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Project: European School of entrepreneurship



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Intellectual output O2: Creation of a common European training framework

Project partners



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1. Introduction

What is a “entrepreneurship” ?

Entrepreneurship is the process of designing, launching and running a new business, which is often initially a small business. The people who create these businesses are called entrepreneurs

Entrepreneurship has been described as the "capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. While definitions of entrepreneurship typically focus on the launching and running of businesses, due to the high risks involved in launching a start-up, a significant proportion of start-up businesses have to close due to "lack of funding, bad business decisions, an economic crisis, lack of market demand—or a combination of all of these

A broader definition of the term is sometimes used, especially in the field of Economics. In this usage, an Entrepreneur is an entity which has the ability to find and act upon opportunities to translate inventions or technology into new products: "The entrepreneur is able to recognize the commercial potential of the invention and organize the capital, talent, and other resources that turn an invention into a commercially viable innovation." In this sense, the term "Entrepreneurship" also captures innovative activities on the part of established firms, in addition to similar activities on the part of new businesses.

Source : Wikipedia

ESE Project

In order for the reader to better understand the curriculum, we would like to present some basics about our project. The European School of Entrepreneurship (ESE) is a project co-funded by the European Commission under the Erasmus+ framework.

Project ESE aims to promote and encourage the entrepreneurship of young people, women and people who are distant from employment by enabling them to acquire the skills and knowledge essential to the creation of a company.

According to the European Commission 2020 Action Plan, 40% of young Europeans say they are interested in being self-employed. Our mission is to give people the necessary skills to start their own business and we defined those skills to be lacking from traditional educational curriculums. This results in our mission which is to train future entrepreneurs with skills they will need in order to start, grow and manage their business. We focus on building companies that are sustainable and socially responsible.

The European School of Entrepreneurship is developed for people who want to start a business but need some help in how to do it. With online and in person trainings, the ESE will help them. We offer potential entrepreneurs an educational program including both

in person and online training in subjects such as Introduction to entrepreneurship, The first steps to starting a business, EU funding for companies, Validating your market, Entrepreneurial ecosystems, Corporate social responsibility, Social enterprises and more. We do this by providing an annual training program that includes in-person classes and mentorship, online courses, a guide of best practices, and the opportunity to travel abroad and meet other entrepreneurs. The length and specifics of the program varies according to location, but they all follow the same online training syllabus. The program finalizes with a learning-oriented internship to get some useful practice. The most prosperous students will get the chance to travel to one of our partner cities and meet other businesses doing similar things.

The school's courses will be certified by ECVET, an instrument for learning qualifications recognized by the European Union and linked with Europass for mobility certification.

The project team consists of 5 partners from 5 different countries, all with different sets of expertise that contribute to the program. The expertise of the partners ranges from startup acceleration, to university education, to vocational training and certifications. Their experience adds up to more than 80 years of education, training, and promotion of business creation.

In a second step, the project aims to harmonize the teaching of entrepreneurship through the establishment of a European training framework and to create a guide of good practices of the European entrepreneur. This guide will be freely distributed in paper and electronic format (epub format).

2.Target group

Project ESE targeting young people and those furthest removed from employment. Abraham Lincoln famously said that 'the best way to predict your future is to create it'. Nowadays, these words resonate louder than ever, as massive unemployment rates worldwide call for young people to take their future in their hands and invent their jobs upon graduation. Entrepreneurship, broadly described as the act of creating something out of nothing, can be a solution to the global challenge of youth unemployment, and a significant source of much-needed job creation. More so, youth entrepreneurship can be a celebration of young people's creativity and technological aptitude, and a powerful tool for youth empowerment (Gavrielidou, 2014).

Project wants to help them through training and individualized support in order to stimulate the creation of businesses in different European territories. All the learners will benefit from an individualized and / or collective support (tutorial support) in order to give them the essential tools for the creation of their own company at the end of the training. Mobilities are also planned for five learners each year and for each partner. These intercultural encounters will be an opportunity for learners to discuss with each other, enrich each other and participate in meetings with business leaders or experts who will be able to testify of their experience.

Each partner will form a group of student, app. 20 in number. So student will be coming from five different countries. Course participants will needFor the students will be fundamental to have some basic knowledge and skills in the field entrepreneurship before enrolment. **The level of training will correspond EQF level 5 (European Qualifications Framework)**

In this sense, syllabus design and adoption must consider E.S.E. as a set of suggested courses, methodologies and experiences that will indicate students the best combination to achieve advanced knowledge and skills in the field entrepreneurship, fostering their education and employability.

This is coherent with the main ESE project aim, to promote and encourage the entrepreneurship of young people, women and people who are distant from employment by enabling them to acquire the skills and knowledge essential to the creation of a company.

3.Syllabus description

Syllabus can be defined as a curriculum (12 ECTS), that could be inserted executed by different educational institutions programs as a suggested specialization/stream, implying existing courses, newly designed courses and experience, applying innovative teaching methodologies.

A syllabus (plural syllabi) is an academic document that communicates course information and defines expectations and responsibilities. It is descriptive (unlike the prescriptive or specific curriculum). A syllabus may be set out by an exam board or prepared by the professor who supervises or controls course quality. The syllabus is a "contract between faculty members and their students, designed to answer students' questions about a course, as well as inform them about what will happen should they fail to meet course expectations. There are seven essential components to an academic syllabus: Instructor information, General course information, Course objectives, Course policies, Grading and evaluation, Learning resources, and the Course Calendar (Slattery, Carlson 2005).

For comparison, curriculum is in education broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals (Kelly 2009, Willes 2008).

Therefore we use in this document term Syllabus for description of one subject and Curriculum for a bunch or set of all syllabi together where all syllabi are joint as a whole.

Concerning the training, we have chosen an innovative teaching device: blended learning, ie a mixed online / face-to-face teaching system through the setting up of an online teaching platform. This solution presents multiple interests, the possibility offered to the learners to be able to connect at any time and in any place to their learning space.

The intercultural, intergenerational dimension and functioning of the European Union (from a specific enterprise point of view) will be widely studied in the training program. The concept of Corporate Social Responsibility (CSR), the sustainable development approach and the agile management concept to be implemented in the company will also be studied.

E.S.E. Syllabus represent common European training framework for the various partners on the basis of the ECVET (skill-based approach) and a training part through the provision of Online learning resources via a digital platform and the organization of face-to-face training sessions in 5 European countries. The proposed training course would be certified.

Students involved in the (eligible) E.S.E. curriculum will acquire, related knowledge and skills, with main course objective to improve the entrepreneurial skills

E.S.E Syllabus consist of a set of **learning modules, courses, experience and methodologies** defining an integrated learning concept to build the new young entrepreneur. Those six modules are:

1. Entrepreneurship, brands and branding process
2. The first steps to starting a startup
3. EU funding opportunities for enterprises
4. Entrepreneurial ecosystems
5. Social entrepreneurship opportunities for enterprises
6. Corporate Social Responsibility

All modules will delivered to students via **series of six courses** (with total of 12 ECTS)

The indicated learning hours are purely indicative. Indeed, by definition, distance learning allows great flexibility in learning periods and times. The courses are online 24/7, each learner will have the opportunity to work the courses at his own pace while respecting the dates of examination, if imposed by the training institution.

Figure 1. Syllabus design concept

→ Consult freemind map on ESE website : <http://ese-project.eu/>

Certification / Examination Repositories: Table of constituent units and targeted skills

	Title	Responsible partner	Test	Capitalizable Unit	Credit	Coeff.	Evaluation modality	Estimated learning time (online)

								courses)
1	Entrepreneurship	University of Primorska	Active participation in lectures and seminars 30% of the final grade Presentation of Business model 70% of the final grade	<ul style="list-style-type: none"> - Entrepreneurship and Entrepreneur: - The role and importance of entrepreneurship for economic development - Creativity and business idea - Business Plan - Sources of funding the new business - Management and growth of new businesses 	1	1	<ul style="list-style-type: none"> - Active participation in lectures and seminars 30% - Presentation of Business model – 70% 	20h
1	Brands	University of Primorska	Idem # entrepreneurship	<ul style="list-style-type: none"> - Entrepreneurship and Entrepreneur: - The role and importance of entrepreneurship for economic development - Creativity and business idea - Business Plan - Sources of funding the new business - Management and growth of new businesses 	1	1	<ul style="list-style-type: none"> - Active participation in lectures and seminars 30% - Presentation of Business model – 70% 	20h
2	The first steps to starting a startup	Tetuan Valley	<ul style="list-style-type: none"> - Continuous knowledge assessment with questions (method chosen by trainer) - Powerpoint presentation - Oral presentation - Homework 	<ul style="list-style-type: none"> - Idea Validation - Effective Presentations - Business Model Canvas 	2	1	<ul style="list-style-type: none"> - Knowledge assessment examinations - Powerpoint presentation - Oral presentation - Homework 	24 h (44 h workload)
3	Eu funding opportunities	CCBI	Open questions	- How EU works	3 Skills block A1 =	1	- Appropriation by learners of identified knowledge	60 h

	for enterprises		and multiple choice questionnaires : 40% of the overall mark	- Opportunities for enterprises in the European framework	1 credit Skills block A2 = 2 credits			
4	Entrepreneurial ecosystems	CBE	<ul style="list-style-type: none"> - Presentation of an existing business case study and / or a personal business creation project - The students will present their project of creation or takeover of a company. This project will be presented orally (using a computer support) and in writing 	<ul style="list-style-type: none"> - The concept of an entrepreneurial ecosystem - The Market – Marketing - The corporate culture - Education and Training - Supports Mechanisms - Regulatory Framework and Infrastructures - Government & policy - Human Capital / Workforce Availability - Funding and Finance 	1	2	<ul style="list-style-type: none"> - Written test: The written document must represent an effort of research, analysis and application concerning a real and well defined aspect of the activity of a company and in a European economic context - Oral test duration 1 hour: oral theoretical presentation (30') + questions / answers with the jury (30') 	32H
5	Social entrepreneurship opportunities for enterprises	SYNTEA	<ul style="list-style-type: none"> - Knowledge assessment by course questions - Appropriation by learners of identified knowledge 	<ul style="list-style-type: none"> - The Concept of Social Entrepreneurship (SE) and Economic Model of Social Entrepreneurship - Social and Environmental Needs and Creation of Shared Values 	2	2	<ul style="list-style-type: none"> - Knowledge assessment by course questions - Appropriation by learners of identified knowledge 	50 h
6	Corporate Social Responsibility (CSR)	CBE	<ul style="list-style-type: none"> - Work of the learner: diligence; presentations (oral and written) research and literature review - Role play situation: respect 	<ul style="list-style-type: none"> - Understand the CSR: issues, definition, regulatory framework - Implementing a CSR approach: case study 	2	2	<ul style="list-style-type: none"> - Continuous knowledge assessment with summary notes and course questions (methods chosen by the trainer): 20% of the overall mark - Continuous assessment of knowledge by course questions (methods chosen by the trainer): 15% of the overall mark 	35 h (60 h workload)

			of the instructions (time, objectives ...), clarity in the presentation, argumentation				<ul style="list-style-type: none"> - Continuous assessment of knowledge by questions of course (methods in the choice of the trainer): 15 % of the global mark - Continuous knowledge control (15% of the overall score) 	
Internship								
Mobility period						1		
Memory/internship report						1		
TOTAL						12 credits		286 H

Content

The pedagogical content of the all modules and their linkage to every learning element (exams, material, filming lab and internship) were developed coherently by the E.S.E. project partners in the final phase of curriculum design.

