

# GEP VET



## GROW ENTREPRENEURSHIP POTENTIAL IN VET INSTITUTIONS

# PRODUCT BOOKLET



Project Nr. 2013-1-BG-LE005-0876 August 2015

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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GROW ENTREPRENEURSHIP POTENTIAL  
IN VET INSTITUTIONS

# PRODUCT BOOKLET



THE  
BUSINESS  
INSTITUTE



**BUPNET**



Sociedade Portuguesa de Inovação



**ДИ БГЦНО**

# GEP VET

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# PRODUCT BOOKLET

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OPEN



# INTRODUCTION

INTO THE PROJECT



# 1. BACKGROUND

The importance of entrepreneurship for economic growth, employment and social cohesion is widely recognised across Europe and manifested in numerous strategic documents in the last decade. As the most recent Entrepreneurship 2020 Action plan of the European Commission shows, entrepreneurial skills are among the most important transversal skills of the 21st century, which support growth and business creation. Thus, “investing in entrepreneurship education is one of the highest return investments Europe can make”.

Entrepreneurship is a topic of increasing importance across all EU countries. Despite the fact that most of them have developed various entrepreneurial programs, the topic is still rarely a part of a VET program or labour market courses. Thus, the entrepreneurship could be referred as a weak reference in the curricula of the VET system in EU.

The GEP VET (Grow Entrepreneurship Potential in VET Institutions) is a project financed by the European Commission under the LEONARDO DA VINCI - Transfer of Innovation, LIFELONG LEARNING PROGRAMME. It was initiated to tackle exactly the issue of fostering entrepreneurial learning among young adults involved in VET, and to contribute to some European initiatives as the VET-Business forum and Sector Skills Alliances.

In this sense the main goal of the GEP VET project is to promote entrepreneurial culture among teachers and learners in VET institutions and labour market courses. The project aims to contribute to the development of entrepreneurial mind-set and behavior among adults involved in VET and labour market trainings through adaptation and transfer of a training course and a handbook previously developed in the EU Project PECAE (Promoting Entrepreneurial Culture in Adult Education).

The GEP VET project aims to promote an entrepreneurial culture among learners in vocational training institutions and labour market courses, including those with socio-economically disadvantaged backgrounds.

The project team developed an online toolbox that is available via the project website which is accessible for VET trainers, adult educators, in-company trainers and all interested stakeholders, who would like to integrate entrepreneurship topics into their curricula.

Following the toolbox development, this booklet aims to introduce and disseminate the online toolbox that is available in English, Slovakian, Bulgarian and German languages.



## 2. PROJECT GOALS AND TARGET GROUPS

The GEP VET project has the specific goal to transfer the educational and training products of PECAE to new countries – Bulgaria, Slovakia and Germany, where entrepreneurship is high on the political and economic agenda, and also into a new educational context – in formal VET institutions as well as informal labour market trainings and corporate trainings.

The entrepreneurial training contents from PECAE will be integrated in the training methodic of Bulgarian, Slovakian and German VET and adult trainers and thus, enable them to promote the dissemination of an entrepreneurial mind-set among their trainees, including such with socio-economically disadvantaged background.

The consortium led by CATRO Bulgaria includes experienced training providers with complementary expertise in VET, and key competences trainings, incl. entrepreneurship, which has guaranteed the successful implementation of the project.

The GEP VET project aims to promote entrepreneurial culture among learners in vocational training institutions and labour market courses, including such with socio-economical disadvantaged backgrounds. More specifically, the project has the following objectives:

- Transfer educational and training products of the PECAE project to new countries (Bulgaria, Slovakia and Germany), including the developed training course and handbook;
- Further develop the entrepreneurial competences from PECAE and elaborate updated training content for the 17 most relevant competences (selected and ranked via online survey in the 4 participating countries)
- Develop train-the-trainer programme for the selected 17 modules and conducting TTT on European and national level;
- Develop an online toolbox integrating all training modules which is to support the trainers in the integration of the training content in their courses;
- National piloting of the training modules in each country and gathering feedback in order to improve and finalise the training modules;

Regarding the project target groups, the GEP VET project will focus on both VET and labour market trainers, as well as on participants in VET and labour market courses. The project aims at encouraging proactivity, creativity and the initiative taking and risk confrontation, evaluating business ideas and bringing them to realisation.

### 3. PROJECT OUTCOMES

Based on adaptation and enlargement of the PECAE main products - handbook and Grundtvig course, GEP VET developed the following core products:

- An updated competence framework of 17 most relevant entrepreneurial competences across the 4 partner countries- Bulgaria, Germany, Slovakia and Portugal;
- A train-the-trainer methodology which includes Face-2-Face trainings on European and national level and continuous support of the VET trainers during their teaching practice;
- An online-toolbox of 17 training modules according to the selected entrepreneurial competences which can be freely combined by the VET and adult trainers into their training

courses according to the specific needs of their learners;

- A booklet which describes the methodology and the usage of the toolbox;
- Podcasts with successful entrepreneurs serving as role models which are to be presented at the final conference;
- A methodology for evaluating and assessing specific competence development of the involved trainers, based on the LEVEL 5 approach
- An internet platform where the before-mentioned products can be accessed

The project started in October 2013 and is due on September 2015.

