



INTRAPRISE – Infusing Entrepreneurial skills in the corporate ICT environment Proj.no: 2014-1-CY01-KA202-000274

THEORETICAL FRAMEWORK OF THE INTRAPRISE TRAINING PROGRAM ON INTRAPRENEURSHIP (Basic curriculum and focus groups' evaluation)



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INTRODUCTION

Scope, Methodology, Objectives and Planning

This document is the Intellectual Output O3 of the Project "Infusing entrepreneurial skills in the corporate ICT environment – INTRAPRISE" funded under the Erasmus Plus Programme, Key Action 2: Strategic Partnerships under agreement number: 2014-1-CY01-KA202-000274.

The main purpose of the Project "Intraprise" is to provide specialized intrapreneurial training in the Information and Communication Technology (ICT) sector across Europe, through the creation of an online Course, aiming to infuse new entrepreneurial skills and facilitate initiatives in the ICT sector.

As the ICT sectors becomes more and more competitive, given that the main important factors affecting a firm's performance, the product/service and the market are evident and segregated, respectively, the only factor that can be improved to enhance the company's performance is the caliber of the team. In this regard, corporations require employees that can adopt a creative behavior, take direct responsibility, take initiatives and evaluate and prioritize risks. There is a need for the establishment of entrepreneurial mindset within ICT corporations, which highlights the need for intrapreneurial training. Intraprise's objective is to provide a solution to the aforementioned need, by creating an online Course, which will offer specialized intrapreneurial training in the ICT sector.

This report provides the methodology under which the "INTRAPRISE" Course Curriculum has been created, developed, tested, reviewed, and finally translated into the project languages, taking into consideration the main outcomes from Output 2 – "Report on the needs of intrapreneurial training in the ICT sector" as well as other factors to be presented and analyzed in the current Report. Analytically, this Output's main objectives are:

- (I) The definition of the Course structure (Curriculum), subject to minor changes during the implementation of O4 (the phase where the pedagogical scenarios and the final content will be developed).
- (II) The organisation of Focus Groups (4 working groups were conducted among the Partners in order to create the relevant guidelines and finalize the Curriculum to be tested during the Focus Groups), which were conducted to obtain feedback for the Course Curriculum, and
- (III) The translation of the final Curriculum into the project languages.





FOCUS GROUPS FOR CURRICULUM FEEDBACK

Scope and Methodology

As exposed in the project proposal, the scope of the Focus Groups was to obtain feedback for the INTRAPRISE Curriculum in regards to its core and sub-topics, learning objectives, methodology, educational tools and Course duration. Focus Group workshops were organized in each target country and moderated, focused discussion in an interview format provided valuable insights, attitudes, preferences and feedback on the Curriculum content and the proposed practices.

The following partners carried out a Focus Group:

Country	Partners
Cyprus <	CUT, R&Do
Belgium	MTC, EuroCIO
Greece	MILITOS, Found.ation
Spain 🍝	RAMBLA ASESORES
Italy	MELIUS
Romania	SINLO

The aim was to invite people who could ensure the highest quality information to validate and/or enrich the content of the Curriculum and its content. Each participating country held one Focus Group which consisted of eight to ten participants.

The partners nominated participants from the ICT sector, mainly defined by their position, their job title as well as teachers/trainers based on their professional and educational background.

Participants¹ were selected from the given INTRAPRISE identified target audiences:

¹ Some participants did not want their names to be included in the present report but all the collected data will be made available in case of an audit by the National Agency or the European Commission.



- Owners/managers in ICT companies and organizations
- Employees in ICT companies and organizations
- Trainers/Teachers (Mainly active in the vocational education. Vocational education is a higher education for providing students with the technical skills they need in order to perform the tasks of a particular job. These programs generally focus on providing the learners with hands-on instructions to prepare for a certain trade or craft)

An English version of the qualitative questionnaire was prepared by Found.ation and discussed between Partners; it was then translated in all the languages of the partners' countries. The questionnaire included ten predetermined, open and closed questions, the discussion was free – flowing and the duration of the meeting was 90 minutes. The questions addressed (ANNEX III: O3-A3), were clear and concise and focused on the overall structure and flow of the Curriculum, the learning objectives, the learning materials, the learning structure and the length of the Course (all discussed and finalized among the Partners of the Consortium during the Working Groups -ANNEX II: O3-A2).

The Focus Groups were led by a skilled moderator nominated by each partner. An assistant moderator was keeping notes and important quotes. All Focus Groups took place during October 2015 and an attendance sheet was circulated and completed. Found ation received all data collected during the 1st week of November 2015. Lastly, a short questionnaire was circulated among the participants, in order to evaluate the whole process. All guidelines can be found at ANNEX III: O3-A3.



Results of the Focus Groups per Country

The scope and main aspects of the project have been presented by the focus group moderators. Structure and content was explained to the participants and the debate followed after posing each one of the 10 questions. The comments made by participants are briefly summarized in table format here below (per country).

CYPRUS: Results by question (Points of Attention)

CYPRUS 🧭			
Q1	Q1: What is your opinion about the overall structure and flow of the Curriculum?		
	Points of Attention		
✓	Very comprehensive and satisfactory Course structure but the duration of the Course seems very little.		
✓	Covers most topics that help you manage and understand the subject of intrapreneurship.		
✓	There needs to be a connection and continuity between the various topics of the Curriculum.		
✓	Certain comments were made especially form participants working in the private sector that although the Curriculum is comprehensive, it needs to be more practical (business oriented) and less appealing to academia.		
~	Most of the participants wanted to know the method of providing the training		

 Most of the participants wanted to know the method of providing the training material.

CYPRUS 🗾 ≤

Q2: What is your opinion about the learning objectives of the Course? Are they clear? If not, why?

- \checkmark The objectives are clear and well defined.
- \checkmark Concerns were raised about the people that each of the Courses targets.
- ✓ It should be clearer whether some of the objectives are only for employees, managers, or both.





The benefits to the individual and to the organisation should be pointed out.

CYPRUS 🝼

Q3: Do you think that the main topics as demonstrated are clearly reflecting the learning objectives? Were the right topics covered? What changes would you suggest and why? <u>And 4</u>. What sub-topics would you add and why? Does the Curriculum contain sufficient sub-topics to allow its effective use in the ICT sector?

Points of Attention

- \checkmark The topics reflect adequately the learning objectives specified.
- ✓ Some were concerned on whom these objectives target (managers or/and employees).
- ✓ What is the required level of skills and knowledge expected from the participants to be eligible for the training Course?

CYPRUS 🥌

Q4: What sub-topics would you add and why? Does the Curriculum contain sufficient sub-topics to allow its effective use in the ICT sector?

Points of Attention

No additional sub-topics were suggested by our focus group participants.

CYPRUS 🥌

Q5: What type of learning materials would you prefer for this type of Course? Which of the following list would you consider as more important?

- ✓ The Curriculum content must be comprehensive but also short, so as not to discourage the trainees.
- \checkmark It was generally preferable that multiple means of learning are used per session.
- ✓ They all preferred more interactive teaching methods, such as graphics/visual aids, presentations, videos, etc. compared to the traditional teaching





methods.

- ✓ Participants were very interested in using case studies and worked examples as training material as these will enable them to memorise the Course content and topics easier.
- ✓ Some participants stated that they would prefer printed material, such as book chapters, magazines, etc. than to look at everything on a computer screen.
- ✓ A few participants stressed the need for additional reading sources to be available for whoever wanted to study a bit further.

CYPRUS 🥌

Q6: Based on your own experience, what is your opinion regarding the proposed length of the Course? (Course duration, teaching: personal working hours). What would be the ideal length for you and why?

Points of Attention

- ✓ All participants commented that the duration of a daily Course should not exceed 1 hour with the average being of that of 45 minutes.
- ✓ Additionally, due to complexity of some sub-topics/topics it was generally agreed that for these specific topics, training should be split in two or three different sessions, if necessary, but without exceeding the 1hour limit each time.

CYPRUS 🥌

Q7: Would you promote this Course within your company? In your opinion, how would your employees/colleagues/students benefit from attending this Course?

- ✓ Concerns were raised regarding the duration of the daily Courses as they stated that more than 1 hour of Course per day will have negative consequences on the staff productivity.
- ✓ A manager made clear that he would only introduce such a Course after a trial period as he would like to see if the company benefits from this.
- ✓ Some also commented that in order for different parties to be benefited from such a Course, there should be 2 distinct Courses, one for managers and one for employees as their focus within the company differs.





CYPRUS

Q8: Would you be interested in attending such a Course?

Points of Attention

✓ All participants agreed that they are interested in attending such a Course within the time constraints they set during the previous questions.

CYRPUS 🝼

Q9: We are proposing an open learning structure which includes bite-size training sections and sub-sections that can be freely chosen and followed by the learner. Do you agree with this approach or would prefer a more traditional one?

Points of Attention

- ✓ The flexibility offered will be a great advantage as many would prefer to attend Courses on their free time.
- ✓ Bite-size training sections and sub-sections taught via skype or other distancelearning methods would be preferred as physical presence is not mandatory.
- ✓ The size and duration of the training sections/sub-sections is an essential characteristic of the training scheme.

CYPRUS 🥌

Q10: If you were to apply this Course in your company, what other suggestions would you add?

- ✓ Some participants suggested that there should be two different levels of the training Course, one for beginners and one for more advanced level.
- ✓ Most managers suggested that in case such a training scheme is adopted by their company, it would be a good idea to include it in the company's professional learning and development system.
- ✓ Training material and other sources of information to be available online through the training system for further studying if needed.





BELGIUM: Results by question (Points of Attention)

BELGIUM

Q1: What is your opinion about the overall structure and flow of the Curriculum?

Points of Attention

- ✓ The overall appreciation is that the structure of the Curriculum is clear, complete and coherent. However, according to one participant in Focus Group N° 2, the Curriculum should be ameliorated as there is a lot of negativity (the first word mentioned is "barrier", followed by "problem").
- Moreover there is too much concentration on benefits to the organisation and not enough on personal growth and development.
- ✓ According to nearly all participants, there is a discrepancy between the duration of the Course, its objectives and the credits it proposes.
- There should be a better balance between theory and examples. More focus should be put on practice.

BELGIUM

Q2: What is your opinion about the learning objectives of the Course? Are they clear? If not, why?

- ✓ The learning objectives appear to be quite clear according to both Focus Groups. Most of participants think this Curriculum is a bit too academic, a bit too traditional.
- ✓ The learning objectives are very ambitious: i.e. comparison between objectives and number of hours...
- ✓ One participant thinks that the objectives are clear but essentially wrongheaded. The main objective should be to energise the student/employee/learner, to propel him or her towards personal growth. Where are the tools that will stimulate the ideas, the creativity of staff, its confidence, the fun, teamworking, how to loosen up?





Q3: Do you think that the main topics as demonstrated are clearly reflecting the learning objectives? Were the right topics covered? What changes would you suggest and why?

Points of Attention

- ✓ The overall appreciation is that the main topics do reflect the learning objectives. But the project should be careful and avoid overloading every topic with too many objectives.
- ✓ Developing a business idea is one thing... make it happen is another one!
- ✓ Make it less boring and negative. Start with mind-expanding exercises to open the door to inner creativity.
- ✓ More focus should be put on practical cases and on simulation. In other words, put the staff in a simulated situation: "if I were the chairman of the company, how would I lead/manage (or not!) the change in my organisation?"

BELGIUM

Q4: What sub-topics would you add and why? Does the Curriculum contain sufficient sub-topics to allow its effective use in the ICT sector?

- ✓ According to the participants more attention should be brought to psychological barriers to intrapreneurship.
- ✓ The biggest barrier to intrapreneurship is lack of confidence and permission issues (personal and corporate).
- ✓ Creative ways to cut across hierarchies and professional jealousies should be introduced in the Curriculum. This aspect of things is beyond theory... it regards the psychology of change.





Q5: What type of learning materials would you prefer for this type of Course? Which of the following list would you consider as more important?

Points of Attention

- \checkmark Practical cases could be explained within a SMART analysis grid.
- ✓ Webinars could introduce intrapreneurial successes ... or failures stories! These live webinars would bring together people who have a validated experience in the field of intrapreneurship AND people who feel ready to jump and start a new business/managerial experience.
- ✓ In that respect, online role-playing games could be contemplated...

BELGIUM

Q6: Based on your own experience, what is your opinion regarding the proposed length of the Course? (Course duration, teaching: personal working hours). What would be the ideal length for you and why?

Points of Attention

- ✓ The topic is huge... and the number of foreseen hours seems too low.
- ✓ The draft schedule does not foresee enough opportunity for self-expression: that duration should be added in the Curriculum.
- ✓ Considering the duration of a Course, one hour is maybe a little short, but two hours and a half is much too long... Find an optimal Course duration compatible with the professional life of the target group.

BELGIUM

Q7: Would you promote this Course within your company? In your opinion, how would your employees/colleagues/students benefit from attending this Course?

- ✓ Quote: "I feel ready to promote intrapreneurship, from the moment this Course is a little more creative and fun!"
- ✓ The advantage of promoting such a Course is that it can generate a virtuous circle and therefore trigger a real organizational change. It could be a motivation for both the staff and the hierarchy.





✓ An interesting parallel can be drawn between intrapreneurship and R&D. It is all a question of trust, freedom, creativity, "acknowledged autonomy" (or "structured freedom")... Development of intrapreneurship will only work with trust and freedom. If and only these ingredients are present, then a real creativity will emerge and be valuable for the employees and the company. Even when an idea seems to be out of scope, you never know how it will evolve and will perhaps give something awesome! In fundamental research too, you need to think out of the border to find the idea that will perhaps revolutionize the world. It is not by willing to improve the candle that electricity was discovered.

BELGIUM

Q8: Would you be interested in attending such a Course?

Points of Attention

✓ All participants expressed their interest in attending

Q9: We are proposing an open learning structure which includes bite-size training sections and sub-sections that can be freely chosen and followed by the learner. Do you agree with this approach or would prefer a more traditional one?

Points of Attention

- ✓ Anyway the possibility of choosing specific topics or sub-topics is a rather traditional approach...
- ✓ More live events would be a nice-to-have! e.g. Webinars featuring experts, etc.

BELGIUM

Q10: If you were to apply this Course in your company, what other suggestions would you add?

Points of Attention

✓ The most important thing is to involve the trainees with examples and realistic situations.





- ✓ Shorter Courses (duration) could be an option too.
- ✓ Group Video games and teamwork sessions to be included.
- ✓ Integrate this intrapreneurial Curriculum within a Personal Development scheme.
- ✓ Need to develop the playful dimension of the Course.

GREECE: Results by question (Points of Attention)

GREECE E GREECE E G1: What is your opinion about the overall structure and flow of the Curriculum? Points of Attention The overall structure is well defined, both in terms of core and sub-topics The last module however, dealing with training material on how to fully prepare an intrapreneurial project within a company, should be provided clearly as a distinct step, separating itself from the rest of the material, since it actually corresponds to all the material preceding it. It should be approached

- actually corresponds to all the material preceding it. It should be approached as an 'extra step' to deal with, when an intrapreneurial process and structure is already in place
- ✓ The platform layout and overall design should account for extremely easy navigation, and accurate, well-presented functionalities leading to different modules and sub-modules. Complex structure should be avoided, and the entire layout should focus on user experience

GREECE

Q2: What is your opinion about the learning objectives of the Course? Are they clear? If not, why?

- ✓ Learning objectives are clear
- ✓ It is suggested to include if feasible a short assessment of actual training needs beforehand, especially to support face-to-face learning as an option of the blended learning methodology. This would maybe help, if customized,





personalized training is one of the objectives, both in terms of different companies and organizational cultures, as well as different trainees, who have different training needs based on diverse levels of skills and competences already acquired, within the scope of intrapreneurial, or in that case, entrepreneurial attitudes

✓ Learning material developers should be careful in not conflating entrepreneurial skills training with intrapreneurial attitudes



Q3: Do you think that the main topics as demonstrated are clearly reflecting the learning objectives? Were the right topics covered? What changes would you suggest and why?

Points of Attention

- ✓ The main topics are easily connected to the learning objectives as demonstrated. Managers should however have access to overall guidelines on how to better use the learning material as an integrated model/practice to support intrapreneurial ideas wherever they come from. A model should be maybe created, portraying the milestones and important intra-company processes towards intrapreneurship and development of intrapreneurs. This model would actually draw from the entire material as it is going to be developed following this Curriculum
- ✓ A wide range of intrapreneurship definitions should be provided, drawing in common aspects and differences. The concept still remains 'untouched' in Greece, in corporate or other business/enterprise environment
- ✓ It should be clarified right from the start, when attempting to define intrapreneurship and provide an overall reference concept, if both the processes and model towards the development of a good or service will be attended, as well as certain functional, organizational, procedural aspects of a company or enterprise are meant here as well.

GREECE

Q4: What sub-topics would you add and why? Does the Curriculum contain sufficient sub-topics to allow its effective use in the ICT sector?

Points of Attention

✓ Maybe the sub-topics are already too many, given that intrapreneurship is by and large 'uncharted waters' in the Greek case at least.





✓ No additional sub-topic should be included

GREECE		
Q5: What type of learning materials would you prefer for this type of Course? Which of the following list would you consider as more important?		
	Points of Attention	
\checkmark	Focus more on the content rather than animations and supportive tools.	
✓	Content should be short and comprehensive, in order not to discourage the trainees.	
✓	In-depth analysis and further sources for reading (more elaborate text and/or presentations) should be included, but always as a distinct option for the learner and not as part of the main material (e.g. a 'Read more' structured section to complement modules and/or sub-topics)	
•	Professionals in the ICT sector especially, already spend a lot of time, in regular basis 'doing research' and identifying sources of either technical or theoretical nature, thus the provided info should require minimum effort in this case on their behalf	
✓	Interactive group exercises, info-graphics, gamification, tools to engage learners in common learning activities are welcome, depending however on feasibility	
~	Interactive group exercises, info-graphics, gamification, tools to engage learners in common learning activities are welcome, depending however on feasibility	
✓	Podcasts seem to be irrelevant	

GREECE

Q6: Based on your own experience, what is your opinion regarding the proposed length of the Course? (Course duration, teaching: personal working hours). What would be the ideal length for you and why?

Points of Attention

✓ The length of each module should not exceed ideally 40 minutes, otherwise trainees would lose focus





- \checkmark It is a bit lengthy
- ✓ It is long, considering especially testing and training within working hours



✓ Depends on the willingness of the management to do so, and comply with it

GREECE

Q8: Would you be interested in attending such a Course?

Points of Attention

✓ Yes (All)

GREECE

Q9: We are proposing an open learning structure which includes bite-size training sections and sub-sections that can be freely chosen and followed by the learner. Do you agree with this approach or would prefer a more traditional one?

Points of Attention

✓ The main aspects relevant to this question have been provided by the participants in Questions 5 and 1





GREECE

Q10: If you were to apply this Course in your company, what other suggestions would you add?

Points of Attention

- ✓ This could only be suggested or tested upon a common decision by all involved parties in a company
- ✓ Usage within the scope of daily routine at work should be carefully designed, approved, and decided upon. Especially in terms of needed time.
- ✓ Certain obstacles coming from the side of management (e.g. fear of exploiting company's assets, infrastructure, or knowledge to serve personal aspirations) should be attained beforehand

SPAIN: Results by question (Points of Attention)

SPAIN 🥌

Q1: What is your opinion about the overall structure and flow of the Curriculum?

- ✓ I think it is a very complete structure in terms of content, though the number of hours is very low. I consider it is a very important training nowadays as there are some ICT companies very traditional in terms of staff and talent management and therefore, for them to really look in-depth to these issues they would need to increase the learning hours (and credits).
- ✓ Good in general
- ✓ I think that covers all the necessary stages to manage the understanding and learning about intrapreneurship, from the definition of the term, through practical examples for others in the same situation, until the implementation of a particular example.
- ✓ Right, right, but I think the practice should be transversal to the Course
- ✓ Right. I just miss :
 - self-knowledge and self-reflection tools that will help the managers and staff better understanding the culture of the company and the necessary attitudes and skills that will help the team to better manage intrapreneurship within the company,





- o areas such as communication and public speaking,
- Key attitudes towards intrapreneuship
- o and resilience

Spain 🚢

Q2: What is your opinion about the learning objectives of the Course? Are they clear? If not, why?

Points of Attention

- ✓ The objectives are quite clear and necessary
- \checkmark The objectives are clear and well defined.
- \checkmark They are clear but too many for such a Course of a few hours.
- \checkmark The objectives are clear, measurable, achievable and relevant.
- ✓ Clear

SPAIN 💻

Q3: Do you think that the main topics as demonstrated are clearly reflecting the learning objectives? Were the right topics covered? What changes would you suggest and why? <u>And 4</u>. What sub-topics would you add and why? Does the Curriculum contain sufficient sub-topics to allow its effective use in the ICT sector?

- ✓ I think the themes are adequate although we may differentiate employee training and training for entrepreneurs/owners/managers, we may need to modify some of them to deepen on aspects depending on the target (staff/managers-owners). For example, for the entrepreneur/manager I think it is necessary to include a self-reflection on the organizational culture and climate in their company (since I have created, as owner, X departments ...). though self-reflection I may deepen on identifying aided by the learning, that I have to introduce changes in my ways of handling staff, ways to achieve greater productivity and employee satisfaction (creative freedom, autonomy ...)
- ✓ Yes



- ✓ If sub contains sufficient to allow its effective use in the ICT sector. I would not add more subtopics
- ✓ I would make more emphasis on the experiences of success-failure, , which are dealt too early in the Course and would also include more cases of "resilience".
- ✓ I would strengthen analytical tasks in the frame of online marketing to better plan for up scaling my company(in the plan you can just find Area 7, Evaluating strategies for scaling)

SPAIN 📕

Q5: What type of learning materials would you prefer for this type of Course? Which of the following list would you consider as more important?

Points of Attention		
LEARNING MATERIALS/TOOLS	AVERAGE RATIO	
	(1 NOT VERY IMPORTANT AND 5 VERY IMPORTANT)	
Presentations: organized information on a specific topic	3,8	
Case studies: real, significant cases related to the topic	5	
Worked examples: examples of the topic with comments and explicit reference to the theory	4,4	
Tests	3,4	
Graphics/visual	3,6	
Demonstrations: illustrations (art and designs to communicate) of how a task can be performed	4,6	
Podcasts	3,6	
Asynchronous discussion boards (e.g. Forum)	5	
Printed material (e.g. Book chapters, magazine articles etc)	3,6	





SPAIN 🥌

Q6: Based on your own experience, what is your opinion regarding the proposed length of the Course? (Course duration, teaching: personal working hours). What would be the ideal length for you and why?

