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START IN: Developing Inclusive and Innovative Entrepreneurship Education in Europe

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Intellectual Output 2:

Training Modules on Inclusive and Innovative Entrepreneurship Education



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Action 1:

Identify and analyse cutting-edge theoretical fundamentals and innovative pedagogical approaches on inclusive and innovative entrepreneurship education.

“Entrepreneurship is neither a science nor an art. It is a practice”.
(Peter Drucker, 1985)

An entrepreneurial culture strengthens the entrepreneurial activities of learners and society where activities are self-driven and collaborative (Gov. of Finland 2017). The term entrepreneurship, the defining of, and approaches to entrepreneurship education is conceptually complex (Thrane et al., 2016). Essentially, entrepreneurship is about taking initiative and turning ideas into action. In its broadest terms entrepreneurship education/enterprise education (EE), in the higher education context, refers to the elements of the curriculum which seeks to engage students in a consideration of, practice in, and reflection on the concept of entrepreneurship and is drawn from the widest definition of entrepreneurship which sees it as an activity that creates value (Lackeus, 2015). At the European level, the “sense of initiative and entrepreneurship” is defined as a key competence for lifelong learning (European Parliament and Council, 2006). Yet there is no commonly agreed definition for entrepreneurship education across Europe (European Commission /EACEA/Eurydice, 2016). Entrepreneurship education is about enabling the student to develop creativity, innovation and risk-taking skills, as well as an ability to plan and manage projects in order to achieve objectives.

Entrepreneurship education can promote the learning and development of professional knowledge and contributes to understanding innovation, entrepreneurial spirit, thus enhancing entrepreneurial and professional skills. However, while traditionally embedded in business subjects, Entrepreneurial education should go beyond this narrow approach, as it is a broader, deeper and richer concept (Jones and Iredale, 2010). Entrepreneurship education encompasses holistic personal growth and transformation that provides students with knowledge, skills and attitudinal learning outcomes. This empowers students with a philosophy of entrepreneurial thinking, passion, and action orientation that

they can apply in their lives, jobs, communities, and/or their own new ventures. (McGuigan, 2016)

Research has found that participation in entrepreneurship education, at second level, increases the long-term probability of starting a business as well as generating entrepreneurial incomes (Elert et al., 2015). With respect to the aim of the *START IN* project, to develop 'Inclusive and Innovative Entrepreneurship Education' at school in Europe, a broad definition of entrepreneurship, applicable across all spheres of life is suggested:

Entrepreneurship is acting upon opportunities and ideas and transforming them into value for others.

This value can be financial, cultural, or social (Moberg et al., 2012; Bacigalupo et al., 2016). Inclusive entrepreneurship is a type of entrepreneurship that considers the societal challenges that Europe and the world is facing today (EC, 2013). Inclusive entrepreneurship encourages and supports entrepreneurship for groups of people that are under-represented and in a situation of vulnerability or disadvantage in the labour market. Closely linked to inclusive entrepreneurship, social innovation is the development and implementation of new ideas (products, services and models) to meet social needs and create new social relationships or collaborations, and represents new responses to pressing social demands, which affect the process of social interactions (EC, 2013).

Pedagogical underpinnings

Enterprise education is supported by experiential action learning inside or outside the normal classroom environment and is delivered across a range of subjects at different levels of education (Jones and Iredale, 2010). Through practice-based learning entrepreneurship is composed of a portfolio of practices (Neck et al., 2014). Through these practices, students learn to think more entrepreneurially and in turn act more entrepreneurially (Neck et al., 2014).

In developing a model to understand the process of entrepreneurship, Timmons and Spinelli (2007) outlined three critical factors 1) the recognition of opportunity, 2) the development of an appropriate team, and 3) the capacity to arrange resources. These factors are also critical in entrepreneurship education, whilst entrepreneurial learning is

multi-layered and requires engagement with the social context to ensure relevance for the learner (Hunter and Lean, 2018). The same authors posit that the learning content should enable learners to develop an understanding of the world alongside knowledge of entrepreneurship where the learning tools should be flexible and action-based. Equally, an entrepreneurial mindset is important when recognising the potential benefit of entrepreneurship for public and private life (Achtenhagen and Johannisson 2015).

Grounded on Knowles (1984) and Knowles et al. (2011) adult education theory and modern adult learning is based on the following assumptions - adults:

- Are self-directed.
- Have accumulated experience, can become resources of learning and relate to new learning.
- Are more interested in learning directly related to their work, family or social life.
- Have a problem-centred orientation to learning.

