



# ENTREHUBS

Project No: 2022-1-DE01-KA220-HED-000085694

## ***CASE STUDIES***



**Karlshochschule**  
International University

**STIMMULI**  
for social change



**Co-funded by  
the European Union**

*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*

# TABLE OF CONTENTS

---

<b>Chapter 1: Germany</b> .....	3
1.1.: Change and Learning (CHLE) .....	4
1.2.: Cultural Entrepreneurship (CUEN).....	6
1.3.: Designing Sustainable and Profitable Business Models .....	8
1.4.: Sustainable Entrepreneurship & Social Innovation (SENT).....	10
<b>Chapter 2: Greece</b> .....	12
2.1.: ENTREPRENEURSHIP AND INNOVATION.....	13
2.2.: eLAB-Entrepreneurship Lab.....	15
2.3.: IDEA- Innovation Design & Entrepreneurial Action.....	17
2.4.: MSc in Innovation Management and Entrepreneurship.....	20
<b>Chapter 3: Cyprus</b> .....	23
3.1.: Business Management Program.....	24
3.2.: MA Real Estate Management.....	27
3.3.: The Student Innovators Competition - SINN.....	30
3.4.: Cyprus Entrepreneurship Competition – CyEC.....	33
<b>Chapter 4: Turkey</b> .....	36
4.1.: Entrepreneurship Education.....	37
4.2.: Entrepreneurship in the Information Age.....	40
4.3.: Examples of Success in Entrepreneurship and Innovation.....	43
4.4.: International Entrepreneurship and Innovation Management.....	46
<b>Chapter 5: EU level</b> .....	49
5.1.: INFUSSE: digital eNtrepreneurial Skills For UniverSity Education.....	50
5.2.: Entrepreneurial Women In ICT - Enhancing Skills to Bridge Digital Divide.....	52
5.3.: B-LAND. Promote and Strengthen Business Development Skills in Rural Communities.....	54
5.4.: SE4Ces: Joining Social Economy Forces towards Community development, Connected societies, Co-creation of knowledge and Collaborative education practices.....	56

# **Karlsruhochschule**

International University



Germany



[karlsruhochschule.de/en](https://karlsruhochschule.de/en)

# CASE STUDY N01 CHANGE AND LEARNING (CHLE)

## AT A GLANCE

### Title of the training programme

- Change and Learning (CHLE)

### University

- Karlshochschule International University  
Department: Social Sciences and Humanities

### Type of training programme

- 4th Semester, Bachelor



Germany



HEI students of the social sciences and humanities programs

**Keywords:** entrepreneurship, change management, social issues, transformative ideas



## DESCRIPTION

The module is about socio-technical and socio-economic drivers of change, change as a management task, business possibilities for shaping change, in particular the strategic and organizational integration of different innovation perspectives (e.g., product and process innovation with the innovation of distribution). As well as about organizational change, learning and dynamics, complex, processual conceptions of change and perspectives on change and conflict. All topics which are vital for entrepreneurial thinking and acting.

## LEARNING OUTCOMES

After the completion of this course, students will be able to:

- describe different approaches in change management and institutional learning
- analyze and respond to business and social issues and translate them into conceptual, creative, innovative and transformative ideas
- apply appropriate management tools depending on the situation in order to shape change
- contrast different change conceptions and to appreciate their relative strengths and weaknesses
- relate prevailing change orientations and ideas to actual events in organizations
- develop learning solutions for change projects
- criticize their own approach to change and the management of change

## STRUCTURE

- Theoretical components will interact with case studies and exercises (group and individual)
- Learning by Teaching
- Group projects about learning projects (e.g., own development of workshops)

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Entrepreneurship  
and cultural diversity



Fostering  
Entrepreneurship in  
non-business sectors



Leadership training



Opportunity identification  
for creating economic,  
cultural or social value

## SPECIAL FOCUS ON

- Multidisciplinary approach
- Links to key competences
- Links between formal/non-formal Learning
- A lifelong learning perspective
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)

## ADDITIONAL RESOURCES

Clegg, S., Kornberger, M. and Pitis, T. (2011). Management and Organizations. An Introduction to Theory and Practice. London: Sage. Chapter: Managing innovation and change.

Hatch, M.J. (1996). Organization Theory. Modern, Symbolic and Postmodern Perspectives. Oxford: Oxford University Press. Chapter: Organizational Change and Learning.

Linstead, S., Fulop, L. and Lilley, S. (eds.) (2004). Management and Organization. A Critical Text. Houndsmill, Hampshire: Palgrave Macmillan. Chapter: Managing Change.

March, J. (1991). 'Exploration and Exploitation in Organizational Learning'. Organization Science, 2: 71-87.



Find out more!



Co-funded by  
the European Union

# CASE STUDY NO2 CULTURAL ENTREPRENEURSHIP (CUEN)

## AT A GLANCE

### Title of the training programme

- Cultural Entrepreneurship (CUEN)

### University

- Karlshochschule International University
- Department: Business Administration and Management

### Type of training programme

- Bachelor (3rd semester): Arts and Management (BMA)



Germany



HEI students of the business administration and management programs

**Keywords:** cultural entrepreneurship, leadership, empirical cases, creativity



## DESCRIPTION

The module is about theoretical input on cultural entrepreneurship and cultural leadership as well as about individual cases for cultural entrepreneurship.

## LEARNING OUTCOMES

After the completion of this course, students will be able to:

- Account for the theoretical and conceptual frameworks of cultural entrepreneurship
- Apply the theoretical and conceptual framework to empirical cases
- Develop an understanding of entrepreneurship through discussions of aesthetics, cultural policies and politics and sociological diagnoses of the present
- Initiate, organize and assess cultural projects
- Discuss concepts of cultural leadership

## STRUCTURE

The content of the EE programme is derived from students' and business sector's needs through empirical research cases and consultation.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Entrepreneurship  
and cultural diversity



Fostering  
Entrepreneurship in  
non-business sectors



Leadership training



Creativity and  
innovation

## SPECIAL FOCUS ON

- Multidisciplinary approach
- Links to key competences
- Links between formal/non-formal Learning
- A lifelong learning perspective
- Learning and teaching pedagogies with a focus on participatory and experiential approaches

## ADDITIONAL RESOURCES

Dey, P., and C. Steyaert (2016). "Rethinking the Space of Ethics in Social Entrepreneurship." *Journal of Business Ethics* 133(4): 627–641.

Hjorth, D. (2014). "Entrepreneurship as Organisation-Creation." In *Handbook of Research on Entrepreneurship and Creativity*, edited by R. Sternberg and G. Krauss, 97–121. Cheltenham: Edward Elgar.

Lapierre, Laurent (2001): Leadership and arts management. In: *International Journal of arts management*, 3(3), 4-12.

Rindova, V., D. Barry, and D. J. Ketchen. (2009). "Entrepreneurship as Emancipation." *The Academy of Management Review* 34 (3): 477–491.

Steyaert, C. (2007). "'Entrepreneurship' as a Conceptual Attractor?" *Entrepreneurship & Regional Development* 19 (6): 453–477.



Find out more!



Co-funded by  
the European Union

# CASE STUDY NO3 DESIGNING SUSTAINABLE AND PROFITABLE BUSINESS MODELS



## AT A GLANCE

### Title of the training programme

- Designing Sustainable and Profitable Business Models (DSPB)

### University

- Karlshochschule International University
- Department: Business Administration and Management

### Type of training programme

- Bachelor (1st semester): Sustainability Management and Social Responsibility

## DESCRIPTION

The module is about business model innovation as driver for profit and as social innovation, concepts of developing business models (e.g., business model canvas), sustainable business models and sustainability strategies for businesses along efficiency, consistency and sufficiency. Concepts like re-use, re-design and re-manufacturing as new business models for corporate sustainability, as well as an introduction to entrepreneurship and its relevance for economic and societal evolution is part of the module. Sustainable development-related entrepreneurship models are taught: from ecopreneurship to social entrepreneurship. Entrepreneurial ethics and social responsibility is a part, as well as managing and innovating in the third sector (entrepreneurship in civil society). A theoretical background of social innovation is provided (practice theory and sustainable development transitions).

## LEARNING OUTCOMES

After the completion of this course, students will be able to:

- identify basic concepts for describing and developing business models
- identify the concept of sustainability and express the challenges for profitable business models
- apply different models for managing and transforming non-sustainable conditions and results to more sustainable solutions, e.g. decarbonizing business models & making them socially just
- present a critical introduction to the role of entrepreneurship for economies and a sustainable society
- present theories and applications of social innovation in business and civil society



Germany



HEI students of the business administration and management programs

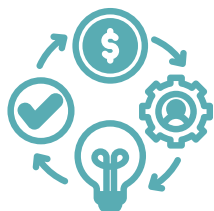
**Keywords:** business model, sustainability, social responsibility, social innovation



## STRUCTURE

This course is organized based on lectures complemented by experiential activities engaging students in real-life, challenge-based learning scenarios (e.g., competitions), collaboration with regional Entrepreneurship Hubs, case studies, guest lectures by business stakeholders, interactive teaching sessions using creative and analytical tools (e.g. Business Model Canvas).

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Business plan development



Opportunity identification for creating economic, cultural or social value



Establishing your own start-up



Business growth mindset

## SPECIAL FOCUS ON

- Multidisciplinary approach
- Links between formal/non-formal Learning
- Links to key competences
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on venture-creation approach

## ADDITIONAL RESOURCES

Hahn, Rüdiger (2022). Sustainability Management: Global Perspectives on Concepts, Instruments, and Stakeholders. Rüdiger Hahn, 2022.

Kyrö, Paula (2015). Handbook of Entrepreneurship and Sustainable Development Research. Cheltenham, UK: Edward Elgar Publishing Ltd.

Legum, Benjamin M., Amber R. Stiles, and Jennifer L. Vondran (2019). Engineering Innovation: From idea to market through concepts and case studies. Walter de Gruyter. (selected chapters)

Schaltegger, Stefan, Florian Lüdeke-Freund, and Erik G. Hansen (2016). Business Models for Sustainability: A Co-Evolutionary Analysis of Sustainable Entrepreneurship, Innovation, and Transformation. Organization and Environment, 29(3), 264–289.



Find out more!



