

# GUIDEBOOK WITH CURRICULUM



## USING CREATIVE METHODS FOR DEVELOPMENT OF INNOVATION AND CREATIVITY SKILLS FOR ENTREPRENEURSHIP OF ADULTS WITH LOW BASIC SKILLS

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Co-funded by  
the European Union





**TITLE:**

Guidebook with Curriculum: "Using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills"

**PROJECT:**

"Creativity and innovation in adult education for development of entrepreneurial mind-set of citizens with fewer opportunities", funded by the Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung, the German National Agency for the Erasmus+ (Adult education) programme.

**Project partners are:**

- Youth Power Germany e.V.
- Centre for Non-formal education and Lifelong learning (CNELL), Serbia
- Ung Kraft / Youth Power Sweden
- Association for improvement of modern living skills "Realization", Croatia
- DOMAS – training, consultation and business services, Croatia
- Company for professional rehabilitation and employment of persons with disabilities ITECCION, Serbia

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*"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them."*

**Berlin, Germany  
2021**

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## ABOUT THE PROJECT

Project title: "Creativity and innovation in adult education for development of entrepreneurial mind-set of citizens with fewer opportunities"

Long-term unemployment is for citizens often very difficult to deal with and manifests in through various issues ranging from psychological to financial. Different levels of policy levels - European, national and regional reported that there are no more reliable paths of going through education and training that leads the way to quality employment. Formal education is many times failing at developing the skills necessary for employment and especially entrepreneurship. The results of the PISA assessments which are conducted around the OECD countries show that one in five students do not develop the basic level of skills during their formal education which would enable them to actively participate in society (OECD, 2013).

Self-employment and entrepreneurship has turned out to be a valuable option for careers' building. Entrepreneurship competence as one of the key competences is described as transversal and applies to all spheres of life and therefore impacts much wider than business and economy.

Unemployed citizens in our communities are the beneficiaries of our activities and their needs are directly influencing our needs, needs of partner organisations. Thus, after doing a short survey among beneficiaries, all partners agreed that they need to improve their adult education NFE activities with quality Entrepreneurial Learning (EL), in order to provide quality, attractive and effective activities for personal and professional development of citizens with fewer opportunities in their communities.

This project will meet those needs and will provide more opportunities of networking and exchange among partners in organising and promoting entrepreneurial intelligence and entrepreneurship competences of citizens and we are producing outputs that will serve as a quality knowledge management material for education of current and future adult educators for efficient and effective empowerment and mentoring of unemployed citizens for entrepreneurial mind-set development.

Despite the fact that entrepreneurship is highly on agenda in EU's policy documents, many entrepreneurship programmes in regular and adult formal education systems keep their focus on developing business skills. It opens a question how can one become creative thinker or develop sense of initiative in an environment as ours (schools, society, culture) that still generally is based on passing on convergent information (one solution, one correct answer) and where mistakes are not welcomed.

The proposal will enhance the existing adult education training models and curricula for entrepreneurship with the elements of creativity and entrepreneurial mind-set development. The project is designed to create a quality - innovative training model for entrepreneurship adult education, covering the existing need for modernisation of Entrepreneurial Learning, as well as the needed innovative and creative learning tools to support a quality adult education.

The project aims to reduce the disparity in learning outcomes between different groups of learners (citizens with fewer opportunities and other citizens). This will be done by promoting more employment opportunities for citizens with fewer opportunities and supporting them to become entrepreneurs. The project has an approach of inclusion of people with fewer opportunities, as it is directly linked with empowerment of people with fewer opportunities such as with different marginalised citizens, citizens that come from migrant or refugee backgrounds, people with different backgrounds and facing social obstacles. Raising the capacities of the organisations to provide inclusive programs for entrepreneurship will ensure participation of this target groups in the citizens' activities provided by the partner organisations.

Therefore, objectives of the project are:

- Empower unemployed citizens (with lower basic skills for entrepreneurship) in entrepreneurial intelligence and mind-set development (including intrapersonal and interpersonal social-emotional and creativity competences)
- Empower our adult educators and improve knowledge management of adult education institutions and organisations in theory and practice for building competences of adult educators in entrepreneurial mind-set and creativity in entrepreneurship development of citizens
- Exchange good practices and further develop quality strategic partnership among partners from 4 European countries with different realities in regards to citizens' self-employment and entrepreneurship

**Project activities are:**

- A1 Project Management
- M1 Kick-off meeting
- O1 Handbook "Entrepreneurial Mind-set development within adult education"
- M2 Second meeting
- O2 Guidebook with Curriculum "Using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills"
- M3 Third meeting
- O3 E-learning course "Entrepreneurial mind-set development for adults with low basic skills"
- M4 Fourth meeting
- O4 Toolkit "Adventure room methodology in adult education for entrepreneurship"
- M5 Fifth meeting
- C1 LTTA "Training of trainers for adult education for creativity in entrepreneurship of citizens with fewer opportunities"
- E1, E2, E3, E4 – Open conferences in RS, SE, HR, DE
- M6 – Evaluation meeting

Project will directly impact organisational capacities to work on providing quality, creative and innovative entrepreneurship education to mainly unemployed citizens. We expect the positive and long-lasting effects on partner organisations who will increase their capacity and competences for providing quality adult education activities for entrepreneurial learning based on innovative approach suitable for inspiring creativity in entrepreneurship.

**Project partners are:**

- Youth Power Germany e.V.
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- Ung Kraft / Youth Power Sweden
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## INTRODUCTION

O2 Guidebook with Curriculum "Using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills" is innovative resource for trainers/coordinators to educate, support and mentor adult educators (current and future ones) to further develop (online and offline) organisational culture, mentoring and education/workshops/courses for unemployed citizens and beneficiaries in our communities on the topic of creativity and innovation in entrepreneurship. It is comprised of 2 parts- First, shorter part, is covering the concepts and recommendations related to the relevant competences and adult NFE principles of adult educators for working with such beneficiaries and on the topic of "using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills". The second part is the curriculum, created as a quality - innovative training model. It has 15 practical activities which are easy to multiply. This Guidebook with curriculum "Using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills" enhances the existing adult NFE education training models and curricula for entrepreneurship with mind-set, creativity and innovation elements.

This Curriculum, even though is about entrepreneurship, is not focused around typical topics of development of business plan and similar. Instead, it reflects the latest developments in the field of entrepreneurship and focuses on creativity and innovation, as the important aspects of successful enterprises nowadays.

The Curriculum is useful tool for all interested educators and serves as a quality improvement of knowledge management in education organisations, as it allows for easy and quality multiplication of knowledge and practices described and for future education and empowerment of adult educators interested in organising/doing creativity/innovation entrepreneurship education of citizens (mainstream and with fewer opportunities) in our communities.

This Curriculum is comprised of the training curricula for educators, consisting of following elements/topics and respective session outlines with useful resources:

- Welcome evening
- Introduction and Group building
- Sharing realities on (un)employment situation and Creativity building programmes existing for citizens' entrepreneurship
- Entrepreneurial mind-set and creativity
- Development of innovation and Creativity skills
- Creative problem solving and innovative thinking methods I and II
  - Storyboarding
  - Mind Mapping
  - Group Sketching
  - Word Banking
  - S.C.A.M.P.E.R.
  - S.W.O.T. Analysis
  - Six Thinking Hats
  - Zero Draft
  - Brain Netting
  - Questioning Assumptions
  - Wishing
  - Alter-Egos / Heroes
  - Forced Connections
  - Reverse Brainstorming
  - Brain-Writing.
- Methodology of Improvisational Theatre
- Methodology of Graphic Recording and Graphic facilitation
- Methodology of Gamification I and II
- Methodology of Adventure Rooms
- Entrepreneurial mind-set development adult education programmes in our communities – Creativity and Innovation skills
- Presenting the workshops, Feedback, Consultations and further resources
- Evaluation and Closure of the Training course

The O2 Guidebook with Curriculum "Using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills" is produced in English and translated into German, Serbian, Swedish and Croatian languages.

## Programme of the training course

Day 1	
<b>PM</b>	Arrival of participants
<b>Evening</b>	Welcome evening
Day 2	
<b>AM</b>	Introduction and Group building
<b>PM</b>	Sharing realities on (un)employment situation and Creativity building programmes existing for citizens' entrepreneurship
<b>PM</b>	Reflection and Evaluation of the day
<b>Evening</b>	Intercultural evening
Day 3	
<b>AM</b>	Entrepreneurial mind-set and creativity
<b>PM</b>	Development of innovation and Creativity skills
<b>PM</b>	Reflection and Evaluation of the day
Day 4	
<b>AM</b>	Creative problem solving and innovative thinking methods I
<b>PM</b>	Creative problem solving and innovative thinking methods II
<b>PM</b>	Reflection and Evaluation of the day
Day 5	
<b>AM</b>	Methodology of Improvisational Theatre
<b>PM</b>	FREE AFTERNOON
Day 6	
<b>AM</b>	Methodology of Graphic Recording and Graphic facilitation
<b>PM</b>	Methodology of Gamification I
<b>PM</b>	Reflection and Evaluation of the day
Day 7	
<b>AM</b>	Methodology of Gamification II
<b>PM</b>	Methodology of Adventure Rooms
<b>PM</b>	Reflection and Evaluation of the day
Day 8	
<b>AM</b>	Entrepreneurial mind-set development adult education programmes in our communities – Creativity and Innovation skills
<b>PM</b>	Presenting the workshops, Feedback, Consultations and further resources
<b>PM</b>	Evaluation and Closure of the Training course
Day 9	
<b>AM</b>	Departure of participants

## RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

This curriculum "Using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills" is created for the purpose of dissemination and, thus, extending the impact of our project on other partner organisations and other adult education organisations, institutions and their coordinators, adult educators – to further improve knowledge management and capacity building of their adult educators and thus to increase the systematic support given to beneficiaries, adults with low basic skills, in local communities.

When using this curriculum to organise an 8-day-long residential training course of adult educators, we intend that participants (adult educators) will develop their competences according to the following specific objectives of this training course:

- To set the proper base for the quality group learning process on this training course.
- To share local realities in regards to the employment of adults with low basic skills, as well as the existing creativity building programmes in our communities.
- To discuss the basic principles and core domains of entrepreneurial mind-set in general and in relation to the creativity skills, in specific.
- To strengthen the knowledge on the innovation and creativity as well as develop the competences of participants in creating attractive methods for their target groups.
- To understand the importance of problem solving and explore several techniques for creative problem solving and innovative thinking.
- To strengthen participants' knowledge on creative problem solving and innovative thinking through the practice of interactive complex exercises and methodologies.
- To get introduced to the basics of methodology of improvisational theatre and explore some of its practical examples that can benefit adults with low basic skills in their future entrepreneurial endeavour.
- To get introduced to the methodology of graphic recording and graphic facilitation and explore practical examples of education programmes for creativity and innovation.
- To introduce participants to the concept of gamification, its values and approaches, and soft skills developed through gaming elements for citizens with fewer opportunities.
- To identify and explore the key steps for the development of gamification activity in entrepreneurship and strengthen capacities of participants in critical thinking and analysis.
- To introduce and explore the methodology of adventure rooms and elements of organisation, as well as existing games and materials to help participants in adaption for future projects.
- To encourage creation of new action plans of educational activities for entrepreneurial mind-set development among adults with low basic skills.
- To provide opportunity to present, share and further improve the created action plans of educational activities for entrepreneurial mind-set development among adults with low basic skills.
- To close the group dynamics' process and to evaluate the training course.

The curriculum of this training course is based on principles, and approaches of non-formal education. It consists of practical activities easier to multiply for all interested adult educators. It serves as a quality improvement of knowledge management in adult education organisations and institutions, as it allows for easy and quality multiplication of knowledge and practices described and for future education and empowerment of adult educators interested in using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills.