In supporting this, McDonough (2013, p.346) considers self-directed learners as “proactive, learn more things and learn better, than do learners who are reactive learners and are passively engaged in the learning”. Furthermore, in focusing on entrepreneurship education specifically, Kondracka-Szala and Malinowska (2016) suggest considering the following:

- Education *about* entrepreneurship.
- Education *for* entrepreneurship.
- Education *through* entrepreneurship.

Therefore, through hands-on action-based activities the *START IN* programme aims to develop learners’ entrepreneurial mindset, understanding and competencies to facilitate inclusive and innovative entrepreneurship education for all types of second level students across Europe.

Action 2:

Training Modules on Inclusive and Innovative Entrepreneurship Education

The content of the training modules will address the why, what and how to facilitate inclusive and innovative entrepreneurship education in schools in Europe. The training begins with an insight into what entrepreneurship is about, the language of entrepreneurship, entrepreneurial competencies and why these are important to understand in identifying what skills and competencies are incorporated into an inclusive and innovative entrepreneurship education curriculum.

The training modules allow learners to explore how these skills are developed through teaching and pedagogical methods. This training programme is designed for educators in primary and secondary (high) education. Aimed at entry-level entrepreneurship educators, i.e. those teaching social/inclusive entrepreneurship for the first time, the training will be of interest to those teaching across all discipline areas, not just business disciplines.

Learners (primary and secondary level teachers/educators) are expected to complete each of the three learning units. While each unit and its components are stand alone, the first three (Learning Units: 1.1, 1.2 and 1.3) must be completed first, before other modules can be started.

Learner Activities

- Learners will read/review material related to the modules, engage in on-line sessions and complete assignments.

Learning Resources

- The use of a computer, access to internet and Microsoft office software is required for all modules as well as access to a class of young people for certain modules. While each module will describe in detail the requirement of the assignments, a module facilitator marks all assignments.

Timeframe

- As outlined in the curriculum, each of the 15 ECTS requires 27 hours in total. This includes contact with on-line resources, assignments and research.



Learning Unit 1. Inclusive and Innovative Entrepreneurship at School in Europe. (5 ECTS)

1.1 Entrepreneurship Education at school in Europe.

1.2 Innovation and Social Entrepreneurship.

1.3 Inclusive Entrepreneurship.

1.4 Creativity in Entrepreneurship.

1.5 Digital skills and technologies applied to entrepreneurship education.

Lesson Plan 1.1: Entrepreneurship Education at School in Europe

o Background

This module aims to develop the following entrepreneurial competences as listed by EntreComp (Bacigalupo et al., 2016): Self-awareness and self-efficacy, vision, creativity, working with others, learning through experience.

The objective is to introduce the fundamentals of entrepreneurship education in European schools, in order to enable learners design professional development strategies for them and their school.

o Learning outcomes

This module will assess the ability of learner in the following ways:

- Explore, discuss and analyse the latest developments in entrepreneurship education at school in Europe including basic concepts, strategies, curricula, objectives, teaching methods, best practices, initiatives for schools, educational resources.
- Reflect on their own entrepreneurial competences and design their own learning pathway for further professional development.

- Identify strengths and weaknesses and develop strategic plan for their school/organisation to foster entrepreneurship education.

TASKS

Guided research and group activities will balance lecturing and increase the overall pedagogical value.

Lecture 1: *Entrepreneurship education, basic concepts and pedagogies*

- Introduction to the aims, goals and expected outcomes of the START IN educational programme and the added-value produced by the project.
- Europe's current strategy for entrepreneurship and entrepreneurship education.
- Evolution of the concept of entrepreneurship.
- Entrepreneurial competences and school education.
- Teaching and learning methods.
- Entrepreneurial Education for teachers.

Working with others is an important part of entrepreneurship education, and learning with others. This lesson is designed to encourage interaction and cooperation between the learners.

Group Discussion 1: The learners introduce themselves and present their current work experience including level of education (primary, secondary, vocational education, special needs), the subjects they teach, the teaching methods they currently use and analyse how this is relevant to entrepreneurship education.

Lecture 2: Entrepreneurship education at school European; National policies, curricula and guidelines; Initiatives for schools; Teaching resources, and good practices.

Group Discussion 2: Learners use the educational resources to identify good practices or initiatives that would better fit the needs of their school. Feedback from other learners in the group.

LEARNING QUESTIONS

- What is entrepreneurship?
- What are the key components of entrepreneurship as a competence?
- What teaching methods are most effective for teaching entrepreneurship at school?
- How can we prepare the teachers to teach entrepreneurship?
- What are the latest developments in entrepreneurship education at school in Europe?
- What best practices/initiative exist?
- What are the available resources?