The content is coherent with the partner's chosen courses to include as suggested learning features.

4.Methodology

In EU Commission report about entrepreneurship in vocational education and training (2008), experts highlighted teaching tools / methods that are the most appropriate or effective in delivering entrepreneurship programmes and courses, in particular to non-business students. The results of this enquiry indicate a clear preference for methods based on “group and team techniques for creating new business ideas” and for the use of “case studies”. Following these two main categories, other tools highlighted as particularly effective were “business planning workshops”, “inviting guest speakers” (namely entrepreneurs) and “business simulations”. Also, methods based on undertaking some practical entrepreneurial activity and creativity exercises leading to the development of ideas were among other tools whose effectiveness was underlined. Interestingly, traditional lectures were hardly mentioned by the Experts as effective tools for entrepreneurship education.

An important conclusion is that traditional educational methods do not correlate well with the development of entrepreneurial traits and attributes, and that multi-disciplinary collaboration is an essential element of building enterprising abilities. There is a need for greater flexibility in course design. Work placements, alternation between full- and part-time study, organisation of intensive courses, and accreditation of informal and non-formal learning all have a role to play.

Traditional lecturing, ‘feeding’ passive students, is largely inappropriate in this field and, more generally, an inefficient way of learning. There is a need to shift to more interactive learning approaches, where the teacher becomes more a moderator than a lecturer.

The use of experience-based teaching methods is crucial to develop entrepreneurial skills and abilities. Therefore in order to integrate entrepreneurship across the curriculum, the use of action-oriented pedagogies should be favoured in all disciplines. This kind of methodology is labour intensive and costly, and requires specific training.

Professors should have a background in academia, and recent experience in business, such as in consulting for, or initiating, entrepreneurial initiatives. Ideally they should maintain strong personal links with the business sector. The best professors are teachers who have the required teaching competences as well as real professional experience in the private sector. A distinction needs to be made between awareness raising and education, and actual business support (Entrepreneurship in vocational education and training 2008).

The traditional didactic approach is re-designed from a student-centered learning perspective to methods- which stress on active learning. The whole , **courses set** and **modules** have a **flexible structure**. The OER, web-based learning materials, allow access to all modules, for reviewing some parts, for additional literature sources, examples etc.

Definition of the learning methodologies:

- formal, with lectures, seminars and tests to build advanced, conceptual knowledge, **traditional**;

- cognitive, to take in blended learning mixing **lectures and e-learning** sessions to use the OER, **learning by thinking**;
- operative, on the job training to hold **check-ups** to analyze and guide SMEs, to implement strategic courses on planning, guidance and control of sales processes, **learning by doing**.

Thus, students will be guided through the problem, given appraisal and/or critics or is conceptions are clarified via problem-based learning, inquired-based learning, competence-based learning, self-directed learning and experiential and action learning.

The chosen media to achieve these results are traditional teaching with emphasis on case studies and group and team techniques for creating new business ideas (lectures), web-based multimedia learning materials (OER), videos (short films).

Assessment

Students will be evaluated considering simultaneously all the different educational approaches, therefore

- **traditional learning** will be evaluated through tests and examinations on the designed content;
- **innovative learning** will be evaluated considering **usage** (OER, Cli.Ma. material) checking during classes and examination and **platform accesses, percentage of attendance and assessment tests** (Movie Education and SMEs checkups).

5.Adoption

Undergraduate

At this level of application, partners will be capable of inserting eligible course within their academic offer, which will be enriched by **innovative learning sources and experience**, related to the **internship** programme, to test, enforce and put into practice their newly acquired knowledge, skills and tools in a professional setting. In addition, Syllabus will be shaped thanks to a **set of eligible courses** to be attended to achieve those knowledge and skills to be a successful international sales and key account manager.

6.Detailed Syllabus description:

7.Course 1: Entrepreneurship

Objectives :

The main objective of this course is to give entrepreneurs important tools in the first steps of searching for business ideas, evaluating ideas and starting a business. Further on students will learn about Brands & branding which is one of the most important entrepreneurial skills.

In this syllabus:

Duration of the training (face-face) : 20h

2 ECTS for 40h workload

Course is consistent with two modules:

A1 – Entrepreneurship

A2- Brands

Objectives A1: Entrepreneurship

1. The main objective of the course is to gain theoretical and practical knowledge about entrepreneurship and the entrepreneurial process from idea, validation of business idea- setting up entrepreneurial businesses, and develop entrepreneurial skills and creative thinking. The program stimulates students to entrepreneurial thinking and to create and develop their business ideas.

Objectives A2: Brands

2. The main objective of the course is to gain theoretical and practical knowledge about the importance of brands and branding, and knowledge about branding process.

Learning Outcomes

Tasks Clusters of Learning Outcomes (L.O)	Competence	Skills	Knowledge
<p>T1: Application:</p> <ul style="list-style-type: none"> - In this course a student will acquire skills that can be used to identify the entrepreneurial skills and business ideas and in check their personal skills and attitudes for Entrepreneurship, - A student will be able to start the entrepreneurial process from idea to business start-ups and in this context to prepare a sample business plan and its presentation. <p>Reflection:</p> <ul style="list-style-type: none"> - Based on knowledge of theoretical principles the student will be able to analyze and critically evaluate business ideas, business plans and business practices of existing businesses, - The student will be able to find resources for business development in Slovenia and make a comparative analysis of the effective environment for business development. 	<p>C1: General competences:</p> <ul style="list-style-type: none"> - Developing analytical and creative thinking - Developing a positive self-esteem, initiative, persistence and tendency to success - Developing a focus on results - Developing the ability to find information and knowledge - Developing a sense of interpersonal relations and teamwork, and focus on user - Developing autonomy, flexibility and adaptability in decision making <p>Subject-specific competencies:</p> <ul style="list-style-type: none"> - Developing entrepreneurial skills - Developing the ability to anticipate and design - Evaluation and use of economic resources - Developing a focus on business success. 	<p>S1:</p> <ul style="list-style-type: none"> - Understand concepts of entrepreneurship, the entrepreneur and the role and importance of entrepreneurship for economic development; - Understand of the entrepreneurial process from idea to business creation, techniques of creative thinking and components of a business plan. 	<p>K1: Knowledge and understanding:</p> <ul style="list-style-type: none"> - Knowledge and understanding of the concepts of entrepreneurship, the entrepreneur and the role and importance of entrepreneurship for economic development; - Knowledge and understanding of the entrepreneurial process from idea to business creation, - Knowledge of the importance and techniques of creative thinking - Knowledge of the importance and components of a business plan; - Knowledge about sources of venture capital financing, - Knowledge of basic management of new businesses, strategies for development and growth of new firms and their termination - Knowledge of a supportive environment for entrepreneurship and especially supportive environment for business development
<p>T2:</p> <p>Application:</p> <p>The students are capable:</p> <ul style="list-style-type: none"> - To start the design and development of their own brand - To design marketing plan and to design and implement promotion 	<p>C2:</p> <ul style="list-style-type: none"> - The ability to acquire new knowledge from the field of and branding and marketing. - The competence of cooperating and providing orientation for team work; 	<p>S2:</p> <ul style="list-style-type: none"> - Acquire the knowledge about marketing and selling techniques. Theoretical ground includes the knowledge of basic marketing principles and separate elements of marketing strategies. 	<p>K2:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> - Basic steps in the creation and development of brand. - Knowledge and understanding the structure of the brand. - To know and understand the

<p>campaign.</p> <p>Reflection: They are able to assess issues related to different aspects of the branding and marketing process, and to adequately upgrade their knowledge/competences.</p>	<ul style="list-style-type: none"> - The ability of understanding the branding and marketing concepts, that orient the students in solving challenges and problems when introducing and promoting their own brand. 	<ul style="list-style-type: none"> - Practical work enables real-time application of received knowledge and preparation of students' own projects. - The insight in different selling techniques and good foundation for creating selling strategies. - Students will learn to create a marketing plan for their own projects. 	<p>branding process.</p> <ul style="list-style-type: none"> - To understand marketing strategies and close connection of its elements for implementation.
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Certification

Context	Assessment Criteria
<p>Entrepreneurship and Entrepreneur:</p> <ul style="list-style-type: none"> - Nature and Development of entrepreneurship - Definitions of entrepreneurship - Business Process - A comparison of managerial and entrepreneurial decision-making - Definition of Entrepreneur - Business decision process - The characteristics of the entrepreneur - the ability, motivation - Internal business and internal entrepreneurs - Family Enterprise - The role and importance of entrepreneurship for economic development: <p>Creativity and business idea</p> <ul style="list-style-type: none"> - Sources of new ideas - Methods for the genesis of ideas - Creative problem solving - Production planning and development process <p>Business Plan:</p> <ul style="list-style-type: none"> - The meaning and purpose of preparing a business plan - The need for information - The preparation and content of business plan - Use and implementation of business plan <p>Sources of funding the new business:</p>	<p>Type of assessment:</p> <p>Active participation in lectures and seminars 30%</p> <ul style="list-style-type: none"> - Presentation of Business model – 70%

- Funding for equity
- Financing with debt capital
- Venture capital
- State development incentives for developing new business
- Evaluation of business

Management and growth of new businesses

Termination of the company

Indicative specific bibliography:

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6. <https://strategyzer.com/canvas/business-model-canvas>

1 B Brands and branding

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2. David A. Aaker BRAND PORTFOLIO STRATEGY
3. Debbie Millman BRAND THINKING
4. OReilley LEAN BRANDING

8.Course 2: The first steps to starting a startup

Objectives

The global objective of this set of topics is to give entrepreneurs important tools in the first steps of starting a business. The goal is that students have a good basis for the business idea development stage.

In this syllabus:

Eleven units of *Learning Outcomes* (3 sections)

Duration of the training: 24h

2 credits of learning EQF Level V, for 44h workload

Skill block A1: 9h – Idea Validation

Skill block A2 : 6h – Effective Presentations

Skill block A3: 9h - Business Model Canvas

Action 1: Idea validation

Objectives:

When you have an idea, before investing too much time and money into it, it is important to test whether it will have potential customers and if there is a fit with the market. This topic will cover how to validate the business idea before implementing the full business, to avoid bigger failures in the future

- Understand what is meant by validation and the key concepts around it
- Appreciate the importance of validation before building a product or business
- Understand the concepts of problem-solution fit and problem-market fit
- Know how to do research to validate an idea and its market through secondary research, user interviews and experiments
- Know how to measure the true size of the market for a product or service

