



## **AUTHORS:**

**Cristina Stefan, PhD. Eng.** (*Quarter Mediation, Netherlands*)  
**Constantin Stefan, MSc. Eng.** (*Quarter Mediation, Netherlands*)  
**Andrei-Cristian Stefan, Eng.** (*Quarter Mediation, Netherlands*)

**Sara Diodato** (*Civiform società cooperativa sociale, Italy*)  
**Francesco Cavallo** (*Civiform società cooperativa sociale, Italy*)

**Massimiliano Costa, PhD. Professor** (*Università Ca' Foscari di Venezia, Italy*)  
**Daniele Morselli, PhD.** (*Università Ca' Foscari di Venezia, Italy*)  
**Cristiano Chiusso, PhD.** (*Università Ca' Foscari di Venezia, Italy*)  
**Yvonne Vezzoli, MS.** (*Università Ca' Foscari di Venezia, Italy*)

**Gilles Giovannangeli** (*Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara, France*)  
**Pauline Lemaire** (*Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara, France*)

**Elsa Pehkonen** (*Innoventum OY, Finland*)  
**Riina Korhonen** (*Innoventum OY, Finland*)  
**Janne Leinonen** (*Innoventum OY, Finland*)

## Abstract

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, from 19<sup>th</sup> to 21<sup>st</sup> of 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 document includes also the description of the teaching and training activities organised by the partners from the Netherlands, Italy and France with the same goal to develop entrepreneurial competencies among adults.

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 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.

## Table of Contents

|  |     |
|--|-----|
| Abstract.....  | 3   |
| 1. Analysis of the questionnaire for self-recognition and social recognition of the aspects directly linked with the concept of entrepreneurial skills .....   | 6   |
| 2. Guidelines for the implementation of theoretical and practical educational experiences that use the approaches of peer learning, gamification and digital technologies.....                         | 15  |
| 2.1. 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 ..... | 16  |
| 2.2. Best practice examples of training activities organised by the organisations involved in the REACT consortium for the development of entrepreneurial competences among adults .....               | 27  |
| a. Best practice examples of training activities organised by Quarter Mediation (Netherlands) .....  | 28  |
| b. Best practice examples of training activities organised by Civiform (Italy).....  | 35  |
| c. Best practice examples of training activities organised by Università Ca' Foscari di Venezia (Italy) ..   | 42  |
| d. Best practice examples of training activities organised by Work In SCOP – Sc'Opara (France) .....   | 49  |
| 3. Testing of the innovation protocol .....  | 56  |
| a. Practical workshops organised by Quarter Mediation (Netherlands) for the development of entrepreneurial competence among adults.....  | 57  |
| b. Practical workshops organised by Civiform società cooperativa sociale (Italy) for the development of entrepreneurial competence among adults.....   | 64  |
| c. Practical workshops organised by Università Ca' Foscari di Venezia (Italy) for the development of entrepreneurial competence among adults.....  | 71  |
| d. Practical workshops organised by Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara (France) for the development of entrepreneurial competence among adults .....                           | 78  |
| 4 Conclusion and recommendations .....   | 85  |
| Appendix A: REACT – Questionnaire for self-recognition and social recognition of the aspects directly linked with the concept of entrepreneurial skills.....   | 88  |
| Appendix B: Results questionnaire applied by SC Opara (France) .....   | 91  |
| Appendix C: Results questionnaire applied by Quarter Mediation (Netherlands).....  | 102 |
| Appendix D: Results questionnaire applied by Civiform (Italy) .....  | 108 |

|  |     |
|--|-----|
| Appendix E: Results questionnaire applied by Universita Ca Foscari Venezia (Italy) .....   | 115 |
| Appendix F: Results questionnaire applied by Innoventum (Finland) .....  | 118 |
| Appendix G: Agenda of the Erasmus +. KA2 structured course “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” organised by Quarter Mediation in Assen, the Netherlands, from 19 <sup>th</sup> to 21 <sup>st</sup> of June 2018..... | 122 |
| Appendix H: Example of questionnaire used during the training activity “Entrepreneurship Self Evaluation and Empowerment” organised by Università Ca' Foscari di Venezia (Italy).....  | 124 |

## 1. Analysis of the questionnaire for self-recognition and social recognition of the aspects directly linked with the concept of entrepreneurial skills

The content of this chapter 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:

- I. Identification of the partner organisation that applied the questionnaire
- II. Information on the respondent: gender, age, educational level, work experience, business experience
- III. 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 (mountain, remote and rural areas, small villages far from city centers and cultural offers); 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 the kick-off meeting, the proposal to base the design of the questionnaires on the self-assessment tool planned to be developed by the European Commission at EU level before the end of 2017 was made. Nevertheless, as the mentioned tool was not developed in due time, it was not possible to use the EU self-assessment tool. Therefore, in order to take decisions regarding the most appropriate questions to be included in the section “Information on the entrepreneurial potential”, the following entrepreneurial frameworks were considered:

#### A. General Enterprising Tendency Test (GET2)

The *The General Enterprising Tendency Test (GET2, openly available at <http://get2test.net>)* was developed by Sally Caird in the 1990s at the University of Durham in the UK. It seeks to evaluate individuals' enterprising potential, defined as the propensity to start up and manage projects. Anyone can be enterprising, not just entrepreneurs, for example people working within organisations, or volunteers setting up and leading projects in their community. The GET2 test is available online in English, but can be easily translated and used in paper and pencil format. It is composed of 54 questions grouped under five key characteristics: *self-realization, autonomy, creativity, entrepreneurial initiative and risk taking potential.*

For assessing the *self-realization*, the following questions were considered: I am oriented towards the future; I self-rely on my own abilities; I am optimistic and open minded; I am task oriented; I have an effective approach to time management; I am results oriented and determined to meet the objectives; I am able to justify my ideas based on reasoning; I am willing to work extra time for the completion of tasks. As a result, if 6 to 8 answers are "yes", the respondent is an achiever. If 3 to 5 answers are "yes", the respondent is not an achiever yet, but he/she has potential of reaching a certain level of success. If less than 3 answers are "yes", the respondent is not an achiever, nor has the potential of being so.

For assessing the *autonomy*, the following questions were considered: I am independent and prefer working alone than in groups; I would prefer doing things in my way than follow other people's ways; I prefer being in charge than being told what to do; I do not have a problem being different and doing the things differently than the others; I always speak my mind (I always tell what I think); I have a high level of determination in reaching my goals. As a result, if 4 to 6 answers are "yes", the respondent has the capacity to work autonomous. If 2 to 4 answers are "yes", the respondent has potential to work autonomously (works autonomously to some extent). If less than 2 answers are "yes", the respondent is not able to work autonomously (does not have the potential of working autonomously).

For assessing the *creativity*, the following questions were considered: I have a strong imagination and the ability to come up with new ideas very often; I rely on my intuition in finding the most appropriate solutions and solving problems; I prefer challenge instead of routine; I am adaptive and interested in new ideas. As a result, if 3 or 4 answers are "yes", the respondent is creative. If less than 3 answers are "yes", the respondent does not have a good imagination, nor original ideas.

For assessing the *entrepreneurial initiative*, the following questions were considered: I am sure I have all the necessary skills and competencies to be successful; I am innovative; I am willing to take risks; I like to

be in charge; I am able to find opportunities and fight for my ideas; I am able to select the appropriate resources to reach my goals; I am pro-active and willing to take responsibility on my actions; I believe the good results come from a good involvement. As a result, if 6 to 8 answers are “yes” the respondent has entrepreneurial initiative. If 3 to 5 answers are “yes”, the respondent has potential to be entrepreneurial. If less than 3 answers are “yes”, the respondent has a lack of interest (does not have entrepreneurial initiative).

For assessing the *risk taking potential*, the following questions were considered: I am able to work with incomplete information and adapt them to my needs; I am able to assess my own abilities, skills and competencies; I am able to analyse information by studying pros and cons for each situation; I am able to manage the information in the most appropriate way. As a result, if 3 or 4 answers are “yes” the respondent is willing to take risks. If less than 3 answers are “yes”, the respondent is not willing to take risks, nor does have the potential of doing so.

## B. EntreComp Framework

*The EntreComp framework proposes a shared definition of entrepreneurship as a competence, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work. Developed through a mixed-methods approach, the EntreComp framework is set to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens. It consists of 3 interrelated and interconnected competence areas: ideas and opportunities, resources and into action.*

For assessing the respondent’s ability to transform ideas into opportunities (*ideas and opportunities*), the following questions were considered: I can use my imagination and abilities to identify opportunities for creating value; I can develop creative and purposeful ideas; I can work towards a vision of my future; I can make the most of ideas and opportunities; I can assess the consequences and impact of ideas, opportunities and actions. As a result, if 3 to 5 answers are “yes” the respondent is imaginative and able to transform ideas into opportunities. If 2 answers are “yes”, the respondent has potential to transform ideas into opportunities. If the answers for less than 2 questions are “yes”, the respondent does not show creativity or inventiveness.

For assessing if the respondent is resourceful (*resources*), the following questions were considered: I believe in myself and keep developing; I know how to stay focused and don’t give up; I gather and manage the resources I need; I have developed financial and economic know how; I inspire, enthuse ad

get others on board. As a result, if the answer for 3 to 5 from the above questions is “yes”, the respondent is resourceful. If the answer for 2 to 3 from the questions above is “yes”, the respondent has potential to be resourceful. If less than 2 answers are “yes”, the respondent is not having the ability to find quick and clever ways to overcome difficulties.

For assessing if the respondent is pro-active (*into action*), the following questions were considered: I can initiate processes that create value and can take up challenges; I know how to prioritize, organize and follow-up; I can make decisions, thus dealing with uncertainty, ambiguity and risk; I know how to team-up, collaborate and network; I reflect and learn from both success and failure, my own and other people's. As a result, if 3 to 5 answers are “yes”, the respondent is pro-active. If 2 answers are “yes”, the respondent has potential to be pro-active. If less than 2 answers are “yes”, the respondent is reactive (waiting for things to unfold before responding).

### C. Capability Approach For Entrepreneurial Education.

*The Capability Approach for entrepreneurial education with its three dimensions (information, analysis and planning) is difficult to be assessed to a yes/no questionnaire, as it requires the use of open-questions. Nevertheless the following are worth mentioning: “information” concerns the information the respondent has all the necessary information to turn ideas into action; “analysis” is connected to analysis on own context and the factors that can impede or encourage the development of my entrepreneurial ideas which can be performed through a SWOT analysis; “planning” is the individual planning, where the individual is heading to, with short term, mid-term, and long-term goals and the actions to achieve them.*

As the assessment of the capability approach for entrepreneurial education is not possible to be done with yes/no questions, the following open questions were considered:

For the evaluation of *information* the respondent has: What are the ideas that in your context you could turn into entrepreneurial/enterprising action? Are you aware of the funding sources you can make use of to fulfil your entrepreneurial/enterprising idea(s)? Please make a list of the funding sources you may use or apply to. Are you aware of support you could receive during the implementation of your entrepreneurial/enterprising ideas? Please make a list of the people/organizations that could come to your help.

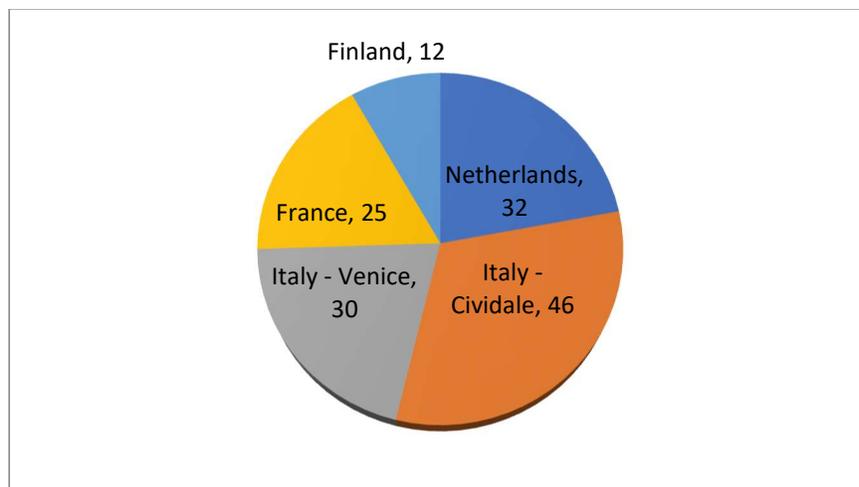
For the evaluation of the capacity of *analysis*: What are the strengths of my entrepreneurial/enterprising idea(s)? What are the weaknesses of my entrepreneurial/enterprising idea(s)? What are the

opportunities that I could benefit from when implementing my entrepreneurial/enterprising idea(s)?  
What are the threats I should be aware of when implementing my entrepreneurial/enterprising idea(s)?

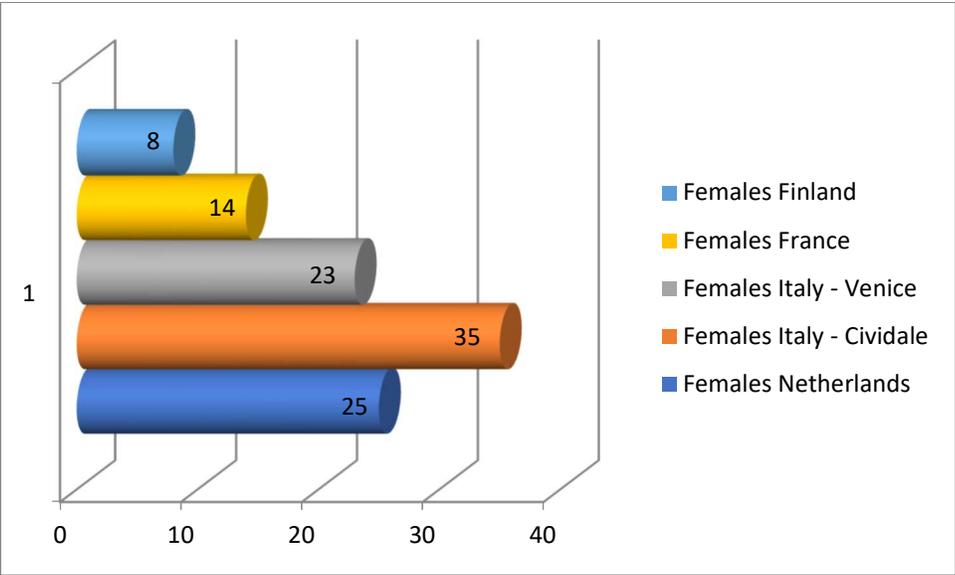
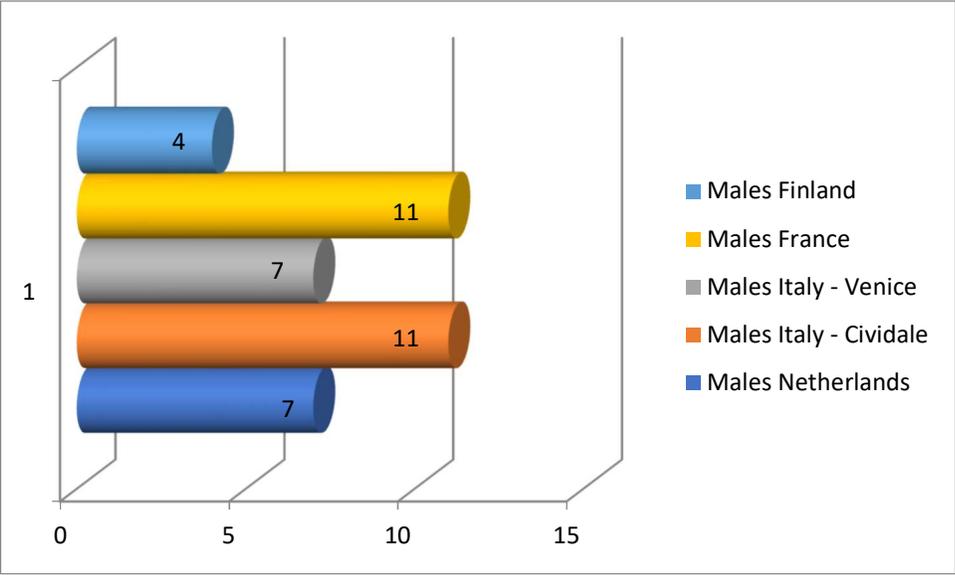
For the valuation of the *planning* capacity of the respondent: How do I see myself in 1 year? Describe your goals from now to one year and the necessary actions you would undertake to achieve such vision. How do I see myself in three years? Describe your goals from in three years and the steps to achieve such vision. How do I see myself in five years? Describe your goals from in five years and the actions to achieve such vision.

From the experience of the REACT partners working with low skilled people, people at the edge of society, early school leavers etc, people from the mentioned target groups are unwilling to answer to open-questions. Therefore, even the “Capability approach for entrepreneurial education” is an important issue to consider, the consortium is aware that it is not possible to cover in the project REACT all areas and refer to all existing frameworks & aspects related to self-recognition and social recognition in connection with the concept of entrepreneurial skills. In this respect, by considering the project target group and its specific needs and limited competencies, only yes/no questions were included in the final questionnaire. Moreover, given the fact that the REACT project aimed for the questionnaire to be simple and easy to be understood, the information on the entrepreneurial potential included in the final form of the questionnaire were based only in EntreComp framework (Appendix A).

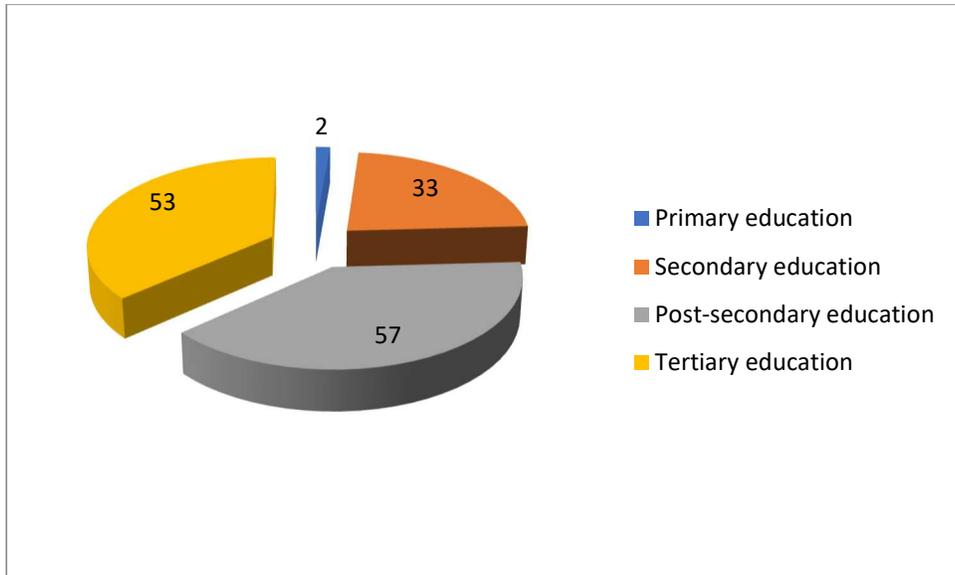
The *Questionnaires for self-recognition and social recognition of the aspects directly linked with the concept of entrepreneurial skills* were applied by the organisations involved in the REACT consortium to 145 people from the Netherlands, France, Finland and Italy.



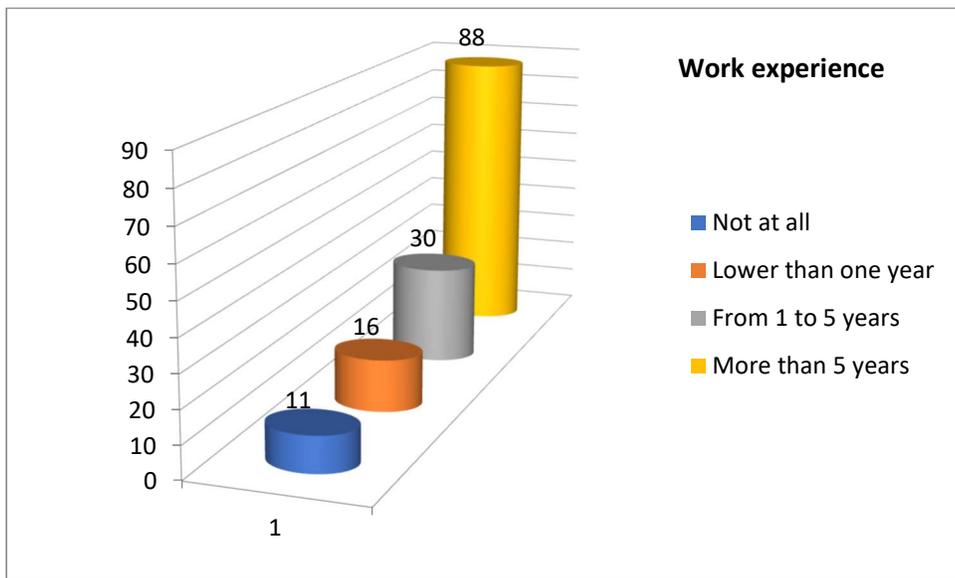
From the total number of respondents, 105 were females and 40 males, with the following repartition per country:



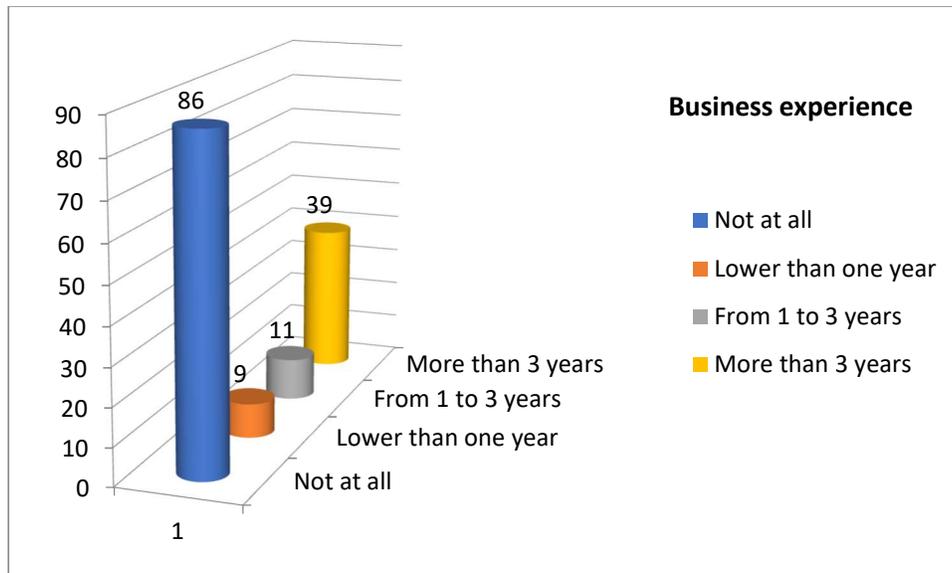
With regards to the level of education of the respondents to the questionnaire, the majority have finished a post-secondary or tertiary education, including master and doctor's study programmes, with the following general repartition:



Concerning the work experience, the respondents to the questionnaires belong to all categories, from no work experience to more than 5 years' work experience:



With regard to the business experience of the respondents, the survey was applied both to people having no experience in running a business and to people with business experience:



With regards to the entrepreneurial potential, the assessment was done based on ENTREcomp framework with the following results per each considered section and partner country:

### Ideas and opportunities

*Netherlands:* From the 32 respondents 15 answered YES to all questions, 3 answered YES to 4 out of 5 questions and 7 answered YES to 3 out of 5 questions, it was assessed that all 32 responders are imaginative and able to transform ideas into opportunities.

*Italy-Cividale:* Taking into consideration the slot of adults from 18 to 35 years old, the half of them have difficulties with the maintenance of the capacity to carry out one's own ideas.

*Italy-Venice:* 26 out of 30 respondents can use their imagination and abilities to identify opportunities for creating value.

*Finland:* All 12 participants show creativity or inventiveness.

*France:* 23 out of 25 participants show creativity or inventiveness and 2 are not creative.

## Resources

*Netherlands:* From the 32 respondents, 31 answered YES to 3 to 5 questions and only one answered YES to only 2 questions. As a result, 31 respondents are resourceful and one of them has the potential of being resourceful.

*Italy-Cividale:* Taking into consideration the slot of adults from 18 to 35 years old, the half of them have difficulties with the maintenance of the capacity to carry out an economic/financial type of capacity. Most of the adult between 36 and 55 years old highlighted an economic/financial incapacity.

*Italy-Venice:* 29 out of 30 respondents believe in themselves and keep developing.

*Finland:* All 12 participants are resourceful.

*France:* 23 out of 25 participants are resourceful, one has the potential of being resourceful and one does not have the ability to find quick and clever ways to overcome difficulties.

## Into action

*Netherlands:* From the 32 respondents 26 answered YES to all questions, 3 answered YES to 4 out of 5 questions and 3 answered YES to 3 out of 5 questions, it was assessed that all 32 responders are pro-active.

*Italy-Cividale:* Most of the adult between 36 and 55 years old highlighted a partial incapacity to breathe enthusiasm and co-involvement in other people.

*Italy-Venice:* 23 out of 30 respondents can initiate processes that create value and can take up challenges.

*Finland:* All 12 participants are pro-active.

*France:* 23 respondents are pro-active, one has the potential of being pro-active and one is reactive, waiting for things to unfold before responding.

The individual reports on the questionnaires per partner organization, with detailed explanations per question and section, are available in Appendix.

## 2. Guidelines for the implementation of theoretical and practical educational experiences that use the approaches of peer learning, gamification and digital technologies

The chapter 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, these trainers 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 brought about through traditional training courses, as the entrepreneurial mind-sets are created through entrepreneurial practice in non-formal education environments. In this way, trainers will develop entrepreneurial mind-sets by creating support systems for entrepreneurship in education. An important part of the trainers' entrepreneurial empowerment is to create entrepreneurial resources by themselves. The necessary measures include the development of specific scenarios, and the incorporation of entrepreneurship into different subjects. The way forward will depend 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.

## 2.1. 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

A 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, from 19<sup>th</sup> to 21<sup>st</sup> of 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.

As the entrepreneurial empowerment cannot be taught by traditional means of communicating knowledge or through conventional instruction, the end mission of the project is to deliver solid guidance on non-formal entrepreneurial learning in order to inspire trainers across Europe. In this respect, supporting and ensuring an active entrepreneurial ecosystem is one of the best ways to reduce unemployment. Moreover, achieving personal fulfilment for adult learners can only be assured through competitiveness, innovation and creativity.

The teaching and learning activity with the title “Reinforcing entrepreneurship in adults through the use of ICT, games and non-formal training methods, as creative e examples of learning outside the context of formal education and training” was organised by Quarter Mediation in Assen, the Netherlands, from 19<sup>th</sup> to 21<sup>st</sup> of June 2018 by following a structured programme designed by the course organiser (see Appendix G). The course objectives Course objectives were to create a background for the educational model for entrepreneurship training, as well as a set of educational strategies; to build the entrepreneurial mind-set, as well as communication and soft skills to adult learners; to share with the participants good practice examples of entrepreneurial training methods on: how to use ICT in a creative way in the teaching, learning and evaluation process; how to use non-formal methods of teaching, role playing and peer learning method in adult education; to encourage an European framework for the adaptation of the good practice examples shared in the training activity to the local/regional/national situations of the organisations involved in the REACT project, enhancing in this way the attractiveness of the entrepreneurial education to the project target groups.

The training activity started on 19<sup>th</sup> of June 2018, with the registration of the participants, the welcome from the course organisers and the presentation of the three days training programme.



The first part of the day was dedicated to giving the participants an insight on different business initiatives, as well as on how an entrepreneur can be supported at national level in developing his/her business idea and/or in opening a business under the title **“Entrepreneurship and new forms of business in sustainability, with a focus on energy business and circular design”**. The interactive presentation was followed by discussions on entrepreneurial issues and circular economy. The **“MVOgids, app for entrepreneurs”** was also presented to the participants in the training event, as an ICT tool to present themselves on sustainability and find information about other companies and organisations.



**Feedback participants:**

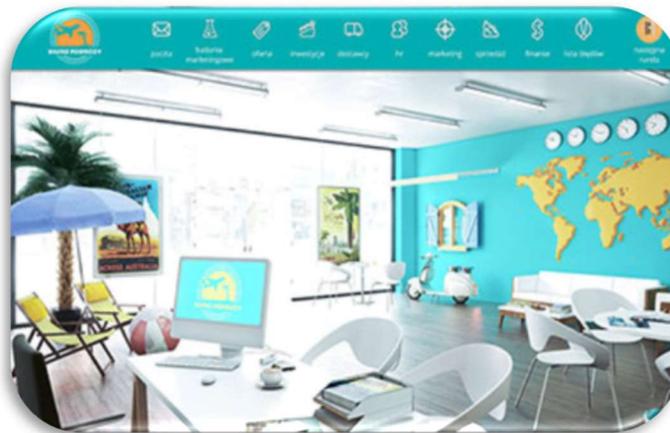
*“The good practice on circular economy, social entrepreneurship and the MVOgids app can help us to attract and involve the target group in entrepreneurial education for different reasons. First of all, the idea of the app represents a good tool to share information on other companies and organisations, developing awareness on business opportunities through the mobile phone, a simple and ubiquitous tool that is part of our everyday life. As a consequence, users can learn about, and be inspired from the positive values involved in these companies, which share their nature of social entrepreneurships. Last but not least, the idea of circular economy can be used to attract the target group toward a growing and ecological market.”; “It was just in target: green entrepreneurship is now a hot potato and new innovative solutions are developed and we can use it in our projects.”; “That kind of app would be needed in Finland too. We can develop innovative IT solutions for these purposes.”; “Those examples could foster entrepreneurship because they are focusing on new activities (pool of ideas about sustainability and protection of the environment) and developing networking. Mixing cooperation and environmental hence personal concerns can be a sensible mean to launch entrepreneurship (no capital focus but environmental /social / health one(s)).”; “The good practice example is very important at the moment in our country and there were interesting information which are*

*linked to other projects in our organisation”; “The presented app was an interesting example for us on the possibility to create new products”; “We can show to our students how the app MVO works in order to use it also in our context. It is essential to present to our adult students how is it possible to find information about organizations in order to take inspiration. Circular economy can be presented at school in all the sectors, in order to make our adults and students aware of it. There were interesting good practices that can be presented to our target groups”.*

After the morning session, the participants joined a common lunch and continued to discuss the morning topics.



After the lunch, the participants were involved in the hands-on workshop “**Business simulation game**” as a simulation on running a virtual company, making managerial decisions and overcoming the competition by experienced on how to be an entrepreneur and how to use communication technologies, games, peer learning and non-formal methods in training the entrepreneurial skills in adult.



The “Business simulation game” was aimed to build the entrepreneurial mind-set, as well as communication and soft skills for adult learners by using non-formal methods in training the entrepreneurial skills in adults.

Moreover, it was organised to simulate the running of a virtual company, making managerial decisions and overcoming the competition by experienced on how to be an entrepreneur and how to use communication technologies.



During the workshop the learners developed entrepreneurial skills and competencies (decision making; vision; spirit of initiative; risk taking; active listening; negotiation; problem solving; opportunities; recognition; goals setting; planning; organization), but also business knowledge related to sales, marketing, finance and operations and entrepreneurial Knowledge (how to raise capital; how to run a business). During the ICT non-formal indoor workshop, peer learning; hands-on method; project method; gaming and team work were used.

The workshop was an opportunity for the participants to get an insight on how to run a virtual travel agency, how to maximize economic results and how to develop an existing business. Moreover, they experienced the competition with other virtual travel agencies, took decisions, offered services to virtual customers, took care of employees' and customers' satisfaction.

#### **Feedback participants:**

*"Business simulation game gives a great opportunity to "play" entrepreneur. It also gave a good approach to that that when you are entrepreneur yiu have to take consideration a lot of different things.";* *"Business simulation game it's a fantastic opportunity to simulate a real business and it can suit to all students.";* *"Business simulation game helps nascent entrepreneurs to reflect about several dimensions of running a business, not only focusing on the product but also on hiring people, furniture, etc. and try to plan all expenses.";* *"Business simulation game is a good method to reinforce entrepreneurship in adult education through ICT, in particular through digital game environments. Indeed, participants are asked to simulate a business from the start, taking both economic and human resources into account. The use of digital game*

*environments make the activity engaging and fun, with participants gaining both practical and theoretical skills on entrepreneurship through non-formal methods of training.”.*



The discussions and ideas sharing continued also in the evening, when all the participants - trainers and learners – enjoyed a well-deserved dinner.

The second day of the training event organised in the Netherlands was organised in a Wind mill, a different entrepreneurial initiative run with volunteers and a good practice example on how an entrepreneur can be supported at national level in developing his/her business idea by using non-formal and informal methods of training and new approaches to the entrepreneurial education through learning outside the context of formal education and training.



