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SUSENT

Digital Education Toolkit

Co-funded by the European Union

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I. First Section: Introduction to the Educational Toolkit

1. Introduction

The "Digital Educational Toolkit" is designed to equip youth workers, teachers, and trainers with the necessary tools, methodologies, and non-formal educational (NFE) content to strengthen entrepreneurial thinking among young people, particularly regarding employability and business creation. The primary purpose of this toolkit is to provide practical guidance and educational strategies that encourage creativity, critical thinking, and innovation, empowering youth to explore entrepreneurship as a viable career path, specifically within the handmade cosmetics industry.

Recognizing the unique needs of youth workers, teachers, and trainers, this toolkit is crafted to support individuals who are guiding young people through their entrepreneurial journey. Whether you are a youth worker in a community setting, a teacher in a formal classroom, or a trainer facilitating workshops, the toolkit offers adaptable content to suit different educational environments. It responds to the demand for more dynamic, engaging, and relevant training materials that foster hands-on learning, critical problem-solving, and sustainable business practices.

At the heart of this toolkit are three key focus areas:

1. **Work-Based Learning (WBL):** Practical, real-world experiences that integrate education with the workplace, providing young people with the skills and confidence needed to succeed in their entrepreneurial ventures.

2**. Blended Learning:** A hybrid approach that combines traditional in-person training with digital tools and resources, ensuring flexibility and accessibility for both educators and learners.

3. **Climate Change and NFE Models:** This toolkit strongly emphasizes sustainability and eco-conscious business practices, guiding young people to create responsible and environmentally friendly ventures, particularly in the handmade cosmetics industry.

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By incorporating these elements, the toolkit aims to foster a generation of young entrepreneurs who are not only business-minded but also attuned to the changing environmental and technological landscapes. This toolkit is a comprehensive resource for educators looking to inspire the next wave of young entrepreneurs, ensuring they are equipped to thrive in a rapidly evolving world.

1.1. The Impact of This Training: Building Skills for a Sustainable Future

The **Digital Education Toolkit for Handmade Cosmetics** serves as a transformative resource for educators, youth workers, and trainers to inspire entrepreneurial thinking and sustainable business creation. The training is tailored to empower young learners, particularly women and those not engaged in employment or education, by blending theory with practice in the handmade cosmetics industry. This toolkit connects climate change awareness, entrepreneurial education, and practical application, addressing global challenges while nurturing innovative solutions.

1.2. Toolkit Objectives and Impact

This toolkit empowers youth workers, teachers, and trainers with the resources and strategies necessary to foster entrepreneurial mindsets among young people. The objectives of the toolkit can be summarized as:

1. To equip educators with adaptable, non-formal educational tools that promote entrepreneurial thinking,
2. To provide practical work-based learning opportunities, and
3. To integrate sustainability principles.
4. To bridge the gap between theoretical knowledge and real-world application, preparing young people to create and sustain successful, responsible businesses, particularly within the handmade cosmetics sector.

2. Structured Outline of the Toolkit

1- Work-Based Learning (WBL) Models

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2- Blended Learning Approaches
3- Climate Change Non-Formal Education (NFE) Models

Each section of the toolkit is designed to be flexible and adaptable, allowing educators to tailor the content to their specific teaching environments, whether working with small groups in community settings or larger classrooms in formal education. By focusing on practical, hands-on learning, blending traditional and digital approaches, and emphasizing sustainability, the toolkit offers a comprehensive framework to prepare young entrepreneurs for the evolving business landscape.

3. Innovative Teaching Strategies

The toolkit's content incorporates various innovative teaching strategies designed to engage learners, enhance knowledge retention, and foster creativity and collaboration. These strategies, which include gamification, simulations, and collaborative learning, are central to making the educational process more dynamic and effective. They can be adopted and adjusted according to the teaching environment.

3.1. Innovative Teaching Strategies

3.1.1. Gamification

Gamification involves applying game-design elements to learning activities, such as points, rewards, challenges, and competition. The toolkit uses this strategy to make entrepreneurship education more interactive and enjoyable. For instance, students can participate in entrepreneurship-themed challenges or business plan competitions where they earn points for completing specific tasks or reaching business goals. Gamification stimulates motivation and engagement by tapping into the learners' natural desire for achievement and recognition, making complex concepts more accessible and easier to grasp.

3.1.2. Simulations

The toolkit incorporates business simulations where students can role-play different aspects of starting and managing a handmade cosmetics business. These simulations allow learners to experiment with decision-making in a risk-free environment, exploring the consequences of

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various choices in product development, marketing, budgeting, and sustainability. Simulations foster experiential learning, where students gain practical insights through trial and error, which significantly enhances knowledge retention and the ability to apply concepts in real-life scenarios.

3.1.3. Collaborative Learning

Recognizing the value of peer interaction, the toolkit emphasizes collaborative learning strategies such as group projects, discussions, and brainstorming sessions. Students collaborate to develop business ideas, share feedback, and solve problems. This approach promotes teamwork, communication skills, and critical thinking while allowing students to learn from each other's perspectives and experiences. Collaboration mirrors the entrepreneurial ecosystem, where networking and partnerships are crucial to success.

These innovative strategies enhance engagement by making learning more interactive, hands-on, and relevant to real-world situations. *Gamification* keeps students motivated by adding an element of competition and reward, which increases their commitment to completing tasks. *Simulations* allow learners to immerse themselves in real business challenges, making the learning experience more memorable and practical. *Collaborative learning* enhances knowledge retention by fostering active participation and peer-to-peer teaching, as students often retain information better when they discuss and apply concepts together.

4. Exploration and Selection of Technologies

When selecting technologies for the toolkit, we considered platforms and tools that align with the goals of flexibility, accessibility, and practicality. The emphasis was placed on tools supporting a blended learning environment, where educators can seamlessly integrate online and in-person instruction. Technologies chosen for inclusion allow for easy customization, real-time feedback, and interactive learning experiences.

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- Learning Management Systems (LMS) such as Moodle and Google Classroom were selected for their ability to host digital content, track student progress, and facilitate discussions. These platforms allow teachers to upload assignments, manage quizzes, and provide feedback.
- Simulation software such as SimVenture or MarketPlace Simulations was explored for its ability to create virtual business environments where learners can practice entrepreneurship without real-world risk.
- Gamification tools like Kahoot and Quizlet were integrated to make quizzes and challenges more engaging, helping reinforce key concepts through playful competition.

4.1. Guidance on the Use of Online Platforms, Multimedia Resources, and Interactive Elements

4.1.1. Online Platforms

Educators are encouraged to use LMS platforms that support blended learning to maximize the toolkit's impact. These platforms can host instructional materials, videos, quizzes, and forums where students can interact with both peers and instructors. Instructors should create structured learning paths on these platforms, incorporating a mix of self-paced modules and interactive group activities. Weekly assignments and real-time feedback features help ensure continuous engagement.

4.1.2. Multimedia Resources

The toolkit emphasizes multimedia content, such as instructional videos, podcasts, and infographics. Video tutorials can demonstrate practical aspects of the handmade cosmetics business, such as product development or branding, while podcasts can feature interviews with successful entrepreneurs in the cosmetics industry. Infographics simplify complex topics, such as market segmentation or sustainable sourcing. These multimedia resources cater to various learning styles, making the content more accessible and engaging.

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4.1.3. Interactive Elements

Instructors are encouraged to incorporate interactive elements such as quizzes, polls, and live webinars to keep students actively involved. For instance, tools like Mentimeter or Slido during live sessions can prompt real-time interaction, while online discussion forums allow students to collaborate asynchronously. Tools like Canva or Adobe Spark can also be used for creative assignments where students design their branding or marketing materials for a handmade cosmetics line.

II. Second Section:

Content Development and Learning Goals

Detail the process of creating content for each section, including drafting guidelines, case studies, and practical examples should be stated in this section. Innovative teaching strategies that are integrated into the content development should be presented. Content of the Toolkit can be structured according to the titles listed below:

Learning Goals:

- Entrepreneurial Skills: Develop competencies in business planning, product development, and marketing.
- Sustainability Practices: Learn eco-friendly approaches to ingredient sourcing, packaging, and production.
- Critical Thinking and Application: Build problem-solving skills for real-world business scenarios.
- Digital Proficiency: Utilize technology effectively in blended learning environments to enhance engagement and outcomes.

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1. Introduction to the Handmade Cosmetics

1.1. What are Handmade Cosmetics?

Handmade cosmetics are products made from natural ingredients, in smaller quantities compared to cosmetics produced by big companies, that use synthetic and chemically modified ingredients. They are a better option for the environment and for our bodies.

1.2. History of Handmade Cosmetics

“Dating back thousands of years, the use of cosmetic products has played an important role in humans’ lives. They allowed for the enhancement of beauty, protection of the skin, care of the teeth, use of fragrance, and painting of the skin for cultural and religious purposes.” (McMullen & Dell’Acqua, 2023)

Egyptians used creams for cleansing and protecting their skin against the sun and dry climate, kohl, for their eyebrows, eyelashes and around the eyes. And they would rub their skin with scented wood soaked in perfumed oils, for spiritual reasons.

Chinese culture used herbs in their medicine. And for esthetic reasons, they started using nail polish around 3000 BC made from beeswax, egg whites, and gelatin with orchids or roses.

Indian medicine, around the same time, used sesame oil to cure skin problems and maintain its health and beauty.

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1.3. Benefits of Handmade Cosmetics

Handmade cosmetics have increased in popularity in the past few years, because their benefits became more important for consumers, in the context of climate change and how our individual actions can contribute to it. The biggest advantages when it comes to handmade cosmetics are the natural ingredients used to produce them and causing fewer side effects, according to Chen (2009). Doing less processing on the raw materials means less negative impact on the environment and using those ingredients instead of the ones the big beauty companies use may benefit the body of the consumer long term, exposing it to less chances of irritation or other side effects.

1.4. Common Ingredients in Handmade Cosmetics

There are three main categories of natural ingredients used in the handmade cosmetics industry:

- vegetable fats and oils - mostly derived from nuts, seeds and fruits
- essential oils - extracted from plants
- other plant extracts and derivatives (botanicals) - derived from processing plants, herbs or spices

Among the many benefits that these ingredients have are: less chances of skin irritation or dryness, low negative impact on the environment (when the product is washed away from the skin).

1.5. Essential Tools and Equipment

Some essential tools and equipment that you might need are: small precise scale, glass bowls, stainless steel double boiler - for melting products, glass measuring cup, glass stir rods, stainless steel mini funnels, plastic pipettes, sheet pans - for easier transfer of the products or ingredients from one place to another, electric heat gun - for preventing developing cracks or sinkholes when changing temperature for the products that turn from melted liquid to solid, like lip balm.

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1.6. Basic Techniques and Methods

The basic techniques you will need to use in order to make your handmade cosmetics are exactly as we called them: basic. If you've ever cooked in your life, you shouldn't worry about the process itself too much. The most common technique you'll need to use is melting solid ingredients in a water bath and blending them (mixing them together). Here you can find 10 products that you can choose from, with detailed explanations on how to make them.

1.7. Safety and Hygiene Practices

In the EU, it is mandatory to compile a Product Information File (PIF) for each cosmetic product you manufacture and to keep this file for inspection.

When it comes to making sure that your products are safe to use, you need to make sure you follow basic norms of keeping your working space clean and sanitized.

1.8. Understanding Labels and Packaging

One benefit of starting a small local business is that (at least in the beginning) you don't have to worry about thinking of solutions for packaging that are both environmentally friendly and safe for deliveries. You can go with glass containers that the customers can bring back for refills or return when empty.

As to labeling, you need to have this information mentioned:

- The name and address of the responsible person
- The country of origin (mandatory for cosmetic products imported into the EU)
- Nominal content at the time of packaging by weight or by volume
- Date of minimum durability
- precautions to be observed in use (warnings)
- Function/ identity of the cosmetic product, unless it is clear from its presentation/name.
- Batch number

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- The list of ingredients (INCI). May be indicated on the packaging only

And be very careful with the marketing strategy used on the labels, because there are a few restrictions about some words and phrases you aren't allowed to use, such as "heal", "treat", "restore", "paraben-free". You can read the explanation about this here.

Some more information about regulations you can find on this website, including links to lists of ingredients that are prohibited to use for making cosmetics.

1.9. Starting Your Own Handmade Cosmetics Business

Starting your own business can seem scary, but taking it step by step can make the journey more enjoyable and remind you why you started. Also, before you hurry to order the ingredients and the equipment that you need, it would be a good idea to start with some planning and research.

Here are some initial steps to get you started:

- Find your "why" - what's that thing that drives you to put the time and effort in this business idea instead of any other
- Create your client avatar - who do you want to sell your products to
- Think of a name for your business
- Other administrative steps you can read more in the article about, including creating a business bank account
- Market research - read about other handmade cosmetics businesses and learn from them
- Create your visual brand (colors, logo, labels)

For starting a business it is also important to have in mind the legal considerations. You need to notify the responsible authorities about selling your cosmetics products, to comply with the Regulation (EC) No 1223/2009, on this website. On the same website, here, you will find other legal information about selling cosmetics in the EU, as well as a database where you can search information about specific ingredients you may want to use.

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1.10. Resources and Further Reading

Depending of the country, there are some suppliers for natural ingredients that you can count on, for example All Organic Treasures, for oils, fats and proteins, Primavera, essential oils, plant extracts, floral waters and base oils, in Germany, AAK, world-leading supplier of plant-based ingredients, Sensient, exclusively with essential oils or Global Essence. More information about natural ingredients and possible suppliers can be found on this website.

DYI skin care business, Formula botanica are very useful websites, with many free resources that can help you deepen your knowledge on the topic.

Cosmetics Europe offers many articles about the cosmetics industry and its regulations in Europe.

Udemy offers a wide range of online classes on the topic of cosmetics, for a small fee, for example: Cosmetic Entrepreneurship: Create Your Own Skincare Products.

