fair preneurs

Ethical, Green, Youth Entrepreneurship Education

Course Curriculum

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Ethical, Green, Youth Entrepreneurship Education

➤ **Introduction**

Course Rationale and Goals:

Welcome to the Fairpreneur Course: Nurturing Sustainable Entrepreneurship!

The Fairpreneur Course is designed to empower students and young entrepreneurs with the knowledge, skills, and competencies needed to thrive in a rapidly changing business landscape while prioritizing sustainability. The course aligns with the United Nations Sustainable Development Goals (SDGs) and aims to foster a new generation of socially and environmentally conscious entrepreneurs. Participants will gain insights into sustainable business fundamentals, innovation, digital marketing, circular economy principles, and more.

Target Groups:

The course is tailored for students and young entrepreneurs seeking to embark on a business journey grounded in sustainability. Whether you are a university student aspiring to create a positive impact with your future ventures or a young professional eager to enhance your entrepreneurial skills, this course is designed for you.

Pedagogic Approach:

Our pedagogic approach combines theoretical knowledge with practical application, encouraging active participation and hands-on learning. The curriculum spans eight modules, each comprising units that delve into specific aspects of sustainable entrepreneurship. Through a variety of resources, including text, graphics, videos, and practical exercises, participants will engage in a dynamic learning experience. The course emphasizes continuous improvement, adaptability, and aligning business practices with the SDGs

Embark on a journey that goes beyond traditional business education – join the Fairpreneur Course and become a catalyst for positive change in the entrepreneurial landscape!

➢ **Course logic and structure**

| Course logic and structure

The Course Logic

The Fairpreneur Course is meticulously structured to ensure a logical and progressive learning experience. The content is strategically organized to build a solid foundation in sustainable entrepreneurship, fostering a comprehensive understanding of key concepts. Here's an overview of the course content logic:

1. Module Progression:
   - The course is divided into eight modules, each addressing specific aspects of sustainable entrepreneurship.
   - Modules are sequenced logically to provide a step-by-step progression, allowing participants to delve deeper into the subject matter.

2. Unit Integration:
   - Within each module, individual units are carefully integrated to create a cohesive narrative.
   - Units are designed to complement one another, facilitating a holistic understanding of sustainable business practices.

3. Thematic Alignment:
   - The course follows a thematic approach, with each module exploring a distinct facet of sustainable entrepreneurship.
   - Themes include sustainable business fundamentals, innovation, market analysis, circular economy principles, and more.

4. Alignment with SDGs:
   - Every unit and module aligns with the United Nations Sustainable Development Goals (SDGs), ensuring that the course contributes to broader global sustainability objectives.

5. Building Complexity:
   - Complexity increases gradually throughout the course, allowing participants to build on their knowledge and skills incrementally.
   - Foundational concepts introduced in earlier modules serve as the basis for more advanced topics in subsequent modules.

6. Practical Application:
   - The course emphasizes practical application, with each unit offering opportunities for hands-on exercises and real-world case studies.
   - Practical exercises are designed to reinforce theoretical concepts and encourage participants to apply their knowledge.

7. Assessment and Feedback:
   - Regular assessments and feedback loops are incorporated to gauge participants' understanding and track their progress.
   - Continuous assessment ensures that participants stay engaged and receive constructive feedback for improvement.

By following this logical course content structure, participants can expect a comprehensive and engaging learning journey that equips them with the knowledge and skills needed for sustainable entrepreneurship.

The Course Structure

1. Modules: Eight modules covering key areas of sustainable entrepreneurship.
2. Units: Each module comprises units that focus on specific topics related to sustainability, innovation, and responsible business practices.
3. Learning Objectives: Clearly defined objectives for each unit to guide participants toward desired outcomes.
4. Practical Exercises/Reflection: Opportunities for hands-on application of knowledge and self-reflection to reinforce learning.

In accordance with target group requirements and course content logic, the course will be delivered in 8 modules, out of which Modules The modules from 1 to 8 will cover the following topics:

      Module 1: Sustainable Business Fundamentals
      Module 2: Innovation & Technology for Sustainable Solutions
      Module 3: Market Analysis & Digital Marketing for Sustainable Ventures
      Module 4: Circular Economy and Resource Efficiency
      Module 5: Global Trends in Ethical Entrepreneurship
      Module 6: Developing a Sustainable Business Plan
      Module 7: Social & Community Responsibility in Entrepreneurship
      Module 8: Measuring and Communicating Your Business's Impact

Each module consists of more detailed units, which will be further elaborated in the later part of the course curriculum.

| Course organisation and timeframes

The Fairpreneur Course is thoughtfully organized into eight modules, each comprising 3 to 6 thematically related yet independent units. The learning program is designed for a total of 40 supported learning hours.

Module Structure:

Each module will be structured with a thematic focus, ensuring a cohesive learning experience.
The modules are strategically designed to cover essential aspects of sustainable entrepreneurship.

Unit Timeframes:

The duration for each unit within a module will vary from 3 to 6 hours, allowing for in-depth exploration.
The flexibility in unit timeframes accommodates diverse learning preferences and practices.

Overall Learning Program:

The entire course is intended to span 40 hours of supported learning, ensuring a comprehensive understanding of sustainable entrepreneurship.

Self-Study Allocation:

Participants are encouraged to dedicate additional time to self-study, including reading supplementary materials and engaging in independent research.
Approximately 10 hours are recommended for self-study per module, fostering a deeper understanding of the topics covered.

Flexible Learning Approach:

The course is designed to accommodate regular learning practices, with a balanced distribution of hours across units and modules.
The flexible structure allows participants to progress through the content at their own pace while meeting the overall learning objectives.
By adhering to this organized and flexible approach, the Fairpreneur Course aims to provide an enriching and effective learning experience for students and learners

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8
Unit 1	1 h	1 h	1 h	30 min	30 min	2 h	1 h	1 h
Unit 2	1 h	2 h	30 min	1 h	45 min	2 h	1 h	1 h
Unit 3	1 h	30 min	1 h	30 min	30 min	2 h	1 h	1 h
Unit 4	1 h	1,5 h	30 min	1 h	45 min		1 h	1 h
Unit 5	30 min	30 min	1 h	1 h	30 min		1 h	1 h
Unit 6	30 min	30 min		1 h	30 min			

Course content

The contents of individual units in each module are outlined as follows, considering the emerging knowledge trends in entrepreneurship, management, sustainable development, and the Sustainable Development Goals outlined in the 2030 Agenda.

Module 1: Sustainable Business Fundamentals

	Module 1	Title/Content
Unit 1.1	1 h	Triple Bottom Line (TBL) Approach
Unit 1.2	1 h	Ethical Business Practices
Unit 1.3	1 h	Environmental Stewardship
Unit 1.4	1 h	Social Responsibility & Transparency
Unit 1.5	30 min	Long-Term Thinking
Unit 1.6	30 min	Alignment with SDGs & their relevance

Module 2: Innovation & Technology for Sustainable Solutions

	Module 2	Title/Content
Unit 2.1	1 h	Innovation and Adaptability - Agile Methodologies
Unit 2.2	2 h	Design Thinking
Unit 2.3	30 min	Technology Integration
Unit 2.4	1,5 h	Big Data and Analytics

	Unit 2.5	30 min	Environmental and Clean-Tech Solutions
	Unit 2.6	30 min	Frugal Innovations

Module 3: Market Analysis & Digital Marketing for Sustainable Ventures

	Module 3		Title/Content
Unit 3.1	1 h	Market Analysis and Sustainable Opportunity Recognition
Unit 3.2	30 min	The Importance of Digital Marketing
Unit 3.3	1 h min	Strategies for effective online presence
Unit 3.4	30 min	Storytelling
Unit 3.5	1 h	Sustainability reporting

Module 4: Circular Economy and Resource Efficiency

	Module 4		Title/Content
Unit 4.1	30 min	Understanding the Circular Economy
Unit 4.2	1 h	Business Models in a Circular Economy
Unit 4.3	30 min	Role of Technology and Digitalization
Unit 4.4	1 h	Lean management - how to reduce waste
Unit 4.5	1 h	The Global Perspective & Green Deal 2050
Unit 4.6	1 h	Country policy – partners' regionalisation effort required

Module 5: Global Trends in Ethical Entrepreneurship

	Module 5		Title/Content
Unit 5.1	30 min	Sustainable Fashion
Unit 5.2	45 min	Sustainable food – Plant-based & alternative proteins
Unit 5.3	45 min	Climate-Positive Agriculture
Unit 5.4	30 min	Eco-Tourism and Sustainable Travel
Unit 5.5	45 min	Ethical Supply Chain Management
Unit 5.6	45 min	Renewable Energy Solutions – Protecting Resources

Module 6: Developing a Sustainable Business Plan

	Module 6		Title/Content
Unit 6.1	2 h	Step-by-step guide to creating a business plan with a sustainability focus
Unit 6.2	2 h	Integration of financial elements with a focus on sustainability
Unit 6.3	2 h	Funding for Sustainable Ventures – Green Finance

Module 7: Social & Community Responsibility in Entrepreneurship

	Module 7		Title/Content
Unit 7.1	1 h	Engaging in initiatives that benefit society

Unit 7.2	1 h	Building Communities through engagement
Unit 7.3	1 h	Demonstrating Leadership & Collaboration
Unit 7.4	1 h	Creating informed consumers…who make ethical choices. Sustainability reporting
Unit 7.5	1 h	Promoting diversity and inclusion

Module 8: Measuring and Communicating Your Business's Impact

	Module 8	Title/Content
Unit 8.1	1 h	Defining Impact Metrics
Unit 8.2	1 h	Setting Baselines and Targets
Unit 8.3	1 h	Using Frameworks & Standards
Unit 8.4	1 h	Communicating and engaging with your stakeholders
Unit 8.5	1 h	Adopting continuous improvement and adaptability

Unit Structure:

Every unit will adhere to a consistent structure, ensuring ease of comprehension for learners. It is expected that the plan for each course unit may undergo slight modifications based on its specific content.

Timeframes	Learning activity types	Details
	Introduction	Module Details and Educational Aims - Title of the Module & Unit - Learning Goals - Learning Outcomes - Unit Contents
	Theoretical outline	Narrative context illustrated with graphics and supported with explorative and explanative materials (theory explanations, case studies, examples, etc.) – an engaging blend of materials for self-study
	Practical exercise/reflection mode	Completely self-directed activity (accompanied by instructional materials for the learner) Structured for individual or team execution Supplementary e-learning resources for activity implementation will be suggested
	Practical exercise summary	The summary enables learners to review the outcomes of practical exercises, providing insights into expected results and common mistakes
	Experienced Perspectives Questions for Self-Reflection	Module summary and a set of control questions to assess acquired knowledge.

➤ Course objectives and content

Sustainable entrepreneurship encompasses a set of principles that integrate social and environmental responsibility into business practices. These principles aim to create businesses that not only generate profits but also contribute positively to society and minimize their environmental impact.

Topics/Units:

Unit 1.1. Triple Bottom Line (TBL) Approach
Unit 1.2. Ethical Business Practices
Unit 1.3. Environmental Stewardship
Unit 1.4. Social Responsibility & Transparency
Unit 1.5. Long-Term Thinking
Unit 1.6 Alignment with SDGs & their relevance

Unit 1.1: Triple Bottom Line (TBL) Approach

DESCRIPTION	DETAILS
Training need	This module addresses essential training needs by focusing on the Triple Bottom Line (TBL) approach—a foundational concept in sustainable business. Participants will gain a comprehensive understanding of TBL, examining how economic, social, and environmental factors collectively shape business success. The training emphasizes the broader implications of TBL adoption, encouraging participants to recognize the interconnectedness of their decisions with economic prosperity, societal impact, and environmental considerations. By fostering this holistic perspective, the module equips participants with the knowledge and awareness needed to make informed, sustainable decisions in the dynamic realm of modern business.
Learning objectives	This unit aims to equip learners with the knowledge, skills, and competences needed to integrate TBL principles into sustainable business practices, framework and contributing to specific Sustainable Development Goals (SDGs). The practical exercises and reflections encourage a deeper understanding of TBL in real-world contexts. Main learning goals: To acquaint students with basic concepts, facts and challenges concerning - a comprehensive understanding of TBL principles. - Development the ability to analyze and evaluate business decisions through the TBL lens.
Learning outcomes	Upon completing this module, participants will demonstrate: Knowledge: - Understand the three dimensions of TBL: economic, social, and environmental. - Identify businesses that have successfully implemented TBL principles. Skills: - Analyze business decisions considering economic, social, and environmental impacts. - Apply TBL metrics for assessing organizational performance. Competences: - Opportunity recognition and creation by understanding the sustainability market.

	- Valuing entrepreneurship and risk-taking by exploring innovative, sustainable business models. The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"
Main Topics and Compliance with SDGs	Introduction to TBL and its three dimensions Economic considerations in TBL (SDGs 1, 8). Social responsibility in TBL (SDGs 1, 3, 5). Environmental sustainability in TBL (SDGs 6, 7, 12, 13, 14, 15).
Scope of Practical Exercises/Reflection:	Analyze case studies of businesses applying the TBL approach. Develop a hypothetical business plan incorporating TBL principles. Reflect on personal values and how they align with TBL concepts.
Case study analysis	

Unit 1.2: Ethical Business Practices

DESCRIPTION	DETAILS
Training need	This module focuses on cultivating an understanding of ethical business practices, addressing crucial training needs for responsible entrepreneurship. Participants will delve into the significance of ethical considerations in business decision-making and how ethical practices contribute to sustainable development. The training aims to instill a sense of ethical awareness and responsibility, fostering a commitment to integrity, transparency, and fairness in business operations. By exploring real-world ethical dilemmas and scenarios, participants will develop the skills needed to navigate complex ethical challenges, ensuring that their business practices align with ethical standards and contribute positively to societal and environmental well-being.
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Develop a comprehensive understanding of ethical principles in business. - Acquire the skills to assess and implement ethical business practices. - Foster competences aligned with ethical entrepreneurship.
Learning outcomes	Upon completing this module, participants will demonstrate: Knowledge: - A profound understanding of ethical principles and their relevance to sustainable business practices. - Awareness of the ethical dimensions of various business scenarios and their potential impact on stakeholders. Skills: - The ability to apply ethical decision-making processes in real-world situations.

	- Proficiency in integrating ethical considerations into business strategies and operations. Competences: - Ethical and social awareness, evidenced by a commitment to responsible business practices. - Demonstrated ability to critically assess and address ethical challenges, contributing to overall competence development. The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking:** Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility"
Main Topics and Compliance with SDGs	- Ethical Decision-Making: Analyzing ethical dilemmas and decision-making processes (SDG 16 - Peace, Justice, and Strong Institutions). - Transparency and Accountability: Understanding the role of transparency and accountability in ethical business practices (SDG 12 - Responsible Consumption and Production).
Scope of Practical Exercises/Reflection:	Engage in case studies, ethical decision-making simulations, and reflective exercises to apply ethical principles in real-world business scenarios. Encourage participants to reflect on the ethical implications of their decisions and explore strategies for integrating ethical considerations into day-to-day business operations
Case study analysis	

Unit 1.3: Environmental Stewardship

DESCRIPTION	DETAILS
Training need	This unit aims to equip learners with the knowledge, skills, and competences needed to contribute to environmental stewardship within the business context. Understanding the principles and importance of Environmental Stewardship. Recognizing the role of businesses in environmental conservation
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Develop a comprehensive understanding of Environmental Stewardship concepts. - Explore the business case for incorporating sustainable environmental practices
Learning outcomes	Upon completing this module, participants will demonstrate: Knowledge: - Grasp the key principles of Environmental Stewardship. - Understand the impact of business activities on the environment. Skills: - Evaluate and apply strategies for sustainable resource management. - Analyze the environmental implications of business decisions. Competences:

	- Initiative and Self-employment: Propose and implement environmentally responsible practices. - Taking the Initiative: Identify opportunities for sustainable environmental actions The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking:** Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility"
Main Topics and Compliance with SDGs	Introduction to Environmental Stewardship: - Principles and significance. - Business responsibility in environmental conservation Resource Management: - Sustainable use of natural resources. - Waste reduction and recycling. Climate Action: - Strategies for reducing greenhouse gas emissions. - Promoting a low-carbon footprint. Alignment with SDGs: SDG 12 (Responsible Consumption and Production): Addressing sustainable resource use. SDG 13 (Climate Action): Mitigating climate change through responsible environmental practices.
Scope of Practical Exercises/Reflection:	Case Studies: Analyze real-world examples of businesses implementing successful environmental stewardship practices. Eco-Audit Exercise: Assess the environmental impact of a hypothetical business and propose improvements. Reflective Journaling: Encourage learners to reflect on their personal commitment to environmental stewardship
Case study analysis	

Unit 1.4: Social Responsibility & Transparency

DESCRIPTION	DETAILS
Training need	This unit aims to empower learners to integrate social responsibility and transparency into business practices, aligning with key Sustainable Development Goals - Understanding the concepts and significance of Social Responsibility and Transparency in business. - Recognizing the role of businesses in promoting social welfare and transparent practices
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Develop a comprehensive understanding of Social Responsibility & Transparency concepts, emphasizing their ethical and societal implications. - Explore strategies for integrating social responsibility into business practices, focusing on the alignment of business goals with the welfare of communities and the environment.

	- Acquire the skills needed to assess, implement, and communicate socially responsible initiatives, fostering a commitment to transparency within business operations. - Enhance critical thinking skills to evaluate the impact of business decisions on various stakeholders, with an emphasis on ethical considerations. - Foster an entrepreneurial mindset that recognizes the potential for positive social change through responsible business practices
Learning outcomes	Upon completing this module, participants will demonstrate: Knowledge: - Understand the principles of Social Responsibility & Transparency. - Recognize the impact of business activities on society. Skills: - Evaluate and implement strategies for socially responsible business practices. - Enhance transparency in business operations. Competences: - Social and Civic Competence: Advocate for socially responsible business practices. - Ethical and Sustainable Thinking: Apply ethical considerations in decision-making. The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking:** Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility"
Main Topics and Compliance with SDGs	Social Responsibility: - Concepts and significance. - Addressing social issues through business initiatives Transparency in Business Operations: - Importance and benefits. - Communicating transparently with stakeholders Community Engagement: - Strategies for fostering positive community relationships. - Social impact assessment Alignment with SDGs: SDG 8 (Decent Work and Economic Growth): Promoting fair labor practices. SDG 10 (Reduce Inequalities): Addressing social disparities through responsible business.
Scope of Practical Exercises/Reflection:	CSR Action Plan: Develop a social responsibility action plan for a hypothetical business. Transparency Assessment: Evaluate the transparency level of different business models. Stakeholder Dialogue: Simulate a stakeholder dialogue to enhance understanding of community perspectives.
Case study analysis	

Unit 1.5: Long-Term Thinking

DESCRIPTION	DETAILS
Training need	Understand the importance of long-term thinking in business sustainability. Recognize the challenges and benefits associated with adopting a long-term perspective
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Develop a comprehensive understanding of the concept of Long-Term Thinking and its significance in business strategy. - Cultivate skills to evaluate and prioritize long-term goals that align with sustainable development principles. - Foster competences in strategic planning, emphasizing the integration of long-term perspectives into decision-making processes
Learning outcomes	Expected Learning Outcomes: Knowledge: - Grasp the theoretical foundations of Long-Term Thinking. - Identify key factors influencing long-term business success. Skills: - Analyze and interpret trends that impact the long-term sustainability of a business. - Apply strategic foresight to anticipate challenges and opportunities. Competences: - Navigate ambiguity and uncertainty in long-term decision-making. - Demonstrate a commitment to ethical considerations and sustainable practices within a long-term framework The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking:** Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility"
Main Topics and Compliance with SDGs	Principles of Long-Term Thinking. Balancing short-term and long-term objectives. Case studies illustrating successful long-term strategies. Alignment with SDGs 8 (Decent Work and Economic Growth) and 9 (Industry, Innovation, and Infrastructure)
Scope of Practical Exercises/Reflection:	Scenario analysis: Evaluating the long-term impact of strategic decisions. Developing a long-term business plan considering sustainable practices. Reflecting on personal and organizational attitudes toward long-term thinking
Case study analysis	

Unit 1.6: Alignment with SDGs & their relevance

DESCRIPTION	DETAILS
Training need	Understand the significance of aligning business practices with the United Nations' Sustainable Development Goals (SDGs). Learn how to identify and assess the relevance of specific SDGs to business operations
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as:

	- Develop an understanding of the 17 SDGs and their importance in the global context. - Gain the ability to analyze and evaluate the alignment of business activities with specific SDGs. - Cultivate skills to integrate SDGs into business strategies for enhanced sustainability.
Learning outcomes	Expected Learning Outcomes: Knowledge: - Acquire knowledge about each of the 17 SDGs, their objectives, and the global challenges they address. - Understand the interconnectedness of business activities and sustainable development. Skills: - Develop skills to identify and prioritize SDGs relevant to a particular business. - Apply analytical skills to assess the impact of business decisions on SDG alignment. Competences: - Demonstrate a sense of responsibility in aligning business practices with global sustainability goals. - Foster the ability to communicate effectively about the company's contribution to SDGs The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking:** Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility"
Main Topics and Compliance with SDGs	Overview of the 17 SDGs. Identifying key SDGs relevant to the business sector. Strategies for aligning business activities with specific SDGs.
Scope of Practical Exercises/Reflection:	Conduct a self-assessment of the company's alignment with SDGs. Develop an action plan to enhance alignment with selected SDGs. Reflect on the potential challenges and opportunities associated with SDG integration in business practices
Case study analysis	

| MODULE 2: Innovation & Technology for Sustainable Solutions

Cutting-edge approaches to problem-solving and innovation are essential for young entrepreneurs looking to create businesses that not only thrive in the present but also address future challenges and contribute to a more resilient and forward-looking business landscape.