The workshops based on non-formal methods of teaching gave to the participants the opportunity to experiment non-formal methods of teaching different subjects. In this respect, the participants get in touch with different entrepreneurial initiatives with local specificity (ex: bee keeping; retailing; grain, oil and spice milling; wood working), as well as with several non-formal methods of teaching to disadvantaged adult learners (ex: physics - how to use non-formal methods to teach winches and force in physics; math - how to use non-formal methods in teaching about prime numbers and shapes in the grain mill workshop; geography and history - how to use non-formal methods in teaching about Portuguese, Spanish and Dutch discoveries

in a grain mill; introduction in ICT - how to use non-formal methods in teaching about the history of a computer hardware by following the way of its evolution; science and technology - how to use non-formal methods in teaching about science and technology in a mini power plant and a classical wind mill; economy and retail - how to use non-formal methods in teaching economy and retail, as well as entrepreneurship.



After a well-deserved coffee break, the group continued the non-formal training activities in the Wind-mill museum.



The afternoon activities focused on other teaching subjects that can be successfully taught in a wind mill, in a non-formal way, to adult learners: music - how to use non-formal methods in teaching music by using old musical instruments kept with this purpose in the original museum hosted by the wind mill; arts and crafts - how to use non-formal methods in teaching about arts and crafts by being involved in a workshop about making and painting clogs, the typical Dutch wooden shoes; foreign languages - how to use non-formal methods in teaching English as a foreign language by making stories about the real life activities and situations encountered in the wind mill.



**Feedback participants:**

*“Non-formal and informal learning are the way people mostly learn: consequently, non-formal and informal teaching is appropriate for low-skilled people who want to start up a business or become more entrepreneurial.”; “Training in a windmill gives new ways to approach learning and entrepreneurial skills”; “Training in a windmill is useful for peer learning and non-formal methods because students and adults can see how a specific job works, can learn something new just being there and seeing what's going on.”.*

The second day ended with a common dinner to a typical Dutch restaurant, the participants having in this way the opportunity to taste the Dutch pancakes and continue the discussion on the teaching methods to be used in adult learning for the target group of disadvantaged adults.



The third and last day of the training course organised by Quarter Mediation in the Netherlands started with EduLARP, a non-formal teaching and learning activity organised at Drents Museum. The educational programme EduLARP is a good practice example of the way of educating entrepreneurial initiative and developing entrepreneurial skills (e.g. taking decisions, taking initiative, open mindedness, thinking out of the box) by using communication technologies, games, Live Action Role Playing method and non-formal training methods for reinforcing entrepreneurship in adults.



The educational activity had a strong ICT component that introduced the participants in the atmosphere of a Dutch village from 2000 years ago and motivated them to discover the mysteries of the bog.

**Feedback participants:**

*“EduLARP could be applied also with target groups that are in disadvantaged condition, from the social point of view: unemployed people, people wishing to become entrepreneurs, young people with any kind of social disease: in all these, the role play can help the person to understand what he/her really wants and to find the motivation and the strategy to find out his/her way.”; “The method can be used to teach how to prevent, spot and act in case of different natural catastrophes (like earthquakes, floods, tsunamis,...); the teacher/trainer can lead the class to imagine we are living a real situation and give each student a different role to play, each one with a different mission and developing related entrepreneurial skills and competence. We may also choose different other scenarios, for teaching life skills to our adult learners.”; “It is a very useful method, because adult learners will feel they make a part of, they will have to think and find a way to solve the problem they are into. So, once again, they will feel related to the subject and surely they will learn it easier.”.*

After the lunch Quarter Mediation presented the programme Erasmus for Young Entrepreneurs, as an example on how an entrepreneur can be supported at European level in developing his/her business idea and/or in opening a business.



**Feedback participants:**

*“The programme for Young Entrepreneurs is just wonderful opportunity and people in our area could be encouraged to apply that.”; “Students nowadays live in a global context and they need to experience foreign best practices in order to enforce their agency: this programme offers to them the opportunity of going abroad and find inspiration for their future activities.”; “Programme Erasmus for Young Entrepreneurs could be interesting for us because it offers many opportunities for the (nascent) entrepreneur to learn by doing and*

*at different level with a mentor. This programme encourages mobility for the nascent entrepreneur and is a pool of idea for the host. We will work on developing this programme back home - thanks!!”; “The programme for young entrepreneurs can be presented within our classes in order to make our students aware of it. It could be interesting for them to take part, especially for the students of the catering sector who want to open a new business like a restaurant.”;*

The participants were also given the opportunity to share their good practices in teaching entrepreneurial skills to adult learners. In this respect, the following presentations were held: Presentation of a social cooperative at school (Civiform, Italy); Learning pathway of entrepreneurship (Innoventum, Finland); Legal framework for testing entrepreneurship (Coopérative d’activité et d’emploi Work In SCOP, France); Design thinking methods for the development of entrepreneurship competences (Universita Ca’ Foscari Venezia, Italy).



**Feedback participants:**

*“Design thinking can help to involve adults in disadvantage in entrepreneurship education through practical, participatory methods that foster an entrepreneurial mind-set. These methods are particularly useful to identify a problem and develop a business idea from zero.”; “Design thinking methods could be very interesting in order to present new methods to our students.”*



The three days teaching and learning activity organised by Quarter Mediation in Assen, the Netherlands, from 19<sup>th</sup> to 21<sup>st</sup> of June 2018, was a success and an opportunity for the participants to get in touch with the adult education in the Netherlands and with entrepreneurial initiatives and methods of entrepreneurial learning using in the education of disadvantaged adult learners.

**Feedback participants:**

*“During this training event, I had the opportunity to know many different ways to teach, develop and strengthen entrepreneurial mentality in our target group. Each activity had something new that could be developed in our school. I will go back home with new ideas and concrete methods to use with our adults during the courses.”; “The training was really interesting because I have learned new methods to stimulate my student’s with creative and non-formal training. In the next future I’ll try to involve my colleagues in this kind of activities.”; “I get a lot of new ideas to develop cooperation with other organisations and new approaches to all work. “; “The added value is the possibility of confronting own methods with partners’ method and thus learning other possible way of teaching.”; “Personal added-value is linked to a better knowledge of the existing opportunities not only in the Netherlands but also in European thanks to the other partners and the best practices. Professional development : new ideas to share with my colleagues and widening network of professionals in NL and EU. Thank you, it was great!”; “I got new information and experiences through this training”; “My participation to the training event made me learn about different non-formal methods and best practices to promote the development of entrepreneurship competences in adults. I will certainly use these methods in the future. Moreover I had the chance to visit and learnt about The Netherlands, sharing with the other partners involved.”*

## 2.2. Best practice examples of training activities organised by the organisations involved in the REACT consortium for the development of entrepreneurial competences among adults

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 training methods from their daily activities that can 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:

- 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.

a. Best practice examples of training activities organised by Quarter Mediation (Netherlands)

As best practice examples from the Netherlands, Quarter Mediation chose to describe three of the training methods used in the teaching activity it organised in Assen, the Netherlands, in June 2018:

- *Business simulation game*, an indoor non-formal ICT activity in that the participants work in teams
- *EduLARP – Misteries of the bog*, an indoor non-formal activity having an ICT component and based on live action role playing method
- *Windmill – Entrepreneurial non-formal training*, an indoor and outdoor activity in that several teaching subjects are taught in a motivational way, in a windmill

The main reason of this choice is the fact that the representatives of the REACT partner organisations involved in the mentioned training event had the first-hand experience how such activities are to be organised. Another important reason is the fact that, during the testing phase, each partner from the Netherlands, France and Italy has to organise three different workshops, at least one of them being selected from the training course delivered by Quarter Mediation to adult participants that represented the partners in the REACT project.

The three training methods given as good practice examples by Quarter Mediation are aimed to develop the entrepreneurial competencies and the entrepreneurial way of thinking among the trainees, teachers and trainers working with disadvantaged adult people, including unemployed people, people at the edge of the society (e.g. emigrants, people with low social background, women), people involved in second chance educational programmes, VET learners.

## Business simulation game



|  |  |   |  |
|--|--|---|--|
| <b>Partner organization</b>                                    | <b>QUARTER MEDIATION</b>   |   |  |
| <b>Location, country</b>                                       | Assen, <b>Netherlands</b>  |   |  |
| <b>Main aims of the training activity</b>                      | To build the entrepreneurial mind-set, as well as communication and soft skills for adult learners by using non-formal methods in training the entrepreneurial skills in adults; to simulate the running of a virtual company, making managerial decisions and overcoming the competition by experienced on how to be an entrepreneur and how to use communication technologies. |   |  |
| <b>Entrepreneurial skills and competencies to be developed</b> | <b>EntreComp Framework</b>   | <b>Ideas and opportunities:</b> spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking   |  |
|  |  | <b>Resources:</b> mobilising resources; financial and economic literacy   |  |
|  |  | <b>Into action:</b> taking initiative; planning and management; risk taking; cooperation; learning through experience   |  |
|  | <b>DigiComp Framework</b>  | <b>Information and data literacy:</b> managing data, information and digital content  |  |
|  |  | <b>Communication and collaboration:</b> Interacting, sharing, collaborating through digital technologies; awareness of the behavioural norms; managing digital identity |  |
|  |  | <b>Digital content creation:</b> copyright and licences   |  |
|  |  | <b>Safety:</b> protecting devices; protecting personal data and privacy   |  |
|  |  | <b>Problem solving:</b> creatively using digital technologies   |  |
|  | <b>Business and entrepreneurial knowledge to be developed</b>  | <b>Business knowledge:</b> sales, marketing, finance & operations   |  |
|  |  | <b>Entrepreneurial knowledge:</b> how to raise capital; how to run a business   |  |
| <b>Target group</b>  | Teachers and trainers working with entrepreneurs, would-be entrepreneurs, VET students and university students; representatives of training departments from universities and companies; project coordinators; entrepreneurs.  |   |  |
| <b>Activity type</b>   | Indoor; Non-formal   |   |  |
| <b>Duration of the activity</b>                                | 1.5 hours to 3 hours   |   |  |
| <b>Training methods used</b>                                   | peer learning, hands-on; project method; gaming; team work;  |   |  |
| <b>Number of participants</b>                                  | 8  |   |  |
| <b>Necessary materials and devices</b>                         | Computer, business communication game license  |   |  |



| <b>Detailed content of the teaching/training activity:</b> |  |
|--|--|
| Step 1   | The trainers create accounts for the learners and split them in groups.  |
| Step 2   | The trainer give to each group the game ID and the license key an starts the game.   |
| Step 3   | Each group of learners representing a virtual tourism agency, start organizing the own business by choosing their company name, design a company logo, prepare and issue the mission statement, decide on the team rules and assign roles to team members.   |
| Step 4   | Each group chooses one to three services they want to sell next round and make a demand forecast for every service for the respective month.   |
| Step 5   | Each group purchases at least one workstation, as it will be necessary in the next round to hire employees.  |
| Step 6   | Each group chooses a bank to open its corporate account and an accounting office that will keep the company books.   |
| Step 7   | The virtual companies sell their offer: select the services to be offered; purchase the necessary equipment; hire employees; buy resources for the selected services; choose the services you want to offer; set prices and discounts.   |
| Step 8   | The results of the virtual companies are visualized on the screen and the trainers make a comparison in terms of: Scorecard (economic result, employee satisfaction, customer satisfaction, company development and debt ratio); Sale/Results (nr. of customers; in case of sales lost determine and discuss the reason; Finance (income, revenues and costs); HR (employees' time use; salary comparison).  |
| Step 9   | The offer can be sold again, month by month, till the 12 <sup>th</sup> month. After each month, starting with month two, a comparison between the competitors' results is made by the trainers, together with the learners.  |
| <b>Outcome/results</b>                                     | Insight on how to: run a virtual travel agency, fight competition, take decisions, offer services to virtual customers; maximise economic results; develop the business.   |
| <b>Tips</b>  | During the entire duration of the game, the trainers give guidance to the learners, preferably one group at a time.<br>When choosing the services to be sold, pay attention to the month you are in, as you have to calculate the monthly demand with the following formula: annual demand/12 * seasonality index. When choosing the equipment keep in mind that its quality affects employees' satisfaction. When hiring employees, choose the candidate with the proper professional background, set the salary and select the type of employment contract.  |
| <b>Feedback participants</b>                               | The game gives a great opportunity to "play" entrepreneur. It also gives a good approach, so when you are entrepreneur you have to take consideration a lot of different things. It's a fantastic opportunity to simulate a real business and it can suits to all students. It helps nascent entrepreneurs to reflect about several dimensions of running a business, not only focusing on the product but also on hiring people, furniture etc. and trying to plan all expenses. It is a good method to reinforce entrepreneurship in adult education through ICT, in particular through digital game environments. |
| <b>More info at:</b>                                       | <a href="https://www.reactproject.online/">https://www.reactproject.online/</a>  |

## EduLARP – Misteries of the bog



|  |   |   |
|--|---|---|
| <b>Partner organization</b>                                    | <b>QUARTER MEDIATION</b>  |   |
| <b>Location, country</b>                                       | Assen, <b>Netherlands</b>   |   |
| <b>Main aims of the training activity</b>                      | To educate entrepreneurial initiative and develop entrepreneurial skills (e.g. taking decisions, taking initiative, open mindedness, thinking out of the box), by using communication technologies; to reinforce entrepreneurship in adults |   |
| <b>Entrepreneurial skills and competencies to be developed</b> | <b>EntreComp Framework</b>  | <b>Ideas and opportunities:</b> spotting opportunities; creativity; valuing ideas; ethical and sustainable thinking |
|  |   | <b>Resources:</b> motivation and perseverance; mobilising others  |
|  |   | <b>Into action:</b> taking initiative; cooperation; learning through experience                                     |
|  | <b>DigiComp Framework</b>   | <b>Information and data literacy:</b> evaluating data, information and digital content                              |
|  |   | <b>Communication and collaboration:</b> sharing through digital technologies  |
|  |   | <b>Digital content creation:</b> integrating and re-laborating digital content; copyright and licences              |
|  |   | <b>Safety:</b> protecting the environment   |
|  |   | <b>Problem solving:</b> creatively using digital technologies   |
| <b>Business and entrepreneurial knowledge to be developed</b>  | <b>Business knowledge:</b> operations   |   |
|  | <b>Entrepreneurial knowledge:</b> how to manage in an unforeseen situation  |   |
| <b>Target group</b>  | Teachers and trainers working with entrepreneurs, would-be entrepreneurs, VET students and university students; representatives of training departments from universities and companies; project coordinators; entrepreneurs.               |   |
| <b>Activity type</b>   | Indoor; non-formal  |   |
| <b>Duration of the activity</b>                                | 2 hours   |   |
| <b>Training methods used</b>                                   | gaming; team work; role playing; Live Action Role Playing method  |   |
| <b>Number of participants</b>                                  | 10  |   |
| <b>Necessary materials and devices</b>                         | computer, screen, video projector, badges with different job description, museum setting  |   |



| <b>Detailed content of the teaching/training activity:</b> |  |
|--|--|
| Step 1   | Through the use of ICT and storytelling, the group is introduced in the atmosphere of a certain area of the Netherlands, 2000 years ago. The movie is seconded by the storytelling having as the main characters a group of roman soldiers that were lucky enough to escape a terrible battle won by the Germanic tribes. Running for their lives, the roman soldiers crossed the border and entered the present territory of the Netherlands, in the marshy are of Drenthe, where they saw something very scaring. What the romans saw is the mystery the group of learners have to solve at the end of the workshop. |
| Step 2   | Each learner receives a badge with a different job description representative 2000 years ago, such as: farmer, gatherer, shepherd, hunter, warrior, pottery maker, lumberjack, smith, healer, veteran, village leader etc. In this way each of the villagers is specialized in a certain job and has certain entrepreneurial skills, knowledge and competence making each of them able to help his fellow villagers in case of need.   |
| Step 3   | The villagers must solve together a problem each season brings, by using their specific skills. Each season is a challenge in that the villagers must use their organizational and communication skills, take risks, take initiative, find original solutions to problems. For example: in the spring they have to get rid of a pack of hungry wolves that attacked the village; in the summer they face an attach of a roman legion demanding their food and fur.   |
| Step 4   | The moment when the trainer reveals the mystery of bog people, human sacrifices, is when the dice decides that the gods are not pleased with the gifts received from villagers.  |
| Step 5   | The group, leaded by the trainer, drew conclusions on the game, as well as on the importance of the ICT component, storytelling and role playing during the game.  |
| <b>Outcome/results</b>                                     | Solving the mystery of bog people  |
| <b>Tips</b>  | Use story telling for motivating the people to join the workshop and for transporting them 2000 years back in time.  |
| <b>Feedback participants</b>                               | EduLARP could be easily applied for understanding how a tourism agency works, therefore the players would be the tourists visiting the city or a museum. EduLARP could be applied also with target groups that are in disadvantaged condition, from the social point of view: unemployed people, would-be entrepreneurs, young people with low social background, as the role play method can help the people understand what are they good at and how to find their motivation in life. The learners can train their social and entrepreneurial skills while interacting with each other to solve problems.           |
| <b>More info at:</b>                                       | <a href="https://www.reactproject.online/">https://www.reactproject.online/</a>  |

## Windmill non-formal entrepreneurial training



|   |   |  |
|---|---|--|
| <b>Partner organization</b>   | <b>QUARTER MEDIATION</b>  |  |
| <b>Location, country</b>  | Zuidlaren, <b>Netherlands</b>   |  |
| <b>Main aims of the training activity</b>   | To gain an insight on different entrepreneurial initiatives as well as on how an entrepreneur can be supported at national level in developing his/her business idea by using new approaches to the entrepreneurial education through learning outside the context of formal education and training; to create a background for the educational model for entrepreneurship training, as well as a set of educational strategies; to build the entrepreneurial mind-set, as well as communication and soft skills to adult learners. |  |
| <b>Entrepreneurial skills and competencies to be developed</b>                                    | <b>EntreComp Framework</b>  | <b>Ideas and opportunities:</b> spotting opportunities; creativity; valuing ideas; ethical and sustainable thinking      |
|   |   | <b>Resources:</b> self-awareness and self-efficacy; motivation and perseverance; mobilising resources; mobilising others |
|   |   | <b>Into action:</b> taking initiative; cooperation; learning through experience  |
|   | <b>DigiComp Framework</b>   | <b>Information and data literacy:</b> N/A  |
|   |   | <b>Communication and collaboration:</b> awareness of the behavioural norms   |
|   |   | <b>Digital content creation:</b> copyright and licences  |
| <b>Safety:</b> protecting health and well-being; protecting the environment                       |   |  |
| <b>Problem solving:</b> solving technical problems; identifying needs and technological responses |   |  |
| <b>Business and entrepreneurial knowledge to be developed</b>                                     | <b>Business knowledge:</b> retail, marketing, operations  |  |
|   | <b>Entrepreneurial knowledge:</b> how to run a business with volunteers   |  |
| <b>Target group</b>   | Teachers and trainers working with entrepreneurs, would-be entrepreneurs, VET students and university students; representatives of training departments from universities and companies; project coordinators; entrepreneurs.   |  |
| <b>Activity type</b>  | Indoor & outdoor; non-formal & informal   |  |
| <b>Duration of the activity</b>   | 3 hours to 6 hours  |  |
| <b>Training methods used</b>  | learning-by-doing; learning from experience; project method; interdisciplinary training   |  |
| <b>Number of participants</b>   | 10  |  |
| <b>Necessary materials and devices</b>  | Windmill, several workshops, windmill museum  |  |



| <b>Detailed content of the teaching/training activity:</b> |  |
|--|--|
| <b>Step 1</b>  | The group of trainees is introduced in the atmosphere of the non-formal learning environment, through a fairy tale and a short history of the Wind mill.   |
| <b>Step 2</b>  | The trainers organized training sessions and workshops in the windmill, on different subjects and topics, depending on the learning pathway of the learners, as well as based on the infrastructure and resources available in the windmill, such as: how different entrepreneurial initiatives with local specificity are created and run (ex: bee keeping; retailing; grain, oil and spice milling; wood working); how to use non-formal methods to learn about winches and force in physics; how to use non-formal methods to learn and better understand about prime numbers and shapes in math, in the grain mill workshop; how to use non-formal methods in learning about Portuguese, Spanish and Dutch discoveries in a grain mill, through interdisciplinary teaching (history, geography, biology), by using all senses; how to use non-formal methods in learning about the history of a computer hardware by following the way of its evolution; how to use non-formal methods in learning about science and technology in a mini power plant and a classical wind mill; how to use non-formal methods in learning about economy and retail, as well as gaining entrepreneurial skills and competencies. |
| <b>Step 3</b>  | The trainers organized training sessions and workshops in the windmill' museum, focused on other teaching subjects that can be successfully taught in a wind mill, in a non-formal way, to adult learners: how to use non-formal methods in teaching music by using old musical instruments kept with this purpose in the original museum hosted by the wind mill; how to use non-formal methods in teaching about arts and crafts by being involved in a workshop about making and painting clogs, the typical Dutch wooden shoes; how to use non-formal methods in learning English as a foreign language by making stories about the real life activities and situations encountered in the wind mill.  |
| <b>Outcome/results</b>                                     | An entrepreneurial mind-set of the learners  |
| <b>Tips</b>  | Learners should be encourage to ask questions and to actively be involved in all the discussions. The training session has to be interactive and the trainer has to be able to adapt the content of the training activity to the learners interests.   |
| <b>Feedback participants</b>                               | The training in a windmill gives new ways to approach learning and entrepreneurial skills. Non-formal and informal learning are the way people mostly learn: consequently, non-formal and informal teaching is appropriate for low-skilled people who want to start up a business or become more intrapreneurial. The training in a windmill is useful for peer learning and non-formal methods because students and adults can see how a specific job works, can learn something new just being there and seeing what's going on.   |
| <b>More info at:</b>                                       | <a href="https://www.reactproject.online/">https://www.reactproject.online/</a>  |

b. Best practice examples of training activities organised by Civiform società cooperativa sociale (Italy)

As best practice examples from Cividale del Friuli, Italy, Civiform described the following three teaching/training methods:

- *Entrepreneurial approach and business creation*, an indoor formal activity focused both on knowledge development and skill development;
- *Simulation of a social cooperative: “L’angolo dei dolci piaceri”*, an indoor and outdoor activity that can be organised both non-formal and informal;
- *Entrepreneurship and business creation*, an indoor formal seminar aimed to transmit learners basic notions about entrepreneurship.

The main reason of this choice is the fact that Civiform works with disadvantaged adults that need to be motivated through different activities able to stimulate their entrepreneurial skill.

Those three best practices will lead: teachers, trainers, facilitators working with disadvantaged adults, including unemployed people, women, migrants, youngsters facing school drop-off, people with low social background, VET learners, or isolated people, to be acquainted with entrepreneurship and entrepreneurial skills.

Gradually, participants will know better how to create a business and how to run it. During the frontal lessons, participants have the opportunity to learn the basis of entrepreneurship and creation of business ideas. These courses are organized with the aim of fostering the development of competences useful on the labour market. All along the process, they will better consider needed skills and knowledge to become an effective entrepreneur.

## Entrepreneurial approach and business creation



|  |   |  |
|--|---|--|
| <b>Partner organization</b>                                    | <b>CIVIFORM</b>   |  |
| <b>Location, country</b>                                       | Cividale del Friuli, <b>ITALY</b>   |  |
| <b>Main aims of the training activity</b>                      | The training course aims to transmit to the learners some basic notions on entrepreneurship basing it on a national and European regulatory level on some assumptions that have contributed to make it a strategic topic within active labour policies. An initial reflection on being entrepreneurial will result in the acquisition of greater awareness among users of their own way of dealing with risks and difficulties related to entrepreneurial risk. |  |
| <b>Entrepreneurial skills and competencies to be developed</b> | <b>EntreComp Framework</b>  | <p><b>Ideas and opportunities:</b> spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking</p> <p><b>Resources:</b> self-awareness and self-efficacy; motivation and perseverance; mobilizing resources; financial and economic literacy; mobilizing others</p> <p><b>Into action:</b> planning and management; cooperation; learning through experience</p> |
|  | <b>DigiComp Framework</b>   | <b>Information and data literacy:</b> browsing, searching and filtering data, information and digital content; evaluating data, information and digital content; managing data, information and digital content  |
| <b>Business and entrepreneurial knowledge to be developed</b>  | <b>Business knowledge:</b> finance & operations   |  |
|  | <b>Entrepreneurial knowledge:</b> how to run a business   |  |
| <b>Target group</b>  | Adults  |  |
| <b>Activity type</b>   | Indoor; Formal  |  |
| <b>Duration of the activity</b>                                | 4 hours   |  |
| <b>Training methods used</b>                                   | Team work, frontal lesson   |  |
| <b>Number of participants</b>                                  | Min. 10 max. 25   |  |
| <b>Necessary materials and devices</b>                         | Computer, power point presentation  |  |



| <b>Detailed content of the teaching/training activity:</b> |  |
|--|--|
| Step 1   | <p><i>Focus aspect: Knowledge development</i></p> <p>This step has the aim of presenting the theoretical part of this seminar. In particular, this part should be focused on the following topics: Entrepreneurship guidance; Search for information and opportunities to do business; Motivation as the key to the success of the entrepreneur; From the idea to the business plan; Entrepreneurship in the principles of the small business act; What is cooperative entrepreneurship?</p> <p>The teacher should be an expert of entrepreneurship because he/she has to explain the students all the above mentioned elements fundamental to increase students' knowledge.</p>   |
| Step 2   | <p><i>Focus aspect: Skills development</i></p> <p>The teacher involved in the activity explains to the students the related topics and the students are able to: define the concept of a company; recognize the main legal references regulating the creation of new businesses; search for information on facilities and financing to support the creation of new businesses; identify the main organizational, economic and bureaucratic elements that contribute to defining a business plan; define the phases that characterize the creation of a cooperative enterprise.</p> <p>In order to be more efficient, the teacher will bring as an example a realistic business plan that will be analysed during the lesson. This activity is linked with the last two arguments about the definition of a business plan and the characteristics of a cooperative enterprise. During this part of the activity, students collaborate with each other in small groups giving their proposal about the characteristics of a good business plan. These suggestions will be then compared with the real business plan in order to identify the real organizational and economic elements of that document.</p> |
| Step 3   | <p><i>Evaluation:</i></p> <p><b>"In situation" test</b> that aims to verify the adults' objective skills in using specific knowledge and skills within a problematic situation sufficiently similar to those existing in normal work contexts. In particular, the test is structured into tasks in order to facilitate the verification of the students' achievement of the key competences indicated in the corresponding section of this project.</p> <p>The teacher delivers the final exam to each student. The exam should contain the description of a realistic situation in which the student wish to start a new business.</p> <p>Elements of evaluation of the respective tasks:</p> <p>Task 1: the correct analysis of the reference labor market as a basis for contextualizing the idea (max 25 points); the correct structuring of motivations to support the idea (max 25 points).</p> <p>Task 2: the correct definition of marketing strategies to launch the idea (max 20 points)</p> <p>Task 3: the correct management of financial and economic aspects of the plan (max 30 points)</p>   |
| <b>Outcome/results</b>                                     | <p>Learners ability to: recognize the production sectors on which to direct their choices based on personal characteristics and expectations; develop a more self-critical and conscious approach towards oneself and one's own potential; recognize the connection between leadership skills and entrepreneurship; manage an effective problem solving process.</p>   |
| <b>More info at:</b>                                       | <p><a href="https://www.reactproject.online/">https://www.reactproject.online/</a></p>   |

## Simulation of a social cooperative: "L'angolo dei dolci piaceri"



|  |   |  |
|--|---|--|
| <b>Partner organization</b>                                    | <b>CIVIFORM</b>   |  |
| <b>Location, country</b>                                       | Cividale del Friuli, <b>ITALY</b>   |  |
| <b>Main aims of the training activity</b>                      | The purpose of the activity is to stimulate an entrepreneurial mentality in adults and transferring method and skills for the creation of a simulated social enterprise. The project supports students in creating business activities. Being a simulation implies the need to simplify the real structure of the company, but recreating processes that are as close as possible to the reality. Students therefore face with real situations and difficulties, acquiring not only theoretical knowledge, but also skills, attitudes and practical skills. |  |
| <b>Entrepreneurial skills and competencies to be developed</b> | <b>EntreComp Framework</b>  | <p><b>Ideas and opportunities:</b> spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking</p> <p><b>Resources:</b> self-awareness and self-efficacy; motivation and perseverance; mobilizing resources; financial and economic literacy; mobilizing others</p> <p><b>Into action:</b> taking initiative; planning and management; risk taking; cooperation; learning through experience</p> |
|  | <b>DigiComp Framework</b>   | <b>Information and data literacy:</b> browsing, searching and filtering data, information and digital content; evaluating data, information and digital content; managing data, information and digital content  |
| <b>Business and entrepreneurial knowledge to be developed</b>  | <b>Business knowledge:</b> finance & operations   |  |
|  | <b>Entrepreneurial knowledge:</b> how to run a business   |  |
| <b>Target group</b>  | Adults and/or students  |  |
| <b>Activity type</b>   | Indoor/outdoor depending on the activity developed by the cooperative;<br>Non-formal/informal   |  |
| <b>Duration of the activity</b>                                | 4 to 6 hours  |  |
| <b>Training methods used</b>                                   | Peer learning; teamwork; role-playing.  |  |
| <b>Number of participants</b>                                  | 6 to 15   |  |
| <b>Necessary materials and devices</b>                         | Computer and internet   |  |



| <b>Detailed content of the teaching/training activity:</b> |   |
|--|---|
| Step 1   | The first reflective phase aims at stimulating an entrepreneurial mindset, with entrepreneurs and professionals coming to share their stories. The creation of a social cooperative starts with the theoretical part in which students learn from other positive professionals experiences. This step is fundamental to motivate the students in their future performance within the social cooperative.  |
| Step 2   | The second phase employs experts to teach business plan and project management. Experts will talk about business plan and project management in order to have a clearer idea of becoming entrepreneurs.   |
| Step 3   | Third phase consists of creating the business company depending on the sector in which students are involved. Thanks to the involvement of one teacher, students will start to write the official documents, like the Statute and Act of Accession. In addition to this, students will create also the business plan helped by a mentor (teacher) who assists the ideas in the start-up process. They have to donate a symbolic amount (around 2€) to let the business start. |
| Step 4   | Students start to work within the school in the cooperative through the organization of events (this is the case of the catering sector that organizes banquettes) or the production of cookies, cakes, pizzas or bread (this is the case of the bakery sector). To organize the activities and buy raw materials,, students use the amount given during the previous step.   |
| Step 5   | Once the students have the materials, start to organize the activities: organization of the team, collecting ideas to promote the products, organize the events, set the prices for each product and other activities linked with the creation of the simulated social cooperative.   |
| Step 6   | Simultaneously with the end of the school year, the simulation of the social cooperative finish its activities. The next year students of the third year start again to create another cooperative.   |
| Step 7   | After explaining the various joint-stock companies, the teacher makes the students themselves a company that includes a deed of incorporation and a symbolic social capital.  |
| <b>Outcome/results</b>                                     | The result of this activity is the creation of the simulated cooperative within the school. Through this activity, students learn how to develop an entrepreneurial capacity through the implementation of the simulated social cooperative.  |
| <b>Feedback participants</b>                               | Students are extremely happy to participate in this activity because they have the opportunity to put into action their profession. They really feel to be part of the social cooperative and are happy to collaborate  |
| <b>More info at:</b>                                       | <a href="https://www.reactproject.online/">https://www.reactproject.online/</a>   |

## Entrepreneurship and business creation



|  |  |   |
|--|--|---|
| <b>Partner organization</b>                                    | <b>CIVIFORM</b>  |   |
| <b>Location, country</b>                                       | Cividale del Friuli, <b>ITALY</b>  |   |
| <b>Main aims of the training activity</b>                      | The seminary aims to transmit to the learners some basic notions about entrepreneurship in particular regarding the role of the entrepreneur, skills and abilities, the characteristics of self-employment and paid employment and one section dedicated to the steps from the idea to the company together with the advices for starting up the entrepreneurial idea. |   |
| <b>Entrepreneurial skills and competencies to be developed</b> | <b>EntreComp Framework</b>   | <b>Ideas and opportunities:</b> spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking   |
|  |  | <b>Resources:</b> self-awareness and self-efficacy; motivation and perseverance; mobilizing resources; financial and economic literacy; mobilizing others   |
|  |  | <b>Into action:</b> planning and management; cooperation; learning through experience   |
|  | <b>DigiComp Framework</b>  | <b>Information and data literacy:</b> browsing, searching and filtering data, information and digital content; evaluating data, information and digital content; managing data, information and digital content |
| <b>Business and entrepreneurial knowledge to be developed</b>  | <b>Business knowledge:</b> finance & operations  |   |
|  | <b>Entrepreneurial knowledge:</b> how to run a business  |   |
| <b>Target group</b>  | Adults   |   |
| <b>Activity type</b>   | Indoor; Formal   |   |
| <b>Duration of the activity</b>                                | 4 hours  |   |
| <b>Training methods used</b>                                   | Lecture  |   |
| <b>Number of participants</b>                                  | 6 to 15  |   |
| <b>Necessary materials and devices</b>                         | Power point presentation   |   |



| <b>Detailed content of the teaching/training activity:</b> |   |
|--|---|
| Step 1   | The entrepreneur, skills and ability: in this first part the teacher explains what are the skills and abilities that an entrepreneur must have  |
| Step 2   | Self-employment and employee work: in this second part examples of the differences between self-employment and employee work and, specifically, on the responsibility of the entrepreneur   |
| Step 3   | From the idea to the enterprise, the steps for starting up: in this third phase the bureaucratic and financial steps necessary to establish a business                                      |
| <b>Outcome/results</b>                                     | Better awareness on the differences between self-employment and employment and what lies behind the creation of a company of their own.   |
| <b>Feedback participants</b>                               | Even if the course is mostly theoretical, students are very satisfied because they have an opportunity within their course to learn more about entrepreneurship and how to build a company. |
| <b>More info at:</b>                                       | <a href="https://www.reactproject.online/">https://www.reactproject.online/</a>   |

c. Best practice examples of training activities organised by Università Ca' Foscari di Venezia (Italy)

The best practice examples of teaching/training methods described by Università Ca' Foscari di Venezia are the following:

- *Design thinking*, an indoor non-formal activity aimed to build the entrepreneurial mind-set;
- *Fever Pitch & Business Model Canvas*, a hands-on indoor workshop structured in two main activities: Fever Pitch and Business Model Canvas;
- *Entrepreneurship Self Evaluation and Empowerment*, an indoor non-formal activity with a focus on Entrecomp competencies.