Chapter's Quiz

1. **What distinguishes handmade cosmetics from those produced by big companies?**
    - A) They use synthetic and chemically modified ingredients.
    - B) They are produced in larger quantities.
    - C) They are made from natural ingredients and have less environmental impact.
    - D) They do not require any packaging.
2. **Correct Answer: C) They are made from natural ingredients and have less environmental impact.**
3. **Which ancient civilization used kohl for their eyebrows, eyelashes, and around the eyes?**
    - A) Chinese
    - B) Egyptians
    - C) Indians

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- D) Greeks

4. **Correct Answer: B) Egyptians**
5. **What is one of the main benefits of using handmade cosmetics according to Chen (2009)?**
   - A) Lower cost compared to chemical-based products
   - B) Fewer side effects due to natural ingredients
   - C) Easier availability in stores
   - D) No need for legal regulations
6. **Correct Answer: B) Fewer side effects due to natural ingredients**
7. **Which of the following is NOT a category of natural ingredients commonly used in handmade cosmetics?**
   - A) Vegetable fats and oils
   - B) Essential oils
   - C) Synthetic fragrances
   - D) Other plant extracts and derivatives
8. **Correct Answer: C) Synthetic fragrances**
9. **What is a key legal requirement for manufacturing cosmetics in the EU?**
   - A) Using only synthetic ingredients
   - B) Compiling a Product Information File (PIF) for each product
   - C) Selling products only within the local region
   - D) Avoiding any packaging for the products
10. **Correct Answer: B) Compiling a Product Information File (PIF) for each product**

11. **What distinguishes handmade cosmetics from those produced by big companies?**
    Correct Answer: C) They are made from natural ingredients and have less environmental impact.

    - A) They use synthetic and chemically modified ingredients.
    - B) They are produced in larger quantities.

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- C) They are made from natural ingredients and have less environmental impact.
- D) They do not require any packaging.

12. **Which ancient civilization used kohl for their eyebrows, eyelashes, and around the eyes?**

Correct Answer: B) Egyptians

- A) Chinese
- B) Egyptians
- C) Indians
- D) Greeks

13. What is one of the main benefits of using handmade cosmetics according to Chen (2009)?

Correct Answer: B) Fewer side effects due to natural ingredients

- A) Lower cost compared to chemical-based products
- B) Fewer side effects due to natural ingredients
- C) Easier availability in stores
- D) No need for legal regulations

14. Which of the following is NOT a category of natural ingredients commonly used in handmade cosmetics?

Correct Answer: C) Synthetic fragrances

- A) Vegetable fats and oils
- B) Essential oils
- C) Synthetic fragrances
- D) Other plant extracts and derivatives

15. What is a key legal requirement for manufacturing cosmetics in the EU?

Correct Answer: B) Compiling a Product Information File (PIF) for each product

- A) Using only synthetic ingredients
- B) Compiling a Product Information File (PIF) for each product
- C) Selling products only within the local region

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- D) Avoiding any packaging for the products

2. Work-Based Learning (WBL) and Handmade Cosmetics

2.1. Introduction to WBL

Work-based learning (WBL) is a hands-on approach to learning that allows aspiring entrepreneurs to gain real-world experience and bridge the gap between theory and practice. This experiential learning helps them understand the process of building a successful brand, from product development to marketing and sales.

2.1.1. Work- Based Learning in the handmade cosmetics sector.

In the case of handmade cosmetics, WBL can be a notable change, giving future business owners a chance to learn the ins and outs of the industry firsthand. WBL provides a complete framework for gaining the skills, knowledge, and experience needed to succeed in the handmade cosmetics industry. By integrating academic learning with practical application, WBL fosters innovation, enhances employability, and promotes the growth of entrepreneurial ventures in this sector.

The training will cover ingredient selection, formulation techniques, product packaging, and product development. Trainees will have the chance to create new cosmetic products and experiment with natural ingredients, learn marketing and sales strategies, and gain real-world sales experience. Additionally, they will develop comprehensive business plans for a handmade cosmetics startup and learn how to start and run a business.

2.2. WBL Principles in Handmade Cosmetics

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The key principles of WBL are all about integrating practical experiences into the learning process; first, there's the whole **"learning by doing"** thing—we'll be making the products, not just reading about them. We'll face all sorts of challenges, like figuring out the perfect recipe or dealing with tricky ingredients, and we'll learn how to tackle those problems head-on, developing the skills, knowledge, and professional chops they need to slay it in this field.

Tailored to this field include experiential learning, integration of theory and practice, mentorship and supervision, project-based learning, collaboration and teamwork, professional development, feedback and assessment, industry engagement, sustainability and ethical practices, and customisation and personalisation.

These principles of Work-Based Learning (WBL) establish a strong learning environment that prepares individuals to effectively create and promote beauty products.

2.2.1. Incorporating Work-Based Learning (WBL) into Training Programs in the Context of Handmade Cosmetics.

Youth workers can provide young women and NEETs with valuable skills, practical experience, and the confidence needed to succeed in the handmade cosmetics sector by joining training programs, Hands-On Workshops, Entrepreneurship Training, Community Engagement and Networking, and Collaborative Learning.

Encouraging collaborative projects, where participants work in teams to create a line of handmade cosmetics, fosters teamwork, communication, and project management skills.
Engaging participants in projects to develop new cosmetic products. This can include market research, ingredient sourcing, formulation, branding, and marketing.
Conducted business planning workshops covering market research, financial planning, and business operations. Participants can create business plans for their own handmade cosmetics ventures.

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2.3. Case Studies and Best Practices

2.3.1. Successful Work-Based Learning (WBL) Initiatives in the Handmade Cosmetics Industry

The best practices from case studies include strong industry partnerships, comprehensive training programs, mentorship, project-based learning, focus on quality and safety, and entrepreneurial and e-commerce training. These practices effectively empower young women and NEETs in the handmade cosmetics industry.

Case Study: YouthCraft Cosmetics Program

Overview: Provided practical and entrepreneurial training to NEETs in an urban area.

WBL Components:

- Hands-On Training
- Project-Based Learning
- Quality Control Training
- Sales Experience

Outcomes:

- Over 60% employment rate in local cosmetics businesses
- Participant-launched small businesses
- Improved technical and entrepreneurial skills reported by participants

Best Practices:

- Integration of practical training with theoretical knowledge
- Real-world sales opportunities

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- Focus on quality control and safety standards

2.3.2.Best Practices for Creating Effective Work-Based Learning (WBL) Experiences: Balancing Educational and Business Aspects

Case Study: YouthCraft Cosmetics provides a comprehensive program offering hands-on entrepreneurial training for young individuals who are currently not engaged in employment, education, or training (NEETs). The program encompasses a wide range of learning experiences including practical training sessions, project-based learning modules, in-depth quality control training, and valuable sales experience. The primary objective of the program is to expand employment prospects, inspire entrepreneurial initiatives, and bolster overall skill development. It is highly advisable to seamlessly integrate practical hands-on training with theoretical teachings, furnish real-world sales opportunities for authentic learning, and emphasize the significance of upholding top-notch quality control and safety standards throughout all training and sales processes.

2.4. Guidelines for WBL Implementation

2.4.1. Practical guidelines for youth workers on designing and implementing WBL programs

Practical guidelines to help youth workers design and implement an effective WBL program: Following these guidelines, youth workers can design and implement a WBL program that equips participants with the skills and experience to succeed in the handmade cosmetics industry. The step-by-step implementation involves planning, recruitment, training, practical experience, support, and evaluation phases.

- Establish clear objectives and measurable goals.
- Form partnerships with local handmade cosmetics businesses.
- Design a comprehensive curriculum with practical and theoretical components.
- Provide hands-on training and project-based learning.

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- Offer mentorship, support, and guidance.
- Focus on quality, safety, and entrepreneurial skills.
- Utilize digital tools and e-commerce.

2.4.2. Tips on collaboration with local businesses, monitoring progress, and assessing the impact of WBL on participants.

Implementing a Work-Based Learning (WBL) program in handmade cosmetics can significantly enrich participants' lives. Here are the key steps to implement the program:

- Plan, recruit, train, provide practical experience, offer support, and evaluate.
- Define skills and set measurable goals.
- Connect with local handmade cosmetics businesses and form agreements.
- Include modules covering theoretical knowledge and practical skills.
- Organize regular workshops and engage participants in project-based learning.
- Pair participants with experienced mentors and schedule regular check-ins.
- Educate participants about ingredient safety and regulatory compliance.
- Offer workshops on business planning and provide sales opportunities.
- Train participants in managing online stores and digital marketing techniques.
- Ensure the program's accessibility to participants from diverse backgrounds.
- Regularly check in with participants and gather feedback.

2.4.3. Practical templates

Incorporating **Work-Based Learning (WBL)** into the **handmade cosmetics industry** offers a dynamic way to equip young entrepreneurs with hands-on, real-world experience. These templates serve as essential tools to guide learners through various stages of business development, from idea generation to marketing and pitching.

Brainstorming Template

A crucial first step in any entrepreneurial venture is ideation. This **Brainstorming Template** encourages learners, young people to think creatively about product development, market

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needs, and sustainability practices. By mapping out ideas and identifying goals, potential challenges and opportunities, participants can refine their concepts and move toward practical implementation.

Business Development Idea Template

This **Business Development Idea Template** helps learners structure their business models effectively. It focuses on the foundational aspects of a handmade cosmetics business, including the mission, vision, and operational plan. The template guides participants through defining their goals and purposes, identifying their competitive advantage, and creating a roadmap for growth.

Key Components:

- **Business Mission & Vision**: What is the purpose and long-term goal of the business?
- **Market Analysis**: Who are the competitors, and what makes your brand unique?
- **Revenue Model**: How will the business generate income (e.g., direct sales, subscriptions)?
- **Sustainability Strategy**: How will the business maintain eco-friendly practices?

Marketing and Sales Plan Template

The **Marketing and Sales Plan Template** provides a structured approach to reaching customers and driving sales for handmade cosmetics. This template includes key strategies for branding, digital marketing, and customer engagement. It also emphasizes the importance of sustainable messaging to align with eco-conscious consumers.

Key Components:

- **Brand Identity**: What is the business's story and core message?
- **Marketing Channels**: Which platforms (social media, website, local events) will be used to promote the products?
- **Sales Strategy**: What pricing strategy and sales tactics will be employed?

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- **Customer Relationship Management (CRM)**: How will the business maintain lasting customer relationships?

Pitch Template

Once the business concept is developed, it's essential to be able to communicate it effectively. The **Pitch Template** helps learners craft a compelling business pitch for investors, partners, or customers. By focusing on the key elements of the business, such as market opportunity, product differentiation, and sustainability, this template ensures that participants present their ideas confidently and clearly.

Key Components:

- **Introduction**: What is the problem your business solves?
- **Solution**: How does your product meet this need?
- **Market Opportunity**: What is the potential size of your target market?
- **Impact**: How will the business contribute to sustainability and social change?

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2.4.3.1 SUSENT's project Examples (Source:own elaboration)

BRAINSTORMING TEMPLATE MY BUSINESS PLAN

TASK:

Come up with 15 business ideas related to sustainability or handmade cosmetics. In the goal boxes, write your most important goals right now in terms of your dreams, career/company. Check if the concept aligns with the goals, and finally, evaluate the idea as GOOD / AVERAGE / POOR.

GOALS:

1. .....
2. .....
3. .....

#	IDEAS	G1	G2	G3	GOOD	AVERAGE	POOR
0	Ex: start my own youtube channel	X	X			✓	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

Name: _____

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TASK:

Develop your idea as a PLAN A, while think also an alternative PLAN B.

MY COMPANY'S NAME IS:

THE TEAM I'LL NEED:

Who will be in charge, other members supporting my business idea

DEFINE YOUR PURPOSE:

NETWORK:

Possible Important contacts / collaborators you will need.

1.
2.
3.
4.
5.
6.

SUSTAINABILITY:

How can your company take social/environmental responsibility?

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DEVELOP YOUR IDEA - TEMPLATE

MY BUSINESS PLAN

IDENTITY:

Create your brand identity - what defines better your company.
Place a dot on the line where you feel it best represents your position

Examples:

young customers	———	older customers
low price	———	high price
playful	———	serious
traditional	———	innovation

To come up with an identiy, think of the keywords that you want your company to be sssociated with!

TO DO:

What do you need to know more?
What obstacles or question marks are there at the moment?

1.
2.
3.
4.
5.
6.

PLAN B

What should i change?

1. 

2.

Market analysis/research - knowledge of regulations

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TASK:

Make sure your marketing plan leads to customers and sales

WHY ARE WE NEEDED?

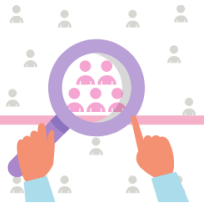
WHAT IS THIS THAT MAKES OUR PRODUCT OR COMPANY BEING NEEDED?

MY SELLING ARGUMENT

What is special about you compared to others? What is your unique point of sale?

WHO IS YOUR TARGET GROUP?

Where does he/she live? How old? Interests? Can be several different groups - rank!



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MARKETING & SALES - TEMPLATE MY BUSINESS PLAN

HOW SHOULD THE COMPANY MARKET ITSELF?

What methods should we test? Events? Collaborations? Door-to-door? The Block? Flyers? Newspapers? Web? Packaging?

HOW DOES YOUR MARKETING LEAD TO SALES?

TIPS

Brand awareness, Customer trust and loyalty, Customer education, Sense of urgency, Visibility and reach, Customer experience, Repeat purchases

WHAT IS THE NEXT STEP?

Rank with the most important steps first

1.
2.
3.
4.

WHO CAN HELP?

Do you have any important people in your network?

Next on the list! Prepare your elevator pitch!

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ELEVATOR PITCH Template

Why is your product interesting? /
Why is your business ideas interesting? - In 10 sec or less!

