



Mediterranean Youth, NEETs and Women Advancing Skills, Employment and Awareness in the Blue and Green Economy (MYSEA)

Entrepreneurship Training Package- Student Handbook



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1. The MYSEA Project and its Beneficiaries

MYSEA project promotes social inclusion and fight against poverty by increasing the employability of 1000 youth (18-24 years old), women (all ages) and NEETs (up to 30 years old) in the agrifood and waste management in five Mediterranean countries. MYSEA aims to provide the youth, women and NEETs with the marketable skills to boost their employment rates, make career choices and improve their life. MYSEA builds on the outputs of WP3 to design a total of four cross-border training curricula aiming at the enhancement of transversal skills, digital skills, sector-related skills and entrepreneurial skills. The training programmes will be translated into the five consortium languages (AR, GR, IT, ENG, FR).

The training intends to bridge the skills gaps between labour market needs and supply and equip participants with the much-needed competencies to embark on an entrepreneurship journey through founding their own associations. MYSEA foresees a total of 15 association launched at the end of the project following a total of 350 hours of mentoring and coaching with leading mentors to strengthen personal skills and offer career guidance for promoting safe employment options. MYSEA aims to align the experience gap. Trained and mentored individuals will have opportunities to enhance their soft and hard skills through the training and mentoring activities. To achieve this objective the project is structured in two phases:

1. In principle, the Partners gathered all relevant information about the skills that the Primary Beneficiaries already possess and the ones most required by the Economic Actors of the Blue and Green Economy in every Country, to identify the gaps.
2. The second includes the development of 20 modules for the development and/ or enhancement of the necessary knowledge, skills and competences required to integrate in the labour market and are based on the following 4 cross border topics:
 - Transversal skills;
 - Digital skills;



- Sector Related skills;
- Entrepreneurial skills

In particular, Youth, Women and NEETs have been identified as the Primary Beneficiaries of the project because they are strongly disadvantaged and underrepresented in the labour market. They are facing high unemployment rates, have scarce work opportunities (especially the graduates and the skilled youth compared to their level of qualifications), have lower quality jobs and are paid lower wages (especially women) compared to the average.

On the other hand, Agri-food and Waste Management are two of the most important sectors for creating job opportunities and attracting investments in the future in the participating countries, given that the European Union and the international Governments are significantly promoting the Blue and Green Economy. The international Communities are concerned about the impact of the current consumption levels, about inequalities that are affecting specific population groups and areas in the planet, about global warming and the consequences of climate change and they are asking for producing and consuming in a more sustainable way. They are fostering the application of the Circular Economy Concept and the Eco-Responsible Innovation, which are key concepts for the design of the modules and training courses of the Skills Development Agenda.

The selected primary beneficiaries of the project (Youth, Women and NEETs) are characterised by a high degree of heterogeneity, in terms of age, field of specialisation, skills and general background. For this reason, the consortium partners have decided, based on the findings of the research carried out, to develop the selected modules in such a way so as to be attended by both low skilled participants and highly skilled ones across all the PPs Countries.



2. Introduction

This Handbook is intended to provide a concise reference and guide for the target groups of the MYSEA project who will attend the Entrepreneurial Skills Workshops. In particular, the handbook may serve as a reference document to help the target groups navigate through the different modules of the training package, understand how they have been structured, what they will be expected to learn by the end of each section and where they could look for additional information to further enhance their newly acquired knowledge, skills and competencies.

Entrepreneurial skills are highly in demand for starts-up, SMEs or associations. This training package is targeted to enhance the required entrepreneurial skills for Youth, Women and NEETs that are highly in demand for starts-up and for SMEs in the Agri-food & Waste Management Sectors. To train and educate leaders who are agents of change with the ability to analyse, innovate, validate, and start new businesses, in a culture of excellence. Graduates will develop the knowledge necessary to evaluate, transfer, and implement high-impact, innovative, sustainable solutions within a global environment.