The main reason of the choices above is that these three methodologies on one hand enact the structuring of important phases of transformative learning, on the other hand they allow the activation of the entrepreneurial skill, according to the capability approach.

The methodologies work on each of the three dimensions of the entrepreneurial activity:

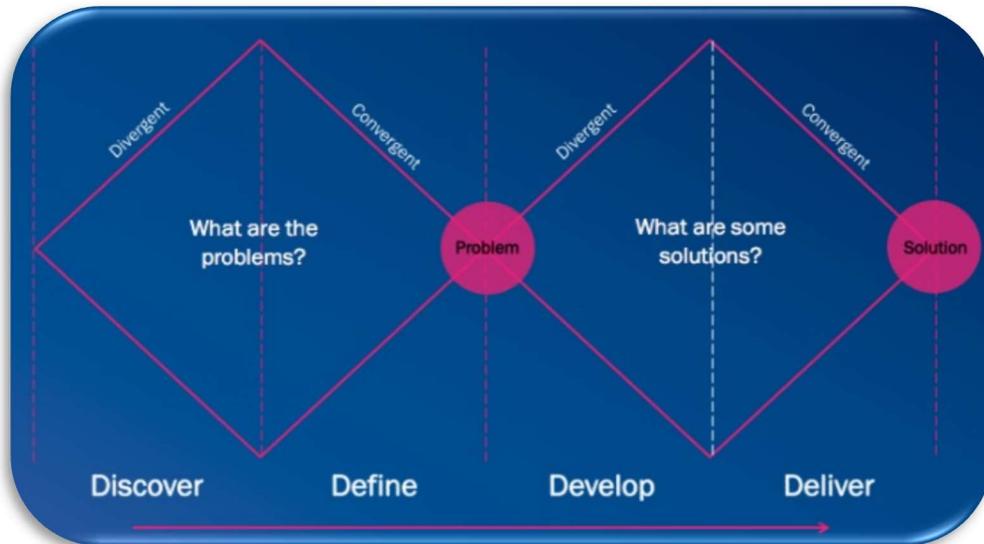
1. self-analysis and empowerment of self-awareness;
2. representation of an entrepreneurial idea and vision;
3. reflectivity and reflective strategy regarding the activation of resources in order to realize a valuable entrepreneurial idea.

Methodologies occur in all of the three best practices selected and have been developed on the basis of researches and interactions between trainers and teachers/educators. According to evidences, each methodology empowers in learners the soft skills too, enhancing the development of the entrepreneurial skill and, in some occasions, even of digital skills. These practices permit to integrate different skill dimensions, sustaining a deep learning in adults, in order to enable their agency throughout active collaboration and collective discussion. The three methods provided as examples of good practices aim to develop entrepreneurial skills and have been thought for inclusive learning based on self-awareness and interaction. Different targets, while working on these methodologies, will enable the development of an inclusive entrepreneurial skill idea, capable to support and different stakeholders in different working and social transitions.

## Design thinking

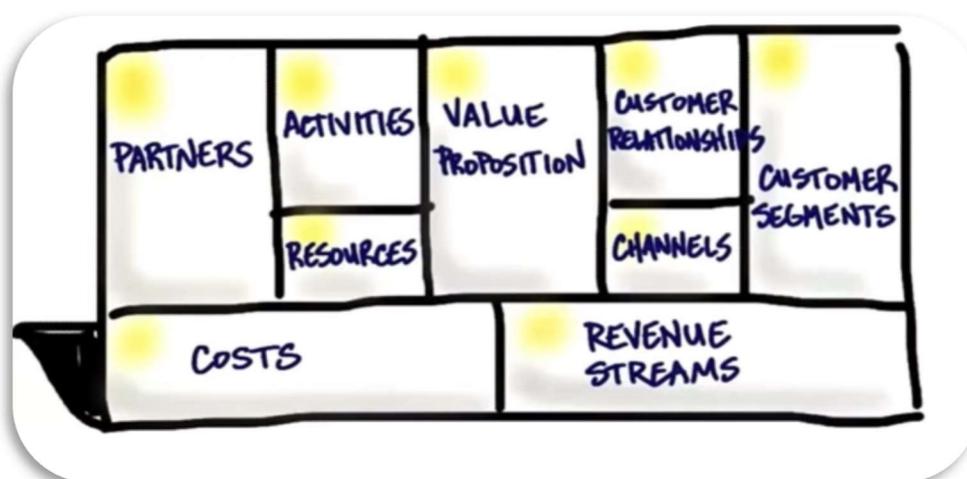


|   |  |   |
|---|--|---|
| <b>Partner organization</b>   | <b>Università Ca' Foscari Venezia</b>  |   |
| <b>Location, country</b>  | Venice, ITALY  |   |
| <b>Main aims of the training activity</b>   | To build an entrepreneurial mind-set through collaborative, generative work with the aim to discover and define opportunities for business; to transform ideas into action by developing and delivering business solutions through connected processes of divergent and convergent thinking. |   |
| <b>Entrepreneurial skills and competencies to be developed</b>  | <b>EntreComp Framework</b>   | <b>Ideas and opportunities:</b> spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking   |
|   |  | <b>Resources:</b> self-awareness and self-efficacy; motivation and perseverance; mobilising resources; financial and economic literacy; mobilising others   |
|   |  | <b>Into action:</b> taking initiative; planning and management; risk taking; cooperation; learning through experience   |
|   | <b>DigiComp Framework</b>  | <b>Information and data literacy:</b> browsing, searching and filtering data, information and digital content; evaluating data, information and digital content; managing data, information and digital content |
| <b>Communication and collaboration:</b> interacting through digital technologies; sharing through digital technologies; engaging in citizenship through digital technologies; collaborating through digital technologies; awareness of the behavioural norms; managing digital identity |  |   |
| <b>Digital content creation:</b> developing digital content; integrating and re-elaborating digital content; copyright and licences; programming  |  |   |
| <b>Safety:</b> protecting devices; protecting personal data and privacy; protecting health and well-being; protecting the environment   |  |   |
| <b>Business and entrepreneurial knowledge to be developed</b>   | <b>Business knowledge:</b> innovation, marketing.  |   |
|   | <b>Entrepreneurial knowledge:</b> how to generate business ideas; how to create a business; how to generate innovation   |   |
| <b>Target group</b>   | Would-be entrepreneurs, VET students and university students   |   |
| <b>Activity type</b>  | Indoor; non-formal   |   |
| <b>Duration of the activity</b>   | 1.5 to 2 hours   |   |
| <b>Training methods used</b>  | peer learning; collaborative learning; project method  |   |
| <b>Number of participants</b>   | 10   |   |
| <b>Necessary materials and devices</b>  | Computers, inspiration cards, coloured pencils, paper.   |   |

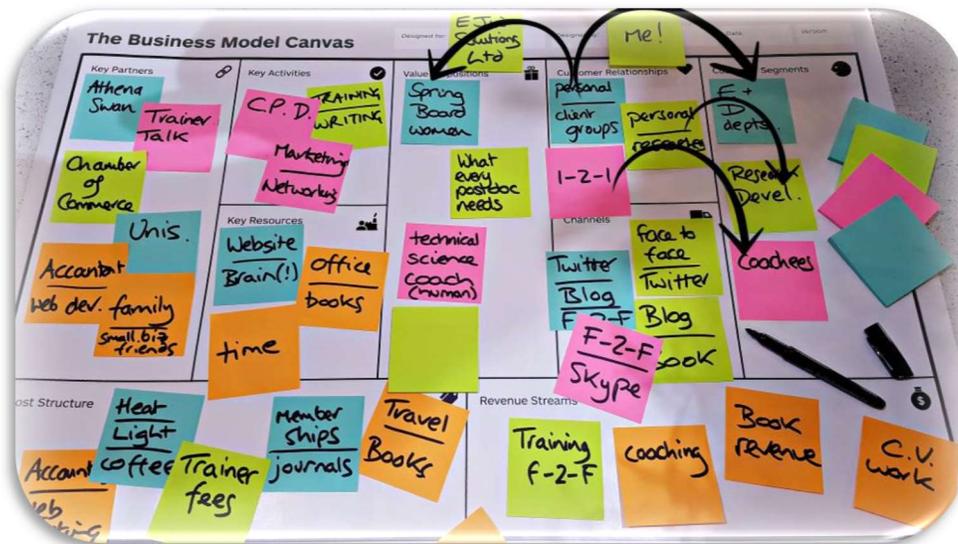


| <b>Detailed content of the teaching/training activity:</b> |   |
|--|---|
| Step 1   | The trainer divides participants in small groups of 3 people, each group has a computer at their disposition.   |
| Step 2   | The trainer explains a method for divergent thinking to the groups (e.g. brainstorming).  |
| Step 3   | The trainer asks participants to brainstorm about possible problems to be solved through business. The task is to generate a list of 5 ideas on paper.  |
| Step 4   | Each group present their 5 ideas to the other groups and trainer, explaining why they are important.  |
| Step 5   | Space for collective discussion   |
| Step 6   | The trainer asks participants to discuss their 5 ideas within the groups with the aim to define one opportunity/problem to focus on.  |
| Step 7   | Each group presents their choice to the other groups and trainer, explaining their reasons.   |
| Step 8   | Space for collective discussion   |
| Step 9   | The trainer asks participant to brainstorm about possible solutions to that problem, generating a list of 3 solutions on paper.   |
| Step 10  | Each group present their 3 solutions to the other groups and trainer, explaining how they would solve the problem.  |
| Step 11  | Space for collective discussion   |
| Step 12  | The trainer asks participant to discuss the 3 solutions generated within each group, with the aim to deliver an effective business solution to address the problem selected.  |
| Step 13  | Each group present their problem-solution to the other groups and researcher, receiving feedbacks.  |
| <b>Outcome/results</b>                                     | Insights on: methods for creative thinking, how to spot business opportunities, how to take decisions, how to generate innovation, work collaboratively, transform ideas into business opportunities.   |
| <b>Tips</b>  | At the beginning of the session, the trainers explain one method for divergent thinking (e.g. brainstorming). Then, they act as facilitators for the rest of the session, supporting learners only when needed, and limiting their interventions to practical information such as available time and resources. |
| <b>More info at:</b>                                       | <a href="https://www.gsb.stanford.edu/insights/how-design-thinking-improves-creative-process">https://www.gsb.stanford.edu/insights/how-design-thinking-improves-creative-process</a>   |

## Fever Pitch & Business Model Canvas



|  |   |   |
|--|---|---|
| <b>Partner organization</b>                                    | Università Ca' Foscari Venezia  |   |
| <b>Location, country</b>                                       | Venice, ITALY   |   |
| <b>Main aims of the training activity</b>                      | To apply Fever Pitch to a strange object; to apply Business Model Canvas to a business you know; to explain your business through the BMC.  |   |
| <b>Entrepreneurial skills and competencies to be developed</b> | <b>EntreComp Framework</b>  | <b>Ideas and opportunities:</b> spotting opportunities; creativity; vision; valuing ideas   |
|  |   | <b>Resources:</b> self-awareness and self-efficacy; motivation and perseverance; mobilizing resources; financial and economic literacy; mobilizing others |
|  |   | <b>Into action:</b> taking initiative; planning and management; risk taking; cooperation; learning through experience                                     |
|  | <b>DigiComp Framework</b>   | <b>Information and data literacy:</b> browsing, searching and filtering data,   |
|  |   | <b>Communication and collaboration:</b> sharing through digital technologies;   |
|  |   | <b>Problem solving:</b> creatively using digital technologies   |
| <b>Business and entrepreneurial knowledge to be developed</b>  | <b>Business knowledge:</b> sales, marketing, finance & operations   |   |
|  | <b>Entrepreneurial knowledge:</b> how to deliver a pitch; how to develop a business idea  |   |
| <b>Target group</b>  | Unemployed adults or immigrants   |   |
| <b>Activity type</b>   | Indoor; informal  |   |
| <b>Duration of the activity</b>                                | 4 hours   |   |
| <b>Training methods used</b>                                   | e.g. hands-on; team work;   |   |
| <b>Number of participants</b>                                  | 10  |   |
| <b>Necessary materials and devices</b>                         | For the 1 <sup>st</sup> activity: for each group: a poster and markers to represent (prototype) the prompt. For the 2 <sup>nd</sup> activity: for each person a block of post-it. For the whole activity: a big poster of BMC is used during the presentation so that each participant sticks his/her Post-it on it while presenting. (Prompts: Exploding banana, talking camera, smelly paper, foldable giraffe, spying bush). |   |



| <b>Detailed content of the teaching/training activity:</b>      |   |
|---|---|
| <b>Activity 1: Fever Pitch</b> (roughly 1 hour) as ice breaker: |   |
| Step 1  | The participants are divided into groups of 3 or 4 individuals.   |
| Step 2  | The groups have 10 minutes (time pressure) to prepare a 60 seconds' pitch. The instructions are that each member has to participate in the presentation – this can be as creative as the group want. During the preparation the group is invited to think about the elements that a good pitch should have (its organization), but the group should also make time to rehearse it.  |
| Step 3  | After the presentation, in groups, the participants reflect on what each participant did well during the presentation (positive feed-back).   |
| <b>Activity 2: Business Model Canvas</b> (roughly 3 hours):     |   |
| Step 1  | This task is carried out first individually, so the trainee will present the outcome in front of the entire group in three minutes.<br>Assignment (40 minutes): select a business that you are somehow familiar with and that you find interesting. Any kind of business will work – a big business, a small local one, a business you've thought of, whatever.   |
| Step 2  | The learner skims the attached pdf of the first pages of the book "Business Model Generation" so that he/she familiarizes himself/herself with this as a reference for baseline understanding of the Business Model Canvas<br><a href="https://drive.google.com/file/d/12Uuu_7fTy59XXxfzg2eFhpg_3LR6AFr8/view?usp=sharing">https://drive.google.com/file/d/12Uuu_7fTy59XXxfzg2eFhpg_3LR6AFr8/view?usp=sharing</a>   |
| Step 3  | Take notes on the post-it, at least one post-it for each block of the BMC. You will use the post-it to present your business in 3 minutes.  |
| <b>Outcome/results</b>  | Insights on how to deliver a pitch, to work in group under time pressure, use the BMC as tool to develop an idea and test it to the practice.   |
| <b>Tips</b>   | During the entire duration of the game, the trainers give guidance to the learners, preferably one group at a time.<br>For the trainer: familiarize yourself with the BMC and the elevator pitch  |
| <b>Feedback participants</b>                                    | Reflect on group work during the fever pitch. Positive feed-back at the end of each presentation.   |
| <b>More info at:</b>  | Presentation on the fever pitch. <a href="https://drive.google.com/file/d/0B9J-vCdDNErTR2k2Y3ZwY1ZaaGxGWmtMc2dJRVdaMXIdXIZ/view">https://drive.google.com/file/d/0B9J-vCdDNErTR2k2Y3ZwY1ZaaGxGWmtMc2dJRVdaMXIdXIZ/view</a><br>Elevator pitch: <a href="https://www.youtube.com/watch?v=Lb0Yz_5ZYzI">https://www.youtube.com/watch?v=Lb0Yz_5ZYzI</a><br>Course of Steve Blank on <a href="https://www.udacity.com/course/how-to-build-a-startup-ep245">https://www.udacity.com/course/how-to-build-a-startup-ep245</a> |

## Entrepreneurship Self Evaluation and Empowerment



|  |   |  |
|--|---|--|
| <b>Partner organization</b>                                    | <b>Università Ca' Foscari Venezia</b>   |  |
| <b>Location, country</b>                                       | Venice, ITALY   |  |
| <b>Main aims of the training activity</b>                      | Reflecting on own entrepreneurial mind-set through collaborative, generative work; to work on own agency through working group, storytelling and role-playing |  |
| <b>Entrepreneurial skills and competencies to be developed</b> | <b>EntreComp Framework</b>  | <b>Ideas and opportunities:</b> spotting opportunities; creativity; vision; valuing ideas;                               |
|  |   | <b>Resources:</b> self-awareness and self-efficacy; motivation and perseverance; mobilizing resources; mobilizing others |
|  |   | <b>Into action:</b> taking initiative; planning and management; cooperation; learning through experience                 |
|  | <b>DigiComp Framework</b>   | <b>Information and data literacy:</b> browsing, searching; managing data, information and digital content                |
|  |   | <b>Communication and collaboration:</b> interacting through digital technologies   |
|  |   | <b>Problem solving:</b> creatively using digital technologies;   |
| <b>Business and entrepreneurial knowledge to be developed</b>  | <b>Entrepreneurial knowledge:</b><br>How to be entrepreneurial and intrapreneurial  |  |
| <b>Target group</b>  | VET students and university students in transition to work  |  |
| <b>Activity type</b>   | Indoor; non-formal  |  |
| <b>Duration of the activity</b>                                | 3 to 4 hours  |  |
| <b>Training methods used</b>                                   | Reflexivity; team-working; story-telling; role-playing  |  |
| <b>Number of participants</b>                                  | 10  |  |
| <b>Necessary materials and devices</b>                         | Pen and paper; camera   |  |



|  |  |
|--|--|
| <b>Detailed content of the teaching/training activity:</b> |  |
| <b>Activity 1: Questionnaire as ice-breaker</b>            |  |
| Step 1   | The trainer delivers a questionnaire to the participants (see Appendix G)  |
| Step 2   | The trainer explains how to fill in the questionnaire  |
| Step 3   | The participants fill in the questionnaire   |
| Step 4   | The trainer shares with the participants the questionnaire outcomes and proposes some items for the discussion: their awareness of the entrepreneurial attitudes, their Entrecomp competences (from the least to the most developed competences), their capabilities for the entrepreneurial development |
| <b>Activity 2: Competence into action</b>                  |  |
| Step 1   | The trainer divides participants in 3 small groups   |
| Step 2   | In connection with Step 4 of the Activity 1, each group brainstorm about the 3 Entrecomp dimensions and the capabilities that each participant could have developed throughout his life  |
| Step 3   | Each participant tells the others if and how he/she developed one specific Entrecomp competence or capability throughout his life  |
| Step 4   | Each group selects one out of the competence narrations of the participants  |
| Step 5   | The selected narration is revised in order to be told and played by each group; each group has to use the Mobile Camera with video editing software and online uploading (digital competences through peer learning)   |
| Step 6   | Storytelling with camera: one participant of each group has 3 minutes' time to narrate the competence development  |
| Step 7   | Role-playing with camera: each group has 5/10 minutes' time to role-play the competence or capability narration (a life's event in which the subject became aware of his competence or capability)   |
| Step 8   | Space for collective discussion and feedback led by the trainer who proposes these items: their vision, their planning skills and their future   |
| <b>Outcome/results</b>                                     | Insights on: entrepreneurship awareness, to work in group, to storytell and role-play  |
| <b>Tips</b>  | At the beginning of each activity, the trainer explains the whole training process. Then, he/she acts as facilitators for the rest of the session, giving guidance to the learners, preferably one group at a time   |
| <b>More info at:</b>                                       | <a href="https://www.reactproject.online/">https://www.reactproject.online/</a>  |

d. Best practice examples of training activities organised by Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara (France)

As best practice examples from France, Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara described the following three teaching/training methods:

- *Introduction to an entrepreneurial cooperative mindset*, an indoor formal workshop aimed fostering participants' entrepreneurial mindset
- *Start-up programme – EPA*, an indoor non-formal workshop aimed as an overview of an entrepreneur's routine
- *Young Enterprise – EPA (Learning by doing)*, an indoor non-formal workshop aimed to give answers to the basic questions related to the creation of a new enterprise.

The main reason of this choice is the fact that Sc'Opara is working with nascent entrepreneurs, young entrepreneurs newly experiencing entrepreneurship and business routine. The idea was to share our experience as expert supporting entrepreneurs.

Those three best practices will lead: teachers, trainers, facilitators working with disadvantaged adults, including unemployed people, women, migrants, youngsters facing school drop-off, people with low social background, VET learners, or isolated people, to be acquainted with entrepreneurship and entrepreneurial skills.

Step by step, participants can experience in almost real situation, how to create a business and how to run it. The added value of our practices is that participants will be always guided by experienced entrepreneurs, experts in entrepreneurial field or attentive facilitators, willing to support and answer any questions in order for them to gain experience and knowledge. While experiencing Sc'Opara's best practices, participants are fostered to develop competences useful on the labour market. All along the process, they will better consider needed skills and knowledge to become an effective entrepreneur.

## Introduction to an entrepreneurial cooperative mindset



|  |   |  |
|--|---|--|
| <b>Partner organization</b>                                    | <b>WORKING SCOP SC'OPARA</b>  |  |
| <b>Location, country</b>                                       | Corsica, <b>FRANCE</b>  |  |
| <b>Main aims of the training activity</b>                      | The purpose of this workshop is to foster participants' entrepreneurial mindset and to highlight the strengths of an entrepreneurial cooperative: collaborative work to develop one's own project/enterprise. Main aspects of entrepreneurship will be presented. |  |
| <b>Entrepreneurial skills and competencies to be developed</b> | <b>EntreComp Framework</b>  | <b>Ideas and opportunities:</b> vision; valuing ideas;   |
|  |   | <b>Resources:</b> self-awareness and self-efficacy; motivation and perseverance; mobilising resources; financial and economic literacy; mobilising others        |
|  | <b>DigiComp Framework</b>   | <b>Into action:</b> taking initiative; planning and management;  |
|  |   | <b>Information and data literacy:</b> browsing, searching and filtering data, information and digital content; evaluating data, information and digital content; |
|  | <b>Communication and collaboration:</b> interacting through digital technologies; sharing through digital technologies; engaging in citizenship through digital technologies;   |  |
| <b>Business and entrepreneurial knowledge to be developed</b>  | <b>Business knowledge:</b><br>sales, marketing, communication, logo, investments, prices system   |  |
|  | <b>Entrepreneurial knowledge:</b><br>how to run a business, project management, team work, business presentation (or pitch)   |  |
| <b>Target group</b>  | Adults  |  |
| <b>Activity type</b>   | Indoor; Formal  |  |
| <b>Duration of the activity</b>                                | 7 hours   |  |
| <b>Training methods used</b>                                   | team work; practical activity   |  |
| <b>Number of participants</b>                                  | 10 people maximum   |  |
| <b>Necessary materials and devices</b>                         | A beamer and four computers connected to the Internet. Paper and pens for participants. White board or flip chart.  |  |



| <b>Detailed content of the teaching/training activity:</b> |  |
|--|--|
| Step 1   | <p><b>Fostering entrepreneurial mindset:</b><br/>To invite entrepreneurs to share their experience of business creation within an entrepreneurial cooperative (strengths and/weaknesses).</p>  |
| Step 2   | <p><b>Business plan, project analysis:</b><br/>To invite speakers/experts to explain what is a business plan, giving some tips to make it efficient.<br/>At the end, participants will be able to evaluate the relevance of their project and have a better idea of the following steps to possibly implement their entrepreneurial project.</p>   |
| Step 3   | <p><b>Overview of activities carried out within an entrepreneurial cooperative:</b></p> <ul style="list-style-type: none"> <li>• Communication workshop: corporate visual identity (logo, corporate brand, ...)</li> <li>• Workshop to define costumers &amp; services (market analysis, definition of the target group...)</li> <li>• Running a business: <ul style="list-style-type: none"> <li>➔ workshop on rate-setting policy and tariff system;</li> <li>➔ workshop on commercial presentation/ pitch;</li> <li>➔ workshop on how to manage investments.</li> </ul> </li> <li>• Company's daily routine: workshop on different thematics such as human resources, inventory management, agenda, workplan...</li> <li>• Financial management: workshop on administrative expenditure (incomes and expenses), profit, sales revenue.</li> </ul> |
| Step 4   | <p><b>End of the session:</b><br/>At the end of the day, participants will be encouraged to share their feedback about (the presentation of) the entrepreneurial cooperative mindset and ask further practical information if they would like to join in.</p>  |
| <b>Outcome/results</b>                                     | <p>People with a lack of confidence and afraid to enter the entrepreneurship way of life will be able to discover what is an entrepreneurial cooperative. In that system they can start working on their own project, but they are never alone.<br/>During the day, they will work on: entrepreneurial know-how, soft skills such as self-confidence, building team work.<br/>They will also: give form to a project; work in a collaborative way; use appropriate/new material/tools; develop entrepreneurial and digital skills; network.</p>  |
| <b>Tips</b>  | <p>Speakers should be available to answer maximum of questions. Participants should feel confident enough to speak out freely. Enough time should be planned to go through an overall overview of the entrepreneurs cooperative.</p>   |
| <b>Feedback participants</b>                               | <p>During the presentation, I realized that entrepreneurial cooperative could be a solution for me. Now, I am running my own business along with other entrepreneur members. The facilitator/coach remains attentive to our needs and is always available.</p>   |
| <b>More info at:</b>                                       | <p><a href="https://www.reactproject.online/">https://www.reactproject.online/</a></p>   |

## Startup Programme-EPA



|  |  |   |
|--|--|---|
| <b>Partner organization</b>                                    | <b>WORKING SCOP SC'OPARA/ EPA association</b>  |   |
| <b>Location, country</b>                                       | Corsica, <b>FRANCE</b>   |   |
| <b>Main aims of the training activity</b>                      | <p>Through this training activity, participants will have an overview of an entrepreneur's routine. For one day, they will cover entrepreneurial useful thematic such as:</p> <ul style="list-style-type: none"> <li>- Entrepreneurship concept;</li> <li>- Business management principles;</li> </ul> <p>Entrepreneurial skills such as team spirit, sense of responsibility, creativity, rigour, discovery spirit and communication.</p> |   |
| <b>Entrepreneurial skills and competencies to be developed</b> | <b>EntreComp Framework</b>   | <b>Ideas and opportunities;</b> creativity; vision; valuing ideas;  |
|  |  | <b>Resources:</b> motivation and perseverance; mobilising resources; financial and economic literacy; mobilising others |
|  | <b>DigiComp Framework</b>  | <b>Into action:</b> taking initiative; planning and management; learning through experience                             |
|  |  | <b>Information and data literacy:</b> browsing, information and digital content; information and digital content        |
| <b>Business and entrepreneurial knowledge to be developed</b>  | <b>Business knowledge:</b> sales, marketing, finance & operations  |   |
|  | <b>Entrepreneurial knowledge:</b> how to raise capital; how to run a business  |   |
| <b>Target group</b>  | Students/Adults  |   |
| <b>Activity type</b>   | Indoor; Non-formal   |   |
| <b>Duration of the activity</b>                                | 8 hours  |   |
| <b>Training methods used</b>                                   | Hands-on; team work; role playing.   |   |
| <b>Number of participants</b>                                  | N/A - it depends on the number of registered participants  |   |
| <b>Necessary materials and devices</b>                         | Digital equipment (PC, tablet if needed), pen, papers etc. (office tools)  |   |



| <b>Detailed content of the teaching/training activity:</b> |  |
|--|--|
| Step 1   | Based on "Start-Up programme EPA", participants will have an overview of the different steps to create their own business.   |
| Step 2   | <p><b>Overview of project planning phases:</b></p> <ul style="list-style-type: none"> <li>- Market research: what are my commercial opportunities?</li> <li>- Strategy review: targeting the customers, how to launch the company in the market to be competitive. The importance of the marketing strategy to insure successful sales.</li> <li>- Feasibility study: project means.</li> <li>- Legal study: legal status</li> </ul>   |
| Step 3   | <b>Daily routine of an entrepreneur:</b> how to start a company with basic funding and how to start the activities of the business company?  |
| Step 4   | <p><b>Hands-on exercises:</b></p> <p>At this step, participants will be asked to share their needs related to entrepreneurial competences. According to it, activities based on Start Up programme EPA will be implemented.</p> <p>For example, the activities may address marketing issues, budget issues, business plan, human resource and legal issues, basic funding issues, etc. The form and number of activities will depend on the remaining time at the end of the training.</p> |
| Step 5   | <p><b>Promotion of "Young Enterprise" competitions:</b></p> <p>After the activities, the national/European championship of young enterprises will be presented. Each year, the winner of the national competition represents France in the EU championships "JA Europe Company of the Year" - <a href="http://www.jaeurope.org/">http://www.jaeurope.org/</a>.</p>   |
| Step 6   | This step is meant to assess the overall training day and the practical activities as well. Participants will be encourage to speak out loud and to give their feedbacks about the overall training session.   |
| <b>Outcome/results</b>                                     | <p>From this experience, participants will develop knowledge in:</p> <ul style="list-style-type: none"> <li>- Entrepreneurial skills,</li> <li>- Organisational skills,</li> <li>- How to build a business/What is a business plan?</li> <li>- How to run a business?</li> </ul>   |
| <b>Tips</b>  | The facilitator should stay available for any kind of question and be attentive to the participants concerns. Different interveners can take part to the session: mentor, coach, facilitator, to answer specific question on specific thematic.  |
| <b>Feedback participants</b>                               | Project pedagogy is a good way to generate interest and involvement among people.  |
| <b>More info at:</b>                                       | <a href="http://www.entreprendre-pour-apprendre.fr/fr/nos-outils/start-up-programme-epa.html">http://www.entreprendre-pour-apprendre.fr/fr/nos-outils/start-up-programme-epa.html</a>  |

## Young Enterprise – EPA



|  |  |   |
|--|--|---|
| <b>Partner organization</b>                                    | <b>WORKING SCOP SC'OPARA/ EPA association</b>  |   |
| <b>Location, country</b>                                       | Corsica, <b>FRANCE</b>   |   |
| <b>Main aims of the training activity</b>                      | <p>The participants will find answers to the following questions: What is a nascent enterprise? What are his/her daily challenges ?</p> <p>Through the current training activity, participants will have an overview of an entrepreneur's routine with a better understanding of issues useful for his/her activity such as:</p> <ul style="list-style-type: none"> <li>- business management;</li> <li>- economics concepts and principles;</li> <li>- soft skills (team work, self-confidence, ability to speak in public...);</li> <li>- organizational skills (capacity of making decisions, face one's responsibilities, being organised...);</li> <li>- creative skills (creativity, solidarity, autonomy, resourcefulness...).</li> </ul> |   |
| <b>Entrepreneurial skills and competencies to be developed</b> | <b>EntreComp Framework</b>   | <b>Ideas and opportunities:</b> spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking   |
|  |  | <b>Resources:</b> self-awareness and self-efficacy; mobilising resources; financial and economic literacy; mobilising others  |
|  | <b>DigiComp Framework</b>  | <b>Into action:</b> taking initiative; planning and management; cooperation; learning through experience  |
|  |  | <b>Information and data literacy:</b> browsing, searching and filtering data, managing data,<br><b>Communication and collaboration:</b> interacting through digital technologies; sharing through digital technologies; |
| <b>Business and entrepreneurial knowledge to be developed</b>  | <b>Business knowledge:</b> sales, marketing, finance & operations, client relationship, economy  |   |
|  | <b>Entrepreneurial knowledge:</b> how to raise capital; how to run a business, executive management  |   |
| <b>Target group</b>  | Young adults   |   |
| <b>Activity type</b>   | Indoor; non-formal   |   |
| <b>Duration of the activity</b>                                | 8 hours  |   |
| <b>Training methods used</b>                                   | Project method; hands-on; teamwork; role playing   |   |
| <b>Number of participants</b>                                  | N/A - it depends on the number of registered participants  |   |
| <b>Necessary materials and devices</b>                         | Digital equipment (PC, tablet if needed), pen, papers etc. (office tools), a beamer, paperboard.   |   |



| <b>Detailed content of the teaching/training activity:</b> |   |
|--|---|
| <b>Step 1</b>  | Based on "Young enterprise EPA" programme, participants will have an overview of the different steps to create their own business, notably <ul style="list-style-type: none"> <li>➤ to understand what is a "Young enterprise" namely its legal framework, the existing resources/grants, the requirements and obligations, etc.</li> <li>➤ to have an INNOVATIVE idea.</li> </ul>  |
| <b>Step 2</b>  | <u>How to transform an idea into a business:</u> exploring the market; budget and activity planning; finding investment/sponsors; launching the enterprise; ...   |
| <b>Step 3</b>  | <u>Daily routine of an entrepreneur for running his/her business:</u> executive management; financial department; marketing and communication department; administrative and human resource department; commercial and customer relationship department; technology and production department.  |
| <b>Step 4</b>  | Hands-on exercises:<br>In order to put into practice some newly acquired knowledge, participants will be asked to share their needs related to entrepreneurial competences.<br>Activities, based on the current Young enterprise EPA programme, could be then implemented i.e. communication, marketing, budget, role play/coaching to develop soft skills, etc. The form and number of activities will depend on the remaining time at the end of the training.  |
| <b>Step 5</b>  | Promotion of "Young Enterprise" competitions: <ul style="list-style-type: none"> <li>➤ At the end of the training, a presentation of the regional/national championship of "Young Enterprise" will be done to participants.</li> <li>➤ The winner of the regional/national competition will represent France in the EU championships "JA Europe Company of the Year" - <a href="http://www.jaeurope.org/">http://www.jaeurope.org/</a>.</li> </ul>  |
| <b>Step 6</b>  | To assess the training and the practical activities.  |
| <b>Outcome/results</b>                                     | From this experience, the participants will develop knowledge in: <ul style="list-style-type: none"> <li>- Entrepreneurship;</li> <li>- Business management;</li> <li>- Soft skills;</li> <li>- Organizational skills;</li> <li>- Creative skills;</li> <li>- Competitive spirit.</li> </ul>  |
| <b>Tips</b>  | To ensure good implementation of the training, the facilitator/coach will remain available and attentive to the participants' concerns. It is important to support and give some advice to participants while letting them some room to stand-alone.  |
| <b>Feedback participants</b>                               | It's not always easy to play a role. You must check and have a look on the other's job. Making decisions and impose myself was sometimes an issue. This exercise is not easy, but it is formative. It's a funny and motivating experience. This young-enterprise project is a way to learn differently. The creation of a mini-enterprise is both an educational and a professional project. It's a clever way to have a glimpse at what a business is before integrating the labour market and preparing our future. |
| <b>More info at:</b>                                       | <a href="http://www.entreprendre-pour-apprendre.fr/fr/nos-outils/mini-entreprise-epa.html">http://www.entreprendre-pour-apprendre.fr/fr/nos-outils/mini-entreprise-epa.html</a>   |

### 3. Testing of the innovation protocol

This chapter focuses on sharing good practice examples from testing the innovative tools and practical methods that support adults to improve their entrepreneurial skills. In this respect, four out of five partners in the REACT consortium (Innoventum excluded) organised a number of workshops during the testing phase, with an average of three per each partner from the Netherlands, Italy and France involved in the REACT project. The activity of testing the innovation protocol involved a wider number of adults interested in testing a new digital tool useful to empower entrepreneurship competence.

