RUSESL
Reducing Early School Leaving with Practice Enterprise

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Reducing Early School Leaving Using Practice Enterprise

GUIDE OF APPLICATION

Piloting the Practice Enterprise in Upper Secondary Shools

Contents

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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, one-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.

Practice Enterprises reinforce academic skills and achievements, reignite interest in education, and raise student desire for self-development and the pursuit of lifelong learning. Students are actively involved in the learning process and decision-making activities, increasing student motivation,

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initiative, creativity and responsibility. Learning is experienced as a natural process, primarily through interaction. Students can try out different jobs and tasks and see where their career could take them. In addition to its academic benefits, a Practice Enterprise also serves to enhance quality of life and increase student mobility by promoting intercultural learning and the respect of diversity. Through their interactions with secondary students in other countries, they are much better equipped to adapt and cope to today's fast-changing world and learn to effectively handle new situations.

The majority of Practice Enterprises worldwide are located in VET schools and institutions. When the acquisition of knowledge and skills is complemented by the acquisition of experience, then a change in behaviour occurs. This change in behaviour forms the essence of the learning process and is vital when work begins in a real company. Trainees gain real-world work experience. This includes experience of the practical aspects of work and of working together in a group. Learning in a simulated situation gives trainees the opportunity to experience real events while allowing them to make mistakes and to learn from these mistakes. In Practice Enterprises, trainees are encouraged to take on leadership roles in their businesses. Empowering in this way and facilitating access to relevant and transferable training provides access to better jobs, as well as real-world experience that can be applied to a CV.

The Practice Enterprise provides an ideal learning environment, where participants can work at their own pace and progress at the rate they are capable of. Learning in a simulated situation gives participants the opportunity to experience real events while allowing them to make mistakes and to learn from these mistakes without prejudice. The Practice Enterprise empowers participants and gives access to training that may not be available via conventional methods. The concept offers an opportunity for real-world skills acquisition and increased access to the labour market through the Practice Enterprise network of mentor companies and real-world business partners.

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:

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- 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 trainee-run company that operates like a real business. It silhouettes a real enterprise's business procedures, products and services. A Practice Enterprise resembles a real company in its form, organisation and function. Each Practice Enterprise trades with other Practice Enterprises, following commercial business procedures in the Practice Enterprise worldwide economic environment.

Under the guidance of a trainer or coach and business mentors, students and trainees create their Practice Enterprises from product development, production and distribution to marketing, sales, human resources, accounting/finance and web design. As "employees" of the Practice Enterprise, trainees are responsible for its performance and through the learning-by-doing methodology trainees develop ownership competences. They carry out market research, place advertisements, buy inventory, plan logistics, sell simulated goods or services and pay wages, taxes, benefits, etc. Each company engages in business activities, both nationally and internationally, with other companies within the Practice Enterprise network, following standard commercial business procedures and frameworks.

There is no actual transfer of real goods and money but the trade transactions and financial exchanges take place for real: orders are made, invoices issued and payments transferred, financial records maintained, including information about creditors, debtors, stock holders, etc.

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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.

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.

The terminology may vary from country to country (ex. Practice Enterprise, Training Firm, Virtual Enterprise), as well as their translations (ex. Entreprise d'entraînement, Übungsfirma, Empresa Simulada), however the methodology remains the same.

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

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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 within Practice Enterprises have the opportunity to develop essential skills such as:

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

The Practice Enterprise prepares trainees for their eventual entry into the real business world. It puts the theory they've learned in the lecture hall into practice in a work-based environment, and is often a first work experience for student trainees. It makes the connection to the real world of work, which can be very different from the academic environment. Trainees learn many different commercial and entrepreneurial skills such as:

- Administration Skills
- Accounting & Finance
- ICT & Digital Skills
- Social & Digital Media
- Human Resource Management
- Marketing & Sales
- Purchasing & Negotiating
- Business Planning & Communications
- International Commerce

Practice Enterprises reinforce academic skills and achievement, reignite interest in education, and raise the desire for self-development and the pursuit of lifelong learning. Trainees are actively involved in the learning process and decision-making activities, increasing motivation, initiative, creativity, responsibility and other soft skills. Learning is experienced as a natural process, primarily through interaction.

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Trainees can try out different jobs and tasks, and gain an understanding of where different careers could take them. Through developing and managing their own enterprises, trainees learn professionalism, leadership skills, business acumen, corporate knowledge, presentation skills, and teamwork. Moreover, they gain hands-on knowledge of the expectations of the workplace and the economy, thereby improving their employability and spirit of entrepreneurship.

What Makes the Training Concept Stand Out

Real-life international business experience: Through their commerce and trade across industries, borders and cultures, trainees develop hands-on knowledge of the expectations of both the workplace and the economy in their own country as well as internationally. This real-life business experience enables trainees to experience how strategies diverge from one country to another in language, culture, legal environment and a multitude of other influencing factors.

