

# GUIDELINES “HOW TO STIMULATE SOCIAL ENTREPRENEURSHIP VIA NON-FORMAL AND INFORMAL LEARNING METHODS.”



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## INDIGISE: SOCIAL ENTREPRENEURSHIP DEVELOPMENT IN THE BALTIC SEA REGION

**INDIGISE project gathers partners from Northern Europe (Lithuania, Latvia, Poland and Norway) around a joint aim of promoting the concept of social entrepreneurship among the youth. The target audience are, above all, youth centers and young people who want to start their own business but lack support, competence and funding. INDIGISE project combines the experience of universities, NGOs and business networks professionals to deliver youth-oriented, innovative educational tools to develop entrepreneurial competence in the field of social economy and engage youth within social entrepreneurship.**

**INDIGISE project** is intended to:

- provide the necessary competencies and support tools to enable young people to develop social business ideas;
- promote the concept of social entrepreneurship and support Baltic Sea Region social enterprise start-ups by maintaining an Open Education Resource platform [www.socialenterprisebsr.net](http://www.socialenterprisebsr.net);
- encourage young people in innovative and creative thinking, collaboration and risk uptake via InnoCamps, organized in Norway and Lithuania;
- provide InnoCamp Methodology Handbook – step-by-step replicable and transferable tool for youth, schools, NGOs, educators etc.;
- promote good practices among local and international partners to achieve sustainable and collaborative social business support within the youth sector.

### **Project partners:**

- Klaipeda University (Lithuania) – coordinator;
- Baltic Institute for Regional Affairs, BISER (Poland);
- Social Innovation Centre (Latvia);
- Kristiansand katedralskole Gimle (Norway);
- Association of Polish Communes of Euroregion Baltic (Poland).

### **Associated partners:**

- Junior Achievement Norway,
- Baltic Sea NGO Network (Polish focal point).

**Project duration:** April 2020 – March 2022



Kristiansand  
katedralskole Gimle



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# INTRODUCTION

Although young people constitute a substantial part of citizens worldwide, they are not fully recognised in policies and strategies, as a separate group of interest. They play a crucial role in societal and economic development and are often referred to as „agents of change“. Simultaneously, the unemployment of youth is one of the greatest global challenges. Social entrepreneurship is a way to address this problem, contributing to sustainable and inclusive job creation.

Existing forms of youth engagement in economic activities are not sufficient and often not adequate for the targeted audience. Entrepreneurship education has very formal frames and structures, and it is rarely fostering an entrepreneurial mindset and attitudes among youngsters. There is an agreement, however, on the strong impact of youth work in entrepreneurship and culture. It develops transversal skills, gives an opportunity to exercise skills in practice and increases cultural activities which influence young people's creativity.

Youth work and non-formal, as well as informal learning, play an important role in developing young people's creative and innovative potential, including entrepreneurial skills underlined in recent youth policy and programmes at the EU and national levels. This brings us to the question of "How to engage young people in this process successfully?".

The youth workers play a crucial role in the educational processes by introducing different initiatives (like youth cooperative activities) to the youth and providing information and advice on how to make a decision and provide the risk assessment, be creative and understand the market's reality. But furthermore they help to develop social skills: establishing relations, leadership skills, conflict management and others.







The first chapter of the guide introduces social entrepreneurship and its importance for developing the skills and competencies of youth. The second one presents the forms of learning methods: formal, informal and non-formal, their characteristics, advantages and disadvantages. The next chapter reflects on the qualitative research carried out by the project partners and presents points of view of experts invited to participate, aiming at explaining the ways in which social entrepreneurship of youth can be stimulated. The fourth, last chapter describes the situation in the partner countries, as for approaches towards social entrepreneurship and interesting initiatives that are undertaken.

The guide "How to stimulate social entrepreneurship via non-formal and informal learning methods" is being developed to assist youth workers (teachers, youth leaders, etc.). It identifies methods, techniques, and strategies for working with youth and promotes a holistic approach to young people's entrepreneurial attitudes.

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"How to stimulate  
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## 1. Why social entrepreneurship?



The term 'social entrepreneurship' (SE) describes „entrepreneurial activity with an embedded social purpose“ (Austin, Stevenson, & Wei-Skillern, 2006). In other words, it is the process of creating social value through a broad spectrum of entrepreneurial activities and initiatives undertaken by individuals, non-profit organisations, public agencies or non-profit organisations in partnership with for-profit enterprises with the goal of balancing corporate profit with a simultaneous commitment to social responsibility (European Commission, 2020, p.121). Social entrepreneurship has become a social, economic, and cultural phenomenon in recent years, mainly because the social impact is more important than the profit itself within this concept. It also requires a vast amount of innovativeness, making it more appealing both for the entrepreneurs and the society. This approach allows addressing many socially pressing issues that are not in the spectrum of interest of the „for-profit only“ enterprises. In the past 30 years, several European countries and international organizations such as the Organisation for Economic Cooperation and Development (OECD) and the European Commission (EC) have taken the initiative to develop plans and tools to facilitate the development of social enterprises and social entrepreneurship.



### OECD DEFINES SOCIAL ENTREPRENEURSHIP AS FOLLOWS:

*It is the entrepreneurship that has as main goal to address pressing social challenges and meet social needs in an innovative way while serving the general interest and common good for the benefit of the community.*

*In a nutshell, social entrepreneurship targets to social impact primarily rather than profit maximisation in their effort to reach the most vulnerable groups and to contribute to inclusive and sustainable growth.*

World growth ought to be delivered through a strong emphasis on creating jobs and reducing poverty, as stated in the EU strategy EUROPE 2020. This growth can be achieved in various arenas, and the economy's social dimension is one of them. Although it is the desired direction, the level of awareness, as well as the extent to which social entrepreneurship is present in the business environment, vary strongly among countries.

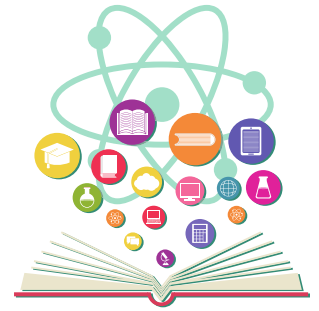
Social entrepreneurship is especially important for the youth as it allows them to gain and develop skills and competencies to positively impact the environment they live in and to transition into adulthood in a more accessible and more informed manner. Young people often have interesting, innovative and bold ideas, but they find it challenging to transform a business idea into an actual business, so there is a need for advice, information on opportunities to start and grow a business, and examples of good practice. In order to promote youth entrepreneurship, employment, and better integration into the labour market, it is necessary to strengthen the entrepreneurial skills of young people.

***Young people often have interesting, innovative and bold ideas, but they find it challenging to transform a business idea into an actual business***





## 2. Formal, informal and non - formal learning methods



INDIGISE project partners believe that non-formal and informal learning methods are best suited for teaching social entrepreneurship among youth. In order to gain a better understanding of the idea behind it, it is good to shortly introduce and differentiate formal teaching methods from the informal and non-formal ones. The differentiation below is in line with the general OECD definitions. However, even there, it is underlined that there is no consensus as to where the line exactly goes.

**Formal learning** is associated with structured, classroom-based education offered in an organized environment, that is, at school, college or university. It is a process within a given time frame, with objectives and a curriculum, leading to gaining degrees or certifications. If we look into formal learning, it is a trainer who provides the training, determines the physical location and methodology.



### OECD DEFINES FORMAL LEARNING AS FOLLOWS:

*Formal learning is always organised and structured, and has learning objectives. From the learner's standpoint, it is always intentional: i.e. the learner's explicit objective is to gain knowledge, skills and/or competences. Typical examples are learning that takes place within the initial education and training system or workplace training arranged by the employer. One can also speak about formal education and/or training or, more accurately speaking, education and/or training in a formal setting. This definition is rather consensual.*

This form of learning is found least helpful, when it comes to stimulating creativity, proactive attitude and acquiring new skills and competencies. It might provide interesting theoretical insight and even some practical touch when planned with care, but the system's limitations within formal learning make this form of education hardly flexible. At the same time, it is least appealing to youth.



The two concepts that are a bit more difficult to distinguish from one another are **informal** and **non-formal** learning methods. Let us begin by explaining the first one.

Society and community are the two main elements that influence the **informal learning** process of an individual. The environment you are brought up in, people you hang out with, and personalities you look up to for inspiration are some of the factors which contribute to informal learning. Life experiences are considered to be the primary and most important teacher of informal learning that one faces throughout one's life.

Informal learning is gained by such experiences of life which occur outside formally structured and classroom-based activities. Knowledge of this kind can be obtained from parents, the elderly, people we look up to. Informal learning is an inescapable and unavoidable part of our life, which is involuntary and does not typically lead to any diplomas or degrees. It can be called 'experiential learning' in other words. It is an unorganized form of learning with no set objectives or goals and does not have any set boundaries or limits in terms of learning outcomes. The objectives and aims of informal learning are to be determined by individual learners or learners in a group. Skills that are considered necessary for survival come in this category, such as cooking, booking appointments, learning how to drive and organizing something, which are the typical examples of informal learning.

