

**SUCCESS4ALL project:
E-course on Entrepreneurship Skills - an inclusive education approach**



Erasmus+

**GUIDE OF BEST PRACTICES
FOR ENTREPRENEURSHIP
EDUCATION**

Intellectual Output IO3

**SUCCESS4ALL project:
E-course on Entrepreneurship Skills - an inclusive education approach**

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Success4all aims at developing an inclusive e-learning platform on entrepreneurship. The project runs from September 2016 to February 2019, it involves 8 partners and is coordinated by PSB.

More information on the project can be found at Success4allStudents.eu.

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Overview

As one surveys of the worldwide business landscape exemplifies, one will find that most of the businesses have less than 100 employees. In more than half of the countries worldwide, over 50% of all employees work in small businesses, and this contributes at least half of the gross domestic product for those countries. Small businesses tend to be more in-tune with customer needs, more flexible to meet those needs, and more responsive to those needs as they grow and change. The entrepreneurial nature of these small companies is a strong source of innovation in their respective economy, but teaching and encouraging the entrepreneurial mindset requires a different set of educational techniques than instruction in other subjects.

In the following guide we will present a series of “best practices” for the instruction of entrepreneurship. We draw on a wide range of sources and experiences in the compilation of the practices presented. In order to facilitate the reading of each “best practice” we will include within each one a reference to a current institution practicing this pedagogical technique, a brief summary of that technique, objective learning outcomes, and details on the concept that would facilitate its implementation in an entrepreneurship educational programme.

Our overall pedagogical approach to teaching entrepreneurship follows a process that recognises that would-be entrepreneurs require not only knowledge and tools, but also empowerment. Our best practices are thus organized according to the following general steps:

- First, the student must know that entrepreneurial success is accessible to them:
 - Provide examples of handicapped entrepreneurs that have been successful
- Second, the student must believe that they have the necessary qualities to be successful:
 - Generate confidence,
 - Why we know that you can do it,
 - Measurement of how many entrepreneurs have these disabilities.
- Third, the student must learn the process of becoming an entrepreneur:
 - What is the right path to start the company,
 - Talk about failure and what are the approaches to avoid,
 - Use tutorial and checklists.
- Fourth, the student needs to learn tools and techniques for entrepreneurial success,
- Last, the student needs to learn about potential obstacles and resources to overcome obstacles:
 - Physical access is more expensive, hence, an explanation is needed on resources available to access funding.

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Best Practice I

Practice: Immersion Experience		Cogswell College	
Summary: Provide an immersive environment to introduce and familiarize students with a community of successful entrepreneurs.			
Objectives	<ul style="list-style-type: none"> ✓ Introduce the language of entrepreneurship ✓ Provide visible examples of success ✓ Develop reference experiences for learning ✓ Build entrepreneurial confidence 		

An immersion experience introduces students to entrepreneurship through a burst of holistic exposure. The idea is to provide students with the experience while also providing them with insights into the breadth and depth of the life of an entrepreneur. The experience is not meant to create entrepreneurs after the completion of the programme, but rather to introduce the student to the entrepreneurial world with real-world examples. A key component of this educational best practice is to leave the student with the experiential and intellectual understanding entrepreneurship is indeed within their reach.

In a typical example of this best practice, students attend a one-week long event through an incubator or university that is well connected with an entrepreneurial community. Tours, engagement activities, projects, and lectures are designed to provide as broad view of the entrepreneurial life as possible, and lectures from select key figures are used to teach the depth of entrepreneurial practice and act as personal models for success in business creation. Through group learning and creative challenges, a group of students is constantly engaged in reinforcing the week's learning. An example programme that has implemented this strategy is Cogswell College.

