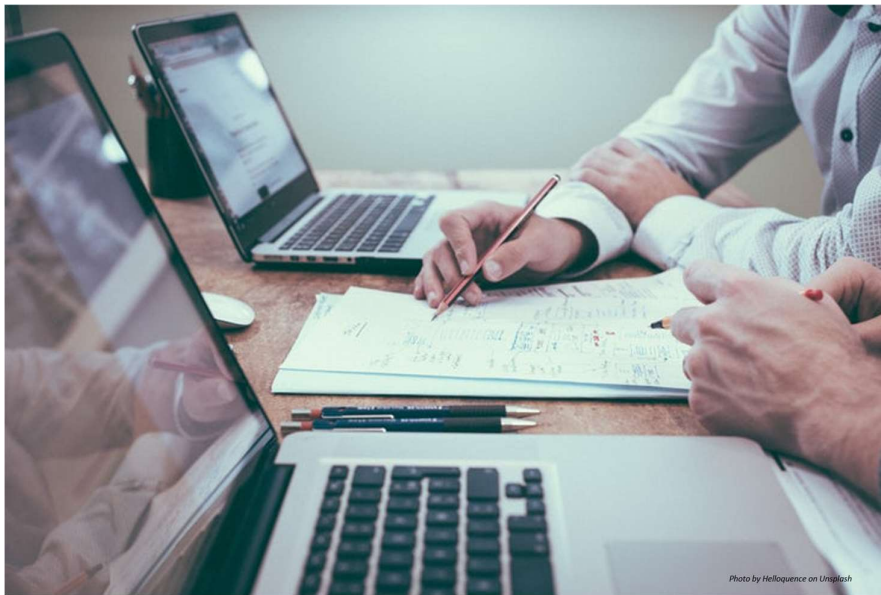


Enhanced ENTREpreneurial attitude in adult education for a better LABour market integration

2018-1-SE01-KA204-039048



ENTRELAB training kit "Entrepreneurial learning in adult education"

Short version

AUTHORS:

Cristina Stefan, PhD. Eng. (*Quarter Mediation, Netherlands*)

Constantin Stefan, MSc. Eng. (*Quarter Mediation, Netherlands*)

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

Marcial Felgueiras, MSc. Eng. (*A Rocha, Portugal*)

Isabel Soares, Eng. (*A Rocha, Portugal*)

Filipa Bragança, BSc. (*A Rocha, Portugal*)

Ivano Sebastianutti (*Universita delle LiberEta, Italy*)

Debora Aiello (*Universita delle LiberEta, Italy*)

Mauro Trivella (*Universita delle LiberEta, Italy*)

Stefanos Nalmpantis, MSc. Eng. (*EK Kavallas, Greece*)

Kalliopi Ntolou, MSc. Eng. (*EK Kavallas, Greece*)

Dimitrios Georgatis, MSc. Eng. (*EK Kavallas, Greece*)

Johan Salomonsson (*Ideum Arvidsjaur Kommun/Resurscentrum, Sweden*)

Tobias Renström (*Ideum Arvidsjaur Kommun/Resurscentrum, Sweden*)

Executive summary

The 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

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*).

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.

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

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).

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:

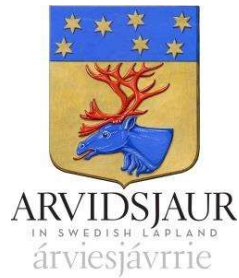
- orientation towards the pragmatic side of the application of the curriculum: the correlation between the content units and the specific skills allowed the trainers and course organisers to make the explicit connection between what it is to be learned and the purpose for why it is learned; the proposed 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.