



Knowledge is POWER:

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

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MODULE No 1 (IN ENGLISH)

INCLUSION AND TEACHING OF ENTREPRENEURSHIP AS A CORE SUBJECT OF MAINSTREAM EDUCATION (IED)

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MODULE 1: INCLUSION AND TEACHING OF ENTREPRENEURSHIP AS A CORE SUBJECT OF MAINSTREAM EDUCATION

Module 1: Learning Needs

Although it is often repeated in everyday discussions, in education, politics and media, entrepreneurship is not such a clear concept when asked to describe it and list some of its key dimensions and characteristics. In a world that is constantly changing through a multitude of transitions (digital, environmental, socio-economic, political and geopolitical), entrepreneurship is a dynamic concept that drives change and, at the same time, is influenced by it.

In this module, learners will be provided with knowledge and information about the socio-economic and cultural dimension of entrepreneurship, its potential to be a means of improving personal and collective quality of life, through economic development and inclusion, community building and the generation of benefits for the many. It will also highlight entrepreneurship as a subject that combines many different types of knowledge and skills acquired through formal, non-formal and informal education, but also as a field that promotes lifelong learning.

Module 1: Desired Learning Outcomes

Through the challenging of the different knowledge, they have acquired unclassified in their daily life, the trainees will reflect and discuss the different dimensions of entrepreneurship, share experiences and opinions, make relevant analyses and create a basic- introductory framework that can accept categories of knowledge, such as:

- social progress,
- technological progress,
- innovation,
- community and cohesion,
- socio-cultural inclusion,
- economic inclusion,
- formal education,
- non-formal and informal education,
- lifelong learning.

All of the above educational outcomes can be adapted according to the educational background and potential of the learners, as their development is based on previous experiences and knowledge, but also on further enhancement through interaction and mutual learning.

Module 1: General Theoretical Background

Education plays a crucial role in shaping individuals and societies. It fosters personal growth, builds skills, and promotes critical thinking, empowering people to contribute meaningfully to their communities and the world. People can learn throughout their lives and in different contexts. They can learn new knowledge and acquire new skills and/or adapt to everyday changes in the world by learning how to learn.

Education comes in three forms: formal, non-formal, and informal. Formal occurs in schools and universities, non-formal in structured but flexible settings, and informal through life experiences, fostering lifelong learning and growth.

Entrepreneurship is taught in formal education. In all parts of the world, there are university departments that teach entrepreneurship (business administration, economics, etc.) to students who wish to enter the labour market as entrepreneurs. In university education, students acquire the main 'hard skills' associated with entrepreneurship, i.e. specialised, technical or measurable skills. In secondary and primary education, entrepreneurship has not yet received the attention it deserves, given its potential to influence the present and future of the world (data for entrepreneurship education in the consortium countries: Bulgaria, Austria, Italy, Greece, Cyprus, can be found in the Project Report A1.1). Nevertheless, both the general knowledge and competences acquired in secondary education and the 'soft skills' acquired in various contexts of coexistence and cooperation play a crucial role in the development of entrepreneurship. Entrepreneurship itself can and should be approached as a rich non-formal and informal learning framework for both 'hard' and 'soft skills'.

Social cohesion and inclusion are not ideas that are addressed only to social groups at risk of social exclusion and facing barriers to equal participation. They are fundamental values of modern European society and must be supported in practice by all. Entrepreneurship and work are contexts in which interdependence and reciprocity are built, and in this sense, they have a prominent place in the development of social progress and social cohesion. Entrepreneurship, and especially innovative and social entrepreneurship, are ideal agents of social change and inclusion, which can promote the Social Model of Inclusion in practice.

Module 1: References

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Unit 1.1: Entrepreneurship as a factor of social cohesion and improvement of standard of living

Learning Needs of Unit 1.1

Connecting entrepreneurship to society: Entrepreneurship is not about making profit for personal gain. A business returns a portion of its profit to society through taxation, corporate social responsibility programmes and/or may take forms (social, green, inclusive, etc.) directly linked to the production of social benefit.

For-profit and non-profit entrepreneurship: depending on the sector of activity and the type of organisation of a business, there are for-profit (return in the form of tax or donations) and non-profit enterprises (return in the form of service).

Entrepreneurship and social needs: New social needs require new products (e.g. 100% recyclable products to replace single-use plastics) and/or new ways of business organisation (e.g. online work) and financing (e.g. European projects, civic crowdfunding).

The relationship between the private and public sectors: entrepreneurship and the public sector are linked in many ways as each can enhance or support the other to achieve common goals. For example, providing financing, subsidies and tax incentives, supporting businesses that offer solutions to social problems such as unemployment and accessibility, developing educational and training programmes, funding research projects, etc.

Entrepreneurship-work and social inclusion: integration into the labour market is at the same time integration into many communities of people with different characteristics, skills, abilities and needs.

Specific Theoretical Approaches for Understanding and Support

Social cohesion refers to the degree of mutual participation and interaction of people from different backgrounds in a given social context. Developing social cohesion means creating contexts (neighbourhoods, social spaces and workplaces) where diversity, rather than separating us, unites us. Achieving and maintaining social cohesion is not only the responsibility of organisations (public and private) concerned with equality and solidarity, but of everyone.

