TOOLKIT

ADVENTURE ROOM METHODOLOGY IN ADULT EDUCATION FOR ENTREPRENEURSHIP

Co-funded by the European Union

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

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About the project

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

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

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

Unemployed citizens in our communities are the beneficiaries of our activities and their needs are directly influencing our needs, needs of partner organisations. Thus, after doing a brief survey among beneficiaries, all partners agreed that they need to improve their adult education NFE activities with quality Entrepreneurial Learning (EL), in order to provide quality, attractive and effective activities for personal and professional development of citizens with fewer opportunities in their communities.
This project will meet those needs and will provide more opportunities of networking and exchange among partners in organising and promoting entrepreneurial intelligence and entrepreneurship competences of citizens and we are producing outputs that will serve as a quality knowledge management material for education of current and future adult educators for efficient and effective empowerment and mentoring of unemployed citizens for entrepreneurial mind-set development.

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

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

The project aims to reduce the disparity in learning outcomes between diverse groups of learners (citizens with fewer opportunities and other citizens). This will be done by promoting more employment opportunities for citizens with fewer opportunities and supporting them to become entrepreneurs. The project has an approach of inclusion of people with fewer opportunities, as it is directly linked with empowerment of people with fewer opportunities such as with different marginalised citizens, citizens that come from migrant or refugee backgrounds, people with diverse backgrounds and facing social

obstacles. Raising the capacities of the organisations to provide inclusive programs for entrepreneurship will ensure participation of this target groups in the citizens' activities provided by the partner organisations.

Therefore, objectives of the project are:

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

Project activities are:

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

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

Project partners are:

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- Ung Kraft / Youth Power Sweden
- Association for improvement of modern living skills "Realization", Croatia
- DOMAS – training, consultation and business services, Croatia
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Introduction to the toolkit

Toolkit “Adventure room methodology in adult education for entrepreneurship” is envisioned as a resource material for adult educators who will further work directly with citizens on their entrepreneurial mind-set development. As the competences of creativity and innovation (for entrepreneurship) are the most important and difficult to develop, we believe that it is needed to approach it creatively and innovatively. Thus, in this O4 Toolkit, we are exploring the methodology of Adventure Rooms for development of creativity and innovation in entrepreneurship adult education among our beneficiaries. This connection of Adventure rooms methodology and education is fully innovative and has not been explored yet. Adventure rooms are live-action, team-based games where players discover clues, solve puzzles, and accomplish tasks in one or more rooms in order to accomplish a specific goal in a limited amount of time.

Because the contents of profitable adventure rooms are, by nature, kept a secret and it is a highly competitive marketplace, there are not resources publicly available to help those wanting to start or improve an adventure room. This is probable why the methodology of adventure rooms was also not explored earlier within adult education field, as there were no recommendations how to do it. Thus, this toolkit of is innovative and represents the first step towards using adventure rooms methodology in adult education work of ours.

The toolkit comprises of two parts. First part covers theoretical concepts and methodology of Adventure rooms with recommendations on using such methodology in adult NFE education when developing entrepreneurial culture in organisations/institutions and when organising quality adult education activities for entrepreneurship of citizens, and so on. This part is also focused on how adult education institution premises can be used for efficient and effective Escape/Adventure Rooms in adult education for entrepreneurship.

The second part comprises of practical examples related to the organisation of Escape/Adventure Rooms in adult educations. More precisely, this part consists of one detailed example of Escape/Adventure Rooms for development of entrepreneurial mind-set and intelligence of our beneficiaries and that are easy to multiply for future adult educators. Furthermore, the second part consists of a set of workshops and respective education support materials for organising / multiplying such adventure room in entrepreneurship adult NFE education for unemployed citizens in our communities with the aim to improve their entrepreneurial intelligence and mind-set.

PART 1 – Concepts and Recommendations

Importance of inspiring creativity and innovation in adult education for entrepreneurship

Entrepreneurship is a field that is bound with creativity and innovation which are the spirit of the enterprise and they both play a vital role for an enterprise to be successful. Generally speaking, entrepreneurs are expected to have the ability to create and invent, since its primary goal is to develop a product and sell it in the market. Entrepreneurial creativity can be defined as generation and implementation of new ideas and also includes the management of the organization that will eventually lead to successful entrepreneurship. This implies the development of organization environment such as team climate. Innovation in entrepreneurship is relevant due to the competitiveness of the market. Without the innovation the enterprises would become obsolete. Entrepreneurs combine their new creative ideas with the market opportunities to launch and place the product. So, it can be said that thinking outside of the box and crossing the already known boundaries and traditional solutions through critical thinking his screaming success potential.

Escape Rooms / Adventure Rooms methodology conceptualisation

Escape Rooms and Adventure Rooms are on site game based thematic actions where players, mostly in teams solve riddles, tasks and puzzles by discovering clues and perform a sequence of tasks in one or more rooms with the aim to escape, that is find the exit and end the game in a specific amount of time. These rooms can be both in virtual and physical space. Usually, the duration time of an escape or adventure room is 60-90 minutes. A text base game developed by John Wilson in the 1988 by the name of Behind Closed Doors, Was the first game with players trapped inside of a room. In the next decade, this concept gained a lot of attraction and escape room-based video games were starting to develop. Japanese creator Toshimitsu Takagi developed and released a game called ‘‘Crimson Room’’ in 2004 which gained popularity which was fostered by the growth of Internet access. All of this brought attention to escape room methodology which eventually led to physical real time escape rooms development. In 2007. A man named Takao Kato from Kyoto, created the first physical real-time escape room. This led to escape room games business and entertainment industry development which spread out throughout the entire world and enables people to experience the game as main characters. As the popularity of this methodology increased, organizations that offer professional educational programs as well as education institutions have started to realize the potential and adopted this methodology in their programs.

Concepts and principles

Nowadays escape rooms are organised in diverse topics such as, business, professional sports, economy, history, social topics, entrepreneurship, computer science and etc. Escape room methodology can be a used and designed for educational purposes. The difference between educational adventure rooms and recreational ones is that recreational escape rooms have the main purpose to facilitate fun, while on the other hand the educational escape rooms have specific learning goals for participants to achieve while solving the tasks and challenges put in front of them. the educational escape rooms are usually designed for a specific target group and all designed tasks correlate to a specific program or a curriculum. Another difference is that recreational escape rooms are meant for up to 10 participants while in educational escape rooms are mostly designed to have a bigger number of participants.

The differences (audience, puzzles design, puzzles outcomes, space, time and duration, and number of users) presented in the table below which was designed by Prado et al in 2021.

Topic	Conventional Escape Rooms	Edu-Escape Rooms
Audience	Broad	Specific target group with well-defined learning goals
Success rate	Variable	High
Puzzles	No need to align with the curriculum	Align with the curriculum
Puzzles outcomes	Variable	Numerical or alphabetical codes
Spaces	Usually one or several rooms connected	Usually more limited (classroom)
Time to set up and clear away	Freer	Limited (academic timetable)
Number of users	Usually one team (3–7, average)	A whole class or course (groups of 20–100)

Table 1: Differences between Escape Rooms and Educational Escape Rooms[1].

Although there are numerous variations of escape and adventure rooms there is something they all have in common. First, every room has a **specific Theme**. The theme of the room is usually set up with a brief back story which allows to set the stage for the game. Not everyone succeeds to find all the answers that were put in front of them and that is why most of the escape rooms include **hints** that are provided for the players who are struggling.

