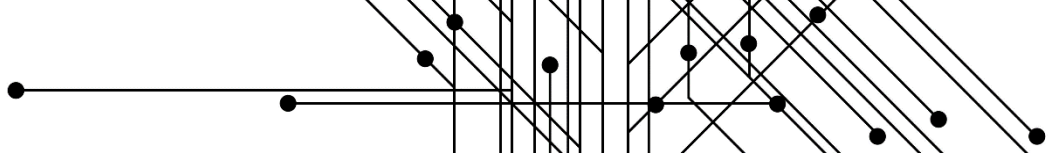# TOOLKIT

Mentoring and supporting adults with different abilities for digital entrepreneurship start-up

TITLE:

Toolkit "Mentoring and supporting adults with different abilities for digital entrepreneurship start-up"

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

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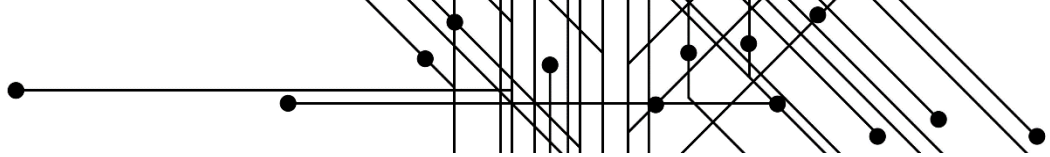
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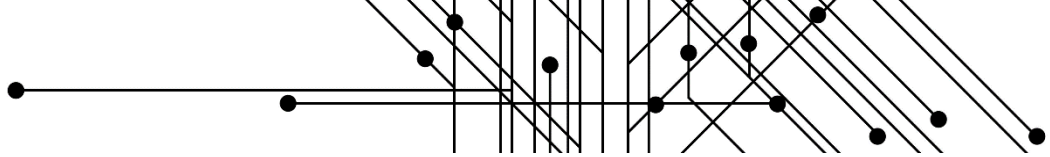Nedim Micijevic
Enrico Taddia

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Milica Milović Kinoli

Hannover, Germany
2022

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INTRODUCTION TO THIS TOOLKIT

This toolkit is an innovative education materials for all adult educators in organising/doing digital entrepreneurship education of adults with different abilities, the beneficiaries, with a collection of activities for easy and quality multiplication of knowledge and practises.
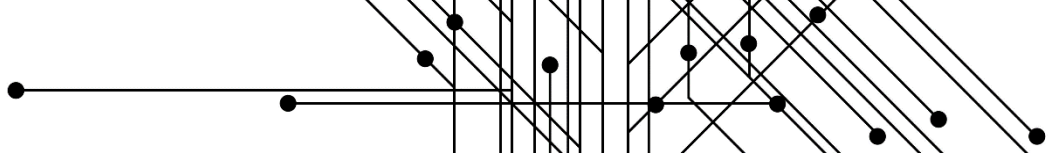
It is especially designed on guiding adult educators into organising effective, structured, and adaptable activities for adults with different abilities in digital entrepreneurship, by covering aspects such as design thinking methodologies, introduction to the digital workplace and enterprise, development of digital competences and relevant skills, evaluating and monitoring processes and so on.

The toolkit comprises of two parts. The first part covers general recommendations for adult educators when organising programmes for adults with different abilities in entrepreneurship, preparations needed and follow up processes. Then, it consists of detailed recommendations of adapting activities for different type of disabilities, as well as recommendations for educative approaches and workspace design and adaptation.

The second part of the toolkit presents 20 activities/tools that adult educators can use when working with adults with different abilities in digital entrepreneurship and when developing their competences in start-up digital enterprise. More precisely, those 20 activities can be organised with target groups of unemployed adults with disabilities in our communities with the aim to improve their competences and motivation for digital entrepreneurship start-up. This section is structured in different parts/activities which are of the following categories:
- Introduction to digital entrepreneurship and project design
- Team building and related competence development
- Design Thinking – Inspiration phase
- Design Thinking – Ideation phase
- Design Thinking – Implementation phase
- Communication and Marketing

The activities are based on the principles, methods, and approaches of non-formal education. They involve 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. All the activities are provided with suggestions of adaptations for different abilities and special needs. The online further readings are in English language.

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 still find ourselves with higher unemployment rates now than before the pandemic measures started.
Self-employment and entrepreneurship have turned out to be valuable options 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 in those educational programmes; they last shorter than formal education and are often up to date with the modern needs of societies.
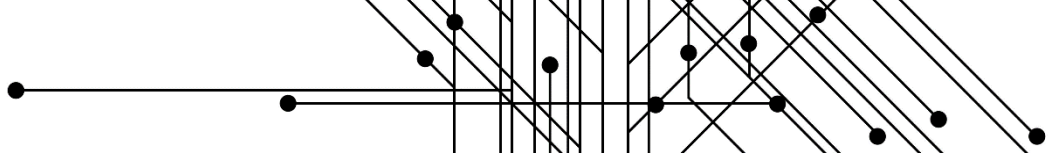
With this project, we are answering the needs defined by institutions, as well as the needs of our own educators and beneficiaries. We are promoting digital entrepreneurship of adults with disabilities and quality empowerment of our adult educators to be able to organise quality (digital) entrepreneurship education for 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 (e-learning) 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 an inspiring, innovative, and up-to-date handbook, as well as the online course.
- Empower our adult educators and improve knowledge management of our organisations 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 practises 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"
- 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 organisations 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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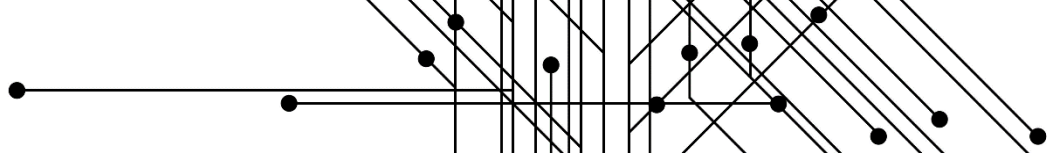
RECOMMENDATIONS FOR USING THIS TOOLKIT

The toolkit "Mentoring and supporting adults with different abilities for digital entrepreneurship start-up" is created to serve as a resource material for adult educators to further develop mentoring and educational activities/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 toolkit can be an inspiration for educators in the field of digital entrepreneurship, as they can be the multipliers of knowledge, especially when organising education for adults with different abilities on local and European level. Detailed workshops' designs, as well as other needed materials for easier multiplication purposes, are all included in this toolkit. When using this toolkit to organise activities/workshops, it is intended that adults with different abilities 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:
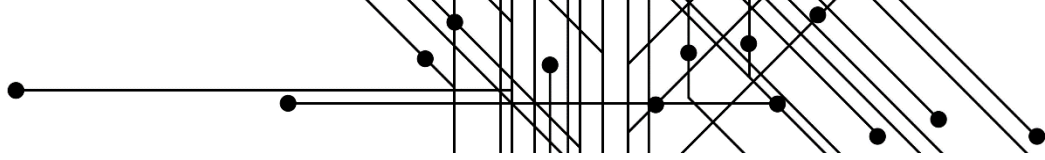
- Knowledge of the theoretical framework of Digital Entrepreneurship - what it is, why it is used and how the transformation from traditional entrepreneurship takes place;
- Deeper knowledge and raise awareness of ICT, digital entrepreneurship, digital companies, and digital workplaces;
- Reflection on individual and organisational competences and capabilities needed for digital entrepreneurship start-ups in a framework of a SKA model (skills, knowledge, attitudes);
- Understanding how to build relevant (soft)skills for working in a digital workplace;
- Understanding how to work efficiently and effectively inside a team considering personal features and skills;
- Analysing problems and people's needs to create a useful solution project;
- Creating ideas useful and effective to solve analysed issues;
- Implementing ideas in a structured and concrete project;
- Understanding the importance and practical uses of business planning, finances, marketing, funding strategies, and design when establishing a digital enterprise;
- Communicating and effectively promoting their own project in order to reach stakeholders, potential customers, and financiers.

In every plan of activity, there is a list of the competences that will be developed and or/gained with its implementation. Overall, these activities are intended to contribute significantly to the knowledge management within the participating organisations regarding the empowerment of adults with different abilities and other skills relevant in digital entrepreneurship start-ups. This indeed, helps participants to understand themselves and others and how to initiate digital enterprises.

Activities are divided by thematic sets and can be proposed individually or matched in a course touching various aspects of digital entrepreneurship, depending on educators' planning and on beneficiaries' needs and interests. Some activities within the same thematic set are equivalent, some are closely related or complementary, in this case there are other suggested activities to be done before or after for a more complete view. In order to organise quality activities/workshops/courses based on this toolkit and to reach desired learning objectives set in each of the activities described in this toolkit, it is advisable to ensure a quality learning environment for participants. This needs to be done in several stages.

Stage 1: Before the activities/workshops
- Making sure that participants receive all the needed information related to their participation such as info pack, registration/application form or interview.

- For an eventual selection of participants, the application form/interview should include detailed questions related to their motivation.

Stage 2: During the activities/workshops
- Activities in this toolkit were developed by trainers in this field and are suitable for adults with different abilities, but also for other beneficiaries who want to learn about digital entrepreneurship topics 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 and the various special needs, which can affect the dynamics as well. All the activities are described in general terms and then there are some tips to adapt the implementation according to some types of disabilities. So, if needed, educators should feel free to adjust the activities according to the specific needs of the group.
- In every activity of this toolkit, recommendations can be found for future implementation by other trainers/educators. It is advisable to read them and implement them based on the needs of a certain target group. Moreover, recommendations on adaptation of activities for particular target groups of adults with different abilities are provided.
- The evaluation of the experience in relation with previous expectations is fundamental. 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, regular evaluation rounds or buzz groups are highly recommended. Participants should be able to give evaluation on the methods, content and other details related. 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 an educator should be aware of. Some of the activities 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 topics.

Stage 3: After the activities/workshops
- When the activity/workshop finishes, the evaluation process is an especially important process that should be done. Through the evaluation, the participants also reflect on the whole learning process and give suggestions for future improvements to the trainers.
- If after the activity implementation participants are willing to organise local start-up (or follow up activities), the evaluation form has to include this process and to relate it with the long-term impact of the overall activity/workshop, which is particularly useful for them to reflect and for the educators to improve their work in the future programmes. Also, educators/trainers should ask them openly for suggestions and possible improvements of the work done.
- It is especially important to maintain contact with the participants to be able to develop the start-up and to give support/help if needed. Also, after the implementation of the design of the start-up, participants can be asked to submit a form for feedback and reporting of the follow-up activity.
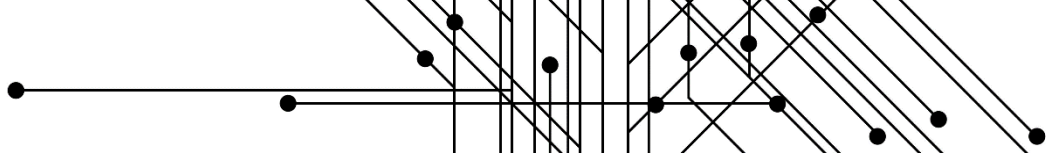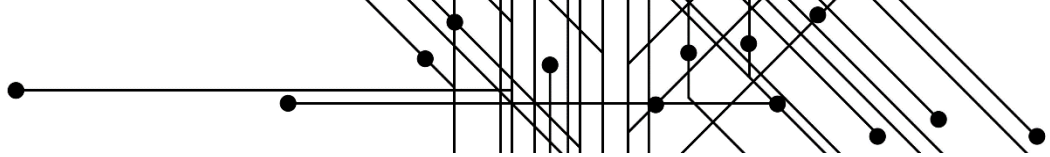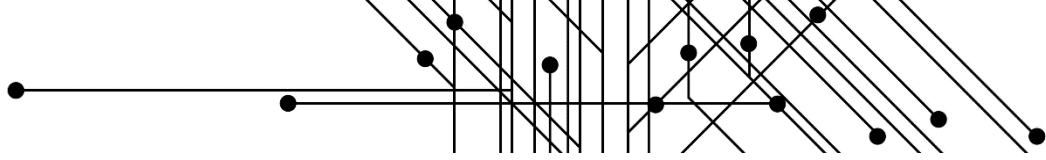
Training approach

This toolkit was written after a research phase which involved experts from a digital start-up and several facilitators of entrepreneurship programmes for beginners. These experts gave us some useful tips on how to lead and manage the training activities/workshops and on the right approach to prepare the participants for the entrepreneurial world.

The following hints and recommendations are for the adult educators who are going to propose the activities:

- When introducing tasks and activities in overall, the explanations should be very clear and start even from basic information so that all the participants can start working from a common ground. If there are some participants who are more experienced, the trainer should try to enhance the collaboration with the others by creating an exchange peer to peer, helping each other.

- DANCING WITH AMBIGUITY - At the beginning participants should be informed that during the activities not everything will be explained in detail and that they will have the possibility to make mistakes. The aim of the activities is also to achieve autonomy, to learn how to make things with what one has or know, how to cope with stressful situations or difficulties and how to overcome them together. Uncertainty is part of the entrepreneurial field, as a matter of fact the market is very complex and complicated, it changes continuously, it can be interpreted in different ways as there isn't only one possible solution for the same issue. So, participants should be encouraged to strengthen their adaptability skills and analyse and accept different points of view which sometimes can be conflicting.

- TEAMWORK OR DIE - It's fundamental that during all the activities participants have some particular work in teams because working in teams is pivotal for the creation of a start-up - doing it alone it is not as effective and creative. To be effective, a team has to be cohesive, varied and well structured. Participants have to know how to collaborate in small groups (4-5 people), organising and dividing the tasks according to roles they assigned together according to their abilities and skills. It is very important to have teams with varied and complementary skills or attitudes in order to be quite a solid and complete structure, the sprout of an enterprise. An effective and close-knit team is fundamental to obtain funding, even more than the idea itself, because it's the team that will develop the idea and use the funding to realise that.

- DESIGN THINKING - Design thinking is one of the main methods used in start-ups accelerators and in business schools for innovation. For these reasons, it is part of this toolkit and categorised in several stages that adult educators can use when working with adults with different abilities in digital entrepreneurship. Design thinking is a human-centric approach to innovation. It helps teams find the intricate balance between what makes sense to the end-users, what is technologically doable, and what is viable for a business to undertake.

- CASE STUDY - Considering a real issue as a reference with a didactic purpose has many advantages, that's why this is done in project design courses for beginners. It's useful to practise and consolidate new knowledge acquired gradually on a real situation, allowing participants to make mistakes without serious consequences and therefore learning from it. It is recommended to use case studies in the local level or issues within own organisations as a starting point and as a case study.

- INTRODUCING DIGITAL WORLD – given the enormous variety of skills and competences required and the digital tools available, in this toolkit the focus is on the experimentation and self-assessment of digital skills, on the use of some digital tools via computers in group and individual work. The idea is to provide a taste of work in a digital environment to try to make participants understand what they should improve on, what tools they might need and what they should deepen to realize their business idea. Fortunately, there are also free courses or tutorials available on the internet that explain how to use many digital tools or solve problems related to their use (e.g. computer programming) that allow to learn and improve self-learning.
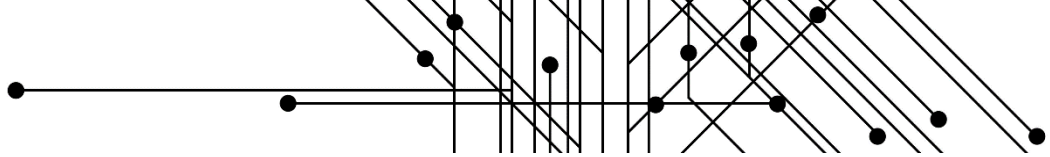
Adapting activities

Educators often have concerns about methodological challenges when working with persons with disabilities (for example, finding the appropriate training method and approach that will match participants' different needs).

Existing programmes and activities should be adapted to the needs of participants with a focus on finding the right balance. Ideally, trainers/educators should learn to develop their educational programmes while keeping in mind different abilities from the very start, instead of adapting them later on. Still, if this did not happen, there are still a lot of ways to ensure their accessibility. It is essential to remember, that mainly in a mixed group of people with and without disabilities or with various disabilities, to not focus on single disabilities, but to try to find the right balance in order to make activities suitable for everyone. The educators should be available to know the needs and to listen, and be flexible in addressing them. When there are participants with disabilities, the trainer should decrease the total number of participants, in order to better manage the group. In the following table, there are some general tips for main types of disabilities.

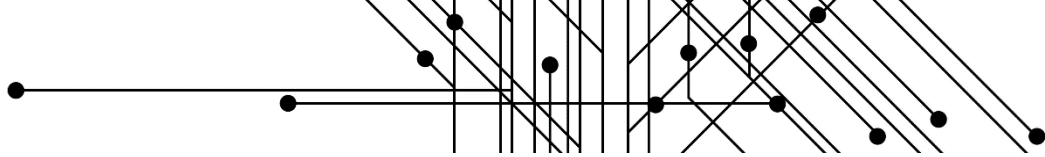| TYPE OF DISABILITY	WHAT TO KEEP IN MIND
Visual Impairment/Blind	- Have very large fonts and letters - Soft colours - Speak directly to the person without walking around - Describe well to the participant the space, the places of the activities, perhaps making inspections first - If the activity requires some writing, provide participants with low vision to use the thick black markers to write and some paper with thick and wide lines. Provide PC/tablet and assistive technology (example: keyboard with bigger letters, etc.) if needed, so the participants can easily write their answers. Give the possibility also to participants to use their smartphone/tablet with the support already integrated, so they can write or record their answers and be autonomous. - If objects / materials are used, it is recommended that they emit a recognizable sound - When sitting in a group, make it a habit to go around the room and have every person state their name – this way the participant with visual impairments can associate the voice with a name and a position in the room - If an activity requires moving around the room, then it is a good practice to either pair participants with other group members or have a person in charge to help with moving around - Scanning activities and times with sound inputs - Less text, more audio content - Think of more "physical" activities, with many different objects and stimuli - Contents in Braille
Hearing Impairment/Deaf	- Always speak while looking at the participant, slowly and clearly (facilitate lip reading) - If necessary, provide for translation into sign language - Use of slides, presentations, written materials, images - If using videos, provide specific subtitles for deaf people

Intellectual Disability	- Very simple and concrete explanation of the activities, also using videos, images, and examples - Simplify interventions based on the level of disability of the participants - Provide for conflict resolution methods or consider that there may be situations of misunderstanding - Remember that if there are other non-disabled participants, it is better to have a support person to help carry out the activities or to prefer group work
Physical Disability	- Pay attention, when organising, to choose spaces, places, and means of transport that are easily accessible and tailored to the participants - Assistive technology can be a good ally - Study the activities well so that they are not only frontal - Create work groups with participants who can compensate for each other's "shortcomings" - If an activity requires moving around the room, then it is a good practice to either pair participants with other group members or have a person in charge to help with moving around

All the activities in this toolkit are described in general terms, and then there are some tips to adapt the implementation according to some types of disabilities. So, if needed, educators should feel free to adjust the activities according to the specific needs of the group.