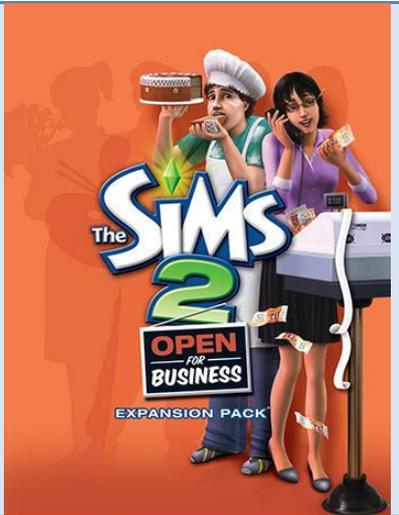
Cogswell College provides an experiential learning opportunity in the Silicon Valley area meant to produce outcomes similar to a study abroad program in a very short time period. Another intended outcome is to inspire students with the vibrant, entrepreneurial ecosystems and attitude of excitement and energy that has fuelled so much success in the Silicon Valley (1). Through the experience, students learn to think like the entrepreneurs that they interact with the following experiences (2):

- Get ready for action in all stages of the start-up business cycle,
- Explore the Silicon Valley ecosystem by visiting corporate campuses, incubators and labs,
- Personally witness start-up businesses being built.

The program includes workshops, meetings, product showcases, meet-ups and learning presentations facilitate the connection of the students to the Silicon Valley environment. Destinations include research and education institutes such as Stanford University, IDEO, and the Institute for the Future companies with a strong history and bias towards entrepreneurship such as Google, Skype, Flipboard, and Eventbrite; an array of financiers and incubators including the Founder Institute, Hackers/Founders, StartX, and Hanhai Investments. Historically, the program has engaged promising start-ups, as well, including Diya TV, gThrive, NVT, and Good Eggs.

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Best Practice II

Practice: Video Game-based Learning		Wellesley College
Summary: Use video games and “serious games” to teach general business and entrepreneurship concepts.		
Objectives :	<ul style="list-style-type: none">✓ Begin to build the belief that “not only can entrepreneurs be successful, but I can be a successful entrepreneur”✓ Introduce entrepreneurial concepts in a fun environment✓ Motivate future entrepreneurial learning✓ Introduce organizational behaviour concepts	

The influence of computer-based gaming has had an undeniable effect on the younger generations of business students, driving educators to explore the use of games to increase the efficacy of training programmes across the spectrum of business education. Patricia Greene, an Albright scholar at Wellesley College, has used shelf video games such as *Sims: Open for Business* to teach entrepreneurial concepts while enhancing the entrepreneurial education process by leveraging games originally intended only for entertainment (3).

According to Greene, the intent is to have fun, while applying a reward-based simulation that uses realistic rules similar to those encountered in a real business environment (4). The alignment of learning, play, and engagement allows students to experience real challenges in a safe, virtual world. It is interesting to note that the amount of time required to master a games like this is approximately equal to the amount of time typically dedicated to a semester-long course (5).

The games may include specific scenarios to introduce students to known business risks, provide students with a sense of organizational dynamic forces, or simulate market behaviour. Other examples strategies to link game play with learning in the entrepreneurial subject area include development of social media-based games, alternative reality games, and even training games oriented at optimising professors’ relationships with students in a social media environment. One strategy of note was to create an elaborate treasure hunt that forces the student players to visit social media sites and use each one in a manner that would help an entrepreneurial project.

By engaging students with entrepreneurial games, it is possible to leverage the influence that gaming has on younger generations of students and offer a relatively consequence-free environment to experience moderately realistic business environments and experiment with business techniques. It is anticipated that the serious games-based educational approach will continue to grow, and entrepreneurial education is an area where game-based education can provide a high-level of value (6).

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Best Practice III

Practice:	Starting actual businesses	Babson College	
Summary:	As part of business coursework, actual businesses are created and run by the students.		
Objectives :	<ul style="list-style-type: none"> ✓ Demonstrate understanding of concepts from coursework ✓ Reinforce traditional classroom learning ✓ Develop strong network skills within your class 		

In Babson's Foundations of Management and Entrepreneurship course, first offered in 1996, undergraduate students are required to start a business. The focus of the programme is "opportunity recognition, resource parsimony, team development, holistic thinking, and value creation through harvest". Learning is facilitated through a limited-duration business start-up that encourages entrepreneurial thinking and grows a basic understanding of all functions of business.

