



## In Progress Overview file of the YEBISU e.e. project.

**empowersemployees**

Introduction to the process overview file we are using in YEBISU e.e. project.

We used this file also in our YEBISU 1 project and it is an overview of the project progress in time. This file is in the first place written for the project partners it selves The idea is that all partners create a file in which we can observe and follow what our actions or reflections related to the project progress are on individual/company/branch level.


This file starts with an overview of the individual observations accordingly to the aims of this project. At the end it will give us, as well as all people interested in and controlling our project outcomes, insight in our developing process. This so called in progress overview will connect all actions to the Intellectual Outputs of the project application.

André Huigens

Projectleader YEBISU e.e. partnership





Meeting, activity or conclusions in the project time line	Individual development process	Team/Company development process	Branch/sector development process
<p><b>At the Kick off meeting in Finland November 13-14-15, 2014 we started with individual perspective on the three levels we will work on in this project</b></p>  <p>YEBISU e.e. project leader André Huigens</p>	<p><b>Question:</b> What is your personal idea or expectation of this project after the kick off meeting? What will be your personal contribution to reach your own aims?</p>	<p><b>Question:</b> What are the expectations for your company/organization, your employees/colleagues? What are the expected outcomes on company/organization level? What is your proposed action to make your company/organization involved in this project process?</p>	<p><b>Question:</b> What is the proposed impact for your branch/sector and what do you see as the role of your branch/sector in this project? What actions have to be taken to make your branch/sector involved?</p>



**Individual perspective of partner:**

**Bernd Franzen, Simon Leuffen, Sebastian Spittka and Kathrin Fervers  
GARTENPLUS, Germany**



**Answer:**

1<sup>st</sup> question

- personal development
- to understand how learning processes work
- psychological further education
- speaking English

2<sup>nd</sup> question

- observation
- asking questions out of an observation point
- to simplify
- to connect what fits together
- to understand and talk about what competences are needed in a working process
- not only for employers, even for partners, clients and subcontractors

**Answer:**

1<sup>st</sup>, 2<sup>nd</sup> question

- to get a better communication as intern as extern
- to get more theoretical knowledge how working processes work
- to recognize, which competences are needed for what kind of work
- to recognize, why mistakes are happening – what can it make better
- to evaluate parts during a working process – what can be done by employees with less salary, which leads to a better calculation – the profit rises
- to reach the aims of the application-content

3<sup>rd</sup> question

- to give our personal knowledge into the project (see first column)
- getting interviewed by the researcher group
- financial controlling
- give space for exchanges (employees for a couple of days in our office)
- taking part at the 6 meetings

**Answer:**

1<sup>st</sup> question

- rising quality
- to make design and construction understand each other
- to recognize how youngsters can be recruited for the branch

2<sup>nd</sup> question

- the relation between constructor, designer, client, suppliers is special
- so persons on very different levels are involved and really needed to finish the product (the garden!)

3<sup>rd</sup> question

- you need the curriculum developers of the branch schools
- to involve the responsible person for apprenticeship (BGL)



<p><b>Individual perspective of the partner:</b>  <b>Andre Hertog</b>  <b>Director Irado, Netherlands</b></p> 	<p><b>Answer:</b>          There is also a difference in culture between the countries.          I can explain how we deal with the employees and I can learn from the other.</p>	<p><b>Answer:</b>          :Get clarity about the levels.          The employees with the same level are they interchangeable between the different countries.          I am trying to get the employees at a higher level.</p>	<p><b>Answer:</b>          Better matching education and business.          What will business have to do to training for the employees.</p>
<p><b>Individual perspective of the partner:</b>  <b>Anu Vaagen/Raili Laas,</b>  <b>Luu Metsanduskool</b>  <b>Estonia</b></p>  	<p><b>Answer:</b>          Our expectation is to develop our own competences, language skills etc.          To be actively involved to the project activities.</p>	<p><b>Answer:</b>          Through the project we can develop our students and teachers/staff, develop the processes in our school.          Our organization is involved through the seminars, mobility's, testing.</p>	<p><b>Answer:</b>          Bigger cooperation with companies; we have to disseminate what we are doing, what kind of results we have in the project. We have to share our experiences.</p>



**Individual perspective of the partner:**

**TTS, Finland  
TuomoVainikainen**



**Answer:**

: We are trying to find out what entrepreneurial behavior is and how we can develop it by formal and informal learning.

I will contribute the meetings, discussion between and to the research work. I find this subject very interesting, because we are really working on an essential subject by great dialogue between VET and employers. I also find it difficult with long-term goal setting to educate these competences we are now dealing with.

I am willing to share my competency e.g. in education, competence-based evaluation and the Finnish qualifications and curricula knowledge.

**Answer:**

: As we have many company partners in the project we expect to make a good piloting and by that found solutions which are working for labor markets and VET providers. Also we are waiting for tools and well described contents to train in on-job periods, educate in school and assess learning outcomes of these competencies better in a future. TTS want to take these tools in use immediately and integrate results to curricula starting from horticulture education and spreading it to the other sectors.

**Answer:**

: By results and tools we are more able to reach those needed competencies in VET no matter of a sector. The role I see is to be an example, a pilot. After getting example, how to handle these competencies better, we are waiting to see a long-term change in education field in Finland. Actions to be taken are coming after this project. It means a good piloting by TTS and dissemination to other VET providers in cooperation with Board of Education and the branches' associations. This might need a new project though ☺



### Individual perspective of the partner:

**Arie and Geraldine van Dorp  
L'Orangerie, France**



#### Answer:

We like to continue with the very inspiring carousel sessions with our community of practitioners. Being aware of what is going on in other similar companies all over Europe, their problems, ideas, challenges and success stories. Communicating on a same level is worth while. We appreciate the long life learning project aspects of organizing, structuring and looking at ourselves, to our company and think ahead.

#### Answer:



At the beginning of 2011 first signs of internal problems occurred in l'Orangerie. A (financial) crisis followed and within one year almost all of the 10 employees quitted the company. Several strategic decisions were made and a difficult period of hard working followed. Actually, signs of improvement encourage us to redevelop our company with less or more employees. And we like to empower them. New colleagues are asked to federate in a 5 years business plan. The participation in the project process of YEBISU 2 is highly connected to our company project.

#### Answer:


Actually it is uncertain whether l'Orangerie could take part in an exchange with the garden and landscape branch in our region. However, exists the UNEP department Bourgogne/Franche-Comté who represents the green companies and communicating with that organization could be a good way to get the branch involved in the YEBISU project.  
\*\*\* Just for example we send you the first page of a professional branch magazine 'Lien Horticole'. One of the main items of the most recent edition: "When you make public offers, don't buy your plants abroad but go to local nurseries". In other words, believe in the protecting policy of "made in France". (off the record: If Germany is economically going far more better than France it is mainly due to the export market...!)







			
<p><b>Individual perspective of the partner:</b></p> <p><b>Ether Vis</b> <b>Wellantcollege,</b> <b>the Netherlands</b></p> 	<p><b>Answer:</b> I'm participating in de development of a profile based on entrepreneurial competences in which education doesn't provide. During the project we will develop these competences, test them and implement them. My personal contribution is that I will deliver input in developing and testing the profile. As an educational scientist I am familiar with Dutch education and I'll use my knowledge an competences. I will also inform Wellantcollege during the process and stimulate Wellantcollege to participate in the phase of testing.</p>	<p><b>Answer:</b> Wellantcollege will use the profile in education. The expected outcomes are:</p> <ul style="list-style-type: none"> <li>• Team leaders are aware of the competences and the importance.</li> <li>• The assessment tools are presented to the team leaders of our organization.</li> <li>• Competences and assessment tools are implemented in international BPV.</li> </ul> <p>My proposed action is that I will inform team leaders.</p>	<p><b>Answer:</b> The impact is that the missing competences are acknowledged and that they are described and completed with assessment tools. Wellantcollege can use the outcomes to improve education and meet the needs of companies.</p>
<p><b>Individual perspective of the partner:</b> <b>Andres Vainu,</b> <b>Livii, Estonia</b></p>	<p><b>Answer:</b> : Expand the horizons based on the example of other European companies and the opportunity to</p>	<p><b>Answer:</b> : My expectation is to find a solution to shortages of skilled labor in the company.</p>	<p><b>Answer:</b> : In its sector firms need to get bigger. Company executives are able to deal</p>





	learn from their mistakes.	And how to keep them.	with further development, not only for survival.
---	----------------------------	-----------------------	--






<p><b>Individual perspective of the partner:</b></p> <p><b>Jeannette Janssen</b> <b>KC Handel</b> <b>The Netherlands</b></p>  	<p><b>Answer:</b> During the kick off meeting we have met each other. The mission of the project becomes clear. Human resource development has my personal interest. I see this project as an opportunity to collaborate with the labor market for an instrument that is practically usable to measure hidden competences as Ambiguity, Change and Range and develop them.</p>	<p><b>Answer:</b> Human Capital Management at KCH means constantly exploiting and developing (from the behavioral repertoire) of employees to achieve organizational goals. The 'behavioral repertoire' of an employee is the sum of what an employee wants (motivation) knows (knowledge) and can (competencies). Entrepreneurship is currently an important theme. Commissioned by the Ministry of Education KCH has developed the CE entrepreneurship. A Certifying module that can be additional on qualifications in order to develop entrepreneurial skills.</p> <p>As a partner in the project Yebisu we can contribute from the perspective of education in the development of a tool that helps to develop the behavioral repertoire of employees and measure them. At the same time we are familiar with the labor market needs and are we able to let both worlds communicate.</p>	<p><b>Answer:</b> The instrument developed in the project is to contribute to the Human Resource Development. This instrument can function as if it were a blueprint for other sectors. Entrepreneurship 'lives', also in the trade sector. Although entrepreneurship naturally fits well within the sector an entrepreneurial attitude is also seen in the trade sector as essential to be successful or not.</p>
<p><b>Individual perspective of the partner:</b></p> <p><b>Nicole Slagmolen</b> <b>VHG,</b></p>	<p><b>Answer:</b> Developing vision how people learn, especially competences like leadership, entrepreneurship proactive behavior.</p>	<p><b>Answer:</b> As a Branch association VHG is involved in the New Dutch Qualification Framework an VHG is owner of the VHG Brance Opleiding, a</p>	<p><b>Answer:</b> Visible and real cooperation between Labour market and Educational institutes.</p>





<p><b>The Netherlands</b></p> 	<p>Sharing experience developed through years of experience in vocational training and education.</p>	<p>branch standard in learning for adult employees. The insights we gain in this process will be used as an input for both educational programs. Taking part in the partner meetings and sharing the insight, mental models and transferring it in our branch.</p>	
<p><b>Individual perspective of the partner:</b></p> <p><b>Henrik Bos</b> <b>VRJ Group Finland</b></p> 	<p><b>Answer:</b> I have always been interested how I can make people to transfer knowledge and skills to one other. I hope I get some ideas, skills and tools to understand better of this process. I have been entrepreneur all my life and to recognize the behavior in people helps me to understand individual peoples. I have 30 years of experience with running my own company and having people to work for me, I will use that knowledge and give my opinion of the realities in managing people.</p>	<p><b>Answer:</b> VRJ Group is company with 350-450 workers every year, I'm developing a training program to help people to exceed in their own profession. I hope this project helps me to find a way to train the people on their own level of understanding. This project helps me to recognize peoples level an ability to achieve maybe higher level on their personal development curve. Company will benefit when people and work teams are trained and assembled on the level where these people are most comfortable.</p>	<p><b>Answer:</b> I'm on the board of several company based national and international associations where we are trying to build better knowledge to companies and I'm constantly training company owners and new companies to develop their possibility to survive in their market. We need to understand what are the ability's what makes good entrepreneurs or what are the necessity skills what needs to be developed to survive in company world.</p>






<p><b>Individual perspective of the partner:</b></p> <p><b>Tamas Vincze</b> <b>Magnolia art,</b> <b>Hungary</b></p> 	<p><b>Answer:</b></p> <p>My personal idea and expectation of this project is to develop my personal skill, competence. To change my mental model, the way of thinking or definitely enlarge or break through the box around my mind .</p> <p>Personal aim to understand the competence based company managing and development, learning from each other, understand European process through the foreign sample at different size and focusing company, problem management. System thinking in a company development and organization together with HR is key interest. My personal development can be to see through my Hungarian glass the problems and solution with my mental model and share with the members.</p> <p>Develop my entrepreneurship.</p>	<p><b>Answer:</b></p> <p>I would like to share the EQF based outcomes of YEBISU in HR and company management method with my college, focusing on and developing different competences. The aim to understand each employee their role and responsibility in the organization, and constantly increase their competence according to their levels.</p>	<p><b>Answer:</b></p> <p>Through higher level of cooperation and change of knowledge between business partners, education, government can lead every partners to increase the quality and beneficial for everybody.</p> <p>Branch can develop if the big group of companies develop both individually and cooperating each other simultanly together.</p> <p>With clear competence, skill demand of the company can press on education to educate future employee on their needs ...</p>
<p><b>Individual perspective of the partner:</b></p> <p><b>Rien van der Spek</b> <b>hoveniers</b> <b>The Netherlands</b></p>	<p><b>Answer:</b></p> <p>Personal: A better view on the way of thinking of the education sector. More tools for managing the</p>	<p><b>Answer:</b></p> <p>Tools for: More behavior employees and how we can give them the right place in our teams And that they understand their own</p>	<p><b>Answer:</b></p> <p>Develop a better cooperation between the labor market and education sector Another way of education</p>




	<p>different levels of employees and understand individuals Learning from each other and sharing knowledge</p>	<p>level/place in work/interact with clients and the surrounding where they live and work And take their responsibility in the company and team and motivate to make steps forward</p>	<p>more non formal We need higher level workers in the future Working and the image off the landscaping sector Better using tools for the low levels</p>
<p><b>Individual perspective of the partner</b></p> <p><b>André Goemaere</b> <b>Viridis</b> <b>Belgium.</b></p> 	<p><b>Answer:</b> To improve my personal development long life learning To learn more about other European companies To go on with the carousel To develop my personal psychological education To develop my different languages</p>	<p><b>Answer:</b> I want to expand my company in the future in a way that I can use the assessment tools of yebisu1 and 2 I want to have a better view were it is sometimes going wrong in the company and to find solutions for it according to yebisu1 and 2 I want to develop my workers through the project</p>	<p><b>Answer:</b> The demands of the labor market should be more matched to the education We have to bring the message of our aims and goals to the branch sector To develop uniform curriculum in our branch all over Europe To level up the skills, knowledge and craftsmanship of our students and workers all over Europe and Belgium</p>
<p><b>Individual perspective of the partner:</b></p> <p><b>Peter Siemann</b> <b>Albeda College</b> <b>The Netherlands</b></p>	<p><b>Answer:</b> I'm participating in de development of a profile based on entrepreneurial competences in which education hardly provide. During the project we will develop these competences, test them and</p>	<p><b>Answer:</b> The Albeda College will use the profile in education courses. The expected outcomes are: • Pilots with education leaders so that they will be are aware of the competences and the importance.</p>	<p><b>Answer:</b> The impact is that the missing competences are acknowledged and that they are described and completed with assessment tools. Albeda College will use the</p>




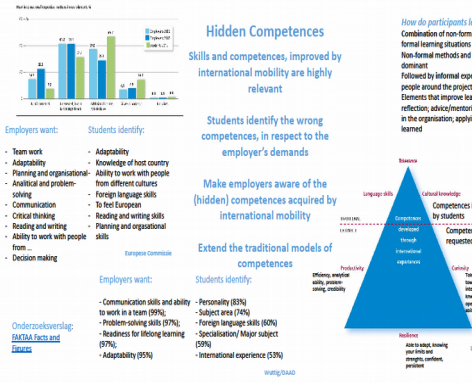


	<p>implement them. My personal contribution is that I will deliver input in developing and testing the profile. I will be the linking pin for the development of (new) courses within the different branches of the Albeda College so that they can participate with their knowledge.</p>	<ul style="list-style-type: none"> <li>• Checking the new coming needs in their programming for the near future (there are new qualification profiles coming up)</li> </ul> 	<p>outcomes to improve education programs so that the relation with the needs of companies will be better. The will involve a couple branches to set up new programs with their working field and evaluate the programs.</p>
<p><b>Individual perspective of the partner:</b></p> <p><b>Fred van Koot TVETXP, The Netherlands</b></p> 	<p><b>Answer:</b></p> <p>1) the consortium looks promising in terms of cooperation between business and education</p> <p>2) the project targets are in line with to what I think is important for the development of real and enriched craftsmanship where entrepreneurial behavior and an international mindset are essential.</p> <p>3) My personal contribution mainly lies in the transfer of business demands in to educational curricula. Creating a common language between education and companies will be my main focus.</p>	<p><b>Answer:</b> : not applicable</p>	<p><b>Answer:</b> : not applicable</p>



<p><b>Individual perspective of the partner:</b>  <b>Rolf Aslaksrud Kristiansen</b>  <b>EUROMASC Ltd,</b>  <b>Norway</b></p> 	<p><b>Answer:</b>          An interesting approach for the implementation of Skillsbank in a new setting.</p> <p>Contribute to discussions and support the organizing and structuring of Learning Outcomes relevant in this environment – and for this purpose</p>	<p><b>Answer:</b>          To experience how a close and direct stakeholder participation can contribute to increasing relevance and accuracy of Learning Outcome matrixes.</p> <p>Observe the stakeholder (partner) interactions and developments of the future qualification/competence matrix content</p>	<p><b>Answer:</b>          Not applicable</p>
<p><b>Meeting, activity or conclusions in the project time line</b></p>	<p><b>Individual development process</b></p>	<p><b>Team/Company development process</b></p>	<p><b>Branch/sector development process</b></p>
<p><b>Kick off meeting</b>  <b>Finland</b>  <b>November</b>  <b>13-14-15, 2014</b>  <b>See also the minutes of this meeting!</b></p> <p><b>Main issues we discussed</b></p>	<ul style="list-style-type: none"> <li>• Our ownership of the project aims</li> <li>• The deeper impact of the learning outcome approach</li> <li>• European paragraph, EQF and ECVET</li> <li>• Individual development tools provided by KC-Handel, EQUFAS and all instruments developed in YEBISU 1 and 2</li> <li>• Awareness about learning transfer within a context, about situations with limited and more significant changes</li> <li>• What do we expect of our employees as an entrepreneur?</li> </ul>	<ul style="list-style-type: none"> <li>• Carousel with the partners</li> <li>• Needs analyses and market developments</li> <li>• Presentation of new partner companies.</li> <li>• Discussion about Ambiguity, Change and Range (Equfas framework). What does it mean for companies?</li> <li>• Finances agreement</li> <li>• Involvement of companies</li> </ul>	<ul style="list-style-type: none"> <li>• Ownership of the branch under discussion, the gap between this project and the branch in partner countries</li> <li>• Who is participating for the branch, how can we build the bridge? The link with ELCA.</li> <li>• Needs analyses and market developments.</li> <li>• Branch versus educational institutes: who is taking the initiatives in this project? And expectations of triple loop</li> </ul>



