

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

2018-1-SE01-KA204-039048



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

eBook

ISBN 978-91-519-6538-3

–August 2020–

AUTHORS:

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

COLLABORATORS:

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

Marcial Felgueiras, MSc. Eng. (*A Rocha, Portugal*)
Isabel Soares, Eng. (*A Rocha, Portugal*)
Filipa Bragança, BSc. (*A Rocha, Portugal*)

Giuseppina Raso, MSc. (*Universita delle LiberEta, Italy*)
Massimo Bardus, MA. (*Universita delle LiberEta, Italy*)
Ivano Sebastianutti (*Universita delle LiberEta, Italy*)

Stefanos Nalmpantis, MSc. Eng. (*EK Kavalas, Greece*)
Kalliopi Ntolou, MSc. Eng. (*EK Kavalas, Greece*)
Dimitrios Georgatis, MSc. Eng. (*EK Kavalas, Greece*)

Table of Contents

1. Introduction	5
2. ENTRELAB entrepreneurial Guide “European opportunities in entrepreneurial education” 8	
2.1. NETHERLANDS: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill.....	8
2.2. PORTUGAL: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill	9
2.3. ITALY: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill	11
2.4. GREECE: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill	12
2.5. Good practice examples of training activities	14
2.5.1. Good practice example from Quarter Mediation (NL): EduLARP-Live Action Role Playing	15
2.5.2. Good practice example from Quarter Mediation (NL): LEGO listening.....	17
2.5.3. Good practice example from A Rocha (PT): My beach project-OSPAR method.....	19
2.5.4. Good practice example from A Rocha (PT): Walk of Orchids observation.....	21
2.5.5. Good practice example from Universita delle LiberEta (IT): Web marketing-promote your business....	23
2.5.6. Good practice example from Universita delle LiberEta (IT): Selling and buying on the Internet-Business models.....	25
2.5.7. Good practice example from EK Kavalas (GR): Biodiversity.....	27
2.5.8. Good practice example from EK Kavalas (GR): ABS (Anti-lock Braking System). Diagnosis and repair ...	29
3. ENTRELAB training kit "Entrepreneurial learning in adult education"	31
3.1. Curriculum and methodology.....	31
3.1.1. Objectives	31
3.1.2. Learning outcomes.....	31
3.1.3. Evaluation	33
3.2. Description of the content units.....	34
3.2.1. Erasmus for Young Entrepreneurs Programme	34
3.2.2. Business simulation game	35

3.2.3. MVOgids, a new digital platform with smart tools.....	36
3.2.4. Smartphone entrepreneurship and history game	37
3.2.5. Entrepreneurial initiative in Moto GP	38
3.2.6. Drenthe College – school visit	39
3.2.7. 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	40
3.2.8. Educational activity Live Action Role Playing	42
3.2.9. Entrepreneurship and new forms of business in sustainability, with a focus on energy business and circular design	43
3.2.10. LEGO listening	44
3.2.11. REACT entrepreneurial game	45
3.2.12. Guidance and Entrepreneurship Mind-sets entrepreneurial game.....	46
3.3. Feedback participants.....	47
3.4. Recommendations and methodological suggestions.....	51

4. Conclusion

57

Annexes.....

61

Annex 1: ENTRELAB Guida all'imprenditorialità "Opportunità in Europa per un'educazione all'imprenditorialità" (versione ridotta).....	62
Annex 2: Guia empreendedor do ENTRELAB "Oportunidades Europeias na educação empreendedora" (versão resumida).....	65
Annex 3: ENTRELAB Επιχειρηματικός οδηγός "Ευρωπαϊκές ευκαιρίες στην επιχειρηματική εκπαίδευση" (Σύντομη έκδοση).....	68
Annex 4: ENTRELAB`s träningskit "Entreprenöriellt Lärande I Vuxenutbildning" (korta versionen)	72
Annex 5: ENTRELAB εκπαιδευτικό κιτ "Επιχειρηματική μάθηση στην εκπαίδευση ενηλίκων" (Σύντομη έκδοση).....	74
Annex 6: Kit de formação ENTRELAB "Aprendizagem empreendedora na educação de adultos" (Versão abreviada)	76
Annex 7: ENTRELAB Kit per l'apprendimento "L'imprenditorialità nell'educazione per gli adulti" (versione ridotta)	78

1. Introduction

The eBook ENTRELAB “Enhanced ENTREpreneurial attitude in adult education for a better LABour market integration” sums up the most important information and good practices arising from the project outputs and targeting adult education staff (e.g. teachers, trainers). The eBook is structured on four chapters.

The first chapter, *Introduction*, gives an overview on the entire content of the publication.

The second chapter, *ENTRELAB entrepreneurial Guide “European opportunities in entrepreneurial education”,* describes how the gap between education and business is closed in the countries involved in the Erasmus +. KA2 Strategic Partnership Project for Adult Education “ Enhanced ENTREpreneurial attitude in adult education for a better LABour market integration”, how difficult is to start-up a company in the mentioned countries and – in case a methodology and/or strategy for the recognition of the entrepreneurship skill exists in the countries represented in the ENTRELAB project consortium – it is also described below.

Even people following an adult education pathway are more enthusiastic in the last years about starting their own business, the situation in Europe is not the same for people of any age. In this respect, Eurostat estimates that 17.931 million men and women in the EU-28[1], of whom 14.111 million were in the euro area (EA-19)[2], were unemployed in January 2018. Compared with December 2017, the number of persons unemployed decreased by 19 000 in the EU-28 and by 10 000 in the euro area.

Within the current crisis across all over Europe, one factor that worries the most is the rate of unemployment. Numbers are devastating, and a big amount of those that finished the compulsory education, although they want to work and are qualified to work, cannot find any working opportunity. Historically, women have been more affected by unemployment than men. From the EU countries involved in the project, the highest unemployment rates were observed in Greece (20.9 % in November 2017). In Portugal, the unemployment rate Portugal fell from 10.1 % in 2016 to 7.9 % in 2017). For the other countries involved in the project the unemployment rates in January 2018: 4.2% in the Netherlands, 6.5% in Sweden and 11.1% in Italy.

However, not depending on the country, these people are either unemployed or economically inactive and are either looking for work or are inactive for reasons other than having a career at home.

"The need to promote entrepreneurship with creativity and innovation in all forms of learning, regardless of education level" is a education priority of the European Commission.

"Support systems have a vital role to play in making progress. Schools and adult education providers should establish links and cooperation structures with businesses and community organisations to support their entrepreneurship curriculum" (Entrepreneurship Education: A Guide for Educators, EU, 2013).

Given the facts above, in order to reduce unemployment, the entrepreneurial education is considered a key factor for competitiveness and employment, social inclusion and personal development. The rapid changes in the information society continuously require new skills and new information. In order to adapt to this need we need a new type of attitude, initiative and responsibility. The valorisation of entrepreneurial attitude will improve traditional education, preparing people for life and offering the opportunities to adult people to find

their place in the labour market, either by more easily finding a new job as a result of having an entrepreneurial attitude and mindset, or by starting and running their own business.

Learning through ecosystems of entrepreneurship will be even more urgent in the near and more distant future, because low-skilled jobs are systematically disappearing from the European labor market.

The third chapter, *ENTRELAB training kit "Entrepreneurial learning in adult education"*, 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.

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.

The fourth chapter, *Conclusion*, is a short summary of what we are going to leave the reader with.

Furthermore, the short versions of the Intellectual Outputs in different partners languages are included as *Annexes* to the eBook. The English full and short versions of the Intellectual outputs of the projects were created by Quarter Mediation (the partner from the Netherlands). The partners from Italy, Portugal, Sweden and Greece translated the short versions of the outcomes they have been involved in, in their languages (Italian, Portuguese, Swedish and Greek).

2. ENTRELAB entrepreneurial Guide “European opportunities in entrepreneurial education”

2.1. NETHERLANDS: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill

Closing the gap between Education and Business Education should be a cradle for innovative and ambitious enterprise. All too often entrepreneurs who are still in college or students who want to branch out into enterprise are frustrated by practical restrictions. Start-up companies are likely to be more successful if they have enough 'entrepreneurial skills', including an insight in the market and negotiating skills. Students will be more likely to start a business if they are introduced to entrepreneurship during their study.

The Dutch government stimulates educational institutions to incorporate 'entrepreneurial skills' in their curriculum. This could involve students setting up a student business, being taught by a host lecturer working in the industry, or being encouraged to undertake a work placement.

Just like many other European countries, there is no national education strategy in the Netherlands when it comes to entrepreneurial skills teaching, as the entrepreneurial spirit is already embedded in the Dutch culture. The requirements need to be met to start a business in the Netherlands are supported by the Chambers of Commerce (Kamer van Koophandel), Dutch Centers of Entrepreneurship and support systems for start-ups such as Social Security Job centers (UWV - Uitvoeringsinstituut Werknemersverzekeringen) and municipalities.

The schools in the Netherlands have a high level of autonomy with regards to their curricula. In this respect, Entrepreneurship education is not explicitly recognised as a compulsory part of curricula. However, as schools in the Netherlands receive a subsidy to develop educational courses in cooperation with local businesses, universities and other stakeholders, it is a high demand for Entrepreneurship education, mostly in vocational education as it being focused to develop specific entrepreneurial skills. Therefore, students involved in vocational education have the opportunity to choose CE Entrepreneurship named keuzedelen (elective subject).

The Action Programme for Education and Entrepreneurship (Actieprogramma voor onderwijs en ondernemerschap) includes initiatives developed by the Dutch government, together with employers' and employees' organisations, aimed to include entrepreneurship in the education system. One of the initiatives is the “Entrepreneurship Module” eligible for Certification in upper secondary vocational education, as part of the Dutch National Action Plan 2012-2013. After being applied for 3 years, the programme was reviewed and a module was developed by the Centre of Expertise on Vocational Education, Training and the Labour market for the Trade Sector (KCH - Kenniscentrum Handel) in cooperation with stakeholders. The module has as the main objective to enable VET students to become self-employed or freelancers and develop an entrepreneurial mindset to become more employable. The “Entrepreneurship Module” describes the basic

entrepreneurial package that an independent would-be entrepreneur needs in order to build his own business and consist of the following seven work processes split in two main categories:

- Drafting the business plan and the first steps in starting a business: thinking for the future; shaping the general business idea; clarifying and regulating the financial aspects related to starting a business.
- Maintaining an developing the business: monitoring the financial position of the business; developing, positioning and innovating the business; purchasing products and/or services for the business; acquiring orders, finding clients, drafting quotations, negotiation).

The “Entrepreneurship Module” is organised by formal educational institutions (VET upper secondary education) and helps the target group (VET students) keep their focus on the business in order to ensure its continuity and profitability (e.g. control the financial and technical figures, get and stay in contact with potential clients, improve the business).

The Netherlands has a liberal tax regime including an extensive network of double-taxation treaties, therefore there are certain benefits of registering a company in Netherlands. In order to run a new Dutch company, the entrepreneur has the ongoing obligation to keep and maintain an administration, to register for tax purposes and to file periodical tax returns. The minimum capital requirement in order to register a company in Netherlands is €1, therefore the new company does from a legal perspective no longer require a Dutch bank account. The only legal requirement for opening a business in the Netherlands is to have a registered address. From a tax perspective it is highly recommendable to have at least a Dutch registered address and a majority of Dutch resident directors. This is generally perceived as the minimum substance requirement to qualify for treaty benefits. The companies registered in the Netherlands are allowed to denominate their share capital in currency other than the euro and there is no nationality requirement for shareholders for registering a company in Netherlands.

2.2. PORTUGAL: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill

In 2002, Portugal was identified by the European Union as the only country where actions were taken to foster entrepreneurship, but these initiatives were not included in the National Education System. In 2006 came the first program of education for entrepreneurship, PNEE National Project for Education for Entrepreneurship; a project developed between 2006 and 2010, whose main objective was to promote entrepreneurial actions, to develop skills and attitudes in the students of primary and secondary education.

Currently, there is a series of supports to promote entrepreneurship and job creation, as well as the remodeling of the education system, integrating an entrepreneurial attitude, namely creativity, innovation, organization, planning, responsibility, leadership, group work, risk-taking, resilience and scientific curiosity, among others, there are programs (ease of access to credit, some with the intervention of IEFPP- Institute of Employment and Professional Education), which help in the transition between the educational process and the labour market:

- Creation of subsidized self-employment (PAECPE) - encourage the creation of small entrepreneurial initiatives, which ensure the full employment of the beneficiaries themselves. Two types of programs: MICROINVEST AND INVEST +
- Program “Investe Jovem” (invests young people) and “Investe Artes e Ofícios” (invests art crafts) - aim to promote the creation of companies, through the support to the creation of own employment and micro-business.
- Technical support to the creation and consolidation of projects - consists in the granting of technical support to promoters of projects to create their own employment or company,
- The INOVA project for young entrepreneurs (ideas contest aimed at stimulating entrepreneurship and entrepreneurial culture among young people).
- STartup Portugal + program, launched in 2016 (reissue of measures of the original program: Start up Voucher - development of entrepreneurial projects in the idea stage, support for the project phase; Momentum Program - recent graduates and finalists in higher education, beneficiaries of social action grants, who wish to develop their own business; Vale Incubação - support to companies in the area of entrepreneurship, through the hiring of incubation services; Internationalization missions - support and promotion of the participation of Portuguese startups in technology events Road2websummit - support and prepare Portuguese startups to maximize income from participation in the largest entrepreneurship event in the world).
- Youth Start-Entrepreneurial Challenges, Entrepreneurship Education Program, Ministry of Education, Public and Nongovernmental Entities of Portugal, Austria, Denmark, Slovenia and Luxembourg (2015 to 2018), is the implementation of an innovative educational and cross-curricular program.

Other measure to promote entrepreneurship was the creation of “*Espaço Empresa*” (business place) (about 214 service centers distributed in the country), an integrated service desk for entrepreneurs wishing to perform services and obtain information related to the exercise of an economic activity and the life cycle of your company. In this space there is all the step by step information on how to create a company and what the legal form of it, it is thus possible to create a company faster and less bureaucratic - Company on the hour. The service is also available on the internet, at the Citizen's Portal, through the online company service or at the Entrepreneur's desk.

