



AGRIFOOD
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AGRIFOOD4FUTURE TRAIN THE TRAINERS HANDBOOK

DELIVERABLE D4.7

ENGLISH



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TRAIN THE TRAINERS PROGRAM

With the aims to improve the skills of Vocational Education Teachers in entrepreneurial skills the handbooks intend:

- to provide a general overview of the European Framework for Entrepreneurial Skills – EntreComp;
- to provide concrete information on opportunities for teachers and on potential sources of concern;
- to provide information on the Entrepreneurial skills course selected that trainers should attend to be able to implement ideas in their courses and support new trainers at national level through the COVE activities.

TARGET GROUP

VET teachers, especially ones of the AGRIFOOD4FUTURE VET schools

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TRAINING METHODOLOGY (INDEX)



AF4F TRAIN THE TRAINERS PATHWAY



THE AGRIFOOD4FUTURE E-LEARNING PLATFORM

HOW TO USE THIS
HANDBOOK

THIS DOCUMENT IS AN INTERACTIVE PDF CONTAINING CLICKABLE
HYPERLINKS (ICONS AND TEXT) TO ACCESS THE REFERENCED
RESOURCES.



TRAINING METHODOLOGY →

THE EUROPEAN FRAMEWORK FOR ENTREPRENEURIAL SKILLS



References

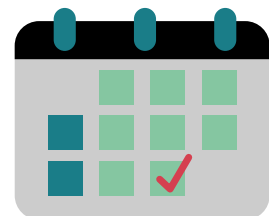


AGRIFOOD4FUTURE "TRAIN THE TRAINERS" E-LEARNING PLATFORM



INTERNATIONAL MOBILITY OPPORTUNITIES FOR VET TEACHERS

COVE TEACHERS' ANNUAL FORUM



ONLINE FORUM FOR VET TEACHERS

TRAINING OPPORTUNITIES ON ENTREPRENEURSHIP EDUCATION FOR TEACHERS



AF4F TRAIN THE TRAINERS PATHWAY




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1

LOGIN TO THE AF4F E-LEARNING PLATFORM



2

WATCH THE WEBINAR “ENTREPRENEURSHIP EDUCATION FOR VET TRAINERS”

3

SIGN UP AND FOLLOW THE COURSE ON TEACHING ENTREPRENEURSHIP



4

UPLOAD THE CERTIFICATE ON THE E-LEARNING PLATFORM

5

SHARE EXPERIENCES AND CHAT WITH YOU COLLEAGUES ACROSS EU

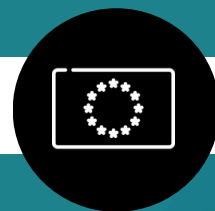


6

MEET YOU COLLEAGUES AND SHARE YOUR SKILLS AT THE COVE FORUM

7

ACCESS TO EU TOOLS AND RESOURCES FOR VET TEACHERS



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THE EU FRAMEWORK ON ENTREPRENEURIAL SKILLS

WHAT IS ENTREPRENEURSHIP EDUCATION, AND WHY TEACH ENTREPRENEURSHIP?



For more than 20 years, the EU has actively promoted entrepreneurship education, resulting in policies that support its growth and widespread agreement on the importance of entrepreneurship skills. Notably, **in 2006, the EU officially recognized initiative and entrepreneurship as a key competence.**

By 2006, the European Commission had identified a **'sense of initiative and entrepreneurship'** as one of the eight key competences necessary for all members of a knowledge-based society. The 2008 Small Business Act for Europe, the 2012 Communication on Rethinking Education, the 2013 Entrepreneurship Action Plan 2020, and the New Skills Agenda for Europe, have kept the need to promote entrepreneurship education and entrepreneurial learning under the spotlight.

Entrepreneurship education is crucial for enhancing Europe's economic competitiveness by fostering business creation and improving youth employability. Students involved in such programs are significantly more likely to start their own businesses (surveys show that three to six times are more likely to start a business in the future) [1]. The role of entrepreneurship as an instrument to improve employability levels is also stressed in the Annual Growth Survey 2013[2]. This has led to a wealth of initiatives across Europe.

