

ENTRE_VET

WORKSHOP MANUAL

ENTRE_VET PROJECT

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MEDITERRANEO CULINARY CENTER

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Introduction to the project

ENTRE_VET aims to increase the entrepreneurial understanding and intention of students, assisting in the integration of entrepreneurship in VET education. The project will measure the entrepreneurial intention of VET students, providing a space of reunion and networking with local entrepreneurs, and encouraging an environment that encourages entrepreneurial aims and objectives.

To achieve this objective, the project will:

- Develop a study on the entrepreneurial intention of students before and after receiving entrepreneurial training.
- Organise workshops with local entrepreneurs that help students see the possibility to become an entrepreneur is real and at reachable.
- Develop a microlearning training on entrepreneurship for VET students.
- Create a digital platform to access the content all over the EU.
- Engage with the younger public through social media.

Introduction to the workshop

The ENTRE_VET workshops are local workshops aimed at connecting VET students and entrepreneurs working in relevant areas to their studies.

The objective of the workshop is to facilitate the communication between students and entrepreneurs, creating a channel through which they can learn about entrepreneurship in their sector; the real possibilities, difficulties, and situation in their area.

Workshops will be organised in collaboration between VET centres and the entrepreneurs; VET centres will decide which type of entrepreneur they want to invite, and then they will set the topic and activities of the workshop in collaboration with the invited entrepreneur.

Through the following document, it will be possible for workshop organisers to better understand the steps, requirements and actions required to organise the workshops.

Workshop stages

Initial questionnaire

Together with this manual, a questionnaire about entrepreneurship has been developed by the consortium to evaluate the entrepreneurial knowledge and intention of VET students.

The questionnaire will be used at different stages of the project, to compare the acquired knowledge of participants after being part of the project activities. It will also be linked to the workshops, as it will highlight the topics in which VET students are more interested. The results of this questionnaire will help the VET school decide which types of entrepreneurs should be invited to the workshops.

Initial round of workshops

The first round of workshops will be the second time students will be in contact with the project. Students participating in the workshop should have previously filled the initial questionnaire, to facilitate the comparison of results after they are in contact with entrepreneurs.

The initial round of workshops will also be the first time when students learn about entrepreneurship through this project. Therefore, it would be beneficial to prepare them previously, providing some initial explanation on the objective of the workshop. This initial explanation should not be a formal training on entrepreneurship, though; they will do that through the WP3 MOOC created in this project.

Selecting the topics of the workshop

The topics of the workshop can be selected based on the results of the initial questionnaire. Said results will help you learn more about the interests and gaps of your students with relation to entrepreneurship and the possibilities of becoming self-employed in their future.

At the same time, considering the main needs of entrepreneurs working in the sector your students aim to work in is quite relevant. Some topics are essential in all sectors, while others will be more relevant in some sectors than others.

Some examples of topics that can be discussed in workshops include:

- First steps in opening a local business.
- How to select adequate providers for a local business.
- Main challenges in the area for local businesses.
- How to attract clients in the local area.
- Which areas should you subcontract when opening a business?
- Creating a realistic budget for your business.
- Social media and local businesses.

It is possible that the workshop will cover more than one topic.

Finding the entrepreneurs to participate

Choosing the adequate entrepreneurs to participate in the workshops will be key in the success of the workshop itself. The entrepreneurs collaborating will be the mirror in which your students will see themselves, especially if they are interested in becoming entrepreneurs themselves.

Some aspects to consider when looking for entrepreneurs to involve are:

- **Inviting alumni:** if any of your previous students has become an entrepreneur, it would be interesting to invite them to the workshop. Being in front of someone who has been on the shoes of your current students may help them feel more involved with the workshop.
- **Inviting entrepreneurs with different time-span experiences:** for some topics, having a long-time entrepreneur may be better; however, for other topics it may be more interesting to invite a short-term entrepreneur. In any case, make sure the entrepreneur has approximately more than 3 years of experience.
- **Inviting entrepreneurs with different types of businesses:** while entrepreneurs should belong to the same sector as your students, this does not mean they should have the same type of business. For example, if your students come from the culinary sector, you can invite an entrepreneur who owns a restaurant, and an entrepreneur owning a little tavern.
- **Inviting entrepreneurs who have faced some constraints** in the topic that will be discussed: hearing about difficulties faced on a certain topic, and how they were overcome by successful entrepreneurs, will be a very effective learning method for your students.
- **Inviting entrepreneurs who are “self-made”:** the most realistic the entrepreneurial story of your guests is, the more your students will learn. Aspects such as acquiring the necessary financial resources to open a business can have a large impact on the opinion of your students about the workshop. By inviting “ground-level” entrepreneurs who can provide specific answers to these questions, the workshop will become more real to your students.

