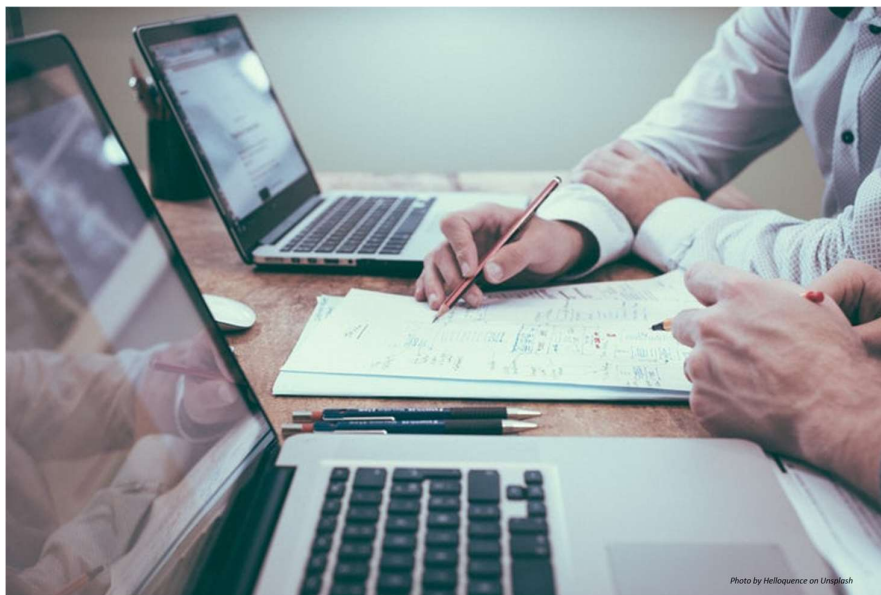


Enhanced ENTREpreneurial attitude in adult education for a better LABour market integration

2018-1-SE01-KA204-039048



ENTRELAB training kit "Entrepreneurial learning in adult education"

Full version

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Introduction

This training kit has as the start point and it is based on the content and results of the training course for teachers and trainers working with students at different education levels and types (e.g. primary, secondary, VET) organised by Quarter Mediation in Assen, The Netherlands, from 18th to 20th of September 2019. The participants, representatives of the partner organisations involved in the ENTRELAB project consortium, were involved in training indoor and outdoor activities based on learning-by-doing, gamification and interdisciplinary training, with the ultimate goal to empower the trainees with an entrepreneurial initiative and entrepreneurial mind-set. The training kit created by Quarter Mediation is completed with conclusions, recommendations and tips on how to adapt the "ENTRELAB training kit" to the adult educational environments from the partner countries.

The three days short term training activity targeted the teaching and training staff of the partner organisations involved in the project - teachers, trainers, adult educational staff - involved in delivery within their organisation of educational activities focused on the development of entrepreneurial mind-set and entrepreneurial initiative. The participants were, therefore, part of the target group of professionals targeted by the project.

The training and learning activities organised during the course in the Netherlands provided the participants with the basis for developing a positive and motivated entrepreneurial mind. The short term training event organised by Quarter Mediation in Assen, the Netherlands, was aimed as the first-hand experience for the staff participating in the training activities, as they learned how to be entrepreneurial, how to create their own company, as well as how the ecosystems can help them during the process.

During the three days training, the participants learned how to develop their entrepreneurial skills, how to develop and use their creativity to generate business ideas, and how to create their own business. The training were organised and conducted by Quarter Mediation, through using non formal and formal methods of training.

The participants were also given the opportunity to work on their own, individual and in teams, mentored by Quarter Mediation's trainers. Moreover, the training course in the Netherlands was also an opportunity for the partners involved in the project to share their experiences in the area of entrepreneurial education and build innovative ideas of entrepreneurial learning. Last but not least, Quarter Mediation will organise relevant educational visits and gave concrete examples of real life experiences to the participants, opened the floor to discussions and offered the trainees the opportunity to ask questions.

The development of the training activity in The Netherlands defined the approach and the most appropriate terminology to be used in the development of this training kit. Moreover, the learners were empowered with entrepreneurial and better ICT skills useful in their daily work with the target group of adult learners.

The short term training event organised by Quarter Mediation in The Netherlands for the representatives of the organisations partners in the project ENTRELAB is justified by the following dimensions of entrepreneurial education:

- *the descriptive-informative dimension*, aimed at acquiring knowledge about initiation, development and the success of a business;
- *the normative dimension*, regarding the acquisition of general knowledge regarding the European and national legal norms that regulates the initiation of a business;
- *the interrogative-reflective and valorising dimension*, which considers the development of the capacity of critical reflection on the ethical principles needed in the relations characteristic of a business environment;
- *the practical dimension*, following the formation of attitudes and the practice of entrepreneurial behaviours.

The training kit structure includes the following components:

- Curriculum and methodology
 - Objectives
 - Learning outcomes
 - Evaluation
 - Description of the content units
- Feedback participants
- Recommendations and methodological suggestions
- Conclusion

Given the fact that the learning activity in The Netherlands was organised under an Erasmus +.KA2 project, the participants in the training event were representatives of the partner organisations involved in the ENTRELAB project and bilateral agreements were signed at the beginning of the project between the applicant organisation and each of the organisations partners in the project, no learning agreements were necessary to be signed for the short-term training activity.

I. Curriculum and methodology

The teaching and learning activity with the title “*Enhanced ENTREpreneurial attitude in adult education for a better LABour market integration*” was organised by Quarter Mediation in Assen, The Netherlands, from 18th to 20th of September 2019, by following a structured programme designed by the course organiser (see *Appendix*).

I.1 Objectives

The main objectives of the course 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 ENTRELAB project, enhancing in this way the attractiveness of the entrepreneurial education to the project target groups.

I.2 Learning outcomes

Learning outcomes are statements of what learner knows, understands and is able to do on completion of a learning process, which can be defined in terms of knowledge, skills and attitudes (European Commission, 2008). Hence this frame describes what the learner is able to do or knows upon completion of the course with verbs at the infinitive form. Rather than using knowledge, skills and attitudes, we prefer to use Bigg’s SOLO Taxonomy (Biggs & Tang, 2011) because it allows to summarize better the learning outcomes with verbs such as explain, reflect, apply, evaluate; in addition, it better connects the learning outcomes with the teaching and learning activities.