Business and the world of work is an important pillar in developing and maintaining social cohesion. Businesses generally contribute to social cohesion by fostering economic growth, meeting social needs with products and services, contributing to taxation, and employing people from different backgrounds (gender, age, skills, educational and cultural backgrounds). Business and the productive sector in Europe is called upon to play an important role through the policies of the European Union ([European Pillar of Social Rights](#)) to ensure that all European citizens have equal access to education,

employment and essential services (such as water, electricity, internet), social rights regardless of gender and ability, equal pay for the same work, safety and health, etc.

But there are also Social Economy enterprises that contribute more directly to social cohesion, providing products and services that cannot compete with the for-profit private economy and cannot be provided by the public sector. The social economy sector involves enterprises or organisations that follow the following general principles: “the primacy of people as well as social and/or environmental purpose over profit, the reinvestment of most of the profits and surpluses to carry out activities in the interest of members/users (“collective interest”) or society at large (“general interest”) and democratic and/or participatory governance.” (Communication from the Commission ‘[Building an economy that works for people: an action plan for the social economy](#)’, COM(2021) 778 final, page 5).

Desired Learning Outcomes of Unit 1.1

Knowledge

- To know about the Social Economy concepts and characteristics
- To understand the interconnection between entrepreneurship and society
- To comprehend the difference between profit and non-profit companies
- To identify the links between public and private sectors
- To discover the opportunities for a business venture beginning

Skills

- To be able to discover good practices of entrepreneurship ventures relating to social goods and services
- To design the general character of a business, depending on whether it operates in the profit or non-profit sector
- be able to carry out a short survey of the possibilities offered by the various financial and contributory mechanisms of the State and the European Union

Attitudes

- Feel more confident about potential business ventures because of the support they can receive from the community
- To trust local, national and European institutions that support entrepreneurship
- To interconnect with the potential communities that could be built through a company’s operation
- To appreciate the potential of the Social Economy
- To respect the social dimension of entrepreneurship

Suggested feedback question(s) for Unit 1.1

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case study, visit, guest, etc)

<ul style="list-style-type: none"> • Social Economy and Social Entrepreneurship <p>(please see “Additional Material”: Social economy definitions and glossary. In case you need more in depth understanding please also use the additional material “What is the Social and Solidarity Economy? A Review of Concepts”)</p>	<ul style="list-style-type: none"> • What are the key characteristics of Social Entrepreneurship? • In what ways does Social Economy contribute to social cohesion? 	Activity M1.A2 Activity M1.A3
<ul style="list-style-type: none"> • Distinction between for-profit and not-for-profit entrepreneurship <p>(please see “Additional Material”: The differences between for-profit vs. Non-profit)</p>	<ul style="list-style-type: none"> • What is the difference between for-profit and non-profit entrepreneurship? 	Activity M1.A3
<ul style="list-style-type: none"> • European Pillar of Social Rights <p>(please see “Additional Material”: European Pillar of Social Rights)</p>	<ul style="list-style-type: none"> • In what ways does entrepreneurship benefit social cohesion? • Can you give some examples? • Which of the key principles of the European Pillar for Social Rights can be applied by Maria and Nicholas' enterprise? 	N/A

Tips for trainers and facilitators

After the video presentation and a general discussion with the participants to determine what captured their interest, what knowledge and information they already possess, and which topics may raise questions, you can display from the additional materials the simplified list of priorities from the European Pillar of Social Rights. This will help create a discussion framework regarding entrepreneurship and its relationship with social cohesion.

Additional Material

U 1.1/1: European Pillar of Social Rights

What it is?

An easy-to-read version (in English) of the 20 principles of the European Pillar of Social Rights.

Where can I find it?

<https://ec.europa.eu/social/main.jsp?catId=1567&langId=en>

Which theoretical elements does it support / refer to?

The interconnection between entrepreneurship and social cohesion.

After the educational video screening, the person facilitating the training could display the online list to the participants and have a group discussion to comment on which priorities are directly related to social cohesion.

U 1.1/2: The differences between for-profit vs. nonprofit**What it is?**

This is an article (in English) that explains in a simple way the main differences between for-profit and non-profit entrepreneurship. It focuses mainly on 9 key differences that can be topics of discussion. It is suggested that it has been read by trainers prior to the training in this module in order to more fruitfully coordinate a discussion with the trainees.

Where can I find it?

<https://www.indeed.com/career-advice/career-development/for-profit-vs-non-profit>

Which theoretical elements does it support / refer to?

Distinction between for-profit and not-for-profit entrepreneurship.

The reference to for-profit and not-for-profit entrepreneurship is made at the beginning of the educational video, but we suggest that the discussion of the differences between these two types of entrepreneurship should be at the end of the video, because you could also include social benefit, taxation etc.