### 4. INTERNATIONAL PARTNERSHIP

Regarding the project international partnership, the consortium is led by CATRO Bulgaria and includes experienced trainings providers with complementary expertise in VET, and key competences trainings, including entrepreneurship, which will guarantee the successful implementation of the project.

The project partnership is composed by the consortium of CATRO Bulgaria EOOD, Sociedade Portuguesa de Inovação (SPI), die Berater Slovensko, s.r.o., Bildung und Projekt Netzwerk GmbH (BUPNET), Business Institute Foundation and the State

Enterprise Bulgarian-German Center for Vocational Training (BGCPD). The detailed description of each partner can be found below:

#### CATRO BULGARIA – PROJECT COORDINATOR



The consortium led by CATRO Bulgaria includes experienced trainings providers with complementary expertise in VET, and key competences trainings,

incl. entrepreneurship, which will guarantee the successful implementation of the project.

CATRO Bulgaria is part of the leading Austrian consultancy company for human resource management – CATRO Personalberatung. Thanks to CATRO's partners – the consulting company for lifelong learning, education and training, dieBerater®, and the market research MAKAM Research, CATRO is able to draw on the expertise and knowledge of specialists with international experience and to offer its clients cutting-edge know-how in all areas related to human resources management and development.

The four main areas of the organisation in Bulgaria are:

- Search and Selection of high qualified professionals and executives in various economic sectors;
- Training and Development of employees' potential through tailor-made solutions, incl. individual and team coaching;
- Organisational consultancy for HR process optimisation, performance improvement and higher employees' motivation and engagement;
- EU project consultancy, incl. research, preparation and implementation of EU funded projects in different fields: education and training, entrepreneurship and innovation, competitiveness etc.

## SPI – SOCIEDADE PORTUGUESA DE INOVAÇÃO, PORTUGAL



SPI is a knowledge management oriented company with the mission to manage projects that foster innovation and promote international opportunities. SPI provides services in Training, Consulting and R&D. SPI has a permanent staff of nearly 65 consultants in 7 offices worldwide.

SPI is accredited by DGERT with recognised capacity to conduct a range of training activities. SPI has experience in using different training methodologies for various target groups and applies innovative pedagogical approaches, including e-Learning. SPI has experience in developing training plans, identifying/selecting training resources, developing didactic materials, supervising and evaluating training courses and assessing the impact of training programs, exploiting project results, dissemination, etc.

SPI has an excellent track-record of participation in community co-funded projects with recognised Quality and has developed e-Learning courses in various national and international projects.

## DIE BERATER SLOVENSKO, SLOVAKIA



Die Berater is a training and consulting company with 10 people in Bratislava and about 350 employees in the international group with more than 70 training centers in Europe. Die Berater Slovakia provide an extensive range of corporate consultancy. The company coaches managers and staff and specialises in soft skills, language and IT trainings. Die Berater Slovakia services are aimed at private individuals, national and international companies and organisations in all sectors and of any size, and the public sector, ministries, the European Commission and the entire education system. The company also works with international partners on educational projects.

## BUPNET - BILDUNG UND PROJEKT NETZWERK, GERMANY

# BUPNET

BUPNET, founded in 1985, is an adult education provider accredited by the TÜV CERT according to the quality management standard UNI EN ISO 9001:2000. BUPNET's mission is the promotion of innovation in education and training. BUPNET has successfully completed several training courses in various sectors (waste management, renewable energies, social and healthcare, tourism, economy,

ICT, inclusion, communication etc.) both in the framework of European and national funded projects.

In 2001 BUPNET developed its own multilingual eLearning and collaboration platform that has been integral part of an awarded LIFE Environment project and various other EU- and national projects. BUPNET has considerable experience in (the coordination of) European projects on the theme of education, training and eLearning and possesses well-founded knowledge about the strengths and weaknesses, chances and limits of the “new ways of learning” – especially regarding necessary specific blended learning didactics.

## THE BUSINESS INSTITUTE, BULGARIA



The Business Institute is a business skills development catalyst. The Business Institute delivers training solutions, develop and employ methodologies and tools in the areas of corporate management, entrepreneurship and innovation. The Business Institute is the representative of the Cisco Entrepreneur Institute for Bulgaria. It implements and localises for the Bulgarian market methodologies of Stanford University, Cornell University, Harvard University, INSEAD, Business Model Generation, etc.

