



IO5 – T2: Learner's Guide



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1. Executive Summary

The RE-ENTER guides are designed to develop targeted guidelines, manuals, recommendations and supporting material to assist the wider take-up and roll-out of the project. The guides aim to contribute to overcoming the barriers to entrepreneurs 45+ development and address how to use the RE-ENTER programme and approach to do so.

The following guides will be developed for different stakeholders:

- RE-ENTER Interactive workshop and experience guidelines: Aimed at entrepreneurial development organisations and institutions providing entrepreneurial training, this guide gives them the knowledge and insight on the implementation of interactive workshops and experience to underpin the entrepreneurial development of unemployed and workers 45+. The personalised approach and interaction with the target group needs to be adapted to their characteristics and circumstances, belonging to a specific (and on many occasions demotivated or disillusioned group) the workshops need to be highly customised.
- RE-ENTER Learner's Guide is developed in order to support the learners, and aims to advise on how to use and take maximum advantage of the RE-ENTER e-learning platform. It includes an FAQ area where learners can find support and get answers on questions, or raise new questions.
- The RE-ENTER online mentoring and coaching guide for unemployed and workers 45+ aims on the one hand to existing entrepreneurs that are interested in becoming a mentor/coach and on the other to those entrepreneurs interested in becoming a mentee or receive coaching. The guide explains them what mentoring and coaching is, what it implies and the specifics of online activities in the field. It provides the rights and obligations and describes the deontological code that runs the activity. The final part of the guide is dedicated to those stakeholders that are interested in promoting such an activity for the specific target of the project. The guide indicates how to do it in an adequate and cost-effective manner.
- The RE-ENTER online cooperation guide, which focuses on the principles and the good practices related to entrepreneurial cooperation. It addresses issues related to the identification of relevant business partners; how to negotiate cooperation agreements but also on issues such as joint development of products and services and the options for cooperation which can be used. The guide will have examples and practices. It includes a chapter aimed at business support organisations on how to support and encourage this type of cooperation. Specifics of cooperating on-line are also addressed.
- The RE-ENTER Policy brief - guide aimed at policy makers, based upon the research done in the project, in which the lessons learned are extracted and translated into concrete ideas and steps for development of policies and public support programmes for older unemployed and workers, interested in becoming an entrepreneur, and running a growing business. It pays attention to issues on how to motivate and engage them and how public employment services can play a role in this.

The present document is thus part of a wider set of guidelines within RE-ENTER.

