



ANGEL
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R1.5 ANGEL Training Material and Trainers' Guide

WP 1. Customization and training



Project Information

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INTRODUCTION

This document relates to the "Train of Trainers" workshop held within the framework of WP1 of the ANGEL project. It aims to give an overview of this training of trainers, by presenting the concrete organisation of the training, the objectives pursued and the contents addressed during the different training days as well as the pedagogical approaches used.

TRAIN THE TRAINERS" SEMINAR

Presentation of the seminar

The overall aim of the seminar is twofold. On the one hand, it is to create and train the core teams responsible for the implementation of the ANGEL Centres in the partner universities and, on the other hand, to introduce the participants to the theory and practice of entrepreneurial development within the universities.

Objectives

The training aims to introduce participants to the theory and practice of university-led entrepreneurial development. Training objectives are:

- to familiarize participants with entrepreneurial learning principles, ideas and techniques,
- to explore the practical aspects of the setting up and day-to-day functioning of a university entrepreneurial centre
- to develop networking techniques for liaising with the intra-university (faculty, administrative and technical staff and students) and extra-university actors (local, regional and international business environment and state services)
- to find or raise grants and funding resources.

By the end of the training participants will be equipped to:

- support and present entrepreneurial and innovation-focused ideas, solutions and recommendations to their local settings,
- bring fresh new ideas and services to traditional education, including a specific mentoring scheme,
- address the big innovation challenges and lead the way to a high calibre network of future entrepreneurs and thinkers that connects with the local/regional and international market ecosystem.



Target audience

The target audience will consist of five key academic and administrative staff from each partner University, who will constitute the core teams for ANGEL implementation in partner universities: the ANGEL Enterprise teams. Participants are expected to:

- active involvement during the seminar;
- an involvement after the seminar as active and dynamic local relays for the transmission of the lessons learned during the week;
- a direct contribution to the creation of the local ANGEL strategic plan.

Course of action

The seminar is organized in modules, structured as follows:

| | | | |
|---|--|--|---|
| Session 1 - Entrepreneurship and Leadership: Basic Concepts, The EU EntreComp, DigComp and GreenComp Frameworks | Session 3 - Setting up a University Green Entrepreneurial Centre in ASEAN countries: Practical issues (incl. Intra/extra networking and stakeholder involvement) : The ANGEL Excellence Centres | Session 5- Training on green entrepreneurship: A common element for the ASEAN's partners UGECs: An introduction to the training material and toolbox | Session 5- Training on green entrepreneurship: A common element for the ASEAN's partners UGECs: An introduction to the training material and toolbox |
| Session 2 - Innovation and Green Entrepreneurial Leadership. The role of Universities. | Session 4 - Financing and Support Systems for the ASEAN's ANGEL ECs | | |



| | | | |
|---|--|--------------|--------------|
| International and European Best Practices | | | |
| | Session 5- Training on green entrepreneurship: A common element for the ASEAN's partners UGECs: An introduction to the training material and toolbox | | |
| DAY 1 | DAY 2 | DAY 3 | DAY 4 |

The participants will follow this seminar in a formula of an intensive one week-long hands-on training, combining theoretical presentations, practical exercises and debates between participants, in each of the partner countries.

Prior to training delivery instructive material will be prepared as well as an ANGEL toolbox that will be used as a basis for trainings in partner universities during WP 2. The training methodology will be based on the findings of the Gap analysis (WP1/Task 2) to develop innovative and flexible techniques that respond to specific education needs and promote collaborative learning, leaving room for learners to share and create. Multimedia resources will be used, including video and interactive presentations. The value of peer feedback will be promoted. WP1/Task 3 also will contribute to the preparation of WP1/Task 4 by engaging key actors and familiarizing them with the practical aspects of university entrepreneurship development. It is expected that these actors will be actively involved in the drafting of the strategic plan of their university.

DAY #1

SESSION 1- Entrepreneurship and Leadership: Basic Concepts, The EU EntreComp, DigComp and GreenComp Frameworks

Indicative contents

Entrepreneurship is defined as "the process of creating something new and valuable by bringing together a unique combination of resources to exploit... or create opportunities". At the heart of every venture is an entrepreneur and his or her team, bringing vision, perseverance, tenacity, optimism, commitment, and the desire to initiate an entrepreneurial process and successfully create a new venture. An entrepreneurial process begins with the identification of an idea and continues with the search for a sustainable business model for planning, recruiting and managing the business. It involves identifying challenges and finding solutions, which however, never last long.

Session 1 deals with the "Basics of Entrepreneurship & Leadership". It deals with the entrepreneurial process and the challenges faced by entrepreneurs, while it presents entrepreneurship related frameworks that can support any start-up entrepreneur identity and develop key competences that will facilitate entrepreneurial success. Various contemporary issues related to entrepreneurship will be discussed using global case study examples.

Objectives

At the end of Session 1, participants will have:

- a better understanding of the notions and concepts of entrepreneurship;
- a better understanding of the entrepreneurial process and the many dilemmas and challenges faced by entrepreneurs;
- a better appreciation of the challenges posed by entrepreneurial ecosystems;
- a better appreciation of how to identify a good idea and a sustainable business plan;



- a better understanding of the basic principles of business plans.

Teaching methods

Session 1 is a workshop with a general presentation and case studies.

Material used

- Power point presentations
- Case studies
- Self-assessment questions
- List of recommended scientific articles.

Trainers:

Zoe Akrivouli. Title Researcher

CV: Zoe Akrivouli is Economist, Business and Development Consultant. She holds a Masters' degree in Economics from the University of Kent, Great Britain. She speaks fluently English and French. Member of DAISy Research Group since 2018, she has a vast experience in transnational programmes and more than twenty-five years of experience in vocational training programs as a certified trainer and coordinator of training projects. From 1996 to 2012 she worked as a Lecturer on a part-time basis on a fixed term contract for the Technological Education Institute of Thessaly in entrepreneurship, introductory economics and Greek economy courses. Her fields of employment include planning, administration, development and evaluation of national and European programmes, business and development consulting for small medium enterprises, local authorities and government services. Her interests include also gender and equality issues. She is a Benchmarking expert and has conducted numerous business plans, viability and feasibility studies, technical reports, surveys, development studies, etc.



SESSION 2- Innovation and Green Entrepreneurial Leadership. The role of Universities. International and European Best Practices

Indicative contents

Innovation, entrepreneurship, and technology have become the way to build a sustainable and circular future. Green entrepreneurship is the pursuit of business opportunities that create social, environmental, and economic value while reducing environmental impact. This approach to entrepreneurship is essential to the creation of a green economy, which promotes sustainable development and reduces ecological risk while enhancing social well-being. Innovative business concepts have the ability not simply to generate profit, but to resolve essential, critical environmental issues and transform underserved communities also. This Session will provide learners with an in-depth knowledge related to tools and methodologies that shall support innovation, entrepreneurial, environmental and social welfare and it will provide the key work standards for University Entrepreneurship Support Infrastructures, through the close study of best practices and key work standards from entrepreneurship centres from all over the world.

Objectives

At the end of Session 2 participants :

- Will have familiarized with the concepts of Green Entrepreneurship and Innovation,
- Will be able to understand the role of Universities to entrepreneurial support,
- Will be able to implement a holistic approach for the creation of an entrepreneurship and innovation ecosystem,
- Will be able to define the key work standard for an Entrepreneurship & innovation support structure within a University Will be able to implement concrete actions.

Pedagogical approaches

Session 2 is a workshop with a general presentation, case studies and methodological tools.



Material used

- Powerpoint
- Case studies
- Self-assessment questions
- List of recommended scientific articles.

Trainers

Themistoklis Lazarides, Title Professor

CV: Themistoklis Lazaridis is an economist with a Master's degree (University of Macedonia) in Business Administration and a PhD from the Democritus University of Thrace. He worked as a business consultant for several years and then became a large stock exchange company executive. From 2007 until 2017, he was a professor at TEI of Western Macedonia, and currently, he is a professor at the University of Thessaly (Department of Business Administration). He has authored over 30 articles in scientific journals and presented his work in more than 35 conferences. He is a reviewer in several scientific journals and co-editor in two scientific journals.

His main research interests are Financial Restructuring, Ownership Restructuring, Corporate Governance, Organizational Behavior, Strategy, and Audit Accounting.



DAY #2

SESSION 3 - Setting up a University Green Entrepreneurial Centre in ASEAN countries: Practical issues (incl. Intra/extra networking and stakeholder involvement) : The ANGEL Excellence Centres

Indicative contents

Students who participate in entrepreneurship programs acquire the abilities and perspectives necessary for successful careers in academia and civic life. Programs and centres for entrepreneurship (particularly green) are excellent tools for turning science into impact. Entrepreneurship centers create opportunities for Universities to act as a factor in the socioeconomic improvement of their local community. This Session explains the process and methodology of setting up such as center.

Objectives

At the end of Session 3, participants will be able to

- Create A Green Entrepreneurial Centre Committee
- Perform a Gap Analysis Research
- Identify stakeholders for an ANGEL Excellence Center
- Create the Center's strategy and principles
- Develop the center's activities

Pedagogical approaches

Session 3 is a workshop with a general presentation, case studies and methodological tools.

Material used

- Powerpoint
- Case studies



- Self-assessment questions
- List of recommended scientific articles.

Trainers

Themistoklis Lazarides, Title Professor

CV: Themistoklis Lazaridis is an economist with a Master's degree (University of Macedonia) in Business Administration and a PhD from the Democritus University of Thrace. He worked as a business consultant for several years and then became a large stock exchange company executive. From 2007 until 2017, he was a professor at TEI of Western Macedonia, and currently, he is a professor at the University of Thessaly (Department of Business Administration). He has authored over 30 articles in scientific journals and presented his work in more than 35 conferences. He is a reviewer in several scientific journals and co-editor in two scientific journals.

His main research interests are Financial Restructuring, Ownership Restructuring, Corporate Governance, Organizational Behavior, Strategy, and Audit Accounting.

Kleovoulos Stylianou, Title Project Manager

CV: Kleovoulos Stylianou is a Project Manager and Researcher at CSI. He has ongoing experience in the field of innovation and entrepreneurship, non-formal education, youth development and EU project design and writing. He worked as a Project Manager and a University Liaison Officer with the labour market gaining experience from different educational and academic institutions. He has also served as Secretary of International Relations at the Cyprus Youth Council in 2021. As a member of the CSI team, his interests include Social Innovation and Inclusion, Entrepreneurship, Youth Development, Non-formal Education and Sustainable Development. Regarding his educational background, Kleovoulos received a course in Project Management Professional (PMP) and he is a holder of a BSc in Business and Public Administration from the University of Cyprus, and an MA degree in Film Producing from the University of South Wales.



