



Knowledge is POWER:
**Providing learning and empowering opportunities for young adults
with special educational needs (SEN)**

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A3: Design and Development of 6 microlearning modules

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INTRODUCTION FOR TRAINERS/FACILITATORS

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INTRODUCTION FOR TRAINERS/FACILITATORS

1. Short intro for Power Up project

The Power Up training programme addresses critical needs in the education and support of individuals with Special Educational Needs (SEN), focusing on two key areas:

- **Integration of Entrepreneurship in Education:** Across Europe, the importance of entrepreneurship education is recognised as a tool for enhancing employment opportunities, particularly for individuals with SEN. The project provides educational material that fills the gaps in entrepreneurship education across various levels (primary, secondary, and higher education) and settings (formal, non-formal, and informal). It empowers learners to create job opportunities for themselves and contribute to the economy, promoting an inclusive entrepreneurial mindset from an early age.
- **Inclusion of young people with Special Educational Needs:** The project ensures the integration of individuals with SEN into non-formal education, providing them with equal access to learning opportunities. Despite the common approach in most countries to integrate SEN students into mainstream education, there are significant disparities due to differences in funding, infrastructure, and teacher training. The Power Up educational material effectively addresses these variations, offering tailored resources that accommodate the diverse needs of learners with SEN while adapting to different inclusive education policies across Europe.

By focusing on these two key areas, Power Up provides a comprehensive training program that supports both entrepreneurship education and the inclusion of individuals with SEN in the labor market.

2. Objectives

The core objective of the Power Up training is to address the educational gaps experienced by young people with Special Educational Needs (SEN), resulting from their unequal participation in entrepreneurship educational programmes within mainstream education.

Our primary aim is to familiarise trainees with the fundamental principles of entrepreneurship as they are shaped within today's dynamic context of socio-economic, digital, environmental, and geopolitical transitions. To achieve this goal, we have developed six (6) microlearning modules based on **storytelling**, enabling learners to identify with the characters, their dreams and aspirations, the challenges they face, and the solutions they devise. This approach encourages trainees to engage in a guided reflection process, allowing them to consider what they would do in similar situations. Once this interest is sparked on the part of the learners, the educational material provides a range of useful tools they can use to further develop their skills and knowledge. In this way, the Power Up training programme aims to **support learners based on their individual needs**, rather than overwhelming them with information and data or arbitrarily defining what they do or do not need.

The content of the six microlearning modules was developed based on the following thematic areas:

- Module 1: Inclusion and Teaching Entrepreneurship as a Core Subject of Mainstream Education
- Module 2: Smooth Integration of young adults with SEN: in theory and in practice
- Module 3: Teaching Entrepreneurship to Youth with SEN: What Are the Challenges & How to Overcome These
- Module 4: Youth entrepreneurship: The HOW-TO: Identifying and seizing opportunities
- Module 5: Core Entrepreneurial skills and competencies
- Module 6: The Art of Creative Thinking and Problem-Solving

The above modules, in the way they have been developed, address the following educational objectives:

- Entrepreneurship as a driver of social cohesion and improved quality of life
- Inclusive entrepreneurship and community building
- Indicators of entrepreneurship integration in formal, non-formal, and informal education
- Understanding the strengths and needs of young people with learning difficulties
- Inclusive learning and working environments
- Social and emotional empowerment
- Adapting teaching methods to different learning styles
- Identifying personal strengths and leveraging them in entrepreneurial activities
- Social and ethical entrepreneurship
- Innovative and sustainable entrepreneurship
- Digital marketing and e-commerce
- Market challenge and opportunity analysis
- Self-employment and salaried employment
- Financial literacy
- Creative thinking and problem solving

For all the above thematic areas, trainers and coordinators of educational and/or support activities for young people with SEN have access to both the theoretical and practical resources they may need, through the guides accompanying each module.

Depending on their interest or need to delve deeper into the training topics, trainers can significantly develop their teaching skills and create a learning environment that can range from a basic

inspirational discussion and reflection about entrepreneurship to a high-level educational programme equivalent to formal or non-formal post-secondary education.

3. Learning Environment Specifications

This training material is designed for in-person learning, as it aims to make the most of the interaction between trainers-facilitators and participants within a peer learning environment. In this setting, learners' existing knowledge and experiences can significantly enrich the learning process and outcomes.

