



# **REDUCING EARLY SCHOOL LEAVING USING PRACTICE ENTERPRISE**

## **GUIDE OF APPLICATION**

### **PILOTING THE PRACTICE ENTERPRISE IN UPPER SECONDARY SCHOOL**

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## Methodology

The main objective of this guide is to collect all aspects related to the application of the Practice Enterprise methodology in Upper Secondary School education for students susceptible to ESL.

### Reducing ESL with Practice Enterprise

The following characteristics of the Practice Enterprises' can help to reduce obstacles to completing compulsory education and avoid Early School Leaving in Upper Secondary:

- Relevant and engaging curriculum: The curricula should be designed in such a way that it reflects the different affinities of the pupil, takes into account different starting points, and is adapted to the pupil's ambitions.
- Flexible educational pathways: The strict design of educational pathways can create severe obstacles to complete compulsory education. Practice Enterprises methodology can offer different pathways to each student.
- Initial and continuous education for teacher's staff: The quality of teaching and the competences of the teachers are a determining factor in the contribution teachers can make to reducing ESL. With the PE methodology teachers should be capable of identifying different learning styles and pupils' needs and be equipped with the skills to adopt inclusive and student-focused methods, including conflict resolution skills to promote a positive classroom climate. Teachers need the skills and ability to work with other professions and partners to prevent ESL.
- Strong and well-developed guidance system: Helping young people understand their own strengths, talents, different study options and employment prospects is essential. It is important that guidance goes beyond the simple provision of information and focusses on the individual in relation to their particular needs and circumstances. Guidance system in PE methodology could be provided through interactive methods (mentoring, coaching, neo-to-one guidance, work placements).
- Cooperation with the world of work: Providing opportunities at an early stage that allow young people to experience the world of work. The students in a Practice Enterprise act as a worker and they can experience the same than in a real company (working processes, environment). It can be complemented with 'tasters' in enterprises that could help students to understand job demands and employer expectations.

## Key Objectives

The application of PE methodology has a triple objective:

1. To avoid dropping out in schools, strengthening the motivation of students and offsetting the disadvantages
2. To develop entrepreneurial and business skills in upper secondary school
3. To promote the use of business English
4. Lifelong learning

In an economic context with youth students facing ever greater difficulties in school failure and in finding an employment, we want to stimulate their innovation resources, with:

- To increase social skills of students
- To increase self-esteem of students and their own vision
- To design individualised pathways to pupils
- To develop entrepreneur's skills
- Useful skills for enterprise creation and management;
- Support in the development of a project idea;
- Possibility to test the new knowledge acquired in a simulated work environment (Practice Enterprise)
- Help in the transition from a project idea to the enterprise start-up;
- Preparation and testing of working methodology within the school society
- Training of trainers, teachers and school administration to play core role in the establishment and adequate management of training enterprises in the mandatory education in schools

## What is a Practice Enterprise

A Practice Enterprise is a virtual company that runs like a real business silhouetting a real firm's business procedures, products and services. A Practice Enterprise resembles a real company in its form, organization and function. Each Practice Enterprise trades with other Practice Enterprises, following commercial business procedures in the Practice Enterprise worldwide economic environment.

A Practice Enterprise is a simulated company set up by trainees, with the assistance of the pedagogical team, acting as facilitators, to undertake commercial activities. It provides trainees with hands-on business skills and enhances their knowledge and experience of business practices. Students will learn by doing.

Working in a Practice Enterprise provides trainees with the necessary skills and knowledge to become an entrepreneur or find employment after they finish their work in a Practice Enterprise. Practice Enterprises foster entrepreneurial attitudes and skills among young people

Although there is no actual transfer of goods or money, other transactions take place: orders are made, invoices issued and financial records maintained - including creditors, debtors, stock holdings and so on.

A Practice Enterprise researches the market, advertises, buys raw materials, transports, stocks, plans, manufactures simulated goods, sells simulated products or services, and pays wages, taxes, benefits, etc.