Topics/Units:

      Unit 2.1. Innovation and Adaptability - Agile Methodologies
      Unit 2.2. Design Thinking
      Unit 2.3. Technology Integration
      Unit 2.4. Big Data and Analytics
      Unit 2.5. Environmental and Clean-Tech Solutions
      Unit 2.6. Frugal Innovations

Unit 2.1: Innovation and Adaptability - Agile Methodologies

DESCRIPTION	DETAILS
Training need	Understand the significance of innovation and adaptability in the contemporary business landscape. Familiarize with Agile methodologies and their role in fostering innovation and adaptability
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain insights into the principles of innovation and adaptability. - Understand the fundamentals of Agile methodologies and their application in business
Learning outcomes	Expected Learning Outcomes: Knowledge - Acquire knowledge about the importance of innovation in maintaining competitiveness. - Understand the core principles of Agile methodologies and how they support adaptability Skills: - Develop skills to foster a culture of innovation within the organization. - Gain proficiency in applying Agile methodologies to enhance adaptability. Competences: - Cultivate the competence of being proactive and open to change. - Develop effective communication skills to facilitate innovation within teams The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas"
Main Topics and Compliance with SDGs	The role of innovation in sustainable business development. Introduction to Agile methodologies. Application of Agile principles in fostering adaptability. Connection with SDGs 9 (Industry, Innovation, and Infrastructure) and 11 (Sustainable Cities and Communities)
Scope of Practical Exercises/Reflection:	Implement Agile methodologies in a simulated business scenario. Reflect on the impact of innovation and adaptability on business sustainability. Collaborative discussion on aligning Agile practices with specific SDGs
Case study analysis	

Unit 2.2: Design Thinking

DESCRIPTION	DETAILS
Training need	Understand the concept and significance of Design Thinking in problem-solving. Learn how Design Thinking can enhance innovation and user-centric solutions

Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as:
	- Gain a comprehensive understanding of the principles of Design Thinking.
	- Develop skills in applying Design Thinking methodologies to business challenges
Learning outcomes	Expected Learning Outcomes:
	Knowledge:
	- Acquire knowledge about the phases and principles of Design Thinking.
	- Understand the role of empathy and user-centricity in the design process
	Skills:
	- Develop creative problem-solving skills through the Design Thinking approach.
	- Apply prototyping and testing techniques within a business context
	Competences:
	- Foster the competence of creativity and innovation.
	- Enhance collaboration and teamwork through user-focused problem-solving
	The European Entrepreneurship Competence Framework (EntreComp):
	- **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas"
Main Topics and Compliance with SDGs	Introduction to Design Thinking principles. Phases of the Design Thinking process. Applying Design Thinking in business innovation. Connection with SDGs 9 (Industry, Innovation, and Infrastructure) and 12 (Responsible Consumption and Production)
Scope of Practical Exercises/Reflection:	Engage in a hands-on Design Thinking workshop.
	Apply Design Thinking to address a real-world business challenge.
	Reflect on the sustainability implications of user-centered design solutions
Case study analysis	

Unit 2.3: Technology Integration

DESCRIPTION	DETAILS
Training need	Understand the significance of technology integration in business processes. Explore how technology can enhance innovation and efficiency
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as:
	- Comprehend the role of technology in business innovation.
	- Develop skills in integrating technology solutions to address business challenges.
Learning outcomes	Expected Learning Outcomes:
	Knowledge:
	- Gain knowledge about the impact of technology on various business sectors.
	- Understand the role of emerging technologies in fostering innovation
	Skills:

	- Develop the ability to assess and adopt relevant technologies for business improvement. - Acquire practical skills in implementing technology solutions Competences: - Strengthen the competence of digital literacy and technology use - Enhance adaptability and openness to change through technology integration The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas"
Main Topics and Compliance with SDGs	Overview of technology trends and their business applications. Strategies for integrating technology into business operations. Impact of technology integration on SDGs 8 (Decent Work and Economic Growth) and 9 (Industry, Innovation, and Infrastructure)
Scope of Practical Exercises/Reflection:	Hands-on exercises on utilizing specific technologies for business challenges. Reflection on the ethical considerations and sustainability aspects of technology integration
Case study analysis	

Unit 2.4: Big Data and Analytics

DESCRIPTION	DETAILS
Training need	Understand the fundamentals of big data and analytics in the context of business. Learn how big data can contribute to sustainable solutions and innovation
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Grasp the key concepts of big data and analytics. - Develop skills in leveraging big data for business decision-making and sustainability..
Learning outcomes	Expected Learning Outcomes: Knowledge: - Acquire knowledge about the principles, tools, and technologies of big data. - Understand how big data analytics can inform strategic decision-making Skills: - Develop skills in processing, analyzing, and interpreting large datasets. - Apply big data tools to address specific business challenges Competences: - Strengthen analytical thinking and problem-solving through big data applications. - Enhance digital and data literacy competences The European Entrepreneurship Competence Framework (EntreComp):

	- **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas"
Main Topics and Compliance with SDGs	Introduction to big data concepts and technologies. Applications of big data analytics for sustainable solutions. Alignment with SDGs 9 (Industry, Innovation, and Infrastructure) and 11 (Sustainable Cities and Communities)
Scope of Practical Exercises/Reflection:	Hands-on exercises in utilizing big data tools. Reflection on the ethical considerations and potential societal impact of big data applications
Case study analysis	

Unit 2.5: Environmental and Clean-Tech Solutions

DESCRIPTION	DETAILS
Training need	Develop an understanding of clean technologies and their environmental impact. Explore innovative solutions for integrating clean-tech into business practices
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge about various clean technologies and their applications. - Develop skills in evaluating the environmental sustainability of different solutions
Learning outcomes	Expected Learning Outcomes: Knowledge: - Acquire knowledge about clean-tech solutions available in the market. - Understand the environmental benefits of clean technologies Skills: - Develop skills in assessing the feasibility of clean-tech solutions for a business. - Apply knowledge to identify opportunities for integrating clean technologies Competences: - Foster creativity and innovation in exploring clean-tech options. - Enhance awareness of environmental and social responsibility in business The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking:** Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility"
Main Topics and Compliance with SDGs	Overview of clean technologies and their relevance. Applications of clean-tech solutions in various industries. Alignment with SDGs 7 (Affordable and Clean Energy) and 13 (Climate Action)

Scope of Practical Exercises/Reflection:	Case studies on successful implementation of clean-tech solutions. Reflection on the potential challenges and benefits of adopting clean technologies
Case study analysis	

Unit 2.6: Frugal Innovations

DESCRIPTION	DETAILS
Training need	Understand the concept of frugal innovations and their relevance in sustainable business practices. Explore cost-effective solutions that align with sustainability goals
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Understand the principles of frugal innovations and their application in diverse business contexts. - Identify key factors that contribute to the success of frugal innovation initiatives. - Develop analytical skills to assess the feasibility and impact of frugal solutions in sustainable business practices. - Acquire the ability to recognize opportunities within a business for the implementation of frugal innovations. - Foster critical thinking to evaluate the alignment of frugal solutions with sustainability goals and the United Nations' Sustainable Development Goals (SDGs)
Learning outcomes	Expected Learning Outcomes: Knowledge: - Comprehend the concept and significance of frugal innovations in the context of sustainable business practices. - Gain insights into successful case studies and real-world examples of frugal innovation implementation. - Understand the connection between frugal innovations and their potential impact on achieving sustainability goals Skills: - Develop analytical skills to assess the applicability of frugal innovations in various business scenarios. - Acquire problem-solving skills to identify and address challenges in implementing frugal solutions. - Enhance critical thinking skills to evaluate the effectiveness and ethical considerations of frugal innovation Competences: - Apply entrepreneurial competences such as opportunity recognition and creativity in proposing frugal solutions. - Cultivate a sense of initiative and risk-taking in exploring and implementing frugal innovation within business operations. - Foster a proactive approach to social responsibility by considering the environmental and societal implications of frugal solutions. The European Entrepreneurship Competence Framework (EntreComp):

	- **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas"
Main Topics and Compliance with SDGs	Principles of frugal innovations and their relevance. Examples of successful frugal innovation in various industries. Recognize how frugal innovations contribute to specific United Nations' Sustainable Development Goals (SDGs). Articulate the relevance of frugal solutions in addressing global challenges outlined in the SDGs. Evaluate the potential of frugal innovations to promote sustainability and inclusivity, aligning with the broader SDG framework Alignment with SDGs 9 (Industry, Innovation, and Infrastructure) and 12 (Responsible Consumption and Production).
Scope of Practical Exercises/Reflection:	Case studies on companies that have successfully implemented frugal innovations. Reflection on potential challenges and benefits of adopting frugal solutions in business
Case study analysis	

| MODULE 3 Market Analysis & Digital Marketing for Sustainable Ventures

Understanding your market and Digital marketing play pivotal roles in promoting ethical and sustainable businesses by helping them focus on identifying sustainable business opportunities and reach their target audiences, communicate their values, and build a positive online presence and consequently can drive positive change in society and the environment.
Topics/Units:

> Unit 3.1. Market Analysis and Sustainable Opportunity Recognition
> Unit 3.2. The Importance of Digital Marketing
> Unit 3.3. Strategies for effective online presence
> Unit 3.4. Storytelling
> Unit 3.5. Sustainability reporting

Unit 3.1: Market Analysis and Sustainable Opportunity Recognition

DESCRIPTION	DETAILS
Training need	Understanding the fundamentals of market analysis and its role in identifying sustainable business opportunities. Recognizing the significance of sustainability in shaping market trends and consumer behavior.
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain proficiency in conducting comprehensive market analysis for sustainable ventures. - Understand the key factors influencing market dynamics in the context of sustainability. - Develop skills to identify and evaluate sustainable business opportunities within a market
Learning outcomes	Expected Learning Outcomes: Knowledge: - Acquire knowledge about market analysis methodologies and tools.

	- Understand the interplay between market forces and sustainable business practices. - Explore the key elements of sustainable opportunity recognition. Skills: - Develop analytical skills to interpret market trends and consumer preferences. - Acquire research skills to assess the viability of sustainable opportunities. - Enhance critical thinking skills to evaluate the potential impact of sustainable ventures in the market. Competences: - Apply entrepreneurial competences such as opportunity recognition and strategic thinking. - Cultivate a sense of initiative and risk-taking in identifying sustainable business prospects. - Foster a proactive approach to market analysis with a focus on sustainability The European Entrepreneurship Competence Framework (EntreComp): - **2.1 Self-awareness and self-efficacy:** Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business"
Main Topics and Compliance with SDGs	Introduction to Market Analysis Market Trends and Sustainability Consumer Behavior in Sustainable Markets Sustainable Opportunity Recognition Techniques Case Studies: Successful Sustainable Ventures Alignment with SDGs: Explore how sustainable business opportunities contribute to specific SDGs. Analyze the market's role in advancing sustainability goals. Assess the potential for creating ventures aligned with the broader SDG framework
Scope of Practical Exercises/Reflection:	Conduct a market analysis for a sustainable business idea. Identify and evaluate sustainable opportunities in different market scenarios. Reflect on the ethical considerations and societal impact of sustainable business ventures
Case study analysis	

Unit 3.2: The Importance of Digital Marketing

DESCRIPTION	DETAILS
Training need	Understanding the role of digital marketing in promoting sustainable ventures. Familiarity with key digital marketing concepts and strategies.
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain insights into the significance of digital marketing for sustainable business. - Develop a foundational understanding of digital marketing tools and techniques. - Explore the potential of digital platforms in advancing sustainable ventures
Learning outcomes	Knowledge: - Acquire knowledge about the principles and importance of digital marketing. - Understand the key concepts, tools, and strategies in digital marketing. - Explore the role of digital marketing in promoting sustainable ventures Skills:

	- Develop practical skills in utilizing digital marketing tools. - Gain proficiency in designing and implementing digital marketing campaigns. - Understand data analytics and metrics for evaluating digital marketing performance Competences: - Apply digital literacy and communication skills in the context of sustainable ventures. - Foster a sense of initiative in implementing digital marketing strategies. - Develop critical thinking skills to assess the ethical implications of digital marketing The European Entrepreneurship Competence Framework (EntreComp): - **2.1 Self-awareness and self-efficacy:** Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"
Main Topics and Compliance with SDGs	Introduction to Digital Marketing Key Concepts and Strategies in Digital Marketing Role of Digital Marketing in Sustainability Promotion Digital Marketing Tools and Platforms Examples of Successful Digital Marketing Campaigns for Sustainable Ventures **Alignment with SDGs:** Examine how digital marketing can contribute to the promotion of specific SDGs. Assess the potential of digital platforms in raising awareness about sustainability. Explore case studies highlighting successful digital marketing efforts in the context of sustainability Aligns with SDG 4 (Quality Education) by promoting knowledge dissemination about digital marketing practices.
Scope of Practical Exercises/Reflection:	Design a digital marketing campaign for a sustainable venture. Analyze and interpret digital marketing metrics related to sustainability. Reflect on the ethical considerations of digital marketing practices in the context of sustainability
Case study analysis	

Unit 3.3: Strategies for effective online presence

DESCRIPTION	DETAILS
Training need	Understanding the importance of online presence for businesses. Developing skills in creating and maintaining a strong online presence
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Comprehend the significance of an effective online presence in the contemporary business landscape. - Acquire skills in designing and implementing strategies for a compelling online presence
Learning outcomes	Expected Learning Outcomes: Knowledge: - Understand the key components of a successful online presence. - Identify various online platforms/social media and channels relevant to sustainable ventures. Skills: - Develop skills in creating and managing engaging online content.

	- Gain proficiency in leveraging social media and digital tools for brand promotion. Competences: - Apply entrepreneurial competences, such as creativity and initiative, in developing innovative online strategies. - Demonstrate digital and technological competences in navigating and utilizing online platforms effectively The European Entrepreneurship Competence Framework (EntreComp): - **2.1 Self-awareness and self-efficacy:** Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Essentials of Online Presence Aligns with SDG 9 (Industry, Innovation, and Infrastructure) by exploring innovative technological aspects of online presence. Supports SDG 11 (Sustainable Cities and Communities) by emphasizing the role of online presence in community engagement. Strategic Content Creation Directly contributes to SDG 12 (Responsible Consumption and Production) by promoting sustainable and responsible content creation Correlates with SDG 13 (Climate Action) by exploring ways to communicate climate-friendly practices through online content. Leveraging Social Media for Sustainability Aligns with SDG 17 (Partnerships for the Goals) by emphasizing collaboration through social media for sustainable partnerships. Supports various SDGs depending on the social and environmental causes highlighted in the content.
Scope of Practical Exercises/Reflection:	Designing and implementing a mock online campaign for a sustainable venture. Reflecting on the ethical considerations and social impact of online content
Case study analysis	

Unit 3.4: Storytelling

DESCRIPTION	DETAILS
Training need	Understanding the role of storytelling in conveying sustainability narratives. Developing skills in crafting compelling and impactful sustainability stories
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Recognize the power of storytelling in conveying sustainability messages. - Acquire skills in creating and delivering effective sustainability narratives
Learning outcomes	Expected Learning Outcomes: Knowledge: - Understand the principles of effective storytelling. - Grasp the importance of storytelling in communicating sustainability values. Skills: - Develop skills in crafting engaging and authentic sustainability stories. - Gain skills in utilizing storytelling techniques for brand building. Competences:

	- Apply entrepreneurial competences such as communication and cultural awareness in sustainability storytelling. - Demonstrate the ability to engage and inspire through impactful narratives The European Entrepreneurship Competence Framework (EntreComp): - **2.1 Self-awareness and self-efficacy:** Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote
Main Topics and Compliance with SDGs	Foundations of Storytelling Aligns with SDG 4 (Quality Education) by emphasizing the educational and informative aspects of storytelling. Supports SDG 16 (Peace, Justice, and Strong Institutions) by highlighting the role of stories in promoting justice and social equity. Sustainability Narratives in Business Directly contributes to SDG 12 (Responsible Consumption and Production) by encouraging responsible and transparent business narratives. Correlates with SDG 13 (Climate Action) by exploring storytelling for climate awareness and action. Building Emotional Connections Aligns with SDG 3 (Good Health and Well-being) by exploring the emotional impact of storytelling on well-being. Supports various SDGs by illustrating how storytelling can address social and environmental challenges. Note: Adaptations may be made based on emerging trends in storytelling and sustainability
Scope of Practical Exercises/Reflection:	Crafting a sustainability story for a given scenario. Reflecting on the ethical considerations and cultural sensitivities in storytelling
Case study analysis	

Unit 3.5: Sustainability reporting

DESCRIPTION	DETAILS
Training need	Understanding the significance of sustainability reporting in business practices. Developing skills in preparing comprehensive and transparent sustainability reports.
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Recognize the importance of sustainability reporting for businesses. - Acquire skills in collecting, analyzing, and presenting sustainability data
Learning outcomes	Expected Learning Outcomes:: Knowledge: - Understand the principles and frameworks of sustainability reporting. - Grasp the significance of transparent reporting for stakeholders Skills: - Develop skills in collecting and analyzing sustainability data. - Acquire proficiency in preparing comprehensive sustainability reports Competences:

	- Apply competences such as critical thinking and entrepreneurship in the context of sustainability reporting. - Demonstrate the ability to communicate sustainability performance effectively The European Entrepreneurship Competence Framework (EntreComp): - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Introduction to Sustainability Reporting Global Reporting Initiatives (GRI) Standards: Stakeholder Engagement in Reporting Aligns with SDG 16 (Peace, Justice, and Strong Institutions) by highlighting the role of reporting in fostering justice and accountability. Supports SDG 13 (Climate Action) by exploring reporting's role in climate disclosure Aligns with SDG 12 (Responsible Consumption and Production) by promoting responsible business practices. Supports SDG 8 (Decent Work and Economic Growth) by emphasizing transparency in economic activities. Directly contributes to SDG 17 (Partnerships for the Goals) by aligning with international reporting standards. Correlates with SDG 9 (Industry, Innovation, and Infrastructure) by promoting innovative approaches to reporting.
Scope of Practical Exercises/Reflection:	Creating a mock sustainability report based on provided data. Reflecting on the challenges and opportunities in sustainability reporting
Case study analysis	

| MODULE 4 Circular Economy and Resource Efficiency

The concept of a circular economy is a transformative approach to economic and environmental sustainability. It aims to minimize waste, optimize resource use, and create sustainable value chains by rethinking how products are designed, produced, consumed, and disposed of. Teaching students about the circular economy is essential for fostering a more sustainable future.

Topics/Units:

Unit 4.1. Understanding the Circular Economy
Unit 4.2. Business Models in a Circular Economy
Unit 4.3. Role of Technology and Digitalization
Unit 4.4. Lean management - how to reduce waste
Unit 4.5. The Global Perspective & Green Deal 2050
Unit 4.6. Country policy – partners' regionalisation effort required

Unit 4.1: Understanding the Circular Economy

DESCRIPTION	DETAILS
Training need	Comprehending the principles and importance of the circular economy. Developing skills in identifying opportunities for circular practices
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Understand the core principles and concepts of the circular economy.

	- Develop skills in analyzing business processes for circular opportunities
Learning outcomes	Expected Learning Outcomes:
	Knowledge:
	- Grasp the principles and philosophy of the circular economy.
	- Acquire knowledge of successful circular economy case studies
	Skills:
	- Identify opportunities to integrate circular practices in various business processes.
	- Analyze the life cycle of products and services to minimize environmental impact
	Competences:
	- Apply competences such as creativity and problem-solving in implementing circular solutions.
	- Demonstrate entrepreneurial thinking in identifying circular business opportunities
	The European Entrepreneurship Competence Framework (EntreComp):
	- **2.1 Self-awareness and self-efficacy:** Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business"
	- **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"
	- **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Introduction to Circular Economy Circular Design Principles Circular Economy Business Models Aligns with SDG 7 (Affordable and Clean Energy) by exploring circular models that enhance energy efficiency. Supports SDG 13 (Climate Action) by mitigating the environmental impact of production and consumption Directly contributes to SDG 14 (Life Below Water) by addressing marine pollution through sustainable design. Correlates with SDG 15 (Life on Land) by promoting practices that minimize land degradation
Scope of Practical Exercises/Reflection:	Analyzing the life cycle of a product and proposing circular design modifications. Reflecting on potential challenges and benefits of transitioning to a circular business mode
Case study analysis	

Unit 4.2: Business Models in a Circular Economy

DESCRIPTION	DETAILS
Training need	Understanding diverse business models aligned with circular economy principles. Developing skills to implement circular business models

Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Comprehend various business models applicable in a circular economy context. - Develop skills to assess, select, and implement circular business models
Learning outcomes	Knowledge: - Acquire in-depth knowledge of circular business models, including cradle-to-cradle and product-as-a-service. - Understand the economic and environmental benefits of circular business models. Skills: - Develop skills in assessing the feasibility and suitability of circular business models for different industries. - Implement circular business models by considering resource efficiency and closed-loop systems. Competences: - Apply competences such as critical thinking and innovation in adapting circular business models. - Demonstrate an entrepreneurial mindset by identifying opportunities for circular innovation. The European Entrepreneurship Competence Framework (EntreComp): - **2.1 Self-awareness and self-efficacy:** Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Introduction to Circular Business Models Cradle-to-Cradle Design Product-as-a-Service (PaaS) Models Correlates with SDG 12 (Responsible Consumption and Production) by encouraging sustainable production and consumption patterns. Aligns with SDG 8 (Decent Work and Economic Growth) by exploring business models that promote economic inclusivity. Supports SDG 9 (Industry, Innovation, and Infrastructure) by promoting innovative and sustainable industrial practices. Aligns with SDG 14 (Life Below Water) by minimizing waste and pollution, contributing to marine conservation. Aligns with SDG 7 (Affordable and Clean Energy) by promoting energy-efficient and sustainable consumption. Correlates with SDG 13 (Climate Action) by addressing climate change through resource-efficient business models.
Scope of Practical Exercises/Reflection:	Analyzing examples of successful circular business models. Developing a business model canvas for a fictitious or real business, incorporating circular economy principles
Case study analysis	

Unit 4.3: Role of Technology and Digitalization

DESCRIPTION	DETAILS
Training need	Understanding the role of technology and digitalization in promoting circular economy practices. Building skills to leverage digital tools for resource efficiency
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Recognize the impact of technology on circular economy strategies. - Develop practical skills in utilizing digital tools for resource-efficient processes.
Learning outcomes	Knowledge: - Gain insights into how technology supports circular economy practices. - Understand the potential of digitalization in optimizing resource utilization. Skills: - Acquire skills in implementing digital solutions for circular supply chains. - Develop proficiency in utilizing technology for waste reduction and recycling. Competences: - Apply competences related to digital literacy and problem-solving in the context of circular economy. - Demonstrate an entrepreneurial mindset by exploring digital solutions for sustainable resource management. The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **2.1 Self-awareness and self-efficacy:** Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	IoT (Internet of Things) in Circular Economy Blockchain for Supply Chain Transparency Digital Tools for Waste Management Aligns with SDG 9 (Industry, Innovation, and Infrastructure) by leveraging technology for sustainable industrial practices. Supports SDG 11 (Sustainable Cities and Communities) through smart technologies promoting urban sustainability. Correlates with SDG 12 (Responsible Consumption and Production) by enhancing transparency in supply chains. Aligns with SDG 16 (Peace, Justice, and Strong Institutions) by promoting accountable and transparent business practices.

	Supports SDG 13 (Climate Action) by adopting digital solutions for reducing environmental impact. Aligns with SDG 15 (Life on Land) by addressing land degradation and promoting sustainable resource use.
Scope of Practical Exercises/Reflection:	Hands-on experience with IoT devices and sensors in a simulated circular supply chain. Examples of the application of blockchain for supply chain transparency. Exploring digital tools and apps for waste management and recycling
Case study analysis	

Unit 4.4: Lean management - how to reduce waste

DESCRIPTION	DETAILS
Training need	Understanding the role of technology and digitalization in promoting Understanding the principles of lean management in the context of waste reduction. Building skills to apply lean methodologies for increased efficiency and sustainability
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Grasp the fundamental concepts of lean management. - Develop skills in identifying and eliminating waste in business processes
Learning outcomes	Knowledge: - Acquire knowledge of lean management principles and methodologies. - Understand the different types of waste in business processes. Skills: - Develop skills in applying lean tools and techniques for waste reduction. - Gain proficiency in process optimization through lean practices. Competences: - Apply competences related to problem-solving and decision-making in the context of lean management. - Demonstrate an entrepreneurial mindset by identifying opportunities for waste reduction and process improvement. The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy:** Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"

Main Topics and Compliance with SDGs	Introduction to Lean Management - Aligns with SDG 9 (Industry, Innovation, and Infrastructure) by promoting efficient and sustainable industrial practices. Types of Waste in Business Processes - Correlates with SDG 12 (Responsible Consumption and Production) by addressing waste generation in production and consumption. Lean Tools and Techniques - Supports SDG 8 (Decent Work and Economic Growth) by enhancing productivity and efficiency in the workplace.
Scope of Practical Exercises/Reflection:	Value stream mapping exercises to identify and analyze processes. Implementation of 5S methodology for workplace organization. Case studies on successful lean management applications in different industries
Case study analysis	

Unit 4.5: The Global Perspective & Green Deal 2050

DESCRIPTION	DETAILS
Training need	Understanding the global context of sustainability and the implications of the European Green Deal 2050
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain insight into the global challenges and opportunities related to sustainability. - Understand the key goals and initiatives of the European Green Deal 2050
Learning outcomes	Knowledge: - Acquire knowledge of global sustainability challenges and trends. - Understand the objectives and targets of the European Green Deal 2050. Skills: - Develop skills in analyzing the impact of global initiatives on business practices. - Enhance critical thinking skills regarding sustainability issues. Competences: - Apply competences related to global awareness and cross-cultural understanding. - Demonstrate an entrepreneurial mindset by exploring opportunities aligned with global sustainability goals The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility"
Main Topics and Compliance with SDGs	Global Sustainability Challenges European Green Deal 2050 Initiatives Relates to multiple SDGs, including SDG 13 (Climate Action), SDG 14 (Life Below Water), and SDG 15 (Life on Land). Aligns with SDG 13 (Climate Action) and SDG 7 (Affordable and Clean Energy).
Scope of Practical Exercises/Reflection:	Research and analyze case studies on businesses implementing sustainable practices globally.