A key aspect of this approach is the development of participants' psychosocial skills — something that cannot be achieved as effectively in an isolated or purely individual learning context.

At the same time, new technology is also being used to support the training. Through the Power Up digital platform, all training materials are brought together in one place, accessible from any location within the project's partner countries—and beyond, through the English version of the content.

This user-friendly platform includes:

- Six educational videos (microlearning modules),
- Self-evaluation questions,
- Progress tracking for each learner.

Each participant must register on the platform to access these features and materials.

The platform also includes a dedicated section for trainers and facilitators. In this section, you'll find the **module guides**, which provide:

- Theoretical background for each training unit, helping trainers prepare effectively;
- Suggested reflection questions to guide discussions with learners;
- Additional resources (articles, videos, tools, and techniques) that can be used to deepen or expand the training experience;
- Activities (games, quizzes, and interactive exercises) designed to support practical application, engagement, and group bonding.

We recommend that trainers-facilitators organise small groups (from 1 to 15 learners) for the training sessions. While a single learner can participate, we strongly advise that they be accompanied by a trainer-facilitator in order to benefit from knowledge exchange, discussion, and shared experiences.

In cases where the facilitator is a family member, caregiver, or volunteer, we encourage them to make use of the **guides** for inspiration, knowledge, and tips to help make the learning experience enjoyable and engaging.

For group sessions (2–15 participants), trainers-facilitators are free to adapt the materials in ways they believe will produce the best outcomes for their learners (*continue: "How to use the material"*)

4. How to use the material

The material was developed by an international team of non-formal education experts from five countries: Greece, Austria, Italy, Cyprus, and Bulgaria. Each module reflects the personality, background, and temperament of its creators, while still following a consistent overall structure.

This approach allowed us to incorporate the diversity and varied expertise of the contributing experts into a unified format. As a result, the training content combines a rich mix of perspectives within a coherent framework, creating a balanced and recognizable rhythm throughout the entire program.

4.1 Microlearning Videos

At the heart of this training program are the videos, which have been developed using a microlearning approach—meaning that they consist of short, focused segments targeting specific knowledge, skills, and attitudes.

There are six videos in total, each functioning as a self-contained episode within a single, continuous story featuring two recurring characters: Maria and Nicholas. At the beginning of each video, the characters are briefly introduced, highlighting the key traits that influence how they respond to the challenges they face. Immediately afterward, the main plot context is presented: Nikos and Maria are managing a business with specific characteristics.

This consistent setup helps learners become familiar with the characters and the story's setting, allowing them to follow each episode without distraction or confusion, even though the story is told in segments.

We recommend **presenting the videos in their original sequence**—starting with Module 1, then proceeding to Module 2, and so on until Module 6. While each story can stand on its own, the series is designed with a progressive structure in mind: knowledge and situations introduced in earlier videos often play a role in the ones that follow.

As you watch the videos, you'll notice that at certain points the story pauses, and key messages are presented as on-screen summary slides. These slides serve two purposes: they support learners who benefit from visual reinforcement, and they help emphasize the central theme being addressed in that part of the story.

You can choose from three different ways to use these slides in your training:

- a) You may choose to watch the entire video without interruptions, and then guide a group discussion at the end, focusing on the content of the summary slides. This approach helps learners recall the main themes and encourages reflection on how the different topics connect.
- b) Alternatively, you can pause the video at each summary slide and hold a brief discussion around that specific topic. This method allows for deeper exploration of each topic and offers an opportunity to give participants short breaks if their concentration begins to fade.
- c) You can also combine both approaches. For example, you might select one or two key slides where you plan to pause and lead a short discussion, focusing on the themes that need further

attention. This way, you can zoom in on topics that are particularly relevant while still maintaining an overall flow that ties into the broader storyline.

4.2 Module Structure and Support for Facilitators (Guides)

Each module guide begins with a unified introduction that outlines the **learning needs**, the **desired learning outcomes**, and the **overall theoretical framework** of the module as a whole.

Following this, the module is divided into **three concise sub-units**, each with its own title and specific thematic focus. Within each unit, the relevant theoretical background, core knowledge, key information, and specific learning objectives are clearly presented—highlighting what makes that unit distinct from the others.