Recognized as a high-return investment, the European Commission **supports integrating entrepreneurial learning across all education levels and emphasizes the need for practical entrepreneurship experiences before the end of compulsory schooling.**

In this framework, teachers play a vital role in entrepreneurship education by shaping student outcomes through the development of entrepreneurial skills and fostering a creative, risk-taking learning environment. They must act as entrepreneurial role models, engage students with active methods, and collaborate with businesses and communities. For successful implementation, educational institutions need a clear vision and strategies, including high-quality initial and ongoing teacher training. Integrating entrepreneurship education into curricula, strong leadership support, and active teaching networks are essential to maintain quality and effectiveness.

In **2012**, DG Enterprise and Industry and DG Education and Culture organized two transnational events in Dublin and Brdo to enhance teacher preparation for entrepreneurship education. Around 170 delegates from over 30 countries participated, including EU member states, accession, and partner countries. Experts and practitioners shared frameworks, guidelines, methods, and projects, while workshops fostered the exchange of innovative ideas. The events covered diverse aspects of implementing entrepreneurship education in teacher training. As a result, a guide -Entrepreneurship Education: A **Guide for Educators** (2014)[1] was prepared presenting selected inspiring practices from the events, highlighting key success factors and providing contacts for further information and with practical recommendations to encourage educators to advance entrepreneurship education initiatives.

GUIDE FOR EDUCATOR





TRAINING OPPORTUNITIES ON ENTREPRENEURSHIP EDUCATION FOR TEACHERS



The concept of entrepreneurship competence varies among and within countries.

As an example, in the **Entrepreneurship competence in vocational education and training in Europe report** of 2023, it is reported that “Sweden’s policy documents refer to entrepreneurship as a competence, while Italy, Austria and Finland mainly refer to entrepreneurship education. Latvia’s policy refers to transversal skills, which include entrepreneurship skills. Policy documents in Croatia make use of synonyms such as entrepreneurship, entrepreneurship competence, enterprising. In Spain, the term entrepreneurship competence is not part of the vocabulary in VET policy documents; instead, VET curricula refer to entrepreneurship and professional, personal, and social competences”[3].

Also, teachers’ and trainers’ views on the integration of entrepreneurship in VET are diverse with different understandings of its definition, implementation, and relevance in different contexts. Vocational Education and Training (VET) plays a vital role in fostering entrepreneurship competence. In Europe, efforts have been made to develop entrepreneurial learning ecosystems within VET. However, stronger connections between the various components of these ecosystems and enhanced collaboration among stakeholders are still needed. These ecosystems mainly operate at local and regional levels, relying heavily on personal networks and relationships.

At the policy level, entrepreneurship is mainly viewed as an action-oriented set of skills that encourages innovative thinking and the creation of new businesses. The emphasis is placed on self-awareness, self-confidence, and developing an entrepreneurial mindset.

However, in educational practice, the focus often shifts more towards business-related activities. This is often due to limited awareness within the VET sector of relevant policies, as well as the use of training tools and methods that primarily concentrate on business management tasks⁶.

There is also a lack of confidence and pedagogical expertise in designing and delivering teaching and learning activities that promote entrepreneurship competence.

Much has already been produced and the results and progress of projects developed both at national and European level are available serving as adaptable models for diverse contexts.

To support education and training for teachers the European Commission through its platform list a series of initiatives and documents with the aim of establishing a bridge between the worlds of education and industry/work word and a point of reference for initiatives that promote and support entrepreneurship learning and cover the needs of VET teachers and trainers [4].

Among the various opportunities, in the framework of the project the following have been selected:

THE ENTRECOMP EUROPE RESOURCES



COURSE ON TEACHING ENTREPRENEURSHIP



THE ENTREPRENEURIAL SCHOOL (TES)



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THE ENTRECOMP EUROPE RESOURCES



EntreComp Europe is an initiative co-funded by the COSME programme of the European Union.

The aim of this three-year project is to explore how to implement EntreComp through strategies and activities in the work of the organization and practitioners involved in the project and across their communities.

EntreCompeurope is a consortium of fourteen partners from five countries: Belgium, Italy, Moldova, Spain, and Turkey. This Eu CEOSME-funded initiative aims to build national and regional EntreComp communities to promote entrepreneurial competence across youth work, education, employment, and enterprise sectors. The consortium fosters collaboration, shares good practices, and supports the implementation of the EntreComp framework in diverse national contexts.

