



MIGObi
learningforentrepreneurship

**European Train-the-trainer
Curriculum**

**for Implementing
Entrepreneurial Spirit in VET
and adult education**



Editorial information:

This curriculum has been developed by the ERASMUS+ project partnership migobi, www.migobi.eu, coordinated by BFI OÖ. ALPES has been responsible for editing this curriculum with the support of all other partner organisations.

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1 – Introduction

The European Train-the-trainer Curriculum is an Intellectual Output of MIGObi Erasmus+ Project, implemented between October 2014 and September 2016. The project is being conducted by a consortium of nine partners from eight European countries, all partners with technical expertise to achieve the project objectives and a wide experience of participating and management national and European projects:

- BFI OOE – AT
- VOLKSHOCHSCHULE OBERÖSTERREICH - AT
- CEPS PROJECTES SOCIALS – ES
- EUROCULTURA – IT
- Merseyside Expanding Horizons –UK
- ISQ – PT
- ARBETARNAS BILDNINGSFÖRBUND – SE
- A.L.P.E.S. – FR
- AKADEMIA HUMANISTYCZNO-EKONOMICZNA W LODZI – PL

The overall aims of MIGObi project are to:

- Develop a train-the-trainer course to address the challenge of enabling teachers and trainers in adult education and VET to implement entrepreneurial spirit as a transversal approach in various training settings; and
- Develop an open, flexible, interactive and engaging learning module on developing and experiencing entrepreneurial spirit in intercultural learning settings combining approaches used in adult education (open processes, learner centred) and approaches used in VET (outcome oriented, efficient).

In the first period of the project a research analysis was made to obtain a clearer understanding of the skills required for developing an entrepreneurial spirit, especially for those with a migration background.

Another study was conducted to evaluate what was already being done in the various European countries regarding the training of trainers in entrepreneurial spirit.

The results obtained in the research analysis (*for detailed reading please consult MIGObi O4 - Study on entrepreneurship education in teacher training activities in European VET and adult education*), provided from 20 experts and desk research from 9 countries, allowed MIGObi partners to establish the referential framework for the identification of the key competencies required for the development of an entrepreneurial spirit, creating MIGObi competence matrix, and, based on this, the Learning Units for MIGObi European Train-the-trainer Curriculum.

A first version of the curriculum was tested by 20 European trainers from all the partner's organizations, during a 5 days training in Lyon (France) in June 2015.

They experimented and shared their impressions and evaluations in order to improve the curriculum, and their feedback allowed MIGObi partners to establish this final version of the MIGObi European Train-the-trainer curriculum.

2 - Competency Matrix

This Competency Matrix has been developed based on the results achieved in MIGObi O4 - Study on entrepreneurship education in teacher training activities in VET and adult education, and validated during the 5 day's training in Lyon.

It reflects their main conclusions and recommendations for the development of a Train-the-trainer curriculum for integrating entrepreneurial spirit in VET and adult education. The purpose of this Competency matrix is to settle the ground for the development of MIGObi Train-the-trainer Curriculum, to be structured in Learning Units, organized in Knowledge, Skills and Competencies learning outcomes.

The partners have also defined the target group for the MIGObi Train-the-trainer curriculum:

- trainers in adult education and / or VET, with a train the trainer training
- with at least 3 years of experience in training (formal, non-formal or informal), of which at least one year working with disadvantaged groups
- who are interested in including entrepreneurial attitudes and spirit in their training

That is why the competency matrix includes competencies expected from participants **before the MIGObi training** as they are trained and experienced trainers.

EQF Level assignment:

Based on the complexity, range and the level of learning expected from trainers, MIGObi Competence Matrix developed under MIGObi project was designed for the European Qualification Framework (EQF) **Level 5**.

This is not an entry requirement for trainers; it reflects the level of expertise expected at the end of the training of trainers.

