GREEN & SOCIAL STARTUPS

Fostering green and social entrepreneurship in school education through a virtual business environment

WP2

Teachers Training Programme on Green and Social Entrepreneurship

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Introduction

Welcome to the Teachers' Training Programme on Green and Social Entrepreneurship, an innovative and comprehensive resource designed to empower educators with the knowledge and tools necessary to cultivate the next generation of environmentally and socially conscious leaders. In today's rapidly evolving world, characterized by pressing global challenges such as climate change, social inequality, and environmental degradation, it is imperative to equip students with the skills and perspectives required to address these issues proactively through entrepreneurship.

Why Green and Social Entrepreneurship Education Matters?

Entrepreneurship education has emerged as a potent catalyst for transformative change, offering students not just the knowledge to succeed in the business world, but also the capacity to drive positive environmental and social impacts. Green entrepreneurship, with its focus on sustainable business practices and environmental stewardship, and social entrepreneurship, addressing pressing societal issues, have gained remarkable relevance in this era of sustainability and social responsibility.

By harnessing the power of entrepreneurship education, we can instil in students the ability to think critically, identify opportunities for positive change, and develop innovative solutions to complex problems. As educators, you play a pivotal role in shaping the mindset and values of future generations. This program will equip you with the insights and skills to inspire your students to become purpose-driven entrepreneurs who leverage business as a force for good.

Programme Structure

The Teachers' Training Programme on Green and Social Entrepreneurship comprises four distinct modules, each focusing on a crucial aspect of entrepreneurship education:

1. Entrepreneurial Mindset: What Is It and What Does It Entail?: This module lays the foundation by explaining the basics of entrepreneurship and why an entrepreneurial mindset is essential for everyone.

2. Green Entrepreneurship: In this module, we delve into the key concepts of green entrepreneurship, exploring sustainable business practices and their integration into the entrepreneurial journey.

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3. Social Entrepreneurship: Here, we explore the core principles of social entrepreneurship, including ethical considerations, social impact measurement, and innovative strategies for addressing societal challenges.

4. Approaches to Teaching Entrepreneurship: The final module offers valuable insights into educational techniques and methodologies for teaching entrepreneurship, both in a general context and with a specific focus on bringing about positive change to meet environmental and social needs.

These modules are designed to be interactive, engaging, and informative, providing you with the knowledge and tools necessary to inspire your students to become the change-makers and problem solvers our world urgently needs.

We invite you to embark on this transformative journey towards a more sustainable and socially equitable world through entrepreneurship education. Together, we can make a significant impact and nurture a generation of students who are not only prepared for the challenges of tomorrow but are also committed to creating a brighter, more sustainable future for all.

Target Groups

Educators: This training program is primarily intended for teachers, instructors, and educational professionals working at various levels of the education system, from primary to secondary education. It also welcomes educators in vocational and higher education institutions interested in incorporating green and social entrepreneurship principles into their teaching practices.

Education Administrators: School and education system administrators who aim to develop and implement entrepreneurship-focused curricula and initiatives within their institutions will find valuable insights in this program.

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Learning Objectives

By the end of this training programme, participants will:

✓ **Understand Entrepreneurship and Its Relevance**: Gain a comprehensive understanding of entrepreneurship, why it matters, and its relevance in the context of education.

✓ **Cultivate an Entrepreneurial Mindset**: Recognize the traits and characteristics of an entrepreneurial mindset and its significance in fostering innovation and problem-solving.

✓ **Teach Green Entrepreneurship**: Acquire in-depth knowledge of green entrepreneurship concepts, sustainable business practices, and strategies to teach these principles effectively.

✓ **Teach Social Entrepreneurship**: Develop a solid foundation in social entrepreneurship, including ethical considerations, social impact measurement, and innovative problem-solving.

✓ **Design Entrepreneurial Learning Environments**: Learn pedagogical strategies and techniques to create engaging and dynamic entrepreneurial classrooms, fostering creativity and critical thinking.

✓ **Empower Students for Environmental and Social Impact**: Equip students with the skills, knowledge, and confidence to identify and address environmental and social challenges through entrepreneurship.

✓ **Integrate Ethical and Sustainable Practices**: Understand the importance of ethical and sustainable business practices and incorporate them into entrepreneurship education.

✓ **Promote Innovation and Creativity**: Explore methods to inspire innovation, creativity, and adaptive thinking among students, encouraging them to generate sustainable solutions.

✓ **Evaluate Entrepreneurial Progress**: Discover assessment methods and tools for evaluating students' entrepreneurial progress, ensuring effective learning outcomes.

✓ **Facilitate Entrepreneurial Projects**: Learn how to guide students through entrepreneurial projects, providing mentorship and support throughout their entrepreneurial journey.

This Teachers' Training Programme aims to provide educators and education administrators with the knowledge and skills required to inspire and guide students in their journey towards becoming successful, socially responsible, and environmentally conscious entrepreneurs. Together, we can shape a brighter future by nurturing a generation of change-makers dedicated to building sustainable, socially inclusive, and environmentally responsible enterprises.

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Entrepreneurial mindset: what is it and what entails?

1. Overview

The modern world is rapidly evolving, driven by technological advancements and economic shifts. In this dynamic landscape, traditional career paths and educational models are no longer sufficient to prepare individuals for success. Instead, there is a growing need for cultivating an entrepreneurial mindset as a teaching module. An entrepreneurial mindset is not limited to starting a business; rather, it is a set of skills, attitudes, and perspectives that can benefit individuals in various aspects of life.

Incorporating an entrepreneurial mindset into education doesn't mean every student should start a business. Instead, it equips them with a broader skill set that is invaluable in the modern world. Moreover, it encourages an approach to life that values taking initiative, learning from mistakes, and being adaptable in the face of change. To make this teaching module effective, it's essential for educational institutions to foster an environment that encourages entrepreneurial thinking. This might involve identifying students with personal traits characteristic for entrepreneur, reimagining curriculum, offering entrepreneurship courses, and providing opportunities for students to work on real-world projects and challenges.

In conclusion, an entrepreneurial mindset is more than just a path to business success; it's a powerful approach to life that equips individuals with the skills and attitudes necessary to thrive in our ever-changing world. By incorporating this mindset into education, we can prepare students to be adaptable, innovative, resilient, and successful in any field they choose to pursue. It's an investment in the future that benefits individuals and society as a whole.

Learning Outcomes

✓ Understand the concept of an entrepreneurial mindset and its importance in today's business landscape.

✓ Identify the key characteristics and traits associated with an entrepreneurial mindset.

✓ Provide teachers with a comprehensive understanding on why teach entrepreneurship.

✓ Introduce successful stories about world's famous entrepreneurs.

✓ Get insight how to incorporate entrepreneurship in classroom.

✓ Learn how to recognise personal strengths and areas for growth in relation to the entrepreneurial mindset.

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2. Introduction to Entrepreneurship

The importance of entrepreneurship and factors that drive persons toward are stipulated in the Global Entrepreneurship Monitor (GEM) that examines the attitudes towards entrepreneurship held by adults aged 18 to 64. In 2022 almost 170,000 individuals were surveyed. The study focuses on three main aspects:

(1) whether entrepreneurship is considered a desirable career choice,

(2) whether entrepreneurs are seen as having high social status, and

(3) the level of media attention given to entrepreneurs (GEM, 2023).

People pursue entrepreneurship for various reasons, which may include:

✓ Making a difference in the world.

✓ Building substantial wealth or achieving a high income.

✓ Carrying on a family tradition.

✓ Seeking self-employment as a means of earning a living when job opportunities are limited.

These motivations reflect the diverse range of aspirations and circumstances that drive individuals to embark on entrepreneurial endeavours. Some individuals are motivated by a desire to create a positive impact on society or address specific challenges. Others see entrepreneurship as a pathway to financial success and the opportunity to accumulate significant wealth. For some, entrepreneurship is a way to honour and continue a family legacy or tradition. Additionally, in situations where job opportunities are scarce, entrepreneurship can offer an alternative means of earning a living (Hisrch et al., 2017).

Moreover, the United Nations, in the approved 2030 Agenda for Sustainable Development, recognizes entrepreneurship as a vital mechanism to advance the attainment of the United Nations Sustainable Development Goals (SDGs). Entrepreneurship is seen as a means to foster more equitable, environmentally sustainable, well-rounded, and higher-quality development. On the other hand, potential entrepreneurs do not recognise the importance of implementing of SDGs in their businesses (GEM, 2023).

Some overall indicators from the study for 2022/2023 are that in 37 out of the 49 economies examined, a significant proportion (over 40%) of individuals who believed in favourable local business prospects would refrain from starting their own venture due to the apprehension of failure. Also, consumer services and business services, which were two main sectors for entrepreneurial start-ups in 2022. Out

of the 49 economies examined in GEM 2022/2023, only three countries (Togo, Tunisia, and Egypt) saw a situation where the aggregate proportion of new business starts in consumer services and business services was below 60%. The entrepreneurial activity levels during the pandemic period present a varied scenario, with certain economies witnessing a decrease in total early-stage entrepreneurial activity (TEA), while others observed an increase. Understanding the factors contributing to these divergent trends holds crucial policy implications. Examining data from the past two years also reveals a similar mixed outlook (GEM, 2023).

When it comes to definitions of entrepreneurship, the literature presents diverse definitions of "entrepreneur" and "entrepreneurship," each offering a unique viewpoint. For example, John Stuart Mill emphasized risk-bearing, Joseph Schumpeter focused on innovation, and psychological characteristics have also been highlighted. Other perspectives link entrepreneurship to behaviours and competencies like creative opportunism and market insight. Overall, entrepreneurship is seen as managing one's own business, involving personal sacrifice, creativity, and risk-taking to create value. This definition integrates key elements from previous characterizations, including ownership, innovation, novelty, risk-taking, and creative opportunism, which consistently emerge in the literature (Greenhaus et al., 2019).

According to the OECD, promoting entrepreneurship can be achieved by implementing an education and training strategy that encompasses various levels of the education system, including schools, universities, and industry or firm-level programs. This comprehensive approach aims to provide individuals with the necessary skills and knowledge to foster entrepreneurship. Creating a conducive environment for entrepreneurial behaviour requires a combination of social, political, and educational factors, along with a strong emphasis on valuing entrepreneurship. The education system plays a crucial role in shaping children's mindset towards entrepreneurship, while family members also contribute to the development of characteristics associated with entrepreneurial behaviour (Mazzarol & Reboud, 2020).

Table 1 illustrates the influences that shape or trigger entrepreneurial behaviour at different stages of life. During childhood and adolescence, parents and family, educational experiences, and the chosen career path are the key factors. If children and adolescents have parents who are small business owners, they can gain first-hand experience of how a business operates, which may encourage them to enter the family business or start their own. However, some individuals may be deterred by the long

hours, low social status, and stress associated with small businesses, and their parents may discourage them from pursuing entrepreneurship. In adolescence, the peer group can play a prominent role in shaping future career paths. If the focus among the peer group is on academic success and entry into established professions through university, there may be less interest in entrepreneurship (Gibb, 1988).

Table 1: Influence of education through stages of life on future entrepreneur

STAGE OF LIFE				
Childhood	**Adolescence**	**Early adult**	**Middle Adult**	**Late adult**
Family Class	Family vocational preference	Further education choice	Work and class mobility	Class and wealth
Work	Vocational education choice	Class ranking	Work	Family situation
Education	Education values and goals	Residual and own family influence	Own family and friends	Work opportunities
Values and Goals	Friends and community	Friends and community	Job satisfaction	Job satisfaction
			Social interaction	Retirement facilities

Source: (Gibb, 1988).

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3. Understanding the Entrepreneurial Mindset

3.1. Entrepreneurial careers

Entrepreneurial careers are distinguished by a deep personal commitment to the success of the business because the career and the business are interconnected. The outcomes in one domain directly affect the other, resulting in a higher level of risk, including the potential for personal failure, financial loss, and career instability (Greenhaus et al., 2019).

The entrepreneurial career stands out for its comparatively lower level of structure, predictability, and support compared to traditional employment. While some individuals intentionally seek the freedom from organizational constraints, others may find the lack of corporate infrastructure and support systems unsettling, particularly if they are unprepared (Greenhaus et al., 2019).

Another distinctive aspect of entrepreneurial careers is the need for a proactive and innovative mindset. The nature of entrepreneurial ventures demands swift responses to uncertain market conditions, and entrepreneurs must possess the ability to adapt quickly. In contrast, organizational careers are often characterized by slower-paced environments hindered by bureaucracy and risk-averse management (Greenhaus et al., 2019).

Additionally, entrepreneurs take on multiple functional roles simultaneously, handling areas like operations, marketing, accounting, human resources, and planning. This stands in contrast to organizational careers that typically involve focusing on one functional role at a time (Greenhaus et al., 2019).

3.2. Traits that shape entrepreneurial mindset

The desire for **autonomy and independence** is a fundamental aspect that individuals value in their work, regardless of their employment status. Autonomy and independence refer to the freedom an individual experiences in their job, including the ability to make decisions, express oneself, work without close supervision, and be free from bureaucratic processes. Edgar Schein's research on career anchors identified autonomy/independence as a primary category describing an individual's occupational self-concept. Those with an autonomy/independence anchor prioritize freedom from organizational rules and restrictions, favouring a career where they can choose when to work, what to work on, and the intensity of their efforts.

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Early research on entrepreneurs also highlighted their difficulty in responding to authority figures, as they often exhibited a reluctance to submit to authority and felt uncomfortable working under it. Pursuing an entrepreneurial career provides individuals with an outlet for their autonomy and independence needs, allowing them to escape authority and supervision. Many entrepreneurs who leave traditional corporate jobs do so because they value the freedom to make decisions without interference from senior managers or executives. The desire for autonomy, independence, and freedom is a significant motivator for many entrepreneurs, as owning and managing their own business allows them to be their own person. This appeal of autonomy and independence is increasingly recognized by aspiring entrepreneurs worldwide (Greenhaus et al., 2019).

According to David McClelland, the **need for achievement** is a significant psychological characteristic of entrepreneurs. McClelland identified three behavioural traits that are commonly observed in individuals with a high need for achievement: they take personal responsibility for finding solutions to problems, they set moderate performance goals and take calculated risks, and they desire specific feedback on their performance.

Numerous studies have explored the relationship between the need for achievement and entrepreneurship. The majority of this research has found that a strong need for achievement is a reliable predictor of entrepreneurial behaviour. It is worth noting that a high need for achievement is not exclusive to entrepreneurs but is also observed in many successful leaders. However, there is sufficient evidence to suggest that a high need for achievement can play a role in influencing an individual's decision to pursue entrepreneurship.

In the context of starting a new business, it is important to consider the impact of the fear of failure. Fear of failure can be a significant deterrent for individuals considering entrepreneurship. This fear can stem from various factors, including financial risks, societal pressures, and personal insecurities. Research has shown that individuals who have a greater fear of failure are less likely to start a business.

In a study conducted by the Global Entrepreneurship Monitor (GEM) in 2022, the fear of failure was found to be particularly prevalent in certain economies. Among the 49 economies surveyed, three economies stood out as having a notably high fear of failure: Iran, Turkey, and Guatemala. In these economies, individuals expressed a higher level of concern about the potential negative consequences of starting a business. Despite the fear of failure, the GEM study also highlighted the sectors in which new business starts were most prevalent. The study found that the consumer services sector and the

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business services sector were the primary sector for new business starts in the majority of the economies surveyed. These sectors encompass a wide range of industries, including retail, hospitality, professional services, and consulting (GEM, 2023).

In conclusion, while the need for achievement is an important characteristic of entrepreneurs, the fear of failure can act as a significant deterrent for individuals considering entrepreneurship. However, despite this fear, the consumer services and business services sectors continue to be the primary sectors for new business starts in many economies.

According to research, individuals who have an **internal locus of control** believe that they have the ability to control their environment and determine their own fate through their actions and behaviours. This self-belief in their ability to shape their own destiny may make them more likely to pursue entrepreneurship and achieve success in this field.

However, the relationship between locus of control and entrepreneurial behaviour is not consistently supported by studies. While an internal locus of control is generally associated with successful individuals, not just entrepreneurs, there is evidence to suggest that a higher internal locus of control may differentiate entrepreneurs from the general population. In addition to other factors such as the need for achievement, an internal locus of control may serve as an underlying influence on the decision to pursue and succeed in an entrepreneurial career.

Research has indicated that individuals with an entrepreneurial mindset are more adept at **handling conflicting and uncertain situations,** as well as managing multiple assignments with ambiguity. This ability to navigate the various demands of business ownership highlights the greater tolerance for uncertainty that entrepreneurs possess compared to organizational managers.

According to our discussion on the definition of entrepreneurship, one common characteristic mentioned is the **willingness to take risks**. While some studies have found that entrepreneurs are more likely to take risks compared to managers in organizations, other studies have shown mixed results regarding risk-taking propensity as a personality trait of entrepreneurs. However, some management scholars propose that although entrepreneurs make more aggressive and risk-oriented decisions compared to managers in larger organizations, entrepreneurs themselves may not perceive these decisions as inherently risky. This is because they often believe that the risks in a given situation are comparatively lower. The entrepreneur's perception of risk is influenced by specific cognitive biases,

such as overconfidence, an illusion of control, and the use of limited but positive information. Additionally, many entrepreneurs have a strong belief in their ability to shape business outcomes, which leads them to perceive the possibility of failure as relatively low. Therefore, when faced with similar situations, entrepreneurs are likely to perceive lower levels of risk compared to non-entrepreneurs. It can be more insightful to view entrepreneurs as skilled risk managers who have a natural ability to mitigate what non-entrepreneurs may perceive as high-risk situations.

Individuals have different orientations towards work that are influenced by their motives, values, and talents. These orientations, known as career anchors, are a reflection of how individuals perceive themselves in their chosen career. One of the career anchors identified by Edgar Schein is the **entrepreneurial anchor**, where individuals are primarily focused on creating something new and achieving personal recognition. This anchor also signifies a desire for freedom and autonomy in building their own organization and shaping their business according to their self-image. Essentially, the entrepreneurial career anchor encompasses the personality traits we have discussed so far, such as the need for achievement, an internal locus of control, a tolerance for ambiguity, the willingness to take risks, and the desire for autonomy and control. It also suggests that individuals with this anchor have a belief in their own abilities, a drive for innovation, a tolerance for stress, and a proactive personality (Greenhaus et al., 2019). An entrepreneur needs to possess the inventive spirit of entrepreneurship to engage in business endeavours that exhibit a forward-looking perspective and the ability to make informed decisions regarding the future market (Cho & Lee, 2018).

Apart from Schein's career anchors, researchers in management have also examined the concept of "entrepreneurial orientation," which is a composite of entrepreneurial characteristics derived from self-exploration. Entrepreneurial orientation is considered a higher-order construct that represents various underlying variables that influence entrepreneurial behaviour and success, including the need for autonomy, innovativeness, proactivity, risk-taking, and competitive aggressiveness.

Innovativeness in the context of entrepreneurship refers to the ability to come up with creative and original ideas. It involves carrying out due diligence processes, such as developing new products, processes, suppliers, and raw resources. By generating new changes or combinations through creative ideas, innovativeness creates value that businesses desire (Cho & Lee, 2018).

The ability to be **proactive** involves making strategic decisions that aim to control the market. This is achieved by identifying and taking advantage of market opportunities and being able to recognize

changes in the market before other competitors do. It is an important quality for creating a competitive advantage and staying ahead by discovering new opportunities based on future demands and introducing new products and services to the market (Cho & Lee, 2018).

3.3. Entrepreneurial benefits for the society

The 1970s marked a significant shift in the global economy, which led to a growing interest in entrepreneurial behaviour. During this time, many industrialized nations witnessed significant changes in their economic fortunes (Gibb, 1988).

In the developed world, traditional manufacturing industries have experienced a decline due to the emergence of new technologies and the expansion of competitor countries like Japan. This shift has led to the rise of the services sector, which now employs the majority of workers in post-industrial economies. As a result, many large firms have started outsourcing or sub-contracting services to smaller companies, a trend that gained momentum in the 1990s. Moreover, management buy-outs have become more prevalent in the corporate sector, as employees increasingly desire greater independence and job flexibility (Mazzarol & Reboud, 2020).

The growth of entrepreneurship has also been facilitated by the introduction of new information technologies since the 1980s. These technologies have not only given rise to entirely new industries, but they have also enabled the emergence of new entrepreneurs. Additionally, the decentralization brought about by information and communications technologies (ICTs) has played a crucial role in fostering entrepreneurial ventures (Mazzarol & Reboud, 2020).

It is important to note that technological advancements have the power to disrupt existing industries and potentially lead to job losses. However, they also create opportunities for the development of new industries and the establishment of businesses that generate employment.

Therefore, GEM measures economies' level of entrepreneurship and divides them in three categories: factor-driven economies, efficiency-driven economies, and innovation-driven economies. Factor-driven economies are typically developing countries with a significant focus on agriculture and subsistence farming within rural populations. Efficiency-driven economies, on the other hand, have a high level of industrialization and heavily rely on manufacturing in scale-intensive industries. Finally, innovation-driven economies have a post-industrial industry base that is more focused on services and knowledge-

intensive businesses, with a strong emphasis on research and development investment and innovation (GEM, 2018).

When it comes to starting new businesses, the Global Entrepreneurship Monitor (GEM) 2022 report sheds light on the sectors that are predominantly chosen by entrepreneurs in different economies. In the majority of the 49 economies surveyed, the primary sectors for new business starts are consumer services and business services. These sectors seem to be the most attractive for entrepreneurs due to various factors such as market demand, growth potential, and ease of entry (GEM, 2023).

4. Why Teach Entrepreneurship

With the growing interest in entrepreneurial careers, there has been a rise in various support mechanisms for aspiring entrepreneurs. These mechanisms include social networks and alliances, training and education programs, publications, and websites. Additionally, governments at all levels have implemented initiatives that are specifically designed to provide support for individuals starting and managing their own entrepreneurial ventures. These initiatives aim to create an environment that fosters entrepreneurship and provides resources and assistance to entrepreneurs throughout their journey.

4.1 Role of educational institutions in developing entrepreneurship

Educational institutions around the world have recognized the growing importance and demand for entrepreneurship education programs. As a result, these institutions have established thousands of programs and courses dedicated to entrepreneurship, supported by numerous endowed professorships and funded centres. Many of these programs were initially launched by successful alumni who wanted to help students learn about starting and running businesses.

In relation to entrepreneurship education, the constructivist model can be highly beneficial. By engaging students in real-world entrepreneurial experiences and encouraging them to actively participate in the learning process, they can develop a deeper understanding of the factors that contribute to success or failure in entrepreneurship. This approach can also stimulate their interpretations and appraisals of entrepreneurial opportunities, ultimately fostering a more entrepreneurial mindset. Entrepreneurship teaching should indeed focus on stimulating interpretations and appraisals. By providing students with the necessary knowledge, skills, and resources, and encouraging them to critically analyse and evaluate entrepreneurial opportunities, education can empower them to make informed decisions and take calculated risks in their entrepreneurial endeavours (Cho & Lee, 2018).

