makesense

Intellectual Output 4

Handbook for social entrepreneurship at school.

Lead: Fondazione Monnalisa

Make SENSE - (Social ENtrepreneurship for School Education)
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Introduction– Fondazione Monnalisa

The UN 'World Youth Report' (2019) sets out the importance of promoting Social Entrepreneurship
The Make Sense project (34 months) has supported teachers to promote social entrepreneurship by providing them with the tools and educational methodologies based on an integrated use of two models

-EntreComp (European Framework for Entrepreneurship Competence)
-Competitive Arena (Market Innovation and Development model that aims to increase entrepreneurship, to be transferred to the school context)

The main goal is to develop 5 key skills for social entrepreneurship, identified through a comparative analysis of the EntreComp and Competitive Arena models:
Literacy – specifically economic literacy
Digital and Tech-Based – ability to search and use widespread knowledge on the internet
Interpersonal – working in a team, communicating effectively
Active Citizenship – to be sensitive to global issues and be protagonists of change
Entrepreneurship – using creativity and innovation to create added value both professionally and socially

The project has been carried out in each country with shared main activities:

- In each partner country one high school has created and tested social entrepreneurship courses at school; aimed to develop key competences both for teachers and students, designed to boost employability and civic participation
- 20 Students in each school tested a Social Entrepreneurship Path
- A minimum of 5 teachers in each school have participated in a blended training workshop (in class and online) to support the students and ensure a coherent project approach

In this Intellectual Output we will report the theoretical framework of the project and all the activities and results achieved, under the prospective of the teachers, students and stakeholders involved

LifeLong Learning and Key competences framework – Fondazione Monnalisa

The theoretical framework of lifelong learning is based on the belief that learning should not be limited to the school or training environment, but should continue throughout life in order to improve personal, social and professional skills.

Transversal competencies, also known as key competencies for lifelong learning, are those skills that go beyond subject-specific technical and theoretical knowledge and are useful in multiple contexts, both personal and professional. These skills include, for example, the ability to communicate effectively, work in teams, solve problems, think critically, learn independently and adapt to change.

Lifelong learning, therefore, focuses on developing these soft skills through a wide variety of learning activities and contexts, which may include formal education, informal learning, on-the-job learning and personal learning. This means that lifelong learning is not limited to the transmission of specific knowledge, but focuses on training individuals who are able to adapt and learn continuously in a constantly changing world.

In summary, the theoretical framework of lifelong learning is based on the notion that learning is a continuous, lifelong process that aims to develop soft skills essential for personal and professional success.

The European Union Key Competencies, also known as the eight key competencies for lifelong learning, are a set of competencies that the EU has identified as essential for education and training in Europe. These competencies focus on skills and knowledge that are considered important for active participation in society and employability.

The eight EU key competencies are as follows (EU 2018):

Key competence (2018)	Definition
Literacy competence	Literacy competence indicates the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions, in both oral and written form, using visual, sound and digital materials from various disciplines and contexts. It implies the ability to communicate and relate effectively with others in an appropriate and creative way. Its development forms the basis for further learning and linguistic interaction. Depending on the context, functional literacy competence may be developed in the mother tongue, the language of school education and/or the official language of a country or region. ***Essential knowledge, skills and attitudes related to this competence*** This competence includes knowledge of reading and writing and a good understanding of written information and therefore presupposes knowledge of vocabulary, functional grammar and the functions of language. People should have the ability to communicate orally and in writing in a variety of situations and to monitor and adapt their communication to the situation. This competence also includes the ability to distinguish and use different types of sources, to search, collect and process information, to use aids, to formulate and express arguments convincingly and appropriately to the context, both orally and in writing. It includes critical thinking and the ability to evaluate and use information. A positive attitude towards this competence involves a willingness to engage in critical and constructive dialogue, an appreciation of aesthetic qualities and an interest in interacting with others. It implies awareness of the impact of language on others and the need to understand and use language in a positive and socially responsible way.

Multilingual competence	This competence defines the ability to use several languages in an appropriate and effective way for the purpose of common use. In principle it shares the main skills with alphabetical competence: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (oral comprehension, oral expression, written comprehension and written expression) in an appropriate range of social and cultural contexts according to individual wishes or needs. Language skills include a historical dimension and intercultural competences. This competence is based on the ability to mediate between different languages and media, as set out in the Common European Framework of Reference. Depending on the circumstances, it may include the maintenance and further development of mother tongue skills and the acquisition of the official language(s) of a country. ***Essential knowledge, skills and attitudes related to this competence*** This competence requires knowledge of the vocabulary and functional grammar of different languages and knowledge of the main types of verbal interaction and language registers. Knowledge of social conventions, the cultural aspect and the variability of languages is important. The essential skills for this competence are the ability to understand oral messages, to start, stop and end conversations and to read, understand and write texts, at different levels of proficiency in different languages, according to individual needs. It also presupposes respect for the individual linguistic profile of each person, including both respect for the mother tongue of those who belong to minorities and/or come from a migrant background and the appreciation of the official language(s) of a country as a common framework for interaction.

Mathematical competence and competence in science, technology, and engineering	A. Mathematical competence is the ability to develop and apply mathematical thinking and understanding to solve a range of problems in everyday situations. Starting from a solid mastery of mathematical arithmetic competence, the emphasis is on process and activity aspects as well as knowledge. Mathematical competence involves, at different levels, the ability to use mathematical models of thought and presentation (formulas, models, constructs, graphs, diagrams) and the willingness to do so. ***Essential knowledge, skills and attitudes related to this competence*** A. The knowledge required in mathematics includes a sound knowledge of numbers, measurements and structures, fundamental operations and basic mathematical presentations, an understanding of mathematical terms and concepts and an awareness of the questions that mathematics can answer. People should be able to apply basic mathematical principles and processes in everyday life at home and at work (e.g. in the financial sphere) and follow and examine concatenated topics. People should be able to carry out mathematical reasoning, understand mathematical tests and communicate in mathematical language, as well as use appropriate aids, including statistical data and graphs, and understand the mathematical aspects of digitisation. A positive attitude in relation to mathematics is based on respect for the truth and willingness to search for causes and assess their validity. B. Competence in science refers to the ability to explain the world around us using all the knowledge and methodologies, including observation and experimentation, to identify problems and draw conclusions based on empirical facts, and the willingness to do so. Skills in technology and engineering are applications of such knowledge and methodologies to respond to the wishes or needs

Digital Competences	Digital competence presupposes an interest in digital technologies and their use with familiarity and a critical and responsible spirit to learn, work and participate in society. It includes computer and digital literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including being comfortable in the digital world and having cyber security skills), intellectual property issues, problem solving and critical thinking. Essential knowledge, skills and attitudes related to this competence People should understand how digital technologies can help communication, creativity and innovation, while being aware of the opportunities, limitations, effects and risks involved. They should understand the general principles, mechanisms and rationale behind evolving digital technologies, as well as the basic functioning and use of different devices, software and networks. People should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the ethical and legal principles involved with the use of digital technologies. Interacting with digital technologies and content requires a thoughtful and critical, but also curious, open and interested in the future of their evolution. It also requires an ethical, safe and responsible approach to the use of such tools.

Personal, social and learning to learn competence	Personal, social and learning to learn competence consists of the ability to reflect on oneself, to manage time and information effectively, to work with others constructively, to remain resilient and to manage one's learning and career. It includes the ability to cope with uncertainty and complexity, to learn to learn, to promote one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious and future-oriented life, to empathise and manage conflict in a supportive and inclusive environment. ***Essential knowledge, skills and attitudes related to this competence*** For successful interpersonal relationships and participation in society it is essential to understand codes of conduct and communication standards generally accepted in different environments and societies. It requires knowledge of one's preferred learning strategies, one's skills development needs and different ways of developing skills and seeking opportunities for education, training and careers, or identifying available forms of guidance and support. This competence is based on a positive attitude towards personal, social and physical well-being and lifelong learning. It is based on an attitude of collaboration, assertiveness and integrity, including respect for the diversity of others and their needs, and a willingness both to overcome prejudice and to compromise.

Citizenship competence	Competence in citizenship refers to the ability to act as responsible citizens and to participate fully in civic and social life, based on an understanding of social, economic, legal and political structures and concepts as well as global developments and sustainability. ***Essential knowledge, skills and attitudes related to this competence*** Competence in citizenship is based on knowledge of basic concepts and phenomena concerning individuals, groups, working organisations, society, economy and culture. It includes knowledge of contemporary events as well as critical interpretation of major events in national, European and world history. It also embraces knowledge of the objectives, values and policies of social and political movements as well as sustainable systems, in particular global climate and demographic change and its causes. Competence in citizenship requires the ability to engage effectively with others to achieve a common or public interest, such as the sustainable development of society. Constructive participation requires a willingness to participate in democratic decision-making at all levels and in civic activities. It includes support for social and cultural diversity, gender equality and social cohesion, sustainable lifestyles, the promotion of a culture of peace and non-violence, and a willingness to respect the privacy of others and to be environmentally responsible.

Entrepreneurship competence	Entrepreneurial competence refers to the ability to act on ideas and opportunities and turn them into values for others. It is based on creativity, critical thinking and problem-solving, initiative and perseverance, and the ability to work collaboratively to plan and manage projects that have cultural, social or financial value. ***Essential knowledge, skills and attitudes related to this competence*** Entrepreneurial competence requires an awareness that there are different opportunities and contexts in which ideas can be turned into action in personal, social and professional activities, and an understanding of how these opportunities arise. Entrepreneurial skills are based on creativity, which includes imagination, strategic thinking and problem solving, as well as critical and constructive reflection in a context of innovation and evolving creative processes. An entrepreneurial attitude is characterised by initiative and self-awareness, proactivity, foresight, courage and perseverance in achieving goals. It includes the desire to motivate others and the ability to value their ideas, to feel empathy and care for people and the world, and to accept responsibility by applying ethical approaches at all times.

Cultural awareness and expression competence	Competence in cultural awareness and expression implies understanding and respect for how ideas and meanings are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It requires a commitment to understand, develop and express one's ideas and the meaning of one's function or role in society in a variety of ways and contexts. ***Essential knowledge, skills and attitudes related to this competence*** This competence requires knowledge of local, national, regional, European and world cultures and expressions, including their languages, their expressive heritage and traditions, and cultural products, as well as an understanding of how these expressions can influence each other and affect the ideas of individuals. Related skills include the ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy, and the ability to do so in different arts and other cultural forms. They also include the ability to recognize and realize opportunities for personal, social or commercial enhancement through the arts and other cultural forms and the ability to engage in creative processes, both individually and collectively.

These skills are considered cross-curricular and go beyond subject- or discipline-specific knowledge. Instead, they focus on developing skills and knowledge that are essential for personal and professional success in an increasingly complex and changing society.

The EU promotes the acquisition of these key competencies through formal and informal education, vocational training and lifelong learning. Knowledge and development of these skills are considered essential for active participation in social life and increased employability in an ever-changing world of work.

The promotion of soft skills in school has become an increasingly important aspect of modern education. There are several reasons why soft skills have become a

priority in education, including the need to prepare students for the challenges of the world of work, the need to develop active and responsible citizens, and the need to develop individuals who can adapt to change.

To promote soft skills in school, it is important to incorporate specific activities and teaching strategies in all disciplines and at all levels of education. For example, group activities can be used to develop collaboration and teamwork skills, while problem solving exercises can help develop critical thinking skills. In addition, the use of digital technologies and e-learning platforms can help develop students' digital competence.

In addition, to promote soft skills, it is important that teachers be trained to recognize and assess these skills. This can be done through the use of specific assessment tools, which can be used to assess students' skills in areas such as communication, problem solving, and teamwork skills.

Finally, it is important to involve students in extracurricular activities, such as volunteering, sports and art activities, which can help develop soft skills and broaden their experiences.

In summary, promoting soft skills in school requires the integration of specific teaching strategies in all disciplines and the assessment of students' skills. In addition, it is important to engage students in extracurricular activities that help them develop soft skills and broaden their experiences.

The European Entrepreneurship Competence Framework – Fondazione Monnalisa

The European Entrepreneurship Competence Framework (EntreComp/EECF) is a framework developed by the European Union to define the entrepreneurial competencies needed to start and run a successful business. The framework was developed based on extensive public consultation and input from industry experts and academics.

The framework consists of 15 entrepreneurial competencies, organized into three areas:

1. Entrepreneurial Thinking and Behavior: this area covers the mindset and behaviors associated with starting and running a business. It includes skills such as creativity, motivation and perseverance.

2. Innovative skills: this area concerns the innovation skills, both in terms of product/service and process, needed to make a difference from competitors. It includes skills such as innovative product/service design and innovation management.

3. Operational skills: this area covers the operational skills needed to start and run a business, including planning, financial management, human resource management, and communication.