Roles

The escape/adventure rooms are aimed to be a teamwork-based activity, like in every team a division of roles is recommended for a successful finish of the game. The escape/adventure differentiate on types, complexity and topics and thus can involve different characters in the game. However, there are few roles that are common in most of the escape/adventure rooms:

- The Host - Gamemaster
- Players
- The Leader
- The Strategist
- The Clues Finder
- The Organiser
- The Reader
- The Worker
- The
- The Leaper
- Non-Player Characters (NPCs)

[1] Edu-Escape Rooms - Scientific Figure on ResearchGate. Available on: https://www.researchgate.net/figure/Differences-between-Escape-Rooms-and-Edu-Escape-Rooms-Adapted-from-31_tbl1_347561823 Last visited: 14.09.2022.

The Host - Gamemaster

The gamemaster is the host of the activity and the scenario behind it. The host has the task to organise and observe the situation while the players are playing the game. Understanding the players' needs and providing them with guidance upon need is the most important and crucial part of the job. The game master provides guidance and prevents the players to break down (which is likely to happen) since it is a time limited live performance and can easily lead to unwanted breakdowns, malfunctions etc. This can easily lead to stress and confusion. It is necessary for a gamemaster to be able to act and think fast while helping the players in a way that will not disrupt their experience or even not notice the help that was provided to them. Debriefing of the activity is another task a game masters do. This implies providing information to the group who successfully/unsuccessfully completed the game order to better understand the game, get the final feedback and comments, but also to analyse the situations that lead to the unfulfillment of the tasks. More specifically, the gamemasters role is to:

- Brief the players before the game starts
- Explain the rules of the game
- Give reminders and updates to the players
- Explain the communication and how to get hints if needed
- Monitor the game flow
- Resetting the room after a group finish
- Debriefing

Players

Players are the main characters of the escape/adventure rooms. As people differentiate in skills and capabilities, they also bring different perspectives to the tasks and the activity itself. When the group is formed a division of roles usually happens inside of the team. Escape/adventure rooms are aimed to foster a collaborative effort and adopting a team spirit and strategy is desirable and necessary for a successful venture. The players rely on trust, capability of critical thinking and effective communication of their team members. There are different explanations for types of players within the escape room and they vary in number 4-8 types. The recent studies show that there are eight types of players: The Leader, The Thinker, The Finder, The Organiser, The Reader, The Worker, The Rogue, and The Leaper.

The Leader

Usually chosen by the team members or self-elected, the leaders' task is to facilitate the complete process inside of the team and coordinate the strategy. It is also their responsibility to set up a game plan, assign roles to the other players, make executive decisions, settle conflicts and encourage teamwork. The leader tracks the process and ensures the management of the tasks with the aim to achieve the goal. Leaders usually are confident and have outgoing personality.

The Strategist

The strategist is the thinker in the team. This is a natural puzzle solver with high analytical skills. This person is able to be focused on the task and is very meticulous, which can be a little disadvantage as their tendons to perfection can lead to a lot of time consumption.

The Clues Finder

The clue Finder is a person who is very observant, curious and energetic. This person is the one to look carefully around the room in search of clues and information. They usually have exceptionally good detail-oriented abilities with high level of attention. Another role of the Clue Finder is to keep track of all the find close and information in case that they will be used in the later stage of the activity.

The Organiser
The role of an organiser is to organise everything important neatly in a specific space but also to put away the things that are not important and can be distracting. This enables the team to use the right items at the right time during the activity which is particularly important since the game is filled with puzzles. Additional role of the organiser is to connect the clues between the tasks and to ensure that the right sources are used.

The Reader
The reader's role is to read the clues and instructions of the game. Escape/adventure rooms contain abundance of instructions throughout the activity. Not everyone will pay attention to what has been said but the reader is the one who is able to read in between the lines with specific attention. In additional role of the reader is to keep track of the clues and the patterns that occurred during the game. It is essential for the reader to be able to communicate all of the findings to the leader.

The Worker
The worker is a person who is not easily frustrated and powers through the tasks and thus all the groundwork that needs to be done during the activity. This person has the ability to fully concentrate on solving a task and more importantly has patience to do so.

The Rogue
The best word that describes the rogue is agile. This person is handy, and they are perfect in coordination to solve puzzles that require physical strength. This person is the one to solve physical challenges in record time without much difficulty.

The Leaper
The wild player, the joker. This is a person who is staying and thinking outside of the box during the activities. This person is creative and solves the tasks in unorthodox and illogical way. His creative thinking brings uncommon perspective to the game.

Non-Player Characters (NPCs)
The non-player characters, known as NPCs, are usually incorporated in online games but can also be fined in many escape/adventure rooms. These characters are included in the game as an addition, and they are not taking part in solving the tasks. They can be actors, robots, videos, audio messages, etc. and are chosen by the gamemasters with the aim to interact with the players. During their interaction with the players, they can share stories of the game, the overall goal and also guide the players. These characters are usually programmed and controlled by the gamemaster who observes the game. They can also serve as a response mechanism to the players requirements.

Game – based learning strategy for adult education

Game based learning is where principles of a game are embedded in learning activities. The learning activities promote the participants engagement and overall motivation to learn. This is an active learning methodology in which we are using games to enhance participants learning. Game based learning can be done in a digital setting, but also non digital setting can include digital simulations. The game-based learning is suitable for adult education as it has diverse benefits:

- it fosters active learning
- it enables the implementation of authentic learning setting
- it fosters collaboration and social interaction

- it helps closing the culture gap
- it boasts engagement and motivation of the participants
- it improves relationships
- it fosters the increase of confidence and self-esteem
- it fosters the development of developing critical thinking
- it helps with fast strategic thinking and problem solving
- it fosters skills building
- it provides an engaging experience.

Key steps for incorporating Escape Rooms / Adventure Rooms methodology within an adult education programme

One of the most important aspects when implementing escape rooms/adventure rooms methodology within adult education is to know the target group, hence, the participants that will be part of educational program (the players). The escape room methodology can be adjusted according to the needs, knowledge, and skills of the participants. The primary target group in this project are adult (18+) unemployed disadvantaged individuals. The target group can be defined by age, gender, income, location, interest, certain physical disadvantage and more. Below are some key steps and elements to think of when organising an escape room.

- Find out your target group needs
- Find out your target group level of knowledge and skills
- Set the goal and purpose of the programme
- Create a story
- Create the puzzles and clues
- Organise the setting and rehearse
- Be present during the activity
- Celebrate and reflect

Combining methodologies of Adult NFE education for entrepreneurship learning and Escape/Adventure Rooms

Non formal education is a planned and structured program and process of social and personal education with the aim to improve or develop wide range of competencies, attitudes, knowledge, and skills outside of the formal educational curriculum (formal learning) in a specific topic or a field. This type of education is widely incorporated in adult education. Many methods and methodologies are being practice in the field of adult and nonformal education such as interactive role-playing games, simulations, theatre, team building, brain storming, group works, video on music production, picture collection, energizers etc. The similarity between these methodologies and escape/adventure rooms is not questionable. Usually the escape/adventure rooms drawn the inspiration from different stories or topics.

There are many predecessors of escape/adventure rooms and some of them are treasure hunts, interactive theatre, adventure game shows, digital games, and thematic entertainment industry. Non-formal education plays an important part in the lifelong learning process of individuals in place significant role in empowering adult learners of all age and different personal or professional interests through raising competences and empowerment. The advantage of non-formal education is that every person is able to choose a program by their preference and voluntary participate. the non-formal education helps individuals and groups to develop their personal ideas, projects, and business ventures etc.