For (target customer)

Who (disatisfaction with available solutions)

our product is (discription of the product/service)

that (key benefits for customers)

unlike (alternative solutions / competion)

our product (how it solves need better than alternatives)

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Chapter's Quiz:

1. What is the main focus of Work-Based Learning (WBL) in entrepreneurship education?

a) Developing theoretical knowledge of business strategies

b) Gaining real-world experience and bridging the gap between theory and practice

c) Learning about global economic trends and their impact on local businesses

d) Focusing on financial investment opportunities in various sectors

Answer: b) Gaining real-world experience and bridging the gap between theory and practice

2. In handmade cosmetics, which is NOT a benefit of WBL?

a) Enhancing employability through practical experience

b) Learning from failure in a controlled environment

c) Exclusively focusing on product packaging without market research

d) Gaining comprehensive business planning skills

Answer: c) Exclusively focusing on product packaging without market research

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3. Which principle is essential for integrating practical experiences into the WBL process?

a) Exclusive reliance on textbooks for learning

b) Avoiding hands-on activities and focusing on lectures

c) Encouraging mentorship and supervision

d) Limiting collaboration among participants

Answer: c) Encouraging mentorship and supervision

4. Which of the following is an example of how youth workers can incorporate WBL into training young women and NEETs in handmade cosmetics?

a) Conducting business planning workshops covering market research

b) Limiting training to theoretical discussions on entrepreneurship

c) Organizing team-based assignments that do not involve real-world application

d) Encouraging individual work without collaboration

Answer: a) Conducting business planning workshops covering market research

5. What is a crucial best practice for creating practical WBL experiences in the handmade cosmetics industry?

a) Prioritizing theory over practical training

b) Ignoring industry standards in quality and safety

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c) Providing real-world sales opportunities for participants

d) Focusing only on sales training without product development

Answer: c) Providing real-world sales opportunities for participants

3. Climate Change NFE Learning and Teaching Model Adapted to Handmade Cosmetics Business Creation

Climate change is one of the most pressing challenges of our time, with far-reaching impacts on ecosystems, economies, and societies. Addressing this global issue requires innovative approaches that integrate education, sustainable practices, and community engagement. One such approach is the Climate Change Non-Formal Education (NFE) Learning and Teaching Model, which aims to enhance awareness and foster action through practical, hands-on experiences. This model can be particularly effective when applied to the handmade

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cosmetics industry, which offers numerous opportunities for sustainable business creation and environmental stewardship.

Handmade cosmetics businesses, by their nature, are small-scale and often community-based, making them ideal platforms for integrating climate change education and sustainable practices. These businesses can serve as educational hubs where individuals learn about the environmental impacts of cosmetic ingredients, the benefits of using natural and locally sourced materials, and the importance of reducing waste and carbon footprints. By linking climate change awareness with handmade cosmetics, this model not only promotes environmental sustainability but also empowers individuals, particularly women and young entrepreneurs, to create eco-friendly businesses that contribute to local economies and community well-being.

This part of the series explores the connection between climate change and the handmade cosmetics industry, highlighting the role of sustainable practices in business creation. It delves into the theoretical and practical aspects of integrating climate change education into the handmade cosmetics sector, providing a comprehensive guide for educators, entrepreneurs, and policymakers. Through detailed chapters, we will examine various dimensions of this integration, including the benefits and challenges, case studies of successful initiatives, and strategies for implementing sustainable practices in the cosmetics industry.

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3.1. Linking Climate Change and Handmade Cosmetics

This chapter explores the intricate connection between climate change awareness and the handmade cosmetics industry. It examines how sustainable practices in business creation can mitigate the adverse effects of climate change and foster environmental stewardship. By understanding this linkage, entrepreneurs and educators can create a powerful synergy between eco-friendly cosmetics production and climate change education, ultimately contributing to a more sustainable future.

3.1.1. Establishing the Connection Between Climate Change Awareness and the Handmade Cosmetics Industry

The handmade cosmetics industry, characterized by small-scale production and artisanal methods, offers a unique platform for promoting climate change awareness. Unlike mass-produced cosmetics, handmade products often emphasize the use of natural, organic, and locally sourced ingredients, which align with the principles of environmental sustainability. This alignment provides an opportunity to educate consumers and producers

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about the environmental impacts of their choices and the importance of reducing their carbon footprint.

Climate change affects the availability and quality of natural resources, which are crucial for the handmade cosmetics industry. For instance, the cultivation of plants used in essential oils, herbs, and other natural ingredients can be significantly impacted by changing weather patterns, soil degradation, and water scarcity (Smith & Olesen, 2010). By raising awareness of these issues, the handmade cosmetics industry can encourage sustainable practices such as organic farming, conservation of biodiversity, and responsible sourcing of raw materials.

Moreover, the handmade cosmetics industry can serve as a model for circular economy practices, where waste is minimized, and resources are reused. This industry often relies on recyclable and biodegradable packaging, reducing the environmental impact compared to conventional cosmetics packaging, which contributes significantly to plastic pollution (Hopewell, Dvorak, & Kosior, 2009). Educating producers and consumers about the benefits of sustainable packaging can further enhance the industry's role in mitigating climate change.

3.1.2. The Role of Sustainable Practices in Business Creation

Sustainable practices are essential for creating businesses that are not only economically viable but also environmentally responsible. In the handmade cosmetics industry, sustainability can be integrated into various aspects of business creation, from product formulation and ingredient sourcing to packaging and marketing.

3.1.3. Product Formulation and Ingredient Sourcing

One of the primary ways to incorporate sustainability into handmade cosmetics is through careful selection of ingredients. Using natural and organic ingredients that are sustainably sourced helps reduce the environmental impact of cosmetics production. For example, choosing ingredients that are grown without synthetic pesticides and fertilizers can lower greenhouse gas emissions and protect biodiversity (Kremen & Miles, 2012). Additionally, sourcing ingredients from local suppliers can reduce transportation-related carbon emissions and support local economies.

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Organic farming practices are particularly beneficial in this context. They not only enhance soil health and reduce pollution but also promote biodiversity (Reganold & Wachter, 2016). This approach aligns with the broader goals of sustainability and can be a key selling point for handmade cosmetics businesses.

3.1.4. Packaging and Waste Reduction

Packaging is a significant concern in the cosmetics industry due to its contribution to plastic waste. Handmade cosmetics businesses can adopt sustainable packaging solutions, such as using biodegradable, recyclable, or reusable materials. Implementing a zero-waste approach, where products are sold in refillable containers or without packaging, can also minimize environmental impact (Silva et al., 2020). Educating consumers about the importance of sustainable packaging can encourage more environmentally conscious purchasing decisions.

Innovative packaging solutions, such as compostable materials and plant-based plastics, are gaining traction in the industry (Dilkes-Hoffman et al., 2019). These options reduce reliance on fossil fuels and offer a more sustainable alternative to traditional plastics.

3.1.5. Energy and Resource Efficiency

Efficient use of energy and resources is another crucial aspect of sustainability in handmade cosmetics production. Businesses can implement practices such as using renewable energy sources, reducing water consumption, and minimizing waste during production processes. These measures not only reduce the environmental footprint of the business but can also lead to cost savings and increased operational efficiency.

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Adopting energy-efficient technologies and practices, such as LED lighting and low-energy production methods, can significantly reduce the carbon footprint of handmade cosmetics businesses (Rehman, Cai, Awais, & Mahmood, 2019). Additionally, water-saving techniques, such as rainwater harvesting and greywater recycling, can help conserve this vital resource.

3.1.6. Marketing and Consumer Education

Effective marketing strategies that highlight the sustainability of handmade cosmetics can attract environmentally conscious consumers and build brand loyalty. Transparent communication about the environmental benefits of products, sustainable sourcing practices, and eco-friendly packaging can differentiate a brand in the competitive cosmetics market. Additionally, businesses can engage in consumer education initiatives, such as workshops and social media campaigns, to raise awareness about climate change and the importance of sustainable practices.

Educational initiatives can be particularly impactful. For example, workshops on making handmade cosmetics can teach participants about the environmental benefits of natural ingredients and sustainable production methods (Luchs, Phipps, & Hill, 2015). Social media campaigns can also reach a wide audience and inspire more sustainable consumer behaviors.

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3.1.7. Case Studies and Best Practices

Several successful handmade cosmetics businesses have demonstrated the benefits of integrating sustainable practices. For example, Lush, a well-known brand, emphasizes the use of fresh, organic ingredients and minimal packaging. Their commitment to sustainability has garnered a loyal customer base and set a benchmark for the industry. Similarly, smaller enterprises, such as local soap makers and artisanal skincare brands, have shown that sustainable business practices can be both environmentally beneficial and economically viable.

The Body Shop is another notable example. Their Community Trade program sources natural ingredients from small-scale farmers and producers, promoting fair trade and sustainable agriculture (Nicholls, 2010). This approach not only supports local communities but also ensures the sustainability of their supply chain.

Linking climate change awareness with the handmade cosmetics industry creates a powerful platform for promoting sustainability and environmental stewardship. By adopting sustainable practices, handmade cosmetics businesses can mitigate the adverse effects of climate change, reduce their environmental footprint, and contribute to a more sustainable future. This chapter has outlined the connection between climate change and the handmade cosmetics industry, emphasizing the role of sustainable practices in business creation. Subsequent chapters will delve deeper into specific strategies, case studies, and practical guidelines for integrating climate change education into the handmade cosmetics sector.

3.2. NFE Learning and Teaching Model for Climate Change in Handmade Cosmetics

Non-Formal Education (NFE) is a powerful tool for addressing contemporary issues such as climate change. This chapter introduces an NFE model tailored to teach climate change considerations within the handmade cosmetics industry. By integrating theoretical knowledge with practical skills, this model aims to increase environmental awareness and promote

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sustainable business practices. The model's steps and stages provide a comprehensive guide for educators and practitioners aiming to create an effective learning experience.

3.2.1. Introducing the NFE Model

The NFE model for teaching climate change considerations in handmade cosmetics emphasizes experiential learning, where participants engage in hands-on activities to understand sustainability principles. This approach is particularly effective in diverse learning environments, such as workshops, community centers, and online platforms.

The primary objectives of this NFE model are to:

1. Enhance awareness of climate change and its impacts.
2. Promote sustainable practices in handmade cosmetics production.
3. Empower individuals, especially women and young entrepreneurs, to create eco-friendly businesses.
4. Foster community and collaboration among learners.

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3.2.2. Steps and Stages of the NFE Model

The NFE model comprises several stages, each building on the previous one to ensure a comprehensive learning experience. These stages include:

1. **Needs Assessment and Goal Setting**
2. **Curriculum Development**
3. **Interactive Workshops and Practical Sessions**
4. **Ongoing Support and Mentorship**
5. **Evaluation and Feedback**

3.2.2.1. Needs Assessment and Goal Setting

Conducting a needs assessment is the first step in tailoring the program to the specific requirements of the target audience. This involves surveys, interviews, and focus group discussions with potential participants and stakeholders. The assessment helps identify the knowledge gaps, interests, and challenges related to climate change and handmade cosmetics.

Setting clear, measurable objectives is crucial for guiding the program's development and implementation. Goals may include increasing participants' knowledge of climate change, enhancing their skills in sustainable cosmetics production, and fostering entrepreneurial capabilities (Knowles, Holton, & Swanson, 2014).

3.2.2.2. Curriculum Development

Based on the needs assessment, a curriculum is developed that integrates theoretical knowledge with practical skills. The curriculum should cover essential topics such as:

- Basics of climate change and its impacts on natural resources.
- Principles of sustainability and their application in the cosmetics industry.
- Techniques for sourcing sustainable ingredients and eco-friendly packaging.
- Business planning and marketing strategies for eco-friendly cosmetics.

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The curriculum should be modular and flexible, allowing for adaptation based on the specific context and needs of the learners. Incorporating case studies, real-life examples, and interactive activities can enhance the learning experience (Brookfield, 2013). For instance, a module on climate change could include the science behind climate change, its effects on agriculture (Smith & Olesen, 2010), and how these changes impact the availability of natural ingredients used in cosmetics.

3.2.2.3. Interactive Workshops and Practical Sessions

Interactive workshops and practical sessions form the core of the NFE model. These sessions are designed to be hands-on and engaging, providing learners with the opportunity to apply theoretical knowledge in a practical context. Key activities include:

- **Ingredient Sourcing Workshops:** Participants learn how to identify and source sustainable ingredients for handmade cosmetics. This may involve field trips to local farms or markets and discussions with suppliers.
- **Production Techniques:** Hands-on sessions where participants create their own cosmetics using eco-friendly methods. These sessions emphasize minimizing waste and using renewable resources.
- **Sustainable Packaging:** Workshops on selecting and using biodegradable or reusable packaging materials. Participants can design and create their own packaging solutions.

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- **Business Skills:** Training in business planning, marketing, and sales, with a focus on promoting sustainability. Role-playing and simulation exercises help participants develop entrepreneurial skills (Mezirow, 1997).

These practical sessions are crucial for embedding the principles of sustainability and climate change mitigation in the participants' practices. For instance, participants might learn how to create zero-waste products or use renewable energy sources in their production processes (Rehman et al., 2019).

3.2.2.4. Ongoing Support and Mentorship

Providing ongoing support and mentorship is vital for the success of the NFE model. This stage involves establishing a support network of mentors, industry experts, and peers who can offer guidance and assistance as participants develop their businesses. Key components include:

- **Mentorship Programs:** Pairing participants with experienced mentors who can provide personalized advice and support.
- **Networking Opportunities:** Creating platforms for participants to connect with industry professionals, suppliers, and potential customers.
- **Online Resources:** Developing a repository of resources, including tutorials, articles, and case studies, that participants can access as needed (Smith, 2017).

Mentorship and support systems are essential for sustaining the momentum gained during the workshops. They provide a safety net for participants as they implement what they have learned, ensuring they do not revert to unsustainable practices due to lack of support (Lave & Wenger, 1991).

3.2.2.5. Evaluation and Feedback

The final stage involves evaluating the effectiveness of the program and gathering feedback from participants. This helps identify areas for improvement and ensures that the program continues to meet the needs of the learners. Key activities include:

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- **Participant Surveys:** Collecting feedback on the content, delivery, and overall experience of the program.
- **Focus Groups:** Conducting in-depth discussions with participants to gain insights into their learning experiences and outcomes.
- **Performance Metrics:** Tracking key metrics, such as changes in participants' knowledge, skills, and business success, to assess the program's impact (Patton, 2015).