### Ensuring quality learning environment

In order to organise quality training course based on this curriculum and to reach desired learning objectives set in each of the sessions described in this curriculum, we would advise future trainers and adult educators multiplying this training course to ensure quality learning environment for participants, by following some key recommendations presented below. These recommendations are helpful in different stages of organising such a training course - preparations before the arrival of participants to the training course, during the implementation of the programme of the training course, as well as after the training course and within the follow-up phase of the training course (according to Matorčević, 2018)<sup>1</sup>:

<sup>1</sup> Matorčević, D., Matorčević, M. (2018): "Ensuring quality learning environment for residential non-formal education activities"; strategic guidebook manual of the Centre for Non-formal education and Lifelong learning (CNELL), Novi Sad, Serbia

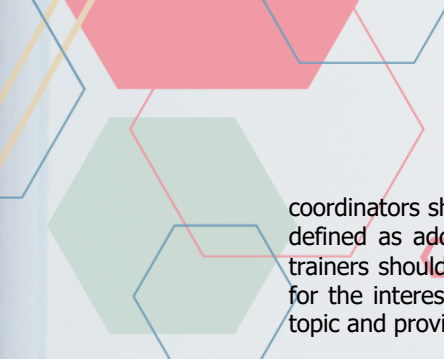


### **Stage 1: Before the training course**

- Participants should be provided with all detailed information relevant to their participation through the info pack, email/phone communication, including the hygiene and safety measures. In the application form, there should be a question related to their motivation in the programme, as well as their possible contribution to the training course programme.
- The coordinators of the project and partner organisations in charge of preparing/sending participants to the training course, should arrange regular preparatory meetings with participants. They should present participants once again the aims and expected learning outcomes of the training course, how it will look like and prepare them if needed on various levels – linguistically, culturally or emotionally. Participants should also receive some technical support if needed (e.g. arranging their travel and help in booking tickets).
- The important part of preparation of participants, by the coordinators in their sending organisations, is the content preparation. It is important that participants are informed in advance about some activities that require them to have some certain level of knowledge about the local context. Participants should do some research in advance about the situation of (un)employment, entrepreneurship of adults with low basic skills in their country and local communities, as well as the existing creativity and innovation development programmes available. This is important so that the adult educators, participants of this training course would be able to adapt easily with the topic and develop local workshops based on the needs discovered. It is highly advised that help is provided by project managers with this task, so that background information and situation related to the latest developments is accurate and up to date and relevant to the sending organisations.
- The partner organisations should prepare the participants about the importance of acceptance and tolerance when working in intercultural groups, as they will have information about the other sending organisations and their countries, as well as about the profile of participants.
- Sending organisations should provide their participants with relevant materials about the organisation's work and activities in order to give them the chance to share and exchange contacts, as well as initiate potential partnerships. Such materials and information can include brochures, web page links, business cards, booklets or other relevant publications related to the topic, and so on.
- Participants should be informed that there is going to be an intercultural evening where each group brings local food or drinks, or present interesting facts and cultural values from his/her own country.

### **Stage 2: During the training course**

- All the sessions presented in this curriculum are developed by competent trainers / adult educators and are designed for non-formal education of other adult educators who are interested in the topic of using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills. However, when organising a training course based on this curriculum, educators have to first consider the level of knowledge in the group and adapt the sessions according to their needs and capacities. Sometimes, based on the number of participants in the group, activities can last longer or shorter. Also, it is important to bear in mind that the previous knowledge of the group members can affect the dynamics as well. Therefore, if needed, it is recommended to adjust the sessions according to the previously defined needs of each group (in the preparation phase).
- Sometimes, participants have a need to further adapt the training course programme during its implementation, even though those needs might not have been expressed earlier in the preparation phase. Thus, it is important to allow for this possibility also during the training course. It is advised that at least once, during the mid-term evaluation session and after the participants have gotten the clearer picture of the training course implementation, participants are given the chance to review their learning so far and compare it to the previously expressed expectations, as well as update their expectations according to their latest learnings. This can result in potential new suggestions of participants toward the implementation of the training course programme. In this way, we can ensure that the participants are satisfied and that the training course responds to their needs. It can happen that participants have additional needs that are not closely related to the topics and goals of our training course, but are inspired by the implementation of our training course programme. If this happens, then the trainers and



coordinators should be clear about what is expected within the goals of our training course and what is defined as additional learning possibilities. In case of a need for additional learning possibilities, the trainers should decide for themselves if they wish to organise additional, evening learning programme for the interested participants, or if they can direct participants to research existing literature on this topic and provide them with support in this way.

- Evaluation and reflection on learning objectives is a key element of every working day. It is essential that participants set learning objectives and expectation to the training course in the first day of the programme and then reflect on it in the last day. Also, every working day should provide space for participants to reflect and evaluate the working day including the programme, energy within the group, trainers' performance, and participants' own level of contribution and learning. The daily reflection and evaluation should be encouraged highly and shared with the trainers. In this way, trainers can address easier the needs of the group and adapt the sessions and methodology according to those needs and ensure the success of the implementation and achievement of their learning goals.
- Trainers should be aware that sometimes some of the sessions might take longer time to be implemented than initially planned. Flexibility is important in these cases, especially when participants seem to enjoy and learn more about certain activities.
- Trainers should emphasise and give the opportunity to the participants to contribute to certain sessions if they wish to. This announcement can be done in the first day of the programme so that participants can plan something in the upcoming days.

### ***Stage 3: After the training course***

- After the departure of participants from this training course, the work of the trainers and organisers does not stop. It is important to maintain contact with the participants to help them develop the follow-up activities, the local adult education programmes and workshops with adults with low basic skills. Thus, the trainers and organisers should stay available for at least 3-4 months after the training course and give the needed support/help/mentorship to the participants, adult educators to organise these follow-up educational activities. After the implementation, a form for feedback and reporting of the follow-up activity can be requested from the participants.
- It is important that after the training course an additional evaluation process takes place. When the training course finishes, this is not the end of the journey. In order to see how well activities "stick" to participants, it is advisable that we make a short post-evaluation several months after the training course finished. In cases that participants have local workshops to implement, an evaluation form that includes this process and relates it with the long-term impact of the overall training course is particularly useful for them to reflect and for the trainers to improve their work in the future programmes. Using this approach, we can get real and recent data related to the impact that this training course had on our participants, adult educators. These post-evaluations should always include questions regarding the suggestions and improvements for the work on the future multiplying of the same training course with other participants, adult educators.

## DEVELOPED SESSIONS OF THE TRAINING COURSE: “USING CREATIVE METHODS FOR DEVELOPMENT OF INNOVATION AND CREATIVITY SKILLS FOR ENTREPRENEURSHIP OF ADULTS WITH LOW BASIC SKILLS”

### Welcome evening

**Session Title:** Welcome evening

**Duration:** 60 minutes

**Background:**

At the beginning of every training course, it is important to gather the group already on the arrival day, so that the informal group relations among the participants and the organisers included, would start. This first gathering of the group usually is happening in the evening, just before or after the dinner. However, still, there is a huge possibility that not all participants manage to arrive to this welcome evening, due to their chosen afternoon/evening travel options. Due to the fact that some participants have had a long journey to arrive at this training course, the participants might be very tired, so this session should be organised as a light and relaxing for participants. The activities chosen for this session are, thus, simple and interactive with the aim to have participants engaged and have fun.

**Aim of the session:** To welcome participants, get to know each other a bit and set basis for the quality group learning processes during our training course.

**Objectives:**

- To welcome participants to the training course and introduce them with the organising team;
- To start with getting to know each other, in a relaxed atmosphere;
- To start the interaction among participants for better group building process.

**Competences addressed:**

- Literacy competence;
- Personal, social and learning to learn competence.

**Methodology and methods:**

- Introduction;
- Ice-breakers;
- Name games.

**Session flow:**

**I. Welcome by the coordinator / lead trainer (20 minutes)**

The training course coordinator/manager or the lead trainer starts with welcoming participants to the training course “Using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills”. He/she presents shortly the present team members and asks the group to each participant present themselves shortly by saying their name, a few words about their background (country of origin, organisation / adult education institution that they represent on this training course) and to share a few words about their travel to this training course (especially if anything interesting or funny happened).

**II. Name game (10 minutes)**

The trainers invite participants to stand up and form a circle. The trainers then facilitate a name game, like “ball name game” or “zip-zap game” or any similar.

**III. Geography and us (20 minutes)**

Trainers invite participants to form an imaginary map of Europe. They are instructed to stand in the room and each of them to stand in a place according to the country they come from and form the map by mutual agreement. The trainer starts first to mark the first place which is the country where the training course takes place, then participants use that point to position themselves and their countries. When everyone is positioned in

one place, they mention the city and country aloud for the others. Then the trainer asks them to remember how the imaginary map of Europe looks like in order to continue with few more rounds of questions. At this point, participants are asked to position themselves according to the following:

- Country/city that they would like to live at a certain stage of life;
- Country and city where they feel at home;
- Country that they wish to visit next;
- Country that they completed their studies.

After each round, participants share their life experiences and chosen countries/cities with others.

#### **IV. Logistical information (10 minutes)**

The organising team share some basic practical and logistic information with the group and introduce them with the basic important facts about the hotel, venue, meals organised (breakfast, lunch, dinner), wifi access, public transport to and from the venue towards the city centre, near-by stores. Also, the trainers remind participants of the time schedule expected for our sessions of the training course. In addition, if there are any questions from participants, the trainers and the coordinator answer those.

**Materials needed:** Flipchart with papers, markers, a ball for the name game.

#### **Recommendations for future trainers multiplying this session:**

- This evening should be organised in a relaxed way. Thus, depending on the participants' tiredness and the size of the group, the trainers should also be flexible to adapt some activities regarding their duration and complexity.
- It is important to keep the activities light, fun and energising for participants. It will help them open up more easily, and they will feel welcomed by the team. The trainers should make sure that the whole team participates in getting to know exercises, as it will help with group cohesion and will make everyone more approachable.

# Introduction and Group building

**Session Title:** Introduction and Group building

**Duration:** 210 minutes

## **Background:**

At the beginning of every training course, the first day and the first sessions are devoted to better group building and getting to know each other better. This is needed for the quality group building process, which further positively influences the quality of learning within the group. In addition, every introduction session should also provide the conceptual background information of the educational activity ahead of us, as well as basic information of what is expected within this educational activity as per the planned agenda, for which the participants volunteered to participate on it in the first place. The activities organised in this session are designed in a way that all necessary information mentioned above are shared, and a space for participants to share their concerns, expectations, as well as their experience and knowledge in the topic is given.

**Aim of the session:** To set the proper base for the quality group learning process on this training course.

## **Objectives:**

- To provide the essential information about the background and the organisation of the training course, including the goals and the expected agenda;
- To facilitate the start of the quality group building process within the group through different interactive activities for better getting to know each other;
- To further explore participants' expectations from our training course and its specific elements, as well as their potential contributions to the programme and to the quality group learning process;
- To agree upon the basic rules of communication and interaction within the group for the duration of the training course.

## **Competences addressed:**

- Communication;
- Learning to learn competence;
- Team work;
- Multilingual competence;
- Cultural awareness and expression competence.

## **Methodology and methods:**

- Presentation;
- Plenary and small groups' discussions;
- Getting to know each other activities;
- Team building exercise.

## **Session flow:**

### **I. Welcome and basic introduction (20 minutes)**

The lead trainer or the project coordinator officially welcomes everybody to this educational activity and shortly presents the team members (trainers and the logistic staff) that will be leading this training course. Then he/she presents shortly also the background of this training course, including the brief introduction about their coordinating organisation and why this training course is important and needed in their organisation, as well as the local/national community. This introductory presentation then continues towards the goals and objectives of this training course, as well as the expected outcomes and the follow-up activities after the training course.

### **II. Step 1 in getting to know each other: Name games (20 minutes)**

The trainers invite participants to say shortly their names, the countries they come from and their sending organisations, as well as few lines about their important motivation why they have chosen to attend this training course.

Participants are then invited to stand up and form a circle and trainers give the new tasks for one or two different name games ("name and the movement", "name and the sound", etc.). The aim is to try to memorise properly all the names in the group, as to be able to continue to the next step of getting to know each other better.

### **III. Step 2 in getting to know each other: simple Ice-breaking activities (20 minutes)**

The trainers have put some relaxing music in the background and the participants are invited to mingle within the group and randomly introduce one selves to each other by answering simple guiding questions:

- What do I like about the place I live in?
- My best friends and family?
- Why I am on this training course?
- Etc.

### **IV. Step 3 in getting to know each other: personal coat of arms (60 minutes, with included coffee/tea break)**

The trainers provide set of (coloured) A4 papers and colourful pens in the middle of the room and they invite participants to start sketching/drawing their personal coat of arms with most important things and values that represent them. Participants have 20 minutes for their creative expression on the paper.

Then, for the next 10 minutes, they are invited to position their coat of arms on the wall, and we have the silent exhibition of all coat of arms (with written names of the authors on each exhibit).

Finally, the last step of this activity is the "cocktail party" where participants are served coffee/tea and have 30 minutes to mingle and learn more from each other about the personal coat of arms and values that are behind those.

### **V. Agenda of the training course (15 minutes)**

The trainers present the expected agenda of the training course. The agenda is not something new to participants, as they all had a chance to see it prior to applying for participation. However, this part of the programme allows for trainers to get deeper into expected learning outcomes of each of the session within the training course programme.

### **VI. Personal learning objectives (30 minutes)**

Participants are now invited to reflect about the elements of the agenda presented and to for pairs or trios and to discuss what they would like to take out / get from this training course according to the presented detailed agenda. Participants are invited to write down their personal learning objectives. Also, they are invited to reflect, discuss and share about their potential contributions to the training course and specific elements of the agenda.

The outcomes are shared within the plenary, with trainers taking notes of the important points.