Practice Enterprises in schools offer practical training in:

1. administration skills
2. computer-based skills
3. marketing and sales
4. purchasing
5. entrepreneurship
6. Business English

A couple of the objectives of the Practice Enterprise methodology are to train the ability to take initiative, self-reliance and also to deliver knowledge on how to establish and run a company. Practice Enterprise trainees learn how to work in a team, to take on responsibility, to develop self-initiative and to improve their soft, professional and technical skills.

Trading with other Practice Enterprises is an essential component of the concept. Practice Enterprises trade with each other in a closed economy according to strict commercial principles. The global Practice Enterprises network consists of thousands of Practice Enterprises.

Practice Enterprises simulate the commercial environment, and as already mentioned no real money ever changes hands, the result for employees being virtual wages at the end of the month and no actual payment. So what is the motivation in attending?

Quite simply the money reward has been substituted with experience, increased expertise, functional competence and usually qualification reward. Recent surveys in industry have suggested pay is not the only motivator. Reward and acknowledgement, and progression along a career path are equally important. A sense of understanding and the feeling of belonging to a successful organisation are also important. To achieve success each and every employee will have to show total commitment to the company, to their colleagues, to their customers and suppliers.

The second motivator should be the chance to practice theoretical knowledge as well as learning new skills, both of which will be vitally important to a future employer. The projects undertaken will provide useful documentation that they have successfully participated in a working environment. This point cannot be emphasised too strongly, it is clear evidence to a future employer that not only are they theoretically competent but that they are also practically competent and able.

The third motivator should be contact with other colleagues, in Europe, worldwide and the ever-expanding international network. It is a chance to sample, the macro and micro economic realities of business life in the safety of a virtual environment.

Employees working within Practice Enterprises also have the opportunity to develop essential life skills, such as:

- interpersonal skills
- teamwork
- time management
- planning and organising skills.

## Course Development

The main topics to be developed in the PE course in school are:

- IT: Students have to learn how to manage the text processor to write a commercial letter, and other business documents. They have to manage the spreadsheet to create invoices, budgets of the Practice Enterprise. They have to know how create and modify business presentations to offer promotions to the PE network. It will be necessary, as well, to know how a blog can be created and updated, and the professional use of social networks.
- Business language: Students need to be trained in business documents. They need to identify and create different type of documents (letters, e-mails, invoices, orders)
- Mathematical calculation: students need to know how calculate a percentage, add, subtract, etc.

- Business and start up: Students have to know the legal forms of the companies in their country and the administrative process to create a company. They can define the commercial name, the PE activity, the products and services to be sale, the logo and corporative image, etc.
- Marketing and sales: Students will create different campaigns and promotions in order to increase the number of sales from other Practice Enterprises. They will design a campaign calendar, a marketing strategy, a customer service, etc. They will prepare the commercial documents corresponding to a sale (delivery note, invoice, letter...)
- Purchasing and warehouse: Students will made different purchases to other Practice Enterprises of the network. They will control the stocks of the warehouse, as well.
- Treasury: Students will make the payments by check, bank transfers, etc. They will also prepare the monthly list of payments received and charged.
- Human resources: Students will learn the recruitment processes done by rea companies, how to prepare a good CV, where they can search a job, etc. They will learn different concepts and processes (how to register a worker in the social security system, the labor contract, the payroll, etc.).
- Social skills: responsibility, problems' solving, team working, communication, etc.

## Organization of the Practice Enterprise

The PE can be organized in 2 main departments: commercial area and administration area. Topics to be developed in each area:

