



Entrepreneurship Education for VET Schools

A modul on Entrepreneurship Education for VET schools



Page of Contents



1	<i>Preface</i>
2	<i>Project Overview</i>
3	<i>Project Consortium</i>
4	<i>1st Chapter - Introduction part</i>
5	<i>2nd Chapter- Key soft skills for VET students</i>
6	<i>3rd Chapter - Podcast series</i>
7	<i>4th Chapter - VET learners employability</i>
8	<i>Analyses and Results</i>
9	<i>Contact Information and Network</i>



Preface

In today's rapidly changing world, the ability to think entrepreneurially has become an essential skill for individuals, especially those entering the vocational education and training (VET) sector. Entrepreneurship is not just about starting a business; it is a mindset—an approach to problem-solving, innovation, and value creation. This module has been designed to equip VET students and educators with the knowledge and tools necessary to foster entrepreneurial thinking and practice within their fields.

The Entrepreneurship Education for VET Schools module aims to bridge the gap between traditional vocational training and the demands of the modern labor market. By exploring fundamental concepts such as entrepreneurship definitions, the significance of soft skills, and practical strategies for employability, this module offers a comprehensive guide to integrating entrepreneurial principles into VET education. Each chapter represents a collaborative effort from international partners, highlighting diverse perspectives and experiences.

This resource also seeks to inspire educators to become mentors in entrepreneurship, guiding their students to embrace innovation, self-reliance, and adaptability. It is our belief that by fostering these qualities, we can prepare students to navigate future challenges confidently and contribute meaningfully to the economy and society.

We extend our gratitude to the project partners who have contributed their expertise and insights to this module. It is our hope that this resource will serve as a valuable tool for educators and students alike, empowering the next generation of entrepreneurs to make a lasting impact in their communities and beyond.



***Empowering VET Minds,
Shaping Entrepreneurial
Futures!***



Project Overview

Description

Entrepreneurship plays a vital role in the economy, particularly within small and medium-sized enterprises (SMEs), which form a significant portion of businesses in both the EU and globally. VET students, as representatives of the young population, are at a critical stage where self-employment and entrepreneurship become viable career options. However, many students face concerns about transitioning into professional life and lack the competencies to approach entrepreneurship confidently.

This project aims to address these challenges by equipping VET educators with the skills to foster entrepreneurial mindsets in their students. By enhancing teachers' guiding roles and creating a comprehensive entrepreneurship training module, the project seeks to empower students to turn their knowledge into actionable ideas. The focus will be on creativity, innovation, risk-taking, and project management, enabling students to navigate the labor market with confidence and adaptability.

Objectives

- Emphasizing the guiding and encouraging role of VET teachers, enabling them to become more competent in
- entrepreneurship and creating a training module to be used in VET education;
- To increase the awareness and courage of VET students to enter the labor market;
- To turn our students into entrepreneurial minds equipped to meet the needs of the job market;
- Increase the attractiveness and efficiency of VET education by strengthening partnerships between VET schools and
- European institutions specialized in the provision of education services;
- Developing the operational capacity of partners to work on international projects.



Project Consortium

1. PIKC "Liepajas Valsts tehnikums" – Latvia (Coordinator)



Liepāja State Technical School, the second-largest vocational education institution in Latvia, offers programs in various fields such as IT, hospitality, and logistics, with qualifications ranging from NQF levels 1 to 3. The school collaborates with local and international partners to enhance education quality and aims to become a regional leader by 2027, equipping students with the skills needed for successful careers.

Website: www.lvt.lv

2. Global Education Center B.V. – Netherlands



GEC is an adult education center based in Amsterdam. It provides high-quality, technology-driven courses tailored to modern needs, developed with European universities and aimed at equipping adults and teachers with 21st-century skills.

GEC, which hosts courses that transfer the skills of the new age to adults and especially teachers, with course contents prepared jointly with lecturers from reputable universities of Europe, also continues to work in the field of the production and application of ICT technologies. GEC has an extensive education network. All our education are specially selected according to the needs of the field and prepared by experts in the light of feedback. All our subject content is supported using the latest technological tools.