### **VII. Group building activity (45 minutes)**

The trainers facilitate a simple group building activity with giving participants a list of several tasks to perform as a group. However, how the participants will be divided within the whole group, how many smaller teams will they organise themselves in - it is up to the group of participants themselves. They get 40 minutes to achieve everything from the list and present the results in the plenary. The list of activities includes questions and tasks related to the group itself, and the local community where the training course is hosted, as well as learning something about the language and traditions of the hosting local community. Examples of the tasks/questions are:

1. List different creative potential available among the participants.
2. Make a catchy and creative slogan of this training course.
3. Find out what is a traditional song in the local community and perform a short catchy dance to it.
4. Find out who are the most famous local artists and innovators. And tell us what they are famous of.
5. Find out where is the closest shop and post office.
6. Learn at least 6 different greetings in local language/dialect.
7. Suggest 3 different activities in the local community that we as a group can be doing in the evenings during our training course.
8. Suggest 3 additional creative workshops that might be complementing the training course programme.
9. Etc.

### **VIII. Working agreement (20 minutes)**

After the participants have presented to results/outcomes of the previous activity, the trainers now invite them to reflect about what they liked and what they would like to avoid when it comes to the behaviours within the group. The trainers then facilitate the discussion and agreement on the basic rules and guidelines to respect during our training course. When the working agreements have been made, the trainers put the flipchart paper with the written agreements on the wall, to be visible during the whole training course.

**Materials needed:** flipchart, papers, coloured markers and pens, projector, computer.

**Recommendations for future trainers multiplying this session:**

- In the creative exercise, where participants are drawing their own coat of arms, there should be enough time provided for the creative expressions of participants.
- Within the presentation of the training course agenda in more details, when presenting the specific training course elements, it is recommended that the trainers also make sure to draw connections of each of the session and the expected learning outcomes with the reality and the needs in our sending organisations and the local communities.

## Sharing realities on (un)employment situation and Creativity building programmes existing for citizens' entrepreneurship

**Session Title:** Sharing realities on (un)employment situation and Creativity building programmes existing for citizens' entrepreneurship

**Duration:** 180 minutes

### **Background:**

With all recent developments, the (un)employment of adults with low basic skills in our communities is still an issue of concern. We see self-entrepreneurship as one of the solutions, and we find the creativity skills important part of quality entrepreneurship. Thus, it is important to share the realities on employment and unemployment situation in our communities, as well as to locate and explore the existing creativity building programmes available in our local communities. We are, then, able to learn from those information, so that we could in the future, as a follow-up of this training course, develop a new useful educational programme for creativity in entrepreneurship of our beneficiaries, the adults with low basic skills.

**Aim of the session:** To share local realities in regards to the employment of adults with low basic skills, as well as the existing creativity building programmes in our communities.

### **Objectives:**

- To share and discuss the local/regional/national realities on (un)employment of our beneficiaries;
- To identify and learn from existing creativity building programmes available to adults with low basic skills in our communities;
- To identify the key stakeholders, in each of our communities, when it comes to the development of the new educational programmes for creativity in entrepreneurship for adults with low basic skills.

### **Competences addressed:**

- Multilingual competence;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Entrepreneurship competence;
- Cultural awareness and expression competence.

### **Methodology and methods:**

- Desktop research;
- Work in national teams, small groups;
- Exhibition;
- Presentations in plenary.

### **Session flow:**

#### **I. Desktop research (45 minutes)**

Participants are asked to join small groups / teams based on their national community background. They are given instructions to find statistics of the (un)employment and entrepreneurship realities of adults in their communities. Also, they should explore the existing employability and/or entrepreneurship programmes existing for adults with low basic skills in their communities.

#### **II. Preparation of the "newspaper" posters (45 minutes)**

The participants should then, in the same national groups, prepare the posters in the form of the "newspaper front page" with the results of their desktop research. The guiding questions that they need to address/answer in their "newspaper front page" are:

- What is the reality in regards to employment, employability and entrepreneurship of adults (with low basic skills) in our communities?
- What are the statistical data available regarding that?
- What are the causes of the existing situation?
- What are possible solutions offered in our communities to the existing situation?



- What are the existing educational creativity building programmes in our communities? Are they available to the adults with low basic skills? What do they offer? What do they lack?

### **III. Exhibition of "newspaper front pages" with local realities (45 minutes)**

The participants are asked to place their "newspaper front pages" on the walls in the exhibition plenary room. Each team of "authors" have a minute to very shortly present their exhibit in this "museum". The group is then asked to use the next 20 minutes to silently enjoy the exhibition and note down for themselves the questions they might have for different "authors".

In the following 20 minutes, the trainers ask participants to form the groups of interests according to their drafted questions. In these groups of interests, the participants are instructed to explore the topics of their interest in more depth.

### **IV. Learning points and Wrapping-up (45 minutes)**

The trainers invite participants into the plenary again. The trainers facilitate the interactive discussion with using following guiding questions:

- What similarities (challenges) and differences you have recognised in other countries in the context of (un)employment and approaches to employability, entrepreneurship and creativity building among adults with low basic skills?
- What were the most interesting findings, especially in relation to possible multiplication elements that you might have identified, to be useful in your own community?
- Which key stakeholders could you identify, in each of our communities, when it comes to the development of the new educational programmes for creativity in entrepreneurship for adults with low basic skills? Are there any advices how to approach those stakeholders and which kind of cooperation to offer them?

**Materials needed:** flipchart, posters, markers, crayons, glue, old magazines and newspapers, tape, scissors.

#### **Recommendations for future trainers multiplying this session:**

- As 45 minutes is a short time for a proper desktop research on this topic, it is recommended that the trainers send respective "homework task" to the participants prior to the training course. In that way, participants might also be able to visit face-to-face some of the existing programmes in our communities, which will contribute to the higher quality of results shared during this session.

# Entrepreneurial mind-set and creativity<sup>2</sup>

**Session Title:** Entrepreneurial mind-set and creativity

**Duration:** 180 minutes

## **Background:**

Creativity is important aspect of any entrepreneurial activity nowadays. In order to work on development of quality entrepreneurial mind-set among our beneficiaries, the adult educators should focus also on developing and/or encouraging creativity and innovation skills development among the beneficiaries, adults with low basic skills.

This session is designed to give participants with practical knowledge related to the eight core domains of entrepreneurial mind-set through different interactive exercises and theoretical input by the trainer.

**Aim of the session:** To discuss the basic principles and core domains of entrepreneurial mind-set in general and in relation to the creativity skills, in specific.

## **Objectives:**

- To learn about the importance of entrepreneurial mind-set;
- To explore the eight core domains of entrepreneurial mind-set, with Creativity and Innovation being one of those core domains;
- To reflect on daily activities and their contribution to development of entrepreneurial mind-set through these domains;
- To create space for discussion and reflection of the session and activities organised and how it contributed to deepen learning of the entrepreneurial mind-set.

## **Competences addressed:**

- Entrepreneurship;
- Team work;
- Communication and collaboration;
- Personal, social, and learning to learn competence;
- Creativity and innovation;
- Critical thinking and problem solving.

## **Methodology and methods:**

- Theoretical input;
- Interactive exercise;
- Small group work;
- Presentations;
- Debriefing.

## **Session flow:**

### **I. Magical hula hoop (30 minutes)**

The session starts with an interactive exercise that focuses on one of the important eight core domains of entrepreneurial mind-set - the Communication and Collaboration. The trainer highlights communication importance and teamwork, as well as attitudes in group work, for our mutual group work, as well as for any entrepreneurial activity.

In this exercise participants are divided into groups with up to 10 people. When groups are formed, the trainer instructs them to stand in circles and each person to put in front of his/her body a finger from each hand (approximately 1.2 meters' height). Then, the trainer places a hula hoop on their fingers. The next instructions are that from the moment that the hula hoop is placed on their fingers, participants have to get the hula hoop down to the ground, but the rules is that all group members should always touch it with both of their fingers and coordinate this as a team. The groups continue with the exercise until each group manages to put the hula hoop

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<sup>2</sup> Session adapted and taken from Matorčević, D. and Matorčević, M. (2021): "Guidebook with Curriculum: Empowering adult educators for Entrepreneurial learning, Intelligence and mind-set development among seniors and adults with fewer opportunities", Centre for non-formal education and lifelong learning (CNELL)

down in the floor. After this, a short debriefing facilitated by the trainer takes place with the following discussion points:

- What happened during the past few minutes? How did you cope with this situation?
- What kind of communication did you have in your groups?
- Did you like the cooperation in the team?
- What kind of behaviour or attitude did you recognise while doing the activity?
- What would you change if it were to do this activity again?

The trainer then highlights the importance of communication skills development and teamwork in the activities and in the everyday life when working with/for different institutions and in own entrepreneurial endeavours.

## **II. Barometer – domains of entrepreneurial mind-set (30 minutes)**

The trainer has set in the working room a scale from 1 to 10 where 1 stands for the least relatable statement and 10 for the most relatable statement. The participants are invited to stand in a line, and instructions are that based on the statements the trainer gives, they have to position themselves in the corresponding number (from 1 to 10), according to how relatable is that statement for their personalities. After reading each statement, the trainer asks one or two participants to share on the chosen scale. The statements read are the following:

- I consider myself as a future oriented person;
- I am comfortable with taking risks at my job/studies;
- I am able to recognise opportunities from each life situation;
- I always like to take initiative;
- I do not rely on people's help and support, but only on myself;
- I possess good communication skills;
- It is not challenging for me to establish first contact with people of different backgrounds;
- It is easy for me to collaborate with others;
- I believe that I am creative and innovative;
- I think critically and analytically;
- I am good in solving problems in daily and work-related situations;
- I am flexible and adapt easily.

After finishing with statements, the trainer invites everyone to share which were the most relatable statements to their personalities (the ones where they positioned themselves 8,9, or 10). When everyone shares, the trainer mentions that the statements are related to the domains of entrepreneurial mind-set and the purpose of this exercise is to reflect on which domains everyone is more developed, and which ones are still needed to be developed.

## **III. Theoretical input – Eight core domains of entrepreneurial mind-set (20 minutes)**

A detailed presentation of each core domain of entrepreneurial mind-set is shown to the participants where they have the chance to ask questions while trainer presents. Besides describing each domain, the trainer also emphasises the importance of entrepreneurial mind-set development, and how these core domains are essential in the job market and professional growth. The core domains are taken from the Network for Teaching Entrepreneurship (2021) consisting of the following: Future orientation, Comfort with risk, Comfort with risk, Opportunity recognition, Initiative and self-reliance, Communication and collaboration, Creativity and innovation, Critical thinking and problem solving, Flexibility and adaptability.

## **IV. Entrepreneurial mind-set core domains, Creativity and Innovation and our daily activities (40 minutes)**

After getting theoretical input from the trainer on the entrepreneurial mind-set core domains, participants are invited to work in smaller groups for the next task. In this part of the session, they will have to reflect on their daily activities with the local community and identify how/if those activities are related and/or contribute to development of entrepreneurial mind-set with the focus on the core domains, and especially on the creativity and innovation skills development. The groups are mixed from different countries, and they are given 40 minutes to conduct this task to find at least two activities corresponding to the core domain of Creativity and Innovation and one at least one activity corresponding to each of the other 7 core domains of the Entrepreneurial mind-set. Then, each group has to present their activities in a form of exhibition for the others.

## **V. Exhibition (40 minutes)**

The trainer invites all groups to stick their papers on the wall, or tables. They have 10 minutes to prepare their place to exhibit their activities that promote the core domains (with special accent on the Creativity and Innovation) of entrepreneurial mind-set. Then, the trainer gives the sign for starting the exhibition which lasts approximately 30 minutes. All participants can visit each other's exhibits while one person has to remain all the time next to each exhibit in order to give further explanations or clarifications if needed.

## **VI. Debriefing (20 minutes)**

The groups and trainers join the plenary for a short debriefing on the session with a focus on the last activity. The debriefing is facilitated by the trainer where questions related to the process of defining the activities and

reflecting whether they are connected to entrepreneurial mind-set and Creativity and Innovation development take place. He/she also asks them whether they found interesting activities to consider for implementing in their local communities and which of these activities were impressive for them.

**Materials needed:** A4 and A3 papers, 3-4 hula hoops, flipchart papers, markers, coloured pencils, pens, sticky notes, laptop, projector.

**Background documents and further reading:**

- The 8 Core domains of entrepreneurial mind-set, NFTE 2021, Source: <https://www.nfte.com/entrepreneurial-mindset/>
- Matorčević, D. and Matorčević, M. (2021): "Guidebook with Curriculum: Empowering adult educators for Entrepreneurial learning, Intelligence and mind-set development among seniors and adults with fewer opportunities", Centre for non-formal education and lifelong learning (CNELL) - session: "Eight core domains of entrepreneurial mind-set"

**Recommendations for future trainers multiplying this session:**

- It is recommended that when having reflective parts in the session trainers to be flexible with time, especially when these activities have to result in concrete examples and improvement of daily activities with the community.
- When doing the presentation (theoretical input) on entrepreneurial mind-set and core domains, it is recommended to have some videos shown to the participants, when possible.