The testing phase consisted of the organization of practical workshops in the Netherlands, Italy and France, as countries involved in the project. During this phase, project partners organised three workshop each, one for each activity previously described, with the involvement of staff and adults that experimented the practical workshops. Each partner involved minimum 10 adults in each workshop, selected from its target group and/or network, with a total of 182 adults trainees and 10 trainers altogether that led the practical experimentation in each country involved in the project. The mentioned activities were opportunities to test the innovation protocol in order to assess the efficacy of this new tool and adjust it, if necessary.

An analysis was conducted by REACT partners at the end of each of the workshop sessions, in order to measure the strong points and weaknesses of the new approach. In particular, each partner applied anonymous paper/online questionnaires to the participants in order to have the opinion of the direct beneficiaries about the critical and potential aspects met during the practical experience. In this way, adults trainees were involved in a specific educational path during which they experimented an already known methodological approach for the revitalisation of a new transversal competence that now embrace all the spheres of life: the entrepreneurial skill.

During this phase the involved project partners aimed to develop the entrepreneurial skill of their learners through peer learning, as a form of experiential and cooperative learning that leverages on the experience and on the non-formal competences of the participants. In addition to this, adults learned through role-playing, didactic games and workshops. The project partners organised non-formal educational pathways, without academic books to study or conventional places to do the lessons. The activities, therefore, were not carried out in traditional classrooms, but in urban areas and/or with the cooperation of local stakeholders. In this respect, each partner involved in the testing phase organised active laboratories in order to avoid that adults could be influenced by the place where these activities are carried out. Moreover, in order to motivate adults in participating in educational paths, the partners in the REACT consortium favoured the use and creation of Information and Communication Technology tools during the training sessions.

As being in charge with the coordination of this Intellectual Output, Quarter Mediation collected all the results and integrated them in the present innovation protocol, this being a fundamental step in order to review the protocol with the purpose of presenting a valuable result.

a. Practical workshops organised by Quarter Mediation (Netherlands) for the development of entrepreneurial competence among adults

On 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> of September 2018, Quarter Mediation organised in Assen, the Netherlands, three pilot workshops for the development of entrepreneurial competence among adults, with the following content:

*EduLARP - Live Action Role Playing* was organised in cooperation with Drents Museum and led by 3 trainers. The acronym EduLARP stands for Educational live action role-playing, as a form of role-playing game where the participants are transported back in time with the use of ICT tools and they physically portray characters specific to a certain period, country, region. During the game, the players must solve all kind of assignments within a fictional setting represented by the real world while interacting with each other as characters in the story. The outcome of player actions is mediated by game rules, that can be adapted to the participants' needs by consensus among players. The workshops were successfully run, based on the experience of Quarter Mediation in organising creative training courses at European level, as well as on the very good results of the training session it organised in the Netherlands in June 2018, for the representatives of the partner organisations involved in the REACT project. The interactive workshop gave the opportunity to teachers and trainers of different subjects participants in the training activity, to learn through role playing, gaming and peer learning.

*Koloniegame* was organised in cooperation with Drents Archief and led by 3 trainers. During the game, the adult learners use all kind of computer assignments, photos, videos, multiple choice questions, the game being led by a virtual person in charge of accompany orphans on their way to the orphanage in Amsterdam, in the XIXth century. Through the game, the adult learners had the opportunity to experience in a virtual way, in a computer interactive game the hard times in that poverty ruled and the large majority of the people found difficult to feed and raise their children.

The *Windmill non-formal entrepreneurial training* was organised as a combined indoor and outdoor activity at the Wind Mill "De Wachter" in Zuidlaren, and was led by 3 trainers. The non-formal and informal workshops gave the opportunity to adult learners to be actively involved in interactive training sessions and workshops organised in the windmill, on different subjects and topics. Moreover, in order to make the activity more attractive and the participants better motivated, the group of trainees was introduced in the atmosphere of the non-formal and informal learning environment, through story telling.

Each of the three mentioned workshops was attended by 23 adults from Quarter Mediation target group (teachers, trainers, head teachers, project coordinators) that confessed, at the end of the training workshops, that "the activities were engaging, very practical, making the participants be active and involved". Moreover, they declare that "the course has enriched themselves as teachers and as persons, collaborating and communicating in a lifelong learning society" and they will surely use with their students what they have learned, as it's really hard to find always new methods to stimulate learners motivation. Last but not least, the participants highlighted the fact that "gamification, learning by playing, the spirit of collaboration and communication are always winning strategies", all these being a living proof of the fact that the three pilot activities organised by Quarter Mediation were a real success.

## EduLARP - Live Action Role Playing



|   |   |
|---|---|
| <b>Partner organization</b>                                   | <b>QUARTER MEDIATION</b>  |
| <b>Venue</b> (city and country) of the activity               | Assen, <b>Netherlands</b>   |
| <b>Date</b> when the activity was organised                   | 12 <sup>th</sup> of September 2018  |
| <b>Duration</b> of the activity                               | 2 hours   |
| <b>Objectives</b> of the activity                             | To educate entrepreneurial initiative and develop entrepreneurial skills (e.g. taking decisions, taking initiative, open mindedness, thinking out of the box), by using communication technologies; to reinforce entrepreneurship in adults |
| <b>Activity type</b>  | Indoor; non-formal  |
| <b>Target group</b>   | Teachers involved in general education and VET, including SEN and support teachers; headteachers; project coordinators; trainers  |
| <b>Number of participants</b>                                 | 23  |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> operations   |
|   | <b>Entrepreneurial knowledge:</b> how to manage in an unforeseen situation; negotiations and presentation knowledge and skills  |
| <b>Training/pedagogical methods used</b>                      | gaming; team work; role playing; Live Action Role Playing method  |
| <b>Necessary materials and devices</b>                        | Computer, screen, video projector, table game, game cards, museum exhibition.   |
| <b>Outcome/results</b>  | Solving the mystery of the “Iran - Cradle of civilization”  |



| <b>Detailed content of the teaching/training activity:</b> |  |
|--|--|
| <b>Narrative description</b>                               | The activity started with an introduction in that the use of the ICT component was crucial for motivating the learners to be actively involved in the game. Story telling was used for introducing a mystery and the rules of the educational game were explained to the adult learners. The trainees were split in groups and asked to solve several assignments in the museum exhibition “Iran - Cradle of civilization”, for each assignment the groups having allocated 5 to 10 minutes. At the end of the allocated time, the teams came together and presented the solutions they found trying to convince the others that their solution is the most appropriate. Depending on the solution found, at the end of each assignment each group received one playing card. Then, all participants gathered around a big table game and – by following the game rules presented in the introductory session and using the won cards – tried to conquer an ancient Iranian city. The game was organised in a non-formal way at Drents Museum, giving the opportunity to teachers and trainers of different subjects, to learn through role playing, gaming and peer learning. |
| <b>Participants’ feedback</b>                              | Competencies/skills improved by participants<br>ICT skills and competencies; communication in a foreign language, work in a group, decision making decisions, understanding the importance of the game; spotting opportunities; creativity; valuing ideas; motivation; mobilising others; taking initiative; cooperation; learning through experience; sharing through digital technologies; integrating and re-elaborating digital content; creatively using digital technologies.  |
|  | Feedback participants regarding the added value of the activity to their professional and personal background<br>“Teamwork and interdisciplinarity were the main skills I learned and developed during this training.”; “I expanded not only my creativity but the cooperative and ICT skills.”; “I’ve got a greater awareness to think outside the box. I have had experiences that inspire me to go back to my work next week with lots of ideas.”; “This course was an opportunity to understand the importance of lifelong learning.”; “I have noticed how important it is to change the environment in which we are learning, the importance of storytelling.”; “When students have to work together, they learn from each other.”  |
|  | How the activity can be adapted to other educational groups<br>Cradle of civilisation is one of the activities that can be easily adapted to any school, as a lot of games can be developed in a museum, according to the subject taught, with the help of the museum curator and the teacher’s creativity.  |
| <b>Conclusions and recommendations</b>                     | This activity can be included in the cooperative classroom programe where students of different ages work together. Being inspired by the game, teachers and trainers can design their own games, in that they can replace the soldiers and horses cards with images appropriate to the subject of teaching (e.g. for music, the cards can be different musical instruments).  |
| <b>More info at:</b>                                       | <a href="https://www.reactproject.online/">https://www.reactproject.online/</a>  |

## KOLONIEGAME



|   |  |
|---|--|
| <b>Partner organization</b>                                   | <b>QUARTER MEDIATION</b>   |
| <b>Venue</b> (city and country) of the activity               | Assen, <b>Netherlands</b>  |
| <b>Date</b> when the activity was organised                   | 10 <sup>th</sup> of September 2018   |
| <b>Duration</b> of the activity                               | 2 hours  |
| <b>Objectives</b> of the activity                             | Motivating adult students to learn and reducing in this way the rate of unemployment; developing digital skills and reducing youngsters' ICT addiction by keeping them busy with innovative and interesting educational programmes and apps and giving them a real purpose in life; taking decisions; thinking out of the box), by using communication technologies; to reinforce entrepreneurship in adults |
| <b>Activity type</b>  | Indoor; non-formal   |
| <b>Target group</b>   | Teachers involved in general education and VET, including SEN and support teachers; headteachers; project coordinators; trainers   |
| <b>Number of participants</b>                                 | 23   |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> operations  |
|   | <b>Entrepreneurial knowledge:</b> how to manage in an unforeseen situation and how to find an appropriate solution on the spot   |
| <b>Training/pedagogical methods used</b>                      | Gaming; problem solving  |
| <b>Necessary materials and devices</b>                        | Computers, screen, video projector, computer game  |
| <b>Outcome/results</b>  | Learning a history lesson by solving daily life problems of the orphans of the XIXth century, in an ICT game.  |



| <b>Detailed content of the teaching/training activity:</b> |   |
|--|---|
| <b>Narrative description</b>                               | <p>The game is led by a virtual person being in charge of accompany orphans on their way to the orphanage in Amsterdam, in the XIXth century. In order to do so, the group of orphans has a difficult travel pathway. The trip starts on a market-boat, that the group embarks to a flat bottom boat and the last part of the travel is made by oxen carts. The game is an opportunity for adult trainees to learn in a captivating way about the history and geography of the Netherlands in the XIXth century, and understand how difficult is for children to become orphans at a very early age and to be forced to travel a long distance, far away from the places they know, with people they don't know, to a totally new life. The learners have the opportunity to experience in a virtual way, in a computer interactive game the hard times in that poverty ruled and the large majority of the people found difficult to feed and raise their children, this being the main reason as a lot of people left their children on the doorstep of an orphanage.</p> |
| <b>Participants' feedback</b>                              | <p>Competencies/skills improved by participants</p> <p>ICT skills and competencies; communication in a foreign language, decision making decisions, understanding the importance of the game; spotting opportunities; creativity; valuing ideas; motivation; taking initiative; learning through experience; sharing through digital technologies; creatively using digital technologies.</p>   |
|  | <p>Feedback participants regarding the added value of the activity to their professional and personal background</p> <p>"Teaching in a different location than school, different possibilities are offered by the new space and learning becomes an adventure."; "I would like to develop this method and work more with it would catch many students with reading difficulties that do not have the patience to sit and listen to their teacher."; "This workshop pointed out the importance of the ability of students to make decisions."; "Creativity in teaching brings great improvement in students' behaviour and attractiveness towards school and implicitly, learning. Either it is a museum or an archive, any lesson can be attractive as long as creativity is in charge."; "It was a great experience that made me understand that the teacher is a fundamental piece in the construction of collective knowledge as well as a motivator."</p>   |
|  | <p>How the activity can be adapted to other educational groups</p> <p>The activity can be adapted easily to almost any subject of teaching, by using ICT and gaming. It can be adapted, for example, to a music lesson about a composer or to an art lesson about baroque as an architectural style. If computers are not available, the teacher can use paper, board etc.</p>  |
| <b>Conclusions and recommendations</b>                     | <p>The course gave the participants the opportunity to expand their knowledge on the use of innovative methods, above all the manner to teach students on how to learn by playing and using ICT, for enhancing each adult learner skills and competencies based on his/her potential.</p>   |
| <b>More info at:</b>                                       | <p><a href="https://www.reactproject.online/">https://www.reactproject.online/</a></p>  |

## Windmill non-formal entrepreneurial training



|   |   |
|---|---|
| <b>Partner organization</b>                                   | <b>QUARTER MEDIATION</b>  |
| <b>Venue</b> (city and country) of the activity               | Assen, <b>Netherlands</b>   |
| <b>Date</b> when the activity was organised                   | 11 <sup>th</sup> of September 2018  |
| <b>Duration</b> of the activity                               | 6 hours   |
| <b>Objectives</b> of the activity                             | To gain an insight on different entrepreneurial initiatives as well as on how an entrepreneur can be supported at national level in developing his/her business idea by using new approaches to the entrepreneurial education through learning outside the context of formal education and training; to create a background for the educational model for entrepreneurship training, as well as a set of educational strategies; to build the entrepreneurial mind-set, as well as communication and soft skills to adult learners. |
| <b>Activity type</b>  | Indoor and outdoor; non-formal and informal   |
| <b>Target group</b>   | Teachers involved in general education and VET, including SEN and support teachers; headteachers; project coordinators; trainers  |
| <b>Number of participants</b>                                 | 23  |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> retail, marketing, operations<br><b>Entrepreneurial knowledge:</b> how to run a business with volunteers   |
| <b>Training/pedagogical methods used</b>                      | learning-by-doing; learning from experience; project method; interdisciplinary training   |
| <b>Necessary materials and devices</b>                        | Windmill, several workshops, windmill museum  |
| <b>Outcome/results</b>  | An entrepreneurial mind-set of the learners   |



| <b>Detailed content of the teaching/training activity:</b> |  |
|--|--|
| <b>Narrative description</b>                               | The group of trainees is introduced in the atmosphere of the non-formal and informal learning environment, through story telling. Then the adult learners were actively involved in interactive training sessions and workshops organised the windmill, on different subjects and topics, by using the infrastructure and resources available in the windmill (e.g. how different entrepreneurial initiatives with local specificity are created and run; how to use non-formal methods in learning about Portuguese, Spanish and Dutch discoveries in a grain mill, through interdisciplinary teaching by using all senses; how to use non-formal methods in learning about the history of a computer hardware by following the way of its evolution; how to use non-formal methods in learning about economy and retail, as well as gaining entrepreneurial skills and competencies). The trainers had the support of local experts in the related areas of work (informal learning).              |
| <b>Participants' feedback</b>                              | Competencies/skills improved by participants<br>spotting opportunities; creativity; valuing ideas; ethical and sustainable thinking; self-awareness; motivation; mobilising resources; solving technical problems; identifying needs and technological responses.  |
|  | Feedback participants regarding the added value of the activity to their professional background<br>"My students would have an unique experience in learning in a windmill, they can communicate in English, tell historical events and stories about the past, name objects, processes, materials used."; "The mill museum activity is an excellent example of pedagogy. The culture and customs of a people/region/country is alive in this place. It is interesting for the younger ones, nostalgic for the older ones and it arouses curiosity and motivation for all."; "Teaching outside the school is very valuable to the learners; it gives a new perspective and the opportunity to see things that one would miss in the usual classroom."; "The added value of my participation in this course to my professional and personal development is the inclusive and cooperative climate and the team work, as they allow me to improve the educational approach in classroom with students." |
|  | How the activity can be adapted to other educational groups<br>Depending on the learning pathway of the learners and on their professional background, the resources can be used in different ways for teaching several subjects in a non-formal and/or informal way (e.g. to learn about winches and force in physics; to learn about prime numbers and shapes in math, in the grain mill workshop; to teach science and technology in a mini power plant and a classical wind mill; to teach music by using old musical instruments; to teach arts and crafts by being involved in a workshop about making and painting clogs).  |
| <b>Conclusions and recommendations</b>                     | The activity can be used also for learning foreign languages, as students can be asked to create stories about the real life activities and situations encountered in the wind mill, improving in this way the specific terminology.   |
| <b>More info at:</b>                                       | <a href="https://www.reactproject.online/">https://www.reactproject.online/</a>  |

- b. Practical workshops organised by Civiform società cooperativa sociale (Italy) for the development of entrepreneurial competence among adults

Civiform organised, in Cividale del Friuli, Italy, on 18<sup>th</sup> of September, 8<sup>th</sup> of November and 4<sup>th</sup> of December 2018, the following three pilot workshops for the development of entrepreneurial competence among adults:

*Entrepreneurship and business creation* aimed to transmit to the learners general notions on entrepreneurship at national and European regulatory level, based on assumptions that have contributed to make it a strategic topic within active labour policies.

*Business game* GEM aimed to foster the entrepreneurial mindset and knowledge of transversal and entrepreneurial skills of students through an innovative game of guidance.

*Entrepreneurship and research for funding* aimed as a seminar with the final objective to transmit to the students the searching methodology for sources of public funding for business creation.

## Entrepreneurship and business creation



|   |   |
|---|---|
| <b>Partner organization</b>                                   | CIVIFORM  |
| <b>Venue of the activity</b>                                  | CIVIDALE DEL FRIULI, UDINE - ITALY  |
| <b>Date</b> when the activity was organised                   | 18/09/2018  |
| <b>Duration</b> of the activity                               | 4 HOURS   |
| <b>Objectives</b> of the activity                             | The training course aims to transmit to the learners some basic notions on entrepreneurship basing it, on a national and European regulatory level, on some assumptions that have contributed to make it a strategic topic within active labour policies. An initial reflection on being entrepreneurial will result in the acquisition of greater awareness among users of their own way of dealing with risks and difficulties related to entrepreneurial risk. |
| <b>Activity type</b>  | Indoor activity; Formal   |
| <b>Target group</b>   | Disadvantaged adults  |
| <b>Number of participants</b>                                 | 15  |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> finance & operations   |
|   | <b>Entrepreneurial knowledge:</b> how to run a business   |
| <b>Training/pedagogical methods used</b>                      | Frontal lesson and project method   |
| <b>Necessary materials and devices</b>                        | One projector and a PC  |
| <b>Outcome/results</b>  | Learners ability to: recognize the production sectors on which to direct their choices based on personal characteristics and expectations; develop a more self-critical and conscious approach towards oneself and one's own potential; recognize the connection between leadership skills and entrepreneurship; manage an effective problem solving process.   |



| <b>Detailed content of the teaching/training activity:</b> |   |   |
|--|---|---|
| <b>Narrative description</b>                               | <p>Two hours of frontal lesson with the explanation of technical topics such as: Entrepreneurship guidance; Search for information and opportunities to do business; Motivation as the key to the success of the entrepreneur; From the idea to the business plan; Entrepreneurship in the principles of the small business act; What is cooperative entrepreneurship?</p> <p>Another aspect is the focus on skills development in which the teacher involved in the activity explains to the students the following topics:</p> <ul style="list-style-type: none"> <li>- define the concept of a company</li> <li>- recognize the main legal references regulating the creation of new businesses</li> <li>- search for information on facilities and financing to support the creation of new businesses</li> <li>- identify the main organizational, economic and bureaucratic elements that contribute to defining a business plan</li> <li>- define the phases that characterize the creation of a cooperative enterprise.</li> </ul> <p>The last part was about an "<i>In situation</i>" test that aimed to verify the adults' objective skills in using specific knowledge and skills within a problematic situation similar to those existing in normal work contexts. In particular, the test is structured into tasks in order to facilitate the verification of the students' achievement of the key competences indicated in the corresponding section of this project.</p> |   |
| <b>Participants' feedback</b>                              | <p>Competencies improved by participants</p>  | creativity, reflectiveness, self-confidence, inspiring the other, taking initiative, prioritising work and adaptation to changes, decision and risk taking, team building, cooperation, learning by doing   |
|  | <p>Feedback participants regarding the added value of the activity to their professional background</p>   | It was useful to learn more about business development especially during the last part of the lesson during the "in situation" test where students used their concrete knowledge to solve a problematic situation that could happen when managing a business. |
|  | <p>Feedback participants regarding the added value of the activity to their personal background</p>   | At personal level, the <i>in situation</i> test was useful to improve their problem solving skill that is important in every aspect of life.  |
|  | <p>How the activity can be adapted to other educational groups</p>  | As a frontal lesson, it can be easily adapted to different contexts and people.   |
| <b>Conclusions and recommendations</b>                     | <p>This activity is useful to learn the basis of entrepreneurship and how to run a business. We think it is very important to develop an <i>In situation</i> test because students are more involved in a concrete and real situation to solve. This way is useful to help them to improve especially their problem solving and take initiatives skills.</p>  |   |
| <b>More info at:</b>                                       | <p><a href="http://www.reactproject-online.eu">www.reactproject-online.eu</a></p>   |   |

## Business Game



|   |   |
|---|---|
| <b>Partner organization</b>                                   | CIVIFORM  |
| <b>Venue</b> (city and country) of the activity               | CIVIDALE DEL FRIULI, UDINE - ITALY  |
| <b>Date</b> when the activity was organised                   | 08/11/2018  |
| <b>Duration</b> of the activity                               | ONE HOUR  |
| <b>Objectives</b> of the activity                             | The GEM game aims to foster the entrepreneurial mindset and knowledge of transversal and entrepreneurial skills of students through an innovative game of guidance. Through the use of avatars, students can explore the world of professions by putting themselves in the shoes of different professionals and responding to what they would do in certain scenarios.  |
| <b>Activity type</b>  | Indoor; informal  |
| <b>Target group</b>   | Disadvantaged adults  |
| <b>Number of participants</b>                                 | 15  |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> how to manage a business   |
|   | <b>Entrepreneurial knowledge:</b> entrepreneurial mindset   |
| <b>Training/pedagogical methods used</b>                      | Gaming  |
| <b>Necessary materials and devices</b>                        | PC, connection to internet  |
| <b>Outcome/results</b>  | Learners' ability to use the PC for an interactive business game, improve problem-solving skill and improve informatics. This workshop helped our students to improve the use of PC while thinking about problem solving and knowledge of transversal and entrepreneurial skills of students.<br>We have chosen to propose this workshop because we think it is important to give our adult students the basic notions of the national and European legislation on business creation. To start their own business is in fact essential to know the regulatory context of reference. |



| <b>Detailed content of the teaching/training activity:</b>  |  |   |                                     |   |   |   |  |
|---|--|---|-------------------------------------|---|---|---|--|
| <b>Narrative description</b>                                | <p>GEM links entrepreneurship skills with an understanding of different professions and skills, which closely link to careers education. Guidance counsellors and educators can bring the two together through the use of GEM.</p> <p>Students chose which job they wished to explore by clicking on one of the icons. Once they have clicked on an icon they were taken through 10 different scenarios that someone in that job may face, and they were given 3 possible answers. Adults needed to think about how they react to the scenario, chose the appropriate option, and then click next. Once they completed all 10 scenarios, students received a certificate.</p> <p>The certificate outlines a GEM score against seven different entrepreneurship skills; Teamwork, Taking Initiative, Creativity, Responsibility, Perseverance, Self-confidence and Problem Solving.</p> |   |                                     |   |   |   |  |
| <b>Participants' feedback</b>                               | <table border="1"> <tr> <td>Competencies improved by participants</td> <td>Digital competences, self-awareness</td> </tr> <tr> <td>Feedback participants regarding the added value of the activity to their professional and personal background</td> <td>It enabled students to develop awareness of skills that will help them prepare for their future as well as supporting their time in school.</td> </tr> <tr> <td>How the activity can be adapted to other educational groups</td> <td>There are 10 professions to choose from scientist, chef, singer, tour guide, building architect, software developer, physiotherapist, engineer, air traffic controller and fashion designer.</td> </tr> </table>  | Competencies improved by participants   | Digital competences, self-awareness | Feedback participants regarding the added value of the activity to their professional and personal background | It enabled students to develop awareness of skills that will help them prepare for their future as well as supporting their time in school. | How the activity can be adapted to other educational groups | There are 10 professions to choose from scientist, chef, singer, tour guide, building architect, software developer, physiotherapist, engineer, air traffic controller and fashion designer. |
|   | Competencies improved by participants  | Digital competences, self-awareness   |                                     |   |   |   |  |
|   | Feedback participants regarding the added value of the activity to their professional and personal background  | It enabled students to develop awareness of skills that will help them prepare for their future as well as supporting their time in school. |                                     |   |   |   |  |
| How the activity can be adapted to other educational groups | There are 10 professions to choose from scientist, chef, singer, tour guide, building architect, software developer, physiotherapist, engineer, air traffic controller and fashion designer.   |   |                                     |   |   |   |  |
| <b>Conclusions and recommendations</b>                      | <p>There are 100 situations in total, 10 for each profession and in each situation, the students find three possible answers and they must choose one. There are no good or bad answers, only different ways of facing a situation.</p> <p>It is important to make students aware that GEM is not a test, it is a game that students play to explore skills and professions in a fun and engaging way.</p>   |   |                                     |   |   |   |  |
| <b>More info at:</b>  | <a href="http://www.gemgame.eu/">http://www.gemgame.eu/</a>  |   |                                     |   |   |   |  |

## Entrepreneurship and research for funding



|   |   |
|---|---|
| <b>Partner organization</b>                                   | CIVIFORM  |
| <b>Venue</b> (city and country) of the activity               | CIVIDALE DEL FRIULI, UDINE - ITALY  |
| <b>Date</b> when the activity was organised                   | 4/12/2018   |
| <b>Duration</b> of the activity                               | 6 HOURS   |
| <b>Objectives</b> of the activity                             | The seminar is intended as a final objective to transmit students the methodology to search for sources of public funding for business creation. The teacher, in this case, provides a series of practical suggestions to look for sources of funding at the chambers of commerce, at the region and at the financial institutions. |
| <b>Activity type</b>  | Indoor activity; Formal   |
| <b>Target group</b>   | Disadvantaged adults  |
| <b>Number of participants</b>                                 | 15  |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> public and private financial founding  |
|   | <b>Entrepreneurial knowledge:</b> how to run financial resources  |
| <b>Training/pedagogical methods used</b>                      | Frontal lesson  |
| <b>Necessary materials and devices</b>                        | One projector and PC  |
| <b>Outcome/results</b>  | At the end of the seminar the students will be able to search financial instruments on the Internet at first (analyzing sites, if necessary); later on, they will be able to make a first choice on the most suitable instrument to finance their future activity.  |



| <b>Detailed content of the teaching/training activity:</b> |  |   |
|--|--|---|
| <b>Narrative description</b>                               | <p>Four hours of frontal lesson with the explanation of technical topics, like Financial guidance; Search for information and opportunities to do business.</p> <p>Another aspect is the focus on skills development in which the teacher involved in the activity explains to the students the following topics:</p> <ul style="list-style-type: none"> <li>- difference between non-repayable and non-repayable loans</li> <li>- implications of the beneficial costs of financing</li> <li>- opportunities offered by the local Chamber of Commerce</li> <li>- the opportunities offered by the Regional offices</li> <li>- the opportunities offered by Financial Institutions</li> </ul> <p>The last part of the lesson is dedicated to providing some theoretical tools (eg: lost funds, interest rates, subsidised credit for female entrepreneurship) to choose from the different financial opportunities in order to be able to choose in an appropriate manner.</p> |   |
| <b>Participants' feedback</b>                              | <p>Competencies improved by participants</p>   | <p>creativity, reflectiveness, self-confidence, inspiring the other, taking initiative, prioritising work and adaptation to changes, decision and risk taking, learning by doing</p>                              |
|  | <p>Feedback participants regarding the added value of the activity to their professional background</p>  | <p>It was useful for them to learn more about the research of funding for business development especially because most of them have no idea on how and where looking for funding if there is a business idea.</p> |
|  | <p>Feedback participants regarding the added value of the activity to their personal background</p>  | <p>At personal level, the lesson was useful to improve their problem solving skill that is important in every aspect of life.</p>   |
|  | <p>How the activity can be adapted to other educational groups</p>   | <p>As frontal lesson, it can be easily adapted to different contexts and people.</p>  |
| <b>Conclusions and recommendations</b>                     | <p>This activity is useful to learn the basis of the rules about the research for funding and how to run a business. Students were involved during all the lesson. This way was useful to help them to improve especially their take initiatives and communication skills.</p>   |   |
| <b>More info at:</b>                                       | <p><a href="http://www.reactproject-online.eu">www.reactproject-online.eu</a></p>  |   |

- c. Practical workshops organised by Università Ca' Foscari di Venezia (Italy) for the development of entrepreneurial competence among adults

Università Ca' Foscari di Venezia organised, in Italy, on 11<sup>th</sup> and 18<sup>th</sup> of October in Venice and on 5<sup>th</sup> of November 2018 in Monselice , the following three pilot workshops for the development of entrepreneurial competence among adults:

*Fever Pitch & Business Model Canvas* aimed to increase one's self-awareness and communicative skills and create added value in the economic field, as well as produce new relationships in the variables of the model.

*Game Lab Cisre Business Game* aimed to teach about the variables to be considered while starting up a new business in emerging markets.

*Entrepreneurship Self Evaluation and Empowerment* aimed to build self-awareness of one's own entrepreneurial skills potential and empower the participants through storytelling and role playing.

