

Recommendation to Adopt ENTOS methodology

Erasmus Project:

“ENTOS- Entrepreneurship Through Sport”

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1. Introduction

ENTOS changes the way we see physical education and sports teaching and this Recommendation wants to share with you the reason why ENTOS should be adopted by different schools and sports organisations.

ENTOS is an innovative Erasmus project of strategic partnership that combines two important fields of education and European priorities.

The first one is the need to develop entrepreneurial skills and competences of students as the way to support them in finding a successful workplace in the labour market.

The second is improving physical education teachers' careers based on the relevance of ENTOS to develop not only competences related to sports, but the entrepreneurial ones. Another important merit of ENTOS is that it is capable of motivating young people towards sports, and therefore a healthy lifestyle.

The innovation of the project is found in joining these fields just in one unit based to develop 5 entrepreneurial competencies without requiring any extra financial sources or class-hours, and any extra equipment.

The innovative methodology was created by 5 partners within a strong and professional partnership containing two secondary vocational schools (Obchodná akadémia, Bolečkova 2, Nitra in Slovakia and Panevežio mokymo centras from Lithuania), a Training Organization from Mallorca (Education in Progress, EiP SPAIN), a private company expert in Entrepreneurship (Materahub from Italy), and the University of Thessaly in Greece, expert in Sports teaching.

Impacted by the hard pandemic situation, the partnership started the project in 2020 with a desk research to find Best Practices in Europe about entrepreneurial education carried out through sports and games. 78 sports teachers (including PE University professors) with an average age 45 years old, and 256 students with average age 17 years old, have been interviewed to collect quantitative data, and through focus groups to reach a good quality ENTOS training content. The final output (Competence Framework) is downloadable here: <https://www.entos.eu/en/the-project.html> .

To analyse the data we used the EntreComp Framework as a reference tool, both for our research and the development of ENTOS Training Course. Based on the data collected, we have created 5 Modules that can be found in 6 languages as downloadable material on ENTOS website at the page “Training” <https://www.entos.eu/en/training.html> and an online training in English on the ENTOS platform (<https://platform.entos.eu/>), through which physical education teachers, sports trainers, sport students, and any other persons interested, can discover ENTOS methodology based on theory, but also on concrete exercise to propose to students, and where they can acquire the necessary knowledge and skills to implement ENTOS methodology in their own sport lessons. Therefore, the exercises proposed on the platform are seen as a base to start to use the methodology, but ENTOS learners are welcome to develop their own activities, and any new ones are really very welcome by the project partners. We’d be delighted to take into consideration new activities that can enrich ENTOS Training Course.

ENTOS efficacy was tested during an international Learning Teaching and Training Activity (LTTA) among 19 physical education teachers and sports trainers from 5 different countries and 60 students from the hosting school in Slovakia, which feedback has been reported later on in this document.

Other important information can be found on the project website www.entos.eu and all the training materials produced are available for free on the project platform <https://platform.entos.eu>

We recommend reading this document to get relevant information that can be useful to you, that can inspire your job, and join or promote ENTOS methodology.

2. Description of the international Learning and Teaching Training Activity (LTTA)

The international LTTA of the ENTOS project took place at Obchodná akadémia, Bolečkova 2, Nitra, starting from 21. 11.2022 until 25.11.2022. 60 students of Obchodná akadémia got the chance to try chosen activities from each module. Each module represented different competence (Learning through experience; Coping with uncertainty, ambiguity and risk; Creativity; Taking the initiative; Self-awareness and self-efficacy). In general, students appreciated almost all the exercises and showed a positive attitude towards ENTOS ideas. They

understood the importance of improving presented competences and what it might mean for them in their future life and career. To a question if they would like to include such activities in their daily curricula they expressed a positive attitude. Present project members, teachers and trainers also sensed positive vibes from participating students and they expressed satisfaction with testing implementation of produced ENTOS methodology.

