

Form for Training Session 1

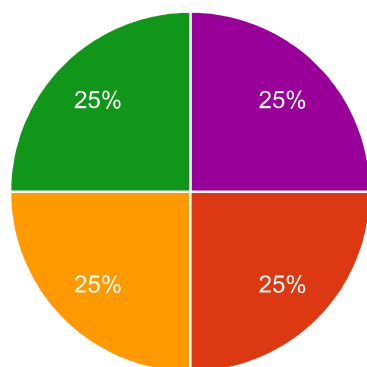
4 responses

[Publish analytics](#)

What is your institution?

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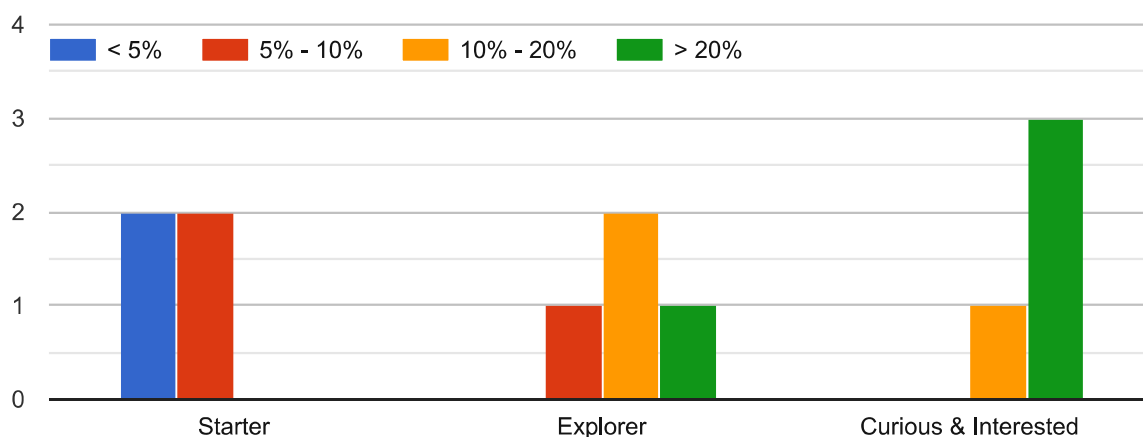
4 responses



- Sindhuli Multiple College-Tibhuvan University
- Sindhuli Community Technical Institute
- Siddhartha Vanasthali Institute
- Sindhuli Academy
- PadmaKanyaMultiple Campus-Tibhuvan University

Discussion Break 1

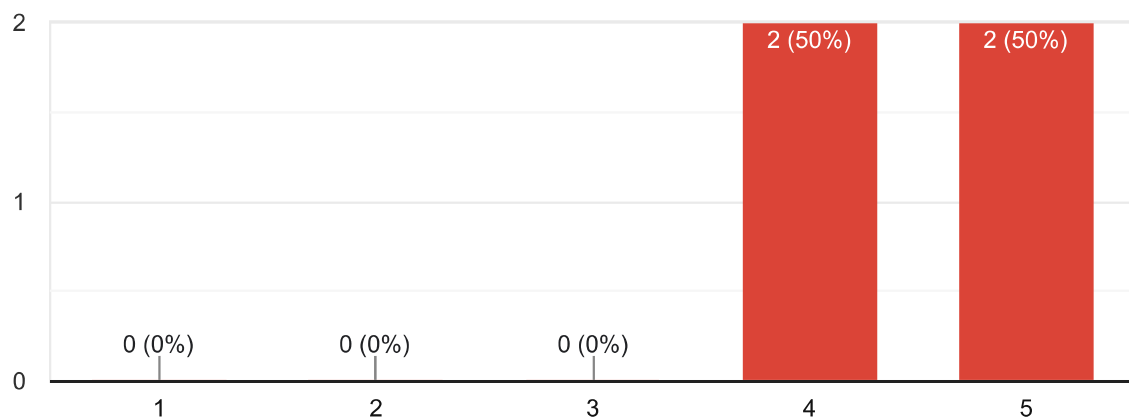
Approximately, what percentage of students in your institution do you think there are currently at these three levels of entrepreneurial maturity?

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If students begin a journey associated to entrepreneurship, this allow them to develop skills that will be useful as entrepreneurs or intrapreneurs, without discarding that they could also create a company



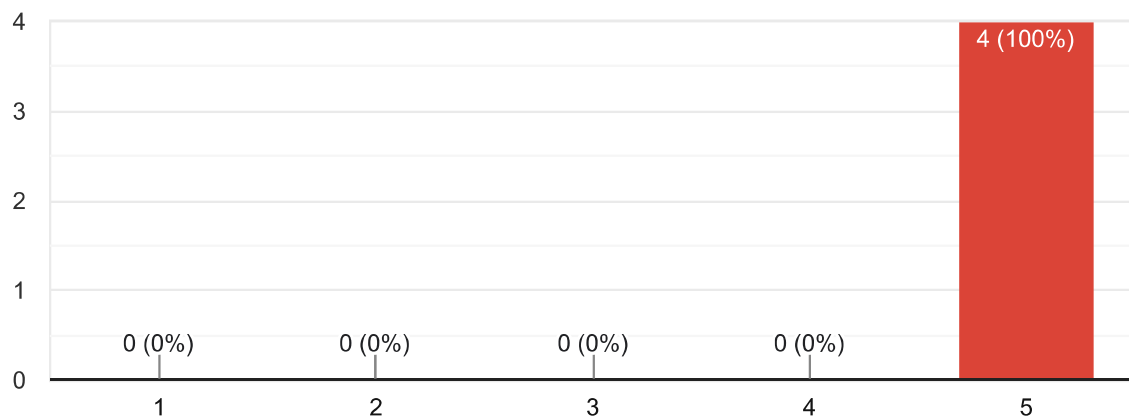
4 responses



In the academic context, a realistic objective regarding entrepreneurship among students would be awakening their interest in entrepreneurship and giving support to students that want to go further as entrepreneurs.



4 responses



Discussion Break 2



Do you think that there are any missing elements in the presented Academic Entrepreneurship Framework that could be interesting for you/us to be considered?

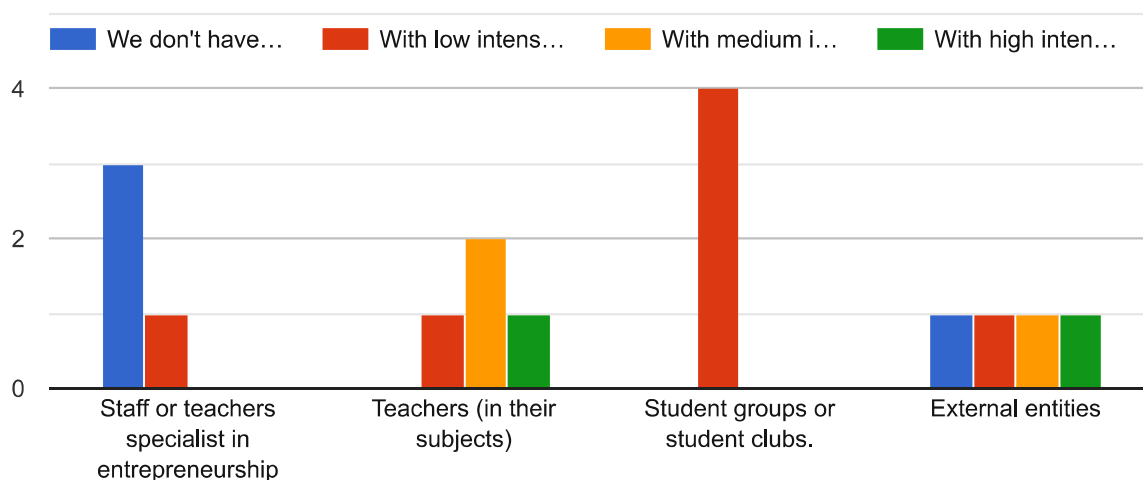
3 responses

I do not think any missing elements in the presented framework.

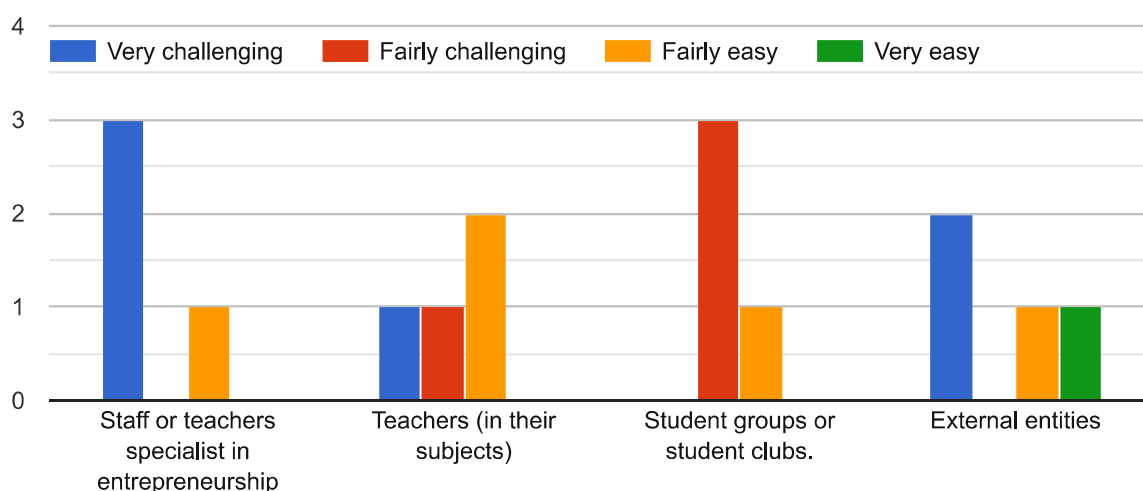
No, the current framework is enough and interesting.

Collaboration with other institutions.

Who is currently developing activities to promote entrepreneurship related activities in your institution?



Regarding the previous question, how challenging would it be to increase to the maximum the participation intensity of each actor in promoting entrepreneurship?



What do you see as the main obstacles to develop an entrepreneurship mindset at your institution?

4 responses

Educational system: The curriculum is typically theoretical, with less emphasis on practical, hands-on learning experiences, which are critical for building entrepreneurial abilities.

Implementation of Entrepreneurship Culture, Employee Mindset, Insufficient Institutional Support, Lack of Entrepreneurship Training for Teachers

To build a concrete team.

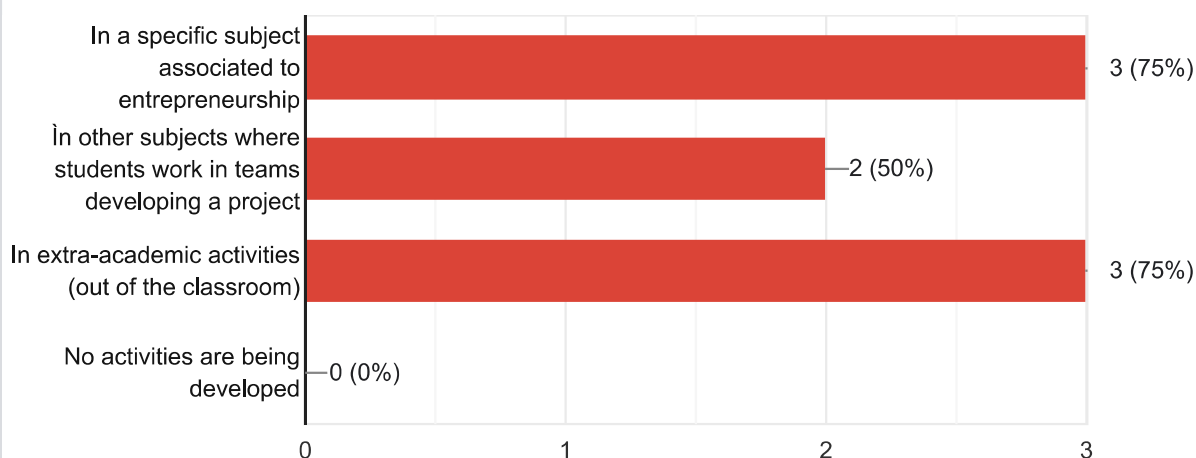
In our institution, all the staffs are government appointed workers/officials. Most of them are not interested to run any business. For the students, there is lack of proper incubation center and support system from the campus to start their own business.

Discussion Break 3

How are the activities to promote entrepreneurship being currently developed in your institution?

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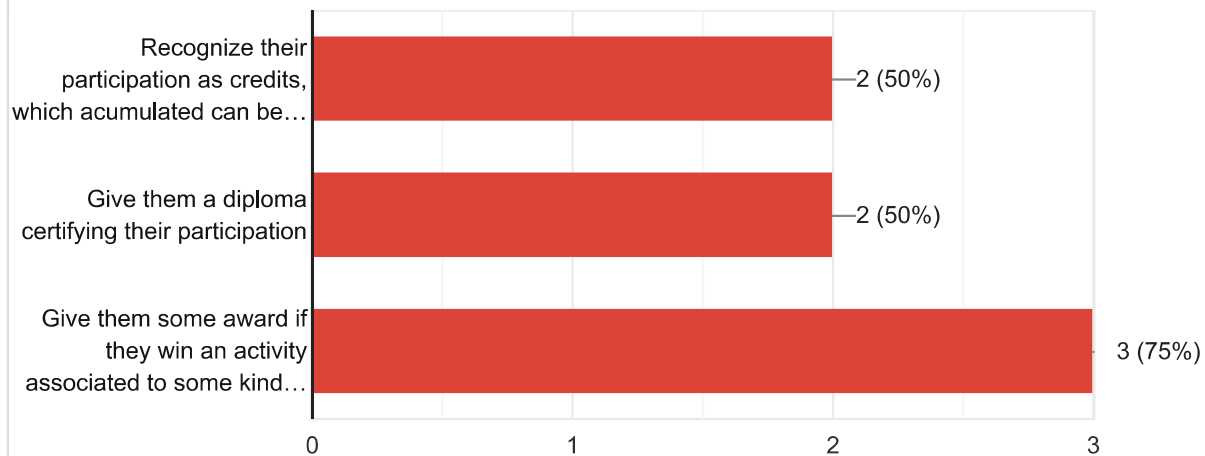
4 responses



In order to motivate students to participate in extra-academic activities, it would be attractive to offer some kind of recognition. Which of the following options could be possible in your institution?



4 responses



At the end of their studies (bachelor's or master's degree), do students have to complete some type of final work (e.g. thesis)? If so, could the students develop an entrepreneurship project in that final work?

4 responses

Yes they can do.

Yes, there is a final thesis which could be linked to an entrepreneurship project

No

Students of Bachelor's and Master's level have to submit their research project and thesis respectively as partial fulfillment required by the University. So, it is possible to involve the students developing an entrepreneurship project in their work.



Do the students have in the curricula some subject mainly dedicated to entrepreneurship? If so, what course is it taught in? Is it an elective or compulsory subject?

4 responses

Yes, Diploma in civil engineering course we have specific subject called Entrepreneurship Development

Yes, the course name is Entrepreneurship and Enterprise Development and it is compulsory. It is in the final year.

No

Students of Bachelor's and Master's level in management streams have to take entrepreneurship as compulsory subject.

Do you have a Incubator or easy access to an Accelerator? Is there some other space in the institution that can be offered to students interested in entrepreneurship?

4 responses

Yes we have

Yes, we have specific classes for entrepreneurship discussions.

No, but space can be offered.

Not yet, but the Campus is planning to establish incubation center in near future.

In what fields of study entrepreneurship activities are currently being implemented in your institution?

4 responses

Diploma in agriculture animal science some students are involved in poultry farming.

Bachelor's in Management

Computer science

For the students of Bachelor of Business Studies (BBS), Bachelor of Business Administration (BBA), Bachelor of Business Management (BBM), Master of Business Studies (MBS) and Master of Business Management (MBM).

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Google Forms







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Who are we?



**Dr. Patricio
Letelier**

Senior Lecturer at UPV
Deputy Principal of
Entrepreneurship at
the Computer Science
School of UPV
Ph.D. in Computer Science



**Mr. Nicolas Le
Grand**

Senior lecturer at Turku
University of Applied Sciences
Working for several years
within the Online
International Business degree
Online and onsite teaching to
international students and
leaders



**Dr. Lorena Bort
Mir**

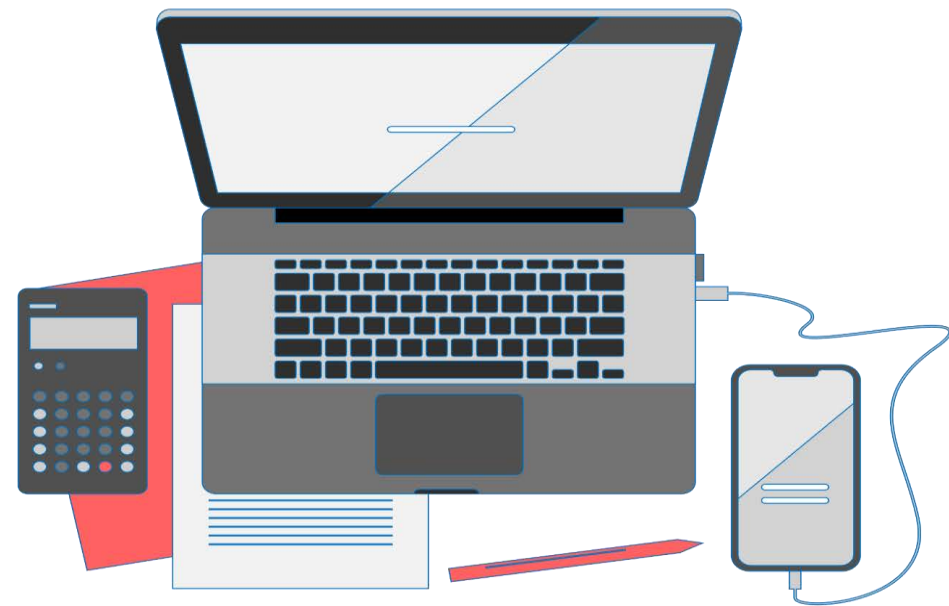
Senior Lecturer and
researcher at UPV
within the Faculty of
Fine Arts
Founder of 3 startups
Ph.D. in Cognitive
Linguistics



Deliverable 4.1

Training Session 1

INTRODUCTION TO WP4



Enhancement of entrepreneurial and digitalisation skills:



1. To inspire entrepreneurial mindset and initiatives



2. To promote and strengthen the empowerment of women entrepreneurs



3. To introduce and implement entrepreneurship-based course design

1. Guidelines for Assessment and Targeting Needs:

WP3 was dedicated to auditing the local ecosystem in Nepal, which serves as a foundational step for understanding the current status of entrepreneurial activities and skills within the institutions.

These guidelines allow us to **identify specific gaps, opportunities, and areas of focus** that need to be addressed in WP4.

2. Monitoring and Evaluation (for the future):

The local ecosystem audit (WP3) provides a structured approach to monitoring and evaluating the impact of actions aimed at developing entrepreneurial skills in universities.

By **regularly assessing any action a partner takes**, the institutions are now able to track progress and effectiveness, offering insights that can guide **adjustments and improvements to entrepreneurial skills in their institutions**.

3. Strategic Alignment and Integration:

The audit (WP3) supports strategic alignment between each institution's overall goals and the objectives of WP4.

By understanding how current practices and structures relate to broader objectives, WP3 facilitates integrating entrepreneurial training into existing curricula and processes to **align with institutional strategies and goals** (entrepreneurship = not an effort of a teacher, but of the whole institution).

For Staff & Teachers



Deliverable 4.1
(month 18)

Active learning for entrepreneurial and digitalization skills in the curriculum

The training of 5 sessions of 3 hours is directed to the Nepal HEI's supporting entrepreneurial activities throughout curricula: real activities and methods applied to Nepal's needs

For Teachers



Deliverable 4.2
(month 25)

Educational staff training on coaching students

Training of 5 sessions of 3 hours for Nepal HEI's educational 20 staff on "transforming the teacher into a coach": soft skills (teamwork, problem-solving, attitude, and work ethic, etc.)

For Students

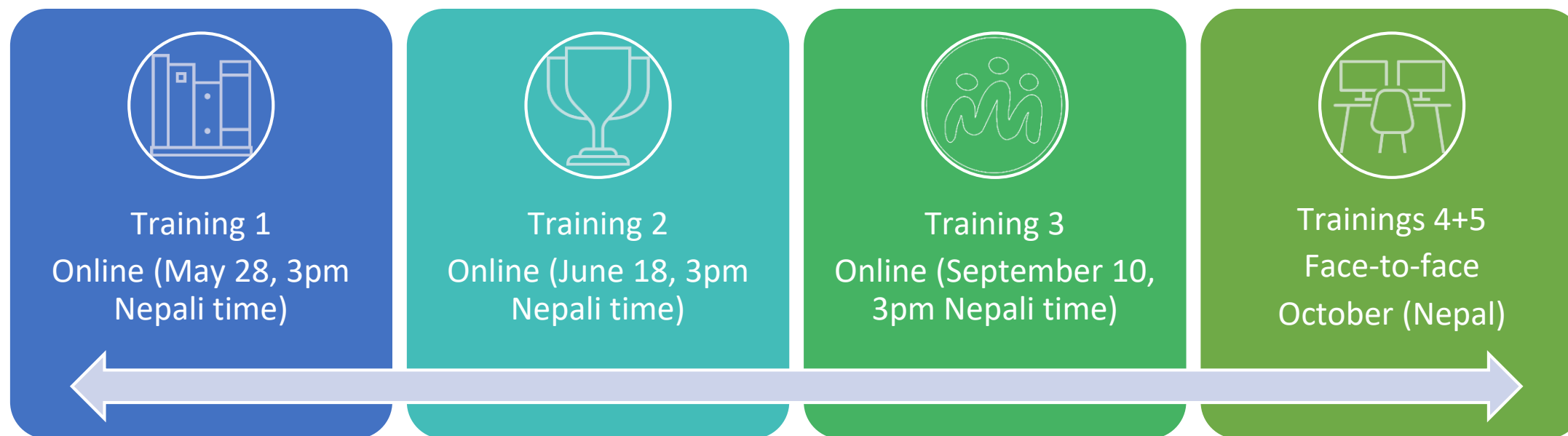


Deliverable 4.3
(month 31)

Entrepreneurship course

Course of 3 ECTS that will be taught to 100 students in total in the target country per academic year, implementable for both hybrid and online. The course is based on active pedagogy and enhances students' entrepreneurial competence.

Timeline





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Deliverable 4.1

Training Session 1

Entrepreneurship Culture in Academic Institutions

Who are the group of people we want to engage as entrepreneurs?



Students



Teachers



Staff

Who are the group of people we want to engage as entrepreneurs?



Students



Teachers



Staff



When it comes to entrepreneurship, students typically lack:

- Motivation
- Time availability
- Knowledge
- Experience
- ...

