O4 TESEUS PILOT TESTING & VALIDATION
Countries Takeaway Report

OCTOBER 2020

Partners:

LICEUL TEHNOLOGIC PETRICANI, Romania

INTERNET WEB SOLUTIONS, Spain

INSTITUT DE HAUTE FORMATION AUX POLITIQUES COMMUNAUTAIRES ASBL, Belgium

IDP SAS, Italy

COMENIUS UNIVERSITY, Slovakia

CDI, Republic of Macedonia

EEO GROUP, Greece

CONTENTS

EXECUTIVE SUMMARY

This TESEUS output, based on a collection of feedbacks from students, country-specific advice and methodological recommendations from VET teachers, trainers and mentors has two main aims:

- to provide us with insights directly from TESEUS users and beneficiaries, so partners can further improve the provided tools and resources for their usefulness and relevance for the target groups to be maximized.
- to serve as support to organizations outside TESEUS partnership to successfully adapt and use the resources in their own countries.

As the pilot testing has been carried out during the challenging times of the coronavirus pandemic, mainly online communication means were used. However, this allowed partners to reach a significantly higher number of stakeholders than initially proposed. If face-to-face pilot testing had been caried out, the results would have remained relevant al local level only – but through online means, each TESEUS partner was able to ensure national-level coverage and collect feedback from participants and organizations with the most diverse backgrounds.

The initial target in terms of students numbers was, by the time of writing the report (October 2020), 10 times exceeded, and the number of VET teachers, trainers, mentors – 3 times (more than 2200 students and 125 teachers using and testing TESEUS resources).

From students, feedback has been collected through an online survey embedded into the platform, whereas from teachers, through a more complex questionnaire with multiple open-answer questions to allow more qualitative data to be collected.

Among the most appreciated features of TESEUS resources were: the coherent structure, short and easy to understand units, video support materials, the tools related to each module, ease of access (no login or personal data required), and the overall aspect of the whole platform.

Valuable methodological advice has been collected through the questionnaires from VET professionals, and also through other means such as spontaneous feedback by email or phone conversations.

METHODOLOGY

The pilot testing and validation has been carried out between October 2019 and October 2020. All the project partners have been involved, each organizing the pilot testing activities within their own countries.

A common framework has been established through a P&V plan with clear tasks and deadlines, developed by the IO coordinator, Liceul Tehnologic Petricani, with the contribution of all partners.

Specifically, the following instruments were developed and used for data gathering and centralization:

- *Pilot Testing and Validation Plan* - containing information concerning the main tasks and aims, distribution of tasks, planned target groups, deadlines for each stage. A total number of 200 students and 40 teachers was foreseen initially for face-to-face testing – however, after the outbreak of the coronavirus pandemic, the partners, after consulting the NA decided to carry out the process mainly through online means, and the plan was updated accordingly.

- *Feedback Questionnaire for VET Students* (translated into all languages – EN, ES, IT, MK, GR, SK, RO) and embedded by IWS into the platform for ease of use. Through the questionnaires for students we collected data concerning the target group (age, grade, country, specialization/qualification, previous experience with the field of business), and their satisfaction level on aspects such as contents, tools, amount of information, duration, structure, workload, clarity, user experience, motivation to start a business, self-confidence. Open-answer questions were also used to collect data about students' suggestions for improvement, parts they found the most interesting/useful, topics not covered.

- *Feedback Questionnaire for VET Teachers* (depending on the profiles and needs of the VET professional consulted, the partners were free to decide to either use it in English or translate it to national languages, and also on how to distribute them – either by email or as a google form). Data collected: modules tested, age, country, organization, years of teaching experience, professional background, previous business experience/background, relevance and usability of contents, attractiveness and user friendliness, complementarity with other already existing resources at national level, interest in using TESEUS tools and embed it within the current teaching activity/extracurricular activity, usability of TESEUS materials as support for already existing entrepreneurship-related disciplines of for the creation of a new discipline, suggestions for improvement and methodological recommendations.

- *Usage statistics from the platform* (number of unique users, time spent, users/language, most interesting module, most interesting module/language).