Below are some simple hints and tips that educators can follow in order to ensure that people with disability can participate and fully enjoy the activities:
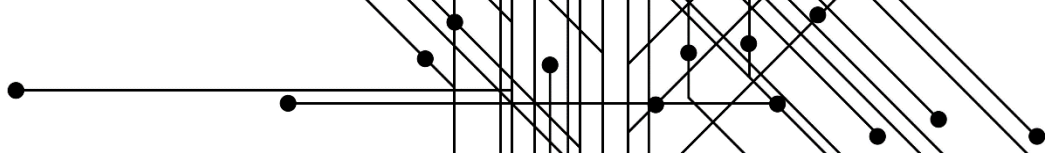
Prior to the beginning of the activity:
- Plan to organise the inclusive activities on various topics that interest people, addressing topics that are relevant for the needs of people with disabilities;
- Prepare to offer opportunities that take into consideration the financial limitations people with disabilities face;
- Try to have a thorough selection of participants, as sometimes any person with a disability is selected just out of empathy;
- Prepare to provide sufficient and adequate information in advance to participants with disabilities concerning all the details of the activity, for people with visual impairment include the printed or displayed information that will be used in their preferred format, i.e. large print, Braille, electronic, and so on.
- Prepare yourselves, with asking participants in advance what kind of disability he/she is facing, what kind of assistive technologies he/she uses and how can these be provided;
- Try to plan, foresee and rent/buy the assistive devices or equipment that will help in the adaptation of activities (e.g. in case of sports to provide balls with bells, tandem bikes, tactile diagrams of the area, etc.);
- Analyse the activities and make the necessary adaptations for them to be accessible to all participants;
- Allow people with disabilities to go to the activity venue earlier in order to get familiarised with it and to meet the organising team for discussing about their needs;
- Check and ensure that the staff has a positive attitude towards people with disability.

During the activity:
- Be willing to resolve some practicalities such as getting to the venue;
- Make sure that there is a support person to help with moving around and understanding the activity. This person can be somebody from the organisation, somebody from the participants or a personal assistant of the person with a disability.
- Consider offering support during break and meals, if needed;
- Ensure the appropriate accessibility for rooms;
- Consider the typical fears that people with disability have when thinking to join such an initiative: fear of not being accepted; fear of not being able to fulfil the tasks; fear of being a burden to others.

Adapting the workplace

Working in an environment where one feels comfortable, is essential for physical and mental well-being. For this reason, it is important that the space in which we work is suitable for our needs and that it respects the rules of ergonomics and safety. These rules are applied in the company but are often not considered when working independently and remotely from home. To work in an environment that guarantees safety and well-being, only small precautions are often enough without making excessive investments. During the activities that will be presented in the toolkit, it is not strictly necessary to use the spaces already adapted with a view to working, but this could probably help the participants to experience what the environment would be in which they could work in their future start-up. Below are some links, tips and tools to help educators create an inclusive workspace that's suitable for everyone.

- Digital workplace:
  https://www2.deloitte.com/be/en/pages/technology/enterprise-technology-and-performance/articles/the-digital-workplace.html
  https://www2.deloitte.com/content/dam/Deloitte/be/Documents/technology/The_digital_workplace_Deloitte.pdf

- Safety and ergonomics in workplace:
  European Agency of Safety and Health at Work: https://osha.europa.eu/en
  https://osha.europa.eu/en/publications/musculoskeletal-disorders-related-telework-tips-teleworkers
  https://osha.europa.eu/en/publications/digital-platform-work-and-occupational-safety-and-health-review
  https://osha.europa.eu/en/publications/future-working-virtual-environment-and-occupational-safety-and-health
  https://osha.europa.eu/en/legislation/directives/5

SPACES
- In the workplace, there must be as few obstacles as possible for movement. It is essential to avoid unnecessary accessories, such as paintings, decorative objects, furniture, and put only what is strictly necessary (for participants with visual impairment, physical disabilities).
- The educators should organise the space in an orderly way to facilitate walking and mental order (for participants with visual impairment, physical disabilities, intellectual disability).
- All necessary objects and tools must be accessible comfortably and independently (for participants with visual impairment, physical disabilities, intellectual disability).
- It is recommended to add support handles and handle knobs to give points of reference and support (for participants with visual impairment, physical disabilities).

WORK SURFACE
- The tables should be placed away from windows and sources of heat or cooling. They should not be placed in the centre of the room but adjacent to the walls, on one side or in the corner, to leave room for walking.
- Work surface should consist of Wall mounted table or with a central leg (for participants in wheelchair).
- Work surface should consist of Wall mounted table or with side legs (for participants with visual impairment)
- Work surface should consist of Folding table, also wall mounted, to save space when not in use, if spaces are limited.
- The organisers should consider two possible positions of the table (75 and 110 cm from the ground), a sitting position and a standing position, to change posture avoiding pain and
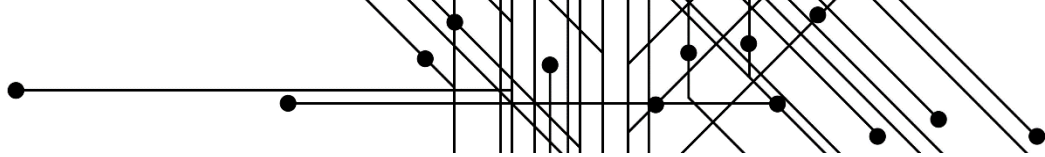
maintaining attention for a longer time. This, for example, can be made on the wall with a motorised system or with a guide or by placing two folding tables at two different heights (for participants with motor disability, difficulty in maintaining attention or staying in the same position for a long time).

- It is recommended to add a compartment or a retractable drawer to expand the support surface if necessary and have more physical and mental order (for participants with motor disability, intellectual disability).
- It is recommended to add an armrest pad / table extension as a support to use the mouse (for participants with impediment of the upper limbs).

CHAIR
- The organisers should place Ergonomic and adjustable chair, to work as calmly as possible.
- It is important to add an armrest pad / extension as a support to use the mouse (for participants with impediment of the upper limbs).

SOCKETS, CABLES, AND SWITCHES
- Organisers and technical team should arrange the cables close to the wall and in an orderly manner to facilitate walking and cables management (for participants with visual impairment, physical disability).
- It is recommended to place a power strip with multiple sockets (including USB) near the work surface and in such a way that it is easily accessible (for participants with visual impairment, physical disability).
- It is recommended to place all switches in one place in an orderly manner, possibly with writings or symbols to remind you of their function (for participants with physical disability and intellectual disability).

LIGHTING
- The work surface should be arranged in a way that natural light is lateral; to consider any special lighting needs (for participants with visual impairment).
- Mobile table lighting devices without cables are the most suitable ones; they are easier to move when needed and can be recharged at night (for participants with visual impairment, physical disability).
- It is recommended to have smart room lighting with wi-fi bulbs to be able to adjust the light remotely using a remote control or a voice assistant (for participants with visual impairment, physical disability).

Technology tools:
- Technology tools that are making a difference: https://online.alvernia.edu/articles/5-assistive-technology-tools-that-are-making-a-difference/

SCREEN
Screen arrangement should consist of the following:
- Large monitor, TV, or projector on a light surface with attached movable wireless keyboard (for participants with visual impairment)
- Double screen to see more things at the same time (for participants with hearing impairment, to be able to see people's lips while sharing the screen in video call).

AUDIOVISUAL INTERACTION
Arrangements for Audio-visual interaction should consist of the following:
- External speaker for more effective sound management and greater clarity (for participants with hearing impairment, intellectual disability).

- Headphones, better if wireless to avoid getting stuck in wires or having to pick nodes, comfortable if with a microphone to be able to use voice recognition and be facilitated in the transcription of what is said digitally (for participants with visual impairment, impediment of upper limbs), help to keep the voice direct and attenuate external noises (for participants with hearing aids, visual impairment). In some cases, it is better to avoid using headphones because having a too direct voice directly in the ears risks weighing down and agitating (for participants with some mental disabilities).
- Screen reader transmits the text displayed on the screen in a tangible, auditory form, or a combination of the two. Most screen readers work via text-to-speech which read the text aloud. Others can also communicate data via a rechargeable braille display. Some more expensive ones use crystals that can expand when exposed to particular voltage levels, allowing users to use their fingers to read the text displayed on the screen. Some examples are screen reader web extensions, Intel Reader, or Kurzweil 3000 (for participants with visual impairment). 10 Free Screen Readers for Blind or Visually Impaired Users - https://usabilitygeek.com/10-free-screen-reader-blind-visually-impaired-users/

Captioning and subtitling software (for participants with hearing impairment)
https://www.ai-media.tv/ai-media-blog/the-best-free-captioning-and-subtitling-tools-2/
https://meryl.net/best-automatic-captioning-tool-for-video-calls/#best

WRITING
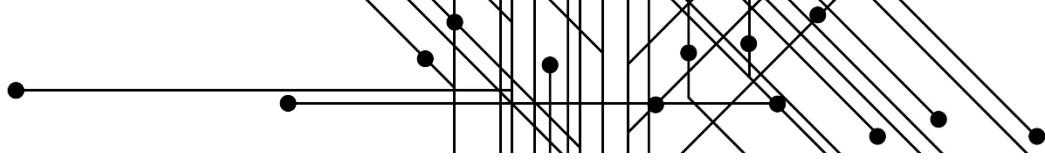Writing arrangement should consist of the following:
- Mobile wireless keyboard (for participants with physical disability, visual impairment) large print keyboard.
- Adapted keyboard, there are a number of them on the market: or braille keyboard (for participants with visual impairment), simplified coloured keyboard with keys coloured according to their function sometimes used by kids to learn (for participants with intellectual disability), on-screen keyboard that can be used with the mouse, with the switch or with visual recognition using a suitable hardware or reduced dimension keyboard to be used only with one hand (for participants with impairment of upper limbs).
- Microphone for speech recognition that allows to write what one says (for participants with visual impairment, impairment of upper limbs).
- Correction software can be added as an expansion to the Internet browser or downloaded. It finds everything written on a specific computer and provides grammar suggestions and corrections. A tool like Ginger includes the following features - grammar check, word prediction and sentence reformulation, Text to Speech (TTS) function to make a person hear what they are typing and so on. Most software, including Ghotit or Grammarly, are free. (for participants with learning or intellectual disabilities)

MOUSE
Technical arrangement for mouse should consist of the following:
- To be able to switch interface that allows complete operation of the cursor, and mouse button clicks, using a single, remote switch (for participants with impairment of upper limbs).
- Sip-and-puff (SNP system) assisted technologies send signals to the device, using air pressure through the "sip" (inhalation) or "puff" (exhalation) in a straw, tube, or wand. The mouth-controlled input provides users a simple and effective way to control mouse movement. Movement and operation of this joystick is similar to that of a mouth stick. Mouse button clicking is accomplished with the help of sips or puffs function of the joystick. Input from a sip-and-puff device combined with computer accessibility software allows many accessible keyboard programs to be used with this device (for participants with severe impairment of limbs).
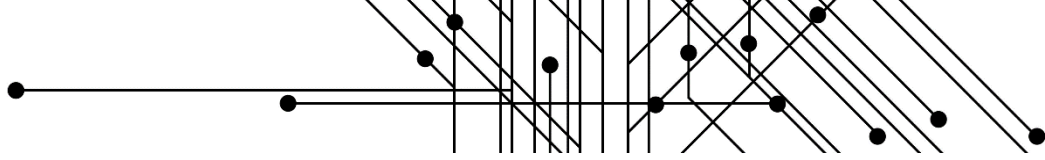
- Foot mouse, the foot-controlled mouse gives users the ability to move the cursor and click various buttons with the use of their feet. It is slower than the traditional computer mouse, but it can be a valid alternative when used in conjunction with the keyboard (for participants with impairment of upper limbs)

WORKING METHOD
The working methods should be adjusted to the following elements:
- Augmented and alternative communication symbols, to memorise and visualise the steps of task, to remind the function of an object (for participants with intellectual disability).
- Organisational software and graphic organiser, help an individual draw a course of action. Depending on the type of writing, it can suggest to the writer to describe an object, map out a course of events or perform some tasks to help plan the part. OneNote is a part of the Microsoft Office series, while Evernote is free and has a mobile application (for participants with ADHD, PTSD, intellectual disability).

ACTIVITIES

A) Introduction to digital entrepreneurship and project design

The activities presented in this part give a taste of the topic and the design process. These activities are grouped as essential when dealing with introductory purposes in the topic and for raising awareness and developing essential knowledge and skills to digital entrepreneurship for adults with different abilities. They can be carried out by participants all together or with divisions into random small groups, as well as through different interactive methods.

A1 - Key concepts of Digital Revolution

Activity title: Key concepts of Digital Revolution

Duration: 90 minutes

Background: Very often the concept of digital revolution is directly associated with technology, while in fact digital revolution is beyond that. 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 world[1]. 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 organisations, and companies largely towards their productivity, making the world a more competitive place to survive towards their race to the desired future[2].

Aim of the activity: To introduce participants to the key concepts of digital revolution and advancements that digital revolution has brought in professional world.

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.

Competences addressed:
- Teamwork;
- Digital competence;
- Personal, social, and learning to learn competence;
- Creative thinking.

Methodology and methods: Theoretical input; Brainstorming; Small group work; Presentations in plenary.

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

Activity flow:

I. Brainstorming: Introduction to the key concepts of Digital Revolution (20 minutes)

There are 4 flipchart papers in the working room with titles of concepts that are part of the digital revolution. The topics in flipchart papers are the following: Digital revolution, Digital customers' experience, Digital platforms, and Digital marketing. Participants are invited to use the next 20 minutes to write their input/understanding of each concept by using post-its. They have to do this task individually and in silence.

II. Small group work and Theoretical Input (30 minutes)

Participants are divided in 4 small groups. Each group is given a flipchart paper with inputs from the previous task and a theoretical input about the topic (suggestions on the theoretical input can be found by addressing the background documents section). The task of each group is to use the next 30 minutes to review the input and prepare a summary of it to present in the plenary.

III. Presentations (40 minutes)

When all groups are ready and done with the work, they join the plenary. They are invited to start with short presentations 5-7 minutes approximately. After each presentation, a brief discussion is facilitated.

Materials needed: flipchart papers, post-its, pencils and pens, markers, printed material 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/customer-experience-management/
- Digital Platforms: https://whatis.ciowhitepapersreview.com/definition/digital-platform/
- Digital marketing: https://whatis.ciowhitepapersreview.com/definition/digital-marketing/

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:

- The educators or another participant should read aloud what is written on post-its. This recommendation applied for the printed documents on theoretical input for the concept.
- Instead of writing on post-its, the educators should let them use their PC/phone to record the voice, then can copy it on post-its, to put them together with others' input.

Hearing Impairment/Deaf:

- The educators should mediate the discussion with the support, usually used for speaking (writing, sign language).

Intellectual Disability:

- There should be a very simple and specific explanation of the activities and flow of the process, including using videos, images, and practical examples.

Physical Disability:

- In case of an impediment that prevent writing, it is recommended to use the support of a computer, possibly using speech synthesis, then to be able to copy it on post-its, and put them together with others' input.
- In case of use of wheelchair, it is recommended to put the board/main sheet in a reachable position.

A2 - Digital Entrepreneurship: pros and cons

Activity title: Digital Entrepreneurship: pros and cons

Duration: 60 minutes

Background: Digital entrepreneurship is relatively new as a term, and it has mainly to do with the adoption of the latest changes in the enterprise functionalisation. Digital entrepreneurship nowadays presents new and different ways of managing and sustaining an enterprise when compared to the 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 advantage[3]

This activity is designed to develop the knowledge of participants on digital entrepreneurship and its characteristics, as well as explore pros and cons of adopting digitalisation on enterprise management.

Aim of the activity: To further understand the main characteristics of digital entrepreneurship and explore its pros and cons.

Objectives:
- To introduce digital entrepreneurship and its rise and development;
- To understand the advantages and disadvantages of digital entrepreneurship;
- To promote critical thinking and teamwork.

Competences addressed:
- Entrepreneurship competence;
- Teamwork;
- Digital competence;
- Personal, social, and learning to learn competence;
- Analytical competences.

Methodology and methods: Small group work; Presentations and Discussion in plenary; Input.

Activity flow:
  I.   **Small group work: Characteristics, Advantages, Disadvantages of Digital Entrepreneurship (30 minutes)**
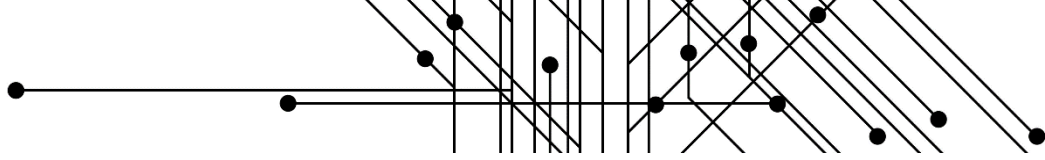
The session starts by dividing participants into 3 small groups. Each group is given a question to discuss in the next 30 minutes and instructed to write key points of their discussion on post-its of different colours (a key point for each post-it). The questions for groups are:
- Group 1: What are the characteristics of digital entrepreneurship? (yellow post-its)
- Group 2: What are the advantages of digital entrepreneurship? (blue post-its)
- Group 3: What are the disadvantages of digital entrepreneurship? (pink post-its)
  II.   **Presentations of small groups (30 minutes)**

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[3] 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/

Groups join the plenary for sharing the key points of their discussion in small groups. Each group takes about 5-7 minutes to discuss their question. Participants, while explaining their discussion points, attach their post-its to a poster on which a large hot-air balloon is drawn. The members of group 1 (characteristics) will have to attach the post-its on the basket, those of group 2 (advantages) on the balloon and those of group 3 (disadvantages) on the ballast bags.

At the end the trainer adds more input about each question in order to broaden the knowledge of participants in that particular topic/discussion point.