Mentors from business sectors: A Business Mentor is a key support in developing and conducting the business activities. The mentor brings the real business world into the Practice Enterprise, advising the trainer and trainees about current workplace practices and processes. They may help interview the students for their team or position within the company, suggest ways to promote their products effectively, or help them determine suitable organisational arrangements to suit their product range.

Digital competences: Because Practice Enterprises simulate real-life commerce, trading makes use of software and online tools for accounting, banking, taxes, shipping and excise. As a result, trainees become familiar with the use of technology for business activities and simultaneously develop their IT skills.

Transferability: The concept can be easily adapted and transferred to other countries and various target groups. The Coordination Centre in Germany provides the national Central Offices and/or Practice Enterprises in new countries with the necessary framework and guidelines.

The Training Environment

There are standard requirements regarding equipment and IT (hardware and software) that need to be met for running a Practice Enterprise. To make the experience as realistic as possible, each learning space is divided into different sections that represent the different departments of a business such as reception, purchasing, human resources, operations and marketing.

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The Training Approach

The PE approach emphasizes learning in four key areas applying the learning-by-doing methodology:

Ownership: Trainees take responsibility for their own learning.

Experiential: Trainees' learning is authentic and realistic.

Cooperative: Trainees learn with and from others and understand the dynamics of working as part of a team.

Reflective: Trainees experience the consequences of their decisions and apply that learning to future challenges.

Key Players in a Practice Enterprise

The Trainees:

In a 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, such as Finance and Purchasing, 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. They learn the business procedures, 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 Trainers:

In a Practice Enterprise, trainers adopt the role of a workplace facilitator, coach or mentor. The trainer facilitates all the Practice Enterprise activities: motivating, challenging and supporting the trainees as they take on roles and responsibilities that are often very different from their usual learning activities. Initially the trainer will take a strong role in directing and structuring the Practice Enterprise activities. However, as the trainees gain more confidence, the trainer slips into a facilitator role. Trainees work in groups under the general supervision of the trainer while also taking responsibility for their own learning, development and business tasks.

Trainers involved in the Practice Enterprise receive guidelines and practical handbooks to run the Practice Enterprise with all relevant business procedures and to evaluate the trainees based on the same set of evaluation criteria.

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The Business Mentor:

Most Practice Enterprises are in contact with a company that comes from the real business world and functions as business mentor. The business mentor gives advice and ideas to the trainers and trainees about the processes and how a business is run. The business mentor can provide the real-world products and services for sale within the virtual environment. In some cases, business mentors are involved in the recruitment and evaluation process of the students.

The National Central Office:

In countries that have a national network of Practice Enterprises, a national Central Office is established. The Central Office staff provide all essential macro-economic functions and support operations which are expected to be available to the business world to create a complete economic simulation for Practice Enterprises in their country. This includes offering some of the commercial and regulatory services which are expected to be accessible to the business world, for example: virtual banking, customs and taxation, utilities and a post office.

The Central Office is also responsible for training trainers, the national database, the banking system and online connections between national Practice Enterprises and those around the world, linking trainers and trainees from over 40 countries around the world.

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

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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 in the social security system, the labor contract, 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:

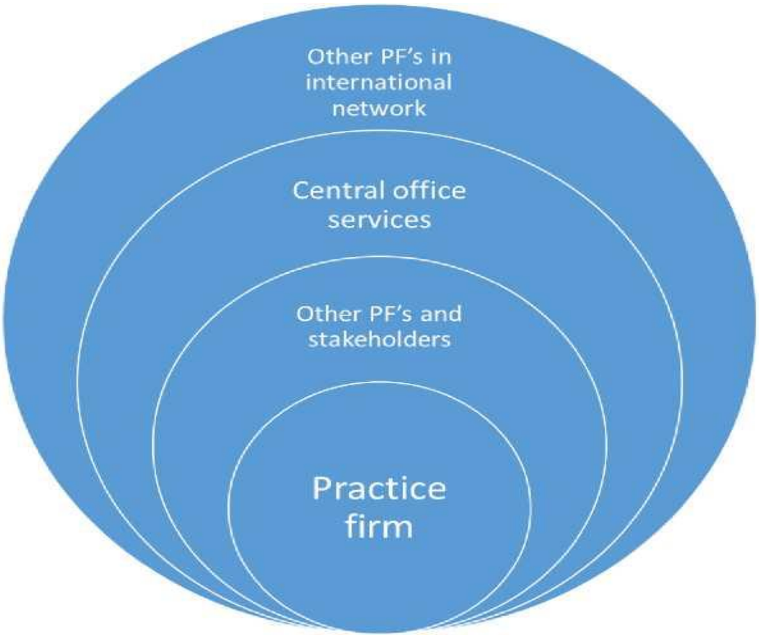
- Commercial area: marketing and sales, social media, IT and language skills
- Administration area: business creation, purchasing, warehouse, treasury and human resources

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



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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.