# Fever Pitch & Business Model Canvas



## Fever Pitch

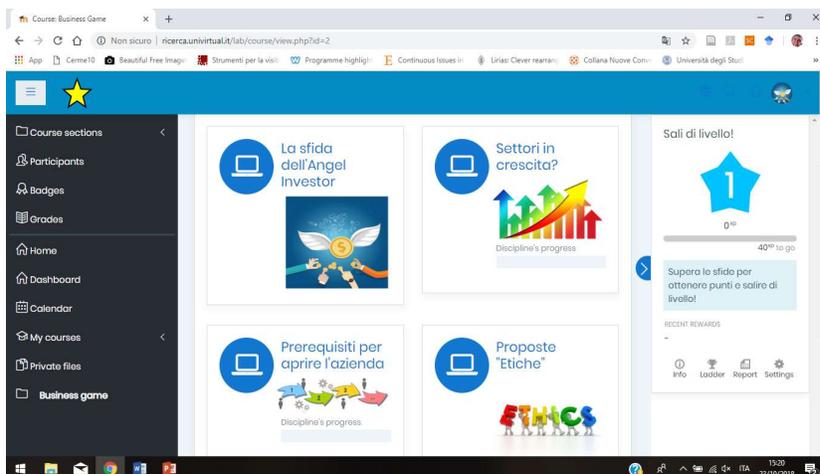
## Apply Business Model Canvas

|   |  |
|---|--|
| <b>Partner organization</b>                                   | <b>Università Ca' Foscari Venezia</b>  |
| <b>Venue</b> (city and country) of the activity               | Monselice, Italy   |
| <b>Date</b> when the activity was organised                   | 5 <sup>th</sup> of November 2018   |
| <b>Duration</b> of the activity                               | 4 hours  |
| <b>Objectives</b> of the activity                             | Applying Fever Pitch when introducing oneself to a company can help increase one's self-awareness and communicative skills.<br>Applying Business Model Canvas helps create added value in the economic field as well as produce new relationships in the variables of the model. The model itself generates new business ideas.                                      |
| <b>Activity type</b>  | Indoor; informal   |
| <b>Target group</b>   | Unemployed adults or immigrants  |
| <b>Number of participants</b>                                 | 12   |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> sales, marketing, finance & operations  |
|   | <b>Entrepreneurial knowledge:</b> how to deliver a pitch; how to develop a business idea   |
| <b>Training/pedagogical methods used</b>                      | hands-on; team work, storytelling , project based learning   |
| <b>Necessary materials and devices</b>                        | For the 1 <sup>st</sup> activity: for each group a cell phone to record the applicant's self-presentation to a company.<br>For the 2 <sup>nd</sup> activity: for each person a block of post-it.<br>For the whole activity: during the presentation a large BMC poster is used so that each participant will hang up post-it notes while presenting their own ideas. |
| <b>Outcome/results</b>  | Insights on how to deliver a pitch, work in group under time pressure, use BMC as a tool to develop an idea and test it in practice.   |

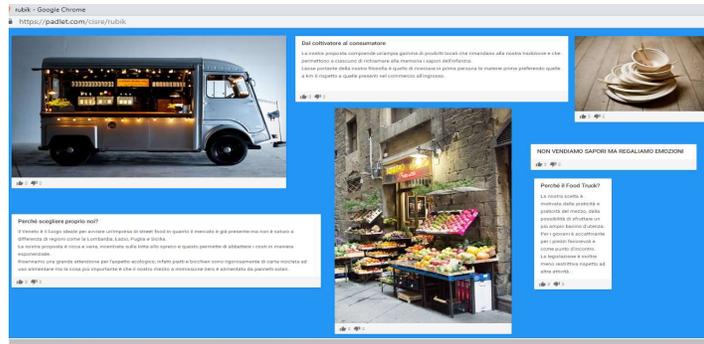


| <b>Detailed content of the teaching/training activity:</b> |  |  |
|--|--|--|
| <b>Narrative description</b>                               | The trainer introduced the React project, then delivered an ex-ante questionnaire to the participants. The experimental training activity was divided into the two activities described below.   |  |
|  | <p><b>Activity 1: Fever Pitch</b> (roughly 1 hour) as ice breaker:<br/> <i>Step 1:</i> The participants were divided into groups of 3 or 4 individuals.<br/> <i>Step 2:</i> The groups were given 10 minutes (time pressure) to prepare a 60-second pitch. The instructions were that each member had to participate in the presentation. During the preparation the group reflected on the elements that a good shot should have (its organization), the group also had to find the time to try it. Only two out of three groups managed to try the video.</p>  |  |
|  | <p><b>Activity 2: Business Model Canvas</b> (roughly 3 hours):<br/> <i>Step 1:</i> Assignment (40 minutes): they were assigned a business case which they were familiar with and found interesting.<br/> <i>Step 2:</i> Students browsed the attached pdf of the first pages of the "Business Model Generation" book to understand and familiarize with the Business Model Canvas <a href="https://drive.google.com/file/d/12Uuu_7fTy59XXxfzg2eFhpg_3LR6AFr8/view?usp=sharing">https://drive.google.com/file/d/12Uuu_7fTy59XXxfzg2eFhpg_3LR6AFr8/view?usp=sharing</a><br/> <i>Step 3:</i> The students had to pin at least one post-it for each block of the BMC. At the end of the activity they had 3 minutes to present the idea of the group. The other groups had to evaluate the exposed idea and say if they would finance it as investors.</p> |  |
| <b>Participants' feedback</b>                              | Competencies improved by participants  | Make the most of ideas and opportunities; focus and not give up; team up and collaboration; take initiative  |
|  | Feedback participants regarding the added value of the activity to their professional background   | The activity carried out had a more than positive influence on their professional background, as it allowed them to reflect on the necessary relationships between the various resources for create business idea.   |
|  | Feedback participants regarding the added value of the activity to their personal background   | The proposed activity helped them develop ideas that generate value for someone else, enhancing business related creativeness, orientation to business creation; ability to analyse the variables of each choice.  |
|  | How the activity can be adapted to other educational groups  | Even without changing the variables, this activity could be effectively used in educational and vocational training as it allows group work, exchange of ideas, generates solutions considering also the external variables (stakeholders, internal and external effects). It could apply to all those situations where it is required to make decisions on several issues such as environmental, political, social. |
| <b>Conclusions and recommendations</b>                     | <p>The experimental training activity is generative of reflection on new solutions and ideas in relation to matters in the economic field, using a visual model.</p> <p>Critical aspects: not much time is allowed to complete the task (4 hours) and the trainer has to work to keep the participants focused on the activity and to enforce the time. In addition, participants must have some knowledge on economics and finance to deal with the task effectively.</p> <p>Furthermore, it may be useful to organize two training sessions: in the first session the trainer would provide a background on the model as well as concrete examples on how to use it, so that participants would be able in the second step to participate proactively.</p>   |  |
| <b>More info at:</b>                                       | <a href="http://ricerca.univirtual.it/home/">http://ricerca.univirtual.it/home/</a>  |  |

# Game Lab Cisre Business Game



|   |  |
|---|--|
| <b>Partner organization</b>                                   | Università Ca' Foscari Venezia   |
| <b>Venue (city and country) of the activity</b>               | Venice (Italy)   |
| <b>Date when the activity was organised</b>                   | 18.10.2018   |
| <b>Duration of the activity</b>                               | 4 to 6 hours   |
| <b>Objectives of the activity</b>                             | The participants will learn about the variables to be considered while starting up a new business in emerging markets. They will have an overview of opportunities and restraints that can be compared while managing decision-making processes in the ill structured domain of business management. In terms of entrepreneurship competences a broader approach is adopted, underlying basic skills such as team work, data driven decision, communicating ideas and ethical reasoning. |
| <b>Activity type</b>  | Indoor; non-formal & informal.   |
| <b>Target group</b>   | Unemployed young adults  |
| <b>Number of participants</b>                                 | 12   |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> sales, marketing, communication, investments, prices system.  |
|   | <b>Entrepreneurial knowledge:</b> how to plan a business in emerging markets.  |
| <b>Training/pedagogical methods used</b>                      | Game based learning; problem based learning; inquiry based learning.   |
| <b>Necessary materials and devices</b>                        | Personal computers and/or portable devices, projector, room with Wi-Fi connection; environment where the groups can work separately; online supported business game (Game Lab Cisre based on moodle lms).  |
| <b>Outcome/results</b>  | Participants will learn how to take decisions collaboratively in short spam times; how to select a specific activity to developed in the overall possibilities of a business sector; how to choose key information to communicate with investors in business meetings.   |



Sample of presentation with Padlet

| Detailed content of the teaching/training activity:  |  |                                       |  |  |   |  |  |   |  |
|--|--|---------------------------------------|--|--|---|--|--|---|--|
| <b>Narrative description</b>   | <p>Teams of 4 participants are engaged in a storyline that activates info quests: a foreign angel investor is interested in emerging markets in Italy (tattoo, street food and hemp). The winner is the team that gathers the best information and communicates it convincingly to the investor.</p> <p>After explaining the mechanics of the game (points calculation, time, possible strategies, unblocking hidden activities, prizes), the moderator helps the groups to login in the platform. The first series of tasks concern the definition of market opportunities and connected business models (45 min.). The first debriefing (10 min.) evaluates the strategies adopted and possible alternatives. The second series of tasks (30 min.) concern the analysis of normative (e.g. health legislation, infrastructure legislation, employment legislation). The second debriefing (10 min.) compares the results and identifies informative gaps.</p> <p>The final challenge (45 min.) requires reflection on ethics and the communication of all findings to the angel investor. The 10 min. interactive presentation is created with multimedia using an interactive wall (Padlet). The dashboard reveals the winner. Closing debriefing focus on the on recommendations for the future.</p>   |                                       |  |  |   |  |  |   |  |
| <b>Participants' feedback</b>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Competencies improved by participants</td> <td style="width: 50%; padding: 5px;">working with others (team building and collaboration, inspire and involve others); creativity; vision (enhance vision of the future); planning and management (evaluate the consequences and the impact of choices, reflect on how to best exploit ideas and opportunities, manage needed resources); taking initiative; digital competencies.</td> </tr> <tr> <td style="padding: 5px;">Feedback participants regarding the added value of the activity to their professional background</td> <td style="padding: 5px;">Added values perceived: learning outcomes are transferable to many contexts - deciding autonomously under pressure and about ill-structured situations.</td> </tr> <tr> <td style="padding: 5px;">Feedback participants regarding the added value of the activity to their personal background</td> <td style="padding: 5px;">Added values perceived: reflexion on personal ethical beliefs and negotiation of values in the group allows to overcome self-referentiality.</td> </tr> <tr> <td style="padding: 5px;">How the activity can be adapted to other educational groups</td> <td style="padding: 5px;">This activity is effective at a literacy level, because it does not require previous specific economic knowledge. However, the mechanics of the game can be customized, for example choosing other types of business more suitable to address the interests of other adult target groups that do not have a long story of work experience or have previous practice limited to tasks that do not require complex that driven decision-making. In fact, this activity can stimulate agency capabilities development also in adults which have never experienced entrepreneurial activities.</td> </tr> </table> | Competencies improved by participants | working with others (team building and collaboration, inspire and involve others); creativity; vision (enhance vision of the future); planning and management (evaluate the consequences and the impact of choices, reflect on how to best exploit ideas and opportunities, manage needed resources); taking initiative; digital competencies. | Feedback participants regarding the added value of the activity to their professional background | Added values perceived: learning outcomes are transferable to many contexts - deciding autonomously under pressure and about ill-structured situations. | Feedback participants regarding the added value of the activity to their personal background | Added values perceived: reflexion on personal ethical beliefs and negotiation of values in the group allows to overcome self-referentiality. | How the activity can be adapted to other educational groups | This activity is effective at a literacy level, because it does not require previous specific economic knowledge. However, the mechanics of the game can be customized, for example choosing other types of business more suitable to address the interests of other adult target groups that do not have a long story of work experience or have previous practice limited to tasks that do not require complex that driven decision-making. In fact, this activity can stimulate agency capabilities development also in adults which have never experienced entrepreneurial activities. |
| Competencies improved by participants  | working with others (team building and collaboration, inspire and involve others); creativity; vision (enhance vision of the future); planning and management (evaluate the consequences and the impact of choices, reflect on how to best exploit ideas and opportunities, manage needed resources); taking initiative; digital competencies.   |                                       |  |  |   |  |  |   |  |
| Feedback participants regarding the added value of the activity to their professional background | Added values perceived: learning outcomes are transferable to many contexts - deciding autonomously under pressure and about ill-structured situations.  |                                       |  |  |   |  |  |   |  |
| Feedback participants regarding the added value of the activity to their personal background     | Added values perceived: reflexion on personal ethical beliefs and negotiation of values in the group allows to overcome self-referentiality.   |                                       |  |  |   |  |  |   |  |
| How the activity can be adapted to other educational groups                                      | This activity is effective at a literacy level, because it does not require previous specific economic knowledge. However, the mechanics of the game can be customized, for example choosing other types of business more suitable to address the interests of other adult target groups that do not have a long story of work experience or have previous practice limited to tasks that do not require complex that driven decision-making. In fact, this activity can stimulate agency capabilities development also in adults which have never experienced entrepreneurial activities.   |                                       |  |  |   |  |  |   |  |
| <b>Conclusions and recommendations</b>   | <p>This game is idealized so that different markets can be explored. The research for information is built departing from reliable online resources. The resources should not be tricky and should not either give the full range of possible answers, so those two advices will enable the groups to engage in a quest for better information. Timing needs to be modulated taking into account numbers and lengths of suggested initial resources. If a learning session is structured in a whole day (instead of half day), it can be implemented with a final think-tank based on real experiences (e.g. video interviews of several entrepreneurs with a business in the proposed markets as a stimulus for a debate).</p>  |                                       |  |  |   |  |  |   |  |
| <b>More info at:</b>   | <p><a href="http://ricerca.univirtual.it/lab/">http://ricerca.univirtual.it/lab/</a></p>   |                                       |  |  |   |  |  |   |  |

## Entrepreneurship Self Evaluation and Empowerment



|   |  |
|---|--|
| <b>Partner organization</b>                                   | UCFV- Università Ca' Foscari Venezia   |
| <b>Venue</b> (city and country) of the activity               | Venice (Italy)   |
| <b>Date</b> when the activity was organised                   | October 11 <sup>th</sup> 2018  |
| <b>Duration</b> of the activity                               | 4 hours  |
| <b>Objectives</b> of the activity                             | Self-awareness of own potential entrepreneurial skills; empowerment of them through storytelling and roleplaying |
| <b>Activity type</b>  | Indoor; non-formal and informal  |
| <b>Target group</b>   | Unemployed young adults  |
| <b>Number of participants</b>                                 | 13   |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> Marketing and Communication   |
|   | <b>Entrepreneurial knowledge:</b> How to be entrepreneurial and intrapreneurial                                  |
| <b>Training/pedagogical methods used</b>                      | Reflectiveness; peer learning; team working; storytelling; role playing  |
| <b>Necessary materials and devices</b>                        | Pen and paper; camera  |
| <b>Outcome/results</b>  | Insights on: entrepreneurship awareness, group work, to storytelling and role-play                               |



| <b>Detailed content of the teaching/training activity:</b>                                       |   |                                       |   |  |   |  |   |   |  |
|--|---|---------------------------------------|---|--|---|--|---|---|--|
| <b>Narrative description</b>   | <p>The trainer introduced the React project, then delivered a questionnaire to the participants. He explained how to fill in the questionnaire. The participants filled in the questionnaire.</p> <p>The trainer proposed some items for the discussion: the participants awareness of the entrepreneurial attitudes, their Entrecomp competences (from the least to the most developed competences), their entrepreneurial capabilities emerging from the informal learning. Then the trainer divided the participants into 3 groups: 2 groups of 4 and 1 group of 5. Each group brainstormed about the 3 Entrecomp dimensions and the capabilities that each participant could have developed throughout own life. Each participant told the others if and how she/he developed one specific Entrecomp competence throughout own life. Each group selected one out of the competence narrations of the group members. The selected narration was revised in order to be told and played by each group, who had to use the Mobil camera with video editing software and online uploading (digital competences through peer learning).</p> <p>Storytelling with camera: one participant of each group had 3 minutes' time to narrate the competence development.</p> <p>Role-playing with camera: each group had 3 minutes' time to role-play the competence narration (a life's event in which the subject became aware of own competence). Space for collective discussion and feedback led by the trainer who proposes these items: their vision, their planning skills and their future.</p> <p>At the end we added a Vision Board game: we perceived there was the need to give a forward-looking dimension to the entrepreneurial competences – joining them with their life – and therefore we integrated the activity with the Vision Board.</p> <p>The participants cut form newsmagazines pictures and phrases and stuck them to a cardboard: the task was to find images and words related to their professional goals. The game aimed at motivating them and pushing them into action in order to achieve their professional goals.</p> |                                       |   |  |   |  |   |   |  |
| <b>Participants' feedback</b>  | <table border="1"> <tr> <td>Competencies improved by participants</td> <td>Creativity; Vision; Valuing ideas; Self-awareness and Self-efficacy; Motivation and Perseverance; Mobilizing resources; Mobilizing others; Learning through experience; Working with others; Taking the initiative.</td> </tr> <tr> <td>Feedback participants regarding the added value of the activity to their professional background</td> <td>A great help as vocational guidance; reflecting on own goals and objectives is essential; to become aware of own capabilities is a plus for the future.</td> </tr> <tr> <td>Feedback participants regarding the added value of the activity to their personal background</td> <td>Recognizing own competences and capabilities for their life; realizing that own dreams are possible; living an autonomous life.</td> </tr> <tr> <td>How the activity can be adapted to other educational groups</td> <td>This activity could be effectively used in the Vocational and Educational Training</td> </tr> </table>  | Competencies improved by participants | Creativity; Vision; Valuing ideas; Self-awareness and Self-efficacy; Motivation and Perseverance; Mobilizing resources; Mobilizing others; Learning through experience; Working with others; Taking the initiative. | Feedback participants regarding the added value of the activity to their professional background | A great help as vocational guidance; reflecting on own goals and objectives is essential; to become aware of own capabilities is a plus for the future. | Feedback participants regarding the added value of the activity to their personal background | Recognizing own competences and capabilities for their life; realizing that own dreams are possible; living an autonomous life. | How the activity can be adapted to other educational groups | This activity could be effectively used in the Vocational and Educational Training |
| Competencies improved by participants  | Creativity; Vision; Valuing ideas; Self-awareness and Self-efficacy; Motivation and Perseverance; Mobilizing resources; Mobilizing others; Learning through experience; Working with others; Taking the initiative.   |                                       |   |  |   |  |   |   |  |
| Feedback participants regarding the added value of the activity to their professional background | A great help as vocational guidance; reflecting on own goals and objectives is essential; to become aware of own capabilities is a plus for the future.   |                                       |   |  |   |  |   |   |  |
| Feedback participants regarding the added value of the activity to their personal background     | Recognizing own competences and capabilities for their life; realizing that own dreams are possible; living an autonomous life.   |                                       |   |  |   |  |   |   |  |
| How the activity can be adapted to other educational groups                                      | This activity could be effectively used in the Vocational and Educational Training  |                                       |   |  |   |  |   |   |  |
| <b>Conclusions and recommendations</b>   | <p>The experimental training activity is generative of reflection into own inner resources and planning into own personal and professional future: it is a good device for young adults as well as adults need for reorientation.</p> <p>Critical aspects: the time needed to complete the activity is long (more than 4 hours) and the trainer has to work in order to keep the participants focused on the activity.</p> <p>In addition, it could be useful to organize a two sessions training: on the first one the trainer gives a background on entrepreneurship, so that participants on the second step are able to participate proactively.</p>  |                                       |   |  |   |  |   |   |  |
| <b>More info at:</b>   | <a href="http://ricerca.univirtual.it/home/">http://ricerca.univirtual.it/home/</a>   |                                       |   |  |   |  |   |   |  |

- d. Practical workshops organised by Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara (France) for the development of entrepreneurial competence among adults

Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara organised, in Bastia, Corsica, France, on 29<sup>th</sup> of November, 5<sup>th</sup> and 6<sup>th</sup> of December 2018, the following three pilot workshops for the development of entrepreneurial competence among adults:

*Design thinking* aimed to build an entrepreneurial mind-set through collaborative, generative work, to discover and define opportunities for business, to transform ideas into action by developing and delivering business solutions through connected processes of divergent and convergent thinking.

*Simulation of a social cooperative* aimed to stimulate an entrepreneurial mentality in adults and transferring method and skills for the creation of a simulated social enterprise.

*Introduction to an entrepreneurial cooperative mindset* aimed to give the participants an overview of an entrepreneur's routine and cover entrepreneurial useful thematic such as entrepreneurship concept and business management principles.

The main reasons of choosing the best practices mentioned above is the fact that Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara already works on fostering entrepreneurship, therefore the selected new tools will fuel its pool of resources with innovative tools that it did not have so far.

## Design thinking



|   |  |
|---|--|
| <b>Partner organization</b>                                   | <b>WORKinSCOP SC'OPARA</b>   |
| <b>Venue</b> (city and country) of the activity               | Bastia, France   |
| <b>Date</b> when the activity was organised                   | 29 <sup>th</sup> of November 2018  |
| <b>Duration</b> of the activity                               | 3 hours  |
| <b>Objectives</b> of the activity                             | To build an entrepreneurial mind-set through collaborative, generative work with the aim to discover and define opportunities for business; to transform ideas into action by developing and delivering business solutions through connected processes of divergent and convergent thinking. |
| <b>Activity type</b>  | Indoor; non-formal   |
| <b>Target group</b>   | Would-be entrepreneurs, VET students and university students   |
| <b>Number of participants</b>                                 | 10   |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> innovation, marketing.  |
|   | <b>Entrepreneurial knowledge:</b> how to generate business ideas; how to create a business; how to generate innovation   |
| <b>Training/pedagogical methods used</b>                      | e.g. peer learning, hands-on; project method; gaming; team work; role playing; LARP  |
| <b>Necessary materials and devices</b>                        | Computers, inspiration cards, coloured pencils, paper.   |
| <b>Outcome/results</b>  | Insights on: methods for creative thinking, how to spot business opportunities, how to take decisions, how to generate innovation, work collaboratively, transform ideas into business opportunities.  |



| <b>Detailed content of the teaching/training activity:</b>                                       |  |                                       |  |  |  |  |  |   |   |
|--|--|---------------------------------------|--|--|--|--|--|---|---|
| <b>Narrative description</b>   | <p>The trainer started by dividing the group of ten people into 5 pairs. Each pair had at least one computer to be used for the activity. The trainer also provided guidelines for the activity and explained the methods for divergent thinking. Then participants worked on possible problems to be solved in business: 5 ideas per group. The ideas were presented to the others and to the trainer. After collective discussion, each group chose one problem /idea to focus on and then they argued, explaining their choice to the others and the trainer. In a third time, after a collective discussion, each group brainstormed about 3 possible solutions and explained to the others why they would choose these solutions.</p> <p>Each group received a feedback from the others and the trainer during a collective discussion who involved each participant on equal terms. At the end of the activity, each group presented their problem-solution to the other group and trainer.</p> <p>During this activity, each participant could take an active part in discussions and share their opinion regarding the others' problems and possible solutions. Through this activity, participants tried to acquire new ideas, get some feedback and good practices /experience, widen their thinking and the range of possible solutions for situations they might have to solve in their daily life while running a business.</p> |                                       |  |  |  |  |  |   |   |
| <b>Participants' feedback</b>  | <table border="1"> <tr> <td>Competencies improved by participants</td> <td>collaborative competences, team work, creative thinking, imagination and decision-making</td> </tr> <tr> <td>Feedback participants regarding the added value of the activity to their professional background</td> <td>Participants were all very satisfied by the activity and by the idea of team work and creative thinking. In fact, through this activity, some of them discovered that they could use this way of thinking in their career and improve their vocational skills.</td> </tr> <tr> <td>Feedback participants regarding the added value of the activity to their personal background</td> <td>Regarding the added value of the activity to their personal life, some participants declared that the method for creative thinking would be useful for solving everyday life problems.</td> </tr> <tr> <td>How the activity can be adapted to other educational groups</td> <td>The activity could definitely be adapted to other education groups because it could be the first step of a bigger activity were people develop their business in a virtual way. Furthermore, this is the first step of creating a business.</td> </tr> </table>   | Competencies improved by participants | collaborative competences, team work, creative thinking, imagination and decision-making | Feedback participants regarding the added value of the activity to their professional background | Participants were all very satisfied by the activity and by the idea of team work and creative thinking. In fact, through this activity, some of them discovered that they could use this way of thinking in their career and improve their vocational skills. | Feedback participants regarding the added value of the activity to their personal background | Regarding the added value of the activity to their personal life, some participants declared that the method for creative thinking would be useful for solving everyday life problems. | How the activity can be adapted to other educational groups | The activity could definitely be adapted to other education groups because it could be the first step of a bigger activity were people develop their business in a virtual way. Furthermore, this is the first step of creating a business. |
| Competencies improved by participants  | collaborative competences, team work, creative thinking, imagination and decision-making   |                                       |  |  |  |  |  |   |   |
| Feedback participants regarding the added value of the activity to their professional background | Participants were all very satisfied by the activity and by the idea of team work and creative thinking. In fact, through this activity, some of them discovered that they could use this way of thinking in their career and improve their vocational skills.   |                                       |  |  |  |  |  |   |   |
| Feedback participants regarding the added value of the activity to their personal background     | Regarding the added value of the activity to their personal life, some participants declared that the method for creative thinking would be useful for solving everyday life problems.   |                                       |  |  |  |  |  |   |   |
| How the activity can be adapted to other educational groups                                      | The activity could definitely be adapted to other education groups because it could be the first step of a bigger activity were people develop their business in a virtual way. Furthermore, this is the first step of creating a business.  |                                       |  |  |  |  |  |   |   |
| <b>Conclusions and recommendations</b>   | Regarding the conclusion, after implementing this activity, it appears that participants were mostly satisfied by the method of creative thinking. Such activity is usually appreciated by participants who are able to give their opinion and to develop their business ideas. In order to be even more practical, it would be interesting to propose to participants to create a virtual business in order to put their "problem-solution" into practice.  |                                       |  |  |  |  |  |   |   |
| <b>More info at:</b>   | <a href="https://www.gsb.stanford.edu/insights/how-design-thinking-improves-creative-process">https://www.gsb.stanford.edu/insights/how-design-thinking-improves-creative-process</a>  |                                       |  |  |  |  |  |   |   |





| <b>Detailed content of the teaching/training activity:</b> |   |
|--|---|
| <b>Narrative description</b>                               | <p>Before starting the activity, the trainer introduced a professional entrepreneur who came to share his experience as being a self-business man. Participants were very happy to share experience, practices and tips on how to run a business; some of them asked for advice regarding their own business project. Then the expert helped them to draft a business plan and project management based on his experience, and not so much on theory : very practical oriented information/content with some exercises/activities to develop. The third step was more focused on business creation / entrepreneurship. Therefore, the participants launch a fake process and went through the different phases and documents required to do so: they checked the list of the official documentation; they planned teamwork; they simulated promotion of products, fixing prices, events, and so on. At the end, the trainer explained what the different status of companies are (joint-stock company, LLC, etc.) and worked with the group by simulating the expansion of their current (fake) social cooperative.</p> |
| <b>Participants' feedback</b>                              | <p>Competencies improved by participants</p> <p>Participants liked this activity even though they did not go until the end of the process (to create their own business, activity which takes a whole year). They had a good glimpse at the requirements and some warnings/tips about how to present things, what to avoid, what would help them to succeed in their business, how they could sale their product and/or raise funds. They all agreed that they developed competences in teamwork and practical skills as setting a price or promoting a product.</p>  |
|  | <p>Feedback participants regarding the added value of the activity to their professional background</p> <p>Some participants are already working on their own business; for them the first steps of this activity were not as useful as for others because they had already experienced things when becoming entrepreneur. For the others, the activity was very fruitful, as they now have the pathway to become entrepreneurs. Some of the participants declared that teamwork is very important especially for sharing opinions and developing ideas.</p>  |
|  | <p>Feedback participants regarding the added value of the activity to their personal background</p> <p>Regarding their personal background, entrepreneurial skills provide a framework. In fact, organization skills can be helpful. Most of the participant agreed with the fact that the activity is an added value to their personal background.</p>   |
|  | <p>How the activity can be adapted to other educational groups</p> <p>This activity can be adapted to other educational group if they are willing to implement the activity in one-year time.</p>   |
| <b>Conclusions and recommendations</b>                     | <p>This activity has been very well appreciated especially for the ones who want to create their business. This kind of activity would give the necessary advice and steps to follow when creating an enterprise. For the ones who have already started their business, only some sections of the activity would be relevant. However, they could join as mentors and benefit from the trainer's advice and the other participants' ideas/experience/feedback.</p>  |
| <b>More info at:</b>                                       | <p><a href="https://www.reactproject.online/">https://www.reactproject.online/</a></p>  |

## Introduction to an entrepreneurial cooperative mindset



|   |  |
|---|--|
| <b>Partner organization</b>                                   | <b>WORKinSCOP SC'OPARA</b>   |
| <b>Venue</b> (city and country) of the activity               | Ajaccio, France  |
| <b>Date</b> when the activity was organised                   | 6 <sup>th</sup> of December 2018   |
| <b>Duration</b> of the activity                               | From 9am to 12am   |
| <b>Objectives</b> of the activity                             | Through this training activity, participants will have an overview of an entrepreneur's routine. For one day, they will cover entrepreneurial useful thematic such as: <ul style="list-style-type: none"> <li>- Entrepreneurship concept;</li> <li>- Business management principles;</li> </ul> Entrepreneurial skills such as team spirit, sense of responsibility, creativity, rigour, discovery spirit and communication.   |
| <b>Activity type</b>  | Indoor; Non-formal   |
| <b>Target group</b>   | Students/Adults  |
| <b>Number of participants</b>                                 | 11   |
| <b>Business and entrepreneurial knowledge to be developed</b> | <b>Business knowledge:</b> sales, marketing, finance & operations  |
|   | <b>Entrepreneurial knowledge:</b> how to raise capital; how to run a business  |
| <b>Training/pedagogical methods used</b>                      | Hands-on; team work; role playing.   |
| <b>Necessary materials and devices</b>                        | Digital equipment (PC, tablet if needed), pen, papers etc. (office tools)  |
| <b>Outcome/results</b>  | People with a lack of confidence and afraid to enter the entrepreneurship way of life will be able to discover what is an entrepreneurial cooperative. In that system they can start working on their own project, but they are never alone.<br>During the day, they will work on: entrepreneurial know-how, soft skills such as self-confidence, building team work.<br>They will also: give form to a project; work in a collaborative way; use appropriate/new material/tools; develop entrepreneurial and digital skills; network. |



| <b>Detailed content of the teaching/training activity:</b> |   |  |
|--|---|--|
| <b>Narrative description</b>                               | <p>At the beginning of the activity, the trainer invited entrepreneurs and experts to explain how to build a relevant business plan, why the relevance of the project is fundamental and must be considered in the very first step of creating their own business and what would be the interesting questions and answers.</p> <p>During a second part of the activity, the trainer presented an overview of the activity that must be carried out within an entrepreneurial cooperative:</p> <ul style="list-style-type: none"> <li>-Communication workshop: corporate visual identity (logo, corporate brand)</li> <li>-Workshop to define costumers &amp; services (market analysis, definition of the target group)</li> <li>-Running a business: workshop on rate-setting policy and tariff system; workshop on commercial presentation/ pitch; workshop on how to manage investments.</li> <li>-Company's daily routine: workshop on different thematic such as human resources, inventory management, agenda, workplan.</li> </ul> <p>Financial management: workshop on administrative expenditure (incomes and expenses), profit, sales revenue.</p> <p>After a general overview of those activities, each participant was encouraged to share feedback and ask to the experts.</p> |  |
| <b>Participants' feedback</b>                              | Competencies improved by participants   | During the activity, participants acknowledged the requested competences and the ones to be developed when creating a business. Participants developed their entrepreneurial skills and business knowledge. After this activity, they had an overview of what is an enterprise and how to run it and what do they need to do to succeed in their business. |
|  | Feedback participants regarding the added value of the activity to their professional background  | Regarding the added value of the activity to their professional background, participants were rather enthusiastic and satisfied. They had a "checklist" of what to do and better understood what means running a business.   |
|  | Feedback participants regarding the added value of the activity to their personal background  | Regarding the added value to their personal background, some declared that this activity would be useful for <u>managing personal life (money, investment, organization)</u>   |
|  | How the activity can be adapted to other educational groups   | This activity can be adapted to other education groups if it is lead for a longer period of time: a semester, for example. Such period will help to develop ideas and to go through much deeper into details and with more activities/exercises.   |
| <b>Conclusions and recommendations</b>                     | <p>Participants were enthusiastic. Most of them are willing to start the training activity and to test their entrepreneurial competences.</p> <p>To implement this activity, it is very important to create non-homogenous groups: different people with different skills in order to foster discussions, stimulate and interact with the group. This idea underneath is to stress the necessity to have of work in groups. Each group would have a mentor/an expert who will monitor the group and be available to share practical information on their experience. This mentor could come from outside the organization or could be a more experienced person within the organization.</p>  |  |
| <b>More info at:</b>                                       | <a href="https://www.reactproject.online/">https://www.reactproject.online/</a>   |  |

## 4 Conclusion and recommendations

The Innovation protocol proposes innovative solutions and tools that contribute to increase the social re-activation of adults within the society. The document includes the description of a series of educative workshop that have the aims of empowering the entrepreneurial skill among disadvantaged adults and improving the entrepreneurial competence seen as an essential tool that contribute to reinforce the attitude to the entrepreneurial skill.