- *Report Template for Pilot Testing and Validation with Teachers/Trainers*
  Each partner was responsible for gathering and centralizing data from the users VET teachers/trainers in their own country and compiling a report with country-specific results,

feedbacks and recommendations, structured in 7 sections and respective sub-sections, as follows:

- Description of the group
- Information on how the testing was organized
- Modules tested and methods used
- How was the feedback collected
- Summary of feedbacks (relevance and usability/user friendliness, complementarity with other existing tools/initiatives, interest/intention to further integrate TESEUS resources in regular teaching activities/extracurricular activities/to recommend the resources to colleagues/create an optional discipline, methodological recommendations, testimonials.)
- Organizer's remarks
- The main takeaways – providing valuable insights on how the tools are positioned reported to other already existing materials within each country, how teachers/trainers see them integrated into the curricula, the ideal profile of the TESEUS teacher/trainer, advice for teachers/trainers aiming to use TESESUS materials, other suggestions for improvement.

- *Report Template for Pilot Testing and Validation with Teachers/Trainers*

    The aim of these reports was to centralize and interpret country-specific feedback from students who tested TESEUS modules. As in case of the Report for Teachers, it was structured in 7 sections and subsequent sub-sections, respectively:

    - Description of the target group
    - How the testing was organized
    - Modules tested and methods used
    - How the feedback was collected
    - Summary of feedbacks
    - Organizers' remarks
    - Main takeaways (including advice for students to intend to take the course by their own).

Pilot testings were carried out using materials in each national language. The partners were free to decide upon the organization/means of distribution of the feedback. Some opted for organizing online live sessions using Zoom or Google instruments (classroom, meet). Email and Google forms was also used, along with follow-up phone interviews to collect feedbacks from teachers and trainers.

Each partner tested one or more modules with students (with the same group of students or with different groups).

In the case of teachers, the sessions were mainly independent, the respondents receiving instructions and explanations from the organizers and providing their filled in forms afterwards.

Indirect pilot testing sessions with students have also been organized by the teachers answering the questionnaires with their own pupils.
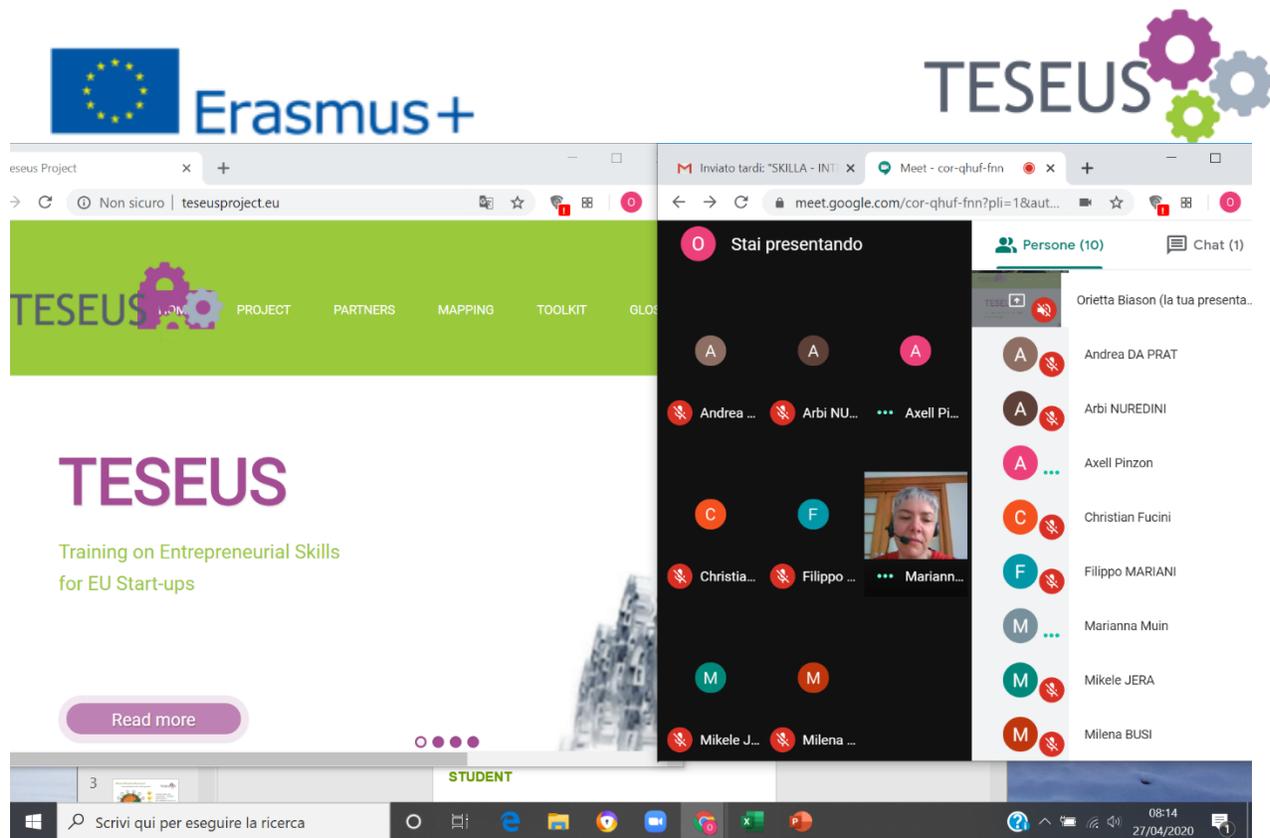
Live sessions organized by the Italian partner IAL FVG in April 2020.