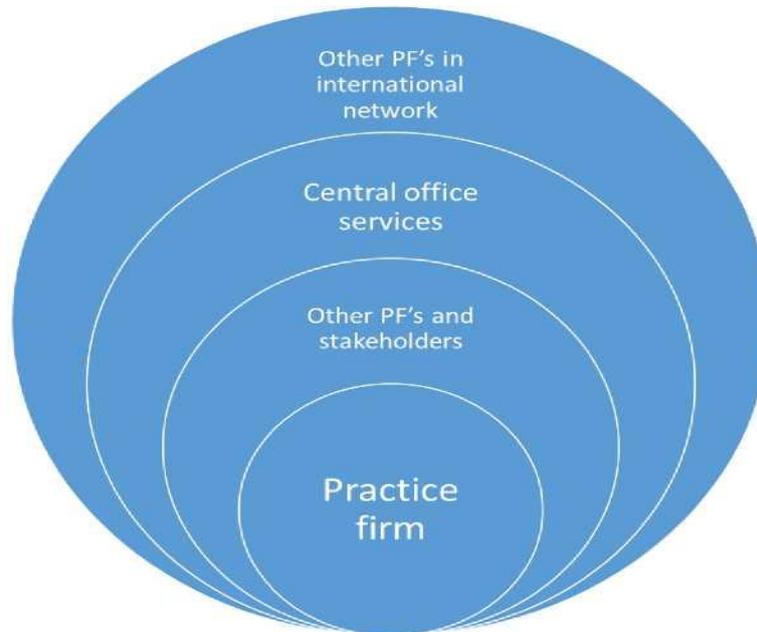
- Commercial area: marketing and sales, social media, IT and language skills
- Administration area: business creation, purchasing and warehouse, treasury and human resources

Each area can be led by a teacher. At least 2 teachers are needed, one for every 10 students. Students will work in all departments moving from one department to another when they have the knowledge and the skills developed.

Duration of the pilot course: 60 hours minimum. The optimal duration is 100 hours in a school year.

Working schedule: It is recommended to make at least 1 weekly session, with 2 consecutive hours.

## Business Environment



## Student Profile

In the Practice Enterprise environment, the trainees are the 'employees' and 'managers' of their business. They work in teams undertaking the tasks required by a particular PE department; for example, Purchasing and warehouse, Administration, Human Relations, and Sales and Marketing.

Once they have been inducted into their business, they spend time in each department, or in one targeted department, learning the tasks and skills required to ensure their business is viable. Like real employees, they not only demonstrate their ability to complete a wide range of tasks, they also learn the importance of team work, business communication, goal setting, business planning, time management, and the numerous skills required to improve employability.

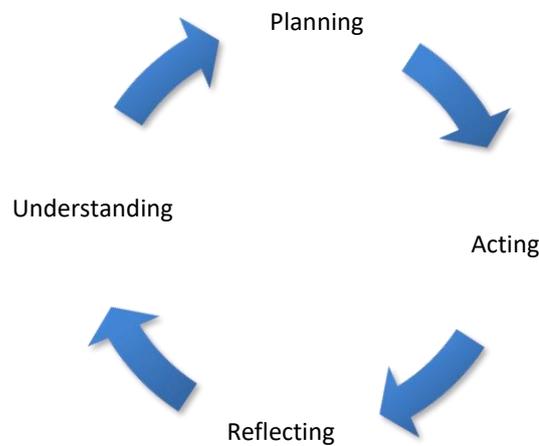
The maximum number of students in the course is 20. Age of students: between 16 and 18.

Is better to have a heterogeneous group of students, to benefit from their different profiles.

## Teacher Profile

Practice Enterprise teachers take on a different role: that of workplace facilitators. Facilitation places the emphasis on the student and their learning; its major purpose is to change the student role from a dependent learner into a proactive and self-directed learner. By providing activities that engage the learner, they become motivated and move towards ownership of the Practice Enterprise, and their individual role in ensuring its success.

Facilitation is based on an action-learning process which is cyclical, aiming at continuous improvement..



In the Practice Enterprise, action learning focuses on building a shared vision, team work and learning, personal mastery and systems thinking.

## **Teacher's Mission**

A PE teacher's mission is to unfold in young people the desire and ability to become entrepreneurs - people who will launch and successfully develop their own commercial or social ventures, or who will become innovators in the organisations they will work for. Having in mind that PE teacher has to develop and foster entrepreneurship key competences for PE trainees, the PE trainers themselves should possess these competencies in order to develop them in students.

Teachers in PEs should have additional competencies compared to teachers of other subjects, as different methods of teaching and a wider scope of activities are used in PEs. PE trainers cannot keep to the traditional methods of control and teaching, they:

- have to be flexible and able to react according to the situation;
- have management knowledge and skills;
- have to be prepared to face a number of unknown demands;
- should be able to use team teaching in the PE and cooperate with teachers of other subjects.

