

Guidebook

with Curriculum

Empowering adult educators
for Entrepreneurial learning,
Intelligence and mind-set
development among seniors
and adults with
fewer opportunities





TITLE:

Guidebook with Curriculum: Empowering adult educators for Entrepreneurial learning, Intelligence and mind-set development among seniors and adults with fewer opportunities

PROJECT:

“Entrepreneurship education for seniors and adults with fewer opportunities”, funded by the Nationaal Agentschap Erasmus+ Onderwijs & Training, the Netherlands National Agency for the Erasmus+ programme.

Project partners are:

- STICHTING MASTERPEACE, Netherlands
- Centre for Non-formal education and Lifelong learning (CNELL), Serbia
- Association for improvement of modern living skills “Realization”, Croatia
 - Youth Power Germany e.V., Germany
 - UNG KRAFT / Youth Power Sweden
- Company for professional rehabilitation and employment of persons with disabilities ITECCION, Serbia

PUBLISHER:

Centre for Non-formal education and Lifelong learning (CNELL), Serbia

EDITORS:

Miloš Matorčević
Danijela Matorčević

AUTHORS:

Berna Xhemajli
Natalia Van Der Wee
Danijela Matorčević
Miloš Matorčević
Armin Čerkez
Nedim Mičijević
Stanče Matović

GRAPHIC DESIGN:

Milica Milović Kinoli

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PROJECT SUMMARY

Project title: “Entrepreneurship education for seniors and adults with fewer opportunities”

Quite often, both salaries of the employed citizens, as well as the pensions for the retired seniors, where exist - are not fully sufficient for the high costs of life in those “older” ages when their youngsters have left households to pursue own career and life in separate households of their own. More and more seniors and adults (with fewer opportunities), thus, are looking forward to another way of regular money incoming into their households and are positive towards entrepreneurship opportunities, as they see self-employment as a valuable and appreciated option.

Seniors and adults with fewer opportunities are 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 line with the new era entrepreneurship concepts, in order to provide quality, attractive and effective activities for personal and professional development of seniors and adults with fewer opportunities in their communities.

Motivation of partners in this project is to “equip” seniors and adults with fewer opportunities with set of skills needed to work on personal development in fields of entrepreneurial intelligence and creating (self-employment opportunities proactively in today’s reality of employment uncertainty and the world of extinction of many known jobs and occupation now and even more in the future. That new needed capacity is entrepreneurial intelligence - competence that can be trained and developed by gaining different skills, knowledge, attitudes through quality adult non-formal education.

This project builds up on our previous experience with the aspect of entrepreneurial intelligence, mind-set and creativity competences, as a new level of adult learning for self-employment and entrepreneurship.

Project objectives:

- Empower seniors and adults with fewer opportunities in entrepreneurial intelligence and mind-set development (including intrapersonal and interpersonal social-emotional and creativity competences), through development of inspiring, innovative and up-to-date handbook and e-learning courses.
- 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, through training course, innovative Guidebook with curriculum and e-learning course for adult educators’ training.
- Exchange good practices and further develop quality strategic partnership among partners from 5 European countries with different realities in regard to citizens’ self-employment and entrepreneurship.

Project activities are:

- A1 Project Management
- M1 Kick-off meeting
- O1 Handbook on Entrepreneurial learning, Intelligence and mind-set development for adults
- M2 Second meeting
- O2 Guidebook with Curriculum: Empowering adult educators for Entrepreneurial learning, Intelligence and mind-set development among seniors and adults with fewer opportunities
- M3 Third meeting



- O3 E-learning course for educators: Entrepreneurial learning, Intelligence and mind-set development education for seniors and adults with fewer opportunities
- O4 E-learning course for beneficiaries: Intra-personal aspect of Entrepreneurial mind-set development
- O5 E-learning course for beneficiaries: Leadership, Teamwork and other interpersonal skills within Entrepreneurial mind-set development
- C1 LTTA Training of trainers
- E1, E2, E3, E4, E5 – Open conferences in RS, HR, SE, DE, NL
- M4 – Evaluation meeting

At the end of this project, the project partners, as well as other organisations and stakeholders, will have at their disposal more effective tools and more competent staff to engage in entrepreneurship education the seniors and adults with fewer opportunities.

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- Centre for Non-formal education and Lifelong learning (CNELL), Serbia
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Introduction and structure of the guidebook with curriculum

This guidebook with curriculum is innovative resource to educate, support and mentor adult educators (current and future ones) to further develop (online and offline) organisational culture, mentoring and education for seniors and adults with fewer opportunities in our communities on topic of Entrepreneurial learning, Intelligence, and mind-set development in line with the new era entrepreneurship. It comprises of two parts where the first part covers key concepts and recommendations of the related topics in the field of entrepreneurship for adult educators, while the second part consists of detailed development of sessions of an 8-day long training course. The key innovation aspect of this guidebook with curriculum is in the topics covered in the field of entrepreneurship, as it focuses on the new era entrepreneurship and intrapersonal aspects of entrepreneurial mind-set. Until now, the standard educational programmes in this field focused more into business plan design. Our guidebook with curriculum is especially designed on focusing on the entrepreneurial skills development in the modern era. As the curriculum is designed for educators in the field of entrepreneurship, there is a high possibility to make a significant impact in a wider community. The programme is especially designed to empower adult educators that work closely with seniors and adults with fewer opportunities who are interested to develop their career in the entrepreneurial world but do not have the needed access of information and updated methods and processes that are applicable nowadays to reach success.

The key objectives of this guidebook with curriculum are:

- To understand the concept and importance of the new era entrepreneurship in education
- To present successful case studies of entrepreneurial mind-set development in education programmes
- To learn more about the country's realities in regards of employability of seniors and adults with fewer opportunities and existing programmes dealing with this issue
- To understand the concept of entrepreneurial learning and its practice when working with seniors and adults with fewer opportunities
- To understand the concept of entrepreneurial intelligence as well as the development of entrepreneurial mind-set
- To learn about the core domains that help the development of entrepreneurial mind-set
- To define the key competences that an entrepreneur should have by focusing on skills, knowledge, and attitude
- To introduce the importance of creativity and innovation within the entrepreneurial mind-set development
- To develop future programmes and workshops for the local community and target groups of seniors and adults with fewer opportunities
- To create space for presenting developed workshops and consult for further improvement/recommendation for adult educators

The presented curriculum of the training course is based on principles, and approaches of non-formal education, thus consisting of practical activities that are easy to multiply in educational programmes. The Guidebook with Curriculum is a useful tool for all interested educators and can be served 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 entrepreneurship education of seniors and adults with fewer opportunities in our communities.



Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction – getting to know each other and group building activities
PM	Sharing realities on (un)employment / pension situation of seniors and adults with fewer opportunities and Adult education programmes existing for their entrepreneurial mind-set development
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Entrepreneurial Learning (what? Why? Models?) – a way to enrich adult education with our target group of seniors and adults with fewer opportunities
PM	Developing entrepreneurial intelligence among seniors and adults with fewer opportunities
PM	Reflection and Evaluation of the day
Day 4	
AM	Eight core domains of entrepreneurial mind-set
PM	Methodology for teaching/training Entrepreneurial mind-set: innovative teaching and training methods, including offering experiential and hands-on activities
PM	Reflection and Evaluation of the day
Day 5	
AM	Who is an entrepreneur? (defining competences SKA that individual must have to be an entrepreneur)
PM	FREE AFTERNOON
Day 6	
AM	Inclusive entrepreneurship model in frames of Doughnut economics. Developing an entrepreneurial mind-set.
PM	The leadership model of the Flow Compass as a way to develop interpersonal skills supporting entrepreneurial activities
PM	Reflection and Evaluation of the day
Day 7	
AM	Development of innovation and Creativity competences within the Entrepreneurial mind-set development of beneficiaries (seniors and adults with fewer opportunities)
PM	Creative problem solving and innovative thinking methods
PM	Reflection and Evaluation of the day
Day 8	
AM	Developing education plans for entrepreneurial mind-set development among seniors and adults with fewer opportunities
PM	Developing education plans for entrepreneurial mind-set development among seniors and adults with fewer opportunities
PM	Reflection and Evaluation of the day
Day 9	
AM	Presentations and Consultations
PM	Evaluation and closure
Evening	"See you again" party
Day 10	
AM	Departure of participants



Guidebook on Empowering adult educators for Entrepreneurial learning, intelligence and mind-set development among seniors and adults with fewer opportunities

This part has an emphasis on key concepts and recommendations related to competences and adult non-formal education principles of adult educators when working with seniors and adults with fewer opportunities. The chosen topics/elements presented have a key role and importance when developing education programmes for these beneficiaries and are of high relevance with the developed sessions in the curriculum which is presented in the second part of this paper.



New era entrepreneurship and what does this mean for adult educators

With the financial crisis during the early 2000s the entrepreneurial world has experienced a lot of changes. The concept of entrepreneurship is not seen any more as the chance of starting an enterprise and being able to launch a product in the market. The so-called 'new era entrepreneurship' has brought in focus the socially connected and inclusive approach to entrepreneurship. David Rae, as one of the most active experts in this field, emphasises that the new era entrepreneurship is more sustainable oriented comparing to the old era entrepreneurship that focused on individual profit and success. It can be said with certain that during the last decade the nature of entrepreneurship and its role on the economy and society has changed a lot. The ongoing spread of COVID-19 have also affected this field with rapid changes on the ways how to survive economy from the challenges this pandemic has brought. According to Mustafa (2020) a lot of entrepreneurs have found themselves in the state of panic with the new era of entrepreneurship and the changes in social environments and global economy.¹ Governments all over the world are setting new rules and norms to try to re-establish economies and this is where a lot of seniors and adults are finding themselves struggling and arguing that entrepreneurship has become a happy game only for those who have access to the right kind of education, funding system and networks (WEF, 2020).² However, adaptability is one of the key concepts deeply rooted in entrepreneurship. Even though the post-pandemic world will bring new challenges to overcome, the first step to take is to allow oneself to be one of the early adopters of technology and to integrate it in successful way into the processes so organisations can keep themselves ahead of the competition (Mustafa, 2020).³ With the changes in the functionality in entrepreneurship, the changes in education are of the same importance. For this reason, the experts of the field have come up with different researches and theories adapting the new changes. At the same time, the educators are challenged very often to track the changes and stay updated in the topic in order to be in the same step with giving the right and updated information and learning to their target groups.