Target groups:

Initially, the proposed target group was formed of 40 VET teachers/mentors/trainers and 200 students. However, due to the fact that the pilot testing activity was decided to be carried out online because of coronavirus related restrictions, the group the partners reached was significantly larger, totalizing, at the time of reports centralization (October 2020) a number of 2103 students and 125 teachers.

Country	Number of students	Number of teachers
Belgium	402	5
Italy	266	6
Greece	-	30
Republic of Macedonia	189	6
Slovakia	191	4
Spain	100	4
Romania	1055	70
Total	**2103**	**125**

However, these numbers only represent the number of students directly involved in the pilot testing before the partners submitted the PV reports to the IO coordinator, currently the numbers of platform users keep growing, a few hundreds more taking the courses by their own.

Total Courses Users: 2466

Total Courses Users by: Language

Language: RO 1055
Language: EN 555
Language: IT 240
Language: SK 206
Language: MK 195
Language: ES 132
Language: GR 83

Platform statistics of unique users who took at least on module by the October 15th, 2020.

Teachers and students with the most various ages and backgrounds participated in the pilot testing.

Students:

Students were aged between 14 to 39, with most respondents between 15-18, and enrolled in qualification secondary and tertiary level education programs such as:

- Sales technician
- Digital maker
- Beautician
- Receptionist
- Tourism (various specializations – hospitality, event organizer, tourism agent)
- Textiles and tailoring/fashion
- Mechanics
- Marketing
- Accounting
- Public relations

Most of them had no business-related background, and only a small percentage of them have benefitted from previous business-related training (excepting for a significant part of the pilot group in Slovakia, who participated in the Practice Enterprise training program).

Teachers/trainer/mentors:

The target group of 125 teachers/trainers involved, who answered the feedback questionnaires has a heterogenous structure, with the most diverse age ranges, professional experience and educational background – from debutant teachers to very experienced professionals, from professional school teachers to university level. Most of them are involved in the field of VET, either as teachers of technical disciplines, teachers of other disciplines working with VET students, or trainers from VET training centers. However, teachers working with younger students (13/14 y.o.), especially those teaching social education, have also shown interest and wanted to participate in the pilot testings.

All the respondents from Spain and Slovakia have an entrepreneurship-related background (either teaching entrepreneurship in schools or mentoring students in other programs such as Practice Enterprise or JA programs, or being entrepreneurs themselves). For the other countries, approximately half of them have an entrepreneurship background, whereas the others are newer to the field, but still highly interested in becoming entrepreneurial educators. Globally, approximately 10% of the respondents have been or are entrepreneurs themselves.

Feedback from teachers: TESEUS rated high in all categories, above 4 (ratings from 1 to 5, where five is maximum possible). By analyzing the ratings and the qualitative data gathered through the open answer questions, we can conclude that the general attitude was a positive one. The materials were appreciated in all countries, especially the following aspects:

- simplicity and structure
- ease of access (no login required)
- good modularity (i.e. teacher can choose what part of the content he/she considers important/relevant).
- video support materials, tests at the end of each module
- richness of images and colors
- the contents are flexible, they can be adapted to different age groups and levels of training
- they can be used exclusively online, very appropriate for remote/blended learning especially in the current context where face-to-face interactions are limited
- contents can be used in other language than the national one, to develop professional communication competence in a foreign language for their students

Teachers in all countries shown interest in integrating the modules in their own current teaching, and in recommending them to other colleagues. They consider the materials as compatible and complementary to other resources, they can be successfully integrated into the existing curricula (fully or partially).