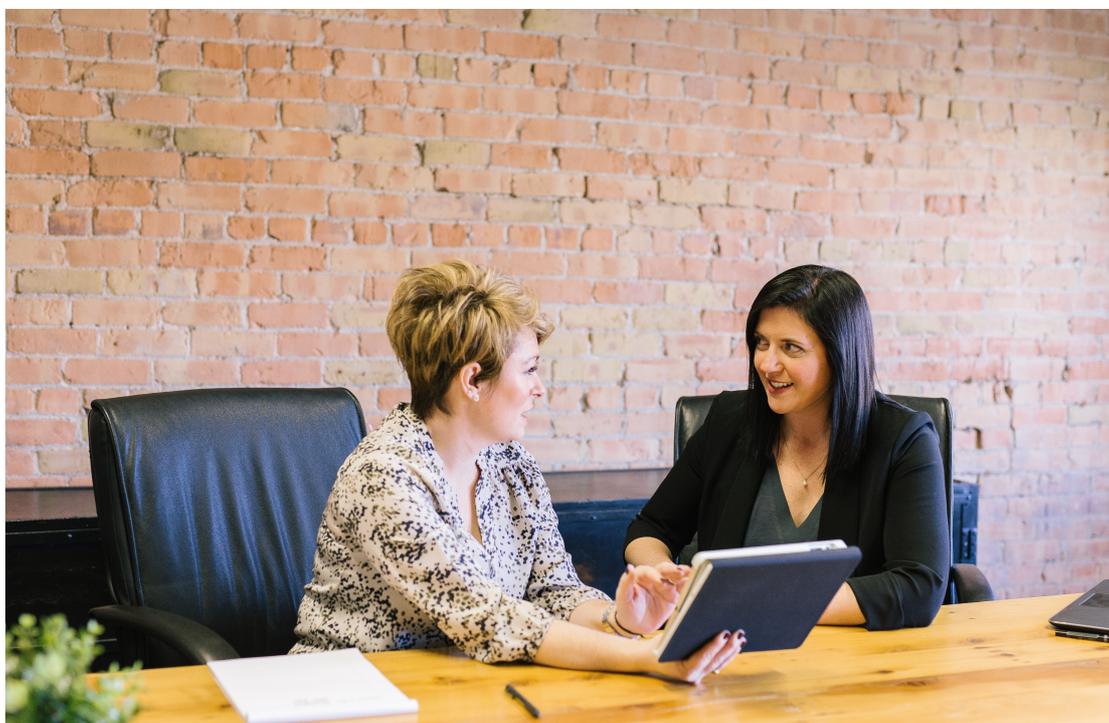
2. For Whom

The specific guide is created for the Re-Enter learning space learners and aims to advise them on how to use and take maximum advantage of the RE-ENTER e-learning platform. Additionally, the objectives of the Learner's Guide are to a) to present methodological guidelines to learners that are going to undertake the Re-Enter on-line course, b) to support learners in the learning process and finally c) to advise on how to use and take maximum advantage of the Re-Enter e-learning space.

Re-Enter online training has been designed specifically for learners that are 45+ taking into consideration their learning style and preferences. With its beautiful and intuitive design and easy to use features the online environment is the perfect solution for 45+ potential entrepreneurs' people that want to acquire the needed skills and knowledge so to create a new and sustainable business.

Because the project consortium wanted the learners to make the most of their Re-Enter experience, especially when they are just starting out, the specific guide had been created to help them learn how to navigate to the course in an easier and more effective way. The guide covers topics such as: navigating in Re-Enter online environment, the evaluation methodology, the different sections of the Re-Enter training approach, etc

The learners through the Re-Enter online environment will increase their knowledge, skills, self-confidence, motivation and inspiration to be an entrepreneur and to develop an initiative which is sustainable in time, reducing the risk of failure.





3. Introduction

1.1. Why RE-ENTER?

According to Entrepreneurship 2020 Action Plan, to bring Europe back to growth and higher levels of employment, Europe needs more entrepreneurs. It confirms once more that one of the most important factors for success of a start-up is the entrepreneurial knowledge, skills and will of its founder or entrepreneurial team. RE-ENTER addresses the needs of entrepreneurs 45+ for improved entrepreneurial skills and support, in different phases of entrepreneurial venture - from developing business idea and plan, to establishing a company and during its first steps in the market, and taking full advantage of intergenerational learning through interaction with young entrepreneurs. "Older workers have a wealth of skills and experience, e.g. 400,000 unemployed over 45 have on average around 25 years of experience each, we are missing out on 10 million years of experience." These wealth of skills and experience that are not only beneficial to the economy but will help teach the next generation of workers.



The 45+ entrepreneurs have good knowledge on their sector and relevant expertise in their line of work, they lack the specific skills and knowledge on starting and running a successful and sustainable business, so they need more exposure to entrepreneurship, they have the skills and experience to make a

success of their new enterprise and, more importantly, this in combination with their maturity can reduce the risk of failure.

Core analysis of the current education programs have been made and conclusions are:

1. Two different type of efforts concerning entrepreneurship education can be identified, one as an entrepreneurship education targeting participants of HE studies, second effort can be identified as an entrepreneurship training targeting potential and practicing entrepreneurs,
2. Many entrepreneurial support and training programmes exist; however, their main focus is on younger entrepreneurs with higher education levels,
3. Training programmes on the topic embedded in existing VET cycles and HE studies only address their students not people who are at work or unemployed
4. There is bias towards start-ups and technology-intensive entrepreneurs in most programmes
5. There is a complete absence of educational material RE-ENTER will provide, innovative training program customized to needs of target group.

RE-ENTER - "Returning to the Labour Market through Entrepreneurship" - is an Erasmus+ project (2017-1-HR01-KA204-035423) that aims to understand of the motivation of, and the skills most needed by the potential and new entrepreneurs of above the age of 45, particularly in partner countries, and provide an answer through an Entrepreneurial Development programme fully catered for their specific needs and which offers support for development of entrepreneurial mindset, knowledge and skills, and will deliver it in a playful and effective way.

1.2. What is offered?

RE-ENTER has designed and developed a new Entrepreneurial Development Programme, based upon a sound needs analysis and the elaboration of Entrepreneurial Development Practices for unemployed and workers 45+. The programme is embedded in an innovative and inspiring learning environment through ICT which includes creativity exercises, diversity management and other tools; providing direct and virtual networking opportunities to starting entrepreneurs. Motivational aspects are addressed, with the aim customizing the programme for the different motivations of the target group.