These entrepreneurship courses are highly popular among students and cater to two main groups: traditional undergraduate and graduate students interested in pursuing an entrepreneurial career, and non-traditional students who are already practicing or potential entrepreneurs and may be looking to further their education. While the specific content of these courses may vary across schools, they

generally cover traditional business subjects such as marketing, finance, accounting, and management, with a specific focus on the skills and competencies needed for entrepreneurship.

Participating in entrepreneurship coursework can greatly enhance important capabilities, including the ability to identify and evaluate business opportunities, secure funding, and capital, develop new products, manage risks, create business plans, and build entrepreneurial networks. Moreover, these educational programs serve as a valuable tool for individuals to explore their career options and gain self-insight, helping them determine if an entrepreneurial path aligns with their personality and background. The entrepreneurship education landscape is rich and diverse, offering students a comprehensive platform to develop the skills and knowledge necessary for success in the entrepreneurial world.

According to research findings, the belief that entrepreneurs are less educated than the general population is unfounded. In fact, education plays a crucial role in the upbringing of entrepreneurs and helps them navigate the challenges they face. While a formal education is not a prerequisite for starting a new business, it provides a strong foundation, especially when it is relevant to the venture. Entrepreneurs have identified a need for education in areas such as finance, strategic planning, marketing (especially distribution), and management. Effective communication skills, both written and verbal, are also essential in entrepreneurial activities. Additionally, a general education is valuable as it facilitates the assimilation of new knowledge, broadens the opportunity set, and aids entrepreneurs in adapting to new situations. While education positively influences the likelihood of discovering new opportunities, it does not solely determine whether one will create a new business to capitalize on those opportunities. However, individuals who perceive their education as enhancing their entrepreneurial capabilities are more inclined to become entrepreneurs (Hisrch et al., 2017).

4.2 Motivational examples of successful entrepreneurs

Canva – Melanie Perkins (32 years old, female): Perkins had her first idea at the age of 19 in 2006 while she and Obrecht were studying at university in Perth. At that time, she was earning some extra money by teaching design programs to other students. However, the platforms provided by Microsoft and Adobe were considered to be very difficult by the students, which led Perkins to believe that there had to be a better solution.

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That's impressive! Starting a business with limited resources and experience is no easy task. It's great to hear that the couple took a small and manageable approach by creating an online school yearbook design business called Fusion Books. This allowed them to test out their idea and see if it would resonate with their target audience. By launching a website that allowed students to collaborate and design their profile pages and articles, they were able to provide a unique and personalized experience. It's also worth mentioning that their service included the printing and delivery of the yearbooks to schools across Australia, which added convenience for their customers. Overall, it's a testament to their determination and creativity in finding a niche market within the education sector.

Canva, a popular graphic design platform, has been quite successful in terms of its global reach and financial backing. It has facilitated the creation of nearly 2 billion designs across 190 countries. Not only that, but it has also garnered support and endorsement from notable celebrities such as Owen Wilson and Woody Harrelson.

In October 2019, Canva underwent a funding round that raised an impressive $85 million. This funding was led by Bond Capital, an investment firm based in Silicon Valley and headed by the renowned investor Mary Meeker. As a result of this funding round, Canva's valuation was estimated to be around $3.2 billion in 2020 (CNBC, 2020).

X (formerly Twitter), Tesla and SpaceX - Elon Musk (52 years old, male): He is the CEO of X (formerly Twitter), Tesla, and SpaceX. As of now, he is considered the world's richest person. Elon Musk is known for being quite vocal about his opinions on various subjects, and he often uses his platform to express his views.

Musk's entrepreneurial journey began after he dropped out of a physics graduate degree program at Stanford University. During the "dotcom boom" in the 1990s, he founded two technology start-ups: a web software firm and an online banking company. Eventually, the online banking company evolved into PayPal, which was later acquired by eBay for a staggering $1.5 billion in 2002.

Following this success, Mr. Musk decided to invest his wealth into two ambitious ventures. The first was SpaceX, a rocket company with the goal of providing a cost-effective alternative to Nasa's space exploration efforts. The second venture was Tesla, an electric car company. Initially serving as the chairman of Tesla's board, Mr. Musk later assumed the role of chief executive in 2008.

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Overall, Mr. Musk's journey showcases his ability to identify opportunities and take calculated risks in the technology industry. From his early start-ups to his current roles at SpaceX and Tesla, he has demonstrated a passion for innovation and a drive to create groundbreaking solutions.

He has been credited with upending industries and highlights his takeover of the social media platform Twitter in October 2022. Since then, he has made changes to the company, including reducing its workforce, rebranding it as X, and introducing new premium subscriptions. The goal is for X to become an "everything app" offering various services. However, the value of the firm has reportedly decreased from $44 billion to $19 billion. The passage also mentions Mr. Musk's involvement in the AI sector, where he was an early investor in ChatGPT's parent company before starting his own company called xAI in July. The mission of xAI is described as "to understand the true nature of the universe."

According to Bloomberg and Forbes, as of November 2023, he is ranked as the world's richest person, with an estimated net worth ranging from $198 billion (£162 billion) to $220 billion (£180 billion) (BBC, 2023).

Amazon - Jeff Bezos (59 years old, male): He is the chairman and founder of Amazon and his wealth is $162.5B. He is an American entrepreneur, is widely recognized for his significant role in the growth of e-commerce. He is the founder and chief executive officer of Amazon.com, Inc., an online retailer that started off by selling books and later expanded to offer a wide range of products. Under Bezos' leadership, Amazon became the largest retailer on the World Wide Web and set the standards for internet sales.

Bezos' journey began during his high school years when he established the Dream Institute, a center dedicated to fostering creative thinking among young students. After graduating from Princeton University in 1986 with degrees in electrical engineering and computer science, he explored various career opportunities before joining the New York investment bank D.E. Shaw & Co. in 1990. Bezos quickly rose through the ranks and became the company's youngest senior vice president. In this role, he focused on assessing the investment potential of the internet, which was experiencing exponential growth at a rate of over 2,000 percent per year.

The immense possibilities of the internet ignited Bezos' entrepreneurial spirit. In 1994, he made the bold decision to leave D.E. Shaw and relocated to Seattle, Washington, where he set up a virtual

bookstore in his garage. With a small team of employees, Bezos started developing the necessary software for the website. In July 1995, Amazon made its debut by selling its first book.

Throughout his career, Bezos has demonstrated a visionary approach to e-commerce and has continuously expanded Amazon's product offerings and services. Today, the company has evolved into a multinational conglomerate that encompasses various industries, including cloud computing, streaming services, and artificial intelligence. Bezos' innovative mindset and determination have undoubtedly played a pivotal role in Amazon's success and its influence on the online retail landscape (Forbes, 2023).

Harpo Productions - Oprah Winfrey (69 years old, female): With a net worth of €2.49 billion, is widely regarded as one of the richest and most successful female entrepreneurs in the world. She has become an iconic symbol of the American Dream, embodying the ideals of success and achievement.

Oprah's journey to creating her media empire was not an easy one. She faced numerous obstacles and personal hardships from a young age. Growing up in rural Mississippi and Tennessee in the 1950s and '60s, she had to navigate financial struggles, a complicated family structure, and the traumatic experience of suffering sexual abuse and the loss of a baby.

Despite these challenges, Oprah's career in media began to take shape when she started working for her high school radio station. At the age of 19, she co-anchored a local news station, which served as a stepping stone for her future success. She soon transitioned into hosting morning shows and eventually launched her own talk show, The Oprah Winfrey Show, in 1986.

However, Oprah didn't stop at just hosting a successful talk show. She leveraged her popularity to establish her own production company, Harpo Productions. Taking over the production of her talk show from ABC, Harpo Productions played a crucial role in shaping the show into the iconic program that it became.

Even today, Oprah remains the CEO of Harpo Productions and oversees the Oprah Winfrey Network (OWN). She continues to produce television series and has expanded her influence to other mediums, such as books, radio shows, acting, and voice acting. Moreover, Oprah utilizes her wealth for philanthropic endeavours, making a positive impact in various communities.

Oprah's success story is a testament to her resilience and determination. Despite facing personal challenges and overcoming sexism and racism, she has become a trailblazer and an inspiration for entrepreneurs and individuals alike.

In conclusion, Oprah Winfrey's rise to success is a true reflection of her unwavering strength and determination. From humble beginnings, she has built an empire and become an influential figure in the media industry. Her story serves as a reminder that with perseverance and a strong vision, one can overcome any obstacle and achieve greatness (EWOR Team, 2022).

5. Cultivating an Entrepreneurial Classroom

Choosing an entrepreneurial career, although different from choosing a traditional organizational career, should still be based on a comprehensive analysis of personal desires, characteristics, and a thorough evaluation of the work environment. Scholars in the field of management refer to the desire to become an entrepreneur as entrepreneurial intention. This refers to an individual's interest in and personal conviction to pursue an entrepreneurial career, which is influenced by personal and environmental factors. A strong entrepreneurial intention plays a significant role in actually becoming an entrepreneur, as it is linked to motivational aspects such as goal setting and strategy development. Therefore, the goal of becoming an entrepreneur should be the outcome of a systematic and thorough process of self-exploration and understanding the career environment. This exploration should result in a better understanding of whether an entrepreneurial career is a wise choice. Furthermore, throughout one's entrepreneurial journey, it is important to regularly reassess and evaluate the chosen path.

The process of learning and education goes beyond simply acquiring knowledge. The traditional behaviourist approach, where students are seen as passive recipients of information, has been replaced by the constructivist model. This model recognizes that the true goal of education is to assist learners in developing their own ways of organizing and structuring knowledge. Interpretations and appraisals are crucial for entrepreneurial decisions and behaviour. They are influenced by an individual's social and environmental background. This connection between interpretations and appraisals can be utilized in entrepreneurship education. By incorporating teachings that stimulate interpretations and appraisals of entrepreneurial decision-making and action, motivation for entrepreneurial decision-making and action can be enhanced (Carsrud & Brannback, 2009).

In addition to providing information and knowledge, courses on entrepreneurship, innovation, and strategic management should also focus on teaching emotion and cognition management. This is particularly important for dealing with negative emotions. These courses can also benefit analysts and project managers, as they can be advised on the significance of subjective evaluations and actual emotions in decision-making and judgments (Carsrud & Brannback, 2009).

Entrepreneurship education plays a crucial role in enhancing entrepreneurial alertness and viability screening skills. By doing so, it helps to develop human and social capital, which in turn builds entrepreneurial self-efficacy. In essence, entrepreneurship education acts as an optometrist by

providing clear lenses to potential entrepreneurs, reducing their managerial ignorance. Additionally, it is important for entrepreneurial education to address overconfidence and the use of simplistic decision rules. This can be achieved by raising awareness about the suboptimality of cognitive biases and heuristics. Lastly, entrepreneurial education is likely to increase the number of new ventures by highlighting the financial and psychological benefits associated with successful entrepreneurship (Carsrud & Brannback, 2009).

For emerging entrepreneurship educators to avoid being stuck in old ways of thinking. As John Maynard Keynes pointed out, the challenge is not necessarily accepting new ideas, but rather letting go of old ones. This is especially crucial in a rapidly evolving field like entrepreneurship, where innovation and adaptability are key. By embracing a mindset of continuous learning and staying open to new approaches, educators can better equip the next generation of entrepreneurs to navigate the ever-changing business landscape (Kuratko, 2005).

Teacher should shape entrepreneurial mindset in classroom by using three sources of information. **The first source** that provides data related to the entrepreneurial process or perspective are a research-based publications, which are academic studies and articles that delve into various aspects of entrepreneurship (Kuratko, 2005). These publications are typically peer-reviewed and provide rigorous analysis and insights into the field. Other source is popular publications, which include books, magazines, and online articles that cater to a wider audience. These publications often offer practical advice, success stories, and trends in entrepreneurship. Also, a data collected through surveys and research studies conducted by organizations and institutions could be additional source of information. These surveys often gather information from entrepreneurs themselves, as well as from other stakeholders such as investors, policymakers, and industry experts.

The second major source mentioned is direct observation of practicing entrepreneurs, which can be obtained through interviews, surveys, and case studies. Analysing these experiences allows for insights into the traits, characteristics, and personalities of individual entrepreneurs and helps identify commonalities that explain the perspective (Kuratko, 2005).

The final source is speeches and presentations by practicing entrepreneurs, including seminars. While this source may not provide as much depth as the previous two, it still offers an opportunity to learn about entrepreneurial perspective. Entrepreneur-in-residence programs at universities exemplify the value of oral presentations in educating people about entrepreneurship (Kuratko, 2005).

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By combining data from these three sources, students can gain a comprehensive understanding of the entrepreneurial landscape and make informed decisions.

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6. Practical Activities & Exercises

Entrepreneurial thinking development starts from the point where individual assesses its **self-awareness** in selecting career goals that align with one's interests, values, and lifestyle preferences. There are various assessment tools, which have specific categories indicating whether an individual possesses an entrepreneurial self-concept or theme. Apart from understanding personal interests and psychological characteristics, aspiring entrepreneurs should also consider fundamental questions about business success. Some of these questions include: Is my business idea strong enough? Do I possess the necessary management skills for success? How much importance do I place on money? Can I handle the risks associated with owning my own business? How will my family react if I choose to become an entrepreneur? It is crucial to recognize that the entrepreneur's career and the business itself are closely intertwined, making it necessary to assess both the individual's interests, needs, and chances for success, as well as those of the business (Greenhaus et al., 2019).

Another issue is the entrepreneur's understanding of the **work environment** goes beyond just gathering self-information. It also involves analyzing the conditions that their potential company would face. This assessment of the work environment serves as an environmental analysis for the company, encompassing expectations on financing and economic conditions, demographic changes, market preferences, legal and regulatory issues, technological advancements, and various other factors. When choosing an entrepreneurial career and selecting a business type, it is important to consider the knowledge gained through this review of the environment.

The flow of the analysis is based on the research of Bazkiaei et al. (2020).

Following **practical exercise** is proposed:

Introduction will be given about the project and GDPR protection of personal information. Depending on the targeted student population, every teacher will align this part.

Participants are asked to fill in questionnaire. Introduction will be given about the project, GDPR protection of personal information and contact person as additional information provider. Depending on the targeted student population, every teacher will align this part.

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The first part of the questionnaire collects demographic data of respondents. The questions are:

Respondent age: _____

Gender: ____ Male ____ Female

Place of birth: _____

Place of residence: _____

The second part of the questionnaire serves to the participants to assess their personal traits. There are 5 identified personal traits that could be measured by the Big-5 Inventory (John & Srivastava, 1999). Every student needs to write does he/she/they agrees to each statement.

Items	Disagree strongly (1)	Disagree a little (2)	Neither agree nor disagree (3)	Agree a little (4)	Agree strongly (5)
1. Is talkative	1	2	3	4	5
2. Tends to find fault with others	1	2	3	4	5
3. Does a thorough job	1	2	3	4	5
4. Is depresses, blue	1	2	3	4	5
5. Is original, comes up with new ideas	1	2	3	4	5
6. Is reserved	1	2	3	4	5
7. Is helpful and unselfish with others	1	2	3	4	5
8. Can be somewhat careless	1	2	3	4	5
9. Is relaxed, handless stress well	1	2	3	4	5
10. Is curious about many different things	1	2	3	4	5
11. Is full of energy	1	2	3	4	5
12. Starts quarrels with others	1	2	3	4	5
13. Is reliable worker	1	2	3	4	5
14. Can be tense	1	2	3	4	5
15. Is ingenious, deep thinker	1	2	3	4	5
16. Generates a lot of enthusiasm	1	2	3	4	5
17. Has a forgiving nature	1	2	3	4	5
18. Tends to be disorganised	1	2	3	4	5
19. Worries a lot	1	2	3	4	5

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	1	2	3	4	5
20. Has an active imagination	1	2	3	4	5
21. Tends to be quite	1	2	3	4	5
22. Is generally trusting	1	2	3	4	5
23. Tends to be lazy	1	2	3	4	5
24. Is emotionally stable, not easily upset	1	2	3	4	5
25. Is inventive	1	2	3	4	5
26. Has an assertive personality	1	2	3	4	5
27. Can be cold and aloof	1	2	3	4	5
28. Perseveres until the task is finished	1	2	3	4	5
29. Can be moody	1	2	3	4	5
30. Values artistic, aesthetics experiences	1	2	3	4	5
31. Is sometimes shy, inhibited	1	2	3	4	5
32. Is considerate and kind to almost everyone	1	2	3	4	5
33. Does things efficiently	1	2	3	4	5
34. Remains calm in tense situations	1	2	3	4	5
35. Prefers work that is routine	1	2	3	4	5
36. Is outgoing, sociable	1	2	3	4	5
37. Is sometimes rude to others	1	2	3	4	5
38. Makes plans and follows through with them	1	2	3	4	5
39. Gets nervous easily	1	2	3	4	5
40. Likes to reflect, play with ideas	1	2	3	4	5
41. Has few artistic interests	1	2	3	4	5
42. Likes to cooperate with others	1	2	3	4	5
43. Is easily distracted	1	2	3	4	5
44. Is sophisticated in art, music, or literature	1	2	3	4	5

Calculation of personal traits:

Extraversion: 1, 6r, 11, 16, 21r, 26, 31r, 36

Agreeableness: 2r, 7, 12r, 17, 22, 27r, 32, 37r, 42

Conscientiousness: 3, 8r, 13, 18r, 23r, 28, 33, 38, 43r

Neuroticism: 4, 9r, 14, 19, 24r, 29, 34r, 39

Openness: 5, 10, 15, 20, 25, 30, 35r, 40, 41r, 44

R – revers-scored items

Personal attitudes (Liñán & Chen, 2009): Please indicate your level of agreement with the following sentences from 1 (strongly disagree) to 7 (strongly agree).

	Strongly Disagree (1)	Disagree (2)	Partially Disagree (3)	Neutral (4)	Partially Agree (5)	Agree (6)	Strongly Agree (7)
1. Being an entrepreneur has more advantages than disadvantages for me.	1	2	3	4	5	6	7
2. An entrepreneurial career is attractive to me.	1	2	3	4	5	6	7
3. If I had the opportunity and resources, I would like to start a company.	1	2	3	4	5	6	7
4. Being an entrepreneur would be a great pleasure for me.	1	2	3	4	5	6	7
5. Among various options, I would prefer to be an entrepreneur.	1	2	3	4	5	6	7

Subjective norms: If you were to decide to start a company, would the people around you approve of that decision? Mark from 1 (completely disapprove) to 7 (completely approve).

	Strongly Disagree (1)	Disagree (2)	Partially Disagree (3)	Neutral (4)	Partially Agree (5)	Agree (6)	Strongly Agree (7)
1. Your close family	1	2	3	4	5	6	7
2. Your friends	1	2	3	4	5	6	7
3. Your colleagues	1	2	3	4	5	6	7

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Perceived behavioural control (Liñán & Chen, 2009): To what extent do you agree with the following statements regarding your entrepreneurial abilities? Rate them from 1 (strongly disagree) to 7 (strongly agree).

	Strongly Disagree (1)	Disagree (2)	Partially Disagree (3)	Neutral (4)	Partially Agree (5)	Agree (6)	Strongly Agree (7)
1. Starting a business and maintaining it would be easy for me.	1	2	3	4	5	6	7
2. I am ready to start a sustainable business.	1	2	3	4	5	6	7
3. I can control the process of creating a new company.	1	2	3	4	5	6	7
4. I know the necessary practical details for starting a company.	1	2	3	4	5	6	7
5. I know how to develop an entrepreneurial project.	1	2	3	4	5	6	7
6. If I tried to start a business, I would have a high probability of success.	1	2	3	4	5	6	7

Entrepreneurial intention (Liñán & Chen, 2009): Please indicate your level of agreement with the following statements from 1 (strongly disagree) to 7 (strongly agree)

	Strongly Disagree (1)	Disagree (2)	Partially Disagree (3)	Neutral (4)	Partially Agree (5)	Agree (6)	Strongly Agree (7)
1. I am ready for anything to become an entrepreneur.	1	2	3	4	5	6	7
2. My professional goal is to become an entrepreneur.	1	2	3	4	5	6	7
3. I will try to start and run my own company.	1	2	3	4	5	6	7

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4. I am determined to create a company in the future.	1	2	3	4	5	6	7
5. I seriously thought about starting a company.	1	2	3	4	5	6	7
6. I have a firm intention to start a business one day.	1	2	3	4	5	6	7

After questionnaire competition, students will calculate average answers of every part and discus their results among peers and with teacher. They can talk about what personal traits they find important for future entrepreneur and how important do they find extraversion, agreeableness, conscientiousness, neuroticism and openness as Big-5 personal traits for entrepreneur.

Green entrepreneurship

1. Overview

The natural world in which we live is a superset of organisms and elements that interact and whose existence is decisive for our survival. Natural resources are not limitless. Critical environmental problems have dominated the public debate on environmental protection in recent decades. Although the eternal evolution of business activity has contributed to the creation of knowledge and skills that led to unprecedented economic growth and prosperity, the environmental problem is more acute than ever.

In no other period in modern history environmental challenges have been so intense. The environment is in crisis. The ever-increasing global concern about climate change, the depletion of natural resources, desertification, loss of biodiversity, and pollution of water resources have put the dilemma of "development or environment" on a new footing. Environmental protection is among the priorities of European and global politics, and it also plays an important role in the formulation of most national policies for sustainable development.

Sustainable development, thus the model of development that satisfies present human needs without negatively affecting the well-being and ability of future generations to meet their own needs, has been defined as the interaction of three different but at the same time completely interdependent systems: the economic, the social, and environmental. The pursuit of sustainable development presumes economic efficiency and at the same time social justice, environmental protection, and conservation.

Green economy is a development model that recognizes the interconnection of the economy and production with natural ecosystems and aims to disconnect (decoupling) the growth of the economy from the destruction of the environment. It has been mainly associated with the economy's effects on climate change and global warming.

Green entrepreneurship is the attempt to reconcile two basic and seemingly conflicting needs: Economic development and Environmental protection. Environment and competitiveness are complementary and not conflicting concepts, as the protection of the environment is an essential condition for strong competitiveness and therefore sustainable economic development.

The module "Green Entrepreneurship" aims to provide teachers the knowledge about the main principles of green entrepreneurship and the tools needed to successfully communicate it to their

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students. The importance of green entrepreneurship is highlighted offering teachers an overview of green economy, providing examples of good business practices and innovation into their teachings. Key concepts include Government policies, sustainable development responsible consumer practices, and environmentally friendly management systems.

Learning Outcomes

✓ Define and explain the core principles of Green Entrepreneurship.

✓ Recognize the critical role of Green Entrepreneurship in addressing environmental challenges.

✓ Explain the role that green entrepreneurship can play both as a driver of business profitability and as a means of environmental protection.