EiP was in charge of introducing the EntreComp Framework and the MODULE 1 on Learning through Experience to the participating staff during the morning, as well as training them only on the practice. In the afternoon it was the time for students, who got the theoretical part of the module (namely: Learning by Doing, Self-esteem, and Learning through mistakes) and the practice on the same topic dealt within the theory. The physical activity chosen to carry out this module were based on yoga and acroyoga activities because EiP wanted to provide to the project an innovative physical education activity since in Palma de Mallorca, Acroyoga can count on a wide community of people that practise this sport. Indeed, all the participants were delighted to have the opportunity to practise this new discipline, both staff and students. All the staff and students involved really enjoyed to know and to try this new discipline, all of them want to keep on going to practise Acroyoga, therefore we will train students and teachers on the specific physical skills that Acroyoga requires by offering Training Courses in Palma de Mallorca and to be invited abroad as Experts by the schools.

The University of Thessaly was responsible for introducing the EntreComp Framework MODULE 2 “Coping with Uncertainty, Ambiguity and Risk” to the participating personnel during the morning, as well as training them practically in the teaching class and in the gym. In the afternoon it was time for the students, who initially were briefed and guided with some introductory advices

about the theoretical part of the module, i.e. ways to deal with uncertainty, ambiguity and risk, followed by indicative practical exercises that were based on the same topic and which enabled the participating students finding their own ways to cope with uncertainty, ambiguity and risk.

The physical activities chosen to conduct this module were based on group activities, because the University of Thessaly preferred to offer both the project and the participants the opportunity to develop the ability to "Cope with Uncertainty, Ambiguity and Risk", in order to become able to quickly and flexibly handle rapidly evolving situations, despite the volatile environment they find themselves in either at school or in their daily lives.

In order to deal with uncertainty, ambiguity and risk, it means that someone has developed earlier the ability to identify examples of risk in their own environment, to explore personal ways to achieve results, to effectively describe the risks associated with a simple activity in which someone participates. It also means for students that they have the opportunity to develop discussion skills about the importance of understanding the information in reducing uncertainty, ambiguity and risk; as well as finding ways to make decisions when information is incomplete, weighing both the risks and expected benefits of an action.

Finally, the participants become able to assess subjectively perceived risks in each venture or endeavour they make in the future since conditions change, and can evaluate long-term high-risk investments using a structured approach as described in the module.

Obchodná akadémia in Nitra was a leader for the Module 3- Creativity. Within the training students practised 3 activities focused on their creativity. They were a good example to show that our creativity is unlimited and it can be developed all life long. The process does not have to be directed, it simply can be launched when a good opportunity appears. It was interesting to see how students could cope with different situations in order to succeed in physical activities. Furthermore, they enjoyed a competitive atmosphere and entertainment brought by chosen exercises. We will definitely use such activities to “refresh” our classes of physical education.

For the MODULE 4 on “Taking the initiative”, Materahub chose three activities that best represent the ability to “initiate a process that creates value by taking up challenges, acting and working independently to achieve goals, sticking to intentions and carrying out planned tasks” (EntreComp definition). The activity chosen for the knowledge development part of the module was focused on empathy. An empathy race was chosen as a way to highlight the need to develop knowledge of oneself and knowledge of others in order to take initiatives, this knowledge being acquired through a process of empathy and emotional intelligence. For the skills development section, one important aspect in making the action of taking initiatives is the ability to make decisions and solve problems. For this activity which involved an obstacle race, notions of anticipation, critical thinking and creativity were highlighted. The last part of the module focused on attitude development, which emphasised the need for leadership and integrity through a coaching role play activity. Each activity was followed by a reflection phase that represented an important step in developing the awareness, understanding, and capacity to take initiatives.