	Group discussions on the potential impact of the European Green Deal 2050 on various industries.
	Reflection on personal and organizational strategies for aligning with global sustainability goals.
Case study analysis	

Unit 4.6: Country policy – partners' regionalisation effort required

DESCRIPTION	DETAILS
Training need	Understanding the regionalization efforts required for aligning with country-specific sustainability policies
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Comprehend the impact of country-specific policies on business operations. - Identify the regionalization efforts necessary to meet local sustainability requirements
Learning outcomes	Knowledge: - Acquire knowledge of diverse country-specific sustainability policies. - Understand the implications of local regulations on business practices. Skills: - Develop skills in adapting business strategies to meet regional sustainability demands. - Enhance communication skills for collaborating with local stakeholders. Competences: - Apply competences related to adaptability and cultural sensitivity. - Demonstrate an entrepreneurial mindset in navigating diverse regional sustainability landscapes The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Local Sustainability Policies Regional Collaboration Strategies Addresses the alignment with SDGs that are prioritized by specific countries. Aligns with SDG 17 (Partnerships for the Goals) by emphasizing the importance of regional cooperation
Scope of Practical Exercises/Reflection:	Analyze case studies on businesses successfully adapting to diverse regional sustainability policies. Role-playing exercises simulating negotiations with regional partners. Reflect on the challenges and opportunities of regionalization for sustainable business operations
Case study analysis	

| MODULE 5 Global Trends in Ethical Entrepreneurship

In this module we discuss topics that reflect the dynamic landscape of ethical entrepreneurship and offer students opportunities to identify new markets and niches where they can make a positive impact while pursuing their entrepreneurial aspirations.

Topics/Units:

5.1. Sustainable Fashion
5.2. Sustainable food – Plant-based & alternative proteins
5.3. Climate-Positive Agriculture
5.4. Eco-Tourism and Sustainable Travel
5.5. Ethical Supply Chain Management
5.6. Renewable Energy Solutions – Protecting Resources

Unit 5.1: Sustainable Fashion

DESCRIPTION	DETAILS
Training need	Understanding the principles and practices of sustainable fashion. Identifying the environmental and social impact of the fashion industry
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge of sustainable practices in the fashion industry. - Understand the impact of fashion choices on the environment and society
Learning outcomes	Knowledge: - Acquire knowledge of sustainable materials and production processes in fashion. - Understand the lifecycle of clothing and its environmental consequences. Skills: - Develop skills in evaluating the sustainability of fashion products. - Learn how to make informed, eco-conscious fashion choices. Competences: - Apply competences related to environmental awareness and ethical decision-making. - Foster an entrepreneurial mindset in promoting sustainable fashion choices The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business"

	- **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"
Main Topics and Compliance with SDGs	Sustainable Fashion Principles Circular Fashion Economy Aligns with SDG 12 (Responsible Consumption and Production) by promoting sustainable consumption in the fashion industry. Corresponds to SDG 9 (Industry, Innovation, and Infrastructure) by exploring innovative approaches in the fashion sector.
Scope of Practical Exercises/Reflection:	Assess the sustainability of different fashion products. Design a sustainable fashion campaign. Reflect on personal fashion choices and their impact on sustainability
Case study analysis	

Unit 5.2: Sustainable food – Plant-based & alternative proteins

DESCRIPTION	DETAILS
Training need	Understanding the environmental and ethical implications of food choices. Exploring plant-based and alternative protein sources
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge of the environmental impact of conventional food production. - Understand the benefits of plant-based and alternative protein diets
Learning outcomes	Knowledge: - Acquire knowledge of the environmental impact of traditional food production. - Understand the nutritional value of plant-based and alternative protein sources. Skills: - Develop skills in adopting a sustainable and plant-based diet. - Learn how to incorporate alternative protein sources into daily meals. Competences - Apply competences related to sustainable living and ethical food choices. - Foster entrepreneurial skills by exploring opportunities in the plant-based food sector The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business"

	- **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"
Main Topics and Compliance with SDGs	Environmental Impact of Food Choices Plant-Based and Alternative Proteins Aligns with SDG 2 (Zero Hunger) by promoting sustainable and ethical food production. Corresponds to SDG 3 (Good Health and Well-Being) by encouraging healthier dietary choices.
Scope of Practical Exercises/Reflection:	Adopt a plant-based diet for a defined period and reflect on personal experiences. Explore and prepare meals using alternative protein sources. Investigate local and sustainable food options in the community
Case study analysis	

Unit 5.3: Climate-Positive Agriculture

DESCRIPTION	DETAILS
Training need	Understanding the impact of traditional agriculture on climate change. Exploring sustainable practices for climate-positive agriculture
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge of the greenhouse gas emissions associated with conventional farming. - Understand sustainable agricultural practices that contribute to climate positivity
Learning outcomes	Knowledge: - Acquire knowledge of the environmental impact of conventional agriculture on climate change. - Understand the principles of climate-positive agriculture. Skills: - Develop skills in implementing sustainable and regenerative farming practices. - Learn about carbon sequestration methods in agriculture. Competences: - Apply competences related to sustainable farming and environmental stewardship. - Foster entrepreneurial skills by exploring innovations in climate-positive agriculture. The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business"

	- **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"
Main Topics and Compliance with SDGs	Greenhouse Gas Emissions in Agriculture Climate-Positive Agricultural Practices Aligns with SDG 13 (Climate Action) by addressing the impact of agriculture on climate change. Corresponds to SDG 15 (Life on Land) by promoting sustainable land use practices
Scope of Practical Exercises/Reflection:	Implement climate-positive agricultural practices on a small scale and reflect on the outcomes. Explore and assess the feasibility of regenerative farming methods in the local context. Investigate successful examples of climate-positive agriculture globally.
Case study analysis	

Unit 5.4: Eco-Tourism and Sustainable Travel

DESCRIPTION	DETAILS
Training need	Understanding the environmental and social impacts of conventional tourism. Exploring sustainable practices in the travel and tourism industry
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge of the ecological and cultural consequences of traditional tourism. - Understand principles and strategies for promoting eco-tourism and sustainable travel.
Learning outcomes	Knowledge: - Acquire knowledge about the environmental footprint of conventional tourism. - Understand the principles and benefits of eco-tourism. Skills: - Develop skills in planning and promoting sustainable travel experiences. - Learn how to assess the ecological and cultural impact of travel activities. Competences: - Apply competences related to responsible and sustainable business practices in the tourism sector. - Foster entrepreneurial skills by exploring opportunities in eco-tourism The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills

	needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"
Main Topics and Compliance with SDGs	Environmental Impact of Tourism Promoting Eco-Tourism Aligns with SDG 12 (Responsible Consumption and Production) by addressing unsustainable tourism practices. Corresponds to SDG 8 (Decent Work and Economic Growth) by exploring sustainable job creation in the tourism industry
Scope of Practical Exercises/Reflection:	Design a sustainable travel itinerary considering environmental and cultural factors. Conduct a case study on successful eco-tourism initiatives globally. Reflect on personal travel choices and identify opportunities for more sustainable practices.
Case study analysis	

Unit 5.5: Ethical Supply Chain Management

DESCRIPTION	DETAILS
Training need	Understanding the importance of ethical considerations in supply chain management. Developing skills to implement and monitor ethical practices within the supply chain
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge of ethical challenges in supply chain management. - Develop skills to assess, implement, and monitor ethical practices in the supply chain
Learning outcomes	Knowledge: - Acquire knowledge about common ethical issues in supply chains. - Understand the principles and benefits of ethical supply chain management. Skills: - Develop skills in assessing and mitigating ethical risks in the supply chain. - Learn how to implement ethical sourcing and production practices. Competences: - Apply competences related to ethical decision-making in the supply chain. - Foster entrepreneurial skills by integrating ethical considerations into business operations. The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility"

	- **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Ethical Challenges in Supply Chains Implementing Ethical Supply Chain Practices Aligns with SDG 12 (Responsible Consumption and Production) by addressing ethical issues related to production and consumption. Corresponds to SDG 8 (Decent Work and Economic Growth) by exploring sustainable job creation in the supply chain sector
Scope of Practical Exercises/Reflection:	Analyze case studies of companies successfully implementing ethical supply chain practices. Develop an ethical supply chain management plan for a hypothetical business scenario. Reflect on personal ethical considerations in supply chain decision-making
Case study analysis	

Unit 5.6: Renewable Energy Solutions – Protecting Resources

DESCRIPTION	DETAILS
Training need	Understanding the significance of renewable energy in sustainable business practices. Developing skills to incorporate and manage renewable energy solutions in business operations
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge about the role of renewable energy in protecting natural resources. - Develop skills to assess, implement, and manage renewable energy solutions within a business context.
Learning outcomes	Knowledge: - Acquire knowledge about the importance of renewable energy in mitigating environmental impacts. - Understand various renewable energy sources and their applications. Skills: - Develop skills in evaluating the feasibility of integrating renewable energy solutions into business operations. - Learn how to manage and optimize renewable energy systems. Competences: - Apply competences related to sustainable decision-making in energy management.

	- Foster entrepreneurial skills by identifying opportunities for renewable energy adoption The European Entrepreneurship Competence Framework (EntreComp): - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Role of Renewable Energy in Protecting Resources Implementing Renewable Energy Solutions in Business Aligns with SDG 7 (Affordable and Clean Energy) by promoting the use of renewable energy sources. Corresponds to SDG 9 (Industry, Innovation and Infrastructure) by exploring sustainable technologies in business operations.
Scope of Practical Exercises/Reflection:	Conduct a feasibility study for integrating renewable energy solutions into a business. Develop a renewable energy implementation plan for a specific business sector. Reflect on the environmental benefits and challenges of adopting renewable energy solutions in business
Case study analysis	

| MODULE 6 Developing a Sustainable Business Plan

A sustainable business plan serves as a roadmap for one's business's sustainability journey, helping them to integrate ethical and sustainable practices into all aspects of its operations. It not only guides their actions but also communicates one's commitment to stakeholders, customers, and potential investors.
Topics/Units:

      Unit 6.1. Step-by-step guide to creating a business plan with a sustainability focus
      Unit 6.2. Integration of financial elements with a focus on sustainability
      Unit 6.3. Funding for Sustainable Ventures – Green Finance

Unit 6.1: Step-by-step guide to creating a business plan with a sustainability focus

DESCRIPTION	DETAILS
Training need	Understanding the importance of integrating sustainability into business planning. Developing skills to create a comprehensive business plan with a sustainability focus

Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge about the key elements of a sustainable business plan. - Develop skills in incorporating sustainability goals into each section of a business plan
Learning outcomes	Knowledge: - Acquire knowledge about the essential components of a business plan. - Understand the significance of integrating sustainability principles into the business planning process. Skills: - Develop skills in articulating sustainability goals, strategies, and measures in a business plan. - Learn how to conduct a sustainability analysis and incorporate findings into the plan. Competences: - Apply competences related to strategic thinking and planning for sustainable business development. - Enhance entrepreneurial skills by aligning business goals with sustainable practices The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Components of a Comprehensive Business Plan Integrating Sustainability into Business Planning Aligns with SDG 8 (Decent Work and Economic Growth) by promoting sustainable economic development. Corresponds to SDG 12 (Responsible Consumption and Production) by fostering sustainable practices in business operations.
Scope of Practical Exercises/Reflection:	Develop a sustainability vision statement for a business. Create a business plan section outlining sustainability goals, strategies, and measures. Reflect on the potential challenges and benefits of integrating sustainability into the business planning process.

Case study analysis	

Unit 6.2: Integration of financial elements with a focus on sustainability

DESCRIPTION	DETAILS
Training need	Understanding the role of financial elements in a sustainable business. Developing skills to integrate financial strategies that align with sustainability goals
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge about the financial aspects crucial for sustainability. - Develop skills in aligning financial planning with sustainability objectives
Learning outcomes	Knowledge: - Acquire knowledge about key financial elements in a sustainable business context. - Understand the impact of financial decisions on sustainability outcomes. Skills: - Develop skills to integrate financial strategies that support sustainability goals. - Learn to analyze and interpret financial data with a sustainability lens. Competences: - Apply competences related to financial literacy in the context of sustainable business. - Enhance entrepreneurial skills by linking financial decisions to long-term sustainability The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Financial Elements in a Sustainable Business Aligning Budgets with Sustainability Goals Aligns with SDG 9 (Industry, Innovation, and Infrastructure) by promoting sustainable industry practices.

	Corresponds to SDG 13 (Climate Action) by integrating financial strategies that contribute to climate-positive outcomes.
Scope of Practical Exercises/Reflection:	Develop a financial plan that aligns with sustainability objectives.
	Analyze case studies highlighting successful integration of financial elements in sustainable businesses.
	Reflect on the role of financial decision-making in achieving long-term sustainability
Case study analysis	

Unit 6.3: Funding for Sustainable Ventures – Green Finance

DESCRIPTION	DETAILS
Training need	Understanding the principles of green finance and its role in funding sustainable ventures. Developing skills in accessing and managing green finance for sustainability initiatives
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning - Gain knowledge about green finance and its significance in sustainable ventures. - Develop skills to identify and secure funding from green finance sources
Learning outcomes	Knowledge: - Acquire knowledge about the principles and mechanisms of green finance. - Understand the role of green finance in supporting sustainable ventures. Skills: - Develop skills to assess eligibility and apply for green finance. - Learn to manage and allocate green funds effectively. Competences: - Apply competences related to financial management in the context of sustainable ventures. - Enhance entrepreneurial skills by exploring diverse funding options aligned with sustainability The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business"

	- **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"
	- **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Introduction to Green Finance Accessing Green Finance Aligns with SDG 7 (Affordable and Clean Energy) by promoting financial mechanisms supporting clean energy initiatives Corresponds to SDG 8 (Decent Work and Economic Growth) by facilitating access to sustainable funding for economic development
Scope of Practical Exercises/Reflection:	Research and analyze case studies of successful sustainable ventures funded through green finance. Develop a funding proposal applying green finance principles. Reflect on the challenges and opportunities of integrating green finance in sustainable business models
Case study analysis	

| MODULE 7 Social & Community Responsibility in Entrepreneurship

Social and community responsibility in entrepreneurship is not just a moral obligation but also a strategic advantage. It leads to a more positive and sustainable business ecosystem, benefiting society, the environment, and the business itself. Entrepreneurs who embrace this responsibility contribute to a fairer and more ethical economy.

Topics/Units:

Unit 7.1. Engaging in initiatives that benefit society
Unit 7.2. Building Communities through engagement
Unit 7.3. Demonstrating Leadership & Collaboration
Unit 7.4. Creating informed consumers…who make ethical choices. Sustainability reporting
Unit 7.5. Promoting diversity and inclusion

Unit 7.1: Engaging in initiatives that benefit society

DESCRIPTION	DETAILS
Training need	Understanding the role of social and community responsibility in entrepreneurship. Developing skills in planning and implementing initiatives that contribute to societal well-being
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge about the importance of social and community responsibility in entrepreneurship. - Develop skills to identify, plan, and execute initiatives that positively impact society
Learning outcomes	Knowledge: - Acquire knowledge about the significance of social and community responsibility in entrepreneurship. - Understand the potential positive effects of entrepreneurial initiatives on societal well-being.

	Skills: - Develop skills in identifying social issues that align with entrepreneurial goals. - Learn to plan and implement initiatives that address societal challenges. Competences: - Apply competences related to social awareness and responsibility in entrepreneurial decision-making. - Enhance entrepreneurial skills by contributing to the betterment of the community The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Introduction to Social & Community Responsibility Identifying Social Issues Aligns with SDG 1 (No Poverty) by addressing social responsibility to alleviate poverty. Corresponds to SDG 3 (Good Health and Well-Being) by focusing on health-related social initiatives
Scope of Practical Exercises/Reflection:	Engage in a community needs assessment to identify areas for potential entrepreneurial initiatives. Develop a comprehensive plan for an initiative that benefits society, considering social, economic, and environmental aspects. Reflect on the impact of social and community responsibility on long-term entrepreneurial success.
Case study analysis	

Unit 7.2: Building Communities through engagement

DESCRIPTION	DETAILS
Training need	Understanding the importance of community engagement for sustainable entrepreneurship. Developing skills in fostering positive relationships and collaborations within communities

Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge about the role of community engagement in sustainable entrepreneurship. - Develop skills to build and maintain positive relationships with diverse communities
Learning outcomes	Knowledge: - Acquire knowledge about the significance of community engagement in entrepreneurship. - Understand the benefits of building strong relationships with diverse communities. Skills: - Develop skills in effective communication and collaboration with various community stakeholders. - Learn strategies for community engagement that align with sustainable entrepreneurship. Competences: - Apply competences related to effective communication, collaboration, and social responsibility. - Enhance entrepreneurial skills by actively engaging with and contributing to diverse communities. The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Understanding Community Dynamics Strategies for Inclusive Community Engagement Aligns with SDG 11 (Sustainable Cities and Communities) by focusing on building resilient and sustainable communities. Corresponds to SDG 10 (Reduced Inequalities) by promoting inclusivity in community engagement initiatives
Scope of Practical Exercises/Reflection:	Plan and execute a community engagement activity that aligns with sustainable entrepreneurship principles.

	Reflect on the challenges and successes encountered during the community engagement process.
	Assess the impact of community engagement on the sustainability of entrepreneurial ventures.
Case study analysis	

Unit 7.3: Demonstrating Leadership & Collaboration

DESCRIPTION	DETAILS
Training need	Understanding the role of effective leadership in sustainable entrepreneurship. Developing collaboration skills for fostering partnerships and alliances
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge about leadership styles and their impact on sustainable ventures. - Develop skills in collaborative leadership to enhance business sustainability.
Learning outcomes	Knowledge: - Acquire knowledge about different leadership styles and their relevance to sustainable entrepreneurship. - Understand the importance of collaboration for achieving sustainable business goals. Skills: - Develop leadership skills that align with the principles of sustainable entrepreneurship. - Cultivate effective collaboration skills for building strategic partnerships. Competences: - Apply competences related to leadership, teamwork, and collaboration in the context of sustainable business. - Enhance entrepreneurial competences by demonstrating leadership and fostering collaboration. The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"

	- **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Leadership Styles in Sustainable Entrepreneurship Strategic Collaboration for Sustainability Aligns with SDG 8 (Decent Work and Economic Growth) by promoting leadership that contributes to economic development. Corresponds to SDG 17 (Partnerships for the Goals) by emphasizing the importance of collaboration in achieving sustainable development
Scope of Practical Exercises/Reflection:	Engage in leadership role-playing exercises to understand different leadership styles. Collaborate on a project with peers to apply and practice collaborative leadership skills. Reflect on personal leadership experiences and collaborative efforts, identifying areas for improvement
Case study analysis	

Unit 7.4: Creating informed consumers…who make ethical choices. Sustainability reporting

DESCRIPTION	DETAILS
Training need	Understanding the Role of Sustainability Reporting Familiarity with Impact on Consumer Choices Interpreting Sustainability Reports Linking Sustainability Reporting to Ethical Consumerism
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Gain knowledge about the significance of sustainability reporting for consumers. - Develop an understanding of how sustainability reporting influences ethical consumer choices
Learning outcomes	Knowledge: - Acquire knowledge about the purpose and impact of sustainability reporting on consumer awareness. - Understand how sustainability reporting contributes to ethical consumer decision-making. Skills: - Develop skills to interpret and analyze sustainability reports for making informed choices. - Cultivate critical thinking skills to assess the ethical implications of product choices. Competences: - Apply competences related to consumer awareness, critical thinking, and ethical decision-making. - Align entrepreneurial competences with ethical considerations in product development and marketing. The European Entrepreneurship Competence Framework (EntreComp):

	- **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Importance of Sustainability Reporting for Consumers Ethical Decision-Making through Sustainability Reporting Aligns with SDG 12 (Responsible Consumption and Production) by promoting awareness of sustainable consumption. Corresponds to SDG 16 (Peace, Justice, and Strong Institutions) by emphasizing transparency and ethical business practices.
Scope of Practical Exercises/Reflection:	Analyze sustainability reports of different companies and products. Role-play scenarios where consumers make informed and ethical choices based on sustainability information. Reflect on personal consumer choices and consider the impact of sustainability reporting on decision-making
Case study analysis	

Unit 7.5: Promoting diversity and inclusion

DESCRIPTION	DETAILS
Training need	Understanding Diversity and Inclusion Promoting Inclusive Leadership Addressing Unconscious Bias Implementing Inclusive Business Practices
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Comprehending the Business Case for Diversity and Inclusion - Developing Inclusive Leadership Competencies - Recognizing and Mitigating Unconscious Bias: - Implementing Inclusive Business Practices
Learning outcomes	Knowledge: - Understanding the business rationale for embracing diversity and inclusion. - Grasping the principles of inclusive leadership and their application in entrepreneurship.