Points of Attention

- ✓ I think that, to be effective and really had an impact on the target audience, at least have to last more than 50 hours. I see different points of view in order to reach those who need it the most accessible manner possible. For example, for high active managers, I think they will not be x days or months doing this training as will not have the time, so would face training, maybe something online, but face a few days (2 -3h daily for one week, for example) in the company. For future entrepreneurs (entrepreneurs) propose this formation (but with more hours) For employees, this training also propose online
- ✓ It should be longer, more teaching hours and hours of dedication.
- ✓ I think it's too short; the issue seems dense enough to create a longer Course. It would be good to determine the hours of personal work for learning. I'd say about 100 total hours could be a suitable duration.
- ✓ I think a minimum of 45 hours (plus working out off line)
- \checkmark 4 months would be ok

SPAIN 🚢

Q7: Would you promote this Course within your company? In your opinion, how would your employees/colleagues/students benefit from attending this Course? <u>And</u> <u>8</u> Would you be interested in attending such a Course?

- ✓ Yes, for me. For others, I think it's very important for many senior managers to implement the innovative organizational change they need, if they promote the Course.
- \checkmark Yes, it can mean a source of motivation for the staff.
- ✓ Yes, I understand that in the technology sector Intra-preneurship is the key to business development. I would attend the Course.
- ✓ Yes and yes
- ✓ Yes to all!





SPAIN 💻

Q9: We are proposing an open learning structure which includes bite-size training sections and sub-sections that can be freely chosen and followed by the learner. Do you agree with this approach or would prefer a more traditional one?

Points of Attention

- ✓ I agree with this approach, taking into account the hours of work at home I would assume.
- \checkmark There should be a larger synchronous part
- ✓ The approach is appropriate but would include teamwork sessions, or virtual.
- \checkmark No, the approach is correct.
- ✓ Perfect

SPAIN 🚢

Q10: If you were to apply this Course in your company, what other suggestions would you add?

Points of Attention

- Perhaps adapt it depending on the target: company owner/entrepreneur and its workers
- ✓ Make it clear for whom the Course is intended (employee / employer)
- ✓ Doing very convenient with many real example.
- ✓ Some synchronous parts or tutorial hours.
- ✓ Using communication tools and online learning

ITALY: Results by question (Points of Attention)



Enough clear, excepted for Course delivery methods which can sometimes be too technical
 I think it is complete and coherent, even if some more details on the self study could be useful
 It is not completely clear – at least in the document and before your explanation – the link between teaching hours and credits (2)
 In my opinion the teaching hours are too low compared to the personal work hours for some topics
 Good balance between theory and examples in order to test learning, also the order in which the topics are presented is appropriate for the type of Curriculum
 It seems to me an interesting Course and structured in a balanced way between the first part of general definitions and understanding of the

traprise

✓ It is studied very well. No significant deficiencies in topics, objectives, methods. Of Course this may work better in large companies (at least 40 to 50 employees), where there is a clear definition of roles and each business has multiple levels of specialization. In small companies the inevitable overlap of multiple roles on the same "company actor" makes everything more complex. Nevertheless, the multiplicity of roles make the people to get used to a broader and thus a greater capacity for mediation and understanding of the work of others, thanks to a comprehensive view necessarily larger by each actor.

objectives, and the second one more specifically practical

- \checkmark It is clear and consistent
- ✓ The structure seems good but sometimes there are too technical words about learning vocabulary, the way it is written fits more to teachers than to learners
- ✓ Interesting and clear

ITALY

Q2: What is your opinion about the learning objectives of the Course? Are they clear? If not, why?

Points of Attention

✓ There is a diversity of formulations that could lead to ambiguities. There are generic skills, specific skills, actions. It could be unified or better structure according to a fixed pattern (LOs three levels)

Erasmus+





- \checkmark Yes, they are absolutely clear (2)
- ✓ Yes, but isn't it too ambitious? I mean, for 15 teaching hours there are many LOs; do you plan to have only participants with an already acquired knowledge in the field?
- Clear objectives and, in my opinion, important to enter into the world of intrapreneurship. The only point that does not seem very clear and explanatory is: i) How to influence without authority, because I do not understand which argument is referred to
- ✓ They are very clear. I have got only a doubt about the "strong internal coalitions", because if driven to exasperation they can create paralyzing conflicts. I would replace with "strong internal motivation" always open to the idea of "part of a whole." Build strong coalitions indoor for intrapreneurial success.
- ✓ How to "align your mind with the goals of your organization" I find it useful against the discipline but limiting towards CREATIVITY 'staff. INNOVATION sometimes contrasts with the vision of the group. So we have to mediate between personal creativity (real or perceived) and the willingness to acquiesce to the group logics to avoid the risk of being destructive. Anyway this is very difficult and requires great leadership capacity.
- ✓ Some of them are useful for all people working, some other are not, as they apply more to big companies where there is a higher level of formalization in the communication flows
- Yes I agree, in my opinion, they are clear, even if I do not see all of them as useful or needed in my present situation. I do not need, as an example, to build reports to communicate ides, we usually share ideas from the very initial moment

Q3: Do you think that the main topics as demonstrated are clearly reflecting the learning objectives? Were the right topics covered? What changes would you suggest and why?

- ✓ They seem adequate. Little tip, but not standard: to present 1.III before 1.i. Abstract concepts after a concrete case.
- ✓ The topics reflect fully and clearly the learning objectives, but in my opinion they are too focused on how to start a business and very little on how to continue to keep it active. Missing topics dealing with long-term matters.
- ✓ Everything is clear, complete and I see no need for changes





- ✓ The right arguments were treated; in particular it seems right to highlight at first the main goal, then the identification of the reasons of failure of this goal (I refer to the phrase "identify the main facilitators / barriers" and situations that do not allow that this goal can be met); thirdly, the ability to understand and exploit the resources cooperating with regard to their general capabilities, and fourthly to know the methods of communication and persuasion to ensure that own proposals can be implemented
- ✓ First question: Yes Second question: Yes Third question: I have already expressed additional suggestions while we were talking of the previous point
- ✓ I see even more topics than needed in such a short Course, please do not add further ones (2)
- Yes, I think that LOs are well linked to topics, and that you included all the main relevant topics, so in my opinion no changes are needed
- ✓ First question: Yes Second question: Yes Third question: I have already expressed additional suggestions while we were talking of the previous point

Q4: What sub-topics would you add and why? Does the Curriculum contain sufficient sub-topics to allow its effective use in the ICT sector?

- ✓ Something about the tools (digital) more useful for them to perform some actions related to intrapreneurship. (2)
- \checkmark As told before, something related to long-term behaviors.
- ✓ I think there are sufficient sub-topics for a detailed global view on the subject, useful tools to people already oriented, due to their character, to this type of behavior in the company.
- ✓ I think that all the topics have been well developed in sub-topics and nothing is missing.
- ✓ I would like to add the topic "Resistance to change", which indirectly concerns a bit all the topics covered, but it is not made explicit. As you know, this is congenital human character and it is necessary to educate individuals to identify it in themselves even before than in the others. It is important to talk about mechanisms that persuade or motivate, but also talking about mechanisms that reassure and risk of becoming untouchable liturgies. I mean, education to change because of group solidarity ("I understand your difficulties, they are similar to mine, and I'm trying to resolve them... How are you? Could you help me? Do you need help?").
- ✓ None. Yes, and not only in the ICT sector. It seems to be transferrable to further





sectors. Today, we can only see the general structure, we do not know whether the learning materials will be specific for the ICT sector.

- ✓ It is ok as it is, no changes needed
- ✓ I cannot see in the Curriculum any specific word referring to ICT sector

ITALY

Q5: What type of learning materials would you prefer for this type of Course? Which of the following list would you consider as more important?

Points of Attention

- ✓ Case studies, possibly with interviews. In general, if you could provide some degree of interaction among participants (crossed evaluation of the completion of the scenarios, etc) this would probably be useful
- ✓ Most of all examples, case studies and demonstrations (2)
- ✓ I see them all as important, it depends on the contents; anyway, I think that printed materials could be used only for deepening and widening knowledge, as a support. In general I would prefer a very short presentation as introduction, then case studies or simulations, and worked examples
- ✓ I consider very important the real case studies, examples, tests and demonstrations
- ✓ In descending order related to those mentioned: Presentations> Examples> Demonstrations> Tests
- ✓ It depends on the matter, for some topics it is impossible to think about case studies in my opinion, in other ones simulations and case studies are the best way to learn
- ✓ I think you have included all the possible learning materials, and almost all can be used in this Course; in general, I prefer short theory introduction then worked examples or simulations
- ✓ Most of all case studies and demonstrations

ITALY

Q6: Based on your own experience, what is your opinion regarding the proposed length of the Course? (Course duration, teaching: personal working hours). What would be the ideal length for you and why?





- ✓ In the document I found only the length of the training hours (teaching hours), not the hours provided for self-study, personal research, interaction, only during the discussion you added this. The duration could be longer, there are many topics. The balance between teaching and personal study hours is good
- ✓ I think a good length of the Course could be 30 hours, at the end of the day the topics given as objectives are often very wide, and I doubt whether they can be explained fully in just 15 hours
- ✓ Yes, longer than 15 hours, I cannot say how much, but longer
- ✓ It depends on how deeply you want to go; I mean, with 15 teaching hours you just touch the topics, isn't it? So, if you want only to touch the topics and let the participants to go deeper inside, it is enough.
- ✓ I do not know if the total hours can be enough; It depends largely on the number of proposed case studies.
- ✓ I cannot give a precise answer. It 'a yes, it works, but with doubts, as I would need to practice some simulations before being sure.
- ✓ At first sight, I would say that it should be longer to be effective, but I do not know how the proposed materials will influence sparing time and being anyway effective, and furthermore I am not considering the individual study
- I would say it should be longer, but at the same time if I think to my personal situation I would not do a longer Course for lack of available time
- \checkmark It is ok as it is

Q7: Would you promote this Course within your company? In your opinion, how would your employees/colleagues/students benefit from attending this Course?

Points of Attention

- \checkmark Our company is too small in my opinion (2)
- ✓ Definitely. As a researcher, I am surrounded by people who have always good and new ideas, and this Course would help them in developing a project. But I am not sure it would be accepted.

 Oh, I am sure that in my company they would say we do not need, they are so sure to be participative and open minded; nevertheless, yes, I could see a lot of benefits for my colleagues, as definitely I do not perceive my company as intrapreneurship-oriented





- ✓ Yes, it would be useful to promote it in any company
- ✓ Within our small company (9 employees) everyone is already very intrapreneurship minded, motivated and at the same time in solidarity with each other (4)
- ✓ I do not think we need it, we are already involved in decisions, and we usually can take initiatives

Q8: Would you be interested in attending such a Course?

Points of Attention

- ✓ I would say no, I do not need it
- ✓ It would be interesting, but I do not think that my company would allow me, and I am really too busy for doing it – at least now – out of my office time
- ✓ Yes
- ✓ Yes, I would be interested
- ✓ Yes, but more out of curiosity than actual need. Furthermore, given the small number of staff, they could participate max. two at a time, while others would continue to provide the service to customers.
- ✓ In my present job no, but I would probably need it in case I would move in a larger one. I have always worked in small active and participative companies, I do not know how would be job environments with more structured relationships (2)

ITALY

Q9: We are proposing an open learning structure which includes bite-size training sections and sub-sections that can be freely chosen and followed by the learner. Do you agree with this approach or would prefer a more traditional one?

- ✓ Absolutely yes (3)
- ✓ I think it is the best learning method in almost all scenarios
- ✓ I do not think that a traditional learning would be good for these topics, I mean, each of the learners is different and can take advantage from some parts better than others



- ✓ I'd like a more traditional approach with a teacher, but the proposed method allows the user to dwell on the most interesting parts for him/her or on those more difficult to understand
- ✓ It's interesting. Difficult to predict whether it is effective
- ✓ Yes, it is better than a traditional one, more flexible and adaptable to the individual needs (3)

Q10: If you were to apply this Course in your company, what other suggestions would you add?

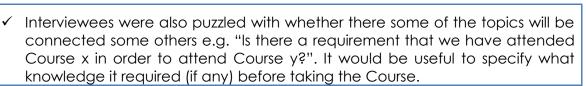
Points of Attention

- ✓ As told before, wider interaction, tutoring and possibility of monitored group work
- ✓ To add a portal with materials used in the Course and useful contacts
- ✓ None (2)
- I would suggest to do it to the managers too, although in theory they should have clear all these notions
- ✓ I would not know. It would be easier to answer AFTER taking the Course
- ✓ None (2)
- The Course is evidently at a theoretic stage of implementation, it is too soon to answer

ROMANIA: Results by question (Points of Attention)

Q1: What is your opinion about the overall structure and flow of the Curriculum?

- ✓ Concerns were raised about the duration of each Course. For example 2,5 hours is concerned as too long for a Course.
- ✓ There were issues raised concerning structure of each of the topics (if there will be pre-Course material reading suggestion and then something more interactive).



traprise

✓ Interviewees questioned the method in which the material will be provided (e.g. is it going to be downloadable from a platform (i.e. not internet connection at all times is need) or will I have to log in)?

ROMANIA

Q2: What is your opinion about the learning objectives of the Course? Are they clear? If not, why?

Points of Attention

- ✓ Course structure adequate and the learning objectives sound and clear. However, concerns were raised about the target audience of each of the Courses. More specifically, through the discussion participants seemed puzzled about the objectives and whether some of the objectives included in our table are regarding solely employees or solely managers, or both.
- ✓ One participant suggested that Courses should perhaps specify in the Course's attributes whether they are targeting employees or management etc.

ROMANIA

Q3: Do you think that the main topics as demonstrated are clearly reflecting the learning objectives? Were the right topics covered? What changes would you suggest and why?

Points of Attention

- ✓ Participants believe that the topics are reflecting the objectives sufficiently. Some also expressed concerns on the target audience of the objectives (i.e. are the learning objectives different for managers and employees?)
- ✓ One participant felt that some of the topics were over-floated with objectives. They considered that even less objectives per Course should be sufficient for making the Course attractive enough for the participants.

Erasmus+





ROMANIA

Q4: What sub-topics would you add and why? Does the Curriculum contain sufficient sub-topics to allow its effective use in the ICT sector?

Points of Attention

✓ They respondents did not provide any additional sub-topic suggestion. The discussion concerning sub-topics was mapped to the duration of each Course topic. Participants suggested that given the demands of their working environment and work life, sub-topics should be splitted into smaller sessions. This is expected to provide the employees more flexibility on the time required to be spend to the Course on a daily basis.

ROMANIA

Q5: What type of learning materials would you prefer for this type of Course? Which of the following list would you consider as more important?

Points of Attention

- ✓ They strongly suggested the inclusion of multiple means of learning per session.
- ✓ Some suggested that having some Course preparatory material in the form of text or word document would be helpful. This should provide the basic knowledge that is needed for the participant in order to be able to take the Course and absorb the information taught.
- ✓ All participants agreed on their preference for more interactive teaching methods (e.g. videos and slideshows) as the core teaching method for the Courses
- ✓ Participants showed strong interest to be taught through real-life examples and cases studies as this will help them to memorize the Course content and apply it in their everyday work life more easily
- ✓ They considered the idea of an asynchronous forum a very good learning method for clarifying questions that arise after the use of the core training material for each of the topics

Q6: Based on your own experience, what is your opinion regarding the proposed



length of the Course? (Course duration, teaching: personal working hours). What would be the ideal length for you and why?

Points of Attention

- ✓ Participants consider 30 minutes 1 hour to be the maximum time they could realistically spend on a Course on a daily basis. This is regardless of the role that the participant has in the organization, since both managers and employees agree that all roles hold a tight schedule each day.
- ✓ On the other hand, they realize that it is impossible for each topic to be covered in one hour. To this end, the participants agreed that each Course could be split into several 30 minutes sessions. Such sessions could be connected with each another, but they should provide the ability to be attended on separate times/dates etc. Each session could include a small summary/reminder (e.g. 2-3 minutes) of what has been taught so far on the specific Course. Each session could finish with quick and small take out messages for participants.

ROMANIA

Q7: Would you promote this Course within your company? In your opinion, how would your employees/colleagues/students benefit from attending this Course?

Points of Attention

- ✓ Participants denote that they would promote the Course within their organisation. However, at the same time, participants raised concerns about the duration of the Courses since they consider it impossible to attend a Course that requires more than 1 hour per day.
- ✓ Also, some participants mentioned that it is important to clarify the target audience of each Course (e.g. manager, employee etc), as they would expect to promote the Course differently depending on the targeted participant group. For example, for employees this could be promoted through internal campaigns to raise awareness and create a positive culture towards intrapreneurship. For managers, this could be promoted also as a company strategy.

Q8: Would you be interested in attending such a Course?





✓ All participants expressed their interest in attending

Q9: We are proposing an open learning structure which includes bite-size training sections and sub-sections that can be freely chosen and followed by the learner. Do you agree with this approach or would prefer a more traditional one?

Points of Attention

- ✓ Participant consider the approach of the bite-size training a good and modern solution
- ✓ They conclude that even providing the material in smaller bites (i.e. <1 hour) would even raise its possibilities of gaining a larger audience</p>

ROMANIA

Q10: If you were to apply this Course in your company, what other suggestions would you add?

Points of Attention

✓ Clarifying the target audience for each Course would help in deriving the ideal Course duration (or session duration) as well as the promotional strategy that needs to be followed within the organisation.

Summary and Key Points per Country

This part provides a summary of the comments made by all Focus Groups participants (all countries).

There was a general satisfaction regarding the structure of the Curriculum which was considered by most of the participants clear, complete and coherent. However, there were some commonly addressed issues that were taken into consideration during the finalization of the Course structure (Curriculum), which are briefly summarized in the following table:





Summary of comments/suggestions (all Focus Groups participants)

Provide self-reflection tools: Include self-reflection tests, self-awareness exercises or self-knowledge tests, prior to the Course.

Duration and ECVET Credits: Huge topic, number of foreseen hours low. Too much to learn given the time (based also on the Credits allocated).

Methodology & materials:

- A larger synchronous part e.g. teamwork sessions, self-study and exercises, case studies, asynchronous discussion boards e.g. forums.
- Very practical oriented.
- A more playful dimension. Interaction and collaborative work among participants (team learning).

Distinction between managers and employees. Indicate which Topics are for which type of learner.

Too academic and theoretical. It has to be more business oriented.

Include further readings but not in the main training material.

Next part provides a brief summary of the comments made by the Focus Group participants in each country:

CYPRUS

There was a general satisfaction and excitement regarding the overall structure of the Curriculum. However, it was noted by most participants that the overall duration is low and that the duration of specific modules could be better distributed. All participants



considered the learning objectives of the Course clear but some were concerned about the people that the Course targets. Participants believe that the topics adequately reflect the learning objectives specified. No additional sub-topics were suggested. However, the vast majority of the participants pointed out the need for having the sub-topics in smaller sessions/portions (hourly sessions). All participants agreed that the presence of various learning materials is a positive aspect of a training Curriculum. All participants commented that the duration of a daily Course should not exceed 1 hour with the average being of that of 45 minutes. Most participants commented that they would promote this Course within their company, whereas others were a bit sceptic on whether this Course will have bad effect on their employees' productivity. In the case of employees, they all noted that it is up to the management to introduce such a training scheme within the company they work. An open learning structure which includes bite-size training sections and sub-sections was preferred by all participants.

BELGIUM

The overall appreciation is that the structure of the Curriculum is clear, complete and coherent. However they mention that there is too much concentration on benefits to the organisation and not enough on personal growth and development. According to nearly all participants, there is a discrepancy between the duration of the Course, its objectives and the credits it proposes. There should be a better balance between theory and examples. More focus should be put on practice. The learning objectives appear to be quite clear according to both Focus Groups but appear to be very ambitious i.e. comparison between objectives and number of hours. Also the overall appreciation is that the main topics do reflect the learning objectives but the project should be careful and avoid overloading every topic with too many objectives. Participants mostly expect concrete cases to cope with. Having all a university degree (from technical college to Ph.D), their theoretical expectations are lower than their practical ones. Practical cases could be explained within a SMART analysis arid. Webinars could introduce intrapreneurial successes or failure stories. Online role-playing games could be contemplated. They all agree that the topic is huge and the number of foreseen hours seems is too low. The draft schedule does not foresee enough opportunity for self-expression: that duration should be added in the Curriculum. All participants agree on promoting this Course. The pedagogical approach seems satisfactory considering the topic. An e-learning Curriculum perfectly matches the need for discovering and implementing an intrapreneurial reflection in any type of organisation.

GREECE

The managers, employees and trainers acknowledged that the concepts of intrapreneurship and the intrapreneur are scarcely if not at all attended in the entrepreneurial and business environment in Greece. They tended to favor to the point, comprehensive training material that could be easily followed, not straying them away





from the core concept, since it remains quite elusive in nature. The participants seemed to like a more straight-forward training approach that deals with the actual content, rather than the way it is presented. Lengthy or over the top 'embellished' material, e.g. very frequent use of animation, or other gadgets, they state, would be discouraging. However, an option to have access to more elaborate material should be made available alongside the main provision, which should be provided in rather user-friendly and direct manner. The possibility to have affordances to work out learning activities in common (e.g. groups of trainers, virtual intrapreneurial teams) is highly appreciated. An important point that has been stressed is how the training material as demonstrated will account for the different roles within a company (i.e. high to medium or low managerial positions vis-à-vis employees).

SPAIN

In general all the participants welcomed the structure and the debate was mainly focused on the duration of the Course: all the participants agreed that it should include at least 30-35 hours so as to also better match with the credits proposed. The learning objectives were considered clear and necessary. However, participants mentioned that they might seem too long for a short Course. The topics and sub-topics were found to be adequate although it was suggested that employee training and training for entrepreneurs/owners/managers could be differentiated.

ITALY

The structure of the Curriculum is clear to all participants. However they said that foreseen hours are too low compared to the learning objectives. Most of the participants suggested that the number of envisaged teaching hours should be increased. They also needed more clarification regarding the ratio between teaching and learning hours. Furthermore, a participant suggested that additional topics could be added regarding long-term matters (not only how to start a business but also how to continue to keep it active). Practical examples and case studies seemed to be the most appreciated followed by simulations. Participants also said that more interactive working among the participants could be foreseen. They also suggested the creation of a portal for registered users in order to share materials. An interest remark was that there is no mention in the Curriculum that it is prepared for the ICT sector.

ROMANIA

All participants were satisfied by the structure of the Curriculum and agreed that the proposed flow is adequate and coherent. Concerns were raised about the target audiences (distinction between owners-employees). They found the learning objectives sound and clear and they believe that the topics are reflecting sufficiently the objectives. They expressed the need for a more structured material per Course/session and they all agreed on their preference for more interactive teaching methods. They also considered the idea of an asynchronous forum a very good method. Participants



considered 30 minutes-1 hour to be the maximum time to be able to spend on the Course on a daily basis. All participants denoted that they would promote the Course within their organization provided that its duration per day will not exceed 1 hour. They also concluded that if the material could be delivered in smaller bites (i.e. <1 hour) this would raise its possibilities of gaining a larger audience.

Focus Groups' Impact on the Course

In order to finalize the matrix which would reflex our planned Curriculum, all partners discussed the most important qualitative results of the Focus Groups and determined their impact on the Course. The comprehensive matrix provides the suggested topics, tools and timeframes towards the development of the content and the implementation of the next phase (O4). During the development of the actual content and technical aspects, some changes might take place, to the extent by which the current proposed structure will keep its main structure, philosophy and goals.