Website: www.gec.academy

3. Kauno taikomosios dailes mokykla – Lithuania



The school, located in Kaunas with a branch in Alytus, provides secondary vocational education with 470 students and 126 staff, including 69 instructors, a psychologist, a social educator, and a special educator.

It offers training in fine metalwork, ceramics, visual advertising, interior design, and photography, primarily serving low-income students from small communities across Lithuania, with dormitory accommodation available. The school fosters creativity and entrepreneurship through art exhibitions, project presentations, and workshops, encouraging students to express their ideas and innovate.

Website: www.ktdm.lt

4. Yenice Cok Programli Anadolu Lsesi – Turkiye



Yenice ÇPAL is a vocational and technical school offering programs in Child Development and Education, Metal Technology, Furniture and Interior Design, Information Technologies, and classes for students with mental disabilities.

With 326 students enrolled across various programs and dormitory facilities for 56 students, the school emphasizes innovation, particularly in its Child Development and Education program, which prepares students for modern approaches in early childhood and special education.

Website: yenicecpl78.meb.k12.tr



1st Chapter

Entrepreneurship Definition and Importance in VET Education

1.1 Introduction to Entrepreneurship

Entrepreneurship is the process of starting and running a new business. An entrepreneur is a person who creates a business to make a profit. Entrepreneurs take risks to turn their ideas into reality. They are often seen as innovators who bring new products or services to the market.



1.2 Why Entrepreneurship Matters in VET Education?

- **Skill Development:** Entrepreneurship education helps VET students develop important skills. These skills include creativity, problem-solving, and decision-making. These skills are valuable not only for starting a business but also for working in any job.
- **Job Creation:** Entrepreneurs create jobs. When students learn about entrepreneurship, they can start their own businesses. This can lead to more job opportunities in their communities.
- **Economic Growth:** Entrepreneurship is essential for economic growth. New businesses contribute to the economy by providing goods and services. They also pay taxes, which help fund public services.
- **Encouraging Innovation:** Entrepreneurship encourages innovation. Students learn to think outside the box and come up with new ideas. This innovation can lead to better products and services.
- **Self-Employment Opportunities:** Many VET students may want to work for themselves after graduation. Learning about entrepreneurship gives them the knowledge and confidence to start their own businesses.

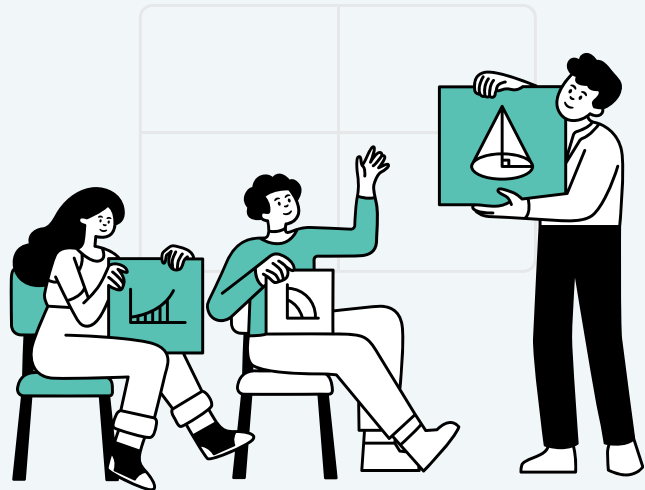
1st Chapter

Entrepreneurship Definition and Importance in VET Education

1.3 Core Concepts of Entrepreneurship in a Free Market Economy

A free market economy is a system where businesses operate with little government control. Here are some key concepts:

- **Supply and Demand:** In a free market, the prices of goods and services are determined by supply and demand. If many people want a product (high demand) but there are few available (low supply), the price goes up. If there are many products available but few people want them, the price goes down.
- **Competition:** Businesses compete with each other to attract customers. This competition can lead to better quality products and lower prices. It encourages businesses to innovate and improve.
- **Profit Motive:** The main goal of businesses in a free market is to make a profit. Entrepreneurs take risks to create products or services that people want. If they succeed, they earn money.
- **Consumer Choice:** In a free market, consumers have the power to choose what to buy. This choice influences what businesses produce. If consumers prefer one product over another, businesses will respond by making more of that product.
- **Limited Government Intervention:** In a free market economy, the government does not control prices or production. Instead, it allows businesses to operate freely. However, the government may set rules to protect consumers and ensure fair competition.