Evaluation is critical for refining the NFE model and ensuring it remains relevant and effective. By incorporating participant feedback and assessing outcomes, educators can continuously improve the program to better serve future cohorts (Cousins & Whitmore, 1998).

The NFE model for teaching climate change considerations in handmade cosmetics offers a structured yet flexible approach to education. By integrating theoretical knowledge with practical skills and providing ongoing support, this model can effectively promote sustainability and environmental stewardship in the handmade cosmetics industry. The following chapters will provide detailed case studies and practical guidelines for implementing this model, illustrating its potential to create meaningful change in communities and industries.

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3.3. Practical Application of the NFE Model for Climate Change in Handmade Cosmetics

The practical application of the Non-Formal Education (NFE) model in teaching climate change considerations within the handmade cosmetics industry is essential for achieving measurable impacts. This chapter provides detailed practical activities and exercises that youth workers can use to implement the NFE model in their training programs. These activities are designed to encourage critical thinking about sustainable practices and equip participants with the skills necessary to create environmentally friendly cosmetics businesses.

3.3.1. Practical Activities and Exercises

Youth workers can incorporate a variety of practical activities and exercises into their training programs to effectively implement the NFE model. These activities are interactive, engaging, and directly relevant to the principles of sustainability and climate change mitigation.

3.3.1.1. Sustainable Ingredient Sourcing Workshop

Objective: Teach participants how to identify and source sustainable ingredients for handmade cosmetics.

Activity:

- **Field Trips to Sustainable Farms:** Organize visits to local organic farms, markets, or suppliers to learn about sustainable ingredient sourcing. During these trips, participants can observe sustainable farming practices, such as crop rotation and organic pest control, and understand their importance (Rodale Institute, 2014).
- **Ingredient Research Assignments:** Assign participants to research and present various sustainable ingredients, detailing their environmental benefits and uses in cosmetics. This research can include exploring alternatives to common but unsustainable ingredients like palm oil (Fitzherbert et al., 2008).
- **Guest Speaker Sessions:** Invite experts, such as organic farmers or environmental scientists, to discuss sustainable agriculture and ingredient sourcing. This provides participants with direct insights from professionals in the field.

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Critical Thinking Component:

- Discuss the environmental impact of conventional vs. sustainable ingredients. Encourage participants to consider factors such as carbon footprint, water usage, and biodiversity loss (Tilman et al., 2002).
- Facilitate discussions on the trade-offs between cost and sustainability, prompting participants to think critically about the long-term benefits of investing in sustainable ingredients.

3.3.1.2. Eco-Friendly Production Techniques Workshop

Objective: Demonstrate how to create cosmetics using eco-friendly methods.

Activity:

- **Hands-On Production Sessions:** Conduct workshops where participants create their own cosmetics using natural and sustainable ingredients. Provide recipes for products such as organic soaps, lotions, and lip balms. Emphasize methods that minimize waste, such as small-batch production and precise measurement.
- **Waste Management Training:** Teach techniques for minimizing waste during production. This could include recycling or repurposing waste materials and composting organic waste (EPA, 2020).
- **Energy Efficiency Demonstrations:** Showcase energy-efficient production methods, such as using solar-powered equipment or optimizing production processes to reduce energy consumption.

Critical Thinking Component:

- Analyze the environmental impact of different production methods. Compare the energy usage and waste output of traditional methods vs. sustainable practices (Rehman et al., 2019).
- Encourage participants to brainstorm ways to implement sustainable practices in their own production processes and discuss the potential challenges and solutions.

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3.3.1.3. Sustainable Packaging Solutions Workshop

Objective: Explore eco-friendly packaging options and their benefits.

Activity:

- **Packaging Design Challenge:** Organize a competition where participants design and create their own sustainable packaging solutions. Provide materials such as recycled paper, glass containers, and biodegradable plastics.
- **Case Studies Review:** Review and discuss case studies of companies that have successfully implemented sustainable packaging. Analyze their strategies and outcomes (Hopewell, Dvorak, & Kosior, 2009).
- **DIY Packaging Workshops:** Conduct workshops where participants make their own packaging using sustainable materials. This could include creating labels from recycled paper or designing reusable containers.

Critical Thinking Component:

- Discuss the lifecycle of packaging materials and their environmental impact. Encourage participants to consider the entire lifecycle from production to disposal (Van Eygen, Laner, & Fellner, 2018).
- Facilitate brainstorming sessions on innovative ways to reduce packaging waste in their products.

3.3.1.4. Business Planning and Marketing Workshops

Objective: Equip participants with the skills to develop and market sustainable cosmetics businesses.

Activity:

- **Business Plan Development:** Guide participants through the process of creating a business plan for a sustainable cosmetics company. Include sections on market analysis, product development, sustainability strategies, and financial planning.

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- **Marketing Strategy Sessions:** Teach participants how to market their eco-friendly products effectively. Cover topics such as branding, social media marketing, and consumer education. Encourage participants to create marketing campaigns that highlight the sustainability of their products (Ottman, 2011).
- **Role-Playing Exercises:** Conduct role-playing exercises where participants practice pitching their business ideas to potential investors or customers.

Critical Thinking Component:

- Discuss the challenges and opportunities of running a sustainable business. Encourage participants to think about how they can balance profitability with environmental responsibility (Elkington, 1998).
- Facilitate discussions on the importance of transparency and consumer education in promoting sustainable products.

3.3.2. Encouraging Critical Thinking

Encouraging critical thinking is essential for fostering a deeper understanding of sustainable practices. Youth workers can incorporate various strategies to promote critical thinking throughout the NFE model implementation:

- **Reflective Journals:** Ask participants to keep journals where they reflect on their learning experiences, challenges, and insights related to sustainability and climate change.

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- **Group Discussions:** Facilitate regular group discussions on key topics. Use open-ended questions to encourage participants to think critically and share their perspectives.
- **Problem-Solving Activities:** Present participants with real-world problems related to sustainability and climate change. Ask them to develop and present solutions, considering the potential impacts and feasibility of their ideas.
- **Debates:** Organize debates on controversial topics related to sustainability and the cosmetics industry. This can help participants explore different viewpoints and develop well-rounded arguments.

By integrating these activities and exercises into their training programs, youth workers can effectively implement the NFE model and foster a culture of sustainability and environmental stewardship among participants.

The practical application of the NFE model for teaching climate change considerations in handmade cosmetics involves a range of interactive and engaging activities. These activities not only provide participants with practical skills but also encourage critical thinking about sustainable practices. By incorporating these exercises into their training programs, youth workers can empower individuals to create eco-friendly businesses that contribute to environmental sustainability.

3.4. Assessment and Reflection on Climate Change NFE Learning

Assessing the effectiveness of the Non-Formal Education (NFE) model in teaching climate change considerations within the handmade cosmetics industry is vital for ensuring that the intended learning outcomes are achieved. This chapter outlines various methods for evaluating the success of the NFE model and encourages reflection on how these considerations can be integrated into the entrepreneurial mindset of young women and NEETs (Not in Education, Employment, or Training).

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3.4.1. Methods for Assessing Effectiveness

To measure the effectiveness of climate change NFE learning, it is important to employ a combination of qualitative and quantitative assessment methods. These methods provide a comprehensive understanding of participants' learning progress and the impact of the training program.

3.4.1.1. Pre- and Post-Training Surveys

Objective: Evaluate changes in participants' knowledge, attitudes, and behaviors regarding climate change and sustainable practices before and after the training.

Method:

- **Design Surveys:** Create surveys that assess participants' understanding of climate change, sustainable ingredient sourcing, eco-friendly production techniques, and sustainable packaging solutions. Include both multiple-choice and open-ended questions.
- **Administer Surveys:** Conduct the surveys at the beginning and end of the training program to measure changes in knowledge and attitudes.
- **Analyze Results:** Compare pre- and post-training survey results to identify areas of improvement and gaps in knowledge (Bryman, 2016).

Critical Thinking Component:

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- Encourage participants to reflect on their survey responses and discuss how their understanding and attitudes have evolved throughout the training.
- Use the survey results to identify areas where additional training or support may be needed.

3.4.1.2. Practical Skill Assessments

Objective: Assess participants' ability to apply sustainable practices in the creation of handmade cosmetics.

Method:

- **Hands-On Projects:** Assign practical projects where participants create handmade cosmetics using sustainable ingredients and methods. Evaluate the final products based on criteria such as ingredient sourcing, production techniques, and packaging choices.
- **Peer Review:** Implement peer review sessions where participants evaluate each other's projects and provide constructive feedback. This encourages collaboration and critical thinking.
- **Instructor Evaluation:** Have instructors assess the practical projects using a standardized rubric that includes sustainability criteria (Kolb, 1984).

Critical Thinking Component:

- Facilitate discussions on the challenges and successes participants faced during their projects. Encourage them to think critically about how they can improve their practices in the future.
- Use the assessments to highlight best practices and innovative solutions implemented by participants.

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3.4.1.3. Reflective Journals

Objective: Promote self-reflection and deeper understanding of sustainability and climate change considerations.

Method:

- **Journal Assignments:** Ask participants to keep reflective journals throughout the training program. Encourage them to document their learning experiences, challenges, and insights related to sustainability and climate change.
- **Guided Prompts:** Provide guided prompts to help participants reflect on specific topics, such as the environmental impact of ingredient sourcing or the importance of sustainable packaging.
- **Regular Review:** Conduct regular reviews of the journals and provide feedback to encourage deeper reflection and critical thinking (Moon, 2004).

Critical Thinking Component:

- Use the journals as a basis for group discussions on key topics. Encourage participants to share their reflections and learn from each other's experiences.
- Highlight recurring themes and insights from the journals to identify common challenges and areas for improvement in the training program.

3.4.1.4. Focus Group Discussions

Objective: Gather qualitative feedback on the training program and its impact on participants' entrepreneurial mindset.

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Method:

- **Organize Focus Groups:** Conduct focus group discussions with participants at the end of the training program. Use open-ended questions to encourage detailed feedback on their experiences and learning outcomes.
- **Facilitate Dialogue:** Facilitate discussions on how participants plan to integrate sustainable practices into their handmade cosmetics businesses. Encourage them to share their future plans and aspirations.
- **Analyze Feedback:** Analyze the feedback to identify strengths and weaknesses of the training program and areas for improvement (Krueger & Casey, 2014).

Critical Thinking Component:

- Use the focus group discussions to explore participants' perspectives on the importance of sustainability in entrepreneurship. Encourage them to think critically about the challenges and opportunities they may face.
- Highlight success stories and innovative ideas from the discussions to inspire and motivate other participants.

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3.4.2. Encouraging Reflection on Integration into Entrepreneurial Mindset

Encouraging reflection is crucial for helping young women and NEETs integrate climate change considerations into their entrepreneurial mindset. Reflection activities should focus on how sustainable practices can be incorporated into business planning and operations.

3.4.2.1. Business Plan Reflection

Objective: Encourage participants to reflect on how they can incorporate sustainability into their business plans.

Activity:

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- **Business Plan Reviews:** Have participants periodically review and update their business plans to incorporate new insights on sustainability and climate change.
- **Guided Reflection Questions:** Provide guided reflection questions to help participants consider the environmental impact of their business decisions. Questions could include: "How can I reduce the carbon footprint of my products?" or "What sustainable packaging options can I explore?"
- **Peer Feedback:** Organize sessions where participants present their updated business plans and receive feedback from peers and instructors (Drucker, 1985).

Critical Thinking Component:

- Facilitate discussions on the trade-offs between sustainability and profitability. Encourage participants to think critically about how they can balance these aspects in their businesses.
- Highlight examples of successful sustainable businesses to inspire participants and provide practical insights.

3.4.2.2. Personal Reflection Essays

Objective: Encourage deep personal reflection on the importance of sustainability in business.

Activity:

- **Essay Assignments:** Ask participants to write reflective essays on the importance of sustainability in the handmade cosmetics industry and how they plan to integrate sustainable practices into their businesses.
- **Peer Review:** Implement peer review sessions where participants provide feedback on each other's essays. This promotes collaboration and critical thinking.
- **Instructor Feedback:** Provide detailed feedback on the essays to encourage deeper reflection and critical analysis (Brookfield, 2017).

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Critical Thinking Component:

- Use the essays to explore participants' personal motivations and values related to sustainability. Encourage them to think about how their values can influence their business decisions.
- Highlight common themes and insights from the essays to identify areas where additional support or training may be needed.

Assessing the effectiveness of climate change NFE learning and encouraging reflection are crucial for ensuring that participants can integrate sustainable practices into their entrepreneurial endeavors. By employing a combination of quantitative and qualitative assessment methods and promoting deep reflection, youth workers can help young women and NEETs develop a strong entrepreneurial mindset that prioritizes sustainability and environmental responsibility.

3.5. Conclusion

The integration of climate change considerations into the handmade cosmetics industry through a Non-Formal Education (NFE) model presents a multifaceted approach to fostering sustainable entrepreneurship. By linking climate change awareness with the handmade cosmetics sector, we establish a crucial connection that emphasizes the environmental impact of business practices. The role of sustainable practices in business creation is pivotal, not only in mitigating climate change but also in creating resilient and responsible enterprises.

The NFE learning and teaching model outlined in this series offers a comprehensive framework for educators and youth workers to teach climate change considerations effectively. This model encompasses a range of activities, from sustainable ingredient sourcing workshops to business planning sessions, all designed to impart practical skills and encourage critical thinking about sustainability. Through hands-on production sessions, waste management training, and eco-friendly packaging solutions, participants gain valuable experience in applying sustainable practices to real-world scenarios.

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Practical application of the NFE model is essential for translating theoretical knowledge into actionable skills. Activities such as field trips to sustainable farms, ingredient research assignments, and guest speaker sessions provide participants with direct exposure to sustainable practices. Eco-friendly production techniques and energy efficiency demonstrations further solidify their understanding of how to minimize environmental impact. The inclusion of business planning and marketing workshops equips participants with the necessary skills to develop and promote sustainable businesses effectively.

Assessment and reflection are critical components of the NFE model, ensuring that participants achieve the intended learning outcomes. Methods such as pre- and post-training surveys, practical skill assessments, reflective journals, and focus group discussions offer comprehensive insights into participants' progress. These assessment tools also encourage continuous reflection on how sustainable practices can be integrated into their entrepreneurial mindset.