The EECF can be used in various contexts, including education, training and professional development. It can be used as a basis for designing entrepreneurial training programs and assessing the competencies of entrepreneurs. In addition, the EECF has been used as a reference for the development of entrepreneurial skills self-assessment tools, which can help entrepreneurs identify their strengths and weaknesses.

The European Entrepreneurial Skills Framework is a framework developed by the European Union to define the entrepreneurial skills needed to start and run a successful business. The framework consists of 15 distinct competencies under three main categories:

1. Entrepreneurial ideation:
- Creativity and innovation;
- Identifying opportunities;
- Risk-taking;
- Critical thinking.

2. Entrepreneurial skills:
- Business development;
- Financial planning and management;
- Networking;
- Organizational and management skills.

3. Personal skills:
- Motivation and perseverance;
- Leadership;
- Self-esteem and confidence;
- Customer orientation;
- Adaptability;
- Empathy and attention to relationships;
- Social and environmental responsibility.

The EECF can be used in various contexts, including education, training and professional development.

The European Entrepreneurial Skills Framework can also be used as a reference for promoting entrepreneurial skills at school. Indeed, schools can play an important

role in preparing young people for the world of work and entrepreneurship by providing them with the skills needed to start and run a successful business.

In particular, the EECF can be used as a basis for designing entrepreneurial training programs for students to develop the entrepreneurial skills needed to set up and run a business. For example, schools can organize training courses and hands-on workshops that help students develop creativity, problem-solving skills, resource management and communication.

In addition, the EECF can be used as a tool for self-assessment of students' entrepreneurial skills, helping them identify their strengths and weaknesses and identify skills they still need to develop. This can be particularly useful for entrepreneurial education programs based on experiential learning, where students acquire entrepreneurial skills through practice and fieldwork.

The EECF can be used as a reference for promoting entrepreneurial skills in schools. Schools can use the EECF as a basis for designing entrepreneurial education programs and as a tool for self-assessment of students' entrepreneurial skills. In this way, schools can help prepare young people for the world of work and entrepreneurship by providing them with the skills they need to succeed.

Social entrepreneurship and schools – Fondazione Monnalisa

Social entrepreneurship is a business model that, in addition to the economic dimension, also takes into account the social and environmental dimensions, with the aim of creating a positive impact on the community and the territory. Social entrepreneurship is thus an alternative to traditional entrepreneurship, which emphasizes solely on profit maximization.

Social entrepreneurship has historical roots dating back to the 19th century, but the term "social entrepreneurship" was coined only in the 20th century. One of the earliest examples of social entrepreneurship is the production cooperatives, which originated in England in the late 19th century and promoted worker participation in the management of the enterprise and the fair distribution of profits.

In the 1960s and 1970s, social entrepreneurship developed in Latin America in response to deep social inequality and economic hardship. An example of this development is the solidarity economy enterprises in Brazil, which promoted the self-sufficiency of local communities through the production and distribution of goods and services.

In the 1980s and 1990s, social entrepreneurship spread to Europe, thanks to the work of a number of social entrepreneurs such as Muhammad Yunus, founder of the Grameen Bank in Bangladesh, who created a microcredit system to support the development of entrepreneurial activities of the poorest.

In recent decades, social entrepreneurship has been recognized as a business model that combines economic value creation with positive social and environmental impact. In addition, social entrepreneurship has attracted increasing attention from governments, international organizations and investors, who have recognized its potential to solve some of society's most pressing problems.

Social entrepreneurship has historical roots dating back to the 19th century, but the term "social entrepreneurship" was coined only in the 20th century. Social entrepreneurship has developed in different contexts in response to social

inequality and economic hardship. In recent decades, social entrepreneurship has been recognized as a business model that combines economic value creation with positive social and environmental impact.

Although close to each other as concepts, social entrepreneurship and the third sector are two fields with many similarities but also some differences.

The third sector is a collection of nonprofit organizations, which differ from both the public and private for-profit sectors. Third sector organizations can carry out a variety of activities, from promoting culture to defending human rights, from protecting the environment to promoting social welfare.

Social entrepreneurship, on the other hand, is a business model that seeks to combine the creation of economic value with positive social and environmental impact. Social enterprises can take many forms, such as social cooperatives, benefit corporations and social startups.

However, there are some areas where the two areas overlap. For example, many third sector organizations engage in entrepreneurial activities to generate economic resources to reinvest in their social goals. Similarly, many social enterprises have a social mission and operate in areas traditionally considered the purview of the third sector, such as assisting vulnerable people or promoting environmental sustainability.

In addition, many social enterprises have come into being precisely with the aim of filling market gaps and offering innovative solutions to social problems, thus becoming true third sector actors.

Social entrepreneurship and the third sector have many similarities, but they are two distinct fields. However, collaboration between the two can lead to positive synergies to address the social and economic challenges of our time, so it become an educational goal to promote competencies and visions in nowadays students.

Schools can play an important role in promoting social entrepreneurship among young people. In particular, teaching social entrepreneurship can provide students with the tools they need to create an enterprise that not only generates profits but also contributes to the welfare of the community.

Social entrepreneurship can be introduced in schools through training courses and hands-on workshops that enable students to develop the entrepreneurial skills needed to start and run a social enterprise. In addition, schools can organize social entrepreneurship projects in which students have the opportunity to develop business ideas and projects that address specific social and environmental needs.

In addition, schools can partner with social enterprises and third-sector organizations to provide students with opportunities to learn on the job and develop entrepreneurial skills through real-world projects. In this way, students can gain practical skills and develop a deeper understanding of the role that social entrepreneurship can play in creating a positive impact on society.

Social entrepreneurship can be introduced to schools through training courses, hands-on workshops and social entrepreneurship projects. Schools can also partner with social enterprises and third-sector organizations to provide students with opportunities to develop entrepreneurial skills through real-world projects. In this way, schools can help train the young social entrepreneurs of the future.

The Make-sense project (brief description of the project) – Eulab

The Make Sense project focuses on the growing attention of the European and international community on the topic of entrepreneurship education. The focus was already initiated in 2003 with the "Green Paper on Entrepreneurship in Europe" and was included in 2006 as one of the 8 key competences for the European Parliament to be included in the higher education curricula (Obj. Gen. 23 of the Communication "Rethinking Education", 2012). The United Nations in the 2019 World Youth Report introduced the importance of stimulating a particular type of entrepreneurship in young people: social entrepreneurship.

This discourse, focused on value creation, is of particular interest to teachers, who must increasingly refer to the interdependence of personal and social development in teaching activities that can not only have an educational purpose, but also contribute to generating a positive impact for the world.

The MAKE SENSE project supports teachers in this direction by providing both tools and teaching methodologies based on an integrated use of two models:

EntreComp (European Reference Framework for Entrepreneurial Competence) and Competitive Arenas (innovation and development model useful for training entrepreneurial competence, to be transferred to the school context).

The activities envisaged the involvement of a secondary school for each of the 4 countries involved (Slovenia, Romania, Great Britain and Italy), for the construction and experimentation of social entrepreneurship paths at school, aimed at the development of basic skills for both teachers and students able to increase at the same time professional spendability and civic participation.

20 students from each school (about 80 in total and of whom at least 30% low-performers so as to guarantee equal opportunities for participation) tested the pathways in the form of complementary and/or supplementary activities recognisable as school credit, workshop-type teaching activities as a new teaching curriculum or as integration of the pathway within one or more existing teaching curricula, as an innovative educational method.

A minimum of 5 teachers from each school (tot. 20) took part in training workshops (classroom and distance) to build the necessary OI, also involving trainers (1 per country) in order to guarantee the replicability of the intervention.

Methodologically, the project takes as reference the Competitive Arenas Model (Storbacka & Nenonen, 2012), a model of market analysis and innovation previously tested by Eulab Consulting in the business context, is transferred to the educational context to promote the generation of innovative and functional business ideas in response to one of the SDGs of Agenda 2030.

The model introduces the concept of "Competitive Arena", a particular configuration of dimensions and categories of a complex problem and identified through techniques such as Morphological Analysis and Action Research that are well suited to develop the strengths and weaknesses of Generation Z, respectively creativity/innovation and team-working.

At the same time, new assessment tools were designed and tested, capable of detecting 5 highly employable competences common to the Entrecomp model (2016) and the European Council Recommendation on Key Competences for Lifelong Learning (2018), related to Social Entrepreneurship: economical-literacy Literacy - in particular *economical literacy*, to assess the short of transforming an idea into a business capable of generating value;, *digital & tech-based* - to be able to search for and use knowledge spread on the web; *interpersonal* - working in a team, communicating effectively, giving and receiving feedback; *active citizenship* - global and digital citizenship; *entrepreneurship* - creativity and innovation also thanks to the Competitive Arenas model.

The results are related to the inclusion of social entrepreneurship paths at school, in order to highlight the link between education and employability through the enhancement of teaching not only in content but above all in methods, using a language closer to the needs and characteristics of Generation Z.

The protagonism of young students in achieving the goals of Agenda 2030 is stimulated by promoting initiatives that can at the same time increase their employability. Generation Z is less involved in civic engagement activities than

past generations (Addor, 2011), despite the fact that at a professional level they prefer to start entrepreneurial initiatives (Adecco, 2015).

Therefore, MAKE SENSE focuses on the creation and adoption of social entrepreneurship initiatives in schools, in order to increase both their future employability (through innovative skills and business models) and their civic engagement (links to the SDGs of the 2030 Agenda).

The expected impact is a greater protagonism of young people and school institutions, united together to achieve the SDGs.

The expected common outcome for teachers and students is new skills and practical tools in the field of social entrepreneurship, to stimulate both individual and group socially useful initiatives.

Thanks to the MAKE SENSE project, an innovative educational model, with a solid scientific basis, linked to the social entrepreneurship of young people is transferred and validated in schools, capable of stimulating European educational policies that have a positive impact not only on the quality of education but also on its ability to generate employment and respond to social problems.

- Fondazione Monnalisa, Italy

Theorethical background

Storbacka & Nenonen from Hanken School of Economics in their paper "Competitive Arena Mapping: Market Innovation Using Morphological Analysis in Business Markets (2012)", introduce the concept of competitive arena, in order to provide a new model to facilitate the identification of one's market segments on where to compete and innovate. *A competitive arena* can be defined as a situation of competition in which brands from various industries target the same set of customers by offering alternative products and services. In the center of this competition are specific customer needs that can be satisfied with offerings from different industries that do not necessarily stand in close substitutional relation. A competitive arena is the smallest market area within which it is possible to be a valid competitor. It is represented by the overlays of different segments of market, intersecting with one another but not necessarily congruent with one another. 5 are the main criteria of competitive arenas:

1. Logical – combination of market segments (*categories*) logically plausible
2. Empirical – concretely achievable in reality
3. Normed – aligned with the values and goals of 2030 Agenda
4. Innovative – includes an added value which distinguish the proposed solution to the already existing others
5. Integrative – combines creatively and successfully supply and demand factors

All those criteria are met by implementing a six step process which will link competitive arenas with strategy process (Storbacka & Nenonen 2012): (1) identifying and selecting competitive arena dimensions; (2) creating a morphological box by defining categories for each dimension; (3) configuring viable morphotypes, i.e., competitive arenas; (4) developing arena cards to describe and quantify each arena; (5) selecting a set of competitive arenas to focus on; and (6) implementation kick-off.

The challenge therefore is how to build a simplified training module based on those concept, that could be used by students in order to promote and plan a possible social enterprise, and thus promoting key competence (COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning) of “Entrepreneurship competence” in high school students.

The module must then refer to the competitive arenas framework, but under the point of view of learning environment of students, and the perspective of Life Long Learning. In this sense, students can use the CAM model as a tool to promote transversal copetencies as creativity, communication, digital competencies, learn to learn and of course, entrepeneurship competences. In fact, the methodology include Morphological Analysis that is finding innovative solutions to complex problems which are composed by multiple factors, defining their dimensions and possible categories, then selecting creative patterns of categories, which link strongly with key competence “Personal, social and learning to learn competence”. This is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one’s own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one’s physical and emotional wellbeing, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.

Brainwriting is another component of the process, an this would boost communication, creativity and citizeship competencies in students that is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

Moreover sintetising and present the idea to funders and stakeholders will impact on the digital competencies of the students, that involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.

Obviously the main impact should be on entrepeneurship competence, e.g. the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

Thus, the module in its complexity should tackle different competencies and allow students not only to create a rela opportunity of social entrepeneurship but also empower their overall competencies. In this sense the main uotput should be the entrepeneurship idea, but school should evaluate and certificate, at an individual level, the gain of students in such skills, and this evaluation should be included in the school curricola of each student.

