



# VLM

# Training Guideline

## Training Path- Entrepreneurial teaching & Project Management





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# Introduction

The main aim of this guideline is to define approaches and methodologies in order to support migrants and refugees to arrange their own training on social and business entrepreneurship and project management. This guideline can also be used by teachers and coaches to arrange training for migrants and refugees.

“Training material and programme for social and business entrepreneurial competence development by virtual learning methods for multinational and multicultural groups, and recognition and validation of the acquired competence – VLM” project intends to implement training for migrants and refugees to encourage their employability by marketable entrepreneurial actions. VLM intends to foster entrepreneurial thinking and acting by developing and distributing real products as well as encouraging the acquisition of Information Technology and linguistic competencies through network-based working in a national or cross-national business.

The guideline is structured in different sections that give an overview of the contexts, methodologies and characteristics of the entrepreneurial and project management learning. This document includes also the VLM training programme elaborated to support teachers and coaches in delivering training.

The first section of the document tends to clarify the definition of VET (Vocational Education and Training used) by the partnership and the target groups of the VLM products.

The next chapter defines the potential advantages in implementing entrepreneurial education activities for migrants and refugees and its impact.

The guideline includes also a brief overview of the state of the art in the implementation of entrepreneurial education in Europe.

The core of the document is represented by the training methodology and the training programme which are the basis for the implementation of entrepreneurial education activities.

The Training Guidelines "Entrepreneurial Teaching & Project Management" is meant for migrants and refugees interested in the creation of Enterprises. It can also be used, however, in different contexts by schools, public bodies and enterprises.



# Migrants Statistical Data

The following represent immigration data in the partners countries:

## Italy

Immigration became relevant in Italy especially after the “global crisis” started in 2007. Nowadays about 5.2 million out of a global population of about 60.5 million are foreigners. The biggest ethnic groups are Romanians (1.1 million), Albanians (467,000), Moroccans (437,000), Chinese (271,000), and Ukrainians (230,000).<sup>1</sup> The foreign population living in Italy has a level of education similar to Italians: 39.4% of Italians and 38.9% of foreigners completed secondary school; 12.5% of Italians and 10.2% of foreigners have a University degree. Nevertheless, foreigners are facing more difficulties accessing the labour market, reaching qualified jobs, developing careers, etc. There exist relevant inequalities in level of incomes and practical conditions of life.

In the last years (2016-2017), the most tragic aspect of migration in Italy has been the phenomenon of illegal landings and the welcoming and hosting of these “newcomers”. According to the Ministry of Internal Affairs, the number of refugees<sup>2</sup> in 2016 has reached a new record: 181,436 arrivals, almost three times as much compared to 2011. Between January 1<sup>st</sup> and March 31<sup>st</sup>, 2017, a total of 24,292 refugees reached Italian shores. This is a 29% increase compared to sea arrivals in the same period of 2016 (18,777). The main nationalities among sea arrivals are Guinean, Nigerian, Bangladeshi, and Ivorian. The vast majority of persons are accommodated in large-scale temporary reception centres. In March 2017, 1,416 persons were located in the four operational hotspots, while 137,855 persons (78%) were accommodated in temporary facilities, and 13,385 (8%) were in first-line reception centres. Furthermore, 23,867 persons (13%) were placed in second-line reception facilities. In 2016, 123,000 asylum applications were filed, a significant increase compared to 2015, when 84,000 claims were submitted.

The majority of new comers are young African males (almost two thirds of migrants are West Africans) arriving by sea from Libya. Over 80% of the migrants are males. The average age is 27 and 90% are younger than 30 years old. 60% of refugees are Muslim (almost all Sunni), while Christians account for around 38%. Among Christians, Catholics are most numerous (34%), followed by Orthodox (20%) and Protestant (14%). The remaining 32% considered themselves generically Christian and did not specify their Church. In general, they lack formal education, but speak multiple languages. The level of formal schooling for new comers coming to Italy is quite low, with an average of 7.5 years of education completed. 10% of those interviewed are illiterate, while 20% have not completed a full educational cycle. Only 16% has a high school diploma, and 3% has a university degree. Women tend to be less educated than men, with almost 90% not having completed lower secondary school. East Africans, however, seem to be considerably more educated than other migrants, with 41% of Eritreans having completed secondary school.

Overall, the majority of these people speak two or more languages. The large majority speaks at least one European language (60% English, 23% French and 11% Italian). 20% also speak Arabic. However, most migrants only learn Italian after having spent some time in Italy. This happens slowly – after four years in the country, half of the migrants could speak the language. Learning Italian in order to be able to find a job in Italy is one of the most cited concerns for migrants.

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<sup>1</sup> [www.istat.it/en/](http://www.istat.it/en/) (2016)

<sup>2</sup> <https://www.iom.int/news/mediterranean-migrant-arrivals-reached-171635-2017-deaths-reach-3116>



## Latvia

According to the data of the Office of Citizenship and Migration Affairs (OCMA) of Latvia as at 1 January 2018 there were 26,863 (from 130 countries) persons with a temporary residence permit from third countries (hereinafter referred to as TRP), and 47,977 (from 104 countries) persons with a permanent residence permit (hereinafter referred to as PRP) in Latvia, together constituting about 3.7% of the total Latvian population.

Observations of immigration trends show that the number of immigrants is gradually growing. Overall, more the 70 thousand foreigners live in Latvia every year. The OCMA statistics evidences that there were 92,267 foreigners with residence permits in Latvia as at 1 January 2018.

In 2017, 1037 persons from 26 countries received PRPs (Permanent Resident Permits) for the first time, and 7191 persons from 112 countries received TRPs (Temporary Resident Permits) for the first time.

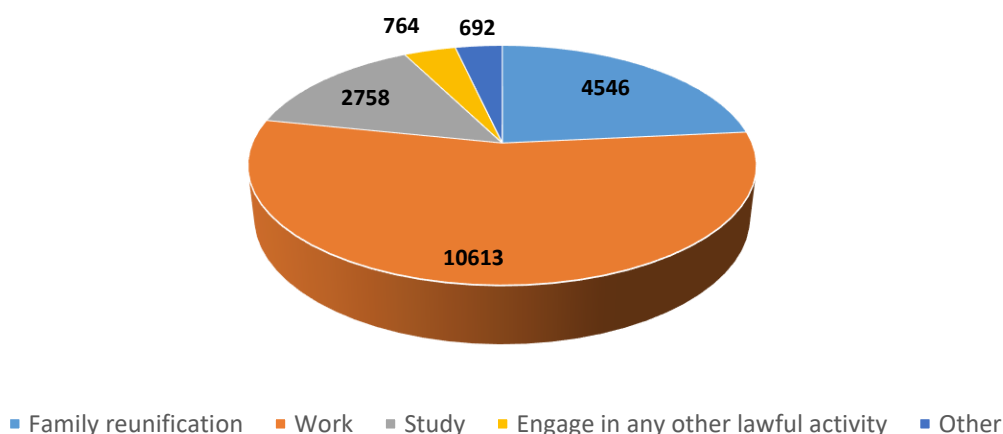
Most of third country nationals living in Latvia are from CIS countries: Russian, Belarussian, Ukrainian nationals, as well as nationals of other counties, including the United States, India, Israel and China, therefore the majority of third country nationals living in Latvia speak Russian (about 60% of foreigners come from Russia, then follows Ukraine and Belarus), and small part speak English (come from the United States, India, China, Sri Lanka).

Studies also evidence that about three fourths of incomers speak Russian, less than half speak English and only each seventh interviewed person knows Latvian.

The causes, why third country nationals obtain residence permits in Latvia, are changing. If family reunification was the main cause of immigration in 2005 (more than 40% of issued temporary residence permits), then it was employment in 2009 (more than 45% of temporary residence permits), while in 2013 most of temporary residence permits were issued for investments into immovable property.