SESSION 4- Financing and Support Systems for the ASEAN's ANGEL ECs

Indicative contents

The funding is an essential aspect for the creation and operation of an entrepreneurship excellence center. In this Session participants will be presented with a wide range of available funding for such projects and activities, and the methodological steps to create the project under these financing schemes.

Objectives

At the end of Session 4 participants :

- Will be able to identify appropriate funding sources for their project
- Will be able to apply the methodological steps of project creation under the funding schemes

Pedagogical approaches

Session 4 is a workshop with a general presentation, case studies and methodological tools.

Material used

- Powerpoint
- Case studies
- Self-assessment questions

Trainers

Vassiliki Chatzipetrou, Title Managing Director & Trainer

CV: Vassiliki Chatzipetrou is the Co-Founder & Director of the EU & International Cooperation Department of ReadLab. She holds a BA in International and European Studies from the Department of International and European Studies, University of Piraeus, Greece and an MA in War Studies from King's College London, University of London, UK. She has been a Visiting Researcher at the Department of Political Science,



University of Florida, US, in the framework of the US State Department exchange program for Scholars “Study of the United States Institute on Foreign Policy”. She is working across the organisation to define and deploy growth strategies across all ReadLab’s business lines, leading to impactful outcomes.



DAY #3-4

SESSION 5- Training on green entrepreneurship: A common element for the ASEAN's partners UGECs: An introduction to the training material and toolbox

Indicative contents

Any training of trainers should include familiarization of the participants/trainers with the training material that will be delivered to student/trainees. This Session familiarizes the trainers with the material of the training on Green Entrepreneurship and the developed ANGEL toolbox.

Objectives

At the end of Session 5, participants will have:

- knowledge of the training content to be delivered to students
- knowledge of the ANGEL Toolbox

Pedagogical approaches

Session 5 is a workshop with a lecture and a general presentation.

Trainer

Elmos Konis, Title Professor

CV: Dr. Elmos Konis is an academic and researcher at EUC. He has designed several programs in entrepreneurship, innovation, marketing, and leadership. He was an appointed member of SETE, the highest-level advisory committee on tertiary level education to the Ministry of Education. He prepared the 2012 'National Report' for the European Migration Network. He was a 'Country Representative' at the AOM. He authored and supervised the project 'Developing Cyprus into a Regional Centre of Tertiary Level Education', funded by the RPF. He managed two EU funded



multinational projects on entrepreneurship. He is the author of “Magnette: a Cyprus Odyssey”, a successful historical novel.

Annexes

Powerpoint presentations:

- Session 1 - Entrepreneurship and Leadership: Basic Concepts, The EU EntreComp, DigComp and GreenComp Frameworks
- Session 2 - Innovation and Green Entrepreneurial Leadership. The role of Universities. International and European Best Practices
- Session 3 - Setting up a University Green Entrepreneurial Centre in ASEAN countries: Practical issues (incl. Intra/extra networking and stakeholder involvement) : The ANGEL Excellence Centres (part 1)
- Session 3 - Setting up a University Green Entrepreneurial Centre in ASEAN countries: Practical issues (incl. Intra/extra networking and stakeholder involvement) : The ANGEL Excellence Centres (part 2)
- Session 4 - Financing and Support Systems for the ASEAN’s ANGEL ECs
- Session 5- Training on green entrepreneurship: A common element for the ASEAN’s partners UGECs: An introduction to the training material and toolbox



D1.6 ANGEL Train the Trainers workshops, 21-25 Nov. 2022, Malaysia
Session 1: Entrepreneurship and Leadership: Basic Concepts, The EU
EntreComp, DigComp and GreenComp Frameworks



Erasmus+ Programme

**Project Title: ASEAN Network
for Green Entrepreneurship
and Leadership – ANGEL**

Name: Zoe Akrivouli
Lead Partner: HOU
Position: Researcher



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What is entrepreneurship?

Different approaches

Entrepreneurship encompasses a wide array of perspectives, reflecting the multifaceted nature of the entrepreneurial journey (e.g. economic perspective, psychological, sociological, opportunity-centric, resource-focused, social entrepreneurship, philosophical). It can be defined in various ways depending on the context and perspective.

Entrepreneurship is a process in which an individual organizes, operates and takes on the risks of business. (Khan S., 2016)

Entrepreneurship is the process of setting up a business, taking it from an idea to realization. (Hayes A. (2023))

Entrepreneurship is the process of identifying opportunities, taking risks, and creating new ventures or businesses with the aim of generating profits and making an impact.



Characteristics and components of entrepreneurship

Innovation and Creativity:

Entrepreneurship involves the ability to innovate and create something new, whether it's a product, service, or business model. Entrepreneurs often introduce novel ideas or approaches to solve problems or meet unmet needs.

Risk-Taking and Initiative:

Entrepreneurs are known for their willingness to take risks and seize opportunities. They demonstrate initiative by proactively pursuing their ideas, even in the face of uncertainty and potential challenges.

Opportunity Exploration:

Entrepreneurship is about recognizing and exploiting opportunities in the market. Entrepreneurs identify gaps or untapped markets and develop innovative solutions to meet the demand.

Value Creation:

Entrepreneurship is the process of creating value, not just for the entrepreneur but also for customers, employees, and society as a whole. Entrepreneurs aim to generate economic and social value through their ventures.



Characteristics and components of entrepreneurship

Growth and Scalability:

Entrepreneurship involves building scalable businesses that have the potential to grow rapidly. Entrepreneurs often focus on developing strategies to expand their operations and reach a larger customer base.

Problem Solving:

Entrepreneurship is about identifying problems or inefficiencies in the market and developing innovative solutions to address them. Entrepreneurs are driven by the desire to make a positive impact and improve people's lives.

Independence and Autonomy:

Entrepreneurship offers individuals the opportunity to be their own boss and have control over their work. Entrepreneurs often value the freedom and autonomy that comes with building and managing their own ventures.



Benefits and challenges of entrepreneurship



Entrepreneurship entails a multitude of advantages and opportunities, yet it also presents a unique array of hurdles.

Benefits

- **Autonomy and Independence:** A fundamental advantage of entrepreneurship lies in the liberty to be one's own superior, exercising control over one's work. Entrepreneurs relish the freedom to chart their course, set goals, and make decisions.
- **Fulfillment and Passion:** Entrepreneurship allows individuals to chase their passions and materialize their ideas. Forging a business aligned with personal passions can evoke a profound sense of contentment and gratification.
- **Financial Gains:** Flourishing entrepreneurship can yield substantial financial rewards. Entrepreneurs possess the prospect of reaping profits, amassing wealth, and savoring the fiscal fruits of their diligence and achievements.
- **Creativity and Innovation:** Entrepreneurship fosters creativity and innovation. Entrepreneurs possess the latitude to think beyond conventions, devise ingenious solutions, and introduce fresh products, services, or business models to the market.
- **Personal Growth and Learning:** Entrepreneurship constitutes an expedition of perpetual learning and personal advancement. Entrepreneurs frequently confront challenges that necessitate acquiring new proficiencies, broadening their knowledge, and cultivating adaptability and resilience.



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Benefits and challenges of entrepreneurship



Entrepreneurship entails a multitude of advantages and opportunities, yet it also presents a unique array of hurdles.

Challenges

- **Risk and Ambiguity:** Entrepreneurship inherently entails risks and ambiguities. Commencing a novel venture or enterprise encompasses the peril of failure, financial setbacks, and the capricious nature of the market. Entrepreneurs must exhibit the readiness to undertake calculated risks and navigate uncharted terrain.
- **Financial Limitations:** Numerous entrepreneurs grapple with financial obstacles, particularly in the embryonic stages of their ventures. Financing the business, managing cash flow, and securing investments or funding can prove arduous, demanding resourcefulness and financial acumen.
- **Work-Life Equilibrium:** Entrepreneurship often exacts a substantial commitment of time, vigor, and dedication. Entrepreneurs might find themselves toiling extended hours, forfeiting personal leisure, and grappling with the intricacies of sustaining a harmonious equilibrium between work and life.
- **Solitude and Isolation:** Overseeing a business can engender a solitary voyage, notably for sole entrepreneurs. The weight of responsibility and decision-making at times breeds a sensation of isolation, devoid of the camaraderie and backing characteristic of conventional work environments.
- **Operational and Expansion Trials:** As enterprises burgeon, entrepreneurs encounter operational quandaries encompassing scaling operations, team management, and adapting to the flux of market dynamics. Navigating these obstacles mandates astute strategizing, adept governance, and adeptly navigating growth-related hindrances.



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Characteristics of successful entrepreneurs

Characteristics of successful entrepreneurs (Miller K., 2020)

- Curiosity
- Structured Experimentation
- Adaptability
- Decisiveness
- Leadership
- Team Building



- Risk Tolerance
- Comfortable with Failure
- Persistence
- Innovation
- Long-Term Focus

<https://financialquest.com.ng/six-characteristics-of-an-entrepreneur/>





What is Leadership and why is good Leadership important?

Leadership refers to the ability and skills to guide, inspire, and effectively manage a business and its team members. It involves taking on the role of a leader to set the vision, direction, and strategy for the company while also motivating and empowering employees to achieve common goals.

In summary, good leadership is important because:

- it sets the tone for an organization's culture,
- fosters employee engagement,
- drives productivity and innovation,
- and ultimately determines the success and longevity of the business.
- Effective leaders are instrumental in bringing out the best in their team and positioning their organization for a prosperous future.



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What is Leadership and why is good Leadership important?

Different types of Leadership

We selected the following because they are the most common:

- **Authorian/Autocratic Leadership:** the leader holds significant control and decision-making power
- **Democratic/Participative Leadership:** the leader actively involves team members in the decision-making process.
- **The Delegating/"Laissez Faire" Leadership:** minimal interference and a hands-off approach, giving employees the freedom to make their own decisions and manage their work independently.
- **Transactional Leadership:** leadership style based on a transactional relationship (rewards and punishments) between the leader and their subordinates.
- **Servant Leadership:** the leader prioritizes the needs and well-being of the team members above all else.
- **Ethical Leadership:** a leadership approach that places a strong emphasis on ethical principles and values.



What is Leadership and why is good Leadership important?

Ethical Leadership

Ethical leadership refers to a leadership approach that places a strong emphasis on ethical principles and values.

Ethical leaders demonstrate integrity, honesty, and a commitment to doing what is morally right, even in challenging situations. They prioritize the well-being of their team members, stakeholders, and the community, making decisions that align with ethical standards and social responsibility.

Ethical leadership sets a positive example for others, fostering a culture of trust, transparency, and accountability within the organization.

This type of leadership is something many strive for.