## Teacher Challenges

PE trainers having a wide scope of tasks and responsibilities face challenges that have to be tackled. The most common challenges are:

- Work in a team - which requires possession of qualities such as responsibility, organisational skills, accuracy, precision, ability to resolve conflicts.
- Through the simulation of real situations, the students are acquainted with specific for the company goals, organisational structure, connections, and job characteristics. This requires close contact with the partner company, which has a similar main activity and helps with the activities of the PE.
- The teacher is forced to widen his/her knowledge in different areas connected with the activity of the PE.
- Looking for a partner company and keeping in contact with it.
- The placed regulations of professional practice (laws, norms, etc.) are acquainted with, kept to and used in practice. The teacher has to follow and up-date with the changes in them.
- Awareness of different areas such as informatics, social sciences, law, accounting and analysis, etc. is put to use in practice which means that the work in a PE calls for extra individual qualification and teamwork with other teachers from the learning institution at hand.
- The role of the teacher varies - to assist in the activity, coordinate, plan, and control. All of this makes the work harder, more intensive, but, at the same time, more interesting and rewarding.
- PE demands the usage of different methods and ways of teaching and assessment - individual and group.

## Teachers Training

Specific training in Practice Enterprise will be provided to school teachers and tutors that will be directly or indirectly involved in applying or fostering the learning approach within school activities.

## How to Teach in a Practice Enterprise

PE allows the use of different methods: teamwork, small group work, simulation, experiment, individual work, discussion, presentation, study of a problem, analysis and planning, brainstorming and more. But above all the training firm is a form of group training.

#### Group work:

- A group of trainees working in one PE or in one department.
- Teacher denies direct command and control of the PE processes.
- A style of communication that focuses on partnership and mutual trust.
- Students build the habit of working together to discuss merits, to help each other and to work independently on their personal tasks.
- Collaboration of trainers and trainees to achieve the objectives of the training.

#### Group learning:

- Group work activates and stimulates individual student, but through a common task connects him with the group and highlighted joint liability of the individual learner to the overall success or failure.
- The method of group work allows intense reflection and a thorough clarification of certain issues because the constraints in frontal teaching are dropped.
- During the joint search for solution of the problem students gain more insight into the content and remember better.
- Group reflection and discussion of a problem gives ideas for further reflection and stimulates the expansion of interests (personal development).
- Often discussions among participants on the nature, course and stages of an activity cause greater interest than the activity itself and therefore can be used for focused group work.

#### Results of work in groups in a PE:

- Creating conditions for work and communication in groups/teams;
- Gain of knowledge and exercise of skills;
- Exercise of means of interaction;
- Better self-knowledge and knowledge.

PE is to be seen as project teamwork. Trainees must be introduced to the social environment and require skills for self-organization, self-discipline; fosters teamwork and provides knowledge and skills of analysis, summary and presentation of the work.

Usually a PE teacher:

- Supports PE participants in learning concepts;
- Gives opportunities for the skills development - diagnosis of situation that needs change;
- Allows the widest possible range of knowledge and human behaviour to be captured;
- Helps participants to apply situations from the training itself to the real practice;
- Enables participants to master principles; act as leaders and group members as well as initiators of changes;
- Allows building capacity for management skills and knowledge to pass on experience to others.

## Examples of Practical Training

The great advantage of on-the-job training is that its relevance and applicability to the work that has to be done is quite clear. This method of training should be performed by the departmental manager where the new recruit will work, or by an experienced colleague. The trainee will observe, and then be observed performing various tasks and duties expected of them.

### Demonstration

Demonstrations are needed where 'telling' is not sufficient and 'showing' is more important. For example, it is far more useful to demonstrate how to use a computer than it is to tell someone how to use it. This method is best suited to the manager or the training officer showing the trainee the process to be followed.

### Group methods

Group training methods can include group discussions which encourages participation, and seminars which have the advantage of being more structured and thus more information can be imparted.

### Job Rotation

The objective of this method of training is for each employee to understand how to do other people's jobs. They move through different departments, or different roles within their own department.