Co-funded by  
the European Union

# CASE STUDY NO4 SUSTAINABLE ENTREPRENEURSHIP & SOCIAL INNOVATION (SENT)



## AT A GLANCE

### Title of the training programme

- Sustainable Entrepreneurship & Social Innovation (SENT)

### University

- Karlshochschule International University,  
Department: Business Administration and Management

### Type of training programme

- Bachelor- 2nd Semester, Study Program: International Business (IB)

## DESCRIPTION

The modules content includes an introduction to entrepreneurship and its relevance for economic and societal evolution, as well as sustainable development-related entrepreneurship models like ecopreneurship or social entrepreneurship. It provides a theoretical background of social innovation: practice theory and sustainable development transitions. Students learn about business model innovation as social innovation and managing and innovating in the third sector (entrepreneurship in civil society), as well as about entrepreneurial ethics and social responsibility.

## LEARNING OUTCOMES

After the completion of this course, students will be able to:

- present a critical introduction to the role of entrepreneurship for a sustainable society
- discuss the most basic concepts of entrepreneurship related to sustainable development
- present theories and applications of social innovation in business and civil society
- describe the necessary societal, political, economic, and personal drivers, enablers and barriers of sustainable development
- apply different concepts of entrepreneurship and social innovation to the case of sustainable development
- critically analyse and evaluate theories, models, concepts and applications of entrepreneurship and social innovation as regards their sustainable development impacts.



Germany



HEI students of the business administration and management programs

**Keywords:** entrepreneurship, social innovation, sustainable development

## STRUCTURE

This course is organized based on lectures complemented by experiential activities engaging students in real-life, challenge-based learning scenarios (e.g., competitions), case studies in social entrepreneurship and social innovation, interactive seminar with case studies and theory session, guest lecturers from sustainable development practices stakeholders.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Entrepreneurship and sustainability



Opportunity identification for creating economic, cultural or social value



Establishing your own start-up



Fostering Entrepreneurship in non-business sectors

## SPECIAL FOCUS ON

- Multidisciplinary approach
- Links between formal/non-formal Learning
- Links to key competences
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on venture-creation approach

## ADDITIONAL RESOURCES

Osburg & Schmidpeter. (2013). Social Innovation: [https://isfcolombia.uniandes.edu.co/images/2020-20/Semana\\_10/Social\\_Innovation\\_Solutions.pdf](https://isfcolombia.uniandes.edu.co/images/2020-20/Semana_10/Social_Innovation_Solutions.pdf)

Kyrö, P. (2015). Handbook of Entrepreneurship and Sustainable Development Research. [sci-hub.se/10.4337/9781849808248](https://sci-hub.se/10.4337/9781849808248)

Belz, F. M., & Binder, J. K. (2017). Sustainable Entrepreneurship: A Convergent Process Model. *Business Strategy and the Environment*, 26(1), 1–17. <https://doi.org/10.1002/bse.1887>

Defourny, J., & Nyssens, M. (2017). Fundamentals for an International Typology of Social Enterprise Models. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 28(6), 2469–2497. <https://doi.org/10.1007/s11266-017-9884-7>

Deiglmeier, K., Miller, D. T., & Phills, J. (2008). Rediscovering social innovation. *Stanford Social Innovation Review*, Fall, 34–43. [http://www.sdgrantmakers.org/members/downloads/PhillsSan\\_Diego-Social\\_Innovation.pdf](http://www.sdgrantmakers.org/members/downloads/PhillsSan_Diego-Social_Innovation.pdf)



Find out more!



Co-funded by  
the European Union

# STIMMULI

for social change



Greece



[stimmuli.eu/el](https://stimmuli.eu/el)

# CASE STUDY NO1 ENTREPRENEURSHIP AND INNOVATION

## AT A GLANCE

### Title of the training programme

- Entrepreneurship and Innovation

### University

- Aristotle University of Thessaloniki (AUTH) – Department of Informatics

### Type of training programme

- Bachelor- 7th Semester, compulsory course



Greece



HEI Students of the Department of Informatics

**Keywords:** Innovation, Effectuation, Entrepreneurship, Business Plan, Funding



## DESCRIPTION

In this course, the students will understand the basic innovation and entrepreneurship concepts – Business Canvas, Business Plan.

They will learn about mechanisms for generating innovative ideas from knowledge, experiences, contacts, daily routines, while they are going to learn about Management of Innovation and Entrepreneurship, Specialization in Technological Innovation and Entrepreneurship, with special focus on software as innovation facilitator. Lastly, they will gain information on available funding tools.

## LEARNING OUTCOMES

After the completion of this course, students will be able to:

- Review technological areas from an innovation and entrepreneurship perspective.
- Identify, explore and develop innovative ideas.
- Transform innovative ideas into entrepreneurial ideas.
- Design and develop a Business Model Canvas.
- Design and develop a business plan.
- Work within a team and collaborate efficiently towards creating an entrepreneurial entity.

### General Competences

- Retrieve, analyse and synthesise data and information, with the use of necessary technologies
- Adaptability
- Decision-making
- Team working
- Interdisciplinary collaboration
- Creative and critical thinking

## STRUCTURE

This course is organized based on the formal and traditional teacher-centered approach in combination with Project-Based Learning through laboratory workshops.

The lectures, the theoretical part of the course, will be delivered with the use of powerpoint presentations. In addition, the students will have to attend laboratory workshops, in order to gain real-life experience – simulated in a laboratory – of their main area of study. Regarding the assessment, it includes both written and oral exams. The written ones include extended Answer -Questions (formative and summative assessment) and a written assignment (formative and summative assessment); the latter is based on field-related research by creating a business plan that they develop by working in teams. The assessment procedure will be complemented with the final oral exams (formative and summative assessment).

The structure of the courses encourages the use of ICT in each part of the process, including Course Teaching, Laboratory Teaching, Communication with Students (e.g. online fora), and Student Assessment.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Financial  
Management



Time  
Management



Creativity



Establishing your  
own start-up



Business growth  
mindset

## SPECIAL FOCUS ON

- Links between formal/non-formal Learning
- Links to key competences
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on venture-creation approach
- Learning and teaching pedagogies with a focus on design thinking
- Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)

In this course of the department of Informatics, the students will be trained in a formal and non-formal way as the professor of this course is using collaborative and experiential learning, since students are encouraged to work in groups in the teaching and assessment process. In addition, the course offers a simulation of real-entrepreneurial environments through the Laboratories Workshops, where students explore case studies, while engaging external stakeholders of the business sector to deliver lectures constitutes also part of the co-creation of academic knowledge between HEIs and the business industry. The Department of Informatics offers also internship programmes that facilitate the connection of students with the business sector.



Find out more!



Co-funded by  
the European Union



# CASE STUDY N02

## ELAB- ENTREPRENEURSHIP LAB



### AT A GLANCE

#### Title of the training programme

- Entrepreneurship Lab

#### University

- University of Macedonia (UOM)  
- Department of Balkan, Slavic & Oriental Studies

#### Type of training programme

- Bachelor- 7th Semester, compulsory course

### DESCRIPTION

The Entrepreneurship Lab was established in order to enhance interdisciplinary research on Entrepreneurship in the Department of Balkan, Slavic & Oriental Studies and the University of Macedonia, to support entrepreneurial efforts of students and graduates of the respective Department and the University and to contribute to the dissemination of the culture of Entrepreneurship and its benefits to society.

### LEARNING OUTCOMES

Through their participation in eLAB's initiatives, students will be able to:

- Familiarize themselves with concepts and applications of entrepreneurship, especially students of non-economic departments, such as the Dpt of Balkan, Slavic and Oriental Studies.
- Develop entrepreneurship growth mindset, acknowledging entrepreneurship's practical applications in everyday life.
- Connect with other academic institutions and research centers of the country and abroad, with related scientific object and objectives, in a spirit of reciprocity and collective work.
- Identify opportunities for social, economic, and/or cultural value creation through collaborative efforts with the business sector.
- Gain knowledge on the potential of entrepreneurship towards sustainability.



Greece



Students from UOM, especially from the dpt of Balkan, Slavic and Oriental Studies, that wish to learn more about International Business.

**Keywords:** Entrepreneurship, Project-Based Learning, Interdisciplinarity, value creation

## STRUCTURE

The eLAB creates and organizes scientific workshops, lectures, seminars, symposia, conferences and other scientific events, as well as the conclusion of collaborations with internationally recognized scientists in the broader scientific field of Entrepreneurship. Moreover, among the core structural parts of eLAB are the following:

- The strengthening of extroversion and cooperation actions with other academic institutions/institutes and research centers of the country and abroad, with related scientific object and objectives, in a spirit of reciprocity and collective work.
- The cooperation with public sector bodies, local government organizations, scientific, social and professional bodies, as well as international organizations or organizations in the said scientific field, in order to contribute to the joint investigation of solutions and proposals for dealing with contemporary social and sustainability issues that fall under the scientific interests of the Laboratory.
- The further contribution to the creation of new entrepreneurs, to the encouragement of innovative business models (startups), to social entrepreneurship, to the gender dimension in entrepreneurship as well as to the networking of graduate entrepreneurs of the Department of Balkan, Slavic and Oriental Studies.
- Examples of implemented courses include Social Innovation Hackathons, workshops on Entrepreneurship with Junior Achievement Greece, Changemaker Hackathons, etc.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Creativity and innovation



Business growth mindset



Value (economic, cultural or social) creation



Establishing your own start-up



Entrepreneurship and sustainability

## SPECIAL FOCUS ON

- Multidisciplinary approach
- Partnerships and cross-sectoral cooperation
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on venture-creation and value-creation approach
- Learning and teaching pedagogies with a focus on design thinking
- Collaboration with the business sector

eLAB cooperates with public sector bodies, local authorities, scientific, social and professional bodies, as well as international organizations in order to co-create solutions and suggestions for addressing contemporary problems that fall within the scientific interests of the Lab. In addition to creating value through sustainable entrepreneurial initiatives, the activities of the eLab are designed based on students' and business sector's needs. In this context, the eLab established within the University of Macedonia (UOM) brings students in contact with stakeholders and representatives of the business sector through workshops, hackathons, research conferences, etc. Members of the eLab, including HEIs educators and students, explore the needs of the business sector by actively collaborating with business owners, employees, or representatives of specific entrepreneurship fields. To this end, students apply their entrepreneurial knowledge and competencies, in order to create value (social, economic, cultural, etc.) for others, including the wider society of Thessaloniki. External stakeholders are also involved in the design and delivery of the eLab's training activities (e.g. workshops, seminars, hackathons, etc.).



Find out more!



