or activation activity that can take 2 to 3 minutes. This helps to stimulate their working and learning spirit before participants engage in more serious undertakings. It helps to avoid exhaustion in prolonged sessions. It is great when warming up activities or energisers are somehow related to the content of the training, but this is not a requirement. A warm up may be a simple joke or a physical activity, songs, a role-play, or a funny story. Participants should understand the importance and objective of warming up activities, and all participants should actively participate. It should be clear to everyone before the activity starts. When it is over, all participants should understand why and how a warming-up activity can be useful. They should also be able to lead warming up activities themselves. Warm-ups and energisers:

- Can create a positive atmosphere among participants and build team spirit
 - Can be a good opportunity for shy participants to “come out” and express themselves in the group but...
 - Should not create unnecessary competition.
 - Should be well tested - it is recommended to turn down a very difficult or complex warm up activity rather than trying it.
- A sure sign that a warming-up activity or energiser has achieved its target is when participants dissolve into laughter.

5. Brainstorming

Brainstorming means gathering ideas and opinions from a group within a short period of time. It often takes place at the beginning of a new activity. Participants are encouraged to share their opinions as openly as possible. Brainstorming has its own dynamics. In the process of brainstorming, the facilitator must accomplish the following:

- Write down the topic for discussion.
- Invite all participants to share their opinions.
- Note down on the blackboard or cards the emerging ideas or opinions.
- Refuse any explanations and questions for the time being.
- Revise the points mentioned after participants finish brainstorming.
- Group repetitive and similar ideas for the following discussion.
- Encourage participants to further develop their ideas through discussion.

b) Teaching aids

Traditional teaching aids include learning through Books, Flipcharts, note paper.

Visual Teaching Aids: model, figure, chart, graph, projector, slides.

Audio-Visual Teaching Aids: YouTube short video

c) Assignments for trainers

- Ask students to reflect.
- Diagnostic assessment
- True/false statements,
- Multiple choice questions
- Case studies
- Portofolio work

d) Recommended literature for trainers

10. Tests

TEST 1

(100 points)

1. The concept of entrepreneurship education is unique and there is only one definition that can explain it.

- a. true b. false

(5 points)

2. The purpose of entrepreneurship education is:
- a. learning how to become an entrepreneur by developing a wide range of cognitive skills needed to run a business;
 - b. raising awareness of the role of entrepreneurship as a good career opportunity;
 - c. developing a range of skills related to creativity, acting in uncertainty, risk analysis, adapting to the environment.
 - d. all of the above
- (5 points)*

3. Entrepreneurship refers to:
- a. the ability of an individual to turn ideas into action.
 - b. includes creativity, innovation, initiative and risk-taking, as well as the ability to plan
 - c. managing activities to achieve set objectives.
 - d. all of the above
 - e. none of them.
- (5 points)*

4. An individual who creates and manages a new business is called:
- a. leader
 - b. manager
 - c. entrepreneurs
 - d. professional
- (5 points)*

5. What is the characteristic that stands out most in a successful entrepreneur?
- a. Flexibility
 - b. Sustainability
 - c. Risk bearing capacity
 - d. Self-confidence
- (5 points)*

6. Entrepreneurs typically possess:
- a. specialized technical abilities.
 - b. a set of unique skills that is usually accompanied by advanced degrees in several areas.
 - c. a high level of commitment, have a tolerance for ambiguity, are flexible and tenacious.
 - d. the ability to easily access capital.
- (5 points)*

7. What is the role of the teacher in entrepreneurship education: *(10 points)*

8. What do we mean by entrepreneurship? *(10 points)*

9. What is entrepreneurship education? Which is the importance of entrepreneurship education? *(20 points)*

10. Explain the concept of entrepreneur. (10 points)

11. What are some of the characteristics of the entrepreneur? (20 points)

Answers of Test 1:

1- false, 2- d, 3-d, 4-c,5-a, 6-c

7. The role of the teacher in entrepreneurship education is:

- a. to convey to students the interest in setting up companies and the skills needed to carry out such an activity in the most efficient and effective way possible.
- b. to create the appropriate environment to explain the basic concepts of entrepreneurship.

8. What do we mean by the concept of "entrepreneurship"?

The concept of entrepreneurship has many definitions. In general terms, entrepreneurship is the process of creating value by combining resources to discover, analyze and exploit opportunities. Discovering opportunities is the key to entrepreneurship. Definitions of entrepreneurship are based on the element of creation. When we hear the word entrepreneurship it always comes to mind that something new has been built. Entrepreneurship can be a business or an organization that serves a specific purpose. Entrepreneurship is about the ability and willingness to take on the design, organization and management of a productive activity, regardless of potential risks, in order to make a profit.

9. Entrepreneurship education and its importance.

Many debates surround the meaning of entrepreneurship education and different definitions can be applied in different countries and at different levels of education. Entrepreneurship education is seen as a process through which students acquire a range of competencies which bring individuals social and economic benefits as the acquired competencies are applicable in every aspect of people's life. Entrepreneurship in this sense refers to an individual's ability to turn ideas into action.

10. *"An entrepreneur is a person who likes both their work and their life; work is a hobby and a personal interest."*

An entrepreneur is often seen as an active, open person who is interested in what is happening around him/her and in society at large. Entrepreneurs are said to know what they are doing and why they are doing it. They are thought to have a clear understanding of their skills and know-how.

A person who uses their initiative/comes up with a business opportunity or business idea, takes the risk and starts a new business with a view to making a profit.

An entrepreneur is any person who creates and develops a business idea and takes the risk of setting up an enterprise to produce a product or service which satisfies customer needs. Entrepreneur refers to the person and entrepreneurship defines the process. Both men and women can be successful entrepreneurs; it has nothing to do with gender. All entrepreneurs are business persons, but not all business persons are entrepreneurs.