How the instrument was implemented

The module thus starts with a reflection on competitive arenas and a work on linking theory and general applications to the needs of students and the school curriculum. The main competence on which the module focuses is that of 'social entrepreneurship, although as mentioned earlier, obviously by the very nature of transversal skills, other key competencies are stimulated by the module itself, such as citizenship skills, communication skills, digital skills, and mathematical skills. Competitive arenas are thus the starting point for the implementation of the module, but the module itself contains parts and cues from other models and tools useful in the world of business planning. In the first phase of the module, in fact, the Entrecomp frame is presented (https://ec.europa.eu/social/main.jsp?catId=1317&langId=en). The **European Entrepreneurship Competence Framework** as a reference framework to explain what is meant by an entrepreneurial mindset.

EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. This will allow students to reflect on those topics, focus on the aim of the module and reflect over personal skills associated with

entrepeneurship. In fact, EntreComp has the potential to be used in a variety of ways including:

- supporting policy and practice to develop entrepreneurial skills
- assessing entrepreneurial skills
- supporting training of educators, trainers and teachers to deliver entrepreneurial skills
- to design programmes and learning opportunities
- to recognise and certify skills

After this first reflection the second step and tool proposed in the module is that of the creative CV, where precisely students have the opportunity to give an initial account of what skills they possess. The creative curriculum also has an educational value, as students are also helped and instructed on how to creatively compose their CVs. In fact, general guidelines (https://www.careers.ox.ac.uk/cvs-for-creative-careers#collapse1543716) are applied to the construction of such CVs as: Be concise (e.g. “Use one or two full pages for a Word/PDF document, a single webpage without an overly long scroll bar if online, or a video CV incorporating clear sections, all just a minute or two in length. Remember, your interviewer may have many CVs to review, and won’t be able to spend a huge amount of time on one.”); Remeber the purpose (e.g. ” Your CV is to get you the interview or meeting, *not* the job itself – highlight what you have achieved that makes the reader want to learn more by meeting you. It is not an almanac of your whole life, but a functional document addressing their requirements.”); Check for functionality (e.g. “If an employer’s eye scans it, will they pick up something that makes them keep going? If an employer prints it out, or opens it in an earlier version of Word or on a different operating system, will it hold its formatting?”); Tailor it (e.g. “Present your skills and experience that the particular employer is looking for, in the design that might best appeal”); Emphasise relevance (e.g. “Describe your experience in a way that focuses on the things you’ve learnt, the skills you’ve used successfully, your responsibilities and achievements. Avoid focusing on the detail that doesn’t translate into their world”);Don’t forget your degree (e.g. “Show how your course has given you knowledge, skills and developed your abilities”);Check that it works (e.g. “It’s easy to lose sight of the end user

with a design-led project – test it out by sharing it with friends, book an appointment with a Careers Adviser, and most importantly, ask the opinion of industry professionals in your chosen field").

Another tool inside the module is the mood-board tool. A moodboard is usually a series of images joined together as in a collage, which is used by designers to show a design and related product concepts in a visual format. There are different types of moodboards: the first macro subdivision classifies them between physical and digital. The physical versions are boards (horizontal or vertical) where photos, newspaper clippings, fabric or other material is collected that is linked to a single thread that is then the common thread of the project: inspiration. In digital versions, on the other hand, software is used that helps collect files (typically of images) and allows them to be visually reorganized in a way that simulates what would be done in the physical version. The utility is related to the fact that it is easier for the human mind to visualize images than to read text. In addition, looking at it in its entirety can quickly identify elements that do not perfectly match the design or identify correlations between them, sometimes highlighting sub-areas of the design, bringing the images that best match each other closer together. This part of the module would allow students to start reflecting on ideas of social entrepeneurship.

Brain writing is another tool present in the module. Brainwriting is an idea generation technique where participants write down their ideas about a particular question for a few minutes without talking. Then, each person passes his or her ideas to the next person who uses them as a trigger for adding or refining their own ideas.

Hot to implement a social campaign is another tool inserted in the module. This will allow students to engage with practices of promoting their ideas, present them and, hopefully get funded by stakeholders. This part will allow students to improve and find way of communicate.

Which parts it consists of

STAGE AND ACTIVITIES	PROCESS	TIME
1. WARM UP/ LEAD IN/ REVIEW	Presentation of the path	10 Minutes
2. ICE BREAKER	M'imprendo (I entrepreneur myself)	30 Minutes
	COFFEE/COMFORT BREAK	
3. Activity 2	My creative CV	60 Minutes
4. Activity 3	I had a vision	60 Minutes
5. Activity 4	My school is different	60 Minutes
	LUNCH/COMFORT BREAK	
6. Activity 5	I promote social/mentally	40 Minutes
7. Plenary	Restitution and presentation of the final product	40 Minutes

How to use it

This is the link to the online module, where you can see a presentation of each activity, together with suggestions for practical usage in the classroom.

https://www.makesense-project.info/uploads/results/io2/IO2-Make-Sense-Training-Module-social-entrepeneurship-ENGLISH.pdf

Application of modules in the project

The module was tested in the make sense project by Italian partners in two main high schools in Arezzo. The two high schools were two “liceo”. The education offered by a *liceo* is mostly academic. Individual lyceums will cover the core subjects and specialise in specific fields of study; this may be the humanities, science, or art. The principal focus is to prepare students for university and higher education. In this case the type of Liceo involved were: **Liceo scientifico** (scientific lyceum) (since 1911) – dedicated to scientific studies, shares a part of its program with liceo classico in teaching Italian, Latin, history and philosophy, but is more oriented towards mathematics, physics, chemistry, biology, earth science and computer science.

The second was **Liceo linguistico** (MFL) (since 1973) – puts emphasis on modern foreign languages learning; the languages usually taught are English, French, Spanish and German – although recently Russian, Arabic and in particular Chinese have been introduced as well. As in liceo classico, also mathematics, physics, chemistry, biology, earth science, history and philosophy are taught.

We choose also to link the two groups, in order to promote collaborative learning but also to find a common “social entrepeneurship” ground to reflect on. Students were then instructed to collaborate and find common ideas to be implemented.

How it is used

Implementation

Entrecomp frame.

Reflection and recognition of students' own entrepreneurial skills through the European Entrepreneurial Skills Framework. Starting from the Entrecomp study's definition "entrepreneurship means acting on opportunities and ideas to turn them into value for others," we proceeded to jointly understand and assess everyone's soft skills needed to develop ideas and opportunities into something tangible

through the mobilization of resources. These resources can be personal (i.e., self-awareness and self-efficacy, motivation and perseverance), material (e.g., means of production and financial resources) or intangible (e.g., specific knowledge, skills and attitudes).

Self-evaluation: https://www.entrecompitalia.it/autovalutazione-con-entrecomp/

Creative CV

Linking the world of school to the world of work with flexibility also requires a new idea of presentation and profiling that does not so much take into account formalisms as the temperament and imagination of the individual who tells his or her story mainly through his or her passions and transversal skills instead of biographical and learned notions. Therefore, the curriculum will no longer be written but animated or graphic depending on the student's skills and digital resources as the first real test of one's resourcefulness and creativity, true stepping stones of entrepreneurship. Students for inspiration viewed in groups creative resumes found on Pinterest and Youtube and then worked on canvas templates or directly video..

Brainwriting

The brainstorming moment often has the limitation of achieving a solution based on just a few ideas, often those of the brightest or most extroverted members of the group who impose themselves on their more timid comrades, leaving valuable insights and observations in the background, and not realizing a real exchange of ideas or a dialogue capable of listening, all the more so in a context where partners are two different schools and different classes where many students are together for the first time. This is why it was decided to implement the Brainwriting process.

Instead of 6 people actively participating in the process, 3 ideas per round and 5 minutes of time for each round, as per the method it was preferred to rely on the actual number of student groups and a smaller number of ideas but which was then corrected and improved in subsequent rounds by peers to discourage defeatist and negative thinking. In fact, classic brainstorming often generates too much reverberation that is lost on details and criticality instead of staying on the

richness, coherence and factuality of an idea. With brainwriting, on the other hand, an enormous amount of creativity is generated in a very short period of time giving everyone an equal chance to have a voice while always staying on a constructive and positive approach and teamwork.

Moodboard. Once the idea was defined in order to visualize it all together, students were invited to make a style board with a series of images joined together as in a collage, the moodboard tool that comes from the world of fashion, which could give an immediate idea of the business concept, a kind of visual project indicating the coordinates. The students mainly worked on Canvas but also used social such as Ig or other nontraditional platforms to tell through images that were suggestive to them, the color, spirit and design, which should have the idea thought through the brainwrating session.

Students partecipation

Practical examples and report of experimentation with students

The students first did a web reconnaissance of the area's youth creative social enterprises, analyzing their competitiveness, innovation, sustainability, and communication, then trying to draw for insights and imagination and better understand what they are all about when it comes to services, creative welfare, and social value.

As a first activity they were administered the Entrecomp self-assessment test to understand their own entrepreneurial skills that they tend not to recognize or think they don't have, at which point they moved on to make in pairs (so that each had their own witness/mirror but also technical operator eventually) a creative CV inspired by pre-existing templates on Pinterest, Canvas, Youtube. Students mainly used cell phone and instagram app telling their strengths.

For brainstorming, the brainwraiting solution was tried, which in a short time generated many ideas and creative overcoming the impasse of the much more confrontational and dispersive group debate. The students divided into four groups, three from Colonna and one from Scientifico, and wrote down their three

ideas on a sheet that they then passed around to the other groups who in turn had to rewrite by improving or further defining the idea passed by the next group. We arrived in one session at the rough definition of the entrepreneurial project, which consists of the creation of a physical hangout and workshop space run by the students themselves where the logic of recycling and reuse in a fashion perspective is put into system.

(Nudge. The Gentle Push, H. Thaler)

Moving on to writing in shared drive, the students were able to see the final ideas, vote on them, and arrange them more coherently coming to the conclusion that the venue would be a bar-studio-creativity lab to be set up in a vacant city-owned kiosk to be leased free of charge to the city's schools by having the students manage it through an innovative Pon on active citizenship (possible hashtag #aponescenti) and a systematization of credit recognition for those who serve or participate in activities there.

The social enterprise that runs the kiosk is responsible for administering breakfasts to participating schools in the mornings and remedial study activities in the afternoons, but also courses and workshops on fashion, craftsmanship, and creativity that result in an annual fashion week curated entirely by the students that promotes the philosophy and good practice of discarding, both food and textiles, which the students have dubbed the "taste of the ugly."

The three previously formed groups reformed again with the choice of a leader for each team based on each team's expertise and by area of interest in order to develop individual parts of the project in more depth: business plan and sustainability, organization and logistics, and design and communication.

The name chosen for the venue was DesKafé and was found again using the Brainwraiting method, currently a student is making the logo from the moodboards proposed by the three groups. As well as the name, the aesthetics will also start from the reuse and recycling of school materials such as broken desks for tables, revamped chairs, books as bricks for the counter, or paper material to cover walls.

Instead, the fashion week that will be the final event of the creativity, fashion and design courses to be held at the kiosk will be called "No one can judge meAR"

The café will be managed through a free app downloadable by students that will replace and augment the possibilities of a membership card, currently under study by the logistics group, but including the ability to take over and set shifts, breakfast reservations, workshop registrations, tutoring and repetition availability, and credit acquisition through hours committed to activities at the café.

The business plan is likewise under development but takes into account the initial investment that is deeply sustainable due to the raw materials, food and textiles, which are actually the waste of other productions (agreement with Monnalisa foundation for textiles and with Coldiretti for food) and the digital approach that lowers some operating costs.

Spot Thoughts:

"Creativity is undoubtedly the most important human resource. Without creativity there would be no progress and we would always repeat the same patterns." Edward De Bono

"To create something that does not yet exist must be the ambition of everyone who is alive." Paulo Freire

To be creative means first and foremost to do something unusual...on the other hand, however unusual, the idea must be logical enough for people to take it seriously.(Howard Gardner)

"Creativity simply means connecting things. When you ask creative people how they did something, they almost feel guilty because they didn't really do it, they just saw something and, after a while, everything seemed clear to them. That's because they were able to connect the experiences they had and synthesize them into new things." Steve Jobs

"Learn the rules like a professional, so you can break them like an artist" Pablo Picasso

Main outcomes

Students first absorbed the real possibility of making creative social enterprises by looking at the richness and innovation present in the Arezzo area, which boasts a very high number of social enterprises compared to the national average.

They better understood the value and specificity of their own soft skills such as problem solving, relational aptitude, initiative, flexibility, overview and many others they did not suspect they had.

A particularly visible result was the attitude toward the new and never-been-done thing that if initially frightening and pushing the student into a defeatist and comfort zone mode was later metabolized differently.

No longer being told about something that cannot be done but only how it could possibly be done.

Working as a team in a proactive way after initial distrust and conflict over proposals for the social enterprise to be designed.

Cooperative learning worked because it made it possible for everyone to converge toward a single purpose, fostering positive interdependence among those involved, individual responsibility through individual contributions brought to the group, and the operationalization and grounding of the idea thought which requires flexibility but also logic and consistency.