	<p>What does desirable behaviour look like? And what about our own behaviour, and the behaviour of our team leaders, teachers?</p>		<p>learning (Argyris en Schön).</p> <ul style="list-style-type: none"> <li>Dissemination planning, the involvement of every partner on this level.</li> </ul>
<p><b>Concerning the “hidden competences”.</b> See the minutes of this meeting for further details. <b>O1-A1 finished</b></p>  <p>Joke Schel, our administrative support.</p>	 <p><b>Hidden Competences</b> Skills and competences, improved by international mobility are highly relevant</p> <p>Employers want:</p> <ul style="list-style-type: none"> <li>Team work</li> <li>Adaptability</li> <li>Planning and organizational</li> <li>Analytical and problem-solving</li> <li>Communication</li> <li>Critical thinking</li> <li>Reading and writing</li> <li>Ability to work with people</li> <li>Team</li> <li>Decision making</li> </ul> <p>Students identify:</p> <ul style="list-style-type: none"> <li>Adaptability</li> <li>Knowledge of host country</li> <li>Ability to work with people from different cultures</li> <li>Foreign language skills</li> <li>To feel European</li> <li>Reading and writing skills</li> <li>Planning and organizational skills</li> </ul> <p>Extend the traditional models of competences</p> <p>Employers want:</p> <ul style="list-style-type: none"> <li>Communication skills and ability to work in a team (59%)</li> <li>Problem-solving skills (57%)</li> <li>Readiness for lifelong learning (57%)</li> <li>Adaptability (55%)</li> </ul> <p>Students identify:</p> <ul style="list-style-type: none"> <li>Personality (53%)</li> <li>Subject area (54%)</li> <li>Foreign language skills (50%)</li> <li>Specialisation/ Major subject (50%)</li> <li>International experience (53%)</li> </ul> <p>Underzoeksoverleg: <b>FACTA Facts and Figures</b></p>	<ul style="list-style-type: none"> <li>It is very hard to come to a conclusion what we really mean by entrepreneurial behaviour in our employees. The idea of Entrepreneurial behaviour in formal, informal and non-formal learning according to the EQF levels 1-5 is not so easy to recognize concretely within a company. You end up with a meaningless checklist or, alternatively, it the description is too abstract.</li> <li>Practical tools, material for how we can implement this learning in companies are needed</li> </ul>	<ul style="list-style-type: none"> <li>Education is not only a task for VET institutions, it is a task for the companies and the employees. More learning takes place in the working society than in the classroom!</li> </ul>

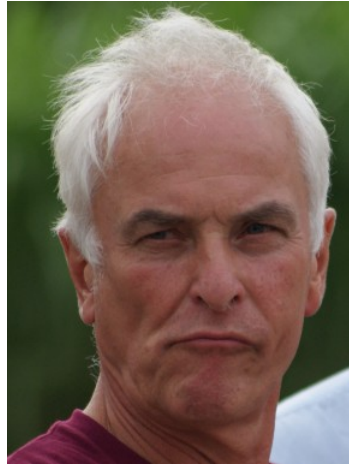




<p><b>Dissemination process</b></p> <ul style="list-style-type: none"> <li>three circles of interest</li> </ul>	<ul style="list-style-type: none"> <li>how to tell others about our goals, the use the meetings and events an individual partner is participating</li> <li>awareness to make this to a living thing, make it interesting</li> </ul> <ol style="list-style-type: none"> <li>Individual awareness translated into ownership</li> </ol>	<p>The awareness of the contribution to dissemination on company level</p> <ol style="list-style-type: none"> <li>The partners, their employees including the VET institutions.</li> </ol>	<ul style="list-style-type: none"> <li>aim is to change all the branches...is that possible?</li> </ul> <ol style="list-style-type: none"> <li>The circle of those who are branch related, national and international(ELCA, VET</li> </ol>
<p><b>What are the most relevant priorities addressed by our project?</b></p>	<p>That employees will engage more actively in entrepreneurial behaviour and are more aware of opportunities and their own capabilities. They will improve their possibilities on the labour market. Establishment of an assessment methodology for recognition of PLA.</p> <p>Development of units of those 'learning outcomes' that make individual entrepreneurial competences accessible for the different EQF-levels in non-formal and informal education.</p> <p>On Educational institute level: that teachers will have first-hand experience of what entrepreneurial behaviour in companies means and will be more aware of their own</p>	<p>Identification of the place where the descriptors for the competencies described under Ambiguity, Change and Range belong in the educational and professional profiles.</p> <p>That companies will use the units of 'learning outcomes' and the assessment tools to keep track of the development of their employees. This helps them in strategic planning and team development of their companies.</p>	<p>Developing of partnerships between education and employment</p> <p>Entrepreneurial learning - entrepreneurship education</p> <p>Dissemination activities linked to the branch, other sectors and other projects. A framework for the implementation phase in a network that suits the needs of the partners.</p> <p>That the branch will demonstrate its role as a supporter of innovation for the sector and can prove to be the ideal partner to disseminate the outcomes to the whole sector.</p> <p>That the VET institutes will</p>



	capabilities.		use the units of 'learning outcomes' and the taxonomy of Dee Fink as a starting point to further develop their entrepreneurship education.
<p><b>Concerning Management of the project</b></p> <p><b>The meeting and appointments made by the financial steering group</b></p>	<p>The financial management is set up by Van der Spek company. A steering group is actively involved. Two partners, one from Germany and one from Finland will check facts and figures every half year. The steering group will control the project leader and the development group of the project.</p> <p>Communication with National Agency is the responsibility of the project leader and Peter Luijten of the N.A. of the Netherlands</p> <p>Time management will be supervised and controlled by the project manager and the steering group. It will be accounted for during every meeting.</p> <p>On individual level the following agreements are made: Every individual partner brings in his budget for management.</p> <p>The company partners do not need budget for their work in the project. All administrative obligations concerning the project have to be done by the project leader and the project administration.</p> <p>Work for the project will be paid accordingly to the idea of 'no cure, no pay'. The steering group makes a plan for the estimated cost of the project for every project year together with the project manager. No partner will receive any budget in advance.</p> <p>All partners in the researchers group have to prove their work by time sheets and the amount of working hours is based on teamwork in which everybody takes his task. The accountability of the project will be monthly checked by M. vd Spek as direct owner of the project.</p> <p>The steering group made, during the kick-off meeting in Finland, a calculation for the cost of the first year of the project and we like to show you the differences between this calculation and the accountability of the project in line with the financial rules of the EU cie. Underneath you will find the outcomes:</p> <p>The total grant for three years is 337.096 € (grant given by the Dutch national agency) 112.365 € (for the first year)</p>		



Managing the project hm.....

<i>1. Action costs</i>	
1. congress in Finland	8.000€
2. development group, two meetings for 2-3 days in Netherlands	7.000€
in between report before 30.4.	5.000€
staff costs, travelling expenses etc.	36.000€
3. second meeting including travel expenses ( Belgium)	6.000€
<i>2. General costs</i>	
1. project leader 55 €/hour, 1375 hours total	20.500 €
2. financial manager 25 €/h 120 h	3.000 €
3. external expert,	5.000 €
4. translation costs	7.000 €
5. secretary 11 €/h 275 hours	3.025 €
6. steering group	<u>2.000 €</u>
TOTAL	<u>102.525 €</u>

The project management will develop a logistical file for handling the financial and logistic issues. This file will be adjusted by the steering group

- Reimbursement of cost will be done by an official form developed by the project management.
- The project leader will keep in contact with the Dutch national agency concerning the financial accountability of the project.
- Staff cost will be granted by time sheets in line with the project accountability.
- The project partners which can be seen in this project as company partners will not receive any staff cost for their attendance during the official project meetings. Travel and subsistence cost will be granted accordingly to the project accountability for all partners attending these meetings.
- All partners involved in the development process will receive a compensation for their staff



	<p>cost in line with their work which have to be proven in the official timesheets. All in line with what is agreed on in the project application and in dialog with the project leader. The amount of hours of the work is in tune with the project leader.</p>		
<p><b>The process between the kick-off meeting and the second partner meeting in March 2015</b></p> <p><b>The 2nd transnational project meeting focus on Researchers December 15-16, 2014, van der Spek, Benthuizen, The Netherlands.</b></p> <p><b>See the minutes of this meeting</b></p> <p><b>Process of further development of the entrApreneurial profiles,</b></p>	<p><b>The researchers group start their work.</b></p> <p>Inventory of the questions about intrApreneurial behaviour (employees acting entrepreneurial whil working in and for a company) by KC Handel</p> <p>Recognise competencies: companies need tools to implement the competencies Ambiguity, Change and Range, so called intrApreneurial behaviour, into their business. The schools also need to do this and schools and students need to recognise the (adapted) framework.</p> <p>Action planning for the following three months, which outputs from the application, who and when. Also concerning our dissemination activities and involvement of other projects</p> <p>Further determination of the competences Ambiguity, Change and Range. Translate the outcomes of the discussion during the</p>	<p><b>Sharing the discussion issues with the researchers partners.</b></p> <p>Raising awareness on institutional level and facing the difference between countries and their cultural background.</p> <p>Transfer: It is very interesting to find ways to increase and transfer the competencies. Transfer means connecting work/employment to entrepreneurial behaviour. We have to look at it as a whole. It is a system, everybody has to contribute to the outcome.</p> <p>Partners take their responsibility, use of skype and mail for exchanging information</p> <p>The concept and methodology of the next meeting (YEBISU e.e. meeting in March in Belgium). Task for Luua, Albeda and TVEXT with Luua in the</p>	<p><b>Building the bridge between the mental model of the labour market and educational institutes.</b></p> <p>Making the companies partner in the discussion.</p> <p>Development: A third point is how develop employees after creating the tools. (the tools of how to increase the competencies). As schools we have to be aware that we are not just educating one student, we target a large range of different employees for the companies/labour market. The student has a context in the labour market already. We should try to have more interaction with the companies in the education. Research in Finland: the future education is more focused on that.</p>



<p><b>December 2014- March 2015</b></p> <p><b>Testing phases of the NLQF descriptors for Nonformal- and Informal- learning. Starting the implementation and dissemination outside the project network</b></p> <p><b>Dissemination activities starting See overview of network via newsletter, attendance lists of meetings etcetera</b></p>	<p>researchers meeting regarding the profiles. The outcomes of this will be discussed during a virtual meeting in January 2015. O1-A2 and O1-A3 will be prepared in a profiles for entrApreneurial behavior.</p> <p>Because of the planning of the NLQF development process we brought the start of the testing phases forward. This was an excellent challenge to implement the concept profile descriptions from YEBISU in the concept NLQF descriptors and see what was missing or wrong formulated. Individual tests of employees</p> <p>Every individual partner is involved in a larger network than the partnership and everybody has the obligation to start the dialogue concerning entrApreneurial behaviour in that bigger network.</p>	<p>leading position. It is also necessary to discuss their ideas during a virtual meeting. Distinguish the profiles which can be seen in the official process file. <b>O1-A2 is in concept ready!</b> Two YEBISU e.e. company- and one school- partner participated in the testing phase. Irado and van der Spek companies are participating in the pilots</p> <p><b>Time investment of the monitoring process is paid by partners themselves. This was not a part of the application!</b></p> <p>Dissemination meetings within companies Involvement of large networks outside partnership like TDA, ECVET Europe, ECVET NL, ELCA, Finnish Gardeners Association; VET schools in Estonia, England, SCQF Scotland, EuroSkills</p> <p>The impact of this activity is that we receive much more feedback on our profiles as foreseen. We observe that many organizations are interest in our work and we are sharing our outcomes</p>	<p>Involvement of the companies by asking feedback on the developed profiles. Newsletter for dissemination outside the project partners, directly connected to the partners network. The impact of this activity is that we receive much more feedback on our profiles as foreseen. We observe that many organizations are interest in our work and we are sharing our outcomes which is causing delays in the development of the final profiles and Learning Outcomes for each EQF level. Impact on branch level, what are the consequences for the profiles of the employees.</p> <p>Dissemination meetings in the branche with other companies who are not participating in the partnership. The project leader is implementing the profiles and outcomes of the dialogue in</p>
---	--	---	---



		<p>which is causing delays in the development of the final profiles and Learning Outcomes for each EQF level</p>	<p>the NLQF descriptors development group for Non formal and Informal-learning. This process is directly linked with the YEBISU e.e. researchers and company dialogue. <b>This is effecting the outcomes on both sides and causes delays for both processes, for YEBISU e.e. in particular for the Outputs O1-A2 and O1-A3 because they will be connected to the testing phases(in the project seen as O2) which will start already in a pre-phases in March 2015. The three project phases are integrating and not anymore seen as different project phases in time! Implementing (project phase O3) is also starring in the first year!</b>          Cross over activity; two other organizations involved in the development group of the NLQF descriptors are participating in the testing phase; VIGOR and NVB. NCVB as well as the YEBISU partners used the</p>
--	--	--	---



			EQUFAS/YEBISU assessment concept. <u>Testing concepts of O1-A3 and O1-A4 are used for this.</u>
<b>Meeting, activity or conclusions in the project time line</b>	<b>Individual development process</b>	<b>Team/Company development process</b>	<b>Branch/sector development process</b>
<p><b>The 3<sup>rd</sup> transnational project meeting; March 25-27<sup>th</sup>, 2015 hosted by VIRIDIS, Belgium</b></p> <p>See the power point presentations, movies and minutes of this meeting!</p>	<p>Program named "An unexpected journey"</p> <p>The whole YEBISU meeting focused on the profiles of Intrapreneurial behaviour, the connections and performance in the different EQF levels and the changes in the concept made by the researchers/development group. Making short movies concerning the proposed employee behaviour in the different levels.</p>	<p>Carousel of the companies. Connecting the profiles to the company level of the partners. Making the movies of the different EQF levels accordingly to Intrapreneurial behaviour with other partners.</p>	<p>The carousel is the most important instrument for the development of international partnership in the branch. Exchange on branch level and what about other branches, the connection to Albeda as non-agricultural VET institute.</p> <p>The involvement of the partners in the development of the profiles, the link with organizations outside the partnership and the space we give them to be involved in the process. In particular the NLQF descriptor development process.</p>





### Financial steering group meeting and outcomes to the partners:

### Meeting took place on the first evening of the transnational meeting

#### Actions and issues concerning the finances we agreed on:

- The financial steering group member explains the accountability of the first project months to the group. Henrik is telling everybody that they do not accept any delays concerning agreements written in the logistic information paper written by the project management. This is concerning your reimbursement papers and time sheet requests.
- The reimbursement of costs needs to be done by filling in an official form developed by the project management. Payment will only be done if you enclose receipts or invoices.
- The project leader will keep in contact with the Dutch national agency concerning the financial accountability of the project.
- Staff costs will be granted by time sheets, in line with the project accountability. Only the time sheets accepted by the N.A. of the Netherlands will be accepted.
- The project partners, who can be seen in this project as company partners, will not receive any staff cost for their attendance during the official project meetings. Travel and subsistence cost will be granted accordingly to the project accountability for all partners attending these meetings.
- All partners involved in the development process will receive a compensation for their staff cost in line with their work, which has to be proven in the official timesheets. All in line with what is agreed on in the project application and in dialogue with the project leader. For partners in the researchers/development group there is an amount of the management budget accordingly to their presence available. We will discuss the amount with the steering group and will inform you as soon as we know more about the regulations of our financial management.
- Due to our transnational project meeting budget. It is probably impossible to cover the cost of a meeting in Norway. The costs first meeting in Finland was already higher than the budget. We will see how much space the rules will give us. Concerning this problem we decided to organize the next meeting somewhere else. Gartenplus is asked to consider if they can take care of the organization.



<p><b>The development period between March 2015 and September 2015</b></p>	<p><b>Awareness of the importance of the project development for VET institutions.</b></p> <p>The outcomes of the meeting in Belgium caused some confusion/discussion in the researchers group because the complexity that had to be captured in the profiles was raised. Also, the taxonomy of Dee Finck might have to be integrated directly.</p>	<p><b>Participation in testing phases NLQF descriptors. O2 project outcome in time forward</b></p> <p>Internal organization problems of partners makes participation of individual persons in positions in the project uncertain. Especially in the Netherlands is lot going on within the organization structures of KC Handel, VHG, Wellantcollege, TVETXP but also in Finland at TTS.</p>	<p><b>The need for Multiplier events on the level of VET institutions, dissemination on European level. O3 dissemination changed to participation of other then the project partners in the dialogue, O3 project outcome in time forward.</b></p>
--	---	--	---



**From April 2015 onwards: The impact of the initiative of Albedacollege**

Albeda College was involved with three educational developers in the second partner meeting in Belgium. This had such a big impact on them, that they started thinking about entrepreneurship for teachers. A small group of teachers and curriculum developers is now already thinking *with* the project about what it means for teachers and the new curriculum which have to be implemented in Dutch VET systems by 01-08-2016. They will not only be trained at the end of the project, but some of them will also actively be piloting an developing from now on as the deadline in this for them is 01-08-2016.

**YEBISU profiles en NLQF descriptoren & Herontwerp**  
 Herziening kwalificatiestructuur mbo

Procesarchitectuur Herziening MBO

YEBISU and NLQF in de nieuwe kwalificatiedossiers

- Grot ontwerp
- Fijn ontwerp

Albeda college invited other VET partners in the project to consider their position in this. Information meetings for the policy makers of the institutes involved were organized and the link to the NLQF descriptors with the YEBISU profile concepts made the VET partners following Albedacollege.

Within the network of the VET schools awareness was growing and the demand for Multiplier events showed up especially under non YEBISU VET partners.

- One multiplier event was organized in Tartu Estonia. Data: May 18-19-20-21 2015 The main topic there was the integration of the outcomes of YEBISU profiles related to the descriptors for nonformal- and informal-learning and the new role of VET institutions in this.

New VET partners of the UK, Estonia and Finland, NL together with three YEBISU-VET partners participated in this multiplier event which is paid by budget of the participating schools.



**Multiplier events organized in May and September 2015 with impact on different level.**


> Wellantcollege and Albedacollege organised a Multiplier event for the members of the TDA, representatives of the bigger VET colleges with a total of more than 125.000 students were attending this event organised In Zwolle, June 9, 2015

Participants in this multiplier event:  
 AOC Wellantcollege  
 ROC Albedacollege  
 ROC Rijn IJssel College  
 ROC Deltioncollege  
 ROC Leeuwenborgcollege  
 ROC Tilburgcollege  
 ROC van Amsterdam

YEBISU profielen en NLQF in de kerntaakomschrijvingen:

NLQF-descriptoren en YEBISU profielen gebruikt bij beschrijving van:

- Complexiteit
- Verantwoordelijkheid en zelfstandigheid
- Vakkennis en vaardigheden



> ECVET Europe organized a seminar concerning EQF/ECVET and Life Long Learning for policy makers. Place and date: Warsaw, May 28-29. On May 29 the YEBISU project leader did an explanation and training session concerning YEBISU outcomes so far.