1.3. On what is this approach based?

The 'RE-ENTER - *Entrepreneurship is a mindset*' training course, a flexi-time course delivered through e-learning as a training delivery method. The course duration is approximately 8,5 hours (only modules, without additional materials). The course consists of 6 modules. All modules all structured in the same way. They start with a short introduction on the topic of the module including the objective and expected learning outcomes. Then the main part: the module content supported by practical examples. Every module is also accompanied with extra materials, those being:

- a) **Case studies:** Examples within the module topics, that are about companies who faced certain problems and ways they have solved it.
- b) **Self-assessment quiz:** After each module, the learner can take a quiz with 10 multiple choice questions, where they can test their gained module knowledge.
- c) **Book recommendation from RE-ENTER Book Club:** Partners of the project have created a Book Club with recommendations of books that would be a valuable addition to the learners who want to deepen their

knowledge on particular subjects. Learners are also welcomed to share their own recommendations, that will be later on added to the Book Club.

- d) **Assignments within the Log Book:** Since the online course is meant to offer foremost practical knowledge to the learner, we give them a chance to already think about their own future business venture through various assignments, that will help him to set up a business.

4. The Online Re-Enter Experience

1.4. Portal

The **Re-Enter** portal is the first thing you see when you will visit [the online learning environment](#). It provides an overview of the most important information about the site such as the course catalog, search area, the option to log in or sign up for an account, information about the project itself and the different languages the course is available.

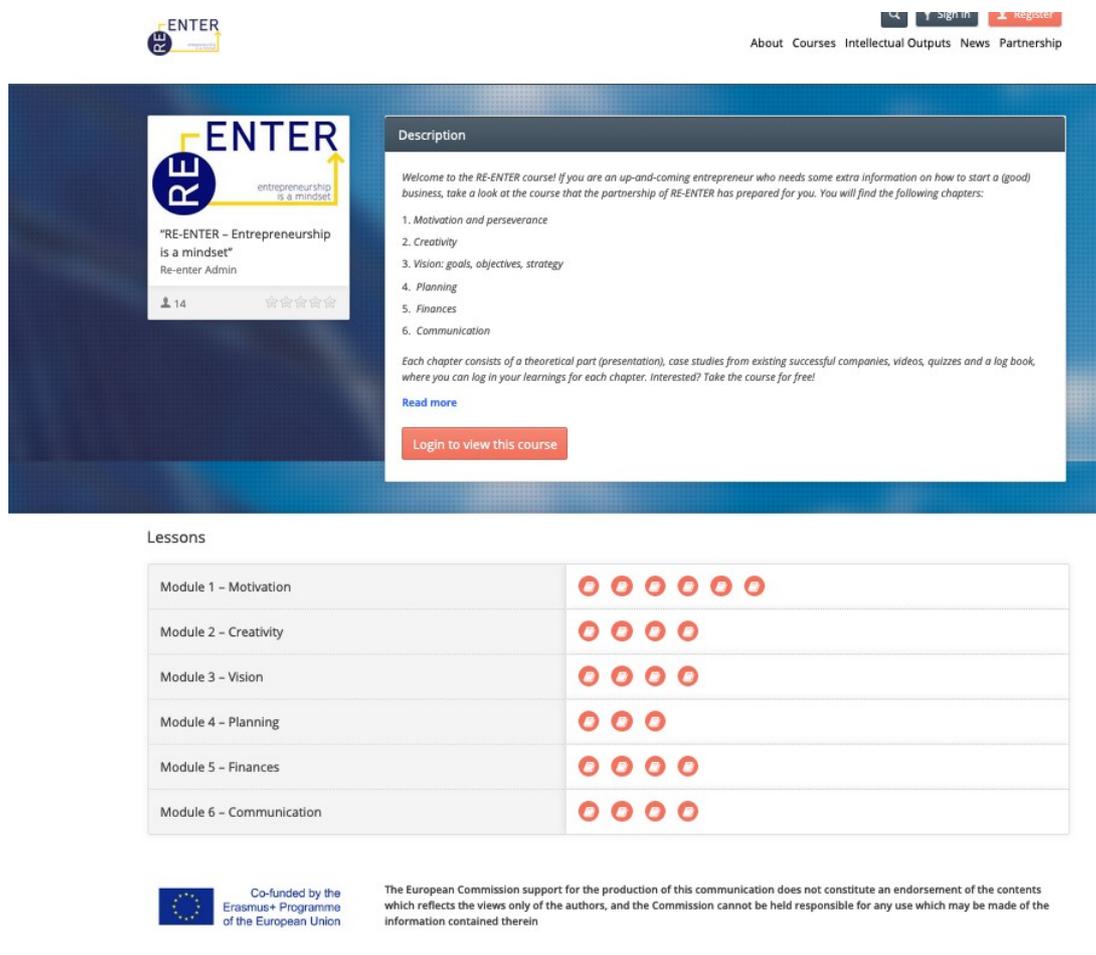


Figure 1: The Welcome Page

By pressing the [read more](#) link you, the whole course description opens in a new tab, through which you could have a full overview of the different modules of the course, the pedagogical approach adopted and the key learning outcomes. Additionally, you can get specific information for each lesson including the objective of each one, the expected learning outcomes as well as the competences and skills that you will gain and the estimated completion time. Once you decide which lessons you want to see or if you want to go over the whole course you could press the [Login button](#).