○ Context

Learners are required to participate in group discussions coordinated by the module facilitator. These can be either online or in person depending on the geographical distribution of the participants.

- The first assignment focuses on self-reflection and is an individual assignment.
- The second assignment can be either an individual or a small group assignment. The aim of this assignment is a real-life study, involving a local school and the relevant stakeholders: teachers, students, parents etc.

○ Module assessment

Assignment 1: Learners write an essay (300-500 words) on the concepts presented so far:

- Reflect on their experience and evaluate their current entrepreneurial competences (knowledge, skills and level of autonomy).
- Identify their needs for further development.
- Study the START IN curriculum and select the learning units that best match their needs and expectations.

Assignment 2: Learners will develop a plan for their own school to foster social and inclusive entrepreneurship education. (500-800 words).



Lesson Plan 1.2: Innovation, Social and Sustainability Entrepreneurship

1.2.1. Innovation (MPDE)
1.2.2. Sustainability (INFODEF)
1.2.3. Social Entrepreneurship (ZABALA)

1.2.1 Innovation

○ Background

This module will develop learners' knowledge of the concept of innovation and understanding of various innovation process models. It aims to develop the following basic knowledge of innovation theory:

- Innovation (definition, types, examples)
- Innovation and Entrepreneurship
- Why Innovation is important
- How can we stage innovation?

○ Learning outcomes

On completion of the module, learners should be able to:

- Demonstrate a critical understanding of innovation.
- Explain the main historical and current perspectives on innovation.
- Demonstrate an understanding of how individuals and organisations can identify innovation opportunities.
- Explain the general approaches for exploiting such opportunities.
- Demonstrate an understanding of entrepreneurs through innovation.

TASKS

Through group discussion or individually, evaluate the level of innovation by stakeholders identified during the online learning/lecture.

○ Learning Activity

Online lecture will build the theoretical framework for innovation and provide:

- Theoretical information on innovation.
- Specific concepts related to innovation.
- Essay preparations.
- Evaluation of the essays.
- Question-answer session.
- Pre- and post-test.

LEARNING QUESTIONS

- What is innovation?
- What are the innovation types?
- What kind of methods are most effective for being innovative?
- What is the importance of innovation?
- What are the latest developments about innovation?
- What is the role of innovation for social entrepreneurship?

○ Context

Online learning. Contact with stakeholders.

○ Module assessment

Online questionnaire pre- and post-lesson. Answers are generated automatically.

1.2.2. Sustainability

○ Background

These teaching activities are suited to an interdisciplinary, project-based approach, emphasising inquiry, collaboration, and creativity. Case studies are used to understand the principles of Circular Economy and to design and set up an entrepreneurship project. By supporting circular economy learning linked to Entrepreneurship Education we are equipping young people with the skills, knowledge and mindset needed to build social entrepreneurship projects that works for society, the economy, and environment

○ Learning outcomes

To develop an understanding of the value of Sustainability and Circular Economy for any innovative value-creating project in the social, cultural or economic context.

To identify the main concepts and fields of study of Sustainability, CSR and Circular Economy, and their interaction with social entrepreneurship projects.

To evaluate strategic benefits of Sustainability and Circular Economy applied to social entrepreneurship projects.

TASKS

Learners will identify the needs and effective approaches for developing a social entrepreneurship project within the Circular Economy framework through group activities, research, and case studies.

○ Learning Activity

1. Initial seminar about the main concepts and fields of study of Sustainability, CSR and Circular Economy.
2. Presentation of real case studies to the learners in order to see how the principles of Circular Economy can be used to design and set up an entrepreneurship project.
3. Development of a group activity to identify the needs and effective approaches for developing a social entrepreneurship project.

LEARNING QUESTIONS

- What are the main principals of Circular Economy?
- How can we use the principals of Circular Economy to design and set up an entrepreneurship project?
- What are the benefits of Sustainability and Circular Economy applied to social entrepreneurship projects?

○ Context

Classroom and/or online settings will be the main learning environments. Nevertheless, depending on the availability of resources, study visits to real companies and entrepreneurship projects based on Circular Economies and the possibility to interact with real entrepreneurs.

○ Module assessment

The evaluation of this section involves (1) the assessment of the individual progress and (2) the group dynamics and projects suggested and facilitated by the learner, in particular the identification of needs and effective approaches for developing a social entrepreneurship project.

The assessment will be based on:

- An individual activity to identify good practices on social entrepreneurship projects which involve Circular Economy elements.
- A group activity project aims to identify needs and effective approaches for developing a social entrepreneurship project.