Curriculum adjustments

In the context of collaborative Curriculum planning, all partners participated in an organized discussion during the 3rd meeting of the Consortium in Palma (Spain) and the following adjustments were determined:

- A self-awareness/knowledge test or criteria questionnaire will be prepared during the next phase (implementation of Output 4) and will be available prior to the Course. This "test" will help the "candidates" check on their preexisting knowledge and skills related to the Course and maybe choose to skip topics they feel they are familiar with. The Course will be open for everyone and the test/criteria questionnaire will be optional for those who would like to receive feedback and recommendations.
- The duration of the Course was increased, following most of the participants' comments during the Focus Groups and it will require at least a total of 25 hours and a total of 50 learning hours (ratio between teaching/learning hours 1:2). The duration is indicative and will be defined in the next stage, based on the content of the Course and the other learning parameters of the Curriculum's structure. The material that will be developed should more or less correspond to the suggested duration.



Main aspects to be considered for content and technical development

The following can be considered during the next phase (O4) based on the type of content to be developed and the budget available:

- Learning strategy: Provide a larger synchronous part and encourage collaboration among participants, dedicate more time on discussion sessions, include more case studies with real-world examples, use more on-line tools designed for synchronous learning environments.
- Incorporate a playful dimension to facilitate the learning process (in terms of design/type of exercises, etc.).
- Match the content (wherever is feasible content wise and technical wise) with specific audience groups/type of learners (i.e. topics recommended to managers and or/employees).
- Each "target audience" may need or may be interested only in certain topics. Provide recommendations (where it is technically feasible) in order to help participants find out which course topics and sub-topics most closely match their interest and needs based on whether they hold a management position and responsibilities or not.
- Give a more business-oriented and practical dimension rather than a theoretical.
- Include further readings but not in the main training material.



INTRAPRISE COURSE

Final Course Curriculum

Prior to the Course, managers/employees and other learners will have the opportunity to take a short selfawareness/knowledge test which will help them decide which Topics will add value to their background knowledge and skills. Therefore they will be able to better identify their knowledge in the different arears/topics of the Course in order to decide whether they should attend the whole Course or skip the topics with which they are already familiar with.

The test (or criteria questionnaire) will be created in the next phase (during the implementation of Output 4) based on the type/level and other aspects of the Course content.

The final Curriculum matrix after the relevant adjustments (based on Focus Groups' and Output 2 results):

			CURRICULUM				
Skills required to enhance IO2 (identified needs)	Core Topics	Sub Topics	Learning Objectives	Methodology	Course Delivery Method	Suggested Duration	Credits (ind. No)
	What is intrapreneurship and why is it needed?	 i) The basics of Intrapreneurship ii) The need for intrapreneurship and why it is important to modern businesses iii) Intrapreneurship 	 i) Familiarize with the concept of intrapreneurship ii) Understand the necessity for intrapreneurship iii) Explore real-life examples of Intrapreneurship in modern 	On-line asynchronous learning	Text supported by graphics/images (theory) Interactive questions (supported by true/false statements) Self-assessment questions	1	0,20





			CURRICULUM				
Skills required to enhance IO2 (identified needs)	Core Topics	Sub Topics	Learning Objectives	Methodology	Course Delivery Method	Suggested Duration	Credits (ind. No)
		Case studies: Success and Failure stories and lessons learned iv) Key Characteristics of the intrapreneur	businesses iv) Identify best practices for entrepreneurship within institutions v) Explore the links between entrepreneurship and intrapreneurship				
 Personal Skills Practical Skills 	Intrapreneurial culture: Barriers, challenges, opportunities, and benefits	 i) Barrier Creating Environment vs intrapreneurial- friendly environment ii) Challenging the status quo of the company iii) Business benefits from fostering an intrapreneurial culture iv) Personnel benefits in 	 i) Identifying the main facilitators/obstac les for innovation and entrepreneurship within organisations ii) Understanding benefits at personal and company level 	On-line asynchronous learning	Text and graphics in slideshows Comparative scenarios supported by graphics and/or animation Tests: Open ended scenarios Interactive true/false questions	3	0,30





			CURRICULUM				
Skills required to enhance IO2 (identified needs)	Core Topics	Sub Topics	Learning Objectives	Methodology	Course Delivery Method	Suggested Duration	Credits (ind. No)
		personal and professional development iv)Building a win- win situation for the business and the entrepreneur v) Examples of Intrapreneurship practices used in real business settings					
 Personal Skills Practical Skills Vision and Critical and Creative Skills 	Entrepreneurial Competencies: Vision, creativity and innovation skills	 i) Turn ideas into action ii) Leading the initiative iii) Identifying opportunities for innovation iv) Performing a small scale market research and building the first business model 	 i) Identify and develop a new business opportunity ii) Plan and undertake a series of activities related to identifying a new business opportunity iii) Lead initiative with fostering experimentation 	On- line asynchro nous learning	Slideshow/storytell ing supported by graphics Test: Interactive true/false statements Open ended scenarios with suggested pro/contra solutions	4	0,30





Skills required to	Core Topics	Sub Topics	CURRICULUM Learning	Methodology	Course Delivery	Suggested	Credits
enhance IO2 (identified needs)		-	Objectives		Method	Duration	(ind. No)
		 iv) Framing and presenting your idea to the management iv) Ethics and intellectual rights 	and risk taking				
 Personal Skills Practical Skills Interperson al Skills 	Team Building, leadership, identifying talent, increasing staff value and building upon delegation	 i) Building coalitions ii) Exploit existing resources iii) Practicing inter-office diplomacy iv) identifying talent and increasing the value of internal staff 	 i) Ability to work collaboratively across different aspects of the business ii) Building strong internal coalitions for intrapreneurial success. iii) Improve on leveraging existing resources 	On- line asynchro nous & synchronous learning	Slideshow supported by graphics Case study/ies The feasibility of developing interactive material where cooperation among trainees can be realized will be explored. Something like giving the opportunity to trainees to take up the role of idea initiator and prospect team members in a company involving role playing.	4	0,30





			CURRICULUM				
Skills required to enhance IO2 (identified needs)	Core Topics	Sub Topics	Learning Objectives	Methodology	Course Delivery Method	Suggested Duration	Credits (ind. No)
 Personal Skills Practical Skills Interperson al Skills Vision and Critical and Creative Skills 	Motivating Self & Others	 i) Creative Thinking and Problem solving ii) Effective Motivational Skills iii) How to deal with difficult situations 	 i) How to influence without authority ii) Lead initiative with fostering experimentation and risk taking iii) Lead cross- functional teams 	On- line asynchro nous & synchronous learning	Case study/ies Text with graphics Open-ended scenarios Storytelling and success case- studies	4	0,30
 Practical Skills Vision, Critical and Creative Skills 	Strategies for Intrapreneurs	i) Guide on how to execute an intrapreneurial project	 i)Lead the strategic design and delivery of innovation in your organization ii)Aligning your idea with your organization's objectives iii) Monitor innovation, progress and 	On- line asynchro nous learning	Slideshow with illustrated 'steps' towards the development of an intrapreneurial project	4	0,30





			CURRICULUM				
Skills required to enhance IO2 (identified needs)	Core Topics	Sub Topics	Learning Objectives	Methodology	Course Delivery Method	Suggested Duration	Credits (ind. No)
			feedback to inspire outstanding organisational performance				
 Practical Skills Vision and Critical and Creative Skills 	Practicing Intrapreneurship	 i) Developing an entrepreneurial concept note and proposal ii) Effective elevator pitches iii) Evaluating strategies for scaling 	 i)Proposal writing, resource mobilization and fundraising for intrapreneurial ideas ii) Creating and Selling Your Ideas iii) Construct a concise business report to communicate research and analysis clearly to colleagues 	On- line asynchro nous & synchronous learning	Text supported by graphics Case study/ies Open ended scenarios leading to the development of a 'completed' intrapreneurial project (see above) focusing here especially on the evaluation and promotion of the idea. Test: Presentation of various ways of 'selling ideas' demonstrating negative and positive outcomes	5	0,30





Skills required to enhance IO2 (identified needs)	Core Topics	Sub Topics	CURRICULUM Learning Objectives	Methodology	Course Delivery Method	Suggested Duration	Credits (ind.
(idenined heeds)					Self-assessment		No)
	TOTAL DURAT	ION : 25 hours (indi	cative No) & TOTAL N		questions		



CONCLUSIONS

Output 3 brought together the outcomes of Output 2 – "Report on the needs of intrapreneurial training in the ICT sector", the working groups' (among the partners) outcomes, the Focus Groups' most important findings and the research outcomes regarding existing intrapreneurship Courses around the world. The Course structure was discussed and defined during four (4) working groups which were conducted among the partners of the Consortium and the relevant Curriculum was tested during the focus group meetings which were held in each project country.

During the Focus Groups, moderators and assistant moderators took notes that allowed them to identify and capture the most meaningful quotes and ideas/suggestions expressed. In general, the structure of the Curriculum was clear and adequate to all participants and no further topics or sub-topics were requested. However, they stated that the number of foreseen hours for such a Course/topic is low and a larger synchronous part e.g. case studies, team learning and team work sessions, should be added. Some of the participants asked for further readings to be included but not in the main training material, whilst others, required a more playful dimension in terms of design and exercises. Some of the participants suggested including a knowledge selfassessment pre-test in order to align the level of learners' educational/professional experience with the demands of the Course and its outcomes.

During the 3rd meeting of the Consortium in Palma (Spain), the partners discussed on the most important findings from the Focus Groups and Found.ation MP made the final adjustments to the Curriculum. The Course duration was increased (ratio between teaching and learning hours changed to (1:2), a self-awareness/knowledge test or criteria questionnaire will be added during the next phase (implementation of Output 4) and more case studies and interactive methods will be preferred during the content creation phase. Moreover the Course will suggest articles and books for further reading. The Curriculum provides only a good indication of the content and the learning which is planned and the structure may require some changes during the content development process to better serve its purposes.



ANNEX I: O3-A1-CURRICULUM TRANSLATIONS

ROMANIA

CURRICULUM - TEME CENTRALE

Aptitudini necesare pentru a dezvolta IO2	Teme centrale	Subteme	Obiective de învățare	Cuvinte cheie	Metodă de predare curs	Durată sugerată (ore)	Număr credite
	Ce este intraprenoriatul și de ce este necesar?	 i) Bazele intraprenoriatului ii) Nevoia de intraprenoriat şi de ce este important în afacerile moderne iii) Studii de caz de Intraprenoriat: Exemple de Succese şi Eşecuri şi lecții învățate iv) Caracteristici cheie ale intraprenorului 	 i) Familiarizarea cu conceptul de intraprenoriat ii) Înțelegerea necesității intraprenoriatului iii) Explorarea exemplelor din viața reală a intraprenoriatului în afacerile moderne iv) Identificarea celor mai bune practici de intraprenoriat în cadrul instituțiilor v) Explorarea legăturilor dintre antreprenoriat şi 	Definiții intraprenoriat, studii de caz, caracteristici intraprenoriat	Învățare asincronă on- line Text cu suport grafic/imagini (teorie) Întrebări interactive (bazate pe propoziții de tip adevărat/fals) Întrebări de autoevaluare	1	0,20





Aptitudini necesare pentru a dezvolta IO2	Teme centrale	Subteme	Obiective de învățare	Cuvinte cheie	Metodă de predare curs	Durată sugerată (ore)	Număr credite
			intraprenoriat				
 Aptitudini personale Aptitudini practice 	Cultură intraprenorială: Obstacole, provocări, oportunități și beneficii	 i) Mediu generator de Obstacole vs mediu favorizant intraprenoriatului ii) Contestarea status-quo-ului companiei iii) Beneficiile afacerii din promovarea unei culturi intraprenoriale iv) Beneficiile personalului în dezvoltarea personală şi profesională v) Construirea unei situații de tip win- win pentru afacere şi antreprenor. vi) Exemple de practici intraprenoriale utilizate în 	 i) Identificarea principalelor înlesniri/obstacole pentru inovație şi antreprenoriat în cadrul organizației ii) Înțelegerea beneficiilor la nivel personal şi la cel al companiei 	Definirea problemei, căutarea oportunității, crearea de idei.	Învățare asincronă On- line Text și grafică în prezentare de slide-uri Scenarii comparative cu suport grafic și/sau animație Teste: • Scenarii cu final deschis • Întrebări interactive adevărat/fa ls	3	0,30





Aptitudini necesare pentru a dezvolta IO2	Teme centrale	Subteme	Obiective de învățare	Cuvinte cheie	Metodă de predare curs	Durată sugerată (ore)	Număr credite
		"setările" afacerii concrete					
 Aptitudini personale Aptitudini practice Viziune şi aptitudini de critică şi creative 	Competențe antreprenoriale: Viziune, aptitudini de creativitate și inovare	 i) Transpunerea ideilor în practică ii) Ducerea înainte a inițiativei iii) Identificarea oportunităților pentru inovare iv) Efectuarea unei cercetări de piață la scară mică și construirea primului model de afacere v) Încadrarea și prezentarea ideii tale managerilor vi) Etica și drepturile intelectuale 	 i) Identificarea şi dezvoltarea unei noi oportunități de afaceri ii) Planificare şi întreprinderea unei serii de activități legate de identificarea unei noi oportunități de afaceri iii) Conducerea inițiativei cu facilitarea experimentării şi asumării de risc. 	Identificarea oportunității, cercetare și analiză	Învățare asincronă On- line Prezentare cu slide-uri/ relatări cu suport grafic Test: Propoziții interactive de tip adevărat/fals Scenarii cu final deschis cu soluții pro/contra sugerate	4	0,30
 Aptitudini personale Aptitudini practice 	Team Building, leadership, identificare talente, creșterea valorii	i) Clădire de coaliții ii) Exploatarea resurselor existente	i) Abilitatea de lucru colaborativ privind diferitele aspecte ale afacerii	Conducere cu exemplu, motivare, exploatarea resurselor existente.	Învățare Online asincronă & sincronă Prezentare de slide-uri cu suport	4	0,30





Aptitudini necesare pentru a dezvolta IO2	Teme centrale	Subteme	Obiective de învățare	Cuvinte cheie	Metodă de predare curs	Durată sugerată (ore)	Număr credite
• Aptitudini interpersonal e	cadrelor și construcție pe bază de delegare	iii) Practicarea diplomației intre birouri iv) Identificarea de talente și creșterea valorii cadrelor interne	 ii) Clădirea de puternice coaliții interne pentru succesul intraprenoriatului. iii) Îmbunătățirea mobilizării resurselor existente 		grafic Studiu(-ii) de caz. Fezabilitatea dezvoltării unui material interactiv, unde cooperarea între cursanți poate fi realizată, va fi explorată. Ceva de genul acordării oportunității cursanților de a prelua rolul inițiatorului ideii și prospectarea membrilor echipei dintr-o companie implicând interpretarea unui rol.		
 Aptitudini personale Aptitudini practice Aptitudini 	Automotivarea & motivarea	i) Gândirea creativă și Rezolvarea unei probleme ii) Aptitudini motivaționale	i) Cum să influențezi fără autoritate ii) Conducerea inițiativei cu facilitarea	Influențare, luare decizii, persuasivitate, abilități interpersonale	Învățare Online asincronă & sincronă Studiu(-ii) de caz. Text cu grafică	4	0,30





Aptitudini necesare pentru a dezvolta IO2	Teme centrale	Subteme	Obiective de învățare	Cuvinte cheie	Metodă de predare curs	Durată sugerată (ore)	Număr credite
interpersonal e • Viziune și aptitudini de critică și creative	altora	eficiente iii) Cum se face față situațiilor dificile	experimentării și asumării de risc iii) Conducere echipe inter- funcționale		Scenarii cu final deschis Relatări și studii de caz de succes		
	Strategii pentru intraprenori	i) Ghid despre cum se execută un proiect intraprenorial	 i)Conducerea proiectării strategice şi livrarea inovării în organizația ta ii)Alinierea ideii tale cu obiectivele organizației tale. iii) Monitorizarea inovației, progresului şi feedback-ului pentru a inspira o performanță organizațională remarcabilă. 	Strategie de rezolvare problemă, Evaluare decizii de investiții, gestionare risc și incertitudine.	Învățare Online asincronă Prezentare de slide-uri cu ilustrare de ,pași' către dezvoltarea unui proiect intraprenorial	4	0,30
		i) Dezvoltarea unei note și propuneri de concept	i)Scrierea propunerii, mobilizare de resurse și colectare	Planificare proiect, studiu de fezabilitate,	Învățare Online asincronă & sincronă	5	0,30





Aptitudini necesare pentru a dezvolta IO2	Teme centrale	Subteme	Obiective de învățare	Cuvinte cheie	Metodă de predare curs	Durată sugerată (ore)	Număr credite
 Aptitudini practice Viziune şi aptitudini de critică şi creative 	Practicare intraprenoriat	intraprenorial ii) Prezentare concisă eficientă iii) Evaluare strategii pentru scalare	de fonduri pentru ideile intraprenoriale. ii) Crearea și vânzarea ideilor tale. iii) Construirea unui raport de afaceri concis pentru a comunica cercetarea și analiza, într-un mod clar, colegilor.	implementare, poziție pe piață.	Text cu suport grafic Studiu(-ii) de caz Scenarii cu final deschis ducând la dezvoltarea unui proiect intraprenorial 'finalizat' (vezi mai sus), axându-se aici în special pe evaluarea şi promovarea ideii. Test: Prezentarea de diverse căi de 'vânzare a ideilor' demonstrând rezultate negative şi pozitive Întrebări de auto-evaluare		





Aptitudini necesare pentru a dezvolta IO2	Teme centrale	Subteme	Obiective de învățare	Cuvinte cheie	Metodă de predare curs	Durată sugerată (ore)	Număr credite
	Total					25 (Număr orientativ de ore de predare)	2 (Număr orientativ)



ITALY

ARGOMENTI DEL CURRICULUM

Competenze	Argomenti principali	Argomenti di dettaglio	Learning Objectives	Parole chiave	Metodologie didattiche	Durata suggerita	Crediti formativi
	Cosa è l'intraprenditoriali tà (I.) e perché è necessaria	 i) I concetti di base dell'I. ii) La necessità di I. e perché è importante per le imprese moderne iii) Casi di studio sull'I.: storie di successo e fallimento e lezioni apprese iv) Caratteristiche principali dell'intraprendito re 	 i) Familiarizzare con il concetto di I. ii) Comprendere la necessità di I. iii) Esplorare esempi reali di I. nelle imprese moderne iv) Identificare le procedure per l'I. all'interno delle organizzazioni v) Analizzare i collegamenti tra imprenditorialit à e I. 	Definizioni di I., Studio di casi, le caratteristiche dell'I.	Apprendimento asincrono on-line Testo supportato da una grafica / immagini (teoria) Domande interattive (supportate da dichiarazioni vero/falso) Domande di auto- valutazione	1	0,20
		i) Contesto che crea barriere e contesto intraprenditoriale	i) identificare i principali facilitatori / ostacoli per l'innovazione e	Definizione del problema, ricerca di opportunità, generazione di	Apprendimento asincrono on-line Testo supportato da una grafica /	3	0,30





Competenze	Argomenti principali	Argomenti di dettaglio	Learning Objectives	Parole chiave	Metodologie didattiche	Durata suggerita	Crediti formativi
 Competenze personali Competenze pratiche 	Cultura dell'I.: Barriere, sfide, opportunità e vantaggi	 ii) Le sfide allo status quo della società iii) benefici aziendali nell'adozione di una cultura imprenditoriale iv) I benefici personali nello sviluppo personale e professionale iv) Costruire una situazione win- win per il business e l'imprenditore v) Esempi di pratiche di I. utilizzati in contesti aziendali reali 	l'imprenditorialit à all'interno delle organizzazioni ii) Capire I benefici a livello personale e aziendale	idee	immagini Scenari comparativi supportati da grafici e / o animazioni Test: • Scenari aperti e chiusi • Domande vero/falso interattive		
 Competenze personali 	Competenze imprenditoriali:	i) Trasformare le idee in azione ii) Guidare l'iniziativa iii) Individuare opportunità per l'innovazione	 i) Individuare e sviluppare una nuova opportunità di business ii) Pianificare e intraprendere 	Identificazione, ricerca e analisi delle opportunità	Apprendimento asincrono on-line Slideshow/storytelli ng supportati da grafiche	4	0,30





Competenze	Argomenti principali	Argomenti di dettaglio	Learning Objectives	Parole chiave	Metodologie didattiche	Durata suggerita	Crediti formativi
 Competenze pratiche Vision e competenze critiche e creative 	Vision, creatività e capacità di innovazione	 iv) Eseguire una ricerca di mercato su piccola scala e costruire un primo modello di business iv) elaborare e presentare la vostra idea al management iv) Etica e diritti di proprietà intellettuale 	una serie di attività legate alla identificazione di una nuova opportunità di business iii) Guidare l'iniziativa con promozione della sperimentazion e e l'assunzione di rischi		Test: Affermazioni vero/falso interattive Scenario a chiusura indeterminata con suggerimento di soluzioni pro/contro		
 Competenze personali Competenze pratiche Competenze interpersonali 	Team Building, leadership, identificazione dei talenti, aumento del valore dello staff e crescita attraverso la delega	 i) Costruzione di coalizioni ii) Sfruttare le risorse esistenti iii) Praticare diplomazia interna iv) Identificare il talento e valorizzare il personale interno 	 I) Capacità di lavorare in modo collaborativo tra i diversi aspetti del business ii) Costruire forti coalizioni interne per il successo intraprenditorial e. iii) Migliorare 	Guidare con l'esempio, la motivazione, sfruttare le risorse esistenti	Apprendimento asincrono on-line Presentazioni supportate da grafiche Studio di casi Verrà esplorata la possibilità di sviluppo di materiale interattivo in cui la cooperazione tra i tirocinanti possa	4	0,30





Competenze	Argomenti principali	Argomenti di dettaglio	Learning Objectives	Parole chiave	Metodologie didattiche	Durata suggerita	Crediti formativi
			sfruttando le risorse esistenti		essere realizzata. Qualcosa come dare la possibilità ai partecipanti di assumere il ruolo di iniziatore dell'idea e del team e prospettare ai membri del team un gioco di ruolo.		
 Competenze personali Competenze interpersonali Vision e competenze critiche e creative 	Automotivazione e motivazione degli altri	i) Creative Thinking e Problem solving ii) Competenze motivazionali efficaci iii) Come affrontare situazioni difficili	 i) Come influenzare senza autorità ii) Guidare le iniziative favorendo la sperimentazion e e l'assunzione dei rischi iii) Guidare gruppi interfunzionali 	l meccanismi di influenza, il processo decisionale, la capacità di persuasione, le capacità relazionali	Apprendimento asincrono on-line Studio di casi Testo supportato da una grafica Scenari a chiusura indeterminata Storytelling e studio di casi di successo	4	0,30
 Competenze pratiche 	Strategie per imprenditori interni	i) Guida su come eseguire un progetto intraprenditoriale	i) Condurre il disegno strategico e la realizzazione di innovazioni nella vostra organizzazione	Problem solving strategico, valutazione delle decisioni di investimento, gestione di rischi e incertezze.	Apprendimento asincrono on-line Presentazioni con l'illustrazione dei passaggi per lo sviluppo di un progetto		0,30