11. Some characteristics of successful entrepreneurs

- creativity and independence,
- determination and decisiveness,
- self-confidence and a belief in one's abilities,
- innovativeness and risk taking,
- goal-orientation, initiative taking
- desire to achieve positive results,
- ability to motivate, guide, support and lead others,
- extroverted communication skills and the ability to influence others,
- vision,
- ability to learn from both experience and failure,
- preparedness for harsh competition, desire to be better and more effective than the competition,
- the desire and ability to learn continuously,
- ability to draw upon the expertise of others,
- organizational capability,
- ability to cooperate,
- the understanding that the success of others also benefits oneself.

TEST 2:

(100 points)

1. Entrepreneurship Development Programs are designed to help: (5 points)
 - a. Existing entrepreneurs
 - b. Young entrepreneurs
 - c. Next generation entrepreneurs
 - d. None of the above

2. Small enterprises are important for the economy of a country because: (5 points)
 - a. increase the number of people employed in them.
 - b. They can provide specialized support to larger companies.
 - c. They can be innovators of new products.
 - d. All of the above.

3. Innovation can be defined as: (5 points)
 - a. generating new ideas.
 - b. improving an existing idea
 - c. the opposite of creativity
 - d. successful use of new ideas.

4. The entrepreneur: (5 points)
a. is born
b. is formed through education
c. both of the above
d. none of them.

5. Entrepreneurship education contains information on how students can: (5 points)
a. identify and analyze opportunities,
b. evaluate business concepts,
c. to finance and launch new businesses
d. discuss case studies in class and think critically about the situation
e. all of the above

6. List some skills that are cultivated during entrepreneurship education: (20 points)

7. Explain the role of entrepreneurship in the economic and social development of the country. (15 points)

8. Explain some of the methods that encourage creativity in the student during entrepreneurial education. (20 points)

9. What is the role of the teacher in entrepreneurship education: (10 points)

10 What is entrepreneurship education and its importance. (10 points)

Answers of Test 2

1-b, 2-d, 3-d, 4-c, 5-e

6. Some of the skills which aims to be cultivated during entrepreneurship education are: communication skills; ability to sell ideas and persuade others; ability to work in a team and independently; ability to plan, coordinate and organize effectively; ability to adapt; inventive skills and creative thinking; ability to take on tasks, responsibilities and make decisions;

7. The role of entrepreneurship in the economic and social development of the country.

- ✓ Entrepreneurs create jobs;
- ✓ Entrepreneurs innovate systems. Some of the most important technologies in today's society have come from businesses;
- ✓ Entrepreneurs and ventures precede changes. They can create a new product that solves a problem or take on the challenge of exploring something that has not been explored before;
- ✓ Entrepreneurs and enterprises give a lot to society through taxes and contributions;
- ✓ Entrepreneurs are some of the largest donors to charities and nonprofits for a variety of causes. Some seek to invest their money in creating solutions to help poor communities, such as clean drinking water and good health care;
- ✓ Entrepreneurs and Enterprises boost national income. New ideas and improved products or services by entrepreneurs allow new markets to grow in an economy. Also increasing the level of employment increases national income.

8. Some of the ways or techniques that generate new ideas and promote creativity in the student during entrepreneurial education are:

SCAMPER Technique is a quick, easy and direct form of creative brainstorming. You use the tool by asking questions about existing products, using each of the seven prompts: Substitute, Combine, Adapt, Modify, Put to another use, Eliminate/elaborate, Reverse. These questions help you come up with creative ideas for developing new products, and for improving current ones.

Brainstorming. This process involves engendering a huge number of solutions for a specific problem (idea) with emphasis being on the number of ideas. In the course of brainstorming, there is no assessment of ideas. So, people can speak out their ideas freely without fear of criticism. Even bizarre/strange ideas are accepted with open hands. In fact, the crazier the idea, the better. Taming down is easier than thinking up. Brainstorming can be done both individually and in groups. The typical brainstorming group comprises six to ten people.

Mind mapping. A traditional mind map is one of many fantastic idea generation techniques. It is a way to lay out all the critical information surrounding the innovation challenge, and it helps starting to combine ideas in new and useful ways. As you expand on your central theme, you'll make connections that build on each other, helping you to reach unexpected conclusions. Plus, mind maps enable you to follow multiple strings of thought at the same time, allowing ideas to flow and merge more easily. Mindmapping is a graphical technique for imagining connections between various pieces of information or ideas. Each fact or idea is written down and then connected by curves or lines to its minor or major (previous or following) fact or idea, thus building a web of relationships. Mind mapping is utilized in brainstorming, project planning, problem solving and note taking. As is the case with other mapping methods, the intention behind brain mapping too is to capture attention and to gain and frame information to enable sharing of concepts and ideas. To get started with mindmapping, the participant just has to write a key phrase or word in the middle of the page. Then, he must write anything else that comes to his mind on the very same page. Colours and images help to stimulate your imagination, so try drawing ideas instead of writing them. You can use a mind map on your own or with a team, which makes it the perfect tool for your next brainstorming session.

- **Role playing**

In the role-playing technique, each participant can take on a personality or role different from his own. As the technique is fun, it can help people reduce their inhibitions and come out with unexpected ideas.

- **Attribute listing**

Attribute listing is an analytical approach to recognize new forms of a system or product by identifying/recognizing areas of improvement. To figure out how to enhance a particular product, it is broken into parts, physical features of each component are noted, and all functions of each component are explained and studied to see whether any change or recombination would damage or improve the product.

- **Reverse thinking**

As the term 'reverse thinking' itself suggests, instead of adopting the logical, normal manner of looking at a challenge, you reverse it and think about opposite ideas. For example: 'how can I double my fan base?' can change into 'how do I make sure I have no fans at all?' You may notice that the majority of participants would find it easier to produce ideas for the 'negative challenge' simply because it is much more fun. However, don't spend too much time on the reverse idea-generation – about 10 to 15 wrong ideas is fine. After one session is over, you can either continue in the reverse idea atmosphere with a new challenge or else do the reversal once more to make it stronger. An example for the latter is "I am never going to update any of my social networks" changing into "I am going to always update all of my social networks."

