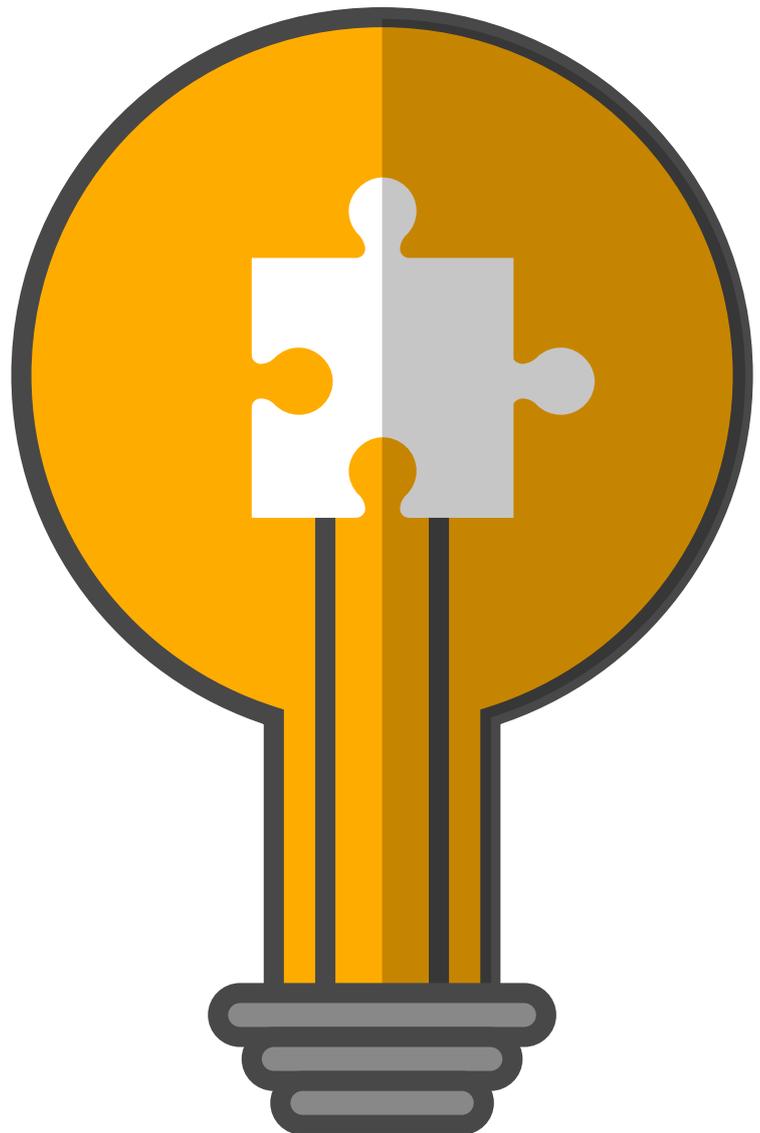




Creating Leaders for the Future: **No Limits to Entrepreneurship and Disability**



Guide for training methodology and materials for entrepreneurship

The Ecosystem To Foster Entrepreneurship In People With Disability



**The ecosystem to foster entrepreneurship in people with disability:
Guide for Training Methodology and Materials for Entrepreneurship**

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1

Chapter

Chapter 1

Introduction

Creating leaders for the future: no limits to entrepreneurship and disability

Creating Leaders for the Future: no limits to entrepreneurship and disability (onwards, CL) is a Project founded by the EU in the framework of the Erasmus+ key action for Cooperation in Innovation and Good Practices exchanges: Strategic Associations in the field of adult education and training (KA204).

For the development of CL Project, a consortium with different partners from complementary sector was established:

Fundación Prevent
(www.fundacionprevent.com) -
PROJECT LEADER
Spain
Main action areas: disability,
social and work inclusion,
training and entrepreneurship

LiberConsultores
(www.liberconsultores.com)
Spain
Main action areas: training and
entrepreneurship

Mine de Talents
(www.minedetalents.fr)
France
Main action areas:
entrepreneurship, social and
solidarity economy

Consorzio IES
(www.consorzioies.com/site)
Italy
Main action areas: European
cooperation for territories

Fundacja Aktywizacja
(www.aktywizacja.org.pl)
Poland
Main action areas: disability,
social and work inclusion

The CL project aimed at being the starting point for the definition and design of contents and intervention methodology that would provide effective response to the needs of people with disabilities who want to set up a business or a self-employment activity.

The partnership first carried out an entrepreneurship training experiences analysis in people with disabilities and in the collaborating countries, from

Chapter 1 Introduction

which a report was created: *European entrepreneurship experiences for people with disability: analysis and main conclusions report*¹.

As a result, the following orientations for the effective development of an entrepreneurship program for people with disability were found:

1.

We should develop inclusive settings for training entrepreneurs with disabilities by:

- a) ensuring the access to standardized educational facilities**
- b) counting on the participation of professionals involved in the field of disability**

2.

We should provide training in technical and cross-curricular skills for entrepreneurship

3.

We should take into account the participation of social, business and educational partners

¹ <http://leadersforthefuture.eu/wp-content/uploads/2016/01/EUROPEAN-EXPERIENCES-IN-ENTREPRENEURSHIP-FOR-PEOPLE-WITH-DISABILITIES-ANALYSIS-AND-MAIN-CONCLUSIONS-REPORT.pdf>

Chapter 1 Introduction

4.

We should count on the participation of a plural professional team with the presence of:

- a) A tutor/ mentor
- b) A coach
- c) Experts as teachers

5.

We should promote the parallel development of theoretical training with practical application-learning by doing

6.

We should validate the program success by:

- a) promoting the use of the European Europass tool
- b) implementing quantitative and qualitative mechanisms to monitor
- c) counting on a collection of ideas and assessment protocol to compile opinions and suggestions of all those involved in the training

Chapter 1 Introduction

The Consortium's aim was to design a comprehensive Entrepreneurship Program with / for People with Disabilities. To do so, two complementary tools were necessary:

- ✔ **Guide for Training Methodology and Materials for Entrepreneurship**
- ✔ **Guide to Work Systems and Accompaniment activities for entrepreneurial training**



**European entrepreneurship experiences for people with disability:
analysis and main conclusions report**

2

Chapter

Chapter 2

Presentation of this guide: objectives and target

This guide is not intended to be the simple result of a European project or a document disseminating the work carried out by the consortium. It aims to be a **practical, simple and useful** response to needs detected in many years of work in promoting entrepreneurship, in fostering the access to employment for people with disabilities, in training to increase the employability of vulnerable groups. It is the sum of experiences of the countries participating in the project but also of other experiences detected and analyzed in each country when dealing with employment and disability.

The interest in self-employment and entrepreneurship in recent years is evident, and there is no doubt that there will be an increase in actions, some of them isolated, some others coordinated, some more specific, other ones consolidated; but all of them aiming at proposing an alternative access to the labour market for people with more difficulties, driven by the social sector in many European countries.

There is also a clear need to promote the replicability of successful initiatives, sharing knowledge, facilitating the dissemination of materials and experiences, and building cooperative, collaborative and innovation work as a basis for the scalability and sustainability of social projects.

This guide will help you create the best possible ecosystem to foster inclusive entrepreneurship. Both in case you decide to work only with entrepreneurs with disabilities, or in case you want to impulse entrepreneurs without focusing on the existence of a disability or impairment, this guide will lead you through considerations, tools, activities and resources that should be taken into account to achieve your goal.

Chapter 2 Presentation of this guide: objectives and target

2.1 Guide elaboration

This guide is born as a **result of a 2-year work, carried out simultaneously in four European countries** and in collaboration with entrepreneurs with disabilities, companies, Public Administrations, social sector and professionals of the business world.

It's based on the **study of good practices** in entrepreneurship and disability in each participating country; on the **conclusions drawn from the surveys** administered to a total of 149 entrepreneurs with and without disabilities, about entrepreneurship, training, resources, needs, desired services and existing ones; and finally on the knowledge shared in 5 different **focus groups** carried out with experts in all the participating countries.

Focusing on this study, the sharing of knowledge and resources among the Consortium has allowed the creation of a framework document describing the fundamental elements for the implementation of initiatives to promote entrepreneurship in people with disabilities, as well as explaining how they should match with one another for success.