### Behaviour modelling

Behaviour modelling is based on showing people the right way to behave, and then giving trainees the chance to practise.

## Facilities, Material and Technological Resources

The Practice Enterprise classroom needs to be set up to look like an office.

These are the resources required:

- Office Furniture: tables, chairs, reception desk, filing cabinets, etc.
- Computers and other office equipment: printers, copier, multimedia, scanner
- Internet access
- Commercial and accountancy programs.
- Stationery: sheets, pens, folders archivers, staplers, calculators, etc.
- Teaching and learning tools: process guides, course books, additional materials, etc.

Students have the following physical resources:

- Classroom Furniture organized by departments.
- A laptop per student.
- Office supplies (binders, trays, staplers, calculators, paper, pens, scissors etc.)
- Internet: email account, Drive, Dropbox
- Company documents: model invoice, remittance, customer files, card vendor.

## Role of Real Companies

A Practice Enterprise is very often assisted by at least one real Mentor Company whose products and services the Practice Enterprise silhouettes. Mentor Companies supply information on technical and management issues.

## The Business Mentor

A local or national business is the key support in developing and conducting business activities. This business brings the real business world into the PE, advising the teacher and trainees about current workplace practices and processes. They may help interview the students for their PE team or position, suggest ways to promote their products effectively, or help them determine suitable organisational arrangements to suit their product range. The business mentor may also invite the trainees to visit their business to see a real business in operation; this can be very useful to understand the realities of a real-life workplace.

## Personalised Pathways

Practice Enterprise methodology offers the possibility to create personalized pathways, depending on interest and skills of each student.

If a student shows inability to cope with the tasks of his/ her job position, he will be moved to another. Or, a student, who is doing well, can be moved to a new position or can be asked to assist the teacher for the peer work tasks.

In case students are not capable to deal with the accounting of the PE, a contract can be signed with another PE, offering accounting services. Students are trained only to operate with the basic documents.

## Curriculum Objectives

1. Increase the capacity and relevance of learning in education and training.
2. Provide and advise on key skills: basic skills, transferable skills, entrepreneurship, languages, digital knowledge, etc.
3. Strengthen links education / training and the workplace.
4. Promote the innovative educational development (collaborative learning, critical thinking ...).
5. Promote interregional and intersectoral structured cooperation.
6. Encourage the professional development of the educational world.
7. To promote the educational venture to develop active citizenship, employability and creating new business network

## Entrepreneurship Training

Entrepreneurship training has two main objectives: firstly, help students in making decisions about their training and experience, in order to adapt their skills to working conditions in continuous process of change and, secondly, to make him aware of the need entrepreneurship, considered not only as a set of qualities and skills to start a business, but as a general attitude that can be useful in their professional activities, as in everyday life. From this perspective, the concept of entrepreneurship should include this twofold: basic education in entrepreneurial attitudes and experiences enhance the autonomy, initiative and self-confidence, and a more specific training aimed towards training for the development of a project of entrepreneurship.

The subject should enable students to understand the values and new work cultures, namely those concepts and key behaviors to confront successfully the world of work, while, give them confidence in their ability to improve. It should also help to connect the curricula of other matters that may be important in the workplace: the use of computer applications used in administrative management of companies, using different languages to establish social relations or commercial use strategies applied to solve problematic situations and social skills that promote teamwork and interpersonal relationships.

This subject contributes to the attainment of basic skills such as autonomy and personal initiative and learning to learn as they work skills that have to do with leadership, taking responsibility, the ability to by choosing to imagine projects and carry out actions, but also to learn from the mistakes and take risks, and be able to continue to learn more efficiently and independently.