Levels of Qualification	Knowledge	Skills	Competencies
Level 5	Comprehensive, expertise, factual and theoretical knowledge in a study/work area and awareness of the knowledge limits	Large range of cognitive and practical skills for conceiving creative solutions for abstract problems	Manage and supervise in study/work contexts subject to unpredictable changes. Revise and develop the thirds development

The following competences are expected from participants **before the MIGObi training**:

TRAINER COMPETENCY MATRIX (participants competences assumed before the training)	
Core Competencies	Description¹
Personal Level	
Self-Awareness	be aware of self traits, feelings and behaviour
Critical Thinking	actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action
Self Confidence	develop and maintain inner strength based on desire to succeed;
Social Level	
Human-Awareness	be conscious of the feelings and opinions of others; maintaining a positive, open, and objective attitude toward others
Accurate Listening	openness to others and a willingness to hear what they are saying and not what one thinks they should say, or are going to say
Communication	use a broad range of communication styles choose appropriate, effective ways to communicate with other and/or to audiences in diverse situations
Relating to Others	coordinate personal insights and knowledge of others into effective actions; make use of accurate interpersonal skills in interacting with others
Unbiased	not allow unfair implications of prejudged information to enter into and effect an interpersonal relationship;
Professional Level	

¹ Adapted from The Nielson Group List of Soft Skill Competencies with Descriptions; Cambridge dictionary online; Business dictionary online; Harvard University Competency Dictionary; Michael Scriven & Richard Paul, 8th Annual International Conference on Critical Thinking and Education Reform, 1987, Competences of Trainers list www.erwachsenenbildung.at.

TRAINER COMPETENCY MATRIX (participants competences assumed before the training)	
Core Competencies	Description¹
Self-Management	prioritize and complete tasks in order to deliver desired outcomes within allotted time frames
Teamwork	work cooperatively and collaboratively with others to achieve collective goals
Leadership	organize and motivate others to get things accomplished in a way that everyone feels a sense of order and direction
Planning	establishing courses of action for self and others to ensure that work is completed efficiently
Adaptability	maintaining effectiveness when experiencing major changes in work tasks or the work environment; adjusting effectively to work within new work structures, processes, requirements, or cultures
Problem solving	identify alternative solutions to a problem and to select the best option; identify the cause of an error, as well as the options available for resolving it and completing the task.
Presentation skills	Presenting ideas, theories, results, procedures to others
Resilience	dealing with pressure; remaining optimistic and persistent, even under adversity; recovering from setbacks
Didactical / methodological competencies	Design and implementation of trainings according to set learning outcomes taking into account the needs of learners using a range of methods and approaches
Thematic professional competence	Expert level at the area he / she teaches, informed about recent developments
Assessment competences	Identifies existing knowledge, skills and competences of learners

MIGObi TRAINER COMPETENCY MATRIX	
Core Competencies	Description ²
Personal Level	
Initiative	direct self-energies toward the completion of a goal, without an external catalyst; initiate actions based on own interpretation or understanding of a situation.
Professional Level	
Innovation	applies original thinking in approach to job responsibilities and to improve processes, methods, systems, or services
Proactivity	identification and exploitation of opportunities and in taking peremptory action against potential problems and threats
Risk taking	initiating action that tries to achieve a recognized benefit or advantage when potential negative consequences are understood
Creativity	adapt traditional methods, concepts, models, designs, technologies, or systems to new applications; devise new approaches to make improvements
Results Orientation	identify actions necessary to achieve task completion and to obtain results; meet schedules, deadlines and performance goals
Self-Improvement	The motivation that a person has based on the importance of improving oneself; the motivation to obtain educational growth opportunities.
Assessment Competences	Identifies and makes visible existing knowledge, skills and competences of learners regarding entrepreneurial skills
Intercultural competence	ability to communicate effectively and appropriately with people of other cultures
Transfer competence	Being able to transfer knowledge, skills and competences to new situations

² Adapted from The Nielson Group List of Soft Skill Competencies with Descriptions; Cambridge dictionary online; Business dictionary online; Harvard University Competency Dictionary; Michael Scriven & Richard Paul, 8th Annual International Conference on Critical Thinking and Education Reform, 1987.

3 – European Train-the-trainer Curriculum

According to partner's discussions, to the Outcome 4 study, and to the experimentation, the trainer's training should mainly produce a change into trainer's mindset and their attitudes about entrepreneurship and entrepreneurial spirit.

