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Promoting Unique Learning Strategies in Entrepreneurship

D2.2 Toolkit: Good Practices on How to Promote an Entrepreneurial Spirit in a VET Centre

WP2 Preparatory Activities and Strategic Planning

Produced by:

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Table of Contents

1. Introduction

What this Toolkit is about:

This Toolkit is a **practical and transferable guide** for Vocational Education and Training (VET) centres that want to cultivate an entrepreneurial spirit in learners. It curates **concrete good practices** contributed by PULSE partners across Europe and North Africa — including innovative methods, digital tools, SmartLab setups, and partnership models — so trainers can rapidly adapt and implement what already works.

The aim is to help VET educators design **competence-based, challenge-driven learning experiences** that build both entrepreneurial mindsets and employability skills. Each practice follows a clear structure — objectives, skills targeted, resources needed, step-by-step implementation, evaluation methods, and tips for success — ensuring that users can easily transfer and replicate them in their own contexts. The Toolkit's organisation mirrors the Good **Practice Catalogue (Section 3)**, which guarantees consistency and an easy-to-navigate user experience.

Importantly, PULSE frames entrepreneurship **beyond business creation:** it is understood as the ability to turn ideas into **social, cultural, and economic value,** fully aligned with the EU's EntreComp framework. This perspective reinforces that entrepreneurship is not only for future business founders but also for proactive employees, community leaders, and innovators.

Finally, the Toolkit is not a stand-alone resource: it is embedded in the broader **PULSE workflow**. It connects with the preparatory analysis carried out in **WP2**, feeds into the staff upskilling processes of **WP3**, and contributes to the integration of entrepreneurial methodologies, curricula, and SmartLabs under **WP4.** In this way, the Toolkit becomes both a practical manual for day-to-day training and a **strategic instrument** to strengthen VET systems in the partner regions.

Why entrepreneurship matters in VET:

By embedding entrepreneurship across training, curricula, and ecosystems, PULSE contributes to building **resilient, opportunity-driven generations** capable of driving social and economic transformation.

Technical know-how alone is no longer sufficient. VET systems must also develop transversal competences — initiative, creativity, collaboration, problem-solving, adaptability, and resilience — that employers and communities increasingly demand in a fast-changing world.

Entrepreneurship education in VET is a proven route to cultivate these competences. It empowers young people to identify opportunities, create value, and navigate uncertainty with confidence. For learners in regions facing high youth unemployment and informal labour markets, entrepreneurial capability can open new pathways to decent work, self-employment, and local impact.

Within the PULSE project, entrepreneurship is not understood narrowly as business creation, but as the capacity to transform ideas into social, cultural, and economic value, aligned with the EU EntreComp framework. It represents a strategic choice for VET centres: enhancing their relevance, strengthening links with stakeholders, and preparing students for futures where flexibility and innovation are essential.

Concretely, entrepreneurship matters in PULSE because it is the vehicle to:

1. **Enhance educator capacities** through targeted training and professional development.
2. **Update VET curricula** with innovative pedagogies that combine technical and transversal skills.
3. **Establish SmartLabs** that connect learning with real entrepreneurial ecosystems.
4. **Build a cross-country network** that sustains peer learning, mentoring, and regional cooperation beyond the project's lifetime.

Who should use this Toolkit?

Each practice is presented in a standardised template to support transferability, adaptation, and scaling across contexts and institutions.

This Toolkit is designed for a wide spectrum of users across the VET ecosystem:

- **VET trainers and teachers** designing modules, challenges, or full programmes on entrepreneurship and innovation, who need concrete, ready-to-apply methodologies.
- **Heads of department, coordinators, and school leaders** planning SmartLabs, partnerships, and institutional strategies that embed entrepreneurship into their centres' long-term vision.
- **Curriculum developers and Quality Assurance teams** aligning outcomes, assessment, and recognition of entrepreneurial competences with national frameworks and EU standards such as EntreComp.
- **Youth workers, mentors, and policy stakeholders** seeking replicable examples to strengthen local VET–ecosystem links and create bridges between education, labour markets, and communities.

Whether you are **starting from zero** or **refining existing initiatives**, the Toolkit provides:

- ready-to-use formats,
- step-by-step implementation guidelines,
- tips for success,
- risks to avoid, and
- contact points for further guidance.

In this way, the Toolkit acts as both a practical manual and a strategic resource for building sustainable entrepreneurial cultures in VET.

2. How to Use This Toolkit

Use the Toolkit in three complementary

1.Plan and benchmark. Start with the four navigation lenses in the Catalogue:

- *Innovative teaching methods*
- *Tools and materials*
- *SmartLabs and learning spaces*
- *Partnerships and startup support*

In order to shortlist practices that match your centre's priorities, resources and learner profiles. Each entry specifies target groups, time, space/equipment, step-by-step implementation, assessment ideas, transfer tips and common pitfalls.

2. Design and integrate. Translate a selected practice into your context by:

- mapping **competences and outcomes** to your curriculum,
- aligning **assessment** (self/peer/teacher; rubrics; recognition) with centre procedures,
- embedding **digitalisation** and, where relevant, **internationalisation** elements
- connecting to **SmartLabs** and local stakeholders (mentors, companies, incubators) for authenticity. This reflects PULSE's pathway from WP3 training to WP4 curricular and SmartLab implementation.

3. Scale and sustain. Use the contact details and recommendations to join the **cross-regional network,** exchange evidence, co-develop resources and co-host activities (e.g., expert talks, hackathons, showcases). This supports continuity beyond the project timeframe and aligns with PULSE's expected results (toolkits, capacity-building reports, SmartLab guides, and network activation).

Practical tip: Begin with one or two high-feasibility practices (e.g., a challenge-based module or a soft-skills workshop), document your outcomes, then iterate—adding SmartLab components or partnerships as capacity grows. This incremental approach matches PULSE's staged workflow (research → capacity building → integration).

3. Good Practice Catalogue

Criterion 1 | **Entrepreneurial Competences**

1.1 | Know Yourself to Lead: Entrepreneur Profiling with Innermetrix | ESITH , Casablanca, Morocco

Primary competences developed: Self-awareness & self-efficacy; Mobilizing others (leadership); Learning through experience

Subtitle: Entrepreneurial success begins with self-awareness

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurial mindset / Psychometric profiling and personalized coaching

Skills targeted:
Hard skills: Strategic self-positioning, project-founder alignment, leadership development
Soft skills: Self-awareness, emotional intelligence, interpersonal communication, value-based decision making

Level: Advanced. Designed for learners with concrete projects or professional experience, requiring certified facilitation and structured feedback.

Short summary: Innermetrix combines DISC behavioral styles, personal values, and natural talent profiling to boost entrepreneurial self-awareness. This powerful tool enables better leadership, strategic alignment, and team synergy, enhancing decision-making in serious entrepreneurship programs.

What you need:

- Access to the Innermetrix platform
- Certified Innermetrix coach/facilitator
- Private room for coaching sessions
- Laptops, projector
- Duration: 1–2 sessions per participant

Who it's for: Advanced students, project leaders, or aspiring entrepreneurs motivated for deep self-reflection. Best delivered individually or in small groups (5–10 participants).

How it works:

1.Online Psychometric Testing

- Each participant answers three short online questionnaires:
  DISC – to identify behavioural style (how you communicate and take action).
  Values Profile – to understand personal motivations.
  Talent Profile – to highlight natural strengths and areas of potential.
- The test is done individually on a computer with internet access and takes about 30–40 minutes.
- Teachers should explain that there are **no right or wrong answers**: the aim is self-awareness, not grading.

2. Feedback Session

- After the test, a coach or teacher meets participants **individually or in small groups (5–10 people)** to explain the results.
- Strengths and possible challenges are discussed in simple, practical terms.
- Students are encouraged to share reflections and examples from their daily lives or projects. This helps them see how profiles differ and how **team diversity** is valuable.

3.Strategic Alignment

Together with the facilitator, students connect their personal profiles to real entrepreneurial contexts:

- How do my strengths support leadership or teamwork?
- What type of roles or projects fit my profile?
- Where might I need support from others?
- Example: a student strong in creativity but weaker in planning learns to pair up with an organised teammate.

4.Personal Development Plan

- Each participant writes **down 2–3 concrete goals** for personal growth (e.g., improving communication in group work, practising decision-making under pressure).
- The plan can be revisited later in class or in project work, so students can reflect on their progress and adjust goals.

How to assess results:

- Written reports and oral coaching feedback
- Personal reflection sheets for insights and goal-setting
- Certificate of completion or coaching participation

Tips for success

- Use a certified Innermetrix coach for accurate interpretation
- Embed profiling within a broader entrepreneurial development journey
- Apply insights actively in team-building and project management

Tips for teachers

- Present the activity as self-discovery, not an evaluation.
- Use group debriefs to show the value of different profiles working together.
- Revisit results in future teamwork or project activities.