**YEBISU project outcomes**

> The German Bundesverband Garten, Landschaft und Sportplatzbau is organizing Sept 10-13,2015 in Potsdam a conference in which the third day topic is



			<p>'Education for the branch'. Bernd Franzen will, as YEBISU partner, participating in a forum discussion in which he will present our outcomes.</p>
<p><b>Development of the profiles by the researchers group.</b></p>	<p><b>Individual partners in the group are confused by the feed forward given by the company partners.</b></p> <ul style="list-style-type: none"> <li>➤ The need of the companies for intrapreneurial profiles for level 1-5</li> <li>➤ Translation of the movies made in Belgium</li> <li>➤ Initiative of Albeda College</li> <li>➤ Involvement of the complex taxonomy of Dee Fink.</li> <li>➤ The results of the test phases of the NLQF descriptors make the situation more complex.</li> </ul>	<p><b>Outcomes testing phases related to YEBISU e.e. shows:</b></p> <ul style="list-style-type: none"> <li>- Assessing of non-formal and informal learning is still too much connected to formal learning.</li> <li>- Level 1 is for the labour market in the agricultural sector a level of importance and the standard here is too much connected with language skills</li> <li>- 360 feedback tools are not seen as the best to validate the L.O.s Companies are satisfied but official authorities are hesitating to recognise the results.</li> <li>- There is a lack of common understanding concerning the terminology we use in Europe. That is effecting the profile development too.</li> </ul>	<p><b>The pressure outside the project partnership for more information concerning our findings so far.</b></p> <p>The link with the Finnish outcomes concerning the so called "Hidden Competencies". There is a big difference between the implementation of people who are working in formal education concerning the level descriptors of the NLQF and translation to the EQF levels in the partner countries. What is seen as a level 3 description in one country can be seen in another as level 2. The International</p>



	<p>THE TAXONOMY OF SIGNIFICANT LEARNING</p>		<p>companies in the project are on one line in this.</p>
<p><b>Conclusions so far: What are the aims of each target group?</b></p>	<ul style="list-style-type: none"> <li>- What skills and knowledge do individual partners need to be able to develop their employees intrApreneurial skills? Can we exchange the individual needs and are they in line with the process of the project?</li> <li>- Teachers training program to the needs of the profiles of the branch. The structure of the qualifications are basically okay, the problem is to make sure that the employees/students are learning / behaviour implementation of a different taxonomy to make the results more outcome based.</li> <li>- Uncertainty concerning</li> </ul>	<ul style="list-style-type: none"> <li>- Team plan thinking, company development. No real SWOT analyses made, do we need that?</li> <li>- The need of a team development plan, the integral connection between individual development, the needs of a company and the qualification structure of new employees/lifelong learning programs</li> <li>- Organizational improvements for the companies according to the needs of the exchange of employees.</li> <li>- There is a big change in the present world of doing business not only in the gardeners world going on. A higher demand of sustainable and environmental friendly approach is needed. The problems of today are consequences of decisions we took in the past, therefore we cannot use the solutions of the past for these problems</li> <li>- It is time to bring the initiative back to the group of companies in this project, that is the challenge!</li> <li>- VET development, closing the gap between education and labor market. Branch development national and International. Intrapreneurial behavior and cross sectoral relations.</li> <li>- Validation of nonformal- and informal-learning processes</li> </ul>	



	<p>participation of individual persons because of internal organization problems of partners and uncertainty accordingly to the profiles development due the high complexity.</p> <ul style="list-style-type: none"> <li>- Albeda took the initiative to take the lead in the project development process.</li> </ul>	<p>according to a quality assurance tool/standard?</p> <ul style="list-style-type: none"> <li>- The role of the branch?</li> <li>- Yebisu project is in the picture in Europe as it is working in the field of Lifelong Learning.</li> <li>- The need for education providing the levels 1 and 2 of the EQF as this seems to be a problem in the National Qualification Frameworks in many European countries. There are jobs in every country according to these levels and those jobs requires competences, which means certain skills and knowledge.</li> <li>- What are the consequences of the change of a dynamic complexity to this social complexity for the branch?</li> </ul>
<p><b>State of the art on September 1 2015</b></p>	<p>The project is divided in three parts with different activities and intellectual output.</p> <p>A: the development and research part          B: the testing phase          C: the implementation phases.</p> <p>The duration of this project is three years We observe that we are integrating all three parts as we made a start with the testing phase as well as the implementation phase in the first year. Due this integration the project is facing working like a triple loop process which is complicated as all actions are inter-connected in a system thinking model. We organized two transnational meetings and several researchers/development meetings as well as three multiplier events during this first year. In some of the steps we are facing delays and in others we are far in ahead of our planning. Actions planned for part A have to be completed during the second year. The integration of the testing phases as well as the outcomes of dialogues we have from the multiplier events and meetings with our target groups influence the development and enlarge our research process. Officially the project started on September 1, 2014 while practically we could not start before November because of the missing documents like contracts etcetera.</p> <p>The conclusion is that we are on our way and the project is more dynamic than we expected in the first place. Due the fact that this project is already in the picture of the European commission, the</p>	





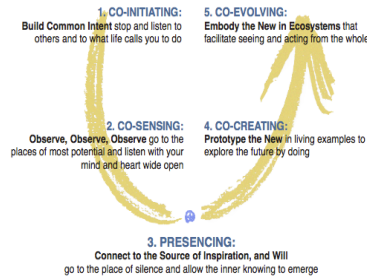
	<p>National agencies, ECVET teams, we are sure the subject we are working on is relevant in all member states of the EU and not only for the Agricultural Sector. It is interesting to see that people from the health care sector of a VET college like Albeda are so motivated to implement our conceptual outcomes in their new curricula. It is good to know that the educational institutes are trying to bridge the gap between the labor market and education. It will be interesting to see what the testing phases of the use of the profiles in the companies will show us.</p>
<p><b>Concept Planning of meetings and I.O.'s in the rest of this project:</b></p>	<p>4<sup>rd</sup> transnational meeting Estonia October 14-15-16 /2015            5<sup>th extra</sup>: transnational project meeting with researchers/developers group, Albeda Dec 2015            6<sup>th</sup> transnational meeting in Hungary March 2016            7<sup>th</sup> transnational meeting in France, September 2016            8<sup>th extra</sup> transnational meeting April 2017, Rotterdam            9<sup>th</sup> final transnational project meeting June 2017, Jügen, Germany            A1-O3-O4 and O5 will be completed in 2015            O2 started already and will be widen to all companies after the assessment training O2-A1 which will be organized after the meeting in Estonia where we accomplish the methodology with the companies.            O2-A2 will be implemented in Spring 2016 and will be completed in February 2017            O2-A3 started already with the evaluation of the first testing phase in march-April 2015 and will be repeated two time more during and after our testing phase. Will be continued            O2-A4 started already with the action of Albeda in April 2015 and will continue at least until the testing phase is finished and for the VET schools concerning the curricula of formal learning before August 2017. Will be continued            O3 started with the testing phase of the NLQF and the following action of Albeda in April 2015. All institutes will be involved during the second part of the testing phase and due the training sessions for the assessors of the companies and the train the trainer session for VET institutes. Will be continued            O3-A1 started already with the involvement in networks outside this partnership and the serious way individual partners get into discussion and dialogue with the users groups in sector not even only the Agricultural. Multiplier events started in May 2015.            O3-A2 is not relevant yet, it is a part of the work in the last year. It makes the outcomes sustainable in the skills bank.</p>



	<p>E1-B1 started by the action of Albeda in April 2015 and is now also in the focus of the other VET institutions in the partnership and those outside the partnership. Will be continued  E1-B2 is almost finished, the testing phase is evaluated and the final version of the descriptors is under development.  E2-B1 started with the branch meeting in Germany, September 2015. Will be continued  E3-B1 started already with the action of Albeda which is a non-Agricultural college, the multiplier events concerning the Dutch alliance a consortium of non-agricultural VET colleges, the multiplier event in Estonia with the biggest VET school of Estonia and the ECVET Europe seminar for educational policy makers in Warsaw, May 2015. Will be continued  C1 will start in the second project year and we might change this to a train the trainers session as the group who showed interest in this training is already quite big.</p>		
<p><b>4<sup>rd</sup> transnational meeting  Estonia Oct. 14-15-16 /  2015</b></p>	<p><b>Individual development process</b></p>	<p><b>Company/team development process</b></p>	<p><b>Branch/ Sector development process</b></p>
<p>Although the company partners might not have the experience that there happened that much since we met in Belgium, the opposite is the reality. The profile for entrepreneurial behavior is finished and ready for implementation in the pilots.</p>	<p>Companies know what they want to achieve with their pilot: what is a possible next step.</p> <p>Important to bear in mind: in a Learning Organization we never reach our goal! That learning process is always changing the aims appearing on the horizon.</p> <p>Partners went home with new insight in how learning takes place on individual as well as company level</p> <p>Learning starts by observing and listening and not by downloading the</p>	<p>The opportunity to exchange experiences and challenges between the partners on company level.</p> <p>Professional capital of an organization/company:  1. The level of competence of the employees of a company, the right people with the right education/competence level for</p>	<p>One of the school partners took the initiative to use the outcomes and make a step forward in the implementation process for their educational programs which have impact on the discussion in the branch. The impact of the issue we are working on is big. Intrapreneurial behaviour seems to</p>



mental model



Individual maturity levels of employees in teams

the right job.

2. The social interaction of the employees inside and outside the organization. The communication and interaction level.
3. The quality and speed of the decision making of the management.

Awareness concerning consequences for team development. How to develop your team? Different opinions concerning the way to handle this.



be discovered by all sectors and we are receiving all kind of questions from outside our branch for information, lectures etcetera's.

Who is responsible for the development of the branch. The growing gap between SME's in this branch and the bigger companies. Investment in people.

Partners open their eyes for this model. Where starts the change movement? By leadership!

**Level 1:** employees who are individually working in a process of an organization; service technicians.

**Level 2:** teams of two three people who are working for customers , a company might have more teams who are working on their



own. This is a quite common model in the gardening branch.

**Level 3:** Teams are working together, team s know from each other what they do, they can make planning's to help each other or use the machinery on different times in the day.

**Level 4:** Teams are organizing themselves completely, the manager is outside and constant working on new goals and aims to challenge the teams. Teams set their own targets and let them settle it. This how the Apple organization is organised.

<p>Developers versus companies process</p>	<p>Developers know what they need from the companies for helping setting up the pilots. A working plan is the result.</p>	<p>Companies are aware they have to take action but it is for some uncertain what they should do. Every individual company or school can have their own pilot in this.</p>	<p>The different roles in this project and everyone's responsibility is in the picture. Down from the branch observation to everyone's individual role. The serving role of the developers under discussion</p>
<p>The connection to the individual learning question of every partner in this project</p>	<p>Confrontation to what the individual partner answered on the starting questions a year ago.</p>	<p>The link to the pilot of the companies is more difficult than expected, Help in this process is needed.</p>	<p>Question popping up: What is the relation between the individual answers and the branch development. System thinking in the first place!</p>
<p>Financial steering group meeting and report to the partners:</p>	<p>On Wednesday morning the financial steering group had a meeting with the project leader and the financial manager of the project. The steering group looked at the financial interim report which was send to the N.A. as additional file of the first interim report. That document can be found in the report we send to the N.A. The steering group members were not happy with this way of taking care for the accountability of the project and they made another file with the estimated cost for the second project year. Questions were asked around the amount of budget we still have in the bank. Apparently it looks like we have more budget available for the work of the researchers then spend accordingly to the time line of the project. The 'no cure-no pay' approach of the labour market/companies makes clear that when just work what is done can be declared we can easily handle the budget. Another answer on this question is that most of this budget will be used for the pilots in the project which do have some delays.</p>		



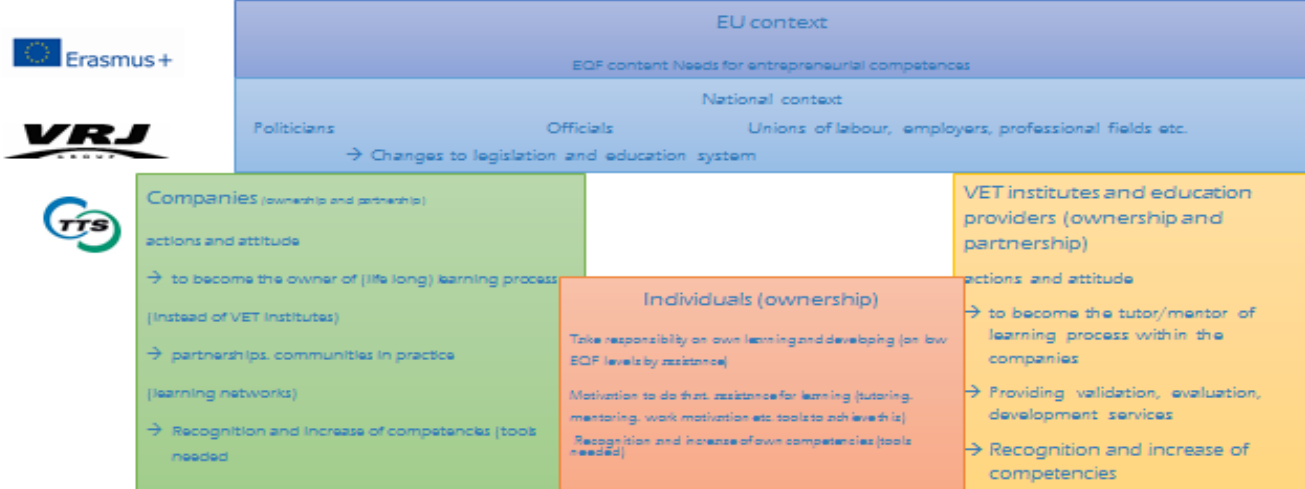
	<p>Only three partners are participating in the pré-pilot phase and they hardly ask budget for this work as the partners see it as their normal work.          In the afternoon Henrik explained the way we work to the partners. A small incident happened when Henrik explained the way he looks at the use of the budget from the labour market context which is entirely different from the way schools are working with budgets. The ‘no cure-no pay’ is hard to understand for school partners.          For the rest of the report see the documents of the finances.</p>																							
<p>Period from October 2015 to the developers/researchers meeting in December 2015</p>	<p>Individual involvement of developers/researchers in the pilots</p>	<table border="1"> <thead> <tr> <th>Company name</th> <th>Coach/contact person</th> </tr> </thead> <tbody> <tr> <td>VRJ Group</td> <td>Tuomo Vainikainen</td> </tr> <tr> <td>Viridis</td> <td>Luuu: Raili and Anu</td> </tr> <tr> <td>L’Orangerie</td> <td>Esther Vis</td> </tr> <tr> <td>M. van der Spek</td> <td>André Huigens</td> </tr> <tr> <td>Irado NV</td> <td>Peter Siemann</td> </tr> <tr> <td>Magnolia art</td> <td>André Huigens</td> </tr> <tr> <td>Gartenplus Gmbh</td> <td>Kathrin -&gt; Jeannette</td> </tr> <tr> <td>Liivi</td> <td>Luuu: Raili and Anu</td> </tr> <tr> <td>VHG</td> <td>Fred</td> </tr> <tr> <td>Pilot-TTS-Luuu</td> <td>Anu, Raili and Tuomo</td> </tr> </tbody> </table>	Company name	Coach/contact person	VRJ Group	Tuomo Vainikainen	Viridis	Luuu: Raili and Anu	L’Orangerie	Esther Vis	M. van der Spek	André Huigens	Irado NV	Peter Siemann	Magnolia art	André Huigens	Gartenplus Gmbh	Kathrin -> Jeannette	Liivi	Luuu: Raili and Anu	VHG	Fred	Pilot-TTS-Luuu	Anu, Raili and Tuomo
Company name	Coach/contact person																							
VRJ Group	Tuomo Vainikainen																							
Viridis	Luuu: Raili and Anu																							
L’Orangerie	Esther Vis																							
M. van der Spek	André Huigens																							
Irado NV	Peter Siemann																							
Magnolia art	André Huigens																							
Gartenplus Gmbh	Kathrin -> Jeannette																							
Liivi	Luuu: Raili and Anu																							
VHG	Fred																							
Pilot-TTS-Luuu	Anu, Raili and Tuomo																							
<p>Investigating the needs of the companies for the pilots.</p>	<p><b>The questionnaire developed for the pilots</b>          See this document as a separate file with much more details</p>	<ol style="list-style-type: none"> <li>1. Which movement within your company do you want to achieve after the pilot is done?</li> <li>2. Who is the target group you want to involve in the pilot?</li> <li>3. Describe the current situation:</li> <li>4. What kind of actions are you going to take in order to conduct a pilot?</li> <li>5. What kind of functional profile are you going to use?</li> <li>6. What kind of support (services or instruments do you need from the Yebisu researchers group?</li> <li>7. Which fears, anxieties, problems, barriers, challenges do you see actually for yourself and your company?</li> </ol>																						
<p>O1-A2 finished</p>	<p>YEBISU profile with defined EQF levels, Establishment of competences in educational profiles</p>																							



Dissimination activities, partners on the move



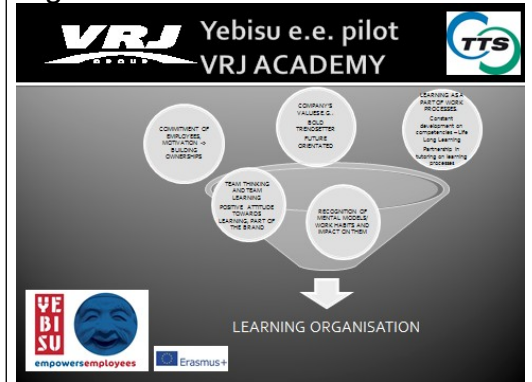
# YEBISU Empowers employees dissemination groups – we need to contribute to these changes



Initiative VRJ for Pilot implementation as example in this process

Focus on the individual employee in different levels. Starting with employees who have ownership to this process.

VRJ made the choice for the development of all employees in the organization.



Sector approach which includes infra and apartment construction sector






<p>The 5<sup>th</sup> Transnational project meeting: developers/researchers group. December 11, 2015 Albedacollege, The Netherlands</p> <p>See also the minutes of this meeting!</p>	<p>What kind of pilots are distinguished and which not →</p> <p>CONCLUSION:</p> <ul style="list-style-type: none"> <li>➢ The project needs to be focused on the 'Clear'-group.</li> <li>➢ The project leader will give extra attention to Viridis and the L'Orangerie, Optional advise for the other group who is still searching for a benefit: benchmarking the other companies to learn from them, to learn themselves. But they need a coach to actually learn the most from the experience.</li> </ul> <p>We distinguished the individual tasks of the developers in the process so far and the role in the pilots and further developments.</p>	<p>Clear in what they want with the pilot</p> <ul style="list-style-type: none"> <li>- VRJ, focus on entrepreneurial beh. for all employees</li> <li>- IRADO, focus on entrepreneurial beh. in level 1 and 2</li> <li>- Magnolia Art, focus on entrepreneurial beh. in level 1 and 2</li> <li>- Gartenplus focus on entrepreneurial beh. In level 5-6</li> <li>-TTS entrepreneurial beh, in recognition and validation of learning process of companies focus on various levels</li> <li>- Van der Spek Groep, focus on entrepreneurial beh. in level 1 and 2</li> <li>-Van Senten Green, small pilot focussing on entrepreneurial behaviour in sme's</li> <li>- Luua pilot, by making the teachers more entrepreneurial the will try to reach their students on those issues.</li> <li>-Wellant college and VHG will implement entrepreneurial behavior in a new educational program for level 4</li> </ul>	<p>Still searching</p> <ul style="list-style-type: none"> <li>- Liivi</li> <li>- Viridis</li> <li>-l'Orangerie</li> </ul>
<p>The work for the next period: The pilots and the connection to monitoring process.</p>	<p>Developing and finalizing the CE-O/YEBISU training concept. The most important issue in this phase is implementing Dee Fink in the methodology we use.</p> <p>Assessment of individual employees a tool for 'recognition' and 'validation'.</p>	<p>Pilots of the first trainings concept with irado, van der Spek Group and Magnolia art. Involved is the VRJ group in the outroll of this concept.</p> <p>Team thinking-and team learning. To change the assessment tool of Estonia:</p>	<p>The challenge is to develop an Outcome based concept which can be used in different sectors.</p>





	<p>The units of Learning Outcomes. For every partner we need to distinguish the units of learning outcomes.</p> <p>Monitoring of the processes within the pilots. Every partner have to make clear how they are monitoring their own process.</p>	<p>Everybody has to think which people can we use to help us doing this.</p> <p>Outcome bases, to be used for all partners/companies</p>	<p>Outcome based concept which can be used in different sectors.</p> <p>The progress is constantly interacting with what happens in the same fields within Europe.</p>
<p>Marketing of YEBISU, from intrinsic ownership to extrinsic communication</p>	<p>Basis for the marketing communication for all media (flyers, website, personal discussions etc.).</p> <ol style="list-style-type: none"> <li>1. Describe in three sentences what the Yebisu project is.</li> <li>2. Which benefit will this project produce and who will profit from the project?</li> <li>3. What makes Yebisu outstanding as a European project?</li> <li>4. What are the key quality indicators of Yebisu?</li> <li>5. What fascinate you personally taking part in Yebisu?</li> </ol>		



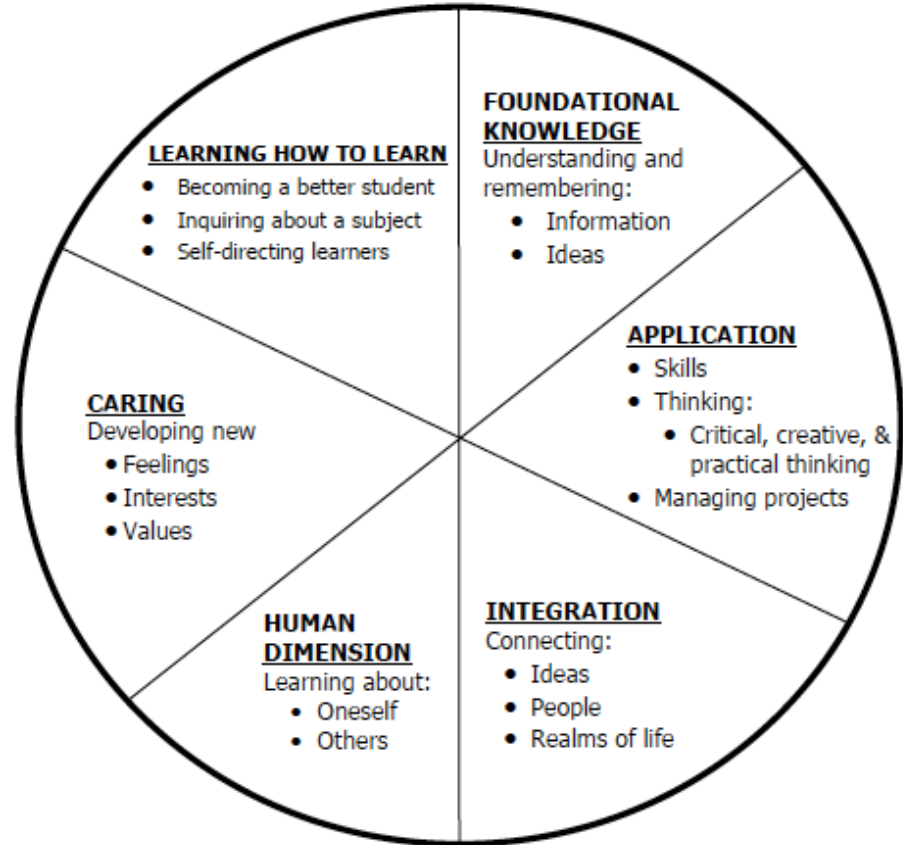
<p>January-Sept 2016</p>		<p>Many workshops were given concerning the descriptors of the NLQF and EQF from the YEBISU approach. Mainly educational institutes but also for branch organizations. Biggest presentation was on the National Educational conference in Groningen in April. But also the discussion the project leader started during the presentation of the European skills agenda in Brussels in June. This led to invitation to come to the cie. of the EU. which is working on this chapter.</p>	
<p>Febr/16: Start the development of the CE-O/YEBISU training concept for in the first place pilots in Irado, van der Spek and Magnolia art.</p>	<p>Analyzing the individual learning questions of the companies, what training do we need. The training-design is intended for use by trainers as a peer learning coaching activity with any group of participants who are new in this coachings techniques.</p>	<p>Cross-over with CE-O project. the link with the lower levels, focus on people with a mental or physical handicap. The trainings program also have to focus on team development.</p>	<p>From a holistic approach to more detail on national-regional and company level. Three dimensional thinking is difficult for people with an educational background.</p>



02/16 making the Dee Fink taxonomy workable in the concept of the development of the companies.