## Development of innovation and Creativity skills<sup>3</sup>

**Session Title:** Development of Innovation and Creativity skills

**Duration:** 180 minutes

### **Background:**

When developing new programmes for target groups it is important to have a unique value proposition that differentiates it from the existing ones. At the same time, with the new trends in entrepreneurship, besides the unique value proposition, the innovative elements and creativity are of high importance. Therefore, this programme covers the development of creativity and innovation competence as essential competences in the entrepreneurial mind-set. Participants have the chance to go through interactive exercises that stimulate their creative and critical thinking towards completion of tasks and learning new methods to use when working with their beneficiaries, adults with low basic skills in the entrepreneurial mind-set development.

**Aim of the session:** To strengthen the knowledge on the innovation and creativity as well as develop the competences of participants in creating attractive methods for their target groups.

### **Objectives:**

- To explore the concepts of innovation and creativity in adult education;
- To understand the importance of innovation and creativity competence in entrepreneurial mind-set development;
- To strengthen critical and creative thinking of participants;
- To reflect on the practiced innovative methods on how they can be used with the target group of seniors and adults with fewer opportunities.

### **Competences addressed:**

- Analytical;
- Personal, social and learning to learn competence;
- Team work;
- Communication;
- Innovation;
- Creative and critical thinking.

### **Methodology and methods:**

- Interactive and Creative exercises;
- Reflective methods;
- Small group work;
- Discussion.

### **Session flow:**

#### **I. Your innovation (65 minutes)**

The trainer gives instructions to participants that during this session they have the chance to express their creativity in introducing themselves and their uniqueness to the group. He/she provides participants with several materials such as coloured pencils, different shaped sticky notes, and other decorative materials that they can use for creative drawings or designs. The specific task is the following:

- The individual task is to design his/her own "T-shirt" that is considered a presentation of oneself. The "T-shirt" should be very personalised and include characteristics that are special for each individual. It can include a favourite saying from a famous person, hobby, a person who is a role model for him/her and similar things.

The trainer uses up to 10 minutes for the detailed instructions and give participants up to 40 minutes to complete their task. When participants inform that they are done with the designing of the "T-shirts", the trainer gives the next instructions where in the upcoming 15 minutes there is going to be a cat-walk of the designed "T-shirts". The idea is that each person first does the cat-walk in front of all others and then manages to meet every

<sup>3</sup> Session adapted and taken from Matorčević, D. and Matorčević, M. (2021): "Guidebook with Curriculum: Empowering adult educators for Entrepreneurial learning, Intelligence and mind-set development among seniors and adults with fewer opportunities", Centre for non-formal education and lifelong learning (CNELL)

person in the working room and present their "T-shirt". The trainer instructs them to spend maximum 2 minutes with each person in order to be able to meet as many people as possible during the given time.

## **II. How many different entrepreneurship ideas dealing with issues of adults with low basic skills? (25 minutes)**

The session continues with another exercise on critical and creative thinking development. The trainer informs participants that during this part of the session there is again needed innovative thinking and usage of creativity. In this exercise, participants are divided into 4-5 small groups. Each group receives a task to remind themselves of everything said in the previous sessions about realities and needs of adults with low basic skills in the field of (un)employment of theirs. The trainer's instructions are that in the upcoming 15 minutes, each group has to come up with a list of possible different topics of new enterprises that are dealing with defined issues of the target groups. A winning award can be added if the trainer wished to have competitive spirit between the groups where the group with the longest list is the winner. When all groups finish, they are invited to share their lists in the plenary and see the similarities and differences between each other's lists, as well as to see which group made the longest list.

## **III. Tomorrow's headline (40 minutes)**

For this activity participants continue to work in the same groups from the previous activity. The trainer now instructs them that in the next 40 minutes they have to design a newspaper headline for the next day's news. They are provided with different materials available in the working room, and with some old newspapers that the trainer brought or participants from their own countries. Further instructions are that they should pay attention to every aspect of the newspaper headline starting from the font usage, vocabulary, elements that capture attention of the people easily, colours used, design and so on. Then he/she adds that during the next part, every group will present their newspaper headline and further discussion takes place including feedback on how attractive and concise each headline is.

## **IV. Presentations and debriefing on the session (50 minutes)**

Participants join the plenary for a short presentation of their newspaper headlines and discussion. Each group share their headlines and other participants together with the trainer give comments on whether the headline is captivating. Also, there is space for questions and suggestions.

After presentations and discussion on them is over, the trainer starts with a short debriefing on the session by asking participants on their impression on the chosen methods. Moreover, the trainer asks questions related to their learning from these methods and concludes the session by emphasising the purpose of each activity in showing the importance of innovation and stimulation of creativity when developing entrepreneurial mind-set development programmes for adults with low basic skills.

**Materials needed:** flipchart papers, post-it papers, markers, pencils and pens, few dried-up pens, newspapers and other decorative stuff.

### **Background documents and further reading:**

- Activities that foster creativity: Dobbs, M. (2020, May 8). 5 Activities to Encourage Creative Thinking in Secondary ELA — Bespoke ELA: Essay Writing Tips + Lesson Plans. Bespoke ELA. <https://www.bespokeclassroom.com/blog/2018/8/22/5-activities-to-encourage-creative-thinking>
- Matorčević, D. and Matorčević, M. (2021): "Guidebook with Curriculum: Empowering adult educators for Entrepreneurial learning, Intelligence and mind-set development among seniors and adults with fewer opportunities", Centre for non-formal education and lifelong learning (CNELL) - session: "Development of innovation and Creativity competences within the Entrepreneurial mind-set development of beneficiaries (seniors and adults with fewer opportunities)"

### **Recommendations for future trainers multiplying this session:**

- It is recommended that the trainers have many different possible creative materials and tools available for this session.

# Creative problem solving and innovative thinking methods I

**Session Title:** Creative problem solving and innovative thinking methods – I

**Duration:** 180 minutes

## **Background:**

In the entrepreneurial world, very often leaders and managers have to deal with unexpected issues and challenges they need to tackle. Enterprises have to also consider the innovation when developing ideas and picturing the future of their business. Successful people working on the entrepreneurship education have highlighted the importance of creative problem solving and innovative thinking methods for successful management of enterprises, thus providing with different theories and models to use for this cause. This session covers 15 techniques/tools used to creative problem solving and innovative thinking methods. These techniques are advancements of standard brainstorming and consists of the following: Storyboarding, Mind Mapping, Group Sketching, Word Banking, S.C.A.M.P.E.R., S.W.O.T. Analysis, Six Thinking Hats, Zero Draft, Brain Netting, Questioning Assumptions, Wishing, Alter-Egos / Heroes, Forced Connections, Reverse Brainstorming, Brain-Writing<sup>4</sup>. By exploring these techniques, participants will have the chance to learn more about the importance of sharing idea, developing them, and dealing with unexpected challenges that need creative ways to be solved.

**Aim of the session:** To understand the importance of problem solving and explore several techniques for creative problem solving and innovative thinking.

## **Objectives:**

- To understand the importance of problem solving in entrepreneurship;
- To strengthen the knowledge of participants on innovation and creativity for entrepreneurship of citizens with fewer opportunities;
- To explore techniques for creative problem solving and innovative thinking
- To promote creative and critical thinking as crucial for adults in entrepreneurship.

## **Competences addressed:**

- Analytical;
- Personal, social and learning to learn competence;
- Team work;
- Communication;
- Innovation;
- Entrepreneurship competence;
- Creative and critical thinking.

## **Methodology and methods:**

- Brainstorming;
- Theoretical Input;
- Exhibition – 15 tools for individual and group brainstorming;
- Small group work;
- Presentations and Discussion.

## **Session flow:**

### **I. Brainstorming on problem solving and creativity (20 minutes)**

The trainer informs participants about the working programme and topic covered. A short brainstorming session takes place, facilitated by the trainer related to the understanding of problem solving and creativity. Participants are asked to reflect on themselves for about 5 minutes on how they solve problems in their daily life and work situations. After 5 minutes, they start sharing ideas or elements related to their problem-solving methods or techniques. The entire process lasts about 15 minutes; the trainer emphasises the importance of effective problem solving in entrepreneurship education when working with citizens with fewer opportunities.

### **II. Input on creative problem solving and innovative thinking (30 minutes)**

After brainstorming, the trainer continues the session to share more information and materials existing on the topic of problem solving and innovative thinking when tackling challenges in entrepreneurship and developing

<sup>4</sup> marketinghub. (2018, October 1). 15 Creative Exercises That Are Better Than Brainstorming. MarketingHub - Trending News, Tools and Tips for Marketers. <http://www.marketinghub.today/15-creative-exercises-that-are-better-than-brainstorming/>

innovative ideas. Moreover, he/she highlights the importance for developing such skills for adults with low basic skills in order to ensure effectiveness in problem solving and creativity when working individually and with a group.

### **III. Exhibition – 15 tools and techniques for individual and group brainstorming (60 minutes)**

Trainers have prepared two corners in the training room with a set of materials and visuals. The corners are set before the start of the session, but participants are not informed yet about this. The first 10 minutes are used to give participants clear instructions about the prepared exhibition and information about each corner. One corner contains information and description of several techniques/tools used for individual brainstorming, while the other one is dedicated to techniques/tools used for group brainstorming. Participants are instructed that during the next 40-50 minutes they have the chance to visit each corner and learn more about the respected techniques, situations when to use them, and key characteristics of them. In order to avoid crowds, participants are advised to visit the corners in groups (2-4 groups). The following techniques are presented in each corner:

#### **Corner 1 – Individual Techniques:**

- Storyboarding
- Mind Mapping
- Word Banking,
- S.C.A.M.P.E.R.
- S.W.O.T. Analysis
- Zero Draft
- Reverse Brainstorming,

#### **Corner 2 – Group Techniques:**

- Group Sketching
- Brain Netting
- Questioning Assumptions
- Wishing
- Six Thinking Hats
- Alter-Egos / Heroes
- Forced Connections
- Brain-Writing

### **IV. My techniques for effective problem solving and innovative thinking (30 minutes)**

When participants manage to visit both corners and get informed about different techniques, trainers divides them into smaller groups of 2-3 members for a task. The task is to use 20-30 minutes and visit again the presented techniques in each corner and choose 2 of them from each corner that they consider as the most effective ones. They will have the chance to share the chosen techniques in the plenary afterwards.

### **V. Presentations and Discussion (40 minutes)**

Participants join the plenary after completing their group work. All groups have the chance to present their chosen techniques when working individually and in group. They have to also share why they have chosen those techniques – why they seem more effective than the others? After the presentations, trainers offer space for further questions and clarifications related to the techniques presented in this session.

**Materials needed:** flipchart papers, post-it papers, markers, pencils and pens, setting up the space for the exhibition, printed materials describing the techniques/tools for the exhibition, newspapers and other decorative stuff.

#### **Background documents and further reading:**

- 15 creative exercise that are better than brainstorming: marketinghub. (2018, October 1). 15 Creative Exercises That Are Better Than Brainstorming. MarketingHub - Trending News, Tools and Tips for Marketers. <http://www.marketinghub.today/15-creative-exercises-that-are-better-than-brainstorming/>
- Useful content to prepare the presentation for the techniques in the corners: Indian Ads Company. (2021, August 21). Brainstorming Techniques: 15 Creative Activities to Do Solo or as a Team. [https://www.indianadscompany.com/brainstorming-techniques-15-creative-activities-to-do-solo-or-as-a-team/#Brainstorming\\_Techniques](https://www.indianadscompany.com/brainstorming-techniques-15-creative-activities-to-do-solo-or-as-a-team/#Brainstorming_Techniques)

#### **Recommendations for future trainers multiplying this session:**

- When organising the exhibition of techniques/tools for creative problem solving and innovative thinking, it is recommended that there are two trainers present to facilitate the entire process and provide participants with additional explanations and/or clarifications needed. It is also recommended that each trainer is present in one corner of the exhibition.



# Creative problem solving and innovative thinking methods II

**Session Title:** Creative problem solving and innovative thinking methods – II

**Duration:** 180 minutes

## **Background:**

Developing skills and knowledge on creative problem solving and innovative thinking is crucial for citizens with fewer opportunities who decide on pursuing their new career on entrepreneurship. Indeed, tackling these concepts in entrepreneurial education programmes is necessary. Participants were introduced in the previous session with the key information related to creative problem solving and innovative thinking and explored different techniques/tools used for this purpose and activities. In order to strengthen their knowledge on this topic, it is essential to provide them with a more practical approach that enables them to easier transmit the knowledge to their target group of citizens with fewer opportunities. This session is designed with several creative and interactive exercises and practicing one of the creative problem-solving techniques. Participants have the chance to practice the model of Six Thinking Hats and discuss about its usage on problem solving and decision-making impact.

**Aim of the session:** To strengthen participants' knowledge on creative problem solving and innovative thinking through the practice of interactive complex exercises and methodologies.

## **Objectives:**

- To strengthen the knowledge on creative problem solving and innovative thinking in entrepreneurship;
- To further explore these concepts through interactive exercises;
- To practice the model of Six Thinking Hats and raise discussion on its usage for problem solving and decision making.