This handbook aims at creating the conditions for a successful participation at the entrepreneurial training package, while also contributing to the sustainability of the complete MYSEA training programme, by providing access to an innovative didactic tool designed especially for the aforementioned, while also attracting more learners and provide more effective educational services. In addition, the handbook aims at promoting entrepreneurship education considering the current needs of the labour market.

The way entrepreneurship is taught has been traditionally focused on prescriptive and linear processes that often discourage learners. Unfortunately, when talking about entrepreneurial teaching, our minds segue into old fashioned teaching methods, classroom centred and using a literal approach. The MYSEA consortium has developed all training packages to be delivered



through the design thinking (DT) process, which presents significant benefits to both learners and educators. DT is the process of identifying challenges, gathering information, generating solutions, testing them, and repeating the cycle in order to refine the final product. The learner will come across selected case studies that may challenge the way they think and react to different situations. The case studies are structured in a multi-levelled approach, including different types of complexity and focused on further enhancing each skill addressed.

Specifically, this handbook aims at helping learners:

- Generate, identify, and select business ideas
- Get comfortable creating detailed business plans that are tailored to the needs of each individual entrepreneur.
- Examine the connections between an entrepreneur and all the tools and services required to start and run a small business.
- Recognise entrepreneurship as a life skill for improving one's living be it in the context of their own business creation or as part of the workforce of a company.



3. Entrepreneurship education

Entrepreneurship comes from the French verb “entreprendre”, which means “to undertake”. Thus, entrepreneurship relates to:

- The process of finding opportunities in the market, organising the resources necessary to explore these opportunities, and investing the resources to capitalise on the prospects for long-term gains. It entails creating money by combining resources in novel ways to launch and maintain a business.
- The procedures by which individuals become conscious of business ownership, formulate business ideas, and launch a company.

Entrepreneurship is a practice and process that results in innovation, corporate growth, development, and creativity. It refers to a person's capacity to put their ideas into action by engaging in socially beneficial wealth creation through the use of inventive thought and execution to suit consumer requirements, utilising their own labour, time, and ideas.

Entrepreneurship transforms individuals from "job searchers" to "job creators," which is crucial in countries with high unemployment rates. It demands a great deal of creativity, which is the engine of invention.

In order to compete in today's highly competitive local and international market, entrepreneurship education has become crucial. Therefore, entrepreneurship education must be viewed as a feasible option, presuming that each individual may be proactive and acquire entrepreneurial habits so long as the environment offers favourable stimuli. The teaching-learning process will provide target groups with the information and skills needed to support their integration into the labour market.

While the fundamentals of entrepreneurship—planning, starting, and maintaining a firm—remain the same, the specific details and abilities required change based on the kind of



business you want to launch. Being able to identify these variations and the particular components that are required is a prerequisite for becoming an entrepreneur.

Small enterprises, scalable start-ups, major firms, and social entrepreneurs are the traditional divisions of entrepreneurship. These models go over the fundamentals of starting a business and place more emphasis on the business itself than the entrepreneur's personal traits. However, businesses change along with the rest of the globe. This opens up fresh chances for risk-takers and game-changing innovators to forge the road in a variety of entrepreneurial methods.

As a result, even while there are many obstacles that all business owners will encounter that are comparable, there are specific forms of entrepreneurship that are determined by the abilities, traits, and personality of the entrepreneur.

It can be very beneficial for future professionals to be encouraged to think like entrepreneurs. They are inspired to learn outside the four walls of the classroom and to develop the skills necessary to advance their ideas. The main goal of entrepreneurship education is to provide learners with vital life skills that will improve their capacity to function in the workplace. Ultimately, it empowers and enables learners, promotes critical thinking, enhances individual competences and promotes a diversity of perspective.

As per the OECD (2016) definition, entrepreneurial individuals “demonstrate initiative, they learn through a trial-and-error process, relying on their own judgements, while taking into account other opinions and being aware of likely consequences; and creating their own job environments”.

4. Entrepreneurship Training Package Structure

The Entrepreneurship training package in the context of the MYSEA Project is comprised of five distinct modules, which can be horizontally applicable across both sectors addressed in the context of the MYSEA project, i.e. Agri-food & Waste Management Sectors.