### OECD DEFINES INFORMAL LEARNING AS FOLLOWS:

*Informal learning is never organised, has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience. The idea is that the simple fact of existing constantly exposes the individual to learning situations, at work, at home or during leisure time for instance. This definition, with a few exceptions also meets with a fair degree of consensus.*



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According to Eraut (1) there are three types of informal learning:

1) **Incidental and implicit:** purely incidental learning in which you don't have any intention to learn any fact, knowledge or idea, yet you learn without any explicit knowledge of what is being learned.

2) **Reactive:** This type of learning is virtually spontaneous but explicit in response to current, recent, or imminent situations with no particular time fixed for it. For example, the cultural behaviours and attitudes of people are greatly influenced by role models in mass media. Using the radio and TV shows in order to impart pro-social values is a very general practice for reactive-informal learning in many countries.

3) **Deliberate:** This type is a form of acquiring knowledge or skills with a clear intention for which you deliberately set a fixed time and dedicate the time for reflecting and thinking. Finding out time for additional learning can be a tough job that is why there is an efficient method which goes by the name 'five-hour rule', in which you purposely fix 5 hours a week for yourself in which you will learn something that you want to learn.

There is a visible contradiction between the two definitions. OECD assumes informal learning is not intentional, whereas Eraut (2000) differentiates deliberate form of informal learning, which is in fact intentional.



1) Eraut, M. (2000), Non-formal learning and tacit knowledge in professional work, British Journal of Educational Psychology, 70, 113-136

The third form of learning methods is called **non-formal**. Non-formal education is provided not only by public institutions but also public-private partnerships, employers, civic social groups, NGOs or international agencies. It takes place exterior to a formal and organized learning arrangement. However, we can also say that non-formal learning is relatively organized and systemic, but it does not mean that it should be necessarily planned beforehand with specific intention from both the learner and the educator to achieve some task which involves learning. It is evident that for such learning, guidance from the educator is needed. This is a kind of training that is not mandatory but learned as an acquired skill.



### OECD DEFINES NON-FORMAL LEARNING AS FOLLOWS:

*Non-formal learning is rather organised and can have learning objectives. The advantage of the intermediate concept lies in the fact that such learning may occur at the initiative of the individual but also happens as a by-product of more organised activities, whether or not the activities themselves have learning objectives. In some countries, the entire sector of adult learning falls under non-formal learning; in others, most adult learning is formal. Non-formal learning therefore gives some flexibility between formal and informal learning, which must be strictly defined to be operational, by being mutually exclusive, and avoid overlap (OECD).*





For non-formal types of learning, the framework can be designed entirely based on the characteristics and objectives. Perfect examples of non-formal learning would be fitness programmes, IT courses, online courses for a variety of skills and many more. In other words, non-formal learning initiatives occur outside the boundary of formal learning systems, yet they constitute some kind of organized structure and framework defined by particular learning outcomes.

Non-formal learning is totally dependent on the learner's free will or desire to learn any activity, skill or pursue a career as a result of intentional effort.

The majority of people acquire knowledge and skills by non-formal means throughout their life span within the society, in a family and in workplaces. Notable institutions known to provide non-formal learning include public institutions, trade unions, media organisations, NGOs, public-private partnerships and international agencies. It is reported that NGOs often work in collaboration with government agencies for offering opportunities for non-formal learning with an aim for community development, health awareness, development of enterprise and environmental and agriculture education. We observe a continuous, notable investment in the sector of non-formal learning and training as it is considered to be essential to upgrade the skills of a much more significant part of the world population as a response to broader markets, new technologies and globalisation.





**Table 1. Formal, informal and non-formal learning**

	<b>Formal learning</b>	<b>Informal learning</b>	<b>Non-formal learning</b>
<b>1.</b>	Highly organized and structured. In this case, the learning space is intentional.	Does not take place in a formal situation and can be held at any place at any time.	Loosely or formally organized depending upon job outcomes.
<b>2.</b>	People involved in formal learning processes are specially trained for this purpose.	The ones leading the informal learning are more likely to be persons who are closer to the learner, i.e., parents, grandparents, friends, siblings or a caregiver.	One who leads the non-formal experience should be/is more experienced in his field of expertise, not necessarily having any formal training.
<b>3.</b>	The most common type of learning in the process of education. Provides an orderly learning environment and clear goals. Mostly focuses on knowledge, to a smaller extent on skills and abilities.	This type of learning is most often not considered a valid form of learning during the school years, but it is important for a young individual's cognitive development.	It is also somehow not considered to be very credible in comparison to formal learning.
<b>4.</b>	Provided within the public and private education systems.	Professional associations insist on on-the-job experience during professional study or job, which is counted as informal learning.	It involves transferrable skills to the learner's primary field of study.

Source: own elaboration.



**Table 2. Advantages and disadvantages of formal, informal and non-formal learning**

	<b>Advantages</b>	<b>Disadvantages</b>
<b>Formal learning</b>	<ul style="list-style-type: none"> <li>• A well-prepared schedule helps in disciplining the participants.</li> <li>• Professionally trained educators lead the process.</li> <li>• At the end of the process, a certificate/diploma is granted, which is later on recognized by other institutions</li> </ul>	<ul style="list-style-type: none"> <li>• The courses are standardized and do not consider a different set of skills and abilities of the participants</li> <li>• In many cases, it is a costly process</li> <li>• Formal learning process are often overloaded with the content</li> </ul>
<b>Informal learning</b>	<ul style="list-style-type: none"> <li>• There is no time pressure and no formal boundaries.</li> <li>• A preferred sources/way of gaining knowledge can be chosen.</li> <li>• No exam stress due to the high flexibility of the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources used for acquiring knowledge are not always reliable.</li> <li>• The absence of professional trainers can lead to inefficient learning practices.</li> <li>• No proper schedule might mean less efficiency less efficient.</li> </ul>
<b>Non - formal learning</b>	<ul style="list-style-type: none"> <li>• Very high flexibility, better suited for individuals, adjusted to their capabilities.</li> <li>• There is no need for schedules or exams or diplomas/awards after the process is finished.</li> </ul>	<ul style="list-style-type: none"> <li>• Some knowledge is already assumed, so it is impossible to do without any formal education.</li> <li>• A high level of independence of individuals may discourage them from treating it seriously. No schedule does not go well with everyone.</li> <li>• For some, no proof of acquiring skills and competencies in the form of a diploma, might be problematic.</li> </ul>

Source: own elaboration.

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This general overview presents the learning methods, their assumptions, advantages and disadvantages.

Within formal, informal and non-formal learning, there are various methods and tools that can be used to convey the message. The most challenging part is choosing the ones best suited for the youth target group and the goal set.

**The interviews carried out within the INDIGISE Project provide us with an insight into the experiences and recommendations of those working with youth on a daily basis.**





### 3. How to stimulate social entrepreneurship via non-formal and informal learning

To answer the question „How to stimulate social entrepreneurship via non-formal and informal learning“, a series of 35 interviews were carried out in partner countries: Latvia, Lithuania, Poland and Norway. They took place in the second half of 2020.

The interview questionnaire concentrated on awareness of differences between informal and non-formal learning, tools used when working with youth, as well as the concept of gamification. The interviewees were experts of various profiles, youth workers and trainers, well oriented in the researched area, so they provided valuable insight.

The interviewees were asked to assess the overall qualities of non-formal and formal learning by referring on a scale of 1-7 to the following features:

- attractiveness and level of difficulty for participants;
- efficiency in conveying knowledge,
- skills and competencies;
- easiness of assessing the appropriateness of learning outcomes as well as a level of stress and satisfaction for the teacher/facilitator of the process;

The respondents stated that both **non-formal** and **informal** education are exciting and satisfactory for the participants as well as well suited to their expectations when delivered by youth workers. Both are also seen as highly efficient in helping to gain knowledge and skills and also satisfactory and non-stressful for the facilitators working with the youth.

In the second part of the questionnaire, respondents were asked to tick the teaching practices they are using and to comment on their usefulness shortly. Below we present the list of approaches and methods being used in the learning process, our experts were referring to.



**Table 3. Learning approaches and methods**

<b>NON - FORMAL</b>	
<b>Problem-based approach (often associated with project-based learning)</b>	Problem-based learning (PBL) represents a learner-centred, collaborative, instructional approach where learners often work in groups on an open-ended problem. In relation to entrepreneurship education, it might take the form of preparing a business plan to provide some solution for one of the societal needs identified by them. Almost all the respondents indicated that they are using the PBL approach on a daily basis.
<b>Project-based approach</b>	Although used interchangeably, PBL and project-based learning are not the same. Project-based approach sees the learner as independent researcher, facilitating learning specific topics through own investigation. Usually some project output is presented by the learner in result. The project can also be associated with something young people just want to do (make crafts, for instance), not so explicitly linked to some global/local problem.
<b>Collaborative learning</b>	Collaborative learning is the educational approach that uses groups to improve the learning process through working together. Groups of learners solve problems, complete given tasks and learn new concepts. The participants benefit from each other's ideas, skills, knowledge and perspectives. This form of learning enriches the mindset of the participants.
<b>Peer teaching</b>	Peer teaching is a concept involving peers in the learning process. Those being a bit ahead with knowledge or skills or having more experience become tutors. This kind of cooperation can be a one-way teaching or a reciprocal process. There are some substantial doubts regarding peer teaching, the main one being that peer teachers are not equipped and qualified enough to assist in others' learning process. On the other hand, youth is most responsive within their own age groups, so for this reason, peer teaching should not be underestimated. Nevertheless, it is rarely used in working with youth on entrepreneurship, except for programmes where young entrepreneurs work with youth willing to develop their own entrepreneurship ideas by demonstrating their own experience.

