

# INSPORE

PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

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## GAME GUIDE



Co-funded by the  
Erasmus+ Programme  
of the European Union

# THE PARTNERS



CHALLEDU -inclusion|games|education (Greece), is an educational NGO that pioneers new models of learning, inclusion and engagement through game based methods



MC2020 (Spain), a youth educational center with expertise in development of training material and implementation of workshops for entrepreneurship and employability of young people



CIP (Cyprus), is an educational NGO that addresses the needs and demands of people through their involvement in social and civic life by simultaneously providing them innovative material and free trainings related with a variety of fields, such as social entrepreneurship



KESO (Greece), is a Family Support Center of the Holy Archdiocese of Athens, since 1999, provides psycho-social support, legal counselling, medical care, foreign language training, vocational training and career guidance to members of every family in need



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# 1. INTRODUCTION

## 1.1 A PROJECT OVERVIEW

The INSPIRE SERIOUS GAME & GUIDE forms part of the co-funded by the Erasmus+ project of the European Union “**INSPIRE** - Innovative Serious Play for Identifying your Role in a Social Entrepreneurship”. The project is aiming to INSPIRE and empower young people to engage with Social Entrepreneurship, create teams and found their companies, through an innovative toolkit and a psychometric serious game.

INSPIRE project proposes that the success key for a new Social enterprise is the **TEAM**. The formation of a team with complementary skills, competences and roles before starting as well as engagement of new members during its scale-up are essential. Thus, the INSPIRE project emphasizes developing a toolkit for assessing the skills and competences as well as personality and career characteristics of young people and empowering them to develop efficient teams and companies.

The main outputs of the project are:

a. **Methodological guide** of INSPIRE project, which is a research on the field of social entrepreneurship, social startups and SDGs (Sustainable Development Goals) and describes the basic methodology of the project.

b. **Learning training guide for career development and psychometric methods**, which involves guidelines relevant to social entrepreneurship for assessing Personality characteristics and Skills and create effective teams.

c. **Learning training guide for viable Social Enterprises business models addressing challenges based on SDGs and for effective use of Social Medias**, where you can find specific examples of innovative social enterprises with different business models as well as effective ways of using Social Medias to engage people in your TEAM.

d. **Innovative psychometric Serious Game** and its guide which empowers young people to find solutions in challenges addressing SDGs, and deal with everyday activities and processes in a small social enterprise. Through the game an assessment on the skills, competences and personality of the player is done aiming to get aware of them and helping him/her to identify the role s/he can play in a team of a Social Enterprise.

All the outputs of the project can be downloaded for free through this link <https://inspireyouth.eu/the-outputs/>

## **1.2 OBJECTIVES OF THE INSPIRE- SERIOUS GAME**

The main objective of the INSPIRE-Serious psychometric game is to inspire young people to engage Social Entrepreneurship by identifying the key role they can play in a team.

The INSPIRE serious game will be a combination of all the acquired knowledge and material of O1, O2, and O3 and will challenge the players to participate in a social initiative addressing specific SDGs and overcoming existing challenges of young or/and old entrepreneurs. While playing the personality, skills and characteristics of the player will be assessed in order to give back feedback on the role he can take in a team of young visionaries and how to develop their skills.

This game guide will address young people, youth trainers, career advisors, coaches etc. and will give specific guidelines on how to download and play the game in person or in groups or how to implement the game in NEETs groups.

After reading this guide you will have learned:

- a. How to download the game for android devices and PC or laptops
- b. How to play/implement the game if you are applying it for personal use or for 1 person counseling
- c. How to implement the game in groups of people
- d. How to implement the game in NEETs groups.

Moreover after playing the game you will be aware of your skills, personality and competences and you will be able to advance them.

### **1.3 METHODOLOGY UNDERTAKEN FOR THE DEVELOPMENT OF THE SERIOUS GAME AND GUIDE**

The development of the INSPIRE serious game and of this guide was done through the following activities:

**1st Activity:** Based on the methods, tools, research presented in Output 2, Output 3, Output 4 the leader of the Output 4 together with the partners decided on the main mechanism of the game and the core scenario (scope of players, levels, challenges, mechanism of challenges, mechanism of interaction etc). The key mechanism selected was a storytelling game with choices that advances the storyline. Through these choices the game assesses the personality, competences and skills of players based on tools and methodologies presented in Output 2. Additionally the partnership agreed to have some drag and drop mini games after each level that are examples of tools from the Output 3.

**2nd Activity:** After shaping the main frame the scenario of each level of the game was developed based on 2 key methodologies from output2. The Holland and Belbin methodology. The leader of the project developed the script (questions and possible choices) and all partners reviewed them.

**3rd and 4th Activity:** It followed the development of graphics, coding and sound of the game. At this phase the leader of the output also engaged young people (through social media and physically) in order to decide the graphic style of the game. Also partners at this stage tested the game.