By fostering a culture of sustainability and environmental stewardship, this NFE model empowers young women and NEETs to become responsible entrepreneurs who prioritize sustainability in their business practices. The focus on practical application and critical thinking prepares participants to navigate the challenges and opportunities of running sustainable businesses. Through this model, participants can contribute to a more sustainable future while achieving personal and professional growth.

The comprehensive approach of linking climate change awareness with the handmade cosmetics industry, combined with practical training and critical reflection, creates a robust framework for sustainable entrepreneurship. By equipping participants with the knowledge, skills, and mindset necessary to prioritize sustainability, the NFE model not only addresses the immediate environmental impact of business practices but also fosters long-term resilience and responsibility in the entrepreneurial sector.

Chapter's Quiz

Question 1:

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What is one of the key links between climate change and the handmade cosmetics industry?

- A) Increased reliance on fossil fuels
- B) The use of natural, sustainably sourced ingredients
- C) Decreased consumer interest in eco-friendly products
- D) Reliance on non-recyclable packaging

Answer: B

Question 2:

Which of the following is an essential component of the NFE model for teaching climate change considerations in handmade cosmetics?

- A) Solely theoretical learning
- B) Focus on large-scale production techniques
- C) Practical, hands-on workshops
- D) Automated production systems

Answer: C

Question 3:

In the context of the NFE model, which activity would best teach sustainable business practices in handmade cosmetics?

- A) Using plastic packaging for products
- B) Teaching business strategies for high energy consumption
- C) Conducting a workshop on eco-friendly packaging options
- D) Creating mass-produced cosmetics

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Answer: C

Question 4:

What is the main goal of integrating climate change awareness into handmade cosmetics education?

- A) To increase profits
- B) To promote environmentally responsible business practices
- C) To teach quick, cost-cutting measures
- D) To develop fully automated production systems

Answer: B

Question 5:

Which stage in the NFE learning model involves assessing practical skills gained through hands-on activities?

- A) Business planning
- B) Reflective assessment
- C) Ingredient selection
- D) Eco-friendly product packaging

Answer: B

Question 6:

What practical activity might be included in an NFE program for handmade cosmetics?

- A) Exploring non-renewable energy sources

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- B) Using mass-produced synthetic chemicals
- C) Sourcing local, natural ingredients
- D) Developing non-sustainable marketing strategies

Answer: C

Question 7:

Which method is most suitable for assessing the effectiveness of an NFE climate change training program?

- A) Measuring product sales
- B) Conducting pre- and post-training surveys
- C) Monitoring social media engagement
- D) Counting the number of attendees

Answer: B

Question 8:

Why is critical thinking important in the NFE model for climate change and handmade cosmetics?

- A) To increase competition between businesses
- B) To evaluate the environmental impact of business practices
- C) To decrease production costs
- D) To focus on luxury product development

Answer: B

Question 9:

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Which group is a primary target of the NFE model focused on climate change and handmade cosmetics?

- A) Retired professionals
- B) NEETs and young women
- C) Large multinational corporations
- D) Government officials

Answer: B

Question 10:

What role does reflection play in the NFE learning process for sustainable entrepreneurship?

- A) It encourages learners to avoid environmental concerns
- B) It helps learners apply eco-friendly principles to their business plans
- C) It allows learners to focus solely on financial outcomes
- D) It discourages further innovation

Answer: B

4. Blended/Hybrid Learning and Teaching Strategies for Entrepreneurship Education

4.1. Understanding Blended/Hybrid Learning

Blended/hybrid learning, is a combination of traditional in-person classes and online learning. This method has become popular with the rise of educational technology, but there are still different ways to define it. Graham (2006) described blended learning as a mix of "face-to-face instruction with computer-mediated instruction" (as cited in Hrastinski, 2019).

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Essentially, it involves using both physical and digital learning methods, where youth can learn together with trainers or on their own using online tools. It also combines teaching styles like behaviorism, cognitivism, and constructivism, which help tailor learning to different youth needs (Cronje, 2020; Hrastinski, 2019).

One of the prominent advantages with blended learning is flexibility. It merges online activities and sessions in an on-campus manner to make learning better. This model enables the youth to go through the materials at their own pace online while still drawing benefit from real-life experiences through face-to-face interactions. Such a balance goes a long way in fostering a more personal and effective learning environment (Hrastinski, 2019).

Blended learning offers a lot, firstly, by taking the strengths of both in-person and online learning. First, this method helps youth be more involved with the content. It offers a mix of real-life interaction and online resources; because of this, youth can study on their own schedule while still having the opportunity to participate in discussions and collaborative projects (Cronje, 2020).

Secondly, blended learning increases access to education. Online elements enable learning from anywhere; particularly useful for those unable to participate in in-person activities. It has also allowed trainers to reach more and varied youth (Hrastinski, 2019).

Blended learning also allows for other learning styles. For example, youth that learn better visually may take videos from the computer; those who are more interactive probably benefit more through discussions or simulations. In this way, it helps the youth to capture those concepts which seem difficult and understand them more clearly, thus improving the results and satisfaction (Cronje, 2020; Pisoni, 2019).

The other benefit is that blended learning decreases private course costs since there will be lesser consumption of tangible resources. A part of the learning in blended learning happens online, so the demands on physical space and other materials would be less, hence lesser cost altogether, without jeopardizing the quality of education. (Cronje, 2020).

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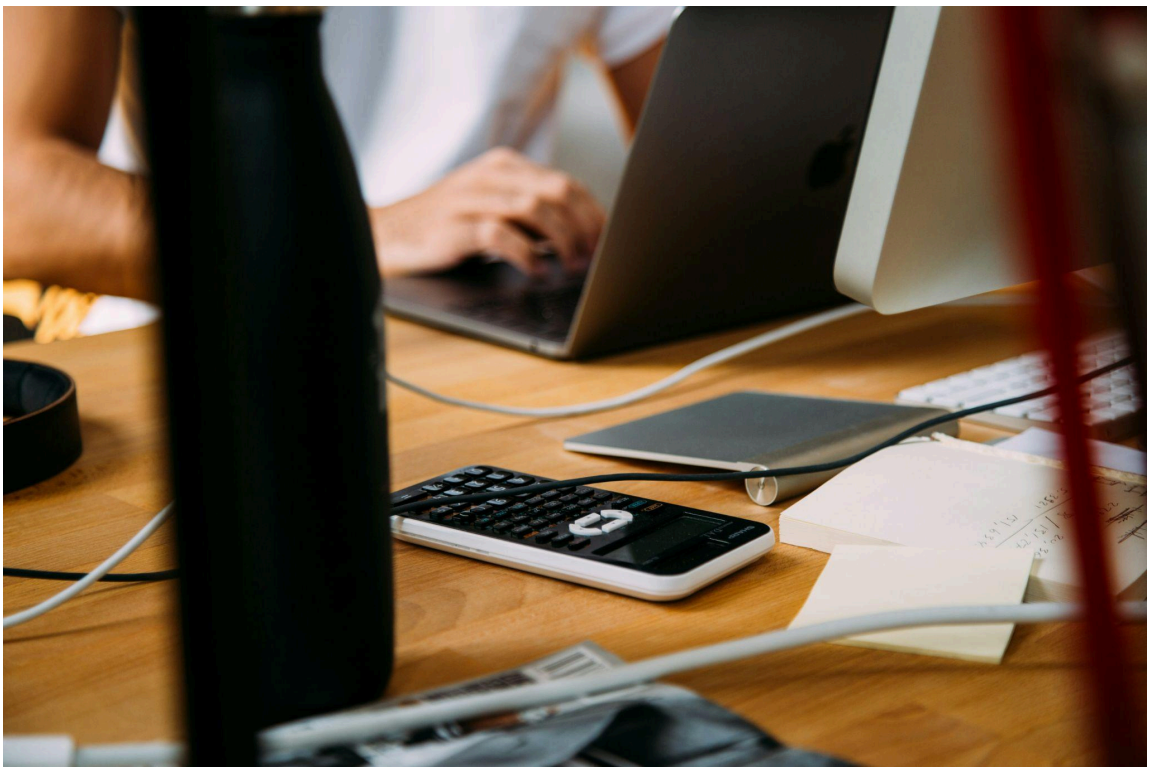

4.1.1. Entrepreneurship and Blended/Hybrid Learning

Blended learning in entrepreneurship education provides a more active approach to young learners to developing entrepreneurial skills and mindset. It creates a flexible, inclusive, and effective way of teaching entrepreneurship-especially for the youth who are outside the formal educational setting-by blending both the online and face-to-face learning environments.

4.1.2. Flexibility and Accessibility

Perhaps one of the most popular aspect of blended learning is its flexibility: it makes entrepreneurship education more accessible for young people who cannot manage to take regular classes. Blended learning allows for mixing pre-recorded lectures with interactive online tools and in-person activities that fit different schedules and learning paces. Online sessions, virtual discussions, and working on projects remotely-all enable young people to combine entrepreneurship education with their various busy schedules much more easily (Viebig, 2022). The access problem thus becomes significant, especially for those whose residence may be a little far away from the city centers or who do not have such means to

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support their attendance of traditional classes; hence, entrepreneurship education is made possible for more individuals.

4.1.3. Engagement and Practical Learning

Entrepreneurship is an art more appropriately acquired through action and experience. For this, the blended learning model helps integrate experiential learning activities, such as business simulations delivered virtually, real-world case studies, and online collaborative projects. The online components of the model allow the youth to apply entrepreneurial concepts experientially, while during the face-to-face sessions, they are guided by their mentors or educators. This doesn't just integrate theory and practice; it internalizes the main concepts and skills of entrepreneurship among learners (Maritz, 2010).

For example, virtual simulations could be used to teach core competencies such as opportunity identification, business planning, and financial management. Learners would be able to practice or experience various business scenarios without the risks involved in actual ventures. The online activities would be complemented by workshops or mentorship sessions where learners would present their experiences, get feedback, and further develop their

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entrepreneurial ideas (Viebig, 2022; Maritz, 2010). This combination of online and offline elements fosters deeper engagement and helps young people build confidence in their entrepreneurial abilities.

4.1.4. Incorporating E-Mentoring and Digital Tools

One of the innovative approaches to blended entrepreneurship education is e-mentoring. E-mentoring allows young entrepreneurs to receive experienced advice and support through online platforms. This model allows for the provision of advice by mentors, sharing experiences, and providing feedback on entrepreneurial projects with no physical meeting. E-mentoring is unusually important for youth because it increases their access to a network of entrepreneurial competencies that might otherwise not be available within the local environment (Viebig, 2022).

Online tools, such as discussion forums, project management tools, and mobile applications, will further support both collaborative learning and communication. For instance, young entrepreneurs can compete in pitching ideas virtually or develop business ideas digitally that would later be commented on by their fellows or experts. These instruments do not only support learning but also replicate the digital world in which entrepreneurship today dwells (Maritz, 2010).

4.1.5. Promoting Entrepreneurial Mindsets

Blended learning in entrepreneurship education also fosters the development of an entrepreneurial mindset among the young. Considering a mix of self-directed online learning and interactive face-to-face sessions, the youth become more critical, proactive, and embracing problem-solving. The flexibility of blended learning enables the educator to try a range of teaching methods which suit different kinds of learning styles of individuals, such as problem-based learning, flipped classrooms, and team-based assignments (Maritz, 2010; Viebig, 2022).

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A well-designed blended learning course will also potentially impart keystone qualities such as resilience, adaptability, and creativity through the trials of ideas, constructive feedback, and failure in a safe environment. This is particularly so for youth, since these skills are not only of vital importance when starting an enterprise, but are also valuable in many other parts of life and career building. (Viebig, 2022).

Therefore, blended learning has proved to be one of the efficient modes of delivering entrepreneurship education among youths, flexible, engaging, and practical enough to shape entrepreneurial skills and mindsets. Blended learning modes combine online tools with face-to-face interaction with young learners who can access entrepreneurship education in ways that suit their needs and lifestyles. These innovative methods of teaching and training include e-mentoring, online simulations, and project-based learning that enable the youth to build confidence and competencies in mastering the complex entrepreneurial landscape with ease. In such a growing trend, it does promise much in terms of turning entrepreneurship education considerably more inclusive, practical, and effective for the future generation of entrepreneurs.

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4.2. Advantages of combining traditional and online learning methods

One of the biggest advantages of blended learning is offering the right mix of face-to-face instruction with online tools-based learning environments that can meet the needs of young people in various places. Blended learning provides much-needed flexibility to support young learners with other pursuits desiring more interactivity and personalized learning that fosters their skills and engagement.

4.2.1. Increased Engagement Through Interactive Tools

Interactivity is one of the key lessons from learning psychology, in which youth are more likely to stay engaged, and blended learning builds on this through the use of online quizzes, multi-media presentations, and group projects. Traditional teaching methods become even more dynamic as they are supplemented with digital components. For example, discussion boards and virtual teamwork assignments allow young people to interact with their peers in new ways, both in person and online. It increases deeper learning because, through

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engagement, young learners are active participants rather than passive recipients in the learning process (Maritz et al., 2010).

4.2.2. Personalised Learning

Blended learning provides young individuals with the option to make their learning experience a customized product, tailored according to their needs. Self-paced study can be done by utilizing online modules, which means one may take as much time as required to study any very hard concept or rushed over some that are usually easy to comprehend. This kind of personalized approach helps youth take up the responsibility for their learning and allows them to be more vested in the material being studied. Personalized learning also creates confidence in that the learner can focus on those aspects that interest them or those that need more attention (Viebig, 2022).

4.2.3. Development of Digital and Collaborative Skills

In this respect, blended learning equips younger generations with basic digital skills, like navigating online platforms, managing virtual projects, and practicing digital communication. These indeed are important facets of life nowadays, where technology stands almost everywhere, whether in personal or professional respects. Besides, online collaboration develops the sense of teamwork in that young learners work together distantly, manage digital communication effectively, and contribute to the group task at hand. These skills turn out to be a very important foundation for the future workplace, one that is irretrievably interdependent in digital ways (Maritz et al., 2010).

