



# AGRIFOOD

*4Future*

Deliverable 4.5

## Train the trainers toolkit



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#### Abstract

A practical guide and resource that provides tools, methodologies, and materials for training those involved in training, coaching, or teaching, who are responsible for instructing other teachers or trainers, with the aim of making them autonomous and capable of effectively transmitting knowledge and skills to others regarding entrepreneurship.

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## 1 List of abbreviation

AF4F	AGRIFOOD4FUTURE
VET	Vocational Education Teachers
COVE	Centres of Vocational Excellence
EntreComp	European Framework for Entrepreneurial Skills
CFEE	Comprehensive Framework for Entrepreneurship Education
COSME	Competitiveness of Enterprises and Small and Medium-sized Enterprises (SMEs)

## 2 Introduction and Purpose

### 2.1 Objectives of the toolkit

This deliverable is produced in the framework of the WP4 “Development of innovative teaching and training programmes in smart farming and sustainable food systems”. The aim of the task 4.5 “Train the trainers” is to improve the skills of Vocational Education Teachers in entrepreneurial skills.

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. To make learning entrepreneurship accessible and practical, helping both educators and students to develop autonomy, creativity, and the ability to act on opportunities and ideas to create value for themselves and for society a wide range of support materials has been produced, including guidelines, manuals, and collections of best practices.

These resources have been developed both at the national and European level, as demonstrated by the EntreComp framework.

The aim of this document is to facilitate the search for resources for the VET trainers involved in the project and to provide tools and supporting material in order to:

- Support teachers and trainers in integrating entrepreneurship education into their teaching activities, through examples, exercises, and best practices and foster the development of an entrepreneurial mindset and skills (such as creativity, initiative, problem solving, risk management, teamwork, planning, and management).
- Encourage the adoption of innovative teaching and assessment methods for entrepreneurial skills
- Facilitate the sharing of knowledge and best practices among teachers, trainers, and institutions, thereby contributing to improving the quality of educational and training offerings.

## 2.2 Resources

A wide range of resources has been developed at both the European and national levels.

Below is the list of resources/opportunities selected within the framework of the project:

- **Webinar** for entrepreneurship education for VET teachers selected by the project VET providers (AKMI-Greece, Phorma-Mentis-Italy and CESUR-Spain) responsible for four VET curricula development and implementation,
- **Methodological guidelines for entrepreneurship education:** Documents describing approaches, methodologies, and tools for integrating entrepreneurship into VET pathways.
- **Practical manuals and teaching worksheets:** Hands-on materials for designing and implementing teaching activities, exercises, and case studies.
- **Course and Dedicated platforms:** Digital spaces for sharing materials, online training, and collaboration among trainers and students
- **Collections of best practices and case studies:** Real-life examples of entrepreneurship projects carried out by schools and trainers, useful for inspiration and replicability.
- **Checklists and self-assessment tools:** instruments for assessing entrepreneurial skills and for the continuous improvement of teaching practices

## 2.2.1 Webinar on entrepreneurship education for VET trainers

The aim of this event is to provide an updated overview of the European policies supporting the development of entrepreneurial skills, to explore the role of entrepreneurship education in VET pathways, and to present a dedicated course to train and support teachers in their daily work. Through targeted interventions and the sharing of concrete resources, we would like to guide participants in discovering how to innovate teaching and enhance students' transversal skills.

Below the Webinar program

### 1. Introduction and Welcome (5-10 minutes)

Presentation of the webinar objectives;  
Brief introduction of the speakers and the agenda.

### 2. Introductory Session: Policies and the Importance of Entrepreneurial Skills (30 minutes)

First intervention:

*Policies that support growth and widespread agreement on the importance of entrepreneurship skills*

Overview of European and national policies supporting the development of entrepreneurial skills and discussion on the importance of these skills for economic and social growth.

