

# VET Entrepreneurship Curriculum/Course

## Module 2

Learning design  
strategies for  
integrating EntreComp  
in VET

## Unit 2



# VETENTRE

Building VET Trainers Entrepreneurial Competences



## UNIT 2. BANK OF IDEAS TO SUPPORT VET TRAINERS INTO THE CREATION OF ENTREPRENEURSHIP COURSES

### 1.1 IDENTIFICATION OF BUSINESS IDEAS

#### **What are the phases of this identification process?**

The identification of business ideas that VET students can develop during the course requires 3 main phases:

#### **Phase 1: Knowing the context and define selection criteria**

To start defining business ideas that can answer to different pain points and touch on transversal issues such as climate change, social innovation and digital transformation related to the impact of the inner dynamics of specific sectors, students need to gain a good overview of the main lifecycle/supply chain steps of the specific sector.

To do so, the trainer will need to dedicate part of the classes to examine with her or his students how a X sector operates and which are the current challenges and opportunities for its sustainable development, especially after COVID-19.

The selection of the economic sectors (and the numbers of them) that will be analysed is convenient to be conducted based on the professional experience, or specific living context (e.g. coastal areas) of the participants and their numbers in the class.

For example, for a class of 20 people, at least 3 sectors can be taken into consideration resulting in 3 lectures of 3 hours each for the students and 3 working days for the trainer to study the related literature and prepare the lecture.

#### **An Example:**

#### **Conditions:**

- Class of 20 participants where 7 of them come from the cultural and creative sector
- 3 hours lecture on the challenges and opportunities of the cultural and creative sector





Material for the trainer to study and compound into a lecture for their students: (most importantly try to answer in advance to all questions relate to graphs interpretation, even if the presented ones are quite self-explanatory):

## *CASE STUDY*

EY: Rebuilding Europe The cultural and creative economy before and after the COVID-19 crisis January 2021:

Source: [https://assets.ey.com/content/dam/ey-sites/ey-com/fr\\_fr/topics/government-and-public-sector/panorama-europeen-des-industries-culturelles-et-creatives/ey-panorama-des-icc-2021.pdf?download](https://assets.ey.com/content/dam/ey-sites/ey-com/fr_fr/topics/government-and-public-sector/panorama-europeen-des-industries-culturelles-et-creatives/ey-panorama-des-icc-2021.pdf?download)

### **Class layout:**

3 hours' lecture (2 sections of 1.5 hour with a 20 minutes' break) where the studied report gets analysed.

*N.B. a special invitation can be done to a professors of the local university dedicated to the related sector so to help with the design and facilitation of the knowledge transfer during the class.*

**Suggestions:** divide lecture in 4 parts:

1. History of main innovation and trends up in the last 10 years
2. Covid impact
3. Challenges and opportunities overlying ahead for the sustainable development (both in terms of job security for its workers and environmental impact (direct or indirect it can have)
4. Co-define a list of 10 selection criteria based on students' experience and preferences, also based on ethical, moral and environmental criteria that can be applied to the related challenges and opportunities. N.B. obviously take financial sustainability and social impact as criteria.





## **Phase 2: Produce business ideas according to selection criteria**

1 hour and 15 minutes' workshop for a class of 20 students for the identification of business ideas that they can incubate during their VET course.

**Material:** post its and A4 paper with concept of a service template

Review challenges and opportunities presented in the related class: 15 minutes

- 1) Q&A from students: 15 minutes
- 2) Divide class in groups of 4: 5 minutes
- 3) let them brainstorm about potential solutions taking into consideration the list of selection criteria (one sentence per post its): 20 minutes
- 4) make them fill in concept of a service template: 25 minutes

### **Template and related instructions for students:**

NAME OF THE SOLUTION: give a catchy name to your solution

VALUE PROPOSITION:

*For who is the solution?* ☑ give name and age of the user persona the group defined.