<p><b>Role playing</b></p>	<p>Role-playing is an opportunity to assume the role of a given person and immediately apply the learning process's content to specific situations. This is an appreciated mode of working with youth, very often used by the respondents. It allows employing creativity, out of the box thinking and already possessed experience.</p>
<p><b>Gamification</b></p>	<p>Gamification is the application of game elements and digital game design techniques to non-game problems, such as business and social impact challenges (2). The most important is the motivational component. It is the idea of turning the whole learning process into a game. Gamification is a psychology and motivation-based innovative approach to increase the motivation, engagement, and contribution of the target audience and achieve the necessary results through their active involvement. It is an effective and attractive way to gain knowledge and competencies.</p> <p>Gamification comes in very handy when considering social entrepreneurship education. According to Sailer et al. (3), performance-related feedback is crucial for motivation, so gamification should provide immediate feedback in the form of positive and negative reinforcement and offer rewards (behaviourist learning perspective).</p> <p>The gamification should also increase the positive feelings like sympathy, pleasure and decrease anger, fear and enviousness (the perspective of emotion). The authors match motivation mechanisms with game elements used in gamification.</p> <ol style="list-style-type: none"> <li>1. <b>Points</b> - provide positive reinforcement, are in a way a reward;</li> <li>2. <b>Badges</b> – represent achievements, can be seen as a goal, foster the feeling of competence;</li> <li>3. <b>Leaderboards</b> – providing information on the success of players, foster the feeling of competence and success, as well as power;</li> <li>4. <b>Progress bars</b> - providing information on the progress of individual players, provide feedback, as well, as goals;</li> <li>5. <b>Quests</b> – little tasks to accomplish, provide clear goals and emphasize the importance of player's actions;</li> <li>6. <b>Meaningful stories</b> – usually wrapped around activities, they can spark players' interest and evoke positive feelings;</li> <li>7. <b>Avatars</b> – a visual representation of the player, can evoke positive feelings.</li> </ol> <p>According to Patricio (4), gamification enhances entrepreneurial skills development, due to advantages such as: tackling challenges in a structured way, encouraging participation and contributions of all team members and developing innovation and entrepreneurship skills.</p>

(2) Iscenso A. (2014) Gamification in Sustainable Development. Masterpieces of the Nature, March 6

(3) Sailer M., Hense J., Mandl H., Klevers M, Psychological Perspectives on Motivation through Gamification, Interaction Design and Architecture(s) Journal - IxD&A, N.19, 2013, pp. 28-37

(4) Patricio, R. (2017), A gamified approach for engaging teams in corporate innovation and entrepreneurship, World Journal of Science Technology and Sustainable Development 14(2/3):254-262, DOI:10.1108/WJSTSD-10-2016-0057

<p><b>Simulations</b></p>	<p>As a method, it can be classified as gamification of learning as it combines the elements of a game and a problem-based approach. A simulation is a form of experiential learning that includes instructional scenarios and specially designed conditions developed by the teacher (facilitator), where the learner is asked to make decisions and observe the consequences of own actions to learn about the possible scenarios in a real-world environment. In terms of social entrepreneurship learning, simulations can be applied for both business skills development as well as forming civic activism and participation.</p>
<p><b>Learning by doing</b></p>	<p>It is a hands-on approach to learning, assuming that the best results are achieved when there is an interaction with the environment that enhances the adaptation and learning process. More is learned when the activity is actually „done“, not dry-taught.</p>
<p><b>Outdoor learning</b></p>	<p>Is a form of experimental learning that is challenging to build solutions to problems in the real-life environment. It creates authentic learning opportunities that require the application of classroom knowledge in real-life settings. Outdoor learning helps to break down traditional learning boundaries.</p>
<p><b>INFORMAL</b></p>	
<p><b>Networking</b></p>	<p>Networking is an excellent supporting initiative. It helps to reduce the feeling of isolation. It is a source of motivation, information and advice. It can also be a platform of exchange between potential business partners, employees and customers. In the case of youth, it is crucial to provide peer support, which is a bit less formal.</p>
<p><b>Videos, YouTube channels, television shows</b></p>	<p>There is a lot of pre-recorded material that directly or indirectly relate to entrepreneurship. They provide knowledge, tips, insights and practical examples that learners might incorporate into their entrepreneurial mindset. What is always appealing to youth are real-life experiences from young entrepreneurs, both the challenges and the success stories.</p>
<p><b>Podcasts</b></p>	<p>It can be organised in the form of a lecture or a discussion and can be listened to while walking, exercising or resting. The youth much appreciates it since it is a more friendly form than frontal lectures.</p>

<b>Student-led discussion</b>	Those discussions are especially valuable because learners take charge and become responsible for the process, the rules of discussion and ways of getting to conclusions. It empowers the youth and is more efficient than teacher/instructor-led discussions. A general framework might be provided or assistance offered, but it is best to leave it to the group.
<b>Self-directed learning</b>	In this process, individual learners take the initiative. It aims at diagnosing the learning needs and the learning goals. The learner picks an individual learning path. The help of others might be offered, but it is not necessary.
<b>NONFORMAL / INFORMAL</b>	
<b>Coaching</b>	Coaching is a method of directing, instructing, and training a person or group of people to achieve some goals or develop specific skills. It is especially helpful when going through challenges the youth faces in their entrepreneurial endeavours. Coaching can be a source of motivation and helps to overcome obstacles, for example by changing the perspective on the issue at hand. It also gives the feeling of being guided, which increases the comfort and the feeling of safety of young entrepreneurs.
<b>Mentoring</b>	Mentoring involves two individuals in a power-free partnership, in which one of them has greater skills, knowledge and experience. The mentor can provide sponsorship, serve as a model or a friend. Mentoring ensures a better learning atmosphere; it updates learner's skills and knowledge and helps to put them into real-life context. The presence of practicing entrepreneurs and their experience sharing is of particular importance to inspire and make young people be really interested in a topic. The mentor can provide essential tips, share relevant reading material, help to solve problems.

Source: own elaboration.



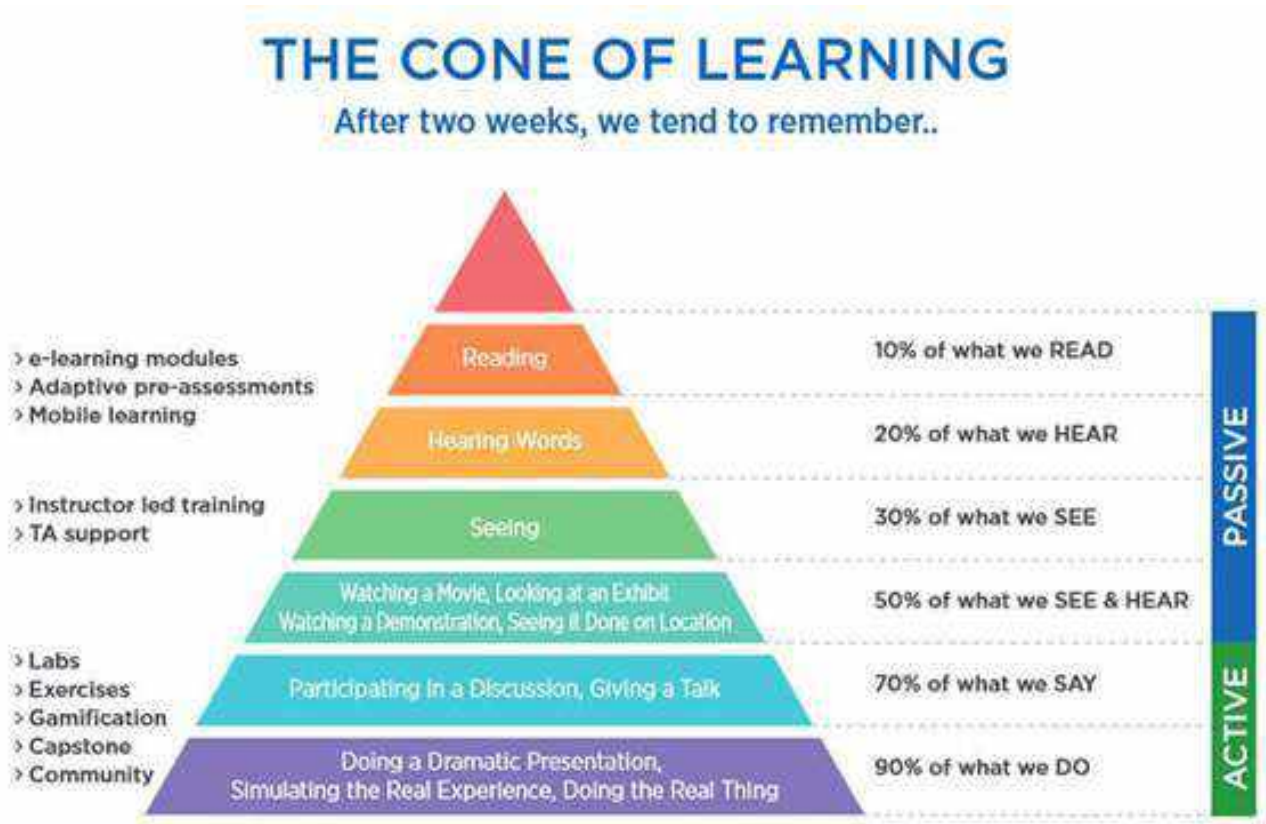
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## PLANNING THE LEARNING EXPERIENCE