- **Brainwriting**

Brainwriting is easy. Instead of asking the participants to shout out ideas, they are told to pen down their ideas pertaining to a specific problem or question on sheets of paper, for a small number of minutes. After that, each participant can pass their ideas over to someone else.

This someone else reads the ideas on the paper and adds some new ones. Following another few minutes, the individual participants are again made to pass their papers to someone else and so the process continues. After about 15 minutes, you or someone else can collect the sheets from them and post them for instant discussion.

9. The role of the teacher in entrepreneurship education is:

- a. to convey to students the interest in setting up companies and the skills needed to carry out such an activity in the most efficient and effective way possible.
- b. to create the appropriate environment to explain the basic concepts of entrepreneurship.

10. Entrepreneurship education and its importance.

Many debates surround the meaning of entrepreneurship education and different definitions can be applied in different countries and at different levels of education. Entrepreneurship education is seen as a process through which students acquire a range of competencies which bring individuals social and economic benefits as the acquired competencies are applicable in every aspect of people's life. Entrepreneurship in this sense refers to an individual's ability to turn ideas into action.

TEST 3.

(100 points)

1. The entrepreneur is: (5 points)
- a. A person who is in charge of a specific location.
 - b. A person who works for someone else in order to learn skills.
 - c. A person who organizes and operates a business or businesses.
 - d. None of these

2. Entrepreneurs can increase their chances for success if they: (5 points)
- a. Know their business in depth and develop a solid business plan.
 - b. Manage their financial resources and understand financial statements.
 - c. Learn to manage people and keep in touch with how they react to stress and balance their health needs with the needs of the business.
 - d. All of the above.

3. Entrepreneurs are always motivated by: (5 points)
- a. independence
 - b. push influences
 - c. pull influences
 - d. personal values
 - e. money

4. Which is NOT a common characteristic of an entrepreneur? (5 points)
- a. answer choices
 - b. risk-taker
 - c. creative
 - d. organized
 - e. irresponsible

5. While brainstorming, what is the rule that does NOT put a bound to imaginations and thoughts? (5 points)
- a. To criticise
 - b. To make up freely
 - c. To think as much as you can
 - d. To be prepared
 - e. To develop an idea

6. List some of the benefits of entrepreneurship education to secondary school students. (20 points)

7. Which is the role of teachers in entrepreneurship education? (20 points)

8. What is Business Model Canvas and why is it important for every entrepreneur? (10 points)

9. List some of the last changes of external environment and explain how they impact the new enterprises. (15 points)

10. Mention some sources of market information. (10 points)

Answers of Test 3

1. The entrepreneur is: (5 points)

- a. A person who is in charge of a specific location.
- b. A person who works for someone else in order to learn skills.
- c. A person who organizes and operates a business or businesses.**
- d. None of these

2. Entrepreneurs can increase their chances for success if they: (5 points)

- a. Know their business in depth and develop a solid business plan.
- b. Manage their financial resources and understand financial statements.
- c. Learn to manage people and keep in touch with how they react to stress and balance their health needs with the needs of the business.
- d. All of the above.**

3. Entrepreneurs are always motivated by: (5 points)

- a. independence
- b. push influences
- c. pull influences
- d. personal values**
- e. money

4. Which is NOT a common characteristic of an entrepreneur? (5 points)

- a. answer choices
- b. risk-taker
- c. creative
- d. organized
- e. irresponsible**

5. While brainstorming, what is the rule that does NOT put a bound to imaginations and thoughts? (5 points)

- a. To criticise
- b. To make up freely
- c. To think as much as you can
- d. To be prepared

e. To develop an idea

6. Which are some of the benefits of entrepreneurship education to secondary school students (20 points)

- Continue on to high school
- Improved academic skills
- Experience entrepreneurship across the curriculum
- Increased self-esteem and respect
- Increased number of students identifying entrepreneurship as a career choice
- Heightened awareness of the role of entrepreneurs
- Encourage risk-taking & learning from failure
- Learn to identify and recognize opportunities
- Decrease in teen pregnancies and substance abuse
- Improved economic literacy and understanding of capitalism
- Improved financial literacy
- Develop workplace literacy
- Understand entrepreneurship process/ business plan
- Become an educated, empowered consumer
- Learn about opportunity cost
- Embrace diversity/ socialization skills
- Demonstrate conflict resolution/ negotiation/ sales-marketing/ persuasion skills
- Learn how entrepreneurs give back
- Learn how to make money
- Recognize the contributions of entrepreneurs
- Foster and value idea generation

7. Which is the role of teachers in enterprise education? (20 points)

Teaching entrepreneurship requires a different pedagogical approach to other subjects. The best way to teach entrepreneurship is through experiential learning and not didactically as most other subjects are taught. At this point, that the teacher is a key part of the learning environment as their pedagogical style and their own attitude to enterprise will have a significant impact on the learning outcomes of the programme. As well as creating an enterprising environment, Gibb (1993) states that the real challenge for secondary schools is to acquire teaching staff with an orientation towards an enterprising mode of learning, and a capability to teach it. The teacher plays a crucial role in the overall effectiveness of any enterprise programme. He observes that the teacher needs to encourage an “enterprising” style of learning as opposed to the more traditional “didactic” teaching approach. Additionally, the teacher needs to act as more of a guide and a partner in the learning process as opposed to a teacher who delivers knowledge to a largely passive audience. Moreover, teachers need to recognise and understand the different ways that people learn, and teachers should aim to facilitate this process. If teachers are to teach entrepreneurship effectively, then they need to make the transition from didactic to enterprising teaching modes. Entrepreneurship education requires a commitment by the education institutions, teachers and pupils who need to understand that this requires a different pedagogical approach from traditional mainstream subjects. In order to do this effectively, it is necessary that resources – both financial and skills-based – are provided, and this is dependent upon the support at government policy level. Entrepreneurship education has evolved over the past 30 years as is described in the discussion below.