1.5. Login

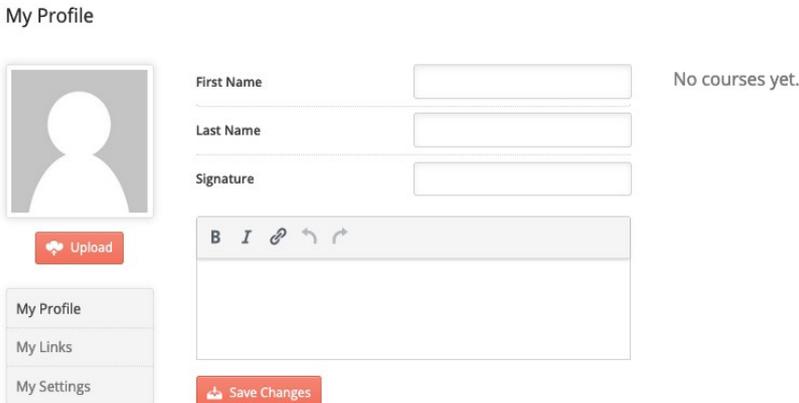
After pressing the login button, the learner will be directed to the screen below at which will be asked to enter his/her email along with a desired password.



The screenshot shows a 'Sign In' form with two input fields: one for an email address (displaying 'xxxxx@xxx.com') and one for a password (displaying '*****'). Below the fields is a red button with a key icon and the text 'Sign In'.

Figure 2: Login Screen

Once connected you will be redirected to fill in a sign-up form.



The screenshot shows a 'My Profile' section. On the left is a profile picture placeholder with an 'Upload' button. To the right are input fields for 'First Name', 'Last Name', and 'Signature'. Below these is a rich text editor with icons for bold (B), italic (I), link, unlink, and undo. A 'Save Changes' button is at the bottom. On the far right, it says 'No courses yet.' A sidebar on the left contains links for 'My Profile', 'My Links', and 'My Settings'.

Figure 3: Sign-Up Form

1.6. RE-ENTER Online Course

After pressing the save changes button, press on the top right side of the online environment the Courses link and then press on the **RE-ENTER - Entrepreneurship is a mindset** image.

COURSES



Figure 4: The RE-Enter Course Entry Point

1.7. Navigation

The home page is the first page you see when you log in to your account. The default landing page is divided on two main sections, the user profile info (left side) and the courses that you are registered, in the specific case the Re-Enter course (right side).

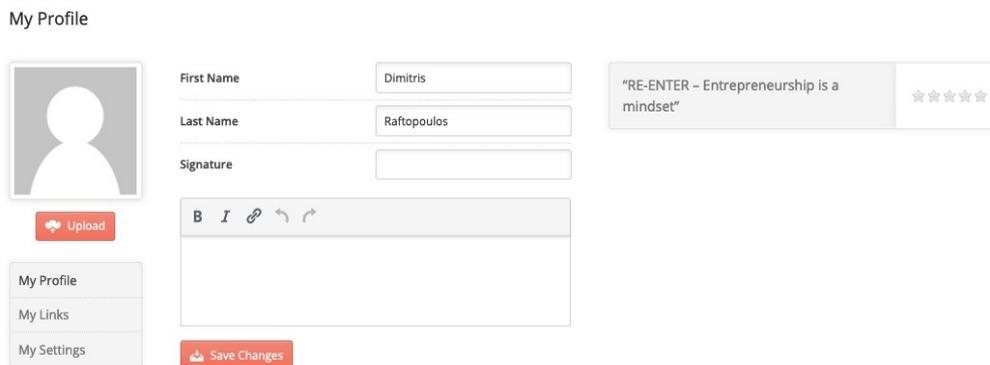


Figure 5: Home page

After clicking the course link, you will be redirected to the course dashboard.

1.8. Course Dashboard

Usually at the Dashboard you can see an overview of lessons, the other users already registered at the course and the different sections included in every lesson. At the description section you can find all relevant and useful information and at the lessons section there are specific buttons that could redirect it you either to the Module Presentation, the related cases studies for each Module and finally the Logbook. Remember that you can take the course in any order you may like and feel.

