

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 students' 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 (Lübker, 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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