Dee Fink tried to create a holistic approach of learning. Therefore he completed the theory of Bloom - with which education worked a long time - consisting of the aspects of learning: “foundational knowledge”, “application” and “integration”, meaning: what does a person know, how does a person process information, which skills does a person have, how does a person use her/his knowledge and how does a person connect this knowledge and experience with other fields/subjects/tasks.

Dee Fink thought that in Bloom’s theory of learning there is something missing and completed it by: “human dimension”, “caring” and “learning how to learn”, meaning: learning about oneself and others, having ones own values, motivation, interests and developing new ones, finding ones own way of learning working on subjects and tasks and improving the self-direction in learning.



**How to deal with these questions in the pilots:**

**Example gartenplus:**

Kathrin did an interview session with Bernd and with Simon during which both of them collected the answers to the questions developed base on the Dee Fink model of significant learning, each for himself and his personality.

The aim: reflecting about oneself and how we are doing things, learning, thinking etc. Making implicit knowledge, thoughts and perceptions explicit to have a clearer picture about the personal



		<p>cognition, emotion and behavior. Understanding that there is more to a person than knowledge and that, when it comes to learning, all dimensions of this person must be regarded/activated.</p> <p>The collection of answers will be brought into “My actual personal knowledge, skills and learning map”, visualizing the most important answers/key words.</p> <p>This map is a first self-made assessment as a starting point for the individual development of entrepreneurial behavior.</p>
<p><b>March 7-8-9-10, 2016</b>  <b>6th Transnational meeting hosted by Magnolia art, Hungary</b></p> <p>See also the minutes of this meeting</p>	<p>The most important outcome of this meeting is that the company partners found that entrapreneurial behavior of a team starts with leadership. Almost all partners found answering this question for themselves the first step before to the team development. This while half of the group was already working on the team development of entrapreneurial behavior. VRJ and Irado played a leading role in this process.</p>	<p>What are the consequences for a branch, a NGO organization? For the first time the link between entrapreneurial behavior and strategical level came in the picture. A new business approach, focus on quality instead of profit. How does this relate to your marketing concept and way of handling with your customer?</p>
	<p>Learning Outcomes on Individual,</p>	<p>Company and</p> <p>Branch level; Concept off a presentation to be used on branch, sector and over</p>





			sectoral level.
Financial steering group meeting and report to the partners:	<p>On Wednesday evening we have had the steering group meeting. Primarily in the steering group was discussed what will happen if the project does not reach its aims and a part of the grant have to be paid back to the EU cie. Bernd will make a kind of calculation and structure which shows how it will effect each partner in an fair way. This is what the steering group sees as a part of their risk management. The state of the art of the finances was checked by Henrik and Bernd and they were a satisfied with the explanation. They hope we will manage to implement the financial structure into the Mobility Tool of the EU which is just presented. The project leader will follow a training given by the Dutch N.A. Kim is leaving from vd Spek group as she applied for a shop in an accountancy company which is more in line with her study.</p> <p>Bernd will present the project finances to the group for which he will use the calculation system he developed at the kick-off meeting. That is not the same as the mobility tool is asking for handling the finances but it is the language of the entrepreneurs. No cure no pay and who doesn't do the work which he is supposed to do will not get any budget. All partners were okay with this explanation.</p>		
The work for the next period: The pilots and finishing the tools need to monitoring the process.	Assignments for the companies to the developers. Message; make you're work now workable and productive with the companies!	Awareness on company level of what they have to do within themselves and the company.	
April/May/June 2016 Establishing the units of Learning Outcome for Entrapreneurial beviour.	<p>These 3 units and their subunits are developed for all EQF levels. The company owners decide in March 2015 that the profile of entrapreneurial behavior is to be seen for all EQF levels. In that case you have to look to the profile from the context of the particular level of the individu. At the same time they work with the EQF on team level by connecting the individual EQF levels to the needs of a team. And this is also to be seen on company level. The assignment to the researchers was to develop units for all levels in one document.</p> <p>Example of the first page of one of the units. The sub unit is further detailed in KSC.</p>		



	<table border="1"> <tr> <td data-bbox="568 204 927 264">Title of the Learning Unit</td> <td data-bbox="927 204 1675 264">Adaptability - reacting to change</td> </tr> <tr> <td data-bbox="568 264 927 325">Sub Units</td> <td data-bbox="927 264 1675 325"> <ul style="list-style-type: none"> <li>a) <u>Empowering himself</u></li> <li>b) <u>Empowering and inspiring others</u></li> </ul> </td> </tr> <tr> <td data-bbox="568 325 927 370">EQF</td> <td data-bbox="927 325 1675 370">1-5</td> </tr> <tr> <td data-bbox="568 370 927 466">Learning Outcome</td> <td data-bbox="927 370 1675 466"> <ul style="list-style-type: none"> <li>A. He is aware of change or opportunities and willing to adapt to them in a way that suits his needs.</li> <li>B. He helps others to become aware of changes and supports them in adapting to it, in a way that suits them.</li> </ul> </td> </tr> <tr> <td data-bbox="568 466 927 788"> <p><b>Subunit a): Empowering himself Key behaviour aspects in levels:</b></p> </td> <td data-bbox="927 466 1675 788"> <p>EQF Level 1 He shows pride in his job. He remains dependable in the performance of his daily work, even if instructions of supervisors are changing.</p> <p>EQF Level 2 He shows pride in his job. When demands and instructions are changing, he shows involvement in the new way of working and asks for support if needed.</p> <p>EQF Level 3 He takes responsibility for his own work, when demands or circumstances are changing. In case of mistakes, he takes initiative to correct them.</p> <p>EQF Level 4 He uses new situations as an opportunity to experiment and grow as a professional</p> <p>EQF Level 5 He actively seeks out new situations and uses them to pursue his own ambitions</p> </td> </tr> </table> <p><b>Learning outcomes for entrepreneurial behavior, O1-A3-R3_Learning outcomes of entrepreneurial behavior is finished!</b></p>	Title of the Learning Unit	Adaptability - reacting to change	Sub Units	<ul style="list-style-type: none"> <li>a) <u>Empowering himself</u></li> <li>b) <u>Empowering and inspiring others</u></li> </ul>	EQF	1-5	Learning Outcome	<ul style="list-style-type: none"> <li>A. He is aware of change or opportunities and willing to adapt to them in a way that suits his needs.</li> <li>B. He helps others to become aware of changes and supports them in adapting to it, in a way that suits them.</li> </ul>	<p><b>Subunit a): Empowering himself Key behaviour aspects in levels:</b></p>	<p>EQF Level 1 He shows pride in his job. He remains dependable in the performance of his daily work, even if instructions of supervisors are changing.</p> <p>EQF Level 2 He shows pride in his job. When demands and instructions are changing, he shows involvement in the new way of working and asks for support if needed.</p> <p>EQF Level 3 He takes responsibility for his own work, when demands or circumstances are changing. In case of mistakes, he takes initiative to correct them.</p> <p>EQF Level 4 He uses new situations as an opportunity to experiment and grow as a professional</p> <p>EQF Level 5 He actively seeks out new situations and uses them to pursue his own ambitions</p>
Title of the Learning Unit	Adaptability - reacting to change										
Sub Units	<ul style="list-style-type: none"> <li>a) <u>Empowering himself</u></li> <li>b) <u>Empowering and inspiring others</u></li> </ul>										
EQF	1-5										
Learning Outcome	<ul style="list-style-type: none"> <li>A. He is aware of change or opportunities and willing to adapt to them in a way that suits his needs.</li> <li>B. He helps others to become aware of changes and supports them in adapting to it, in a way that suits them.</li> </ul>										
<p><b>Subunit a): Empowering himself Key behaviour aspects in levels:</b></p>	<p>EQF Level 1 He shows pride in his job. He remains dependable in the performance of his daily work, even if instructions of supervisors are changing.</p> <p>EQF Level 2 He shows pride in his job. When demands and instructions are changing, he shows involvement in the new way of working and asks for support if needed.</p> <p>EQF Level 3 He takes responsibility for his own work, when demands or circumstances are changing. In case of mistakes, he takes initiative to correct them.</p> <p>EQF Level 4 He uses new situations as an opportunity to experiment and grow as a professional</p> <p>EQF Level 5 He actively seeks out new situations and uses them to pursue his own ambitions</p>										
<p>Spring 2016</p>	<p>Changes within the personal representatives of three developers' organizations, all educational institutes. Due to re-organizational aspects individual people have to leave their organization and were replaced by others. This disturbed the working process but not the delivering of the requested I.O.s. The company partners were not amused with these changes as the project is based on a longer existing partnership and the companies see this partnership as more important than working in a project. The big gap between the way of working in the labour market and educational institutes is shown here.</p>										
<p>June 2016: Presentation of the European Skills agenda and impact on</p>	<p>The European Commission introduced the skills agenda in June 2016, while the project leader of YEBISU was already involved in the discussion about the skills agenda from January 2016. Some of the company partners were also involved in the skills agenda development from the position in the European branch organization. Because of this, the skills agenda issues became part of the dialogues within the</p>										





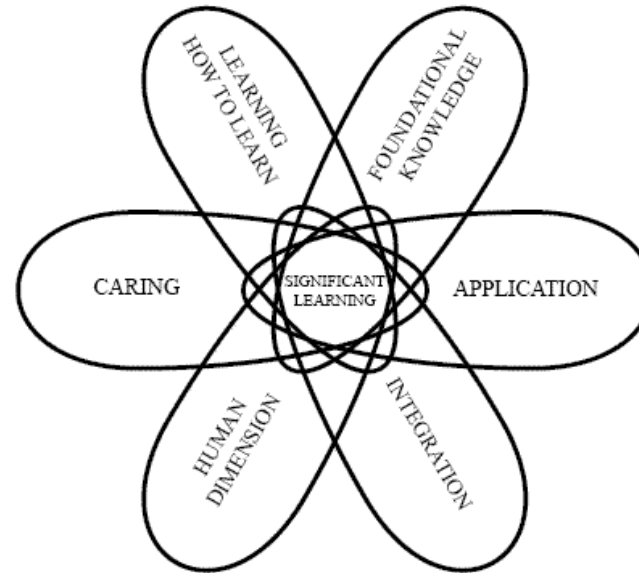
**YEBISU e.e. project**  
**Impact actions:**



YEBISU group. Although it's not a part of this project and in the application, we decided to make the skills agenda part of the YEBISU e.e. project. The project leader represented the YEBISU e.e. group on a presentation of the skills agenda on the 23rd of June. There he started the dialogue with politicians which led to the invitation to come to Brussels with two members of the company group later this year. On European level, the implementation process of ECVET moved from ANFA to ECVET secretariat. **Their new magazine started with two articles of good examples coming from the YEBISU project. See ECVET magazine.**

**July 2016:**  
**Establishing the final concept of a trainingsprogram connected to the YEBISU profile according to the taxonomy of Dee Fink.**

**Train the taxonomy of Dee Fink, trainings concept ready for use and and Pilot Magnolia art August 2016, IO ready!** Dee Fink was used as the link between the training and the profile. The dimensions of learning on the left side of the circle are the most interesting to the project. In the unit, you see this because the competences is the described more detailed than knowledge and skills. In the training material, the Dee Fink dimension is connected to the LO . The profile was made to be used for the assessment tool in relation with the ideas of the News skills for Europe agenda. For this the taxonomy of Dee Fink was again used. Three partners worked on intensive monkish work.



They worked on the integration of these issues in the YEBISU profile as well as the YEBISU ruler. Details for the last version of the descriptors of the NLQF will be distinguished after the pilot period ending on the 31<sup>st</sup> of March 2017.

<p>During this year: Development process companies</p>	<p>Individual development of entrApreneurs is quite diverse. Example: one of the partners started a new company in another branch within the sector. This because of the future perspective of the gardening branch in Estonia.</p>	<p>SME's partners are having a hard time as the economic circumstances. From individual approach of the entrepreneurial behavior to the trends in the branch.</p>	<p>System thinking is very difficult, the sme's are following the branch. Is the branch aware of the bigger impact of the changing market?</p>
<p>May-September 2016: Development of a assessment instrument for measuring the development of</p>	<p><i>Demarcation of the YEBISU assessment tool</i> This first step is establishing a framework which integrates the results of the YEBISU project with the</p>	<p>Including team measurement . Involvement of three companies of YEBISU is essential. They are the feedback group for the work of the researchers.</p>	<p>Contradiction between recognition and validation and the need for a simple tool. Bureaucracy leads to</p>



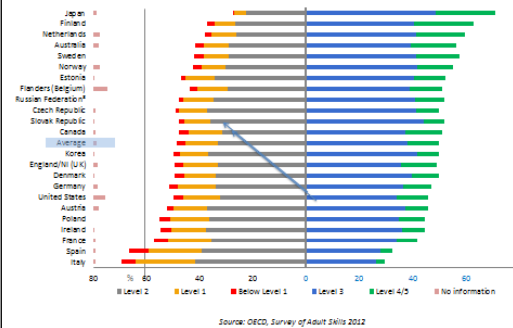
individuals, teams and companies.

EU skills agenda for 2020. The framework will form the basis for the development of an online tool for the assessment of employees need for training and personal development. The tool is demarcated for use in the first place in a working environment and not primarily a school environment. The main focus of the tool is on the assessment of the skills of employees functioning at level 1 and 2 of the EQF-framework. The assumption is made that the assessment will be performed by a (team)leader functioning at level 3 or 4 of the EQF-framework.

What does Europe means by skills?



67 million jobs in Europe are below level 3, 17 million jobs are in danger!



frustration. The skills agenda, ESCO and YEBISU profile and units of L.O. are coming together

EU skills agenda for 2020 The EU skills agenda for 2020 is built on three pillars:

1. Basic skills, including literacy, numeracy, (foreign) languages and digital skills will foster people's ability to learn.
2. Transversal or cross-sectoral skills, such as the ability to learn and initiative-taking, will help people deal with today's varied and unpredictable career paths.
3. Entrepreneurial skills will help contribute to the employability of young people in particular, as well as supporting new business creation.

Sept. 2016:

This instrument can only be accessed by the use of a password. It is an assessment tool which starts



Establishing the assessment tool

with distinguishing the EQF level. From that moment the assessor have to approach the questions form the context of the EQF levels. In this tool the basic ideas of the skills agenda can be found back. It's more then only assessing entrapreneurial behavior which makes the tool more valuable.  
Example of what it looks like:

In summary, the proposed framework for the YEBISU assessment tool looks as follows:

YEBISU 2020 Skills Agenda Framework		
Basic skills	ESCO Transversal skills	YEBISU Entrepreneurial skills
Literacy at work	Attitudes and values at work	Adaptability
Mathematics at work	Application of knowledge	Creativity
Science at work	Social skills and competences	Productivity
Technology at work	Language and communication	
Motivation to learn	Thinking skills and competences	

The assessment will result in a profile presenting the employees need for training and personal development for each of the three areas of the 2020 Skills agenda framework.