The main learning outcomes targeted during the short-term training activity organised by Quarter Mediation in Assen, The Netherlands, were the following:

- reflect and apply independence in thought and action;
- evaluate and reflect on the positive relationship with others;
- apply responsibility in the entrepreneurial activity;
- apply and reflect on pro-activity;
- apply and evaluate the spirit of initiative;
- apply and reflect on how to cope with uncertainty, ambiguity and risk.

Moreover, the EntreComp and DigiComp Frameworks were considered during the design and organisation of the training event, as well as for the evaluation of the learning outcomes.

The EntreComp framework (Bacigalupo, Kampylis, Punie, & Brande, 2016) 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. The framework can be used as a basis for the development of curricula and learning activities, fostering entrepreneurship as a competence. Also, it can be used for the definition of parameters to assess learners’ and citizens’ entrepreneurial competences.

Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking
	Resources	self-awareness and self-efficacy; motivation and perseverance; mobilising resources; financial and economic literacy; mobilising others
	Into action	taking initiative; planning and management; risk taking; cooperation; learning through experience

DigiComp, the European Digital Competence Framework for Citizens, offers a tool to improve citizens’ digital competence. DigiComp was first published in 2013 and has become a reference for many digital competence initiatives at both European and Member State levels. DigiComp 2.0 identifies the key components of digital competence in 5 areas: information and data literacy; communication and collaboration; digital content creation; safety and problem solving.

Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	browsing, searching and filtering data, information and digital content; evaluating data, information and digital content; managing data, information and digital content
	Communication and collaboration	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
	Digital content creation	developing digital content; integrating and re-elaborating digital content; copyright and licences; programming
	Safety	protecting devices; protecting personal data and privacy; protecting health and well-being; protecting the environment
	Problem solving	solving technical problems; identifying needs and technological responses; creatively using digital technologies; identifying digital competence gaps

I.3 Evaluation

The assessment of the learning outcomes is an organic component of the learning process. Depending on the specific content unit, the assessment practices consists on at least one of the following:

- **Formative assessment** (also known as **'for' learning**): It is applied during a period of instruction, uses the information obtained to encourage the trainees' learning and covers the needs of both teachers/trainers and students/learners to know how learning is progressing.

Three main formative assessment categories can be distinguished:

- **effective feedback** (the most powerful tool to turn an assessment into a formative assessment);
- **self-assessment** (another important assessment strategy: to become good learners in a lifelong learning perspective, students need to learn to keep up with the latest discoveries in the field and perform a variety of actions to promote their continuous improvement);

peer assessment (defined as a process where groups of learners rate their peers).

- **Summative assessment** (also known as **'of' learning**): It is applied at the end of an instruction period, it summarises the trainees' learning outcomes used to grade learners and aims to determine how well learners have acquired what they were expected to learn.

Two main summative assessment categories are distinguished:

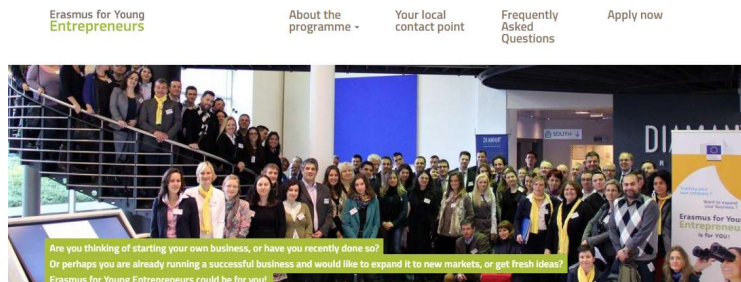
- **internal evaluation**;

external evaluation (for later certification).

- **'As' learning**: It is the most radical form of assessment and is the most characterising of entrepreneurial education in that the adult learners take the lead of their learning and assessment processes; they are responsible for setting their own objectives, monitoring their progress, and reflect on their performance (assess the extent with which they achieved them).

I.4 Description of the content units

I.4.1. Erasmus for Young Entrepreneurs Programme



The presentation of the Erasmus for Young Entrepreneurs Programme was included in the training course agenda 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.

The Erasmus for Young Entrepreneurs programme has been initiated by the European Union and managed by the Directorate-General (DG) for Enterprise and Industry of the European Commission since 2009. For the period 2014-2020, the Erasmus for Young Entrepreneur programme is financed by the European Commission under the Programme for the Competitiveness of Enterprises and small and medium-sized enterprises (COSME). Thanks to EU support, businesses have easier access to guarantees, loans and equity capital. EU 'financial instruments' are channelled through local financial institutions in EU countries.

The Erasmus for Young Entrepreneurs Programme aims to stimulate entrepreneurship; to encourage cross-border business co-operation in Europe; to help starters acquire relevant skills for managing a small or medium-sized; enterprise (SME) by spending time with a successful experienced entrepreneur established in another participating country; to help experimented entrepreneurs to modernize, improve and internationalise their businesses; to contribute to improving the know-how from both starters and experimented entrepreneurs and fosters cross-border transfers of knowledge between entrepreneurs.

The Erasmus for Young Entrepreneurs Programme is a business and interpersonal exchange, based on practical experience and joint work on concrete projects rather than plain theory, having the following main benefits: to break barriers and crossing borders; to ensure national borders should not curtail potential of SMEs; on the contrary, the internal market is a great opportunity for SMEs as they should make use of it since it allows them to grow and create jobs; to contribute to fostering an entrepreneurial mindset and behaviour by fostering the development of more internationalised SMEs, as well as the creation of more new businesses in Europe, these being fundamental elements which will promote sustainable economic development and will benefit all EU countries).

In the participating countries the European Commission appointed Intermediary Organisations (entities operating at national, regional or local level) for recruiting entrepreneurs; promoting the programme at national and European level; providing guidance and support to the entrepreneurs.

More information about the Programme can be found at www.erasmus-entrepreneurs.com.

I.4.2. Business simulation game



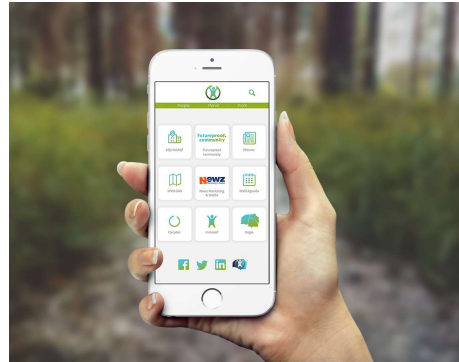
The “Business simulation game” is aimed to build the entrepreneurial mind-set, as well as communication and soft skills for adult learners by using non-formal methods in training the entrepreneurial skills in adults. Moreover, it was organised to simulate the running of a virtual company, making managerial 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 “Business simulation game” gives a great opportunity to "play" entrepreneur. 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.