Competenze	Argomenti principali	Argomenti di dettaglio	Learning Objectives	Parole chiave	Metodologie didattiche	Durata suggerita	Crediti formativi
• Vision e competenze critiche e creative			ii) Allineare la vostra idea con gli obiettivi della vostra organizzazione		intraprenditoriale	4	
			iii) Monitorare l'innovazione, il progresso e il feedback per ispirare prestazioni organizzative eccezionali				
 Competenze pratiche Vision e competenze critiche e creative 	Esercitare l'intraprenditoriali tà	 i) Sviluppare un concept note e una proposta imprenditoriale ii) Elevator pitch efficaci iii) Valutare le strategie di scala 	 i) Scrittura della proposta, mobilitazione delle risorse, raccolta di fondi per le idee intraprenditorial i ii) Creare e vendere le vostre idee 	Project planning, studio di fattibilità, implementazion e, posizionamento di mercato	Apprendimento asincrono on-line Testi supportati da grafiche Studio di casi Scenari a chiusura indeterminata che conducono allo sviluppo di un progetto intraprenditoriale "completo"	5	0,30
			iii) Costruire una		focalizzandosi sulla valutazione e la		





Competenze	Argomenti principali	Argomenti di dettaglio	Learning Objectives	Parole chiave	Metodologie didattiche	Durata suggerita	Crediti formativi
			relazione concisa per comunicare chiaramente ai colleghi la ricerca e l'analisi condotte		promozione dell'idea Test: Presentazione di vari modi di "vendita dell'idea" con esito positivo o negativo Domande di autovalutazione		
	Totale					25 (ore indicative di insegnament o)	2 (Crediti formativ e indicativ i)



BELGIUM

PROGRAMME DE BASE

Compétences nécessaires pour améliorer IO2	Thèmes principaux	Sous-sections	Objectifs pédagogiques	Mots clés	Méthode d'apprentissage	Durée suggérée (heures)	Nbre de crédits de formation
	Qu'est-ce que l'intrapreneuriat et pourquoi est-il nécessaire ?	 i) Les bases de l'intrapreneuriat ii) Le besoin d'intrapreneuriat et pourquoi il est important pour les entreprises modernes iii) Études de cas en intrapreneuriat : récits de succès, d'échecs, et enseignements retenus iv) Principales caractéristiques de l'intrapreneur 	 i) Se familiariser avec le concept de l'intrapreneuriat ii) Comprendre le besoin d'intrapreneuriat iii) Explorer des exemples réels d'intrapreneuriat dans les entreprises modernes iv) Identifier les meilleures pratiques entrepreneuriales au sein des institutions v) Explorer les liens entre l'entrepreneuriat et l'intrapreneuriat 	Définitions de l'intrapreneuriat, études de cas, caractéristiques de l'intrapreneuriat	Apprentissage en ligne asynchrone Texte soutenu par des graphiques/images (théorie) Questions interactives (soutenues par des vraies/fausses déclarations) Questions d'auto- évaluation	1	0,20
		i) Barrier Creating	i) Identifying the main	Problem definition,	On-line asynchronous	3	0,30





		Environment vs	facilitators/obstacles	opportunity	learning	
		intrapreneurial-i)	for innovation and i)	searching, ideas		
		i) Ambiance	i) L'esprit d'entreprise	Génération	Text and graphics in	
 Personal Skills 	Intrapreneurial	conviviale	au sein des		Diaporama	
	culture: Barriers,		organisations			
Practical Skills	challenges,	ii) Remettre en			Scénarios	
	opportunities,	question le statu	ii) Comprendre les		comparatifs appuyés	
	Bénéfices	quo de la	avantages pour soi		par des graphiques	
		société	et pour l'entreprise		et/ou des animations	
		iii) Les				
		avantages			Tests:	
		commerciaux			Scénarios évolutifs	
		liés à la				
		promotion			Questions	
		d'une culture			interactives	
		intrapreneuriale			vraies/fausses	
		iv) Les				
		avantages du				
		capital humain				
		dans le				
		développement				
		personnel et				
		professionnel				
		iv) Construire				
		une situation				
		gagnant-				
		gagnant pour l'entreprise et				
		l'entrepreneur				
		v) Exemples de				
		pratiques				
		d'intrapreneuriat				
		utilisées dans les				
		milieux d'affaires				
		réels				





		i) Transformer	i) Identifier et	Identification	Apprentissage en	4	0,30
		des idées en actions	développer une nouvelle	des opportunités, recherche et	ligne asynchrone	7	0,00
		ii) Diriger l'initiative	opportunité d'affaires	analyse	soutenus par des graphiques		
 Compétences personnelles Compétences 	Compétences entrepreneuriales	iii) Identifier les opportunités en matière	opportunités en matière d'innovationII) Planifier el entreprendre une série d'activités liées à l'identificationiv) Réaliser une étude de marché à petite échelle et construire le premier modèleopportunité d'affaires		Test :		
pratiques Vision et 	: vision, créativité et innovation	iv) Réaliser une			Vraies/fausses déclarations interactives		
compétences critiques et créatives		marché à petite échelle et construire le		Scénarios évolutifs avec des solutions pour/contre			
		iv) Formuler et présenter votre idée au management	la prise de risque				
		iv) Éthique et droits de propriété intellectuelle					
		i) Construire des coalitions	i) Capacité à travailler en	Diriger par l'exemple, la	Apprentissage en ligne asynchrone &	4	0,30
 Compétences 	Promotion de	ii) Exploiter les ressources existantes	collaboration à travers différents aspects de l'entreprise	motivation, exploiter les ressources existantes	synchrone Diaporama soutenus par des graphiques		





pratiqu • Compé interpe	étences es étences rsonnelles	l'esprit d'équipe, capacités à diriger, identification des talents, augmentation de la valeur du personnel et renforcement des capacités de délégation	iii) Pratiquer la diplomatie en interne iv) Identifier les talents et augmenter la valeur du personnel interne	 ii) Renforcement de fortes coalitions internes destinées au succès intrapreneurial iii) Améliorer la mobilisation de ressources existantes 		Études de cas La faisabilité de l'élaboration de matériel interactif où la coopération entre les stagiaires peut être réalisée sera explorée. Quelque chose visant à donner la possibilité aux stagiaires de prendre le rôle de membre initiateur d'une idée et de prospecter les membres d'une équipe dans une entreprise en ayant recours à des jeux de rôle.		
Compé person		Auto-motivation et motivation des autres	i) La pensée créative et la résolution de problèmes	i) Comment influencer sans autorité	Influencer, prise de décision, persuasion, compétences	Apprentissage en ligne asynchrone & synchrone	4	0,30
pratiqu			ii) Aptitudes à la	ii) Diriger l'initiative en promouvant	interpersonnelles	Études de cas		
	étences rsonnelles		motivation iii) Comment	l'expérimentation et la prise de risque		Textes avec illustrations		
 Vision e compé 	-		faire face à des situations	iii) Diriger des équipes				





critiques et créatives		difficiles	transversales		Scénarios évolutifs Narration et études de cas de "success stories"		
 Compétences pratiques Vision et compétences critiques et créatives 	Stratégies pour intrapreneurs	i) Guide sur la façon de mettre en œuvre un projet intrapreneurial	 i) Diriger la conception stratégique et la prestation de l'innovation dans votre organisation ii) Aligner votre idée avec les objectifs de votre organisation iii) Surveiller l'innovation, le progrès et le retour d'expérience pour inspirer une performance organisationnelle d'exception 	Stratégie de résolution de problème, évaluation des décisions d'investissement, gestion de risque et d'incertitude.	Apprentissage en ligne asynchrone Diaporama présentant les «étapes» illustrées du développement d'un projet intrapreneurial	4	0,30
 Compétences pratiques Vision et compétences critiques et créatives 	Pratique de l'intrapreneuriat	 i) Élaboration d'un concept intrapreneurial et d'une proposition ii) Interventions courtes et efficaces 	 i) Rédaction de propositions, mobilisation des ressources et collecte de fonds pour des idées intrapreneuriales ii) Créer et vendre vos idées 	Planification de projet, étude de faisabilité, mise en œuvre, positionnement sur le marché	Apprentissage en ligne asynchrone & synchrone Textes avec illustrations Études de cas Scénarios évolutifs conduisant à	5	0,30





	iii) Évaluation de stratégies de graduation	iii) Construire un rapport d'activité concis pour communiquer clairement la recherche et l'analyse aux collègues	l'élaboration d'un projet intrapreneurial 'achevé' (voir ci- dessus) en mettant l'accent en particulier sur l'évaluation et la promotion de l'idée. Test : Présentation de différentes façons de "vendre des idées" en affichant des résultats négatifs et positifs Questions d'auto- évaluation		
Total				25 (nbre indicatif d'heures de cours)	2 (nbre indicatif)



GREECE

ΔΟΜΗ ΜΑΘΗΜΑΤΟΣ – ΒΑΣΙΚΑ ΘΕΜΑΤΑ

Απαιτοὑμενες δεξιότητες (με βἁση το Ο2)	Βασικές ενότητες	Υποενότητες	Εκπαιδευτικοἱ στόχοι	Λἑξεις-κλειδιἁ	Εργαλεία για την υλοποίηση των μαθημάτων	Προτεινόμ ενη διάρκεια (ώρες)	Αριθμός Credits
	Η έννοια της ενδοεπιχειρηματικότη τας και η σημασία της	 i) Έννοια, βασικές μορφές και χαρακτηριστικά ii) Η σημασία της ενδοεπιχειρηματικότητ ας στο σύγχρονο εταιρικό περιβάλλον iii) Ενδοεπιχειρηματικότητ α Μελέτες περίπτωσης: Παραδείγματα επιτυχίας και αποτυχίας iv) Τα βασικά χαρακτηριστικά του ενδοεπιχειρηματία 	 i) Εξοικείωση με την έννοια της ενδοεπιχειρηματικότη τας ii) Αναγνώριση της αξίας της ενδοεπιχειρηματικότη τας iii) Ενδοεπιχειρηματικότη τα: Εξοικείωση με την έννοια μέσα από παραδείγματα iv) Καλές πρακτικές v) Σύνδεση επιχειρηματικότητας και ενδοεπιχειρηματικότη τας 	Ενδοεπιχειρημ ατικότητα, ορισμοί, case studies, είδη, μορφές και χαρακτηριστικ ά	Οη-line ασύγχρονη εκπαίδευση Κείμενο που θα υποστηρίζετ αι από γραφικά/εικ όνες Διαδραστικέ ς ερωτήσεις τύπου «σωστό ή λάθος» Ερωτήσεις Αυτό- αξιολόγηση ς	1	0,20
		i) Ανάπτυξη ενδοεπιχειρηματικότητ ας: Δυσκολίες και	i) Τι ενθαρρύνει/διευκολύ νει και τι εμποδίζει την	Μἑθοδοι επίλυσης προβλημἁτων	On-line ασύγχρονη εκπαίδευση		





Απαιτοὑμενες δεξιότητες (με βἀση το Ο2)	Βασικές ενότητες	Υποενότητες	Εκπαιδευτικοί στόχοι	Λἑξεις-κλειδιἀ	Εργαλεία για την υλοποίηση των μαθημάτων	Προτεινόμ ενη διάρκεια (ώρες)	Αριθμός Credits
 Προσωπικές δεξιότητες Πρακτικές δεξιότητες 	Ενδοεπιχειρηματική κουλτούρα: εμπόδια, προκλήσεις, ευκαιρίες και οφέλη	εμπόδια ii) Αμφισβήτηση του status quo της εταιρείας iii) Επιχειρηματικά οφέλη από την ανάπτυξη ενδοεπιχειρηματικής κουλτούρας iv) Προσωπική και επαγγελματική ανάπτυξη και οφέλη iv)Οικοδόμηση σχέσεων win-win μεταξύ της επιχείρησης και του ενδοεπιχειρηματία v) Παραδείγματα πρακτικών ενδοεπιχειρηματικότητ ας σε πραγματικές συνθήκες εργασίας	ενδοεπιχειρηματικότη τα σε μία επιχείρηση ii) Οφέλη της ενδοεπιχειρηματικότη τας σε προσωπικό και εταιρικό επίπεδο	, διερεύνηση ευκαιριών, δημιουργία ιδεών	 Κείμενο που θα υποστηρίζετ αι από γραφικά/slid es παρουσίασ ης Συγκριτικά σενάρια που θα υποστηρίζο νται από γραφικά ή/και απίmation. Tests: Ανοικτού τύπου ερωτήσεις (τύπου «λάθος ή σωστό») 	3	0,30
		i) Μετατροπή ιδεών σε επιχειρηματικά	i) Εντοπισμός και αξιοποίηση μιας	Εντοπισμός ευκαιριών,	On-line ασύγχρονη		





Απαιτοὑμενες δεξιότητες (με βἁση το Ο2)	Βασικές ενότητες	Υποενότητες	Εκπαιδευτικοί στόχοι	Λἑξεις-κλειδιἁ	Εργαλεία για την υλοποίηση των μαθημάτων	Προτεινόμ ενη διάρκεια (ώρες)	Αριθμός Credits
 Προσωπικές δεξιότητες Πρακτικές δεξιότητες Όραμα, κριτική σκέψη και δημιουργικές δεξιότητες 	Επιχειρηματικές δεξιότητες: Όραμα, δημιουργικότητα, και καινοτομία	σχέδια ii) Επιχειρηματική πρωτοβουλία iii) Εντοπισμός επιχειρηματικών ευκαιριών iv) Διενέργεια έρευνας αγοράς σε μικρή κλίμακα και διαμόρφωση αρχικού επιχειρηματικού μοντέλου iv) Σχεδιασμός, συγκρότηση και παρουσίαση ενδοεπιχειρηματικής ιδέας iv) Ηθικά και πνευματικά δικαιώματα	νέας επιχειρηματικής ευκαιρίας ii) Σχεδιασμός και δράσεις για τον εντοπισμό νέων επιχειρηματικών ευκαιριών iii) Ηγηθείτε μιας πρωτοβουλίας ενθαρρύνοντας τον πειραματισμό και την ανάληψη ρίσκου	έρευνα και ανάλυση	εκπαίδευση Slides παρουσίασ ης/πραγματ ικά παραδείγμα τα υποστηριζό μενα από γραφικά Test: Διαδραστικέ ς ερωτήσεις (τύπου «λάθος ή σωστό») Ανοικτού τύπου ερωτήσεις με προτεινόμεν ες pro/contra απαντήσεις/ λύσεις	4	0,30
		ί) Χτίζοντας	i) Επιτυγχάνοντας την	Αξιοποίηση	On-line		





Απαιτοὑμενες δεξιότητες (με βἁση το Ο2)	Βασικές ενότητες	Υποενότητες	Εκπαιδευτικοί στόχοι	Λἑξεις-κλειδιἁ	Εργαλεία για την υλοποίηση των μαθημάτων	Προτεινόμ ενη διάρκεια (ώρες)	Αριθμός Credits
 Προσωπικές δεξιότητες Πρακτικές δεξιότητες Διαπροσωπικές δεξιότητες 	«Χτίζοντας» μια ομάδα, ηγετικές ικανότητες, εντοπισμός επιχειρηματικών ταλέντων, ενδυναμώνοντας την αξία του υφιστάμενου προσωπικού	συνἑργειες ii) Διερεὑνηση/αξιοποίη ση υφιστάμενων πόρων iii) Άσκηση «εσωτερικής διπλωματίας» iv) Εντοπισμός ταλέντων και ενίσχυση/ενδυνάμωσ η της αξίας του υφιστάμενου προσωπικού	εποικοδομητική συνεργασία της ομάδας πάνω σε διαφορετικά επιχειρηματικά πεδία ii) Οικοδόμηση ουσιαστικών εσωτερικών συνεργασιών με στόχο την επιτυχή υλοποίηση ενός ενδοεπιχειρηματικού σχεδίου iii) Αξιοποίηση και βελτίωση των υφιστάμενων πόρων	καλών παραδειγμάτ ων (lead by example), διερεύνηση υφιστάμενων πηγών	σύγχρονη και ασύγχρονη εκπαίδευση Slides παρουσίασ ης υποστηριζό μενα από γραφικά Case studies Θα διερευνηθεί η σκοπιμότητ α ανάπτυξης διαδραστικο ύ υλικού στις φάσεις όπου θα απαιτείται η συνεργασία των εκπαιδευόμε νων, προκειμένου	4	0,30





Απαιτοὑμενες δεξιότητες (με βἀση το Ο2)	Βασικἑς ενὀτητες	Υποενότητες	Εκπαιδευτικοἱ στὀχοι	Λἑξεις-κλειδιἀ	Εργαλεία για την υλοποίηση των μαθημάτων	Προτεινόμ ενη διάρκεια (ώρες)	Αριθμός Credits
					να τους δοθεί η δυνατότητα να αναπτύξουν μια ιδέα και να την εξελίξουν αναλαμβάν οντας συγκεκριμέν ους ρόλους (role playing).		
 Προσωπικές δεξιότητες Πρακτικές δεξιότητες Διαπροσωπικές δεξιότητες ΄Οραμα και κριτική σκέψη 	Παρέχοντας κίνητρα στον εαυτό μας και στους άλλους	 i) Δημιουργική σκέψη και τεχνικές επίλυσης προβλημάτων ii) Απαιτούμενες δεξιότητες για την παροχή κινήτρων στον εαυτό μας και στους άλλους iii) Διαχείριση δύσκολων καταστάσεων 	 i) Επηρεασμός χωρίς εξουσία ii) Ηγηθείτε μιας πρωτοβουλίας ενθαρρύνοντας τον πειραματισμό και την ανάληψη ρίσκου iii) Συντονισμός και οργάνωση διατμηματικών ομάδων εργασίας 	Επιρροές, λήψη αποφάσεων, ικανότητα πειθούς, διαπροσωπικέ ς δεξιότητες	On-line σύγχρονη και ασύγχρονη εκπαίδευση Case study/ies Κείμενο με γραφικά Ανοικτού τύπου ερωτήσεις	4	0,30





Απαιτοὑμενες δεξιότητες (με βἁση το Ο2)	Βασικές ενότητες	Υποενότητες	Εκπαιδευτικοί στόχοι	Λἑξεις-κλειδιἁ	Εργαλεία για την υλοποίηση των μαθημάτων	Προτεινόμ ενη διάρκεια (ώρες)	Αριθμός Credits
και δημιουργικές δεξιότητες					Case- studies και παραδείγμα τα επιτυχημένω ν εγχειρημάτω ν από τη σύγχρονη πραγματικό τητα		
 Πρακτικές δεξιότητες Όραμα, κριτική σκέψη και δημιουργικές δεξιότητες 	Στρατηγικές για ενδοεπιχειρηματίες	i) Οδηγός σε σχέση με την υλοποίηση ενός ενδοεπιχειρηματικού έργου	 i) Στρατηγικός σχεδιασμός και προώθηση της καινοτομίας ii) «Ευθυγραμμίστε» την ιδέα σας με τους στόχους της επιχείρησης iii) Παρακολούθηση της προόδου έργων που προωθούν την καινοτομία – παρακολούθηση επίτευξης στόχων 	Στρατηγική επίλυσης προβλημάτων , αξιολόγηση επενδυτικών αποφάσεων, διαχείριση ρίσκου και αβεβαιότητας	On-line ασύγχρονη εκπαίδευση Παρουσίασ η (slideshow) με εικονογραφ ημένα «βήματα» σε σχέση με την ανάπτυξη ενός ενδοεπιχειρη ματικού προϊόντος		0,30
		i) Η ανάπτυξη μιας ιδἑας και η	i) Διαμόρφωση προτάσεων,	Σχεδιασμός ἑργου, μελἑτη	On-line σύγχρονη		





Απαιτοὑμενες δεξιότητες (με βἁση το Ο2)	Βασικές ενότητες	Υποενότητες	Εκπαιδευτικοί στόχοι	Λἑξεις-κλειδιἀ	Εργαλεία για την υλοποίηση των μαθημάτων	Προτεινόμ ενη διάρκεια (ώρες)	Αριθμός Credits
 Πρακτικές δεξιότητες Όραμα, κριτική σκέψη και δημιουργικές δεξιότητες 	Εφαρμόζοντας την ενδοεπιχειρηματικότη τα στην πράξη	αποτύπωσή της σε επιχειρηματική πρόταση ii) Αποτελεσματικά elevator pitches iii) Αξιολόγηση στρατηγικών κλιμάκωσης	συγκέντρωση και αναδιανομή πόρων για την υλοποίηση μιας ενδοεπιχειρηματικής ιδέας ii) Δημιουργία και «πώληση» μιας ιδέας iii) Διαμόρφωση συνοπτικών business reports για την καλύτερη επικοινωνία μεταξύ των στελεχών μιας επιχείρησης πάνω σε θέματα έρευνας και ανάλυσης	σκοπιμότητας , εφαρμογή, τοποθέτηση προϊόντος/υπ ηρεσίας στην αγορά	και ασύγχρονη εκπαίδευση Κείμενο με γραφικά Case studies Ανοικτού τύπου ερωτήσεις σχετικά με την ανάπτυξη ενός «ολοκληρω μένου» έργου (βλ. ανωτέρω). Εδώ θα εστιάσουμε στην αξιολόγηση και την προώθηση της ιδέας.	5	0,30





·	Derguste enterpres	V	- Furner Communel and the	A + Cours			AO
Απαιτοὑμενες δεξιότητες (με βάση το Ο2)	Βασικές ενότητες	Υποενότητες	Εκπαιδευτικοί στόχοι	Λἑξεις-κλειδιἁ	Εργαλεία για την υλοποίηση των μαθημάτων	Προτεινόμ ενη διάρκεια (ώρες)	Αριθμός Credits
					Παρουσίασ η των διαφορετικώ ν τρόπων 'πώλησης μιας ιδέας' μέσα από παραδείγμα τα που φέρουν θετικά αλλά και αρνητικά αποτελέσμα τα. Ερωτήσεις αυτό- αξιολόγηση ς		
•						25 (ενδεικτικό ς αριθμός)	2 (ενδεικτιι ός αριθμός