Materials needed: poster (A2-A1) with a hot-air balloon drawing, post-its in three different colours (yellow, blue, pink), markers

Background documents and further reading:
   ▪ Theoretical input on the concept of Digital Entrepreneurship:
      https://www.learndigitalentrepreneurship.com/2019/02/16/what-is-digital-entrepreneurship/

Recommendations for educators multiplying this activity:
ADAPTATION TIPS
Visual Impairment/Blind:
   ▪ Other participants should read aloud what they write on post-its.
Hearing Impairment/Deaf:
   ▪ The educators should mediate the discussion with the support usually used for speaking (writing, sign language).
Intellectual Disability:
   ▪ Very simple and specific explanation of the activities is recommended, including using videos, images, and practical examples.

A3 - Designing an inclusive workplace

Activity title: Designing an inclusive workplace

Duration: 100 minutes

Background: According to Deloitte (n.d.), a 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 a 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 tasks[4]. However, it is important to consider the fact that this digital work is carried out with physical support in a physical place where the worker spends many hours therefore it must comply with safety and ergonomics rules, possibly making the tasks performed in a comfortable and pleasant way. In the case of digital companies, the workplace can also be created in one's own home or in the structure of one's own reference organisation, but also in this case the rules for the well-being of the worker must be met, especially if it concerns people with special needs. In this activity, the participants will experience in first-hand the design of the workplace of people with different abilities, focusing on the adaptations necessary for their well-being and their autonomy.

Aim of the activity: To promote inclusive entrepreneurship by highlighting the importance of problem solving and needs assessment for different abilities adults in entrepreneurship.

Objectives:
- Increase awareness of problem solving in addressing specific needs for inclusive activities;
- Understanding the importance of safety and well-being in the workplace;
- To stimulate analytical and creative thinking;
- To create space for identifying elements and methods that contribute to having inclusive business environments;
- To promote the concept of needs assessment and analysis when designing a project.

Competences addressed:
- Problem solving;
- Teamwork;
- Communication;
- Personal, social, and learning to learn competence;
- Analytical competences;
- Creative and critical thinking.

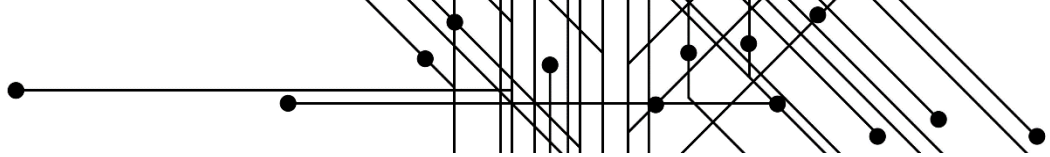**Methodology and methods:** Input; Group work**;** Discussion in plenary.

Activity flow:

I.   Introduction (10 minutes)

The trainer starts the activity with a short input on defining the digital workplace and showing the importance of a safe and inclusive physical workplace. He/she informs participants that they are going to work on small groups and design adapted workplaces for the specific needs of people with different abilities (case studies). Participants are introduced to some fundamental safety and ergonomics, and adaptation rules. They are also informed about possible instruments and technology tools that can be

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[4] Deloitte (n.d.), The digital workplace,
https://www2.deloitte.com/content/dam/Deloitte/be/Documents/technology/The_digital_workplace_Deloitte.pdf

used. These instruments and tools are only presented to them by the trainer while the visual input consisting of images in the PPT presentation is what provides clearer image and knowledge to them.

II.   Small group work (60 minutes)

The trainer explains the case studies that are chosen for this activity, thus related to the needs of adults with different abilities and the activity they have to carry out. Then participants are asked to form groups based on the preference on the case study. Each group should have 3-4 members. After forming the groups, the printout with the description of case study is given to each group and the list of objects and tools they can use within their workplace project. They are instructed to use them to adapt the working place to their specific target group and reminded that the goals of adaptation are well-being and maximum autonomy. The groups have 60 minutes to create a model of the workplace adapted to their case study, using the box as a room and the remaining building material to make the objects and tools picked from the list and place them in the room. If they think it can be useful, they can also invent a plausible object with a particular design that isn't in the list, but if it can meet a particular need (assuming that this object is made by a craftsman).

III.   Presentations and Discussion (30 minutes)

When the models for adaptation from each group are finished, they gather in the plenary and present their idea in 5 minutes, while other groups and participants can ask questions and add comments afterwards about the chosen methodology or solution.

Materials needed: slide presentation, laptop, projector, building material for each group (papers, pencils and pens, markers, colours, scissors, glue, scotch tape, 1 carton box), printed case study and objects and tools lists

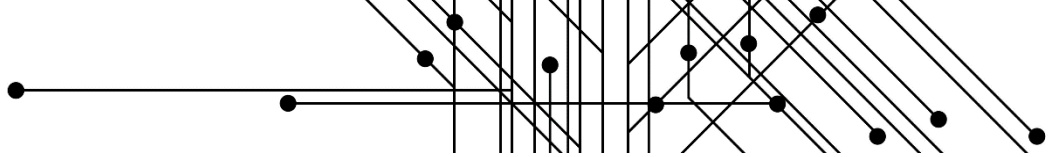**Background documents and further reading:**
- ▪ Examples of case studies:

The case studies are designed by using examples of different cases of adults with different abilities in a workplace. In order for the cases to look more real, personal information such as name of the person, hobbies, favourite movies or other interesting information can be added. This factor can stimulate participants' creativity and empathy towards the person in the case study.

1. A person who deals with the creation of textual content in a start-up; the activities he/she mainly carries out are writing texts for social networks and publications and searching for content on the web. This person is blind. He/she works alone at home and interacts with colleagues and stakeholders through calls and video calls.
2. A person who is the project manager of a start-up. This person is paraplegic with a slight residual mobility in the hands; he/she moves with a motorised wheelchair that allows you to get upright to avoid back problems and even in these moments he/she would like to continue working. He/she works alone at home and interacts with colleagues and stakeholders through calls and video calls.
3. A person who deals with design and graphics in a start-up. This person has a mild intellectual disability which leads to difficulty organising tasks and deadlines and memorising steps. He/she works alone at home and interacts with colleagues and stakeholders through calls and video calls.
4. A person who works as a programmer in a start-up. This person is deaf. He/she works alone at home and interacts with colleagues and stakeholders through video calls.

- ▪ Objects and tools list:

IN THE ROOM	FURNITURES & RELATED	TECHNOLOGY TOOLS
• Support handles and handles knobs	• Wall mounted table • Central leg table • Side legs table	• Large monitor, TV • Projector • Movable wireless keyboard

• Power strip with multiple sockets (including USB) • Electric cables • Switches • Smart room lighting with Wi-Fi bulbs	• Folding table (also wall mounted) • Wall motorised system to move the table • Wall guide to move the table • Compartment or a retractable drawer • Armrest pad / extension • Table extension • Ergonomic and adjustable chair • Table lighting devices without cables	• Double screen • External speaker • Headphones • Screen reader • Captioning and subtitling software • Large print keyboard • Braille keyboard • Simplified coloured keyboard • On-screen keyboard • Microphone for speech recognition • Correction software • Switch interface • Sip-and-puff • Foot mouse • Augmented and alternative communication symbols • Organisational software and graphic organiser

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:

- During the presentation, the trainer should clearly describe the objects and tools.
- The participants can discuss about the realisation of the model, giving tips and preparing the material for the other members of the team (for example preparing some pieces of scotch tape).

Hearing Impairment/Deaf:

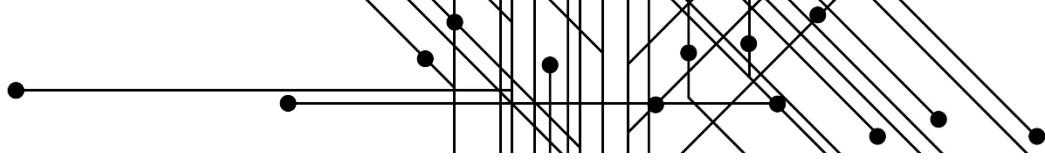- Mediate the presentation and the discussion with the support usually used for speaking (writing, sign language).

Intellectual Disability:

- Very simple and specific explanation of the activities.

Physical Disability:

- In case of impediment of the upper limbs, the participant can discuss about the realisation of the model giving tips and managing the crafting activity.
- In case of use of wheelchair, use a reachable table where to build the model.

B) Team building and competences

When working on the topic of entrepreneurship - the inclusivity in a workplace, digitalisation, teambuilding and relevant competences contributing to it, are essential. It is very important to have a close-knit team with varied and complementary skills or attitudes in order to be quite a solid and complete structure, the sprout of an enterprise. This part consists of different activities that can be used for fostering and developing teambuilding competences when working with adults with different abilities in digital entrepreneurship.

B4 - Gourmet team

Activity title: Gourmet team

Duration: 60 minutes

Background: Human-centred design works best with an interdisciplinary mix of thinkers, makers, and doers. One could put three programmers to work on a customer interface, but if he/she involves a graphic designer or a psychologist into the mix, it is going to bring new modes of thinking to the team. It's important to have an idea about what kind of talent the team will need, but the diversity in a team (regarding skills and talents) creates space for more creativity, rather than when all skills and talents of team members are already known or are similar. You won't get unexpected solutions with an expected team. Like a gourmet recipe, one have to mix new ingredients to discover new incredible flavours and satisfy the tastes of the customers. This activity can be useful to divide the group of participants into balanced teams for future design and development activities or to evaluate an existing team that has to undertake a project.

Aim of the activity: To highlight the importance of skills development in entrepreneurship and the combination of skills through successful teamwork.

Objectives:
- To promote the creation of interdisciplinary teams;
- To reflect on defining the skills that the team already has and the needed ones for future activities;
- To define in which occasions some competences are needed;
- To promote teamwork in entrepreneurial activities.
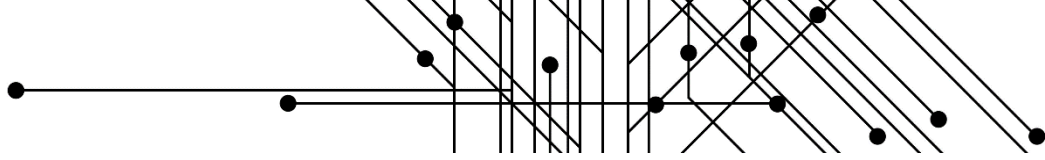
Competences addressed:
- Analytical competences;
- Communication;
- Teamwork;
- Personal, social, and learning to learn competence;
- Creative and critical thinking

Methodology and methods: Brainstorming; Self-reflection and group reflection; Plenary discussion.

Activity flow:
I.   **Introduction and Brainstorming (25 minutes)**
The trainer chooses a gourmet recipe with various ingredients, for a reference. This recipe is presented to the participants, who are instructed to assign each ingredient to their own skill or competence.

Then, they write these matches on a poster so that they are visible to all. This phase takes approximately 25 minutes.

II.   Self-Reflection: our skills/ingredients rank (15 minutes)

Participants now are invited to rank their matched skills/ingredients to - a score from 1 to 5 for each ingredient based on their own skill level. They use 5-10 minutes for this self-reflection and ranking and those who wish, briefly share in the plenary the ranking.

III.   Plenary discussion – ingredients of our gourmet recipe (20 minutes)

After ranking, a discussion in the plenary takes place where all participants evaluate the assortment of ingredient by referring to the questions:

- Is there a very abundant ingredient in the group?
- Is there an ingredient that you may need but don't currently have enough?
- Is there a skill or a competence that you didn't consider in the initial group discussion?

Materials needed: poster, pens, paper

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:
- The trainer or another participant should read aloud what is written on the poster.
- Instead of writing on paper it is recommended to let them use their PC/phone to record the voice.
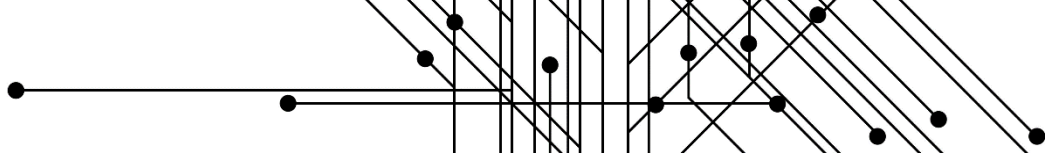
Hearing Impairment/Deaf:
- The trainer/educator should mediate the discussion with the support usually used for speaking (writing, sign language).

Intellectual Disability:
- Very simple and specific explanation of the activities should take place, also using videos, images, and examples.

Physical Disability:
- In case of an impediment that prevent writing on paper, the trainer should use the support of a computer, possibly using speech synthesis.

Activity title: Digital entrepreneurship skills on stage

Duration: 120 minutes

Background: Digital workplace is the 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 tasks. This is not a marginal difference. In fact, a context different from the traditional one, with different tools and methods, requires specific skills. Participants have the chance to explore the benefits, risks, and necessary skills of the digital workplace by simulating it in teams.

Aim of the activity: To understand the functioning of digital company and promote the use of digital tools when working in teams.

Objectives:
- To understand the digital company and its functioning;
- To expand their practical knowledge on digital entrepreneurship and usage of tools;
- To stimulate analytical and creative thinking;
- To explore key competences needed for digital entrepreneurship and teambuilding.

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

Methodology and methods: Group work; Simulation exercise; Digital presentation.

Activity flow:
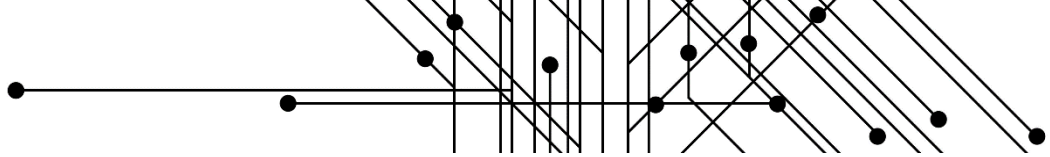### I.   Introduction to the activity (20 minutes)
Participants are divided into teams. The instructions are that for this task they have to work together as a digital company team (to imagine that they have a business together) and to think about the potential product/service their company provides. They use 10 minutes to think about this.
Then, the main task is explained. The detailed instruction for the task completion is the following:
"Your company was 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" online forum and to present your company and products/services offered. Your company has separated offices settled in different co-working spaces around the world. 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 60 minutes. After that you will be joining the online forum, all prepared and presenting your company in 5 minutes."
Further instructions for the teams 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.

II.   Small group work (50 minutes)

The groups are arranged in different rooms with tables, chairs, and laptops. They can work in different spaces around the venue, their own rooms, and so on. Different team members are allowed to share the space with other companies' members, but not their own teammates. For the simulation exercise, there should be 4-5 different co-working spaces, depending on the number of participants per team/company. It might be the case that participants need more than 50 minutes to do the task, thus the coffee break time before the online forum can be used for them to finalise their work.

III.   Digital presentations (40 minutes)

After the coffee break, all participants are invited in a plenary video call for the presentations to improvise the "Digital Entrepreneurship in New Era Entrepreneurship" online forum. All teams present their work, with approximately 7 minutes to show their digital presentation of the company.

Materials needed: A laptop for each participant (it is better if they take their personal laptops because they know how to use it and it's already adapted to their needs), internet connection for all, relevant materials that participants might ask for the presentation, projector.

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

- In this situation participants should work independently, but if they need and ask for some support, it is important to try to find a solution with them. If implementing the adaptation takes time, the trainer should consider giving them more time to do their task.

B6 - Testing digital competences

Activity title: Testing digital competences

Duration: 110 minutes

Background: According to the Joint Research Centre in DigiComp 2.1 - The Digital Competence Framework for Citizens, there are five digital competence areas: Information and data literacy, Communication and collaboration, Digital content creation, Safety, Problem-solving[5]. It is important to be aware about these skills and reflect on the participants knowledge on adapting these skills, as well as rank the level of possession of these skills to them. The idea of this activity is to create five experiences in which participants can experiment with their digital skills.

Aim of the activity: To explore the five digital competence areas through teambuilding methodologies and digital tools' usage.

Objectives:
- To reflect on own developed digital skills;
- 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;
- Personal, social, and learning to learn competence;
- Analytical competences;
- Creative and critical thinking.

Methodology and methods: Research; Self-reflection; Work in pairs; Theoretical input; Quiz.

Activity flow:
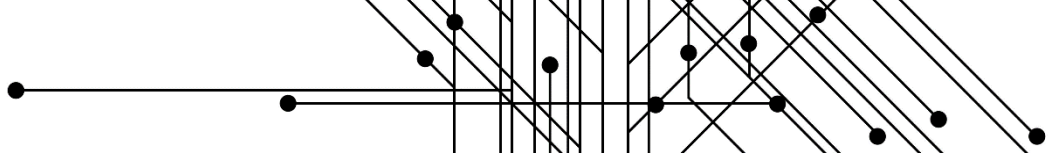### I. Online quick research: Information and data literacy (20 minutes)
The trainer gives participants a list with many contents and data of various types and different areas (images, documents, information). Using one laptop each or in pairs, they have to search the internet for as much content as possible, download / copy it and organise it effectively in a folder. They have 10 minutes to do this. Then, participants share how many contents they managed to find and how they organised it in the folder.
II. Work in pairs – Communication and collaboration (25 minutes)
Participants are divided in pairs for this part of the activity. The pairs work in different rooms and collaborate via video call to create a post for social networks, with visual / audio-visual content and a written description, on a topic and context information (target of the post, formal / informal register, etc.) assigned. The pairs have 10 minutes to create this post project and email it to the trainer.

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[5] DigComp. (n.d.). The Digital Competence Framework 2.0. EU Science Hub. https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en

Shortly in the plenary, the trainer shows the posts with a projector without revealing by whom it was made, asking participants to evaluate positive and negative aspects.

III. Self-reflection and work in pairs - Digital content creation (20 minutes)

The trainer assigns a message to communicate to each participant (for example the launch of an event) and asks them to think in 5 minutes how to spread the message by providing various options (different media, similar messages made previously, images with and without copyright, communicating the message in one or more times and plan the communication over time) as long as the participants choose only what they are able to do.

Then, divides the participants into pairs and asks them to analyse and compare for 5 minutes their skills and ideas together in a single project to be presented to the group.

Participants gather in plenary and quickly share the idea that they would be able to achieve together.

IV. Quiz: Safety (15 minutes)

Participants are divided into pairs and in those pairs, they answer a quiz of 5-7 questions on the protection of devices, personal data and privacy, health and well-being and environment. This quiz can be proposed by having participants answer directly orally raising their hands to get the priority or by using online quiz methods such as Kahoot.