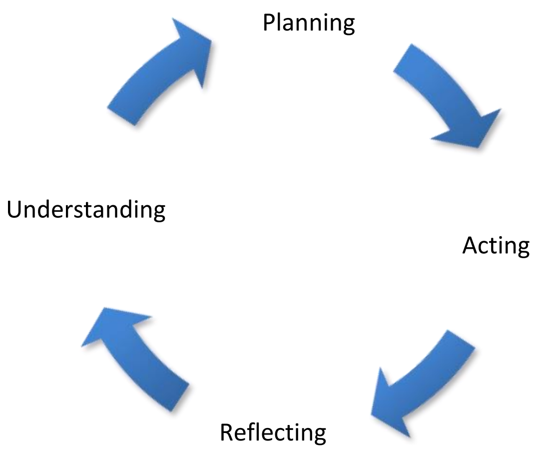
The maximum number of students in the course is 20. Age of students: between 16 and 18.

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.

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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

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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.

In a Practice Enterprise, students are trained in a work-based environment. The integrated environment allows learning to occur as a natural part of the day-to-day activities. The students do not pour over books studying the principles of business theory; they conduct real commercial business with other Practice Enterprises within the network conforming to accepted business practices and frameworks.

In this didactical concept, the roles of the Teachers and the students differ strongly from those in the traditional teaching learning processes. The Teacher is the general manager of the firm, guiding the students as employees to meet the Practice Enterprise's Business Plans and budgets. Definitely they are the guide or adviser of the company's "employees". The students are the workers in the firm. Some are appointed as line managers for a part of their training and development.

As this is a totally different educational training experience for the teachers, as well as the students, the training of trainers requires a different developmental approach, as educationalists do not have all the skills required to deliver this methodology. They also need to receive detailed practical commercial business operations, systems, procedures and documentations covering all aspects of receptionist's work, purchasing, stock control, delivery, sales and marketing, finance, human resources, information technology, software, telephone techniques, printers, faxes and photocopying machines. This practical and specific approach requires also that the Practice Enterprises infrastructures and network is set-up to deliver full training value.

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.

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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.

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Here is an example of the different approaches to teaching in a Practice Enterprise:

	Narrow learning network	Extended learning network
Teacher centered	**Task centered** **OBJECT** Routines,; individual tasks; learning of existing practices; simplified tasks. **EVALUATION** Tights control; teacher evaluate; traditional evaluation methods.	**Company centered** **OBJECT** Repetition of old working models; thinking; structuring; obedience (one-way communication); working life contacts mainly dependent on teacher. **EVALUATION** Mainly teacher evaluation; more focus on the contents.
Trainee centered	**Problem centered** **Experience-based** **OBJECT** Trainees' experience; learning-by-doing – problem solving; repetition of working life models. **EVALUATION** Teacher evaluation; trainee's own evaluation.	**Partner-based company simulation** **Learning Company** **OBJECT** Changing and complex working life; innovativeness (expressive learning); learning network utilized in research **EVALUATION** Evaluation of shared learning activity; own learning activity; learning tools and learning network.

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.

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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.

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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.

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Methods used in PE for Career Guidance

- Assessment criteria: mix 2 kinds of assessment rubrics: actions rubric and soft skills final assessment rubric (this include self-assessment as well).
- Work individually the Professional profile in order to guide the students according to their interests and skills using a portfolio as a result of this work.

Entrepreneurship Training

The Practice Enterprise is the ideal forum for entrepreneurship training. Trainees can put their business knowledge to the test, try out new concepts, develop and implement their business plan, experience the different departments and roles in a business and get a first-hand chance to create a budget and manage finances, in an environment with limited risks. The Practice Enterprise learning-by-doing concept aims at simulating the entrepreneurial spirit and contributes to business skills development and entrepreneurial self-confidence and competence.

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

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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

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

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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 (bancs, 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

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- 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

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- Writing the company presentation letter
- Making a product catalogue

UNIT 2: TACKING 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

Standard Practice Enterprise Organisation

Number of classroom hours per course:
The minimum number of classroom hours for a complete course is **60 total hours**

Number of classroom hours per week:
The average number of classroom hours is **6 hours per week**

Number of students per class:
The average number of students in one class at the same time is **16 students**

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.

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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 EUROPEN international company database. Both databases are accessible through the national central office.

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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, 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.

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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.

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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.

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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

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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.

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Annex A - Common Terminology

The Practice Enterprises Network is a simulated learning environment in which students are immersed to live business situations. Each unit of the Practice Enterprises Network is a virtual company run like a 'real' business silhouetting a 'real' firm's business procedures, products and services. Practice Enterprises try to reproduce 'real conditions', where students can experience the total environment of working in an organization.

The concept of the Practice Enterprise Network is built around 5 key notions: Coordination Centre; Central Offices; Practice Enterprises Units; The Practice Enterprises Market and Business Partners.