Adult education and entrepreneurial learning

Entrepreneurial learning has been defined in many ways and it refers to the concept of acquiring and development of skills, knowledge and mindset linked to the entrepreneurship. This concept implies ability to generate an idea trough creative process and put it into action. The process requires to take on responsibility and independent way of thinking. First stage is creating a business idea which is followed by the scanning the market, that is, the evaluation of the existent opportunities. Upon that making a clear business plan and strategy is essential, as this will lead to business formation and eventually company growth. Most successful entrepreneurs have a certain set of skills that allow them to facilitate the process. Alongside others, the most important skills, knowledge, and mindset to have as an entrepreneur are:

- Having a vision and planning – having a clear idea of the goal set to achieve

This allows to clearly set the steps which will feed into the strategic plan.

- Re-examine oneself, plans, strategy, and decisions

This critical way of thinking will ensure a constant drive towards new and possibly better decisions for the future. As the environment is changing nowadays in a very fast pace some adaptations can be desirable to set the business in real-time environment.

- Passion and work ethic are crucial and cannot be separated

Passion is what drives the idea forward, but work ethic is what makes it happen.

- Communication is a way to share the ideas with the team and the world

Having a clear and transparent culture of communication will make people feel part of the vision and committed to what it stands for. Communication is a two-way street and being able to listen is as much important as being able to transfer, as this can lead into seeing more sides and aspects to the creative process and planning.

- Financial literacy

Entrepreneurs can be described as investors which allocate resources, usually money. This requires the ability to be rational and have a number-based approach with little space for emotions to lead.

- Leadership and teamwork skills are equally important

The leader is the one to set the vision and mission into motion, but the team is the one who will put it into action, and this requires a clear and positive work relation between them.

- Risk taking and risk management is willingness to take on a risk while pursuing the goal

Everyone can take risk, but the power lays in knowing the real state of things. Taking risks means understanding the risk and weighing it against the opportunity with data is a key step that will preferably lead into maximizing the success while minimizing the possible negative outcome.

As already emphasised, the entrepreneurial learning can be defined as the process of developing entrepreneurial skills, knowledge and mindset that enables the individual to activate and execute creative ideas. A variety of factors influence the adult person in the process of development and entrepreneurial learning. Some of these factors are social economic background, level and type of education, family background, personality and character, sense of identity, sense of belonging, network of personal and professional contacts, experiences, developed competencies, ability to identify opportunities and take initiative, ability to fail, reflect, adjust, and pursue.

Entrepreneurial learning in adult education can be fostered in two areas with slightly different focus. First area is entrepreneurship education for adults with the aim and focus to develop the ''KNOWledge''.

The "Know Why" model described by Middleton and Donnellon[2] explains that entrepreneurial learning consists of three dimensions – individual's knowledge, cognition and capabilities to engage in entrepreneurship (Know What), one's skills and knowledge of ways of how to become an entrepreneur (Know How), and especially of one's understanding of the reasons to engage in entrepreneurial activity (Know Why). The second area is the focus is on transforming the behaviour, attitudes, values and beliefs through the development of an entrepreneurial mindset in order for the adults to develop themselves in professional and personal areas. To be able to transform an adult need to develop this entrepreneurial mindset which will enable him to offer his services, through the business world by establishing an organisation (an enterprise) or not, on a local national and global level. These are the reasons why entrepreneurial learning has value and is important.

An adult having entrepreneurial mindset will drive innovation and creatively solve the problems existing in society by offering their competences on the labour market through their organisation. This also positively effects the labour market itself, the social economic situation, of not only the individual but also the employees and the work area of the organisation. It is not essential for an entrepreneurial learning to result in starting up a business. The personal transformation of an adult can lead to a fulfilling the higher potential, becoming more active citizen, starting initiatives and projects, starting non-profit organisation and much more, which leads to having a positive and beneficial impact on the community and the world. While developing the entrepreneurial mindset an adult learns how to take responsibility for growth and development of his personal and professional reality. As a result, an adult is more likely to stop relying on external help and resources from institutions and becomes fully independent. Through the process adults learn to be aware of their behaviours, competences, attitudes, beliefs and values. This awareness and self-reflection are an important part of change because the results drive change not only for the individual but the community transformation also. As the world is fast paced changing in so many levels, the adult education rises the awareness of the importance and the necessity of lifelong learning which enables facing uncertainties and drives development and growth.

Interpersonal and intrapersonal skills in entrepreneurship.

Interpersonal communication skills and intrapersonal skills are connected and cannot be divided. They are a part of emotional intelligence and ability to communicate ideas, needs and goals in an effective way. As large part of entrepreneurship is networking and teamwork these skills are necessary and good to have or develop to be a successful entrepreneur.

Interpersonal skills

Entrepreneurs with strong interpersonal skills are good team players and work easily with other people. These skills also include self-awareness and control of internal processes as well as the awareness of the body language and the tone of voice, and this is also important alongside the message that is being delivered. These are communication skills embedded in our emotional intelligence and here are some examples:

- **Empathy** is the ability to connect with other people feelings which helps bonding with team members and colleagues and boosts morality and inspires loyalty.
- **Inclusiveness** can help build a culture where everyone feels safe of expressing themselves which will lead to growth and encourage creative thinking.

[2] Middleton, K. W., Donnellon, A. (2014). Personalizing Entrepreneurial Learning: A Pedagogy for Facilitating the Know Why. Entrepreneurship Research Journal 4(2), 167-204.

- **Leadership skill** is ability to get others to listen to your message and make the desirable changes which can foster better working environment and help in achieving results. Leadership is all about inspiring the team to be dedicated, sharing the success, creating a pleasant positive atmosphere, and accurately communicating the vision.
- **Listening and Responsiveness** are important because it shows that the person values the information given which can also be requests or concerns. It is essential to show others that their time, energy and thoughts are valued.
- **Conflict management skill** is necessary in entrepreneurship due to the fact that organization is not a one man show and having more people working together can lead to a conflict. This is a skill that helps control the conflict and lead it to a desired result that is hopefully beneficial for everybody and there are many distinctive styles [3]to do so.

Intrapersonal skills

Intrapersonal skills are important in entrepreneurship too be the most effective version of self. This is all about self-motivation, setting goals, resilience, strategizing, being agile and coping with distractions and managing emotions effectively.

- **Productivity** is the ability to manage a workload and produce positive results coming from internal motivation and strengths.
- **Resilience** is the ability to stand up when being down. This is all about adopting the attitude and actions to quickly recover from setbacks in a positive outlook.
- **Decision making** is one of the trades of an entrepreneur, and this skill requires to be able to take quick decisions that may decide on the fate of the organisation. This requires putting the decision in a right time and in the best interest of the company often.
- **Visualization** is the ability to see a future vision of the organisation and the best way to realise it. This is all about turning an ambitious vision and manifest it into action.
- **Resourcefulness** is the ability to optimise when facing obstacles whether it is creating something new or improving something already existing. This ability often imbeds imagination and persistence that leads to growth.
- **Analytical and strategic thinking** include the ability to tackle complicated tasks through organised and gathered information evaluation. This critical way of thinking leads to making better strategic decisions based on data that was collected and analysed.