Cambridge Dictionary

“Someone who starts their own business, especially when this involves seeing a new opportunity”

Merriam-Webster Dictionary

“One who organizes, manages, and assumes the risks of a business or enterprise”



Owner of a company



Cambridge Dictionary

“An employee within a large company who takes direct responsibility for turning an idea into a profitable new product, service, business, etc., often instead of leaving to start their own company”

Merriam-Webster Dictionary

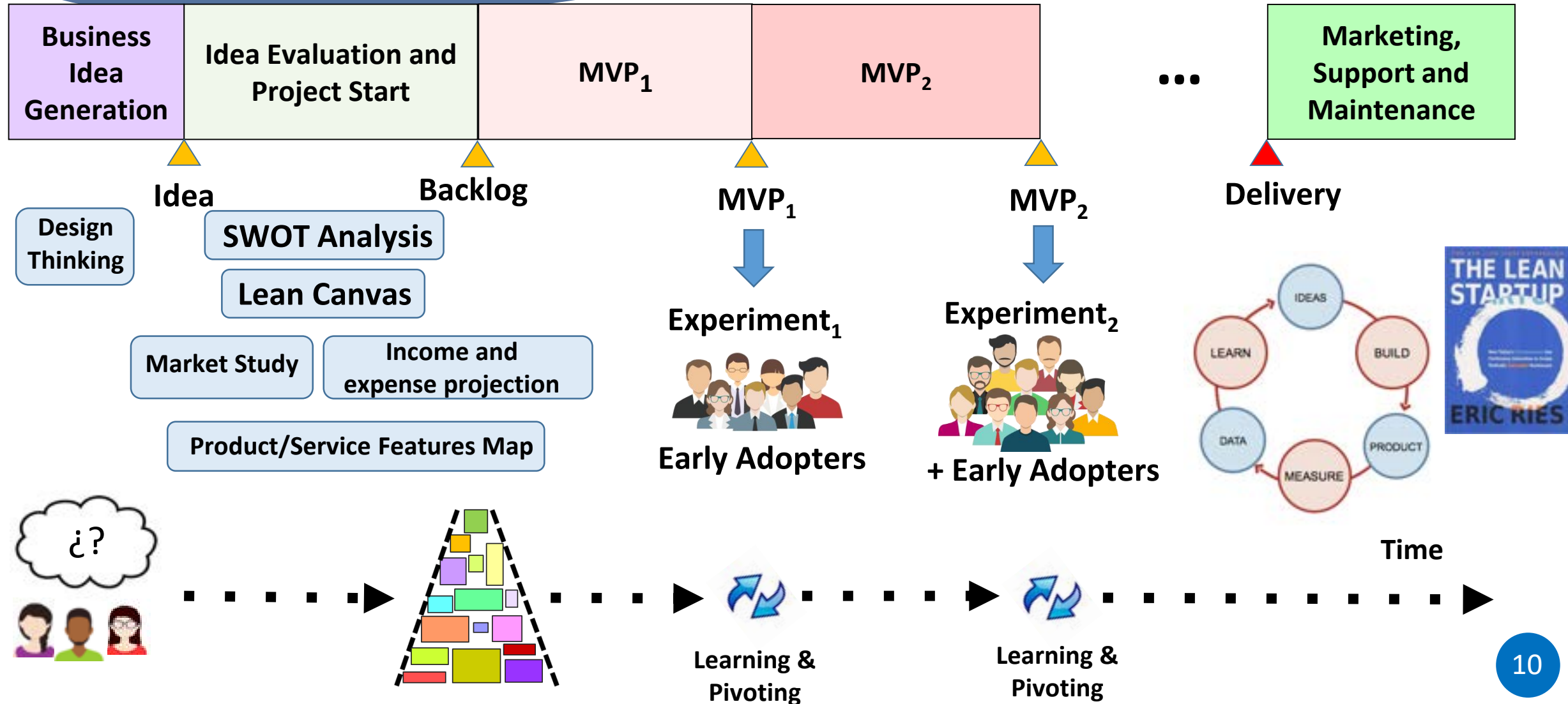
“A corporate executive who develops new enterprises within the corporation”



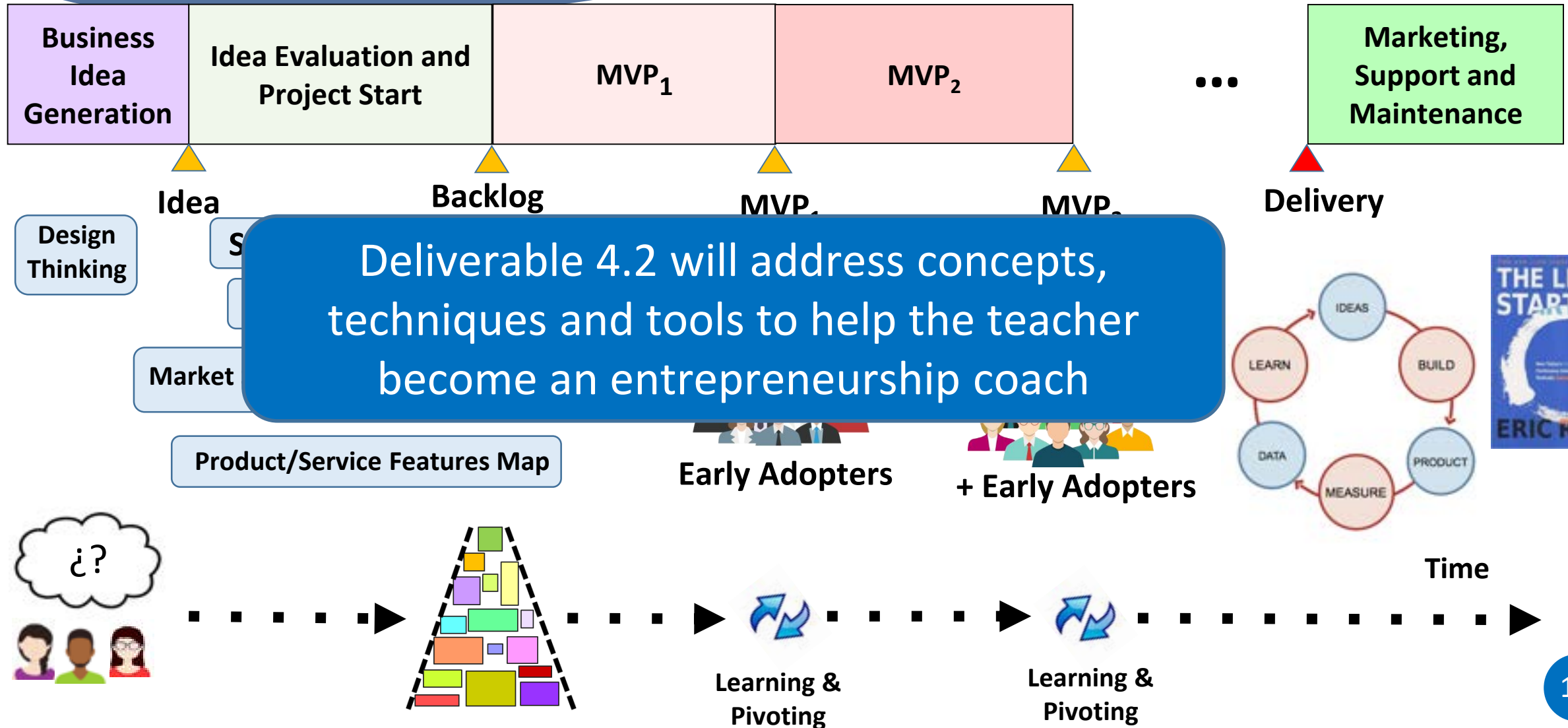
Key employee in a company

- Entrepreneur and Intrapreneur are profiles with common characteristics.
- People with experience in entrepreneurship are very demanded in companies.
- **Entrepreneurship is valuable complementary education for students.**

Life Cycle (simplified) of an entrepreneurship project



Life Cycle (simplified) of an entrepreneurship project



Key elements in an entrepreneurship project?



Team



Knowledge/Skills

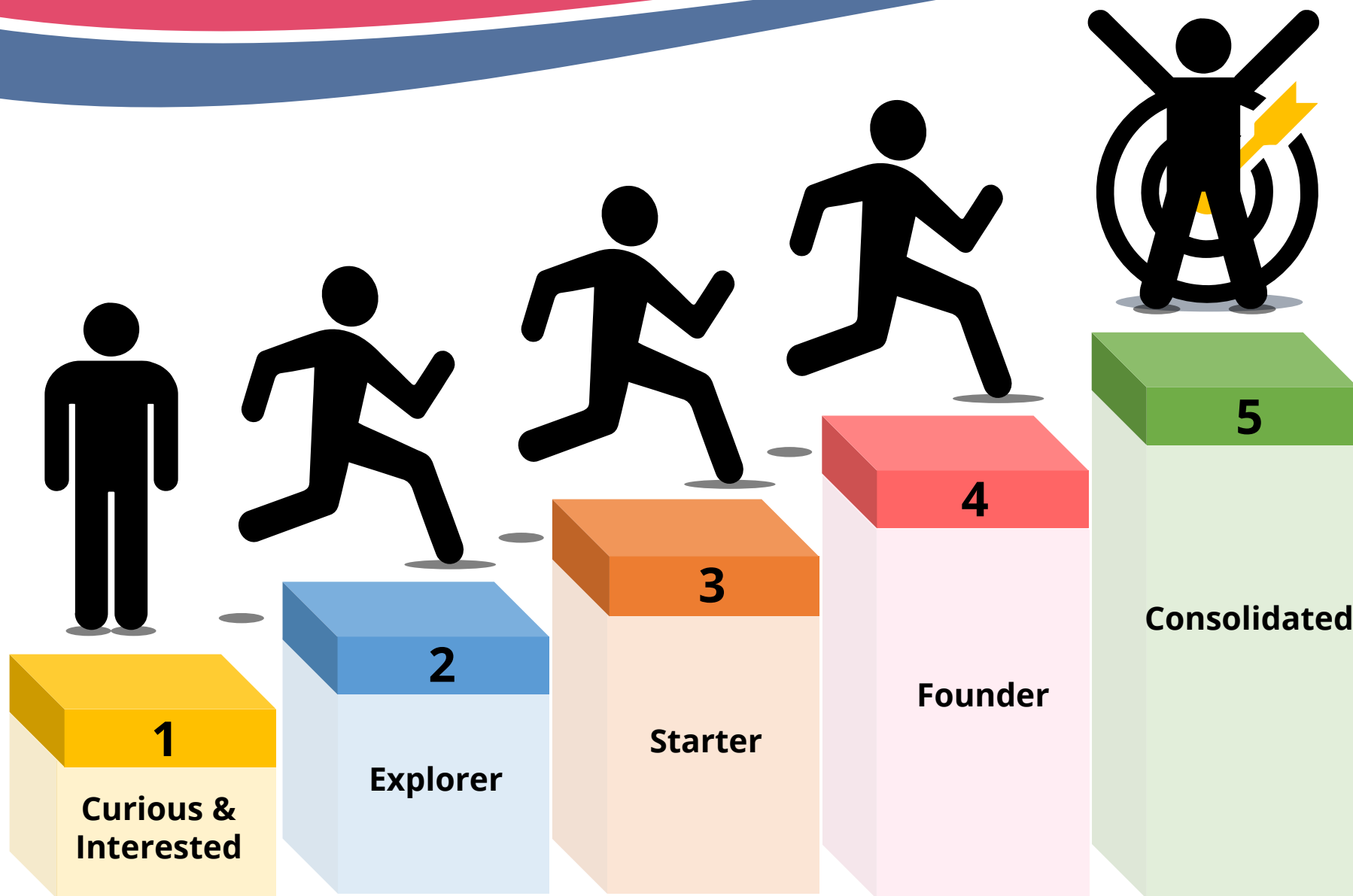


Idea



Women Entrepreneurship







Entrepreneur Maturity Levels

Level 1. Curious and interested

The student begins to become interested in the business world and entrepreneurship. He/she explores ideas, attends talks and workshops, and seeks inspiration.

Level 2. Explorer

The student goes more deeply in the process of creating a business, researching opportunities, connecting with other students and learning about business models.

Level 3. Starter

This is where the first real step towards creating a company is taken. An MVP (Minimum Viable Product) is developed and presented to early adopters. Search for investment partners begins.

Level 4. Founder

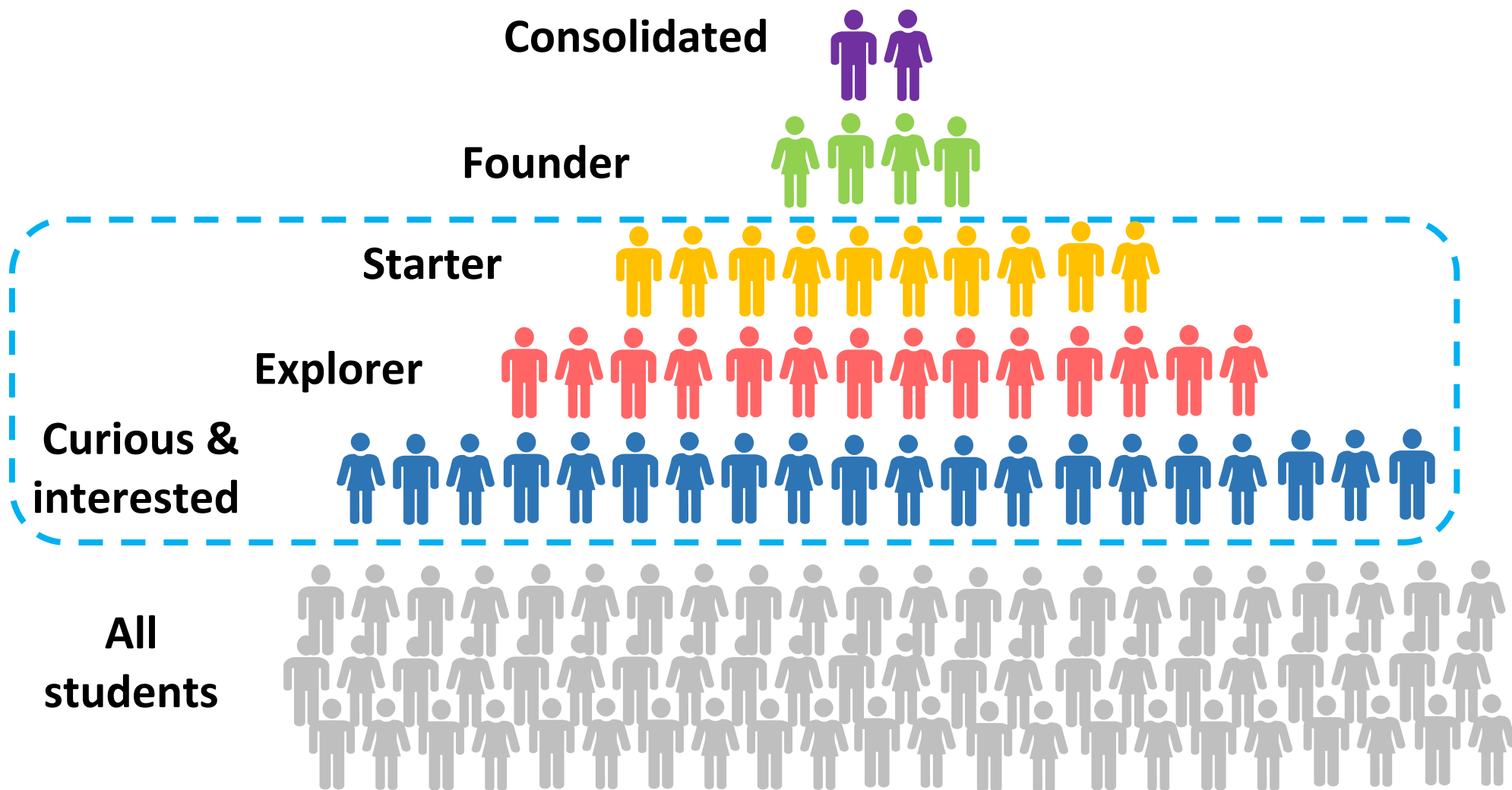
The entrepreneur formally establishes a business. He/she faces challenges such as team management, customer acquisition, and strategic decision making.

Level 5. Consolidated

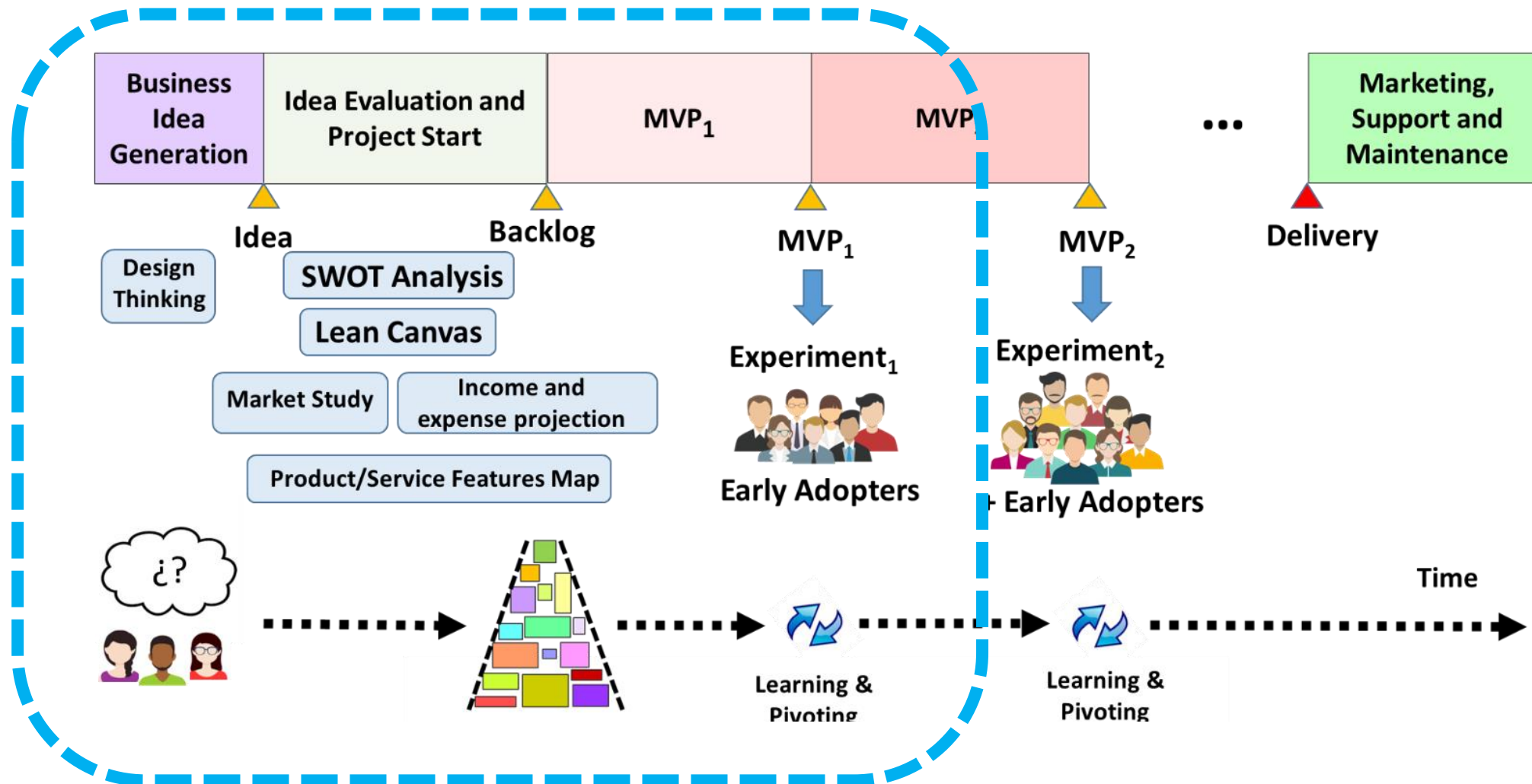
The business has grown and consolidated. The entrepreneur focuses on expansion, innovation and long-term sustainability.

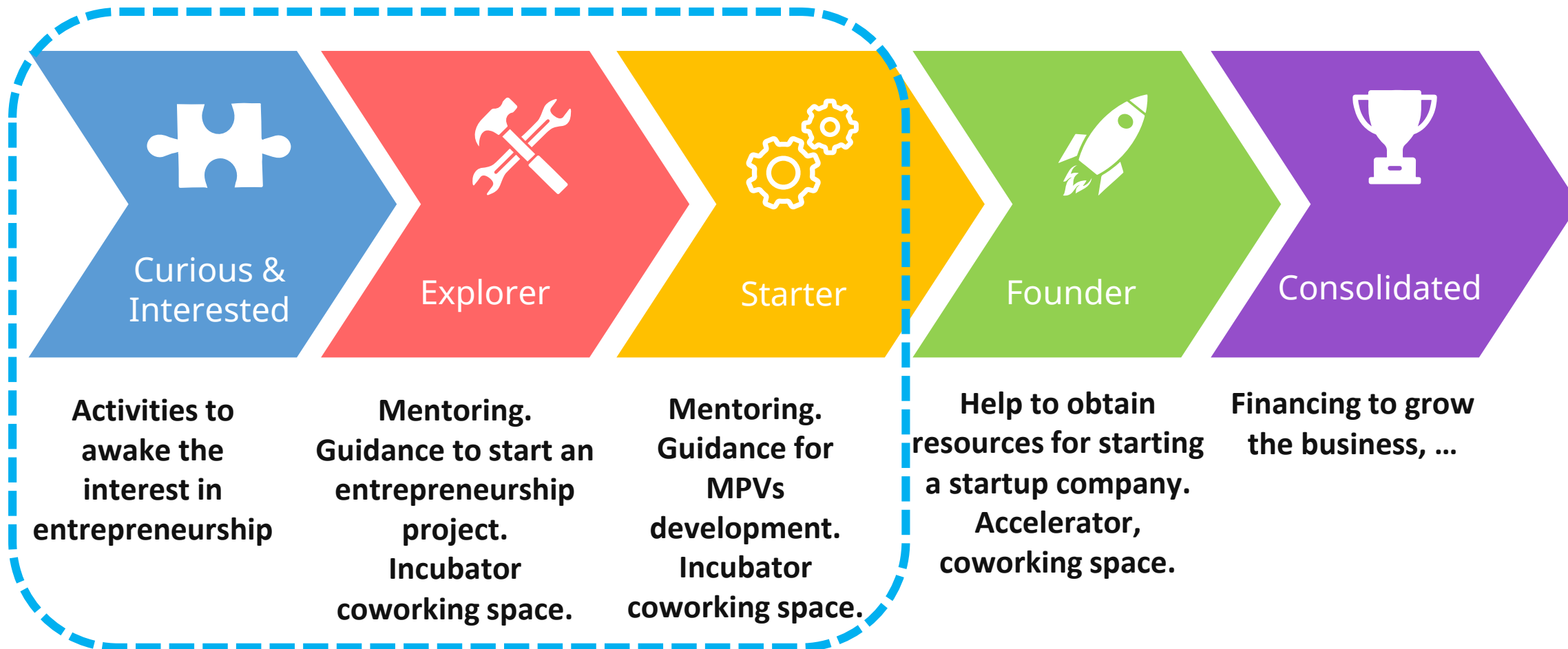


What is realistic for students to achieve?



What would be the state of the project associated to a “starter” entrepreneur?





Working in groups, start to fill in **section 1** of the form.

You have **15 minutes**.

Start completing the form in breakout rooms. You can finish and submit the form after this training session.

ONLY ONE FORM PER INSTITUTION



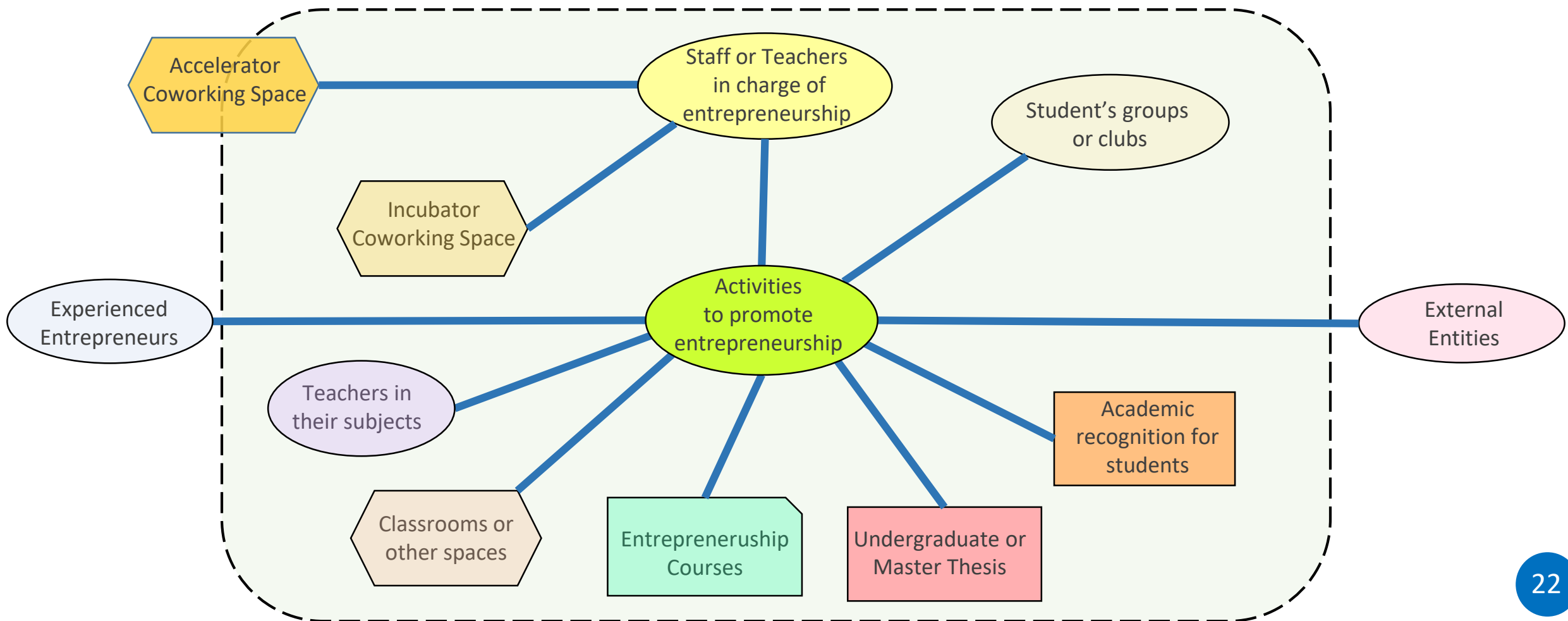
Image by freepik

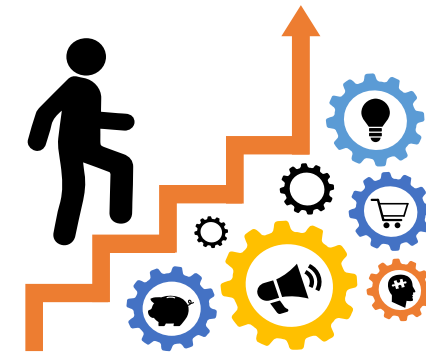


- Why do we need an Academic Entrepreneurship Framework?
 - To have a consensus about the key elements involved in promoting a culture of entrepreneurship in an Academic Institution.
- **Proposal:** we will take as a reference the Universitat Politècnica de València (UPV) entrepreneurship framework, but you should adapt it to your institution context.
- Our first step is to study the state of the art of entrepreneurship in each participant Nepalese institution, according to this framework.

An Academic Entrepreneurship Framework

Academic Institution





Who?

Teachers in
their Subjects

Carrying out activities in classes.

Student's groups
or clubs

Organizing activities and driving teamwork associated
to student's projects.



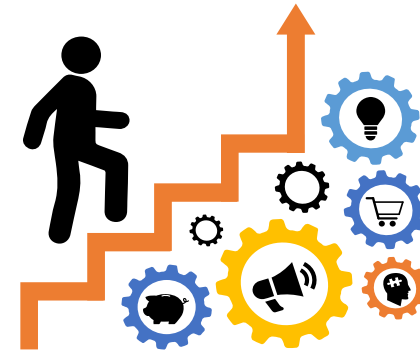
<https://generacionespontanea.upv.es/>

External
Entities

Companies, local communities, government, etc.
Organizing activities or collaborating.

Experienced
Entrepreneurs

Experienced entrepreneurs, especially Alumni.



Who?