More information about the Business simulation game can be found at <https://www.revas.pl/en/>.

I.4.3. MVOgids, a new digital platform with smart tools



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. The good practice on circular economy and social entrepreneurship and the MVOgids app can help organisations working with adult learners 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 entrepreneurs. Last but not least, the idea of circular economy can be used to attract the target group toward a growing and ecological market

The aims of the MVOgids initiative are to find and connect each other; disclose information about sustainability; spot companies that can show us good practice examples; get knowledge and support; get a view of who is doing what in the region; stimulate sustainable businesses.

The reasons why a company would present itself in the regional MVO guide are multiple: getting a more sustainable image; marketing and communication about sustainability as a selling point; use of sustainability in tenders; internal consciousness in the organisation and proud employees; generating business through presentation in the guide; strengthening networks in the region; national exposure in futureproof community; closer interaction with vocational education; support for own development and innovation.

The “MVOgids, app for entrepreneurs” uses a ‘Whole organisation approach’, meaning that *people, planet and profit* information is spread over different departments (e.g. finance, HRM, marketing). By forming a working group from different departments, the interaction gives better effects and more interesting and inspiring communication. Moreover, the app help the growth of the sustainability awareness and the members of the working groups see more opportunities for sustainability in their company. Last but not least, ss all employees can use the app and present their company on sustainability, they are proud to present their company at different occasions such as at home and/or in work-related environments.

The “MVOgids, app for entrepreneurs” can be downloaded free of charge on smartphone and/or tablet, at Appstore or Google Play.

I.4.4. Smartphone entrepreneurship and history game



The learning activity was organised as an outdoor activity in that each of the learners received a smartphone with an application aimed to help the participants learn about the most important entrepreneurial initiative in Assen and Drenthe, Assen being the capital city of the province of Drenthe. The route was followed on foot, but the app gives also the possibility to cycle along chosen sites.

The mobile app is included in the collection *annodrenthe* designed and owned by Drenth Archief. *Annodrenthe* was built for education purposes to help learners at all ages, including adult learners, experience exciting story routes such as history routes, architecture routes, arts routes, nature and environment routes etc. In this way, local stories about history, culture, nature and environment become accessible to everyone with the mobile app that can be used in different locations throughout the Dutch province of Drenthe.

As Quarter Mediation has a structured cooperation with the educational centre from De Drents Archief, it was made possible to hire smartphones for the training purposes of the short-term training event organised in Assen. Moreover, given the specific topic of the ENTRELAB project and the target group of the learners involved in the mentioned training event, Quarter Mediation worked with the educational centre from the Drents Archief to develop a new app that followed an entrepreneurship and history related story. The app "*Smartphone entrepreneurship and history game*" gave the participants in the ENTRELAB training course the opportunity to "*keep in their pocket*" entrepreneurial stories from Assen and Drenthe!

The entrepreneurship route started at the statue of *Bartje*, considered a symbol of entrepreneurial initiative in the province of Drenthe, The Netherlands, as from his childhood he had the courage to speak his mind. Other important stops were the department store *Van der Veen*, the biggest private department store in Assen, and the *Singelpassage*, the first shopping street in Assen full of historical entrepreneurial initiatives and businesses, some of them still standing and still successful and active. The last point of interest on the smartphone entrepreneurship and history route was the *DNK* cultural centre that is the biggest educational initiative in Assen, with theatre, cinema, art exhibitions and – last but not least – a hi-tech public library.

By being involved in the learning activity "*Smartphone entrepreneurship and history game*", the participants had the chance get in touch with the most important entrepreneurial initiatives in Assen and also to exchange opinions and improve their communication, leadership, organisational and entrepreneurial skills.

I.4.5. Entrepreneurial initiative in Moto GP



The Moto Grand Prix is the result of an excellent cooperation between several business entrepreneurial initiative from Assen (Drenthe) and the North of the Netherlands.

The original Assen track was first used for the 1925 Dutch Tourist Trophy race (Dutch TT), held on country roads through the villages of Borger, Schoonloo and Grolloo and organized by the Motorclub Assen en Omstreken. The brick-paved track had a length of 28.57 km. In years afterwards the Dutch TT was held on a street circuit through De Haar, Barteldsbocht, Oude Tol, Hooghalen, Laaghalen and Laaghalerveen. The circuit remained unchanged until 1955, when a whole new circuit was built close to the site of the original, but less than a third of the length and much more like a modern road racing circuit. Assen race track was built in 1955, and initially had a length of 7,705 meters. The current track has a length of 4,555 meters with the mixture of super-fast flat-out and slow corners. The longest straight is 560 meters. The curves in Assen were traditionally banked and the surface is extremely grippy, so the riders were able to drive much faster on the course than other circuits. Today these sloped or curved bends have been modified due to safety issues. The circuit was fundamentally redesigned again in 2006, becoming the so-called A-Style Assen TT Circuit with only one section of the circuit original: the finish line which never moved.

The main event is Dutch Tourist Trophy (also known as the TT Assen), but all kind of events are organised on the track all over the year such as: Superbike World Championship; Deutsche Tourenwagen Masters (DTM, German Touring Car Masters); Gamma Racing Day; Dutch Supercar Challenge; Big Open Single Seaters GP series (also known as BOSS GP); Formula Renault 2.0 NEC; CIK-FIA European Superkart Championship; FIM Motocross World Championship; British Superbike Championship; Dutch Supercar Challenge.

But in order for all of the above events be possible, the local business as hotels, catering companies, car and motorbike garages, entertainment businesses, journalists, photographers, sport associations etc. make a joint effort every time when such an event is organised in Assen. In this respect they use their professionalism and experience to make each event unforgettable for the big number of sports fans coming from all over the world.

I.4.6. Drenthe College – school visit



Drenthe College wants to make education as accessible as possible for every (potential) student, having a student population of about 8000. This also applies to students with a disability such as a handicap, chronic illness or behavioural problems.

Studying at Drenthe College is a combination of theory and practice, in this way the students and adult learners are challenged to get the most out of themselves in the classroom and during their internship, as in this way the learners can build their own valuable future.