✓ Identify the importance of both citizen/consumer behaviour and government policies to promote green entrepreneurship.

✓ Distinguish the opportunities and risks that characterize green entrepreneurship as well as the role of environmental quality assurance tools and methods.

✓ Understand the role of green entrepreneurship in promoting the development experience but also its relationship with social responsibility.

2. Introduction to Green Entrepreneurship & Key Concepts

For many years, the approach to environmental and development challenges has been made through sustainable development usually considered as the meeting point of the current generation needs and the ability of future generations to fulfil their own needs. Although this approach has been productive in many ways, it lacked a clear way to achieve those goals. Green growth is not a replacement for sustainable development. Green growth is addressing environmental challenges and development meetings, and it is about exploiting the opportunities to realize the two together.

Tackling climate change is significant to avoid severe economic, social, and environmental consequences and maintain well-being standards across the world. The potential for transitioning to a low-carbon emissions economy and achieving green, sustainable growth has been demonstrated in recent years. Under today's conditions, a review of the relationship between entrepreneurship and the environment is essential.

Example Interaction between business and environment

The relationship of interaction between business activity and the environment in the context of sustainable development is often expressed with the model of eco-efficiency which is often also defined as productivity or resource efficiency. Eco-efficiency means the pursuit of the greatest possible utility per unit of raw material or natural/energy resource. A frequent measure of eco-efficiency is fuel consumption expressed in km. per litre. While mileage expresses utility, the unit of measurement of the litre essentially states the volume of fuel needed to achieve that utility.

International economic trends point the way to the greening of entrepreneurship. The cost of using resources and management of production waste, the continuing shortage of specific raw materials as well as the introduction of green taxes point out that a more realistic and often easier approach for a company to obtain profit is through cutting costs related to the environment compared to achieving sales growth. Addressing the negative effects of the production process on the natural environment has been proposed as a critical strategic approach for business activity based on sustainable development but also the development of innovative competitive advantages. Green Entrepreneurs can play an important role in lowering greenhouse gas emissions through their competence to develop and grow innovative green solutions. That could be a significant driving force in the global effort to

moderate climate change caused by human activities facilitated by public policies that promote green entrepreneurship.

> **An Example of a Green Growth Initiative**
>
> Lighting Africa Initiative: A joint program of the World Bank and International Finance Corporation aimed at helping develop commercial off-grid lighting markets in sub-Saharan Africa. Intending to provide safe, affordable, and modern off-grid lighting to 2.5 million people in Africa by 2012 and to 250 million people by 2030, the program is mobilizing the private sector to build sustainable markets in Kenya, Ghana, Tanzania, Ethiopia, Senegal, and Mali.

2.1. Definition of entrepreneurship and green entrepreneurship

An entrepreneur is defined as an individual who takes an initial idea and develops a business around it, runs the business, and takes the risk for its success or failure. Some commentators propose a wider definition that incorporates anyone who sets up and manages a business while others suggest that an entrepreneur is someone that innovates and leads in a certain field.

Adding the "green" element to the definition a green entrepreneur could be described as an individual or a company that undertakes a business and tries to find new solutions to reduce its environmental impact.

One common thing in every (green) entrepreneur is that they commence business ventures with an element of risk. Outcomes are at best not easy to predict, and the possibility of failure is always there. Like any other entrepreneur, a green business goes through a process of assessing a new opportunity, acquiring funding, developing a business plan, and successfully managing the new business venture.

A common characteristic of green entrepreneurs is that their business, although not every element of it has a neutral or positive effect, has an overall positive impact on the natural environment and shows the way towards a more sustainable society. Indeed, it is not likely that any green entrepreneur's business is 100% green. There must be some sector in the business where some not environmentally friendly resource or service is used, and waste is produced. Nevertheless, green entrepreneurs do bring new products or services to the markets that have an overall positive environmental impact.

2.2. Different categories of Green Entrepreneurship

Entrepreneurship and Environmentalism are based on a perception of value. The attitudes which report to environmental concerns create opportunities that can be exploited entrepreneurially. Environmental Entrepreneurs not only recognize areas of value but also construct real businesses to promote changes in society. (Anderson 1998). Literature about the green economy recognizes four different categories of green entrepreneurs:

1. The innovative entrepreneur is driven by a financial gain opportunist who spots an ecological niche or opportunity. This type of green entrepreneur has been mainly influenced by structural drivers like regulation.

2. The visionary type, an idealist who sets out to transform the world, visualizes a sustainable future, and is ready to undertake significant structural change, leading the eco-innovation. The personal belief system of this kind of green entrepreneur sees the protection of the natural environment and sustainable development as the most important goals.

3. The ethical maverick. Individualist with like-minded experiences from the past rather than someone who envisions a changing world. Ethical mavericks are keen on setting up alternative businesses rather than conventional enterprises.

4. The accidental green entrepreneur. This type of green entrepreneur's driving force is profit. It refers to individuals primarily motivated by financial aims rather than by any specific environmental values. This type of green entrepreneur is someone who has been influenced by others before becoming a green entrepreneur.

It is concluded that within the ranks of green entrepreneurs, there are profound differences in the significance they place on this goal, as in definitions or terminology. Terms such as "ecopreneur" are also used, referring to a person who seeks to transform a sector of the economy towards sustainability by starting a business in that sector with a green design, green processes, and a life-long commitment to sustainability in everything that is said and done." (Isaak 2002), there have been also creative entrepreneurs around the world who have identified several opportunities arising from improved environmental performance and benefits and so they turned their business green. Green entrepreneurs can be mapped to four broad types along two dimensions: Profit-seeking vs. social mission and startups vs. Established firms. Each type of green entrepreneur has different incentives and desired outcomes (Nikolaou et al 2018).

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Green entrepreneurship is a modern form of economic activity that meets the needs of business profitability and growth considering at the same time environmental dimension, treating it as an opportunity and not as an obstacle. More and more companies around the world are seeking to help protect the environment and limit climate change by investing in the research and development of green technologies and practices.
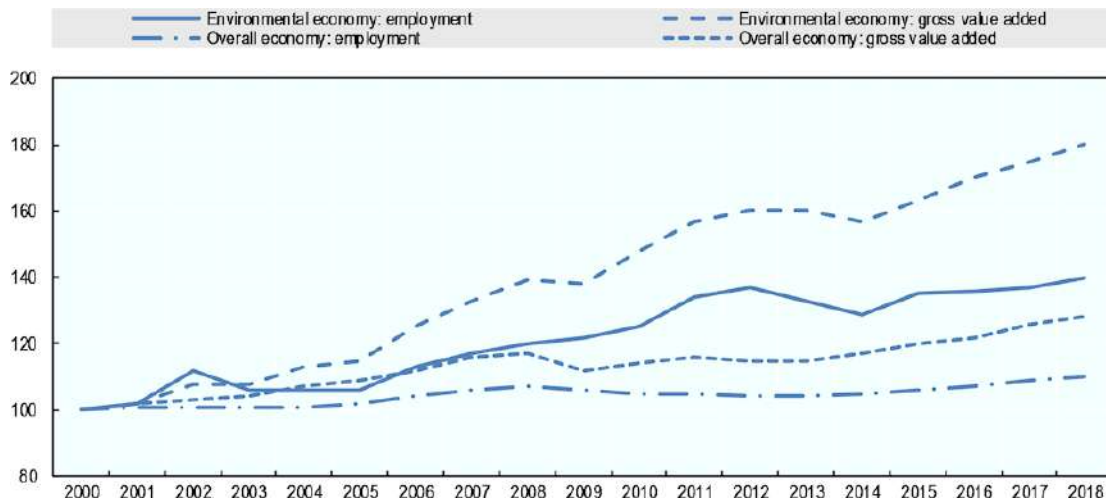
Source: Eurostat 2022

Industry is beginning to take a more active role in meeting climate change obligations, driven by factors such as:

- responding to consumer demand and businesses,
- pioneering competitive advantage by developing, evolving, and seeking new technologies and processes,
- new markets developing around greenhouse gas emissions,
- global supply chains responding to changing regulatory and purchasing requirements,
- selling low GHG (greenhouse gas) emission services and products,
- and increasing economic costs associated with climate change.

In this context, an entrepreneurial activity that operates and develops combining environmental protection and maintaining its quality has assumed prominent importance among the social partners and operators of the modern economic system. It characterizes the form of entrepreneurship that follows environmentally responsible production and operating processes while at the same time

promoting the offer of products and/or services with properties that make them environmentally friendly.

Apart from private sector efforts, government policies are vital for a green transition. Anderson and Wolff (1996) identify the business sector, consumption, and government policy as the main forces in the economic system and the determining factors for environmental protection. Government actions are required to reduce the environmental damage and secure public health, for the development of markets, and greener technologies and services. Even when these policies are done right, investing in the development of new technologies can be expensive and risky for early-stage businesses. As in other areas, specific measures from the innovation policy package may be needed to address market failures that impede the development and spread of new green technologies.

Business activity, as part of the economic system and production of goods and services, has an active role in promoting sustainable development. Considering that the legislation on the environment increases in scope, in several provisions and regulations, as well as the pressures of consumer interest groups on issues of environmental relevance, then the individual business has a strong incentive to do more actively and integrate into its strategy practices for the environment.

Green entrepreneurship follows strategic planning that emphasizes the more efficient use of natural resources, proper management of production process waste, optimal consumer satisfaction through innovative products, and addressing the development challenges through a holistic approach to the restoration of the natural environment.

Several basic factors influence green entrepreneurship. The need for societies to adapt to the environment is the main factor that drives green entrepreneurship. As environmental pressures become more intense, societies are looking to address a more sustainable way of living. The demand for green products and services increases and global markets are seeking climate-friendly businesses and technologies. For example, the Paris Agreement has led to an estimated 23 trillion USD of investment opportunities in emerging markets between 2016 and 2030 (IFC 2016).

Sector	Example of Technology
Electricity Access	Smart power grids Off-grid technologies such as local wind turbine
Climate Change/	Smart power grids

Reducing Emissions	Renewable energy technologies: wind, solar, geothermal, marine energy, biomass, hydropower, etc.
	Electric and hybrid vehicles
	Carbon capture and storage
	Climate-resistant infrastructure: sea walls, drainage capacity, water, forest, and biodiversity management, etc.
Agriculture	Mechanical irrigation and farming techniques
	Drought-resistant crops and cultivation practices
Building Energy Efficiency	Smart power grids and smart meters
	Thermal insulation
	Energy-efficient lighting
	Energy-recovering stoves using thermoelectric generators
Transport	Bus rapid transit
	Low-emission vehicles and fuels: biogas, hybrid, and plug-in electric vehicles

2.3. Benefits of Green Entrepreneurship

Considering that compliance with the legal and regulatory framework for the environment is a starting point for green entrepreneurship, individual stages of opportunities include direct and indirect benefits for a business. Direct benefits in the company's internal environment such as cost reduction and other direct economic benefits are achieved through the saving of resources, the improvement of energy efficiency, and the reduction of waste. All savings that come from greening the business have a positive impact on the organization's profit margin.

While immediate benefits come from the reduction of operating costs, indirect benefits concern the internal environment of the business. Notably attracting and retaining a quality workforce while building a strong organizational culture/team spirit. Employees prefer to work for an environmentally responsible company and similarly, job candidates (with all other parameters being equal) will prefer to work for an organization that consistently manages its impact on the environment. It has been pointed out that companies that apply green policies and systematic practices of environmental responsibility enjoy higher labor productivity with all the financial benefits that derive from it.

Greening business activity also increases overall business value. Production facilities that have low CO_2 emissions or high energy efficiency, contribute to a higher overall accounting valuation of the business value compared to a conventional business. In addition, the likelihood of violating environmental legislation (resulting in fines or other sanctions that may be imposed) is reduced, which creates additional indirect benefits to the company's financial results.

However, apart from the financial and organizational profits a green business is being benefited by the diversification in the market where the company operates and the exploitation of new and emerging markets. The most essential opportunity given by the greening of a business is the boost to branding, the name that we recognize as belonging and fitting to an organization or a product. This is particularly pronounced in tertiary sector enterprises where the costs of raw materials, waste, and water are usually a small part of the operating costs. Green businesses tend to enjoy greater market esteem, attract environmentally conscious customers, and win public and private tenders.

2.4. Potential risks of Green Entrepreneurship

However, the transition to green entrepreneurship and environmentally responsible economic activity inevitably involves potential risks that can lead the entire business venture to failure. The main internal risk is the disconnection of the company's environmental actions from its financial results. In any case, the planning and practices designed and implemented for the greening of a business activity must not exceed the ability of the latter to be economically efficient, i.e., profitable. Overestimating the financial viability of the business by focusing too much on investments in environmentally friendly operation and production can lead to losses or even worse to the cessation of business activity. Three main external risks concern:

1. unrealistic investigation and evaluation of emerging green markets
2. investment in technologies and green practices that have not been 'matured' or time-tested, and
3. criticism at the expense of the company when it tries to project a pro-environmental public image, which is significantly far from reality and the practices that the organization follows (greenwash).

Most green markets for goods and services are still being formed and the quota of consumers who are willing to buy them (even if more expensive) is still relatively small. For these reasons, the quality of

green products/services should be similar or higher than conventional ones. Moreover, green product design methods need a given period of development, adaptation, and testing so that the technologies and practices that will be developed mature and go into large-scale production. Investing in unfinished green technologies and practices that are not ready for mass production is a common mistake found in the green entrepreneurship industry, a potential risk that can lead to the failure of the entire venture.

Finally, a defining risk that can irreparably damage green entrepreneurship is the excessive emphasis on the pro-environmental profile of the organization or the green properties of the produced product/service when the relevant claims are not 100% accurate. And while the effects of such practices may be temporary for giant companies, for a small business they can seriously damage its reputation and customer base.

3. Green skills

Climate change and environmental degradation endanger our well-being and standards of living across the world today and in the future. The most recent report of IPCC, the United Nations Intergovernmental Panel on Climate Change has reaffirmed that human activities have triggered unprecedented climate changes. This is already having a catastrophic global impact through an increased prevalence of extreme weather events and consequently natural disasters. The extreme recent weather events have reminded us in the worst possible way of the tragic effects of the climate crisis on communities around the world. Several international conferences were held this year for the governments of the countries to discuss these implications. Such discussions took place at the UN General Assembly and at the Glasgow Conference (COP26), where the focus of deliberations was on accelerating the transition to a greener economy.

Among other things, the global necessity to limit climate change means that we need human resources with the required skills to create and sustain new environmental industries, services, and practices. Therefore important, at this point, to emphasize that green skills are vital for this transformation. But what are the "green" jobs that have the most demand in the market?

The general term "skills" could be defined as the combination of perceptions, knowledge, abilities, and experience required to perform a specific task or job. One of the most widespread and widely used taxonomies in the field of learning, which approaches the above concepts (knowledge, skills, attitudes), is the typology of educational objectives proposed by Bloom and his colleagues (1956), also known by the acronym KSA (knowledge, skills, attitudes).

3.1. Categories of Green Skills

According to CEDEFOP (2014), green skills can be divided into three categories:

- General green skills help develop awareness or implement resource-efficient actions.
- Specific green skills are required to implement standards and procedures to protect ecosystems and biodiversity and to reduce energy, material, and water consumption.
- Highly specialized green skills are required for the development and implementation of green technologies such as renewable energy sources, wastewater treatment or recycling.

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Green jobs are already in high demand. Millions of new jobs are expected to be created over the next decade thanks to new climate policies and commitments. The International Labor Organization (ILO) predicts that by 2030, 24 million new jobs will have been created in the green economy.

According to OECD (2005), sustainable development depends significantly on the skills of the population – where with the term skills we refer not only to knowledge but also to attitudes and values in which citizens are "educated" through the compulsory general education that each state provides to its citizens.

3.2. Transition into Green Skills

There is a growing consensus that to have the key skills necessary for the transition to a low-carbon economy, a lot of concern must be placed on improving existing skills rather than on developing new programs and training to deliver new ones.

Since 2017 the demand for green skills has increased dramatically. This is because both companies and governments are making great efforts to meet their sustainability goals. It appears that the demand for jobs in the oil and gas sectors has decreased, while the demand for environmental positions has increased.

> The automotive sector is also a high-priority sector in Germany, France, and the UK due to the employment benefits and industrial areas from restructuring and investment in new vehicles. Also, large investments continue to be made in environmental infrastructure, products, and services, through government investment programs, utilities, and suppliers.

Green skills are the knowledge, abilities, values, and attitudes needed to live in, develop, and support a sustainable and resource-efficient economy and therefore society. They are those skills that help prevent, monitor, or combat environmental pollution. Also, green skills are considered to help improve the management and maintenance of natural resources, which companies use to produce goods and provide services.

Another very interesting point is the fact that as the demand for green jobs increases, employers seem to be looking for green skills instead of a university degree. This is because currently there is high demand and low supply. There are not a few cases where financial investors hire scientists specializing in the climate, without them having any training on financial issues. And this is because they believe that they can better evaluate the climate benefits of an upcoming investment. Candidates with green

skills "green talents" manage to stand out as they go through different evaluation standards. A "green" talent is someone who has at least one skill on their resume that could be useful in an environmental project, or someone who works in a green job.

3.3. New green professions or existing professions going "greener"?

It is often challenging to distinguish between new professions that develop with an environmental focus and existing professions that become greener and this requires a significant level of judgment. Systems for determining environment-based skills needs and responding to those needs are already established in most EU countries.

National surveys find a general problem in trying to distinguish new professions from evolutions and changes in existing ones. Environmental policies and related programs are not likely to lead to completely new careers according to the newly emerging responsibilities. Therefore, the degree of development and change in the profile of existing skills is questionable, whether it would lead to a new profession or alter an existing one.

Employers are beginning to demand that employees know how to do their jobs sustainably. There has been a huge increase in demand for green skills in recent years, reaching double- or triple-digit rates. Leaders across the business spectrum have set very ambitious business goals for reducing carbon dioxide emissions. The areas where this demand is seen are ecosystem management, environmental policy, and sustainability. Employers are beginning to demand employees who know how to do their jobs sustainably. In turn,

In most cases, top candidates are those with highly specialized skills, who have already green careers (environmentalists, sustainability managers, biologists, agriculturists). The development of "green" talent is growing rapidly in the mining and energy industries. However, a significant change in trends is being observed. There is an increased demand for green skills in sectors that haven't been traditionally green. Green jobs have spread across a wide range of industries. From the most obvious such as the renewable energy industry, to the less expected such as finance, fashion technology, and transportation. However, the overall percentage of green jobs is much higher in the health, agriculture, transport, and construction sectors.

3.4. Green Skills for a Clean Technology

There is increasing support for products and services that improve operational performance and efficiency while reducing inputs, waste, and energy consumption (clean technology). This has led to new professions, such as renewable energy system managers and operators, and hybrid or cross-sectoral professional activities, such as energy audits and energy efficiency services.

These occupations are not entirely new and are often a blend of skills from related professions. A study (in Denmark) by Brøndum & Fliess (2009) reviewed the new occupations that emerged because of the new market opportunities provided by environmentally friendly solutions and found that 12 competency areas characterize clean technology occupations:

1. understanding the market and user behavior (specification of solutions)
2. impact of globalization – competitive advantage, business models, partnerships
3. innovation (process, product, business models)
4. information and communication technology)
5. ICT - knowledge of production technology
6. installation and maintenance
7. knowledge of material technology, such as alternative materials, the reuse of materials
8. environment, climate, sustainability
9. communication skills – including knowledge of English and teamwork
10. process and planning
11. automation
12. testing and documentation

Overall, the literature shows a gap in practical green skills compared to more general green skills and this is why employees often plan educational and training courses in more practical green activities.

Public organizations and private sector, national, regional, and local authorities, education and training providers, companies, and workers all have a key role to play. They should join forces to upskill and reskill people in Europe. The aim is to improve the relevance of skills in the EU, strengthen sustainable competitiveness, and ensure social fairness. The Pact for Skills provides knowledge sharing, networking opportunities, guidance, and information on relevant EU funding.

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Building partnerships and generating concrete commitments for up- and re-skilling across Europe is a priority. European companies report that the lack of skills holds back their investments. All potential partners, whether they are in the public or private sector, national or regional should join the up and re-skilling initiative. Several sectors are going through unprecedented changes as many occupations and processes are being redefined and certain skills are weakening in importance. In these challenging times, the Pact for Skills contributes to effectively connecting relevant stakeholders and paves the way for a new model for skill development.

3.5. The need for a Green Skills Strategy within an enterprise

Despite the inclusion in environmental strategies and programs of some individual skills training, and the progressive development of different environmental programs in the context of vocational training and higher education, there are no clear national strategies aimed at covering the skills needs of a green economy. In all Member States, one meets public strategy documents concerning the identification of the need for more training, but there does not appear to be an overarching comprehensive strategy for skills training that identifies the skills needs of the occupations involved.

Over time, existing or future educational structures will be asked to integrate into their curricula courses that will provide the necessary resources for a "green collar worker". In the future, all jobs will be green. An understanding of the environmental impact of an occupation must be integrated into education and vocational training systems. More emphasis should be placed on the training of teachers. There are not enough teachers with knowledge of environmental issues, and skills to teach the new techniques. Shortages are particularly severe in the agricultural and construction sectors.

To ensure successful engagement, stakeholders need to understand the purpose and objectives of the initiative. The importance of ensuring a strong link between strategies and actors on the ground, convincing and involving all relevant stakeholders. A general framework of skills that the green business market requires of its workers today can be defined as follows:

- Ecological design and providing expert environmental consultancy
- Certification of environmental standards
- Assessment of the environmental impact of a project
- Knowledge of environmentally friendly materials and Product life cycle assessment
- Knowledge of the European CO_2 Emissions Trading System

- Calculation of the energy efficiency of buildings

- Expertise and ability to apply mechanical, chemical, and biological methods of environmental remediation.

- Enhanced skills in manual occupations such as agriculture, forestry, and fishing.

Green growth seeks to establish pathways for sustainable development through a combination of private-sector innovation and engagement within a supportive national and international policy context. It aims to confront three challenges simultaneously: encouraging development and poverty reduction, creating new and more vibrant economies based on clean technologies, and securing an increasingly greener world. The forecasting of green skills needs tends to be carried out ad hoc, mainly by regional agencies and industry, usually on a small scale and about a specific occupation. Where the development of skills takes place within the formal educational system, it focuses on the progress of new programs in higher education and career training. Where educational systems are unable to provide the required training, a mix of planned and ad hoc measures has been observed, involving local authorities, sector representatives, and companies.

The need for improvement in existing education and training systems to meet the need for environmentally friendly skills is widely documented. Emphasis for improvement tends to be placed on Initial Vocational Education and Training, and not so much on continuing adult education or higher education. The case studies in the national reports provide strong evidence of progress on securing these improvements and could serve as good examples.