	- Recognizing the impact of unconscious bias on decision-making and strategies to mitigate bias. Skills: - Developing leadership competencies that support inclusivity and diversity. - Applying techniques to identify and address unconscious biases. - Implementing inclusive business practices tailored to specific entrepreneurial contexts. Competences: - Recognizing opportunities and challenges related to diversity and inclusion in entrepreneurship. - Demonstrating the ability to lead inclusively and foster diversity within a business setting. - Integrating ethical considerations into decision-making processes, aligning with diversity and inclusion principles The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Business Case for Diversity and Inclusion Inclusive Leadership Practices Mitigating Unconscious Bias Implementing Inclusive Business Practices Aligning with SDGs 5 (Gender Equality) and 10 (Reduced Inequality) to promote inclusive practices Aligning with SDG 16 (Peace, Justice, and Strong Institutions) by fostering inclusive leadership for sustainable development Aligning with SDG 10 (Reduced Inequality) by addressing biases that contribute to inequality. Aligning with SDG 8 (Decent Work and Economic Growth) by promoting inclusive practices for sustainable development
Scope of Practical Exercises/Reflection:	Engaging in simulated scenarios to practice inclusive leadership skills. Reflecting on challenges and successes to refine leadership competencies. Unconscious Bias Workshop:

	Participating in interactive workshops to identify and address unconscious biases.
	Reflecting on personal biases and developing strategies for unbiased decision-making.
Case study analysis	

| MODULE 8 Measuring and Communicating Your Business's Impact

Measuring and communicating a business's social and environmental impact is essential for demonstrating it's commitment to sustainability, transparency, and accountability. Effectively conveying the positive changes the business makes in these areas can enhance one's reputation, attract socially conscious customers and investors, and drive long-term success.
Topics/Units:

Unit 8.1. Defining Impact Metrics
Unit 8.2. Setting Baselines and Targets
Unit 8.3. Using Frameworks & Standards
Unit 8.4. Communicating and engaging with your stakeholders
Unit 8.5. Adopting continuous improvement and adaptability

Unit 8.1: Defining Impact Metrics

DESCRIPTION	DETAILS
Training need	This unit aims to equip learners with the knowledge, skills, and competences necessary to define and apply impact metrics effectively, ensuring their business contributes meaningfully to sustainable development goals Understanding the significance of impact measurement in sustainable business practices. Familiarity with various metrics and indicators used to assess business impact. Recognizing the importance of aligning impact metrics with organizational goals
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Define the concept of impact metrics and their role in sustainable business. - Identify key metrics relevant to the specific industry and business model. - Understand the connection between impact metrics and overall business strategy
Learning outcomes	Knowledge: - Acquire knowledge of common impact metrics used in sustainable business. - Understand the importance of customized impact metrics based on business goals. Skills: - Develop skills in selecting and applying impact metrics. - Analyze and interpret data derived from impact metrics. Competences:

	- Utilize impact metrics for effective communication and decision-making. - Demonstrate a commitment to continuous improvement in impact measurement The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Overview of Impact Metrics: Introduction to common metrics such as social, environmental, and economic indicators. Discussing the relevance of impact metrics to Sustainable Development Goals (SDGs). Customizing Impact Metrics for Your Business: Emphasizing the role of businesses in advancing the global sustainability agenda Alignment with SDGs: Identifying how chosen impact metrics contribute to achieving specific SDGs.
Scope of Practical Exercises/Reflection:	Developing a customized set of impact metrics for a hypothetical business scenario. Analyzing and interpreting impact data to make informed business decisions. Reflecting on the alignment of chosen metrics with SDGs and suggesting improvements.
Case study analysis	

Unit 8.2: Setting Baselines and Targets

DESCRIPTION	DETAILS
Training need	This unit aims to provide learners with the knowledge and skills needed to effectively establish baselines and set targets, fostering a proactive approach to measuring and communicating the positive impact of their businesses Understanding the importance of establishing baselines and targets in impact measurement. Developing the skills to set realistic and meaningful benchmarks for impact assessment. Recognizing the role of baselines and targets in continuous improvement

Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Define the concepts of baselines and targets in the context of impact measurement. - Acquire the skills to establish baselines and set achievable targets. - Understand how baselines and targets contribute to driving positive change
Learning outcomes	Knowledge: - Grasp the significance of setting baselines for impact measurement. - Understand the role of targets in monitoring and assessing business impact. Skills: - Develop practical skills in establishing baselines for various impact metrics. - Set realistic and achievable targets aligned with business objectives. Competences: - Apply critical thinking to determine appropriate baselines and targets. - Demonstrate a commitment to continuous improvement through iterative goal-setting The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Understanding Baselines: Exploring the concept of baselines and their role in measuring impact. Setting Targets for Positive Impact: Discussing the process of defining targets for various impact areas. Examining how targets contribute to achieving specific SDGs. Alignment with SDGs: Identifying the direct link between set targets and Sustainable Development Goals. Emphasizing the role of targets in contributing to global sustainability objectives
Scope of Practical Exercises/Reflection:	Developing baselines for a range of impact metrics based on real-world scenarios.

	Setting targets that reflect the desired positive impact in alignment with business goals.
	Reflecting on the iterative nature of setting baselines and targets for continuous improvement
Case study analysis	

Unit 8.3: Using Frameworks & Standards

DESCRIPTION	DETAILS
Training need	This unit aims to equip learners with the knowledge and skills needed to effectively utilize impact measurement frameworks and standards, ensuring credible and transparent communication of their business's positive impact Understanding the role of frameworks and standards in impact measurement. Familiarity with commonly used frameworks for sustainability reporting. Developing the skills to apply frameworks to measure and communicate impact
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning objectives as: - Define the significance of frameworks and standards in impact measurement. - Acquire knowledge of widely recognized sustainability reporting frameworks. - Develop practical skills in applying frameworks to assess and communicate impact
Learning outcomes	Knowledge: - Grasp the importance of using frameworks and standards in impact measurement. - Understand the key features of well-established sustainability reporting frameworks. Skills: - Demonstrate the ability to apply selected frameworks to assess business impact. - Utilize frameworks for effective communication of impact data. Competences: - Apply critical thinking to choose the most appropriate framework for specific contexts. - Demonstrate proficiency in using frameworks for transparent and credible impact reporting The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills

| | needed in the business", "show empathy", "promote communication within the business"
- **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"
- **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care" |
|---|---|
| Main Topics and Compliance with SDGs | Introduction to Impact Measurement Frameworks:
Overview of commonly used frameworks and their relevance.
Understanding the role of frameworks in aligning impact measurement with SDGs.
Sustainability Reporting Standards:
Exploration of established reporting standards such as GRI, SASB, and others.
Case studies illustrating the use of reporting standards for effective communication.
Alignment with SDGs:
Examining how the use of frameworks contributes to SDG alignment.
Discussing the role of standardized reporting in advancing sustainable development |
| Scope of Practical Exercises/Reflection: | Applying selected frameworks to assess the impact of specific business activities.

Practicing the use of reporting standards in creating impactful communication materials.

Reflecting on the challenges and opportunities associated with adopting frameworks for impact measurement |
| Case study analysis | |

Unit 8.4: Communicating and engaging with your stakeholders

DESCRIPTION	DETAILS
Training need	Understanding the importance of effective communication and engagement with stakeholders in impact reporting. Developing skills in crafting clear and compelling messages for diverse stakeholder groups
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning - Recognize the significance of stakeholder communication in impact reporting. - Acquire skills in tailoring messages for different stakeholder groups. - Understand the role of engagement in building a positive business impact narrative.
Learning outcomes	Knowledge: - Grasp the importance of clear and transparent communication in impact reporting. - Understand the diverse needs and expectations of different stakeholder groups. Skills: - Demonstrate the ability to craft messages that resonate with specific stakeholders. - Engage stakeholders effectively through various communication channels.

	Competences: - Exhibit proficiency in adapting communication styles to different audiences. - Demonstrate the ability to build positive relationships with stakeholders through effective engagement The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Stakeholder Identification and Analysis: Understanding the significance of identifying and analyzing stakeholders. Exploring methods for categorizing stakeholders based on their interests and influence. Crafting Impactful Messages: Techniques for creating clear and compelling messages for different stakeholders. Case studies highlighting successful stakeholder communication strategies. Engagement Strategies for Sustainable Impact: Overview of engagement approaches to involve stakeholders in the impact narrative. Discussing the role of engagement in promoting transparency and accountability.
Scope of Practical Exercises/Reflection:	Identifying key stakeholders and analyzing their interests and expectations. Crafting messages tailored to specific stakeholder groups. Developing an engagement plan to involve stakeholders in the business's impact reporting process
Case study analysis	

Unit 8.5: Adopting continuous improvement and adaptability

DESCRIPTION	DETAILS
Training need	This unit aims to equip learners with the knowledge and skills necessary to drive continuous improvement in sustainability practices and foster adaptability in the face of evolving business and sustainability landscapes Understanding the importance of continuous improvement and adaptability in impact measurement.

	Developing skills to assess and enhance the sustainability performance of the business
Learning objectives	To acquaint students with basic concepts, facts and challenges concerning - Recognize the role of continuous improvement in maintaining a positive impact. - Acquire skills in identifying areas for enhancement in sustainability practices. - Understand the importance of adaptability in responding to evolving business and sustainability challenges
Learning outcomes	Knowledge: - Grasp the significance of continuous improvement for sustaining positive impact. - Understand the concept of adaptability and its relevance to sustainable business practices. Skills: - Demonstrate the ability to assess and identify areas for improvement in sustainability performance. - Acquire skills in implementing changes to enhance the business's impact. Competences: - Exhibit a proactive approach to continuous improvement in sustainability practices. - Demonstrate adaptability in responding to changing business and sustainability landscapes The European Entrepreneurship Competence Framework (EntreComp): - **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas" - **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility" - **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business" - **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business" - **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions" - **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"
Main Topics and Compliance with SDGs	Continuous Improvement Strategies: Exploring frameworks and methodologies for continuous improvement in sustainability. Case studies illustrating successful implementation of continuous improvement strategies. Adaptability in Sustainable Business:

	Understanding the importance of adaptability in the context of sustainable development. Strategies for adapting business practices to meet evolving sustainability challenges
Scope of Practical Exercises/Reflection:	Conducting a sustainability performance assessment and identifying improvement areas. Developing and implementing a continuous improvement plan. Reflecting on the importance of adaptability in maintaining a positive impact in the long term
Case study analysis	

fair preneurs

Ethical, Green, Youth Entrepreneurship Education

➢ **Desk Research**

For FAIRPRENEURS project

➤ **Introduction to the Desk Research**

Desk Research, also known as desktop research, constitutes a pivotal stage within the FAIRPRENEURS project, playing a crucial role in delving into the context and understanding essential aspects of sustainable development in businesses. During this process, we leverage available sources of information, relevant literature, and an analysis of existing courses in entrepreneurship that incorporate sustainable development.

The aim of our research is to acquire in-depth knowledge that will serve as a foundation for subsequent project activities. We analyse trends, best practices, and innovative approaches to sustainable development to establish robust groundwork for our further endeavours.

In this segment of our project, our focus lies in identifying key directions, challenges, and opportunities associated with entrepreneurship aligned with sustainable development. We seek to gather valuable insights that will support our educational, research, and publication objectives.

The primary objective of the conducted Desk Research in the FAIRPRENEURS project is to thoroughly examine existing programmes related to social responsibility within the entrepreneurial landscape. This investigation is particularly centred on gaining insights into how these programmes address and incorporate the 17 Sustainable Development Goals outlined in the 2030 Agenda. Furthermore, special attention is devoted to prominent initiatives such as the European Green Deal 2050. The research aims to provide a comprehensive understanding of the strategies, methodologies, and impact of these initiatives on sustainable development.

While constructing the training programme within the FAIRPRENEURS project, it is essential to analyse the European Skills, Competences, Qualifications and Occupations (ESCO) framework, as well as the European Qualifications Framework (EQF) and National Qualifications Frameworks (NQF). The examination of these competency classifications is also the subject of the current desk research.

Additionally, the Desk Research will present a notable feature – the TOP Sustainable Companies Ranking, offering a glimpse into the practices of leading companies that excel in integrating sustainable principles into their operations.

Additionally, the primary objective of conducting desk research is to analyse the available courses and programmes designed for young individuals, educating them in the field of entrepreneurship with a focus on the principles of sustainable development. The study presented the main features of some available courses, both in Europe and on other continents.

Through this analysis, we aim to extract valuable lessons and best practices that can contribute to the advancement of our project's goals.

➤   The 2030 Agenda

| The 2030 Agenda

Agenda 2030 is a global action plan adopted by the United Nations in September 2015. Its primary focus is on sustainable development, aiming to address a wide range of interconnected challenges faced by the world. The agenda consists of 17 Sustainable Development Goals (SDGs) that encompass social, economic, and environmental dimensions. These goals are designed to guide nations and organizations in creating a more equitable, resilient, and environmentally sustainable future by the year 2030. The Agenda 2030 promotes a collaborative approach, emphasizing the importance of international cooperation to achieve these ambitious objectives.

History[1]

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The SDGs build on decades of work by countries and the UN, including the UN Department of Economic and Social Affairs.

In June 1992, at the Earth Summit in Rio de Janeiro, Brazil, more than 178 countries adopted Agenda 21, a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment.

Member States unanimously adopted the Millennium Declaration at the Millennium Summit in September 2000 at UN Headquarters in New York. The Summit led to the elaboration of eight Millennium Development Goals (MDGs) to reduce extreme poverty by 2015.

The Johannesburg Declaration on Sustainable Development and the Plan of Implementation, adopted at the World Summit on Sustainable Development in South Africa in 2002, reaffirmed the global community's commitments to poverty eradication and the environment, and built on Agenda 21 and the Millennium Declaration by including more emphasis on multilateral partnerships.

At the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil, in June 2012, Member States adopted the outcome document "The Future We Want" in which they decided, inter alia, to launch a process to develop a set of SDGs to build upon the MDGs and to establish the UN High-level Political Forum on Sustainable Development. The Rio +20 outcome also contained other measures for implementing sustainable development, including mandates for future programmes of work in development financing, small island developing states and more.

In 2013, the General Assembly set up a 30-member Open Working Group to develop a proposal on the SDGs.
In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development, with 17 SDGs at its core, at the UN Sustainable Development Summit in September 2015.
2015 was a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements:

- Sendai Framework for Disaster Risk Reduction (March 2015)
- Addis Ababa Action Agenda on Financing for Development (July 2015)
- Transforming our world: the 2030 Agenda for Sustainable Development with its 17 SDGs was adopted at the UN Sustainable Development Summit in New York in September 2015.
- Paris Agreement on Climate Change (December 2015)

Now, the annual High-level Political Forum on Sustainable Development serves as the central UN platform for the follow-up and review of the SDGs.

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[1] https://sdgs.un.org/goals#history

Today, the Division for Sustainable Development Goals (DSDG) in the United Nations Department of Economic and Social Affairs (UNDESA) provides substantive support and capacity-building for the SDGs and their related thematic issues, including water, energy, climate, oceans, urbanization, transport, science and technology, the Global Sustainable Development Report (GSDR), partnerships and Small Island Developing States. DSDG plays a key role in the evaluation of UN systemwide implementation of the 2030 Agenda and on advocacy and outreach activities relating to the SDGs. In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals. DSDG aims to help facilitate this engagement.

Implementation Progress

Every year, the UN Secretary General presents an annual SDG Progress report, which is developed in cooperation with the UN System, and based on the global indicator framework and data produced by national statistical systems and information collected at the regional level.

Additionally, the Global Sustainable Development Report is produced once every four years to inform the quadrennial SDG review deliberations at the General Assembly. It is written by an Independent Group of Scientists appointed by the Secretary-General.

17 Sustainable Development Goals (SDGs) - A Comprehensive Overview

The 17 Sustainable Development Goals (SDGs) constitute a landmark global initiative crafted by the United Nations (UN) to address pressing challenges and foster sustainable development worldwide. Introduced as part of the 2030 Agenda for Sustainable Development, these goals were meticulously formulated with the aim of creating a more equitable, resilient, and environmentally conscious future. Resolution was adopted by the General Assembly on September 25, 2015.
The need for defining these 17 Sustainable Development Goals (SDGs) arose from a global initiative led by the United Nations (UN) as part of the 2030 Agenda. Launched in 2015, the SDGs address a range of global challenges, including poverty, hunger, health, education, gender equality, clean water, energy, decent work, innovation, sustainable cities, responsible consumption, climate action, life below water, life on land, peace, and partnerships for goals. The intention behind the SDGs was to create a universal framework to guide collective efforts toward addressing pressing issues and promoting peace, prosperity, and the well-being of people and the planet. The formulation of the SDGs involved extensive collaboration and commitment from UN member states.

Characteristics and Significance:
Each SDG is characterized by its distinct focus area, ranging from eradicating poverty and hunger to promoting responsible consumption and climate action. These goals serve as a universal call to action, emphasizing the interconnectedness of social, economic, and environmental dimensions. The SDGs are marked by their comprehensiveness, representing an ambitious commitment to leaving no one behind.

Development and Purpose:
The 2030 Agenda was developed through an extensive collaborative process involving member states, civil society, and various stakeholders. It reflects a shared commitment to address global challenges and build a sustainable world. The SDGs were crafted to act as a blueprint, guiding efforts to achieve a better and more sustainable future for all.

Defining Each Goal:
1. No Poverty: End poverty in all its forms everywhere.
2. Zero Hunger: Achieve food security, improved nutrition, and promote sustainable agriculture.
3. Good Health and Well-Being: Ensure healthy lives and promote well-being for all.
4. Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities.
5. Gender Equality: Achieve gender equality and empower all women and girls.
6. Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all.
7. Affordable and Clean Energy: Ensure access to affordable, reliable, sustainable, and modern energy.

8. Decent Work and Economic Growth: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

9. Industry, Innovation and Infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

10. Reduce Inequalities: Reduce inequality within and among countries.

11. Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient, and sustainable.

12. Responsible Consumption and Production: Ensure sustainable consumption and production patterns.

13. Climate Action: Take urgent action to combat climate change and its impacts.

14. Life Below Water: Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.

15. Life on Land: Protect, restore, and promote sustainable use of terrestrial ecosystems.

16. Peace, Justice and Strong Institutions: Promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable, and inclusive institutions.

17. Partnerships for the Goals: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

International Support:

The 2030 Agenda has garnered widespread international support, with numerous countries committing to its implementation. The SDGs serve as a shared framework, encouraging collaboration among nations, businesses, and communities to address complex global challenges collectively.

In conclusion, the 17 SDGs embody a collective vision for a more sustainable and inclusive world, providing a roadmap for transformative change. Through concerted efforts, these goals aim to foster prosperity, protect the planet, and ensure that no one is left behind in the pursuit of a better future.
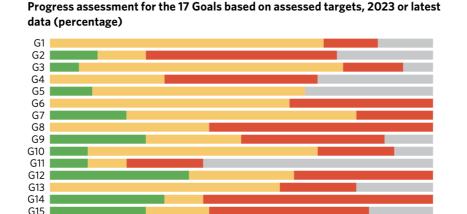
Report[2]

Recognizing the paramount importance of integrating the 17 Sustainable Development Goals (SDGs) into various aspects of our global endeavours, it is crucial to underscore that the United Nations (UN) continually monitors the progress made towards their achievement. The details of this ongoing assessment are elucidated below, drawing insights from the UN report. The report indicates that, despite notable strides, there remains substantial work ahead in realizing the SDGs comprehensively.

In this context, the development of the FAIRPRENEURS project assumes significant relevance. One of its primary objectives is to enhance the commitment to sustainable development, particularly among young entrepreneurs. By fostering initiatives that align with the SDGs, the project aims to contribute to the collective efforts required to address the intricate challenges outlined in the UN's sustainable development agenda. This is imperative for creating a more equitable, resilient, and environmentally conscious global community. The FAIRPRENEURS project seeks to inspire and empower young entrepreneurs, recognizing their pivotal role in steering the world towards a sustainable and inclusive future.

At the midpoint of the implementation of the 2030 Agenda, a sobering reality emerges: the world is falling short of meeting most of the Goals by 2030. While certain areas have witnessed progress, there remains a concerning proportion of targets that are either progressing too slowly or regressing.

A reality check of the progress made on the SDGs at the midpoint towards 2030 reveals significant challenges. The latest global-level data and assessments from custodian agencies paint a concerning picture: of the approximately 140 targets that can be evaluated, half of them show moderate or severe deviations from the desired trajectory. Furthermore, more than 30 per cent of these targets have experienced no progress or, even worse, regression below the 2015 baseline. This assessment underscores the urgent need for intensified efforts to ensure the SDGs stay on course and progress towards a sustainable future for all.

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[2] https://unstats.un.org/sdgs/report/2023/The-Sustainable-Development-Goals-Report-2023.pdf

Progress assessment for the 17 Goals based on assessed targets, 2023 or latest data (percentage)

Source: The Sustainable Development Goals Report, United Nations, 2023
https://unstats.un.org/sdgs/report/2023/The-Sustainable-Development-Goals-Report-2023.pdf

The brief report information for each of the sustainable development goals is presented below[3].

1 No poverty

If current trends continue, 575 million people will still be living in extreme poverty and only one-third of countries will have halved their national poverty levels by 2030.

Despite the expansion of social protection during the COVID-19 crisis, over 4 billion people remain entirely unprotected. Many of the world's vulnerable population groups, including the young and the elderly, remain uncovered by statutory social protection programmes.

The share of government spending on essential services, such as education, health and social protection, is significantly higher in advanced economies than in emerging and developing economies.

A surge in action and investment to enhance economic opportunities, improve education and extend social protection to all, particularly the

most excluded, is crucial to delivering on the central commitment to end poverty and leave no one behind.

2 Zero hunger

The number of people facing hunger and food insecurity has been rising since 2015, with the pandemic, conflict, climate change and growing inequalities exacerbating the situation. In 2022, about 9.2 per cent of the world population was facing chronic hunger, equivalent to about 735 million people – 122 million more than in 2019. An estimated 29.6 per cent of the global population – 2.4 billion people – were moderately or severely food insecure, meaning they did not have access to adequate food. This figure reflects an alarming 391 million more people than in food systems, invest in sustainable agricultural practices, and reduce and mitigate the impact of conflict and the pandemic on global nutrition and food security.

Despite global efforts, in 2022, an estimated 45 million children under the age of 5 suffered from wasting, 148 million had stunted growth and 37 million were overweight. A fundamental shift in trajectory is needed to achieve the 2030 nutrition targets.

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[3] The Sustainable Development Goals Report, United Nations, 2023 https://unstats.un.org/sdgs/report/2023/The-Sustainable-Development-Goals-Report-2023.pdf

To achieve zero hunger by 2030, urgent coordinated action and policy solutions are imperative to address entrenched inequalities, transform food systems, invest in sustainable agricultural practices, and reduce and mitigate the impact of conflict and the pandemic on global nutrition and food security.

3 Good health and well-being

There has been some progress on improving global health in recent years. For example, 146 out of 200 countries or areas have already met or are on track to meet the SDG target on under-5 mortality. Effective HIV treatment has cut global AIDS-related deaths by 52 per cent since 2010 and at least one neglected tropical disease has been eliminated in 47 countries.

However, insufficient progress has been made in other areas, such as on reducing maternal mortality and expanding universal health coverage. Globally, approximately 800 women died every day from pregnancy or childbirth in 2020. And 381 million people were pushed or further pushed into extreme poverty in 2019 due to out-of-pocket payments for health.

The COVID-19 pandemic and ongoing crises have impeded progress towards Goal 3. Childhood vaccinations have experienced the largest decline in three decades, and tuberculosis and malaria deaths have increased compared with pre-pandemic levels.

To overcome these setbacks and address long-standing health care shortcomings, increased investment in health systems is needed to support countries in their recovery and build resilience against future health threats.

4 Quality education

Progress towards quality education was already slower than required before the pandemic, but COVID-19 has had devastating impacts on education, causing learning losses in four out of five of the 104 countries studied.

Without additional measures, only one in six countries will achieve the universal secondary school completion target by 2030, an estimated 84 million children and young people will still be out of school, and approximately 300 million students will lack the basic numeracy and literacy skills necessary for success in life.

To achieve national Goal 4 benchmarks, which are reduced in ambition compared with the original Goal 4 targets, 79 low- and lower-middle- income countries still face an average annual financing gap of $97 billion.

To deliver on Goal 4, education financing must become a national investment priority. Furthermore, measures such as making education free and compulsory, increasing the number of teachers, improving basic school infrastructure and embracing digital transformation are essential.

5 Gender equality

With only seven years remaining, a mere 15.4 per cent of Goal 5 indicators with data are "on track", 61.5 per cent are at a moderate distance and 23.1 per cent are far or very far off track from 2030 targets.

In many areas, progress has been too slow. At the current rate, it will take an estimated 300 years to end child marriage, 286 years to close gaps in legal protection and remove discriminatory laws, 140 years for women to be represented equally in positions of power and leadership in the workplace, and 47 years to achieve equal representation in national parliaments.

Political leadership, investments and comprehensive policy reforms are needed to dismantle systemic barriers to achieving Goal 5. Gender equality is a cross-cutting objective and must be a key focus of national policies, budgets and institutions.

6 Clean water and sanitation

Despite great progress, billions of people still lack access to safe drinking water, sanitation and hygiene. Achieving universal coverage by 2030 will require a substantial increase in current global rates of progress: sixfold for drinking water, fivefold for sanitation and threefold for hygiene.

Water use efficiency has risen by 9 per cent, but water stress and water scarcity remain a concern in many parts of the world. In 2020, 2.4 billion people lived in water-stressed countries. The challenges are compounded by conflicts and climate change.

Key strategies to get Goal 6 back on track include increasing sector-wide investment and capacity-building, promoting innovation and evidence- based action, enhancing cross-sectoral coordination and cooperation among all stakeholders, and adopting a more integrated and holistic approach to water management.