Also contributing to the achievement of communicative competence, through the use of language as an instrument of oral and written communication, and the use of technological tools to support communication. Also insist on communication skills to establish links with others and in particular in the workplace, with people of the same or different professional level. The activities carried out in the field of entrepreneurship also allow to develop skills related to digital competence, which involves the processing and presentation of information and the use of social networks for specific purposes. Moreover, the digital competence is also manifested in the ability to adapt to new patterns of work, involving forms of organization and communication as a result of technological changes and the willingness to constantly update skills the use of technology. The matter also contributes to the development of social and civic competence by working on social skills, learning how to assess individual and group interests, to work together to exercise citizenship in the workplace, but also in personal life, and to be able to make decisions with consistency and responsibility as an individual entrepreneur, worker or consumer

## Curricular Contents

### 1. Self-knowledge and Training Itinerary

- Understanding and accepting own personal characteristics and the skills to tackle future academic and professional challenges.
- Using the tools to classify and understand the different ways to access to the academic levels and the possible professional careers and job opportunities. Understanding the need of lifelong training.
- Researching, using direct or indirect contact, the tasks professionals with different qualifications do.
- Using the knowledge of designing their own professional and training itinerary to find out the range of professional careers which fit to their own expectancies, attitudes and interests.

### 2. Labour Market and Economic Activity

- Using basic economic concepts to understand the current and future labour sectors in a close context and in the European and international context.
- Identifying the companies' role as goods and service providers and as working post producers by studying information from different resources.

- Understanding the basic relationships between companies and other economic actors (banks, local administration, service providers, Treasure department ...)
- Studying the main features related to the different types of jobs and the labour relations: self-employment, working for an employer.

### **3. Entrepreneur Initiative and Company Project**

- Understanding the working culture and values and the entrepreneur skills (taking decisions, leadership skills, managing and teamworking skills, etc) by being in contact with different labour and productive contexts and with professional from different economic sectors.
- Producing business ideas and doing a market survey for the proposed business by analysing the competitor's situation and the market survey, together with evaluating viability, innovation and sustainability of the company.
- Solving different practice company situations related to creating, managing and internal organization of a company
- Planning and developing a simple company project, identifying the different parts of the project, using appropriate resources like information and communication technologies. Oral presentation of the project using verbal and nonverbal communication.

## **Theoretical Didactic Units**

### **UNIT 1: ENTREPRENEURSHIP**

- What is an entrepreneur?
- Businesses and start-ups
- Attitudes and skills of entrepreneurs: practical examples

### **UNIT 2: ECONOMIC ACTIVITY**

- Market definition
- Activity sectors
- New methods of employment and work environments

### **UNIT 3: COMPANY ACTIVITY**

- Types of companies according to their legal status
- Departmental operations

- IT online and offline
- Soft and social skills

#### **UNIT 4: BUSINESS PLAN**

- Goods and services
- Customers
- Competitors
- Prices
- Branding
- Social media and marketing

### **Practical Didactic Units**

#### **UNIT 1: ORAL AND WRITTEN COMMUNICATION** (in national language and English)

- Job interview
- Business language
- Answering emails and phone calls
- Writing the company presentation letter
- Making a product catalogue

#### **UNIT 2: TACKLING ESL CURRICULUM APPROACH**

- Media and Marketing
- Financial Management
  - Personal finance
  - Work-life balance
  - Base company financial knowledge
- Company Project
  - Business plan
  - Marketing plan - focus on sales and marketing
  - Base company financial knowledge

### **Phases of Practice Enterprise Training**

In many examples, PE training contains three main phases that are:

- 1) Business start-up
- 2) Operational phase
- 3) Closing the books and evaluation

These phases can be used all, or the PE curriculum can be adapted to include for example only phases 2 and 3. This is up to the school to decide and is dependent on the aims PE is planned to serve the purpose. If it is not planned to learn how to create a business plan or to start a company, phase 1 may not be necessary.

### **Business Start-Up Phase**

Business start-up phase is for creating the business plan (BP) and related plans, such as marketing, financing, production, personnel etc. Extent of the business plan is related to the business type and industry of the PE in question, as well as to the curriculum and aims of the university. The company type and organizational structure will be defined in the business plan.

Partner companies support PE students by sharing information and knowledge from their experience. Also, some financial information can be obtained from the partner, but only for illustrative purposes only. Partners are not required to reveal specific business information but usually they have an idea on general figures of the market, finances and investments in their branch. Most common way to carry out partner collaboration is to invite the partner to the "board meetings" of the PE.

PE will be set-up in virtual world maintained by the central office. Practically students fill in the forms or execute the needed processes related to business start-up, whatever they are in different countries. These processed are done with the central office who also grants the business licenses or similar permits. Central office also maintains the banking services for PEs.