The assessment will be judged internally by an academic and a professional working on the identification and application of Circular Economy elements to the design of social entrepreneurship projects and will be based on the learner demonstrating the application of the lesson to facilitating age appropriate activities.

1.2.3 Social Innovation

○ Background

Social entrepreneurship is a type of social innovation initiative. The teaching activities are based on seminars and case studies. Social innovation is a new or significantly improved idea that meets social needs, create social relationships and form new collaborations. These innovations can be products, services or models addressing unmet needs more effectively. The objective of this lesson is to develop the learner's knowledge of social innovation concepts and initiatives, to foster the idea that every person can have a positive impact and become a social change maker through their business/work.

○ Learning outcomes

The aim of this lesson is to enable learners to recognise and generate new ideas from a social innovation perspective. The lesson will help develop learners' social innovative mindset and foster a deep understanding of social challenges and abilities to solve complex issues from non-traditional ways. The lesson will cultivate learners understand of innovation potential with a clearer sense that there are ways of doing business that can impact on society in a positive way. Learners will learn the skills to identify new ideas to solve societal problems/issues.

TASKS

Through group activities, research, and case studies, learners will discover social innovation initiatives that aim to solve societal challenges from a different perspective than traditional.

○ Learning activities

1. Master class/lecture on general concepts related to social innovation.
2. Research about main societal challenges in Europe and identification of successful cases (max. 2 per learner).
3. Build up on the successful cases and review one case.

LEARNING QUESTIONS

- What is social innovation?
- How do I come up with an outstanding social innovation initiative?
- How do I face a societal challenge from a non-traditional perspective?
- What are the successful cases of social innovation that are currently facing the challenges?

○ **Context**

For the successful cases identified, the addition of a social innovator or the visit a successful initiative would be preferred. If possible, learners will work in groups to identify and analyse successful cases on social innovation in order to promote dialogue and debate.

○ **Assessment**

Submit a case study (word count: 500-1,000) describing the societal challenges identified and the main concepts of social innovation. The case should provide a personal analysis (conclusions/impressions).

Lesson Plan 1.3: Inclusive Entrepreneurship

○ Background

Entrepreneurship is the capacity to recognise and pursue opportunities in any environment. Inclusive entrepreneurship is a type of entrepreneurship that considers the involvement and universal aspect of all groups of people as key for the business.

The objective of this lesson develops the learner's knowledge of inclusive policies, programmes or other initiatives that aim to create equal opportunities, stimulate the creation of jobs and prevent or mitigate against social exclusion. To develop a mind-set to take account of the most vulnerable groups of people and consider the entrepreneurial initiatives as social change makers.

Activities for this unit are based on seminars, face-to-face interactions, and partnerships. To promote active learning, activities such as role-play, and personal analysis is encouraged. Good practices on inclusive entrepreneurship and social innovation projects are also studied.

○ Learning outcomes

Learners will be able to identify the most vulnerable groups of people in society and to integrate social crosscutting issues in their business strategies.

TASKS

Through individual and group activities, research, and case studies, learners will obtain knowledge on 'at risk' groups and the methods to integrate their perspective in every project.

○ Learning Activity

1. Master Class on inclusiveness and vulnerable groups of people in society.
2. Research, review and identify successful cases on social innovation that attempt to include those vulnerable groups of people.
3. Preparation of a proposal for new initiatives from an inclusiveness perspective.

LEARNING QUESTIONS

- How do I integrate a social innovation perspective in business?
- How do I integrate social crosscutting issues in my business?
- How do I support inclusiveness in my business?

○ Context

In order to develop the sensibility of the learner, it is recommended the lesson be conducted with a vulnerable group of people, or in a classroom setting with the input of an entrepreneur.

This stage will involve groups of learners working together and individually, (either online or in person) facilitated by the module facilitator. For case studies that build on the successful cases identified, the addition of a social entrepreneur that has a focus on integration would be preferred.

While the learner may complete this lesson as an individual and assessed by the module facilitator, this stage will involve groups of (or individual) learners working together, facilitated by the module facilitator.

○ Assessment

Submit a report (approx.1,000 words) describing the main vulnerable groups in society. This essay should also outline initiatives that might promote inclusiveness of those vulnerable groups in business.

Lesson Plan 1.4: Creativity in Entrepreneurship

○ Background

The teaching activities will use a mix of presentation, seminar and case studies styles to develop learning on creative tools and techniques, including using new technologies to enhance inclusive and social innovation projects. Additionally, it will utilise background research and readings, tests and games, teamwork and peer-to-peer evaluation.

Creativity in entrepreneurship is the capacity to recognise and integrate new technologies and creative thinking approaches into social entrepreneurship idea and implementation development.