Didactic	Entrepreneurial
1. Learning from teacher alone	1. Learning from each other

2. Passive role as listener 3. Learning from written texts 4. Learning from “expert” 5. Learning from feedback from one key person (the teacher) 6. Learning in a well-organised, timetabled environment 7. Learning without the pressure of immediate goals 8. Mistakes feared 9. Learning by notes	2. Learning by doing 3. Learning from debate and exchange 4. Learning by discovery (under guidance) 5. Learning from the reactions of many people 6. Learning in a flexible informal environment 7. Learning under pressure to achieve goals 8. Mistakes learned from 9. Learning by problem solving
Source: Gibb (1993)	

8. What is Business Model Canvas and why is it important for every entrepreneur? (10 points)

A Business Model Canvas is **an entrepreneurial tool used for visualizing, designing, and reinventing business models**. By implementing the BMC, you can strengthen your value proposition, operations, customer relationships, and financial position.

9. List some of the last changes of external environment and explain how they impact the new enterprises. (15 points)

Some of the last changes happened in macroenvironment are: global pandemic, technological changes, emigration, low rate of birth, geopolitical instability etc.

10. Mention some sources of market information. (10 points)

Libraries of HE institutions, National ministries, European union, Organizations enhancing firm`s internationalization, Research institutions, National and international statistical offices, Custom offices, National boards of patent and registration, Chambers of commerce, Branch/industry organizations, International organizations (OECD, World Bank, IMF), Governmental authorities and institutions, Media, market and company mediation services, Market research institutions, Banks and other financial institutions, Market databases, Consulting companies

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ANNEX: SHTOJCA 4 (FAZA 2) FORMATI I APLIKIMIT PËR NJË MODUL

SHTOJCA 4 (FAZA 2)

FORMATI I APLIKIMIT PËR NJË MODUL

1. Lloji i trajnimit
2. Titulli i programit të trajnimit
3. Tema e modulit
4. Numri i orëve të modulit të trajnimit
5. Numri i seancave dhe tema e çdo seance
6. Përfituesit nga trajnimi
7. Rezultatet e pritshme
8. Përshkrimi i përmbajtjes
9. Metodologjia:
 - a) Metodot gjatë trajnimit
 - b) Mjetet mësimore
 - c) Detyra për të trajnuarit
 - d) Literatura e rekomanduar për të trajnuarit
10. Testet
11. Bibliografia

UDHËZIME PËR PLOTËSIMIN E FORMATIT TË APLIKIMIT PËR NJË MODUL

1. Lloji i trajnimit

Trajnim i drejtpërdrejtë	
Trajnime nëpërmjet internetit i kombinuar me konsultime	
Trajnime nëpërmjet internetit	

Në tabelë shënoni me “V” formën e trajnimit që agjencia ofron.

2. Titulli i programit të trajnimit (Vetëm kur moduli përfshihet në një program trajnime)
3. Tema e modulit
4. Numri i orëve të modulit të trajnimit.
5. Numri i seanceve dhe tema e çdo seance.
6. Përfituesit nga trajnime

Përfituesit e mundshëm nga trajnime janë:

Drejtor i institucionit arsimor.

Tregoni nivelin e institucionit arsimor (parashkollor, fillor, arsimit të mesëm i ulët, bazë, arsimit të mesëm i lartë)

Kur është drejtor i arsimit të mesëm të lartë, specifikoni a është gjimnaz, arsim profesional apo shkollë e mesme e orientuar.

Mësues.

Përcaktoni nivelin e tij arsimor. Për arsimin e mesëm, tregoni lëndën.

Kur për arsimin fillor, tematika e trajnimit ka të bëjë me një fushë të nxëni, tregoni atë.

7. Rezultatet e pritshme

Përshkruani se çfarë duhet të jenë në gjendje të dinë dhe të bëjnë të trajnuarit në përfundim të modulit (kompetencat e tyre profesionale).

Çdo rezultat duhet të jetë i matshëm.

Një rezultat paraqitet me një frazë.

8. Përshkrimi i përmbajtjes

Përmbajtja e modulit përshkruhet përmbledhtas. Ju do t'i përgjigjeni pyetjes “Çfarë përmban moduli?”, rëndësia dhe impakti që ka ky modul në sistemin arsimor. Çfarë çështjesh do të trajtojë ky modul etj.

Përshkrimi të jetë jo më shumë se 3 faqe A4, e shkruar në kompjuter me Times Neë Roman.

9. Metodologjia

Te metodologjia përshkruhet përmbledhtas si trajneri do ta zhvillojë përmbajtjen dhe si pjesëmarrësit në trajnim do të arrijnë rezultatet e pritshme. Metodologjia përmban këto elemente:

a) Metodatat gjatë trajnimit

Për trajnimin e drejtpërdrejtë

Përshkrimi i metodave gjatë trajnimit, si: leksioni, demonstrimi, debati, diskutimi, eksperimentimi, puna e pavarur individuale, puna në grupe të vogla, puna me të gjithë klasën, loja me role, vizita studimore, biseda me të ftuar etj.

Për trajnimin nëpërmjet internetit i kombinuar me konsultime

Konsultim nëpërmjet takimeve me të trajnuarit ose/dhe nëpërmjet internetit. Përshkrim i konkretizuar i metodave mbizotëruese në të dyja format e konsultimeve.

b) Përshkrimi i konkretizuar i mjeteve mësimore.

- Vizuale (fotografi, piktura, diafilma, diapozitivë, flipçart, grafikë, diagrama etj.)
- Auditive (magnetofoni, kasetofoni, radioja etj.)
- Audovizuale (filmi, televizioni, videoja etj.)
- Etj.

c) Detyra për të trajnuarit, për t'i kryer gjatë ose/dhe pas modulit, janë punë individuale ose në grup për përgatitje të detyrave tematike, rasteve studimore, projekteve, eseve etj.

d) Literatura e rekomanduar për të trajnuarit për t'u shfrytëzuar gjatë dhe pas modulit.