4 main reasons to obtain a residence permit prevailed in 2017: employment, studies, family, and investments.

Reasons for residence permit in Latvia, 2017



When a family member obtains a temporary residence permits (TRP), his or her family follows him or her to Latvia, for example, 39,674 persons obtained a TRP to stay in Latvia for a specific reason from 01.01.2017 - 31.12.2017, and 13,222 family members obtained TRPs as family members.

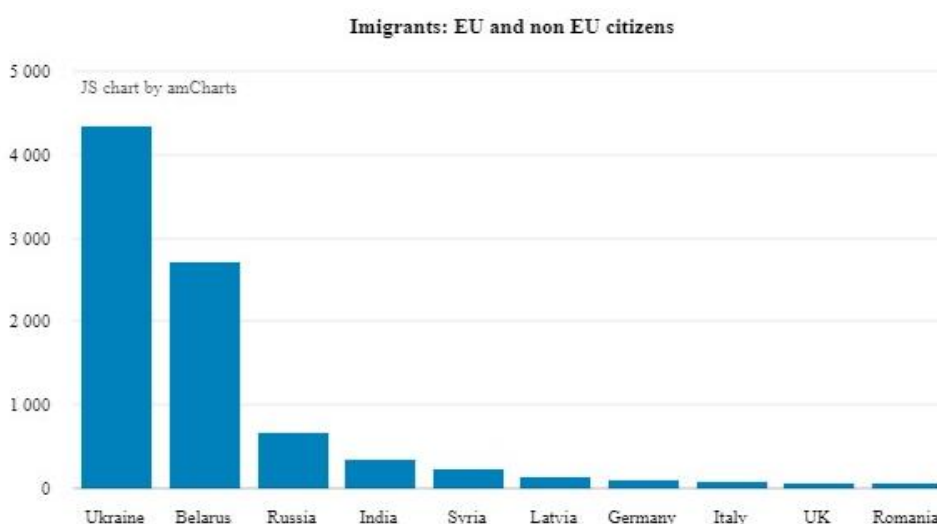


## Lithuania

Immigrants to Lithuania are comprised of EU citizens, non-EU citizens and stateless people. More than 49 thousand foreigners lived in Lithuania at the beginning of 2018. The vast majority is third country nationals: 37 percent are people who have obtained permanent residence permits (PRP), which are issued for five years. 50 percent are people who have obtained temporary residence permits (TRP), which are commonly issued for 1-2 years. Citizens of the EU and their families amount to 13 percent.

For many years, the vast majority of immigrants were returning Lithuanian citizens (about 82 percent on average). The rest was EU citizens (3 percent) and non-EU citizens (15 percent). In 2017, this trend had changed: the proportion of returning Lithuanians fell to 50%, while the share of EU citizens remained the same, but the share of non-EU citizens increased to 47%. The majority of foreign immigrants were citizens from Ukraine and Belarus (about 35 percent of all immigrants).

In the graph below, there are presented 5 EU countries and non-EU countries, most of which immigrants arrived in Lithuania in 2017.



Non-EU citizens can enter and stay in Lithuania only for purposes established by the law. The graphic shows all the temporary residence permits (TRP) issued/replaced to non-EU citizens based on admission grounds. In 2017 the majority of the permits were issued on the basis of work (55 percent), family reunification (23 percent) and to study (14 percent). Compared to 2016, the number of issued temporary residence permits to engage in lawful activities decreased 3.5 times. Such a marked decline is due to increased control to reduce abuse on this admission ground.

Lithuania has three forms of asylum: refugee status (permanent), subsidiary protection (granted for two years with the possibility to be prolonged) and temporary protection (can be granted by the government if there is an increased number of people asking for asylum). Lithuania usually grants subsidiary protection.

Despite the European Union experiencing the biggest influx of migrants due to the conflicts that are happening around the world, the number of asylum seekers in Lithuania remains the same – on average 490 asylum applications per year.

In 2017 asylum has been granted to 293 persons: 280 were granted the status of refugee and 13 were granted subsidiary protection. The increase of refugee status granted was due to Lithuania's commitment to resettle 70 persons from Turkey and relocate 1035 persons from Greece and Italy. The majority people that were granted asylum were the citizens of Syria (68 percent), Eritrea (10 percent) and Iraq (5 percent).

Source: <http://123.emn.lt/en/#chart-12-desc>



## Needs analysis – survey

During the initial phase of the project, partners from Lithuania, Latvia and Italy have conducted a quantitative and qualitative data survey with 70 migrants and refugee to identify the expressed needs to become entrepreneur. The data are part of the survey-report produces in the Intellectual Output 1, with very interesting results.

Here we are interested to put in evidence differences and commonalities between the target groups in the 3 countries of the consortium (Latvia, Lithuania and Italy) to keep them into consideration when preparing the training methodology, the training content, the trainees selection.

The main aspects are listed in term of level of education and qualifications, work experience, languages spoken, competences they would like to have to become entrepreneur.

From the survey we find migrants and refugees with the following characteristic /background in the hosting countries:

1. Italy – less education and qualifications compare Latvia and Lithuania, a small percentage speak English, hosting language learn while in the country, regular use of internet:
2. Latvia and Lithuania – higher number of people with diplomas and degrees, more languages spoken (third language) regular use of internet
3. In all three countries, they like to know all the traits for entrepreneurship, to be flexible, to be able to communicate in public, to work in team, to be creative, to develop creative thinking, to be a leader and motivate the others, to be able to solve problems.

Taking into consideration the above differences between the target groups in the 3 countries, that would affect the trainees selection and the development of training content. The on-line methodology should not be a problem as all the people involved in the survey have indicate mastery in accessing internet. The on-line platform and other ICT tools, if used, will be documented and introduced from the beginning to all the participants to the training courses. The training content is organized in training Modules and Units of learning to achieve part or a full set of skills and competences, therefore it is a decision of each individual trainees to choose Units of learning on the base of own education and understanding of topics.

The section to follow will combine the Modules, the UNITS of learning and the skills and competences requested in the survey, in the domain of entrepreneurship. If a trainee is in the position to achieve one portion of the skills and competences in the sector, he can always ask for help from a trainer /coach, training centre, while using the methodology and training content develop in this project according to the needs expressed in the survey.



## What is Adult education?

Adult learning is a vital component of the European Commission's lifelong learning policy.

It is essential for employability and competitiveness, social inclusion, active citizenship and personal development. The challenge is to provide learning opportunities for all adults, throughout their whole life, especially disadvantaged groups who need them most.

Adult learning comprises formal, non-formal, and informal learning; it can be for employing basics, for obtaining new qualifications, for up-skilling or re-skilling for employment, for personal growth, or just for pleasure.

The demand for adult learning is increasing and all countries are committed to create adult learning systems characterised by flexibility, high quality, excellent teaching, and the full involvement of local authorities, employers, social partners, civil society, and cultural organisations.

Adult education in Europe covers a variety of forms and the definition of adult education used in “Training material and programme for social and business entrepreneurial competence development by virtual learning methods for multinational and multicultural groups, and recognition and validation of the acquired competence – VLM” project is broad. The institutions involved in adult education are adult education centres (allowing for re-qualification or knowledge development), migrant centres, employment offices, adult learning associations, social centres, and any institution involved in the development of adults’ competences.

As VLM project is a transnational working project it has to deal as well with different forms and definitions of adult education and organisations involved.

In partner countries (IT, LT, LV) the project refers to adult education for migrants and refugees at International Standard Classification of Education (ISCED) levels 3 and 4 which correspond to upper secondary and post-secondary non-tertiary education.





