



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

ERASMUS+ PROGRAMME

Key Action 2 – Strategic Partnerships

TELE

“Teaching Entrepreneurship Learning Entrepreneurship”

Project number: **2014-1-DE02-KA200-001538**

TELE Training Modules

1. Introduction

All partners in the TELE project conducted a research and analysis of the current situation of entrepreneurial education and of existing programs and national strategies. The partners made an extensive research on two major topics: unemployment and existing practice in Entrepreneurship Teaching and Learning in their countries. They studied and analysed current training courses and workshops and compared strategies, methods and approaches in the participating countries, with a special focus on measures that are successful and trying to assess what is working and why, as well as what needs to be changed. In their reports they also introduced their target groups and their characteristics and special needs. They collected teaching material (partly from their own teaching classes) of interactive and innovative teaching methods. The results of the research served as a base for the development of the Training Modules.

For the last 15 to 20 years there has been growing focus within the EU on enhancing entrepreneurship teaching. EU reports usually show that the motivational effect of entrepreneurship teaching can be very high – if the teachers themselves are well motivated and have the interest and training to teach / coach in that certain context.

The TELE Training Modules are a mix of “learning by doing” and lectures about the theme. This approach can be used in a very effective way to increase the motivation and creativity within the big groups of disadvantaged individuals in Europe. The situation of those groups in many European countries is alarming. The individuals within those groups often deal with low self-esteem because of school dropout or unemployment, hyperactivity, attention deficit disorder, dyslexia, depressions, etc.

Some entrepreneurial teaching methods

Entrepreneurial work is both enjoyable and challenging. Each group or participant puts together a simple business plan that is presented in a power point presentation at the end of the workshop. The groups usually prepare promotional materials such as brochure and website and if possible, they also make a simple "online" poll. Participants also learn the basics of using Word, Excel, Power Point and Publisher.

The main topics of the workshop are: searching, developing ideas, goal setting and planning actions, product development, market research and marketing, finance, administration and management, promotion and sales techniques. Usually one day goes on visiting progressive successful companies (except for the 12-20 hour workshop).

The main benefits for the participants in the workshops are:

- Understanding of the life and work of entrepreneurs
- Insights into the world of business and the basic methods of how to start and operate an own business or non-profit project.
- Techniques on how to make a good plan.
- Methods on how to set personal- and business goals and how to put them in action.
- Work together with creative and positive people.

Work in entrepreneurship workshops is basically creative and practical– it is about learning by doing with assistance from the coach or the coaches. Participants identify and develop a small business or a non-profit project, often related to their field of interest and within their own community. Many of them discover abilities that they didn't even know they had.

In the TELE project, we have three different training modules to develop with focus on the main objectives. The programs serve as examples and can be adjusted and tailored to different target groups and different needs.

- First module is for a 12-hour training,
- Second module is for a 1-week training (ca. 24 hours),
- Third module is for a 3-week training (ca. 72 hours).

The question we will try to answer is: Which training module would fit best to the needs of each target group? Even if we put focus on the main objectives of the project, we have to allow some flexibility in order to strengthen the overall success of the TELE method. For example, the 12-hour module might be a weekend workshop (course, seminar), but it could also be divided into 1-2-hour sessions throughout a few weeks. This module would probably fit adult education institutions or vocational schools best. It is important not to forget to build into the workshops visits in local

companies and eventually also having interesting guest lecturers (always on a free-of-charge basis).

Even if all the participating countries deal with the issues mentioned in the main objectives, there are local differences that have to be taken into consideration. This means we have to be flexible in developing and implementing the TELE method in each country or in local areas within each country. We have also considered whether it would be useful to develop **two different kinds of courses** for each module: one for the formal education system and one for the non-formal system.

2 Target groups

The afore mentioned modules are examples, but can be adjusted in many ways depending on the needs and goals in every case. The method or components can be developed as a regular school course and it can be built into other faculties like social study, maths, etc. In case of many of the target groups, it is important to emphasise the fact that the workshops are NOT intended to encourage participants to start their own business. This may indeed happen in individual cases, but in general, workshops for teenagers, dropouts and unemployed adults are intended to increase the self-confidence of the participants and to assist them in setting ambitious goals in life. For school dropouts or potential dropouts, this method can be motivating to finish studying or start studying again with the goal, later to start an own company or a Non-Governmental Organization (NGO).

For other target groups, the workshops can on the contrary be very helpful in designing and evaluating own ideas in a group with likewise and positive thinking participants.

3 Training modules

In the project the partners developed 3 different types of Training modules. The detailed description of the specific methods which are used in the workshops you can find in the TELE handbook.

