

CURRICULUM

Empowering adult educators to encourage digital entrepreneurship start-ups among adults with different abilities

TITLE:

Curriculum "Empowering adult educators to encourage digital entrepreneurship start-ups among adults with different abilities"

PROJECT:

"Digital entrepreneurship education for adults with different abilities", funded by the Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung, the German National Agency for the Erasmus+ (Adult education) programme.

Project partners are:

- Outreach Hannover e.V., Germany
- Wizard, obrt za savjetovanje, Croatia
- Association for improvement of modern living skills "Realization", Croatia
- Company for professional rehabilitation and employment of persons with disabilities
 ITECCION, Serbia
 - Centre for Non-formal education and Lifelong learning (CNELL), Serbia
 - Fondazione Don Giovanni Zanandrea Onlus, Italy
 - Ung Kraft / Youth Power Sweden

PUBLISHER:

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Hannover, Germany 2021

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INTRODUCTION TO THIS CURRICULUM

This curriculum can be viewed as a tool for all interested adult educators, and it serves as a quality improvement of knowledge in organisational culture, mentoring and education/workshops/courses, as it allows for easy and quality multiplication of knowledge and practices described and for future education and encouragement of adult educators interested in organising/doing digital entrepreneurship education of adults with different abilities.

Specific objectives of the training course are:

- To reflect on the theoretical framework of Digital Entrepreneurship and to encourage adult educators to further improve knowledge and skills on how this knowledge can be implemented in educational work for raising competences of adult with different abilities;
- To understand the concept of digital entrepreneurship and to reflect on individual and organisational competencies and capabilities needed to support quality education to educate adults with different abilities for new era entrepreneurship;
- To introduce the importance digital entrepreneurship to adult educators when working with adults with different abilities;
- To visualise the opportunities digital revolution is creating for enterprises in the future;
- To introduce the concept of a digital company to participants;
- To provide participants with practical examples and case studies in digital entrepreneurship;
- To experience challenges and benefits of digital workplace and learn from it;
- To understand which competences adults with different abilities needs to have in a framework
 of a SKA model (skills, knowledge, attitudes) and how they can help build relevant (soft)skills
 for working in a digital workplace and entrepreneurship;
- To know more about the advantage, disadvantages and typical characteristics of a digital company;
- To empower adult educators with needed competences to encourage entrepreneurship when working with adults with different abilities for digital entrepreneurship start-up
- To learn more about the basics of business consisting of business plan design, finances, marketing and design;
- To introduce the importance of photography in digital entrepreneurship;
- To learn about visual presentation in digital marketing and understand the importance of carefully choosing visual content and using photography as a tool in online campaigning;
- To develop NFE workshops related to the topic which can be used in work with adults with different abilities.

The training course is based on the principles, methods, and approaches of non-formal education. It involves interactive and participatory methods tailored to the participants' profile and needs, such as theoretical themes and lectures; individual/group activities; group games and exercises, simulations, and role-plays; work on examples in a small group; discussions; etc. The language of the training course is English.

Programme of the training course:

Day 1		
PM	Arrival of participants	
Evening	Welcome evening	
Day 2		
AM	Introduction, Expectations and Contributions, Group building activities	
PM	Country realities on digital entrepreneurship start-ups among adults with different abilities	
PM	Daily reflection time and evaluation round	
Evening	Intercultural evening	
Day 3		
AM	Digital Revolution – A New Way of Doing Business	
PM	Introducing Digital Entrepreneurship – its rise and development	
PM	Daily reflection time and evaluation round	
Evening	NGO fair	
Day 4		
AM	Digital company and Digital workplace	
PM	Exploring problem solving approach and competences (of adults with different abilities)	
	needed for digital entrepreneurship	
PM	Daily reflection time and evaluation round	
	Day 5	
AM	Basics of business – business plan, marketing, design and finances	
AM	Photography in digital entrepreneurship I	
PM	FREE AFTERNOON	
Day 6		
AM	Photography in digital entrepreneurship II	
AM	Start-up lifecycle and importance of innovation	
PM	Different abilities in the business environment	
PM	Daily reflection time and evaluation round	
Day 7		
AM	Mentoring process for digital entrepreneurship of adults with different abilities – how to	
	spark the motivation and give feedback	
PM	Developing our action plans of adult education for digital entrepreneurship start-ups run	
	by adults with different abilities	
PM	Daily reflection time and evaluation round	
Day 8		
AM	Presentations, Feedback, and Further Consultations	
PM	Evaluation and Closure	
Evening	Farewell party	
Day 9		
AM	Departure of participants	

ABOUT THE PROJECT

Project title: "Digital entrepreneurship education for adults with different abilities"

Lately, we are witnessing high unemployment rates, especially for people with disabilities who have difficulties in even getting their first jobs and gathering relevant experience for their (future) careers. There are lots of adults with fewer opportunities who lack employment and a regular salary. With the current situation of the pandemic of Covid-19 in Europe and the fact that due to lockdown, isolation, and other measures followed by citizens, lots of employers have fired their employees at the start of the pandemic measures. So, even with the economic help from the governments, we find ourselves still with higher unemployment rates now than before the pandemic measures started.

Self-employment and entrepreneurship have turned out to be valuable option for careers' building. However, with the development of the IT sector, classic "offline" enterprises do not bring enough clients and profit and, thus, do not survive for a long time. We believe that self-employment in digital entrepreneurship can reduce the unemployment of adults with disabilities.

Persons with disabilities often face societal barriers, and disability evokes negative perceptions and discrimination in many societies. "As a result of the stigma associated with disability, persons with disabilities are generally excluded from education, employment and community life which deprives them of opportunities essential to their social development, health and well-being." Adult education is a very appreciated option for adults with disabilities, as it is easier to enrol on those educational programmes; they last shorter than formal education and are often up-to-date with the modern needs of societies.

With this project, we are answering the needs defined by institutions, as well as the needs of our own educators and beneficiaries. We are promoting digital entrepreneurship of adults with disabilities and quality empowerment of our adult educators to be able to organize quality (digital) entrepreneurship education of our beneficiaries. We are producing intellectual outputs that will serve as quality knowledge management material for education of current and future adult educators for quality empowerment and mentoring of beneficiaries for digital entrepreneurship, as well as an online (elearning) course for direct education of adults for digital entrepreneurship start-ups.

Therefore, objectives of the project are:

- Empower unemployed adults with disabilities for digital entrepreneurship start-up through the development of inspiring, innovative and up-to-date handbook, as well as the online course.
- Empower our adult educators and improve knowledge management of our organizations in theory and practice for building competencies of educators in digital entrepreneurship for adults with disabilities, through LTTA and innovative curriculum for educators' training and useful toolkit with workshops for beneficiaries.
- Exchange good practices and further develop quality strategic partnership among partners from 5 European countries with different realities in regard to employment and digital entrepreneurship.

Project activities are:

- A1 Project Management
- M1 Kick-off meeting
- O1 Handbook "Exploring Digital Entrepreneurship for adults with different abilities"

¹ https://www.un.org/development/desa/disabilities/issues/disability-and-sports.html

- M2 Second meeting
- O2 Curriculum "Empowering adult educators to encourage digital entrepreneurship start-ups among adults with different abilities"
- O3 Toolkit "Mentoring and supporting adults with different abilities for digital entrepreneurship start-up"
- M3 Third meeting
- O4 E-learning course "Digital entrepreneurship start-up course for adults with different abilities"
- C1 LTTA Training of trainers
- E1, E2, E3, E4, E5 Open conferences in SE, HR, RS, IT, DE
- M4 Evaluation meeting

At the end of this project, the project partners, as well as other organizations and stakeholders, will have at their disposal more effective tools and more competent staff to engage in education for digital entrepreneurship of adults with different abilities.

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RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

The curriculum "Empowering adult educators to encourage digital entrepreneurship start-ups among adults with different abilities" is created to serve as a resource material for educators to organise training course on empowering adult educators to further develop organisational culture, mentoring and education/workshops/courses for adults with different abilities, and , thus, extending the impact of our project on other partner organisations and similar organisations as well as other beneficiaries to further improve knowledge management and capacity building on the topic of digital entrepreneurship start-ups.

This curriculum can be an inspiration for educators in the field of digital entrepreneurship, as they can be the multipliers of knowledge, especially when organising training courses for adults with different abilities on local and European level. Detailed session designs, as well as annexes and other needed materials for easier multiplication purposes, are all included in this curriculum.

When using this curriculum to organise a training course, it is intended that adult educators develop their knowledge, skills, and attitudes in the field of digital entrepreneurship start-ups and other relevant skills. Specifically, competences aimed to develop are the following:

- Knowledge of the theoretical framework of Digital Entrepreneurship what it is, why it is used and how the transformation from traditional entrepreneurship takes place;
- Understanding of the concept of the new era of entrepreneurship, and reflection on individual
 and organisational competences and capabilities needed to support quality education /
 educate adults with different abilities for digital entrepreneurship start-ups;
- Deeper knowledge and raise awareness of ICT, digital entrepreneurship, digital companies and digital workplaces.
- A better understanding of the competences that a digital entrepreneur needs to have in a framework of a SKA model (skills, knowledge, attitudes)
- Understanding how adults with different abilities can build relevant (soft)skills for working in a digital workplace;
- Understanding the importance of business planning, finances, marketing and design when establishing a digital enterprise;
- Understanding the importance of visual presentation in digital marketing, photography in digital entrepreneurship and online campaigning, as well as photography tolls and new media opportunities for digital enterprises;
- Deepen knowledge on the ways how to apply the training and workshops with local adults with different abilities to support them in the process of starting-up digital enterprises.