Learning Outcomes

Tasks	Competence	Skills	Knowledge
T1. What is validation?	<p>C1. Recognize key concepts in validation: problem-solution fit, experiments, research</p> <p>C2. Express the importance of validation before building a business</p>	<p>S1. Define key concepts in validation</p> <p>S2. Distinguish problem-solution fit from product-market fit</p> <p>S3. Describe the importance of validation as the first step of starting a business</p>	<p>K1. Validation</p> <p>K2. Problem-solution fit</p> <p>K3. Product-market fit</p> <p>K4. Importance of validation</p>
T2. Problem-solution fit	<p>C1. Understand when and why problem solutions are conducted</p> <p>C2. Know the bases of a good problem interview</p> <p>C3. Understand the concept of problem-solution fit</p> <p>C4. Know the bases of a good solution interview</p>	<p>S1. Describe what a problem solution is and what it is used for</p> <p>S2. Apply problem interview technique to their own business and conduct effective problem interviews</p> <p>S3. Describe the concept of problem-solution fit</p> <p>S4. Explain why the two interviews must be separate from each other</p>	<p>K1. Problem interviews</p> <p>K2. Solution interviews</p> <p>K3. Difference between solution and problem interviews</p> <p>K3. Definition of problem-solution fit</p> <p>K4. Examples of problem-solution fit</p>
T3. Product-market fit	<p>C1. Understand the concept of product-market fit</p> <p>C2. Summarize 4 experiments to test market fit</p> <p>C3. Understand the concept of market size: TAM, TSM and beachhead market</p>	<p>S1. Describe what product-market fit is</p> <p>S2. List the requirements for proving product-market fit</p> <p>S2. Describe at least 4 experiments to test market fit</p> <p>S3. Demonstrate ability to conduct market validation experiments</p> <p>S4. Define and apply the concepts related to market size</p>	<p>K1. Product-market fit</p> <p>K2. Experiments for market fit</p> <p>K3. Market size:</p> <ul style="list-style-type: none"> - Total Addressable Market - Served available market - Target market - Beachhead market

Certification repository

Tasks	Knowledge (k), Skills (s), Examined ability (a)	Evaluation methods	Evaluation criteria
T1 – What is validation?	<p><u>Knowledge:</u> K1. Validation K2. Problem-solution fit K3. Product-market fit K4. Importance of validation</p> <p><u>Skills:</u> S1. Define key concepts in validation S2. Distinguish problem-solution fit from product-market fit S3. Describe the importance of validation as the first step of starting a business</p> <p><u>Abilities:</u> C1. Recognize key concepts in validation: problem-solution fit, experiments, research C2. Express the importance of validation before building a business</p>	Continuous knowledge assessment with questions at the end of each section: 10% of the overall mark	<p>Student answers questions correctly</p> <p>Student communicates understanding of the concepts covered in class</p> <p>Student does the required readings</p>

<p>T2 – Problem-solution fit</p>	<p><u>Knowledge:</u> K1. Problem interviews K2. Solution interviews K3. Difference between solution and problem interviews K3. Definition of problem-solution fit K4. Examples of problem-solution fit</p> <p><u>Skills:</u> S1. Describe what a problem solution is and what it is used for S2. Apply problem interview techniques to their own business and conduct effective problem interviews S3. Describe the concept of problem-solution fit S4. Explain why the two interviews must be separate from each other</p> <p><u>Abilities:</u> C1. Understand when and why problem solutions are conducted C2. Know the bases of a good problem interview C3. Understand the concept of problem-solution fit C4. Know the bases of a good solution interview</p>	<p>Continuous assessment of knowledge by course questions (methods chosen by the trainer): 15% of the overall mark</p> <p>Homework 1 - Conducting 3 problem interviews and writing a summary of the main findings with proposition of action to be taken (15% of overall mark)</p> <p>Homework 2 - Conducting 3 solution interviews and write a summary of the findings with proposition of actions to be taken (15% of overall mark)</p>	<p>Student answers questions correctly</p> <p>Quality of analysis of the findings from customer interviews</p> <p>Student is able to make decisions based on findings from the interviews</p>
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<p>T3 - Product-Market Fit</p>	<p><u>Knowledge:</u> K1. Product-market fit K2. Experiments for market fit K3. Market size: Total Addressable Market Served available market Target market Beachhead market</p> <p><u>Skills:</u> S1. Describe what product-market fit is S2. List the requirements for proving product-market fit S2. Describe at least 4 experiments to test market fit S3. Demonstrate ability to conduct market validation experiments S4. Define and apply the concepts related to market size</p> <p><u>Abilities:</u> C1. Understand the concept of product-market fit C2. Summarize 4 experiments to test market fit C3. Understand the concept of market size: TAM, TSM and beachhead market</p>	<p>Continuous assessment of knowledge by questions of course (methods in the choice of the trainer): 15% of the global mark</p> <p>In class short answer test: 15% of global mark</p> <p>Homework 3 - Identify TAM, TSM and beachhead market for their business and give an estimate for their sizes. Write a short report on why they have chosen those markets: 15% of global mark</p>	<p>Student has learned the concepts and can answer questions correctly</p> <p>Student demonstrates understanding on of the concepts learned in the short answer test</p> <p>Student does the readings - Quality of analysis of markets and market size</p>
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Suggested bibliography:

1. “Disciplined Entrepreneurship” by Bill Aulet
2. “Lean Startup” by Eric Ries
3. “Interviewing Users: How to Uncover Compelling Insights” by Steve Portigal

Online articles:

1. <https://fizzle.co/sparkline/real-world-idea-validation>
2. <https://www.entrepreneur.com/article/237455>
3. <https://medium.com/makesideproject/making-a-side-project-part-2-idea-validation-d682dd05c475>
4. <https://medium.com/startup-reviews/how-im-hustling-a-9-startup-idea-validation-9318bb61dad1>

Action 2: Presenting your business effectively

Objectives:

An important part of the success of a business is how well you are able to sell it to others - be it potential customers, partners or investors. This section will teach how to communicate effectively and prepare a good pitch for your business. In this section you will:

- Learn how to present
- Learn the different types of presentations a business might need to prepare for
- Learn how to structure a pitch or presentation
- Learn best practices for creating visual presentations and best practices for presenting

Learning Outcomes

Tasks	Competence	Skills	Knowledge
T1. Types of pitches	C1. Explain what a pitch is and the importance of presenting effectively C1. Differentiate types of pitches by length C2. Differentiate types of pitches by audience	S1. Distinguish between pitches of different lengths and what to prioritize S2. Distinguish between pitches for different audiences and what to focus on	K1. Elevator pitch K2. 3-5 minute pitch K3. Long presentations K4. Pitches for sales K5. Pitches for investment K6. Pitches for partnerships or marketing
T2. Pitch structure	C1. Describe the elements that make a pitch effective C2. Recognize the most efficient structure for the introduction of a product or service C3. Outline the 10 items to include in every pitch and discuss their relevance C4. Prioritize items depending on the audience	S1. Apply the concepts of protagonist, conflict and context in a pitch S2. Identify and employ the “what-how-why” structure for a pitch S3. List the 10 items to include in a pitch S4. Prepare an effective 3-5 minute pitch employing the concepts learned	K1. Structure of a pitch K2. Elements of a pitch K3. Effectiveness of a pitch
T3. Perfecting the presentation	C1. Apply best practices for making a visual support for a presentation C2. Memorize habits to avoid for visual	S1. Produce a clean, effective PowerPoint presentation S2. Present an idea, product or business clearly	K1. Effective PowerPoint presentations K2. Communication skills

	presentations	convincingly	
	C3. Acquire communication skills for presenting effectively		

Certification repository

Tasks	Knowledge (k), Skills (s), Examined ability (a)	Evaluation methods	Evaluation criteria
T1 – Types of Pitches	<p><u>Knowledge:</u> K1. Elevator pitch K2. 3-5 minute pitch K3. Long presentations K4. Pitches for sales K5. Pitches for investment K6. Pitches for partnerships or marketing</p> <p><u>Skills:</u> S1. Distinguish between pitches of different lengths and what to prioritize S2. Distinguish between pitches for different audiences and what to focus on</p> <p><u>Abilities:</u> C1. Describe the elements that make a pitch effective C2. Recognize the most efficient structure for the introduction of a product or service C3. Outline the 10 items to include in every pitch and discuss their relevance C4. Prioritize items depending on the audience</p>	<p>Continuous knowledge assessment by course questions (method chosen by trainer): 15% of the overall mark</p>	<p>Student answers questions correctly</p> <p>Student communicates understanding of the concepts covered in class</p>
T2 – Pitch structure	<p><u>Knowledge:</u> K1. Structure of a pitch K2. Elements of a pitch K3. Effectiveness of a pitch</p> <p><u>Skills :</u> S1. Apply the concepts of protagonist, conflict and context in a pitch S2. Identify and employ the “what-how-why” structure for</p>	<p>Continuous assessment of knowledge by course questions (methods chosen by the trainer): 10% of the overall mark</p> <p>Oral presentation: 20% of overall mark</p>	<p>Student answers questions correctly</p> <p>Presentation contains elements learned in the section:</p> <ul style="list-style-type: none"> - Presentation has the correct structure as learned in class - Presentation is clear and communicates message effectively

	<p>a pitch S3. List the 10 items to include in a pitch S4. Prepare an effective 3-5 minute pitch employing the concepts learned</p> <p><u>Abilities:</u> C1. Describe the elements that make a pitch effective C2. Recognize the most efficient structure for the introduction of a product or service C3. Outline the 10 items to include in every pitch and discuss their relevance C4. Prioritize items depending on the audience</p>		
<p>T3 - Perfecting the presentation</p>	<p><u>Knowledge:</u> K1. Effective PowerPoint presentations K2. Communication skills</p> <p><u>Skills:</u> S1. Produce a clean, effective PowerPoint presentation S2. Present an idea, product or business clearly convincingly</p> <p><u>Abilities:</u> C1. Apply best practices for making a visual support for a presentation C2. Memorize habits to avoid for visual presentations C3. Acquire communication skills for presenting effectively</p>	<p>Continuous assessment of knowledge by questions of course (methods in the choice of the trainer): 15% of the global mark</p> <p>PowerPoint presentation: 20% of global mark</p> <p>Oral presentation: 20% of global mark</p>	<p>Student has learned the concepts and can answer questions correctly</p> <p>PowerPoint presentations follows the guidelines given in class</p> <p>PowerPoint presentation is clear</p> <p>Oral presentation is clear and includes the elements and structure discussed in class</p> <p>Presentation ability has improved from the first oral presentation</p>

Suggested bibliography:

1. “Pitch anything” by Oren Klaff
2. “The Art of the Pitch” by Peter Coughter

Online resources:

1. <https://www.inc.com/jeff-haden/how-to-pitch-18-steps-to-create-and-deliver-a-winn.html>
2. https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Action 3: Business Model Canvas

Objectives:

The goal of the Business Model Canvas (BMC) is to help businesses strategize and to have all the relevant aspects of a business plan in one worksheet. In building a BMC, they will be forced to think about the different aspects that will make your business work. In this topic students will:

- Understand the Business Model Canvas (BMC) and apply it to their own business
- Learn about the different parts of the BMC: infrastructure, offerings, customers and finances
- Identify the different parts of the BMC for their own business
- Build their own Business Model Canvas

Learning Outcomes

Tasks	Competence	Skills	Knowledge
T1. Overview of the BMC	C1. Understand what is a Business Model Canvas (BMC) C1. Understand what the BMC is useful for	S1. Recognize a BMC and its subparts S2. Explain what a BMC does and how it can help a business	K1. Business Model Canvas
T2. Infrastructure	C1. Learn the role of key partners C2. Learn what key activities are for a business C3. Learn what is meant by key resources	S1. Define the role of key partners and name 2 or 3 key partners related to their own business S2. Describe how key activities relate to the BMC and name 2 or 3 key activities related to their business S3. Define what key resources are and name 2 or 3 key resources related to their business	K1. Key partners K2. Key activities K3. Key resources
T3. Offerings	C1. Understand what a value proposition is	S1. Define the term ‘value proposition’	K1. Value proposition