Coordination Centre

Practice Enterprises are integrated into the international Practice Enterprise network, leveraging the use of tools and approaches to optimize Practice Enterprise impact. This international network is centrally managed through the Coordination Centre which supports, coordinates and develops services adding value to the activities carried out at National level to promote and enhance the concept of learning in and from a simulated business environment.

Central Office

The coordination of local Practice Enterprise Network is ensured by the Central Office. Central Offices perform four different tasks.

Firstly, the Central Office is the reference point for contacts between a unit of a Practice Enterprise and the 'simulated outside world' – the world which is essential for the operation of the Practice Enterprise but that the Practice Enterprises does not really make contact with. For example, the Central Office provides the services of a bank, insurance services (health, social, possessions), government agencies, tax office and so on. It functions also as an accountancy adviser, a supplier centre and a financial market for Practice Enterprises;

Secondly, the Central Office has charge of coordinating the units of Practice Enterprises under its concession area, providing the link between all Practice Enterprises both in the national and in the international market. In the international market, it provides the transactions of currency when a Practice Enterprise sells abroad;

Thirdly, the Central Office acts as a coordinator for trade fairs and seminars in its concession area. There are local, regional, national and international trade fairs;

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Finally, the Central Office supports the expansion of the model, aggregating new followers to the system.

Practice Enterprise

A Practice Enterprise is the operational level of the model. Each Practice Enterprise is a physical-conceptual learning environment where the model is made concrete. The model allows the simulation of real economic procedures with varying degrees of complexity, thus making them transparent for learning processes. The Practice Enterprise is suited for the acquisition, practical testing and deepening of business-related knowledge as well as of personal skills and behaviour in all fields of company structures, ranging from junior clerk to entrepreneur.

Virtual Market

The model mimics a 'market', which means that each unit of a Practice Enterprise offers some goods that are bought by other units of Practice Enterprises, people and institutions in the simulated arena. Those constitute the market of a Practice Enterprise or, in other words, those to whom the virtual products of the Practice Enterprises are addressed. This 'virtual economy' generates the needs to which Practice Enterprises have to attend.

Business Partner

Business Partners are companies from the real economy and from the same economic sector in which the Practice Enterprise unit runs its business. Their role is to provide business information and assistance to the students according to the real market. This may include information about numbers of staff, salaries, capital, their own organisation chart and copies of procedures manuals. They may help Practice Enterprises to set up the simulated best practices of business such as marketing strategies, how to elaborate a market pool, budgets and price lists. They may provide students with access to their premises, ideas for project work and later on internship and employment for graduates. As such, Business Partners functions as a link between the real market and the simulated educational environment.

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Annex B - Example of Practice Enterprise (PE) Implementation

In this chapter it is presented one concrete implementation of a PE model. This is an example and it can be used in planning the course as it is or amend it to everyone's own needs. PE courses can and should be amended in the school's needs that arise from the curriculum and aims of the training. These objectives differ in all schools, thus these examples may not be downright suitable for every school.

Module A – PE planning, establishment and financing

(approx. 20% of the time resource)

Theme 1. Beginning the planning of operations (also partner company).

Theme 2. Producing the business plan.

Theme 3. Agreements concerning the business operations.

Theme 4. Documents concerning the business operations.

Theme 5. Production of marketing material (by trainees themselves or by procurement from another PE).

Theme 6. Arranging company financing and establishment.

Module B – Practice Enterprise operations

(approx. 60% of the time resource)

Theme 7. Operational period.

Theme 8. Practice Enterprise trade fairs.

Theme 9. International activities.

Module C – PE closing down and evaluation

(approx. 20% of the time resource).

Theme 10. Evaluation of the PE period.

Theme 11. Closing down the PE operations.

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Theme contents

Theme 1. Beginning the planning of operations.

- Trainees are being told the PE methodology main aspects and preliminary information about the partner company and the meaning of it as a support in training. Also central office role is being explained as part of the PE methodology.

- Grouping of trainees and beginning of the teamwork. Planning of introductory roles in the company and tasks related, e.g. CEO, sales manager (and team), purchasing, storage, marketing etc. Creating of deciding on ready-made job descriptions in the PE.

- Trainees produce common ground rules for the company in co- operation with the trainers and engage to the rules (working ways, meetings, absences etc.).

- Trainees prepare for a visit to the partner company by orientating to the industry and familiarize with the partner company operating environment (e.g. customers, demand, competitors and technology). Additionally, trainees prepare questions for the partner company representative concerning practical aspects of the business operations and everyone's own field of responsibility/themes.

- Visit the partner company or PC representative visits the PE.

- Assignment of the final responsibilities/roles in the PE (can also be done by recruitment process inside the company) and building the company organization after the PC visit.

Theme 2. Producing the business plan

- Trainees work in assigned posts/roles and work according to their job description in different fields.

- Trainees produce the business idea for the PE on the basis of the partner company.