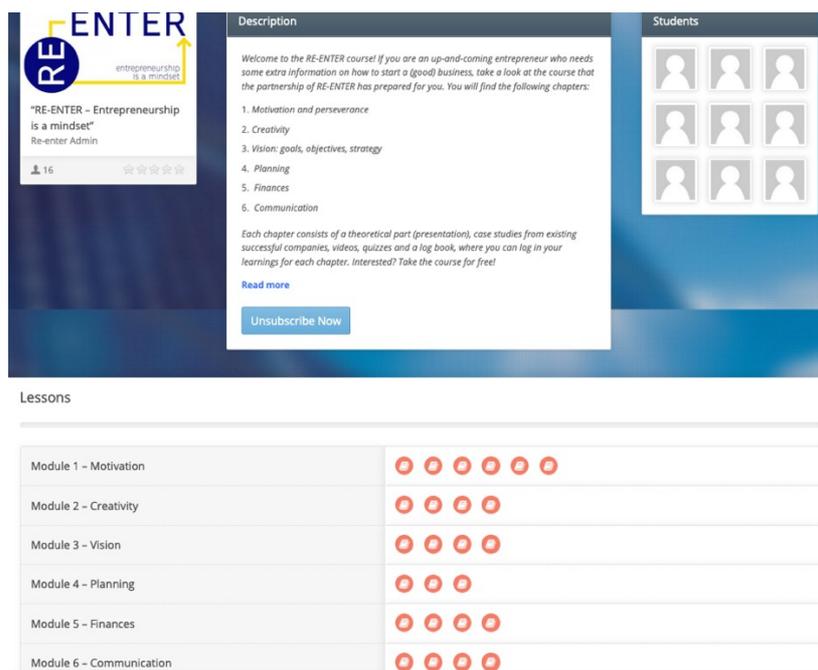


Figure 6: Course Dashboard

1.9. The Lessons

After entering through the main screen to a specific lesson, the lesson dashboard opens that is divided into the following sections - Module Overview - Attachments- The other Modules Section and finally the Quiz Section.

The left side **Module Overview** contains all the information for every lesson so that you can know in advance what you will learn, the objective, its duration, etc

The **Attachments Section** contains all relevant files of the lesson: The lesson itself in pdf format, the case studies related to the lesson and the personal logbook at which you can keep notes.

The **Other lessons** section gives you quick access to the rest of the dashboards of the other lessons of the course.

Finally, the Quiz Section (top right side within the lesson) - **Take a Quiz** once pressed, directs you to answer the multiple-choice questions of the quiz. After pressing the **complete button**, the learning environment indicates your percentage of correct answers. The quiz you can take it as many times as you want and can go back to the presentation to revisit specific sections of the lesson.

Module 5 – Finances

Navigation icons: back, forward, close, and a red 'Take a Quiz' button.

MODULE 5	FINANCES
Introduction and units	<p>When you start your own business, besides how good is the idea upon you which you will build upon, the second most important element is the financial one, since it is at the heart of running a business successfully. Being able to perform a solid financial management it is extremely important because it affects every angle of your business, from managing your cash flow to being able to monitor the business performance of your company, to how you will grow your business and being ready to grab the opportunity when it arises. Throughout this module you will be able to understand the key factors that will affect your business from a financial point of view. Module 5 is divided into the following 6 units:</p> <ol style="list-style-type: none"> 1. Financial management 2. Financial mistakes 3. Cashflow management 4. Taxation & Planning 5. Debt collection 6. Access to capital
Objective	The objective of this module is to understand how financial management will become a tool in your hands to help your business, while at the same time to help you gain the financial capabilities you need in order to run your business successfully.
Expected learning outcomes	<ul style="list-style-type: none"> • Understand what Financial Management is and also cash flow management • Recognize the most common financial and accounting mistakes • Learn how to collect if they owe you • Understand how to prevent yourself from a financial disaster
Competences and skills	<ul style="list-style-type: none"> • Be able to make your own financial management • Be capable to perform a cash flow management • Know how to access extra money
Self-assessment	Yes
Case studies	CS1 – Smarthinking CS2 – Sign time
Estimated completion time	90 min

Attachments

- Finances presentation
- Case Study - Smarthinking
- Case Study - Sign Time
- Log book - Finances

