



New Way to a Sustainable Transformational Education Programme

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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 within the Faculty of
Business
Online and onsite teaching to
international students and
leaders



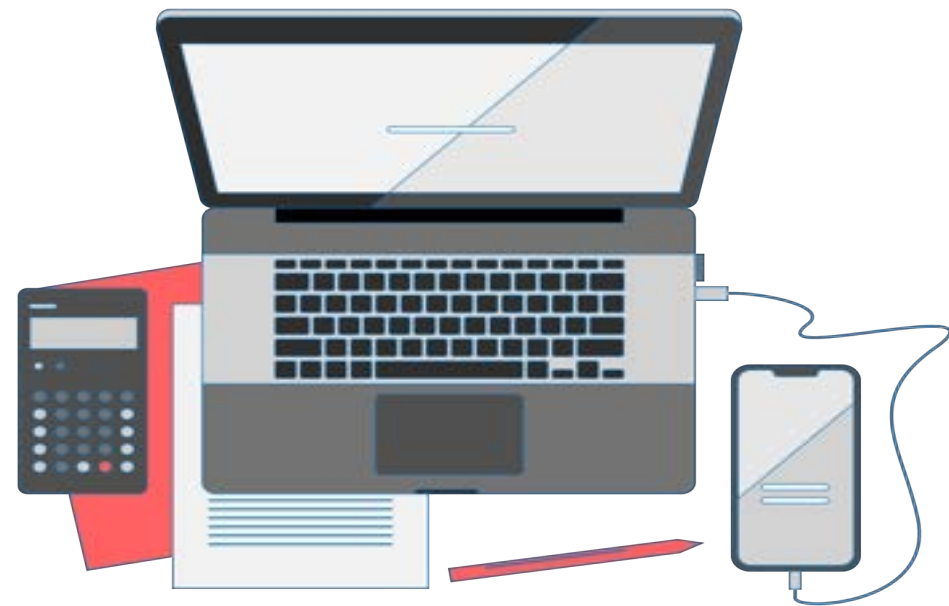
**Dr. Lorena Bort
Mir**

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

Deliverable 4.2

Training Session 1

Review of 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

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.



Summary of Deliverable 4.1

Students



**Owner of a company
(Entrepreneur)**



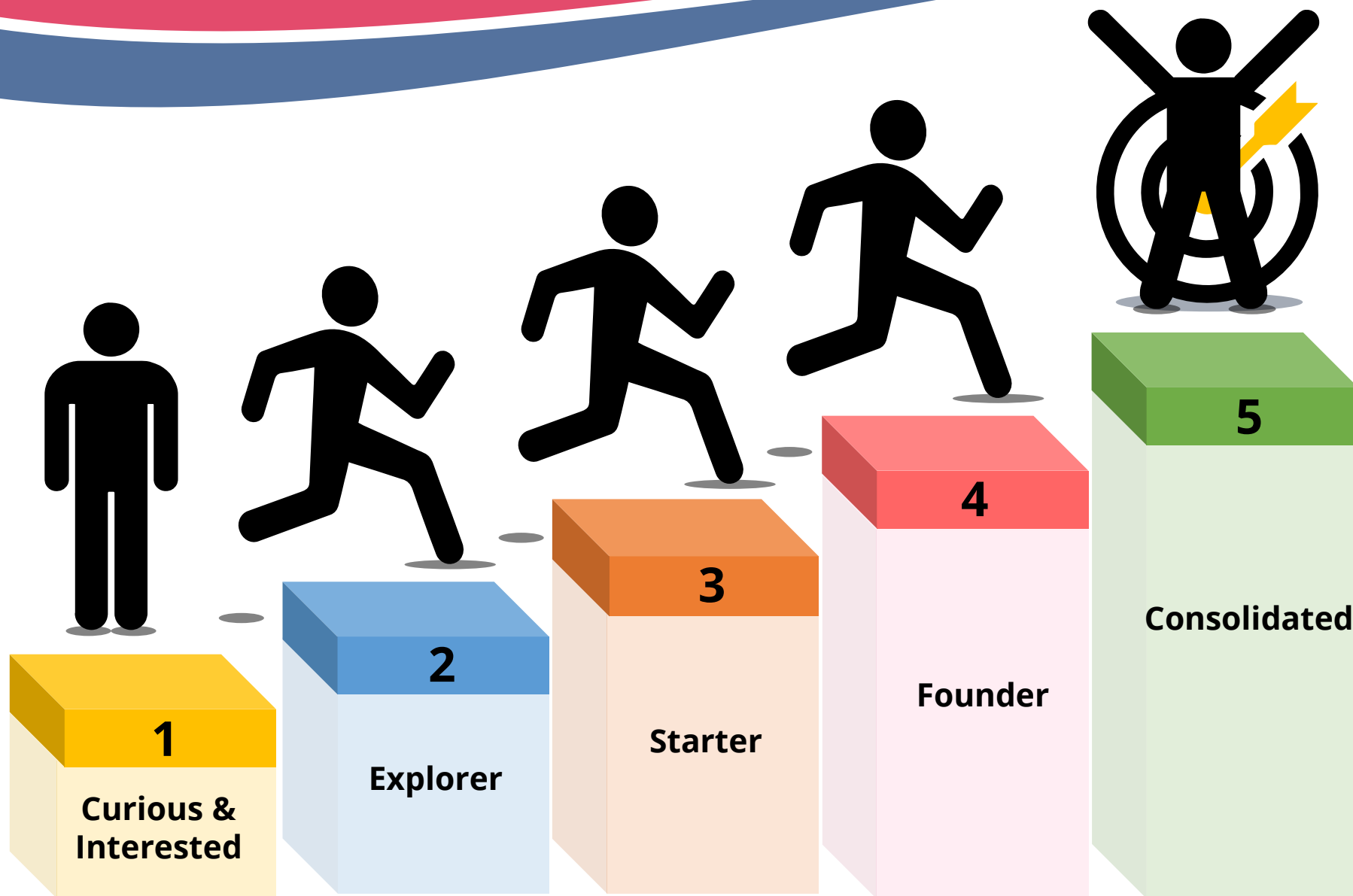
**Key employee in a company
(Intrapreneur)**

**In any case, they will acquire valuable knowledge
and develop important skills**



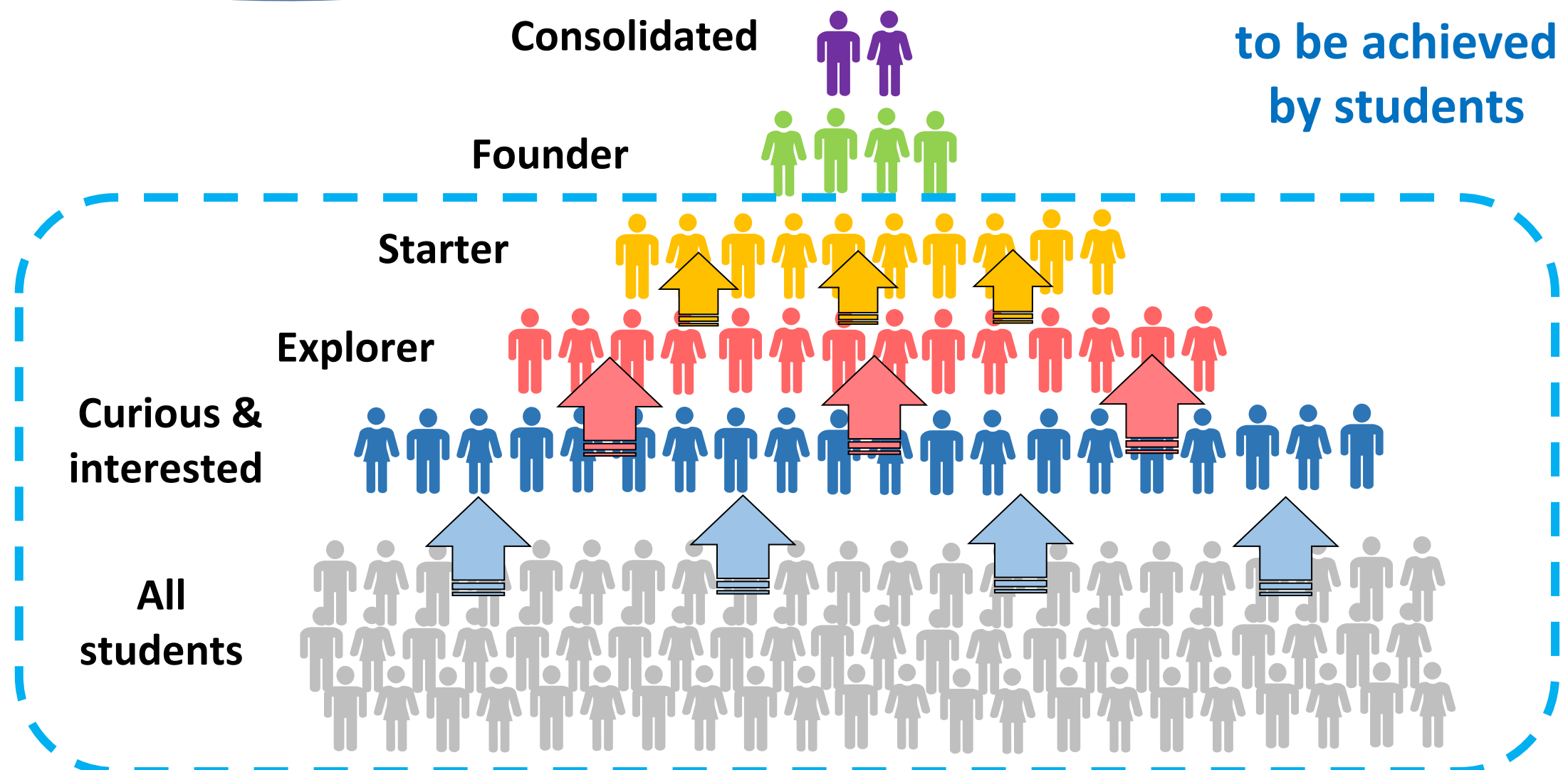
Entrepreneurship as complementary training





What is realistic for students to achieve?

Realistic levels
to be achieved
by students



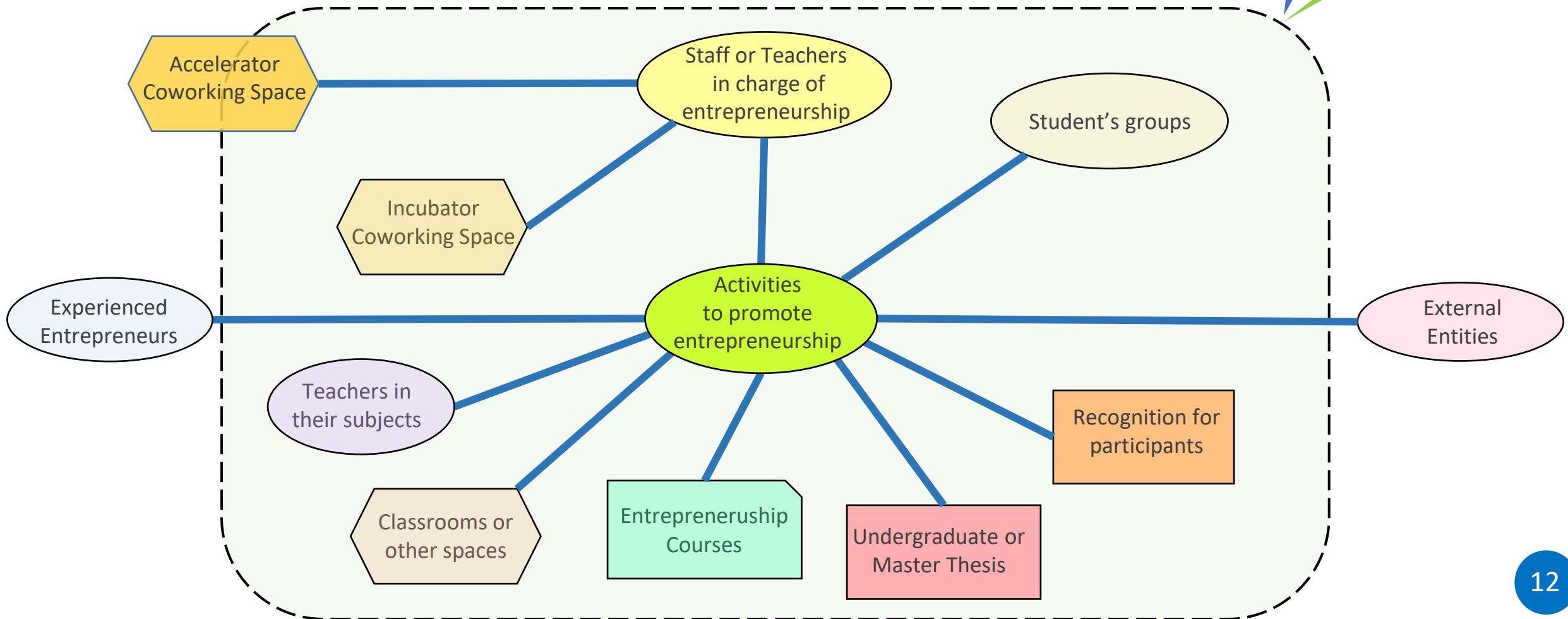


An Academic Entrepreneurship Framework

Who?

Where?

Academic Institution



How?

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 competitions
- A13. Entrepreneurship course for teachers → **Deliverable 4.2**
- A14. Entrepreneurship course for students → **Deliverable 4.3**

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

¿When to promote the Entrepreneurship Culture in Academic Institutions?



**Whenever we can
The sooner the better
The more the better**

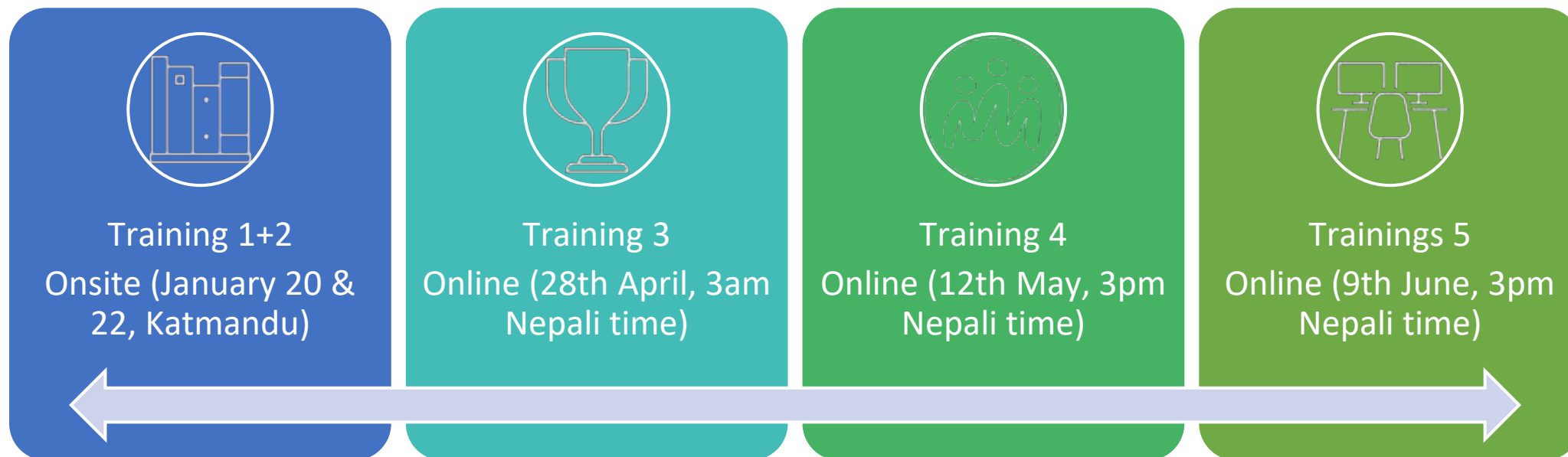
State of initiatives/activities for promoting entrepreneurship in degree's courses

		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.

Timeline





Prior to the 3rd session on April 28th, you can contact Nicolas or Patricio to receive guidance and tips regarding the activities and tools you plan to implement.

Patricio Letelier Torres <letelier@upv.edu.es>

Nicolas Le Grand <nicolas.legrand@turkuamk.fi> (possibility for individual online coaching session)





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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).

List of Deliverables V1

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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
LIST OF DELIVERABLES				Project Month 1 is May 2023													
Lead	Relative Number in WP	Number	Name	Lead Beneficiary	Type	Dissemination Level	Due Date (in months)	Completion	Documentation	Comment by							
SMC	WP1	Overall management															
		1	D21	Project NEWSTEP kick-off meeting	SMC	OTHER	Sensitive	3	June 23	Done	SMC	Will be submitted on					
		2	D22	Consortium agreement	SMC	R	Sensitive	6	October 23	In Progress							
		3	D23	Contracting external evaluator	SMC	R	Sensitive	4	August 23	In Progress							
		4	D24	Internal Financial Reports	SMC	R	Sensitive	6	October 23	Done							
		5	D25	Interim report of NEWSTEP	SMC	R	Sensitive	18	October 24								
		6	D32	Final report for NEWSTEP	SMC	R	Sensitive	36									
Turku UAS	WP2	Digital pedagogy for online teaching competencies															
		1	D1	Online Learning Platform	TURKU UAS	OTHER	Sensitive	6	October 23	Done	Turku						
		2	D2	Introduction to the pedagogical approach to teachers	TURKU UAS	DEM	Sensitive	10	February 24								
		3	D5	Innopeda® Training	TURKU UAS	DEM	Sensitive	10	February 24								
		4	D6	Theoretical understanding of online pedagogy principles	TURKU UAS	OTHER	Sensitive	12	April 24								
		5	D7	Teaching tools in the online learning environment	TURKU UAS	OTHER	Sensitive	15	July 24								
		6	D8	Development of digital competencies in the online learning environment	TURKU UAS	OTHER	Sensitive	18	October 24								
		7	D9	Piloting the online courses	TURKU UAS	OTHER	Sensitive	27									
UPV	WP3	Enhancing collaboration and partnerships															
		1	D3	Local Ecosystem Audit	UPV	R	Sensitive	9	January 24	Done							
		2	D30	Ecosystem platform	UPV	DEC	Public	12	April 24								
		3	D11	Agile network course	UPV	DEM	Sensitive	21	January 25								
UPV	WP4	Enhancement of entrepreneurial and digitalisation skills															
		1	D12	Active learning for entrepreneurial and digitalization skills in the curriculum	UPV	OTHER	Sensitive	18	October 24	In progress							
		2	D13	Staff training on coaching students.	UPV	DEM	Sensitive	25	March 2025								
		3	D14	Entrepreneurship course	SVI	OTHER	Sensitive	25	September 2025								
Turku UAS	WP5	Incorporating Sustainability in curriculum															
		1	D16	Nepal sustainability base													
		2	D17	Sustainability strategy													
		3	D18	Sustainability course													
SVI	WP6	Dissemination															
		1	D4	Dissemination plan													

June 2025, ¿no?