4. Teaching Green Entrepreneurship

Environmental issues, climate change, and sustainable development are some of the most pressing concerns of our times. Education on green entrepreneurship should not be made with the traditional process view but with a practice-based approach, using a selection of practices, which includes play, empathy, creation, and experimentation. Effectively imparting the principles of green entrepreneurship to students requires a thoughtful approach that combines innovative teaching methods and appropriate resources. As educators, it is essential to recognize the unique challenges and opportunities associated with integrating sustainability into entrepreneurship education. This section provides insights into effective teaching methods and resources that can foster a comprehensive understanding of green entrepreneurship among students.

Innovative Teaching Methods:

- Project-Based Learning: Engage students in hands-on, project-based learning experiences that allow them to develop and implement sustainable business ideas. Assign tasks that challenge them to think critically about the environmental and social impacts of their entrepreneurial endeavors.

- Guest Speakers and Field Visits: Invite successful green entrepreneurs and experts in sustainability to share their experiences with students. Organize field visits to sustainable businesses, eco-friendly facilities, or environmental organizations to provide real-world insights.

Interactive Resources:

- Case Studies: Utilize case studies that highlight successful green entrepreneurship ventures. These real-world examples can offer practical lessons on overcoming challenges, measuring environmental impact, and creating a sustainable business model.

- Online Platforms: Leverage online platforms that provide resources on green entrepreneurship, sustainability practices, and eco-friendly business models. Incorporate interactive simulations or games that allow students to explore the consequences of their business decisions on the environment.

Integration of Sustainability:

- Curriculum Integration: Infuse sustainability principles into existing entrepreneurship curriculum. Highlight the importance of triple-bottom-line thinking, where students consider not only profit but also the environmental and social implications of their business decisions.

- Cross-Disciplinary Connections: Collaborate with other subject areas to create a cross-disciplinary learning experience. Explore connections between science, economics, and ethics to emphasize the interconnected nature of green entrepreneurship.

Practical Application:

- Entrepreneurial Incubators: Establish entrepreneurial incubators within the school environment, where students can brainstorm, develop, and launch their green business ideas. Provide mentorship and resources to help them navigate the challenges of sustainable entrepreneurship.

- Community Engagement Projects: Encourage students to initiate projects that address local environmental issues. This hands-on experience allows them to apply theoretical knowledge to real-world problems, fostering a sense of social responsibility.

Assessment Strategies:

- Project Assessment: Evaluate students based on the environmental and social impact of their entrepreneurial projects. Consider the sustainability of their business models, the effectiveness of their solutions, and their ability to communicate the broader benefits to the community.

- Reflection and Reporting: Integrate reflective practices into assessments, prompting students to critically assess the sustainability aspects of their ventures. Require them to prepare reports that outline the ecological and social considerations embedded in their business plans.

In conclusion, teaching green entrepreneurship requires a dynamic blend of innovative teaching methods, curated resources, and a comprehensive integration of sustainability principles. By providing students with a rich learning experience that combines theory with practical applications, educators can empower the next generation to be environmentally conscious and socially responsible entrepreneurs.

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5. Green Business Models

5.1. Exploring green business opportunities

Embarking on the journey of exploring green business opportunities can be a transformative and impactful experience for students, equipping them with the knowledge and mindset to contribute to a sustainable future. The following suggestions can be a guide for students to explore green business opportunities both now and in their later adult life:

Environmental Awareness:

Start Today: Begin by building a strong foundation of environmental awareness. Stay informed about current environmental issues, climate change, and emerging sustainability trends. Follow reputable news sources, documentaries, and environmental organizations to understand the challenges our planet faces.

Extracurricular Engagement:

Join Environmental Clubs: Participate in or initiate environmental clubs within your school or community. These platforms offer opportunities to engage with like-minded individuals, share ideas, and collaborate on environmentally conscious projects.

Research and Innovation:

Explore Green Technologies: Dive into research on green technologies and innovations. Stay curious about advancements in renewable energy, sustainable agriculture, waste reduction, and eco-friendly materials. Understanding the latest developments will open your eyes to potential business opportunities.

Networking:

Connect with Green Entrepreneurs: Attend workshops, seminars, or networking events that focus on sustainability and green entrepreneurship. Connect with entrepreneurs in the field, learn from their experiences, and seek mentorship to guide your journey.

Internships and Volunteer Work:

Choose Sustainability-Focused Opportunities: Look for internships or volunteer opportunities with organizations that prioritize sustainability. This hands-on experience will provide insights into the daily operations of businesses committed to environmental responsibility.

Entrepreneurial Mindset:

Think Beyond Profit: Cultivate an entrepreneurial mindset that goes beyond profit. Consider the triple bottom line—people, planet, and profit. Explore business ideas that contribute positively to the environment and society while ensuring financial viability.

Problem-Solving Approach:

Identify Local Challenges: Recognize environmental challenges specific to your local community. Whether it's waste management, energy efficiency, or biodiversity conservation, identifying local issues can lead to impactful and community-driven green business solutions.

Collaboration and Partnerships:

Build a Network: Foster collaboration with peers, professors, and professionals who share an interest in sustainability. Collaborative efforts can lead to the development of innovative business models that address complex environmental challenges.

Stay Tech-Savvy:

Explore Green Technologies: Familiarize yourself with green technologies and how they can be integrated into business models. Technologies like renewable energy solutions, sustainable agriculture apps, and eco-friendly product innovations present exciting opportunities.

Continuous Learning:

Stay Informed: The landscape of green business is continually evolving. Stay informed about market trends, policy changes, and emerging technologies. Continuous learning will empower you to adapt and innovate in the ever-changing world of sustainable entrepreneurship.

Entrepreneurial Courses and Programs:

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Enroll in Relevant Courses: Take advantage of courses and programs that specifically focus on sustainable business practices. Many online platforms and institutions offer certifications or degrees in green entrepreneurship.

By embracing these steps, students can lay the groundwork for exploring green business opportunities throughout their academic journey and beyond. Whether initiating projects in school, pursuing sustainable majors, or engaging in environmentally conscious extracurricular activities, students can actively contribute to building a greener, more sustainable future.

5.2. Case studies of successful green entrepreneurs

Elon Musk - Tesla, Inc.: Elon Musk is a prominent entrepreneur known for his commitment to sustainable transportation. Tesla, Inc., founded by Musk, has become a global leader in electric vehicles (EVs) and renewable energy solutions. Tesla's electric cars, solar products, and energy storage solutions aim to reduce dependence on fossil fuels. Musk's vision goes beyond profit, focusing on creating a sustainable future for transportation and energy.

Wang Shi - Vanke: Wang Shi, founder of China Vanke Co., is a pioneer in green building and sustainable urban development. Vanke is one of China's largest real estate developers. Vanke prioritizes eco-friendly architecture, energy-efficient buildings, and green urban planning. Wang Shi's leadership emphasizes the integration of sustainability into the core of real estate development.

Denise Coates - Tesla Solar Roof: Denise Coates, CEO of Tesla Solar Roof, has played a key role in revolutionizing the solar energy industry. Tesla Solar Roof offers aesthetically pleasing solar solutions for residential and commercial buildings. Coates led the development of solar roof tiles that seamlessly blend with traditional roofing materials. This innovation makes renewable energy more accessible and visually appealing, encouraging widespread adoption.

Dale Vince - Ecotricity: Dale Vince, founder of Ecotricity, is a green entrepreneur committed to renewable energy. Ecotricity is a green energy company providing clean electricity to customers in the UK. Vince's company focuses on wind and solar power generation. Ecotricity has played a significant role in promoting the use of clean energy sources and reducing reliance on non-renewable options.

Tom Szaky - TerraCycle: Tom Szaky, founder of TerraCycle, is a visionary entrepreneur focusing on waste reduction and recycling. TerraCycle is known for its innovative approach to repurposing hard-to-recycle materials. Szaky's company engages in upcycling, creating new products from materials that are

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traditionally considered waste. TerraCycle's success highlights the potential of a circular economy in minimizing environmental impact.

Safia Minney - People Tree: Safia Minney, founder of People Tree, is a pioneer in sustainable fashion. People Tree is a fair trade and sustainable fashion brand that emphasizes ethical practices in the fashion industry. Minney's commitment to fair trade principles has influenced the fashion industry by promoting transparency, ethical sourcing, and empowering artisans. People Tree demonstrates that sustainable practices can thrive in the competitive fashion market.

These case studies showcase the diverse approaches of successful green entrepreneurs. From electric vehicles to sustainable fashion and renewable energy, these entrepreneurs have proven that environmentally conscious businesses can lead to both profitability and positive societal impact.

6. Hands-On Green Entrepreneurship Activities

6.1. Practical exercises and projects for students

The following detailed instructions provide a step-by-step guide for each exercise, ensuring students actively engage with green entrepreneurship concepts while developing practical skills and knowledge.

Green Business Plan Development:

Engage students in an immersive learning experience by having them develop green business plans. Begin with a classroom discussion on successful green businesses, emphasizing the principles of sustainability, ethical sourcing, and community impact. Form small groups and assign each group the task of researching and ideating a unique eco-friendly product or service. Students should integrate financial projections, ensuring a balance between profitability and sustainability. Encourage them to consider potential challenges and opportunities in the eco-friendly market. The final task involves a presentation where groups showcase their green business plans, emphasizing the environmental advantages and potential community impact.

Eco-Innovation Workshop:

Foster creativity and problem-solving skills in students through an Eco-Innovation Workshop. Start by introducing various environmental challenges, and guide students to choose a specific issue for their focus. Conduct brainstorming sessions to generate creative solutions, emphasizing innovation and out-of-the-box thinking. Students then move to the prototyping stage, creating physical or digital prototypes of their eco-friendly products or services. The culmination is a presentation where each student or group explains the ecological benefits and potential impact of their innovative solution.

Sustainability Audit:

Provide students with a hands-on experience in applying sustainability principles to a local business context with a Sustainability Audit. Begin by helping students select a local business willing to participate in the audit. Students conduct a comprehensive analysis, examining the business's energy consumption, waste management practices, and supply chain sustainability. Based on their findings, students propose actionable recommendations to the business owners for improving their environmental practices. The final task involves a presentation where students communicate their sustainability audit results and recommendations to the business owners, fostering collaboration.

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Green Marketing Campaign:

Develop students' understanding of green marketing principles through a Green Marketing Campaign. Begin with a classroom discussion on successful green marketing campaigns, emphasizing their impact on consumer behavior and environmental messaging. Form small groups and assign each group the task of developing a comprehensive marketing strategy that highlights sustainability, ethical sourcing, and environmental benefits. Students then create engaging content, including visuals, messaging, and social media posts, aligned with green values. The campaign is executed, with students disseminating their content through various channels, such as social media, posters, or events. The final evaluation involves assessing the effectiveness of their campaign by analyzing consumer response and potential environmental impact.

Upcycling Challenge:

Encourage creativity and resourcefulness in students with an Upcycling Challenge. Begin by providing a diverse array of recyclable materials, challenging students to think beyond traditional items. In the design phase, students sketch ideas for upcycling projects, considering the materials at hand. Move to the creation phase, where students build prototypes or fully functional upcycled products, with an emphasis on repurposing and creatively transforming discarded items. The final task involves a presentation where students showcase their upcycled creations to the school or local community, explaining the environmental significance of each project. Consider hosting an exhibition or creating a dedicated display within the school to showcase the upcycled products and raise awareness about waste reduction.

Eco-Innovation Challenge:

Challenge students to develop innovative solutions to pressing environmental issues with an Eco-Innovation Challenge. Identify specific problems related to sustainability, such as reducing plastic waste, conserving water, or promoting renewable energy. In small teams, students brainstorm, design, and prototype their eco-friendly innovations. Emphasize the importance of considering the product's life cycle, from raw material sourcing to disposal. Students present their prototypes, detailing the environmental benefits and potential challenges. This exercise nurtures creativity, problem-solving skills, and an understanding of the role of innovation in sustainable business practices.

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Sustainable Product Pitch:

Put students in the role of eco-conscious entrepreneurs by assigning them a Sustainable Product Pitch project. Each student or group selects a product and redesigns it to be more environmentally friendly. This could involve using recycled materials, reducing energy consumption, or incorporating sustainable packaging. Students create a comprehensive pitch that includes the environmental benefits, market demand, and potential challenges. To enhance the experience, organize a "Sustainable Shark Tank" where students present their pitches to a panel of teachers, local business owners, or environmental experts who provide feedback and assess the viability of each product. This exercise combines creativity, entrepreneurship, and a focus on sustainable business practices.

Community Green Initiative Project:

Encourage students to make a tangible impact on their local community with a Community Green Initiative Project. Begin by identifying an environmental issue within the school or neighborhood, such as waste management or green spaces. Students work collaboratively to develop and implement a project that addresses the identified issue. This could involve organizing a community clean-up, establishing a recycling program, or creating a green space. Throughout the project, students document their progress, challenges faced, and the overall impact on the community. The final assessment includes a presentation summarizing the project's outcomes, lessons learned, and future sustainability goals for the community.

Green Business Interview Series:

Foster connections between students and successful green entrepreneurs through a Green Business Interview Series. Task students with researching and identifying local or global green entrepreneurs who have made significant contributions to sustainability. Invite these entrepreneurs to participate in a series of interviews where students can inquire about their journey, challenges faced, and the impact of their businesses on the environment and society. This exercise not only provides valuable insights but also allows students to connect with real-world practitioners. Students can document the interviews through articles, podcasts, or video presentations, creating a resource that inspires their peers to consider careers in green entrepreneurship.

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6.2. Field visits or virtual tours of green businesses

Embarking on immersive field visits and virtual tours of green businesses is a pivotal aspect of enriching students' understanding of environmental sustainability and green entrepreneurship. These experiences not only bring theoretical concepts to life but also provide tangible insights into the practical applications of eco-friendly practices. By exploring diverse aspects of green initiatives, students gain a comprehensive perspective on how businesses can contribute to a more sustainable and environmentally conscious future. The following suggestions encompass a range of field visit and virtual tour opportunities, each designed to offer students valuable exposure to real-world examples of green business practices.

Visit to a Local Recycling Facility:

Arrange a field visit to a local recycling facility where students can witness firsthand the process of sorting and recycling various materials. This tour provides insights into waste management, circular economy principles, and the importance of recycling in reducing environmental impact.

Virtual Tour of a Sustainable Farm:

Organize a virtual tour of a sustainable farm to explore eco-friendly farming practices. Students can learn about organic farming, crop rotation, and the use of renewable energy in agriculture. Discussions with farmers can highlight the challenges and benefits of sustainable farming.

Green Energy Plant Visit:

Plan a visit to a renewable energy facility, such as a solar or wind farm. Students can understand the mechanics of generating clean energy, explore the technology behind renewable sources, and gain insights into the potential of sustainable energy in addressing environmental concerns.

Local Green Businesses Showcase:

Collaborate with local green businesses for a showcase event at the school. Invite representatives to set up booths, share their eco-friendly products or services, and engage with students. This interactive event provides students with exposure to various sustainable business models.

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Wastewater Treatment Plant Tour:

Arrange a visit to a wastewater treatment plant to educate students on water conservation and purification processes. Understanding how wastewater is treated and recycled contributes to their awareness of water sustainability and environmental stewardship.

Virtual Tour of Eco-friendly Architecture:

Explore a virtual tour of green buildings or sustainable architecture projects. Students can witness how design choices, materials, and construction methods contribute to energy efficiency and reduced environmental impact in architectural practices.

Nature Reserve Exploration:

Plan a visit to a local nature reserve or park to emphasize the importance of biodiversity and ecosystem conservation. A guided tour can help students appreciate the interconnectedness of nature and the role of conservation in preserving ecological balance.

Green Technology Showcase:

Partner with companies specializing in green technologies for a showcase event. This could include demonstrations of energy-efficient appliances, electric vehicles, and other innovations contributing to a more sustainable future.

Local Farmers' Market Visit:

Take students to a local farmers' market to connect with producers practicing sustainable agriculture. Engage in conversations with farmers, learn about organic farming methods, and explore the benefits of supporting local, sustainable food sources.

Tour of Eco-conscious Manufacturing Plant:

Arrange a tour of a manufacturing plant committed to sustainable production practices. Students can observe how businesses integrate eco-friendly measures into their manufacturing processes, reducing waste and minimizing environmental impact.

Social entrepreneurship

1. Overview

The module "Social Entrepreneurship" within the teachers' training program offers an encompassing exploration of the realm of social entrepreneurship, providing educators with a profound understanding of its core principles and vital role in addressing pressing societal challenges. This module aims to equip teachers with the knowledge and tools needed to effectively teach social entrepreneurship, inspiring students to become agents of social change. It commences with an introduction to social entrepreneurship, elucidating its definition and core principles while highlighting its profound role in addressing societal issues. Here, educators will grasp the significance of embedding ethical business practices and social innovation into their teachings.

A key focus of the module lies in understanding the principles of social impact measurement, allowing teachers to guide students in making a measurable difference in the world. The training module delves into pedagogical strategies, emphasizing effective approaches to engage students in social entrepreneurship education. Additionally, it explores the integration of ethics and social responsibility into the curriculum. As part of the training, teachers will scrutinize successful social entrepreneurship ventures, gleaning inspiration from real-world examples. Furthermore, the module encourages educators to motivate students in identifying pressing social issues and devising innovative solutions. By emphasizing hands-on projects and collaboration with community organizations or non-governmental organizations (NGOs), teachers will enable students to actively partake in creating a positive social impact.

Learning Outcomes

- ✓ Define and explain the core principles of social entrepreneurship.
- ✓ Recognize the critical role of social entrepreneurship in addressing societal challenges.
- ✓ Comprehend the concepts of social impact measurement and ethical business practices.
- ✓ Understand the significance of social innovation and problem-solving in the context of social entrepreneurship.
- ✓ Implement effective pedagogical approaches for teaching social entrepreneurship.
- ✓ Embed ethics and social responsibility into the curriculum.
- ✓ Explore successful social entrepreneurship ventures to inspire teaching practices.

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✓ Encourage students to identify pressing social issues and propose innovative solutions.

✓ Create and manage hands-on projects that empower students to drive positive social change.

✓ Foster collaboration with community organizations and NGOs to enhance the impact of social entrepreneurship projects.

2. Introduction to Social Entrepreneurship

The growing social gaps during the globalisation process caused significant changes across politics, economy, society and culture. This gave birth to a philosophy of cooperation and the first forms of co-operatives, aimed at better income distribution to enhance the quality of life for workers. Different models based on justice and equality principles are being developed to enhance members' quality of life. These models are known as Social Economy, Solidarity Economy, Social and Solidarity Economy (SSE), Popular Economy, Good Living Economy, or Third Sector Economy (González, 2019). They follow different theoretical positions and social contexts and is a framework that is not dominated by private or public bodies (Haugh, 2005).

2.1. Social Economy

The social economy has fared better than other sectors during the economic crisis. It plays a crucial role in social change because it differs from the traditional economic model, which places people, their needs, skills and employment opportunities at the centre of the economic system, while focusing on social welfare and improving the standard of living and progress of individuals (González, 2019).

There is a plethora of definitions of the Social Economy and Solidarity Economy. The most dominant definition is the one given by the OECD (2018), where the term "Social Economy" encompasses a range of entities such as associations, cooperatives, mutual organizations, foundations, and, more recently, social enterprises. These entities are characterized by their commitment to principles of solidarity, prioritizing people over capital, and adhering to democratic and participatory governance. Social economy organizations stand out in two key ways: first, in their fundamental purpose, which revolves around addressing societal needs and actively pursuing social objectives; second, in their operational approach, characterized by the adoption of distinct business models rooted in collaboration, often at the community or local level (OECD, 2022).

The concept of the Solidarity Economy seeks to promote the transformation of economies and societies by embracing principles of solidarity and social inclusivity. The interpretation of this term varies depending on the regional context in which it is applied. For instance, in South America, it predominantly denotes the informal economy and self-managed economic endeavours in both rural and urban settings. In Canada, it is closely linked to community economic development, which encompasses local grassroots efforts aimed at creating economic opportunities that enhance social conditions, particularly for the most underprivileged members of society. In Europe, the concept also encompasses solidarity initiatives, primarily but not exclusively within community-based services, such as elderly or childcare services (OECD, 2022).

On occasion, the phrase "solidarity" is coupled with the term "social economy" to encompass a wide array of approaches, encompassing the entire spectrum of associations, cooperatives, mutual organizations, foundations, and social enterprises. This also extends to community-based, grassroots, and even impromptu initiatives that are dedicated to exploring novel avenues of economic development (OECD, 2022). For instance, Labrador Machín et al. (2017) argue that Social and Solidarity Economy promotes the cooperation between businesses and collaborative organizations, committed to creating, sharing, and using products and services for non-profit purposes in a supportive manner.

The social and solidarity economy encompasses four distinct categories of organizations characterized by shared principles and operational methods. These categories include associations, cooperatives, foundations, and mutual societies. More recently, the concept of social enterprise has been included within these categories to acknowledge entrepreneurial and market-oriented initiatives that seek to create positive outcomes for either the broader public or particular vulnerable groups (OECD, 2022). The rationale behind these four organizational types is as follows:

- An association or voluntary organization represents an independent, self-governing group of individuals who have willingly come together to take action for the betterment of their community. Their primary focus is not financial gain (OECD, 2003).
- A cooperative is an independent assembly of individuals and/or legal entities that have voluntarily united to fulfil their common economic, social, and cultural needs and aspirations through an enterprise that is jointly owned and democratically managed (International Cooperative Alliance, 1995).

- Foundations are philanthropic institutions primarily structured as enduring collections of endowed funds, the returns on which are utilized for the long-term benefit of specific geographic communities or non-profit sector activities. Foundations function as grant-making organizations and providers of social, health, and cultural services (Noya & Clarence, 2007).

- A mutual society is an entity owned and governed by its members, dedicated to serving their collective interests. Mutual societies can manifest as self-help groups, friendly societies, and cooperatives. These organizations exclude shareholder participation and instead unite members who aim to provide a shared service from which they all derive benefits (Noya & Clarence, 2007).

- A social enterprise is a private company that operates for the benefit of the wider community or specific vulnerable groups. The primary aim is not to maximise profits for personal gain, but to reinvest them to maintain their social and societal objectives. It can provide new solutions to societal issues, such as social exclusion and unemployment (OECD, 1999). It is different to most other not-for-profits in the way it operates, the social goals it pursues, and its business practices (Haugh, 2005).

2.2. Social Entrepreneurship

Having clarified the concepts involved in the Social and Solidarity Economy, the rest of the module will focus on Social Entrepreneurship and Social Societies. Social entrepreneurship signifies the compelling call to instigate social transformation. What distinguishes this domain, and its dedicated practitioners is the promise it holds, offering enduring and far-reaching societal benefits. This commitment to making a positive impact and facilitating lasting change sets social entrepreneurship apart from other fields. It is characterized by an unwavering focus on creating substantial, transformational value for society while addressing critical social issues. Social entrepreneurs are driven by the desire to bring about meaningful and sustainable change, redefining the way we approach complex problems and leaving a profound and lasting mark on the world. Thus, social entrepreneurship represents a distinct approach to addressing social issues and fostering positive change within communities and societies.