**5th Activity:** After partners playtesting, it followed the C2- learning training teaching activity “Get INSPIREd through serious gaming”. The trainers that participated gave immediately their feedback as well as their ideas for improvement. They also discussed the personal, group, or NEETs group implementation of the game. After the C2 each partner tested the game with young people and trainers locally. They also provided their feedback and ideas of improvements.

6th Activity: In combination with C2 and playtesting the leader of the output developed the present game guide in order to facilitate the playtesting workshops and also combine the results of them.

7th Activity: After the playtestings (either partners playtesting, C2 playtesting or local workshops playtestings) the leader of the output collected the feedback and in collaboration with partnership made some improvements. According to these improvements the game development was improved and finalized (script, coding and graphics).

8th Activity: In the end the game guide was translated in order to be available for all the partners languages.

## 2. INSPIRE SERIOUS GAME

### 2.1 WHAT IS A SERIOUS GAME

Welcome to the INSPIRE serious game! A game that aims to engage young people with Social Entrepreneurship by identifying the key role they can play in a team and to empower them to create teams that will grow ideas and have social or environmental impact!

Serious games are considered today one of the most innovative and effective ways of learning and assessing. Serious games are being explored in particular for their potential to provide more valid assessments compared to traditional assessment approaches. It is argued that serious games can provide more meaningful and authentic contexts for assessments through interactive immersive environments. Moreover the increased user engagement in assessments that can be promoted in these contexts through “fun” and interactive game design approaches is further presumed to increase the validity of the assessments compared to typical pen and paper assessments that can be repetitive and boring (Shute & Rahimi, 2017). In addition, the interactive environment of serious games is being explored as a means to reduce user test anxiety through a “stealth” approach. Finally the serious games provide a context for measuring and assessing a broader range of skills compared to traditional assessment approaches. These skills include competencies that have been identified in various domains as important for success in the “real world.”

INSPIRE serious game is focusing on assessing the skills and competences of the players in terms of their personality and career roles so as to provide them guidelines on how to form a strong team for their Social idea.

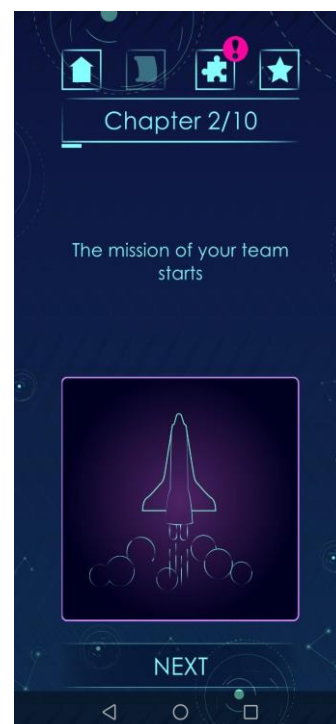
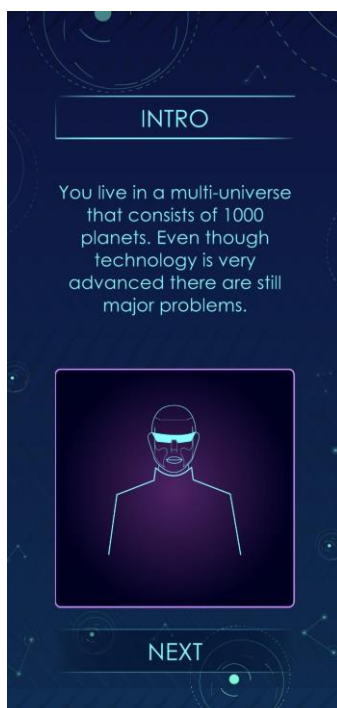


## 2.2 THE KEY CONCEPT OF THE GAME

In the beginning of the game the player selects his/her characteristics (name or nickname, age, nationality). After a short introduction on the main gameplay the player is transferred to an environment where s/he has to solve a social or environmental problem based on SDGs. The player should find the resources, plan a business model, find team members, develop the network, assess the impact and disseminate through social media its objectives.

During the game the player will meet specific challenges and s/he has to choose between different options. The options are based on existing assessment tools explained in the IO2-learning training guide on psychometric tools, while the business challenges and social media tactics are based on the IO3-learning training guide. The game consists of 10 chapters each of which presents a business tool. After the player resolves the challenges s/he takes some tips as a reward!

At the end of the game the player receives an assessment on his/her skills and competences as well as his/her roles within a team of a social enterprise.