Drenthe College is at the centre of society, this being reflected in the training courses it offers: from vocational secondary education up to and including company training, from pre-university education to adult education and integration courses.

Drenthe College has branches in three regions: Assen, Emmen and Meppel. Together with companies and institutions in the region, the school sees and seizes opportunities in order to: respond well to a rapidly changing labour market; cope with the effects of aging and shrinking; unlock potential with vulnerable groups in society. For this reasons, Drenthe College is organised with a strong focus on the region, by being an active partner who knows what is going on and what is needed in the region of Drenthe. In order to do so, Drenthe College has decision-making bodies at four different levels, a Student Council (SR) for the participation of its students and a Works Council for the participation of employees in the decision making process.

The Student Council contributes to creating a learning environment in which students are really challenged to grow and develop in order to build a valuable future. The students consult with the Executive Board, the Works Council and the Supervisory Board.

Drenthe College offers a variety of educational programs: Trade & Commerce; Economy (e.g. secretary, security); Cooking; General Support Services; Tourism; Sports; Healthcare; Welfare; Technics (e.g. architecture, electrical engineering, installation engineering; painting and plastering, automobile and motorcycle engineering, mechanical engineering, process engineering, laboratory technology, computer technology, multimedia design). All the educational programmes offer also an entrepreneurial approach, as the learners are encouraged to develop their entrepreneurial attitude.

I.4.7. Good practice examples and hands-on workshops as 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



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 got in touch with different entrepreneurial initiatives with local specificity.

Bee keeping, linseed oil production, retailing, grain, oil and spice milling, wood working, baking, energy production are just a few examples of businesses and entrepreneurial initiatives represented in the wind mill.



Moreover, several non-formal methods of teaching disadvantaged adult learners, including learners involved in second chance education schemes, can be used in the wind mill. For example: 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.

I.4.8. Educational activity Live Action Role Playing



The third and last day of the training course organised by Quarter Mediation in the Netherlands started with EduLARP – Education Programme Live Action Role Playing, 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 introduce the participants in the atmosphere of a Dutch village from 2000 years ago and motivated them to discover the mysteries of the bog.



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.

I.4.9. Entrepreneurship and new forms of business in sustainability, with a focus on energy business and circular design



The activity 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”.

During the presentation, the representative of the Federation of the Nature and Environment of Drenthe (Dutch: *Natuur en Milieu Federatie Drenthe*) gave concrete examples of business initiatives that work together for a more sustainable region, as *Natuur en Milieu Federatie Drenthe* is working for and with people on a healthy environment, rich nature and a beautiful landscape. Together with many people and organizations, it is committed to the sustainable development of the province of Drenthe given that in this way sustainability can be made a challenge and a positive and future-oriented choice.



The presentation also gave details on the activities of *Natuur en Milieu Federatie Drenthe* and on the following main focus areas: energy neutral Drenthe; natural Drenthe; circular Drenthe; nutritious Drenthe and beautiful Drenthe.

The interactive presentation was followed by discussions on entrepreneurial issues and circular economy.

I.4.10. LEGO listening



The hands-on workshop “*Lego listening*” had as the main objectives to learn how to give and follow instructions and to empower the trainees with the ability to use appropriate questions in order to take the most appropriate decision while dealing with uncertainty, ambiguity and risk.

During the “*Lego listening*” hands-on workshop, the participants worked in pairs. One person from each pair received a LEGO shape and the other one a bunch of identical LEGO bricks in shape and color as the ones used for creating his pair’s shape. The main idea of the workshop is that the participants that received LEGO bricks will build an identical shape as his/her partner, by following the partners’ verbal description of steps, without being allowed to see how the final shape should look like.

During the activity, the representatives of ENTRELAB partners improved their skills and competencies such as team work, communication, cooperation, coping with uncertainty, ambiguity and risk, how to receive and follow instruction.

In order to assess the trainees learning outcomes, the following evaluation steps were considered:

- assess the correct approach to the exercise, including if the participants interact with their pairs;
The activity was designed and organised in a way in that the participants must interact with each other while working in pairs.
- assess if the learners put in place appropriate strategies to complete the exercise properly;
The participant involved as trainees in the hands-on workshop were teacher, trainers and staff working with adult learners, therefore they and applied the rules stated by the trainers.
- assess to what extend the trainees complete the exercise (in full, partially or not at all).
The participants completed the assignment, as the activity ended only when everybody completed the task.

I.4.11. REACT entrepreneurial game



The REACT game is one of the outcomes of the Erasmus +. KA2 Strategic partnership for adult education “Reinforcing Entrepreneurship in Adults through Communication Technologies” in that Quarter Mediation was involved as partner from September 2017 to August 2019. It contains a number of small learning resources that deal with entrepreneurship, the learner’s competences related to the subject, and include linked resources that showcase different ways for online learning and self-assessment.

The gamification approach included five mechanics that were developed for the REACT Learning Platform. The mentioned mechanisms are automatically applied on the platform level, in addition to four mechanics that are common for all learning and nine optional mechanics that could be applied for the Modules (each Module forms one Step of the Game).

The REACT Game integrates the EntreComp Framework consisting of three competence areas, 15 competences, 8-level progression model and 442 learning outcomes; the Skill threads and levels match the skills and competences that the trainee/player addresses and gains in each course are linked. Together they form an Introductory course to Entrepreneurship.

The REACT Game enable creating online learning experiences, that visualize the learning paths in a gameboard – like view.

The REACT game in English can be found at <https://www.reactproject.online/en/learn/>.

I.4.12. Guidance and Entrepreneurship Mind-sets entrepreneurial game



The multilingual GEM game is a result of the Erasmus +. KA2 project “Guidance and Entrepreneurship Mind-Sets through Games” focused on fostering entrepreneurial mind-sets and entrepreneurship skills of students through an innovative, ICT based guidance game. It was created to help guide students through transition periods and fosters entrepreneurship mind-sets and skills.

The GEM game is an engaging ICT resource that gives learners the opportunity to explore ten professions and the transferable entrepreneurship skills which all of these professionals need to carry out their work. In this respect, the trainer/player is able to choose from the following professions: scientist, chef, singer, tourism guide, building architect, software developer, physiotherapist, electrical engineer, fashion designer and air traffic controller.