In the subsections that follow, an overview of the modules that form part of the entrepreneurship training package is presented, along with the expected outcomes of each one.

4.1. Business creation

The first module of the Entrepreneurship training package focuses on the principles of business creation and the foreseen learning outcomes of this module are for the learners to:

- Become familiar with the theoretical framework of general management
- Understand what steps need to be made to create a business out of an idea
- Familiarise with the preliminary steps of business creation
- Understand the parameters that will make the business grow

To achieve these objectives, the following sections have been defined:

- General management and business concepts, which presents basic elements and definitions related to management. Alongside these, the importance of planning and organising are highlighted, combined with elements that relate to business operations and production. The section is completed with a thorough presentation of business ethics and social responsibility.
- Formulating business concepts focuses on elements related to creativity and innovation, the potential barriers to creativity and a short approach to the creative process.

- Feasibility analysis and business plan. This section explains what a feasibility analysis is about, and how it is carried out. Then, the importance, benefits and development of a business plan is presented, along with its different sections.
- Business launch and growth is the last section of this module and summarises the benefits of strategic entrepreneurship, the path to launching a business and paving the way to its growth.

4.2. Human Resources

The second module of the package focuses on presenting Human Resources. In the context of this module, the learning objectives for the participants defined are to:

- Understand the principles of Human Resources Management (HRM)
- Become familiar with the different elements of HRM
- Explain human behaviour and the elements that influence employee behaviour
- Identify and explain the theories of motivation and establish strategies to motivate and build staff morale in the organisation
- Understand the factors which result to successful HRM

To achieve these objectives, the following sections are presented:

- HRM Fundamentals, in which the basic aspects related to HRM are defined.
- Human Resources planning explains the importance of HR Planning within the organisation, along with the types of talent of the workforce.
- Recruiting-Selection-Orientation analyses the different processes, which are related with the selection of a staff member, based on the needs of the organisation.

- Maintaining employees elaborates on the strategies for maintaining employees, which includes rewards, compensation and benefits.
- Human Resources development focuses on the identification and delivery of the appropriate training programmes which fosters the development of the employees.
- Performance Management elaborates on the importance of establishing systems which measure the performance of the employees and the methods through which performance management can be carried out.
- Diversity & Inclusion and Ethical Leadership highlights the benefits for securing and promoting inclusive work spaces and elaborates on the principles of ethical leadership.

4.3. Business Administration

This third module offers an introduction to business administration principles and relevant methodologies. After the successful completion of this module, the learners are expected to:

- Demonstrate an understanding of the nature of management
- Identify and explain management functions, roles and responsibilities
- Explain the major concepts in the functional areas of accounting, finance, management, and management information systems.
- Understand key concepts related to decision making, risk management and quality
- Demonstrate responsible and effective workplace behaviour skills and traits in a professional business environment.

In particular, this module includes the following sections:

- Business policy & strategy where fundamentals related to the importance of establishing business policy and strategy are offered, along with a presentation of the different management functions and the success factors of strategic planning.
- The second section presents the basic principles of operations management and who they determine the overall function of the organisation.
- The third section analyses financial & managerial accounting principles, explaining the definitions and differences between financial and managerial accounting.
- Management Information Systems (MIS) is the focus on the fourth section, breaking down the main components of an MIS and presenting examples of how an MIS can be utilized.
- The fifth section presents the fundamentals on risk management and decision making within an organisation.
- The sixth and final section relates to quality definitions and principles and explains how these can improve productivity.

4.4. Business Marketing & Market Analysis

In the context of this fourth module and following its successful completion, the learners are expected to:

- Demonstrate understanding of basic concepts around market characteristics
- Understand how data can lead to strategic decisions
- Become familiar with the principles of digital marketing
- Know how to develop a pricing strategy based on market data.