Co-funded by  
the European Union



## CASE STUDY NO3 IDEA- INNOVATION DESIGN & ENTREPRENEURIAL ACTION

### AT A GLANCE

#### Title of the training programme

- IDEA- Innovation Design & Entrepreneurial Action

#### University

- Athens University of Economics and Business

#### Type of training programme

- Offline, Face-to-Face training program



Greece



Students in their 3rd or higher semester from different universities.

**Keywords:** Innovation, Entrepreneurship, Business Plan, Value-creation, Cross-sectoral collaboration



### DESCRIPTION

The IDEA Program aims at bringing together students, that are currently in their 3rd or higher semester of studies, from different Universities to formulate interdisciplinary entrepreneurial teams and work on specific areas to do so. Students are evaluated through a questionnaire based on their entrepreneurial competencies and are then divided into complementary groups.

### LEARNING OUTCOMES

Through their participation in IDEA's initiatives, students will be able to:

- Attend an engaging program, which includes lectures, guest speakers, hands-on experience, group discussions and personalized coaching.
- Engage with and learn about purpose-driven entrepreneurship.
- Enhance and/or develop entrepreneurial competencies and soft skills.
- Participate in a creative, hands-on business simulation where they collaborate with students from different disciplines.
- Have the opportunity to shift their view of themselves.

# STRUCTURE

The program of IDEA is implemented during each semester, and it lasts one month.

The students need to participate interactively into 7 events in two weeks' time.

Participants are trained through workshops and seminars such as business planning, market research, pitching etc. and then are invited to present their final ideas in a formal ceremony where they are validated by a scientific committee. Approximately 50 students benefit from this project each semester.

## Structure of the programme

- Creating an Innovative Business Model - 10 Types of Innovation
- Speed Coaching
- WORKSHOP: Idea Generation
- Market Research & Workshop
- Leadership skills and Team Roles/ Team Manifesto Explained & Workshop
- WORKSHOP: Entrepreneurial Ideas Presentation and Processing
- Creativity Techniques & Physical Prototyping/Digital Prototype - Mock-Up
- WORKSHOP: Digital Prototype - Mock-Up
- Pivoting a startup Idea
- WORKSHOP: Pivoting a Startup Idea/ Business Validation
- Unboxing a Startup
- Business Model Canvas & Workshop
- Basics of Financials
- Pitching Skills and Pitch Presentation Content
- WORKSHOP: Pitching
- WORKSHOP: Entrepreneurial Idea - Final Touches
- Final pitching presentations/event



## TOPICS ADDRESSED THROUGH THE PROGRAMME



Value (economic, cultural or social) creation



Leadership training



Creativity



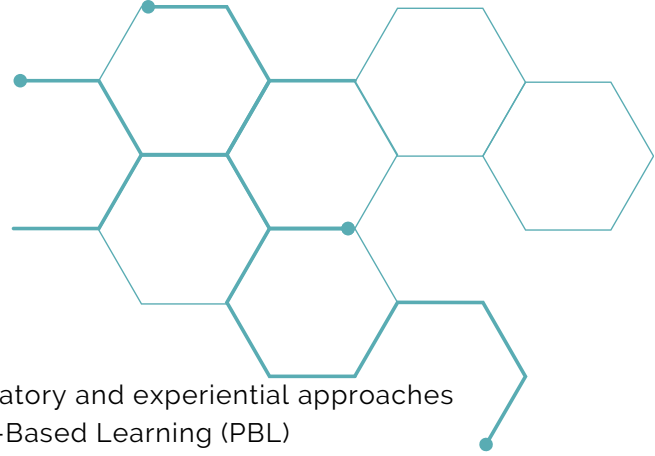
Establishing your own start-up



Entrepreneurship and sustainability



Marketing training



## SPECIAL FOCUS ON

- Links to key competences
- Multidisciplinary approach
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on venture-creation approach
- Learning and teaching pedagogies with a focus on design thinking
- Partnerships and cross-sectoral cooperation
- Collaboration/ Link with the business sector

The structure of the training program and its main topics are designed based on students' knowledge and experience in the field of entrepreneurship; this is achieved through a 'pre-assessment' questionnaire that students fill in based on their entrepreneurial competencies.

The training program is designed in a way that combines theoretical knowledge with practical knowledge through workshops, in order to encourage participants to get involved in a creative, hands-on business simulation where they work together with students from different disciplines. Each workshop and – even more – the final pitching event ask for students to explore the needs of the business sector and apply their entrepreneurial knowledge and competencies, in order to create positive impact-value for others (e.g. businesses, community members, public or private bodies, etc.).

External stakeholders and representatives of the business sector are involved in some of the training sessions of the program, such as in the coaching sessions by providing mentoring to the participants, as well as in the pitching sessions, in which they have to 'evaluate' participants' business ideas based on specific criteria (e.g. sustainability, competitiveness, positive impact-value creation, etc.).



Find out more!



Co-funded by  
the European Union

# CASE STUDY NO4 MSC IN INNOVATION MANAGEMENT AND ENTREPRENEURSHIP

## AT A GLANCE

### Title of the training programme

- MSc in Innovation Management and Entrepreneurship

### University

- Hellenic Open University

### Type of training programme

- Master Programme (3 semesters)



Greece



Graduates from every University of Greece that hold a B2 degree in English language

**Keywords:** Entrepreneurship, Business Plan, Sustainable Innovation, Cross-sectoral collaboration, Design Thinking



## DESCRIPTION

The MSc "Innovation Management and Entrepreneurship" aims to enhance the knowledge and skills of participants to take advantage of unexplored opportunities and innovate in an existing organization, in a family business or in their own business venture as aspiring entrepreneurs.

## LEARNING OUTCOMES

Upon successful completion of the MA students will be able to:

- Understand the basic principles of innovation and entrepreneurship.
- Analyze organizational processes to enhance innovation.
- Manage the innovation process efficiently and effectively.
- Identify the steps required from the conception of the idea to the creation of innovation and the entry into the market.
- Understand the concepts of "business model" and "open innovation" and design successful business models for their own ideas.
- Understand the role of business services in value creation.
- Think creatively about contemporary business issues.

# STRUCTURE

The Master program is structured within three academic semesters. Students need to successfully complete either six thematic modules and the dissertation or nine thematic modules. Here follows an indicative presentation of some of the modules.

## 1st semester

### IME50 Introduction to Innovation and Entrepreneurship

This Thematic Module (TM) aims to introduce students to key concepts in innovation management such as "technology", "invention", "innovation", "open innovation", "entrepreneurship", "business model" etc. as well as to identify and discuss the basic types and forms of innovation and their implications in shaping new markets and industries. Through the study of scientific articles and case studies, the TM discusses how and why innovation and entrepreneurship are important for the development and growth of businesses and organizations. Different models of innovation management eminent in the modern business environment are also discussed.

### IME52 New Venture Creation and Business Planning

The objective of this TMM is to introduce students to modern approaches in creating new businesses. It focuses on identifying, evaluating, developing and exploiting a business opportunity related to a new technology or social innovation. Techniques for evaluating an idea, finding the right technology, identifying benefits for customers, and adapting to potential markets are presented. The use of business planning simulation training software (business game) will also be sought.

## 2nd semester

### IME54 Managing Innovative Projects

The objective of this thematic module is to present the procedures used in the management of innovation projects characterized by a high degree of risk and uncertainty. The modules draw on the innovation processes discussed at IME50 and IME51 and describes how project management techniques can guide a new venture in achieving its strategic goals.



## 3rd semester

### IME60 Design Thinking

This thematic module discusses the concept of Design Thinking and the tools and techniques associated with it. Design thinking is a systematic and collaborative process that combines observation, synthesis, search and creation of alternatives, critical thinking, feedback, creativity in problem solving and value creation.

### IME62 Sustainable Innovation & Entrepreneurship

The aim of this thematic module is to introduce students to the principles of sustainable business. The term sustainable business refers to companies whose strategies and practices eliminate or dramatically reduce the negative impact on the environment and on public health. Students will understand the tools, concepts and methods used in developing sustainable business opportunities.

### IME63 The Human Factor in Innovation

This TM aims to present the key Human Resource Management issues that arise regarding the innovation activity at the individual, team and business level. Innovation more than often requires the establishment of interdisciplinary working groups. In this context, motivating, coordinating, organizing and rewarding participants are important components in fostering innovation in organizations.



## TOPICS ADDRESSED THROUGH THE PROGRAMME



Value (economic, cultural or social) creation



Leadership training



Creativity & sustainable innovation



Fostering entrepreneurship in non-business sectors



Financial Management



Establishing your own start-up

## SPECIAL FOCUS ON

- Links to key competences
- Multidisciplinary approach
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on venture-creation approach
- Learning and teaching pedagogies with a focus on design thinking
- Partnerships and cross-sectoral cooperation

The MA employs a range of learning and teaching approaches that encourage students to design their own learning experience based on their needs, in order to create social impact. To this end, students are taught through business case studies – presented by entrepreneurs – how they will achieve strategic innovation management that will have an impact on creating social innovation. In specific, the Module “Venture Creation and Business Planning” provides students the knowledge and tools – among other through a business planning simulation software (business game) – to identify, evaluate, develop and exploit business opportunities related to social innovation.

In addition, the MA program promotes an interdisciplinary approach in conjunction with design thinking for achieving social innovation. The aim is for students to understand the role of service in value creation by focusing on a systematic and collaborative process (design thinking) in problem solving and value creation. In that sense, the aspect of sustainability for creating value with positive impact on the environment and public health constitutes a parameter of high importance for the future business planning.



Find out more!



Co-funded by  
the European Union



Cyprus



[c4e.org.cy](http://c4e.org.cy)



[resetcy.com](http://resetcy.com)

# CASE STUDY NO1 BUSINESS MANAGEMENT PROGRAM

## AT A GLANCE

### Title of the training programme

- Business Management Program

### University

- American University of Cyprus

### Type of training programme

- Undergraduate Program (Bachelors)



Cyprus



students that seek to expand their business management and entrepreneurship education and skills.

**Keywords:** entrepreneurship, business, change management, leadership, decision-making



## DESCRIPTION

The four-year Business Management program in all of its related fields seeks to prepare the students for the real-world challenges at national and international levels through a very challenging and rigorous curriculum with 240 ECTS.