Each professional pathway put the learner in the situation to take decisions for different problems related to a certain business. The game was played in teams, as in this way the trainees are given the opportunity to discuss the possible solutions of each problem by considering different opinions. Each pathway comprises 10 situations, for each of them 3 possible solutions being given by the game.

At the end of the game, the team of players receive also a feedback of their performance in terms of assessment of their following related skills and competencies improvement and/or development: team work, taking initiative, responsibility, perseverance, self-confidence and problem solving.

The game can be played both in teams and individually. It can be find by using the link <http://www.gemgame.eu/>.

II. Feedback participants

The short-term teaching and learning activity organised by Quarter Mediation in Assen, The Netherlands, from 18th to 20th of September 2019, was a success and an opportunity for the participants to get in touch with the adult education in The Netherlands, as well as with entrepreneurial initiatives and methods of entrepreneurial learning using ICT, gamification techniques, non-formal methods of training, interdisciplinary teaching methods, as well as indoor and outdoor activities.

A Rocha, Portugal

The training activity in The Netherlands was very interesting, didactic and a useful tool for developing educational activities focused on entrepreneurial initiative and mind-set. We were very welcomed and we were able to visit and see what kind of activities can be done in a museum, a windmill and in an archive.

Teachers and trainers always search for new “ways” of teaching their subjects and the use of educational techniques can help them reach their students in a more attractive way. This is extremely important because these techniques can also be used in real life, be useful in their future and even provide them with initiative and more entrepreneurial attitude. Nowadays there is a new paradigm for education that forces us to think in activities that can be more global, more holistic, more interdisciplinary and more practical. Therefore, it's not surprising that adult students will relate better when they are expected to use equipment that is part of their day-to-day lives, like mobile phones, digital games or computers.

For this reason, this training activity gave us some important tools, widen our horizons and reinforced how entrepreneurial initiative and attitude are important in education as well as the use of different technologies. Entrepreneurship is not just skills, abilities and competences; it is a way of thinking, it is motivation, initiative and a quest for answers and opportunities. We were able to get new ideas to include entrepreneurial dimension in adult education, able to conceive ideas away from the traditional concept of “classroom”, able to learn by “hands-on” and able to include innovation and ICT as a way of “attracting” young adults and getting close to their real life and future.

The other important aspect was to enrich people's ideas and allow them sharing, cooperating with one another and linking with communities. It is very important to make people think outside the box, search for the difference and for innovation.

Last but not the least, the importance of experiencing these activities, besides the knowledge obtained and getting to know the culture and education in a different European country, is the satisfaction, the motivation and the empowerment we got as participants.

Universita delle LiberEta, Italy

The added value of attending the course "ENTREpreneurial attitude in adult education for a better LABour market integration" for the Università delle LiberEtà participants is multiple and linked to many aspects:

- organization of the training offer, integrated of several elements: theoretical, practical (through interactive platforms), experiential (through the visit of iconic places of the territory);
- “entrepreneurial” ideas taken on during guided tours of the Drents archive and museum that combine technology with knowledge of the territory, for the realization of funny and engaging educational activities, with a high formative value;
- exploitation of the technology of easily available instruments, such as screens and interactive whiteboards, which can be made available to teachers for a better implementation of their activities.

It was very interesting to have known and experience the many examples and tools for the development and support of entrepreneurship. The new technologies have been used to simulate, learn, support and grow the possibility of entrepreneurship while still paying attention to the environment with a circularity of sustainable project over time. Instant communication is the basis of this development and in these examples it was possible to see it applied with some specially created apps and with portals dedicated to the exchange of services and communications for new opportunities. Entrepreneurship education was also shown in a non-formal way with historical games in an environment such as a museum, demonstrating how the value of entrepreneurial initiative remains valid over time.

The main objective of the activities carried out was to provide the learners with a set of basic tools that could be used, later on, as a valid aid to the stimulation of a concretely entrepreneurial mentality. This objective was pursued through:

- targeted information concerning the regulatory and legislative instruments put in place by the European Union to support entrepreneurship in its various forms;
- strong support for lifelong learning concerning the use of new technologies by adults as individuals and more generally by enterprises;
- awareness raising about the environmental impact of entrepreneurial activities, and promotion of a "circular economy" through the support of eco-sustainable initiatives;
- conferences given by managers and/or collaborators of business projects already started in the Netherlands, with particular attention to those developed in the administrative province of Drenthe (of which Assen is the capital);
- guided tours and educational tours to public bodies and private companies that have developed original business plans;
- both formal and unconventional learning activities, aimed at increasing the active participation of trainees and promoting the sharing and integration of their respective skills.

In this sense it was particularly interesting:

- The visit of the public archive of the province of Drenthe (and its didactic path), since it is not only a concrete example of social entrepreneurship aimed at enhancing the common building heritage, but above all, through the development of peculiar multimedia applications usable by pocket equipment, an important experiment that combines tradition and innovation.

- The visit to the Assen headquarters of the "Drenthe College" Institute, as it provides a clear indication of the choice, even by educational structures with prevalent public funding, to develop training courses oriented to individual entrepreneurship and productive activities in synergy with established companies operating in the region and beyond.
- The visit of the "De Wachter" windmill in Zuidlaren, because, by being the result obtained by combining original individual insights with attention from the community and also complex coordination activities of hundreds of volunteers, is a remarkable example of "technical-practical" collective entrepreneurship.

For all participants, the course was an important contribution both to their technical training and to their own cultural, social and human development. For all, in fact, the knowledge and exchange of ideas, insights and proposals from a different social and cultural background is of fundamental importance.

EK Kavalas, Greece

Good teachers become great teachers by going beyond of the call of duty and beyond the textbook. In order to grow in our career, we, as teachers, have got to work on deepen our knowledge, gain skills and develop a network that will help us take that next step towards where we want to be.

By participating in this unique training course we, as participants, we gained knowledge, skills, influence of using innovation in learning procedure and experience to help us both in our career and in life in general. On top of that, by gaining additional skills in communication and problem solving and achieving our goals, we also had the chance to increase our self-confidence. And studies have shown that greater confidence leads to greater career advancement.

The gained knowledge can be both factual and practical. This means that the information we learned is not just interesting to know but will be of great use in our current role.

Furthermore, by our participation in this course as participants, we have improved our soft skills by working in a multinational environment. During this training course participants were enabled to improve their soft skills and that included strong abilities in areas like communication, teamwork, critical thinking and problem solving. Each of these can add value to our home organization.