## **Competences addressed:**

- Analytical;
- Entrepreneurial competence;
- Literacy competence;
- Critical and creative thinking;
- Personal, social, and learning to learn competence;
- Communication and collaboration.

## **Methodology and methods:**

- Creative exercise;
- Complex exercise – Six Thinking hats;
- Debriefing.

## **Session flow:**

### **I. Introduction to the session (15 minutes)**

The trainer introduces participants with the session and the programme planned. They recap once again the techniques explored in the previous session and are instructed that during this part of the programme they will have the chance to practice one of the techniques for better understanding and development of skills on creative problem solving and innovative thinking.

### **II. How many uses of a dried-up pen? (40 minutes)**

Participants are divided into small groups of 4-5 members. For each group, the trainer provides a dried-up pen. Groups are instructed that in the next 20-25 minutes they have to discuss as a group on potential uses of the dried-up pen. They need to create a list of how this pen can be used. After this phase, each group shares in the plenary the list created and together with the trainer they check the similarity of lists and differences.

### **III. Practicing "Six Thinking Hats" – introductory part (20 minutes)**

The trainer chooses a specific topic on entrepreneurship (can be a topic on the Entrepreneur's turning idea into opportunity or any other topic) and informs participants that they have to discuss and make a decision on the given topic/question. Before starting the discussion, participants are informed that they will practice the Six Thinking Hats model that they learned in the previous session. The trainer provides a handout with the description of Six Thinking Hats to each participant in order to review once more the concept and model. After 5

minutes of going through the concept, participants are invited to pair hats of different colours. They can use the combination of the White and Red colours, Yellow and Black, Green and Blue. Other combinations can be used as well. When participants pair the colours, trainers write them in a flipchart paper and give the sign for starting the discussion in the given topic. They recommend that the discussion starts with the Blue colour and end the discussion with it. Moreover, they emphasise that each hat is given the limit of 2-10 minutes to discuss and remind participants to stay focused on the discussion topic and time.

#### **IV. Practicing "Six Thinking Hats" – implementation part (60 minutes)**

Participants start with the discussion as a group where their discussion style is based on the hat colour. Every 10 minutes they switch to the next colour and continue the discussion according to its style and combination of colours. Trainers highlight that every person should be respected when speaking and not getting interrupted. They observe the discussion and encourage that all participants get involved.

The Six Thinking Hats handout with description of each hat colour consists of the following information:

- **Blue Hat** is called the Control Hat. The person that moderates the thinking process during this discussion, uses the Blue Hat, and ensures that the discussion follows the set agenda, gives a concise summary on the discussion following with follow-up on future proposals.
- **White Hat** is called the Information Hat. The whole focus during this discussion is based on the availability of information, facts, data analysis of past and current trends, and followed by identifying key learning points from them as well as considering them for objective thinking in the discussion.
- **Red Hat** is called the Feeling Hat. The decision making in this discussion is based on reactions, intuition, as well as emotions. As the discussion and decision is done through expression of feelings, emotions, likes, dislikes, and such, the rational explanations do not take place here.
- **Black Hat** is called the Safety or Judgement Hat since the discussion pays more attention on negativity and its outcomes. Based on this, the decision is made in this discussion by pointing out flaws, challenges, weaknesses and even prepare contingency plans.
- **Yellow Hat** is called the Optimistic Hat. It is a discussion that discovers benefits and values (short and long-term) of any potential decision that is taken or being considered to. It is considered valuable in situations that look difficult and need overcoming strategies.
- **Green Hat** is called the Creative Thinking Hat being used when the discussion needs more creativity in order to discover innovative ideas, new possibilities, and innovative solutions to solve an issue.

#### **V. Practicing "Six Thinking Hats" – debriefing part (45 minutes)**

When the implementation of Six Thinking Hats is done, trainers and participants join the plenary for a debriefing on the exercise and model used. The following questions are used for discussion on this part:

- How did you feel during this discussion process?
- What different elements had the discussion of the Six Thinking Hats comparing to the standard way of discussing?
- In what ways this discussion is considered helpful when solving problems and making decisions?
- What can be considered as advantage of Six Thinking Hats methodology in creative problem solving and decision making?
- What can be the limitations of Six Thinking Hats methodology in these processes?

**Materials needed:** A4 paper, flipchart papers, post-it papers, markers, pencils and pens, few dried-up pens for the creative exercise, handouts with the Six Thinking Hats explained, six hats of different colours.

#### **Background documents and further reading:**

- More information about the Six Thinking Hats model on creative problem solving: <https://www.youtube.com/watch?v=oHiwpz7r4wY>
- More on brainstorming approaches and techniques on: Simon, B. (n.d.). Discover the Best Brainstorming Approaches and Techniques to Motivate Your Team. Smartsheet. Retrieved September 12, 2021, from <https://www.smartsheet.com/brainstorming-techniques-activities-and-exercises>
- The positive psychology of creativity on: Gaines, J., PhD. (2021, August 30). Fostering Creativity: 12 Tips for Boosting Your Creative Skills. PositivePsychology.Com. <https://positivepsychology.com/creativity/>

#### **Recommendations for future trainers multiplying this session:**

- The colours chosen for explaining the 'Six Thinking Hats' should be the same as the colours that the actual brought hats have in order to avoid any confusion to the participants when doing the exercise and understanding the concept. The trainer should have in consider the number of participants as well. In case that the group is big, then it is recommended to divide them into two groups and provide with a set of hats.

# Methodology of Improvisational Theatre

**Session Title:** Methodology of Improvisational Theatre

**Duration:** 180 minutes

## Background:

Improvisational theatre is the first of the set of creative methodological approaches to be touched upon in this training course. As its name says, there is no need for any preparation within activities of improvisational theatre. Thus, this methodology is well appreciated when we want to encourage the development of innovation and creativity skills for entrepreneurship among our beneficiaries, adults with low basic skills. The methodology of improvisational theatre allows the performers to be spontaneous and to unfold the improvisation in present time. Thus, the participants are able, indeed, to practice their spontaneous creativity. This further impacts the feeling of the participants to be more relaxed and confident when trying out their spontaneous creative ideas in the future. In this session of our training course, we will use the applied improvisation with examples of activities through which the beneficiaries can be encouraged to use those and similar ones in their potential businesses as a way to positively influence the quality of their entrepreneurial activities and interaction within the teams of their enterprises.

The session is comprised mainly of practical activities that represent the warming-up and teasers into the improvisational theatre methodology. Participants will have a chance to experience different exercises and later to reflect upon their usage in their (entrepreneurial mind-set development) educational activities with their beneficiaries of adults with low basic skills.

**Aim of the session:** To get introduced to the basics of methodology of improvisational theatre and explore some of its practical examples that can benefit adults with low basic skills in their future entrepreneurial endeavour.

## Objectives:

- To introduce participants with the basics of methodology of improvisational theatre;
- To introduce participants with the ways to use the applied improvisation in entrepreneurship skills' development among their beneficiaries, the adults with low basic skills;
- To understand the specifications of this methodology and its adaptation when developing entrepreneurial programmes for adults with low basic skills.

## Competences addressed:

- Spontaneous creative expression; Improvisation;
- Creative thinking;
- Personal, social and learning to learn competence;
- Entrepreneurship competence;
- Teamwork and Communication.

## Methodology and methods:

- Games and methodologies of Augusto Boal, Viola Spolin and Keith Johnstone;
- Interactive Theoretical Input;
- Small group work;
- Presentations in plenary.

## Session flow:

### I. Practical activities (90 minutes)

At the beginning of this session, before any theoretical input is given, the trainers facilitate a series of exercises that have been developed by Augusto Boal, Viola Spolin and Keith Johnstone. Those exercises provide a useful warming-up for getting deeper into the improvisational theatre methodology.

"The space series" of Augusto Boal<sup>5</sup>:

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<sup>5</sup> Boal, Augusto (2002): "Games for actors and non-actors, second edition", ROUTLEDGE, Taylor and Francis Group; London and New York

- **"Without leaving a single space in the room empty":** All participants must walk around very quickly (not running) trying to ensure that their own bodies are always more or less equidistant from everyone else's, and that they are all spread out over the whole floor-space of the room. From time to time the trainer says 'Stop'. At that moment, everyone must immediately come to a halt – it should not be possible to see a significantly empty space in the room. The main thing is not to come to a halt before the 'Stop'. Whenever anyone sees an empty space, they go and fill it with their body, but they can't stay there, so a moment later it is empty again, except that someone comes to fill it, but s/he can't stop there either.
- **"Instead of simply saying 'Stop', the trainer says a number":** Everyone must get into groups of that number as quickly as possible – groups of three, five, eight, etc. As quickly as possible, the groups must site themselves so that they are all an equal distance apart, ensuring again that there are no empty spaces on the floor-space of the room.
- **"The trainer says a number and a geometric figure":** The participants have to arrange themselves in that number of figures of the shape specified by the trainer – four circles, three diamonds, five triangles, etc.
- **"The trainer says a number and a part of the body":** If the trainer says, for example, 'Three noses, seven feet', then seven feet and three noses must be touching. Again, the floor-space must always be occupied by equidistant groups.
- **"The trainer calls out a colour and an item of clothing":** The trainer calls out as specified – a part of the body (hair, eyes) may be used instead of clothing. The participants must form into groups accordingly, still trying to ensure that they are equally distributed throughout the room.
- **"The participants run slowly":** Running slowly is not the same as walking quickly. From time to time the trainer says 'Stick' and immediately the actors stick together in groups of three, five, or more, but without stopping. Everyone must keep running, which is extremely difficult. Then the trainer says 'Separate' and everyone must separate. And then it starts over again, with the participants still trying not to leave empty spaces on the floor of the room.
- **"The participants touch each other":** The actors touch with hands and feet, while moving around the room, no one ever remaining completely separate from the rest. The trainer says 'Stop' and at that point everyone stops on the spot, but each person should be able to touch other people with both hands and at least one leg, without anyone being left isolated in a corner of the room. The result is like a spider's web.

"The blind series"<sup>6</sup>:

- **"The blind car":** One person stands behind another, who is the car. From behind, the driver guides the movements of the 'blind car' by gently pressing a finger in the middle of the back (go straight on), on the left shoulder (turn left – the nearer the shoulder, the sharper the corner), the right shoulder (similarly), or with a hand on the neck (reverse). As there will be a number of blind cars driving round at the same time, it is important to avoid crashes. The cars stop when the drivers stop touching them (as with the accelerator on bumper cars). The speed is regulated by harder or softer pressure with the finger.
- **"The blind person and the bomb":** A blindfolded participant, surrounded by the other participants. The 'blind person' must imagine that a bomb will explode if s/he touches someone for longer than a second. At each contact, s/he moves as far away as possible. This exercise produces an incredible development of the senses.
- **"Find the hand":** Starting in pairs, each participant touches their partner's hand; then they split up and walk around. After a few moments, they must try to find the original hand again, by touching all the hands they come across.

**"The great game of power"<sup>7</sup>:**

- A table, six chairs and a bottle. First of all, participants are asked to come up one at a time and arrange the objects so as to make one chair become the most powerful object, in relation to the other chairs, the table and the bottle. Any of the objects can be moved or placed on top of each other, or on their sides, or whatever, but none of the objects can be removed altogether from the space. The group will run through a great number of variations in the arrangement. Then, when a suitable arrangement has been arrived at, an arrangement in which, by group consensus, one chair is clearly the most powerful object, a participant is asked to enter the space and take up the most powerful position, without moving anything. Once someone is in place, the other members of the group can enter the space in succession and try to place themselves in an even more powerful position, and take away the power the first person established.

<sup>6</sup> Boal, Augusto (2002): "Games for actors and non-actors, second edition", ROUTLEDGE, Taylor and Francis Group; London and New York

<sup>7</sup> Ibid.

### **"I am a Tree"<sup>8</sup>:**

- Participants will need space to carry out this exercise. The group stands in a circle. Someone steps into the space and becomes something and says what they are. Example: "I'm a tree." Someone else enters the space and becomes something that will complement the tree: "I'm a squirrel." And a third enters embodying something that will complement both the squirrel and the tree: "I'm a nut." The oldest player chooses one of those things to 'keep': "I'll keep the nut." The students who were the squirrel and tree return to the circle. The 'kept' person who was the nut repeats what he/she is: "I'm a nut." A new tableau is made around the nut. Example: "I'm a nut." "I'm a seed." "I'm a vegetarian."
- The focus here is on word association, collaboration, vocabulary building and the seedlings of storytelling. As objects leave the picture, one key element remains, but will transform into a new idea. For example, in the previous example, a scene from nature transforms into a human being who prefers vegetarian food. In the next iteration, we might see a vegetarian, a pizza chef and a coffee barista. There are no wrong answers on the associations participants can make.