The last module of the training programme was MODULE 5 “Self awareness and self efficacy” presenting the vital skills for everyone no matter the age or social status. The training was developed in two parts - theoretical and then practical one with piloting some of the activities offered in the module. Self-Efficacy and Self-Awareness is described in EntreComp as “reflect on your needs, aspirations and wants in the short, medium and long term; identify and assess your individual and group strengths and weaknesses; believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures”. During the morning session Panevėžys training centre presented participants theoretical knowledge on self awareness and self efficacy and then the session was followed by practical activities of module 5 such as “Sport 4 All”, “Group Juggle” and “Mindful Walking”. All activities were focused on developing self awareness and self efficacy through physical sports activities. The new way of physical education lessons involved students and they were interested in active participation in the activities even though at the beginning some of them were sceptical towards the exercises.

Benefits and Impacts

Students were asked to give feedback after each module. They received simple worksheets in which they could evaluate each activity and express their impressions. The conclusion was not surprising as we could see their engagement during all testing lessons. They enjoyed activities more than traditional sport lessons, they got aware of the competences they acquired and they also showed enhancing interpersonal relations among people in their classes.

A summary of feedback from students for each module is following:

on the Module 1 - Learning through experience

Students are aware that failure doesn't have to be necessarily bad. If we learn from it and use it to get better, it can serve as a motivation tool. Every action we take, even unsuccessful ones, is a step towards success because we can learn from our mistakes. That reinforced their self-confidence without feeling ashamed to "fail" in front of others.



Students are training acroyoga

on the Module 2- Coping with certainty, ambiguity and risk

Students showed awareness and they understand that each action has consequences which means that we should think of them ahead and be prepared for them. However, they are not much aware of the difference between risk and accident. Only a few of them were aware that when we think about taking risks, it should be calculated and based on our abilities. On the other hand, they understand that being flexible is important as we have to be prepared for whatever will come into our way.



Coping with certainty, ambiguity and risk

on the Module 3- Creativity

Students are aware that cooperation, communication and teamwork are important parts of creativity because “ideas might spark new ideas”. They expressed the opinion that intrinsic motivation is more important than extrinsic. Working in teams motivated them for higher level performance because they did not want to let their friends down. They realise that collaboration and networking are important attributes of creativity.



Students are training their creativity

on the Module 4- Taking the initiative

Students were empathetic and they were aware of its importance when it comes to dealing with other people. Students realise the importance of leadership but only a few of them are capable (are ok with it) to lead. Many of them are still insecure and they rather choose not to present their ideas. Students expressed awareness when it comes to the importance of a leader or coach. They realise that they have a huge impact on people's lives and they should act accordingly.



Activities for training to take initiative

on the Module 5 - Self-awareness and self- efficacy

Students are aware that each failure is an opportunity to learn from made mistakes. They realise that if they put in the hours they will get better at whatever they choose to pursue.



Training activities for self - awareness and self- efficacy

Other feedbacks

EiP has introduced ENTOS Methodology during some Job-Shadowing activities. Within this last type of experience we got the great feedback by the Šolski centre Nova Gorica (<https://www.entos.eu/en/feedback/82-entos-job-shadowing-in-palma-for-3-slovenian-teachers.html>), who are planning, together with Šolski centre Srečka Kosovela Sežana, to go to Palma de Mallorca and to be trained on the methodology. 3 teachers for each school have already asked the permission to their school director to implement ENTOS Methodology with their students as follows:

Entrepreneurship teachers will teach the theoretical part;

Physical Education teachers will train the students with the practical activities;

National language teachers (Slovenian) will focus on the final worksheets that require a language work on the most important words related to expressing the emotions. Therefore, youngsters at this age have some difficulties expressing what they feel because of the lack of knowledge regarding their own emotions.