The team of the Business Institute consists of experienced practitioners – ex-managers and

current managers, entrepreneurs and experts – all of them with vast practical experience.

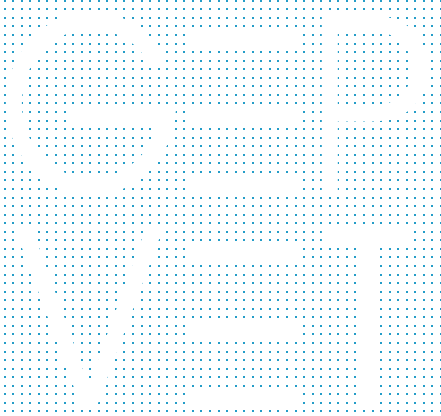
**BGCPO - STATE ENTERPRISE „BULGARIAN-GERMAN CENTER FOR VOCATIONAL TRAINING”, BULGARIA**



BGCPO was established in 2011. It inherited the good traditions of three successful Bulgarian-German projects on vocational training of adults (1992-2010), within which five Bulgarian-German Vocational Training Centres – Pazardzhik, Plevan, Stara Zagora, Smolyan and Tsarevo were constructed and put into operation and which have a significant contribution to the development of the vocational training for adults in Bulgaria.

The DBBZ State Enterprise main activities involve: providing vocational training of unemployed and the employed over the age of 16 with acquiring a vocational qualification degree or qualification in a part of a profession, key competences training and vocational guidance. Training sessions are held to improve the methodological qualification of trainers of adults, including trainers in enterprises. Innovative practices in the field of vocational training with a view to their subsequent implementation in the system of adult education are tested within various projects. DBBZ State Enterprise is licensed by the National Agency for Vocational Education and Training (NAVET) to provide training in 74 professions. DBBZ State Enterprise offers high quality training oriented to modern European models and best practices. The trainings are conducted by highly qualified trainers with excellent professional and methodological competence and in various forms.





## OUR APPROACH



ELABORATION OF FRAMEWORK OF 17 ENTREPRENEURSHIP COMPETENCES

ELABORATION OF 17 TRAINING MODULES, UPLOADED IN THE ONLINE TOOLBOX

TRAIN - THE - TRAINER SEMINAR AT EU LEVEL (10 TRAINERS)

BULGARIA, GERMANY, PORTUGAL AND SLOVAKIA

TRAIN - THE - TRAINER WORKSHOPS AT NATIONAL LEVEL (80 TRAINERS)

BULGARIA, GERMANY AND SLOVAKIA

TESTING OF THE TRAINING MODULES WITH TRAINEES (AROUND 120)

BULGARIA, GERMANY AND SLOVAKIA



The GEP VET approach addresses first and foremost the trainers (VET, adult education trainers, labour market trainers, in-company trainers) who should be the promoters of the entrepreneurial mind-set, spirit and culture in the fields they are engaged. They will also profit from expanding their training expertise especially in the field of entrepreneurship.

The final beneficiaries – the end-users are the trainees/learners in the different learning settings (VET, adult, labour market, corporate) who will profit on the other hand from the online toolbox by increasing their creativity and flexibility, problem solving and risk-taking skills, business idea evaluation and business model planning abilities.

Being free accessible for trainers and trainees in the project partners countries, and beyond them, the [GEP VET Online Toolbox](#) with valuable training modules in entrepreneurship aims at reaching vast number of trainers and trainees all around Europe. As fostering entrepreneurial mind-set and attitudes is among the long-term goals of the project. The further dissemination and exploitation of the training modules in the online toolbox is of crucial importance.

Reading this booklet you are becoming part of the big GEP VET European family of trainers and learners motivated to make one step further in exploring the world of entrepreneurship!



START  
UP



# THE ONLINE TOOLBOX

YOUR TRAINING GUIDE IN ENTREPRENEURSHIP



The **GEP VET Online Toolbox** is the core product of our GEP VET project.

It can be assessed through the following link [www.toolbox.gepvet.eu](http://www.toolbox.gepvet.eu)

The **GEP VET Online Toolbox** is a synonym of the new type of learning – interactive and adapted to

the concrete learners' needs. This modern platform aims at assisting the trainers from VET, adult and corporate sector across Europe in the selection of the most appropriate topics and materials about entrepreneurship, based on needs' analysis of each specific target group.



To assist you as a trainer to select the most appropriate topics and materials on entrepreneurship based on needs' analysis of your target group. If you would like to know more about our approach and methodology for identifying the most relevant entrepreneurship topics for the VET and corporate sector and elaborating the toolbox, you are invited to have a look at our website: [www.gepvet.eu](http://www.gepvet.eu)

For making the best use of the GEP VET online toolbox, you simply have to follow the steps:

**Create a GROUP**

This is a crucial step in order to invite your target group to fill in the questionnaire and to identify their specific needs and initial level on knowledge, skills and attitudes related to entrepreneurship.