Youth constitutes rather a demanding target group, since it is often very challenging to awaken the interest and even more to sustain it. Therefore special emphasis should be put on how to best stimulate their interest in taking part in entrepreneurship education or training. Our experts shared their experiences of working with youth. Based on the responses, there are no preferences observed for the preferred forms of informal or non-formal learning; it varies across institutions and their approach. According to youth work experts, the least useful are delivering “dry data”, for example, in the form of lectures, and there is a general consensus among the respondents that **the less structured and formal approach in learning entrepreneurship is applied, the better**. As interviewees point out, the most attractive and memorable are the things we experience, so **go, see, hear, try** - these are the best ways to instil knowledge about social entrepreneurship. There is a strong, general trend among the interviewees towards implementing interactive solutions. The best effect is reached when combining more than one approach, depending on the participants and their very needs. It is valid both for working with youth in general, as well as for entrepreneurship in particular.



The concept that is always helpful in visualising the impact of all learning approaches is Dale's Cone of Experience (Dale, 1969). Although constructed over 50 years ago, it is still in line with the thought and experiences of the ones engaged in learning processes. According to this model (Figure 1), learners retain more information presented to them by what they „do“ rather than „hear“, „read“ or „observe“, which is very much consistent with the remarks of our interviewees.



Source: <https://www.simplilearn.com/has-e-learning-killed-the-learning-cone-article>

The least effective methods are presented at the top, and they involve sole reading or listening to a lecturer. The most effective ones are on the bottom of the cone and refer to hands-on, direct experiences, so the further down the cone, the greater information retention. In order to successfully promote the concept of social entrepreneurship, there is a need to awaken the interest in the social dimension of life and entrepreneurship itself. Below, a set of valuable tips is presented that are to be considered before initiating, after and throughout the learning experience on entrepreneurship, which is addressed to youth.

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## BEFORE the learning experience:



- Prepare an **engaging entrepreneurship curriculum**, delivered both by youth workers and entrepreneurs themselves. Ensure your offer is adapted to the needs of wider audience. So that youth endangered with social exclusion, women, youth with disabilities and rural youth are also taken into consideration.
- Engage young people in the design of curriculum or consult with them, if possible. They will have the most appropriate ideas on **how to engage young people into learning** – which tools to use and what topics to cover.
- Don't forget to **include social and developmental elements** such as social impact measurement and social inclusion into your actions addressed to youth. Try to use simple terminology not to overwhelm young people with difficult theoretical concepts.
- Before developing each learning activity, **set clear goals and expected results** to make curriculum as comprehensive for young people as possible. Remember to offer social entrepreneurship training using multiple channels, including online platforms, and that youth learns best when perceptual (sensory-based) learning styles are used. Variety of methods and opportunities to customize learning to individual preferences are attractive. Create conditions for non-formal learning to be innovative, interactive, attractive to young people and to develop their social entrepreneurship skills.
- Fear not to **use ICT tools** that are innovative and attractive to young people for social entrepreneurship education.
- **Apply an experiential learning approach** (learning by doing approach), which best facilitates the acquiring entrepreneurial skills and competencies.
- Remember to **include social elements** in your educational activities. Young people will better acquire the knowledge and skills if allowed to discuss and conceptualize, meaning, apply theories to practice. It is always useful to introduce young people to the people who specialize in researched topics or people requiring solution to be developed for.
- Think carefully of **how to organize group work and discussions**, so that each young person can express own views and ideas in a given time. Too large groups can de-motivate and cause the sense of exclusion.

- **Avoid one-time events** with no follow-up, they have short-term effect only;
- **Longer-term programmes** are more sustainable, as they require young people to do their own research, empathize with the stakeholders, analyze problems, and creatively search for the solution, simultaneously learning about the social entrepreneurship impacts.
- Make sure the **learning environment (setting) fits planned methods**. If the training is organized offline in groups and the use of ICT is expected, make sure you provide the rooms of the right size and setting with the access to internet and power plugs.

## DURING the learning experience:



- Play some **opening, fun and easy games**. This brings togetherness and nurtures trust between each other from the start.

One such game is called "2 truths and a lie" where you all have to write down 2 truths about yourself and 1 lie, place the paper in a hat, and participants must guess who it is. This immediately changes the mood in any environment.

- **Break down the barriers** of hierarchical thinking. Break down the power struggle between adult and youth immediately by the relaxed, non-threatening environment where they all work together and feel safe to share and participate.
- Provide **as many practical tasks as possible** and immerse the youth into real, local case studies and problem-solving.
- Give **quick and clear instructions**, be specific not to overwhelm with long detailed instructions. They should sound fun and interesting. The more requirements are expressed, the more time should be given for technical development work.
- **Set the right questions and tasks**, depending on your expected results. If the given tasks are too detailed and specific, do not expect a lot of innovation. If the problem to be developed is a global challenge, do not expect specific and structured work plan.



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- Make sure young people understand all the terms used during the learning. **Use short explanations** with relevant examples. Do not overwhelm audience with business-specific terminology.
  - **Give youth a choice** rather than telling them what to do. For example, if it is to do a skit, give them a choice of 3 ideas they can choose from.
  - **Involve youth in the process of acquiring knowledge and skills** on their own instead of offering plain lectures or instructions strengthens their knowledge retention.
  - Try to **include playful and game-based elements** whenever possible to make learning experience more attractive. Apply combinations of gamification elements (badges, small prizes, points collection, avatars, progress bars etc.) to enhance engagement, improve productivity, speed up the learning process, increase inovativeness and facilitate social interactions at any stage of the learning.
  - **Understand that they all have different strengths and weaknesses** and different personalities. Allow those strengths to shine through and the different personalities to work together and learn from each other. A creative type and a serious type put together could form a formidable team. The creative person will have all the ideas, and the serious, structured person will know how to implement those ideas.
  - **Pair young people with practicing young social entrepreneurs** in the learning process so that the language used and content prepared to resonate well with the youth. This will provide youth an opportunity to see social entrepreneurship from inside and emphatize with it.
  - When possible, try to **include field visits for young people** to see real working environment of social entrepreneurs and „catch the spirit“. This may also provide an opportunities for social entrepreneurs – attract more public attention, make new connections, atract new talents for further cooperation etc. Enhance usage of social media (where relevant) to report on learning experience and social business.
  - **Listen to what young people say** and do during the activities. Provide some mentorship, ask for feedback, hop in with suggestions on how to organize work in teams or where to find specific information. Young people may be shy to ask questions or help, therefore facilitator should act proactively.

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- **Ask learners to present their learning results** and reflect on experience and general applicability of the gained knowledge. This will engage participants in more conscious learning and allow organizers to detect gaps and improve learning. Gamification elements like points, avatars and other will help to evaluate and reflect on content-related and general-experience-related aspect of learning.
  - **Use cards with symbols or specialized games** to collect the feedback on learning experience and share concerns of young people. Playful more of discussion will help to improve the learning. Even without discussion and within online environment, learner can express their mood, needs and emotions by showing demonstrating emojis or changing their avatars.
  - Understand that **not everyone is going to be open or want to participate**. Don't force participation. Some may have strong opinions or feel threatened or sensitive around a particular subject. Acknowledge their views as important. By acknowledging it may be difficult or saying, "you may feel silly doing this, but..." you already win them over with your understanding. Be a good example of communicating respectfully and valuing another person. Show you believe in them and that you are confident in their abilities.
  - **Facilitate young people to use social media and other ICT tools** to facilitate gamified learning and general collaboration. It can provide a long-lasting platform for informal mutual learning within closed circle, for instance, Facebook groups, TikTok or Slack channels etc.

## **AFTER** the learning experience:

- **Employ newly created groups and channels** to maintain the communication on the topic and make young people think about social entrepreneurship ideas and their implementation even after the learning experiences has ended. This will support networking of young people and facilitate practical application of the knowledge. Remember to apply gamification elements and reflection on the topic.
- **Use the platform of learners** to promote other learning activities.



## WHAT IT LOOKS LIKE IN PRACTICE?



### HUBRO

Norwegian **Hubro** initiative is an online business simulation game that aims to boost student engagement and learning outcomes by letting them run their own virtual companies. The students learn about investments, risk assessment, capital structuring, dividend strategy and much more. Hubro can be used both in the classroom setting or for remote learning. The students can play in teams or alone and can compete against each other or with bots. The interviewees admit that such simulations may be challenging at first, but with time young people come to enjoy it. Hubro began as an in-house project at the Norwegian University of Science and Technology (NTNU) but has since spun out as a company. Educators in more than 20 countries use Hubro Education's simulations in their training. In Norway, it is used by more than 100 secondary schools and more than 60% of the universities.

