

## ENTANGLE - Newsletter #3

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Being almost at the end of its journey, the ENTANGLE consortium is finalising the main outcome: the E-LEARNING PLATFORM.

In the last months, material has been collected by the project's consortium, an ad-hoc ENTANGLE course was ideated by CETEI (ES) and lively, useful as well as enriching modules developed by BDF (NL). Currently the ENTANGLE course is tested by teachers in all partners countries (ES, NL,

CY, LT, SK), who will help to make it more practical and of a service to vocational trainers and teachers operating in different contexts.

Alfa Ideas and Technologies (FITIN) which has substituted ELIN as ENTANGLE Lithuanian partner, is responsible for coordinating the testing activities of all partners. You will find a brief narrative of this process and the new ENTANGLE partner's description in the following pages.

Suggestions received will be summarized in a report which is due in July and which you will be acquainted with, in the next newsletter.

The online platform, containing the course and exercises in different languages, was technically produced by FIRST ELEMENTS (CY) will be launched by September 2014.

Sure of the success its activities' have been having all around Europe, the ENTANGLE consortium is looking for projects and initiatives in order to create synergies with different stakeholders and exchange of know-how on entrepreneurship.

A very interesting occasion to meet the ENTANGLE consortium and learn more on the project's outcomes is the final conference, which will be held in Los Santos de Maimona, ES on the 23-24 September 2014. More information on that will be available in the next newsletter.



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## THE ENTANGLE PILOT TESTING

CETEL did the pilot test the last 19th of June in a form of a workshop. 8 trainers participated at the event and learned about the ETNANGLE teaching material. A first questionnaire was distributed in order to capture a first impression about the activities proposed. The plan is that now teachers will have a closer look at the material using the learning platform and then be asked to fill a second questionnaire. The report will be ready by the first week of July.

EfVET, as European umbrella association, didn't have to implement the pilot testing, but gave a concrete contribution to the overall strategy.

BDF will make use of its good contacts in the world of entrepreneurship education in Friesland. The Incubator Leeuwarden where (student) start-up companies come to grow their business as well as vocational schools from Leeuwarden will be approached in this test phase to get feedback from the field.

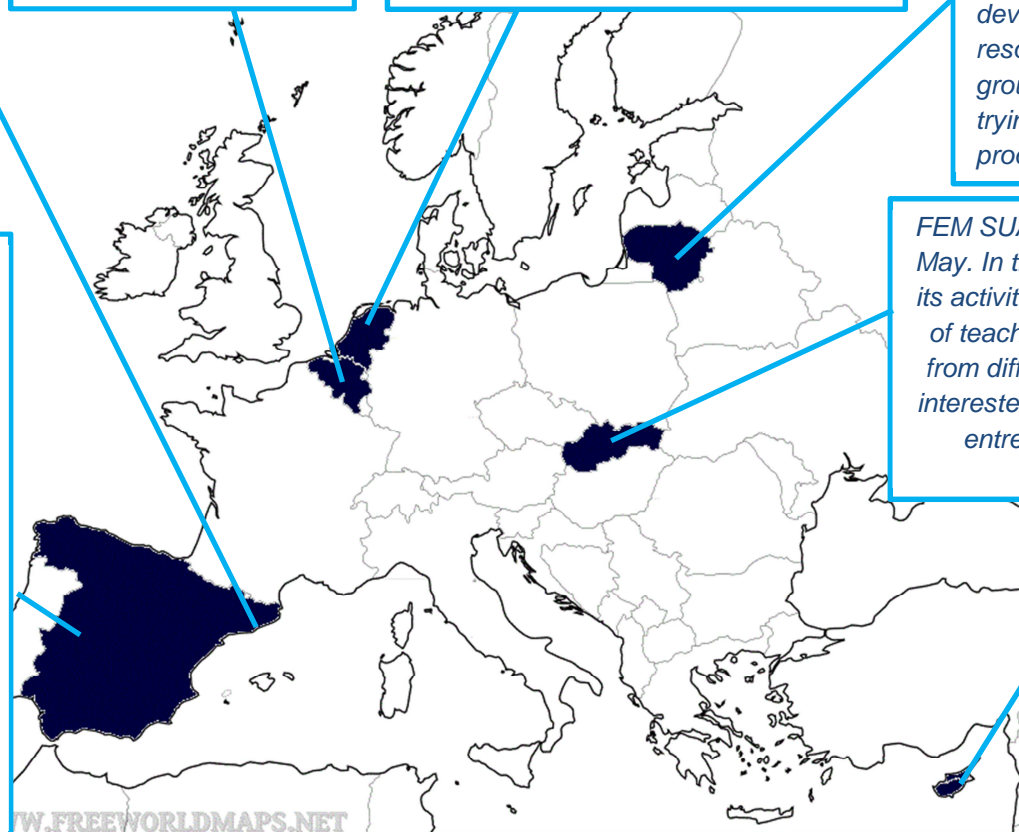
FITIN has organized a first pilot seminar with entrepreneurship teachers and business consultants and plans to hold one more for future teachers in collaboration with Lithuanian University of Educational Sciences. So far participants were international team of C2C project, working on establishing guidelines for business startups in disadvantaged groups. The practical tasks were designed to experience the impact of change, the development of a product idea with limited resources, and thinking in creative ways. In small groups the participants were working on BMC trying to establish a business model for their product and then presenting it to other teams.