12-20 hours weekend workshop

- Teenagers in upper secondary schools / VET
- Young unemployed with a migrant background
- School-dropouts
- Students with problems in secondary and vocational schools / potential drop-outs

30 hours evening workshops, 2x3 hours a week, 5 weeks (also possible as a one week workshop)

- Female entrepreneurs or women interested in the issue
- Immigrants living in the area
- People from socially marginalized groups
- Future / existing seed or start-up entrepreneurs. As example: Tradesmen, farmers, independent inshore fishermen, other new or already active entrepreneurs in the regions, individuals who want to strengthen their position in the labour market, social entrepreneurs planning a „non-profit“ project and other existing or potential “grass root” entrepreneurs.

Three-week workshops / 60-70 hours

- Unemployed people with emphasis on young adults
- Unemployed school-dropouts
- Long-time unemployed
- Long-time unemployed immigrants
- Young unemployed with migrant background
- Other possible target groups in an adjusted way

3.1 12 - 20 hours training module

Twelve-hour workshop (or seminar / course): This workshop would need to be very flexible, as it might be a weekend course, as well as a course divided to 1 to 3-hour sessions throughout a few weeks. This module would probably fit adult education institutions or vocational schools best.

The TELE method should also fit into the normal school system. One possibility is to offer such a workshop as a free of choice workshop for the students, held by teachers with the necessary training / knowledge. Another possibility would be to build the TELE method into other courses like social education, economy etc. *This could be a 12 - 24 hour module.*

3.1.1 Goals

- Motivate through “learning by doing”. Finding new ideas in brainstorming sessions, recognize opportunities in the own environment and critical discussions about feasibility, discussions and learning about markets and needs, etc.
- Knowledge about possibilities to create an own workspace or a project or a way of earning money, e.g. through hobbies.
- Discover own strengths, competences and skills.
- Set realistic goals and develop ways to reach the goals.
- If there is time: walk around in the neighbourhood and meet with positive thinking, successful local entrepreneurs. This is always motivating and

especially for rural areas this can have a great impact in motivating young people (teenagers) to search for opportunities inside their own community.

- Get an insight into the world of businesses and non profit projects
- Basic approach: Meet each participant in the area of his or her own strengths!

3.1.2 Methods

- Brainstorming
- Fieldtrips
- Games (trade game and other motivating games)
- Peer Groups
- Group work
- Individual work
- Learning by Doing in small groups
- Participatory video methods (if possible)
- Volunteer guest lectures (if possible)
- Presentation Techniques

3.1.3 Work program (example)

The program should, if possible, take place in the school building. The participants eat and sleep in the school. Trainer / coach is present all the time and “walks around” when the teams are working.

Time	Friday	Saturday	Sunday
09:00 – 10:00		Breakfast. Morning walk or sport activity.	Breakfast. Morning walk or sport activity.
10:00 – 11:00		Lecture: Work/business goals, private goals. Discussion in the group.	Final preparation and exercise.
11:00 – 12:00		Team work <ul style="list-style-type: none"> • Strategic planning and goal setting • Market analysis, find material and information, contact to real business people if possible. 	Final preparation and exercise.

12:00 – 13:00		Lunch. Visit from a local entrepreneur (voluntary).	Lunch – short walk or sports
13:00 – 14:00	Arrival and settling	How to develop a marketing plan – practical work. Brochure, business card, homepage (Facebook), PR etc.	Evaluating discussion in the total group. New goals and new knowledge?
14:00 – 15:00	Starting phase - Icebreakers	The art of selling and presenting	Teams present the outcome. Guests (parents).
15:00 – 15:15	Coffee break	Coffee break	Graduation
15:15 – 16:00	<ul style="list-style-type: none"> • Our work in the next days. • Ideas versus business ideas • Why do some people start own business? Attitude, personality 	Financial issues, taxes, accounting etc. Start up costs, budgeting	
16:00 – 17:00	Break, short walk or sports	<ul style="list-style-type: none"> • Financing. • How do I communicate with financial institutions (guest?). 	
17:00 – 18:00	<ul style="list-style-type: none"> • Opportunities and opportunity recognition • Team building. • Search for ideas to work with in the teams. 	Short walk – sports.	
18:00 – 19:00	<ul style="list-style-type: none"> • Entrepreneurs. • What is a business plan? • Strategic planning. Business „concept“, R&D. • Introduction of a business plan template. 	<ul style="list-style-type: none"> • Internet in business / social media. • Team work 	

19:00 – 20:00	Pizza?	Pizza?	
20:00 – 21:30	Team work. Further development of ideas, designing template, first drafts of some marketing materials.	Team work, exercise presentation. Practical work on business plan and marketing materials	
21:30 – 22:30	Free time. „Business discussions“.	Sales and presentation games. Open end team work.	