2.2 How to use this guide

For the correct use of this Guide, it is recommended a first complete reading in order to be aware of the whole contents, and how the program is organised; afterwards, the reader will be ready to identify and look for the specific information he/she is interested in.

Remember that this guide is a complementary tool to the **Guide for Training Methodology and Materials for Entrepreneurship**, and that for the best performance, you should take both of them into account.

3

Chapter

Chapter 3

Defining entrepreneurship education

According to the reference document *Entrecomp: the entrepreneurship competence framework*, by Bacigalupo et al. (2016), published by the European Union:

- the development of the entrepreneurial capacity of European citizens and organisations has been one of the key policy objectives for the EU and Member States for many years. There is a **growing awareness that entrepreneurial skills, knowledge and attitudes can be learned** and in turn lead to the widespread development of entrepreneurial mind-sets and culture, which benefit individuals and society as a whole. (p. 5).

Additionally the European Qualifications Framework (EQF) of the European Commission, defines competence as the:

- “ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF competence is described in terms of responsibility and autonomy”².

It is possible to divide competences into 3 different categories (Velasco Quintana et al. (2009)):

- **Basic or instrumental competences:** those related to fundamental knowledge and that are acquired through general education (ie. Capacity to read and write, oral communication or calculation)
- **General or cross curricular competences (from now onwards, cross curricular):** related to the behaviors and attitudes common to different fields of production (examples: ability to work as a team, ability to plan, ability to negotiate, etc.)

² http://ec.europa.eu/education/ects/users-guide/glossary_en.htm#competence

Chapter 3 Defining entrepreneurship education

➤ **Specific or technical skills (hereinafter referred to as technical):** they relate to technical aspects directly related to the occupation, and that are not so easily transferable to other work contexts.

Entrepreneurship skills are a combination of technical skills, business management skills and personal skills required for starting and operating in business and self-employment. They include, for example, opportunity recognition, team building, negotiation, strategy development, risk management, financial planning, and marketing. “Supporting the acquisition of entrepreneurship skills is important for not only increasing start-up rates but also improving the quality of business start-ups” (OECD – Ingredients of successful..., 2016, p. 21).

Entrepreneurship education: is taken to cover all educational activities “that seek to prepare responsible, enterprising individuals who have the skills, knowledge and attitudes needed to prepare them to achieve the goals they set for themselves to live a fulfilled life.” It hence covers broad range activities across all levels of education – from creativity classes in primary education to Business Master Studies-.

In defining entrepreneurship training, it must be taken into account that the person with disabilities must above all be considered as a potential full-fledged entrepreneur, as any other person with the right training and competences.

The focus should be put on the setting of favourable conditions so that the entrepreneur is focused on the creation of his activity and encourage him to mobilize on his journey of apprenticeship to the “entrepreneurial profession”.

4

Chapter

Chapter 4

Defining an entrepreneurship training methodology fundamentals

Entrepreneurship is an eminently practical exercise. In order for the trained entrepreneurs to apply the acquired knowledge in an autonomous and creative way (that is to say, of being capable to adapt it to the needs of a specific and changing environment), they must have assimilated such knowledge efficiently in advance.

Key concepts for everybody



People with a business idea want a practical and useful training, which will meet their needs and expectation and that will help to develop the business, that is to say, relevant training

For this reason, when designing any training unit, it is important to take the following aspects into account:

HOW TO REACH ADULT LEARNERS

Make sure your course is:

- immediately useful
- relevant
- welcoming
- engaging
- respectful

**And always starting from the question:
what do entrepreneurs need to learn?**

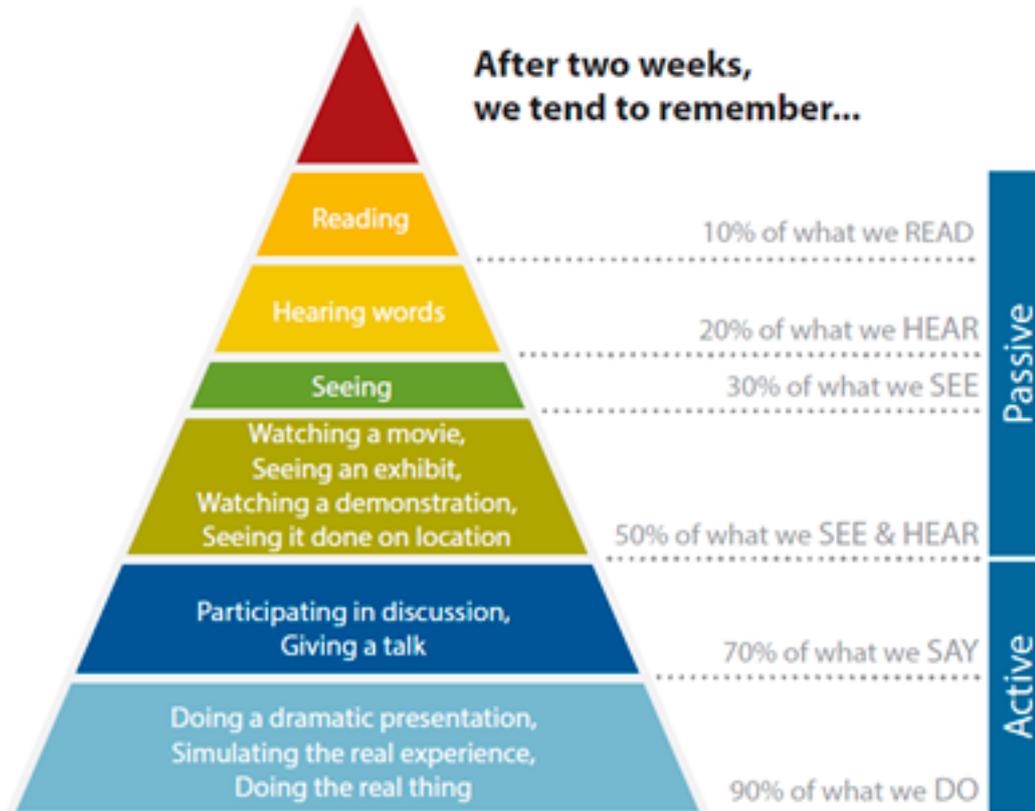
Source: adapted from NWCPHP
Effective Adult Learning. A toolkit for teaching adults. (2012)

Chapter 4 Defining an entrepreneurship training methodology fundamentals



Anyone in a training course, in this case, our entrepreneur, **he/she will better assimilate (longer and in a more integrated way) those contents that must be put into practice, differently from those he/she may get in a passive way through their senses.**

The 'learning pyramid' graphically shows the amount of knowledge we retain after a determined period of time:



(Based on the research of Edgar Dale, originator of "The Cone of Learning.")

Source: adapted from NWC PHP
Effective Adult Learning. A toolkit for teaching adults. (2012)



To train entrepreneurs, we must develop a pedagogical proposal based on an **active learning model.**

Chapter 4 Defining an entrepreneurship training methodology fundamentals

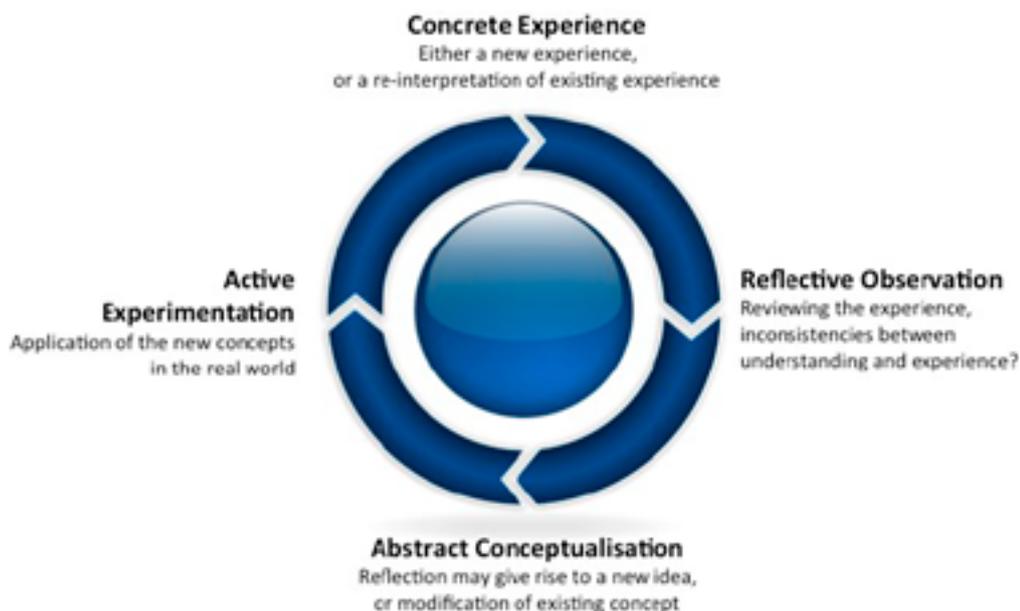
Active learning methodology, as Robledo et al. indicate (2015):

Are based on the fact that the student, guided by the teacher, assumes a greater responsibility and autonomy in his/her learning process, making it possible for this learning to be more effective and to rely on the acquisition of related competences, not only with conceptual knowledge, but also with the know-how. That means the practical application of knowledge, and the capacity to be, referring to the assumption of optimal interpersonal and intrapersonal attitudes for academic and professional performance.