There are many terms and descriptions used by experts and policy makers to describe the structure of social enterprises. These include a few common keywords, such as "a private company operating for the benefit of the public" (OECD 1999:10), "profit-making social companies" (Dees and Anderson 2003) and "social purpose companies" (Wallace 1999). However, social enterprises use different legal forms

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and comply with different legal structures, fiscal responsibilities, and obligations among countries (Haugh, 2005).

Yet, the literature agrees on the role of social entrepreneurship in addressing social challenges by stimulating innovation and economic progress. More specifically, based on a recent literature review developed by Abirami et al. (2023), it combines business ideas with a significant social purpose, creating new answers that bring advantages to both the economy and society. Social entrepreneurs implement different approaches to generate innovation across several economic sectors. These involve collaborating with stakeholders, using technology and digital platforms, promoting sharing of knowledge, building skills, and engaging in social impact investing. Furthermore, social entrepreneurship significantly impacts economic growth as it creates jobs by starting new businesses and growing existing ones. By tackling problems such as poverty and inequality, social entrepreneurship promotes wider socio-economic progress in local areas and regions. Furthermore, it promotes sustainable and inclusive innovation methods by prioritising the social and environmental sustainability in its business models, resulting in the development of inventive solutions to tackle significant social and environmental issues.

Social entrepreneurship blends social and economic goals, creating sustainable business models that earn revenue and improve society. With the unique power to link profit-driven companies to social causes, social entrepreneurship empowers individuals to build a better world. It attracts a wide range of entrepreneurs, including those who want to make a positive difference, through this hybrid approach. Hence, social entrepreneurship plays a vital role in fostering inclusive economic growth by meeting the requirements of marginalized and underprivileged communities, illuminating issues like poverty, healthcare, education, and access to necessary services. By bringing creative solutions, social entrepreneurs provide impetus and equip these communities, lessen disparities, and pave the way for economic participation and progress.

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3. Key Concepts in Social Entrepreneurship

As we delve deeper into the world of social entrepreneurship, we come across key concepts that support the practices of this ground-breaking field. In this section, we explore three critical dimensions of ethical business practices, social impact measurement, and the art of social innovation and problem-solving. Here, we will examine these dimensions and explore their interplay to drive the transformative force of social entrepreneurship. These three pillars constitute the backbone of the social entrepreneurship landscape: cultivating ethical conduct, assessing the effectiveness of social initiatives, and promoting innovative solutions to address societal challenges.

3.1. Ethical Business Practices

Moving on with a critical perspective, the developments in the study of social entrepreneurship have not been accompanied by an in-depth analysis from an ethical point of view (Cornelius, et al., 2008). There is a notion that being socially focused implies that the intentions are probably morally correct; they are backed by principles, morally warranted and valid (Chell, et al., 2016).

The word "ethics" comes from the Greek term "ethos", which means "custom" or "feeling" (Toffler, 1986). While it's hard to define exactly what ethics are, they are said to be the principles that determine what is morally correct and can impact an individual's behaviour, choices, and actions (Bartlett & Preston, 2000). Ethics focuses on determining "what is right" and "what is wrong" (Morris, et al., 2002). It exceeds the minimum requirement of following rules and instead comprehends the reasoning behind them.

Ethical issues are frequently discussed in various fields, including organizations and businesses (Cremer & Vandekerckhove, 2017). In the business environment, ethics plays an important role (Ferrell & Fraedrich, 2015), as any violation of ethical standards can damage the reputation of the organisation and its business. There are several cases where companies' unethical actions have led to their demise. Thus, it is now a common practice for many business leaders to include ethical codes of conduct in their advertisements and agendas in order to demonstrate the presence of good behaviour within the organisation (Bull et al., 2008).

Like other entrepreneurs, social entrepreneurs use business tactics and inventive solutions to increase profits, but they aim to advance the social mission of the organisation rather than to be personally enriched. Social entrepreneurs are distinguished from their conventional peers by the driving force and

purpose of entrepreneurship. As such, social entrepreneurs are often viewed as admirable individuals who possess robust ethics, self-motivation, passion, and commitment to address recognised social problems with their inventive business concept (Bacq & Janssen, 2011; Drayton, 2002). They are also referred to in the literature as someone who selfishly chooses to pursue the triumph of the social enterprise (Zahra et al., 2009). However, it is thought that social entrepreneurs may face tough choices that could obstruct their ethical principles due to the challenging and fluctuating economic conditions in which they operate (Zahra et al., 2009).

There are three levels - micro, medium and macro - of business ethics. The perspective of individuals within the organisation is examined at the micro level. The organisation itself, including its structure and culture, is the focus of the meso level. The macro level addresses institutions, the market, government, national culture, and traditions (Spence, 1999). Business ethics in an organization depends on three factors according to Svensson & Wood (2008): society's expectations, its perception of the organization's value and its evaluation of the organization's performance. Society anticipates respect for norms and laws, along with the organization's contribution to social development during its business operations. An organization is involved in the community, working with different stakeholders. This helps society understand the organization's role and relationship with its stakeholders. The purpose of the evaluation is to determine the extent to which the organisation is responsible for the society in which it operates.

In addition to the above, social entrepreneurs, like any other business person, face ethical challenges. Especially for the form of a social enterprise, social entrepreneurs may experience ethical dilemmas in six key areas: defining legal structure, managing human resources, ensuring financial sustainability, transparency and accountability, managing partnerships, and mission diversion (Paswan, 2018). The complexities of these ethical considerations in the realm of social entrepreneurship mirror the intricate nature of their ventures, calling for profound introspection and principled decision-making. Moreover, the moral underpinning of social entrepreneurship extends beyond the organization itself, extending to societal expectations and perceptions. Society looks to these change-makers not just to create innovative solutions but also to embody the ethical standards that reflect the aspirations and values of an increasingly conscious global community. Thus, it is evident that as the realm of social entrepreneurship continues to unfold, the importance and complexity of ethical business practices within this domain have reached a pivotal juncture, demanding heightened consideration and a principled approach.

3.2. Social Impact

One way to overcome these difficulties is to measure social impact, a particularly important aspect of social entrepreneurship. Social impact measurement assesses the social value and impact of for-profit or non-profit organisations' activities. While any business can create social value, social enterprises are specifically designed to address social challenges and produce social impact. The assessment of academic research and current laws and policies reveals important features of social enterprises. Making a positive impact on society is just one of the necessary requirements, and perhaps the most significant one, for an entity to gain acknowledgement as a social enterprise (Hadad & Găucă, 2014). What is more, measuring the social impact can assist social enterprises in establishing practical goals, monitoring and enhancing performance, and prioritising decisions. It can also boost their competitiveness in accessing capital markets (Nicholls, 2007).

The concept of social impact is commonly framed through four fundamental components (Clifford, 2014). These components encompass the value generated as a result of an individual's actions (Emerson et al., 2000), the value perceived by beneficiaries and any other parties influenced by those actions (Kolodinsky, et al., 2006), a comprehensive evaluation that considers both favourable and unfavourable consequences (Wainwright, 2002), and an assessment of the impact relative to what the circumstances would have been if the proposed activity had not taken place.

Evaluating social impact involves thoroughly assessing different important factors to determine how effective and meaningful a social entrepreneurial effort is. According to Rawhouser et al. (2019), these factors comprise "What", which focuses on the particular results that the project aims for and actually achieves. It includes "Who", which identifies the specific people or groups that benefit from these outcomes. It also includes measuring the scope, duration, and magnitude of the project's impact. This is known as 'How Much'. We also examine the "Contribution" aspect, pivotal in determining if observed variations are a direct outcome of the project or a consequence of external, independent forces. Lastly, we scrutinise the "Risk" dimension, evaluating any possible adverse effects linked to the earlier mentioned criteria. These five components create a complete structure for assessing and comprehending the complex effects on society, enabling social entrepreneurs to enhance their projects and increase their constructive impact on society.

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3.3. Social Innovation

The measurement of social impact in social entrepreneurship is closely linked to the primary objectives of social problem solving and social innovation. Social entrepreneurs start their projects with the main goal of making a positive change in society while addressing pressing problems. The measuring process of social impact acts as a guide that directs these entrepreneurs on their journey. It assists them in evaluating the impact of their innovative answers and problem-solving methods. By assessing the actual outcomes and repercussions of their initiatives, social entrepreneurs can enhance their techniques, make decisions based on data, and more efficiently increase their solutions. They can use this technique to remain aligned with their primary purpose and bring positive and enduring changes in the communities and sectors they work in. Thus, social impact measurement bridges the gap between social innovation aspirations and practical outcomes of problem-solving. In this way, it ensures that social entrepreneurs can unlock the actual potential of social entrepreneurship.

Social innovation is a key element in social entrepreneurship. Social innovation involves four key components - meeting a requirement, developing innovative solutions, modifying social structures and associations, and bolstering society's ability to take action (Portales, 2019). Fulfilling necessities is the primary focus of social innovation. Its purpose is to fulfil a need that has not yet been met, or meet a need that is unnecessary, unjust, or meaningless. This defines the reason for the innovation, why it has emerged and what product or value it aims to provide society. Solution innovation pertains to satisfying needs by means different from the conventional way. The sequence for fulfilling the need should be orderly. This innovation can happen by making something new or including new features to fulfil the need. This aspect determines how the solution is innovative and how it is executed. The component of changing the structure and social relationships means that a social innovation transforms society by altering its structure. Social innovation aims to establish fresh connections among members of society, enabling the influx of new participants into the community. This factor centres on the progress made through social innovation when demands are satisfied, and more actors participate. The idea of expanding society's ability to take action and acquire necessary resources to address requirements means that a social innovation must support the empowerment of diverse participants, particularly those who are marginalized. This empowerment helps to build a more robust community that can effectively address its needs. It requires different individuals and groups working together since one person alone can't create long-lasting social change.

The idea of social innovation has made it easier for everyone to come up with solutions that meet specific social needs or deal with a particular problem. When it comes to social innovation, everyone is expected to help address social issues and create their own social innovation plans. It is not just about them, but also about all the stakeholders who want to build a fairer and more equal society. This approach to inclusion challenges the traditional idea that solving social problems is only a responsibility of the government or non-profit organizations. It encourages a holistic view of society and empowers each individual to take part in social change, rather than just observing from the side-lines. This is how social innovation is used to address the social, environmental, and demographic challenges that are growing. Many actors are involved in this, and without their participation, it would be impossible to solve these problems. Social innovation is not just about having many actors participate, but also requires actors from all sectors of society because the problems it tackles are complex, involve many disciplines, and occur at multiple levels.

4. Teaching Social Entrepreneurship

Interesting and dynamic topics, such as social entrepreneurship, can seem dry and over-conceptualized to students when taught using conventional pedagogical methods. We aim to inject a fresh perspective by involving students in these subjects through experiential and hands-on learning approaches. These techniques have the ability to bring the learning material to life and provide a fulfilling experience for both students and teachers.

This special field merges business principles with a serious dedication to tackling important societal issues. This makes it perfect for studying and integrating into educational environments. By introducing students to social entrepreneurship, we give them the know-how, abilities, and moral structures required to become influential leaders in their neighbourhoods and beyond. In the following, we will examine teaching methods and tips for teachers to successfully educate students on social entrepreneurship in the class, cultivating a fresh wave of socially aware and inventive thinkers. Hence, below the reader can find useful examples of methodologies for teaching social entrepreneurship in the classroom. In more detail:

- **Project-Based Learning:** Encourage students to develop their social entrepreneurial ventures through hands-on, project-based learning. For instance, have them create a business plan for a sustainable project like a community garden that addresses local food insecurity. Provide guidance on market research, fundraising, and sustainability models.

- **Case Studies:** Utilise real-world case studies of successful social enterprises like TOMS Shoes or Grameen Bank. Analysing these examples helps students understand the practical challenges and innovative solutions in social entrepreneurship.

- **Guest Speakers:** Invite social entrepreneurs or experts in the field to speak to your class. For instance, a local social entrepreneur who started a youth mentorship program can provide valuable insights into their experiences and challenges.

- **Simulation Games:** Use simulation games like the "Social Entrepreneurship Challenge". This game lets students role-play as social entrepreneurs, making decisions about their enterprises, funding, and resource allocation.

- **Community Engagement:** Encourage students to engage with their local community. For example, they can work on projects with a local non-profit, identifying community needs and developing solutions, such as organising a clean-up initiative or creating a recycling program.

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- **Peer Teaching:** Assign students to teach their peers about various aspects of social entrepreneurship. For instance, each group can explore different business models, such as the "Buy One Give One" model used by companies like Warby Parker or social franchising models like Grameen Danone.

- **Interdisciplinary Learning:** Integrate social entrepreneurship with other subjects, such as ethics, environmental science, or economics. For example, in an environmental science class, students can explore how social enterprises address ecological issues through eco-friendly products and sustainable practices.

- **Mentorship Programs:** Establish mentorship programs where students partner with local social entrepreneurs. They can shadow the entrepreneur, gain insights into their work, and receive guidance on launching their own social ventures.

- **Social Impact Metrics:** Teach students to measure the social impact of their initiatives. Provide guidance on using tools like the Social Return on Investment (SROI) framework and involving community members to assess the outcomes of their projects.

- **Pitch Competitions:** Organize social entrepreneurship pitch competitions, where students present their project ideas to a panel of judges, simulating a real-world scenario. These events can help develop students' communication and presentation skills.

- **Reflective Journals:** Encourage students to maintain reflective journals where they record their experiences, challenges, and lessons learned throughout the course. These journals can help students track their personal growth as social entrepreneurs.

- **Global Perspective:** Explore social entrepreneurship on a global scale, studying organizations like Kiva or BRAC that operate internationally. Have students analyse how these organizations adapt their models to diverse cultural and economic contexts.

- **Current Events Analysis:** Discuss recent news and events related to social entrepreneurship, allowing students to connect classroom learning to real-world developments and examples.

By incorporating these pedagogical approaches, teachers can create engaging and dynamic environments for teaching social entrepreneurship, fostering innovation and empathy among students while preparing them to address pressing societal issues.

In the next sub-section, a more detailed methodology is presented in the context of experiential learning to help teachers integrate the teaching of social entrepreneurship into their curriculum.

4.1. Practical Organizational Behaviour Education (PROBE)

PROBE was created by Nirenberg in 1994 as a teaching method that involves students first-hand in the learning process at a small private university. Nirenberg designed this experiential learning approach to address complaints that business school programs were too theoretical and that practical, experiential learning would better equip students for their future careers. In more details, PROBE combines a practical approach with a student-centred method, enabling people from all cultures and backgrounds to develop theory from their own experience (Nirenberg, 1994). PROBE provides students with the chance to organise, implement and evaluate a real business project within a few months. The teacher acts primarily as a facilitator. She/He observes the students' organisations and acts as a resource for them when they encounter serious difficulties. The teacher should encourage the student groups to evaluate the strategies, decisions, and interpersonal interactions which contributed towards their achievements and setbacks.

There are some important guidelines for implementing the PROBE approach (Nirenberg, 1994; Shaw, et al., 1999; Shaw, 2004). First of all, the project can take a full six months or less. Student groups can consist of 5 to 7 students. During the first week, students prepare and submit their resumes to the teacher, who evaluates them and "hires" the CEOs. The CEOs then take the remaining resumes and select their company members.

The next phase requires each company to come up with an idea for a product or service to be proposed during the semester, develop a business plan, and ultimately implement it. Here, we begin with discussing how to brainstorm, then move on to an activity where students list all the social and environmental issues affecting the school and neighbourhood that they can think. Finally, the teams decide which social problem they will try to address through their company.

According to Gundlach & Zivnuska (2010), this method is helpful because students learn about important decision-making techniques. They are also prompted to step back from focusing on actual projects and instead talk about social or environmental concerns that they feel strongly about. These issues may also provide business opportunities. Consequently, students are introduced to important strategic thinking and decision-making processes that are necessary for successful ventures. Once students agree on a project, they can begin writing their business plans. The extent and content of these plans will differ based on the teacher's objectives and the students' capabilities. Business plans may incorporate statements of purpose and defined objectives for each of the three triple bottom line

outcomes, as well as SWOT analyses (Strengths, Weaknesses, Opportunities, Threats), budgets, cost/benefit evaluations, future projections, and any other requirements connected with course objectives.

This social business plan scheme can be a fantastic task for a social enterprise module. Creating a viable business plan for a social enterprise is crucial for the success of the venture. The Social Enterprise Business Plan can take on the form of a non-profit, for profit, or hybrid organization. Students need to provide a summary of the key elements in the plan, as follows:

• Basic idea behind business and the window of opportunity that led to its creation.

• Their ideas of change and desired social outcomes.

• Identify who will benefit from the initiative and how they will gain value.

• Outline the management team's strengths and advantages.

• Develop a clear plan for infrastructure to meet the needs of beneficiaries/customers.

• Implement a sustainable financial strategy to ensure at least break-even profitability.

• Present projections for the first three years of revenue, net income, and funding requirements.

• Establish an effective model for using community resources.

• Estimate the social impact in measurable terms.

During PROBE (Nirenberg, 1994; Shaw, et al., 1999; Shaw, 2004), lectures are provided in a just-in-time style. In the first few weeks we will explore topics like team building, encouraging creativity and making group decisions. Midway through the course, we will explore leadership, motivation, and dealing with conflict, while looking at organizational change towards the end. Each week during the semester, students will focus on lectures and lecture-based case studies, as well as carrying out exercises and discussions on company activities and processes. The teacher meets with each company individually two or three times per semester (for example, in weeks 3, 7, and 9 of a 13-week semester). Additionally, there are special meetings between the teacher and the CEOs. During teaching sessions at crucial times in the semester, group exercises are utilized to improve discussion and analysis within the group. The teacher acts as a facilitator to encourage open discussion of the issues in an attempt to resolve them. For important matters, it is suggested that the company continues the discussion in the next team meeting.

Gundlach & Zivnuska (2010) suggested a few interesting modifications to the original PROBE model. An important modification involves the effective functioning of student groups as social entrepreneurs,

i.e. those who create economically viable solutions to social issues. This adaptation is at the core of the mission of any student organization. In addition, it is important to incorporate the requirement that students set profit goals within their business plans during the adaptation of the PROBE project. This ensures that the for-profit aspect of the project remains prominent, even during the brainstorming phase where some groups may initially focus only on social and environmental benefits. It should be stressed that "sustainable social change can only be achieved through profit-making operations" (Tracey & Phillips, 2007). This emphasis mirrors real-world business ventures, adding an additional layer of challenge. When students are forced to consider profitability, they tend to go beyond small, one-time projects such as park clean-ups or fundraisers for charity. Another important modification is the obligation for students to set social and environmental goals for their project. We stress to students that it is not enough to make a profit, but they must also aim to improve social and environmental conditions in the process. Combining all three objectives within a project idea is undoubtedly the most challenging aspect of the project, but it is also the most critical to achieving quality and satisfactory results.

Another important aspect is the evaluation part of the PROBE learning model, which consists of several components (Nirenberg, 1994). Firstly, the course includes group assessments where teams analyse the course material and connect it to their organizations. This motivates students to explore matters such as leadership, work delegation, teamwork communication, fundraising schemes, budget supervision, advertising, and assessing outcomes, all of which relate closely to the course content. When students are made responsible for connecting the material with their practical experiences and difficulties, the teacher creates a course that is rooted in the students' needs. This, consequently, inspires the students to analyse and solve problems. In addition, there are two ways to evaluate individuals: quizzes and personal learning journals. Quizzes are created using assigned class material to motivate students to become knowledgeable in the course content, enabling them to apply it more effectively in their roles within the organisation. Quizzes can vary in format, with choices for timed or untimed options and different types of questions including true/false, matching, multiple choice, or short essays. Moreover, students must compile and write learning journal reports on significant events they encounter. These reports are to be kept confidential between the teacher and students and give an arena for students to evaluate and interpret memorable incidents or noteworthy subjects. This task also promotes the application of course concepts and theories by reflecting on past experiences.

4.2. Social Impact Measurement

Teaching social entrepreneurship is not only about motivating change, but also ensuring that it occurs. Measuring the social impact is crucial to this process. Below are some steps on how to measure the effectiveness of your students' social enterprise initiatives.

1. **Define Clear Objectives:** Before embarking on your social entrepreneurship projects, help your students define clear and specific social objectives. These objectives should align with their project's mission and values, and they should be measurable. Encourage them to think about what change they want to create.

2. **Selecting Relevant Metrics:** When working on social projects, help your students identify the most relevant metrics or key performance indicators (KPIs) that directly relate to their social objectives. These metrics may vary depending on the focus of the project, whether it is poverty reduction, environmental sustainability or access to health care.

3. **Data Collection and Analysis:** Teach your students the importance of collecting data on their selected metrics. This might involve surveys, interviews, observations, or data from various sources. Show them how to analyse the data to assess their project's impact accurately.

4. **Baseline Measurement:** To help your students evaluate their impact effectively, guide them in establishing a baseline measurement before implementing their social initiatives. This baseline serves as a point of comparison to understand the change generated by their actions.

5. **Quantitative and Qualitative Data:** Explain to your students the significance of considering both quantitative and qualitative data. Quantitative data provides numerical insights, while qualitative data offers a deeper understanding of the experiences and perceptions of beneficiaries.

6. **Stakeholder Engagement:** Involve your students in the stakeholder engagement process. Encourage them to gather input from beneficiaries and other stakeholders. Their perspectives can provide valuable insights into the effectiveness of social programs and initiatives.

7. **Comparative Analysis:** Help your students understand the concept of comparative analysis, which involves comparing the outcomes of their social initiative to what would have happened in the absence of the program. This counterfactual analysis helps determine the true impact.

8. **Regular Monitoring and Reporting:** Emphasize the importance of regular monitoring and reporting. Social impact measurement is an ongoing process. Encourage your students to report on their progress regularly, which builds trust and allows for adjustments as needed.

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9. **Third-Party Verification:** Explain that in some cases, social entrepreneurs opt for third-party verification to validate their impact assessments. Discuss how independent verification can enhance the credibility of the reported impact.

10. **Learning and Adaptation:** Make sure your students understand that social impact measurement is not just about quantifying results; it's also a tool for learning and adaptation. They should use the insights gained from measurement to refine their strategies and improve their impact.

11. **Ethical Considerations:** Finally, instil in your students the ethical considerations that are essential when measuring social impact. Ensure that they respect the privacy and dignity of beneficiaries and conduct the measurement process with integrity.

4.3. Ethical Considerations

Asking thought-provoking questions can help students reflect on the ethical considerations of their social entrepreneurship initiatives. Here are a few questions teachers can pose to their students:

- **Beneficiary Welfare:** How does your initiative prioritize the well-being and dignity of the beneficiaries it aims to help? Are their needs and preferences taken into account?