### **"Mirroring"<sup>9</sup>:**

- Participants need a partner. Label each person A or B. A will be B's mirror. A must follow B exactly as if he were looking at himself in the mirror. Once participants have understood this part of the exercise, B leads A, when the trainer yells 'switch' to change leadership. The trainer continues to call A or B at random, indicating that the leadership should change. Then participants are directed to switch leadership organically, until no one leads, we are following the follower.

### **"Communal Love/Communal Moan"<sup>10</sup>:**

- Pick a topic we all love or we want to moan about. One person in the middle of the circle of participants begins speaking freely. When s/he runs out of steam, a player from outside the circle continues the conversation by tagging in with a tap on the shoulder and picking up the thread. Everything players say should be true, no need to make anything up. What is very important is that the people on the outside of the circle understand that they must go in to help the 'it' person in the middle, not wait to go in until they have a great idea.

## **II. Reflection and debriefing (45 minutes)**

The trainers now ask participants to reflect back on different activities / exercises they have performed in this session so far. The guiding questions for the guided discussion are:

- How do you feel?
- Which exercises you liked more or less? Why?
- What was happening in those exercises?
- What were/are your learning points from different exercises?
- How could we relate the findings/outcomes of our participation in these exercises to the entrepreneurial mind-set (development)?

## **III. Input and wrapping-up (45 minutes)**

The trainers now give participants a short theoretical input about the overview of improvisational theatre methodology and useful resources. Important accent is on **"yes, and"** concept! The trainers also share some tips for organising an improvisational theatre activities, such as<sup>11</sup> (all of them useful also for entrepreneurial mind-set development through improvisational theatre as a methodology):

- Move the story forward
- Get in sync physically with your partner
- Volunteer fast and enthusiastically
- Change ideas at different paces
- Utilize "relationship driven" vs. "action driven" scenes.
- Figure out the specifics: Who? What? When? Where?
- Put in effort and teach quality -- be professional.
- Learn to use eye contact.
- Change small body language to create big effects.
- Find specific behaviours to match feelings.
- Try something new

<sup>8</sup> Abigail Paul (2015): "Window of Practice - Incorporating theatre techniques in the language classroom", Volume IX, Issue 2, 2015, doi:10.33178/scenario.9.2.8

<sup>9</sup> Ibid

<sup>10</sup> Ibid

<sup>11</sup> Selected from: "The Ultimate Guide to Improv"; <https://improvclassesandcoaching.com/ultimate-guide-to-improv-101-improv-tips/>

- Find out how many ways you can respond to one thing...
- Utilize 3 easy ways to triple your learning!
- Challenge yourself!
- Mix different kinds of scenes and games.
- Treat audience members and scene partners kindly.
- Learn to give and take focus.
- Give away responsibility.
- Accept and add.
- Listen! Pay close attention!
- Raise the stakes!
- Make the other person look good...

During the improvisational theatre exercises, the participants have a chance to bring decisions on regular basis while performing the exercises, which is useful for their entrepreneurial mind-set development.

When implementing the improvisational theatre methodology in entrepreneurial mind-set development education, using those exercises makes attempts at putting the greatest emphasis on the group learning experience and not the individual one. We build a sense of togetherness, awareness of other and mindfulness through play. We use collaboration and spontaneity to produce a safe environment where learners are more able to take risks and less likely to suffer if they "fail". This is an ideal situation for the entrepreneurship education process.

**Materials needed:** blindfolds, a table, six chairs and a bottle, flipchart, markers, laptop, projector.

**Background documents and further reading:**

- Boal, Augusto (2002): "Games for actors and non-actors, second edition", ROUTLEDGE, Taylor and Francis Group; London and New York
- More on Augusto Boal Games and Techniques: <https://ceasefiremagazine.co.uk/augusto-boal-games-techniques/>
- Abigail Paul (2015): "Window of Practice - Incorporating theatre techniques in the language classroom", Volume IX, Issue 2, 2015, doi:10.33178/scenario.9.2.8
- The Ultimate Guide to Improv"; <https://improvclassesandcoaching.com/ultimate-guide-to-improv-101-improv-tips/>

**Recommendations for future trainers multiplying this session:**

- When facilitating the improvisation theatre methodology activities, the trainers / facilitators should create random partnerships between participants (by separating those who know each other very well from before and by encouraging everyone to play with all members of the group).
- When organising the blind games, the trainers and organisers should make sure that the plenary room is cleared from any obstacles. Also, it is recommended to have more people (other trainers, organisers or volunteering participants) to keep a lookout and head off accidents.
- When organizing the activity "Communal Love/Communal Moan", if there are some reluctant participants, the trainer could give a gentle tap on the back to encourage those reluctant ones to go in the circle. This way, the trainers balance the group and the more dominant speakers.

# Methodology of Graphic Recording and Graphic facilitation

**Session Title:** Methodology of Graphic Recording and Graphic Facilitation

**Duration:** 180 minutes

## Background:

The development of creativity and innovation in entrepreneurship for adults with low basic skills is enriched furthermore with the introduction of graphic recording and graphic facilitation concepts. The programme from this stage will be focused in exploring different methodologies that stimulate creativity and innovation for a successful entrepreneurship programme development and entrepreneurial mind-set development for adults with low basic skills. The exploration of graphic recording and graphic facilitation methodology is essential when aiming to develop creative expression of information and statistics, active participation, develop active listening and improve the focus of participants. According to Ink Factory Studio (n.d.), Graphic recording is the skill of listening, synthesizing, and translating the spoken word into a drawing created in real-time<sup>12</sup>. Whereas graphic facilitation is defined as the use of imagery and visual tools to help develop shared understanding, think through complexity, provide feedback, and communicate better. The method is used in various academic and professional environments - meetings, seminars, workshops and conferences - by all types of people<sup>13</sup>. In this session participants will have the chance to get introduced to these disciplines and explore practical examples on how education programmes adapt these disciplines for attractive and creative approaches.

**Aim of the session:** To get introduced to the methodology of graphic recording and graphic facilitation and explore practical examples of education programmes for creativity and innovation.

## Objectives:

- To introduce participants with the disciplines of graphic recording and graphic facilitation and the differences/similarities between them;
- To explore key values of this methodology when adapting to education programmes;
- To explore practical examples of using this methodology in order to support participants experiential learning;
- To create space for developing graphic recording and graphic facilitation methodology by examples of a one entrepreneurial education workshop;
- To understand the specifications of these two disciplines and their adaptation when developing entrepreneurial programmes for adults with low basic skills.

## Competences addressed:

- Creative expression;
- Critical and creative thinking;
- Personal, social and learning to learn competence;
- Entrepreneurship competence;
- Teamwork and Communication.

## Methodology and methods:

- Theoretical Input;
- Case study;
- Small group work – Graphic recording of the training course and facilitation of an entrepreneurial workshop session;
- Presentations in plenary.

## Session flow:

### I. Theoretical input – Graphic Recording and Graphic Facilitation (20 minutes)

The session starts with a 20-minute input by the trainer on the disciplines of graphic recording and graphic facilitation. The presentation covers differences of these two concepts and disciplines and emphasises the usage

<sup>12</sup> Ink Factory. (2021, May 18). What is Graphic Recording? Visual Note-Taking and More.

<https://inkfactorystudio.com/blog/what-is-graphic-recording/>

<sup>13</sup> GradProSkills. (2014, September 8). What is Graphic Facilitation? Concordia Ca.

<https://www.concordia.ca/cunews/offices/vprgs/gradproskills/blogs/2014/09/08/what-is-graphic-facilitation.html>

of this methodology in education programmes. Participants are informed that it is very innovative to use this methodology in entrepreneurial education programmes for their target groups as it stimulates creativity, active focus and participation, as well as development of critical and analytical skills.

## **II. Case study - CALGARY STAMPEDE GRAPHIC RECORDING (40 minutes)**

In order to have more practical learning on the disciplines, this part of the session consists of exploring a case study that uses the graphic recording. Each participant is given a handout of a case study of CALGARY STAMPEDE GRAPHIC RECORDING which uses graphic recording for agricultural topics. They are instructed to read the case study in silence for the next 15 minutes. Then, participants are invited to form four small groups where they will have approximately 10 minutes to discuss with each other the understanding and adaptation of the concept in the given case study/institution. In the remaining 15 minutes, the trainer invites everyone in the plenary for sharing the key outcomes of their discussion in small groups.

## **III. Small group work – adapting graphic recording and graphic facilitation of a workshop session (80 minutes)**

At this point, participants have gained basic knowledge and understanding on the methodology of graphic recording and facilitation through theoretical input by the trainer and exploring case study. In this part, they will have the chance to put their learning into practice and adapt these disciplines by using a workshop session. They join their previous groups, and the trainer provides them with a detailed overview and flow of a workshop session in the topic of entrepreneurship education. A printed copy of the workshop session is given to each group. The instructions are that each group has to use graphic recording and graphic facilitation to do the task, and since groups consist of 4-5 members, they should divide the task equally (2-3 members per one discipline). The specific task and instruction for each group is the following:

- Graphic recorders: you will be graphic recorders of this workshop session. Your task is to go through the given information on the workshop and its content and do the graphic recording of it. Before starting, you should discuss with your group members and agree on the process and flow of the task, as well as on the results you aim to achieve.
- Graphic facilitators: you will be the graphic facilitators of this workshop which means that you need to support your team members which are Graphic Recorders in developing the recording of this session. Before starting, you will have a discussion on the topic and agreements on the work flow and results you aim to achieve. You are asked to facilitate the discussion and assisting process by using graphic facilitation as a method and continue so during the graphic recording of your group.

## **IV. Presentations in plenary (40 minutes)**

The trainer invites all groups to join the plenary for the presentation of their work. After each presentation, the trainer gives feedback on the development of graphic recording and graphic facilitation. Since there are two groups covering each discipline, the trainer highlights the key points from each presentation so that participants learn more. In the end, participants are invited to briefly share their impression on the task and using these disciplines for their future programmes.

**Materials needed:** flipchart papers, markers, laptop and projector for the presentation, printed case study for each participant, printed workshop sessions for group work, post-it papers, markers, pencils and pens.

### **Background documents and further reading:**

More information about graphic recording and graphic facilitation for presentation content and case study:

- Branson, K. (2017, September 1). The Difference Between a Graphic Recorder and Graphic Facilitator (and When to Use Them). ConverSketch Graphic Facilitation. <https://www.conversketch.com/blog/the-difference-between-a-graphic-recorder-and-graphic-facilitator>
- Blue Beyond Consulting. (n.d.). Graphic Facilitation & Graphic Recording. <https://www.bluebeyondconsulting.com/management-consulting-services/communications/graphic-facilitation-graphic-recording/>
- Katie Chappell Illustrator. (n.d.). Graphic Recording. <https://www.katiechappell.com/live-graphic-recording>
- Gadsby, T. (2020, September 19). Case Study: Calgary Stampede Graphic Recording. Fuselight Creative. <https://thefuselight.com/case-study-calgary-stampede-graphic-recording/>
- GradProSkills. (2014b, September 8). What is Graphic Facilitation? Concordia Ca. <https://www.concordia.ca/cunews/offices/vprgs/gradproskills/blogs/2014/09/08/what-is-graphic-facilitation.html>
- Ink Factory. (2021, May 18). What is Graphic Recording? Visual Note-Taking and More. <https://inkfactorystudio.com/blog/what-is-graphic-recording/>



**Recommendations for future trainers multiplying this session:**

- It is very essential that participants have enough time to do the graphic recording and facilitation of the workshop session. Since these disciplines are relatively new, probably most of participants experience their first chance to learn and explore them. Therefore, trainers should be more flexible with time and suggest having longer session if needed and adapt the afternoon working time.



# Methodology of Gamification I

**Session Title:** Methodology of Gamification – I

**Duration:** 180 minutes

## Background:

Adults and citizens with fewer opportunities should be offered the opportunity to catch up with the newest methodologies and advancements in the entrepreneurial world. One of the methodologies considered innovative in the business and marketing is the methodology of gamification. According to Training Industry (2013), Gamification is the process of applying gaming designs and concepts to learning or training scenarios in order to make them more engaging and entertaining for the learner<sup>14</sup>. It creates a space where interaction and fun is connected with learning and inclusivity. This session is designed to explore basic concepts and approach of Gamification, thus introduce participants with the basis of it in order to have a clear understanding when using it for implementation of activities. Moreover, since gamification is learning oriented, a part of this session focuses on the exploration of soft skills developed through gamification. Indeed, the emphasis are on those skills that contribute to the target group of adults with low basic skills to build their capacities in such areas and increase their motivation and creativity. A set of different methods is provided including interactive exercises in order to create space for practical learning and discussion between participants.

**Aim of the session:** To introduce participants to the concept of gamification, its values and approaches, and soft skills developed through gaming elements for citizens with fewer opportunities.

## Objectives:

- To explore the concept and values of gamification;
- To understand the importance of gamification in educational programmes for citizens with fewer opportunities;
- To identify and analyse the key soft skills developed through gaming elements;
- To create space for creative and critical thinking in the group.

