



EN.GA.G.E IV LTTA (C4) REPORT

Pitesti (Romania), 1-7 April 2019

The 4th LTTA (C4) has been focused on analysing students' feedback about *Recyclock Party* and *MyTop*, the EN.GA.G.E. digital games co-designed by project partners.

In fact, in March 2019, partner countries (Italy, France, Greece and Romania) organized dedicated Beta Testing Sessions addressed to young learners:

- Students aged 8-12 years old tested *Recyclock Party*
- Students aged 14-17 years old students tested *MyTop*

Around 300 students across Europe tested the EN.GA.G.E. digital games for Entrepreneurship. After testing the digital games, students have been asked to provide a feedback filling an online evaluation form provided by EGIInA.

The aim of the evaluation of the Beta Testing (Annex I) was to help us, partners of the EN.GA.G.E. project, to assess the quality of the digital games designed for the IO2 EN.GA.G.E.

The Evaluation introduced key areas and indicators to support us in:

- recognising key strengths,
- identifying those areas where some improvement or further action is needed,
- taking the necessary decisions to address weaknesses.

- **Beta Testing and Evaluation of EN.GA.G.E. digital games for entrepreneurship: towards the final versions of the games**

The Italian Team (IC PPP and EGIInA Srl) drew conclusions from the results of the Beta Testing Sessions in partner countries.

During the LTTA, participants agreed to create an extra resource (EN.GA.G.E. Manual) to help teachers of Primary and Secondary Schools support the development of EE and its integration into the school curricula, encouraging them to become entrepreneurial teachers who support students' individual learning process and development of personal competences.

The Manual for teachers will be available in EN, IT, FR, GR, RO.



- **EntreComp into Action!**



Session 1

Teachers have been asked to work in small groups to focus on EE and the creation of learning scenarios. Teachers have been asked to select at least 3 entrepreneurial competences and design some learning activities aimed to develop such competencies.



Session 2

The session started with the introduction to the Erasmus+ Project “Teacher 2020 - On the road to entrepreneurial fluency in teacher education” and the document “[Entrepreneurial education](#)”, providing examples of projects of entrepreneurial education and an explanation of what made them successful. The document also includes reflections derived from the practical initiatives. Using the tool to assess entrepreneurial initiatives and the global framework, participants have been asked to create their own entrepreneurial activity.

T2020	EN.GA.GE
PROJECT OF ENTREPRENEURIAL EDUCATION	ENTREPRENEURIAL ACTIVITY
B-KIDS	<i>Mahout</i> (Italy) <i>Meteora Monasteries</i> (Greece)
CHILDREN READING AND CREATING STORIES	<i>Recycling by playing together</i> (Romania)
ENTREPRENEUR'S SOCIAL RESPONSIBILITY	<i>Pedagogical Shop</i> (France)



- **EN.GA.G.E.: What's next?**

Participants focused on the importance of ensuring the sustainability and transferability of project results, with a special focus on:

- [Study/research on game-based entrepreneurial learning methodologies in Europe](#)
- [EN.GA.G.E Digital Games](#)
- EN.GA.G.E. Manual for Teachers

Sustainability and transferability of results are crucial areas of the EN.GA.G.E. project lifecycle, as they give project partners the chance to communicate and share the results outside the partnership, extending the impact of the project.

Considering the importance of sharing the intellectual outputs of the project with a wider audience, teachers discussed in detail about the organization of the EN.GA.G.E. Multiplier Events (scheduled for the 20th of June 2019). In fact, such events are crucial to present and disseminate the project results to the project E target groups, reinforcing the informal network of professionals from different sectors directly interested in promoting Entrepreneurial Education.