- Business plan creation process is being divided to teams or trainees according to their field of responsibilities. Trainees start the work on their fields and acquire all relevant information to support their own field of responsibilities and the whole company. Co-operation with professionals of needed fields, accounting companies, trainers, central office and any other stakeholders that may be relevant to the business (insurance companies, banks, logistics companies etc). Co-operation may be visiting, asking questions, searching information from topics through the internet/phoning or by other means of searching relevant information.

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- When producing the PB, trainees needs to take into account that the expenses/prices for all different operations should be acquired from the real markets (products prices, salaries, taxes, insurances, water, electricity, machinery, rental/lease). Expenses need not to be too specific, but at least indicative of the real-life situations in order to structure realistic business and cost structure.

- During the BP process trainees will make decisions of following questions:

o What raw-material, product or service PE needs to purchase; what price and what amounts?

o What operations PE will produce itself and what to outsource from other PE's; e.g. logistics, marketing, accounting, payroll etc?

o How production or service is being carried out (if there is production or service)?

o What are the products or services, needed amounts, stocks, prices and possible discounts to different customers; how products or services are marketed (e.g. which factors stand behind the buying decisions)?

o What are the needs for storing and logistics and how they are being handled (own warehouse and trucks, rental warehouse, maybe no solid storage at all, logistics company or regular postal service)?

o How many and what kind of employees the PE needs? (if the PE is producing something, it needs "virtual employees" to the factory/warehouse to do the manufacturing work; these virtual employees show only in payroll and other documentation.)

- Trainees produce the business calculations for the PE:

o need for working capital

o need for equity (own equity, liabilities/investor equity)

o possible contributions/benefits and support from government of other financing bodies

o financing plan

- Trainees produce purchasing-, sales-, marketing-, financing and profit budgets.

- Trainees produce a SWOT-analysis of the PE operations.

- Trainees clarify business risks that relate to the purchasing, logistics, storage, production, sales and customers etc. Trainees negotiate with insurance company about risk management and insurances. Negotiations can be done with a representative from a real insurance company or one of the trainers/other professional may act as insurance company representative.

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- Trainees bring together all the parts thus constructing a business plan for the PE.

- Trainees communicate with the central office; the CO establishes working stakeholder network with which the PE starts working with (bank, insurance company, needed suppliers, leasing companies, taxation and patent- and registration bureaus etc.).

Theme 3. Agreements concerning the business operations.

- Before starting the actual business operations, the PE tries to engage contracts primarily with other PE's in order to agree on usage of services/procurement from other PE's. If needed services/products are not available from other PE's, then PE makes contracts for necessary services/products with the central office supplier companies. In this case trainees must:

o provide electronic brochure of their products with prices (with and without taxes) to the central office supplier companies in order to enable them to work as customers for the PE.

o provide electronic brochure of needed raw materials, products and services (prices with and without taxes) the PE needs in its business activities; this is done in order to enable CO supplier companies to act as service providers and supplier companies to the PE.

o provide electronic list of service agreements the PE needs to have in its business operations (prices with and without taxes); these service agreements are e.g. electricity, rent, water and sewage, telecommunication services etc. These services may differ by central offices.

Theme 4. Documents concerning the business operations.

- Trainees design and produce all needed forms (invoice, dispatch note, business letters etc.) and other documents; or use existing document template from the CO or other source (invoicing software etc).

- Trainees plan and start operating a filing system, like electronic filing for instance. In filing system planning trainees need to remember to save all the business documents into a company filing system, not in individual computers/disk drives in order to enable access to the documentation for all the other trainees as well.

Theme 5. Production of marketing material (by trainees themselves or by procurement from another PE).

- Trainees decide upon the marketing material and visual outlook of the PE, on the basis of which they produce needed materials themselves; or purchase the marketing design services from another PE.

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- This kind of materials are for example:
  - Company logo and business cards
  - Company and product brochure, price list (national language and English)
  - Sales and marketing letters
  - Flyers and posters
  - Company power point presentation
  - Company website
  - Different marketing material for special events; projects, trade fairs etc.

Theme 6. Arranging company financing and establishment.

- Review the BP with the trainers and partner company representative and/or other professional for financing negotiation.
  - Financing negotiations can be done with a real bank representative or one of the trainers can work as bank representative.
  - Financier evaluate the need for PE financing (own/outside equity), guarantees, industry overall situation, share of own equity, company growth possibilities and trainees' opinion on what can go wrong and how they have prepared for risks/problems.
  - After financing negotiation the BP is being reviewed according to gained feedback from the financier (if needed)
- Trainees hold a founding meeting of the PE and inform the CO to open an account for the company in the bank (deposit the starting capital and possible loan to the account).
- Trainees construct the needed business documentation related to business start-up and send them to the central office patent- and registration bureau. The PE needs to pay the fees and payments concerning the establishment of a company according to the national/central office guidance. By registration the PE will gain a business license and company ID-number; as well as is being registered to the taxation bureau tax obligated company.

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Theme 7. Operational period.

When PE operational period starts, trainees start to work in the PE according their job profiles in different fields, doing for instance tasks listed below:

- Produce and send out tenders for furniture, machinery, devices and other necessary supplies to other PE's or central office supplier companies.