Two vocational training institutes from Extremadura region are collaborating with Maimona Foundation in the testing phase of the training materials and e-learning platform. A total of 15 VET teachers are participating on it. Activities started in March, when two face to face workshops were held to introduce teachers the project, show the operation of the platform and work with the BMC in a practical way. Throughout April and May teachers have been testing the training materials, downloading content from the platform and testing its functionality.

Other 2 workshops took place in May: teachers evaluated the platform and group dynamics were conducted to learn to motivate students

FEM SUA IN organised a piloting workshop at the end of May. In the beginning Dr. Zařková presented project and its activities was aimed at university teachers. The group of teachers consisted of young teachers and scientists from different faculties of the university. Teachers were interested in the project; they highlighted the need of the entrepreneurship education and appreciated this initiative.

A pilot test was organised by First Elements in the early June. A group of 10, VET teachers as well as teachers to be, took part in the piloting phase where the goals of the Entangle project were presented. They all expressed their interest to adapt the material in their teaching life as a guide encouraging their students being entrepreneurs in the near future



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### THE ENTANGLE PILOT GALLERY



ES



SK

LT

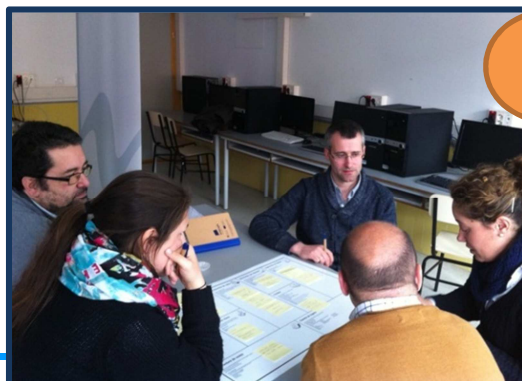


Overall, the teachers are qualifying the training contents of ENTANGLE as very useful for use them in the classroom with the students. They value the applicability of the Business Model Canvas, how easy it is to use and, above all, that it is a very dynamic and entertaining tool, quite different from the contents usually taught during the lessons.

ES



ES



LT



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### Entrepreneurship classroom activities - *Leonor Martín*

The significance of teaching entrepreneurship skills is nowadays highlighted by different entities. Innovative ideas, creativity, independent work approach, finding relevant information, self-management, cooperation, team work as well as presentation and communication skills are present in almost every field. This brings challenges to the education system and classroom practices. (...) As entrepreneurship skills can be integrated to all school subjects, there are many possibilities to practice those skills. The multidisciplinary approach to entrepreneurship gives flexibility, but it is also possible to integrate exercises, which strengthen entrepreneurship skills, to the traditional subject lessons. The participative methods and learning by doing are necessary when motivating students to entrepreneurship and lowering the barriers to try something different. In

addition, it is important to create atmosphere where mistake is seen as a good opportunity to learn and not to be feared. (...) It is advised to perform group work (...) in order to ensure work with unfamiliar and new approaches. Here few examples of participative methods to activate entrepreneurship skills:

1. **Branding our school:** The objective is to create a brand to the school and suitable small product (cup, t-shirt, key chain etc.), which can be given to visitors or sold to stakeholders. (...) Separate groups create visual image, slogan, product etc. based on their own ideas. After presenting all brands, the best one is elected democratically (...). The exercise can be extended to create marketing plan for the school.
2. **Brainstorming:** (...) it is important to create as many ideas as possible without thinking too much. Present the question or theme. (...) In the group everybody participates and tells their ideas. All ideas are written to

sticky notes. Then the group chooses the best idea. All groups make presentation of their idea (3 min/group). Discussion and evaluation: Which of the ideas are worth to realize?

3. **The recycling workshop:** Collect used material (...) give the pupils the theme (...) and ask students to create new (...) materials. Variation: Give every group an imaginative word and task to create that machine or thing with the recycled material. Afterwards groups make presentation which includes explanation how the creation works and why others should buy it. (...)
4. **Marketing:** The starting point is to analyze few existing adverts. What kind of strategies has been used? What kind of image, vision or message the advert wants to transfer? What kind of emotions it raises? How the advert tries to impact you? What kind of people are in the advert? What is the focus in the advert? After discussion give all groups some product

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and task to create advert about it, for example short video or poster.