The document was realised in four phases, each of them with specific objectives and related results. The WELCOMING PHASE focused in the analysis of the target groups identified by the partners, by using a specific questionnaire, in order to reveal the characteristics of the project target group and its needs. Through a simple questionnaire, disadvantaged adults and their trainers were able to start the process of self-recognition and social recognition of the aspects directly linked with the concept of entrepreneurial skill. The results coming from the questionnaires applied in all four countries of the consortium, are described and summarised in the present innovation protocol. The DEVELOPMENT OF INNOVATION PROTOCOL PHASE includes a description of the activities organised for the development of entrepreneurial competence among adults, structured in different adult workshops. This chapter of the innovation protocol represents the core of the document as it includes a specific chapter with the description of three different activities useful for the adults who are encouraged to improve their entrepreneurial skill. These activities include also detailed guidelines for the implementation of theoretical and practical educational experiences that use the approaches of peer learning, gamification and use of digital technologies. The TESTING OF INNOVATION PROTOCOL PHASE consisted of the organization of practical workshops in all the countries involved in the project. During this phase, each of the project partners from France, Italy and the Netherlands organised three workshops, one for each activity previously described. In this respect, each of the partners from the three countries mentioned above, involved minimum 10 adults in each workshop, selected from its target group and/or network, with a total of 182 adults trainees and 10 trainers altogether that led the practical experimentation in each country involved in the project. The mentioned activities were opportunities to test the innovation protocol in order to assess the efficacy of this new tool and adjust it, if necessary. The ASSESSMENT PHASE was aimed at analysing the results of the practical workshops. For this reason, each partner applied anonymous and detailed online or offline questionnaire to the participants (at each partners' decision) in order to collect the opinion of the direct beneficiaries about the critical and the potential aspects met during the practical experience. The final results were collected by Quarter Mediation that created a document useful to integrate the innovation protocol, as being a fundamental step in order to review the protocol with the purpose of presenting a valuable result.

The innovative aspect of the Innovation protocol is the enhancing of the participatory role of the adults within the society through the organization of practical workshop described in the innovation protocol, as the document collected the best practices agreed among the partners with the aim of finding new solution for a reactivation of disadvantaged adults within the society. Moreover, through the multiplier events forecast to be organised by each partner in the second year of the project, the innovation protocol will be spread among other Adult Education centres members of the partners' networks in order to transfer this innovative tool to other realities that will be able to use our results for a better involvement of adults in lifelong learning programmes improving the understanding of entrepreneurial skill among adults. Through this strategy, project partners can guarantee a higher transferability potential of the innovative protocol among different European countries.

As a result of the organisation of the 12 practical workshops - 3 workshops for each partner from France, Italy and Netherlands – the following conclusions and recommendation for further similar activities were drawn:

The **EduLARP - Live Action Role Playing** activity (*Quarter Mediation, Netherlands*) can be included in the cooperative classroom programme where students of different ages work together. Being inspired by the game, teachers and trainers can design their own games, in that they can replace the soldiers and horses cards with images appropriate to the subject of teaching (e.g. for music, the cards can be different musical instruments). **EduLARP - Live Action Role Playing** is one of the activities that can be easily adapted to any school and adult education provider, as a lot of games can be developed in a museum, according to the subject taught, with the help of the museum curator and the teacher's creativity.

The **Koloniegame** activity (*Quarter Mediation, Netherlands*) gave the participants the opportunity to expand their knowledge on the use of innovative methods, above all the manner to teach students on how to learn by playing and using ICT, for enhancing each adult learner skills and competencies based on their own potential. The activity can be adapted easily to almost any subject of teaching, by using ICT and gaming. It can be adapted, for example, to a music lesson about a composer or to an art lesson about baroque as an architectural style. If computers are not available, the teacher can use paper, board etc.

The **Windmill non-formal entrepreneurial training** (*Quarter Mediation, Netherlands*) can be used also for learning foreign languages, as learners can be asked to create stories about the real life activities and situations encountered in a wind mill, improving in this way the specific terminology necessary to be used for certain related jobs. Depending on the learning pathway of the learners and on their professional background, the resources can be used in different ways for teaching several subjects in a non-formal and/or informal way. Among these, the following examples are relevant: learning about winches and force in physics; learning about prime numbers and shapes in math, in the grain mill workshop; teaching music by using old musical instruments; teaching arts & crafts in a workshop about making and painting clogs.

The activity **Entrepreneurship and business creation** (*Civiform, Italy*) is useful to learn the basis of entrepreneurship and how to run a business. It is very important to develop an *In situation test* because students are more involved in solving a concrete and real situation, this being useful to help them improve especially their problem solving and take initiatives skills.

The **Business Game** (*Civiform, Italy*) includes 100 situations, 10 for each profession and in each situation. The students had to choose one of the three possible answers and the most important is the fact that there are no good or bad answers, only different ways of facing a situation. It is also important to make students aware that GEM is not a test, but a game that students play to explore skills and professions in a fun and engaging way.

The activity **Entrepreneurship and research for funding** (*Civiform, Italy*) is useful to learn the basis of the rules about how to research for funding and how to run a business. The fact that students were involved during the entire lesson was useful to help them improve especially their take initiatives and communication skills. As frontal lesson, both **Entrepreneurship and business creation** and **Entrepreneurship and research for funding** can be easily adapted to different contexts and people.

The experimental training activity **Fever Pitch & Business Model Canvas** (*Università Ca' Foscari Venezia, Italy*) is generative of reflection on new solutions and ideas in relation to matters in the economic field, using a visual model. The participants must have some knowledge on economics and finance to deal with the task effectively. Furthermore, it may be useful to organize two training sessions. Even without changing the variables, this activity could be effectively used in educational and vocational training as it allows group work, exchange of ideas, generates solutions considering also the external variables. It could also apply to all those situations where it is required to make decisions on several issues such as environmental, political, social.

**Game Lab Cisre Business Game** (*Università Ca' Foscari Venezia, Italy*) is idealised so that different markets can be explored. The research for information is built departing from reliable online resources. The activity is effective at a literacy level, as it does not require previous specific economic knowledge. However, the mechanics of the game can be customized, for example choosing other types of business more suitable to address the interests of other adult target groups that do not have a long story of work experience or have previous practice limited to tasks that do not require complex driven decision-making. This activity can stimulate agency capabilities development also in adults which have never experienced entrepreneurial activities.

The experimental training activity **Entrepreneurship Self Evaluation and Empowerment** (*Università Ca' Foscari Venezia, Italy*) is generative of reflection into own inner resources and planning into own personal and professional future. It is a good device for young adults, as well as for their need of reorientation. The time needed to complete the activity is long and the trainer has to work in order to keep the participants focused on the activity. In addition, it could be useful to organize a two sessions training: on the first one the trainer gives a background on entrepreneurship, so that participants on the second step are able to participate proactively. This activity could be effectively used in the Vocational and Educational Training.

The **Design thinking** activity (*WORKinSCOP SC'OPARA, France*) is usually appreciated by participants who are able to give their opinion and develop their own business ideas. In order to be more practical, it would be interesting to propose to participants to create a virtual business in order to put their "problem-solution" into practice. The activity could be adapted to other education groups because it could be the first step of a bigger activity were people develop their business in a virtual way, as well as the first step of creating a real business.

The activity **Simulation of a social cooperative** (*WORKinSCOP SC'OPARA, France*) gives the necessary advice and steps to follow when creating an enterprise. For the ones who have already started their business, only some sections of the activity would be relevant. However, they could join as mentors and benefit from the trainer's advice and the other participants' ideas/experience/feedback. The activity can be adapted to other educational group if they are willing to implement the activity in one-year time.

**Introduction to an entrepreneurial cooperative mindset** activity (*WORKinSCOP SC'OPARA, France*) can be adapted to other education groups if it is lead for a longer period of time (e.g a semester), as in this way it will help develop ideas and go much deeper into details and with more practical activities. To implement this activity, it is very important to create non-homogenous groups, each group having a mentor-expert who will monitor the group and be available to share practical information on the group's experience. The mentor could come from outside the organization or could be a more experienced person within the organization.

As a conclusion, the partners in the REACT consortium recognised that the activities implemented through the REACT project lifetime were significant both for the target groups and the involved partners' staff in order to reinforce the entrepreneurship skills, including the research for a job and their re-inclusion in society, useful for the low skilled adults to increase their quality of life. Moreover, through the short term training activity organised by Quarter Mediation in the Netherlands for the benefit of all the REACT partners, as well as via the training activities and practical workshops organised by the partners from France, Italy and the Netherlands with their target groups, the project provides a relevant number of best practice example and pilot activities, as well as new educational tools and strategies to help adult people to be more effective in their learning activities, in their daily life and at their job place. Through the reinforcement of entrepreneurship skill, the project developed innovative strategies and methods to increase adult's abilities to be more motivated and encouraged in developing and upgrading their literacy, numeracy and digital skills. Last but not least, the adults involved in the project were given the opportunity to develop and strengthen their entrepreneurship skill useful to improve their self-esteem, autonomy, responsibility and proactivity.

Appendix A: REACT – Questionnaire for self-recognition and social recognition of the aspects directly linked with the concept of entrepreneurial skills

**I. NAME OF THE PARTNER ORGANISATION THAT APPLIED THE QUESTIONNAIRE:**

- SC Opara (FR)
- Quarter Mediation (NL)
- Civiform (IT)
- Universita Ca Foscari Venezia (IT)
- Innoventum (FI)

**II. INFORMATION ON THE RESPONDER:**

**1. Gender**

- Male
- Female

**2. Age**

- 18 to 35
- 36 to 55
- 56 to 65
- 65+

**3. Education level**

- Primary education
- Secondary education (including VET)
- Post-secondary education (non-tertiary)
- Tertiary education (Bachelor/Master/Doctor degree)

**4. Work experience**

- None
- Less than one year
- 1 to 5 years
- more than 5 years

**5. Business experience**

- None

- Less than one year
- 1 to 3 years
- more than 3 years

### **III. INFORMATION ON THE ENTREPRENEURIAL POTENTIAL BASED ON ENTRECOMP FRAMEWORK**

#### **IDEAS AND OPPORTUNITIES**

6. I can use my imagination and abilities to identify opportunities for creating value

- Yes
- No

7. I can develop creative and purposeful ideas

- Yes
- No

8. I can work towards a vision of my future

- Yes
- No

9. I can make the most of ideas and opportunities

- Yes
- No

10. I can assess the consequences and impact of ideas, opportunities and actions

- Yes
- No

#### **RESOURCES**

11. I believe in myself and keep developing

- Yes
- No

12. I know how to stay focused and don't give up

- Yes
- No

13. I gather and manage the resources I need

- Yes
- No

14. I have developed financial and economic know how

Yes

No

15. I inspire, enthuse ad get others on board

Yes

No

### **INTO ACTION**

16. I can initiate processes that create value and can take up challenges

Yes

No

17. I know how to prioritize, organize and follow-up

Yes

No

18. I can make decisions, thus dealing with uncertainty, ambiguity and risk

Yes

No

19. I know how to team-up, collaborate and network

Yes

No

20. I reflect and learn from both success and failure, my own and other people's

Yes

No

## I. INFORMATION ON THE RESPONDER

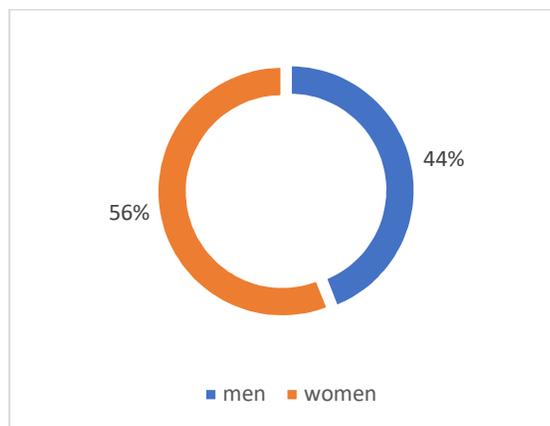
In France, ScOpara organized 3 focus groups between March and May 2018 which gathered 25 people. The focus groups were aimed to :

- a. Present REACT project to the participants
- b. Present the TNA questionnaire
- c. Help the participants to fill in paper questionnaires.

The people attending the focus groups are nascent entrepreneurs : they come to Sc'Opara to test their business.

### 1. Gender

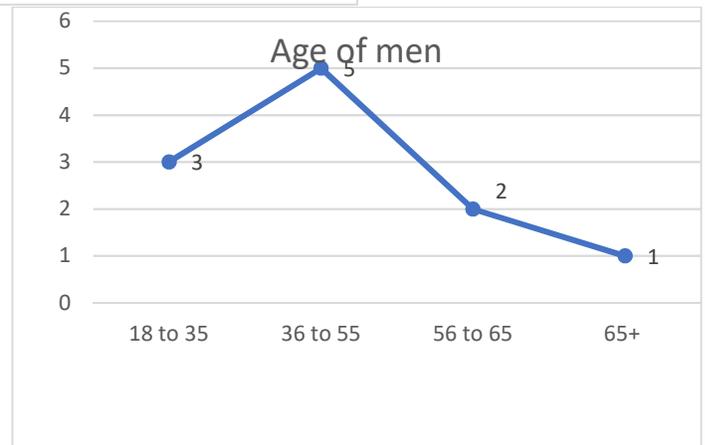
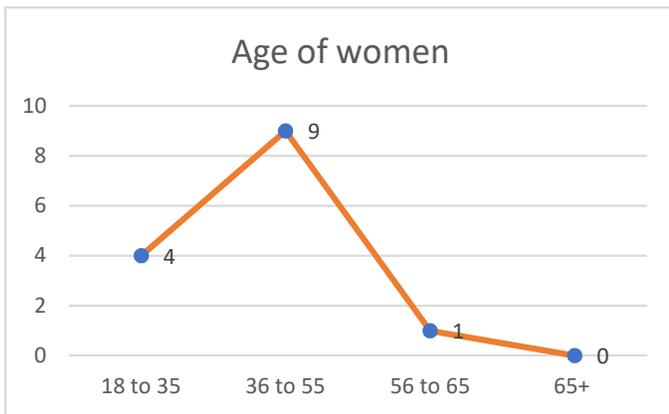
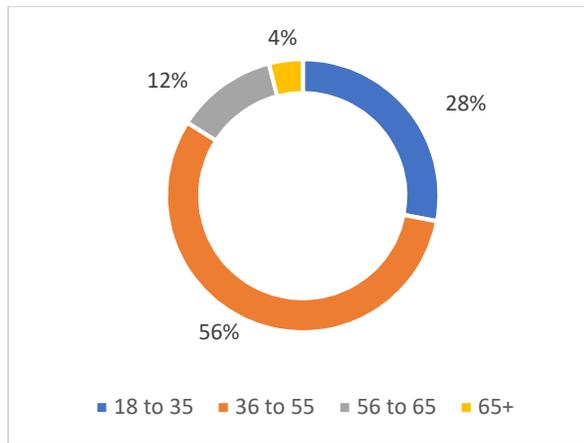
Participants were divided into 11 men and 14 women.



### 2. Age

The age distribution was as follows :

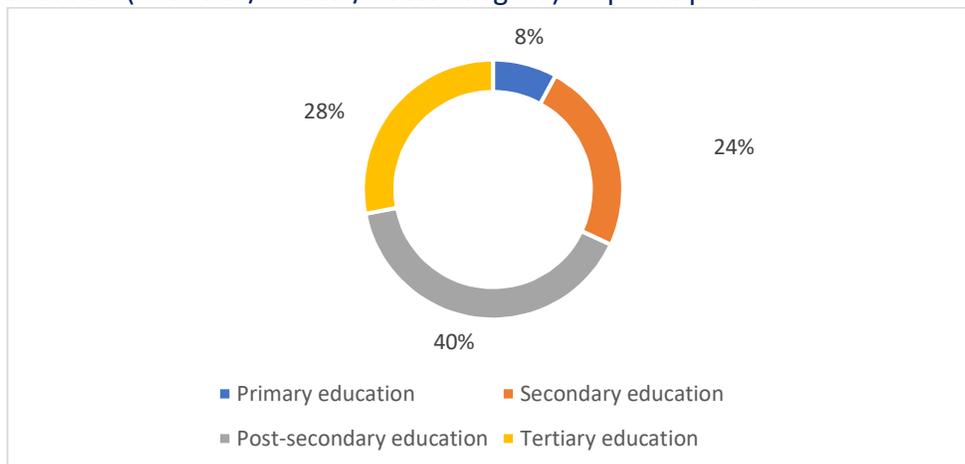
- 18 to 35 : 7 participants
- 36 to 55 : 14 participants
- 56 to 65 : 3 participants
- 65+ : 1 participant

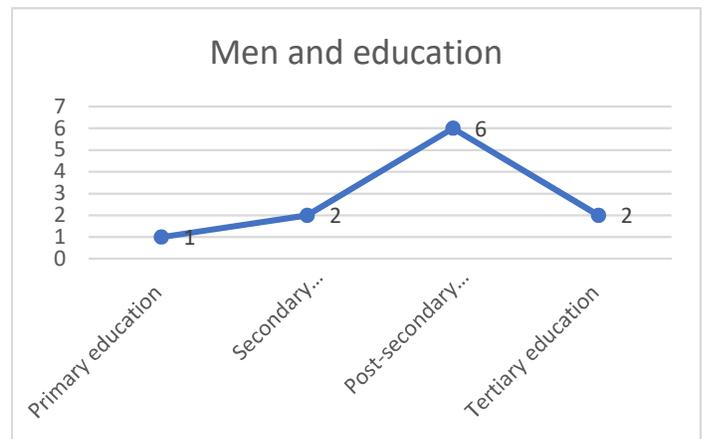
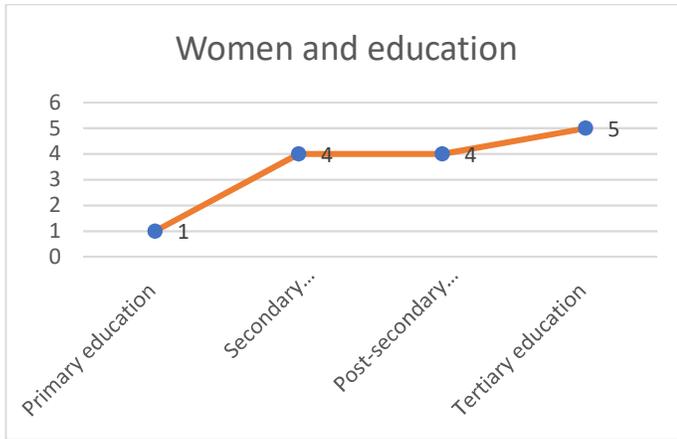


### 3. Education level

Their level of education was as follows :

- Primary education : 2 participants
- Secondary education (including VET) : 6 participants
- Post-secondary education (non-tertiary) : 10 participants
- Tertiary education (Bachelor/Master/Doctor degree) : 7 participants

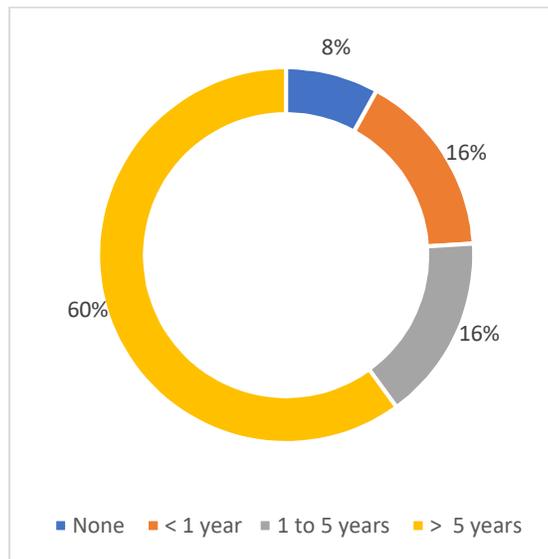


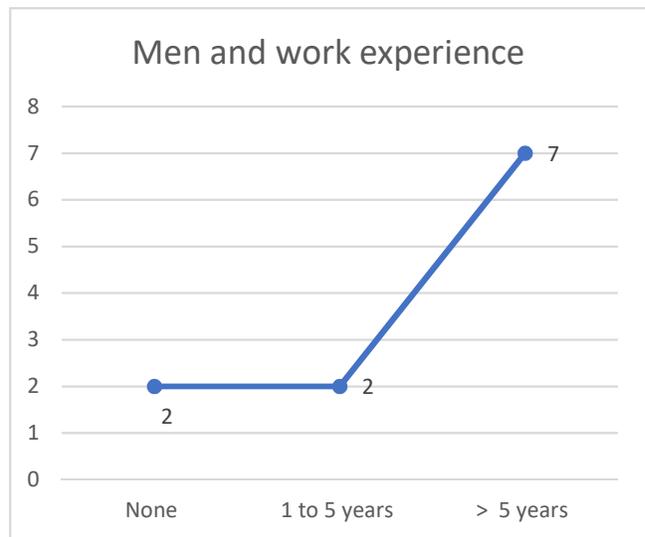


#### 4. Work experience (years)

Their work experience was as follows :

- None : 2 participants
- Less than one year : 4 participants
- 1 to 5 years : 4 participants
- more than 5 years : 15 participants



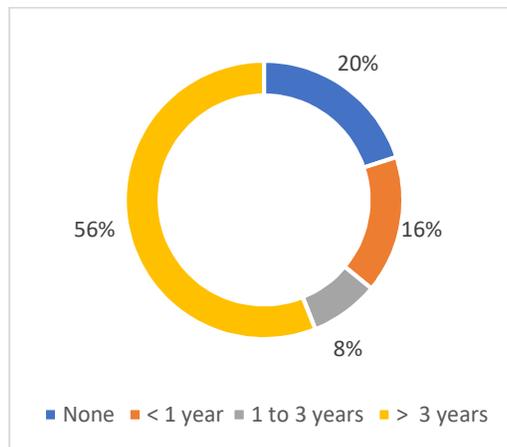


**Note that in the sample, there are no women with “none” work experience and no men with work experience “less than one year”.**

#### Business experience (years)

Their business experience was as follows :

- None : 5 participants
- Less than one year : 4 participants
- 1 to 3 years : 1 participant
- more than 3 years : 15 participants



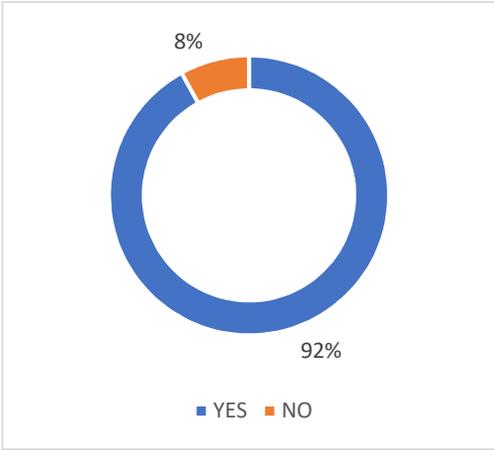


Note that in the sample, there are no men with business experience from “1 to 3 years”.

**II. INFORMATION ON THE ENTREPRENEURIAL POTENTIAL BASED ON ENTRECOMP FRAMEWORK**

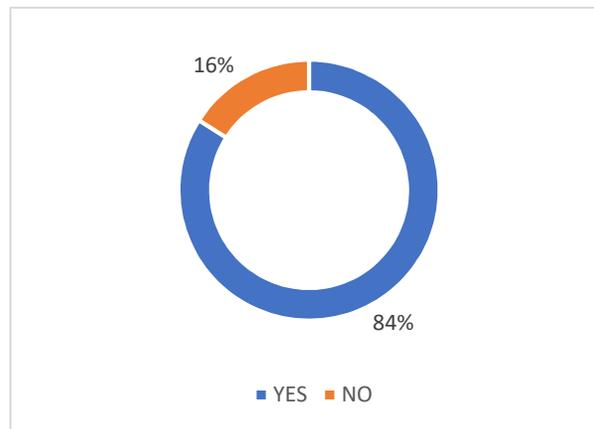
**IDEAS AND OPPORTUNITIES**

- To the question “I can use my imagination and abilities to identify opportunities for creating value” the respondents answered as follows :
  - Yes : **23 participants** that is to say 12 women and 11 men,
  - No : **2 participants** that is to say 2 women.



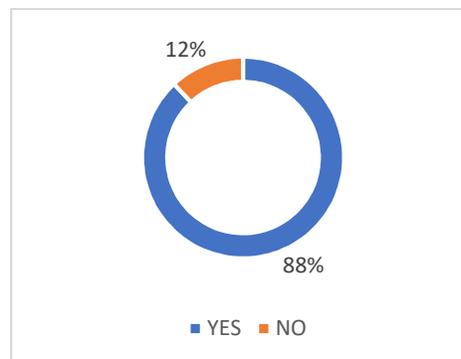
- To the question “I can develop creative and purposeful ideas” the respondents answered as follows:
  - Yes : **21 participants** that is to say 10 women and 11 men,

□ No : **4 participants** that is to say 4 women.



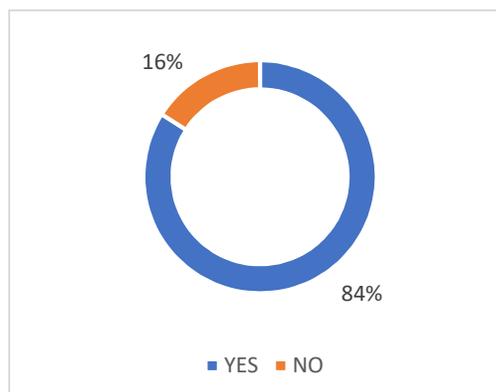
3. To the question “*I can work towards a vision of my future*” the respondents answered as follows:

- Yes : **22 participants** that is to say 12 women and 10 men,
- No : **3 participants** that is to say 2 women and 1 man.



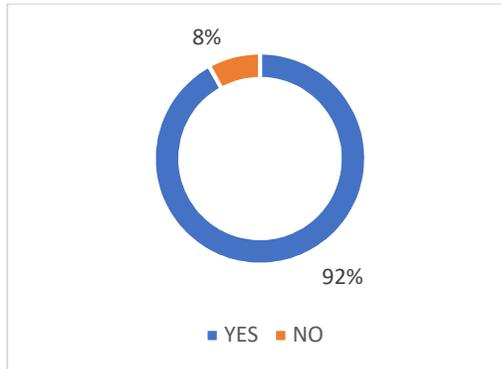
4. To the question “*I can make the most of ideas and opportunities*” the respondents answered as follows :

- Yes : **21 participants** that is to say 11 women and 10 men,
- No : **4 participants** that is to say and 1 man.



5. To the question *“I can assess the consequences and impact of ideas, opportunities and actions”* the respondents answered as follows :

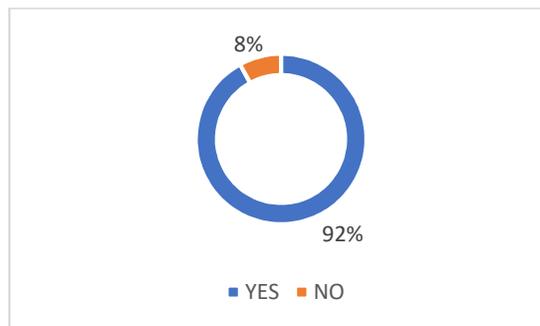
- Yes : **23 participants** that is to say 12 women and 11 men,
- No : **2 participants** that is to say 2 women.



## RESOURCES

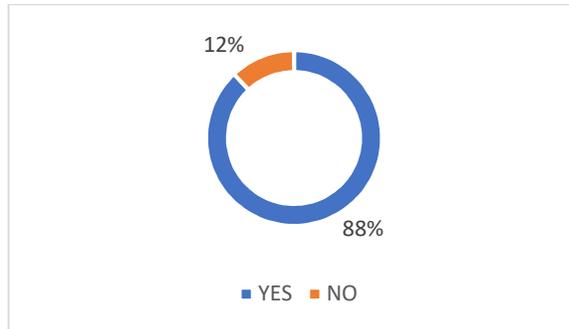
1. To the question *“I believe in myself and keep developing”* the respondents answered as follows:

- Yes : **23 participants** that is to say 12 women and 11 men,
- No : **2 participants** that is to say 2 women.



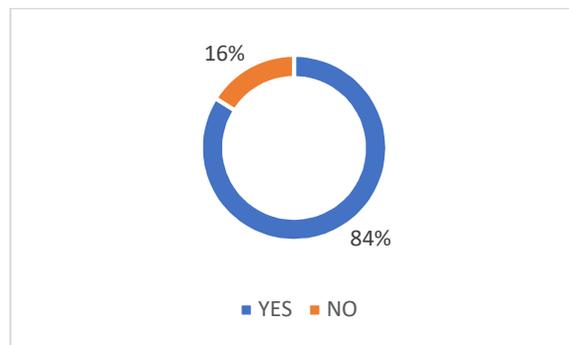
2. To the question *“I know how to stay focused and don't give up”* the respondents answered as follows:

- Yes : **22 participants** that is to say 12 women and 10 men,
- No : **3 participants** that is to say 2 women and 1 man.



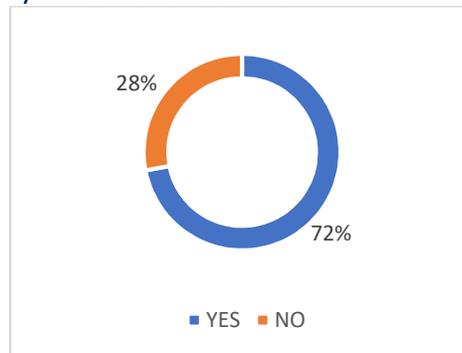
3. To the question *“I gather and manage the resources I need”* the respondents answered as follows:

- Yes : **21 participants** that is to say 11 women and 10 men,
- No : **4 participants** that is to say 3 women and 1 man.



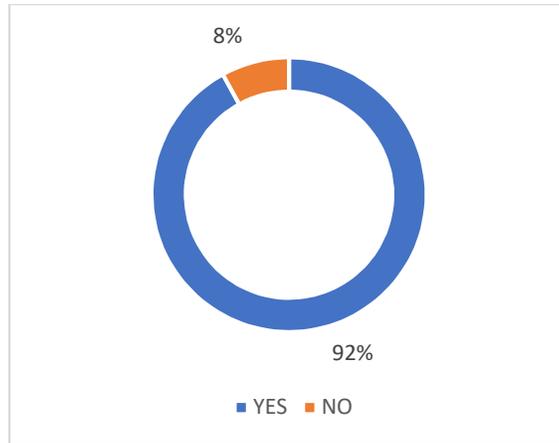
4. To the question *“I have developed financial and economic know how”* the respondents answered as follows:

- Yes : **18 participants** that is to say 10 women and 8 men,
- No : **7 participants** that is to say 4 women and 3 men.



5. To the question *“I inspire, enthuse ad get others on board”* the respondents answered as follows:

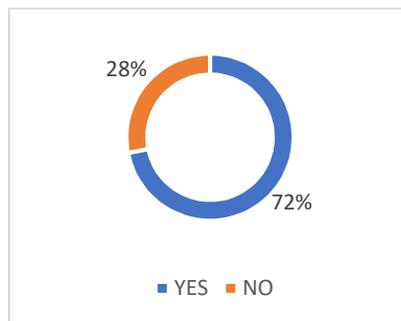
- Yes : **23 participants** that is to say 13 women and 10 men,
- No : **2 participants** that is to say 1 woman and 1 man.



**INTO ACTION**

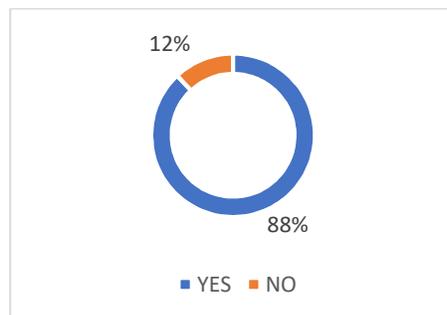
1. To the question *“I can initiate processes that create value and can take up challenges”* the respondents answered as follows :

- Yes : **18 participants** that is to say 10 women and 8 men,
- No : **7 participants** that is to say 4 women and 3 men.