¹ Mustafa, B. M. (2020). The New-Era Entrepreneur. Forbes.

<https://www.forbes.com/sites/forbesbusinesscouncil/2020/09/23/the-new-era-entrepreneur/?sh=2ad0964054f1>

² World Economic Forum. (2020). Discovering the real impact of COVID-19 on entrepreneurship.

<https://www.weforum.org/agenda/2020/06/how-covid-19-will-change-entrepreneurial-business/>

³ Mustafa, B. M. (2020). The New-Era Entrepreneur. Forbes.

<https://www.forbes.com/sites/forbesbusinesscouncil/2020/09/23/the-new-era-entrepreneur/?sh=2ad0964054f1>



Entrepreneurial Learning in the New Era Entrepreneurship

In order to better understand how the Entrepreneurial learning can help entrepreneurs to better understand and adopt with the changes, David Rae in 2009 presented a model with the entrepreneurial learning based on narratives and social constructionism.

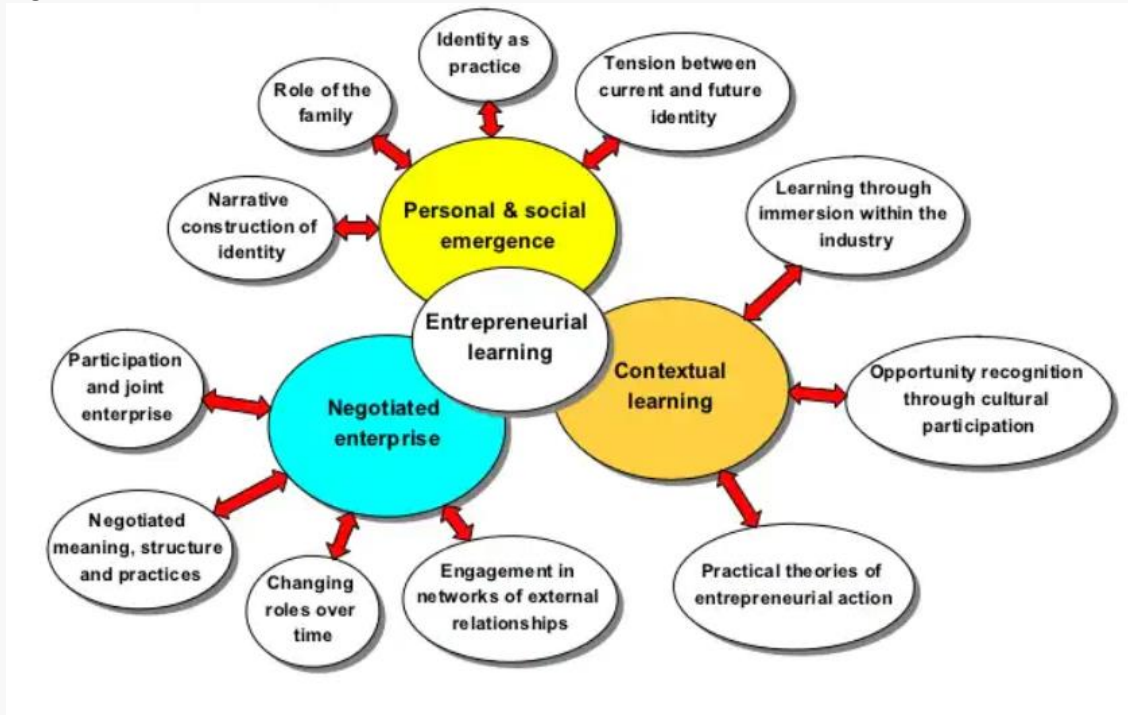


Figure 1: A model with the entrepreneurial learning. (Rae, 2009), Source: Journal: The Braybrooke Press Ltd. Journal of General Management – David Rae (2014), pg. 83-84

Through this table, Rae stresses out the importance of personal and social emergence, negotiated enterprise and conceptual learning when it comes to regenerate economies, societies, developing confidence and find and ratify the new opportunities.

Personal and social emergence - This learning outcome encourages entrepreneurs to develop skills like self-awareness, being able to understand their values, identify tensions between the current and future and the role of others.

Negotiated enterprise - Through this learning outcome entrepreneurs can better understand the importance of engagement in networks of external relationships, different structures, and practices in terms of negotiations and the role changing.

Conceptual learning - This learning opportunity provides a methodology on how to explore, work and act on different opportunities.

Besides this model there are different online and offline models that were developed in order to adapt these changes of the new era of entrepreneurship.



Target group of seniors and adult with fewer opportunities

This group consists of seniors and adults with fewer opportunities who more and more are being affected by the recent updates on entrepreneurial changes. The existing knowledge of entering the entrepreneurial world that was taught in schools and different educational programmes in the past, is not in line with the new changes happening in today's market, including here the changes affected by the global pandemic. Now more than ever there is the need for entrepreneurship education through different training courses. Such trainings are very much needed in order to provide an opportunity for seniors and adults with fewer opportunities and encourage them to develop new sets of skills.

Being part of trainings and other different educational projects is a fulfilling experience where participants benefit in personal development and obtain various new skills. This is one of the reasons why there should be more projects focused on addressing the needs of seniors and adults with fewer opportunities because people part of this target group is not pursuing these kinds of trainings which are considered as one of the best opportunities to keep in line with the latest trends in entrepreneurship.



Entrepreneurial mind-set development adult education programmes – successful case study of Network for Teaching Entrepreneurship

Network for Teaching Entrepreneurship (NFTE) is a global educational non-profit founded more than 30 years ago, with the focus to bring the power of entrepreneurship to youth part of low-income communities. They are present in several states across the U.S. and 14 other countries around the world. The community that represents NFTE is very diverse, people from the local community, teachers, business leaders, curriculum designers, entrepreneurs, program managers and so on. Also, supporters of the NFTE array from different levels starting from the individual levels to global foundations and corporations.

During all these years of work NFTE and has trained more than thousands of teachers and educated more than a million people from different groups of ages all over the world. The programs are taught by teachers who are part of Teacher Corps and very highly trained.

In order to bring more unique and effective learning to their learners NFTE works with partners from both public and private sector and through years they have manage to come with some experiential, project - based learning and motivate people to be part of their programs. Furthermore, except the fact that NFTE learners are supported by a highly trained Teacher Corps there are also dedicated coaches from Volunteer Corps, to help learners stay motivated as well help them to gain scholarships and seed capital at a series of annual business plan and pitch competitions.

It is good to be mentioned that NFTE programs can be found in online or in person in different institutions such as schools, churches, community centres, libraries, and other institutional settings.

Regarding the programmes that NFTE offers there is a wide range of programs that are designed to be flexible and engaging for both online and in person learning. Also, all the programs are very inclusive they offer programs for middle school and high school students in classrooms or camp environments, and they have also adapted an award-winning curriculum in an online program for adult learners.

Knowing the importance in learning entrepreneurship essentials as well discover and cultivate the set of new skills NFTE started with the programs Entrepreneurial Mindset. These programs are designed to help adults who just started their careers in the entrepreneurship field to develop skills needed to pursue their careers, and older adults who may be looking to restart their careers or would like to better understand and adopt with the changes of the new era of entrepreneurship.

For further exploration and information of NFTE: <https://www.nfte.com/>



Recommendations for adult educators on performing adult education programmes in the topic of entrepreneurial mind-set development among target group of seniors and adults with fewer opportunities

The training course “Empowering adult educators for Entrepreneurial learning, intelligence and mind-set development among seniors and adults with fewer opportunities” is developed with the aim to extend the impact of the overall project to the partners and other organisations’ members and educators who are active in working with seniors and adults with fewer opportunities. Furthermore, it aims extending the impact and providing tools for all educators that focus on the topic of entrepreneurship in their work by providing techniques of using Entrepreneurial Learning as innovative source in this regard. Thus, the support to further develop capacities of organisations and youth workers in their programmes is the main idea behind this curriculum.

This curriculum is an especially useful resource for all educators and organisations that are interested in working with seniors and adults with fewer opportunities using Entrepreneurial Learning and mind-set development to their programmes. The developed sessions can be easily adapted to implement in different country realities and needs, as well as it serves as an inspiration to organise similar activities.

The quality adaption and implementation of a training course based on this curriculum, including the successful achievement of aims and objectives set for each session and exercise can be ensured by following some key recommendations presented below. These recommendations are helpful in both stages - preparations before the arrival of participants to the training course and during the programme of the training course.

Stage 1: Before the training course

- Through the info pack, email/phone communication, all participants should be provided with detailed information regarding their participation, including here, safety and hygiene measures.
- Application forms should include questions related to their motivation in the programme and based on that to do the selection of participants.
- Preparatory meetings with participants should be arranged by the coordinators of the project and partners organisations in charge of preparing/sending participants to the training course, in order to prepare the participants and inform more about the topic and expectations, cultural values of the country, the key information regarding non-formal education methodology (for those who are participating for the first time in such programme). Also, to support them in arranging the travel and needed preparations before the arrival.
- It is very important to inform participants in advance of some activities that require them to have a certain level of knowledge about the local context. Participants should do some research in advance about the situation of seniors and adults with fewer opportunities in their country, as well as the existing programmes related to the entrepreneurial learning and challenges that target groups and educators face in this field. In this way it might be easier to adapt with the topic and develop local education plans based on the needs they discover from their research.



- Participants should be informed and prepared by the partner organisations regarding the importance of acceptance and tolerance when working in intercultural groups.
- Sending organisations should provide their participants with relevant materials about the organisation's work and activities such as brochures, web page links, business cards, booklets, or other relevant publications related to the topic, and so on. In order to give them the chance to create networking or initiate potential partnerships.
- Participants should be informed in advance 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 their own countries.