# Intercultural learning

The goals of intercultural learning are to prepare people for more effective interpersonal relations when they interact with individuals from cultures other than their own (Brislin & Yoshida, 1994, pp. 2–3). Intercultural learning is concerned with increasing the ability to communicate with culturally diverse people and monitoring and adjusting behaviour to deal effectively with those of different cultures (Triandis, 1986, p. 370). In order to enhance adults intercultural competences trainers must be knowledgeable about the impact of culture on people's values, behaviour, attitudes, worldview, verbal and non-verbal language, and ways of conducting personal, social, and professional business.

In the past intercultural training was most often conducted to help people from one culture who would be physically moving (or already had) into another culture.

When intercultural trainers conduct training on intercultural issues, they strive to help learners understand the tangible manifestations of racism, sexism, discrimination, misunderstanding, and miscommunication (Paige & Martin, 1996, p. 42).

To achieve that understanding, intercultural trainers should build on four important components of diversity training: culture, behaviour, perception, and communication.

## 1. Culture: consider the context

Behaviour is affected not only by culture but also by other factors such as organizational norms, education, age, social class, and the like, but each of these factors can be understood and manifested in a cultural context.

## 2. Behaviour: create an active learning environment

Behaviour can be defined as acting, reacting, or functioning in a particular way. Culture and behaviour are closely related since culture is a core determinant of behaviour or acting/responding in a particular way to one's social or physical environment: "Habits, self-definitions, norms, attitudes, and beliefs are linked to behaviour" (Triandis, 1994, p. 23).

## 3. Perception: the intercultural perspective

The goal for training in the intercultural perspective is to develop an on-going capacity for interpreting and responding to the world from an alternative frame of reference. A person's perspective on cultural differences is related to their effectiveness in other cultures.

## 4. Communication: attribution of meaning

Communication is at the heart of intercultural training. Communicating is the main means for connecting with others. Communication has a major impact on intercultural interactions. One of the reasons communication is so essential to intercultural and diversity training is the underlying attribution of meaning in all communications<sup>3</sup>.

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<sup>3</sup> Training across cultures: What intercultural trainers bring to diversity training Sandra Mumford Fowler\_ 8276 Caminito Maritimo, La Jolla, CA 92037 USA - December 2005



# Why entrepreneurship in adult education for migrants and refugees?

According to the information presented by the UN Migration Agency in its 2018 report, by 2015 the number of migrants reached almost 40 million people. By the end of 2017, according to a classified German government report, more than 2.5 million people across the Middle East (one million in Libya alone) would still be waiting to cross into Europe.

Each of arrived person in a new country, hopes to start a new and decent life, however he/she has to face the first problem related to finding a place for living and finding a suitable employment.

According to research data the refugees are having a hard time to integrate in the labour market and getting a job position, it is crucial to encourage and provide another alternative to the traditional employment scheme.

Within the framework of the project – the development of a virtual training environment in the specific topics - business, social entrepreneurship and project management oriented training - would make possible to create an easy accessible tool for each of migrants and refugee, breaking down physical boundaries or obstacles connected with the participation to the training, and also the thematic focus would enable the refugees to enter the labour market a lot sooner if developing own business ideas and setting up own business.

The training guideline focuses on two different elements or concepts within the definition of entrepreneurship teaching:

- a broader concept of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities and is not directly focused on the creation of new businesses; and,
- a more specific concept of training in how to create a business.

The objectives of teaching entrepreneurship — to be adapted to the different levels of education — will therefore include:

- promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, spirit of initiative, risk-taking and responsibility;
- raising trainees' awareness of self-employment as a career option;
- providing business skills that are needed in order to start a new venture.

Entrepreneurship refers to an individual's ability to turn ideas into action. This process includes different competences and educational areas: creativity, innovation, risk taking, project management, goaloriented action. These competences can be considered as transversal competences as they support everyone in day-to-day life at home and in society. The entrepreneurship competences make employees more aware of the context of their work and better able to seize opportunities and provides a foundation for entrepreneurs setting up social or commercial activities.

Entrepreneurship education is different from business or economic studies and it is addressed not only to people who want to start (or actually run) a company. On the contrary, entrepreneurship education promotes creativity, innovation and self-employment, developing personal attributes and generally applicable (horizontal) skills that form the basis of an entrepreneurial mindset and behaviour.

Entrepreneurship is a fundamental educational area, helping young people and adults to be more creative and self-confident in whatever they undertake (in our case we are referring to migrants and refugees target groups). The implementation of entrepreneurship programmes offer trainees the tools to think creatively, to



be an effective problem solver, to analyse a business idea objectively, and to communicate, network, lead, and evaluate any given project.

In the context of “Training material and programme for social and business entrepreneurial competence development by virtual learning methods for multinational and multicultural groups, and recognition and validation of the acquired competence – VLM” project, we intend to develop education and competences in the context of migrants and refugees from different background and culture.

- A. In this context adults migrants and refugees ability to solve problems should be increasingly encouraged. This implies encouraging ability in the fields of planning, decision-making, communication and the willingness to assume responsibility. These are typical aspects of management competence.
- B. Adult migrants and refugees should increasingly gain competence in fields such as the ability to cooperate, network, learn to assume new roles, etc. These aspects lie especially in the field of social competences.
- C. In the course of their education, adult migrants and refugees should develop self-confidence and motivation to perform, learn to think critically and independently, and, particularly, gain the willingness and ability to learn autonomously. These are typically personal fields of competence.
- D. Adult migrants and refugees must learn the will to show personal initiative, pro-activity and creativity, as well as being prepared to confront risks in conjunction with implementing ideas. These are typical entrepreneurial qualities.

The implementation of entrepreneurship education in migrant centres can have a very huge impact on **individuals, institutions, economy and society**.

At **individual level** the target groups exposed to entrepreneurship education develop a series of competences not only related to the management of a company. The target group acquire also key transversal skills, useful to be competitive on the labour market. Entrepreneurship education initiatives can also impact on the target group motivation.

At **institutional level** entrepreneurship education can impact on trainers and institutions raising their consciousness of the benefits of these activities. Trainers and coaches learn to understand that entrepreneurship is relevant for all educational levels and not just in economic subjects. Sensitised trainers are better able to support their target groups’ entrepreneurial learning processes.

An entrepreneurial culture and environment encouraged at institutional level is important to support entrepreneurship education initiatives in migrants and refugees centres. The relationship between trainers and the centres leadership is an important factor to facilitate buy-in and engagement from staff members.<sup>4</sup>

Also, the **Economy and society** are positively affected by entrepreneurship education:

***Investing in entrepreneurship education is one of the highest return investments Europe can make. Migrants and refugees who benefit from entrepreneurial learning, develop business knowledge and essential skills and attitudes including creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility<sup>5</sup>.***

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<sup>4</sup> Final report-EE-a road to success-final (1)

<sup>5</sup> European Commission’s Entrepreneurship 2020 Action Plan



## Overview of the current situation in Europe

In the last years the European Commission defined entrepreneurship education as a key factor for the development of individuals, economy and society. This concept is included in different reports produced by the European Commission as *Fostering entrepreneurial mindsets through education and learning*<sup>6</sup>, *Employability Skills for the Future* and *New skills for new jobs*<sup>7</sup>, *Reigniting the entrepreneurial spirit in Europe*<sup>8</sup> and others.

The European Commission's Entrepreneurship 2020 Action Plan now recognises that Europe will need more entrepreneurs and a higher level of innovation to remain competitive in the face of strong international competition for jobs and markets. *On the other hand, the Action Plan acknowledges that different demographic groups, including migrants and refugees, require tailored policy and support mechanisms to overcome the specific barriers they face to unlock their entrepreneurial potential*<sup>9</sup>.

At the same time the European Commission published a series of documents to support public bodies, policy makers, schools and teachers/trainers in implementing entrepreneurial education: *Entrepreneurship Education: Enabling Teachers as a Critical Success Factor*<sup>10</sup>, *Entrepreneurship Education: a guide for educators*<sup>11</sup>, *Entrepreneurship Education: A Road to Success*<sup>12</sup>, *The Availability and Use of Assistance for Entrepreneurship to Young People*<sup>13</sup> and others.