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This training addresses experienced trainers: the basic pedagogical skills are thus supposed to be already acquired (see competency matrix above). As the project focuses on enhancing Entrepreneurial spirit with teachers and trainers, for them to be able to integrate this spirit **in all their training activities no matter what the subject**, MIGObi partners have not integrated the technical skills related to entrepreneurship (legal and tax status, business plan, market research ...).

To cover the competencies listed below, a 3 units course is proposed, for a total of 24 learning hours:

- Unit 1: **Experience entrepreneurial spirit**
 - *Define entrepreneurial spirit*
 - *Identify competencies relating to entrepreneurial spirit*
 - *Use existing training methods to develop entrepreneurial spirit competencies*

- Unit 2: **Transfer it into own practice**
 - *Adapt training methods to create and develop competencies related with entrepreneurial spirit to own professional training subject and learners*

- Unit 3: **Assess it**
 - *Name and use assessment tools for assessing competencies related to entrepreneurial spirit*
 - *Use the results of this assessment to create motivating learning paths for learners*

UNIT 1: Entrepreneurial Spirit – experience it					
SUMMARY DESCRIPTION: S/He is able to define entrepreneurial spirit and identify competencies relating to entrepreneurial spirit					
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	EQF LEVEL	WORKLOAD
		<ul style="list-style-type: none"> - define what entrepreneurial spirit is - describe it and name its characteristics - identify and list competencies and skills relating to entrepreneurial spirit - Identify situations (<i>also outside of business creation</i>) relevant to entrepreneurial spirit and where these skills can be used - describe different training approaches and techniques related to entrepreneurial spirit 	<ul style="list-style-type: none"> - illustrate what is entrepreneurial spirit using active methods - use existing activities for identifying trainee’s soft skills - use existing activities for developing these skills - reflect its own entrepreneurial experiences 	<ul style="list-style-type: none"> - determine the importance of the development of this spirit, especially for disadvantaged groups - formulate European and national implications of teaching entrepreneurial spirit - run a creative and inspirational workshop 	5

UNIT 2: Transfer entrepreneurial spirit in own training					
SUMMARY DESCRIPTION: S/He is able to design and implement training methods to create and develop competencies related to entrepreneurial spirit adapted to his / her own professional training subject and learners					
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	EQF LEVEL	WORKLOAD
		<ul style="list-style-type: none"> - identify the relevance and potential impact of enhancing entrepreneurial spirit in its own practice - Identify which skills related to entrepreneurial spirit can be found in its usual trainings 	<ul style="list-style-type: none"> - adapt existing activities to match with the development of entrepreneurial spirit - apply problem solving techniques within the teaching context 	<ul style="list-style-type: none"> - Choose the most relevant activity concerning its training - Create a solution to a problem - Cooperate with peers 	5

			to develop and adapt new tools - Manage the training process to develop entrepreneurial skills with trainees		
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UNIT 3 : Assessing entrepreneurial spirit					
SUMMARY DESCRIPTION: S/He is able to					
Name and use assessment tools for assessing competencies related to entrepreneurial spirit					
Use the results of this assessment to create motivating learning paths for learners					
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	EQF LEVEL	WORKLOAD
		- Identify differences between assessment and evaluation - List assessment and evaluation tools regarding entrepreneurial spirit	- Use assessment/evaluation tools	- Select adequate assessment/evaluation tools to specific context - Use results of evaluation/assessment to create motivating learning paths for learners - Redefine if necessary the training program	5

4 – Tips for implementing MIBOGI European Train-the-trainer Curriculum

VET and adult education providers willing to implement MIGObi European Train-the-trainer Curriculum are free to choose the pedagogical and evaluation methods considered as the most adequate to assist their learners in achieving the learning outcomes (e-learning, b-learning, classroom environment, at the workplace or self-study).

Nevertheless, MIGObi partners consider that when implementing MIGObi European Train-the-trainer Curriculum, a Learning by Experience approach should be valorised, allowing trainers and tutors to establish a differentiated pedagogic relationship, dynamic and effective with multiple groups or individuals, in order to facilitate the development of knowledge, skills and competences, as well as the development of attitudes and behaviours appropriate to professional performance, taking into account the current and prospective requirements of the labour market.