4.2.4. Cost-Effective and Scalable

For any organization or program with goals of educating a population of young people, blended learning can be a cost-effective option. The online components can be scaled to much larger groups of learners easily without the need to add physical infrastructure. That's how youth programs across the board are able to reach more participants in the remote or underserved areas without giving up quality instruction. Moreover, blended learning cuts down costs in terms of traveling and resources; hence, it tends to be more affordable for people from various economic backgrounds (Fida, Rehman & Naeemullah, 2022).

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In brief, through blended learning, considerable benefits become possible for young people as a result of harmonization between the strengths that arise from traditional education and those that come from online education. The flexibility and personalization it provides enable learners to approach educational materials in their preferred ways and modes, while its interactive and collaborative elements enhance their level of engagement and, subsequently, their skills. In this way, blended learning equips young people with both academic and digital proficiency to enable them to perform well in today's increasingly digital world.

4.3. Adapting Blended Learning to Handmade Cosmetics

Blended learning perfectly fits the bill for teaching entrepreneurship in the handmade cosmetics sector by allowing aspiring entrepreneurs to combine the best of both practical, hands-on learning and flexible online resources. Below are six key areas of focus in handmade cosmetics entrepreneurship and how blended learning can help teach them effectively.

4.3.1. Product Formulation Mastery

Key Focus: Learning how to create safe, effective, and unique cosmetic products is essential for any handmade cosmetics entrepreneur.

Blended Learning Approach:

- *In-Person Workshops* – Learners participate in hands-on sessions where they can mix ingredients and experiment with different formulations.
- *Online Video Tutorials* – Step-by-step videos on formulating skincare products, which learners can watch and practice at home.

Activity Example: Follow an online tutorial to create a basic lip balm at home. Share your results, including any difficulties faced, in an online group for feedback and tips.

Tool: *SoapCalc*

What it does: This is an online lye calculator tool that helps learners calculate ingredient quantities for creating soaps and other handmade cosmetics. It ensures safe and accurate measurements, particularly for cold-process soap making.

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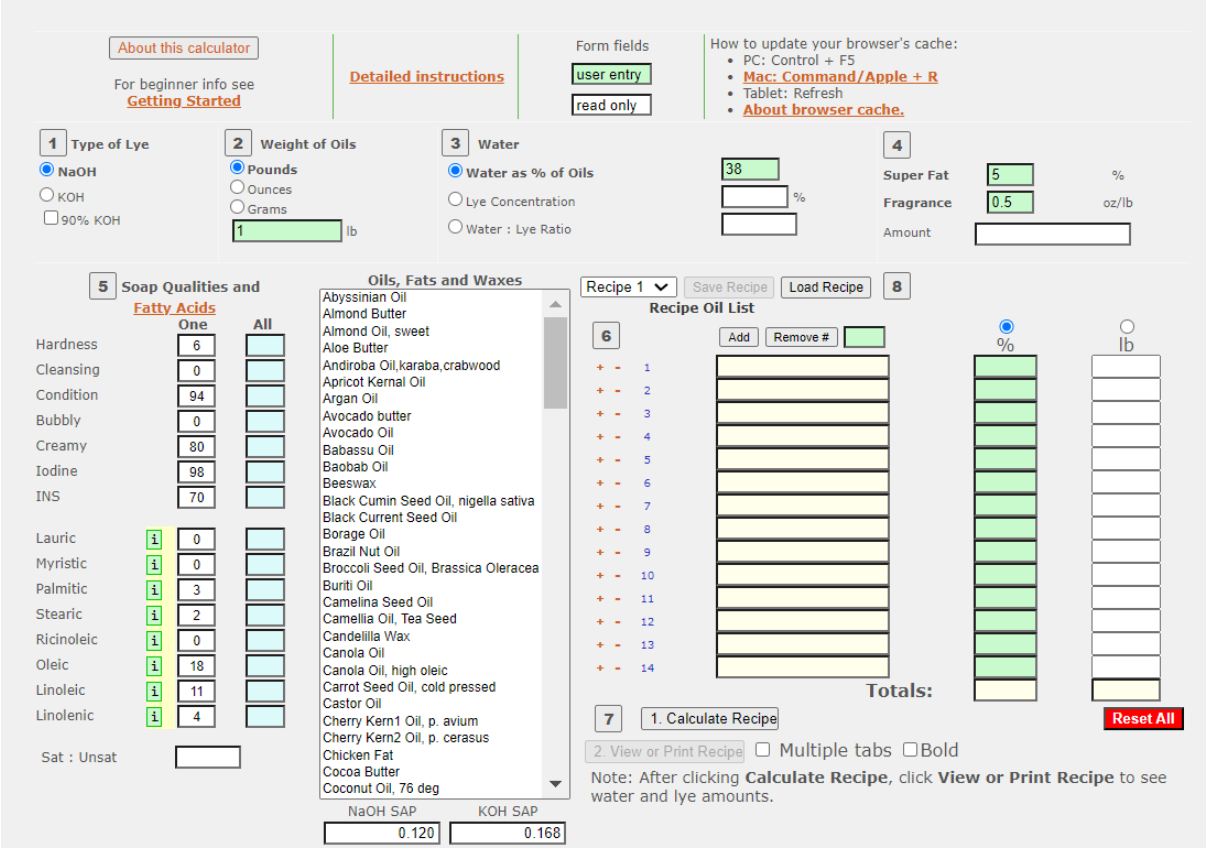
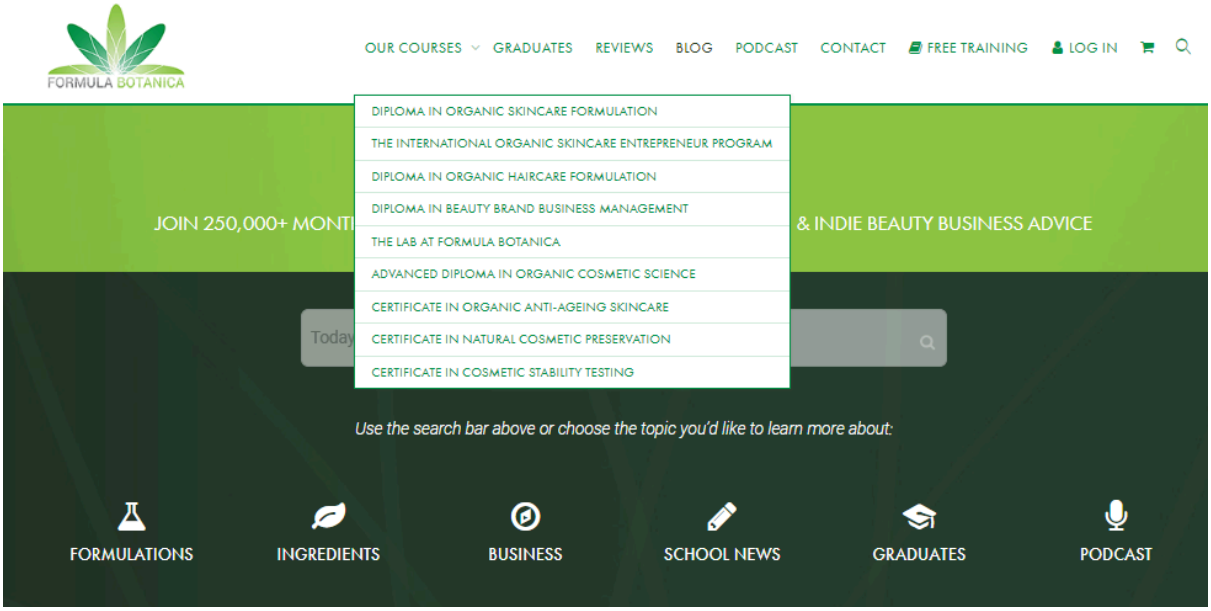


Tool: *Formula Botanica's Blog*

What it does: Provides free online tutorials, resources, and blog posts on cosmetic formulation techniques, including skincare and haircare products



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4.3.2. Packaging and Branding

Key Focus: Packaging is important for product preservation and branding, ensuring products look professional and meet legal standards.

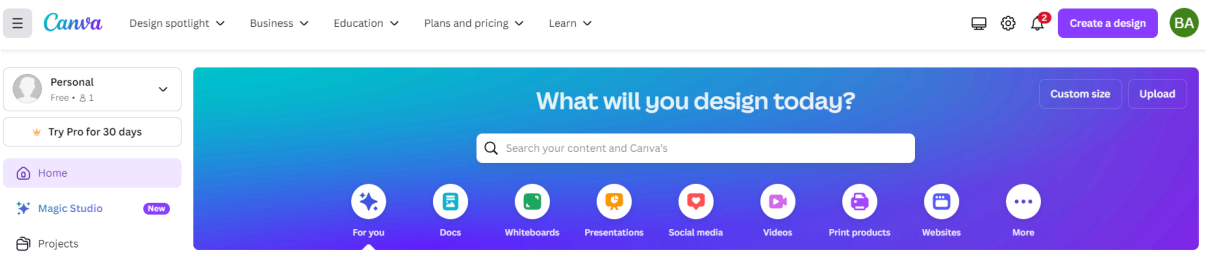
Blended Learning Approach:

- *Online Tutorials* – Use digital design tools to create packaging concepts. Watch tutorials on how to select sustainable materials.
- *In-Person Sessions* – Bring your packaging ideas to a session where you can physically test packaging materials.

Activity Example: Design a simple label using a free online design tool, then present your packaging idea to peers in an online discussion forum.

Tool: *Canva*

What it does: Canva is "easy to use" online platform for creating packaging labels, business cards, and any other branding materials. Its drag-and-drop functionality makes it simple for beginners. It also has so many AI tools inside that you can benefits for different creativity ideas.



Tool: *Marq*

What it does: Marq is another design tool tailored for creating professional-looking product labels and branding material. It's user-friendly and offers free templates for product packaging.

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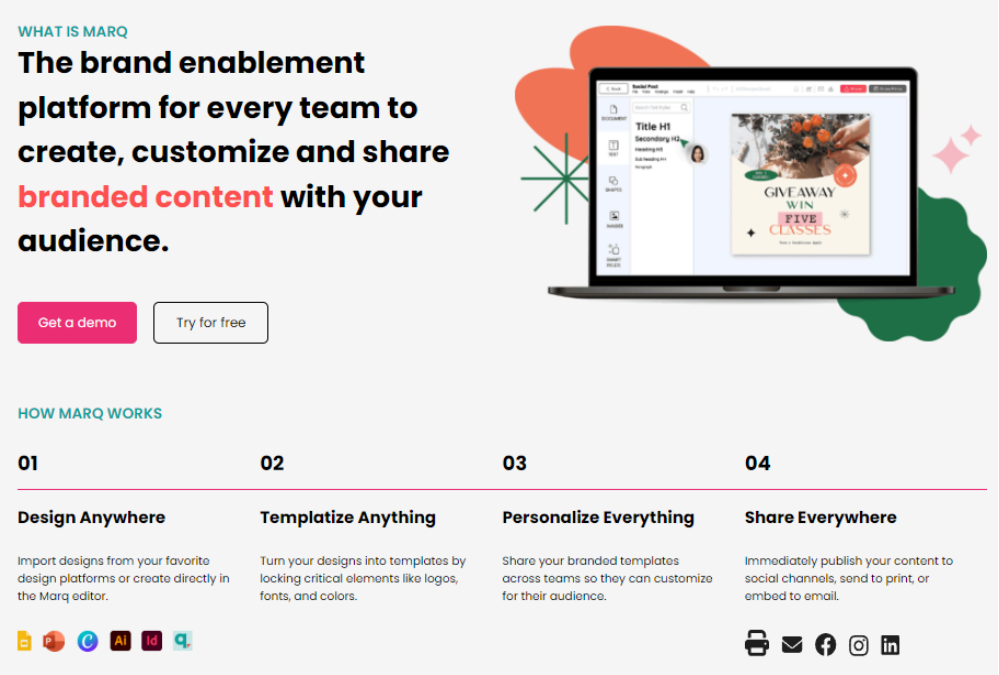

4.3.3. Regulatory Compliance & Labelling

Key Focus: Entrepreneurs must ensure their products comply with legal regulations, including proper labelling and safety standards.

Blended Learning Approach:

- *Online Regulatory Lessons* – Short lessons explaining the basics of cosmetic labelling and safety standards.
- *Interactive Q&A Webinars* – Webinars with legal experts who answer questions about compliance and labelling.

Activity Example: Create a draft label for a product following an online lesson on labelling requirements. And submit it later for review by an instructor or peers.

4.3.4. Marketing and E-Commerce Strategies

Key Focus: Learning how to market handmade cosmetics and sell them online is important for growth.

Blended Learning Approach:

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- *Online Marketing Modules* – To have an idea about social media marketing and setting up an e-commerce shop(s).
- *Live Webinars* – To participate in real time discussions on building a customer background and using social media effectively.

Activity Example: Create a basic social media post for your product, using tips from an online marketing module. Post it in an online group and discuss how to improve engagement.

Tool: *Hootsuite and Buffer*

What it does: Hootsuite and Buffer allow you to manage social media posts across various platforms, scheduling and helping entrepreneurs develop marketing strategies and track performance.