To allow for sufficient time to implement some initiatives, I suggest the following schedule:

• Training session 3 at the end of April.



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Deliverable 4.2

Training Session 1

Transforming the teacher into a coach

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



Students

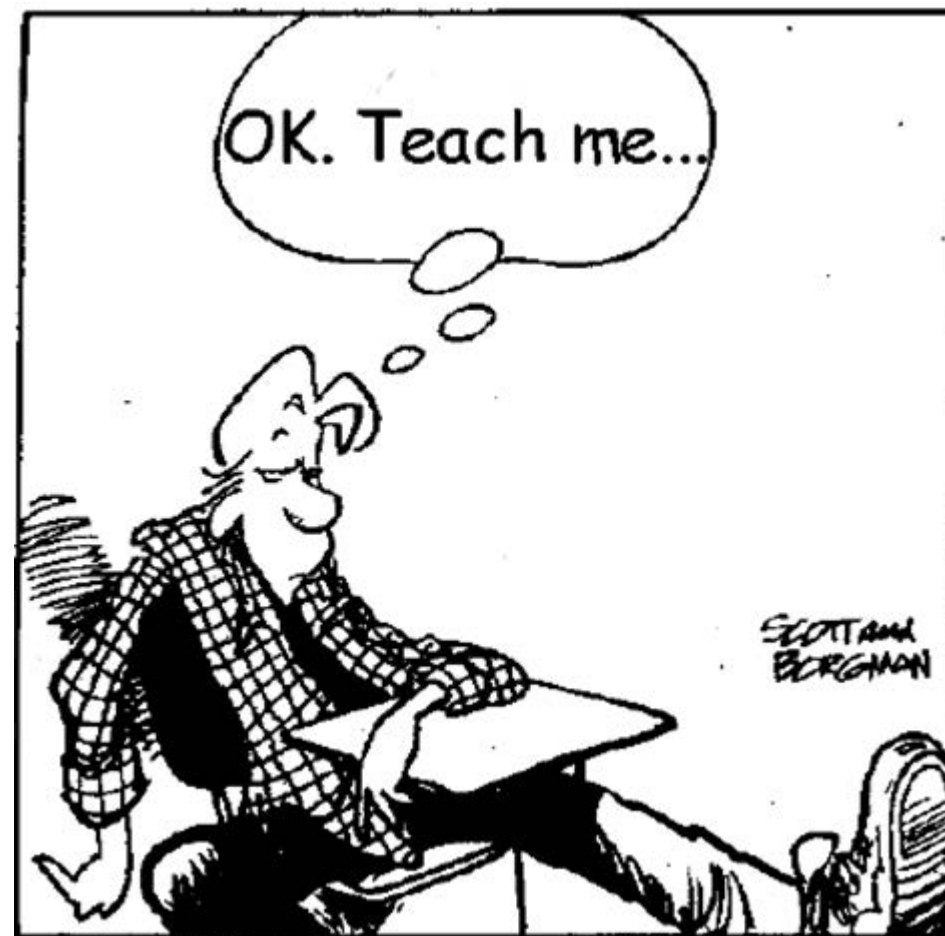


Teachers



Staff

In short, we try to avoid this



... and instead do
more of this





Activity: 15 minutes

Why transforming a teacher into a coach?

Benefits for Teachers?





Why transforming a teacher into a coach?



- Examples of benefits for teachers:
 - Enhanced professional growth
 - Increased job satisfaction
 - Shift from directive to facilitating roles
 - Stronger relationships with students
 - Improved classroom dynamics





Activity: 15 minutes

Why transforming a teacher into a coach?

Benefits for students?





Why transforming a teacher into a coach?



- Examples of benefits for Students
 - Empowered learning: students take ownership of their learning
 - Personalized support
 - Improved confidence and resilience
 - Better engagement and motivation
 - Stronger social and emotional skills





Why transforming a teacher into a coach?



For the Learning Environment

- Collaborative Atmosphere:
 - Transforms the classroom into a community of learners where ideas, feedback, and support flow freely.
 - Encourages a culture of mutual respect and shared growth.
- Adaptability to Modern Needs:
 - Coaching aligns with the needs of 21st-century education, emphasizing creativity, collaboration, and self-directed learning





A comparison of traditional teaching and coaching teaching styles across various dimensions

Aspect	Traditional Teaching	Coaching Teaching
Role of Teacher	Authority and primary source of knowledge.	Facilitator, guide, and mentor.
Role of Student	Passive recipient of information.	Active participant and co-creator of learning.
Focus	Content delivery and mastery of curriculum.	Skill development, self-discovery, and goals.
Learning Approach	Teacher-centered.	Student-centered.
Methodology	Lecture-based, structured, one-size-fits-all.	Collaborative, personalized, adaptive.
Assessment	Emphasizes standardized tests and grades.	Focuses on growth, feedback, and self-assessment.
Classroom Dynamics	Hierarchical, with clear power structures.	Collaborative, with shared responsibilities.





A comparison of traditional teaching and coaching teaching styles across various dimensions (cont.)

Aspect	Traditional Teaching	Coaching Teaching
Feedback Style	One-directional, often corrective.	Dialogic, emphasizing encouragement and guidance.
Student Motivation	External (grades, rewards, penalties).	Internal (goals, interests, self-improvement).
Teacher's Role in Learning	Delivers knowledge and answers questions.	Asks questions, challenges thinking, and supports.
Emphasis	Memorization and rote learning.	Critical thinking, problem-solving, and reflection.
Emotional Support	Limited to academic success.	Holistic, addressing emotional and personal growth.
Preparation for Life	Focused on academic achievements and credentials.	Emphasizes adaptability, resilience, and life skills.
Student Accountability	Relies on teacher-led instruction and oversight.	Encourages self-directed learning and accountability.



Activity: 15 minutes

How can a coaching style can
nurture an entrepreneurship
mindset among students and
staff?



Key Components of Coaching that Foster Entrepreneurship



- Encouraging Ownership and Initiative
- Promoting Creativity and Innovation
- Developing Problem-Solving Skills
- Building Confidence and Risk-Taking
- Focusing on Collaboration and Networking
- Instilling Goal-Setting and Vision
- Cultivating Resilience and Adaptability



CREATIVITY	Your ability to think beyond tradition to generate or adapt meaningful alternatives (regardless of their practicality or future added value)
CRITICAL THINKING	Your ability to deconstruct and analyse ideas (to evaluate advantages and disadvantages, foresee how events will develop and estimate risk)
INITIATIVE	Your ability to make decisions or carry out actions to operationalise your ideas as well as mobilise and manage those who have to implement the ideas
TEAM WORK	Your ability to work efficiently with others in a group
NETWORKING	Your ability to involve internal / external stakeholders



”

**If you want to change student
learning, change
assessment**

(Brown, et al. 1997)



Example: Business Academy at Turku UAS



- Bachelor of Business Administration: 210 ECTS, 3.5 year
- 1st year: basics of business administration courses
 - PBL, projects, active learning methods
- 2nd year onward: student can decide to follow the Business Academy path
 - Strong focus on entrepreneurship
 - Students create students cooperatives
 - They work with real life projects and real money

TURKU AMK 
BISNESAKATEMIA



- Learning occurs in a form of projects with continuous companies and organizations' interactions
- Each student belongs to a cooperative with a responsible coach
- Set of different learning tools



Example of a working week

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9					
9-10	Weekly team meeting 	"Pre-Motorola" project	Training session: Introduction, facilitated by Kaisa Business Agreements	Project working 	Marketing and selling our new service / products
10-11				Visitors in BusinessAcademy, presentation and dialog	
11-12	Initial data collection for new product development	Research and Development working			Customer meeting: Microsoft
12-13	Lunch	Lunch	Lunch-meeting 	Lunch	Lunch-meeting
13-14	Training session: My introduction Social Media Marketing 	Customer visit: OP Bank	Agreement negotiations in Hifitalo	Meeting with coach 	Project working
14-15		Reading circle: Leadership and management	Customer visit: Nordic ID	Skype meeting: Mondragon international co-working	Feedback-Session with customer: K-Supermarket
15-16					
16-17			Networking event 		
17-18					



Business Academy and Curriculum

▼	PLIITS23-1008	INNOVATIVE BUSINESS AND ENTREPRENEURSHIP Choose N ECTS	45 - 75	☰▼
▼	PLIITS23-1009	Starting up Business (all chosen)	25 - 55	☰▼
	3011668	Starting up a Business	10	☰▼
	KH00BG77	Product and Service Innovation	5 - 15	☰▼
	KH00BG78	Project Management	5 - 15	☰▼
	KH00BG79	Managing Customer Projects	5 - 15	☰▼
▼	PLIITS23-1010	Developing Business Choose N ECTS	15 - 45	☰▼
	KH00BG80	Developing the Business	5 - 10	☰▼
	3011563	Financial Management	5	☰▼
	KH00BG83	Expert Sales and Negotiation Skills	5 - 15	☰▼
▼	PLIITS23-1011	Expanding Business Choose N ECTS	10 - 40	☰▼
	KH00BG81	Expanding Business	5 - 10	☰▼
	KH00BG84	International Business	5 - 15	☰▼
▼		<u>Optional Studies in Business Academy According to specific criteria</u>	0	☰▼
	KH00BG82	Team Leadership and Management	5 - 15	☰▼
	KH00CR25	Global Students Entrepreneurship Awards - Finnish Competition	5	☰▼
	KH00BG97	Digital Marketing	5 - 15	☰▼
	KH00BG98	Event Production	5 - 15	☰▼
	KH00BH02	Productization	5 - 15	☰▼
	KH00BH04	Customer Oriented Sales	5 - 15	☰▼
	KH00BG99	Intercultural Communication and Networking	5 - 15	☰▼
	KH00BH01	Coaching and Mentoring	5 - 15	☰▼
	KH00BH00	Future Business Models	5 - 15	☰▼

NB: the students have completed their first year business courses. These are 2nd and 3rd year “courses”





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To access the slides from this session and previous ones, please use the QR code below or visit the link directly:



<https://bit.ly/NEWSTEP-WP4>

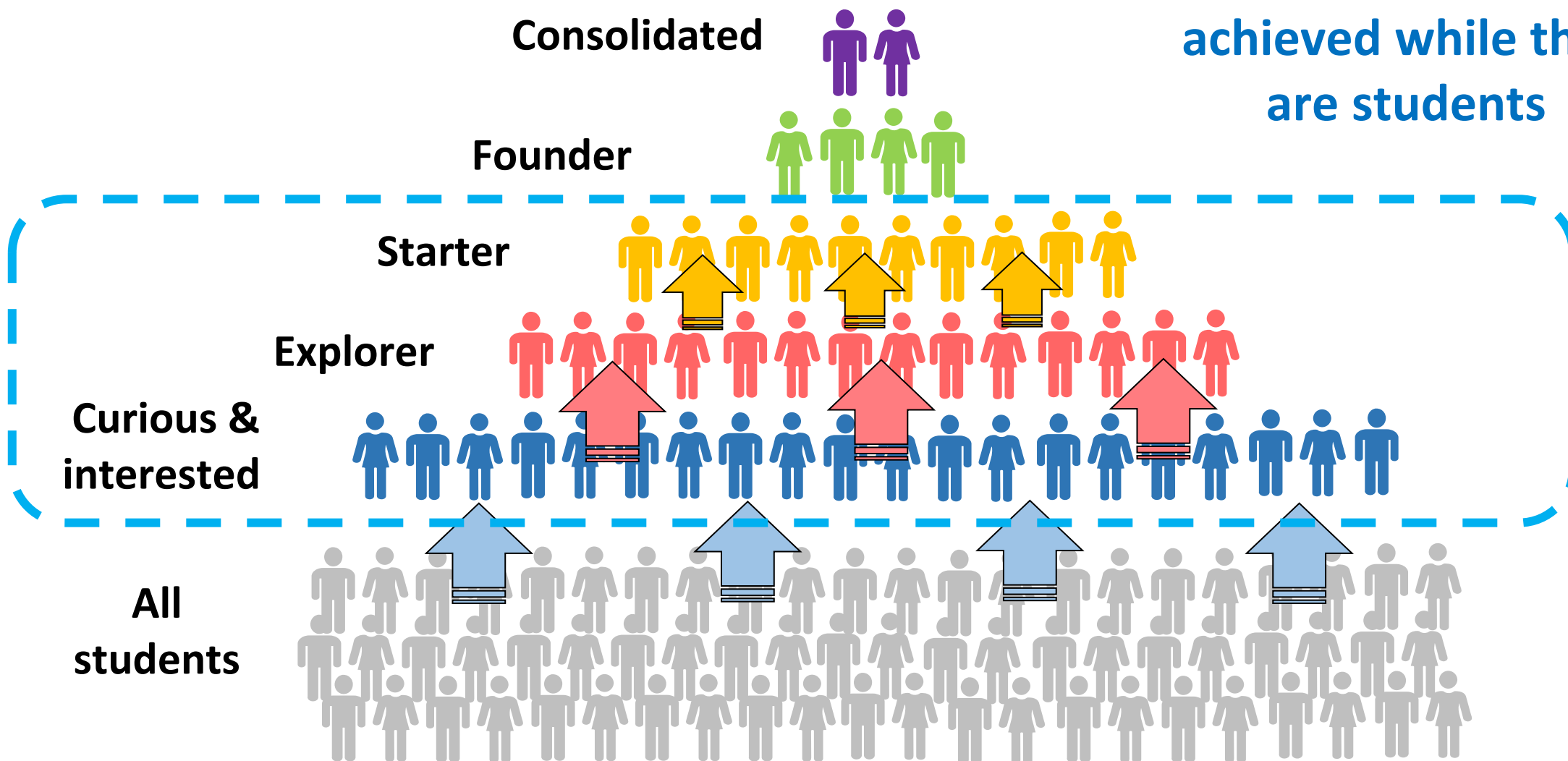


Deliverable 4.2

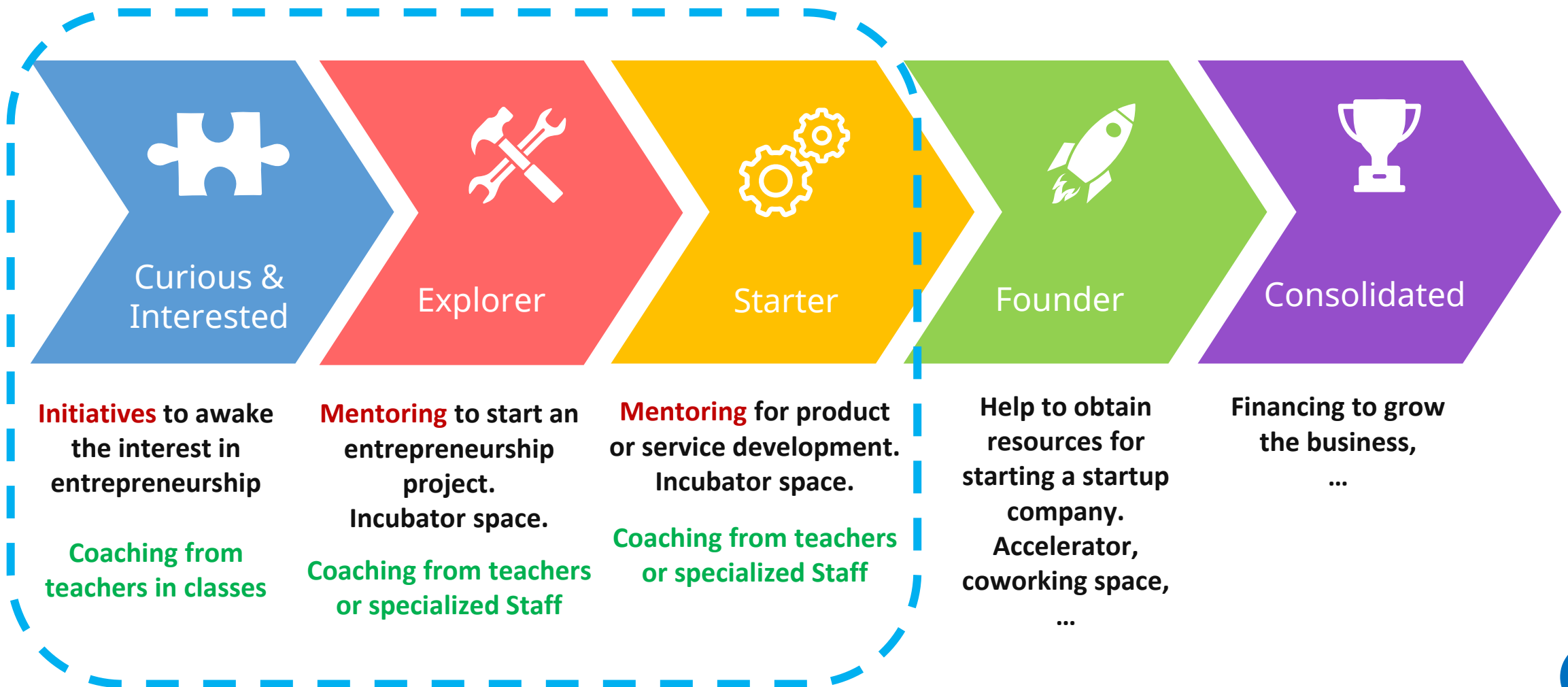
Training Session 2

Techniques and tools for coaching entrepreneurs

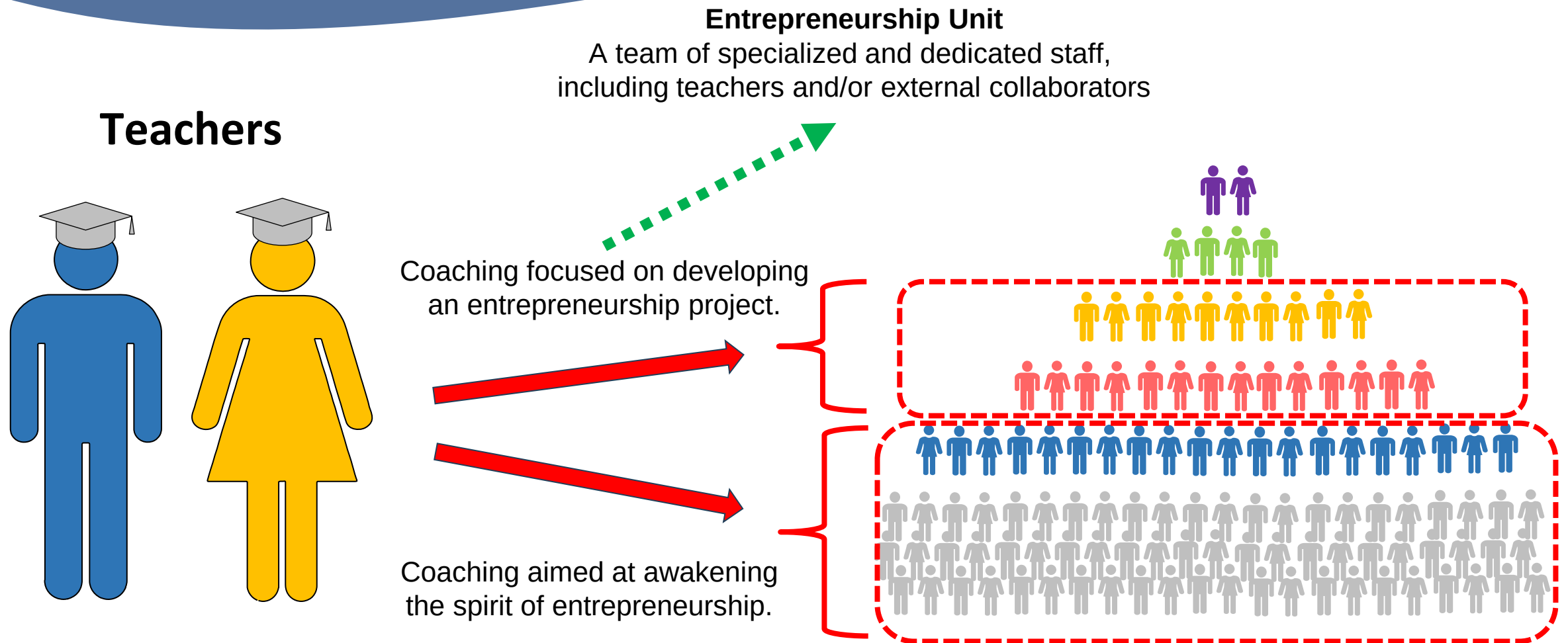
Realistic levels to be
achieved while they
are students



What support should we offer to them?



Teachers coaching students: Two scenarios



Teachers need knowledge, techniques, and tools for coaching their students

Objective

Implement some of the initiatives outlined in Deliverable 4.1 and/or others that we will present in this session. Through this, at the same time, we will enhance teachers' coaching profiles.

“Learning by doing for teachers”

Challenges

- Implementing certain activities or initiatives during the current term can be quite difficult.
- Involving other colleagues within your institution would be ideal. However, if that is not feasible at this time, you should concentrate on working within your own teaching context.



... Proposal for training sessions 3 and 4

- We expect that in sessions 3 and 4 each institution presents its experiences focusing on some of the following topics:
 - Experimenting with new (or improved) initiatives to promote entrepreneurship.
 - Giving support to students who are working in entrepreneurship projects.
 - Presenting other topics related to entrepreneurship that you are interested in applying or exploring.
- Shared document to collaboratively develop the workshop's agenda.
- Each presentation must **not exceed 30 minutes in duration**. You can choose to focus on a single initiative or summarize multiple initiatives.
- The primary aim of those presentations is to share experiences by discussing challenges, benefits, and how students have engaged in the activity.



Coaching aimed at awakening the spirit of entrepreneurship.

This is a list of possible initiatives

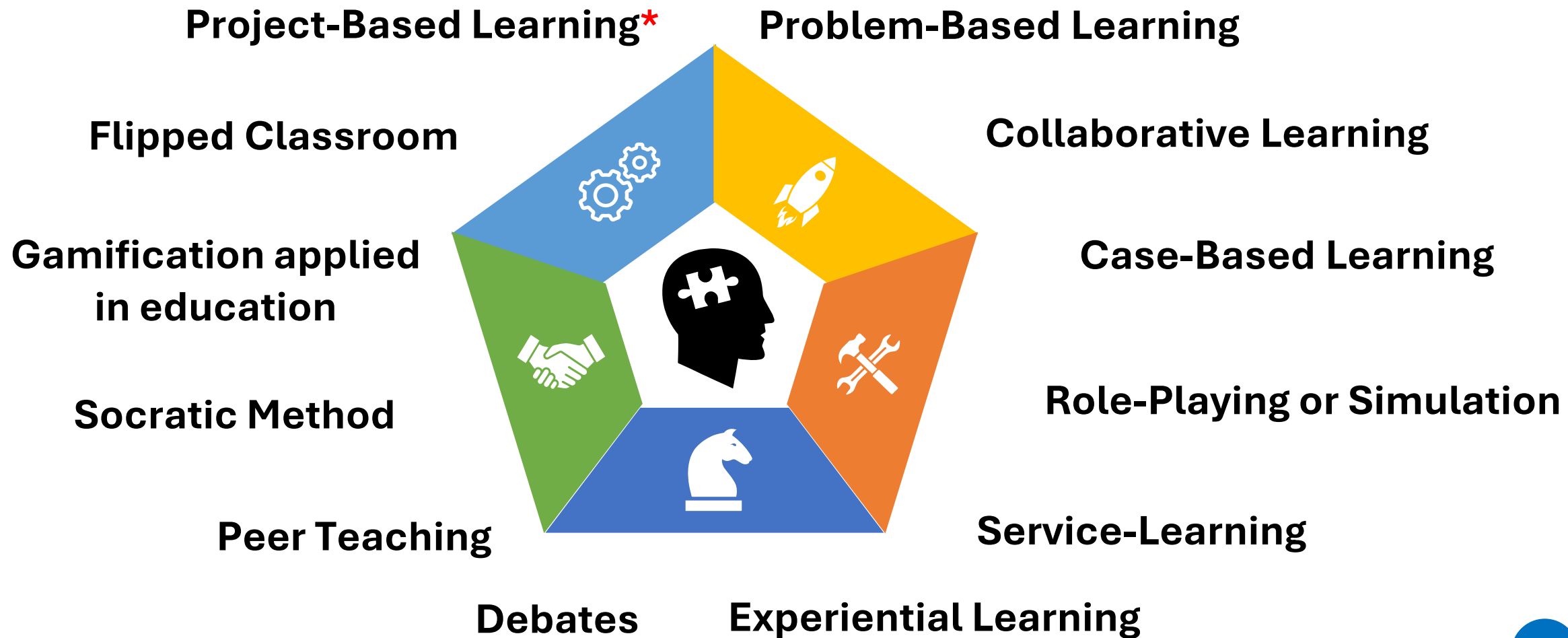
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 - A11. Hackathons
 - A12. Advertising entrepreneurship in classes
 - A13. Entrepreneurship course for teachers
 - A14. Entrepreneurship course for students
- This Deliverable
- Deliverable 4.3

Active learning methods or techniques refer to teaching strategies that involve students in the learning process through activities that require engagement beyond passive listening or reading.

“Learning by doing for students”

Students take an active role in their understanding and skills. These techniques foster deeper learning and retention.

Some Active Learning Methods/Techniques



... Some Active Learning Methods/Techniques

Project-Based Learning (PBL)

Students work on real-world or simulated projects that require research, problem-solving, and creativity to produce tangible outcomes.

Examples

- Create a prototype of a sustainable city using recycled materials.
- Develop an App for individuals searching for accommodation in small towns.
- Develop a digital magazine about biodiversity.

Problem-Based Learning (PBL)

Students collaboratively analyze and solve open-ended problems, fostering critical thinking and self-directed learning.

Examples

- Solve a clinical case about a patient with unusual symptoms.
- Design an efficient irrigation system for an arid region.
- Analyze the impact of a controversial law on the local economy.



... Some Active Learning Methods/Techniques

Flipped Classroom

Theoretical content is studied outside the classroom (videos, readings), while in-class time is used for practical and interactive activities.

Examples

- Study a video about quadratic equations and solve problems in class.
- Read an article about climate change and participate in a classroom debate.
- Watch a tutorial on graphic design and practice in the lab.

Collaborative Learning

Small groups of students work together to achieve a shared goal, developing teamwork and communication skills.

Examples

- Develop a script for a theatrical play.
- Create a school garden through group activities.
- Prepare a group report on the history of a country.



... Some Active Learning Methods/Techniques

Gamification applied in education

Learning integrates game elements like points, levels, and challenges to enhance motivation and engagement.

Examples

- Design a competition with rewards in points for improving the qualification.
- Create an "Escape Room" to learn history.
- Implement a medal system for classroom participation.

Case-Based Learning

Small groups of students work together to achieve a shared goal, developing teamwork and communication skills.

Examples

- A company is facing a rapid decline in market share due to competition.
- A coastal town is experiencing severe erosion, threatening local ecosystems and tourism revenue.
- A bridge has shown signs of structural fatigue. Engineers must decide whether to repair or replace the bridge, considering budget constraints, traffic disruptions, etc.

... Some Active Learning Methods/Techniques

Socratic Method

Teachers ask open-ended questions to stimulate critical thinking, debate, and exploration of ideas.

Examples

- Debate whether artificial intelligence poses a threat to employment.
- Reflect on the importance of human rights in the 21st century.
- Discuss the relevance of myths in modern culture.

Role-Playing or Simulation

Students assume roles in simulated scenarios to explore perspectives and practice problem-solving in a safe environment.

Examples

- Simulate an international climate summit.
- Recreate a trial on a historical topic.
- Represent a board meeting in a fictional company.



... Some Active Learning Methods/Techniques

Peer Teaching

Students take on the role of teacher, explaining concepts or guiding discussions among their peers.

Examples

- Students explain how to solve algebra problems.
- Conduct a mini-class on a historical topic.
- Lead group discussions about literary texts.

Service-Learning (SL)

Combines learning objectives with community service to address real-world challenges and foster civic responsibility.

Examples

- Organize literacy workshops for adults.
- Conduct a health campaign in rural communities.
- Create a school reforestation program.



... Some Active Learning Methods/Techniques

Debates

Structured discussions where students argue opposing viewpoints, enhancing critical thinking and public speaking.

Examples

- Debate the feasibility of colonizing Mars.
- Defend or oppose the implementation of a four-day work week.
- Analyze the regulation of social media in politics.

Experiential Learning

Hands-on activities and reflective practices allow students to learn through direct experience and application.

Examples

- Organize a field trip to study local ecosystems.
- Build and test a robot in technology class.
- Plan and execute a physics experiment to measure forces.



Some recommendations

- One activity can include multiple Active Learning Techniques and may span one or more class sessions.
- Schedule your activities around the dates of our upcoming sessions to achieve results for your presentation.
- **Although not mandatory, it would be beneficial to contextualize the activity with business considerations, such as reflections on competitors, costs, revenues, and more.**

In groups, you will collaborate to discuss feasible activities for implementation this term and explore the possibility of involving other teachers.

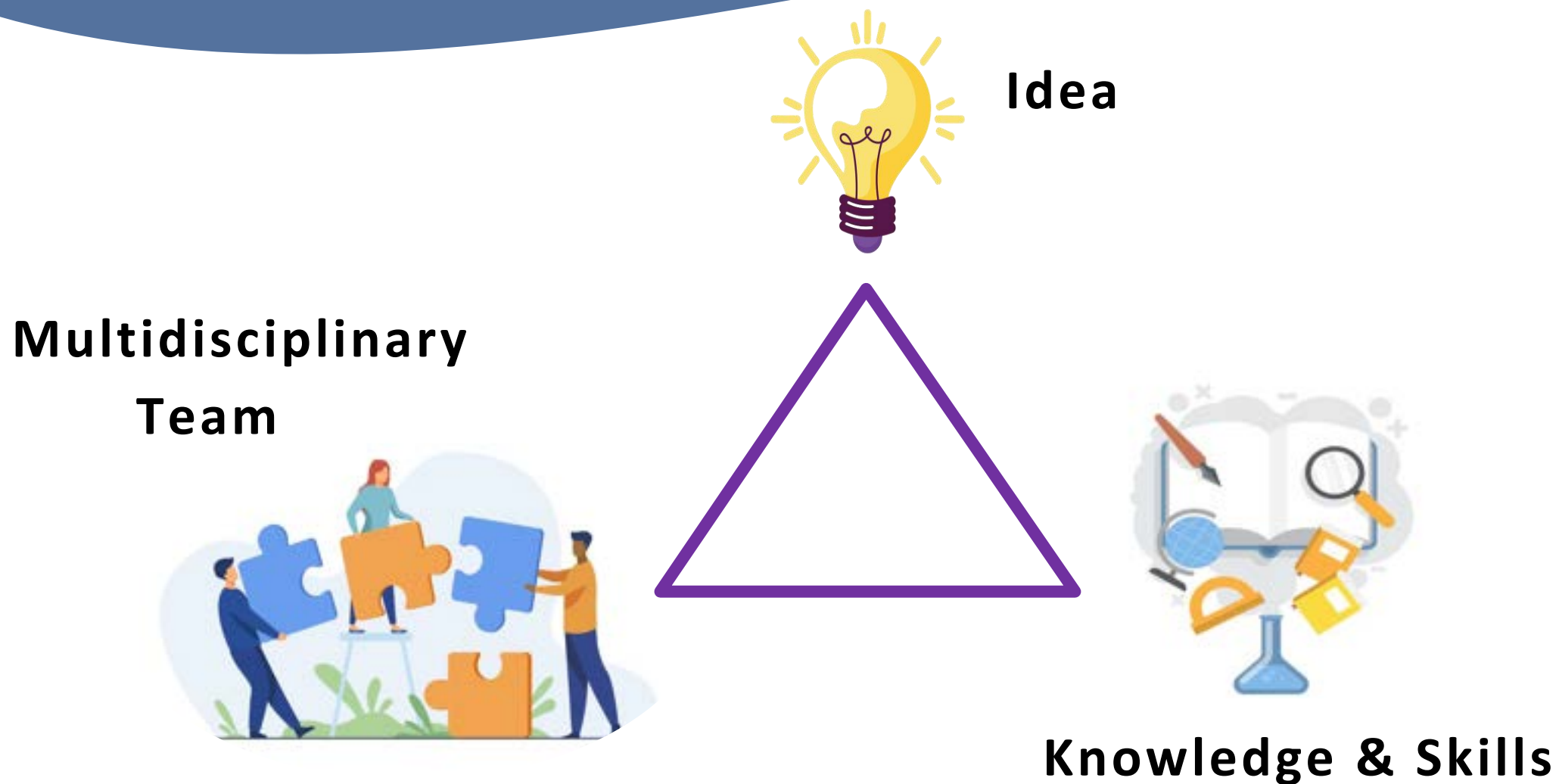
You have **15 minutes**.