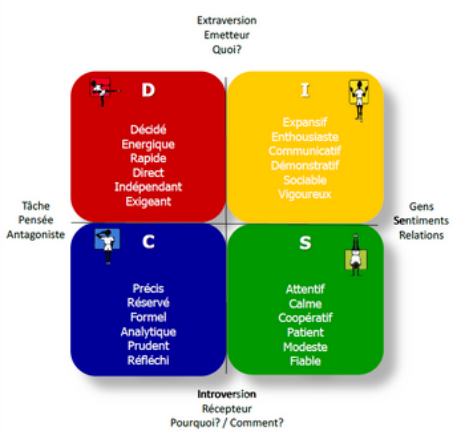
Tips for students

- Answer honestly to get accurate insights.
- Treat your profile as a guide for improvement, not a label.
- Apply your goals in real school or project situations and reflect on changes.

Mistakes to avoid:

- Using the tool as a selection or evaluation filter
- Treating profiles as fixed traits rather than evolving guides
- Skipping follow-up support after feedback sessions

Visuals:



More info & contact:

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1.2 | Managing Your Stress to Succeed in Your Entrepreneurial Project | Casablanca, Morocco

Primary competences developed: Coping with uncertainty & ambiguity; Self-awareness & self-efficacy; Decision-making

Subtitle: Master stress to make informed decisions and stay the course in uncertain times: "Entrepreneurship involves taking calculated risks, so it's important to know how to assess risks and make decisions accordingly.

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurship and Innovative tool / educational material to develop entrepreneurship

Skills targeted:
Hard / technical skills: Idea maturation – refining concepts into viable solutions; Decision-making – assessing risks and choosing wisely
Soft skills: Stress management; Autonomy & initiative; Analytical thinking; Emotional intelligence

Level: Intermediate – ideal for learners who already know the basics of starting a project but need practical tools to handle pressure and uncertainty.

Short summary: A fast-paced module (2–3 h) that equips aspiring entrepreneurs with concrete stress-management techniques they can apply from day one of their project. Through ice-breakers, mindfulness drills, and resilience workshops, participants learn to stay calm, think clearly, and keep their venture on track.

What you need:

- 1 trained facilitator (stress-management / coaching background)
- Duration: 2–3 hours (single session)
- Venue: meeting room or open space
- Kit: screen, computers, flip-chart, post-its
- Creative tools: brainstorming, mind-mapping, SCAMPER, empathy map, role-play, mood-board

Who it's for: Early-stage founders, VET students, and project teams who face entrepreneurial uncertainty. Groups of 6 – 15 participants maximize interaction and personal feedback.

How it works:

1. **Well-being Icebreaker (10 min)**
   - Start the session by inviting each student to recall and share a personal stressful situation (school, group work, exams, or daily life).
   - Ask: How did you try to handle it?
   - Purpose: show that **everyone experiences stress,** create empathy within the group, and prepare learners to talk openly.
2. **Exploring Entrepreneurial Stress (15 min)**
   - Lead a short class discussion on typical sources of stress in entrepreneurship and learning: deadlines, teamwork conflicts, financial risks, or uncertainty.
   - Introduce the concept of "**good stress**" (stress that motivates and energises) versus "**bad stress**" (stress that paralyses and blocks decisions).
   - Students reflect on which situations trigger each type of stress for them.
3. **Toolbox Sprint (30 min)**
   - Facilitate short, practical exercises that can be repeated any time students feel pressure:
     - **Breathing technique:** 2–3 minutes of deep, focused breathing.
     - **Mindfulness drill:** short guided relaxation or body-scan.
     - **Visualisation:** imagine a successful presentation or outcome.
     - **Quick hacks:** stretching, doodling, or short movement breaks.
   - Encourage students to try several techniques and choose which works best for them.
4. **Resilience Workshop (30 min)**
   - In small groups (4–5 students), participants identify their main **stress triggers** during a project (e.g., public speaking, lack of time, unclear roles).
   - Each group then develops a **mini action plan**:
     - If this stress happens → I will use this coping strategy.
   - Example: If I panic before presenting → I will breathe deeply for 2 minutes and rehearse with a peer.
   - This exercise links stress management to real project scenarios.
5. **Group Sharing and Commitments (15 min)**
   - Each student shares one concrete strategy they will commit to using in the next project.
   - The teacher collects these strategies (on a board, post-its, or digital padlet) and revisits them later in the course to check progress.
   - This final step reinforces **accountability and peer support.**

How to assess results:

- Pre / post self-check on perceived stress & confidence
- Trainer observation during activities
- Mini case discussion to test application of techniques
- Optional certificate of participation

Tips for success:

- Foster a safe, supportive atmosphere
- Keep activities short, practical, and movement-based
- Tie each de-stress tool to an actual project decision point
- Encourage peer coaching for continued support

Tips for teachers

- Keep the session interactive – alternate between discussion, practice, and reflection.
- Encourage peer-to-peer feedback and avoid judgemental comments.
- Reuse the stress-management tools in later classes (before exams, presentations, or pitches).

Tips for students

- Think of stress as energy to be managed, not a weakness.
- Practise the techniques regularly so they become natural habits.
- Share your coping strategies – you may help classmates facing similar challenges.

Mistakes to avoid:

- Groups larger than 15 – limits personal attention
- Downplaying stress or "toughing it out" culture
- Skipping recovery / decompression phases

More info & contact

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Resources:

La boîte à outils de la création d'entreprise | Catherine Léger-Jarniou (Dunod)

1.3 | Diagnostic Skills Toolkit, Good Practice on Hard Skills | UM6P, Ben Guerir-Morocco.

Primary competences developed: Strategic thinking; Learning through experience; Mobilising resources
WP3 alignment: Entrepreneurial Mindset, Promoting Entrepreneurship in VET

Subtitle: Evaluate the maturity of the strategy to create a tailor-made support programme

Category of the practice: Innovative tool / pedagogical material to develop entrepreneurial mindset / Other category: Startup maturity diagnostic process and personalized support roadmap.

Skills targeted:
Hard Skills: Business Model Canvas; Design Thinking; Prototyping
Soft Skills: Strategic thinking and deployment; Customer communication and feedback analysis

Level: Elementary. This practice is designed for early-stage entrepreneurs or beginners. It does not require prior entrepreneurial experience and can be used as a first step in identifying support needs. Implementation is straightforward and resource-light, relying mainly on expert input and structured templates.

Short summary: This best practice provides a structured, ready-to-use toolkit for assessing the entrepreneurial maturity of a startup and defining a tailored support programme. It enables incubators and VET centres to quickly collect relevant information and generate an actionable roadmap with minimal setup.

What you need:

- Expert mentors for one-to-one assessments
- Ready-to-use evaluation forms and books ('CREATE' and 'START')
- Digital tools (Word/Excel files)
- Scheduling of a kickoff event with selected startups
- Minimum 20-day buffer before programme launch for planning

Who it's for:

- All audiences: students, adults, any background or level
- Individual coaching and diagnosis approach
- No prerequisites; works with early-stage entrepreneurs and idea-stage projects
- Ideal group size: flexible, with one-to-one mentor meetings required

How it works:

1. Kickoff Meeting – Getting Started

- Organise an introductory event with all the selected startups or project teams.
- Purpose: explain the process, set expectations, and motivate participants.
- Teachers can use this moment to introduce basic entrepreneurial concepts and create a collaborative atmosphere.

2. Expert Assessments – One-to-One Coaching

- Each founder or team meets individually with several experts (mentors, trainers, or professionals).
- During the meeting, experts fill out an Entrepreneur Assessment Form, which captures information about the maturity of the idea, the business model, and the team's readiness.
- This step helps students receive personalised feedback at a very early stage.

3. Expert Committee – Defining the Path

- The experts come together to review all the assessments.
- They decide the best development path for each project:
- **START** → for teams that already have a prototype or MVP (minimum viable product).
- **CREATE** → for teams still in the idea stage.
- This ensures that support is tailored to the level of maturity of each project.

4. Orientation Book – Learning Materials

- Each founder receives a practical handbook: either the **Book START or Book CREATE**.
- These books guide learners step by step in developing their project, with activities, templates, and checkpoints.
- Teachers can integrate these books into classroom activities or mentoring sessions.

5. Data Compilation – Tracking Progress

- All expert feedback and assessments are compiled in a central Excel file.
- This creates a clear overview of where each startup stands and allows the institution to monitor collective progress.
- Teachers can use this data to identify common learning needs among students.