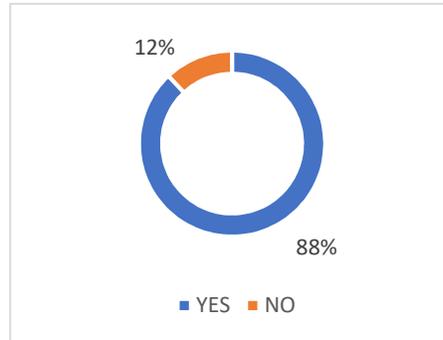
2. To the question *“I know how to prioritize, organize and follow-up”* the respondents answered as follows :

- Yes : **22 participants** that is to say 13 women and 9 men,
- No : **3 participants** that is to say 1 woman and 2 men.



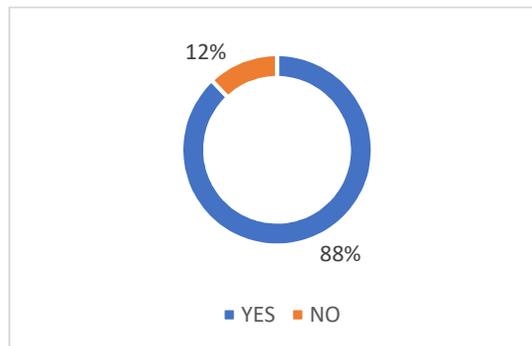
3. To the question *“I can make decisions, thus dealing with uncertainty, ambiguity and risk”* the respondents answered as follows :

- Yes : **22 participants** that is to say 12 women and 10 men,
- No : **3 participants** that is to say 2 women and 1 man.



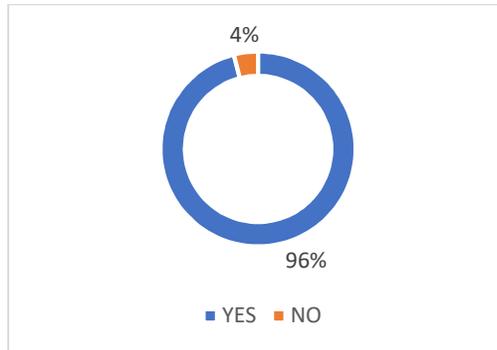
4. To the question *“I know how to team-up, collaborate and network”* the respondents answered as follows :

- Yes : **22 participants** that is to say 12 women and 10 men,
- No : **3 participants** that is to say 2 women and 1 man.



5. To the question *“I reflect and learn from both success and failure, my own and other people’s”* the respondents answered as follows :

- Yes : **24 participants** that is to say 13 women and 11 men.
- No : **1 participant** that is to say 1 woman.



To conclude, note that for the subsection

1. “ideas & opportunities”, only 2 participants answered “No” to all the questions.
2. “resources”, only 1 participant answered “No” to all the questions and another one answered “No” to 3 questions.
3. “into action”, only 1 participant answered “No” to all the questions.

**There is one participant who answered “no” to all questions of the questionnaire.**

## **IO2 QUESTIONNAIRE**

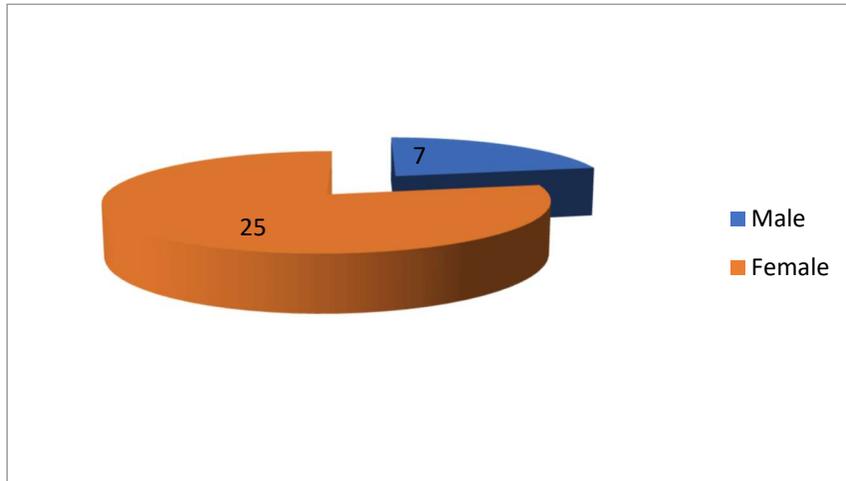
### **- REPORT QUARTER MEDIATION -**

From the EU countries involved in the project, the Netherlands has the lowest unemployment rates of 4.2%. Nevertheless, the country is continuously searching for solution for reducing the unemployment, the entrepreneurial education being considered a key factor for competitiveness and employment, social inclusion and personal development. The valorisation of entrepreneurial attitude will improve traditional education, preparing people for life and offering the opportunities to adult people to find their place in the labour market, either by more easily finding a new job as a result of having an entrepreneurial attitude and mind-set, or by starting and running their own business.

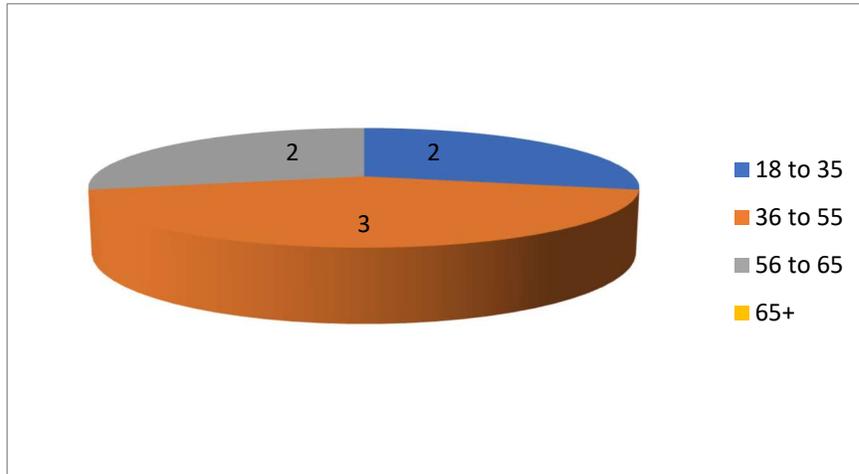
Given the fact that Quarter Mediation is an adult education with an European scope, it applied the questionnaire to its target group, people involved in adult education from all over Europe (e.g. teachers, trainers, staff working with unemployed adults, entrepreneurs, people working with disadvantaged adults).

Quarter Mediation applied the questionnaire to 32 people from the following target groups: teachers, trainers, consultants on European Funds, facilitators in environmental activities, board members from different organisations working with adult students and/or with disadvantaged people. The participants were both male and female with the following criteria repartition:

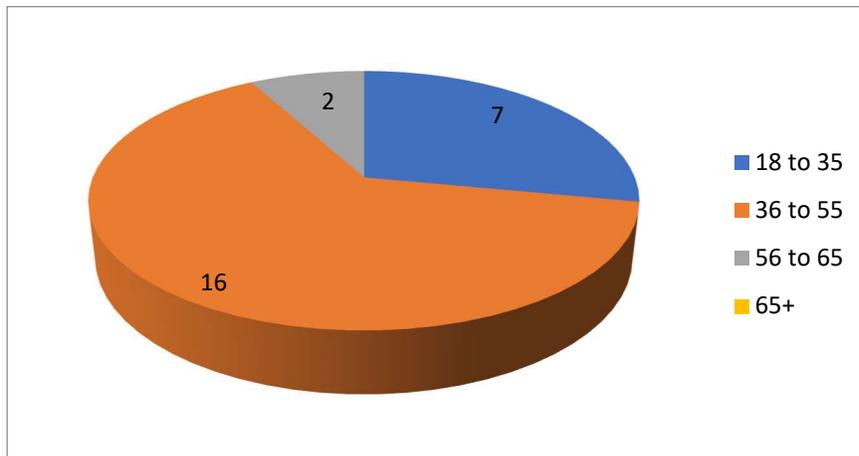
### Gender



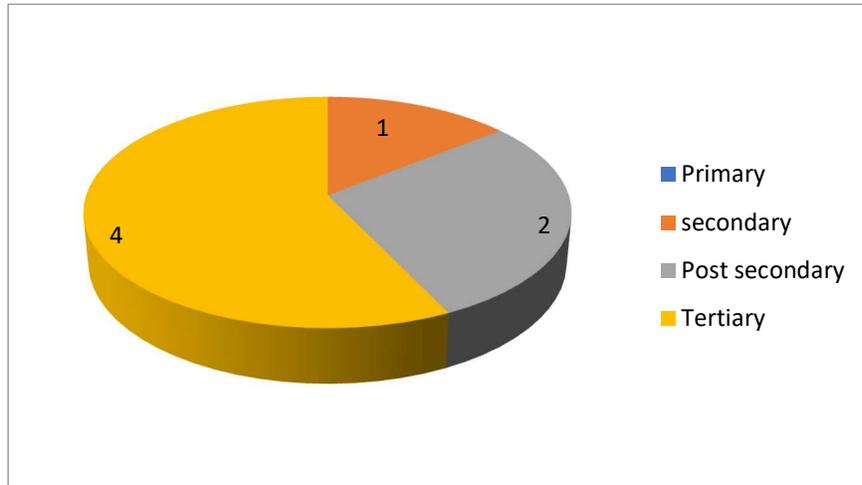
### Age repartition for male respondents



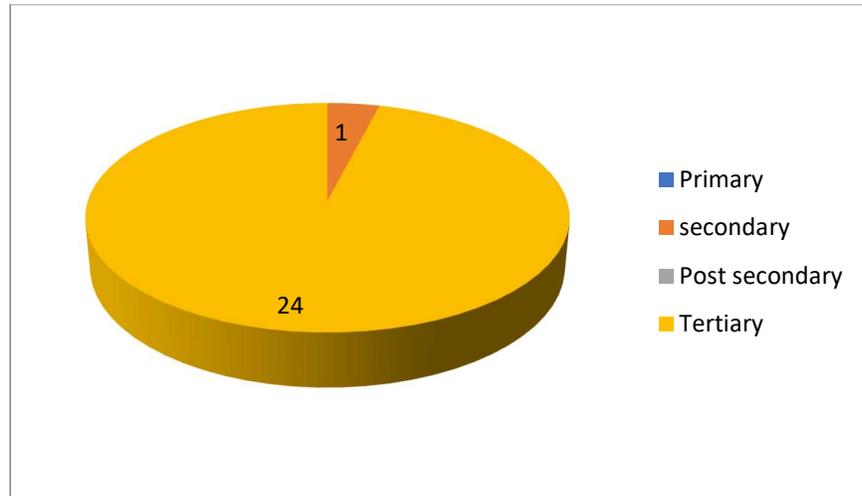
### Age repartition for female respondents



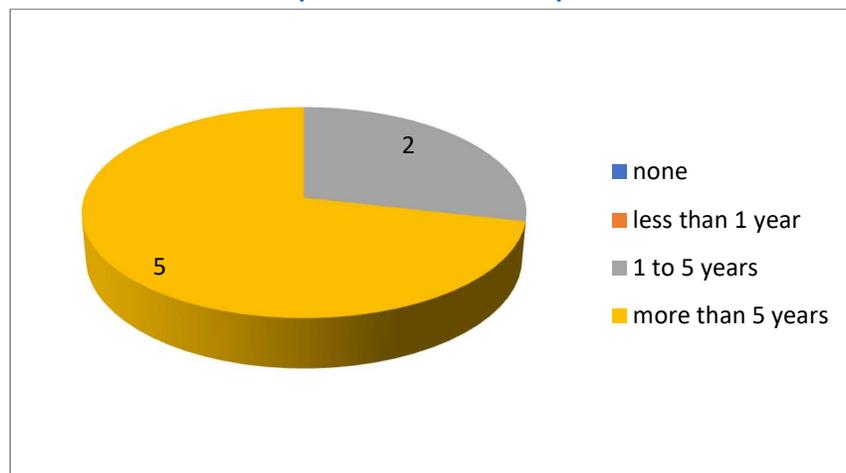
### Education level for male respondents



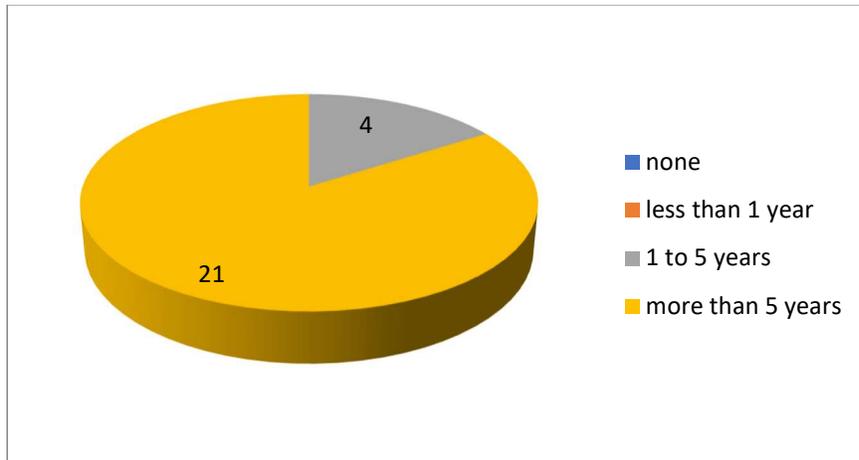
### Education level for female respondents



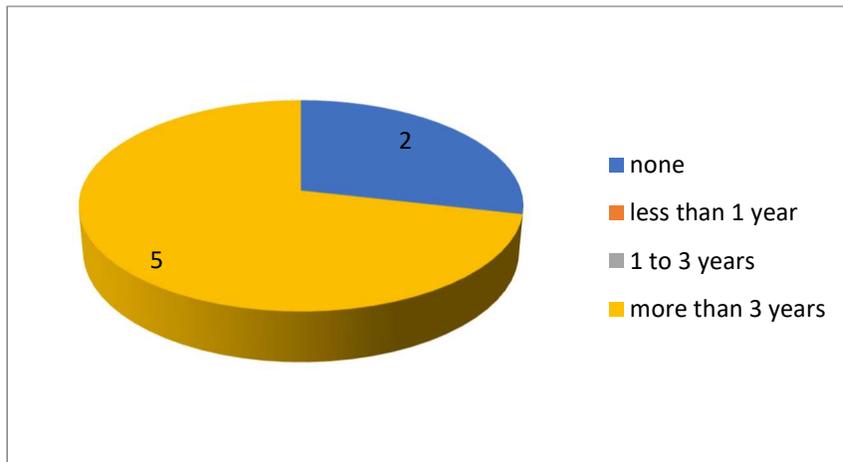
### Work experience for male respondents



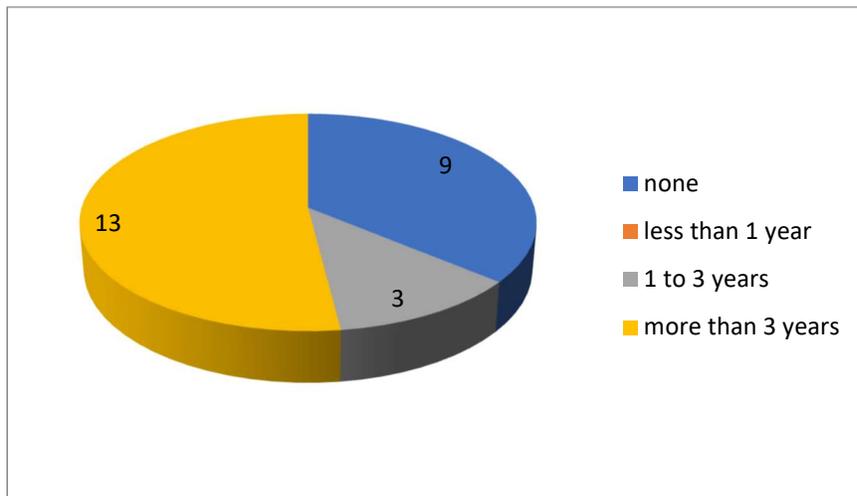
### Work experience for female respondents



### Business experience for male respondents



### Business experience for female respondents

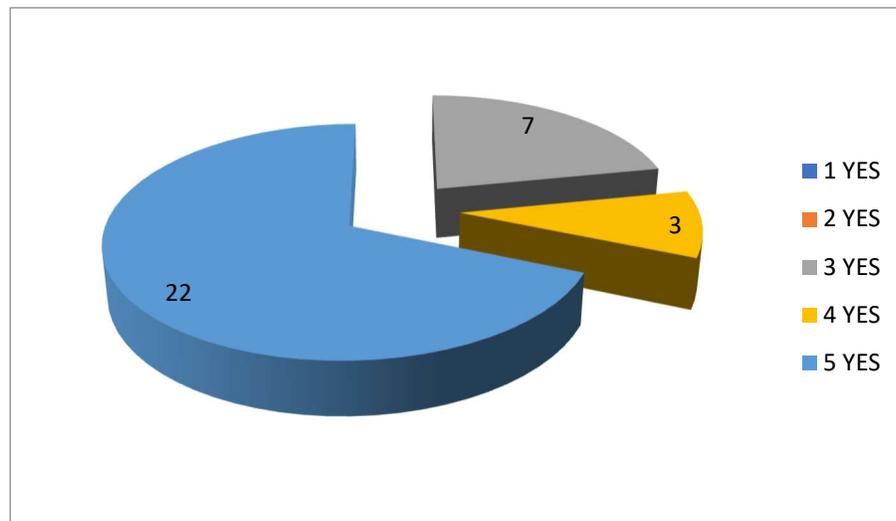


## INFORMATION ON THE ENTREPRENEURIAL POTENTIAL BASED ON ENTRECOMP FRAMEWORK

With regards to the entrepreneurial potential, the assessment was done based on entrecomp framework with the following results per each considered section:

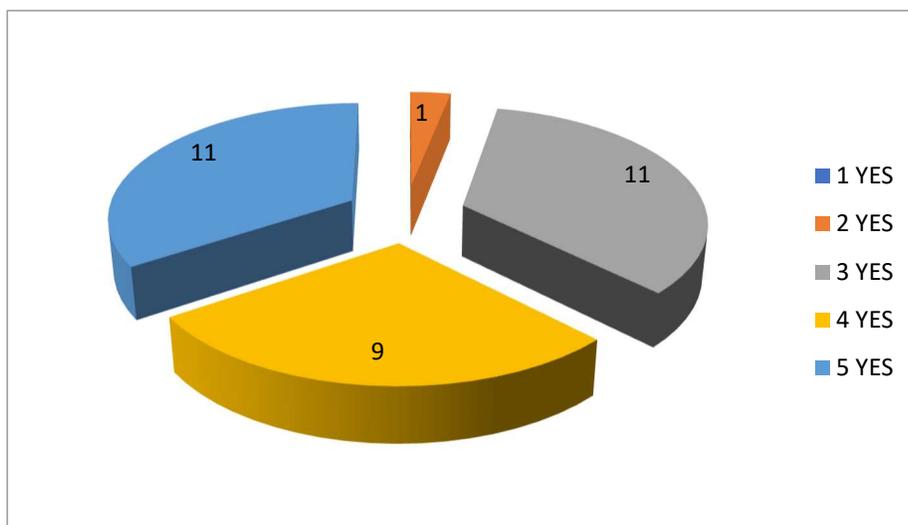
### Ideas and opportunities

As from the 32 respondents 15 answered YES to all questions, 3 answered YES to 4 out of 5 questions and 7 answered YES to 3 out of 5 questions, it was assessed that all 32 responders are imaginative and able to transform ideas into opportunities.



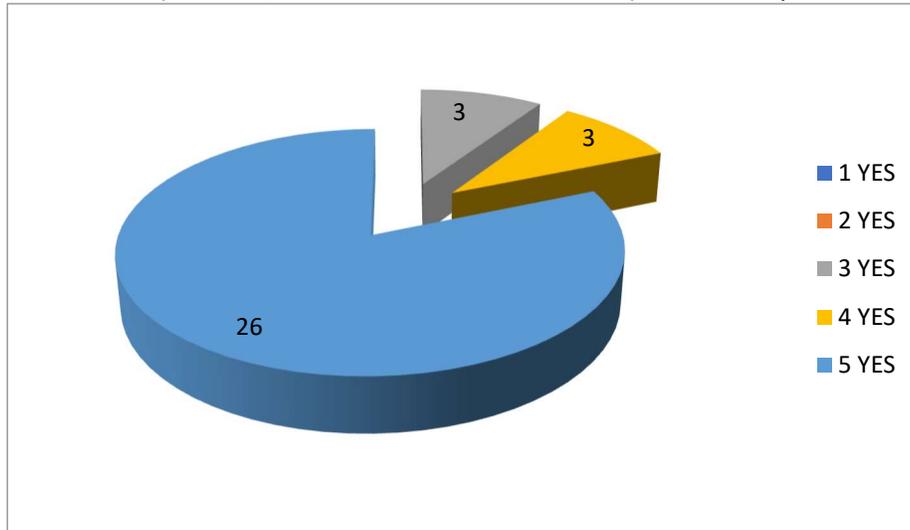
### Resources

From the 32 respondents, 31 answered YES to 3 to 5 questions and only one answered YES to only 2 questions. As a result, 31 respondents are resourceful and one of them has the potential of being resourceful.



### Into action

As from the 32 respondents 26 answered YES to all questions, 3 answered YES to 4 out of 5 questions and 3 answered YES to 3 out of 5 questions, it was assessed that all 32 responders are pro-active.



#### CONCLUSION:

From the 32 respondents, 25 were female and 7 male. With regard to the respondents' age, 9 of them are aged 18 to 35 (2 male and 7 female), 19 are aged 36 to 55 (3 male and 16 female) and 4 are aged 56 to 65 (2 male and 2 female). Concerning the education level, 2 of them have finalised their secondary education (one male and one female), 2 post-secondary and 28 are either finalised tertiary education either both bachelor studies and master/doctors' degrees. Regarding the work experience, all of the respondents have a work experience for more than one year, as the following: 6 respondents have a work experience between 1 and 5 years (2 male and 4 female) and 26 have a work experience for more than 5 years (5 male and 21 female). With reference to the business experience, from the 32 respondents, 11 do not have a business experience (2 males and 11 females), 3 females have 1 to 3 years business experience and 18 respondents (5 male and 13 females) have more than 3 years business experience.

With regards to the information on the entrepreneurial potential based on entrecomp framework, all 32 respondents are imaginative and able to transform ideas into opportunities, as well as pro-active. Moreover, with only one exception of a respondent having the potential of being resourceful, all the other respondents are resourceful.

Given the level of education and the profession of the participants in the survey, the results mentioned above was expected.

## REPORT IO2

### INTRODUCTION

Among the EU countries, Italy has always been characterized by a low level of employment, particularly among women, and a high presence of unemployment.

In particular, the employment rate of women (15-64) in June 2018 reached 48.8% but they are still far from 66.8% of men. Istat (The Italian Institute for Statistics) has underlined that this value is the highest since 1977. However, in order to fully integrate Italian women into the labour market there is still a long way: according to Eurostat data, Italy is at the bottom of the European comparison with Greece.

These statistics help to understand the context in which Civiform has been working in the framework of active employment policies. Through basic qualification courses, specialized post diploma, postgraduate courses, refresher courses, continuing training for professional re-qualification of workers in precarious conditions, Civiform contributes to upgrade the professional skills of a high number of adult workers (especially women) in precarious conditions to enable them to find new employment opportunities.

Regarding more in detail the questionnaire submitted for this survey, we decided to include the three competence areas described within the document called “EntreComp: The Entrepreneurship Competence Framework” published by the EU Commission.

These areas directly mirror the definition of entrepreneurship as the ability to turn ideas into action. ‘Ideas and opportunities’, ‘Resources’ and ‘Into Action’ are the 3 areas of the conceptual model and they have been labelled to stress entrepreneurship competence as the ability to transform ideas and opportunities into action by mobilising resources. These resources can be personal (namely, self-awareness and self-efficacy, motivation and perseverance), material (for instance, production means and financial resources) or non-material (for instance, specific knowledge, skills and attitudes). The three competence areas are tightly intertwined: entrepreneurship as a competence stands above all three of these together<sup>1</sup>.

---

<sup>1</sup> EntreComp: The Entrepreneurship Competence Framework  
<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf>

In this context, we have elaborated a questionnaire that takes into consideration these three areas in order to better analyse our target. Here above we proceed with the analysis of our target group.

## GENERAL INFORMATION ABOUT THE INVOLVED ADULTS

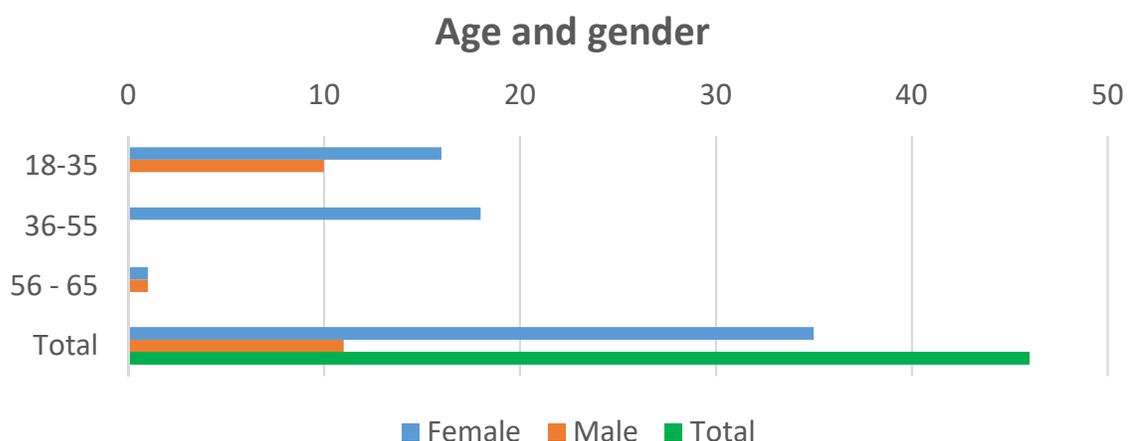
In this context, Civiform took into consideration 46 adult students, mainly female, coming from different courses like chef assistant, accountability, etc.

Unfortunately, it was not possible to choose a fairly distributed sample (men and women) because, as explained in the introduction, the majority of unemployed female, demonstrating a difficulty in employment (for women under 30 years) or redeployment (for women over 30 years) in the Italian labour market.

### Age and gender

From the graphic here below, it is possible to see that the sample taken into consideration consists of 35 female and 11 male with the following characteristics:

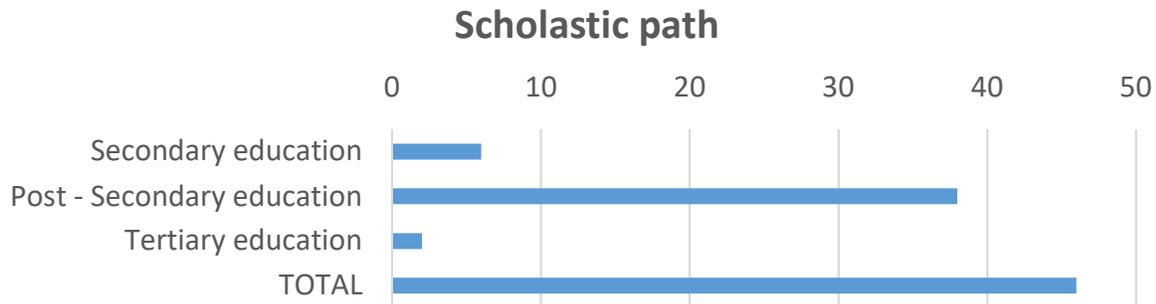
- 10 male from 18 to 35 years;
- 1 male from 56 to 65 years;
- 16 women from 18 to 35 years;
- 18 women from 36-55 years
- 1 woman between 56 and 65 years old.



### Level of education

The adults included in this survey have the following level of study:

- 38 adults post - Secondary education
- 6 adults have reached secondary education
- 2 adults tertiary education (bachelor and/or Master degree)



### Working experience

Here below there are the results regarding the working experience of the involved adults:

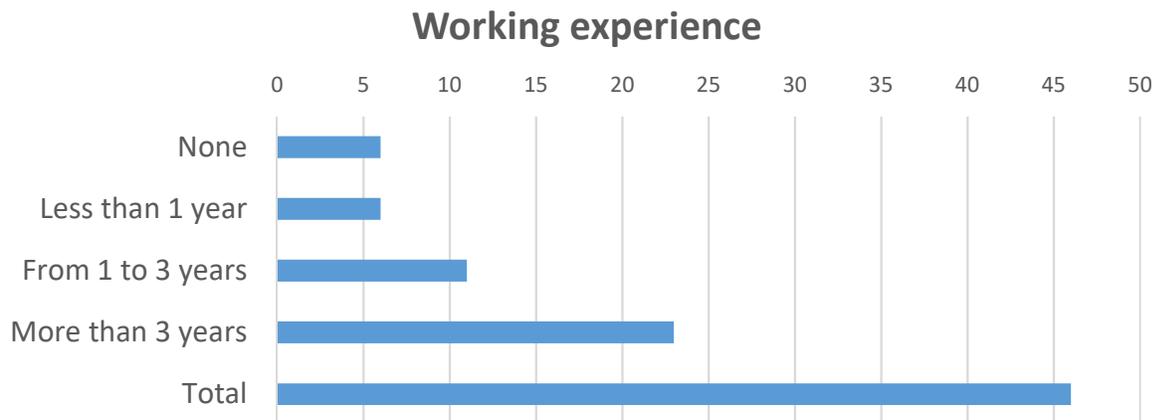
Adults with no working experience at all: six people, five man and one woman between 18 and 35 years old.

Less than one-year of working experience: 6 women aged 18 – 35 with a high school degree.

Working Experience from 1 to 3 years: 9 people aged 18 to 35, including 4 men and 5 women. In addition to this, there is also a woman in the band 36 – 55 and another one between 56 – 65 years old.

Working Experience of more than 3 years: 23 people in total. In the band 18 – 35 we can find 6 women and 1 man; in the band 36 - 55 we can find 15 women; in the band 56 – 65 we can find just 1 man.

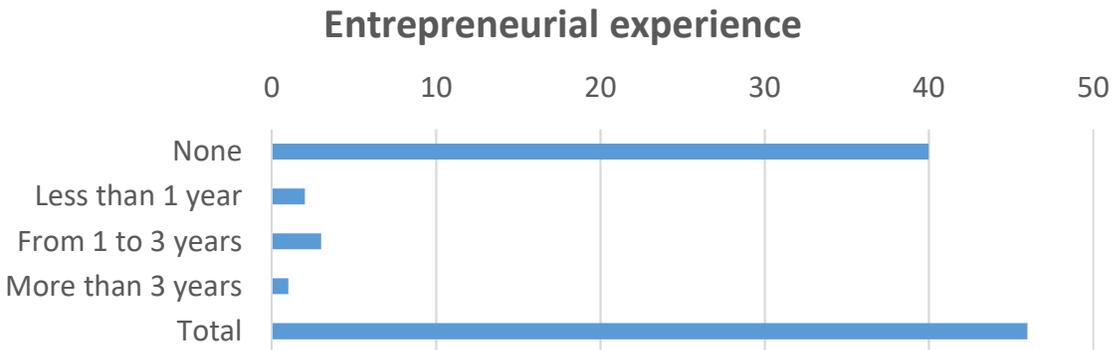
It can be seen that the weakest working group is that of people between 18 and 35 years of age who, although generally in possession of a high school degree, have a great difficulty in gaining significant work experience that can also help them to undertake their own self – employment.



### Entrepreneurial experience

As far as the entrepreneurial experience, it can be noted that 40 people out of a sample of 46 have never been involved in entrepreneurial activities. This could mean that most of our adults involved in the courses are keener to have a dependent work instead of starting their own business.

Only a few of them have an entrepreneurial experience, only one adult for more than 3 years. These data confirm what has been said above regarding the self-employment.



## ENTRECOMP MACRO AREAS

### Ideas and opportunities

#### **QUESTION 6 - I can use my imagination and skills to create positive opportunities**

It turned out that most of the people involved answered positively with only a few “no”, demonstrating a complete confidence in their imagination and skills

#### **QUESTION 7 - I can develop creative and proactive ideas**

It turned out that the group of men 18 - 35 answered all positively, women 18 - 35 only one no, while in the group women 36 - 55 turned out three no.