## LEARNING OUTCOMES

Upon successful completion of the BA, students will be able to:

- Acquire knowledge in the business management discipline.
- Become critical thinkers and problem solvers using quantitative and qualitative techniques.
- Write reports, analyze graphs, and think 3D with style and structure.
- Develop verbal and written communication skills.
- Respect ethical issues in business and decision-making processes
- Excel in teamwork and become culturally sensitive.



# STRUCTURE

The Master program is structured within eight academic semesters. The courses are delivered mainly through lecture-based teaching, complemented by study visits, competitions, collaboration schemes with business representatives acting as mentors, etc. Here follows an indicative presentation of some of the modules.

## Semester 1

- Business software (6 ECTS)
- Principles of Microeconomics (6 ECTS)
- English Composition Writing (6 ECTS)
- Finite Math with Applied Calculus (6 ECTS)
- Business Software (6 ECTS)

## Semester 2

- Accounting II (6 ECTS)
- Computer Fundamentals (6 ECTS)
- Principles of Macroeconomics (6 ECTS)
- Business Statistics I (6 ECTS)
- Introduction to Management (6 ECTS)

## Semester 3

- Managerial Accounting (6 ECTS)
- Business Statistics II (6 ECTS)
- Academic Writing Skills (6 ECTS)
- Introduction to Marketing (6 ECTS)
- Business Communication Skills I (6 ECTS)

## Semester 4

- Business Ethics and CSR (6 ECTS)
- Business Law (6 ECTS)
- Business Communication Skills II (6 ECTS)
- General Education-Psychology (6 ECTS)
- General Education- Sociology (6 ECTS)

## Semester 5

- International Business (6 ECTS)
- Performance Management (6 ECTS)
- Organizational Behavior (6 ECTS)
- Quality Assurance Management (6 ECTS)
- Globalization (6 ECTS)

## Semester 6

- Managerial Finance (6 ECTS)
- Business Research (6 ECTS)
- Leadership and Motivation (6 ECTS)
- Knowledge Management (6 ECTS)
- Human Resource Management (6 ECTS)

## Semester 7

- Quantitative Methods Techniques (6 ECTS)
- Operations Management (6 ECTS)
- Analytical Decision Making (6 ECTS)
- Management of Innovation and Technology (6 ECTS)
- Change Management (6 ECTS)

## Semester 8

- Strategic Management and Policy (6 ECTS)
- International Financial Management (6 ECTS)
- Supply Chain Management (6 ECTS)
- Marketing Strategies and Social Responsibilities (6 ECTS)
- Seniors Project in Business (6 ECTS)



## TOPICS ADDRESSED THROUGH THE PROGRAMME



Establishing your own start-up



Leadership training



Creativity & innovation



Entrepreneurship and cultural diversity



Financial Management



Marketing training

## SPECIAL FOCUS ON

- Multidisciplinary approach
- Links between formal/non-formal Learning
- Links to key competences
- Educator training and professional development
- A lifelong learning perspective
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on venture-creation approach
- Learning and teaching pedagogies with a focus on design thinking

This 4-year undergraduate program from American University of Cyprus the opportunity to HEIs students to explore the needs of the business sector in general by collaborating with business owners, employees, or representatives of the business sector. Also, HEI students will have the opportunity to different job shadowing opportunities, internships and placements. It is also important to highlighted that different external stakeholders are also involved in the delivery of the of the program. In addition, entrepreneurship education will be taught using the value co-creation processes. Some entrepreneurship education modules of this program include leadership and motivation, change management, and management of innovation and technology.



Find out more!



Co-funded by  
the European Union

# CASE STUDY NO2 MA REAL ESTATE MANAGEMENT

## AT A GLANCE

### Title of the training programme

- MA Real Estate Management

### University

- American University of Cyprus

### Type of training programme

- Master Programme (1 year)



Cyprus



Graduates from Business departments that want to excel their entrepreneurship skills and knowledge in the field of real estate

**Keywords:** Entrepreneurship, real-estate, marketing, corporate social responsibility



## DESCRIPTION

This twelve-month program in Real Estate Development has been designed to develop students' abilities to initiate and undertake qualitative and quantitative analysis and research in the areas of Real Estate policy, planning and operational management.

The overall objectives are to provide students with different entrepreneurship skills and a stimulating academic environment within which to study Real Estate issues, to ensure students are aware of current policy and planning issues, and to prepare them for a wide range of potential employment within the Real Estate sector by developing relevant transferable skills.

## LEARNING OUTCOMES

Upon successful completion of the MA students will be able to:

- Understand the organization, political, technological, financial, legal and commercial factors which influence the roles and relationships between real estate organizations in both public and private sectors.
- Break-down and evaluate complex valuation problems, identify the relationship between the constituent parts, and effectively communicate the outcome.
- Utilize valuation and property management skills, techniques, and systems to successfully undertake the procurement and financial management of property development within the constraints of the external environment.

# STRUCTURE

The Master program is structured within eight academic semesters. The courses are delivered mainly through lecture-based teaching, complemented by study visits, competitions, collaboration schemes with business representatives acting as mentors, etc. Here follows an indicative presentation of some of the modules.

## Trimester 1

- Real estate law (6 ECTS)
- Real estate valuation & feasibility analysis (6 ECTS)
- Financial accounting for managerial decisions (6 ECTS)
- The management of real estate organizations (6 ECTS)

## Trimester 2

- Advanced real estate investment and analysis
- Real estate information technology
- Urban and regional economics
- Real estate marketing

## Trimester 3

- International housing comparisons
- Corporate social responsibility and business ethics
- Real estate entrepreneurship
- Elective

## Trimester 4

- Workshop on real estate opportunities in Cyprus and Abroad
- Applied graduation project
- Elective



# TOPICS ADDRESSED THROUGH THE PROGRAMME



Establishing your own start-up



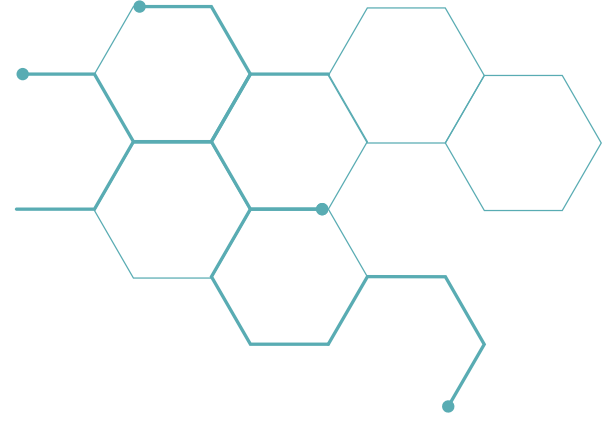
Leadership training



Creativity & innovation



Entrepreneurship and cultural diversity



## SPECIAL FOCUS ON

- Multidisciplinary approach
- Partnerships and cross-sectoral cooperation
- Links between formal/non-formal Learning
- Links to key competences
- Educator training and professional development
- A lifelong learning perspective
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Collaboration/ Link with the business sector

In this Real Estate Management MSc program students will be able to apply their entrepreneurial knowledge and skills in order to create value in their discipline and field. Different external stakeholder will also be involved in the delivery of the program which this will give the change to students to see different ideas, improve their real estate entrepreneurship skills and network. Moreover, this mean that the American University Cyprus brings students in contact with stakeholders and representatives of the business sector to create value for others. Students will have the chance to explore the needs the real estate business sector by collaborating with business owners, employees, or representatives of the business sector. This course also has modules that aim to improve entrepreneurship education and skills using the value-co creation process. For example, those modules are real estate opportunities in Cyprus and aboard, real estate entrepreneurship, real estate information technology and real estate marketing.



Find out more!



Co-funded by  
the European Union



# CASE STUDY NO3 THE STUDENT INNOVATORS COMPETITION - SINN

## AT A GLANCE

### Title of the training programme

- The Student Innovators Competition - SINN

### University

- Center for Entrepreneurship-C4E and the Department of Business and Public Administration of the University of Cyprus

### Type of training programme

- Annual competition



Cyprus



Students who attend courses on Entrepreneurship and other students who wish to present their projects.

**Keywords:** Entrepreneurship, Innovation, Competition, pitching, social impact



## DESCRIPTION

Student Innovators (SINN) is the University of Cyprus student competition featuring early stage business ideas! Student teams are invited to present creative ideas and solutions for challenging problems with impact to the economy and/or society in a 5-minute "pitch" to a panel of judges and the audience. It brings together "multi-departmental" teams with early stage business ideas with innovation potential and/or creative twist.

## LEARNING OUTCOMES

Upon successful completion of this competition, students will be able to:

- work effectively within a team
- ideate on business ideas
- use the Business Model Canvas
- create a business plan
- develop a Problem Statement and Proposed solution
- practice their communication and presentation skills

## STRUCTURE

The Student Innovators Competition serves as a platform for students from diverse fields of innovation, entrepreneurship, and creativity to showcase their innovative ideas and solutions to complex challenges that have a significant impact on the economy and/or society. Each participating team is given a 5-minute "pitch" to present their projects before a panel of judges and a live audience.

The competition is an important public forum that fosters creativity and innovation among students, and provides a space for them to showcase the results of their team projects. The event is carefully curated by the SINN Evaluation Committee, which is composed of members from the Entrepreneurship Council of the University of Cyprus. This council is composed of experienced academics and seasoned professionals from the Cyprus ecosystem.

The University of Cyprus considers the Student Innovators Competition as a vital component of their efforts to provide students with opportunities that enhance their employability and enterprise abilities. The competition is one of the many initiatives that aim to cultivate a culture of innovation and entrepreneurship among graduates, thereby facilitating a continuous stream of qualified and skilled individuals into the workforce.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Value (economic, cultural or social) creation



Leadership training



Creativity & sustainable innovation



Fostering entrepreneurship in non-business sectors



Establishing your own start-up



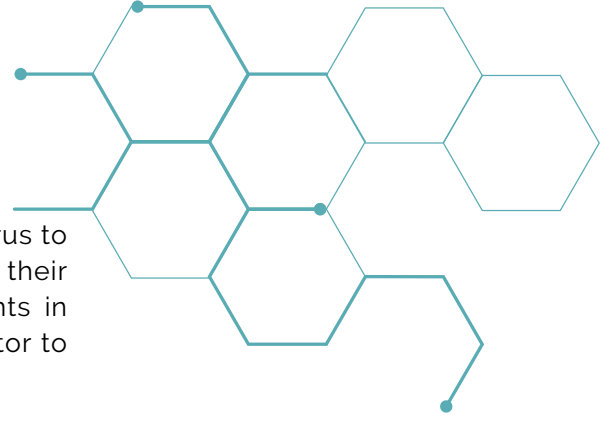
Entrepreneurship and cultural diversity



Marketing training

## SPECIAL FOCUS ON

- Multidisciplinary approach
- Partnerships and cross-sectoral cooperation
- Links between formal/non-formal Learning
- A lifelong learning perspective
- Learning and teaching pedagogies with a focus on venture-creation approach
- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on design thinking
- Collaboration/ Link with the business sector



The competition is a part of broader effort of the University of Cyprus to train a steady stream of graduates with activities that increase their employability and enterprise ability. The university brings students in contact with stakeholders and representatives of the business sector to create value for others.