(ARIAS Y FIDALGO, 2013; FERNÁNDEZ, 2006)

Thus, the teacher should promote an active attitude in the entrepreneur, encouraging his participation in the class. Teachers will deliver the content through a methodology based on Learning by doing, focused on the notion of experiential learning by David A. Kolb, which is learning by reflection on doing. Experiential learning is the focus of the individual learning process.

(PALKMETS, 2014, P.3)



Source: Good Practice Guide on Training Methodologies (...)
by Palkmets et al. (2014) (p. 3).

Chapter 4 Defining an entrepreneurship training methodology fundamentals



Inclusivity is an advantage for every entrepreneur. The European Agency (2013) defines inclusive education as: a permanent process, whose objective is to provide quality education for all, respecting the diversity and different needs and aptitudes, characteristics and learning expectations of learners and of communities, eliminating all forms of discrimination (UNESCO OIE, 2008, page 3). Diversity enrich the environments and offer unexpected opportunities de learn, unimagined problems to solve and comparative frameworks to which people without disability are not used, thus fostering creativity.



In order to develop a **relevant training curriculum for entrepreneurs**, and with the aim to be as relevant as it is possible to every single entrepreneur, **the training they receive should be as tailored as it is possible** to any individual need derived from:

1. the disability;
2. the entrepreneurial background: prior training, career path, competencies acquired, etc.

So, flexibility and adaptability are highly required in order to meet the needs of the specific participant entrepreneurs in each moment.

Specific issues while training people with disabilities

Apart from the key concepts mentioned above, there are some specific issues to be taken into account when the entrepreneur has a disability.



Training accommodations: it is necessary to adjust both the physical and procedural environment, as well as the psychological one.³

- A. The team work involved, must count on with a **disability and inclusion specialist**.⁴

³ For further information, please, consult the complementary tool Guide to Work Systems and Accompaniment activities for entrepreneurial training.

⁴ For further information, please, consult the complementary tool Guide to Work Systems and Accompaniment activities for entrepreneurial training.

Chapter 4 Defining an entrepreneurship training methodology fundamentals

B. The whole team work involved must be aware about how to deal with people who may have special needs. To this end, and regarding training, the program must guarantee that all trainers know how to teach to people with disability. To those trainers not used to it, a **short training / awareness / info** about interacting with people with disability is required.

This training / awareness / info will include some datasheet with general tips about interacting with people with disabilities.⁵

⁵ For further information, please, consult the complementary tool Guide to Work Systems and Accompaniment activities for entrepreneurial training.

5

Chapter

Chapter 5

Creating leaders' entrepreneurial training program: main features

According to the study carried out by the Consortium, “*European entrepreneurship experiences for people with disability: Analysis and main conclusions report*”, some entrepreneurs’ general preferences regarding entrepreneurship training were collected:

- Modality: blended – presence based and online.
- Total training hours: minimum, 200 – maximum, 400.
- Total length: Intensive, from 3 to 6 months.

On the base that the training has to make sense and be useful to the entrepreneurs, the indications collected in the European entrepreneurship experiences report were taken into account in order to design the final training (as well as, the ecosystem⁶, as a whole).

A. MODALITY

**The training imparting modality should to be blended:
presence based + online**

Presence based

The presence-based modality has a fixed program that has been previously designed.

⁶ For further information, please, consult the complementary tool Guide to Work Systems and Accompaniment activities for entrepreneurial training.

Chapter 5 Creating leaders' entrepreneurial training program: main features

The added value of a presence based learning is the possibility for the entrepreneur to learn from the interaction that is generated during the session: sharing doubts, commenting on different issues, listening to other people point of view, etc.

The program will guarantee that all **presence-based subjects will be available** for the entrepreneur during his training period.

Please, remember:

- all trainers should know how to teach to people with disability. To those trainers not used to it, a **short training / awareness / info** about interacting with people with disability is required.⁷

Online

According to Rose and Meyer (2002):

there are four aspects about TIC flexibility that are especially beneficial for people with functional diversity and that should be taken into account in inclusive training programs (Alba Pastor & Zubillaga del Río, 2012):

- Versatility. Digital media allows you to present and display content in different formats (text, still image, moving image, sound, text and image combination, multimedia, etc.)
- Transformation capacity. Digital media allows the same content to be displayed in multiple ways (...)
- Possibility of being “marked”. The main code for the construction of [certain contents, for example Web pages], allows to “mark” the text, marking different structural components. This makes it possible to organize the contents and activities to be developed according to the needs of the students (...)
- Promotes interconnection. Digital media offer the possibility of relating one content to another, through hyperlinks, mapping resources and complementary supports to main learning content (through links to images, other information, etc.), favoring globalized learning. (p. 40-41).

⁷ For further information, please, consult the complementary tool Guide to Work Systems and Accompaniment activities for entrepreneurial training.

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

With the online modality, students can manage their learning process thanks to collaborative tools and activities:

- Assignments (enable teachers to grade and give comments on uploaded files and assignments created on and off line)
- Chats (allow participants to have a real-time synchronous discussion)
- Database (enables participants to create, maintain and search a bank of record entries)
- Feedback (for creating and conducting surveys to collect feedback)
- Forums (allow participants to have asynchronous discussions)
- Glossary (enables participants to create and maintain a list of definitions)
- Lessons (for delivering content in flexible ways)
- Quizzes (allow teachers to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers)
- Surveys (for gathering data from students to help teachers learn about their class and reflect on their own teaching)
- Wikis (collection of web pages that anyone can add to or edit)
- Workshops (enables peer assessment)

The availability of a virtual learning platform will offer the possibility to create a space for exchanging information, ideas, suggestions, advices etc. Using the tools provided by Moodle, such as forums, wikis, private messaging, chats etc. (or other ad hoc tools) the virtual learning platform gives the possibility to have a dedicated section where registered users can interact in a peer to peer modality and discuss about entrepreneurial activity. Whereas the e-platform is mostly used for learning purposes, the virtual agora can be integrated in the virtual learning platform and represent the space for discussing business ideas.

The virtual agora has multiple functions (not exhaustive list):

- Possibility to present themselves
- Possibility to present their business and/or business ideas

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

- Possibility to look for business partners
- Possibility to give and receive advices from other business men
- Possibility to obtain mutual benefits (e.g. maximization of efforts, creation of new businesses and start-ups, creation of marketing strategy and tools to expand the business abroad, etc.)
- Possibility to be in contact with volunteer tutors/mentors (managers, business men, consultants, etc.)
- Possibility to share news and useful information
- Possibility to discuss about funding opportunities
- Possibility to organize one-to-one exchanges among entrepreneurs and/or aspiring entrepreneurs

All subjects will also be available online via:

- Recorded and uploaded: entrepreneurs will be able to access to them whenever they want.
- Streaming / Webinar: entrepreneurs will be able to follow live the class.

B. TRAINING SUBJECTS

Entrepreneurial capabilities refers to entrepreneurs' competencies, knowledge, and associated technical skills
(Valerio et al., 2014, p. 38)

Creating Leaders opts for a training program whose potential contents should be extensive and diverse. The training subjects should follow clearly defined guidelines created and personalized by all stakeholders who are involved.