Every PE must have at least one company account in the central office bank in order to be able to function and trade. PEs use only virtual money; thus, no real money or products are exchanged.

### **Operational Phase**

Operational phase starts when the PE is set-up, has a business license, bank account and basic capital and if needed, investment loans have been granted. Operational phase has more practical learning than set-up phase and theoretical studies or briefings are being held only if needed. Naturally it does not prevent from running other courses simultaneously if there is time in the work plan. This should be determined prior to the PE training and depends on how many hours the PE operates per week.

In operational phase, students start to work as employees of the PE following the organizational structure defined in the business plan. Working starts by enforcing the activities defined in business

plan; preparing marketing activities, creating website, buying raw-materials, goods etc. PE starts to maintain all the internal company procedures and processes, as well as external business activities.

If national central office bank enables all the employees to have their own virtual bank accounts, their salaries from the working in a PE can be paid to their own accounts. Employees can thus also use their own virtual money to purchase goods from other Practice Enterprises. Trading partners can be searched from the national PE database, or from EUROOPEN international company database. Both databases are accessible through the national central office.

At the beginning of operational phase students should define a timetable and targets for marketing, selling and other activities. With good planning the risk of running out of tasks and business activities is diminished. Teacher's role in operational phase is not actively taking part in the company activities, but more to overlook the students' work and give guidance to the right/other direction if needed. Usually theoretical studies/briefings are arranged according to the plan or when needed during operational phase. In best case scenario students learn to be self-initiative enough to make the teacher "useless", in the meaning that during the learning process students need less and less guidance and overlooking.

### **Closing and Evaluation Phase**

Closing and evaluation is the last of the three main phases of PE training. After the company has actively involved in business trading and processes, possible trade fairs and other practical business activities, it is time to close down the business and evaluate the process, learning outcomes and to give feedback to the students as well as the teachers.

There are different alternatives how a PE can be closed down:

- 1) Closing down the business permanently, meaning the company will be shut down as a company closing down all its business. In this case students need to produce financial statements to illustrate business profitability and operational outcomes (revenue, expenditure, cost of outside financing etc.).
- 2) If the PE should continue its operations by a new group of students, the company does not need to be shut down. In this case students produce interim financial statements and balance, annual report and prepare the stock accounts, marketing materials and all other documentation ready to be taken over by the next group of students.

## Assessment System

There are 3 levels in the evaluation system:

Initial Assessment: the student will do a self-assessment in all course subjects, which will be validated by the teacher. The assessment is designed to diagnose different levels

Continuous assessment: Assessment data will be gathered in a portfolio of the tasks completed in each subject or department.

Final assessment: final result of the students' progress in the course.

Who does the assessment: both the teacher and the student are involved in the process. Also, the entire group of trainees can evaluate, assessing each other.

Which subject matters are assessed? Technical, social and transversal key competences.

When does the assessment process take place? At the start, throughout and at the completion of the course.

How is the assessment done? Graded on a 1 to 10 scale, based on the tasks completed and gathered in the portfolio.

Satisfaction Evaluation: To analyse teacher and student satisfaction, a survey will be completed by them.

The student evaluation has been done by assessing the work they have done in each department. Evidence to evaluate: provider file, customer file, delivery notes and invoices, remittance receipts, documentation file, catalogues. We have also assessed the student's skills: autonomy, ability to solve problems, initiative.

## Assessment Criteria

1. Understanding the personal and social skills needed in the labour market for different professions and getting attitudes and skills related to entrepreneurship Assessing one's own skills and identifying different strategies in order to help taking decisions.
2. Using properly different types of resources, like information and communication technologies, to get reliable, rigorous and evidence-based information about the current labour market characteristics, both in the close context and in the European and international context.
3. Describing specific features of some professions and posts from different sectors.