Effectively, as students practice business creation, entrepreneurship is more fully incorporated into the curriculum (7). In this best practice, the businesses are created at the beginning of the educational programme so that the pedagogy of practice allows for facilitation of learning and provision of direction, rather than just reinforcement. It is performed at the beginning of the program because undergraduate students have little business experience with which to empathize for their entrepreneurial education; this is based on the belief that one should experience new venture creation before one can fully gain from the study of business management or other areas of entrepreneurial discipline.

As students develop insight and confidence from their work experience, they practice methods for navigating unknown problems and learn from experiencing both successes and failures.

According to Babson (8), students learn by:

- Experiencing the emotional stress of the highs and lows of entrepreneurship,
- Practicing through experience, which teaches the power of human agency, and a bias towards action,
- Experiencing human resources management, and the fact that it is more of an art than a science,
- Gaining knowledge of the importance of leadership,
- Working through the struggle of learning and developing their own personal leadership style,
- Experiencing and reflecting on the feelings of victory or defeat over small wins and losses,
- Developing an appreciation of the hard work required for a successful start-up.

Perhaps most significantly, the students generally learn that even the best opportunity and idea is worth nothing without a strong team which executes on the business concept. Babson tries to teach that the strength of the team is derived from lucid and frequent communication, a unified set of strong goals and values, and adaptability in the face of adversity.

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Best Practice IV

Practice: Entrepreneurship discipline – powerful tool for business prosperity	University of Food Technologies, Plovdiv	
Summary: Entrepreneurship in real market environment offering competences in starting new business, management of company growth, management of real functioning company		
Objectives:	To provide basic knowledge on: <ul style="list-style-type: none"> ✓ entrepreneurship - entrepreneurial behaviour; specificities of SMEs, ✓ management - process and functions (planning, organizing, management and control), ✓ motivation and coordination. 	

The course on entrepreneurship is addressing the requirement of knowledge-based economy (KBE) functioning in the milieu of globalisation. KBE needs new entrepreneurship skills and new type of management solutions. Entrepreneurship in real market environment in the following fields:

- Starting new business,
- Management of company growth,
- Management of real functioning company.

The course was built according to the above three pillars. It has the ambition to provide knowledge on:

- Role and generic characteristics of entrepreneurship; types of entrepreneurship; what does it mean to be an entrepreneur and what are their characteristics; the entrepreneurship process (building a new company- ways and useful advices), support of newly established company;
- Specificities of the management process, of new starting and growing companies; creating competitive and innovative advantages;
- Business practices - lessons learnt;
- Specificities of corporate entrepreneurship

The course also imbeds:

- Specificities of intrapreneurship,
- Management specificities of SME,
- Specificities of the national market media,
- Specificities of the global market – good and negative practices of entrepreneurship.

The general content puts emphasis on two areas - entrepreneurship and management.

The entrepreneurship part provides basic knowledge on entrepreneurship nature; entrepreneurial behaviour; specificities of SMEs, while the management part - on management process and functions (planning, organizing, management and control) and some lateral functions such as motivation and coordination.

The course includes some case studies discussions and solutions, providing practical skills and useful knowledge. After the course's completion the students are able to start to link themselves to the specific entrepreneurship networks – useful channels for circulation of knowledge, good practices but also for quickly learning the negative elements and barriers that should be overcome – and to launch their own business idea.

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Best Practice V

Practice: Entrepreneur of the future	Junior Achievement Bulgaria	
Summary: Entrepreneur of the future is an initiative of Junior Achievement Bulgaria with the mission to educate and inspire young people to value free enterprise, business and economics to improve their quality of life and prepare them to know how and be able to realize their ideas in a competitive environment.		
Objectives:	Development of: <ul style="list-style-type: none"> ✓ entrepreneurial culture and initiative, ✓ innovative mind-set, ✓ attitude and ✓ the desire to start their own business by creating a “Student company”. 	