- **Transparency and Accountability:** How transparent are your project's activities and finances to your stakeholders, including donors, partners, and beneficiaries? How do you ensure accountability for the resources entrusted to you?

- **Social and Environmental Impact:** Have you assessed the potential positive and negative impacts of your initiative on society and the environment? How do you intend to maximize positive outcomes and minimize harm?

- **Fair Trade and Ethical Sourcing:** If your initiative involves product development or trade, how do you ensure fair wages, working conditions, and ethical sourcing practices in your supply chain?

- **Privacy and Informed Consent:** How do you protect the privacy and rights of individuals involved in your project? Have you obtained informed consent from those you interact with, especially in sensitive areas like data collection?

- **Cultural Sensitivity:** Are you sensitive to cultural differences and norms in the communities where you operate? How do you ensure that your project respects and values local customs?

- **Resource Allocation:** How do you decide how the resources you receive, including funding and volunteer time, are allocated to different aspects of your project? Is this allocation fair and in line with your mission?

- **Long-Term Impact:** What steps have you taken to ensure that your project's benefits are sustainable and don't create dependency? How do you plan for the long-term impact of your initiatives?

- **Avoiding Harm:** How do you mitigate potential harm or unintended consequences that may arise from your project? Are there safeguards in place to address ethical dilemmas as they arise?

- **Stakeholder Engagement:** How do you involve and engage with your stakeholders, including beneficiaries, in the decision-making process? Do you listen to their feedback and adjust your initiatives accordingly?

- **Honest Representation:** Is the way you represent your project to the public and donors honest and transparent? Do you avoid exaggerations or misleading claims about your impact?

- **Environmental Responsibility:** Does your initiative incorporate environmentally responsible practices? Are you minimizing waste and environmental impact in your activities?

- **Legal Compliance:** Are you aware of and in compliance with all relevant laws and regulations in the areas where you operate? How do you handle situations where legal requirements may conflict with ethical principles?

- **Fair Wages and Compensation:** How do you determine fair compensation for employees, volunteers, and partners involved in your initiative? Are you addressing any disparities?

- **Inclusivity:** How inclusive is your initiative in terms of race, gender, ability, and other diversity factors? Are you actively working to overcome biases and promote diversity and inclusion?

These questions can serve as a starting point for stimulating discussions and ethical considerations among students engaged in social entrepreneurship initiatives. Teachers can adapt and expand upon them to foster deeper critical thinking and ethical awareness in their classrooms.

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5. Inspiring Social Change

5.1. Successful Social Entrepreneurship Ventures

Social entrepreneurship has made significant progress in recent years, with important initiatives being seen both globally and locally. The following examples of successful social entrepreneurship ventures are perhaps the most widely known and showcase a wide range of initiatives that address various social challenges. They incorporate different business models and approaches but share a common commitment to creating positive social impact.

TOMS Shoes: Founded in 2006 by Blake Mycoskie, TOMS is a great illustration of social entrepreneurship. With every shoe purchase, a pair is donated to a child in need - this "One for One" business approach combines profit with social benefit, establishing TOMS as a renowned global brand within the social enterprise sector. TOMS has now extended beyond shoes to other industries but still operates on a "One for One" business model. It is a for-profit organization with a charitable component. The business is looking for individuals who share its values and ideas and is offering grants to assist them. It is broadening its reach by delving into various categories like clothing, accessories, and technology, including expanding into different regions. To maintain a sustainable business model, it is essential to continue creating and developing new items that attract worldwide customers. Also, TOMS should vigilantly ensure its actions comply with its One for One commitment. TOMS' triumph in utilising social media to circulate its narrative and attract a colossal audience could be equally precarious to its reputation and overall business structure if compliance and moral concerns, as well as inadequate management of social media, arise (Naeini, et al., 2015).

Grameen Bank: Established by Nobel Peace Prize winner Mohamed Yunus in Bangladesh, this bank provides microloans to impoverished individuals, particularly women, aiding in the creation of small-scale enterprises. Through microcredit, the bank has helped millions rise out of poverty since its founding in 1976, showcasing the influence of financial inclusion in social enterprise. Microcredit, also known as microbanking or microfinance, is a way to provide credit, often in the form of small loans without requiring collateral, to borrowers who don't fit traditional lending profiles. This includes people in rural or poorly developed areas who may not have access to financial services. Grameen became an independent bank in 1983. It is headquartered in Dhaka, Bangladesh, and has more than 2,200 branches across the country. Grameen's approach has proved to be a successful way of aiding the poor. By providing them with opportunities to help themselves, Grameen has become a symbol of an

effective means of helping the poor. It is noteworthy that over 97% of the beneficiaries of Grameen's loan scheme happen to be women (Britannica, n.d.).

Fair Trade USA: Established in 1998 by Paul Rice, Fair Trade USA verifies items that comply with moral production norms. The organisation guarantees that suppliers, particularly those in developing nations, obtain just remuneration for their products. This action has transformed moral consumerism and had a positive impact on the welfare of numerous laborers. Since its founding, the non-profit has expanded Fair Trade CertifiedTM coffee from zero to five percent of the coffee industry in the United Kingdom. Fair Trade coffee has become increasingly popular with major coffee chains like Starbucks and Dunkin' Donuts. One of Fair Trade USA's biggest strengths is its mission to empower local communities by offering opportunities and benefits to those who are underprivileged. The company has a track record of providing certification services, as well as auditing, consulting, and training. The company's positive reputation in the market has led to farmers receiving higher profit margins on the sale of their produce to the company. This has resulted in reduced poverty for farmers and workers alike. Such practices have established the company as trustworthy and dependable. Today, more than 2 million farmers and workers participate in Fairtrade worldwide. The Fairtrade system involves over 100 countries, and the Fairtrade Mark can be found on more than 37,000 products (www.fairtradeamerica.org, n.d.; www.thecasesolutions.com, n.d.).

The Big Issue: Founded in 1991 by John Bird and Gordon Roddick, The Big Issue is a newspaper sold by homeless people to earn money. Thus, the Big Issue is a social business that raises awareness about homelessness. Selling the newspapers can also give homeless people work, as they earn money from selling the magazines and advertising. The Big Issue Foundation is a charity arm of the organisation Big Issue Company Ltd. Its goal is to support the company's efforts to address the root causes of homelessness. With editions throughout the UK and in other nations, it is a leading example of a social enterprise tackling a vital social problem. Additionally, they have invested £400 million in more than 500 social enterprises since 2005 (www.bigissue.com, n.d.).

Teach For All: Based on the Teach For America model created by Wendy Kopp, Teach For All is a worldwide group of organisations with an aim to offer excellent education to deprived areas. By selecting and educating exceptional graduates to teach at disadvantaged schools, this project addresses educational disparity in numerous countries. They hire diverse and talented leaders from their nations to teach in underprivileged areas for a minimum of two years. They support and train

these leaders to collaborate with families and community members to achieve mutual goals for student success. These leaders continue to work with other educators, allies, and communities to enhance the quality of education for students and make the necessary systemic changes for all children to succeed. The worldwide network of employees, educators, former students, and supporters exchange ideas to speed up each other's development and amplify their collective impact (teachforall.org, n.d.).

Patagonia: This outdoor clothing company, established by Yvon Chouinard, is a front-runner in sustainable business practices. Patagonia gives a percentage of its profits to ecological causes, employs reused materials, and promotes consumers to purchase less. Their robust commitments to the environment and ethics have earned them a faithful customer base. More specifically, Patagonia has pledged to donate 1% of its sales revenue to support environmental groups since 1985 via One Percent for the Planet, a group that Yvon Chouinard helped found. To raise awareness of the environmental effects of fashion, the company has launched marketing campaigns. In addition, it provides repair services for old items and facilitates recycling or exchanging programmes. Common Threads Partnership, an online auction-style platform that enables direct sales of used Patagonia clothing, was also established by the company in 2015 (en.wikipedia.org, n.d.).

These above ventures underscore the importance of sustainable business models with a genuine commitment to positive social and environmental impact, as they bring unique approaches to the forefront of the social entrepreneurship landscape. They serve as inspirational paradigms for future generations of social entrepreneurs, highlighting the diverse ways in which businesses can drive social change, while achieving great financial success.

5.2. Identifying Real Social Issues and Solutions

But how can students identify real social issues that could aid in tackling them?

Encouraging students to recognize tangible social problems and participate in resolving them is a critical component of social entrepreneurship education. To assist students in this endeavour, some guidelines are provided below.

- **Observation and Empathy:** Encourage students to carefully observe their environment, communities, and the wider world. Foster compassion by urging them to imagine themselves in others' situations, taking into account the difficulties, requirements, and concerns people have.

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- **Research and Understanding:** Students should begin by researching and gaining a comprehensive understanding of topics that are important to them. They can use online resources, books, articles, and documentaries to become well-informed about different societal issues.

- **Local Community Involvement:** Engaging with their local community is an excellent opportunity for students to recognize significant challenges. Students can help community organizations as volunteers, talk to locals and witness their challenges upfront.

- **Brainstorming and Ideation:** To help them generate creative solutions for these problems, encourage brainstorming exercises. It is vital to create an atmosphere that supports innovative thinking in this regard, promoting unconventional approaches over typical ones.

- **Stakeholders Involvement:** Guest speakers and visits to relevant fields are also great tools to consider. Invite speakers who actively address social issues. Visit non-profit organizations, social enterprises, and community initiatives for practical insights and inspiration.

- **Needs Assessment:** Students could conduct a needs assessment to understand the specific needs of the community or group affected by the issue. This involves direct communication with the target audience to identify their most pressing needs.

- **Collaboration:** Collaboration is crucial for solving complex social problems. Students should team up with nearby groups, educational institutions or local leaders who are already working on the problem.

- **Prototype and Test Solutions:** Real involvement will enable them to test the practicality and effectiveness of their solutions in real-life situations. To test their concepts, students can build prototypes or conduct trial projects.

- **Social Impact Assessment:** Educate students on how to evaluate the positive influence of their plans, including the constructive outcomes they deliver to the community.

- **Feedback and Adjustment:** Highlight the significance of obtaining feedback from the neighbourhood and being prepared to make alterations. Tweaking their initiatives based on feedback is an essential aspect of the process.

- **Scaling Up:** If the students can successfully launch their projects on a small scale, they should contemplate methods for extending them to accomplish a more meaningful outcome. Expanding the projects may entail searching for more resources or collaborating with other organisations.

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- **Sustainability:** Sustainability should also be considered, prompting them to think about their project's long-term viability. How can they make sure that their efforts have a lasting positive effect even when they are not directly involved?

- **Advocacy and Policy Change:** Sometimes, students may identify problems that need policy or legal changes. They can gain knowledge about advocacy and how to interact with policymakers to bring about a change in the system.

By guiding students through these practices and urging them to tackle genuine social problems hands-on, you will cultivate the growth of forthcoming social entrepreneurs who pledge to advance affirmative change within their neighbourhoods and beyond.

6. Engaging Students in Social Entrepreneurship Projects

6.1. Hands-on Example Projects

The following hands-on projects can enable students to create positive social impact by addressing a variety of local and global issues, from community engagement to education and health. Thus, through these projects, students can learn while making a meaningful difference.

- **School Community Garden**

  Selecting a suitable location on school grounds and setting aside space for growing a variety of fruits, vegetables and herbs is the first step in establishing a school community garden. Students can work together to plan, plant, and maintain the garden throughout the year. By teaching sustainable gardening practices, composting and water conservation, this project promotes environmental responsibility. It also promotes teamwork as students work together to maintain the garden, monitor plant growth, and make decisions about what to grow. Harvested produce can be sold at a school or local farmers' market, and the proceeds can be used to support local food banks, homeless shelters, or other sustainability initiatives. In addition to providing fresh, locally grown food to the community, this project gives students a sense of pride and accomplishment as they see the positive impact of their efforts on both the environment and those in need.

- **Youth Mentorship Program**

  Initiating a youth mentoring programme empowers students to address critical issues related to educational disparities and lack of guidance for at-risk youth. Students who take on this project become mentors themselves and design a comprehensive curriculum that focuses on topics such as academic support, career guidance and personal development. They organise events and workshops within the school or local community and invite younger students to attend. Through these interactions, mentors help their mentees meet the challenges of school and life by providing valuable guidance, support, and motivation. This project not only benefits the young people being mentored, but also equips the student mentors with leadership and interpersonal skills. It emphasises the importance of positive role models and the potential for students to make a difference in the lives of their peers. It contributes to a more inclusive and nurturing learning environment by fostering a culture of mentorship and support.

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- **Senior Citizens' Tech Support Initiative**

Many seniors face challenges in using technology to connect with loved ones and access essential services. Students can offer digital literacy workshops to senior citizens in their community. Students can develop a technology support initiative to bridge this generation gap. They can provide one-on-one training on how to use smartphones, social media, and online services to promote digital inclusion and reduce social isolation among seniors. The fees collected from these workshops can be directed toward initiatives that improve the quality of life for seniors, such as enhancing care facilities or providing recreational programs. This project fosters digital inclusion, intergenerational bonding, and community support.

- **Community Farmers' Market**

Students can organise a vibrant community farmers' market on their school grounds, creating a meeting place for local farmers, artisans, and the wider community. Local producers can sell fresh produce, handmade crafts, and artisan goods, fostering connections between consumers and local businesses. Community projects, such as building playgrounds, supporting local shelters, or funding educational initiatives, can receive a portion of the proceeds from vendors' sales. This project promotes entrepreneurship through the empowerment of local farmers and craftspeople, encouraging community participation and helping to make local enterprises sustainable.

- **Local Food Drive and Distribution**

Students can take the initiative to organise a local food drive to collect non-perishable food items from the school community. They can address food insecurity in the local community by distributing the collected items to families in need. By working with local food banks and community organisations, students ensure that the donated items reach those who need them most. This project fosters empathy, community involvement and the importance of addressing immediate community needs.

- **Children's Library Construction**

Students can identify an underserved area in their community, particularly one that lacks a library, especially for children. To address this educational gap, students can plan and raise funds to build a children's library. The library will promote literacy and educational development within the community by providing access to books and learning resources for

children. This project emphasises the power of education, community involvement and lifelong learning.

- **Children's Storybook Creation**

  In this project, students unleash their creativity to write and illustrate children's books with a purpose. Each book focuses on important social issues such as diversity, empathy, or environmental protection. Students become not only storytellers, but also advocates for social change. These beautifully crafted storybooks are not meant to be confined within the walls of a school. Students can organise reading sessions or donate the books to other schools, libraries, or community centres. By sharing these stories, they aim to instil important values and inspire the next generation of changemakers.

- **Health and Wellness Workshops**

  In an effort to promote healthier lifestyles, students can design and deliver a series of health and wellness workshops. Topics such as nutrition, mental health and physical fitness can be covered in these workshops. Students can target different age groups and emphasise the importance of making informed choices about personal wellbeing. The aim of this project is to equip individuals with the knowledge and skills they need to prioritise their health and promote a healthier and more informed community.

- **Socially Conscious Art Show**

  To raise awareness of important social issues, students can curate and host a socially conscious art exhibition. The exhibition can feature artwork created by students and local artists that focuses on issues related to poverty, mental health, environmental protection, and other pressing concerns. The money raised from selling the artwork and from admission to the exhibition can be donated to local charities or used to fund school initiatives to address these issues. This project highlights the power of the arts as a means to express and communicate important messages, to raise social awareness and to rally the support of the community for important causes.

- **Socially Responsible Clothing Brand**

  This project takes students on a journey to create a socially responsible clothing brand directly within the school. This initiative is rooted in sustainability, ethics, and social responsibility. Students are involved in every step of the process, from designing eco-friendly clothes to sourcing materials that adhere to fair trade principles. The project also includes aspects such

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as transparent supply chains, ethical manufacturing, and consideration of environmental impact. As well as promoting conscious consumerism and sustainable fashion, the project has a philanthropic element. A portion of the profits from the sale of the clothing can be used to support a charitable organisation in line with the brand's mission. Alternatively, these profits can fund school projects that address pressing social issues. Through these efforts, students learn invaluable lessons about ethical business practices, environmental stewardship, and the importance of using commerce as a force for positive change. As students see the tangible impact their brand can have on the community and the world, this hands-on experience instils a deep sense of social responsibility.

- **Youth-Operated Charity Shop**

  Students can set up a student-run charity shop right on their school campus, creating a hub for community involvement and giving back. The shop serves as a collection point for donated items, which can range from clothing and accessories to books and household goods. The students do everything from sorting and pricing the donations to visual merchandising and managing the shop. As well as developing an understanding of social responsibility, the project provides practical skills in retail management and entrepreneurship. Profits from sales are not kept for themselves but are donated to local charities or community projects that address pressing issues. Through this endeavour, students develop a deeper sense of empathy, learn the importance of community involvement, and understand how small, collective efforts can have a significant positive impact. The Youth Charity Shop project is a tangible example of how young people can actively contribute to improving the lives of others and their community as a whole.

- **Youth-Led Educational Workshops**

  Students can design and deliver educational workshops to younger students or the wider community on topics they are passionate about, such as protecting the environment, digital literacy, or mental health. Funds raised from these workshops can support local educational programmes or initiatives related to the workshop topic. Leadership, knowledge sharing, and community education are encouraged through this project.

- **Social Impact Magazine**

  Empowering students to become investigative journalists, this project revolves around the creation of a school magazine with a special focus on social entrepreneurship and its impact

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on community issues. Students take on the role of reporters and writers, researching local social entrepreneurs and their ventures. They interview these entrepreneurs to learn first-hand about their journeys, their successes, and the challenges they have overcome. The magazine becomes a point to showcase these remarkable stories and discuss the real issues these entrepreneurs are tackling. Through articles, interviews and vibrant visuals, the magazine informs, inspires, and highlights the potential of social entrepreneurship in solving societal challenges.

- **Social Issue Podcast**

  Students immerse themselves in the world of audio storytelling and journalism, embarking on a journey to create a series of podcasts dedicated to different social issues. They research, write scripts, develop interviewing skills, and learn how to work with experts, activists and community leaders. These podcasts can give a voice to critical issues that may be overlooked, helping to raise awareness and drive change. As well as gaining multimedia production skills, students learn the power of effective communication and advocacy through a modern and accessible medium.

- **Social Impact Documentary Film**

  Filmmaking becomes a powerful tool for students to highlight pressing social issues or the remarkable work of local social entrepreneurs. Students choose an issue or social entrepreneur to feature and begin to craft their narrative. Armed with cameras and editing skills, they capture interviews, real-life stories and footage that captures the essence of their chosen subject. The documentary aims to educate, inspire, and encourage viewers to take action, demonstrating how filmmaking can be a catalyst for social change. It's a project that combines research, storytelling, and filmmaking, culminating in a powerful visual medium that advocates for a better world.

- **Youth-Run Charity Auction**

  This dynamic project puts students in the driver's seat of event planning, marketing, and fundraising for a worthy cause. By organising a charity auction, they collect donated items from the community, ranging from artwork and collectibles to services or experiences. It's not just about the event itself, but about developing strategies to attract participants, create buzz and generate interest in the auction. Students gain first-hand experience in negotiation, marketing, and communication. The auction event serves as a fundraising platform and the money raised

goes to support local charities. It's a tangible demonstration of using entrepreneurship to create positive social impact, while students gain essential event management and philanthropy skills.

6.2. Collaboration with key stakeholders

Student engagement in social entrepreneurship extends beyond the classroom to collaboration with a wide range of stakeholders. For the success and sustainability of social impact projects, these partnerships are essential. Here are ways to work with key stakeholders to maximise the positive impact of student-led initiatives:

- **Local community involvement:** Engage with the local community by asking them to contribute, support and participate. This can be done by holding public meetings, surveying, or organising Community Events. Students can ensure that their initiatives address real needs and are well received by involving community members in the planning and implementation of projects.

- **Educational institutions:** Work with other schools, colleges, or educational organisations in the area. The impact of social entrepreneurship projects can be increased by sharing resources, knowledge, and best practices. Students can learn and interact with peers from different institutions, helping to broaden their perspectives.

- **Non-profit organisations:** Partner with local non-profit organisations that align with the project's goals. These organisations can provide valuable insight, resources, and support, and often have experience in addressing specific social issues. They may also offer mentoring opportunities for students.

- **Local businesses:** Build relationships with local businesses who may be able to provide funding, resources, or expertise. Some may be willing to sponsor projects or provide work experience, allowing students to gain practical experience and learn from working professionals.

- **Government and public agencies:** Work with governmental or public officials who are concerned with the social issues students are addressing. These stakeholders can be a source of advice and guidance on regulatory and policy challenges. They may also be sources of grants or funding opportunities.

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- **Community leaders and influencers:** Connect with community leaders, activists and influencers who can help raise awareness and support for student-led initiatives. Their endorsement can be a game changer for the visibility and impact of projects.

- **Mentors and experts:** Seek out mentors and subject matter experts who can provide guidance and mentorship to the students in your project. These individuals can help students develop effective strategies and solutions by sharing their knowledge and experience.

- **Media and communication channels:** To raise awareness of projects and their impact, use local media, radio stations, and communication channels. More stakeholders and supporters can be attracted to the cause through media coverage.

- **Alumni networks:** Work with alumni networks of educational institutions. Alumni can offer guidance, mentorship, and funding opportunities if they have experience in social entrepreneurship or related fields.

- **Local foundations and grant-making organisations:** Explore partnerships with local foundations and grant-making organisations that focus on social impact and community development. Grants and financial support for student projects may be available from these organisations.

Partnering with key stakeholders not only increases the impact of student-led social enterprise projects, but also improves the educational experience. This allows students to connect with the broader community, learn from professionals and build a network of support which may lead to sustainable positive change.

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Approaches to teaching entrepreneurship

1. Overview

In today's rapidly evolving world, cultivating entrepreneurial skills is crucial for students to navigate the complexities of the modern workforce. This module dives into pedagogical strategies that transcend traditional teaching methods, emphasizing the need for experiential learning and real-world application. Educators will explore innovative approaches to curriculum design, ensuring a comprehensive learning experience that covers theoretical knowledge and practical insights. The module also delves into the crucial aspects of assessment, encouraging teachers to adopt dynamic evaluation methods that mirror the entrepreneurial journey.

Furthermore, the module explores the exciting realm of creating interactive learning environments, with a special focus on gamification—a powerful tool to engage students and enhance their problem-solving capabilities. The teacher's role as a facilitator is examined, providing insights into guiding students through entrepreneurial projects and adopting mentoring and coaching approaches. As challenges are inherent in the entrepreneurial landscape, the module concludes with practical tips to help educators overcome obstacles and create a vibrant and supportive learning atmosphere. This comprehensive journey empowers teachers to foster a spirit of innovation and resilience in their students, preparing them for the challenges and opportunities of the entrepreneurial world.

Learning Outcomes

✓ Understand diverse pedagogical strategies suitable for entrepreneurship education.

✓ Design a comprehensive curriculum that covers ideation, business planning, and practical skills.

✓ Align curriculum components with clear learning objectives for a cohesive educational experience.