U 1.1/3: Social economy definitions and glossary**What it is?**

It is an article posted on the European Commission's website that includes three definitions of the Social Economy (European Commission, International Labor Organisation, Organisation for Economic Co-operation and Development) and a handy glossary of 5 key terms: cooperatives, mutual benefit societies, associations, foundations, social enterprises.

Where can I find it?

https://social-economy-gateway.ec.europa.eu/about-social-economy/social-economy-definitions-and-glossary_en

Which theoretical elements does it support / refer to?

All the theoretical elements of this unit could be supported by this material.

At the end of the video the trainer can open a discussion about the Social Economy concept and the different forms of it.

U 1.1/4: What is the Social and Solidarity Economy? A Review of Concepts

What it is?

A recent (2023) and well-informed publication by the Organisation for Economic Co-operation and Development on the Social and Solidarity Economy.

Where can I find it?

https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/09/what-is-the-social-and-solidarity-economy-a-review-of-concepts_4b3d724b/dbc7878d-en.pdf

Which theoretical elements does it support / refer to?

All the theoretical elements of this unit could be supported by this material.

It is recommended to be read by trainers in case they wish to be informed in depth about the issues of the Social and Solidarity Economy.

References:

Aga Khan Foundation Portugal, Equality Strategies (Ireland) and Estonian Centre for Human Rights (2021) Diversity & Inclusion in Times of Crisis.

Retrieved on 25/11/2024: <http://www.diversity-work.eu/wpcontent/uploads/2021/08/DI-in-times-of-crises-guide.pdf>

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https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/09/what-is-the-social-and-solidarity-economy-a-review-of-concepts_4b3d724b/dbc7878d-en.pdf

Unit 1.2: Innovative and inclusive entrepreneurship and community building

Learning Needs of Unit 1.2

Inclusive Economy: the inclusive economy ensures that all members of society, regardless of educational background, skills, personal or socio-economic characteristics, have full, fair and equitable access to market opportunities (whether paid or unpaid) as employees, consumers, entrepreneurs and members of the wider community.

Inclusive entrepreneurship: inclusive entrepreneurship ensures that all individuals, regardless of their personal characteristics and background, have equal opportunities to create and run a business.

Social model of inclusion: Derived from the Social Model of Disability but can be applied to any form of inclusion and increase accessibility. It considers that barriers are created by society and not by the characteristics of the individuals and/or groups experiencing exclusion. To achieve equality on the basis of inclusion, the social structures and the features of the contexts in which all people and groups interact must change.

Innovative entrepreneurship: refers to the practice of creating new business ideas with the aim of making a profit, supporting the community and achieving the goals of a business. Innovative entrepreneurs develop new business models based on identified needs of a business and/or a sector of the economy that are not addressed in traditional ways.

Community-based entrepreneurship: based on community participation in the development of a business. Its character is local and focused on social responsibility, collective action, mutual aid, and solidarity. Its products and services benefit the community itself (e.g. environment, culture, education, tackling unemployment, participation in decision-making, etc.). Participants are both providers and recipients of services and products. In the context of community entrepreneurship, social and civic competencies are developed for all members of the community involved in its activities.

Specific Theoretical Approaches for Understanding and Support

Community-based entrepreneurship has community and solidarity at its core. In various parts of the world in recent years it has been applied as a model of social entrepreneurship that has the potential to increase employment, restore social bonds in a particular area, deal with the consequences of crisis (economic, environmental, social, political, etc.) and put people at the centre of entrepreneurship. It is considered an ideal model of entrepreneurship not only for areas facing poverty and high unemployment, but also for areas with high inequalities and communities whose members are threatened with social exclusion. The social and solidarity economy enhances the inclusion of people at risk or experiencing social exclusion and is an ideal example of an inclusive economy. The Social Model of Inclusion (rooted in the Social Model of Disability which is the most accepted model of inclusion by people with disability) focuses on the social reasons for exclusion rather than the personal characteristics of vulnerable groups. Barriers are created by the way our societies are structured (for

example, wheelchair users cannot access a building because of stairs, not because of their mobility limitations. If the building designers had incorporated ramps and lifts, wheelchair users would not face barriers). People who are on the margins of economic development experience barriers because society has not focused on the creation of jobs, education programs, entrepreneurship facilitation programs, etc. that are for everyone, not because they are unable to work and participate in the economy.

Due to modern transitions (digital, green, socio-economic) and recent crises (covid-19, economic crisis, refugee crisis due to wars and climate change), the European Union, Member States and labour-entrepreneurship promotion agencies have turned to innovative entrepreneurship to design new ways of economic development that place people, equality, inclusion, quality of life and the environment at the centre. The old model of entrepreneurship, which based its effectiveness on profit alone, no longer seems to meet modern human needs.