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

We should implement the following **general guidelines** to select and design the main contents:

- A. Prioritize those areas that the specialists in Business or Entrepreneurship consider key to the launching of the students' business ideas.**
- B. Prioritize those areas that the specialists in Business or Entrepreneurship consider key to the launching of the students' business ideas.**
- C. Explain how this training program will help your potential entrepreneurs meet the learning objectives you have identified.**
- D. Work on cross-curricular competences for entrepreneurship.**

Also, according Valerio et al. (2014):

Extensive literature documents a range of socioemotional skills associated with entrepreneurship, which include self-confidence, leadership, creativity, risk propensity, motivation, resilience, and self-efficacy (Boyd and Vozikis 1994; Luthje and Franke 2003; Rauch and Frese 2007; Cassar and Friedman 2009; Teixeira and Forte 2009; Hytti et al. 2010; Cloete and Ballard 2011). Other socio-emotional skills associated with entrepreneurship pertain closely to how individuals interact with others, such as teamwork and social networking. While some entrepreneurial socio-emotional skills are difficult to develop in people, there is evidence that others, such as opportunity recognition, can be taught (Detienne and Chandler 2004; Henry, Hill, and Leitch 2005).

Cross-curricular skills will be trained:

- Explicitly – specific subjects oriented to entrepreneurship.
- Implicitly – all other subjects.

Chapter 5 Creating leaders' entrepreneurial training program: main features

Cross-curricular skills in relation to the stages of the business creation:

| Stage | Cross-curricular skills |
|--------------------|--|
| Ideation | <ul style="list-style-type: none"> Confidence-building, self-knowledge. Creativity, projective capacity (vision - ambition), relational. Analyse the dynamics of the environment and target the idea of activities. |
| Start-up | <ul style="list-style-type: none"> Self-knowledge. Taking the initiative. Autonomy. Coherence. Knowing how to project oneself by ignoring constraints. Experimental capacities. Ability to develop a professional network, a clientele. |
| Development | <ul style="list-style-type: none"> Put the experience in perspective and use it as resources. Living the risk-taking. To embody the company especially in its relations with the environment. Having a sense of balance between work and private life. Personal realization realized through the project and self-development. Ability to relate, exchange, share, meet. |

E. Personalize the training path design - entrepreneur's background and situation

Although a comprehensive training curriculum has been designed, aiming at covering the main competence areas an entrepreneur needs to be fluent in, once an entrepreneur has been admitted into the training program, an individual training path has to be designed.

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

This path has to specifically identify those optional subjects the entrepreneur has to work on, according her/his background, thus completing the compulsory contents that are the same for everybody.

The main areas a program should be working on are:

- A. Boost the entrepreneur lying in you**
- B. Identifying and evaluating opportunities**
- C. Business models and strategy**
- D. Business management**
- E. Getting money for your idea: financial literacy and fluency**
- F. Customers: track them down and dazzle them**
- G. Business Plan**

Each one of this fields will be divided in different specific subjects, which will be:



Compulsory

Minimum indispensable knowledge to be acquired and managed by any entrepreneur – Entrepreneurship basics. It will also be classified in:

- Technical knowledge
- Cross-curricular competences

OR



Optional

Indispensable knowledge to be acquired by a single entrepreneur related to the business idea field and the prior background (both personal and professional) – Entrepreneurship specific areas. It will also be classified in:

- Technical knowledge
- Cross-curricular competences

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

F. Create a pool of contents and organize them in different categories that will be able to customize the entrepreneurial training to the specific needs of every single entrepreneur.

According to preferences analysed through questionnaires and the European good practices study *European entrepreneurship experiences for people with disability: analysis and main conclusions report*⁸, our proposal offers:

TOTAL TRAINING HOURS: 288

which can be classified as:

COMPULSORY = 195 hours
OPTIONAL = 93 hours

OR:

ENTREPRENEURSHIP BASICS = 165 hours
ENTREPRENEURSHIP SPECIFIC AREAS = 123 hours

* In order to choose how to categorize each subject, please, check the colors used in the contents list.

The complete entrepreneurship training program includes **7 key main areas**.

Each one of these 7 areas includes several subjects that can be classified as compulsory or optional, so to create an individualized tailored path for every entrepreneur.

⁸ <http://leadersforthefuture.eu/wp-content/uploads/2016/01/EUROPEAN-EXPERIENCES-IN-ENTREPRENEURSHIP-FOR-PEOPLE-WITH-DISABILITIES-ANALYSIS-AND-MAIN-CONCLUSIONS-REPORT.pdf>

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

The contents offered should be:

A **BOOST THE ENTREPRENEUR LYING IN YOU**

You've got a great idea. But somewhere along the way, your brain just collapses. You've got no energy left to finish what you started. It's happened to us all. You need to stay creative, but it's just not happening. Your inspiration is gone. Don't worry: there are ways that you can get those creative juices flowing again and, hopefully, get your project or task finished.

1. Living as an entrepreneur

COMPULSORY

- a. Experiences sharing - 6 hrs**
- b. No bosses, no fears: dealing with fear and the importance of failure - 3 hrs**
- c. How to protect your money and your wealth - 3 hrs**
- d. Personal branding - 6 hrs**

OPTIONAL

- e. Discover your vocation - 3 hrs**
- f. Leading with the Europass tool - 3 hrs**
- g. Office vs home-based business - 3 hrs**
- h. Why disability matters - 3 hrs**

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

2. Entrepreneurial and managerial abilities

COMPULSORY

- a. **Boost your creativity - 3 hrs**
- b. **Leadership and Management styles - 6 hrs**
- c. **Personal productivity - 3 hrs**
- d. **Talking to an audience - 9 hrs**
- e. **Time Management - 6 hrs**
- f. **The entrepreneur as a salesman - 3 hrs**
- g. **Problem solving techniques - 3 hrs**

B IDENTIFYING AND EVALUATING OPPORTUNITIES

A good entrepreneur is always on the hunt for new opportunities. Do you know the best ways to identify opportunities within your business? Are you sure you are measuring carefully your strengths, weaknesses, opportunities, and threats?

COMPULSORY

- a. **From capital to talent - 3hr**
- b. **How to manage knowledge, innovation and change - 6 hrs**
- c. **How to manage disability in your business idea - 3 hrs**

OPTIONAL

- e. **Opportunity recognition: entrepreneurship ecosystems - 6hrs**
- f. **Prototyping and design thinking: choosing a business idea - 6 hrs**
- g. **Test your idea - 3 hrs**

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

C BUSINESS MODELS AND STRATEGY

Strategic management seeks to explain and predict variations in organizational performance that arise from differing strategies, organizational designs, and environmental conditions. What's the best business model for your idea? How do you select the right strategy for your business?

COMPULSORY

- g. Innovation, entrepreneurship and strategic management. Hybrid value chains - 6 hrs**
- h. Business models. Business model validation: lean start-up methodology - 9 hrs**
- i. Joint business - 3 hrs**
- j. Innovation systems and area competitiveness - 6 hrs**
- k. Design for all - 3 hrs**

OPTIONAL

- l. Go global - 3 hrs**

D BUSINESS MANAGEMENT

You're up and running and looking for opportunities to grow your business—and your revenue. Strong business management is your key to success. And the two best things you can do to manage your business successfully are to make sure you understand your financials and to develop marketing strategies that are based on real data and customer feedback.

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

COMPULSORY

- a. **How to organize a Company after starting up - 6 hrs**
- b. **Taxation - 6 hrs**
- c. **Quality - 3 hrs**
- d. **Applied informatics - 6 hrs**
- e. **Internet and enterprises: security - 6 hrs**
- f. **Deontology and SCR - 3 hrs**
- g. **Storytelling: an instrument for project management - 6 hrs**

OPTIONAL

- h. **Operations: innovation process integration- 12 hrs**
- i. **Technology, production and patents - 3 hrs**
- j. **Statistics and data treatment - 3 hrs**
- k. **Legal forms - 6 hrs**
- l. **HRR and Occupational Risk Prevention management - 3 hrs**

E

GETTING MONEY FOR YOUR IDEA: FINANCIAL LITERACY AND FLUENCY

Do you know how money works in the world? How someone manages to earn or make it? How that person manages it? How he/she invests it (turn it into more)?