The objective of this lesson is to increase creative thinking abilities, approaches and a social and inclusive mind-set. To develop a new way of thinking about the use of creative approaches and new creative techniques to address/solve a problem/issue of concern in society.

○ Learning outcomes

To enable learners to recognise and understand the range and value of creative thinking approaches, including new technologies, to enhance and develop the generation of ideas, and to increase empathy in the development of an inclusive and innovative entrepreneurship project.

TASKS

Through group activities, research, and observation learners will engage with a range of creative thinking techniques and tools, and the principles and research that underpin them, to discover new and/or adapt tools and techniques which encourage their students to generate ideas, solve social problems/issues.

1. Seminar with interactive examples to understand and test a range of definitions and benefits/challenges of creativity, to include the value of creativity, difference between technical versus artistic creativity, learning styles, and right brain/left brain thinking.
2. Research, review and identification of XR (extended reality), AR (augmented reality) and other creative tools and application approaches to idea generation, problem solving, and project implementation.
3. Storyboard, design and create a plan to use suitable and effective tools and techniques to support their own social issue-based project to include creating a budget for the project and a basic plan for deployment – developed through peer group discussion, revision and refinement.
4. Analyse the application of tools and games to support the project, and reflect on their suitability and effectiveness, again using peer group discussion and feedback, to include identifying and analysing strengths and weaknesses of this approach and proposing the changes that need to be made for their school to foster entrepreneurship education.
5. Provide a summary of the problems/issues and the potential ideas to solve them.

LEARNING QUESTIONS

- What are the principles behind creative thinking approaches?
- What defines a creative mindset?
- What creative tools and techniques are available to support social entrepreneurship idea and project development?

○ Assessment

1. Submit a document (format of whatever is preferred and suitable) describing or depicting the storyboard created, with a summary of the tools and techniques used to demonstrate or enhance empathy and engagement with the social issue-based project. (Max 500 words)
2. Present in text and in audio or video recording format, a brief analysis of a choice of three creative tools, techniques or applications that can support the project. You should also reflect on their suitability and effectiveness, to include identifying and analysing strengths and weaknesses of their use, and proposing the changes that need to be made for their school to foster entrepreneurship education. (Max 250 words)

It should be noted that allowance is made for different learning styles and awareness is given to any accessibility issues arising from and around engaging with technical platforms, programmes or delivery methods. A variety of delivery approaches and methodologies and learning styles will be incorporated.

Lesson Plan 1.5: Digital skills and technologies applied to entrepreneurship education

○ Background

Entrepreneurship education encompasses holistic personal growth and transformation that provides learners with knowledge, skills and attitudinal learning outcomes (McGuigan, 2016).

The objective of this lesson is to introduce basic principles:

- to increase the knowledge of learners to recognise how ICT can be applied in various methodological approaches during entrepreneurship education;
- to develop a way of thinking about new possibilities/ideas in order to implement ICT tools in entrepreneurship education.

This lesson uses a reflection and *Learning-by-doing approach to learning*.

○ Learning outcomes

To enable learners, recognise the advantages of incorporating ICT-based tools and methods into the entrepreneurship education; to identify different ICT tools and solutions suitable for entrepreneurship education and how to develop knowledge using of ICT resources.

Learners acquire the skills of comparing and selecting ICT tools for entrepreneurship education; designing effective ICT tools suitable for individual teaching needs, attractive for learners to stay motivated; and using ICT tools in entrepreneurship education to introduce innovation through the teaching practice. The learning is based on real case studies, from entrepreneurial practice prepared by entrepreneurs. The learner will learn entrepreneurship with use of ICT-based tools.

TASKS

Through individual activities, in-class lessons or via e-learning, learners will acquire the competences for the involvement of effective digital tools in the teaching-learning practice; introducing creativity to the classroom; supporting

1. Analysing and comparing existing online educational resources and tools to develop Open Educational Resources (OERs), e-learning platforms, mobile Apps and games – during in-class lessons and individual study. Learners will acquire knowledge about the differences between various types of digital tools for the purpose of entrepreneurship education, and will be able to choose the appropriate ones.
2. Using open source tools to build simple e-learning platforms and own mobile App for sharing links, creating polls or developing quizzes or the idea of gamification– during individual activities or in small groups learners will develop their own tailored digital resources.

○ Context

Face-to-face meetings with module facilitator in a classroom environment equipped with computers with internet connection, is recommended to stimulate the entrepreneurial attitude and address learners with disadvantages, and demonstrate examples of OERs, Apps and gamification.