## Competences addressed:

- Communication and collaboration;
- Critical thinking;
- Analysing and reflecting;
- Personal, social, and learning to learn competence;
- Presenting.

## Methodology and methods:

- Visual presentation – Theoretical input;
- Case studies – Small groups work;
- Puzzle of skills – Interactive exercise;
- Presentations and discussion.

## Session flow:

### I. Introduction to the session (10 minutes)

A brief introduction to the session is given to participants. The trainer explains that the topic to be covered in this session is the gamification and its usage in learning, as well as in education programmes for entrepreneurship of adults with low basic skills.

### II. Theoretical input on Gamification and its core values (20 minutes)

The trainer has prepared a PPT with theoretical input on the gamification concept, its values, approaches, soft skills and involvement of the gamification in entrepreneurial education programmes. Specifically, the content of the presentation consists of the key following points:

- The values of gamification from the perspective of the organisation

<sup>14</sup> Training Industry, Inc. (2021). Gamification. Training Industry. <https://trainingindustry.com/wiki/content-development/gamification/#:%7E:text=Gamification%20is%20the%20process%20of%20applying%20gamification%20designs,the%20more%20engaging%20and%20entertaining%20for%20the%20learner.>

- The values of gamification from the perspective of participants
- Exploring the elements of levels, challenges, feedback, scores, badges, leader boards, competition, and collaboration in gamification
- Gamification in marketing and business
- Soft skills development through gaming elements.

### **III. Small group work – Case Studies in Gamification (50 minutes)**

The trainer explains that in this part of the session participants have the chance to explore case studies of programmes or companies that embraced the concept of Gamification. Their task is to analyse these companies/programmes and identify characteristics and elements of gamification. It also emphasises that these companies use online gamification. Participants are divided into 3 groups to do this task and each group is given one case study to explore and analyse.

The following case studies are given for the groups to explore:

- Group 1 – Ticken: <https://www.ticken.co.uk/>
- Group 2 – Duolingo: <https://www.duolingo.com/>
- Group 3 - Deloitte Leadership Academy: <https://www2.deloitte.com/us/en.html>

Participants should use laptops to do the research and analyse the given case study. If there is a group without a laptop, trainers provide them with one. An approximate time of 50 minutes is given to the groups to conduct the task and prepare for a short presentation on key characteristics of their case studies.

### **IV. Sharing the key findings of the (20 minutes)**

All groups join the plenary for a 3–5-minute sharing on key findings and characteristics of their given case study to explore. They can use laptops to screen the presentation and/or the company/programme for other groups to have a better visualisation of the characteristics presented.

### **V. Puzzle of skills (40 minutes)**

The trainer continues the session by focusing on the soft skills development by gaming elements and its importance on educational programmes. This part consists of an exercise – puzzle of skills where the trainer has small papers with concepts and information of various categories of soft skills. Those papers are cut in puzzle shapes. There are 6 sets of puzzle papers representing 6 categories of soft skills. Participants are divided into 6 small groups and each group receives one set of puzzles. Their task is to complete their puzzle according to the information relevance and skills belonging to their category. An additional paper is given to each group that does not belong to them but to other groups. During the process of making the puzzle, they have to identify which paper is not theirs and exchange with the group that needs it. The list of soft skills categories for this exercise are:

- Communication
- Critical thinking
- Leadership
- Positive Attitude
- Teamwork
- Work ethic

Groups use 30-40 minutes to complete their task and prepare for a short presentation in the plenary.

### **VI. Presentation and Discussion (40 minutes)**

All groups join the plenary for the presentation of their puzzle of soft-skills category. When all groups finish their presentation, the trainer continues with a brief discussion on the task by using the following questions:

- How did you discover the “additional” paper in your puzzle? How did you arrange to exchange it with the right group?
- How does the soft skills improved by gaming, contribute to entrepreneurship education for adults with low basic skills in the local community?

**Materials needed:** papers, flipchart papers, pens, markers, cards/papers for the puzzle of skills.

### **Background documents and further reading:**

- Useful materials for the PPT presentation on values of gamification: eLearning Industry (2015): <https://elearningindustry.com/6-killer-examples-gamification-in-elearning>
- Gamification in Education – the future of soft skills (2019): <https://educational-innovation.sydney.edu.au/teaching@sydney/gamification-in-education-the-future-of-soft-skills-development/>
- The list for soft skills categories can be found at: The balance careers – Top soft skills employers’ value with examples (2021): <https://www.thebalancecareers.com/list-of-soft-skills-2063770>

**Recommendations for future trainers multiplying this session:**

- For the sessions on gamification concepts, there should be competent trainers who have some experience in the gaming elements and its usage in the youth work. in this way participants can receive more practical information and better clarifications in order to use this concept when working with their target group in the local community.

# Methodology of Gamification II

**Session Title:** Methodology of Gamification – II

**Duration:** 180 minutes

## **Background:**

After getting the basic knowledge on gamification concept, its aspect and soft skills developed through its implementation and involvement in entrepreneurship, the programme goes further into key stages of implementing a gamification activity and key elements of it. The key elements and steps to do a gamification activity are The player, Mission, Motivation, and Manage, Monitor, and Measure. This session focuses on all these aspects; specifically, for each of the elements there is an exercise developed in order to have a clear and practical learning of the methodology and its steps of implementation. Therefore, this approach allows participants to understand the idea behind each element and step so that they can further strengthen their capacities in developing gamification activities for the target group of adults with fewer opportunities in the local community. Furthermore, it stimulates participants in critical thinking and analytical skills that are essential aspects when developing a gamification activity for adults with low basic skills.

**Aim of the session:** To identify and explore the key steps for the development of gamification activity in entrepreneurship and strengthen capacities of participants in critical thinking and analysis.

## **Objectives:**

- To learn about key elements and steps of a gamification activity;
- To identify and analyse the steps of a gamification activity through interactive exercises and existing theories;
- To understand the role of player persona in addressing the needs of target groups and developing further stages;
- To create space for cooperation and analytical skills development of participants.

## **Competences addressed:**

- Critical thinking;
- Literacy competences;
- Analysing and reflecting;
- Communication and collaboration;
- Digital competence.

## **Methodology and methods:**

- Theoretical input;
- Silent floor brainstorming;
- Interactive exercises;
- Small group work;
- Presentations;
- Discussion.

## **Session flow:**

### **I. Theoretical input on Gamification steps and task (20 minutes)**

An introduction about gamification elements and steps for implementation takes place. The trainer has prepared a presentation with theoretical input on this topic and steps to develop a gamification activity based on Janaki Kumar & Mario Herger work in the book "Gamification at work. Designing engaging business software" in 2013. The methodology introduced by them is considered a Player Centred Design methodology of gamification. The reason for choosing this methodology to present to participants is because it is one of the most used ones by organisations and institutions active on gamification. This methodology has its focus on the Player as the crucial element in developing an activity and its steps.

The key elements and steps for gamification activity by following this methodology are:

- Know your player
- Identify the mission
- Understanding the motivation
- Apply mechanics

- Manage, monitor and measure (Kumar & Herger, 2013<sup>15</sup>)

All these steps are presented by the trainer and in the end he/she announces that for each step/element there will be a specific exercise for better understanding in implementation for future projects.

## **II. Silent floor and discussion – aspects of Player persona (40 minutes)**

In the floor of the working space, there are several flipchart papers with only titles written. Participants are informed that these titles are the aspects of player persona. The task of the participants is to do a silent brainstorming individually, by contributing to each flipchart paper and thus adding input on creating a player persona that can be used in gamification activity in entrepreneurship for adults with low basic skills. This is the key aspect that they need to focus on. Participants join the working space and are given 25 minutes to contribute to each paper. The titles in the flipchart paper are the following:

- Basic demographic information
- Gender
- Generation - consisting of Generation X (those born between early 1960s and 1980s), Generation Y (those born between early 1980s and 2000s), and Generation Z (those born between early 2000s and 2010s).
- Type of work or study
- Pain points
- Aspirations
- Competitive and Cooperative
- Individual achievement and Team Achievement
- Player type

When the time is up for silent floor brainstorming, the trainer invites participants to bring the flipchart papers in the plenary. Together with the trainer, participants go through the input of each paper. The use 15 minutes to complete this phase and put the flipcharts in a visible spot in the working room.

## **III. Mission (20 minutes)**

The next element for participant to explore further is Mission. The trainer mentions that it is important to have a clear and concise mission in order for the player to be able to continue with further steps on the topic. Participants are divided into pairs for this part of the session. They have to use 10 minutes in creating their definition of mission followed by an example. When they are done, each pair joins another pair to exchange their mission with and give recommendations if needed to improve each mission definition.

## **IV. Motivation (30 minutes)**

In order to understand the concept of motivation better, participants go through an interactive exercises containing several stages. They are divided into two groups representing two committees, and each group is asked to appoint a person as their leader. The leader is going to be the instructor for the exercise. When groups are set and leaders appointed, the trainer gives instructions to each leader on a paper. Leaders also get some sugar cubes. They are asked to first read the instructions carefully before starting with the activity. The exercise is done through four stages which are described below.

### **Stage 1**

The stage 1 activity and instructions for the leader are: "You should give the following instructions to your committee: in the next 5 minutes meet as many people as possible and ask them what kind of elements motivate them and which ones demotivate them when being part of an activity. When they tell you those elements, you should write them on your paper and bring to the leader".

### **Stage 2**

Committee members are given now 2 minutes to write 1-3 elements that motivate them when being part of or developing an activity.

### **Stage 3**

In stage 3, all committee members share with each other their written elements about motivation. Then, they exchange papers with each other and for each element written they suggest 1 or 2 methods/tools that can be useful to stimulate motivation.

### **Stage 4**

The fourth stage requires another task for the committee members. They are asked to design a chart that includes all elements of motivation that they listed in their papers.

## **Evaluation**

<sup>15</sup> Janaki Kumar & Mario Herger.2013. *Gamification at work. Designing engaging business software*. Interaction Design Foundation.

Both leaders join their committees to evaluate the entire process of identifying and sharing the elements of motivation. The evaluation is done by checking the instructions that they followed, and results achieved based on the instructions.

#### **Debriefing moderated by the trainer**

After evaluation in the committees, the trainer invites both groups for a short debriefing on the process and leaders' instructions. The following questions are used for the debriefing:

- Was this exercise easy for you to do?
- How did you feel when having to list elements that motivate you?
- Did you manage to give suggestions of tools for the others during the exchanging phase?
- Do you think motivation is important when doing an activity or a project with your target group?

#### **V. Game techniques, Manage, Monitor, and Measure (30 minutes)**

After going through first elements of gamification, the trainer informs participants that this part is focused on game techniques, managing, monitoring, and measuring the implementation and impact of the gamification activity. These are the last steps and elements to consider as essential in any gamification activity. This part consists of small group work where participants are divided into 4 small groups. Each group has to work on one element, based on their understanding or even researching online.

- Game techniques – its understanding and potential ideas when developing a gamification activity;
- Managing – its understanding and potential ideas when developing a gamification activity;
- Monitoring – its understanding and potential ideas when developing a gamification activity;
- Measuring – its understanding and potential ideas when developing a gamification activity.

#### **VI. Presentations and discussion (40 minutes)**

Groups join the plenary to do the presentations of their work. The trainer gives each group 5-10 minutes to complete their presentation. After all presentations takes place, a brief discussion on understanding all steps of gamification takes place. Also, the trainer open a space for questions related to the process of gamification and whether participants need additional information or clarification on this topic and steps of implementation.

**Materials needed:** A3 and A4 papers, flipchart papers, pens, markers, laptop, printed handouts for the Motivation exercise, projector.

#### **Background documents and further reading:**

- Input for the presentation can be taken from the book: Kumar, J. M., & Herger, M. (2013). Gamification at Work: Designing Engaging Business Software. The Interaction Design Foundation.

#### **Recommendations for future trainers multiplying this session:**

- Trainers should prepare a well-structured presentation for the steps of the gamification activity. That enables a clear understanding of each step and contributes to better understand the exercises following for each step/element.
- When going through each exercise, it is important that trainer emphasises the target group of adults with low basic skills and citizens with fewer opportunities that participants work with and encourage them to have in mind constantly on adapting each exercise for them.
- It is highly recommended that trainers are present during the silent floor and small groups work to support and assist participants in contributing to the given tasks. During the discussion and presentations space, they should always ask if participants have any questions and clarifications needed on the session or activity. Also, at any discussion space, there should always be some space left for potential clarification on the session.

# Methodology of Adventure Rooms

**Session Title:** Methodology of Adventure Rooms

**Duration:** 180 minutes

## Background:

The concept of adventure rooms and escape rooms is getting attention more and more by businesses to offer some adventurer experience to their target groups. An interesting fact is that educational institutions have found it interesting to adapt in education programmes to stimulate critical, creative, and analytical thinking of participants. Adventure rooms is a methodology where participants (players) take part in different tasks through discovering clues and puzzles or other elements of games in order to reach a common goal. The specialty of adventure rooms that make it a bit different from escape rooms is the focus on the room design and flow of the process – it is more focused in cinematic immersion thus bringing more adventure in the escape rooms. Since this concept is relatively new in the activities organised by civil society organisations, it is considered an innovative and attractive methodology for the adults with low basic skills to experience it in their entrepreneurial education programmes. Thus, in this session, participants will be introduced to the concept, its key elements and organisation, as well as provided with additional existing materials needed to further explore the adventure rooms methodology for implementation in future projects.