Desired Learning Outcomes of Unit 1.2

Knowledge

- To know the basics of the Inclusive Economy concept
- To understand what inclusive entrepreneurship means
- To comprehend the differentiations of the Social Model from the general concept of inclusion
- To identify the benefits and possibilities of community entrepreneurship for both businesses and the community
- To discover the innovative entrepreneurship concept and its characteristics

Skills

- To be able to identify possible new needs of a community
- To be able to understand the different cultural, social and economic contexts in which a business idea is developed
- To develop flexibility in working with people from diverse backgrounds
- To design products and services with an inclusive approach
- To make decisions through participatory processes
- To seek and/or find funding through social economy-related programmes
- To assess the social and environmental impact of potential business projects
- To design models of inclusion that focus on social instead of personal barriers
- To seek innovative solutions to complex problems

Attitude

- To appreciate different approaches, ideas and needs
- To support diversity
- To respect the knowledge and experience of the community
- To focus on ethics and transparency in business and working practices
- To foster collectiveness and solidarity
- Have a positive attitude and take initiative for social change
- Demonstrate resilience in the face of failure and learn from it by trying innovative solutions.

Suggested feedback question(s) for Unit 1.2

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case study, visit, guest, etc)
<ul style="list-style-type: none"> Social Model of Inclusion <p>(please see “Additional Material”: The Social Model Explained)</p>	<ul style="list-style-type: none"> What does Nicholas mean when he says that <i>“People are not just different from something we consider normal. This is wrong. Each one is unique. I would love to build our business on this culture of collaboration”</i>? 	Activity M1.A2
<ul style="list-style-type: none"> Innovative Entrepreneurship <p>(please see “Additional Material”: Diversity and Inclusion in times of global crisis)</p>	<ul style="list-style-type: none"> Can you suggest to Maria and Nicola any other ways to increase accessibility in their business, both for employees and visitors? 	N/A
<ul style="list-style-type: none"> Community-based Entrepreneurship <p>(please see “Additional Material”: Community based business models)</p>	<ul style="list-style-type: none"> How do you think the role of the entrepreneur and the role of the customer in a community-based business differs from traditional entrepreneurship? 	Activity M1.A2

Tips for trainers and facilitators

The suggested feedback questions are intended to facilitate discussion of the topics covered in the module. They do not have the logic of right and wrong. If learners wish to discuss something else relevant to the module, there is no need to bring them back to these feedback questions.

Additional Material

U 1.2/1: Inclusive Entrepreneurship and Microfinance

What it is?

It is an article (in English) posted on the European Commission's website that includes basic information about Inclusive Entrepreneurship and the EU policies that support it.

Where can I find it?

https://employment-social-affairs.ec.europa.eu/policies-and-activities/european-employment-strategy/social-economy-and-inclusive-entrepreneurship/inclusive-entrepreneurship-and-microfinance_en

Which theoretical elements does it support / refer to?

It can support the topics of Inclusive Economy and Inclusive Entrepreneurship.

The basic information found here can be used to deepen the trainees' understanding of the elements presented in the middle of the educational video.

U 1.2/2: The Social Model explained**What it is?**

This concise and accurate explanation of the Social Model of Disability is sufficient to understand the main difference between the traditional way of dealing with inclusion and the social model. The social model is what is accepted by disability communities worldwide.

Where can I find it?

<https://spectrumcil.co.uk/wp-content/uploads/2015/06/Social-Model-2013.pdf>

Which theoretical elements does it support / refer to?

It can support the topics of Inclusive Economy, Inclusive Entrepreneurship and – mainly – the Social Model of Inclusion.

In the video, Nicholas says that *“People are not just different from something we consider normal. This is wrong. Each one is unique. I would love to build our business on this culture of collaboration”*. This statement could be combined with the Social Model to understand that diversity is not opposite to “normality” and that the barriers to inclusion are not about one's characteristics compared to what should be considered 'normal', but about the barriers that society itself places on diversity. Inclusive entrepreneurship does not only change business practices but aims at social change.

U 1.2/3: Diversity and Inclusion in times of global crisis**What it is?**

This is a publication (in English) of the EU project “Diversity@Work” (2021) which highlights the potential of innovative thinking to address new needs. The main theme is how diversity and inclusion at work can benefit from new challenges, including the covid pandemic.

Where can I find it?

<https://www.diversity-work.eu/wp-content/uploads/2021/08/DI-in-times-of-crises-guide.pdf>

Which theoretical elements does it support / refer to?

Innovative entrepreneurship.

Maria and Nicholas share new ways to increase accessibility in their business. You can discuss other solutions with the trainees and present examples and good practices found in this publication.

U 1.2/4: Community-based business models

What it is?

It is an article that explains in a comprehensive way the concept of Community-based Entrepreneurship and its main differences from traditional entrepreneurship.

Where can I find it?

<https://medium.com/@nataliebrite/community-based-business-models-a37f21b798e6>

Which theoretical elements does it support / refer to?

Community-based Entrepreneurship.

Nicholas is explaining his vision for their café enterprise, incorporating many elements of community-based entrepreneurship.

References:

Aga Khan Foundation Portugal, Equality Strategies (Ireland) and Estonian Centre for Human Rights (2021) Diversity & Inclusion in Times of Crisis.

Retrieved on 25/11/2024: <http://www.diversity-work.eu/wpcontent/uploads/2021/08/DI-in-times-of-crises-guide.pdf>

Lucas Olmedo, Mara van Twuijver, Mary O'Shaughnessy (2019). "Community-Based Social Enterprises Fostering Inclusive Development in Peripheral European Rural Areas".