Stage 2: During the training course

- All the sessions presented in this curriculum are developed by competent trainers and educators and are designed for all educators who are interested in the topic of Entrepreneurial Learning and its usage for including seniors and adults with fewer opportunities in the community. However, when organising a training course based on this curriculum, educators first have to consider the level of knowledge in the group and adapt the sessions according to their needs and capacities.
- On the first day of the programme participants need to set learning objectives and expectations for the training course and then reflect on it on the last day. Furthermore, as a key element on learning objectives of every working day evaluation and reflection should take place on every training day. There should be space within the programme for participants to reflect and evaluate the working day including the programme, energy within the group, trainers' performance, and his/her level of contribution and learning.
- In order to address the needs of the group and to be able to easily adapt the sessions and the methodology according to the needs of the participants and to successfully implement and achieve learning goals, evaluation and daily reflections should be highly encouraged and shared with the trainers.
- Flexibility is another important factor trainers should be aware of, some of the sessions might take longer time during the implementation phase than initially planned. In these cases, it is important to be flexible especially when participants seem to enjoy the activity and learn more about certain topic.
- Emphasising and giving opportunities to the participants to give their contribution to the sessions is another thing trainers should take into consideration. They can inform participant for such opportunity in the info pack or the first day of the programme in order to give them time to plan something.

Stage 3: After the training course

- The evaluation process is a very important process that should take place after the training course. If after the training course participants have to organise local workshops, in that case, the evaluation form has to include this process and to relate it with the long-term impact of the overall training is particularly useful for them to reflect and for the trainers to improve their work in the future programmes. Also, within the evaluation forms there should be questions related to the suggestions and improvements for the future work.
- After the departure, a very important thing is the maintenance of the contact with participant in order to be able to develop the education plans and to give support/help if needed for the organisation of such activity. Also, after the implementation of the activity participants can be asked to submit a form for feedback and reporting of the follow-up activity.



DEVELOPED SESSIONS OF THE TRAINING COURSE “EMPOWERING ADULT EDUCATORS FOR ENTREPRENEURIAL LEARNING, INTELLIGENCE AND MIND-SET DEVELOPMENT AMONG SENIORS AND ADULTS WITH FEWER OPPORTUNITIES”

1. Introduction – getting to know each other and group building activities

Session Title: Introduction – getting to know each other and group building activities

Duration: 180 minutes

Background:

The first session of every training course is usually planned for official introduction of the participants and organising team. It also brings space for the sharing of information related to the project and its activities, the training course and the developed agenda, as well as some practical information about the venue, the country and so on. Moreover, the development of introductory sessions is important to set the ground for the participants on getting to know each other, take part in team building activities that contribute to have a better atmosphere in the group and at the same time to create a working environment for future sessions and days. 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 introduce participants with the key information about the programme and create space for teambuilding and common learning goals.

Objectives:

- To introduce participants with the project and activities, as well as official agenda of the programme;
- To explore expectations and contributions of the participants;
- To create space for teambuilding activities and getting to know each other.

Competences addressed:

- Communication;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;



- Multilingual competence;
- Literacy competence.

Methodology and methods:

- Input (presentation);
- Plenary rounds;
- Work in pairs and individually;
- Small groups work;
- Brainstorming;
- Creative activities.

Session flow:

I. Introduction about the project and activities (15 minutes)

The coordinator of the projects uses the first minutes of this session to give a brief introduction about the organisation's work, and to present the working team for the project. Further on, he/she gives a presentation about the project and activities planned, as well as detailed information about the training course. The coordinator and trainers also inform participants about the logistical stuff, roles and obligations of each team members in order for the participants to address the right person for different issues, and other relevant information related to their participation.

II. Round of names (10 minutes)

When the official introduction is done, the coordinator mentions once again the names of the trainers while inviting them to present themselves officially. Then, all participants are invited to also share their names in a circle, and something related to their professional engagement or hobby.

III. Speed dating (30 minutes)

The trainer invites participants to be divided into 2 groups with equal number of people. Both groups form a circle while the inner circle is facing the other group which is the outer circle. The idea is that each person stands in front of somebody from the other circle, and the activity is considered as a "speed dating" concept where one has only 3-4 minutes to know somebody, but in this case according to the topics/questions set by the trainer. The trainer gives the activity instructions to the group and start with the first question/topic. When the time is up, next topic comes, and the trainer asks participants (inner or outer circle) to move 1-2 places to their left or right so that they meet new people to talk. The process continues the same until all questions/topics are addressed by the trainer. The approximate time to complete the activity is 30 minutes and the potential topics/questions can be the following:

- The perfect day for me looks like...
- Favourite food/drink
- Favourite movie/TV series
- Favourite place to have a relaxing/fun time
- What your future looks like?
- The best gift I received/gave to/from someone
- Who is your best friend?
- Do you like working with/for people of different backgrounds?
- What is your favourite way of travelling?
- What can be considered a perfect job place for you?



- My method of learning/studying
- What is the best/worst habit that you have?

IV. Presentation of the agenda and the programme (10 minutes)

The next 10 minutes are dedicated to the presentation of the agenda consisting of detailed explanation of the programme and sessions of each working day. The trainer does this by adding some drawings and visual materials while participants can ask for additional information or give suggestions for some 'open space' during a working day in case they want to share something related to the topic with the others.

V. What brought me here? (60 minutes)

With the agenda being presented, participants now have the chance to do a self-reflection related to the contributions and fears during the training course. In order to make this activity more creative, the trainer divides participants into four groups and asks them to make a creative drawing about each member's journeys to join the training course. They need to use a flipchart and the common drawing of their journeys can start from a certain part of their life (from primary education, university, or whichever is the first life stage that contributed to their involvement in non-formal education and in these topics). The trainer encourages that while working on the drawing, they also have short discussions on sharing the story so they can be more creative when writing on the flipchart. In the most recent date (the training period), they are asked to add what can be their contributions in the training course based on their life experiences, and what are some fears that can impact the participation and energy in the group during the upcoming days. The list of fears and contributions should also be common for each small group. They use 20-30 minutes to conduct this task, and after they are done, the trainer invites each group to present their drawing and list of fears and contributions. After each presentation, there is a few minutes left for questions and comments by the trainer and other participants. Then, the trainer collects all the drawings and puts the flipchart in a visible place in the working room so the participants can check and remind themselves of the contributions and fears for better group work during the working days.

VI. Egg drop activity (45 minutes)

In this activity, participants are divided into five small groups. The trainers have prepared beforehand same working materials for each group such as: one raw egg, papers, tape, one balloon, few straws (plastic), and some string. The task of each group is to create contraption from the given materials so that the egg is not broken when dropping it. In order to make the activity more challenging, the trainer adds that the testing will be done by dropping it from the second floor of the building. Participants use approximately 20 minutes to do the challenging task and then the testing is done with all groups present. After that, all groups join the plenary for a short discussion on the activity facilitated by the trainer with the following questions:

- How did you feel during this process?
- What happened in this activity in your groups?
- Did you have a good cooperation?
- What went not well or was challenging in your cooperation?
- What would you change?
- How do you relate this exercise with our work here in the training course?

VII. Group agreements (10 minutes)

After the discussion, trainers conclude the session by dedicating 10 minutes in defining common group agreements that are applicable during the working days in the training course. Participants use 3-4 minutes to think about what they would like to avoid in order to have a good atmosphere in the group and have everyone feeling included and respected. The trainer can start with 1-2 rules in order to break



the ice and asks the participants if they agree to put them in the flipchart. Then participants add their own agreements and trainer writes them after the approval from the whole group is given.

Materials needed: A4 papers, flipchart papers, small sticky notes, coloured pencils, raw eggs, tape, balloons, plastic straws, string.

Recommendations for future trainers multiplying this session:

- For the “Speed Dating” exercise the trainer should pay attention on where participants are standing and based on that to switch them in the next rounds. This will avoid the chance that people from the same country meeting each other constantly, instead they meet new people and learn more about others.
- When doing the drawing exercise, the trainer should go through each group and see if they need more time for the task and to share their stories. This exercise is very important for the participants to learn more about each other’s experiences so in case more time is needed, trainers should be flexible with time.
- Common group agreements are of high importance in the training courses as they establish the ground for inclusion and respect of each person. It is always recommended that the trainer adds the first 1-2 rules in order to give an initial idea for what these agreements are needed. In some cases, trainers can prepare some agreements in advance, and then if there is any new one suggested by participants, they add it.



2. Sharing realities on (un)employment / pension situation of seniors and adults with fewer opportunities and Adult education programmes existing for their entrepreneurial mind-set development

Session Title: Sharing realities on (un)employment / pension situation of seniors and adults with fewer opportunities and Adult education programmes existing for their entrepreneurial mind-set development

Duration: 180 minutes

Background:

After the first session where participants are informed about the programme and had the chance to get to know each other better, the programme starts the focus on the topic more. In this session participants have the chance to share and exchange information related to the situation in their countries on employability of seniors and adults with fewer opportunities, as well as explore for existing programmes on entrepreneurial mind-set development. This session is a base for participants to focus more into the topic and at the same time reflect on their country realities when it comes to (un)employment situation of senior and adults with fewer opportunities as the main target group of participating organisations.

Aim of the session: To share realities and experiences about employability and existing programmes for seniors and adults with fewer opportunities in different countries.

Objectives:

- To explore the country realities regarding the main topic of the training course;
- To identify positive examples of existing programmes in the entrepreneurial mind-set development;
- To explore similarities and differences of regarding the topic in different countries.

Competences addressed:

- Teamwork;
- Communication;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;
- Analysis and research;
- Presentation.

Methodology and methods:

- Small groups work;
- Presentations;
- Discussion in plenary.



Session flow:

I. Introduction to the session (10 minutes)

The trainer opens the session by emphasising the key topic(s) of the training course. He/she mentions the importance of entrepreneurial mind-set development and the programmes designed for it. Then explains that this session is planned to focus on local and national research about the realities in this topic in order to learn more about each other's countries realities and discover similarities and differences.

II. National group work (80 minutes)

Participants are invited to work in their national groups for this part of the session. Their task is to use the next 80 minutes to do some research about the realities in their countries to employability of seniors and adults with fewer opportunities as well as existing programmes on entrepreneurial mind-set development. They are expected to also prepare a presentation of their findings as each national group has to present for the other participants to learn more and exchange information on this topic.

III. Presentations (50 minutes)

When all groups are done with the research and preparations of their presentation, the trainer invites each group to present their findings. Groups can use flipchart or PPT presentation for this. After each presentation, the trainer opens the space for questions or comments that lead to better clarification or getting further information on the given presentation.