IDEASUPV

<https://www.ideas.upv.es/>

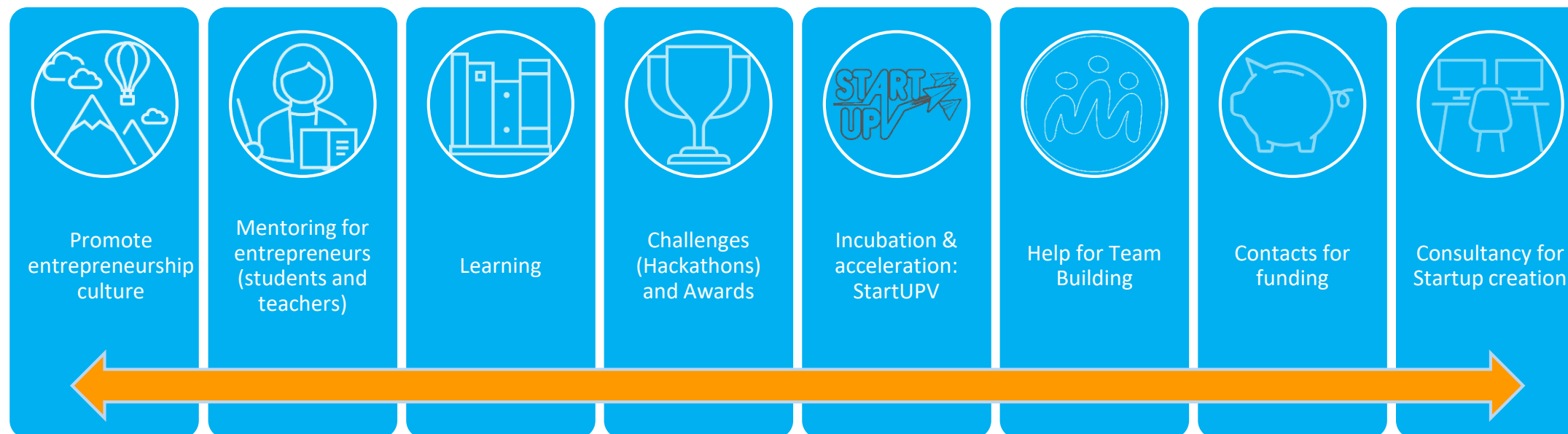
Staff or teachers
in charge of
entrepreneurship

Organizing activities and giving support.



IDEASUPV
tu empresa empieza aquí

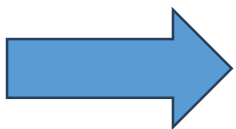
Services



Who?



A key element are teachers, those promoting and supporting the entrepreneurial development of their students.



Deliverable 4.2 includes the topic about transforming the teacher into a coach

Working in groups, start to fill in **section 2** of the form.

You have **15 minutes**.

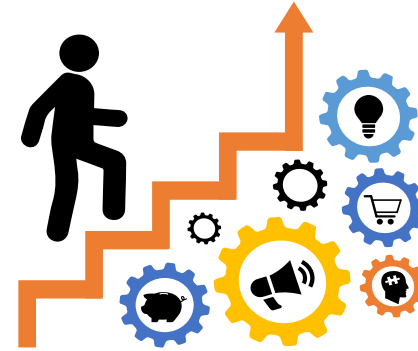


Image by freepik

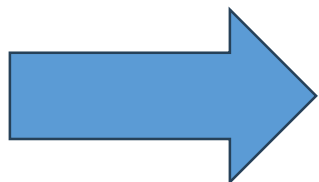
How to promote entrepreneurship?

- Working in projects (within **subjects**)...
 - Working in teams.
 - Generating and evaluating products/services.
 - Developing prototypes of a product/service.
 - Having a part “Customer” in their works (real o simulated).
- In **other activities** to develop skills or to acquire knowledge that is useful for entrepreneurs (competitions, talks, courses, ...).

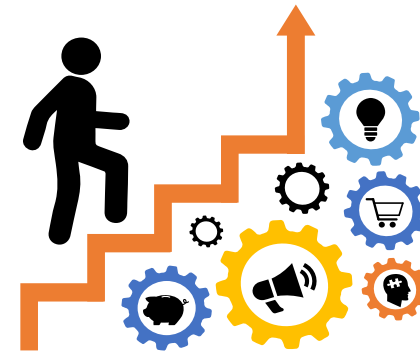
Academic
recognition for
students



How?



We will address the “How” in detail in Training Session 2



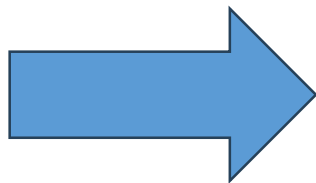
How?

Undergraduate or
Master's Thesis

In **Master's Thesis** or similar works
(to obtain the academic degree).

Entrepreneurship
Courses

In **specific Entrepreneurship Courses**.



We will work on this kind of course in Deliverable 4.3



How to start or improve entrepreneurship?

Two approaches

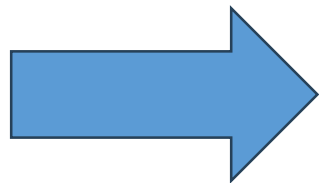
Top-down

Establish first a support infrastructure and specialized technical staff to promote entrepreneurship.

Bottom-up

Promote the entrepreneurship in students in the context of their activities, in their subjects, involving teachers and student groups of interest (students clubs).

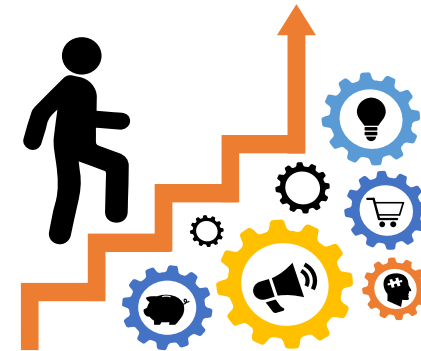
Recommendation: Both at the same time as far as possible



We will address the approach in Training Sessions 3 and 4



Where to promote entrepreneurship?



Where?



Accelerator
Coworking Space

(Optional) Accelerator in the institution or External, giving support at level 4.

Incubator
Coworking Space

Coworking space offered to students at levels 2 and 3.



Classrooms or
other spaces

Other places suited to carry out activities associated to entrepreneurship



When to promote entrepreneurship among students?

In the first years of the degree.

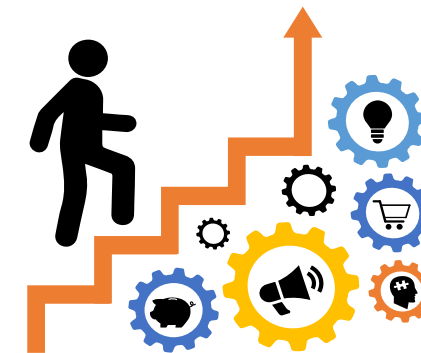
- Main difficulty: lack of knowledge and experience.

In the last years of the degree.

- Main difficulty: less time to develop a project as a student.

At any time during their studies.

- The interest in entrepreneurship among students can arise at any time.
The sooner the better.



When?

Working in groups, start to fill in **section 3** of the form.

You have **15 minutes**.



Image by freepik



Closing the session and preparing the next one



- Please complete and submit the form **before June 1st**.
- If you have any doubts, do not hesitate to contact us by email.
- Training Session 2 on June 18th.

Thank you for your participation!





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Form for Training Session 2

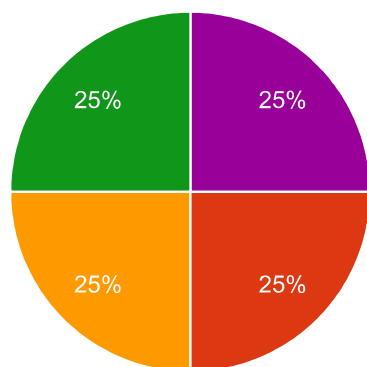
4 responses

[Publish analytics](#)

What is your institution?

 [Copy](#)

4 responses



- Sindhuli Multiple College-Tibhuvan University
- Sindhuli Community Technical Institute
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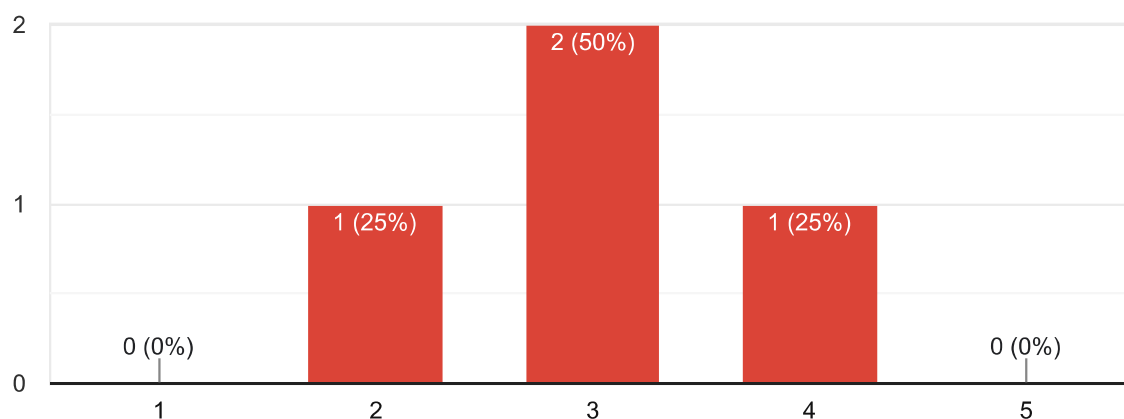
DISCUSSION BREAK 1

A01. ENTREPRENEUR TALKS

 [Copy](#)

Current status of this initiative. Are you having this kind of talks in your institution?.

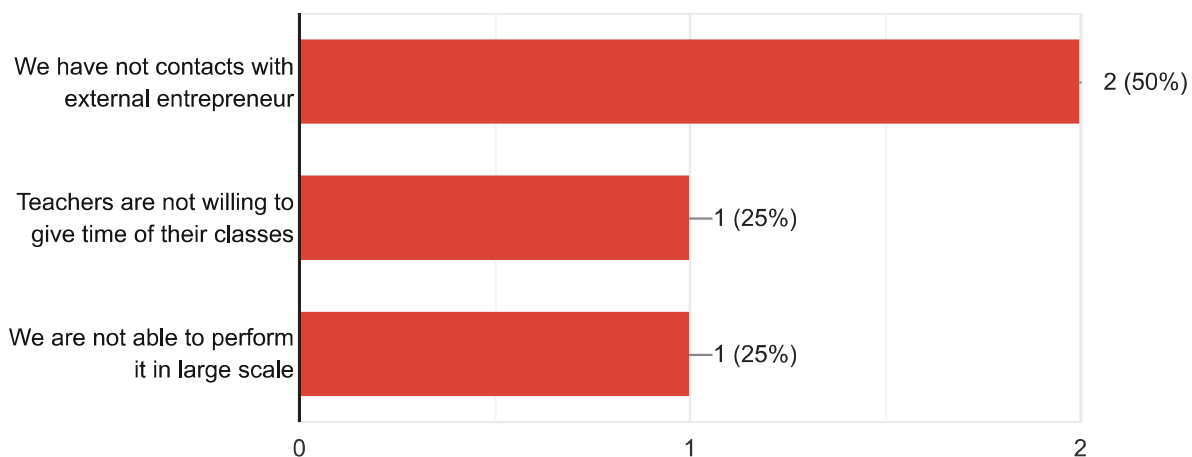
4 responses



A01. ENTREPRENEUR TALKS

**Obstacles that this initiative could have**

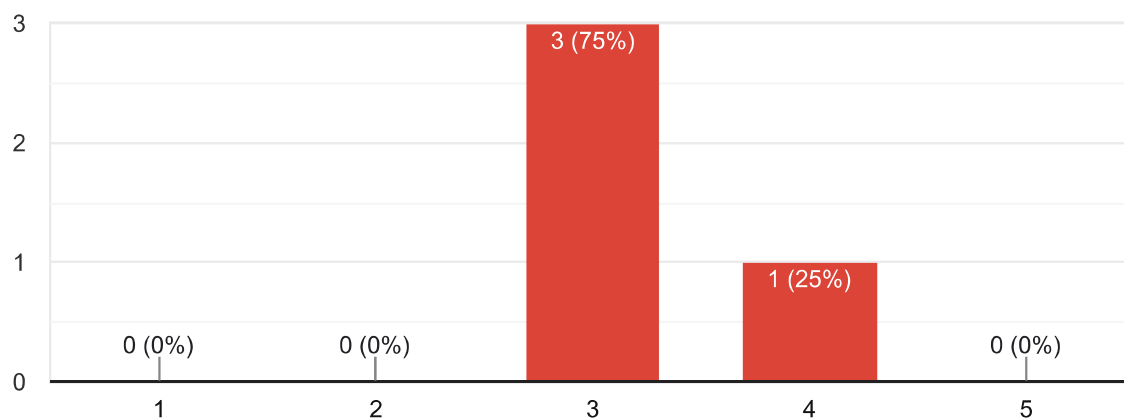
4 responses



A01. ENTREPRENEUR TALKS

**Degree of difficulty in carrying out this initiative** (considering the possible obstacles)

4 responses

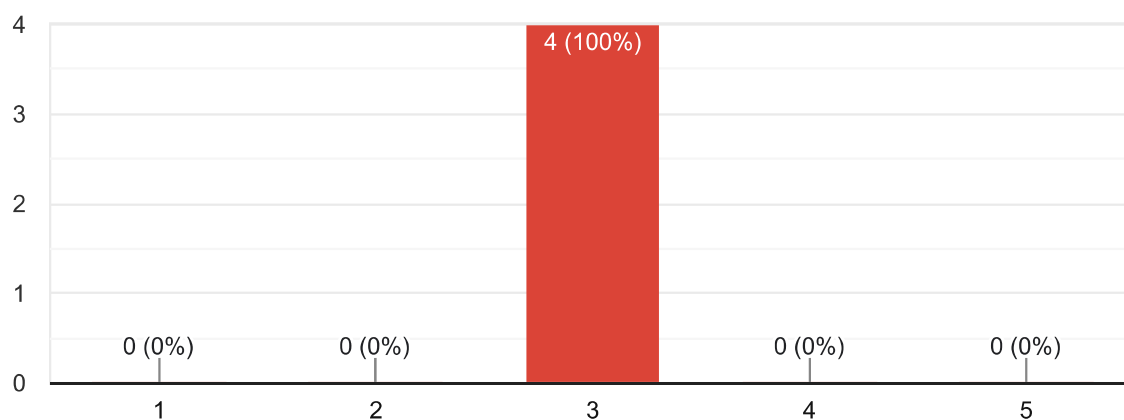


A02. VISITS TO COMPANIES



Current status of this initiative. Do you have this kind of activity in your institution?.

4 responses

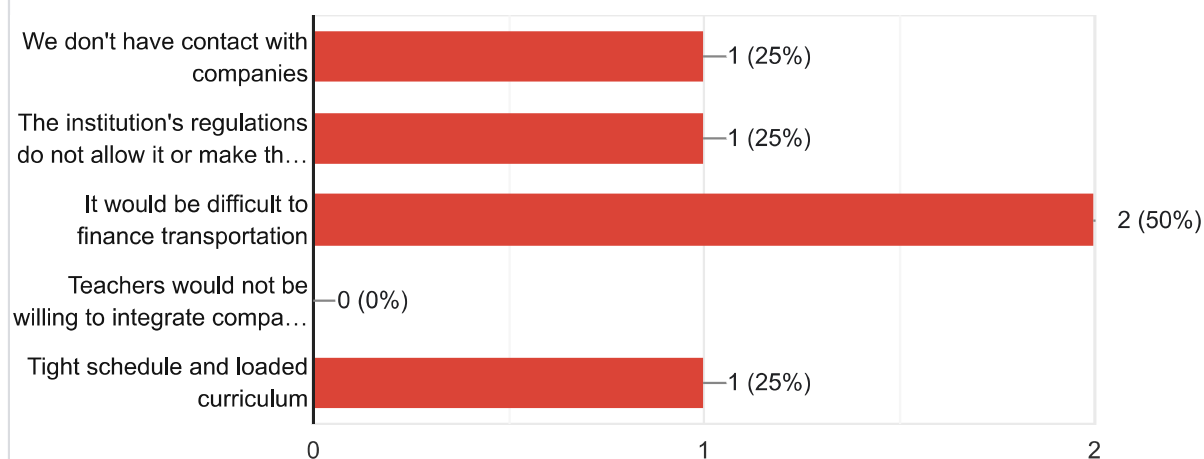


A02. VISITS TO COMPANIES



Obstacles that this initiative could have

4 responses

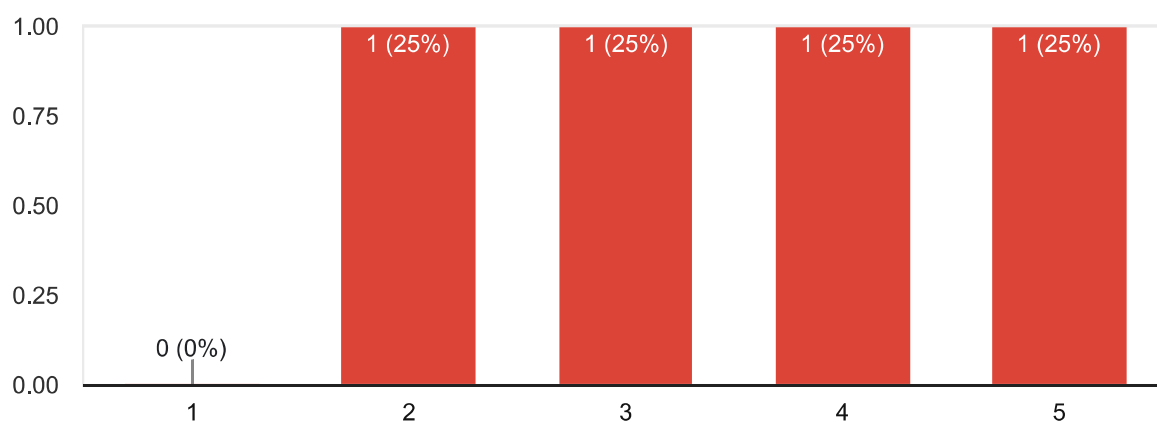


A02. VISITS TO COMPANIES



Degree of difficulty in carrying out this initiative (considering the possible obstacles)

4 responses

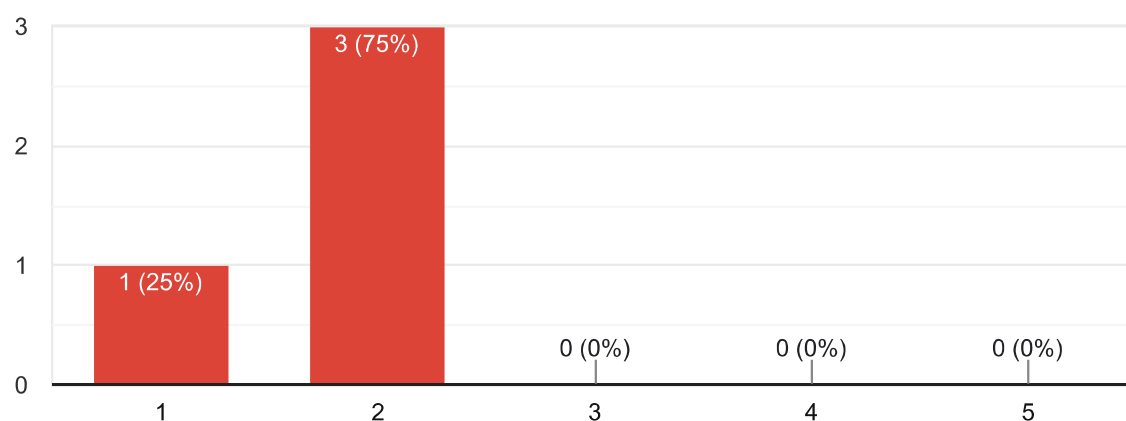


A03. VISITS TO ACCELERATORS/INCUBATORS



Current status of this initiative. Do you have this kind of activity in your institution?.

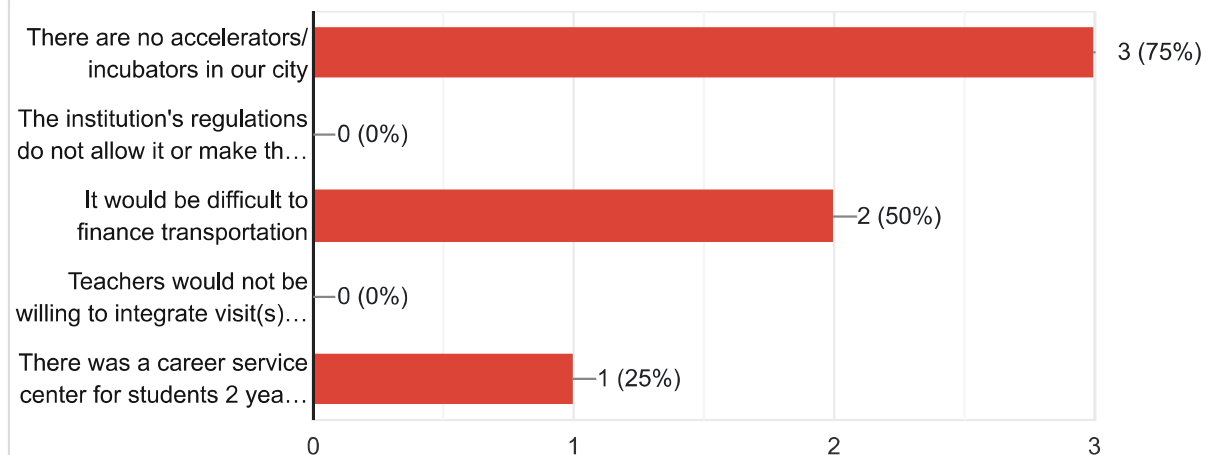
4 responses



A03. VISITS TO ACCELERATORS/INCUBATORS

**Obstacles that this initiative could have**

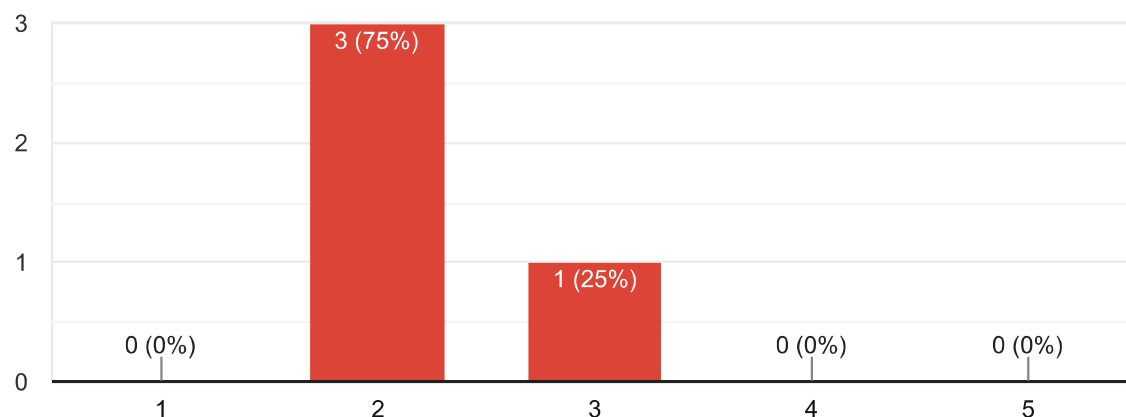
4 responses



A03. VISITS TO ACCELERATORS/INCUBATORS

**Degree of difficulty in carrying out this initiative** (considering the possible obstacles)

4 responses

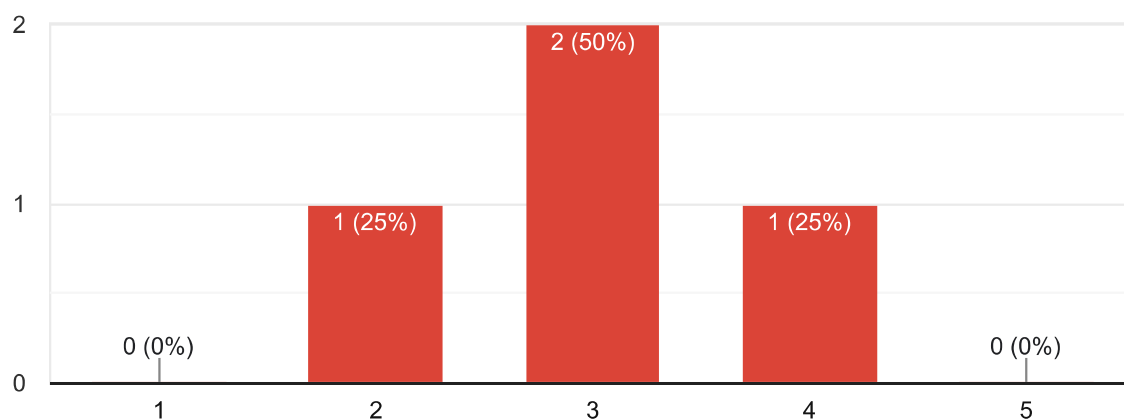


A04. ACTIVE LEARNING METHODOLOGIES IN CLASSES



Current status of this initiative. To what extent do teachers at your institution apply active learning methodologies?