At the end of the project, the partners share several publications created during this project that are available in the entrecompeurope.eu website at "resources" website page

This collection of resources aims to provide useful insights and inspiration for an **entrepreneurial "learning journey"** including a set of case studies based on national and transnational practices that demonstrate EntreComp in action across lifelong learning sectors.

The materials and resources listed are diverse and relatively recent (from 2020 to 2023) but still useful to better understand the EntreComp framework, some are also downloadable in different languages as the publication **EntreComp: A Practical Guide**.



**EntreComp
Europe**

[EntreComp
Resources](#)



[EntreComp: A
practical Guide](#)





TRAINING OPPORTUNITIES ON ENTREPRENEURSHIP EDUCATION FOR TEACHERS

COURSE ON TEACHING ENTREPRENEURSHIP



The European Commission has emphasised the teacher's central role.

Good initial teacher education is a prerequisite to ignite the 'entrepreneurial spark' and inspire their students. Indeed, to stimulate intrapreneurship intended as "the ability to act on opportunities and ideas to create value for others, which can be social, cultural or financial" a wide range of competence are needed.

This course selected is offered by the European Commission through the EU academy platform an EU-owned online hub created to provide a learning environment that can foster and improve the quality of the application of knowledge

To access the course, registration on the platform is required.

It is an online, one-day self-paced higher education course to learn how to teach through entrepreneurship specifically designed for beginners, implemented by the consortium led by Strascheg Center for Entrepreneurship, and supervised by the DG GROW, DG EAC, ETF, JRC and EISMEA.

Targets are **"educators in higher education of all disciplines that wish to integrate entrepreneurship into their classroom and are interested to learn how to teach through entrepreneurship and encourage their students and peers to develop an entrepreneurial mindset."**



Teaching Entrepreneurship



1 DAY



BEGINNER

PEDAGOGY,
SELF-REFLECTION

1

ENTREPRENEURIAL
MINDSET, PERSONALITY
AND COMPETENCES

2

INNOVATION, CREATIVITY
AND OPPORTUNITY
SPOTTING

3

SYSTEM THINKING,
ECOSYSTEMS,
NETWORKS

4

INTRAPRENEURSHIP, CO-
CREATION, BUSINESS
MODELLING

5

RESPONSIBILITY AND
SUSTAINABILITY

6

COMMUNICATION,
COACHING,
STORYTELLING

7



TRAINING OPPORTUNITIES ON ENTREPRENEURSHIP EDUCATION FOR TEACHERS



THE ENTREPRENEURIAL SCHOOL (TES)



The **Entrepreneurial School (TES)** is a major EU entrepreneurship education program co-funded by the European Commission's Competitiveness and Innovation Programme (CIP).

It aims at **supporting teachers' professional development in applying entrepreneurial learning in several subjects and learning environments (primary, secondary, upper secondary and vocational schools)**.

The initiative bridges educational practice with real-world entrepreneurial needs through its collaborative, multi-stakeholder approach.

This objective is achieved primarily by developing the **Virtual Guide to Entrepreneurial Learning** with entrepreneurial tools and methods organized in teacher-friendly packages and by training over 4,000 teachers in 18 countries in Europe



The entrepreneurial school website



AVAILABLE LANGUAGES



The virtual Guide



VIRTUAL GUIDE TO ENTREPRENEURIAL LEARNING



It is a practical resource for teachers in primary, secondary, and vocational schools aiming to integrate entrepreneurial education into their daily teaching methods and learning processes. It offers over 100 tools and methods, good practices, and framework documents collected from 85 schools across 10 countries.



TOOLS & METHODS

This structured database helps educators quickly locate relevant resources tailored to their needs.

Tools and methods are designed to support entrepreneurial teaching and learning, to address teachers' needs promoting entrepreneurial learning in primary, secondary, vocational schools and higher education.

Usable from primary level to upper secondary schools and in initial teacher training.

All the materials were tested in schools and adapted to national curricula. Practical examples across multiple European countries, searchable through key criteria are provided



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SCHOOLS AND GOOD PRACTICE

In this section, selected Good Practice Schools and Case Study Schools from several countries are listed, with examples of visions, plans, job descriptions and frameworks to learn from and to use in school, taking into account that in primary education, the cross-curricular approach is important and entrepreneurship is normally not taught as a separate subject; while in upper secondary education, the integrated approach increases, and should find integration in both compulsory and optional subjects.