IV. Exchange rounds (40 minutes)

After applauding participants for their presentations, the trainer instructs participants that there is one more task to conclude this session in order for them to deepen their knowledge and exchanging of practices. Mixed groups of people from different countries are formed where at least 1 person of each participating country is in one group. The task for each group is to discuss about the similarities and differences that they recognised from each other's presentations. The questions used for facilitating the discussion can be:

- What were the similarities recognised when seeing the presentations of each other?
- What were the differences recognised when seeing the presentations of each other?
- How do you see the role of the organisations and their programmes in contributing/helping towards the current situation?

The discussion in smaller groups lasts approximately 20-25 minutes. After that, everyone joins the plenary, and the trainer uses the next 15 minutes to get the impressions from each group related to the discussion points they had to go through.

Materials needed: A4 papers, flipchart papers, markers, coloured pencils, pens, laptop, projector.

Recommendations for future trainers multiplying this session:

- Trainers and/or organisers should ask from participants to do some research before their arrival to the training course. In this case they will not struggle with time management in the given task for this session and will complete it more easily within the time given by the trainer.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



3. Entrepreneurial Learning (what? Why? Models?) – a way to enrich adult education with our target group of seniors and adults with fewer opportunities

Session Title: Entrepreneurial Learning (what? Why? Models?) – a way to enrich adult education with our target group of seniors and adults with fewer opportunities

Duration: 180 minutes

Background:

Participants had the chance to explore their realities in the main topic of the training course and share/exchange different practices on entrepreneurial mind-set development. That served as the initial point for them to enter the entrepreneurial topic. From this point, the programme focuses mostly on entrepreneurial learning continuing further on intelligence and mind-set development. This session is designed to introduce the concept of entrepreneurial learning and its importance in enriching adult education for seniors and adults with fewer opportunities. The chosen methods and methodologies offer a variety of interactive discussion and creative exercises which enable participants to develop critical and analytical thinking when working with seniors and adults with fewer opportunities in this topic.

Aim of the session: To understand and explore the concept of entrepreneurial learning as a way of enriching adult education when working with seniors and adults with fewer opportunities.

Objectives:

- To understand the concept of entrepreneurial learning and its importance in adult education;
- To identify ways of implementing entrepreneurial learning in the local community with the respected target groups;
- To give space for participants to reflect on their local community characteristics and exploring programmes for future educational projects on entrepreneurial learning.

Competences addressed:

- Teamwork;
- Communication;
- Personal, social, and learning to learn competence;
- Citizenship competence;
- Analysis and research.

Methodology and methods:

- World café;
- Presentations;
- Small group work;
- Reflection;



- Discussion in plenary.

Session flow:

I. Introduction to the session (15 minutes)

Trainers start the session by giving an overview of the working day and emphasising the concept of entrepreneurial learning. Then, a short brainstorming session takes place where participants are asked to give their opinions on how they understand Entrepreneurship and Entrepreneurial Learning.

II. Entrepreneurial learning – What? Why? Models? (50 minutes)

Participants are instructed that in this exercise they will be working in 3 small groups to understand better the concept of entrepreneurial learning. There are three tables with questions and flipchart paper for each group. When each group joins their respective table, the trainer instructs that they have 10 minutes to write in the flipchart elements and/or information related to their question. After 10 minutes, the groups shift to the next table while one person remains as the moderator for the ones who come in order to explain what the previous participants wrote. The third round continues again after 10 minutes when every group has the chance to contribute to each task/question. Then, when members of each group go back in their original group, the trainer gives them 15-20 minutes to sum up everything that was written in their flipcharts and prepare a presentation for the next part of the session.

Questions for the groups are:

1. What is entrepreneurial learning? (How do you understand this concept in your work?)
2. Why is entrepreneurial learning important for our target group of seniors and adults with fewer opportunities?
3. How do you understand the entrepreneurial learning model? What are some models of entrepreneurial learning that you are aware of?

III. Presentations (40 minutes)

Each group starts presenting the summary of their answers. The trainer gives a few minutes after each presentation for questions and comments. When presentations are done, trainer adds on for each question with information and concepts taken from different research and trustful resources.

IV. National small groups work (40 minutes)

When participants are given with some theoretical concept on entrepreneurial learning from the trainer, they are now asked to work shortly in their national groups to do some reflection on the connection of the entrepreneurial learning with the community. Their concrete task is to answer the following questions:

- What can be potential activities to organise in the local community?
- What would be the challenges and which stakeholders can be involved to help?
- What kind of resources are needed to implement such activities?

V. Sharing in the plenary (35 minutes)

Participants join the plenary for a short session regarding their analysis on the situation with local community and entrepreneurial learning activities. The trainer invites each national group to share their answers in a form of discussion where every participant can contribute with further suggestions or ask questions to clarify the issue. Then, all potential activities pointed out by participants are written down in the flipchart paper by the trainer. The trainer adds that these activities can serve as a base for potential cooperation between countries or in local community by each partner organisation.



Materials needed: A4 and A3 papers, flipchart papers, markers, coloured pencils, pens, sticky notes, laptop, projector.

Background documents and further reading:

- More information about entrepreneurial learning can be found at: Frøhlich Hougaard, Karsten, et. al, 2017. Taking the future into their own hands: Youth work and entrepreneurial learning. European Commission; accessible at <https://publications.europa.eu/en/publication-detail/-/publication/8f5910d8-6b64-11e7-b2f2-01aa75ed71a1/language-en>

Recommendations for future trainers multiplying this session:

- Trainers should be fully attentive when groups present their answers on the activities for potential implementation with the local community. While they present activities, the trainer should raise questions in order to help them sort out the idea and give further suggestions.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



4. Developing entrepreneurial intelligence among seniors and adults with fewer opportunities

Session Title: Developing entrepreneurial intelligence among seniors and adults with fewer opportunities

Duration: 180 minutes

Background:

With the concluding of the understanding of entrepreneurial learning concept, the programme moves further on the entrepreneurial intelligence and its characteristics. This concept is especially known in the new era entrepreneurship where the old standard way of entering entrepreneurial world is not applicable. Furthermore, the literature introduces several elements and characteristics of the entrepreneurial intelligence. A well-known theory from Bonsall and Oladapo (n.d.) introduce the following elements of entrepreneurial intelligence: Vision, Passion, Brand, Emotional Intelligence, Creativity, Resourcefulness, Solution oriented, Leveraging, Proactivity, Negotiation and Time Management. Participants in this session are going to practice different exercises that correspond to the mentioned characteristics and that stimulate their entrepreneurial intelligence for further practicing and implementation with adults and seniors with fewer opportunities. Additionally, the chosen methods in this session focus on leadership and teamwork as key competences to contribute on the entrepreneurial intelligence elements.

Aim of the session: To explore the key elements of entrepreneurial intelligence and give space for interactive exercises that contribute to attaining these skills for further programme development with target groups.

Objectives:

- To understand the concept of entrepreneurial intelligence and its importance in the new era entrepreneurship;
- To identify key elements of the entrepreneurial intelligence;
- To use creative and interactive methods for teamwork and leadership competence development for entrepreneurial intelligence;
- To give space for participants to explore their skills and strengthen their knowledge for future programmes in the topic for seniors and adults with fewer opportunities.

Competences addressed:

- Teamwork;
- Leadership;
- Entrepreneurship
- Communication;
- Personal, social, and learning to learn competence;
- Citizenship competence;
- Creativity.

Methodology and methods:

- Theoretical input;



- Interactive exercises;
- Silent floor brainstorming;
- Presentations;
- Discussion in plenary.

Session flow:

I. Introduction to the topic (20 minutes)

The session starts with some theoretical input by the trainer related to entrepreneurial intelligence concept and its importance in the new era entrepreneurship. The trainer adds that the upcoming exercises are designed in a way to strengthen the knowledge on the key principles of entrepreneurial intelligence.

II. Teamwork and Leadership competence - Paper boat exercise (50 minutes)

This exercise is designed for strengthening the teamwork and leadership competences of the participants when working in small groups. The trainer divides participants in 5 small groups and asks them to appoint a leader of the group. Then, the leader of each group joins the trainer outside the working room for separate instructions for the task. The instructions are that they test making a boat from a paper (A4 paper or from newspaper), and then further instructions are that they lead their teams inside to do the same. The general rules for all groups are the following:

- Receiving 10 papers in rectangular shape
- 10 paper boats of the same shape and size are to be built with a good quality
- The maximum time to finish the whole task is 20 minutes

Leaders join their groups and communicate the rules and the task to their members. After 20 minutes all groups join the plenary to present their paper boats and shortly discuss on the process of making the paper boats. The trainer facilitates the discussion by using the following questions:

- How did you feel during the last 20 minutes making the boats?
- What is your rating on the leader's communication towards the task?
- Did you manage to make all 10 paper boats?
- What is the satisfaction rate of your teamwork?
- Do you think this process is related to the everyday work and projects?
- How important do you find the role of the leader in such processes?
- How important do you find the effective teamwork in such processes?

III. Silent floor brainstorming: Key elements of Entrepreneurial Intelligence (30 minutes)

Trainers put in the floor A3 papers or flipchart paper with the following titles: Vision, Passion, Brand, Emotional Intelligence, Creativity, Resourcefulness, Solution oriented, Leveraging, Proactivity, Negotiation and Time Management. They instruct participants that in the next 20-25 minutes they are invited to contribute individually and in silence to each paper. They should analyse how they understand each title/concept written and write their answers on each paper, including relevance on entrepreneurial intelligence when working with seniors and adults with fewer opportunities. While participants stand up and approach the titles, trainers observe the process and help/support them in case they need some clarification or understanding of the titles.

IV. Preparing the posters from the inputs (30 minutes)

When the silent floor brainstorming is over, the trainer invites participants to go back to their small groups from the previous exercise. Then, he/she gives 2 completed papers with titles to each group. Their task is



to read their respective papers and summarise the input given from each participant for a short presentation in the plenary. They use 25 minutes to do this.

