



Erasmus +

YEBISU empowers employees

A short history of Yebisu: how it all started...

In 2007 the EQUFAS project started. Making the EQF workable for the agricultural sector was the main aim of this project. The project was an initiative of Wellantcollege. The EQUFAS partners were coming from VET institutes, representatives of different branches, knowledge centers and research centers. The most important result of that project was a common understanding concerning EQF among most of the partners. Tangible results included the EQUFAS framework and an outcome based digital 360 assessment tool for EQF level 3.

Three of the partners of EQUFAS wanted to continue the work that started in EQUFAS. The gardening and landscaping branch VHG in the Netherlands, the Luua school in Estonia and Wellantcollege in the Netherlands.

On request of Mr Rien van der Spek on behalf of the VHG, a partnership project was developed as a follow up of EQUFAS, but with more focus on the labour market. That is why the project was managed by one of the companies represented in this partnership (Van der Spek Hoveniers). The YEBISU partnership was built around a group of selected gardening and landscaping companies in six European countries, all members of the ELCA (European Landscaping and Constructors Association). Two VET schools (Luua and Wellantcollege) were also participating. From the six original countries this project was applied for, only three countries could provide the funding of the project (The Netherlands, Germany and France). In Estonia, Finland and Belgium, the National Agencies had insufficient budget for this partnership.

During the kick off, the partners decided to continue with this limited budget with all original partners. The aims of the project were too important to them to abandon it. This partnership developed into a strong, so called 'Community of Practitioners'. During the two years the C.o.P. grew with a VET institution from Finland, an Estonian, and a Dutch company. At the start of this new YEBISU project a German and a Dutch company left the partnership.

The most important outcomes of the original YEBISU partnership project were:

1. a strong Community of Practitioners consisting of a group of landscaping and gardening companies and VET institutions
2. an 'EQF ruler' based on the EQUFAS framework, that helps to determine the level of tasks and competences of employees
3. awareness of the importance of three of the competence fields from the EQUFAS framework for the entrepreneurial behaviour of employees: Ambiguity, Change and Range.
4. an in-progress overview file of activities and developments in the partnership. This proved essential to gain insight in the development process on the level of

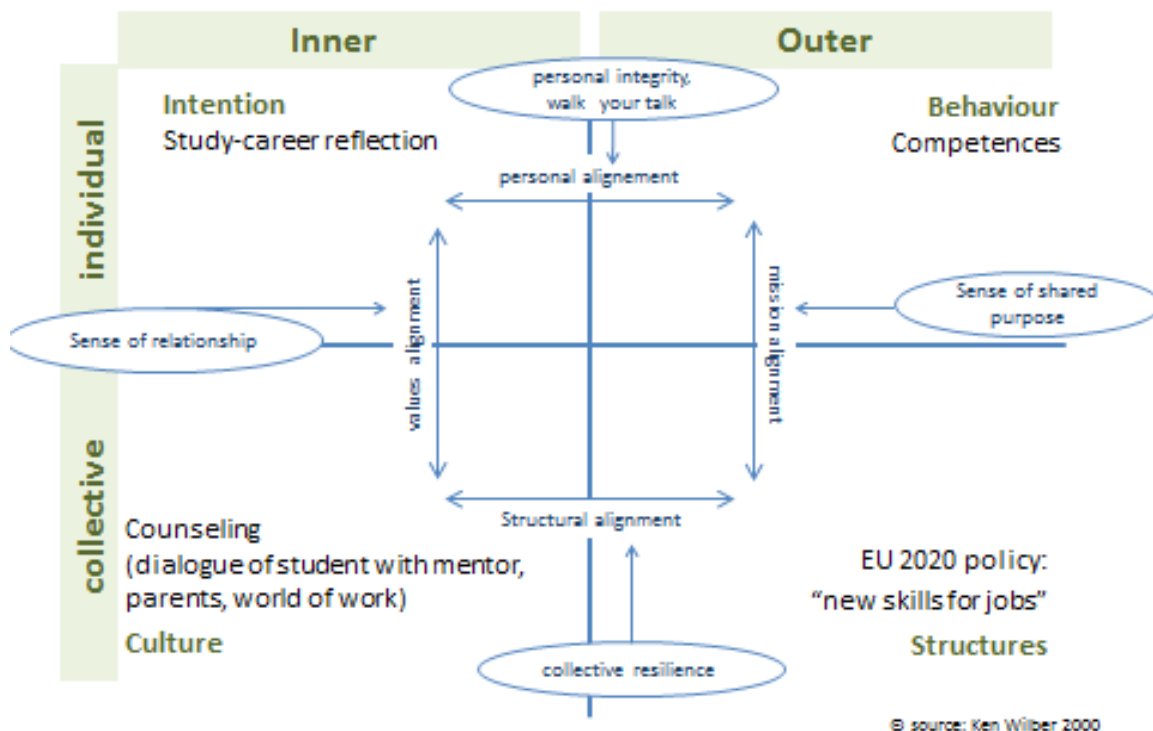
individual partners, on the level of their companies/organisations and on branch level.