4 responses

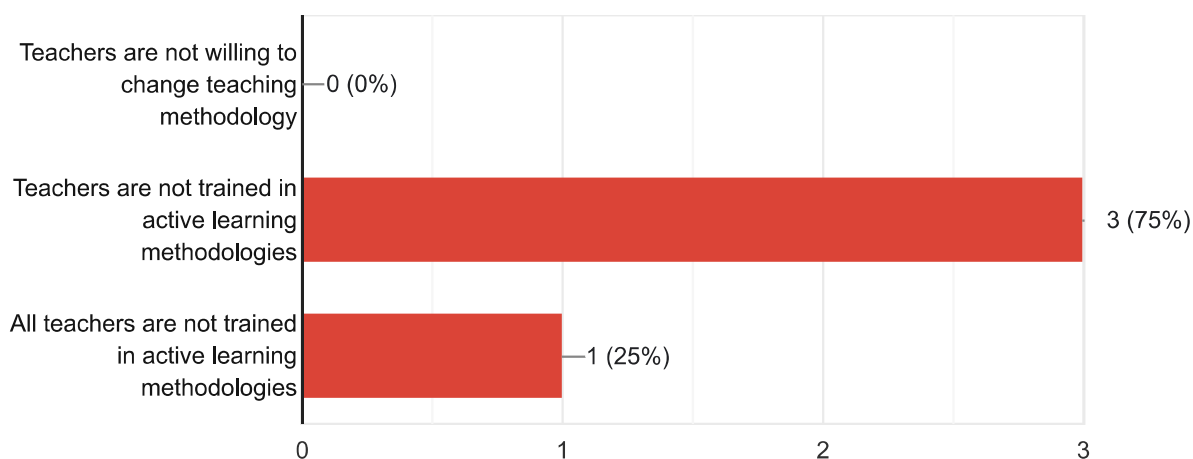


A04. ACTIVE LEARNING METHODOLOGIES IN CLASSES



Obstacles that this initiative could have

4 responses

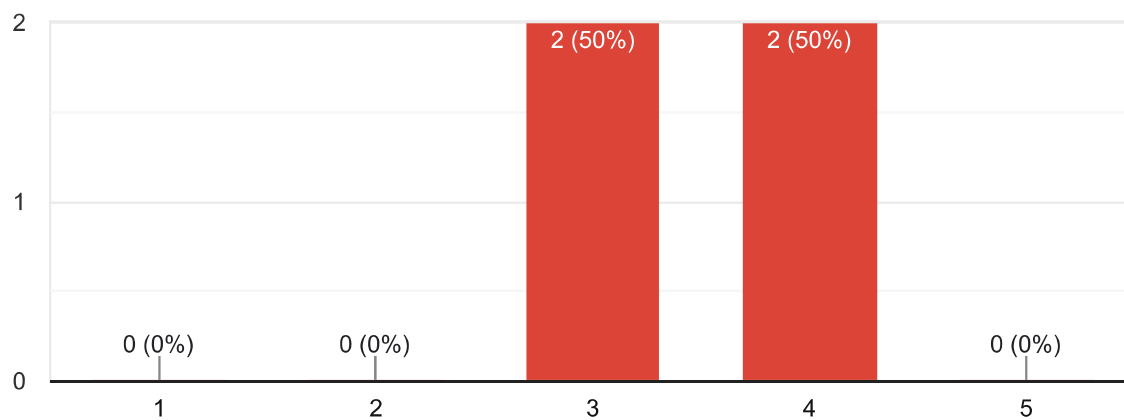


A04. ACTIVE LEARNING METHODOLOGIES IN CLASSES



Degree of difficulty in carrying out this initiative (considering the possible obstacles)

4 responses



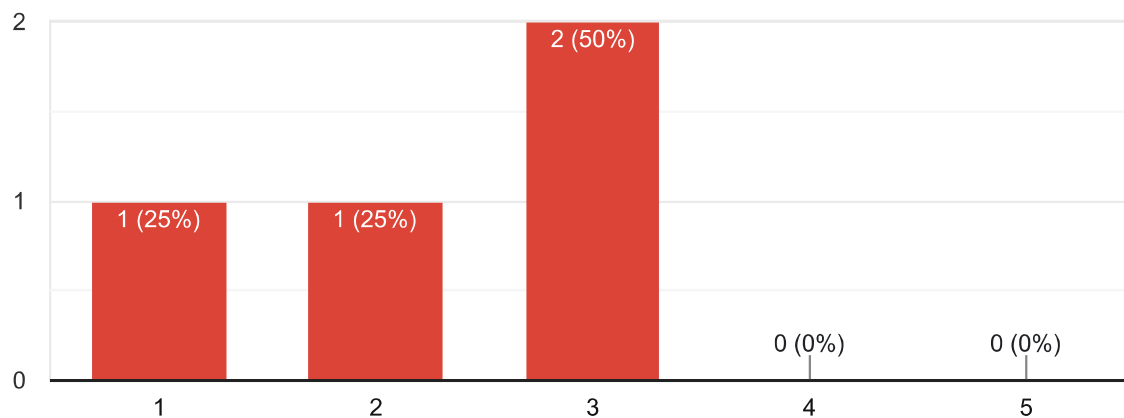
DISCUSSION BREAK 2

A05. WORKSHOPS FOR DEVELOPING ENTREPRENEURSHIP KNOWLEDGE/SKILLS



Current status of this initiative. Are workshops of this type offered at your institution?

4 responses

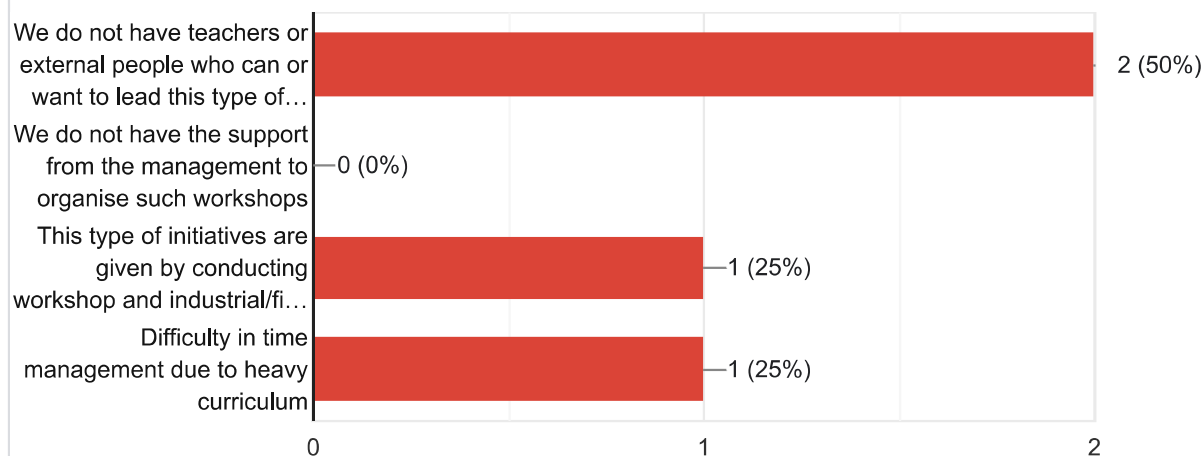


A05. WORKSHOPS FOR DEVELOPING ENTREPRENEURSHIP KNOWLEDGE/SKILLS

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Obstacles that this initiative could have

4 responses

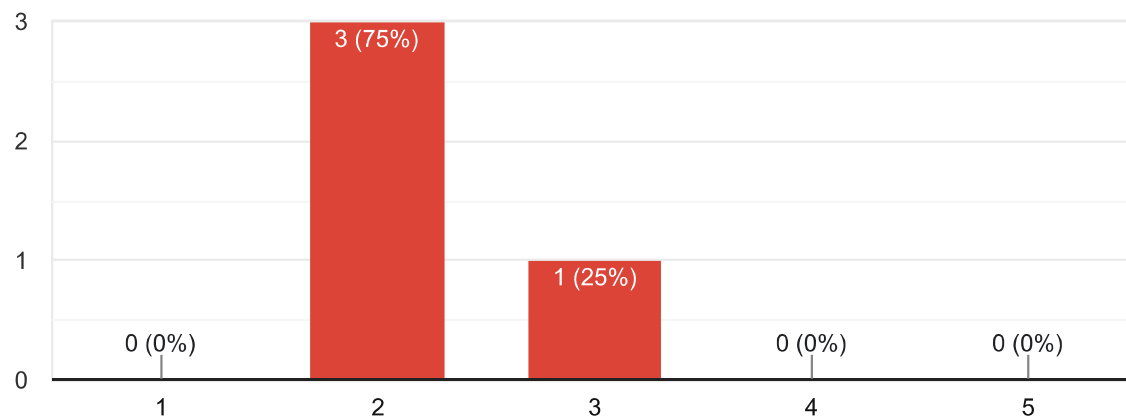


A05. WORKSHOPS FOR DEVELOPING ENTREPRENEURSHIP KNOWLEDGE/SKILLS

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Degree of difficulty in carrying out this initiative (considering the possible obstacles)

4 responses

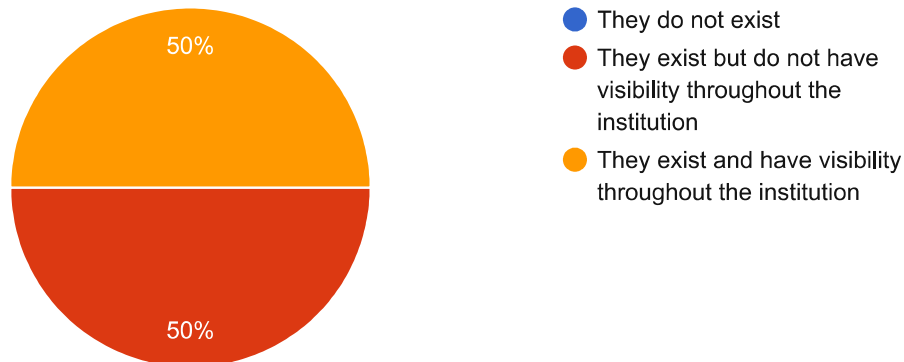


A06. ACTIVITIES DEVELOPED BY STUDENT GROUPS/CLUBS

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Current status of this initiative. Are there student groups at your institution working on their own projects and autonomously?

4 responses

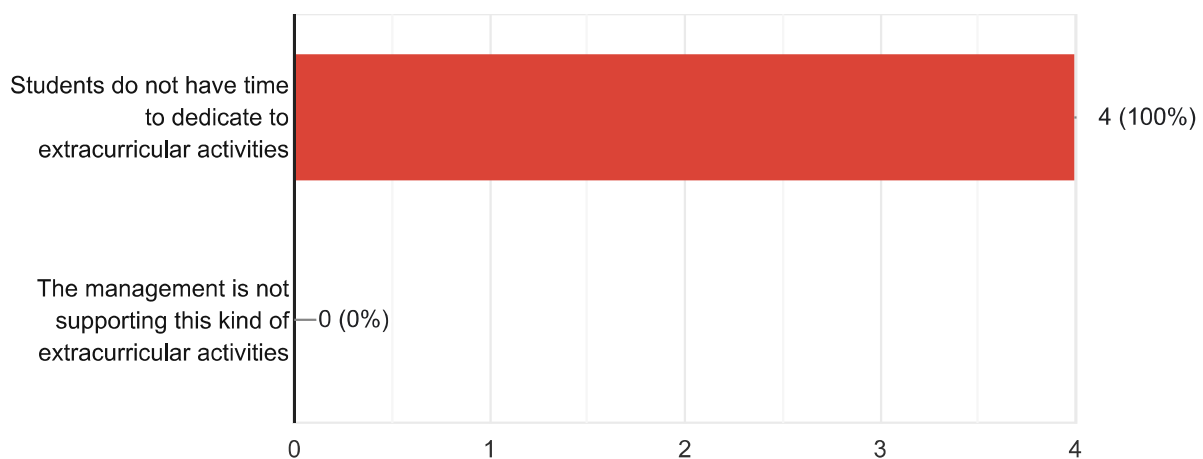


A06. ACTIVITIES DEVELOPED BY STUDENT GROUPS/CLUBS

 Copy

Obstacles that this initiative could have

4 responses

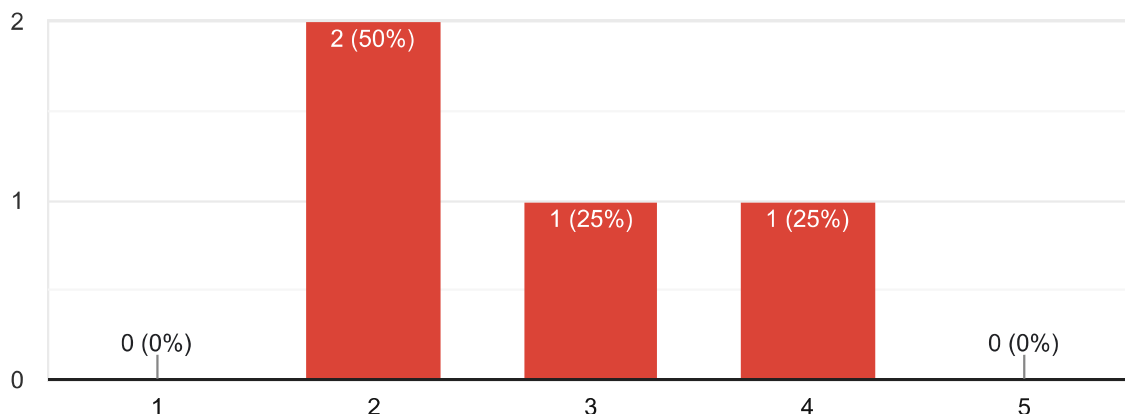


A06. ACTIVITIES DEVELOPED BY STUDENT GROUPS/CLUBS

 Copy

Degree of difficulty in carrying out this initiative (considering the possible obstacles)

4 responses

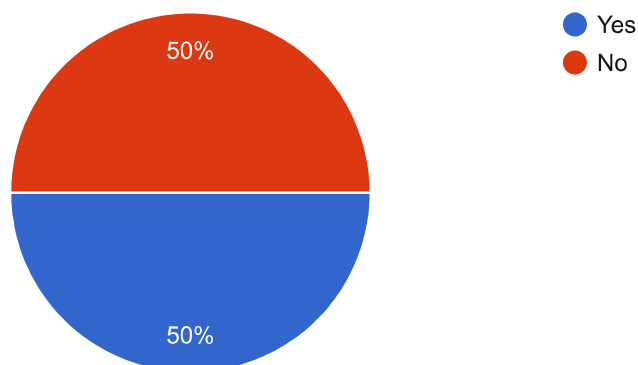


A07. DEGREE OR MASTER THESIS

 Copy

Current status of this initiative. Should students complete a final project to obtain their degree?

4 responses

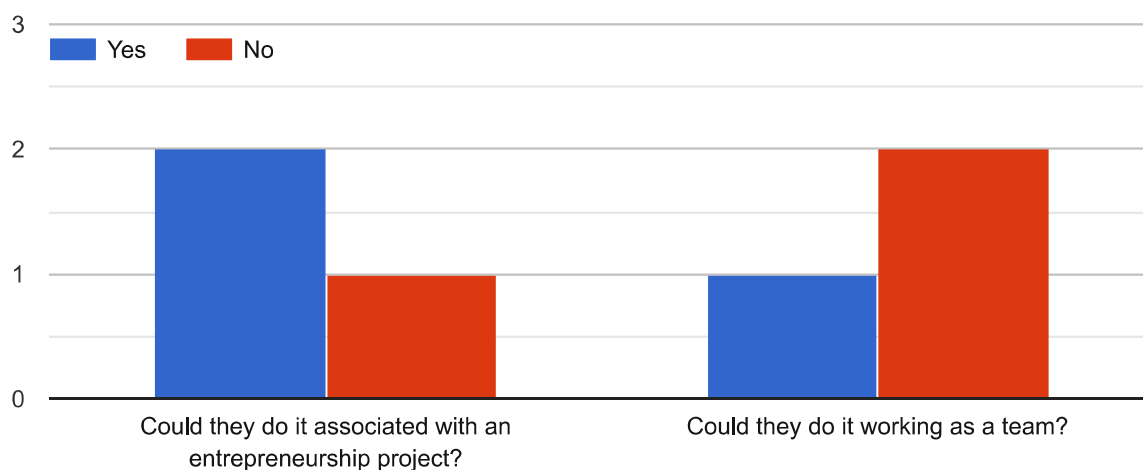


A07. DEGREE OR MASTER THESIS

 Copy

Current status of this initiative.

Answer only if students must complete a final project to obtain their degree.



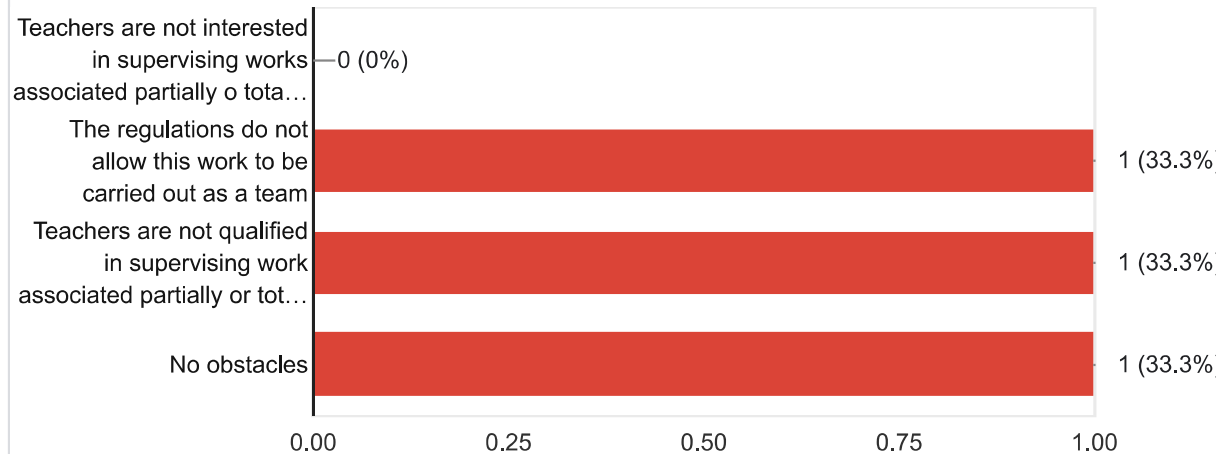
A07. DEGREE OR MASTER THESIS

 Copy

Obstacles that this initiative could have.

Answer only if students must complete a final project to obtain their degree.

3 responses



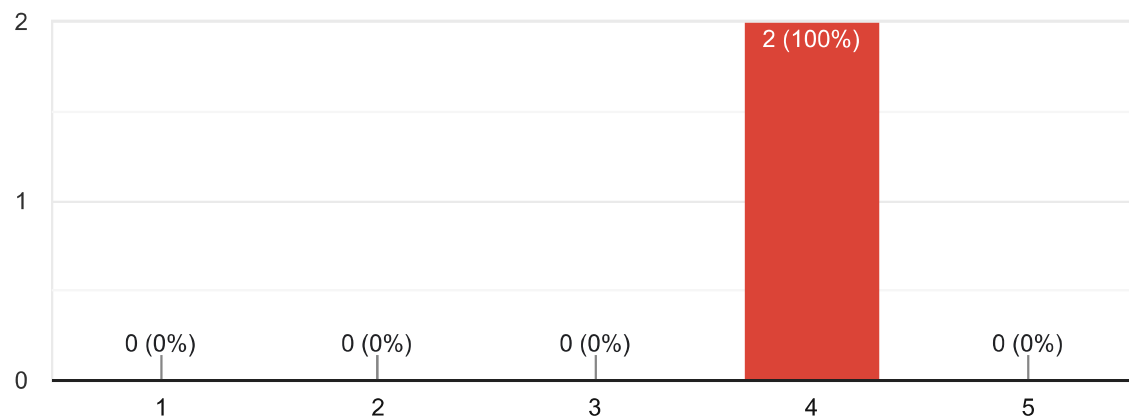
A07. DEGREE OR MASTER THESIS

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Degree of difficulty in carrying out this initiative (considering the possible obstacles).

Answer only if students must complete a final project to obtain their degree.

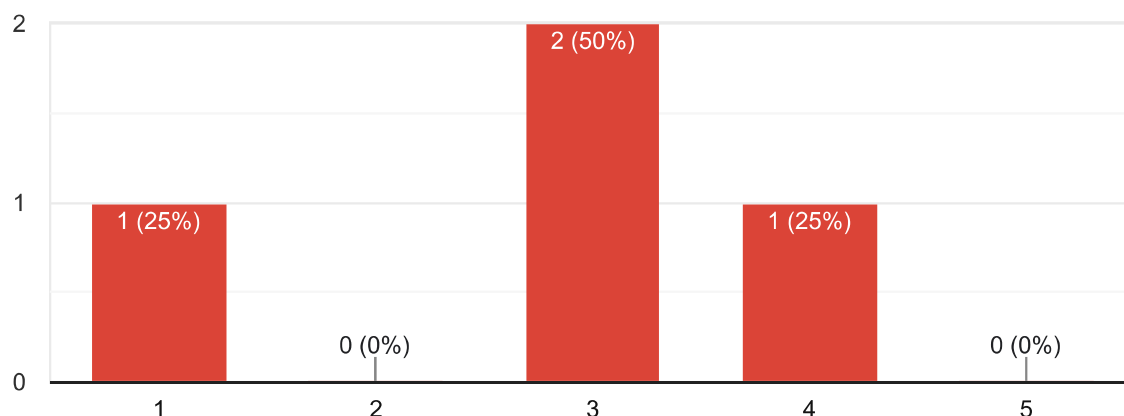
2 responses



A08. PBL (Project Based Learning)

**Current status of this initiative.**

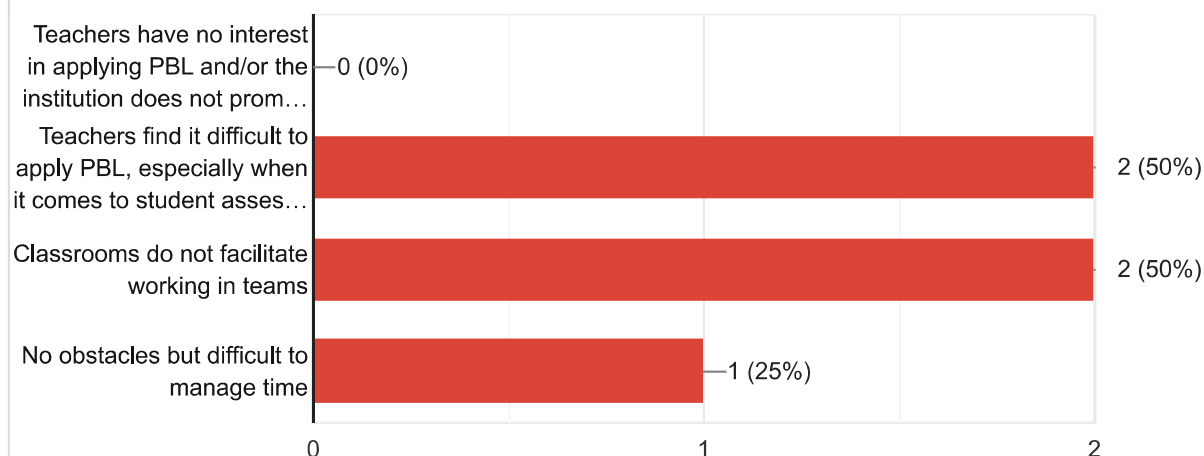
4 responses



A08. PBL (Project Based Learning)

**Obstacles that this initiative could have**

4 responses

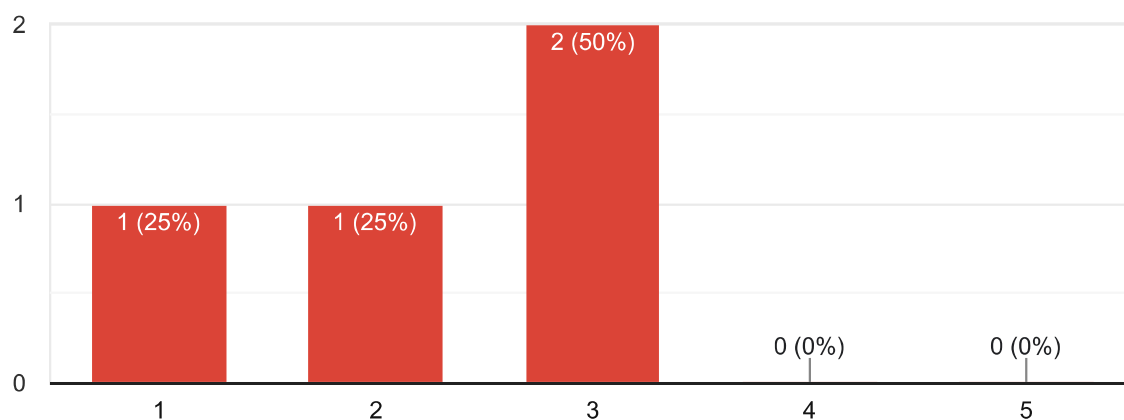


A08. PBL (Project Based Learning)



Degree of difficulty in carrying out this initiative (considering the possible obstacles).

4 responses



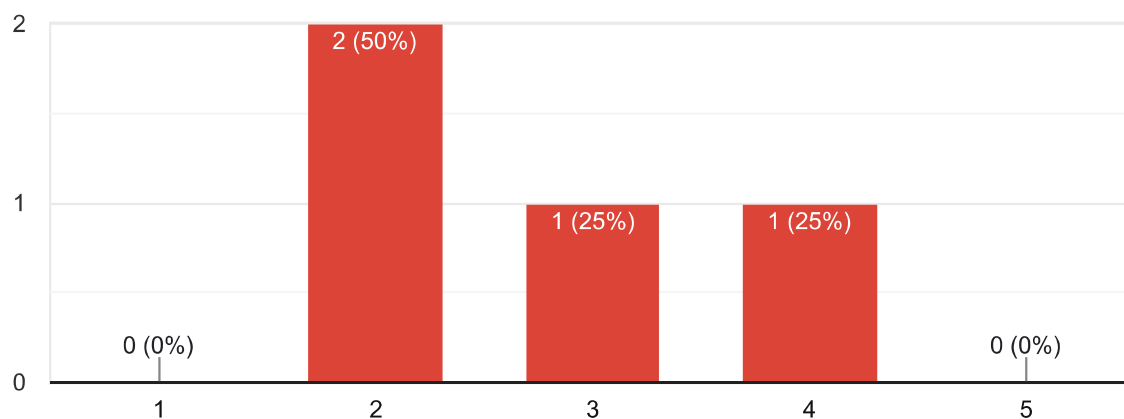
DISCUSSION BREAK 3

A09. PROJECT FAIRS



Current status of this initiative. Are there in your institution fairs open to the community where students present projects?