The student company programme is available to secondary and higher education students.

The Student company programme is based on the “learning by doing” method and teaches students how to develop their business idea step by step until its realisation. Throughout the academic year, teams are set, a number of initiatives are carried out, funding capital is raised, a service or a product is sold or produced. The work is assisted by a teacher or a voluntary business consultant (9).

At the end of the year students participate at regional trade fairs, and compete for the best Student company of Bulgaria or for special awards “Entrepreneur of the future” or “Rising stars”.

Skills that are developed include:

- Entrepreneurial culture and initiative,
- Entrepreneurial attitudes and behaviours incl.
 - Creative thinking and problem solving,
 - Communication and public speaking,
 - Confidence and a can-do attitude,
 - Teamwork and leadership,
 - Negotiation and decision-making,
 - Setting goals and time management,
 - Risk management,
 - Business and financial skills.

Teaching methods:

- Learning by doing,
- Mentoring and involvement of practitioners of different professions in the educational process,
- Virtual tools, awards and competitions,
- Interactivity.

The program exists in different forms for different levels - secondary school and university students - or sector specific skills. It has been designed to be transferrable to other target groups.

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Best Practice VI

Practice: Youth Entrepreneurship Market Place		“Kauzi” Foundation, Bulgaria	
Summary: In a series of individual counselling youths received practical knowledge and skills to present their business and social ideas to potential investors and the general public. The project encourages initiative and entrepreneurship among disadvantaged people.			
Objectives :	<ul style="list-style-type: none"> ✓ Improve skills and enrich the experience of young people ✓ Gain knowledge in how to present business and social ideas to potential investors and the general public 		

A project called Youth Entrepreneurship Market Place realized by “Kauzi” Foundation encouraged initiative and entrepreneurship among disadvantaged people. The project was carried out from 2010 until 2015 and as a result, out of the 10 people with disabilities that have sought the support of Kauzi, 4 have presented a business idea and 1 project has been realised (10).

The main purpose of the project was to encourage motivation and initiative of young people, incl. such with disabilities aged 15 to 29 for entrepreneurship by developing practical knowledge and skills for presenting business plans and social ideas, building on their experience for self-knowledge and affirming their self esteem as equal partners on the labour market. In the frame of the project the students received individual business consultations on:

- Financing of start-up entrepreneurs with disabilities,
- Social economy and social entrepreneurship,
- Financing of start-up SMEs and NGOs,
- Insurance investments by SMEs.

Students took part in an idea exchange market and had the possibility to present their ideas to potential investors, banks, media etc (11).

The project has developed several manuals “Handbook of the young entrepreneur”, “How to start a business in Bulgaria” and “How to enter the Bulgarian market?”

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Best Practice VII

Practice: Course on social entrepreneurship	Faculty of Economics and Business Administration at Sofia University	
Summary: The course prepares the students for the real business world and is based on examples of successful social enterprises in Bulgaria, Kenya, South Africa and USA.		
Objectives	<ul style="list-style-type: none"> ✓ Give students practical skills and knowledge on building, fundraising and management of the social enterprise. ✓ Practical orientation by discussing case-studies 	

The course is eligible for bachelors' and masters' at the Faculty of Economics and Business Administration in Sofia University as well as for other young people interested in social entrepreneurship. The course prepares the students for the real business world and is based on examples of successful social enterprises in Bulgaria, Kenya, South Africa and the USA (12).