3. Potential impact on formal and non-formal educational system

Recommendation/impact on schools (especially VET schools)

The training has shown that the methodology can be implemented on both points of view as a part of formal and non-formal education, too. It is possible to implement the methodology in traditional P.E. lessons or it can be implemented as an after-school sport activity. Just practising any chosen activities in P.E. lessons can be useful in the field of developing students' competences without any preparation and in such case no awareness from students is required.. However, the methodology including some preparation and theoretical parts are recommended for older students as this can lead to better results. It can be used as a boosting tool to develop interdisciplinary relations. Students can get familiar with entrepreneurial competences in lessons of Entrepreneurial education, Training Company, Civics or even Ethics. In this case no other preparation is needed and they can spend more time doing physical exercises. Later some feedback can be asked from students involving interdisciplinary relations again.

ENTOS methodology could be easily implemented in any school in the world no matter the type of the school or the age of the students. The entrepreneurship mindset development through physical education lessons could be included not only in formal physical education curriculum but as well as extra curricular activities in school or outside the school. ENTOS methodology was created following the needs of VET schools which are focusing a lot on the development of

entrepreneurial skills of their students. This new and innovative approach uses physical education lessons for development of important key competences of students and at the same time making sports lessons more involving and attractive.

The innovative methodology could be used in all physical education lessons no matter the age of the students but it is necessary to make some adaptations in the theoretical part for younger students in order to be easier to understand the main theoretical points of competences presented in the training material.

The proposed methodology could be used not only in physical education lessons but could be partly integrated in other subjects at VET or other types of schools. For example the theoretical part could be included in entrepreneurship or similar subject and the practical activities implemented during the physical education lessons. Any teacher could find useful material for their lessons in the methodology in order to make their lessons more interesting and involving when changing the usual teaching methods.

The other option for ENTOS methodology integration could be done via various clubs or extracurricular activities such as training companies, Junior achievement or similar clubs, youth or leadership clubs that function at schools.

Various presented activities from the methodology could be adapted and used in project activities for ice breaking or team building and at the same educating entrepreneurial skills of the participants.

The ENTOS methodology has a very wide spectrum of usage and it depends on the user in which field, way or area it is going to be used. The teachers should be aware that not all presented methodological activities are going to have the same effect in all classrooms and sometimes it could require some additional information to be added especially in the theoretical part due to the lack of knowledge on certain topics of students.

Recommendation/impact on Sport NGOs and other NGOs.

ENTOS Methodology increases teenagers' Entrepreneurial Mindset, but also sports coaches' mentality. It is true that sport coaches push their players to do it better, but they also create a bond with them and also consider the differences in learning styles. That makes players often give us 150% effort and it is not a coincidence. Therefore, we can assure that Sport NGOs are the closest place where ENTOS is automatically implemented without being aware 100%. But that is true when we are in a sports context focused on competition.

In leisure sport environments we don't find the same goal orientation attitude like in competitive sports.

What happens then, when we are in a normal leisure environment, where teenagers are there simply for developing social skills and maybe healthy habits?

Sports bring a lot of benefits anyway. It prevents health problems and improves coordination, agility, balance, and space perception, but it also supports cognitive development and strengthens self-esteem. Likewise, sport promotes the need to try until the goal is reached, and reaching goals leads to improving self-esteem. Sports also teach the importance of rules and their acceptance with good grace and respect for others. To summarise, sports help to develop discipline and exercise self-control. Sport teams help youngsters to nurture the quality of discipline for the rest of their life and will show them that they need to try if they want to succeed at what they do. What is more, being part of a team fosters respect, tolerance, and equality.

Even if sports bring all these benefits, it is likely that in a leisure context the coach doesn't give so much attention to motivate introverted and shy youngsters or to adapt the teaching method to players' learning style, as it is done in the competitive sports. That is something similar to what happens at school. It is exactly in these contexts that ENTOS can help better motivate young people to do it better, and also to motivate the coaches themselves to find a pathway that enriches their social role because ENTOS Methodology has been established to create an Entrepreneurial Mindset in young people. Sport coaches can find in this methodology a conceptual pathway to allow youngsters to understand the importance of training their mind by training their body. Therefore, the most significant part for Sport NGOs is the theoretical part of the methodology that can be adopted and adapted to the classic leisure sports activities, i.e. if teenagers understand that Self-esteem is something that each of us develops, nobody is born self-confident, well, that their attitude can incredibly change in front of difficulties or failures. ENTOS support sport coaches to motivate their players working directly to their Emotional Intelligence. "Never Give Up!" can be the motto to explain the impact of ENTOS in this sport context.