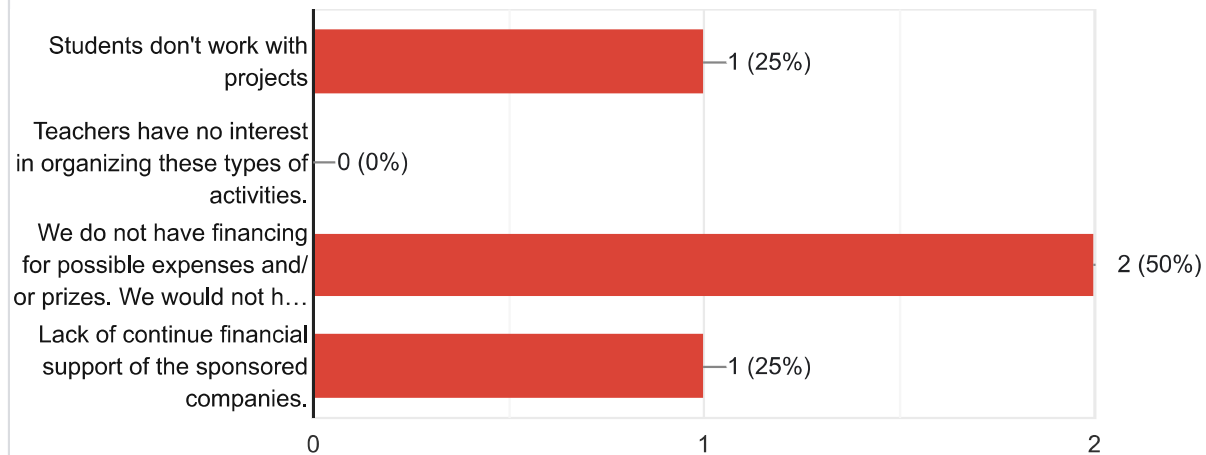
4 responses



A09. PROJECT FAIRS

**Obstacles that this initiative could have**

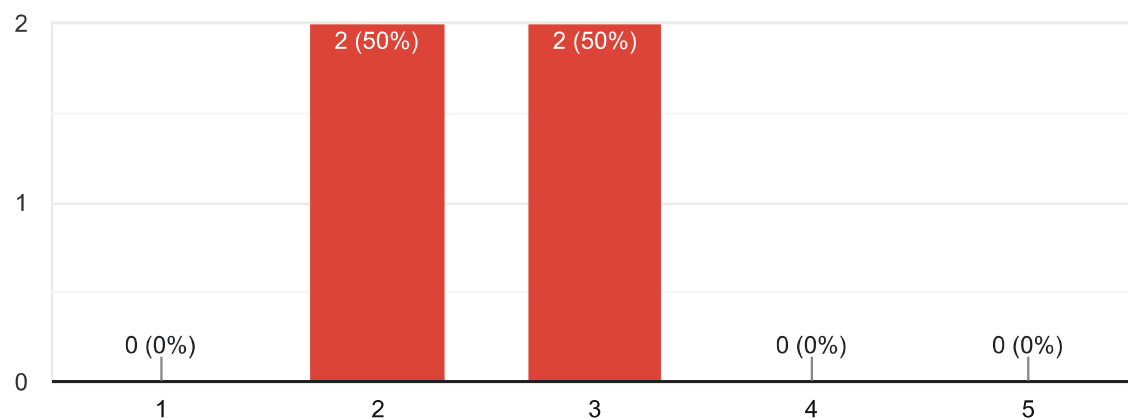
4 responses



A09. PROJECT FAIRS

**Degree of difficulty in carrying out this initiative** (considering the possible obstacles).

4 responses

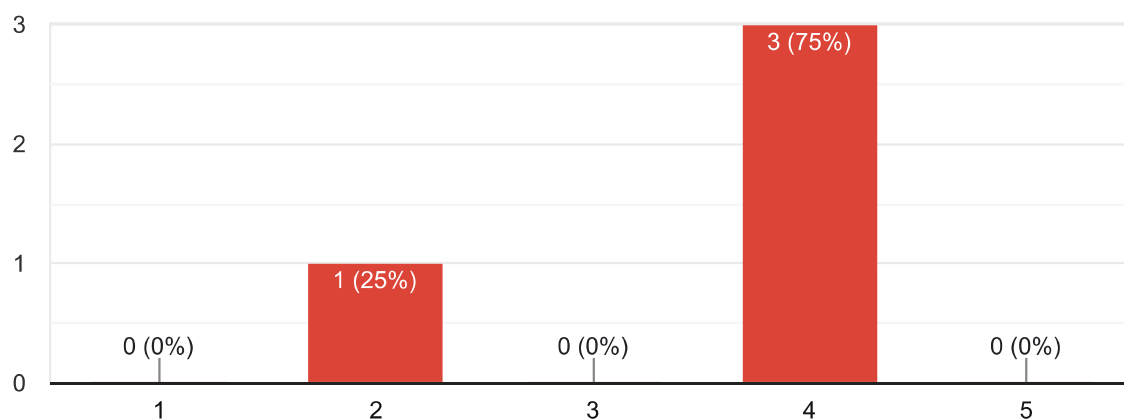


A10. CONTESTS OR COMPETITIONS



Current status of this initiative. Are there these types of activities in your institution (or outside it) where students can participate?

4 responses

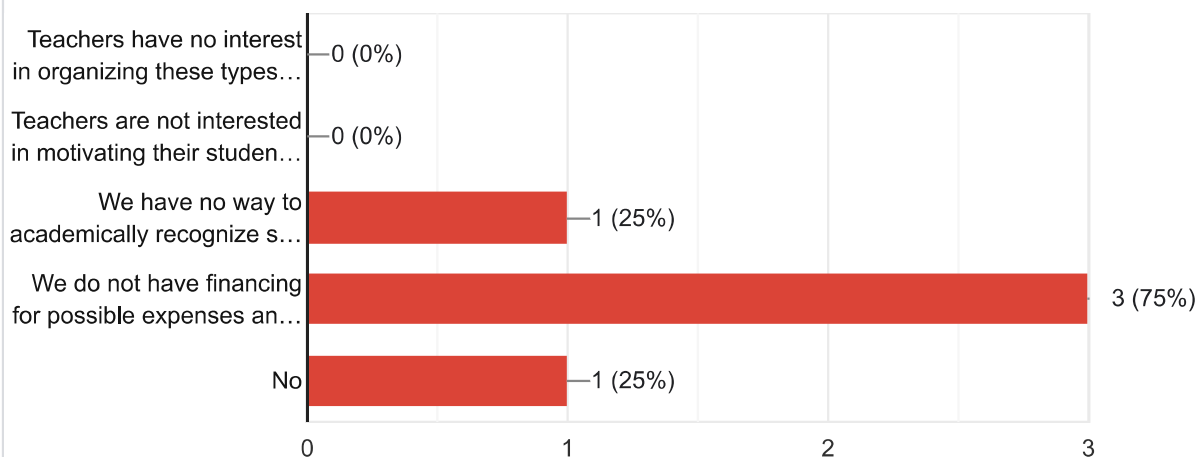


A10. CONTESTS OR COMPETITIONS



Obstacles that this initiative could have

4 responses

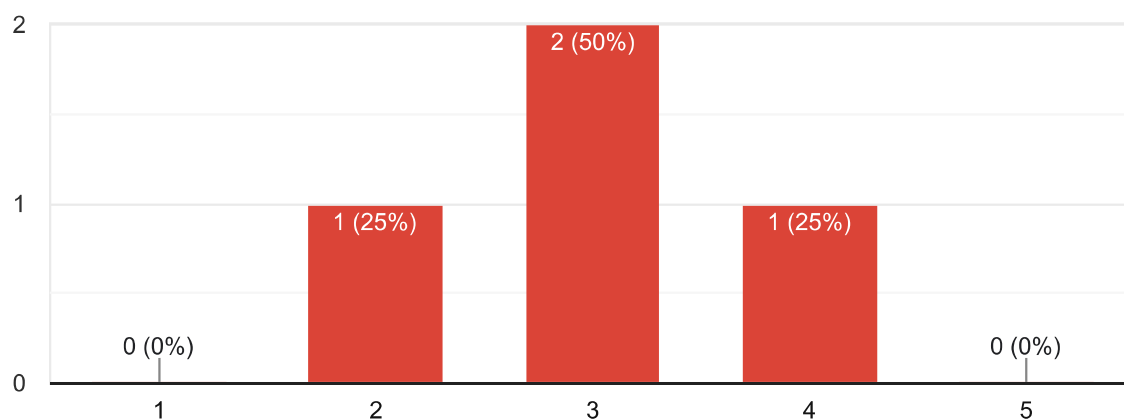


A10. CONTESTS OR COMPETITIONS



Degree of difficulty in carrying out this initiative (considering the possible obstacles).

4 responses

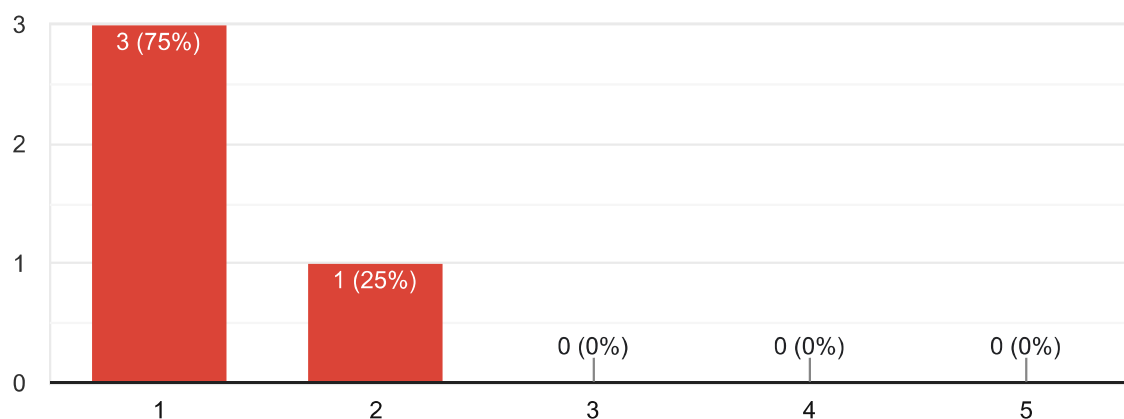


A11. HACKATHONS



Current status of this initiative. Are there these types of activities in your institution (or outside it) where students can participate?

4 responses

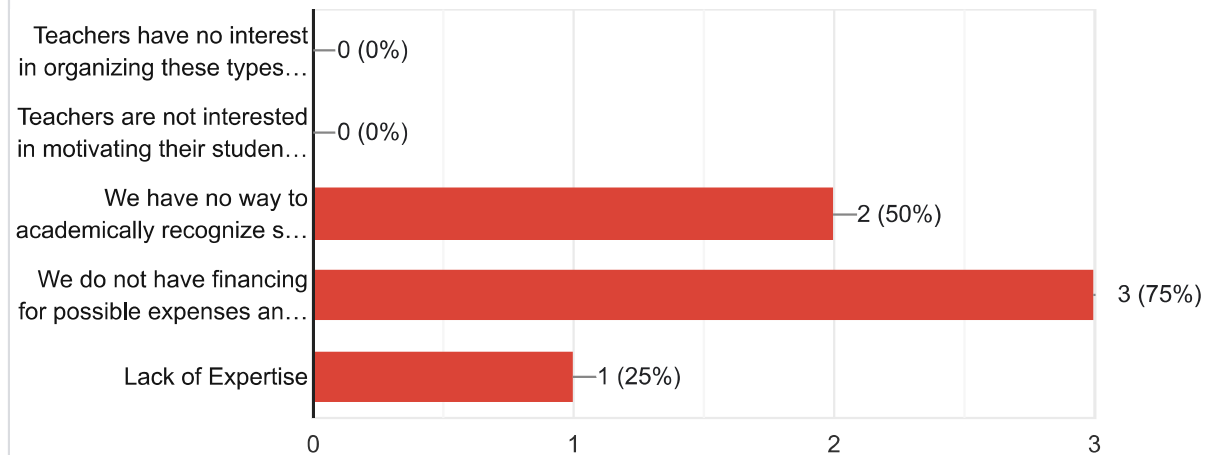


A11. HACKATHONS

 Copy

Obstacles that this initiative could have

4 responses

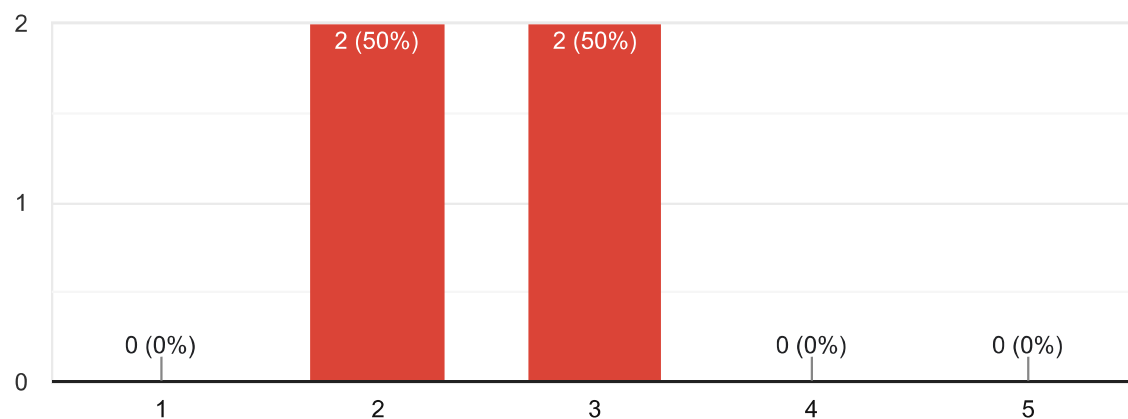


A09. PROJECT FAIRS

 Copy

Degree of difficulty in carrying out this initiative (considering the possible obstacles).

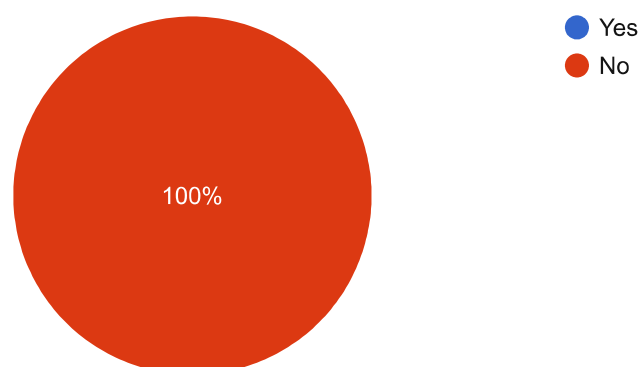
4 responses



A12. ADVERTISING ENTREPRENEURSHIP IN CLASSES

 Copy
Is there a unit or group of people in your institution **officially** in charge of promoting entrepreneurship?

4 responses



ADVERTISING ENTREPRENEURSHIP IN CLASSES

A12. ADVERTISING ENTREPRENEURSHIP IN CLASSES

Current status of this initiative. Are students in the first years of their degree being informed in their classes about the services for entrepreneurs that the institution offers?

0 responses

No responses yet for this question.

A12. ADVERTISING ENTREPRENEURSHIP IN CLASSES

Obstacles that this initiative could have

0 responses

No responses yet for this question.

A12. ADVERTISING ENTREPRENEURSHIP IN CLASSES

Degree of difficulty in carrying out this initiative (considering the possible obstacles).

0 responses

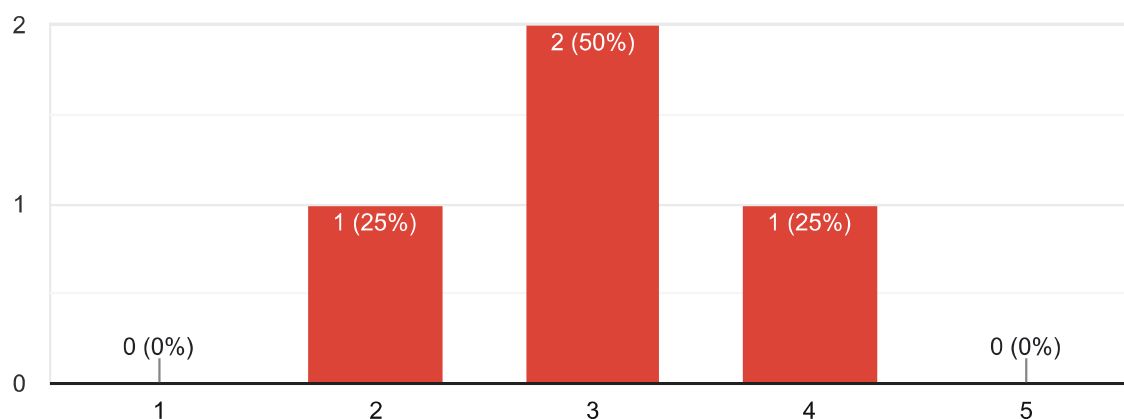
No responses yet for this question.

There is NO unit or group of people in charge of entrepreneurship in the institution

How difficult would it be to have teachers or specialized personnel in charge of promoting entrepreneurship at an institutional level?

 Copy

4 responses



Final question



Do you know of any other initiatives that could also be interesting to promote entrepreneurship? If so, please indicate them

3 responses

involve stakeholders in analyzing the need of the market.

Providing seed money, training facilities and business ideas to the students.

Cooperation between institution management committee and students to enhance the entrepreneurship inside institute.

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Google Forms







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Deliverable 4.1

Training Session 2

How to promote Entrepreneurship Culture among Students



Objectives of this session

- To review the results from Training Session 1 (Google Form)
- To present possible initiatives that could be carried out to promote entrepreneurship in our academic institutions.
- To identify in each institution the current state and feasibility of each initiative.





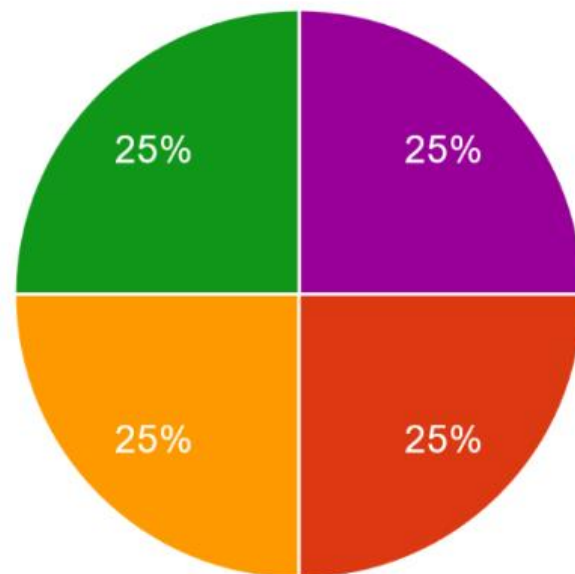
Summary of Session 1 (Google Form)



Summary of Training Session 1 (Google Form)

What is your institution?

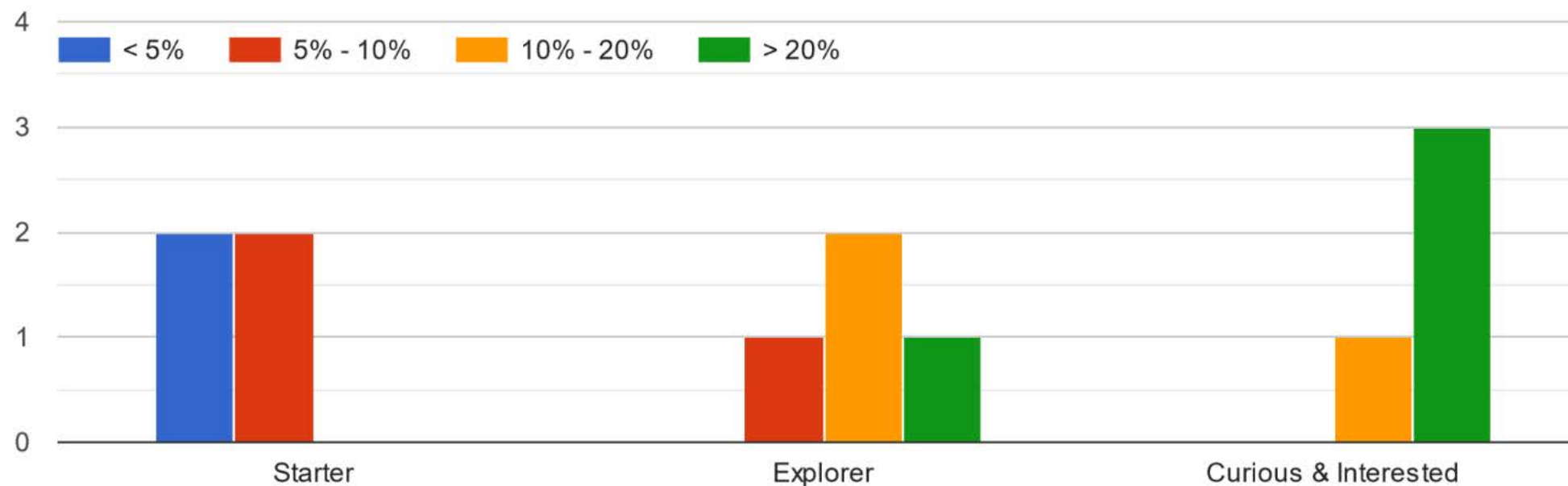
4 responses



- Sindhuli Multiple College-Tibhuvan University
- Sindhuli Community Technical Institute
- Siddhartha Vanasthali Institute
- Sindhuli Academy
- PadmaKanyaMultiple Campus-Tribhuvan University



Approximately, what percentage of students in your institution do you think there are currently at these three levels of entrepreneurial maturity?

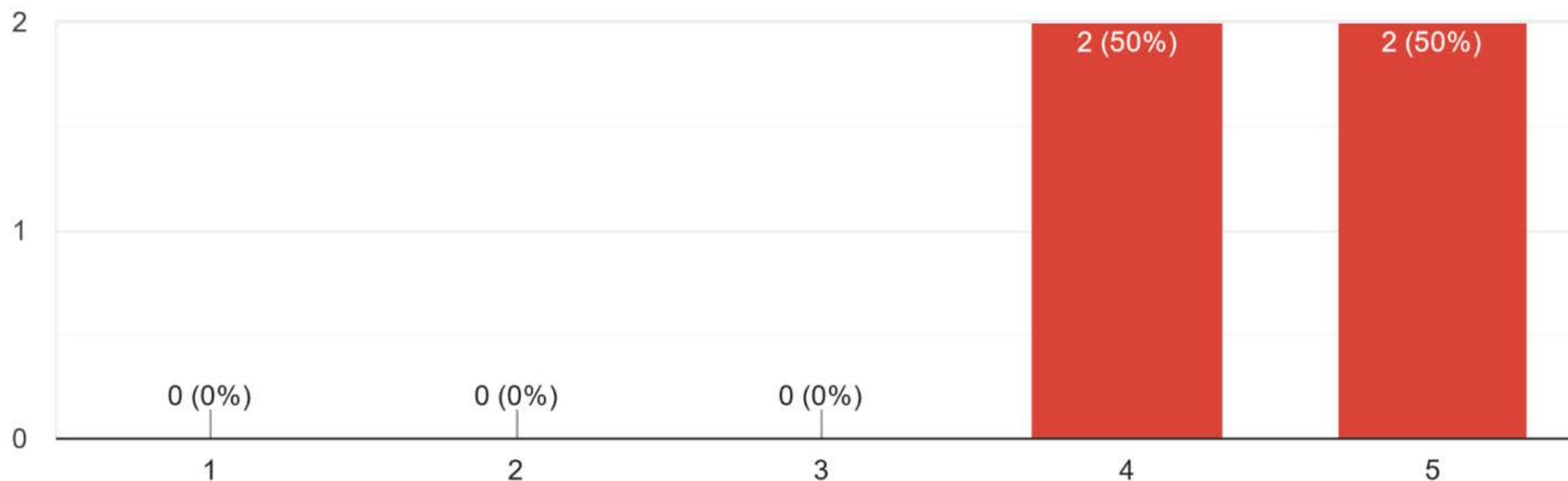




... Summary of Training Session 1 (Google Form)

If students begin a journey associated to entrepreneurship, this allow them to develop skills that will be useful as entrepreneurs or intrapreneus, without discarding that they could also create a company

4 responses

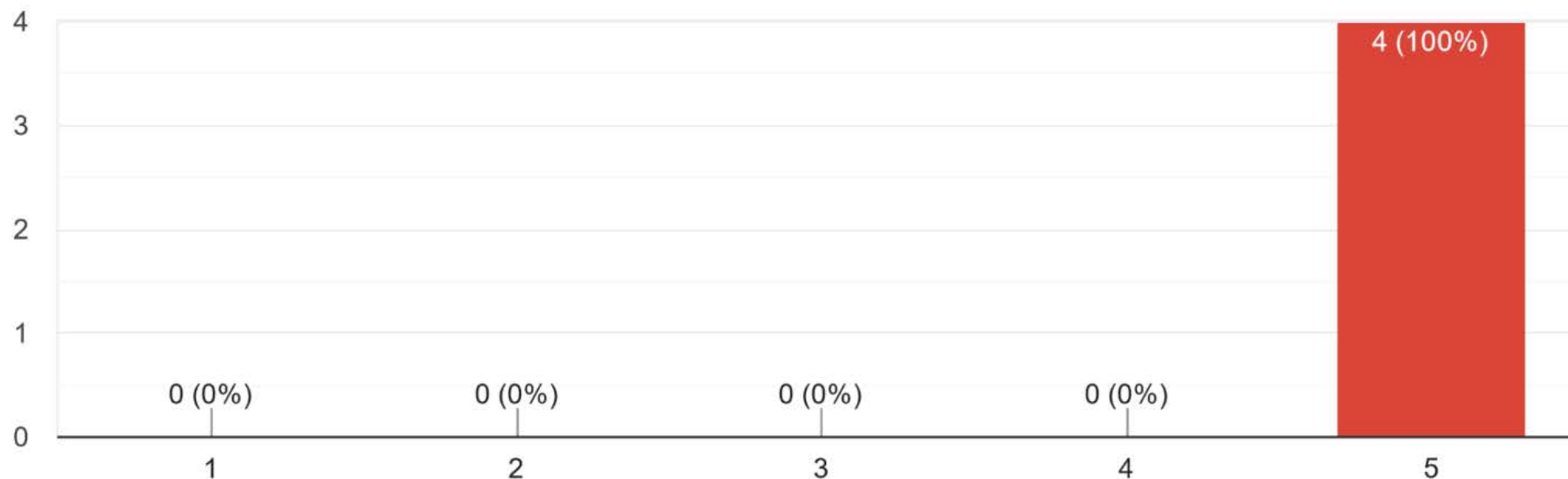




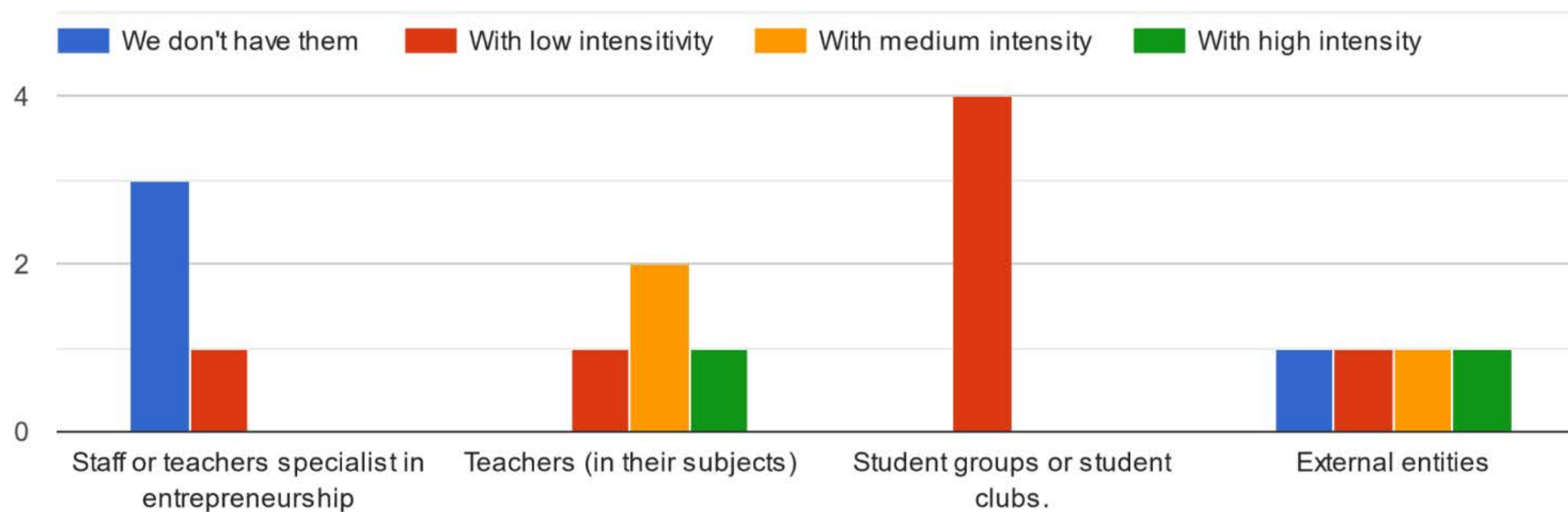
... Summary of Training Session 1 (Google Form)

In the academic context, a realistic objective regarding entrepreneurship among students would be awakening their interest in entrepreneurship and giving students that want to go further as entrepreneurs.