Feedback from students:

By analyzing the feedback from the students (gathered either directly through the feedback forms embedded in the platform, or by gathering qualitative information verbally, during the online testing sessions/through the teachers who organized sessions with their students), we can also safely conclude that there was a high degree or interest and a positive attitude among students.

The most appreciated aspects, as rated or described by the students confirm the findings from the feedbacks of teachers, respectively:

-ease of use and no login requirement

-good structure, prompt and practical contents, 'not too much theory' approach

-video support materials, support tools and tests at the end of the modules

-motivational tone, friendly manner

-the EntreComp Framework (new for most of the students)

The students also made recommendations – some were put into practice through our fine-tuning actions, whereas others are more into the power of the teachers guiding the learning as they refer more to the way the content is delivered and adapted to the national/local context.


One of the recurrent requirements was for more video materials (therefore the team developed more videos in all languages and uploaded them to the platform as a fine-tuning action). Another requirement

was for real-life success stories from local entrepreneurs, possibly former students from their schools/regions. The implementation of this requirement depends on the teachers and schools – which can reach out for those people and interview or even invite them to classes. This would massively benefit the students, especially in terms of motivation to start a business (which was the lowest scoring category in their feedbacks).

Also, data on the most interesting modules were also provided by the usage statistics of the platform.

Below a hierarchy of the modules/tools with the most visitors in each language is presented.

Order by most interesting (EN): 556

COU_6_EN - Becoming an entrepreneurial educator : 117 Visits

COU_9_EN - EU Tools and Services for Entrepreneurship : 115 Visits

COU_3_EN - What is a business : 57 Visits

COU_1_EN - How to write a Business Plan : 46 Visits

COU_5_EN - Becoming an entrepreneurial student : 44 Visits

COU_10_EN - Presenting Business Concept to Investors : 28 Visits

COU_4_EN - What is an entreprise : 21 Visits

CS_1_EN - Andalucia Emprende Proyecto Lunar - Spain : 20 Visits

COU_8_EN - Evaluate Entrepreneurial Opportunities : 20 Visits

CS_5_EN - Mini Enterprise by JA Romania - Romania : 19 Visits

COU_2_EN - How will my business work? The power of business models : 18 Visits

COU_7_EN - What is a business idea? : 14 Visits
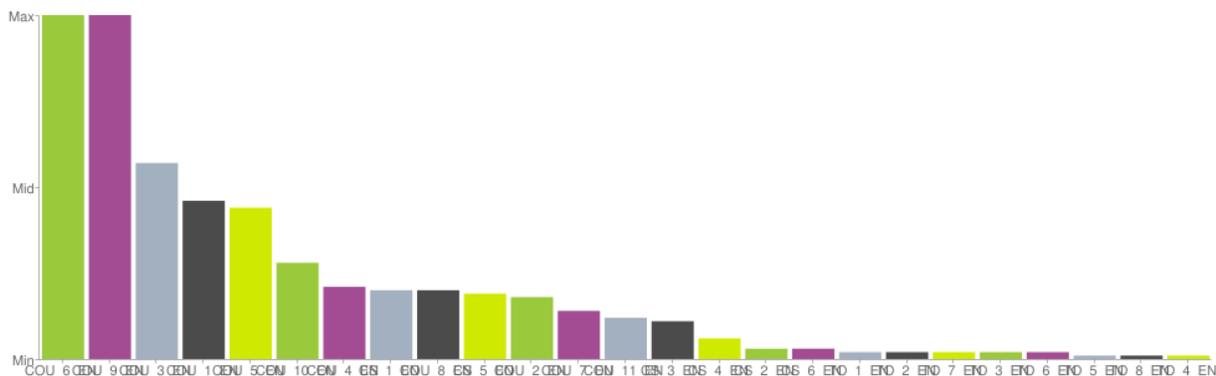
Order by most interesting (IT): 240

COU_3_IT - Che cos'è il Business? : 44 Visits

COU_10_IT - Presentare la propria idea imprenditoriale agli investitori : 43 Visits