In every session, there is a list of the competences related to that session. Therefore, while reading the proposed activity a list of competences developed throughout the implementation of activities is presented.

In overall, this training course corresponds to contribute significantly to the knowledge management within the participating organisations regarding the empowerment of their future adult educators for digital entrepreneurship education among adults with different abilities and other skills relevant in digital entrepreneurship start-ups. This indeed, help participants to understand themselves and others and how to support adults with different abilities in starting-up digital enterprises.

In order to organise quality training courses based on this curriculum and to reach desired learning objectives set in each of the sessions described in this curriculum, it is advisable to ensure a quality learning environment for participants. This needs to be done in several stages.

Stage 1: Before the training course

- Making sure that participants receive all the needed information related to their participation such as info pack, registration/application form. Application forms should include detailed questions related to their motivation in the programme and based on that to do the selection of participants. Also, asking the applicants about their contribution on program is something that it is recommended to be included, asking if they can contribute somehow to the training course programme and if there are some topics if they feel should be covered. Moreover, this practice is recommended also to be done during the training course several times, after participants get a clear picture of the activities happening. In this way, it can be ensured that participants are satisfied and that the programme responded to their needs. If some of the chosen topics are not connected with the training course itself, the trainer can direct participants to research existing literature on this topic while providing them the needed support.
- 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 with the aim of informing the participant on how the programme looks like and prepare them if needed on various levels linguistically, culturally or emotionally. For some people, it can be that they are participating for the first time in this kind of training courses, so it would be good to give them a short background on the context of NFE. Participants should also receive some kind of support arranging the travel and other technical support if needed.
- It is especially important to inform participants in advance of some activities that require them to have a certain level of knowledge about the local context. Participants have to come with an understanding of the situation among adults with different abilities in their local communities and countries to be able to develop workshops for them around this topic. This also includes understanding the challenges adult educators are facing when covering these topics. So, participants need to research their local realities. It is highly advised that help is provided by sending organisations with this task, so that background information and situation related to the latest developments is accurate and up to date.
- Participants should be informed and prepared by the partner organisations regarding the profile of participants, importance of acceptance and tolerance when working in intercultural groups.
- Sending organisations should provide their participants with updated information about the local and international projects, relevant materials about the organisation's work and activities such as brochures, web page links, business cards, booklets, or other relevant information such as links of web pages and organisations' contact information. This gives them the chance to create networking or initiate potential partnerships.
- Participants should be informed in advance that 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

- Activities planned in this curriculum were developed by trainers in this field and are suitable for adult educators to encourage digital entrepreneurship start-ups among adults with different abilities, but also for other beneficiaries who want to learn about digital entrepreneurship topic and competences. Sometimes, based on the number of participants in the group, activities can last longer or shorter. It is important to keep in mind the level of the knowledge in the group, which can affect the dynamics as well. So, if needed, trainers should feel free to adjust the sessions according to the needs.
- In every sessions of this curriculum, there can be found recommendations for implementation in the future by other trainers/educators. It is advisable to read them and implement them based on the needs of certain target group.
- As a crucial part of every training course, evaluation and learning is also reinforced with this curriculum. 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. It is advised that participants need a space within the programme to reflect and evaluate the working day including the programme, energy within the group, trainers' performance, and his/her level of contribution and learning.
- 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 daily evaluation rounds or buzz groups are highly recommended. Participants should be able to give evaluation on the methods, content and other details related to training courses. The method of the evaluation is up to the trainer whether it will be done anonymously or asking each participant to share in plenary.
- Flexibility is another crucial factor that a trainer 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.

Stage 3: After the training course

- When the training course finishes, the evaluation process is an especially important process that should take place after. If after the training course participants are willing to organise local workshops, the evaluation form has to include this process and to relate it with the longterm impact of the overall training course, which is particularly useful for them to reflect and for the trainers to improve their work in the future programmes. Also, educators/trainers should ask them openly for suggestions and possible improvements of the work done.
- After the departure, it is especially important to maintain the contact with the participants to be able to develop the local workshops and to give support/help if needed for the organization 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 TO ENCOURAGE DIGITAL ENTREPRENEURSHIP START-UPS AMONG ADULTS WITH DIFFERENT ABILITIES"

Introduction, Expectations and Contributions, Group building activities

Session Title: Introduction, Expectations and Contributions, Group building activities

Duration: 180 minutes

Background:

The programme of this training course starts first with a full session on introducing main aspects related to the organisation and content of it. Participants meet with the organisers and trainers' team, as well as with each other for the first time officially, so in order to have a more relaxed atmosphere where everyone feels comfortable with each other, this session should contain some name games and group building activities. Moreover, this session serves as the space where participants get introduced with the project and its objectives, training course and programme, logistics related to the venue and related practical information. Most importantly, this session is the base for setting the ground for quality learning and group work which is essential for the next days and sessions to have while working as a group. Participants come from different countries and cultures, as well as from different organisations, thus through this session they will have the chance to getting to know each other and the realities of their organisations/countries.

Aim of the session: To officially introduce participants with the programme and organisation of the training course as well as to create space for getting to know each other and establishing common rules of working.

Objectives:

- To officially introduce the project, training course and the topic, and organising team and trainers:
- To create space for getting to know each other;
- To introduce participants further with the detailed programme;
- To reflect on expectations, fears and contributions of participants;
- To establish group agreements for working and learning together.

Competences addressed:

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

Methodology and methods:

- Plenary rounds;
- Inputs (presentations);
- Complex exercise with debriefing;
- Debriefing;
- Brainstorming.

Session flow:

I. Official Introduction and welcoming (15 minutes)

The project coordinator opens the session by officially introducing herself/himself and welcoming everyone to the training course. He/she mentions in a few words how they came up to the organisation of this training course. Then, he/she makes an introduction to her/his professional background and role on the project and the training course. Afterwards, introduces the rest of the team and trainers who also present themselves in front of participants and how their professional background is related to the topic of this training course as well as the key responsibilities they have.

II. Round of names (10 minutes)

After the introduction of the team and the trainers, participants are invited to introduce themselves. They are asked to say their names, the country they come from, and few words about what they study/work.

III. Introduction to the project, training course and the programme (25 minutes)

The project coordinator has a short presentation about the project information, the activities which include the training course in order to inform participants better about the goals and the flow of this project. Then, the trainers take the lead to present the detailed programme of the training course where participants are informed about each session and content/topic covered.

IV. <u>Expectations, Fears and Contributions (40 minutes)</u>

After getting introduced with the programme and related details about the working week, participants are instructed with their first task on identifying their expectations towards the programme and the group. They will also focus on potential fears and how they can contribute to the training course based on their experience, educational background and information. Trainers have prepared three flipcharts with the titles of Expectations, Fears, and Contributions that are written separately. Participants are invited to use 20 minutes to think about the presented programme and write down the expectations they have from that and continue the same with fears and contributions which are not necessarily related only to the content of the programme. They are provided with sticky notes where they have to write their inputs on the task, and then stick those notes to the designed flipchart papers. After 20 minutes of individual work, the trainers invite participants to stick all papers in the flipcharts and then slowly they go together through each input given. They discuss about each element inserted there and additionally comment on potential ways on overcoming the fears.

V. <u>Mission Impossible (75 minutes)</u>

The trainer presents to participants a set of different tasks/missions (approximately 15 tasks). They have to go around the venue or city/village in order to accomplish these tasks. The trainer instructs them that they have 50 minutes to complete the tasks and after the completion there will be 5 minutes to check/stamp their accomplishment. There are no other instructions on how they should work or divide the tasks, the group has to organise themselves. After they are done, the trainer invites everyone in the plenary for a short debriefing on the Mission Impossible following the questions:

- How did you feel during the work as a group?

- How was the division of tasks? Did you work as a whole group or separated in small ones?
- Did you manage to agree easily on the tasks and process or not?
- Did you manage to accomplish all the given tasks?
- Which task was the most interesting and important to each of you to be accomplished?
- If you would do this task from the beginning, what would you change?

VI. Group Agreements (15 minutes)

Based on the previous tasks and also presentation of the programme, the trainer asks participants to use 5-7 minutes to think about potential rules of working as a group during the coming days, but also elements/rules that are not necessarily related to the sessions but their overall experience during the training course such as: respecting each other, having everyone included in the non-obligatory sessions during evenings, and so on. With a collective agreement by participants and their share of opinions and rules, the trainer writes in the flipchart the established group agreements. The flipchart is put in the wall, in a visible place so that everyone has it in mind during the whole training course.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, markers, colours, laptop, projector, a poster with 12-15 missions.

Recommendations for future trainers multiplying this session:

- When developing missions/tasks for the Mission impossible exercise, it is recommended to take into account the possible different abilities of the present participants. It is important that the tasks are light, fun and appropriate towards each specific group. The tasks should contribute to the group building of participants.
- For the mission impossible part, the trainer should mention that they should not use their mobile phones. Also, the mission impossible should contain tasks that make participants explore the surrounding areas close to the venue, and things related to the culture such as to learn a song in the language of the country where the training course is being held, or to count to 10-20 in the local language/dialect, and so on.
- The working agreement is organised in a way that participants take some time to think and then to brainstorm with the whole group of participants and trainers on common options. Another way to do it is that the trainers prepare in advance some agreements and present it to participants, who can add new ones. This way can be done when there is lack of time to do the first option.