## 2.3 THE MAIN CHAPTERS AND TOOLS

The game consists of 10 chapters that are followed by 10 relevant business tools. The key topics of each chapter are:

Chapter 1: Initiate - (Tool: Vision mission board)

Chapter 2: Analyze and understand the problem- (Tool: Why why tree)

Chapter 3: New idea innovation- (Tool: SWOT analysis)

Chapter 4: Capacity building- (Tool: Smart goals)

Chapter 5: Strategy planning- (Tool: Social business model canva)

Chapter 6: Fundraising- (Tool: Logical framework)

Chapter 7: Networking- (Tool- Elevator pitch)

Chapter 8: Management of activities- (Tools: Scrum board and Gant chart)

Chapter 9: Dissemination- (Tool: Persona canva)

Chapter 10: Evaluation- (Tool: Validation board)

All the tools referenced in the game are described in detail in IO3 learning training guide of the project that you can find and download for free in our website <https://inspireyouth.eu/>

## 2.4 THE ASSESSMENT

In the end of the game the player receives an assessment on his/her main skills and competencies based on the Holland theory as well as an assessment on the roles s/he can play in a team of a social enterprise based on the Belbin theory. The assessment is valuable since it makes each young person aware of his/her strengths, skills and competences and empowers their improvement.

Information about these 2 theories as well as more theories, methodologies and tools can be found and downloaded for free in our website <https://inspireyouth.eu/>



## 2.5 TRAINING SECTION OF THE GAME

After C2-learning training activity the trainers recognized the power of the game both in terms of the assessment as well as the tools themselves. Many trainers were searching for such an application that illustrates in a gamified manner the basic tools of business development. Thus they proposed to give the opportunity to them to use separately the assessment or the tools. They also proposed to introduce briefly in a part of the application the key points of the theories explored in IO2- learning training guide.

## 3. HOW TO DOWNLOAD THE GAME?

### 3.1 TECHNICAL REQUIREMENTS

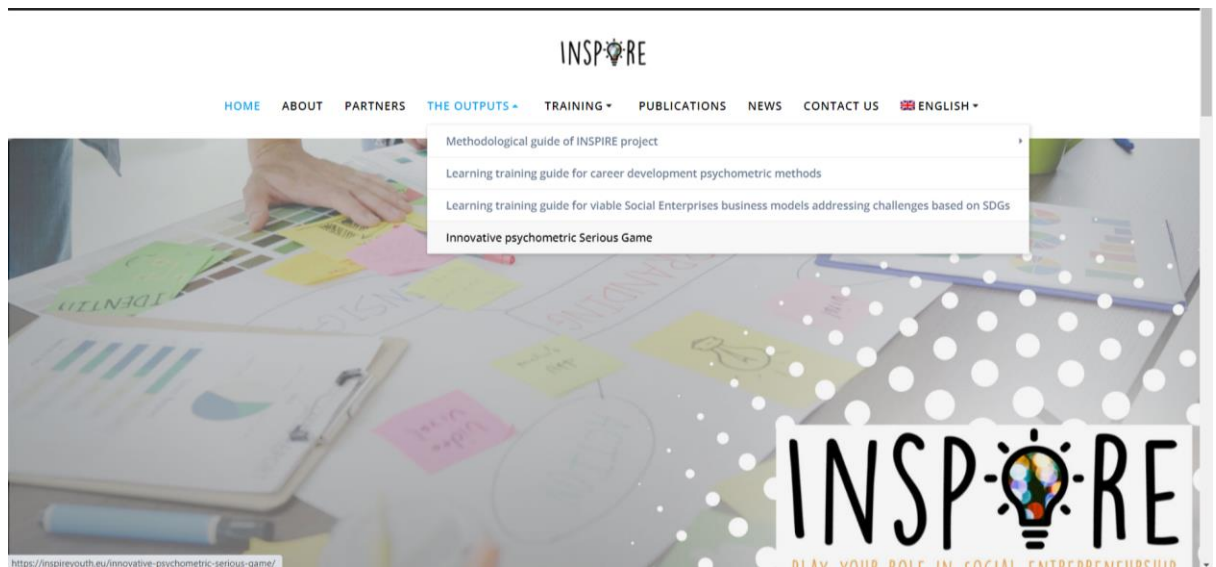
The INSPIRE serious game is available for Android mobile phones or tablets as well as for Window PCs and laptops.

### 3.2 HOW TO DOWNLOAD THE GAME?

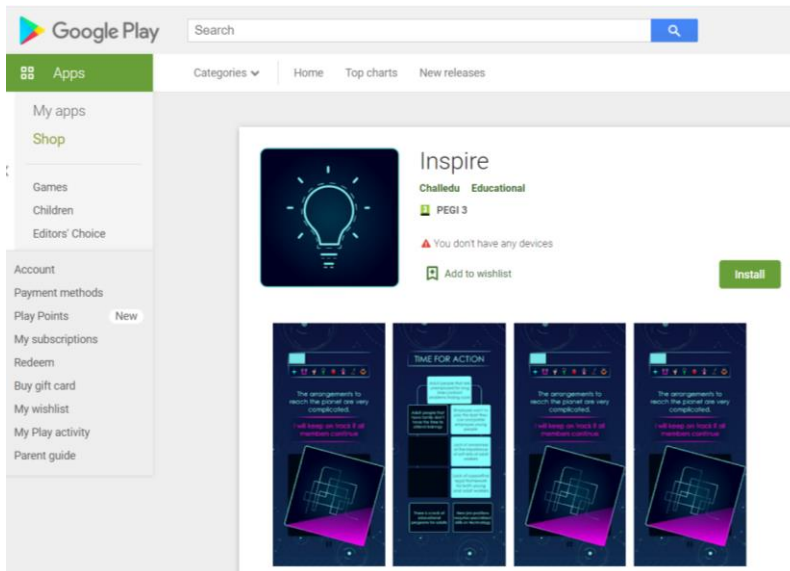
If you use an Android tablet or mobile phone you can follow one of the following options:

#### Option A

1. Click on the link of our website <https://inspireyouth.eu/>



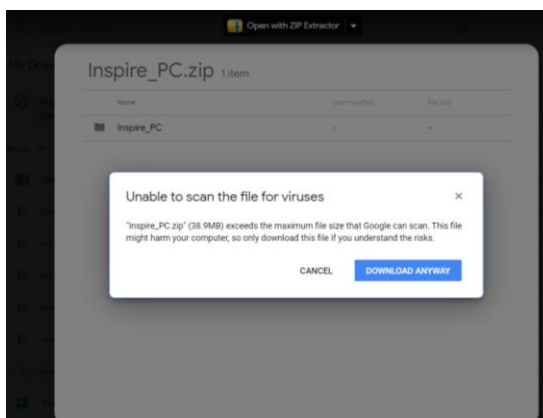
2. Click on the “Outputs” and on the “Innovative psychometric serious game”
3. Click on the “[Play the game here](#)” with Android photo
4. This will lead you to google play where you can simply click on “Install”



5. After download has been completed you can enter the game by clicking “Open” or by finding the icon of the game in your screen

### Option B

1. Click on the link of our website <https://inspireyouth.eu/>
2. Click on the “Outputs” and on the “Innovative psychometric serious game”
3. Click on the “Play the game here” with Windows PC photo
4. This will lead you to a shared zipped google drive folder. You should click on download
5. In case there is a message “Unable to scan for viruses” click on “Download anyway”



6. After the download, unzip all the documents of the folder together (at once) in the desktop or another point that you know where is it in your computer.
7. In order to start the game you should click on the file that ends in .exe

### **3.3 TIPS!**

**Tip 1:** One common mistake is to try to download the game on Mac PC or IOs. Unfortunately there is no version of the game for them. So please find an Android device or a Window PC or laptop

**Tip 2:** Please be sure that you have unzipped the whole folder of the PC/laptop version. In case you don't find the .exe file then check that you have done the unzip procedure correctly.

**Tip 3:** Contact our team in case you face problems in downloading the game

## 4. GAME SETTINGS

### 4.1 WHEN I CAN CHANGE THE GAME SETTINGS?

You can edit the “Setting” of the game either at the start or when a question of a chapter of the game has finished. You can not change settings during the instructions and intro of the game.

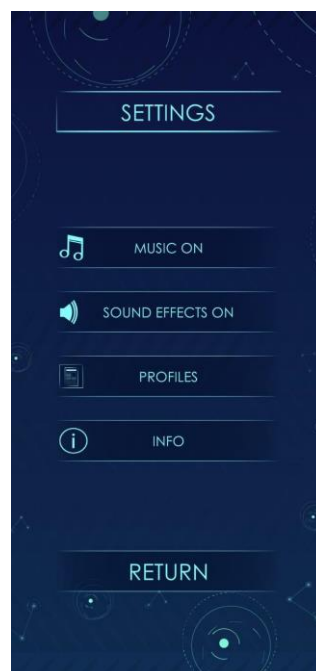
### 4.2 HOW TO GET INTO THE SETTINGS

In order to modify the settings of the game you should click on the wheel icon of the main menu

### 4.3 WHAT CAN I MODIFY IN SETTINGS?

In the settings you can do the following:

1. Turn the background music on or off
2. Turn the sound effects (win, loose, click) on or off
3. Check your previous results on your profile
4. Read more info about the project INSPIRE