The tools for evaluating entrepreneurial skills in Portugal are not certified. A project was carried out jointly with some European countries (Assessment Tools and Indicators for Entrepreneurship Education - ASTEE) to evaluate the entrepreneurial skills of 2nd and 3rd cycle students, secondary and higher education, made available by the Ministry of Education. These tools are based on questionnaires that address entrepreneurial skills and expectations regarding school life and encompass the following dimensions: Knowledge about entrepreneurship; Entrepreneurial skills; Entrepreneurial Attitudes; Entrepreneurship and Education; Entrepreneurship and professional future.

2.3. ITALY: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill

As stated in many documents of the European Commission (Entrepreneurship Unit, 2012) entrepreneurship education should not be trivially confused with economic and business management studies, but rather should cover educational paths of a broader spectrum oriented to develop both general skills (such as self-esteem, adaptability, creativity, ability to relate with other actors in the system, etc.) and specific skills related to the functional and profitable management of enterprises. In this direction, the European Commission, identifying entrepreneurship as one of the eight key competences for lifelong learning, also proposed a European framework for the development of entrepreneurship education, based on a systematic strategy and transversal actions to be implemented at all levels/school sectors.

According to the report "Entrepreneurship Education at School in Europe" in Italy there is a broad understanding of entrepreneurship, similar to that defined in the European key competence, referring to the European Framework of Reference on key competences for lifelong learning; it therefore focuses on learning outcomes related to employability, active citizenship and entrepreneurial skills in life and at work.

However, in Italy there are no relevant specific national strategies on entrepreneurship education. The national definition of entrepreneurship education reflects the same broad vision of entrepreneurship education as the definition of the European key competence. Its role and purpose reflect not only the working and entrepreneurial context, but also the more general context of a person's life.

Entrepreneurship education is therefore not explicitly recognised in the first and second level of the education process (levels 1 and 2, according to the ISCED International Standard Classification of Education). In ISCED 1 and 2, entrepreneurship education, defined as "spirit of initiative and entrepreneurship", is a cross-curricular competence, introduced through the experimental certification of skills, issued at the end of the fifth grade of primary school and the third grade of secondary school.

With regard to upper secondary education (ISCED level 3), Entrepreneurship Education can be considered as a cross-curricular objective as "Entrepreneurship skills" are included among the key competences that all students should have acquired at the end of their studies. In ISCED 3 and IVET, "spirit of initiative and entrepreneurship" are included in the specific contents of a subject called "Law and economics" and within the alternation between school and work (alternation between school and practical experience, through internships or internships or classroom activities carried out with the support of external experts such as Junior Achievement). Even at university level, except for the courses in economics, management, industrial engineering, and the Master in Business and Administration (MBA), there are no specific centralized initiatives/directives in Italy to support entrepreneurship education.

Entrepreneurship education for Italy is therefore still an all-round challenge.

2.4. GREECE: How the gap between education and business is closed, how to start-up a company and the existing methodology and/or strategy for the recognition of the entrepreneurship skill

In order to accurately capture the business climate in Greece, according to the findings of a recent survey, entrepreneurs in Greece have a negative attitude towards the domestic business environment, which is considered to be extremely unfavorable to the promotion of entrepreneurship. As a result, the number of small and medium-sized enterprises is constantly decreasing and Greece has the last position in terms of positive views of entrepreneurs among 34 European countries in relation to the implemented respective policies due to the effects of the economic crisis.

In addition, the major causes of this negative attitude are identified in the areas of capital scarcity, income tax levels and the "poor" supportive environment of entrepreneurship. It is worth mentioning that, among 185 countries, Greece is 140th in the ease of setting up a business, reflecting the complex regulatory and tax environment that creates a climate of disincentives for entrepreneurial action.

Among the main characteristics of entrepreneurship in Greece is that most entrepreneurs are urged to set up a business by necessity, 16% of the 18-64 age group have been involved in some kind of entrepreneurial activity in the past (3rd place in Europe), there is a great fear of failure, 72% of entrepreneurs are men, 1 from 3 are aged 25-34 and the most important sectors of entrepreneurship development are tourism, fish farming, processing and packing food, information technology and communications.

Yet, the time has come to rev Greece's startup engine. The health and activity of the country's entrepreneurial ecosystem is improving after a decade-old debt crisis. Nearly two-thirds of Greeks believe that entrepreneurship is a smart career choice. And investment initiatives are boosting entrepreneurship and building equity in Greek startups.

Seizing this opportunity requires addressing significant obstacles, such as limited collaboration among the key actors and unfavorable business conditions. Yet with a bold vision for sustainable change, legislative actions, and innovative initiatives, an alliance of government officials, large corporations, and academic institutions have to ensure that Greece's startup ecosystem thrives.

Despite favorable conditions and multiple sources of support, including funding, Greece's nascent startup scene faces important challenges. Government agencies, large corporations, and universities must act now to address them in order for Greece to achieve steady, sustainable growth to its start-up ecosystem.

Despite the high number of science, technology, engineering, and math graduates, 59% of Greek employers are unable to find suitable talent. Publicly funded universities aren't providing students with specialized training courses on entrepreneurship—a missed opportunity to teach potential founders how to launch, fund, and operate a successful startup—and large corporations rarely offer internships.

Furthermore in relation to entrepreneurial education in Greece at the level of primary education, entrepreneurship is absent from the national curriculum, although there is a general framework for the use of the type of teaching implemented by individual schools and teachers through programs where students from activities learn basic concepts related to the economy and entrepreneurship.

Of course, the implementation of these programs which are not part of the formal curriculum is not feasible without the enthusiasm, active participation and initiative of teachers as these programs usually focus on the use of working methods and attitudes, with greater emphasis on self-study, creativity and collaboration.

The approach of entrepreneurship in the Greek educational system is through the development of students' opportunities through their participation in various activities and is mainly the content of the teaching of economic courses. In elementary schools where relevant lessons are not taught, concepts are included in other subjects such as the "Environmental Study".

There is also no relevant lesson in the High School, and in order to fill the gap, the "Youth Entrepreneurship" program is adapted to the Greek educational reality as an adjustment of the corresponding program of the International Organization "Junior Achievement".

In the Lyceum, besides the possibility to implement the aforementioned program, there are also taught financial courses such as: "Principles of Economy" in 1st grade and "Principles of Economic Theory" and "Principles of Organization and Business Administration" in 3rd grade of General Secondary Education.

Respective courses are also part of the initial vocational training curriculum, namely in the sector of "Economy and Management". A course on entrepreneurship theory is provided only by the corresponding vocational school sector and is the "Entrepreneurship and Development". It is worth noting that the Virtual Enterprises Program enabled secondary vocational education students to learn through practice and directing a virtual enterprise the importance of Economy and Entrepreneurship. In Tertiary Education, the concept of entrepreneurship is met in teaching subjects at both undergraduate and postgraduate levels, especially for students in economic and business disciplines, while the involvement of entrepreneurship is very limited to students in other disciplines such as Physics, Engineering, Arts and Letters.

From the above it is obvious that in the Greek educational system entrepreneurship mainly deals with as an extra-curricular activity or as a subject of a seminar and later as a course of choice and there is no emphasis on the employment and self-employment of students.

2.5. Good practice examples of training activities

This chapter includes good practice examples from the training activities (courses and workshops) organised by the partners from the Netherlands, Portugal, Italy and Greece involved in the ENTRELAB consortium, with a focus on the use of ICT, gamification, entrepreneurship, team work and interdisciplinarity.

Good practice examples from Quarter Mediation, the Netherlands

The good practice examples from the European training courses for adult education Quarter Mediation organised in the Netherlands – *EduLARP. Live Action Role Playing* and *LEGO listening* - were aimed to educate entrepreneurial initiative and develop entrepreneurial skills by using communication technologies, to reinforce entrepreneurship in adults, to teach how to give and follow instructions as well as how to be able to use questions in order to take the most appropriate decision while dealing with uncertainty, ambiguity and risk.

Good practice examples from A Rocha, Portugal

The good practice example from A Rocha – *My beach project* and *Walk for orchids observation* – were chosen as they were aimed to encourage the nature tourism, to help conservation and monitoring of the marine habitats of the North Atlantic; to collect and identify marine litter according to OSPAR standardized methodology and to help learn and identify wild Portuguese orchids. Moreover, they used ICT for identification and sharing data/data registering.

Good practice examples from Università delle LiberEta, Italy

The good practices from Università delle LiberEta – *Web marketing. Promote your business* and *Selling and buying on the Internet. Business models* – were aimed to share with the participants web opportunities to promote a business, as well as good practices of online business promotion; to overview the main tools for web promotion; to get to know how online commerce can change one's life and give an overview of web opportunities for e-commerce.

Good practice examples from EK Kavalas, Greece

The good practice examples chosen by EK Kavalas – *Biodiversity* and *ABS (Anti-lock Braking System) failure diagnosis and repair* – had as main objectives to appreciate the importance of forest ecosystems for life on the planet and the economic dimension of the forest in the past, today and in the future, to adopt the necessity of sustainable development of human activities related to the forest, to discover the need of using diagnostic devices and to apply the appropriate diagnostic methodology.

The good practice examples of training activities were chosen by the project partners from the Netherlands, Portugal, Italy and Greece in connexion with the project objectives, the training methods used (ICT, gamification, entrepreneurship, team work and interdisciplinarity) being in line with the project activities and having the potential to develop entrepreneurial skills and competencies from the EntreComp Framework, as well as Digital skills and competencies from the DigiComp Framework.

2.5.1. Good practice example from Quarter Mediation (NL): EduLARP-Live Action Role Playing



Name of the organization	Quarter Mediation	
Location, country	Assen, the Netherlands	
Main aims of the training activity	To educate entrepreneurial initiative and develop entrepreneurial skills (e.g. taking decisions, taking initiative, open mindedness, thinking out of the box), by using communication technologies; to reinforce entrepreneurship in adults	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	spotting opportunities; creativity; valuing ideas; ethical and sustainable thinking
	Resources	motivation and perseverance; mobilising others
	Into action	taking initiative; cooperation; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	evaluating data, information and digital content
	Communication and collaboration	sharing through digital technologies
	Digital content creation	integrating and re-elaborating digital content; copyright and licences
	Safety	protecting the environment
	Problem solving	creatively using digital technologies
Target group	Teachers and trainers working with entrepreneurs, would-be entrepreneurs, VET students and university students; representatives of training departments from universities and companies; project coordinators; entrepreneurs	
Activity type	Indoor; non-formal	
Duration of the activity	2 hours	
Training methods used	project method; gamification; team work; role playing; LARP; interdisciplinarity	
Number of participants	14	
Necessary materials/devices	computer, screen, video projector, badges with different job description, museum setting	



Detailed content of the training activity:	
<i>Step 1:</i> Through the use of ICT and storytelling, the group is introduced in the atmosphere of a certain area of the Netherlands, 2000 years ago. The movie is seconded by the storytelling having as the main characters a group of roman soldiers that were lucky enough to escape a terrible battle won by the Germanic tribes. Running for their lives, the roman soldiers crossed the border and entered the present territory of the Netherlands, in the marshy are of Drenthe, where they saw something very scaring. What the romans saw is the mystery the group of learners have to solve at the end of the workshop.	
<i>Step 2:</i> Each learner receives a badge with a different job description representative 2000 years ago, such as: farmer, gatherer, shepherd, hunter, warrior, pottery maker, lumberjack, smith, healer, veteran, village leader etc. In this way each of the villagers is specialized in a certain job and has certain entrepreneurial skills, knowledge and competence making each of them able to help his fellow villagers in case of need.	
<i>Step 3:</i> The villagers must solve together a problem each season brings, by using their specific skills. Each season is a challenge in that the villagers must use their organizational and communication skills, take risks, take initiative, find original solutions to problems. For example: in the spring they have to get rid of a pack of hungry wolves that attacked the village; in the summer they face an attach of a roman legion demanding their food and fur.	
<i>Step 4:</i> The moment when the trainer reveals the mystery of bog people, human sacrifices, is when the dice decides that the gods are not pleased with the gifts received from villagers.	
<i>Step 5:</i> The group, led by the trainer, drew conclusions on the game, as well as on the importance of the ICT component, storytelling and role playing during the game.	
Outcome/results	Solving the mystery of bog people
Feedback participants	<p>“The main reason that LARP was so great is that the story teller was so incredible.”;</p> <p>“EduLARP is a programme that I will try to adapt to my school by teaching which is called "teaching of life, as and it has a lot of areas in that can be applied to, like bullying or relationships with others in society, friendship etc. “;</p> <p>“The programme EduLARP can be adapted to teach one specific moment of the History of Music. For example, the Medieval Times and Gregorian chant. Each student will have a role within that monastery and they will have to make decisions and experience the monastic lifestyle and advance in the story.”;</p> <p>“EduLARP can be used for topics connected with the culture and history of the English speaking countries.”</p>
Tips	Use story telling for motivating the people to join the workshop and for transporting them 2000 years back in time.
More info at:	https://www.entrelab.eu/

2.5.2. Good practice example from Quarter Mediation (NL): LEGO listening



Name of the organization	Quarter Mediation	
Location, country	Assen, the Netherlands	
Main aims of the training activity	To learn how to give and follow instructions To be able to use questions in order to take the most appropriate decision while dealing with uncertainty, ambiguity and risk	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	spotting opportunities; creativity; vision; valuing ideas
	Resources	self-awareness and self-efficacy; motivation and perseverance; mobilising resources; mobilising others
	Into action	taking initiative; planning and management; risk taking; cooperation; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	managing data, information and digital content
	Communication and collaboration	sharing through digital technologies
	Digital content creation	integrating digital content
	Safety	protecting personal data and privacy
	Problem solving	creatively using digital technologies
Target group	Teachers and trainers working with entrepreneurs, would-be entrepreneurs, VET students and university students; representatives of training departments from universities and companies; project coordinators; entrepreneurs	
Activity type	Indoor; Non-formal	
Duration of the activity	30 min	
Training methods used	peer learning; hands-on; project method; gamification; team work	
Number of participants	12	
Necessary materials/devices	Computer, screen, video projector, LEGO bricks, presentation of the method in electronic format.	