Literatura përmban jo vetëm titujt e librave ose të shkrimeve por, edhe ekstrakte të tyre dhe, numrin e faqeve dhe cilat faqe duhet të studiojë i trajnuari.

Metodologjia të jetë 1 (një) deri në 1,5 faqe A4 e shkruar në kompjuter me Times Neë Roman.

10. Testi

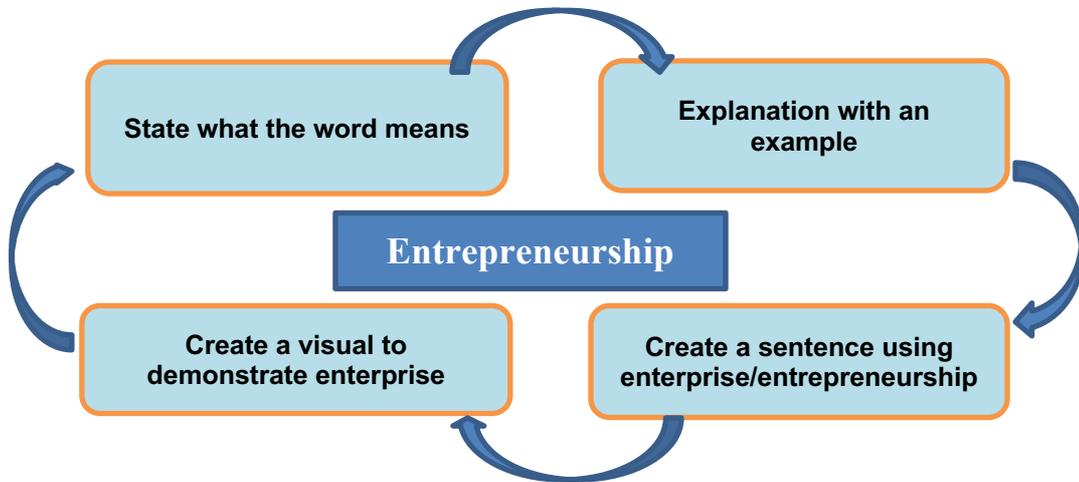
Testi model për provimin e modulit bashkë me përgjigjen e kërkesave.

Një test, i cili parashikohet të zhvillohet nga i trajnuari për rreth 60 – 90 minuta dhe synon të verifikojë përmbushjen e rezultateve të të nxënit. Në testin model shënohet dhe kohëzgjatja e tij.

11. Bibliografia kryesore e përdorur për të hartuar modulin.

WORKSHEET A

Working together: Describe on your own the concept entrepreneurship



Worksheet B - Can you name an entrepreneur?

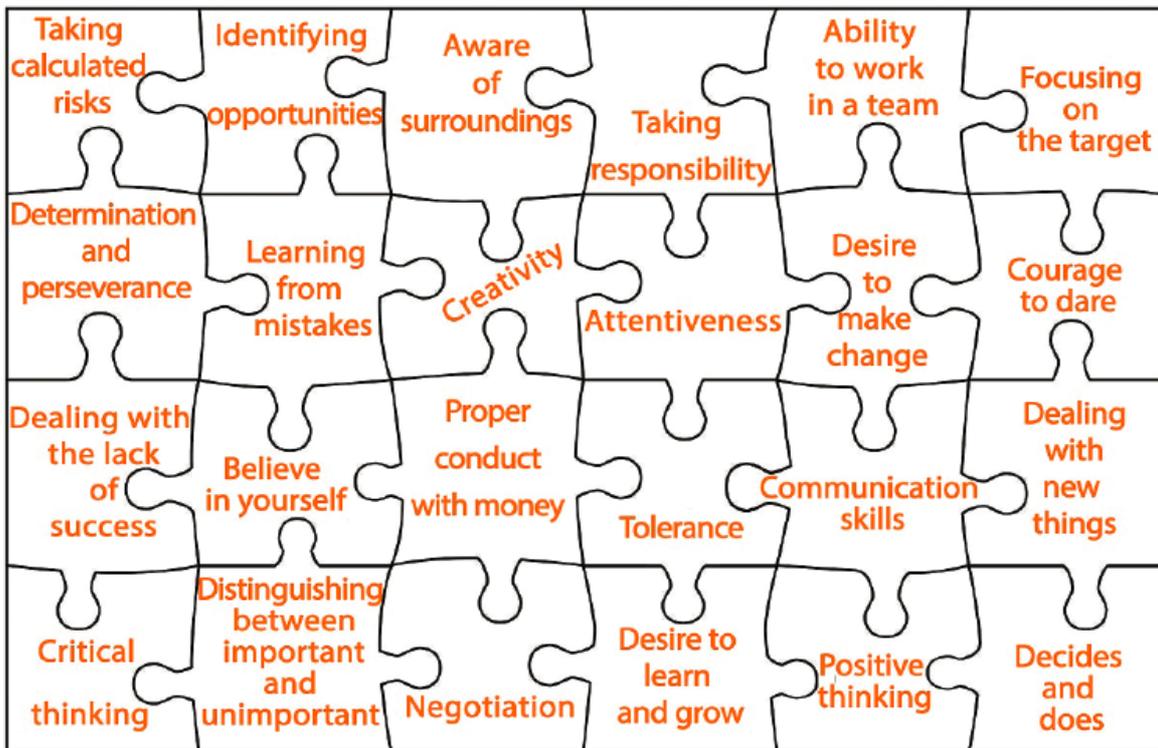
In this activity, students /participants will work alone or with a partner to complete a worksheet on a famous entrepreneur. Have them discuss and then report to the class why these people are considered successful entrepreneurs.

Name famous entrepreneurs	Why these people are considered successful entrepreneurs?
1.	
2.	
3.	
4.	
5.	