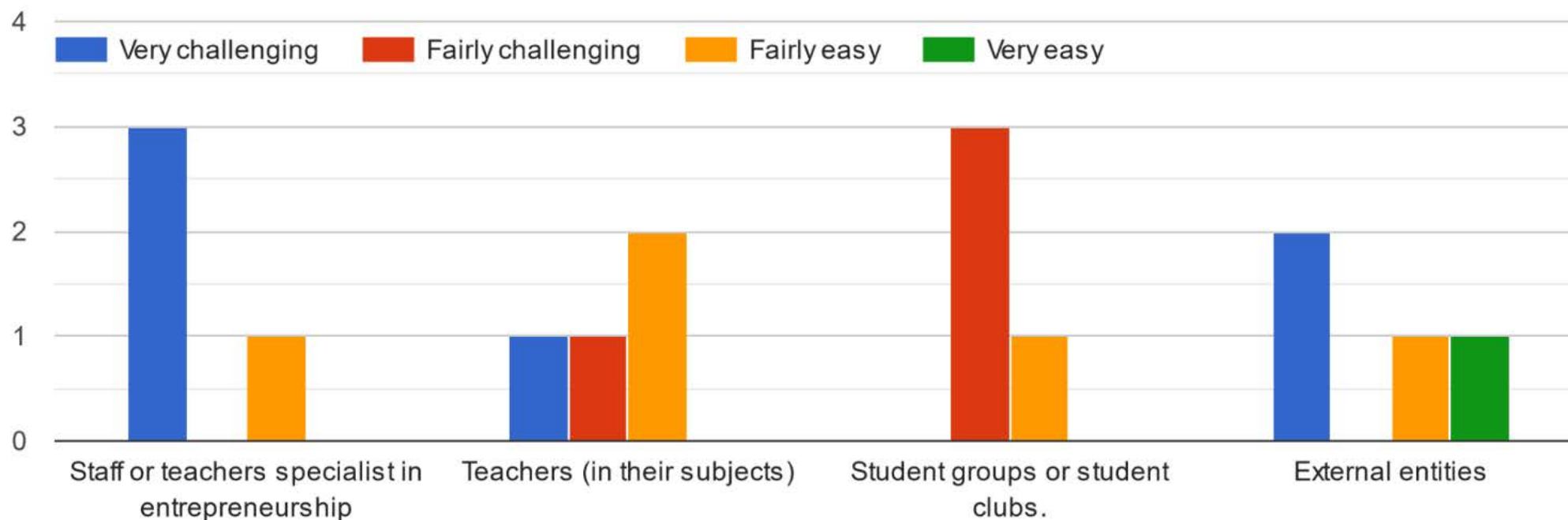
4 responses



Who is currently developing activities to promote entrepreneurship related activities in your institution?



Regarding the previous question, how challenging would it be to increase to the maximum the participation intensity of each actor in promoting entrepreneurship?





What do you see as the main obstacles to develop an entrepreneurship mindset at your institution?

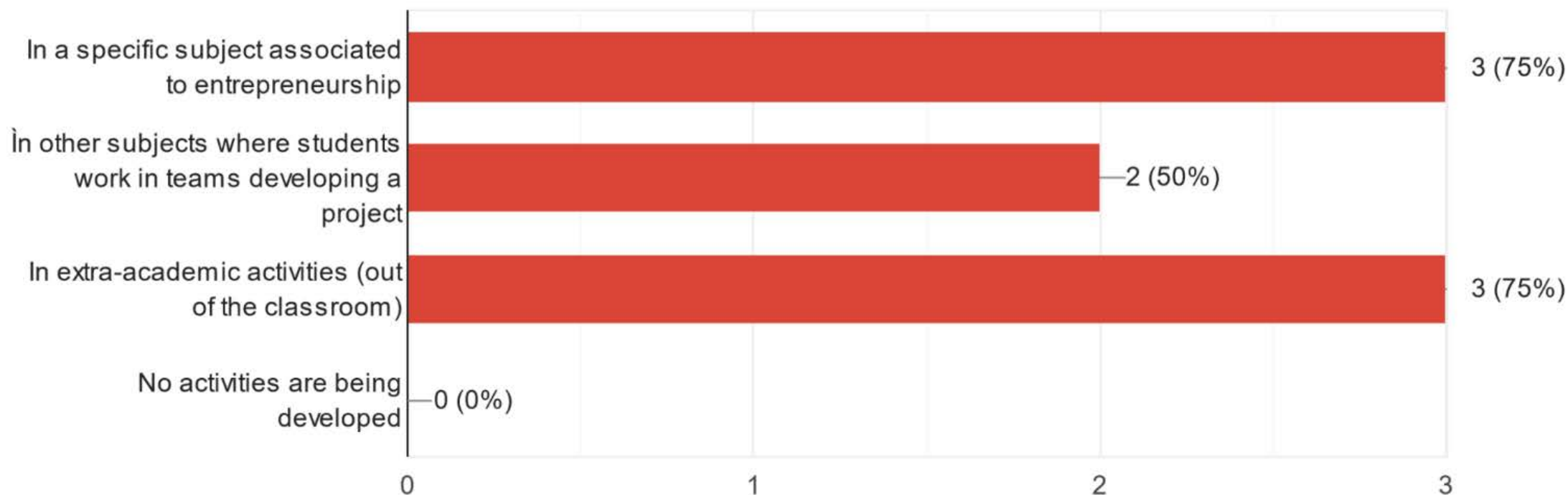
- Educational system: The curriculum is typically theoretical, with less emphasis on practical, hands-on learning experiences, which are critical for building entrepreneurial abilities.
- Implementation of Entrepreneurship Culture, Employee Mindset, Insufficient Institutional Support, Lack of Entrepreneurship Training for Teachers
- To build a concrete team.
- In our institution, all the staffs are government appointed workers/officials. Most of them are not interested to run any business. For the students, there is lack of proper incubation center and support system from the campus to start their own business.



... Summary of Training Session 1 (Google Form)

How are the activities to promote entrepreneurship being currently developed in your institution?

4 responses





... Summary of Training Session 1 (Google Form)

In order to motivate students to participate in extra-academic activities, it would be attractive to offer some kind of recognition. Which of the following options could be possible in your institution?

4 responses





At the end of their studies (bachelor's or master's degree), do students have to complete some type of final work (e.g. thesis)? If so, could the students develop an entrepreneurship project in that final work?

- Yes they can do.
- Yes, there is a final thesis which could be linked to an entrepreneurship project
- No
- Students of Bachelor's and Master's level have to submit their research project and thesis respectively as partial fulfillment required by the University. So, it is possible to involve the students developing an entrepreneurship project in their work.





Do the students have in the curricula some subject mainly dedicated to entrepreneurship? If so, what course is it taught in? Is it an elective or compulsory subject?

- Yes, Diploma in civil engineering course we have specific subject called Entrepreneurship Development
- Yes, the course name is Entrepreneurship and Enterprise Development and it is compulsory. It is in the final year.
- No.
- Students of Bachelor's and Master's level in management streams have to take entrepreneurship as compulsory subject.





Do you have a Incubator or easy access to an Accelerator? Is there some other space in the institution that can be offered to students interested in entrepreneurship?

- Yes we have.
- Yes, we have specific classes for entrepreneurship discussions.
- No, but space can be offered.
- Not yet, but the Campus is planning to establish incubation center in near future.





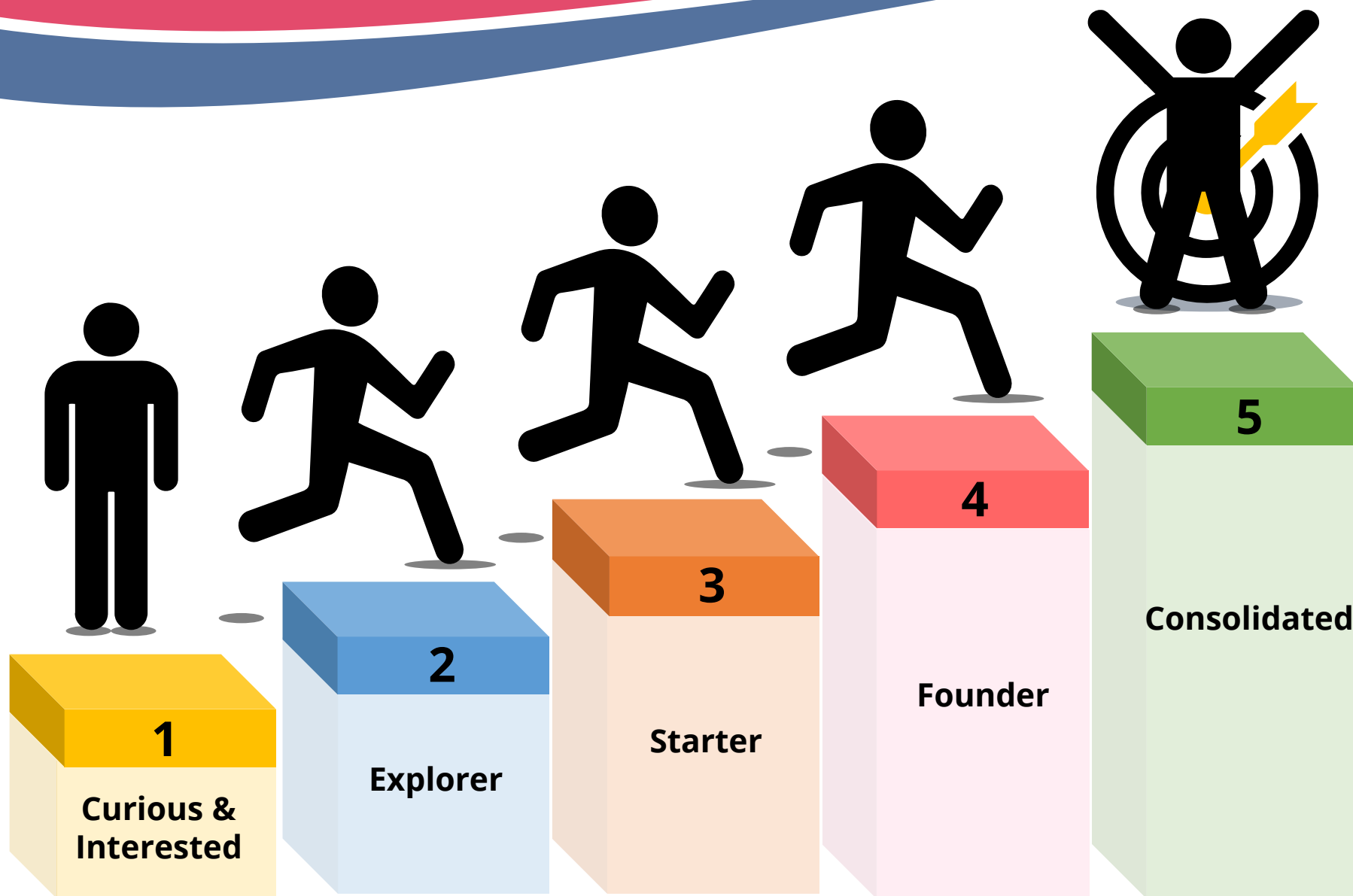
In what fields of study entrepreneurship activities are currently being implemented in your institution?

- Diploma in agriculture animal science some students are involved in poultry farming.
- Bachelor's in Management.
- Computer science.
- For the students of Bachelor of Business Studies (BBS), Bachelor of Business Administration (BBA), Bachelor of Business Management (BBM), Master of Business Studies (MBS) and Master of Business Management (MBM).

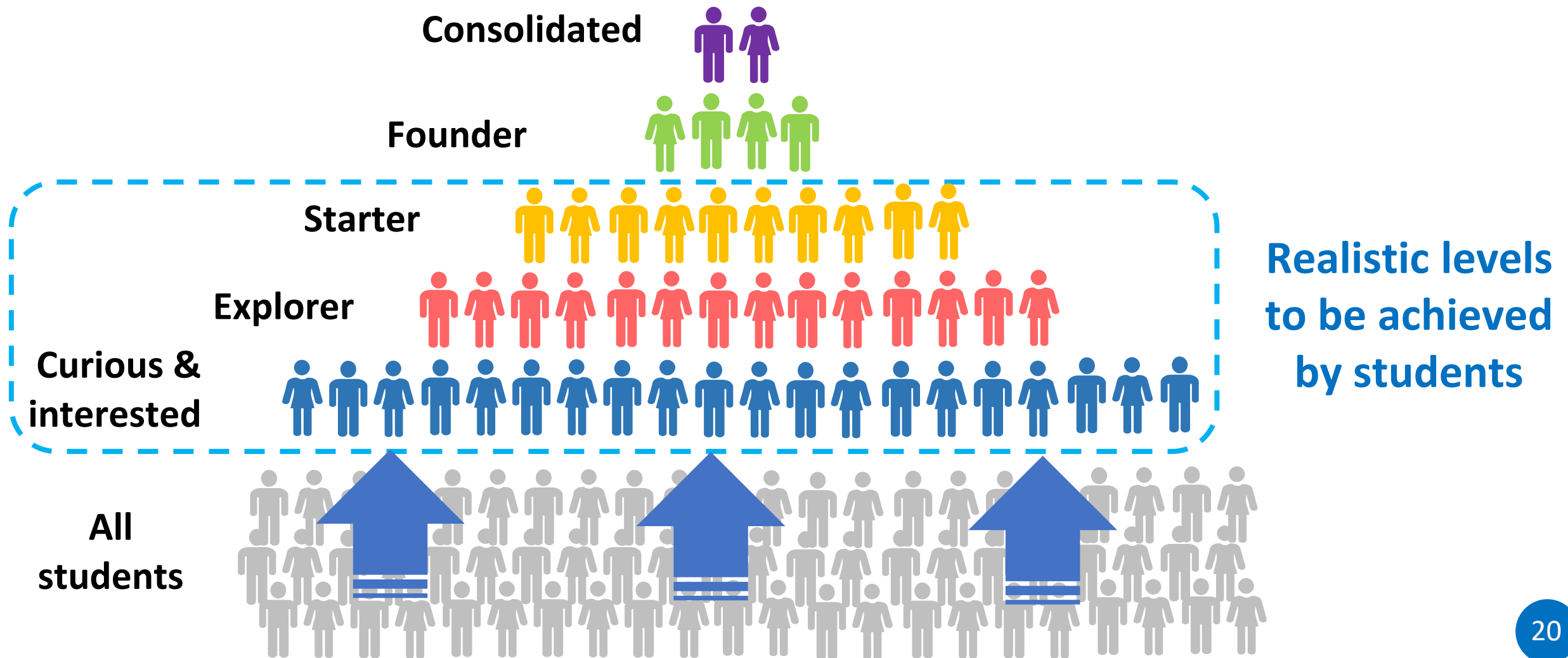




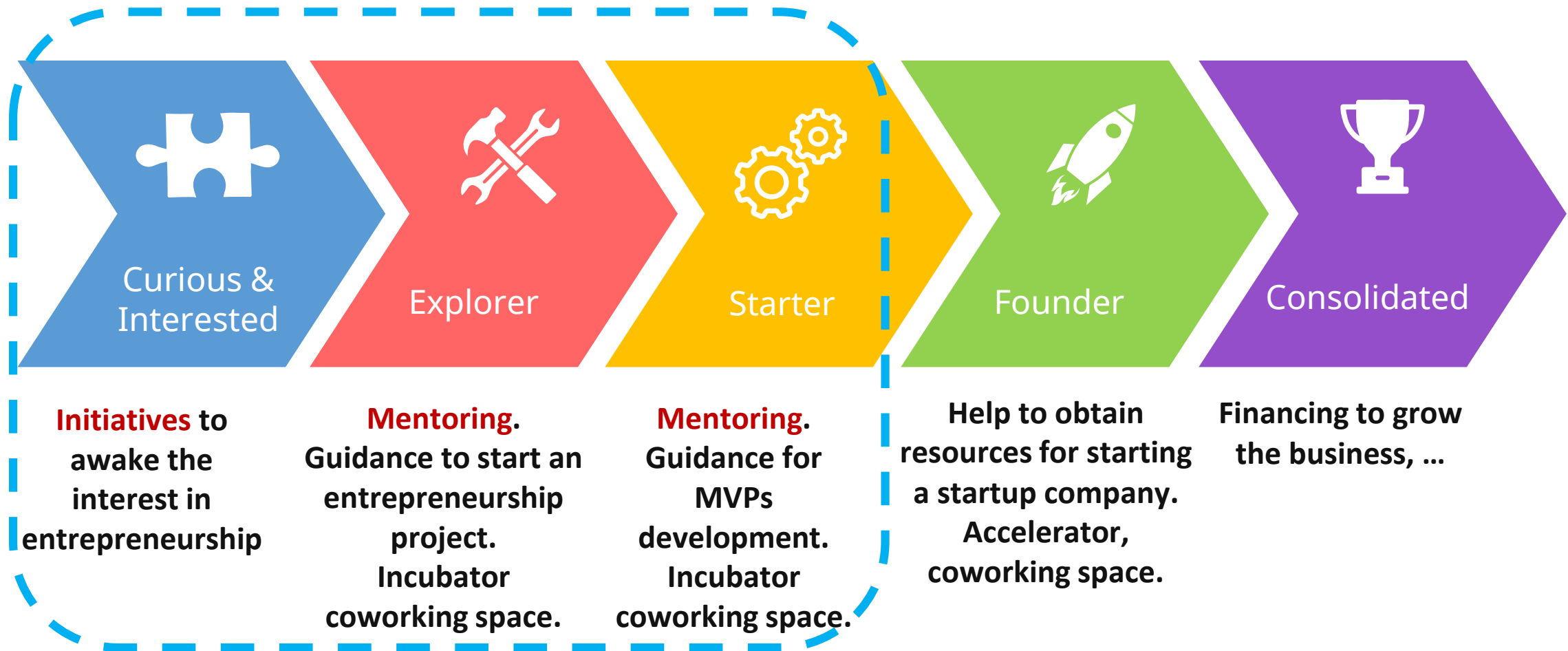
Initiatives for promoting Entrepreneurship in ours Institutions



What is realistic for students to achieve?



What support should be offered?





Initiatives for promoting entrepreneurship among students



Cofunded by the
European Union

This is a list of possible initiatives

- A01. Entrepreneur talks
- A02. Visits to companies
- A03. Visits to accelerators/incubators
- A04. Active learning methodologies in classes (related to innovation pedagogy WP2)
- A05. Workshops for developing entrepreneurship knowledge and/or skills
- A06. Activities developed by student groups/clubs
- A07. Degree or Master Thesis (Final Undergraduate Dissertations)
- A08. PBL (Project Based Learning) (related to innovation pedagogy WP2)
- A09. Projects Fair
- A10. Contests or competitions
- A11. Hackathons
- A12. Advertising entrepreneurship in classes
- A13. Entrepreneurship course for teachers
- A14. Entrepreneurship course for students

Aspects to consider in each initiative

- Inside or outside of class sessions?
- Duration
- Participating students
- Involved teachers
- Other possible participants
- Additional resources
- Some tips

These are the questions in the Google Form of this session:

- Current status of the initiative.
- Degree of difficulty in carrying out the initiative.
- Obstacles that the initiative could face.

- Inside class session ● < 30 min.
- Whole class ● Class teacher
- Founder/Consolidated entrepreneur ● None

- - Entrepreneur recommended: Alumni and/or young person
 - Talk focused on the entrepreneur's career
 - Highlight advantages and disadvantages of entrepreneurship



- Inside or outside class session
 ● Few hours + travel
- Teacher(s)
- A whole class or open to others
 ● Transportation
- Hosts of the visit in the company
- - Company business aligned with SDG
 - To illustrate the company's processes and business
 - To explain how the company was born



- Inside or outside class session
 ● Few hours + travel
- Teacher(s)
- A whole class or open to others
 ● Transportation
- Entrepreneurs in the accelerator/incubator
- - Entrepreneurship aligned with SDG
 - Entrepreneur: Alumni and/or young person
 - Talk focused on provide advice/tips for new entrepreneurs



- Inside class session
- One or two sessions
- Class teacher
- Whole class
- Maybe needs stationery
- None



- Apply techniques such as: Concept Mapping, Debates, Brainstorming, Role-Play, Gamification, Flip teaching etc.
- It is important that students work in teams.

Working in groups, start to fill in **section “Discussion Break 1”** of the form.

You have **15 minutes**.

Start completing the form in breakout rooms. You can finish and submit the form after this training session.

ONLY ONE FORM PER INSTITUTION



Image by freepik

● Better outside of class sessions ● A few hours

● Not necessary

● Open to any student

● Maybe needs stationery

● Speakers, who could be teachers

- - For example: Web and digital skills, Marketing, Design Thinking, Tools to improve productivity, Lean Startup, Financial Management, Leadership, Communication skills, etc.
- It is preferred that the workshops be very practical



- Outside of class sessions
- A few hours
- Not necessary
- For group members and many also open to any student
- Sometimes needs stationery
- Speakers in talks (could be teachers)
- - Activities only for members: competitions
 - Open activities: talks, workshops, hackathons, exhibition of their projects, visits to companies, etc.



A07. Degree or Master Thesis

- Outside of class sessions
 ● Several months
- Students working on their Degree or Master Thesis
 ● Mentor teacher
 ● Normally none
- Possible project collaborators (early adopters)
- - Entrepreneurship aligned with SDG
 - If possible, students must work in teams
 - Advertisement of this opportunity so that students start working in their entrepreneurship projects before their last course of the degree



Working in groups, start to fill in **section “Discussion Break 3”** of the form.

You have **15 minutes**.



Image by freepik



Inside of class sessions



Several weeks



Class teacher



Whole class



Normally none



Normally nobody



Possible duration:

- Part of the subject
- The whole subject

Several possible levels:

Level 1: Only working in teams.

Level 2: In addition, developing a product/service.

Level 3: In addition, generating and evaluating a business idea/plan.



- Outside of class sessions
 ● A few hours
- Teachers of subjects
- Whole or part of the class
- Visitors, companies
- Interesting to have financing from companies
- - Consider the participation in the fair as part of the subject assessment.
 - Have a suited space for exhibition of projects
 - Not mandatory but interesting:
 - T-shirts for participating students
 - Awards for projects, certificates for participants
 - Networking-meal after fair



<https://youtu.be/hxISszM86Ho>

<https://youtu.be/9CM08Z1ArKU>

<https://youtu.be/Y1LVf2OSzew>

Outside of class sessions

Normally few hours

Open to any student

Support teachers

Companies

Interesting to have financing from companies

- Have a suited space for the competition
- Not mandatory but interesting:
 - T-shirts for participating students
 - Awards for winners, certificates for participants
 - Networking-meal during/after the competition



- Outside of class sessions
- Normally one or two days
- Open to any student
- Support teachers
- Mentors, Companies
- Interesting to have financing from companies
- - Have a suited space for the competition
 - Not mandatory but interesting:
 - T-shirts for participating students
 - Awards for winners, certificates for participants
 - Networking-meal during/after the competition



A12. Advertising entrepreneurship in classes

● Inside class session ● < 20 min.

● Whole class

● Class teacher

● **Staff or teachers in charge of entrepreneurship in the institution**

● None

- - Present the contact data and services for students interested in entrepreneurship
- - Remark the importance of entrepreneurship as a source of complementary education





Importance of an official unit for entrepreneurship

- The main actors promoting entrepreneurship in the institution are:
 - **Teachers** in their subjects
 - **Teacher** giving support to activities outside class sessions
 - **Students clubs** through activities organized by them

This is the “**bottom-up approach**” to promote entrepreneurship.