Retrieved on 27/11/2024: https://knowledgehub.unsse.org/wp-content/uploads/2019/07/113_Olmedo_CBSEs-fostering-Inclusive-Development_En.doc.pdf

Unit 1.3: Indicators of the Integration of Entrepreneurship in Formal, non-formal and informal Education

Learning Needs of Unit 1.3

Understanding Entrepreneurship: Entrepreneurship refers to the process of creating, developing, and managing a business venture with the goal of generating profit or creating value (economic, social, environmental, etc.). An entrepreneur is an individual who assumes the financial risk associated with the growth and sustainability of a business while reaping the rewards (economic, ethical, or social) by capitalising on market opportunities through innovative ideas and strategies.

Different Contexts of Education and Competency Recognition in Entrepreneurship: Basic knowledge and skills in entrepreneurship can be acquired through formal, non-formal, and informal education: (a) **Formal education** follows a recognised curriculum and leads to officially certified qualifications. It primarily includes schooling (primary and secondary education), university studies (tertiary education), and vocational education and training. (b) **Non-formal education** involves educational programmes and activities outside the formal education system, such as seminars, workshops, mentoring, bootcamps, in-house training programmes, and European initiatives. While some of these are certified, most non-formal education programmes do not offer formal credential recognition. (c) **Informal education** refers to learning that occurs naturally and daily, without being organised or institutionalised like formal and non-formal education. It encompasses knowledge, skills, and attitudes gained through experience, observation, interaction, and self-learning, without structured programmes or qualification recognition.

Collaboration Between Formal and Non-Formal Education Providers: Universities can collaborate with private enterprises for educational purposes. Similarly, municipalities can partner with chambers of commerce, or non-governmental organisations with public or private innovation and entrepreneurship centres. Opportunities for entrepreneurship education are not solely categorised by the distinction between formal, non-formal, and informal education.

Entrepreneurship as a Learning Framework: The entrepreneurial process itself is a valuable source of acquiring new knowledge, skills, competencies, and attitudes essential for both entrepreneurs and employees. Engaging practically with the market and partnering stakeholders, tackling challenges, and implementing solutions on a daily basis can foster entrepreneurial capabilities and establish best practices that transcend theoretical education.

Specific Theoretical Approaches for Understanding and Support

Rapid changes and transitions (mainly technological) have eliminated the "one career for life" model. Many of the professions and jobs that exist today may disappear in the near future due to automation. The educational system must adapt to these rapid changes, as a significant portion of the theoretical knowledge being taught right now may become outdated in the near future. At the same time, it must

maintain students' interest in the principles, values, and knowledge that will continue to be essential for future citizens.

Two of the main contemporary trends in education that can ensure its effectiveness in the future are:

- (a) Lifelong learning: the end of formal education does not equate to the end of learning. According to the European Skills Agenda (2020), by 2025, at least 50% of Europe's citizens aged 25-64 should participate annually in education programmes (formal and non-formal education).
- (b) Learning to learn: this is a skill that involves being aware of one's learning needs, organising one's learning, and overcoming barriers that might hinder the acquisition of new knowledge and skills. It is based on prior learning and life experiences and can be developed in various daily contexts (home, work, socialisation, training, etc.). The ability "learning to learn" was identified in 2006 by the European Council as one of the eight key competences all European citizens should develop ([The European Reference Framework for Key Competences for Lifelong Learning, 2006](#)).

The rapid changes driving modern transitions (digital, environmental, technological, social, geopolitical) not only affect the way we learn but also impact the very concept of innovation. Innovation refers to the process of inventing and developing new solutions for challenges that cannot be adequately addressed with older, tried-and-tested, or traditional methods. Innovation, while often associated with new ideas, practices, solutions, products, and services, can draw resources from the past. Innovation may not always be something entirely new, but rather a new combination of old elements or even a forgotten problem-solving process that is now seen as effective. This is why maintaining and promoting knowledge from the past is crucial.

Desired Learning Outcomes of Unit 1.3

Knowledge

- Understand the fundamental characteristics of entrepreneurship and the stages of the entrepreneurial process
- Recognise the different educational contexts
- Identify the links between formal and non-formal entrepreneurial education
- Be familiar with various systems and levels of certification for entrepreneurial skills.
- Explore the role of lifelong learning and reskilling in professional development.
- Understand how new knowledge and technologies can lead to innovative entrepreneurial ideas.

Skills

- Address challenges creatively by taking initiative and managing potential risks.
- Organise self-directed learning and evaluate new information effectively.
- Search for and utilise educational tools, such as digital platforms.
- Leverage existing knowledge and experience to develop innovative solutions.
- Collaborate effectively within interdisciplinary teams.

Attitude

- Develop flexibility and resilience in the face of change.
- Actively believe in personal and professional growth.

- Maintain an open mindset towards collaboration with various education providers in entrepreneurship.
- Pursue innovative solutions through creative thinking and teamwork.
- Respect the ethical and social dimensions of entrepreneurship.