V. Brainstorming and discussion: Problem-solving (20 minutes)

The trainer presents an argument or a real or fictitious case in which there is a technological problem and can be solved with technology presence. Participants have 10 minutes to list the problems related to this situation and find possible courses of action to solve these problems. Then they brainstorm and discuss their ideas in the plenary.

Materials needed: A laptop for each participant (it is better if they take their personal laptops because they know how to use it and it's already adapted to their needs), internet connection for all, printed input material.

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:
- Instead of giving printed material, participants should be provided with a digital version.
- The trainer should describe the content of the post in order to be evaluated.
- It is suggested to let participants use their PC/phone with screen reader and speech synthesis.

Hearing Impairment/Deaf:
- The trainer should mediate the discussion with the support usually used for speaking (writing, sign language).

Intellectual Disability:
- Very simple and specific explanation of the activities are recommended, using videos, images, and examples.

Physical Disability:
- In case of an impediment that prevent writing, it is recommended to use the support of a computer, possibly using speech synthesis.

B7 - Assess digital competences

Activity title: Assess digital competences

Duration: 60 minutes

Background: The most known model – SKA (skills, knowledge, and attitudes) 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.), action-oriented 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 Citizens, there are 5 digital competence areas: Information and data literacy, Communication and collaboration, Digital content creation, Safety, Problem-solving. Participants should be introduced to these competences before the implementation of this activity through the trainer's input or related activity. After knowing these notions, participants will have the possibility to assess their own digital competences. This can be very useful to be conscious of personal competences' level and become aware of what they should improve to achieve their aims and projects.

Aim of the activity: To strengthen the understanding of 5 digital competence areas and develop digital competences for entrepreneurship.

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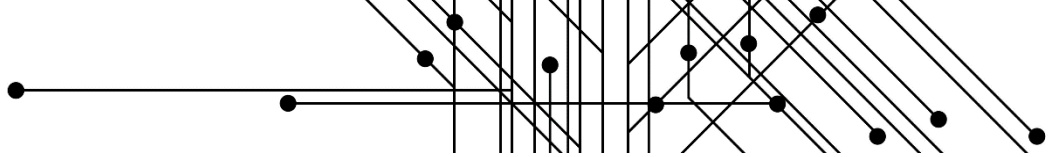
Competences addressed:
- Entrepreneurship competence;
- Teamwork;
- Communication;
- Digital competence;
- Personal, social, and learning to learn competence;
- Analytical competences;
- Creative and critical thinking.

Methodology and methods: Theoretical input; Self-reflection; Online test; Group discussion.

Activity flow:
I.   Theoretical input on SKA model and digital competences (20 minutes)
The trainer has prepared a detailed presentation on key competences needed for digital entrepreneurship. He/she first presents the SKA model (Skills, Knowledge, and Attitudes) consisting of cognitive competences, social skills, and action-oriented attitudes. Then, the presentation focuses on digital competences needed to pursue digital entrepreneurship. This part of the presentation consists of the following competence areas: Information and data literacy, Communication and collaboration, Digital content creation, Safety, Problem-solving.

II.   Online test – assessing digital skills (20 minutes)

After this introduction, participants take individually a test to assess their level in various digital competences.

III.   Discussion in the plenary (20 minutes)

After taking the test, participants gather in plenary and share considerations on the results obtained by answering the following questions:

- Are you satisfied with your result?
- Are there some results that amazed you?
- Is there anything you would like to improve on in particular?

Materials needed: projector, a laptop for each participant (it is better if they take their personal laptops because they know how to use it and it's already adapted to their needs), projector.

Background documents and further reading:

Links for the input to prepare the presentation:

- https://op.europa.eu/en/publication-detail/-/publication/3c5e7879-308f-11e7-9412-01aa75ed71a1/language-en
- https://digital-skills-jobs.europa.eu/en

Online self-assessment:

- https://www.digitalskillsaccelerator.eu/learning-portal/online-self-assessment-tool/
- https://digital-competence.eu/dc/result/?uri=f8eee1cb4bdd09addeea06877a5a3632

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:

- It is recommended to let participants use their PC/phone with screen reader and speech synthesis.

Hearing Impairment/Deaf:

- The trainer should mediate the discussion with the support usually used for speaking (writing, sign language).
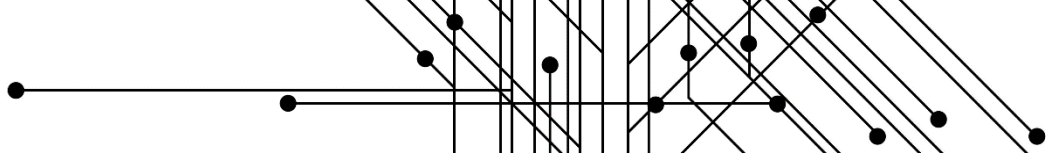
Intellectual Disability:

- Very simple and specific explanation of the activities should take place, using videos, images, and examples.

Physical Disability:

- In case of an impediment that prevent writing, the trainer should use the support of a computer, possibly using speech synthesis.

C) Design thinking - inspiration

Empathy is the foundation of design thinking. Unless participants get into the wants and needs of people they are designing for, what they're doing can't be considered design thinking.[6]

This section provides various activities that are purposed to design thinking and development of participants' competences in this field.

Useful link to deepen the topic: https://www.workshopper.com/post/design-thinking-empathy

C8 - Define your audience

Activity title: Define your audience

Duration: 120 minutes

Background: It is always important to consider the broad spectrum of people who will be touched by the design solution. As participants are framing design challenge, it's critical to know who they're designing for and what they need to investigate. Having an idea of their target audience's needs, context, and history will help ensure that they start the research by asking smart questions. Participants may need to consider the community around them, the services they rely on, or even the government policies that play a role in their lives. Depending on how well they know the challenge area they might also need to make specific research. This activity is especially designed to discover the importance of audience and needs addressing.

Aim of the activity: To reflect on the target groups and stakeholders of the work and map their needs and context for better understanding and improvement in work.

Objectives:
- Define all possible stakeholders in the area of working;
- Analyse the context of the target groups and audience;
- Understand the needs of the audience and its importance in entrepreneurship.

Competences addressed:
- Analytical competences;
- Communication;
- Entrepreneurship competence;
- Personal, social and learning to learn competence;
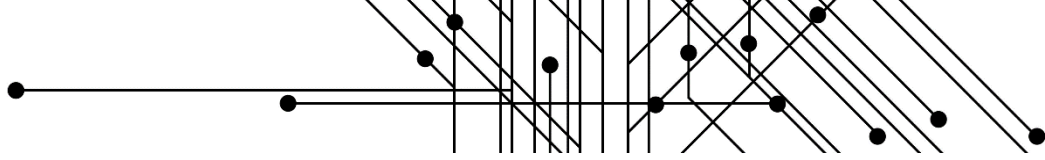- Digital competence.

Methodology and methods: Self-reflection; Small groups work; Brainstorming; Group discussion.

Activity flow:
  I.   **Mapping our audience (70 minutes)**

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[6] The Ultimate Beginners Guide to Design Thinking: What It Is and Why You Need It
https://www.workshopper.com/post/guide-to-design-thinking#toc-empathize-stage-1-of-the-design-thinking-process

Participants are invited to write down the people or groups that are directly involved in or reached by their activities based on the following: Who are they designing for? Whose life are they aiming to improve? They use 10 minutes to do this.

The group(s) they've defined above are their users. Then, participants are divided in small groups and the trainer invites them to use the question prompts in the Ecosystem Mapping worksheet to explore the behaviour they want their user to adopt, and all the things happening around them that might enable or inhibit that behaviour. They'll need plenty of post-its and wall space to map out potential influences. The trainer brings in some collaborators who have good experience and knowledge of the challenge or context. The approximate time for this task is 60 minutes.

II. Checking the mapping work and groups discussion (40 minutes)

Once groups have done their mapping, the trainer checks their ecosystem. The questions will have led them to define possible shifts that their user and others around them might need to experience or achieve.

- Which of these seem like things they could potentially design for?
- Which feel like constraints they can't address?

III. Final words and closing the activity (10 minutes)

The trainer invites groups to take a moment and think about where in this ecosystem their team currently has influence or is best equipped to support. This should also inform what is in and out of their scope. Then, he/she applauds the work and dedication of all groups. In the end, the trainer emphasises that this exercise will have generated rich information that can immediately inform their plan for field research. It should give them an indication of whom to talk to and what questions about the context and challenge they need to explore. It will also be helpful later when they do sessions: Determine what to prototype and Explore your theory of change.

Materials needed: Pens, paper, post-its.

Background documents and further reading:
- Source: https://www.designkit.org/methods/define-your-audience
- Ecosystem Mapping worksheet:
 https://design-kit-production.s3-us-west-1.amazonaws.com/Design+Kit+Method+Worksheets/DesignKit_ecosystemmapping_worksheet.pdf

Recommendations for educators multiplying this activity:
ADAPTATION TIPS
Visual Impairment/Blind:
- The trainer or other participants should read aloud what is written on worksheet and post-its.
- Instead of writing on post-its, the trainer can let them use their PC/phone to record the voice, then can copy it on post-its, to put them together with others while the participant is presenting what he/she wrote.

Hearing Impairment/Deaf:
- The trainer should mediate the discussion with the support usually used for speaking (writing, sign language).

Intellectual Disability:
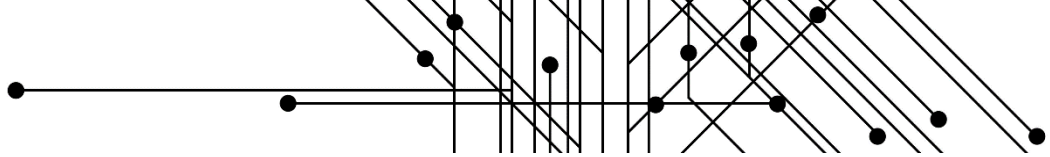- Very simple and specific explanation of the activities should take place, using videos, images, and examples.

Physical Disability:
- In case of an impediment that prevent writing, use the support of a computer, possibly using speech synthesis, then you can copy it on post-its, to put them together with others while the participant is presenting what he/she wrote.
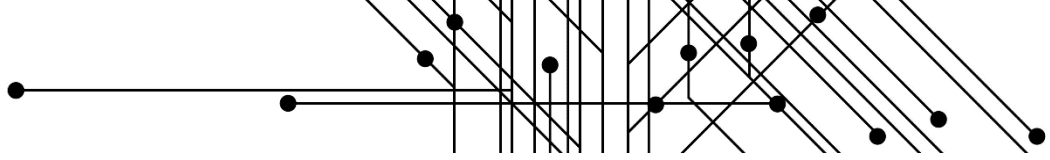
- In case of use of wheelchair someone should put the board/main sheet for the post-its, in a reachable position.

C9 - Interview

Activity title: Interview

Duration: 90 minutes

Background: The face-to-face communication with participants is always the best way to understand their issues, hopes, desires, and aspirations. Interviews are the root of the Inspiration phase. Thus, it can always be used as a methodology to inspire adults in entrepreneurship. For many people and also educators, interviewing can be something that they cannot fully plan, and it is challenging to maintain the main focus. However, by following certain steps they can unlock all kinds of insights and understanding that their target group needs. In educational activities it is always recommended to put participants in the interviewer and interviewee's position. They can learn so much about a person's mind-set, behaviour, and lifestyle by talking with them where they live or work. Interviews can be also done with experts to get up to speed quickly on a topic, giving participants key insights into relevant history, context, and innovations. They can gain valuable perspective by talking to experts because they can often give a systems-level view of the project area, talk about recent innovations - successes and failures - and offer the perspectives of organisations like banks, governments, or NGOs. They might also look to experts for specific technical advice. This session focuses on the process of interview and develop participants' skills on the key steps of interviewing for successful processes in their work with different abilities adults in entrepreneurship.

Aim of the activity: To strengthen participants' capacities in interviewing and process engagement.

Objectives:
- To understand the importance of collecting useful information about the problem they are designing about when interviewing;
- To learn about empathy during the interview process with the interviewed person;
- To prepare participants thoroughly for the interview process;
- To strengthen capacities of participants in interviewing through practicing the process.

Competences addressed:
- Communication;
- Analytical competences;
- Personal, social and learning to learn competence;
- Entrepreneurship competence;
- Citizenship competence.

Methodology and methods: Theoretical input; Group discussion; Interview process.

Activity flow:
  I.   **Introduction and preparation phase of interview process (30 minutes)**
The activity starts with a short introduction on the interview process and its importance in entrepreneurial world for adults with different abilities. Then, the activity continues with preparing participants to conduct the interviews by thorough planning and cooperation in order to successfully develop interviews in the future and make the most of it.
First, participants are asked to define the topics they want to discuss in their interview with the interviewed person.
After this, the trainer explains various techniques and useful tips for carrying out the interview effectively according to their needs The following preparation process is designed for the participants:
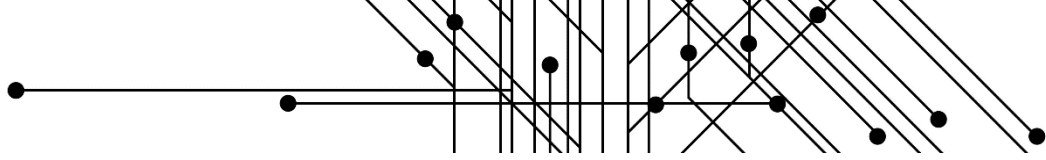
- FIVE WHYS – the trainers starts by asking a broad question about the interviewed person's habits or behaviours, then gives participants space to ask themselves "why" to their response five times in a row. Then he/she writes down what participants share on the understanding why the interviewed person does what he/she does.
- DRAWING – the trainer uses simple drawings and sketches to clarify concepts and help visualise complicated situations or abstractions.
- ICE BREAKING IDEAS – participants are provided with suggestion on multiple ideas on a central theme to the interviewee and then see how they react. He/she emphasises that: some ideas might be silly, some might be absurd, but the purpose is to know the opinion and reactions of participants. The ideas that are used to start the conversation are totally changeable, so if they don't seem as possible for work, they can drop them, and move on with other ideas. The goal here is to encourage the creativity and out-of-the-box thinking of the participants on the interviews for the people are designing for.
- FIND YOUR CHARACTER – the trainer instructs participants to make a story and create the characters. They have to think of a simple and linear story with 5 different characters, which reflect specific dynamics and behaviours with respect to aspects that they want to investigate. They have to have in mind that during the interview they tell or read the story and ask the interviewee to sort the characters who behaved in a way more or less close to what he/she would have done. In this way it is possible to understand the priorities of the interviewed person.
- RESOURCE MANAGEMENT – participants are instructed to ask the person for whom they are designing to identify and make three separate lists of the things that are making them spend financial, time and mental resources. Given 100 points for each type of resource they should ask to distribute these points to the things listed based on how much the person spends resources on each of them. Then they should ask the person to repeat exercise by assigning points for how he/she would like to spend resources.
- WITH EXPERTS - when recruiting experts, they should give them a preview of the kinds of questions they want to ask and let them know how much of their time is needed.

Based on the techniques explained, participants decide how to structure the interview and choose a set of questions they'd like to ask. They are invited to start by asking broad questions about the person's life, values, and habits, before asking more specific questions that relate directly to their challenge. Though they should come prepared with an idea of what they'd like to learn, the trainer makes sure their game plan is flexible enough to allow them to pursue unexpected lines of inquiry.

II.   **Implementation (60 minutes)**

The instructions for the interview implementation process are the following: No more than three research team members should attend any single interview so as to not overwhelm the participant or crowd the location. Each team member should have a clear role (i.e. interviewer, note-taker, photographer).
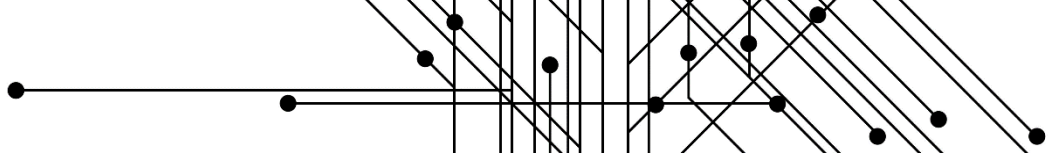
Furthermore, the trainer emphasises the following key elements and instructions:

- Make sure they write down exactly what the person says, not what they think they might mean. This process is all about hearing exactly what people are saying. If they're relying on a translator, make sure he or she understands that they want direct quotes, not the gist of what the interviewee says.
- What the person says is only one data point. Be sure they observe the interviewee's body language and the context in which they're talking.

The interview process starts and the whole process lasts about 50-60 minutes.

Materials needed: Pens, paper, relevant interview materials that participants might need/ask for.

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:

- Participants who have to take notes about the interview should be instructed to use their PC/phone to record the voice.
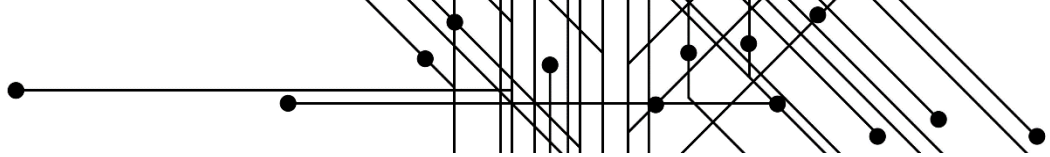
Hearing Impairment/Deaf:

- The mediation of the interview should be done with the support usually used for speaking (writing, sign language).

Intellectual Disability:

- Very simple and specific explanation of the activities should take place, using videos, images, and examples.

Physical Disability:

- In case of impediment of the upper limbs that prevent writing, the use the support of a computer should take place, possibly using speech synthesis.

C10 - Align on your impact goals

Activity title: Align on your impact goals

Duration: 60 minutes

Background: In digital entrepreneurship, it is essential to get crystal clear on the change participants want to achieve, in the short-term and long-term. Impact is a very loosely used term universally and can be used to describe an influence or effect on virtually anything. Taking time to explore and align on participants' impact goals will ensure that the team and the stakeholders are all working towards the same vision of success. In that process, they'll uncover expectations for the longer-term change and impact that ultimately matters, as well for more immediate outcomes that contribute to that change. It is often found that these more immediate outcomes, or smaller shifts in behaviours, become the focus of the design challenge.

Aim of the activity: To highlight the importance of impact goals setting and to develop competences of participants in adapting practical impact methods for their projects with adults in digital entrepreneurship.