- Furthermore, it is important to have **an official unit for entrepreneurship (specialized Staff or Teachers)** in the institution which organize global initiatives, gives support and publicity for all initiatives. This is the “Top-down approach” to promote entrepreneurship.
- Both approaches are needed.



Working in groups, start to fill in **section “Discussion Break 3”** of the form.

You have **15 minutes**.



Image by freepik



**Deliverable 4.2
(month 25)**

**Educational staff training on
coaching students**



**Deliverable 4.3
(month 31)**

Entrepreneurship course



- Please complete and submit the form **before June 22th.**
- If you have any doubts, do not hesitate to contact us by email.
- Training Session 3 on September 10th.

What will we do in the next session?





- Working in groups, each institution will identify opportunities to carry out some initiatives in the context of the subjects of at least one degree.
- Therefore, before our third session, the members of each institution must choose at least one degree and take a look at its subjects and contents.

Thank you for your participation!





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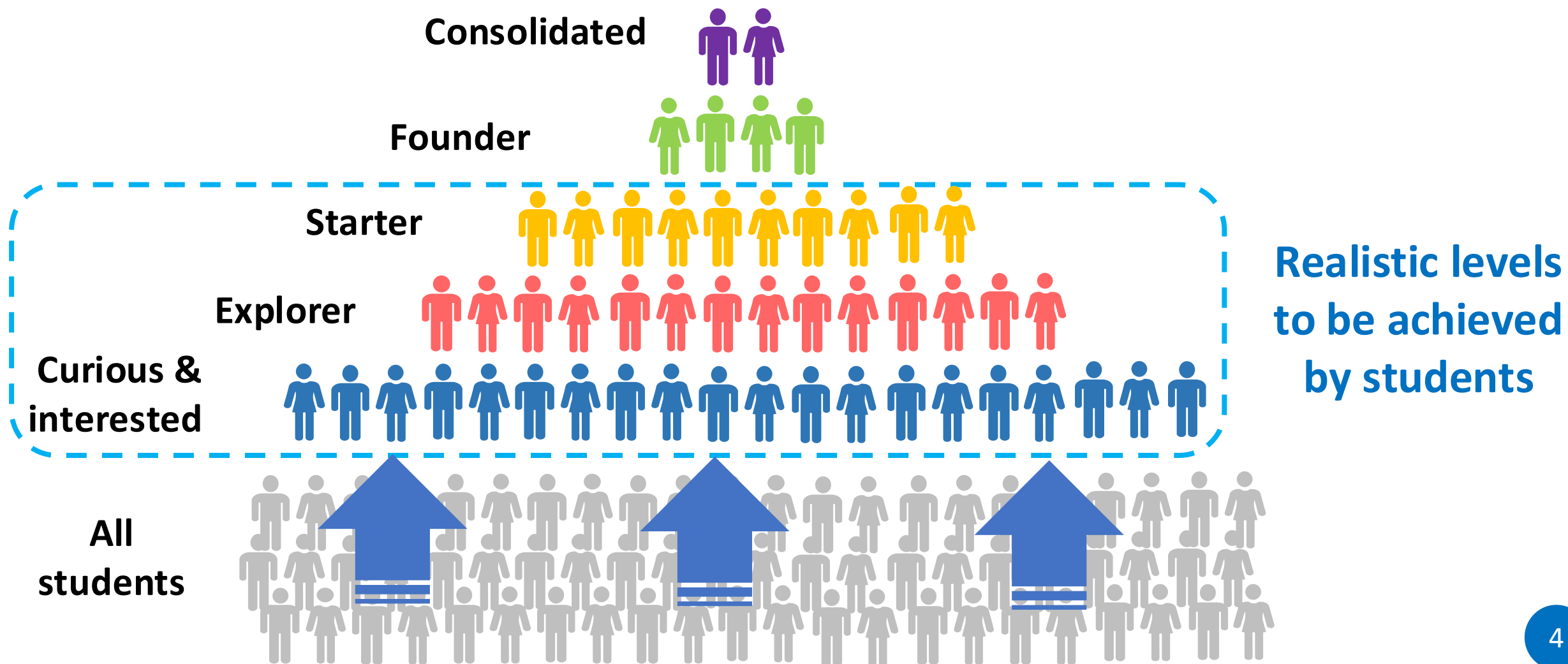


Deliverable 4.1

Training Session 3

Entrepreneurship Initiatives in the Academic Curricula

- Develop a global view of the state of entrepreneurship initiatives/activities in at least one degree of the institution.
- Identify opportunities for improvement in terms of intensity and diversity of application of initiatives/activities to promote entrepreneurship.





Initiatives for promoting entrepreneurship among students

This is a list of possible initiatives

- A01. Entrepreneur talks
- A02. Visits to companies
- A03. Visits to accelerators/incubators
- A04. Active learning methodologies in classes (related to innovation pedagogy WP2)
- A05. Workshops for developing entrepreneurship knowledge and/or skills
- A06. Activities developed by student groups/clubs
- A07. Degree or Master Thesis (Final Undergraduate Dissertations)
- A08. PBL (Project Based Learning) (related to innovation pedagogy WP2)
- A09. Projects Fair
- A10. Contests or competitions
- A11. Hackathons
- A12. Advertising entrepreneurship in classes
- A13. Entrepreneurship course for teachers  Deliverable 4.2
- A14. Entrepreneurship course for students  Deliverable 4.3

 Inside or outside of class sessions?

 Duration

 Participating students

 Involved teachers

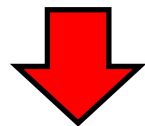
 Other possible participants

 Additional resources

 Some tips

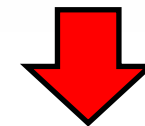
Two global types of Initiatives/activities

Inside of a single course
(associated to class sessions)



Training Session 3 (this session)

Outside of a course
(associated to several courses or not associated to any course)



Training Session 4 (next session)



Implementing initiatives for promoting entrepreneurship in courses

initiatives/activities classified according to the applied criteria

List of possible Initiatives/Activities for promoting entrepreneurship

Code	Activity type	Description	Inside or Outside of their window?	Duration	Participating students	Involved teachers	Other participants	Additional resources
A01	Entrepreneur talks	An entrepreneur, who has created some kind of business, tells his or her story and encourages students to become entrepreneurs.	Inside	No more than 30 min	The whole class	Teacher of the course	Entrepreneur	---
A02	Visits to companies	The students, accompanied by a teacher, visit a company to learn about its business, how it is carried out, how the company came into being and its evolution.	Inside or Outside	1-2 hours if no major travel is required	It can be for the entire class and/or be open to any interested student.	Organizing teachers and visitors teachers	Hosts of the visit in the company	It may require some form of organized transportation, or travel may be by public transportation.
A03	Visits to accelerators/incubators	The students, accompanied by a teacher, visit an accelerator/incubator to see the coworking environment and talk with entrepreneurs.	Inside or Outside	1-2 hours if no major travel is required	It can be for the entire class and/or be open to any interested student.	Organizing teacher	Entrepreneurs working in the accelerator/incubator	It may require some form of organized transportation, or travel may be by public transportation.
A04	Active learning methodologies in classes (related to innovation pedagogy WP2)	Students apply a work technique such as: Role Playing, Brainstorming, Elevator Pitch, and others recreational activities where students work in teams.	Inside	A few hours. One or two class sessions	The whole class	Teacher of the course	---	Some stationery may be required
A05	Workshops for developing entrepreneurship knowledge and/or skills	These can be workshops to learn how to use technology (e.g., software tools) or to develop transversal competences / innovation competences (e.g., creativity, communication, etc.).	Better Outside	A few hours	voluntary participation, open to students of the institution	Workshop coordinator teacher	invited professor or specialist who teaches the workshop	Some stationery may be required
A06	Activities developed by student groups (student clubs)	The creation of clusters of students who share specific interests, particularly in technology, is encouraged. The clusters should be managed autonomously by the students, but have a teacher mentor to support and guide them if required.	Outside	A few hours	Students of any degree or course who share interests and concerns. Normally organize open activities.	Mentor teachers for each grouping of students	---	It would be interesting to have a space recognized as an entrepreneurship space, organized as a coworking space so that students working on entrepreneurship projects have free access to it.
A07	Degree or Master Thesis	We offer support and follow-up for the entrepreneurship projects developed by the students, which can be associated to their Degree or Master Thesis.	Outside	Several months	Students working on their final degree project	Mentor teacher with knowledge of entrepreneurship	---	It would be interesting to have a space recognized as an entrepreneurship space, organized as a coworking space so that students working on entrepreneurship projects have free access to it.
A08	PBL (Project Based Learning) (related to innovation pedagogy WP2)	(A01)	Inside	Several weeks, it could be the whole course	The whole class	Teacher of the course	---	Some stationery may be required
A09	Projects fair	Students present projects developed in their courses in groups or on their own.	Inside or Outside	A few hours (duration of the presentation of projects, without counting the duration of the projects)	Students who present their projects	Group of organizing teachers	Teachers, students and companies who participate as assistants	Not mandatory but interesting to have financing for t-shirts, lanyards, poster printing, food and/or prizes.
A10	Contests or competitions	Teams of students are given one or more problems to obtain results in a limited time.	Outside	Normally few hours	voluntary participation, open to students of the institution	Group of organizing teachers	Companies can participate by offering financing	Not mandatory but interesting to have financing for t-shirts, lanyards, poster printing, food and/or prizes.
A11	Hackathons	Challenges associated with problems that can be solved with a new product or service are proposed. Students, working in small teams, must find a business idea and present it to a jury.	Outside	One or two days	voluntary participation, open to students of the institution	Group of organizing teachers	Companies can participate by proposing the challenges and offering financing	Not mandatory but interesting to have financing for t-shirts, lanyards, poster printing, food and/or prizes.
A12	Advertising entrepreneurship in classes	Briefly talk explaining entrepreneurship and the services offered to students in the institution	Inside	No more than 20 minutes	The whole class	Teacher of the course	Staff or teachers in charge of entrepreneurship in the institution	---
A13	Entrepreneurship Course for Teachers	Course to train teachers in techniques and tools associated with entrepreneurship, which allow them to guide their students	Outside	13-20 hours, in several sessions	---	Teachers of the course	Teachers attending to the course	Some stationery may be required
A14	Entrepreneurship Course for students	Course to train and motivate students in entrepreneurship and guide them on how to start an entrepreneurship project.	It is a course itself	75-90 hours (3 ECTS)	The whole class	Teachers of the course	---	Some stationery may be required

- Those which can be carry out with students and responsible teachers associated to a single course (they require less coordination effort) .
- Those in which it's relatively easy to contextualize the interest of the initiative within the contents of a single course.

Big challenge  **To involve teachers responsible of the courses**

Initiatives for promoting entrepreneurship in class sessions of courses

Code	Activity type	Description	Inside or Outside of class sessions?
A01	Entrepreneur talks	An entrepreneur, who has created some kind of business, tells his or her story and encourages students to become entrepreneurs.	Inside
A02	Visits to companies	The students, accompanied by a teacher, visit a company to learn about its business, how it is carried out, how the company came into being and its evolution.	Inside or Outside
A03	Visits to accelerators/incubators	The students, accompanied by a teacher, visit an accelerator/incubator to see the coworking environment and talk with entrepreneurs.	Inside or Outside
A04	Active learning methodologies in classes (related to innovation pedagogy WP2)	Students apply a work technique such as: Role Playing, Brainstorming, Elevator Pitch, and others recreational activities where students work in teams.	Inside
A08	PBL (Project Based Learning) (related to innovation pedagogy WP2)	(A01)	Inside
A09	Projects Fair	Students present projects developed in their courses in groups or on their own.	Inside or Outside
A12	Advertising entrepreneurship in classes	Briefly talk explaining entrepreneurship and the services offered to student in the institution	Inside

State of initiatives/activities for promoting entrepreneurship in degree's courses

		Initiatives /Activities for promoting Entrepreneurship in Courses								
	Course of the Degree	Type of Course (Mandatory or Elective)	Entrepreneur Talks (A01)	Visits to Companies (A02)	Visits to Accelerators /Incubators (A03)	Active Learning Methodologies in Classes	Workshops for Developing Entrepreneurship Knowledge and/or Skills (A05)	PBL (Project Based Learning) (A08)	Projects Fair (A09)	Advertising Entrepreneurship in Classes (A12)
1st Year										
	Course Name 1.1	Mandatory	Subject not yet analyzed		Subj...	Subjec...	Subject n...	Su...	Sub...	Subject ...
	Course Name 1.2	Mandatory	Applied and focused on entrepreneurship Applied but not focused on entrepreneurship Not applied but possible to do Not applied and difficult to do Subject not yet analyzed			Subjec...	Subject n...	Su...	Sub...	Subject ...
	...	Mandatory				Subjec...	Subject n...	Su...	Sub...	Subject ...
2nd Year										
	Course Name 2.1	Mandatory				Subjec...	Subject n...	Su...	Sub...	Subject ...
	Course Name 2.2	Mandatory				Subjec...	Subject n...	Su...	Sub...	Subject ...
	...	Mandatory				Subjec...	Subject n...	Su...	Sub...	Subject ...
3rd Year										
	Course Name 3.1	Mandatory	Subj...	Su...	Subj...	Subjec...	Subject n...	Su...	Sub...	Subject ...
	Course Name 3.2	Mandatory	Subj...	Su...	Subj...	Subjec...	Subject n...	Su...	Sub...	Subject ...
	...	Mandatory	Subj...	Su...	Subj...	Subjec...	Subject n...	Su...	Sub...	Subject ...
4th Year										
	Course Name 4.1	Mandatory	Subj...	Su...	Subj...	Subjec...	Subject n...	Su...	Sub...	Subject ...
	Course Name 4.2	Mandatory	Subj...	Su...	Subj...	Subjec...	Subject n...	Su...	Sub...	Subject ...
	...	Mandatory	Subj...	Su...	Subj...	Subjec...	Subject n...	Su...	Sub...	Subject ...

Template document “State of initiatives/activities in Degree”

- Download the template document and fill it with your institution information (only one document per institution).
- Use one sheet per degree. You must analyse ALL courses of at least one degree.
- Modify your document by deleting rows (for example, if the degree doesn't last more than three years).
- Modify "Course Name X.X" introducing the name of the courses in each year. Introduce all the courses for each year.
- For each course, indicate whether it is mandatory or elective.

- Difference between “Applied and focused on entrepreneurship “ and “Applied but not focused on entrepreneurship”. We distinguish the case of being focused on entrepreneurship when the initiative meets the following:
 - **Visits to companies (A02) or Accelerators/Incubators (A03)**. The visit must include information on how the company (or startups interviewed) was born, its business model, its challenges to be successful in the market, etc.
 - **Active Learning Methodologies in classes (A04), PBL (A08) or Project Fairs (A09)**. The activity or project should include a market study of similar products or services, some analysis of income and costs, or other elements associated with the possible sale of the product or service.
 - **PBL and Project Fairs could be further enhanced with multidisciplinary teams by means of collaboration among courses from different degrees.**

- In “Entrepreneur Talk” (A01) and “Advertising entrepreneurship in classes” (A12), the option “not focused on entrepreneurship” does not make sense because it is obvious they are focused on it.
- It’s important to identify if a course is an entrepreneurship course for students (A14). Add a note in this case.
- Completing the information for each degree in your institution requires a great effort, and it also has the challenge of involving the participation of the teachers of the corresponding courses. In our training, it will be enough for you to tackle the compilation of this information as much as you can, and for at least one degree.

Work in groups for commenting and begin completing the document.

You have **30 minutes**.

You can finish and submit this task
after this training session.

ONLY ONE TASK/DOCUMENT PER INSTITUTION



Image by freepik

- Implement as many different initiatives as possible in the courses throughout the student's curricula.
- Provide students with information about entrepreneurship (A12) at the beginning of each academic year, reminding them of the services offered by the institution.
- Promote visits (A02 and/or A03) in at least one course of each academic year.
- Promote the application of active learning methodologies (A04) and workshops to improve entrepreneurial knowledge and skills (A05). Sharing information among teachers about what techniques students know from other courses or workshops, so that they can take them into account in the content of their classes.
- Courses applying PBL (A08) could hold a joint Project Fair (A09).
- ... etc.

Write your comments about the current state in the document



- Please complete and submit the document before October 15th.
- If you have any doubts, do not hesitate to contact us by email.
- Training Session 4 on October 29th.

What will we do in the next session?



- Working in groups, each institution will identify opportunities to carry out the rest of initiatives (those outside of the context a single course).
- Therefore, before our fourth session, please review each of these initiatives because we will work on identifying their feasibility, possible obstacles and discuss some tips.

Thank you for your participation!



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Form for Training Session 4

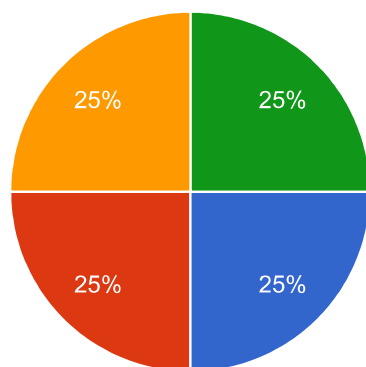
4 responses

[Publish analytics](#)

What is your institution?

 Copy

4 responses



- Sindhuli Multiple College-Tibhuvan University
- Sindhuli Community Technical Institute
- Siddahartha Vanasthali Institute
- Sindhuli Academy
- PadmaKanyaMultiple Campus-Tribhuvan University

What is the name of the degree you have studied/researched for this training?

4 responses

BBS

Diploma degree

Bachelor in Business Administration

Diploma in Civil Engineering and Diploma in Animal Science

DISCUSSION BREAK 1

A06. ACTIVITIES DEVELOPED BY STUDENTS GROUPS/CLUBS

4 responses

It has not been applied but we have planned to implement

Not applicable but possible to do

Management Fests

Civil Engineering students performed survey of land and Animal science students worked together for poultry production.



A07. DEGREE OR MASTER THESIS

4 responses

We have 100 Marks theoretical examination for Entrepreneurship

subject not yet analyzed

Project report

Project reports and Internship reports of Civil Engineering and Animal Science

A11. HACKATHONS OR OTHER KIND OF COMPETITIONS

4 responses

It has not been applied but we have planned to implement

Not applicable but possible to do

Subject not yet analyzed

Not yet.

DISCUSSION BREAK 2

Please comment on the following aspects regarding the context of your institution:
Who could participate in and be responsible for an Entrepreneurship Unit? Could they receive some kind of recognition or compensation for this work? Is it possible to have a coworking space dedicated to entrepreneurship?

4 responses

Who could participate in and be responsible for an Entrepreneurship Unit?

We can create a group for Entrepreneurship to be responsible for Entrepreneurship works highlighting SDG 8 - Decent work and economic growth, SDG 9 - Industry, Innovation and Infrastructure, SDG 12 - Responsible Consumption and Production while promoting Women participation.

Could they receive some kind of recognition or compensation for this work?

Yes, we can have strong relation with companies regarding internship where the Entrepreneurship Unit receive financial benefits.

We can provide platform for entrepreneurs to promote their business.

Is it possible to have a co-working space dedicated to entrepreneurship?

Yes, we are currently organizing a SDG club where we will have dedicated members from different batch promoting entrepreneurship.

The respective subject teacher could participate in and be responsible for an entrepreneurship unit.

Yes, he/she could receive some kind of recognition or compensations for this work from the institution.

Yes, It is possible to have a coworking space dedicated to entrepreneurship.

Subject teacher can participate and be responsible for entrepreneurship unit. Yes, they could receive the recognition or compensation for this work. Yes, it is possible to have a coworking space dedicated to entrepreneurship.

We have marketing and counseling units and responsible persons for the units. All the corresponding staffs work together with the units for entrepreneurship activities. The civil engineering enterprise based activities are done in leadership of civil engineering department and the animal science activities are done in the leadership of Animal science department. There is no any compensation for the unit or the leader additional to the regular salaries. We can manage the co-working space dedicated to entrepreneurship activities in our institutions.

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Google Forms





Guidelines for the realization of TFG/TFM associated with an entrepreneurship project

Motivation

The Final Degree Project (TFG) or Final Master's Dissertation (TFM) oriented to entrepreneurship projects seeks to train the student in the creation of a company based on a business idea, whose success will depend on the viability of the product or service developed. This type of work requires the student to apply and expand his or her knowledge, going beyond the technical field to integrate other crucial aspects of entrepreneurship. In this way, it is ensured that the TFG/TFM in entrepreneurship really contributes to their training, avoiding that it is limited to a simple technical development without business value.

The objective of these TFG/TFM is not necessarily to constitute a company, but to generate a solid basis for a viable entrepreneurial project, properly documented to meet academic requirements. While it is unrealistic to expect a student to establish a company in the time devoted to their TFG/TFM, teamwork among several students can increase the chances of project development. These guidelines are aimed at both students and tutors as well as the examining board, providing a framework for the proper completion and assessment of these assignments.

Entrepreneurial spirit of the student

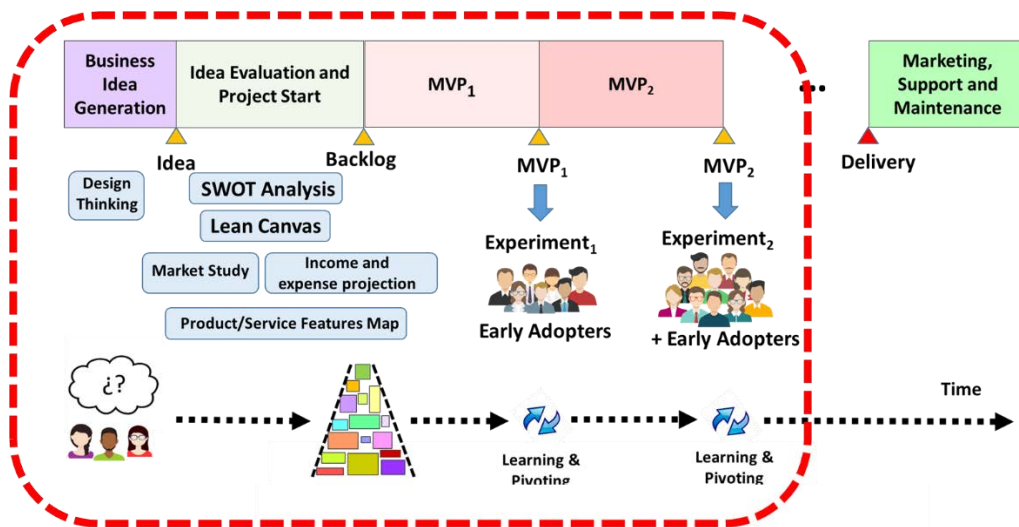
The entrepreneurial spirit is key to an entrepreneurship project, as it encourages students to approach their TFG/TFM with enthusiasm and motivation. Although it is not a requirement, this approach develops valuable skills that companies value in “intrapreneurial” profiles, capable of leading innovative and challenging projects.

Methodology for a TFG/TFM of entrepreneurship

For a TFG/TFM in entrepreneurship it is recommended to apply the Lean Startup methodology, which is based on Build-Measure-Learn cycles to develop and validate product increments through experiments with early adopters. The MVP (Minimum Viable Product) drives each cycle as an achievable short-term goal, allowing the initial business idea to be adapted according to the results obtained. If the project includes the generation of the business idea, Design Thinking can also be used to define the proposal. The general process includes feasibility assessment with a Lean Canvas and SWOT analysis, followed by successive experiments to achieve an operational, but not necessarily marketable, version.

Within the framework of the TFG/TFM, the student is expected to conduct at least two experiments to validate the product with early adopters, obtaining a beta version or similar to show the progress achieved. The final project can serve as a basis for future developments or initial marketing, although economic viability is not a fundamental requirement at this stage. The experience and skills developed in this process contribute to the “intra-entrepreneurial” profile of the student, capable of leading innovative projects within an organization.

The following figure illustrates the (simplified) life cycle of an entrepreneurship project, highlighting in dotted line the minimum expected in an entrepreneurship TFG/TFM.



Entrepreneurship project working as a team

For the success of an entrepreneurship project, it is essential to have a multidisciplinary team, since a single person will hardly cover all the necessary profiles. Although a student can develop a project alone, it is beneficial to involve several people with different skills to achieve better results in less time. At UPV, each student must present his or her own TFG/TFM and defend it individually, even if working in a team.

In accordance with UPV's TFG/TFM regulations, each person participating in the entrepreneurship project must present his or her own TFG/TFM (report) and defend it individually. Thus, to make the regulations and the TFG/TFM of entrepreneurship compatible, the following is established:

- Each student will register his/her TFG/TFM with a shared description of the project but highlighting his/her specific role in the technical development. The title will include a common part about the product and a nuance indicating their main contribution, such as "Development of a role-playing video game using Unity: **Back-end programming**".
- Each student will present a TFG/TFM report with common content on the generation, evaluation and development of the business idea, and an individual section detailing their technical input, tools, and specific challenges. The summary should indicate the entrepreneurial context, the names of the participants and their roles. The introduction, conclusions and future proposals should be written individually.
- Each student must make a separate defense of his/her TFG/TFM. The participants, depending on their situation, may defend their TFG/TFM in different calls. However, it is expected that all participants in the entrepreneurship project make their defense in the same academic year.
- In the case of TFG/TFM carried out as a team, the names and roles of each of the participants in the project must be stated at the beginning, in the summary of the report.

Start.inf: guidance and support for entrepreneurship projects

The TFG/TFM of entrepreneurship can be started before the last year of the degree, that is, you can work on the TFG/TFM, even if you are not officially enrolled. The earlier you start the project, the more progress you will be able to make when defending it as a TFG/TFM. However, it is **essential to** have guidance and follow-up from the beginning. This is achieved by contacting Start.inf, the school's entrepreneurship space, in this way, before formalizing the registration of the TFG/TFM, there will be a record of the project initiative.



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Deliverable 4.1

Training Session 5

Training Summary, Roadmap and Next Step



Training Summary

What do we expect as a result?