*What is her/his need?* ☑ present identified pain point during the daily journey of your potential customer

*What did you create?* ☑ explain how the solution lowers the identified pain point by transforming

*Why does it have value?* ☑ explain how thanks to your solution the identified pain point will transform in a pleasant experience for your user persona

TECHNOLOGY: will the identified solution depend on a specific technology? If yes, please specify

TIME AND EFFORT: try to estimate how much time and resources will be necessary to have your solution ready available for your user persona

- 5) Make them pitch them in front of the class (1 volunteer per group)





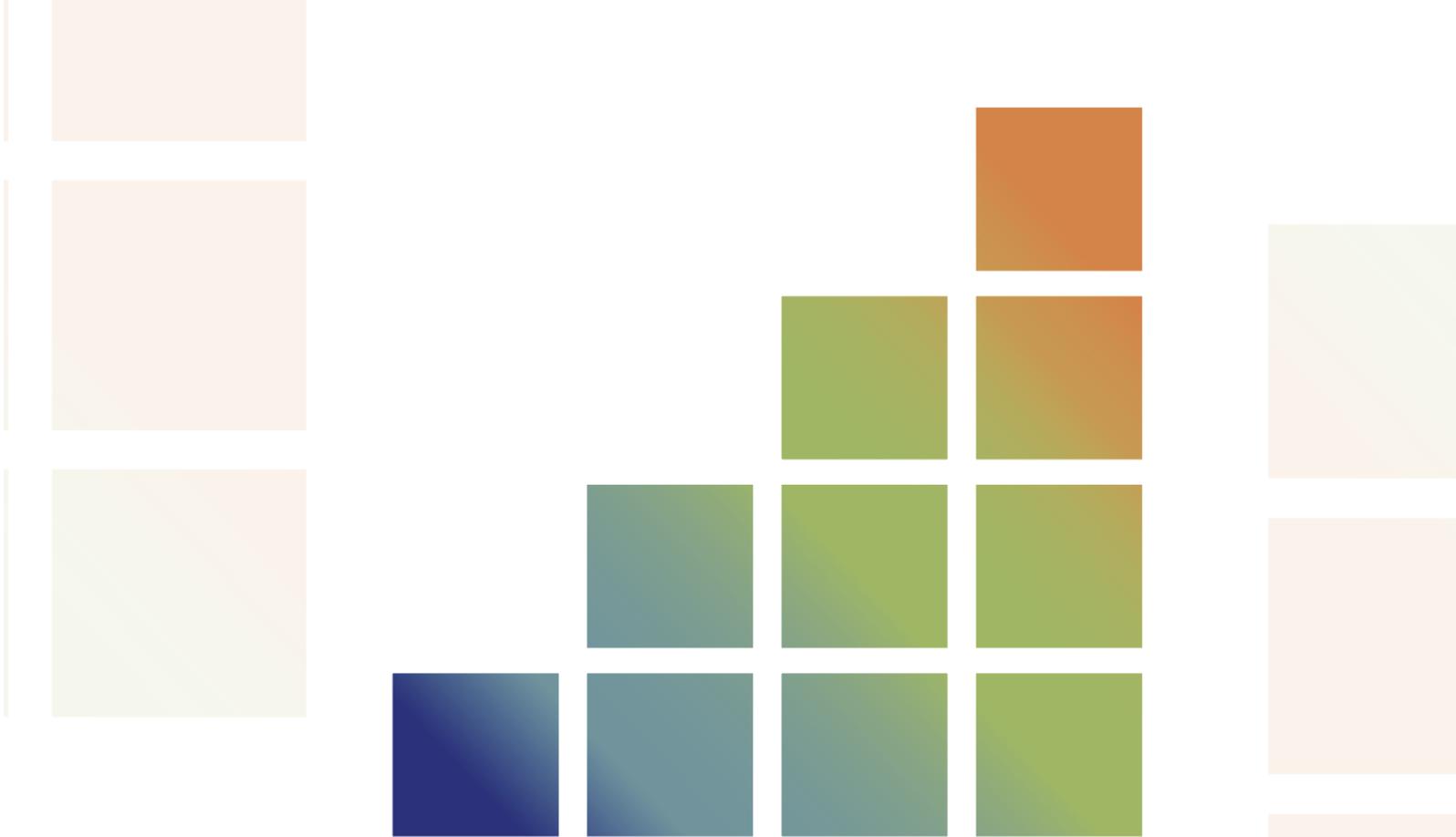
### **Phase 3: Validate the identified business ideas before incubation**

Creation of a digital space in project website where to post and comment criteria and ideas to create a positive feedback loop between stakeholders. (blog with open comments)

Potential list of functionalities needed to create a positive feedback loop among different stakeholders:

1. Visualize list of ideas at any time (pdf to download)
2. Ability to comment on them
3. Possibility to create working groups (internal chat groups on course website)
4. Present students' CVs
5. Connect with actors of the private sector connected to the analysed economic sector
6. Host video calls
7. Offer repository of material related to specific sector or business idea
8. Ability to upload new documents
9. Open access for any user
10. Integration of event management tools (e.g. event tribe)





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