Detailed content of the training activity:	
<p><i>Step 1:</i> Split the group in pairs and sit each pair back to back.</p> <p><i>Step 2:</i> Both participants have an identical number of LEGO bricks: one participant has a shape made out of LEGO bricks (e.g. house, tree, people, car) and the second has the exact number of LEGO bricks used to build the shape, in the same size and colors as the ones used for building the shape.</p> <p><i>Step 3:</i> The participant having shape made out of LEGO bricks, describes the shape to his/her pair, without looking at what his/her partner is doing.</p> <p><i>Step 4:</i> The participant having a bunch of LEGO bricks builds an identical shape as his/her partner, by following the partners' verbal description of steps. He/she must listen, but not look. He/she can use active listening and use the words "OK" (in case the explanation is understood) or "Repeat" (in case the explanation was not understood).</p> <p><i>Step 5:</i> The second team member has to create the exact shape as the first one, without seeing the shape of the first team member and by only following the verbal instruction.</p>	
Outcome/results	Improved entrepreneurial and soft skills such as: team work, communication, cooperation, coping with uncertainty, ambiguity and risk.
Feedback participants	<p>"I enjoyed the activity. It is a very nice and clever way of doing it, as it develops self-confidence and so many others personal and social skills.";</p> <p>"It is a very interesting method. Personally, the participation in the workshop made me realise how different we see things, that we have different perspectives and that you have to train your skills of taking risks, patience, in trying to find new ways for other people to understand what you are saying. Nothing is easy in communication and you can't take for granted that others can understand exactly what you are saying. You have to take risks and try new things in order to succeed.";</p> <p>"I think Lego listening is a very interesting game where you can develop active listening, concentration, and - more important - is a teamwork where one has to trust in the other and make decisions.";</p> <p>"I found the experience amusing, but challenging. This activity was helpful for improving cooperation because you need to be attentive and patient when you try to explain to your partner how to build the blocks and also when you are the one listening and trying to build the blocks. You also need to put your uncertainties aside, take the risk and trust you partner while trying to achieve the goal. So, this activity is a good one for developing both academic and personal skills."</p>
Tips	<p>The partners can change the roles, so the one who was the listener will be giving the explanations and the one who gave the explanations will be the listener. If the roles will change, the shape to be used has to be different.</p> <p>The partner that is listening to the other's explanations, has to be able to create an exact copy of the work of his/her partner by following the rules written above.</p>
More info at:	https://www.entrelab.eu/

2.5.3. Good practice example from A Rocha (PT): My beach project-OSPAR method



Name of the organization	A Rocha	
Location, country	Lagos, Portugal	
Main aims of the training activity	To monitor and conserve the marine habitats of the North Atlantic; To collect and identify marine litter according to OSPAR standardized methodology.	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	valuing ideas; ethical and sustainable thinking
	Resources	self-awareness and self-efficacy; motivation and perseverance; mobilizing resources; mobilizing others
	Into action	taking initiative; planning and management; cooperation; learning through experience
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
	Communication and collaboration	interacting through digital technologies; sharing through digital technologies
	Digital content creation	developing digital content
	Safety	protecting health and well-being; protecting the environment
	Problem solving	creatively using digital technologies
Target group	Teachers, students and families	
Activity type	Outdoor & indoor; non-formal	
Duration of the activity	3 hours	
Training methods used	Peer learning, hands-on, team work; ICT based methods	
Number of participants	16	
Necessary materials/devices	Pen, gloves, rubbish bags, paper sheets, 100 meters measure tape, computer, weighting machine	



Detailed content of the training activity:	
<p><i>Part 1. Beach:</i> Divide people in groups of 2 or 3 elements. Every group should have a paper sheet for one type of rubbish (plastic, paper, wood, metal) gloves and a rubbish bag to collect the rubbish. Short explanation about the sheets with examples of the different categories: Plastic (shopping bags, food containers, plastic caps, fishing line, fishing ropes, wax); Paper (bags, cartons, cigarette packs, cigarette buds); Wood (cork, ice cream sticks, pieces of wood >50 mm, pieces of wood <50 mm); Glass/clay/ceramic (bottles, construction material); Sanitary/medical/feces (condoms, cotton buds, cleaning wipes, syringes, human or animal feces); Textile/Metal (clothes, bags, shoes, drink and food cans, spray can). On the top of the beach measure a 100 meters distance (rubbish will just be collected inside the given area). Every group should do transects parallel or perpendicular to the measured line and collect the type of rubbish on their sheet. All the width of the beach should be covered (from the top of dunes to the sea line). All the rubbish collected should be registered in the sheet. Register all the big items (>50 cm), if not possible to remove them; describe all the items as much as possible.</p> <p><i>Part 2. Office/ classroom:</i> Choose 4 types of rubbish (the more common, or the ones collected in bigger amounts and weight them). All the groups will introduce their results into a excel file. Notes: all the rubbish items need to be codified (each items correspond to a code).</p>	
Outcome/results	<p>The material collected in bigger amount was the plastic: 589 pieces of party items, 264 polystyrene pieces < 50 cm, followed by the paper: bags and cigarette buds (408). The total plastic weight was: 1352 gr and the total paper weight was: 481gr. This beach is usually cleaned by a cleaning car, there is a café, on the top of the beach and some of the rubbish found was coming from there. This beach is a very windy place close to a urban area. All most part of the rubbish found was on top of the beach, places were the cleaning car don't get. All the rubbish collected is recycled and the plastic is given to Life Science Center of Lagos to be recycled and used for making other products.</p>
Feedback participants	<p>"I learn that when we do these kind of activities together they are more fun and also for a good cause." (Helena); "After this activity I felt I was informed sufficiently to be able to be more responsible in the future not only about the plastic I use but also where I put it when I don't use it any more. Plus I know I can do it alone but I can also bring people together because it's a very good cause that affects us all." (Esmee); "I felt that after this activity I feel more aware for the need we all have to change our day-to-day behaviour. Together we can turn the beaches cleaner and more beautiful." (Marisa)</p>
Tips	<p>The activity could be done in a shorter period of time for example 1 hour (if the activity is done with children). The groups could collect all kinds of rubbish and in the end could compare the different materials collected, who collected more material and where these material came from and give suggestions for how to avoid the presence of these materials on the beach. The activity could be repeated for a period of 4 weeks (once per week) and compare the results (the amount of rubbish is decreasing or not)</p>
More info at:	<p>https://educacaoambientalnarocho.blogspot.com/2019/03/projeto-minha-praia-em-porto-de-mos.html</p>

2.5.4. Good practice example from A Rocha (PT): Walk of Orchids observation



Name of the organization	A Rocha	
Location, country	Lagos, Portugal	
Main aims of the training activity	To encourage the nature tourism; To learn and identify wild Portuguese orchids; To use ICT for identification and sharing data/data registering.	
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; mobilizing resources
	Into action	taking initiative; planning and management; cooperation; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	managing data, information and digital content
	Communication and collaboration	sharing through digital technologies; collaborating through digital technologies; awareness of the behavioral norms
	Digital content creation	developing digital content
	Safety	protecting health and well-being; protecting the environment
	Problem solving	creatively using digital technologies
Target group	Teachers, students and unemployed people	
Activity type	Outdoor; Informal	
Duration of the activity	3 hours	
Training methods used	Hands-on; project method	
Number of participants	8	
Necessary materials/devices	Photographic camera, smartphone, orchid identification guide, notebook and pencil	



Detailed content of the training activity:	
<i>Step 1:</i> Briefly explanation about orchid's ecology, characteristic and diversity, habitat preferences and flowering periods, its importance for the ecosystem.	
<i>Step 2:</i> Divide people into groups of 2 or 3 elements.	
<i>Step 3:</i> Choose 2 or 3 transects (small path for walking, about 500 meters)	
<i>Step 4:</i> Each group should follow its one transect. Each group should try to find orchids and try to identify it using the orchid guide- book or website (take photographs and notes to be able to identify it afterwards)	
<i>Step 5:</i> In the end compare results and confirm the identification of species. Do the different transects again with all the groups for confirmation of the results.	
<i>Step 6:</i> Repeat the steps 3 to 5 with different transects if possible in a different area.	
<i>Step 7:</i> Insert all the results on an on line platform	
Outcome/results	There were found and identified 7 different species of orchids. The participants gain knowledge and experience to undertake guide visits and create their own "business" in environmental tourism.
Feedback participants	"I feel empowered to start this project on another beach and with this helping to cover a bigger area in the Algarve for the data collection which is so important." Maria
Tips	This activity can just be organized, in the south of Portugal, during the months of March and April and according to the weather conditions (according to the area the best period could be different). It works better with a limited number of people (around 10 or 12). Should be made a previous visit to the area to check for the presence or not of orchids. The area chosen should have already some walking paths, so the participants don't step on the natural vegetation.
More info at:	https://www.biodiversity4all.org/observations/ornithoboy https://educacaoambientalnarocho.blogspot.com/2019/05/ecoscience.html

2.5.5. Good practice example from Università delle LiberEtà (IT): Web marketing-promote your business



Name of the organization	Università delle LiberEtà del FVG	
Location, country	Udine, Italy	
Main aims of the training activity	To get to know web opportunities to promote a business; To overview the main tools for web promotion; To share examples of good practices of online business promotion.	
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
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
Target group	Adult learners	
Activity type	Indoor non-formal workshop	
Duration of the activity	2 hours	
Training methods used	ICT based methods and hands on training activity	
Number of participants	5	
Necessary materials/devices	Personal computer; Internet connection	



Detailed content of the training activity:	
<p>The training activity was held in a computer room with a beamer connected to a computer with internet access, in order to help the teacher to show online content.</p> <p><i>Step 1:</i> The teacher briefly introduced himself and then the ENTRELAB project and the content of the training activity.</p> <p><i>Step 2:</i> The teacher gave a brief introduction to marketing evolution until the Internet era, underlining differences between Online vs offline marketing.</p> <p><i>Step 3:</i> The teacher showed the evolution of the buyer figure, from image to awareness, and gave some advices on how to choose professional services.</p> <p><i>Step 4:</i> Tools (e.g. website, social media, SEO, newsletters) were presented and discussed and a few examples were shown on screen.</p> <p><i>Step 5:</i> A very short PPT presentation helped the teacher to make clear the four steps of web marketing: visibility, reputation, promotion and loyalty.</p> <p><i>Step 6:</i> At the end of the activity, a few questions were asked and answered.</p>	
Outcome/results	Awareness about the marketing possibilities offered by web; Using some tools for online promotion
Feedback participants	Participants were very interested in the workshop topic. Some of them asked to add a structured course in the program of ICT course held at Università delle LiberEtà. A participant said it is very difficult to find courses for adults about this topic in Udine.
Tips	It is very useful to prepare a browser page with some tabs that link to webpages you want to show and a newsletter you want to show as an example. Be careful, if asked to, when you enter your Facebook (or any other social media) page: content might be inappropriate.
More info at:	https://www.entrelab.eu/

2.5.6. Good practice example from Università delle LiberEtà (IT): Selling and buying on the Internet-Business models



Name of the organization	Università delle LiberEtà del FVG	
Location, country	Udine, Italy	
Main aims of the training activity	To get to know how online commerce can change one's life; To overview of web opportunities for e-commerce.	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	spotting opportunities; creativity; vision; valuing ideas; ethical and sustainable thinking
	Into action	taking initiative; planning and management; risk taking; cooperation; learning through experience
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
	Safety	protecting devices; protecting personal data and privacy; protecting health and well-being; protecting the environment
Target group	Adult learners, entrepreneurs	
Activity type	Indoor, non-formal workshop	
Duration of the activity	2 hours	
Training methods used	ICT based methods and hands on training activity	
Number of participants	7	
Necessary materials/devices	Personal computers, Internet connection	



Detailed content of the training activity:	
The training activity was held in a computer room with a beamer connected to a computer with internet access, in order to help the teacher to show online content.	
<i>Step 1:</i> The teacher briefly introduced himself and then the ENTRELAB project and the content of the training activity.	
<i>Step 2:</i> The teacher presented the Pros and Cons of buying and selling online, making clear how to safely online sell and buy and make safe transaction.	
<i>Step 3:</i> The PayPal model was presented.	
<i>Step 4:</i> A few privacy settings were discussed because participants asked about that important aspect.	
<i>Step 5:</i> A general overview of some of the most common e-commerce websites was made (eBay, Amazon, Groupon, etc.), some more details were given to the Pros and Cons of Online auctions.	
Outcome/results	Participants got to know why e-commerce is so popular and growing, and had an overview of some of the most popular platforms for e-commerce.
Feedback participants	Participants were very interested in getting to know better how to buy and sell safely online. They were also particularly focused on the privacy aspects.
Tips	Prepare a browser page with tabs for every webpage you want to show. If you want to show a PayPal transaction method, make user not use your own account (create a new account with for showing purposes).
More info at:	https://www.entrelab.eu/

2.5.7. Good practice example from EK Kavala (GR): Biodiversity



Name of the organization	The Public Institute for vocational Training	
Location, country	Kavala, Greece	
Main aims of the training activity	<p>To describe some basic species from the flora and fauna of the neighboring forest, distinguishing the main endemics;</p> <p>To appreciate the importance of forest ecosystems for life on the planet and the economic dimension of the forest in the past, today and in the future;</p> <p>To adopt the necessity of sustainable development of human activities related to the forest.</p>	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	spotting opportunities; ethical and sustainable thinking
	Resources	self-awareness and self-efficacy; motivation and perseverance; mobilizing others
	Into action	taking initiative; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	browsing, searching and filtering data, information and digital content; managing data, information and digital content
	Communication and collaboration	sharing through digital technologies
	Digital content creation	developing digital content
	Safety	protecting health and well-being; protecting the environment
	Problem solving	creatively using digital technologies
Target group	Technicians of Viticulture and Oenology (adult learners)	
Activity type	Indoor-Outdoor, non-formal	
Duration of the activity	5 hours	
Training methods used	hands-on; project method; team work	
Number of participants	18	
Necessary materials/devices	Computer with projector, digital camera, presentation software, image-editing software.	