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Integrated Approach to Entrepreneurial Teaching and Learning



We live in turbulent times, with poverty, inequality, youth unemployment and climate change being among the challenges we are facing. As young people increasingly prioritize pursuing careers with positive social and environmental impacts, such as tackling poverty and inequality, combatting climate change, or reducing unemployment (European Parliament, 2021), profit with purpose is set to become the new norm in the entrepreneurial scheme.

The relationship between business, the creativity process, and comprehensive well-being (social, economic, health, or environmental) is what sustainable entrepreneurship is all about.

New sustainable economic production models are still required for sustainable entrepreneurship. The notion of longevity, ensuring long-lasting products, values, or services, is a common ground between entrepreneurship and sustainability: protecting current resources for future generations (sustainability) and producing distinctive long-term solutions (entrepreneurship).

For such entrepreneurial models to thrive, innovation and technological transformation are key.



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Integrated Approach to Entrepreneurial Teaching and Learning



As sustainability increasingly becomes a main trait in the entrepreneurial environment and as the digital revolution causes major implications through transformative change, it is important for entrepreneurship educators to embrace these changes and design curricula which integrate sustainability and digital competencies along with entrepreneurial skills.

Towards this direction, 3 competency frameworks, developed at a European union level as part of the Key Competencies for lifelong learning, can be combined in order to develop an integrated entrepreneurial training:

- **EntreComp:** Entrepreneurship Competence Framework
- **DigiComp:** Digital Competence Framework
- **GreenComp:** Sustainability Competence Framework



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The entrepreneurship competence framework- EntreComp

EntreComp is a reference framework that offers a **comprehensive description of entrepreneurial competences**. EntreComp can be used across sectors, disciplines and systems to enable people to **develop entrepreneurial competences in individuals, as well as groups**. EntreComp identifies **15 competences in three key areas** that describe what it takes to be entrepreneurial.

To be entrepreneurial means more than business start-ups and commercial activity – EntreComp has an important task in opening up conversations and understanding of **what it means to be entrepreneurial in all aspects of life**.

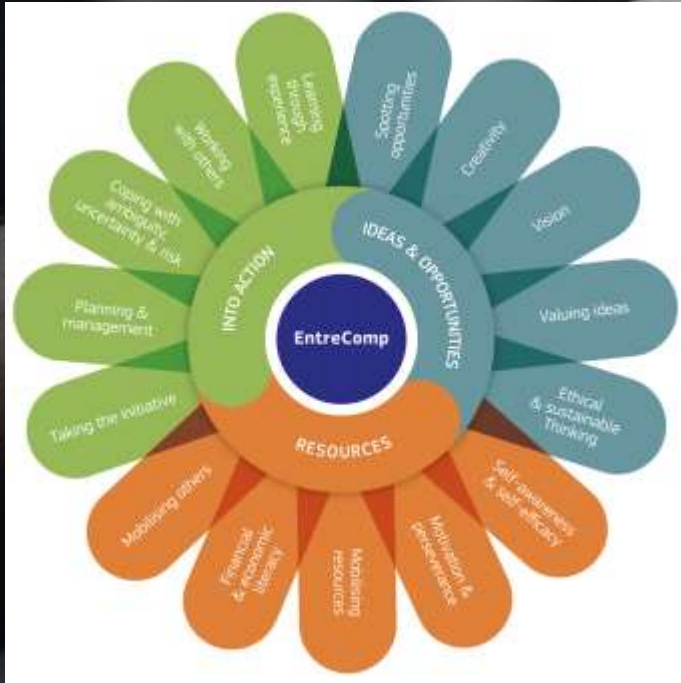
EntreComp establishes the importance of entrepreneurship and initiative and sets out how people can develop this competence to make a contribution to **economic, social and cultural challenges**.



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The entrepreneurship competence framework- EntreComp



- [The EntreComp cartoon](#), an animation created by the [European Training Foundation](#) to introduce the framework, its value and how it can be used
- [The EntreComp video series](#), a playlist on the JRC YouTube channel where the 15 competences of the framework are introduced and coupled with ideas on how to embed them into classroom activities by primary and secondary school teachers. However, the videos can set a solid basis for educational activities in general.
- [EntreComp support material](#)



Digital Competence Framework- DigiComp

DigiComp is a reference framework that describes **what it means to be digitally competent**.

DigiComp can be used across sectors, disciplines and systems to enable people to develop digital competences. DigiComp sets out **21 competences, grouped in five key areas, and 8 proficiency levels**.

Being digitally competent is more than being able to use the latest device or software. Digital competence is **a key transversal competence** that means being able to use digital technologies in a critical, collaborative and creative way.

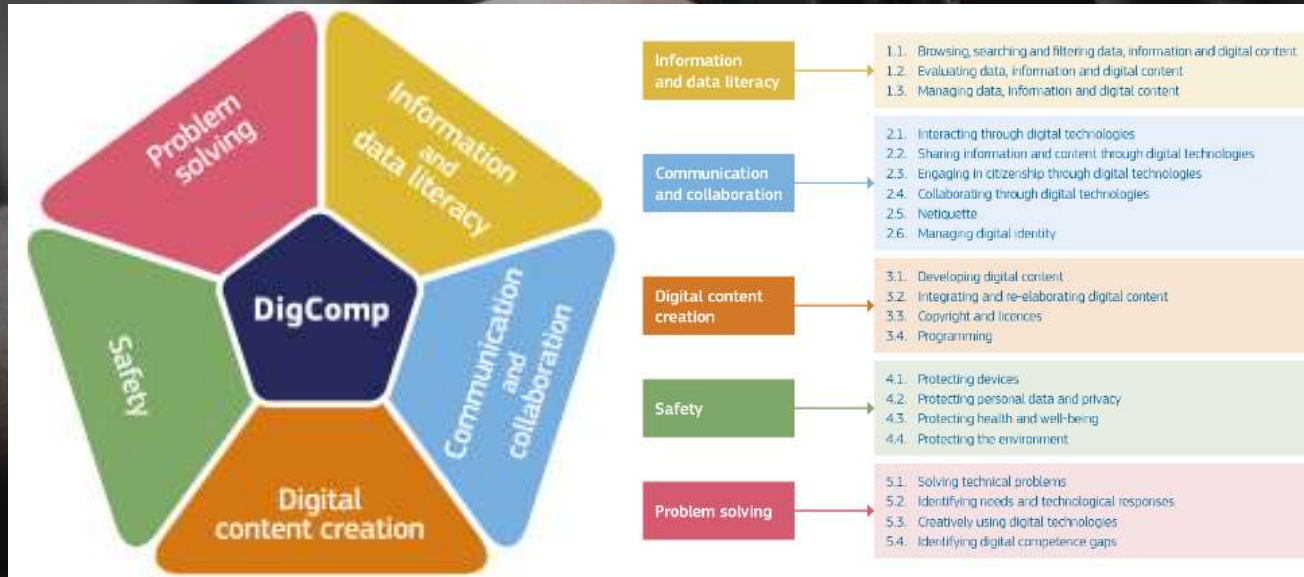
DigiComp **supports a comprehensive understanding of digital competence** including issues such as information storage, digital identity, developing digital content and behaviour online, in everyday life such as working, shopping and participating in society.



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Digital Competence Framework- DigiComp



- Short introductory [video](#) to DigiComp Framework.
- [DigiComp Framework](#)



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The European sustainability competence framework- GreenComp

GreenComp is a reference framework for sustainability competences. It provides a common ground to learners and guidance to educators, advancing a consensual definition of what sustainability as a competence entails. It responds to the growing need for people to improve and develop the knowledge, skills and attitudes to live, work and act in a sustainable manner. It is designed to support education and training programmes for lifelong learning. It is written for all learners, irrespective of their age and their education level and in any learning setting – formal, non-formal and informal. Sustainability competences can help learners become systemic and critical thinkers, as well as develop agency, and form a knowledge basis for everyone who cares about our planet's present and future state.

GreenComp consists of 12 competences organized into the four areas.



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The European sustainability competence framework- GreenComp



- [GreenComp: the European sustainability competence framework](#)
- [GreenComp Roadmap for sustainability competences \(video\)](#)



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D1.6 ANGEL Train the Trainers workshops, 21-25 Nov. 2022, Malaysia
Session 2: Innovation and Green Entrepreneurial Leadership. The role of Universities. International and European Best Practices



Erasmus+ Programme

**Project Title: ASEAN Network
for Green Entrepreneurship
and Leadership – ANGEL**

Name: Dr. Themistokles Lazarides
Lead Partner: HOU
Position: Professor



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Best Practices and Key Work Standards

An Introduction

- Best practices and key work standards from entrepreneurship centers from all over the world
- **15 best practices will be presented**
- **Structural elements of the model will be discussed**
- The final ANGEL Innovate Unit Model will be delivered on M7



Innovation



Innovation:

An innovation is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organisational method in business practices, workplace organisation or external relations.



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Green Entrepreneurship

Green entrepreneurship is the pursuit of business opportunities that create social, environmental, and economic value while reducing environmental impact.

Within Green Entrepreneurship start-ups develop and deploy of green products, services and processes, i.e. those that either:

- reduce or prevent any type of environmental damage; or
- emit less pollution and waste, and/or are more resource-efficient than equivalent normal products, services and processes
- that have the same result. Their primary use, however, is not one of environmental protection.



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Entrepreneurship & Innovation Holistic Ecosystem



Approach – Dilemma – Principles (1)



- **The University as an Agent of Innovation to the Stakeholder approach**
- **The University as an INTEGRAL part of the innovation network of stakeholders:**
 - Partnerships with other Universities
 - Government agencies, Industry
 - Start-Ups, Venture capital, Incubators, etc.
- **Pedagogical issue**
 - Intra-Cross-Multi discipline approach
- **Hierarchical leadership vs leadership as a role (not a person) for everyone**
- **Modality – Flexibility**
- **Principles:**
 - Sustainability
 - Openness
 - Authenticity
 - User involved innovation
 - Spontaneity

<https://financeinsight.com/news/six-characteristics-of-an-entrepreneur/>



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Strategy



- Mission – vision amendments
- Strategy design, impactful outcomes
- Applicable solutions to the socioeconomic – business environment
- Team (synergy) – centric approach to strategy formulation
- Changes in culture and social norms attributed to innovation.