**Fill in the SURVEY**

This is the core element of the toolbox. The results of the questionnaire will give you an easy-to-read overview of the competences that have stronger need for development and recommendation of the appropriate training modules.

**Get the RESOURCES**

Based on the results of the survey, you just have to download the training materials by following the recommendations of the survey, whereas you can still select additional materials on your own from the section Resources.

You have 2 options for the survey:

- To invite your participants/trainees to fill in the survey and let them assess themselves through the different entrepreneurship competences. This is the best and most recommended scenario as the participants are given the chance to express their own opinion.
- If your trainees have limited or no access to computer and Internet and you feel that you may know their profiles and interests quite well,



For making the best use of the [GEP VET Online Toolbox](#), you simply have to follow the steps:

Just take a peak in the next pages to find out more details about each of these steps.

## STEP 1: CREATE A GROUP

This is a crucial step in order to invite your target group to fill in the questionnaire and to identify their specific needs and initial level on knowledge, skills and attitudes related to entrepreneurship.

You can create different groups, add participants to them, who automatically will receive an invitation to fill out an online survey. In your group panel, you are also able to oversee the progress of each survey and

send individual reminders to the participants, who still haven't given their answers.

It is the Groups Panel where you can see the summarised results from the survey, or the results that you as a trainer have forecasted. The Groups are also a great way to track your training record and have all your trainees' contacts under one roof.

The screenshot shows the 'View Group' interface. On the left is a sidebar with navigation options: WELCOME, SURVEY, RESOURCES, GROUPS, and TRAINERS. The main content area is titled 'View Group' and displays a table for a group named 'TTT demo'. The table has columns for 'Trainees' (with an 'ACTION' dropdown), 'Email', 'Completed Survey', and 'Date Added'. Two trainees are listed: 'Magi' and '0', both with 'No' in the 'Completed Survey' column and a date of '2015/03/26'.

## STEP 2: FILL IN THE SURVEY

### This is the most essential part of the toolbox!

Our specially developed survey is based on an algorithm combining all presented topics and related entrepreneurship competences in GEP VET and testing your trainees' training needs on each of them. At the end you get a real assessment of your trainees' needs. Based on that, you can easily select the most appropriate training materials to include in your training.

The results of the questionnaire will give you an easy-to-read overview of the competences that have stronger need for development and recommendation of the appropriate training modules.

### You have 2 options for the survey:

- To invite your participants/trainees to fill in the survey and let them assess themselves through the different entrepreneurship competences. This is the best and most recommended scenario as the participants are given the chance to express their own opinion.
- If your trainees have limited or no access to computer and Internet and you feel that you may know their profiles and interests quite well, you can fill in the survey on your own by expressing your opinion about their needs.

The survey panel is very user-friendly and simple

The screenshot displays a user interface for an online survey. On the left is a vertical navigation menu with blue buttons and icons for 'WELCOME', 'SURVEY' (which is selected), 'RESOURCES', 'GROUPS', 'TRAINERS', and 'YOUR PROFILE'. The main content area shows a progress bar at the top indicating '16% COMPLETE'. Below the progress bar are two survey questions, each with five radio button options. The first question is 'Most of my mistakes are really because someone else did something to me.' with options: Strongly disagree, Disagree, Neutral, Agree (selected), and Strongly agree. The second question is 'It is easy for me to make a clear definition of the problem I'm facing.' with options: Never, Rarely, Sometimes, Often (selected), and Very often. At the bottom of the survey area are two blue buttons: 'BACK' and 'CONTINUE'.

to use. The questions are closed, which makes the whole process of answering easier and quicker. There is also a little progress bar on the top to remind you of the amount of questions remaining, so that nobody would give up just before the end of the survey.

And here's the most valuable part – after completing the survey (by yourself or by your trainees) you have the results from the needs assessment of your trainees entirely summarised in a concise and practical way. Thanks to the analysis, conducted by our [GEP VET Online Toolbox](#) you are receiving a preliminary training recommendation, expressed with the well-known traffic-light metaphor. If for example you see a green 'light' for a certain topic, this means that your trainees feel well aware of it and do not need extra in-depth introduction to the material. If the 'light' is red, the training topic is

recommended for conduction!

Nevertheless, it is entirely your choice which topics to include – e.g. if you would like to take in some highly relevant topics, even if the group declares a sufficient amount of knowledge for it.

On your right side you will see three traffic-lights for each of the training subtopics (for more info see the page about Resources).

Finally, you just need to tick the boxes with the training topics you have chosen, with the help of the expert advice of your training supporter – the [GEP VET Online Toolbox](#)!