Detailed content of the training activity:	
<i>Step1:</i> With the use of ICT, the learners understand what is biodiversity and why is so vital to us, as well as what is destroying biodiversity	
<i>Step2:</i> The learners were shown different examples of subspecies and recognize their differences.	
<i>Step3:</i> Groups were created, every group took over a flowerbed from the school garden and recognised the species and subspecies that found in the flowerbed.	
<i>Step4:</i> The learners took pictures of every plant and identified the characteristic that put the plant to specific sub specie.	
<i>Step5:</i> The learners created an album with the pictures and information about the plants found on the internet (e.g. where it grows, what is it used for, needs etc.)	
<i>Step6:</i> The learners present their albums to the rest of the class.	
Outcome/results	Learners motivation to not only to protect the environment, but to also try to motivate others
Feedback participants	“It is awesome to work in the nature with plants”; “Couldn’t believe that some of our habits cause so much problem to biodiversity”; “Creating a digital album made me believe in myself”.
Tips	Working with real life activates learners
More info at:	https://www.entrelab.eu/

2.5.8. Good practice example from EK Kavalas (GR): ABS (Anti-lock Braking System). Diagnosis and repair



Name of the organization	1st Workshop Center of Kavala	
Location, country	Kavala, Greece	
Main aims of the training activity	To discover the need of use diagnostic devices; To apply the appropriate diagnostic methodology by combining the use of the necessary devices with the manufacturer's technical manuals; To analyse and associate the symptom with the system-mechanism-part of the vehicle causing it and accurately detect the fault.	
Entrepreneurial skills and competencies to be developed from the EntreComp Framework	Ideas and opportunities	spotting opportunities; creativity; vision; valuing ideas;
	Resources	self-awareness and self-efficacy; motivation and perseverance;
	Into action	taking initiative; planning and management; risk taking; cooperation; learning through experience
Digital skills and competencies to be developed from the DigiComp Framework	Information and data literacy	browsing, searching and filtering data, information and digital content; managing data, information and digital content
	Communication and collaboration	interacting through digital technologies; sharing through digital technologies
	Safety	protecting devices; protecting health and well-being; protecting the environment
	Problem solving	solving technical problems; identifying needs and technological responses; creatively using digital technologies
Target group	Students of apprenticeship year	
Activity type	Indoor non-formal activity	
Duration of the activity	4 hours	
Training methods used	hands-on; project method; team work	
Number of participants	15	
Necessary materials/devices	Diagnostic device (e.g. TEXXA AXONE 2000), a test vehicle, a computer with projector, Internet, the service manual, the part list software of the test vehicle and a toolset.	



Detailed content of the training activity:	
<i>Step1:</i> With the use of ICT, the teacher made a small intro-reminder on how an ABS works and the parts that is composed of. The parts were also shown on the test vehicle.	
<i>Step2:</i> The teacher made a demonstration of the use and the menus of the diagnostic device. Learners were given the opportunity to navigate through the menus.	
<i>Step3:</i> The device was connected to the test vehicle and the information that can derive from its menu were seen. The possible faults that an ABS could have were discussed.	
<i>Step4:</i> The learners looked into the service manual of the test vehicle about the procedure of the repairing-replacing of the faulty part. In addition, they looked for the specific item on the part list inventory.	
<i>Step5:</i> Groups of learners were created and they were required to create a questionnaire for the supposed customer and to describe the problem.	
<i>Step6:</i> The teacher creates/simulates some errors on the test vehicle. Each group had to simulate the work in a workshop and tried to find and repair/solve the problems.	
The group that repaired the problem in less time was the winner.	
Outcome/results	Find the fault that caused the ABS failure.
Feedback participants	“So without a diagnostic device we can’t do anything”; “Very good to work on a real vehicle”; “It adds an extra economic risk the purchase of such devices”.
Tips	It is better to use real to work on real vehicles and parts when teaching a technician
More info at:	https://www.entrelab.eu/

3. ENTRELAB training kit "Entrepreneurial learning in adult education"

3.1. 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*).

3.1.1. 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.

3.1.2. 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

3.1.3. 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:

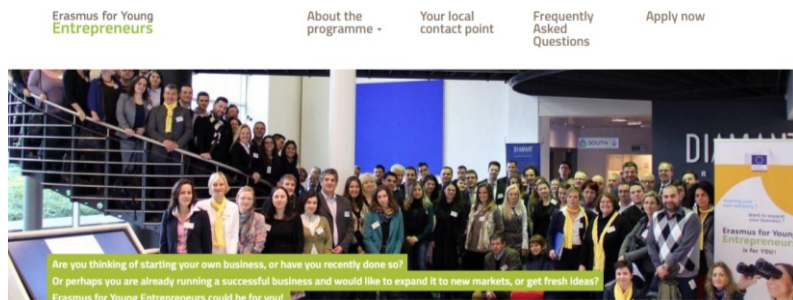
- **internal evaluation**;

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).

3.2. Description of the content units

3.2.1. 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.

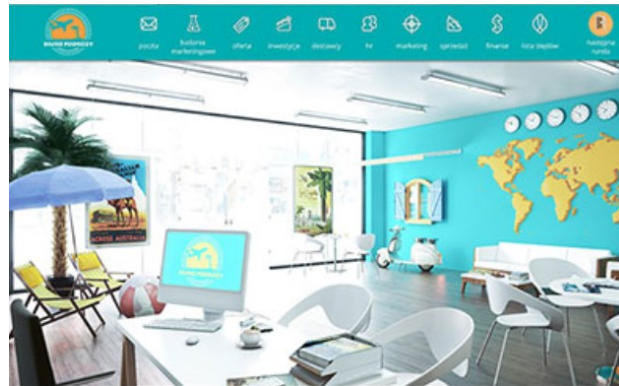
The Erasmus for Young Entrepreneurs Programme aims to stimulate entrepreneurship; to encourage cross-border business co-operation in Europe; to help starters acquire relevant skills for managing a small or medium-sized; enterprise (SME) by spending time with a successful experienced entrepreneur established 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.

3.2.2. Business simulation game



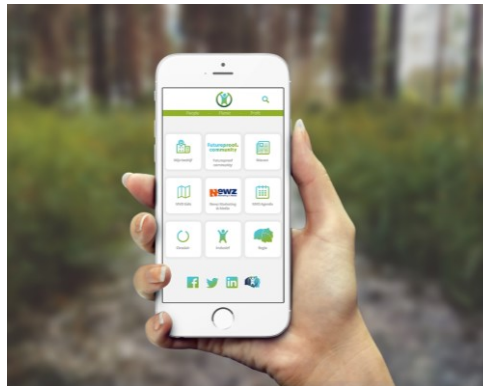
The “Business simulation game” is aimed to build the entrepreneurial mind-set, as well as communication and soft skills for adult learners by using non-formal methods in training the entrepreneurial skills in adults. Moreover, it was organised to simulate the running of a virtual company, making managerial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

3.2.3. 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 entrepreneurships. 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.

3.2.4. 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 *Singel* passage, 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.

3.2.5. 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.

3.2.6. 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.

3.2.7. 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.

3.2.8. 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/she really wants and to find the motivation and the strategy to find out his/her way.

3.2.9. 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.

3.2.10. 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.

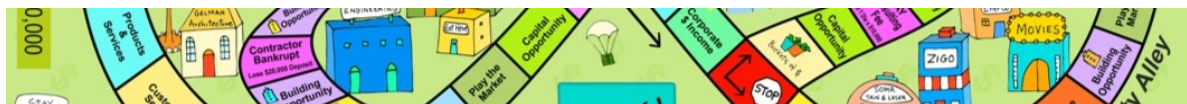
During the “*Lego listening*” hands-on workshop, the participants worked in pairs. One person from each pair received a LEGO shape and the other one a bunch of identical LEGO bricks in shape and color as the ones used for creating his pair’s shape. The main idea of the workshop is that the participants 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.

3.2.11. 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/>.

3.2.12. 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/>.

3.3. 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 beter 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.

3.4. 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 wolves (plants should be more than rabbits and rabbits more than wolves), they can hunt each other, if plants are hunted became rabbits and if rabbits are hunted became wolves. 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, wolves 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 through 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.

4. Conclusion

The innovative aspect of the project is precisely to build capacity among those key players to create real life and efficient entrepreneurial learning for adults using the community as a classroom and to relocate in this way the adult education from the classroom to ecosystems of entrepreneurial learning. The ecosystems of entrepreneurial learning are the first systematic attempts in this respect in order to offer entrepreneurial learning through real life and real-time interaction with business, labour market and the wider community, as well as to include the state-of-the-art technology fluency as key to entrepreneurial learning.

The mission of the project ENTRELAB is, therefore, not to address adult unemployed directly (as this is neither possible, nor sustainable), but to empower the adult education and its key gatekeepers - trainers and mentors - to create such ecosystems of learning as a new dimension in the adult education.

As entrepreneurial empowerment cannot be taught by traditional means of communicating knowledge or through conventional instruction, the end mission of the project is the delivery of solid guidance on entrepreneurial learning in order to inspire trainers involved in adult education across Europe. To this end, the *ENTRELAB entrepreneurial Guide "European opportunities in entrepreneurial education"* developed by the partners from the Netherlands, Portugal, Italy and Greece involved in the project, is aligned with the project objectives, being aimed to increase the sense of initiative and entrepreneurship and improve the skills for employability and new business creation, including social entrepreneurship. The *ENTRELAB entrepreneurial Guide "European opportunities in entrepreneurial education"* aims to empower trainers with useful tools to develop innovative guidance scenarios and support material, as well as help adult learners and their teachers & trainers learn about entrepreneurship through being entrepreneurial.

The theme of entrepreneurship education is of great importance in contemporary society and investing in this direction can represent a strategic act for the future and the economy of Europe. In particular, in Italy is a need for measures to be taken at a strategic level, to introduce into the school targeted teachings to provide students with information, knowledge and stimuli to develop their entrepreneurial mentality, thus adapting to what is done in most other European countries. In this respect, the full integration of entrepreneurship education implies the implementation over time of a strategy and its systematic monitoring, the existence of strong funding mechanisms and the evaluation of learning outcomes, as well as the full integration into initial and in-service training for all teachers. The two areas that most need to be developed are learning outcomes and teacher training.

Referring to very precise European recommendations, the specific objectives and content of educational activities aimed at entrepreneurship education require interventions that go well beyond training to manage purely economic and managerial aspects, but it is also important to consider more personal aspects related to motivation, skills and attitudes. In fact, it is important to create the conditions for a student to have all the tools to be able to deal independently in the future with all the steps of the process that may lead him to become an entrepreneur and that can be summarized in four key moments ranging from the emergence of an intention (intention) to the implementation of a business on his own (exploitation of opportunity), through a phase of analysis and search of opportunities (opportunity search and discovery) and the decision to take

concrete action and exploit the opportunities identified (decision to exploit opportunity). Certainly, at the bottom of these considerations, there are many points that remain open and need further investigation: to this respect, technological tools can have a very concrete functional value but must be reflected in targeted and adaptive educational strategies.

The trainers are challenged to include entrepreneurial learning across all forms of adult education by including a strong entrepreneurial dimension across adult education provisions, through the support systems that must be available and accessible; developing the entrepreneurial mind-set through entrepreneurial practice, as it cannot be brought through traditional training courses (trainers will develop entrepreneurial mind-sets by creating support systems for entrepreneurship in education); creating entrepreneurial resources by themselves, as part of the trainers' entrepreneurial empowerment.

Entrepreneurship is associated with an attitude of change and growth in a market economy, the creation and implementation of innovative ideas, the identification of profitable economic opportunities but also the possibility of taking risks in the face of these opportunities. Entrepreneurship is not only strongly related to the use of technologies and innovations. In a world that is constantly changing and in the face of climate change, concepts such as sustainability and a green or circular economy are increasingly present in our day-to-day life. In this way it is necessary to speak of a sustainable entrepreneurship, in the creation of business opportunities associated to the environmental area, in the reuse of new materials, in the change of society's habits, in the reduction of waste and residues resulting from these activities and, finally, in reducing the environmental footprint. We also talk about social sustainability, reducing inequalities and social inclusion. A happy society is also a more productive and more entrepreneurial society.

Countries as Portugal, Italy, Greece and the Netherlands are dependent on tourism, some of them (e.g. Portugal) being also dependent on fossil fuels. However, the countries mentioned above are rich in biodiversity with natural conditions and climate that allows development in areas such as organic farming and renewable energy. If an environmentally friendly entrepreneurial attitude will be not adopted, the main source of income can be compromised, therefore it is becoming increasingly necessary, to value and support this type of entrepreneurial attitude, through concrete measures and innovative ideas thereby discovering and developing areas that until now have been least explored: sustainable entrepreneurial projects that use renewable energy (a 'clean energy' or low carbon project is more appealing, probably more economical as well); projects in the field of renewable energies (discover new ways of creating energy using our natural resources: wind, sun, tidal, etc.); organic farming: reducing the use of pesticides, focusing on higher quality and healthier foods at the same time valuing biodiversity; valuing biodiversity and nature: taking advantage of natural heritage, promoting environmental tourism (nature guides, bird watching, observation of plants and other living things); environmental sustainability (entrepreneurship in the area of education and training of professionals); sustainable tourism, rural tourism (greater use of the territory, attracting tourists to the interior areas of the country); projects based on the use of alternative raw materials (reduction of costs associated with the activity) and reduction of waste of activities; projects that are based on the use of ICT and that promote the reduction of raw materials such as paper, as a consequence the costs associated with the activity are reduced.

It is also necessary to adopt innovative strategies in the area of adult education and training such as: promote environmental education as an integral part of youth and adult education: sustainability, energy efficiency and waste reduction, so that future generations can develop sustainable entrepreneurship; educate and train adults in areas where the promotion of biodiversity is promoted in order to enable entrepreneurial and innovative actions.

In order to develop an entrepreneurial mind-set and an entrepreneurial teaching and learning environment, the *ENTRELAB entrepreneurial guide "European opportunities in entrepreneurial education"* includes good practice examples of entrepreneurship related training activities and workshops, in that specific scenarios of real assignments and real life situations are considered with the use of ICT, gamification, storytelling, entrepreneurship, team work and interdisciplinarity that helps incorporating actions on entrepreneurship transversally into different fields.

Last but not least, the combination of development grants, guaranteed loans, new banking products and institutional ventures creates a more favorable framework of alternative sources of funding to promote innovation and improve the competitive position of a small and medium-sized businesses. Moreover, it is vital to broaden our horizons and look more sustainably at the world around us, as sustainable entrepreneurship and environmental protection are not only positive, but also economically profitable.

The way forward of applying the examples included in the *ENTRELAB entrepreneurial guide "European opportunities in entrepreneurial education"* depend on each trainer, his/her own country's entrepreneurial system and available learning opportunities.

The *ENTRELAB training kit "Entrepreneurial learning in adult education"*, 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 three days training event organised by Quarter Mediation in Assen, The Netherlands, was essential to provide the basis for being an entrepreneur, as a 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.