6. Roadmap Design – Building a Support Plan

- A **Support Roadmap** is created for each project.
- This roadmap includes monthly goals, recommended training modules, and follow-up activities.
- Students know exactly what steps to take next and what skills they need to develop.

7. Programme Launch – Beginning the Journey

- After about 20 days of preparation, the tailored incubation or support programme starts.
- Each team follows its roadmap with continuous mentoring, feedback, and milestones.
- This marks the transition from **diagnosis to hands-on development.**

How to assess results:

- Completion and clarity of diagnostic forms and roadmaps
- Tracking monthly progress using the Support Roadmap
- Evaluation of changes in maturity indicators during one-to-one coaching
- No formal accreditation, but measurable skill acquisition and project progression

Tips for success:

- Recruit qualified and motivational mentors
- Use real-world examples and facilitate peer feedback
- Ensure practical, action-oriented learning: customer interviews, peer exchanges, bootcamps.

Tips for teachers

- Use the kickoff event to build motivation and community among learners.
- Encourage students to see feedback as an opportunity for growth, not criticism.
- Revisit the roadmaps regularly in class to keep learners on track.

Tips for students

- Be open and honest in the assessments – this makes the feedback more useful.
- Use the Orientation Books actively, not just as reference material.
- Think of the roadmap as your **personal GPS** for developing your idea step by step.

Mistakes to avoid:

- Underestimating the need for small startup funding (tech, marketing, etc.)
- Neglecting investor exposure – plan events with business angels and funds
- Relying on vague guidance; instead, provide concrete, trackable actions

Visuals:

- Orientation books ('CREATE' and 'START')
- Expert feedback forms and Excel dashboards
- Images from startup kickoff events or mentoring sessions

More info & contact

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Resources:

Useful Links and References:

- YouTube: MRTB – Moroccan Retail Tech Builder
- LinkedIn: Moroccan Retail Tech Builder
- Official Launch Article: Ministry of Industry and Trade

Documentation Available (on request):

- "Entrepreneur Assessment" (Word)
- "Book CREATE" (Word)
- "Compiled Assessment" (Excel)
- "Support Roadmap" (Excel)

1.4 | Cultivating Communication and the Human Approach for Entrepreneurial Project Success | UM6P, Ben Guerir- Morocco.

Primary competences developed: Communication; Leadership; Ethical and sustainable thinking
WP3 alignment: Entrepreneurial Mindset

Subtitle: Strengthening Human Relations and Communication to Build Entrepreneurial Impact

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurship / Innovative tool / pedagogical material to develop entrepreneurship

Skills targeted:
Hard skills: Negotiation: Leading discussions towards win-win agreements: Pitching & Presentation: Clearly and persuasively expressing project ideas; Collaborative Project Management: Coordinating teams to meet shared objectives
Soft skills: Interpersonal Communication: Effective interaction with teams and stakeholders; Emotional Intelligence: Understanding and managing emotions in relationships; Leadership & Empathy: Motivating others and understanding their perspectives; Conflict Resolution: Addressing disagreements constructively

Level: Intermediate to Advanced

Short summary: This practical module develops the essential communication and human relation skills required for entrepreneurial success. Through interactive sessions, role plays, and real-world case studies, participants improve their ability to engage stakeholders, build trust, and manage conflict. The workshop emphasizes empathy, clarity, and emotional intelligence, ensuring that entrepreneurs not only lead but connect meaningfully with others.

What you need:

- Trainer: 1 specialist in communication and human relations
- Time: 3–4 hours per session (weekly), adaptable to audience needs
- Venue: Office, open space or meeting room
- Tools: Flipchart, projector, computers, internet
- Methods: Role-playing, case studies, feedback loops, active listening practice

Who is it for?

- Entrepreneurs and project leaders (intermediate to advanced)
- Managers and startup founders
- Team leaders in innovation-driven organisations

How it works:

1. Icebreaker: Sharing Success Stories (10 min)

- Ask each student to share a positive experience where communication worked really well (e.g., solving a conflict with a friend, convincing someone of an idea, or presenting in class).
- Purpose: highlight that everyone already has communication strengths and set a positive tone for the session.

2. Exploring Entrepreneurial Communication (20 min)

- Teacher/facilitator explains what "entrepreneurial communication" means: clarity, persuasion, empathy, and listening.
- Discuss common challenges (e.g., nervousness, misunderstandings, conflicts) and share real cases from school or business.
- Students identify which challenges they find hardest.

3. Communication Techniques Workshop (45 min)

- Students practise **three essential** skills through interactive exercises:
  - **Active listening**: listening without interrupting, then repeating what you heard.
  - **Giving and receiving feedback**: role-play feedback on a project idea.
  - **Pitching**: present an idea in 1 minute, focusing on clarity and persuasion.
- Feedback is immediate, practical, and encouraging.

4. Human Relations Management (45 min)

- Through role-plays and small group exercises, students practise:
  - **Conflict resolution:** finding solutions in a disagreement.
  - **Building trust:** keeping promises, showing empathy, being reliable.
  - **Team challenges:** solving a task that requires cooperation.
- Teacher highlights the link between communication, trust, and leadership.

5. Experience Sharing & Reflection (20 min)

- Students reflect as a group: What worked well for me? What do I want to improve?
- Each participant shares one personal tip or learning to apply in their next teamwork or project.
- Teacher summarises and connects insights to entrepreneurial success.

How to assess results:

- Before/after self-evaluation on communication confidence
- Trainer observations during activities and pitch exercises
- Case discussion participation and ability to apply concepts
- Certificate of participation available

Tips for success:

- Limit group size (<12) to ensure interaction
- Build a safe, feedback-friendly environment
- Use role-play and simulations regularly
- Tailor content to participants' experience level
- Encourage peer-to-peer learning and reflection

Tips for teachers

- Keep groups small (<12) so everyone has a chance to practise.
- Mix short theory with plenty of practice (role-plays, group tasks).
- Create a safe, supportive space – avoid making fun of mistakes.

Tips for students

- Treat communication as a skill you can train, not a talent you're born with.
- Be open to feedback – it helps you grow.
- Try out the techniques in your next teamwork, class presentation, or project pitch.

Mistakes to Avoid

- Overloading sessions with theory without practice
- Minimizing informal communication's role in team culture
- Ignoring active listening and empathy in conflict or feedback situations
- Using overly technical or abstract language

More info & contact

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Resources:
Rosenberg, Nonviolent Communication
Carnegie, How to Win Friends and Influence Peopl

Icebreaker Tools and Activities:

- **MyHappyJob**: https://www.myhappyjob.fr/reunion-a-distance-20-icebreakers-a-tester-durgence/
- **L'atelier du formateur**: https://latelierduformateur.fr/un-generateur-dicebreakers-en-ligne/
- **Chouette Impact:** https://chouette-impact.fr/icebreakers/
- **Genially Templates:** https://genially.com/fr/modele/icebreaker-rapide-mobile/
- **EF Education:** https://www.ef.fr/blog/teacherzone/treize-activites-pour-briser-la-glace-a-utiliser-en-classe-aujourdhui/

1.5 | The Plan and Organization – The Art of Structuring Success Good Practice on Hard Skills | UM6P, Ben Guerir- Morocco.

Primary competences developed: Planning & management;Coping with uncertainty, ambiguity & risk; Perseverance
WP3 alignment: Business Model Canvas, Entrepreneurial Mindset

Subtitle: Master the key steps of planning and organization to optimize projects and achieve objectives.

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurship / Innovative tool / pedagogical material to develop entrepreneurship

Skills targeted:
Hard Skills: Project planning: SMART objectives, Work Breakdown Structure (WBS), milestones; Time and priority management: Eisenhower matrix, Pomodoro technique, Pareto's law; Use of tools: GanttProject, Asana, Monday.com

Soft Skills: Rigor and method; Anticipation and proactivity; Autonomy and sense of responsibility

Level: Intermediate

Short summary: This training module develops both technical and behavioral skills for effective planning and organization. By focusing on real-life case studies and simulations, participants gain the structure and foresight needed to manage projects efficiently and meet objectives. It is a strategic tool for entrepreneurs and professionals operating in dynamic and complex environments.

What you need:

- Trainers: Expert in project management and organizational techniques
- Time: Approx. 8 hours, divided into modular sessions
- Space: Classroom with whiteboards and visual supports
- Tools: Access to planning software (e.g., GanttProject), templates, and checklists

Who it's for:

- Entrepreneurs and project initiators
- Team leaders and managers
- Individual professionals seeking better productivity
- Students managing academic, associative, or entrepreneurial projects
- Suitable for individuals or small groups (10–20 participants recommended)

How it works:

1. Define Objectives and Scope (60–90 min)

- Students learn how to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).
- They identify the success criteria (how they will know the project worked) and list expected deliverables.
- Teachers can use simple classroom examples (e.g., organising a school event) so students connect theory with practice.