That is the good thing of this tool – you receive a detailed and very easy-to-read overview and are only one click away from composing the perfect training programme, tailor-made to your trainees' needs!

The screenshot shows a 'Test' interface with a table of topics and recommendations. The table has two columns: 'Topic/Subtopic' and 'Recommendations'. The 'Recommendations' column uses a traffic-light metaphor with three colored dots (green, yellow, red) for each topic. A blue callout box points to the dots, stating: 'How successful on the scale from 1 to 10 would you assess your ability to flexibly adapt to change, where 1 is'. Another blue callout box points to the dots, stating: 'In case you wonder what lies behind these results, just scroll your mouse over each of the colour-dots to discover what survey question they stand for – in this way you'll receive even more insights into what your trainees have shared'.

Topic/Subtopic	Recommendations
<input type="checkbox"/> Group 1: Decision making skills	
<input type="checkbox"/> Analysis and problem solving	● ● ●
<input type="checkbox"/> Proactive attitude	● ● ●
<input type="checkbox"/> Information management	● ● ●
<input type="checkbox"/> Group 2: Creativity and innovation skills	
<input type="checkbox"/> Creativity thinking	● ● ●
<input type="checkbox"/> Flexibility	● ● ●
<input type="checkbox"/> Intuitive intelligence	● ● ●
<input type="checkbox"/> Group 3: Personal skills	
<input type="checkbox"/> Resilience and tenacity	● ● ●
<input type="checkbox"/> Responsibility	● ● ●

## STEP 3: GET THE RESOURCES

Based on the results of the survey, you just have to download the training materials by following the recommendations of the survey, whereas you can still select additional materials on your own from the section Resources.

The toolbox consists of a special selection of relevant topics and materials on entrepreneurship.

The GEP VET Entrepreneurship Programme is divided into 6 main topic groups with relevant subtopics for each of them.

Below you'll see an overview of all topics and subtopics developed by the GEP VET international team regarding entrepreneurship skills and competences. There are all available for download in our ONLINE TOOLBOX, completely free of charge. You just need to select the topics you need, based on the results of the Survey, or based on your decision and previous knowledge about the group needs. Afterwards you are one click away from your full training material set – trainer's programme, handouts, presentations.

Simply log in on [www.toolbox.gepvet.eu](http://www.toolbox.gepvet.eu)

### Group 1: Decision making skills

- Analysis and problem solving
- Proactive attitude
- Information management

### Group 2: Creativity and innovation skills

- Creativity thinking
- Flexibility
- Intuitive intelligence

### Group 3: Personal skills

- Resilience and tenacity
- Responsibility
- Self-reflection abilities

### Group 4: Communication and interpersonal skills

- Assertiveness
- Active listening
- Teamwork



#### Group 5: Basic business understanding skills

- Business idea
- Marketing fundamentals
- Business model

#### Group 6: Risk-taking and opportunities identification skills

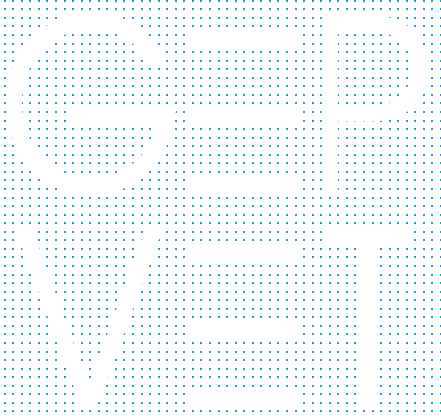
- Opportunities seeking and identification
- Risk analysis and risk tolerance

### THE HIDDEN PERKS - THE TRAINERS' NETWORK

Our ONLINE TOOLBOX also offers you the great opportunity to connect with all trainers across Europe that use the **GEP VET Online Toolbox** and exchange experience with them!

If you would like to know more about our approach and methodology for identifying the most relevant entrepreneurship topics for the VET and corporate sector and elaborating the toolbox, you are invited to have a look at our website: [www.gepvet.eu](http://www.gepvet.eu)





# RECOMMENDATIONS

FOR THE PRACTICE



After piloting and finalising the online toolbox in Bulgaria, Germany and Slovakia, it is now ready to be used by all interested VET, labour market and adult trainers across Europe that wish to promote entrepreneurial thinking and acting among their learners.

The GEP VET team collected a number of recommendations that were derived from the pilot phase in Bulgaria, Germany and Slovakia that shall support trainers to implement the GEP VET toolbox in a successful and effective way.

### TIME AND RESOURCES

Time constraint and extra workload is always an issue, especially for trainers. How to deal with time and resources deficiency?