	<p>C2. Apply the concept of Value Proposition to their own business</p> <p>C3. Identify ‘pains’ solved and ‘gains’ created by a business or product</p>	<p>S2. Distinguish between quantitative and qualitative value propositions.</p> <p>S3. Define and elaborate a value proposition for their own business</p>	<p>K2. Pains and gains</p>
T4. Customers	<p>C1. Understand the role of customer relationships in the BMC</p> <p>C2. Learn how customers are segmented by demographic, social and behavioral criteria.</p> <p>C3. Learn about different channels to distribute the value proposition in a fast, efficient and cost-effective way.</p>	<p>S1. Describe what customer relationships are, and identify 2 or 3 important customer relationships for their business</p> <p>S2. Identify customer segments for their own business</p> <p>S3. Distinguish the different ways in which customers are segmented</p> <p>S4. List 3 channels through which a value proposition can be distributed</p> <p>S5. Identify 2 channels through which their business will distribute their value proposition</p>	<p>K1. Customer relationships:</p> <ul style="list-style-type: none"> - Personal assistance - Dedicated personal assistance - Self service - Automated services - Communities - Co-creation <p>K2. Customer segments</p> <p>K3. Channels</p>
T5. Finances	<p>C1. Understand that cost structures affect the business model choice of a business</p> <p>C2. Discuss the different cost structures of a business</p> <p>C3. State and comprehend the characteristics of cost structures and their implications</p> <p>C4. Express how a business makes income from each customer segment.</p>	<p>S1. Define a cost structure and establish a cost structure for their own business</p> <p>S2. Distinguish between value-driven and cost-driven business structures. Define what cost structure their business will have.</p> <p>S3. Define the different characteristics of cost structures: fixed costs, variable costs, economies of scale, economies of scope. Apply these concepts to their own cost structure.</p> <p>S4. List 5 revenue streams for businesses.</p> <p>S5. Identify the main revenue streams for each customer segment of their business</p>	<p>K1. Cost structures</p> <p>K2. Types of business structures</p> <p>K3. Characteristics of cost structures:</p> <ul style="list-style-type: none"> - Fixed costs - Variable costs - Economies of scale - Economies of scope <p>K4. Revenue streams</p>

Certification repository

Tasks	Knowledge (k), Skills (s), Examined ability (a)	Evaluation methods	Evaluation criteria
T1 – Overview of the BMC	<p><u>Knowledge:</u> K1. Business Model Canvas</p> <p><u>Skills:</u> S1. Recognize a BMC and its subparts S2. Explain what a BMC does and how it can help a business</p> <p><u>Abilities:</u> C1. Understand what is a Business Model Canvas (BMC) C1. Understand what the BMC is useful for</p>	<p>Continuous knowledge assessment by course questions (method chosen by trainer): 5% of the overall mark</p>	<p>Student answers questions correctly</p> <p>Student communicates understanding of the concepts covered in class</p>
T2 – Infrastructure	<p><u>Knowledge:</u> K1. Key partners K2. Key activities K3. Key resources</p> <p><u>Skills:</u> S1. Define the role of key partners and name 2 or 3 key partners related to their own business S2. Describe how key activities relate to the BMC and name 2 or 3 key activities related to their business S3. Define what key resources are and name 2 or 3 key resources related to their business</p> <p><u>Abilities:</u> C1. Learn the role of key partners C2. Learn what key activities are for a business C3. Learn what is meant by key resources</p>	<p>Continuous assessment of knowledge by course questions (methods chosen by the trainer): 5% of the overall mark</p> <p>Homework 1 - develop and present the 'Infrastructure' section of the BMC for their own business: 20% of global mark</p>	<p>Student answers questions correctly and proves understanding of section concepts</p> <p>Infrastructure section of BMC is comprehensive and demonstrates learning from class</p> <p>Student identifies key partners, key resources and key activities in their BMC</p>

<p>T3 - Offerings</p>	<p><u>Knowledge:</u> K1. Value proposition K2. Pains and gains</p> <p><u>Skills:</u> S1. Define the term ‘value proposition’ S2. Distinguish between quantitative and qualitative value propositions. S3. Define and elaborate a value proposition for their own business</p> <p><u>Abilities:</u> C1. Understand what a value proposition is C2. Apply the concept of Value Proposition to their own business C3. Identify ‘pains’ solved and ‘gains’ created by a business or product</p>	<p>Continuous assessment of knowledge by questions of course (methods in the choice of the trainer): 5% of the global mark</p> <p>Homework 2 - define the Value Proposition of their product or service: 15% of global mark</p>	<p>Student has learned the concepts and can answer questions correctly</p> <p>Value proposition is comprehensive and demonstrates learning from class.</p> <p>Value proposition identifies at least one pain relieved or one gain created</p>
<p>T4 - Customers</p>	<p><u>Knowledge:</u> K1. Customer relationships K2. Customer segments K3. Channels</p> <p><u>Skills:</u> S1. Describe what customer relationships are, and identify 2 or 3 important customer relationships for their business S2. Identify customer segments for their own business S3. Distinguish the different ways in which customers are segmented S4. List 3 channels through which a value proposition can be distributed S5. Identify 2 channels through which their business will distribute their value proposition</p> <p><u>Abilities:</u> C1. Understand the role of customer relationships in the BMC C2. Learn how customers are segmented by demographic, social and behavioral criteria. C3. Learn about different channels to distribute the value proposition in a fast, efficient and cost-effective way.</p>	<p>Continuous assessment of knowledge by course questions (methods chosen by the trainer): 5% of the overall mark</p> <p>Homework 3 - develop and present the ‘Customers’ section of the BMC for their own business: 20% of global mark</p>	<p>Student has learned the concepts and can answer questions correctly</p> <p>‘Customers’ section of BMC is comprehensive and demonstrates learning from class</p> <p>Student identifies customer relationships, customer segments and channels in the BMC</p>

<p>T5 - Finances</p>	<p><u>Knowledge:</u> K1. Cost structures K2. Types of business structures K3. Characteristics of cost structures K4. Revenue streams</p> <p><u>Skills:</u> S1. Define a cost structure and establish a cost structure for their own business S2. Distinguish between value-driven and cost-driven business structures. Define what cost structure their business will have. S3. Define the different characteristics of cost structures: fixed costs, variable costs, economies of scale, economies of scope. Apply these concepts to their own cost structure. S4. List 5 revenue streams for businesses. S5. Identify the main revenue streams for each customer segment of their business</p> <p><u>Abilities:</u> C1. Understand that cost structures affect the business model choice of a business C2. Discuss the different cost structures of a business C3. State and comprehend the characteristics of cost structures and their implications C4. Express how a business makes income from each customer segment.</p>	<p>Continuous assessment of knowledge by course questions (methods chosen by the trainer): 5% of the overall mark</p> <p>Homework 4 - develop and present the 'Finances' section of the BMC for their own business: 20% of global mark</p>	<p>Student has learned the concepts and can answer questions correctly</p> <p>'Customers' section of BMC is comprehensive and demonstrates learning from class</p> <p>Student identifies cost structures and revenue streams in their BMC</p>
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Suggested readings:

1. "Business Model Generation" by Alexander Osterwalder and Yves Pigneur

Online materials:

1. <https://strategyzer.com/canvas/business-model-canvas>

Context	Assessment Criteria
<p>Educational context:</p> <ul style="list-style-type: none"> - 24h of training - 24h of student work outside of training - Provision of material resources: classroom, video projector, audio equipment - Teaching materials: plan and summary of lessons, PowerPoint presentations, homework templates <p>Informational context:</p> <ul style="list-style-type: none"> - Online courses - Mandatory texts - Supplementary texts <p>Technological context:</p> <ul style="list-style-type: none"> - Access to internet - Access to e-learning platform and communication tools <p>Managerial context:</p> <ul style="list-style-type: none"> - Alternation of academic courses <p>Relational context:</p> <ul style="list-style-type: none"> - Relation with customers, conducting customer interviews - Relation with other companies with experience in market validation, pitching and building a BMC 	<p>Evaluation criteria:</p> <ul style="list-style-type: none"> - Student knowledge and understanding of covered concepts, measured with in-class tests and questions - Student ability to apply concepts learned to a real life business, measured with homework and projects <p>Performance criteria:</p> <ul style="list-style-type: none"> - Ability to perform assigned tasks - Participation in class - Teamwork abilities - Abstraction capacity - Communication and presentation skills - Capacity of critical analysis <p>Expected:</p> <ul style="list-style-type: none"> - Positive attitude towards learning - Proactivity - Curiosity <p>Expected results:</p> <ul style="list-style-type: none"> - Obtaining 6 credits - Adoption of new tools and skills for own business. Indicator: student production of BMC, pitch deck and customer interviews - Student satisfaction with learnings obtained (measured with final course evaluation)

9.Course 3: EU funding opportunities for enterprises

Objective

The global objective of this set of topics is to give entrepreneurs a whole knowledge of the EU institutional system and its decision-making process. The goal is to provide students the main tools about European institutional and financial frameworks and the EU funding. In particular the students will acquire the competences and the skills in order to write and to manage a European Project, such as how to respond to a call for proposal, editing the project structure, building a partnership and creating a budget plan.

Grid of the syllabus

Nine units of *Learning Outcomes* (2 units for 2 skills block)

Duration of the training: 60h

3 credits of learning – EQF level V

Skills block A1 – 1 credits/20h – Understand how EU works

Skills block A2 – 2 credits/40h – Opportunities for enterprises in the European framework

Action 1: - How EU works

Objectives:

- Give a basic knowledge about EU history and the Treaties;
- Learn what are EU and its main Institutions;
- Learn what are internal market and its benefits;
- Understand the EU budget and the main programmes

Learning Outcomes

Tasks	Competence	Skills	Knowledge
Basics	<p>C1- Recognize the main steps of the EU integration process in the international historical framework</p> <p>C2 - Know the EU Treaties since the 1951 CECA to the 2009 Lisbon Treaty</p>	<p>S1. Describe the EU historical process of integration</p> <p>S2. Distinguish the main features of the EU Treaties</p>	<p>K1. EU historical integration process</p> <p>K2. The main EU Treaties</p>
T2. EU Institutions	<p>C1. Distinguish EU institutions and their decision-making processes</p> <p>C2. Recognize the relationship among the European institutions</p>	<p>S1. Define the EU institutions</p> <p>S2. Describe the decision-making process</p> <p>S3. Define the relationship among the EU institutions</p>	<p>K1. EU institutions and differences among them</p> <p>K2. Relationship among EU institutions</p> <p>K3. Decision-making process</p>
T3. EU Internal market and EU Budget	<p>C1. Understand the historical pathway towards the creation of EU the internal market</p> <p>C2. Recognize the benefits and limits of the internal market</p> <p>C3. Understand the EU budgetary system</p> <p>C4. Explain the main EU funding programmes</p>	<p>S1. Define the key steps of the historical creation of the internal market</p> <p>S2. Explain how the internal market works and the main actors involved</p> <p>S3. Describe EU budget and its composition</p> <p>S4. Delineate the differences of EU funding programmes.</p>	<p>K1. Internal market</p> <p>K2. EU budget</p> <p>K3. EU funding programmes</p>

Resources Context	Evaluation
<p>Educational context: 20h of teaching; “Learning by doing” methodology; Teaching material: PowerPoint presentation, summary lessons;</p> <p>Managerial context Academic courses, following exercise in work group and individual work;</p> <p>Information context: Online course; Bibliography produced by CCBI and EU publication</p> <p>Technological context Access to internet; Office software; Communication: Chat software, browser.</p>	<p>Evaluation criteria: - Appropriation by learners of identified knowledge</p> <p>Performance criteria - Synthesis capacity</p> <p>Expected results - Obtaining 1 credits - Learner satisfaction (evaluation questionnaire)</p> <p>Indicator: degree of satisfaction of learners (Very satisfied – Moderately satisfied – Not satisfied)</p>

Action 2: Opportunities for enterprises in the European framework

Objectives:

- Understand the difference between direct and indirect funds;
- Understand what is an EU tender and the benefits;
- Express the differences between tenders and projects;
- Know how to apply for a tender and projects
- Understand who is the euro project manager and the role;
- Learn the project cycle management;
- Develop a project idea structure;
- Know how to build a partnership;
- Draft a project.

