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## Executive Summary

The Innovation Protocol was developed based on the survey applied by the partners involved in the REACT consortium to the project target group, as well as on the results of the short-term teaching and learning activity organised by Quarter Mediation in Assen, the Netherlands, in June 2018, with the participation of the representatives of all the project partners. In this respect, the Innovation Protocol includes an in-depth analysis of the questionnaires for self-recognition and social recognition of the aspects directly linked with the concept of entrepreneurial skills, as well as a description of the three days teaching and learning activity organised by Quarter Mediation in the Netherlands in June 2018. Moreover, the Innovation Protocol includes best practice examples of training activities organised by the partners in the REACT consortium with the aim to develop entrepreneurial competencies among adults. Last but not least, the description of the teaching and training activities organised by the partners from the Netherlands, Italy and France with the goal to develop entrepreneurial competencies among adults, are also included in the present document.

The aim of this output is to propose innovative solutions and tools that contribute to increase the social re-activation of adults within the society, therefore – in its final form - it will include also conclusions and recommendations that will help adults to improve the entrepreneurial competence seen as an essential tool that contribute to reinforce the attitude to the entrepreneurial skill.

The Innovation Protocol is structured on chapters. The content of the first chapter, **“Analysis of the questionnaire for self-recognition and social recognition of the aspects directly linked with the concept of entrepreneurial skills”**, is based on the results of the *Questionnaires for self-recognition and social recognition of the aspects directly linked with the concept of entrepreneurial skills* applied by the organisations involved in the REACT consortium to people from the Netherlands, France, Finland and Italy. The main aim of this chapter is to define the project target group in order to create outcomes customized to their specific needs. In this respect, the REACT partners agreed to structure the questionnaires in three main sections: Identification of the partner organisation that applied the questionnaire; Information on the respondent: gender, age, educational level, work experience, business experience; Information on the entrepreneurial potential.

Considering the fact that the project target group consists of low skilled adults, adults who live in poor areas with geographical obstacles; unemployed people who do not participate in social life; adults with a migration background who need a support to integrate in their new host society; adults with low social background and with basic skills due to early drop-out of school; women at risk-of-poverty, only yes/no questions were selected for the draft questionnaire.

In order to take decisions regarding the most appropriate questions to be included in the section “Information on the entrepreneurial potential”, the entrepreneurial frameworks *General Enterprising Tendency Test (GET2)*; *EntreComp Framework*; *Capability Approach For Entrepreneurial Education* were considered.

The second chapter, “**Guidelines for the implementation of theoretical and practical educational experiences that use the approaches of peer learning, gamification and digital technologies**”, includes detailed guidelines for the implementation of theoretical and practical educational experiences that use the approaches of peer learning, gamification and digital technologies in adult education for improving the adults’ awareness on lifelong learning paths. In this respect, the project focused on the following objectives: promoting among adults a better understanding of the entrepreneurship competence; carrying out a sample survey of the best projects and tools about peer learning and peer tutoring methods that already exist; defining and testing innovative tools and practical methods that support adults to improve their entrepreneurial skills; promoting an innovative tool for the certification of the entrepreneurship competence.

As the people involved in adult education are challenged to include entrepreneurial learning into adult education, they need entrepreneurial support systems, entrepreneurial training and relevant entrepreneurial resources. Concerning the entrepreneurial support systems, it has to include a strong entrepreneurial dimension across adult education provision. Moreover, trainers need available and accessible support systems and they also need to learn to create such infrastructures by being the drivers of the support systems themselves. Additionally, most trainers need entrepreneurial training. However, the entrepreneurial mind-sets cannot be built through traditional training courses, as the entrepreneurial mind-sets are created through entrepreneurial practice in non-formal education environments. The way forward depends on each partner and their own country’s entrepreneurial learning system, as well as on the way the methods used and/or given as best practice examples during this project will be adapted by each organisation involved in REACT consortium to its specific target group and learning situation.

The second chapter is structured on subchapters. The first subchapter, **“Reinforcing entrepreneurship in adults through the use of ICT, games and non-formal training methods, as creative examples of learning outside the context of formal education and training”** focuses on the key role in the implementation of theoretical and practical educational experiences that use the approaches of peer learning, gamification and digital technologies was the organisation of the short-term teaching and learning activity organised by Quarter Mediation in Assen, the Netherlands, in June 2018.

The teaching and learning process was organised in a non-formal way, with the aim to create a background for the educational model for entrepreneurial training among adults, as well as a set of educational strategies to be used in adult education and implemented by the partner organizations involved in the project in their daily teaching and training process. In this respect, the work performed by the REACT partners during the two years project are being seen as a testing laboratory, the final results being disseminated and transferred to the educational world. The three days training session organized by Quarter Mediation in the Netherlands, in June 2018, had as learners teachers and trainers from the representatives of the partners involved in the consortium. The indirect target group consists of the participants’ trainees such as people on the labour market, adult unemployed, disadvantaged adults or adults at risk of unemployment.

The training session focused on how to build the entrepreneurial mind-set, as well as communication and soft skills to adult learners. Moreover, the training session in the Netherlands was an opportunity to share with the participants good practice examples on how to use creatively in the teaching, learning and evaluation process, Information and Communication Technology (ICT), non-formal methods of teaching, role playing and peer learning method. The participants in the training event in the Netherlands got also an insight on different business initiatives, as well as on how an entrepreneur can be supported at national and European level in developing the own business idea and/or in opening a business. Moreover, the teaching and training activity organized by Quarter Mediation in the Netherlands was also aimed to be a forum for discussion and exchange of experiences, in that the experience of the representatives of the consortium partners involved in the experiment, teacher and trainers in adult education and relevant adult learners were highlighted. Given that, the three days teaching and learning activity organised in the Netherlands also created suitable conditions for discussions, debates and brainstorming. The learning process was strongly supported by the project’s documenting methodology, in which teachers and trainers involved in adult education were empowered with the necessary skills and competencies to produce draft material for documenting their experience and their own learning process.

In preparation of the testing phase of the teaching and training methods aimed to be used for the development of entrepreneurial competences among adults, each of the partners from the Netherlands, France and Italy described three **“Best practice examples of training activities organised by the organisations involved in the REACT consortium for the development of entrepreneurial competences among adults”**, this being also the title of the second subchapter. The examples were chosen from the partners’ daily activities, in order to be used in the training process of disadvantaged adult learners. The template for the training activities (e.g. workshops, ice-breaking activities) was designed by Quarter Mediation and filled in by each of the partners from the mentioned 3 countries. In this respect, this chapter includes the following examples of teaching and training activities designed by the partners in the REACT consortium:

- Quarter Mediation: *Business simulation game; EduLARP – Misteries of the bog; Windmill – Entrepreneurial non-formal training*
- Civiform: *Entrepreneurial approach and business creation; Simulation of a social cooperative: "L'angolo dei dolci piaceri"; Entrepreneurship and business creation*
- Università Ca' Foscari Venezia: *Fever Pitch & Business Model Canvas; Design thinking; Entrepreneurship Self Evaluation and Empowerment*
- Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara: *Introduction to an entrepreneurial cooperative mindset; Start-up programme – EPA; Young Enterprise – EPA (Learning by doing)*

The partner from Finland was not involved in this phase, as being an IT company.

In the next phase of the project, the organisations from the Netherlands, Italy and France partners in the REACT consortium will be involved in testing the innovation protocol, by organising at least three practical different workshops each, for the development of entrepreneurial competencies among adults.

The process will continue with the analysis of the best practices, as well as with summarising the conclusions and recommendations as the final step of the Innovation protocol.



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