In addition, the university's commitment to connecting students with stakeholders and representatives of the business sector to create value for others aligns seamlessly with specific elements of the CyEC 2023 competition. Through CyEC's multidisciplinary network of mentors and partners, participants gain invaluable access to experienced professionals who are deeply embedded in the business ecosystem. This connection facilitates knowledge-sharing, fosters collaboration, and enhances the potential for participants to create substantial market value or drive impactful social change through their entrepreneurial ventures. By bridging the gap between academia and industry, CyEC empowers students to transform their ideas into viable startup ventures, generating value not only for themselves but also for the wider community and economy.

During the implementation of the SINN, students explore the needs of the business sector by collaborating with business owners, employees, or representatives of the business sector. External stakeholders are involved in the delivery of the of the SINN competition. The Entrepreneurship Council is comprised by academics with entrepreneurial background and prominent professionals from the Cyprus ecosystem.connect these aspects with specific elements of this competition



Find out more!



Co-funded by  
the European Union



# CASE STUDY NO4 CYPRUS ENTREPRENEURSHIP COMPETITION – CYEC

## AT A GLANCE

### Title of the training programme

- Cyprus Entrepreneurship Competition – CyEC

### University

- Centre for Entrepreneurship (C4E) University of Cyprus  
With the support of the Ministry of Energy Commerce and Industry

### Type of training programme

- A national competition with an intensive 2-month acceleration program.



Cyprus



Students interested in developing business ideas.

**Keywords:** Entrepreneurship, business idea, competition, mentoring, workshops.



## DESCRIPTION

The Cyprus Entrepreneurship Competition (CyEC) is an exclusive business plan competition that caters to early-stage entrepreneurs looking to revolutionize their ideas into successful ventures. The event comprises a series of workshops, mentoring sessions, and networking events carefully crafted by local and international partners, allowing participants to improve their skills and extend their network.

The CyEC employs a rigorous and comprehensive acceleration program, which successful applicants undergo with no equity exchange. Each team is assigned mentor(s) who provide unwavering guidance throughout the competition. After the acceleration program, teams must submit a well-crafted business plan for their project.

All participants in the CyEC are provided with essential resources such as relevant literature, tools, and mentorship throughout the competition. This ensures that every team receives adequate guidance and support in all stages of the competition.

## LEARNING OUTCOMES

By the end of the acceleration program, participants will be able to:

- Identify and develop a business opportunity. Transform their business ideas into comprehensive and effective business models. Using by contemporary approaches and tools—e.g. Business Model Canvas, Design Thinking, Lean Startup.

- Establish a Business: A high-level introduction to basic accounting principles that would allow the participants to understand key financial reports and how to best use them to monitor the performance of their business. How you can set-up your own entity: Key legal considerations of a Cyprus registered company, an overview of a company's tax and VAT obligations.
- Get to Market: gaining traction, funding and product-market fit, financial and non-financial methods of start-up valuation.
- Test product-market fit: Validate market demand, acquisition costs and initial customer appeal using surveys, online marketing and prototyping.
- Find the right marketing approach. Understanding the fundamental do's and don'ts for evaluating marketing approaches based on a startup's product and its financial setup. Understanding the target audience and evaluating which channels to best engage with them. Creating a marketing roadmap and learning how to deal with possible red flags.
- Develop a business plan: all teams are requested to submit their business plan drafts to be reviewed by the CyEC appointed consultant with feedback.
- Develop skills for pitching, effective techniques for translating your ideas into a compelling, authentic pitch and defending Business Plans.



## STRUCTURE

The Cyprus Entrepreneurship Competition (CyEC) is organized in collaboration with distinguished organizations and professionals from the Cypriot and global business and research ecosystem that are committed to supporting entrepreneurship initiatives in today's innovation-driven economy. The competition is designed to foster the growth of innovative ventures with the support of a multidisciplinary network of Mentors and Partners, aimed at turning these ventures into viable businesses with a global orientation.

The competition is seeking ambitious teams that are agile and adaptive in their pursuit of finding the best problem-solution and product-market fit, with a focus on rapid development of their ideas. Following an initial selection process, the chosen teams will participate in a business acceleration program designed to advance business ideas and develop competitive business plans to prepare for market entry. At the end of the program, teams will submit a well-developed business plan to the CyEC Panel of Judges.

With a broad network of distinguished professionals in their respective domains, the CyEC provides targeted advice and solutions to exclusively support the development of each business plan. The Mentors framework, as part of the acceleration program, aims to achieve a positive impact on the development of the business ideas by sharing knowledge, expertise, and constructively challenging the team. The CyEC, therefore, provides a platform for aspiring entrepreneurs to turn their ideas into successful businesses, with the support of experienced professionals from diverse backgrounds.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Value (economic, cultural or social) creation



Leadership training



Creativity & sustainable innovation



Fostering entrepreneurship in non-business sectors



Establishing your own start-up



Business growth mindset



Marketing training

## SPECIAL FOCUS ON

- Links to key competences
- Partnerships with cross-sectoral cooperation
- Links to key competences
- Educator training and professional development
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on venture-creation approach
- Learning and teaching pedagogies with a focus on design thinking
- Collaboration with the business sector



Find out more!



Co-funded by  
the European Union



**BÜYÜK ORTADOĞU**  
**SAĞLIK VE EĞİTİM VAKFI**



Turkey



[bosev.org](http://bosev.org)

# CASE STUDY NO1 ENTREPRENEURSHIP EDUCATION

## AT A GLANCE

### Title of the training programme

- Entrepreneurship Education

### University

- All departments in Karabük University

### Type of training programme

- Bachelor Programme (optional module)



## DESCRIPTION

The main purpose of the entrepreneurship lesson is to prepare students for entrepreneurship mentally, and emotionally, and to encourage entrepreneurship. Apart from this main purpose, other purposes are aimed at helping our students to run their own business.

Starting from finding a business idea, which is the basic element that will enable them to establish a business, to prepare a business plan, to teach the ways of accessing financial resources and to teach what to do during the establishment of the business.

## LEARNING OUTCOMES

Upon successful completion of the module, students will be able to:

- Understand the emergence of the entrepreneur and the methods of success of the entrepreneur in business life
- Understand the importance of entrepreneurship
- Spot business ideas
- Develop entrepreneurial mindset
- Work on real or simulated business projects, business plan development, or social entrepreneurship initiatives.
- Access resources such as incubators, accelerators, funding opportunities, and relevant entrepreneurial networks.



Turkey



Bachelor students

degree

**Keywords:** Entrepreneurship Education, cross-disciplinarity, business idea, creativity

## STRUCTURE

The structure of this module includes both theoretical concepts and hands-on learning experiences. More specifically, it encompasses the following activities:

- **Theoretical presentations/ Lectures:** They cover key theoretical concepts and frameworks related to entrepreneurship; Explore topics such as opportunity recognition, market analysis, business model canvas, customer validation, competitive analysis, and financial planning.
- **Capacity-Building Workshops:** They conduct interactive workshops to develop practical skills required for entrepreneurship; Offer sessions on idea generation, creativity and innovation, problem-solving, negotiation, communication, leadership, and team building; Include sessions on pitching, presentation skills, and effective networking.
- **Case Studies and Guest Speakers:** They analyze real-world case studies of successful entrepreneurs and their ventures; Invite guest speakers, including experienced entrepreneurs, investors, and industry professionals, to share their stories and insights.
- **Practical Application:** The module facilitates hands-on experiences to apply entrepreneurial concepts and skills; Encourages participants to work on real or simulated business projects, business plan development, or social entrepreneurship initiatives; Provides mentoring and feedback to guide participants through the implementation process.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Financial Management



Business growth mindset



Creativity & sustainable innovation



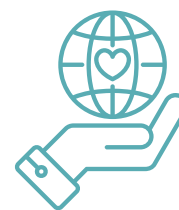
Fostering entrepreneurship in non-business sectors



Marketing training



Leadership training

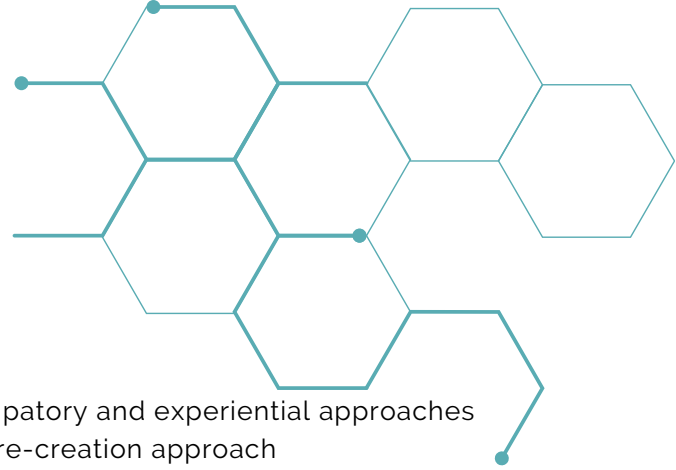


Opportunity identification for creating economic, cultural or social value



## SPECIAL FOCUS ON

- Links to key competences
- Links between formal/non-formal Learning
- Multidisciplinary approach
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on venture-creation approach
- Collaboration with the business sector



The lesson involves a combination of experiential learning, collaborative design, and real-world engagement to create meaningful learning experiences with a social impact. It has break down the different aspects and how they contribute to this approach:

- **Experiential Learning** emphasizes learning through firsthand experiences, rather than solely relying on traditional classroom instruction. Students are actively engaged in activities that allow them to apply theoretical knowledge to real-world situations. Work cases and work-based learning are important components of experiential learning.
- **Work cases** involve presenting students with real or simulated challenges or problems that they need to solve. The cases are often based on actual workplace situations and require students to analyze, strategize, and propose solutions. By working on these cases, students develop critical thinking, problem-solving, and decision-making skills, while gaining insights into the practical application of their knowledge.
- **Work-based learning** refers to the integration of academic learning with practical work experience. It involves students spending a significant portion of their academic program in a professional work environment, such as internships, apprenticeships, or cooperative education placements. Through these experiences, students can apply their classroom learning to real-world scenarios, develop workplace skills, and gain industry-specific knowledge. It works in this way esp. in the applied sciences
- **Collaborative Design approach** make it possible for educators and students work together to co-create the learning experiences. Instead of a traditional top-down instructional model, educators act as facilitators, guiding and supporting students as they take an active role in designing their own learning journeys. It is possible to foster a sense of ownership and autonomy, allowing students to tailor their education to their interests and goals.
- **Guest lectures** play a crucial role in enriching the learning experience by bringing in experts and professionals from relevant fields. Somestimes as speakers, sometimes as participants of the career days, they share their knowledge, experiences, and insights with students, providing real-world perspectives and bridging the gap between theory and practice. Guest lectures offer diverse perspectives, networking opportunities, and exposure to different industries, enhancing students' understanding and inspiring them to create value.
- **Company visits** provide students with the opportunity to observe and interact with organizations, understanding their operations, culture, and social impact. Students can see how theoretical concepts are applied in practice, explore different career paths, and learn about the social and environmental responsibilities of businesses. The visits can also facilitate networking and potential future collaborations.