Users can choose between three business simulation games, which can be fitted into the schedule or learning tools:

**Business Simulation:** Helps students see how business decisions and the numbers fit together. They learn how to manage the production, investments, pricing and financing of a virtual company. The students can use a production company in a group, and they can compete with other students. The Business Simulation is suited for courses like general business management, managerial accounting, financial accounting, finance, operations and microeconomics.

**Marketing Simulation:** Allows students to experiment with how marketing decisions impact the virtual company. They can create a product that fits customer needs and compete directly with other companies to grab the customers' attention. This game includes courses in marketing, marketing management, marketing strategy and entrepreneurship.

**Finance Simulation:** Helps students to see how decisions in investments and finance impact the company as a whole. It also helps them to find the best way to finance company investments, and to make impactful, long-term decisions that benefit the company and the shareholders—suited for courses in corporate finance and financial management.

The games are available in English and Norwegian. Hubro also includes tools for educators. For instance, they can assess student performance or see which students are struggling.

## Example of Gamification To Be Used at Social Entrepreneurship Innovation Camp



### *Who is responsible?*

Each team of participants of the Innovation Camp receives a list of clipped problems that are listed below. The problems and challenges can be different and even could be sorted by topic or economic sector. This gamification can be divided into two or even more stages.



### **Stage 1**

Teams would be asked to divide all problems into four groups according to who in their opinion should take care of or be responsible for these problems: (1) The State, (2) Regular Business, (3) Social Business, (4) Non-Governmental (Non-Profit) Organization. After, all teams should briefly present their results and discuss why they made these decisions and what determined their choices.

### **Stage 2**

From the problems that the participants attributed to social entrepreneurship, each team can choose one problem and can try to come up with an innovative or even unconventional solution for it.

This gamification will help you understand who can or even must be responsible for the problems and challenges humanity faces with, as well can help in developing logical and purposeful as well as creative thinking. If the Innovation Camp would be an international event, participants could share good practice of their countries.

The gamification can be done without ICT tools or special technical equipment. Each team will be given a larger than A4 formation sheet of paper where will be written four groups: (1) The State, (2) Regular Business, (3) Social Business, (4) Non-Governmental (Non-Profit) Organization (i.e. who can or must be responsible for solving the problems). Each problem and challenge can be written on sticky note. Teams will have to assign and to stick each sticky note to the responsible organization. Later, the same action can be done with the gamification moderator with all teams together in front of them.

*The original version of gamification can be found here:*

*[https://lja.lt/wp-content/uploads/2019/09/Socialinis\\_verslas\\_Lietuvos\\_Junior\\_Achievement\\_2019-m.pdf](https://lja.lt/wp-content/uploads/2019/09/Socialinis_verslas_Lietuvos_Junior_Achievement_2019-m.pdf)  
(page 6, 23)*

## ***“Go beyond” Programme***

**“Go Beyond”** is a youth leadership programme, where young people aged 18-23 are invited to take part in coaching, mentoring, lectures, seminars, field visits, workshops and group discussions. Each participant works on an individual, socially-oriented project and reflects on the process with others in teams. The programme is 10 months long, and each young person sets individual goals at the beginning of the programme and revises them regularly. Additionally, young people are paired with NGOs and social partners (e.g. prisons, social care centres, social entrepreneurs) to provide young people with an opportunity to implement their project ideas within their settings (5).



(5) <https://www.gobeyond.lv/>



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## 4. Youth social entrepreneurship in partner countries

This part of the guidelines concentrates on Project's partner countries. It describes the attitudes towards social entrepreneurship of youth, the way it is taught, available out-of-school possibilities of coming in contact with social entrepreneurial knowledge and experiences, as well as pointing out the most popular tools and methods used when introducing youth to entrepreneurship. This allowed for the overview of approaches, similarities and differences between partner countries, so presenting the status quo.



# LATVIA

**Social entrepreneurship in Latvia** has arisen from NGOs' need to sustain themselves, as the activity of not-for-profit organisations has increased and the amount of charity funds has declined. With more NGOs organizing charity campaigns, delivering workshops for target groups and supporters, selling designed products and services and with a growing capacity for acquiring EU funds, social entrepreneurship has become pure innovation for those who traditionally were used to rely on donations and local grants. Only in 2017, Social Entrepreneurship Law was established in Latvia. Special register of social enterprises (competence of the Ministry of Welfare of Latvia) and special financial support programme "ALTUM" operates for several years only.

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Social entrepreneurship is still a new concept for Latvians; however, currently, the awareness is rising very fast – monthly, around 10 new social enterprises are being registered in Latvia. It is difficult to talk about the distinction between social entrepreneurs and youth social entrepreneurs, as the concept itself is still new; however social impact and social entrepreneurship topics are being integrated into non-formal learning, rarely – formal education. It is often the issue of informal learning and relies on the ability of young people to search for new business support opportunities independently.

NGOs and municipal youth centres play a crucial role in specifically youth social entrepreneurship support in Latvia by organising various events for young people: thematic camps, training, workshops, mentoring, experience exchanges, study visits, long-lasting training programmes, creativity, innovation and entrepreneurship competencies are developed. Most entrepreneurship supporting activities is still entrepreneurial-mindset- and creativity-focused, highlighting social responsibility and sustainable development, however, do not limit to social entrepreneurship.



The main elements of the youth social entrepreneurship support ecosystem in Latvia are:

### ▪ **Social Innovation and Social Entrepreneurship Hackathons**

As a part of social innovation- and social-entrepreneurship-oriented projects, Social Innovation Hackathons are organised by or in cooperation with the Social Entrepreneurship Association of Latvia, youth organisations and other NGOs in Latvia for social entrepreneurship idea enhancement. Usually, Hackathons are 2-day events with or without overnight work (as 48h-challenges, for instance), where social entrepreneurs come with their own ideas and work in groups to develop ideas, test them, prototype, discuss them with others, incl. potential investors (6).



### ▪ **Social Entrepreneurship Association of Latvia**

Apart from advocacy and consultancy of its members (social enterprises and support organisations), the association organises informative and educational events: seminars, workshops, trainings, annual Social Entrepreneurship Forum, as well as provides mentorship in various social innovation and social entrepreneurship-oriented events (7).

Social entrepreneurship is quite a new concept for young people. Larger visibility of operating social entrepreneurs is necessary to promote social entrepreneurship. Some social entrepreneurs are already active in promoting their activities – participate in social hackathons, provide grants and implement social projects. Now it is largely promoted by the Social Entrepreneurship Association of Latvia via informative events.

Ance Timane, manager of youth initiative centre in Aizpute parish "Ideju māja" („Idea house“)

((6) <https://sua.lv/socialo-inovaciju-hakatonu-kuldiga-nosledzas-ar-8-vertigam-sociala-biznesa-idejam/>, <https://sua.lv/socialo-inovaciju-hakatonu-sogad-aicina-uz-kuldigu/>,

(7) <https://sua.lv/en/accomplishments/>



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### ▪ **Social business Accelerators**

The annual international social business accelerator “New Door” is the most recognized acceleration programme for social entrepreneurs in Latvia. It ensures local and international experts’ lectures, consultancy, mentorship and other support. Participants of the accelerator take part in interviews, investor meetings and public events and gain visibility (8).

### ▪ **Social Business Incubators**

“**Reach for Change**” is an NGOs, that supports explicitly social entrepreneurs who develop solutions for children and youth wellbeing. The annual incubation programme “Change Leader” includes training and consultancy on business development issues, marketing, impact measurement, team management, as well as financial support from the partners (9).



### ▪ **Investment and Development Agency of Latvia (LIAA) network of incubators**

A network spread across 15 largest Latvia cities, supporting conventional and social business authors through pre-incubation and incubation programmes of Magnetic Latvia. The six-month programme covers venue for business activities, consultancy services, mentoring, seminars, training, networking, as well as co-financing of business-related services (10).



8) <https://newdoor.lv/>, <http://socialinnovation.lv/LV/sociala-biznesa-akselerators-jauniesiem/>,  
[http://noticisev.lv/fileadmin/user\\_upload/jauna\\_mape/SOCIFACTION\\_informa%C4%A2%E2%80%9Ecijas\\_paka.pdf](http://noticisev.lv/fileadmin/user_upload/jauna_mape/SOCIFACTION_informa%C4%A2%E2%80%9Ecijas_paka.pdf)  
(9) <https://sua.lv/parmainu-lideris-2020/>  
(10) <http://inkubatori.magneticlatvia.lv/en/preincubation/>

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▪ **Partnership project “Successful social Entrepreneur in a rural area” (“LEADER”)**

A project, which gathers several NGOs to promote social entrepreneurship in rural settings. It includes a set of events for potential and existing entrepreneurs, as well as for local policy makers. The activities targeting young people include seminars, workshops, experience exchange visits at social enterprises, business idea development lab (48h long event), webinars, mentoring, consultations and many more (11).