Objectives:
- To understand defining clear impact goal;
- To highlight the importance of involving stakeholders for impact creation;
- To develop competences of participants on long term impact for digital entrepreneurship with adults of different abilities;
- To understand methods of impact creation through practical tools and guidelines.

Competences addressed:
- Citizenship competence;
- Critical thinking;
- Analytical competences;
- Communication and collaboration;
- Personal, social and learning to learn competence;
- Digital competence;
- Entrepreneurship competence.

Methodology and methods: Individual reflection; Group discussion led by a facilitator; Practical exercise: worksheet on Impact Ladder.
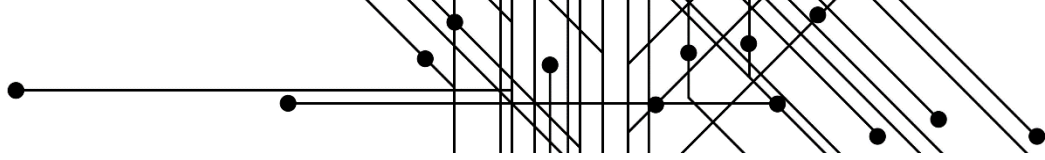
Activity flow:
I.   Self-reflection: Future impact creation (20 minutes)
Participants are invited to take a few minutes and reflect on the impact they want to reach through a particular project. They are asked to write on post-it's the notes what they hope the impact of this certain project to be.
Then, once everyone has generated their thoughts, the trainer organises them with the participants help, in a vertical position. The most long-term, significant, and hard to reach changes should go towards the top, with the more immediate, direct, and easy to achieve changes further down.
II.   Introduction to Impact Ladder Worksheet and Group Discussion (40 minutes)
After the ranking of the impact elements. The trainer introduces the Impact Ladder worksheet to agree on and capture two statements established before in the self-reflection stage. The first should reflect the lasting social change of the project. This will be the long-term *Impact*. The trainer can draw from

post-its closer to the top of the ladder to identify this. The second statement should reflect a more near-term goal, an observable change or behaviour that participants want the people they're designing for to achieve. This will be the *Key Outcome*.

The *Impact* and the *Key Outcome* statements should serve as a north star for the design challenge, helping to ensure participants stay focused on their goals. The whole process of identifying the Impact and the Key Outcome are facilitated by a discussion on understanding these factors. Furthermore, the trainer highlights the importance of the involvement of key stakeholders and asks participants on the level of cooperation that they have in their projects when it comes to initiating programmes for adults with different abilities in entrepreneurship. In the end, he/she recommends that initiators should make sure that any other key stakeholders are aligned with the team on these goals, too. At this very early stage of the project, participants only need to define the Impact and the Key Outcome as the initial steps to impact creation. The other stages can be planned for other activities.

Materials needed: Printed worksheet, pens, paper, post-its

Background documents and further reading:
- Align on your impact goals, source: https://www.designkit.org/methods/align-on-your-impact-goals
- Impact Ladder Worksheet: https://design-kit-production.s3-us-west-1.amazonaws.com/Design+Kit+Method+Worksheets/DesignKit_impactladder_worksheet.pdf

Recommendations for educators multiplying this activity:
ADAPTATION TIPS
Visual Impairment/Blind:
- The trainer or other participant should read aloud what is written on post-its and describe the position of post-its, when ordering them by priority.
- Instead of writing on post-its, it is recommended to let the participants use their pc/phone to record the voice, then they can copy it on post-its, to put them together with others while the participant is presenting what he/she wrote.

Hearing Impairment/Deaf:
- The trainer should mediate the discussion with the support usually used for speaking (writing, sign language).

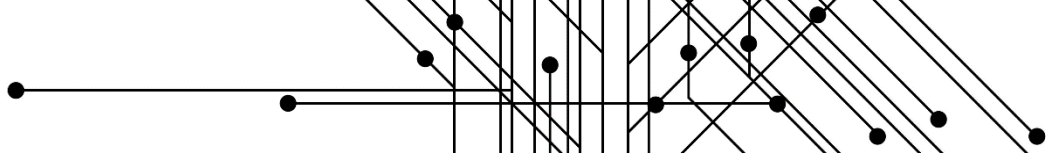Intellectual Disability:
- Very simple and specific explanation of the activities should take place, using videos, images, and examples.

Physical Disability:
- In case of impediment that prevents writing, it is recommended to use the support of a computer, possibly using speech synthesis, then they can copy it on post-its, to put them together with others while the participant is presenting what he/she wrote.
- In case of use of wheelchair, it is recommended to put the board/main sheet in a reachable position.

D) Design thinking - ideation

Ideation is the core of creative activities in the design thinking process. Simply put, it is when multiple ideas are pitted against each other, where creativity is unleashed, and innovation happens![7]
This section presents a series of activities designed specifically to respond to the ideation process. Some useful resources for each activity are presents in the final part of the activity, while general sources of information can be found at the following links:

- Ideating - exciting third phase: https://www.workshopper.com/post/design-thinkings-exciting-third-phase-ideating
- Everything you need to know about prototyping: https://www.workshopper.com/post/design-thinking-phase-4-everything-you-need-to-know-about-prototyping#toc-wizard-of-oz-prototypes

D11 - Journey map

Activity title: Journey Map

Duration: 90 minutes

Background: A Journey Map allows to identify and strategize for key moments in the product, experience, or service that we are designing. It considers how the customer first becomes aware of a solution, how they decide to try it, what their first interaction and engagement is like, how they might become a repeat user, and how the solution might ultimately impact their life. As participants are a customer too, it is important that they learn how to create a good journey map and a good product by experiencing and analysing existing products and services.

Aim of the activity: To further understand the importance of customers' experience and use journey map as a method for addressing this phenomenon.

Objectives:
- To identify and strategize key moments for customer as they experience a solution;
- To use journey map for identifying the pros and cons of existing sites for customer experience;
- To visualise the customer's experience from the first stage to the final one;
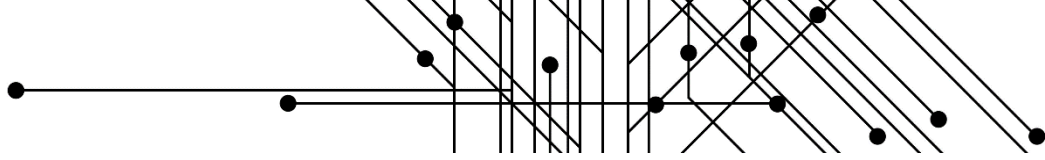- To propose alternative solutions for existing digital tools on customer experience.

Competences addressed:
- Citizenship competence;
- Critical thinking;
- Analytical competences;
- Communication and collaboration;
- Personal, social and learning to learn competence;
- Digital competence;
- Entrepreneurship competence.

Methodology and methods: Small group work; Discussion.

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[7] The Ultimate Beginners Guide to Design Thinking: What It Is and Why You Need It
https://www.workshopper.com/post/guide-to-design-thinking#toc-empathize-stage-1-of-the-design-thinking-process

Activity flow:

I.   <u>**Introduction and small group work (45 minutes)**</u>

Participants are divided in small groups and each group has a laptop. The trainer gives each team a set of sites to consult (some of them are quality content based, others are not trustful and non-quality). Then they have 45 minutes to analyse these sites. The trainer explains that this task consists of different phases which are as follows:

-   First, they should start by writing a simple 1–2-word headline of the most core moment(s) of engagement for users on a post-it. This doesn't need to be a detailed representation but rather a snapshot. An example might be: "First exposure to the product". Then they write down the name of any other key moments on separate post-its. The number of touchpoints they identify may vary from concept to concept but let's try to focus on no more than 3-5.
-   By informing about it and observing the site, participants must understand the target audience of the site, highlight strengths and weaknesses by considering the target of the site and how people interact with the online presence of the company - in particular, by observing the ways in which a consumer can interact with the most important company, what makes them leave and what makes them come back. They have to analyse what might be the most critical content or element to the person the site was designed for. For the negative aspects of their journey on the site, the trainers asks the groups to make alternative proposals.
-   Based on the analysis they do in their groups, they write down their alternative proposals in post-its and place them in an order they think their user would likely experience them and evolve their original Journey Map as helpful by adding, removing, reordering, and revising the key moments.

II.   <u>**Presentations and Discussion on the work (45 minutes)**</u>

All teams gather in the plenary to present their wok and analysis using the projected site itself as a visual support.

Materials needed: Pens, paper, post-its, markers, laptops (one for each team) with internet connection, projector.

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:

-   The trainer or other participants should read aloud the content of the post-its and describe their order.
-   It is recommended to let participants use their PC/phone with screen reader and speech synthesis.

Hearing Impairment/Deaf:

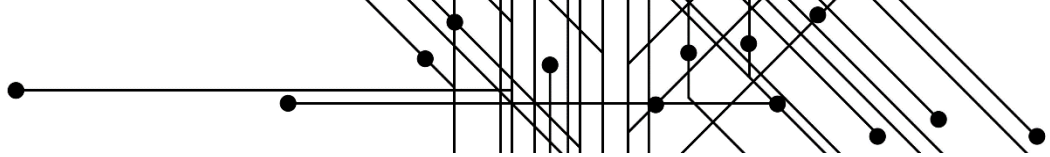-   The trainer should mediate the discussion with the support usually used for speaking (writing, sign language).

Intellectual Disability:

-   Very simple and specific explanation of the activities are recommended, using videos, images, and examples.

Physical Disability:

-   In case of an impediment that prevents writing, it is recommended to use the support of a computer, possibly using speech synthesis.

D12 - Determine what to prototype

Activity title: Determine what to prototype

Duration: 180 minutes

Background: Reflecting on the user experience and the needs of theirs is very important before starting with an entrepreneurial idea. Prototyping is considered as the method to facilitate this. There are different ways to prototype an idea. However, a very effective one is done by mapping, where the most important moments and milestones in the user/customer's journey are highlighted, including awareness, access, support, and service experience. This activity supports participants learning on the prototype mapping and brings opportunity for them to test it.

Aim of the activity: To understand the importance of prototyping and develop participants' capacities on prototype mapping through practicing this methodology in small groups.

Objectives:
- To understand the importance of prototyping and introduce the prototype mapping;
- To reflect on the key moments and milestones of the user's journey experience;
- To define what participants need to learn and what components to test;
- To practice the prototype mapping through interactive methods.

Competences addressed:
- Citizenship competence;
- Creative and critical thinking;
- Analytical competences;
- Communication and collaboration;
- Personal, social and learning to learn competence;
- Digital competence;
- Entrepreneurship competence.

Methodology and methods: Theoretical input; Group work and discussion; Practical exercise: Use of a worksheet.

Activity flow:
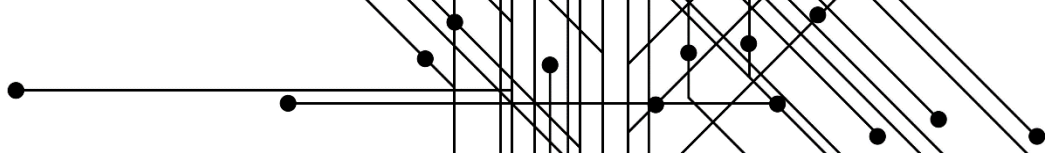### I.   Introduction: How to do a Prototype (10 minutes)
The trainer introduces participants to the concept of prototype and its importance for customers or users' journey. A short input by the trainer takes place on the methodology of Prototype Mapping, while participants are informed that they will have the chance to test this methodology in the next phase of the activity.
II.   Prototype Mapping: Phase 1 (40 minutes)
Participants are divided into small groups. The trainer shares with them electronically and a printed copy of the Prototype Mapping which they are going to use as a tool for practice. They are informed that in the next 30-40 minutes they have to focus on the first part (referring to the model in the given document) of this method.
Participants start by mapping out the most important moments in their user journey again, and any important shifts or improvements that are needed. When they are done, they announce it to the trainer, and move on to the next phase.
III.   Prototype Mapping: Phase 2 (50 minutes)

The next phase of the activity consists of a more detailed part on the prototype mapping which is focused on the solutions of the shifts/changes that participants identified in the previous phase. Groups are invited to take each of their concepts and map them against the shifts that they correspond to. They might have more than one concept for each moment in the user journey. The trainer should check also that they have a good spread of concepts across the journey, and that they're not too narrowly focused on one particular shift just yet.

IV.   Prototype Mapping: Phase 3 (30 minutes)

After finishing with the second phase, participants are informed that in this phase it is the time to make some strategic decisions about what to take forward to test. It is the time to reflect on all the input and efforts given in the previous stages before the testing comes. All groups should explore these questions:

- What are the most crucial moments/shifts within your journey to be addressed?
- Which concepts are so exciting that you absolutely have to test them in a real-life setting?
- Where have you got the biggest unknowns?
- What are the skills and the resources necessary to test that? Do we have them?

Those concepts might justify a bit more attention in prototyping.

V.   Prototype Mapping: Phase 4 (50 minutes)

The final step of this method is to get tactical about the aspects of each concept that needs to be tested. Participants might be trying to learn something like, "Will both boys and girls find this appealing?" or "Would images or words be better to convey a message to this audience?". The trainer should write these comments down.

After finishing with this, all groups join the plenary to share the final result of their Prototype Mapping and discuss on the challenges and benefits of the process and work done.

Materials needed: Pens, Post-its, paper, Customer Journey Map, Input for the Prototype Mapping for each group.

Background documents and further reading:
- What to prototype, source: https://www.designkit.org/methods/determine-what-to-prototype
- Prototype Mapping: https://design-kit-staging.s3.amazonaws.com/procedures/worksheets/000/000/034/original/DesignKit_PrototypeMapping_Worksheet.pdf?1590464190

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:
- The trainer or other participants should read aloud what is written on worksheet and the content of the post-its and describe their relative position for logic positioning.
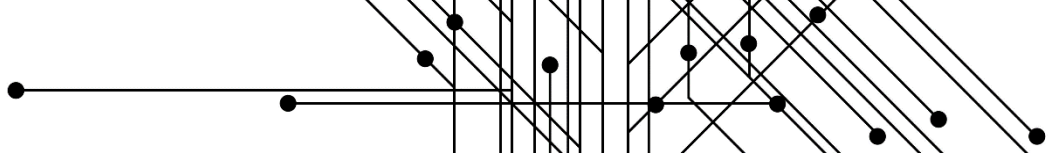
Hearing Impairment/Deaf:
- It is recommended to mediate the discussion with the support usually used for speaking (writing, sign language).

Intellectual Disability:
- Very simple and specific explanation of the activities should take place, using videos, images, and examples.

Physical Disability:
- In case of use of wheelchair, it is recommended to put the board/main sheet for the post-its, in a reachable position.

D13 - Create your prototypes

Activity title: Create your prototypes

Duration: 120 minutes

Background: Prototyping is very useful for anyone before launching a product/service in the market. It gives the opportunity to the entrepreneur to test it in the market and check whether the final improvements on the work are worth it and whether the demand is high. Creating a prototype is quite an investing process and it requires preparations and research in advance. This activity is focused specifically on creating the prototype and start testing. Implementation speed, quick sharing and continuous learning are fundamental. Participants should have previous knowledge on prototyping and elements of mapping before participating in this activity. A pre-task and learning materials provided are highly important for them to successfully create the prototype. Prototypes are meant only to show an idea, not to be perfect and the final product so participants have the chance to test and see the result of their work.

Aim of the activity: To give space for prototype creation and give the chance to participants to test their prototypes using interactive methods.

Objectives:
- To introduce participants to prototype creation and prototype report card;
- To create space for prototype creation;
- To test the prototypes through different interactive methods and reflect on the result;
- To promote creative and critical thinking to the participants when working in the digital entrepreneurship area.

Competences addressed:
- Citizenship competence;
- Creative and critical thinking;
- Analytical competences;
- Communication and collaboration;
- Personal, social and learning to learn competence;
- Digital competence;
- Entrepreneurship competence.

Methodology and methods: Theoretical input – presenting the Prototype Report Card; Small group work; Testing prototypes; Discussion.
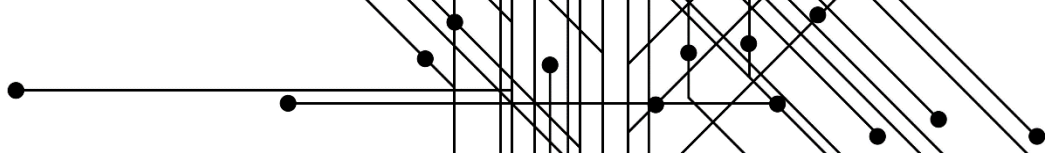
Activity flow:
I.   Introduction to the Prototype Creation and Report Card (15 minutes)
The trainer opens the activity with a short input on prototype creation and its meaning and importance in the entrepreneurial world. The presentation is followed by introducing the Prototype Report Card which serves as a tool/worksheet to create the prototype and the methodology.
II.   Creating Prototypes (45 minutes)
Participants are divided into small groups and invited to create a worksheet for their prototypes using the Prototype Report Card worksheet. The report card has two sections. The top section will help them align on what they want to learn and how they'll do the testing (this may take a bit of time upfront but will set them up for success). The bottom section will be where they document what they learn later with feedback. They can prototype ideas in many ways with models and mock-ups. The goal is to

make something tangible that is good enough to get their idea across. Two examples of prototype creation are:

- GRAPHIC NOVEL - Division of participants in pairs, where each pair determines what they want to prototype. They are invited to test even one component of their idea, like an interaction, or how a customer finds their product. They should spend no more than 30-45 minutes drawing how their ideas work, using a series of comic book-style frames for their drawing. This will help spotlight key moments and build a short narrative.
- ROLE PLAY - The main goal of prototyping is to make an idea just tangible enough to elicit a response, whether from participants themselves, a partner, or whomever they're designing for. A team decides which of their ideas they want to stage and assign the necessary roles to the team members. They should dedicate about 30-45 minutes to make them determine the necessary roles, who will play them, and what it is that they're looking to test. Costumes and props can be highly effective tools in bringing their Role Play to life. They shouldn't spend a lot of time on them but consider making their prototype that much more realistic.

III. Presenting prototypes and Discussion (60 minutes)

All groups gather in the plenary for a short presentation on their prototypes. After each presentation, the trainer opens the floor for feedback from other groups/participants, as well as for comments and questions for clarifications.

Materials needed: Pens, paper, pencils, markers, costumes, coloured papers and pens.