By incorporating these elements into the learning and teaching approach, educators can foster an environment where students actively engage in problem-solving, critical thinking, and collaboration. This approach prepares students to make a positive social impact by applying their knowledge and skills in the real world.



Find out more!



Co-funded by  
the European Union

# CASE STUDY NO2 ENTREPRENEURSHIP IN THE INFORMATION AGE



## AT A GLANCE

### Title of the training programme

- Entrepreneurship in the Information Age

### University

- All departments in Gazi University

### Type of training programme

- Bachelor Programme

## DESCRIPTION

The "Entrepreneurship in the Information Age" module sets the conceptual foundations of entrepreneurship, by addressing a variety of topics, including entrepreneurial functions, financial management, franchising, business transfer, business plan. It is addressed to students of different disciplines delivered through the Gazi University. Except for equipping students with theoretical knowledge on entrepreneurship, the module aims to cultivate an entrepreneurial mindset through experiential learning activities that bring students together with representatives of the business and industry sector.

## LEARNING OUTCOMES

Upon successful completion of the module, students will be able to:

- Define the concepts related to entrepreneurship.
- Explain how a business can be set up and how the business plan is prepared.
- Explain marketing and finance applications in small and medium-sized businesses.
- Define the entrepreneurial processes especially in the informatics and technology sectors.
- Know government support for IT sectors



Turkey



Bachelor degree  
students

**Keywords:** Entrepreneurial functions, franchising, business transfer, business plan



## STRUCTURE

The structure of this module includes both theoretical concepts and hands-on learning experiences. More specifically, it encompasses the following activities:

- **Introductory Sessions on Entrepreneurship:** The module offers an orientation to familiarize participants with the program's objectives, expectations, and resources available.; and an introduction to entrepreneurship as a field of study, its importance, and its impact on society and the economy.
- **Practical Skills Development:** including workshops, seminars, and practical exercises to develop essential entrepreneurial skills; Training on idea generation, feasibility analysis, prototyping, market research, financial planning, and marketing strategies.
- **Entrepreneurial Mindset Cultivation:** Fostering an entrepreneurial mindset by promoting creativity, innovation, resilience, and adaptability; Encouraging participants to embrace risk-taking, learn from failures, think critically, and develop a growth mindset; Activities to enhance self-confidence, problem-solving abilities, and leadership skills.
- **Experiential Learning:** Offering opportunities for participants to apply their knowledge and skills in practical settings; Engaging in real or simulated entrepreneurial projects, startup simulations, or business plan competitions; Facilitating internships, industry collaborations, or mentorship programs to gain hands-on experience.
- **Evaluation and Assessment:** Regular assessments and evaluations to measure participants' progress, understanding, and skill development; Assignments, presentations, business plan submissions, or exams to evaluate learning outcomes.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Financial Management



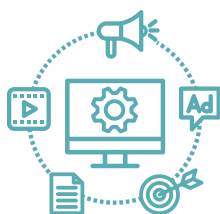
Business growth mindset



Creativity & sustainable innovation



Fostering entrepreneurship in non-business sectors



Marketing training



Leadership training



Opportunity identification for creating economic, cultural or social value

## SPECIAL FOCUS ON



- Links to key competences
  - A lifelong learning perspective
  - Multidisciplinary approach
  - Learning and teaching pedagogies with a focus on participatory and experiential approaches
  - Learning and teaching pedagogies with a focus on venture-creation approach
  - Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
  - Collaboration with the business sector
- 
- **Defining Entrepreneurship Concepts** starts by providing a comprehensive understanding of entrepreneurship, including its definition, characteristics, and key concepts. Students explore various entrepreneurial mindsets, traits, and skills necessary for success. Additionally, they learn about the different types of entrepreneurship, such as social entrepreneurship, tech entrepreneurship, and innovation-driven entrepreneurship.
  - **Business Setup and Business Plan** Preparation guides students through the process of setting up a business, covering the essential steps, legal requirements, and necessary documentation. Students learn about market analysis, competitive analysis, and feasibility studies to evaluate business opportunities. Furthermore, they gain skills in developing a business plan, including sections on marketing, finance, operations, and human resources.
  - **Marketing and Finance Applications in SMEs** delve into marketing and finance strategies specifically tailored for small and medium-sized businesses (SMEs). Students learn about market research techniques, customer segmentation, product positioning, branding, and promotion strategies that are effective for SMEs. In terms of finance, students explore topics like financial forecasting, budgeting, investment analysis, and funding options relevant to SMEs.
  - **Entrepreneurial Processes in Informatics and Technology Sectors** focus on the informatics and technology sectors, the program emphasize the unique aspects of entrepreneurship in these domains. They gain insights into technological innovation, intellectual property rights, market trends, and emerging technologies. They also learn about agile project management, lean startup methodologies, and technology commercialization processes.
  - **Government Support for IT Sectors** provides understanding the importance of government support for the IT sector, the program educate students about the various forms of government assistance available to entrepreneurs and technology-based businesses. The program include information about grants, subsidies, tax incentives, and other support programs specifically designed to foster growth and innovation in the IT sector. Students also learn how to navigate the process of accessing and leveraging these government resources.

Gazi University equip students with a comprehensive understanding of entrepreneurship, business setup, marketing, finance, and technology-specific entrepreneurial processes. The program also emphasize the importance of government support in the IT sector, ensuring students are aware of the resources available to them as they embark on their entrepreneurial journeys.



Find out more!



Co-funded by  
the European Union

# CASE STUDY NO3 EXAMPLES OF SUCCESS IN ENTREPRENEURSHIP AND INNOVATION



## AT A GLANCE

### Title of the training programme

- Examples of Success in Entrepreneurship and Innovation

### University

- Social Sciences Institute- Department of Economics- Non-Thesis Curriculum in Anadolu University

### Type of training programme

- Master Programme

## DESCRIPTION

The curriculum, which aims to examine the relationship between innovation and entrepreneurship. In detail, this training programme aims to provide efficient discussion and information flow about the stages and concepts of entrepreneurship, approaches to entrepreneurship from different perspectives, models and different types of entrepreneurship. Finally, the "Examples of success in entrepreneurship and innovation" programme is addressed to post-graduate students, who want to gain entrepreneurial knowledge in the field of Social Sciences.

## LEARNING OUTCOMES

Upon successful completion of this programme, students will be able to:

- Develop knowledge about entrepreneurship and business establishment activities
- Use the experience gained as a result of entrepreneurship examples in the field of business
- Gain the ability to think creatively
- Develop entrepreneurial thinking skills
- Develop adaptability and resilience in the entrepreneurial sector.



Turkey



Master's Degree students who want to improve their entrepreneurial skills and knowledge in Social Sciences.

**Keywords:** Entrepreneurship, innovation, creativity, mindset

## STRUCTURE

The program and its main elements are as follows;

- Theoretical presentation of the foundations for Entrepreneurship Education
- Hands-on experiences of innovation applied in the entrepreneurship sector
- Networking and Connection with the business industry through experiential learning activities and guest lectures
- Evaluation schemes, including formal assessment and structured feedback schemes
- Good practices examples of successful entrepreneurship initiatives and application of innovation and creativity in entrepreneurial ventures

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Value (economic, cultural or social) creation



Leadership training



Creativity & sustainable innovation



Fostering entrepreneurship in non-business sectors

---

## SPECIAL FOCUS ON

- Links to key competences
- Multidisciplinary approach
- A lifelong learning perspective
- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on venture-creation approach
- Learning and teaching pedagogies with a focus on design thinking
- Partnerships and cross-sectoral cooperation

The program and its main elements are as follows;

**Knowledge about Entrepreneurship and Business Establishment** Activities provide students with a solid foundation of knowledge about entrepreneurship and the activities involved in establishing a business. It includes topics such as identifying business opportunities, market analysis, business planning, financial management, marketing strategies, legal considerations, and risk assessment. Students gain a comprehensive understanding of the theoretical and practical aspects of starting and running a business.



### **Experience-Based Learning through Entrepreneurship Examples**

emphasizes experiential learning by drawing on real-world entrepreneurship examples. Students get the opportunity to study successful entrepreneurs and analyze their strategies, challenges, and lessons learned. This exposure to practical cases enable students to apply their knowledge, learn from real experiences, and develop a deeper understanding of the entrepreneurial process.

**Creative Thinking and Entrepreneurial Mindset Development** foster creative thinking skills among students, encouraging them to generate innovative ideas and solutions. Students engage in activities that stimulate creativity, such as brainstorming sessions, design thinking exercises, and problem-solving challenges. By developing a creative mindset, students are going to be better equipped to identify opportunities, think outside the box, and approach business challenges with fresh perspectives.

**Entrepreneurial Thinking Skills** focus on developing entrepreneurial thinking skills that are essential for success in a dynamic business environment. These skills include critical -thinking, strategic planning, opportunity recognition, resource optimization, risk management, and adaptability. Students learn to analyze complex situations, make informed decisions, and navigate uncertainties inherent in entrepreneurial endeavors.