▪ **Social Entrepreneurship Support Network in the Baltic Sea Region**

Run internationally since 2014, [www.socialenterprisebsr.net](http://www.socialenterprisebsr.net) is a platform run by Social Entrepreneurship Support Network of the Baltic Sea Region, incl Social Innovation Centre from Latvia. The network gathers partners from the Baltic Sea region to support awareness-raising on the region's social entrepreneurship, social innovation, and social enterprises. The online platform delivers knowledge and tools for social entrepreneurship development, targeting young people and adults, social innovation and entrepreneurship support organisations, educators, youth workers and other stakeholders of the region (12).

(11) <https://daugavkrasts.lv/jaunumi/piecu-menesu-ideju-attistibas-un-mentoringa-programma-jaunajiem-socialajiem-uznemejiem/>

(12) <http://www.socialenterprisebsr.net/>



### ▪ *Business ideas competitions*

“**Idea Cup**” (“Ideju kauss”) is a national business idea competition, which provides learning and finance attraction opportunities, and engages a large number of investors and other stakeholders (13).



### ▪ *Youth centres*

Youth workers within the municipal youth centres usually have youth in focus as one of the objectives. However, going into the details of social entrepreneurship and promoting specifically social impact as a result of entrepreneurship is rather an individual will of each of the youth workers. There is no common methodology applied. The same refers to the formal school settings, where social entrepreneurship is only discussed as an initiative of a career consultant or social (science) teacher. Mainly educational activities focus on entrepreneurship in general, linking social entrepreneurship as one of the kinds.



(13) <https://labsflatvia.com/pasakumi/ideju-kauss-2020>

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### ▪ *Social entrepreneurs*

The best promotion of social entrepreneurship is done by showcasing youth social entrepreneurs that are creative, “cool” and therefore inspire others. In general, Latvia's social entrepreneurs are often invited to various thematic events to speak about their experience and impact. This is considered as one of the best practices of informal social entrepreneurship education, as it demonstrates the practical side of social entrepreneurship and its positive impacts (14).

Generally speaking, EU fund programmes as Erasmus+ are significantly contributing to entrepreneurially- and socially-oriented youth formation in Latvia, as they provide support for local organisations in establishing local, regional and international cooperations and providing innovative tools for young people to get-to-know social entrepreneurs through various events, incl. those organized abroad, as volunteering, internships and experience exchanges.



(14) [https://sua.lv/wp-content/uploads/2018/10/LSUA\\_19socialasuznemejdarbibasveiksmesstasti.pdf](https://sua.lv/wp-content/uploads/2018/10/LSUA_19socialasuznemejdarbibasveiksmesstasti.pdf)

**“Youth Entrepreneurship mindset Forum”** is annually organised in Ķekava municipality, where entrepreneurs are invited to the networking with young people. Various workshops, seminars and award ceremony for the best local entrepreneurs take place during the Forum. Social entrepreneurship is one of the latest trend revealed during the last days. Youth studio “BaMbuss” organises international social-entrepreneurship-related projects for young people: <https://www.facebook.com/jsbambuss/posts/995067153891306>



**“Visas Iespējas” (“All Opportunities”)** (15) is a youth established project - a social enterprise. The platform includes all youth-related activities in Latvia and abroad, which might be interesting for young people: job placements, internships, training, international projects, study opportunities etc.

# VISAS IESPĒJAS

(15) <http://visasiespejas.lv/?lang=en>



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**Christian School in Talsi** (16) is a social enterprise, which incorporates teaching about social entrepreneurship into their curriculum. In cooperation with Junior Achievement, knowledge on entrepreneurship are developed among young people. The environment itself enhances young people to act for the benefit of society.



Source:: Christian School in Talsi

**Valmiera Youth Idea Laboratory (YIL)** is a method of youth activation and civic engagement. In a programme, young people can apply with own ideas for community wellbeing, consult with YIL and start implementation activities, which include training on finance attraction, project idea competition, research on the problem and solution, actual finance attraction, visibility (marketing) activities, submitting an application for idea implementation, voting and actual work and monitoring of the project.

**“Virziens A” (“Direction A”)** is a youth founded and led NGO, which organizes cultural and sports events and activities for the local community in Burtnieku parish. They mainly focus on young people development, designing peer learning and practice-based learning, developing hard and soft skills of young people in order to develop their entrepreneurship potential. Various thematic camps, sports activities, board game events, workshops, movie nights and overnight events, charity campaigns and other activities are organised by volunteers of the organisation. The most interesting is the fact that the organisation is entirely youth-developed and run.

(16) <http://tks.lv/>



# LITHUANIA

Despite efforts to introduce the concept of **social entrepreneurship in Lithuania** by Ashoka International around 2005 and the emergence of the first social financing mechanism Burès as early as 2009, social entrepreneurship is regarded as a new concept in Lithuania. The Concept of Social Enterprise was adopted in 2015. Since then, the level of engagement in social entrepreneurship has been steadily increasing. However, the Concept requires supporting legislative initiatives to help advance its goals.

Basic entrepreneurship training is mandatory for lower grade students, and upper-grade students have the opportunity to pursue an entrepreneurial experience through Junior Achievement, a non-profit, non-governmental organization that runs and promotes business and economic education programs. Students are introduced to the basics of entrepreneurship in order to gain a proper understanding and a positive view of business and entrepreneurship and to have the opportunity to gain experience and practical skills. This level of support for young students is rare in EU and OECD countries. The strongest element of the Lithuanian youth entrepreneurship support system can be considered the planned opportunities to receive funding. The government has developed a well-functioning microcredit program implemented by UAB INVEGA. Young people are given preferential access to such support, as well as free training and assistance in preparing applications for funding. Projects and events organised in the past few years have played an



essential role in engaging youth in social entrepreneurship. The Socifaction project has helped over 200 entrepreneurs accelerate their enterprises, and there could be a couple of dozen more assisted by other projects and initiatives. In general, the merge of business and social sectors is slowly gaining grounds in Lithuania, as reflected by the growing movement of socially responsible businesses and recognition of social enterprise by the Ministry of the Economy, which lately introduced a Social Business Leader nomination among its annual recognition awards for the country's most influential businesses.

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Traditional social business events (BiZZ Social Innovation Festival, Good Ideas Parties) have been organized since 2012, with the main aim of building a community of social innovators and social business, promoting mutual cooperation and dissemination of ideas.

Political support for promoting youth entrepreneurship is expressed in several laws and is set out in the Lithuanian Entrepreneurship Action Plan for 2014-2020. The action plan clearly identifies young people as a priority group for support and mentions several action points related to entrepreneurial skills and access to finance. The ministries are responsible for the organization and implementation of the support system together with several agencies and non-governmental organizations.



The Lithuanian youth entrepreneurship support system has many strengths. First, young people learn about the basics of entrepreneurship through school curricula. It helps to develop an attitude towards entrepreneurship and skills that should help shape a more positive social attitude towards entrepreneurship in the medium term. Second, INVEGA provides grants and small loans to young entrepreneurs. Third, a favourable business environment is created for young entrepreneurs by simplifying business registration requirements and applying relatively low tax rates. Finally, the government considers youth entrepreneurship a priority and has set out a plan to implement key actions in the coming years to strengthen the current support system.



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The most significant shortcoming is that entrepreneurship education is still not systematically promoted and supported in the higher education system. Young people do not have many role models for entrepreneurs to inspire. Also, the main role models for young people are parents, which does not encourage them, as the image of entrepreneurship in Lithuania is still negative. Third, young entrepreneurs would benefit much from more and more diverse funding sources to start a business, but, given the size of the country, more attention should be paid to supporting young people who are already in business. Coaching and mentoring assistance could be more widely applied and integrated into existing support schemes. Finally, the availability and quality of support vary from region to region. It would be more beneficial for young people in rural areas to receive tailor-made support that better meets their needs.



Although the current Action Plan clearly identifies young people as a priority group, much more could be done for disadvantaged young people (such as NEETs) and rural youth. Developing an entrepreneurial culture among young people is crucial to help them understand entrepreneurs' role in society. This would help raise young people's awareness that entrepreneurship is possible and desirable. Many in Lithuania are trying to overcome the historically negative attitude towards business and entrepreneurship, but the scale of these efforts is still insufficient and uncoordinated. Entrepreneurship promotion and support in Lithuania is relatively well prepared at the school level, but is almost non-existent in higher education institutions. This is a significant gap, given universities' role in organizing teaching and transferring knowledge and research to the business community and preparing students for the labour market. Opportunities for students to acquire the basics of entrepreneurship in higher education are inconsistent and incompatible with efforts to organize entrepreneurship education in secondary school. More attention should be paid to regional disparities in the design and implementation of youth entrepreneurship policies and programs. Young people in Vilnius and Kaunas can benefit from a variety of high-quality programs, and it is quite difficult for rural youth to gain support for the basics of entrepreneurship.

In order to promote youth entrepreneurship and implement entrepreneurship education projects, the Ministry of Economics and Innovation has signed a cooperation agreement with the organization **Lietuvos Junior Achievement**, a leader in youth business and economic education programs in Lithuania. Lietuvos Junior Achievement helps to prepare young people for their professional and practical activities.