After the YEBISU partnership project was officially ended, the partners decided to continue the C.o.P. as it is, for their own development process, essential to be partner in a development group like YEBISU.

The next step....

In September 2013 we had the tenth YEBISU meeting in which Mr Peter Luijten on behalf of the Dutch National Agency participated. In that meeting we discussed the main aims of the C.o.P. and Mr Luijten showed the partners that the aims of this partnership are very much in line with the aims of the new European Erasmus+ program. Mr Luijten showed the group a slide concerning the development process of their employees.

Integral approach: alignment of the quadrants



After discussion during the 11th YEBISU meeting in February 2014, hosted by L'Orangerie, the C.o.P. decided to ask the project leader, André Huigens, to write a new project proposal. This application had to be based on the outcomes of the discussion of the 10th and 11th YEBISU meetings and the model showed above. Assignment for the project leader: write this project in such a way that the spirit of the C.o.P. is the backbone of this project.

Summary of the discussion in February 2014, used for the application of this project

The partnership of YEBISU evolved into a Community of Practitioners named YEBISU 2 in 2011. With 12 partners of the YEBISU C.o.P we developed a regular

practise of sharing and discussing the impact of our employees on our companies. At some point we asked ourselves: Do our employees feel responsible for our companies? How do they interact with our clients? Can they see opportunities? What motivates them? How do they react to change?

As the YEBISU C.o.P. partners, we noticed deficits in the key competences for "entrepreneurial behaviour" of our employees. We need these competences to make our companies competitive in an ever changing society.

By "entrepreneurial behaviour" we, the members of the CoP, do not mean knowledge and skills, but competences. Competences that cause our employees to become more aware of what happens in their surroundings, to reflect on it and act on it. Employees who learn to do this are empowering themselves and are an asset to our companies.

The project aims to make a set of learning outcomes focusing on entrepreneurial behavior of employees, complemented by an assessment tool, both to be used in different economic sectors.

As YEBISU members we looked into the EQUFAS framework and agreed that the dimensions Ambiguity, Change and Range provide a space where these competences could be developed. The idea is to develop units of learning outcomes and to include the descriptors in the professional and educational profiles. Our branch organizations support this idea. During the writing of the project the NLQF Co-ordination Point supported our application because it may contribute to their aim of connecting the instruments of validation and NLQF/EQF.

YEBISU empowers employees: a Ka2 Erasmus+ project

The project is set up for a period of three years. The official start is 1st of September 2014 and the official end is 31st of August 2017.

The project "YEBISU empowers employees" aims to find instruments to improve the entrepreneurial behavior of employees. To this end the project intends to develop a set of units of learning outcomes as well as the assessment tool to measure these outcomes for entrepreneurial behavior on the levels 1 - 5 of the EQF. The units of learning outcomes are meant for the competences of Ambiguity, Change and Range of the EQUFAS framework, the key competences for the soft skills of entrepreneurial behavior. The partners from companies, VET institutes and branch organizations will develop a common approach to fostering entrepreneurship.

Outcomes/output of our work:

- Clarity of understanding those competences described in the EQUFAS framework under Ambiguity, Change and Range.
- Determination of the place where these descriptors belong in the educational and professional profiles.
- Established units of 'learning outcomes' to make entrepreneurial competences accessible for the different EQF-levels in non-formal and informal education.
- Established assessment methodology.
- A framework for the implementation phase in a network situation.

- Training of trainers in outcome based learning according to the taxonomy of Dee Fink.
- Assessment.
- Evaluation of the implementation phase to see if the approach leads to the improvement of entrepreneurial behaviour.
- Adapted and improved units of 'learning outcomes'..
- Adapted and improved assessment tools.
- Recommendations regarding the place of the units of 'learning outcomes' in formal education.
- Dissemination activities linked to the branch, other sectors and other projects.

The impact of our activities:

- The employees will engage more actively in entrepreneurial behaviour and are more aware of opportunities and their own capabilities. They will widen their possibilities on the labour market.
- The companies will use the units of 'learning outcomes' and the assessment tools in planning and team development of their employees and companies.
- The branch will demonstrate its role as a supporter for the sector in innovation and can prove to be the ideal partner to disseminate the outcomes to the whole sector.
- For the VET institutes the units of 'learning outcomes' and the taxonomy of Dee Fink are a starting point to further develop their entrepreneurship education.
- Teachers will have first-hand experience of what entrepreneurial behaviour in companies means and will be more aware of their own capabilities.
- YEBISU C.o.P will have a better common understanding of what entrepreneurial behaviour is and how to cooperate in developing it.

This project will be divided in three parts, with different activities and intellectual output.

A: the development and research part in the first year

B: the testing phase in the second year

C: the implementation phase in the third year

We will organize 6 working sessions in which all partners will participate. The meetings of the development group will mainly take place by skype plus physical meetings alongside the partner meetings. Also 4 meetings for the steering group are planned. We will work with three different groups in this project.

The primary project group consists of all original YEBISU partners, most of whom have their own companies. They do not have the competences and time to take part in the development processes of this project. The primary group will contribute to the developmental work but their active role is limited as they will only test and confirm the assignments for the development group and confirm and establish the outcomes. They will also be involved in the testing/implementation phase and the assessments. However, the Community of Practice will stay active.