COU_6_IT - DIVENTARE UN DOCENTE IMPRENDITIVO : 34 Visits

COU_5_IT - DIVENTARE UNO STUDENTE IMPRENDITIVO : 29 Visits
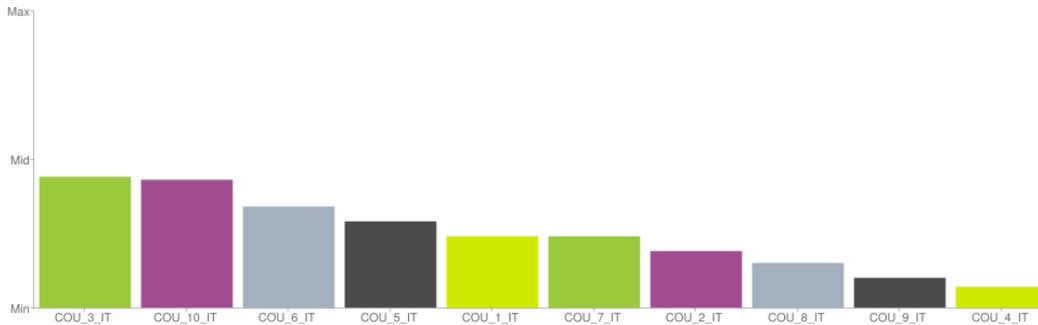
COU_1_IT - Come scrivere Business Plan : 24 Visits

COU_7_IT - Che cos'è un'idea imprenditoriale : 24 Visits

COU_2_IT - Come funzioneranno i miei affari? Il potere dei modelli di business : 19 Visits

COU_8_IT - La valutazione delle Opportunità Imprenditoriali : 15 Visits

COU_9_IT - Strumenti e servizi UE per l'imprenditoria : 10 Visits

COU_4_IT - Che cos'è un'impresa? : 7 Visits

Order by most interesting (ES): 132

COU_8_ES - Evaluar Oportunidades Empresariales : 50 Visits

COU_1_ES - Cómo escribir un plan de negocios : 27 Visits

COU_9_ES - Herramientas y servicios de la UE para el emprendimiento : 10 Visits
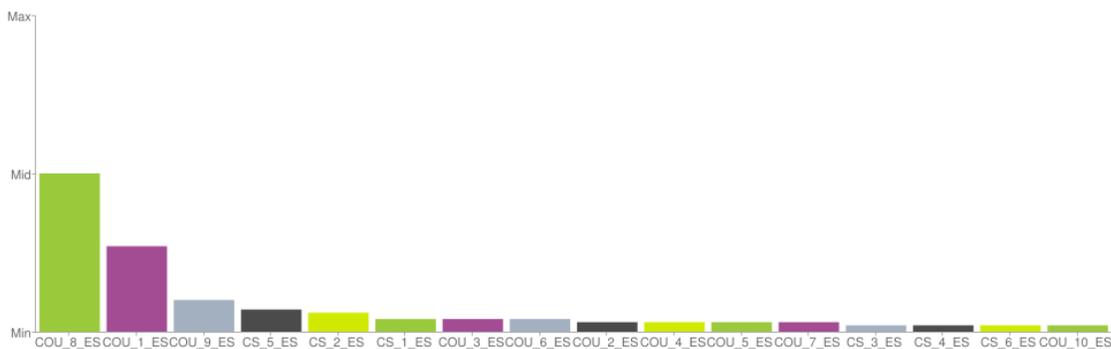
CS_5_ES - Mini Empresa por JA Romania - Rumanía : 7 Visits