2. Break Down the Project (90–120 min)

- Using the Work Breakdown Structure (WBS) method, the project is divided into smaller, manageable tasks.
- Students estimate the time, people, and resources needed for each task.
- This step makes large projects less intimidating and shows the importance of teamwork.

3. Create a Schedule (120–180 min)

- Learners organise tasks in logical order and visualise them with a Gantt chart or similar tool (digital or paper-based).
- Teachers introduce concepts like critical path (which tasks must happen first) and dependencies (when one task depends on another).
- This helps students understand how professional project managers plan real-world initiatives.

4. Manage Time and Priorities (60–90 min)

- Students are introduced to time-management tools such as the Eisenhower Matrix (urgent vs. important tasks) and the Pomodoro Technique (working in short, focused bursts).
- They apply these methods to their own project tasks, learning how to stay productive without burning out.

5. **Monitor and Adjust (60–90 min)**

- Teachers explain how to use Key Performance Indicators (KPIs) to track project progress.
- Students learn that plans are not rigid: they must be revised when unexpected events occur.
- Role-play activities (e.g., "the supplier is late" or "the team missed a deadline") can be used to practise problem-solving and adaptation.

How to assess results:

- Evaluation of participant plans (clarity, coherence, feasibility)
- Role-play exercises to observe real-time organizational ability
- Participant self-assessment of concept understanding and application

Tips for success:

- Practice planning regularly to develop habits
- Choose the most appropriate tools for your context
- Make space for regular review and adaptation of plans

Tips for teachers

- Use concrete, familiar projects (like a class trip or school event) before moving to business examples.
- Encourage teamwork: assign roles (planner, timekeeper, communicator) within groups.
- Revisit each step throughout the course so students build habits, not just knowledge.

Tips for students

- Don't overcomplicate the plan – clarity is more important than perfection.
- Treat your schedule as a living document that you adjust when things change.
- Apply the same methods to your daily life (homework, study planning, personal goals).

Mistakes to Avoid

- Over-planning that prevents timely action
- Treating the plan as rigid; plans should remain adaptable
- Failing to build in contingency time for unexpected changes

Visuals

- Diagrams of Gantt charts and WBS
- Visuals of agendas, calendars, to-do lists
- Progress tracking graphics and project flow arrows

More info & contact

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Useful Links and References:

- **AFITEP (Project Management):** www.afitep.fr
- **SMART Goals:** https://asana.com/fr/resources/smart-goals
- **Pomodoro Technique:** https://asana.com/fr/resources/pomodoro-technique
- **GanttProject:** https://ganttproject.biz/
- **Getting Things Done, David Allen**

Key Authors: Henri Fayol, Frederick Taylor, Chester Barnard, Edgard Morin, Henry Mintzberg, David Allen

Criterion 2 | **Innovative Pedagogies**

2.1 | **Learning by Doing: Emprender para Aprender** | Calasanz, Spain

Primary competences developed: Challenge-based learning (ETHAZI); Project-based learning (student mini-companies); Pitching & marketplaces; 360° assessment; Creativity; Vision; Working with other; Planning & management

Subtitle: Creating future-ready professionals through sustainable entrepreneurship

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurial mindset

Skills targeted:
Hard skills: Business model development, digital communication, idea maturation
Soft skills: Teamwork, proactivity, adaptability, creativity, leadership

Level: Intermediate to Advanced. Blends entrepreneurial introduction with hands-on real project implementation in vocational education. Suitable for learners familiar with entrepreneurship basics, involving 8-10 weeks of active project work.

Short summary: A proven entrepreneurship model integrating real company creation across vocational specialties, producing over 40 student-led companies annually. Scalable and impactful, it develops both technical and soft skills while embedding sustainability and digital tools.

What you need:

- 2-3 trained entrepreneurship facilitators,
- Duration: 8-10 weeks, Frequency: 2 sessions/week,
- Facilities: teamwork room, computers, internet access, Tools: S.E.T. platform (Tknika), Microsoft Teams,
- Support materials: challenge templates, business model canvas, evaluation rubrics

Who it's for: VET students aged 16-24, intermediate to higher vocational levels, working in multidisciplinary teams. No prior entrepreneurial experience required. Group-based activities encouraged for collaboration and diverse skill development

How it works:

1.Team Building and Idea Generation

- Students are placed in multidisciplinary teams (mixing different study areas).
- Through creative activities (icebreakers, brainstorming, design thinking), they build trust and generate initial project ideas.
- The teacher's role is to encourage diversity of perspectives and ensure that every student's voice is heard.

2. Defining Challenges Aligned with SDGs (60–90 min)

- Each team chooses or is assigned a challenge connected to the UN Sustainable Development Goals (SDGs) (e.g., climate action, sustainable consumption, reducing inequalities).
- Students define the problem clearly and brainstorm possible entrepreneurial solutions.
- This stage ensures the project has both social relevance and practical application.

3. Creating and Developing Student Companies (several weeks)

- Teams formally create **mini-companies** that simulate real enterprises.
- They design a **business model**, define roles within the team, and begin developing products or services.
- Teachers guide students with tools like the **Business Model Canvas,** digital collaboration platforms (Microsoft Teams, S.E.T. platform), and templates for planning and evaluation.

4. Pitching Ideas and Receiving Evaluation

- Teams prepare and deliver short presentations ("pitches") of their projects to peers, teachers, and sometimes external entrepreneurs.
- They receive structured feedback on feasibility, innovation, and teamwork.
- This step develops communication, **persuasion, and critical thinking** skills.

5. Participating in Markets and Trade Fairs

- Student companies showcase and sell their products or services in real or simulated markets.
- This provides direct experience with customers, pricing, marketing, and financial management.
- It connects the classroom to real-world entrepreneurial ecosystems.

6. Collecting Feedback and Continuous Improvement

- After the fair, students gather customer feedback and reflect on their performance as a team.
- They identify what worked well and what should be improved.
- Teachers support this reflection using tools like **360° feedback** (self, peer, and teacher evaluations).
- The project cycle can be repeated or adjusted, reinforcing **learning by doing.**

How to assess results:

- 360° assessment including self, peer, and teacher feedback;
- Evaluation of practical outputs and soft skills through S.E.T. tool.
- Option for internal certification or EU microcredentials.

Tips for success:

- Train staff thoroughly in ETHAZI methodology.
- Promote diverse team composition and collaborative spaces.
- Collaborate with local entrepreneurs for authentic challenges.
- Adapt projects to local socio-economic realities.

Tips for teachers

- Train in ETHAZI methodology to facilitate challenge-based learning.
- Invite local entrepreneurs or community leaders to make challenges authentic.
- Encourage diversity in teams to mirror real workplace dynamics.

Tips for students

- Treat your mini-company as if it were real – the more effort you put in, the more you learn.
- Don't be afraid of mistakes – they are opportunities for growth.
- Use feedback to refine your idea and strengthen teamwork.

Mistakes to avoid:

- Don't focus solely on company creation–emphasize competence development.
- Avoid under-preparing trainers,
- Stay flexible, avoid rigid project formats

Visuals: Don't focus solely on company creation–emphasize competence development, Avoid under-preparing trainers, Stay flexible, avoid rigid project formats

More info & contact:

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Resources:

- **ETHAZI methodology:** https://ethazi.tknika.eus/es/
- **Entrepreneurship ecosystem:** https://ekingune.tknika.eus/en/

2.2 | Let's Develop Entrepreneurial Soft Skills in the Classroom | GIP FIPAN, France

Primary competences developed: Workshop-based learning; Collective intelligence & popular education; Game-based activities; Most relevant competence outcomes; Working with others; Planning & management; Creativity; Coping with uncertainty & stress.

Subtitle: A handbook and a 'ready-to-use' toolbox dedicated to trainers and managers for the development of entrepreneurial soft skills

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurial mindset and Innovative tool / pedagogical material to develop entrepreneurial mindset

Skills targeted:
Soft skills: Proactivity, teamwork and cooperation, stress tolerance, plan and organisation, creativity, interpersonal communication

Level: Elementary to Intermediate. Suitable for beginners and those building foundational entrepreneurial soft skills in diverse learner groups.

Short summary: This comprehensive training notebook and toolbox support trainers and managers in delivering workshops that develop entrepreneurial soft skills. Based on the EntreComp framework and collective intelligence pedagogy, it includes 14 ready-to-use workshops with all materials and assessment tools, enabling easy implementation with minimal prep.