Another interesting social environment where ENTOS Methodology can be implemented is NGOs that offer extra-school activities, among the sports is one of them. In this context the main aim is 360° educational, and it is in this pure educational context that ENTOS can be better adopted, because the main objective is to educate young people. For General NGOs, ENTOS methodology can be totally implemented as delivered in the ENTOS platform for VET Schools (<https://platform.entos.eu/>). Nothing needs to be changed.

Recommendation/policy makers

The ENTOS methodology is beneficial to all educational contexts and aims to be inclusive and adaptable universally. The methodology can be of interest to policy makers who wish to adopt the method at local level as a way to promote policies sustaining Entrepreneurship Education for European citizens following the goals and priorities of the European Commission to provide training and innovative processes that enhance entrepreneurial mindsets and soft skills, following what suggested to the paragraph *“General provision on how to sustain Entrepreneurship Education and Sports as a tool for community development and social intervention”*.

Within the school sector, Regional Directorates of Secondary Education can recognize how ENTOS reflects the Entrepreneurship Education needs in Secondary Schools expressed through the EC Communication "A new skills agenda for Europe" (2016). This communication highlights the possibility that the Entrepreneurial Competences can support the other subjects in the Secondary School study-cycle with the aim to foster the active citizenship, creativity and sense of initiative of young people.

As a way of achieving this, the ENTOS methodology bases itself on the EntreComp Framework that is recognised at European level and policy makers can refer to their national laws on education that focus on entrepreneurial competences, such as [LOMCE](#) in Spain or [Sillabo per l'Educazione all'imprenditorialità nella scuola secondaria](#) In Italy. In Slovakia Entrepreneurship Education has been a part of the National Curriculum, having legal support in the conclusion of the [Council for Entrepreneurship education within VET](#) . It is supported by a number of initiatives of the programme JA Slovensko or Štátny inštitút odborného vzdelávania. Greece has a similar approach following a document downloadable here:

https://www.schooleducationgateway.eu/el/pub/theme_pages/entrepreneurship-education.htm

Entrepreneurship education in Lithuania should be integrated following the rules of general educational plans of primary, basic and secondary education programs (<https://www.e-tar.lt/portal/lt/legalAct/f0828f70abe911eb8bc8b1cdd5d7f785/asr>) (“The school foresees how it will integrate national security, information literacy, entrepreneurship, financial literacy, anti-corruption education and other relevant topics into the educational content, and chooses implementation methods: integrating into the subject content, assigning an additional lesson, etc. To implement these activities, lessons designed to meet the student's educational needs and provide learning support can be used.”) and general vocational training plans (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/85e9a8c0ced911eb91e294a1358e77e9/asr>).

The 5 MODULE of ENTOS methodology (training contents) reflects the Entrepreneurial learning identified through the questionnaires and focus groups (334 participants - students, PE teachers and PE University professors). Both teachers and professors stressed the need to develop more soft skills in school. Teachers think that the PE subject at school is not sufficiently valued by the educational community, especially in Italy and Spain. According to them, ENTOS can increase its value, and with that to improve PE career in terms of actively cooperating with the other teachers for the students' cognitive development.

In this sense, two key aspects underpins the ENTOS methodology:

- The methodology emphasises on the need for policies that recognise that valuable learning takes place in many different learning environments beyond the ones provided in formal education systems.
- The methodology emphasises on the need for policies that recognise the indirect and underlying skills, knowledge, and attitude that are developed through sports activities that contribute to a lifelong learning process valuable in a context of constant innovation and transformation needed.

Below are recommendations for policy and decision-makers in implementing the ENTOS methodology at local, regional, and national level. These recommendations aim at unifying the recognition and validation of competences to facilitate the entry or progress into formal learning.