# 5. HOW TO PLAY THE GAME?

## 5.1 PROFILE

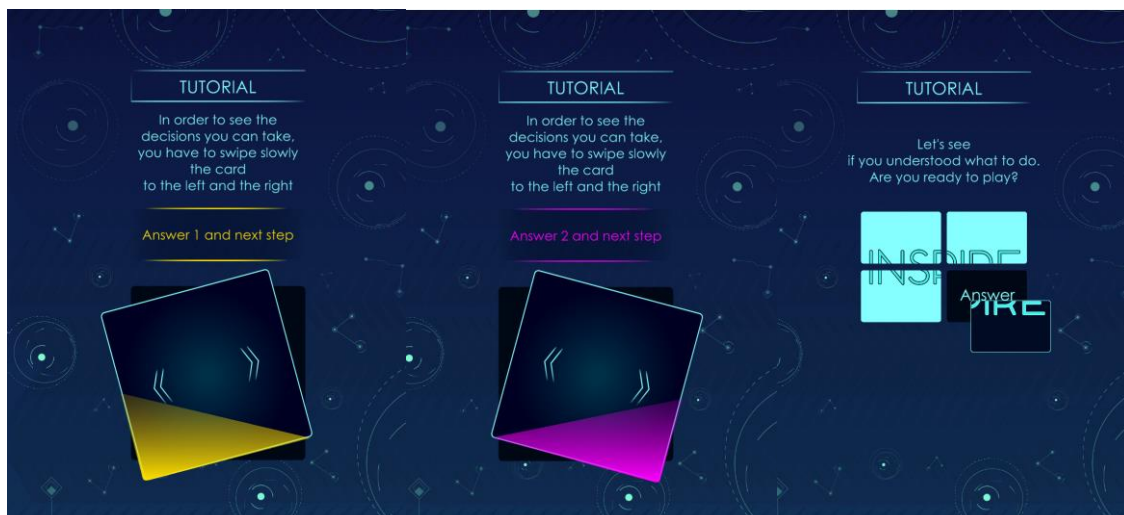
When you click on START and before starting the game you should fill in some questions. We do not keep archives on these answers. It is just for you to remember your profile and find your previous game if you pause it or see your results again and again. Or even compare results between different phases of your life!

## 5.2 INTRODUCTION-INSTRUCTIONS

The game starts by giving you some instructions on how to perform the 2 main gameplays of the game.

The one is about the storytelling and choice making sections- the main chapters of the game- while the second one is about the mini drag and drop games- the tools of the game.

Please be sure that you or your trainees have understood how to play the game.





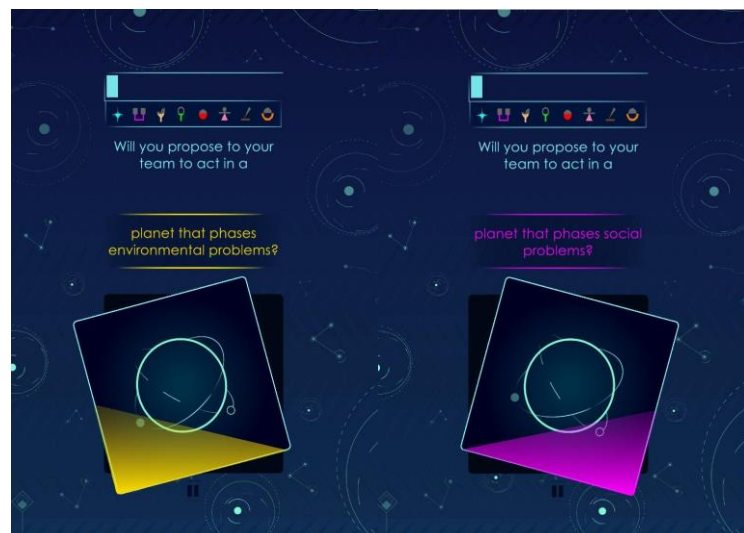
## 5.3 INTRO

The aim of the intro is to gradually lead the player into the environment of the game. It is very important to read the text in order to be able to make choices later on.

## 5.4 CHAPTERS- CHOICES

The game is divided into 10 Chapters (see above) which include either storytelling or ask the player to take a decision on how to continue. These choices are very valuable for the assessment of the skills, competences and personality of the player. So it is important for whoever wants to assess him/herself to read them carefully and to try to respond with clarity on his/her beliefs and personality.

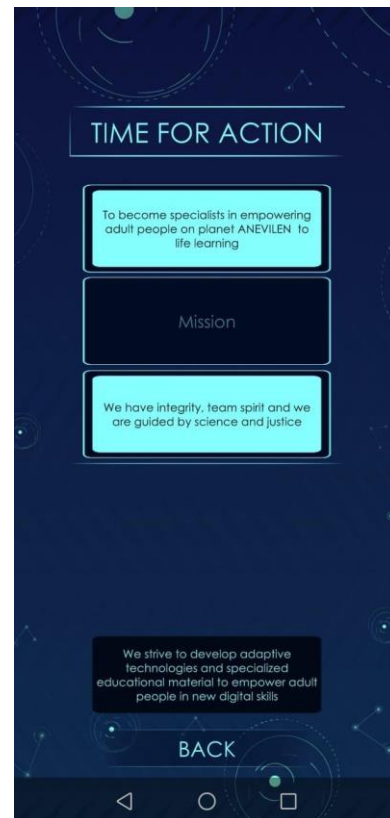
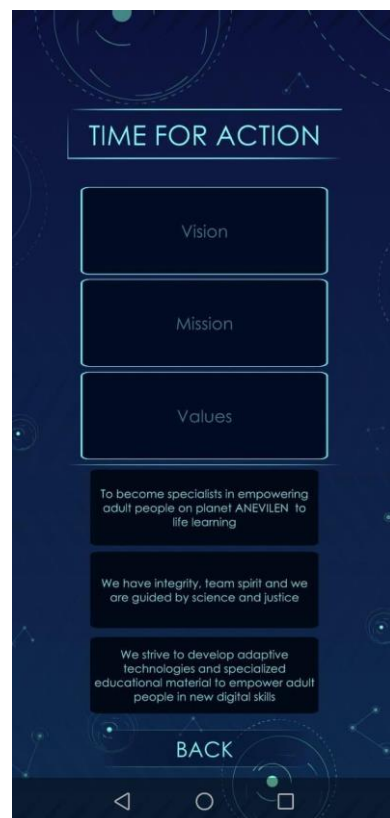
In order to see the answers for the possible choices you have to click on the square on the bottom of the screen and slide it smoothly left or right. You will notice that it changes colors as well as changing the possible answer to a question or filling in different ways a sentence. In order to verify a choice simply let your finger from the square when you can still see your answer (so left or right). If you make a mistake, unfortunately you can not go back. However you don't have to worry since it is only one answer and will not influence your score a lot. If you think that there are more than 10 wrong answers please consider starting the game from the beginning.