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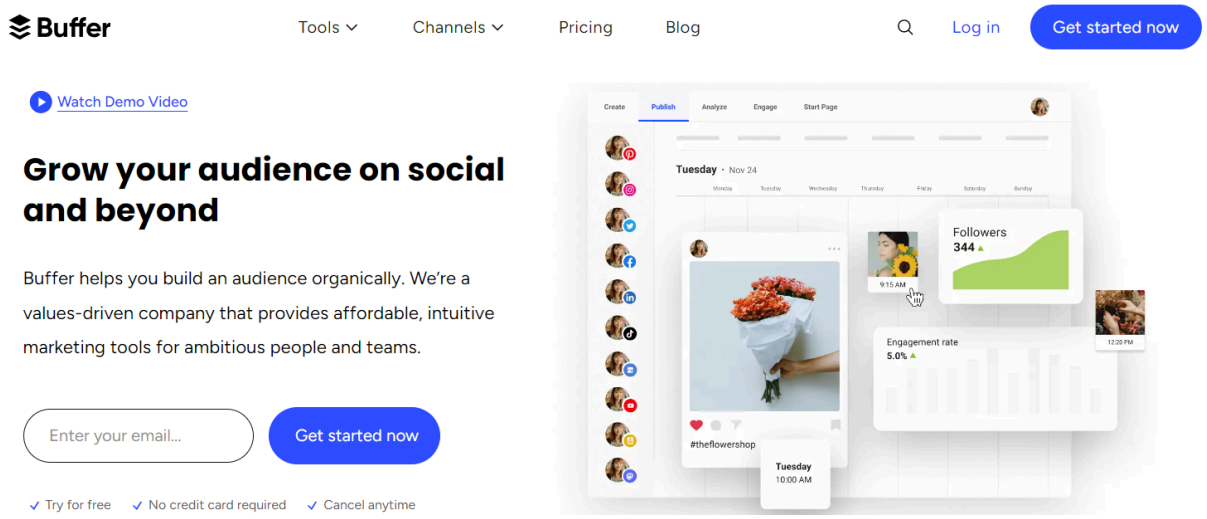

Tool: *Etsy*

What it does: Etsy is an e-commerce platform very beneficial for handmade goods. It provides a marketplace for handmade cosmetics entrepreneurs to sell their products online and offers guides and tools for optimising product listings and managing shops.

4.3.5. Financial Management and Pricing

Key Focus: Properly pricing products and managing finances is essential for sustaining a handmade cosmetics business.

Blended Learning Approach:

- *Online Financial Calculators* – Use simple tools to calculate production costs and set prices.

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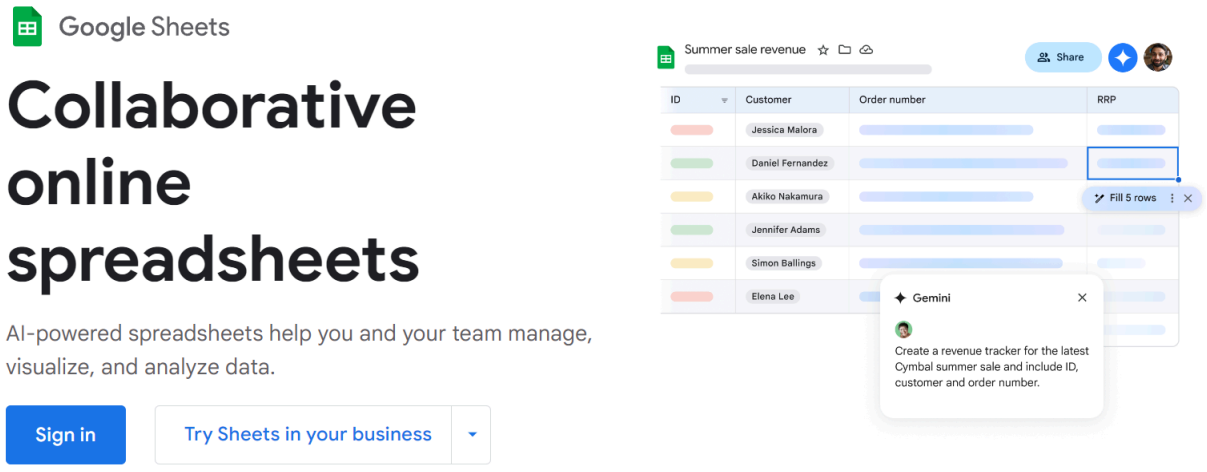
- *In-Person Finance Workshops* – Discuss budgeting and pricing strategies in a workshop, getting real-time feedback.

Activity Example: Use an online calculator to determine the price of one of your handmade products based on production costs. Share your results in an online discussion for advice on whether your pricing is competitive.

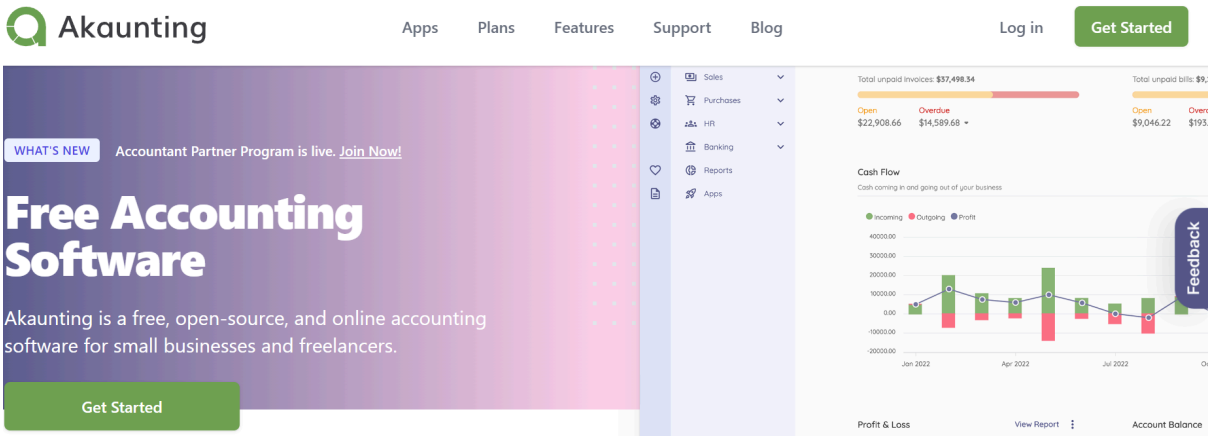
Tool: *Excel or Google Sheets*

What it does: Excel and Google Sheets basically offer basic, customisable spreadsheets for tracking costs, calculating profit margins and budget managing.



Tool: *Akaunting*

What it does: Akaunting is an accounting tool that helps SME owners track finances, expenses, and cash flow. It's free, easy to use and integrates with other financial apps.



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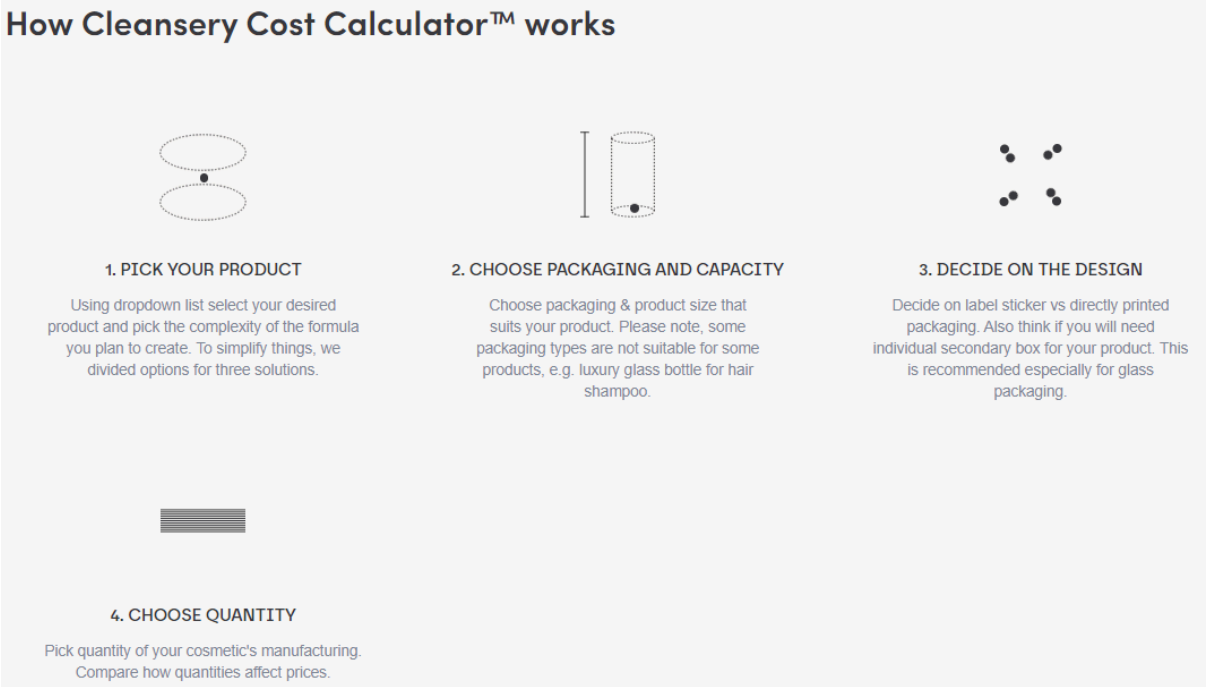
Tool: *Cosmetics Cost Calculator*

What it does: It calculates your private label cosmetics manufacturing cost in less than 45 sec (as they mentioned in their website).



4.3.6. Sustainability and Ethical Practices

Key Focus: Entrepreneurs need to consider sustainability because consumers usually prefer products that are eco-friendly and ethically made.

Blended Learning Approach:

- *Online Sustainability Courses* – Short courses on sourcing sustainable ingredients and reducing waste.
- *In-Person Eco-Workshops* – Hands-on practice making eco-friendly packaging or using sustainable ingredients.

Activity Example: Complete an online course on eco-friendly ingredients and create a product using at least one sustainable ingredient. Present your product idea in an online group for feedback on its eco-friendliness.

Tool: *Good on You*

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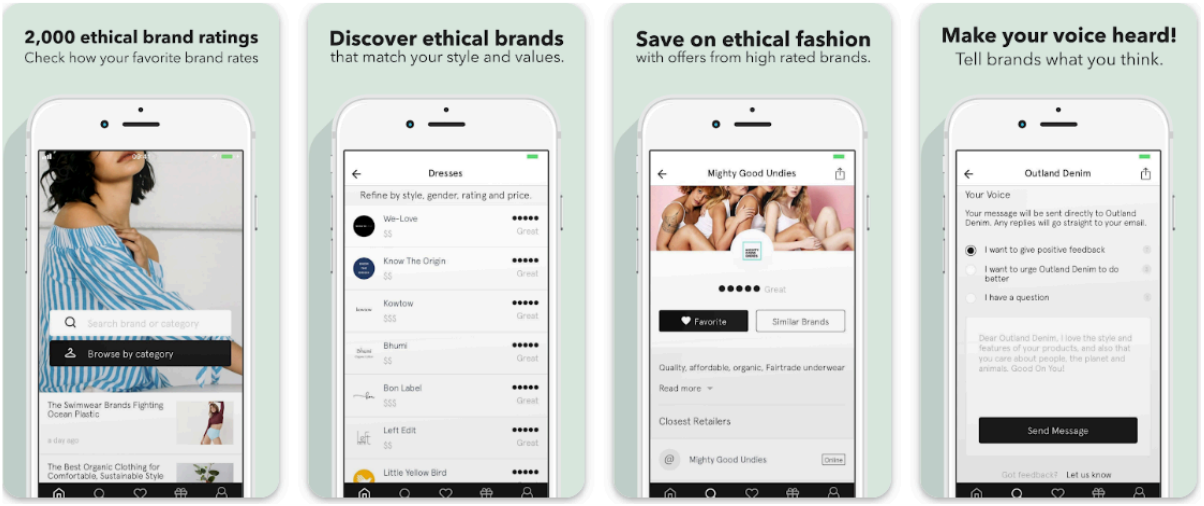
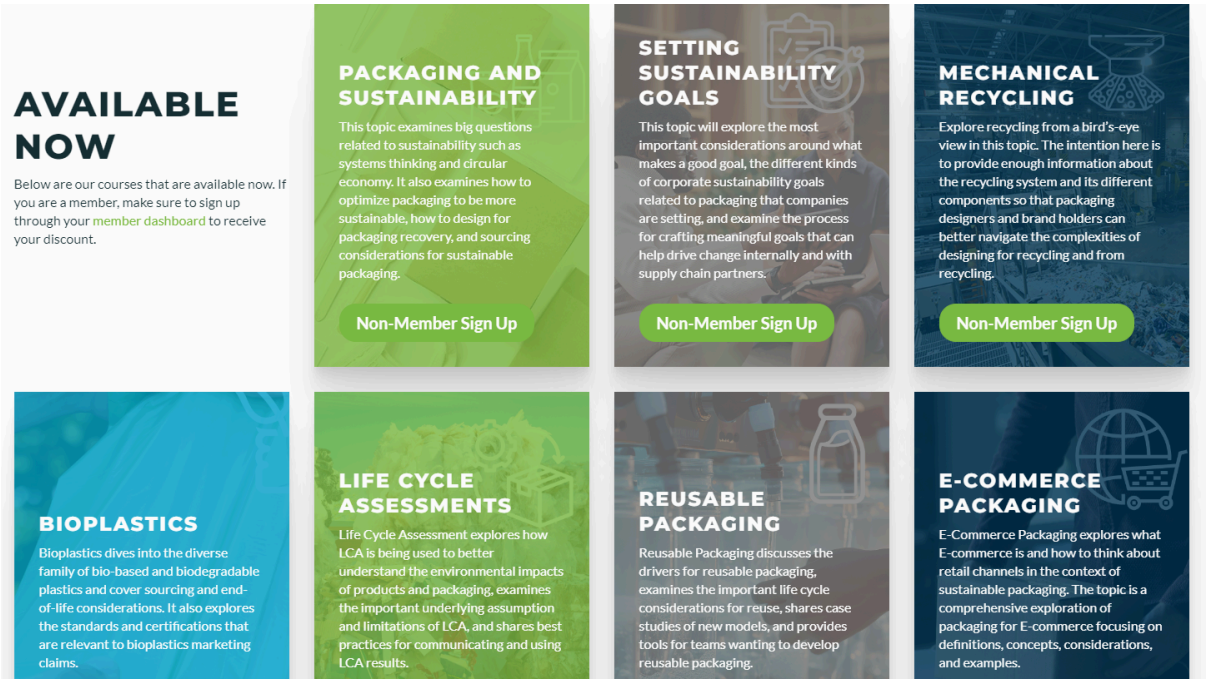
What it does: This app provides sustainability ratings for different suppliers and materials, helping entrepreneurs source eco-friendly and ethically made ingredients for their products. So you can understand what customers pay attention to and what they prioritise when buying a product, not only in cosmetics.