V. Presentations and Discussion (50 minutes)

Groups join the plenary for presenting their summary of the key elements of entrepreneurial intelligence and their relevance on educational programmes for seniors and adults with fewer opportunities. Each presentation takes up to 10 minutes and the trainer gives further input for each key element presented and presentation given.

Materials needed: A4 and A3 papers, flipchart papers, markers, coloured pencils, pens, sticky notes, laptop, projector.

Background documents and further reading:

- Trainers ware house: Adapted paper boat exercise: <https://blog.trainerswarehouse.com/time-management-activities>

Recommendations for future trainers multiplying this session:

- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



5. Eight core domains of entrepreneurial mind-set

Session Title: Eight core domains of entrepreneurial mind-set

Duration: 180 minutes

Background:

Entrepreneurial mind-set is considered highly valued as a 21st century skill. Its importance does not stand only when considering starting an enterprise but also when getting employed in any organisation/institution. The recent studies on the field of entrepreneurship show that nowadays employers are significantly paying attention to have employees with visionary approach, self-initiative and use creativity and innovation in workplace. Moreover, there are eight core domains of entrepreneurial mind-set introduced in the recent studies: Future orientation, Comfort with risk, Opportunity recognition, Initiative and self-reliance, Communication and collaboration, Creativity and innovation, Critical thinking and problem solving, Flexibility and adaptability. 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 define and explore the eight core domains of entrepreneurial mind-set and reflect on daily activities in local community that contribute to the development of these domains.

Objectives:

- To learn about the importance of entrepreneurial mind-set;
- To explore the eight core domains of entrepreneurial mind-set and their importance to the job market;
- 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;
- Communication and collaboration;
- Personal, social, and learning to learn competence;
- Creativity and innovation.

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 highlights communication importance and teamwork, as well as attitudes in group work. 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 rule 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 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.

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, 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 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. The groups are mixed from different countries so that they can find eight activities (at least one activity corresponding to one core domain), and they are given 40 minutes to conduct this task. 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 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 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/>

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.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



6. Methodology for teaching/training Entrepreneurial mind-set: innovative teaching and training methods, including offering experiential and hands-on activities

Session Title: Methodology for teaching/training Entrepreneurial mind-set: innovative teaching and training methods, including offering experiential and hands-on activities.

Duration: 180 minutes

Background:

Participants are informed about the concepts of entrepreneurial mind-set and different characteristics, core domains of an entrepreneur. With that being covered, the programme puts its focus on choosing the right methodologies of teaching entrepreneurial mind-set for the target group of seniors and adults with fewer opportunities. This session is designed to provide theoretical input on some innovative methodologies of entrepreneurial learning on entrepreneurial mind-set. At the same time, participants have the chance to use these methodologies to compare the existing ones used in their local communities in order to be able to analyse the difference and obtain the right methodologies for future programmes in their organisations when working with seniors and adults with fewer opportunities.

Aim of the session: To explore innovative methodologies for teaching entrepreneurial mind-set and create space for participants to make a comparison of existing ones in the local level.

Objectives:

- To explore innovative methodologies for teaching entrepreneurial mind-set and their impact on the educational programmes;
- To research about methodologies of existing programmes in the local level and give critical analysis when comparing with innovative ones taught;
- To create space for discussion and presentations of findings;
- To create space for reflection on using the right methodologies for future programmes.

Competences addressed:

- Analytical;
- Teamwork;
- Personal, social, and learning to learn competence;
- Communication.

Methodology and methods:

- Theoretical input;
- Research;
- Small group work;
- Presentations;



- Discussion.

Session flow:

I. Methodology for teaching entrepreneurial mind-set (30 minutes)

The trainer starts this session by providing a detailed and explanatory presentation on methodology for teaching/training entrepreneurial mind-set. He/she focuses on the most recent and innovative methodologies in the entrepreneurial field. The presentation also includes methodologies of experiential learning and hands-on activities with practical examples from successful programmes.

II. Existing methodologies in the local level (100 minutes)

After the theoretical input on entrepreneurial mind-set learning methodologies, the trainer asks participants to work in their national groups for this part of the session. Their task is to use the next 90 minutes to do some research about existing programmes in entrepreneurial mind-set learning and review the methodologies that are used in these programmes. Additionally, in their group they have to compare these methodologies with those that were presented in the first part of the session. They also need to make a presentation of their work for other groups for the next part of the session. If the participants have already conducted some research before their arrival, then they have plenty of time to list and prepare their presentations. The trainer observes groups time to time and checks in case they need some help or support for the task.

III. Presentations and discussion (50 minutes)

Participants join the plenary after finishing their tasks on existing methodologies on entrepreneurial learning on the local level. The trainer invites each group to share their findings in up to 10 minutes presentation. Then, after each presentation a short Q&A session takes place for other participants to ask and comment. Also, the trainer gives feedback after each presentation and in the end emphasises the importance of having innovative approaches on entrepreneurial learning. The trainer adds that this activity has a significant importance when planning the future programmes on entrepreneurial mind-set development as now participants have updated information about existing opportunities and can seek for more innovative ones.

Materials needed: A4 and A3 papers, flipchart papers, markers, coloured pencils, pens, sticky notes, laptop, projector.

Background documents and further reading:

- Entrepreneurial mind-set by NFTE: <https://www.nfte.com/why-entrepreneurship/>

Recommendations for future trainers multiplying this session:

- Participants should do some research before their arrival on the existing programmes in the local community on entrepreneurial learning and methodologies they use. This is very important for this session as it may take a plenty of time to do the research during the session research, and they might not find all the needed information online. Therefore, trainers should ask from them to conduct this part while they are still in their countries.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



7. Who is an entrepreneur? (defining competences SKA that individual must have to be an entrepreneur)

Session Title: Who is an entrepreneur? (defining competences SKA that individual must have to be an entrepreneur)

Duration: 180 minutes

Background:

Becoming an entrepreneur is indeed an essential part of the entrepreneurial learning especially with the new entrepreneurship era and new trends in this field. In the previous sessions different domains of entrepreneurial mind-set development were explored, giving some hint on the importance of this aspect of the entrepreneurial learning. During this session participants have the chance to focus on the 'entrepreneur' and the needed competences that individuals must have. Moreover, the focus is on the so-called SKA – standing for skills, knowledge, and attitude. The session consists of several interactive activities that lead to understanding the mentioned points and at the same time comprising of different mapping exercises related to the needs of local community with focus on the target groups of seniors and adults with fewer opportunities. Moreover, this session consists of detailed learning of the Entrepreneurship Competence Framework focusing on the three competence areas: Ideas and opportunities, resources, and into action.

Aim of the session: To strengthen the knowledge on the competences that an individual should have in order to be an entrepreneur and relate it with the local realities in order to be able to contribute to the situation.

Objectives:

- To learn about the SKA needed for an individual to be an entrepreneur;
- To create an image of a new era entrepreneur based on the knowledge gained;
- To explore EntreComp framework through different interactive methods;
- To give space for reflecting on the local community and target groups when mapping entrepreneurial opportunities for the future.

Competences addressed:

- Analytical;
- Entrepreneurial;
- Teamwork;
- Literacy;
- Personal, social, and learning to learn competence;
- Communication.

Methodology and methods:

- Individual reflection;
- Brainstorming;



- Small group work;
- Presentations;
- Discussion.

Session flow:

I. My SKA (60 minutes)

The trainer invites participants to take some paper(s) and pens for an individual short task. Their task is to create a list of their competences – including skills, knowledge, and attitudes developed throughout their life from different educational programmes (formal, non-formal, and informal education). These competences should be related to the development of entrepreneurial mind-set. When they are all done with their lists, trainers ask them to make a scale for each competence according to the level of development from 1 to 10 (1 is the least developed competence and 10 is the most developed one). This whole process lasts about 20 minutes.

The individual work continues further with an additional task. At this point, participants have to analyse the competences written previously and get a new paper where they write how these competences are in connection with the needs of community they work at and the entrepreneurial possibilities existing there. This part lasts 20 minutes.

The final part consists of brainstorming where trainers put A3 papers with the following questions in the board:

- What is the SKA that I need to develop further?
- Which competences are needed for me to contribute to improvement of entrepreneurial mind-set development in my community?

Participants take sticky notes and use the next 20 minutes to brainstorm about these questions while putting their answers in the respective A3 paper.

II. Who is an entrepreneur? (40 minutes)

The trainer has printed papers of the outline of a person that does not have anything written inside. Each participant gets one outline, and the trainer gives the following instructions: this is an individual work where each participant has to fill the outline by using the SKA model for entrepreneurs. The model has to be applied by the following rules:

- The HEAD area to consist of KNOWLEDGE that an individual should have as an entrepreneur
- The HANDS and LEGS area to consist of SKILLS that an individual should have as an entrepreneur
- The CHEST area to consist of ATTITUDE and MOTIVATION that an individual should have as an entrepreneur

Participants have 15 minutes to complete the individual task. When they are done, they present their image of the entrepreneur in the plenary according to the skills, knowledge and attitudes he/she must have. Then, with the help of the trainer, the whole group agrees on completing a common entrepreneur image with the discussed SKA on an empty outline.

III. EntreComp and key competences (20 minutes)

The next 20 minutes of the session, trainers present the Entrepreneurship Competence Framework (EntreComp). This model is very useful and well-known in the entrepreneurial world. It focuses on three areas of competences needed for an individual to develop in order to be considered an entrepreneur. The presented areas are:

1. ideas and opportunities
2. resources, and



3. into action.

IV. Local entrepreneurs - Mapping (30 minutes)

The trainer writes the three competence areas in three big papers and sticks them on the wall. Participants are invited to take sticky notes of green and yellow colours and work in pairs for this exercise. When everyone has a pair to work with and get the sticky notes, the trainer instructs them that each colour is used for different criteria:

- The GREEN sticky note is used to write competences that seniors and adults with fewer opportunities are able to develop through different activities, including the source where such opportunities can be provided
- The YELLOW sticky note is used to write competences that seniors and adults with fewer opportunities are not able to develop in the local level due to the lack of learning opportunities

Each pair uses 10 minutes to discuss about the competence areas. After that, they have 2-3 minutes to go through each competence paper and sticks the notes accordingly.

V. Presentations and debriefing (30 minutes)

Trainers take the big papers with three competence areas where sticky notes are and start reading each one of them. After each competence area, there is a short discussion on the participants input consisting of comments from the trainers, further clarification from participants and potential questions.