<https://financialquest.com.ng/six-characteristics-of-an-entrepreneur/>



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Inspiration



- Bias for ACTION
- T-type students and professors vs π -type students and professors
- Design thinking vs Systems thinking
- Learning through experience
- Change management – Conflict management



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Resources



- **Human Resources**
- **Financial resources (staff, start-up costs, etc.).**



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Support – Entrepreneurship Education



- Organizational structures
- Facilities – incubators
- Curriculums – programs – laboratories



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Best Practices: Methodology (criteria) of Selection (1)

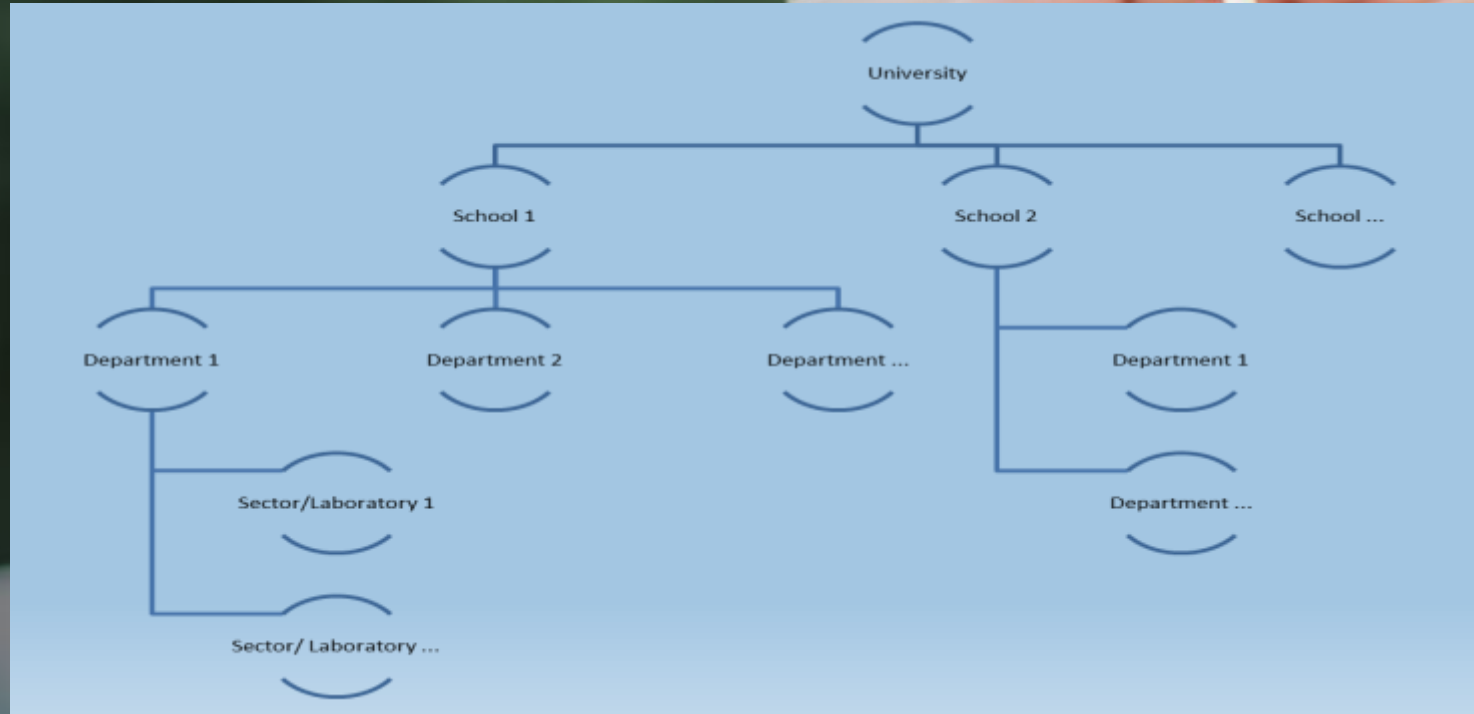
- Success – Impact on society and economy
- Longevity (more than 5-8 years)
- Attractiveness by stakeholders



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Best Practices: Methodology (criteria) of Selection (2)



Good practices (examples 1 / 2)

Convergence & divergence of practices



| University | Country | Rate | Period | Approach | Perspective | Emphasis | Components | Structure |
|--|-------------|-----------|--------|-----------------------|-----------------|---------------------|--------------------|-----------|
| Tongji | Finland | Moderate | 10 | Stakeholder, Modality | Design thinking | Socioeconomic | Culture, Diversity | Single |
| Business Succession Schools | Finland | Moderate | 15 | Stakeholder | Design thinking | Socioeconomic | Culture, Diversity | Single |
| The Paris d. school | France | Moderate | 14 | Stakeholder | Design thinking | Socioeconomic | Culture, Diversity | Modular |
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Good practices (examples 2 / 2)

Convergence & divergence of practices



| University | Structure within the University | Focus of the University | Pedagogical approach | Incentives | Strategy | Support structures |
|--|---------------------------------|-------------------------|--------------------------|------------------------|-------------------------------|---|
| Tongji | Cooperation of Universities | Education | T-type | Self-improvement | Culture-Values, Team, Network | Coordination, Education, Incubators |
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Decisions and Key Work Standards for Success

- **Decisions:**
 - The Role of the University
 - University's Strategy
 - Model of University Governance

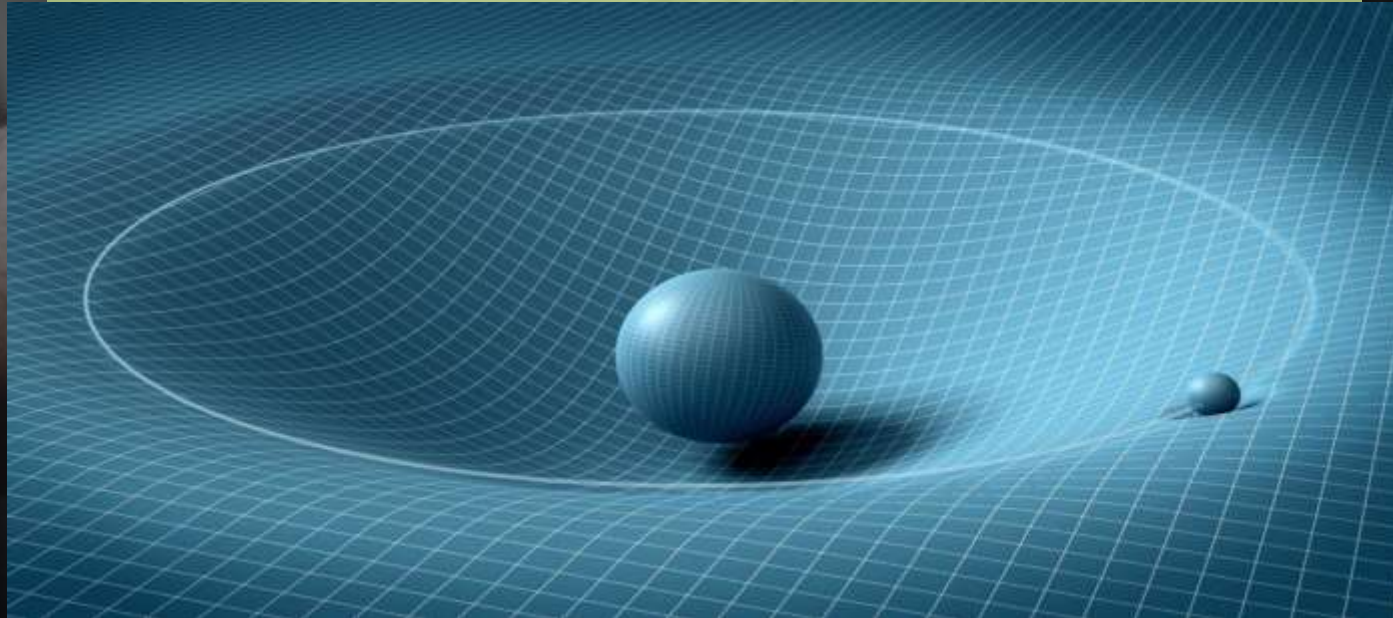
- **Key Work Standards for Success**



Gravity Force



The University as the Gravity Force of entrepreneurship and innovation ecosystem



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(Un)Common elements

Common:

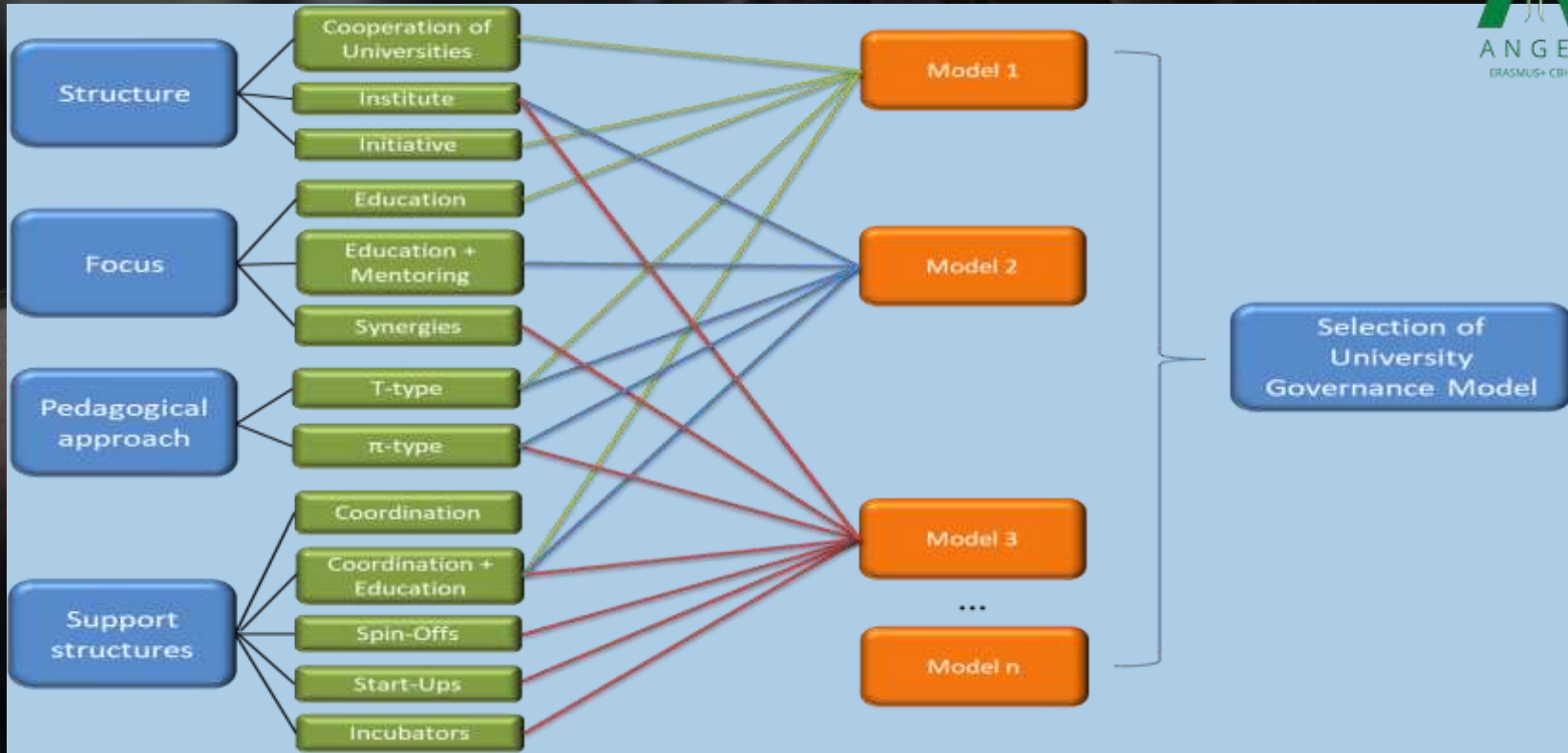
- Stakeholder approach
- Design thinking
- Culture, diversity

Uncommon:

- Structure
- Focus
- Pedagogical approach
- Support structures



Models of University Governance



Time for decisions



.. Think big

Imagine .