7 Affordable and clean energy

The world continues to advance towards sustainable energy targets – but not fast enough. At the current pace, about 660 million people will still lack access to electricity and close to 2 billion people will still rely on polluting fuels and technologies for cooking by 2030.

Renewable sources power nearly 30 per cent of energy consumption in the electricity sector, but challenges remain in heating and transport sectors. Developing countries experience 9.6 per cent annual growth in renewable energy installation, but despite enormous needs, international financial flows for clean energy continue to decline.

To ensure access to energy for all by 2030, we must accelerate electrification, increase investments in renewable energy, improve energy efficiency and develop enabling policies and regulatory frameworks.

8 Decent work and economic growth

Multiple crises are placing the global economy under serious threat. Global real GDP per capita growth is forecast to slow down in 2023. Challenging economic conditions are pushing more workers into informal employment.

As economies start to recover, the global unemployment rate has experienced a significant decline. However, the youth unemployment rate continues to be much higher than the rate for adults, indicating ongoing challenges in securing employment opportunities for young people.

The pandemic has accelerated digital adoption and transformed access to finance. Globally, 76 per cent of adults had bank accounts or accounts with regulated institutions in 2021, up from 62 per cent in 2014.

Achieving Goal 8 will require a wholesale reform of the financial system to tackle rising debts, economic uncertainty and trade tensions, while promoting equitable pay and decent work for young people.

9 Industry, innovation and infrastructure

The manufacturing industry's recovery from the coronavirus disease (COVID-19) pandemic remains incomplete and uneven. Global manufacturing growth slowed down to 3.3 per cent in 2022, from 7.4 per cent in 2021. Progress in least developed countries (LDCs) is far from sufficient to reach the target of doubling the manufacturing share in gross domestic product (GDP) by 2030. However, medium-high- and high-technology industries demonstrated robust growth rates.

As of 2022, 95 per cent of the world's population was within reach of a mobile broadband network, but some areas remain underserved.

Global carbon dioxide (CO_2) emissions from energy combustion and industrial processes grew by 0.9 per cent to a new all-time high of 36.8 billion metric tons, well below global GDP growth, reverting to a decade- long trend of decoupling emissions and economic growth.

To achieve Goal 9 by 2030, it is essential to support LDCs, invest in advanced technologies, lower carbon emissions and increase mobile broadband access.

10 Reduced inequalities

The incomes of the poorest 40 per cent of the population had been growing faster than the national average in most countries. But emerging yet inconclusive evidence suggests that COVID-19 may have put a dent in this positive trend of falling within-country inequality. The pandemic has also caused the largest rise in between-country inequality in three decades.

One in six people worldwide has experienced discrimination in some form, with women and people with disabilities disproportionately affected.

The year 2022 witnessed the highest number of refugees (34.6 million people) ever documented. This year is also a deadly one for migrants, with nearly 7,000 deaths recorded globally.

Reducing both within- and between-country inequality requires equitable resource distribution, investing in education and skills development, implementing social protection measures, combating discrimination, supporting marginalized groups and fostering international cooperation for fair trade and financial systems.

11 Sustainable cities and communities

Over half of the global population currently resides in urban areas, a rate projected to reach 70 per cent by 2050. Approximately 1.1 billion people currently live in slums or slum-like conditions in cities, with 2 billion more expected in the next 30 years.

In 2022, only half of the world's urban population had convenient access to public transportation. Urban sprawl, air pollution and limited open public spaces persist in cities.

Since 2015, the number of countries with national and local disaster risk reduction strategies has doubled.

To achieve Goal 11, efforts must focus on implementing inclusive, resilient and sustainable urban development policies and practices that prioritize access to basic services, affordable housing, efficient transportation and green spaces for all.

12 Responsible consumption and production

The material footprint per capita in high-income countries is 10 times the level of low-income countries. The world is also seriously off track in its efforts to halve per capita food waste and losses by 2030.

Global crises triggered a resurgence in fossil fuel subsidies, nearly doubling from 2020 to 2021.

Reporting has increased on corporate sustainability and on public procurement policies, but has fallen when it comes to sustainable consumption and monitoring sustainable tourism.

Responsible consumption and production must be integral to recovery from the pandemic and to acceleration plans of the Sustainable Development Goals. It is crucial to implement policies that support a shift towards sustainable practices and decouple economic growth from resource use.

13 Climate action

With a climate cataclysm looming, the pace and scale of current climate action plans are wholly insufficient to effectively tackle climate change. Increasingly frequent and intense extreme weather events are already impacting every region on Earth. Rising temperatures will escalate these hazards further, posing grave risks.

The Intergovernmental Panel on Climate Change (IPCC) emphasizes that deep, rapid and sustained reductions in greenhouse gas (GHG) emissions are essential in all sectors, beginning now and continuing throughout this decade. To limit global warming to 1.5°C above pre- industrial levels, emissions must already be decreasing and need to be cut by almost half by 2030, just seven years away.

Urgent and transformative action is crucial, going beyond mere plans and promises. It requires raising ambition, covering entire economies and moving towards climate-resilient development, while outlining a clear path to achieve net-zero emissions. Time is running out, and immediate measures are necessary to avoid catastrophic consequences and secure a sustainable future for generations to come.

14 Life below water

The ocean is in a state of emergency as increasing eutrophication, acidification, ocean warming and plastic pollution worsen its health. Additionally, the alarming trend of overfishing persists, leading to the depletion of over one third of global fish stocks.

While there has been some progress in expanding marine protected areas, combating illegal, unreported and unregulated fishing, banning fishing subsidies and supporting small-scale fishers, action is not advancing at the speed or scale required to meet Goal 14.

To counter these trends, swift and coordinated global action is imperative. This entails increasing funding for ocean science, intensifying conservation efforts, advancing nature- and ecosystem-based solutions, addressing the interconnections and impacts of human-induced pressures, and urgently turning the tide on climate change to safeguard the planet's largest ecosystem.

15 Life on land

Terrestrial ecosystems are vital for sustaining human life, contributing to over half of global GDP and encompassing diverse cultural, spiritual, and economic values.

However, the world faces a triple crisis of climate change, pollution and biodiversity loss. Escalating trends of forest loss, land degradation and the extinction of species pose a severe threat to both the planet and people.

Despite some progress in sustainable forest management, protected areas, and the uptake of national biodiversity values and natural capital accounting, most improvements have been modest. The recently adopted Kunming-Montreal Global Biodiversity Framework provides renewed impetus for Goal 15, outlining four outcome-oriented goals to be achieved by 2050 and 23 targets to be achieved by 2030.

Villagers in China's eastern Yunhe County revive hillside farms with eco-friendly practices, attracting global visitors and earning recognition as a top ecotourism destination for the restoration of its ecosystem.

To fulfil Goal 15, a fundamental shift in humanity's relationship with nature is essential, along with accelerated action to address the root causes of these interconnected crises and better recognition of the tremendous value of nature.

16 Peace, justice and strong institutions

Ongoing and new violent conflicts around the world are derailing the global path to peace and achievement of Goal 16. Alarmingly, the year 2022 witnessed a more than 50 per cent increase in conflict-related civilian deaths, largely due to the war in Ukraine.

As of the end of 2022, 108.4 million people were forcibly displaced worldwide – an increase of 19 million compared with the end of 2021 and two and a half times the number of a decade ago.

In 2021, the world experienced the highest number of intentional homicides in the past two decades.

Structural injustices, inequalities and emerging human rights challenges are putting peaceful and inclusive societies further out of reach. To meet Goal 16 by 2030, action is needed to restore trust and to strengthen the

17 Partnerships for the Goals

Developing countries are grappling with an unprecedented rise in external debt levels following the COVID-19 pandemic, compounded by challenges such as record inflation, escalating interest rates, competing priorities and constrained fiscal capacity, underscoring the urgent need for debt relief and financial assistance.

While official development assistance (ODA) flows continue to reach record peaks, the increase in 2022 is primarily attributed to spending on refugees in donor countries and aid to Ukraine.

Despite a 65 per cent improvement in Internet access since 2015, progress in bridging the digital divide has slowed down post-pandemic. Sustained efforts are required to ensure equitable access to the Internet for all.

Geopolitical tensions and the resurgence of nationalism hinder international cooperation and coordination, highlighting the importance of a collective surge in action to provide developing countries with the necessary financing and technologies to accelerate the implementation of the SDGs.

In conclusion, it is paramount to underscore the pivotal importance of focusing on sustainable development and its associated goals. The pressing need for such emphasis arises from the intricate interplay between societal progress, environmental well-being, and economic viability. By acknowledging and actively working towards the United Nations' 17 Sustainable Development Goals (SDGs), we contribute to a global effort aimed at fostering a harmonious coexistence between humanity and the planet.

The ongoing scrutiny and analysis conducted by the United Nations on the implementation of these goals illuminate the areas where progress has been made and those that demand intensified efforts. As evident from the UN report, there remains substantial work to be done to address the complex challenges posed by issues such as poverty, inequality, climate change, and environmental degradation.

In light of this, the initiation of the FAIRPRENEURSS project gains heightened significance. By preparing a curriculum that equips young entrepreneurs with the knowledge and skills to integrate sustainable development principles into their business practices, we not only align ourselves with the global commitment to the SDGs but also foster a generation of socially responsible and environmentally conscious business leaders. This undertaking becomes a cornerstone in the collective endeavour to build a future where businesses thrive in harmony with the planet, contributing to a sustainable and equitable global society.

➢ **European Green Deal 2050**

| European Green Deal 2050

Introduction

Europe's future depends on a healthy planet. EU countries are committed to achieving climate neutrality by 2050, delivering on the commitments under the Paris Agreement. The European Green Deal is the EU's strategy for reaching the 2050 goal.

What is the European Green Deal?

The European Green Deal is a package of policy initiatives, which aims to set the EU on the path to a green transition, with the ultimate goal of reaching climate neutrality by 2050.

It supports the transformation of the EU into a fair and prosperous society with a modern and competitive economy.

It underlines the need for a holistic and cross-sectoral approach in which all relevant policy areas contribute to the ultimate climate-related goal. The package includes initiatives covering the climate, the environment, energy, transport, industry, agriculture and sustainable finance – all of which are strongly interlinked.

The European Green Deal was launched by the Commission in December 2019 and the European Council noted it during its December meeting.

The transition to climate neutrality will bring significant opportunities, such as potential for economic growth, for new business models and markets, for new jobs and technological development - European Council conclusions, 12 December 2019

What initiatives are included in the Green Deal?

Fit for 55

The Fit for 55 package aims to translate the climate ambitions of the Green Deal into law.

The package is a set of proposals to revise climate-, energy- and transport-related legislation and put in place new legislative initiatives to align EU laws with the EU's climate goals.

The package of proposals aims at providing a coherent and balanced framework for reaching the EU's climate objectives, which:

- ensures a just and socially fair transition,
- maintains and strengthens innovation and competitiveness of EU industry while ensuring a level playing field vis-à-vis third country economic operators,
- underpins the EU's position as leading the way in the global fight against climate change.

What is Fit for 55?

The Fit for 55 package is a set of proposals to revise and update EU legislation and to put in place new initiatives with the aim of ensuring that EU policies are into line with the climate goals agreed by the Council and the European Parliament.

The package of proposals aims at providing a coherent and balanced framework for reaching the EU's climate objectives, which:

- ensures a just and socially fair transition,
- maintains and strengthens innovation and competitiveness of EU industry while ensuring a level playing field vis-à-vis third country economic operators,
- underpins the EU's position as leading the way in the global fight against climate change.

European climate law

The European climate law regulation turns the political ambition of reaching climate neutrality by 2050 into a legal obligation for the EU.

By adopting it, the EU and its member states committed to cutting net greenhouse gas emissions in the EU by at least 55% by 2030, compared to 1990 levels. This target is legally binding and based on an impact assessment carried out by the Commission.

The main actions included in the regulation are:

- mapping out the pace of emission reductions until 2050 to give predictability to businesses, stakeholders and citizens,
- developing a system to monitor and report on the progress made towards the goal,
- ensuring a cost-efficient and socially-fair green transition.

Following the provisional agreement reached with the European Parliament in April 2021, the Council approved the agreement in May 2021. The regulation is in force.

EU strategy on adaptation to climate change

In June 2021, EU environment ministers approved conclusions endorsing the new EU strategy on adaptation to climate change. The strategy outlines a long-term vision for the EU to become a climate-resilient society that is fully adapted to the unavoidable impacts of climate change by 2050.

The measures set out in the strategy include:

- better gathering and sharing of data to improve access to and exchange of knowledge on climate impacts,
- nature-based solutions to help build climate resilience and protect ecosystems,
- integration of adaptation in macro-fiscal policies.

The conclusions give political guidance to the Commission on the implementation of the strategy.

In March 2022, the Council adopted conclusions calling for the adaptation of civil protection to extreme weather events resulting from climate change.

Ministers called for the adaptation of civil protection systems with a focus on:

- prevention,
- preparedness,
- response,
- recovery.

EU biodiversity strategy for 2030

The EU biodiversity strategy for 2030 aims to help recover Europe's biodiversity by 2030. This would bring benefits for people, the climate and the planet.

The actions set out in the strategy include:

- extending protected land and sea areas in Europe,
- restoring degraded ecosystems by reducing the use and harmfulness of pesticides,
- increasing funding of actions and better monitoring of progress.

In October 2020, the Environment Council adopted conclusions on biodiversity, endorsing the objectives of the EU biodiversity strategy for 2030. Member states recognised the need to step up efforts by addressing the direct and indirect drivers of biodiversity and nature loss and reiterated the call for full integration of biodiversity objectives into other sectors, such as agriculture, fisheries and forestry.

In June 2023, the Council agreed on a negotiating position on the proposed nature restoration law which aims to put into legislation some of the goals of the biodiversity strategy. The rules would set a binding target at EU level, which would require member states to put in place effective restoration measures to cover at least 20% of the EU's land and sea areas by 2030.

Farm to fork strategy

The Commission's farm to fork strategy aims to help the EU achieve climate neutrality by 2050, by shifting the current EU food system towards a sustainable model.

In addition to food security and safety, the strategy's main goals are to:

- ensure sufficient, affordable and nutritious food within planetary limits,
- support sustainable food production,
- promote more sustainable food consumption and healthy diets.

In October 2020, the Council adopted a set of conclusions on the strategy, endorsing the goal of developing a European sustainable food system, from production to consumption.

European industrial strategy

The EU relies on Europe's industry to lead the transitions towards climate neutrality.

The aim of the EU's industrial strategy is to support the industry in its role as an accelerator and enabler of change, innovation and growth.

Following the publication of the Commission's new industrial strategy published in March 2020, the Council adopted conclusions on the strategy in November 2020. In them, ministers stressed that the principles of sustainability, circularity and environmental protection should support the recovery from the COVID-19 pandemic.

An update to the industrial strategy, published by the Commission in May 2021, is aimed at strengthening resilience and advancing Europe's competitiveness. It strives to enable Europe's industry to lead the green and digital transformation and become the global driving force in the shift towards climate neutrality and digitalisation.

Circular economy action plan

Decoupling economic growth from resource use and shifting to circular systems in production and consumption is key to achieving EU climate neutrality by 2050.

In March 2020, the Commission presented a new circular economy action plan, on which the Council adopted conclusions in December 2020. The conclusions also highlight the role of the circular economy in ensuring a green recovery from COVID-19.

The action plan envisages over 30 action points on designing of sustainable products, circularity in production processes and empowering consumers and public buyers. It targets sectors such as electronics and ICT, batteries, packaging, plastics, textiles, construction and buildings, and food.

Batteries and waste batteries

Demand for batteries is expected to grow by more than ten-fold by 2030. The EU has adopted a regulation on batteries to create a circular economy for the sector by targeting all stages of the life cycle of batteries, from design to waste treatment. This initiative is of major importance, particularly in view of the massive development of electric mobility.

The new regulation adopted in 2023 replaces the current batteries directive of 2006. It aims to both promote a circular economy and improve the functioning of the internal market for batteries ensuring fairer competition thanks to the safety, sustainability and labelling requirements.

The European Commission presented a proposal for the regulation in December 2020. The Council adopted a general approach on 17 March 2022. Following interinstitutional negotiations, a provisional agreement was reached between the Council presidency and European Parliament negotiators. The Council formally adopted the final text in July 2023, completing the legislative procedure.

A just transition

Achieving climate neutrality by 2050 will be more challenging for some member states and regions than for others. For instance, some are more reliant on fossil fuels, or have carbon-intensive industries, that employ significant numbers of people.

The EU has introduced a just transition mechanism to provide financial and technical support to the regions most affected by the move towards a low-carbon economy. It will help mobilise at least €55 billion over the period 2021-2027 for:

- people and communities – facilitating employment opportunities and reskilling, improving energy-efficient housing and fighting energy poverty,
- companies – making the transition to low-carbon technology attractive for investment, providing financial support for and investment in research and innovation,
- member states or regions – investing in new green jobs, sustainable public transport, digital connectivity and

clean energy infrastructure.

With an overall budget of €17.5 billion, the just transition fund is the first pillar of the mechanism. It provides tailored support to alleviate the social and economic costs resulting from the green transition for regions dependent on fossil fuels and high-emission industries. It supports investment in:
- SMEs and new firms,
- research and innovation,
- clean energy technologies and emissions reduction,
- reskilling of workers and job-search assistance.

On 7 June 2021, the Council adopted the regulation establishing the fund.

The transformation towards a greener future requires a contribution from the financial sector. As part of the Green Deal, the Commission has proposed a number of initiatives on sustainable finance:
- investment plans,
- taxonomy on green investments,
- rules on green bonds.

Clean, affordable and secure energy

As 75% of EU greenhouse gas emissions come from energy use and production, the decarbonisation of the energy sector is a crucial step towards a climate-neutral EU.

The EU is working at several levels to achieve these objectives:
- supporting the development and uptake of cleaner energy sources, such a renewable offshore energy and hydrogen,
- fostering integration of energy systems throughout the EU,
- developing interconnected energy infrastructure via EU energy corridors,
- revising the current legislation on energy efficiency and renewable energy, including their 2030 targets.

The buildings sector is one of the largest energy consumers in Europe and is responsible for more than one third of the EU's greenhouse gas emissions.

In June 2021, EU ministers approved conclusions on the Commission's renovation wave strategy emphasising the aspects of social inclusion, economic recovery and green transition. Ministers endorsed the aim of the strategy to at least double energy-related renovation rates in the EU by 2030.

EU chemicals strategy for sustainability

Chemicals are essential to modern living standards and the economy. However, chemical substances can be harmful to people and the environment. In March 2021, the Council adopted conclusions endorsing the EU chemicals strategy for sustainability, as presented by the Commission.

The strategy sets out a long-term vision for the EU chemicals policy, wherein the EU and member states want to:
- better protect human health,
- strengthen the industry's competitiveness,
- support a toxic-free environment.

The strategy is an essential part of the European Green Deal and its zero-pollution ambition.

Forest strategy and deforestation

As one of the flagship elements of the European Green Deal, the EU forest strategy for 2030, presented by the Commission in July 2021, builds on the EU's biodiversity strategy and forms a key part of efforts to reduce greenhouse gas emissions by at least 55% by 2030.

The proposed measures include:
- promoting sustainable forest management,
- providing financial incentives for forest owners and managers to adopt environmentally friendly practices,
- improving the size and biodiversity of forests, including by planting 3 billion new trees by 2030.

In its conclusions approved in November 2021, the Council highlighted the essential role of forests for human health and the need to strike a balance between the environmental, social and economic aspects of sustainable forest management.

The EU has adopted rules to reduce the EU's impact on global deforestation. The regulation, adopted in May 2023, will ensure that products purchased, used and consumed by citizens on the EU market do not contribute to deforestation and forest degradation worldwide.

What is the role of the European Council and the Council in the Green Deal?

The European Council provides political guidance on the EU's policies. The EU's commitment to becoming climate-neutral by 2050, which the leaders enshrined in the strategic agenda and reaffirmed in December 2019, sets a clear objective for the coming years.

The Commission submits its proposals and initiatives published under the Green Deal to the Council of the EU, and to the European Parliament. EU ministers meeting in various Council configurations discuss the proposed legislative and non-legislative actions.

In the case of legislative proposals, the final objective is to adopt legislation – in most cases in accordance with the ordinary legislative procedure, under which the Council and the European Parliament decide as co-legislators.

➢ **Ranking TOP Sustainable Companies**

| Ranking TOP Sustainable Companies

This subsection presents one of the most renowned rankings of socially responsible companies.

Toronto-based media and research company Corporate Knights has released its annual global list of the 100 most sustainable companies for 2023. The ranking, now in its 19th year, is based on an assessment of more than 6,000 companies with revenue over US$1 billion (£805 million). Companies are scored on metrics relative to their peers, with 50% of the weight assigned to sustainable revenue and sustainable investment. After analysing the data for 25 key performance indicators, this year's overall scores were converted to letter grades and finally a ranking. Ralph Torrie, Corporate Knights' research director, says rising oil prices have encouraged growth in renewables, smart buildings, electric vehicles and other climate solutions, including circular economy measures. For example, the number one ranked company, Schnitzer Steel, is a metals recycler.

"Global 100 companies are providing the products and services that are needed for the sustainability transition and that will form the basis of the emerging 21st-century economy," said Torrie. "They've outperformed the market through these last few tumultuous years."

Improving scores for carbon, energy, water and other environmental performance indicators are often indirect benefits of underlying trends (such as increasing electrification, energy efficiency and digitisation). However, the improvement in sustainable revenues and investments is generally the result of much more deliberate corporate investment policies and strategic decisions, Torrie added: "Very often, there is visionary leadership from the CEO, and the company has a clear view of the way the world is headed and how to get ahead of it."
A fifth of the 100 companies on the list are US-based, making it the leading country for members of the index, followed by Canada with 11%. However, as a region, Europe still leads the way with 44%, while Asia Pacific hosts 22% of the ranking companies.

The leading sectors remain information technology (20%) and financial services (15%). Among the standout results of the rankings, Italian bank Intesa Sanpaolo saw a huge 234% increase in its sustainable revenue ratio thanks to a combination of increased exposure to sustainable social and environmental loans and better disclosure.

In the wake of the COVID-19 pandemic, new entrants to the index included a number of pharmaceuticals groups, such as Merck, Pfizer, Novavax and Gilead Sciences. Chinese electric vehicle maker NIO and its compatriot Yadea, which produces electric bicycles, were also notable entrants, along with two companies from Taiwan: bicycle maker Giant and the Taiwan High-Speed Rail Corp. Torrie says the addition of these corporations reflects the improved reporting on environmental, social and governance (ESG) factors from companies in the region.

The G100 methodology was refined this year in a number of areas, including executive pay. But the narrative of the 100 most sustainable companies remains the same as it has been since the index began.

"More sustainable companies are not just better for people and the planet. Even in the most challenging times, they are a better bet financially, too," concluded the index.
The Global 100 uses a purely quantitative methodology to determine inclusion in the ranking. The Global 100 starting universe automatically considers all publicly listed companies with US$1B+ revenue during the rating year. The firms are screened for: a financially based Piotroski F-score to ensure financial stability, and fines, penalties or settlements paid out by the company for sustainability related violations. Companies involved in certain products or services and behaviours counterproductive to sustainable development are eliminated. The initial screening process culminates in the Global 100 shortlist. Companies are scored on up to 25 key performance indicators (KPIs), according to the companies' Corporate Knights Peer Group (CKPG) classification and KPI Weighting System.