Country realities on digital entrepreneurship start-ups among adults with different abilities

Session Title: Country realities on digital entrepreneurship start-ups among adults with different abilities

Duration: 180 minutes

Background:

This session comes right after the official introduction and group building activities. It is the first one that directs participants towards the topic of the training course. It is known that different economic crisis and recently the Covid-19 pandemic affected the employability rate worldwide, including countries in Europe. Target groups of women, young people with fewer opportunities and adults with different abilities were affected the most. The Covid-19 pandemic has also affected the way businesses operate as most of the businesses and institutions had to adapt to digitalisation thus highlighting the importance and attracting more people towards their products/services. With this said, the need for new skills development has raised as well as the need to discover self-employability opportunities. Working with adults with different abilities as the main target group, participants of this training course should be aware of their realities on how start-ups are considered by adults with different abilities and whether there are opportunities to support their learning/needs on digital entrepreneurship. Therefore, the programme of this session consists of an opportunity to participants to research and analyse their countries' situation on this regard.

Aim of the session: To explore and share country realities on the situation of digital entrepreneurship start-ups among adults with different abilities.

Objectives:

- To provide space for research on countries' realities (data, statistics) on digital entrepreneurship start-ups among adults with different abilities;
- To explore the existing programmes and initiatives that are dealing with this topic and target group;
- To identify potential commonalities and differences between countries realities on this topic;
- To promote the importance of research and data collection when addressing the needs of the target group.

Competences addressed:

- Entrepreneurship competence;
- Communication on foreign languages;
- Social and civic competencies;
- Teamwork;
- Digital competence;
- Cultural expression.

Methodology and methods:

- Work in national teams;
- Presentations in plenary;
- Exchange rounds.

Session flow:

I. <u>Introduction to the task (10 minutes)</u>

The trainer starts this session by mentioning the main focus and importance of participants' pretraining task completion on the research for digital entrepreneurship start-ups for adults with different abilities.

II. National group work (80 minutes)

Participants work in national groups for this task They have to do a research on the introduced topic and prepare a poster/collage to present in front of the others by addressing the following questions:

- What is the reality on unemployment of adults with different abilities?
- What are the data and statistics that you can access in this regard?
- What are the causes and solutions to this issue?
- What is the interest of adults with different abilities to start their own business?
- Are there existing programmes on education of digital entrepreneurship for adults with different abilities?
- What are the challenges that NGOs and institutions face when working on this topic?

III. <u>Presentations (50 minutes)</u>

All groups join the plenary for a short presentation of their posters/collages. They are given up to 10 minutes to present their findings in front of the others. After each presentation, other participants and trainers are invited to ask questions or add comments.

IV. <u>Exchange rounds (40 minutes)</u>

After presentations, the trainer divides participants into small mixed groups of different countries making sure that all groups have at least 1 participant from each participating country. They are instructed to discuss similarities and differences they recognised when hearing each other's presentations. In addition, they have additional question to discuss - related to their role as adult (NFE) educators, as well as their organisations' roles, in addressing the mentioned issues. The trainer gives them an approximate time of 20-25 minutes to discuss in small teams. After that, they all join the plenary, and the trainer invites each group representative to share the outcomes of their group discussion.

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

Recommendations for future trainers multiplying this session:

- This session is connected to the participant's pre-task: research on their country realities on digital entrepreneurship start-ups among adults with different abilities. It is important that the trainers check beforehand whether participants have conducted this pre-task and based on that to adapt the time given on the research. In case participants did not complete the pre-task, more time for research should be given to them.
- It is important that during Exchange Rounds discussion, participants are encouraged to take notes. This discussion already gives them some hints on how they can address the problems/challenges in their community and with their target group.

Digital Revolution – a new way of doing business

Session Title: Digital Revolution – a new way of doing business

Duration: 180 minutes

Background:

Digital revolution is the first session that introduced participants to the learning concepts of this training course. Very often this concept is directly associated with technology, while in fact digital revolution is beyond that – it has to do with people and their daily life functions, socialising, and work. According to CIO Whitepapers (n.d.), digital revolution completely transformed the way information dispersed across various sectors of the globe; providing grounds for businesses to move beyond the national markets to other markets, thereby reaching international markets, increasing the interconnection of the world². In general, organisations and businesses are aware that they should always be focused and able to adapt to new digital developments. The use of technology through a digital platform has enhanced countries, social organizations, and companies largely towards their productivity, making the world a more competitive place to survive towards their race to the desired future³. Thus, this session will serve as the initial phase for participants to enter to the topic of digitalisation and think about how their entrepreneurial learning methods should focus for the future projects with adults with different abilities.

Aim of the session: To introduce the concept of digital revolution and its presence for businesses to operate as well as its history for better understanding of participants.

Objectives:

- To get a clear understanding of the digital revolution as a concept;
- To be aware of the changes brought by the digital revolution in business and life;
- To further explore related concepts to the digital revolution;
- To understand the presence of digital revolution in the future work and its impact.

Competences addressed:

- Entrepreneurship competence;
- Multilingual competence;
- Teamwork;
- Digital competence;
- Personal, social and learning to learn competence;
- Creative thinking.

Methodology and methods:

- Theoretical input;
- Brainstorming;
- Small group work;
- Role play-performance;
- Presentations in plenary.

² Digital Revolution Definition and Explanation: https://whatis.ciowhitepapersreview.com/definition/digital-revolution/

³ Digital Revolution Definition and Explanation: https://whatis.ciowhitepapersreview.com/definition/digital-revolution/

Session flow:

I. <u>Brainstorming – entering the topic (30 minutes)</u>

The trainer writes in the centre of flipchart paper the title "Digital Revolution" and asks participants about their ideas on understanding of this concept. While participants give different opinions, the trainer writes in the rest of the flipchart paper key words of their opinions. This process lasts about 10 minutes, and then the trainer informs participants about the working day being focused on this topic. Next, he/she invites participants to form pairs. They have 10 minutes to discuss in pairs on how digital revolution affects their lives on daily basis and what would be consequences of not having this revolution happening. After that each pair shares in the plenary key points of their discussion in the plenary.

II. <u>Digital revolution history (15 minutes)</u>

In order to brighten participants' knowledge on Digital revolution, the trainers have prepared a short presentation with key historical events of digital revolution starting from the year 1947 to present years. This includes the introduction of the computer, the adaption of computers in governmental bodies, the creation of World Wide Web, expansion of internet users, and many more.

III. <u>Digital revolution and the future – I (40 minutes)</u>

The trainer continues the session by highlighting the importance of vision and creativity when it comes to digital revolution and digital entrepreneurship. With this being accented, he/she introduces 5 famous quotes for inspiration and future orientation. Participants are divided into 5 small groups and each group gets a quote appointed. The task of each group is to create a short role-play based on the quote they have. As each quote represents a vision and inspiration towards changes in business, as well as embracing the digital world, participants will be the ones to visualize how the world looks like based on their given quote.

The potential quotes for this task can be the following:

- "You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete." (Buckminster Fuller)
- "The digital revolution is almost as disruptive to the traditional media business as electricity was to the candle business." (Ken Auletta)
- "Because of the rush of human knowledge, because of the digital revolution, I have a voice, and I do not need to scream." (Roger Ebert)
- "The digital revolution has changed the way we do things because you're not under that pressure that film is precious, and film is expensive." (Colm Meaney)
- "Ya know it's funny, what's happening to us. Our lives have become digital. Our friends, now virtual. And anything you could ever wanna know is just a click away. Experiencing the world through secondhand information isn't enough. If we want authenticity we have to initiate it. We will never know our full potential unless we push ourselves to find it. It's this self-discovery that inevitably takes us to the wildest places on earth." (Travis Rice).

Participants use 30-40 minutes to prepare their short role-plays and prepare it for performing.

IV. <u>Digital revolution and the future – II (25 minutes)</u>

When they are ready, each small group takes 5 minutes to perform their role-play. After each performance, there is time for other groups to guess what the play was about.

V. <u>Exploring key concepts related to Digital Revolution (20 minutes)</u>

There are 4 flipchart papers, with titles of concepts that are part of the digital revolution, placed in different tables. Participants are invited to use the next 20 minutes to use sticky notes placed in each table, to write their input/understanding of each concept. They do this task individually and in silence. The topics in flipchart papers are the following:

- Digital revolution
- Digital customers experience
- Digital platforms
- Digital marketing

VI. <u>Presentations and Discussion (50 minutes)</u>

The trainer divides participants in 4 small groups. Each group is given a flipchart paper with inputs from the previous task. The task of each group is to use the next 10 minutes to review the input and prepare a summary of it to present in the plenary. When all groups are ready and join the plenary, the trainer gives the green sign to start with short presentations. After each presentation there is a brief discussion facilitated by the trainer, as well as additional input by the trainer to strengthen participants knowledge on the concepts.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, printed quotes for groups.

Background documents and further reading:

More details for the theoretical input on history and concepts for Digital Revolution can be found in:

- Digital Revolution Definition and Explanation: https://whatis.ciowhitepapersreview.com/definition/digital-revolution/
- Digital customer experience: https://whatis.ciowhitepapersreview.com/definition/digital-customer-experience/ ; https://whatis.ciowhitepapersreview.com/definition/digital-customer-experience-management/
- Digital Platforms: https://whatis.ciowhitepapersreview.com/definition/digital-platform/
- Digital marketing: https://whatis.ciowhitepapersreview.com/definition/digital-marketing/

Recommendations for future trainers multiplying this session:

- For the historical events for digital revolution the trainer can prepare different methods with printed materials of some creative presentation visually. It is important that this part is attractive even though it is short part of the session.
- When having to prepare the short role-play with inspirational quotes, participants should be encouraged to be as much creative as possible and use varied materials/spaces available in the venue.