Considering this great effort in supporting entrepreneurship education it is not surprising that different studies and reports show that most of EU Countries are aware of the importance of entrepreneurial education. Entrepreneurship education is, formally, on the agenda in almost all EU member countries, either being in development or already articulated in some form. However, at the national level only few Member States have implemented entrepreneurial education in standard curricula with a formal strategy.

Nearly half of the countries have incorporated the objectives linked to the promotion of entrepreneurship education within broader strategies (lifelong learning, education and youth, growth), while several countries, located mainly in Northern Europe, have launched specific entrepreneurship education strategies. Especially in secondary education, all the Member states, virtually integrate entrepreneurship into the curriculum in some form.

Traditionally, entrepreneurship has tended to be treated narrowly as a matter of how to set up and run a business rather than more broadly as a set of transversal skills and attitudes. Teaching of entrepreneurship as a key competence is however gradually being established.

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<sup>6</sup> European Commission, COMMUNICATION FROM THE COMMISSION TO THE COUNCIL, THE EUROPEAN PARLIAMENT, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS, Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning, 2006

<sup>7</sup> European Commission, *New Skills for new jobs*, 2010

<sup>8</sup> Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - Entrepreneurship 2020 Action Plan - Reigniting the entrepreneurial spirit in Europe, 2013

<sup>9</sup> European Parliament, *The Availability and Use of Assistance for Entrepreneurship to Young People*, 2015

<sup>10</sup> European Commission, *Entrepreneurship Education: Enabling Teachers as a Critical Success Factor*, 2011

<sup>11</sup> European Commission, *Entrepreneurship Education: a guide for educators*, 2013

<sup>12</sup> European Commission, *Entrepreneurship Education: A Road to Success*, 2015

<sup>13</sup> European Parliament, *The Availability and Use of Assistance for Entrepreneurship to Young People*, 2015



The situation in partner countries is the following<sup>14</sup>:

In **Latvia**, entrepreneurship education is explicitly recognised as a cross-curricular objective at all levels of school education. Entrepreneurship competencies are integrated into various school subjects. At primary and lower secondary levels, they form part of the compulsory subjects "Social Science", "Home Economics" and "Technologies, Visual art and Music". At upper secondary level, they are part of optional subjects "Ethics", "Economics", "Commercial Studies" and "Basics of Business Economics". Learning outcomes include the ability to characterise activities at places of living, awareness of the value of work, awareness of opportunities to enhance sustainable development, awareness about entrepreneurship and commercial activities, knowledge about a business plan and knowledge about bookkeeping, marketing and management.

Latvia does not have a specific national strategy for entrepreneurship education. Like in several other New EU Member States, entrepreneurship education in Latvia is supported by the European Structural and Investment Funds. In Latvia, the Innovative Entrepreneurship Motivation Programme is a framework for other national or regional support activities

In **Italy** there is no specific national strategy for entrepreneurship education.

Entrepreneurship education is gradually being introduced across all levels of education in Italy, both nationally and regionally. It is recognized as a key competence. In 2013, new guidelines for planning and implementing initiatives in entrepreneurship education were published, under the auspices of the Institute for the Development of Vocational Training (ISFOL). These guidelines set out support for education institutions, head teachers and teachers. The document proposes the integration of programmes that connect education and industry through teaching and experiential learning, especially at the vocational and technical education level. Although the main focus is at the level of vocational education, entrepreneurship is recognized as a cross-curricular objective and this includes promotion also at the adult education level.

**Lithuania** was among the first countries to explicitly mention and launch entrepreneurship education as part of its national strategy for general education. The importance of entrepreneurship education is also well reflected in the adoption of the National Plan of Youth Entrepreneurship Education and Encouragement for 2008-2012. The current Lithuania National Strategy on Education 2013--2022 maintains the focus on entrepreneurship education and creativity setting them as priorities and a horizontal principle. The strategy explicitly recognises entrepreneurship education at all school levels, as part of subjects "World Discovery", "Mathematics", "Geography", "Technology" and "History". In addition, at secondary schools, there is a subject "Economics and entrepreneurship education", which is compulsory at lower secondary level and optional at upper secondary level. The main aim of these subjects is to teach students about economics, economic thinking and to help them develop entrepreneurial skills and ability to orient and successfully act in a constantly changing economic environment.

In general EU Member States should foster entrepreneurial skills through new and creative ways of teaching and learning to create opportunity of business creation as a career destination. Real world experience, through problem-based learning and enterprise links, should be embedded across all disciplines and tailored to all levels of education. All migrants and refugees should benefit from at least one practical entrepreneurial experience.

levels of education. All migrants and refugees should benefit from at least one practical entrepreneurial experience.<sup>15</sup>

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<sup>14</sup> Based on Eurydice, Entrepreneurship Education at School in Europe, 2012

<sup>15</sup> Rethinking Education: Investing in skills for better socio-economic outcomes. European Commission 2012.



# Entrepreneurial Teaching





## Entrepreneurial trainers and coaches

Numerous official texts have repeatedly and forcefully advanced arguments in favour of the essential role that education plays in the development of entrepreneurial education and, in particular, of the central role that trainers and coaches, as drivers of educational reform, play in this process.

Relatively to situations prevailing in the past, this constitutes a radical change in the approach to education, emphasising active learning and the need for providing adults with new experiences during their adult life.

This “need for change” brought to the forefront the realization that entrepreneurship trainers’ role should deviate from what in the past was considered to be “acceptable” and their “central role” should be supported by investment for securing new qualities and competences. It is furthermore recognized that the personal qualities that entrepreneurial trainer and coaches should have are many and diverse.

- They should be **passionate** about what they are doing.
- They should **have a very positive attitude** and be able to inspire others.
- They should be **confident in their teaching and coaching**, in effect being leaders themselves, and not necessarily waiting for leadership from senior staff. Their task is to **lead their trainees**.
- They need to be **energetic**, providing a spark both to their trainees and their fellow trainers and coaches.
- They should also **have vision**, as well as being both **open to new ideas** and able to **think laterally** about subjects and issues.
- They should be **open-minded** with respect to the ways in which not just other trainers, coaches, migrants and refugees ought to be involved in entrepreneurship education.
- They are **well equipped** for delivering the entrepreneurship education curriculum both within their organization and for **thinking creatively** about how to use resources available within the local community.
- They should also be **able to network effectively** and make connections to a wide range of stakeholders.
- They should be **flexible** and willing to push the boundaries with respect to established norms within education, without being a maverick.
- They need, at the same time, to have a balanced approach, **be ‘down to earth’** and, of course, remain **professionally responsible**.
- They need to **listen attentively** and be able to **pick up** and put to good use **new ideas**.
- They also need to have the ability to **sell ideas to others**.
- Above all, they **should retain the goal of all educators which is to develop adults migrants and refugees who have a passion to create, grow and learn**<sup>16</sup>.

It has of course been pointed out that all these qualities are rarely to be found in one individual alone and that it is more realistic to expect to find them distributed across a range of individuals, reinforcing the point that it is “clusters” of trainers (“entrepreneurial schools”) that are needed as much as entrepreneurial trainers. **Entrepreneurial trainers and coaches ‘need to be part of the whole’.**

On the other hand, trainers and coaches, in general, whose attitude and practices in the past have repeatedly been characterized as rather conservative, are, as already argued, in the middle of these changes. To the extent that, diverting from their accustomed practices, they decide to adopt this “need for change”, they obviously have to realize that they need to be equipped with the right skills, knowledge and attitudes to be able to provide the target groups with new curricula, pedagogies and learning environments consistent with the acquisition of entrepreneurial competencies.<sup>17</sup>

<sup>16</sup> Based on European Commission, Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011

<sup>17</sup> PERSPECTIVE PROJECT, Report on Teachers’ Training Synthesis Report, 2014





The main critical elements related to the role of trainers and coaches are different.

