

CRE8[®] Europe: A contest for promoting creativity and innovation among undergraduate students.

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Different statistical indicators, such as the GUESSS or the GEM, suggest low levels of Spanish student entrepreneurial intention, however, the recognition of the importance of entrepreneurial competences for students to strengthen their professional capacities has recently been found in most of the politicians and other economic and educational leaders' speeches. There is really a consensus around the belief that education in entrepreneurial skills has the capacity to provide a new generation of young people committed with sustainable welfare (European Union reports, 2020; Pardo-Garcia and Barac, 2020).

In spite of this acknowledgement, few are the Spanish universities with a clear educational proposal directed to nurture undergraduates' entrepreneurial competences, specially through non-formal entrepreneurial learning. Based on the distinction between formal, non-formal and informal learning (Tamir, 1991), non-formal learning can be interpreted as an intermediate learning between informal and formal, it is flexible but directed towards the achievement of specific explicit and tacit learning objectives. Non-formal education is especially appropriate when tacit learning objectives are even more important than explicit ones as it happens in entrepreneurship (Debarliev, et al., 2020). Entrepreneurship cannot be learned through theoretical instructions because it requires highly practical pedagogical interventions (Huang et al., 2021). Teaching entrepreneurship is more about creating a dynamic learning environment than about fixing it, which is a priority in a regulated training program (Pantea, 2016). New pedagogies used in formal education can allow replication of the entrepreneurial process for students to gain entrepreneurial experience, but only up to a certain level. It is very difficult to recreate the socialization processes necessary to achieve a real entrepreneurial experience and to acquire tacit entrepreneurial knowledge (Morris et al., 2012; Pittaway and Cope,

2007). In spite of this, little research has been done on non-formal entrepreneurial learning (Debarliev et al., 2020), and the need to investigate and propose different pedagogical frameworks to train simultaneously entrepreneurial competences in a non-formal context has been recently highlighted (Aaboen et al., 2020). CRE8 Europe is designed with the purpose to help entrepreneurial educators to enhance student's creativity by the way of non-formal education.

CRE8 Europe is considered to be an innovative and working non-formal learning experience aimed to stimulate creativity and problem-solving abilities among undergraduate students. In addition, by the way of CRE8 Europe students' employability are really enhanced. Specifically, the CRE8 Europe method has been designed to facilitate the interaction between knowledge from the university and the practice from the business world as it involves experienced entrepreneurs in the process of searching for real solutions to real challenges. Entrepreneurs' collaboration helps students not only to learn entrepreneurship but to practice it in the context of a Challenge contest. In addition, the CRE8 Europe strives for problem reframing and problem solving through situational and social learning (Löbler, 2006; Yorks et al., 1999). In this process the value of interdisciplinarity and interculturality is also enhanced as CRE8 students learn from the different ways of doing of their mates. Therefore, by the way of CRE8 Europe students experiment with different practical activities to develop their creativity and innovative capabilities, which are enhanced by the interdisciplinarity and interculturality of the method.

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