CS_2_ES - Empresa Virtual - Grecia : 6 Visits

CS_1_ES - Proyecto Lunar, de Andalucía Emprende - España : 4 Visits

COU_3_ES - Qué es un negocio : 4 Visits

COU_6_ES - Convertirse en un educador emprendedor : 4 Visits

Order by most interesting (sK): 207

COU_4_SK - ČO JE INOVATÍVNE PODNIKANIE : **47 Visits**

COU_3_SK - ČO JE PODNIK : **40 Visits**

COU_7_SK - Čo je podnikateľský nápad? : **21 Visits**

COU_9_SK - Nástroje a služby EÚ pre podnikanie : **20 Visits**

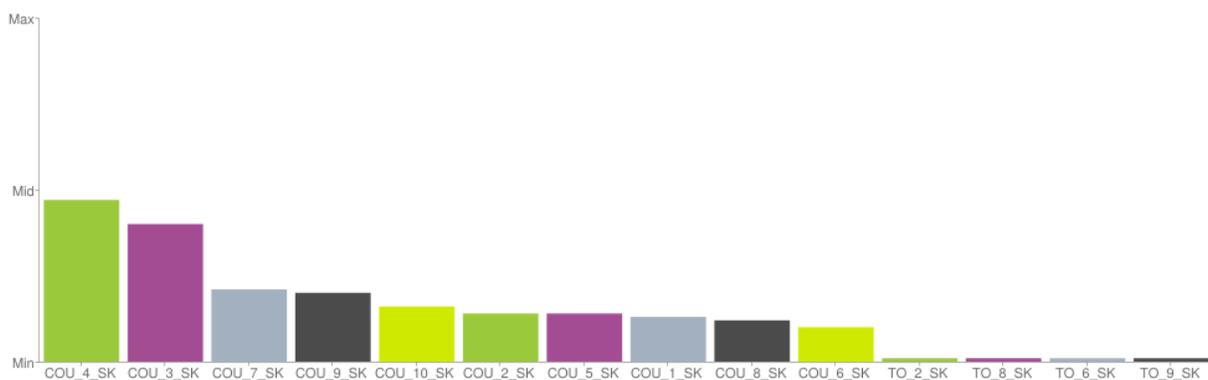**COU_10_SK** - Prezentácia podnikateľského konceptu investorom : **16 Visits**

COU_2_SK - Ako bude moje podnikanie fungovať? Sila biznis modelov : **14 Visits**

COU_5_SK - AKO SA STAŤ PODNIKAVÝM ŠTUDENTOM : **14 Visits**

COU_1_SK - Ako napísať podnikateľský plán : **13 Visits**

COU_8_SK - Hodnotenie podnikateľských príležitostí : **12 Visits**

COU_6_SK - AKO SA STAŤ PODNIKAVÝM PEDAGÓGOM : **10 Visits**

Order by most interesting (RO): 1056

COU_10_RO - Prezentarea conceptului de afacere investitorilor : 396 Visits

COU_3_RO - CE ESTE O AFACERE : 207 Visits

COU_5_RO - DEVENIND UN ELEV ANTREPRENORIAL : 178 Visits

COU_1_RO - Cum se scrie un plan de afaceri : 68 Visits

*COU_7_RO - Ce este o "idee de afaceri"? : 50 Visits*

COU_9_RO - Instrumente și servicii UE pentru antreprenoriat : 42 Visits

COU_6_RO - DEVENIND UN EDUCATOR ANTREPRENORIAL : 39 Visits

COU_8_RO - Evaluarea oportunităților antreprenoriale : 28 Visits

COU_2_RO - Cum va funcționa afacerea mea? Puterea modelelor de afaceri : 26 Visits

COU_11_RO - COVID-19 Update: Impactul COVID-19 asupra Start-Ups : 22 Visits
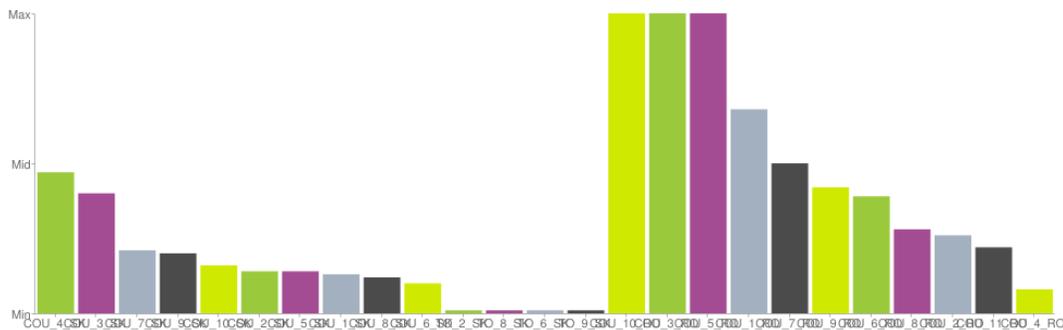
Order by most interesting (MK): 195