Introducing Digital Entrepreneurship – its rise and development

Session Title: Introducing Digital Entrepreneurship – its rise and development

Duration: 180 minutes

Background:

In this session participants have the chance to further expand their knowledge on digital revolution by covering the digital entrepreneurship and its development. Digital entrepreneurship is relatively new as a term, and it has mainly to do with the adoption of latest changes in the enterprise functionalisation. Digital entrepreneurship includes everything that is new and different when compared to traditional view on entrepreneurship. Digital entrepreneurship, described by JP Allen in the article "What is Digital Entrepreneurship?" consists of the following:

- New ways of finding customers for entrepreneurial ventures.
- New ways of designing and offering products, and services.
- New ways of generating revenue and reducing cost.
- New opportunities to collaborate with platforms and partners.
- New sources of opportunity, risk, and competitive advantage⁴.

Thus, this session will have its main focus on exploring the digital entrepreneurship, as well as different case studies of companies that transformed and developed into digital entrepreneurship in order to understand the digital entrepreneurship's rise and development.

Aim of the session: To introduce digital entrepreneurship and its development as well as provide practical examples to how companies rise and develop through this adaptation.

Objectives:

- To expand participants knowledge into digital transformation;
- To introduce digital entrepreneurship and its rise and development;
- To explore different companies which transformed from traditional entrepreneurship to digital entrepreneurship;
- To understand the advantages and disadvantages of digital entrepreneurship.

Competences addressed:

- Entrepreneurship competence;
- Multilingual competence;
- Teamwork;
- Digital competence;
- Personal, social and learning to learn competence;
- Analytical.

Methodology and methods:

- Input;
- Small group work;

⁴ Allen, J. P. (2019, February 16). What is Digital Entrepreneurship? – Digital Entrepreneurship. Learning Digital Entrepreneurship. https://www.learndigitalentrepreneurship.com/2019/02/16/what-is-digitalentrepreneurship/

- Video screening;
- Case study analysis;
- Discussion in plenary.

Session flow:

I. <u>Introduction to the session (10 minutes)</u>

The trainer introduces participants to the session's topic and the flow of the programme. He/she mentions shortly the concept of digital entrepreneurship and its broad definition.

II. <u>Digital Entrepreneurship (30 minutes)</u>

Participants are divided into 3 small groups. The trainer gives each group a question to discuss in the next 30 minutes and write key points of their discussion in a flipchart paper. The questions for groups are:

- Group 1: What are the characteristics of digital entrepreneurship?
- Group 2: What are the advantages of digital entrepreneurship?
- Group 3: What are the disadvantages of digital entrepreneurship?

III. Sharing key findings about digital entrepreneurship (30 minutes)

Groups join the plenary for sharing the key points of their discussion in small groups. Each group takes about 5-7 minutes to discuss about their question. The trainer adds more input about each question in order to broaden the knowledge of participants in that particular topic/discussion point.

IV. <u>Digital transformation – Are you ready for exponential change? (20 minutes)</u>

The trainer continues the session by screening a short video about digital transformation and its impact. The video lasts 4 minutes, and the trainer uses the next 16 minutes to shortly discuss about participants' impressions and understanding of the video and digital transformation in general. (Futurist Keynote Speaker Gerd Leonhard: https://www.youtube.com/watch?v=ystdF6jN7hc)

V. Companies that embraced Digital Entrepreneurship (50 minutes)

The trainer introduces shortly the 4 ways that were used to transform traditional enterprises to digital entrepreneurship: Engagement, Facilitation, Visibility, and Immediacy. Furthermore, 4 companies that adapted to Digital Entrepreneurship are mentioned: New York Times, Fidelity, Disney Parks, and Walmart. Participants are divided into four small groups, each group given one company to analyse as a case study. They are given 40 minutes to read about these companies, research on internet about their transformation and prepare posters about their characteristics on digital entrepreneurship.

VI. <u>Sharing companies' posters (40 minutes)</u>

Participants put the posters of the companies in a visible place in the working room. Each group shortly presents their company poster by using 3-5 minutes (approximately 20 minutes for all presentations). The next 10 minutes of the session, the trainer invites all participants to use sticky notes to rate the most interesting characteristics of each company poster. When everyone is done, the trainer uses the next minutes to mention the most rated characteristics and participants comment on their importance.

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

Background documents and further reading:

- More details for the theoretical input on the concept of Digital Entrepreneurship can be found in: Allen, J. P. (2019, February 16). What is Digital Entrepreneurship? Digital Entrepreneurship. Learning Digital Entrepreneurship.
 https://www.learndigitalentrepreneurship.com/2019/02/16/what-is-digital-entrepreneurship/
- Video for screening: Digital Transformation Are you ready for exponential change? Futurist Keynote Speaker Gerd Leonhard: https://www.youtube.com/watch?v=ystdF6jN7hc
- The 4 Ways the Digital Age Transformed Traditional Business Models: https://www.inc.com/bubba-page/4-ways-the-digital-age-transformed-traditional-business-models.html
- Case study: New York Times https://www.nytimes.com/
- Case study: Fidelity https://www.fidelity.com/
- Case study: Disney Parks https://disneyparks.disney.go.com/
- Case study: Walmart https://www.walmart.com/

Recommendations for future trainers multiplying this session:

When choosing the Case Study companies, it is recommended that the trainers check for some examples in the participating countries of the training course. In case they do not find a good case study, then it is advised to go with the international companies.

Digital Company and Digital Workplace

Session Title: Digital Company and Digital Workplace

Duration: 180 minutes

Background:

In the previous session, participants had the chance to understand the concept of digital entrepreneurship and the transformation of traditional companies to digital ones. In this session, the focus will be further to define Digital companies and digital workplaces, thus companies that fully operate digitally on external and internal processes. "Digital businesses use technology to create new value in business models, customer experiences and the internal capabilities that support its core operations. The term includes both digital-only brands and traditional players that are transforming their businesses with digital technologies". Moreover, the concept of digital workplace will be explored. According to Deloitte (n.d.), digital workplace encompasses all the technologies people use to get work done in today's workplace — both the ones in operation and the ones yet to be implemented. It presents virtual equivalent to the usual physical workspace and can involve any kind of program, platform, software, device or application employees are using to execute and complete their regular job tasks⁶. Participants have the chance to explore the benefits and risks of digital workplace by simulating exercises and small group works.

Aim of the session: To understand the digital company and workplace as well as their benefits and risks through simulation exercises and other interactive methods.

Objectives:

- To understand the digital company and its functioning;
- To understand the digital workplace and its key benefits and risks;
- To use interactive and simulation exercises for participants to expand their practical knowledge on digital entrepreneurship;
- To stimulate analytical and creative thinking.

Competences addressed:

- Entrepreneurship competence;
- Multilingual competence;
- Teamwork;
- Communication;
- Digital competence;
- Personal, social and learning to learn competence;
- Analytical:
- Creative and critical thinking.

Methodology and methods:

- Input;
- Group work;

⁵ liferay. (2018, August 18). What is Digital Business? | Liferay. https://www.liferay.com/resources/l/digital-business

⁶ Deloitte (n.d.), The digital workplace, https://www2.deloitte.com/content/dam/Deloitte/mx/Documents/human-capital/The digital workplace.pdf

- Simulation exercise;
- Digital presentation;
- Discussion in plenary.

Session flow:

I. <u>Digital Company and Digital Workplace – introduction (15 minutes)</u>

The trainer starts this session with a short input on defining digital company and the way they function. Moreover, the concept of digital workplace is presented, and participants are told that they will go further into benefits and risks through interactive methods.

II. <u>The Clock of a Digital Entrepreneur (30 minutes)</u>

The trainer has a drawn clock in the flipchart. The clock has only its form and no numbers or hands (minute, seconds). The trainer asks participants to use 5 minute to think on how this can be a digital entrepreneur clock. Instead of numbers, they have to write priorities and tasks of a digital entrepreneur when creating/working in a digital company. Participants start giving opinions on different role and tasks and trainer writes them based on common agreements until the Digital Clock is completed. The hands of the clock can be appointed to the two constant tasks in the digital company.

III. What is digital workplace – simulation exercise (60 minutes)

Participants are informed that this part of the session focuses on understanding digital workplaces and benefits and risks. They are divided into small groups. The instructions are that for this task they have to work together as a company team (imagine they have a business together) and think about the potential product/service their company provides. They use 10 minutes to think about this. Then, the trainer explains that their main task is to prepare a presentation about the company and its product/services in a virtual forum on Digital Entrepreneurship. The rule for this task is that they are a digital company, so they have to work apart from each other and use only digital tools to communicate and prepare the presentation. They can work in different spaces around the venue, their own rooms, and so on. Different group members are allowed to share the space with other companies' members, but not their own team mates. The detailed instruction for the task completion is the following:

"Your company is established 6 months ago. You have all processes settled and no big issues so far. For this reason, you received an invitation to participate in the "Digital Entrepreneurship in New Era Entrepreneurship" forum and to present your company and products/services offered. Your company has separated offices settled in different co-working spaces with other adults with different abilities. In order to prepare for the presentation, you will need the contribution of each department with whom you only communicate and organise the work virtually. The time for you to organise yourselves and prepare the presentation is 50 minutes. After that you will be joining the forum, all prepared and present your company in 5 minutes."

Further instructions for the groups to prepare the presentation:

- Agree on the aim of the presentation
- Agree on the methods/tools for collaboration and communication in your team
- Agree on division of tasks and responsibilities of each department and person in charge including the time to finish the tasks.