4. Matching permanent and initial training offer with one or several professions which belong to one's own training and professional itinerary and designing actions to achieve one's personal goals.
5. Identifying the main characteristics of a labour relationship. Analysing the stages to get a job in the public and private sectors as a self- employer or as an employee.
6. Recognising the basic organisational structure of a company and the functions which develops in the economic and productive world, recognising as well what innovative and sustainability characteristics a current company should have.
7. Identifying what parts a company project should have and developing one trying to be creative and autonomous when managing one's own work, tackling unexpected problems and redirecting strategies if needed.
8. Using verbal and nonverbal communicational techniques in the individual or collective oral presentation of a research results arranging properly the speech assisted with information and communication technologies.

## Types of Assessment

Gathering evidence for assessment in the PE should be a key responsibility for the students. A portfolio is the simplest way for students to demonstrate their claim for demonstrating their learning and competence.

Samples of their work which have been authenticated by a teacher, facilitator, business mentor etc should be progressively collected.

Involvement of students in the process is also a learning activity. Techniques for self and peer assessment can be undertaken before submitting the final evidence to the teacher.

Integrated and holistic assessment (rather than focussing on each element or subset of a goal) can be used to cover multiple elements, units or outcomes, particularly where many units or outcomes require the same basic level of skill development in communication, IT, interpersonal skills and so on.

These types of assessment are:

- Problem oriented
- Interdisciplinary
- Based around practical work
- Cover different outcomes or competencies, and
- Combine theory and practice.

In the PE, student work in each department contributes to a number of learning outcomes or units. Students can be encouraged to build up their assessment evidence progressively as they work in different departments. The use of individual and peer assessment can help identify any gaps.

The major methods of assessment used in the PE are:

- Questioning techniques: projects, problems, case studies
- Self-, group- and peer evaluation
- Continuous assessment by teacher
- Learning diary
- Skills tests: work samples, structured problems and tasks
- Direct observation: assessor evaluations, placements
- Evidence of prior learning: portfolios, log books, teacher reports

Entrepreneurship education is more than preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which should enable a student to 'turn ideas into action'.

Here are some of the key attributes to be tested:

- Ability to turn ideas into action
- Ability to plan and manage projects
- Prepare students to be responsible, enterprising individuals
- Encouraging creative thinking
- Promoting a sense of initiative
- Promoting a tolerance of failure

## Competency Assessment

Here are some of the key ways to assess competencies in PE:

1. E-portfolio - The aim of the portfolio is to produce real samples of the professional work by student. It can also be used to show potential employer the quality of work by the student.
2. Knowledge testing - knowledge testing can identify how student's holistic knowledge on issues tested has evolved during the training.
3. Self Assessment - Self assessment method is good and constructive way to engage students in the evaluation process, and to enable him/her to learn to observe and evaluate skills and progress he/she has gained. Self assessment is recommended to be divided in two phases: fill in questionnaire and face-to-face discussion with the teacher.
4. Testing - Traditional examination assessment method is the most typical and easiest way to give score or grading a student. Examination is based on measuring the memory of the student, not assessing the skills.
5. Continuous Assessment - Continuous assessment is done by the teacher through continuous observation of the trainees' work in PE environment. This is the most efficient way to assess

personal and social skills of the student, and how they build up during the PE training. It is also very efficient method to pay attention to possible personal interaction problems that might influence professional efficiency and well-being of the students.

6. Group Assessment - In group assessment students evaluate the work of the whole group, as well as themselves as part of the group. Students are being encouraged to come up with constructive feedback of the group's work, not forgetting to evaluate themselves and how they have performed professionally and as a member of a team.

7. Peer-to-Peer Assessment - Peer-to-Peer assessment is implemented by allowing students to evaluate each other by professional approach, including substance skills, team working, punctuality, presentation skills, self-initiative, reliability to carry out responsibilities etc. Evaluation is being done by everyone in writing for each other person with reasoning, and from constructive point of view.

### **Key tools for Competency Evaluation**

- Self perception assessments
- Self-employment profile - career strategy
- Knowledge measurements - key competency testing
- Behavioural analysis - external perspective on students' effective use competencies in a real-life setting (PE)
- Learning Diary - Learning diary is an ongoing essay of the work in PE. If training takes place every weekday, filling in the diary once a week will be sufficient. If the training takes place more seldom, it is recommended to fill in the diary after every training session.