Tool: *Sustainable Packaging Coalition (SPC)*

What it does: Offers resources and guidelines for creating sustainable, eco-friendly packaging. It also provides a network to connect with sustainable packaging suppliers.



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5. Technology Integration

Blended learning, therefore, encompasses the integration of traditional face-to-face learning with online approaches, which in recent times have increased due to rapid progress in technology. Such a tool makes learning more accessible, flexible, and personalized for the young entrepreneur; these could be Learning Management Systems and AI blended learning (Alshahrani, 2023; Siripongdee et al., 2020).

These include, but are not limited to, LMS platforms like Moodle and Blackboard, communication applications such as Zoom and Microsoft Teams, and AI-powered systems like ChatGPT that could be at the core of blended learning. Such tools enable real-time interaction and self-paced learning, affording young learners the opportunity to learn at their

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own pace and to engage with content whenever this is most conducive. It helps in integrating IoT-based technologies that blur the boundaries between digital and physical learning spaces and provide an environment of seamless communication and collaboration. (Siripongdee et al., 2020).

It is here that one would implement tools, which in teaching entrepreneurship in the field of handmade cosmetics, will range from practical skills to business knowledge. Here are three creative ways such technologies can be adapted for the needs of young cosmetics entrepreneurs:

5.1. Learning Management Systems for Product Development

Product development is a core competence for any budding entrepreneur interested in handmade cosmetics. Courses can be conducted on any LMS like *Moodle* or *Canvas*, guiding them on cosmetic formulation, safety standards, and properties of ingredients involved. Interactive modules comprising quizzes and assessments will provide scope for self-testing of young entrepreneurs on key issues like stability of products and compatibility of ingredients. These platforms also allow for discussion forums where learners can share ideas, challenges, and formulation techniques with their peers, making this a support community for creativity and innovation.

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5.2. AI-Driven Personalisation for Branding and Marketing

AI tools, like ChatGPT, can become very valuable in the development of youth's branding and marketing strategies. These give personalized feedback on business plans, product descriptions, and promotional campaigns. For instance, a young entrepreneur may put into such systems the story of his brand or social network posts to get recommendations on how to improve engagement or adapt to market trends. AI-powered chatbots can simulate customer interactions where a learner can practice effective communication to refine customer service skills, highly important in the business of handmade cosmetics (Alshahrani, 2023).

While it is inevitable that ChatGPT currently holds the crown in this field, there are also several alternatives for those people who want more ideas and originality:

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YouChat, Jasper Chat, Microsoft Copilot, Google Gemini, ChatFlash, Chatsonic, Claude, MonicaAI, and Perplexity AI

5.3. Potential Virtual Reality Aspects for Blended Learning for Hand-made Cosmetics Entrepreneurship

Virtual and augmented realities are among the most advanced novelties that exist today, with both possibilities having huge potential to improve the educational system. Within the last couple of years, VRs and ARs have gained huge popularity within education-they give too many opportunities for learners and trainers to maximize technology-enhanced learning. Learners are subjected to immersive digital experiences through AR and VR, which none of the conventional teaching methodologies can simulate. This technology is known as AR; it alters the real world by adding digital information to it. The advanced technical development in VR has completely changed the way we interact and experience digital worlds. With the use of state-of-the-art motion sensors, display technology, and computer graphics, VR finally can provide an individual with extremely realistic perceptions of real or imaginary environments. Even though their names sound quite alike, augmented and virtual reality are two different technologies for different uses. VR utilizes some kind of headgear or glasses to immerse individuals into a completely new digital world-to create an interactive experience. Where AR enhances the physical world by overlaying digital things on top of it, adding more information to it, or improving its functioning, this might be an avenue through which these emerging technologies could be integrated more into blended learning and online learning in order to create far more exciting learning environments and immersive learning experiences. AR and VR enable educators to create simulations and virtual worlds where students can explore and interact with real settings without leaving the physical classroom. In addition, AR and VR can generate interactive and dynamic content such as 3D pictures and movies that will hold student interes (Al-Ansi et al., 2023). Here we'll mostly focus on VR.

As we continue with the possibilities of Virtual Reality within the blended learning environment, it is important to address how immersive technologies have greatly enhanced entrepreneurship education for youth-focused handmade cosmetics initiatives. The literature states that VR makes that special opportunity within the theoretical-practical divide possible

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by allowing learners to take part in virtual simulations of realistic activities and situations (Liu & Wang, 2024; Orel, 2020). These environments not only encourage interactive learning but also offer young entrepreneurs a space to practice and refine their skills without the limitations of physical resources (Orel, 2020).

Key Aspects:

5.3.1. Product Development and Formulation

Mastering the formulation of the products is one of the most important points in handmade cosmetics entrepreneurship. VR can play an important role here, where learners practice various formulations of cosmetics in a virtual lab without using expensive raw materials and special equipment. Such simulations can show how mixing various ingredients will affect performance and stability over time, for example, and on which skin types.

Example Activity:

The learner can be taken to a virtual formulation lab where he or she would go and develop a product such as face cream or even soap. The interactive, real-time simulation of ingredient interaction, texture, and safety measures may be provided through the virtual environment. This not only enhances practical understanding but also saves costly ingredients from being wasted during experimentation (Liu & Wang, 2024).

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Packaging and Sustainable Design

The packaging design and sustainability in handmade cosmetics is as important as the product itself. VR can simulate packaging design; learners can visualize how their products will look on the shelves or in marketing materials. Besides, the VR environment may be adjusted to foster eco-friendly decisions by showing the environmental impact of different materials used for packaging.

Example Activity:

They might design packaging for cosmetic products through a VR interface, focusing on sustainability. The system could show them the carbon footprint associated with various packaging materials to guide these young entrepreneurs to more eco-friendly choices. This gamut is filled in during this immersive activity: aesthetic, functional, and ecological responsibility (Orel, 2020).

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5.3.2. Customer Interaction and Marketing Simulations

Marketing and consumer interaction are important concerns for any entrepreneur, but particularly in the very competitive field of handmade cosmetics. VR allows students to enter a virtual role-play environment where they can have customer interactions, practice their sale pitch, or develop marketing strategies. Using VR to deliver the realistic retail scenario where entrepreneurs will be able to practice selling their products, getting realistic feedback on their communicating and persuading skills.

Example Activity:

Learners will be able to meet the virtual customers created by AI in the virtual marketplace and answer their queries and questions. They may be given a few product recommendations as well. The learners will have the opportunity to fine-tune their customer relationship and marketing skills in a virtually controlled, risk-free environment. This simulation helps learners to develop confidence and interpersonal skills through learning. (The Potentials of Virtual Reality in Entrepreneurship Education, 2020).

Finally, blended learning environments can be used as a fertile ground for the development of the learning process in handmade cosmetics entrepreneurship education. Learners can experience a comprehensive, flexible, and interactive education process using the LMS platforms, AI-enabled personalization, and IoT-enabled tools. These instruments also contribute to the practical skill acquisition for learners and support their entrepreneur journey from product formulation to marketing and packaging. Moreover, when integrated into blended learning environments, VR can also provide immersive, practical experiences for young entrepreneurs in the handmade cosmetics industry to understand product development, packaging design, and customer interaction. Such a learning environment provides a teaching-learning experience that is more interactive and constitutes an important bridge between theoretical knowledge and practice by offering dynamic and flexible learning to young innovators.

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5.4. Multimedia Resources for Visual and Auditory Learning in Blended and Hybrid Settings

In particular, blended and hybrid learning models both make extensive use of multimedia in visually-oriented industries like handmade cosmetics. Alternative means of information intake, such as video tutorials, infographics, and podcasts, cater to different learning styles. While these can be accessed online, most often they are complemented by hybrid live or in-person demonstrations.

- **Blended Learning Aspect:**

Learners can watch detailed video tutorials on product formulation, packaging, or marketing strategies via platforms like *YouTube* or *Vimeo*. They can also engage with infographics that visually break down processes like pricing strategies or regulatory requirements.

- **Hybrid Learning Aspect:**

After watching video tutorials, learners attend live demonstrations or webinars to see real-time examples of the skills they are learning. In this setting, learners can ask questions, clarify doubts, and practice their skills in an interactive environment.

Example:
Learners access video tutorials on *YouTube* to watch how to make all-natural soap using essential oils. Later, they join an in-person workshop where they apply these techniques, create their own soap, and receive instant feedback from a mentor.

5.5. Interactive Elements for Engagement in Blended and Hybrid Learning

Interactive elements are essential for keeping learners engaged in both blended and hybrid learning environments. These can range from online quizzes and simulations to virtual and live group projects, providing opportunities for practical application and peer collaboration.

- **Blended Learning Aspect:**

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Interactive quizzes, pricing simulations, and product formulation games can be used to reinforce learning and test comprehension. Learners can also participate in online group projects where they work together to design a complete product line or marketing campaign.

- **Hybrid Learning Aspect:**

Learners can also engage themselves on campus in a hybrid setting, engage in group projects involving hands-on packaging and branding where students bring their on-line designs into the physical world. Topping all these, the hybrid model can also include peer-to-expert virtual meetings or live webinars in real time.

Example:

Learners complete interactive online simulation where they calculate product pricing based on ingredient costs and packaging materials. This is followed by a live group session where they collaborate to create a physical product package and present their pricing strategy to their peers.

In a summary, multimedia resources, and interactive elements into a blended and hybrid learning environment offers a comprehensive and engaging approach to teaching handmade cosmetics entrepreneurship. Blended learning provides the flexibility for learners to engage with theoretical concepts and digital tools at their own pace, while hybrid learning introduces the hands-on, practical experiences necessary to refine these skills.

Chapters' 4 & 5 Quiz

1. What is one of the key advantages of blended learning as discussed in the *SUSENT Toolkit*?

a) It completely replaces traditional face-to-face learning.

b) It eliminates the need for teacher involvement.

c) It allows for flexibility by combining online and in-person learning.

d) It focuses entirely on theoretical knowledge

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2. How does blended learning in the toolkit address different learning styles effectively?

a) It prioritizes auditory learning by using lectures and podcasts.

b) It offers a combination of visuals, discussions, and simulations to meet diverse learner needs.

c) It restricts learners to text-based materials for in-depth analysis.

d) It focuses only on kinesthetic learning through in-person workshops.

3. What is the purpose of e-mentoring in the blended learning model described in the *toolkit*?

a) To provide in-person mentorship to young entrepreneurs.

b) To offer advice and feedback through online platforms without physical meetings.

c) To replace all forms of interaction with automation.

d) To focus on self-directed learning without mentorship.

4. In the context of blended learning, what is one key challenge mentioned in the *SUSENT Toolkit*?

a) Lack of interaction between students and teachers.

b) Difficulty in providing personalized feedback.

c) Access to digital tools and ensuring digital literacy.

d) Over-reliance on traditional textbooks.

5. How does blended learning enhance entrepreneurial skills, as highlighted in the *SUSENT Toolkit*?

a) By focusing only on theoretical knowledge.

b) By allowing learners to simulate real-world business scenarios in a risk-free environment.

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c) By replacing hands-on activities with online modules.

d) By eliminating face-to-face mentorship

6. The *SUSENT Toolkit* discusses the importance of practical learning in entrepreneurship education. How is this achieved in a blended learning environment?

a) Through exclusively online modules without any real-world engagement.

b) By balancing virtual learning tools with in-person workshops and mentorship.

c) By focusing on theoretical knowledge only.

d) By reducing face-to-face interactions to a minimum.

7. What is one way blended learning increases accessibility for entrepreneurship students, as per the *SUSENT Toolkit*?

a) It allows students to complete their education entirely in physical classrooms.

b) It enables learning from anywhere through online components, benefiting those far from educational centres.

c) It restricts learning to only those who can attend in-person sessions.

d) It focuses only on students with advanced digital skills.

8. In the *SUSENT Toolkit*, how is collaboration encouraged in a blended learning environment?

a) Through group-based discussions and projects that happen both online and in-person.

b) By limiting interactions to individual assignments only.

c) By eliminating face-to-face activities in favour of self-study.

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d) Through instructor-led only activities without peer interaction.

9. What is one role of technology in blended learning for entrepreneurship education, according to the *SUSENT Toolkit*?

a) To automate all learning processes without the need for human interaction.

b) To support collaborative learning through tools like project management applications and forums.

c) To replace the need for mentors in entrepreneurship education.

d) To limit learners to text-based resources.

10. Which online tool mentioned in the *SUSENT Toolkit* helps calculate ingredient quantities for creating safe and accurate handmade cosmetics?

a) Canva

b) Etsy

c) Marq

d) SoapCalc

11. What platform is suggested in the *SUSENT Toolkit* for creating professional-looking product labels and packaging designs?

a) Canva

b) Etsy

c) Hootsuite

d) Akaunting

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12. Which e-commerce platform is highlighted in the *SUSENT Toolkit* for selling handmade cosmetics online?

a) Hootsuite

b) Marq

c) Etsy

d) Canva

13. According to the *SUSENT Toolkit*, which AI tool can provide personalized feedback on business plans, product descriptions, and promotional campaigns for young entrepreneurs?

a) SoapCalc

b) ChatGPT

c) Akaunting

d) Formula Botanica

14. What is the purpose of the application "Good on You" as mentioned in the *SUSENT Toolkit*?

a) To create sustainable packaging for products.

b) To rate the sustainability of suppliers and materials.

c) To track financial expenses for startups.

d) To help entrepreneurs design product labels.

15. What is the primary function of the platform "Hootsuite" as mentioned in the *SUSENT Toolkit*?

a) To help with creating product packaging designs.

b) To calculate production costs for handmade goods.

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c) To manage and schedule social media posts across various platforms.

d) To track sustainability of suppliers.

18. What is the purpose of the "Cosmetics Cost Calculator" tool mentioned in the *SUSENT Toolkit*?

a) To help entrepreneurs create eco-friendly packaging designs.

b) To provide tutorials on handmade cosmetic formulations.

c) To track social media performance.

b) To calculate the manufacturing costs of private label cosmetics.

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