Recommendations:

- Clearly defining the issue that the policy aims to address, based on research and data that support the policy change, such as the ones available in the intellectual output #1 (IO1) of the ENTOS project.
- Promoting and recognising the development of Entrepreneurial Education through non-formal learning needs to be enhanced by the validation of acquired competences, as it is done with the ENTOS badges that can be received upon completion of the online ENTOS training.
- Setting a clear structure when implementing the ENTOS methodology and using the training resources and recommendations that constitute strong aspects of the methodology such as the reflection time and worksheet.
- Placing emphasis on the skills, knowledge and attitude the methodology aims to develop and giving value to self-reflection, self-awareness, and self-evaluation as competences.

- Supporting blended learning methods that facilitate digitalisation and inclusion as it is used in the ENTOS project via the ENTOS platform available for free for both students and PE teachers.
- Being inclusive and adaptive to different learning environments and sectors, from VET, to non-formal and formal ones in order to mainstream entrepreneurial mindset and forward/beyond thinking mentality amongst PE teachers and sports educators.
- Supporting initiatives that respond to current needs and challenges in a post-covid 19 context focused on the development of entrepreneurial and digital skills that enhance resilience.

Recommendation/impact on European Universities

ENTOS is an innovative methodology that empowers Physical Education teaching in VET Schools. Since some Physical Education students at HEI are supposed to become teachers in the future, we suggest ENTOS Training Course for free-choice credits in the HEI study-curricula. To propose a new activity eligible for free-choice credits there are specific administrative pathways to follow. Normally it is required to contact the appropriate department or committee responsible for curriculum development and submitting a proposal for the course.

The proposal needs to include:

- A detailed description of the training content and its objectives
- Information on how the training content aligns with the university's academic goals and mission
- Any relevant qualifications or experience of the proposed trainer(s)
- Any relevant materials or resources that will be used in the training
- Information on how the training will be assessed and evaluated

It's important to be detailed and well-prepared in the proposal in order to demonstrate the value of the training content and its ability to meet the needs of the students.

It is also a good idea to provide a rationale for why the course should be offered as a free-choice credit option. This may include information about the demand for the course among students, the relevance of the course to your degree program or the university's academic mission, and any other relevant considerations.

It may be helpful to discuss the proposal with the academic advisor or other faculty members to get feedback and guidance before submitting it.

In any case, if you intend to apply for that, you can ask our support to prepare your proposal.

Furthermore, university departments can integrate the ENTOS methodology in their curriculum in the respective management course or as an offered elective course for their students in order to equip them with more skills that are valuable and necessary for their successful business steps in the future.

Usually a typical question asked to young students during their studies is whether they are studying full-time or working at the same time, which in today's world has become obsolete. Every student in our time in universities has to answer the question, whether he/she is ready to work as an entrepreneur. Any industry, and even more so in times of crisis, needs new knowledge, different ideas and alternative ways of doing business from people who know how to take advantage of the changing habits of a society in constant motion. Sport, an industry of great entrepreneurs, has some brilliant examples. But it is not self-evident that every freelancer (entrepreneur) is a good entrepreneur.

According to the ENTOS project's pillars, learning through new experiences, coping with uncertainty, lack of security, taking risks, creativity, taking initiatives, self-awareness and self-efficacy, a healthy ambition, a desire to progress, curiosity, perseverance, imagination, being able to envision what others cannot see, are characteristics that define every future entrepreneur, in their experience. Although in most cases, an entrepreneur is born out of necessity and gives credence to the Spanish saying "hunger sharpens the wits", the need to find funding for training and then developing their business project which is the next step and presenting a startup to potential investors, must be well planned and justified and here needs the help of a university education oriented to this venture. Because young entrepreneurs need to present a good project, very well planned, very well analysed, consistent, with a good team behind them and they also need to be willing to risk their resources, their money and put in sustained, conscious and hard work. There can be a great business idea, but if you are not willing to invest not only some of your own money but also of your knowledge and time no one else will invest in it.