What you need:

- 1 facilitator (trainer or manager)
- Duration per tool: less than 1 hour up to 3 hours
- 1 room (setup details per tool)
- Basic materials: desks, chairs, projector, internet, post-its, paper, pens, etc.

Who it's for: Trainers and managers working with small groups of trainees (pupils, students, or adults). Adapted for diverse educational backgrounds and heterogeneous groups.

How it works:

1. **Provides tools to identify and characterize entrepreneurial soft skills and behavioral indicators**
   - Students begin by exploring what soft skills are (teamwork, creativity, resilience, initiative, communication).
   - Simple self-assessment checklists and observation sheets help them recognise which skills they already use and which ones they need to improve.
   - Teachers can also identify these skills during group tasks, giving students feedback on their behaviours.
2. I**ntroduces popular education and collective intelligence approaches**
   - The facilitator explains two principles:
   - Popular education → learning through shared experiences, participation, and real-life examples.
   - Collective intelligence → solving challenges together, where the group's knowledge is greater than the sum of its parts.
   - Short group games or problem-solving activities show students how collaboration strengthens ideas and results.
3. **Guides facilitators on moderating and facilitating workshops effectively**
   - Teachers are not "lecturers" but guides of the process.
   - Practical facilitation techniques include: asking open questions, ensuring everyone participates, managing conflicts, and encouraging reflection.
   - Example: in group exercises, rotate roles (spokesperson, timekeeper, observer) so every student experiences different responsibilities.
4. **Offers 14 fully detailed workshops and game sessions ready for direct use**
   - The toolbox provides 14 workshops, each with step-by-step instructions, estimated time, materials needed, and learning objectives.
   - Activities are interactive and playful, ranging from creativity games to teamwork challenges.
   - Teachers can choose the workshops that best fit the group's level, context, and available time (from 1 to 3 hours).
5. **Includes resources for individual and collective assessment**
   - After each activity, students reflect on what they learned and how they behaved in the group.
   - Tools for assessment include peer feedback, facilitator observation, and self-reflection forms.
   - The focus is on recognising progress and strengthening self-awareness, not on giving grades.

How to assess results:

- No formal accreditation offered
- Uses Assessment for Learning (AFL) methods for collaborative, reflective feedback
- Specific assessment guidance provided for each tool
- Pilot school example: certificates signed by managers

Tips for success:

- Facilitators should test tools themselves before implementation
- Read the "Become a Facilitator" chapter carefully to understand facilitation skills
- Adapt workshops to your group's needs and context

Tips for teachers

- Test each activity yourself before running it with students.
- Adapt workshop duration and difficulty to your group.
- Encourage participation from all learners, especially quieter ones.

Tips for students

- Take the activities seriously – the more engaged you are, the more you will learn.
- Be open to feedback from peers; it helps you see yourself from another perspective.
- Apply the soft skills you practise here in real-life school or work projects.

Mistakes to avoid:

- Underestimating the difference between teaching and facilitating
- Implementing tools without prior personal experience
- Ignoring group dynamics and participant engagement

Visuels :

Plus d'infos et contact :

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2.3 | Accelerate Productivity to Succeed in Your Entrepreneurial Project | UM6P, Morocco

Primary competences developed: Agile methods (Kanban); Time blocking & prioritization; Digital productivity tools (Trello/Notion); Most relevant competence outcomes; Planning & management; Focus & perseverance; Learning throug experience.

Subtitle: "Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful." Albert Schweitzer

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurship / Innovative tool / pedagogical material to develop entrepreneurship

Skills targeted:
Hard / Technical Skills: Time management; Agile project management; Digital productivity tools (e.g., Trello, Notion); Performance analysis
Soft Skills: Self-discipline; Proactivity; Resilience; Focus and concentration; Adaptability

Level: Intermediate to Advanced – suitable for learners already running or planning entrepreneurial projects, looking to boost impact through better organization.

Short summary: This hands-on module empowers participants to optimize their time, streamline tasks, and stay focused on what truly matters. It blends tested productivity techniques with digital tools and agile methods to help entrepreneurs stay effective under pressure.

What you need:

- Flipchart / whiteboard
- Post-its, markers, A3 sheets
- Computers or smartphones
- Printed tool sheets (Eisenhower Matrix, Kanban templates, Time Blocking grids)
- Projector for visuals
- Access to digital tools (optional: Trello, Notion, Todoist)

Who it's for: Entrepreneurs, early-stage project leaders, or VET learners who juggle multiple tasks and need practical strategies to manage time, adapt quickly, and avoid burnout. Ideal group size: 6–12 participants.

How it works:

1. Icebreaker: "My Productivity Challenge" (10 min)

- Each participant shares one real productivity hurdle (e.g., distractions, time pressure, too many tasks) and one tip they already use or would like to try.
- Purpose: build trust, show that everyone struggles with productivity, and exchange ideas in a relaxed way.

2. Understanding Entrepreneurial Productivity (20 min)

- Group discussion about the unique productivity challenges in entrepreneurial and project life: balancing priorities, dealing with unexpected events, and working with limited resources.
- Students identify their own "time-wasters" and reflect on how this affects teamwork and project success.

3. "Time Mastery" Workshop (45 min)

- Participants practice two key time-management methods:
  - Time Blocking → dividing the day into dedicated blocks for specific tasks.
  - Pomodoro Technique → working in short sprints (25 minutes) with short breaks to keep focus.
- After the exercise, the group reflects on what it felt like to work under time limits and how attention changed.

4. "Effective Prioritization" Workshop (45 min)

- Using real or simulated project tasks, learners apply the Eisenhower Matrix to separate tasks into:
  - Urgent & Important
  - Important but Not Urgent
  - Urgent but Not Important
  - Neither Urgent nor Important
- The goal is to practice saying "no" to low-value tasks and focus on what truly matters.

5. "Visual Workflow" Workshop (30 min)

- Students build a Kanban board (physical with post-its or digital with Trello/Notion) with columns: To Do – In Progress – Done.
- This makes progress visible, highlights bottlenecks, and helps teams collaborate more effectively.

6. Sharing & Integration (20 min)

- Each participant shares which tool or method they found most helpful and how they will apply it in daily work.
- Optionally, they present a mini-pitch or commitment statement: "From now on, I will use Pomodoro when preparing my presentations."
- Purpose: turn the workshop into concrete action and habit-building.

How to assess results:

- Pre / post self-assessment on time management confidence
- Trainer feedback on exercises
- Group reflection on productivity case studies
- Optional certificate of participation

Tips for success:

- Encourage trial-and-error: experimentation leads to personalization
- Keep formats short, engaging, and focused on doing, not lecturing
- Prioritize diversity in tools – there is no one-size-fits-all
- Integrate moments of group reflection and peer support
- Use facilitators with experience in coaching or agile frameworks

Tips for teachers

- Use simple, real-life examples (e.g., planning a school fair, preparing a class project).
- Encourage experimentation: let students choose the tools that work best for them.
- Connect productivity to well-being – good planning also means taking breaks.

Tips for students

- Try out different techniques before deciding which one suits you best.
- Remember: productivity is not about "doing more" but about doing what matters better.
- Apply these tools both in your studies/projects and in daily life.

Mistakes to avoid:

- Don't exceed 12 participants – quality drops with overcrowded sessions
- Don't push a single tool as the solution
- Don't neglect recovery time and the importance of breaks
- Avoid rigid templates – customization is key

More info & contact:
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Resources:
Books:
Getting Things Done | David Allen
Atomic Habits | James Clear

Websites & Tools:
Evernote Blog | tips on organization and planning
Todoist Blog | insights into productivity tools
The Productivity Project | experiments in conscious productivity

Icebreaker Tools:
My Happy Job | 20 Icebreakers
L'Atelier du Formateur | Ethigame Generator
Chouette Impact | Icebreaker Generator
Genially Templates
EF Teacher Zone | Classroom Icebreakers

2.4 | CEFE Methodology – Competency-based Economies through Formation of Entrepreneurs | UM6P

Primary competences developed: Creativity; Self-awareness & self-efficacy; Learning through experience; Communication

WP3 alignment: Entrepreneurial Mindset, Promoting Entrepreneurship in VET

Subtitle: Learning by doing, understanding by reflecting, applying by creating.

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurial mindset / Innovative tool / pedagogical material to develop entrepreneurial mindset / A practice that merges a distinctive methodology with an innovative tool, creating a concrete, positive impact on entrepreneurial mindset development.