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.



Annexes

Annex 1: ENTRELAB Guida all'imprenditorialità "Opportunità in Europa per un'educazione all'imprenditorialità" (versione ridotta)

La guida all'imprenditorialità ENTRELAB "Opportunità in Europa per un'educazione all'imprenditorialità" è divisa in tre parti principali: introduzione, esempi di buone pratiche e conclusioni.

Introduzione:

La prima parte della guida all'imprenditorialità descrive in che modo si può colmare il divario tra istruzione e impresa nei paesi partecipanti al progetto Erasmus+ KA2 settore Educazione degli Adulti "Favorire l'attitudine imprenditoriale nell'educazione agli adulti per una migliore integrazione nel mercato del lavoro" (i paesi coinvolti sono Paesi Bassi, Portogallo, Italia e Grecia) e quanto sia difficile avviare un'impresa nei paesi citati, oltre a presentare la metodologia e/o la strategia per il riconoscimento della capacità imprenditoriale, nel caso in cui essa esista nei paesi del progetto ENTRELAB che sono stati coinvolti nella creazione di questo Intellectual Output.

Anche se le persone che seguono un percorso di formazione per adulti negli ultimi anni si dimostrano entusiaste di avviare un'attività in proprio, la situazione in Europa è diversificata. Nell'ambito dell'attuale crisi, in tutta Europa uno dei fattori che più preoccupa è il tasso di disoccupazione. I numeri sono devastanti e molti di coloro che hanno terminato la scuola dell'obbligo non riescono a trovare alcuna opportunità di lavoro, nonostante vogliano lavorare e siano qualificati per lavorare. Storicamente le donne sono più colpite dalla disoccupazione rispetto agli uomini. Dei paesi dell'UE coinvolti nel progetto, i tassi di disoccupazione più elevati sono stati osservati in Grecia (20,9% a novembre 2017). In Portogallo, il tasso di disoccupazione è sceso dal 10,1% nel 2016 al 7,9% nel 2017. Per gli altri paesi coinvolti nel progetto, i tassi di disoccupazione nel gennaio 2018 sono del 4,2% nei Paesi Bassi, del 6,5% in Svezia e dell'11,1% in Italia. Tuttavia, a prescindere dal paese, rimane il dato che queste persone sono disoccupate o economicamente inattive, e si trovano nella posizione di essere o in cerca di lavoro o inattive (che cioè non lavorano e non sono in cerca di un'occupazione).

Alla luce di quanto sopra, al fine di ridurre la disoccupazione, la formazione imprenditoriale è considerata un fattore chiave per la competitività e l'occupazione, l'inclusione sociale e lo sviluppo personale. I rapidi cambiamenti nella società dell'informazione richiedono continuamente nuove competenze e nuove informazioni. Per potersi adattare a questa esigenza, è necessario un nuovo tipo di attitudine, di iniziative e di responsabilità. La valorizzazione di un'attitudine imprenditoriale migliorerà l'istruzione tradizionale, preparando le persone alla vita e offrendo alle persone adulte l'opportunità di trovare il loro posto nel mercato del lavoro, sia dando la possibilità di trovare più facilmente un nuovo lavoro, grazie all'attitudine e alla mentalità imprenditoriale, che avviando e gestendo una propria impresa.

L'apprendimento attraverso gli ecosistemi dell'imprenditorialità sarà ancora più urgente nel futuro sia prossimo che lontano poiché i posti di lavoro poco qualificati stanno scomparendo sistematicamente dal mercato del lavoro europeo.

Esempi di buone pratiche di attività formative:

La seconda parte della pubblicazione include esempi di buone pratiche delle attività di formazione (corsi e workshop) organizzate dagli enti partner di Paesi Bassi, Portogallo, Italia e Grecia coinvolti nel consorzio

ENTRELAB, con particolare attenzione all'uso delle TIC, alla gamification, all'imprenditorialità, al lavoro di gruppo e all'interdisciplinarietà.

Esempi di buone pratiche di Quarter Mediation, Paesi Bassi

Gli esempi di buone pratiche dei corsi europei di educazione per adulti che Quarter Mediation ha organizzato nei Paesi Bassi – "EduLARP. Live Action Role Playing" e "LEGO listening" - hanno lo scopo di educare all'iniziativa imprenditoriale e sviluppare capacità imprenditoriali utilizzando le tecnologie di comunicazione, di rafforzare l'imprenditorialità negli adulti, di insegnare come dare e seguire le istruzioni e come essere in grado di utilizzare le domande per prendere la decisione più appropriata affrontando al tempo stesso incertezza, ambiguità e rischio.

Esempi di buone pratiche di A Rocha, Portogallo

Gli esempi di buone pratiche di A Rocha – "My beach project (Progetto: la mia spiaggia)" e "Walk for orchids observation (Passeggiate per l'osservazione delle orchidee selvatiche)" - sono stati scelti perché incoraggiano il turismo naturalistico, aiutano la conservazione e il monitoraggio degli habitat marini dell'Atlantico settentrionale, raccolgono e identificano i rifiuti marini secondo la metodologia standardizzata OSPAR e perché aiutano ad imparare e identificare le orchidee selvatiche portoghesi. Inoltre, hanno utilizzato le TIC per l'identificazione e la condivisione e registrazione di dati.

Esempi di buone pratiche dell'Università delle LiberEtà, Italia

Le buone pratiche dell'Università delle LiberEtà – "Web marketing. Promuovere la vostra attività" e "Vendere e compere su Internet. Modelli di business" - sono finalizzate a condividere con i partecipanti opportunità web per promuovere un business, così come le buone pratiche di promozione del business online; ad avere una panoramica dei principali strumenti di promozione web; a conoscere come il commercio online può cambiare la propria vita e dare una panoramica delle opportunità web per l'e-commerce.

Esempi di buone pratiche di EK Kavalas, Grecia

Gli esempi di buone pratiche scelti da EK Kavalas – "Biodiversity (Biodiversità)" e "ABS (Anti-lock Braking System) failure diagnosis and repair" (Diagnosi di rottura e riparazione del sistema ABS) - hanno come obiettivi principali quelli di apprezzare l'importanza degli ecosistemi forestali per la vita sul pianeta e la dimensione economica della foresta nel passato, oggi e in futuro, di adottare la necessità di uno sviluppo sostenibile delle attività umane legate alla foresta, di scoprire la necessità di utilizzare dispositivi diagnostici e di applicare la metodologia diagnostica appropriata.

Gli esempi di buone pratiche delle attività di formazione sono stati scelti dai partner del progetto provenienti da Paesi Bassi, Portogallo, Italia e Grecia in relazione agli obiettivi del progetto, essendo i metodi utilizzati (TIC, gamification, imprenditorialità, lavoro di gruppo e interdisciplinarietà) in linea con le attività del progetto e avendo il potenziale per sviluppare capacità e competenze imprenditoriali del framework EntreComp, così come capacità e competenze digitali del framework DigiComp.

Conclusioni:

La terza parte della guida all'imprenditorialità spiega che - poiché l'empowerment imprenditoriale non può essere insegnato attraverso i mezzi tradizionali di comunicazione della conoscenza o attraverso l'istruzione

convenzionale - la missione finale del progetto è la fornitura di una solida guida all'apprendimento imprenditoriale per ispirare i formatori coinvolti nell'educazione degli adulti in tutta Europa. A tal fine, la presente guida per l'apprendimento imprenditoriale è stata sviluppata dai partner di Paesi Bassi, Portogallo, Italia e Grecia coinvolti nel progetto.

La guida all'imprenditorialità ENTRELAB "Opportunità in Europa per un'educazione all'imprenditorialità" è in linea con gli obiettivi del progetto, in quanto si pone lo scopo di aumentare il senso di iniziativa e imprenditorialità e di migliorare le competenze per l'occupabilità e la creazione di nuove imprese, compresa l'imprenditoria sociale, oltre che fornire ai formatori strumenti utili per sviluppare scenari di orientamento innovativi e materiale di supporto, così come aiutare i discenti adulti e i loro insegnanti e formatori a conoscere l'imprenditorialità attraverso l'imprenditorialità.

L'aspetto innovativo del progetto è proprio quello di costruire le capacità tra questi attori chiave per creare una vita reale e un apprendimento imprenditoriale efficiente per gli adulti che sfruttano la comunità come una classe e per trasferire in questo modo l'educazione degli adulti dalla classe agli ecosistemi di apprendimento imprenditoriale. Gli ecosistemi di apprendimento imprenditoriale sono i primi tentativi sistematici in questo senso per offrire apprendimento imprenditoriale attraverso la vita reale e l'interazione in tempo reale con le imprese, il mercato del lavoro e la comunità in generale, nonché per includere la conoscenza delle tecnologie più avanzate come chiave per l'apprendimento imprenditoriale

La missione del progetto ENTRELAB non è, quindi, quella di rivolgersi direttamente ai disoccupati adulti (in quanto ciò non è né possibile né sostenibile), ma di mettere in grado gli enti di educazione degli adulti e le loro figure chiave - formatori e mentori - di creare tali ecosistemi di apprendimento come una nuova dimensione nel settore dell'educazione degli adulti.

Il tema della formazione all'imprenditorialità è di grande importanza nella società contemporanea e investire in questa direzione può rappresentare un atto strategico per il futuro e l'economia dell'Europa.

Al fine di sviluppare una mentalità imprenditoriale e un ambiente di insegnamento e apprendimento imprenditoriale, la guida ENTRELAB "Opportunità in Europa per un'educazione all'imprenditorialità" include esempi di buone pratiche di attività di formazione imprenditoriale e workshop, in quanto questi specifici scenari e situazioni di vita reale che includono l'uso di TIC, gamification, storytelling, imprenditorialità, lavoro di gruppo e interdisciplinarietà aiutano a incorporare elementi differenti dell'imprenditorialità in maniera trasversale a diversi campi.

Infine, ma non meno importante, la combinazione di sovvenzioni allo sviluppo, prestiti garantiti, nuovi prodotti bancari e iniziative istituzionali crea un quadro più favorevole di fonti alternative di finanziamento per promuovere l'innovazione e migliorare la posizione competitiva di piccole e medie imprese. Inoltre, è fondamentale ampliare i nostri orizzonti e guardare in modo più sostenibile al mondo che ci circonda, poiché l'imprenditoria sostenibile e la tutela dell'ambiente sono non solo positive, ma anche economicamente redditizie.

Il modo in cui applicare gli esempi inclusi in questa guida dipende da ogni formatore, dal sistema imprenditoriale del proprio paese e dalle opportunità di apprendimento disponibili nell'ambito dell'educazione degli adulti.

Annex 2: Guia empreendedor do ENTRELAB “Oportunidades Europeias na educação empreendedora” (versão resumida)

O Guia empreendedor do ENTRELAB “Oportunidades Europeias na educação empreendedora” está estruturado em três partes principais : introdução, exemplos de boas práticas e conclusão.

Introdução:

A primeira parte do presente guia descreve como a lacuna entre educação e negócio é colmatada nos países envolvidos neste projeto Erasmus+ de Parceria Estratégica KA2 para a Educação de Adultos, a saber Países Baixos, Portugal, Itália e Grécia. Descreve ainda quão difícil é começar uma empresa e apresenta a metodologia e/ou estratégia para se reconhecer a capacidade de empreendedorismo, caso esta exista, nos países representados no consórcio do projeto e envolvidos na criação desta produção intelectual.

Mesmo tendo em conta que nos últimos anos, as pessoas que habitualmente escolhem um percurso de educação de adultos estão mais entusiasmadas na criação do seu próprio emprego, constatamos que na Europa, esta realidade não é igual para todas as faixas etárias. Uma das maiores preocupações na Europa, face a atual crise, é a taxa de desemprego. Os números são na sua generalidade devastadores e grande parte daqueles que terminaram a escolaridade obrigatória não conseguem encontrar uma oportunidade de emprego mesmo tendo habilitações suficientes e vontade de trabalhar. Historicamente as mulheres têm sido sempre mais afetadas pelo desemprego do que os homens. Dos países da União Europeia, envolvidos no projeto, a Grécia é aquela que apresenta uma maior taxa de desemprego - 20.9 % em Novembro de 2017. Em Portugal, a taxa de desemprego caiu dos 10, 1%, em 2016 para os 7,9 % em 2017. E nos outros países envolvidos no projeto as taxas de desemprego, em Janeiro de 2018, eram 4,2 % para os Países Baixos, 6,5 % para a Suécia e 11,1 % para a Itália. Contudo, independentemente do país estas pessoas estão ou desempregadas à procura de emprego ou economicamente inativas e não incluindo nestas últimas, aquelas que querem ter uma carreira em casa.

Perante os factos acima apresentados e tendo em vista a redução de desemprego, a educação para o empreendedorismo é considerada uma peça chave para a competitividade e emprego, inclusão social e desenvolvimento pessoal. As mudanças rápidas na sociedade de informação requerem continuamente novas capacidades e atualização da informação. Ao mesmo tempo para que a adaptação seja possível é obrigatório um novo tipo de atitude, iniciativa e responsabilidade. A valorização de uma atitude empreendedora irá melhorar a educação tradicional preparando as pessoas para a vida e oferecendo oportunidades para os adultos encontrarem o seu lugar no mercado de trabalho. Isto será possível quer iniciando e gerindo o seu próprio negócio quer encontrando trabalho mais facilmente em resultado de uma atitude e mentalidade empreendedora.

A aprendizagem através de ecossistemas de empreendedorismo será tão urgente num futuro próximo como num longínquo, uma vez que os empregos de baixas-qualificações estão sistematicamente a desaparecer do mercado de trabalho por toda a Europa.

Exemplos de boas práticas em atividades de formação:

A segunda parte desta publicação, inclui exemplos de boas práticas em atividades de formação (cursos e oficinas) organizadas pelos parceiros do consórcio ENTRELAB. Estes cursos e oficinas foram desenhados com foco na utilização de TIC, gamificação, empreendedorismo, trabalho de equipa e interdisciplinaridade.