Materials needed: A4 and A3 papers, flipchart papers, printed paper outline of a person, markers, coloured pencils, pens, sticky notes, laptop, projector.

Background documents and further reading:

- EntreComp: The entrepreneurship competence framework:
<https://ec.europa.eu/jrc/en/entrecomp>

Recommendations for future trainers multiplying this session:

- When it comes to understanding the concept of the 'entrepreneur', people from different realities have different understanding. For this reason, the trainer should transmit a more general and neutral information and use the brainstorming session for participants to share and exchange ideas about conceptualisation.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



8. Inclusive entrepreneurship model in frames of Doughnut economics. Developing an entrepreneurial mind-set.

Session Title: Inclusive entrepreneurship model in frames of Doughnut economics. Developing an entrepreneurial mind-set.

Duration: 180 minutes

Background:

There is a clear demand for the world where no one is left behind. In spite of fears that Earth's population grows too fast, sociologists predict that we are unlikely to exceed 11 billion. However, the problem of all these people providing for themselves remains. In the post-industrial economics there will be high demand for many and many services, intellectual and creative workforce with different skills, as long as more and more industrial and low skills jobs will be replaced by robotic systems. People with different life experiences, adults with less opportunities, senior people with different personal and interpersonal skills and qualities will find a place in the world stepping into a New era entrepreneurship. Diversity is one of the biggest trends and demands on the market in this era. In the tune with this global shift, Kate Raworth in 2012 developed her Doughnut model for the world economy based on the concept of planetary boundaries that serve as the ecological ceiling and the 12 (out of the 17 Sustainable development goals of the UN (UN SDG) representing social foundation. The goal of Doughnut Economics is to meet the needs of all people within the means of the planet and end inequality. What interpersonal skills does this economic model require from the participants of all ages, genders and possibilities? Mutual understanding and reaching agreements to move forward. The model relies on the individual and team leadership, building networks and communities, social connection and inclusion, being ethically responsible. It is driven by creating value, based on economic and environmental sustainability, and driven by relationships, collaboration and intuition.

Aim of the session: The general purpose of this session is to get familiar with the Doughnut economics and fundamental concepts within it and to understand the role of entrepreneurs in it.

Objectives:

- To develop entrepreneurial intelligence among seniors and adults with fewer opportunities;
- To develop innovation and creativity competences within the entrepreneurial mind-set development;
- To introduce the Doughnut economics as an inclusive model that creates opportunities for entrepreneurial mind-set development among seniors and adults with fewer opportunities in terms of identifying their potential in contributing to socially beneficial projects.

Competences addressed:

- Sense of initiative and entrepreneurship;
- Social and civic competencies;
- Cultural expression;



- Learning to learn competence;
- Presentation skills.

Methodology and methods:

- Inputs (presentations);
- Discussion;
- Brainstorming;
- Hands-on activities;
- Small groups sharing and elaborating;
- Presentation;
- Plenary rounds.

Session flow:

I. Introduction to the session (5 minutes)

The trainer makes a link with the previous session learning points. Then, he/she introduces the topics and methods of the session.

II. Exercise “Idea Triage” (20 minutes)

This is an introduction bridge to the main content of the session. Idea Triage is a quick exercise that allows participants to self-select into a group with a shared interest to work on, instead of being assigned a group at random or based on other factors. It helps get people engaged early in the workshop as they find their tribe. The trainer instructs group towards the activity by following different stages or steps.

Step 1 - Generate possibilities

Participants brainstorm on the following topic “Dream of your thriving city”. They are invited to write down on sticky notes 5 to 10 ideas or visions of what their city (local city, village or community) would look like if it thrives. The trainer gives 10 minutes for this activity.

Step 2 - Idea clustering

Participants put their stickers on the free walls under the following clusters. The clusters can be downscaled even more, so that more groups can be formed - it depends on the number of participants. There should be ideally 5-6 people in each tribe.

- a) Empowered: peace & justice, social equity, political voice and equality in diversity.
- b) Connected: connectivity, community, mobility, and culture.
- c) Enabled: jobs, income, education, and energy.
- d) Healthy: health, housing, water, and food.
- e) Ecological: local environmental dimension (land conversion, biodiversity, fresh water etc).

Step 3 - find your tribe

The trainer invites participants to choose their tribe according to their interests. This can be done by simply raising hands, or if time allows participants can pitch their tribe to the audience. The trainer’s role is to help those who cannot make choices and facilitate equal group size. Participants may receive coloured stickers so that they remember their tribe or other recognition signs may be used. The results of the exercise will be used later in the training.

III. Presentation (15 minutes)

The trainer plays a video to introduce the main concepts of the session. The task for the participants is to write down the key points the speaker proposes. The video played is: Kate Raworth “A healthy economy should be designed to thrive not grow” (subtitles available in over 20 languages):



https://www.ted.com/talks/kate_raworth_a_healthy_economy_should_be_designed_to_thrive_not_grow?language=en#t-42305

IV. Hands-on activity and group discussion on “The Doughnut of social and planetary boundaries” (45 minutes)

The aim of this activity is to get to know the dimensions of the Doughnut and their interconnections, to deepen Doughnut economics understanding and eventually prepare for further development of the ideas in the second part of the session. This activity consists of two parts: work with hand-outs and discussion.

- Handouts can be used. The trainer gives out materials and instructions (instructions can be also presented on the screen) and invites participants to create their own spinner. It is possible that everybody creates personal spinners but for time management purposes it is advisable to make one per group (tribe). Then participants should join their assigned groups. Guidelines to create a Doughnut spinner are: https://docs.google.com/presentation/d/1aoEGFe_2-NjlEHnefmNuZgWfiWyCNulC0g1ODHai0wM/edit#slide=id.gbbe6040c85_0_0

In case of using pre-made hand-outs, the trainer should look for the Doughnut spinner in local language following the link in the materials below (over 25 languages are available).

- Participants are then invited to discuss the possible mutual influence of the planetary boundaries and their impact on humanity. This can be done in an open discussion format where the trainer uses the spinner to create interconnections and the participants suggest explanations. This activity prepares participants for deeper analysis and solutions search in the next part of the session.

V. Discussion with brainstorming in small groups “Dream of your thriving city” (60 minutes)

Participants split into tribes according to the results of “Idea triage” exercise. Each group works with one of the chosen areas according to the clusters defined during “Idea triage” exercise: Empowered, Connected, Enabled, Healthy, Ecological. The instructions are the following:

- Take a “city-selfie”: write down the current situation in your city in the chosen area. (If participants come from different locations, they can use a collective image of their cities).
- Define the gap between the “Dream of your thriving city” and the “city-selfie”. Here the sticky notes from the “Idea triage” exercise can be used, and new issues from the relevant cluster can be added.
- Brainstorm on the solutions to the problems and overcoming the gap.
- Create an A3 poster that promotes your initiatives.

During this activity the trainer should encourage participants to apply an entrepreneurial mind-set and try to come up with business activities rather than administrative resources: “It takes you and me to succeed”.

VI. Presentations of the results in the plenary (20 minutes)

Each group delegates one or two participants to deliver a 5 minutes speech imagining they present it to the city council. Created at a previous stage, a poster will be used as a visual outcome and can be hung on the walls of the plenary room and be referred to during the presentation for stating the problems and offer business solutions and necessary steps.

VII. Sharing in the plenary (15 minutes)

The participants return into the plenary circle. The trainer firstly asks them to reflect on the experience and share how it was for them to prepare tools and activities and to present them. Afterwards, the trainer invites the participants to share what their expectations are of using the created ideas and the invented tools in real life.



Materials needed: F2F - A4 papers, A3 papers, A3 cardboard; a whiteboard, chalkboard, flip board or open wall space; post-it papers, pens, pencils, markers, scissors, glue, laptop, projector.

Background documents and further reading:

- A guide to make a Doughnut spinner: https://docs.google.com/presentation/d/1aoEGFe_2-NjIEHnefmNuZgWfiWYCNulC0g1ODHai0wM/edit#slide=id.gbbe6040c85_0_0
- Doughnut spinner template in 25+ languages <https://doughnuteconomics.org/tools-and-stories/65>
- Ideas on mapping the city <https://doughnuteconomics.org/tools-and-stories/76>
- Kate Raworth. (2020, September 30). Doughnut | Kate Raworth. Kate Raworth | Exploring Doughnut Economics. <https://www.kateraworth.com/doughnut/>
- Example of Amsterdam City Doughnut: A. (2021a, September 12). Policy: Circular economy. English Site. <https://www.amsterdam.nl/en/policy/sustainability/circular-economy/>
- More information on planetary boundaries: <https://www.stockholmresilience.org/download/18.8615c78125078c8d3380002197/ES-2009-3180.pdf>

Recommendations for future trainers multiplying this session:

- The practical outcome of this session can be further used by the participants as business ideas as well as to be taken to real city councils should this be possible.
- Online events: it is possible to upload the templates mentioned in the session to an online whiteboard program and interact directly with it.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



9. The leadership model of the Flow Compass as a way to develop interpersonal skills supporting entrepreneurial activities

Session Title: The leadership model of the Flow Compass as a way to develop interpersonal skills supporting entrepreneurial activities

Duration: 180 minutes

Background:

As it was stated before, reaching mutual understanding between diverse actors and stakeholders is the key factor to achieve success and move forward. To achieve collaboration and efficiency in the situation of increased number of interactions between substantially increased number of stakeholders it is necessary to enter into a new territory - that has not been previously valued as part of the 'economy' - to understand the existing actors, actions, behaviours within diverse communities. In order for entrepreneurs to enter those areas, there is a major need to develop a holistic compass to help guide decision making. The Flow Compass leadership model serves as such a tool, providing inspirational leadership guidelines, as well as organising business around measurable yearly cycles.

Aim of the session: To empower participants in understanding and using the Flow Compass model for self-assessment and leadership strategic planning of interpersonal skills development.

Objectives:

- To introduce storytelling as a method of connection with the others;
- To identify the leadership and management competencies;
- To learn about inspirational leadership;
- To practice active listening skills.