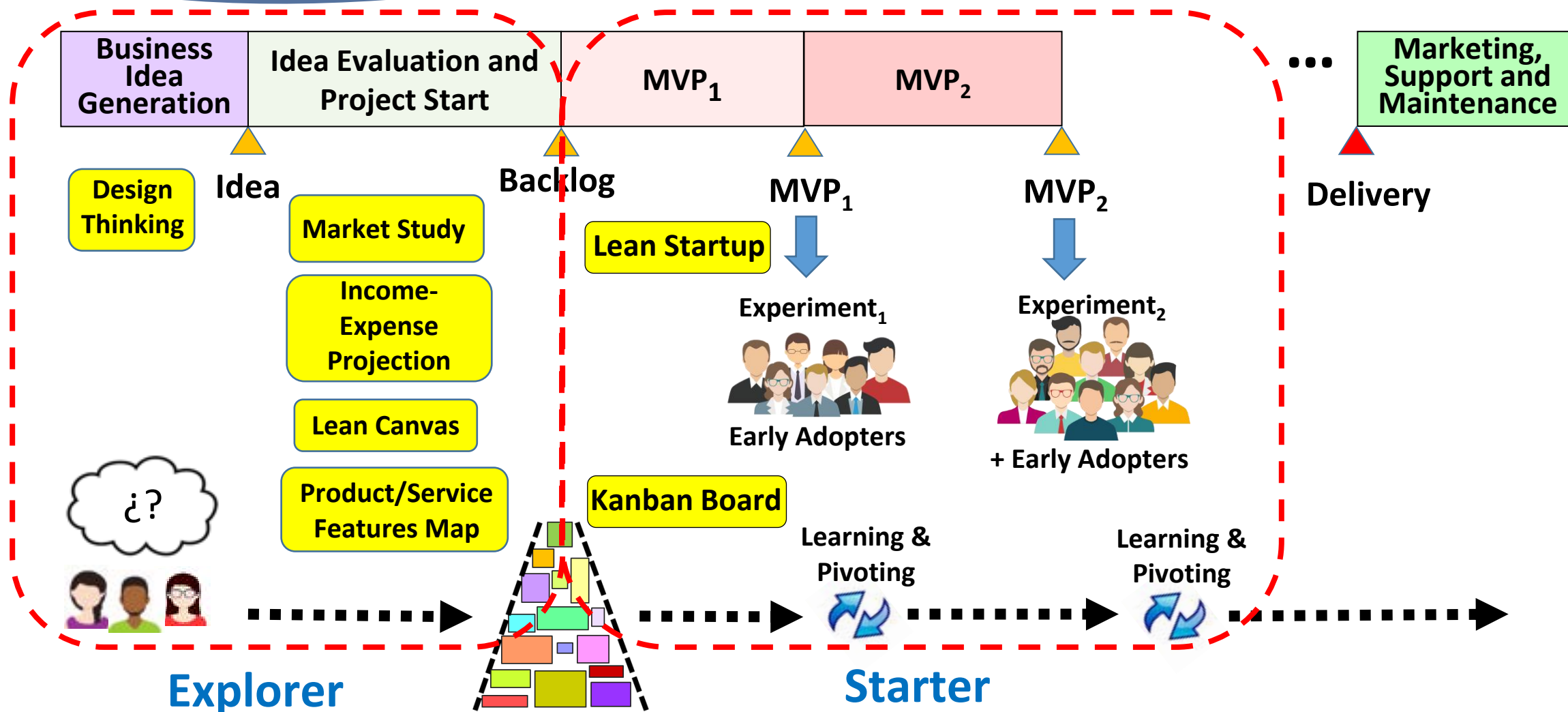


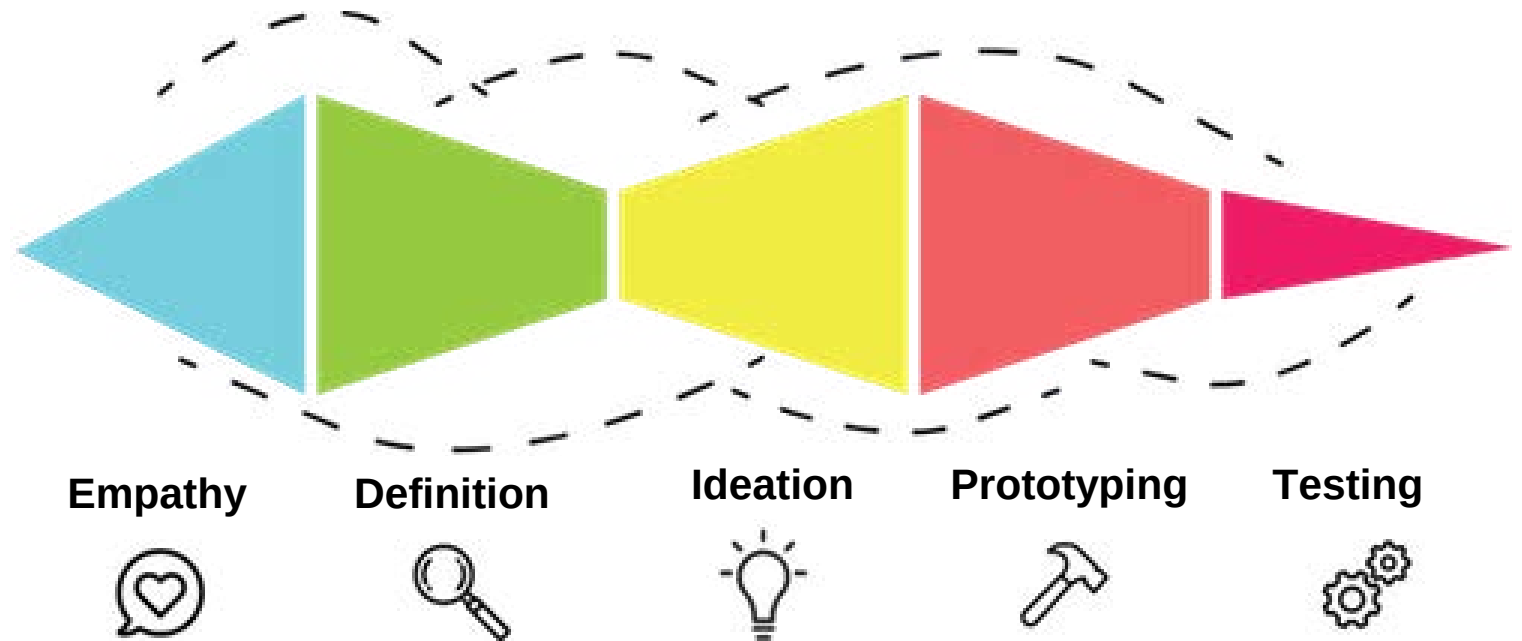
Image by freepik



Coaching focused on developing an entrepreneurship project







Empathy

Outcome: Insights and Empathy Map

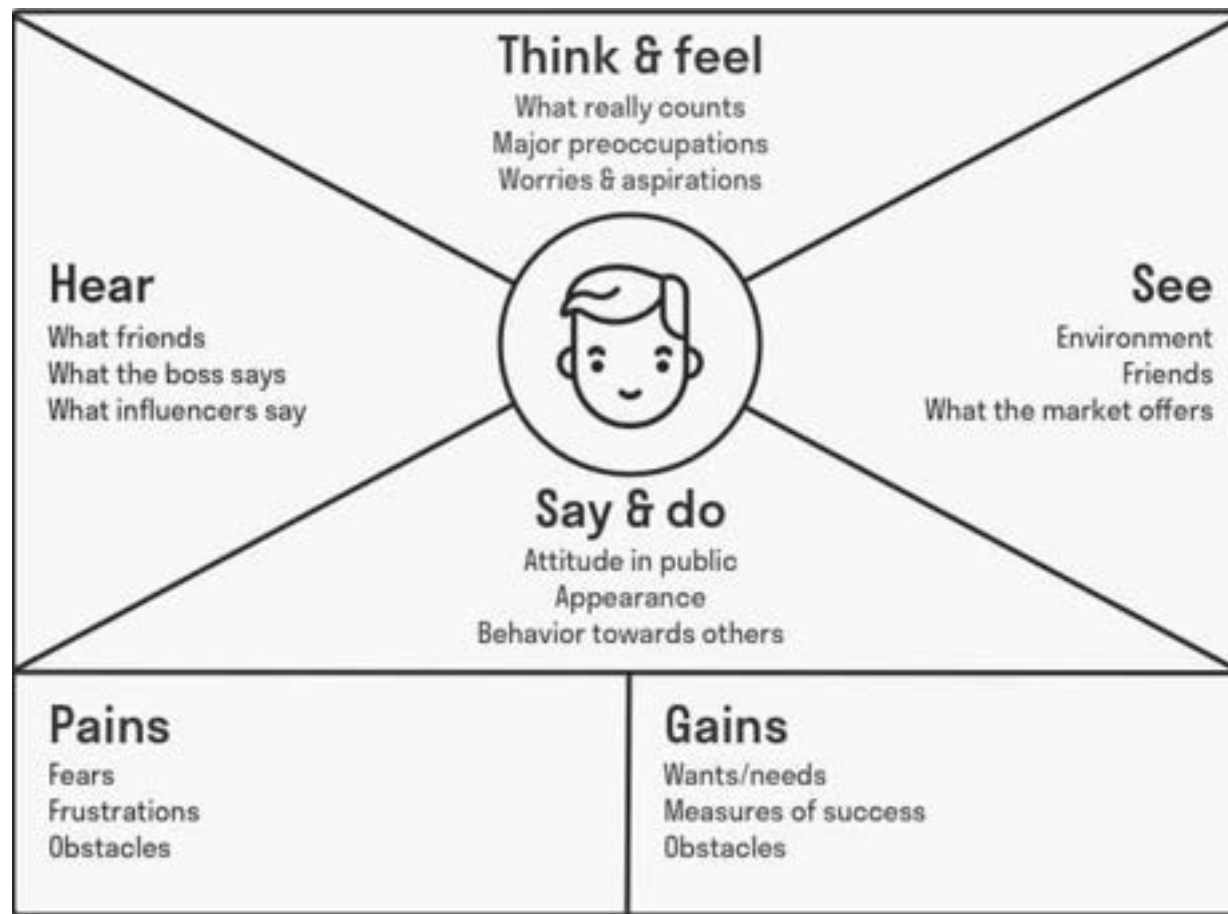
- Through interviews and observations, the team discovers that young professionals often feel stressed and overwhelmed but struggle to find time for self-care.
- An **Empathy Map** might reveal:
 - **Think:** "I don't have time for therapy."
 - **Feel:** Overwhelmed, anxious, isolated.
 - **Say:** "I wish I could take a quick mental break."
 - **Do:** Scroll on social media or avoid dealing with emotions.

Definition

Outcome: Problem Statement

Example Problem Statement:

"Young professionals need a quick, accessible way to manage their stress and emotions during busy schedules because they feel overwhelmed and disconnected but lack the time or resources for traditional mental health support."



www.toolshero.com



... An example using Design Thinking

Ideation

Outcome: Idea List and Selected Idea

- Brainstorming generates ideas like:
 - A mobile app that provides daily mindfulness exercises.
 - A journaling tool with prompts.
 - A virtual support group platform.
 - Short, guided meditations.
- The selected idea: A mobile app offering personalized mindfulness exercises and quick stress-relief techniques, integrated with a peer support community.

Prototype

Outcome: Interactive App Mockup

- The team creates a clickable prototype of the app, showcasing:
 - A personalized "Mood Check-In" feature.
 - A 5-minute guided meditation.
 - A community space for sharing positive affirmations.
- Tools like Figma or Sketch are used to create this prototype.



Test

Outcome: User Feedback and Iterations

- Test with a group of 10 users revealing:
 - Strengths: Users love the quick meditation feature.
 - Challenges: Some users find the navigation confusing.
 - Suggestions: Include reminders for daily check-ins and allow offline access to exercises.
- Based on this feedback, the team iterates to improve the navigation and adds offline capabilities.





Lean Canvas is a technique that summarizes the key aspects of a business idea on a single page

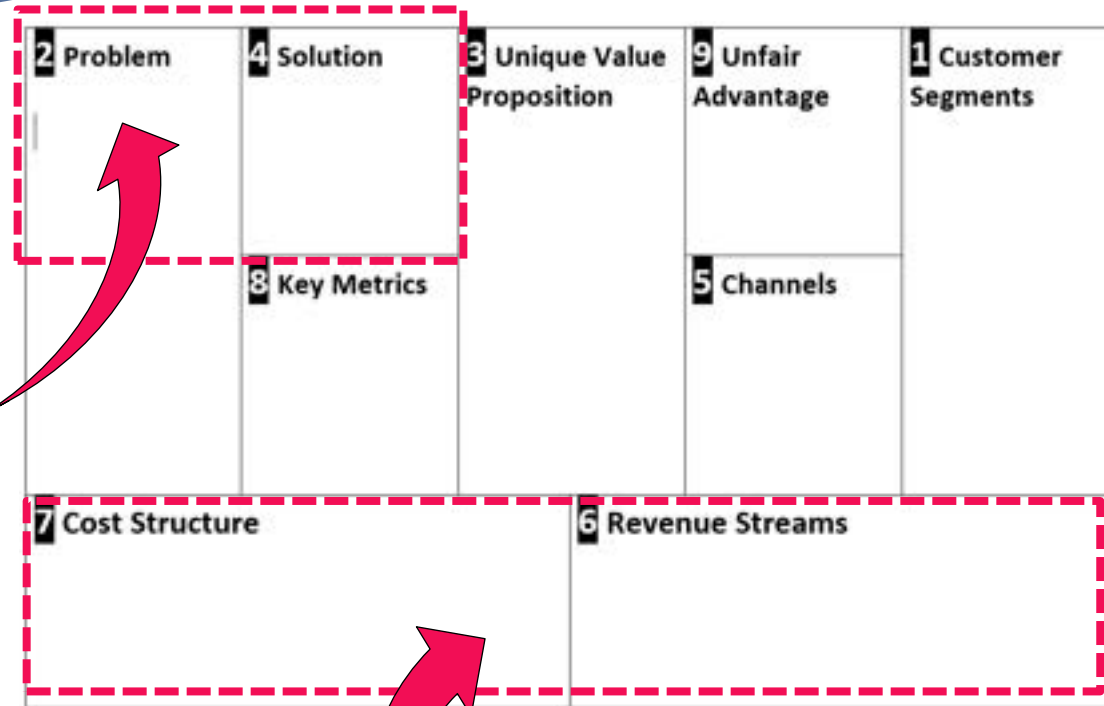
Lean Canvas Template

2 Problem Identify the needs or problems that our product or service addresses. Research potential competitors and analyze their products or services. Determine which features they offer and consider which of those we should incorporate into our own product. Identify any weaknesses or shortcomings in competitors' offerings that may leave their customers unsatisfied.	4 Solution Identify key features of our product or service, emphasizing aspects that are lacking or can be significantly enhanced compared to competitors.	3 Unique Value Proposition A clear and compelling message that shows your proposal's uniqueness.	9 Unfair Advantage Identify the innovative elements of the product or service that are difficult to replicate or are exclusive, which could provide a competitive advantage if competitors do not possess them. These unique features create a barrier for competitors in the market.	1 Customer Segments Identify the target segment of clients for the product or service. Create a profile of companies or individuals expected to become clients. Determine who <u>the Early Adopters</u> will be; these are clients willing to use preliminary versions of the product or service. Engaging with them will provide valuable feedback based on their experiences and opinions. In cases where the end user is not the one paying for the product or service (for example, if their company is covering the cost), the definition of the client should expand to include this additional layer.
7 Cost Structure Identify fixed and variable costs and outline potential expenses. Once you have a cost projection, summarize it for a specific year (the same as used in the Revenue Streams cell).	8 Key Metrics Key metrics to assess the value and growth hypotheses of our business. These indicators show us that customers value the product or service, and that our business is expanding.		5 Channels How will customers learn about the product or service? What medium will they use to purchase it?	
7 Cost Structure Identify fixed and variable costs and outline potential expenses. Once you have a cost projection, summarize it for a specific year (the same as used in the Revenue Streams cell).		6 Revenue Streams Business Model: Outline your strategy for generating revenue. Identify potential sources of income and quantify them based on a sales growth hypothesis. Once you have established revenue projections, summarize them here for a specific year that highlights the company's potential income.		

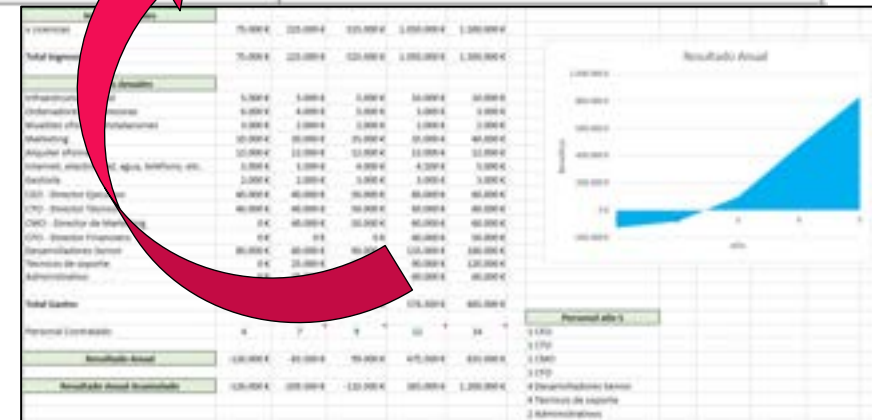
Market Study and Income-Expense Projections

Features **Competitors Products** **Our Product**

Review Platform Features					
Name	EasyChair	ConfTool	EDAS	Open Conference Systems	START V2
Total number of conferences:	21448	1810	2813	3900	1778
Add technical committee members	✓	✓	✓	✓	N/A
Automatic preparation of conference proceedings	✓	✓	✓	✓	N/A
Automatic reminders	✓	✓	✓	✓	N/A
Blind review	✓	✓	✓	N/A	N/A
Can't submit form the main webpage, must to go to a congress page	✓	✓	No	✓	N/A
Conference summary	✓	✓	✓	✓	N/A
Demo version	No	✓	No	✓	No
Easy to use	✓	✓	✓	✓	✓
Flexible	✓	✓	✓	✓	✓
Free	Not all	For small conferences	No	✓	✓
Friendly	No	✓	No	✓	✓
Guide step by step	N/A	✓	✓	✓	✓
Mail to groups	✓	✓	✓	✓	✓
Multilanguage	No	✓	No	✓	✓
Needs installation	No	✓	No	✓	Yes/No
Price list	No	No	✓	No	No
Random annual reviews paper assignment	Automatic	Both	Automatic	Automatic	Automatic
Search conference per countries	No	No	No	No	No
Search conference per topics	No	No	No	No	No
Search conference per years	No	✓	No	No	✓
Show past conferences	No	✓	No	No	✓
Single track/ multitrack	Both	Both	Both	Both	Both
Support copyright submission	✓	N/A	✓	✓	N/A
Support Journals	N/A	No	✓	✓	No
Support Reviewers discussion	✓	✓	✓	✓	N/A
Support Visa Request	✓	N/A	✓	N/A	N/A
Templates for mailing	✓	✓	✓	✓	N/A
Well designed	✓	✓	✓	✓	✓



**Incomes-
Expenses
Projection**



Outcome of the Market Study

Subscription Model

Customers pay a recurring fee (monthly or yearly) to access a product or service.

Examples: Netflix, Spotify, Adobe Creative Cloud.

Freemium Model

Basic services are provided for free, while premium features or additional services are offered at a cost.

Examples: Zoom, LinkedIn, Dropbox.

Marketplace Model

A platform connects buyers and sellers, facilitating transactions and often earning a fee or commission.

Examples: Amazon, Airbnb, eBay.

E-commerce Model

Products are sold directly to consumers via an online platform.

Examples: Shopify stores, Zalando, Etsy.

Franchise Model

A business licenses its brand, processes, and products to franchisees, who run individual locations.

Examples: McDonald's, Subway, 7-Eleven.

Razor and Blade Model

The core product is sold at a low price (or given away for free), while complementary products are sold at a higher margin.

Examples: Gillette (razors and blades), Nespresso (coffee machines and pods), gaming consoles (hardware and games).

Ad-Based Model

The service is offered free or at a low cost to users, and revenue is generated through advertising.