Facilitators instruct and guide learners on the use of digital resources, to prove how they are able to benefit and make use of existing online resources, OERs, apps and gamification, either own designed, or introduced by the teacher, addressing the topic of inclusiveness in the area of ICTs.

The START IN e-learning platform and Mobile App should involve the individual engagement of learners, under the condition of access to Internet connection.

The completion of this unit will depend on developing ICT project related results (e-learning platform and mobile App) in response to real entrepreneurial situations.

In this way, the acquired ICT knowledge applied in practice. The authors of case studies could be entrepreneurs, NGOs managers, academic teachers (in management area).

○ **Assessment**

Assessment for this lesson is in two parts:

1. Develop own ICT tool (e-learning platform or mobile app).
2. Pass the test concerning material introduced in the unit.



Learning Unit 2: Project management & financial planning for innovative and inclusive entrepreneurship. (5 ECTS)

2.1 Idea generation

2.2 Feasibility study

2.3 Financing issues

2.4 Prototyping and the Cultural and Social impact of the project.

Lesson Plan 2.1: Idea Generation

○ Background

This lesson uses a Learning-by-doing and direct observation approach to learning.

Entrepreneurship is the capacity to recognise and pursue opportunities in any environment. However, unlike most business entrepreneurs, who address current market deficiencies, social entrepreneurs tackle hypothetical, unseen or often less-researched issues, such as overpopulation, unsustainable energy sources, food shortages.

The objective of this lesson is to increase entrepreneurial spirit, culture and attitudes. To develop a way of thinking about new possibilities/ideas in order to address/solve a problem/issue of concern in society.

○ Learning outcomes

- To enable learners, recognise and develop the tools and techniques to generate new ideas, the first stage of a social entrepreneurship project.
- Apply their own experience to new business and social entrepreneurship project development
- Develop independent learning.

TASKS

Through group activities, research, and observation learners will discover new and/or adapt the tools and techniques, which encourage their students to generate ideas, solve social problems/issues.

1. Research, and/or observe three social problems/issues at a local, national and international level.
2. Using the mind-mapping methodology (or similar), with the social problem/issues at the centre, create a map of potential solutions/ideas to address each of the particular problems/issue.
3. Observe and indicate if the three issues have links, shared solutions and/or common attributes.
4. Employing ranking-rubrics, assess validity of each of the ideas.
5. Provide a summary of the problems/issues and the potential ideas to solve them.

LEARNING QUESTIONS

- How do I come up with an outstanding social/business idea?
- How do I solve a social problem/issue?

o Context

While the classroom is the typical location for formal education, for this lesson a different location/setting is preferred. In order to stimulate the creativity of learners, 'the unusual is best'.

The location of this stage of the project, 'ideas generation' is important. The 'unusual' may be in the form of a different location, seating arrangements or environment. Be creative!

Learner may complete this lesson individually or in groups. For the presentation stage the addition of an entrepreneur and/or member of a non-governmental organisation (NGO), charity organisation or other relevant stakeholders is preferred.

○ **Assessment**

Submit a document (500-800 words) describing the three social problems/issues, a summary of ideas generated from the mind-mapping (or similar) exercise and a reflective piece on the lessons learned and plans to implement in a classroom setting. The report should also include three samples of the mind-mapping exercises.



Lesson Plan 2.2: Feasibility Study

○ Background

Action-based-learning, Learning-by-doing.

○ Learning outcomes

- Analyse and demonstrate the tools and techniques to nurture project development, from idea to launch.
- Apply personal experience in business/ social entrepreneurship project development.
- Identify the stages of project management as feasibility assessment.
- Develop independent learning.

TASKS

The learners will explore feasibility assessment models. This feasibility study will involve assessing the customers/users/benefactors of the idea, the markets and marketing of the idea, the management of the project and the resources required. Assessment of availability and practicalities (e.g., cost, size, timing, usable).

LEARNING QUESTIONS

- Is the project feasible?
- What resources are needed?
- What are the Strengths, weaknesses, opportunities and threats (SWOT) for the project?

○ Context

Similar to the feasibility of a live social entrepreneurial project, the learner is required to conduct a desk review of the feasibility study, using a recognised model. This, for example, may be the *Business Model Canvas*, or similar, relevant to the idea.

Cooperate with others to develop ideas and turn them into action.

- Identify and manage the material, non-material and digital resources needed to turn ideas into action.
- Identify and manage the competences needed at every stage of developing an idea, including technical, legal, tax and digital competences (for example through suitable partnerships, networking, outsourcing and crowdsourcing).

Considering the feasibility of the project the learner will assess the social context. This is linked to the idea generation part of the learning unit (2.1). That is, what problem/issue the project is addressing.