The profile will roughly look as follows:

Need for training and personal development for: Peter Smith			
Need for training and development	LOW NEED	MEDIUM	HIGH NEED
<b>Basic skills</b>			
Literacy at work	[Progress bar]		
Mathematics at work	[Progress bar]		
Science at work	[Progress bar]		
Technology at work	[Progress bar]		



	<table border="1"> <tr> <td>Motivation to learn</td> <td><div style="width: 65%; background-color: #4F81BD;"></div></td> </tr> <tr> <td colspan="2"><b>Transveral skills</b></td> </tr> <tr> <td>Attitudes and values at work</td> <td><div style="width: 55%; background-color: #4F81BD;"></div></td> </tr> <tr> <td>Application of knowledge</td> <td><div style="width: 55%; background-color: #4F81BD;"></div></td> </tr> <tr> <td>Social skills and competences</td> <td><div style="width: 80%; background-color: #4F81BD;"></div></td> </tr> <tr> <td>Language and communication</td> <td><div style="width: 65%; background-color: #4F81BD;"></div></td> </tr> <tr> <td>Thinking skills and competences</td> <td><div style="width: 55%; background-color: #4F81BD;"></div></td> </tr> <tr> <td colspan="2"><b>Entrepreneurial skills</b></td> </tr> <tr> <td>Adaptability</td> <td><div style="width: 75%; background-color: #4F81BD;"></div></td> </tr> <tr> <td>Creativity</td> <td><div style="width: 65%; background-color: #4F81BD;"></div></td> </tr> <tr> <td>Productivity</td> <td><div style="width: 55%; background-color: #4F81BD;"></div></td> </tr> </table> <p>The assessment tool is ready for use in the pilots, the introduction, together with trainings program will be given to the partners in the sixth Transnational project meeting, France September 2016</p>	Motivation to learn	<div style="width: 65%; background-color: #4F81BD;"></div>	<b>Transveral skills</b>		Attitudes and values at work	<div style="width: 55%; background-color: #4F81BD;"></div>	Application of knowledge	<div style="width: 55%; background-color: #4F81BD;"></div>	Social skills and competences	<div style="width: 80%; background-color: #4F81BD;"></div>	Language and communication	<div style="width: 65%; background-color: #4F81BD;"></div>	Thinking skills and competences	<div style="width: 55%; background-color: #4F81BD;"></div>	<b>Entrepreneurial skills</b>		Adaptability	<div style="width: 75%; background-color: #4F81BD;"></div>	Creativity	<div style="width: 65%; background-color: #4F81BD;"></div>	Productivity	<div style="width: 55%; background-color: #4F81BD;"></div>
Motivation to learn	<div style="width: 65%; background-color: #4F81BD;"></div>																						
<b>Transveral skills</b>																							
Attitudes and values at work	<div style="width: 55%; background-color: #4F81BD;"></div>																						
Application of knowledge	<div style="width: 55%; background-color: #4F81BD;"></div>																						
Social skills and competences	<div style="width: 80%; background-color: #4F81BD;"></div>																						
Language and communication	<div style="width: 65%; background-color: #4F81BD;"></div>																						
Thinking skills and competences	<div style="width: 55%; background-color: #4F81BD;"></div>																						
<b>Entrepreneurial skills</b>																							
Adaptability	<div style="width: 75%; background-color: #4F81BD;"></div>																						
Creativity	<div style="width: 65%; background-color: #4F81BD;"></div>																						
Productivity	<div style="width: 55%; background-color: #4F81BD;"></div>																						
<p><b>State of the art of the project after two project years.</b></p>	<p>YEBISU e.e. is focusing on the development of entrepreneurial skills on three levels: individual-, company- and branch- level. It is a complex work which takes place in different dimensions. It's like creating a big, complex garden. For making a truly great garden, detailed plans have to be made. You need an image of the garden, what it will look like when the construction is ready. This looks like a simple enough beautiful picture.</p>																						






But appearances are deceptive. Underneath this plan many detailed and sometimes technical plans are needed to create the garden that the customer, the garden architect and the constructor had in mind. This is complex work, and many different kinds of complexities have to be solved. We are constructing our final garden and at the same time the partners in this process have a hard time to follow all detailed plans needed to establish the right and requested quality. Some of the partners wished all these details in between plans were skipped as it makes the whole work so complex. And this is exactly the metaphor in our project, making this profile of the entrepreneurial skilled employee/employer is asking for these detailed steps. Moreover, during our construction work the insight of the complexity of the new employees for the future is changing. We can read this in the Skills Agenda that was accepted by the European Commission. We could not ignore that as it has direct influence on our results. It's what we call in YEBISU e.e. "The art of harvesting". That is the challenge we as people with an agricultural background are facing, uncertainty and unpredictable future perspectives....





	<p>In practice this means that although the work in the project is progressing as described in this report, we need to be very insistent to keep the quality of the dialogue within the project on a high level. What do these complexities mean, for the branch, the company, its owners, the employees? And how can the developers be of the best service to the companies on the one hand, but also think about what something like entrepreneurial behavior and the Skills Agenda means for their schools and themselves? Because at the heart, YEBISU is about learning and developing in a very concrete and personal way.</p>
<p><b>The 7th transnational project meeting 26-27-28 of September 2016, Cluny France</b></p> <p>See for further details the minutes of this meeting.</p>	<p>Agenda:</p> <ul style="list-style-type: none"> <li>• The state of the art of what we are doing, why, what where and how?</li> <li>• In progress overview, the story of the making of a garden.</li> <li>• Pilots in progress, or new plannings concept</li> <li>• The tools we developed</li> <li>• Pilot training for your company, Maaïke de Caluwé</li> <li>• The introduction of the new assessment tool</li> <li>• What will it look like in your practical situation.</li> <li>• Review on the plans of individual partners.</li> <li>• Possible crossover activities</li> <li>• The carousel of the company partners</li> <li>• Finances of the project from the steering group.</li> <li>• The need of support of the companies</li> <li>• The planning for the period October 2016-March 2017</li> <li>• What is more to be discussed.</li> </ul>
<p><b>Outcomes France, Tools developing: Assesment tool</b></p>	<ul style="list-style-type: none"> <li>• Without Luua and TTS, who had promised their cooperation to this effect, it was now André's task to see to it that the time lines promised in the project proposal were met and see to it that the tools were delivered. Under the leadership of the project leader others took over and produced: the Assessment Tool, the Units of Learning Outcomes and continued to develop the Profile in relation to the Ruler.</li> <li>• The tool is made for the assessors. It is not a 360 degrees feedback tool. It is focussing on the levels 1,2 and 3 and can easily be translated for the levels 4 and 5. The contexts from which the Units are written are the same for all levels, but they have to be read from the five levels of EQF. They must be applicable in the companies and the schools. That's why the introduction on the tool is very important.</li> </ul>



<p><b>Profile:</b></p> <p><b>Ruler:</b></p>	<p>People on level 4 and 5 can be trained to use the assessment tool for the lower levels. Maaïke is already training some groups. The plan is discussed to place the tool on internet. The use can be paid under license or contract and will be free for partners. The companies and the developers will fix the price. The maintenance could be placed under the Skills Bank.</p> <ul style="list-style-type: none"> <li>• The lack of EntrApreneurial Behaviour was noticed in the Yebisu 1 en 2 projects. In the profile that was developed we distinguished 3 qualities of EntrApreneurial Behaviour: Productivity, Adaptability and Creativity. Based on the profile, Units for formal, non- formal and informal education were developed. The contexts from which the Units are written are the same for all levels, but they have to be read from the five levels of EQF. They must be applicable in the companies and the schools.</li> <li>• Start with the ruler before the assessment tool. The ruler has to be completed with level 1. Also the ruler has to be translated. It is difficult to know the exact level. One has to be aware the level of the person to be assessed. Determining the level one has to bare in mind the EQF levels. You have to start thinking from those levels. Suggestions:             <ul style="list-style-type: none"> <li>• The word worker has to be replaced by person</li> <li>• Motivation / commitment is important</li> <li>• The topics of the questions are not mentioned. Maaïke suggests introducing that. Simon adds to make it a headline on every page.</li> <li>• The 100 questions that everybody has now will disappear over time as happened in Luua.</li> </ul> </li> </ul>
<p><b>Discussion concerning the EQF and the use of the instrument</b></p>	<div data-bbox="575 1075 1014 1315" data-label="Image">  </div> <p>The members express their doubts about the interest of colleague companies in the EQF. It's hardly known in the branche. The EQF is meant for countries to speak the same language when comparing educational levels. It's the wish of the European Union to come to a better understanding of the levels in vocational education. At the same time they are making it difficult to keep an interest in it when</p>



		<p>they start now to draw back on ECVET.</p> <p>The companies are not so much interested in the colleges, they will do it themselves if the colleges stay behind, especially when national policy and Europe push for an educational system up to level 4 where the labour market needs level 3. Level 1 - 3 will be practical education then in the companies as they are doing already now. They see the need for people to develop on their own level without pushing to the next level as education does.</p> <p>Education still has a problem to understand the labor world. Talking about the EQUFAS framework it takes companies 15 minutes to understand it, while it takes education 15 months.</p>
<p><b>Decision:</b> Yebisu e.e. will take into consideration as much as possible the outlines of The New Skills Agenda for Europe.</p>		<p>The new Skills Agenda for Europe launches a number of actions to ensure that the right training, the right skills and the right support is available to people in the European Union. It will aim at making better use of the skills that are available; equip people with the new skills that are needed - to help them find quality jobs and improve their life chances. The Commission invites Members States, social partners, the industry and other stakeholders to work together to:</p> <ul style="list-style-type: none"> <li>▪ improve the quality and relevance of skills formation</li> <li>▪ make skills more visible and comparable</li> <li>▪ improve skills intelligence and information for better career choices</li> </ul> <p>The need for developing key skills is evident with a gap between unemployed ( 26 mln) and jobs available (16 mln). The gap between the two will continue to grow when workers and jobs do not meet.</p>



<p><b>The meeting and appointments made by the financial steering group</b></p>	<p>Henrik presents the financial overview after 2 years Yebisu e.e.          Up to now everything has been paid according to plan. Still 11 months + 3 months to go before the justification to the National Agency.          He explains the overview and tells that it is now the year for the companies when it comes to the Intellectual Outputs. Payment will be made for actions not for thinking. "You have to work for it."          As the colleges are not willing or able to realize the exchange of teachers there has come up a new plan for exchange. Meanwhile the Dutch NA has approved the new idea. See the action list.          The financial committee has accepted the financial overview.          Time sheets have been paid. As from now the time sheets can only refer to IO 2 and 3. IO 1 has been finalized.          The NA pays up to 80% up front and will withhold the last 20% until the project has been approved. When everything is all right the last part will be paid. Due to this handling of the finances the last 20% of the project money will only be paid after receiving the last payment. Time sheets can be presented but payment will have to wait.</p>		
<p>Outcome France: Professionalizing of our Public Relations</p>	<p>Gartenplus(Kathrin) suggests to let a small marketing task group develop something more than the classical web site. She suggests creating a toolbox based on:          The toolbox is there for psychological know-how and models.          It provides the process of assessing and developing entrepreneurial skills.          The partners are the ambassadors introducing like Trojan Horses the idea into the companies, the colleges and the minds of the policy makers.          She sees it as a way to concur the German and other European markets.          For the commercialization of the tools Kathrin and Tuomo are willing to develop a master plan and she asks the group if they are okay with that. There does not come a real answer on the question.          In the time line she depicts:</p> <ul style="list-style-type: none"> <li>• End of 2016 presentation of the plan</li> <li>• January visits and interviews</li> <li>• March presentation of some achievements</li> <li>• Last official project meeting, June 2017, presentation.</li> <li>• December 2017 selling mode.</li> </ul>		
<p>In progress overview of</p>	<p><b>Individual development process</b></p>	<p><b>Team/Company development</b></p>	<p><b>Branch/sector development</b></p>



<p>the partner development during this meeting.</p>	<p>Dialogue concerning the individual process of the entrepreneurs in the group. It took time, but these people are now aware of the consequences of the original question what entrepreneurial behavior for an owner of a company is. Greater involvement and personal ownership leads to different leadership and improvement of the individual capacities. Kathrin Ferviers of Gartenplus will help other small companies in the project to make sure they are able to develop their own entrepreneurial competences,</p>	<p><b>process</b> From the perspective of the entrepreneur to the perspective of the team development is much more clear now. The link to Dee Fink and the use of parts of the trainings program developed therefor is used now by the companies. The awareness of the use of the EQF levels in the teams is growing, good practices form the Netherlands. The need to get more info from their workfield, <b>an extra meeting will be organized in the Netherlands, 3-4-5 April 2017.</b></p>	<p><b>process</b> Awareness is growing concerning the impact on the longer term, branche development is essential and so the link to the ELCA is made. YEBISU has three representatives within the ELCA organization who are very much aware of the importance of transferring the YEBISU knowledge concerning entrepreneurial behavior of Young gardeners.</p>
<p>Second interim report delivered at the N.A, by September 30<sup>th</sup> 2017</p> <p>Concerning the project implementation and the additional questions of the N.A.</p>	<p><b>Copied from the interim report: Project Implementation,</b></p> <p>Please summarize the main developments in the project at this interim stage. Describe the activities already completed, the activities currently in progress and the activities to be organized for the remaining project duration.</p> <p>Are the initial objectives, planned activities, identified targets and expected results being pursued, carried out and reached as initially planned? So far, have you encountered challenges or problems in implementing the project goals as planned? If so, what challenges or problems have you encountered? Please provide any relevant information considered necessary for a comprehensive overview of the current and further implementation of the project.</p> <p>Note: Because of the start-up problems of Erasmus+, the project has started 3 months later than planned. This caused a delay for all work of 3 months.</p> <p>State of the art of the project progress as described in the first interim report: This project is divided in three parts with different activities and intellectual output. A: the development and research part B: the testing phase C: the implementation phases. The duration of this project is three years and the project phases can be seen as a three dimensional action research process. The project changed its working method from</p>		



	<p>linear development and planning in the way the application format was forcing us to write the application, to action research with more than one cycle. This was already described in the first interim report</p> <p>This means that some of the Activities and Outputs from the preparation phase will be finished in the second year and a big part of the testing and adapting phase started much earlier. The same goes for dissemination. Since we are innovating and cooperating a lot with parties outside of the partnership, this is a more natural and useful way of working. The biggest outcome of our dissemination actions is that we are invited to discuss the outcomes of this project with a group of members of the European Parliament. The paragraph in the European Skills Agenda about the required EQF levels in the labour market as seen by the commission, is entirely different from the experiences and outcomes of the labour market partners in YEBISU project. We are happy to be invited to take part in this discussion later this year.</p> <p>In the first project year the company partners of the YEBISU partnership developed a common understanding of entrepreneurial behaviour and how they like to see this in individual behaviour of their employees.</p> <p>And in the second year, by trying out the profile of entrepreneurial behaviour, the biggest impact in the partnership was discussion around entrepreneurial behaviour of the company owners themselves. What is your own entrepreneurial behaviour in the way you lead your own company? This insight led to a paradigm shift for some of the partners. They came to the conclusion that without answering this question for their own entrepreneurial behaviour further development of their own employees gets stuck. Some partners came to the conclusion that they had to change their personal performance completely. The whole entrepreneurial development process is now truly three-dimensional: it is about the personal development of the company owner as an entrepreneur, the company as a group of employees and the impact of developments outside of the company: branche, country, Europe. This made the work of the researchers group more complex. By hard working and being open minded to each other we succeeded to produce the IO's needed accordingly to the application but moreover, on the quality level required by the companies.</p> <p>Implementing these practical outcomes in educational programs is the challenge for the third project year.</p> <p>In June 2016 the European Commission presented the Skills Agenda and this policy is very much in line with the thoughts of what we discussed with the labour market partners. We decided to align all our activities with the Skills Agenda. This can be seen in some of our IO's, they are more or less 'Skills proof'. The best example is the assessment. However, as stated before, the companies also disagree with the Skills Agenda's pushing for up-schooling and neglecting the lower levels. These levels are especially important to the companies. Therefore, we decided to give them priority in the assessment tool.</p> <p>As we wrote in the first interim report, the direct link of this project with VET colleges outside the sector is developed as an important feed forward instrument in this project. More than ten presentations for VET institutions and conferences in several partner countries took place in which the National Educational Conference in the Netherlands (Groningen April 2016) had the most impact. We developed a game which we use to make clear to the participants what the consequences of education for different EQF levels. This game was developed and used by our partners during the second YEBISU meeting in Belgium (March 2015). The tool(game) made further development of the profile better connected to the needs of all segments of Life Long Learning.</p> <p>The result is that we will provide a framework which can be used for the new descriptors for the national frameworks in EU countries. This sounds as something too big as an outcome of this project but we started from the very beginning working with national agencies, in particular the Dutch and the Finnish but also the German and Estonian are now involved. The new descriptors will be completed with the entrepreneurial competences (in skills language: socio-emotional skills).</p> <p>The Dutch National Agency asked some additional questions which were mainly focusing on the pilots, the dissemination and the way the project is handling the finances. There is a lot of work to be done in the last year and there is official one meeting left in the planning.</p> <p>Due good management and organizing work of the partners there is budget for an extra meeting and the partnership decided to organize <b>an extra meeting on April 3-4-5 2017 in Rotterdam.</b></p>
<p><b>State of the art concerning the pilots, additional to the 2<sup>nd</sup> I.R.</b>          Question: The information on the</p>	<p>The official kick off (van der Spek and Irado started already in the first projectyear) for the pilots happened at the meeting in Estonia in October 2015. (see minutes of this meeting, send you in the earlier files) After discussion it was decided to make the pilots tailor made. The common goal was to start a</p>





training and pilots is very brief and appoints mainly what is not reached. Is it possible to give more detailed and tangible insight in what is done yet?

process in each company that will lead to strengthening of intrapreneurial behaviour of the employees in the company. Each company was assigned a member of the developers group to help implementing the pilot. A format was made that helped the companies and the developers to make a plan what needed to be done. This turned out to be very different from company to company. Some companies, usually the smaller ones, feel they need more personal coaching or training. Some wanted a training of their employees or team leaders first. Some, usually the larger more experienced ones, have their own approach already planned and needed a sparring partner who can think with them as a critical friend. All in line with the main thematic issue of all partners: "How to make our employees and companies more entrepreneurial."

What is done yet:

We developed the trainings program as mentioned in the application and did several try outs. Trainings programs used in the second project year for three groups of assessors/team leaders in three different companies were further developed. We are now taking into account the outlines of the New Skills for Europe agenda, specifically the skills (generic, professional/technical and social emotional) mentioned in the agenda. The assessment tool we are using in the third year is also connected to the skills agenda. We have chosen to keep developing while running the pilots at the same time. The companies want to take into account the latest insights and they are used to work like this. So the pilots are changing in line with the developments within the project (new insights) and influences coming from outside. No linear process but the action research approach from the Learning Organization.

Pilot overview:

- Van der Spek group, started piloting in the first project year with a group of team leaders. The first assessment training for a group of team leaders was given here. Implementation in level 1 and 2 is now in progress
- Irado, starting piloting in the first project year with a group of team leaders and is now focussing in the pilot on the level 1 and 2 with the profiles and units we developed. But a total amount of 350 employees are now involved in this pilot process. Second pilot assessment training for a group was given here.
- KC Handel is active in the pilots by giving the assessor training in line with the developed trainings program.
- Albeda college is involved in the pilot-process since the first project year as they are implementing the descriptors and profiles in there curricula together with their branch organizations.