Competences addressed:

- Analytical;
- Active listening;
- Business and financial awareness;
- Communication and interviewing;
- Social and civic competencies;
- Learning to learn competence.

Methodology and methods:

- Storytelling;
- Inputs (presentations);
- Individual reflection;
- Brainstorming;
- Sharing and elaborating in small groups;
- Plenary rounds.



Session flow:

I. Introduction to the session (5 minutes)

The trainer makes a link with the previous sessions using background information and introduces the topics and methods of the current session. In this session participants will discover interpersonal and other skills required for anyone aiming to become an entrepreneur or to improve the functioning of the existing business. These skills become essential if considering the change of global economic agenda led by SDGs and Doughnut Economy ideals.

II. Work in small groups “Storytelling” (40 minutes)

In this session the method of storytelling is used to create connections and create the atmosphere for further deeper work on interpersonal skills. Storytelling is also a great way to open up people and set up positive attitudes. Participants take seats shaping a circle (5-6 people in each group). The trainer addresses the questions given below by presenting them on the screen, then storytelling continues in groups. Another way to handle this activity is by handing out printed cards to the groups (link to the handouts can be found in the Background Documents section). Every question takes a round in the group. Activity continues until cards with questions are over or until the scheduled time for is over. The trainer gives about 5 minutes for people to think about their stories, if necessary. At this point of the training participants should already be familiar with each other to be able to share openly, but the trainer may start with a personal story her/himself. Questions for this activity can be the following:

- Name a childhood memory that you don't want to forget
- If we would become friends, what should I really know about you?
- What is your dearest possession and who would you like to inherit it?
- What was the best advice you ever received and who did you get it from?
- In what way would you like next year to differ from this one?

III. Theoretical input “Flow Compass” (15 minutes)

The trainer introduces an innovative inspirational leadership model called “Flow Compass”. This model aims to discover personal and professional values and ambitions, as well as it helps to understand and to optimally use for business talents of team members. In this part, it is envisioned that the trainer organises an interactive presentation: giving the theoretical input prepared and at the same time facilitating the interactive participation and questions from participants about the theoretical input.

IV. Discussion in plenary “Leadership vs management “(25 minutes)

The discussion starts with an exercise in which the trainer uses whiteboard or flipchart paper, divided in two columns and offers the participants to fill them in with the qualities, skills and obligations that they consider to be important for a manager or a leader. This can be done by simply speaking from the seat and the trainer writes suggestions down or the participants may come and write their suggestions themselves. The activity lasts 5-10 minutes. On the second part of the exercise, the trainer suggests elaborating on the topic in an open discussion with all participants. The participants are asked the following question: “What is more important for an entrepreneur - to be a good leader or a good manager?” and provide their reasoning. The lists that were created on the board should remain visible in the room, so that it can be used further in the session.



V. **Flow Compass exercise practice (45 minutes)**

The trainer explains the task and the rules of the activity, then hands out the printed materials. This exercise consists of two steps. After the first step is completed, participants should split in pairs.

Step 1 - Reflection

Participants are given 20 minutes to reflect on their own understanding of the East (their passion and personal values), to define their West (goals in life and business) and write their thoughts down on the A4 Compass Flow handouts (link to the handouts can be found in the Background Documents section).

Step 2 - Sharing

The trainer uses a timer for this part of the activity. Participants now are invited to share their thoughts with a pair. Sharing should stop every time after the given 5 minutes are over. After splitting in pairs, every participant is given 5 minutes to share his/her personal East and West, while the partner is assigned to listen without commenting or asking any questions. Then the listener is given 5 minutes to provide feedback on what he/she heard. The pairs switch their roles.

VI. **Group work “Action plan” (35 minutes)**

For this activity the participants work in small groups of 4-5 people. Their task is to make a bridge from East to West moving through the South and the North of the Flow Compass. The participants have to come up with ideas and an action plan of moving from having a passion to having a business result. Every group writes down their ideas on the A3 paper. The hand-outs are collected by the trainer at the end of the session to digitize and send back to all participants as a result of the meeting. In this activity the participants may agree to use for the purpose of example and presentation their own experience, stories shared, an imaginary example entrepreneur’s figure, suggestions written on the flipchart, and so on.

VII. **Sharing in the plenary (15 minutes)**

The participants return into the plenary circle. The trainer firstly asks them to reflect on the experience of discovering and sharing their personal stories and values. Afterwards, the trainer invites the participants to share how the experience was for them from the perspective of users of the Flow Compass tool.

Materials needed: F2F - A4 papers, A3 papers, flipchart papers, post-it papers, pens, markers, colours, laptop, projector, timer.

Background documents and further reading:

- More information and hand-out materials for storytelling: <https://nl.masterpeace.org/materialen/>
- Input materials and hand-outs for running the Flow Compass presentation and related activities: <https://masterpeace.org/flow-compass-a-guide-to-unleash-your-potential/>
- More information about New Era’s entrepreneurship challenges: <https://www.entrepreneur.com/article/254721>

Recommendations for future trainers multiplying this session:

- This session brings participants in a very personal and creative mode. All opinions and all the findings of this session are important. The trainers are advised to encourage sharing but not push for, letting some participants restrain from sharing personal stories until they feel like it.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



10. Development of innovation and Creativity competences within the Entrepreneurial mind-set development of beneficiaries (seniors and adults with fewer opportunities)

Session Title: Development of innovation and Creativity competences within the Entrepreneurial mind-set development of beneficiaries (seniors and adults with fewer opportunities)

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 seniors and adults with fewer opportunities 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 education;
- To understand the importance of innovation and creativity competence in entrepreneurial learning and 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;
- To create space for teamwork and communication.

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 poster that is considered a presentation of oneself. The poster 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 posters, the trainer gives the next instructions where in the upcoming 15 minutes there is going to be an exhibition of posters. The idea is that each person manages to meet every person in the working room and present their poster. 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 uses for a dried-up pen? (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 dried-up pen. The trainer's instructions are that in the upcoming 15 minutes, each group has to come up with a list of how many uses a dried-up can have. 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 and seniors with fewer opportunities.

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>

Recommendations for future trainers multiplying this session:

- It is recommended that trainers ask from participants to bring some old newspapers with them to the training course so that they can cut different parts of the newspaper and make more creative headlines for the exercise.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



11. Creative problem solving and innovative thinking methods

Session Title: Creative problem solving and innovative thinking methods

Duration: 180 minutes

Background:

In the entrepreneurial world, decision making processes are of high importance and impact not only the internal structure of the organisation but the external one that consist of different stakeholders, supporters, and customers as well. Therefore, tackling the concept of problem solving in connection to innovative thinking is crucial in entrepreneurial education programmes. This session comprises of different parts and activities that aim in strengthening the capacities of participants in creative problem solving and innovative thinking methods. A theoretical input on different creative tools and techniques that stimulate creative problem solving and sharing of ideas are presented. Furthermore, the well-known model of Six Thinking Hats is introduced and practiced so that they can consider implementing it in their future programmes of entrepreneurial learning with seniors and adults with fewer opportunities. The session consists of debriefing of the activities and gives space for clarifications of the concepts and models.

Aim of the session: To understand the importance of creative problem solving and innovative thinking in entrepreneurial world and further explore models that contribute to developing these competences.

Objectives:

- To learn about the importance of creative problem solving and innovative thinking in entrepreneurship;
- To further explore these concepts through interactive exercises;
- To learn about the existing models on creative problem solving that can be used when working with seniors and adults with fewer opportunities;
- To create space for interaction and practicing the model of Six Thinking Hats as a well-known model for decision making processes.

Competences addressed:

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

Methodology and methods:

- Brainstorming;
- Theoretical input;
- Complex exercise – Six Thinking hats;
- Debriefing.



Session flow:

I. Brainstorming on problem solving (20 minutes)

The trainer gives a short introduction about the structure of the session. Then a short brainstorming session starts on the way how each participant bases their decisions in different life situations. While some key elements are written on the flipchart, the trainer asks additional questions related to the most difficult decision one has ever made and what influenced the decision-making process. The brainstorming takes place for approximately 15 minutes.

II. Theoretical input on creative problem solving (30 minutes)

A detailed presentation on creative problem solving and innovative thinking methods. The presentation includes introduction of different techniques used to help the decision-making processes and brainstorming tools. Some of the techniques presented are SCAMPER, SWOT Analysis, Six Thinking Hats, PEST Analysis. The trainer explains that during this session one of the techniques will be further explored and practiced in order to give a better understanding on how it looks in practice.

III. Practicing “Six Thinking Hats” – introductory part (20 minutes)

Participants are introduced in detail about the concept of Six Thinking Hats and the methodology of implementation. This methodology consists of different way of thinking and how the decision can be made in such cases. The trainer starts a short discussion about a topic in the field of entrepreneurship (any topic can be chosen for this part). But before the discussion starts, a handout with the description of Six Hats is given to each participant. Then, the group decides on pairing hats of different colours. The combination can be White and Red, Yellow and Black, Green and Blue, but any other combination work. The combination is written in the flipchart paper and the discussion starts. The recommended colour to start can be Blue and it should be the same colour where the discussion ends. Each hat has a limit of 2-10 minutes to discuss. The trainer starts leading the group through each hat while reminding them of the time and focus.

IV. Practicing “Six Thinking Hats” – implementation part (70 minutes)

At this part participants represent some particular colour of one of the Six Thinking Hats and after 10 minutes switch to the other colour to continue the discussion on another way. When the discussion starts, the trainer observes the process and keeps track of the time. Also, trainers should be paying attention whether all participants are involved in the discussion. Some ground rules such as not criticising each other’s ideas and not interrupting each other should be placed. The handout with description of the Six Thinking Hats that is given to the participants consist of the following:

- **Blue Hat** is considered as the Control Hat. The one who moderates the thinking process here, uses the Blue Hat, and makes sure that the set agenda is followed, summarises the key discussion points, and creates space for next steps proposals.
- **White Hat** is considered the Information Hat that focuses on availability of the information, data and facts, analysing past/current trends, and checking on the learning points from those data, as well as taking them into account. The discussion here is based on objective thinking.
- **Red Hat** is considered the Feeling Hat and is about using intuition, reactions, and emotions in the decision-making process. Here there is no space for rational explanations as the whole discussion and decisions are made by the expression of emotions, feelings, fears, likes, dislikes, and so on.
- **Black Hat** is considered the Safety or Judgement Hat. The discussion here puts a potential on negative outcomes of any decision that is made. Thus, brings opportunity to identify potential



weaknesses, flaws, difficulties and change the process based on this, or even prepare contingency plans.