Work program

SUBMODULE 1

Target group: teenagers in upper secondary schools.

FORMAL EDUCATION: specific training for students in upper secondary school in the framework of the extra activities of the school.

Duration: 12 Hours training: 3 hours in a week. Duration 4 weeks

Goals:

- Increase the motivation and creativity
- Road map, from the idea to the bussines
- Create a Bussines Plan

Methods:

- Icebreakers :*Gamestorming*
- Grup dynamics: *Post-it* tool
- Canvas model

Work program:

- Entrepreneur's Skills profile
- Bussines Idea: what, how and where?
- Innovative jobs search.
- Marketing strategies. Internet enterprises
- Bussines model
- Bussines simulator

- Networking. Teamwork.

SUBMODULE 2

Target group: Unemployed woman. NO FORMAL EDUCATION.

Duration: 12 Hours training: 3 hours in a day. Duration 4 days.

Goals:

- Increase the motivation and creativity
- Discover own strengths, competences and skills
- Create a Road map, from the idea to the business
- Create a Business Plan
- Improve employability

Methods:

- Icebreakers: Gamestorming
- Group dynamics: *Post-it* tool
- Canvas model

Work program:

- Entrepreneur's skills profile. Gender focus.
- Business Idea: what, how and where?
- Innovative jobs search.
- Social Economy enterprises. Internet enterprises
- Business model. Grants from the public administration
- Networking. Teamwork
- Active job search. New opportunities of job.

SUBMODULE 3

Target group: Young unemployed and young entrepreneurs.

NO FORMAL EDUCATION.

Duration: 12 Hours training: 3 hours in a day. Duration 4 days

Goals:

- Increase the motivation and creativity
- Discover own strengths, competences and skills
- Create a Road map , from the idea to the business
- Create a Business Plan
- Improve employability

Methods:

- Icebreakers: Gamestorming
- Group dynamics: *Post-it* tool
- Canvas model

Work program:

- Entrepreneur's skills profile.
- Business Idea: what, how and where?
- Innovative jobs search.
- Marketing strategies. Internet enterprises
- Business model. Grants from the public administration
- Networking. Teamwork

During the project development process, we have used a *Learning by Doing* methodology with the aim of:

- boosting the motivation and creativity of participants
- discovering their strengths, skills and abilities
- creating a road map, from the business idea to the business project
- creating a business plan
- improving the employability of the participants

Learning by doing means simulating the creation of a business project based on a business idea. The instructor provides the templates needed to develop each aspect in order to prepare the business model and the business plan, as per sections 2 and 3.

To boost the motivation of the participants, practical examples based on successful companies and on entrepreneurs who have failed but tried again, are used.

Entrepreneurs or business owners may also be invited to the workshop to share their experiences, from the beginning to the current state of their business, in order to

inform participants of the benefits and challenges, as well as the problems and solutions they have applied in their businesses.

Participants are asked to create a PowerPoint presentation of their project so that once the entire business project structure has been completed they can present it to their fellow workshop participants.

3.2 One-week training module (Example: Teacher Training week)

One-week workshop, 25 -35 hours. This workshop would probably be best performed as a project week, mainly in vocational schools, where the students would have 5-6 hours tuition per day. That would make a very intensive and productive work possible. If a project week is not possible in an institution, the module might be incorporated into a subject, such as sociology or economy, and spread over a few weeks. A one-week workshop could also be focussed on unemployed people for whom attendance is compulsory (or not, depending on the situation) every day for ca. 5-7 hours. Another implementation could be an evening workshop with a long “working” Saturday. And finally, a one-week workshop could be suitable for a “train the trainers” workshop and the example here goes in that direction (35 hours). A one-week workshop for other target groups must of course be carefully adjusted.

The main focus of the training would be on how to enhance entrepreneurial thinking among students / participants in formal and informal education. We explore methods and ideas with the aim of *increasing students entrepreneurial thinking, creative thinking and initiative*, which are competences increasingly asked for at workplaces in the 21st century. With sustained unemployment in most European countries, key competences as communication skills, cooperation skills, initiative and creative thinking are skills that are essential for young adults entering the labour market. Not only is it important that they train those skills in order to increase their employability, but also in order to boost the young adults/adults self-esteem and give them the opportunity to recognize competences and skills that they did not realize before. Furthermore, during a well-structured entrepreneurial workshop learners have the possibility to change their mindset from being a fixed mindset where they see themselves only as passive receivers of ideas and action to having a much more flexible mindset where they see themselves as active, creative and resourceful individuals.