Examples: Google, Facebook, YouTube.

Direct Sales Model

Products are sold directly to consumers, often bypassing traditional retail channels.

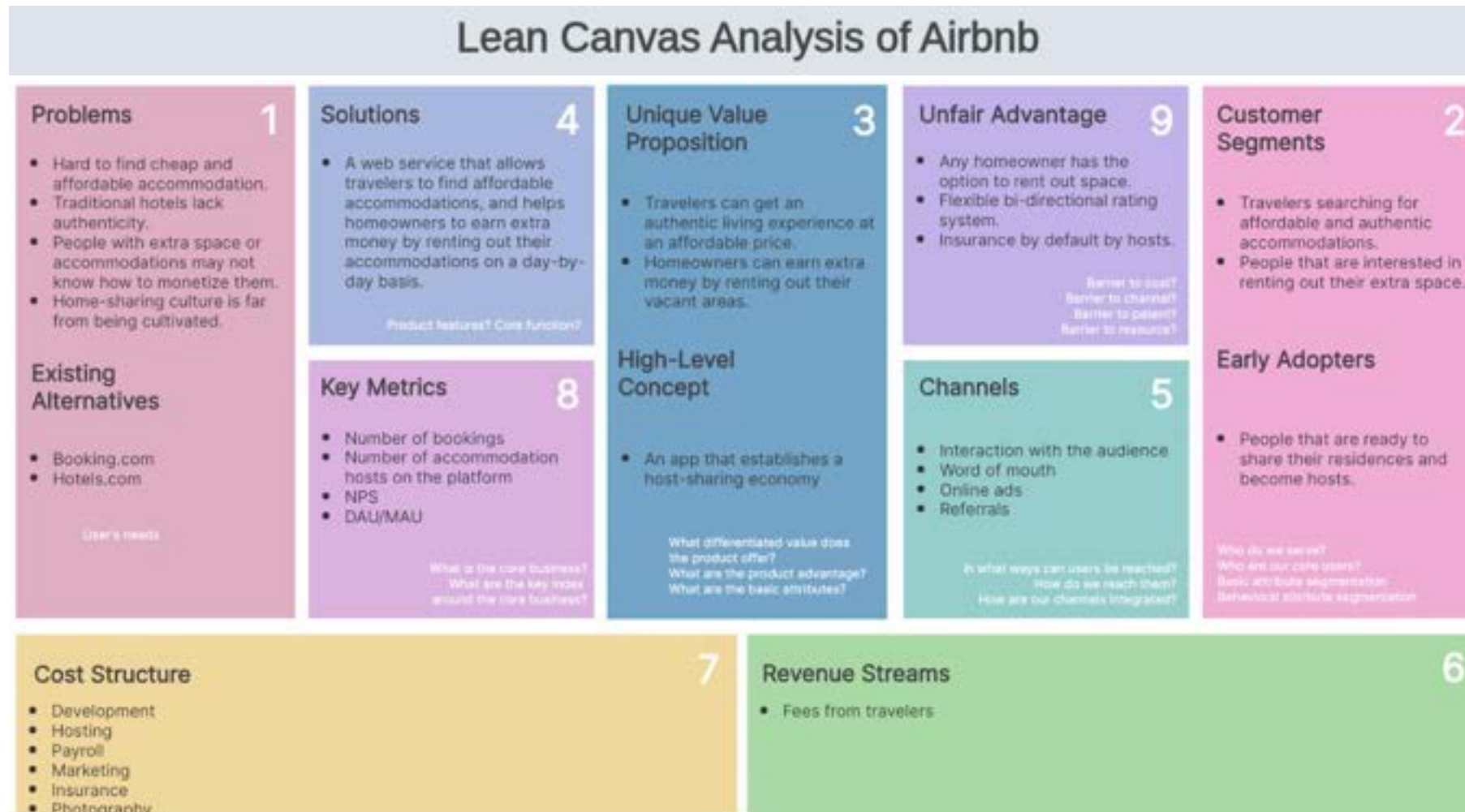
Examples: Avon, Tupperware, Tesla.

Aggregator Model

Aggregates services or products from different providers into a single platform for users.

Examples: Zomato, Expedia, Kayak.

Lean Canvas Example





Activity: Simulating the generation and evaluation of a Business Idea



In groups, you will work together to simulate generating or evaluating a business idea using the discussed techniques.



Image by freepik



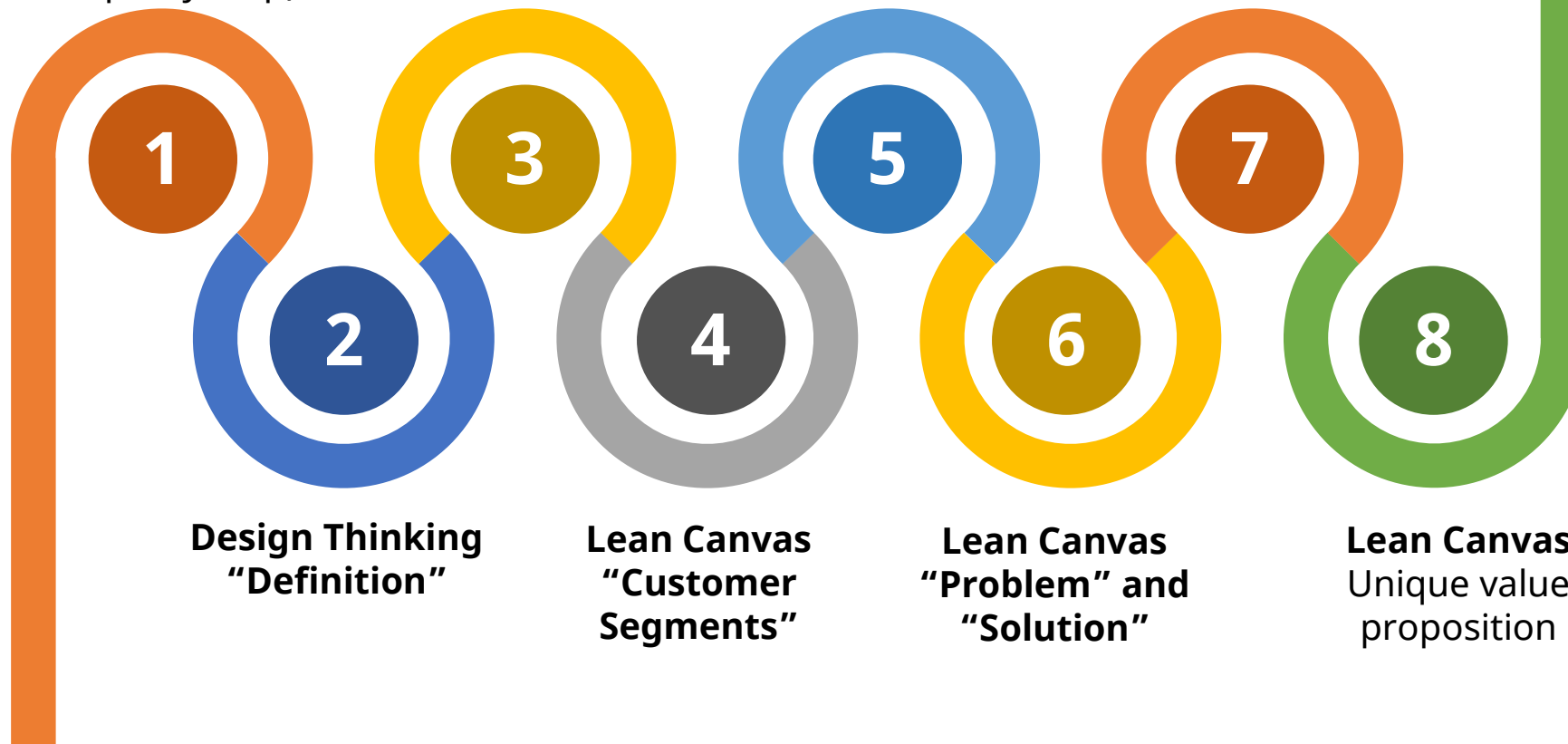
Guidelines for the activity

**Design Thinking
"Empathy"**
Select a domain
(skip the Empathy Map)

**Design Thinking
"Ideation"**

Market Study
Only write down a
list of possible
features of your
product or service

**Lean Canvas
"Revenue Stream"**
Select a Business
Model and estimated
incomes in 3 years





Generating and evaluating ideas within a specific domain

- Tourism and Adventure Services
- Agro-based Businesses
- Handicrafts and Artisanal Goods
- Technology and IT Services
- Education and Training
- Renewable Energy
- Health and Wellness
- Hospitality and Food
- Sustainable Packaging
- Event Management
- Real Estate and Construction
- Transportation and Logistics
- Digital Content Creation
- Fashion and Textile Industry
- Adventure Equipment Rental
- ...

Features

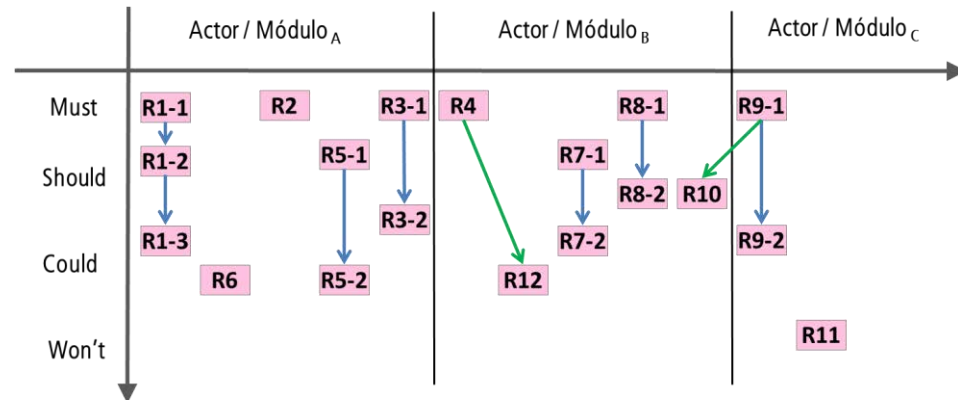
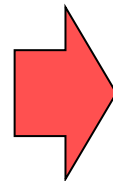
Others
Products
Our
Product

Name	Review Platform Features				
	Reviewer	Conf/Tool	ED4E	Open Conference Systems	START V2
Total number of conferences	21448	1852	2851	2990	1778
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Search conference per countries	No	No	No	No	No
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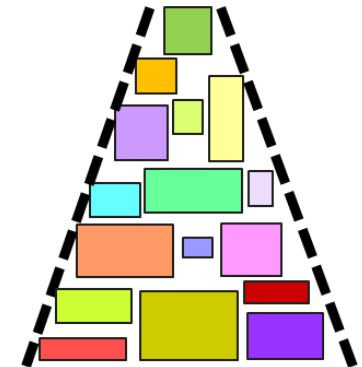
Comparative table



Develop a strategy based on Minimum Viable Product (MVP) to validate the business idea



Features Map



Backlog

(Ordered according to the established strategy)

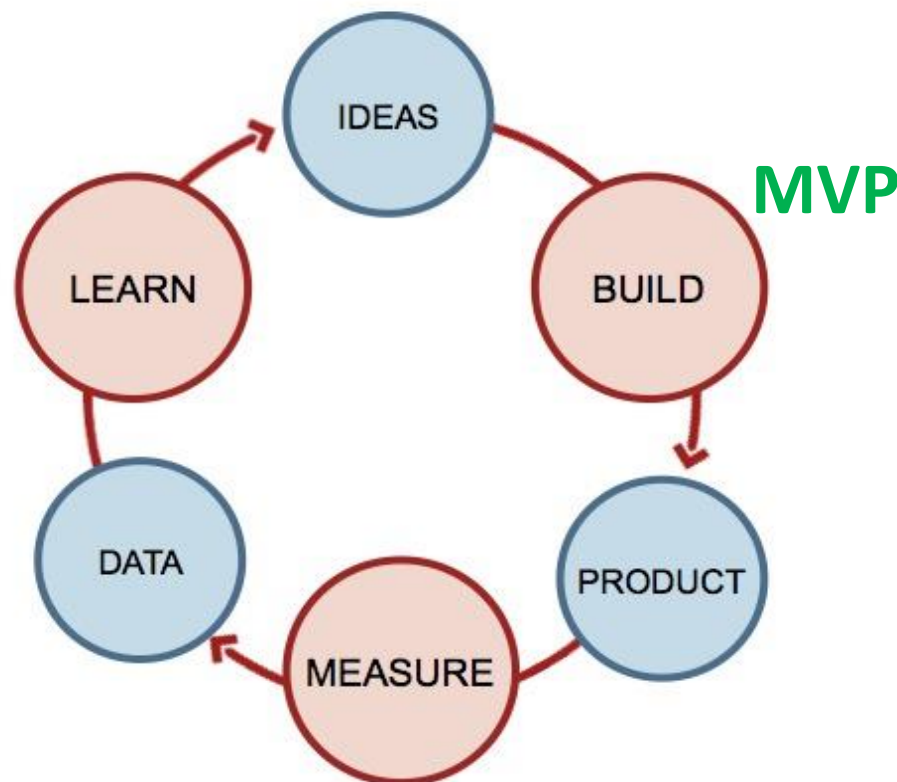
**“If you’re not embarrassed by the first
version of your product,
you’ve launched too late”**

Reid Hoffman (Linkedin co-founder)

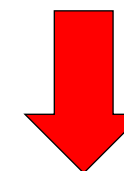


We need to do an early validation to assess the success of our product

We should not postpone too much this validation



Fail Fast



**Pivot or
Cancel**

Fundamental tool for entrepreneurship project management: **Kanban Boards**

The simplest manual Kanban board

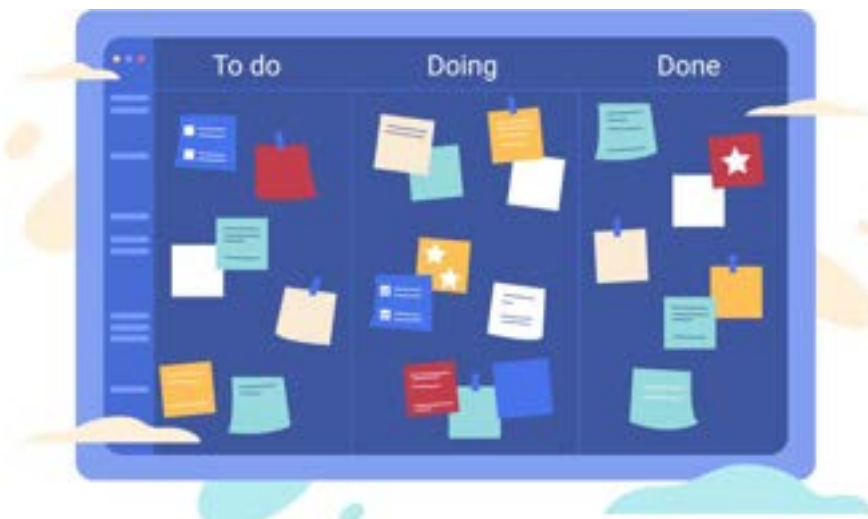
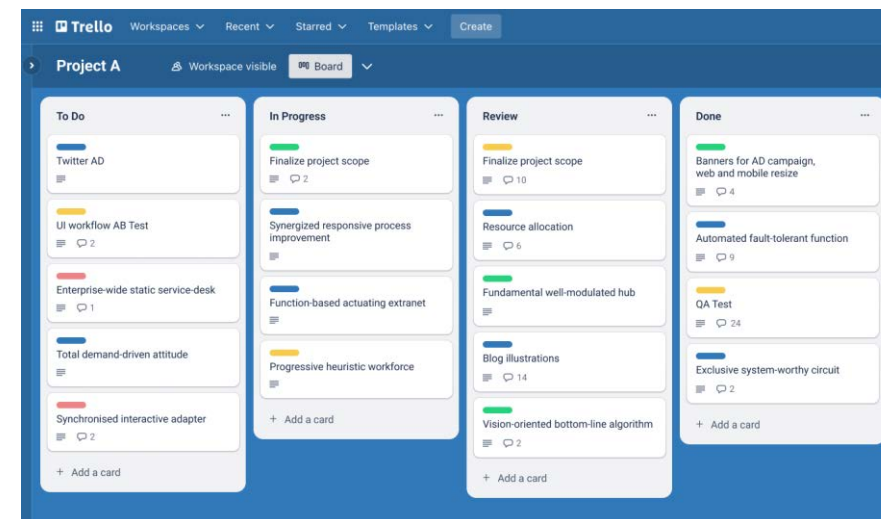


Image by freepik

Trello

<https://trello.com/>



Notion

<https://www.notion.com/>



- Please complete the [agenda of training sessions 3 and 4](#) before 10th February.
- Promoting the innovation that you introduce in your classes will encourage similar improvements in other subjects.



**According to the WP3 deliverable you should
publish your innovation on the NEWSTEP Web Site**

- If you have any doubts, do not hesitate to contact us. Ask for a meeting with us.

Thank you for your participation!



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Identify fixed and variable costs and outline potential expenses. Once you have a cost projection, summarize it for a specific year (the same as used in the Revenue Streams cell).

6 Revenue Streams

Business Model: Outline your strategy for generating revenue. Identify potential sources of income and quantify them based on a sales growth hypothesis. Once you have established revenue projections, summarize them here for a specific year highlighting the company's potential income.