This may require a level of individual self-directed research and team-work. The learner identifies the parts of the feasibility study, which requires further development and thought to turn the idea into action.

○ Assessment

1. Complete the feasibility model (e.g. a summary of the Business Model Canvas).
2. Identify and recommend/comment on the findings (e.g., feasible or not, and social benefits). (300-400 words)

Lesson Plan 2.3: Financing issues

○ Background

Learner-centred, self-directed, personalised, interactive, cooperative, flexible, project based, including challenge or problem-based, discovery and reflective learning. Entrepreneurship is viewed as the capacity to recognise and pursue opportunities in any environment. The objective of this part of the unit is to instruct the learners on how to facilitate the capacity to plan, put in place and evaluate financial decisions related to social entrepreneurship.

○ Learning outcomes

To manage a budget, assess the cash-flow needs and apply for financing schemes of a social entrepreneurship project.

TASKS

Through group activities, research, and observation, learners will discover new and/or adapt the tools and techniques, which encourage their students to select suitable financing schemes and apply for social entrepreneurship support programmes or funds.

1. Access to finance

- 1.1 The importance of access finance for social entrepreneurs
- 1.2 Developing a funding strategy
- 1.3 Convincing investors with a strong case

2. Management of finance

- 2.1 The daily management of finance and budget
- 2.2 Planning finance (financial, profit and cashflow forecast)
- 2.3 Presenting annual records and statements (profit and loss account and balance sheet)

LEARNING QUESTIONS

- Why is finance important and how to get access to it?
- How shall we plan and manage finance?

○ Context

A school is an institution that is specifically designed to facilitate learning, social interaction and give the pupils platforms to do other things outside their curricular activities. Because of this the schools have a lot of resources that the pupils can take advantage of.

To set up a school savings and investing ethical bank, for example, is a simple, easy, and practical means of both making thrift a part of the educational system make students aware about the process of lending and borrowing money for a social entrepreneurship project.

The final aim of this lesson is to make learners aware about the general process of getting access to finance for a social entrepreneurship project. It requires an understanding of the role and logic behind the main social actors involved in this process.

○ Assessment

Assessment for this lesson is in three parts:

1. Develop and submit a funding strategy, a written plan (max 500 words) defining how their social enterprise will fund or finance its future activities and services. It will help to understand how much money is required, and from where, at each stage of their enterprise development.
- 2.
3. Prepare a Financial forecasts, that includes a profit and loss forecast, a cashflow forecast, a balance sheet and assumptions supporting the profit, costs and cash (in & out) forecasts. (The Cashflow forecasts help to identify short-term flows in your income. The Profit forecasts will give you an insight of medium / long-term resources required to help to develop the activities.)

Lesson Plan 2.4: Prototyping and the Cultural and Social Impact of the project.

○ Background

Problem-based-learning. Contextualising the problem and assess how the project will solve/contribute to helping the situation identified. The aim of the lesson is to identify the support required to achieve valuable outcomes of the project. The lesson will support learners to communicate effectively, negotiate and manage the process of moving from an idea to a project.

○ Learning outcomes

- The learner will describe the key components of the new business/social entrepreneurship project.
- Set long-, medium- and short-term goals.
- Define priorities and action plans.
- Adapt to unforeseen changes.
- Recognise the tools and techniques for each stage of the project.
- Learners apply their own experience to the new business/social enterprise project development.
- Identify the tools and techniques to nurture project development, from idea to launch.

TASKS

The task involves identifying the stakeholders that will benefit from the project. Evaluate the level of benefit and assess how the project can be implemented in other contexts/countries/communities.

○ Contexts

While the learner may complete this lesson individually, the optimal method is working with the stakeholder/benefactor group. The project should involve, inspire and enthuse the benefactors.

○ Assessment

1. Present a prototype of the product/service to the benefactors/users. (This prototype can be written, storyboard or product model.)
2. Submit a summary of comments from the benefactors. This summary should include a brief comment on the feasibilities (or not) of implementing the comments from the benefactor. (200-400 words)



Learning Unit 3. Making inclusive entrepreneurship programmes real. (5 ECTS)

○ Background

Learning through experience, by taking the initiative and working with others (e.g. teachers, students).

○ Learning outcomes

Entrepreneurial attitudes such as self-awareness and self-efficacy, ethical and sustainable thinking, developing visions for the future school environment and encouraging innovative ways to tackle problems and learning from possible failures.

TASKS

Through research, interviews and learning-by-doing learners will discover new and/or adapt the tools and techniques to encourage their students to take initiative and work with others. The learning activity is divided into three parts.