Students acquire practical skills and knowledge on building, fundraising and management of the social enterprises. Case studies from Bulgaria and the world are discussed, thus developing knowledge on the main steps, challenges and aims during the different stages of business creation: design, starting, scaling of successful entrepreneurial initiatives with a social element. The content also provides analyses of different business structures, resources management methods, teams building and good practices to achieve sustainability of the enterprise. Students analyse strategies, risks and challenges upon start-up and management of the social enterprise. The main advantage of the course is its practical orientation on account of the theoretical part. The course includes case studies, each of which explores the following aspects:

1. Sustainability – Social enterprise fundraising channels, methods that guarantee the long term-vision for development.
2. Impact and success measurement – Effect of the social enterprise (social effect, impact on the target groups), methods for impact measurement and efficiency of the social enterprise.
3. Innovation – Types of social innovation, process of creation and growth.

Case studies that are explored include Danimal – corporate product development for the poorest population in South Africa; Care – creation and management of an initiative on developing a business environment for the agricultural sector in Kenya; Taratanzi – creation and funding of a sustainable business model for social entrepreneurship in Bulgaria focused on culture; Listen – structuring a sustainable business model for a social enterprise for people with hearing disabilities; Ruby Cup – validation, pricing and distribution of a product for Third World women; Endeavour – building strategy and tactics for a quick growth of international environment social enterprise – challenges for its growth.

The course is delivered by guest lecturers and social enterprises experienced professionals. The course is jointly organised by Sofia University and the NGO “Unified Ideas for Bulgaria”.

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Best Practice VIII

Practice: Business Investment Competition	University of Texas at Austin	
Summary: A competition where students generate ideas that may lead to business plans that can be awarded cash prizes.		
Objectives:	<ul style="list-style-type: none"> ✓ Foster the business ideation process ✓ Provide motivation for boldness ✓ Connect students to funding process ✓ Facilitate actual financing of start-ups 	

The business investment competition is a practice whereby a community of entrepreneurial educators challenges students to generate start-up business ideas and work to develop them into a business model, strategy, model, pitch, and business plan. Support is provided along the way and is successively increased throughout the process, based on the tiered successes of the competitors.

Competitions are designed to foster the process of launching a business by accentuating the ideation process and the development of realistic business plans. The actual competition event can either involve submission of documents or the presentation of a business plan pitch to a panel of reviewers. The difference between typical “business plan competitions” and the business investment competition is that the idea and fundability is emphasized more than the development of the idea.

A great example of this concept is put together by the McCombs School of Business at the University of Texas at Austin. Although formerly known as Moot Corps™ Competition (13), the “Texas Venture Labs Investment Competition” is one of the annual highlights for the business school each year. In this major competition, between 20 and 25 teams follow the process to compete for both cash and other prizes. The competition is open to any graduate student from the University of Texas system that is has decided to start the process of actually launching a business. Upon the completion of the competition, selected winners are awarded one-on-one consulting services from the director of the John Brumley Texas Venture Labs, Rob Adams. The stated goal of VLIC is “to teach students how to get operating companies off the ground”. Many competing participants are those who have been through UT Austin’s “New Venture Creation” course at, and this is a key motivator for students completing that program.

Other similar events are conducted with specialisations in specific areas. For instance, technology-focused entrepreneurship is facilitated by the Idea to Product UT Austin Competition, a student-run alternative that is open to all UT Austin students, regardless of level or academic discipline. A panel of judges select ideas that have been created and developed by students’ teams. Selections are made with a focus on what is unique and innovative, and those selected are awarded prizes (14).

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Best Practice IX

Practice: Business Plan Competition		Temple University	
Summary: Students write business plans for start-up concepts and those plans are evaluated by academics, businesses, and financiers.			
Objectives :	<ul style="list-style-type: none"> ✓ Create venue for business plan evaluation ✓ Compete for cash financing awards ✓ Provide a fun environment that reinforces entrepreneurial confidence ✓ Give feedback on business plans to competitors 		

In the business plan competition, an opportunity is provided for students to generate a traditional business plan and submit it for consideration. Typically, this is a self-directed effort of planning and development by a student or a small team of students. The competition serves to both motivate and supply meaningful rewards for the creation of actionable business plans. A wide range of business plan competitions are available (14), some specializing in under-represented entrepreneurship groups. Hosted by incubators, universities, chambers of commerce, and financing groups, the idea is to provide feedback and rewards for great ideas, encouraging would-be entrepreneurs.