**Owner of a company
(Entrepreneur)**

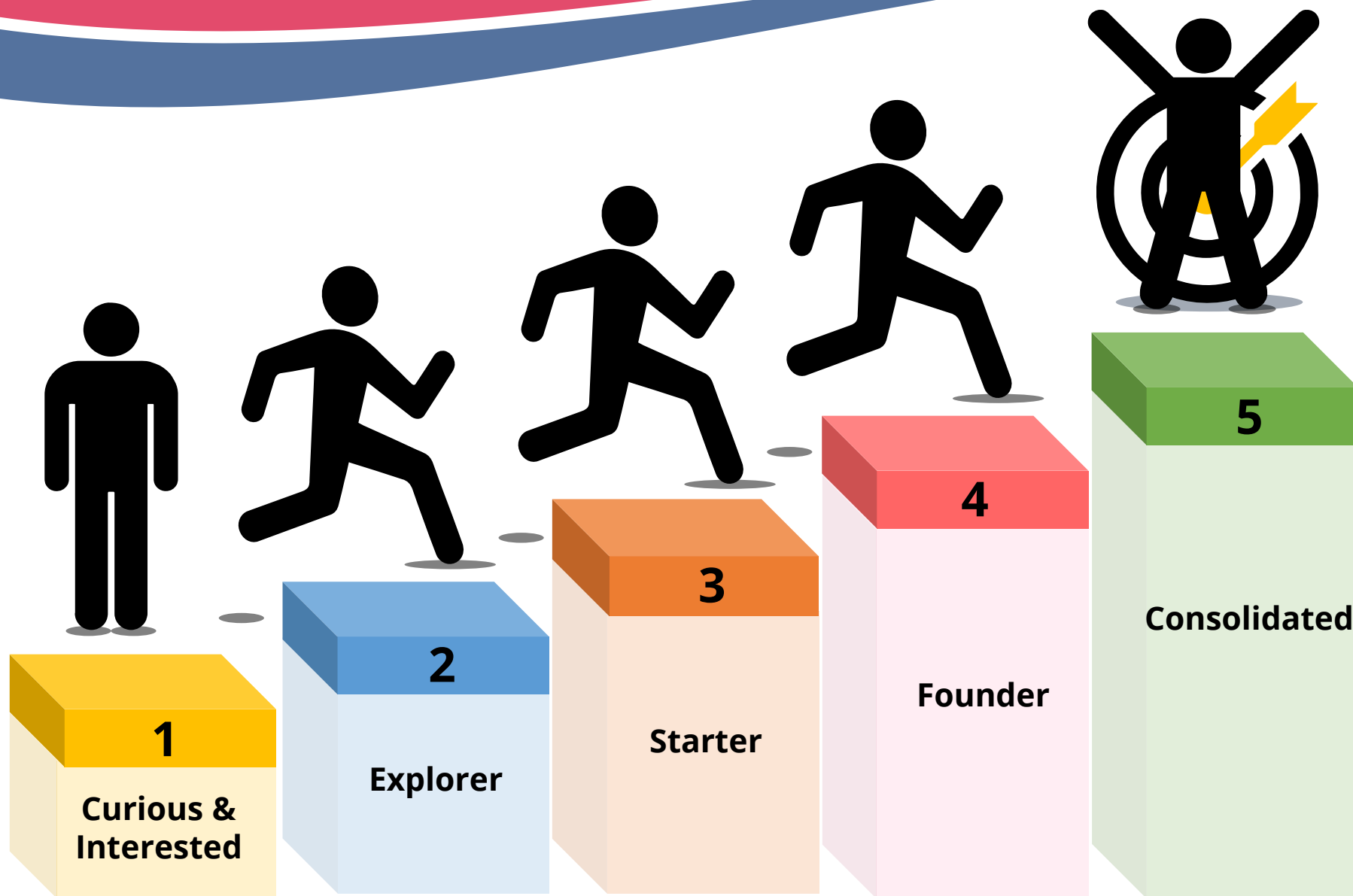


**Key employee in a company
(Intrapreneur)**

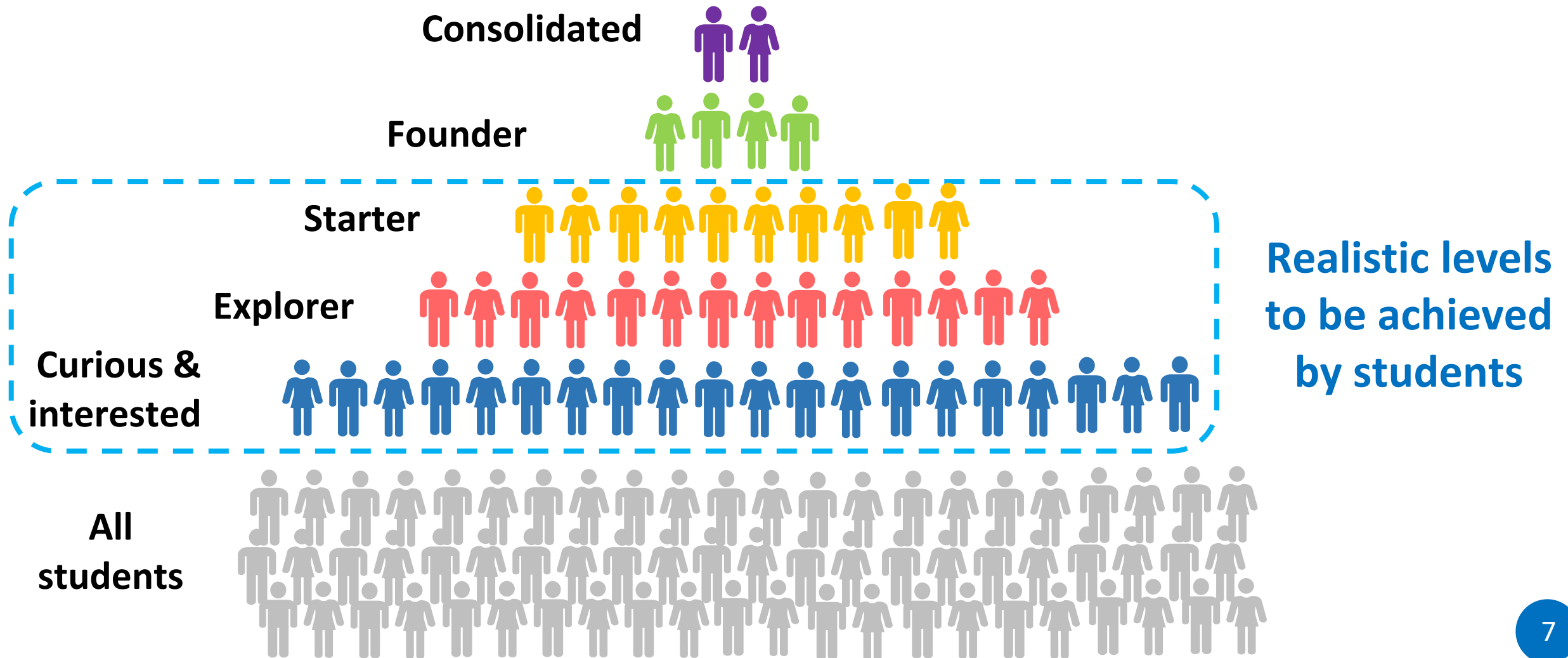


Entrepreneurship as complementary training

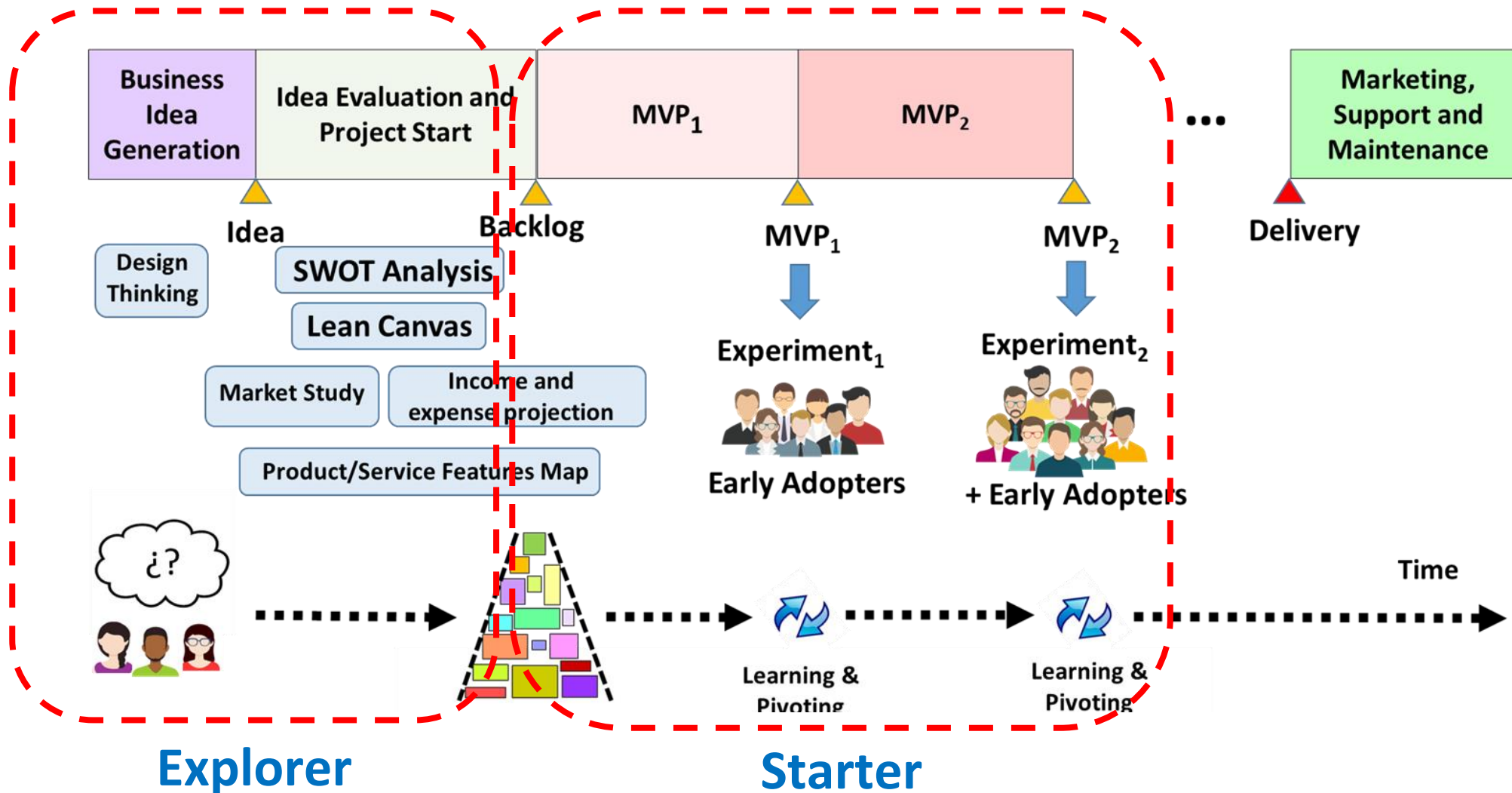




What is realistic for students to achieve?



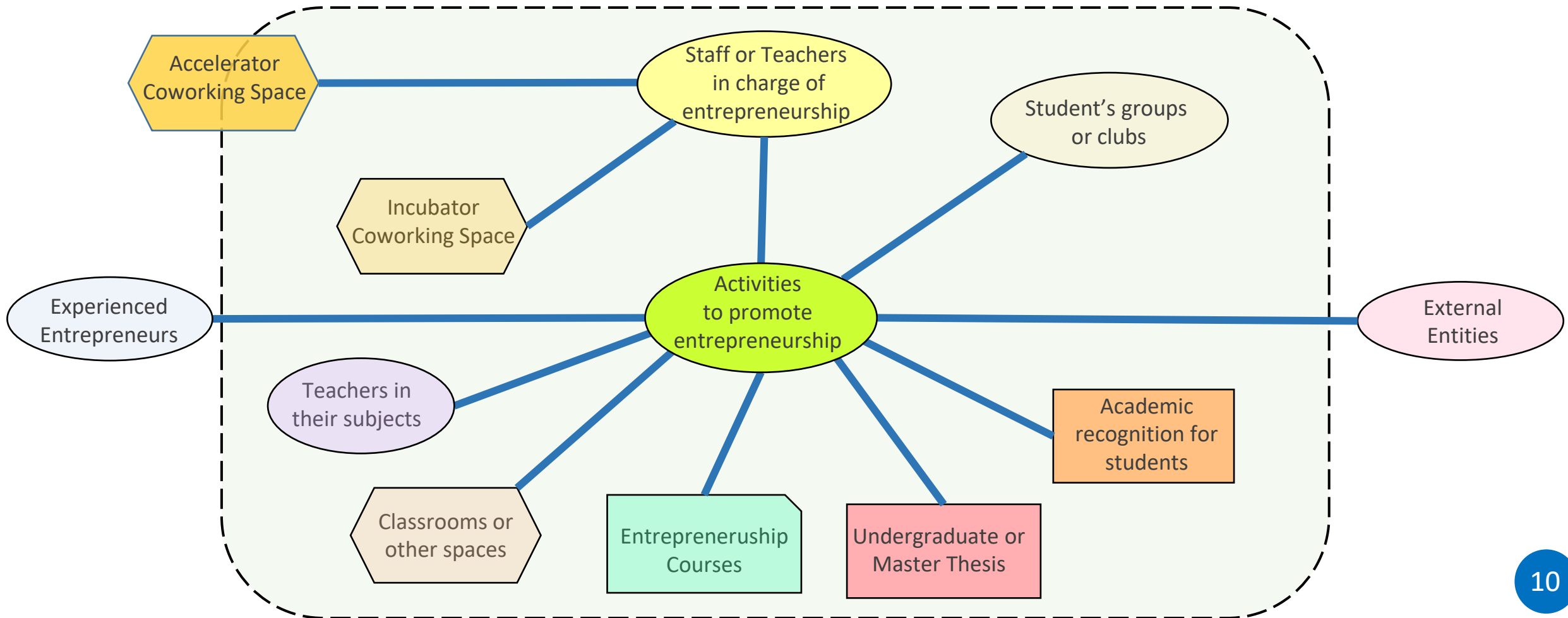
What would be the state of the project associated to a “Starter” entrepreneur?





An Academic Entrepreneurship Framework

Academic Institution





Initiatives for promoting entrepreneurship in the academic institution

This is a list of possible initiatives

- A01. Entrepreneur talks
- A02. Visits to companies
- A03. Visits to accelerators/incubators
- A04. Active learning methodologies in classes (related to innovation pedagogy WP2)
- A05. Workshops for developing entrepreneurship knowledge and/or skills
- A06. Activities developed by student groups/clubs
- A07. Degree or Master Thesis (Final Undergraduate Dissertations)
- A08. PBL (Project Based Learning) (related to innovation pedagogy WP2)
- A09. Projects Fair
- A10. Contests or competitions
- A11. Hackathons
- A12. Advertising entrepreneurship in classes
- A13. Entrepreneurship course for teachers
- A14. Entrepreneurship course for students



How to start or improve entrepreneurship?

Two approaches



Top-down

Establish first a support infrastructure and specialized technical staff to promote entrepreneurship.

Bottom-up

Promote the entrepreneurship in students in the context of their activities, in their subjects, involving teachers and student groups of interest (students clubs).

Recommendation: Both at the same time as far as possible



Inside of a single course (associated to class sessions)



Images by Freepik

Teacher in its classes

Bottom-up Approach

Outside of a course

(associated to several courses or
not associated to any course)



Group of Teachers
Student Clubs

Dedicated staff
Entrepreneurship Unit

Top-down Approach

Initiatives for promoting entrepreneurship in class sessions of courses

This is a list of possible initiatives

- A01. Entrepreneur talks
- A02. Visits to companies
- A03. Visits to accelerators/incubators
- A04. Active learning methodologies in classes (related to innovation pedagogy WP2)
- A05. Workshops for developing entrepreneurship knowledge and/or skills
- A06. Activities developed by student groups/clubs
- A07. Degree or Master Thesis (Final Undergraduate Dissertations)
- A08. PBL (Project Based Learning) (related to innovation pedagogy WP2)
- A09. Projects Fair
- A10. Contests or competitions
- A11. Hackathons
- A12. Advertising entrepreneurship in classes
- A13. Entrepreneurship course for teachers
- A14. Entrepreneurship course for students

State of initiatives/activities for promoting entrepreneurship in degree's courses

		Initiatives /Activities for promoting Entrepreneurship in Courses								
	Course of the Degree	Type of Course (Mandatory or Elective)	Entrepreneur Talks (A01)	Visits to Companies (A02)	Visits to Accelerators /Incubators (A03)	Active Learning Methodologies in Classes	Workshops for Developing Entrepreneurship Knowledge and/or Skills (A05)	PBL (Project Based Learning) (A08)	Projects Fair (A09)	Advertising Entrepreneurship in Classes (A12)
1st Year										
	Course Name 1.1	Mandatory	Subject not yet analyzed		Subj...	Subject...	Subject n...	Su...	Sub...	Subject...
	Course Name 1.2	Mandatory	Applied and focused on entrepreneurship			Subject...	Subject n...	Su...	Sub...	Subject...
		Mandatory	Applied but not focused on entrepreneurship			Subject...	Subject n...	Su...	Sub...	Subject...
2nd Year										
	Course Name 2.1	Mandatory	Not applied but possible to do			Subject...	Subject n...	Su...	Sub...	Subject...
	Course Name 2.2	Mandatory	Not applied and difficult to do			Subject...	Subject n...	Su...	Sub...	Subject...
		Mandatory	Subject not yet analyzed			Subject...	Subject n...	Su...	Sub...	Subject...
3rd Year										
	Course Name 3.1	Mandatory	Subj...	Su...	Subj...	Subject...	Subject n...	Su...	Sub...	Subject...
	Course Name 3.2	Mandatory	Subj...	Su...	Subj...	Subject...	Subject n...	Su...	Sub...	Subject...
		Mandatory	Subj...	Su...	Subj...	Subject...	Subject n...	Su...	Sub...	Subject...
4th Year										
	Course Name 4.1	Mandatory	Subj...	Su...	Subj...	Subject...	Subject n...	Su...	Sub...	Subject...
	Course Name 4.2	Mandatory	Subj...	Su...	Subj...	Subject...	Subject n...	Su...	Sub...	Subject...
		Mandatory	Subj...	Su...	Subj...	Subject...	Subject n...	Su...	Sub...	Subject...

→ We have provided global recommendations.

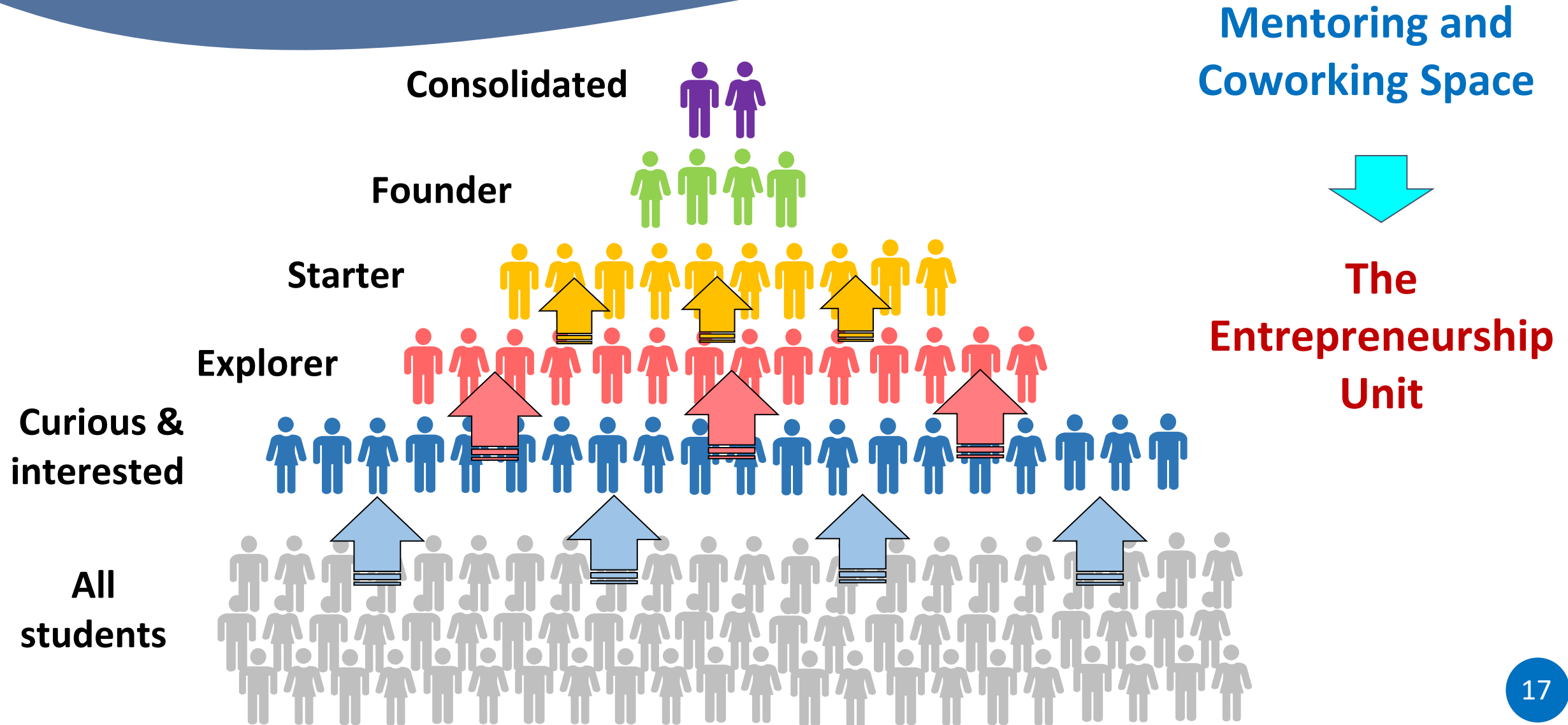
→ You should have identified gaps and opportunities for improvement.



Initiatives for promoting entrepreneurship outside of class sessions

This is a list of possible initiatives

- A01. Entrepreneur talks
- A02. Visits to companies
- A03. Visits to accelerators/incubators
- A04. Active learning methodologies in classes (related to innovation pedagogy WP2)
- A05. Workshops for developing entrepreneurship knowledge and/or skills
- A06. Activities developed by student groups/clubs
- A07. Degree or Master Thesis (Final Undergraduate Dissertations)
- A08. PBL (Project Based Learning) (related to innovation pedagogy WP2)
- A09. Projects Fair
- A10. Contests or competitions
- A11. Hackathons
- A12. Advertising entrepreneurship in classes
- A13. Entrepreneurship course for teachers
- A14. Entrepreneurship course for students





The Entrepreneurship Unit



Mentoring



Coworking
Space



Hackathons
and Awards



Workshops
organization



Help for Team
Building



Consultancy
for Startup
creation and
funding





Reflections and Roadmap



Presentations of each institution



- Sindhuli Multiple College-Tribhuvan University (SMC): 15 min.
- Sindhuli Community Technical Institute (SCTI): 15 min.
- PadmaKanya Multiple Campus-Tribhuvan University (PK): 15 min.
- Sindhuli Academy (SA): 15 min.
- Siddhartha Vanasthali Institute (SVI): 15 min.





Next Step

Proposal for Deliverable 4.2

For Staff & Teachers



Deliverable 4.1
(month 18)

Active learning for entrepreneurial and digitalization skills in the curriculum

The training of 5 sessions of 3 hours is directed to the Nepal HEI's supporting entrepreneurial activities throughout curricula: real activities and methods applied to Nepal's needs

For Teachers



Deliverable 4.2
(month 25)

Educational staff training on coaching students

Training of 5 sessions of 3 hours for Nepal HEI's educational 20 staff on "transforming the teacher into a coach": soft skills (teamwork, problem-solving, attitude, and work ethic, etc.)

For Students



Deliverable 4.3
(month 31)

Entrepreneurship course

Course of 3 ECTS that will be taught to 100 students in total in the target country per academic year, implementable for both hybrid and online. The course is based on active pedagogy and enhances students' entrepreneurial competence.



Proposal for Deliverable 4.2

- We will compile a list of topics for the training sessions. A document will be shared to propose these topics.
- The topics will be organized in five training sessions. Each institution will be responsible for preparing specific topics to present during these sessions.
- Presentations for each topic will last between 20 and 40 minutes, and we will agree on a format and the expected content for each topic.
- We will set deadlines for proposing and selecting the topics.



General topics

- Turning the teacher into a coach
- Opportunities for entrepreneurship
- Entrepreneurship aligned with the SDG initiative
- Woman entrepreneurship
- How to make a market study
- How to make a basic financial plan
- How to make a good pitch
- ...

Techniques and Tools

- Design Thinking
- Lean Startup
- Lean Canvas
- TAM-SAM-SOM
- SWOT Analysis
- Buyer persona
- Kanban boards – Trello / Notion
- Tool for making app mockups or prototypes
- Tool for making presentations ...

Action Plan for Deliverable 4.2



Training 1

Onsite (January
20th, 21st or 22nd)
3 hours, morning



Training 2

Onsite (January
20th, 21st or 22nd)
3 hours, afternoon



Training 3

Online (February,
3pm Nepali time)



Training 4

Online (March, 3pm
Nepali time)



Training 5

Online (April, 3pm
Nepali time)

We should include the dates for proposal on topics and distribution of their presentation among institutions

- Training 1: Understanding what it means to be coach and how it differs from traditional teaching. Business Academy Model Turku UAS.
- Training 2: Tools for coaching, coaching a team. Developing coaching skills
- Training 3: Applying coaching techniques and tools in the classroom
- Training 4: Applying coaching techniques and tools in the classroom
- Training 5: conclusions and closing



Closing this training session and Deliverable 4.1



- Please upload your presentation on our Google Classroom site on the corresponding task of training session 5.
- See you in Nepal in January.
- If you have any doubts, do not hesitate to contact us by email.

Thank you for your participation!





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