[3] Read more at: Five different conflic managemet styles and 27 Conflict Resolution Skills

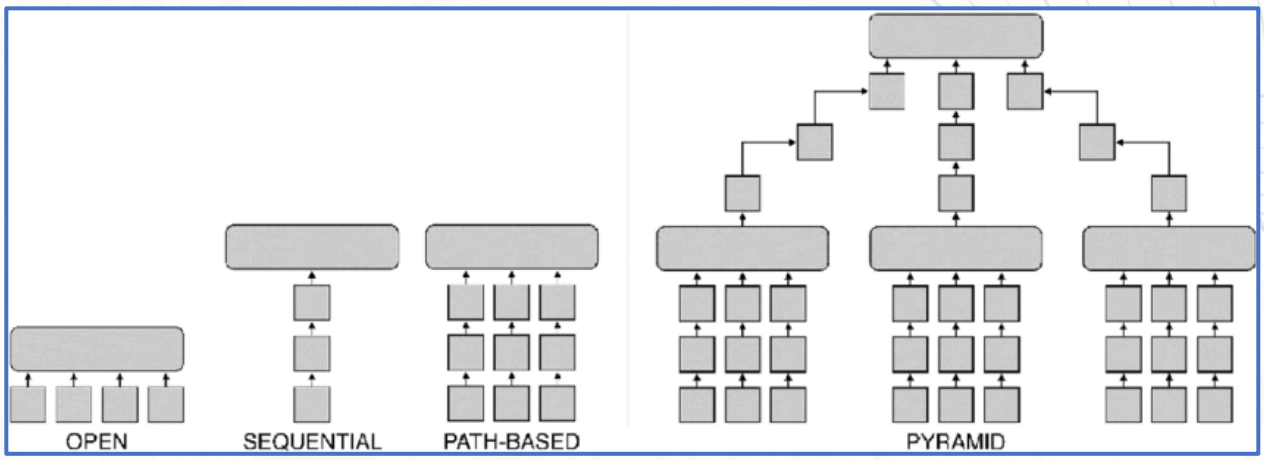
Using diverse types of puzzles and tasks for organising Escape/ Adventure Rooms within adult education for entrepreneurship

Escape rooms can be designed with diverse types of puzzles. Puzzles can be categorised as[4]:

a) cognitive puzzles that make use of the players' thinking skills and logic;
b) physical puzzles that require the manipulation of artefacts to overcome a challenge, such as crawling through a laser maze;
c) meta-puzzles, the last puzzle in the game in which the final code or solution is derived from the results from the previous puzzles, (Wiemker et al., 2015).

All these types of puzzles can be applied for educational purposes, which is adult education as well. The concept of entrepreneurship can include different subtropics and hence different puzzles can be used for a specific topic. There are different puzzle structures in the escape rooms.

[4] Source: https://www.sciencedirect.com/science/article/pii/S1747938X20300531 Last visited: 16.09.2022.



Puzzle structure in escape room - room – Introduced by Nicholson (2015), Source: https://www.researchgate.net/figure/Puzzle-structures-in-escape-rooms-a-basic-structures-open-sequential-and-path-based_fig1_347833115 Last visited: 12.09.2022. Veldkamp, Alice & Grint, Liesbeth & Knippels, Marie-Christine & van Joolingen, Wouter. (2020). Escape education: A systematic review on escape rooms in education

In an open structure, the players can solve different puzzles at the same time. All other puzzles need to be solved before the last one. The sequential structure presents the puzzles one after another; solving a puzzle unlocks the next, until the meta-puzzle can be solved. The path-based structure consists of several paths of puzzles. Combining some of the basic structures produces a complex, hybrid structure, which may take, for example, the form of a pyramid[5].
When organising and escape / adventure room in adult education, the trainer can choose between these different puzzle structures and can make necessary adaptation or combination depending on complexity of the activity, number of participants or the space for the activity.

Debriefing is an important part of the escape room and task for the gamemaster, and here is why[6].
The role of the teacher after the gameplay is to debrief. The review shows more than half of the studies mention a form of debriefing, usually in facilitated small group discussions. The duration ranges from 5 minutes to 2 hours, which reflects the importance given to the debrief by the educators. We have listed and summarised components of the debriefs mentioned. In general, a debrief start with 1 and 2, followed by 3–7 in no particular order.

1. Time to decompress after the intense gameplay, with room for primary reactions. This phase is also known in recreational ER as a cooling down period (Nicholson, 2015).
2. Exchange of experiences on the gameplay, as developers want to get feedback on the activity.
3. Questions and concerns of participants. Participants can ask questions and verify their reasoning.
4. Discussion of the puzzles, content course knowledge and skills needed to solve them. The relation to the learning goals is seen as crucial, to solidify the learners' knowledge as they recall and elaborate on the course content.

[5]Puzzle structure in escape room; https://www.researchgate.net/publication/347833115_Escape_education_A_systematic_review_on_escape_rooms_in_education Last visited: 12.09.2022. Veldkamp, Alice & Grint, Liesbeth & Knippels, Marie-Christine & van Joolingen, Wouter. (2020). Escape education: A systematic review on escape rooms in education

[6] https://www.researchgate.net/publication/347833115_Escape_education_A_systematic_review_on_escape_rooms_in_education Last visited: 12.09.2022. Veldkamp, Alice & Grint, Liesbeth & Knippels, Marie-Christine & van Joolingen, Wouter. (2020). Escape education: A systematic review on escape rooms in education

5. Extent of content knowledge. For example, to connect the knowledge and skills to other contexts, or discuss new topics encountered during gameplay.
6. Feedback on students' performances. The feedback is given in relation to learning goals and is important in ERs with an assessment goal.
7. Reflection on the individual learning process and formulating goals for future developmental goals or job skills.

Using facilities of an adult education institution for efficient and effective Escape/ Adventure Rooms in adult education for entrepreneurship

Physical space

Physical space can be used in different stages of the game and the game master is the one who decides if the players do the activity only in one room or multiple rooms. If the trainer is using one room, he has to make sure that that room offers all the necessary materials that will be needed for the activity, especially if digital tools will be used, the trainer needs to make sure that laptops and free Internet are available. It is also crucial to fill the room not only with the puzzles but also with a lot of additional materials and objects that will be a ''distraction'' to the players. In case that the trainer is using a space that is provided by an educational institution, he can foster the activity in multiple rooms. The trainer can set one or more puzzles in one room then, one or more puzzles in another room etc. If the trainer is doing so, he has to be careful regarding the monitoring of the session. If the participants split in smaller groups and each group has its own task it will be impossible to monitor them if one group is more advanced and gets to the next room before the other one. So, trainer has to keep in mind of the need to have another gamemaster to help monitor the activity.

Equipment (computer, screens, etc.)

Besides the fact that escape rooms can be fully fostered in a virtual environment, the trainer can use the digital setting in your physical escape room. In case the trainer would like to have a non-player character (NCP) in the escape room, he can have one in a digital form. The trainer can use touch screen monitors and laptops for participants to solve them there. The use of technology in the escape rooms can make them more amusing but the trainer has to be aware that the participants know how to use them.

Safety concerns and locked doors

It is debatable on how to create a safe environment for the players while maintaining the fun element of the escape room, that is, that they are locked behind the doors (in most cases). Every game master should provide a secondary exit that players will have in case of an emergency. The trainer must be aware that something unfortunate and unexpected can happen and he will be on the other side of the doors which are locked, so he needs to be prepared to either have a quick access himself or participants to have a quick secondary exit.

Advice to educators when organising and leading the Escape/ Adventure Room

Teachers are crucial in the learning process, also in collaborative learning (Hattie, 2009). The teachers have the role of the game master that is he's taking the tasks of introduction of the game, monitoring, griding, providing hints and debriefing. Potential recommendations to educators when organising and leading the escape rooms are the following:

I. **Only intervene when necessary**

It is crucial to know when to provide guidance because learners can feel frustration and less ownership if the guidance is given too early.

- **Be focused on the activities withing the group**

It is crucial to follow the steps of the participants to be able to intervene when and if necessary.

- **Have your eye on the clock**

As participants, the trainer also needs to have your eye on the clock to remind them at the end of the game that the time is running out.