Innovate ... Think

different

Implement ... Act



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D1.6 ANGEL Train the Trainers workshops, 21-25 Nov. 2022, Malaysia
Session 3: Setting up a University Green Entrepreneurial Centre in ASEAN Countries: Practical issues (incl. intra/ extra networking and stakeholder involvement: The ANGEL Excellence Centres (part 1)



Erasmus+ Programme

**Project Title: ASEAN Network
for Green Entrepreneurship
and Leadership – ANGEL**

Name: Dr. Themistokles Lazarides
Lead Partner: HOU
Position: Professor



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Good practices (exaples 1 / 2)

Convergence & Divergence of practices



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Good practices (exaples 1 / 2)

Convergence & Divergence of practices



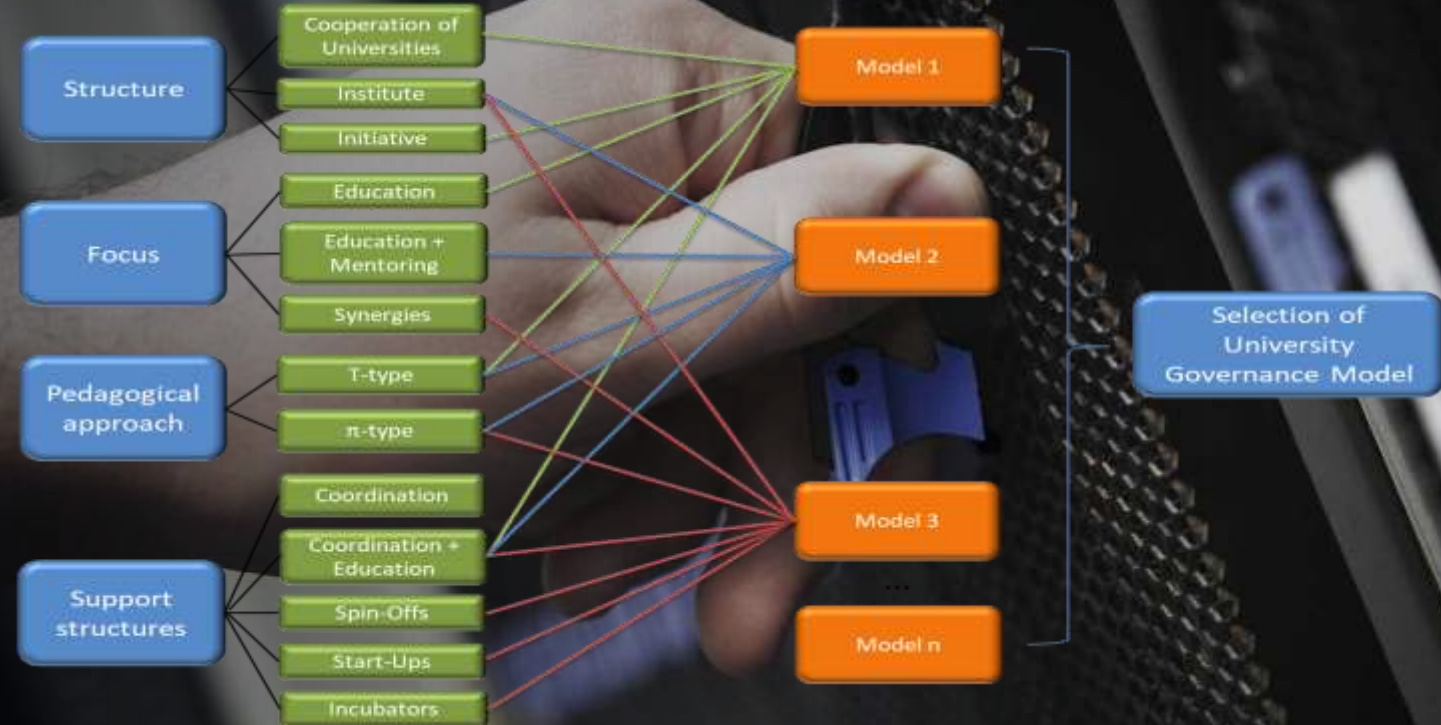
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| Beuth University of Applied Sciences Berlin | Initiative | Synergies | T-type, multi discipline | Selfimprovement | Culture-Values, Network | Coordination, Education |
| Alta Scuola Politecnica | Cooperation of Universities | Education | π -type, multi discipline | Selfimprovement | Culture-Values, Network | Coordination, Education |
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| University of Brighton | Cooperation of Universities | Education, Mentoring | π -type, multi discipline | Self-improvement | Culture-Values, Network | Coordination, Education, Incubators |
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Models of University Governance



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Key Work Standards aligned with the ANGEL project objectives



Stakeholder approach

Cultural compatibility of strategy

Design thinking

Local/regional/International market orientation

Risks and opportunities

Social innovation

Governance and Ethics

Green entrepreneurial leadership

Team management – organizational commitment and justice

Diversity



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Perceived level of the support structure, focus, and pedagogy

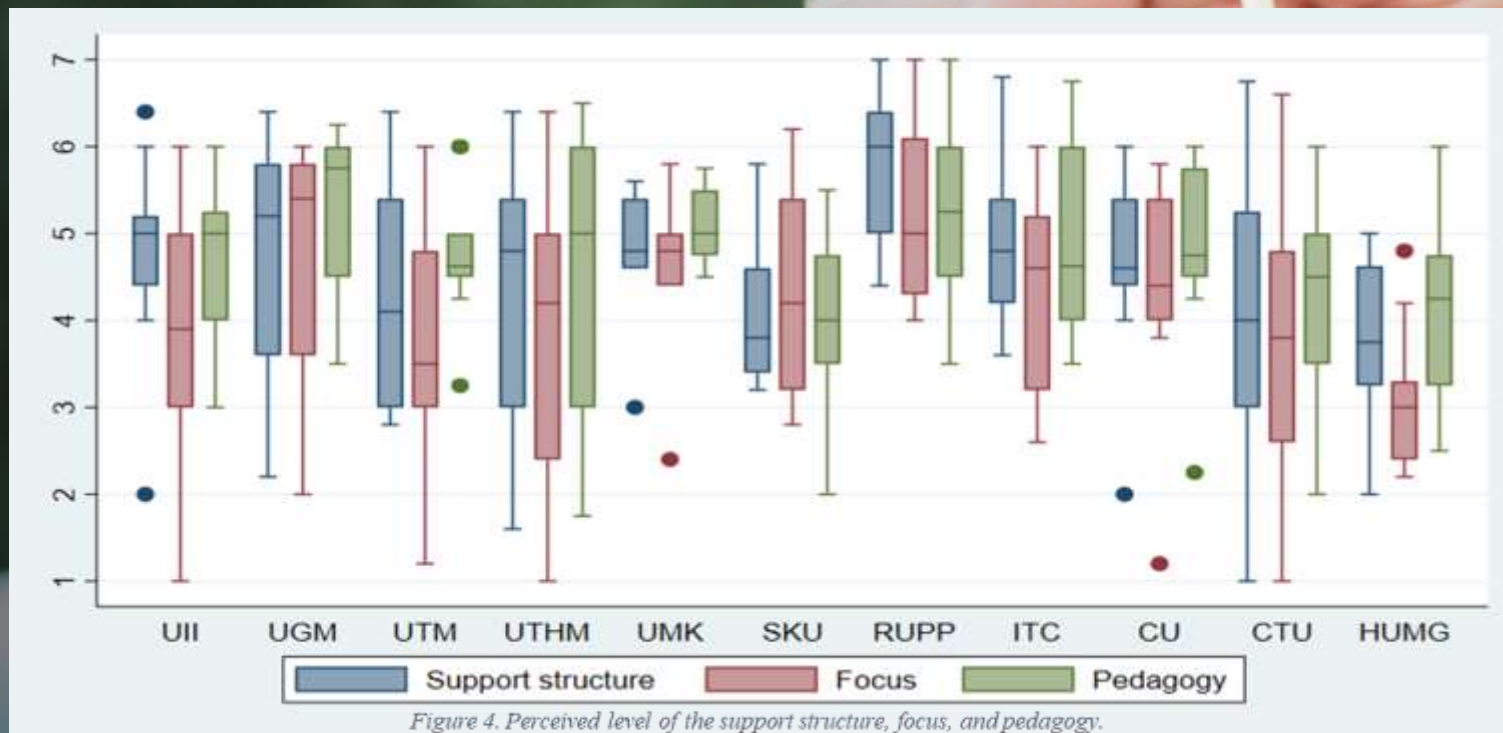


Figure 4. Perceived level of the support structure, focus, and pedagogy.