The Be Your Own Boss Bowl® is an annual competition provided by the Innovation & Entrepreneurship Institute at Temple University. According to the competition website, the goal of the competition is “encourage Temple students, alumni, faculty and staff to discover all aspects of entrepreneurship, networking and how to write strategic business plans” (15). The IEI provides workshops designed to help BYOBB participants become ready for the challenge. Prizes vary each year, but the 2017 grand prize is \$40,000, augmented by professional consulting services and admission to the IEI accelerator program. This year, there are a total of 14 finalist groups in competition for a total of \$180,000 in cash prizes with an estimated \$20,000 to \$40,000 of supporting services.

A similar program that is offered by Temple in is the Innovative Idea Competition, a program that is more focused on the innovative products, technologies, and services of the start-up idea than the plan itself. Unlike BYOBB, ideas that would lead to a non-profit enterprise are also eligible to compete. For this competition, the initial stage is submission of the plan, followed by a live pitch of their ideas to judges. The best plans are awarded up to \$2,500 award augmented by the opportunity to present their idea to an early stage angel investor and a business accelerator. Both of the competitions we have described are limited to members of the Temple community, but students, faculty, staff, and alumni are all eligible to compete. The competition is organized by track, and undergraduate, graduate, social innovation and urban health concepts are all represented in the award process (16).

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Best Practice X

Practice: One-on-one mentoring		Cambridge Judge School of Business	
Summary: A one-on-one relationship is developed and fostered between a mentor and a student that is learning entrepreneurship.			
Objectives :	<ul style="list-style-type: none"> ✓ Develop a direct personal relationship ✓ Facilitate the belief that the student has what it takes to be a successful entrepreneur ✓ Provide individual assistance, support and advice 		

Entrepreneurship provides a unique set of challenges that most would-be entrepreneurs are neither able to foresee or equipped to deal with. For these reasons – among many others – mentoring relationships provide a key best-practice for entrepreneurial education. Unfortunately, qualified mentors in entrepreneurship have not been easy to find for some students. Some research shows that there are three general reasons that people avoid establishing mentoring relationships: “They don’t know where to start, they’re too proud, [or] they believe it’s a waste of time” (17). An entrepreneurial mentoring program seeks to pair students with experienced entrepreneurs or former-entrepreneurs to provide knowledge, guidance, and a support structure for some of the unique challenges ahead.

Many universities are beginning to provide entrepreneurship mentorship opportunities, but a specifically successful European program is that of The Entrepreneurship Centre at Cambridge Judge Business School. The program has a goal to provide inspiration, encouragement, and research in entrepreneurship. The Centre provides mentorship that encompasses the full entrepreneurial lifecycle – beginning with the empowerment of the aspiring entrepreneur and up to the creation and launch of the new venture. The relationship is encouraged to continue until as the enterprise grows from small to medium size and possibly beyond.

The mission of the Entrepreneurship Centre is to support the University’s entrepreneurial talent development as well help commercialisation of new ideas. It also aims to enhance the development of management capacity of the entrepreneurial ecosystem associated with Cambridge, create thought-leadership, and elevate the University of Cambridge as a global leader in knowledge and education for entrepreneurship. To achieve these goals, the Centre provides a number of critical resources for entrepreneurs, including knowledge-education, experience-education, access to investors, and their flagship mentoring program (18).

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Best Practice XI

Practice: Business Investment Competition	University of Texas at Austin	
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Best Practice XII

Practice: Innovation Challenge	Paris School of Business	
Summary: Local businesses engage by providing real-world solutions to a real-world innovation problem facing the business		
Objectives :	<ul style="list-style-type: none"> ✓ Practice innovation techniques ✓ Meet and network with local business leaders ✓ Opportunity to win prizes based on performance ✓ Possibility of startup funding for best solutions 	

An entrepreneurial Innovation Challenge (19) is organized each year by the business school. The aim of these challenges is to generate an opportunity for students to develop their skills for innovation, creativity and teamwork. Each year, problems that are currently being faced by actual businesses are presented through an online platform and addressed by a team of students from participating schools. Typically, five practical cases proposed are presented, representing actual problems being faced by the companies.