To achieve these learning objectives, the module is structured in the following sections:

- The first section presents marketing fundamental definitions, along with a preliminary introduction in marketing principles and approaches.
- The second section, Strategic Marketing Planning introduces the steps in the process in establishing a core marketing strategy within an organisation.
- The section of Market Analysis presents the components of the market and how these affect the organisation and the strategy it establishes.
- Consumer behaviour is the fourth section, analysing the different consumer types and how these translate into the decision making process and the management of risks.
- The fifth section introduces digital marketing, presenting its objectives and implementation.
- The sixth and final section focuses on competitive positioning and the different differentiation types.

4.5. Financial Management

Financial management is the final module of the entrepreneurship training package. Following its successful completion, the learners be in the position to:

- Apply the basic concepts of financial management and financial decision-making
- Assess financial statements in order to identify organisational strengths and weaknesses
- Analyse and evaluate the financial viability of selected projects
- Understand the principles of capital budgeting

The module is structured in five different sections, which are summarised as follows:

- Introduction to financial management, where relevant fundamental definitions are presented, along with its objectives and scope.
- Capital markets are the focus of the second section, where the learners become acquainted with its definition and are presented with key concepts to better understand them.
- The third section relates to financial statements, their purpose and the different statements used within an organisation.
- Measuring financial performance is the core of the fourth section, which analyses the different ratios used for the measurement of financial performance and their scope. Moreover, the section analyses the key aspects related to the financial health of an organisation and the need for comparison.
- Capital budgeting is the topic of the fifth and final section of the module, introducing the basic concepts along with the different types of capital investment projects and investment criteria.



5. Training approach

The MYSEA courses are constructivist in nature. Learners are in the epicentre to the constructivist paradigm since they are active creators and constructors of their own knowledge. Active learning approaches are used, providing learners with a high degree of autonomy and control over the learning process. The outcomes of learning are based on a holistic, generalised idea of competence that is evaluated through the lens of the persons and their personalities and talents.

The following are the primary objectives in the MYSEA courses:

1. Trainees construct their own reality based on prior experience, mental structures, and beliefs.
2. It is critical for learners to have pre-existing beliefs and knowledge. They are investigated, addressed, and new knowledge is built upon during training.
3. Trainees reflect on their own experiences, assumptions, and expectations and practice critical thinking in a safe space by analysing and evaluating ideas and schemes. This enables them to have a new perspective on their profession.
4. Learners take ownership of their own learning by actively participating in the training process and exploring.
5. Trainers serve as facilitators, assisting trainees in constructing knowledge rather than simply reproducing facts. Problem-based learning, investigative work, situational learning, experimental learning, and action learning all play a critical role in this context. Facilitating discovery requires the provision of resources and the appropriate use of questions.
6. On-the-job training is critical because learners can work on real tasks while being coached by specialists.

7. Trainees acquire metacognitive abilities. They are able to analyse, monitor, and assess the learning process once they become aware of it. They must understand how to learn well through the development of effective learning strategies.
8. Collaborative learning is facilitated by encouraging group effort and collaboration in the process of knowledge construction, rather than competition. Peer learning and peer interaction are encouraged. Trainers are urged to give opportunities for participants with varying levels of expertise to learn from one another. There is a strong emphasis on discussion and debate.
9. Constructivism is receptive to many interpretations and manifestations of learning. Each trainee will interpret material differently, which is anticipated and acceptable.
10. The evaluation is performance-based and makes no claim to total objectivity. It is heavily weighted toward portfolios, projects, role-playing, case studies, and self-evaluation, among other things.

The variety of areas covered in the MYSEA training implies that the teaching approach should follow the principles for teaching ICT skills such as:

- Embedding and integrated: learning is related to the purposes and needs of learners. The development and application of ICT skills is integrated with other subjects, workplace activities and wider interests.
- Personalization: each learner should be offered an individual programme with opportunities for progression.
- Active learning: active learning methods are used to maintain motivation by ensuring that skills are applied in real and relevant contexts.
- Collaborative learning: encouraging collaborative learning whenever possible.

Online training has been developed to provide cost-effective and improved learning experiences beyond those available in classrooms. It is about the delivery of all activities of education such as instructing, teaching and learning through various electronic media. The appropriate



instructional design, including the selection of appropriate theories and principles, is very important to the success of e-learning.



6. Resources and further reading

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