Understanding entrepreneurship and the concepts of a free market economy is essential for VET students. It prepares them for the challenges of the business world and helps them become successful entrepreneurs. By learning these concepts, students can develop the skills they need to create their own opportunities and contribute to their communities.



1st Chapter

Entrepreneurship Definition and Importance in VET Education

1.4 The Role of Entrepreneurship in Societal Development

Entrepreneurship plays a pivotal role in driving societal progress by fostering innovation, creating opportunities, and addressing social challenges. For VET students, entrepreneurial skills can empower them to:

- **Promote Inclusivity:** Create jobs for marginalized groups and support social enterprises tackling local issues like poverty and education.
- **Drive Sustainable Solutions:** Develop eco-friendly practices and innovative solutions to pressing challenges.
- **Strengthen Communities:** Build networks that connect businesses, government, and society to foster collaboration and mutual growth.
- **Enhance Quality of Life:** Deliver tailored goods and services while contributing to economic stability and better living standards.



By integrating entrepreneurship into VET education, students are equipped to become changemakers, capable of transforming communities and creating a positive societal impact.

1.5 Conclusion

Integrating entrepreneurship into VET education equips students with the mindset and skills needed to thrive in today's dynamic world. It not only prepares them for the challenges of the modern workforce but also empowers them to lead impactful, innovative, and sustainable careers.



2nd Chapter

Key soft skills for VET students

2. Key Soft Skills for VET Students

In today's job market, technical skills are important, but soft skills are equally essential. Soft skills are personal attributes that help individuals interact effectively with others. For VET students, developing these skills is crucial for success in the workplace.

Here are some key soft skills that the business world expects from VET students:

1. Communication Skills

Importance: Good communication is vital in any job. It helps you share ideas, give instructions, and work with others.

How to Develop:

- Practice Speaking: Join a speaking club or participate in group discussions.
- Listen Actively: Pay attention when others speak and ask questions to show understanding.
- Write Clearly: Practice writing emails and reports. Use simple and clear language.

2. Teamwork

Importance: Most jobs require working with others. Being a good team player helps achieve common goals.

How to Develop:

- Participate in Group Projects: Work on projects with classmates to learn how to collaborate.
- Volunteer: Join community service activities where you can work with different people.
- Be Open to Feedback: Accept constructive criticism from team members to improve your teamwork skills.

3. Problem-Solving Skills

Importance: Employers value employees who can identify problems and find solutions quickly.

How to Develop:

- Engage in Critical Thinking Activities: Solve puzzles or play strategy games that require planning and decision-making.
- Analyze Case Studies: Study real-life business problems and discuss possible solutions with peers.
- Reflect on Experiences: After completing a task, think about what went well and what could be improved.





2nd Chapter

Key soft skills for VET students

2. Key Soft Skills for VET Students

4. Adaptability

Importance: The business world is constantly changing. Being adaptable helps you handle new situations and challenges.

How to Develop:

- **Try New Things:** Step out of your comfort zone by taking on new roles or responsibilities.
- **Stay Informed:** Keep up with industry trends and changes to understand how they affect your field.
- **Learn from Mistakes:** View mistakes as learning opportunities and adjust your approach accordingly.



5. Time Management

Importance: Managing time effectively is crucial for meeting deadlines and balancing work and personal life.

How to Develop:

- **Set Goals:** Create short-term and long-term goals to stay focused on what you want to achieve.
- **Use a Planner:** Keep a planner or digital calendar to organize tasks and appointments.
- **Prioritize Tasks:** Learn to identify which tasks are most important and tackle them first.

6. Emotional Intelligence

Importance: Understanding your own emotions and the emotions of others helps build strong relationships in the workplace.