- Eulab, Italy

During **Erasmus Days** on October 13, 2022, an dissemination event was organized by Eulab in collaboration with the partner of its Consortium - Antares - at the **Istituto Omnicomprensivo Orte** to disseminate the results achieved and the overview of the MAKE SENSE Project thus favoring, the opportunity of dissemination to the participants of the school sector: teachers and students of the Lazio territory, but also international, PA representatives and trainers and consultants of various kinds.

Given the occasion, the project partners were not present at the event, but were nevertheless involved by inviting them to the Facebook live broadcast that was presented by the official project page. Eulab made sure, thanks to Antares' contribution, that the day's program was also shared on the Erasmus Days website, as approved was shared online. Eulab involved several people and collaborators from its network in Rome who participated enthusiastically given also the proximity and ease of reaching the event venue itself. There were also many viewers of the project page and video sharing on social pages, such as partners of the other projects presented (Family-School Network, Think Diverse!, etc.). The online publication of the event made it possible to effectively disseminate the results of Make Sense and the project as a whole.

Eulab collaborating with the Italian school in Orte thus ensured the attendance of **76 people**. About 60% of the total were **students**.

The Make Sense project fits perfectly in the context as it emphasizes the importance of entrepreneurship education and especially, in line with the increasing attention of the European Community to the importance of undertaking pathways to stimulate a particular kind of entrepreneurship in young people. An overview of the project and website was offered, as well as the training modules and evaluation toolkit.

The project is presented on value creation, especially affecting teachers, who must always refer to the interdependence of personal and social development in educational activities that can have not only an educational purpose, but also help to generate a positive impact for the world.

The achieved results of IOs and their functionality were presented. Training Workshops and the Methodological Toolkit (IO1) were presented as the theoretical basis. The project aims to stimulate the prominence of educational institutions themselves, providing an opportunity to actively collaborate with European institutions in the development of educational policies on the topic of social entrepreneurship.

The measurable impact that Make Sense wants to create is undoubtedly on educational institutions so that they promote a theme of social entrepreneurship related to the **SDGs at school**, based on the Competitive Arenas model, which allows great flexibility because, it can take the form of complementary activities and/or recognizable as school credit or as a workshop-type educational activity or as an innovative educational method.

Another key target on which Make Sense is based, are **teachers**, as it was an opportunity to present outside the partnership new teaching methodologies based on creativity and organization of information, working on the strengths of Generation Z. These methodologies, as illustrated, are based on the Competitive Arenas model: morphological analysis and action-research. The Competitive Arena tool will be useful for teachers to promote new ways of analyzing and solving complex problems

The purpose of IO4 was presented, highlighting the role played by School Institutions in stimulating young people to actively participate in society, combining **employability and social impact** within their educational offerings. For the presentation of the final IO4 Handbook, the presentation in schools was crucial, as it reached a high number of people outside the project partnership, but from the sector, stimulating their leading role in the creation of teaching with a social impact on the world and youth employability, resulting from the adoption of topics of international interest close to Generation Z (Social Entrepreneurship) and innovative tools validated in the literature (Competitive Arenas).

Eulab also presented the module on **interpersonal skills**, one of the 5 common competences in the **Entrecomp** model (2016).

In the IO2 of the Make Sense project, the evaluation toolkit aims to support teachers in monitoring and evaluating highly employable skills in pupils themselves related to social entrepreneurship, which is the main learning outcome of the project. The training competences that make up IO2 are: *Literacy, Digital & Tech-Based, Interpersonal, Active Citizenship, Entrepreneurship*.

Eulab presented in Orte its module on Interpersonal Skills, focusing at first on the main techniques of communication and internal and external relations to help teachers and students increase their interpersonal skills in order to build a Social Enterprise, since a healthy business process is based on internal and external communication that fosters synergies.

This module focuses on 3 main topics

- Communication principles
- Active listening
- Assertiveness.

It is a training module on interpersonal skills, its objective is to help teachers and students become aware of the importance of interpersonal skills and the tools to improve them.

The three different types of communication were presented:

- Bottom-up: how to talk to those in charge (your boss, your board of directors).
- Horizontal, peer-to-peer communication: finding the most appropriate channels to collaborate, engage or receive support from colleagues.
- External communication: methods and techniques to interact constructively with users and stakeholders.

The main objective of the module was to help teachers and students improve their interpersonal skills in order to be able to perform certain activities necessary in a

social enterprise: listening, communicating with co-workers and stakeholders, working in a team.

The training methods used are: Participatory lecture, exercises, role plays, project work.

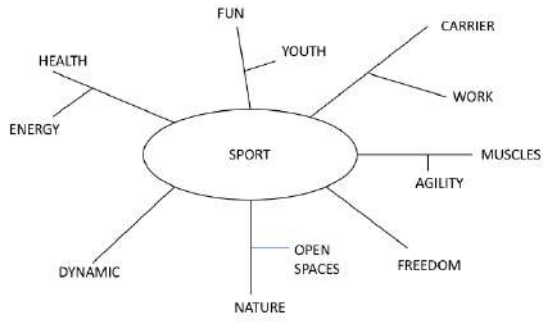
At the end of this module the learner is able to know the main principles of communication and the meaning of active listening, empathy, feedback, assertiveness; to use these tools (active listening, empathy, feedback, communication principles) to learn how to build useful and positive working relationships, based on clear communication; to understand the key steps necessary to use effective communication, based on listening and giving/asking for feedback. In addition, the methods included are based on the andragogical approach of Learning by Doing.

In the presentation of the module on interpersonal skills, several activities were proposed to implement the principles of communication. Following are the activities presented at the event:

1.ICE BREAKER: THE TREE OF OUR THOUGHTS

Purpose of the session: Brainstorming on the meaning of "interpersonal relations".

Materials and resources needed: Flipchart, whiteboard paper, markers.



DESCRIPTION OF THE ACTIVITY.

The activity is scheduled to last about 1 hour. The participants, divided into groups of 3/5 people, will build together "the tree of their thoughts", having in mind the word: RELATIONSHIP.

Steps:

Write down on a sheet of paper all the words, images, concepts, thoughts and emotions that come to mind when you think of the word "RELATIONSHIP", as in the example, also referring to the themes of the training module.

Reconsider the words you have written on the sheet, think about how important they are to you and rank their importance by assigning them a number.

Finally, give the words you have identified a sign: positive (+), negative (-) or neutral (0), depending on the emotional connotation each word has for you in this context.

PLENARY: Discussion on the 3 most important words for each group.

2.THEORETICAL PILL: PRINCIPLES OF COMMUNICATION

The session will show the importance of understanding and effectively using the rules of communication.

Materials and resources needed: video, speakers, PPT slides.

Description of activity:

The activity will be conducted as a participative lesson, with the trainer showing and commenting on power point slides, with the help of some videos (movies).

3.EXERCISES ON EFFECTIVE COMMUNICATION

The two exercises will last approximately 30 minutes.

1) The communication train

Aim of the session: to show how easy it is to miss the main point of what one is communicating.

Materials and resources needed: no materials, but it has to be done in presence (or on the phone).

Description of activity: The first person will say a complex sentence into the ear of the person sitting next to them and each participant will repeat it to the person next to them. At the end, the first and last sentence will be compared.

2) **Tell me a story of effective/not effective communication**

Aim of the session: to involve participants in reflecting on their attitude towards communication.

Materials and resources needed: no materials are needed.

Description of activity: Each person will describe one example of communication that went well and one that went badly. If there are too many participants, they can do this exercise in groups.

Videos on effective communication have also been suggested, links follow:

https://www.youtube.com/watch?v=MMc8AP9KhEM (Behavioural Representation)

https://youtu.be/t685WM5R6aM (INSIDE OUT - Empathic listening)

https://youtu.be/3_dAkDsBQyk (Big Bang Theory - Active listening)

https://youtu.be/fLvd7IAU35o (Back to the Future - Passive behaviour)

4.THEORETICAL PILL 2

THEORETICAL PILLET: Active Listening Techniques

Aim of the session: to show the meaning and importance of active listening, how to practise it.

Materials and resources needed: video, speakers, PPT slides.

Description of activity: The activity will take place as a participative lesson, with the trainer showing and commenting on power point slides, with the help of some videos (movies).

5.ACTIVE LISTENING EXERCISE

Title: TRIAL THE ECO

Purpose of the session: to provide participants with an example of how to use active listening in their lives: at home, at school, at work.

Materials and resources needed: none.

Description of activity: Participants, divided into pairs, will tell a story to each other (e.g. description of what they did the day before, or explanation of why literature is their favourite subject).

The person listening will check whether they have understood, using the techniques of echo, simple rephrasing and complex rephrasing.

6. THEORETICAL PILLAR 3

THEORETICAL PILLAGE: Assertiveness

Purpose of the session: participants will learn how to achieve an assertive attitude and how this can help their interpersonal relationships. They will also learn how to recognise passive, aggressive or assertive behaviour in others.

Materials and resources needed: video, speakers, PPT slides.

Description of activity: The activity will take place as a participative lesson, with the trainer showing and commenting on Power Point slides, with the help of some videos (films).

7.ASSERTIVENESS EXERCISE

Title: SITTING IN A TRAIN

Purpose of the session: the exercise is a role play in which participants will test their ability to persuade an aggressive person and a passive one to follow their example.

Materials and resources needed: there are no materials, but it has to be done in presence.

Activity description: The role play takes place in a train, in a compartment where one of the occupants starts smoking.

The participants will play in teams and will have to find a way to convince the smoker to put out his cigarette. Each of the players will have their own character, with a draft script.

8.PLENARY

DEBRIEFING

Purpose of the session: the final debriefing is essential to ensure that the participants have actually grasped what was discussed during the lesson. Given the topic, it is suggested to use the active listening techniques of Echo and Simple/ Complex Reformulation to assess the level of understanding (this can also be a useful methodological tool for teachers).

Materials and resources needed: no materials are needed, only a discussion.

Description of activity: The trainer will conduct the debriefing, taking care to remember all input from participants. After that, participants will be asked to tell everyone 2 things they learnt during the module.

The presentation of the module and the project aims to promote new teaching methods that are highly applicable and based on creativity and organisation of information, thus working on the strengths of Generation Z. At the event, thanks to the large number of participants, the impact was measurable and tangible on schools, teachers, students and third sector organisations, leading to positive and

innovative outcomes related to the sustainability goals of the Make Sense project. The project results are intended to be designed and customised on the basis of the different needs of education professionals. The Competitive Arenas model tested and transferred to the educational context was traced from a model validated in the literature and previously tested by Eulab Consulting in a business context. This guarantees the sustainability of all the tools and methodologies produced, relying on solid scientific references that guarantee replicability and transferability to other contexts.

- Gimnazija Celje, Slovenia

Theorethical background

As the base of the economic literacy we look at EntreComp (Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entre-preneur-ship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884) and EntreComp into Action (McCallum E., Weicht R., McMullan L., Price A., EntreComp into Action: get inspired, make it happen (M. Bacigalupo & W. O'Keeffe Eds.), EUR 29105 EN, Publications Office of the European Union, Luxembourg, 2018. ISBN 978-92-79-79360-8, doi: 10.2760/574864, JRC109128).

EntreComp defines entrepreneurship as "transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial)."

The competence is made of three large parts – ideas/opportunities, resources, and action.

We started by educating ourselves on the development of ideas and search for opportunities. There are guidelines for different school subjects that are entrepreneurial (entrepreneurial English, geography, mathematics, natural sciences, and history) and were the focus of our theoretical and practical work in Make Sense project. This was also our way of exploring ideas and opportunities.

Second was the resources – we have dived into research on how students can get financial support according to our national laws and regulations, and how can the school help. Our neighbouring school is the Economic school, and they have business classes and teachers that teach business. That is why we asked for their help and experience – they are also the Slovene centre of Student businesses, and they help our students with different approaches and ideas on how to start a business.

Last, but not least, is the action part of the competence. In theory we must work on different approaches to start student activities through action. Having them cooperate, learn by doing and take initiative is what was worked on.

How the instrument was implemented

For students to understand the financial and economic theory, we should implement the instrument as practical as possible. That is why all the workshops are based on realistic problems for students to solve using basic economic knowledge they gain during their work on the module.

We want to teach our students how to find the best opportunities, and use all the possibilities at hand – so we try to get them to be self-sufficient, independent and capable of working in a group.

As well as basic theoretical knowledge – loans, prices, monopoly and competition, inflation and interest rates, we want to try and have our students plan their finances – which is an integral part of being independent and managing your own resources. With that, the students can develop and grow their business ideas. That is why one of the parts of the module is Living on a 20-bean salary – a simulation of budget management for students.

The start of our students' entrepreneurial way was titled "What can I do?" where our students talked about their strengths, skills, and their suggestions about which topics to focus on. This is also part of the competence – action and opportunities. It made our students think about what to do and how to do it.

Second workshop was about the students' interests – they had to choose only one field of work and it was an attempt to limit the choices they made in the first workshop. We helped them gain insight into their interests and strengths. In theory this is a part of opportunity competence since they had to see the opportunities and think about their field of work.