This strategic planning should be based on common sense and because of the speed of the world we live in, which is accelerating daily, it needs to be updated with some regularity. Some people say every six months, but I would say that every year you have to review the strategic plan that you have made because, certainly, the world, the environment and the circumstances are

different", and that is where a university can help you. A great entrepreneur is not afraid to take risks. But it is important to know when to persevere or to stop your business plan. Investing in new things and new services for exercise, recreation and health improvement and development should be the focus of entrepreneurship in sport.

4. General provision on how to sustain Entrepreneurship

Education and Sports as a tool for community development and social intervention

For Sports NGOs, we suggest extrapolating the theoretical parts of the Modules and to explain to young people the importance of each skill listed. To work with youngsters, you don't need to explain the EntreComp Framework, what they simply need is to understand that skills are something that need to be trained to be strengthened, and thanks to this effort based on consistency they can finally have a successful attitude in life. By using ENTOS methodology, you will be capable to motivate the whole group and to better understand their learning style, and therefore to better define your teaching strategy making it like a tailor-made approach. That will bring you, first of all, to strengthen your youngsters' self-esteem that is the base to work on the other Entrepreneurial Competence because to increase their self-esteem, it means to increase their motivation toward a Goal Oriented attitude.

At NGOs that offer extra-school activities ENTOS Methodology can be totally adapted since their educational objective is general and sport represents a tool. Basically, at this kind of NGOs the main objective is to educate and it is not important how, but what.

After having learnt the modules, what we suggest is to implement ENTOS methodology with your youngsters by starting with the MODULE 5 on "Module 5: Self-Awareness and Self-Efficacy" and to keep on going with the MODULE 1 "Learning through experience". What especially makes the MODULE 5 interesting is the activity related to the "Personal SWOT Analysis" that allows youngsters to develop their Self-Awareness as the first step of this amazing adventure with ENTOS Methodology. It is essential to know yourself first to plan how to strengthen any skill. That is why, only after having developed on Self-Awareness and Self-Esteem it can be relevant to work on Learning by Mistakes because youngsters will start feeling less ashamed of their "failure" in front of others. Also in this module some activities re-propose the concept of Self-Awareness and Self-Esteem, and that creates a solid bond between the two modules that guarantee a successful learning process of your youngsters.

After these 2 relevant modules, you can freely choose how to continue your training. For sure,

the more complex for them is the MODULE 3 “Coping with uncertainty, ambiguity and risk”, therefore we suggest using it as the last one.

5. Conclusion

The ENTOS outcomes prove how useful can projects be when they are “tailored on size” and well planned. Step by step the partnership managed and implemented activities that helped us reach our goals. The piloting activity made us sure that the initial idea was correct and worth.

We live in the times when developing skills and competences is more important than it was ever before. Everyday practice shows that entrepreneurial competences are substantial for young people not only to become entrepreneurs, but to be successful in any career or in their lives. This fact has been known for some years and schools/ educational institutions are doing their best to find the right way to direct education into this field. However, it is also known that this is not an easy way, especially when schools and institutions have to look for professional materials to renovate their curricula developing competences of students.

The ENTOS methodology is an innovative tool offering teachers and trainers a simple, attractive and effective way to develop entrepreneurial competences with a natural method combining physical activities with EntreComp Framework theories. It does not require any extra resources, time or qualifications. It requires only a will, energy and some theoretical knowledge from those who decide to adopt this methodology. The project result offers a complete tool for teachers and trainers to help them get familiar with it. The project website contains a lot of useful materials for study, a platform, a number of interesting sources as well as a training package leading from some theoretical beginning to practical exercises and evaluation in 6 different languages.

We believe that these project outcomes and results will become popular among those who they have been made for and it will be helpful to lead education and sports the right way to prepare young people for a successful life.