Second intervention:

*Entrepreneurship education in Europe*

Presentation of the current state of entrepreneurship education in Europe;  
Examples of successful European initiatives and projects.

### 3. Main Session: Presentation of the selected course for VET trainers (20 minutes)

Illustration of contents, structure, and participation modalities;  
Expected benefits for participants.

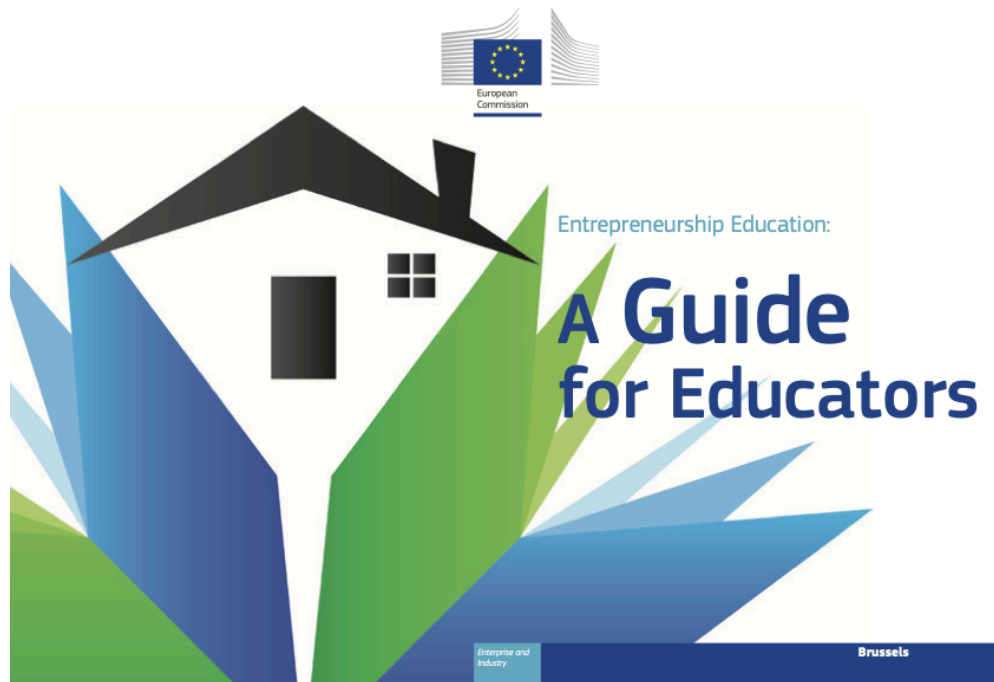
### 4. Conclusion and Next Steps (5 minutes)

Summary of the main points;  
Information on how to access the toolkit, materials, and the course;  
Thanks and final greetings.

## 2.2.2 Methodological guidelines for entrepreneurship education

Documents outlining recommended approaches, best practices, and strategies for integrating entrepreneurship into VET pathways developed by European Commission as guides or project report:

- “ENTREPRENEURSHIP EDUCATION: A GUIDE FOR EDUCATORS” (EUROPEAN COMMISSION)



Prepared in 2013 for the European Commission — DG Enterprise and Industry by ICF GHK :GHK Consulting Ltd.

This guide “aims to showcase a selection of examples of inspiring practice featured through the two events to a wider audience. It highlights the enablers and the success factors of the examples and provides a selection of practical recommendations developed as a result of the events, hoping to inspire practitioners to take action and continue with their own activities to enable teachers for entrepreneurship education”.

European Commission— DG Enterprise and Industry- Entrepreneurship Education: A Guide for Educators (2014) By ICF GHK ISBN 978-92-79-30910-6 doi:10.2769/51003

<https://www.orientamentoirreer.it/sites/default/files/norme/2014%2008%20Guide%20Entrepreneurship%20Education.pdf>

- “ENTREPRENEURSHIP IN VOCATIONAL EDUCATION AND TRAINING” (EUROPEAN COMMISSION REPORT)

Report of the project conducted by the European Commission and experts in the field of education for entrepreneurship appointed by the national authorities, under the Competitiveness and Innovation Framework Programme – CIP (2007-2013) coordinated by the European Commission’s Directorate-General for Enterprise and Industry.