✓ Master assessment techniques to evaluate entrepreneurial competencies effectively.

✓ Explore methods for creating engaging and interactive learning environments, including gamification.

✓ Learn strategies for facilitating entrepreneurial projects and guiding students through the venture creation process.

✓ Implement mentoring and coaching approaches to support students in their entrepreneurial journey.

✓ Gain practical tips for overcoming common challenges associated with teaching entrepreneurship.

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2. Pedagogical Strategies for Entrepreneurship Education

Entrepreneurship can be understood in several ways. In a broad sense, it is the attitude of a person who has creativity and the ability to actively participate in socio-economic life. In a narrower context, it is also the ability and readiness to start and run one's own business, especially one based on pro-ecological awareness and activities. Entrepreneurship is a key factor influencing the socio-economic development of various geographical areas (Dorocki & Rachwał, 2011).

Modern directions of civilization development, which are based on the construction of a knowledge-based economy and the formation of an information society, impose the need to constantly update the educational process at all levels of teaching (Borowiec, et al., 2009; Zioło 2009). This is necessary to ensure that the goals, content, methods and expected results of school education are appropriate to the challenges of preparing the young generation for life in today's world. This means preparing students to find and perform work both as full-time employees and as self-employed people, through the ability to design, start and run their own business (Kurek & Rachwał 2010b; Rachwał, 2019).

The goal of comprehensive education is the comprehensive development of the individual. To achieve this, it is necessary to use various educational methods including various strategies that have a holistic impact on all spheres of human activity, i.e. their intellectual, emotional, and practical activity (Łazowska, 2005). Traditional teaching methods (e.g. lecture, working with text) should only complement activating methods.

The *knowledge association strategy*, and its feeding methods, is useful when introducing new issues and explaining various phenomena and relationships. Knowledge is transferred in the form of information ready to remember and learn. Choose this strategy only when you are sure that students will not be able to find the knowledge on their own because the task is too difficult for them to achieve the goal.

The *problem-based strategy* is based on the independent acquisition of knowledge by students who look for correct solutions in the process of creative activity. This strategy is advisable when you want to stimulate your students to take action and develop their cognitive skills as well as their interests. Students ask questions, create hypotheses and solve problems.

The *emotional strategy* is based on activating methods, the aim of which is to stimulate the student's emotional sphere, which in the process of acquiring knowledge will allow the formation of personality

and one's own values and helps in effectively remembering the content experienced. The teacher uses music, illustrations and pictures for this purpose.

The *operational (practical) strategy* is used in teaching vocational subjects. Students gain knowledge and develop habits through action. During learning, practical exercises, laboratory classes and all classes enabling the transfer of theory into professional practice are used (Okoń, 1987).

Pedagogical strategies in entrepreneurship education should be based on active learning methods that emphasize student involvement by solving real problems and gaining experience. The entrepreneurship education program should use as many active methods as possible - interesting, emotionally engaging, encouraging students to think and act independently.

Activating methods are ways of acting that will help students:

- deepen their interests,
- acquire new knowledge,
- stimulate creativity,
- communicate, discuss and exchange views

A teacher who uses activating methods leaves her/his current role of an expert teacher and becomes an advisor, animator, partner, observer and participant in the teaching process.

Flipped lesson method (flipped classroom): The method is based on the assumption that students learn theoretical issues at home - before the planned lesson. The creators of the method, Bergmann and Sams (2012), decided to record the theoretical part in the form of videos that students were to watch, take notes from and prepare questions about the issue. The lesson is intended for practical use of the acquired knowledge. The beginning of the lesson is the time to explain incomprehensible content, then students are given practical tasks to complete to practice the theory in practice. The teacher supports students during their work, provides additional explanations and observes the teaching process. Bergmann and Sams (2012) believe that by using this way of working, students receive teaching tailored to their individual needs. It is also possible to combine this method with other teaching techniques such as discussion, debate or brainstorming.

Educational games: Teaching games, both computer-based and online, are highly appreciated among students as an effective teaching method. Thanks to them, students can learn various fields of

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knowledge in a way that is pleasant and fun for them. It is worth noting that many of these games effectively support the development of an entrepreneurial attitude, saving skills, decision-making and teach responsibility (Spławska-Murmyło & Wawryszuk, 2017).

In line with the direction of educational development, which involves using game mechanisms to facilitate the learning process (gamification), it is also proposed to use popular websites such as Kahoot! or Quizizz, for educational fun. Incorporating the basics of business education into the curriculum for children ages 8 and up can have many benefits. This is the period when children develop their cognitive abilities and learn fundamental concepts. Introducing knowledge of financial management, saving, investing, and understanding economic mechanisms can prepare them to better understand and deal with financial aspects in the future.

Simulation method: One of the methods that can be used in teaching entrepreneurship is the simulation of running your own business through the use of virtual strategic games. These types of games enable learners to test different ways of acting, increase their involvement, enable analysis of the results of activities and promote active and creative attitudes. To effectively conduct entrepreneurial education, certain criteria must be met. This form of teaching should increase the level of understanding of economic reality and take into account various aspects of entrepreneurship, which will allow for the delivery of various content. It is worth postulating that entrepreneurial education should be based on problem solving as a didactic approach and integrate elements of learning by doing, which is consistent with the " learning-by-doing " approach (San Tan & Ng, 2006). Thanks to this method, students develop their sensitivity and learn to think productively. This method can be used during the implementation of the following parts of the teaching material: interpersonal communication, negotiations, rational investing and saving (fictitious transfer of a certain amount to students for stock market investments, making decisions about the purchase and sale of securities and recording the profits or losses incurred) and active job search (simulated job interview) (Kwiatkowski & Musiałkiewicz, 2019).

Project-based method: The project-based is a method in which students independently carry out the presented task. The teacher only defines the framework of the project. The aim of this method is to develop students' ability to plan and organize their own work, collect, and select information, solve problems, work in a group, make decisions, evaluate and communicate. Working with this method is a step-by-step process (Brudnik, et al., 2000):

- Familiarize students with the method and provide the topic of the task.

- Develop project instructions - goals, tasks and deadlines for their implementation, responsible persons.

- Project implementation - collection and analysis of information.

- Implementation of partial tasks and preparation of the report.

- Project presentation.

- Project evaluation.

The project-based method in teaching the basics of entrepreneurship can be applied to various aspects of the teaching material, such as managing personal finances or running your own business. When using this method when learning about starting a business, depending on the students' abilities and interests, one group of students may prepare a project on an individual business, while other groups of students who are more talented and interested in the topic may work on projects on companies with limited liability, general partnerships or limited partnerships (Kwiatkowski & Musiałkiewicz , 2019). The idea of the project may be based, for example, on promoting pro-ecological attitudes. For this purpose, several ecological projects can be organized on the school premises, addressed to students, parents and teachers from the school, to encourage and persuade other schools and kindergartens, residents of the town and organizations from the local environment to participate in activities, actions and events. Such activities include ecological campaigns, ecological events, ecological competitions, production of ecological films, preparation of ecological leaflets and lectures for other students. Another example of an educational project that can be used may be a social entrepreneurship project, the aim of which is to engage students in activities for the school and local community, create bonds with the environment, and support interesting student initiatives (Gorzeńska & Radanowic, 2019).

Case study is a very often used method in teaching entrepreneurship. It involves independently acquiring new knowledge based on field research and source materials. An important element of this method is formulating conclusions after studying the case. A case study allows you to create ideas, concepts, learn about relationships and create theories that explain a given case. It is worth involving practitioners in education in the field of social and ecological entrepreneurship. These are not only representatives of non-governmental organizations, but also institutions involved in the development of the ecological sector and entrepreneurs operating in various industries (from creative to production).

Brainstorm: An activating teaching method that allows you to develop and improve group ideas. Its big advantage is its ease of preparation. Brainstorming consists of three stages:

I. Introduction: The first stage begins with the presenter presenting a question or issue. Then the teacher prepares the group for the problem they have to solve (she/he can use a talk or lecture) and familiarizes the group with the rules of participating in brainstorming. The method involves the instructor posing a question or issue. Please note the following rules:

- Each student has the right to submit any number of ideas.

- It is the number, not the quality, of ideas that is important.

- Ideas cannot be assessed, criticized, or commented on by anyone.

- You can use previously submitted ideas, change them, or develop them.

- The author of the idea is not noted.

- Ideas can be the most daring and ridiculous.

- The session leader gives the floor.

- Ideas should be written down on the board, possibly in a notebook (we choose a secretary). In another variant, to ensure full anonymity, ideas are submitted on separate sheets of paper. The secretary (student) groups the sheets of paper according to solution concepts.

II. Collecting ideas: Students come up with ideas for solving this problem. The session lasts 5-15 minutes. Its end is marked by a significant drop in the number of ideas submitted or by the teacher's decision that the collected material is sufficient to continue the lesson and solve the problem.

III. Idea analysis: Solutions are assessed only after all proposals have been submitted. There is a discussion about each solution and its evaluation. Together with the teacher, students choose the most appropriate solutions to the problem posed by the teacher and justify their position. The best solution is implemented and checked for effectiveness (Gorzeńska & Radanowic, 2019).

Debates whose task is to discuss a specific thesis. In a debate, it is prohibited to insult or ridicule opposing speakers. The debate proceeds as follows:

The thesis of the debate is a statement that forms the basis for discussion. The definition of this statement will be determined by the first speaker of the debate.

- there are two teams, one of which supports a given statement and the other takes the opposite position;

- the team supporting the statement must explain it;

- the debate is led by the debate marshal;

- the debate ends with closing speeches from both sides that summarize their point of view.

Debates help develop skills such as: comprehensible speaking, persuasion and communication skills, as well as the ability to speak logically and transparently. The ability to cooperate with others, the ability to cooperate within a team, also becomes crucial (Gorzeńska & Radanowic, 2019).

SWOT method: The method is a tool with which you can analyze and recognize your own strengths and weaknesses (Strengths - Weaknesses), as well as existing and potential opportunities and threats (Opportunities - Threats) coming from the outside.

Please answer the following questions:

- Strengths - What are your strengths? What does the design team do best?

- Weaknesses – What can the project team improve? What will others see as the team's weak point? Why might people be uninterested in the project?

- Strengths – opportunities: Can you count on support and promotion in the local community? Can you use ICT to start a venture?

- Threats – What problems might arise? Is financial contribution needed to get started?

Educational videos: An educational method whose primary task is to provide knowledge or introduce the topic. They can be used in the form of:

- short films introducing the topic, the purpose of which is to become a pretext for discussion;

- film meetings;

- a type of event that is also a pretext for discussions, workshops and further activities (Korzeńska & Radanowic, 2019).

3. Designing Entrepreneurship Curriculum

3.1. Structuring a comprehensive entrepreneurship curriculum

Structuring a comprehensive entrepreneurship curriculum involves careful planning and integration of various elements to provide a holistic learning experience. Below there is a list of some useful practices that teachers can consider:

- **Needs Assessment**: Begin by conducting a needs assessment to understand the specific requirements and interests of students. Identify their knowledge gaps, skills, and interests related to entrepreneurship.

- **Sequential Learning Modules**: Design the curriculum in a sequential manner, introducing fundamental concepts before progressing to more advanced topics. Start with basic entrepreneurship principles and gradually delve into areas such as business planning, marketing, finance, and social entrepreneurship.

- **Curriculum Mapping**: Map out the curriculum to ensure a balanced coverage of essential entrepreneurship topics. This can include idea generation, business planning, financial literacy, marketing, ethics, and social entrepreneurship.

- **Project-Based Learning**: Incorporate project-based learning experiences where students can apply entrepreneurial concepts in real-world scenarios. This can involve developing business plans, creating prototypes, and engaging in simulated business activities.

- **Cross-Disciplinary Integration:** Integrate entrepreneurship concepts across various subjects like mathematics, science, and social studies. This interdisciplinary approach helps students see the interconnectedness of entrepreneurship with other fields and enhances their holistic understanding.

- **Guest Speakers and Industry Visits**: Invite guest speakers from various entrepreneurial backgrounds to share their experiences. Plan industry visits to local businesses or organize virtual tours to provide students with practical insights into entrepreneurship.

- **Interactive Workshops and Seminars**: Conduct interactive workshops and seminars that focus on specific aspects of entrepreneurship. These can include marketing strategies, financial planning, and legal considerations.

- **Incorporate Technology:** Leverage technology to enhance learning. Use online resources, entrepreneurship-related apps, and virtual tools to make the curriculum dynamic and relevant to the digital age.

- **Entrepreneurship Challenges and Competitions**: Organize entrepreneurship challenges or competitions where students can showcase their innovative ideas and problem-solving skills. This fosters a spirit of healthy competition and encourages creativity.

- **Ethics and Social Responsibility Aspects**: Emphasize the importance of ethical behaviour in entrepreneurship. Discuss case studies that highlight ethical dilemmas and decision-making, preparing students to navigate the ethical challenges they may encounter.

- **Assessment and Feedback**: Develop a comprehensive assessment strategy that includes both formative and summative assessments. Provide constructive feedback to guide students in improving their entrepreneurial skills.

- **Flexible Learning Paths**: Recognize that students have diverse learning styles and preferences. Offer flexible learning paths, allowing them to explore areas of interest within entrepreneurship.

- **Continuous Professional Development**: Encourage teachers to engage in continuous professional development to stay updated on current trends and practices in entrepreneurship. This ensures that the curriculum remains relevant and dynamic.

- **Community Engagement**: Encourage students to apply their entrepreneurial skills for the betterment of the community. Initiatives like community projects, fundraisers, or partnerships with local businesses can provide practical experiences and instil a sense of social responsibility.

In conclusion, structuring a comprehensive entrepreneurship curriculum for school teachers involves a multifaceted approach that goes beyond traditional classroom instruction. By adopting sequential learning modules, integrating real-world examples, and incorporating interactive activities, teachers can nurture a holistic understanding of entrepreneurship among students. Cross-disciplinary integration, guest speakers, and industry visits enrich the learning experience, connecting theoretical knowledge to practical applications. Leveraging technology and diverse assessment strategies keeps the curriculum dynamic and aligns with the evolving demands of the digital age. Ethical considerations, continuous improvement, and community engagement further enhance the curriculum's impact, fostering not only entrepreneurial skills but also a sense of social responsibility. As teachers navigate

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the educational landscape, this comprehensive approach ensures that students graduate with a robust foundation, ready to navigate the complexities of entrepreneurship with innovation, ethical integrity, and a commitment to positive societal impact.

3.2. Aligning curriculum with learning objectives

In structuring a comprehensive entrepreneurship curriculum, educators embark on a dynamic journey of shaping the next generation of innovative thinkers, problem solvers, and business leaders. This process is more than just organizing lessons; it's about crafting an educational experience that equips students with the knowledge, skills, and mindset essential for navigating the complexities of entrepreneurship. As teachers delve into this endeavor, they lay the foundation for fostering creativity, resilience, and a deep understanding of business concepts among their students. Structuring an integrated entrepreneurship curriculum involves thoughtful planning, alignment with learning objectives, and a commitment to adaptability, ensuring that students not only grasp theoretical concepts but also cultivate the practical acumen needed to thrive in the entrepreneurial landscape. The following practices delve into the art and science of structuring an entrepreneurship curriculum that goes beyond textbooks, aiming to ignite a passion for innovation and problem-solving in the minds of aspiring entrepreneurs.

- **Define Clear Learning Objectives**: Clearly articulate what you want students to learn. Learning objectives should be specific, measurable, achievable, relevant, and time-bound (SMART). For example, if the objective is to understand financial management, specify whether it includes budgeting, financial reporting, or investment analysis.

- **Map Objectives to Curriculum Components**: Break down the curriculum into components such as lessons, modules, or units. Map each component to the corresponding learning objectives. This ensures that every aspect of the curriculum contributes to achieving the desired learning outcomes.

- **Sequence Learning Activities**: Organize learning activities in a logical sequence that aligns with the progression of skills and knowledge. Start with foundational concepts before moving to more complex topics. For instance, if the goal is to develop a business plan, students should first understand market analysis, financial planning, and operational considerations.

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- **Select Appropriate Instructional Methods**: Choose instructional methods that align with the learning objectives. If the objective is to enhance critical thinking, incorporate activities such as case studies, debates, or problem-solving exercises. Adapt your teaching methods to cater to different learning styles.

- **Incorporate Assessments**: Develop assessments that directly measure the attainment of learning objectives. These assessments can include quizzes, projects, presentations, or exams. Ensure that assessment criteria are transparent and align with the specific goals outlined in the learning objectives.

- **Provide Clear Guidance**: Clearly communicate learning objectives to students. Explain the relevance of each objective and how it contributes to their overall understanding and skill development. This transparency helps students understand the purpose of each lesson and fosters engagement.

- **Offer Differentiation Strategies**: Recognize the diversity of students' abilities and learning styles. Provide differentiated instruction or activities to accommodate various learning needs. This may involve offering additional resources, providing alternative assignments, or encouraging collaborative learning.

- **Regularly Review and Revise**: Continuously assess the effectiveness of the curriculum in achieving learning objectives. Gather feedback from students and reflect on assessment results. If certain objectives are consistently challenging for students, consider adjusting the curriculum or teaching methods to better address those areas.

- **Integrate Real-World Applications**: Connect learning objectives to real-world applications. Show students how the knowledge and skills they are acquiring in the classroom are relevant to practical situations. Guest speakers, industry visits, or case studies can enhance this connection.

- **Align with Standards and Frameworks**: Ensure that the curriculum aligns with educational standards and frameworks. This ensures that students are meeting broader educational goals while also preparing them for standardized assessments.

By following these steps, teachers can create a curriculum that not only covers essential content but also actively contributes to the achievement of meaningful learning objectives.

4. Assessment & Evaluation

Assessment plays a pivotal role in entrepreneurship education, serving as a compass that guides both teachers and students on the journey of skill acquisition and knowledge application. In the dynamic landscape of entrepreneurship, where adaptability, creativity, and problem-solving are paramount, effective assessment methods go beyond traditional examinations. They become the means to evaluate not only the theoretical grasp of foundational concepts but also the practical application of these principles in real-world scenarios. Through various assessment techniques, teachers can gauge students' entrepreneurial skills, mindset, and readiness to navigate the complexities of the business world. Moreover, assessments serve as powerful tools for fostering self-awareness, encouraging continuous improvement, and shaping the entrepreneurial mindset by emphasizing resilience, critical thinking, and effective communication. In essence, the strategic use of assessments aligns with the holistic objectives of entrepreneurship education, equipping students with the competencies necessary for success in their future entrepreneurial endeavours.

Some helpful ways and techniques for assessing students' progress are listed below:

Formative Assessments:

- **Classroom Observations:** Regularly observe students during collaborative activities, discussions, or project work to assess their teamwork, communication, and problem-solving skills. Note instances of leadership, effective communication, and contributions to group dynamics.

- **Peer Reviews:** Implement peer assessments where students provide constructive feedback on their peers' contributions. This not only fosters self-awareness but also encourages accountability for individual and group performance.

- **Reflection Journals:** Encourage students to maintain journals reflecting on their entrepreneurial journey. Assess their ability to critically analyze challenges, propose creative solutions, and connect experiences to theoretical concepts.

Summative Assessments:

- **Business Plans:** Evaluate students' understanding of entrepreneurial concepts through the development and presentation of comprehensive business plans. Assess their ability to

articulate a viable business idea, demonstrate market understanding, and create a strategic plan.

- **Pitch Presentations:** Assess communication and persuasion skills by having students pitch their business ideas to a panel. Evaluate their ability to convey the value proposition, respond to questions, and showcase confidence and passion.

- **Examinations**: Utilize traditional exams with a focus on theory, ensuring students comprehend fundamental entrepreneurial principles. Assess their knowledge of key concepts, frameworks, and theories.

Performance Tasks:

- **Role-Playing Exercises:** Develop scenarios where students take on different entrepreneurial roles (e.g., founder, investor, customer). Assess their adaptability, negotiation skills, and decision-making abilities in dynamic and realistic situations.

- **Simulations:** Introduce business simulations or case studies that replicate real-world entrepreneurial challenges. Assess students on their ability to apply theoretical knowledge to solve practical problems.

Project-Based Assessments:

- **Venture Projects**: Assign projects that involve creating and managing a small venture. Evaluate students on their ability to execute entrepreneurial concepts, make strategic decisions, and navigate challenges.

- **Market Research Assignments**: Assess analytical and research skills by assigning projects that require students to conduct market research, analyze data, and propose actionable business strategies based on their findings.

Rubrics and Checklists:

- **Skills Rubrics**: Develop rubrics that outline specific entrepreneurial skills (e.g., creativity, critical thinking, risk-taking). Provide a detailed assessment framework for both formative and summative evaluations, making the criteria transparent to students.

- **Checklists**: Create checklists for specific tasks or criteria within projects. This provides a systematic way to evaluate students' progress, ensuring that they meet predefined benchmarks.

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Portfolios:

- **Entrepreneurial Portfolios**: Have students compile portfolios showcasing their entrepreneurial journey. Include artifacts such as business plans, reflections, and evidence of skills development. Assess the depth and breadth of their entrepreneurial experiences.

- **Digital Portfolios**: Utilize online platforms for students to showcase multimedia representations of their projects. Evaluate their ability to communicate effectively through various media and highlight key aspects of their entrepreneurial endeavors.

Interviews and Presentations:

- **Exit Interviews**: Conduct exit interviews where students reflect on their overall learning experience. Assess their ability to articulate the impact of the entrepreneurship curriculum on their skills, mindset, and future aspirations.

- **Pitch Competitions**: Organize pitch competitions as a summative assessment. Evaluate students based on their ability to articulate ideas, respond to questions, and demonstrate a comprehensive understanding of business concepts.

Continuous Feedback:

- **Regular Feedback Sessions**: Schedule one-on-one or group feedback sessions to provide ongoing guidance. Assess students' responsiveness to feedback, ability to incorporate suggestions, and commitment to continuous improvement.

- **360-Degree Feedback**: Gather feedback from peers, instructors, and self-assessment to offer a holistic view of students' entrepreneurial skills and attributes. Use this comprehensive feedback to guide further development and goal setting.

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5. Creating Interactive Learning Environments

In creating an interactive learning environment for entrepreneurship education, instructors can leverage various methodologies. Incorporating multimedia elements, such as videos, podcasts, and interactive presentations, enhances engagement and caters to diverse learning styles. Group discussions and problem-solving activities simulate real-world scenarios, encouraging students to collaborate, brainstorm, and navigate challenges collectively. Dynamic classroom setups, where students actively participate in designing and executing projects, amplify the experiential learning aspect, reinforcing the practical application of entrepreneurial principles.

The integration of technology and online resources opens a gateway to a wealth of information and learning opportunities. E-learning platforms and virtual classrooms facilitate flexible learning schedules, accommodating students' diverse needs. Webinars hosted by industry experts expose students to current market dynamics and emerging trends. Access to online databases and research tools empowers students to conduct in-depth analyses, fostering a research-oriented mindset. Additionally, utilizing social media and entrepreneurship-focused websites creates a virtual community, enabling students to share ideas, insights, and resources with peers globally.