Suggested feedback question(s) for Unit 1.3

What theoretical elements are used here?	Recommended feedback question(s)	Activities (quiz, game, coordinated discussion, case study, visit, guest, etc)
<ul style="list-style-type: none"> • Understanding Entrepreneurship (please see “Additional Material”: Entrepreneurship-Business Studies Dictionary) • Different Contexts of Education (please see “Additional Material”: Formal, Non-Formal and Informal Learning) (please see “Additional Material”: Successful entrepreneurs (male and female) without degree) 	<ul style="list-style-type: none"> • Can you think of some differences between formal, non-formal and informal education? • Can someone become an entrepreneur without having a relevant degree? • If you answer yes to the above question, why do you think so? Can you give an example? 	Activity M1.A2 Activity M1.A3

Tips for trainers and facilitators

We strongly recommend that trainers/facilitators refer to the additional material titled 'Entrepreneurship-Business Studies Dictionary', where they can find information and knowledge that largely covers the content of Unit 1.3.

Information about well-known entrepreneurs who do not hold a degree should not create the belief that education is of secondary importance. The goal is to inspire learners to consciously pursue formal, non-formal, and informal education in order to integrate into the labor market. The significance of this reference is that the idea for a business and the spirit of entrepreneurship are not exclusively found within education.

Additional Material

U 1.3/1: Entrepreneurship-Business Studies Dictionary

What it is?

An article from Munich Business School, briefly describes the concept of entrepreneurship, gives examples of successful entrepreneurs, highlights the relationship between entrepreneurship and social cohesion, presents the current trends in entrepreneurship, and 4 different types of entrepreneurs.

Where can I find it?

<https://www.munich-business-school.de/en/l/business-studies-dictionary/entrepreneurship>

Which theoretical elements does it support / refer to?

Understanding Entrepreneurship.

Information and data included here could be used in the whole Module and in other Modules of the Power Up training program.

U 1.3/2: The most successful businessmen without degrees

What it is?

An article presenting cases of well-known male entrepreneurs who did not have a degree related to entrepreneurship.

Where can I find it?

<https://www.thegentlemansjournal.com/article/20-of-the-most-successful-businessmen-without-degrees/>

Which theoretical elements does it support / refer to?

It can enhance the theoretical elements of this unit concerning the understanding of entrepreneurship and the various ways of developing entrepreneurial skills.

It could be used at the end of the video for an open discussion with the trainees that would highlight the value of lifelong and informal learning.

U 1.3/3: Learn by Doing: 5 successful Female Founders without College Degrees

What it is?

An article presenting cases of well-known female entrepreneurs who did not have a degree related to entrepreneurship.

Where can I find it?

<https://xena.world/learn-by-doing-5-successful-female-founders-without-college-degrees/>

Which theoretical elements does it support / refer to?

It can enhance the theoretical elements of this unit concerning the understanding of entrepreneurship and the various ways of developing entrepreneurial skills.

It could be used at the end of the video for an open discussion with the trainees that would highlight the value of lifelong and informal learning.

U 1.3/4: Formal, Non-Formal and Informal Learning

What it is?

This is a Research report, published in 2022 by Cambridge University which presents in detail the three different forms of education: formal, non-formal and informal education.

Where can I find it?

<https://files.eric.ed.gov/fulltext/ED626005.pdf>

Which theoretical elements does it support / refer to?

Different Contexts of Education and Competency Recognition in Entrepreneurship.

It is addressed to trainers/facilitators who wish to deepen their understanding of formal, non-formal, and informal education in order to best support their learners.

References:

Johnson, M., and Majewska, D. (2022). Formal, non-formal, and informal learning: What are they, and how can we research them? Cambridge University Press & Assessment Research Report.

Hoskins B, Fredriksson U. Learning to Learn: What is it and Can it Be Measured. EUR 23432 EN. Luxembourg (Luxembourg): OPOCE; 2008. JRC46532.

Politis, Diamanto. (2005). The Process of Entrepreneurial Learning: A Conceptual Framework. Entrepreneurship Theory and Practice. 29. 10.1111/j.1540-6520.2005.00091.x.

Retrieved on 26/03/2025:

https://www.researchgate.net/publication/228272963_The_Process_of_Entrepreneurial_Learning_A_Conceptual_Framework

UNESCO-UNEVOC (2020). Entrepreneurial Learning Guide for Technical and Vocational Education and Training Institutions.