Lessons

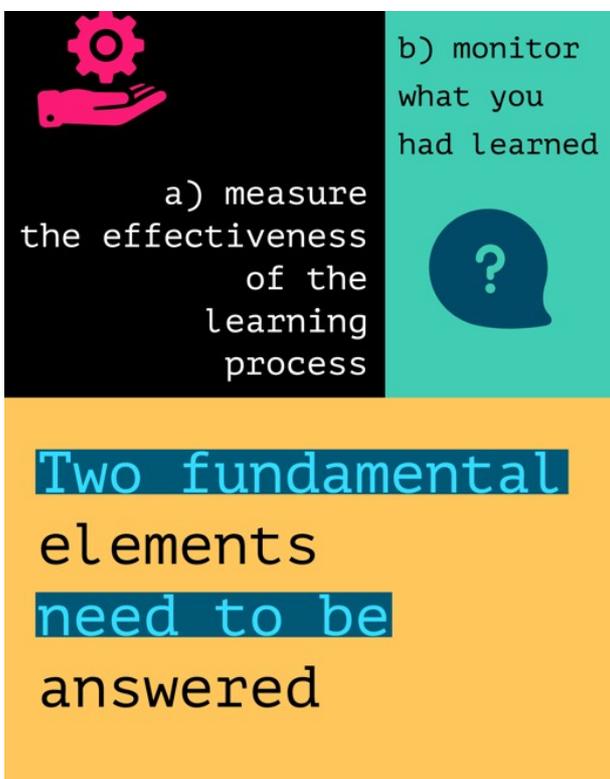
- Module 1 – Motivation
- Module 2 – Creativity
- Module 3 – Vision
- Module 4 – Planning
- Module 5 – Finances**
- Module 6 – Communication



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Figure 7: Lesson Dashboard

5. Evaluation process



a) measure the effectiveness of the learning process

b) monitor what you had learned

Two fundamental elements need to be answered

In any online learning platform, there are many ways which can be used in order to evaluate the results. Regardless of the style and approach it will be used to measure the learning result (in the Re-Enter case are used 4 different methods), the following two fundamental elements need to be answered through the evaluation process: a) monitor what you had learned and b) measure the effectiveness of the learning process.

For the Re-Enter evaluation methodology, based on the learner's characteristics, the one that fits best the learning style adopted is the **self-reflective approach**. The specific evaluation methodology was adopted, because through it learners become more responsible for their own educational growth; more reflective, autonomous, motivated, and effective. Also, according to Kulm, 1994¹ "*Self-assessments improve*

communication because learners become aware of areas in which they are having difficulties and are better able to articulate their needs". Taking into consideration that the learner should be able to communicate their business idea to the potential clientele or funder, this method is helping them to increase their communication skills in an indirect way.

The Re-Enter self-assessment instrument consists of **multiple-choice tests** (self-assessment quizzes) that are located at the end of each module and help the participants to reflect about his/her level of new knowledge and help them feel more confident about the newly acquired skills. Reading the results of the answers, the participant is fully able to evaluate his/her level of understanding and knowledge in a specific topic and take decisions about going back to the module or consider if he/she has achieved the objectives of the learning section.

The second method used are the **Log Books** with assignments corresponding to the modules. An log book or portfolio can be described as "a purposeful compilation and reflection of one's work, efforts and progress" (Bhattacharya &

¹ Kulm, G. (1994). Mathematics assessment: What works in the classroom. San Fran-cisco, CA: Jossey-Bass.

Hartnett, 2007)². Barrett & Carney (2005)³ also state that “a critical component of an educational portfolio is the learner's reflection on the individual pieces of work (often called "artifacts") as well as an overall reflection on the story that the portfolio tells”. E-portfolios, on the other hand, provide a web-based space where learners can demonstrate their development of expertise in a wide range of skills and knowledge. As there are many types and purposes for portfolios, for this project we decided to develop a type of portfolio that is a combination of a constructivist-type portfolio and positivist-type portfolio. A portfolio for demonstrating learning and reflection is a constructivist-type portfolio which shows growth and development over time, in contrast to a positivist-type portfolio which contains candidate's 'work' considered representative of knowledge and understanding for assessing learning outcomes, using data to report learning outcomes across users, contexts, and purposes (Paulson & Paulson, 1994)⁴. As our aim is to empower learners to self-reflection and in the same time we need to evaluate the learner's learning outcomes, we decided to develop a mixed type for the lessons logbooks. Using the above approach, the learner's after filling out the Log Book, they will have a document available with already established information about their new potential business venture.