Teams are made up of a maximum of six (6) students, who must be registered through the online platform. In recent years, students from universities in France, Germany, Spain, Peru and the United States have all participated in the innovation challenge. Working within cross-disciplinary teams made up of students from different schools and different nationalities, students were challenged to work in an international business environment.

During the challenge day, students had to create an innovative project from A to Z: brainstorm for ideas, implement strategy and make an online ‘pitch’ of their project explaining how it responds to the company brief. Throughout the challenge, impartial coaching is made available from the faculty of the school and other volunteers from the business community.

While each year is different, the timeline typically follows a similar pattern. In 2015, for example:

- January 12: launch by the PSB of the contest for Latin America;
- January 12 to 29: registration of the teams in the platform and work on the proposal;
- January 29: presentation of the teams and description of their projects and business plans;
- January 29 to February 15: analysis of the projects by the jurors and provision of feedback;
- February 15 to March 15: work by the teams to improve their projects as requested by the jurors, and resubmission of the proposals.

The juries selects the most innovative projects to be pitched to the upper management team of the companies, and that upper management team selects final winners. For each of the five proposed cases, at least one winning team will be awarded a prize. The prizes are varied, but consist of such things possibilities as trips, I-pads and up to \$500,000 euros to finance their start-up!

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Best Practice XIII

Practice: The Handipreneur Project	Paris School of Business	
Summary: The Handipreneur project: a unique action, involved actors: to support entrepreneurs with disabilities in the creation of their entrepreneurial project.		
Objectives :	<ul style="list-style-type: none"> ✓ Entrepreneurship of disabled people ✓ Business modelling ✓ Support entrepreneurship 	

The Handipreneur Project was born from a major investigation!

At present, it is very difficult for people with disabilities to be supported effectively in their business start-up projects, for two main reasons:

- Very few "traditional" organizations give their confidence to the handicapped. The latter made very difficult access to the help of experts in creation and financing.
- Support for persons with disabilities a discipline that requires a particular level of listening and understanding.

We wish, through The Handipreneur Project, to remedy this situation to create a ecosystem favorable to Handipreneurs.

Entrepreneurship is therefore used as a psychological tool to regain a certain self-confidence. At the same time, once the person with a disability is immersed in the entrepreneurial experience, then the degree and nature of self-esteem improves and fosters greater self-confidence. Finally, it seems that disability is the best means of social and economic integration. This would explain the influence of entrepreneurship on the perceived health of people with disabilities.

It is the "salutogenic" dimension of entrepreneurship for this category of the population, as Olivier Torres points out in his work on the health of leaders. Disability has a number of advantages in that it allows them to get out of the disease pattern and thus gain power over this disability situation. This form of challenge, of revenge, will allow them to be accomplished on a personal level. Ultimately, this would allow disabled people to assert themselves as an "active actor".

Video: <https://www.youtube.com/watch?v=hMosXiJBoyo>

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Appendices

Appendix I: GUIDE DES MEILLEURES PRATIQUES POUR L'ÉDUCATION À L'ENTREPRENEURIAT IO3 (French version of IO III)

Appendix II: UZŅĒMĒJDARBĪBAS IZGLĪTĪBAS LABĀKĀS PRAKSES PIEMĒRU ROKASGRĀMATA (Latvian version of IO III)

Appendix III: РЪКОВОДСТВО С НАЙ-ДОБРИ ПРАКТИКИ ЗА ИЗУЧАВАНЕ НА ПРЕДПРИЕМАЧЕСТВО (Bulgarian version of IO III)