	<ul style="list-style-type: none"> <li>• Gartenplus is using the pilot in line with their entrepreneurial behaviour. They are shifting their focus from being an entrepreneur to being more intrapreneurial in the way they run their small company, so they keep developing themselves as well. For this, they use the same tools as the larger companies. They started in November 2015 with this process.</li> <li>• L'Orangerie and Viridis, two small companies, are doing the same pilot process as Gartenplus as a PLA learning activity in which they exchange their results and complexities. These two companies started their pilot in the beginning of 2016.</li> <li>• VRJ group is active working with the tools and training modules for entrepreneurial behaviour since November 2015. Training has taken place in a tailor made way, providing expertise and coaching to this large company. The whole company is involved, which means hundreds of employees on different levels. TVEXTP is coaching the VHG in this process.</li> <li>• Magnolia art started the first concrete pilot activity in August 2016. This was the third assessors training group. Magnolia art is following the new upgraded profile that we will use in the last project year. Central are the main skills groups of the New Skills for Europe agenda.</li> <li>• Livii plant is starting the pilot now as they are connected to the progress of the Luua school which is still using the old version of the EQF assessment tool developed for EQUFAS.</li> <li>• TTS is involved in the coaching of VRJ concerning their pilot and made all materials accessible in Finnish language</li> <li>• Wellantcollege is involved in the pilot process of van der Spek and is implementing the project approach including the skills agenda in two branches.</li> <li>• Skills bank Norway will implement the outcomes of the assessments in their skills bank overview of employees which makes the outcomes sustainable.</li> </ul>		
<p><b>State of the art concerning the pilots, additional to the 2<sup>nd</sup> I.R concerning the Dissemination activities</b></p>	<p><b>Dissemination activities YEBISU partners so far:</b></p>		
	<p><b>International level</b></p>	<p><b>National level</b></p>	<p><b>Regional level</b></p>
	<p><b>Van der Spek:</b> 3 dissemination activities for the international branch by hosting international branch colleagues who liked to visit his company. Danish, Finn and Polish partners.</p>	<p>2 as chairman of the board: VHG dissemination activities, national branch meetings</p>	<p>2 dissemination activities for the branche partners in the region.</p>
	<p><b>VRJ group:</b> 1 on International level:</p>	<p>2 for the national branch</p>	<p>1 for small enterprises in the region.</p>



<p>as member of the board in ELCA Europe. As member of the European board: Implementation of the profile of intrapreneurial behaviour in the skills descriptors of the euro skills completion.</p>	<p>organisation. Dissimination of the YEBISU project in the implementation of the EURO skills meetings and training.</p>	<p>Implementation of the profile of intrapreneurial behaviour in the skills descriptors of the euro skills completion in Finland</p>
<p><b>Gartenplus:</b> 1: ELCA conference</p>	<p>Representing YEBISU in forum discussion concerning relation education and labour market, CEJH, Berlin, July 2015</p>	<p>Outside branch by Kathrin Ferviers, several actions in local meetings.</p>
<p><b>Magnolia art:</b> 2 ELCA meeting France and as member of the board in every meeting of the “green cities concept” workgroup</p>	<p>1 for the national branch organization</p>	<p>Implementation of the profile of intrapreneurial behaviour in the Green cities concept.</p>
<p><b>Luuu metsanduskool</b></p>	<p>Dissemination in VET school meeting in Estonia.</p>	<p>Disseminating the project in the forestry branch Luuu is working with.</p>
<p><b>Livii plant:</b></p>	<p>1 for the branch in Estonia</p>	
<p><b>Irado:</b> 1 group from Lithouwen for a PLA learning activity in Irado. 1 by visiting a company in the waste branch in Hungary during the YEBISU meeting in Hungary. Interview in ECVET magazine for ECVET secretariat concerning use of YEBISU for level 1 and 2</p>	<p>2 for team leaders in the waste branch, which is outside the gardening and landscaping branch. 1 for educators from the Agricultural sector</p>	<p>Presenting the YEBISU project for the city council of Schiedam.</p>
<p><b>KC Trade:</b> 1 for C.E.O. final conference in January 2016. Level descriptors and profile game</p>	<p>In training sessions of our YEBISU trainer who trains also level 1 and 2 employees in the branch KC trade is working for.</p>	



	<p><b>Wellantcollege:</b> 3 international trainings sessions with teachers concerning the use of ECVET accordingly to the YEBISU methodology 1 ECVET experience related with YEBISU in Tsjech republic</p>	<p>2: Training the level descriptors and profile with sector branch advisors.</p>	<p>Regional schools are informed about the outcome based approach. The connection to the lifelong learning approach related with YEBISU</p>
	<p><b>Albeda:</b> 2 ECVET experience sessions, of which was one big event in Estonia, May 2015 in which 6 schools from four countries participated.</p>	<p>Many workshops together with the NLQF coordination point and ECVET.NL concerning the use of EQF, ECVET, NLQF all related with YEBISU project. YEBISU workshop on the national education conference in April 2016</p>	<p>Dissemination of the YEBISU outcomes in the branch organizations working with Albeda in the region Rotterdam</p>
	<p><b>L'Orangerie</b></p>	<p>Presentation of YEBISU project outcomes in the national branch meeting.</p>	<p>Sharing the outcomes of YEBISU with a group of architects in the Macon region in France.</p>
	<p><b>TVETXP</b> Dissemination of the YEBISU project in every EURO skills meeting in his position of one of the board members, implementation to the EURO skills meetings and training. Interview concerning coaching companies in YEBISU for ECVET magazine for ECVET secretariat</p>	<p>Dissemination of the YEBISU project in the implementation of the EURO skills meetings and training.</p>	<p>Implementation of the profile of intrapreneurial behaviour in the skills descriptors of the euro skills</p>
	<p><b>VHG-Nicole Slagmolen</b> Representing the labourmarket partners of YEBISU and disseminating the outcomes in one ECVET experience trip organised</p>	<p>Disseminating YEBISU outcomes in national VHG meetings</p>	<p>Same on regional level.</p>



	<p>by Wellant. Representing YEBISU company partners in KA2 LOASA project</p>		
	<p>TTS</p>	<p>Disseminating in the educational sector</p>	<p>Other branches of the TTS is working for.</p>
	<p>Project leader-André Huigens Disseminating the YEBISU project on European level: In ECVET.Europe seminars ECVET forum Training sessions in an international context for other KA2 projects. Profiling YEBISU in presentations accordingly to the New skills for Europe agenda in Brussels, June 2016. Presenting the YEBISU project aims and profile on the SCQF conference in Glasgow February 2015. Publications in ECVET magazine for ECVET Europe and ECVET secretariat.</p>	<p>Dissemination in seven TDA meetings, one training sessions for 7 not Agricultural related schools. Dissemination in ECVET.NL: expert group.  Two publications concerning YEBISU outcomes in National Erasmus newsletters.</p>	<p>Training ECVET principles connected to the YEBISU approach in Deltioncollege, Landstede, Horizon college, Alfa college, Friese Poort, Lentiz, In Holland and Groene Welle.</p>
<p>Overall we have 34 signed attendance list for the participation in these activities. That is less than the activities we did but it is sometimes not done to ask the participants to sign an attendance list. Examples are the international meetings some partners presented YEBISU outcomes like the European branch meetings, ECVET Europe seminars, the ECVET forum and some of the bigger national events although we tried to do our best to get the required signatures and info. Another example is the presentation of the YEBISU outcomes in the ECVET NL expert group, the participants started laughing when I asked them to sign the attendance list.</p>			



<p><b>The actions for the last project year as foreseen and planned</b></p>	<p>Further individual development of partners, some with help from Kathrin Ferviers(gartenplus). Focussing on new leadership competences to develop entrapreneurial behaviour of the employees. Testing the assessment tool in the national context and improvement of the tools. Working on the long term impact of YEBISU outcomes on individual and company level. Learning from each other by active participation in the long term training and teaching activity. Making the individual partnership to a sustainable long term partnership after finishing the official project. Being pro-active to make the partnership to a success.</p>	<p>Team development by using the tools of YEBISU, pilots with the assessment tool, the team improvements with the tool, the use of the EQF levels, units and profile. The use of the tools in educational institutes, connecting present curricula to the outcomes of YEBISU and the new skills agenda. Entrapreneurial behaviour in education. Employees are active participating in the project pilots and long term training and teaching activity.</p>	<p>Focus on impact in- and outside- the branche. Organizing multiplier events, setting up the long term impact with the development of a program for “Young Gardeners” for the ELCA. Active participating in policy maker conferences, meetings etcetera’s. Taking care of our news bulletins and publications in related magazines.</p>
<p><b>The complex work with the assessment tool. From October 2016 until February 2017</b></p>	<p>After finishing the assessment tool in several languages test found out that the we had to improve the tool more than expected. Especially the explanation how to use the EQF ruler and he understanding of the impact of the questionnaires was far more complex. The foreseen test period took more tests and improvements of the tool. The assessment tool was used for more than 100 individual assessments and especially the outcomes leded to positive discussion between participants, partners and people interested in our tool around the project. Those people outside our project like to use the tool too while we have to be careful, not putting a free accessible assessment tool on the internet as this devaluate the value of the outcomes. So far, on March 1 2017 the tool is available in English, Dutch, German, Finnish, Estonian, French and Hungarian language. Spanish and Norwegian are in option.</p>		





The key for entering the tool is temporally: <http://www.surveyplanet.nl/live/v1/manager/?p=267937044bdd0fd6f921687d1dc4542d>

Choose your language

Please select your preferred language:  
 Wählen Sie bitte die von Ihnen bevorzugte Sprache:  
 Veuillez sélectionner la langue de votre choix:  
 Por favor seleccione su idioma preferido:  
 Si prega di selezionare la lingua preferita:  
 Indicare la lingua preferita:  
 Kérek, válassza ki a kívánt nyelvet:  
 Palun valige endale sobiv keel:  
 Vennligst velg ditt foretrukne språk:  
 Valitse haluamasi kieli:  
 Kies uw voorkeur taal:

English    Deutsch    Eesti    Español    Français    Magyar    Nederlands

Results of working with the assessment tool so far,

On individual level all partners involved here are enthusiastic as it is a very good tool for the individual developing process of an employee. It gives inside in the EQF level as well as the strong and weaker points

In the two companies who are focussing on level 1-2 in this project(vd Spek and Irado) the team leaders are very enthusiastic as the tool makes it possible to create the right teams for the right

On branch level company partners are developing for the ELCA a version of the tool which can be used for the development of entrepreneurial behaviour for



	<p>in the entrepreneurial behaviour of the individual. It is seen as essential for making an individual development/learning plan for the employee.</p>	<p>job which makes the companies more effective and competitive. It shows quite well where and how these people with a lower level can be effective in the company. VRJ is also assessing all their employees with the tool however the translation to the learning programs is complex because of the non-existing certification and school programs for level 1 and 2</p>	<p>the “young gardeners”. Educational institutes are using two tools. First, the one YEBISU partners developed for connecting the right behavioural aspects on the right EQF level. Second the YEBISU assessment tool as an entrée assessment for the different school classes.</p>
<p><b>Action:</b></p>	<p>Everybody will work with the assessment tool and will try to deliver all the bugs and improvements which have to be made before April 1!</p>		
<p><b>The development and use of the digital version of the descriptors game on initiative of Albeda college, winter 2016-2017</b></p>	<p>For the second partnership meeting in Belgium some partners belonging to the researcher’s group developed a kind of game for the company partners to see or they agreed on the what is written in the descriptors of the NLQF reversed version with YEBISU competences. This game opened the eyes of the educators more than the company partners. Albeda-partners in this project, picked this up and developed a game for their school to make management, teachers and students aware of the behaviour the labour market is expecting from students when entering the world of work. This tool was an eye opener for many people and in the two years we are using it, it is played more than hundred times in different context in different countries. The original version is a paper based version and to make the use easier and also to make it easier to show people scores from a different context a web based version is developed and now available in Dutch and English.</p> <p>The big thing is that when using it in groups especially teachers have hardly any idea which kind of behaviour can be expected form students in par example level 3 or 4 or 2. What does this mean for their way of teaching and the prospected learning outcomes? The consequences of the requested behaviour expected to a certain level expected by the labour market, is not in the picture of their teaching at all! But also students learn from the tool what the expectations of their behaviour in certain levels are.</p> <p>The entrance for this tool is not free available yet, it is connected to an app. For the use of the tool you can get in contact with <a href="mailto:w.siemann@albeda.nl">w.siemann@albeda.nl</a>. The paper version is available too.</p>		



<p><b>Finalizing the teachers trainer program based on Dee Fink, completed in December 2016</b></p>	<p>KC trade, Gartenplus, TVETXP with the help of our external expert finalized the trainings program. After several training pilots they evaluated the program and came to the conclusion that it is to quick to integrate parts of the news skills agenda. This because the program it selves is with the link to Dee Fink's taxonomy complex enough to implement. Second is that real details concerning the new skills agenda are also not clear. Their advice; Keep it clear and understandable especially for the lower levels where this program is focussing on. They only changed some details of the profile of entrapreneurial behaviour as well as some details of the units of learning outcomes.</p>
<p><b>Organised multiplier events August 2016-August 2017 and the intentions for thereafter. List updated by Oktober 2017</b> See for details in list of multiplier events.</p>	<ul style="list-style-type: none"> <li>• VHG partners of YEBISU did a one day presentation on the annual gardeners conference in warsaw in August 2016. They presented the YEBISU profile and the way vd Spek is using the EQF levels in his company with a focus on level 1 and 2. More then 100 participants.</li> <li>• vd Spek group organised a one day multiplier event focussing on the entrapreneurial profile use and EQF in lower levels, target group of 6 Polish gardeners and landscapers.</li> <li>• Livii invest organised with the help of the VRJ group a one day workshop around entrapreneurial behaviour in Estonia. 31 participants, February 2017</li> <li>• Wellant organised for consortium of VET colleges in the North of the Netherlands a two days seminar around the use of the profile, ruler, EQF in schools, the YEBISU ECVET units. 10 participants. November 2016</li> <li>• Magnolia art and vd Spek, VHG organised a three days conference of which one day was focussing on YEBISU. Entrapreneurial behaviour, EQF ruler use and team thinking and team learning were the focus, 41 participants. February 2017</li> <li>• Livii invest organised an event for VET education and Innové in Estonia. Subjects were the involvement of entrapreneurial behaviour in the Estii curricula, YEBISU units of Learning outcomes and level descriptors. 11 participants. April 2017</li> <li>• Irado and VHG organised for regional companies and municipalities a workshop with the focus on working with level 1. How to integrate them in teams, the profile of entrapreneurial behaviour, the practical approach. 28 participants.</li> <li>• L 'Orangerie organised an event for architects of the Macon region, with a focus on individual entrapreneurial behaviour and the use of the ruler and the assessment tool. 10 participants. May 2017</li> <li>• Albeda- and Wellant-college and Irado organised a three day working conference around YEBISU outcomes for ECVET experts form Lithouwen . Entrapreneurial behaviour, EQF and the YEBISU ruler, ECVET units of YEBISU, how to make units related to the new skills agenda, the practical</li> </ul>



- approach of the focus on level 1. 9 participants, this event was already funded by EU money.
- Wellant organized a two days event in Spain for LOASA project partners. The focus here is on the implementation of the methodology developed non-formal and informal learning in YEBISU. How to transfer this to LOASA, the implementation of the assessment tool and the methodology for assessing students . The making of units conform the YEBISU concept. 12 participants, this event was already funded by EU money.
  - Wellant participated in the round table conference around the topic: “The learner in me”. Focus here was on level 1 and 2, Dee Fink and the relation with Covey. Impact is that CPS and APS are going to make study of the YEBISU teachers and trainings program. 10 participants.
  - VHG organised an event on regional level concerning thematic approach of the entrepreneurial and entrapreneurial behaviour, a discussion evening with employers. 10 participants.
  - Albeda- and Wellant- college organised an event for VET institutes organised in the TDA in the Netherlands representing institutes with a total of 35.000 students. Focus is the mismatch in Education and the relation on outcome based learning, the use of the digital descriptors tool as well as the assessment tool for educational use. 20 participants.
  - Gartenplus organised two workshops in Germany for employers outside the branch, the focus is the entrapreneurial behaviour in the German companies, how to develop people in this matter, the German version of the assessment tool and ruler. Participants 25.
  - VRJ group, VHG, Gartenplus, vd Spek and Magnolia art organising a bigger impact on the longer term for the ELCA (European Landscapers and Constructors Association) concerning entrapreneurial behaviour. The first big presentation took place in Bulgaria, more than 100 participants were there for the introduction of a much bigger multiplier event which will take place in September 2017 in Brussels with the thematic conference “Entrapreneurial behaviour inside myself” There they will start the program around the “Young Gardeners” which was developed during the last project year. These events cannot be funded with project budget as this event took place in Bulgaria a non-partner country and the meeting in Brussels is organized after the project deadline of August 31<sup>st</sup>. Further planning: September 26, ELCA board, Oktober 4, presidium ELCA involved, Okt\_Nov 2017 lobby in national and EU parliament, November 2 organizational meeting ELCA, February 2018 conference in EU parliament, ongoing activities.
  - The VHG is going to organise regional workshops for partners of employees in the gardening and landscaping branch, not directly member of the branch. These workshops will focus on the entrapreneurial behaviour of partners(women). From all regions there will be proximally a total of 100



	<p>partners, the meetings will be organised in September, October and November, after the project deadline. Focus is a) on regional level and b) on female partners of entrepreneurs. The VHG is direct involved in the multiplier activities in Poland, Hungary and ELCA Bulgaria.</p> <ul style="list-style-type: none"> <li>Wellantcollege is organising a conference around the outcomes of YEBISU with the focus on mobility of students for people outside the Wellantcollege organization who are partner in the mobility actions of Wellantcollege. Issues here are the entrepreneurial profile in mobility, the assessment tool and integrated units like developed in YEBISU. 18 January 2018</li> </ul>		
<p><b>Activities in the project time line in the period Nov/2016-April 2017</b></p>	<p><b>On Individual development level</b></p>	<p><b>On Team/ Company/ School development level</b></p>	<p><b>Social inclusion on Branch/Society level</b></p>
	<p>Entrepreneurial behaviour on individual level. Several company owners are deepening their awareness concerning what entrepreneurial behaviour is for them. Connection with their Yebisu colleagues and exchange of experiences on bilateral level of the partners. Students of school and teachers in particular from the Luua school are working abroad in the company partners and are assessed with the new assessment tool.</p> <p><b>Henrik to someone from the Dutch</b></p>	<p>Development of a new vision and mission as result of their individual learning process is almost all companies. Development of new curricula in line with the outcome based approach in which the labour market takes part. TTS, Wellant and Albeda are active developing new educational programs. LOASA project is implementing the YEBISU structure of developing ECVET units. Awareness of recognition and validation of level and 2 workers is exploding.</p> <p>Working with the YEBISU profile,</p>	<p>Multiplier events are organised, several with the focus on the branch. Invitations and interest, from all over Europe. (see the list) Special attention for the initiative in Estonia where based on the multiplier event a new branch organisation is established in line with the new entrepreneurial approach of YEBISU. The link with the skills agenda and the need for developing the lower levels. Irado and vd Spek are in the picture in the Netherlands. VRJ group received the award</p>



	<p>N.A. visiting the YEBISU meeting in Rotterdam: “You have to be aware that being in this project, your life will change, are you prepared for that?”</p>	<p>assessment tool, trainings program in the companies. Focus on result before April 1.</p>	<p>for the best company in Finland for the way they develop their employees.</p>
<p>Action: The integration of the outcomes of the YEBISU tool in the European skills bank :</p>	<p>Outcome of the discussion with the partners and Rolf:          The work done so far, is very well elaborated and documented – though the Skills Agenda things need some “polishing” to be functional with the integration in Skillsbank. For policy, as well as for practical reasons, The efforts done are very promising, there may be some frustration in the company partners on the scope – with new elements and approaches coming in. With the Skills Agenda as a new concept we better frame the YEBISU activities, but at the same time also provoking some resistance.          With Skillsbank integration in mind, and as far as we can see the principles introduced for the assessment tool could fit quite well. In Skillsbank they are addressing recognition of learning, partly as a first step self-assessment and with an external assessor as the next step – based on performance documentation, now also including optional video clips of individual performance. This is developed in the Skillstube extension of Skillsbank.          For the planned cooperation with the work on the assessment tool, it should be very useful to have a joint meeting between Rolf from the skillsbank and a representative group of the users as soon as possible. In that context          One urgent question from Rolf’s site concerning the profiling of an individual have to be answered. This is essential fro our work with the lower levels. The YEBISU structure works for levels 1-5. An individual may score for level 1 or 2 in some units and possibly 3, 4 or 5 in others. The question is: Will there be explicated some sort of an “aggregated scale”, making it possible to identify which units – and to what extent according to levels – and individual is performing? This requires some “multidimensional work” in the system development as well as for the final presentation of a document or a certification of the individual concerned.          The planned meeting took place in January 2017.</p>		
<p>The 8<sup>th</sup> Transnational Project meeting April</p>	<p>Issues on the agenda for these three days:</p> <ul style="list-style-type: none"> <li>• How Irado gets their employees on the move</li> </ul>		





<p><b>3-4-5 2017 Rotterdam The Netherlands</b> Hosted by Irado, Albeda and vd Spek.</p> <p><b>See also the minutes of this meeting!</b></p>	<ul style="list-style-type: none"> <li>• Presentation EQF/NLQF Qualification descriptors.</li> <li>• College Tour</li> <li>• The use of the EQF/NLQ game</li> <li>• Discussion around finalizing the Assessment tool</li> <li>• The learning environment of Albeda on the RDM campus</li> <li>• Continuing on the use of the assessment tool and the relation with the skillsbank.</li> <li>• RDM campus tour</li> <li>• Visiting the 2<sup>nd</sup> Maasvlakte.</li> <li>• Assignment visiting M.vd Spek group.</li> <li>• Getting to know about the deeper insight of the visionary approach of the M. van der Spek group.</li> <li>• Assessment tool for the lower levels, the way they use the EQF approach in the teams with focus on level 1.</li> <li>• Technical part of the YEBISU meeting, what are the expectations for the last official part of this project.</li> <li>• The finances</li> <li>• The next meeting in Germany</li> <li>• Visiting two places where we will see how the employees of van der Spek will challenge the new approach to make there concepts more customer related. What is the challenge the company is facing according to the development process of their employees?</li> </ul>		
<p><b>Outcomes meeting in Rotterdam:</b></p>	<p>The instrument to see the level in EQF is tested it on 3 teams of 20 teachers. They had a hard time to define the right level.</p>	<p>The YEBISU group did the same and also here the results were not too positive. It is partly because the descriptions were taken from the official qualification levels of the EQF. It is better to use the descriptions from the ruler. That gives a better instrument to define the EQF level. It is important for the teachers to give their lessons at the right level.</p>	<p>The EQF is a slow accepted phenomenon and treated differently in the different countries. Vd Spek observes that it is a matter of time until the labour market takes over if education does not adept. Education: general training not focussed on companies, focus: certificate, personalized thinking Companies: training focussed</p>



			<p>on company, focus: work, team learning and team thinking They have to learn to work together, Education DO IT!!</p>
<p>Outcomes meeting in Rotterdam:</p>	<p>Assessment tool is available in all languages but there still are some problems p.e. in the French version. Erwin will be informed. Ruud (Van der Spek) remarks that after experiencing with so many assessments it is crucial to read the ruler before starting to assess. The ruler gives you the key competencies for the labour market. The assessment tool tells you what training an individual needs. The ruler is now recognized as an official instrument for distinguishing the levels by the FLQF.(Flamish) Skillsbank is working on integration process. Working version will be presented in Germany.</p>		
<p>Outcomes meeting in Rotterdam:</p>	<p>Ind. Level: There is training for general skills from VRJ available. For the ones who want to improve their level and make steps forward there is also a training.</p>	<p>Henrik presents what VRJ is doing at national level in Finland, at Estonian level and in ELCA. There is a Pilot program + training program that is compulsory Toolbox training on the worksite available! In the future the levels of the companies also have to be defined. For now it has to be written in a language that landscapers can understand. Henrik asks for ideas from everybody.</p>	<p>International ELCA: Creating Exchange Circles for young landscapers learning the trade. Young, because they are enthusiastic. You need to know at what level they are there for we need tools like YEBISU. Henrik asks the help of the Estonian ladies to write him papers. In October there will be an ELCA meeting in Brussels where this idea will be presented.</p>
<p>Concerning Management of the project</p>	<p>➤ Everybody is working on dissemination activities of this project from the very beginning and as it is an obligation to prove our activities we need to the use attendance lists of the participants in this meetings. Although we all know this: a dissemination activity is in its simplicity: whenever you are telling someone or an organization outside this partnership about the YEBISU outcomes, this is</p>		




**The meeting and appointments made by the financial steering group**

dissemination and but difficult is to prove without an attendance list. Be aware of publicities you did around our project and mention them in your dissemination list.