Establishing entrepreneurship-focused clubs and extracurricular activities is instrumental in cultivating a holistic entrepreneurial ecosystem. These clubs provide a space for students to actively participate in workshops, guest lectures, and hands-on projects, reinforcing theoretical knowledge with practical applications. Entrepreneurship-themed competitions, hackathons, and startup challenges fuel friendly competition and innovation. Mentorship programs, where experienced entrepreneurs guide students in developing business ideas, offer invaluable insights and networking opportunities. By actively involving students in planning and organizing these activities, schools can instil leadership skills and a sense of ownership, contributing to the overall entrepreneurial mindset.

5.1. Gamification

Gamification, when strategically employed, transforms education into an immersive and dynamic experience. It not only enhances subject understanding but also instils critical life skills, making learning an enjoyable journey. By incorporating elements from the gaming world, educators can unlock the full potential of their students, fostering a positive attitude towards learning and problem-solving.

Gamification is the use of strategies and mechanisms known from games for purposes other than entertainment (Kozłowska, 2016). It is a method that uses typical game elements, such as competition, cooperation and quick feedback, to engage users and solve various problems. Gamification is based on the use of motivation techniques that are related to data analysis (Strużyna & Kania K, 2016).

Game is a central concept in the context of gamification. The game represents a simulation of the economic and social environment in which participants make decisions that influence the modification of conditions in the environment and shape the participants' future choices (Bombiak & Cisek, 2019). The elements that build the game mechanism include points, badges, levels, challenges, prizes (Bombiak & Cisek, 2019).

Scientific and research institutions, like companies, adapt to rapidly changing market conditions by using advanced marketing strategies, including gamification, which help maintain and expand their reputation based on close interactions with customers. Using gamification, we transfer mechanisms and solutions from games to the everyday life of customers in such a way as to engage the target group more and motivate them to take specific actions, which will ultimately result in attachment to the advertised brand (Wrona K., 2012). Three pillars can guarantee the success of gamification (Starzyński, 2012):

- Fun – pleasure, satisfaction,
- Friends – the opportunity to have fun within the community, establishing contacts, cooperation, competition,
- Feedback – receiving quick feedback on actions taken by the player.

The most important elements of gamification:

- Rewards, such as points or school grades, should be awarded when a goal is achieved.
- It is worth remembering that the reward should not be an end.
- The reward system should be fair and cover all students, not just those who show initiative or creativity.
- Rewards should be awarded in multiple stages; it is worth introducing levels or badges in the reward system for completing subsequent challenges or achievements achieved by the player.
- All points, badges or prizes obtained for subsequent stages of the challenge should motivate the student and encourage him to make even greater efforts in competing with other users.

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- It is worth ensuring that the competition that arises between students is maintained at a healthy level and that parents are involved in the tasks as little as possible - that works or projects are prepared mainly by children, not by parents.

Mechanics known from games can be a very effective tool for stimulating motivation and commitment, which are crucial in the process of achieving educational success. This is particularly important because the introduction of innovative forms of knowledge transfer, assessment, and creative methods of encouraging interest in development and learning opens new opportunities and perspectives (Zakowicz & Sochacka, 2017).

Gamification in education is not based on the use of games themselves, but on the use of mechanisms that regulate the gameplay and influence the behaviour of players. This idea aims to bring out the internal motivation and readiness to make significant efforts, which are often observed among players. Introducing gamification at school in individual classes (subjects) is not easy, it requires - especially at the beginning - a lot of additional work by the teacher. You need to develop the plot of the game, establish its rules, goals as well as the rules for assessing students. The easiest way to introduce gamification in education is to use games in classes.

However, if the purpose of the game is only relaxation without cognitive aspects, it is difficult to talk about true gamification. Gamification begins when we use a game as a learning tool. What can we learn? Through games, we can teach teamwork, time management, specific content in mathematics, geography, economics, and other fields. An interesting example is the game [EVE Online](#), which allows you to create virtual corporations employing thousands of players. Lecturers dealing with economics and management and trainers in companies often use this game as a practical tool for testing their acquired knowledge (Sobociński, 2012). Another popular business simulation is the Farmersi.pl game, which teaches how to use economic knowledge in practice and teach students entrepreneurship.

Other suggested types of games that can be used in the lesson:

- Pretend games - imitating the real world.
- Discovery games – they allow you to discover something and understand relationships.
- Physical games – practicing motor skills, speed, reflexes, etc.
- Operational games – the goal is to perform a specific task.
- Board games

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- Task stations
- Quizzes
- Escape rooms

Sample tasks:

- Students - after learning about the rules, benefits and possible losses - take part in a game whose aim is to "invest" money, for example on the Stock Exchange or in selected investment funds. Students have the same amount of "virtual" money, which they virtually invest in selected sources. However, later they watch their virtual money work in the real investment they have chosen. Students can "withdraw" their contributions and "invest" them somewhere else. The aim of the game is to achieve the highest profit from your capital. They can also "deposit" money into selected deposits, which is a safer form.
- You can precede the investment by finding the necessary money, analyzing loan companies, profitability, etc.
- At the end of the stage, students settle "their" tax returns.

Another idea for using gamification in social entrepreneurship is a task related to collecting animal food and other accessories needed by animals in a shelter. Students and the teacher decide what rewards will look like for individual tasks. The tasks include not only individual answers, but also teamwork, for example making collages or projects on a given topic. Instead of points, children collect dice. The teacher assesses not only the knowledge and work of a given student, but also her/his approach to cooperation in a group and compliance with the rules of working with others. At the end of the month (after agreeing with the parents and the parents' council), each child exchanges the number of cubes for animal food or other accessories needed at the animal shelter. To introduce an additional educational element, we create a special school shop and a price list of such items, in which the number of cubes corresponds to the price of food or a blanket. After shopping, the children, together with a given class or age group, go to take the products to the shelter. In addition to the goal of learning and obtaining cubes that could be exchanged for food, the students and the teacher achieved the goal of developing a positive attitude towards the world, people and animals during such classes.

Another application of gamification in the education process is to change the assessment system from traditional grades to gaining points and levels. During the course, the teaching methods remain unchanged, but we introduce certain "game mechanisms and dynamics" motivating students to gain

experience and the internal need to achieve higher levels. It is worth enriching the lesson with elements taken from games, such as: additional tasks and points; special tasks; additional lives and the possibility of losing them when we do not complete certain commands and tasks.

 The main components of tasks and games used in gamification in education:

- collecting – points, badges, items.

- rankings – when a student sees how many points his or her friends have collected, he or she becomes even more engaged, it is important that the rankings are updated on an ongoing basis.

- levels - passing or entering the next level is very attractive for the student and provides greater feedback than obtaining individual points, although there is nothing stopping both systems - points and levels - from working together.

- goals – students must know what they are fighting for and what the goal of the game is.

- challenges - the game will be much more attractive if the tasks set in it are not too easy, but rather challenging.

- plot and taking on a role - stories are an element that students like very much at many stages of education, and when they become participants in a given story, take on a role, become creators, and do not remain only at the level of recipients, it is for the task is much more interesting for them.

6. Teacher's Role as a Facilitator

Raising entrepreneurial individuals is a process desired by all societies today. However, this process is quite difficult. For this reason, it may be requested that the entrepreneurship culture be taught in schools from childhood and continued until the individual enters the labour market. When we look at the process from this perspective, today's and future teachers have very important duties in creating this climate. The entrepreneurial characteristics of teachers enable them to keep up with the changes in a short time and develop new teaching environments and methods. According to the definitions of Neto et al. (2018), teachers' ability to act as entrepreneurs while performing their duties is called teacher entrepreneurship.

In the study conducted by Yarım and Çelik (2020) with the participation of 19 volunteer high school students studying in Erzurum city center, students' opinions on the qualifications and roles of today's teachers were examined. The results of the research have revealed that students mostly access the information they use in daily life from the internet (websites, blogs, search engines, educational sites, etc.) and social media accounts (twitter, Instagram, Facebook, etc.). The results of the same research show that today's teachers generally use methods based on direct explanation and memorization, and only provides students with knowledge. They conduct the lessons in a monotonous manner, adhering to the curriculum, limited only to class hours, and conduct evaluation for the purpose of classification rather than guidance.

In the study conducted by Akyürek and Şahin (2013), according to teachers, the reason for not gaining entrepreneurship skills at a sufficient level is that it has been determined that there are problems such as indifference of parents, excessive number of students, inadequacy of educational tools, economic inadequacy of the school and physical education and training requirements. Additionally, it was concluded that teachers are inadequate in teaching entrepreneurship skills. In Bacanak's (2013) study, it was concluded that teachers do not have sufficient knowledge about the concept of entrepreneurship, therefore they have different understandings and practices in teaching entrepreneurship skills to their students. For these reasons, students do not see teachers as sufficiently qualified and expect new roles and qualifications from teachers. These roles include being a supporter, life coach, role model, liberator, therapist, and friend. The qualities were reported by the students as being fair, being harmonious, being relevant, being open to criticism, constantly improving and improving students, knowing technology and using elements of information technologies in lessons. It

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has been observed that the use of digital technologies in the education process increases student motivation, concentration and enables them to be independent in their thoughts. In this way, it has been determined that students are more active in the teaching process. Additionally, it has been determined that teachers with digital competencies make the job easier, can track the student's progress more easily, and can evaluate information more easily (Selimi, 2018). Therefore, the use and development of digital competencies during the education process is very important in supporting students' entrepreneurial skills. Teachers should not only transfer their academic knowledge to their students but also provide them with entrepreneurial skills. The education factor is seen as the most important contributing factor in helping young people understand the importance of entrepreneurship and encouraging their entrepreneurial intentions (İrmiş and Barutçu, 2012).

The personal characteristics of teachers who can help to create successful entrepreneurs can be expressed as follows (Yılmaz and Sünbül, 2009):

- Creative thinking skills.

- Desire to work at a high level.

- Courage, passion and determination.

- Ability to establish high-level relationships with people.

- Ability to express oneself in writing and verbally.

- Love of his job and work motivation.

- A rich subconscious and imagination power.

- Tendency to teamwork and teamwork.

- Having a personal vision and mission.

- Being open and willing to change and transformation.

- Ability to act with flexibility and tolerance.

- Sincere, reliable, sympathetic and humorous personality.

- High ability to persuade and convince people.

- Management skills and leadership ability.

- Determination and excitement to complete the job.

The spread of entrepreneurship is very important for technological development and social development as well as in the economic field. For this reason, increasing entrepreneurial activities,

developing environments where individuals with entrepreneurial personalities can express themselves, and assimilating entrepreneurship in every process of education emerge as a necessity.

6.1. Strategies for guiding students through entrepreneurial projects

Creating a dynamic and engaging learning environment for entrepreneurial projects involves strategic guidance from teachers. One effective strategy is implementing Project-Based Learning (PBL), allowing students to apply theoretical knowledge to practical scenarios and fostering problem-solving skills. For instance, in a language arts class, students could develop a comprehensive business plan as part of a project, integrating entrepreneurship principles into various subjects.

Mentorship programs play a crucial role by connecting students with local entrepreneurs, providing valuable industry insights, and offering guidance on navigating real-world challenges. Integrating entrepreneurship principles into various subjects promotes interdisciplinary learning, illustrating how entrepreneurial skills are applicable across diverse domains.

Guest speakers and field trips are invaluable components, offering firsthand exposure to entrepreneurial environments. This direct interaction allows students to witness entrepreneurial processes, understand the day-to-day operations of a business, and engage with professionals in the field.

Innovation challenges are instrumental in encouraging students to think creatively and devise novel solutions. These challenges simulate real-world problems, pushing students to apply entrepreneurial thinking to find innovative solutions. Simultaneously, team collaboration is emphasized through group projects, mirroring the collaborative nature of entrepreneurship where diverse skill sets come together to achieve a common goal.

Resource allocation simulations provide students with a practical understanding of financial aspects, helping them comprehend budgeting, financial planning, and decision-making within the context of a business. Additionally, critical thinking exercises are designed to refine analytical skills, an essential component of entrepreneurial endeavors.

Networking opportunities, both within and beyond the school community, facilitate connections with alumni and industry professionals. These connections can provide valuable insights, mentorship, and

potential avenues for collaboration. Encouraging students to seek and incorporate feedback fosters a culture of continuous improvement, teaching them to learn from experiences and iterate on their ideas.

Guiding students through the comprehensive development of a business plan equips them with essential skills for entrepreneurial ventures. Leveraging technology further enhances the learning experience. Online platforms and simulation games can be employed to simulate real-world business scenarios, allowing students to test their strategies in a risk-free environment before entering the actual market.

These strategies collectively create an interactive and supportive environment, nurturing students' entrepreneurial spirit, fostering a holistic understanding of entrepreneurship, and preparing them for the multifaceted challenges of the business world.

6.2. Mentoring and coaching approaches.

Effective mentoring and coaching approaches tailored for young entrepreneurs are pivotal in providing guidance and support throughout their entrepreneurial journey. One successful strategy is establishing mentorship programs that pair students with experienced entrepreneurs or professionals in their chosen field. These mentors offer personalized guidance, sharing insights, and helping young entrepreneurs navigate challenges specific to their ventures. Structured mentorship programs can include regular meetings, goal-setting sessions, and opportunities for the mentees to seek advice on specific issues.

Another approach involves incorporating peer mentoring within the school or community. This allows young entrepreneurs to share experiences, exchange ideas, and provide mutual support. Peer mentoring fosters a collaborative environment where students learn from one another's successes and challenges, enhancing their overall entrepreneurial skill set. Collaborative projects and group activities can further strengthen these connections, encouraging the exchange of diverse perspectives.

Interactive workshops and training sessions led by seasoned entrepreneurs or industry experts provide valuable practical knowledge. These sessions can cover topics such as business planning, marketing

strategies, financial management, and pitching skills. Workshops not only enhance the students' entrepreneurial competencies but also offer opportunities to network with professionals from various industries.

Coaching, particularly in a group setting, enables young entrepreneurs to receive ongoing support and guidance. Coaches can facilitate discussions, address common concerns, and provide strategies for overcoming obstacles. Group coaching creates a community of learners, fostering a sense of shared experience and camaraderie among young entrepreneurs.

Incorporating real-world case studies into the curriculum allows students to analyze the journeys of successful entrepreneurs. These case studies serve as valuable teaching tools, offering insights into the decision-making processes, challenges faced, and strategies employed by seasoned entrepreneurs. Analyzing such cases helps students develop critical thinking skills and a deeper understanding of the entrepreneurial landscape.

Encouraging students to seek mentorship beyond the school setting, such as engaging with local business chambers, entrepreneurial networks, or online platforms, broadens their exposure. Connecting with a diverse range of mentors offers a more comprehensive perspective and exposes young entrepreneurs to varied industry insights and experiences.

Integrating technology can enhance mentoring and coaching initiatives. Virtual mentorship programs and online coaching platforms provide flexibility and accessibility, allowing young entrepreneurs to connect with mentors beyond geographical constraints. Webinars, online forums, and digital resources contribute to a rich learning environment.

Overall, combining these mentoring and coaching approaches creates a robust support system for young entrepreneurs. By leveraging the expertise of mentors, fostering peer collaboration, providing practical workshops, and utilizing technology, educators can empower students to navigate the entrepreneurial journey with confidence and resilience.

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7. Overcoming the challenges

7.1. Challenges and difficulties

Entrepreneurship, which has emerged as an area of competence in recent years, is included in only a small part of school curricula. The old methods, in which the teacher was the authority and knowledge was learned through classical means, have gradually been replaced by methods in which the student is active and participates in the learning process by using his or her own abilities. While these methods support entrepreneurial skills, some difficulties have also emerged in the process of gaining entrepreneurial skills, and the most significant challenges and difficulties are the following (Yurtseven and Ergün, 2018):

In terms of the basic elements of the program:

- Lack of achievements and practices that enable active participation of students.

- Insufficient real-life concrete examples (experience) where students can develop their entrepreneurial skills.

- Insufficient time allocated for achievements.

- Abstract achievements, subjects, and activities (especially for primary school levels).

- The density of the subjects does not allow the teacher much flexibility.

- Gains and activities are not interesting.

- Subjects such as developing a project related to entrepreneurship, designing and developing a new and original product, enterprise, entrepreneur, entrepreneurship, characteristics of entrepreneurs, innovation and difference are not included in the training programs or remain very limited.

- Not enough time is allocated to teaching concepts such as "self-confidence, seizing opportunities, perseverance, perseverance, risk taking, problem solving, leadership and creativity".

For students:

- Students are reluctant to actively participate in the lesson.

- Students have inadequate self-expression and communication skills.

- Low readiness levels of students

- Even if students dream, they cannot express it, fear of being made fun of.

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For teachers:

- Activities for students related to entrepreneurship not implemented due to the concern of training the subjects, or there is no time left for these activities.
- Lack of adequate guidance for teachers regarding the development of entrepreneurship skills in the programs.
- Insufficient entrepreneurial skills of teachers.

In terms of schools:

- Physical/environmental and equipment inadequacy of the school.
- Difficulties in obtaining materials for events.
- Indifference of school administration/lack of attitudes and behaviours that support activities.
- Crowded classes.
- Prioritizing "academic success" in schools and lack of practices that encourage entrepreneurship in business life.

In terms of society-family:

- Families' lack of awareness and support.
- Social and environmental pressure, society not being supportive.
- Lack of family-school cooperation.
- Students grow up introverted under the influence of family and society and cannot express themselves freely for fear of not being accepted or criticized. These attitudes also negatively affect students' ability to become entrepreneurs.

7.2. Tips for overcoming the challenges

A positive approach can significantly help motivate you and overcome emerging challenges. Here are some key aspects to consider:

- Defining your goals: The first step to overcoming the challenge is to clearly define your goals. This helps you understand why you should strive to achieve them and what benefits success will bring.

- Positive attitude: Your mindset matters a lot. Instead of focusing on obstacles, focus on opportunities and solutions. Instead of saying "I can't", tell yourself "I will try" or "I will find a way".

- Action plan: Instead of looking at the challenge as something huge and unattainable, break it down into smaller, easier steps. This will make the task more achievable and understandable.

- Experiential learning: Every challenge can be a learning opportunity. Even if you don't achieve complete success, you will gain new experience and skills that will be useful in the future. Patience and perseverance: Overcoming challenges is not always quick or easy. It is important to be patient and persistent. Even if you encounter difficulties, do not give up.

- Internal Success: Remember that success does not always have to be measured in external achievements. Often the most important thing is the satisfaction and self-confidence that comes from overcoming difficulties. Try to break each challenge down into smaller pieces that you can complete, rather than trying to do everything at once. This can help you track progress and identify barriers to your project.

Students' sense of failure - failure is not the opposite of success, it is part of it. It teaches us resilience, courage, growth and support. Failure is the stepping stone to achieving all our goals. Every time you fail, there is a 100% chance that you will learn something. It's important to use failure as a teaching tool to improve yourself and your skills.

Be confident in your skills and treat challenges at work as opportunities! If you are someone who sets high standards for yourself, challenges and failure can demotivate you. While there's nothing wrong with having these high expectations, the problem comes when you expect everything to be perfect the first time. It is much better to work towards continuous improvement than towards an unrealistic perfection you have set for yourself. You simply can't get everything right the first time. When you make a mistake, don't be hard on yourself. If you have a natural tendency towards perfectionism, you are most likely someone who works hard. Try to turn the situation into a positive one. You are still doing your best, so you will soon achieve your goals (Rachwał T., 2019).

The use of technology and the Internet involves the issue of students' online safety. Without a doubt, this is one of the most important and at the same time most difficult educational challenges in recent years. To protect them from threats, you need to talk to them carefully about it. It's worth it too consistently address this issue in contacts with parents (Fazlagić J., 2022).

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The work of an enterprising teacher is pleasant, it breaks the routine, prevents boredom, fascinates, and allows you to discover everything anew. Sometimes you experience fatigue and uncertainty. As recommendations resulting from the above considerations, the "decalogue of the enterprising teacher" can be proposed (Śliwińska A., 2021):

- Be positive.
- Create opportunities to win.
- Be creative.
- Explain why students should complete the assigned task.
- Let students work in groups.
- Let them use digital tools.
- Don't waste opportunities to praise.
- Provide conditions for experimentation.
- Model desired behaviours.
- Tell the truth.

Last but not least, overcoming challenges in teaching requires a multifaceted approach. Here are additional tips for teachers to navigate and conquer hurdles effectively:

- **Embrace Flexibility:** Teaching is a dynamic profession, and unexpected challenges may arise. Stay flexible and open to adjusting your plans when needed. Flexibility allows you to adapt to changing circumstances and find alternative approaches to engage students effectively.

- **Continuous Professional Development:** Invest time in your professional growth. Attend workshops, conferences, or online courses to stay updated on the latest teaching methodologies and technologies. Continuous learning equips you with new strategies to address challenges and enhances your overall effectiveness as an educator.

- **Collaborative Problem-Solving:** Foster a collaborative environment among teachers, students, and parents. Encourage open communication and collaboration to collectively address challenges. Collaborative problem-solving not only shares the burden but also brings diverse perspectives to find innovative solutions

- **Utilize Support Systems:** Leverage the support systems available to you, such as mentorship programs, peer support groups, or professional networks. Seeking advice and sharing

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experiences with colleagues can provide valuable insights and strategies for overcoming common challenges in education.

- **Reflect and Adapt:** Regularly reflect on your teaching practices and be willing to adapt. Evaluate the effectiveness of your methods and be open to adjusting them based on student feedback and performance. Reflective teaching allows for continuous improvement and better responsiveness to challenges.

- **Promote a Growth Mindset:** Instil a growth mindset in both yourself and your students. Emphasize that challenges are opportunities for growth and learning. Cultivate resilience and perseverance by celebrating efforts and framing setbacks as part of the learning journey.

- **Involve Parents Actively:** Establish a strong partnership with parents by keeping them informed about the learning process and challenges. Engage parents in finding collaborative solutions and seek their input on strategies to enhance student engagement and success.

- **Emphasize Well-Being:** Prioritize the well-being of both yourself and your students. Addressing challenges can be emotionally draining, so fostering a positive and supportive classroom environment contributes to the overall mental health and motivation of everyone involved.

- **Monitor Technology Usage:** Acknowledge the importance of technology in education but be vigilant about students' online safety. Regularly communicate with students about responsible internet use and engage parents in discussions about online safety. Stay informed about digital tools and platforms to ensure a secure online learning environment.

- **Celebrate Small Wins:** Acknowledge and celebrate small victories along the way. Recognize the efforts of both yourself and your students in overcoming challenges. Celebrating achievements, no matter how small, contributes to a positive and motivating classroom atmosphere.

By incorporating these additional strategies, teachers can build resilience, foster collaboration, and create a positive learning environment that effectively addresses and overcomes challenges in the educational journey.

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