First of all, we have to consider that in most cases the availability of entrepreneurship education depends to a very high degree on the initiative of individual trainers and coaches in the organization they belong. So, they represent in most cases, the key factor for the success of entrepreneurial education. On the contrary, they should be supported by a more systematic approach implemented by the adults educational system at national level.

Another issue consists in trainers and coaches education focused on entrepreneurship. The entrepreneurial education for trainers and coaches, in most cases, is only optional and it is not foreseen by the initial and continuous training programs. In general, the core skills and values linked to entrepreneurship education (as creativity or problem solving) are seldom a priority in trainers and coaches education programs.<sup>18</sup>

It is not simple for some trainers and coaches to change their approach and use active training methods. Without an interdisciplinary way of working it is not simple to plan and work on concrete projects. The current situation is that most trainers and coaches have not been trained in entrepreneurship. Consequently, they may be unaware of the right approach to entrepreneurship teaching.

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<sup>18</sup> European Commission, Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011





## Selection of trainees

As we know from the survey conducted in Lithuania, Latvia and Italy, migrants and refugees have a different level of education from the origin country. The training material and methodology are implemented to be flexible to be used with or without coaches and trainers depending on individual situation and level of skills and competence before the training.

The selection of trainees should take place on the basis of particular selection criteria. The selection process should be clearly understandable to the future training participants.

In the beginning: provision of information on the possible participation in the training process, full information on purpose and content, topics, duration and planned outcomes of the training should be provided, as well as an opportunity to receive a certificate on obtained knowledge.

The selection stage may have several phases. Firstly, the participants are required to comply with all of the following minimum requirements to be considered for further training:

1. To know the local language or English, at least level B1
2. Be able to read and write
3. Be able to use or learn how to use technology
4. Be motivated

At the same time, the following questions may be posed to the prospective participants:

- Are you ready to improve your skills and knowledge on business issues, communication issues, regulatory framework, etc., independently?
- Are you ready to work independently?
- Are you ready to take on risks and lose, and try again?
- Are you ready to make decisions and take on responsibility?
- Are you ready to hear advice, instructions and recommendations from an experienced consultant (mentor)?
- Are you ready for communication; because, as the experts acknowledge, greater success will be achieved by those entrepreneurs who are able to strengthen their links with customers and partners?

Second phase: then they have a face-to-face meeting, possibly with lectures, and training organizations, within a collaborative group work or other collaborative activities. In the second phase the idea is to know who you are working/learning within pairs or group.

Migrants and refugees may be also located in different area of the city or different cities, collaboration in learning has to be done via digital tools, e.g. Skype, chat, forum, on-line platform. It is really important, that in the beginning the group agrees on tools and the ways to use them. Otherwise, there might easily become misunderstandings and difficulties in finding certain information.



## Didactic principles

Although a wide range of pedagogical tools are in place, there seems to be a gap between teaching methods considered to be most effective and those that are currently used in adults education. The most commonly used teaching methods are lectures, computer simulations and business games, project work and group work, company visits and work placements.

To enable the great potential of entrepreneurial education, teachers and coaches should use a different approach based on different didactical principles.

- **The core of the training model should be a Learner Centred Approach**

Entrepreneurial teaching requires a pedagogical approach centred on the trainees. Trainers and coaches should change the “traditional” approach with a bottom up strategy that includes, for instance, the experiences of life of the trainees. The entrepreneurial teaching should foster the acquisition of models that encourage the target groups to continue learning throughout their experience. This approach should be focused on the interests and the competences of the target groups.

- **The didactic approach should be based on Autonomy/Active Learning/Experiential Learning**

Entrepreneurship is a reflective action and should be based on experiential learning; entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences. In opposition to the traditional approach, the trainees should have an active role and should grow gradually autonomous. *In this perspective it's essential to prepare them to be able to think for themselves, considering the possibility to learn through “errors” (the perspective of the “good error”), encouraging the use of feelings, attitudes, and values, also when dealing with conflict situations<sup>19</sup>.*

In this context, the possibility of “learning by doing” becomes very important.

The trainer and coach (both in presence and at distance) has to facilitate the trainees to learn autonomously, instead of providing content in a standard way.

- **To take into account the trainees motivation is a key factor for the success of the learning**

The motivation of target groups is considered one of the main problems to deal with. The entrepreneurial teaching should use an approach able to improve the trainees motivation through three main elements: (1) the characteristics of the entrepreneurial trainer and coach (2) the experiential learning and the use of ICT, (3) Motivation is a key factor for the target groups (and trainers and coaches) and is fundamental to adopt a positive and motivating approach.

- **Digital Technologies and ICT tools should be considered as fundamental resources for entrepreneurial learning.**

The added value of Technology for entrepreneurial learning resides in access to

- (a) resources,
- (b) information retrieval tools,
- (c) sharing knowledge,
- (d) communication tools, and,
- (e) mobile fruition,
- (f) flexibility in the training path,

Technology also introduces a new form of knowledge and pedagogy based on the idea that knowledge is distributed across a network of connections and that learning consists of the ability to construct and traverse those networks. There are a lot of free online tools to be used in entrepreneurial learning to develop different

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<sup>19</sup> Laura Alvarez Marques, Cristina Albuquerque, *Entrepreneurship education and the development of young people life competencies and skills*, 2012



competences and skills. The introduction of ICT tools in entrepreneurial training paths will support motivation, autonomy and group work.

- **Entrepreneurial learning should be based on Group Oriented Activities.**

To make a project, we need a team. Working in team is the basis for any entrepreneurial activity. Using group-oriented activities, the learning can be seen as a process of manipulating data and information to give meaning by communication with others. In that sense collaborative learning is another way of organizing learning in which trainees learn by externalizing knowledge among each other and constructs new knowledge.

Together with the trainees, the development of the trainers' and coaches' competences needs to be an integral part of the model. Trainers and coaches do not change their pedagogy overnight. This is the reason for preparation and readiness as an on-going concern. The trainers and coaches will be one of the driving factors for a successful implementation of "Training material and programme for social and business entrepreneurial competence development by virtual learning methods for multinational and multicultural groups, and recognition and validation of the acquired competence – VLM" project's results.



## Managing cultural differences

Communicating with trainees coming from different cultures requires specific competences and tips. It is important the trainees are aware of the differences between countries and adapt their communication in order to avoid misunderstanding or other problems.

- Slow down when you speak. Allow those who don't have the same native language as you the time to interpret what you are saying.
- Speak clearly and concisely. Make eye contact and enunciate plainly. Avoid using ambiguous or dual meaning words. One of the problems non-native-English-speaking cultures have with the English language is misunderstanding the many meanings one-word can have.
- Keep it simple. Think in terms of your audience and speak to their understanding. Don't make long speeches that lose the group. Allow listeners the time to soak in what you have said. Pay attention to your audience and be an active speaker and listener. You can ascertain a group's grasp of your communication by their response to your words.
- Avoid slang. Slang words are unique to individual cultures and not always interpreted correctly. To ensure effective cross-cultural communication, don't use slang words others might not know.
- Stay away from using negative questions or answers. Double negatives are confusing enough to those with English as their native language. In a cross-cultural situation, double negatives are easily misunderstood. Keep questions and answers simple so everyone understands.
- Ask for feedback. Request members of the cross-cultural group to speak up and provide interaction or ask questions. When you permit two-way communication, this helps prevent misunderstandings and clears up questions people might have.
- Summarize what you have said. Don't assume that just because you said it everyone understands. Repeat what you have said in a different way, summarize it and allow people the time to grasp what you have said. By summarizing what you have said, you can verify that everyone is on the same page.
- Be patient: Things may not get done when expected, communication can be tiresome, and behaviour may be inappropriate. Patience with yourself and others helps move beyond such issues and address how to avoid similar incidents in the future.
- Establish Rules: sometimes if working in a truly intercultural team it may be necessary for all to take a step back and set down some ground rules. How do we approach punctuality, meetings, communication, emails, disagreements, etc? It is always a good idea to try and develop the rules as a group rather than by a top down approach.
- Ask Questions: when you don't understand something or want to know why someone has behaved in a certain way, simply ask. Asking questions stops you making assumptions, shows the questioned you did not understand, it helps to build up your bank of intercultural knowledge.
- Respect: the foundation of all intercultural communication is respect. By demonstrating respect you earn respect and help create more open and fruitful relationships.
- The Written Word: sometimes people who do not have English as their mother tongue will read more proficiently than they speak. It is a good idea to always write things down as a backup.
- Time: different trainees could have a different approach to the activities related to our project. Understand that for many people the tasks planned could be low down on the priority list with things like family taking a much higher precedence. It is good practice to always leave a bit of spare time when considering deadlines.
- Humour: in an intercultural environment one man's joke is another's insult. Be wary of differences in the sense of humour and also the acceptability of banter and the like in a communication environment. Use a respectful and formal mode of speech until you have developed a relationship with your cross-cultural group.