Skills targeted:
Hard skills: Business model definition and structuring; Market research and analysis; Basic financial planning and project feasibility
Soft skills: Self-confidence and personal empowerment; Communication (oral and group interaction); Creativity and idea generation

Level: Elementary to Intermediate. The CEFE methodology is adaptable to learners of different levels–both beginners and those with some entrepreneurial background. Exercises are scalable in complexity, allowing facilitators to match the training to participants' profiles and objectives. However, certified facilitators are required to ensure that training remains effective and tailored..

Short summary: The CEFE methodology transforms entrepreneurship training into an engaging, hands-on experience through games, simulations, and real-life exercises. It fosters self-discovery, practical application, and skill development, making entrepreneurship accessible–even to those with no prior business education.

What you need:

- Facilitators: 2 CEFE-certified trainers per group (up to 20 participants)
- Duration: 4–6 hours/day
- Frequency: Structured in 5, 7, or 21-day cycles depending on the training goals

- Materials: Complete CEFE toolkit (cards, scissors, tape, markers, etc.), metaplan boards, flipcharts, video projector
- Space: Flexible training room with movable chairs, display wall for daily progress tracking

Who it's for: Designed for collective support in groups of 15–20 participants with similar project maturity levels. Suitable for a wide range of profiles–men, women, youth, adults, literate or semi-literate learners. While basic literacy helps, the method's visual and interactive nature ensures accessibility for all.

How it works:

1. **Experiential Learning Approach**
   - CEFE uses a "learning by doing" model: participants jump straight into interactive activities such as games, simulations, or case scenarios.
   - There is no long lecture upfront – instead, participants experience situations first, which makes the concepts more memorable and engaging.

2. **Reflection and Debrief**
   - After each activity, facilitators guide the group through a structured reflection:
     - What happened?
     - How did we behave and decide as a group?
     - What can we learn from this experience?
   - This stage connects the activity to key entrepreneurial competences like teamwork, problem-solving, and communication.

3. Application to Real Projects
   - Once participants extract the learning, they apply it directly to their own entrepreneurial project or idea.
   - For example, after a market simulation, learners design a mini market study for their startup.
   - This step ensures that theory is immediately turned into practice.

4. **Progressive Training Cycles**
   - CEFE can be run in different formats: 5, 7, or 21-day training cycles.
   - Each cycle combines sequences of activities, reflections, and applications so participants gradually build entrepreneurial competences.
   - The methodology is flexible and can be tailored to the level and background of the learners.

5. Diagnostic and Tailoring

- Every CEFE training begins with a diagnostic phase to understand the participants' profiles, prior knowledge, and project maturity.
- Exercises are then adapted so that learners – whether beginners or more advanced – all benefit from a customised experience.

How to assess results:

The CEFE approach is 100% experiential. Participants dive straight into interactive exercises, simulations, and games without prior theoretical input. The process follows three phases:

1. **Experience**: Participants engage in a group activity (game, scenario, case)
2. **Reflect:** Facilitators lead a structured debrief to extract key learning
3. **Apply:** Participants use the concept on their own entrepreneurial project

Each training begins with a diagnostic of participant profiles and learning needs, allowing customization of exercises. No two CEFE sessions are the same–every group receives a tailored experience. The training encourages participants to think critically, build confidence, and immediately apply lessons to their project idea or startup journey.

Evaluation, Assessment and Accreditation system:

- Daily self-assessment by participants
- "Radio CEFE" exercise: Learners explain the previous day's concepts, demonstrating comprehension
- Facilitator feedback loop after each activity
- No formal accreditation, but a certificate of participation can be issued for professional use

Tips for success:

- Ensure facilitators are certified or trained in CEFE
- Prepare appropriate materials and space (flexible layout, tools, boards)
- Run a pre-training diagnostic to design suitable sessions
- Adapt the training format to group level (duration, exercises, content)
- Use the visual and participatory methods central to CEFE

Tips for teachers/facilitators

- CEFE requires certified facilitators; preparation and training are essential.
- Use visual tools (cards, flipcharts, boards) to make concepts accessible even to learners with limited literacy.
- Keep the space flexible and interactive – layout and materials matter.

Tips for students

- Be open to learning by doing: even simple games can reveal important lessons about leadership, risk-taking, or teamwork.
- Participate actively in the reflections; that's where most of the learning happens.
- Apply each insight immediately to your own project idea – the sooner you test it, the stronger it becomes.

Mistakes to avoid:

- Don't mismatch training duration with learner level–too short limits outcomes
- Avoid mixing participants at different stages of business development
- Don't neglect the training environment–space and materials matter
- Never assign untrained individuals to run CEFE–certification is essential

More information: CEFE is a globally recognized methodology initiated by GIZ (German development cooperation agency) and deployed in 130+ countries.

More info & contact:

Nisrine Dahmani, Certified CEFE facilitator since 2017 (GIZ & Maroc PME) | www.cefe.net

2.5 | **Reversed Classroom – Massarates Entrepreneurship Program** | UM6P

Primary competences developed: Problem solving; Planning & management; Communication
WP3 alignment: Promoting Entrepreneurship in VET

Subtitle: Empowering Young Entrepreneurs Through Active, Learner-Centered Sessions

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurial mindset

Skills targeted:
Hard skills: Business Model Design; Market Research & Analysis; Legal and Administrative Basics
Soft skills: Problem-Solving; Communication (oral & written); Creativity and Innovation

Level: Intermediate

Short summary: The reversed (or flipped) classroom shifts theoretical learning to self-paced, pre-class work (such as videos and readings) and dedicates class time to hands-on application and feedback. In the Massarates Program, this method enables young entrepreneurs to gain autonomy, apply tools such as the Business Model Canvas, and receive targeted support from mentors. It fosters deeper understanding, soft skill development, and real-world readiness.

What you need:

- Trainers: 1 mentor per group of 6 learners
- Time: 2-hour group session per week + 30-minute individual session
- Tools and Materials: Computers, internet access, case studies, business canvases (BMC, Value Proposition Canvas, Customer Journey Maps), pitching rubrics
- Space: Classroom or online meeting space with facilities for small group work

Who it's for: Designed for collective support in groups of 15–20 participants with similar project maturity levels. Suitable for a wide range of profiles—men, women, youth, adults, literate or semi-literate learners. While basic literacy helps, the method's visual and interactive nature ensures accessibility for all.

How it works:

1. Pre-class Preparation

- Learners study the core theory at their own pace using short videos, readings, or online resources provided in advance.
- Topics may include: Business Model Canvas, Value Proposition Canvas, Customer Journey Maps, or basics of market research.
- Materials are concise and focused, so students arrive prepared to apply what they learned.

2. Small-Group Sessions (2 hours per week)

- In class, learners work in groups of maximum 6 participants, guided by a mentor.
- Time is dedicated to hands-on application: filling in business canvases, analysing case studies, role-playing customer interviews, or simulating market research.
- Instead of lectures, the mentor facilitates discussion, encourages problem-solving, and ensures active participation.

3. Individual Coaching (30 minutes per learner)

- Each student has a one-to-one follow-up with the mentor.
- These sessions validate progress, clarify doubts, and adapt guidance to the learner's personal business idea or entrepreneurial journey.
- Mentors provide constructive feedback and help set realistic next steps.

4. Peer Exchange and Feedback

- During group activities, learners present their work (e.g., a business canvas or prototype idea) to peers.
- Feedback is exchanged in a supportive environment, allowing students to learn from each other's perspectives while strengthening communication and pitching skills.

5. Iteration and Application

- Learners improve their projects week by week, integrating mentor feedback and peer insights.
- By the end of the programme, each participant has a more developed project, stronger entrepreneurial competences, and practical experience using professional tools.

How to assess results:

- Individual validation meetings with the mentor
- Review of practical outputs (e.g., completed canvas)
- Observed application of tools and skills during sessions
- Quality of participation in discussions and peer exchange

Tips for success:

- Use short, focused pre-class materials
- Keep group sizes small for better engagement
- Make in-class sessions fully participatory
- Ensure regular individual follow-ups
- Select mentors with coaching experience, not just subject expertise

Tips for teachers/mentors

- Keep pre-class materials short and engaging (no long lectures).
- Use in-class time only for active learning: practice, discussion, application.
- Provide consistent one-on-one mentoring – it is key for motivation and personal progress.

Tips for students

- Take responsibility for pre-class preparation; the more prepared you are, the more you'll gain in class.
- Be active in group discussions and give constructive feedback to peers.
- Use the individual coaching time to ask specific questions and refine your own project.

Mistakes to avoid:

- Overloading learners with too much pre-class content
- Turning class time into lectures
- Skipping one-on-one follow-up
- Ignoring the need to adapt to different learner profiles

More info & contact:

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Resources:

- EntreComp Framework: ec.europa.eu/social/entrecomp
- Flipped Learning Network: flippedlearning.org
- Online platforms: Coursera, Udemy

2.6 | Collective Intelligence – Building Cooperation for Entrepreneurial Success | UM6P

Primary competences developed: Working with others; Mobilising others; Coping with uncertainty.