SPAIN

AREAS CLAVE DEL CURRICULO DEL INTRAEMPRENDEDOR

Habilidades necesarias	ÁREAS CLAVE	SUB-TEMAS	OBJETIVOS DEL APRENDIZAJE	Palabras clave	Metodología de desarrollo	Duración	Créditos
	¿Qué es la intraemprenditorialidad y por qué es necesaria?	 i) Los fundamentos de la intra- emprenditorialidad ii) La necesidad de intra- emprenditorialidad y por qué es importante para las empresas modernas iii) Estudios intra- emprenditoriales: caso de éxito y fracaso, historias y lecciones aprendidas iv) Las características clave del intraemprendedor i 	 i) Familiarizarse con el concepto intra- emprenditorialidad ii) Entender la necesidad de intra- emprenditorialidad iii) Explorar ejemplos reales de intra- emprenditorialidad en las empresas modernas iv) Identificar las mejores prácticas para la iniciativa empresarial en las instituciones v) Estudiar los vínculos: espíritu empresarial e intra- emprenditorialidad 	Definiciones, casos de estudio, principales características de la intra- emprenditorialidad	Aprendizaje On-line asíncrono Texto con apoyo de gráficos / imágenes (teoría) Preguntas interactivas (con frases verdadero / falso) Preguntas de autoevaluación	1	0,20
 Habilidades Personales Habilidades Prácticas 	Cultura intraemprendedora: Barreras, retos, oportunidades y beneficios	 i) Entornos barrera Vs. Entornos que fomentan la intra- emprenditorialidad ii) Desafiar el status quo de la empresa iii) Los beneficios comerciales de fomentar una cultura intraemprendedora 	 i) identificación de los principales facilitadores y obstáculos para la innovación y el espíritu empresarial en las organizaciones ii) Comprensión de los beneficios a nivel 	Definición del problema, búsqueda de oportunidades, generación de ideas	Aprendizaje On-line asíncrono Texto con apoyo de gráficos / imágenes en presentaciones Escenarios	3	0,30





Habilidades necesarias	ÁREAS CLAVE	SUB-TEMAS	OBJETIVOS DEL APRENDIZAJE	Palabras clave	Metodología de desarrollo	Duración	Créditos
		 iv) los beneficios para el desarrollo personal y profesional iv) La construcción de una situación win-win para la empresa y el empresario v) Ejemplos de prácticas en entornos reales de negocio 	personal y de empresa		comparativos con el apoyo de gráficos y / o animación Pruebas: • escenarios concretos • preguntas Interactivas verdadero/falso		
 Habilidades Personales Habilidades Prácticas Visión y Habilidades creativas y críticas 	Competencias Emprendedoras: Visión, creatividad y capacidad de innovación	 i) Conversión de ideas en acción ii) Llevar la iniciativa iii) La identificación de oportunidades para la innovación iv) Realización de un estudio de mercado a pequeña escala y construcción del primer modelo de negocio iv) Elaboración y la presentación de su idea para la gestión iv) La ética y los derechos intelectuales 	i) Identificar y desarrollar una nueva oportunidad de negocio ii) Planificar y llevar a cabo una serie de actividades relacionadas con lo anterior iii)Iniciativas de liderazgo con experimentación y asunción de riesgos	Identificación de oportunidades, la investigación y el análisis	Aprendizaje On-line asíncrono Texto con apoyo de gráficos / imágenes Pruebas: • escenarios concretos con soluciones • preguntas Interactivas verdadero/falso	4	0,30
		i) Construir coaliciones	i) Capacidad para trabajar en	Predicar con el ejemplo, la	Aprendizaje On-line	4	0,30





Habilidades necesarias	ÁREAS CLAVE	SUB-TEMAS	OBJETIVOS DEL APRENDIZAJE	Palabras clave	Metodología de desarrollo	Duración	Créditos
 Habilidades Personales Habilidades Interpersonales 	Trabajo en Equipo, liderazgo, identificación de talento, el aumento del valor personal y basándose en la delegación	ii) Explotar los recursos existentes iii) La práctica de la diplomacia entre oficinas iv) la identificación de talento y el aumento del valor del personal interno	colaboración a través de diferentes aspectos del negocio ii) La construcción de fuertes coaliciones internas para el éxito intra- emprenditorial. iii) Mejorar el aprovechamiento de los recursos existentes	motivación, la explotación de los recursos existentes	asíncrono Texto con apoyo de gráficos / imágenes en presentaciones. Desarrollo de material interactivo para permitir la colaboración y el juego de roles (ej.: promotores de una idea) entre los participantes.		
 Habilidades Personales Habilidades Interpersonales Visión y Habilidades creativas y críticas 	Motivarse a uno/a mismo/a y a otros/as	i) Pensamiento creativo y resolución de problemas ii) Habilidades de motivación eficaces iii) ¿Cómo lidiar con situaciones difíciles?	i) Cómo influir sin autoridad ii) la iniciativa y el fomento de la experimentación y la asunción de riesgos iii) Liderar equipos multifuncionales	Influir, tomar decisiones, persuadir, habilidades interpersonales	Aprendizaje On-line asíncrono Casos de estudio Texto con apoyo de gráficos Escenarios concretos Historias y casos de éxito	4	0,30
 Habilidades Prácticas Visión y Habilidades 	Estrategias para intraemprendedores	i) Guía para llevar a término un proyecto intra- emprenditorial	i) Dirigir el diseño estratégico y la innovación en su organización ii) La alineación de	Resolución de problemas de estrategia, evaluación de decisiones de	Aprendizaje On-line asíncrono Presentación con ilustración	4	0,30





Habilidades necesarias	ÁREAS CLAVE	SUB-TEMAS	OBJETIVOS DEL APRENDIZAJE	Palabras clave	Metodología de desarrollo	Duración	Créditos
creativas y críticas s			su idea con los objetivos de su organización iii) Supervisar la innovación, el progreso y la retroalimentación para inspirar el desempeño organizacional destacada	inversión, gestión riesgo e incertidumbre.	de los pasos hacia el desarrollo de un proyecto intra- emprendedor		
 Habilidades Prácticas Visión y Habilidades creativas y críticas s 	Prácticas intraemprendedoras	 i) Desarrollo de un documento de síntesis y propuesta empresarial ii) "Elevator pitches" ("discursos breves del ascensor") eficaces iii) La evaluación de las estrategias intraemprendedoras 	i) Redacción de propuestas, movilización de recursos y recaudación de fondos para las ideas intraemprendedoras ii) creación y venta de sus ideas iii) Cómo construir un informe de negocio conciso para comunicar claramente	Planificación del proyecto, estudio de viabilidad, ejecución, posicionamiento en el mercado	Aprendizaje On-line asíncrono Texto con apoyo de gráficos Escenarios concretos para el Desarrollo de propuesta empresarial (evaluación) Test: Presentación de formas de "vender ideas" demostrando resultados positivos y negativos Preguntas de auto- evaluación	5	0,30





Habilidades	ÁREAS CLAVE	SUB-TEMAS	OBJETIVOS DEL	Palabras clave	Metodología de	Duración	Créditos
necesarias			APRENDIZAJE		desarrollo		
		Total: 25	(horas lectivas) CREDITO	S: 2			



ANNEX II: O3-A2-WORKING GROUPS

Scope and Agenda

Found.ation coordinated the overall development of the Curriculum. The Course structure (core/sub topics), its duration, the suggested methodologies to be followed and the Course delivery methods were discussed and defined during the four (4) Working Groups coordinated by Found.ation were all partners attended and contributed by providing their insights/ideas/knowledge.

1st Working Group (during the meeting in Athens on May 14)

Date	Agenda
14/5/2015	 Course duration (ECVET points, total working hours, ratio teaching:personal work, total teaching hours, personal learning hours, teaching hours per week, teaching duration)
	All above will be finalized with the Working Group in the next meeting

2nd Working Group (via Skype)

Date	Agenda
30/7/2015	 Working Groups: next skype meetings, deadlines Curriculum content: 1st draft (Core Topics, Sub Topics, Learning Objectives, Duration of each Topic, Credits) Output Contents (1st draft) List of available E-learning ICT Tools ECVET Implementation: established standards for each country Course duration (finalize all details) <u>The deadline for input from the partners on the above is</u> 10/9/2015. Found.ation will gather the relevant information
	and make the necessary adjustments. Final drafts will be discussed with the Working Group in the next meeting.





3rd Working Group (via Skype)

Date	Agenda
21/9/2015	 Finalize Curriculum content, output contents, ICT Tools for each Topic of the Course Found.ation will share with all Partners the guidelines for conducting the Focus Groups as well as a 1st draft of the relevant Questionnaire for review. The deadline for input is 30/9/2015. Found.ation will gather the relevant information and make the necessary adjustments. All
	drafts will be finalized in the next meeting.

4th Working Group (via Skype)

Date	Agenda
7/10/2015	 Finalize the Guidelines for conducting the Focus Groups and the relevant Questionnaire to be used.
	<u>Deadline for feedback from the Focus Groups : 31/10/2015</u>



Working Groups – Outcomes

Final Curriculum used in the Focus Groups

CURRICULUM

Skills required to enhance IO2 Identified Needs	Core Topics	Sub Topics	Learning Objectives	Keywords	Course delivery method	Duration	Credits
		i) The basics of Intrapreneurship	i) Familiarize with the concept of intrapreneurship		On-line asynchronous learning		
	What is intrapreneurship and why is it needed?	ii) The need for intrapreneurship and why it is important to modern businesses	ii) Understand the necessity for intrapreneurship	Intrapreneurship definitions, case studies, Intrapreneurship characteristics	Text supported by graphics/images (theory)	1 (teaching hr)	0,25
		iii) Intrapreneurship	iii) Explore real-life examples of Intrapreneurship in modern businesses		(supported by true/false statements)		
		Case studies: Success and	iv) Identify best practices for		Self-assessment		







Skills required to enhance IO2 Identified Needs	Core Topics	Sub Topics	Learning Objectives	Keywords	Course delivery method	Duration	Credits
		Failure stories and lessons learned iv) Key Characteristics of the intrapreneur	entrepreneurship within institutions v) Explore the links between entrepreneurship and intrapreneurship		questions		
 Personal Skills Practical Skills 	Intrapreneurial culture: Barriers, challenges, opportunities, and benefits	 i) Barrier Creating Environment vs intrapreneurial- friendly environment ii) Challenging the status quo of the company iii) Business 	 i) Identifying the main facilitators/obstacles for innovation and entrepreneurship within organisations ii) Understanding benefits at personal and company level 	Problem definition, opportunity searching, ideas generation	On-line asynchronous learning Text and graphics in slideshows Comparative scenarios supported by graphics and/or animation	2 (teaching hrs)	0,25







Skills required to enhance IO2 Identified Needs	Core Topics	Sub Topics	Learning Objectives	Keywords	Course delivery method	Duration	Credits
		benefits from fostering an intrapreneurial culture			Tests: • Open ended scenarios		
		iv) Personnel benefits in personal and professional development			 Interactive true/false questions 		
		iv)Building a win- win situation for the business and the entrepreneur					
		v) Examples of Intrapreneurship practices used in real business					







Skills required to enhance IO2 Identified Needs	Core Topics	Sub Topics	Learning Objectives	Keywords	Course delivery method	Duration	Credits
		settings					
 Personal Skills Practical Skills Vision and Critical and Creative Skills 	Entrepreneurial Competencies: Vision, creativity and innovation skills	 i) Turn ideas into action ii) Leading the initiative iii) Identifying opportunities for innovation iv) Performing a small scale market research and building the first business model iv) Framing and presenting your idea to the management 	 i) Identify and develop a new business opportunity ii) Plan and undertake a series of activities related to identifying a new business opportunity iii) Lead initiative with fostering experimentation and risk taking 	Opportunity identification, research and analysis	On-line asynchronous learning Slideshow/storytelling supported by graphics Test: Interactive true/false statements Open ended scenarios with suggested pro/contra solutions	2 (teaching hrs)	0,5







Skills required to enhance IO2 Identified Needs	Core Topics	Sub Topics	Learning Objectives	Keywords	Course delivery method	Duration	Credits
		iv) Ethics and intellectual rights					
 Personal Skills Interpersonal Skills 	Team Building, leadership, identifying talent, increasing staff value and building upon delegation	 i) Building coalitions ii) Exploit existing resources iii) Practicing inter-office diplomacy iv) identifying talent and increasing the value of internal staff 	 i) Ability to work collaboratively across different aspects of the business ii) Building strong internal coalitions for intrapreneurial success. iii) Improve on leveraging existing resources 	Lead by example, motivation, exploit existing resources	On-line asynchronous learning Slideshow supported by graphics The feasibility of developing interactive material where cooperation among trainees can be realized will be explored. Something like giving the opportunity to trainees to take up the role of idea initiator and prospect team	2,5 (teaching hrs)	0,5







Skills required to enhance IO2 Identified Needs	Core Topics	Sub Topics	Learning Objectives	Keywords	Course delivery method	Duration	Credits
					members in a company involving role playing.		
Personal Skills		i) Creative Thinking and Problem solving	i) How to influence without authority		On-line asynchronous learning		
 Interpersonal Skills Vision and Critical and Creative Skills 	Motivating Self & Others	ii) Effective Motivational Skills	ii) Lead initiative with fostering experimentation and risk taking	Influencing, decision making, persuasiveness, interpersonal	Text with graphics Open-ended scenarios	2,5 (teaching hrs)	0,5
		iii) How to deal with difficult situations	iii) Lead cross- functional teams	skills	Storytelling and success case-studies		
 Practical Skills Vision, Critical and Creative Skills 	Strategies for Intrapreneurs	i) Guide on how to execute an intrapreneurial project	i)Lead the strategic design and delivery of innovation in your organization	Problem solving strategy, , evaluating investment decisions,	On-line asynchronous learning Slideshow with	2,5 (teaching hrs)	0,5







Skills required to enhance IO2 Identified Needs	Core Topics	Sub Topics	Learning Objectives	Keywords	Course delivery method	Duration	Credits
			 ii) Aligning your idea with your organization's objectives iii) Monitor innovation, progress and feedback to inspire outstanding organisational performance 	managing risk and uncertainty.	illustrated 'steps' towards the development of an intrapreneurial project		







Skills required to enhance IO2 Identified Needs	Core Topics	Sub Topics	Learning Objectives	Keywords	Course delivery method	Duration	Credits
 Practical Skills Vision and Critical and Creative Skills 	Practicing Intrapreneurship	 i) Developing an entrepreneurial concept note and proposal ii) Effective elevator pitches iii) Evaluating strategies for scaling 	 i)Proposal writing, resource mobilization and fundraising for intrapreneurial ideas ii) Creating and Selling Your Ideas iii) Construct a concise business report to communicate research and analysis clearly to colleagues 	Project planning, feasibility study, implementation, market positioning	On-line asynchronous learning Text supported by graphics Open ended scenarios leading to the development of a 'completed' intrapreneurial project (see above) focusing here especially on the evaluation and promotion of the idea. Test: Presentation of various ways of 'selling ideas' demonstrating	2,5 (teaching hrs)	0,5







Skills required to enhance IO2 Identified Needs	Core Topics	Sub Topics	Learning Objectives	Keywords	Course delivery method	Duration	Credits
					negative and positive outcomes		
					Self-assessment questions		
	Total					15 (teaching	3







Skills required to enhance IO2 Identified Needs	Core Topics	Sub Topics	Learning Objectives	Keywords	Course delivery method	Duration	Credits
						hours)	







ANNEX III: O3-A3-FOCUS GROUPS

Focus Group Guidelines

Defining the focus Group-Objectives

- A focus group is a group of ten or more people, led by a moderator in a group interview format, and brought together to discuss a particular topic or issue.
- Focus Group workshops will be organized in each target country in order to obtain feedback for the INTRAPRISE Curriculum in regards to the methodology, need, content and activities concept.
- A moderated, focused discussion will eventually produce and gather insights, opinions, attitudes and preferences about special issues concerning training content and practices. Following the meeting, adaptations to the Curriculum will be carried out if needed.

Process

- Each participating country will hold one Focus Group which will consist of eight to ten participants. The Focus Groups will be led through an open discussion by a skilled moderator. An assistant moderator is needed to either run a tape recorder during the meeting or keep notes and important quotes.
- The duration of the meeting will be max. 90 minutes
- the relevant questionnaire will include 10 predetermined, both open and closed questions and the discussion will be free flowing.

Participants

- Participants will be ICT owners, Managers, Employees and Teachers/Trainers.
- The aim is to invite people who can ensure the highest quality information to validate and/or enrich the content of the Curriculum and its content.
- The partners will nominate participants from the ICT sector, mainly defined by their position, their job title and teachers/trainers based on their professional and educational background) as well as their ability to provide valuable feedback (try to achieve a rate of 50:50 among managers/owners and employees and invite 1-2 teachers/trainers.





- It is highly recommended that all partners should secure names/contact information, and send the invitations to the potential participants at least 2 weeks prior to the date of the Focus Group.
- Prepare an attendance sheet

Focus Groups Structure

The Focus Groups will consist of 4 parts:

1st part:

Opening: welcome the group and introduce the purpose and context of the focus group, explain how it will flow and ask participants to introduce themselves. Provide information about the structure of the Focus Group.

2nd part:

Presentation of the Curriculum contents (topics, sub-topics, learning objectives, available ICT tools, duration of the Course).

3rd part:

The question section: present the Focus Group Questionnaire and ask the Group at the end of each question whether it is clear for all participants. If not, provide clarifications.

4th part:

Closing section: Provide the Group with a small evaluation form and ask them to complete it. Thank the participants and ask them if they have any further input to provide or anything else that they would like to add.

Data Analysis Methods

Each partner will deliver the relevant data question by question (see template below) and also a final report (summary of thoughts, insights, and suggestions) which is recommended not to exceed 2-3 pages.





Focus Group Questionnaire

- 1. What is your opinion about the overall structure and flow of the Curriculum?
- 2. What is your opinion about the learning objectives of the Course? Are they clear? If not, why?
- 3. Do you think that the main topics as demonstrated are clearly reflecting the learning objectives? Were the right topics covered? What changes would you suggest and why?
- 4. What sub-topics would you add and why? Does the Curriculum contain sufficient sub-topics to allow its effective use in the ICT sector?
- 5. What type of learning materials would you prefer for this type of Course? Which of the following list would you consider as more important?
 - presentations: organized information on a specific topic
 - case studies: real, significant cases related to the topic
 - worked examples: examples of the topic with comments and explicit reference to the theory
 - tests
 - graphics/visual
 - demonstrations: illustrations (art and designs to communicate) of how a task can be performed
 - podcasts
 - asynchronous discussion boards (e.g. forum)
 - printed material (e.g. book chapters, magazine articles etc)
 - other (among those mentioned)
- 6. Based on your own experience, what is your opinion regarding the proposed length of the Course? (Course duration, teaching: personal working hours). What would be the ideal length for you and why?
- 7. Would you promote this Course within your company? In your opinion, how would your employees/colleagues/students benefit from attending this Course?
- 8. Would you be interested in attending such a Course?
- 9. We are proposing an open learning structure which includes bite-size training sections and sub-sections that can be freely chosen and followed by the





learner. Do you agree with this approach or would prefer a more traditional one?

10. If you were to apply this Course in your company, what other suggestions would you add?

Leaders and Participants per Country

35 people involved in ICT, from different industry sectors (i.e. banking, IT, wholesale, health, consulting, banking design, programming, engineering, research, media, education), holding different positions and roles (managers/employees/teachers), participated in the Focus Groups held in the partners' countries.

BELGIUM

Two separate Focus Groups were organized using Skype sessions:

Dates: Oct. 29th and 30th 2015

Moderator: M. Christophe Duflos, Médias – Technologies – Conseil / MTC sprl

Oct. 29th 2015: Focus Group N°1

Participants:

- 1. Marie-Ange Gaiffe Associate Professor and Researcher in various European universities (Euroculture Master Programme)
- 2. Timothée Vasconcelos Business student @ Edhec.com Business School (France)
- 3. Angie Laigle Business student @ Vlissingen HZ university (Netherlands) and former MTC trainee

Oct. 30th 2015: Focus Group N°2





Participants:

- 1. Christel Buelens Director of Communication @ FNRS (Fund for Scientific Research – Belaium)
- 2. Ismaël Nijst Senior IT Consultant @ FNRS (Fund for Scientific Research Belgium)
- 3. Andrew Wilson Journalist, IT writer and consultant (Belgium)
- 4. Anna Macdougald EU Affairs consultant @ AMEUPA company (Belgium)

CYPRUS

Date: Nov 9th 2015

Moderator: Marios Tzouvaras, CUT

Assistant moderator: Andreas Christofe, CUT

Participants:

- 1. Manager, Information Systems and Technology Services Department of a university in Cyprus
- 2. Employee, Information Systems and Technology Services Department of a university in Cyprus
- 3. Employee, Information Systems and Technology Services Department of a university in Cyprus
- 4. Employee, Telecommunications provider
- 5. Employee, Telecommunications provider
- 6. Manager, Web design and software developer company
- 7. Employee, Programming and software developer at a tour operator company
- 8. Employee, system engineer and IT support at an Internet Service Provider company

GREECE

Date: Oct 26th 2015

Moderator: Kyriakos Lingas, Militos Consulting S.A.

Participants:





- 1. Mr. Kostas Nikoloudis, consultIT, IT Consultant (Manager)
- 2. Mr. Christos Archimandritis, CRISOS, e-business specialist Manager and Consultant
- 3. Mr, Petros Koumantarakis, Webtrails, web solutions, smart applications, software expert, Technical Director (manager)
- 4. Ms. Sofia Ioannou, Knowl Social Enterprise for Lifelong Learning, IT expert, Project manager (middle management, employee)
- 5. Mr. George Georgopoulos, RNDO, Web developer (employee and free-lancer web developer)
- 6. Mr. Aimilios Karamanlis, Knowl Social Enterprise for Lifelong Learning, VET expert, Head of Training and development (manager)

ITALY

Dates: Oct 27th & Oct 30th 2015

Moderator: Maria Chiara Vita Finzi, Melius s.r.l.

In the 1st Focus Group, participants didn't provide their consent to disclose their names. In the 2nd Focus Group 1 participant also refused to provide his consent. Therefore their names and companies have not been included.

Oct. 27th 2015: Focus Group Nº 1

Participants:

- 1) Luca C., Production planner at an IT graphics/publishing services company in Reggio Emilia.
- 2) Daniele G., CIO (Chief Information Officer) at innovative heath tools production company, Reggio Emilia
- 3) Stefano P., CEO at software for learning company, Rome, trainer and teacher at university
- 4) Lucia M., (Chief Information Officer) at a group for bank software services, Bologna





5) Tommaso P., research fellowship at university, Electronics for Information Technology and Embedded Nets

Oct. 30th 2015: Focus Group N° 2

Participants:

- 1) Claudio R., Owner and CEO at a SME operating in software providing for accountancy and management, Bologna
- 2) Marco V., Owner and CEO at the same company
- 3) Roberto R., IT employee at the same company
- 4) Silvia A., IT employee at the same company

ROMANIA

Date: Nov 4th 2015

Moderator: Ariana Polyviou

Participants:

- 1. Voicescu Gabriel, SingularLogic Romania, Sales Representative (Employee)
- 2. Avramidis Diogen, SingularLogic Romania, ERP Consultant (Employee)
- 3. Pirusca Anastasia, Ascont International, General Manager
- 4. Tika Zoi, SingularLogic Romania, Country Manager
- 5. Eugen Nedelcu, SingularLogic Romania, Sales Representative (Employee)
- 6. Pana Marian, Marks and Spencer, IT Manager
- 7. Gabriel Voicescu, ibooksquare, IT Manager

SPAIN

Date: Oct 28th 2015

Moderator: M. Begoña Arenas, Rambla Asesores







Participants:

- 1. Holared Telecom Francisco Llabrés holared telecom
- 2. Albatros Marine Technologies Daniel Roig -
- 3. Meteoclim Services Carlos Alonso
- 4. Nautic Advisor Angel Puig
- 5. Turistec Elena Villa -
- 6. Synergies BS Eduard Vilanova Eduard.Vilanova
- 7. 4see Graci Mir -
- 8. ITC Eduardo Linares
- 9. Andalucia Emprende- Fundación Pública Andaluza Juan Uribe

Focus Group Evaluation per Country

BELGIUM

The evaluation was filled in by 6 participants.

