

ENTANGLE - Newsletter #2

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The ENTANGLE project entered its second year of activity and thus started to take shape. In the last year, partners have been conducted a research in their countries to determine the current situation of entrepreneurship teaching in vocational education. This included the collection of background information on education systems, curricula, and conducting interviews with both VET teachers and students to get fresh information right from the work floor.

Following that exercise, a comparative analysis on country reports was drafted by

the consortium and is now available on the [ENTANGLE website](#). This enabled the partners to make informed decisions on the outline of the ENTANGLE materials.

A series of materials were then analysed in depth to determine the best way to use them developing the ENTANGLE Training Materials. Those were the following: the VIPIA training tool – which is a training package for would-be entrepreneurs, the BDF Methodology, additional materials provided by partners and the conclusions of the brainstorming sessions. As a result, a map on how to use the materials has been developed using the basis of the BMC model which is a tool used to analyse business model or to plan a business model innovation. All this work was

collected in the “Recommendations for transfer” which were drafted by the project coordinator and will be taken into account when developing the ENTANGLE course.

This latter is being defined in its concept layout by FJXXIII and then its modules are being developed by BDF. Afterwards, VET teachers in all partners' countries will test the course in order to provide partners with suggestions to make it usable in different contexts. Once everything will be ready, an online platform containing the course and exercises in different languages will be launched. These products will be promoted at the ENTANGLE final conference, which will be held in Los Santos de Maimona - ES, next September.



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THE ENTANGLE RESEARCH

Thanks to the ENTANGLE research, the consortium was able to monitor the situation of entrepreneurship practices and entrepreneurial teaching in the partners countries. A questionnaire was broadly distributed in VET institutes and collected the opinions of teachers and students.

The survey results highlighted a great difference among (and sometimes even within) partners' countries. In particular as regards:

- Law facilities in order to create an enterprise
- Entrepreneurial approach
- Different levels of government help for developing business
- Influence of the education system in boosting the entrepreneurial spirit

However, lacks of the system and the wishes perceived by teachers and students had quite of lot of surprising similarities. The following quotations are an example of that (T=teacher; S=student).

Do you think that knowledge of the VET lectors is helpful for starting business?

T-ES1: Yes, but teachers need more training on this issue.

T-ES2: Yes, but only if the teacher has been directly related to business creation, or if he/she has worked in a company.

T-LT1: Yes, but most of schools lack human resources thus entrepreneurship must be delivered by teachers who are not active in this field.

S-LT2: Yes, but teachers who teach entrepreneurship usually have never had a business themselves

S-CY1: Teachers certainly contribute to the start –up of an enterprise because their knowledge and this experience help a lot.

T-SK1: Yes, but there is lack of entrepreneurship education contained in our curriculum during the study.

Sometimes teachers think instead that the responsibility is more on students:

T-ES3: Yes, we transmit them the knowledge. But students do not have either the maturity or the intention necessities to start a business.

Entrepreneurship is often not offered as part of the VET curricula, but even with it is, there's not enough practical orientation to the labour market.

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A very positive result for the ENTANGLE consortium is represented by many proposals done by teachers, which are in the direction of the project outcomes and objectives.

T-ES6: It is necessary to introduce units related with entrepreneurship in the training programmes.

T-ES3: It is necessary to train VET teachers in entrepreneurship, especially to those teachers from areas that are not directly related to the business world.



T-ES4: It is necessary to increase the hours devoted to training entrepreneurship, so this way in the near future entrepreneurial culture would be considered as an important part of education.

T-LT3: Entrepreneurship being the secondary occupation means no time for making engaging classes, a comprehensive portal with tips & tricks would help a lot.

T-NL1: It would be great to have materials that lead up to constructing a true practical final result, like a business model

In general, teachers would like to acquire the knowledge about specific content about business models, ICT tools and pedagogy; instead students' expectations are to improve soft skills and to receive more concrete ideas.

THE ENTANGLE MEETINGS

THE AMSTERDAM MEETING

In the progress meeting of Amsterdam, the project consortium got excellent results. First of all participants got acquainted with the real situation of entrepreneurship in the partners' countries thanks to the presentation of the survey results.