Background documents and further reading:
- Prototype Report Card worksheet: https://design-kit-production.s3-us-west-1.amazonaws.com/Design+Kit+Method+Worksheets/DesignKit_prototypereportcard_worksheet.pdf

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:
- The trainer or other participants should read aloud what is written on the worksheet.
- In order to fill in, it is important to take notes during testing and let participants use their PC/phone to record the voice.
- If they do the graphic novel, they need the support of another participant to draw and receive a description of the drawing.
- If they do the role play, it is recommended to give indications about the surroundings before they start acting and indications to other participants on how to approach to them.
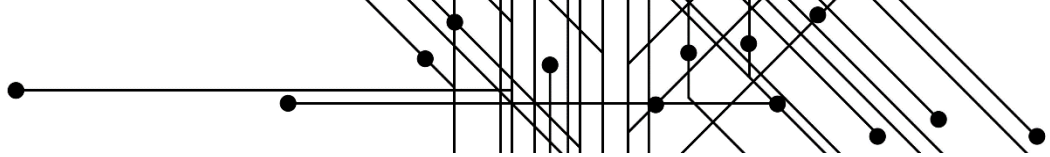
Hearing Impairment/Deaf:
- It is important to mediate the discussion with the support usually used for speaking (writing, sign language).

Intellectual Disability:
- Very simple and specific explanation of the activities should take place, using videos, images, and examples.

Physical Disability:
- In case of use of wheelchair, it is recommended to put the board/main sheet for the post-its, in a reachable position.
- In case of impediment of upper limbs, it is recommended to fill in take notes during testing let them use their PC/phone to record the voice.

D14 - Explore your theory of change

Activity title: Explore your theory of change

Duration: 200 Minutes

Background: Participants should articulate and interrogate their assumptions about how their solution will create positive change. Developing a Theory of Change is a good way to reflect on how each piece of the solution works together to drive towards the desired outcome. There are many ways to approach and capture a Theory of Change, but the most important thing is that they use the process to articulate, and stress test their assumptions about how and why their solution is going to work. Used in this way, it becomes a valuable design tool, helping them make tough decisions about which prototypes and concepts to take forward in their final service or product offering.

Aim of the activity: To introduce participants to the Theory of Change and give the opportunity to practice the model for their future work in digital entrepreneurship with different abilities' adults.

Objectives:
- To understand the concept of the Theory of Change and key elements and steps it consists of;
- To reflect on the key outcomes that participants want to achieve as adult educators in the topic of digital entrepreneurship with different abilities adults;
- To reflect on how their solutions and proposal for change works out as a final outcome;
- To further stimulate critical and creative thinking.

Competences addressed:
- Communication;
- Teambuilding;
- Cooperation and management;
- Analytical competences;
- Citizenship competence;
- Entrepreneurship competence;
- Digital competence;
- Connecting various ideas / solutions;
- Analysing ideas;
- Elaborating previous data.

Methodology and methods: Brainstorming; Small group work; Interactive exercise: Use of "Theory of Change" worksheet.
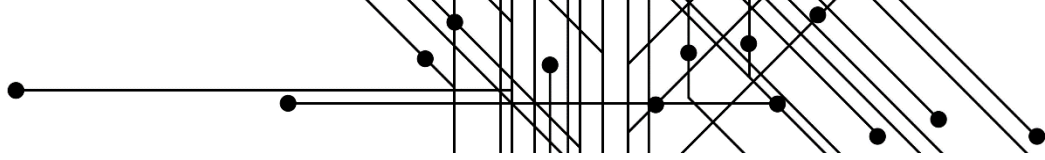
Activity flow:
I.   **Small group brainstorming – identifying key outcomes (20 minutes)**
Participants are divided into small group. The trainer introduces them to the topic and invites them to start the activity with a short brainstorming in their group in identifying several key outcomes they would like to see through their projects and that they aim to achieve.
II.   **Small group work – Theory of Change Worksheet (70 minutes)**
After identifying key outcomes, the trainer used 10-15 minutes to introduce the Theory of Change worksheet, and asks participants to work on the Step 1, Step 2, and Step 3 of the worksheet in the next 50 minutes. They are instructed to use post-it notes and organise them in a grid structure on a wall or other workspace.
III.   **Group work continuation – Theory of Change – Part 2 (60 minutes)**

At this stage, participants are going to get critical about their shifts and their concepts defined and described in the first 3 Steps of the worksheet. They'll explore which shifts are a priority to address, and then how well each of their concepts addresses those. The Theory of Change worksheet will steer them through this. Thus, this part of the activity focuses on the Step 4 and Step 5 as the final steps of the Theory of Change Worksheet. This process will push them to articulate a theory, or rationale, for how their solution will create change and achieve their key outcome (from Step 1 above).

IV.   Sharing in the plenary and Discussion (50 minutes)

All groups join the plenary to shortly share their work and completion of the worksheet. The trainer afterwards opens the discussion on the process of work. Some of the questions related to their work can be the following:
- How difficult/easy was this process for your groups?
- How did you organise the group work between yourselves?
- Does the logic of how one thing will lead to another hold up?
- Which assumptions or risks are there at each step?

Materials needed: Impact Ladder, Ecosystem Map, post-its of different colours (red, orange, green ideally), pens, flipchart, or board.

Background documents and further reading:
- Explore your theory of change- Worksheet, source:
  https://www.designkit.org/methods/explore-your-theory-of-change
- Theory of Change worksheet: https://design-kit-staging.s3.amazonaws.com/procedures/worksheets/000/000/072/original/DK_theoryofchange_activityguide.pdf?1592713485

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:
- The trainer or other participants should read aloud what is written on the worksheet and post-its and describe their relative position.
- Instead of writing on post-its, it is recommended to let them use their PC/phone to record the voice, then to copy it on post-its, to put them together with others.

Hearing Impairment/Deaf:
- It is important to mediate the discussion with the support usually used for speaking (writing, sign language).

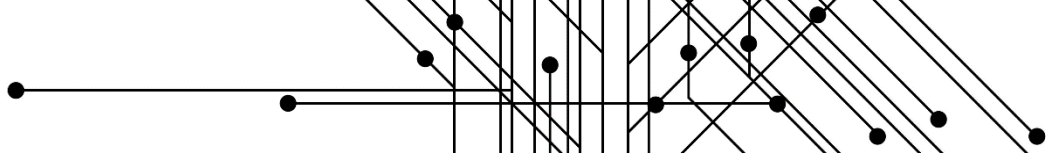Intellectual Disability:
- Very simple and specific explanation of the activities should take place, using videos, images, and examples.

Physical Disability:
- In case of an impediment that prevents writing, it is recommended to use the support of a computer, possibly using speech synthesis, then to copy it on post-its, to put them together with others.
- In case of use of wheelchair, it is recommended to put the board/main sheet for the post-its, in a reachable position.

D15 - Business Model or Lean Canvas

Activity title: Business Model or Lean Canvas

Duration: 120 minutes

Background: Business planning is always considered essential for any entrepreneurial idea which one aims to turn into an opportunity. However, short, clear, and visualized versions of business plans are more likely to be innovative nowadays, compared to the standard ones that consist of a big number of pages. In this activity, participants will be introduced to the business model canvas and lean canvas. These worksheets can help participants reflect on some key aspects of an organisation or start-up, also during ideation and prototyping. These simple models consist of sections and questions about economic, strategic positioning and structural aspects. Participants can also use a Canvas multiple times throughout the process as elements change as they perfect their idea and move towards its implementation.

Aim of the activity: To present two business plan and creation models and give participants the opportunity to practically understand the use and functionality of each model.

Objectives:
- To reflect on key aspects of an organisation or start-up;
- To introduce the Business Model Canvas and Lean Canvas for idea creation and planning;
- To use practical methods in understanding the importance of business planning.
- To develop participants' capacities in business planning and providing quality education in this aspect.

Competences addressed:
- Analytical competences;
- Research competences;
- Entrepreneurship competence;
- Strategic Thinking;
- Teamwork;
- Communication and Collaboration.

Methodology and methods: Brainstorming; Visual presentation; Small group work – use worksheets of models; Discussion.

Activity flow:
I.   **Brainstorming and discussion: 10 questions to ask for knowing a start-up (25 minutes)**
Participants are divided in small groups. The trainer asks them to brainstorm in their groups about potential questions that are necessary for anyone to ask in order to know a start-up operation. They have 15 minutes to do this, and they need to list 10 questions.
After finishing the task, all groups gather in the plenary and show their cards/paper with listed questions to the trainer. Then, the trainer presents small paper/cards of sections belonging to Canvas model. Participants have to share their opinion on what each card/section means, and how they would define it.
II.   **Input - Introduction to the Models (15 minutes)**
After the first exercise, the trainer continues the session by introducing participants to the Business Model Canvas and Lean Canvas. He/she also prints these models that participants will use for small groups in the next phase. After presentation, the trainer suggests that in order to choose which of the
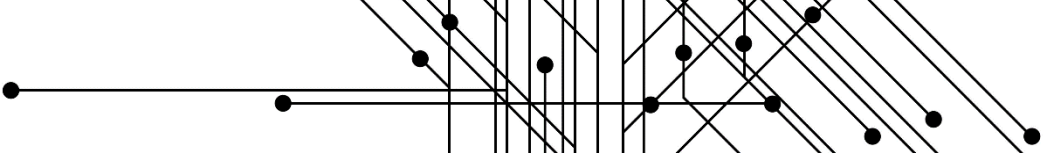
two Canvases to use, it is better that participants deepen their knowledge on characteristics (more resources in the Background documents and further reading). In principle, the Business Model Canvas is suitable for new or existing businesses while the Lean Canvas is specifically dedicated to start-ups. The presented models are shown below in the pictures.
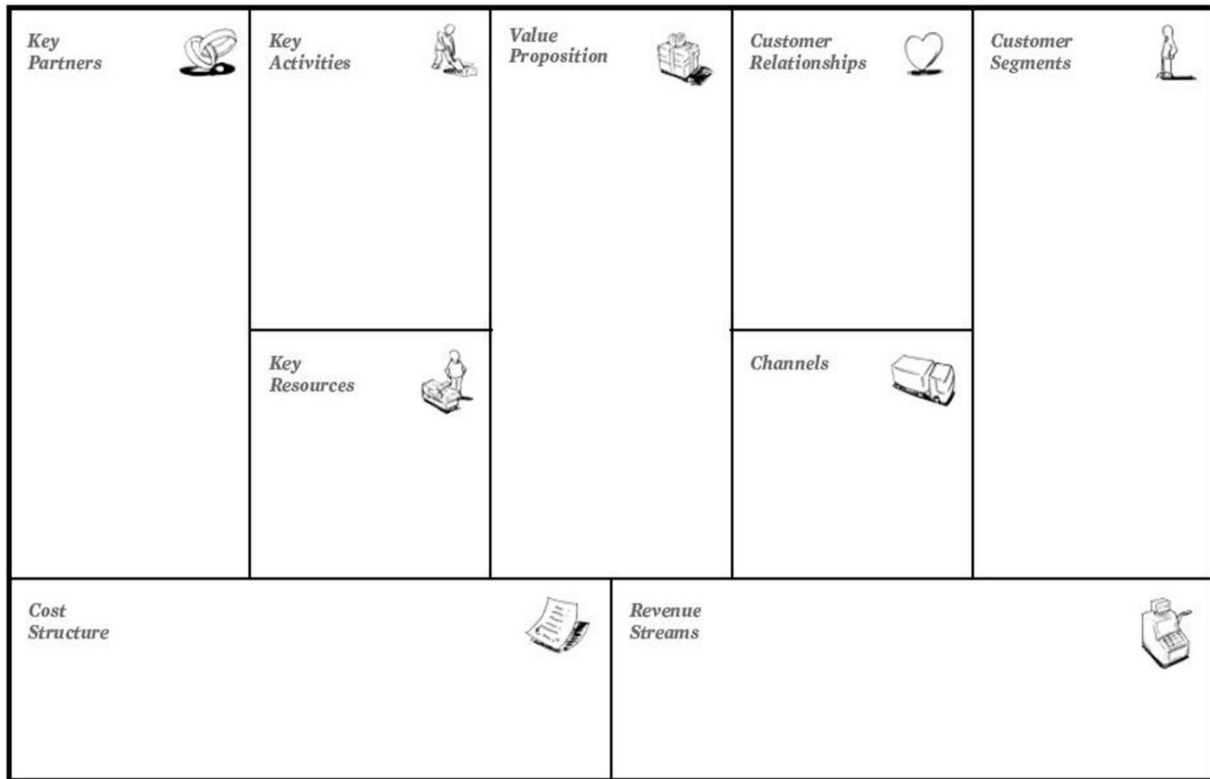
*Picture: Business Model Canvas, Source: https://miro.medium.com/max/1400/0*Hs4HqT07L6U37K6s.jpg*

Lean Canvas

Designed for:	Designed by:	Date:	Version:

Problem	Solution	Unique Value Proposition	Unfair Advantage	Customer Segments
	Key Metrics		Channels	

Cost Structure	Revenue Streams

THE BUSINESS MODEL ANALYST

businessmodelanalyst.com

Picture: Lean Canvas, Source: https://businessmodelanalyst.com/wp-content/uploads/2019/07/learn-canvas-template-A2-scaled.jpg

III.   Small group work (60 minutes)

Participants at this stage go back to their previously formed small groups. Based on the knowledge provided by the trainer, they choose one of the Canvas model and complete it based on a start-up idea that they have. They use 15-20 minutes to think about potential idea or if they already have something in mind, they directly continue with the form. They have 60 minutes to do this whole process. The trainer gives them printed A3 models of both Canvas and they choose one.

IV.   Sharing the posters (20 minutes)

The trainer invites all groups in the plenary. They have to exchange their posters with each other and use 3-5 minutes to check one poster. Then, all groups share their impression on the work of other groups and share if they get the idea of their start-up based on the poster input.

Materials needed: Pens, Business Model Canvas or Lean Canvas worksheet printed in A3, post-its, markers, coloured pens/pencils, A4 paper.

Background documents and further reading:

Business Model Canvas

- ▪ Worksheet: https://commons.wikimedia.org/wiki/File:Business_Model_Canvas.png
- ▪ WHAT IS A BUSINESS MODEL? http://businessmodelalchemist.com/2005/11/what-is-business-model.html
- ▪ Key questions to be answered when you fill up a business model canvas https://www.linkedin.com/pulse/key-questions-answered-when-you-fill-up-business-model-lestand
- ▪ Teach the business model canvas https://www.teachingentrepreneurship.org/category/business-model-canvas/

- ▪ Design business model
  Video: https://www.youtube.com/watch?v=IP0cUBWTgpY

Lean Canvas
- ▪ Introduction
  https://medium.com/@steve_mullen/an-introduction-to-lean-canvas-5c17c469d3e0
- ▪ Difference with Business Model Canvas
  https://uigstudio.com/insights/lean-canvas-vs-business-model-canvas-which-should-you-choose#:~:text=The%20lean%20and%20business%20model,around%20selling%20a%20specific%20product.

Create a digital Canvas
- ▪ Create a digital Canvas: https://canvanizer.com/how-to-use/business-model-canvas-vs-lean-canvas

Recommendations for educators multiplying this activity:
- ▪ During this activity, it may be useful to involve a guest expert - in design, digital entrepreneurship, start-ups in other specific fields of interest - who can provide theoretical input or support the participants in the activity by making their skills and own experience available.

ADAPTATION TIPS

Visual Impairment/Blind:
- ▪ The trainer or other participants should read aloud what is written on worksheet and post-its and describe their relative position.
- ▪ Instead of writing on post-its, it is recommended to let them use their PC/phone to record the voice, then copy it on post-its, to put them together with others.
- ▪ Instead of using the printed version, it is suggested to try using the digital one and let them have a digital document so that they can use the screen reader and speech synthesis.
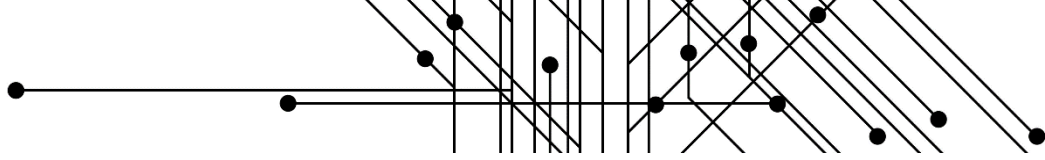
Hearing Impairment/Deaf:
- ▪ It is recommended to mediate the discussion with the support usually used for speaking (writing, sign language).

Intellectual Disability:
- ▪ Very simple and specific explanation of the activities should take place, also using videos, images, and examples.

Physical Disability:
- ▪ In case of an impediment that prevents writing, it is recommended to use the support of a computer, possibly using speech synthesis, then to copy it on post-its, to put them together with others.
- ▪ In case of use of wheelchair, the trainer can put the board/main sheet for the post-its, in a reachable position.

E) Design thinking - implementation

After introducing several activities for the ideation of a business idea for adults in entrepreneurship, this toolkit presents the next set of activities that tackle the implementation process of idea generation. Are the assumptions correct? Did participants hit the right spot with their product? What are users thinking about it? Don't just guess – test it![8] With one test after another and defining an economic and organisational structure they will get closer and closer to the creation of their start-up. This section consists of activities that define indicators, funding strategy, as well as monitoring and evaluation.

Some useful links to deepen the topic:
https://www.workshopper.com/post/design-thinking-phase-5-how-to-test-effectively

E16 - Define your indicators

Activity title: Define your indicators

Duration: 110 minutes

Background: Indicators define the type of data that individuals collect to understand and monitor the impact of their idea and start-up over time. In order to understand an intervention's effectiveness, participants must measure progress over time. Indicators define the data points that they will track, and they may be quantitative or qualitative depending on what participants are trying to measure. They will need a mix of indicators that measure both how their intervention is being implemented, as well as the progress being made in achieving short, medium, and long-term outcomes. This activity tackles these elements and offers some tips for defining meaningful, and measurable indicators.

Aim of the activity: Understand the importance of indicators when generating a business idea and learn about defining structured indicators that are specific, measurable and time-bound.

Objectives:
- To understand the type of data to collect for setting indicators;
- To understand the impact of the idea over time through indicators;
- To practice setting specific, measurable and time-bound structured indicators;
- To define measurable indicators through the provided worksheet model.
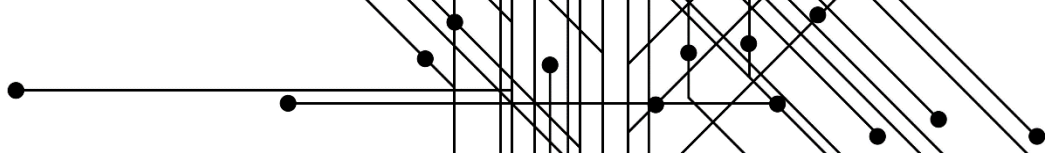
Competences addressed:
- Analytical competences;
- Research competences;
- Entrepreneurship competence;
- Creative and Critical Thinking;
- Strategic Thinking;
- Teamwork;
- Communication and Collaboration.