- Always check: the easiest way of minimizing the negative impact of intercultural communication is to check and double check. Whether agreeing something or giving instructions, a minute spent double checking all parties are 'reading from the same sheet' saves hours of work later on down the line.
- Be Positive: when faced with incidents of an intercultural nature steer clear of blame and conflict. Stay positive, analyse the problem areas and work as a team to build strategies and solutions to ensure the same never occurs again.

Self-Reflect: A good intercultural communicator not only looks outwards but also inwards. Take time to reflect on your own communication, management or motivation style and see where you can improve as an individual.



# ICT in adult education and online communication

## On-line system

The innovative part of “Training material and programme for social and business entrepreneurial competence development by virtual learning methods for multinational and multicultural groups, and recognition and validation of the acquired competence – VLM” project is to promote and use of one Learning Management Systems (LMS) in preparing and presenting training materials. Developments in information technologies and widespread use of internet have brought many new opportunities in the field of education. Significant progress has been achieved in recent years regarding Learning Management System (LMS) softwares from being just a simple education recording system to serve as integrated systems which can manage all human resources, personnel and trainees information needs along with providing education within whole institution.

LMS have an important place in web-based or distant learning. LMS can be identified as software or web-based technology that provides planning, evaluating, and practicing the learning process. Typically, an LMS system, besides preparation and management of educational content in electronic form, provides the opportunity to evaluate the performance and observe the participation of the user who uses material, as well (Aydın & Biroğul, 2008). Because LMS software constitutes the back bone of an e-learning project, they have an extremely vital importance for training organizations and self-learning. However, LMS have been turning gradually into distant learning portals. This situation makes the production and usage of new software together with LMS widespread.

The expectations a LMS needs to answer are differentiated in respect to what degree the training organization or individuals, who will use this system, will recede from their traditional learning habits, and to what degree they will approach to, in short, “e-learning” or “mixed or blended” learning settings (TBV, 2003). The courses that are given in LMS have shown variation in relation to the needs of individual trainees and institutions. The important thing is to decide how much, of the learning path will be offered on a LMS to the trainees. While for some courses, the LMS training is solely enough and sufficient, for other courses it can be used as a promotion to offer them in a cheaper way to a large amount of people.

*In VLM we will be running pilot testing to get feedback and opinions from migrants and refugees (1) and trainers and coaches (2) about a) the training and materials prepared as part of VLM project for possible improvements, b) blended-learning concept in adult training for migrants and refugees supported by Moodle platform and also to determine the perspectives of this type of training. The similarities and differences with respect to countries regarding blended learning and learning via Moodle will be investigated.*

The trainers and coaches involved in the VLM training will need to take in consideration the aspects of online communication with people from different backgrounds. Therefore, it is important to set rules for online communication and actions to be considered when working with migrants and refugees.

## How to communicate online

The rules of etiquette that apply when communicating over the Internet or social networks are called Netiquette. In general, the aim is to maintain civility in discussions conducted via email, chat rooms and newsgroups and foster the interaction between participants.

The following is a list of recommendations for netiquette under three categories:



- general netiquette guidelines,
- message content and layout,
- legal considerations.

These guidelines for netiquette apply to the different types of electronic communication.

### *General netiquette*

- Only forward someone else's email when permission is sought from the original sender. It may be perceived as an invasion of privacy.
- Be honest and polite when online. Cyberspace contains all sorts of personalities and can be a pleasant place to visit when people are polite.
- Think carefully about what you write. A casual comment can cause a lot of harm, and you might have a much bigger audience than you think. Derogatory comments about other people can have catastrophic consequences, not only for the person being criticised, but also for the person making the comments.
- Show respect for other people's personalities, lifestyles, countries and race. Opinions are always welcome online, but you must also be prepared to accept that many people will disagree with what you may say.
- If you need to keep a copy of an e-mail, then cc (carbon copy) or bcc (blind carbon copy) it to your own e-mail address. It will show the date and time the message was sent. This is especially useful if you want to keep track of tasks or discussions.

### *Message content and layout*

- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.
- Before posting your question to the discussion, check if anyone has asked it already and received a reply.
- Make your messages brief and concise and use proper spelling, grammar and capitalisation. Using capitals is considered the equivalent of SHOUTING. If you want to emphasise something, try using \*asterisks\* or underscore around the word or phrase you want to stress.
- Give your message a meaningful subject heading that reflects the content of the message. It helps the recipient to sort them easily.
- Clip the content of the original message in a reply and include only the part that is pertinent. That way the reader doesn't have to scroll forever to remember what was said
- Be careful with humour and sarcasm. The possibility for misunderstandings without the tone and expression of a voice, or signals given out by body language, are considerable. The written word is so easy to misinterpret.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If somebody makes a mistake, don't badger him or her for it. Point out the mistake and why it is wrong and then try to move on.
- Please only leave comments in English. It is not fair if people are excluded from the discussion. We understand that not everybody is fully fluent and might struggle with grammar and spelling at times. That is no problem as long as your post remains readable. Try your best though!

### *Legal considerations*

- Respect the laws of your own country and those of the country you are contacting.
- Do not try to hack into (break into) a computer system. This is a crime in most countries.
- Do not spread viruses – you are liable to incur huge claims for consequential damages.
- Show respect for other people's copyright material, regardless of whether this is pictures, audio files, text files, or computer programs.





- Pictures, texts, video clips and programs on the Internet can all be protected by copying restrictions. Always check if there are any rights associated with the material you forward or use in your own work. If you are in doubt, ask at the website you got the material from.
- Do not distribute pornographic, violent, racist, or blasphemous material. Such material triggers strong emotions in certain people. You could risk reactions against you as a person, and you could be committing a crime that would lead to conviction and punishment.
- Be respectful to other users. Do not delete data and programs. Do not lay claim to all the resources on a computer or network.
- Immediately make a report if you are personally insulted, abused, libelled or bullied on the Internet, on it. Your ISP will in many cases be able to trace the sender.
- Report illegal material to your country's hotline, local police or Internet Service Provider.

### *The conceptual structure of e-Learning contents*

The "Training material and programme for social and business entrepreneurial competence development by virtual learning methods for multinational and multicultural groups, and recognition and validation of the acquired competence – VLM" *e-learning contents consist of standalone modules whose objective is to promote the achievement of competences in entrepreneurial skills for migrants and refugees in non-formal, informal educational contexts.*

The VLM project will work on a conceptual framework of learning structure that defines competences and activities integrated with external resources on the World Wide Web, to motivate trainees on the central issues of entrepreneurial and project management skills development in a multicultural environment.