- Take your time and complete the entrance assessment (the Survey), as it will help you save time in identifying and selecting the most appropriate modules, activities and exercises that meet the needs of your learners. It is also a good idea to check the necessity to modify/ adapt the contents to meet the needs of your learners;
- Flexibly manage your classes according to the time you have available, by setting up priorities and focus on the main objectives.
- The toolbox is also great opportunity for you as a trainer to go deeper into the chosen topic and develop yourself. Do not hesitate to add new exercises, simulations, case studies etc. You are welcome to do it and to share it through GEP VET platform with other trainers.

### COMMUNICATION AND VISIBILITY

In implementing materials, tools and exercises from the GEP VET toolbox in your courses that do not normally deal with entrepreneurship related content you may face skepticism, cultural opposition and lack of interest both from your colleagues and learners. How to properly communicate and give visibility to the GEP VET toolbox?

- Present and discuss the idea of GEP VET with your colleagues, showing them that the resources are full of valuable topics, materials, which are ready to use and free. This may lead to an interesting exchange, from which new ideas on how to promote entrepreneurial thinking and acting can evolve;
- It can be a good idea to make the use of the toolbox transparent to your learners: explain clearly the objectives and added value of all the activities and they will understand the added value of the classes, enabling them to change the attitude and mindset;
- In corporate training context it will be useful to focus on intrapreneurship or improving employees' capacity of acting more pro-active, think more flexible and out-of-the box, take responsible risk and find creative solutions - all these are skills which bring added value for each company in the today's dynamic business environment;
- Another possibility how to promote GEP VET Toolbox, its resources and how to support intra-preneurship in corporate context is to point out their usefulness in the area of project management which is still underestimated

- topic in the business environment;
- In the VET sector it is recommendable to communicate with the trainers how the GEP VET idea about promoting entrepreneurial mindset and thinking can help raising motivation and aspiration for personal and professional development among VET trainees and long-term unemployed;
- Again, in the VET sector, it will be useful to make it clear to the trainees that being creative and innovative, pro-active and responsible they will have more chances to change their life in the positive way and find new and better employment possibilities.

## IMPLEMENTATION

- The aim of GEP VET toolbox is to promote an entrepreneurial mindset among learners as final beneficiaries of the project. How to practically embed entrepreneurship and self-initiative related activities or topics in your lessons?
- Invite your learners to fill in the assessment as the results could be used in a structured feedback discussion round as an introduction into the training, explaining why the specific topics and exercise have been chosen;
- Go through all modules during your preparation, not only the ones of your choice (or as a result of the survey) because if some particular activities do not suit your learners there is still a good chance you will find a better one in different modules, although they are recommended for other topics.
- You can just use separate parts of the training

- modules, combining and adapting them to your training approach, learning context and the needs of your training group (if possible you can even allow the groups of learners to help you choosing the most appropriate exercise, if they still support your main objectives of the session, thus creating open learning environment);
- The activities that you implement should always relate to the reality of your learners; (e.g. completing a business canvas with long-term unemployed might not be a good choice for a starting point – easier-to-understand topics and exercises should be chosen instead)
- Try to assess not only the positive but also the negative aspects/impact on the learners of implementing a module (e.g. consider the implementation of module “Risk analysis and risk tolerance” for young entrepreneurs. Quite often great ideas would not have been realised if they went through formal and methodical risk assessment.)
- Some of the entrepreneurial skills and competences take a longer time to be developed than others, so you should be aware that the training and the learning is a long-term process which results might not be visible right after the first training module.

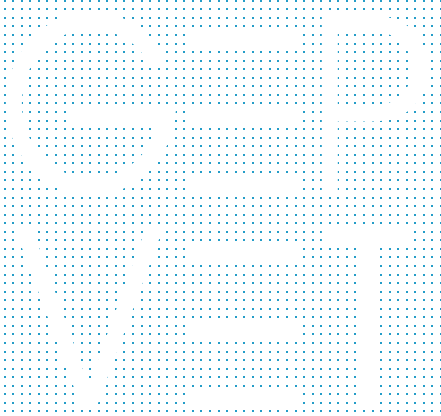
## PRE-KNOWLEDGE AND SKILLS OF TRAINERS

What kind of pre-knowledge should you as a trainer/teacher have? What are the best ways to share information and improve your skills and knowledge on the issue? Here some good hints:

- As some activities and methods require an experienced trainer you should first start with simpler ones, especially when you are new to the topic;
- If possible or needed (you might not have knowledge about that area) you can invite an expert to talk about a certain topic, as it will be a support and an added value for the session;
- All the modules, materials and exercises are fully prepared and accompanied by a Facilitator guide, instructions, presentations and theory input so you just need to examine them, eventually slightly modify/adapt them to use in your courses.
- High school classes, where it has become very popular to enhance entrepreneurial mindset and skills such as risk analysis and risk tolerance;
- Continuing professional development, as a number of materials and activities that can be an inspiration for the trainers to prepare their training sessions and also to develop their own skills. Additionally some of the modules can also be used in the companies' daily operations and practices (e.g. internship programmes)
- In the VET sector in the trainings of trainers in enterprises, who are responsible for mentoring the apprentices, the toolbox can be used a great source of methods and techniques to develop their soft skills and as well as to introduce them to the business basics and enhance their pro-activeness and self-initiative.