This report focuses on initial vocational education (in particular on upper secondary and post-secondary non-tertiary education).

Entrepreneurship is part of most European countries’ vocational education curricula, with high student participation rates reported in some nations. However, the quality and effectiveness of these programmes vary widely. There remains a notable gap due to limited inclusion across the VET system, low student engagement, ineffective teaching methods, insufficient practical experience, a lack of teacher expertise, weak links to specific professions, and inadequate involvement of business professionals.

Despite some progress, entrepreneurship education in European vocational schools is still not fully effective or widespread. Teachers often lack practical entrepreneurial experience, and although some training is available, it is rarely systematic. Cooperation between schools and businesses is generally good, especially in countries with a dual system, but engaging small enterprises is challenging. The most effective teaching involves hands-on, project-based learning, but there’s a gap between the most effective methods and those actually used, partly due to teachers’ limited training and reluctance or inability to adopt active, interdisciplinary approaches.

Teacher training—both initial and continuing—is crucial, but entrepreneurship education is not yet systematically included. Effective competence development would require making entrepreneurship a mandatory part of teacher education and offering ongoing professional development. Public authorities should establish a national or regional steering committee involving education, economy, and relevant organizations to coordinate efforts. Including entrepreneurship as an explicit curriculum goal signals its importance and supports teaching time allocation. The current shift toward competence-based education in national curricula should continue, as it facilitates the integration of entrepreneurship into school program

European Commission. (2009). Entrepreneurship in vocational education and training: Final report of the Expert Group. European Commission, Enterprise and Industry Directorate-General.





- ENTRECOMP INTO ACTION: GET INSPIRED, MAKE IT HAPPEN



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

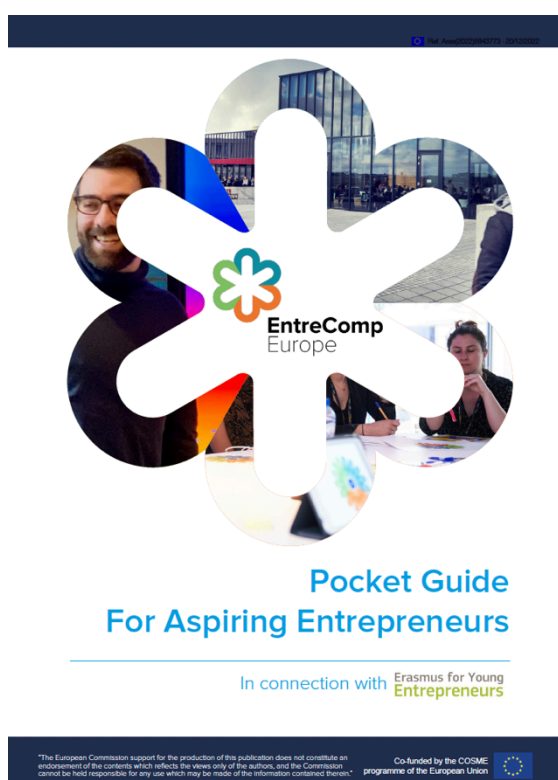
EntreComp into Action is a guide for those individuals and organisations who want to use EntreComp, the Entrepreneurship Competence Framework, to foster entrepreneurial learning. It illustrates the breadth and depth of potential for using EntreComp to meet different goals and aim

The guide introduces EntreComp, which defines 15 key competences grouped into three areas: Ideas & Opportunities, Resources, and Into Action. It offers practical tips, over 70 real-life case studies, and tools for using EntreComp across formal education, non-formal learning, employment, and enterprise. The guide aims to inspire and enable individuals and organizations to embed entrepreneurial competences into lifelong learning by providing adaptable examples and guidance for different goals—such as mobilizing interest, creating value, appraising skills, implementing projects, and recognizing achievements to inspire more actors across Europe and beyond to use it as reference.