Exemplos de boas práticas de Quarter Mediation, nos Países Baixos

Os exemplos de boas práticas dos cursos de treino Europeus para a educação de adultos organizados por Quarter Mediation nos Países Baixos – *EduLARP Live Action Role Playing* (Interpretação de Papeis Ativos ao Vivo) e *LEGO listening* (escuta) – tiveram como objetivo formar para a iniciativa empreendedora e desenvolver capacidades empreendedoras. Para tal foram utilizadas tecnologias de comunicação, como forma de reforçar o empreendedorismo nos adultos, ensinar a dar e seguir instruções, bem como saber usar as questões para escolher a decisão mais apropriada em caso de incerteza, ambiguidade e risco.

Exemplos de boas práticas d' A Rocha, Portugal

Os exemplos de boas práticas d' A Rocha – *Projeto A Minha Praia e Caminhada para observação de orquídeas* – tiveram como objetivo encorajar o turismo da Natureza, a conservação e monitorização de habitats marinhos do Atlântico Norte, a recolher e identificar lixo marinho segundo o método standart OSPAR e aprender a identificar orquídeas Portuguesas. Nestes projetos foram utilizadas tecnologias de informação e comunicação para identificação, partilha e registo de dados.

Exemplos de boas práticas da Universita delle LiberEta, Itália

Os exemplos de boas práticas da Universita delle LiberEta – *Web marketing - Promover o negócio e Comprar e Vender na Internet - Modelos de negócio* – tiveram como objetivo partilhar as boas práticas e oportunidades de promoção de negócios online com os participantes, bem como visualizar as principais ferramentas de promoção na web e ainda tomar conhecimento de como o comércio online pode mudar a vida de cada um criando um novo paradigma de oportunidades para o comércio eletrónico.

Exemplos de boas práticas da EK Kavalas, Grécia

Os exemplos de boas práticas escolhidos pela EK Kavalas – *Biodiversidade e ABS (Sistema de travagem anti-bloqueio) diagnóstico e reparação de falhas* – tiveram como objetivo principal avaliar a importância de ecossistemas florestais para a vida no planeta e a dimensão económica da floresta no passado, presente e futuro. Foi ainda objetivo adoptar a necessidade de desenvolvimento sustentável das atividades humanas relacionadas com a floresta, descobrir a necessidade do uso de aparelhos de diagnóstico e aplicar a metodologia de diagnóstico apropriada.

Os exemplos de boas práticas para as atividades de formação foram escolhidos pelos parceiros do projeto dos Países Baixos, Portugal, Itália e Grécia de acordo com os objetivos do projeto. Os métodos usados (TIC, gamificação, empreendedorismo, trabalho de equipa e interdisciplinaridade), estão em linha com as atividades do projeto e têm potencial para desenvolver capacidades empreendedoras, competências da estrutura EntreComp, bem como ferramentas digitais e competências da estrutura DigiComp .

Conclusão:

A terceira parte deste guia mostra-nos que uma vez que a vontade e atitude empreendedora não podem ser ensinadas pelos meios tradicionais de comunicação ou através da instrução convencional, a missão final do

projeto é proporcionar uma orientação sólida na aprendizagem empreendedora, com vista a inspirar todos aqueles que estejam envolvidos na educação de adultos por toda a Europa. Foi com este fim que o presente guia de aprendizagem empreendedora foi desenvolvido pelos parceiros dos Países Baixos, Portugal, Itália e Grécia, envolvidos no projeto.

O guia empreendedor do ENTRELAB “oportunidades europeias na educação empreendedora” está em linha com os objetivos do projeto, tendo como finalidade fomentar o sentido de iniciativa e empreendedorismo e melhorar as capacidades de empregabilidade com a criação de novos negócios sem esquecer o empreendedorismo social. Mais ainda é objetivo capacitar formadores com os instrumentos necessários para o desenvolvimento de cenários de orientação inovadores e material de suporte, bem como ajudar os grupos-alvo (alunos adultos e professores) a aprender acerca de empreendedorismo sendo empreendedor.

O aspeto inovador do projeto é precisamente a criação da capacitação entre estes jogadores-chave para gerar situações reais e aprendizagem empreendedora eficiente usando a comunidade como sala de aula. Ou seja, transferir deste modo a educação de adultos da sala de aula para ecossistemas de aprendizagem empreendedores. Estes sistemas de aprendizagem são as primeiras tentativas sistemáticas de modo a oferecer aprendizagem empreendedora através de situações de interação de vida e de tempo reais com o negócio, com o mercado de trabalho e com uma comunidade mais ampla. Interessa também incluir a fluência de tecnologias de ponta como chave para a aprendizagem empreendedora.

A missão do projeto ENTRELAB consiste deste modo, não em abordar diretamente os adultos desempregados (uma vez que isso não é possível nem sustentável), mas capacitar a educação de adultos e os seus responsáveis— formadores e professores – a desenvolver ecossistemas de aprendizagem como uma nova dimensão.

O tema de educação empreendedora é de grande importância na sociedade contemporânea por isso qualquer investimento neste tema pode representar um ato estratégico para o futuro e economia da Europa.

Este guia do projeto ENTRELAB, inclui exemplos de boas práticas de empreendedorismo em atividades de formação e oficinas. Estas são desenvolvidas em cenários específicos de situações e tarefas da vida real de modo a desenvolver uma mentalidade e um ensino empreendedores e um ambiente de aprendizagem. Como método foram considerados o uso de TIC, gamificação, narrativa, empreendedorismo, trabalho de equipa e interdisciplinaridade que são de extrema importância ao incorporar ações de empreendedorismo transversais a diferentes áreas.

Por último mas não menos importante, a combinação de bolsas de desenvolvimento, empréstimos garantidos, novos produtos bancários e apoios institucionais, proporcionam uma estrutura mais favorável de fontes alternativas de financiamento com vista a promover a inovação e a melhorar a competitividade de pequenas e médias empresas. Além disso, é vital alargar os nossos horizontes e olhar de uma forma mais sustentável para o mundo à nossa volta, uma vez que um empreendedorismo sustentável e a conservação ambiental, não são apenas positivos mas economicamente mais rentáveis.

O caminho a seguir na aplicação dos exemplos incluídos neste guia depende de cada formador, do sistema empresarial do seu país e das oportunidades de aprendizagem disponíveis para a educação de adultos.

Annex 3: ENTRELAB Επιχειρηματικός οδηγός "Ευρωπαϊκές ευκαιρίες στην επιχειρηματική εκπαίδευση" (Σύντομη έκδοση)

Ο επιχειρηματικός οδηγός ENTRELAB "Ευρωπαϊκές ευκαιρίες στην επιχειρηματική εκπαίδευση" διαρθρώνεται σε τρία κύρια μέρη: εισαγωγή, παραδείγματα καλών πρακτικών και συμπεράσματα.

Εισαγωγή:

Το πρώτο μέρος του επιχειρησιακού οδηγού περιγράφει το κλείσιμο του χάσματος μεταξύ εκπαίδευσης και επιχειρήσεων στην Ολλανδία, την Πορτογαλία, την Ιταλία και την Ελλάδα ως χώρες που συμμετέχουν στο πρόγραμμα Erasmus+, KA2 Σχέδιο Στρατηγικής Συνεργασίας για την Εκπαίδευση Ενηλίκων "Ενισχυμένη Επιχειρηματική στάση στην εκπαίδευση ενηλίκων για μια καλύτερη ενσωμάτωση στην αγορά εργασίας", πόσο δύσκολο είναι να ξεκινήσει μια εταιρεία στις αναφερθείσες χώρες και παρουσιάζει τη μεθοδολογία ή/και τη στρατηγική για την αναγνώριση της επιχειρηματικής ικανότητας, σε περίπτωση που υπάρχει στις χώρες που εκπροσωπούνται στην κοινοπραξία του έργου ENTRELAB και εμπλέκονται στη δημιουργία αυτού του πνευματικού προϊόντος.

Παρότι τα άτομα που ακολουθούν μια πορεία εκπαίδευσης ενηλίκων είναι πιο ενθουσιώδη τα τελευταία χρόνια για την έναρξη της δικής τους επιχείρησης, η κατάσταση στην Ευρώπη δεν είναι η ίδια για τους ανθρώπους κάθε ηλικίας. Εντός της τρέχουσας κρίσης σε όλη την Ευρώπη, ένας παράγοντας που ανησυχεί περισσότερο είναι τα ποσοστά ανεργίας. Οι αριθμοί είναι καταστροφικοί και ένα μεγάλο μέρος εκείνων που ολοκλήρωσαν την υποχρεωτική εκπαίδευση δεν μπορεί να βρει καμία ευκαιρία εργασίας αν και θέλουν να εργαστούν και έχουν τα προσόντα για εργασία. Ιστορικά, οι γυναίκες έχουν πληγεί περισσότερο από την ανεργία σε σχέση με τους άνδρες. Από τις χώρες της ΕΕ που συμμετείχαν στο πρόγραμμα, τα υψηλότερα ποσοστά ανεργίας παρατηρήθηκαν στην Ελλάδα (20,9% το Νοέμβριο του 2017). Στην Πορτογαλία, το ποσοστό ανεργίας στην Πορτογαλία μειώθηκε από 10,1% το 2016 σε 7,9% το 2017). Για τις άλλες χώρες που συμμετέχουν στο σχέδιο, τα ποσοστά ανεργίας τον Ιανουάριο του 2018 είναι 4,2% στην Ολλανδία, 6,5% στη Σουηδία και 11,1% στην Ιταλία. Ωστόσο, ανεξάρτητα από τη χώρα, αυτοί οι άνθρωποι είναι είτε άνεργοι είτε οικονομικά αδρανείς και είτε ψάχνουν για δουλειά είτε είναι ανενεργοί στο σπίτι για λόγους άλλους εκτός από το να δημιουργήσουν καριέρα .

Με βάση τα ανωτέρω, προκειμένου να μειωθεί η ανεργία, η επιχειρηματική εκπαίδευση θεωρείται βασικός παράγοντας για την ανταγωνιστικότητα και την απασχόληση, την κοινωνική ένταξη και την προσωπική ανάπτυξη. Οι ταχείες αλλαγές στην κοινωνία της πληροφορίας απαιτούν συνεχώς νέες δεξιότητες και νέες πληροφορίες. Προκειμένου να υπάρξει προσαρμογή σε αυτήν την ανάγκη, απαιτείται νέος τύπος στάσης, καθώς επίσης πρωτοβουλία και ευθύνη. Η αξιοποίηση της επιχειρηματικής συμπεριφοράς θα βελτιώσει την παραδοσιακή εκπαίδευση, θα προετοιμάσει τους ανθρώπους για τη ζωή και θα προσφέρει τις ευκαιρίες στους ενήλικες να βρουν τη θέση τους στην αγορά εργασίας, είτε με ευκολότερη εξεύρεση νέας θέσης εργασίας ως αποτέλεσμα απόκτησης μιας επιχειρηματικής στάσης και νοοτροπίας, είτε ξεκινώντας και τρέχοντας τη δική τους επιχείρηση.

Η εκμάθηση μέσω οικοσυστημάτων επιχειρηματικότητας θα είναι ακόμη πιο επείγουσα στο εγγύς και πιο μακρινό μέλλον, επειδή οι θέσεις εργασίας χαμηλής ειδίκευσης εξαφανίζονται συστηματικά από την ευρωπαϊκή αγορά εργασίας.

Παραδείγματα καλών πρακτικών δραστηριοτήτων κατάρτισης:

Το δεύτερο μέρος της έκδοσης περιλαμβάνει παραδείγματα καλών πρακτικών από τις δραστηριότητες κατάρτισης (μαθήματα και εργαστήρια) που διοργανώθηκαν από τους εταίρους από την Ολλανδία, την Πορτογαλία, την Ιταλία και την Ελλάδα που συμμετέχουν στην κοινοπραξία ENTRELAB, με έμφαση στη χρήση ΤΠΕ, την παιχνιδιοποίηση, την επιχειρηματικότητα, την συνεργατικότητα και την διεπιστημονικότητα.

Παραδείγματα καλών πρακτικών από το Quarter Mediation, Ολλανδία

Τα παραδείγματα καλών πρακτικών από τα ευρωπαϊκά μαθήματα κατάρτισης για την εκπαίδευση ενηλίκων πραγματοποιήθηκαν στην Ολλανδία - EduLARP. Το *Live Action Role Playing (Ζωντανή Δράση Διαδραμάτιση Ρόλων)* και η *ακρόαση του LEGO* είχαν ως στόχο την εκπαίδευση για επιχειρηματική πρωτοβουλία και την ανάπτυξη επιχειρηματικών δεξιοτήτων με τη χρήση τεχνολογιών επικοινωνίας, την ενίσχυση της επιχειρηματικότητας των ενηλίκων, τη διδασκαλία του τρόπου παροχής και τήρησης οδηγιών καθώς και τον τρόπο χρήσης ερωτήσεων με σκοπό την λήψη της καταλληλότερης απόφασης κατά την αντιμετώπιση καταστάσεων αβεβαιότητας, ασάφειας και ρίσκου.

Παραδείγματα καλών πρακτικών από το A Rocha, Πορτογαλία

Τα παραδείγματα καλών πρακτικών από το A Rocha - *Το έργο μου για την παραλία και το Περίπατος για παρατήρηση Ορχιδεών* - επελέγησαν καθώς στόχευαν στην ενθάρρυνση του φυσικού τουρισμού, στη διατήρηση και την παρακολούθηση των θαλάσσιων πληθυσμών του Βόρειου Ατλαντικού, στη συλλογή και να αναγνώριση των θαλάσσιων απορριμμάτων σύμφωνα με την τυποποιημένη μεθοδολογία OSPAR και στην εκμάθηση και την αναγνώριση άγριων ορχιδεών της Πορτογαλίας. Επιπλέον, χρησιμοποίησαν ΤΠΕ για τον εντοπισμό και τον διαμερισμό δεδομένων / δήλωση δεδομένων.

Παραδείγματα καλών πρακτικών από το Universita delle LiberEta, Ιταλία

Οι καλές πρακτικές από το Universita delle LiberEta - *Web marketing (Διαδικτυακό εμπόριο). Προωθήστε την επιχείρησή σας και πώληση και αγορά στο Διαδίκτυο. Επιχειρηματικά μοντέλα* - στόχευαν να μοιραστούν με τους συμμετέχοντες ευκαιρίες διαδικτύου για την προώθηση μιας επιχείρησης, καθώς επίσης και καλές πρακτικές προώθησης των online επιχειρήσεων, την συνοπτική παρουσίαση των βασικών εργαλείων για την προώθηση αγαθών στον ιστό, την εξοικείωση με το πώς το ηλεκτρονικό εμπόριο μπορεί να αλλάξει τη ζωή κάποιου και την παρουσίαση μιας γενικής εικόνας των ευκαιριών στο διαδίκτυο για ηλεκτρονικό εμπόριο.