2 Problem	4 Solution	3 Unique Value Proposition	9 Unfair Advantage	1 Customer Segments
	8 Key Metrics		5 Channels	
7 Cost Structure			6 Revenue Streams	

Quarter Number	1	2	3
Types of Accumulated Licenses	Year 1 / Q1	Year 1 / Q2	Year 1 / Q3
New licenses sold	10	20	30
Licenses renewed after one year	0	0	0
Total New Licenses Sold and Renewed	10	20	30

Quarterly Revenue

(New Sales + Renewals) * Price	15.000 €	30.000 €	45.000 €
Total Revenue	15.000 €	30.000 €	45.000 €

Annual Expenses

Cloud Infrastructure	1.000 €	1.000 €	1.000 €
Computers and Printers	4.000 €	0 €	0 €
Office Furniture and Installations	3.000 €	0 €	0 €
Marketing	20.000 €	0 €	10.000 €
Office Rent	3.000 €	3.000 €	3.000 €
Internet, Electricity, Water, Telephone, etc.	1.500 €	1.500 €	1.500 €
Accounting Services	600 €	600 €	600 €
CEO - Chief Executive Officer	10.000 €	10.000 €	10.000 €
CTO - Chief Technical Officer	10.000 €	10.000 €	10.000 €
CMO - Chief Marketing Officer	10.000 €	10.000 €	10.000 €
CFO - Chief Financial Officer	0 €	0 €	0 €
Senior Developers	10.000 €	10.000 €	10.000 €
Support Technicians	7.000 €	7.000 €	7.000 €
Administrative Staff	6.000 €	6.000 €	6.000 €
Total Expenses	86.100 €	59.100 €	69.100 €

Quarterly Result

-71.100 € -29.100 € -24.100 €

Cumulative Quarterly Result

-71.100 € -100.200 € -124.300 €

Hired Personnel	Year 1 / Q1	Year 1 / Q2	Year 1 / Q3
CEO - Chief Executive Officer	1	1	1
CTO - Chief Technical Officer	1	1	1
CMO - Chief Marketing Officer	0	0	0
CFO - Chief Financial Officer	0	0	0
Senior Developers	1	1	1
Support Technicians	1	1	1
Administrative Staff	1	1	1
Total Employees	5	5	5

Minimum Investment Requested 139.000 €
Break-Even Point Reached in Quarter 6

Investment Recovery in Quarter	8
Company Value in Year 3 (EBITDA x 10)	5.750.598 €
Equity Percentage Associated with Investment	23%
Investment Multiplication with Exit in Year 3 Assum	10

© Patricio Letelier, material of subject "Software Engineering Project", School of Computing, Universitat Politècnica de València

4	5	6	7	8	9
Year 1 / Q4	Year 2 / Q1	Year 2 / Q2	Year 2 / Q3	Year 2 / Q4	Year 3 / Q1
40	44	48	53	59	62
0	9	18	27	36	48
40	53	66	80	95	110
60.000 €	79.500 €	99.600 €	120.360 €	141.846 €	164.667 €
60.000 €	79.500 €	99.600 €	120.360 €	141.846 €	164.667 €
1.000 €	1.000 €	1.000 €	1.000 €	2.000 €	2.000 €
0 €	4.000 €	0 €	0 €	0 €	5.000 €
0 €	2.000 €	0 €	0 €	0 €	2.000 €
0 €	20.000 €	0 €	10.000 €	0 €	30.000 €
3.000 €	3.000 €	3.000 €	3.000 €	3.000 €	4.000 €
1.500 €	1.500 €	1.500 €	1.500 €	1.500 €	2.000 €
600 €	600 €	600 €	600 €	600 €	800 €
10.000 €	10.000 €	10.000 €	10.000 €	10.000 €	12.000 €
10.000 €	10.000 €	10.000 €	10.000 €	10.000 €	12.000 €
10.000 €	10.000 €	10.000 €	10.000 €	10.000 €	12.000 €
0 €	0 €	0 €	0 €	0 €	0 €
10.000 €	20.000 €	20.000 €	20.000 €	20.000 €	24.000 €
7.000 €	7.000 €	7.000 €	7.000 €	7.000 €	14.000 €
6.000 €	6.000 €	6.000 €	6.000 €	6.000 €	12.000 €
59.100 €	95.100 €	69.100 €	79.100 €	70.100 €	131.800 €
900 €	-15.600 €	30.500 €	41.260 €	71.746 €	32.867 €
-123.400 €	-139.000 €	-108.500 €	-67.240 €	4.506 €	37.373 €

Year 1 / Q4	Year 2 / Q1	Year 2 / Q2	Year 2 / Q3	Year 2 / Q4	Year 3 / Q1
1	1	1	1	1	1
1	1	1	1	1	1
0	1	1	1	1	1
0	0	0	0	0	0
1	2	2	2	2	2
1	1	1	1	1	2
1	1	1	1	1	2
5	7	7	7	7	9

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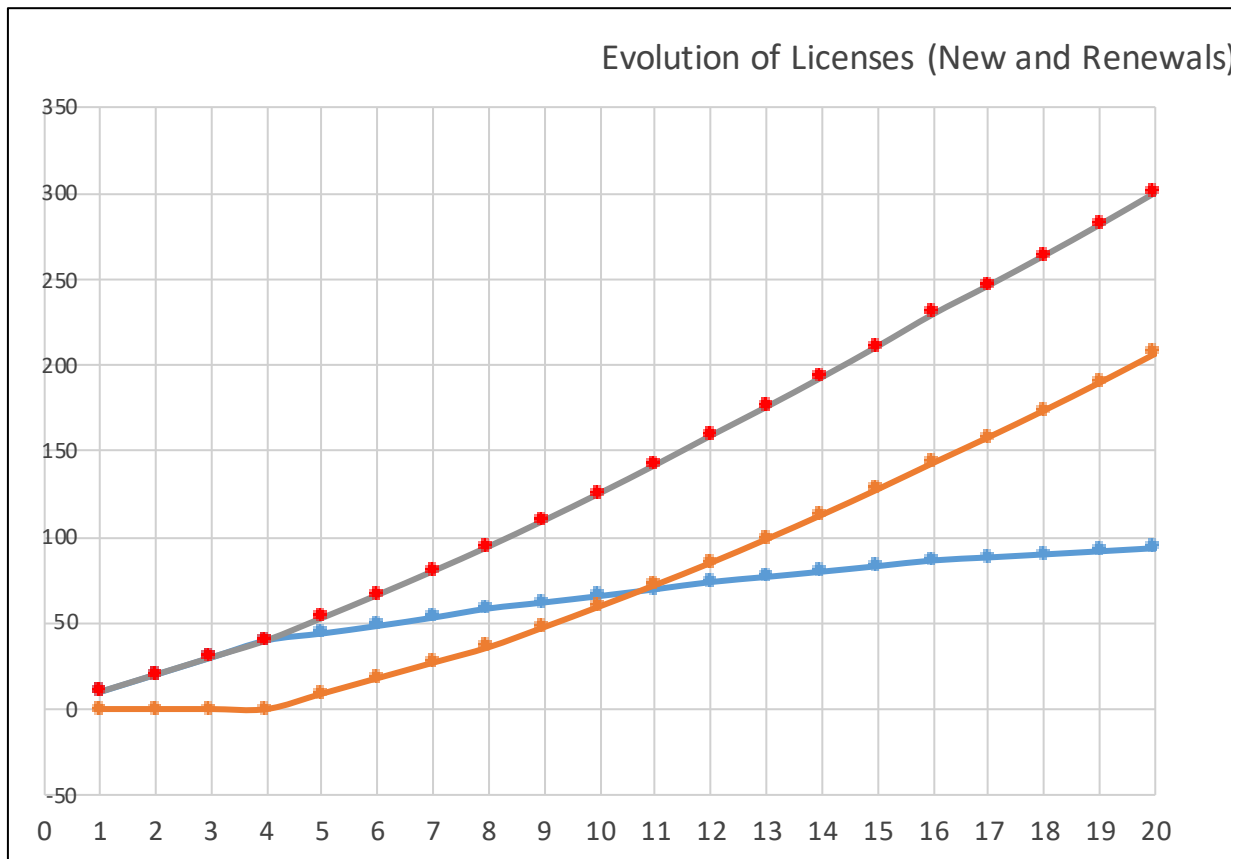
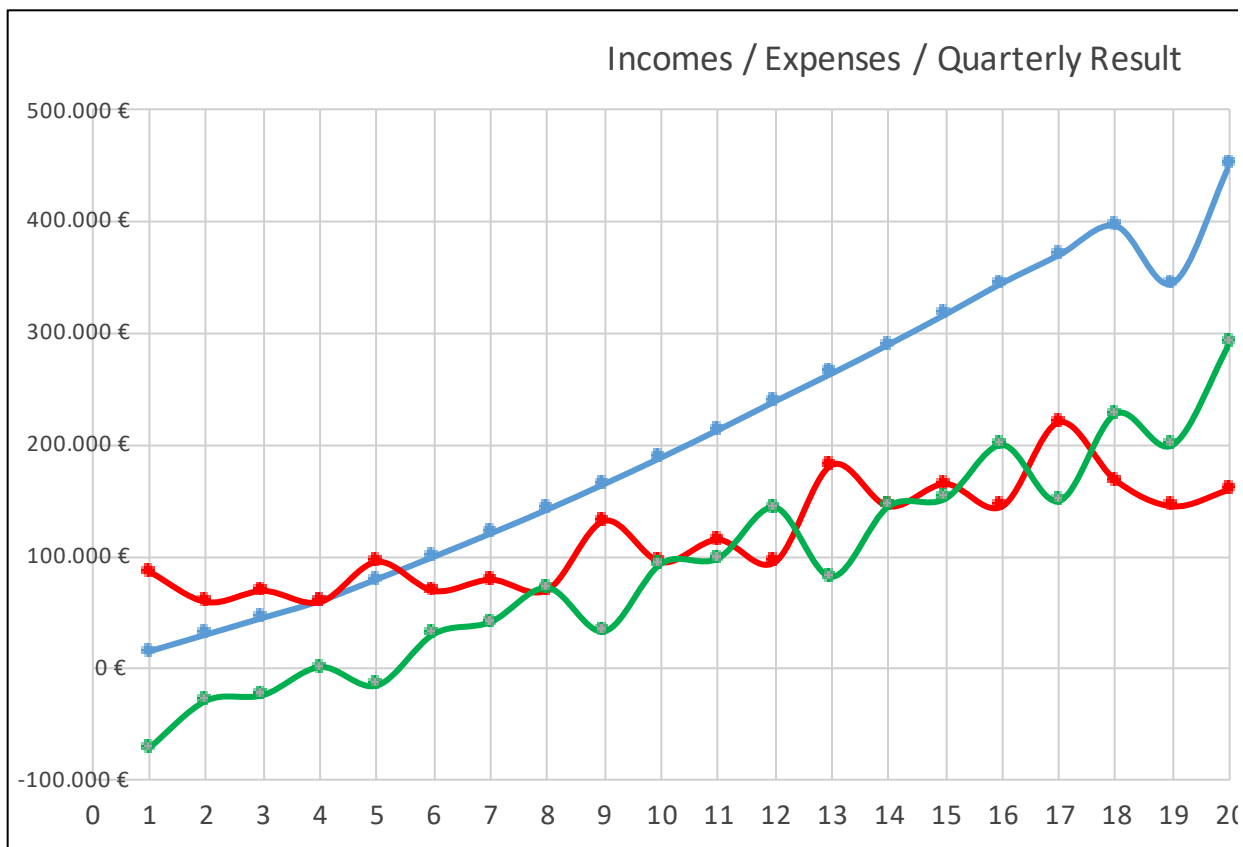
10	11	12	13	14	15
Year 3 / Q2	Year 3 / Q3	Year 3 / Q4	Year 4 / Q1	Year 4 / Q2	Year 4 / Q3
66	70	74	77	80	83
60	72	85	99	113	128
126	142	159	176	193	211
188.344 €	212.950 €	238.565 €	263.540 €	289.463 €	316.406 €
188.344 €	212.950 €	238.565 €	263.540 €	289.463 €	316.406 €
2.000 €	2.000 €	2.000 €	2.000 €	2.000 €	2.000 €
0 €	0 €	0 €	5.000 €	0 €	0 €
0 €	0 €	0 €	2.000 €	0 €	0 €
	20.000 €		30.000 €	0 €	20.000 €
4.000 €	4.000 €	4.000 €	12.000 €	12.000 €	12.000 €
2.000 €	2.000 €	2.000 €	2.000 €	2.000 €	2.000 €
800 €	800 €	800 €	800 €	800 €	800 €
12.000 €	12.000 €	12.000 €	12.000 €	12.000 €	12.000 €
12.000 €	12.000 €	12.000 €	12.000 €	12.000 €	12.000 €
12.000 €	12.000 €	12.000 €	12.000 €	12.000 €	12.000 €
0 €	0 €	0 €	12.000 €	12.000 €	12.000 €
24.000 €	24.000 €	24.000 €	42.000 €	42.000 €	42.000 €
14.000 €	14.000 €	14.000 €	24.000 €	24.000 €	24.000 €
12.000 €	12.000 €	12.000 €	14.000 €	14.000 €	14.000 €
94.800 €	114.800 €	94.800 €	181.800 €	144.800 €	164.800 €
93.544 €	98.150 €	143.765 €	81.740 €	144.663 €	151.606 €
130.917 €	229.067 €	372.831 €	454.571 €	599.234 €	750.840 €

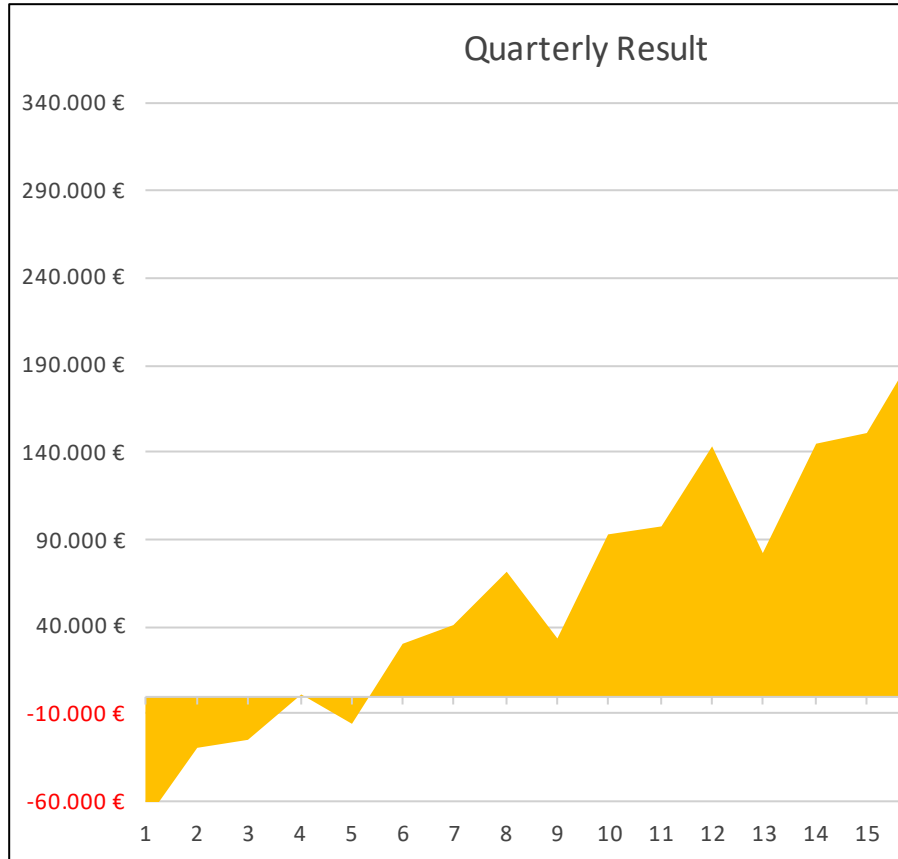
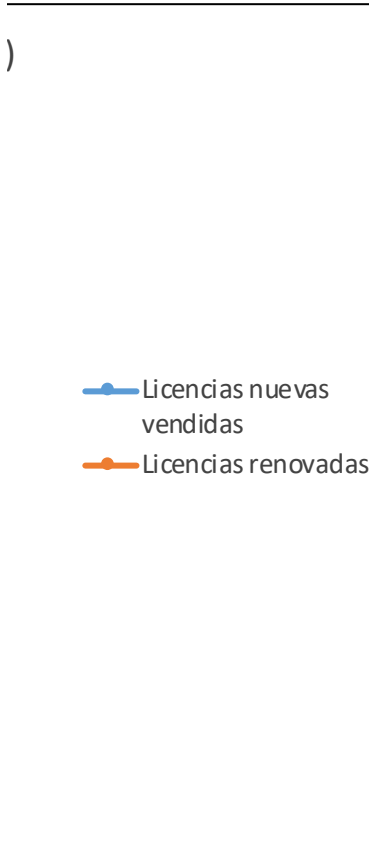
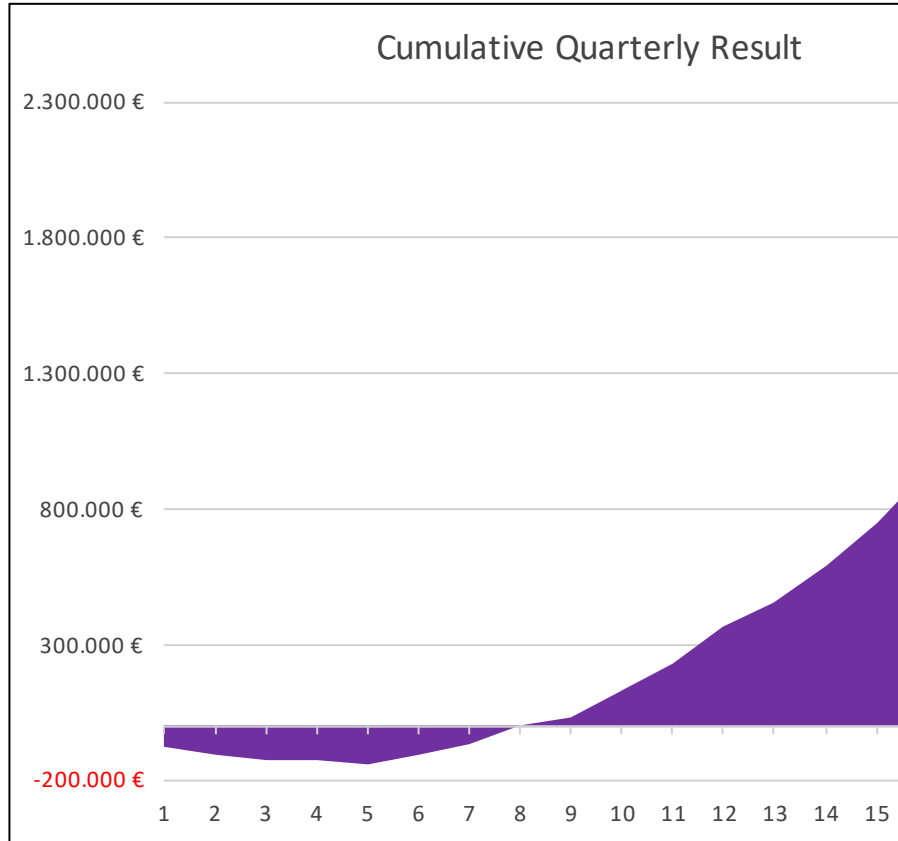
Year 3 / Q2	Year 3 / Q3	Year 3 / Q4	Year 4 / Q1	Year 4 / Q2	Year 4 / Q3
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1
0	0	0	1	1	1
2	2	2	3	3	3
2	2	2	3	3	3
2	2	2	2	2	2
9	9	9	12	12	12