COU_3_MK - ШТО Е БИЗНИС : 83 Visits

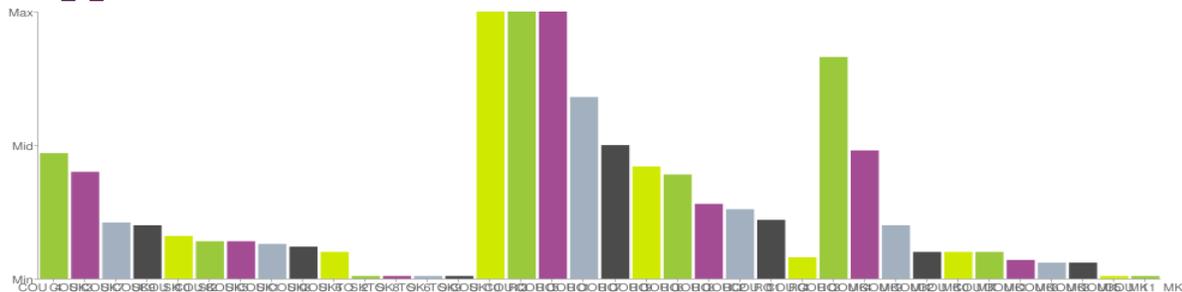*COU_4_MK - Што е претпријатие? : 48 Visits*

COU_9_MK - ЕУ Алатки и услуги за претприемништво : 20 Visits

COU_2_MK - Како ќе функционира мојот бизнис? Моќ на бизнис моделите : 10 Visits

COU_10_MK - Презентирање Бизнис концепт на инвеститорите : 10 Visits

COU_7_MK - Што е бизнис идеја? : 10 Visits

COU_1_MK - Како да напишете бизнис план : 7 Visits

Order by most interesting (GR): 83

COU_2_GR - Πώς θα λειτουργήσει η επιχείρησή μου; Η «δύναμη» τω&# : 22 Visits

COU_8_GR - Αξιολόγηση Επιχειρηματικών Ευκαιριών : 8 Visits

COU_1_GR - Πώς να γράψεις ένα επιχειρηματικό σχέδιο : 7 Visits

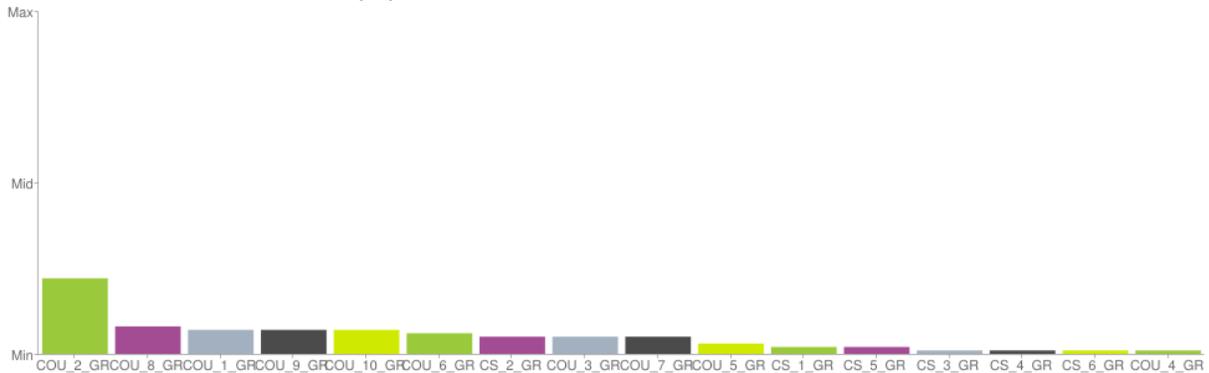*COU_9_GR - Εργαλεία και υπηρεσίες της ΕΕ για την επιχειρηματι : 7 Visits*

COU_10_GR - Παρουσίαση της επιχειρηματικής ιδέας στους επενδ&# : 7 Visits

COU_6_GR - ΓΙΝΟΜΑΙ ΕΝΑΣ ΠΑΙΔΑΓΩΓΟΣ ΜΕ ΕΠΙΧΕΙΡΗΜΑΤΙΚΟ ΠΝΕΥΜΑ : 6 Visits

CS_2_GR - Εικονική Επιχείρηση Ελλάδα : 5 Visits

COU_3_GR - ΤΙ ΕΙΝΑΙ ΕΠΙΧΕΙΡΗΣΗ : 5 Visits

COU_7_GR - Τι είναι ηη επιχειρηματική ιδέα; : 5 Visits

Country-specific recommendations and suggestions for use and improvement can be found in the reports elaborated by each partner, attached to this document. However, we list below a summary of general/methodological recommendations which were formulated by the partners following the P&V sessions, data centralization and analysis, and which can be helpful irrespective of the location.