COMPULSORY

- a. **Financial modelling and management - 6 hrs**
- b. **Aids for entrepreneurship and disability - 3 hrs**

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

OPTIONAL

- c. **Analysis of financial and economic situation and their influence in business management - 9 hrs**
- d. **Financing models: fundraising, crowdfunding, BA, 3Fs, public funds, Private equity, etc. - 9 hrs**
- e. **Managing investors - 3 hrs**
- f. **Collaborative economy - 3 hrs**

F CUSTOMERS: TRACK THEM DOWN AND DAZZLE THEM

Knowing and understanding targeted customers is the overarching rule of exceptional companies. Award-winning business builders know their customers as well as they know their own families, perhaps even more so.

COMPULSORY

- a. **Entrepreneurial initiatives: from idea to commercialization - 3 hrs**
- b. **Real customers' needs: planning services starting from users - 5Cs - 6 hrs**
- c. **Communication - Copywriting - 9 hrs**
- d. **Marketing tools: Internet and social networks - 9 hrs**
- e. **Sales - 9 hrs**
- f. **Pricing strategies - 6 hrs**
- g. **How to be in media without paying a single € - 3 hrs**

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

OPTIONAL

- h. Product positioning strategy - 3 hrs**
- i. How to get customers and make money with your blog - 3 hrs**
- j. E-commerce - 6 hrs**
- k. Visual and e-merchandising for increasing sales - 3 hrs**

G BUSINESS PLAN

A well-developed business plan is critical for any start-up business. To develop a thorough business plan, research your customers and competition; avoid mistakes that lead to business failure; and know how to implement a business plan and make it work. Your business plan should include a basic financial statement, all major pieces of a business plan, and information from your business-planning checklist.

COMPULSORY

- a. Write your business plan - 3 hrs**
- b. Pitching - 12 hrs**

C. INSTRUCTIONAL METHODS

The entrepreneur has to assimilate contents so that they can be easily applied to his/her specific business idea.

The program's contents will be taught most of all in a practical way. Whenever possible, the teacher will combine theoretical contents transmission together with a practical approach.

Chapter 5 Creating leaders' entrepreneurial training program: main features

| Learning type | | Description or explanation | Sample applications |
|--------------------------|---|---|---|
| <input type="checkbox"/> | Case Studies, Role Plays & Small Group Discussions | Participants discover learning points themselves. The individual assumes roles other than his/her real ones or is thrust into settings that are different from the current one. | Problem-based learning, psychodramas, sociodramas, group role play, practice in handling social interactions |
| <input type="checkbox"/> | Classroom Training, Lectures & Lecturettes | The individual acquires skills and knowledge through guidance from an instructor in a formal group setting, not in the workplace. In the case of distance learning, webinars, and webcasts, the individual may be at the work site, but the session is not usually a part of work activities. | Seminars, conferences, workshops, lectures, demonstrations, Internet-based classes, video and audio conferences, webinars, webcasts, certificate programs |
| <input type="checkbox"/> | Experiential Learning | Individual or group participates in structured debriefing sessions to reflect on the experiences encountered and draws conclusions. | Practicum, structured and mentored internship, field placement with coaching, on-the-job practice and work sessions, and supervised transitional work settings following training |
| <input type="checkbox"/> | Games, Table-Tops & Simulations | The individual performs as she/he would in real life. The setting, however, is an artificial creation designed to resemble the natural environment. | Physically realistic simulators, virtual reality environments, psychologically realistic settings, in-basket exercises, structured games, virtual labs, assessment centers |
| <input type="checkbox"/> | Projects & Writing Tasks | Participants reflect on their understanding of concepts, information, ideas and allow them to work individually or in small groups with the content. | Reports, PowerPoints, articles, postings, larger writing projects |
| <input type="checkbox"/> | Self-Study | The individual acquires skills and knowledge through self-learning, guided by structured materials ranging from print to electronic systems. | Directive instruction, computer-based modules, web-based virtual labs, CD-ROM/ DVD learning modules, web explorations |

(Adapted from ASTD handbook for workplace learning professionals, 2008.)

Source: Effective Adult Learning. A Toolkit for Teaching Adults (2012)

Chapter 5 Creating leaders' entrepreneurial training program: main features

D. TRAINING STAFF

TUTOR

FUNCTIONS

- ➡ Agree with the entrepreneur an individualized training itinerary.
- ➡ Monitor the student progression, as well as propose changes on the individual training plan (when necessary).
- ➡ Monitor the entrepreneur teamwork with the training group.
- ➡ Monitor the entrepreneur's development in cross-curricular competences: leadership, self-confidence, organizational and communicational skills.
- ➡ Provide support in technical contents understanding, as well as give advice on how to apply them at the business idea.
- ➡ Work in coordination with the Disability Committee, etc.

The tutor role is not an easy one, as he/she will be the most important reference for the entrepreneur. It's important to offer them some FACILITATION TIPS (by Robert W. Pike⁹):

- ➡ Do not talk at the entrepreneur. Involve him/her.
- ➡ Encourage positive group dynamics.
- ➡ Allow the entrepreneur to discover data for themselves.
- ➡ Ask the entrepreneur to discover data for him/herself.
- ➡ Learning is directly proportional to the amount of fun you have.
- ➡ Change the pace. Listening with retention only lasts about 20 minutes at a time.

⁹ ROBERT W. PIKE is known as "the trainer's trainer" and is specialized in training those who train others.

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

- ➡ Allow adults learners to use their expertise by learning time to share experiences.
- ➡ Do not offer material only one way. Recognise each person will learn differently.

E-TUTOR

In case the use of the platform should be extensive, the program should offer access to an expert e-tutor to help to facilitate the e-learning process.

FUNCTIONS

- ➡ Give technical instruction for using the platform.
- ➡ Take care of technical maintenance: communication tools such as email, forums, multimedia materials and the monitoring system of students.
- ➡ Take care of academic maintenance: didactic materials uploading, updates, exercises, useful information...

TRAINERS

Entrepreneurship teaching should be less about providing knowledge, and more about enabling student to learn how to find, discover and select the necessary information. In the entrepreneurship training program trainers will be:

FUNCTIONS

- ➡ Teachers.
- ➡ Experts in specific fields.
- ➡ Other entrepreneurs – sharing experiences.
- ➡ Students – peer to peer teaching.

Chapter 5 **Creating leaders' entrepreneurial training program: main features**

E. TRAINING EVALUATION

The evaluation is about the whole training process and not just the training event. A major gap in evaluation is the failure by the facilitator to find out if the training objectives have been achieved.

The trainer will check the entrepreneur's acquisition of contents through the achievement shown along the training sessions, using both:

-  exercises when necessary to check the learned contents;
-  and checking the work done by the entrepreneur (business plan, personal branding strategy, financial self-evaluation, etc.).

The evaluation will be done both:

- a. Quantitatively.
- b. Qualitatively – evaluated and assessed by the tutor (or mentor or both).

Each evaluation activity will be the chance to redirect the entrepreneur's customized learning path, as it represents the opportunity to check knowledge growth for the tutor and to see that the entrepreneur is growing and being empowered.

6

Chapter

Chapter 6

From theory to practice

In order to help the implementation of all the main features of Creating Leaders' proposal, you will find below a template, summarizing the key aspects to be taken into account when developing the training contents.

TEMPLATE COMMENTED MODEL

| | | | |
|--|---|---------------------------|--|
| Subject | <i>Attractive name for the subject</i> | | |
| Area | <i>It should clearly show what main topic the entrepreneur will learn about</i> | | |
| Typology | Compulsory / Optional Entrepreneurship: - Basis - Specific <i>Mark the descriptive features for this contents</i> | Teaching staff | Teacher Expert Entrepreneur Fellow student <i>Select the trainer profile</i> |
| Modality | Presence-based Online Blended <i>Mark the descriptive features for this contents</i> | Hours | <i>Indicate duration</i> |
| Objective | | | |
| <i>What the student will achieve. In order to define objectives, you should take into account:</i> | | | |
| <i>* Four factors of strong objectives¹⁰ :</i> | | | |
| <i>The ACTION VERB</i> | <i>CONDITIONS</i> | <i>STANDARDS CRITERIA</i> | <i>OR THE AUDIENCE</i> |
| <i>Determine the learning outcomes the training is looking for.</i> | | | |

¹⁰ NORTHWEST CENTER FOR PUBLIC HEALTH PRACTICE. EFFECTIVE ADULT LEARNING. A toolkit for teaching adults.