Part 1. Entrepreneurship education and future work life skills

The learner will explore entrepreneurship education and future work life skills through material and internet links supplied. The learner will discuss issues with their students, entrepreneurs, other stakeholders and if possible with other learners. The learner will provide a short description what she/he has found about the theme.

This part (1) will build the theoretical framework for entrepreneurial attitudes such as self-awareness and self-efficacy, ethical and sustainable thinking, developing visions for the future school environment and encouraging innovative ways to tackle problems and learning from possible failures in inclusive entrepreneurship.

LEARNING QUESTIONS

- What are the future work skills in general?
- What are future work skills according to your interviewed stakeholders?
- How do you think entrepreneurship education could help to reach these future skills to develop inclusive and social entrepreneurship?





Part 2. Real work life project or workshop, learning through experience

Learner plans and take part in a real-life project/workshop with her/his students, entrepreneurs, other teachers and relevant stakeholders where entrepreneurial attitudes such as self-awareness and self-efficacy, ethical and sustainable thinking can be learned. Project/workshop can last from half a day, one day or even several days, in the school environment or some other environment. During the project/workshop, learner, her/his students and other stakeholders will work in mixed groups to identify real life 'problems/opportunities' they find relevant in their community or milieu. For example, this could be like organising metal collection with learner, students, other teachers and entrepreneurs or it can be like organising season happening (autumn rummage sale) where students and entrepreneurs together sell products they have done together or it can be like a music concert that students offer for elderly people. Organising these events participants needs to be initiative and learn to work with others.

Good practises and development areas of the entrepreneurship education actions will be documented as part of the output from the project/workshop. These good practices will be adapted into teachers' daily work to help students to learn through experience, by taking the initiative and working with others.

Through the learning process learner will write "an inspiration and confusion" learning log/reflection essay. On this inspiration and confusion, learning log essay the learner reflects what kind of inspirations she/he has through this learning process or what kind of confusions there has been during the learning process: What has been clear to the learner, what has been unclear, what has occurred confusion of the learning process.

LEARNING QUESTIONS

- How do I identify an age appropriate project/workshop?
- What EE skills and attitudes, gained from this project, impart to students?



Part 3. Learning with others through reflection

Learner shall provide a seminar or meeting for her/his students, other teachers, entrepreneurs and others who have participated in the project/workshop from Part 2. The point is to share experiences and lessons learned and develop the co-operation in the field of entrepreneurship education. All participants will provide own aspects of the topic (project/workshop) i.e. what has been or went well in the project/workshop, what should be changed for the future, how this model of doing (project/workshop) could be implemented in the future and how to settle it as a normal school day and plan. The purpose of the seminar/meeting is to identify how local co-operation can be applied in future projects. In the end of the process learner will make a self-evaluation.

LEARNING QUESTIONS FOR SELF-EVALUATION

- How did the project/workshop work?
- What went well?
- What would I do differently in the future?
- What caused me confusion during the process?
- Were entrepreneurship education skills and attitudes archived?
- How did the project/workshop help me improve my self-awareness and self-efficacy, ethical and sustainable thinking?

○ Context

Part 1: START IN website and interviews in real life.

Part 2 and 3: Project/workshop held in various places. For example, in school, it can be a school event like open doors day or another annual occasion. Off school campus, it can be held in a local seasonal market, supermarket and shopping mall with entrepreneurs or with entrepreneurial or non-business associations' project like a social innovation/inclusive entrepreneurship project environment. Learners, organise events with students, teachers and entrepreneurs.

Learner may complete this lesson as an individual and assessed by the module facilitator. However, this lesson is best completed with school students, teachers and entrepreneurship. In applying this stage of the social project in the primary and second-level setting, this stage will involve groups of students, teachers, entrepreneurs and other relevant stakeholders working together, facilitated by the learner. For the project/workshop stage, the addition of an entrepreneur and/or other stakeholder is preferred.

○ Assessment

1. Submit a document (max 2.000) outlining future work skills, and describe how entrepreneurship education can help reach these skills; reflect on entrepreneurship education by combining learner's reflections of these skills and attitudes with the theoretical aspects as for example EntreComp¹ (2016, pp.10-13) and/or entrepreneurship attitudes. Worth 50% of the assessment.
2. Carry out a self-evaluation on the project/workshop and entrepreneurial attitudes (self-awareness and self-efficacy, ethical and sustainable thinking, developing visions for the future educational environment and encouraging innovation ways to tackle problems and learning from possible failures).

Max 1.000 words; Worth 50% of the assessment.

¹ <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>)

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