Retrieved on 27/11/2024:

https://unevoc.unesco.org/pub/entrepreneurial_learning_guide_en.pdf

MODULE 1 ACTIVITIES

ACTIVITY 1 (M1.A1)

Title	Let's get to know each other
Type	Game
When to use?	At the beginning, before watching the video. Ideal if the learners do not know each other. If they are already knowing each other, it can be done at any time, simply for fun and to strengthen team bonding.
Number and skills of the trainer(s)	It can be facilitated by a person without any required experience or skills
Number of participants	5-15 participants
Duration	Approximately 10 minutes
Skills needed	No special skills are required
Equipment	A small soft ball
Setting	It can be implemented in any setting.
Aims	The goal is for all team members to be able to remember each other's names in a very short period of time and to break the ice through a game.
Procedure/description	<p>The team sits in a circle so that everyone can maintain eye contact with all the other members. We ask each team member to think of an animal (or an object if we want to make a variation) whose name starts with the same letter as their own name. For example: Andreas – alligator, Thomas – tiger, Katerina – koala, and so on.</p> <p>Once we're sure that each member has thought of an animal associated with their name, the first member – who holds the ball – starts by saying their name and animal, then throws the ball to another member, who does the same. We repeat this process 3-4 times, ensuring that the ball is passed at least twice to each member.</p> <p>In the next round, the process changes slightly. The member holding the ball must first say the name and/or animal of another member and throw the ball to them. The member who catches the ball repeats the same process for another member, and so on, until 3-4 more rounds are completed.</p>

	In the final rounds, it's best to only use the name, removing the animal.
Evaluation-assessment-reflection method, including feedback question(s)	The evaluation of the game's effectiveness is done once all members know each other's names. The person facilitating the training can ask the group if everyone feels confident that they know all the names.
Pay attention	<p>It has been observed in some groups that the identification of members with animals creates a fun atmosphere, and often, group members continue to refer to each other by the animal's name rather than their own. If this is acceptable to all members of the group, it can be maintained.</p> <p>However, experience shows that some members may not want to identify with the animals they have chosen and may feel uncomfortable if someone addresses them by the animal's name after the game ends.</p> <p>The person facilitating the training should pay attention to these dynamics and act accordingly. If members continue to call each other by animal names and are enjoying it, it should be allowed. If any members appear uncomfortable, they should be asked to respect it and stop using the animal names</p>
REFERENCES	N/A

ACTIVITY 2 (M1.A2)

Title	QUIZ without right or wrong
Type	Quiz
When to use?	This quiz can be used after watching the video of Module 1 to stimulate a discussion with the learners, increase their interest in the elements and information included in the story that relate to the theoretical framework of the course, and facilitate the trainer's ability to provide more information in order to achieve the learning outcomes through experiential learning
Number and skills of the trainer(s)	One person is sufficient to coordinate the educational process. This person should have basic knowledge covered in Module 1. If they do not have the relevant background, it is strongly recommended that they study the additional recommended materials provided in the theoretical section of Module 1, which are aimed at individuals with skills in educational group coordination, regardless of their scientific background.

Number of participants	1-15 participants
Duration	<p>It depends on the depth of the discussion and the level of participation from the learners.</p> <p>Minimum duration: 30 minutes</p> <p>Maximum duration: 90 minutes</p>
Skills needed	No special skills are required.
Equipment	Learners need to connect to the platform via smartphones. An internet connection is required.
Setting	It can be done in any room used for training. It is strongly recommended that the group of learners be seated in a circle so that all members can maintain eye contact with all the other members.
Aims	<p>The goal of this quiz is to increase the learners' interest in basic concepts related to entrepreneurship and entrepreneurship education, which are included in the theoretical framework of Module 1.</p> <p>Learners' answers are not evaluated based on right or wrong to avoid the unwanted feeling of criticism or the rejection of their already acquired knowledge and experience. All options are correct. Learners are asked to rank their answers on a scale (most important – least important), encouraging them to critically approach the elements included in the quiz. It is recommended that the person facilitating the educational process ask the learners to justify the ranking they propose with their answers. The greater the diversity in the answers from different learners, the richer the discussion and dialogue can be, helping to highlight the various aspects of entrepreneurship and entrepreneurship education included in this module.</p>
Procedure/description	<p>The person coordinating the educational process ensures that the learners have access to the quiz on the platform via their smartphones (alternatively, tablets and/or computers with internet connection can be used).</p> <p>They are asked to answer the questions but stop after submitting their answers for each question to allow for an open discussion. The discussion can start with the question, "Why did you choose this ranking?" directed to each learner in turn until everyone has shared their thoughts.</p> <p>QUIZ</p>