A secondary or development group, in which the VET institutes and experts do the developmental work. They are the new partners in this project.

The whole project will be monitored and guided by a steering group. The meetings of the primary project group will be held before or after the ordinary YEBISU Community of Practice meetings which will take place approximately twice a year. In between the

development group will have one meeting. They will work mainly by internet/skype meetings.

A: The development and research part of the first year:

During the kick off meeting, we will discuss the meaning of Ambiguity, Change and Range as key factors for entrepreneurial behaviour, develop and distinguish the outcomes as can be seen in the project application. This meeting will ensure that all partners feel real ownership to the project and will focus on the work to be done.

Outcomes of the development and research part will be:

- Units of learning outcomes for Ambiguity, Change and Range targeting on the EQF levels 1-5 in informal and non-formal learning. We will discuss and establish this with the companies, branch partners and educational institutes .
- Advice will be presented for the place of these units of learning outcome in formal learning.
- The assessment tools will be developed, presented during the partner meeting and discussed with all partners .
- The planning of the testing phase will be organized.
- The organization and planning and the actual training of the assessors will take place.

B: Testing Phase in the second year.

Outcomes of the Testing phase will be:

- The actual assessment of employees, teachers and students.
- The evaluation of the first testing phase.
- Adaptation of the units of learning outcomes and the assessment methodology and planning for the second testing phase.
- The second round of testing the units and the assessments in the companies . Evaluation of the second testing phase with all partners.
- Final conclusions and the assignment for the development group to work out the definitive units of learning outcomes and assessment tool.
- Present the units of learning outcomes and the assessment tool to the experts and users we are linked with and their reaction. All partners will participate and be responsible for connecting their national and international user groups in this field to be consulted.
- We will use the feed forward we receive to improve our outcomes and recommendations so they will be more valuable and useful for our target groups.

For the final meeting of this development process, all partners can bring representatives of their user group. We will have a dialogue about the use and added value of our results and observe where we are in the development process of the YEBISU e.e. C.o.P.

C: Implementation phase in the third year.

Outcomes of the implementation phase will be:

- the placement of the intellectual outputs in the Skillsbank for definition, description, aggregation and storage of learning outcomes supporting individualised career paths and career guidance towards formalized qualification.
- the links to the relevant web sites.

- we will organize multiplier events in the third year, one in each partner country. These multiplier events will be organised for instance together with the Dutch NLQF coordination point, National Branch organizations and VET institutions. Target groups will be: companies outside our working branch, VET institutions, branch organizations that were not involved in this project, but also the organizations we linked this project to, like EVTA, CEDEFOP, MBO/AOC council, ECVET team Europe etcetera.
- dissemination activities, like workshops in the partner countries, are planned to start from the second project year. The target groups for these workshops are branch related companies and VET institutions.
- Special attention in this project is paid to the involvement of EQF level 1 employees. We will make clear how we involve level 1 in our proposed methodologies. At least two companies (Van der Spek Hoveniers and Irado) with together 50 employees on level 1 of the EQF levels, will get targeted support from the project manager. Because entrepreneurial behaviour is far from the usual professional attitude of these level 1 employees, the awareness of possibilities, deserves special attention.

Finances of this project.

The new YEBISU e.e. partnership received budget for the development process, a part of the staff cost of the project manager and the staff involved in the development group as well as the travel and subsistence cost of all partners. The staff cost of the original YEBISU partners as well as the cost made for the implementation phases will be paid by the YEBISU partners themselves. There is budget for the steering group involved. The members of the steering group are Mr Bernd Franzen, Mr Henrik Bos, Mr Rien van der Spek and the project leader André Huigens.

Further explanations concerning the finances will be given during the kick-off meeting as the Dutch National Agency will organize an information day concerning the administrative and financial obligations in this KA2 project.

Partners in the YEBISU e.e. project:

- M. van der Spek Hoveniersbedrijf B.V., the Netherlands
- VRJ Group, Finland
- Gartenplus gmbh, Germany
- Magnolia Art Kertepito Kereskedelmi es Szolgaltato Korlatolt Felelossegu Tarsasag, Hungary
- L'Orangerie, France
- Liivi Invest, Estonia
- Viridis bvba, Belgium
- Irado, the Netherlands
- Stichting Wellant, VET institution, the Netherlands
- Luua Metsanduskool, Vet institution, Estonia
- TYOETEHOSEURA RY, Research and VET institution, Finland
- VHG, Organisation for the gardening and landscaping branche, The Netherlands
- 🇳🇱 Albeda college Rotterdam, VET institution outside the Agricultural sector, the Netherlands
- KCH Services B.V. (KCH International), knowledge and research centre, The Netherlands

- EUROMASC - European Masters of Skilled Crafts, Norway
- TVETxp, Mr. Fred van Koot, expert in VET in the Agricultural sector, The Netherlands
- Ms. Anne Potters, educational expert, The Netherlands

Supervisor on this project representing the Dutch National Agency: Mr Peter Luijten

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