Chapter 6 From theory to practice

Competences

You should choose the most important competences the entrepreneur will work on during the training. Leave only the selected ones

1- IDEAS & OPPORTUNITIES

- 1.1. Spotting opportunities
- 1.2. Creativity
- 1.3. Vision
- 1.4. Valuing ideas
- 1.5. Ethical and sustainable thinking

2- RESOURCES

- 2.1. Self-awareness and self-efficacy
- 2.2. Motivation and perseverance
- 2.3. Mobilizing resources
- 2.4. Financial and economic literacy
- 2.5. Mobilizing others

3- INTO ACTION

- 3.1. Taking the initiative
- 3.2. Planning and management
- 3.3. Coping with uncertainty, ambiguity and risk
- 3.4. Working with others
- 3.5. Learning through experience

Contents

Indicate here a detailed list of the aspects the training will focus on

Methodology

Indicate here the methodological tools the session will implement

Training session:

- Brainstorming
- Communication and energizer exercises
- Case studies
- Discussion games
-

(if it's a blended subject, then specify which exercises will be presence-based and which one will be online)

Homework (previous / after)

- Lecture
- Individual / pair / group exercise
- Info research

Evaluation

Indicate here a detailed list of the aspects the entrepreneur will be evaluated on, as well as the tools used for the purpose.

Chapter 6 From theory to practice

Resources

Indicate here a detailed list of the resources the entrepreneur will have to have access to boost the learning experience in the classroom (also as homework). Choose the more effective to the target of the contents.

Templates

Short lectures

Videos

...

References

Where the trainer has collected info from.

Where students can get extra info.

FEATURE TEMPLATES

Here below you will find a detailed proposal for the development of those modules of training contents that the entrepreneurs with disability should receive as an complement to their training in technical business ones.

As an explanatory example, it is shown a completely detailed template of one subject.

The remaining subjects are shown in a concise mode, due to the fact that some issues are highly variable through time and countries, as: contents, training methodology, evaluation, resources and references. For this reason, they should be specified in each case by the expert of the subject in the most suitable way.

Nevertheless, for all the detailed subjects it is provided the essential universally valid information.

So, you will find the following data: **identification, typology, teaching staff, modality, objectives and competencies.**

Chapter 6 From theory to practice

1. Explanatory full template

| | | | |
|--|--|---|---|
| Subject | I AM GONNA BE AN ENTREPRENEUR. HOW CAN I PROTECT MY WEALTH? | | |
| Area | BOOST THE ENTREPRENEUR LYING IN YOU | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | <u>Teacher</u> <u>Expert</u> Entrepreneur Peer |
| Modality | <u>Presence-based</u> Online Blended | Hours | 3 |
| Objectives | | | |
| Once the training completed, the entrepreneur will: <ul style="list-style-type: none"> - Have updated information on basic legislation about obligations and responsibilities of business owners or administrators - Know the risks they will have to take care of in case of business crack - Master key tips to help them protect their wealth once the business is running - Know the work and legal resources to use in future needs | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. Spotting opportunities 1.2. Creativity 1.3. <u>Vision</u> 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. <u>Self-awareness and self-efficacy</u> 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. <u>Financial and economic literacy</u> 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. <u>Coping with uncertainty, ambiguity and risk</u> 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

Contents

1. Financial literacy for non economists
2. My start-up: 100% sure investment?
3. Tips to protect your wealth when setting up your business
4. Legislation
5. Legal and work resources

Methodology

Classroom based:

- PowerPoint presentation
- Individual and class exercises
- Small group discussions

Home based:

- Lecture
- Writing / reflexive or experiential exercise: my economical situation – savings, family, patrimony, investments

Evaluation

Exercise (20 minutes): problem solving - strategy design applying the information learnt in the classroom.

Resources

Exercises template

References

- <https://legalpornaturaleza.net/protoger-tu-patrimonio-personal-cuando-tienes-un-negocio/>

- <https://www.entrepreneur.com/article/268620>

- <https://igorochoa.net/2015/07/21/como-protoger-su-patrimonio-personal-consejos-para-empresarios-y-emprendedores/>

Chapter 6 From theory to practice

2. Guidance templates

| | | | |
|--|--|--|--|
| Subject | DEALING WITH FEAR AND THE IMPORTANCE OF FAILURE | | |
| Area | BOOST THE ENTREPRENEUR LYING IN YOU | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> <u>Entrepreneur</u> <u>Peer</u> |
| Modality | <u>Presence-based</u> Online Blended | Hours | 3 |
| Objective | | | |
| Once the training completed, the entrepreneur will: - Have learnt how to identify personal and business SWOT - Know how to manage uncertainty - Accept the high possibility to fail and learn from it | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. Spotting opportunities 1.2. <u>Creativity</u> 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. <u>Self-awareness and self-efficacy</u> 2.2. <u>Motivation and perseverance</u> 2.3. <u>Mobilizing resources</u> 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. Planning and management 3.3. <u>Coping with uncertainty, ambiguity and risk</u> 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|---|---|---|--|
| Subject | PERSONAL BRANDING | | |
| Area | BOOST THE ENTREPRENEUR LYING IN YOU | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur Peer |
| Modality | <u>Presence-based</u> Online Blended | Hours | 6 |
| Objectives | | | |
| <p>Once the training completed, the entrepreneur will:</p> <ul style="list-style-type: none"> - Know what to do to increase the chances of being chosen in the current market - Have tools to discover, manage and communicate their Personal Brand - Discover and communicate what make them useful and valuable - Be able to increase their influence and get more control over life and their profession | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. Spotting opportunities 1.2. <u>Creativity</u> 1.3. <u>Vision</u> 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. <u>Self-awareness and self-efficacy</u> 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. <u>Taking the initiative</u> 3.2. <u>Planning and management</u> 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|--|--|--|---|
| Subject | OFFICE VS HOME-BASED BUSINESS | | |
| Area | BOOST THE ENTREPRENEUR LYING IN YOU | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher Expert Entrepreneur Peer |
| Modality | Presence-based Online Blended | Hours | 3 |
| Objectives | | | |
| Once the training completed, the entrepreneur will: - Know how to review the do's and don'ts of operating a home-based business - Be able to pick the right business and identify the common pitfalls - Realize that these options still require specific skills just like any other business | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. <u>Spotting opportunities</u> 1.2. Creativity 1.3. <u>Vision</u> 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. <u>Self-awareness and self-efficacy</u> 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|--|--|--|--|
| Subject | FROM CAPITAL TO TALENT | | |
| Area | IDENTIFYING AND EVALUATING OPPORTUNITIES | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur Peer |
| Modality | <u>Presence-based</u> Online Blended | Hours | 3 |
| Objectives | | | |
| <p>Once the training completed, the entrepreneur will:</p> <ul style="list-style-type: none"> - Be able to understand the constant changes of the ecosystem where they are operating - Understand how their business idea fits in a new way of understanding business - Know how to make the most out of their capital and talent - Entender cómo encaja su idea de negocio en esta nueva forma de entender los negocios | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. <u>Spotting opportunities</u> 1.2. Creativity 1.3. <u>Vision</u> 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. <u>Self-awareness and self-efficacy</u> 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|---|---|--|--|
| Subject | HOW TO MANAGE DISABILITY IN YOUR BUSINESS IDEA | | |
| Area | IDENTIFYING AND EVALUATING OPPORTUNITIES | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur Peer |
| Modality | Presence-based <u>Online</u> Blended | Hours | 3 |
| Objectives | | | |
| Once the training completed, the entrepreneur will: <ul style="list-style-type: none"> - Be able to measure how to manage disability in their business - Understand if disability can be a limiting factor in some business areas - Know how to adjust it in order to control potential impact on business | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. Spotting opportunities 1.2. <u>Creativity</u> 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. <u>Self-awareness</u> and self-efficacy 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. Planning and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. <u>Working with others</u> 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|--|--|--|--|
| Subject | PROTOTYPING AND DESIGN THINKING: CHOOSING A BUSINESS IDEA | | |
| Area | IDENTIFYING AND EVALUATING OPPORTUNITIES | | |
| Typology | Compulsory / <u>Optional</u> Entrepreneurship: - Basis - Specific | Teaching staff | <u>Teacher</u> Expert Entrepreneur Peer |
| Modality | Presence-based Online <u>Blended</u> | Hours | 6 |
| Objectives | | | |
| Once the training completed, the entrepreneur will: - Know the fundamentals of design thinking and how they are linked to innovation and the company life - Know how to apply this methodology to the business | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. <u>Spotting opportunities</u> 1.2. <u>Creativity</u> 1.3. <u>Vision</u> 1.4. <u>Valuing ideas</u> 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. <u>Coping with uncertainty, ambiguity and risk</u> 3.4. <u>Working with others</u> 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|--|---|--|--|
| Subject | TEST YOUR IDEA | | |
| Area | IDENTIFYING AND EVALUATING OPPORTUNITIES | | |
| Typology | Compulsory / <u>Optional</u> Entrepreneurship: - Basis - Specific | Teaching staff | <u>Teacher</u> Expert Entrepreneur Peer |
| Modality | Presence-based Online <u>Blended</u> | Hours | 3 |
| Objectives | | | |
| <p>Once the training complete, the entrepreneur will:</p> <ul style="list-style-type: none"> - Uncover business opportunities by analyzing current business operations - Taking stock of their strengths and weaknesses to discover areas where to be more efficient and identify redundancies - Identify any human, physical or other operating assets that they underuse - Design strategies to improve their strengths, reduce weaknesses or turn weaknesses into strengths | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES | 2- RESOURCES | 3- INTO ACTION | |
| 1.1. Spotting opportunities 1.2. Creativity 1.3. Vision 1.4. <u>Valuing ideas</u> 1.5. Ethical and sustainable thinking | 2.1. <u>Self-awareness and self-efficacy</u> 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3.1. Taking the initiative 3.2. Planning and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|--|---|---|--|
| Subject | DESIGN FOR ALL | | |
| Area | BUSINESS MODELS AND STRATEGY | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | <u>Teacher</u> Expert Entrepreneur Peer |
| Modality | Presence-based <u>Online</u> Blended | Hours | 3 |
| Objectives | | | |
| Once the training complete, the entrepreneur will: - Understand the concept of design for all - Know how to apply it to their business, product, service,... | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. <u>Spotting opportunities</u> 1.2. <u>Creativity</u> 1.3. Vision 1.4. Valuing ideas 1.5. <u>Ethical and sustainable thinking</u> | 2- RESOURCES 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. Planning and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|--|--|--|---|
| Subject | HOW TO ORGANIZE A COMPANY AFTER STARTING UP | | |
| Area | BUSINESS MANAGEMENT | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> <u>Entrepreneur</u> Peer |
| Modality | <u>Presence-based</u> Online Blended | Hours | 6 |
| Objectives | | | |
| Once the training complete, the entrepreneur will: - Understand the necessary tasks in order for the business to flourish - Know practical tools to help organizing activities | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. Spotting opportunities 1.2. Creativity 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. <u>Self-awareness and self-efficacy</u> 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |



Chapter 6 From theory to practice

| | | | |
|---|---|--|--|
| Subject | APPLIED INFORMATICS | | |
| Area | BUSINESS MANAGEMENT | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | <u>Teacher</u> Expert Entrepreneur Peer |
| Modality | Presence-based <u>Online</u> Blended | Hours | 6 |
| Objectives | | | |
| Once the training complete, the entrepreneur will: - Understand and use the most important e-tools for the business | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. Spotting opportunities 1.2. Creativity 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. <u>Self-awareness and self-efficacy</u> 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |



Chapter 6 From theory to practice

| | | | |
|--|--|---|--|
| Subject | INTERNET AND ENTREPRISES: SECURITY | | |
| Area | BUSINESS MANAGEMENT | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur Peer |
| Modality | Presence-based <u>Online</u> Blended | Hours | 6 |
| Objectives | | | |
| <ul style="list-style-type: none"> - Define Cybersecurity - Explain the importance of securing information through best cybersecurity practices - Identify types of information that should be secured - Identify types of cyber threats - Define risk management - List best practices for guarding against cyber threats | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES | 2- RESOURCES | 3- INTO ACTION | |
| 1.1. Spotting opportunities 1.2. Creativity 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |



Chapter 6 From theory to practice

| | | | |
|---|---|--|--|
| Subject | STORYTELLING: AN INSTRUMENT FOR PROJECT MANAGEMENT | | |
| Area | BUSINESS MANAGEMENT | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher Expert Entrepreneur <u>Peer</u> |
| Modality | <u>Presence-based</u> Online Blended | Hours | 6 |
| Objectives | | | |
| Once the training complete, the entrepreneur will: - Know how to use storytelling for their business presentation | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. Spotting opportunities 1.2. <u>Creativity</u> 1.3. <u>Vision</u> 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. Planning and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. <u>Learning through experience</u> | |



Chapter 6 From theory to practice

| | | | |
|---|---|---|--|
| Subject | STATISTICS AND DATA TREATMENT | | |
| Area | BUSINESS MANAGEMENT | | |
| Typology | Compulsory / <u>Optional</u> Entrepreneurship: - Basis - Specific | Teaching staff | <u>Teacher</u> Expert Entrepreneur Peer |
| Modality | Presence-based Online <u>Blended</u> | Hours | 3 |
| Objectives | | | |
| Once the training complete, the entrepreneur will: - Know how to use data to solve problems | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. Spotting opportunities 1.2. Creativity 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. Planning and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|--|---|--|--|
| Subject | HHRR AND OCCUPATIONAL RISK PREVENTION MANAGEMENT | | |
| Area | BUSINESS MANAGEMENT | | |
| Typology | Compulsory / <u>Optional</u> Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur Peer |
| Modality | Presence-based <u>Online</u> Blended | Hours | 3 |
| Objectives | | | |
| <p>Once the training complete, the entrepreneur will:</p> <ul style="list-style-type: none"> - Know recruiting and retaining strategies to help locate, recruit, and retain talented employees - Know and take into consideration ORP factors for their own position and for all those people they are going to hire | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES | 2- RESOURCES | 3- INTO ACTION | |
| 1.1. Spotting opportunities 1.2. Creativity 1.3. Vision 1.4. Valuing ideas 1.5. <u>Ethical and sustainable thinking</u> | 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. Financial and economic literacy 2.5. Mobilizing others | 3.1. Taking the initiative 3.2. <u>Planning</u> and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. <u>Working with others</u> 3.5. Learning through experience | |



Chapter 6 From theory to practice

| | | | |
|---|---|--|--|
| Subject | HELP FOR ENTREPRENEURSHIP WITH DISABILITY | | |
| Area | GETTING MONEY FOR YOUR IDEA: FINANCIAL LITERACY AND FLUENCY | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur Peer |
| Modality | <u>Presence-based</u> Online Blended | Hours | 3 |
| Objectives | | | |
| <p>Once the training complete, the entrepreneur will:</p> <ul style="list-style-type: none"> - Know the most important resources for entrepreneurship of people with disabilities, both at the level of public institutions and private entities - Understand the evaluation criteria, the requested mechanisms and the purposes of the most interesting resources - Know the level of compatibility between benefits derived from the presence of the disability and the development of a work activity | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. <u>Spotting opportunities</u> 1.2. Creativity 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. <u>Financial and economic literacy</u> 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. Planning and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. <u>Learning through experience</u> | |