## 5.5 TRAINING ON BUSINESS TOOLS

After the storytelling- choices making of each chapter the game unlocks a training on a tool relevant to the topic of the chapter. The player can decide whether s/he wants to do the training or not or leave it for later on. The training explains the main objectives of each tool as well as how to use it. It follows a mini drag and drop game that enables the player to evaluate his understanding and learn how to use the tool for the “fiction game social enterprise”. When the player succeeds in completing the training and tool s/he wins an award!

The player can also play the training on a tool after the specific chapter that unlocked the training. The training on tools is also in a section separated from the game in order to let the young people or trainers emphasize more on them or to get trained on them gradually (see more below in chapter 4.7).



## 4.5 PAUSE

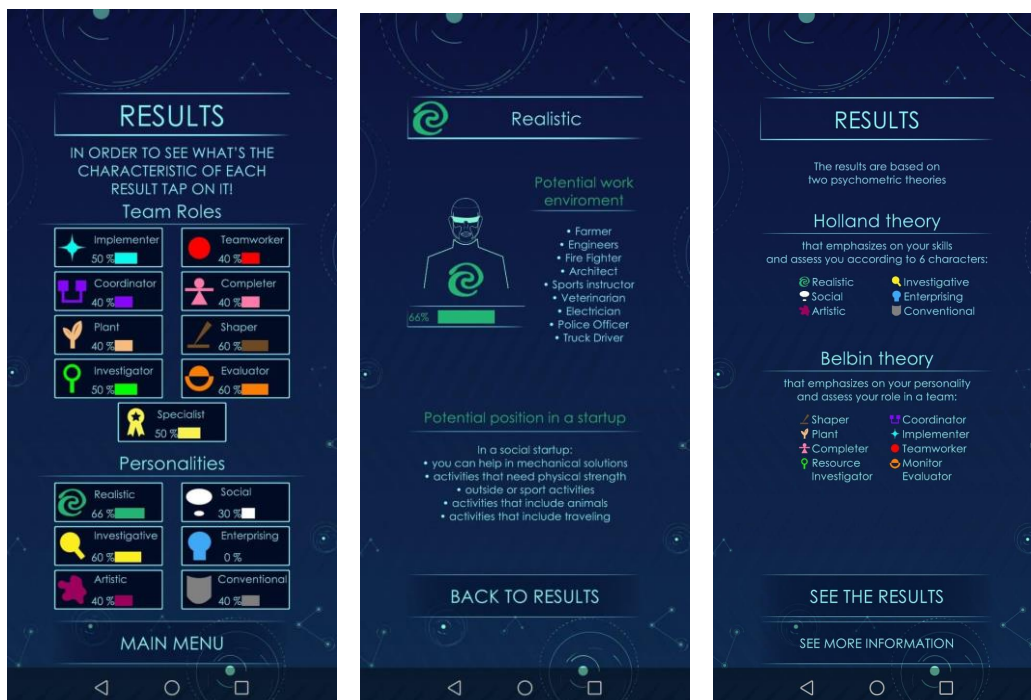
The player can pause the game at any stage after s/he has replied to a question or finished a chapter. S/he can also close the whole game and return to it later on. In this case the player can return to play the same game by clicking on LOAD the game.

## 4.6 ASSESSMENT

At the end of Chapter 10 the player will receive an assessment in the game about his/her skills, competences and personality based on Holland and Belbin theories.

The results based on Holland theory reflects more on the main skills and key competences of the person as well as the main employments s/he can follow based on them and his/her personality

The results based on Belbin theory reflect more on the main roles the person can play in a team. There is also a reflection on the possible positions in a social enterprise s/he can hold based on answers of trainers in our workshops.