Παραδείγματα καλών πρακτικών από το EK Καβάλας, Ελλάδα

Τα παραδείγματα καλών πρακτικών που επελέγησαν από το EK Καβάλας - *Βιοποικιλότητα και ABS (σύστημα αντιμεπλοκής κατά την πέδηση), η διάγνωση και η αποκατάσταση βλαβών* - είχαν ως κύριο στόχο να εκτιμηθούν η σημασία των δασικών οικοσυστημάτων για τη ζωή στον πλανήτη και την οικονομική διάσταση του δάσους στο παρελθόν, σήμερα και στο μέλλον, να υιοθετηθεί η αναγκαιότητα της βιώσιμης ανάπτυξης των ανθρώπινων δραστηριοτήτων που σχετίζονται με το δάσος, να συνειδητοποιηθεί η ανάγκη χρήσης διαγνωστικών συσκευών και να εφαρμοστεί η κατάλληλη διαγνωστική μεθοδολογία.

Τα παραδείγματα καλών πρακτικών των δραστηριοτήτων κατάρτισης επιλέχθηκαν από τους εταίρους του προγράμματος από την Ολλανδία, την Πορτογαλία, την Ιταλία και την Ελλάδα σε σχέση με τους στόχους του προγράμματος, οι χρησιμοποιούμενες μέθοδοι κατάρτισης (ΤΠΕ, παιχνιδιοποίηση, επιχειρηματικότητα,

συνεργατικότητα και διεπιστημονικότητα) σύμφωνα με τις δραστηριότητες του έργου ώστε να δώσουν τη δυνατότητα να αναπτυχθούν επιχειρηματικές δεξιότητες και ικανότητες από το πλαίσιο EntreComp, καθώς και ψηφιακές δεξιότητες και ικανότητες από το πλαίσιο DigiComp.

Συμπέρασμα:

Το τρίτο μέρος του επιχειρηματικού οδηγού εξηγεί ότι - καθώς η επιχειρηματική ενδυνάμωση δεν μπορεί να διδαχθεί με παραδοσιακά μέσα επικοινωνίας ή με συμβατικές οδηγίες - η τελική αποστολή του έργου είναι η παροχή συμπαγούς καθοδήγησης για την επιχειρηματική μάθηση, προκειμένου να εμπνευστούν οι εκπαιδευτές που εμπλέκονται στην εκπαίδευση ενήλικων σε όλη την Ευρώπη. Για το σκοπό αυτό, ο παρών οδηγός για την επιχειρηματική μάθηση αναπτύχθηκε από τους εταίρους από την Ολλανδία, την Πορτογαλία, την Ιταλία και την Ελλάδα που συμμετείχαν στο πρόγραμμα.

Ο επιχειρηματικός οδηγός ENTRELAB "Ευρωπαϊκές ευκαιρίες στην επιχειρηματική εκπαίδευση" ευθυγραμμίζεται με τους στόχους του έργου, με στόχο την αύξηση της αίσθησης της πρωτοβουλίας και της επιχειρηματικότητας και τη βελτίωση των δεξιοτήτων για την απασχολησιμότητα και τη δημιουργία νέων επιχειρήσεων, συμπεριλαμβανομένης της κοινωνικής επιχειρηματικότητας. Σκοπός του είναι να δώσει στους εκπαιδευτές τη δυνατότητα να χρησιμοποιήσουν χρήσιμα εργαλεία για την ανάπτυξη καινοτόμων σεναρίων καθοδήγησης και υλικών υποστήριξης, καθώς και να βοηθήσουν τους ενήλικες εκπαιδευόμενους και τους δασκάλους και εκπαιδευτές τους να μάθουν για την επιχειρηματικότητα μέσω του επιχειρείν.

Η καινοτόμος οπτική του έργου είναι ακριβώς αυτή η ενίσχυση της ικανότητας μεταξύ των συγκεκριμένων βασικών παραγόντων να δημιουργήσουν πραγματική ζωή και αποτελεσματική επιχειρηματική μάθηση για τους ενήλικες χρησιμοποιώντας την κοινότητα ως τάξη και να επαναπροσδιορισθεί με αυτόν τον τρόπο η εκπαίδευση ενηλίκων από την τάξη στα οικοσυστήματα επιχειρηματικής μάθησης. Τα οικοσυστήματα της επιχειρηματικής μάθησης είναι οι πρώτες συστηματικές προσπάθειες στον τομέα αυτό για να προσφέρουν επιχειρηματική μάθηση μέσω της πραγματικής ζωής και της αλληλεπίδρασης σε πραγματικό χρόνο με τις επιχειρήσεις, την αγορά εργασίας και την ευρύτερη κοινότητα, καθώς και να συμπεριλάβουν τις σύγχρονες τεχνολογίες την τεχνολογική ευελιξία ως βασικό στοιχείο της επιχειρηματικής μάθησης.

Επομένως, η αποστολή του έργου ENTRELAB δεν είναι να απευθύνεται άμεσα στους άνεργους ενήλικους (δεδομένου ότι αυτό δεν είναι ούτε δυνατό, ούτε βιώσιμο) αλλά στο να ενδυναμώσει την εκπαίδευση ενηλίκων και τους βασικούς της θεματοφύλακες - εκπαιδευτές και συμβούλους - να δημιουργήσει τέτοια οικοσυστήματα μάθησης ως μια νέα διάσταση στην εκπαίδευση ενηλίκων.

Το θέμα της επιχειρηματικής εκπαίδευσης έχει μεγάλη σημασία στη σύγχρονη κοινωνία και η επένδυση προς αυτή την κατεύθυνση μπορεί να αποτελέσει στρατηγική πράξη για το μέλλον και την οικονομία της Ευρώπης.

Προκειμένου να αναπτυχθεί επιχειρηματικό πνεύμα και επιχειρηματικό περιβάλλον διδασκαλίας και εκμάθησης, ο επιχειρηματικός οδηγός ENTRELAB "Ευρωπαϊκές ευκαιρίες στην επιχειρηματική εκπαίδευση" περιλαμβάνει παραδείγματα καλών πρακτικών κατάρτισης και εργαστηρίων σχετικών με την επιχειρηματικότητα, σε αυτά τα συγκεκριμένα σενάρια πραγματικών αναθέσεων και καταστάσεων πραγματικής ζωής θεωρούνται με τη χρήση ΤΠΕ, την παιχνιδιοποίηση, την αφήγηση ιστοριών, την επιχειρηματική δραστηριότητα, τη συνεργατικότητα και την διεπιστημονικότητα που συμβάλλουν στην ενσωμάτωση ενεργειών στην επιχειρηματικότητα εγκαρσίσως σε διάφορους τομείς.

Τέλος, ο συνδυασμός αναπτυξιακών επιχορηγήσεων, εγγυημένων δανείων, νέων τραπεζικών προϊόντων και θεσμικών επιχειρήσεων δημιουργεί ένα ευνοϊκότερο πλαίσιο εναλλακτικών πηγών χρηματοδότησης για την προώθηση της καινοτομίας και τη βελτίωση της ανταγωνιστικής θέσης των μικρών και μεσαίων επιχειρήσεων. Επιπλέον, είναι ζωτικής σημασίας να διεκδικούμε τους ορίζοντές μας και να δούμε πιο βιώσιμα στον κόσμο γύρω μας, καθώς η βιώσιμη επιχειρηματικότητα και η προστασία του περιβάλλοντος δεν είναι μόνο θετικές αλλά και οικονομικά αποδοτικές.

Ο δρόμος προς την κατεύθυνση της εφαρμογής των παραδειγμάτων που περιλαμβάνονται στον παρόντα οδηγό εξαρτάται από κάθε εκπαιδευτή, το επιχειρηματικό σύστημα της χώρας του και τις διαθέσιμες ευκαιρίες μάθησης για την εκπαίδευση ενηλίκων.

Annex 4: ENTRELAB`s träningskit "Entreprenöriellt Lärande I Vuxenutbildning" (korta versionen)

Denna träningsmetod baseras på innehållet och resultaten i utbildningen för lärare och utbildare som arbetar med elever på olika utbildningsnivåer (grundskola, gymnasieskola, yrkesutbildning) och är organiserad av Quarter Mediation i Assen, Nederländerna, från 18:e till 20:e September 2019. Deltagarna, företrädare för partnerorganisationerna som var involverade i ENTRELAB`s projektkonsortium, var involverade i träningsaktiviteter inomhus och utomhus baserat på learning by doing, spelifiering och tvärvetenskapliga metoder för undervisning, med det ultimata målet att utveckla verktyg för att stärka framtida elever med ett entreprenörinitiativ och entreprenörsinriktad inställning.

Träningsmetoden skapad av Quarter Mediation avslutas med slutsatser, rekommendationer och tips om anpassning av "ENTRELAB`s träningskit" till vuxna utbildningsmiljöer inom unionen.

Den tre dagar korta utbildningsaktiviteten riktade sig till lärare och annan utbildningspersonal i partnerorganisationerna. De som deltog i utbildningen var starkt involverade i spridningen inom sin egen organisation för att på så sätt förankra och grunda aktiviteterna inom sina respektive organisationer.

Utbildnings- och inlärningsaktiviteterna som organiserades under kursen i Nederländerna gav deltagarna grunden för att utveckla en positiv och motiverad företaganda. Den komprimerade utbildningen, organiserad av Quarter Mediation i Assen, Nederländerna, var inriktad till att ge en förstahandsupplevelse för den personal som deltog i utbildningsaktiviteterna, de fick lära sig att vara entreprenöriell, hur man skapar sitt eget företag och hur våra samhällsystem kan hjälpa under den processen.

Under den tre dagar långa utbildningen, lärde sig deltagarna hur man utvecklar sitt entreprenörsskap, hur man utvecklar och använder sin kreativitet för att generera affärsidéer och hur man skapar sitt eget företag. Utbildarna använde sig av såväl formella som icke formella träningsmetoder.

Deltagarna fick möjlighet att arbeta individuellt och i grupp, coachade av Quarter Mediation`s utbildare. Dessutom var utbildningen i Nederländerna också en möjlighet för partners involverade i projektet att dela sina erfarenheter inom området entreprenörsutbildning och bygga innovativa idéer kring entreprenörsskap. Sist men inte minst anordnade Quarter Mediation relevanta företagsbesök och gav konkreta exempel på verkliga erfarenheter för deltagarna som öppnade upp för diskussioner och kreativa tankegångar.

Utbildningsaktiviteten i Nederländerna definierade tillvägagångssättet och den lämpligaste terminologin som ska användas vid utvecklingen av utbildningsinnehållet. Dessutom fick deltagarna ny kunskap om entreprenöriellt mindset som är användbart i deras dagliga arbete.

Denna utbildning som organiserades av Quarter Mediation i Nederländerna, för representanter från projektpartners i projektet ENTRELAB, motiveras av följande dimensioner av entreprenörsutbildning:

- *den beskrivande-informativa dimensionen*, som syftar till att förvärva kunskap om initiering, utveckling och framgång för ett företag
- *den normativa dimensionen*, vad gäller förvärv av allmän kunskap om europeiska och nationella rättsliga normer som reglerar skapandet av ett företag;

- *den interrogativa-reflekterande och värderande dimensionen*, som beaktar utvecklingen av kapaciteten för kritisk reflektion över de etiska principerna som behövs i relationer som är karakteristiska för en affärsmiljö
- *den praktiska dimensionen*, att attityder bildas och utöva entreprenörmässigt beteende

Utbildningsstrukturen innehåller följande komponenter:

- Läroplan och metod
 - Mål
 - Lärande mål
 - Utvärdering
 - Beskrivning av utbildningsinnehållet
- Feedback deltagare
- Rekommendationer och metodologiska förslag
- Slutsats

Annex 5: ENTRELAB εκπαιδευτικό κιτ "Επιχειρηματική μάθηση στην εκπαίδευση ενηλίκων" (Σύντομη έκδοση)

Το εκπαιδευτικό κιτ έχει ως αφηγηρία και βασίζεται στο περιεχόμενο και τα αποτελέσματα του εκπαιδευτικού σεμιναρίου για εκπαιδευτικούς και εκπαιδευτές που εργάζονται με εκπαιδευόμενους σε διαφορετικά επίπεδα και τύπους εκπαίδευσης (π.χ. πρωτοβάθμια, δευτεροβάθμια, ΕΕΚ) που διοργανώθηκε από το Quarter Mediation στο Assen, στην Ολλανδία, από τις 18 έως τις 20 Σεπτεμβρίου 2019. Οι συμμετέχοντες, εκπρόσωποι των οργανισμών-εταίρων που συμμετείχαν στην κοινοπραξία του έργου ENTRELAB, συμμετείχαν στην εκπαίδευση εσωτερικών και εξωτερικών δραστηριοτήτων βασισμένων σε εκμάθηση μέσω πράξης, παιχνιδιοποίησης και διεπιστημονική εκπαίδευση, με απώτερο στόχο να ενδυναμώσει τους εκπαιδευόμενους με μια επιχειρηματική πρωτοβουλία και ένα επιχειρηματικό πνεύμα. Το εκπαιδευτικό κιτ που δημιουργήθηκε από το Quarter Mediation ολοκληρώνεται με συμπεράσματα, προτάσεις και συμβουλές για το πώς να προσαρμόζεται το "εκπαιδευτικό κιτ ENTRELAB" στα περιβάλλοντα εκπαίδευσης ενηλίκων από τις χώρες εταίρους.

Η τριήμερη βραχείας διάρκειας εκπαιδευτική δραστηριότητα είχε ως ομάδα στόχο το διδακτικό και εκπαιδευτικό προσωπικό των συνεργαζόμενων οργανισμών που συμμετέχουν στο έργο - εκπαιδευτικοί, εκπαιδευτές, προσωπικό εκπαίδευσης ενηλίκων - που συμμετέχουν στην παράδοση εντός του οργανισμού τους εκπαιδευτικών δραστηριοτήτων που επικεντρώνονται στην ανάπτυξη επιχειρηματικού πνεύματος και επιχειρηματικής πρωτοβουλίας. Οι συμμετέχοντες ήταν, επομένως, μέρος της ομάδας στόχου των επαγγελματιών στους οποίους στοχεύει το έργο.