IV. <u>Digital presentation of companies (20 minutes)</u>

The trainer sets the working room in a conference type/forum for the presentations to improvise the "Digital Entrepreneurship in New Era Entrepreneurship" forum. All groups join the plenary to present

their work. The trainer sets the projecting for each group in advance. Then, each group takes up to 5 minutes to show their digital presentation of the company.

V. <u>Benefits and risks of digital workplaces (35 minutes)</u>

The trainer invited participants to go back to their groups of digital companies. They are instructed to analyse the way they worked for digital presentation including the communication in the team, arranging the tasks and responsibilities, the process of preparing the presentation, acknowledgement of each person's competences for the task, and so on. Based on this observation, they have to write key benefits and risks of their digital workplace when having to do a task. They are given 35 minutes to conduct this task.

VI. How to manage risks in digital workplaces? (20 minutes)

Groups share in plenary key risks and benefits of their digital workplaces. The trainer keep records of their input and adds additional benefits/risks that are relevant for digital workplaces. Then, through discussion in plenary, participants are asked to identify ways in managing such risks that appear. While participants give opinions on this, the trainer writes them down in the flipchart.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, setting different spaces for simulation exercise.

Background documents and further reading:

More details for the theoretical input on the concept of Digital Entrepreneurship can be found
in: Deloitte research on benefits of digital workplace
https://www2.deloitte.com/content/dam/Deloitte/mx/Documents/human-capital/The digital workplace.pdf

Recommendations for future trainers multiplying this session:

- For the simulation exercise, there should be 3-4-5 different co-working spaces, depending on the number of participants per group/company.
- Trainers should always observe the work in groups. It might be the case that participants need more than 50 minutes to do the task, thus the coffee break time can be used for them to finalise their work.

Exploring problem solving approach and competences (of adults with different abilities) needed for digital entrepreneurship

Session Title: Exploring problem-solving approach and competences (of adults with different abilities) needed for digital entrepreneurship

Duration: 180 minutes

Background:

At this stage participants have a clear understanding of all concepts related to digital entrepreneurship and digital company. However, in order to further empower them in this education, they should be acknowledged with the competences needed for digital entrepreneurship and how the digital entrepreneur should acquire these, including the importance of problem-solving approach. In this way, adult educators have the needed competences to further encourage this type of entrepreneurship to adults with different abilities in the local/national level. The most known model - SKA (skills, knowledge, and attitude) consists of the following competences in entrepreneurship: cognitive competences (the ability to recognise the opportunity, problem solving ability, decision making and assessing, etc.), social skills (networking and communication, connection, etc.), actionoriented attitude (being visionary, exploiting opportunities, goal oriented, taking the lead, etc.). However, when it comes to Digital Entrepreneurship, besides the mentioned competences, adults are to develop new competences. According to the Joint Research Centre in DigiComp 2.1 - The Digital Competence Framework for Citizens⁷, there are 5 digital competence areas: Competence area 1: Information and data literacy; Competence area 2: Communication and collaboration; Competence area 3: Digital content creation; Competence area 4: Safety; and Competence area 5: Problem-solving. Participants will be informed in detail about each competence and will have the chance to explore them further through exercises.

Aim of the session: To develop participants' capacities on digital entrepreneurship by exploring key competences needed (of adults with different abilities) for an entrepreneur as well as highlighting the importance of problem-solving approach.

Objectives:

- To reflect on own developed skills;
- To learn about SKA model;
- To explore key competences needed for digital entrepreneurship;
- To understand the importance of problem-solving approach for entrepreneurs;
- To further develop participants' capacities in digital entrepreneurship;
- To stimulate analytical and creative thinking.

Competences addressed:

- Entrepreneurship competence;
- Teamwork;
- Communication;
- Digital competence;

⁷ Carretero, S.; Vuorikari, R. and Punie, Y. (2017). DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use, EUR 28558 EN, doi:10.2760/38842, http://www.skaitmeninekoalicija.lt/wp-content/uploads/2018/03/web-digcomp2.1.pdf, p10

- Personal, social and learning to learn competence;
- Analytical;
- Creative and critical thinking.

Methodology and methods:

- Self-reflection;
- Theoretical input;
- Small group;
- Presentations and Discussion in plenary.

Session flow:

I. Ranking our own skills (25 minutes)

The trainer open the session by asking participants to reflect on their own skills. They are given with small papers (or sticky notes) and pencils where they individually write the skills they have. The trainer gives them 5 minutes to do this. After that, he/she asks participants to rank these skills from the weakest to the strongest. Then, each participant is invited to share the strongest and weakest skill from the list. The trainer participates in this activity as well and is the last one to share. Then he/she concludes the activity and adds that this session is going to be focused mainly on what kind of skills, knowledge and attitudes are needed for an adult with different abilities to become a digital entrepreneur.

II. Skype call with a digital entrepreneur (40 minutes)

The organisers and trainers have an arranged a skype call with a digital entrepreneur to broaden the knowledge of participants in the topic through practical examples. A local/national digital entrepreneur is invited to share his/her story with participants and the process of establishing a digital enterprise, as well as challenges and opportunities as a digital entrepreneur. The entrepreneur shares his/her story in about 25 minutes, while the rest 15 minutes are left for questions by participants.

III. <u>Impressions on the skype call (15 minutes)</u>

When the call is over, the trainer asks participants shortly about their impression on the story. Each participant has the chance to shortly mention which part was more impressive to them and why, as well as whether this story was inspiring for them to further encourage their target group of adults with different abilities to pursue entrepreneurship.

IV. Exploring key competences needed for digital entrepreneurship (40 minutes)

The session continues further with a detailed presentation on key competences needed for digital entrepreneurship. The trainer first presents the SKA model (Skills, Knowledge, and Attitude) consisting of cognitive competences, social skills, and action-oriented attitudes. Then, the presentation focuses on digital competences needed for adults (with different abilities) pursuing digital entrepreneurship. This part of the presentation consist of the following competence areas:

• Competence area 1: Information and data literacy:

- 1.1 Browsing, searching, filtering data, information and digital content
- 1.2 Evaluating data, information and digital content
- 1.3 Managing data, information and digital content (Carretero & Vuorikari, 2017)
 - Competence area 2: Communication and collaboration:
- 2.1 Interacting through digital technologies
- 2.2 Sharing through digital technologies
- 2.3 Engaging in citizenship through digital technologies
- 2.4 Collaborating through digital technologies

- 2.5 Netiquette
- 2.6 Managing digital identity (Carretero & Vuorikari, 2017)
 - Competence area 3: Digital content creation:
- 3.1 Developing digital content
- 3.2 Integrating and re-elaborating digital content
- 3.3 Copyright and licences
- 3.4 Programming (Carretero & Vuorikari, 2017)
 - Competence area 4: Safety:
- 4.1 Protecting devices
- 4.2 Protecting personal data and privacy
- 4.3 Protecting health and well-being
- 4.4 Protecting the environment (Carretero & Vuorikari, 2017)
 - Competence area 5: Problem-solving:
- 5.1 Solving technical problems
- 5.2 Identifying needs and technological responses
- 5.3 Creatively using digital technologies
- 5.4 Identifying digital competence gaps" (Carretero & Vuorikari, 2017)

V. <u>The importance of key competences and problem-solving approach for digital entrepreneurs (30 minutes)</u>

Participants are divided into 5 small groups and each group receives a specific competence area to cover. The trainer invites each group to think about the story of the digital entrepreneur from the Skype call. By using that story, they are instructed to think on how their specific competence area supported the entrepreneur to successfully manage his/her digital enterprise. Additionally, their task is to also analyse the importance of problem-solving ability when establishing a digital enterprise.

VI. <u>Presentation and discussion (30 minutes)</u>

All groups join the plenary, and the trainer invites one representative to shortly present in 3-4 minutes their discussion points in the group. When all groups are done, the trainer highlights the importance of entrepreneurial education when deciding to establish a digital enterprise and to create a team to work with.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, well-functioning internet connection for the Skype call.

Background documents and further reading:

Input to prepare the presentation: Carretero, S.; Vuorikari, R. and Punie, Y. (2017). DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use, EUR 28558 EN, doi:10.2760/38842, http://www.skaitmeninekoalicija.lt/wp-content/uploads/2018/03/web-digcomp2.1.pdf, p10

Recommendations for future trainers multiplying this session:

- Participants should be encouraged to be critical when it comes to ranking their own skills. In this way they will know better what they need to improve and pass the same attitude when working with their target group of adults with different abilities.
- It is important that the theoretical input on competences includes graphics and illustrations as it is a longer presentation and includes more complexed information. Thus, any illustration and interaction while presenting, enables a better focus to the participants.

Basics of business – business plan, marketing, design and finances

Session Title: Basics of business – business plan, marketing, design and finances

Duration: 100 minutes

Background:

As the programme moves further, some essential processes and elements for well-functioning of a digital enterprise are indeed part of the sessions. In order to better understand how to manage a digital enterprise and have all processes under control, this session focuses on introducing participants to basics of business. These basics consist of business plan creation for start-up, marketing and its strategy, design and its importance in the digital entrepreneurship, and finances as the key to manage the funds and sales in a business. Participants go through each element to explore and discuss them further on during the discussion part with the trainer.

Aim of the session: To introduce participants with competences to basics of business consisting of business plan creation, marketing plan, design and finances as essentials for starting a digital enterprise.

Objectives:

- To learn more about managing a digital enterprise;
- To introduce the basic elements for functional digital enterprise;
- To learn about business plan and canvas model;
- To understand the importance of marketing plan and ways to do it;
- To understand the importance of design in digital enterprises and explore different methods and tools existing digitally;
- To learn key finance issues when running a digital enterprise.