- Produce and send orders according to received offers to suppliers for raw materials, services, products, supplies, machinery, devices and furniture. If central office supplier companies are used, prices of the relevant products must be provided in advance.

- Ordered services appear in the form of delivery notes. Invoice will follow the delivery note. PE is responsible for receiving the products, storing the goods and maintaining stock accounts/ledger.

- Send out brochures to customers (other PEs or CO supplier companies), create campaigns and PR-events for customers, for example organize an opening event/open house –days or sales days and communicate/market the events. Arrange company visits etc.

- When receiving tenders from other PEs, respond to them in written tenders.

- Carry out selling by phone, email and personal contacts.

- Carry out sales and pricing tracking to maintain competitiveness and if needed plan an offer sales campaign.

- Follow and track product portfolio and product development.

- Maintain customer accounts by CRM-system or similar. If necessary, create a customer loyalty program (terms, loyalty customer cards and events etc.).

- Respond to received orders by sending out a delivery note that corresponds to the ordered products/service; always take care logistics for every delivery.

- Take care of logistics and contract of carriage.

- Respond to possible claims from customers (product returns, reimbursements, credit notes etc.).

- Take care of PE financial management either by managing it in the PE or outsourcing it to another PE (bookkeeping, tax declarations, budget comparisons, tracking of profitability and gross profit margin).

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- Take care of PE payroll (salaries, salary-related expenses and withholding taxes) either by managing it in the PE or outsourcing it to another PE (accounting company).

  o if using an accounting company, the PE needs to organize the documents and other bookkeeping material as agreed with the accounting company and send them over for booking.

- Take care of paying the invoices and invoicing the customers. Take care of Accounts Payable, Accounts Receivable and debt recovery.

- Track absences precisely in common morning and afternoon meetings, make calculations how much absences create expenses for the PE.

Theme 8. Practice Enterprise Trade Fairs

- Find out where and when suitable trade fairs are organized; or take the initiative and contact central office and other colleges in order to hold their own trade fair.

- Prepare marketing material for the trade fairs; brochures, possible website, stand decorations etc.

- Produce a sales plan and strategy for the trade fair; offers, choose products, sales targets, which strategy to engage sales, buying targets etc.

- Participate actively to the trade fair; stand decorations, actual trade fairs; selling, marketing, buying and giving company presentations.

- After the trade fairs trainees hold a meeting where the whole process and results are reviewed.

- Carry out after-marketing campaign for the contacts they have gained at the fair; input customer/prospect information into the CRM system or similar for later marketing/selling purposes.

Theme 9. International activities

- The level of international activities is related to learning objectives set in the curriculum by the university in question.

- Produce an international sales plan, with strategy how to approach customers, on which target markets and with which products/services. Acknowledge the target market language and cultural preconditions in marketing. EUROPEN –network official trade language is English, but in certain markets it is possible to use local language if both sides agree so.

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- Search for international trading partners by sending out brochures, emails, calling to prospect customers and use other means of selling to create turnover by international sales.

- Contact other PE's to schedule a phone or videoconference to carry out trade negotiations in English or other suitable language.

- PE may take part in international trade fair anywhere they are held, by asking consultation from the national central office.

- Find out what custom, insurance and logistics regulations there are in international trade and prepare a plan how they will conduct logistics services for their customers.

Theme 10. Evaluation of the PE period

- Trainers prepare an evaluation form for all trainees to be filled out. The form consists questions about:

o Each trainee's own performance, what they have learned, what kind of new information they have acquired during the PE period, how they would develop/enhance the training period.

o Short comments for each other trainee's performance and work contribution.

o Overall evaluation of the PE methodology and contents, scheduling, work load, job descriptions etc.

(It is good to remember that trainees may also give negative comments and it does not automatically mean that the training period was unsuccessful. Sometimes when trainees have been accustomed to traditional training methods, it may take them a while to acknowledge what they have learned through this methodology that is not as easily measurable as traditional training.)

Theme 11. Closing down the PE operations

- Stop the trading activities and finish still ongoing trade activities.

- Send a thank you note to all customers and inform them your PE is going on a break or is shutting down. If going on a break, inform the trading partners when you will be back in business.

- All teams/departments produce their part of the annual report and evaluate their business.

- Accounting team/department closes all the accounts, produce the profit and loss account and financial statements.

- Collate the financial statements and annual report into one document and send it to the central office and trainers for information.

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Annex C - Assessment Methods

Some assessment methods that have been proven good in practice are, for example:

1. Peer-to-Peer Assessment

Peer-to-Peer assessment is implemented by allowing trainees 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. The aim is not to poor-mouth others, but to permit reasoned, truthful feedback that might be difficult to say out loud without ending in an argument.

The trainer is responsible for collecting and evaluating the assessments and they are not dealt with the trainees. Peer-to-peer assessment is a tool for the trainer to support his/her own assessment and should not be used as the only evaluation method. This method supports greatly trainer's continuous assessment of the trainees.