Worksheet C. The characteristics of the entrepreneur

Which are the characteristics of the entrepreneur? What does an entrepreneurial mind-set consist of? Add here all the skills and attitudes that you can think of.

- 1.....
- 2...
- 3....
-



Worksheet D - Understanding perseverance

Objective of activity: To enable participants to internalize the concept of perseverance

The story of Thomas Edison

When he was young, Thomas Edison's parents took him out of school after his teachers declared that he was "stupid" and "unteachable." Edison spent his early years working and being fired from various jobs, culminating in his firing from a telegraph company at the age of 21. Despite these numerous setbacks, Edison was never discouraged from his true calling in life: inventing! Throughout his career, Edison obtained more than one thousand patents. And although several of these inventions such as the light bulb, stock printer, phonograph and alkaline battery -- were groundbreaking innovations, the vast majority of them could be fairly described as failures. Edison is now famous for saying that genius is "1% inspiration and 99% perspiration."

One of Edison's best examples of perseverance occurred after he was already a successful man. After inventing the light bulb, he began seeking an inexpensive light bulb filament. At the time, ore was mined in the Midwest of the United States, and shipping costs were very high. In order to minimize his costs with ore, Edison established his own ore-mining plant in Ogdensburg, New Jersey. For nearly ten years, he devoted his time and money to the enterprise. Edison also obtained 47 patents for innovations that helped make the plant run more smoothly. And even despite those inventions, Edison's core project failed because of the low quality of ore on the East Coast.

However, despite that failing, one of those 47 inventions (a crushing machine) revolutionized the cement industry, and actually earned Edison back almost all of the money he had lost. Later, Henry Ford would credit Edison's Ogdensburg project as the main inspiration for his Model T Ford assembly line. And in fact, many believe that Edison paved the way for modern-day industrial laboratories. Edison's foray into ore-mining demonstrates that dedication can pay off even in a losing venture.

Reflection questions:

- What are the major challenges that Thomas Edison faced?
- What were his achievements?
- What are the causes for his success?
- What do we learn from the story of Thomas Edison?

Worksheet E - Self-assessment on entrepreneurial qualities

Activity: Complete a self-assessment of your entrepreneurial qualities

Go through the statements below and score yourself to the best of your ability and as honestly as possible. Do not take too long thinking about any one answer, your first guess is probably the most accurate.

	Characteristic	Never	Rarely	Sometimes	Often	Always
		1	2	3	4	5
1	I enjoy doing things on my own. Nobody has to motivate me to get started on a task.					
2	If I make up my mind to do something, I don't let anything stop me.					
3	I do not hesitate to undertake risks related to creating and operating an enterprise.					
4	I plan my time and resources well so I produce high quality products.					
5	I assess the time and capacity I have before I commit to accomplishing a job.					
6	I act upon the opportunities that needs and problems present.					
7	I keep trying again and again despite great challenges and failure.					
8	I work hard to try to foresee potential risks so as to prevent future risk.					
9	I make personal sacrifices to complete jobs in order to keep my word and meet promised deadlines.					
10	I always strive for improvement and progress despite feedback from people that they are satisfied with my work.					
11	Before undertaking my job I try to gain as much information about it as I can, and verify the accuracy of the information I am receiving.					
12	I set short and long-term goals for my personal life and business.					
13	I do everything I can to accomplish set business goals, through careful planning and implementation.					
14	I team up well with others for tasks which I cannot accomplish on my own.					
15	I am able to make decisions on my own, incorporating the suggestions and ideas of others as part of that process.					
16	I collect all the necessary information I need before I start a job or task.					
17	I set goals based on the resources and skills I have.					
18	I have the skills to persuade and communicate with people.					
19	I regularly evaluate my job performance, looking for areas of improvement.					
20	I am happy with my work and am confident that I will make progress and improvement in the future.					

Analysis of the result

Add up your total score from all the numbers you wrote in each row. Write your total sum here, and then interpret it below:

Total Sum = _____

Result Interpretation:

Score	Meaning
< 50:	Limited entrepreneurial qualities at the moment. It does not mean you are not meant to be a businessperson. It only means that you should spend more time preparing yourself to handle any problems you might face once you start a business.
Between 50 –80	Average - there are gaps that need to be filled or improved upon. You might consider upgrading your knowledge or skills. Consider taking some courses.
>80	Good entrepreneur - keep it up and continue to develop.

Worksheet F - Business idea

Case study:

Susan and Mary are two housewives who discovered that they had the same dream. Two years ago, they met at a restaurant while waiting to be served and started talking about service delivery and being a business owner. They soon realized that they had a common talent and interest, namely that of baking cakes and biscuits. They decided to meet again and discuss the possibility of going into business. They started their business, Garvey's Kitchen & Cookie Shop, in the garage of Susan's house, which they transformed into a small bakery. A friend of theirs helped them draft a business plan in order to get their first loan. "It took hard work and dedication," Susan remembers those early days. They now have five people working for them and they supply their products to various coffee shops and home industry shops.

1. Business ideas can be generated from various sources. How did Susan and Mary's business idea start?
2. Why was it possible for them to turn their business idea into a successful business?
3. Describe the importance of this business to their families.
4. Describe the importance of this business to the community.
5. Describe at least two strengths and two weaknesses of Garvey's Kitchen and Cookie Shop.

Suggested answer:

They were sitting in a restaurant, waiting to be served and were thinking about service delivery when they realised they had a common interest and talent.

2. Because they enjoyed it, they were committed and dedicated and worked very hard in order to succeed.

3.

- ✓ It provided employment to family members.
- ✓ It generated an income in order to satisfy their needs and wants.
- ✓ It increased the standard of living.
- ✓ They gained social recognition.
- ✓ They became self-reliant and independent.
- ✓ They gained skills and knowledge on how to run a business.

4. This business met the needs of neighbors and the community for freshly baked goods.

- ✓ It reduced unemployment.
- ✓ It contributed to the GDP of the country.