- **Have mini-encounters ready**

Participants are very unpredictable and may surprise. It can happen that during the activity that the trainer realized that the participants are going through the activity a lot faster than anticipated. In this case the trainer can have a brief list prepared to ''deconcentrate'' the players. This can be the use of the NCP's, playing the music or videos etc. Just a little action that can throw them out of focus.

PART 2 – Practical advices and activities, workshops

This part consists of practical example of adventure rooms for development of entrepreneurial mind-set, intelligence and respective education support materials for organising / multiplying such adventure room in entrepreneurship adult NFE education for unemployed citizens with the aim to improve their entrepreneurial intelligence and mind-set. This part also includes three workshops to foster the development of communication and other relevant skill of adults and further reading suggestions.

Escape/Adventure Room: Empire State of Mind

Title: Empire State of Mind

Duration: 60 minutes

Background:
The activity will activate the participants to use their knowledge and experience. The activity will foster the development of cooperation through group work, communication skills, thinking critically, stimulate creativity, foster interaction, critically analysed information, stimulate cooperation skills and active participation. This escape room consists of different puzzles that participants are obliged to solve in order to find the key to escaping the room and successfully complete the game activity. The puzzles designed are specifically comprised in the topic of entrepreneurship and require participants' creativity and analytical thinking to solve them.

Aim of the activity: To create an environment for participants to better understand the entrepreneurship sector and promote adult education through escape room methodology.

Objectives:

- To use interactive and innovative methodologies for adult education;
- To promote and raise awareness on adult education and entrepreneurship;
- To develop group work skills and cooperation;
- To develop participants' communication and cooperation skills;
- To create space for practicing decision making when solving tasks in group;
- To enhance creative and critical thinking.

Competences addressed:

- Literacy competence;
- Digital competence;
- Civic competence;
- Mathematical competence;
- Personal competences;
- Entrepreneurship competence;
- Social competence;
- Analytical and strategic thinking.

Methodology and methods:

- Adventure/Escape rooms
- Debriefing

<u>The detailed description of the adventure/escape room "Empire State of Mind – preparations and implementation"</u>

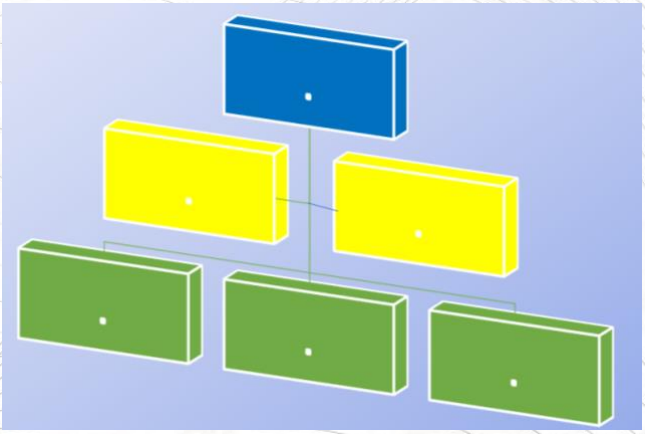
Number of players: The recommended number of players is minimum 10 and maximum 20. This is due to the fact that the group will be broken down into 3 teams at the beginning.

Main goal/objective for players inside the game: The players need to solve the tasks and escape the room.

Background introduction for the participants (given by the gamemaster)

Key rules of the game introduced to the players:

You have to solve 12 puzzles / 31 tasks in order to get the **''key''** of the room and escape it. The communication with the gamemaster can only occur when looking for hints or in case of an urgent matter. The puzzle structure of the game is a mix between pyramidal which means that you will need to solve multiple puzzles at the same time and linear which means you will need to go step by step.



Narrative/Scenario:

You are a group that gather with an amazing business idea, but you have no money. An investor has heard of you, approached you and offered you a unique opportunity. He put you in this room with the task to provide him the ''key'' in time frame of 60 minutes and he will fund your business plan fully with no returns.

The gamemaster escorts the participants in the room and before closing the door loudly says: ''Come and get your money''!

The game steps

Step 1: Completion of 3 puzzles

Instruction to the gamemaster: The participants need to solve 3 puzzles to get 3 letters in each puzzle. This is the part where it will be the best if they separate in teams to be the more efficient. The gamemaster should put the puzzle randomly in the room and at the top of each puzzle write the note "**ADVENTURE STRATS HERE".** In order for participants to go to further steps, the gamemaster needs to place a paper with 9 empty lines (_ _ _ _ _ _ _ _ _) – with the title ''**Scrabble'',** randomly in the room. They will need to figure out that there are 9 letters and that they need to put those 9 letters together in order to get the final answer which is: **''RESOURCES''.**

Instruction for the participants (to be written at the top of each puzzle): "Three magical letters I hide. The blue ones they are. Take them with you, you shall need them."

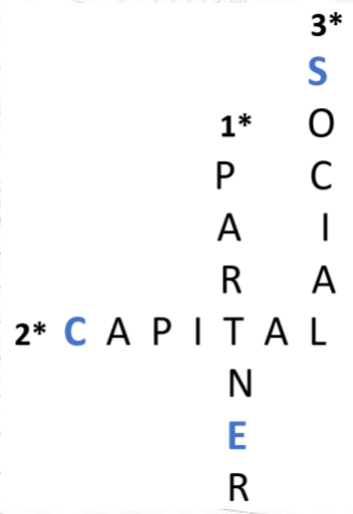
Puzzle 1: The solution:

Task for participants:
1* A person who commands and inspires group, organization, or country.
2* A plan of action designed to achieve a long-term or overall aim. An action that managers take to attain one or more of the organization's goals.
3* A company in the first stages of operations.

Puzzle 2: The solution:

Task for participants:
1* A start or set in motion, to release.
2* A person who owns (posses) something.
3* A person or organisation that puts money into financial schemes, property, etc. with the expectation of achieving a profit.

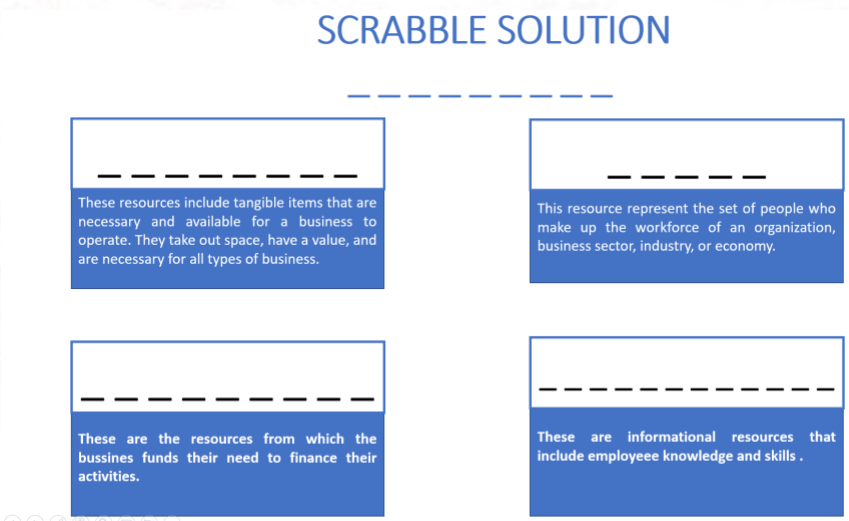
Puzzle 3: The solution:



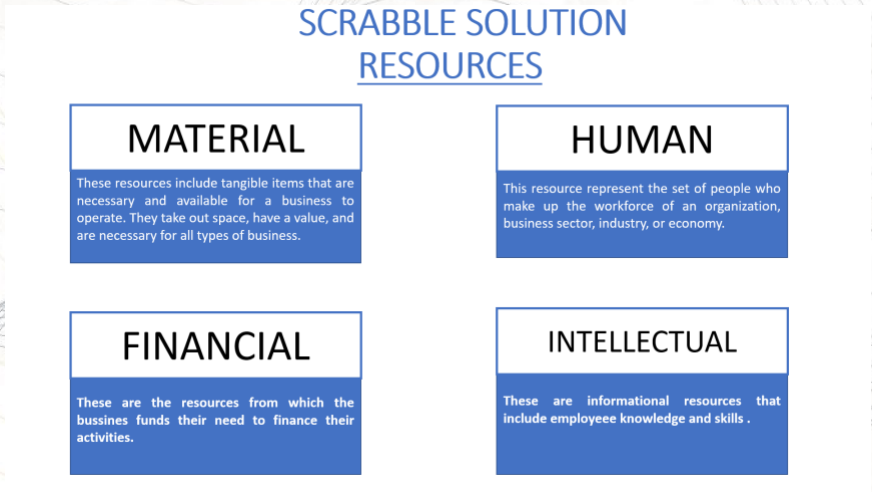
Task for participants:
1* One associated with another especially in an action: associate, colleague, someone who plays with another person on the same side in a game.
2* Wealth in the form of money or other assets owned by a person or organisation or available for a purpose such as starting a company or investing.
3* A form of business whose primary purpose is addressing a _____ or environmental challenge rather than creating profit for owners or shareholders (community-oriented organisation).

Step 2: Scrabble Solution task

Instruction to the gamemaster: This is the time when groups come together and find solutions to the given task. Here they need to define which resources exist in the business environment. For this task, the gamemaster needs to find a spot and place a paper or use an I-Pad (if available and make a PPT template with the task) with 9 empty lines (_ _ _ _ _ _ _ _ _) – with the title **"SCRABBLE SOLUTION"**. Participants need to find it and based on the description provided, define the names of each resource.



This is the solution.



Step 3: Math related tasks

Instruction to the gamemaster: For this task, the gamemaster should use a white board and colour markers (if available), or school writing board and coloured chalks. There will be needed 6 different colours and one base colour (black or white). Participants need to do math tasks in this step. For this task, the following title is presented: 'Everybody loves math'' and the gamemaster needs to put 4 empty lines. In this task participants have to figure out that they need to write the four words that they got as solutions in the previous task. The gamemaster needs to write the following instructions for the participants close to the board and place the template below.

EVERYBODY LOVES MATH

_____--_____ --_____--_____

_* X 5 = __

__ X _** = _00

_ + _*** = 4

_ : _**** = 2

* I represent the number of the words above
** I represent the number of the letter ''A'' in those words
*** I represent the number of the letter ''L'' in those words
**** I represent the number of the letter ''E'' in those words
This is the solution.

EVERYBODY LOVES MATH

FINANCIAL - HUMAN - MATERIAL - INTELLECTUAL

4* X 5 = 20

20 X 5** = 100

1 + 3*** = 4

4 : 2**** = 2

Step 4: The Riddles

Instruction to the gamemaster: Randomly in the room put a box with 3 empty lines (_ _ _) and write below: ''How much do you get when you count all the **results (=).** Here the participants should write **"126''** which is the sum up of the results that they got in the previous puzzle. When they open the box, they should find the following riddles in separate envelops:

Riddle (Envelope) 1:
Instruction to the gamemaster: Put these explanations in one paper.

Instruction to the participants: You are group ''A''.
We are the 3 countries that the Global Entrepreneurship Monitor (GEM) ranked as best in 2022 in its comparative assessment of national entrepreneurial conditions.

I am in north-western Europe and my capital city is canal system and narrow houses with gabled facades.

_ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _

UAE is my short name. Can you guess my full name? We are a federation in Western Asia.

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Open the box number which has the number that you will get when dividing the number of letters ''N'' from the solutions with the number 3. (Number of N's – 3) = Box number

Solutions – for the gamemaster*
Netherlands
Finland
United Arab Emirates

Solution – for the gamemaster*
Two (2)

Riddle (Envelope) 2:
Instruction to the gamemaster: Put these explanations in one paper.

Instruction to the participants: You are group ''B''.

I am one of the richest people in the world. I started in a garage and now I am in space.
_ _ _ _ _ _ _ _

I am the founder and CEO of Amazon, the largest ecommerce company.
_ _ _ _ _ _ _ _ _

I am an Internet entrepreneur and one of the most famous businessmen in the world. I bet you use my ''book'' every day.
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Open the box number which has the number that you will get when adding the number of letter ''O'' with the number of letter ''G'' from the solutions (Number of O's + Number of ''G's) = Box number

Solutions – for the gamemaster*
Elon Musk
Jeff Bezos
Mark Zuckerberg

Solution – for the gamemaster*
Three (3)

Puzzle (Envelope) 3:
Instruction to the gamemaster: In this envelope the trainer needs to put this picture cut it in 16 equal pieces.

Instruction to the participants: You are group ''C''. Assemble the picture.

Open the box number which has the same number of clocks in the picture.

Solution – for the gamemaster*
One (1)

Step 5: The Boxes
Instruction to the gamemaster: In this step the gamemaster will need to make 3 boxes and label them with the numbers 1, 2 and 3. Each group will have the instructions to open a box under a certain number (at the end of a previous task). In each box the gamemaster will put the following instructions. For this task, the gamemaster will need to enable them to have 3 laptops or any kind of electronical device with Internet access.

BOX NUMBER 2.
Instruction to the participants: Group ''A''.
Find out how much PEOPLE did **this country** had in 2021.
_ _ , _ _ million.

Find out how much PEOPLE did **this country** had in 2021.
_ _ , _ million.

Find out how much PEOPLE did this country had in 2021.
_ ,_ _ million.

Gradually enter the red numbers in the FINAL CODE.

Solutions – for the gamemaster*

17, 17 million.
55, 5 million.
9,99 million.

BOX NUMBER 3.
Instruction to the participants: Group ''B''.

Find out how much did the blue person had a BASE SALARY from 1998 until 2021.
_ _ , _ _ _ $

Find out how much PEOPLE did the red person made in 2021.
_ _ , _ **billion** $

Find out how much TAX did the green person had to pay for 2021.
_ _ **billion** $

Gradually enter the red numbers in the FINAL CODE.

Solutions – for the gamemaster*
81,840 $
55, 5 $
11 $

BOX NUMBER 1.
Instruction to the participants: Group ''C''.
Find out how much is the EU long-term budget 2021-2027 (Next Generation EU + Multiannual Financial Framework).
2,_ _ _ trillion€.

Find out how much % of Next Generation will be invested in the digital transformation.
_ _ **%.**

Gradually enter the red numbers in the FINAL CODE.

Solutions – for the gamemaster*
2,018 trillion
20 %

FINAL PUZZLE
Instruction to the gamemaster: The trainer needs to determine a place where participants will put in the numbers for the final code and finish the game. If the trainer has the opportunity to have a padlock, use this. This can be placed on the doors.

FINAL CODE:
A B C
759 851 120

Debriefing (40 minutes):

After the time is done or the players solve all the puzzles before the end of time and get out of the room, the gamemaster facilitates a debriefing session. The aim of the debriefing session is to understand the game, the process of playing it, the final result, and the coordination between players, as well as their role. The gamemaster can use the following questions:

- How did you feel during the game?
- How difficult or easy were the puzzles for you?
- What part of the game do you find most challenging?
- How do you feel about your personal input in the game?
- What do you think you could have done better? How did you function as a team?
- What do you think word the main mistakes made during the game?
- Do you feel that you have gained some new knowledge or advanced a certain skill or competence upon the finish of the game?
- Do you have any recommendations or remarks to share?