**5. Solution based team work:** Choose one current problem from the local, national or global level and challenge groups to create solutions to the problem. (...) Groups have to create campaign, project or presentation. Remember (...) to touch emotional and social side of the human life to achieve successful impact. (...)

**6. Redesign everyday object:** How would you improve the usability of cutlery, coat rack, mobile phone? How would you improve your school corridor, playground or classroom?

**7. Game:** Ask groups to create a game, which can be also digital if students have programming skills. Other group has to test the prototypes and give feedback in order to develop the game further. Make so many testing rounds as necessary.

**8. Fund raising event:** The students have to create fund raising event or activity for the

student union or for study visit. It can be for example musical, artistic or sport competition, theatre show, party with small entrance fee. (...)

**9. Desert island:** First ask everybody individually to list 10 things they would take on a desert island to survive there. Divide students into pairs. They should discuss of their lists and negotiate common 8 things to take on a desert island. Unite students to small groups, which have to reduce the list to 6 things. Then unite bigger groups, which choose 4 things. Then groups present their lists and justify their choices to all class.

**10. Company visits, living library of local entrepreneurs or normal presentation:** Prepare with the students questions for the entrepreneurs. It can be also combined to find shared project with the company or the organization.

**11. Short activities in the middle of any lesson for energizing the group:**

- **Paper tower:** Which group builds the highest tower using only 10 pages of paper?

- **Drawing, explaining, acting:** Write different words on papers and separately 3 action papers with words 'drawing', 'explaining' and 'acting'. The classroom is divided into groups. All students are at least once in the front. They take one paper and one of the 3 action papers without seeing other side. According to the papers, the task is to draw, act or explain the word to all. The first group guessing right gets one point. Points are marked to see the competition. The activity works well in foreign language lessons too.

- **Blind team work:** Preparation: 15-20m ropes and scarves for all. The students are divided into groups and they have their eyes blindfolded with scarves. The groups have to make different patterns (...).

*Article taken from the ENTANGLE blog: <http://entagleforvet.blogspot.be>*

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### TOPIC RELATED PROJECTS

**K-start>** K-start project aims to encourage well experienced senior employees to take on a challenge and engage into the process of transferring their knowledge to younger colleagues or business start-ups. This includes improving their HR management and mentoring skills with the help of easy accessible e-book and training programs delivered by project partners. K-start project offers a database for future mentors and those who seek help and guidance.

Project is implemented in 2012-2014 by 7 partners from 5 EU countries active in the fields of education, VET, business and start-ups support.

Learn more at: <http://k-start.eu/>



**Click to Career Project (C2C)>** is a Learning Partnership funded by the EC through Grundtvig Programme.

The final aim of the project is to support unemployed, housewives, craft-men, amateur artists and people in search for a new business opportunity in starting their own online enterprise.

Through trainings, workshops, presentations, demonstrations, outdoor activities, team building we'll improve ICT knowledge and skills for adults in order to break through their barriers and become free-lancers.

Thanks to the project target groups will learn for instance to design and administrate their own website and develop a Consumer to Consumer business.

More information on:  
<http://clicktocareer.mixxt.eu/>

**ENT-TEACH>** The central aim of the project is to equip VET teachers to teach students the emerging skills of entrepreneurship with a focus on the (start-up) micro enterprise.

The project has an innovative practical approach to stimulating entrepreneurship among students in VET institutions by providing their teachers with the tools and materials to teach; inspire and motivate their students for them to be able to pursue a career as an entrepreneur.

The project's main outcome is a free online platform where learner can find 7 units on various aspects of entrepreneurship and business start-up. All 7 units are supported by practical learning activities, videos, case studies and self-assessment questions to be used in and outside the class room.

Learn more at: <http://www.ent-teach.eu/>



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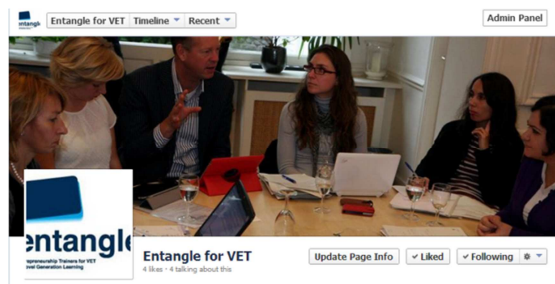
## CONTACTS

More information on the project could be found in the dedicated website:

[www.entangleforvet.eu](http://www.entangleforvet.eu)



The ENTANGLE consortium has just launched a [Facebook page](#) which will be instrumental tool to promote the project towards a wide public.



## PARTNERSHIP

With regard to the partnership, a change occurred in Lithuania: Alfa Ideas and Technologies (FITIN) substituted ELIN as Lithuanian partner. FITIN is a private SME operating in the field of non-formal education which focuses primarily on youth, women and seniors.



## FUNDING

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