This structure allows trainers-facilitators to easily locate and focus on the most specialized parts of the content when needed. It provides a logical, categorized format that supports flexibility and ease of use.

It's also worth noting that the microlearning videos are designed to mirror this structure. Typically, during the 10-minute duration of a video:

- The **first third** corresponds to the content of **Unit 1**,
- The **second third** covers **Unit 2**, and
- The **final third** presents **Unit 3**.

While this might sound complex at first, in practice this format is intuitive and effective—even for facilitators who have limited experience with entrepreneurship education. The structure helps guide them step by step, providing clarity and consistency throughout the learning process.

4.3 Feedback questions (Guides)

Each unit within the module guides includes **suggested reflection questions** and activities (please see below) designed to support group discussions, spark interest, and increase learner engagement.

These questions are **indicative** rather than prescriptive. Facilitators are encouraged to use them as a starting point, but are also free to adapt, expand, rephrase, or even replace them based on their group's needs and dynamics.

Each suggested question is directly linked to **specific theoretical concepts** and **learning outcomes** covered in the unit. If at any point it is unclear why a particular question or activity has been placed in a given section, we recommend revisiting the corresponding part of the unit for clarification.

4.4 Additional Material (Guides)

Each unit in the module guides concludes with a dedicated section featuring **additional resources**. These include articles, studies, videos, methods, techniques, and activities designed primarily for facilitators who wish to further prepare for their training sessions with target groups.

These resources were **not developed by the Power Up expert team**, but were carefully selected through research into openly accessible educational and academic materials available online.

Each item is presented with:

- a **title**,
- a **short description**,
- a **link** to access the resource,
- and a note indicating **who it is intended for**, **why it is relevant**, and **when it is recommended** for use.

All additional materials are provided in **English**. While most use standard language, some—such as the *European Pillar of Social Rights* in Module 1/Unit 1—have been developed using **easy-to-read language** and **visual elements**, making them more accessible and inclusive for learners with varying levels of reading comprehension or language proficiency.

Although the Power Up training program can be delivered successfully **without these resources**, facilitators who explore them will gain valuable insights and tools that can significantly enhance their ability to engage participants and deliver high-quality entrepreneurship education.

Moreover, **some of these resources can be used directly in the training process**, either as standalone learning tools or as integrated elements that enrich discussions and activities.

4.5 Activities (Guides)

Each module guide concludes with a dedicated section featuring suggested activities. This section provides trainers and facilitators with a variety of tools — from **icebreaker exercises** and **experiential team-building games** to **group-based challenges** and **sophisticated techniques** commonly used in modern business environments.

All activities have been carefully designed and adapted to suit the target group of the Power Up program. For example, the quizzes developed as part of this project do not follow the typical “right or wrong” format. Instead, they encourage learners to choose the option they agree with most. In this way, the quizzes themselves become an integral part of the learning process. In order to select their answers, participants are encouraged to think critically, synthesize ideas, work collaboratively, and justify their choices — opening up space for new rounds of discussion and deeper engagement with the topic.

Some activities are recommended before the video is shown, others afterwards, either directly after viewing or following a facilitated discussion. We encourage trainers-facilitators to check this information at the beginning of each activity’s description to help them use it most effectively, in combination with the video, the group discussion, and the additional materials.

At the end of each activity description, you’ll also find:

- suggested reflection and evaluation questions, and
- practical tips to support a successful implementation.

As with all aspects of the Power Up training material, trainers-facilitators are free to choose which activities to use and when to include them in the learning journey — as long as they take into account the recommendations provided by the experts who developed them.

4.6 Self-Evaluation and Completion

Learners who have registered on the project’s digital platform can track their progress. After watching each video — and once the trainer-facilitator has conducted the discussion and implemented the selected activities — learners are invited to respond to self-evaluation questions.

At the end of each module, there are three self-evaluation questions designed to assess the learner’s sense of competence gained through the module’s material.

These questions are not based on a “right or wrong” logic. Instead, they encourage learners to critically reflect on the attitudes they have developed as a result of the new knowledge and skills acquired during the learning process.

To complete the training and gain access to the certificate, learners must answer all the self-evaluation questions, selecting the responses that most accurately reflect their experience and growth.

We wish you the best of luck in your Power Up journey!