

## LEARNING EVENT IN SOFIA, BULGARIA

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### GETTING INVESTMENT READY

iDEA Lab Training, Sofia, January 29<sup>th</sup> – February 1<sup>st</sup> 2015

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#### **Action Learning (14:30 – 15:30)**

Reflecting on the action learning set at the end of the event with discussion about deciding what action to take.

#### **INTRODUCTION**

Participants in trainings taking place within iDEAlab should be aware of their role as facilitators of learning upon their return home. They are multipliers of the personal and institutional learning experience they bring home from the learning events in Podgorica, Sofia, Banja Luka, and Sheffield. This short session was developed to encourage participants to reflect on their learning and their role as multipliers of their learning experience.

#### **SESSION OUTLINE**

- Timeframe: 30-45 minutes (depending on group size)
- Resources: 1 moderator, ideally flipchart and small-cards

#### **IMPLEMENTATION**

Step 1: explain the background of the session, its objectives and outputs (see introduction and further information)

Step 2: pose the following questions and ask the participants to write down the two answers on the two sides of a small card:

- what was your most useful learning experience?
- how will you ensure that your learning experience is shared amongst your colleagues?

Step 4: ask all or some participants (depending on group size and time available) to present their answers; as moderator you will ask questions in order to concretise the actions they plan to take upon their return.

Step 5 (optional if you prolong the session for another 30-45 minutes): now ask the participants to write down a detailed plan of actions for providing their learning experience/s to their colleagues and ask them to present, discuss and further elaborate their plans in small groups.

Step 6 (if you wish to follow-up): keep in touch with the participants and ask them for a short update per Email how the implementation of their plan worked out; discuss the lessons learnt at the next event.

#### **CONTACT**

The session was facilitated by WUS Austria. To get further information contact:

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## FURTHER READING

### Approach to learning in iDEALab

(from: *WORKPACKAGE 2; TASK 2.3: TASK/ACTIVITY 2.3. Training on entrepreneurial skills; authors: Tim Vorley & Nick Williams, Sheffield University Management School, VERSION 1.2: July 2014*)

Our approach to developing learning for partners setting up IdeaLabs to address learning needs and consolidate the partners as a functioning 'Community of Practice'<sup>1</sup>, and for those individuals leading an IdeaLab to become reflective practitioners and educators<sup>2</sup>. To achieve this the learning programme aims to:

1. Promote learning is an active process and can take place both individually and within organisations and wider structures such as partnerships.
2. Establish learning that is relevant and purposeful in the context of IdeaLabs, which is experiential and link closely to exploring and resolving real-life issues and challenges.
3. Foster a desire to support aspirational student entrepreneurs through IdeaLabs, by supporting them to identify their needs and help them to set, achieve, and realise their goals.
4. Create a real sense of community through the network of IdeaLabs by sharing examples of good practice and tools developed during the project and beyond

To achieve these aims the learning programme has been developed to provide structured learning opportunities, as well as encouraging the including individuals taking action, observing, and reflecting on the development of each IdeaLab. In designing the learning programme we are aware about the need to understand the 'learning needs' of partners involved in IdeaLabs and consider the extent to which learning can meet these needs. Crucially the learning programme needs should support those involved in setting up IdeaLabs to increase impact and performance. The survey of learning needs was completed in partnership with the University of Novi Sad and during the project management meeting attended by all partners in Stuttgart during July 2014.



Collected cards from the learning event in Sofia, January 2015

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<sup>1</sup> Wenger E. (1999) *Communities of Practice: Learning, Meaning, and Identity* Cambridge: Cambridge University Press

<sup>2</sup> Schön D. (1983) *The Reflective Practitioner. How professionals think in action*, London: Temple Smith