The participants used the following scale to provide their input:

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

KEY EVALUATION ITEMS	AVERAGE RATIO (1 strongly disagree AND 5 strongly agree)
The preparatory information you received before today's Focus Group was sufficient.	4,0
The Focus Group was conducted in a professional manner.	4,2
 The Focus Group provided me with some interesting information. 	3,5
• There was sufficient time for the discussion.	4,0
 My understanding about "Intrapreneurship" has increased 	4,0







CYPRUS

The evaluation was filled in by 8 participants.

The participants used the following scale to provide their input:

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

KEY EVALUATION ITEMS	AVERAGE RATIO (1 strongly disagree AND 5 strongly agree)
The preparatory information you received before today's Focus Group was sufficient.	4,25
The Focus Group was conducted in a professional manner.	4,13
 The Focus Group provided me with some interesting information. 	4,13
• There was sufficient time for the discussion.	4,75
My understanding about "Intrapreneurship" has increased	4,13

GREECE

The evaluation was filled in by 6 participants.

The participants used the following scale to provide their input:

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

KEY EVALUATION ITEMS	AVERAGE RATIO (1 strongly disagree AND 5 strongly agree)
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The preparatory information you received before today's Focus Group was sufficient.	4,5
The Focus Group was conducted in a professional manner.	4,6
 The Focus Group provided me with some interesting information. 	4,6
• There was sufficient time for the discussion.	4,5
 My understanding about "Intrapreneurship" has increased 	3,5

ITALY

The evaluation filled in by 8 participants.

The participants used the following scale to provide their input:

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

KEY EVALUATION ITEMS	AVERAGE RATIO (1 strongly disagree AND 5 strongly agree)
The preparatory information you received before today's Focus Group was sufficient.	4,25
The Focus Group was conducted in a professional manner.	4,75
 The Focus Group provided me with some interesting information. 	4,375
• There was sufficient time for the discussion.	4,0
 My understanding about "Intrapreneurship" has increased 	4,25







ROMANIA

The evaluation was filled in by 3 participants.

The participants used the following scale to provide their input:

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

KEY EVALUATION ITEMS	AVERAGE RATIO (1 strongly disagree AND 5 strongly agree)
The preparatory information you received before today's Focus Group was sufficient.	3,6
The Focus Group was conducted in a professional manner.	4,6
 The Focus Group provided me with some interesting information. 	4,6
• There was sufficient time for the discussion.	4,3
My understanding about "Intrapreneurship" has increased	3,6

SPAIN

The evaluation was filled in by 7 participants.

The participants used the following scale to provide their input:

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

KEY EVALUATION ITEMS	AVERAGE RATIO (1 strongly disagree AND 5 strongly agree)
The preparatory information you received before today's Focus Group was sufficient.	4,1







The Focus Group was professional manner.	conducted in a	5,0
• The Focus Group prov interesting information		4,6
• There was sufficient tir	ne for the discussion.	4,3
My understanding abo "Intrapreneurship" has		4,3







ANNEX IV: O3-A4-ECVET ACCREDITATION SYSTEMS (status by Country)

ECVET requirements in Belgium

ECVET objectives

The aim of the European credit system for vocational education and training (ECVET) is to allow individuals to gain a full vocational education and training (VET) qualification, or to update/upgrade their VET qualifications in a flexible way, by use of credits. ECVET requires qualifications to be described in terms of learning outcomes that will be then defined as units that might translate into credits. Learning outcomes recognised in form of credits may be transferred between education and training institutions, whether in the same country or abroad, and accumulated towards achieving a full or a partial qualification. If the VET system allows it, learning acquired in non-formal and informal settings may be assessed and validated as credits to be used for transfer and accumulation purposes. In this context, ECVET is more likely to reach its full potential if linked to the European qualifications framework (EQF)/national qualifications framework (NQF) developments that support the description of qualifications in terms of learning outcomes, as well as with national arrangements and practices for validating non-formal and informal learning.

Administrative organisation of Belgium

Broadly speaking, the powers of the Federal State cover everything connected with the public interest. In the general interest of all Belgians, the Federal State manages the public finances, the army, the judicial system, social security, foreign affairs as well as substantial parts of public health and home affairs. So the Federal State has powers in these areas.

The Federal State retains a considerable "common heritage". This includes the judicial system, the army, the federal police, social security and the important laws in the field of social security (unemployment, pensions, child benefit, health insurance), public debt, monetary policy, prices and incomes policy, protection of savings, nuclear energy, State-owned companies (such as Belgian Railways, the Post Office), the federal scientific and cultural institutions, etc.Furthermore, the Federal State is





responsible for the obligations of Belgium and its federalised institutions towards the European Union or NATO.

The Federal Government's powers also cover everything that does not expressly come under the Communities or Regions. The Federal State also has powers for exemptions and restrictions on the powers of the Communities and the Regions.

The Communities are autonomous in the field of education, for example, but the minimum requirements for the award of qualifications remains a matter for the federal government, as does the compulsory aspect of education and the pension scheme.

On Belgium the system is quite complex (3 communities and 3 regions with their own competencies) and there is no common position regarding ECVET.

The communities are the competent authorities for its development and implementation which varies from one community to another.

CEDEFOP is currently running a survey to monitor the development of ECVET in Europe, unfortunately the results are not yet available, however according to the answers received until now it appears that:

- Belgium French speaking community has developed a credit system which is compatible with ECVET but needs further development to operate. More precisely: The French community of Belgium carried out a comprehensive reform of its VET system with certification by units of learning outcomes as a major feature. Following the participation of Francophone Belgian institutions in several European projects focused on the development of ECVET (RECOMFOR, OPIR, VaLOGReg, CPU- Europe, MEN-ECVET), the French Community has launched a reform movement of its system of professional training. The principle at the heart of this reform, called CPU (Certification by units) is to translate the training Courses into units of learning outcomes. This is led in particular by SFMQ, French Service trades and qualifications. Throughout this process the European recommendations on EQF, ECVET and EQAVET are taken into account.
- Belgium Flemish speaking community does not consider ECVET as a priority and any initiative on ECVET implementation at system level is on hold.
- Belgium German speaking community: the German Community of Belgium did not respond to CEDEFOP's request for updated information.







National contact points:

 BE-Flanders: Flemish Department of Education and Training Vlaams Ministerie van Onderwijs en Vorming / Flemish Ministry of Education and Training

www.ond.vlaanderen.be

wilfried.boomgaert@ond.vlaanderen.be

BE-French-speaking community: European Agency - Education and Training (AEF) Agence francophone pour l'éducation et la formation tout au long de la vie (AEF-Europe)

www.aef-europe.be

alain.bultot@henallux.be

BE-German speaking community: Institute for VET in SME (Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen) Ministerium der Deutschsprachigen Gemeinschaft - Fachbereich Bildung / Ministry of the German-speaking Community - Department of Education

www.dglive.be

verena.greten@dgov.be







Vocational qualifications

FLANDERS

Context for ECVET Structure of qualifications, transfer, assessment and certification: IVET and CVET

IVET qualifications and programmes are not unitised or modularised. IVET has a traditional and holistic qualification structure based on a close fit between learning outcomes and learning processes and the requirement to sit examinations at the end of the programme. Successful completion of the Course is a prerequisite for the award of the state-recognised VET qualification certificate or higher secondary education diploma.

For the moment, there is no national/Flemish common approach for the transfer of assessed learning outcomes between education and training providers and programmes. Education and training providers may grant exemptions to students that move to a new programme, though this is complicated.

For CVET in adult education (volwassenenonderwijs), training programmes are modularised and apply a mix of inputs and outputs. For each assessed and validated module the learner is given a partial VET certificate. A defined set of partial VET certificates leads to a formal VET qualification certificate. The learner is not required to sit a final assessment. VET qualification certificates are valued on the labour market. A defined set of partial VET certificates, together with a partial certificate acquired after following module(s) on general education, lead to a state-recognised higher secondary education diploma without extra examination.

IVET and CVET education and training providers are in charge of assessment, validation and certification within the Flemish education regulations.

FRENCH-SPEAKING COMMUNITY

Context for ECVET Structure of qualifications, transfer, assessment and certification: all VET qualifications

Belgium (French-speaking community) is in a transition period towards a reformed VET system that aids transfer of learning outcomes under the new French-Belgian Service of Jobs and Qualifications (Service francophone des métiers et des qualifications) (SFMQ). The SFMQ brings together all VET providers involved in developing qualifications, as well as social partners and the government employment services in the Walloon and Brussels regions. It establishes reference professional/job profiles and translates these into common training profiles. It allows for relations to be established between:

(a) professional/job profiles containing a job description and a description of professional competences which match labour market needs (based on the sectoral





profiles of social partners and information provided by the public employment services);

(b) training profiles describing the expected learning outcomes (expressed in knowledge, skills and competence) and based on approved learning units (32) (the division into the approved learning units was a directly result of the ECVET recommendation which also dates back to 2009). This profile also contains an assessment profile and an equipment profile (33) which are imposed on all training providers).

The SFMQ also issues a common terminology and references to all VET providers responsible for developing qualification profiles. The purpose of this mechanism is to provide guarantees as to the quality of profiles on which training programmes and qualification profiles will be based, in addition to the legibility and transparency of the different parts of the VET system. It is intended to promote transparency of learning outcomes acquired by learners and the transfer of learning outcomes between different qualifications.

Since the beginning of the reform process (2009) only a few qualifications have been fully reformed (according to the set standards/profiles). These are divided into units, with credit points attached. For these qualifications the goal is to develop an enabling framework ensuring that assessed unit of learning outcomes are transferred between different VET providers and different qualifications.

Depending on the progress by the SFMQ, the mechanism will be gradually rolled out to the entire VET system where all VET providers will update their qualifications and training programmes to the new standards/profiles. In the interim, VET providers where the system has not yet been reformed continue to apply existing standards.

In Belgium (French-speaking community), VET providers have considerable autonomy in assessment and certification processes. However, they must meet the standards imposed by the competent authorities.

GERMAN-SPEAKING COMMUNITY

Context for ECVET Structure of qualifications, transfer, assessment and certification: school-based VET, apprenticeships

There are no institutional obstacles to transfer of learning outcomes between qualifications and learning providers.

Qualifications and training programmes are unitised and modularised and apply a learning outcome approach. The modules are not individually certified; learners have to sit a final examination to get the diploma/qualification award. However, in some sectors for some professions, partial certification is possible (the automotive sector is an example).





Regional and national agencies are responsible for validation and certification of learning outcomes.

Assessed learning outcomes are transferred at VET system level. A system-wide framework enables transfer of assessed learning outcomes in a LLL perspective. This is an 'enabling' framework that supports transfer, but leaves individual institutions to decide on a case-by-case basis if they will transfer assessed learning outcomes.

Key concepts and processes of ECVET implementation

FLANDERS

Validation of non-formal and informal learning

Cross-country mobility for VET is not a specific national priority. The following two obstacles are of particular relevance:

(a) legal obstacles for learners below 18 in the case of IVET;

(b) lack of sufficient knowledge of the language of the host country.

Cross-country mobility for VET

There is no systemic approach to the validation of non-formal and informal learning (no common framework or standardised procedures). Validation varies with certification bodies and sectors.

FRENCH-SPEAKING COMMUNITY

Validation of non-formal and informal learning

The goal of the SFQM is also to provide professional/job profiles as a common reference point for the validation of learning outcomes acquired formally, non-formally and informally.

Before the SFQM, each education and training operator:

- (a) had its own business profiles;
- (b) applied different certification schemes;
- (c) did not use the learning outcomes approach.

Validation of a learner demanded a huge administrative burden for each education and training operator.

Cross-country mobility for VET





Cross-country mobility for VET is not a specific national priority. Overseas mobility is seen as a secondary benefit to the implementation of the instruments that support national mobility. However, there are no legal barriers to overseas mobility.

Though not common, transfer at home of learning outcomes acquired abroad is possible on a case-by-case basis and varies from institution to institution.

GERMAN-SPEAKING COMMUNITY

Validation of non-formal and informal learning

Cross-country mobility for VET is part of national strategies for VET; transfer of learning outcomes acquired abroad is possible on a case-by-case basis (varies from individual to individual, institution to institution).

The main obstacles to cross-country mobility are:

(a) language barriers on the part of the individual;

(b) national qualification systems are in many regards incompatible (e.g. input vs outcome orientation);

(c) different learning standards between countries.

Cross-country mobility for VET

There is no systemised approach to validation of non-formal and informal learning (no common framework or standardised procedures). Validation varies with certification bodies and sectors.

Credit system

FLANDERS

Status of ECVET policy decision

Any initiatives on ECVET implementation are currently on hold. Belgium (Flanders) gives priority to the development of the NQF, the Flemish qualification structure.

FRENCH-SPEAKING COMMUNITY

The central elements of the credit system are the units of learning outcome and procedures for their assessment, credit points (34) and partnerships.

(34) The criterion used for credit point allocation to the units of learning outcomes is the weight of the learning outcomes of a unit in relation to the job covered by the





qualification. This weight is calculated on the basis of the information included in the job profile where the social partners indicate the relative weight of the key activities in relation to the entire job.

(35) In the context of ECVET, a CoP should provide a framework to connect people involved or

The decision was formalised through a cooperation agreement between the three Belgian-French governments passed in 2009. Other decrees have been passed since then.

GERMAN-SPEAKING COMMUNITY

Status of ECVET policy decision

All initiatives on ECVET implementation are currently on hold. Several discussions among experts and regional authorities are going on, but no decisions have been taken yet.

For both Flemish and German speaking communities the implementation of ECVET requirements in a Course does not arise as the whole ECVET system is on hold.

As regards the French-speaking community, the SFMQ is the ECVET basis for the French part of Belgium². It is being rolled out gradually and will finally cover the entire qualifications spectrum: implementation and testing are being run in parallel. Testing is carried out via European and national projects that allow creation and testing of units of learning outcomes and assessment procedures on a sample basis before actual implementation.

For those parts of the system where implementation is already rolled out, the law requires all VET providers to organise their certification schemes according to the agreed units of learning outcomes, as well as meet quality assurance criteria for the assessment of learning outcomes. Units of learning outcomes are certified individually and accumulated towards a full qualification/award.

As part of the reform process, all teachers and principals participate in information sessions and training on the reasons for change and the potential use of new instruments and reference documents, as well as how to assess learning outcomes.

² See above: Question 5.



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ECVET requirements in Cyprus

In Cyprus, the Ministry of Education and Culture, MoEC (Ypourgeio Paideias kai Politismou, YPP) and the Ministry of Labour and Social Insurance, MLSI (Ypourgeio Ergasias kai Koinonikon Asfaliseon, YEKA) are among the main bodies responsible for VET. The responsibilities of the Ministry of Education and Culture refer to the development and implementation of educational policy whilst those of the Ministry of Labour and Social Insurance relate to the apprenticeship system. Other ministries and bodies also play a role including the following:

- The Planning Bureau, PB (Grafeio Programmatismou, GP), whose main responsibilities relate to policy-making;
- The Human Resource Development Authority, HRDA, (Archi Anaptyxis Anthropinou Dynamikou, AnAD), which is a semi-governmental organisation that refers to the Government through the Minister of Labour and Social Insurance.

The main laws regulating the provision of VET in Cyprus can be summarised in several categories as follows:

- Those relating to secondary education pre-primary, primary, secondary general and secondary technical and vocational institutions are Nos: 5/71, 56/83, 123/85 and 154 (I)/99.
- Those relating to the establishment of post-secondary institutes of vocational education and training (Metalykeiaka Instituta Epaggelmatikis Ekpaidefsis kai Katartisis) as of the academic year 2012-13.
- Those relating to higher education include Law 67 (I) 1997, Law 234 (?)/2002 relating to the establishment of the Open University, Law No 198 (?)/2003 to creation of the Technological University of Cyprus and law No 109 (I)/2005 to the formation of the Council for Educational Assessment and Accreditation for overseeing quality and the establishment of private universities.
- The establishment of various VET entities such as:
 - the Cyprus Productivity Centre, CPC (Kentro Paragogikotitas Kyprou, KEPA to provide initial and continuing technical and vocational training to adults
 - the creation of Cyprus Academy of Public Administration, CAPA (Kypriaki Akademia Demosias Dioikisis, KADD), to offer Courses for civil servants





• the Pedagogical Institute, PI (Pedagogiko Instituto, PI) to provide training to educators of all levels of education.

In terms, of its policy, the current measures relating to the VET system are set in the context of the National Reform Programme of Cyprus on EU2020. This programme follows on from the previous National Reform Programmes, the country's Strategic Development Plan 2007-2013, as well as other strategies such as the National Productivity Strategy and the Lifelong Learning Strategy, CyLLS (Ethniki Stratigiki dia Viou Mathisis) for 2007-13.

The major challenge of the education system, as outlined in the National Reform Programme of Cyprus on EU2020, is to "further encourage the participation in lifelong learning activities and to increase the participation in vocational education and training". The main actions designed to achieve the objectives of the strategies mentioned above, include: (1) enhancement of lifelong guidance and counselling services; (2) development of a National Qualifications Framework (NQF) and (3) promotion of actions outlined in the education reform that have a specific impact on VET such as creating new VET pathways and facilitating horizontal and vertical movement within education.

The European Credit System for Vocational Education and Training (ECVET) is a European instrument to support lifelong learning, the mobility of European learners and the flexibility of learning pathways to achieve qualifications. Following its adoption by the European Parliament and by the Council (18 June 2009), ECVET is now in a phase of progressive implementation.

For the implementation ECVET, certain procedures on a national level must be completed. These are the following:

- Correlation of credits and professional qualifications
- Awarding credits for individual professional qualifications
- Decentralisation of VET systems by strengthening the role of VET providers
- Support of the orientation on learning outcomes in terms of VET professional qualifications systems
- Development of a methodology for the examination and administration of qualifications based on learning outcomes
- Provide a basis for the accumulation or transfer of learning outcomes as units





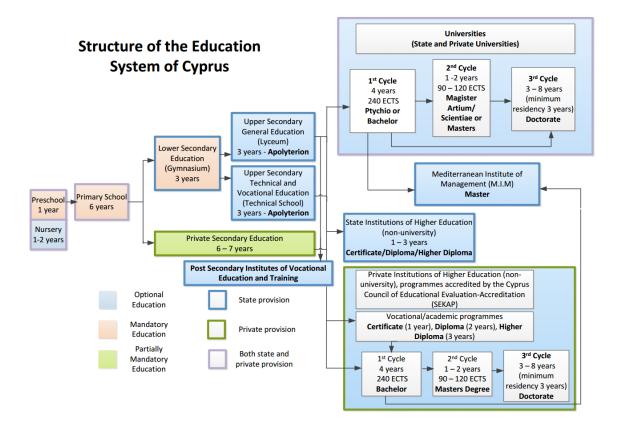
In Cyprus, at the moment, there is no ECVET implementation guidance/mechanism in place. Currently (2015) the Ministry of Education and Culture are in the process of developing an ECVET accreditation procedure.

National Contact Point (NCP) in Cyprus

The National Contact Point for the ECVET in Cyprus is the Erasmus+ National Agency. More specifically, the ECVET Experts NA Coordinator is Dr. Androula Papanastasiou, Director of CYPRUS LLP NA (apapanastasiou@llp.org.cy). The ECVET Experts NA Contact Person is Roula Kyrillou-Ioannidou, Coordinator of ERASMUS and LEORARDO DA VINCI (CYPRUS LLP NA) (rkyrillou@llp.org.cy).

Overview of the Vocational Education System

An overview of the Vocational Education System in Cyprus can be accessed at: <u>http://www.refernet.org.cy/images/media/assetfile/CY%202014%20CR%2011-6-15.pdf</u>. The structure of the educational system of Cyprus is presented below.









Key concepts and processes of ECVET implementation

Cyprus has adopted the general ECVET approach (learning outcomes, credits, tools for documentation, scoring etc.), and has participated in several European pilot projects on ECVET: however, no guidelines are available at present and no implementation at national level has been accomplished. The process toward the integration of the ECVET is ongoing.

Cyprus has not integrated ECVET into qualifications yet, and allocation of ECVET points is not available.

Several projects have been carried out in past years in Cyprus offering some insight into the possibility of applying ECVET accreditation system but there is no national ECVET implementation guidance in a Course.





ECVET requirements in Greece

The most comprehensive report for the implementation of ECVET in Greece available in English is included into the CEDEFOP publication "Monitoring ECVET implementation strategies in Europe in 2013" (<u>CEDEFOP 2014</u>, from page 92). Little advancements have been achieved in 2014.

Additional information are given in the CEDEFOP study on National Qualifications Framework development (<u>CEDEFOP 2015, page 42</u>).

To summarise the state of the art of the implementation of ECVET in Greece, the main points are here below given:

- Greece has developed a comprehensive Hellenic qualifications framework (HQF) for lifelong learning, aiming at a coherent and comprehensive system of qualifications from all parts and levels of education and training. Greece qualifications and degrees can be found in the summary table available in CEDEFOP 2015, page 43);
- An objective for the period of 2014-15 is to consolidate the HQF as the main lever for reforming the Greek education system.
- Greece has a legal framework, which aims at treating validation of non-formal and informal learning in a systemic way; however, this framework has not yet been put in place through lack of political support.
- Three laws foresee the development of a credit system in line with ECVET (units of learning outcomes, credit points and partnerships) and create the necessary legal and regulatory framework: (a) Law 3879/2010 (Official Gazette 163/A/21.9.2010, Article 11, Paragraph e); (b) Law 4115/2013 (Official Gazette 24/A/30.1.2013, Article 14); (c) Law 4186/2013 (Official Gazette 193/A/17.9.2013, Articles 13-29). The laws are not yet being put into practice and, in parallel, Greece is testing different ECVET technical components within Leonardo da Vinci projects for geographic mobility.
- There are no situations of automatic validation and recognition of learning outcomes obtained in other countries; all learning outcomes achieved are reassessed at national level (double assessment).





National Contact Point (NCP)

The State Scholarships' Foundation (IKY), acting as the Hellenic National Agency of the Lifelong Learning Program, implements and coordinates the "National Team of ECVET Experts Action", under the supervision of the Ministry of Education and Religious Affairs. The Action is being funded by the European Commission within the respective grant agreement signed between the Education, Audiovisual and Culture Executive Agency (EACEA) and IKY.