Methodology and methods: Brainstorming; Theoretical input; Small group work – using the Indicators worksheet; Presentations and Discussion.

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[8] The Ultimate Beginners Guide to Design Thinking: What It Is and Why You Need It https://www.workshopper.com/post/guide-to-design-thinking#toc-empathize-stage-1-of-the-design-thinking-process

Activity flow:

I.   Introduction to the topic and Brainstorming (20 minutes)

The trainer asks participants this fundamental question: What is it that we need to learn or prove about our solution? This should inform what they decide to measure. Then, the trainer gives a short input on the concept of defining indicators and presents the Indicator Mad Libs worksheet that will be used for the second part of the activity.

II.   Small group work (50 minutes)

Participants are divided into small groups. The trainer instructs them on the task for setting indicators through using the presented worksheet. The first set of indicators that they will define are Process Indicators, which help to answer the question "Is my solution being implemented as planned?". These indicators will be measures of things that sit at the Input and Output level of their solution, such as resources, activities, and user uptake.

The second set of indicators are Outcome Indicators, which help to answer the question "Is my solution achieving its goals?". These indicators will be measures of things that sit at the Outcome level of their solution, such as shifts in knowledge or behaviours. Participants in their groups should make a list of the outcomes that they want to track.

Further instructions are that, after defining the sets of indicators, they have to structure specific, measurable and time-bound indicators for inputs, outputs and outcomes. In the end, they go through their mad libs and prioritise a manageable set.

III.   Presentations and Discussion (40 minutes)

All groups join the plenary to share the completed worksheets. Each group takes approximately 5-7 minutes to present, and a short discussion and questions take place afterwards.

Materials needed: Pens and pencils, markers, post-its, papers, worksheets.

Background documents and further reading:
- Define your indicators - input, source: https://www.designkit.org/methods/define-your-indicators
- Indicators Mad Libs worksheet: https://design-kit-staging.s3.amazonaws.com/procedures/worksheets/000/000/068/original/DesignKit_indicatormadlibs_worksheet.pdf?1590455790

Recommendations for educators multiplying this activity:
- Before the organisation of this activity, it is important that participants have some idea of the solution for their start-up. Trainers should emphasise that before the activity implementation, they have to have a clear business idea in mind, and key relevant information about its operation.
- During this activity, it may be useful to involve a guest expert in design, digital entrepreneurship, start-ups in other specific fields of interest who can provide theoretical input or support the participants in the activity by making their skills and own experience available.
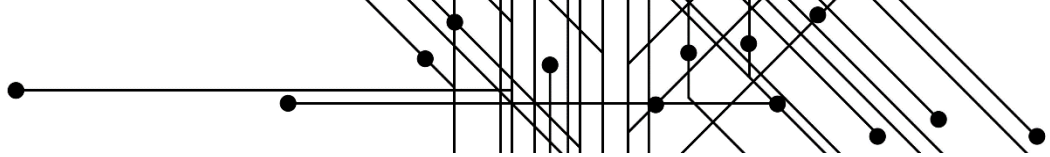
ADAPTATION TIPS

Visual Impairment/Blind:
- The trainer or other participants should read aloud what is written on the worksheet and write on it.

Hearing Impairment/Deaf:
- It is recommended to mediate the discussion with the support usually used for speaking (writing, sign language).
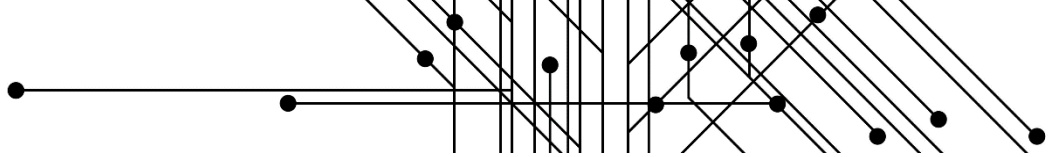
Intellectual Disability:

- Very simple and specific explanation of the activities are recommended, using videos, images, and examples.

Physical Disability:

- In case of use of wheelchair, it is recommended to put the worksheet in a reachable position.

Activity title: Monitoring and Evaluation

Duration: 120 minutes

Background: The main aim of any project is to have a big impact in the field/topic planned, and on the target group. Smart measurement will support individuals to achieve it faster; soon their solution/project will get into the world, and they'll need a dedicated plan for tracking effectiveness. This is reached through continuous monitoring and evaluation processes. There are lots of ways to Monitor and Evaluate their offered solution, however, the key is to understand what measurement is right for them. But if they're trying to change a community's behaviour or increase the adoption of a service, participants may need a more structured and organised approach. For this reason, measurement is an area where you'll benefit from having specialised team members to support.

Aim of the activity: To define the key elements of monitoring and evaluation processes and reflect on them through practical exercise and teamwork.

Objectives:
- To understand what kind of measurement is the right one for an entrepreneurial project;
- To reflect on the understanding of Monitoring and Evaluation (M&E) processes;
- To reflect on the usage of M&E for previously implemented projects;
- To learn and practice the M&E framework through given template, based on indicators and outcomes;
- To promote teamwork and communication throughout M&E processes.

Competences addressed:
- Analytical competences;
- Research competences;
- Entrepreneurship competence;
- Creative and Critical Thinking;
- Strategic Thinking;
- Teamwork;
- Communication and Collaboration.

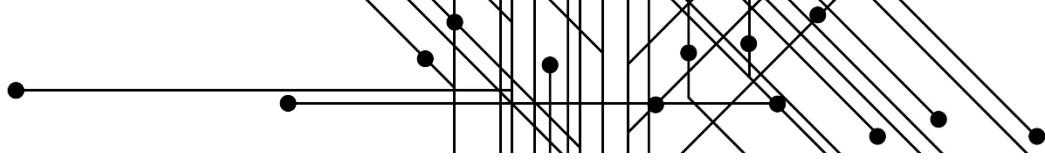**Methodology and methods:** Brainstorming; Small group work; Poster Exhibition.

Activity flow:
I.   Introduction to the activity and the M&E worksheet (20 minutes)
The trainer starts the activity with a short brainstorming on how monitoring and evaluation is perceived. Participants are invited to share their ideas. They can write in post-its or in the flipchart directly. After 10 minutes, the trainer reads all inputs. Then, he/she gives a short introduction to the topic and the importance of Evaluation and Monitoring processes, as well as presents the M&E worksheet on which participants will work in the next part.
II.   Small group work – M&E Framework (60 minutes)
Participants are divided into small groups. The trainer gives them 10 minutes to discuss in their groups about a project that they previously implemented, and the methods they used for monitoring and evaluation, as well as frequency of these processes. Then, they are invited to fill indicators into the M&E Framework worksheet, and work through the columns to determine how their data will be collected and used later. They can use one of their discussed projects, but with new approaches to

M&E processes. They might find that they need to adjust some indicators based on what data they can feasibly collect.

III.   Poster exhibition (40 minutes)

All groups start posting their posters in a visible place on the walls. When they are ready, they check each other's posters. One group member always remains at the poster to explain other visitors the content. Group members should exchange this role, in order for everyone to be able to check other posters.

Materials needed: Pens and pencils, Post-its, paper, a computer, and spreadsheet program

Background documents and further reading:
- Monitor and Evaluate, source: https://www.designkit.org/methods/monitor-and-evaluate
- M&E Framework worksheet: https://design-kit-staging.s3.amazonaws.com/procedures/worksheets/000/000/040/original/DesignKit_MonitoringEvaluation_Final.pdf?1591332304

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:
- The trainer or other participants should read aloud what is written on the worksheet and write on it.

Hearing Impairment/Deaf:
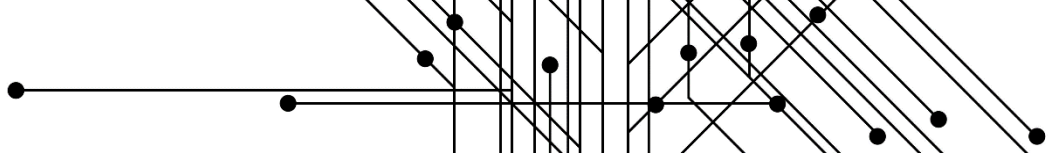- It is important to mediate the discussion with the support usually used for speaking (writing, sign language).

Intellectual Disability:
- Very simple and specific explanation of the activities should take place, using videos, images, and examples.

Physical Disability:
- In case of use of wheelchair, it is recommended to put the worksheet in a reachable position.

Activity title: Funding Strategy

Duration: 170 minutes

Background: Coherent Funding Strategy is necessary to have the money needed to get participants' design solution off the ground. No matter how great an idea or project can be, if it does not have the needed funding, its implementation might be lacking or missing important parts that have a great impact. Funding strategy is an essential part of any project. Therefore, it requires special attention, strategic thinking, planning, and involvement of many people and stakeholders. It is better to design a Funding Strategy for the project from the beginning, though having a great design project can help them raise money along the way and it creates space for more time to contact and reach potential funders.

Aim of the activity: To highlight the importance of funding and create space for creating funding strategy through individual and group work.

Objectives:
- To reflect on the stakeholders involved in the funding strategy;
- To reflect on the different funding methods and their priority for funding a particular project in our work;
- To give space for creating a plan to obtain fundings and start the project;
- To use group work for sharing experiences and knowledge on funding for projects in entrepreneurship.

Competences addressed:
- Analytical competences;
- Research competences;
- Entrepreneurship competence;
- Creative and Critical Thinking;
- Strategic Thinking;
- Teamwork;
- Communication and Collaboration.

Methodology and methods: Brainstorming; Work in pairs; Small group work; Presentation and Discussion; Theoretical input.

Activity flow:
I. Brainstorming: key stakeholders in funding our projects (15 minutes)
The activity starts with a short brainstorming session with participants to understand which actors and subjects are interested in their projects and inventions, even those who benefit indirectly from it. They share their opinions, and the trainer writes them in the flipchart paper.
II. Work in pairs (15 minutes)
Once the stakeholders have been defined, the participants are invited to evaluate the spending power of each and identify an appropriate strategy for each of them considering the possible means of financing. They do this task in pairs.
The trainer asks each pair of the team to discuss and evaluate together the importance of the following factors by giving a score from 1 (not very important) to 5 (very important) in the financing of their project:

- Low cost of financing;
- Little bureaucracy;
- Easy to access information;
- Reliability;
- Low competition;
- Visibility opportunities for the project;
- Close relationship with lenders;
- Involvement of the lenders in the management of the start-up.

III. Theoretical input (20 minutes)

The trainer continues the activity with a presentation on introducing various means of funding, so that the participants can strengthen their knowledge and reflect on their previous work on ranking the funding means. The presentation contains input on the importance of funding strategy for better implementation of the project, different existing opportunities for funding entrepreneurial projects, as well as examples from different organisations/institutions who have good strategy developed.

IV. Small group work – Funding methods (60 minutes)

Participants are divided into 4 small groups. The trainer announces that in this part they have to explore different funding methods, and each group is given 2 methods to work on. For each method, there is a small paragraph and useful link for them to refer. They are given 60 minutes to complete this, and then to present in the plenary.

The Eight key funding methods paper include the following input/information for the groups:

1. Grant (non-repayable)

Funding from the EU Funding tenders[9] or from other organizations.

Advantages[10]: no need for reimbursement, Easy access to information, Cascade effect on reputation for reliability, gain in credibility.

Disadvantages: Time consuming for bureaucracy, Difficulty in succeeding due to competition, Uncertain renewal, Conditions to which you must comply.

2.Crowdfunding

Contributions from many people, especially those from the online community, a preferred methodology of the digital economy.

Advantages: There is no need to recover the funded money if everything goes according to plan and you receive an amount that you have set as a goal. Deciding to be funded through online platforms can bring more attention from the media and allows you to get feedback and advice on how to improve your business idea.

List of the best collective financing platforms in various categories in the Small Business Budget: [11]

- Best Overall: https://www.kickstarter.com/
- Second best overall: https://www.indiegogo.com/
- Best for Non-profits: https://www.causes.com/
- Best for Creators: https://www.patreon.com/en-GB
- Best for Personal Fundraising: https://www.gofundme.com/en-gb
- Best for Collective Financing Equity: https://circleup.com/

3. Family and friends

Advantages: These people know the best about you and know something about your idea. They have more pleasure in investing in your business and supporting you.
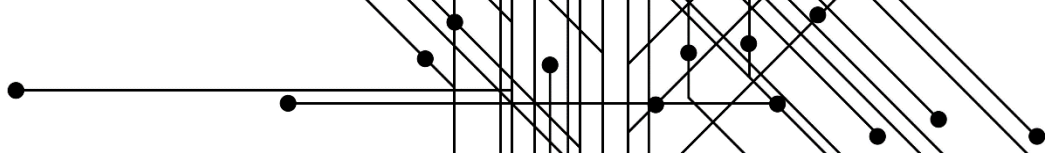
Disadvantages: Personal relationships can be tricky and problematic if you don't separate the personal from your business.

4. Angel investor

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[9] European Commission, Funding, and tender programmes, https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home
[10] Ibid.
[11] Nguyen, The Best Crowdfunding Sites, 2020, https://www.thebalancesmb.com/best-crowdfunding-sites-4580494

Group of people with high net worth, ready to invest in exciting ideas or business opportunities in any city or country mostly in the initial period of their growth.

EBAN[12] is one of the best-known non-profit organizations, represents the pan-European community of early-stage investors, brings together member organizations and individuals from Europe and beyond.

5. Self-financing

Most start-ups use this funding model in the start-up phase. Owners invest their own money, often from earnings.

Advantage: If successful, they own 100% of their business and have complete control over their business.

6. Venture capital

it represents private equity financing, provided by companies with capital or by funds. This type of capital provided by venture capital firms is invested in the start-up phase of start-ups or companies in exchange for equity. Venture capital investors act in the period after receiving the first funds. According to Bullock[13] (2019), venture capital investments want to recoup their investment.

7.Bank loan

Old and safe financing method. It can be a bit complicated, but if you have a good credit history, you will have no problems acquiring this type of loan.

Advantage: You keep your equity.

Disadvantage: you will have to pay off the entire loan with interest. The consequence of not creating a good investment plan through a bank loan can be bankruptcy.

8. Bank micro-financing

Financing your business with micro-financing from institutions is an excellent opportunity for people who do not have a good credit history. It represents a modest type of a loan; and, in many cases, be ready to prepare a lot of documentation before getting approval. At the following link you can check if you have the possibility to finance yourself with this type of financing in your country: https://ec.europa.eu/social/main.jsp?catId=983&langId=en

V. Presentations and Discussion (60 minutes)

All groups join the plenary for presenting their work. the trainer gives each group 10 minutes to present, followed by 5 minutes for questions and discussion with other groups.

Materials needed: Pens, Post-its, papers, printed papers with funding methods for group work, laptop, projector, coloured pencils.
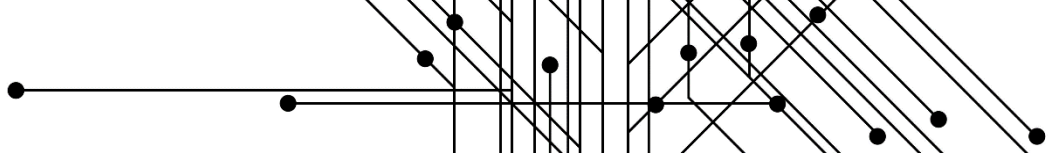
Background documents and further reading:

Useful links for theoretical input, examples of strategies and opportunities for funding entrepreneurial projects:

- Start-up Europe https://digital-strategy.ec.europa.eu/en/policies/startup-europe
- Funding opportunities for small businesses https://ec.europa.eu/info/funding-tenders/how-apply/eligibility-who-can-get-funding/funding-opportunities-small-businesses_en
- Supporting entrepreneurship https://ec.europa.eu/growth/smes/supporting-entrepreneurship_en
- Start-up Europe https://startup3.eu/startup3-hub/startup-europe-initiative/
- EU Start-up Network https://europeanstartupnetwork.eu/
- The Ultimate Guide to Getting Your Start-up Funded by the European Union https://www.eurovps.com/blog/how-to-get-european-union-funding-for-startups/

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[12] https://www.eban.org/
[13] Bullock, How To Fund Your Start-Up Business Idea, 2019, Forbes,
https://www.forbes.com/sites/lilachbullock/2019/02/25/how-to-fund-your-start-up-business-idea/?sh=63aed4dc70f7

- EU programmes and funds financed from the EU budget and NextGenerationEU
  https://ec.europa.eu/info/funding-tenders/find-funding/eu-funding-programmes
- Italy – MUG https://www.mugbo.it/progetti/battiti/
- EIT Health Bootcamps https://eithealth.eu/programmes/bootcamps/
- Erasmus for Young Entrepreneurs https://www.erasmus-entrepreneurs.eu/index.php?lan=en
- Crowdfunding for Start-ups: 10 Kickstarter Alternatives
  http://www.businessnewsdaily.com/4847-crowdfunding-small-business.html
- 20 Things All Entrepreneurs Should Know About Angel Investors
  https://www.forbes.com/sites/allbusiness/2015/02/05/20-things-all-entrepreneurs-should-know-about-angel-investors/#19b5fe44c1aa
- What Is Venture Capital? http://www.businessnewsdaily.com/4252-venture-capital.html

Recommendations for educators multiplying this activity:
- During this activity, it may be useful to involve a guest expert in design, digital entrepreneurship, start-ups in other specific fields of interest; who can provide theoretical input or support the participants in the activity by making their skills and own experience available.

ADAPTATION TIPS

Visual Impairment/Blind:
- The trainer or other participant should read aloud what is written on post-its and describe the position of post-its, when ordering them by priority.
- Instead of writing on post-its, the trainer should let participants use their PC/phone to record the voice, then he/she can copy it on post-its, to put them together with others while the participant is presenting what he/she wrote.

Hearing Impairment/Deaf:
- It is important to mediate the discussion with the support usually used for speaking (writing, sign language).

Intellectual Disability:
- Very simple and specific explanation of the activities are recommended, using videos, images, and examples.