Afterwards, a draft of the course for teachers was discussed. The main reference for that is the CANVAS model but it will be supported by ICT and pedagogical tools. For this reason, the

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consortium also examined different types of material and evaluated their suitability for the project. The meeting was also an occasion to discuss and approve the dissemination plan.

THE NEXT MEETING IN BARCELONA

The second project meeting was held in Barcelona, on the 12th-13th of December.



It aimed at progressing on the development of the training course and on the integration of the different types of materials; learning more on the technological platform and discussing about the pilot test. Furthermore, partners also brainstormed on the way to exploit the project results.

THE SOCIAL MEDIA STRATEGY

The ENTANGLE consortium aims at reaching the biggest number of VET teachers possible and start a lively discussion with them on entrepreneurship teaching and policies in the EU. For this reason, a [blog](#) was created and is constantly fed with interested content in all the partners' languages.

ENTANGLE - Entrepreneurship Trainers for VET: A Novel Generation Learning approach

ENTANGLE has an innovative approach to entrepreneurship teaching in VET institutes. ENTANGLE focus on improve the competences of VET teachers to achieve the ultimate goal of the project, to have more VET students starting their own enterprise. This blog is intended to be a forum for communication and exchange of experiences between the different actors involved in some way in the teaching of entrepreneurship in VET.



The following is an example of article posted in the ENTANGLE blog.

THE ROLE OF A BUSINESS PLAN – First Elements (CY)

Entrepreneurs at all stages of growth know that effective business planning is key for a company's long-term success and its ability to raise capital. As a result, much has been written by bankers, accountants, consultants, and academicians on the preparation of a business plan. Yet it seems that the more information there is; the more confused people get about what a business plan should include. There's no one "right answer." A business plan should tell a compelling story, make an argument, and conservatively predict the future, and companies have different stories to tell, different arguments to make, and different futures to predict. It identifies the need or problem in the marketplace and describes your plan for fulfilling that need in an attractive and affordable way. [Business planning is the process of setting goals, explaining objectives, and then mapping out a plan on how the company's management team will achieve these goals](#)

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and objectives. In essence a business plan is the articulation of why your idea is a valuable opportunity, what resources it will require, whom will provide you with the vision and leadership to execute the plan, and how you will reach your goals. [...]

A very challenging task is to draft a business plan that anticipates all key investor questions and sets the stage for the initial meeting where wider and deeper diligence will take place as well as any assessment of the quality and integrity of the company's leadership. [...]

Nobody has a crystal ball to predict what will work and what won't—neither the savviest investor nor the most experienced entrepreneur. The better the analysis is; the better the chances that most of the goals set forth in the business plan will be achieved. Your business plan should also analyse also what resources you'll need for your journey, and what you hope to achieve along the way—but there is no guarantee you'll reach your goals. [...]

When preparing a business plan for capital-formation purposes, one of the key goals is to use the plan to work for the blessing of a local market influencer, such as an angel or venture capitalist, who will champion your plan, put some initial money into the company, and most important, show it to others who have the money and the resources to help the company achieve its objectives. Using the plan to convince this first penguin to jump through the ice is an important market validator that will build credibility and excitement for the company and its business model.

Another key aspect of building a business plan for use in the capital markets is to answer the complex question about empowerment: "How will the capital empower the management team to achieve objectives that it has been unable to achieve to date?" This shows your initial champion and others that you have really thought through the capital-formation process. [...]

Business plans are used by both start-up companies and operating companies. One commonly asked question is: "How long should my business plan be?" The latest thinking is that an entrepreneur of a growing company should have three versions—the one-pager, the five to ten-pager, and the thirty- (or so) pager. The one- to two-pager is for the initial introduction to targeted investors and is about the same length as you would describe your business in a thirty-second elevator ride. The one- to two-pager devotes about two sentences to each of the key topics described in the outline that follows. The five- to ten-pager expands the depth of the discussion of the topics to about two paragraphs per topic and is often used as a presentation tool in the second or third round of meetings with targeted investors. Finally, the thirty-pager is the detailed strategic plan to describe exactly how the company will meet its growth objectives and devotes about two or three pages to each of the key topics.

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CONTACTS

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



FUNDING

"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



Entrepreneurship Trainers for VET: A Novel Generation Learning approach – ENTANGLE