The starting point for this methodology, is the combination of the specific thematic social and business entrepreneurial and project management competences for Migrants and Refugees. This is a contemporary issue that involves public policies, and the role of communities all over Europe. A well-structured training programme is key to getting such groups into meaningful employment or training.

This line of thinking is central to the construction of the training modules e-Learning material. The process starts with the development of a *content framework* that first helps the partnership of this project to develop the educational material, that will then serve to help trainers and coaches as a basis for developing training opportunities that are expected to be flexible in terms of their offerings, but that meet larger goals of solidifying the base knowledge required by the different target groups of migrants and refugees.





# The Content Framework

Each activity/ training lesson related to the training module is developed according to the following framework (stand alone, not dependent from the other modules).

## Module Structure

**Abstract: This document provides information about module content and structure**

**Module: TITLE OF THE MODULE**

This is just an exemplary plan. Section numbers, Moodle tools and information in the Module can be used according to your needs

**Full Modules training material will consist of these components:**

1. Filled Module structure form „E-course sections plan” (see below)
2. Attached training material components (text documents, pdf, jpg, presentation files ppt etc.) with Annex and sections number in the file name (for example Annex 1 \_ 1.1. Why do I need a business plan).

**Required Module parts:**

- No. 0 About course (the same structure in all Modules)
- Any form of self-evaluation after each Section (Quiz, Survey, True/False Questions). Requirement – at least 5 questions.
- The final knowledge assessment test after completion of a full Module (Quiz, Survey, Questionnaire). Requirement - at least 15 questions.
- Course Feedback (if satisfied after the training). All modules will use the same questionnaire. This questionnaire is already prepared.

### General information about Module:

#### Module duration:

**Learning Outcomes:** Submitted in the Sections Plan > Section Title „No. 0 About course” (see below)

#### Module sections titles:

No. 0.

No. 1.

No. 2.

No. 3.

### Educational materials for uploading to the Moodle (additional attached files)

#### Files names:

Annex 1 \_

Annex 2 \_

Annex 3 \_



## E. COURSE SECTIONS PLAN

(Module structure in the Moodle)

### No. 0 About course

Learning activity form	Sections number	Section name (information visible on the main page of the module)	Content visible inside the section	Moodle activity/ tool
<b>Learning Content</b>	0.1.	Start here - how to use this course	<p><b>Summary</b></p> <p>Module duration -</p> <p>What does the module explain?</p> <p>It contains following topics:</p> <ol style="list-style-type: none"> <li>1. TOPIC 1</li> <li>2. TOPIC 2</li> </ol> <p><i>Steps to complete</i></p> <p>In order to complete this module, you must do the following:</p> <ul style="list-style-type: none"> <li>• ...</li> <li>• ...</li> <li>• ...</li> </ul>	Moodle Page
	0.2	Learning outcomes	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• List of Knowledge</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• List of Skills</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• Competences</li> </ul>	Moodle Page
	0.3.	After completing this module, you will able to:	<ul style="list-style-type: none"> <li>• List of what the learner will be able to do after completing the module</li> </ul>	Moodle Page
<b>Forum</b>	0.4.	Communication in the course	Question and answer forum	Moodle tool - <a href="#">Forum</a>



### No. 1 ...

Learning activity form	Sections number	Section name (information visible on the main page of the module)	Moodle activity/ tool
Learning Content	1.1		
	1.2		
	1.3		
	1.4		
Task	1.8		
Self-evaluation	1.9	Self-evaluation test	

### No. 2 ...

Learning activity form	Sections number	Section name (information visible on the main page of the module)	Moodle activity/ tool
Learning Content	2.1		
	2.2		
	2.3		
Task	2.3		
Quiz	2.4	Self-evaluation test	

### No. 3 Final activities

Learning activity form	Sections number	Section name (information visible on the main page of the module)	Moodle activity/ tool
Knowledge assessment test	3.1	Check your knowledge	
Survey about the course	3.2	Please let us know what you liked most and least about this module of work.	



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# Training for migrants and refugees





## The training program

This training program is based on different topics: **Innovation, Creativity, Business, Project Management, Law, Finance and Marketing.**

The training module developed within Intellectual Output 3, is built according to the [European Qualification Framework \(EQF\)](#) as a set of learning outcomes – in terms of knowledge, skills and competences/attitudes – that the migrants and refugees are expected to achieve by going through the VLM training course. As most EU countries has synchronised their national framework with EU directives, the partners have defined that the training material developed should allow to reach Levels 3-4 of the EQF standards. Both levels are described below:

- **Level 3** knowledge of facts, principles, processes and general concepts in a study/work area; Range of cognitive and practical skills necessary for the task accomplishment and problem solving through selection and application of instruments, materials and basic information; Taking responsibility for executing tasks in a study/work area; Adapt the behaviour to circumstances in order to solve problems.
- **Level 4** Factual and theoretical knowledge in broad contexts within a field of study/work; Range of cognitive and practical skills necessary for the conceiving for specific problem solving in a study/work area; Manage own work within the guidelines established in the context of study/work, usually predictable but liable to change; Supervise the routine work of third parts and taking responsibilities in terms of evaluation and activity improvements in study/work contexts.

The VLM training Modules are:

1. How to find a great business idea?
2. How To make a business plan?
3. What Business form to choose?
4. How to promote my idea?
5. How to manage business finances?
6. How to manage the business successfully?
7. Where to find the support?
8. What taxes to pay?



Module	Duration (hours)	Learning Outcomes		
		Knowledge	Skills	Competences
1. How to find a great business idea?	5	<ul style="list-style-type: none"> <li>Define possible sources to generate potential business ideas;</li> <li>Identify methods for generating new ideas;</li> <li>List market's needs;</li> <li>List own ideas;</li> <li>Define the concepts of business and entrepreneurship;</li> <li>Identify the main creativity techniques;</li> <li>Define new procedures and methods to do innovation;</li> <li>Define the concept of creativity;</li> <li>Define the right attitude to find new ideas;</li> <li>Draw an innovative business idea.</li> </ul>	<ul style="list-style-type: none"> <li>Asses sources in order to generate innovative business ideas;</li> <li>Illustrate methods available for generating new ideas;</li> <li>Analyze the existing needs to get a useful idea;</li> <li>Describe the developed ideas;</li> <li>Apply the concepts of business and entrepreneurship;</li> <li>Practice creativity techniques in order to improve skills and to find new business ideas;</li> <li>Describe accurately new procedures and methods to do innovation;</li> <li>Operate according to the concept of creativity;</li> <li>Examine the proper attitudes to effectively produce new ideas;</li> <li>Analyse the positive and negative aspects of the new idea.</li> </ul>	<ul style="list-style-type: none"> <li>Asses sources in order to generate innovative business ideas;</li> <li>Illustrate methods available for generating new ideas;</li> <li>Analyze the existing needs to get a useful idea;</li> <li>Describe the developed ideas;</li> <li>Apply the concepts of business and entrepreneurship;</li> <li>Practice creativity techniques in order to improve skills and to find new business ideas;</li> <li>Describe accurately new procedures and methods to do innovation;</li> <li>Operate according to the concept of creativity;</li> <li>Examine the proper attitudes to effectively produce new ideas;</li> <li>Analyse the positive and negative aspects of the new idea.</li> </ul>
2. How To make a business plan?	8	<ul style="list-style-type: none"> <li>Define the steps to create a business plan;</li> <li>Identify business challenges;</li> <li>List goals, objectives and tasks of a business;</li> <li>Define long, medium- and short-term goals;</li> <li>Draw an overview of the situation and decisions to be taken;</li> <li>Define a collective working process;</li> </ul>	<ul style="list-style-type: none"> <li>Create an effective business plan; Analyse challenges in a constructive way;</li> <li>Operate effectively in order to achieve goals, objectives and tasks of a business;</li> <li>Apply strategies to achieve long, medium- and short-term goals;</li> <li>Apply knowledge to reach your purpose;</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a process to create value-creation of business plan;</li> <li>Take up business challenges;</li> <li>Act and work independently to achieve goals, stick to intentions and carry out planned tasks;</li> <li>Set long, medium- and short-term goals;</li> <li>Make decisions;</li> </ul>