POLICY AND STRATEGY

In this session the most recent European policy documents on entrepreneurial learning could be found, together with strategy and research documents published by national governments and other institutions.

Indeed several European countries have implemented national strategies or initiatives to support entrepreneurship education following the European Commission policy guidelines and in many countries, multiple ministries are working together with key actors in the community to implement and scale up entrepreneurship learning in schools building an ecosystem in interaction with business and industry, with NGOs and a variety of institutions.

Specific learning outcomes and impact indicators for entrepreneurship education are defined.



ASSESS YOUR SCHOOL

All the pilot schools of TES have **scored** themselves according to a quality framework in the area of entrepreneurship education, based on the work of the two universities: University of Warwick and Lappeenranta University of Technology.

In this section two web-based tools are provided:

- a **self-assessment for teachers** in primary, secondary and vocational school;
- a **quality checklist for schools**.

- 1 THE VISION OF ENTERPRISE EDUCATION IN TERMS OF CONCEPT AND COMMUNICATION
- 2 CONDUCTING AN ENTERPRISE EDUCATION AUDIT
- 3 PLANNING AND MANAGING ENTERPRISE EDUCATION
- 4 DELIVERING AN ENTERPRISE EDUCATION CURRICULUM
- 5 ASSESSING AND EVALUATING ENTERPRISE EDUCATION

Centre for Education and Industry (CEI) has adapted the Quality Framework and National Standard for Entrepreneurship Education and developed a quality review process (CEI10, CEI35 and the Entrepreneurship Education Activities Audit).

To enable the user to undertake an initial review of their school/college's enterprise education provision the **10 Key Concepts for Effective Entrepreneurship Education Delivery (CEI10)**, a ten-item questionnaire is provided. The questionnaire requires an estimated 10 minutes to complete.

THE 5 ELEMENTS OF THE QUALITY CHECKLIST



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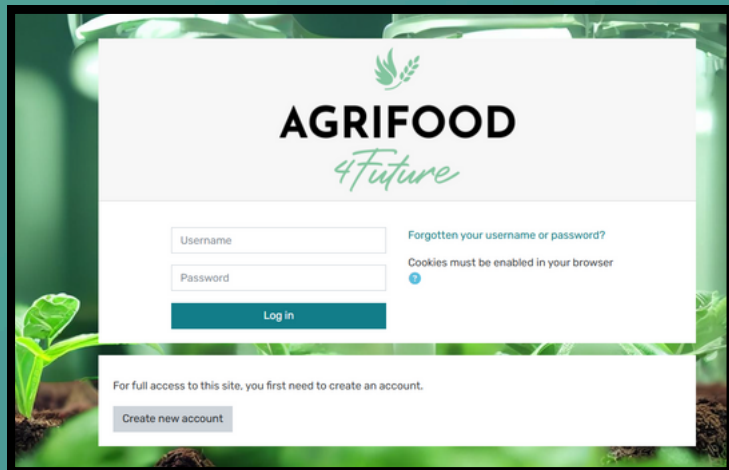
AF4F E-LEARNING PLATFORM