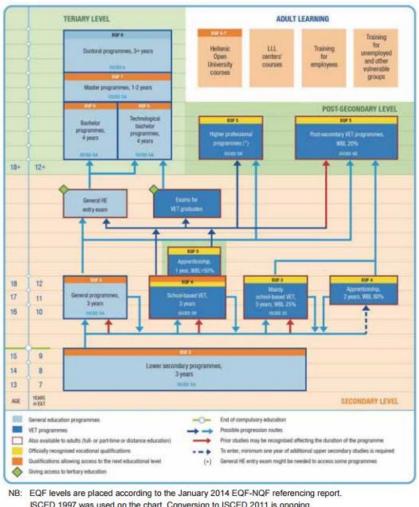
Vocational qualifications

An updated picture on the vocational qualifications in Greece is given within the CEDEFOP report <u>Vocational education and training in Greece</u> (2014). The system of education and training is summarised below:









Vocational education and training in the framework of the Greek education system

NB: EQF levels are placed according to the variatry 2014 EQF-NQF referencing report. ISCED 1997 was used on the chart. Conversion to ISCED 2011 is ongoing. Source: Cedefop.

Key concepts and processes of ECVET implementation

Greece has adopted the general ECVET approach (learning outcomes, assessment, tools for documentation, scoring etc.), and has participated to European pilot projects on ECVET: however, no guidelines are available at present and no implementation at national level has been accomplished. The process toward the integration of the ECVET is ongoing.





Credit system

Greece has not integrated ECVET into qualifications yet, and allocation of ECVET points is not available. Although the introduction of ECVET-related approaches is planned, as yet no widespread or systematic use of credit accumulation and transfer has been identified in relation to any of the Qualification Types in the general education or VET areas.

There are no national or regional instructions on how to implement ECVET in a Course.

ECVET requirements in ITALY

The most comprehensive report for the implementation of ECVET in Italy available in English is included into the CEDEFOP publication "Monitoring ECVET implementation strategies in Europe in 2013" (CEDEFOP 2014, from page 102). Little advancements have been achieved in 2014.

Additional information are given in the CEDEFOP study on National Qualifications Framework development (CEDEFOP 2015).

The main documental source in Italian is "Trasparenza delle qualificazioni e delle competenze. Sperimentazioni e pratiche di attuazione della Raccomandazione ECVET" (ISFOL 2014, Transparency of qualification and competences. Pilots and practices of implementation of ECVET reccomendation).

To summarise the state of the art of the implementation of ECVET in Italy, the main points are here below given:

- ECVET implementation is based on availability of NQF: Italy has not developed yet the NQF; as pointed out by the CEDEFOP, this depends on the very complex system, governed by different legislations. At present, Italy has referenced its formal qualifications (including VET) using the EQF descriptors (summary table available in CEDEFOP 2015, page 51);
- The Law 92/2012 on labour market reform contains provisions for lifelong learning, including certification of competences and validation of non-formal and informal learning. The Legislative Decree 13/2013 aims at the reorganisation and implementation both of qualification and certification systems: however, this has been implemented in a few Regions, and has no national dimension yet;
- In the same Legislative Decree, the creation of the National Repertoire for Qualification was established: in the past years and since 2011, the effort of





collecting and systematising information led to a dataset, divided in 7 professional areas and 24 sub-sets, and includes:

- Qualifications issued by the Education and training system (formal education and IVET), Higher Technical Education and Training (IFTS); Post-VET (IeFP);
- Qualification issued by Regional VET systems, referred to repertoires • established at regional level (for the regions Valle d'Aosta, Piemonte, Autonomous Province of Trento, Friuli Venezia Giulia, Lombardia, Liguria, Emilia Romagna, Toscana, Umbria, Lazio, Sardegna and Basilicata):
- Qualification issued after apprenticeship, as established in national labour agreements (construction, metalworking, commerce and services, in particular for tourism and food).

Indexing of the dataset, freely accessible online after registration, includes:

- EQF level:
- Source of the information; ٠
- Sector: •
- Division of the Sector: •
- Supply chain.

As Repertoire, from 2011 the Repertorio nazionale delle qualifiche (National repertoire of qualification) repertoire for three/four-years long qualifications (IVET) is available: the repertoire includes competences description, but does not include competence assessment and it is not linked to ECVET.

National Contact Point (NCP)

Erasmus+ National Agency [VET] and Contact Point for ECVET National Team: Istituto per lo sviluppo della formazione professionale dei lavoratori (ISFOL) / Institute for the Development of Vocational Training for Workers. Reference person: Sandra D'Agostino (ecvet@isfol.it)

Vocational aualifications

An updated picture on the vocational qualifications in Italy is given within the CEDEFOP report Vocational education and training in Italy (2014). The complex system of education and training is well summarised in the following graph:







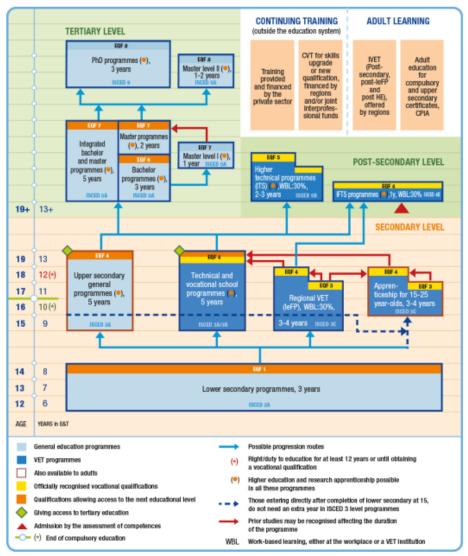


Figure 9. VET in Italy's education and training system (ISCED-97)

Source: Cedefop, in cooperation with ReferNet Italy.

National professional standards are established in the frame of the <u>Repertorio</u> <u>Nazionale delle Qualifiche</u> (National Qualifications Repertoire - 2011) only for three and four years long vocational Courses. This provides national standards for 42 professional profiles (21 for three years Courses; 21 for four years Course), and includes description of competences, but does not include assessment criteria. Please note that this can be also can further subdivided into specialisations and regional profiles.





Key concepts and processes of ECVET implementation

Italy has adopted the general ECVET approach (learning outcomes, assessment, tools for documentation, scoring etc.), and has participated to European pilot projects on ECVET: however, no guidelines are available at present and no implementation at national level has been accomplished. The process toward the integration of the ECVET is ongoing.

Credit system

Italy has not integrated ECVET into qualifications yet, and allocation of ECVET points is not available.

A few indications can be retrieved from the pilot projects carried out in past years in Italy, however there is no national or regional instructions on how to implement ECVET in a Course.

ECVET requirements in ROMANIA

The most informative source of concerning the implementation of ECVET in Romania (which is also available in English) can be found in the "NATIONAL QUALIFICATIONS FRAMEWORK DEVELOPMENTS IN EUROPE" report (CEDEFOP 2015) prepared by the European authorities (see page 70).

Concerning the statues of the ECVET implementation in Romania:

 Romania adopted a learning-outcomes-based NQF for lifelong learning, the romanian NQF (roQF), in 2013. This aims to bring together nationally recognised qualifications from both initial and CvEt, apprenticeship, general and higher education, and help integrate the validation of non-formal learning into the national qualification system.

The framework:

- Has eight levels, defined in terms of knowledge, skills and competences.
- Apart from its transparency function, the roQF is seen as a tool to support national reforms and modernisation of education and training, opening up the possibility to address issues such as coherence and progression in the education





system, the use of validation, adult participation, and transitions between work and education.

• The framework builds on reform in vEt and the development of competencebased qualifications since the mid-1990s

The National Council for Adult training (Centrul National de Formare si Perfectionare a Antrenorilor, CNFPA) was established with responsibility for coordinating the national register of (vocational) qualifications and for putting the validation system into practice (authorising validation centres, certifying individual assessors, issuing formal competence certificates). Parallel work was carried out in higher education, steered by the Agency for Qualifications in Higher Education (ACPArt). A qualifications framework for higher education has been established in line with the Bologna process and the EQF. One of the main challenges in recent years was to link these two development processes, structures and stakeholders from vEt, higher education and the labour market in a more comprehensive framework.

An important step was taken in June 2011 through the set-up of a single National Qualifications Authority (Autoritatea Națională pentru Calificări, ANC), responsible for developing and implementing the comprehensive NQF. The comprehensive NQF is firmly based on national legislation and underpinned by clear governance structure; it is not yet operational. Stakeholders need to agree on how to implement it. A draft EQF referencing report was presented in 2014. The qualifications framework for higher education was self-certified against the QF-EHEA in 2011.

*More information about the Structure of qualifications, transfer, assessment and certification of IVET in page 132 of <u>CEDEFOP 2014</u>.

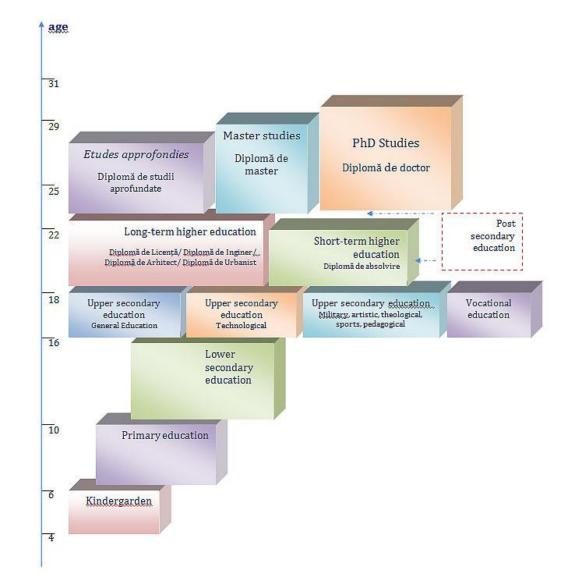
National Contact Point (NCP)

The official authority concerning ECVET in Romania is National centre for Technical and Vocational Education and Training Development. The mission of the NCTVETD is to contribute to the development of a qualitative and attractive technical and vocational education, offering equal chances of personal and professional development to each student so that to make that person able to work and to continue its lifelong learning, to be able to contribute as a TVET graduate to the economic development of its community, to consolidation of the Romanian democratic society.





Vocational qualifications



The educational system in Romania is summarised by the following figure:

Figure 1- Romanian Educational System (Available here)

In brief the Romanian educational system provides initial vocational training refers to training programs included in compulsory education and those followed by absolvent





immediately after its completion which ensures the acquisition of professional qualifications. Initial training takes place in school education by:

- vocational education
- secondary education, technological branch
- Further education

Higher education provides initial training for the higher qualification levels. Adults, persons old enough to establish work relations, have access to vocational training of adult training programs organized for initiation, qualification, retraining, specialization, which aim to:

- initiation acquiring one or more specific skills qualifications
- qualifications or retraining acquiring a set of professional skills that enable a person to develop specific activities to one or more jobs
- improvement or specialization Development Department or completion of knowledge, skills and professional competences within the same qualifications, acquiring new skills, skills key technical competences

Initial adults provide vocational skills training necessary to acquire the minimum necessary to obtain a job.

Continuing vocational training is after the initial training and helps adults either already developing professional skills or acquire new skills. Adult vocational training is managed by the National Centre for Professional Training of Adults (CFPA).

More information can be found on the Tvet website.

Key concepts and processes of ECVET implementation

So far, Romania has adopted the general ECVET approach (learning outcomes, assessment, tools for documentation, scoring etc.) The process toward the integration of the ECVET has been initiated and is on-going.

Credit system

There are no integrated ECVET credits into qualifications yet.

There is an on-going effort for modernising the processes for ECVET implementation in Romania which is managed by the National Center for Technical and Vocational





Education Development (CNDIPT). Some information on the several different practises that can be used can be found <u>here</u>.

ECVET requirements in SPAIN

The most comprehensive report for the implementation of ECVET in Spain is also (as in Italy) available in English is included into the CEDEFOP publication "Monitoring ECVET implementation strategies in Europe in 2013" (<u>CEDEFOP 2014</u>, from page 143 on). Little advancements have been achieved in 2014.

Additional information is provided in the CEDEFOP study on National Qualifications Framework development (<u>CEDEFOP 2015</u>, Spain, from page 74).

The Ministry of Education is the main source of information on NQF development both at VET and HE levels (VET: MECU, Marco Español De Cualificaciones and HE: MECES, Marco Español De Cualificaciones Para La Educación Superior), also for all formal qualifications, including VET diplomas (http://www.educacion.es/portada).

To summarise the state of the art of the implementation of ECVET in SPAIN, the main points are here below given:

- Spain has developed the Spanish qualifications framework for lifelong learning (EsQF) known as Marco Español De Cualificaciones (MECU) but it has not come into force yet. It is based on learning outcomes and aims to link and coordinate different education and training subsystems (Regions called Autonomous communities in Spain). It has eight levels defined in terms of knowledge, skills and competence. The framework will include qualifications obtained in compulsory education, in post-secondary and in higher education; it will integrate validation of non-formal and informal learning processes.
- One of the main objectives of the Spanish qualifications framework for lifelong learning is to make Spanish qualifications easier to understand by describing them in terms of learning outcomes; it should also clarify relations between them. it is expected that this will improve the extent to which stakeholders are informed about national qualifications, raising trust and making mobility easier.
- The MECU aims to support lifelong learning, link ivEt and CvEt, and improve access and participation for everyone, including the disadvantaged.
- Developments take into account experiences with the Spanish National Catalogue Of Professional Qualifications, established by the Law on Qualifications and Professional training in 2002 (Government of Spain, 2002).
- Of special attention, and lively discussion, are levels 3 and 4 of the MECU, where formal vocational qualifications/titles, regulated by the Ministry of Education and





professional qualifications/certificates under the remit of Ministry of Labour, would be assigned. They are different in scope of learning they require, but can be linked to the same level of the catalogue.

- The draft royal decree on the introduction of MECU serves as the legal basis for its implementation, although this decree has yet to come into force (*). It defines levels and level descriptors as the basis for referencing the MECU to the EQF levels. It has been in consultation with main stakeholders and supervised by the national advisory bodies. the draft royal decree recommends the establishment of a Spanish qualifications framework committee, to include representatives of various stakeholders, such as ministries, trade union and business representatives and qualifications framework experts.
- The higher four levels of MECU will be linked to the Qualifications Framework For Higher Education (Marco Español De Cualificaciones Para La Educación Superior, MECEs), which has been put in place separately.

National Contact Point (NCP)

ECVET National Coordination Point

Ministerio de Educación, Cultura y Deporte - Subdirección General de Orientación y Formación Profesional / Ministry of Education, Culture and Sport - Sub-directorate General for Guidance and Vocational Training.

www.mecd.gob.es

subdireccion.fp@medc.es

Plus:

Erasmus+ National Agency [VET]

Servicio Español Para la Internacionalización de la Educación / Spanish Service for the Internationalisation of Education (SEPIE)

www.sepie.es

sepie@sepie.es; coordinacion.fp@sepie.es;goretti.alonso@sepie.es





Vocational qualifications

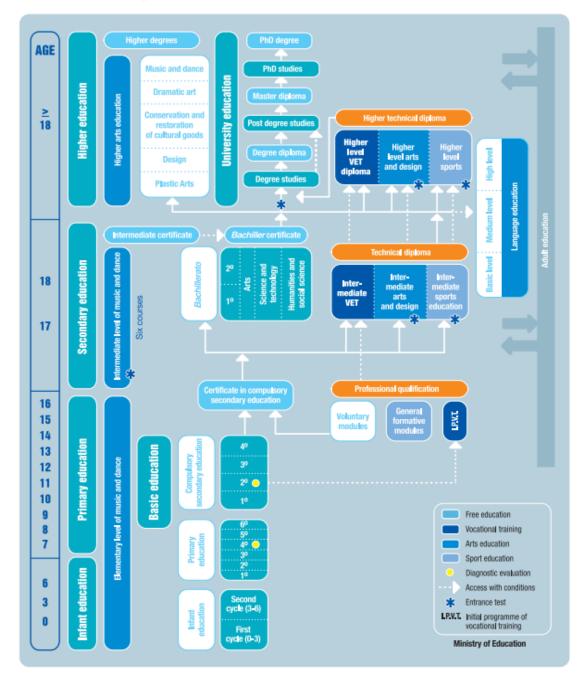
An updated picture on the vocational qualifications in Italy is given within the CEDEFOP report, <u>Una Mirada a la Formación Profesional - España</u>. Cedefop 2010. The complex system of education and training is well summarised in the following graph:







The Spanish education system in 2009/10



Source: Una Mirada a la Formación Profesional - España. CEDEFOP 2010.





Available at: <u>http://www.cedefop.europa.eu/EN/Files/8035_en.pdf</u>

National professional standards are established in the frame of the Spanish National Catalogue Of Professional Qualifications (http://www.mecd.gob.es/educa/incual/ice_catalogoWeb.html) including 26 professional roots. It was established by the Law on Qualifications and Professional training in 2002 (Government of Spain, 2002). It includes description of competences, but does not include assessment criteria. Please note that this can be also can further subdivided into specialisations and regional profiles.

Key concepts and processes of ECVET implementation

Spain has adopted the general ECVET approach (learning outcomes, assessment, tools for documentation, scoring etc.), and has participated to European pilot projects on ECVET but it has not come into force yet.

As already mentioned, the draft royal decree on the introduction of MECU serves as the legal basis for its implementation, although this decree has yet to come into force. It defines levels and level descriptors as the basis for referencing the MECU to the EQF levels. It has been in consultation with main stakeholders and supervised by the national advisory bodies. The draft royal decree recommends the establishment of a *Spanish Qualifications Framework Committee*, to include representatives of various stakeholders, such as ministries, trade union and business representatives and qualifications framework experts.

Credit system

Spain has not integrated ECVET into qualifications yet, and allocation of ECVET points is not available. However,

In Spain, the general adopted approach that has not come into force yet is consistent with the philosophy of the European Credit Transfer System for Vocational Education and Training (ECVET), as the vocational training system is based on modular learning programs. The initial FP degrees in education are 2,000 hours and focus on learning outcomes to facilitate up skilling by following the standards established in response to the needs of the productive sector. All diplomas support the acquisition and improvement of professional, personal and social skills.





It is to mention that the validation of non-formal and informal learning in Spain is part of the system and is already in force in some regions. The reference framework for validation of non-formal and informal learning is the National Catalogue of Professional Qualifications and the validation may take different forms:

- exemption from on-the-job training modules where students prove previous work experience in the field;
- access to exams to acquire an IVET diploma;
- partial certification and formative assessment to acquire a full certificate or diploma.

There are no national or regional instructions on how to implement ECVET in a Course.







ANNEX V: O3-A5-LIST OF AVAILABLE ICT TOOLS

ICT-based tools and methods used widely in learning approaches

Each table describes and presents each one of the means, how is used, presents the advantages and disadvantages and finally its correlation to the Key Competencies as they were recognized at EU level.

"Video in learning Courses"

Title:	"Video in ICT learning Courses"	
Description		
 Video can be used as a great compliment to almost all of ICT based learning Courses. Some of the ways that video can be used in the Courses are: Narration Vignettes of experts providing advice/tips as it relates to the Course's content Showing role-plays 		
	Simulations, etc. Advantages (+) Disadvantages (-)	
 Enga Asyna More know Requ Can a 	t approach	 Technical issues (different formats, size, etc) Passive interaction Requires stable internet connection Requires extra time to be prepared Requires extra time to set the learning material and content



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 Communication in the mother t Communication in foreign lang Digital Competence Learning to Learn Cultural awareness and express 	uages
Required skills to develop video learning Courses	Required knowledge to develop video learning Courses
 communication skills to discuss the necessary processes, understand and follow instructions learning skills to improve techniques for producing video art through practice and respond appropriately to requierements planning and organizing skills to prepare and set up resources and work space self-management skills to set own skill development goals 	 technological background and competencies, so as to efficiently select proper materials, tools and equipment commonly used for video art knowledge of learning material and methods that shall be combined for the proper result major styles of video art and the work of key practitioners relevant to individual area of intellectual property considerations for any person making creative work ways of minimizing waste in the use of video art technologies
Required skills and competences to at	
 Familiarity with the tools and tea Ability to adjust to innovations 	chnology required
 Efficient physical ability of seein 	g and hearing

"Simulation"

Title:	"Simulation"
Description	





A simulation in the learning process is a reproduction of an event / situation. Simulations can be produced in all fields through computer games, role-plays, or building models. Provides an immersive learning experience, is suitable for people with disabilities is suitable for all people with different cultural backgrounds.

Advantages (+)	Disadvantages (-)	
· Cost effective	· Time consuming	
 Friendly to trainer and trainee 	 No social interaction (person to 	
 Offers real life experiences 	computer, instead of person to	
· Fun	person)	
 Trainee works at his/hers own 		
pace		
No programming skills required		
(plenty of available software)		
 Self-teaching through self- 		
discovery		
 Easy soft skills training 		
· Appealing		
 Can be used for people with 		
disabilities		
Competencies acquired		
Communication in the mother tongue		
Communication in foreign langu	nadez	
· Digital Competence		
· Learning to Learn		
Cultural awareness and expression		
Social and civic competences		
Sense of initiative and entrepreneurship		
Required skills to develop simulation	Required knowledge to develop simulation	
learning Courses	learning Courses	
communication skills to	 technological background and 	
efficiently understand and	competencies, so as to efficiently	
reproduce required processes	select proper tools and utilize all	
 learning skills to continuously 	available features	
improve techniques for	 deep knowledge of learning 	
simulation processes and	material and methods that shall be	
respond appropriately to	combined for the proper result	







- feedback on own work
- planning and organizing skills to prepare and set up resources and work space
- self-management skills to set own skill development goals
- typical work space and equipment requirements for the production of Courses
- intellectual property considerations for any person making creative work

Required skills and competences to attend simulation learning Courses

.