16	17	18	19	20
Year 4 / Q4	Year 5 / Q1	Year 5 / Q2	Year 5 / Q3	Year 5 / Q4
86	88	90	92	94
143	158	174	190	207
230	246	264	282	300
344.450 €	369.522 €	395.499 €	422.448 €	450.441 €
344.450 €	369.522 €	395.499 €	344.450 €	450.441 €
2.000 €	2.000 €	2.000 €	2.000 €	2.000 €
0 €	5.000 €	0 €	0 €	0 €
0 €	2.000 €	0 €	0 €	0 €
0 €	40.000 €	0 €	20.000 €	0 €
12.000 €	12.000 €	12.000 €	12.000 €	12.000 €
2.000 €	5.000 €	2.000 €	2.000 €	2.000 €
800 €	3.000 €	800 €	800 €	800 €
12.000 €	15.000 €	15.000 €	15.000 €	15.000 €
12.000 €	15.000 €	15.000 €	15.000 €	15.000 €
12.000 €	15.000 €	15.000 €	15.000 €	15.000 €
12.000 €	15.000 €	15.000 €	15.000 €	15.000 €
42.000 €	45.000 €	45.000 €	45.000 €	45.000 €
24.000 €	32.000 €	32.000 €	24.000 €	24.000 €
14.000 €	14.000 €	14.000 €	14.000 €	14.000 €
144.800 €	220.000 €	167.800 €	144.800 €	159.800 €
199.650 €	149.522 €	227.699 €	199.650 €	290.641 €
950.490 €	1.100.012 €	1.327.712 €	1.527.362 €	1.818.003 €

Year 4 / Q4	Year 5 / Q1	Year 5 / Q2	Year 5 / Q3	Year 5 / Q4
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
3	4	4	4	4
3	4	4	4	4
2	2	2	2	2
12	14	14	12	14

Annual license price	1.500 €
----------------------	---------







Employee Salaries and Company Cost (Approximate)

Cost to the Company	25.000 €	30.000 €
Approx. Annual Gross Salary (Company Cost / 1.3)	19.231 €	23.077 €
Approx. Monthly Net Salary (12 payments)	1.320 €	1.929 €
Approx. Monthly Net Salary (14 payments)	1.219 €	1.631 €



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Name of the Institution

Name of the initiative

List of teachers involved



Contents of the presentation (20 minutes)



- 1. Introduction.** Type of initiative. Please use names based on the classification in the next slides (from previous training sessions), but your initiative may be of a different type and not included in this classification. Please indicate degree, course, subject (if they are applicable), number of participating students, and duration.
- 2. Description.** Please provide a brief overview of the initiative, which may include images and videos captured during its development.
- 3. Perception of teachers and participating students.** Summary of comments about the experience. Students could answer a questionnaire and, in this case, comment on the results.
- 4. Faced challenges and obstacles.** Comments on this aspect and how they were resolved.
- 5. Some thoughts on repeating and improving the initiative.**

Please focus most of your 20-minute presentation on points 3 to 5.

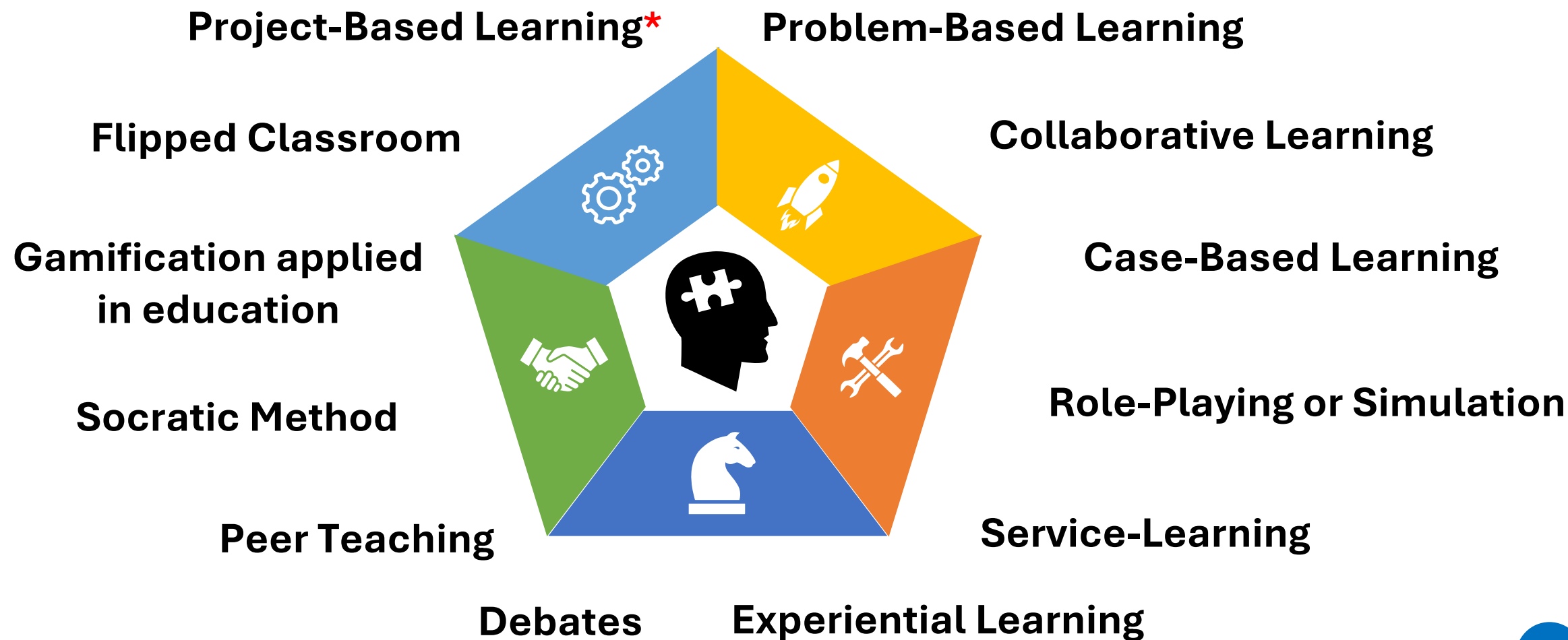


List of initiatives for promoting entrepreneurship

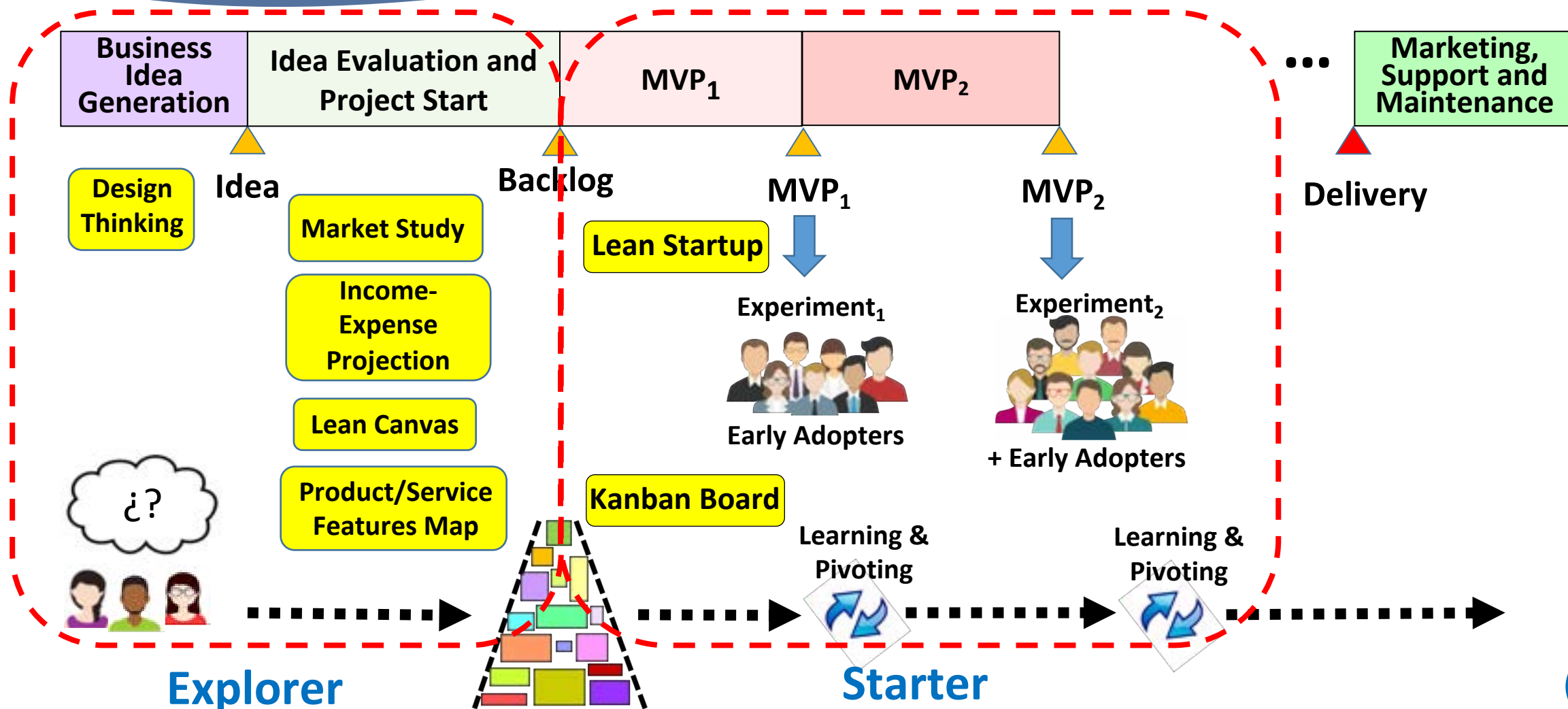


- A01. Entrepreneur talks
- A02. Visits to companies
- A03. Visits to accelerators/incubators
- A04. Active learning methodologies in classes
- A05. Workshops for developing entrepreneurship knowledge and/or skills
- A06. Activities developed by student groups/clubs
- A07. Degree or Master Thesis (Final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

Some Active Learning Methods/Techniques



Techniques and tools for supporting entrepreneurship project development





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Deliverable 4.2

Training Session 5

Summary about implementation of initiatives
and next deliverable discussion





What have we accomplished in Deliverable 4.2?

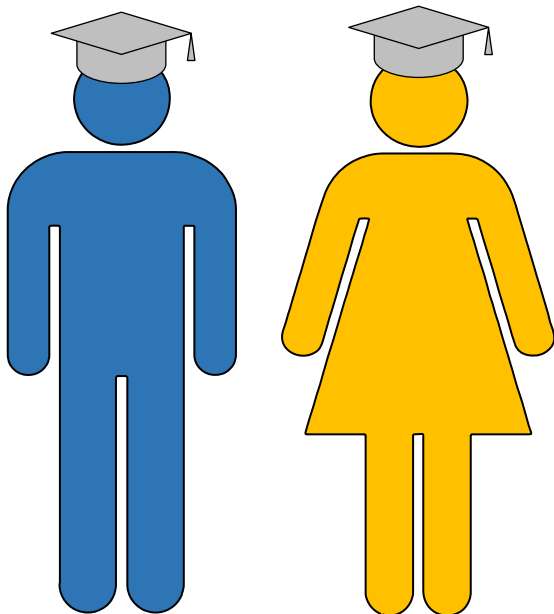


- Training Session 1: Transforming teachers into coaches
- Training Session 2: Techniques and tools for coaching entrepreneurs
- Training Session 3: First Workshop of Implemented Initiatives
- Training Session 4: Second Workshop of Implemented Initiatives

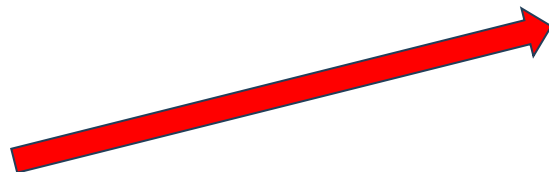


Teachers coaching students: Two scenarios

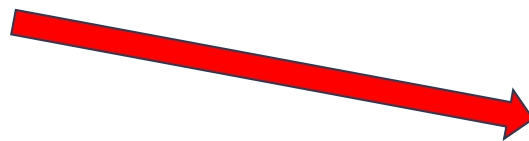
Teachers

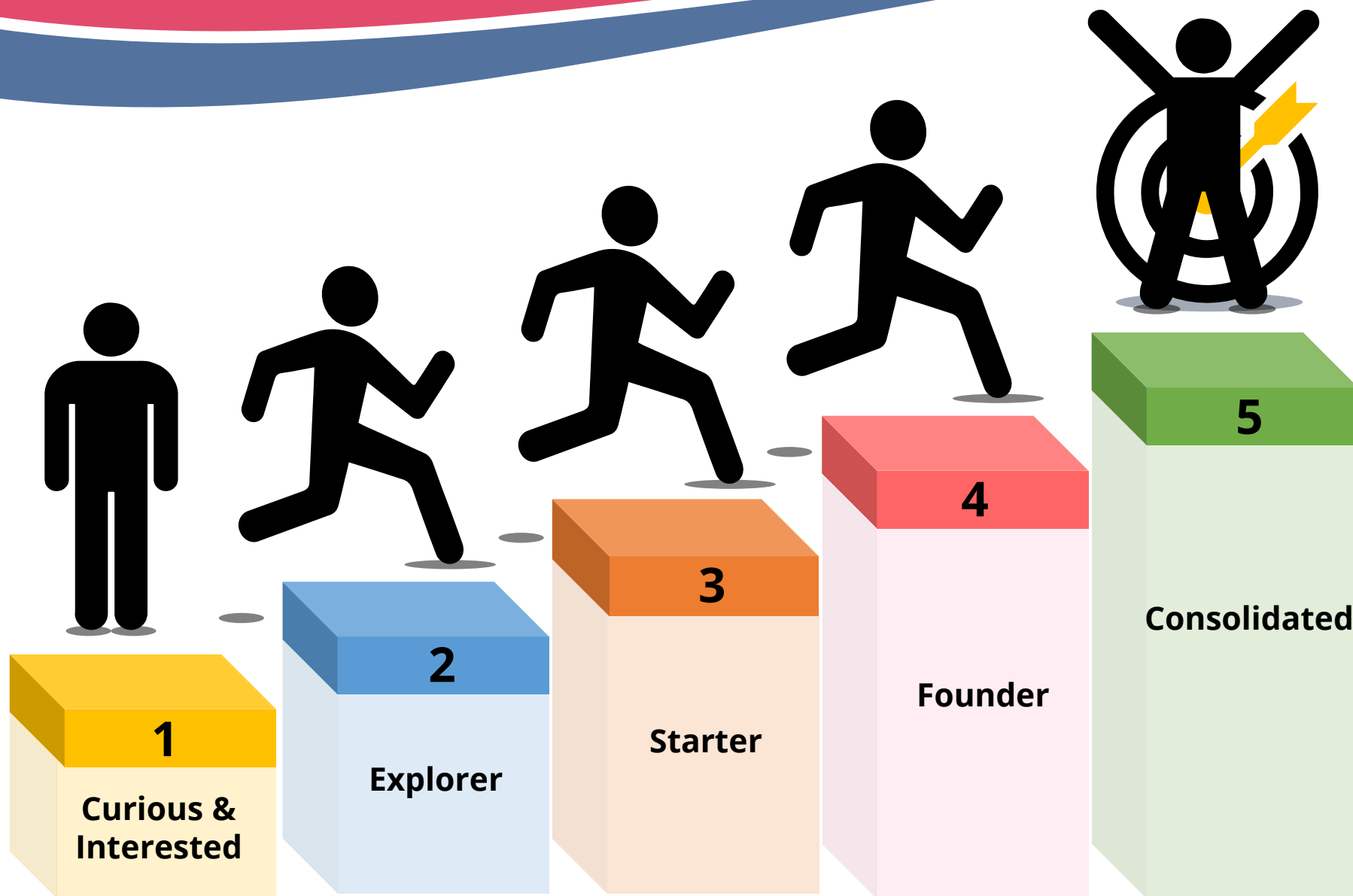


Coaching focused on developing an entrepreneurship project.

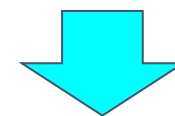


Coaching aimed at awakening the spirit of entrepreneurship.