After we narrowed down the field of interest, we asked our students to research the field. They used their knowledge, colleagues, families, and teachers to find as much as they could about their field of work. This is part of the ideas and

opportunities – students worked on their independent way, they took initiative and thought about their vision.

Next was the self-assessment of their skills. Students used the competitive arena module to find the best brainstorm idea for their work. They pitched the ideas to all other students, so they commented on all ideas and got feedback from everyone.

It was time to decide on the business model. We helped our students with different models of businesses so they could find the best model for their field.

Next was the financial workshop – students investigated how they can get funds and if there are projects, funding opportunities or any other options to get funding in the country, city, or local municipalities. This also made our students work on their independence, actionability and mostly the resources part of competence.

Since most of our work was done, it was time to decide on the action plan – what to do, what are the goals of targets, what are the resources, roles of all involved and the time plan. This is part of all three fields of the competence (action, ideas, and resources) – they worked on their independence, learning by doing, cooperation, planning and activating people and resources.

After all the workshops, it was time for the students to work on their projects on their own and develop their ideas.

Which parts it consists of

STAGE AND ACTIVITIES	PROCESS	TIME
1. WARM UP/LEAD IN/ REVIEW	Welcome, setting up rules, and self-introduction	30 minutes
2. ICE BREAKER	Buying and selling coffee beans	20 minutes
	COFFEE/COMFORT BREAK	10 minutes
3. WORKSHOP	Price gouging	25 minutes
4. WORKSHOP	Ticket prices	15 minutes
5. WORKSHOP	Monopoly or competition	20 minutes
	LUNCH/COMFORT BREAK	30 minutes
6. WORKSHOP	Inflation	20 minutes
7. WORKSHOP	Interest rates	20 minutes
8. WORKSHOP	Loan management	20 minutes
9. WORKSHOP	Living on a „20 bean salary“	45 minutes
10. PLENARY	Review and evaluation	45 minutes

How to use it

https://www.makesense-project.info/uploads/results/io2/IO2-4-Literacy-ENGLISH.pdf

https://liceulovidius.ro/makesense/3.%20economic.html

Application of modules in the project

The first issue of our school system is that there is no time for entrepreneurial workshops and the development of a business plan if the school is not an economic school or it has part of entrepreneurial based syllabus. That is why we decided to try out our workshops and activities in our second- and third-year students' class lessons and the newest part of the curriculum – active citizenship, which as a part of third-year general grammar school curricula.

Since class lessons are held by class teachers, we worked with them on the Make Sense path, but also had them use their own ideas, modules, activities, ...

How it is used

Buying and selling coffee beans

The first activity teaches students about negotiating prices and selling the most you can.

Price gouging

Prices are regularly gouged when it comes to high-demand events or materials. That is why this activity is meant to be an example of how it can cause trouble in our economy.

Ticket prices

Connected to the gouging is the example of ticket prices – concerts are often overpriced, or so it seems, that is why this activity is meant to show the students

how setting the price affects the group of people that are interested in buying your product/service.

Monopoly or competition

Real life economy is based on competition, but a lot of the fields are monopolised – that is why through this activity, we show the students what is monopoly and what is competition and how it affects prices and the economy.

Inflation

Almost all countries around the world have inflation – it is a subject that is hard to understand for our students – why would the prices go up through time? This activity shows how prices have already changed throughout the years and how it affects us now.

Interest rates

Deposits and loans are dependent on interest rates. Connected to the next activity – loan management, is the basis of interest in finances.

Loan management

Most of larger purchases are made with the help of loans, which is why this activity is made to explain loans to students.

Living on a "20 bean salary"

The last activity is a practical example of managing a budget – being given 20 beans, you have to decide how to spend it (and on what), having to decide whether to invest more into food, energy, …

Main outcomes

Our students went through the process of developing their entrepreneurial competencies with the help of our path, through different steps and activities.

Self-assessment:

Island of the future:

Brainstorming ideas

Our students came up with different project ideas, but didn’t develop any to a practical business, since the decided to apply for the national funding project POPRI, SPIRIT and the JA Slovenia (Junior achievement Slovenia) for their project validation.

Main outcomes

The testing showed that our activities, steps, and the whole plan had an impact on our students' way of thinking, developing ideas and working on an enterprise. They made business plans, which they wouldn't have, if this path had not been presented to them. They had to look up funding options, think about sustaining a business, make it social and innovative.

What we found out was, that our students would need a lot more knowledge in the business field, since this is not part of the curriculum now. They have no ideas about taxes, owning a business, paying bills, making orders, …

We must work on their independence as well. Most school activities are guided by teachers and not students, which makes them dependent on us and not on themselves.

For social enterprises to be part of the general grammar programme, we would have to reorganize the curricula so it would offer more practical and less theoretical activities, to focus on business, finances, cooperation, and group work. Not everything should result in a grade, but it would be better if the result was a project, product, or a business.

- Ovidius High School, Romania

Theoretical background

The JRC Science for Policy Report[1] (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016) refers to the necessity to create the necessary tools which can help address the educational challenges identified in terms of skills acquisition. Among the skills needed are digital skills which have become a must in every field of occupation and at almost every stage in life. Therefore, it is a given that providing the necessary tools to acquire and develop these skills should be a priority. It is for this reason that ***Module 2 – Digital and Tech-based Competences*** has been developed as part of the "Make Sense" training modules.

Module 2 – Digital and Tech-Based Competences focuses on the acquisition and development of key digital skills which would enable learners to function adequately in any study place or workplace. Its primary aim is to ensure that the basics of such skills are presented in a manner which is accessible to a younger audience, i.e. 14 to 19-year-olds. Although most European educational systems do offer their students compulsory subjects associated with the field of IT (e.g. basics of programming) or computer usage, it does not follow that students, having acquired the contents presented, can also apply the knowledge in other areas. For instance, students may study word processing software and may learn how to use such programs but it is essential that they understand how they can actively employ this knowledge in their everyday life. Teaching digital skills as a separate subject, apparently not connected to the contents of other subjects, can be counter-productive because students may get the notion that they can and should only use their skills when dealing with matter associated with IT subjects.

It is for this reason that the European trend in almost all education systems is to use approaches to teaching and learning which activate digital skills

[1] "The aim is that everyone should have the key set of competences needed for personal development, social inclusion, active citizenship and employment. These competences include literacy, numeracy, science and foreign languages, as well as more transversal skills such as **digital competence**, entrepreneurship competence, critical thinking, problem solving or learning to learn." (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016)

irrespective of the subject being taught or learnt. There have been numerous studies and projects aimed at describing how various digital skills can be employed both by teachers and students in the process of study. Perhaps the most important to note is the **Digital Education Action Plan (2021 - 2027)**. Its main focus is to "*support the adaptation of the education and training systems of Member States to the digital age.*"[2] The **Digital Education Plan** has two strategic priorities and fourteen actions which support these. In developing **Module 2 – Digital and Tech-Based Competences** we were inspired by the Council's Recommendation on developing blended learning approaches (Priority 1, Action 2).

Although the reason why so many digital learning practices emerged is the COVID-19 pandemic, their impact on the education system is undeniable. The pandemic, despite the disruption it brought to many educational systems, not only created an environment which fosters blended learning but it made sure that this environment will continue to grow and encourage a multitude of learning approaches which rely heavily on the digital skills and competences of both teachers and students.

At the same time, another inspiring factor was the undeniable reality of the gap which exists between the 'digital natives'[3] (i.e. students) and the 'Gutenberg generation' or the 'digital immigrants'[4] (i.e. teachers). This gap led to the apparition of the popular assumption that most students have an innate ability to understand and handle digital equipment, tools and apps, while their parents' generation (teachers included) are less adept at using technology. But current research (Selwyn, n.d.) demonstrates that this is only an assumption and that the ease with which students take to technology does not necessarily mean they also understand and know how technology works for them. This factor enabled us to design ***Module 2 – Digital and Tech-Based Competences*** in a manner which both students and teachers can appreciate and access.

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[2] https://education.ec.europa.eu/focus-topics/digital-education/action-plan

[3] (Selwyn, n.d.)

[4] (Prensky, n.d.)

One last factor which impacted the design of ***Module 2 – Digital and Tech-Based Competences*** – and perhaps the most important – was the information or knowledge we decided to include. It was understood that the module will not deliver content which is already accessible via the subjects taught as part of national curriculum. The purpose of this module is to add and not to duplicate content already taught and/or learned. Similarly, the activities and materials included in this module help students build on their strengths. The reasoning behind these decisions (on content and activities) was that **Make Sense,** the project itself, is about presenting students with new concepts, new information which exist within their grasp, but which are not formally taught to students in any of the partner countries.

How the instrument was implemented

Module 2 – Digital and Tech-Based Competences consists of 6 workshops. The entire module was designed to function both as part of a larger set of modules and independently. Furthermore, the contents of the entire module can be delivered in a shorter period of time; with older students the period of time can be as short as 8 hours (breaks included). The reasons behind this design are:

1. The information content is familiar to students. By engaging in the activities associated with each of the workshops students will understand **how** to use tools and knowledge they already have. The aim is not to teach something new, but to help students understand how things work. Because the information content is not new, students will not need longer periods of time to assimilate the knowledge.

2. The module is not designed to be part of the formal system of education. For this reason it is necessary that it can be presented in a shorter period of time, as part of an extracurricular project.

As mentioned previously, the aim of the entire **Make Sense** project is to provide a starting point for the introduction of Social Entrepreneurship in schools.

Until this becomes part of the formal structure of an educational system, the teaching modules need to be designed and presented in such a way that any school can assimilate them as part of extracurricular projects.

Furthermore, the structure of the module is molded on the structure of a one-day course. Therefore, it consists of an introductory and a concluding phase, which engage the entire group of students as a whole, and six workshops in which students can work in groups or in pairs, contributing thus to a better understanding and acquisition of the skills and competences aimed at.

The Introductory phase consists of a **Warm-up** and an **Ice-breaker**. These are activities engaging students in actively recollecting the knowledge they already have of digital tools and technology. The **Warm up** contains a presentation of the structure of the module, its content and aims. The purpose of the **Ice-breaker** – titled ***What is the internet*** – is to make students understand that their familiarity with the internet as a tool does not necessarily mean they actually know how the internet was created or why. We believe it is essential that students understand from the beginning that the internet appeared in order to allow researcher to collaborate, that the internet is far more than a tool which allows faster communication, that it was primarily designed as a tool enabling collaboration.

The first workshop is entitled **Devices** and it lists some of the most commonly used devices. Students already have this knowledge and this workshop merely helps students become aware of their commonalities (or differences). The activity associated with this workshop is an online poll which students can complete and then examine and discuss the results. A variant of this activity would be a straightforward discussion in groups, allowing students to focus more on the diversity of digital devices currently in use in their own groups or farther afield.

The second workshop, **Information**, focuses on **Search Engines** because it is essential that students understand two things:

- Most people nowadays use the internet mainly to search for information
- Most people nowadays do not really know how to search for information.

The workshop presents students with six basic operators which will help them perform more efficient searches in the future; these operators are either 'Boolean operations' or 'search modifiers'. The exercises that follow help demonstrate the efficiency of searches performed using these tools.

This workshop also introduces students to a very useful tool: Jane Mandalio's RADAR[5] (Jane Mandalios, 2013). This tools has been designed as a mnemonic to help students remember the most important factors that need to be taken into consideration when deciding on the trustworthiness of a piece of information or other.

Overall, this workshop does not teach students what a search engine is or which are the best search engines. The workshop relies on the assumption that students already have this knowledge. What they actually need is a refinement of their skills: while most students are able to find information – sometimes faster than adults – they should know that there are ways in which they can perform far more accurate searches. Also, it is imperative that they understand that not all information is accurate and that there will always be ways which will help validate or invalidate the results of an internet query.

The third workshop, **Communication**, relies on knowledge students already have. It presents the more common means and manners of communication using technology. Some of the online tools are more familiar to students now especially because of the COVID-19 pandemic which forced so many classes to move online. However, because the move was so rapid, many of the features of these online tools have not been explored in detail. In fact, this part of the workshop relies on a collaboration between students and teacher (not on teaching and learning), each presenting the features they prefer(ed) or use(d) more often.

In the second part, the workshop focuses on rules of behaviour while online – *Netiquette* – especially because these rules are in an ever-changing state due to the rapid developments in online communication tools. As digital communication tools become more and more present in our daily lives, rules concerning what is

[5] https://journals.sagepub.com/doi/abs/10.1177/0165551513478889

polite and what is not are created to help users maintain a civilized online presence.

The fourth workshop, **Content Creation**, takes students on an investigative tour of software products and results. The purpose is to help students become aware of the vast number of software programs, demonstrate their knowledge of such software products (i.e. extensions identifying various files) and understand that, despite the existence of so many programs, most users very often end up using only a limited number. Hopefully, by the end of this workshop, students' curiosity will have been stirred and they will begin exploring the numerous possibilities of content creation available online or offline. Teaching them about each individual program would require too much time and it may be fruitless. Telling students about the varied and numerous opportunities for content creation may prove more effective. At the very least, they will have become knowledgeable in dealing with various types of files available online.