The 25 KPIs used to rank Global 100 companies include:

- Energy Productivity
- GHG Productivity

- Water Productivity
- Waste Productivity
- VOC Productivity
- NOx Productivity
- SOx Productivity
- Particulate Matter Productivity
- Sustainable Revenue
- Sustainable Investment
- Injuries
- Fatalities
- Percentage Tax Paid
- CEO to Average Worker Pay
- Pension Fund Quality
- Employee Turnover
- Sanction Deductions
- Paid Sick Leave
- Sustainability Pay Link
- Non-males in Executive Management
- Non-males on Boards
- Racial Diversity Among Executives
- Racial Diversity on Board of Directors
- Supplier Sustainability Score
- Political Influence

Top 100 most sustainable companies in 2023:

POSISION	COMPANY NAME	INDUSTRY
1	Schnitzer Steel Industries Inc	Materials
2	Vestas Wind Systems A/S	Industrials
3	Brambles Ltd	Industrials
4	Brookfield Renewable Partners LP	Utilities
5	Autodesk Inc	Information Technology
6	Evoqua Water Technologies Corp	Industrials
7*	Stantec Inc	Industrials
7*	Siemens Gamesa Renewable Energy SA	Industrials
8	Taiwan High Speed Rail Corp	Industrials
9	Dassault Systemes SE	Information Technology
10	Xinyi Solar Holdings Ltd	Information Technology
11	Orsted A/S	Utilities
12	Sims Ltd	Materials
13	Banco do Brasil SA	Financials
14	Rockwool A/S	Industrials
15	Johnson Controls International PLC	Industrials
16	Chr Hansen Holding A/S	Materials
17	Kone Oyj	Industrials
18	Cascades Inc	Materials
19	Atlantica Sustainable Infrastructure PLC	Utilities
20	McCormick & Company Inc	Consumer Staples
21	Novozymes A/S	Materials

22	Siemens Gamesa Renewable Energy SA	Industrials
23	Novozymes A/S	Materials
24	Iberdrola SA	Utilities
25	BT Group PLC	Communication Services
26	Alphabet Inc	Communication Services
27	Vitasoy International Holdings Ltd	Consumer Staples
28	City Developments Ltd	Real Estate
29	Neste Oyj	Energy
30	Ecolab Inc	Materials
31	Kering SA	Consumer Discretionary
32	Beijing Enterprises Water Group Ltd	Utilities
33	ASM International NV	Information Technology
34	StarHub Ltd	Communication Services
35	SunPower Corp	Information Technology
36	Xerox Holdings Corp	Information Technology
37	Telus Corp	Communication Services
38	Unilever PLC	Consumer Staples
39	HP Inc	Information Technology
40	VMware Inc	Information Technology
41	SAP SE	Information Technology
42	BCE Inc	Communication Services
43	Coloplast A/S	Health Care
44	Koninklijke KPN NV	Communication Services
45	Cogeco Communications Inc	Communication Services

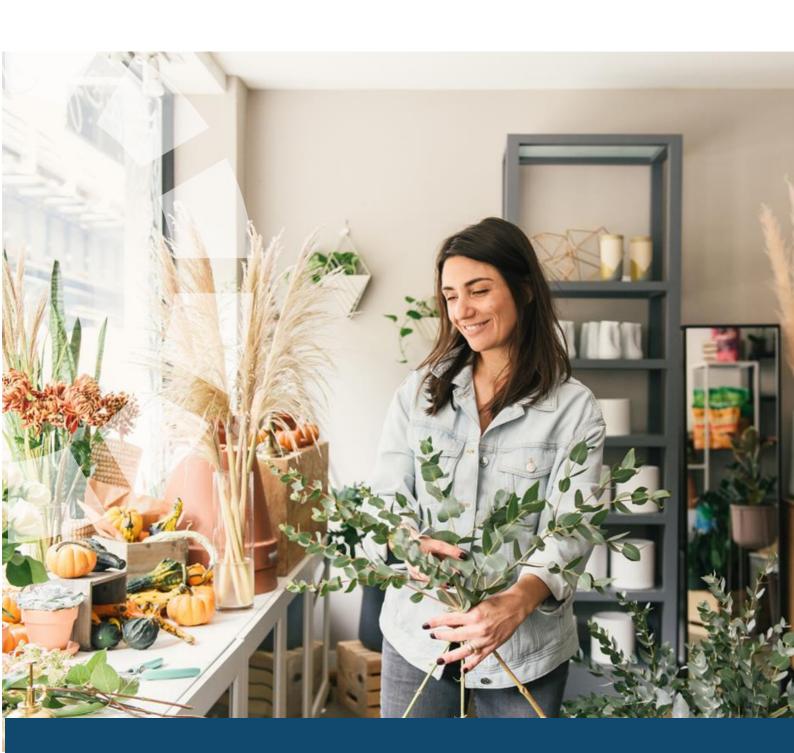| 46	First Solar Inc	Information Technology
47	Puma SE	Consumer Discretionary
48	Cisco Systems Inc	Information Technology
49	Atea ASA	Information Technology
50	Konica Minolta Inc	Information Technology
51	Giant Manufacturing Co Ltd	Consumer Discretionary
52	Essity AB (publ)	Consumer Staples
53	Eisai Co Ltd	Health Care
54	ERG SpA	Utilities
55	Sprouts Farmers Market Inc	Consumer Staples
56	CapitaLand Investment Ltd	Real Estate
57	Sino Land Co Ltd	Real Estate
58	Severn Trent PLC	Utilities
59	Intesa Sanpaolo SpA	Financials
60	Gildan Activewear Inc	Consumer Discretionary
61	Sanofi SA	Health Care
62	Swatch Group AG	Consumer Discretionary
63	Samsung SDI Co Ltd	Information Technology
64	Yadea Group Holdings Ltd	Consumer Discretionary
65	Telefonaktiebolaget LM Ericsson	Information Technology
66	Adidas AG	Consumer Discretionary
67	Hewlett Packard Enterprise Co	Information Technology
68	KB Financial Group Inc	Financials
69	Maxeon Solar Technologies Ltd	Information Technology

70	Orkla ASA	Consumer Staples
71	BNP Paribas SA	Financials
72	Svenska Handelsbanken AB	Financials
73	Apple Inc	Information Technology
74	Kesko Oyj	Consumer Staples
75	Quadient SA	Information Technology
76	Investec Ltd	Financials
77	Sun Life Financial Inc	Financials
78	Teck Resources Ltd	Materials
79	NIO Inc	Consumer Discretionary
80	Ricoh Co Ltd	Information Technology
81	Henkel AG & Co KgaA	Consumer Staples
82	Storebrand ASA	Financials
83	Gilead Sciences Inc	Health Care
84	Sekisui Chemical Co Ltd	Consumer Discretionary
85	Commerzbank AG	Financials
86	Tesla Inc	Consumer Discretionary
87	Beazley PLC	Financials
88	Bank of Montreal	Financials
89	Arcelik AS	Consumer Discretionary
90	Canadian Tire Corporation Ltd	Consumer Discretionary
91	National Australia Bank Ltd	Financials
92	IGM Financial Inc	Financials
93	Pfizer Inc	Health Care

94	Nordea Bank Abp	Financials
95	Merck KGaA	Health Care
96	Societe Generale SA	Financials
97	AstraZeneca PLC	Health Care
98	Koninklijke Philips NV	Health Care
99	Danaher Corp	Health Care
100	Novavax Inc	Health Care

*Indicates a tie as a result of a data correction

➢ **Exploring Competency Frameworks: ESCO, EQF, and NQF Analysis**

| ESCO[4]

ESCO (European Skills, Competences, Qualifications and Occupations) is the European multilingual classification of Skills, Competences and Occupations. ESCO works as a dictionary, describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training. Those concepts and the relationships between them can be understood by electronic systems, which allows different online platforms to use ESCO for services like matching jobseekers to jobs on the basis of their skills, suggesting trainings to people who want to reskill or upskill etc.

ESCO is part of the Europe 2020 strategy. ESCO provides descriptions of 3008 occupations and 13.890 skills linked to these occupations, translated into 28 languages (all official EU languages plus Icelandic, Norwegian, Ukrainian, and Arabic).

The aim of ESCO is to support job mobility across Europe and therefore a more integrated and efficient labour market, by offering a "common language" on occupations and skills that can be used by different stakeholders on employment and education and training topics[5].

The ESCO classification identifies and categorises **skills, competences, qualifications** and occupations relevant for the EU labour market and education and training. It systematically shows the relationships between the different concepts.

The skills pillar provides a comprehensive list of knowledge, skills and competences relevant to the European labor market. It contains 13,890 concepts structured in a hierarchy which contains four sub-classifications:
- Knowledge
- Language skills and knowledge
- Skills
- Transversal skills

Qualifications

Qualifications are the formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.
Information on qualifications at European level is now displayed in Europass, and comes from databases of national qualifications reflecting the National Qualifications Frameworks that are owned and managed by the European Member States. Europass offers the most up to date and rich repository of high quality data on qualifications, national qualification frameworks and learning opportunities in Europe, helping learners to find a course in another country and employers to grasp the value of a qualification from a different EU Member State.
Any occupation concept relevant to the European labor market is allocated within this hierarchy:

> 0 - Armed forces occupations
> 1 – Managers
> 2 – Professionals
> 3 – Technicians and associate professionals
> 4 - Clerical support workers
> 5 - Service and sales workers
> 6 - Skilled agricultural, forestry and fishery workers
> 7 - Craft and related trades workers
> 8 - Plant and machine operators and assemblers
> 9 - Elementary occupations

| EQF (European Qualifications Framework) & NQF (National Qualifications Framework)

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[4] https://esco.ec.europa.eu/en/about-esco/what-esco
[5] European Commission: ECSO; Online source: https://ec.europa.eu/esco/portal?resetLanguage=true&newLanguage=en; access on: 12.12.2023

EQF (European Qualifications Framework)[6]

The European Qualifications Framework (EQF) is a common European reference Framework whose purpose is to make qualifications more readable and understandable across different countries and systems.

The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process. Countries develop **National Qualifications Frameworks (NQFs)** to implement the EQF
The learning outcomes are defined in terms of:

- **Knowledge:** in the context of EQF, knowledge is described as theoretical and/or factual.
- **Skills:** In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- **Responsibility and autonomy:** In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

The EQF is divided into 8 levels. These eight levels range from basic general knowledge and skills (level 1) to mastery of a highly specialised field of knowledge (level 8). Each level describes knowledge, skills and competences. Knowledge is understood to be theoretical and/or factual knowledge. Skills can be cognitive (problem-solving ability, creative thinking, etc.) or practical (e.g. handling instruments and materials). In the EQF context, competence has the two aspects "responsibility" and "self- reliance".

The EQF does not make any statements about the specific content of learning outcomes. There are also no discernible references to any entrepreneurial competence and entrepreneurship in general. What a country or society considers at the present or future as key competences (e.g. competence of foreign languages, communicative competence, entrepreneurial competence, cultural competence) might change between countries and societies, but also changes over time. The EQF does not refer to any specific key competences but can cover all different types of key competences at different levels. The competences (the two aspects "responsibility" and "self-reliance") described in the EQF are the most important in terms of the comparison with the chosen ECI soft-skills.

Since the EQF has the function of a meta-framework for the NQFs, the most NQFs are also devided into six to eight different levels. The NQFs are instruments for classifying qualifications in the respective national education system.

Both, the EQF as an European and the NQFs as national frameworks, are important for breacking competences described in European context down to specific national requirements, but otherwise to transfer national level into the European context. Therefore, the EQF and NQFs are important reference frameworks for working with the FAIRPRENEURS Project and especially when competences are transferred from the European to the National level and vice versa.

When crafting the course programme for the FAIRPRENEURS initiative, it is crucial to thoroughly consider and integrate the learning outcomes outlined in the ESCO (European Skills, Competences, Qualifications, and Occupations), EQF (European Qualifications Framework), and NQF (National Qualifications Framework) classifications. These frameworks provide comprehensive guidelines and standards for competencies and qualifications, ensuring that the educational content aligns with established benchmarks. By incorporating these frameworks into the course design, FAIRPRENEURS aims to offer a robust and well-structured curriculum that effectively addresses the identified competencies and contributes to the broader goals of fostering sustainable entrepreneurship education.

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[6] European Centre for the Development of Vocational Training: EQF; Online source: https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-Framework-eqf ; access on: 12.12.2023

➤ **Courses and Training Programmes Analysis**

"Every young person should have a practical entrepreneurial experience before leaving compulsory education."
– European Commission

The next segment of the research delved into the analysis of available courses, training programmes, and educational initiatives catering to young individuals with a focus on business and entrepreneurship, incorporating elements of sustainable development. This investigation is crucial as it sheds light on the educational landscape designed to equip young minds with the skills and knowledge necessary for navigating the complex world of business while emphasizing the importance of sustainable practices. The significance of such analysis lies in recognizing the transformative impact these training programmes can have on young people, offering them not only practical business acumen but also fostering an understanding of ethical and sustainable business practices. By identifying and understanding the offerings in this realm, we gain insights into how these programmes contribute to the holistic development of young individuals, preparing them to be responsible and forward-thinking entrepreneurs.

The exploration of available courses and training programmes focused on business and entrepreneurship, with an emphasis on sustainable development, is pivotal in shaping the future of young individuals. In an era where global challenges such as climate change and social inequality demand innovative and sustainable solutions, it becomes imperative to equip the younger generation with the knowledge and skills necessary to address these issues through entrepreneurial endeavours. Analysing these programmes allows us to assess the extent to which they incorporate principles of sustainability and ethical business practices. Moreover, it provides an opportunity to understand how such initiatives contribute to the overall development of young minds, fostering a mindset that goes beyond profit-driven objectives to encompass social and environmental responsibility. Ultimately, this analysis not only informs educators, policymakers, and institutions but also empowers young individuals to make informed choices and contributions towards a more sustainable and equitable future.

The analysis of available courses serves an additional crucial purpose — it enables the identification of potential gaps in the current educational landscape concerning the integration of sustainable practices into entrepreneurship training. Recognizing these gaps is essential, as it opens the door for the development of targeted training programmes that address specific needs. In this context, the findings from the analysis will be instrumental in informing the design of the FAIRPRENEURS training programme, ensuring that it not only complements existing initiatives but also fills any voids or deficiencies in the education of young entrepreneurs. By tailoring the programme to address these identified gaps, FAIRPRENEURS can play a pivotal role in nurturing a new generation of business leaders who are not only well-versed in the principles of entrepreneurship but are also attuned to the imperatives of sustainable and responsible business practices.

The topic of enhancing the competencies of young individuals in business, entrepreneurship and sustainable development appears to be highly significant, as numerous courses and training programmes aiming to develop these skills can be found. Within the conducted desk research, the most popular courses will be presented, with a more detailed description focusing on those whose curriculum seems to be the most relevant to contemporary needs.

The following courses and initiatives deserve special attention:

1. **ENTRECOMP IMPLEMENTATION PROJECT[7]**

As early as in 2016 the EU Commission developed "EntreComp: The Entrepreneurship Competence Framework" to put forward a shared definition of entrepreneurship as a competence, to bring consensus among stakeholders and establish a bridge between the worlds of education and work.

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[7] https://entre-comp.eu/project.php

"EntreComp" has the important task to start conversations and improve understanding of what it means to be entrepreneurial in all aspects of life and it establishes the importance of entrepreneurship and initiative and help to develop entrepreneurial competences to tackle economic, social and cultural challenges.

Additionally, the European Commission developed in 2017 a User Guide called "EntreComp into Action" to support the further use and awareness of the EntreComp Frame-work.

Although widely endorsed, the "EntreComp Framework" has not yet been adopted at systemic level in the field of the European Vocational Education and Training (VET) nor tested in real settings. The Project EntreComp Implementation (ECI) has the objective of "operationalizing" the "EntreComp Framework" by developing implementation tools and training content for the European VET systems to adopt "EntreComp" in operational environments and ignite entrepreneurship.

The project "ECI – EntreComp Implementation" is an Erasmus+ project and aims to operationalize the "EntreComp" Framework by developing implementation tools and training content for VET systems to adopt "EntreComp" in operational environments and promote entrepreneurship. In 2016, the EU Commission developed the "EntreComp" Competence Framework for entrepreneurial skills to propose a common definition of entrepreneurship as competence, to build consensus among stakeholders and to build a bridge between education and work.

ECI has selected 6 competences along the three areas of the EntreComp Framework as following to work on:

- **1.2 Creativity:** Develop creative and purposeful ideas: "communication, collaboration and creativity", "develop creative ideas"
- **1.5 Ethical and sustainable thinking**: Assess the consequences & impact of ideas, opportunities and actions: "promote inclusion in enterprises", "promote sustainable management", "Corporate social responsibility"
- **2.1 Self-awareness and self-efficacy**: Believe in yourself and keep developing: "promote one's business", "assume responsibility for the management of a business"
- **2.5 Mobilizing others:** Inspire, enthuse and get others on board: "motivate others", "Human Resources management", "train skills needed in the business", "show empathy", "promote communication within the business"
- **3.1 Taking the initiative**: Go for it: "identify opportunities", "make operational decisions independently", "make strategic business decisions"
- **3.3 Coping with uncertainty, ambiguity & risk:** Make decisions dealing with uncertainty, ambiguity and risk: "Risk management", "Analyze business goals ", "run a business with great care"

Development of a model to implement the Entrepreneurship Competence Framework in VET environments, both formal and non-formal.

ENTRECOMP IMPLEMENTATION TRAINING
The development of the training modules started during summer 2020.

All training materials are EQF and ESCO compliant –The final Output consist in 6 training modules () each of which focusing on a specific EntreComp competence as highlighted by the framework. The material is organised as follows[8]:
1.2 Creativity: Develop creative and purposeful ideas
- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges
- Explore and experiment with innovative approaches
- Combine knowledge

1.5 Ethical and sustainable thinking: Assess the consequences and impact of ideas, opportunities and actions
- Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment
- Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- Act responsibly

2.1 Self-awareness and self-efficacy: Believe in yourself and keep developing
- Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses

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[8] https://entre-comp.eu/pdf/ESCO-vs-EntreComp-Annex.pdf

- Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures

2.5. Mobilizing others: Inspire, enthuse and get others on board
- Inspire and enthuse relevant stakeholders
- Get the support needed to achieve valuable outcomes
- Demonstrate effective communication, persuasion, negotiation and leadership

3.1 Taking the initiative: Go for it
- Initiate processes that create value
- Take up challenges
- Act and work independently to achieve goals, stick to intentions and carry out planned tasks

3.3 Coping with uncertainty, ambiguity and risk: Make decisions dealing with uncertainty, ambiguity and risk
- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes
- Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing
- Handle fast-moving situations promptly and flexibly

For a more comprehensive understanding of the subject, each training module is subdivided in further didactic units at the end of which there is a short self-assessment sheet.

The training module comes with a short document (called "training fiche") that summarises key concepts and main takeaways. Learners are recommended to an in-depth reading of both since they are highly complementary, rather than alternative.

2. European Youth Award (EYA)[9]

The European Youth Award (EYA) is a pan-European competition for young people, entrepreneurs, and startups creating innovative social digital projects. The competition is organized by the International Center for New Media (ICNM) since 2008.

The competition is open to people aged 18-35 who live in Europe or have European citizenship. The project can be a website, mobile app, online platform, IoT device, or other digital solution that has a positive impact on society or the environment.

To participate in the competition, you must submit an application that includes a project description, promotional video, and a mentor or expert opinion. Applications are judged by an international jury composed of representatives from the business, science, and technology worlds.

The winners of the competition receive a cash prize, the opportunity to participate in the international EYA festival, and support in the development of their projects.
The EYA competition is a great opportunity for young people who want to develop their ideas for innovative social solutions. The competition helps young entrepreneurs gain experience, knowledge, and contacts that can be useful in their career development.

Here are some examples of projects that have won the EYA competition:
- The mobile app "BeYou" that helps people with mental health disorders find support and help.
- The website "Green Spaces" that connects people interested in environmental protection.
- The online platform "Social Impact Hub" that supports the development of social enterprises.

The EYA competition is organized in different categories, including:
- Technology for education
- Technology for health
- Technology for the environment
- Technology for the community
- Technology for business

In 2023, the EYA competition took place from August 2-5 in Lisbon, Portugal.

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[9] www.eu-youthaward.org/about-eya/

3. Junior Achievement Europe (JA Europe)[10]

JA Europe is an organization that deserves attention. Its educational programmes have a real impact on the lives of young people. Junior Achievement Europe (JA Europe) is a pan-European network of 41 national Junior Achievement (JA) organisations that aim to teach young people about the world of entrepreneurship and enterprise, including social entrepreneurship, to inspire and prepare them to succeed in the global economy.

Junior Achievement Europe (JA Europe) is a non-profit organization that has been providing entrepreneurship education in Europe for over 50 years. JA Europe is a member of Junior Achievement Worldwide, the largest non-profit organization dedicated to entrepreneurship education in the world.

JA Europe is Europe's largest provider of education programmes for entrepreneurship, work readiness, and financial literacy[12]. They work directly with young people, teachers, volunteers, and influencers to build a successful and sustainable future for all young people.

JA Europe covers all levels of education ensuring progression in entrepreneurship education from primary school to higher education. The 'JA Student Experience' and 'JA Education Pathway' prescribe continuous development of learning outcomes for entrepreneurship, work readiness and financial literacy to be acquired by students throughout their education[11].

In the last school year, the JA Europe network provided over learning experiences for youth. They also organize Gen-E 2024, Europe's largest Entrepreneurship Event. The wrap-up video of Gen-E 2023 is available on their website[12].

JA Europe today announced a new collaborative initiative with the Micron Foundation that blends entrepreneurship. There are lots of ways people can get involved with JA Europe: as volunteer, join them as a corporate partner, or send a donation, sign up for e-updates, or join them on social media.

JA Europe develops programmes and activities in close cooperation with its national member organisations, which adapt the content to national curricula and conditions. They focus on developing competences such as teamwork, problem solving, leadership and creativity. They build students' skills in turning ideas into action, managing projects or business ventures, budgeting, financial management, marketing and sales. JA organisations also provide high-quality "hands-on" training for school leaders and teachers.

Some specific aspects related to sustainable development that may be covered in JA programmes include:
- Social Responsibility: JA often emphasizes the social impact of businesses and encourages students to consider the broader implications of their entrepreneurial ventures. This includes understanding the importance of corporate social responsibility (CSR) and ethical decision-making.
- Environmental Sustainability: Depending on the specific programme and curriculum, JA may introduce concepts related to environmental sustainability. This could involve discussions on how businesses can adopt eco-friendly practices or create products with a reduced environmental impact.
- Global Citizenship: JA's global perspective may touch upon issues related to global citizenship and the interconnectedness of economies worldwide. This can foster an understanding of the importance of sustainable and responsible business practices on a global scale.

JA Europe also offers a wide range of educational programmes and courses for elementary school, middle school, and high school students. JA Europe's programmes are designed to teach young people the fundamentals of entrepreneurship, such as:
- Business planning
- Financial management
- Personal development
- Teamwork
- Problem solving

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[10] Junior Achievement Europe: A European network providing social entrepreneurship education (Multiple countries) | The Better Entrepreneurship Policy Tool

[11] Education (jaeurope.org)

[12] https://gen-e.eu/

Here are some examples of educational programmes offered by JA Europe[13]:
- JA Company Programme is a programme in which students create and run their own company.
- JA Finance Park is a programme in which students learn about personal finance management.
- JA BizTown is a programme in which students learn about working in business.

There are two JA Europe programmes dedicated to social entrepreneurship education[14]:
- **Social Enterprise 360 (SE360):** year-long activities where students create mini social enterprises and participate in various competitions organised by JA at the national, European and global levels.
- **Social Innovation Relay (SIR):** using a dedicated "match-making" platform, JA Europe pairs up teacher-led student teams from several countries with corporate volunteers from NN Group, who help them translate their concepts into viable business models for addressing social needs.