Competences addressed:

- Mathematical competence and competence in science, technology and engineering;
- Literacy competence;
- Digital competence;
- Entrepreneurship competence;
- Personal, social and learning to learn competence;
- Analytical;
- Creative and critical thinking.

Methodology and methods:

- Exhibition of business basics;
- Reflection in small groups;
- Sharing and Discussion in plenary.

Session flow:

I. Introduction (5 minutes)

The trainer gives a brief introduction on the topic and elements covered during the session. He/she emphasises that the focus of this session is on exploring basics of business, consisting of business plan,

marketing, design, and finances. Participants are informed that starting a digital enterprise requires more than willingness and need analysis. It also requires competence development for adults with different abilities as well as for every person wishing to enter the entrepreneurial world. In order to have a well functioned digital enterprise, the mentioned elements/processes are essential.

II. Exploring business basics – business plan, marketing, design and finances (60 minutes)

The trainer together with the team members (competent in the given topics) has set a part of the working room in advance with 4 different tables containing the following titles and learning materials:

- Business Plan: consisting of materials with elements of the plan, Business Canvas Model, and
- Marketing: consisting of 4Ps and 7Ps models, SWOT analysis, PEST Analysis, and so on.
- Design: consisting of practical examples of design methodologies and tools to use for digital companies.
- Finances: understanding the basics of finances for digital companies, including designing a balance sheet, income statement, cash flow management, ROI and its importance, financial planning and budgeting, and so on.

Participants form small groups, and their task is to visit each exhibition/table for 10 minutes in order to learn about certain element of business. Every 15 minutes, trainer uses a whistle tool to announce the group switching from one table to another. In order to make this learning more attractive for participants, a usage of infographics is more present, as well as video and other visualised methods.

III. Reflection in small groups (15 minutes)

Trainers ask participants to stay in their small groups. They are given 15 minutes to discuss in their small groups about their learning in exhibition. They share what was the most useful learning point they got and which tool/method learned they would like to use in their future programmes for entrepreneurial education for adults with different abilities.

IV. Discussion in plenary (20 minutes)

All participants join the plenary. The trainer asks everyone to briefly share their outcomes from the reflection in small groups. Additionally, all team of trainers offer their availability for further clarifications and questions in the business basics they presented.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, prepared tables with printed information for all business basics.

Background documents and further reading:

Accessible materials to prepare the input for the exercise:

- Business Plans 101, https://us.accion.org/resource/business-plans-101/
- Blackwell, Edward (2011): How to Prepare a Business Plan, 5th edition, Kogan Page,
 London, https://www.academia.edu/5871262/How_to_Prepare_a_Business_Plan_by_Edward
 Blackwell, page 4
- Business Model Canvas
 https://commons.wikimedia.org/wiki/File:Business Model Canvas.png
- Osterwalder, Alexander, 2005, http://businessmodelalchemist.com/2005/11/what-is-business-model.html
- Alexander Osterwalder, WHAT IS A BUSINESS MODEL?, 2005, http://businessmodelalchemist.com/2005/11/what-is-business-model.html
- Guilaume Lestand, Key questions to be answered when you fill up a business model canvas, 2016, https://www.linkedin.com/pulse/key-questions-answered-when-you-fill-up-business-model-lestand

- Wolters Kluvert, Marketing Plan Component of Your Business Plan, <a href="https://www.bizfilings.com/toolkit/research-topics/launching-your-business/planning/marketing-plan-component-of-your-business-plan#:":text=The%20marketing%20portion%20of%20a,into%20a%20commercially%20viable%20reality.
- Rojko K,. (2020), 'E-poslovanje' [PowerPoint presentation],https://moodle.fis.unm.si/pluginfile.php/2472/mod_resource/content/3/ePoslovanje 16.10.2020.pdf
- Bplans, E-commerce Internet Business Plan, https://www.bplans.com/e-commerce-internet-business-plan/financial-plan/
- Jeff Rum, 10 Steps to Building an Effective Digital Strategy, https://www.socialmediatoday.com/marketing/10-steps-building-effective-digital-strategy
- Assistive Technology Tools That Are Making A Difference, https://online.alvernia.edu/articles/5-assistive-technology-tools-that-are-making-a-difference/

Recommendations for future trainers multiplying this session:

• For this exercise, trainers and team members should be fully competent to present the elements of business. Since the time is limited, their input should be professional and easy to catch from participants.

Photography in Digital Entrepreneurship – I & II

Session Title: Photography in Digital Entrepreneurship – I & II

Duration: 90 + 90 minutes

Background:

Advertising and photography have for long been linked into one whole. Photography in marketing serves as a tool to engage with the audience and create emotional connections. The motto that a picture is worth a thousand words found its use in photography as well, telling a thousand words in marketing. Photography in the digital surrounding powerfully captures a unique and specific moment used to tell a story and convey a message through a single, independent photo. We live in a time where most of the information we receive is transferred visually: posters, billboards, moving pictures, flyers, photos, videos, internet content. This is exactly why we can conclude that visual communication is the key in marketing⁸. This session is provided to participants to further emphasise the way digital business' function and to further develop their capacities in the relevant topics for them to easily transfer the knowledge gained to the adults with different abilities.

Aim of the session: To raise awareness and understanding on using photography in digital entrepreneurship and its importance in advertising.

Objectives:

- To introduce participants with practical examples how successful companies use photography;
- To inspire participants in using visual methods for advertising purposes in digital entrepreneurship;
- To empower participants with knowledge and skills on photography.

Competences addressed:

- Learning to learn;
- Digital competence;
- Entrepreneurship competence;
- Personal, social and learning to learn competence;
- Analytical competences;
- Creative and critical thinking.

Methodology and methods:

- Screening;
- Online research;
- Creative exercise- collage for product promotion
- Interactive presentation
- Debriefing.

Session flow:

I. Photos from successful companies (15 minutes)

⁸ Jevđić et al. 2020, Handbook "Digital Entrepreneurship Start-up", https://issuu.com/pinconsulting/docs/3 o1 eng final digital entrepreneurship start-up

The trainer starts the session by mentioning the importance of photography for marketing purposes in entrepreneurship. He/she has prepared a screening of different photography used by big successful companies worldwide. Participants are asked to just pay attention to the screened photos which are repeated in screening after the first and second round. Further, the instructions are that they have to choose one photo that took their attention but not share with the others yet.

II. Sharing the chosen photo (30 minutes)

The trainer asks at this point participants to share which photo took their attention. A short interactive session takes place by answering the following questions:

- Why did you choose this photo?
- Do you understand what is the photo about?
- Does this photo represent any story? Can you guess?
- Can you comment on the photo's light and composition? What do you understand in this aspect?

When one participant shares and answers to these questions, other are invited to add comments or questions.

III. Photo collage for product/service promotion (45 minutes)

Participants are divided into 4 small groups. The trainer instructs them on the next task. They have to choose a product/service that later on they would promote. Specifically, the instructions are:

- Choose a product/service that you would like to promote;
- Write a brief history/background of that product/service;
- Find a value proposition for your product/service something that makes it unique from the existing ones;
- Use old newspapers, magazines, posters, and other creative materials to have a creative work. They have 45 minutes to complete this task and can continue afterwards till the next session (morning of next working day).

IV. <u>Preparing collages for presentation (20 minutes)</u>

All groups join the session. Trainers give them 20 minutes to do the final preparations in the collages and find a space in the working room to put their work in a visible place for the exhibition.

V. Sharing the photo collages (40 minutes)

The trainer gives a green sign for the exhibition to start. All participants use the next 40 minutes to visit all the collages and are instructed to think of impressions on each collage, as well as suggestions based on their observation.

VI. Debriefing (30 minutes)

When the exhibition time ends, everyone joins the plenary for a short debriefing on the session. The trainer asks participants to share their feelings during the process of making collages. Also, he/she asks how they perceive the role of photography in entrepreneurship world. Further, participants are asked about their impressions on the collages and potential suggestions they might have.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, old newspapers, magazines, posters, photographs, and other tools/materials to further visualise the collages.

Background documents and further reading:

■ The power of photography: https://www.youtube.com/watch?v=jNApH8nGj1U

Recommendations for future trainers multiplying this session:

For these sessions, if the time allows, the trainers should consider also giving additional task to participants - finding something in their surrounding worth to take photo of and include in their collages. If possible, additional session can be devoted in organising a short photo excursion of the participants within the hosting city or the neighbouring one.

Start-Up Life Cycle and importance of innovation

Session Title: Start-Up Life Cycle and importance of innovation

Duration: 90 minutes

Background:

When encouraging adults with different abilities on digital entrepreneurship, it is important to also include the concept of life-cycle for start-ups. The importance of life-cycle starts with the development of business plan where various aspects can be predicted and continues further with the business functionalisation. Even though start-ups vary from each other on the product/service offered as well as strategy for operation, almost all of them have the same life-cycle. The following are known as the main stages of start-up life-cycle: idea stage, problem/solution fit, product/market fit, and scaling. When business are longer in the market, the fifth stage of Maturity is valid too. In digital entrepreneurship, when preparing to have a unique product/service that enables a good start-up life-cycle, it is important to embrace innovation. Innovation plays a key role in digital enterprises start-ups. Therefore, in this session, participants will go through the stages of life-cycle start-up and connect the concept of innovation to each stage.

Aim of the session: To understand the life-cycle of a start-up in digital entrepreneurship and the role of innovation when establishing a start-up.

Objectives:

- To introduce participants with the stages of start-up lifecycle;
- To understand the importance of needs assessment before establishing a start-up;
- To reflect on the stages of lifecycle and the role of innovation in each stage;
- To further empower participants with knowledge and skills on digital entrepreneurship.