- The Multiplier events Most of the partners are going to organise one or more multiplier events in your own country. When writing these minutes our Dutch national agency informed me that these multiplier events have to take place in the partner countries, so an ELCA meeting in Bulgaria, the conference in Poland, they both will be seen as multiplier events but we cannot use the budget for it. But these activities might be seen as an official Multi plier Event, our N.A. inform us about this  
So far we have for about 20.000 euro's of multiplier events organised or planned and the rest of the 5.000 euro budget is mainly reserved for Finland. Please do not hesitate to ask me for the possibilities to use dissemination events which also can be seen as a multiplier event.
- The Long Term Training and Teaching activity.
- **The financial state of the art presented by Bernd Franzen:**  
Bernd had a talk with Gonnje van Eerden and she told Bernd that she has a lot of confidence in the project process and the valuable outcomes. Bernd, Henrik, Rien had this morning a check on the finances and talked about the state of the art and the time left in this project. Ton Zondervan, Rien's personal financial advisor also in for this project added his observation concerning the financial situation. A solid strategy led to a situation that we have enough budget for the pilots as well as this meeting in Rotterdam. He is pleased with the chosen financial strategy in which no partners received any own budget, no cure no pay is what he advised Rien to work with in this project. Ton and Bernd both are aware of the time need for keeping a double book keeping system, one for the mobility tool of Europe and one in line with the way this project have chosen in the kick off meeting. The project is ending and we have to take care of some important financial issues. Make sure everybody does the task he is supposed to do, especially testing the assessment tool and the improvement of the tools we developed in this project is now the main target. Be sure there is enough budget to pay the work we have to do. The financial control group checked the budgets which were paid to the partners. Bernd announced that the staff cost will not be paid to any partner from April 1 as a safety budget in case we have to pay budget back to Europe. That risk is not for Rien van der Spek, the staff cost are the biggest part of the budget, that will be on hold. The staff cost of the project leader are on hold from January 1, 2017.  
Multiplier events, reimbursements and cost made for the Long term training and teaching program will be paid to the partners if all documents for the report are delivered at the project administration.



<p>Follow up action integration YEBISU assessment into the skillsbank:</p>	<p>From the Skillsbank side we can expect the following steps:</p> <ul style="list-style-type: none"> <li>• Uploading of “final” EN matrix version to Skillsbank (final is never final, but we need a reliable working version)</li> <li>• Transfer the tested and verified assessment elements to Skillsbank – linked to the relevant LOs</li> <li>• If possible, even open for video recorded skills performance to Learning Outcomes in Skillsbank (this is an “extra”, based on the Skillstube experiences)</li> <li>• Collect the translated matrix (and assessment elements) for an upload covering the project languages (in this context we may need a quick translation of the Skillsbank interface into NL, FI, HU and EE, if the partners need an version in their own language)</li> <li>• A working concept will be presented on the meeting in Germany and the final English version will be available during the LTTA trip to Finland.</li> </ul>
<p>Action during the period April – August 2017, Long Term Training and Teaching activities:</p> 	<p>Three documents are developed for this activity:</p> <p>1. L.T.T.A. individual learning goals connected to the I.O.’s of the project:</p> <p style="text-align: center;"><b>Short part of the file:</b>  <b>Entrepreneurial behaviour in companies and education</b>          Study visit organised by:          Date:</p> <p><b>General aims and objectives</b></p> <div style="background-color: #4a86e8; color: white; padding: 10px;"> <p>O1_A1 Determination of ambiguity, change and range</p> <p>O1_A2 Establishment of competences in educational profiles</p> <p>O1_A3 Learning outcomes for entrepreneurial behaviour</p> <p>O1_A4 Assessment methodology</p> <p>O1_A5 Prepare implementation phase</p> <p>O2_A1 Train the taxonomy of Dee Fink</p> <p>O2_A2 Assessment</p> <p>O2_A3 Improvement of tools</p> <p>O2_A4 Establishment of the set of learning outcomes and the assessment tool</p> <p>O3_A1 Dissemination of project outcomes</p> </div>



O3\_A2 Secure the outcomes

**NAME:**  
**PERSONAL LEARNING GOALS:**

My organisation gave me the following assignments for this Long-term Learning/Teaching/Training Activity:

Choose from the IO's above

Etcetera's.....see original file.

2. L.T.T.A. individual evaluation form.
3. L.T.T.A. individual learning agreement between the learner and the hosting company.



**The LTTA activities:**



- Due the length of the period we applied for(30 days) 2 of participating schools cannot send any teachers, TTS and the Luua school will both send one teacher to the Netherlands while Luua uses funding of their own Ka1 mobility budget. The teacher of TTS got an accident and this made the trip for him impossible.
- Four students (2x2)from Luua school went to Finland and the Netherlands, for this they also used own funding as they requested this earlier as they didn't know the LTTA budget was there. They worked on level 3, were assessed with the YEBISU assessment tool.
- One employee from M van der Spek group went to Finland four 30 days. Focus here was handling the responsibility and complexity in daily work in the mobility between two companies on level 3. He was assessed with the YEBISU assessment tool
- One employee of Livii invest went to the Netherlands for 30 days. Focus here was handling the responsibility and complexity in daily work in the mobility between two companies on level 3. He was assessed with the YEBISU assessment tool
- 16 participants of seven partners went to Finland for a study trip in the last week of August. Two of them had to cancel the trip on the last moment due personal circumstances.  
Examples of learning outcomes of the group who went to Finland:
  - Knowing how is the VRJ academy working, can we see or experience a practical approach?





 	<ul style="list-style-type: none"> <li>○ Experienced the integration of new employees (but also foreigners) into the VRJ company especially when they have a distance to the labor market.</li> <li>○ Having an integral focus on the higher levels of the EQF in the VRJ company, The “meister” group/approach. The difference between the levels 4-5 and 6 in the practical organization of the VRJ world. Also related to the problems concerning the integration and working in Germany/ Norway or the Netherlands.</li> <li>○ Experiencing how the VRJ group solves the language problem when using refugees, foreigners.</li> <li>○ Active involvement in VRJ dissemination and common interest about the “Young Gardeners” program of the ELCA and what is to be expected from the YEBISU e.e.partners in this.</li> <li>○ Experience what the basis is of Finnish innovation.</li> <li>○ Action researching in a practical way: getting into the fields of work and search for the learning issues.</li> <li>○ Experience some top design and construction work..</li> <li>○ One day of work on improvement of the descriptors of the EQF/NLQF with the researchers of the group on Thursday for which Taavi was invited.</li> <li>○ Visiting Tuomo’s new working place, the design office.</li> <li>○ Experience the daily communication in a big organization spread over the country take place to keep the VRJ system efficient and on the target. Sub issue here: Also the communication within the teams, the hierarchy in the teams, top down or bottom up, how do you work with the M levels.</li> <li>○ The communication and integration with the subcontractors how VRJ influence/integrate the YEBISU vision in the way of work.</li> <li>○ The story of those who followed the training sessions, we talked with people in the field about their experiences and the different approach VRJ is aiming for.</li> </ul>		
<p>🇳🇱 Monitor meeting with the Dutch N.A. June, 23, 2017</p>	<p>Permission is given to use the Multiplier event for ELCA in Bulgaria. Attendance list, agenda and explanation why we had to organise it in Bulgaria.</p>		
<p><b>Projectmeeting June 28-29-30<sup>th</sup> 2017 Schloss Dijck, Jüchen, Germany See also the minutes of this meeting</b></p>	<p>23 participants, the highest amount !  Ownership on personal level is shown here</p>	<p>Awareness that companies are working together in a partnership. Company inspiration/engagement and achievements are visible. Uplifting leadership</p>	<p>Collective deontology, schools and companies in system coherence. Focus on ELCA initiative, making the branch stronger.</p>
<p><b>Outcomes meeting</b></p>	<p>Tamas tells that he learned from</p>	<p>The experience of Rien and Bernd</p>	<p>ELCA conference in Bulgaria</p>





<p>Germany: Multiplier events</p>	<p>YEBISU how to mould workers from other sectors into workers for his company. Bernd: the competition lays in finding the people to do the job; maybe YEBISU can help to put together a team with a combination of skills. Maybe employers are looking for too ideal employees.</p>	<p>in Hungary as in Poland was completely different from their own model. The problem was: there are no workers in Hungary. All have gone to other countries. In stat of finding workers the normal way now you must find workers with the right social skills and develop them into valuable workers. In a workshop it showed how companies were interested to learn how to work with these new workers. There has to be invested in development of the workers and that costs time. The attendees were very interested and took everything in with great enthusiasm. It learned them also that you have to understand the other country. In NL workers are part of the company in HU you have the boss and the workers.</p>	<p>gave a 'Green'light for our initiative of the 'Young Gardeners'. Next step will be the ELCA meetings in Brussels in September and October 2017.</p>
<p>Outcomes meeting Germany: LTTA activity</p>	<p>At the end of August, from 22 to 27 both included, there will be the last Learning, Teaching and Training Activity for a group of 17 persons. All active members of the YEBISU partnership. The focus is on the implementation process of the YEBISU in the VRJ, the VRJ academy, working with the integrated levels 1 and 2 and learning from the employees and team leaders themselves. The activity will be organized by Henrik Bos of VRJ. It will be a program of at least 40 hours, which means that it also will have activities during the evening. Every individual partner will distinguish his own learning goal, is responsible for these goals and obligated to take part in the evaluation process.</p>		



	<p>The learning goals distinguished by the participating partners which will be the guideline for Henrik.</p> <ul style="list-style-type: none"> <li>• How is the VRJ academy working, can we see or experience a practical approach?</li> <li>• How to integrate new employees (but also foreigners) into the VRJ company especially when they have a distance to the labor market.</li> <li>• The focus on the higher levels of the EQF in the VRJ company, The “meister” group/approach. The difference between the levels 4-5 and 6 in the practical organization of the VRJ world. Also related to the problems concerning the integration and working in Germany/ Norway or the Netherlands.</li> <li>• How does the VRJ group solve the language problem when using refugees, foreigners.</li> <li>• How are you organizing your dissemination and tell us more about the “Young Gardeners” program of the ELCA and what do you expect from the partners in this.</li> <li>• Where is all your innovation in Finland coming from?</li> <li>• Can we see and experience some top design and construction work.</li> <li>• One day of improvement of the descriptors of the EQF/NLQF with the researchers of the group on Thursday for which Taavi is also invited.</li> <li>• How does the daily communication in a big organization spread over the country take place to keep the VRJ system efficient and on the target. Sub issue here: Also the communication within the teams, the hierarchy in the teams, top down or bottom up, how do you work with the M levels.</li> <li>• The communication and integration with the subcontractors how do you influence/integrate your vision on the way of working you are aiming with the VRJ group with them?</li> </ul>		
<p><b>Outcomes meeting</b>  <b>Germany: Workshop</b>  <b>Kathrin</b>          The Art of Harvesting and Mindfulness</p>	<p>Individual source of behaviour and channel of perception is influenced by:</p> <ul style="list-style-type: none"> <li>• Inherited genes</li> <li>• Socialization</li> <li>• Experience</li> <li>• Mental landscape</li> </ul>	<p>The designed development of participation from pre-sensing to sensing and realisation in a team or company. Uplifting leadership is a matter of trusting each other. Awareness that this is important for the development of level 1 and 2 employees.          André Hertog remarks that it is a big step for education to see the company as the client. He urges the partners to be the</p>	<p>Q. popping up: Is sustainable growth possible on branch level? What is it what a branch like to change which have a bigger impact on employee’s in the branch on the longer term.</p>



		<p>ambassadors to promote this. Students are hard to understand for workers but if you ask: "How can I do what you have done" it makes it easier Rien adds to that: "We don't tell, we do" It is important that level 3 and 4 understand because they understand how level 1 and 2 think.</p>	
<p>Outcomes meeting Germany: Assessment tool</p>	<p>There have been more than 100 persons assessed with the YEBISU assessment tool until now and it keeps going on. This is a very good result but... the technical background and some language verbs are still causing problems. The partners see this assessment tool as one of the most valuable outcomes of this project.</p>		



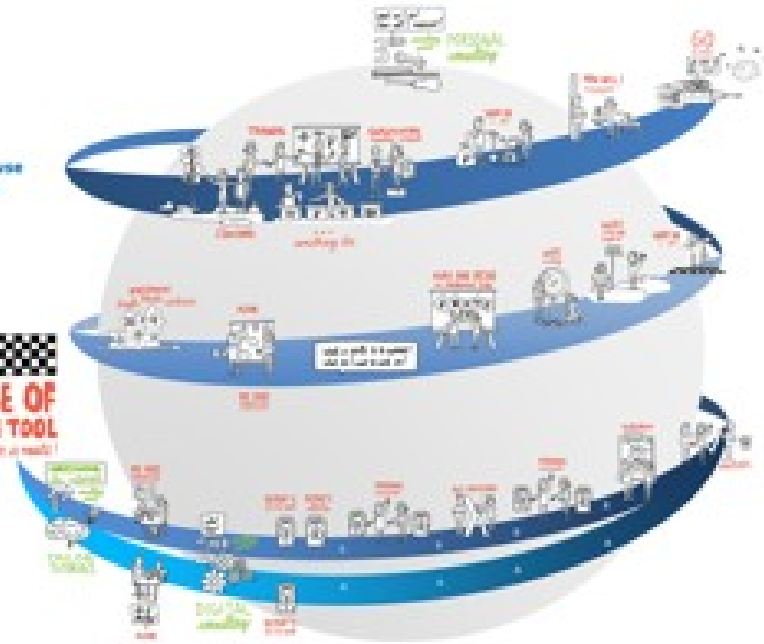
Implementation process of the assessment tool in the labour market



Implementation process and use of the Yebisu assessment tool

How to implement employment activities in companies

**USE OF THE TOOL**  
Assessing a candidate

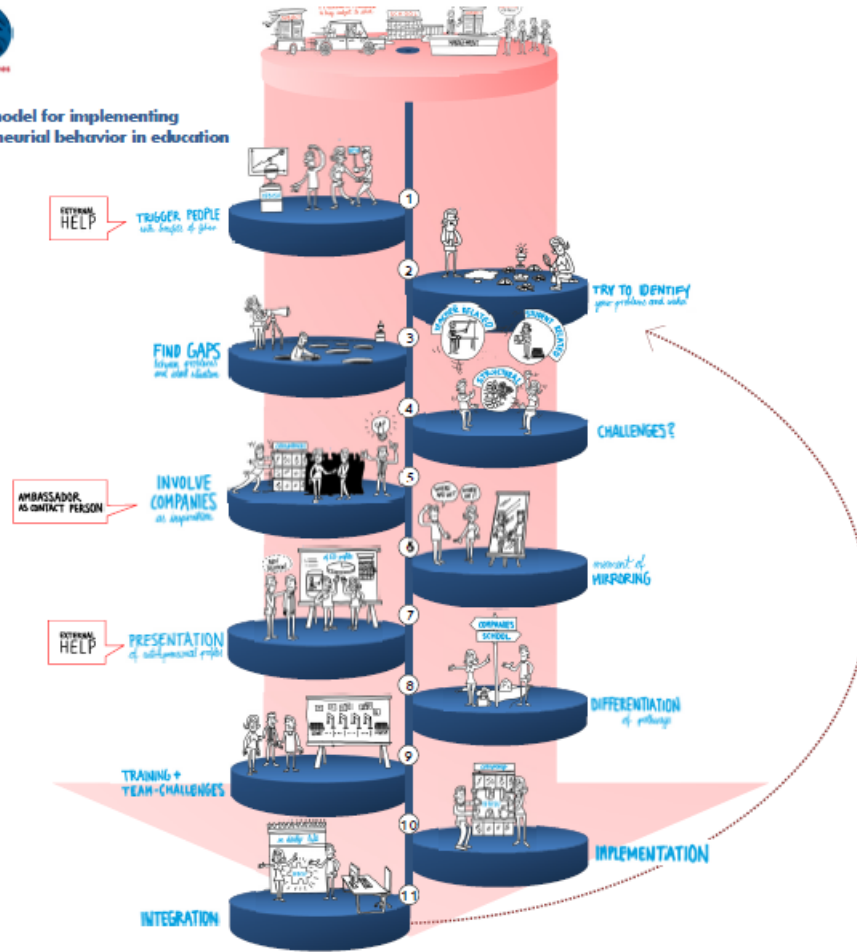




Outcomes meeting Germany:  
 Entrapreneurial behaviour in education, the model which shows were help might be needed in the schools



Process model for implementing entrApreneurial behavior in education





**Outcomes meeting  
Germany: The  
implementation of the  
assessment tool in the  
Skills bank.**

The implementation of the tool in the Skills bank will be the last part of the deliverables. Rolf representing Euromasc in YEBISU explains the background of the Skills bank. It started with EQF defining qualifications of competencies, skills and knowledge, accreditations and recognition of prior learning. Now the Skills bank it there for:

1. Individual self assessment
2. Professional assessors
3. Yebisu as 1 + 2
4. For consulting, training, guidance and qualification

The screenshot shows the YEBISU assessment tool interface. At the top, there is a navigation bar with 'HOME', 'QUAL. SEARCH', 'COURSES', 'VIDEO OVERVIEW', and 'QUALIFICATION OVERVIEW'. The main content area is titled 'Welcome to the YEBISU-assessment' and contains the following text:

**Welcome to SKILLSBANK**

An EC/ET oriented tool kit targeting career guidance, recognition of prior learning and individual training support.