### TRANSFERABILITY AND PERSPECTIVES

During the piloting phase the GEP VET partners tested the online toolbox mainly with VET trainers and labour market trainers. The team thinks that other learner groups can benefit from the toolbox, as for example:



# LEVEL 5

VALIDATING YOUR TRAINING PROGRESS



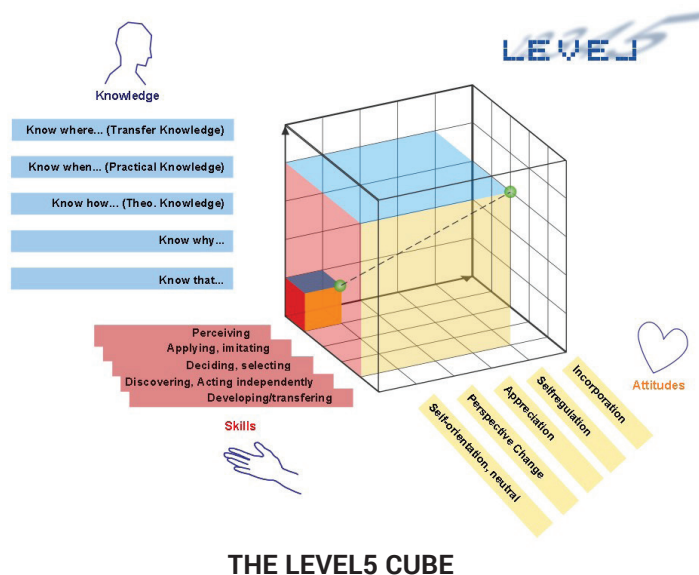
## INTRODUCTION TO THE LEVEL5 METHODOLOGY TO EVIDENCE COMPETENCE DEVELOPMENTS

We learn best when no one is forcing us to do so. When we learn, we develop our competences, i.e. our capacities and potentials to meet challenges and to solve concrete tasks. Meeting these challenges, we grow - we are constantly evolving and become more capable.

Since the age of the enlightenment we know by the works of the Swiss pedagogue Pestalozzi that learning happens with “head, heart and hand”.

In recent years neurobiological (brain) research has again clearly demonstrated that the non-cognitive dimensions are of special importance for learning.

The LEVEL5 methodology is based on these notions. In a three-dimensional model, the so-called LEVEL5 cube, developments of Knowledge, Skills and Attitudes are visualised on five quality levels for two points in time, at the beginning of a learning activity and at the end. This way the cube visualises competence developments at a glance. The Levels of a competence are defined through so called reference systems in which a competence is described on 5 Levels in each competence dimension. These reference systems are adaptable to different target groups and learning contexts and exist for numerous, especially social and personal and organisational competences. That is what makes the LEVEL5 methodology unique.





## WHY LEVEL5 ?

Evidencing competence developments may serve different purposes, for instance to be documented in one's personal portfolio (e.g. in connection with a Curriculum vitae) or to organise the own learning (e.g. professional development) in a meaningful way. Last but not least applying the methodology fosters self-reflection and observation on one's own development and thus stimulates the learning process itself.




### Learner-Certificate

GEP Vet Training



<b>Participant</b>		
Juan R. Marin, born 6/19/83		
<b>Informal learning project</b>		
GEP Vet Training		
Start date	3/1/14	
End date	7/31/14	
Institution	Projekt Perseus	
Location	Goettingen (Germany)	
<b>Description of the learning activity</b>		
Activities/tasks carried out during the intership were: 1) Initial analysis of documentation and legal framework; 2) Personal contact at different levels in order to create an international network; 3) Preparation and assistance to events; 4) Explore new funding possibilities and programs to apply for		
<b>Evaluated competence</b>		
Entrepreneurship		
<b>Assessment methods</b>		
Self-Assessment, interview		
<b>Evaluator</b>		
Juan R. Marin, Julia Busche		
<b>Evaluation summary</b>		
I learned to put my theoretical knowledge from University into practice and which further aspects belong to it, that were not taught to me during my studies. I had the chance to grow into new fields of activity and became more self-conscious and motivated to include the entrepreneurial spirit into my work.		

The validation was carried out in the framework of the GEP VET project funded with support of the European Commission.





The LEVEL5® validation system is courtesy of the REVEAL Network for Learning, Validation and Capacity Building

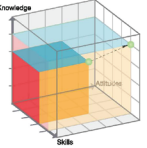


With LEVEL5 learning projects also outside formal educational institutions or even self-directed learning activities (e.g. learning in ERASMUS mobility programmes, while learning the job) can be designed, planned and validated.