		<ul style="list-style-type: none"> <li>• Identify conflicts and possible problem-solving behaviours;</li> <li>• Describe the advantages of networking;</li> <li>• Define the importance of value creation;</li> <li>• Know how to learn with others;</li> <li>• Define success and failure (own and other people's) in business;</li> <li>• Describe available resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Use effective methods to work with others;</li> <li>• Apply problem solving techniques to face conflicts in a positive way;</li> <li>• Connect with different people to create a network;</li> <li>• Illustrate initiatives of value creation;</li> <li>• Interact with others to learn collectively;</li> <li>• Analyse successes and failures of businesses;</li> <li>• Choose resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Work together and co-operate with others to develop ideas and turn them into action;</li> <li>• Solve conflicts and face up to competition positively when necessary;</li> <li>• Networking;</li> <li>• Use any initiative for value creation as a learning opportunity;</li> <li>• Learn with others, including peers and mentors;</li> <li>• Reflect and learn from both success and failure (your own and other people's) in business;</li> <li>• Use needed resources.</li> </ul>
3. What Business form to choose?	4	<ul style="list-style-type: none"> <li>• Understand the difference between the business forms;</li> <li>• Identify the business structure best suited for your business;</li> <li>• The main characteristics of social business;</li> <li>• Procedures of business registration;</li> <li>• Discern the legal and tax implication on the various business structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the difference between the business forms and be able to choose that which is more suitable for them;</li> <li>• Be able to take first steps in business registration.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and management;</li> <li>• Taking the initiative;</li> <li>• Financial and economic literacy;</li> <li>• Ethical and sustainable thinking.</li> </ul>





4. How to promote my idea?	5	<ul style="list-style-type: none"> <li>• Key elements of a successful marketing strategy;</li> <li>• Definition of your target market;</li> <li>• SWOT and PEST analysis;</li> <li>• Developing your promotional strategy;</li> <li>• Product strategy - positioning and differentiation;</li> <li>• Product portfolio - product life cycle;</li> <li>• Making your marketing strategy a success.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills;</li> <li>• Creative thinking;</li> <li>• Creative problem solving;</li> <li>• Strategic thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity;</li> <li>• Valuing ideas;</li> <li>• Planning and management;</li> <li>• Mobilising resources;</li> <li>• Working with others;</li> <li>• Learning through experience.</li> </ul>
5. How to manage business finances?	5	<ul style="list-style-type: none"> <li>• Name the main finance management terms;</li> <li>• Identify start-up costs;</li> <li>• Understand what is a break-even point;</li> <li>• Define and list business financial goals;</li> <li>• Describe what is business cash flow;</li> <li>• Understand the main risks of finance management.</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate a business break-even point;</li> <li>• Plan a cash flow;</li> <li>• Create realistic planned profit goals;</li> <li>• Analyse income, costs and profit margin;</li> <li>• Use a spreadsheet for calculations.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity;</li> <li>• Vision;</li> <li>• Valuing ideas;</li> <li>• Financial and economic literacy;</li> <li>• Planning and management;</li> <li>• Working with others.</li> </ul>
6. How to manage the business successfully?	5	<ul style="list-style-type: none"> <li>• Understand and be able to use project management;</li> <li>• Know how to:             <ul style="list-style-type: none"> <li>◦ Manage time</li> <li>◦ Organize meetings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Application of Agile technique in project management;</li> <li>• How to be effective (time – management);</li> <li>• Usage of data to make decisions;</li> <li>• Communication skills;</li> <li>• Be able to use online offered tools for planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity;</li> <li>• Vision;</li> <li>• Planning and management;</li> <li>• Working and manage others.</li> </ul>



7. where to find the support?	4	<ul style="list-style-type: none"> <li>• Knowledge of various business support options;</li> <li>• About where to find necessary information.</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>○ Look for support for implementing a business idea;</li> <li>○ Find the best of the available support for own business;</li> <li>○ Searching for and finding specific information on the Internet;</li> <li>○ Use online offered tools;</li> </ul> <ul style="list-style-type: none"> <li>• Information gathering;</li> <li>• Communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning through experiences;</li> <li>• Taking the initiative;</li> <li>• Mobility;</li> <li>• Creativity;</li> <li>• Cooperation with partners;</li> <li>• Impact and persuasion;</li> <li>• Strategic thinking;</li> <li>• Working with others.</li> </ul>
8. What taxes to pay?	4	<ul style="list-style-type: none"> <li>• Describe why taxes have to be paid;</li> <li>• List the taxes;</li> <li>• Name what taxes must be paid and when.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse taxes for different business forms;</li> <li>• Identify and explain how taxes are applied and what part of income they apply to;</li> <li>• Evaluate planned taxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity;</li> <li>• Vision;</li> <li>• Valuing ideas;</li> <li>• Financial and economic literacy;</li> <li>• Planning and management;</li> <li>• Working with others.</li> </ul>



## Terms of reference to be considered when writing the VLM learning outcomes, knowledge, skills and competences

The following terms of reference need to be considered by the partners when writing the learning outcome, knowledge, skills and competences. Each section should not solely be a statement of facts or content but should be preceded with a verb and possibly adverb/adjective.

- **Learning outcomes** are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are defined in terms of knowledge, skills and competences. Learning Outcomes should be written in the future tense and commence with an active verb which most precisely describes the actual or preferred outcome. In general, only one verb should be used to structure each outcome, verbs will be appropriate both to the level and the strand. Learning outcomes should be observable and measurable. Learners must clearly know what is expected. Since the learner's performance should be measurable, the verb chosen for each outcome statement should be an action verb which results in a behaviour that can be measured.

Sample action verbs are: Compile, create, plan, revise, analyse, design, select, utilise, apply, demonstrate, prepare, use, compute, discuss, explain, predict, assess, compare, rate, critique.

### The Language of Learning Outcomes

- **Knowledge** means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge.
- **Skill** means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- **Competence** means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy. The following are sample words which can be used:

<b>1. Knowledge</b>	
1.1 Knowledge and Understanding	count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write
<b>2. Skills</b>	
2.1 Applying Knowledge and Understanding	apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange
2.2 Communication Skills	write, illustrate, report, describe, discuss, explain, state, name, express, review, speak, present, interact
2.3 Judgmental Skills	choose, judge, identify, evaluate, analyse, assess, interpret, argue, select, compare, rate, measure, propose, appraise, estimate, examine, categorise
2.4 Learning Skills	evaluate own learning, proceed, study, undertake further studies
<b>3. Competences</b>	
3.1 Autonomy and Responsibility	collaborate, comply, deal with, ensure, be responsible for, carry out tasks, guide, supervise, monitor, authorise, manage, create, produce, represent, advise, negotiate, sell



Examples:

*Knowledge: He/she is able to...*

- ... describe the functioning of components, assemblies and systems.*
- ... assign the necessary documents for service and maintenance.*
- ... differentiate between chemical substances.*

*Skills: He/she is able to...*

- ... receive orders and plan own procedural steps.*
- ... analyse data and present it as a basis for decisions.*
- ... use information and communication technologies.*
- ... develop a marketing plan and use marketing tools.*

*Competence (in the sense of taking over responsibility and autonomy): He/she is able to...*

- ... apply problem solving strategies*
- ... reflect upon his/her own action*
- ... cope with and withstand strain and stressful situations in a way that is not harmful to health*
- ... communicate with appreciation colleagues or team members; with patients, family members/reference person groups involved in the care process.*