In addition, there will be an opportunity to examine and try out some concrete entrepreneurial programs that have been successful in work with students, young unemployed people and people with migrant background.

The training should be active and participants should prepare an entrepreneurial training workshop for their home group or students.

3.2.1 Target groups and methods

The target groups are upper secondary schools, vocational schools, Lifelong Learning Centers (NGOs), and other organizations, which are interested in trying out new approaches with the goal to inspire their target groups to set personal goals for a better life and develop and discover new and exciting personal possibilities. Our methods in the workshops focus on cooperative learning methodologies and entrepreneurial training, based on very successful models and long years of experience.

Participants could be teachers at all levels of education from secondary, further and higher education in both academic and vocational areas. Additionally, senior managers, head teachers and other educational staff responsible for teaching and learning. Also, we have noticed interest from organizations like unemployment directorates that do not directly offer courses but often cooperate with educational institutions in developing methods and ways to decrease unemployment. Participants who work professionally or voluntarily with these target groups (e.g. with immigrants) are also welcome.

Preparation: Participants are expected to read the course program and pre-released reading material before arrival.

Methodology: Learning by doing is our leading principle. This means that the training is organised in such a way that the participants participate and cooperate actively in group work as well as in plenary sessions. The methods introduced should be used actively during the course.

Outcomes: Participants will have the necessary skills to implement entrepreneurial education/workshop and will have experienced such a workshop themselves during the course. They should be able to build their teaching/training on the basic principles of entrepreneurial education and have reached a position of confidence in preparation of class activities or workshop about it.

Follow up: On return to their home locations participants might want to try out the entrepreneurial approaches with their students/groups and share their experience and material with other participants through social media. The main trainer could also give feedback and counselling if needed.

3.2.2 Work program

MONDAY

9.00 – 16.00h	Groups of disadvantaged young adults who hardly participate in the Lifelong Learning process and in work life. Participants' experiences of reaching, motivating and involving disadvantaged individuals in their educational centers and vocational trainings. Ways and methods to improve the access of disadvantaged groups to education and work life. Intercultural competences of educators and teachers.
------------------	---

	Creative search for interesting ideas (Opportunity recognition). It is usually some kind of business idea but can also be non-profit project ideas. By the end of day the participants have built small groups and formulated projects to work on through the rest of the week.
--	---

TUESDAY

9.00-16.00	What is an entrepreneurship workshop and how can it be used to enhance creativity and motivation in education and training? Setting goals in personal and business life. About strategic planning, business models and concepts. Marketing analyzes and researches. Practical work and discussions. Product development.
------------	--

WEDNESDAY

9.00-16.00	Practical exercises and motivational tools. About planning a business or project. How can we transfer the learning approach to our everyday work in the adult education? Practical work and discussions. Marketing plan and marketing tools.
------------	--

THURSDAY, 22.10.2015

9.00-16.00	Marketing plan. Financial planning and tools. Selling ideas: Practice in giving public presentations. Feedback. How can we transfer the learning approach to our everyday work in adult education? Practical work on marketing tools. Financial issues.
------------	---

FRIDAY, 23.10.2015

9.00-16.00	Financial issues. Sales techniques. Practical work in the groups. Presentations of the participants' work during the week. Final discussions about the entrepreneurship workshop approach as a motivational tool. How to implement the new ideas and methods back home? How can we transfer the learning approach in our everyday work?
Ca. 16.00	Final presentation

3.3. Three-week training module

3,5 - 4 hours a day and one long Saturday of practical work with the Coach (optional)

3.3.1 Goals

- Motivate through “learning by doing”. Finding new ideas in brainstorming sessions, recognize opportunities in the own environment and critical discussions about feasibility, discuss and learn about markets and needs, etc.
- Discover own strengths, competences and skills
- Intercultural competences. Making them visible.
- Get an insight into the world of business and non-profit projects.
- Trying out and reflecting on own ideas and interests.
- Set realistic goals and develop ways to reach the goals.
- Finding out possibilities to create a way to do something yourself in order to earn money and combat unemployment.
- Building and strengthening self-confidence.
- **Meet each participant in the area of his or her own strengths!**

3.3.2 Methods

- Icebreakers - build up trust in the group
- Intercultural exercises
- Brainstorming
- Peer Groups
- Group work
- Individual work
- Learning by Doing in small groups
- **Fieldtrips**
- Games
- Participatory video methods
- Presentation Techniques
- Discussion with employers
- Visit to a company of interest
- Basics in writing a successful CV