It is important to underline here that the choices and questions within the game are based on questionnaires of Holland or Belbin theories not tested in large scale or undergone any validation and reliability procedures. It can show to

a player the key competences and personality strengths but the real results can differ based on the different cultural environments.

It is also important to underline that this kind of tool reflects the skills, competences and personality of a person only at the moment of the procedure. It can greatly differ after some years or even some months.

# 6. TRAINING SECTION OF THE GAME

## 6.1 TRAINING SECTION

When you enter the game, or in general from the main menu you can enter in the training section by clicking on the puzzle icon. This section includes 3 main categories:

1. Theories
2. Psychometric tools
3. Trainings on business tools

## 6.2 THEORIES

In this section you can find a short overview of the theories explored in the IO2-learning training guide. More specifically:

- Holland's theory
- Belbin theory
- Self-concept theory
- Grotferson's theory
- Work-adjustment theory
- Bandura's Social cognitive theory
- Roe's personality

## 6.3 PSYCHOMETRIC TOOLS

In this section you can find a short overview of some key tools explored in the IO2-learning training guide. More specifically:

- Holland Code
- Belbin Roles
- DiSC
- Big five
- Myers-Briggs

## 6.4 TRAINING ON BUSINESS TOOLS

In this section you can find all the gamified business tools of the I03 learning training guide that are also explored in the game. You can select to play the Social or Environmental section. This will enable you or your trainees if you are a trainer to explore each tool in more depth and try to apply it afterwards. We recommend at this point to also visit our website and download the I03-learning training guide or the material from C2- learning training activity in order to explain better to your trainees each tool. <https://inspireyouth.eu/>

# 7. HOW TO IMPLEMENT THE GAME IN PERSONAL SESSIONS

## 7.1 PERSONAL SESSIONS

The game is a valuable tool in the hands of youth trainers, career advisors, entrepreneurship trainers, coaches and other relevant professionals. They can download the game for free and use it for advancing the skills and competences of their trainees or assessing their personality.

By the words “Personal Sessions” we mean that they can use the game in 1 to 1 meetings with their trainees. They can give the game to their trainee and ask them either to play the game for assessing his/her skill or play one or more of the mini game for advancing his/her business skills.

We really recommend before applying the game to your trainees to use it yourself and get familiar with it.

## 7.2 ASSESSMENTS

As we explained earlier the game can give results based on 2 theories. The Holland theory that emphasizes on the competences, skills and personality related to the profession of a person and the Belbin theory that focuses on the role a person can play in a team.

In order to take results from a trainee, ask him/her to play only the part of the game that has to do with storytelling and choices making. This will take around 20-30 minutes. Ask the trainee to skip all the trainings, tools and rewards of the game and play the 10 Chapters. At the end of the 10 Chapter you will see the final results of the assessment. You can review the results together with the trainee in order to see and discuss his/her strengths and ways of improvement of these or new skills and competences.

Please have in mind that this is not a scientific tool and it is only based on psychometric questionnaires of Holland and Belbin theory.

## 7.3 TRAINING ON BUSINESS TOOLS

Playing the whole game is valuable as an experience in order to see the whole procedure of the development of a social enterprise. It is like reading a book on how to do it. However if you want to give more focus on the development of business skills you should probably consider using the separate section within the game about the training on business tools.

This section will give you the opportunity to explore tools on the paste that you want. In order to present a tool to your trainee we recommend to do it in combination of videos proposed in IO3-learning training guide or with material from C2-training activity of INSPIRE project (you can download them from our website <https://inspireyouth.eu/> ) or with your own material.

Please keep in mind that the tools are developed for the purposes of the game so they can not be adjusted exactly to the needs of the trainee or a specific social enterprise. However they are good examples of how to use these tools.



# 8. HOW TO IMPLEMENT THE GAME IN GROUP SESSIONS

## 8.1 GROUP SESSIONS

By the words “Group Sessions” we mean that professionals can use the game in workshops with 2 or more persons.

## 8.2 ASSESSMENTS

The procedure in this case is the same as in personal sessions. Please keep in mind that each participant should play his/her own game. This is a personal assessment and each participant should make decisions for him/herself.

We recommend that you give participants at least 30-45 minutes to finish the game and ask them to skip all the trainings, tools and rewards. There might be some participants that finish earlier and others that struggle to understand what to do. We recommend putting an effort in the beginning to learn how to use the game and how to make the choices. Don't let them be by themselves because the more participants you have the more possible it is to have some of them staying behind. Another recommendation is to have an activity for those that finish earlier to do. Some examples are: to ask them to create a reflection board or to write down if they agree or not with their results or to envision themselves as having specific roles in a team or in a specific position or profession.

After all participants have finished their assessment you can ask them to try to create teams based on their roles (Belbin theory) and see which position each one can support (Holland theory). You can then reflect on their results and team construction.

## 8.3 TRAINING ON BUSINESS TOOLS

In group sessions we highly recommend using extra material for explaining each tool separately. The instructions within the game are just a short overview so it is important to focus both on the theory behind each tool as well as the tool

itself. You can always use the material of the INSPIRE project as well as other resources like videos, presentations, exercises etc.