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University – level support structure on green entrepreneurship and leadership

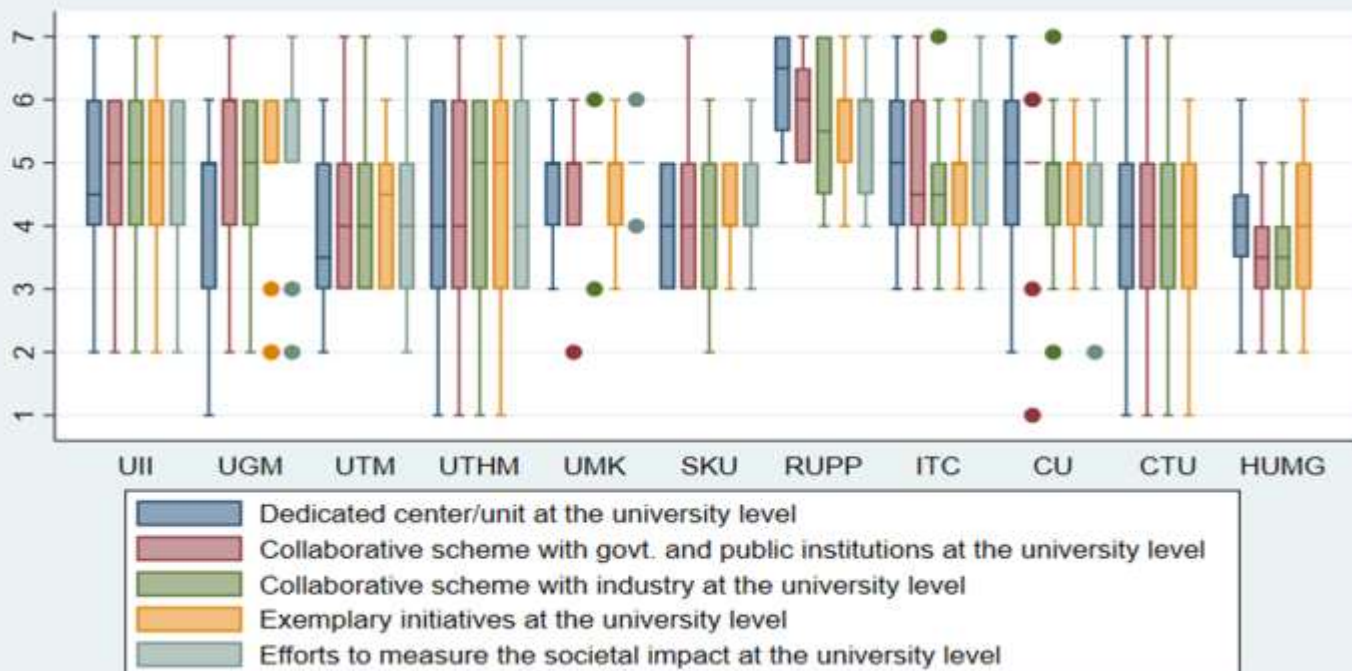


Figure 5. University-level support structure on green entrepreneurship and leadership.



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Faculty-level focus on green entrepreneurship and leadership

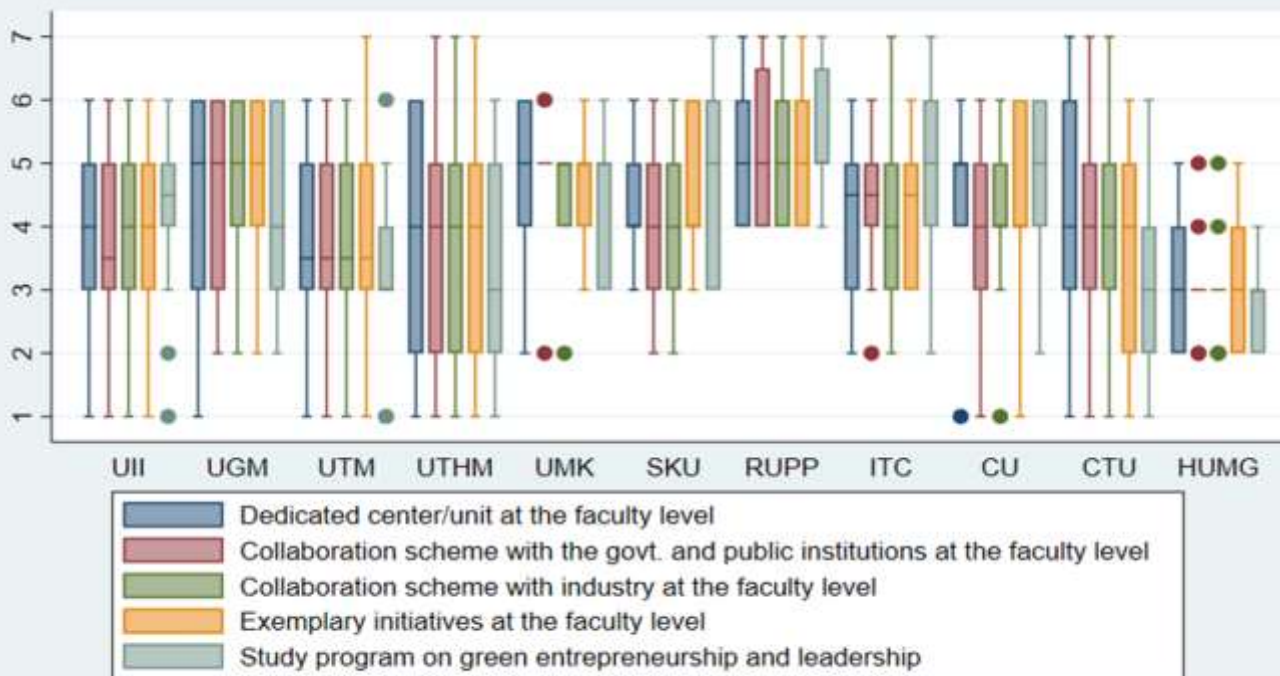


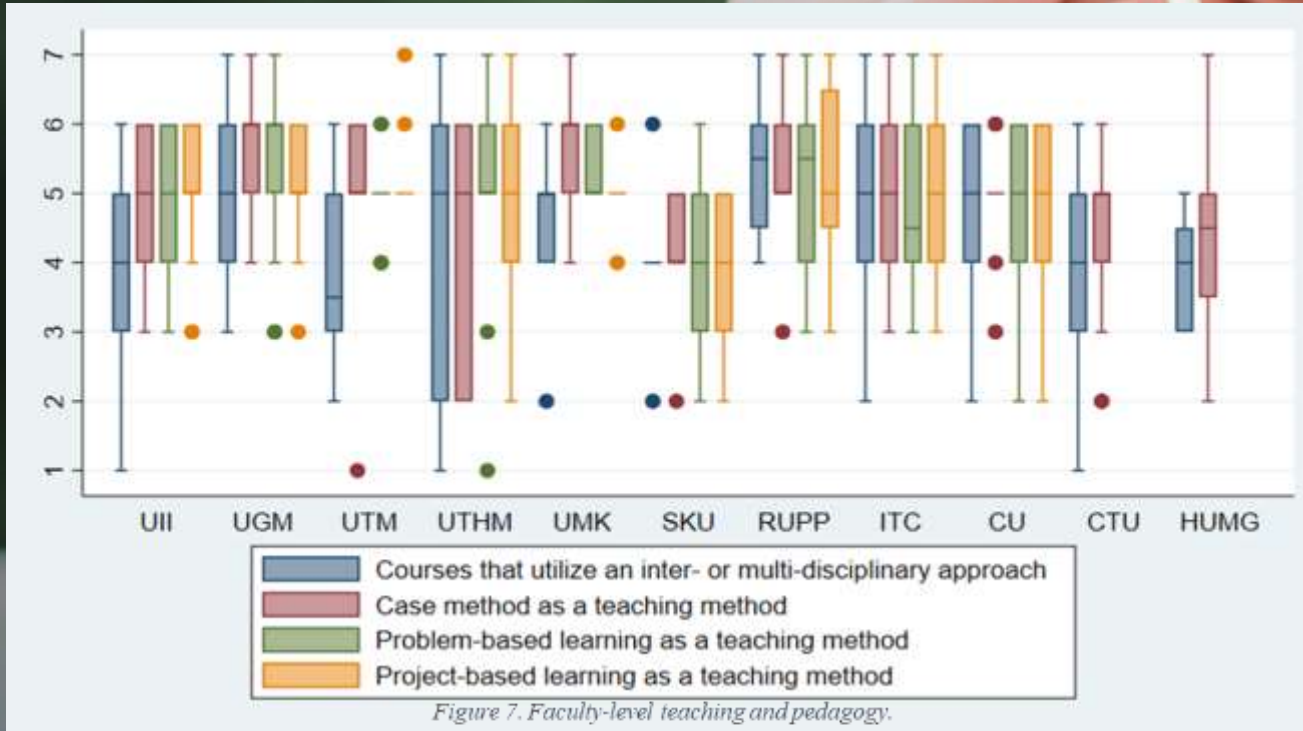
Figure 6. Faculty-level focus on green entrepreneurship and leadership.



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Faculty-level teaching and pedagogy



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Challenges at the university level



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Challenges at the faculty level



Figure 9. Challenges at the faculty level.



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Students



| Taking a course on green entrepreneurship and leadership provided by your univ. | Freq. | Percent | Cum. |
|---|------------|---------------|--------|
| No | 333 | 68.52 | 68.52 |
| Have taken but no emphasis on green | 97 | 19.96 | 88.48 |
| Have taken where green is a part | 32 | 6.58 | 95.06 |
| Have taken specifically on green | 24 | 4.94 | 100.00 |
| Total | 486 | 100.00 | |

Table 4. Taking a course on green entrepreneurship and leadership by the focal university: Aggregate

Table 5. Taking a course by the focal university: By university

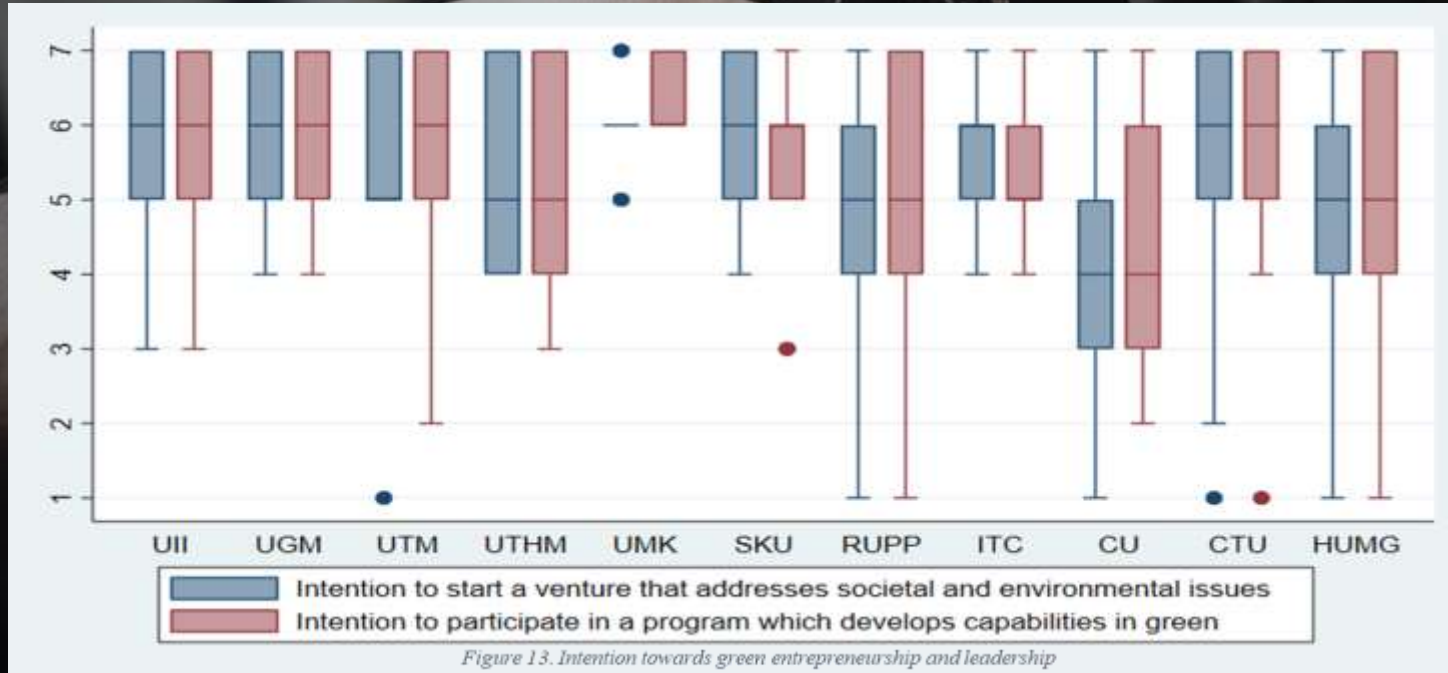
| University | Taking a course on green entrepreneurship and leadership provided by your univ. | | | | Total |
|--------------|---|-----------|-----------|-----------|------------|
| | No | Have take | Have take | Have take | |
| UII | 29 | 29 | 4 | 8 | 70 |
| UGM | 19 | 20 | 10 | 1 | 50 |
| UTM | 5 | 5 | 1 | 0 | 11 |
| UTHM | 14 | 9 | 2 | 2 | 27 |
| UMK | 2 | 4 | 3 | 0 | 9 |
| SKU | 8 | 2 | 1 | 2 | 13 |
| RUPP | 31 | 6 | 1 | 1 | 39 |
| ITC | 7 | 11 | 2 | 0 | 20 |
| CU | 18 | 0 | 0 | 0 | 18 |
| CTU | 25 | 2 | 2 | 0 | 29 |
| HUMG | 175 | 9 | 6 | 10 | 200 |
| Total | 333 | 97 | 32 | 24 | 486 |