Chapter 6 From theory to practice

| | | | |
|--|--|---|--|
| Subject | COLLABORATIVE ECONOMY | | |
| Area | GETTING MONEY FOR YOUR IDEA: FINANCIAL LITERACY AND FLUENCY | | |
| Typology | Compulsory / <u>Optional</u> Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur Peer |
| Modality | <u>Presence-based</u> Online Blended | Hours | 3 |
| Objectives | | | |
| Once the training complete, the entrepreneur will: - Understand the main elements of collaborative economy - Measure it's added value for their business | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES | 2- RESOURCES | 3- INTO ACTION | |
| 1.1. <u>Spotting opportunities</u> 1.2. Creativity 1.3. Vision 1.4. <u>Valuing ideas</u> 1.5. Ethical and sustainable thinking | 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. Financial and economic literacy 2.5. <u>Mobilizing others</u> | 3.1. Taking the initiative 3.2. Planning and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. <u>Working with others</u> 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|---|--|---|--|
| Subject | REAL CUSTOMERS' NEEDS: PLANNING SERVICES STARTING FROM USERS - 5CS | | |
| Area | CUSTOMERS: TRACK THE DOWN AND DAZZLE THEM | | |
| Typology | Compulsory / <u>Optional</u> Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur Peer |
| Modality | <u>Presence-based</u> Online Blended | Hours | 3 |
| Objectives | | | |
| <p>Once the training complete, the entrepreneur will:</p> <ul style="list-style-type: none"> - Identify the questions to ask about buying behaviour - Identify different sources of data about your customers - Describe how to use data collected to create a description of their customer - Describe the kinds of changes they might make to your business as a result of their research | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES | 2- RESOURCES | 3- INTO ACTION | |
| 1.1. <u>Spotting opportunities</u> | 2.1. Self-awareness and self-efficacy | 3.1. Taking the initiative | |
| 1.2. Creativity | 2.2. Motivation and perseverance | 3.2. Planning and management | |
| 1.3. <u>Vision</u> | 2.3. Mobilizing resources | 3.3. <u>Coping with uncertainty, ambiguity and risk</u> | |
| 1.4. <u>Valuing ideas</u> | 2.4. Financial and economic literacy | 3.4. Working with others | |
| 1.5. Ethical and sustainable thinking | 2.5. Mobilizing others | 3.5. <u>Learning through experience</u> | |

Chapter 6 From theory to practice

| | | | |
|--|---|---|---|
| Subject | COMMUNICATION - COPYWRITING | | |
| Area | CUSTOMERS: TRACK THE DOWN AND DAZZLE THEM | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur <u>Peer</u> |
| Modality | Presence-based Online <u>Blended</u> | Hours | 9 |
| Objectives | | | |
| <p>Once the training complete, the entrepreneur will:</p> <ul style="list-style-type: none"> - Know the fundamental concepts of copywriting and its applications for business - Know the fundamental concepts of communication - Know the basic concepts of oratory - Know how to apply the most important elements of the 3 fields analyzed to the diffusion and sale of a business | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. Spotting opportunities 1.2. <u>Creativity</u> 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. Planning and management 3.3. <u>Coping with uncertainty, ambiguity and risk</u> 3.4. Working with others 3.5. <u>Learning through experience</u> | |



Chapter 6 From theory to practice

| | | | |
|---|--|--|---|
| Subject | APPEARING IN MEDIA WITHOUT SPENDING A SINGLE € | | |
| Area | CUSTOMERS: TRACK THE DOWN AND DAZZLE THEM | | |
| Typology | <u>Compulsory</u> / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur <u>Peer</u> |
| Modality | Presence-based Online <u>Blended</u> | Hours | 3 |
| Objectives | | | |
| Once the training complete, the entrepreneur will: - Identify tips to appear on media for free | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. <u>Spotting opportunities</u> 1.2. <u>Creativity</u> 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |



Chapter 6 From theory to practice

| | | | |
|--|---|--|--|
| Subject | HOW TO GET CUSTOMERS AND MAKE MONEY WITH YOUR BLOG | | |
| Area | CUSTOMERS: TRACK THE DOWN AND DAZZLE THEM | | |
| Typology | Compulsory / <u>Optional</u> Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> <u>Entrepreneur</u> <u>Peer</u> |
| Modality | Presence-based Online <u>Blended</u> | Hours | 3 |
| Objectives | | | |
| Once the training complete, the entrepreneur will: - Identify the most important tips to get customers' attention to their blog | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES 1.1. <u>Spotting opportunities</u> 1.2. <u>Creativity</u> 1.3. Vision 1.4. <u>Valuing ideas</u> 1.5. Ethical and sustainable thinking | 2- RESOURCES 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3- INTO ACTION 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|--|--|---|--|
| Subject | E-COMMERCE | | |
| Area | CUSTOMERS: TRACK THE DOWN AND DAZZLE THEM | | |
| Typology | Compulsory / <u>Optional</u> Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur Peer |
| Modality | Presence-based Online <u>Blended</u> | Hours | 6 |
| Objectives | | | |
| <p>Once the training complete, the entrepreneur will:</p> <ul style="list-style-type: none"> - Learn the advantages and disadvantage of having the whole world as playground - Know the answer to the most common questions about buying behaviour | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES | 2- RESOURCES | 3- INTO ACTION | |
| 1.1. Spotting opportunities 1.2. Creativity 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|---|---|---|--|
| Subject | VISUAL AND E-MERCHADISING FOR INCREASING SALES | | |
| Area | CUSTOMERS: TRACK THE DOWN AND DAZZLE THEM | | |
| Typology | Compulsory / <u>Optional</u> Entrepreneurship: - Basis - Specific | Teaching staff | Teacher <u>Expert</u> Entrepreneur Peer |
| Modality | Presence-based Online Blended | Hours | 3 |
| Objectives | | | |
| Once the training complete, the entrepreneur will: - Understand the fundamentals of e-merchandising - Know how to use the most important tools for their business | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES | 2- RESOURCES | 3- INTO ACTION | |
| 1.1. <u>Spotting opportunities</u> 1.2. Creativity 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. Financial and economic literacy 2.5. Mobilizing others | 3.1. Taking the initiative 3.2. <u>Planning and management</u> 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |

Chapter 6 From theory to practice

| | | | |
|--|---|--|---|
| Subject | LEADING WITH THE EUROPASS TOOL | | |
| Area | BOOST THE ENTREPRENEUR LYING IN YOU | | |
| Typology | Compulsory / Optional Entrepreneurship: - Basis - Specific | Teaching staff | <u>Teacher</u> <u>Expert</u> Entrepreneur Peer |
| Modality | <u>Presence-based</u> Online Blended | Hours | 3 |
| Objectives | | | |
| <p>Once finished the training, the entrepreneur will:</p> <ul style="list-style-type: none"> - Be able to get a Europass account - Be able to make a CV and a competencies portfolio using the Europass tool - Be autonomous for future updates of Europass credentials - Be able to understand competencies argot | | | |
| Competencies | | | |
| 1- IDEAS & OPPORTUNITIES | 2- RESOURCES | 3- INTO ACTION | |
| 1.1. Spotting opportunities 1.2. Creativity 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. <u>Mobilizing resources</u> 2.4. Financial and economic literacy 2.5. Mobilizing others | 3.1. Taking the initiative 3.2. Planning and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |

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Chapter

Chapter 7

Annexes

ANNEX A - SUBJECT TEMPLATE

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|--|--|--|---|
| Subject | LEADING WITH THE EUROPASS TOOL | | |
| Area | BOOST THE ENTREPRENEUR LYING IN YOU | | |
| Typology | Compulsory / Optional Entrepreneurship: - Basis - Specific | Teaching staff | Teacher Expert Entrepreneur Fellow student |
| Modality | Presence-based Online Blended | Hours | |
| Objectives | | | |
| 1- IDEAS & OPPORTUNITIES | 2- RESOURCES | 3- INTO ACTION | |
| 1.1. Spotting opportunities 1.2. Creativity 1.3. Vision 1.4. Valuing ideas 1.5. Ethical and sustainable thinking | 2.1. Self-awareness and self-efficacy 2.2. Motivation and perseverance 2.3. Mobilizing resources 2.4. Financial and economic literacy 2.5. Mobilizing others | 3.1. Taking the initiative 3.2. Planning and management 3.3. Coping with uncertainty, ambiguity and risk 3.4. Working with others 3.5. Learning through experience | |
| Competencies | | | |
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¹⁰ NORTHWEST CENTER FOR PUBLIC HEALTH PRACTICE. EFFECTIVE ADULT LEARNING. A toolkit for teaching adults.



Chapter 7 Annexes

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| Methodology |
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| Evaluation |
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| Resources |
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| References |
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