5.

Strengths: These are the things, features and qualities that put the entrepreneur's products at an advantage when compared to those of competitors.

- Good quality product
- Affordable price
- Ability of the product to meet the customers' tastes
- Ability to attract customers

Weaknesses These are the limitations and/or constraints that the business products face in the market.

- Being new in the market

Worksheet I. Innovation challenges

Spend five minutes on a ‘what if’ question, giving each student the chance to provide a response. No criticising each other’s ideas and no interrupting. It doesn’t matter how outlandish or fantastic the ideas are, the aim is to think creatively. Praise the students for their creative ideas

How would the world be different if...?	
<i>We all had a pair of wings?</i>	<i>We all had to find a new way to travel long distances?</i>
<i>We all had to find a new way to communicate?</i>	<i>Animals could talk?</i>

Worksheet J -Business idea

The participants are divided into groups (3-4 persons). Each group have to develop a list of needs for products or services within their community. The participants approach this task by identifying a difficulty the community is experiencing and then determining what product or service could help overcome that difficulty.

Generate five business ideas based on the problems of the people in your community and record them in the table below.	
Problems	Business ideas
-	-
-	-
-	-

1. The groups share their feedback in plenary to develop a list of possible business ideas. List them on a flip chart.
2. Allocate two business ideas to each group and ask them to develop a list of skills/ experience that would be necessary to implement each business idea.
 - a.
 - b.
 - c.
 - d.
 - etc.,

Worksheet K

Develop the business idea for a hypothetical enterprise. In order to do that, keep in mind the following:

Describe the products or services you intend to make/sell. Why do customers need your product/service? How will the product or service be priced and how it will make you a profit? How are you different to the competition? Tell us a little about you and what inspired you to think of this idea? Who will your customers be and how/where will they buy your product/service? Are they in a specific age range, are they mostly male or female, do they have specific interests, do they live in certain places, or are they a very mixed group? Also, where will they buy your product /service will it be at the market, on the internet, local shops? What are the main challenges you face and how will you make your business idea a reality?

1. Assemble in teams
2. Create canvas
3. Write key words on sticky notes
4. Place sticky notes on the canvas
5. Present your canvas

The Business Model Canvas

Designed for: _____ Designed by: _____ Date: _____ Version: _____

Key Partners	Key Activities	Value Propositions	Customer Relationships	Customer Segments
7	5	2	3	1
	Key Resources		Channels	
	6		4	
Cost Structure		Revenue Streams		
9		8		

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<p>Who can help you?</p> <ul style="list-style-type: none"> ➤ Who can help you along the way? ➤ Who can provide services you need? ➤ Who can provide resources you need? ➤ Who can help you get your to-do list done? 	<p>What is on your "to-do" list?</p> <ul style="list-style-type: none"> ➤ What do you need to get done? ➤ Do you need to go to college or trade school? ➤ Do you need a physical location or a website? ➤ Do you need to get supplies or inventory? ➤ Do you need to do some marketing? ➤ Do you need to hire employees? 	<p>What problem are you trying to solve?</p> <ul style="list-style-type: none"> ➤ What customer need do you satisfy? ➤ What products do you deliver to your customers? ➤ What is your minimum viable product? 	<p>How are you going to manage the relationship with them?</p> <ul style="list-style-type: none"> ➤ How will you get and keep your customers? ➤ How will you cultivate customer loyalty? 	<p>Who is it for?</p> <ul style="list-style-type: none"> ➤ Who are you creating value for? ➤ Do you have more than one group of customers? ➤ Who are your most important customers?
<p>What do you have that can help you?</p> <ul style="list-style-type: none"> ➤ Do you have customers? ➤ Do you have a computer? ➤ Do you have inventory and supplies? ➤ Do you have employees? ➤ What can you get? ➤ What resources do you need to acquire? 		<p>How will they get it?</p> <ul style="list-style-type: none"> ➤ How do your customers want to be reached? ➤ How do your competitors reach their customers? ➤ Which channels are most cost effective for you? 		
<p>How much does it cost?</p> <ul style="list-style-type: none"> ➤ What items on your to-do list and resources list are going to cost you money? ➤ Are those recurring costs or one time costs? Are they fixed or variable? ➤ How can you minimize your costs? 			<p>What are you looking to gain?</p> <ul style="list-style-type: none"> ➤ How do you make money? What is your pricing strategy? 	

Exercise:**Match the items from the Business Model Canvas to their associated questions.**

1. Key partners	a. What do you do?
2. Key activities	b. What will it cost?
3. Value proposition	c. How do you interact?
4. Audience relationship	d. How much will you make?
5. Audience segments	e. What do you need?
6. Distribution channels	f. Who will help you?
7. Key resources	g. Who do you help?
8. Cost structure	h. How do you reach them?
9. Revenue stream	i. How do you do it?

(Solutions: 1f, 2i, 3a, 4c, 5g, 6h, 7e, 8b, 9d)

Worksheet L: Analysing options

Case study

Frank owns a health and fitness center called 'Frank's Fitness'. It has a gym, where people can work out, a wide range of fitness classes they can attend and access to a personal trainer. He also runs a health café where people can purchase fresh juices and smoothies and other healthy snacks and light lunches. People can pay as they go or can sign up for different levels of membership depending on what facilities they would like to access. Frank has been in business for five years and things are going well. He is hoping to set up another fitness center in the next 12 months in a town 20 miles away. The economy has slowed down in recent months which is causing Frank some concern, and there is an election coming up where there could be a change in political party running the country.