- TESEUS materials are mostly suitable for secondary VET teachers who are teaching a course related to entrepreneurship, ideally (but not exclusively) a course that is entirely focused on entrepreneurship (as opposed to a course that integrates entrepreneurship with other topics, such as civics) and that comprises practical aspects. Teachers themselves should have an enterprising mindset and some experience with connecting entrepreneurship teaching with business practice (as the materials – presentations and tools are practical themselves). (Comenius University)

- According to our judgement based on experience from pilot testing, the TESEUS materials are suitable for secondary students showing at least a latent interest in entrepreneurship. In particular, this could be students who are closer to end of their secondary VET studies, have considered various career options and recognized self-employment or entrepreneurship as a potential career path. In addition, TESEUS materials are suitable for all secondary VET students as they contribute to the general "entrepreneurial literacy" – students are informed about entrepreneurship, able to position themselves in the context of entrepreneurial career path, and equipped with basic skills and toolkit to potentially start a business in the future. Entrepreneurship education at secondary VET is often part of business-related study programmes, but it is sometimes missing in other, non-business fields. However, it is exactly the students of these fields who will possess a skillset or knowledge in a certain domain, that could serve as a basis for their self-employment or business creation. Thus, TESEUS has a potential to help filling this gap as well. (Comenius University)

- The material has been tailored for young IVET students who are still studying and need to have further tutoring on opportunities and possibilities for their future personal development. It has been developed to invite them to include business development as a possible future self-employment path. (Internet Web Solutions)

- We would advise the teachers who wish to work with TESEUS materials to make sure they are familiar with the main underlying concepts or instruments that are used in TESEUS (e.g. business planning, business model etc.). Also, we suggest them to prepare real-life examples from the country or regional context to illustrate the practical application of TESEUS modules. We think that this also increases motivation and interest of students. (Internet Web Solutions)

- Some teachers have indicated that TESEUS content distribution to pupils' parents is possible and desirable, so they know about entrepreneurship and do not hinder their children if they choose to open their own business. (IAL FVG)

'My students really enjoyed the TESEUS modules as they are easy to read and understand (as they said, "there is not too much theory") and usable in real life. I agree with their opinion and I personally look forward to the Practice Enterprise classes, where I will fully implement the TESEUS materials.'

Anna Kiapesova, Hotel Academy in Liptovsky Mikulas, Slovakia

'TESEUS helped to pass the information to my students with clarity and with the usage of comprehensive examples'.

Sofia, 35, Trainer, Greece

'The course is well structured and it is easy for participants to acquire the concepts of entrepreneurship'.

Monica, VET Teacher, Romania

'I think all the parts of the course were interesting, but the most interesting and useful was the one through which we are thaught about self-confidence when presenting our business.'

Student, Romania

LIST OF ANNEXES:

Country-specific pilot testing results and recommendations from TEACHERS

Annex 1 TEACHERS Pilot Testing and Validation Country Take Away Report Italy (IAL)

Annex 2 TEACHERS Pilot Testing and Validation Country Take Away Report Spain (IWS)

Annex 3 TEACHERS Pilot Testing and Validation Country Take Away Report Slovakia (Comenius University)

Annex 4 TEACHERS Pilot Testing and Validation Country Take Away Report Republic of Macedonia (CDI)

Annex 5 TEACHERS Pilot Testing and Validation Country Take Away Report Belgium (IHF)

Annex 6 TEACHERS Pilot Testing and Validation Country Take Away Report Greece (EEO)

Annex 7 TEACHERS Pilot Testing and Validation Country Take Away Report Romania (LTP)

Country-specific pilot testing results and recommendations from STUDENTS

Annex 8 STUDENTS Pilot Testing and Validation Country Take Away Report Italy (IAL)

Annex 9 STUDENTS Pilot Testing and Validation Country Take Away Report Spain (IWS)

Annex 10 STUDENTS Pilot Testing and Validation Country Take Away Report Slovakia (Comenius University)

Annex 11 STUDENTS Pilot Testing and Validation Country Take Away Report Republic of Macedonia (CDI)

Annex 12 STUDENTS Pilot Testing and Validation Country Take Away Report Belgium (IHF)

Annex 13 STUDENTS Pilot Testing and Validation Country Take Away Report Greece (EEO)

Annex 14 STUDENTS Pilot Testing and Validation Country Take Away Report Romania (LTP)

Tools used for data gathering

Annex 15 Questionnaire for teachers

Annex 16 Questionnaire for students