Source: <https://lja.lt/>

Since 2013, Versli Lietuva is implementing the project “First Business Year Service Baskets for Youth Under 29”. Start-up entrepreneurs had the opportunity to find out about the benefits of start-up baskets before they started a business - they were given prior advice on starting a business. The founders of a new company have the opportunity to receive professional consultations on accounting, marketing, strategic management, negotiations and other issues and to participate in various training during the first half of the business year.

Since 2011 Versli Lietuva, together with the Ministry of Economy, organizes an annual cycle of events promoting entrepreneurship, “Business Carriers”, the main goal of which is to encourage and motivate to create business and implement their ideas, to provide practical knowledge about starting a business and support.



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The Youth Guarantee Initiative continues to promote youth employment in a number of ways: providing financial instruments, ensuring the continuity of VSF-like activities, providing financial support to employers employing people facing difficulties in the labour market (e.g. compensating the employer for part of the first job implement active labour market measures - vocational training, subsidized employment, support for the acquisition of work skills (under employment contracts), implementation of an intensive long-term assistance program for unemployed and out-of-school young people, etc.

***“Social Sympathy” Social Business Lesson Cycle Methodology (Lesson Scenarios)for Vocational Education Institutions and General Education Schools Economics and Entrepreneurship Course for Grades 9-101.***

Social business lesson scenarios are a methodological tool that can be used by schools and teachers willing to include lessons in the social business model in their economics and entrepreneurship course. Implementing the objectives of this lesson cycle will provide students with not only theoretical knowledge of social business, but also the opportunity to test the social business model in practice. The methodology consists of seven lesson scenarios, structured similarly: lesson objectives are defined, students' skills and attributes are specified, general remarks are made about the characteristics of a particular lesson, and the content (course) of each lesson is detailed.



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The methodology begins with an introduction for the teacher, which presents in detail the concept of social business and the development of the model in Lithuania. Educators teaching economics and entrepreneurship should use the ideas, recommendations, and examples applicable to specific situations in social business lesson scenarios flexibly and creatively, taking into account the situation of particular schools and their environment, the aspirations and opportunities of the students they work with, their own pedagogical and life experiences.

These social business lesson cycle scenarios are based on the previously developed guidelines for the methodology of social business teaching in economics and entrepreneurship lessons, as well as taking into account the comments of educators and experts provided in the above-mentioned Guidelines. The scenarios, like the Guidelines, reflect many of the provisions and ideas in the Social Council in Schools: a resource pack for teachers publication published by the British Council, but the scenarios were designed to take into account the Lithuanian environment and school conditions.

### ***Social Sprint "Turn on the Impact"***

Versli Lietuva, together with its partners NGO Avily, Geri Norai and the European Institute for Social Entrepreneurship Education and Innovative Studies, is implementing projects to promote social business initiatives in Klaipėda and Panevėžys counties, funded by the European Union Funds Investment Operational Program 2014–2020. The projects aim to “turn on the impact” - to encourage the development of influential, sustainable social businesses in Lithuania and help municipalities more actively transfer public services to social businesses.



The activities for the promotion of social business development envisaged in the projects are implemented in two directions. The first is by promoting the development of sustainable social businesses that can effectively address the problems prevailing in municipalities and have a strong social impact. The second is by helping municipalities to solve the most sensitive problems and by encouraging the creation of social businesses that could take over municipal public services by offering more efficient and effective solutions. Within the process, mentoring events, consultation events, impact measurement training and design thinking sessions are organised.

### **C'MON BOOST CAMPS**

**ChangeMakers'ON** (17) is an international social innovation and business development program consisting of hackathons, marketing camps, incubators and training. It is the 1st International Social Innovation and Entrepreneurship program, which is made with passion, love and good will of experienced partners.



Source: <https://changemakerson.medium.com/>

Its mission is to develop social innovation and business with the help of top-level experts. To create opportunities for the creation and growth of sustainable and commercially viable social businesses.

(17) <https://changemakerson.eu/boost-camps/>



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Technology and innovation are crucially important and growing aspects of the social impact sector. C'MON wants to encourage all of us - makers, engineers, do-gooders, executives, computer scientists, inventors, innovators - are making things that are not just nice to have but that people need. C'MON wants to join people in identifying, prototyping, and scaling technologies and practices making the World Better Place to Live.

During the carefully planned program, new acquaintances, meetings with successful business owners, training of creativity and efficiency, quality discussions, professional consultations and many other activities that generate the best emotions and useful experiences are waiting for the participants.

The novelty of the camp is free open sessions. During the carefully planned program, new acquaintances, meetings with successful business owners, training of creativity and efficiency, quality discussions, professional consultations and many other activities that generate the best emotions and useful experiences are waiting for the participants.

***Come to L-I-F-E (Learn, Innovate, have Fun, be Entrepreneurial)***



The main goal is to increase awareness and develop skills of innovations planning, critical thinking, creativity, business launch and technology used in the field of social entrepreneurship by organizing monthly hands-on and minds-on workshops.

The overall activities of this project will be dedicated to providing creative space for young people to embark on a personal entrepreneurial path by learning, creating, having fun while doing so and developing social entrepreneurship attitude.

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Youth will learn about the basic principles of social entrepreneurship, will get the general approaches to planning and designing business models.

The program is designed to be more of a hands-on learning experience and highly interactive. By doing so, students will feel that they are in charge of their learning which will subsequently enhance their learning. We expect participants in the project to not only be better in the spheres of entrepreneurship, creativity and innovation but to also appreciate the role of the U.S. Embassy in supporting activities that promote economic flourishing in Lithuania.

The project itself will foster social entrepreneurship ideas to be further developed. Sustainability will be ensured by using the inter-organizational resources to support the future development of business ideas. Youth will be invited to continue the development of their ideas by using start-up frameworks and communities, as well as will be invited into training sessions and further seminars on related topics. The main ideas will be presented in international social entrepreneurship platform [www.socialenterprisebsr.net](http://www.socialenterprisebsr.net)





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# NORWAY

In Norway, social entrepreneurship is relatively new as a field of study and research. However, the phenomenon is known, and individual actors and organizations in civil society have for a long time been fundamental driving forces in the development of innovative solutions in various sectors. They have found answers and established measures where the public sector has not had an offer, or the proposal has not been sufficient. In many cases, these measures have since been transferred to public authorities.

Since 2008, there has also been a growing interest and attention in Norway related to social entrepreneurship. The number of actors and organizations that define themselves as social entrepreneurs has increased, especially in recent years. Until today, unfortunately, there is no public register of social entrepreneurs in Norway. It is thus not possible to say anything exact about the scope. Figures from two recent studies in the area, however, point in the direction of a number between 300-400.



Social entrepreneurship can be organized as a separate business, but also take place within established (voluntary) organizations or public institutions. It appears that social entrepreneurs in Norway are emerging both as small and innovative limited companies linked to networks in the business community, as well as out of the voluntary sector and larger non-profit actors who have activities aimed at social work.



Two relatively different types of social enterprises are predominant. One includes small, newly established private companies organized as LTDs, non-profit LTDs and business foundations, with few employees and relatively little turnover. The other includes long-standing, large and professionalized organizations designed as NGOs, non-profit foundations and cooperatives, which are increasingly adapting to a commercial market and interest in social innovation in their project development.

As social entrepreneurship is a relatively new study and research field in Norway, it is not surprising that it has only to some extent found its way into the education curriculum. Thus far, unfortunately, social entrepreneurship is received only as an appendix of entrepreneurship and therefore neglected. Hence, social entrepreneurs find rather experience-based than research and knowledge-based guidance.

As a result, the lack of knowledge about social entrepreneurship and social innovation has been identified as one obstacle for successful business development. This knowledge gap applies both to society in general, public authorities and the business community. Additionally, deficiencies working cross-sectoral and interprofessional, as well as the need for methods for involving users, has become evident.

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In response to these challenges, a greater focus on education and research on social entrepreneurship is needed. This includes the establishment of national competence centres for social entrepreneurship, mapping and dissemination of good examples, development of suitable methods for measuring results and effects, and gains from working proactively.



Despite the shortcomings mentioned above, social entrepreneurship is, albeit in moderate degrees, taught in both high schools and universities in Norway and is included in the curriculum. Focus is on the UN Sustainable Development Goals, more specifically on No 1. - No poverty, No. 2 - Zero hunger, No. 3 - Good health, No. 12 - Responsible consumption and production, and No. 13 - Climate Action. This also includes activities such as out-of-school opportunities of getting knowledge within the field, by visits to companies who work actively with social entrepreneurship and vice versa. Besides, the students create their own student companies where social entrepreneurship is encouraged.

The very well-functioning welfare system can perhaps explain the fact that social entrepreneurship is not as pronounced in Norway as in other countries. Thus far, the need for this type of service on a large scale does not yet exist. However, a steadily growing gap in society can also be observed in Norway. Consequently, social entrepreneurship will significantly gain importance in the years ahead.