Joint Research Centre (European Commission). (2018). *EntreComp into Action: Get inspired, make it happen. A user guide to the European Entrepreneurship Competence Framework*. Publications Office of the EU

<https://op.europa.eu/en/publication-detail/-/publication/4542fd58-20f3-11e8-ac73-01aa75ed71a1/language-en>

- THE ENTRECOMP EUROPE POCKET GUIDE FOR ASPIRING ENTREPRENEURS



The EntreComp Europe Pocket Guide for Aspiring Entrepreneurs is a practical resource designed to help young entrepreneurs strengthen their entrepreneurial competences, develop ideas into action, and manage innovative projects. It introduces the EntreComp framework, which defines entrepreneurship as a broad set of competences relevant to business, civil society, education, youth work, and personal development—not just business creation.

The guide explains the three main competence areas of EntreComp: Ideas & Opportunities, Resources, and Into Action. It provides an overview of how these competences can be used to assess skills, design learning, support career pathways, and guide policy. The Pocket Guide also offers a curated selection of free online resources

(such as open books, courses, videos, and articles) for each of the 15 competences, helping users to reflect on and improve their entrepreneurial skills

EntreComp Europe. (n.d.). *EntreComp Europe Pocket Guide for Aspiring Entrepreneurs*.

#### Where to download:

<https://entrecampeurope.eu/wp-content/uploads/EntreComp-Europe-Pocket-Book-for-Aspiring-Entrepreneurs.pdf>

- ENTREPRENEURSHIP COMPETENCE IN VOCATIONAL EDUCATION AND TRAINING IN EUROPE

This report, based on the research of Cedefop's study Entrepreneurship competence in VET and eight national case studies covering Spain, France, Croatia, Italy, Latvia, Austria, Finland and Sweden, describes how entrepreneurship competence is embedded in vocational education and training (VET) in Europe. It complements existing knowledge with examples of methods, tools and approaches that can help policy makers, VET providers and other stakeholders build better entrepreneurial learning ecosystems.

#### Key Findings:

**Policy Context:** Over two decades, the EU has promoted entrepreneurship education, culminating in frameworks like EntreComp (2016), which detail the knowledge, skills, and attitudes required for entrepreneurship. EU and national policies encourage curricular integration, teacher training, and stakeholder collaboration.

**VET Learning Ecosystems:** The report describes a model with three dimensions: policy (curricula, instruments), VET providers (systematic support), and teaching/learning/assessment (methods and tools). Effective embedding of entrepreneurship competence requires a mix of curricular and extracurricular activities, support services, and strong leadership.

**Teaching and Learning:** VET is praised for its close ties to the job market and hands-on approach. Practical experiences like mini-companies, cooperatives, and business competitions are common. However, challenges include heavy workloads, rigid schedules, and the need for more interdisciplinary collaboration

**Assessment:** There is a shift toward competence-based assessment, but clear criteria for entrepreneurship competence are often lacking. Formative assessment techniques (feedback, self-assessment) are underused, and active learner involvement is recommended.



Innovative Learning Environments: Flexible learning spaces, technology, and innovation labs are emerging as tools to foster entrepreneurship, but teachers sometimes struggle to utilize these effectively. Coordinators are often appointed to manage these spaces.