**Aim of the session:** To introduce and explore the methodology of adventure rooms and elements of organisation, as well as existing games and materials to help participants in adaption for future projects.

## Objectives:

- To introduce the concept of adventure rooms and its implementation in education programmes;
- To explore key elements and processes of organising adventure rooms;
- To explore existing games and materials in this methodology to support participants for future organisation of this methodology;
- To encourage creativity in entrepreneurial education programmes;
- To stimulate the adaption of attractive methodologies in education.

## Competences addressed:

- Teamwork;
- Critical thinking;
- Literacy competences;
- Analysing and reflecting;
- Communication and collaboration;
- Digital competence.

## Methodology and methods:

- Brainstorming;
- Theoretical input;
- Small group work – research;
- Presentation;
- Discussion and follow up.

## Session flow:

### **I. Brainstorming - Word Association (15 minutes)**

The trainer starts this session with a short word association activity. He/she asks participants what comes in their mind when they hear the word "Adventure Room". The word is written in a flipchart paper and while participants share their association with the word, trainer writes them in the paper. Then, explains that this session is designed to introduce them to the concept and methodology of Adventure Rooms and its adaption to education programmes.

### **II. Theoretical input on Adventure Rooms (20 minutes)**

A presentation with information related to the definition of adventure escape rooms and its key elements is provided to the participants. The trainer briefly presents the process of the adventure escape rooms and how this concept can be adapted to education programmes.



### **III. Elements of Adventure Rooms and its process (60 minutes)**

In order for participants to learn more about the key elements of the adventure rooms methodology, the trainer divides them in four small groups to further research about those elements and get more in-depth information. They are given 60 minutes to do their small research task and prepare for a presentation on the findings. The topics/elements that groups are asked to research on are the following:

- Group 1: Narrative – Creating the story
- Group 2: Hints and rules
- Group 3: Puzzles (idea behind puzzles, types of puzzles)
- Group 4: Environment inside the adventure room

### **IV. Presentations (45 minutes)**

All groups join the plenary for a 5-minute presentation on their findings. After each presentation, trainers use the next 5 minutes for questions or comments from other groups, as well as to add more information him/herself on the topic/element.

### **V. How can we adapt this methodology in our programmes? (30 minutes)**

After presentations on adventure rooms elements and processes, the trainer brings space for discussion and brainstorming on adaption of adventure rooms methodology in entrepreneurial education programmes for the target group of participating organisations.

### **VI. Closing remarks on outcomes of the discussion (10 minutes)**

The trainer lists in the board key outcomes on the discussion for adaption of adventure rooms methodology in entrepreneurial education for citizens with fewer opportunities and invites them to write them down in their notebooks as well.

**Materials needed:** A3 and A4 papers, flipchart papers, pens, markers, laptop, projector.

#### **Background documents and further reading:**

- A. (2020, May 23). Escape rooms for education. Logos NGO. <https://logos.ngo/what-we-do/escape-rooms-for-education/>
- 6 Elements That Make a Great Escape Room. (2020, October 20). Tick Tock Escape Rooms. <https://ticktockescaperoom.com/elements-that-make-a-great-escape-room/>
- Designing an escape room with the Experience Pyramid model (Outi Heikkinen and Julia Shumeyko) <https://core.ac.uk/download/pdf/45600683.pdf>

#### **Recommendations for future trainers multiplying this session:**

- It is important that trainers use visuals in their presentation on adventure rooms in order to be able to provide more information and clearer picture on this methodology. It also contributes to efficiency in time management as the methodology is a bit more complexed to cover in one session.
- It is recommended that participants have coffee break during the research on adventure rooms elements in order to be more focused and have active participation in the discussion afterwards. The concept is more complexed and requires full attention of participants in order to understand the flow of the activities and reflect on how to adapt them later for their target group in the local community.

## Entrepreneurial mind-set development adult education programmes in our communities Creativity and Innovation skills

**Session Title:** Entrepreneurial mind-set development adult education programmes in our communities – Creativity and Innovation skills

**Duration:** 180 minutes

### **Background:**

This session comes after going through the different sessions of sharing realities and understanding about the entrepreneurial mind-set development programmes and opportunities, as well as after practicing different useful creativity and innovation building methodologies. Thus, during this session, participants will have a chance to put everything discussed and learned into the plans for action in their local communities. Most importantly, during this session they focus on the needs of their target group and use the learned methods to develop new entrepreneurial mind-set development programmes that promote creativity and innovation skills' building among their beneficiaries, adults with low basic skills.

**Aim of the session:** To encourage creation of new action plans of educational activities for entrepreneurial mind-set development among adults with low basic skills.

### **Objectives:**

- To inspire each other and to brainstorm on potential innovative ideas for future educational activities of adults with low basic skills;
- To promote and encourage development of creativity and innovation skills within entrepreneurship education of the beneficiaries;
- To create new action plans of educational activities for entrepreneurial mind-set development among adults with low basic skills.

### **Competences addressed:**

- Entrepreneurial competence;
- Active and European citizenship competence;
- Personal, social and learning to learn competence;
- Cultural awareness and expression competence;
- Literacy competence.

### **Methodology and methods:**

- Brainstorming;
- Small group work;
- Presentations;
- Interactive discussions.

### **Session flow:**

#### **I. Brainstorming the concept ideas of the future local educational activities (30 minutes)**

Participants are asked to go back to the learning points from the session on sharing realities and especially to their questions:

- What were the most interesting findings, especially in relation to possible multiplication elements that you might have identified, to be useful in your own community?
- Which key stakeholders could you identify, in each of our communities, when it comes to the development of the new educational programmes for creativity in entrepreneurship for adults with low basic skills? Are there any advices how to approach those stakeholders and which kind of cooperation to offer them?

Then, they are asked to focus on those that are the most relevant ones for their own local communities. In the small groups, they should refer to different sessions of this training course and search for potential links to those questions above. In the same small groups, they should brainstorm the concept ideas of the future local educational activities.

## **II. Presenting the brainstormed concept ideas (30 minutes)**

Each group presents their brainstormed concept ideas of the future local educational activities in front of other groups and others are invited by the trainer to give feedback on the content of presentations.

## **III. Creating action plans (120 minutes)**

After introducing the elements of a good action plan of an educational activity, the trainer asks participants to start working on creating those action plans with accent on development of creativity and innovation skills within the entrepreneurship education of adults with low basic skills. Participants continue working in their groups to define an action plan with the steps which they need to take to implement activities into their local communities.

The action plan should consist of:

- SMART objectives
- Expected learning outcomes of the beneficiaries
- (Educational) Activities planned for reaching each objective
- Resources needed
- Personnel / stakeholders involved

The small groups of participants are working alone. However, the trainers remain available during the whole working time, and groups are invited to come to the trainers whenever they need any assistance.

**Materials needed:** A4 papers, colourful papers, markers, scissors, newspapers and magazines, glue, various templates for action plans.

### **Recommendations for future trainers multiplying this session:**

- The trainers should mingle among the small groups while they work on creating their action plans. The trainers should remind participants to be as detailed as possible while creating the action plans.

## Presenting the workshops, Feedback, Consultations and further resources

**Session Title:** Presenting the workshops, Feedback, Consultations and further resources

**Duration:** 90 minutes

### **Background:**

This session comes after the participants worked on creating their local action plans of educational activities for entrepreneurial mind-set development among adults with low basic skills. In this session, they will be able to present their local action plans / workshops ideas, and to get feedback from their peers and trainers. The trainers and willing participants will also have a chance during this session to share different useful tools and methods possibly useful in our future adult education activities for entrepreneurial mind-set development among adults with low basic skills in our communities.

**Aim of the session:** To provide opportunity to present, share and further improve the created action plans of educational activities for entrepreneurial mind-set development among adults with low basic skills.

### **Objectives:**

- To present the developed action plans of educational activities for entrepreneurial mind-set development among adults with low basic skills;
- To give feedback to programmes developed;
- To reflect and adapt the knowledge gained in the created concepts of action plans of educational activities for entrepreneurial mind-set development among adults with low basic skills.

### **Competences addressed:**

- Entrepreneurial competence;
- Personal, social and learning to learn competence;
- Creativity and Innovation skills;
- Citizenship competence;
- Digital competence.

### **Methodology and methods:**

- Presentations;
- Plenary discussions;
- Feedback and consultations.

### **Session flow:**

#### **I. Created action plans' presentation with feedbacks and consultations (60 minutes)**

The trainer introduces this session with the basic idea behind it - to possibly improve the created action plans based on the feedback from the peers and trainers within this learning group of ours. The trainer also stresses that the participants' commitment to the follow-up implementation of these action plans (of educational activities for entrepreneurial mind-set development among adults with low basic skills) is crucial and very important to all our sending organisations. Thus, all small groups will have a chance to present their created action plans and will discuss within the group potential feedbacks they receive. Afterwards, they will have some time to improve some specific elements of their future workshops and suggests additional variations, if deemed needed.

Participants then have a chance to present their created action plans of educational activities for entrepreneurial mind-set development among adults with low basic skills. Each group has 5-7 minutes for this task.

After each presentation, other participants are invited to ask questions or give comments and feedbacks. There should be at least 5 minutes available for this for every presented action plan.

#### **II. Improving and finalising the concepts for future educational activities (30 minutes)**

The participants go back to their small groups and agree upon the possible improvements of their created action plans of educational activities for entrepreneurial mind-set development among adults with low basic skills. Also, they suggest additional different variations of all and/or each elements of their educational activities developed.

**Materials needed:** A4 papers, laptop and projector, flip chart papers, markers, post-its, pens.

**Recommendations for future trainers multiplying this session:**

- It is important that the trainers are flexible with time for each of the presentations and the time for feedbacks, questions and comments. This is important if we want to make sure that the participants remain motivated and committed to the future implementation of those workshops' concepts in the follow-up phase of this training course.
- As the commitment to implementation of action plans is especially important, it is recommended that the trainers invite each participant to state the first step they will make to start turning those action plans into reality.

## Evaluation and Closure of the Training course

**Session Title:** Evaluation and Closure of the Training course

**Duration:** 90 minutes

### **Background:**

This session is the last official session of the training course. Thus, it is the last time when all the participants are facing each other in the plenary. For this reason, it is important to make sure that during this session we achieve some kind of wrapping-up of the training course content with its evaluation, as well as the closure of the group dynamics process.

**Aim of the session:** To close the group dynamics' process and to evaluate the training course.

### **Objectives:**

- To reflect on the learning process and the learning outcomes of each participant;
- To evaluate the training course;
- To close the training course.

### **Competences addressed:**

- Personal, social and learning to learn competence;
- Multilingual competence;
- Ability to reflect and analyse;
- Literacy competence.

### **Methodology and methods:**

- Visual and oral evaluation;
- Written evaluation form;
- Open sharing.

### **Session flow:**

#### **I. Photography-Video of the training course (15 minutes)**

The trainers project the prepared video consisting of different photos from the training course, including photos of materials and flipchart papers, as well as those of people and their interaction. This allows for reflection on different training course programme elements and reminds participants of the whole learning during the working days – the topics covered, the goals and objectives of the training course and what were the expectations.

#### **II. Visual evaluation (15 minutes)**

The trainers have prepared a pie chart evaluation. They have drawn a huge dart circle and divided it to 6 or 8 fields. On the border of each field, the topic is written:

- Programme content
- Trainers' work
- Methods chosen
- Group's contribution
- Learning achieved
- Group dynamics/atmosphere
- Free time and evening programme
- Technical organisation of the training course

Participants' task is to put a dot (or any other sign) in each topic field of the pie evaluation. The closer their sign is to the centre, the more satisfied they are with the field topic named.

#### **III. Written evaluation (40 minutes)**

Participants are invited to fill in the written evaluation form, that the trainers have prepared in the online version, as well as several hard copies, just in case someone gets stuck in an online version.

#### **IV. Final plenary round of the training course (20 minutes)**

Trainers and organisers congratulate participants on successful completion of the training course and wish them good luck with their plans and future work in the field of entrepreneurship for the young people in community.

**Materials needed:** Training course photos, projector, laptop, flipchart stand and paper, flip top pens, evaluation forms (both online, as well as printed).

**Recommendations for future trainers multiplying this session:**

- If there is an online evaluation being implemented, it is important to be sure that everyone has their electronic/smart devices with them. Otherwise, the trainers/organisers should provide them with extra laptops or tablets.
- During the written evaluation, it is normal that some participants finish earlier than the others. It is important to remind them that they should not leave the plenary room and that they should wait for all participants to finish.

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