Learning Outcomes

Tasks	Competence	Skills	Knowledge
T1. European Funding opportunities: tenders and projects	<p>C1. Explain what is a European tender and describe its features and advantages</p> <p>C2. Explain what is a European project and describe its features and advantages</p>	<p>S1. Identify a tender and understand the features of European tenders</p> <p>S2. Identify a proposal and understand the benefits and opportunities of a project</p> <p>S3. Recognise the difference between a tender and a project</p>	<p>K1. European tenders and its features and advantages</p> <p>K2. European proposals and features</p> <p>K3. Main differences between tenders and projects</p>
T2. The Project Cycle Management	<p>C1. Define who is the euro project manager</p> <p>C2. Explain the concept of cycle management and its features</p> <p>C3. Analyse the documents</p>	<p>S1. Describe the role of the project manager</p> <p>S2. Delineate the main features of the project cycle management</p> <p>S3. Identify the main documents</p>	<p>K1. Project manager</p> <p>K2. Project Cycle</p> <p>K3. Importance of the documents</p>
T3 - The logical framework	<p>C1. Explain the project idea structure</p> <p>C2. Understand how to build a network</p> <p>C3. Learn to create a partnership</p> <p>C4. Acquire the project's drafting and editing skills</p>	<p>S1. Describe the project idea structure</p> <p>S2. Define the steps to build a network</p> <p>S3. Demonstrate ability to develop a partnership</p> <p>S4. Develop a project idea</p>	<p>K1. Project idea structure</p> <p>K2. Network concept</p> <p>K3. Partnership concept</p> <p>K4. Editing and Drafting a project idea</p>
T4 - Internationalization of the company	<p>C1. Understand how to internationalize a company</p>	<p>S1. Identify the actors and tools to internationalize a business</p>	<p>K1. Internationalization</p>

Resources context	Evaluation
<p>Educational context: 40h of teaching; “Learning by doing” methodology; Teaching material: PowerPoint presentation, summary lessons;</p> <p>Managerial context Academic courses, following exercise in work group and individual work;</p> <p>Information context: Online course; Text; Bibliography produced by CCBI and EU publication</p> <p>Technological context Access to internet; Office software; Communication: Chat software, browser.</p> <p>Relation context Meeting with experts; Practical exercise.</p>	<p>Evaluation criteria: - Appropriation by learners of identified knowledge</p> <p>Performance criteria: - Synthesis capacity - Capacity of written communication - Critical analysis capabilities</p> <p>Expected: - Motivation - Proactivity - Team spirit</p> <p>Expected results: - Obtaining 2 credits - Have the capabilities to take part in a European project - Learner satisfaction tested by a questionnaire. - Indicator: (very satisfied - moderately satisfied - not satisfied)</p>

Certification

Activity 1 - How EU works

Tasks	Knowledge (K), Skills (S), Examined ability (A)	Evaluation methods	Evaluation criteria
T1. EU history and Treaties	<p><u>Knowledge:</u> K1. EU historical integration process K2. The main EU Treaties</p> <p><u>Skills:</u> S1. Recognize the main steps of the EU integration process in the international historical framework</p>	<p>For T1+T2+T3 : open questions and multiple choice questionnaires: 40% of the overall mark</p>	<p>Appropriation by learners of identified knowledge; clarity in the presentation, argumentation</p> <p>Learner work: diligence; ability to synthesize, research and documentary analysis</p>

	<p>S2. Know the EU Treaties since the 1951 CECA to the 2009 Lisbon Treaty</p> <p><u>Abilities:</u> A1. Describe the EU historical process of integration A2. Distinguish the main features of the EU Treaties</p>		
<p>T2. EU Institutions</p>	<p><u>Knowledge:</u> K1. EU institutions and differences between them K2. Relationship among EU institutions K3. Decision-making process</p> <p><u>Skills:</u> S1. Distinguish EU institutions and their decision-making processes S2. Recognize the relationship among the European institutions</p> <p><u>Abilities:</u> A1. Define the EU institutions A2. Describe the decision-making process A3. Define the relationship among the EU institutions</p>		
<p>T3. EU internal market and budget</p>	<p><u>Knowledge:</u> K1. Internal market K2. EU budget K3. EU funding programs</p> <p><u>Skills:</u> S1. Understand the historical pathway towards the EU creation of the internal market S2. Recognize the benefits and limits of the internal market S3. Explain the main EU funding programmes</p> <p><u>Abilities:</u> A1. Define the key steps of the historical creation of the internal market A2. Explain how the internal market works and the main actors involved A3. Describe the differences of EU funding programmes</p>		

Activity 2 - Opportunities for enterprises in the European framework

Tasks	Knowledge (K), Skills (S), Examined ability (A)	Evaluation methods	Evaluation criteria
T1. European Funding opportunities: tenders and projects	<u>Knowledge:</u> K1. European tenders and its features and advantages K2. European proposals and features K3. Main difference between tenders and projects + <u>Skills:</u> S1. Explain what is a European tender and describe its features and advantages S2. Explain what is a European project and describe its features and advantages <u>Abilities:</u> A1. Identify a tender and understand the features of European tenders A2. Identify a proposal and understand the benefits and opportunities of a project A3. Recognise the difference between a tender and a project	Multiple choice questionnaire and open questions : 15% of the overall mark -Realization of a file to analyse the key documents; database research;	Appropriation by learners of identified knowledge; -Learner work: diligence; ability to synthesize, research and documentary analysis; -Master the technical aspect of the project and manage the time; -Ability to present a project, presenting the subject clearly, respecting an organized and explicit plan.
T2. The Project Cycle Management	<u>Knowledge:</u> K1. Project manager K2. Project Cycle K3. Importance of the documents <u>Skills:</u> S1. Define who is the euro project manager S2. Explain the concept of cycle management and its features	Open questions and multiple choice questionnaire; 20% of the overall mark ; Realization of a file to analyse the main documents, database research; Editing and drafting projects	

	<p>S3. Analyse the documents</p> <p><u>Abilities:</u> A1. Describe the role of the project manager A2. Recognize the main features of the project cycle management A3. Identify the main documents</p>		
T3. The logical framework	<p><u>Knowledge:</u> K1. Project idea structure K2. Network concept K3. Partnership concept K4. Editing and Drafting a project idea</p> <p><u>Skills:</u> S1. Explain the project idea structure S2. Understand how to build a network S3. Learn to create a partnership S4. Acquire the project's drafting and editing skills</p> <p><u>Abilities:</u> A1. Describe the project idea structure A2. Define the steps to build a network A3. Demonstrate ability to develop a partnership A4. Prepare a project idea</p>	<p>Open questions and multiple choice questionnaire;</p> <p>Realization of a file to analyse the main documents, database research;</p> <p>Editing and drafting a project idea;</p> <p>List possible partners for the project;</p> <p>20% of the overall mark</p>	
T4. Internationalization of the company	<p><u>Knowledge:</u> K1. Internationalization</p> <p><u>Skills:</u> S1. Understand how to internationalize a company</p> <p><u>Abilities:</u> A1. Identify the actors and tools to internationalize a business</p>	<p>Listing suitable and fitting actors and tools to internationalize the company;</p> <p>Realization of a file to Analyze the key documents, database research;</p> <p>5% of overall mark</p>	

10. Course 4: Entrepreneurial ecosystems

Presentation

Entrepreneurial ecosystems are defined as a set of interdependent actors and factors coordinated in such a way that they enable productive entrepreneurship within a particular territory.

Objectives of the training

Raise awareness of the socio-economic role of entrepreneurship in the territory, as this is the key to the dynamism of a region

Understand the systems of interaction between the different actors within an ecosystem

Identify the links that a company or an entrepreneur will develop with the various stakeholders and networks of an entrepreneurial environment

How to promote the emergence of an entrepreneurial ecosystem and its use by the company

Understand the relationships between ecosystems and allied concepts such as industrial districts, clusters, and innovation systems.

Block 1 : Create and develop his business in a context of entrepreneurial ecosystem

Action 1: Knowing the concept of an entrepreneurial ecosystem

Activity	Tasks	Competence - Compétences	Skills	Knowledge	Description
<p>FRAMEWORK CONDITIONS</p> <p>Activity 1: Knowing the concept of an entrepreneurial ecosystem</p> <p>Understand the analogies with a biological ecosystem</p>	<p>T1 – Definition of a entrepreneurial ecosystem</p>	<p>C1 - Story of the concept of entrepreneurial ecosystems</p> <p>C2 – Know the fundamental ideas behind entrepreneurial ecosystems were first developed in the 1980s and 1990s as part of a shift in entrepreneurship studies away from individualistic, personality-based research towards a broader perspective that incorporated the role of social, cultural, and economic forces in the entrepreneurship process</p> <p>C3 – Be able to identify all the actors of the ecosystem: schools, university, investor, bank, center of research, local authority, private foundation etc.</p> <p>C4 – Know the main key conditions that define an ecosystem</p> <p>C5 Promote an entrepreneurial activity, a process by which individuals create opportunities or structures that foster innovation: start-ups, patenting, etc.</p> <p>C6 – Know and distinguish between different types of entrepreneurial ecosystems</p>	<p>S1 - Measure the interest of a business owner in integrating into a network in order to benefit from economies of scale, combined with flexibility and entrepreneurial dynamism</p> <p>S2 – To know how to choose an entrepreneurial ecosystem according to its activity (to realize a benchmark of the ecosystems):</p> <ul style="list-style-type: none"> • Startup Ecosystem • University-based Entrepreneurship Ecosystem • Business Cluster • Economies of agglomeration • Collaborative innovation network • Coworking • Innovation system • Venture capital <p>S3 To measure the importance of the social context within an entrepreneurial ecosystem</p> <p>S4 – Project feasibility analysis</p> <p>Specific skills for a (future) entrepreneur:</p> <p>S1 – Ability to take into account the priorities, the</p>	<p>K1 – Définition of an entrepreneurial system</p> <p>K2 – The main thinkers and theoreticians of the entrepreneurial ecosystem: Harvard Business Review, Daniel Isenberg, Spigel, Stam, Wong, Freeman & Audia etc.</p> <p>K3 – Success Factors for an Entrepreneurial Ecosystem:</p> <ul style="list-style-type: none"> • is tailored around its own unique environment • operates in an environment with reduced bureaucratic obstacles in which government policies support the unique needs of entrepreneurs and tolerate failed ventures • actively encourages and invites financiers to participate in new ventures is reinforced, not created from scratch, by government, academic or commercial organizations • is relatively free from, or is able to change the cultural biases against failure or operating a business • promotes successes, which in turn attract new 	<p>Biological interpretation: the biological interpretation of this concept in which the interaction of living organisms with their physical environment is at the centre is obviously not to be taken too literally. Rather, the entrepreneurial ecosystem approach emphasizes that entrepreneurship takes place in a community of interdependent actors</p> <p>An entrepreneurial ecosystem is composed of several interacting elements, actors or domains, each of which includes sub-elements that within a region or a territory have an influence on the training and development of entrepreneurs and innovative companies.</p> <p>A start-up ecosystem is a particular type of entrepreneurial ecosystem (a start-up is a temporary organization whose mission is to look for a business model to exploit an opportunity in an uncertain context)</p>

		businesses, and especially on markets and market failure, to a new economic view on people, networks and institutions.	<p>complexity of the situations, the daily risks and to face the unforeseen</p> <p>S2 – Act favorably on the relational climate by seeking to reduce tensions, to prevent and participate in the overcoming of conflicts, to accompany change</p> <p>S3 - Propose work methods adapted to the context, taking into account the organization as a whole, managing files requiring versatility</p>	<p>ventures</p> <ul style="list-style-type: none"> is supported by dialogue among various of the entrepreneurship stakeholders <p>K4 – the different entrepreneurial ecosystems, for example the ecosystems specific to a branch of industry. (example BioRegio in Germany in the field of life sciences)</p> <p>K5 – Success stories: Silicon Valley, MIT's Entrepreneurship Ecosystem, London, New York, Toronto, Taiwan, Israel, Ireland...</p>	
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Action 2: The Market – Marketing