One of the main achieved targets of this course could be considered to foster excellence in education by empowering teachers, trainers, headmasters and other education staff of formal and non-formal education to improve our soft skills together with other participants and trainers throughout several countries in Europe gaining as well a broader understanding of education in Europe and exchanging best practices and experiences. Meeting and being educated by experts demonstrating a strong work ethic and a commitment to their goals, gave us an inspiration, a motivation to hope that we can continue and improve in order to be successful in our work environment.

By being exposed to a broader professional network through getting to know people who may be in similar situations as we are in and have continued to advance their careers, can be a wealth of insight and information as we advance our own careers; and we're not talking about adding more friends on Facebook,

we really had the opportunity to interact and meet with interesting professionals coming from a variety of professional backgrounds.

The result of our participation in this training course is that “Value added” to our personal and professional development. And that is the enhancement that we as adult students achieved (to our knowledge, skills, abilities and other attributes) as a result of the higher education experience offered by the organizers and the educators of this training course.

Not only have added value to our lives, but to the lives of our co-workers, administrators and students. Our goal as educators and educational leaders is to share a passion for education within the classroom. It is expected to provide an environment that is encouraging and positive for our students and staff. We hope to provide the skills and tools necessary for success and foster the talents of each individual. In doing this, we have to give them the confidence to embrace their dreams and make them a reality. Once the students have moved on, they will remember us as teachers who were genuinely concerned for them and their wellbeing. Once we have moved on, our community will remember us as professionals who were eager to help develop the school community and were always eager to mentor their students.

Resurscentrum, Sweden

During the visit to the windmill and the museum "De Wachter" we got a fantastic nice tour of the area. It was interesting and informative how, through entrepreneurial initiatives, people managed to preserve the windmill in such fine condition and filled it with history.

Another interesting activity was the presentation given by Christiaan Teule who lectured on how the Federation of Nature and Environment Drenthe supports and helps new entrepreneurs in the North of The Netherlands with work on sustainability. The lecture gave us many good examples of on how they work in the Netherlands in supporting various companies initiatives.

We also got a lecture on "Lego listening", we used the theoretical knowledge in an communication exercise and we talked about the role of feedback in communication. We also got a review of the ICT tools and the entrepreneurial games REACT – Reinforcing entrepreneurship in adults through communication technologies and GEM - Guidance and Entrepreneurship Mind-sets. We have used GEM as a digital tool to talk about what abilities our learners have and what abilities they may have to develop.

III. Recommendations and methodological suggestions

The participants in the short-term training course in The Netherlands gave also recommendations on how different course activities can be adapted to be used to their target groups of adult learners.

A Rocha, Portugal

The training activities were innovative, varied and it is interesting and challenging to adapt them to our target groups. As an environmental education organization, it is sometimes difficult to make people understand how important the environment is. It is a complex as well as a fragile system which needs a lot of care. From the training activities we experienced, we choose some that we considered could improve our performance and could be adapted to our intervention area as well as to our target groups.

Life Action Role Playing Method: to understand how ecosystems work and which kind of relations living beings have between each other, their job in the ecosystems and the importance of food chains for a healthy ecosystem; to understand the importance of animals in our daily life and how much we depend on agriculture, fishery and forestry point of view. We can choose to work out different types of ecosystems (a forest, a river or a woodland) or a food chain (plants –rabbits – wolves). If we are working with young adults it is better to “play” a food chain; each of the participants can choose one of the role: plants, rabbits or wolfs (plants should be more than rabbits and rabbits more than wolfs), they can hunt each other, if plants are hunted became rabbits and if rabbits are hunted became wolfs. In the end it is possible to see how the ecosystem works when is balanced and when is not balanced. Participants can also grasp the importance of having the right amount of top predator for the well-being of an ecosystem. Plus, we can change some of the rules of the game by adding different challenges, such as: plants cannot move, rabbits can have a shelter, wolfs can just feed in a specific part of the day, a hunter in the area, a disease to the rabbits or a period of drought.

If we are working with an older group of adult participants it is possible to “play” an ecosystem, for example a forest, each participant can choose a role: trees, ants, bees, birds, foxes, plants (it can be different species of birds, of trees, of mammals); each participant has a card with the description of their role (what it feeds off, when its active, natural predators); different challenges are given, like a big fire in the forest, or a storm; each of the participants have to describe what their role will be doing and find solutions for the survival.

iPhone entrepreneurship and history game: discovering biodiversity and identifying species thorough a small tour around the “A Ria de Alvor Nature 2000 Site”. It is given a route with different stations, in which the participants have to answer a question about wildlife or to identify a bird or a plant. Each participant can use an app “Followbirds” to identify bird species or “Plantsnap” to identify plants. (The use of the iPhone will be an extraordinary activity, although it is quite difficult to afford such an equipment, the Apps on the other hand are easy to access and can be used in different occasions; as well the “environment game” can be accessed through a link and everyone can use it with his/her own mobile phone.

Gamification: "Food loto" - to understand the difficulty birds have to get food, to escape from predators, to compete with other species for the same kind of food. Also, to understand the "safety in numbers" strategy and why birds that eat everything are most well adapted to succeed. Each group chooses a different bird. Each bird has 9 items of food that have to be found. The various items of food are positioned far away from the groups, so they have to run to collect them. Only one participant of each group, in turns, is allowed to run to collect the items and each participant can only take one item at time. The game ends when all the 9 items are found. To make it even more interesting we can decide to ask the participants to use flippers in their shoes or goggles covered with fat to make it more difficult to see through, this way the participants understand how difficult it is for a bird to find food daily. One more change to game could be a predator in between the items and birds making it more difficult to access the food.

Guidance and Entrepreneurship Mind-sets entrepreneurial game: through a similar game it would be possible to evaluate if you or your business are Environment friendly and give suggestions in how to improve it. Most part of the times to be environmental friendly can also mean reducing (either water, electricity, paper, plastic and other environmentally costly items). Develop a computer game with questions about behaviours (water use, energy use, recycling, reducing) and give a score for your ecological footprint, the results should give as well suggestions of ways to improve and adopt different behaviours. This would be an innovative way of speaking about sustainability and environmental friendly behaviour. This kind of game can easily be use for participants of all ages.

Universita delle LiberEta, Italy

To convey the concept of entrepreneurial attitude with practical examples, the organization has carried out a research on the territory to bring as a model some of the excellences of the surroundings of Assen. The first lesson comes from this research: to know the territory to "use" it as a model, to create strong relationships with entrepreneurs and cultural operators and networking in case of need. We visited the Drents Archive, the Drenthe College, the Windmill De Wachter in Zuidlaren and the Drents Museum.