WP3 alignment: Entrepreneurial Mindset, Promoting Entrepreneurship in VET

Subtitle: Developing Team Spirit, Synergy, and Co-Creation in Entrepreneurial Projects

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurship, Innovative tool / pedagogical material to develop entrepreneurship

Skills targeted:
Hard skills: Collaborative Project Management: Agile and participatory approaches for team-based planning and execution; Co-construction Methods: World Café, Design Thinking; Collaborative Tools: Trello (task management), Miro (brainstorming and mapping)
Soft skills: Team Spirit: Solidarity, mutual support, and a sense of collective identity; Collaborative Communication: Active listening, non-violent communication, constructive feedback; Conflict Resolution: Techniques to anticipate, manage, and resolve tensions constructively

Level: Intermediate

Short summary: This practical training module builds collective intelligence within entrepreneurial teams through experiential methods: role plays, workshops, and real-world scenarios. It enhances cooperation, communication, and problem-solving within groups, preparing learners to function effectively in dynamic and often uncertain environments. Based on the "5 Cs" framework – Creativity, Compassion, Collaboration, Communication, and Collective Reflection – the module enables teams to co-construct deliverables, solve conflicts, and strengthen trust.

What you need:

- Trainers: 1 facilitator skilled in group animation and non-violent communication
- Time: ~10–12 hours (modular sessions from 60 to 180 min each)
- Tools and Materials: Flipcharts, markers, post-its, flexible furniture, computers, internet
- Online Tools: Miro, Trello (with guided onboarding)

Who it's for: Project initiators and early-stage entrepreneurs; Students in incubators or entrepreneurship tracks; Startups in incubation phase; Internal teams in SMEs or large organisations managing innovation projects

How It Works

1. Team Roles and Strengths (60–90 min)

- Participants take a simple personality or team role test (e.g., Belbin Team Roles).
- In groups, they reflect on individual strengths and preferred working styles.
- Goal: help teams understand diversity in skills and avoid role conflicts later on.

2. Understanding Collective Intelligence (60–90 min)

- Short presentation of the concept with real-life examples (startups, communities, successful teams).
- Learners discuss what makes a team "more than the sum of its parts."
- Activity: group exercise where solving a task collectively produces a better result than working alone.

3. Creating a Team Charter (90–120 min)

- Teams co-design a document with their shared values, rules, and expectations.
- Digital collaboration tools like Miro or Trello can be used to visualise agreements.
- The charter acts as a "contract" that guides behaviour, roles, and accountability.

4. Co-constructing a Deliverable (120–180 min)

- Teams collaborate on a tangible output (e.g., business model, prototype, action plan).
- Methods like Design Thinking or World Café are applied to structure creativity and decision-making.
- Purpose: show how collective intelligence transforms abstract ideas into real solutions.

5. Conflict Management (60–90 min)

- Through role-playing and mediation simulations, learners practise resolving disagreements constructively.
- Tools include non-violent communication and structured dialogue methods.
- Teams explore how to turn tension into positive learning moments.

6. Building Trust (60–90 min)

- Activities include feedback rounds, trust-building games, or reflective sharing circles.
- Emphasis on empathy, active listening, and mutual support.
- By the end, learners recognise that trust is the foundation of collective intelligence.

How to assess results:

- Trainer observation during group work
- Self-assessment by learners
- Peer-to-peer feedback
- Quality of team-produced deliverables

Tips for success:

- Make time for group dynamics before task orientation
- Use visual tools (like Miro) to co-construct ideas
- Set clear expectations for communication and accountability
- Alternate between small group work and plenary sharing
- Train facilitators in mediation and group facilitation techniques

Tips for teachers/facilitators

- Always dedicate time to group dynamics before focusing on deliverables.
- Alternate between small team work and whole-class sharing to keep energy balanced.
- Be ready to step in as a mediator if conflicts arise, but encourage students to self-manage first.

Tips for students

- Respect different working styles – diversity strengthens results.
- Don't avoid conflicts; learn to resolve them openly and constructively.
- Trust grows through consistency: keep promises, give constructive feedback, and support peers.

Mistakes to avoid:

- Forcing group formation without trust-building
- Ignoring unresolved conflicts
- Over-relying on a single leader instead of shared leadership
- Treating "group work" as simply dividing tasks

More info & contact:

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References:

- Bee'z Consulting, "Collective Intelligence" (2024)
- Pierre Lévy, L'intelligence collective, 1994
- Crestcom Leadership Training: Understanding the Power of Collective Intelligence

Criterion 3 | **Spaces & SmartLabs / Ecosystems**

3.1 | **Invest in Olive Farming, Best practice** | AMTA Academy, Sfax, Tunisia

Space/Ecosystem configuration: S·Field lab / farm (practice site); Mentoring network / incubation

How the space supports entrepreneurship: Space/Ecosystem configuration: S·Field lab / farm (practice site); Mentoring network / incubation

How the space supports entrepreneurship: Hands-on field practice links technical skills with real market demand; Mentoring visits and follow-up provide incubation-style support.

Subtitle: Create your own olive tree seedling production project

Category of the practice: Innovative training methodology / curriculum -Innovative tool / pedagogical material

Skills targeted:
Hard Skills: Olive seedling production techniques (theory + field work); Project profitability and business feasibility; Administrative and regulatory procedures
Soft Skills: Project planning and organization

Level: All levels (18+) – suitable as an introduction to entrepreneurship and for project development. Combines basic knowledge transfer with hands-on application and business planning.

Short summary: This practice supports aspiring entrepreneurs in launching olive plant production projects. With both theoretical and practical components, it addresses local demand in Tunisia and offers a replicable model for self-employment and rural enterprise.

What you need

- 2 trainers (1 technical, 1 business).
- 1 practical olive farm.
- Training room + incubators.
- Duration: 16 hours (2 days/week).

Who it's for: Adults (18+), open to all backgrounds. Each session welcomes 20 participants.

How it works:

1. Day 1 – Theory (6 hours)

- Technical training: introduction to olive seedling production methods, soil preparation, irrigation basics, pest control, and plant health.
- Project development basics: participants learn how to assess the economic feasibility of an olive seedling project, including costs, revenues, and profitability.
- Administrative and legal aspects: overview of licenses, regulations, and official procedures needed to run a small agribusiness in this sector.
- Trainers combine presentations with interactive Q&A to keep the session practical.

2. Day 2 – Practice (10 hours)

- Field work: learners visit a real olive farm (S·Field Lab) to observe and practise techniques directly in the field.
- Activities include preparing seedlings, planting, monitoring growth, and applying basic maintenance tasks.
- Real case observation: participants analyse an existing olive farming project, discussing its challenges and success factors.
- Teachers encourage participants to connect theory from Day 1 with hands-on experience.

3. Follow-up and Mentorship

- After training, participants receive ongoing support from trainers and mentors.
- Support may include:
  - Technical assistance during the first planting cycles.
  - A follow-up field visit to check on project implementation.
  - Business mentoring to refine marketing strategies and strengthen competitiveness.
- This step is critical to ensure projects do not stop at training but become viable income-generating activities.

How to assess results:

- Continuous monitoring during project setup.
- Technical support provided.
- Post-training surveys and on-site evaluation of results.

Tips for success:

- Start with a clear market study.
- Ensure mastery of both technical and administrative processes
- Emphasize the economic potential and real-life application

Tips for teachers/facilitators

- Start with a clear market analysis of local olive production demand.
- Balance technical training with entrepreneurial guidance so participants see both the farming and the business sides.
- Use simple visual aids and demonstrations for participants with no prior farming background.

Tips for learners

- Pay attention to both technical skills (seedling production) and administrative steps (permits, procedures).
- Use the mentorship opportunities – ask questions and request feedback on your project idea.
- Focus on feasibility: even small pilot projects can grow into sustainable businesses if planned well.

Mistakes to avoid:

- Ignoring local market dynamics
- Skipping feasibility and competitiveness analysis
- Underestimating legal and procedural steps

Visuals:

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3.2 | AI Certificate for Business & Research Investortech Professional Program | InvestorTech, Misurata, Libya

Space/Ecosystem configuration: Digital lab / SmartLab; Industry feedback & mentors

How the space supports entrepreneurship: Digital lab sessions with AI tools simulate real business workflows; Industry mentors and capstone reviews act as a micro-incubator.