Οι δραστηριότητες κατάρτισης και μάθησης που οργανώθηκαν κατά τη διάρκεια της εκπαίδευσης στη Ολλανδία έδωσαν στους συμμετέχοντες τη βάση για την ανάπτυξη ενός θετικού και με κίνητρα επιχειρηματικού νου. Η βραχείας διάρκειας εκπαιδευτική δραστηριότητα που διοργανώθηκε από το Quarter Mediation στο Assen της Ολλανδίας, είχε ως στόχο την από πρώτο χέρι εμπειρία για το προσωπικό που συμμετέχει στις εκπαιδευτικές δραστηριότητες, καθώς έμαθαν πώς να είναι επιχειρηματικοί, πώς να δημιουργήσουν τη δική τους εταιρεία, καθώς και πώς τα οικοσυστήματα μπορούν να τα βοηθήσουν κατά τη διάρκεια της διαδικασίας.

Κατά τη διάρκεια της τριήμερης εκπαίδευσης, οι συμμετέχοντες έμαθαν πώς να αναπτύξουν τις επιχειρηματικές τους δεξιότητες, πώς να αναπτύξουν και να χρησιμοποιήσουν τη δημιουργικότητά τους για να δημιουργήσουν επιχειρηματικές ιδέες και πώς να δημιουργήσουν τη δική τους επιχείρηση. Η εκπαίδευση οργανώθηκε και διεξήχθη από το Quarter Mediation, χρησιμοποιώντας μη τυπικές και τυπικές μεθόδους εκπαίδευσης.

Οι συμμετέχοντες είχαν επίσης την ευκαιρία να εργαστούν μόνοι τους, ατομικά και σε ομάδες, με καθοδήγηση από τους εκπαιδευτές του Quarter Mediation. Επιπλέον, το πρόγραμμα κατάρτισης στην Ολλανδία ήταν επίσης μια ευκαιρία για τους εταίρους που συμμετείχαν στο έργο να μοιραστούν τις εμπειρίες τους στον τομέα της επιχειρηματικής εκπαίδευσης και να δημιουργήσουν καινοτόμες ιδέες για την επιχειρηματική μάθηση. Τέλος, το Quarter Mediation θα οργανώσει σχετικές εκπαιδευτικές επισκέψεις και θα δώσει συγκεκριμένα παραδείγματα εμπειριών πραγματικής ζωής στους συμμετέχοντες, άνοιξε το έδαφος για συζητήσεις και προσέφερε στους εκπαιδευόμενους την ευκαιρία να κάνουν ερωτήσεις.

Οι συμμετέχοντες είχαν επίσης την ευκαιρία να εργαστούν μόνοι τους, ατομικά και σε ομάδες, με καθοδήγηση από τους εκπαιδευτές του Quarter Mediation. Επιπλέον, το πρόγραμμα κατάρτισης στην Ολλανδία ήταν επίσης μια ευκαιρία για τους εταίρους που συμμετείχαν στο έργο να μοιραστούν τις εμπειρίες τους στον τομέα της επιχειρηματικής εκπαίδευσης και να δημιουργήσουν καινοτόμες ιδέες για την επιχειρηματική μάθηση. Τέλος, το Quarter Mediation οργανώσε σχετικές εκπαιδευτικές επισκέψεις και παρουσίασε συγκεκριμένα παραδείγματα εμπειριών πραγματικής ζωής στους συμμετέχοντες, άνοιξε το έδαφος για συζητήσεις και προσέφερε στους εκπαιδευόμενους την ευκαιρία να κάνουν ερωτήσεις.

Η ανάπτυξη της εκπαιδευτικής δραστηριότητας στην Ολλανδία καθόρισε την προσέγγιση και την καταλληλότερη ορολογία που θα χρησιμοποιηθεί για την ανάπτυξη αυτού του εκπαιδευτικού κιτ. Επιπλέον, οι εκπαιδευόμενοι ενδυναμώθηκαν με επιχειρηματικές και καλύτερες δεξιότητες ΤΠΕ χρήσιμες στην καθημερινή τους εργασία με την ομάδα-στόχο των ενηλίκων μαθητών.

Η βραχείας διάρκειας εκπαιδευτική δραστηριότητα που διοργανώθηκε από το Quarter Mediation στην Ολλανδία για τους εκπροσώπους των οργανισμών εταίρων στο έργο ENTRELAB δικαιολογείται από τις ακόλουθες διαστάσεις της επιχειρηματικής εκπαίδευσης:

- *η κανονιστική διάσταση*, σχετικά με την απόκτηση γενικών γνώσεων σχετικά με τους ευρωπαϊκούς και εθνικούς νομικούς κανόνες που ρυθμίζουν την έναρξη μιας επιχείρησης·
- *την ερωτηματική-ανακλαστική και αποτιμητική διάσταση*, η οποία λαμβάνει υπόψη την ανάπτυξη της ικανότητας κριτικού προβληματισμού σχετικά με τις ηθικές αρχές που απαιτούνται στις χαρακτηριστικές σχέσεις ενός επιχειρηματικού περιβάλλοντος·
- *την πρακτική διάσταση*, ακολουθώντας τον σχηματισμό στάσεων και την πρακτική των επιχειρηματικών συμπεριφορών.

Η δομή του εκπαιδευτικού κιτ περιλαμβάνει τα ακόλουθα στοιχεία:

- Πρόγραμμα σπουδών και μεθοδολογία
 - Στόχους
 - Μαθησιακά αποτελέσματα
 - Αξιολόγηση
 - Περιγραφή του περιεχομένου των ενοτήτων
- Ανατροφοδότηση συμμετέχοντων
- Συστάσεις και μεθοδολογικές προτάσεις
- Συμπέρασμα

Annex 6: Kit de formação ENTRELAB “Aprendizagem empreendedora na educação de adultos” (Versão abreviada)

O kit de formação tem como ponto de partida e é baseado no conteúdo e nos resultados do curso de formação para professores e monitores que trabalham com estudantes em diferentes níveis e tipos de ensino (por exemplo, ensino fundamental, médio, EFP) organizado pela Quarter Mediation, em Assen, nos Países Baixos, de 18 a 20 de setembro de 2019. Os participantes, representantes das organizações parceiras envolvidas no consórcio do projeto ENTRELAB, participaram em atividades de formação em contexto de sala e no exterior com base no “aprender-fazendo”, na gamificação e na formação interdisciplinar, com o objetivo final de capacitar os participantes com uma iniciativa e mentalidade empreendedora. O kit de formação criado pela Quarter Mediation é completado com conclusões, recomendações e dicas em como adaptar o "kit de formação ENTRELAB" aos ambientes de educação de adultos dos países parceiros.

Os três dias de atividade de formação de curto prazo, tiveram como alvo os colaboradores de ensino e formação das organizações parceiras envolvidas no projeto - professores, formadores, pessoas ligadas à educação de adultos - envolvidos na entrega dentro de sua organização de atividades educacionais focadas no desenvolvimento de mentalidade e iniciativa empreendedora. Os participantes fizeram, portanto, parte do grupo alvo de profissionais visados pelo projeto.

As atividades de formação e aprendizagem organizadas durante o curso nos Países Baixos, forneceram aos participantes a base para o desenvolvimento de uma mente empreendedora positiva e motivada. O evento de formação de curto prazo organizado pela Quarter Mediation, em Assen, nos Países Baixos, teve como objetivo constituir a primeira experiência para os participantes das atividades de formação, à medida que aprendiam a ser empreendedores, como criar sua própria empresa e também como os ecossistemas podem ajudá-los durante o processo.

Durante os três dias de formação, os participantes aprenderam a desenvolver as suas capacidades empreendedoras, como desenvolver e usar a sua criatividade para gerar ideias de negócios e como criar os seus próprios negócios. A formação foi organizada e conduzida pela Quarter Mediation, por meio de métodos de formação não-formais e formais.

Os participantes também tiveram a oportunidade de trabalhar por conta própria, individualmente e em equipas, orientados pelos formadores da Quarter Mediation. Além disso, o curso de formação nos Países Baixos, foi também uma oportunidade para os parceiros envolvidos no projeto partilharem as suas experiências na área da educação empresarial e construir ideias inovadoras de aprendizagem empreendedora. Por último, mas não menos importante, a Quarter Mediation organizou visitas educacionais importantes e deu exemplos concretos de experiências da vida real aos participantes, abriu a palavra para discussões e ofereceu aos participantes a oportunidade de fazer perguntas.

O desenvolvimento da atividade de formação nos Países Baixos definiu a abordagem e a terminologia mais apropriada a ser usada no desenvolvimento deste kit de formação. Além disso, os participantes foram capacitados com competências empreendedoras e melhores em TIC, úteis no seu trabalho diário com o grupo-alvo de alunos adultos.

O evento de formação de curto prazo organizado pela Quarter Mediation, nos Países Baixos para os representantes das organizações parceiras no projeto ENTRELAB, é fundamentado pelas seguintes dimensões da educação empreendedora:

- *a dimensão descritivo-informativa, destinada a adquirir conhecimento sobre iniciação, desenvolvimento e sucesso de um negócio;*
- *a dimensão normativa, referente à aquisição de conhecimentos gerais sobre as normas legais Europeias e nacionais que regulam o início de um negócio;*
- *dimensão interrogativo-reflexiva e valorizadora, que considera o desenvolvimento da capacidade de reflexão crítica sobre os princípios éticos necessários nas relações características de um ambiente de negócios;*
- *a dimensão prática, acompanhando a formação de atitudes e a prática de comportamentos empreendedores.*

A estrutura do kit de formação inclui os seguintes componentes:

- Curriculum e metodologia
 - Objetivos
 - Resultados de aprendizagem
 - Avaliação
 - Descrição das unidades de conteúdo
- Feedback dos participantes
- Recomendações e sugestões metodológicas
- Conclusão

Annex 7: ENTRELAB Kit per l'apprendimento "L'imprenditorialità nell'educazione per gli adulti" (versione ridotta)

Il kit per l'apprendimento si basa sui contenuti e sui risultati del corso di formazione per insegnanti e formatori che lavorano con studenti di diversi livelli e tipi di istruzione (ad es. primaria, secondaria, formazione professionale) organizzato da Quarter Mediation ad Assen, Paesi Bassi, dal 18 al 20 settembre 2019. I partecipanti, rappresentanti delle organizzazioni partner del progetto ENTRELAB, sono stati coinvolti in attività formative indoor e outdoor "learning-by-doing" (imparare facendo), sulla gamification e sulla formazione interdisciplinare, con l'obiettivo finale di dare ai partecipanti una mentalità imprenditoriale. Il documento creato da Quarter Mediation è completato da conclusioni, raccomandazioni e consigli su come adattare il "kit per l'apprendimento ENTRELAB" agli enti di educazione per adulti dei paesi partner.

L'attività di formazione a breve termine di tre giorni era rivolta al personale docente e formativo delle organizzazioni partner coinvolte nel progetto - insegnanti, formatori, personale educativo per adulti - coinvolto nell'erogazione, all'interno della loro organizzazione, di attività educative incentrate sullo sviluppo della mentalità imprenditoriale e dell'iniziativa imprenditoriale. I partecipanti facevano quindi parte del gruppo target di professionisti del progetto.

Le attività di formazione e di apprendimento organizzate durante il corso nei Paesi Bassi hanno fornito ai partecipanti le basi per sviluppare una mentalità imprenditoriale positiva e motivata. L'evento di formazione a breve termine organizzato da Quarter Mediation è stato concepito come un'esperienza per imparare ad essere imprenditori, come creare la propria azienda e come gli ecosistemi possono aiutarli durante questo processo.

Durante i tre giorni di formazione, i partecipanti hanno imparato a sviluppare le loro capacità imprenditoriali, a sviluppare e utilizzare la loro creatività per generare idee commerciali e a creare la propria attività. La formazione è stata organizzata e condotta da Quarter Mediation, attraverso l'utilizzo di metodi di formazione non formali e formali.

Ai partecipanti è stata data anche l'opportunità di lavorare individualmente e in gruppo, seguiti dai formatori di Quarter Mediation. Inoltre, il corso di formazione nei Paesi Bassi è stato anche un'opportunità per i partner coinvolti nel progetto di condividere le loro esperienze nel campo della formazione imprenditoriale e costruire idee innovative di apprendimento imprenditoriale. Infine, ma non meno importante, Quarter Mediation ha organizzato visite didattiche e dato ai partecipanti esempi concreti di diverse esperienze, favorendo discussioni e dando ai tirocinanti l'opportunità di porre domande.

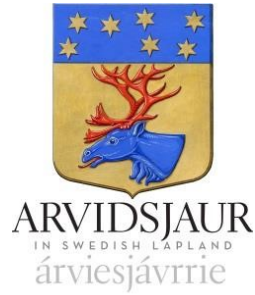
Lo sviluppo dell'attività di formazione nei Paesi Bassi ha definito l'approccio e la terminologia più appropriata da utilizzare nello sviluppo di questo kit di formazione. Inoltre, ai discenti sono state fornite competenze imprenditoriali e competenze informatiche utili nel loro lavoro quotidiano con il gruppo target di discenti adulti.

L'evento di formazione a breve termine organizzato da Quarter Mediation per i rappresentanti delle organizzazioni partner del progetto ENTRELAB è giustificato dalle seguenti dimensioni della formazione imprenditoriale:

- *la dimensione descrittivo-informativa, finalizzata all'acquisizione di conoscenze sull'avvio, lo sviluppo e il successo di un'impresa;*
- *la dimensione normativa, relativa all'acquisizione di conoscenze generali sulle norme giuridiche europee e nazionali che regolano l'avvio di un'impresa;*
- *la dimensione interrogativo-riflessiva e valorizzante, che considera lo sviluppo della capacità di riflessione critica sui principi etici necessari nei rapporti caratteristici di un ambiente d'impresa;*
- *la dimensione pratica, che segue la formazione di atteggiamenti e la pratica dei comportamenti imprenditoriali.*

La struttura del kit di formazione comprende i seguenti componenti:

- Curriculum e metodologia
 - Obiettivi
 - Risultati dell'apprendimento
 - Valutazione
 - Descrizione delle unità
- Feedback dai partecipanti
- Raccomandazioni e suggerimenti metodologici
- Conclusioni



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.