For Università delle LiberEtà, whose mission is to propose and activate courses in the field of lifelong learning, the most inspiring activities were the visit to Drents Archive and Drents Museum. In both cases, the entrepreneurial development of the institutions clearly emerged as the result of study, research, careful assessment of the needs of users who have translated into a varied, fun, "competitive" and aimed at "learning by doing", not at all trivial.

During the visit to the *Drents Archive*, it was of great impact:

- the amount of technological equipment made available to users that, through games and multimedia activities, are put in a position to analyze the archive documents and learn from them. Interactive whiteboard, screens and multimedia activities have been adopted by the Università delle LiberEtà in a recent restyling of the classrooms, which have all been equipped with computers and screens to be used during the lessons. Training will also be provided for the teachers who will use them, in order to take full advantage of all the potential that the technology provides;

- No less inspiring was the game to discover Assen: through an interactive map on a iPhone available to users, a tour of the town was implemented in which participants were encouraged to discover and learn, answering the questions given by the iPhone once they arrived in a certain place. Despite the use of modern technology, the presence of the guide cannot be questioned because its figure was fundamental in involving the group in an active participation. Università delle LiberEtà has implemented its own instrumentation for teachers' use, also considering the possibilities seen at the Drents Archive.
- This activity could be the development in a course about 3D photogrammetry, in which different objects of different sizes can be reconstructed in 3 dimensions. The recreated objects can be published on the web with their descriptive cards, and, if located on a map, they can be viewed on different electronic devices.

Technology combined with skills can be used by the staff of the Università delle LiberEtà:

- as a "Game" about the institution, to make the students more active and aware of the spaces they use, their potential and the offer given;
- as a "Game" at the end of the numerous courses that talk about the territory or the City of Udine, whose "simple" final visit to the places narrated can be made more active through this game;\
- as a "Game" created for foreign guests, during EU project meetings.

In the same way, the role game created by the *Drents Museum* for an atypical visit to the rooms of the museum has had the same effect of learning by doing. Here the effectiveness was greater because it used even simpler tools (the card with the roles, distributed to the participants) but the role of the Guide was fundamental and driving, staging a Role Play that has turned almost into a theatrical performance. Also in this case, the use within the activities of Università delle LiberEtà could be high and could involve different courses:

- Language conversation classes, where, following a small script and assigning a role to each one, improvisation skills, typical of unplanned speeches (that language courses should prepare), are developed;
- Activities within the school such as the promotion of activities or events of importance to the institution, such as the inauguration of the academic year;
- Activities within courses related to the territory, to bring users into the contextualized understanding of historical/artistic/cultural events related to the territory;
- Activities during meetings for European projects or visits of foreign guests.

The feasibility of all the knowledge learned during the course is made even more concrete by the fact that, among our teachers, we have different topics' experts (teachers of computer science, theater, history, art history, handicrafts, ...) for the creation of projects that are interdisciplinary to all intents and purposes. Each teacher can then rely on the class group that can use experience as a test of the skills learned during the lessons and as a vehicle for expression, as well as fueling the sense of belonging to the institution.

The "*Business simulation game*" simulates a virtual company where you have to make decisions. The heart of the business system can be of various types and the problems that you may have require considered decisions depending on whether it is a sector such as tourism or agriculture, industry or commerce. The

participant, even if he is not a user directly interested in entrepreneurship, develops an understanding of how decisions are made by framing them in different variables. In Italy, too, this type of "serious games" could be proposed with a group of adults.

Another activity that can be adapted is the visit to the Windmill "De Wachter" and the Museum "De Wachter". In Italy there are mills all over the territory (different from the windmills visited, most of them are placed on canals to exploit the energy of water for the grinding of seeds), and these have a story still little told and understood. In our organization we could integrate the training offer with courses on this subject.

The visit to the "De Wachter" windmill at Zuidlaren helped me to strengthen the idea that, perhaps never before as in this present time, it is possible to develop an entrepreneurial project capable of being highly innovative and at the same time artisanal and a continuation of a production philosophy rooted in the territory. In fact, the students were able to take part in a guided educational path that allowed, among other things, access to the production rooms of the mill, mechanical workshops, welding and forging departments, carpentry shops, adjustment counters etc.; in short, all spaces characterized by a technological level certainly not trivial and tending to the manufacture of non-standard elements. In such production contexts, it is often successful to combine craftsmanship and digital technology to create what is now called "digital craftsmanship". A fundamental element of this transformation, which many scholars literally define as epoch-making, is the use of what is defined as additive production technology (or technique), made more and more economically sustainable by the growing spread of three-dimensional printers (or 3D printers). I therefore believe that promoting the development of workshops and digital laboratories as a place where new and traditional knowledge, the sharing of different skills and original experimentation can be a strong element of individual and social growth, both from a cultural and economic point of view.

EK Kavalas, Greece

After attending the training course in Assen there are many things that E.K. Kavalas' teachers should do as educators to further its education and increase its ability and the ability of its students. Not only to try to attend more workshops, but to give workshops and organize conferences at school as well. The target group of attending this kind of educational attempt will be the educators and teachers of E.K. Kavalas, teachers from other schools and everybody from local society may be interested at. There will be announcements at local media, posts at the web page of the school, Facebook page, posters informing about the events, the content of education, time and place. When we attend and give workshops, we learn how to improve our skills in the process. We must also remember that technology is forever and quickly changing. The moment we have purchased new technology; it has become out of date before we get it home. Therefore, we must immerse ourselves in what is new and current to make better the lives and education of our students.

At the same time by visiting Drente College, a VET school that has entrepreneurship as a teaching subject and attending the presentation of the director of the school it became clear what the first step should be done is. We have to realize the importance of good leadership skills and exactly of what that consists of and work on this direction. A good leader shows what to do rather than telling what to do. Leadership skills include listening, communicating, experience, care and concern to and for employees. These skills are not

only important for good leadership, but life as well. We must invest in our career, as well as our personal and educational life.