Activity	Tasks	Competence - Compétences	Skills	Knowledge	Description
<p>FRAMEWORK CONDITIONS</p> <p>Activity 2 Taking into account its local environment and market developments, implement commercial actions and marketing operations to boost sales while respecting the image of the brand</p>	<p>T2 - Important domestic markets</p> <p>T3 - Important foreign markets</p>	<p>C1 - Know that the entrepreneurial ecosystem approach contains a shift of traditional economic thinking about businesses, and especially on markets and market failure, to a new economic view on people, networks and institutions.</p> <p>C2 Ability to analyze in a</p>	<p>S1 – Entrepreneurial ecosystems are dynamic. The notions of market and structural failure are essentially static: they exist or not. Entrepreneurial ecosystem services are co-created in dynamic interactions among its stakeholders</p> <p>S2 - Entering or creating a market is a matter of strategy, whether the entrepreneur recognizes this or not.</p> <p>S3 – Measure the potential of customers who can give their opinion on innovative</p>	<p>K1 - Market accessibility and responsiveness</p> <p>K2 - Access to customers in domestic and foreign markets</p> <p>K3 - Importance of Intellectual Property and Patent Protection</p> <p>K4 - Market Trend</p>	

<p>or brand</p>		<p>relevant way the context and the situation of the company in its market</p> <p>C3 – Ability to analyze the market with reasoned proposals and relevant business development</p> <p>C4 – To be able to propose a strategy of development of the company</p> <p>C5 – Implement a quality approach within the company</p> <p>C6 – Ability to monitor the business market for practices, products, regulations and commercial activities</p>	<p>products or services</p>	<p>Analysis</p> <p>K5 - Commercial and Competitive Intelligence</p> <p>K6 – Monitoring the evolution of the business market</p> <p>K7 – the commercial strategy and its implementation</p> <p>K8 – Loyalty techniques</p> <p>K9 – Identification of relevant sources of information</p>	
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Action 3: The corporate culture

Activity	Tasks	Competence - Compétences	Skills	Knowledge	Description
FRAMEWORK CONDITIONS Activity 3: Being able to define and create a specific corporate culture in line with the strategy and objectives of the company	T1 -Tolerance of risk and failure T2 -Preference for self -employment T3 -Success stories/role models T4 -Research, Education & supports programs T5 - Positive image of entrepreneurship T6 - Celebration of innovation	C1 – Know the basics of corporate culture C2 – Identify values and behaviors that facilitate the smooth running of the business C3 – To be able to write a business project specifying the general objectives, the values, the philosophy of the company while asserting its identity	A1 – foster a culture that tolerates error, failure, value risk taking and contradiction, which considers entrepreneurship as a positive life choice S2 – Promote experience sharing: Successful individuals reinvest their time, money and expertise to encourage and support new entrepreneurial activities S3 – Encourage diversity by offering a wide variety of programs and projects that will attract a diversity of entrepreneurs, genres and different levels	K1 – The development of a dense network of relationships between the different actors K2 – A specific corporate culture that unifies all stakeholders K3 – Entrepreneurship education K4- tolerance of risk and mistakes, positive social status of entrepreneur	An open ecosystem easily accepts new members, allows the exchange of information between members and supports diversity within them. l'accès à des lieux de vie et de travail abordables est essentiel à l'épanouissement d'un écosystème entrepreneurial. Une forte densité d'entrepreneurs est pertinente, car elle permet de créer une dynamique pour les entrepreneurs établis, d'offrir des points d'accès aux nouveaux membres de l'écosystème et de favoriser l'échange d'information.

Action 4: Education and Training

Activity	Tasks	Competence - Compétences	Skills	Knowledge	Description
SYSTEMIC CONDITIONS Activity 4: Knowing the importance of education and training	T1 - Pre-university education T2 - University education T3 - Entrepreneur specific training	C1 – Know the recruitment process C2 – Frame the need and define the candidate's position and profile C3 – Know how to set up a candidate search strategy	S1 – identify high-level institutions / universities that drive innovation through the promotion of research S2 Identify entrepreneurship training centers and encourage the creation of start-ups	K1 – Proximity to university centers / business schools, research center	A startup company requires plenty of varied knowledge and learning to cope with typically severe resource constraints. Entrepreneurial knowledge is crucial. Knowledge about the entrepreneurship process is shared between entrepreneurs and mentors through informal social networks, entrepreneurship organizations, and training courses offered

Action 5: Supports Mechanisms

Activity	Tasks	Competence - Compétences	Skills	Knowledge	Description
SYSTEMIC CONDITIONS Activity 5: Know the main actors and devices for supporting companies	T1 - Mentors/advisors Professional services Incubators/accelerators /Co-Work Spaces Network of entrepreneurial peers T2 - Technical talent T3 - Outsourcing availability T4 - Entrepreneurial company experience: Governance – Networking - Mentoring	C1 – Know who to get help with to start a business Private equity Venture capital Angels investors Access to debt/Loans	S1 - Identify public leaders who promote entrepreneurship and entrepreneurs S2 – Identify governments / administrations that promote entrepreneurship-related institutions, and mitigate legislative barriers S3 – Know the main actors and devices to help start a business	K1 – Existence of training programs, conferences, seminars → informal education K2 – Presence of networks of experts in different fields K3 Existence of government programs promoting local economic development K4 – Quality of life in the territory S5 – the different helpers: <ul style="list-style-type: none"> • Social support • Tax aids • Financial help • Aid for information and support • Support networks for creation 	Variety of types of business support: governmental and non-governmental institutions, incubators, co-working spaces, coaching Entrepreneurs support for internationalization of business The presence of a technology cluster significantly benefits entrepreneurship The most innovative companies have a positive influence on other local innovators, albeit often with a time lag

Action 6: Infrastructure Regulatory Framework and Infrastructure

Activity	Tasks	Competence - Compétences	Skills	Knowledge	Description
FRAMEWORK CONDITIONS Activity 6: Infrastructure Ensure public support Know Local Policies in Business Development Assistance Regulatory Framework and Infrastructures Government & policy	T1 - Taxation incentives T2 - Access to transport T3 - Access to basic infrastructure (water, electricity, Telecoms/Internet...) T4 – Physical infrastructure	C1 - Understand that the framework conditions consist of the social (informal and formal institutions) and physical conditions enabling or constraining human interaction. C2: Understand that systemic conditions are the heart of the ecosystem and include networks of entrepreneurs, leadership, finance, talent, knowledge, and support services.	S1 – Know how to take into account the importance of existing infrastructures: telecommunication, transport, energy, presence near incubators, business parks, etc. S2 – Measure the public sector's emphasis on entrepreneurship S3 – To know how to limit the brain drain S4 – Identify successful companies, which act as role models, energize scientific research and support local entrepreneurship through specific initiatives S5 – Take into account future societal changes S6 – Ability to use the digital resources of the enterprise information system)	K1 – Policy and regulations is a principal driver that can influence the role of other elements of the ecosystem	<p>Geographical proximity helps in terms of knowledge acquisition and creating collaborative ties in startups. In early stages and with less developed external relations, geographical proximity is particularly important for knowledge acquisition, while its importance may decline over time as the ability of the firm to invest in research and development grows</p> <p>Agglomeration, especially in urban milieus, makes it easier to legitimise new ventures, discover market opportunities and tap a flexible labour market. For instance, multinational enterprises create opportunities for knowledge-intensive business services around them.</p> <p>Agglomeration can also facilitate market-oriented product development, while interregional collaboration is often more important for science-based innovations.</p> <p>The density of businesses in a specific territory / region creates economies of scale through the specialized services and talent pools necessary for business growth.</p> <p>"Give us space to experiment, to deceive us instead of killing us with all kinds of bans, obligations and accusations" -nous un espace pour expérimenter, pour nous tromper au lieu de nous tuer avec toutes sortes d'interdictions, d'obligations et d'accusations" "Donnez-nous un espace pour expérimenter, pour nous tromper au lieu de nous tuer avec toutes sortes d'interdictions, d'obligations et d'accusations".</p>

Action 7: Human Capital / Workforce Availability

	Tasks	Competence - Compétences	Skills	Knowledge	Description
SYSTEMIC CONDITIONS Activity 7: Know Manager Human Resources Human Capital / Workforce Availability	T1 - Management talent T2 - Technical talent T3 - Outsourcing availability T4 - Entrepreneurial company experience: Governance – Networking - Mentoring	C1 - How to conserve human capital? how to attract talent? C2 – Know how to continuously administer a flow of talent.	S1 – Foster the entrepreneurial culture	K1 – the role of the entrepreneur in the human capital <ul style="list-style-type: none"> ● self ● all the actors who work with the company manager ● the pooling of skills and different individualities K2 – Existing training: Team-Building, individual or team coaching, mentoring, relaxation / well-being, etc.	Innovation results often in intellectual property that can be exploited in different ways. Know-how: we need engineers, developers, designers, sales people, administrators, managers ... all the people we need for the launch and growth of innovative companies

Action 8: Funding and Finance

Activity	Tasks	Competence	Skills	Knowledge	Description
SYSTEMIC CONDITIONS Activity 8: Know how to identify and mobilize the different sources of financing of the company	Friends and family Private equity Venture capital Angels investors Access to debt/Loans	C1 - Know the different sources of investment, external financial resources and know how to implement an investment decision	S1 - Locate private investors and facilitate the detection of projects and access of entrepreneurs to financing funds	K1 - The involvement of banks and investors in the local economy K2 – The role of business angels K3 - The different modes of financing companies with high potential according to their development: <ul style="list-style-type: none"> • love money • contest • aids • incubators • crowdfunding • business angels • capital risk K4 – Traditional financing methods: Self-financing Increase in capital Use of the loan Leasing Operating Cycle Financing (FDR) Bank competitions Business Credit	Capital: by definition, no new business can be launched without money and relevant infrastructure => capital invested in tangible assets