By 2017, JA organisations in Europe had reached over 3.6 million students, supported by 116,464 teachers and 146,917 business volunteers. A study on the SIR programme in 2014 revealed that 78% participating students were more confident in their ability to start a social enterprise, 86% were more aware of the social issues in their own community and 84% were more aware that social and business objectives could be complementary (This case study was adapted from a longer piece that was published in the OECD/EC (2017), Boosting Social Enterprise Development: Good Practice Compendium).

Here are some examples of the benefits that students can gain from participating in JA Europe's programmes:
- They have better academic results,
- They are more engaged in learning,
- They have greater self-confidence,
- They have better problem-solving skills,
- They are more creative,
- They are more entrepreneurial.

JA Europe also offers educational programmes for teachers and parents. These programmes are designed to help teachers and parents teach entrepreneurship in schools and at home.
JA Europe is an important organization that is contributing to the development of entrepreneurship in Europe. JA Europe's programmes help young people acquire the skills and knowledge that are essential to success in business.

4. **Global Entrepreneurship Network – World[15]**

The Global Entrepreneurship Network (GEN) is a non-profit organization that connects entrepreneurs and innovators around the world. GEN was founded in 2003 and is headquartered in Washington, D.C. The Global Entrepreneurship Network operates programmes in 200 countries aimed at making it easier for anyone, anywhere to start and scale a business.
GEN's mission is to "empower entrepreneurs to create economic opportunity and social impact". GEN does this by providing entrepreneurs with access to resources, networks, and support.
GEN has a network of over 200,000 entrepreneurs and innovators in over 200 countries and territories. GEN is a leading organization in the global entrepreneurship ecosystem.

GEN's programmes and initiatives include:
- Global Entrepreneurship Week (GEW): GEW is the world's largest celebration of entrepreneurship. GEW takes place in over 170 countries and territories and engages millions of people each year.
- GEN Accelerates: GEN Accelerates is a virtual accelerator programme that provides entrepreneurs with access to mentorship, coaching, and resources.

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[13] http://www.jaeurope.org/education/ja-programmemes/44-company-programmeme.html
[14] Jaeurope.org
[15] https://www.genglobal.org/

- GEN Women: GEN Women is a programme that supports women entrepreneurs.
- GEN Impact: GEN Impact is a programme that supports social entrepreneurs.

Here are some of the benefits that entrepreneurs can gain from participating in GEN's programmes and initiatives:
- Access to resources: GEN provides entrepreneurs with access to a wide range of resources, including mentorship, coaching, funding, and networking opportunities.
- Connections: GEN helps entrepreneurs connect with other entrepreneurs, investors, and business leaders.
- Support: GEN provides entrepreneurs with support and guidance as they grow their businesses.

GEN is a valuable resource for entrepreneurs who are looking to succeed in business.
The Global Entrepreneurship Network also offers training on sustainable development for entrepreneurs.
GEN offers a range of training and educational resources that help entrepreneurs understand and implement sustainable business practices. These include:

Webinars and e-learning courses: GEN offers a range of webinars and e-learning courses covering topics such as[16]:
- Sustainable business planning
- Sustainable financial management
- Sustainable supply chains
- Sustainable production
- Sustainable marketing and sales

Mentorship and accelerator programmes: GEN also offers mentorship and accelerator programmes that help entrepreneurs implement sustainable practices in their businesses. These programmes provide entrepreneurs with access to mentors, coaches, and resources that help them develop their skills and knowledge in sustainable development.

Global Entrepreneurship Week: GEW is the world's largest celebration of entrepreneurship, taking place in over 170 countries and territories. GEW includes a range of events, including workshops, panels, and trainings that focus on sustainable development.

 GEN also collaborates with other organizations to promote sustainable development among entrepreneurs. For example, GEN is a member of One Planet Network, a global coalition of organizations working on sustainable development.
 GEN's sustainable development training is a valuable resource for entrepreneurs who want to understand and implement sustainable business practices.

5. **Entrepreneurial Learning for Future Sustainability[17]**

This project was executed collaboratively by four countries (Portugal, Finland, Netherlands, Slovenia) within the framework of the Erasmus+ programme. Spanning the years 2019-2022, the initiative fell under both the Strategic Partnerships for vocational education and training and the Cooperation for innovation and the exchange of good practices categories. This affiliation underscores the project's alignment with broader European initiatives aimed at enhancing vocational education, fostering innovation, and promoting the exchange of effective practices in the realm of entrepreneurship education. The Erasmus+ platform served as a catalyst for cross-border collaboration, enriching the project's impact and contributing to the overarching goals of international cooperation and educational excellence.

Background of the project:
 This project was initiated to revolutionize the development of international business ideas through an innovative approach, incorporating service design principles. The collaboration involved participants from four countries and three distinct educational fields, with a primary emphasis on sustainable development and the circular economy. Departing

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[16] usgreentechnology.com
[17] https://erasmus-plus.ec.europa.eu/hr/projects/search/details/2019-1-FI01-KA202-060763

from the conventional focus on entrepreneurship education within individual countries and fields, the project aimed to broaden horizons and encourage cross-disciplinary collaboration.

Given the increasing demand for skills in sustainable development, the project sought to integrate this imperative into the core of entrepreneurial education. In a world characterized by escalating consumer culture and dwindling resources, the project aimed to position sustainable development and the transition to a circular economy as pivotal considerations in the creation of new businesses.

The project also served as a unique opportunity to equip both students and teachers with international entrepreneurial competence, lowering the barriers for students to embark on entrepreneurial paths. By fostering an international business focus and facilitating the amalgamation of ideas from diverse branches, the project aimed to provide a distinctive learning experience.

Objectives:

The primary objective was to cultivate innovative business ideas through service design, drawing inspiration from four countries and three educational fields—fashion and clothing, media, and hairdressing. This endeavor aimed to enhance international entrepreneurial competencies among students, fostering idea-sharing across borders and fields to yield more innovative business models. Emphasizing sustainable development and circular economy, the project sought to equip students with future skills and a foundation for their entrepreneurial journeys.

The focus on international teamwork, networking, intercultural communication, social and cultural awareness, and language skills development were integral objectives. Additionally, the project aimed to facilitate an easier transition for students into entrepreneurship.

Implementation:

The project involved three workshop weeks (Blended mobility of VET learners) were conducted in Helsinki (3-7.2.2020), the Hague (8-12.11.2021), and Lisbon (9-13.5.2022), with a total of 86 students participating. The workshop weeks centred on students developing innovative business ideas with a focus on sustainable development and circular economy.

Results:

The project yielded a benchmarked model for international entrepreneurial education, successfully tested during workshop weeks. Participants, prepared with pre-assignments, developed international business ideas in mixed groups, fostering confidence and lowering barriers to entrepreneurship. The project deepened participants' understanding of sustainable development and circular economy concepts, underscored by visits to local companies for inspiration. Students and teachers gained skills in intercultural teamwork, communication, cultural sensitivity, and language proficiency, enhancing their overall competencies. The project not only demonstrated success in its immediate outcomes but also paved the way for a lasting impact on entrepreneurial education.

6. Ashoka programmes[18]

Ashoka is an international non-profit organization that supports social entrepreneurship. The organization was founded in 1980 by Bill Drayton and currently operates in over 90 countries around the world.

Bill Drayton founded Ashoka in 1980 based on the idea that the most powerful force for good in the world is a social entrepreneur: a person driven by an innovative idea that can help correct an entrenched global problem. The world's leading social entrepreneurs pursue system-changing solutions that permanently alter existing patterns of activity.

Beginning in India in 1981, Ashoka started identifying and supporting the world's leading social entrepreneurs who have ideas for far-reaching social change. Four years later, Bill Drayton was awarded a MacArthur Fellowship ("genius" award), and began to work full-time on building the Ashoka organization.

Ashoka officially registered the name Ashoka in 1987, inspired by the Sanskrit word Ashoka that means the "active absence of sorrow," and by the Indian Emperor Ashoka, one of the world's earliest great social entrepreneurs. After unifying India in the 3rd Century B.C., Emperor Ashoka renounced violence and became one of history's most tolerant, global-minded, and creative leaders, pioneering innovations in economic development and social welfare.

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[18] https://www.ashoka.org

In 1996, Ashoka partnered with McKinsey & Company to found the Ashoka/McKinsey Center for Social Entrepreneurship in São Paulo, Brazil as a way to help Ashoka learn how to work effectively with the business sector, and to help McKinsey establish a social sector practice. In that same year, having seen the majority of Ashoka Fellows launch their first initiatives in their teens, Ashoka launched Youth Venture to build on the insight that the only way to significantly increase the proportion of adults who see themselves as changemakers, and master the necessary and complex underlying social skills, is to transform the way all young people grow up. Youth Venture began investing in young people so that they embark on becoming changemakers through the transformative experience of launching and leading their own lasting venture.

After selecting more than 1,000 social entrepreneurs by the late 1990s, it was becoming clear that Ashoka had largely achieved one of its primary goals: establishing the field of social entrepreneurship. Other organizations had formed to support the work of promising social entrepreneurs at various stages of their individual and organizational development. Social enterprise programmes were now a staple of business and public policy schools in the United States and other countries, and a burgeoning cottage industry of researchers and professional service firms—including lawyers, consultancies, academics, trade associations—had evolved to study and advance the work of social entrepreneurs. Having passed a tipping point that firmly established social entrepreneurship, Ashoka formally shifted its focus to the "Everyone a Changemaker™" (EACH) vision in 2005: Ashoka believes that because we are living in a truly historic moment where anyone can create positive change; everyone needs to become a changemaker in order to thrive; and everyone should be equipped with the qualities that most define a social entrepreneur. Ashoka has unlocked this strategy by drawing on the inspiration, depth of knowledge and expertise, accumulated experience, and collective insights from the Fellows' work that enables a broader flowering of effective social change.

Ashoka drew on these insights to develop a strategy that focuses on ensuring that every child masters the skill of empathy, all young people are practicing changemaking skills, and organizations across all sectors adopt a fluid, open team-of-teams working style that supports changemaking. Ashoka launched the AshokaU programme in 2008 to catalyze social innovation in higher education through a global network of change teams composed of entrepreneurial students, faculty, and community leaders. It launched the Changemakers Schools programme in 2012 to activate a global community of leading elementary, middle, and high schools that prioritize empathy, teamwork, leadership, problem-solving, and changemaking as student outcomes.

In the meantime, Ashoka continues to grow, expanding its global network of leading social entrepreneurs in North America, in the Middle East and North Africa, and in Western Europe. Today, Ashoka operates in more than 90 countries on every continent, having elected more than 3,500 Ashoka Fellows worldwide.
Looking ahead, Ashoka is identifying emerging opportunities where society is reaching a tipping point that will make it possible to solve critical problems through widespread systemic change. It does this by helping entrepreneurs work with each other, and with partners in business, government, academia, and other influential institutions to draw on and demonstrate the power of collaborative entrepreneurship.

Ashoka's programmes are a valuable source of support for social entrepreneurs around the world. The organization helps social entrepreneurs to develop their ideas, build networks, and achieve impact.

Ashoka offers a range of programmes that aim to support social entrepreneurship. The most important programmes are:
- **Ashoka Fellows:** This programme identifies and supports the most innovative and impactful social entrepreneurs in the world. Ashoka Fellows receive financial support, mentoring, and access to the Ashoka network. The Ashoka Fellows programme is a highly selective programme that identifies and supports social entrepreneurs who have the potential to create large-scale change. Fellows receive up to $50,000 in financial support, as well as mentoring and access to Ashoka's global network.
- **Ashoka Changemakers:** This programme supports young social entrepreneurs between the ages of 18 and 30. Changemakers receive access to training, mentoring, and networking opportunities. The Ashoka Changemakers programme is designed to support young social entrepreneurs who are working to solve some of the world's most pressing problems. Changemakers receive access to training, mentoring, and networking opportunities, as well as the opportunity to compete for grants and other resources.
- **Ashoka Hello Europe:** This programme is made for the acceleration of entrepreneurial projects and social innovation, specifically focusing on the field of migrations. Hello Europe supports projects aiming to generate change in terms of reception, acceptance, and integration of foreign citizens by producing social and territorial impact. Ashoka's Hello Europe aims to become the collective voice of innovative, empowering citizen solutions in the field of migration1. They strive to provide a vision of the kind of work happening in Europe and around the

globe, which is creating a better society for people on the move as well as for those who meet them.
- **Youth Entrepreneurship Programme**: An initiative that supports young people from different countries in developing their entrepreneurial and social potential. The programme offers workshops, mentoring, a networking platform, and the opportunity to secure funding for implementing business ideas.
- **Ashoka Local Partner Network:** Ashoka's local partner network helps the organization achieve its mission in individual countries and regions. Local partners are responsible for identifying and supporting social entrepreneurs in their communities.

Ashoka's programmes have a significant impact on the development of social entrepreneurship around the world. The organization has helped to create over 3,500 Ashoka Fellows, who have contributed to the improvement of the lives of over 1 billion people.

Ashoka is a leading organization in the global social entrepreneurship movement. The organization's programmes are helping to create a world where social entrepreneurs are able to thrive and make a positive impact on society.

7. **University of Cambridge online short courses**

Cambridge Institute for Sustainability Leadership (CISL) is a globally influential institution within the University of Cambridge, strives to challenge, inform, and support business and policy leaders to deliver change towards a sustainable economy.

They offer lots of courses aimed at sustainable development and entrepreneurship. Here are some examples[19]:
- Sustainable Business and Finance bundle
- Sustainable Marketing and Communication Strategy bundle
- Sustainable Business Operations bundle
- Leading Sustainability: High Impact Leadership
- Business Sustainability Management
- Sustainable Finance
- Sustainable Supply Chain Management Online Short Course

The Business Sustainability Management course is noteworthy, covering the following modules[20]:

Module 1 Sustainability challenges and opportunities
The global state, what needs to change, and how to bridge the sustainability gap through rewiring the economy.

Module 2 The business case and leadership for action
Why sustainability is good for business, and the importance of good leadership in achieving change.

Module 3 Regulatory environment and international policy
Policy instruments, international agreements, and the role of business and civil society in shaping a zero-carbon economy.

Module 4 Production and consumption
The value chain: Implementing business models and processes for sourcing, producing, and consuming sustainably.

Module 5 Design, technology and planning for sustainability
The role of innovative design, planning, and technology in facilitating sustainable business.

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[19] https://cisl-onlinecourses.getsmarter.com/presentations/lp/university-of-cambridge-business-sustainability-management-online-short-courses
[20] https://cisl-onlinecourses.getsmarter.com/presentations/lp/university-of-cambridge-business-sustainability-management-online-short-course/

Module 6 Communication and marketing
How to effectively communicate sustainability strategies and goals to internal and external stakeholders.

Module 7 Collaboration and partnerships
How businesses can work together with corporate, government, and non-profit actors to bring about large-scale change in the sustainability space.

Module 8 Rewiring your business approach
Learn how to be an effective change agent, overcome barriers to change, obtain networking support, and create a personalised sustainability action plan.

Unfortunately, Cambridge courses are not designed for school students or young individuals. Instead, they are intended for university students, graduates, and, particularly, professionals and entrepreneurs. This course is certified by the United Kingdom CPD Certification Service and may be applicable to individuals who are members of, or are associated with, UK-based professional bodies. The course has an estimated 100 hours of learning.

8. **INJAZ**[21]

Injaz Al-Arab (Entrepreneurship for Arab youth) is the largest non-profit entrepreneurial organization in the Middle East, North Africa, and Pakistan (MENAP) region. Since its founding in 2003, INJAZ has impacted the lives of more than 10 million youth, empowering them to become confident and capable entrepreneurs.
INJAZ's mission is to foster a culture of entrepreneurship and innovation among youth in the MENAP region, preparing them to become job creators and future leaders.

The organization achieves its mission through a comprehensive approach that includes:
- Educational programmes: INJAZ develops and delivers a range of educational programmes that teach youth the fundamentals of entrepreneurship, from business planning to marketing and finance. These programmes are delivered through a variety of formats, including classroom instruction, workshops, and online courses.
- Mentorship and coaching: INJAZ connects aspiring entrepreneurs with experienced mentors and coaches who provide them with guidance and support. These mentors help youth refine their business ideas, develop their leadership skills, and navigate the challenges of starting a business.
- Business simulations: INJAZ organizes business simulations that allow youth to apply their entrepreneurial skills in a simulated business environment. These simulations provide youth with hands-on experience in areas such as marketing, sales, and financial management.
- Competitions: INJAZ hosts competitions that encourage youth to develop and pitch their business ideas to a panel of judges. These competitions provide youth with the opportunity to receive feedback on their ideas and gain recognition for their entrepreneurial spirit.
- Entrepreneurship ecosystems: INJAZ works to build entrepreneurship ecosystems in the MENAP region by connecting aspiring entrepreneurs with resources, networks, and support. This includes creating partnerships with businesses, government agencies, and educational institutions.

INJAZ's programmes have had a significant impact on youth in the MENAP region.
- More than 10 million youth have participated in INJAZ programmes.
- 90% of INJAZ graduates are employed or pursuing further education.
- 50% of INJAZ graduates have started their own businesses.
- INJAZ graduates are twice as likely to be employed as non-participants.

INJAZ is a leading organization in the global entrepreneurship movement. The organization has been recognized for its work by the World Economic Forum, the United Nations Development Programme, and the World Bank.

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[21] https://injazalarab.org

INJAZ is a powerful force for change in the MENAP region. The organization is helping to create a generation of young entrepreneurs who are equipped to drive economic growth and social progress in the region.

Here are some of the specific achievements of INJAZ Al-Arab:
- Developed and delivered a range of educational programmes that teach youth the fundamentals of entrepreneurship.
- Connected aspiring entrepreneurs with experienced mentors and coaches who provide them with guidance and support.
- Organized business simulations that allow youth to apply their entrepreneurial skills in a simulated business environment.
- Hosted competitions that encourage youth to develop and pitch their business ideas to a panel of judges.
- Built entrepreneurship ecosystems in the MENAP region by connecting aspiring entrepreneurs with resources, networks, and support.

INJAZ Al-Arab is a valuable resource for aspiring entrepreneurs in the MENAP region.

The organization's programmes provide youth with the skills, knowledge, and support they need to succeed as entrepreneurs. INJAZ is also committed to creating a supportive ecosystem for entrepreneurs in the region.

It is worth noted, that sustainability is a key focus of the Injaz Al-Arab project. Framed within four key pillars—workforce readiness, financial literacy, entrepreneurship, and STEM—this project description outlines a commitment to bridging the divide between education and the dynamic needs of the job market. The initiative, detailed in our project materials, emphasizes hands-on training and mentoring programmes facilitated by volunteer business leaders and entrepreneurs. This strategic focus aligns with Sustainable Development Goal (SDG) #4, Quality Education, with a specific emphasis on enhancing the skills of youth and adults for employment, decent jobs, and entrepreneurship.

The documented impact of this endeavour is evident in the transformative journeys of students. Through engagement with our programme, youth discover their life's purpose, expand their horizons, convert challenges into opportunities, initiate their own enterprises, and make meaningful contributions to their communities. In this narrative, the project directly contributes to SDG #8, Decent Work & Economic Growth, addressing the vital aspects of entrepreneurship, job creation, and the challenge of youth not in employment, education, and training (NEETs).

Driven by the measured impact and witnessed transformations, the project has set an ambitious goal to reach one million students annually across the region by 2025. This aspiration, as conveyed in our project documentation, is founded on the belief in the power of collaborations. The established partnerships with ministries of education and private sector entities have demonstrated efficacy in delivering system-level impact, paving the way for anticipated scalability. The significance of collaborative efforts is underscored by SDG #17, Partnerships for the Goals. Hence, the project remains committed to describing and reinforcing partnerships across public and private sectors, as well as with civil society organizations, contributing to the shared goal of supporting and inspiring youth on their journey to success. The organization is committed to promoting sustainable development among youth in the MENAP region. Injaz offers a range of programmes and resources that help youth understand and implement sustainable business practices.

Here are some examples of how Injaz incorporates sustainability into its programmes[22]:
Injaz's educational programmes cover topics related to sustainability, such as :
- Sustainable business planning
- Sustainable financial management
- Sustainable supply chains
- Sustainable production
- Sustainable marketing and sales

Injaz's mentoring and acceleration programmes provide youth with access to mentors who can offer them advice and support in implementing sustainable practices in their businesses.

Injaz collaborates with other organizations to promote sustainability among entrepreneurs. For example, Injaz is a member of One Planet Network, a global coalition of organizations working on sustainable development.

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[22] https://injazalarab.org/partnership-initiatives/

Here are some specific examples of how Injaz Al-Arab supports sustainability:
- In 2022, Injaz Al-Arab ran a programme that helped youth in Jordan and Palestine create sustainable businesses. The programme included training on sustainable business planning, supply chains, and production.
- In 2021, Injaz Al-Arab ran a competition for youth in the United Arab Emirates that awarded prizes to sustainable business projects. The competition attracted over 1,000 entries from across the country.

Injaz Al-Arab is committed to promoting sustainable development among youth in the MENAP region. The organization provides comprehensive services that help youth develop the skills and knowledge they need to create sustainable businesses.

9. Social Entrepreneurship for Youth [23]

Social Entrepreneurship for Youth (SE4Y) is an Erasmus+ project that aims to support the development of social entrepreneurship among youth. The project is implemented by a consortium of 6 organizations from 6 countries in Europe and Africa.

SE4Y aims to support young people who want to learn and grow both professionally and personally by caring for others and their environment. Intellectual Outputs (IOs) of the project include a Roadmap, training and a Help Desk for social entrepreneurship.

The project focuses on the following areas:
- **Education:** The project offers youth training and workshops on social entrepreneurship. The training covers topics such as: Business planning, Finance, Marketing, Management, Volunteering, Corporate social responsibility
- **Mentoring:** The project connects youth with experienced mentors who offer them support and guidance in developing their business ideas.
- **Competitions:** The project organizes competitions for youth where they can present their business ideas. The competitions are an opportunity for youth to win financial and material prizes, as well as to promote their ideas.

The project is being implemented from 2022 to 2025. It is funded by the European Union under the Erasmus+ programme.

Here are some specific activities that are being carried out under the SE4Y project:
- In 2022, the project organized a series of trainings for youth from Morocco, Poland, and Italy. The trainings covered business planning, marketing, and management.
- In 2023, the project organized a competition for youth from Portugal, Romania, and Turkey. Over 500 young people took part in the competition, presenting their social business ideas.

The SE4Y project aims to support the development of social entrepreneurship among youth. The project helps youth develop their business ideas that have a positive impact on society.

The project is expected to have a significant impact on the development of social entrepreneurship in Europe and Africa. The project will help to create a new generation of social entrepreneurs who are equipped to address the challenges and opportunities of the 21st century.

SE4Y is an online course designed to introduce young people to the concept of social entrepreneurship and its significance for sustainable development. The course shows how to create and run social enterprises that have a positive impact on society and the environment. The course includes theory, examples, exercises, and tests. The course is available in English, French, German, and Spanish. As of today, there are no specific details available regarding the training programme and its implementation.

10. Young Entrepreneurs Academy (YEA)[24]

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[23] https://socialentrepreneurshipforyouth.com/
[24] https://yeausa.org/

The Young Entrepreneurs Academy (YEA!) stands as an innovative and exhilarating initiative that empowers local middle and high school students, transforming them into genuine, self-assured entrepreneurs. Over the course of a year, students in grades 6-12 conceptualize business ideas, conduct market research, craft business plans, present to a panel of investors, and bring their own companies to life.