2. Group Assessment

In group assessment trainees evaluate the work of the whole group, as well as themselves as part of the group. Trainees 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.

Group assessment is done discussing openly, so that everyone has their own time to speak. Critical evaluation of the group and person him/herself is important, thus it is important not to wind up judging other persons. Giving and receiving feedback in a constructive way is highly important skill in working life.

3. Continuous Assessment

Continuous assessment is done by the trainer through continuous observation of the trainees' work in PE environment. This is the most efficient way to assess personal and social skills of the trainee, 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 trainees.

Continuous assessment is basically overseeing all the daily work in PE with cognitive approach to detect evolution of different skills of trainees. Peer-to- Peer and self assessment methods support continuous assessment results.

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4. Exams

Traditional examination assessment method is the most typical and easiest way to give score or grading a trainee. Examination is based on measuring the memory of the trainee, not assessing the skills. PE is based on the needs of the working life, where skills are extremely important, without undervaluing theoretical knowledge. To assess trainees' skills, examination is not appropriate method by itself for PE methodology.

5. Self Assessment

Self assessment method is good and constructive way to engage trainee in the evaluation process, and to enable him/her to learn to observe and evaluate skills and progress he/she has gained. Often trainees do not observe themselves the evolution and expansion their skills during the training.

Self assessment is recommended to be divided in two phases: fill in questionnaire and face-to-face discussion with the trainer to go through the questionnaire with trainer’s evaluation of the self assessment. Trainee should have the chance to question trainer’s evaluation and gain reasoning for it. It is not uncommon that some evaluation objects change, in either direction, during the discussion.

6. Knowledge testing

With knowledge testing method it can be identified how trainee’s holistic knowledge on issues tested has evolved during the training. Knowledge testing needs more than one points of reference, thus it should be done at least two, preferably in three or four times.

In the beginning of the training, trainees are tested with a questionnaire with questions of the business and working life. Additionally, there might be open questions for social skills and applied questions, where the knowledge has to be applied in provided case. Similar questionnaires can be done mid-term and in the end of the training, and even more often if the period of the training is long enough. Testing too often is not necessary since the evolution of knowledge/understanding will take time to process.

Questionnaires should be around the same topics, but different ones in order to gain versatile answers and to avoid remembering the "correct answers". There might be many correct answers and not only are those evaluated finally, since trainees' knowledge evolution is also very valuable, not just how well he/she understands things.

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7. Portfolio

Portfolio is a personal folder/digital location where trainee deposits concrete evidence of work he/she has done during the training. This evidence can be evaluated by the trainer and/or trainees themselves as well. The aim of the portfolio is to produce real samples of the professional work by trainee. It can also be used to show potential employer the quality of work by the trainee.

In assessing portfolio, trainer can choose to ask trainees to write an essay in order to support the timeline and reasoning of the evidence in portfolio.

8. Learning Diary

Learning diary is an ongoing essay of the work in PE. It should be done often, 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.

In learning diary trainees record the main things they have done during the session, as well as evaluate in writing possible new things they have learned/come across during that session. Learning diary forms a timeline of skills and knowledge trainee has acquired in PE.

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Annex D - Job Search Basics for PE Students

Marketing Preparation

Preparation is perhaps the most important element of any successful job search. The strength of your preparation will carry you through the entire job search process. Preparation includes:

- Determination of your strengths and weaknesses
- Evaluation of your job and career interests
- Establishment of a career track/path
- Research on companies of interest
- Using online marketing tools to position yourself on the job market
- Networking with anyone who might be able to provide you with job leads

Step One: Your Job Search Plan

1. *Determine the job you want*

The very first thing you need to do is determine the exact thing you want to do. First, make a list of the things you like to do and the things that you feel are a strength for you.

2. *Determine the best companies for you*

You need to make some decision about the types of organizations that fit your needs, style, and personality. Examine such issues as size, corporate culture and management style.

3. Determine your search strategy:
   - Career Fairs
   - Networking
   - Internet Job Sites
   - Company Web Sites
   - Job Postings: such a small percentage of jobs are ever advertised.

Strategic Plan

A successful job search begins with a strategic plan. Just like any good retailer, you should market yourself by promoting your best attributes.

The first step in selling yourself is to learn as much as you can about a company or industry. Learn the right “buzz” words, but they alone won’t get you a job. You need to understand what the words mean and how to use them. When networking, familiarity with a given industry will allow

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you to begin dialogues with the people who can actually help you. Networking requires not only contacting influential people through family, friends and connections, but a pro-active approach such as visiting companies and introducing yourself.

Networking

Career experts estimate that the vast majority of job openings are never advertised or publicly announced, but filled through word-of-mouth or networking – known as the "hidden job market." The likelihood of a job opening not being advertised at all increases with the level of the job. Yet, even with this knowledge, most job seekers fail to fully utilize networking for all it's worth.