The fifth workshop, **Safety**, addresses an extremely important issue: protecting oneself while using digital tools. Although such an issue should be allocated more time in formal education, it is, paradoxically, still under-taught and very little discussed in any formal educational setting. Based on the false assumption that 'digital natives' are familiar with all aspects related to usage of digital tools and technology, most students are expected to also possess some innate form of online self-defense capabilities. The truth is that **safety** is not something they (and most of us, as well) pay attention to. This workshop focuses on four aspects which are presented in detail:

- Protecting devices. Students read about and discuss about anti-viruses and passwords, establishing why they are so important and how they should be used.
- Protecting personal privacy. Students read about and discuss about how much their online presence can / must reveal about them as individuals. The concept of "*digital footprint*" is presented in more details, together with exercises meant to reinforce the knowledge presented.
- Protecting health. When speaking about how much computers (and other digital tools) affect our health, most people would focus on one's

physical health: eyesight, posture, sleep disorders, etc. Very few people would also mention from the beginning how mental health can be affected. This section of the workshop focuses on cyberbullying since this is one the most insidious and damaging type of actions affecting young people. Students read about and discuss about cyberbullying and methods of prevention.

- Protecting the environment. Using technology can damage the environment. Students read and discuss about methods they can use to reduce the damage done to the environment.

The sixth, and last, workshop – **Problem Solving** – helps student recollect or discover ways in which they can handle technical or theoretical problems while using digital tools and technology. This workshop is more hands-on as each group of students will bring with it their individual experiences.

The Module closes with a **Plenary – Review and Evaluation** during which all discussions are with the whole group of students. It is an opportunity for students to recall the more important points discovered during discussions and activities they engaged in throughout this module.

Which parts it consists of

Following is a presentation of the stages of ***Module 2 – Digital and Tech-Based Competences*** as designed for a one-day course. Each stage is associated with a suggested timeframe; breaks are also included in this plan, but only as an estimate. Depending on the age of the students, the module can be extended over more days. Also, depending on the type of extracurricular project implemented, which relies on students having studied the information included in this module, the timeframe and the structure of the workshops can be altered. One possibility could be the “flipped-classroom” approach, where students access the information at home and study the content presented at their own pace, and the practical activities (“the homework”) is done at school.

STAGE AND ACTIVITIES	PROCESS	TIME (minutes)
1. WARM UP / LEAD IN	Welcome, setting up rules, self-introduction	15’
2. ICE BREAKER	What is the Internet?	15’
	COFFEE BREAK	15’
3. WORKSHOP	Types of devices	15’
4. WORKSHOP	Information	40’
5. WORKSHOP	Communication	30’
	LUNCH BREAK	30’
6. WORKSHOP	Content creation	30’
7. WORKSHOP	Safety	30’
8. WORKSHOP	Problem solving	20’
9. PLENARY	Review and evaluation	30’

How to use it

This is the link to the online module, where you can see a presentation of each activity, together with suggestions for practical usage in the classroom.

https://liceulovidius.ro/makesense/2.%20digital.html

References:

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Application of modules in the project

Where it is used

The 'Digital and Tech-Based Competences' module was tested in the Make Sense project by the Romanian partner in the 'Ovidius' Theoretical High School, Constanța.

Our institution is a prestigious presence in the Constanța county, having established itself as a center of excellence in its more than 50 years of existence. 'Ovidius' High School offers science-oriented specializations: Mathematics-Informatics and Natural Sciences, some of which also offer a further specialization in languages (English, French or German intensive study). Our high school students' age profile is 15 to 19 years old. Since 2000, secondary school classes (ages 10-15) have been created and are now part of our profile.

The optional curriculum our teaching staff develops each year is based on our students needs and wishes. The electives we create each year in answer to our students' requests or needs provide them with additional classes for a more intensive study of the compulsory subjects, but they also offer many additional subjects connected to various fields such as:

- Sciences – Education for sustainable development, Environmental education, Education for Health, Management of Interdisciplinary Projects, Astronomy, Meteorology-the science of weather evolution, Applied Physics, NASA Projects, Applied Biology, Food science; etc.
- Informatics – Lab view, Computer programming, Web Programming, Php and My Sql, HTML and CSS, JavaScript, Implementation of Algorithms; etc.
- Foreign Languages – Deutsch ist logisch, Spiel und Spass, Übungsgrammatik, Deutsch mit Freude, Le français en images, Le français par la chanson, Imparare la lingua italiana, Hablamos Español, The World Today, Exam Check, English at Work.

These are only a few examples of the types of subjects we develop in response to our students' interests and needs. Optional curricula is continuously developed, based on yearly assessment of their usefulness, popularity and opportunity.

Extracurricular Activities represent an interesting component of our students' lives in 'Ovidius' High School. Both teaching staff and students dedicate themselves to creating opportunities for active expression of their interests, knowledge and creativity.

Many of our students are involved in environmental activities. Our teaching staff permanently promotes and creates opportunities for Environmental education and Education for sustainable development. At the same time, our student body maintains active links with several prominent NGOs in the region (such as "Mare Nostrum", "Împreună pentru viitor", and others). One example is the Ecology Group which was founded in 1999. Its members have developed various projects and monitoring programmes on topics such as Bio-fuels, microplastics, Black Sea Biodiversity, and many others, with which they have obtained several prizes in different county and national competitions.

How it is used

ICE BREAKER

The teacher initiates a discussion about the presence of the Internet in our lives (to what extent we use it / depend on it). Students are given a material to read, *A Brief History of the Internet*. After reading the text, they discuss about their digital competences; they should think about whether these skills have improved since the beginning of 2020.

The teacher could give them a definition of digital literacies: 'Digital literacies encompass the individual, technological, and social skills needed to effectively navigate one's way through a growing and ever-changing range of digital communication channels. These skills include the ability to effectively interpret, manage, share, and create meaning through these channels.' (From OUP Global Skills – Creating Empowered 21st century citizens, page 8, available from https://elt.oup.com/feature/global/expert/global-skills?cc=ro&selLanguage=en&mode=hub)

DEVICES

The trainer initiates a discussion on the types of devices used nowadays in education / at work: desktop computer/ laptop / mobile phone / smart watch / smart band / tablet / voice assistant. Participants fill in an online poll in order to determine which type of device they mainly use. The results are analyzed and conclusions are drawn.

INFORMATION

The teacher initiates a discussion about search engines, to see which ones the participants know / use. Students are then asked to read the material called *Search Engines*.

The teacher presents some search combinations and asks students to give some examples of such combinations. The students are asked to do an exercise in which they have to do some searches and present the results.

The teacher introduces the RADAR approach, a tool which is useful when evaluating information found on the Internet. It is essential to introduce and comment on the five criteria: relevance, authority, date, appearance and reason. The students are asked to read the material about the RADAR approach and then they are asked to compare two websites with the help of the above-mentioned criteria. Their answers are discussed and compared.

The teacher suggests an online game where students are asked to assess whether some pieces of news are authentic or fake. Then, the teacher plays a YouTube video which includes tips for detecting fake news.

COMMUNICATION

The teacher starts a discussion about the various means of communication: e-mail, text messaging, mobile phones, social media, video conferences and the various ways in which we can share information with others (e-mail attachments,

transfer websites, OneDrive, Google Drive, Dropbox, etc.), depending on the situation. The concept of video-conferences is discussed. The teacher presents the Breakout Rooms option in Microsoft Teams, and plays a video about this option.

The next activity focuses on the concept of netiquette. The teacher explains its meaning and asks students to give examples from their own practice. They can all watch a video about netiquette and then do a self-scoring quiz online (ten questions, they can comment on the wrong answers and draw some conclusions).

CONTENT CREATION

Participants solve an online quiz, in which they have to associate the file types with the corresponding programme. Then, they also have a worksheet in which they are supposed to identify the icons of some popular file types.

The teacher starts a discussion about the different types of licenses used when creating content: copyright, copyleft, creative commons. The students can watch a video about these concepts.

The students then do some activities related to the way in which people can collaborate on a file. The following two options are presented and discussed: track changes in Microsoft Word documents and Google docs – working simultaneously on a file. The teachers offers an example, and then asks students to make changes to a document, using one or both of the options presented above.

SAFETY

The teacher initiates a discussion about anti-virus software and the efficient use of passwords. Then, the focus moves to the protection of personal data and the concept of digital footprint. The students are asked to do some online quizzes (to find out more information about the digital footprint).

Cyberbullying is also discussed in this section, with the help of a material called *How to Prevent Cyberbullying - A Guide for Parents, Caregivers and Youth*. The teacher and students could also talk about protecting the environment when

using technology for educational purposes (saving energy, recycling parts of the devices, choosing a technological solution rather than a non-technological one when you see that the digital choice has less impact on the planet).

PROBLEM SOLVING

The participants talk about the various types of technical and theoretical problems that might occur when using technology, as well as the possible solutions they can think of (finding answers online, asking somebody, reading the *Help* section of an application / a programme, watching YouTube tutorials, etc.). They also have a handout which includes some questions / exercises to consider.

REVIEW AND EVALUATION

The trainers conduct a discussion, starting from the following questions: What did you enjoy most during this workshop? Mention some activities which you found interesting / new / useful for your teaching career.

Participants complete an online survey, by means of which they assess the activities they attended and the trainers' performance.

Students' participation

Practical examples and report of experimentation with students

Students were invited to take part in the social entrepreneurship competition "My School Enterprise", whose purpose is to identify potential improvement areas in their own school (mentoring, coaching, social, environmental, etc.). "My School Enterprise" is about social entrepreneurship skills, about innovative ideas and result-oriented business plans. Students first learned about social entrepreneurship (8 workshops) and then planned and implemented their very own social enterprise (over a 5 months period). This competition offers students the opportunity to create social value and to actively

contribute to the improvement of their school life by using their social entrepreneurial skills.

This competition was launched in Ovidius High School on 10th September 2022 (*information stage*) and pre-registration for project ideas was opened on 14th November 2022 (*ideas stage)*. A total of 43 teams (113 students) registered, which demonstrated a clear interest in social entrepreneurship and the skill-sets available to students through both practical activities and theoretical knowledge accessible through the e-learning platform.

The project ideas were very diverse and addressed what students identified as needs at the level of their school. Therefore, a number of teams organized workshops on topics such as *effective communication, personal development, careers, financial education, first aid,* etc. Others focused on students' creativity: *drawing, painting, handmade projects, acting,* etc. Some of the teams decided to create online projects making them easily accessible by all interested: *School's Magazine, Ovidius Safe Space*, etc. Of the initial 43 teams, 27 teams (67 students) managed to submit their projects for an initial evaluation at the end of February 2023.

Teams were asked to submit a document outlining the motivation of the project, the stages and number of students involved, and to describe the results obtained as a result of their activities. Also, they had to create a PowerPoint presentation in English containing a detailed version of the project plan. Points were awarded to each project based on the clarity of the plan, the details provided and the identified results.

Following are fragments from the presentations created by two student teams.

<u>Ovidius Safe Space</u>

"Bonded by the desire to help each other face the stress under which we are living as high school students, we came up with the idea of creating a cooperative and interconnected community via a website created by students for

students and teachers under the name of **Ovidius Safe Space:** https://ovidiusafespace.ro/ ."

Here are the numbers that attest to the fact that we received responses from different classes:

Students: 94 answers

Teachers: 10 answers

All these answers highlight the fact that there is a communication problem between student-teacher and teacher-student.

Branding Strategy

Ovidius Safe Space Schedule

MONTH	TITLE	DESCRIPTION	DATE	PUBLISH DATE
November	When the project started	A meeting where we brainstormed for 2 hours in which we put all our ideas on paper.	22-Nov-22	N/A
November	The website developement (domain, server, SSL certificate, etc.)	Establishing the name of the project the name of the domain, and what the site will contain.	30-Nov-22	N/A
December	Making the Google Forms	Establishing and implementing questions for teachers and students.	10-Dec-22	N/A
December	Starting to build the website	The construction of the design, but also of the pages, contents and its functionalities.	24-Dec-22	N/A
January	Establishing and implementing promotion methods	Design preparation, printing and lamination of posters and flyers	6-Jan-23 -> 10-Jan-23	16-Jan-23
January	Inauguration of the project	Sharing the information, flyers, posters along with QR codes.	16-Jan-23	16-Jan-23
January	Inauguration of the platform	On Monday, January 16, we launched ovidiusafespace.ro	16-Jan-23	16-Jan-23
January	Brief presentations of the project	Short 15-minute presentations (we teach students and teachers how to use the	Usually on Mondays (after 12:30), Thursdays and Fridays	16-Jan-23 -> 17-Feb-23
January	Posting the answers from Ovynim and Teachonym	Filtering and posting the answers regularly, with the help of psychologists.	First post on 23-Jan-23	(answers posted weekly)
February	Making some statistics	With the help of Google Analytics, but also with other methods, we created some statistics.	16-Feb-23	N/A

We believe that in order to be easily identified and recognized by the beneficiaries, the unity of our project is essential.