As we are a VET school, a very important information gained during the first moments of the training course came by sharing the leaflet about the European Programme Erasmus for Young Entrepreneurs. We have to inform during in-school meetings, seminars about Erasmus for Young Entrepreneurs, the exchange program for entrepreneurs, financed by the European Union. Our students and educators as well should be informed for the opportunity to work and experience next to a successful entrepreneur in another European Union country and thus strengthen the skills they need to develop their own business by staying abroad from one up to six months. They need guidance, on job training, answers to their questions in order to get prepared to run their own company successfully. We have at least to inform them about the program, of the existing network of local contact points, including Chambers of Commerce, incubators and other organizations supporting businesses, present in the different European Union countries and how they can benefit from this.

Another very interesting activity necessary for workplace success, is for E. K. Kavalas to inform about and introduce at least at the first steps of every student attending every lesson at school, is the one that is getting an example from "Lego listening" activity. Through Lego Listening, we may teach and learn that both parties need to be listening and both parties need to be talking to one another. This exercise may teach how important it is to have communication because it not only lets one hear others' part but it lets also know how one sounds to others. Even at points one thinks that is very direct, after hearing the others' question, would realize that directions maybe are unclear. It has to take the listening on both ends to fully understand each other. People often think of communication as one person listening and one person talking.

It is clear that listening is a skill that we can all benefit for improving. By becoming a better listener, we can improve our productivity and our ability to influence, persuade and negotiate. We may avoid conflicts and misunderstandings. Good communication skills require a high level of self-awareness. Understanding our own personal style of communicating will go a long way toward helping us to create good and lasting impressions with others.

After the presentation of the "Business simulation game" a valuable game about business simulation E.K. Kavalas has to present, inform about and include in its activities this experiential learning tool. Students, as participants may learn by running a virtual business in an interactive and realistic environment. They will be helped to practice and improve business skills, such as critical thinking, financial and market analysis, operations, decision making, problem solving, teamwork, communication, and leadership. And all these by putting theory into practice in a risk-free environment. Through this kind of experimentation, students will have the opportunity to put theories to the test, see what works, and become innovative in their solutions to problems.

Additionally, E.K. Kavalas will introduce the Educational program EduLARP to teachers, seminar participants and students in order to support them to learn better, faster, more sustainably and more easily. Students are getting motivated to learn via live-action roleplaying used to impart pre-determined pedagogical or didactic content. In modern times' classes, courses and workshops it is a need to teach not only content of but also competences, to be as interdisciplinary as possible, additionally to hard skills, soft skills have to be taught.



And a very good way to achieve these targets is through a game because games are usually fun and those who have fun learn easily. Plus, the participants learn with all their senses and for the things that they have to learn before they can do them, they learn by doing, not only with their heads but also with their emotions, senses and intellects.

As a new concept, E.K. Kavalas - by making good use of the presented activities of the training course in Assen on interdisciplinarity, gamification, ICTs, collaborative learning - will find the way to transcend the dialectics between old and new pedagogies and transform to a modern, more effective educational provider.

Resurscentrum, Sweden

During the course, thoughts started about how we could do something similar with the activities organised at the wind mill “De Wachter” in our municipality of Arvidsjaur.

GEM - Guidance and Entrepreneurship Mind-sets game can serve as a discussion basis for getting the roles with in a company, even though does not provide a full picture of who somebody is as a person. In our case, we can apply it for a Junior achievements company or to emphasize one’s skills when looking for a job.

IV. Conclusion

The three days training event organised by Quarter Mediation in Assen, The Netherlands, was essential to provide the basis for being an entrepreneur, as an unique experience where the participants gathered in a setting dedicated to entrepreneurship, trends and technology by using a varied formal and non-formal indoor and outdoor teaching and learning activities such as: lectures, round tables, workshops, networking and educational games.

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. The three days training session organized by Quarter Mediation in The Netherlands in September 2019 had as the direct target group 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 from the partners' target groups.

The training activity enabled the participants to be able not only to deliver an entrepreneurial education effectively, but also to create a link with the adult learners in their target groups and support these people in developing their own projects and business ideas. In this respect, the representatives of the ENTRELAB consortium involved in the training course will be equipped with what is necessary for their further teaching and training activities with their adult trainees.

With regard to the added value, the training course in The Netherlands improved the participants' knowledge about the use of the new technologies in entrepreneurial education and gave them the opportunity to experience how such training activities can be organised in order to improve the labor market opportunities for people involved in adult education through the development of an entrepreneurial attitude and an entrepreneurial mind-set, by using the new technologies.

The novelty elements of the short-term training event are related to the following aspects:

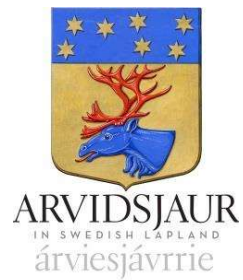
- orientation towards the pragmatic side of the application of the curriculum: the correlation between the content units and the specific skills allowed the trainers and course organisers to make the explicit connection between what it is to be learned and the purpose for why it is learned; the proposed correlation considers the possibility as a certain one specific competence can be achieved through different content units, even though it is no direct link between them;
- recommending values and attitudes that complement the cognitive dimension of learning with that affective-attitudinal and moral, from the perspective of the purposes of education;
- the inclusion of methodological suggestions that orient to concrete didactic ways of using the curriculum included in this training kit in designing and carrying out similar teaching-learning-evaluation activities with the target groups of the organisations involved in the ENTRELAB project.

The involvement of the representatives of the project partners in the learning activity in the Netherlands allowed the partners involved in the ENTRELAB consortium to use new approaches to the adult education aiming at entrepreneurship. Moreover, the project encourages an European framework for the adaptation of the good practice shared in the training activity to the local situation of the organisations involved in the project, enhancing in this way the attractiveness of the new type of education to the target groups. Last but not least, the knowledge targeted by the short term training activity, when integrated into the professional practices of the partners, will make possible the improvement of the quality of the offer/services provided by the organization represented in the project.

The consortium is aware of the importance and relevance of the learning outside the context of formal education and training and the competencies targeted by this short-term training event for staff are considered by the participants and trainers to be relevant and useful for the adult educational activities run by the partners involved in the project.

Last but not least, the curriculum was designed to encourage didactic creativity and the adequacy of the didactic approaches to the particularities of the different categories of learners from the partner organisations' target groups. In this respect, the diversity of concrete situations tackled during the training course, makes possible the use of a variety of teaching and training solutions.

The personal enrichment and development of the professional competencies of the representatives of the partner organizations participant in the training course also brought significant added value to the results of the short-term training course organised by Quarter Mediation in The Netherlands.



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.