We can therefore see almost a similarity in the two groups of men and women with an age between 18 and 35 years. This mean that there is a good confidence in their creative ideas and proposals. This confidence falls a little in the women, group 36 - 55 perhaps because of their work and personal experiences;

#### **QUESTION 8 - I know how to plan my future**

It turned out that most of them answered positively with only a few contrary people. It almost seems that all the adults have a vision of their future;

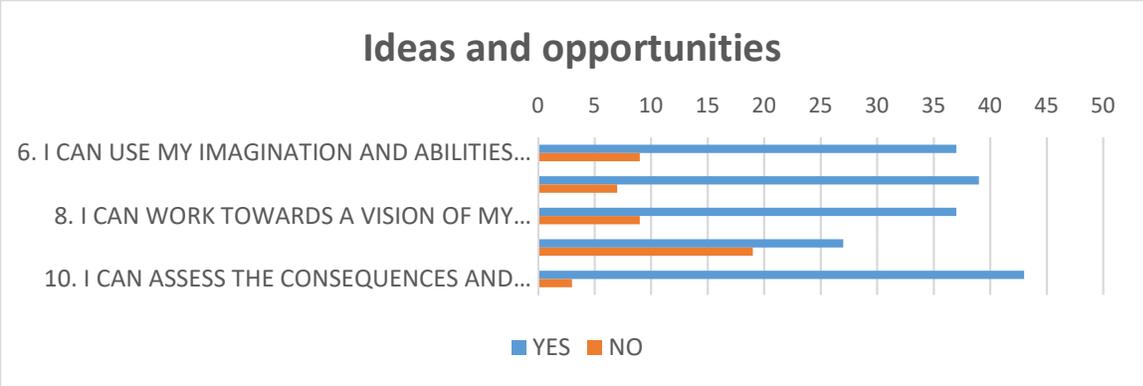
#### **QUESTION 9 - I am able to realize most of my ideas and seize opportunities**

It turned out that in the men's group 18 - 35 two people answered no, in the women's group of the same age, 6 people out of 13 answered no and in the women's group 36 - 55 only one person answered no. The significant data is that concerning the women group 18 - 35 from which emerges a clear difficulty in realizing their ideas and seizing opportunities almost to cancel the value of question 16 in which the same group had answered with only one no. How can I develop a useful path if I am not able to realize my ideas and seize opportunities?

#### **QUESTION 10 - I can evaluate the consequences and impact of my ideas, opportunities and actions**

It turned out that women from 18 - 35 and 36 - 55 answered with all yes, while in the group of men 18 - 35 there was only one no.

Here below you can find a graphic that shows all the answers given for the “Ideas and opportunities” section:



**Resources**

**QUESTION 11 - I believe in myself and in my ability to progress**

Most of the interviewed adults answered positively meaning that the students involved have a good self-esteem;

**QUESTION 12 - I know how to focus on my goal and not give up what I am doing**

Most of the adult involved answered “yes” in this question which is a good starting point considering that it is not always easy to be focused on the settled goal if sometimes the context seem to obstacle the determination to start and/or develop an activity;

**QUESTION 13 - I order and manage the resources I need**

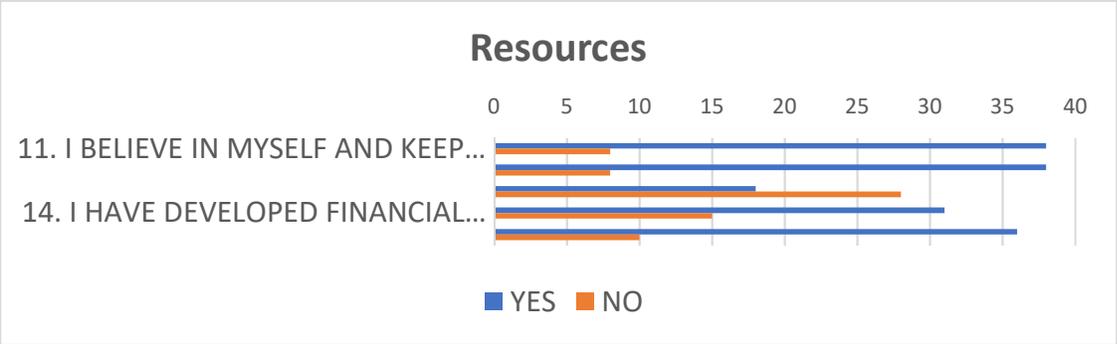
Regarding this question, most of the adults answered positively. For this reason, we assumed that for each group there are small difficulties in organising its own resources, demonstrating a slight organisational incapacity

**QUESTION 14 I have developed a financial and economic capacity**

As for this question, the replies show that the financial/economic shortcomings mainly affect women's groups, but one might also think that the people who are not involved are aware of what they have learned in the economic/financial field;

**QUESTION 15 I inspire, enthuse and get others on board**

Most of the people answered positively; therefore, it seems that the involved adults have good communication skills. The group of women seem to have more difficulties with communicative skills since eleven female and only four men answered “no”.



**Into action**

**QUESTION 16 - I am able to develop a path that is useful for me and that helps me to turn them into concrete actions**

It turned out that in the men's group 18 - 36 two people answered no while in the two women's groups there was only one negative answer signifying a greater propensity of the women's groups to transform an idea of career path into a concrete activity;

**QUESTION 17 - I know how to prioritize me, organize myself, and turn them into concrete actions**

It showed that in the men's group 18 - 35 only one person answered no, in the women's group 18 - 35 all answered yes, and in the women's group 36 - 55 two people answered no;

**QUESTION 18 - I can make decisions to deal with uncertainty, ambiguity and risk**

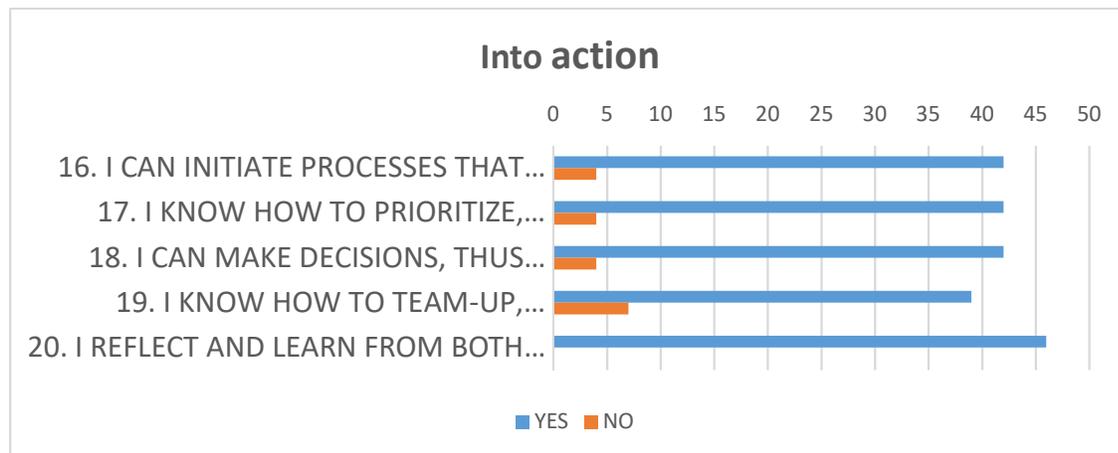
It turned out that the male and female groups between 18 and 35 years old had only one negative answer, while the female group 36 - 55 had two no. It seems that taking risks is part of the generation between 18 and 35 years old. They are probably most willing to undertake activities without the assurance that they will be fully successful;

**QUESTION 19 - I know how to be a team, how to collaborate with others and how to create a network of contacts**

The given answers show that the majority of adults in the group 18 – 35 years old responded with only one no, while the group of women between 36 and 55 years old only two people answered no. Even in this case, the younger groups seem to be more inclined to create a network of contacts.

**QUESTION 20 - I reflect on and learn from the successes and failures of others and myself**

It turned out that all the groups responded fully and proved to be a kind of predisposition to grasp and metabolize their own mistakes and those of others.



**CONCLUSION**

To do this questionnaire we took a sample of 46 people who are currently attending our adult courses. The questionnaire has been designed in a simple way to simplify activities and create a tool that responds more effectively to our target audience.

As for the conclusion, the relevant aspects that should be highlighted are the following:

Half of the adults between 18 and 35 years old need to improve their economic/financial capacity through dedicated courses or seminars. Other weak elements are the capacity to manage resources and to develop a useful path to face challenges. These aspects reflect the nowadays situation in which young people are increasingly less convinced of the possibility of creating a successful future, especially when it comes to their choice to be self-employed.

Taking into consideration the slot of adults from 18 to 35 years old, the half of them have difficulties with the maintenance of the capacity to carry out one's own ideas and an economic/financial type of capacity;

Most of the adult between 36 and 55 years old highlighted an economic/financial incapacity and a partial incapacity to breathe enthusiasm and co-involvement in other people.

**I. NAME OF THE PARTNER ORGANISATION THAT APPLIED THE QUESTIONNAIRE:**

- Università Ca Foscari Venezia (IT)

*We administered the questionnaire to 2 groups of 15 people each: bachelor students attending a course in Pedagogy taught by prof. Costa, and an in-service training for secondary school teachers. We found that the outcomes of the questionnaire are not easy to be interpreted, since the only presence of yes/no answers prevents the subject from self-reflection and analysis. A rating scale would have been more suitable, allowing the subject to give a more nuanced and reasoned self-evaluation.*

**II. INFORMATION ON THE RESPONDER:**

**1. Gender**

- Male
- Female

**2. Age**

- 18 to 35
- 36 to 55
- 56 to 65
- 65+

**3. Education level**

- Primary education
- Secondary education (including VET)
- Post-secondary education (non-tertiary)
- Tertiary education (Bachelor/Master/Doctor degree)

**4. Work experience (years)**

- None
- Less than one year
- 1 to 5 years
- more than 5 years

**5. Business experience (years)**

- None
- Less than one year
- 1 to 3 years
- more than 3 years

*Concerning the gender of the respondents, 7 are males and 23 are females; 22 of them are between 18 and 35 years old; 6 people are between 36 and 55 years old and 2 between 56 and 65 years old.*

*Concerning the education level, 9 have a secondary level; 7 have a post-secondary level; 13 have a bachelor's degree and 1 has a master's degree.*

*About work experience, 3 don't have any; 5 have less than one year's experience; 10 have between 1 and 5 years; 12 have more than 5 years.*

*Concerning the participants' business experience, 22 don't have any; 3 have less than one year; 1 has between 1 and 3 years; 4 have more than 3 years.*

### III. INFORMATION ON THE ENTREPRENEURIAL POTENTIAL BASED ON ENTRECOMP FRAMEWORK

#### IDEAS AND OPPORTUNITIES

**6. I can use my imagination and abilities to identify opportunities for creating value**

- Yes
- No

**7. I can develop creative and purposeful ideas**

- Yes
- No

**8. I can work towards a vision of my future**

- Yes
- No

**9. I can make the most of ideas and opportunities**

- Yes
- No

**10. I can assess the consequences and impact of ideas, opportunities and actions**

- Yes
- No

*26 out of 30 respondents say they can use their imagination and abilities to identify opportunities for creating value.*

*27 out of 30 respondents say they are able to develop creative and purposeful ideas*

*26 out of 30 respondents say they can work towards a vision of their future*

*27 out of 30 respondents say they can make the most of ideas and opportunities*

*29 out of 30 respondents say they can assess the consequences and impact of ideas, opportunities and actions*

#### RESOURCES

**11. I believe in myself and keep developing**

- Yes
- No

**12. I know how to stay focused and don't give up**

- Yes
- No

**13. I gather and manage the resources I need**

- Yes
- No

**14. I have developed financial and economic know how**

- Yes
- No

**15. I inspire, enthuse and get others on board**

- Yes
- No

*29 out of 30 respondents say they believe in themselves and keep developing*

*27 out of 30 respondents say they know how to stay focused and don't give up*

*22 out of 30 respondents say they gather and manage the resources they need*

*14 out of 30 respondents say they have developed financial and economic know-how  
25 out of 30 respondents say they inspire, enthuse and get others on board*

**INTO ACTION**

**16. I can initiate processes that create value and can take up challenges**

- Yes
- No

**17. I know how to prioritize, organize and follow-up**

- Yes
- No

**18. I can make decisions, thus dealing with uncertainty, ambiguity and risk**

- Yes
- No

**19. I know how to team-up, collaborate and network**

- Yes
- No

**20. I reflect and learn from both success and failure, my own and other people's**

- Yes
- No

*23 out of 30 respondents say they can initiate processes that create value and can take up challenges*

*28 out of 30 respondents say they know how to prioritize, organize and follow-up*

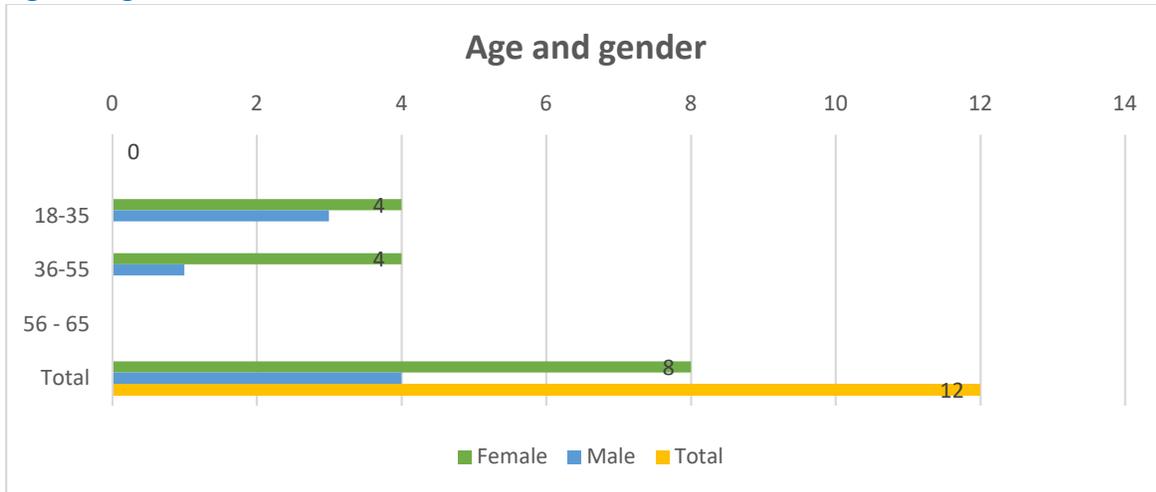
*25 out of 30 respondents say they can make decisions, thus dealing with uncertainty*

*27 out of 30 respondents say they know how to team-up, collaborate and network*

*All 30 respondents say they reflect and learn from both success and failure, their own and other people's*

**GENERAL INFORMATION ABOUT THE INVOLVED ADULTS:**

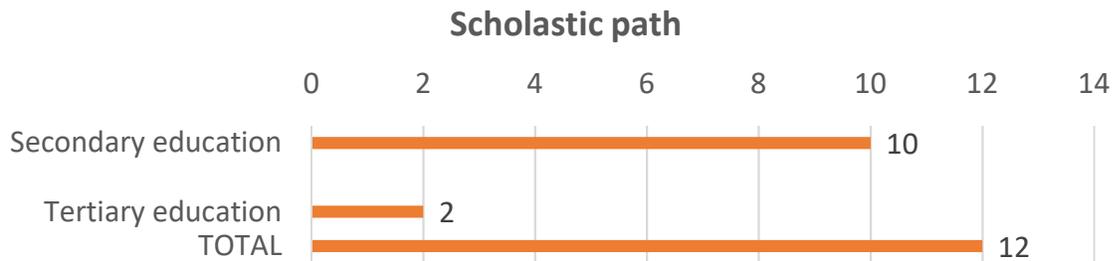
**Age and gender:**



To the questionnaire answered 8 females and 4 males:

- 3 male from 18 to 35 years;
- 1 male from 36 to 55 years;
- 4 women from 18 to 35 years;
- 4 women from 36-55 years

**Level of education:**



The interviewees in this survey have the following level of study:

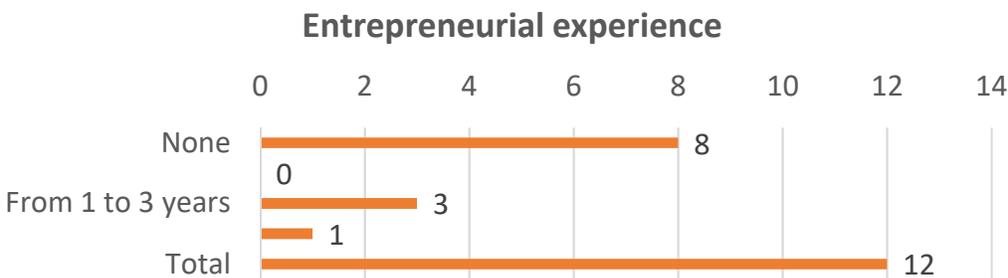
- 10 secondary education: all 4 men, and 2 women in age group 18-35 and 2 women in age group 36-55
- 2 tertiary education: 2 women 36-55

### Working experience:



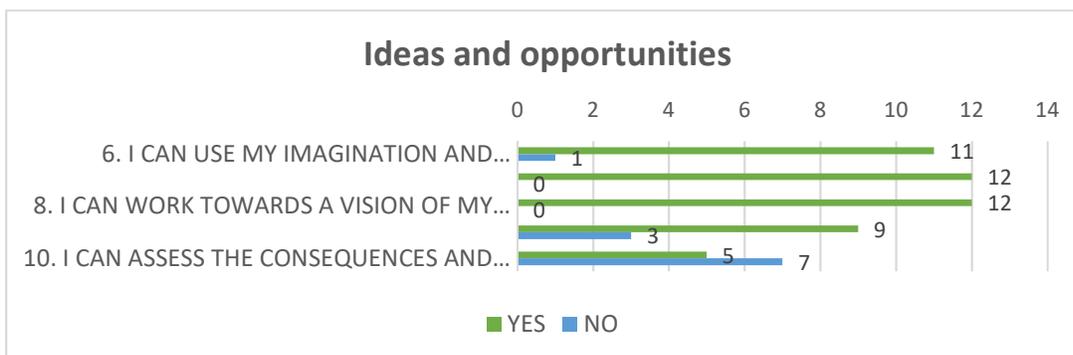
Less than one-year of working experience: 1 women in group 36 – 55 years with a tertiary degree. From 1 to 3 years: 1 woman in group 18-35 secondary education. More than 3 years: All men in age group 18-35 and 36-55. 3 women aged 18 – 35 as well in age group 36-55 (one with tertiary education, others secondary).

### Entrepreneurial experience:



8 of 12 persons didn't have entrepreneurial experience. 1 man in group 36-55 had experience over three years. 1 woman in group 36-55 with tertiary education had entrepreneurial experience 1-3 years. It is interesting to note that she is the same person who had told to have work experience less than one year. 2 women aged 18 - 35 with secondary education had entrepreneurial experience 1-3 years.

### Ideas and opportunities:



**QUESTION 6 - I can use my imagination and abilities to identify opportunities for creating value**  
Only 1 woman 18-35 answered no, all others answered positively yes

**QUESTIONS 7 and 8 - I can develop creative and purposeful ideas and I can work towards a vision of my future**

All answered yes

**QUESTION 9 - I can make the most of ideas and opportunities**

Only 3 interviewees answered no, 1 woman and 2 men in age group 18 – 35. All have secondary education.

**QUESTION 10 - I can assess the consequences and impact of ideas, opportunities and actions**

7 of interviewees answered no and 5 yes. There was no particular difference in age and education: 3 women and 2 men in age group 18-35 years and 2 women (one of having tertiary education), 36-55 years answered no. All expect that one woman had a secondary education.

**Resources:**



**QUESTION 11 - I believe in myself and keep developing**

All 12 interviewees answered yes

**QUESTION 12 - I know how to stay focused and don't give up**

Two persons, women 18-35 years with secondary education answered "no" in this question

**QUESTION 13 - I gather and manage the resources I need**

Regarding this question, 11 of 12 answered "yes" and only one woman 18-35 years with secondary education answered no.

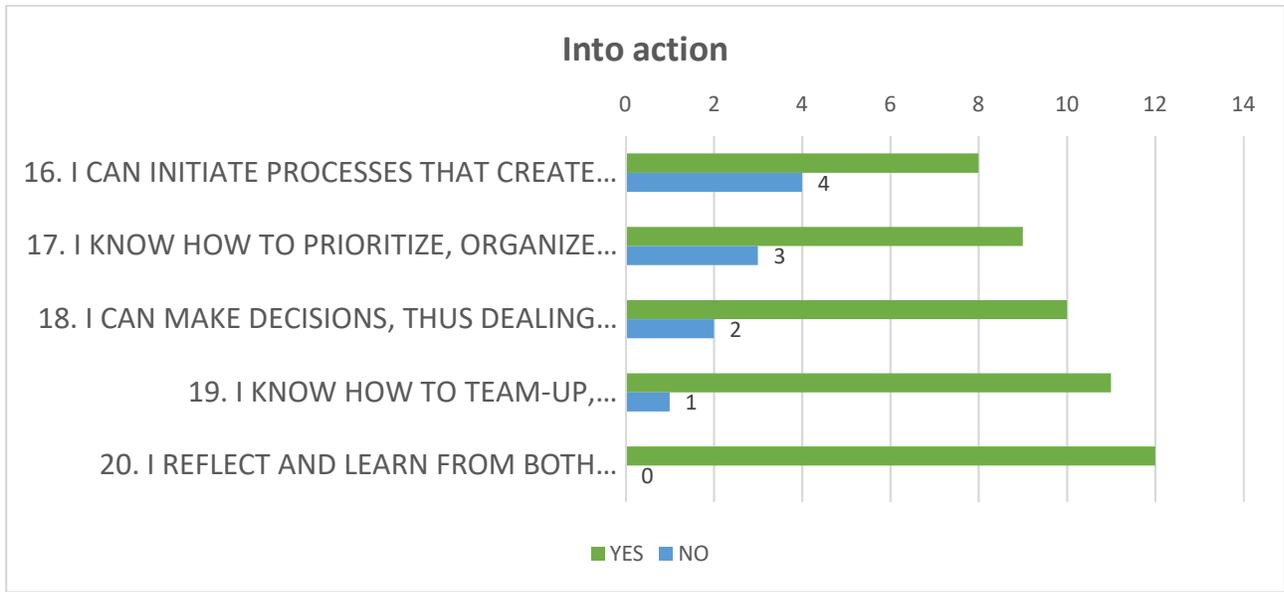
**QUESTION 14 - I have developed a financial and economic know how**

To this question 4 of 12 interviewees answered no. They were 2 women aged 36 – 55 years and 2 men aged 18-35 years. Finland is very education oriented so they might have thought that they haven't special courses completed in economics and finances.

**QUESTION 15 I inspire, enthuse and get others on board**

3 (two women in age group 18-35 years and one man in age group 36-55) of 12 interviewees answered no.

**Into action:**



**QUESTION 16 - I can initiate processes that create value and can take up challenges**

1 man and 2 women in age group 36-55 years and one man 18-35 years answered “no” in this question.

**QUESTION 17 - I know how to prioritize, organize and follow-up**

It showed that in the age group 18 – 35 years one man and two women answered no, all others answered yes.

**QUESTION 18 - I can make decisions thus dealing with uncertainty, ambiguity and risk**

The male and women groups between 18 and 35 years old was only two “no”. One from man and one from woman.

**QUESTION 19 - I know how to team-up, collaborate with others and network**

Only one man in the group 18 – 35 years old responded with only no.

**QUESTION 20 - I reflect on and learn from both success and failure, my own and other people’s**

Everyone answered to this question yes.

Appendix G: Agenda of the Erasmus +. KA2 structured course “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” organised by Quarter Mediation in Assen, the Netherlands, from 19<sup>th</sup> to 21<sup>st</sup> of June 2018

|   |
|---|
| <b>Monday, 18<sup>th</sup> of June 2018</b>                                   |
| <b>Arrival of the participants and accommodation in Hotel de Jonge, Assen</b> |

|  |   |
|--|---|
| <b>Tuesday, 19<sup>th</sup> of June 2018</b>                                       |   |
| <b>Venue: Hotel de Jonge, Assen</b>  |   |
|  |   |
| 09:15 – 09:30  | <b>Welcome and registration of the participants</b>   |
| 09:30 – 10:00  | <b>Introduction and presentation of the 3 days-training programme</b>   |
| 10:00 – 11:00  | <b>“Entrepreneurship and new forms of business in sustainability, with a focus on energy business and circular design” as an insight on different business initiatives, as well as on how an entrepreneur can be supported at national level in developing his/her business idea and/or in opening a business, <i>Christiaan Teule, Natuur en Milieufederatie Drenthe</i></b> |
| 11:00 – 11:30  | <i>Coffee break</i>   |
| 11:30 – 13:00  | <b>“MVOgids, app for entrepreneurs as an ICT tool to present themselves on sustainability and find information about other companies and organisations”, <i>Mrs. Noor van Leeuwen, NL projecten bv &amp; MVO-Alliantie Noord Nederland</i></b>  |
| 13:00 – 14:30  | <i>Lunch</i>  |
| 14:30 – 17:30  | <b>Hands-on workshop “Business simulation game” as a simulation on running a virtual company, making managerial decisions and overcoming the competition by experienced on how to be an entrepreneur and how to use communication technologies, games, peer learning and non-formal methods in training the entrepreneurial skills in adults</b>                              |
| 17:30 – 18:00  | <b>Discussion and conclusions</b>   |
| 18:45  | <i>Departure from the hotel on foot</i>   |
| 19:00 – 21:00  | <i>Dinner</i>   |
| 21:00  | <i>Departure back to the hotel and end of the 1st day</i>   |

| Wednesday, 20 <sup>th</sup> of June 2018  |   |
|---|---|
| Venue: Windmill “De Wachter”, Zuidlaren   |   |
|  |   |
| 10:15 - 10:30   | Meeting in the front of the hotel and departure from the hotel by bus   |
| 11:00 – 13:00   | <b>An insight on different entrepreneurial initiatives as well as on how an entrepreneur can be supported at national level in developing his/her business idea by using non-formal and informal methods of training and new approaches to the entrepreneurial education through learning outside the context of formal education and training – 1<sup>st</sup> part in the Windmill “De Wachter”</b> |
| 13:00 – 13:30   | Coffee break  |
| 13:30 – 14:30   | <b>An insight on different entrepreneurial initiatives, as well as on how an entrepreneur can be supported at national level in developing his/her business idea by using non-formal and informal methods of training and new approaches to the entrepreneurial education through learning outside the context of formal education and training – 2<sup>nd</sup> part in the Museum “De Wachter”</b>  |
| 14:30   | Departure back to the hotel by bus  |
| 15:00 – 16:30   | Lunch   |
| 16:30 – 18:45   | <b>Personal time and space for reflection</b>   |
| 18:45   | Departure from the hotel on foot  |
| 19:00 – 21:00   | Dinner  |
| 21:00   | Departure back to the hotel and end of the 2nd day  |

| Thursday, 21 <sup>st</sup> of June 2018   |  |   |
|---|--|---|
| Venue: Drents Museum and Hotel de Jonge, Assen                                      |  |   |
|  |  |   |
| 08:45   | Departure from the hotel on foot   |   |
| 09:00 – 11:00   | <b>Educational programme EduLARP as a way of educating entrepreneurial initiative and developing entrepreneurial skills (e.g. taking decisions, taking initiative, open mindedness, thinking out of the box), by using communication technologies, games, Live Action Role Playing method and non-formal training methods for reinforcing entrepreneurship in adults</b> |   |
|   | <b>Discussion and conclusion</b>   |   |
| 11:00   | Departure back to the hotel on foot  |   |
| 11:30 – 12:00   | Coffee break   |   |
| 12:00 – 12:30   | <b>Presentation of the programme Erasmus for Young Entrepreneurs, as an example on how an entrepreneur can be supported at European level in developing his/her business idea and/or in opening a business</b>   |   |
| 12:30 – 14:30   | <b>Good practice examples of entrepreneurial training methods from the the representatives of the partners in the REACT consortium</b>   | <b>Presentation of a social cooperative at school, Civiform, Italy</b>  |
|   |  | <b>Learning pathway of entrepreneurship, Innoventum, Finland</b>  |
|   |  | <b>Legal framework for testing entrepreneurship, Coopérative d’activité et d’emploi Work In SCOP, France</b>              |
|   |  | <b>Design thinking methods for the development of entrepreneurship competences, Università Ca’ Foscari Venezia, Italy</b> |
| 14:30 – 15:00   | <b>Evaluation and certification</b>  |   |
| 15:00 – 16:30   | Lunch  |   |
| 16:30   | End of the training event and departure of the participants  |   |

## Appendix H: Example of questionnaire used during the training activity “Entrepreneurship Self Evaluation and Empowerment” organised by Università Ca' Foscari di Venezia (Italy)

The questionnaire is threefold. A first dimension would concern competence: drawing from the EntreComp framework is important to maintain a coherence with the European policy framework and to map all the possible areas of entrepreneurship. Second, we think that also a dimension concerning the individual self-awareness on own enterprising attitudes would be valuable: this could be done with the GET 2 test. Third, the questionnaire would embed the Capability Approach, thus going beyond performance towards reflection on the contextual factors that allow or deny the expression of the entrepreneurship competence in the specific environment. When the individual reflects and gains awareness on local and general factors – these can be political, social or related to citizenship – s/he can fully and appropriately express his or her entrepreneurship competence in the context. The awareness of these factors allows him or her to make thought choices, according to his or her values and the environmental factors that encourage or constrain his or her entrepreneurial action. In so doing, the Capability Approach allows to better connect the entrepreneurial competence with the individual’s self-determination.

### **Part 1. The EntreComp Framework.**

EntreComp maps 3 macro areas; each area is declined in 5 competences and each competence has 3 descriptors. Each competence could thus be inspected by means of 15 or 45 multiple choice answers. The following list uses 15 questions:

Ideas and opportunities:

- 1) I can use my imagination and abilities to identify opportunities for creating value
- 2) I can develop creative and purposeful ideas
- 3) I can work towards a vision of my future
- 4) I can make the most of ideas and opportunities
- 5) I can assess the consequences and impact of ideas, opportunities and actions

Resources

- 6) I believe in myself and keep developing
- 7) I know how to stay focused and don't give up
- 8) I gather and manage the resources I need
- 9) I have developed financial and economic know how
- 10) I inspire, enthuse and get others on board

Into Action

- 11) I can initiate processes that create value and can take up challenges
- 12) I know how to prioritize, organize and follow-up
- 13) I can make decisions, thus dealing with uncertainty, ambiguity and risk
- 14) I know how to team-up, collaborate and network
- 15) I reflect and learn from both success and failure, my own and other people's

### **Part 2. The General Enterprising Tendency Test (GET2).**

The General Enterprising Tendency Test (GET2, openly available at <http://get2test.net>) was developed by Sally Caird in the 1990s at the University of Durham in the UK. It seeks to evaluate individuals' enterprising

potential, defined as the propensity to start up and manage projects. Anyone can be enterprising, not just entrepreneurs, for example people working within organisations or volunteers setting up and leading projects in their community. The GET2 test is available online in English but can be easily translated and used in paper and pencil format. It is composed of 54 questions grouped under 5 key characteristics: self-realization, autonomy, creativity, taking calculated risks, locus of control. The reader is asked to agree or disagree with statements such as “I like challenges that stretch my abilities and get bored with things I can do quite easily” or “I would prefer to have a moderate income in a secure job rather than a high income in a job that depended on my performance”.

### **Part 3. The Capability Approach for entrepreneurial education.**

Here we see 3 dimensions: information, analysis and planning. The first dimension questions if the person has all the necessary information to turn ideas into action. The second dimension is connected to analysis on own context and the factors that can impede or encourage the development of own entrepreneurial ideas which can be performed through a SWAT analysis. The third dimension is the individual planning, where the individual is heading to, with short term, mid-term, and long-term goals and the actions to achieve them.

#### Information

1. What are the ideas that in your context you could turn into entrepreneurial/enterprising action?
2. Are you aware of the funding sources you can made use of to fulfil your entrepreneurial/enterprising idea(s)? Please make a list of the funding sources you may use or apply to.
3. Are you aware of support you could receive during the implementation of your entrepreneurial/enterprising ideas? Please make a list of the people/organizations that could come to your help.

#### Analysis of the capability factors according to SWAT analysis.

4. What are the strengths of my entrepreneurial/enterprising idea(s)?
5. What are the weaknesses of my entrepreneurial/enterprising idea(s)?
6. What are the opportunities that I could benefit from when implementing my entrepreneurial/enterprising idea(s)?
7. What are the threats I should be aware of when implementing my entrepreneurial/enterprising idea(s)?

#### Planning, from vision to action.

8. How do I see myself in 1 year? Describe your goals from now to 1 year and the necessary actions you would undertake to achieve such vision.
9. How do I see myself in 3 years? Describe your goals from in 3 years and the steps to achieve such vision.
10. How do I see myself in 5 years? Describe your goals from in 5 years and the actions to achieve such vision.



This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.