Above all LEVEL5 offers a web-based management and documentation system for learners and their competence developments, where meaningful learning proofs can be customised as editable PDF files

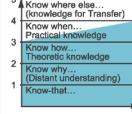



### Learning outcome : Entrepreneurship

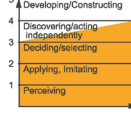
<p><b>Competence profile at the beginning</b></p> <p><b>Knowledge:3:</b> Knowing different entrepreneurial approaches, techniques and instruments to develop business and value. To theoretically know how to act along an entrepreneurial concept.</p> <p><b>Skills:3:</b> To take part in entrepreneurial activities as they are offered by others. To choose singular entrepreneurial tools from a known portfolio.</p> <p><b>Attitudes:3:</b> To positively value entrepreneurship in general. To find it important that entrepreneurship is valued by the (people in the) sector you are working or studying in.</p>	<p><b>Competence profile at the end</b></p> <p><b>Knowledge:4:</b> Knowing from experience when to apply the right instrument from the portfolio of different entrepreneurial approaches and instruments To know how and when to use certain entrepreneurial strategies</p> <p><b>Skills:4:</b> Deliberately seeking entrepreneurial opportunities. To search for and select the appropriate entrepreneurial techniques and instruments for your business. To create and execute a entrepreneurial strategy for your business.</p> <p><b>Attitudes:5:</b> To have an incorporated reflex to entrepreneurship. To internalise entrepreneurship as a fundamental personal attitude.</p>	
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**Learning outcome on the learning dimensions**

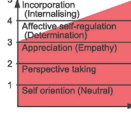
**Knowledge**



**Skills**



**Attitudes**



At the beginning I knew a basis/theoretic knowledge about the creation of value within a company – adaptability, need to adapt new strategies, research about the market needs, etc. At

At the beginning I restricted myself to follow the procedures usually implemented by the project coordination. At the end I was able to explore new techniques or options that until

At the beginning I had a positive concept of entrepreneurship seen as something necessary to overcome the overall crisis situation. At the end I internalized entrepreneurial

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## LEVEL5 LEARNER'S CERTIFICATE

## USING LEVEL5

The LEVEL5 approach is realised in a fixed sequence, beginning with the description of the learning setting and ending with the presentation of learning outcomes and the visualisation of competence developments of the learners.

It consists of the following steps:

1. Description of the learning activity and its context.
2. Selection of one or more relevant competences from an inventory, for example "Teamwork", "Customer orientation", "Communication", etc.
3. Getting familiar with the LEVEL5 reference system that defines and describes the selected competence(s) in three dimensions and on five subsequent levels.
4. Assessing the competence development. This assessment can be carried out with various methods, according to what is feasible in the individual context, e.g. with questionnaires, through peer to peer reflection, with interviews, through observations or exemplary exercises. Of course it is possible to combine several methods. In this process indicators are collected that evidence the individuals competence level in each dimension against the given reference system. This procedure is carried out twice, at the beginning of the learning activity and at a point that is defined as end.
5. Rating, documenting and visualising. Finally the ratings and learning outcome descriptions are transferred into the software to generate the LEVEL5 cube and learning proofs to visualise the competence developments in the given learning setting.



## GEP VET AND LEVEL5

LEVEL5 is a tool that was specifically designed to assess and evidence informal learning processes, which are prevalent when it comes to personal, social and organisational competences, as those that GEP VET intends to promote. The GEP VET approach was not only to prepare and conduct the training modules, but also to look which are the outcomes and results that the learning offers.

For this purpose LEVEL5 was introduced to the participants of the national GEP VET trainings, not least to enable them to apply this approach in their own work and having a concrete picture of the method by applying it themselves. To assess their own competence development as result of participating in the GEP VET training, the trainers could choose from a set of competences and apply the prepared materials. These competences were on one hand relating to the core issue of GEP VET, namely Entrepreneurial competences, but also competences that related to the impact of further

training and the trainers' competences to plan and carry out trainings, for example "Assessing learners' needs and motivations", "Deploying different learning methods, styles and techniques", "Facilitating (open) learning processes", "Lifelong learning" and "Motivating/empowering learners".

The feedback of the trainers was highly positive and they appreciated the opportunity to not only reflect on their progress but to also receive a documentation of it.

### LEARN MORE ABOUT LEVEL5

If you are interested to learn more about the LEVEL5 methodology and how you can use it for your own work please visit our website or contact us.

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[tscholze@reveal-eu.org](mailto:tscholze@reveal-eu.org)



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Give a fresh boost to your training process and develop the entrepreneurship potential of the people in your organisations!

You are just one quick registration away from the web-home of entrepreneurship trainings.







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