Physical Disability:
- In case of an impediment that prevents writing, the trainer can use the support of a computer, using speech synthesis, then to can copy it on post-its, to put them together with others while the participant is presenting what he/she wrote.
- In case of impediment of the upper limbs all participants can say which problems/solutions they vote, and the trainer puts the dot stickers.
- In case of use of a wheelchair, it is recommended to put the board/main sheet in a reachable position.
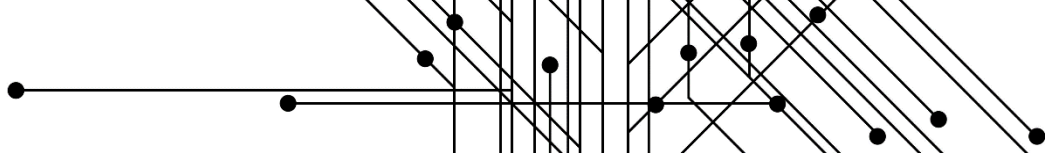
F) Communication and marketing

There are many important things that communication and marketing can do for different business sectors. That is why many business establishments adopt many marketing strategies. This section consists of activities that highlight the importance of marketing to their business. Digital technologies provide new tools and possibilities to do it, and the presence of communication and marketing is increased even more to transmit the message of projects to the target groups, as well as to promote the impact, the service and products an enterprise or social enterprise is offering, and so on.

F19 - Scrolling social organisations

Activity title: Scrolling social organisations

Duration: 120 minutes

Background: This activity is designed in a way that participants do something absolutely daily, something they probably keep doing throughout the day and when they are at work, home, out with friends or walking: scrolling through social networks. Social networks are a great resource and a useful means of communication for many businesses, even the smallest ones, thanks to the fact that they are free and allow us to potentially reach the entire planet. In this activity, the focus is on social enterprises and organisations, to analyse and evaluate the communication strategy on social networks.

Aim of the activity: To emphasise the importance of social network communication in entrepreneurship and explore examples of different organisations and enterprises.

Objectives:
- To expand participants' knowledge into social network communication;
- To explore different social companies and organisation which use social media;
- To develop participants research and analysis skills when working in entrepreneurial projects and tackling marketing and communication topics.

Competences addressed:
- Research competences;
- Entrepreneurship competence;
- Teamwork;
- Digital competence;
- Personal, social, and learning to learn competence;
- Analytical competences.

Methodology and methods: Input; Small group work - Case study analysis; Discussion in plenary.

Activity flow:
I. **Introduction to the activity and Input on Social Networks' role in entrepreneurial projects (10 minutes)**
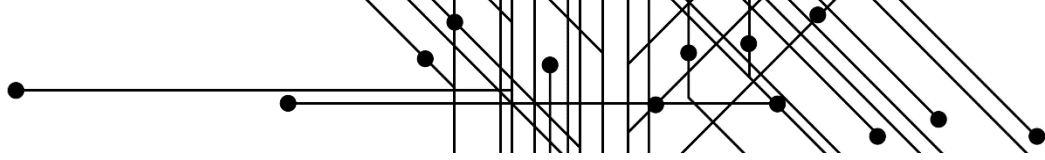
The activity starts with a welcoming from the trainer and information on the agenda for the activity and its focus. The trainer gives a short input on the Social Media and their influence on promoting entrepreneurial projects and their overall operation and networking.

II. Case study analysis – Small group work (60 minutes)

The trainer has chosen a Case Study of social organisation for each team to explore for this activity. The participants are divided into small groups, and they have 60 minutes to conduct their task. The specific instructions are that they have to scroll the social media of their case study based on the links provided and prepare posters about their characteristics focusing on communication and marketing. The organisations chosen can be international or local. Some suggestions for this activity implementation can be the following:

- Sala DaTè - tearoom

https://it-it.facebook.com/datesolidale/
https://www.instagram.com/datesolidale/

- Banda Rulli Frulli - music project

https://www.facebook.com/bandarullifrulli
https://www.instagram.com/bandarullifrulli/
https://www.youtube.com/user/BandaRullifrulli

- Cooperativa Sociale La Città Verde - utility cooperative

https://it-it.facebook.com/lacittaverde/
https://www.instagram.com/la_citta_verde/?hl=it
https://twitter.com/la_citta_verde

III. Presentations and Discussion (50 minutes)

Participants put the posters of the companies in a visible place in the working room. Each group shortly presents their company poster by using 10 minutes. Questions and comments take place after each presentations.

The last minutes of the session, the trainer invites all participants to use dot stickers 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 invites participants to comment on their importance.

Materials needed: flipchart papers, pencils and pens, markers, colours, 4 laptops with internet, dot stickers.

Background documents and further reading:

- Social Media Overview https://communications.tufts.edu/marketing-and-branding/social-media-overview/
- Understanding the Role of Social Media in Marketing https://www.thebalancesmb.com/understanding-the-role-of-social-media-in-marketing-2296140#:~:
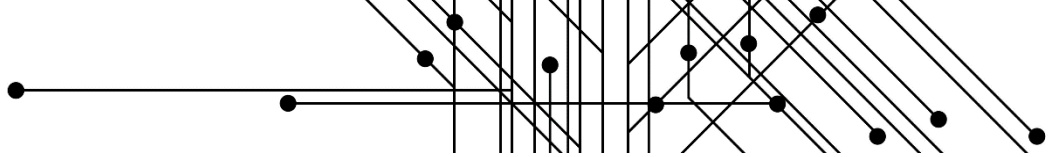- Social Media Marketing For Start-ups: A Beginner's Guide https://www.socialpilot.co/blog/social-media-marketing-for-startups

Recommendations for educators multiplying this activity:

ADAPTATION TIPS

Visual Impairment/Blind:

- It is important to let them use voice synthesis and voice assistant to surf the web and make research or being supported by another participant that uses the laptop.
- The trainer or other participant should read aloud what is written on the posters.
- All participants can say which characteristics they rate, and the trainer puts the dot stickers.

Hearing Impairment/Deaf:

- It is important to mediate the discussion with the support usually used for speaking (writing, sign language).
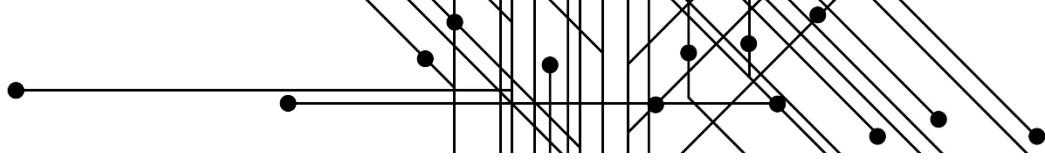
Intellectual Disability:
- Very simple and specific explanation of the activities should take place, using videos, images, and examples.

Physical Disability:
- In case of impediment of the upper limbs, it is recommended to let participants use voice synthesis and voice assistant to surf the web and make research or being supported by another participant that uses the laptop.
- All participants can say which characteristics they rate, and the trainer puts the dot stickers.
- In case of use of a wheelchair, it is recommended to put the posters and the laptop in a reachable position.

Activity title: Mood Board

Duration: 110 minutes

Background: The mood board is a table that collects suggestions to restore the atmosphere and style of a project. The mood board is a collection of images, but they can also be objects, which represent the sources of inspiration that a designer followed in designing something. It is the visual and tactile representation of the identity of the project. The mechanism is quite similar to that of mind maps. Different elements are brought together which, thanks to the relations of meaning they have between them, lead to something that would be difficult to define a priori. In addition to the initial inspiration phase, the mood board can also be used for customer exposure, and for this it must contain as much data as possible related to the project.

Aim of the activity: To stimulate participants' creativity in marketing activities of their entrepreneurial projects through interactive exercises and teamwork.

Objectives:
- To introduce participants to Mood Board for visualising key information for their product promotion;
- To stimulate participants' creativity when tackling marketing topics and activities for their product/service/project;
- To promote teamwork and communication for entrepreneurial and marketing processes.

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

Methodology and methods: Input; Group work – Mood Boards of our products/services; Exhibition of Mood Boards; Debriefing.

Activity flow:
I.   **Introduction to the session (10 minutes)**
The trainer welcomes everyone to the activity and briefly introduces the aim of the activity and process, as well as the methodology of Mood Boards which will be used for the activity completion.
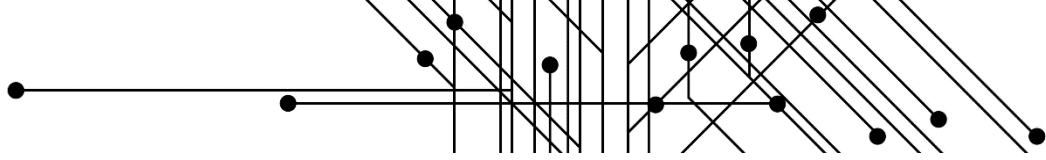II.   **Small group work – Creating Mood Boards of our products (50 minutes)**
Participants are divided into teams. They have to choose a product/service that later on they would promote. Specifically, the instructions are:
- Choose a product/service that you would like to promote;
- Write a brief history/background 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 50 minutes to complete this task.
III.   **Exhibitions of Mood Boards and Debriefing (50 minutes)**

All teams join the plenary. The trainer gives them 10 minutes to do the final preparations in the mood boards and find a space in the working room to put their work in a visible place for the exhibition.
Let the exhibition start! All participants use the next 20 minutes to visit all the mood boards and are instructed to think of impressions on each one, as well as suggestions based on their observation.
When the exhibition time ends, everyone joins the plenary for a short debriefing on the activity. The trainer facilitates the debriefing and asks participants to share their feelings during the process of making mood boards. Further, participants are asked about their impressions on the mood boards, the coordination in their teams, the challenges on finding creative ways to do the task and potential suggestions they might have.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, old newspapers, magazines, posters, photographs, and other tools/materials to further visualise the collages (Laptops, printer, or monitors).

Recommendations for future educators multiplying this session:
Digital alternative
- Instead of making a physical mood board, participants can create a digital one using the website https://www.canva.com/en/ . This contains creative tools to create eye-catching graphics quickly and easily, using templates as well
- In this case, it is possible to create the exhibition by printing the images created digitally or using monitors scattered around the room
Visual Impairment/Blind:
- They need the support of another participant or the trainer to receive a description of the images.
Hearing Impairment/Deaf:
- It is important to mediate the description of the visual support with the support usually used for speaking (writing, sign language).
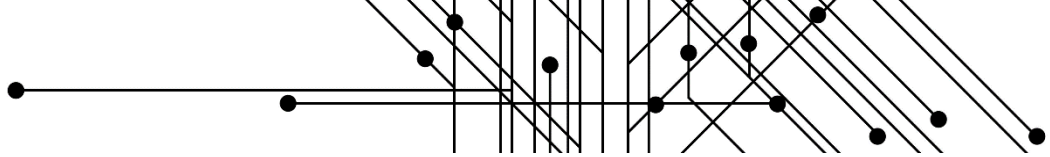Intellectual Disability:
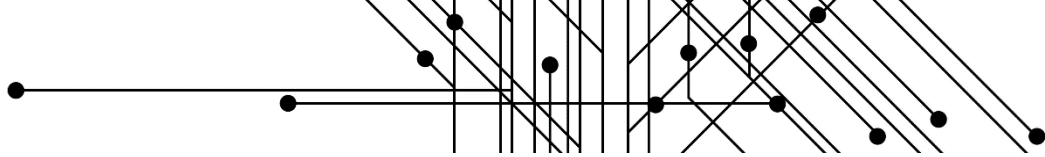- Very simple and specific explanation and concepts should be provided to participants.

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- Matorčević, D. & Matorčević, M.; 2021: Curriculum "Empowering adult educators to encourage digital entrepreneurship start-ups among adults with different abilities", publisher: Outreach Hannover e.V., Germany; 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.

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    - European Agency of Safety and Health at Work: https://osha.europa.eu/en
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    - 5 Assistive Technology Tools That Are Making a Difference: https://online.alvernia.edu/articles/5-assistive-technology-tools-that-are-making-a-difference/
    - 10 Free Screen Readers for Blind or Visually Impaired Users - https://usabilitygeek.com/10-free-screen-reader-blind-visually-impaired-users/
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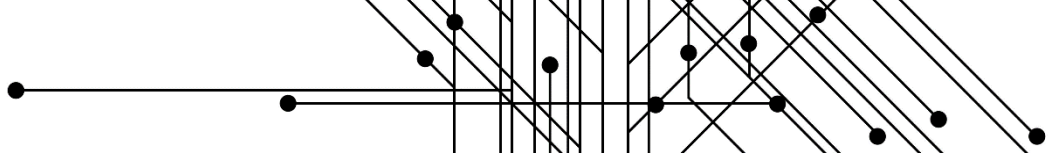
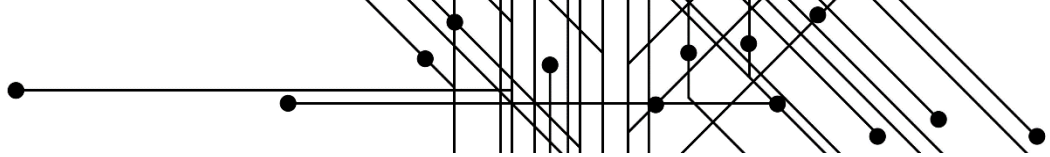https://www.learndigitalentrepreneurship.com/2019/02/16/what-is-digital-entrepreneurship/

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- Design Thinking - Inspiration and Ideation:
  o Why Empathy is Fundamental to Design Thinking https://www.workshopper.com/post/design-thinking-empathy
  o https://www.designkit.org/methods/define-your-audience
  o Ecosystem Mapping worksheet: https://design-kit-production.s3-us-west-1.amazonaws.com/Design+Kit+Method+Worksheets/DesignKit_ecosystemmapping_worksheet.pdf
  o Align on your impact goals: https://www.designkit.org/methods/align-on-your-impact-goals
  o Impact Ladder Worksheet: https://design-kit-production.s3-us-west-1.amazonaws.com/Design+Kit+Method+Worksheets/DesignKit_impactladder_worksheet.pdf
  o Ideating - exciting third phase: https://www.workshopper.com/post/design-thinkings-exciting-third-phase-ideating
  o Everything you need to know about prototyping: https://www.workshopper.com/post/design-thinking-phase-4-everything-you-need-to-know-about-prototyping#toc-wizard-of-oz-prototypes
  o What to prototype: https://www.designkit.org/methods/determine-what-to-prototype
  o Prototype Mapping: https://design-kit-staging.s3.amazonaws.com/procedures/worksheets/000/000/034/original/DesignKit_PrototypeMapping_Worksheet.pdf?1590464190
  o Prototype Report Card worksheet: https://design-kit-production.s3-us-west-1.amazonaws.com/Design+Kit+Method+Worksheets/DesignKit_prototypereportcard_worksheet.pdf
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- Business Model Canvas
  o Worksheet: https://commons.wikimedia.org/wiki/File:Business_Model_Canvas.png
  o WHAT IS A BUSINESS MODEL? http://businessmodelalchemist.com/2005/11/what-is-business-model.html
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- o Teach the business model canvas
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  o Design business model, Video: https://www.youtube.com/watch?v=IP0cUBWTgpY

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  o Create a digital Canvas: https://canvanizer.com/how-to-use/business-model-canvas-vs-lean-canvas

- Design Thinking - Implementation:
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  o Design Thinking Phase 5 - How to Test Effectively:
  https://www.workshopper.com/post/design-thinking-phase-5-how-to-test-effectively
  o Define your indicators - input, source: https://www.designkit.org/methods/define-your-indicators
  o Indicators Mad Libs worksheet: https://design-kit-staging.s3.amazonaws.com/procedures/worksheets/000/000/068/original/DesignKit_indicatormadlibs_worksheet.pdf?1590455790
  o Monitor and Evaluate: https://www.designkit.org/methods/monitor-and-evaluate
  o M&E Framework worksheet: https://design-kit-staging.s3.amazonaws.com/procedures/worksheets/000/000/040/original/DesignKit_MonitoringEvaluation_Final.pdf?1591332304

- Funding related resources:
  o European Commission, Funding, and tender programmes,
  https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home
  o Best Overall: https://www.kickstarter.com/
  o Second best overall: https://www.indiegogo.com/
  o Best for Non-profits: https://www.causes.com/
  o Best for Creators: https://www.patreon.com/en-GB
  o Best for Personal Fundraising: https://www.gofundme.com/en-gb
  o Best for Collective Financing Equity: https://circleup.com/
  o Bullock, How To Fund Your Start-Up Business Idea, 2019, Forbes,
  https://www.forbes.com/sites/lilachbullock/2019/02/25/how-to-fund-your-start-up-business-idea/?sh=63aed4dc70f7
  o Start-up Europe https://digital-strategy.ec.europa.eu/en/policies/startup-europe
  o Funding opportunities for small businesses https://ec.europa.eu/info/funding-tenders/how-apply/eligibility-who-can-get-funding/funding-opportunities-small-businesses_en
  o Supporting entrepreneurship https://ec.europa.eu/growth/smes/supporting-entrepreneurship_en
  o Start-up Europe https://startup3.eu/startup3-hub/startup-europe-initiative/
  o EU Start-up Network https://europeanstartupnetwork.eu/

- o The Ultimate Guide to Getting Your Start-up Funded by the European Union
    https://www.eurovps.com/blog/how-to-get-european-union-funding-for-startups/
- o EU programmes and funds financed from the EU budget and NextGenerationEU
    https://ec.europa.eu/info/funding-tenders/find-funding/eu-funding-programmes
- o Italy – MUG https://www.mugbo.it/progetti/battiti/
- o EIT Health Bootcamps https://eithealth.eu/programmes/bootcamps/
- o Erasmus for Young Entrepreneurs https://www.erasmus-entrepreneurs.eu/index.php?lan=en
- o Crowdfunding for Start-ups: 10 Kickstarter Alternatives
    http://www.businessnewsdaily.com/4847-crowdfunding-small-business.html
- o 20 Things All Entrepreneurs Should Know About Angel Investors
    https://www.forbes.com/sites/allbusiness/2015/02/05/20-things-all-entrepreneurs-should-know-about-angel-investors/#19b5fe44c1aa
- o What Is Venture Capital? http://www.businessnewsdaily.com/4252-venture-capital.html

- Communication and Marketing related resources:
    - o Social Media Overview https://communications.tufts.edu/marketing-and-branding/social-media-overview/
    - o Understanding the Role of Social Media in Marketing
        https://www.thebalancesmb.com/understanding-the-role-of-social-media-in-marketing-2296140#:~:
    - o Social Media Marketing for Start-ups: A Beginner's Guide
        https://www.socialpilot.co/blog/social-media-marketing-for-startups