Context	Assessment Criteria
<p>Resources</p> <p>Webography Bibliography Online course Exchange of good practices / testimonials with entrepreneurs European Business Guide ESE Project</p> <p>Data and information available</p> <p>Information on the strategic and commercial decisions made within the SME, on the objectives set Commercial documents: purchase orders, delivery notes, invoices, standard contracts, calls for tenders, etc.</p> <ul style="list-style-type: none"> • regulation associated with public contracts, commercial contracts • information on products and prices, discounts, general conditions of sale, guarantees - presentation of the different processes and procedures used in the company • accounting, legal and professional tax documents - information about products and services needed for the activity (standards) - information about the company's procurement policy (criteria for referencing, specifications, quantities, pace, constraints) - accounting organization of the company, accounting information system - accounting documents of the company <p>Equipment and software available to learners</p> <ul style="list-style-type: none"> • multimedia microcomputers connected to internal and external networks, printer • material of communication (fixed and mobile phones) • office software: word processing, spreadsheet, presentation tools, communication (messaging for example) 	<p>An analysis of the commercial situation of the company taking into account the priorities, the contingencies and the characteristics of the market</p> <p>The choice of development axes in coherence with the economic model of an entrepreneurial ecosystem</p> <p>The ability to carry out a strategic analysis to determine the resources available to the company and the key success factors of the environment in which it operates in order to propose, according to the characteristics of the competition, strategic orientations</p>

Référence document of certification

SKILLS BLOCK 1

CREATING YOUR COMPANY IN A CONTEXT OF ENTREPRENEURIAL ECOSYSTEM

Knowledge, skills, evaluated ability	Evaluation methods	Evaluation criteria
<p>Ability to present a project of business creation</p> <p>Choosing an entrepreneurial ecosystem: context, type, geographical location, financial resources, human capital, etc.</p> <p>Ability to develop a thought built on problems techniques related to the world of the company.</p> <p>Ability to demonstrate professional skills and know-how expected of a student specialized in his field and consistent with his level.</p> <p>Ability to make an objective judgment about the content and outcome of the study or tutored project</p> <p>For the writing of the dissertation / internship report The candidate must be able to express himself in writing respecting the rules</p> <ul style="list-style-type: none"> ✓ Style and spelling of his language; ✓ Have a clear thought; ✓ Organize your thinking according to an organized and explicit plan; ✓ Meet the presentation and content requirements that are defined in the test repository. 	<p>Presentation of an existing business case study and / or a personal business creation project</p> <p>The students will present their project of creation or takeover of a company. This project will be presented orally (using a computer support) and in writing.</p> <p>Master the technical aspects covered in the dissertation and show real autonomy in the fields concerned.</p> <p>Demonstrate your professional know-how in a technical context related to your specialty and in accordance with your level of training EQF level V</p>	<p>Written dissertation + oral presentation</p> <p>Written test: The written document must represent an effort of research, analysis and application concerning a real and well defined aspect of the activity of a company and in a European economic context.</p> <p>Observing the practices of the company or organization and / or reading</p> <p>Theoretical works in relation to the subject must enable the candidate to context-specific problem, and give it an opportunity to develop an analysis and concrete proposals that it must be able to justify</p> <p>Oral test - duration 1 hour Oral: theoretical presentation (30 ') + questions / answers with the jury (30')</p> <p>The candidate must be able to: Have a good overview</p> <ul style="list-style-type: none"> ✓ speak correctly orally and clearly; ✓ organize your ideas; ✓ master the course of the test; ✓ manage your time ✓ choose your arguments to convince; ✓ show active listening <p>Master perfectly the documents that he brings;</p> <ul style="list-style-type: none"> ✓ To be comfortable in the presentation and the use of these documents as that support of the oral communication. ✓ Take a step back and measure the interest and the personal and professional benefit that he has drawn from his research, investigations and contacts with companies.

Indicative specific bibliography

Building Entrepreneurial Ecosystems Conducive to Student Entrepreneurship: New Challenges for Universities - Mireille Matt
Entrepreneurial Ecosystems: Place-Based Transformations and Transitions - [Allan O'Connor](#)
Entrepreneurial Ecosystem: Perspectives from Emerging Economies- [Mathew J Manimala](#)

Webographie

[L'écosystème entrepreneurial à Bordeaux Métropole](#)
[Entrepreneurship ecosystem - Wikipedia](#)
[Entrepreneurial Ecosystems](#)
[Entrepreneurial Ecosystems - OECD.org](#)
[Entrepreneurial Ecosystems: Research, Policy and Practice ...](#)

11.Course 5: Corporate social responsibility

Objective

The objective aims to train professional able to implement a Corporate Social Responsibility approach (CSR) from identifying issues to developing an action plan, as well as writing a CSR report.

Presentation grid of the syllabus

Six units of *Learning Outcomes* (3 units for 2 skills blok)

Duration of the training : 35h - 60h workload

2 crédits of learning EQF Level V

Skills block A : 1 crédits/ 17h – Understand the CSR

Skills block B : 1 crédits/ 18h – Implement the CSR

Learning Outcomes

Action 1: Understand the CSR : issues, définition, regulatory framework

Action	TASKS – Units of learning outcome	Competence – Compétences requises	Skills - Aptitudes	Knowledge - Savoir	Limits of knowledge
A1 – CSR basics	T1 – Sustainable development and CSR	<p>C1 - Know the theoretical foundations of sustainable development and CSR</p> <p>C2 – Analyze CSR actions and practices of companies</p>	<p>A1 Identify the issues of sustainability and social responsibility</p> <p>A2 Understand the transversality of CSR to implement it in a company</p> <p>A3 - Analyze CSR practices through professional and academic information</p> <p>A4 - To understand the new economic models (economy of functionality, circular economy, social and solidarity economy)</p>	<p>S1 – Issues of sustainable development and CSR</p> <p>S2 - theoretical framework of CSR</p> <p>S3 – CSR actions and practices of companies</p>	<p>Genesis of sustainable development</p> <p>conceptual approach to sustainable development (strong/weak sustainability)</p> <p>Strategic management and sustainable development</p> <p>Evaluation of the economic, environmental, social performances</p>
	T2 – Institutionnalization of the CSR and Iso 26000 standards	C1- Mobilize the legal and normative instruments	<p>A1 - Identify the guiding principles of CSR</p> <p>A2 - Organize a contextualized legal watch for CSR</p> <p>A3 - Appropriate European and national regulations</p> <p>A4 - Identify standards, certifications, labels for a CSR approach</p> <p>A5 - Describe the principles and guidelines of ISO 26000 standards</p>	<p>S1 – International Conventions and Recommendations, Global Compact</p> <p>S2 – European and national legal framework</p> <p>S3 – CST standards Certifications and labels</p>	<p>Appropriation of the texts of laws</p> <p>Implementation of standards in the company</p>
	T3 – CSR reporting and extra-financial rating	<p>C1 - Master the extra-financial reporting tools</p> <p>C2 – To understand</p>	<p>A1 - Appropriate the Global Reporting Initiative (GRI) standard</p> <p>A2 - Analyze dashboards,</p>	<p>S1 – Extra financial reporting frameworks</p> <p>S2 – CSR indicators</p>	<p>Financial rating methods</p> <p>Determination of CSR indicators</p>

		the issues of the extra-financial rating	statistics and results tracking documents A3 - Identify the issues of the extra-financial rating	S3 – Extra-financial rating	
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Conditions de réalisation / « on donne » / Ressources pour produire les résultats Context	Critères d'évaluation / Critères de performance/ « on attend » / Résultats attendus/ Assessment Criteria
<p>Educational context</p> <ul style="list-style-type: none"> - 17 h of teaching - Provision of material resources (class room, social room, office furniture, video projector) - Teaching materials: plan and summary of lessons, power point in support of classes - Alternation of group work and individual work <p>Informational context</p> <ul style="list-style-type: none"> - Online courses - Regulatory texts - Bibliography of scientific articles, professional journals and reference websites <p>Technological context</p> <ul style="list-style-type: none"> - Access to internet - Bureautic software - Communication tools: messaging software, browser <p>Managerial context</p> <ul style="list-style-type: none"> - Alternation of academic courses, collective works <p>Relational context</p> <ul style="list-style-type: none"> - Relations with companies - Conference / debate with a CSR manager of companies or extracts of videos of business managers 	<p>Evaluation criteria</p> <ul style="list-style-type: none"> - Appropriation by learners of identified knowledge <p>Work of the learner: diligence; presentations (oral and written) research and literature review</p> <ul style="list-style-type: none"> - Indicators: Note in the continuous assessments of knowledge <p>Performance criteria</p> <ul style="list-style-type: none"> - Ability to work - Synthesis capacity - Capacity of critical analysis <p>“Expected”</p> <ul style="list-style-type: none"> - Motivation - Team spirit - Method and rigor <p>Expected results</p> <ul style="list-style-type: none"> - Obtaining 2 crédits - Learner satisfaction (utilization d'un questionnaire évaluatif) <p>Indicator: degree of satisfaction of learners (Very satisfied- Moderately satisfied – Not satisfied)</p> <ul style="list-style-type: none"> - Integration in the economic world. Indicator: follow-up of learners at 3 months, 6 months, 1 year after training

Certification rules

Action 2 – CSR basics

Tasks	Knowledge (K), Skills (S), Examined ability (A)	Evaluation methods	Evaluation criteria
T1 – Sustainable development and CSR	<p>Knowledge: K1 - The sustainable development and CSR issues K2 - Theoretical framework of CSR K3 - Actions and CSR practices of companies</p> <p>Skills: S1 - Know the theoretical foundations of sustainable development and CSR S2 - Analyze CSR actions and practices of companies</p> <p>Abilities: A1- Identify the issues of sustainability and social responsibility A2 - Understand the transversality of CSR to implement it in a company A3 - Analyze CSR practices through professional and academic information A4 - Understand new business models</p>	Continuous knowledge assessment with summary notes and course questions (methods chosen by the trainer): 20% of the overall mark	<ul style="list-style-type: none"> - Appropriation by learners of identified knowledge - Learner work: diligence; research and documentary analysis; realization of summary - Ability to analyze and synthesize audio, video, specialized press reviews, scientific articles
T2 – CRS institutionnalization and ISO 26000 standards	<p>Knowledge: K1 - International Conventions and Recommendations, Global Compact K2 - European and national legal framework K3 - Standards, certifications and CSR labels</p> <p>Skills: S1- Mobilize legal and normative instruments</p>	Continuous assessment of knowledge by course questions (methods chosen by the trainer): 15% of the overall mark	<ul style="list-style-type: none"> - Appropriation by learners of identified knowledge - Learner work: diligence; research and documentary analysis

	<p>Abilities:</p> <p>A1 - Identify the guiding principles of CSR</p> <p>A2 - Organize a contextualized legal watch for CSR</p> <p>A3 - Appropriate European and national regulations</p> <p>A4 - Identify standards, certifications, labels for a CSR approach</p> <p>A5 - Describe the principles and guidelines of the ISO 26000 standard</p>		
<p>T3 CSR reporting and extra-financial rating</p>	<p>Knowledge:</p> <p>K1 - Extra-financial reporting frameworks</p> <p>K2 - CSR indicators</p> <p>K3 - Extra financial rating</p> <p>Skills:</p> <p>S1 - Master the extra-financial reporting tools</p> <p>S2 - To understand the issues of extra-financial rating</p> <p>Abilities:</p> <p>A1 - Appropriate the Global Reporting Initiative (GRI) standard</p> <p>A2 - Analyze dashboards, statistics and results tracking documents</p> <p>A3 - Identify the issues of extra-financial rating</p>	<p>Continuous assessment of knowledge by questions of course (methods in the choice of the trainer): 15% of the global mark</p>	<ul style="list-style-type: none"> - Appropriation by learners of identified knowledge - Learner work: diligence; research and documentary analysis