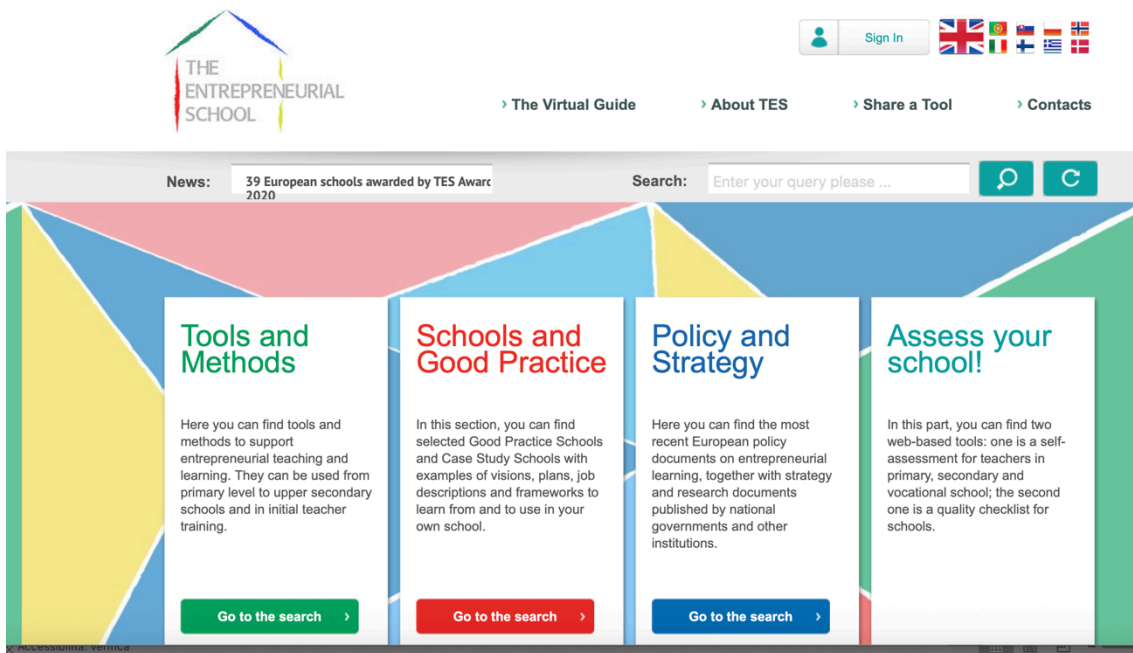
Case Studies: Examples from Latvia and Italy highlight different interpretations of entrepreneurship competence, from business creation to broader transversal skills and mindset development

Cedefop (2023). *Entrepreneurship competence in vocational education and training in Europe: synthesis report*. Luxembourg: Publications Office. Cedefop research paper. <http://data.europa.eu/doi/10.2801/08062>

## 2.2.3 Practical manuals and teaching worksheets

Manuals to support education and training for teachers

- THE EU FUNDED PROJECT TES



The TES Virtual Guide for Teachers is an online resource offering over 100 practical tools and methods to support entrepreneurial teaching and learning across all school subjects and age groups. It includes good practices, framework documents, and self-assessment tools, and is designed to help teachers easily integrate entrepreneurship education into their classrooms. The guide is collaborative, community-driven, and available in multiple languages.

You can access it here:

[https://www.tesguide.eu/it/web\\_article/IT\\_the-virtual-guide.htm](https://www.tesguide.eu/it/web_article/IT_the-virtual-guide.htm)

- **GOOD PRACTICES GUIDE:** Support to specific target groups, such as young people, migrants or female entrepreneurs.



The **GOOD PRACTICES GUIDE** highlights how targeted support for groups such as young people, migrants, and female entrepreneurs can accelerate the effectiveness and impact of entrepreneurship projects. The guide provides examples of initiatives that offer tailored training, mentoring, and resources to help these groups overcome unique barriers to entrepreneurship. By focusing on their specific needs—such as access to networks, business skills, and financial literacy—projects can foster greater inclusion, innovation, and economic participation. The guide also emphasizes the importance of collaborative approaches and sharing successful models to inspire

and scale up effective interventions across different regions

Interreg Europe. *GOOD PRACTICES GUIDE: Support to specific target groups, such as young people, migrants or female entrepreneurs.*

[https://projects2014-2020.interregeurope.eu/fileadmin/user\\_upload/tx\\_tevprojects/library/file\\_1537432531.pdf](https://projects2014-2020.interregeurope.eu/fileadmin/user_upload/tx_tevprojects/library/file_1537432531.pdf)

## 2.2.4 Course and Dedicated platforms

This course selected in the project is offered by the European Commission through the Eu academy platform (<https://academy.europa.eu>) an EU-owned online hub created to provide a learning environment that can foster and improve the quality of the application of knowledge

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.”