Competences addressed:

- Digital competence;
- Entrepreneurship competence;
- Personal, social and learning to learn competence;
- Analytical;
- Creative and critical thinking.

Methodology and methods:

- Visual input on start-ups lifecycle;
- Small group work;
- Presentations
- Discussion in plenary.

Session flow:

I. Stages of Start-Up Life-cycle (15 minutes)

The trainer has prepared a short presentation on the start-up lifecycle. He/she presents in detail the four stages of start-up lifecycle consisting of the following:

- 1. Idea stage
- 2. Problem/solution fit
- 3. Product/market fit

4. Scaling

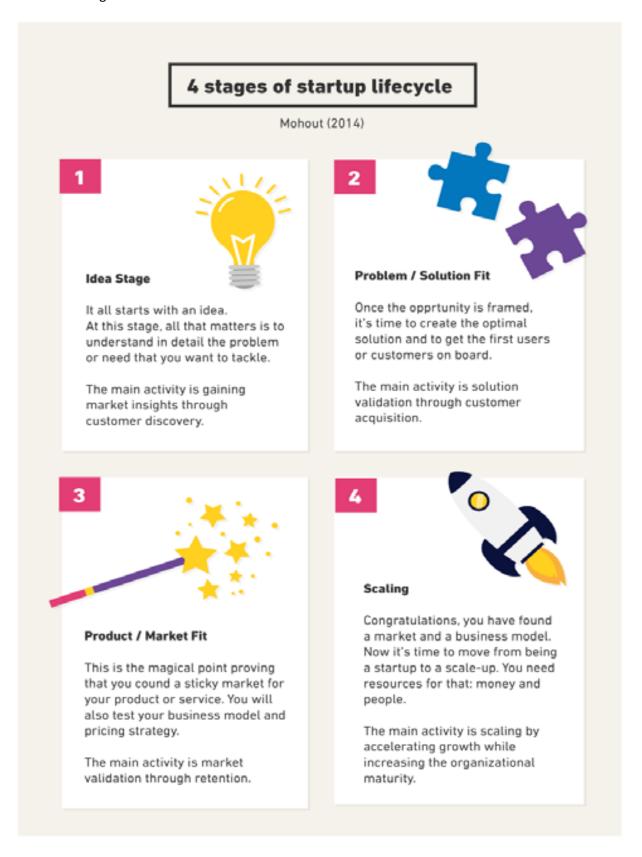


Figure 1: The four stages of the start-up lifecycle, Mohout (2015)9

⁹ Mohout, O.: Startup Master Class II: Exodus | problem-solution _t. (2015)

II. <u>Importance of Innovation - Small group work (35 minutes)</u>

After the presentation, trainers add more into the importance of innovation in digital entrepreneurship and when establishing start-ups in the new era entrepreneurship. Participants are divided into four small groups. Each group represents a stage of the life-cycle. Trainers instruct that their task is to work as a group in answering the following question:

- What is the role of innovation during this stage of start-up?

They are instructed that their focus should be in digital enterprises among adults with different abilities.

III. <u>Presentations and Discussion (45 minutes)</u>

Participants join the plenary with completed tasks. Each group presents shortly their outcomes from the discussion between members. Atter each presentation trainer adds more input on each stage and asks participants additional questions for clarifications.

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

Background documents and further reading:

- Kiljander, Harri & Märijärvi, Jukka & Hokkanen, Laura & Komssi, Marko & Yueqiang, Xu & Raatikainen, Mikko & Seppänen, Pertti & Heininen, Jari & Koivulahti-Ojala, Mervi & Helenius, Marko & Järvinen, Janne. (2016). The Cookbook For Successful Internal Startups.
- S. (2021, August 27). The 5 stages of a startup. Superscript. https://gosuperscript.com/blog/5-stages-of-a-startup-lifecycle/

Recommendations for future trainers multiplying this session:

• The trainers should observe and assist the groups while working on stages in order to make sure that they are understanding them fully.

Different abilities in the business environment

Session Title: Different abilities in the business environment

Duration: 180 minutes

Background:

As participants' knowledge on digital entrepreneurship continues to expand, it is important that they reflect on the gained knowledge and continuously think on ways to adapt it when working with adults with different abilities. As the participation of adults with different abilities in business environment is increasing compared to previous years/decades, there is still a need to further encourage their participation in this sector. In order to better understand their presence in the business environment as well as explore ways on having inclusive business environments (adapted for everyone), participants will have the chance during this session to be part of several activities that aim the inclusion of different abilities.

Aim of the session: To explore the participation of adults with different abilities in the business environment and identify ways on ensuring inclusive environments.

Objectives:

- To reflect on the country realities on existing digital enterprises that include adults with different abilities;
- To create space for identifying elements and methods that contribute to having inclusive business environments;
- To explore the role of businesses and different abilities adults when it comes to adaptation of existing digital enterprises;
- To further promote the concept of needs assessment and analysis when initiating new programmes in digital entrepreneurship.

Competences addressed:

- Research;
- Analytical;
- Digital competence;
- Entrepreneurship competence;
- Personal, social and learning to learn competence;
- Creative and critical thinking.

Methodology and methods:

- Research;
- Sharing in plenary;
- Silent floor brainstorming;
- Presentations and Discussion.

Session flow:

I. <u>Existing digital enterprises in our countries (60 minutes)</u>

Participants are invited to work in their national groups for this part of the session. Their task is to do a small research (or combine information from the research done before the arrival to the training course) on existing digital enterprises in their countries that are run by adults with different abilities

or where this target group holds decision making positions. They are given 50 minutes for this task and encouraged to find websites for better sharing of results.

II. Sharing the findings (30 minutes)

After the research, each group joins the plenary to share the findings. Each group is given 5-7 minutes to share the existing digital enterprises among adults with different abilities in their respective countries. Trainers ask additional questions related to the enterprises and whether participants had the chance to visit these enterprises before.

III. Silent floor brainstorming – Inclusive Business Environments (40 minutes)

The trainer has put four flipchart papers in the floor where each has one of the following question written:

- How different abilities can be adapted to existing business environments offered in our countries?
- How can enterprises make inclusive business environments for adults with different abilities?
- What is the contribution of our organisations in having different abilities' possibilities in business environment?
- What is the role of public institutions in having different abilities' possibilities in business environment?

Participants are instructed that in this exercise they are invited to silently walk around the working room and approach the papers in the following 35-40 minutes. They have to contribute to each paper, individually, without talking to each other.

IV. Preparing summary of inputs and presentations (50 minutes)

The trainer divides participants into four small groups. Each group receives one flipchart paper with the questions from silent floor brainstorming and its inputs. Their task is to structure and summarise the input for their given question and prepare a short presentation. An approximate time of 15-20 minutes is given to each group. When they are done, each group presents their papers and participants exchange/share information related to their own inputs.

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

Recommendations for future trainers multiplying this session:

The research part of this session is recommended to be part of the Pre-tasks for participants, to do before their travel to the training course. Most of the time 60 minutes is not enough to do a research from the scratch, therefore any previous information gathered is important.

Mentoring process for digital entrepreneurship of adults with different abilities – how to spark motivation and give feedback

Session Title: Mentoring process for digital entrepreneurship of adults with different abilities – how to spark motivation and give feedback

Duration: 100 minutes

Background:

Mentoring process is an unavoidable educational element to be included in this training course aiming the empowerment of adult educators encouraging digital entrepreneurship start-ups among adults with different abilities. Participants of this training course are directly working and aiming to support adults with different abilities in entrepreneurship. Mentoring process is the support and assistance given throughout the entire process of initiating the idea, assessing the market and product and establishing an enterprise, as well as managing it. Moreover, is the process that encourages motivation and reflection based on feedback. Therefore, in order to complete the empowerment of adult educators on this topic, this session focuses on the key concepts of mentoring process including the introduction of 3Cs, exploration of different tools, and essential processes related to spark motivation and give feedback.

Aim of the session: To learn about the process of mentoring, its key values and contribution to spark motivation as well as exploring different tools for successful mentorship in digital enterprises of adults with different abilities.

Objectives:

- To introduce the concept of mentoring process and key elements;
- To understand the importance of mentoring to spark motivation in start-ups;
- To understand the key values a mentor should have;
- To explore different tools related to the mentorship process in digital enterprise start-ups among adults with different abilities;
- To highlight the importance of giving feedback for work improvement in enterprises;
- To develop participants' competences in mentorship.

Competences addressed:

- Analytical competences;
- Literacy competence;
- Digital competence;
- Entrepreneurship competence;
- Personal, social and learning to learn competence;
- Creative and critical thinking.

Methodology and methods:

- Input;
- Creative drawing exercise;
- Small group work;
- Presentations.

Session flow:

I. Introduction to the topic – 3Cs of mentorship (15 minutes)

Participants are introduced to the topic of mentorship by the trainer. A short presentation on this concept is given including the 3Cs of effective mentorship programmes consisting of:

- Clarity
- Communication
- Commitment.

II. The ideal mentor (15 minutes)

Participants are divided into four small groups. The trainers introduce flipchart papers with outline of a person. Each group receives one flipchart with outline drawn. The instructions are that participants in their groups will complete the drawing of theirs which represents their ideal mentor. They are given different coloured pencils and other materials to use for writing/drawing characteristics and competences of their ideal mentor, thus having a complete outline of a mentor. They are given 15 minutes to complete this task.

III. Sharing the drawings (10 minutes)

When all groups are done with the task completion, everyone joins the plenary. The trainer invites each group representative to share the drawing of the ideal mentor and mention the characteristics that make their mentor ideal comparing to others.