Subtitle: From Concept to Application: Smarter Business | Smarter Life

Category of the practice: Innovative training methodology / curriculum to promote entrepreneurial mindset; Innovative tool / pedagogical material to develop entrepreneurial mindset; Smart Lab tool / AI applications; Curriculum-Embedded Certificate in AI for Business and Research

Skills targeted:
Hard skills: Knowledge transfer skills using AI in business analysis; research automation; decision-making tools (MindMap, ChatGPT, Consensus, Excel AI, AI storytelling)
Soft skills: Critical thinking in digital transformation; business proposal and project planning with intelligent tools; AI-enhanced communication and presentation

Level: IIntermediate to Professional. Designed for digital-literate participants new to AI applications in business and research, with moderate infrastructure needs.

Short summary: This program equips Libyan learners with practical AI competencies to solve real-world business and research challenges through generative AI tools. Developed by Investortech and piloted with local companies and higher education partners, it blends theory with case-based simulations and hands-on tool use.

What you need:

- 2 professional AI trainers + 1 assistant
- Duration: 4 hours per session, over 18 sessions total
- Frequency: 2 sessions per week
- Equipment: laptops with internet access, projector, ChatGPT access, optional Consensus and Canva accounts
- Venue: classroom or meeting room

Who it's for: Young employees, university students (economics, management, ICT, engineering), and research-active VET graduates. Practical exercises in teams of 4. No prior AI knowledge needed

How it works:

1. Introduction to AI in Business & Research

- Learners are introduced to the **basics of Artificial Intelligence**: what it is, how it works, and where it is applied in business and research.
- Case examples show AI being used in financial analysis, project planning, and academic research.
- Students explore ethical considerations and the opportunities/challenges of digital transformation.

2. Prompt Engineering & AI Research Writing

- Participants learn how to **communicate effectively with AI tools** by writing clear, structured prompts.
- Exercises include generating research summaries, drafting reports, and testing different prompt styles for accuracy and relevance.
- Learners also practise **AI-supported academic writing**, such as structuring research papers or citing sources.

3. Case-based AI Solutions

- Teams work on real-world business and research cases using AI:
  - Creating **business plans** with financial modelling support.
  - Developing **pitch decks** enhanced with AI-generated visuals and narratives.
  - Conducting **document or content analysis** using AI-powered summarisation and classification tools.
- Trainers supervise and provide targeted feedback, while industry experts can be invited to validate solutions.

4. Final Team Project

- Each team designs, documents, and implements an **AI application project**.
- Projects must use at least **two AI tools** (e.g., ChatGPT for text, Canva AI for visuals, Consensus for research evidence).
- The final deliverable is published online (class blog, institutional website, or partner platform), demonstrating practical impact.
- Teams present their projects in a capstone session, strengthening pitching and communication skills.

How to assess results:

- Capstone project using at least two AI tools
- Evaluation based on project documentation, tool accuracy, presentation quality, teamwork
- Certificate co-signed by Investortech and educational partners, optionally endorsed by industry

Tips for success:

- Ensure robust IT infrastructure and tool subscriptions
- Train instructors in AI tool use and practical business/research application
- Involve industry experts for feedback and evaluation
- Engage learners in co-designing realistic business/research cases

Tips for teachers/facilitators

- Ensure all learners have access to reliable internet and AI tools.
- Keep explanations hands-on: show, practise, reflect.
- Invite local businesses or researchers to provide authentic project challenges.

Tips for students

- Be curious and test different prompts – AI responds best to experimentation.
- Don't rely only on the AI output – always review, edit, and fact-check.
- Treat the final project as a portfolio piece you can showcase to employers or academic supervisors.

Mistakes to avoid:

- Using AI tools without theoretical foundation or ethical guidance
- Offering generic demos without linking to local business contexts
- One-size-fits-all curricula ignoring learner backgrounds
- Skipping practical projects that validate learning outcomes

Visuals:

More Info & Contact:

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3.3 | **Entrepreneurship at School** | MUNDUS, Spain

Space/Ecosystem configuration: Regional ecosystem (contests & events); School-based incubation activities

How the space supports entrepreneurship: Regional events and competitions build an active entrepreneurial ecosystem; School-based activities create a pipeline from idea to public showcasing.

WP3 alignment: Entrepreneurial Mindset, Business Model Canvas, Promoting Entrepreneurship in VET

Subtitle: Become an Entrepreneur at School

Category of the practice: Innovative tool / pedagogical material to develop entrepreneurial mindset

Skills targeted:
Hard skills: Project management via creation of entrepreneurial initiatives; Basic business knowledge: business plans, feasibility, marketing; Financial literacy: costs, revenues, investments, returns
Soft skills: Teamwork and collaboration; Creativity and innovative thinking; Autonomy and personal initiative

Level: Elementary / Intermediate

Short summary: "Emprender en la Escuela" is a regional initiative by the Government of Aragón and the Instituto Aragonés de Fomento (IAF). It promotes entrepreneurial spirit among secondary, baccalaureate, and VET students across Aragón through workshops, mentoring, and real entrepreneurial projects. The program fosters creativity, initiative, and teamwork, culminating in regional competitions and awards that link education with the local entrepreneurial ecosystem.

What you need:

- Didactic units and activity guides for ESO, Bachillerato, and VET levels
- Workshops led by entrepreneurship experts covering business models, marketing, finance, innovation
- Mentorship for student teams during project development
- Templates for business plans, cost analysis, presentations
- Online platforms for materials access, project submission, and peer exchange
- Regional competitions and events for project showcase and motivation

Who it's for: Students aged 14-20 in Secondary Education (ESO), Baccalaureate, and VET across Aragón; No prior entrepreneurship experience required; interest in creativity encouraged Teams of 3-5 students recommended for effective collaboration; Teachers benefit from training and support to mentor students

How it works:

. Awareness & Engagement

- Schools apply through public calls.
- Once selected, students form teams of 3–5 members, guided by their teachers.
- This stage creates excitement and motivates learners to join the entrepreneurial journey.

2. Training & Workshops

- Experts deliver interactive workshops on creativity, idea generation, marketing, finance, and business models.
- Activities are practical and adapted to secondary, baccalaureate, and VET levels.
- Teachers also receive training so they can mentor student teams.

3. Project Development

- Student teams design and build their own entrepreneurial projects.
- They prepare business plans, feasibility studies, cost analyses, and presentations using provided templates.
- The process connects classroom learning with real-world application.

4. Mentorship & Support

- Teachers mentor the teams throughout the project.
- Local businesses and entrepreneurs provide additional guidance, feedback, and networking opportunities.
- This ensures projects are grounded in real market needs.

5. Competitions & Awards

- Projects are showcased in regional contests and fairs.
- Teams pitch their ideas and are evaluated on innovation, teamwork, feasibility, and presentation skills.
- Winners receive recognition, awards, and sometimes opportunities to further develop their projects.

How to assess results:

- Enhanced hard (business, financial, project management) and soft (teamwork, communication) skills
- Real-world entrepreneurial experience
- Empowered educators with entrepreneurial teaching skills
- Strengthened ties between schools and local economic ecosystems
- Growth in student entrepreneurial competencies and creation of student-led micro-enterprises
- Sustainable entrepreneurship culture within Aragón's education system

Tips for success:

Evaluation, Assessment & accreditation

- Project evaluation in competitions based on innovation, feasibility, teamwork
- Student self-assessments on skills before and after participation
- Teacher observations on engagement and skill growth
- Feedback from business partners where available
- Certificates of completion issued by Government of Aragón and IAF
- Recommended alignment with regional/national entrepreneurship competence frameworks for formal recognition

Tips for teachers

- Use workshops to make entrepreneurship fun, not just technical.
- Encourage teamwork and creativity – diverse ideas strengthen projects.
- Provide frequent feedback so students stay motivated.

Tips for students

- Treat your project like a real company.
- Take teamwork seriously – it's as important as the business idea.
- Use competitions as learning opportunities, whether you win or not.

Recommendations for VET organizations

- Adapt program content to local economic and cultural context
- Engage local businesses and community stakeholders early
- Invest in teacher training for entrepreneurial mentoring
- Establish clear evaluation and feedback mechanisms
- Promote collaborative learning through group projects and competitions
- Secure institutional commitment for resources and integration
- Design program for sustainability and scalability with modular components

Mistakes to avoid:

- Avoid vague or unclear objectives
- Do not neglect stakeholder engagement and buy-in
- Never implement without proper teacher training and ongoing support
- Avoid overwhelming students with excessive workload
- Do not skip continuous feedback and monitoring
- Avoid rigid one-size-fits-all implementation
- Do not proceed without institutional leadership support

More Info & Contact:

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Promoting Unique Learning Strategies in Entrepreneurship

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