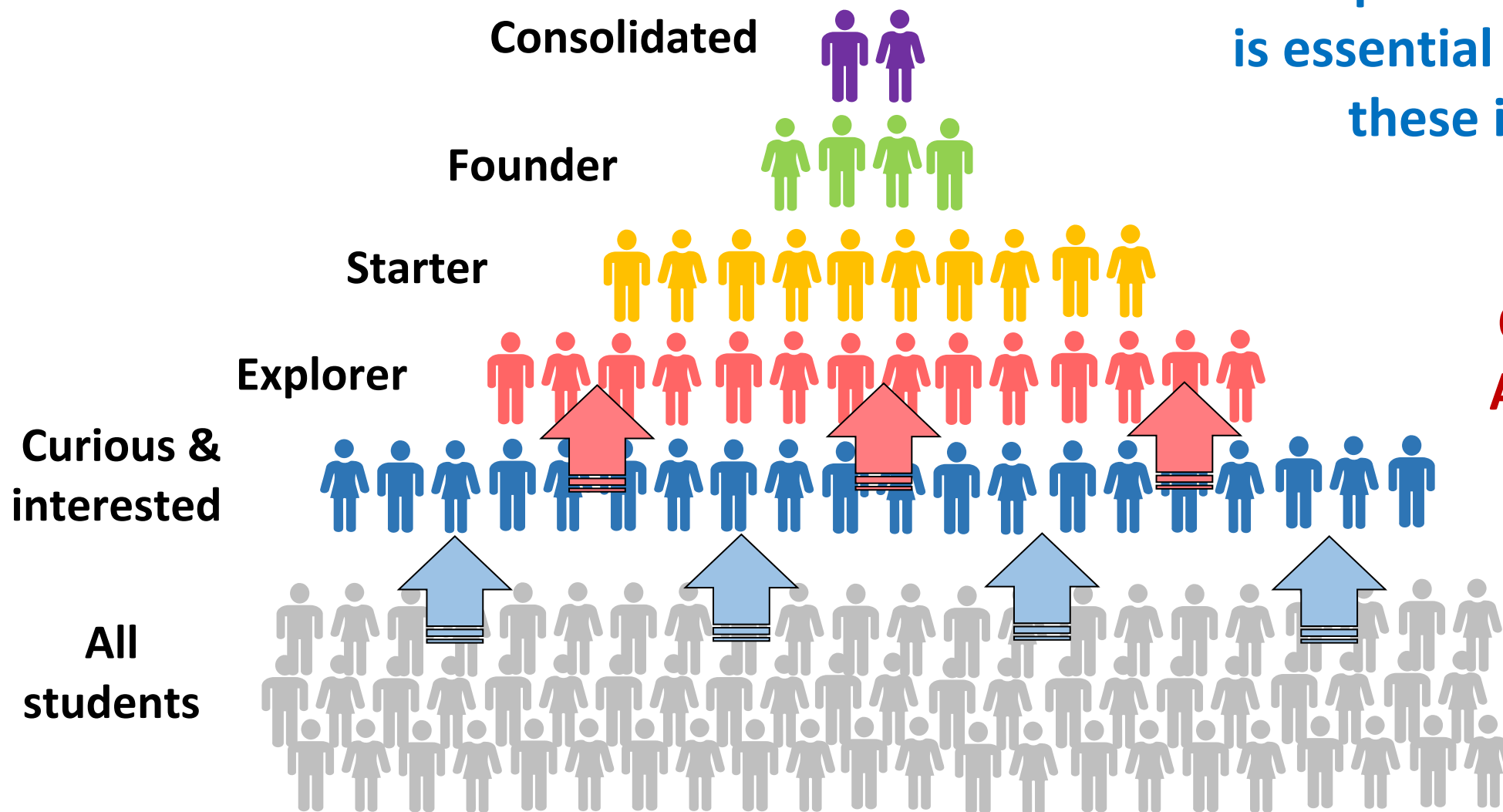




Implementing
entrepreneurship initiatives
is essential for encouraging
these initial steps



Catalog of
Activities /
Initiatives





Working in groups to fill the shared document
in Google Classroom.

You have **20 minutes**.



Image by freepik

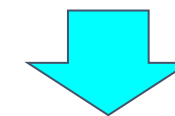


Some reflections after implementing initiatives in each institution

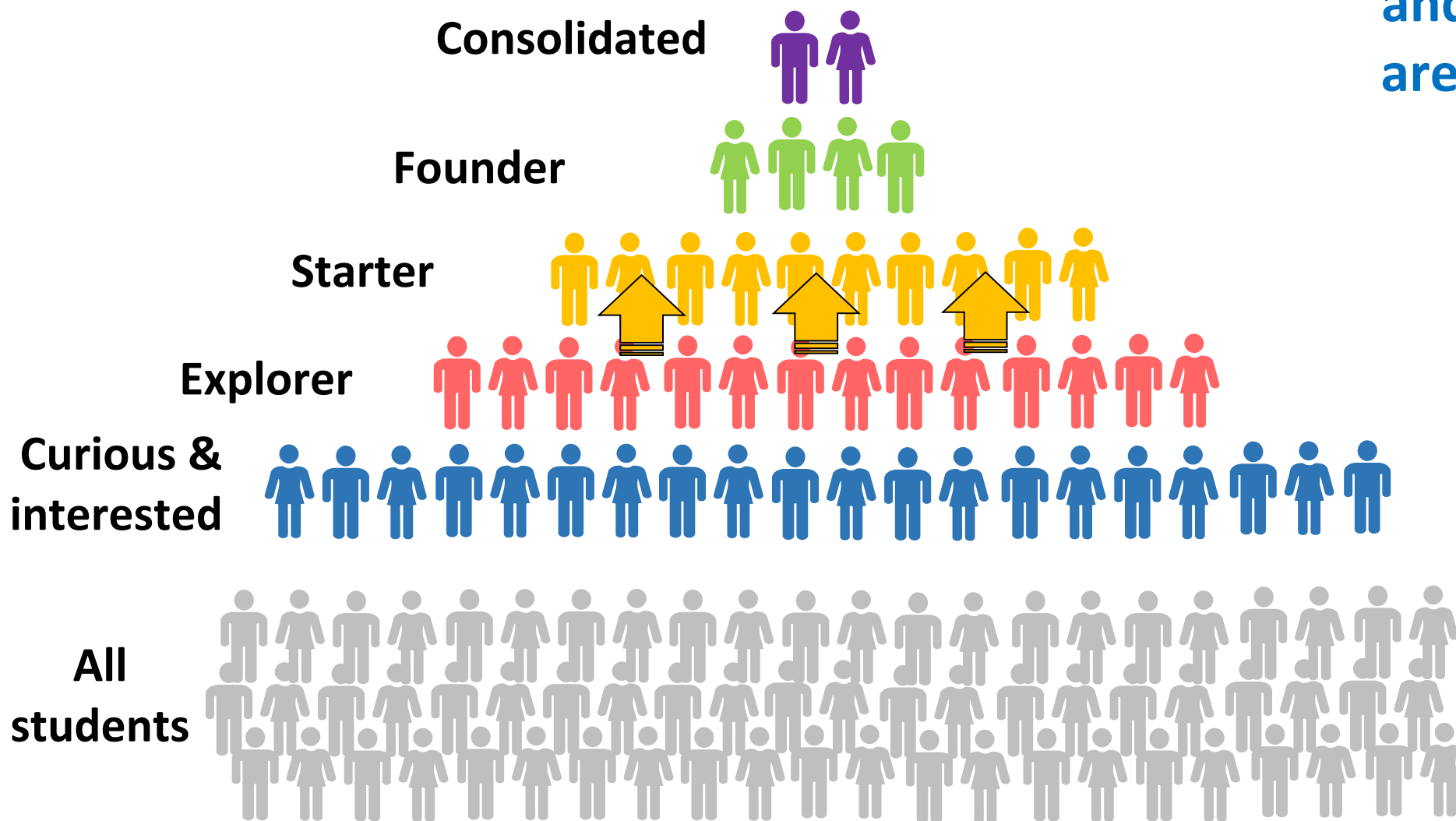


- Is success measured solely by the execution of the initiative or activity, or does it also encompass the ability to promote skills related to entrepreneurship?
- In terms of effectively promoting entrepreneurship, the student's reaction may not be immediate.
- Consider that the Entrepreneur profile is not only valuable as a business owner but also as an Intrapreneur.

**Advanced Mentoring
and Coworking Spaces
are crucial to continue
going forward**



**The
Entrepreneurship
Unit**



“Institutionalize the entrepreneurship promotion”

=> People in charged and recognized for this work



Advanced
Mentoring



Coworking
Spaces



Global
Hackathons
and Awards



Global
Workshops
organization



Help for
Multi-
disciplinary
Team Building



Consultancy
for Startup
creation and
funding

How close is your institution to establishing an Entrepreneurship Unit or ecosystem?

- ☐ We have it.
- ☐ We are working towards having it.
- ☐ We have an informal kind of it.
- ☐ We don't have it, but it could be possible.
- ☐ We don't have it and don't see it as possible.

SDG – Sustainable Development Goals → Women Entrepreneurship





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Deliverable 4.3



Proposal for Entrepreneurship Course
(SVI leader of this deliverable)

Deliverable 4.3 Definition

Entrepreneur Course for Students



**Deliverable 4.3
(month 31)**

“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. “



Deliverable 4.3: Some key aspects



- The deadline for completion is November 2025.
- The deliverable will consist of course materials, planning, and preparation for integrating the course into the institutions.
- We develop general materials for course content and planning, which each institution will adapt to their specific course implementation.
- Each institution must prepare its course template and procedures to ensure that the course can be integrated like any other elective or compulsory course.



... Deliverable 4.3: Some key aspects

- Ideally, it should be taught in the next academic year, but this is beyond the scope of this deliverable.
- The course should involve around 75 hours of student work, both in and out of the classroom (3 ECTS). At least 100 students should be enrolled annually across all institutions.
- The course can be offered in both hybrid and online formats, or through a combination of the two. For the online format, it is important to select a software platform that effectively supports the course by providing a repository for materials and facilitating communication between students and instructors.

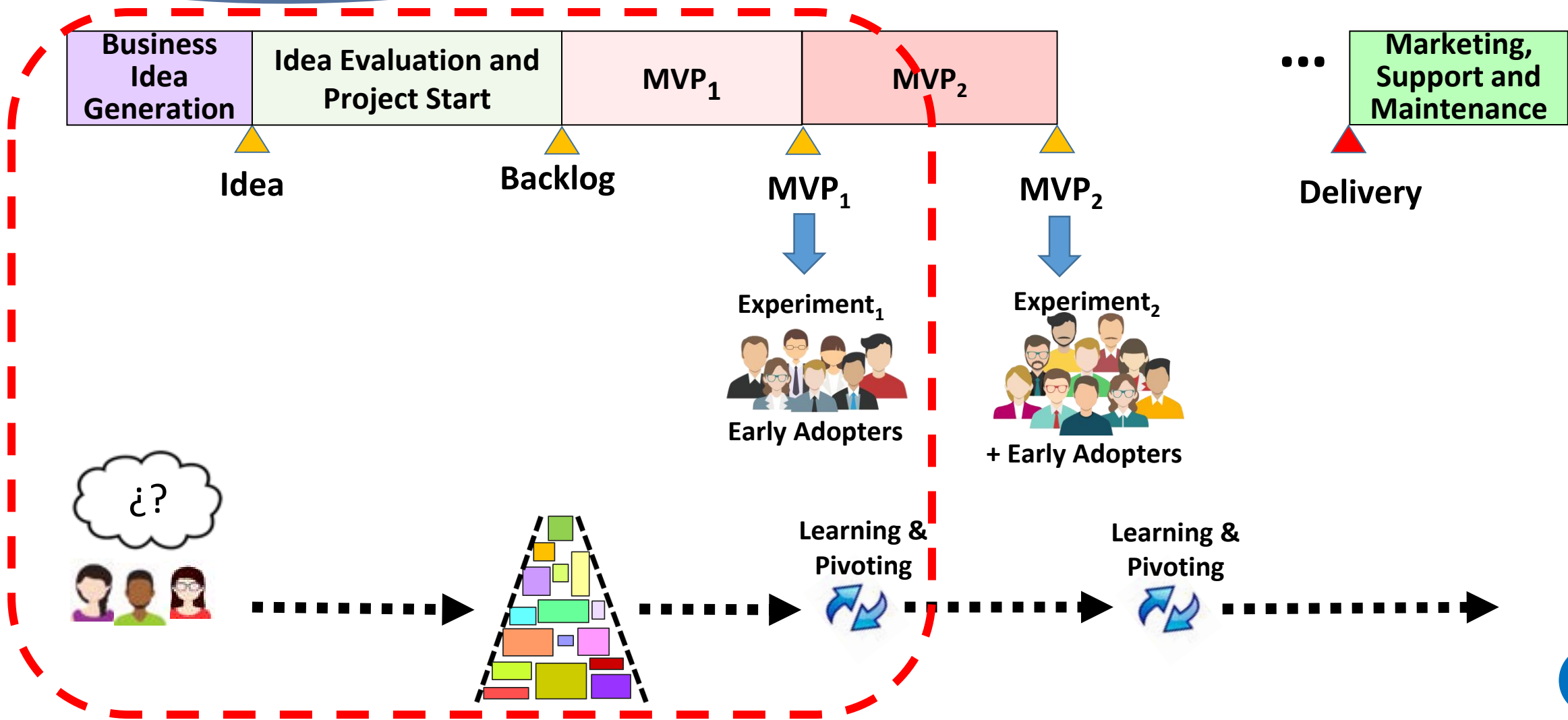


... Deliverable 4.3: Some key aspects

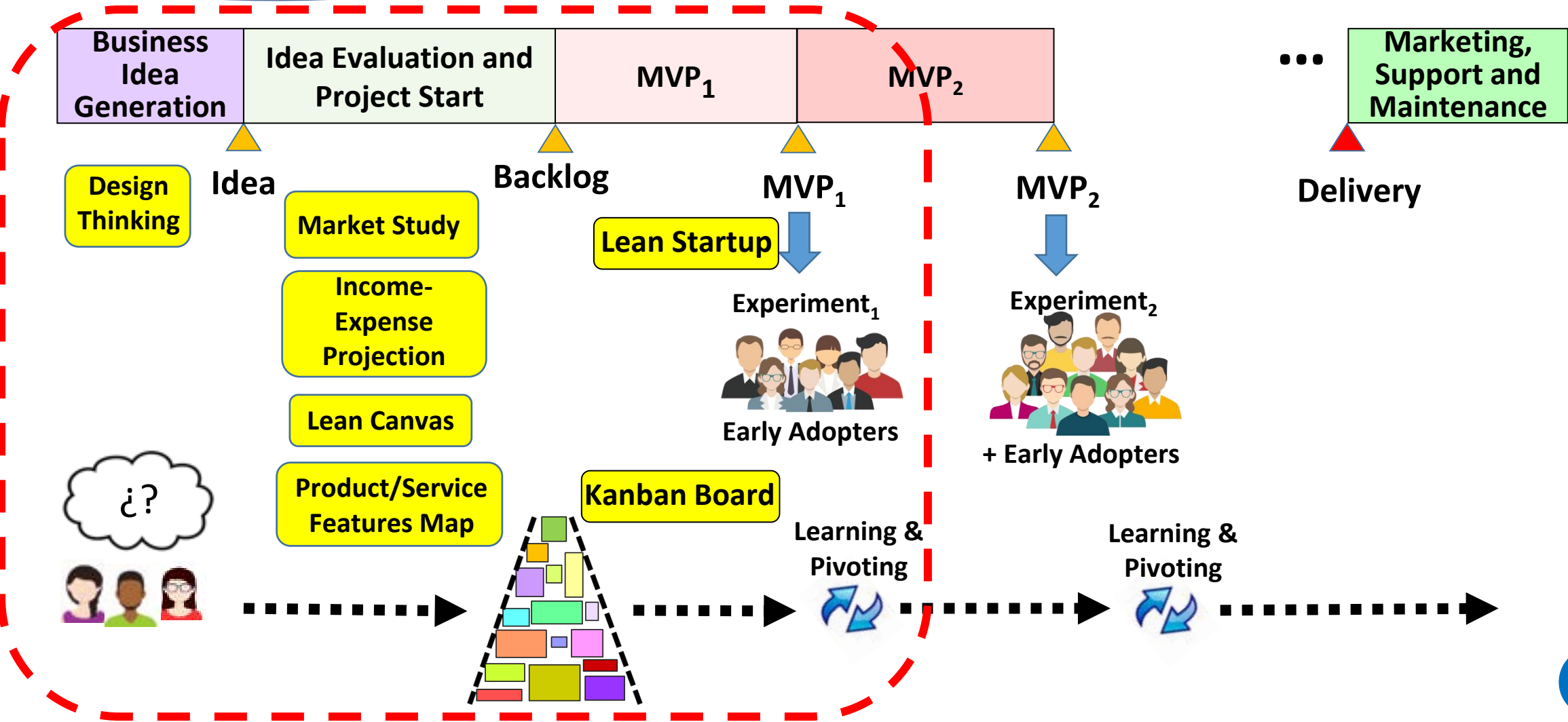


- The course should employ active methods and focus on enhancing students' entrepreneurial skills rather than merely acquiring knowledge.
- Students will collaborate in teams to develop an entrepreneurship project. Training in the techniques, methods, and tools should be integrated during the development of the project.
- Teachers will act as coaches for the student teams.

Proposal for the Scope of the Course



Some Techniques, Methods and Tools involved



Course/Project Roadmap

Kanban tool for managing the project



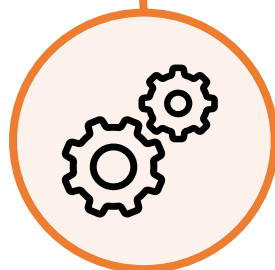
In parallel with the development of the entrepreneurship project the students will receive training in concepts, techniques, and tools needed to carry out their work on the project

July



UPV will create a preliminary version of the course materials and planning.

August



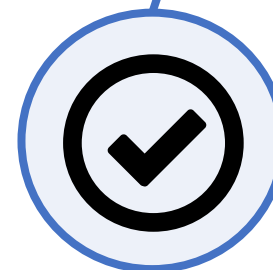
Turku AMK and SVI will complete and enhance the course materials and planning.

September



Each institution works on generating an adapted version of the course materials and planning according to its context.

October



UPV and Turku AMK provide clinic sessions for reviewing their course adaptations.

November



- Workshop to present and discuss each institution's course version.
- SVI Elaborate the summary report of the deliverable.

Each institution will explore how to integrate the course into its academic framework.

SVI coordination



Closing this training session and Deliverable 4.2



- Please upload your presentation on our Google Classroom site on the corresponding task of training sessions 3 and 4.
- Remember: During July and August each institution must explore how to integrate the course into its academic framework.
- If you have any doubts, do not hesitate to contact us by email.

Thank you for your participation!





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