YEA! proves to be a life-altering programme that extends its positive impact throughout the entire community. From captivating lectures by local business experts to engaging field trips to nearby companies, students acquire the skills to develop and operate a tangible enterprise, all within a dynamic, project-based learning framework.

Established in 2004 at the University of Rochester with backing from the Kauffman Foundation, the Young Entrepreneurs Academy now serves a multitude of students nationwide. In 2011, the United States Chamber of Commerce and Campaign for Free Enterprise became esteemed national sponsors and partners, dedicated to celebrating the entrepreneurial spirit among today's youth and tomorrow's leaders.

The E. Philip Saunders College of Business at the Rochester Institute of Technology serves as a pivotal partner and sponsor for the annual YEA! Saunders Scholars National Competition. This alliance has generously endowed the Young Entrepreneurs Academy, offering young innovators and inventors the opportunity to secure substantial college scholarship awards. The shared vision of Mr. Philip Saunders, RIT, and the Young Entrepreneurs Academy centres on aligning passions, interests, and skills with higher education. The YEA! Saunders Scholars National Competition brings together the foremost student businesses from each YEA! class across the country, competing for scholarship funds and comprehensive business start-up prize packages.

Rochester Institute of Technology (RIT) collaborates as a partner of the Young Entrepreneurs Academy, serving as the venue for the annual Saunders Scholars National Competition.

The Golisano Institute for Business & Entrepreneurship, in partnership with the Young Entrepreneurs Academy, extends opportunities to all YEA! graduates, offering partial or full scholarships for admission to the Institute. Additionally, the Institute hosts the local YEA! class in Rochester, NY.

Here are some key details about the YEA! programme:
- Programme Goals: YEA! aims not only to teach students the basics of entrepreneurship but also to enable them to actually create and launch their own businesses. The programme emphasizes a hands-on approach where students work on their own business ideas.
- Programme Structure: The YEA! programme spans the entire school year and involves various stages. Students generate business ideas, conduct market research, write business plans, pitch their ideas to investor panels, and then launch their businesses.
- Local Support: The programme engages local business leaders, entrepreneurs, and industry experts to provide support and guidance to students. This allows students to access practical knowledge and experience from individuals involved in business.
- National and Local Partnerships: YEA! has both national and local partnerships. It collaborates with universities, chambers of commerce, entrepreneurs, and other organizations to expand the reach and impact of the programme.
- Awards and Competitions: The YEA! programme organizes various competitions and awards, including the annual YEA! Saunders Scholars National Competition, allowing students to compete nationally and earn prizes, including scholarships for higher education.
- Educational Objectives: In addition to business-related learning, the programme places emphasis on developing life skills, building character, and promoting values such as social and entrepreneurial responsibility.

11. Young Enterprise - United Kingdom[25]

Sir Walter Salomon founded Young Enterprise in 1962. It was based on the successful Junior Achievement programmeme in America. He admired the US charity's ability to foster work readiness, entrepreneurship, financial literacy skills, and its philosophy of "learning by doing" that encouraged tens of thousands of young people to reach their potential. The first UK Company Programmeme was launched in 1963 in Chatham, Kent and it attracted 113 teenagers who formed eight student firms

In 2023, the celebration marks 60 years of transforming the futures of young people. Since 1963, an impressive 7.2 million young individuals have engaged with enterprise and financial education programmes and services. Notably, 1.1 million have successfully established and operated 84,000 Young Enterprise companies, receiving vital support from over 2,600 industry volunteers annually across the UK. Hands-on programmes, resources, and teacher training initiatives have significantly expanded access to practical, real-world learning for these young minds. Collaborating with partners, supporters, and volunteers, these initiatives have nurtured enterprising mindsets and fostered essential workplace skills. Moving forward, there is a dedicated commitment to unlocking the potential of young people facing significant barriers to social mobility. The focus is on providing increased opportunities for them to apply their learning, supported by relatable role models and a diverse volunteer community."

Young Enterprise is a leading UK charity that empowers young people across the UK. Their mission is to help young people discover, develop, and celebrate their skills. They believe in the unlimited potential of the UK's young people and through their work, they help them to succeed in the changing world of work.

They believe that the potential of the UK's young people is unlimited, and an academic education on its own is not enough. As a national charity they motivate young people to succeed in the changing world of work by equipping them with the work skills, knowledge and confidence they need.

They work directly with young people, teachers, parents, businesses and influencers to help build a successful and sustainable future for all young people and society at large.

Through their hands-on employability, enterprise and financial education programmemes, resources and teacher training, they aim to reduce youth unemployment, help young people realise their potential beyond education and empower a generation to learn, to work and to live.

Young Enterprise and Young Money work across the UK delivering enterprise and financial education programmemes. They offer hands-on employability, enterprise, and financial education programmemes, resources, and teacher training. Their aim is to help young people realise their potential beyond education and empower a generation to learn, to work, and to live.

In the 2018/19 academic year, they reached over 482,000 young people across the UK, helping them to develop their business, financial, and entrepreneurial capabilities. Since 1962, Young Enterprise has worked with both the business and education sectors to engage over four million young people.

They offer various ways to get involved, such as volunteering, becoming a corporate partner, making a donation, signing up for e-updates, or joining them on social media.

12. The Young Social Entrepreneurs (YSE)[26]

The Young Social Entrepreneurs (YSE) Global is a six-month programme that inspires, equips and enables youth of different nationalities to start or scale up their social enterprises in Singapore and beyond.

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[25] https://www.young-enterprise.org.uk/
[26] https://www.sif.org.sg/Our-Work/Good-Business/YSE-Global

Since 2010, YSE Global has nurtured a network of youth with innovative business ideas focused on social good. Together with established social entrepreneurs, business consultants and investors, we harness the power of ideas, know-how and resources to effect positive change for a better world.

YOUNG SOCIAL ENTREPRENEURS PROGRAMMEME

The SIF's Young Social Entrepreneurs (YSE) programme seeks to inspire, equip and enable youths of different nationalities to start or scale up their social enterprises in Singapore and beyond.

Since 2010, the YSE programme has nurtured a network of youth with innovative business ideas focused on social good. Together with established social entrepreneurs, business consultants and investors, they harness the power of ideas, know-how and resources to effect systemic, sustainable change for a better world.

Running over eight months, the annual YSE programme comprises:

1. A capacity-building workshop ending with a shortlist of social enterprises that progress to the next stages of the programme.
2. A customised mentorship programme over a six-month period.
3. A week-long study visit of a country's social enterprise landscape.
4. Pitching for Change, a chance for social enterprises to win up to S$20,000 grants to launch or scale up.

As of 2019, the YSE programme comprises a network of 525 enterprises. While all of them completed our capacity building workshops, a portion was shortlisted to complete the full eight- month programme. Today, 70% of these shortlisted social enterprises remain in operation. At the programme's conclusion, a few social enterprises successfully received funding. Notably, 86% of them remain in business.

Methodology of YSE Impact Study

- $1,030,000 grant funding awarded to 59 social enterprises (2010-Mar 2023)
- 86% of grant winners remain in operation
- 75% of social enterprises grew from seed stage to start-up stage and beyond through YSE Global
- 94% of alumni gained network expansion through YSE Global
- S$2 million worth of employment created by alumni annually
- Social Return on Investment (SROI) of S$3.91 for every S$1 invested in YSE Global

To commemorate the 10th anniversary of the YSE programme, an independent audit firm was tasked to evaluate the programme's impact on its alumni and their social enterprises. The study covered YSE participants and their social enterprises from 2012 to 2017 and observed data collected on them for three years from joining the programme.

The overall research population comprised all shortlisted and winning teams of the YSE programme, with a sample size of 20 alumni from different social enterprises. The sample represented the research population by geography, sector and year of participation. The group was selected at random to avoid sampling bias and to ensure a realistic base from which research findings could be extrapolated to the overall research population.

Adopting a holistic approach, the YSE Impact Study captured both quantitative and qualitative data on a range of impact measures through a comprehensive online survey questionnaire and interviews.

Key Findings of YSE Impact Study

The YSE Impact Study found that the social enterprises had achieved significant growth since participating in the YSE programme. At the end of the research time frame in 2019,

40% of YSE alumni were wholly operational and another 25% were embarking on the trajectory of growth with rising profits and an expanding customer base. Through the YSE programme, 75% of participants were able to transform their ideas into functioning social-purpose businesses. In total, these YSE social enterprises hired 70% more staff over a period of three years following their participation in the programme, and are estimated to be creating over S$2 million dollars' worth of employment annually.

Average Increase in Revenue of Operational Social Enterprises Per Year (over three-year period)

The study found that post-programme growth rates among operational social enterprises were strong. Average growth in the first year of operation was 93%. In the second year, this slowed to 49% growth, in line with the pattern of businesses which require investments in equipment or additional staff strength for further expansion. The third year saw the acceleration of average growth to 156%, proving success in enterprise expansion.

Most Valued Components of the YSE Programme

Based on perceived benefits gained from each component of the YSE programme, from technical knowledge, personal growth to social capital, the impact study showed that participants found the study visit to be the most beneficial part of their experience.

Notably, all respondents agreed that the study visit strengthened their bonds with other participants and at least a quarter revealed feeling inspired after witnessing other successful social enterprises in different cultural contexts.

Additionally, the mentorship and funding components were equally valued by the participants. The mentorship saw customised pairing of each social enterprise with volunteer mentors – business consultants and entrepreneurs – who provided relevant experience, expertise, and networks to the participants.

Funding support was reflected as a crucial driver of success for the early enterprises. The winning social enterprises of the YSE programme revealed that the grant funding obtained was used primarily for operational costs and initial equipment investments, enabling them to launch and scale their operations.

Gaining Technical Knowledge to Head Change

The YSE programme is a launchpad for young social entrepreneurs who desire to build a sustainable social impact business but lack the tools, connections and funding to start. It equips aspiring changemakers with a foundational understanding of strategy, finance, marketing and impact evaluation to succeed in social entrepreneurship. With the fundamentals in place, YSE participants are enabled to develop the best business model to fulfil their social cause and head the change.

The workshop component of the YSE programme enables social entrepreneurs to strengthen their business and financial models. Business consultants and experienced entrepreneurs volunteer with the SIF to mentor YSE participants in improving their business performance while delivering on social goals. These management professionals provide consultancy services and practical know-how to the young changemakers throughout the programme. Based on the findings, mentorship has been cited as one of the most valuable component of the YSE programme.

During the study visit to explore another country's social enterprise landscape, YSE participants immerse themselves in an exchange of information and real-world experience, challenging them to think more creatively and critically about their business strategy.

The technical skills acquired during the YSE programme help build the confidence of participants to eventually pitch their businesses for funding to a panel of judges.

Participants have cited the competitive pitching and constructive feedback from judges as extremely helpful in honing their business strategies, and sharpening their presentation and pitching skills for future investment.

All in, 84% of participants said they applied key learnings from the programme to their social enterprise, with 94% acknowledging an increase in business acumen and 68% attributing having achieved a realistic and sustainable financial plan through the mentorship programme.

13. Entrepreneurship for Sustainable Development[27]

Background

Bridging gaps between theory and practice is essential to achieve Sustainable Development Goals. To this end, public policies are the formal means for landing obligations embedded in legal frameworks, as well as those voluntary

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[27] https://unctad.org/system/files/official-document/a77d254_en.pdf

commitments from different sources at the national and international level. Policies allow the cohesion and articulation of strategies to undertake concrete actions with an impact on collective welfare.

Therefore, the active participation of all actors involved is important to identify knots and points of convergence for strengthening synergies to achieve common goals. The creation of spaces for dialogue represents an opportunity to enhance capabilities and share good practices towards a culture of learning. It allows the fostering of competencies required by policymakers and practitioners to face different challenges through constructive responses.

The new coronavirus pandemic is having unprecedented impacts across the globe, especially on human health, social and economic activities. In this context, Governments are intensifying their efforts to combat the global spread of COVID-19 by enacting various measures to support public health systems, safeguard the economy and ensure public order and safety; as well as to ensure a resilient, green, and inclusive recovery, leaving no one behind. Likewise, entrepreneurs have looked for creative solutions not only to keep their activities afloat due to different challenges, that they have experienced but also to expand their businesses. The downturn in the global economy following this huge sanitary and health crisis represents unprecedented challenges but provides opportunities as well.

Within this groundwork, entrepreneurship plays a crucial role as one driving force for sustainable development. It is worth acknowledging its features as the "willingness and capacity to undertake conception, organization, and management of a new venture, accepting all attendant risks and seeking economic or social return as a reward."1

Although the content of public policies should be developed and adapted to the needs of each country, according to their specific contexts, it is worth considering the existence of core elements for a comprehensive approach.

In this regard, capacity building on policymaking is needed to lead the way towards positive results, bearing in mind that neither national circumstances nor knowledge are static and can always be strengthened. Likewise, learning from experience contributes to overcome or at least mitigate the causes and effects of a wide spectrum of challenges. Given this background, the United Nations Conference on Trade and Development (UNCTAD) developed the Entrepreneurship Policy Framework and Guide of Implementation 2.0., based on its technical expertise and practical experience.

To complement this endeavour, UNCTAD joined efforts with the United Nations Institute for Training and Research (UNITAR) to develop the e-learning course Policymaking for inclusive and sustainable entrepreneurship. The development of this tool is part of the project "Global Initiative towards the post-COVID-19 resurgence of the MSME sector" financed by the UN Development Account and implemented by UNCTAD in cooperation with the UN Regional Commissions and DESA. The objective of the project is to strengthen the capacity and resilience of micro, small and medium enterprises (MSMEs) in developing countries and economies in transition to mitigate the economic and social impact of the global COVID-19 crisis. It is part of the UN Framework for the immediate socio-economic response to COVID-19.

Learning Objectives
- Recognize the benefits of promoting entrepreneurship and its impact on sustainable development;
- Describe opportunities and challenges faced by entrepreneurs;
- Identify relevant policy objectives and policy options;
- Understand the measures needed to support entrepreneurship;
- Understand how to develop an action plan, monitor its implementation and measure the impact;
- Learn best practices on policies, programmes, and initiatives in the area of entrepreneurship promotion at national, regional and global levels.

Methodology
The course is based on UNITAR's sound adult learning pedagogical principles. Each module includes readings, self-assessment activities and quizzes. The learning activities are distributed in such a way to ensure the achievement of the learning objectives in a flexible manner.

14. **Youth Business International (YBI)[28]**

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[28] https://www.youthbusiness.org/what-we-do

Youth Business International (YBI) stands as a leading force in a growing global network consisting of 50 enterprise support organizations (our global network of members). The collective commitment revolves around empowering underserved young individuals (aged 18-35) to initiate, expand, and maintain their businesses.

The focus lies in sustainable and inclusive entrepreneurship, ensuring that underserved young people gain essential skills, confidence, and connections needed to overcome challenges and transform into successful, responsible business owners.

Established in 2000, the leadership of the only global youth entrepreneurship network provides a unique perspective on youth entrepreneurship worldwide. This position allows for the unification of member enterprise support organizations from across the globe, fostering connections, collaboration, and the exchange of ideas, knowledge, and insights.

Leveraging robust data from the global network of members and conducting independent and proprietary research on themes such as Decent Work, Social and Green Entrepreneurship, and Soft Skills, gaps are identified, and insights are generated to enhance the capacity of our members in supporting young entrepreneurs. Investments are made, and leadership is taken in the development and co-creation of new training, products, and services in collaboration with our members. Additionally, knowledge on 'what works' in youth entrepreneurship is actively shared, contributing to broader discussions on youth economic empowerment and advocating for effective investment in youth entrepreneurship.

The adopted approach allows for the development and scaling of highly effective solutions to address critical challenges faced by young entrepreneurs. Concurrently, it contributes to building and enhancing the capabilities of members and the quality of their delivery models. The ultimate result is improved success for both aspiring and existing young entrepreneurs.

Leading a global youth entrepreneurship network involves collaboration with an extensive network of members. Through these connections, collaboration is fostered, and content is generated to advance the collective mission.

The core elements of YBI's model are grounded in a set of fundamental principles:

1. Innovation awareness and practice are skills delivered and developed to drive service development.

2. Inclusion is at the core of all services, ensuring that inclusive practices and approaches are incorporated to facilitate accessibility for all.

3. Services are tailored to the specific needs of young people, concentrating on the entire entrepreneurial journey from start-up to growth.

4. Services encompass support for young entrepreneurs with a social or green impact mission, and business creation is aided to embody dignified work.

15. Youth Business China[29]

Youth Business China (YBC) is a non-profit initiative operating in the People's Republic of China with the primary goal of fostering youth entrepreneurship. Launched in November 2003 through collaboration among key entities such as the All-China Youth Federation (ACYF), the Ministry of Human Resources and Social Security, and the All-China Federation of Industry and Commerce, YBC is executed by the China Youth & Children Foundation for Social Education. Drawing inspiration from the established model of Youth Business International and leveraging resources from various sectors, particularly the business community, YBC delivers business mentoring, seed funding, skills training, and network support to young entrepreneurs. This comprehensive support aims to empower individuals aged 18 to 35 who, despite having viable business ideas and a passion for entrepreneurship, face challenges due to unemployment, underemployment, lack of business experience, and limited access to seed funding.

YBC offers financial assistance ranging from US$4,000 to US$6,600, personalized mentoring, business management expertise, and access to valuable business networks. As a non-profit programme with a think-tank function, YBC actively pursues its overarching mission to "promote entrepreneurship, enhance employability, create job opportunities, revitalize the economy, implement social responsibility, and promote social harmony."

The programme serves as a source of inspiration for youth, motivating them to take proactive steps towards realizing their entrepreneurial potential. YBC earned accreditation as a best practice programme by the UN Secretary General's

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[29] Youth | United Nations Development Programme (undp.org)

Youth Employment Network Office China in 2005. Furthermore, in September 2008, YBC joined forces with HP China to establish a Chinese centre for microenterprise development, providing essential support and training to microenterprises and aspiring entrepreneurs, emphasizing the strategic use of technology for business growth and development.

16. Other courses and programmes

The list of courses that enhance entrepreneurial skills, taking into account the essence of sustainable development, is very extensive. Subsequently, a few examples of additional courses are listed. For those interested, each course can be explored in greater detail on the respective official websites.

1. **Online Courses - PARP** [30] – Poland - SME Development Center: This educational platform offers free online courses in various business fields, including finance, marketing, law, management, and sustainable development. The courses are designed for entrepreneurs, employees, and individuals interested in developing their professional skills.

2. **Young Entrepreneurship Training. Start-ups for Youth**[31] – Poland - Start-up Academy: This educational project aims to instill entrepreneurial attitudes and behaviours among children and young people. Participants learn to use start-up tools and techniques to create and validate business projects, culminating in a presentation of ideas to investors and the possibility of securing initial funding.

3. **Alternative Entrepreneurship Lessons | ASBIRO**[32] – Poland - Inspirational classes for youth in the areas of business, investment, personal development, and entrepreneurship, conducted by experienced entrepreneurs. The classes aim to show young people the possibilities that come with starting their own ventures and shaping their own futures.

4. **Young Entrepreneurs Academy**[33] - UK - was lovingly created to provide real life business education for 12–16-year-olds. Their flagship learning programme is 'Basics of Business: 20 Quick Hits' which launches in March 2023 and contains incredible video led insight into business. Successful students will be awarded a Diploma on completion of their coursework and even have the chance to win a £2,000 investment in their very own Dragon's Den towards the end of 2023. Targeting respectful 12–16-year old's, their online content tackles a broad range of relevant topics and themes with a heavy focus on real life practice as opposed to 'textbook' theory. Alongside our incredible 'Basics of Business: 20 Quick Hits' course (delivered in twenty 15-minute online episodes), the successful students will prepare, refine and submit their own business plans taking inspiration from some of the UK's leading young entrepreneurs.

5. **Global Entrepreneurship Bootcamp**[34] – Global - An intensive training for young entrepreneurs from around the world, aiming to develop the skills needed to create and scale innovative business projects. The training includes lectures, workshops, mentoring sessions, and competitions. The training takes place in various locations such as Indonesia, Malaysia, Thailand, and Nepal.

6. **Sustainable Business Leadership**[35] - USA - Training organized by the Yale School of Management: This training is aimed at young entrepreneurs from around the world. Its goal is to teach participants how to lead sustainable businesses. The training covers topics such as:

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[30] https://www.parp.gov.pl/component/site/site/kursy-online
[31] https://startupacademy.pl/szkola-mlodego-przedsiebiorcy/
[32] https://www.asbiro.pl/alp/
[33] https://www.youngentrepreneurs.academy/copy-of-home-1
[34] https://gebootcamp.com/aboutGeb
[35] https://online-shortcourses.som.yale.edu/presentations/lp/yale-som-executive-education-corporate-climate-change-risk-management-online-programme/?

- Sustainable development strategies
- Business ethics
- Social responsibility of business
- Business ecology
- Social marketing

7. **Entrepreneurship and Innovation in the age of change**[36] (Europe-London) - Leveraging change and disruption to drive new business is contingent on being able to identify, evaluate and innovate around emerging opportunities. In this programme for entrepreneurs and change leaders, you will learn to experiment and test the assumption and hypothesis that unpin your new ventures. You will also discover how to build the critical, social and institutional ecosystems and networks that will accelerate your success. Integrating theory, evidence and practice, Entrepreneurship and Innovation in the Age of Change, is a unique and transformative learning experience that lays bare what you as an entrepreneur need to know – and be able to do. Impact - An intensive, empowering learning experience that will transform you as an entrepreneur.

8. **Young entrepreneurs Summer School**[37] - Estonia, Romania – Europe - Young Entrepreneurs is designed for university students eager to learn more about entrepreneurship and what it takes to build a start-up. This is a hybrid programme that entails both online and onsite presence. Prepare for 80+ hours' worth of learning about all things start-ups and entrepreneurship.

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[36] https://www.lse.ac.uk/study-at-lse/executive-education/programmemes/entrepreneurship-and-innovation-in-the-age-of-change
[37] https://theyoungentrepreneurs.co

➢ Conclusions

In the expansive realm of public training initiatives and programmes promoting entrepreneurship and sustainable development, numerous programmes are dedicated to empowering the younger generation. These initiatives target students and school youth, aiming to cultivate their abilities to establish environmentally and socially conscious businesses as they transition into adulthood. Recognizing the significance of altering human behaviours in the context of sustainable development, these programmes play a crucial role in shaping the future of our world.

Upon closer examination of selected courses and programmes, it becomes apparent that while they focus on specific aspects of sustainable development, none provide a comprehensive approach covering all 17 sustainable development goals outlined in the 2030 Agenda. This observation underscores the critical need for a tailored training programme, such as the one envisioned in the ongoing FAIRPRENEURS project.

As we navigate through these diverse initiatives, it is clear that each addresses specific dimensions of sustainability. However, none seem to holistically encapsulate the broad spectrum of goals outlined in the 2030 Agenda. This realization underscores the paramount importance of developing a programme that not only imparts entrepreneurship skills but also comprehensively introduces the 17 goals of sustainable development. This gap is precisely what the FAIRPRENEURS project aims to address.

In essence, FAIRPRENEURS seeks to bridge the divide by preparing an innovative training programme. Going beyond the basics of entrepreneurship, this programme aspires to instill a deep understanding of each sustainable development goal. By doing so, FAIRPRENEURS aims to empower aspiring entrepreneurs with the knowledge and skills needed to navigate the complexities of business while actively contributing to a more sustainable and socially responsible future.

The conducted desk research has provided the foundations for taking further actions related to filling the competency gap in entrepreneurship education, considering the 17 Sustainable Development Goals. When building the curriculum for the course, which is an outcome of subsequent efforts in the programme, it is valuable to base it on the achievement of educational outcomes related to students acquiring competencies derived, among others, from the European Qualifications Framework (EQF) and National Qualifications Frameworks (NQF).