How to Develop:

- **Practice Self-Reflection:** Take time to think about your feelings and how they affect your behavior.
- **Empathize with Others:** Try to understand how others feel and respond to their emotions with kindness.
- **Manage Stress:** Learn techniques to handle stress, such as deep breathing or mindfulness exercises.

Developing soft skills is essential for VET students to succeed in the business world. By focusing on communication, teamwork, problem-solving, adaptability, time management, and emotional intelligence, students can prepare themselves for future challenges. Practical experiences, such as group projects, volunteering, and self-reflection, can help students build these important skills. As they develop these abilities, VET students will become valuable members of the workforce and contribute to the growth of the EU economy.



3rd Chapter

Podcast Series- 'I have a story to tell to VET students!'



In this chapter, you will listen to a podcast with two employees from Ekspats, a recruitment company based in Amsterdam. Ekspats has developed a platform called Spark, which helps leading European companies find the best candidates. You can learn more about them at <https://ekspats.com/>

Podcast Guests:

- Ege Özden - Marketing Coordinator
- Gizem Tezgiden - International Relations Department Coordinator



To reach the podcasts click:

https://drive.google.com/drive/u/0/folders/1UzfgMzWl_LR2-7PmHDI1wTmELjh1W8_J

In this chapter, you will listen to two podcasts featuring entrepreneurs and students from Liepāja. These conversations explore entrepreneurial development, family business dynamics, and how educational initiatives can shape future business leaders.

Podcast 1:

Topic: Educational Impact on Entrepreneurship

Learn how Liepāja State school's entrepreneurial programs influenced students' future plans and led to company formations.



To reach the podcast click [here](#)

Podcast 2:

Topic: Family Business Management

Discover insights about managing family businesses, resource allocation across multiple business lines, and seasonal business challenges in the context of city development.



To reach the podcast click [here](#)



3rd Chapter

Podcast Series- 'I have a story to tell to VET students!'



In this chapter, you will listen to two podcasts featuring successful graduates from Yenice Multi Programmed High School. These conversations explore how their high school education shaped their professional careers and led them to establish their own businesses.

Podcast 1:

Topic: From IT Education to Business Success

Learn how a graduate transformed their information technologies education into a successful IT business venture.

To reach the podcast click [here](#)



PODCAST

Podcast 2:

Topic: Turning Design Education into Entrepreneurship

Discover how a furniture and interior design graduate built a successful business in their field of study.

To reach the podcast click [here](#)



PODCAST

In this chapter, you will listen to two podcasts featuring successful graduates from our school. These conversations explore how their education shaped their professional careers and led them to establish their own businesses.

Podcast 1:

Topic: "School is a place that gave me the opportunity to start my own business"

Learn how ceramist graduate Alicija Vosylė transformed their ceramics education into a successful business venture.

To reach the podcast click: <https://www.youtube.com/watch?v=06qsFMhnSN8&t=54s>



PODCAST

Podcast 2:

Topic: "School is a place for revealing talents"

Discover how photography graduate Ailandas Legačinskas built a successful business in the field of photography after graduation.

To reach the podcast click here: <https://www.youtube.com/watch?v=LWkte7PbmhM>



PODCAST



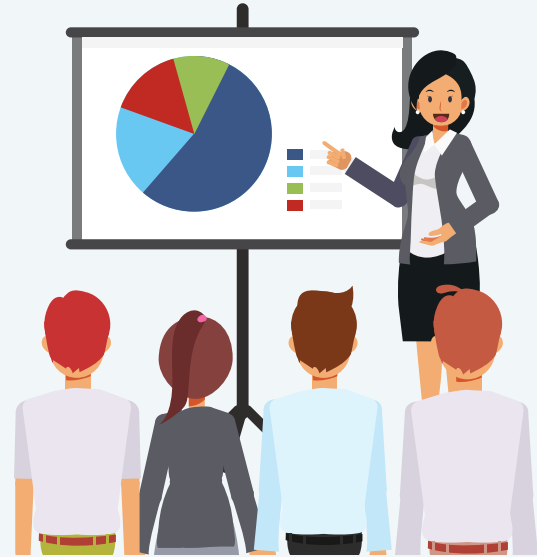


4th Chapter:

Research on Employability of Vocational Education Students: A Critical Analysis

1. Introduction

In an era of rapid technological advancements and shifting economic landscapes, the employability of vocational education students has become a focal point for policymakers, educators, and industry leaders. Employability is broadly defined as a set of skills, knowledge, and personal attributes that enable individuals to secure and maintain employment while adapting to career changes throughout their lives. For VET students, employability represents the culmination of technical expertise and transferable skills cultivated through targeted education and training programs. This study aims to critically analyze the employability of VET students, focusing on the interplay between education, labor market expectations, and the broader societal context. By examining empirical data and theoretical frameworks, this paper provides insights into how VET systems can better prepare students for sustainable employment.



2. Theoretical Framework

The concept of employability draws from multiple theoretical perspectives, including human capital theory, which emphasizes the role of education and training in enhancing individual productivity and economic value. Employability also intersects with social cognitive career theory, highlighting the influence of self-efficacy, career aspirations, and social support in shaping career outcomes.

Within the VET context, employability is further defined by a triadic framework:

- 1. Technical Competence:** Mastery of industry-specific skills and knowledge.
- 2. Transferable Skills:** Soft skills such as communication, teamwork, and problem-solving.
- 3. Adaptability:** The ability to navigate career transitions and embrace lifelong learning.

3. Methodology

This research adopts a mixed-methods approach to examine the employability of VET students. Quantitative data was collected through surveys targeting final-year VET students, focusing on their perceptions of career readiness, skill acquisition, and employment opportunities. Qualitative insights were gathered from focus group discussions with educators and employers, aimed at understanding gaps between VET training and labor market requirements. Secondary data analysis was conducted to assess labor market trends and policy frameworks influencing VET employability.



4th Chapter:

Research on Employability of Vocational Education Students: A Critical Analysis

4. Findings and Discussion

4.1 The Role of VET in Enhancing Employability

Vocational education systems are uniquely positioned to bridge the gap between education and employment. Research highlights that VET graduates possess industry-relevant skills that are often lacking among their peers in general education pathways. However, employability outcomes vary significantly based on the alignment of curricula with labor market needs and the availability of practical training opportunities.



4.2 Critical Employability Skills

While technical expertise remains fundamental, employers increasingly prioritize transferable skills. Survey responses indicate that 76% of VET students feel confident in their technical abilities, but only 42% believe they possess adequate soft skills. Employers also underscore the importance of digital literacy and entrepreneurial thinking as key competencies for modern workplaces.

4.3 Barriers to Employability

The study identifies several barriers that hinder the employability of VET graduates:

- **Mismatch Between Training and Industry Needs:** Outdated curricula that fail to reflect current labor market demands.
- **Limited Work-Based Learning Opportunities:** A lack of internships and apprenticeships reduces students' exposure to real-world work environments.
- **Socioeconomic Disparities:** Students from disadvantaged backgrounds often face additional challenges in accessing career opportunities.

5. Recommendations

- **Curriculum Modernization**

VET curricula should be updated to include emerging industry trends, such as automation and green technologies. Collaborative partnerships with industries can ensure the relevance of training programs.

- **Integration of Soft Skills and Entrepreneurship**

Training modules on communication, teamwork, and leadership should be mandatory. Incorporating entrepreneurial education will empower students to pursue self-employment and innovation.

- **Enhanced Work-Based Learning**

Internships, apprenticeships, and simulated work environments should be expanded to provide students with hands-on experience.

- **Support Mechanisms for Disadvantaged Students**

Targeted interventions, including scholarships, mentorship programs, and career counseling, can help bridge equity gaps.



Analyses and Results

1. "Entrepreneurship Club" Student Survey Analyses

1.1. PARTICIPANT PROFILE AND PROGRAM EVALUATION

A total of 97 students participated in the program. Of the participants, 31% (30 students) were from Yenice Multi-Program Anatolian High School, 20.6% (20 students) from Kauno Taikomosios Dailes Mokykla, and 48.4% (47 students) from Liepaja State Technical School.

