



ESCAPE ROOMS
FOR DIGITAL ENTREPRENEURSHIP

FIELDTEST REPORT

Testing of Escape Room Scenarios

Created by European organisations:



Co-funded by
the European Union

Partners Information

The field testing activities were carried out by all project partners across five countries:

- SMK (Lithuania)
- Logopsycom (Belgium)
- EDINet (Czech Republic)
- Foundation Korenyak (Bulgaria)
- YuzuPulse (France)

1. Brief Summary

The ER4DE field testing was implemented across all partner countries in both formal and non-formal learning environments, involving young people and youth workers. The aim was to evaluate the effectiveness of escape room scenarios in developing digital and entrepreneurial skills through interactive, game-based learning. Across all countries, the activities demonstrated high levels of engagement, active participation, and strong development of teamwork, creativity, and problem-solving skills. Participants highlighted the dynamic and enjoyable nature of the approach, which supported learning in a natural and practical way. The testing confirmed that the escape room methodology is an effective and adaptable tool for youth education across different contexts. At the same time, feedback identified areas for improvement, including the need for clearer instructions, better alignment of difficulty levels, and appropriate group sizes to ensure full participation. Overall, the field testing validated the relevance, usability, and transferability of the developed scenarios, demonstrating strong potential for wider application in youth work and education.



2. Description of the Field Testing

Methodology used

The field testing was organised as interactive, in-person sessions based on the escape room methodology. Activities were implemented in both formal (classroom-based) and non-formal (workshops and informal settings) environments. Each session typically included a short introduction, gameplay, and a debrief discussion. In several cases, facilitators or game masters supported the process by guiding participants and ensuring smooth implementation. Different groups participated in the activities, allowing comparison of engagement levels and learning experiences.

Date(s) and place(s)

Field testing was carried out across partner countries in various locations, including educational institutions, partner facilities, and informal environments. Sessions took place between spring and early autumn 2025 in countries such as Lithuania, Belgium, France, and the Czech Republic, using both dedicated activity spaces and classroom settings adapted for the escape room format.

Invitation and communication

Participants were recruited through a combination of internal communication channels, direct contact with schools and teachers, social media, and partner networks. In formal settings, schools and educators were

contacted directly, while in non-formal contexts, participants were invited through existing networks and personal outreach. Communication emphasised the opportunity to participate in innovative, game-based learning activities and contribute to the testing of educational tools developed at the European level.

Motivation

Participants joined the activities voluntarily or through school participation. Their motivation was primarily driven by curiosity about escape rooms, interest in digital tools and creativity, and the opportunity to engage in interactive and collaborative learning experiences. Teachers and youth workers were motivated by the potential of gamification and innovative methods to enhance learning and make educational processes more engaging and dynamic.

Duration

The duration of the sessions varied depending on the context and setting. Most activities lasted approximately one to two hours, including briefing, gameplay, and debriefing. In some cases, longer sessions were organised to allow deeper engagement and reflection.



3. Profile of the Participants

The field testing activities involved a significant number of participants across all partner countries:

- **Total number of young people:** 696
- **Total number of teachers / youth workers:** 66

Participation by Partner

Partner	Number of young people	Number of teachers/youth workers
SMK (Lithuania)	444	37
YuzuPulse (France)	30	4
Logopsycom (Belgium)	71	8
EDINet (Czech Republic)	55	5
Foundation Korenyak (Bulgaria)	96	12

Demographics

Participants were mainly young people aged approximately 16–30, representing a mix of genders with a relatively balanced distribution. They came from diverse educational backgrounds, including secondary education, vocational education and training (VET), and higher education. Fields of study varied widely, including creative industries, marketing, IT, and business. Digital competence levels ranged from basic to advanced, with some participants being active social media users, while others demonstrated stronger analytical or technical skills.

Inclusion

Although no specific disadvantaged groups were explicitly targeted, the field testing involved participants from diverse social and educational backgrounds. This included students with different learning profiles, working students, and international participants. The activities were designed to be inclusive and adaptable, allowing participants with varying levels of experience and skills to engage meaningfully in the learning process.

Engagement and group dynamics

Across all partner countries, participants demonstrated high levels of engagement and active collaboration throughout the activities. Team roles emerged naturally, with some participants taking leadership roles while others contributed through problem-solving, creativity, or analytical thinking. Group dynamics varied depending on context, with some groups adopting more structured approaches and others showing strong creativity and improvisation. Time constraints added intensity to the activities, but also increased motivation and involvement. Overall, most participants were able to contribute actively to solving the challenges.



4. Scenario Implementation and Observations

Scenario Language

The scenarios were implemented both in English and in partner countries' local languages, depending on the target group and context. Translation and adaptation ensured accessibility and better understanding for participants.

Functionality of the scenarios

Overall, the scenarios functioned as intended across partner countries. The structure, learning flow, and sequence of tasks were generally clear and coherent, allowing participants to progress through the activities and achieve the intended learning outcomes. In some cases, minor challenges were observed at the beginning of the activities, particularly related to understanding instructions or navigating the sequence of tasks. These issues were usually resolved with facilitator support.

Technical issues

No significant technical issues were reported during the field testing. The materials and tools used were generally reliable and appropriate for implementation in both formal and non-formal settings.

Overall level of engagement

The overall level of engagement was high across all partner countries. Participants demonstrated strong motivation, active involvement, and sustained attention throughout the activities. The escape room format proved particularly effective in maintaining engagement through time pressure, interactive problem-solving, and collaborative tasks.

Participants' reactions

Participants across all countries responded very positively to the escape room approach. The most appreciated elements included:

- Teamwork and collaboration
- Fast-paced problem-solving
- Interactive and game-based learning format
- Practical application of digital and entrepreneurial concepts

Many participants described the experience as engaging, dynamic, and different from traditional learning methods.