The course is structured in 7 modules after a brief welcome and introduction

Module 1 – Pedagogy, Self-Reflection

Module 2 - Entrepreneurial mindset, personality and competences

Module 3 - Innovation, creativity and opportunity spotting

Module 4 - System thinking, ecosystems, networks

Module 5 - Intrapreneurship, Co-Creation, Business Modelling

Module 6 - Responsibility and sustainability

Module 7 - Communication, Coaching, Storytelling

At the end of the course, after having taken a short test, the course awards a certificate

Learning objectives

- ✓ Provide background on entrepreneurship and EntreComp
- ✓ Learn what the entrepreneurial mindset is
- ✓ Introduce learners to a framework that helps to address challenges and make decisions
- ✓ Introduce systems thinking and its implications
- ✓ Present the need for continuous innovation and use of co-creation as a tool for innovation
- ✓ Provide a background on responsible entrepreneurship
- ✓ Present coaching as a way of aligning students to be able to achieve optimal result

To achieve the certificate, seven quizzes (one for module) need to be completed.

Each quiz is designed to test the module content understanding and mastery of the course material, ensuring that students have the necessary knowledge and skills.

<https://academy.europa.eu/courses/teaching-entrepreneurship>

## 2.2.5 Collections of best practices and case studies

Case studies in entrepreneurship education serve as powerful tools for experiential learning. They ignite curiosity, foster critical thinking, and prepare future entrepreneurs for the dynamic business landscape.

Innovative pedagogical approaches in entrepreneurship education are transforming how students learn and develop entrepreneurial skills. By incorporating experiential learning, design thinking, collaborative models, and technology integration, educators can provide a more effective and engaging learning experience

Selected examples from several countries in Europe are available in TES as described before.

<https://www.tesguide.eu/bpsearch>

Indeed, the TES platform is possible either by search by country or by 8 different selected areas (Good Practices) or by both. The examples are meant to be of help in participant own practice and when implementing entrepreneurship education in school. They should be intended as good start and a source of inspiration.

## 2.2.6 Checklists and self-assessment tools

TES provides also two key web-based tools for educators and schools:

✓ Self-Assessment Tool for Teachers:

**Purpose:** Helps teachers in primary, secondary, and vocational schools evaluate their own progress and practices in delivering enterprise and entrepreneurship education.

**Instrument:** Based on a quality framework developed by the University of Warwick and Lappeenranta University of Technology, this tool allows teachers to reflect on their teaching methods, content, and engagement strategies.

**How it works:** Teachers answer a series of questions that cover various aspects of entrepreneurial teaching, such as lesson design, student involvement, and integration of real-world applications. The results highlight strengths and areas for improvement

✓ Quality Checklist for Schools:

**Purpose:** Enables school leaders and management teams to assess the overall quality and effectiveness of entrepreneurship education within their institution.

**Instrument:** This checklist is also based on the quality framework from Warwick and Lappeenranta universities and is used by pilot schools to score themselves in the area of entrepreneurship education.

**How it works:** Schools review and score their practices across multiple dimensions, such as curriculum integration, staff development, and community engagement. The checklist supports ongoing evaluation and continuous improvement.

Both tools are available online through the TES Virtual Guide and are designed to be used regularly for monitoring progress and identifying development needs.



Figure 1. AgriFood4Future project logo