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Intention towards green entrepreneurship and leadership



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Extrinsic and intrinsic motivation towards green entrepreneurship and leadership

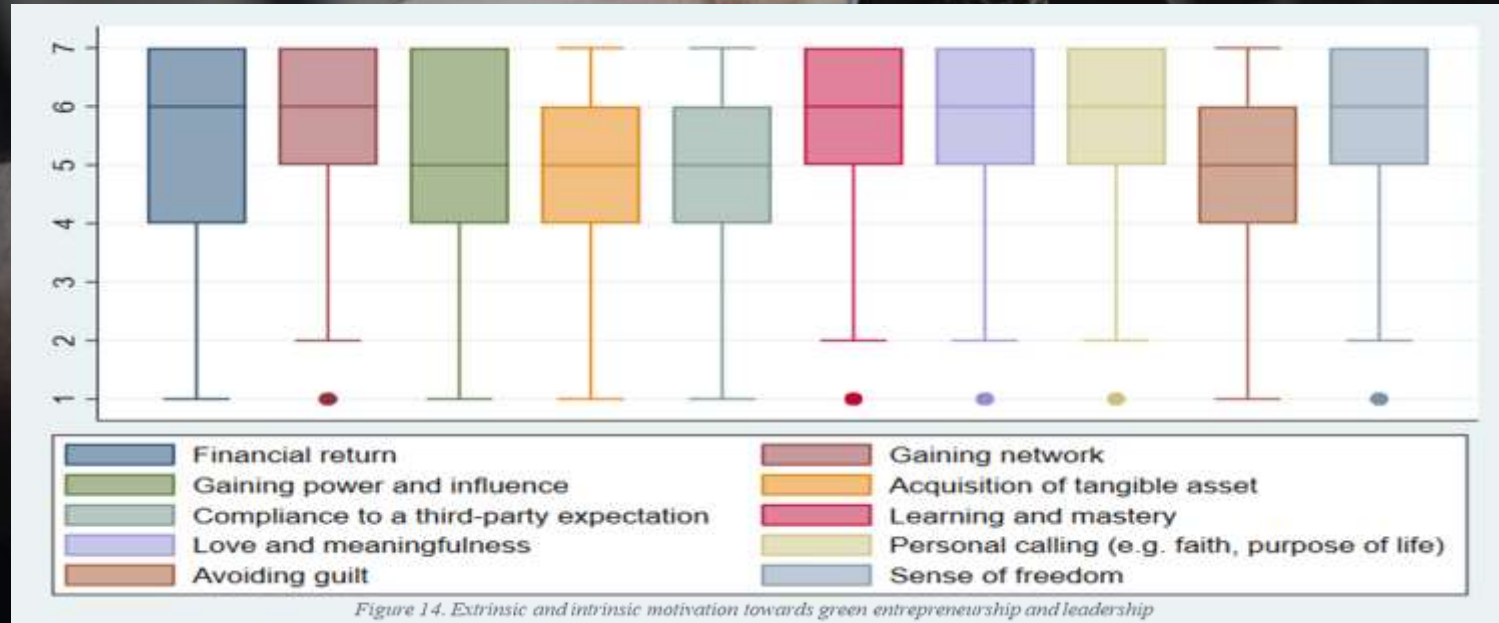


Figure 14. Extrinsic and intrinsic motivation towards green entrepreneurship and leadership



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Biggest obstacle to starting your own green venture – Kind and source of support needed by students



| Biggest obstacle to your decision to start your own green venture | Freq. | Percent | Cum. |
|---|------------|---------------|--------|
| Lack of knowledge | 169 | 34.77 | 34.77 |
| Lack of skills | 135 | 27.78 | 62.55 |
| Financial reasons | 126 | 25.93 | 88.48 |
| Social reasons | 41 | 8.44 | 96.91 |
| Other | 15 | 3.09 | 100.00 |
| Total | 486 | 100.00 | |

Table 7. The biggest obstacle to starting your own green venture

| What kind of support would you need? | Where would you look for support? | | | | | | Total |
|--------------------------------------|-----------------------------------|-----------|-----------|-----------|-----------|----------|------------|
| | Universit | National/ | Chamber o | External | Family/fr | Other | |
| Mentoring/coaching | 101 | 37 | 5 | 15 | 29 | 1 | 188 |
| Training | 99 | 34 | 11 | 16 | 30 | 1 | 191 |
| Funding | 46 | 15 | 12 | 11 | 14 | 1 | 99 |
| Other | 5 | 0 | 0 | 0 | 1 | 1 | 7 |
| Total | 251 | 86 | 28 | 42 | 74 | 4 | 485 |

Table 8. Kind and source of support needed by students



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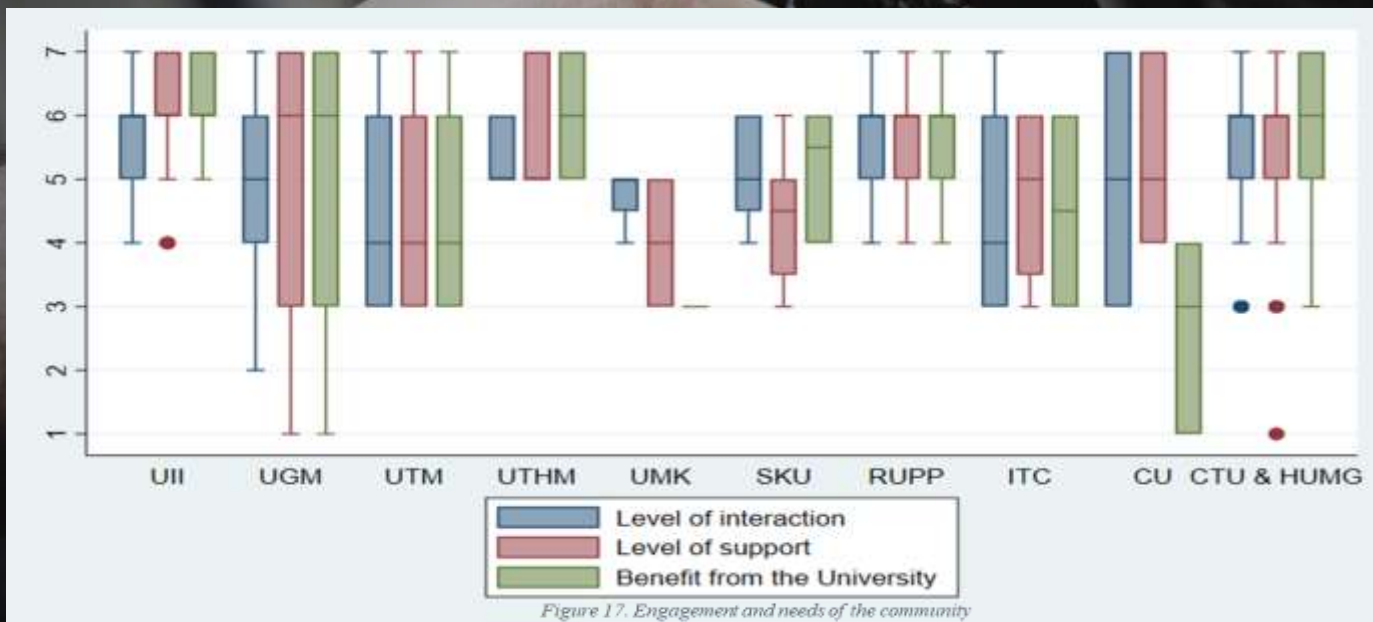
Challenges faced by the students



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Engagement and Needs of the Community



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Engagement and Needs of the Community



| Needed support | Freq. | Percent | Cum. |
|--------------------|-----------|---------------|--------|
| Mentoring/coaching | 25 | 27.78 | 27.78 |
| Training | 20 | 22.22 | 50.00 |
| Funding | 45 | 50.00 | 100.00 |
| Total | 90 | 100.00 | |

Table 10. Kind of support needed by community

| | Frequency | Percent of responses | Percent of cases |
|--------------------------------|------------|----------------------|------------------|
| University support structure | 65 | 43.05 | 74.71 |
| National/local agency for SMEs | 34 | 22.52 | 39.08 |
| Chamber of commerce | 15 | 9.93 | 17.24 |
| External business consultant | 23 | 15.23 | 26.44 |
| Family/friends | 10 | 6.62 | 11.49 |
| Other | 4 | 2.65 | 4.60 |
| Total | 151 | 100.00 | 173.56 |