- · Familiarity with the tools and technology required
- Ability to adjust to innovations

"Audio in learning"

Title:	"Audio in learning"	
Description		
Audio in learning can be used in various forms (audio books, audio snippets, etc) and it makes it easy for example to take multiple books with wherever you go. Audio learning allows you to finally "read" all material wanted but never had the time for.		
A	Advantages (+)	Disadvantages (-)
 Highe Improspeal skills Increa Mobil Conv Increa 	expensive er assimilation ovement of listening, king & comprehension ased interest lity enience ased spatial intelligence accessible ies acquired	 Poor & passive interaction skills Lack of self-assessment of the learning process, with the exception of language learning Low or no collaboration Requires high degree of discipline
	munication in the mother to	-
· Comi	Communication in foreign languages	







 Digital Competence Learning to Learn Social and civic competences Cultural awareness and express Required skills to develop audio- based learning Courses 	ion Required knowledge to develop audio- based learning Courses	
 great level of oral communication skills learning skills to continuously improve techniques and utilize proper respond appropriately to feedback on own work planning and organizing skills to prepare and set up resources and work space self-management skills to set own skill development goals 	 technological background and competencies, so as to efficiently select proper tools and utilize all available features deep knowledge of learning material and methods that shall be combined for the proper result typical work space and equipment requirements for the production of Courses intellectual property considerations for any person making creative work 	
Required skills and competences to attend audio-based learning Courses		
 Efficient physical ability of heari Familiarity with the tools and tea 	-	

"Podcasts" (audio lectures)

Title:	"Podcasts" - (audio lectures)	
Description		
Same as the previous section.		
Advantages (+) Disadvantages (-)		
· Porta	bility – mobility	Passive interaction skills







· Convenience	 No image provision
 Asynchronous learning 	 Requires extra time to be properly
 No extensive technical 	produced
knowledge	
 Always available 	
More attractive than reading	
• Suitable for visually challenged	
people	
Competencies acquired	
Communication in the mother to	ongue
Communication in foreign langu	nadez
 Digital Competence 	
 Learning to Learn 	
Social and civic competences	
Cultural awareness and express	ion
Required skills to develop podcasts	Required knowledge to develop podcasts
· great level of oral	technological background and
communication skills	competencies, so as to efficiently
 learning skills to continuously 	select proper tools and utilize all
improve techniques and	available features
utilize proper respond	· deep knowledge of learning material
appropriately to feedback on and methods that shall be come	
own work	for the proper result
planning and organizing skills typical work space and equipment	
to prepare and set up requirements for the production of	
resources and work space Courses	
self-management skills to set	 intellectual property considerations
own skill development goals	for any person making creative work
	· · · · · · · · · · · · · · · · · · ·
Required skills and competences to at	tend podcasts
	·

- Efficient physical ability of hearing .
- Familiarity with the tools and technology required .

"e-learning Courses" (synchronous, asynchronous)



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Title:	"e-learning Courses" - (synchronous, asynchronous)
Description	
a lograting described in a short phrase is a continuum of lograting processos and	

e-learning described in a short phrase is a continuum of learning processes and practices enhanced by Information and Communication Technologies (ICT), in order to improve the quality of learning".

Synchronous Learning

In Synchronous Learning the trainee participates in real time learning via an intranet or the Internet.

Asynchronous Learning

In Asynchronous training the trainer can prepare the educational materials and store it to an electronic medium (LCMS/LMS), while afterwards the learner can take the learning material anywhere and at any time he / she chooses to.

Blended Learning

Finally, the term Blended learning describes the learning model of learning which implements both asynchronous communication technologies and conventional education structures. In this model of learning, learners usually begin the education process at conventional educational structures and then access content and communicate with the trainer using Internet technologies.

Advantages (+)	Disadvantages (-)
 Asynchronous learning Convenience Cost effective Increased availability of educational opportunities No commuting Self-paced knowledge Personalized education material Synchronized and updated information Increased collaboration between instructor and 	 Self-discipline Basic ICT literacy Internet access and equipment Not suitable for all science subjects (e.g. nursing clinicals) Social isolation







 learners Less intimidating – risk free environment Learn while working Ongoing access to resources Increased retention 	
Easily managed	
Competencies acquired	
 Communication in the mother t Communication in foreign lange Mathematical competence an technology Digital Competence Learning to Learn 	-
Required skills to develop	Required knowledge to develop
asynchronous learning Courses	asynchronous learning Courses
 communication skills to efficiently reproduce educative processes through technological means learning skills to continuously improve techniques and combine them appropriately planning and organizing skills to prepare and set up resources and work space so as to achieve proper results in good time self-management skills to set own skill development goals 	 technological background and competencies, so as to efficiently select proper tools and utilize all available features deep knowledge of learning material and methods that shall be combined for the proper result typical work space and equipment requirements for the production of Courses intellectual property considerations for any person making creative work

Mobile learning (mlearning)







Title:	"Mobile learning" (mlear	ning)
Description		
technologie notebooks, learner, inte how society mobile pop	es including but not limi tablets and mobile phon racting with portable tech and its institutions can ulation.	learning" covers: learning with portable ted to handheld computers, MP3 players, es. mlearning focuses on the mobility of the nologies, and learning that reflects a focus on accommodate and support an increasingly
 Porta Imme know No co Conv Conv Supp nece Ease Interc Synch inforr Enga Quich Addia New 	access to resources	 Disadvantages (-) Fragmented learning experience – distractions Lack of self-assessment of the learning process (at this point) Usability (small screens, access to internet connection) Expensive equipment (smartphones, tablets, goggles, etc) Protection and security issues (personal data) High ICT literacy – adaptability Increased cost & effort for proper educational material
	lopment ies acquired	
· Learr	al Competence ning to Learn ills to use mobile learning	Required knowledge to use mobile learning
efficie	munication skills to ently reproduce ative processes through	 technological background and competencies, so as to efficiently select proper tools and utilize all







"Educational Games"

Title:	"Educational Games"		
Description			
Educational games are games that have been designed and created to teach people about a certain subject, expand concepts, reinforce development, understand a historical event or culture, or assist them in learning a skill (competence) as they play.			
Advantages (+)		Disadvantages (-)	
 Engaging to all ages Promote teamwork & cooperative creative endeavor Practice problem-solving skills, creative thinking & cognitive processing Encourage cooperative & competitive behavior Increase short and long-term memory Relaxing 		 Social isolation Addictive Poor social interaction skills Retain learning in favor of finishing the game Expensive to produce 	







Preparation for the real world (top expensive to reproduce in			
(too expensive to reproduce in classroom)			
 Knowledge remains 			
Competencies acquired			
 Communication in the mother t Communication in foreign lang Mathematical competence an technology Digital Competence Learning to Learn Cultural awareness and express Required skills to develop Educational Games	uages Id basic competences in science and		
 good level of creativity and imagination, in order to efficiently reproduce educative processes through gaming technologies learning skills to continuously improve techniques and combine them appropriately planning and organizing skills to prepare and set up resources and work space so as to achieve proper results in good time self-management skills to set own skill development goals 	 technological background and competencies, so as to efficiently select proper tools for development and utilize all available features deep knowledge of learning material and methods that shall be combined with gaming techniques for the proper result typical work space and equipment requirements for the production of Courses intellectual property considerations for any person making creative work 		
Required skills and competences to attend Educational Games			
• Familiarity with the tools and tea	chnology required		
Adjustment to innovations			







"Augmented Reality applications & software, Virtual Reality worlds"

Title:	"Augmented Reality app	lications & software", "Virtual Reality worlds"			
Description					
world enviro sensory inpu general cor (possibly ev	onment whose elements are at such as sound, video, gro acept called mediated rea	live direct or indirect view of a physical, real- e augmented by computer-generated aphics or GPS data. It is related to a more lity, in which a view of reality is modified augmented) by a computer. The technology perception of reality.			
can simulat worlds. Mos displayed e some simula speakers or	Virtual reality (VR) is a term that applies to computer-simulated environments that can simulate physical presence in places in the real world, as well as in imaginary worlds. Most current virtual reality environments are primarily visual experiences, displayed either on a computer screen or through special stereoscopic displays, but some simulations include additional sensory information, such as sound through speakers or headphones.				
	Advantages (+)	Disadvantages (-)			
 Addie Pract creat proce Know Incre mem Preparition (too e 	rice problem-solving skills, tive thinking & cognitive essing vledge remains ase short and long-term	 Increased cost & effort for proper educational material Digital literacy Expensive equipment 			
Competenc	ies acquired				
	munication in the mother t				







•	Communication in foreign languages
---	------------------------------------

- **Digital Competence** .
- Learning to Learn .
- Social and civic competences •
- Cultural awareness and expression

 technological background and competencies, so as to efficiently select proper tools for development and utilize all available features deep knowledge of learning material and methods that shall be combined with real – world simulation
 techniques for the proper result typical work space and equipment requirements for the production of Courses intellectual property considerations for any person making creative work
attend Augmented Reality applications &

"Communication Tools"

Title:	"Commu	nicatior	n tools"						
Description									
Communicc	ition tools	are co	nsidered	every	tool,	software,	application	etc	that





provides direct audio or/and video connection between the trainers and the trainees, in addition, the same tools can offer communication between the group of trainees for collaborative sessions.

Advantages (+)	Disadvantages (-)		
 Less expensive Direct Improvement of listening, speaking & comprehension skills Convenience No extensive technical knowledge Suitable for visually challenged people Personalised Increased collaboration between instructor and learners Risk free environment Interaction Encourage cooperative behavior 	 Requires one trainer per trainee Increased time for the trainer compared to classes 		
 Communication in the mother t Communication in foreign lange Digital Competence Social and civic competences 	-		
Required skills to develop Courses	Required knowledge to develop Course		
based on Communication tools	based on Communication tools		
 good level of oral and writing communication skills ability to adjust and correspond immediately learning skills to continuously improve techniques and combine them appropriately 	 technological background and competencies, so as to efficiently select proper tools for development and utilize all available features deep knowledge of learning material and methods that shall be combined with real – time communication tools 		







planning and organizing skills to prepare and set up resources and work space so as to achieve proper results in good time self-management skills to set own skill development goals	typical work space and equipment requirements for the production of Courses	
ettin skill detelepinieni gedis		

Required skills and competences to attend Courses based on Communication tools

- Efficient web access through internet or intranet
- Familiarity with the tools and technology required
- Good ability to cooperate .

"Blog-based learning, social networking sites, community portals"

Title:	"Blog-based learning", "social networking sites", "community portals"	
Description		
0	networking sites and community portals all have in common one thing: available online.	
Blogs are websites that host frequent posts and can be of any subject, the material included is mostly text, audio, video, presentations, etc and are very easy to navigate through.		
	work is a social structure made up of individuals (or organizations) called	

"nodes", which are tied (connected) by one or more specific types of interdependency, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships, or relationships of beliefs, knowledge or prestige.

Community portal or links page is a web site that functions as a point of access to information in the World Wide Web. A portal presents information from diverse sources in a unified way. Apart from the standard search engine feature, web





portals offer other services such as e-mail, news, stock prices, information, databases and entertainment.				
Advantages (+)	Disadvantages (-)			
 Asynchronous Convenience Cost effective Self-paced knowledge Personalized education material Updated information Ongoing access to resources 	 Basic ICT literacy Internet access and equipment Social isolation indirect 			
 Communication in the mother t Communication in foreign langu Digital Competence Learning to Learn Social and civic competences Required skills to develop Courses based on "Blog-based learning", "social networking sites",	0			
 good level of writing communication skills ability to adjust and correspond to in multicultural ways learning skills to continuously improve techniques and combine them appropriately planning and organizing skills 	 technological background and competencies, so as to efficiently select proper tools for development and utilize all available features deep knowledge of learning material and methods that shall be combined with social networking communication tools typical work space and equipment 			





Required skills and competences to attend Courses based on "Blog-based learning", "social networking sites", "community portals"

- · Efficient web access through internet or intranet
- · Familiarity with the tools and technology required
- · Good ability to cooperate
- · Proper social behaviour

"Wiki Tools"

Title:	"Wiki Tools"					
Description						
web pages text editor. overall offer	A wiki is a website that allows the creation and editing of any number of interlinked web pages via a web browser using a simplified markup language or a WYSIWYG text editor. Wiki tools have a great way of assisting the learning experience and overall offer a solid support towards the ones that chose to use them. Advantages (+) Disadvantages (-)					
Easy f Wikis there publis editio Peop parts the so The w of eve simple to a p article	ne can edit to use and learn are instantaneous so is no need to wait for a sher to create a new on or update information le located in different of the world can work on ame document viki software keeps track ery edit made and it's a e process to revert back previous version of an e ns access to the power of	 Anyone can edit so this may be too open for some applications, for example confidential documentation. However it is possible to regulate user access Open to SPAM if not managed properly Requires Internet connectivity to collaborate The flexibility of a wiki's structure can mean that information becomes disorganized The usual guidelines for healthy computer use apply 				
techr	publishing to non- nical users <i>v</i> iki has no predetermined					







structure - consequently it is a flexible tool which can be	
used for a wide range of	
applications	
There are a wide range of	
open source software wiki's to	
choose from so licensing costs	
shouldn't be a barrier to	
installing an institutional wiki	
Competencies acquired	
Digital Competence	
 Learning to Learn 	
Cultural awareness and express	ion
Required skills to develop Courses	Required knowledge to develop Courses
based on Wiki Tools	based on Wiki Tools
 good level of writing communication skills learning skills to continuously improve techniques and combine them appropriately planning and organizing skills to prepare and set up resources and work space so as to achieve proper results in good time self-management skills to set own skill development goals 	 technological background and competencies, so as to efficiently select proper tools for development and utilize all available features deep knowledge of learning material and methods that shall be combined with cooperative tools intellectual property considerations for any person making creative work
Required skills and competences to at	tend Courses based on Wiki Tools
Efficient web access through int	ternet or intranet
Familiarity with the tools and tec	
· Good ability to cooperate	
Proper social behaviour	

"Mind mapping"







Title:	"Mind mapping"			
Description	-			
diagrams of has been si	relationships between co	mind mapping software is used to create ncepts, ideas or other pieces of information. mapping technique can improve learning ntional note taking.		
A	dvantages (+)	Disadvantages (-)		
 Make Impro Make Stores Can i docu Rearr appro Creat Innov 	•	 Not applicable to all Time consuming (at first stages) Not easy to pass to someone else who was not present at the design o the mind map 		
Competenc	ies acquired			
Required sk	ing to Learn A develop Courses A mapping	Required knowledge to develop Course based on Mind mapping		
impro comb · plann to pre resou as to good · self-m	ng skills to continuously ove techniques and bine them appropriately ning and organizing skills epare and set up rces and work space so achieve proper results in time nanagement skills to set skill development goals	 technological background and competencies, so as to efficiently select proper tools for development and utilize all available features deep knowledge of learning materia and suitable mind mapping methods that shall be combined to achieve proper results intellectual property considerations for any person making creative work 		







Required skills and competences to attend Courses based on Mind mapping

Familiarity with the tools and technology required Good ability to cooperate

"Webinars, web meetings, online conferences"

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•

Title:	"Webinars, web meetings, online conferences"				
Description					
events, mee	etings, workshops, etc to be e either a recorded copy	ar refers to a service that allows conferencing e shared with remote locations. Most vendors of the event, or a means for a subscriber to			
A	dvantages (+)	Disadvantages (-)			
 full audiovisual & action features real-time interactivity no commuting cost effectiveness flexibility convenient participation 		 computer literacy 			
· Comi · Learn	munication in the mother t munication in foreign langu ing to Learn Il and civic competences	-			
Required skills to develop Courses based on online conferences		Required knowledge to develop Courses based on online conferences			
comr • ability	l level of oral and writing nunication skills / to adjust and spond immediately	 technological background and competencies, so as to efficiently select proper tools for development and utilize all available features 			







- learning skills to continuously improve techniques and combine them appropriately
- planning and organizing skills to prepare and set up resources and work space so as to achieve proper results in good time
- self-management skills to set own skill development goals

- deep knowledge of learning material and methods that shall be combined with online tools
- for any person making creative work

Required skills and competences to attend Courses based on online conferences

- · Efficient web access through internet or intranet
- · Familiarity with the tools and technology required
- · Good ability to cooperate
- Proper social behavior

"e-book"

Title:	"e-book"	
Description		
An electronic book (also e-book ebook electronic book digital book) is a book-		

An electronic book (also e-book, ebook, electronic book, digital book) is a booklength publication in digital form, consisting of text, images, or both, and produced on, published through, and readable on computers or other electronic devices.

Advantages (+)	Disadvantages (-)
 Delivered instantaneously No commuting 	 Little computer literacy is required
 E-books take up less space, need no space to store Portable Can be accessed anywhere 	 Printing cost Can be lost if not backed up (hard drive failure) E-book readers cost money







 Can be stored and carried from 	· Eyestrain
one place to another more safely	 Hardware for reading e-books
 Include links for easy access to 	are more expensive than printed
more information and related	books ³
websites	
· Searchable	
· Multimedia: e-books can be	
interactive and contain audio,	
video and animations	
E-books are printable	
 Fonts can be resized 	
 With specific software it is possible 	
to turn some of the e-books into	
audio books	
 It is very simple and easy to 	
purchase and download an e-	
book. People living in big	
modernized cities, in a remote	
village in a far away country or on	
a small island, can equally access an e-book.	
 It is possible to purchase an e- 	
book 24/7/365, from anywhere	
Competencies acquired	
· Digital Competence	
Learning to Learn	
Required skills to develop e-books	Required knowledge to develop e-
	books
· good level of writing	 technological background and
communication skills	competencies, so as to efficiently
 learning skills to continuously 	select proper tools for
improve techniques and	development and utilize all
combine them appropriately	available features
 planning and organizing skills to 	 deep knowledge of learning
prepare and set up resources	material and methods that shall
prepare and set op resources	



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skill development goals	making creative work			
 self-management skills to set own 	considerations for any person			
proper results in good time	 intellectual property 			
and work space so as to achieve	be adjusted to create ebook			

Required skills and competences to attend Courses based on e-books

- Efficient web access through internet or intranet .
- Familiarity with the tools and technology required •
- Efficient physical ability .

"Online forums"

Title: "Online forums"				
Description				
An online forum (or message board), is an online discussion website where people can hold conversations in the form of posted messages. The difference from a cha room is in that messages are at least temporarily archived. Advantages (+) Disadvantages (-)				
 Hance Inform Intelle Enha comm Contribution With the second secon	ys available lle same questions once nation source ectual exchange nces cooperation and munication ribution of many people better results relationships between s cheduling problems or uptions person can participate e time that suits them concurrent conversations	 Certain familiarity with the forum setup, computer literacy Reduced concentration and focus Reduced productivity Chronic procrastination Being distracted by endless debates & idle gossip Impaired social skills, neglected relationships, and a weakened social circle (a consequence of substituting online socialization for face-to-face conversations) Lack of real-time interface Forum management is time consuming 		







multiple conversations at the	be efficient and meaningful
same time	 Contribution comments are
 Meet in larger groups 	sometimes with poorer language
 By breaking into sub-groups, 	
large groups can easily meet	
online	
In-built record-keeping	
Competencies acquired	
· Communication in the mother t	ongue
Communication in foreign lange	nadez
Mathematical competence and	d basic competences in science and
technology	
 Learning to Learn 	
· Social and civic competences	
Required skills to develop Courses	Required knowledge to develop Courses
based on online forums	based on online forums
• good level of oral and writing	technological background and
communication skills	competencies, so as to efficiently
ability to adjust and	select proper tools for development
correspond immediately	and utilize all available features
learning skills to continuously	deep knowledge of learning material
improve techniques and	and methods that shall be combined
combine them appropriately	with online tools
 planning and organizing skills 	 intellectual property considerations
to prepare and set up	for any person making creative work
resources and work space so	
as to achieve proper results in	
good time	
 self-management skills to set 	
own skill development goals	
Required skills and competences to at	tend Courses based on online forums
· Efficient web access through int	ternet or intranet
· Familiarity with the tools and tec	chnology required
Good ability to cooperate	
 Proper social behaviour 	







ANNEX VI: O3-A6-EXISTING INTRAPRENEURSHIP COURSES

Intrapreneurship does not have a strong presence in the academic environment. It is mainly found as a chapter in entrepreneurship modules, or as a module in entrepreneurship Courses in several universities.

However, there very few intrapreneurship Courses globally, both actual and online.

UC Berkley, the continuing education branch of the University of California, Berkeley, is offering a 30-hour online Course, where innovation for entrepreneurs and intrapreneurs is taught. It offers an understanding of the keys to effective innovation and creative thinking, while offering hands-on experience on real-world projects. Empirical creativity and innovation leadership are key learning outcomes of this Course. Ref:

http://extension.berkeley.edu/search/publicCourseSearchDetails.do?method=load&C

ourseld=5742862

Sauder School of Business in Vancouver, Canada, offered in autumn 2014, a 5 week Course, focusing on organizational innovation and on bridging the gap between topdown and bottom-up approaches in businesses. Intrapreneurial best practices and innovation strategies were also taught in this Course, which was complement to other Courses in entrepreneurship and innovation track.

REF:

http://www.sauder.ubc.ca/Programs/MBA/MBA_Full_Time/Current_Students/Modules_-_1st_Years/~/media/Files/MBA/Course%20Outlines/BAEN/BAEN%20510%20B%20Simonite %20June%2016%2014.ashx

Moreover, RMIT University in Melbourne, Australia, is also offering an Intrapreneurship Course. The learning mode is face-to-face, the duration 1 semester and the Course is part of the Undergraduate School. This Course teaches the "addresses the key elements of Intrapreneurship within established organisations. The primary learning mode is experiential action learning, hence to a large extent, requires you to be a selfdirected learner". Furthermore, "This Course includes a Work Integrated Learning experience in which your knowledge and skills will be applied and assessed in a real or simulated workplace context and where feedback from industry and/or community is integral to your experience".

Ref: http://www1.rmit.edu.au/Courses/014213

Stanford Center for Professional Development is offering intrapreneurship Courses, in which it identifies intrapreneurship "as the opportunity to lead innovation in your





organization by applying principles of entrepreneurship to projects, processes, and strategy". Stanford also offers Stanford Innovation and Entrepreneurship Professional Certificate, as a diploma that can advance your career. **Ref**: http://scpd.stanford.edu/ppc/intrapreneurship-Courses-0

Finally, Manchester 1824, the Alliance Manchester Business School is offering a "Business Intrapreneurship Skills" Course. Through interactive teaching and learning, students will be exposed in real business cases and will create their own proposals, along with development plans for real products and services for a subject company. Lectures and skills workshops constitute the learning methods, while weekly assignments will assess the students.

Ref:https://mec.portals.mbs.ac.uk/StudyEnterpriseWithUs/Undergraduateunits/BusinessI

ntrapreneurshipSkills.aspx

The options for Intrapreneurship on-site training are consistent with those of the intrapreneurship Courses. From the consortium countries, only in Italy there is evidence of intrapreneurship training, mainly in the form of short learning events and 2 days seminars. A no profit company working in facilitating relations between start-ups and managers completes the intrapreneurship training scene in Italy.

Globally, an online website, <u>www.skilledup.com</u> points out the importance of fostering intrapreneurship training.

Ref: <u>http://www.skilledup.com/insights/fostering-intrapreneurship</u>

In Netherlands, however, there is a company, which in partnership with Erasmus University, offers intrapreneurship training, targeting mainly managers, trying to emphasize on the necessity to understand that there is "unused creative and entrepreneurial potential in their workforce". This effort seeks to point out that "unleashing entrepreneurship will accelerate new business development and brings new innovations forward". The training refers to managers from Innovation, HR, Sustainability and New Business Development sectors.

Ref: <u>http://outside-inc.nl/corporate-start-up-garage-introduces-intrapreneurship-</u>

training-kickstarting-intrapreneurship-in-your-organization/

Finally, Gotch Consulting, in Switzerland, offers on site intrapreneurship training. With the quote "The only person who is educated us the one who has learned how to learn and change", Gotch Consulting, highlights the importance of embracing new innovative ideas for corporations.

Ref: <u>http://www.goetschconsulting.com/services/onsite-intrapreneurship-training/</u>