3.3.3 Work program

Week 1	Monday	Tuesday	Wednesday
08:30 – 10:00	<ul style="list-style-type: none"> • Introduction. Ice breaking activities. • Why this workshop? Personal attitude • Discussions • introduction of participants, background, PC knowledge and expectations • Facebook group • Confidentiality 	<ul style="list-style-type: none"> • Template and other tools (on a stick or download from project homepage) • Positive, but critical discussion about the list of business ideas developed in the group • Further concept development • Choose the best business ideas 	<ul style="list-style-type: none"> • Goals, objectives and action planning. • Setting business and private goals (practical work). • Concepts of each team (or individual). Final decision. • Lecture: about entrepreneurs. • Last 30 minutes: Teamwork.
10:00 – 10:15	Coffee break	Coffee break	Coffee break
10:15 – 11:15	<ul style="list-style-type: none"> • Ideas versus business ideas • Brainstorming • Learning by doing 	Team building (3-5 members)	Lecture: Strategic planning. Business models.
11:15 – 12:00	<ul style="list-style-type: none"> • About opportunities, needs. • Search for ideas in the group 	Homework (always on a free choice basic)	<ul style="list-style-type: none"> • Lecture: R&D • Final discussion – homework.

Week 1	Thursday	Friday
08:30 – 10:00	<ul style="list-style-type: none"> • What is a business plan? • Introduction to the power point business plan template • Short walk outside if possible 	<ul style="list-style-type: none"> • Goals and strategic planning (continued). • Promotion material (prepare) • Name of business Elevator pitch - practice
10:00 – 10:15	Coffee break	Coffee break
10:15 – 11:15	Short introduction to Word, Excel, Power point and Publisher	Teamwork business plan in Word and Excel
11:15 – 12:00	Trading game	Practice in public speaking

<i>Week 2</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>
08:30 – 10:00	<ul style="list-style-type: none"> • Refresh • Marketing • Analyze market segments • Market analysis, gather materials • Online survey, introduction • First contacts with the business environment. 	<ul style="list-style-type: none"> • Guest: Entrepreneur from the local environment. • Guest: Educational alternatives in the local environment. • About CV 	Guest: Financial issues, start up costs, accounting, taxes, balance sheet, legal structure, intellectual property etc.
10:00 – 10:15	Coffee break	Coffee break	Coffee break
10:15 – 11:15	<ul style="list-style-type: none"> • Target groups • Typical customer • Competition analyzes • Competitive advantages. • Team work: logo, press release 	Company visits	<ul style="list-style-type: none"> • Introduction: Excel financial model • Financial planning • Cooperation with financial instituts (banks etc.). • Financing / grants for entrepreneurs
11:15 – 12:00	<ul style="list-style-type: none"> • Teamwork on online survey • Private coaching 	Company visits	Discussions and practical work related to financial matters

<i>Week 2</i>	<i>Thursday</i>	<i>Friday</i>
08:30 – 10:00	<ul style="list-style-type: none"> • Refresh • Lecture: the business plan. • Organizing and managing Practical work on business plan and promo materials (team work)	<ul style="list-style-type: none"> • Marketing plan as vital part of the business plan • SWOT and PEST analysis
10:00 – 10:15	Coffee break	Coffee break
10:15 – 11:15	<ul style="list-style-type: none"> • Practical work on business plan and promo 	<ul style="list-style-type: none"> • Promotion / advertising plan. • Press release (local media if possible). • Advertising design.

	materials (team work) Short walk	Business discussions
11:15 – 12:00	<ul style="list-style-type: none"> Marketing plan Business discussions	<ul style="list-style-type: none"> Develop homepage Private coaching

Week 3	Monday	Tuesday	Wednesday
08:30 – 10:00	<ul style="list-style-type: none"> Sales- and negotiation methods Presentation methods. 	Interpret the results of a the marketing survey	<ul style="list-style-type: none"> Impact of new trends in the business environment – Internet, social media etc. Discussions
10:00 – 10:15	Coffee break	Coffee break	Coffee break
10:15 – 11:15	Sales- and negotiation games	Work on social media marketing	Team work
11:15 – 12:00	Practical training and project work in the field of sales and presentation techniques	Work on brochure, webpage, etc.	Finalize promotion material, press release, etc.

Week 3	Thursday	Friday
08:30 – 10:00	Sales pitch for e-mail and social media Preperation for final presentation	Final practice for the finale.
10:00 – 10:15	Coffee break	Coffee break
10:15 – 11:15	Preperation for final presentation	Final presentation (guests)
11:15 – 12:00	Preperation for final presentation	Final presentation (guests)