In the pre-program assessment, while 79.4% of students expressed interest in joining the entrepreneurship club, only 38.1% found their schools' entrepreneurship education adequate. Post-program satisfaction rates were notably high. 75.3% of participants reported being very satisfied with the program, and 20.6% reported being satisfied. The dissatisfaction rate remained at only 1%.



1.2 ENTREPRENEURIAL COMPETENCIES AND CONFIDENCE DEVELOPMENT

Before the program, 46.4% of participants felt confident about starting a business, while this rate increased to 78.4% after the program. Awareness of the importance of entrepreneurial skills also showed a significant increase from 82.5% to 99%.

Throughout the program, participants demonstrated improvement in both soft skills (problem-solving, communication, teamwork, emotional intelligence) and technical skills (budget management, strategic thinking, business plan preparation). Notably, students who initially did not focus on technical skills were observed to have gained competency in these areas by the end of the program.

1.3 ACTIVITY ASSESSMENT AND PROGRAM SUCCESS

Participants rated one-on-one communication with entrepreneurs, cultural interaction with students from different countries, factory visits, and practical training workshops as the most beneficial activities. The international dimension of the program provided students with significant gains in both cultural and entrepreneurial aspects.

The program received an overall rating of 4.66 out of 5, and 99% of participants indicated they would recommend the program to others. These results demonstrate that the program largely achieved its objectives.



Analyses and Results

1.4 CONCLUSION

The program has been successful in increasing participants' confidence levels, developing entrepreneurial awareness, and imparting necessary skills. The combination of practical applications supported by theoretical knowledge and the international cooperation aspect emerged as important factors enhancing the program's effectiveness.

Pre and post-program evaluations of participants indicate that the program achieved its educational objectives and was effective in developing students' entrepreneurial competencies.



2. "Entrepreneurship Education for VET Schools" Module Evaluation

Our survey was conducted during the last mobility in Latvia, with a total of 31 participants. The participants consisted of 67.7% teachers and 32.3% students.

The module received very positive feedback regarding content clarity. While 80.6% of participants indicated that they found the module content very clear and understandable, 16.1% rated it as good in terms of comprehensibility. Only a small portion of 3.2% gave it a moderate rating.

In terms of suitability for entrepreneurship preparation, a large majority of participants (83.9%) stated that the module content was very suitable for entrepreneurship preparation. The remaining 16.1% found it suitable at a good level. There were no negative evaluations in this regard.

Regarding theoretical understanding support, 71% of participants thought the module provided excellent support for understanding entrepreneurship concepts theoretically, while 29% indicated it provided good support. There were no negative evaluations in this area either.



Analyses and Results

2. "Entrepreneurship Education for VET Schools" Module Evaluation

Looking at future usage potential, 80.6% of participants see a very high likelihood of using the knowledge gained from the module in the future, while 19.4% indicate they are likely to use it.

- Participants' suggestions for improvement can be summarized as follows:
- Increasing the number of role-playing exercises
- Extending lesson hours and exercises
- Increasing entrepreneur visits
- Sharing more successful entrepreneur experiences
- Adding student assessment tests

Generally, the module was found to be highly successful by its target audience. It received high scores in terms of content clarity, suitability for entrepreneurship education, theoretical foundation provision, and practical usability. Most participants indicated they were satisfied with the module content and found it beneficial.

FINAL WORDS

We are pleased to report that our dual evaluation approach has yielded impressive results. Our analysis of both student development and module effectiveness demonstrates the significant impact of our entrepreneurship education initiative. We observed remarkable improvement in our students' entrepreneurial confidence, increasing from 46.4% to 78.4%, while our educational module received outstanding feedback from both our teaching staff and student participants, with over 80% rating it highly for content clarity and practical value.

We are particularly encouraged by the alignment between student experiences and teacher feedback, especially regarding our practical components. The success of our program is reflected in its outstanding 4.66/5 rating, and with 80.6% of participants planning to implement these learnings in the future, we are confident that we have established a sustainable and effective framework for entrepreneurship education. These results not only validate our approach but also provide us with valuable insights for future improvements.





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