Learning experience and perceived impact

Participants reported varying levels of prior familiarity with the topics, ranging from very limited to more advanced knowledge. However, across all groups, the activities supported the exploration of new concepts and deeper understanding of digital and entrepreneurial skills. The majority of participants indicated that the experience helped them better understand how theoretical concepts can be applied in practical situations.

Willingness to participate in similar activities

Overall, participants expressed strong interest in participating in similar escape room-based learning activities in the future. The format was perceived as motivating and effective, although a small number of participants noted that this type of learning may not suit all preferences.

Participation and group dynamics

Most participants felt they were able to contribute meaningfully to the activities. Collaboration was generally effective, with participants naturally adopting different roles within teams.

However, feedback highlighted the importance of:

- Smaller group sizes to ensure equal participation
- Clearer task distribution or role assignment
- Providing optional support for participants who prefer individual tasks

Challenges and recommendations

Across partner countries, several common challenges and recommendations were identified:

Challenges

- Time pressure during certain phases of the activity
- Unclear instructions or complex clues at the beginning
- Varying difficulty levels among participants

Recommendations

- Provide clearer instructions and structured introductions
- Include optional hints or guidance mechanisms
- Diversify puzzle types to accommodate different skills
- Balance difficulty levels to suit diverse learner profiles
- Allow more time for certain tasks or final reflection



5. Results and Feedback

5.1 Quantitative Summary

Indicator	Planned	Achieved
Number of test sessions	24	36
Number of scenarios tested	12	12
Number of participants:		
▪ youngsters	▪ 425	▪ 696
▪ teachers / youth workers	▪ 60	▪ 66

5.2 Qualitative Summary

Across all partner countries, participants consistently highlighted the strong added value of the escape room methodology as an innovative and engaging learning approach.

The most appreciated aspects included:

- Teamwork and collaboration
- Creative and interactive puzzle design
- Immersive and dynamic learning environment
- Practical application of digital and entrepreneurial skills

Participants frequently emphasised that the activities felt significantly different from traditional learning formats, allowing them to develop problem-solving and digital competences in a more natural, hands-on way.

Key areas for improvement

Despite the overall positive feedback, several common areas for improvement were identified across partners:

- Clearer instructions at the beginning of the activities
- Slightly smaller group sizes to ensure active participation of all learners
- More diverse puzzle types to address different learning styles
- Optional hints or guidance mechanisms for groups experiencing difficulties
- Inclusion of more challenging elements for advanced participants

5.3 Lessons Learned and Recommendations

What worked particularly well

Across all partner countries, the escape room methodology proved to be a highly engaging and effective learning approach. The activities successfully fostered teamwork, creativity, communication, and active problem-solving. Participants were strongly motivated by the interactive and game-based format, which enabled them to explore digital and entrepreneurial topics in a practical, hands-on way. The immersive nature of the scenarios helped maintain attention and encouraged collaboration, while also supporting experiential learning ("learning by doing"). Overall, the methodology demonstrated strong potential to enhance both technical and soft skills in a way that is meaningful and accessible to young people.

What needs improvement before the final version

Feedback collected across partners highlighted several areas for improvement:

- Clearer and more structured instructions at the beginning of the activities
- Better alignment of difficulty levels to accommodate diverse learner profiles
- Smaller group sizes or clearer role distribution to ensure equal participation
- Inclusion of more varied puzzle types to address different learning styles
- Development of optional hints or guidance mechanisms to support participants when needed
- Improved time management to balance gameplay and reflection

Addressing these aspects will enhance clarity, accessibility, and overall learning effectiveness.

How the findings can enhance future digital learning tools

The results clearly demonstrate that playful, interactive, and narrative-driven formats significantly increase learner motivation and engagement.

Integrating game-based elements into educational tools can:

- Support deeper understanding of complex digital concepts
- Encourage active participation and collaboration
- Make learning more accessible and inclusive for diverse groups

The findings suggest that combining structured guidance with interactive challenges is key to achieving both engagement and effective learning outcomes.

These insights can be directly applied to the development of future digital learning tools, training programmes, and non-formal education activities, strengthening their relevance and impact.



6. Impact

The field testing activities demonstrated a clear and measurable impact on both young participants and youth workers across all partner countries.

Impact on young people

The results show that participation in the escape room activities significantly contributed to the development of key digital and entrepreneurial competences. Participants improved their understanding of digital tools, content creation, and data-based decision-making, even in cases where prior knowledge was limited. The interactive and experiential nature of the activities enabled young people to explore complex concepts in a practical and accessible way.

In addition, the activities supported:

- Increased self-awareness of individual skills and abilities
- Development of teamwork, communication, and problem-solving skills
- Improved ability to apply knowledge in real-life or simulated situations
- Higher motivation to engage in learning, particularly through non-formal methods

Participants also demonstrated a better understanding of how digital and entrepreneurial skills can be applied in future education and career contexts.

Impact on youth workers and educators

The field testing provided youth workers and educators with practical experience in applying innovative, game-based learning methodologies.

They strengthened their capacity to facilitate interactive learning processes, adapt activities to different group dynamics, and support participants with varying levels of competence. The experience also highlighted the importance of structured guidance, clear instructions, and flexible facilitation approaches.

Wider impact and transferability

The results confirm that the escape room methodology is a relevant and adaptable tool for youth education across diverse contexts. The approach proved effective in both formal and non-formal environments, making it suitable for a wide range of target groups. The findings demonstrate strong potential for transferability, as the developed scenarios can be applied in different educational settings and adapted to various learner needs. The combination of engagement, practical learning, and skill development supports the wider use of game-based approaches in youth work and education.



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Project code: 2023-2-LT02-KA220-YOU-000183156