Tasks

- 1) Analyse how the following four external influences might affect 'Frank's Fitness'. Then decide which external influence is likely to have the biggest effect on his business's profits should they happen.
- 2) Record the impact on Frank's business of each of the externalities below:
 - a. Increasing the age of when a person can start work
 - b. The economy going into a recession
 - c. A lowering of the rate of income tax
 - d. An increase in interest rates

<p>Increasing the age of when a person can start work</p> <p><i>The wage bill may increase for Frank if he employs younger people to help in the café or clean and therefore can no longer employ them, which will reduce profit. If Frank doesn't employ workers below the age restriction, then this will have no effect on him at all.</i></p>	<p>The economy going into a recession</p> <p><i>Less investment in new businesses so this may lead to Frank putting his expansion plans on hold Demand falls as people no longer have job security so save rather than spend. This reduces Frank's sales revenue and results in less profit. If there is less demand for Frank's services then he may need to make redundancies to reduce his costs and unemployment rises which leads to less demand and falling sales, and less profit.</i></p>
<p>A lowering of the rate of income tax</p> <p><i>People will have more disposable income which should increase the demand for Frank's service. This leads to an increase in sales for his services and therefore sales revenue. This should help profits to rise, some of which can be retained and used to help with his expansion plans</i></p>	<p>An increase in interest rates</p> <p><i>Borrowing costs more, so people have less disposable income to spend on non-essentials such as gym memberships as the cost of mortgages and other borrowing rises. This means less demand for Frank's services. Those who are not affected by the rate rise on borrowing might choose to save more while interest rates increase, rather than spend money on non-essential services. Sales drop and profits fall. If Frank is planning to borrow to expand, this will increase the cost of borrowing, increasing his costs, combined with falling sales, will reduce profits</i></p>

Worksheet M: Responding to external environment

Alpha is a construction company that builds holiday apartments all over the world. They are known for their high-quality approach. There are several external influences which are having an impact on them and they don't know how to respond. In each situation below, choose a response from the list shown in order to advise them on how you think they should respond. You must be able to give reasons for your choice.

External influences	
An environmental pressure group has been demonstrating outside one of their construction sites. They are gaining a lot of attention and Alpha company is concerned about the negative publicity this could be having on them. <i>How should they respond?</i>	There has been an increase in activity from human rights' groups in several countries, who are targeting large corporate companies to improve their working conditions. Alpha abides by the laws and regulations in the countries they are operating in. They are concerned about the damage this could do to their reputation. <i>How should they respond?</i>
There is an increase in Corporation Tax which will reduce profits for the business. This is likely to discourage new shareholders investing, as well as reducing the amount of profit they can retain to re-invest into the business for further growth. <i>How should they respond?</i>	Alpha company has seen growth opportunities from emerging markets. Their plan is to borrow in order to expand, but interest rates have risen twice in the last six months, making the cost of borrowing more expensive. <i>How should they respond?</i>
Alpha company has a positive reputation for their work around the world. However, there is another building contractor that has started undercutting their prices quite dramatically, when bidding for contracts. <i>How should they respond?</i>	Inflation has affected the company as their raw materials (bricks) have become more expensive to buy. They don't want to let this impact on profits. <i>How should they respond?</i>

<u>Possible responses*</u>	
<ol style="list-style-type: none"> 1. Follow sustainable business practise and reduce waste and pollution 2. Take legal action against them 3. Defend themselves to try and improve their damaged image 	<ol style="list-style-type: none"> 1. Look for alternative sources of finance to fund growth 2. Increase prices for building apartments to help meet costs 3. Move their base from the home country to a foreign country with lower corporation tax.
<ol style="list-style-type: none"> 1. Cut costs, so that prices can be reduced 2. Find a weakness in the competitors and capitalise on it 3. Market their brand and reputation as their unique selling point 	<ol style="list-style-type: none"> 1. Lobby influential political decision makers 2. Listen to what the human rights' groups have to say and comply with their demands 3. Ignore them as it isn't in every country they operate in
<ol style="list-style-type: none"> 1. Delay or cancel their plans for expansion into emerging markets 2. Borrow, and look to reduce costs in other areas to compensate 3. Look for alternative sources of finance 	<ol style="list-style-type: none"> 1. Look for cheaper suppliers to the ones they currently have, to offset the increase in costs 2. Pass the costs on to the hoteliers they are building the apartments for 3. Find ways of reducing their overheads

Worksheet N: Development of a questionnaire for primary market research

One of the local schools in your area plans to celebrate its 21st birthday. You have identified a business idea to manufacture T-shirts with a logo and badge on it and to sell it to the school. This can be an on-going business as there are lots of other schools. However, despite this information, you need to know whether this idea will be viable and in which direction you will be taking your business

- a) Define the term “market research”.
- b) Why do you think it will be necessary to conduct market research before starting with your business?
- c) Describe the methods of market research.
- d) Develop a questionnaire that you will use to interview potential customers in order to conduct market research.

Suggested answer:

First of all, what is important is to find out whether there will be a market for your T-shirts. For example, you will need to find out whether the school will be interested in your T-shirts and do some research on your competition, if any.

You will also need to determine how much you will charge for your specially designed T-shirts. If there is competition, you'll have to do some comparison pricing to see how theirs are priced. That doesn't mean you have to price yours the same.

You must continue to do research on your competitors. Who are they? What kind of designs do they have? What can I do to make my T-shirts stand out? The keyword here is 'unique'. You must find ways to make your T-shirts unique.

You will also determine how much stock you will start off with. You plan to interview at least one hundred people (teachers and learners) to get a better idea of the market and its requirements for your planned business idea. You need to develop a survey questionnaire to conduct the interviews, which will guide you when approaching potential customers. All these questions can be answered by conducting interviews with potential customers (teachers and learners).

The research conducted should answer questions such as the following:

Customers:

Identify their:

- × Age
- × Income
- × Occupation
- × Family size
- × Interests and hobbies

Customer wants:

- × Is the product needed for a limited time?
- × How often will the products be required?
- × Do customers want guarantees with the product?
- × Are customers looking for wider distribution or more convenient locations?

Competition:

- × What are the competitors' market shares?
- × How many similar firms exist?
- × What attracts customers to them?
- × What strengths do they advertise?
- × How do their costs compare to yours?
- × What are customers' opinions about your top competitor?