	<p>We ask you to score the importance of the answers to the following questions, using the numbers from 1 to 4 (where 1: Very important, 2: Quite important, 3: Important, 4: Less important).</p> <p>Take a moment to think. There is no right or wrong, but it might be more challenging than you think.</p> <p>1. How does entrepreneurship benefit social cohesion?</p> <ul style="list-style-type: none"> <input type="radio"/> It creates economic growth <input type="radio"/> It covers existing needs with products and services <input type="radio"/> It funds public goods and services through taxation <input type="radio"/> It creates frameworks for collaboration and socialization <p>① <i>Very important</i>, ② <i>Quite important</i>, ③ <i>Important</i>, ④ <i>Less important</i></p> <p>2. A social enterprise has the following key characteristics:</p> <ul style="list-style-type: none"> <input type="radio"/> It produces products and services with a social purpose <input type="radio"/> It focuses on people and the environment rather than financial profit <input type="radio"/> It addresses needs that neither the state nor the for-profit economy can meet <input type="radio"/> It reinvests its profits into its sustainability and further growth <p>① <i>Very important</i>, ② <i>Quite important</i>, ③ <i>Important</i>, ④ <i>Less important</i></p> <p>3. Community-based entrepreneurship focuses on the following:</p> <ul style="list-style-type: none"> <input type="radio"/> Its operation impacts and relies on the local community <input type="radio"/> It is typically non-profit. <input type="radio"/> It devises innovative and collective ways to address community needs <input type="radio"/> It targets individuals and groups who share the same values, even if they do not live in the same area <p>① <i>Very important</i>, ② <i>Quite important</i>, ③ <i>Important</i>, ④ <i>Less important</i></p>
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	<p>4. Inclusive entrepreneurship primarily focuses on:</p> <ul style="list-style-type: none"> ○ Spreading the principles of inclusion to the wider society ○ Providing equal opportunities in employment and participation in the market ○ Increasing equitable access to products and services, regardless of the personal characteristics of the customers ○ The use of ethical and fair business practices <p>① <i>Very important</i>, ② <i>Quite important</i>, ③ <i>Important</i>, ④ <i>Less important</i></p> <p>5. Entrepreneurship education is more effective when:</p> <ul style="list-style-type: none"> ○ It takes place within the business environment (experiential learning) ○ It takes place in schools and universities (formal education) ○ Participating in educational activities such as seminars, online programs, European projects, etc. (non-formal education) ○ Everyday life is leveraged. Every experience can be significant in entrepreneurship <p>① <i>Very important</i>, ② <i>Quite important</i>, ③ <i>Important</i>, ④ <i>Less important</i></p> <p>6. The social model of inclusion promotes that:</p> <ul style="list-style-type: none"> ○ Discrimination is not due to the personal characteristics of those who have experienced it ○ Society creates barriers for certain social groups ○ Inclusion and accessibility are not just about specific social groups, but about society as a whole ○ Equal participation everywhere is a human right <p>① <i>Very important</i>, ② <i>Quite important</i>, ③ <i>Important</i>, ④ <i>Less important</i></p>
Evaluation-assessment-reflection method, including feedback question(s)	<p>At the end of the training process, and after allowing time for all participants to share their views, the person leading the session could ask the group the following questions:</p> <p>1. What is your main thought about what we discussed?</p>

	<p>2. What new insights are you taking with you today?</p> <p>3. Is there something you believed until today that you've changed your mind about now?</p>
Pay attention	This quiz is part of the learning process, as it allows participants to learn from each other (peer learning approach), drawing on the experience and knowledge they have already acquired. Even if some participants express something that is incorrect or does not reflect reality, avoid focusing on the mistake. Simply highlight another, more significant aspect of the same issue and ask for their opinion. Try to confirm all the rankings suggested by the participants using knowledge, information, and data from the theoretical part of Module 1 or other reliable sources you may have.
REFERENCES	This quiz was developed by Andreas Almpanis (iED).

ACTIVITY 3 (M1.A3)

Title	Invitation of a Social Enterprise Representative
Type	Guest
When to use?	The representative of the social enterprise can attend the entire training process for Module 1. It will be useful for them to watch the video alongside the participants and to take part in all activities chosen by the facilitator. In this way, they can share information and knowledge based on their own experience.
Number and skills of the trainer(s)	One person is sufficient to coordinate the educational process. This person should have basic knowledge covered in Module 1. If they do not have the relevant scientific background, it is strongly recommended that they study the additional recommended materials provided in the theoretical section of Module 1, which are aimed at individuals with skills in educational group coordination, regardless of their scientific background.
Number of participants	4-15 participants
Duration	<p>It depends on the willingness of the invited representative.</p> <p>Minimum 40 minutes: They could participate only in watching the video and a brief discussion that follows.</p> <p>Maximum 180 minutes: They could participate in the entire training process.</p>

Skills needed	No special skills are required.
Equipment	The participants and the guest need to connect to the platform via smartphones if they are participating together in activity M1.A2. An internet connection is required.
Setting	It can take place in any room used for training. We strongly recommend that the group of participants be seated in a circle so that all members have visual contact with the others.
Aims	The goal is to provide participants with direct contact to knowledge, information, and data related to social entrepreneurship, business ideas, social impact, as well as the advantages and disadvantages of a social enterprise. The use of real-life examples and experiences from the social enterprise representative can greatly enhance the effectiveness of the learning outcomes.
Procedure/description	The proposed ideal process involves the invited representative of the social enterprise throughout the entire training process and in the activities that accompany it.
Evaluation-assessment-reflection method, including feedback question(s)	<p>An open discussion at the end of the guest's visit, based on the following questions, would be very useful:</p> <ol style="list-style-type: none"> 1. Would you like to share a thought that was triggered by what our guest mentioned? 2. What impressed you the most today? 3. If each of us could gift a word to our guest, what word would it be and why?
Pay attention to	It is logical that the guest may draw the attention of the entire group at certain points during the training process. However, you should ensure that all participants have the necessary time to express their opinions, experiences, ideas, and questions. Therefore, try to manage the time dedicated to both the guest and the group of participants in an equitable manner. The goal is for the process to be interactive with active participation from the participants, not a monologue from the guest.
REFERENCES	N/A