We recommend to use the separate training on Business tools section (without playing the whole game) and select the tool you want to explore after you have explained some key points of each theory and objective of each tool. It is better to use the tools within the game as exercises or examples.

After playing with the tools, you should always reflect on the core material of the training-workshop.

The screenshot displays a Zoom meeting interface with a presentation slide. The slide is titled "pitching your Organization in 45 sec..." and features a pyramid diagram with the following stages from left to right: "Who? Why? Origin / Problem", "How? What are we doing?", "Team Why are we the best?", "Vision What we can become!", "Climax! Moment to sell!", and "Other Info Epilogue End". An inset image on the left shows a smartphone screen with a game interface titled "Level 7 - Networking 'Elevator pitch'" and a list of categories: INTRODUCTION, PRODUCT / SERVICE, TARGET AUDIENCE, PROBLEM SOLVED, and VALUE PROPOSITION. The Zoom meeting includes a top bar with participant names (Asimina Brouzou, Irene - KESO, Anhóa - Media, xristoforos vaseleiu, Georgia Solomou, Leire Monterrubio) and a right-hand sidebar with a "Participants (12)" list. The bottom of the screen shows the Windows taskbar with the date 6/16/2021 and time 1:58 PM.

DAY 3

The Jamboard content is organized into three main smartphone screens, each displaying a different career path with associated job titles and descriptions:

- Screen 1 (Left):** Features a 'Pland' screen with a person icon. Surrounding it are cards for 'designers', 'artist', 'marketing specialist', 'social media manager', 'specialist', 'recruiters', and 'HR'.
- Screen 2 (Middle):** Features a 'Resource\_ Investigat or' screen with a person icon. Surrounding it are cards for 'politicians', 'scientists', 'teachers', 'agents', 'academics', and 'judges'.
- Screen 3 (Right):** Features a 'Monitor\_Evaluator' screen with a person icon. Surrounding it are cards for 'doctors', 'national agency employees', 'project manager', 'policy makers', and 'judges'.

Additional cards scattered around the screens include 'european project manager :P', 'politics', 'journalist', 'quality analyst', and 'HR'.

On the right side, there is a vertical video call sidebar with several participants:

- Asimina Efendiou
- Althoa - Media Crea
- Yianniforos Vasilidou
- Silvia Solomondou
- Eleftheria Gravani

At the bottom of the sidebar, there is a text prompt: 'Activate Windows Go to Settings to activate Windows.'

## 9. HOW TO IMPLEMENT THE GAME IN NEETS GROUP SESSIONS

### 9.1 NEETS

The word “NEETS” is an abbreviation of people that are “ **Not in Education, Employment, or Training**”. These people are usually people coming from vulnerable groups like: people with disabilities, refugees, migrants, minorities, people living in poverty, homeless people, etc. Women or people that do not identify themselves as men can be vulnerable and gradually excluded from Education, Employment or training.

The INSPIRE project gives specific consideration on such issues since one of its main aims is to empower the engagement with SDGs (Sustainable Development Goals) and the skills on Social entrepreneurship.

### 9.2 CONSIDERATIONS AND ADJUSTMENTS

The procedures of the workshops with NEETs groups are the same as with the other groups. However specific consideration should be given to the preparation and registration phase as well as during the workshop or follow up.

#### Preparation and registration

The preparation of the workshop should be done carefully considering the needs of the target group. It is also important to find the most effective channels to communicate the workshop registration. Communication with organizations that involve people of those groups or that facilitate relevant workshops can be valuable. It is important to allow free and easy registration and confirm each person's participation.

#### Tips for the workshop

For the activities of the workshop you should also be very careful to reflect the needs of NEET people and don't lose the interest of your target group. You should be prepared that you will not talk to professionals but to people with different backgrounds, culture, educational level etc.

Evaluate from advance the needs of your target group as well as the risks of each activity during the workshop. Work on possible alternatives that can overcome these risks and challenges.

In our website under the C2-learning training workshop material you can find 2 presentations specifically addressing this topic. Especially in one of them you can find how each tool in the game can address different needs of NEETs people. You can download all the material for free here <https://inspireyouth.eu/>

In case people don't know English, facilitate the game by playing the game with them and explaining to them in their language the decisions they can make. Images of the game can help in explaining with symbols the different choices.

If during the workshop you notice that there is a lack of interest try to catch their interest with playing the game or try an interactive activity from C1 or C2 material. Videos also can be interesting and can easily be found in local languages.

The activity of shaping teams after the assessment can be very valuable since this way they can create a supportive network and even start their own social enterprise!

### Follow up

It is very important to follow up the NEET group and ask about their development. You can also propose specific ways of using their new knowledge. Gave them examples like using it for self-reflection or for searching for a job that reflects their personality or for learning about their own qualities. Try also to support their communication between each other.