By incorporating these elements into the Master's Degree program, Anadolu University empower students to not only acquire theoretical knowledge but also develop the practical skills, mindset, and attributes necessary for entrepreneurial success and personal growth.



Find out more!



Co-funded by  
the European Union

# CASE STUDY NO4 INTERNATIONAL ENTREPRENEURSHIP AND INNOVATION MANAGEMENT

## AT A GLANCE

### Title of the training programme

- International Entrepreneurship and Innovation Management

### University

- Istanbul Commerce University, Faculty of Communication

### Type of training programme

- Public Relations Master Program



## DESCRIPTION

International Entrepreneurship and Innovation Management Lesson aims to train successful entrepreneurs of the future who have a good command of innovation management, can use it effectively, analyze trends at micro and macro level.

## LEARNING OUTCOMES

Upon successful completion of the MA module, students will be able to:

- Use the public relations environment and tools effectively.
- Develop creative opinions and solutions about international and intercultural communication areas and problems.
- Use new information and communication technologies about public relations field.
- Develop sustainable projects for the community and the environment with the understanding of social responsibility.
- Develop practices that involves the strategic public relations management process that includes the stages of research, planning, practice and evaluation
- Associate the theoretic and practical knowledge of the discipline of public relations with other disciplines like marketing, management, psychology and sociology.



Turkey



Master's Degree students who has a intention to go on their career in International Entrepreneurship and Innovation Management

**Keywords:** Entrepreneurship, public sector, social responsibility, public relations management



## STRUCTURE

The structure of this module includes both theoretical concepts and practical application of the knowledge acquired. More specifically, it encompasses the following activities:

- **Introduction to International Entrepreneurship:** Overview of the importance and characteristics of international entrepreneurship; Discussion of the challenges and opportunities in the global business environment; Exploration of the role of innovation in international entrepreneurship.
- **International Business Planning and Strategy:** Development of business plans specifically tailored to international markets; Consideration of market entry modes, competitive analysis, and strategic positioning; Evaluation of international business models and expansion strategies.
- **Cross-Cultural Communication and Negotiation:** Understanding the role of culture in international entrepreneurship and innovation management; Techniques for effective cross-cultural communication, negotiation, and relationship-building; Insights into managing diverse international teams and partnerships.
- **Innovation and Technology Transfer:** Exploration of innovation management practices in the global context; Examination of technology transfer and intellectual property rights in international settings; Strategies for fostering innovation and managing technology in cross-border ventures.
- **Group Projects and Presentations:** Collaborative group projects focusing on developing international business plans or solving real-world challenges; Presentation of project findings, recommendations, and insights to the class; Peer feedback and constructive critique to enhance learning and presentation skills.
- **Evaluation and Assessment:** Regular assessments and evaluations to measure participants' progress, understanding, and skill development; Assignments, presentations, business plan submissions, or exams to evaluate learning outcomes.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Financial Management



Business growth mindset



Creativity & sustainable innovation



Fostering entrepreneurship in non-business sectors



Marketing training



Leadership training



Opportunity identification for creating economic, cultural or social value

## SPECIAL FOCUS ON

- Links to key competences
- A lifelong learning perspective
- Multidisciplinary approach
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on venture-creation approach
- Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
- Collaboration with the business sector



**Public Relations Foundations** provide a solid foundation in public relations theory, principles, and practices. Students learn about strategic communication, reputation management, stakeholder engagement, and crisis communication. This knowledge forms the basis for effective entrepreneurial communication and innovation management.

**International Entrepreneurship** focuses on the global aspects of entrepreneurship, equipping students with the knowledge and skills needed to navigate international markets. Topics covered include international business environments, cross-cultural communication, global marketing, international finance, and legal considerations for international entrepreneurship.

**Innovation Management** gives opportunity to explore the principles and practices of innovation management, including techniques for idea generation, product development, and innovation implementation. They learn about innovation strategies, technological advancements, market disruption, and managing innovation within organizations. This knowledge enables students to foster and manage innovation in entrepreneurial ventures.

**Entrepreneurial Mindset and Creativity** foster an entrepreneurial mindset among students, encouraging them to think creatively, identify opportunities, and embrace innovation. Students engage in activities that promote creativity, critical thinking, problem-solving, and adaptive thinking. They learn to recognize and capitalize on entrepreneurial opportunities while navigating uncertainties and challenges.

**Case Studies and Practical Projects** incorporate case studies and practical projects that allow students to apply their knowledge and skills in real-world scenarios. These projects involve developing business plans, conducting market research, creating communication campaigns, or implementing innovation strategies. By working on these projects, students gain hands-on experience and learn to address practical challenges faced by entrepreneurs.

**International Perspective and Networking Opportunities** provide students with opportunities for international exposure and networking. Additionally, the program involves guest lectures from international entrepreneurs, participation in global entrepreneurship events or competitions, study abroad programs, or collaborations with international organizations. These experiences broaden students' perspectives and provide valuable connections in the international entrepreneurial ecosystem.



Find out more!



Co-funded by  
the European Union



EU level



[uom.gr](http://uom.gr)

# CASE STUDY NO1 INFUSSE: DIGITAL ENTREPRENEURIAL SKILLS FOR UNIVERSITY EDUCATION



## AT A GLANCE

### Title of the EU Programme

- INFUSSE: digital eNtrepreneurial Skills For UniverSity Education

### Type of EU-funded programme

- Key Action 2020: 2021-1-EL01-KA220-HED-000032028



EU level



Partnership

1. University of Macedonia (Greece)
2. Universitatea de Medicina, Farmacie, Stiinte si Tehnologie George Emil Palade din Tirgu Mures (Romania)
3. UNIWERSYTET EKONOMICZNY W KRAKOWIE (Poland)
4. KiNNO Consultants Ltd (Greece)
5. Iceberg Plus SRL (Romania)
6. CreateHub (Poland)

## MAIN GOAL & OBJECTIVES

The main goal of INFUSSE is to support the digital entrepreneurship education uptake in HEIs, through an innovative learning methodology based on competency-based logic and emphasizing authentic learning situations.

The project consists of 6 partners from 3 partner countries.

INFUSSE will analyze the landscape of Digital Entrepreneurship Education, Training and Incubation Programmes in order to develop a successful evidence-based 100% Virtual Learning programme on "Digital Entrepreneurship", compiled by two core modules: a fully Digital Training and a "Virtual Incubation" Programme that will address digital transformation through development of digital readiness, resilience and capacity, promote interconnected HE systems, stimulate innovative learning and teaching practices and support digital capabilities of the HE sector.

### Specific objectives

- to build digitally-competent and confident educators (tutors, PhD students, personnel of university incubators, staff of HEIs' career development services etc.)
- to set up and run the INFUSSE Digital Entrepreneurship "Virtual Incubation Program" as facilitators coaches and mentors for the participants (students & graduates).
- to develop a Virtual Incubation programme, setting up the specific requirements.

## STRUCTURE

Three pilot train-the-trainers programmes will be developed, one in each HEI partner area involved (Greece, Romania, Poland) with the support of their innovation support counterparts. From the practice and the study, the strategy of launching a Train-the-Trainers' Pilot Session is mandatory to link the PR2 outcome with practical skills, especially to reach the following objectives:

1. to mobilize the cross-curricular competencies of educators (digital, educational and thematic: incubating digital entrepreneurship ideas)
2. to review the feedback of the pilot session for educators (based on PR5 methodology) and fine-tune activities, tools and methods undertaken, validate the training programme and discuss both the deployment activities in HEIs across Europe as well as start drawing the necessary policy recommendations
3. to train a key team of educators to support the programme piloting to learners
4. to integrate the initiatives of a wider range of actors around their topic of interest.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Business growth mindset



Leadership training



Creativity & sustainable innovation



Establishing your own start-up

## SPECIAL FOCUS ON

- Links to key competences
- Multidisciplinary approach
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on venture-creation approach
- Collaboration with the business sector

INFUSSE provides essential coaching and mentoring services to help aspiring digital young entrepreneurs navigate the uncertain times as formed after the covid-19 aftermath and make them feel part of their community. It leverages new tools for online support services and business opportunities, making business models resilient, and enhancing the capacities of both educators and students. INFUSSE consortium will deploy an innovative pedagogical methodology including co-creation and collaboration with the business industry, designed to support both Educators and Learners to develop digital and entrepreneurial competencies in three competence areas, as suggested by DigComp 2.0 and EntreComp EU Frameworks: Ideas & Opportunities, Resources, and Into Action.



Find out more!



Co-funded by  
the European Union

## CASE STUDY NO2 ENTREPRENEURIAL WOMEN IN ICT - ENHANCING SKILLS TO BRIDGE DIGITAL DIVIDE



### AT A GLANCE

#### Title of the EU Programme

- INFUSSE: digital eNtrepreneurial Skills For UniverSity Education

#### Type of EU-funded programme

- Key Action 226: Partnerships for Digital Education Readiness: 2020-1-PT01-KA226-VET-094680

### MAIN GOAL & OBJECTIVES

The Entrepreneurial Women In ICT - Enhancing Skills to Bridge Digital Divide project aims to minimize the gap between men and women regarding ICT and entrepreneurial competences and opportunities[Sf1]. The target group of the project is mainly women (VET learners) with or without ICT and entrepreneurial skills that want to (re)gain competences in these areas. The beneficiaries will go beyond the target group itself and will include the enterprises, educators, researchers, labour market, VET providers, and the civil society.



EU level



Partnership

#### Specific objectives

E-Women In ICT project will use formal and non-formal methodologies, in order to develop various intellectual outputs and related activities (such as a blended mobility of vet women learners) to attain the major project aims:

- to increase the knowledge on women labour conditions/opportunities in ICT and entrepreneurship,
- to develop innovative materials to assist educators,
- to enhance the ICT and entrepreneurial skills of women,
- to increase awareness of the gender digital and labour gaps,
- to influence policy makers in order to bridge the digital divide between genders.