The third method are the **Case Studies**. Case studies depict real-life situations in which problems need to be solved. Scenario-based teaching may be similar to case studies, or may be oriented toward developing communication or teamwork skills. Both case studies and scenarios are commonly used methods of problem-based learning. Typically, using these methods, teachers aim to develop student reasoning, problem-solving and decision-making skills (Tunny, Papinczak & Young, 2010⁵; Bloomfield & Magney, 2009⁶). Case studies are considered an extremely effective and efficient tool when used in a learning process because they:

² Bhattacharya, M. & Hartnett, M. (2007). E-portfolio Assessment in Higher Education. 37th ASEE/IEEE Frontiers in Education Conference October 10 - 13, 2007, Milwaukee, WI

³ Barrett, H. (2000). Electronic Portfolios = Multimedia Development + Portfolio DevelopmentThe Electronic Portfolio Development Process. Retrieved from <http://electronicportfolios.com/portfolios/EPDevProcess.html#ben> (10/07/2019)

⁴ Paulson, F. & Paulson, P. (1994). Assessing portfolios using the constructivist paradigm. Paper presented at AERA, New Orleans, ED376209

⁵ Tunny, T, Papinczak, T. and Young, L. (2010). Student perceptions of PBL tutor performance: A longitudinal cohort study, Focus on Health Professional Education: A multi-disciplinary journal 11(3), 74-84

⁶ Bloomfield L. and Magney, A. (2009). Does Facilitator Expertise Matter? A Perspective from Scenario-Based Learning Question. Focus on Health Professional Education: A multi-disciplinary Journal 10(3), 12


 CASE
 STUDIES

engage
 facilitate
 allow
 enable

- engage learners in reflective thinking
- facilitate creative problem solving and the application of different problem-solving theories without risk to third parties or projects
- allow learners to suggest realistic and applicable solutions to problems, by already knowing the answer and thus being able to benchmark their suggestions
- enable the learner to exercise and apply the knowledge and skills acquired through the specific lesson undertaken

Finally, the last step of the evaluation methodology suggested, is the answering of the set questions presented below once the whole learning experience has been finalised. When they are answered will be able to help the learner to evaluate the overall training and the effectiveness of it:

- a) What is most important element you had learned through the process?
- b) What assumptions you had done regarding the knowledge you have?
- c) After the knowledge you had gained can you identify a profit for both you, in terms of how you will handle a situation from now on?
- d) What is the most radical thing you could do with the new knowledge?
- e) What is the simplest thing you could do with the new knowledge?
- f) What is the relationship between how things are now and how you want them to be?
- g) What would you like someone else to do differently?
- h) Why do you believe what you want has value?
- i) As an outcome of this learning experience what do you most appreciate about yourself?
- j) What could you learn about yourself from this experience?
- k) What can this experience tell you about how you 'see' the world?



GOAL: WHAT DO YOU WANT TO ACHIEVE?

REALITY: WHY IS IT IMPORTANT THAT YOU ACHIEVE THIS GOAL?

OPTIONS: WHAT OPTIONS DO YOU HAVE? WHAT ELSE COULD YOU DO?

WILL: WHAT WILL YOU DO?

The GROW Framework was originally developed in the 1980s by business coaches Graham Alexander, Alan Fine, and Sir John Whitmore. GROW is an acronym created by the first letters of **G**oal, **R**eality, **O**ptions and **W**ill. The Grow framework tries to answer the following questions:

- **Goal:** What do you want to achieve?
- **Reality:** What is the current situation?
- **Options:** What could you do?
- **Will:** What will you do?

Below is a set of questions that the learner should be able to answer on a personal level that will reveal to him/her the extent of which they had gained the expected knowledge from each lesson.

GOAL: What are you trying to achieve?

- Imagine that you have successfully achieved your goal. How will you know that you have been successful?
- What does success look like for you?; for others in your team?
- What does success feel like for you?; for others in your team?

REALITY: Why is it important that you achieve this goal?

- In summary, what are the key features of the current context that prompted the setting of this goal?
- Who else is involved and what are their views?
- What has already been done and what has the impact of this been?

OPTIONS: What options do you have? What else could you do?

- If you asked a 'wise friend' what would they advise you to do?
- If you had absolutely no constraints - of time, money or power - what would you do?

WILL:

- You have just recorded a set of options. Please rate them from 1-10 according to how attractive they look to you.
- Now from the above list, which you think you should go after? For each one that you will choose please write down that you need to follow
- For each task and activity of the above please set a deadline and identify which of these can't be done by yourself. From them that you need help/support from others identify the help that you need
- What will happen if you don't address one of the issues already identified?

6. Book recommendation from RE-ENTER Book Club

Partners of the project have created a Book Club with recommendations of books that would be a valuable addition to the learners who want to deepen their knowledge on particular subjects. Learners are also welcomed to share their own recommendations, that will be later on added to the Book Club.