Organising the content of the workshop

The content of the workshop, as previously mentioned, should be in line with the aims of the students, the knowledge gaps identified through the initial questionnaire, and the topics that would be more beneficial for them.

Entrepreneurs participating should be made aware of the topics to be discussed. As for the content organisation, this will be agreed between the entrepreneur and the centre. It is not necessary for all the workshops to follow the same structure. For example, some entrepreneurs may prefer to follow a traditional route and start with an explanation to finish with activities; others may prefer to do activities with students to grasp their opinions, and later on explain their journey as entrepreneurs to them.

In any case, the content must be organised beforehand to facilitate a smooth conduction of the workshop, and to ensure it is in line with the topics that should be discussed in it.

Carrying out the workshop

The workshop should be a face-to-face activity that facilitates the interaction between students and the entrepreneur. Should it be useful for the topic and the workshop, a hybrid version could also be prepared (for example, having one entrepreneur participate face-to-face, while another being online).

Some tips when carrying out the workshop include:

Selecting the date: the workshop will be a voluntary activity, so it is important to ensure that it is set in a date that facilitates participation. Study your academic calendar to verify it does not match any stressful times (exams, tests...) which may discourage participation.

Furthermore, the date should be agreed with the entrepreneur beforehand, to ensure that they will be able to participate.

Selecting the place: initially, the workshops are expected to be hosted in the VET centre. However, in some specific cases it may be more interesting to do it in the infrastructure of the entrepreneur (if, for example, they want to show the functioning of a machine, or they need something specific to explain their path as entrepreneurs). In any case, make sure your students will be able to reach the place without inconveniences.

Make sure you have any required documents/products: will the entrepreneur use any specific products or documents? Make sure they are ready for the workshop.

Remember the GDPR law: you will probably take pictures or do videos during the workshop. Before doing so, make sure all participants (students and entrepreneurs) are willing to appear and have signed any necessary consents.

Collecting feedback

At the end of the workshop, you should collect feedback from the participants and the entrepreneur. This will help you understand their opinion of the experience and, if there were any issues, you will have the opportunity to be aware of them and correct them before the next round of workshops.

When collecting feedback, try to keep it short and easy: bear in mind your participants will probably be tired, and not willing to do a long, complex questionnaire. Some interesting options are using tools like [Kahoot](#), [Mentimeter](#) or similar, to gather feedback.

You are free to ask the most relevant questions for your workshop, but you can find here some ideas:

- Was the length of the workshop adequate?
- Was the topic of the workshop relevant?
- Were the contents of the workshop interesting?
- After participating in the workshop, are you interested in entrepreneurship?
- Would you participate in another workshop from this project?

Second round of the questionnaire

After the participation in the workshop, students should answer the ENTRE_VET questionnaire again. Responses will probably not differ much; but it will help the consortium analyse:

- Whether the workshop itself provides an adequate, initial training on entrepreneurship.
- The comparison between participating in a workshop about entrepreneurship without having a previous training on entrepreneurship (the previous workshop) and participating in a workshop after receiving training on entrepreneurship (the second workshop that will be carried out after trying the WP3 MOOC).

Results from the workshop and the second round of the questionnaire will be gathered in a report by MCC, comparing them to the initial round.

Who should answer the questionnaire?

Ideally, the same students who answered the questionnaire the first time should answer the questionnaire the second time. However, considering the length of the VET course in each country differs, it may be possible that the students cannot participate in all the activities of the project.

Therefore, it is **compulsory** that the respondents of this second round of the questionnaire are participants of the workshop. And it is **recommended** that the respondents have also answered the questionnaire the first time. In fact, you also have the option of instructing the participants of the workshop in doing the questionnaire before participating in the workshop. This will allow to compare the results more easily.

Final round of workshops

The final round of workshops will be organised while students are trying out the ENTRE_VET MOOC. Therefore, the topics of the workshops can be a combination of what may be seen as more interesting by the trainers, and the main doubts students have while carrying out the MOOC.

As for the organisation, it will be fairly similar to the first round of workshops. You can benefit from the feedback previously collected.

Final round of questionnaire

The questionnaire will be shared with students one final time, after they have completed the WP3 MOOC. With these responses, it will be possible to see whether they believe to have a better understanding of entrepreneurship, and whether their entrepreneurial intention has changed.

As it will happen in the second round of the questionnaire, chances are the students answering it the first time will not be in the VET centre anymore at this point of the project.

Again, it is recommended that the students answer it before starting the MOOC; this will allow to gather more relevant information from the comparison of results.