1. Centre d'Estudis Politècnics S.L. Spain
2. COMUNITAT ESPAI GIRONA SL Spain
3. FA-Magdeburg GmbH Germany
4. INSTITUTO POLITECNICO DE SANTAREM Portugal
5. University of Macedonia (UOM)



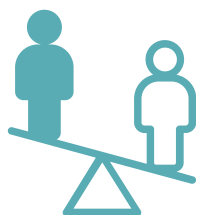
## STRUCTURE

1. A Research report regarding two topics
  - i) ICT and entrepreneurship access conditions for young women in each region and Country;
  - ii) report on good practices on methodology and didactics of ICT skills and entrepreneurship in each participant region and Country
1. An on-line educational toolbox that provides the ICT technical skills necessary to develop and implement a digital based business (MOOC)
2. An innovative online platform for delivering online courses
3. A Handbook that constitutes Pedagogical guidelines, Assessment, Validation and recognition tools to the course on ICT technical skills and entrepreneurship skills to start a digital based business
4. A pedagogical model on how to develop online (or b learning) courses;
5. A set of research studies, surveys and scientific papers regarding the research results of the Outputs, the LTTA activity and the project achievements;

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Establishing your own start-up



Gender gap



Digitalization



Business growth mindset

## SPECIAL FOCUS ON

- Links to key competences
- Partnerships and cross-sectoral cooperation
- Links between formal/non-formal Learning
- Learning and teaching pedagogies with a focus on venture-creation approach
- Collaboration with the business sector

VET women will have as a result an on-line educational toolbox that provides the ICT technical skills necessary to develop and implement a digital based business (MOOC), an innovative online platform for delivering online courses, a Handbook that constitutes Pedagogical guidelines, Assessment, Validation and recognition tools to the course on ICT technical skills and entrepreneurship skills to start a digital based business and other intangible results such as greater knowledge on the context of women in ICT and Entrepreneurship in different countries/regions in Europe, better understanding on the needs of women and what motivates them toward learning in these areas (using both formal and non-formal methodologies) etc.

The results have the purpose to solve the identified EU (and partnership) problem, by giving the VET women (as well as the educators and VET Providers) the tools, the competences and the awareness to improve their professional and social inclusion, and ultimately their life quality.



Find out more!



Co-funded by  
the European Union

## CASE STUDY NO3 B-LAND. PROMOTE AND STRENGTHEN BUSINESS DEVELOPMENT SKILLS IN RURAL COMMUNITIES

### AT A GLANCE

#### Title of the EU Programme

- B-LAND. Promote and Strengthen Business Development Skills in Rural Communities

#### Type of EU-funded programme

- Key Action 2020: Strategic Partnerships for vocational education and training; 2020-1-BG01-KA202-079089



EU level



Partnership

1. University of Forestry – Bulgaria
2. University of Thessaly – Greece
3. Valencia INNO HUB – Spain
4. Logica – Bulgaria
5. Biognosis – Greece
6. Danmar Computers – Poland
7. ARID - Poland



### MAIN GOAL & OBJECTIVES

The main aim of the B-LAND project has been to enhance the professional qualifications of VET teachers/trainers in entrepreneurship of low-skilled and/or low-qualified adult people from rural areas in four partner countries (Bulgaria, Spain, Greece, and Poland), and increase their pedagogical skills through the acquisition and implementation of innovative teaching methods with learner-centered approach.

#### Specific objectives

- To develop the capacity of adult trainers and teachers and VET supporting organizations in entrepreneurship
- To strengthen the competences of educational workers to support their target-groups (low-skilled adults from rural areas)
- To provide participants with skills that are necessary to succeed in teaching activities;
- To develop basic and transversal skills: enhance digital integration in learning and teaching through promoting access to and learning through Open Educational Resources (OERs)
- To support ICT-based teaching and ICT-based assessment practices.

## STRUCTURE

The partnership will develop an ICT tool in form of multilingual INSTANT ACCESS MOBILE CLASSROOM that will contain 7 short learning modules for innovative VET curricula that will address the most important topics on entrepreneurship education as business modeling, design thinking, business planning or use of ICT tools; and also will focus on pedagogical approach on how teachers can develop their skills of personalizing learning and making it more engaging and relevant to low-skilled adults from rural areas.

Thematic content of the 7 learning modules:

1. General Knowledge
2. Management of Micro SMEs
3. Legal Aspects
4. Financial Skills
5. Negotiations
6. Computer and Internet (including social media) Skills
7. Data Analysis and Research Skills

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Value (economic, cultural or social) creation



Financial Management



Establishing your own start-up



Digitalization

## SPECIAL FOCUS ON

- Links to key competences
- Links between formal/non-formal Learning
- Learning and teaching pedagogies with a focus on venture-creation approach
- Educator training and professional development
- Partnerships and cross-sectoral cooperation

B-LAND project approach will prove significant in ensuring people's enjoyment of motivation and engagement with learning enhancement of their skills. This innovative e-learning approach[Sf1] will be completed by BEST PRACTICES GUIDE, that will contain cases of experienced VET and Formal Education Teachers/Trainers, in order to guide educators on how to equip their students with knowledge and skills relevant for entrepreneurship and personal development. Educators will be educated in different topics such as business modeling, design thinking, business planning, use of ICT tools etc. Also, they will apply their entrepreneurial knowledge in order to support low-skilled adults from rural areas and provide participants with skills that are necessary to succeed in teaching activities.



Find out more!



Co-funded by  
the European Union

# CASE STUDY NO4 SE4CES



## AT A GLANCE

### Title of the EU Programme

- Social Economy 4Ces: Joining Social Economy Forces towards Community development, Connected societies, Co-creation of knowledge and Collaborative education practices

### Type of EU-funded programme

- Cooperation for innovation and the exchange of good practices - Knowledge Alliances

## MAIN GOAL & OBJECTIVES

Social Economy (SE) 4Ces builds on 4 for Ces: Connected societies, knowledge Co-creation, Community development, Collaborative educational practices. It aims to mobilise those under the Social Economy (SE) framework. Our project introduces the SE Living-Labs as spaces for interaction, collaboration and knowledge co-creation between all stakeholders (Higher Education Institutions, Social Economy organisations, students, teachers, community members) involved in the 4 pilot countries (Spain, Italy, Greece and UK).

### Specific objectives

- To learn new ways of effective collaboration among HEIs and SE organisations through co-creation of knowledge and experiences and build sustainable partnerships to adopt a community development approach with the active contribution of students and community actors.
- To implement new educational approaches by: promoting the principles of SE itself (public engagement, connectivity, inclusiveness, participatory governance)
- To improve the practical and transversal skills of current and future SE organisation members and employees as well as the teaching and interacting skills of SE academics and researchers.
- To contribute to community development by enhancing skills, opening mindsets and building a long-standing partnership between the academy, social economy and the community.



EU level



Partnership

1. Aristotle University of Thessaloniki (AUTH) - Greece
2. University of Bologna - Italy
3. A.I.C.CO.N - Italy
4. FEBEA - Belgium
5. Cooperatives Europe - Belgium
6. Autonomous University of Barcelona - Spain
7. University of Bristol - UK
8. STIMMULI FOR SOCIAL CHANGE - Greece
9. AN.KA SA - Greece

## STRUCTURE

The **Joint Professional Online Master's programme on "SE and Community Development Strategies"** that aspires to become the first joint international master's programme in the area. The master will be co-created through local workshops where students, educators and SE organizations' representatives will come together to exchange ideas, knowledge and experience and co-develop the educational materials that will form the content of the master's programme.

The **SE Living Labs framework** that will be a useful guide to Higher Education Institutions (HEIs) and SE enterprises for providing SE education towards people's empowerment with a wide range of transversal and practical skills and the development of innovative and transdisciplinary teaching approaches.

The **Service-learning methodology** that interested HEIs and SE organisations will be able to apply and upgrade SE knowledge, skills and competences and relevance of HEIs work in SE.

The **SE4CEs wiki platform** that will allow a space for HEIs, SE organisations, students and interested individuals to engage with each other and co-create methodologies for identifying solutions to societal problems. The wiki platform will also host a match-making online tool for supply of and demand for SE skills and competences.

Finally, the project envisions to establish, sustain and expand the first **European Community of Practice in Social Economy**, already consisting of 13 universities (4 partner and 9 associated) and more than 500 Social Economy enterprises in 8 European countries, that will foster growing and sustainable collaborations among HEIs involved in SE and SE and community actors from a wide range of disciplines across Europe towards a transdisciplinary approach that would bring real and measurable results for the SE.

## TOPICS ADDRESSED THROUGH THE PROGRAMME



Value (economic, cultural or social) creation



Community engagement



Social economy



Creativity & sustainable innovation



Establishing your own start-up



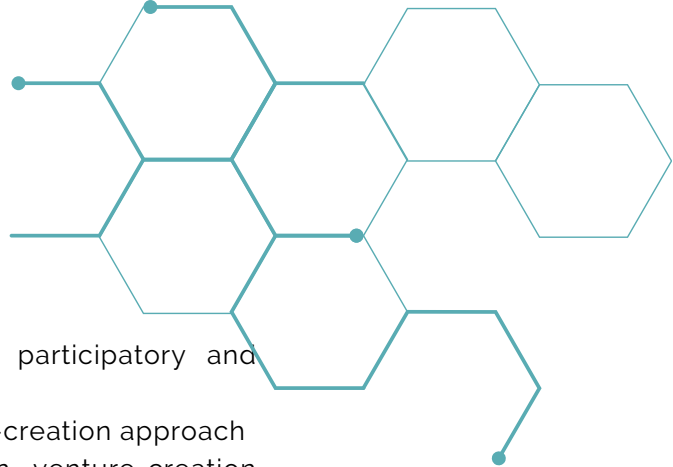
Community of Practice

## SPECIAL FOCUS ON

- Links to key competences
- Multidisciplinary approach
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on venture-creation approach
- Learning and teaching pedagogies with a focus on design thinking
- Partnerships and cross-sectoral cooperation

The partnership has designed a multi-disciplinary, challenge/goal-driven programme based on co-creation of knowledge and collective intelligence, getting away from fragmented modular approaches; adopting interactive and collaborative teaching and learning supported by multiple audio-visual practices and service learning. To this end, the application of the Living Labs and Serving Learning serves as the platform for active involvement of different target groups (SE students, educators, SE enterprises) and stakeholders (community members, policymakers, etc.) resulting to the exchange of knowledge, and connection between Higher Education and Social Economy actors.

Finally, the establishment of the first European Community of Practice in Social Economy will foster growing and sustainable collaborations among HEIs involved in SE and SE and community actors from a wide range of disciplines across Europe towards a transdisciplinary approach that would bring real and measurable results for the SE.



Find out more!



Co-funded by  
the European Union





Project No: 2022-1-DE01-KA220-HED-000085694

**Karlshochschule**  
International University

**STIMMULI**  
for social change



**Co-funded by  
the European Union**

*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*