We created our branding by analyzing the factors of the environment in which we address ourselves. We chose indigo as the predominant color and the waves that represent the location of the Liceul Teoretic "Ovidius" by the sea, but also the emblematic blue color of our high school. This model was found on posters, flyers and our platform as well.

Revista Liceului Ovidius

"The motivation for creating the ***digital school magazine*** in "Ovidius" High School arose as a result of the ***absence of the traditional school magazine*** for a long period of time , and the ***need for the other Erasmus+ projects to be promoted***. Our goals:

- ***solving the problem of the lack of information*** of students, teachers and parents
- ***sharing relevant information including school events***, student achievements and other important news
- ***helping to reduce the costs*** associated with printing, distribution and storage of traditional magazines.

Our idea for this project arose from asking ourselves: **What does our school truly need, and what can we provide?**

The newspaper encompasses all of the aspects wanted to provide:

- ***dates and results*** of various contests and competitions (fig.1)
- ***articles*** of interest to students (fig.2)
- ***vacation calendar*** (fig.3)
- ***workshop section*** to publicize all high school students' projects
- ***section with games*** to find a way to relax on our website.

fig.1

fig.3

fig.2

To promote our project, we placed flyers and QR codes in each classroom and informed the students about the newspaper. A poster was also displayed in the ground floor hallway.

Additionally, we sent weekly text messages to each classroom's group chat that included links to the online newspaper and forums. This approach encouraged students to engage with their content and provide valuable feedback on their articles.

We have also implemented a newsletter system that allows our readers to receive new information immediately. This feature

helps us to engage with our audience more effectively and keep them up-to-date with our latest content. Additionally, we have established a collaboration with the "Consiliul Școlar al Elevilor," which has allowed us to further expand our reach and create valuable partnerships within the educational community.

In this way, we succeeded in creating awareness and engaging their audience effectively.

Our online newspaper was launched on January 9th, the first day back to school after the winter break. From then on, we posted weekly articles on various topics, including video games, movies, and extracurricular activities. We based these articles on student feedback, which we gathered through our forums. We regularly updated the information in the Competitions category to ensure that our readers were kept informed about the latest changes.

	Page title and screen class	Views	Users	Views per user
		8,339 100% of total	1,169 100% of total	7.13 Avg 0%
1	Revista-LTO	1,737	528	3.29
2	Interview Frau Gallinger	553	206	2.68
3	Consiliul Școlar al Elevilor	525	77	6.82
4	Articole Revista-LTO	505	204	2.48
5	Concursuri	413	154	2.68
6	Workshop-uri&Voluntariat	347	160	2.17
7	Olimpiade Limbi Străine	293	32	9.16
8	Calendar Vacante	286	139	2.06
9	Statistica Jocuri	274	171	1.60
10	Statistica Filme	269	183	1.47

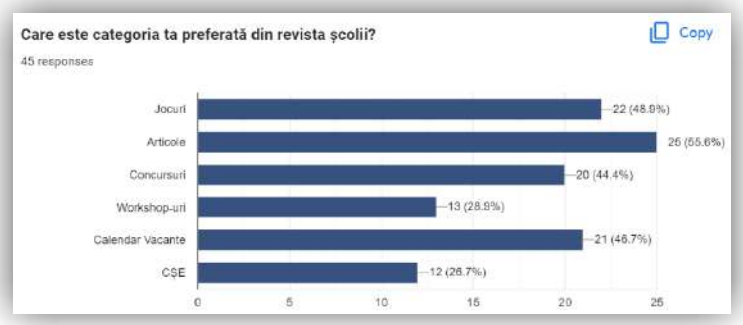
Google AdSense

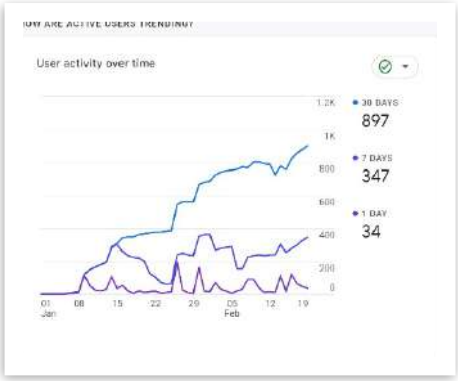
In the sixth week after launching our website, it was approved by **Google Adsense.** This is a significant achievement, as it means that our website had quality information and met the necessary requirements for advertising.

Since January 9th, our project has been accessed by a total of 1,169 users and has received 2,639 sessions on our servers. The majority of page views, 1,975, were made through links, while almost 500 people used the QR codes, and another 200 searched for our newspaper on the web.

The most viewed page on our website was the Home Page, with around 1,700 accesses. This was followed by the article "Experiența unui profesor german în România" and the "Consiliul Scolar al Elevilor" page, both of which received around 500 views. This information indicates that the Home Page is a valuable entry point for visitors to our website, and that articles related to educational experiences and student councils are of interest to our audience.

We're pleased to say that the readers appreciated the articles that we wrote and congratulated us for our work. Through voting, we found that the most popular category was Articles, followed by the Games category and the calendar.”





Main outcomes

The students improved several skills and competencies during the projects, some of which being described below:

- they understood the real possibility of creating social enterprises;
- they understood the fact that they can solve real problems, even if they are still students;
- they improved their cooperative learning, as they had to work together in order to implement their ideas;
- they understood the importance of the different roles in a team (each team had a leader, and each person in the team had a certain responsibility);
- they better understood the value of their skills and the need to constantly improve them, as they encountered various obstacles along the way, which required them to be flexible, to constantly search for solutions and to come up with innovative ideas;
- they improved their marketing skills (all teams had to popularize their projects among the school community);
- they improved their critical thinking and their inter-personal skills (presentation and communication skills);
- they learned how to be more independent (they only asked for guidance from their coordinating teachers, most of the work being done on their own);
- they improved their digital skills, which they had to use in most parts of their projects.

- Malone college, Northern Ireland

Theoretical background

Active citizenship is a concept that refers to the idea of individuals taking an active role in their communities, exercising their rights and responsibilities, and working together to create positive social change. At its core, active citizenship is rooted in the principles of democracy, equality, and social justice.

The theoretical framework for active citizenship draws on a range of disciplines and theoretical perspectives, including political philosophy, sociology, and education. Some of the key authors and thinkers in this field include:

1. Robert Putnam: Putnam is a political scientist who has written extensively on the concept of social capital and its relationship to civic engagement and active citizenship. In his book "Bowling Alone: The Collapse and Revival of American Community," Putnam argues that declining levels of social capital in the United States are contributing to a decline in civic engagement and active citizenship.
2. Jürgen Habermas: Habermas is a German philosopher and social theorist who has written extensively on the concept of the public sphere, which he sees as a key site for the development of active citizenship and democratic participation. According to Habermas, the public sphere is a space where citizens can come together to engage in critical debate and deliberation about public issues.
3. Paulo Freire: Freire is a Brazilian educator and philosopher who is best known for his work on critical pedagogy. His approach emphasises the importance of dialogue, reflection, and action in the learning process, and is closely linked to the concept of active citizenship.

4. Robert Dahl: Dahl is a political scientist who has written extensively on the concept of democracy and its relationship to citizen participation. In his book "On Democracy," Dahl argues that citizen participation is a necessary condition for democratic governance, and that active citizenship is essential for the health and vitality of democratic societies.

The field of application for active citizenship is broad, and encompasses a range of domains including community development, education, political activism, and social justice. In practice, active citizenship can take many forms, including volunteering, organising community events, participating in political campaigns, and advocating for policy change. Some of the key research topics in this field include:

1. The relationship between social capital and active citizenship: Researchers have explored the ways in which social networks, norms, and trust facilitate or hinder civic engagement and active citizenship.
2. The impact of civic education on active citizenship: Studies have examined the effectiveness of various approaches to civic education in promoting active citizenship and democratic participation.
3. The role of technology in promoting active citizenship: Researchers have explored the potential of social media and other digital platforms to facilitate citizen engagement and participation.
4. The relationship between active citizenship and social inequality: Scholars have examined the ways in which active citizenship can serve as a tool for promoting social justice and challenging systemic inequalities.

The module for active citizenship refers to the participation of individuals in civic life and their willingness to contribute to the betterment of their community, country, and world. It involves taking responsibility for one's actions, staying informed about issues that affect society, and engaging in activities that promote the common good. One of the key aspects of active citizenship is staying informed about the issues that affect society. This means being aware of current events, following news sources, and staying up to date on policy decisions. With the rise of

social media and other online platforms, it is easier than ever to stay informed about what is happening in the world.

Active citizenship also involves engaging in activities that promote the common good. This can take many forms, from volunteering at a local soup kitchen to advocating for policy changes at the national level. By working together, individuals can create positive change in their communities and beyond. This is an essential part of school life and students and staff cam make a difference in school, with family and in the local community. In addition to benefiting society, active citizenship also has personal benefits and by getting involved in their communities, individuals can develop new skills, build relationships, and gain a sense of purpose and fulfilment. Active citizenship can also help individuals feel more connected to their communities and to the wider world.

Despite the many benefits of active citizenship, there are also challenges. For some people, getting involved in civic life can be intimidating or overwhelming. Others may feel disillusioned or frustrated with the political process. However, it is important to remember that even small actions can make a difference. By starting small and working together, individuals can create positive change in their communities and beyond.

In conclusion, active citizenship is essential for the functioning of a healthy democracy and for creating positive change in society. By staying informed, engaging in activities that promote the common good, and taking responsibility for our actions, we can all contribute to a better world.

How the instrument was implemented

Module 4- To be sensitive to global issues and to be protagonists of change.

The module begins with an introduction and welcome by the facilitators to ensure that the scene is set to create a positive environment that allows all learners to

become actively involved and participate fully in all workshops. The aim is to improve their knowledge and skills, but also their interest in and empathy for people and issues outside their everyday lives. The module relates to real-world issues and an opportunity to boost their general academic engagement, motivation, and critical-thinking abilities. The work carried out with others will improve the kind of interpersonal skills—such as communication, cooperation, and problem-solving along with interacting with people from other contexts/cultures and they can experience growth in intercultural interest, sensitivity, and empathy.

Following the introduction and setting the scene for the module, the best way students translate their knowledge, skills, and attitudes into active citizenship is to provide opportunities for positive participation in their home, schools, and communities. This reflection of what they are currently doing allows the group to feel valued about the contribution they bring to all areas of life. The note taking is a personal account of their life and does not necessarily have to be shared but it allows some students to give feedback and to start the conversation about their abilities and contributions. This highlights that not all active citizenship roles need to cause a huge impact and those small steps can be taken to make a difference in everyday life. Through the sharing of information, it allows the group to realise they are already active participants and that there are opportunities to be the '*change*' every day.

Another tool used in the module is group work with the focus being the ability to use interpersonal knowledge and skills in a group to be effective. This focuses individuals to

- Understand the feelings and needs of others.
- Be able to express our own ideas and needs and express emotion.
- Solve problems and negotiate.
- Be able to "read" social situations accurately.
- Initiate and maintain friendships.

The benefits of group work for students are vast! Firstly, students can learn how to plan and manage their time when working. Group work also allows students to be exposed to a wide variety of perspectives and ideas. Most importantly, students learn how to work with other students and gives teachers a fantastic opportunity to monitor and observe as students collaborate. This enables teachers to see their students' growth in action as students apply learning and analyse situations and decisions and can identify strengths and areas of concern. students are more likely to be on-task when motivated by a group work project. Students develop responsibility and self-discipline that are beneficial to the class and that are needed to become effective as an active citizen.

Mind mapping can be defined as "The act of drawing diagrams or other illustrations to organise information, typically by using a tree structure." With this application, it has become more comfortable to keep all your thoughts and ideas in one place and many find that using a mind map helps them to see and understand something more clearly than they could by just reading alone. A mind map helps you to quickly outline your notes, gives you the information clearly and puts everything into context. Using this method to focus on the skills needed to become an active citizen, allows the students to really think about their strengths and use the information from the icebreaker task to see how they have already built up some of the skills needed and to look at how they could enhance and develop others.

An additional tool used in this module is Role-Play. Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and a lot of fun! Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme. This works very well in the social enterprise task with the challenge to the entrepreneur of balancing social and commercial goals along with practising self-care rather than self-sacrifice. Several scenarios are presented to the students

that may be faced in a social enterprise setting along with several options. Each answer can be discussed, and this opens further opportunities to group interaction and deeper thought-provoking conversations.