The training should put the trainers in action, not only consist in a transfer of knowledge... as this is the way they'll have to do with their own learners.

The selection and use of different pedagogical methods and techniques in accordance with the objectives, target-groups and training contexts, including, among others, sessions with different methods (such as active learning, problem based learning, cooperative learning, gaming, etc) and techniques (such as role-play, case studies, brainstorming, etc.).

To support MIGObi European Train-the-trainer Curriculum implementation some possible routes for implementation, tested during the experimentation in Lyon are presented below.

For further details on the activities, please refer to the "Migobi Ouput 6 – Train-the-trainer module"

Tip 1:

Day 1	Day 2	Day 3
<ul style="list-style-type: none"> • Icebreaker: invent an entrepreneur • Explore entrepreneurial spirit: <ul style="list-style-type: none"> ○ Stuck on an escalator ○ Explore entrepreneurship ○ Definition • How does it fit with my learners? <ul style="list-style-type: none"> ○ Everyday's entrepreneur • Identifying skills <ul style="list-style-type: none"> ○ Brainstorming entrepreneurial skills ○ Skills auction ○ Fateful triangle • Skills development <ul style="list-style-type: none"> ○ Eggs can fly • Check out / Feedback 	<ul style="list-style-type: none"> • Identifying and developing skills (with learners led evaluation) <ul style="list-style-type: none"> ○ Exercises • The Business Model Canvas <ul style="list-style-type: none"> ○ MIGObi implementation plan • Evaluation / assessment techniques 	<ul style="list-style-type: none"> • Fun and games: adopting entrepreneurial mindset, benefits and transfer <ul style="list-style-type: none"> ○ In the forest

Tip 2:

Day 1	Day 2	Day 3
<ul style="list-style-type: none"> • Check in • Perspective Part 1 • Introduction to MIGObi • Did you know? • Values, passion: Your Unique Selling Point • Brainstorming entrepreneurial skills • Skills auction • Design thinking • Everyday's entrepreneur • Check out 	<ul style="list-style-type: none"> • Icebreaker • Stuck on an Escalator video • In the forest • Interview an entrepreneur • The Business Model Canvas • Fateful triangle • Check out 	<ul style="list-style-type: none"> • Postcard • Perspective Part 2 • How to evaluate training activities • Evaluation of training

Tip 3:

Day 1	Day 2	Day 3
<ul style="list-style-type: none"> • Warm up • Your Unique Selling Point / Golden circle • Explore entrepreneurship • Skills auction • Definitions and questions • In the forest and Stuck on an escalator videos • Developing exercises 	<ul style="list-style-type: none"> • Everyday's entrepreneur • Designing exercises to practice skills which were defined • Fateful triangle • Coping with failure: success stories 	<ul style="list-style-type: none"> • Defining learning outcomes • Assessment / evaluation

Tip 4:

Day 1	Day 2	Day 3
<ul style="list-style-type: none"> • MIGObi presentation • Ice breaker <ul style="list-style-type: none"> ○ In the forest • Brainstorming about entrepreneurial spirit <ul style="list-style-type: none"> ○ Explore entrepreneurship ○ Skills auction • The world is changing <ul style="list-style-type: none"> ○ Traditional vs alternative learning methods ○ Assessment / evaluation ○ Did you know? ○ Old and new jobs (10 years ago / in 10 years expected) 	<ul style="list-style-type: none"> • Warm up: how do you feel? • The vision of an entrepreneur mindset <ul style="list-style-type: none"> ○ Everyday's entrepreneur ○ Presentation of outcomes and discussion • Problem solving / risk opportunity <ul style="list-style-type: none"> ○ Stuck on an Escalator ○ Others situation • The Business model canvas • Your Unique Selling Point • How to produce the product? <ul style="list-style-type: none"> ○ Financial situation ○ To convince someone 	<ul style="list-style-type: none"> • Defining learning outcomes • Assessment / evaluation