Networking means developing a broad list of contacts – people you've met through various social and school functions – and using them to your advantage when you look for a job. People in your network may be able to give you job leads, offer you advice and information about a particular company or industry, and introduce you to others so that you can expand your network.

The best place to start developing your network is with your family, friends, and neighbors – and with their family, friends, and neighbors, but don't stop there. Talk to friends, fellow students and teachers.

The Steps to Successful Networking:

1. **Develop a firm grasp of job search basics**.
2. **Conduct a self-assessment**. An honest review of your strengths and weaknesses is vital.
3. **Prepare a strong resume**. If you don't have a resume, now is the time to develop one.
4. **Decide how to organize your network**. This step is crucial to your success. Organise key information, such as names, titles, company names, addresses, phone numbers, email addresses, and dates of communication.
5. **Communicate with your network**. It is extremely important to stay in touch with your network, which you can easily do by phone or email. Don't be afraid to ask for their help.
6. **Initiate informational interviews**. One of the best ways to gain more information about a company or industry – and to build a network of contacts in that field – is to talk with people who are currently working in the field.
7. **Follow up with your network**. The key is keeping your network informed of your situation and thanking them for their efforts. Never take your network for granted.

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Step Two- Job Interviewing

How can you prepare for the interview BEFORE you go in to meet the employer?

- Figure out as much as possible about the employer's needs.
- Compose and rehearse answers to frequently asked interview questions.
- If you have an opportunity to do a practice interview, such as a mock interview, do it.
- Transferable Skills: Be sure to point out your transferable skills, with examples that are not always evident from your work experience or education.

What are the most Critical Success Factors companies are looking for, and how can they be incorporated into an interview?

Career experts don't always agree, but here's one expert's list:
1. Communication skills (written and oral)
2. Teamwork
3. Leadership
4. Interpersonal skills
5. Critical thinking and problem-solving skills
6. Proficiency in field of study

Top 15 Job Interview Questions

While job seekers can use the power of the Internet to thoroughly research prospective employers, their performance in an interview will make or break the chances for a job offer. By rehearsing interview questions, they can become better prepared to demonstrate how they can benefit an employer. Here is a list of the top 15 interview questions to help job seekers prepare for job interviews:

1. Tell me about yourself.
2. What do you know about our company?
3. Why do you want to work for us?
4. What unique qualities or abilities would you bring to this job?
5. What are your major strengths and weaknesses?
6. How long do you plan to stay at our company? Where do you see yourself in five years?
7. Tell me about a time that you failed at something, and what you did afterwards.
8. Describe a time when you worked on a team project. What was your relative position on the team? Were you satisfied with your contribution? How could it have been better?
9. Why did you choose your school and course of study?

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10. Think back to a situation in which you had to resolve a conflict. Tell me how you did it.
11. Tell me about a project that you had either at work or school. Describe in detail how you managed it and what the outcome was.
12. What do you do in you spare time?
13. What salary are you expecting?
14. What other types of jobs or companies are you considering?
15. Have you any questions for us?

The goal is to persuade the employer that the interviewee has the skills, background, and ability to do the job and can comfortably fit into his/her organization. Personality, confidence, enthusiasm, a positive outlook and excellent interpersonal and communication skills count heavily.

What You Should Not Ask in the First Rounds of Interviewing

Don't ask about salary, vacation, holiday schedule or benefits.
It's OK to ask about the person's background, but only as an interested party, not an interrogator.

Questions You Should Ask in the First Rounds of Interviewing

- May I see a copy of the job description?
- Why has the job become available?
- What qualities are you seeking in the person for this job?
- What is the next step/ when will you make your selection?

Prepare five or six questions before the interview and take them with you. When the time comes for you to ask questions, take out your list. This will show good preparation on your part. This time is a valuable opportunity for you to get the information you need to help you make an informed decision.

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Check Your Job Search Skills

1. Consider each of the following statements and circle the number that best describes you: 1=strongly agree, 2=agree, 3=not sure, 4=disagree, 5=strongly disagree
2. Add up the numbers you have circled.
3. The higher your score, the more room you have for improvement.

1	I know how my skills fit the skills needed in the jobs I apply for.	1	2	3	4	5
2	I can give three good reasons why an employer should hire me.	1	2	3	4	5
3	I can describe what I did well in my previous job or jobs.	1	2	3	4	5
4	I look at local and national newspapers and job search sites regularly.	1	2	3	4	5
5	I contact recruitment agencies that work in my areas of interest.	1	2	3	4	5
6	I phone employers for advice about finding a job in my areas of interest	1	2	3	4	5
7	I know how to adjust my CV and cover letter to fit the job I am applying for	1	2	3	4	5
8	I have at least two people who have agreed to act as my referees.	1	2	3	4	5
9	I talk to people I meet about what I am looking for and follow up leads they give me.	1	2	3	4	5
10	I know where I can get relevant salary information to help me with negotiations.	1	2	3	4	5

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