The partnership had decided to create the Book Club due to the following reasons:

- a)** Help the learners get extra knowledge that will help them achieving in their new endeavour
- b)** Help the learners brain stay sharp
- c)** Help them to have a stress relief activity during the stressful period of creating a business
- d)** Help them boost their creativity
- e)** Help them boost their confidence and believe more in themselves



All of the above are extremely important for the specific target group, since creating a new business in the age of 45+ needs a specific mindset and skillset. More in detail:

Help the learners brain stay sharp:

Regardless of your age, reading helps to sharpen your brain. Reading a book, according to a research in 2013⁷, effectively produces real brain modifications that can last for several days.

⁷ Berns Gregory S., et al., "Short- and Long-Term Effects of a Novel on Connectivity in the Brain," *Brain Connectivity*, December 2013; 3(6):590-600, <http://online.liebertpub.com/doi/abs/10.1089/brain.2013.0166>.

Results of the study showed that the brains of the participants showed increased connectivity in the left temporal cortex, the area associated with language, the morning after reading the book pages. The scans also showed changes in the part of the brain associated with the primary motor region of the brain—the part associated with physical movement.

“The neural changes that we found associated with physical sensation and movement systems suggest that reading a novel can transport you into the body of the protagonist,” Berns said. “We already knew that good stories can put you in someone else’s shoes in a figurative sense. Now we’re seeing that something may also be happening biologically.”

Help them to have a stress relief activity during the stressful period of creating a business⁸:

Book clubs also promote reading more, and reading decreases stress levels on its own. Even six minutes of reading, according to a 2009 research, can decrease stress levels by more than two-thirds (68%). And it seemed to work better and quicker, at least in this research, than listening to music, going for a stroll or having a good cup of tea. Lead researcher Dr. David Lewis stated: *“Losing yourself in a book is the ultimate relaxation. This is particularly poignant in uncertain economic times when we are all craving a certain amount of escapism.”*

Help them boost their creativity:

The whole essence of creativity is about making new connections and creating fresh links, and book clubs can be a key element in achieving that. Listening to the opinions of others, characteristics, and settings, you are likely to think about things you wouldn't have been thinking about before. A research in 2013, showed that more creative intellectuals were individuals who were frequent readers, so if you're reading you're already promoting creativity.

Help them boost their confidence and believe more in themselves:

John Coleman, co-author of the book *Passion & Purpose: Stories from Best and Brightest Young Business Leaders*⁹, says in his article on Harvard Business Review that book clubs can make you more comfortable in professional debates: *“While there are countless articles on better conversations, the best and surest way to be a good conversationalist who’s able to engage on substantive issues is to practice. Book clubs offer a safe space outside your professional environment to engage on content in discussion and learn to converse more productively with others.”*

The full range of the suggested books can be accessed through <http://reenter.eu/book-club/>

⁸ “Reading Can Help Reduce Stress,” *Telegraph*, March 30, 2009, <http://www.telegraph.co.uk/news/health/news/5070874/Reading-can-help-reduce-stress.html>.

⁹ COLEMAN, J., GULATI, D., & SEGOVIA, W. O. (2012). *Passion & purpose stories from the best and brightest young business leaders*. Boston, Mass, Harvard Business Review Press. <http://www.books24x7.com/marc.asp?bookid=45566>.

7. Concluding Remarks

During the forthcoming years Europe will face a phenomenon of increasing the entrepreneurial activities of entrepreneurs 45+. Several Member States had taken such actions and it is agreed that the promotion of entrepreneurship in older age segments is a prospective policy option to prolong the working lives of older people, reduce older-age unemployment, increase the social inclusion of older individuals (Kautonen et al., 2008) and, to a lesser extent, enhance the innovative capacity of the economy by employing the human and social capital of mature individuals through new innovative start-ups (Botham and Graves, 2009).

Social innovation in senior entrepreneurship fulfills apart from economic and financial sustainability several other roles for senior entrepreneurs and provides a key tool for improving for entrepreneurs 45+ their well-being and quality of life. The three areas identified as new added value for entrepreneurial activities of this target group are:

- (i) decreasing social isolation and exclusion,
- (ii) increasing self-confidence and empowerment and
- (iii) providing new skills, knowledge and experience so that they can become an asset in any setting (either to launch their own businesses or apply for new employment).

This tendency has also been confirmed by Justyna Stypanska, Annette Franke, Janina Myrczik, in "Senior Entrepreneurship: The unrevealed driver for Social Innovation", *Frontiers in Sociology*, 24 April 2019, Berlin.