IV. <u>Exploring mentoring tools (30 minutes)</u>

The trainer introduces the following tools:

- Wheel of life method for evaluating different areas in life to pinpoint the ones that need the most attention.
- Diagnostics framework analysing what to raise, reduce, eliminate or create.
- Looking back from the future imagining the future to clarify what you want to achieve in X years.
- Letter from the future a creative writing exercise for looking back at your life after turning 80^{10} .

Participants are instructed to stay in the same groups. Each group is given one tool for mentoring to explore and write key advantages and disadvantages they recognise by exploring that specific tool. The trainer gives useful links to use as information sources. Groups have 30 minutes to complete the task and share the outcomes in the plenary afterwards.

V. <u>Presentations (30 minutes)</u>

The trainer invites groups to join the plenary for a short presentation on the given tools for mentoring. Each group uses 3-4 minutes to shortly mention the characteristics, advantages and disadvantages of the tool they've been exploring.

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

Background documents and further reading:

 Uk, I. (2021, November 5). Clarity, Communication, Commitment – the key to successful mentoring programmes. INTOO UK & Ireland. https://www.intoo.com/uk/cat-blog/the-key-to-successful-mentoring-programmes/

¹⁰ Lepisk, H. (2019). Creative exercises for mentoring. Harald Lepisk. https://www.haraldlepisk.com/creative-exercises-for-mentoring/

- Lepisk, H. (2019). Creative exercises for mentoring. Harald Lepisk. https://www.haraldlepisk.com/creative-exercises-for-mentoring/
- Connecting Through Conversation: Short Activities for Mentors. (2017). Center for Supportive Schools. https://www.attendanceworks.org/wp-content/uploads/2017/10/Center-for-Supportive-Schools-Exercises-for-Mentors.pdf
- Build an Ideal Mentor An Exercise for Mentee Trainings. (2016).
 http://www.mentoring.org/wp-content/uploads/2020/03/Build-an-Ideal-Mentor-formentees.pdf

Recommendations for future trainers multiplying this session:

- The process of mentoring is really important for participants' (adult educators') empowerment in the digital entrepreneurship programmes. Therefore, in case participants need more input by the trainer or want to work further on this topic, trainers are advised to either extend the session for a longer time or organise separate session afterwards during free time or breaks.
- When drawing the ideal mentor, participants should be encouraged to think about how this mentor would address the needs of adults with different abilities in digital enterprises. In this way, they directly connect the task to their everyday work and future programmes on (digital) entrepreneurship of their target groups - adults with different abilities.

Developing our action plans of adult education for digital entrepreneurship start-ups run by adults with different abilities

Session Title: Developing our action plans of adult education for digital entrepreneurship start-ups run by adults with different abilities

Duration: 80 + 180 minutes

Background:

Participants have the chance on this session, together with the trainers, to reflect on the programme before the continuation of putting into practice the learning points. This session serves as the base to reflect on the needs of target group, to combine all knowledge gained and to orientate the thinking for future development of actions/programmes. Participants will be encouraged to develop new action plans for digital entrepreneurship start-ups educational programmes among adults with different abilities by using the learning and competence gaining on this training course.

Aim of the session: To give participants space for creating new action plans for development of digital entrepreneurship start-ups among adults with different abilities in local communities by using creative and innovative approaches.

Objectives:

- To look back at the training course programme and discuss on potential innovative ideas for developing action plans;
- To give space for further promotion of digital entrepreneurship competences when developing new programmes;
- To create new action plans for digital entrepreneurship start-ups among adults with different abilities in local community.

Competences addressed:

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

Methodology and methods:

- Reflection and Brainstorming;
- Small group work;
- Short Check-In sessions.

Session flow:

I. Looking back at the training course's topics (15 minutes)

Participants go through the programme of the training course together with the help of the trainers to reflect on the topics covered and the learning points. The reason for such reflection is to inspire participants to use their learning into future action plans for digital entrepreneurship.

II. <u>Introduction to the task (10 minutes)</u>

The trainer introduces participants to the focus of this session and the task they have to do. They are instructed that the next parts will be dedicated for all groups to create new action plans that lead to developing digital entrepreneurship educational programmes for adults with different abilities, thus directly addressing their needs.

III. Country group work (45 minutes)

Participants are invited to work in their country/organisational groups for this task. They are informed that the next 45 minutes they have to decide on the key processes and goals of their developed plans and join Check-In session.

IV. CHECK-IN (10 minutes)

The trainer invites all groups for a short session on checking their status of work, whether they are facing difficulties or have some general question that may apply for all groups. Each group shares the status of work and then goes back to continue working.

V. Continuation of group work (180 minutes)

Participants continue the work for the next 180 minutes in drafting action plans. Trainers remain available in case they need help/support for the task. They are informed that they will present their drafted action plans during the next working day/session.

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

Recommendations for future trainers multiplying this session:

- The trainers should encourage all participants to make their action plans as detailed as possible, by asking additional questions when they join the Check-In sessions and by observation.
- Participants should be informed that they will present the final versions of their action plans the next day, to be prepared if there is anything they want to change, and if they want to prepare for their presentation in the plenary.

Presentations, Feedback, and Further Consultations

Session Title: Presentations, Feedback, and Further Consultations

Duration: 160 minutes

Background:

This session creates space for participants to present their developed action plans of adult education for digital entrepreneurship start-ups run by adults with different abilities. Also, this session contributes to participants getting feedback and consultations for further improvement when implementing those educational programmes in their local community. The activities in this session assist them to create as better action plans as possible, with the input given from their peers / participants and the trainers. Moreover, this session aims to provide with the needed advices, tools and methods that could be useful in their everyday work connected with adults with different abilities in the digital entrepreneurship educational programmes.

Aim of the session: To create space for presenting the developed action plans of adult education for digital entrepreneurship start-ups and to give feedback and further consultations on the presented work.

Objectives:

- To present the developed action plans of adult education on digital entrepreneurship startups of adults with different abilities;
- To give feedback to programmes developed by other groups and trainers;
- To reflect and adapt the knowledge gained in the created concepts, based on consultations.

Competences addressed:

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

Methodology and methods:

- Presentation in plenary;
- Feedback and consultations.

Session flow:

I. <u>Introduction to the session (10 minutes)</u>

The trainer starts the session by emphasising the importance of the developed action plans during the programme and the importance on having feedback for further improvement of work. Then, invites all groups to make their final preparations for presentations.

II. Presentations of developed action plans (100 minutes)

All groups join the plenary for their presentations. Then, the trainers invite each group to present their action plans. They are given up to 20 minutes to present their work and other groups are invited to ask additional questions for clarification or comments after the presentation.

III. Feedback and consultations (50 minutes)

The trainer invites everyone to join plenary for the last part of this session where personalised feedback is provided. He/she has prepared for each group feedback regarding the entire process and presentation provided. After giving feedback, both trainers schedule short consultations with groups to help them improve their work for future implementation.

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

Recommendations for future trainers multiplying this session:

It is important that the trainers pay attention to each group when they perform in order to give personalised feedback and further consultations. It is necessary that more trainers and experts join, in order to have more perspectives on this process.

Evaluation and Closure

Session Title: Evaluation and Closure

Duration: 90 minutes

Background:

This is the last official session of the training course programme. Its importance is enormously high due to the fact that participants are reminded and invited to reflect on the topic, learning processes, and give a final evaluation on these and beyond. This session is also the space where organisers and trainers get their feedback on the efforts and work done to organise the training course. Therefore, the whole evaluation serves as the point to improve similar programmes in the future. In order to have a better evaluation and more input from participants, different activities consisting of written and verbal evaluation, creative methods to conduct the evaluation are organised.

Aim of the session: To create space for reflecting on the learning process and evaluate training course using different methods of evaluation.

Objectives:

- To give a final evaluation to the training course;
- To discuss and give feedback for the programme and trainers' performance during the training course;
- To close the training course.

Competences addressed:

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

Methodology and methods:

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

Session flow:

I. Reflecting on the working days (20 minutes)

The trainers remind participants about the whole learning during the working days – including the topics covered, the exercises, name games, goals and objectives of the training course and the expectations set. Together with participants, they manage to remind themselves about the whole programme.

II. Written evaluation (30 minutes)

Participants are invited to fill in the written evaluation form which is anonymous. In this form, there are questions related mainly to the usefulness of each programme element, as well as the learning points. Also, there are questions related to the organisation of the whole training course, communication and support, programme and logistics, trainers' performance and so on. It is

envisioned to use 30 minutes to complete this form of evaluation. Participants should use their phones, in case the evaluation form is given in an online format.

III. <u>Dixit-card evaluation (30 minutes)</u>

When participants are done with the written evaluation, they are invited to choose two cards from the Dixit card collection that mirrors this week the best to them. One card should present the overall experience of theirs, while the other one should represent the learning they got from this training course. Each person chooses the cards and uses few minutes to think about their sharing of impression verbally. Then each person shares their evaluation and explain why they chose those cards including trainers and organisers.

IV. Official Closing (10 minutes)

The trainers and organisers give the final words and congratulate participants on successful completion of the training course and wish them good luck with their plans and future work in the field of digital entrepreneurship for the adults with different abilities by promising support in this topic.

Materials needed: Dixit cards, projector, laptop, prepared written evaluation digitally.

Recommendations for future trainers multiplying this session:

• If there is an online evaluation being implemented, it is important to be sure that everyone has their electronic/smart devices with them. Otherwise, the trainers/organisers should provide them with extra laptops or tablets.

PUBLISHER:

Outreach Hannover e.V., Germany



With the support of the Erasmus+ programme of the European Union



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