Materials used: 3 laptops with internet access, 2 Walkie talkie (if the gamemaster leaves the room), Boxes , Bottle, Whiteboard and different chalks for writing or big paper and markers, Handouts (paper printed tasks), Envelopes.

Relevant educational materials for organising educational escape/adventure rooms

Potential puzzles for escape room methodology

- 50 Lateral Thinking Puzzles

This material can be found at: Liles, M. (2021, November). 50 Lateral Thinking Puzzles That'll Stretch Your Mind in a Whole New Way. Parade. https://parade.com/1288259/marynliles/lateral-thinking-puzzles/

- 20 Challenging Lateral Thinking Puzzles That Are Harder Than They Seem

This material can be found at: Phillips, H. (2021, July 15). 20 Challenging Lateral Thinking Puzzles That Are Harder Than They Seem. Reader's Digest. https://www.rd.com/article/lateral-thinking-puzzles/

A detailed guide in writing qualitative narrative for an escape game:

- 7 Steps for Writing Escape Room Narratives

This material can be found at: 32, S. L. (2018, August 23). BLOG: 7 Steps for Writing Escape Room Narratives (And How to Find Opportunities to Write Them). Stage 32. https://www.stage32.com/blog/7-Steps-for-Writing-Escape-Room-Narratives-And-How-to-Find-Opportunities-to-Write-Them

Guide to create Live-Action Role Playing

- A Beginner's Guide to Live Action Role Playing

This material can be found at: Oxford, J. (2020b, March 19). A Beginner's Guide to Live Action Role Playing. Medieval Collectibles. https://www.medievalcollectibles.com/resources/a-beginners-guide-to-live-action-role-playing/

- Tips for Escape Room Game Master Excellence MAY 6, 2017, by Nate Martin

This material can be found at: https://www.puzzlebreak.us/blog/tips-for-escape-room-game-master-excellence

Enterprise Creation or Destruction

Workshop Title: Enterprise Creation or Destruction

Duration: 70 minutes

Background:
Learning about how to create an enterprise is very essential in entrepreneurial education. It provides participants with practical information on how to proceed and what skills they need to develop in order to be entrepreneurs. However, learning about the elements of damaging the operation or creation of an enterprise is also highly important as it gives hints and information on what to pay attention and avoid in order to have a successful enterprise operation. For adults, the knowledge and skills development on these aspects is crucial as they are in the age range when action-based knowledge is more useful and career success needs to be enrichened. This workshop contains an interactive activity followed with a specific debriefing session which supports in expanding the knowledge gained and sharing experiences between participants.

Aim of the workshop: To understand the essential aspects of creating an enterprise and reflect on the potential destructive elements that may affect an enterprises' operation.

Learning Objectives:
- To brainstorm about key elements of creating an enterprise;
- To discuss on the potential destructive aspects that damage enterprise's functionalisation;
- To promote communication and cooperation;
- To reflect on the practical knowledge and examples of enterprises that didn't succeed in the market.

Competences addressed:
- Teambuilding;
- Cooperation;
- Critical thinking;
- Time management;
- Personal, social and learning to learn competence;
- Citizenship competence.

Methodology and methods:
- Interactive activity;
- Debriefing.

Workshop flow:

I. <u>Creating the enterprise (15 minutes)</u>

The workshop starts with a short activity that helps participants to get introduced to the topic and the work. The trainer/educator asks participants to stand in a circle and accents that in the next few minutes

they are going to create an “enterprise”. The trainer is the first one who starts the game while giving instructions. The trainer keeps a ball of string in his/her hands and starts building the enterprise by first giving it a name. Then the trainer throws the ball to one of the participants across him/her and keeps the end of the string with him/herself. This is a new connection made. The person who caught the ball now has to name something that is necessary in order to build an enterprise, such as having an office, having capital, human resources, partnerships, and so on. At this point the trainer needs to instruct the participants to remember what the person before them said. The process of passing the ball continues further on until everybody in the circle participates and has the chance to create/mention something that is important when creating an enterprise. When done, the trainer concludes the activity by emphasising the importance of each element mentioned and asks participants to remain as they are (holding the ball strings) as the next part is connected to this.

II. Destruction of the enterprise (15 minutes)

As they stay in the circle, the trainer takes the scissors and gives them to the last person who was creating something for the enterprise. The instructions to this person are to mention something that damages the element he/she presented. This is a backward process where each participants has the chance to cut small pieces of the strings starting from the last one to the first one who started the creation of the enterprise. Thus, in the end there is no connected string.

III. Debriefing (40 minutes)

After the activities, the trainer invites everyone to join the circle for a debriefing on the workshop. The debriefing consists of the following questions:

- How did you feel when having to create an enterprise through the simulation of a string ball?
- Did you hear elements that you haven’t heard before when creating the enterprise?
- How did you feel when seeing the enterprise being destructed?
- What could have been done to prevent the distractions from happening?
- How important is the element you shared during the first activity in order for an enterprise not to fail?
- Do you know any example of an enterprise that experienced such destruction due to the mentioned elements in our activities? Can you share this story?

Materials needed: A ball of thin string or strong wool , A pair of scissors

Background documents and further reading:

- Online Implementation: this activity can also be implemented in online setting. The recommended equipment: ZOOM and whiteboard or annotation option. Trainer can find distractions here: www.youtube.com/watch?v=YtsTytOcBVs; Using annotation tools for collaboration – Zoom Support
- Adapted and based on - Patricia Brander, Laure De Witte, Nazila Ghanea, Rui Gomes, Ellie Keen, Anastasia Nikitina, & Justina Pinkeviciute. (2012, October). Compass: Manual for human rights education with young people. In Patricia Brander, Ellie Keen, Vera Juhász, & Annette Schneider (Eds.), European Council of Europe (ISBN 978-92-871-7320-1). European Council of Europe. http://www.eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf

The power of Negotiations in entrepreneurship

Workshop Title: The power of Negotiations in entrepreneurship

Duration: 110 minutes

Background:
The business sector involves different stakeholders and not only the entrepreneurs themselves. The power of having a good relationship and cooperation with public institutions (local and central government), the media, citizens, as well as other potential customers for a business is of outmost importance. It ensures successfulness in their enterprise, as well as in better reputation for future projects and new partnership establishment. Identifying the roles of each stakeholder in entrepreneurial world is essential information and skill for adults in entrepreneurship, including their functioning and interconnection for certain tasks or processes. Negotiation and communication skills are the ones that support the successfulness of cooperation between different stakeholders and meeting specific demands that they might need from each other. This session is specifically designed for participants to get the needed understanding of negotiation process between stakeholders, as well as develop related skills for future demand creation in entrepreneurship.

Aim of the workshop: To build capacities of participants on negotiation process and its importance through role play and interactive activities.

Objectives:
- To develop co-operation and negotiation skills;
- To understand the importance of negotiation process and networking;
- To explore the different approaches towards different stakeholders;
- To discuss on the role of negotiation in entrepreneurship for adults.

Competences addressed:
- Personal, social and learning to learn competence;
- Teambuilding,
- Cooperation;
- Innovation;
- Communication;
- Self-reflection;
- Critical and analytical thinking.

Methodology and methods:
- Brainstorming;
- Interactive activity;
- Small group work and work in pairs;
- Debriefing.

Workshop flow

I. Introduction and brainstorming on the topic (20 minutes)

The trainer starts by explaining that the aim of the activity is to learn more about mapping the relations between the four stakeholders in the business world. The trainer divides participants into four groups to represent those four stakeholders. The four stakeholders are:

- A social enterprise,
- The government,
- Citizens, and
- The media.