Core components and functions:

- Learning outcomes in structured matrices
- Qualification definitions
- Occupational profiles
- Career guidance
- Individual profile building
- Web based multilingual service
- Compatible with EC/ET EQF ESCO and the Europass documents

EC/ET: European Credit System for Vocational Education and Training  
EQF: European Qualifications Framework  
ESCO: European Classification of Skills, Competences, Qualifications and Occupations

**Welcome to the YEBISU-assessment**

How entrepreneurial are your employees, how entrepreneurial are you and how entrepreneurial is your company?

This assessment provides insight in the areas for improvement of individuals, teams and companies. The assessment is based on the New Skills Agenda for Europe. This agenda takes the competencies of people, teams and companies as a starting point.

What is it?

This assessment provides insight in the areas for improvement of individuals, teams and companies. The assessment focuses on three areas:

- On what EQF-level does the employee function?
- What is the competency level of the employee?
- How entrepreneurial is the employee?

The assessment consists of an online questionnaire and report. If you have administrator rights you can download reports from the online assessment tool.

The information the report provides will help you focus on areas of improvement of your employees. If you have administrator rights you can also combine individual reports into group reports for your team or department.

When you use the assessment for the first time, you find more information about the EQF-levels via the following hyperlink: [link to rules](#).

The Yebisu assessment is an online tool. You are about to assess one of your team members.

1. On the following page, please fill out the name of your team member
2. Then determine the EQF-level of the person you are assessing using the pre-assessment on the following page.

The result of the pre-assessment is an indication of the EQF-level of the employee. Please use this EQF-level as a point of reference when you fill out the assessment. The idea is that entrepreneurial behaviour looks differently on different levels. Everybody can show entrepreneurial behaviour but it comes in different shapes at each level. The higher the EQF-level of the employee, the higher your expectations may be of his/her performance. The YEBISU rules ([link to rules](#)) helps you to determine the EQF-level of the employee. Please keep this in mind when filling out the assessment for the employee at focus. In this way, the employee will get an honest and objective assessment result.

3. In the third step you assess the skill level of the employee, while keeping his/her EQF-level in mind. The assessment will consist of questions about basic skills (reading, writing, language), interpersonal skills (such as communication and cooperation) and entrepreneurial skills.

**How to use the report?**

If you have administrator rights you can download reports from the online assessment tool. You can use the report in conversations with the employee about his/her skill level and areas of development. More information about how to use the report is provided in the YEBISU-training.

Good luck with the assessment!





<p>Outcomes meeting Germany: Promotion movie on YouTube</p>	<p>The animated film shows the way from scepticism to enthusiasm. The film is to be seen on YouTube under the following link: <a href="https://youtu.be/esF-x6fx9Yg">https://youtu.be/esF-x6fx9Yg</a></p>
<p>Outcomes meeting Germany: The meeting and appointments made by the financial steering group</p>	<p>Rien, in name of the financial committee, explains that the finances are in order. He repeats that based on the agreement during the kick off meeting in Finland we continue only paying for work done. That 20 % of the time sheets to be paid will stay in reserve until after approval of the project and adds that we have the possibility to shift 20% of the costs to other places if needed. André adds to this that in the beginning it was agreed that the companies would not be paid for their staff cost. The developers/researchers partners were paid for this. In September the partners will receive a message telling how much budget is kept as a risk budget according to the 20% rule of the grant.</p>
<p>Outcomes interviews of how the partners experience the impact of this project , interviews by: Railli Laas, Anu vaagen and Fred van Koot, this is a summary from their documents</p>	<p><b>What was the project's impact on the partners and other organizations involved in the project?</b></p> <ul style="list-style-type: none"> <li>• <b>How are they thinking about the development of their employees?</b></li> <li>• <b>Did they succeed in making their employees more intrapreneurial? We mean adaptable, creative, productive but you can also use other words that may be more clear to the companies.</b></li> </ul> <p>The project's impact for all the partners was, that their thinking and awareness about intrapreneurial behavior changed. They became more aware of their and their employees behavior and how important is to empower and develop them. According to partners' words the participation in an English spoken project raises company prestige in relation to other companies and it also motivates employees to participate and grow.</p> <p>They recognize the EQF levels and through this their expectations are more realistic and based on employee. They have learned to listen to partners and employees more consciously and with an open mind. It is very important to have cooperation between partners, it has impacts the outcome of the project. It gives the possibility to get feedback on their thoughts/understandings, to learn from others and to see the variety of companies and organizations. It stimulates their intrapreneurial behavior to be a better employer and become from specialist to entrepreneur. The partners have understand how valuable is development and lifelong learning. Some partners have taken part of school programs, some of them have used coaching / supervising and one partner has started academy to train the personnel.</p> <p><b>Outside of the participating organizations which were the project's target groups and other relevant stakeholders? What was the project's impact on them and how did the results reach them?</b></p>



Target groups: Landscaping and gardening associations (green sector) in every partner country and ELCA, infra and building associations, schools and educational institutions, different companies.

Everybody who is interacting, training and managing people.

There has been several multiplier events and seminars hosted by project partners. Project dissemination has been also through the different meetings and personal sharings. Project's impact on them is stolid, but continuously showing different perspectives of using tools (project's results). Work with the stakeholders have shown, that they are acting mostly short-term, but empowering employees need long-term planning. There is also different economic situation in partner countries and because of that it might be difficult to implement the tools right now, but the will and need is there for the future.

**How has the project contributed to the achievement of the most relevant priorities (as outlined in the description section)? To which extent was the expected impact reached?**

- **How do they use the assessment tool?**
- **How do they use other results or insights of the project?**

The project helped to achieve the most relevant priorities. Worked out profile of intrapreneurial behaviour on the levels 1-5 of EQF, units of learning outcomes and the assessment tool. Through those tools the meaning of intrapreneurial behaviour became more understandable for partners themselves and their employees.

Companies have realised how important is the best fitting competencies for specific jobs and make well organized teams by EQF levels and use it for work calculations. Assessment tool has improved as a good tool to understand behaviour and competences of employees and has been as mirror to assessors. The developed YEBISU tools are giving more insight in the capacities of employees and are helpful with the management of expectations. Tools are used also in assessor's work at the school exams, as an additional tool.

**What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.**

Different kind of events have introduced the project outcomes. At the local level the organisations are more aware of intrapreneurial behaviour. During the project companies are more aware of their own responsibility for development of their employees. If earlier was the company owner the teacher and developer, then nowadays several employees work with the tools themselves and are giving master classes to the other employees. The Finnish partner has been selected as Employer of the Year for empowering their employees.



	<p>The project impact has been also regional level at national landscaping and gardening associations, the outcomes have been used to develop/improve national qualification standards. The schools are more aware about the developing of intrapreneurial behaviour, this has been integrated to everyday study process.</p> <p>European / international level - ELCA young landscapers mobility programs will be use</p> <p>Companies translate the educational issues in to ‘company language’ so that the discussion between companies and educational institutions are more on understandable level.</p>
<p><b>Impact of YEBISU e.e. project</b></p>	<p>1 = operational level</p> <p>2 = tactical level</p> <p>3 = strategic level</p> <p><b>On level 1 - operational level</b></p> <ul style="list-style-type: none"> <li>• Companies are working as ambassadors in education. Several YEBISU partners are part of the advisory boards of VET institutes like in Estonia, Germany, The Netherlands and Finland.</li> <li>• Use of the animation film about YEBISU on YouTube for ELCA Young Gardeners network. Start October 5, 2017.</li> <li>• Tuomo Vainikainen (TTS) found himself another job thanks to the entrepreneurial skills developed in YEBISU e.e.</li> <li>• Two employees of Luua are founding an consulting firm ancy bureau as a result from the project the impact is to continue the gedachtengoed of YEBISU e.e.</li> <li>• TTS developed a stone workers course on level 1, 2 and 3 based on YEBISU e.e. They translated it to the needs of VRJ. They will now implement it. Winter 2017 – 2018.</li> <li>• Taavi Forsell from TTS starts as from 01-09-2017 with their new students a Community of</li> </ul>



Practitioners on the use of YEBISU e.e. tools, the profile of entrepreneurial behaviour and the taxonomy of DEE Fink.

- TTS and VRJ introduce the results of the YEBISU e.e. Project at Viherpäivät in Jyväskylä in February 2018. Viherpäivät (Green Days) is the largest forum for professionals in the field of horticulture in Finland.
- Wellantcollege makes the optional parts in the educational portfolio outcome based and in line with the YEBISU e.e. profile as from 01-09-2017.

### On level 2 - tactical level

- An association of Estonian landscapers is formed to spread and institutionalize the outcomes of YEBISU e.e. They meet every second Saturday of the month.
- TTS is implementing the taxonomy of Dee Fink and learning outcome based entrepreneurial behaviour at VSU Landscape Architects.
- TTS is cooperating with a professor at the University of Helsinki who is working on a book about education for Finland in which she uses the taxonomy of Dee Fink. September 2017 until April 2018.
- VRJ is setting up a training program for the whole company of 400 workers based on the level thinking of EQF/Yebisu e.e. Start November 2017, the winter season.
- M van der Spek has been experimenting with a Master class team leaders who are managing employees level 1 and 2 using the Yebisu tools and concepts. They have decided to implement it in the rest of the organisation. Start October 30, 2017.
- M van der Spek and Irado are busy to construct a consortium with the municipality of Rotterdam and ... called "Learn2O" on regional level to solve the problem of long term low level unemployed. Start



in September 2017.

- Irado started with a pilot in one department, specifically targeting working level 1. (24 workers). Now they implement it in the whole organization of 300 workers and use it to improve the relation of the workers with the clients. Start November 2017
- Wim Siemann from the Albeda College entered the Dutch Expert Group for ECVET. Impact: as an active member he uses, as a YEBISU e.e. trained person, the YEBISU e.e. outcomes in this group. Start August 29, 2017.
- A KA 2 project called Loasa (Learning Outcomes in Accordance with the Skills Agenda) is using the YEBISU e.e. concept of Units of Learning Outcomes and the assessment tool in this project. Date: second week of November 2017 seminar Denmark.
- Euromasc prepares an application for a new project, Sector Skills Alliance, using the outcomes of YEBISU e.e. in which YEBISU-partners will participate. Application for Call 2018.
- The Dutch ECVET expert group implements the profile of intrapreneurial behaviour in their recommendation to all VET schools to make student mobility more effective. Start from November 13, 2017.
- KCH enriches the current qualification profiles concerning entrepreneurial skills and behaviour by incorporating the learning outcomes from the entrepreneurial YEBISU e.e. profile into the digital certification performance standard. In the year 2018, KCH evaluates the effects of the addition of entrepreneurial behavioural skills to the current profiles with representatives from the industry and the school field.
- In addition, KCH, using the training elements of the YEBISU e.e. project, develops assignments that enable the student or employee to demonstrate that he / she manages the learning outcomes or the workflow from the entrepreneurial YEBISU e.e. profile at Level 1 or 2.



- Gartenplus integrates the assessment tool/Skills Bank into the development processes within Gartenplus and their clients. On-going process
- Because of the lack of awareness of EQF and lack of soft skills in curricula in Germany Gartenplus contacts the national agency for the DQR/EQF.
- Gartenplus professionalizes the outcome of YEBISU. On-going process.
- Gartenplus designers developed a visual representation of the researchers sessions in a flowchart for education and that is used in multiplier events and dissemination activities.
- GartenPlus is developing an online toolbox for trainers, educators and coaches on the basis of the outcomes of the project, for further use in future activities. Concept version available on the first meeting of YEBISU 4, January 2018.

### On level 2/3 tactical/strategical level

- Gartenplus applies the assessment tool in other branches starting with the training academy of Bosch A.G.. Start October 5, 2017.
- Magnolia Art specifically focuses on the underprivileged to give them a better chance to enter the labour market. They also support the Hungarian gardeners association in the development of entrepreneurial behaviour as started in the Multiplier Event in Hungary. On-going process.
- Albeda College implements the pilots they did on the implementation of the intrapreneurial profile in the curricula for the whole college (20.000 students). Start September 2017.
- In March 2018, 34 teachers of 7 VET schools of The Dutch Alliance NL make a trip to Finland. They want to see what the impact is of the YEBISU e.e. outcomes in the labour market. Based on that see they define what must be the effect on education and where adaptation of the curricula is





necessary.

- VRJ won an award for best employer of the year because of their training program based on EQF/YEBISU, was asked to participate in the consulting group education/trade and commerce of Finland.
- VRJ also was asked to fulfil the portfolio of education and development in ELCA for the Young Gardeners Concept as a result of the YEBISU e.e. project

### On level 3 - Strategic level

- By using the EQF/ YEBISU e.e. level approach ELCA and YEBISU company partners find an easier way to let people from outside the branch enter the green labour market, thus solving the shortage of workers. This way of working not only includes the ELCA partners but also other industries, like Poland . It is a very complicated initiative that started in September 2017 and will continue for years to come.
- Taavi Forsell from TTS, will, for his final thesis of his Master's study, compare the YEBISU e.e. profile and units for level 1,2 and 3 to level 4,5 and 6. It starts in the academic year 2017/2018.
- After two meetings with members of the New Skills agenda of the European Parliament an on-going dialogue between ELCA/ YEBISU e.e. members and the working group of the New Skills for Europe agenda of the European Parliament has started.
- The concept of "New Gardeners", which was developed on the basis of Yebisu e.e. intrapreneurial skills, is implemented in the ELCA. Board meeting:September 26, 2017. ELCA Presidium concerning YEBISU impact with a presentation and workplanning for the coming half year, October 5, 2017. March 2018, next meeting.



- S-BB in the Netherlands is using the profile and descriptors of intrapreneurial behaviour in the development of the optional certificates for VET education. Start September 29, 2017.
- Liivi presents the YEBISU e.e. profile, the assessment tool and Dee Fink trainings methodology to the VET schools in Estonia. Winter 2017/2018.
- Wellantcollege organizes an international conference with focus on YEBISU in the mobility of students/employees. The target group is people inside and outside Wellantcollege. 120 participants are invited, 18 January 2018.
- YEBISU e.e. partners in ECVET expert group present the YEBISU e.e. descriptors of the NLQF to the Dutch NCP. Nov 13, 2017.
- The YEBISU e.e.-group, in the person of their project leader, will present the NLQF descriptors to the ECVET secretariat. After November 13, 2017.

### On all levels, operational, tactical and strategic

- YEBISU 4 is the working title for the carrying on of the activities of the partnership without funding. Goal is to further implement the outcomes of YEBISU e.e. Focus: further development, broadening the practical scope and the involvement of the level approach in the daily work. Also the dissemination/lobbying work will be kept up. A possible further extension of the partnership is also on the agenda. First meeting 17, 18, 19 January 2018 in The Netherlands.
- L'Orangerie implements structural integration of the assessment tool for the use of HR management. Target group: Community of practitioners of architects in Macon. On-going process.



<p>YouTube movie made for the continuing action of the partnership focussing on the members of the ELCA</p>	<p>Link to movie  <a href="https://goanimate.com/videos/0Qzlw9U-s8F0?utm_source=linkshare&amp;utm_medium=linkshare&amp;utm_campaign=usercontent">https://goanimate.com/videos/0Qzlw9U-s8F0?utm_source=linkshare&amp;utm_medium=linkshare&amp;utm_campaign=usercontent</a></p>		
<p><b>Learning outcomes of the Yebisu e.e. project itself after three years:</b></p>	<p><b>On Individual development level:</b></p> <ul style="list-style-type: none"> <li>➤ Employees are explaining the value of intrapreneurial skills (creativity, productivity and adaptability) on individual level to others. Empowering and inspiring others</li> <li>➤ Employees are translating intrapreneurial behaviour and how this relates to levels of work in his/her daily work.</li> <li>➤ Better uplifting leadership by all individual company leaders; Identifying and managing the availability of required skills, competences and qualifications to help preventing the skills gap, also for the entrepreneur/teacher. Empowering him/herself.</li> <li>➤ Teachers have first-hand</li> </ul>	<p><b>On Team/ Company/ School development level:</b></p> <ul style="list-style-type: none"> <li>➤ EQF level thinking is a part of the team planning</li> <li>➤ Thinking in Learning Outcomes/outcomes of work processes is integrated in their work-systems</li> <li>➤ Effective communication between the labour market partners and VET is integrated in the renewing of education of the partners.</li> <li>➤ The YEBISU assessment tool is resulting in the employees or team need for training and development of the three areas of 2012 Skills agenda framework.</li> <li>➤ Company owners: Implement organizational</li> </ul>	<p><b>On Branch/Society level:</b></p> <ul style="list-style-type: none"> <li>➤ Partners from the labour market and VET institutes work together on the issue work-based learning</li> <li>➤ Branch initiatives in line with YEBISU outcomes on local-regional-national and international level are taken. Operational action plans for 2018.</li> <li>➤ Integration of intrapreneurial profile in the curricula for all sector chambers in education in NL.</li> <li>➤ VET institutions are acting efficiently and persistent</li> <li>➤ VET institutions are acting in a more customer-oriented way.</li> </ul>



	<p>experience of what intrapreneurial behaviour in companies means and are aware of the consequences for their work.</p> <ul style="list-style-type: none"> <li>➤ Employees/students engage more actively in entrepreneurial behaviour and are more aware of opportunities for themselves and their company. They focus on issues that really matter. Thinking and acting open minded</li> <li>➤ Employees and company owners display intrapreneurial behaviour in his/her daily work:             <ul style="list-style-type: none"> <li>- Attitudes and values at work</li> <li>- Application of knowledge</li> <li>- Social skills and competences</li> <li>- Language and communication</li> <li>- Thinking skills and competences</li> </ul> </li> </ul>	<p>policies:</p> <ul style="list-style-type: none"> <li>○ Company plan</li> <li>○ Company mission</li> <li>○ Apply quality standards</li> <li>○ Consider different cultural backgrounds</li> <li>○ Encourage staff and colleagues</li> <li>○ Seeing and seizing opportunities</li> </ul>	
--	---	--	--



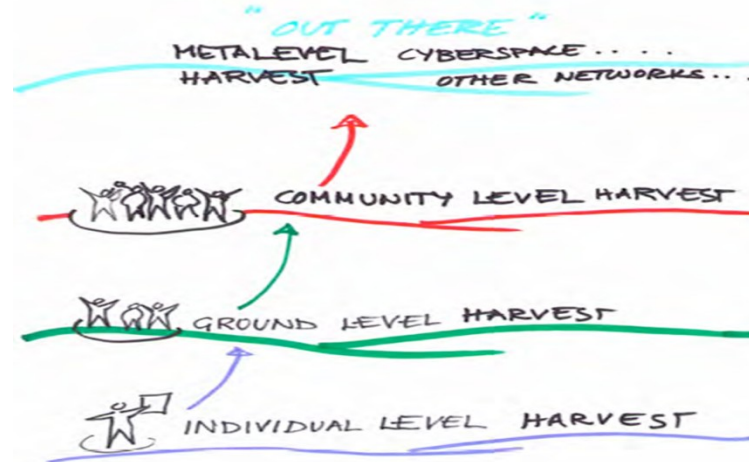
The garden is constructed!

At the end of this process....

This, In Progress Overview file is also available for YEBISU 1 and 2. It is interesting to see where we all started and where all individual partners are now. It is not a matter of getting the final answers on the questions we asked ourselves at the start of the three YEBISU projects. The questions are evolving, we never reach the final answers, but we reach new perspectives. We can say for sure that the individual entrepreneur, teacher, employee or student is developing her/his own individual being on his/her own level. In doing so, they are also



supporting the developing process that take place in the world of work as well as the environment of educational institutes. It's the "Art of Harvesting" a continuing development process:



The YEBISU partners decided to continue the partnership. Yebisu started in 2009 and will re-start in January 2018 its 4<sup>th</sup> edition. We'll continue with the most difficult process: the integration of all the outcomes in the mainstream of our working processes in the companies and schools. Making our work truly sustainable. Every day, the company partners feel the added value of Yebisu and experience that in the market, they are more competitive. Schools feel the necessity to keep in touch with changes in the mainstream of the labour market. This is their challenge as the changes in the companies seems to go faster and faster.

André Huigens  
Projectleader YEBISU e.e. partnership

**"We do not understand what we see – but we see what we understand."** Peter Senge