Action 3 – Implementing a CSR approach: case study

Action	TASKS – Clusters of Learning Outcomes (L.O.)	Competence - Compétences	Skills - Aptitudes	Knowledge - Savoir	Limits of knowledge
A1 – Implementation of a CSR approach	T1 – CSR Strategy	C1 – Define a CSR strategy C2 – Master the project management techniques, opportunities and risks related to the CSR project	S1 - Present and explain the scope, objectives, issues and risks of a CSR strategy S2 Analyze a CSR diagnosis S3 - Set strategic directions in accordance with international conventions and recommendations and taking into account the needs/ constraints (legal, economic or social) of the company	K1 – Strategic management K2 – Technique for conducting a CSR project (diagnosis, issues, strategy, action plan, evaluation)	Fictitious cases / non-immersion in the company Partial control of a CSR project approach
	T2 – CSR actions plan	C1 – Develop a program of actions to implement C2 – Federate stakeholders around a CSR strategy C3 - Facilitate a CSR approach	S1 - Declining the strategy into action plan in the three dimensions CSR (environment, economic, social) S2 Write the action sheets (objectives, initiatives, indicators of achievement / results) S3 - Identify the sphere of influence of the company and its stakeholders S4 - Communicate and collaborate with stakeholders (expectations, proposals) S5 - Mobilize internally (appropriation of CSR issues) S6 - Build media and communication tools suitable	K1 – How to build a CSR action plan	Fictitious cases / non-immersion in the company Partial control of the elaboration of a program of actions

	T3 – Steering the process	C1 – Apply CSR reporting methods C2 – Implement a management tool to ensure continuous monitoring and improvement of CSR performance	S1 - Write and argue a report in accordance with CSR standards S2 – Build a contextualized CSR indicators dashboard	K1 – CSR reporting standard (global compact, GRI) K2 – CSR indicators	Fictitious cases / non-immersion in the company Partial control of the piloting tools
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Context	Assessment Criteria
Educational context <ul style="list-style-type: none"> - 18 h of teaching - Provision of material resources (class room, social room, office furniture, video projector) - Teaching materials: plan and summary of lessons, power point in support of classes - Alternation of group work and individual work 	Evaluation criteria <ul style="list-style-type: none"> - Appropriation of the content of the identified knowledge - Work of the learner: diligence; scenario for the development of a CSR strategy; realization of a file on the implementation of a CSR approach in a company - Indicators: role-playing (clarity in the presentation, argumentation, respect of instructions); File report note Performance criteria <ul style="list-style-type: none"> - Work capacity - Ability to synthesize - Capacity of critical analysis - Capacity of written and oral communication - Strength of proposal “Expected” <ul style="list-style-type: none"> - Involvement - Team spirit - Method and rigor - Dynamism Expected results <ul style="list-style-type: none"> - Obtaining 2 credits
Informational context <ul style="list-style-type: none"> - Online courses - Regulatory texts - Bibliography of scientific articles, professional journals and reference web sites 	
Technological context <ul style="list-style-type: none"> - Internet access - Office software - Communication tools: messaging software, browser 	
Managerial context <ul style="list-style-type: none"> - Alternation of academic courses, collective works 	
Relational context <ul style="list-style-type: none"> - Relationship with companies 	

- Conference / debate with a CSR manager of companies or extracts of videos of business managers

- Being operational in the economic world
- Learner satisfaction (use of an evaluative questionnaire). Indicator: Satisfaction level of learners (Very satisfied - Moderately satisfied - Not satisfied)
- Integration in the economic world. Indicator: follow-up of learners at 3 months, 6 months, 1 year after training

Certification standards

Action 2 – Implementation of a CSR approach

Tasks	Knowledge (K) Skills (S), Examined ability (A)	Modalités d'évaluation	Critères d'évaluation
T1 – CSR strategy	<p>Knowledge:</p> <p>K1 - Strategic management K2 - Technique for conducting a CSR project (diagnosis, challenges, strategy, action plan, evaluation)</p> <p>Skills:</p> <p>S1 - Define a CSR strategy S2 - Master the project management techniques, opportunities and risks related to the CSR project</p> <p>Abilities:</p> <p>A1 - Present and explain the scope, objectives, issues and risks of a CSR strategy A2 - Analyser un diagnostic RSE</p> <p>A2 - Set strategic directions in accordance with international conventions and recommendations and taking into account the needs / constraints of the company</p>	<p>Continuous knowledge control (15% of the overall score):</p> <p>Role play situation for the elaboration of a CSR strategy</p>	<p>Role play situation: respect of the instructions (time, objectives ...), clarity in the presentation, argumentation</p> <p>Learner's ability to use academic skills to develop a strategy</p> <p>Relational skills of the learner</p>
T2 – CSR action plan	<p>Knowledge:</p> <p>K1 - How to build a CSR action plan</p> <p>Skills:</p> <p>S1 - Develop a program of actions to implement S2 - Federate stakeholders around a CSR strategy S3 - Facilitate a CSR approach</p> <p>Abilities:</p> <p>A1 - Declining the strategy into action plan in the three dimensions CSR (environment, economic, social) A2 - Write the action sheets (objectives, initiatives, indicators of achievement / results) Write the action sheets (objectives, initiatives, indicators of achievement / results) A3 Identify the sphere of influence of the company and</p>	<p>Continuous knowledge control (35% of overall score):</p> <p>- Realization of a file on a company: development of a program of actions; writing an action sheet; creation of a CSR indicators dashboard</p>	<p>Quality of the action plan: relevance of actions with regard to the CSR objectives of the company, consistency of actions, prioritization of actions / measures</p> <p>Quality of the action sheet: overall readability, definition and temporality of the sub-actions, indicators of achievement / results</p> <p>Quality of the dashboard (relevance of indicators, readability, reliability, ease of updating)</p>

	<p>its stakeholders A4 - Communicate and collaborate with stakeholders (expectations, proposals) A5 - Mobilize internally (appropriation of CSR issues) A6 - Build the appropriate media and communication tools</p>		
<p>T3 – Steering the process</p>	<p>Knowledge: K1 – CSR reporting standards (global compact, GRI) K2 – CSR indicators</p> <p>Skills: S1 – Apply CSR reporting methods S2 – Implement a management tool to ensure continuous monitoring and improvement of CSR performance</p> <p>Aptitudes: A1 - Write and argue a report in accordance with CSR standards A2 – Build a contextualized CSR indicators dashboard</p>		

12.Course 6: Social entrepreneurship opportunities for enterprises

Objective

The global objective of this set of topics is to give entrepreneurs a knowledge about Social entrepreneurship as a concept that has recently gaining popularity due to its innovative ways of doing business. Students will gain knowledge of what is Social Entrepreneurship, of economic Model of Social Entrepreneurship and forms of running social enterprises. Students will acquire competences and skills to describe social enterprises in Europe and compare the model with SE European Countries and China. Students will learn about the Triple Bottom Line – special accounting framework

Grid of the syllabus

Four units of *Learning Outcomes* (2 units for 2 skills block)

Duration of the training: 50h

Activity	Workload
Training on the platform	30 h
Individual study of the subject	10 h
Consultations with mentor	5 h
Project development	5 h
TOTAL	50 h
Credit points of learning	2

Skills block A1 – 1 credit/ 30 h – The Concept of Social Entrepreneurship (SE) and Economic Model of Social Entrepreneurship

Skills block A2 – 1 credits/ 20 h – Social and Environmental Needs and Creation of Shared Values

Action 1: The Concept of Social Entrepreneurship (SE) and Economic Model of Social Entrepreneurship

Objectives:

- Define concepts of: social entrepreneurship, social economy, and Triple Bottom Line;
- Explain the difference between social entrepreneurship, corporate social responsibility and philanthropy;
- Give examples of different economic models of SE
- Interpret different contexts of SE
- Summarize the Brooks' process of SE

Learning Outcomes:

Tasks	Competence	Skills	Knowledge
T1. What is Social Entrepreneurship?	C1- Knowledge about the basic assumptions of the social economy C2. Understand different definition of SE in Europe C3. Knowledge regarding the basic concepts of managing people in the organization of the social enterprise	S1. Describe the essence and explain the mechanism of functioning of social enterprises S2. Present views on the problems of social economy S2. Explain the difference between social entrepreneurship, corporate social responsibility and philanthropy S3. Define concepts of Triple Bottom Line	K1. Indicate the importance of building human capital for local development. K2. Functions and development of the social economy.
	C1. Recognize factors to explain the growth of social entrepreneurship C2. Understand the concept of corporate social responsibility	S1. Analyze a specific social problem in the local environment: and propose activation within the social economy S2. Anticipates the multidirectional social effects of social entrepreneurship	K1. Initiation and organization of social and economic life in the region K2. K3.
T2. The increasing importance of Social Entrepreneurship	C1. Knowledge what are the types of social enterprises and what target groups can be hired in social entrepreneurs	S1. Explain the difference between social entrepreneurship, corporate social responsibility and philanthropy S2. Give examples of different economic models of SE	K1. Initiates the creation of a social economy enterprise
T3. Different Contexts of Social Entrepreneurship	C1. Recognize definitions of social economy, social-economy entities and social entrepreneurship developed by Thematic Network of Social Economy (TESSEA) and approved by European Commission.	S1. Compare SE activities in the European Countries and China S2. Define field of activity of social enterprises in EU	K1. Social franchising K2. Transferring and adapting proven solutions

	C2. Understand and describes the mechanism of developing social economy enterprises in own country as well as in other EU and non-EU countries	S3. Explain two effective approaches of expanding SE capacity	
T4.Social Entrepreneurship in Europe	C1. Recognize important social problems that are in the field of interest of the social economy.	S1. Can use the acquired knowledge to interpret social phenomena and indicate ways to solve socio-economic problems of excluded, unemployed and marginalized people. S2. Demonstrate challenges for different economic models of SE	K1. The ability to independently search for knowledge and strive for its widening and working in a group.
T5. Challenges for Social Entrepreneurship			

Resources Context	Evaluation
Educational context: 30h of teaching; Practical approach methodology; Teaching material: PowerPoint presentation, summary lessons; Managerial context Individual work on the platform; mentor available online, group work Information context: Online course; Bibliography developed by Syntea	Evaluation criteria: Knowledge assessment by course questions Performance criteria Student answers questions correctly Students developed project about social entrepreneurship Expected results Obtaining 1 credits Gain the certificate of knowledge

Action 2: Social and Environmental Needs and Creation of Shared Values

Objectives:

- Identify social and environmental needs;
- Explain how social and environmental needs can be satisfied with the use of SE
- Ability to understand that creation of shared values has a positive impact on the business' performance;

Social and Environmental Needs and Creation of Shared Values		
T1. Points to the importance of the social economy as regards services of general interest	C1. Knowledge about the basic relationships between social economy organizations and other institutions that create their environment on a national and international scale	S1. Critically explain how social and environmental needs can be satisfied with the use of SE
T2. Keys ways that companies can create shared value opportunities	C1. Define ways to create shared values	S1. Justify that creation of shared values has a positive impact on the business' performance

Resources Context	Evaluation
Educational context: 20h of teaching; Practical approach methodology; Teaching material: PowerPoint presentation, summary lessons; Managerial context individual work on the platform; mentor available online, group work Information context: Online course; Bibliography developed by Syntea	Evaluation criteria: - Appropriation by learners of identified knowledge Performance criteria - Student answers questions correctly - students developed project about social entrepreneurship Expected results - obtaining 1 credits - gain the certificate of knowledge

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13.Outcomes

The articulated set of teachings, activities, knowledge and skills resulting from E.S.E syllabus design.

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