The trainer gives each Group an A4 paper and a pencil and instructs them to brainstorm for 15 minutes on what is their role in the business sector. Further instructions are to discuss on their main functions. Each group should come up with at least five most important functions. After 15 minutes, all groups join the plenary to share their discussion outcomes.

II. Small group work (20 minutes)

After brining all groups together to share the functions and role of the particular stakeholders they are representing, the trainer invites participants to join their groups again and gives them green markers / pens. The groups should now brainstorm on what do they require from each group to successfully conduct their function. Each group needs to decide on asking two demands from the other groups. They have 20 minutes for this task.

III. Negotiation process (40 minutes)

When everyone joins the plenary, the trainer announces the new activity and distributes the ''rules of play'' as well as makes sure that everyone understand their task. They have to start negotiations with other groups by presenting their demands and make others accept them. The groups have to bring their sheets in the middle of the room (laying on the floor) but slightly separated with groups members standing near their paper. The trainer now gives each group a green marker and six strands of wool. He/she explains that there are 3 rounds of negotiations which last 10 minutes each. In each round different groups will negotiate, so by the end of the three rounds each group will negotiate with each other. When the negotiation is successful, and one demand is fulfilled one piece of wool should be taped in between. The aim of this is to map the relationships between different stakeholders. While doing this mapping stakeholders will bridge and also accept the responsibilities. The negotiation process starts. Below are specific instructions for the groups and rounds of negotiation.

Rules of Play

The goal is for each actor to get other actors to accept their demands. The negotiation process is divided in 3 rounds.

Negotiation process – Round 1 parties:

- Citizens and the social enterprise
- Media and the government

Negotiation process – Round 2 parties:

- Citizens and the media
- The social enterprise and the government

Negotiation process – Round 3 parties:

- Citizens and the government
- The media and the social enterprise

IV. Debriefing (30 minutes)

After the negotiation activity the trainer continues the session with a debriefing on the workshop by using the following questions:

- How do you feel after the activity?
- How hard it was to map the functions of your assigned stakeholder?
- Were there any disagreements within your group?
- What were the learning points for you?
- Were the negotiations difficult?
- How did you decide who will represent your group?
- Do you know any good negotiation tricks?
- How did you manage in clearly communicating your goal?
- How satisfied are you with your results?
- How important do you find meeting demands in entrepreneurship?

Materials needed: A sheet of A4 paper and pencil for each group for making notes, 4 flipchart papers, 3 markers (in red, green and blue colours for each group = 9 total),4 balls of string or wool (a different colour yarn for each group), A roll of sticky tape for each group, Scissors, Rules of play - one per group: Cut 6 lengths (1.5m long) of string or wool from each ball. (24 strands in all; 6 of each colour, one colour per group).

Background documents and further reading:

- Adapted and based on - Patricia Brander, Laure De Witte, Nazila Ghanea, Rui Gomes, Ellie Keen, Anastasia Nikitina, & Justina Pinkeviciute. (2012, October). Compass: Manual for human rights education with young people. In Patricia Brander, Ellie Keen, Vera Juhász, & Annette Schneider (Eds.), European Council of Europe (ISBN 978-92-871-7320-1). European Council of Europe. http://www.eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf

Recommendations for trainers multiplying this workshop

- This activity can be implemented in the online setting. The trainer can use Zoom and breakout rooms for group work and participants can use PowerPoint presentations for presenting.
- The trainer can decide who will start the demand first. It is also important for the trainer to pay attention to how clear the groups present their demands and follow up accordingly.

Future and present Meet-Up

Workshop Title: Future and Present Meet-Up

Duration: 170 minutes

Background:
Adults who are interested in developing essential skills for running an enterprise should be aware and attentive in the fast-changing trends of the business world and keeping up with them. The entrepreneurial world is constantly enrichened with new and innovative ideas, products, services, thus it is crucial to be unique in order to survive or do well in the market where one operates. This workshop is designed with several rounds of activities, including research, which present how the entrepreneurial world will experience changes 50 years from now. More importantly, the participants will be working on specific tasks by being in the role of certain stakeholders and designing new plans for their involvement in entrepreneurship. Furthermore, this workshop is focused on stimulating participants creativity and critical thinking which are highly important in entrepreneurship and creating ideas that can easily turn into opportunity when one has the needed set of skills.

Aim of the workshop: To enhance communication skills and critical thinking through interactive group work and debates in the topic of entrepreneurship.

Objectives:
- To develop knowledge about entrepreneurs' rights and responsibilities.
- To stimulate development of teamwork skills for entrepreneurial activities;
- To develop research and communication skills;
- To gain knowledge on EU plans and initiative regarding entrepreneurship;
- To create understanding on the importance of innovation and fast changing of business world.

Competences addressed:
- Research;
- Analytical;
- Teambuilding,
- Personal, social and learning to learn competence;
- Communication skills;
- Citizenship competence;
- Creative and critical thinking.

Methodology and methods:
- Small group work;
- Presentations;
- Debating;
- Debriefing.

Workshop flow

I. Introduction to the workshop and small group work (70 minutes)

The trainer starts the workshop by a short welcoming speech and introduction on the topic of entrepreneurship for adults, and the importance of innovation and cooperation between different stakeholders. After this, the workshop continues with a division of participants into two groups. The first group are instructed that will represent EU officials, or decision makers on local, regional or national level (this depends on the group). The trainer further instructs this group to research how do they foster the development of entrepreneurship and what development plans have they set for the future. This group should research into EU policies initiatives or processes on local, regional or national level.

The second group represents the future entrepreneurs (50 years from now). The trainer instructs them to research the current problems that nowadays entrepreneurs are facing and to think about how their ideal environment and business sector would be 50 years from now. Moreover, they have to research on how those problems got resolved and what was all needed to successfully foster the intrapreneurship in the EU. Both groups are instructed to have 60 minutes for their research and preparing for the presentations that will take place afterwards.

II. Presentation (20 minutes)

After the group work, the trainer asks each group to present their plan of their particular situation 50 years from now. They have approximately 10 minutes to present their ideas.

III. Feedback and debate (50 minutes)

After the plan presentation the trainer will provide 10 minutes for each group to make feedback about the plans and the questions for the other group. The trainer should provide space for debate between the groups. The debate lasts approximately 30 minutes.

IV. Debriefing (30 minutes)

The trainer closes the debate session by inviting participants in the debriefing activity related to all activities of this workshop. The questions used for this session are:

- How did you feel during the activities today?
- How difficult/easy was for you to conduct research in the given topic?
- How did it feel to receive and but also give feedback?
- Was everyone able to participate and contribute to the activity.
- How did the group make their decision?
- Were the negotiations difficult?
- Do you believe that your idea could come true and elaborate?
- What did you learn?
- Do you have any additional remarks to share?

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

Background documents and further reading:

- Adapted and based on - Patricia Brander, Laure De Witte, Nazila Ghanea, Rui Gomes, Ellie Keen, Anastasia Nikitina, & Justina Pinkeviciute. (2012, October). Compass: Manual for human rights education with young people. In Patricia Brander, Ellie Keen, Vera Juhász, & Annette Schneider (Eds.), European Council of Europe (ISBN 978-92-871-7320-1). European Council of Europe. http://www.eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf

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Recommendations for trainers multiplying this workshop

- The future is not predetermined, and every individual has the opportunity to make the difference that is the goal that should be emphasised in this activity. If the participants struggle to imagine the concept of future situation the trainer could steer them with additional questions.
- This activity can be implemented in the online setting. The trainer can use Zoom and breakout rooms for group work and participants can use PowerPoint presentations for presenting.

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