1

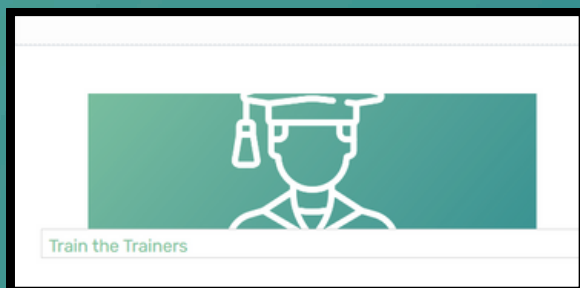
LOGIN TO THE AF4F E-LEARNING PLATFORM

THE LOGIN DETAILS WILL BE PROVIDED TO THE
TEACHERS BY THEIR VET TRAINING INSTITUTIONS



2

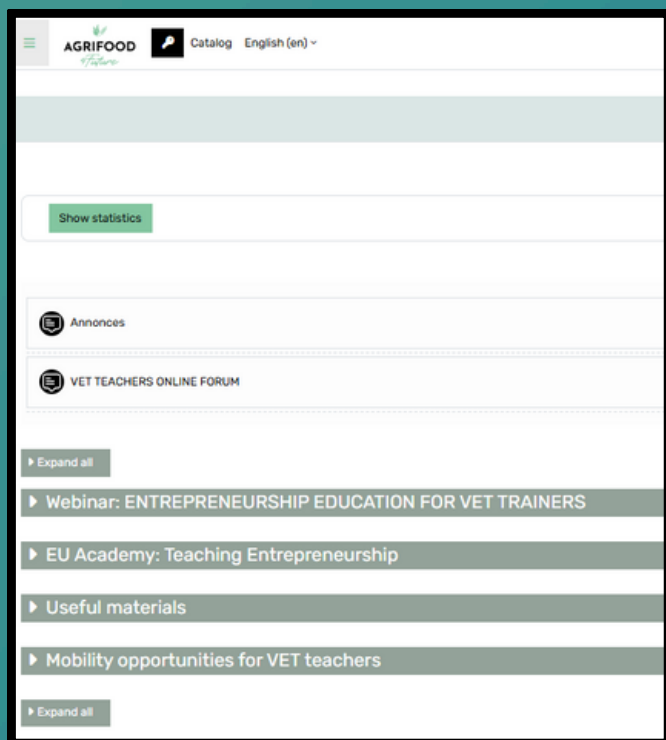
FIND THE “TRAIN THE TRAINERS” SECTION IN YOUR CATALOG



3

EXPLORE YOUR RESOURCES

- WEBINAR: ENTREPRENEURSHIP EDUCATION FOR VET TRAINERS
- EU ACADEMY: TEACHING ENTREPRENEURSHIP
- USEFUL MATERIALS
- MOBILITY OPPORTUNITIES DATABASE
- VET TEACHERS ONLINE FORUM



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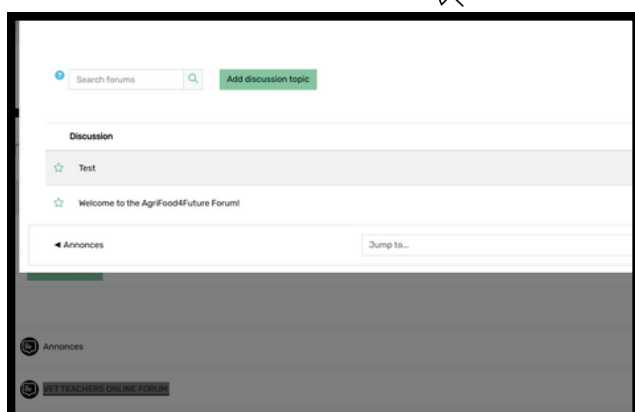


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ONLINE FORUM FOR VET TEACHERS

AF4F E-LEARNING PLATFORM



The forum will be part of the AF4F e-learning platform. **The aim is to exchange experiences and online training about entrepreneurship training in the VET and HEI ecosystem.**

It will be used by the VET teachers and if necessary, by the HEI teachers.

All the teachers will have access to it but not other people. The VET/HEI teachers will have a username and a password to access the forum.

Chatting functionality and a virtual meeting room will be available.

COVE TEACHERS' ANNUAL FORUM



To support the cascading exchange of experiences typical of the "train the trainers" program, **VET teachers**, in addition to the possibility of virtual exchange through the online forum hosted on the e-learning platform, **will have the opportunity to train their colleagues in dedicated events organized at the COVE level.** The event calendar will be defined in collaboration with the COVE leaders once the first teacher training pathway has been completed.

During this event, teachers who have completed the training pathway proposed by the program will, in turn, act as trainers for their colleagues. The event, conducted in the local language, will be open to all teachers of VET and HEI courses from the institutions involved

Go to the Database



The aim of this issue is to **collect all the "field visits " and practical activities** of the project and beyond the project, and to create a Database.

Priority and selection are given to countries where the VET schools are present, therefore ES, IT and GR to encourage the trainers participation.

Database created will be continuously updated by partners, and be added to the project website and the "train the trainers" e-learning platform. Mobility opportunities and the database will be disseminated on LinkedIn and through the newsletters.

Activities organized by Working Groups e COVE and also beyond the project are considered a good opportunity to implement and improve the database



Should be noted that these mobility opportunities and labs are without funding, but we suggest searching for possible funds through VET schools (staff mobility).

REFERENCES

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- [4] https://single-market-economy.ec.europa.eu/smes/learn-and-planentrepreneurship/entrepreneurship-education/projects-and-studies-entrepreneurship-education_en