- **Yellow Hat** is considered the Optimistic Hat and it is used to explore the benefits and values in the short and long-term of any decision taken. It also focuses on positive thinking and in optimistic approach when deciding. It helps to keep going when everything looks gloomy and difficult.
- **Green Hat** is considered the Creative Thinking Hat and it is used when creative thinking is needed for idea exploration, seeking possibilities and exploiting new solutions of an issue.

V. **Practicing “Six Thinking Hats” – debriefing part (40 minutes)**

Participants are invited to join the plenary for a debriefing on the session. The session is facilitated by the trainer and the following questions are used for discussion:

- What made different the discussion of the Six Thinking Hats comparing to the standard way of discussing from before?
- In what ways this discussion is considered helpful when making decisions?
- What can be consider as advantage of Six Thinking Hats methodology in decision making?
- What can be the limitations of Six Thinking Hats methodology in decision making?

Materials needed: A4 paper, flipchart papers, post-it papers, markers, pencils and pens, 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.
- In case the group is very big, then the trainer can divide the group into two. In this case extra set of hats is needed for the activity.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



12. Developing education plans for entrepreneurial mind-set development among seniors and adults with fewer opportunities

Session Title: Developing education plans for entrepreneurial mind-set development among seniors and adults with fewer opportunities

Duration: 180 + 180 minutes

Background:

Participants are at the point where they have to put in practice the learning they developed during the programme. During previous sessions, there were several small research tasks, reflection activities where they shortly compared their realities in entrepreneurial learning on local level with the methods learned. All those sessions and results which are visible in the working room are to be used on this session for further planning of new projects. On this session, participants have the chance to develop new education plans for entrepreneurial mind-set development among seniors and adults with fewer opportunities. These education plans serve as the first step towards putting the theory into practice, and for participants to create partnership in the future projects. Also, through the development of these workshops, participants have the chance to strengthen their teamwork and communication skills.

Aim of the session: To create space for using the gained knowledge into practice through development of educational plans for entrepreneurial mind-set for seniors and adults with fewer opportunities.

Objectives:

- To reflect on the learning and experience gained in the programme on entrepreneurial learning and mind-set development;
- To give space for developing future education plans for entrepreneurial mind-set development of seniors and adults with fewer opportunities;
- To strengthen teamwork and communication skills of the participants.

Competences addressed:

- Creative and critical thinking;
- Social and civic competences;
- Entrepreneurial competence;
- Communication and collaboration;
- Teamwork;
- Analysing and reflecting;
- Digital competence;
- Presenting.

Methodology and methods:

- Small group work;
- Discussion.



Session flow:

I. Introduction to the session and working plan (10 minutes)

The trainer starts the session by giving an introduction about the whole working day and the specific task they are instructed to do. Participants are informed that during the whole day they have the chance to put their knowledge gained into practice. They are instructed to develop new education plans for entrepreneurial mind-set development for seniors and adults with fewer opportunities that will be used in their future organisations' programmes. They are divided into four small groups.

II. Developing education plans (180 minutes)

The trainer gives the sign for the groups to find their preferred working spot for the rest of the day. They are informed that after 180 minutes of working, there will be a check-in session of 20 minutes when everyone has to gather in the plenary. Participants join their groups and start with their work in developing education plans.

III. CHECK-IN (20 minutes)

All groups gather in the plenary for a short sharing of their progress on the task. Trainers express their availability for needed help and support on the given task and at the same time give them suggestions for continuation of their work.

IV. Continuation of group work and preparations of presentations (150 minutes)

Participants go back to their working spot to continue working on the development of the education plans. They have 150 minutes to complete the task and prepare a presentation for the next day when they receive feedback from the trainers.

Materials needed: flipchart papers, laptops, projector, markers, pens and pencils, and relevant materials.

Recommendations for future trainers multiplying this session:

- When participants will be working on the development of the education plans, it is advisable that they choose the template/format of the education plans that are used in their adult education institution. The trainers should be ready to adapt to different formats of the education plans.
- Trainers should be all the time available to assist and help participants. They should also visit the working spot of each group to check if they need some help or guidance. The Check-In sessions are very short to address the needs of each working group.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



13. Presentations and Consultations

Session Title: Presentations and Consultations

Duration: 180 minutes

Background:

This session serves as a reflection of all learning points of the training course. Participants have the chance to present the developed education plan on entrepreneurial mind-set development for seniors and adults with fewer opportunities. The presented detailed plans are to be analysed by the trainers and based on the presentation provide feedback on the work. The given feedback is used for further improvement of the education plans for implementation in the future programmes.

Aim of the session: To create space for presenting the developed education plans for entrepreneurial mind-set development of seniors and adults with fewer opportunities and provide feedback for further improvement.

Objectives:

- To give space for presenting the developed education plans of each group;
- To highlight the importance of teamwork and communication when working in a team;
- To analyse the developed education plans and give specific feedback for each respective group in order to improve further for implementation.

Competences addressed:

- Entrepreneurial competence;
- Communication and collaboration;
- Citizenship competence;
- Analysing and reflecting;
- Digital competence;
- Presenting.

Methodology and methods:

- Presentations;
- Consultations and Discussion.

Session flow:

I. Introduction to the session (10 minutes)

The trainer starts the session by emphasising the importance of the developed education plans by the groups and the opportunity to present them to get feedback that can be used for further improvement on the work. Moreover, trainers add that they will give detailed feedback and consultations for each group so that they can find it significantly useful when planning to develop these plans with their target group of seniors and adults with fewer opportunities. They give 5 minutes to the groups in case they need to prepare anything before the presentation session starts.



II. Presentations (130 minutes)

The trainer informs the participants that each group 20-25 minutes to present their developed education plans. After each presentation a short Q&A session takes place for other participants/groups to clarify any information they need to.

III. Consultations and discussion (40 minutes)

When presentations of each group are done, trainers applaud their work and efforts for the development of education plans. At this stage, participants are all in the plenary for a discussion on the working process as well as for consultations and feedback on their work. Trainers start with detailed feedback for each group and with prepared suggestions, comments and compliments on the work. After the feedback, all participants and trainers discuss about their challenges and impressions on the task.

Materials needed: flipchart papers, laptops, projector, markers, pens and pencils, and relevant materials.

Recommendations for future trainers multiplying this session:

- It is recommended that there are two trainers during the implementation of this session. That would contribute in a higher attention towards the group's presentations and another perspective for feedback.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



14. Evaluation and Closure

Session Title: Evaluation and Closure

Duration: 90 minutes

Background:

This is the last session of the training course where all participants have the chance to fully reflect on the programme, participation, impressions and their contribution. During this session there is given space for reflection and evaluation of learning objectives of each participant, expectations and fears discussed in the first working day, their overall evaluation of the programme, including the logistics support and team energy. The organisation of this session is very important for participants to reflect and realise how much they learned during the programme and what elements they are going back home with. On the other hand, it is significantly important for the organisers and trainers as they will receive the result of their efforts in organising the whole process, planning the working days as well as receiving an evaluation on the methods and methodologies chosen. Trainers use different methods for the completion of this session including self-reflection, creative expression, verbal and written evaluation methods.

Aim of the session: To create space for reflection and evaluation of the training course and expressing the impressions on the whole organisation process and methods chosen.

Objectives:

- To reflect on the programme and learning objectives;
- To create space for sharing the impressions on the training course and teamwork;
- To use creative methods for evaluation of the training course for participants.

Competences addressed:

- Communication and collaboration;
- Literacy competence;
- Digital competence;
- Analysing and reflecting;
- Creative expression.

Methodology and methods:

- Self-reflection;
- Learning assessment;
- Written and verbal evaluation.

Session flow:

I. Self-reflection on competences developed and learning objectives (15 minutes)

The evaluation session starts firstly with a self-reflection method where participants are invited to use the next 15 minutes to think about the whole programme from the first day. The trainers mention that while reflecting on the tasks and methods used, participants should also reflect on which competences they



developed during the training course and their level of use for their future programmes on the topic of entrepreneurship.

II. Group reflection on learning and next steps (25 minutes)

The session continues with an activity that involves a group reflection on learning goals and next steps after the training course is done. There are 4 flipchart papers prepared by the trainer in the room. Each paper has a question that participants need to answer. Participants can use sticky notes to write their answers and stick them in the flipchart or use markers/pens to write directly on the flipchart paper. The given time for this reflection is 20 minutes. The questions written in the flipchart papers are:

- What should be placed in the fridge? (Which tools, thoughts, and/or ideas will not be used in the nearby future, but potentially for later stages?)
- What should be placed in the oven? (Which tools, thoughts, and/or ideas will be used soon after arriving at home?)
- What should be placed in the washing machine? (Which tools, thoughts, and/or ideas should be a bit changed in order to fit best to my working style and needs?)
- What should be placed in trash? (Which tools, thoughts, and/or ideas are not useful and relevant for me and my work?)

III. Verbal evaluation (30 minutes)

As participants had the opportunity to do self and group reflection for this final session, the trainer invites everyone to share in plenary their verbal evaluation related to the impressions of the training course, the programme, group, trainers, venue, and generally the whole experience. Furthermore, the trainer stresses out the contributions and fears set in the first day and asks participants to share on their feelings about that after working together for more than a week.

IV. Written evaluation form (20 minutes)

The final method for evaluation is the written evaluation form. Here, the trainer shares the link of the online version of the evaluation form with participants and give them 20 minutes to complete the form. The written evaluation form comprises of questions from the following categories: learning objectives and contributions, evaluation of trainers' work and methodologies used, evaluation of support by the organisation's team, evaluation of logistics and accommodation.

Materials needed: flipchart papers, post-it notes, pencils and pens, markers, digital devices for written evaluation (in case some of the participants cannot use their phones).

Recommendations for future trainers multiplying this session:

- The written evaluation form (online version) should be prepared in advance and tested if working by the team. In case the participants wish to have a printed copy, the team should have an available printer or print few copies beforehand.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



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