Brainstorming is one of the most creative ways of problem-solving in which we work on ideas. We can either come up with a new idea or build on an existing idea as well. Since there is no rule of thumb in brainstorming, it can be applied individually or in a group.

- Firstly, a goal is defined to understand what the main purpose of brainstorming is.
- Once we have an end-goal to achieve or a problem to solve, various challenges that come along are explored.
- Furthermore, different aspects of the problem or situation are explored, and we list down ways to overcome the challenges.
- There is no structure in brainstorming, and no idea is considered wrong. All ideas are noted during the brainstorming sessions, and some can even be clubbed together.

Brainstorming is useful in this situation as it will allow views to be shared and ideas created that can be useful when final decisions need to be made.

Which parts it consists of

STAGE AND ACTIVITIES	PROCESS	TIME
1. WARM UP/ LEAD IN/ REVIEW	Welcome, introduction and expectations	20 mminutes
2. ICE BREAKER	My Personal Profile	30 mminutes
3. WORKSHOP	The Team Player (My strengths)	30 minutes
	Coffee/Break	25 minutes
4. WORKSHOP	What matters to me	30 minutes
5. WORKSHOP	Social Enterprise	30 minutes
	LUNCH/ BREAK	30 minutes
6. WORKSHOP	Global issues	30 minutes
7. WORKSHOP	Brainstorm	10 minutes
8. WORKSHOP	Organisation For Help	30 minutes
	Short break	
9. PLENARY	Review and evaluation	45 minutes

How to use it

To use this module and discover resources to support the learning, please click the link to the Make SENSE website.

https://www.makesense-project.info/uploads/results/io2/IO2-3-MODULE-ACTIVE-CITIZENSHIP-ENGLISH.pdf

Application of modules in the project

Where it is used

The module was tested in the Make Sense project by Northern Ireland partners in Malone Integrated College. To us, the relationships between staff, students, parents, and the wider community, are the cornerstone of our success to date. In the College, each person is valued and

respected and our students have many varied opportunities to learn, to grow and to achieve.

Young people of all abilities are welcome at Malone Integrated College and are given the opportunity to reach their full potential, throughout the length of their educational journey. Through our curriculum, and the wide array of extracurricular activities on offer, students participate in an outstanding educational experience facilitating their all-round development and enabling them to play an active role in society when they leave as young adults.

We have high expectations of all students, and the College has a caring environment where pupils are encouraged to identify and work through any problems or difficulties. Our examination results continue to increase as we

provide students the best possible chance to achieve their maximum potential each and every day. We are committed to developing confidence, self-esteem, and self-discipline in all our students and making them integral members of our college 'family'.

Malone College believes that all pupils, regardless of ability, are entitled to the best that education can offer. The College has high expectations of all its pupils and adopts teaching approaches that encourage individuals to strive towards and achieve their own personal goals. The College is committed to ensuring that the curriculum is challenging, interesting and relevant, and that teaching methods are varied and innovative allowing pupils to access curricular content through their own learning styles.

Students are given the opportunity to promote collaborative learning but also to find a common "active citizenship" ground to reflect on. We encourage all our students to get involved in all activities and to engage in all aspects of school life. We encourage our students to support the school and local community in ventures that help others and make a positive difference in the lives of every one of us.

How it is used

In the words of Isaiah Bowman, "Citizenship comes first today in our crowded world. No man can enjoy the privileges of education and thereafter with a clear conscience break his contract with society. To respect that contract is to be mature, to strengthen it is to be a good citizen, to do more than your share under it is noble."

It is important that the students have a clear and knowledgeable understanding of citizenship and all the aspects associated with it. By having a clear definition and

outline of aspects associated within the topic students will develop a range of skills to cope with issues within everyday life and have the resources to implement critical thinking when needed.

Developing interpersonal skills

Learning in the interpersonal development domain supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. Interpersonal communication is the process of sharing both ideas and emotions verbally and nonverbally with another person. It allows us to interact with and understand others and students can develop their skills in this module. Opportunities are created for individual thinking along with group work so that all pupils can get involved in the tasks and each can offer something positive to the outcome.

Group Work

Group activities enable students to discover deeper meaning in the content and improve thinking skills. The most effective use of group work is that which engages students with higher-level content that is thought-provoking, difficult to understand, or has multiple interpretations. The active citizenship workshops are about creating an idea of making a difference in their local environment and so gives the freedom to share and develop ideas. Students can grow and build on their strengths and have the opportunity to focus on how they can improve their confidence and ability to communicate effectively. When working interactively with others, students learn to enquire, share ideas, clarify differences, problem solve and construct new understandings.

Brainstorming

Brainstorming gives the class a chance to tap into their previous knowledge and form connections between the current topic and what they have already learned. It also encourages them to listen and consider others' ideas, thereby showing

respect for their fellow classmates. Brainstorming in the classroom can motivate students to spontaneously express their ideas and thoughts on a subject. This was done as an individual task and also allowed small groups of pupils to collectively work closely together before sharing ideas to the rest of the class. As there are no right or wrong answers, the activity provides students with a platform where they can voice their thoughts without fear of failure. The ideas from the students meant that all views are valued and a positive atmosphere in the room enhanced the communication flow.

Students' participation

The students looked at their own life experiences in their personal profile and how they had already been involved in being an active citizen at home, school, and the local community. This allowed pupils from different cultures to share what life was like for them and to open the eyes of others to see some of the challenges they faced. In such a diverse area there are many communities that are supported by the students at Malone College and some of the support in improving relationships and the local environment created a real buzz and the positivity in the room was there to be celebrated.

The team player activity allowed individuals to look at their own strengths and areas for improvement as they got real life questions as to how they would react if being put in a certain situation. The activity made the students think about *who they are and* allowed the tutor to give advice around the most effective means of communicating and playing a key role in the team. This task proved to be key as the students prepared for the rest of the workshops as they already knew each other, and it was very easy for them to fall into the group categories and support each other's strengths. It also allowed the tutor to explain that to be an effective team you need several skills and that each student had a role to play in making it successful. Team leaders,

spokesperson, note-takers, organisers all realised the value of their role.

Moving on to what *matters to me, the activity* really got the students working together and thinking of what they could change in school and the local area. Many good ideas for change and fulfilling the active citizenship role were presented and students voted on those that could be achieved in a short space of time. Some of the ideas shared for the social enterprise are

1. Creating a 'Youth Link' group to help provide funding for local charities through social actions. Sponsored bike rides, group ultra-marathons and raffles.
2. Creating an 'environmental team' who would focus on improving the school environment and creating outdoor spaces for students to meet and learn. Planting trees and creating areas for growing vegetables was suggested with sponsored links to local businesses to help and support the project.
3. Creating a product to sell and to be part of the 'young enterprise scheme' that provides funding for social enterprises. The products sold in the school and pop-up markets at various times (Halloween/Christmas/Valentines) with all proceeds used to support/fund school projects. Links with local businesses following a presentation of the project was suggested as a means to raising the initial capital.
4. Creating support for low-income families. The idea was to provide free breakfast/meal for pupils of low-income families during a cost-of-living crisis. This is something that is beneficial to our school and surrounding schools. The project will need sponsorship from businesses in the area and the team will use social media as a means of attracting attention.

The option that the students thought would make the biggest social impact and create visible results was the free breakfast for all school students. This is something that is close to the hearts of many and would help the local community. The idea called ' 'Food for Thought " would be led by the students and a student council formed to find funding by local companies already linked to the school and a 'pitch' would be made. Social Media would be the main source of advertising and the link to the school website would give opportunities for funders to promote

their company/business. It was thought that other companies would like to be involved and gain a bigger market in terms of positive advertising and to be linked with such a worthy cause.

Spot Thoughts:

"We can never get a re-creation of community and heal our society without giving our citizens a sense of belonging."

-- Patch Adams

"No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline."

-- Kofi Annan

“Ordinary men and women may often feel unmotivated to exert their citizenship, either because they cannot tell the difference between the different alternatives, or because they have lost faith in the political classes, or because they feel that the really important issues are not in their power to decide.

-- Patricio Aylwin Azócar

"We all have an obligation as citizens of this earth to leave the world a healthier, cleaner, and better place for our children and future generations.”

-- Blythe Danner

"A generation that acquires knowledge without ever understanding how that knowledge can benefit the community is a generation that is not learning what it means to be citizens in a democracy."
-- Elizabeth L. Hollander

Students were intrigued as to what this new topic entailed. They engaged in the different workshops and explored a range of real-life scenarios that they may find themselves in. The workshops enabled the students to develop skills to deal with certain pressures. By the end of each workshop the students had a better understanding of the value and specificity of their own skills such as problem solving, relational aptitude, initiative, flexibility, overview, and many others they were unaware of beforehand.

A particularly visible result was the attitude towards the new activities and terminology students were unfamiliar with pushing them out of their comfort zone. The students worked alongside their peers in a proactive way listening to the views and opinions of others. The activities gave the students the opportunity to express themselves. The fact that their ideas were going to make a difference and make a positive impact in someone's life created added excitement and certain individuals in the group reacted very positively to this. One idea created another, and discussions began to flow about how the group could expand and how differences can be made.

Cooperative learning worked because all students were working towards the same purpose and gaining a fuller understanding of active citizenship and how it can be implemented in the day-to-day activities of everyday life. Empowering people to influence the decisions which affect their lives. Knowledge and understanding of the political, social, and economic context of their participation so that they can make informed decisions. Able to challenge existing structures.

Overall results – Fondazione Monnalisa

In this intellectual output there are, in addition to a number of implemented theoretical and practical references, a number of results on which it seems important to emphasize, especially with regard to the work of the students involved. We can see a positive impact of a series of workshops that allowed students to develop skills in active citizenship and social entrepreneurship. The students were initially intrigued by the new topic but quickly engaged in the workshops and explored real-life scenarios. The workshops enabled the students to develop skills to deal with certain pressures and gain a better understanding of the value and specificity of their own skills. A particularly visible result was the attitude towards new activities, which initially pushed students out of their comfort zones, but ultimately led to increased excitement and positive reactions. The students worked together in a proactive way, listening to each other's views and opinions, expressing their ideas, and creating discussions about how they could expand and make a difference. Throughout the projects, the students improved various skills and competencies including understanding the real possibility of creating social enterprises, improving cooperative learning, better understanding the value of their skills, improving marketing and critical thinking skills, being more independent, and improving digital skills. However, it was found that more knowledge in the business field was needed and that students needed to be more independent. To incorporate social enterprises into the curriculum, there needs to be a focus on practical activities focused on business, finances, cooperation, and group work. Overall, the workshops had a significant impact on the students' way of thinking and developing ideas for social enterprises, making them more proactive and independent thinkers. The students engaged in workshops that enabled them to develop skills to deal with certain pressures and understand the value and specificity of their own soft skills. They worked alongside their peers in a proactive way, listening to the views and opinions of others. The activities gave the students the opportunity to express themselves, and discussions began to flow about how the group could expand and make a difference in society. Through cooperative learning, all students gained a fuller understanding of active

citizenship and how it can be implemented in everyday life. The students improved several skills and competencies during the projects, such as problem-solving, relational aptitude, initiative, flexibility, overview, marketing, critical thinking, inter-personal skills, digital skills, and more. The testing showed that the activities had an impact on the students' way of thinking, developing ideas, and working on an enterprise. However, the students needed more knowledge in the business field and more independence. To incorporate social enterprises into the general school programme, curricula should offer more practical activities focused on business, finances, cooperation, and group work. The students absorbed the real possibility of making creative social enterprises by looking at the richness and innovation present in their area. Cooperative learning worked because it made it possible for everyone to converge toward a single purpose while fostering positive interdependence among those involved.

Conclusion and Future directions

Social entrepreneurship is set to continue evolving and growing in schools as educators and students recognize its importance in addressing social and environmental challenges. In the future, schools will integrate social entrepreneurship into the curriculum across various disciplines, enabling students to understand entrepreneurship principles while fostering a sense of responsibility towards society. Collaborative projects, internships, and mentorship programs will provide students with valuable experiential learning and networking opportunities. As technology advances, social entrepreneurship will leverage emerging technologies to address social and environmental issues more effectively. Schools will establish incubation centers or entrepreneurship hubs to support aspiring social entrepreneurs by providing resources, mentorship, funding opportunities, and networking platforms. The increasing interconnectedness of the world will encourage a more global approach to social entrepreneurship at schools, fostering empathy, cultural understanding, and the exchange of innovative ideas. Impact measurement frameworks and tools will be integrated into the educational process to ensure a focus on sustainable and measurable change. Social entrepreneurship education will empower students to become advocates for social justice and policy change by equipping them with the knowledge and skills to influence policy decisions. Schools will emphasize scaling social enterprises to reach a larger audience and achieve greater impact while maintaining financial sustainability and the organization's social mission. Overall, the future of social entrepreneurship at schools is focused on creating a generation of socially conscious and entrepreneurial individuals equipped with the skills, mindset, and resources to tackle pressing societal challenges.

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makesense