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The award-winning **Norwegian School of Entrepreneurship (Gründerskolen)** is a Norwegian academic cooperation programme involving all the universities and several university colleges in Norway, coordinated by the **Centre for Entrepreneurship at the University of Oslo**.

The programme has received a prize for 'Best quality in higher education from the Norwegian Ministry of Education and Research, an award for "best learning environment" at the University of Oslo and «Best Startup Industry Provider» in the Norwegian Startup Awards.



Source: <https://www.norwegianschoolofentrepreneurship.com/>

Divided into four parts, the Norwegian School of Entrepreneurship program offers students the opportunity to gain first-hand experience of entrepreneurship by working as interns within a high-tech startup company overseas. Entrepreneurship is not taught as an academic topic, and the activities of the programme are very much practice-oriented. For instance, students spend ten weeks working in startup companies four days a week. They also spend a period abroad working in a technology-based startup company, either in Boston, Silicon Valley, Singapore, or Johannesburg.

The students participating in the Gründerskolen programme are educated to at least a bachelor's degree level, and there is a stringent selection process in Norway. Gründerskolen is open to students from all academic disciplines. Still, the program focuses on high-tech startups, and many of the work placements are with companies in the IT, biotech or other technology sectors.

The alumni network consists of over 1,500 former students and is by far the largest network of its kind in Norway.



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# POLAND

A phenomenon in which popularity and importance are slowly increasing is social entrepreneurship, especially among the youth. Young people are more and more interested in entrepreneurship in terms of running their own business. The overall attitude of young people towards the subject of entrepreneurship can be described as rather positive.

Polish regulations give a possibility to choose between numerous organizational forms of SE, according to planned activities. The most popular social enterprises are: social cooperatives, NGOs, non-profit companies, associations and foundations. Thanks to social entrepreneurship, young people can make up their own business and develop their entrepreneurial mindset, at the same time providing essential services to the public and the local community.



## *Youth Social entrepreneurship FORMAL EDUCATION*

There is no national framework for the social entrepreneurship education system in Polish schools or higher education institutions. At the college level, it is more elaborated but still at the theoretical level. There is a lack of systemic implementation of this issue in the didactic process, e.g. through study visits to Social Economy Entities or meetings with employers in this area. In Poland, young people usually improve their entrepreneurial skills like: financial literacy knowledge, free-market conditions and regular - business-oriented entrepreneurship via a formal education offered by schools and universities.

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Social economy and social entrepreneurship have not yet achieved similar status to other traditional academic disciplines. However, since 2004 and Polish accession to the European Union, the Polish social economy sector is emerging, with new access to finances and new legal regulations enabling its growth. This also causes higher interest in the social economy, even among young people. Recently some universities introduced elements related to social enterprises to their curricula. Usually, they are organised either in postgraduate studies or parts incorporated into the bachelor programmes within programmes aiming: social entrepreneurship and CSR, local development, social policy and social assistance.

One of the brightest examples is the **Pedagogical University of Krakow**, as it introduced a full-time social economy programme (both bachelor and master).

### **Social Economy- three year full-time/part-time studies, a practice-oriented approach at Pedagogical University of Krakow, Poland**

While studying a student:

- gains up-to-date knowledge of the theoretical and practical aspects of economic choices, functioning of a social market economy and its sustainable development;
- gains knowledge of tools and techniques enabling description and explanation of the functioning of the contemporary socio-economic systems and definition of social needs in a local and regional context;
- acquires the ability to make efficient and creative





Other forms of formal social entrepreneurship education are presented in Report **“SOCIAL ENTERPRISES AND THEIR ECOSYSTEMS IN EUROPE. Country report POLAND”** (18) by Anna Ciepielewska-Kowalik, European Commission. Directorate-General for Employment, Social Affairs and Inclusion, 2020. It states that when discussing the social entrepreneurship teaching curriculum in **primary and secondary schools**, the document called: KPRES 2014-2018 provides education activities related to social enterprises. The Council on Systemic Solutions prepared a special “educational package” in a manual for teachers in the Social Economic Field to promote social enterprises in primary and secondary schools.

→ According to this document, school teachers should be equipped with an educational package (textbooks, handbooks and practical guides) holding everything they need to introduce their students to the social economy notion. In the form of ready-to-use lessons and other materials, they strive to transfer knowledge about the social and solidarity economy to the younger generation. The package should focus both on the context of the functioning of social economy (history, values, achievements), its meaning (instrument enabling both economic activity and implementation of social goals), employee perspective (related to high-quality jobs), as well as the potential to strengthen the local community. It also involves introducing more practical aspects, such as, e.g. operating within a social cooperative or any other social economy entity. Classes based on these materials are aimed to stimulate innovative and entrepreneurial mindsets in children and youth and allow this development to be directed towards social competencies and a greater understanding of social solidarity values.

(18) Report “SOCIAL ENTERPRISES AND THEIR ECOSYSTEMS IN EUROPE. Country report POLAND” by Anna Ciepielewska-Kowalik, European Commission. Directorate-General for Employment, Social Affairs and Inclusion, 2020, p. 86.



Teaching entrepreneurship in Poland is primarily based on compulsory subjects at the secondary school stage. The core curriculum covers issues related to social entrepreneurship to a minimum extent.

Only in some schools is there an intention to go beyond the core curricula of entrepreneurship education using a more practical approach. Student cooperatives are practically non-existent, but there are examples of starting work activity within the social economy through micro-enterprises.

The initiative of students in the Secondary School No. VIII in Gdańsk to establish a shoe cleaning company or the production of soap proved successful. The basis for the establishment of such a company must be the person of the educator who, together with the school management, supports/animates such an initiative. The instructional materials of the Youth Entrepreneurship Foundation - <http://www.junior.org.pl/> and the available lesson scenarios play an important role.







## SHIFT TOWARDS INFORMAL SE EDUCATION IN POLAND

Young people are eager to acquire knowledge of the field of entrepreneurship and are eager to engage in creating projects and initiatives aimed at implementing tasks in the field of project management and managing the designated capital. The number of out-of-school forms of teaching this subject, due to the increasing number of projects developing entrepreneurial attitudes among young people, is systematically growing, however, great emphasis should be placed on harmonizing the knowledge and methods of transferring this knowledge in formal (school) education in entrepreneurship lessons with the forms of out-of-school education (informal and non-formal).

There is a need to change the way of teaching entrepreneurship and change the core curriculum of this subject in order to make it, by all means, practical, interesting for students and reflecting a specific problem to be solved and goals to be achieved using methods interesting for recipients. Out-of-school forms of contact are possible only and exclusively through organizations working with young people, whose mission includes education for entrepreneurship and social entrepreneurship. Those organizations implement projects in the field of entrepreneurship education, teaching young people the first steps in business through their own social and business initiatives, startups and first orders within the social enterprise.

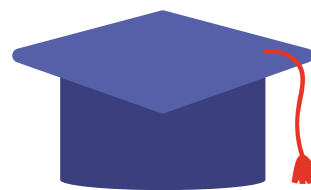
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Extracurricular contact opportunities include personal contact with the third sector, self-deepening of knowledge, knowledge from internet sources about good social entrepreneurship practices in a narrow form. It is considered that the scheme for transferring SE knowledge is always best based on engaging methods (e.g. workshops, simulations, e.g. student cooperatives, analyzes), and not on methods of one-way transmission of the message (e.g. lectures, presentations).

More recently, the **National Programme for Social Economic Development KPRES 2019-2023** seems to keep the direction set by its predecessor by announcing some activities, which will lead to better visibility and awareness-raising on social and solidarity economy entities and social enterprises. One of this Programme's goals is to increase the participation of people aged 16–34 in social economy entities to 28%, which seems a very ambitious yet achievable goal.



Measures necessary to develop the social and entrepreneurial competencies of young people (and to achieve the goal presented above)



are listed, and both formal and non-formal education methods are underlined.

### **National Social Economy Development Program till 2023 outlines** (19):

- 1) **Programs to develop social and entrepreneurial competencies** of youth will be created and deployed at the national, regional and local level.
- 2) These **actions should engage in particular social economy entities**, including non-governmental organizations, as well as local governments, labour market institutions, cultural institutions or the media.
- 3) **Cooperatives** will be promoted as a form of developing the social and entrepreneurial competencies of young people. The cooperative as a form of organizing youth activity around actions that stimulate entrepreneurship and social activity has the potential to develop towards one of the basic tools for shaping in young people the competencies useful in the labour market, but also building solidarity attitudes that constitute the ideological basis of social and solidarity economy.
- 4) **Development of cooperatives in youth communities** will be supported, both in cooperation with schools where it has been rooted since 1900 in the form of pupil cooperatives, as well as in other facilities dedicated to supporting and educating youth, in particular cultural institutions, educational, resocialization facilities and non-governmental organizations.
- 5) Also, **voluntary service**, internships and on-the-job training in social and solidarity economy entities will be supported.
- 6) **System activities** aimed at developing social and entrepreneurial competencies through training in non-governmental organizations or youth funds offering mini-grants will be supported.
- 7) Development of **social and entrepreneurial competencies of youth** through participation in international (transnational) projects and programs will be supported.

(19) National Programme for Social Economy Development until 2023 - Social Solidarity Economy (NPSED), p.51  
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