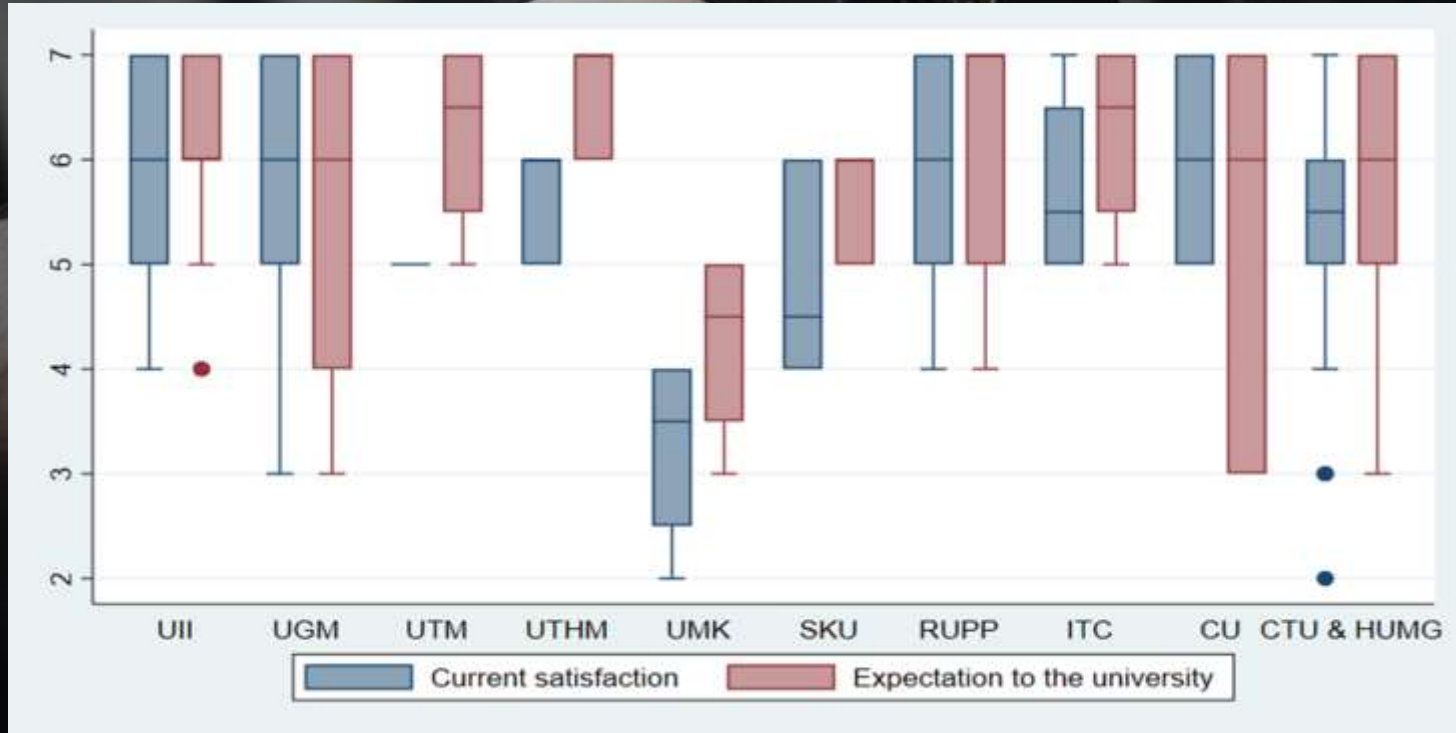
Table 11. Source of support sought by community (multiple response possible)



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Current satisfaction and expectations toward the university



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Challenges at the community level



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D1.6 ANGEL Train the Trainers workshops, 21-25 Nov. 2022, Malaysia
Session 3 - Setting up a University Green Entrepreneurial Centre in ASEAN countries: Practical issues (incl. Intra/extra networking and stakeholder involvement) : The ANGEL Excellence Centres (part 2)



Erasmus+ Programme

**Project Title: ASEAN Network
for Green Entrepreneurship
and Leadership – ANGEL**

Name: Kleovoulos Stylianou
Lead Partner: Center for Social Innovation
Position: Project manager and Researcher



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Content

- Why Entrepreneurship Centers
 - Practical Steps
 - Activity PESTEL Analysis
 - Activity Stakeholder Map
 - Social Innovation Culture
 - ANGEL Innovative Units
 - Examples
-

ANGEL



Why entrepreneurship center

Students who participate in entrepreneurship programs acquire the abilities and perspectives necessary for successful careers in academia and civic life.

Programs and centres for entrepreneurship (particularly green) are excellent tools for turning science into impact.

Entrepreneurship centers create opportunities for Universities to act as a factor in the socio-economic improvement of their local community



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Entrepreneurship Centres and University rankings

- Academic Ranking of World Universities (ARWU)
- Times Higher Education World University Rankings
- QS World University Rankings
- QS Asian University Rankings
- Reuters World's Top 100 Innovative Universities
- Asia-Pacific edition



Social Entrepreneurship

A social enterprise combines entrepreneurial activity with a social purpose. Its main aim is to have a social impact, rather than maximise profit for owners or shareholders.

Inclusive entrepreneurship policies aim to support the creation and growth of businesses by under-represented groups (e.g. women, youth, migrants and seniors) and the unemployed. For these groups the usual barriers to entrepreneurship are often higher than average. (European Commission)



Green Entrepreneurship

Green entrepreneurship refers to a special subset of entrepreneurship that aims at creating and implementing solutions to environmental problems and to promote social change so that the environment is not harmed.



How to set up a University Green Entrepreneurial Centre (Step 1)

- Create the Green Entrepreneurial Centre Committee
- A mix of academics and researchers from different faculties, social entrepreneurs or companies' executives
- Oversee the entire journey
- Suggestion: 9 members



How to set up a University Green Entrepreneurial Centre (Step 2)

- Gap Analysis Research
- Research to identify the University society opinions and needs on the topic of Green Entrepreneurship
- Two different questionnaires: one addressed to the academic/research/administrative community and the other one to the student community
- Location
- Examine the external environment - PESTEL analysis



How to set up a University Green Entrepreneurial Centre (Step 2)

PESTEL analysis

A PESTEL analysis helps an organisation identify the external forces that could impact an organisation. It can be applied in a variety of situations and help senior managers and human resources experts make strategic decisions.

Extension: DG Demographic Governmental.
<https://www.youtube.com/watch?v=GFVKKTwkANY>



How to set up a University Green Entrepreneurial Centre (Step 2)

Activity

In groups of participants from your University / country, examine the external environment of the Green Entrepreneurial Centre of your University using PESTEL analysis – 20 minutes

Each group pair with another group from another country/University and share your analysis – 10 minutes



How to set up a University Green Entrepreneurial Centre (Step 3)

- Identify the stakeholders
- Within and outside the organization
- Internal stakeholders are stakeholders that exist inside an organisation. These are stakeholders who are directly affected by a project, such as students, management, etc.
- External stakeholders are those who have an interest in the success of the organisation but do not have a direct affiliation with the projects at an organization, such as companies, municipality etc.
- Establish partnerships



4 types of stakeholders

Conceptualising the entrepreneurial university: the stakeholder approach, University of Reading

<https://link.springer.com/article/10.1007/s10961-022-09926-0>

Knowledge enablers:

organisations and individuals that facilitate knowledge manipulation (industry and government)

Knowledge providers:

organisations and individuals that produce and spillover knowledge within the entrepreneurial university (university students and faculty)

Knowledge facilitators:

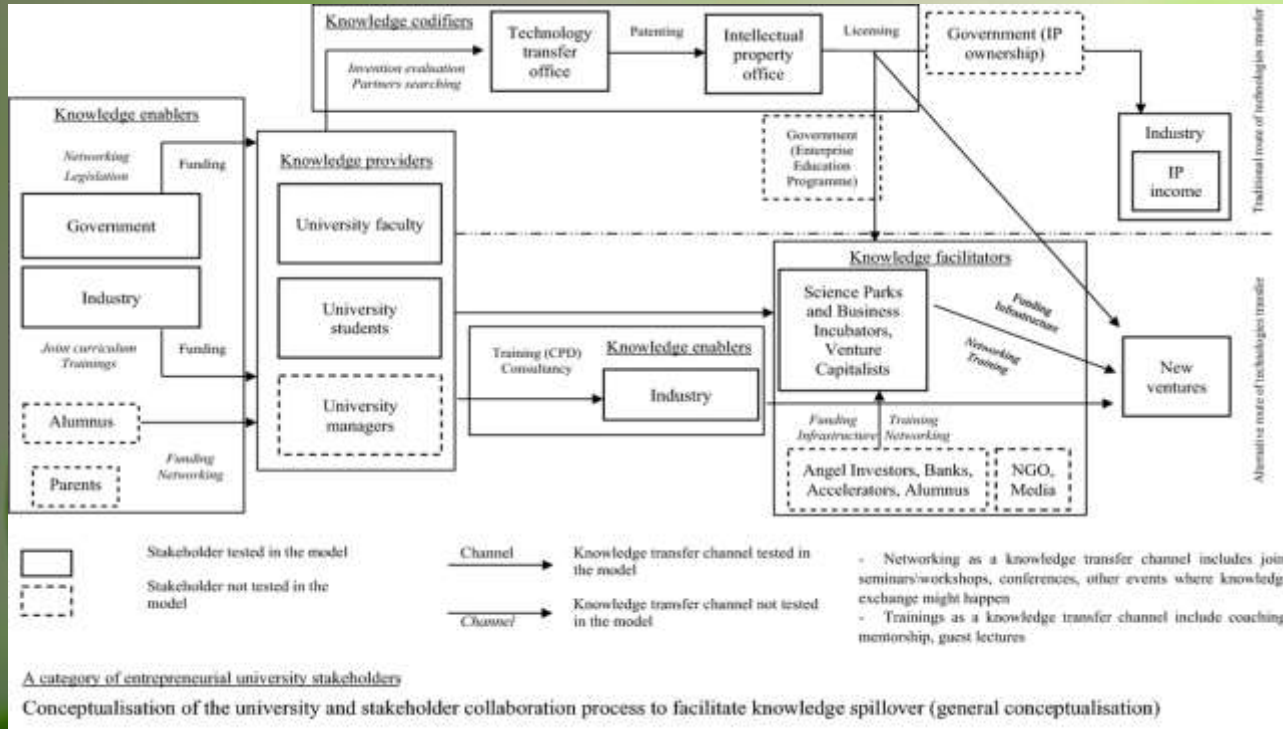
organisations that facilitate entrepreneurial incentives and encourage knowledge spillovers within the university and into the ecosystem (business incubators)

G

Knowledge codifiers:

organisations and individuals that actively seek new channels and forms of knowledge transfer, and facilitate knowledge spillovers outside the university level (technology transfer and IP offices)





Stakeholder Map

Stakeholder mapping is the process of identifying and categorizing key stakeholders involved in achieving the policy objectives of your organization.

<https://www.youtube.com/watch?v=HP2MZscvFI8>



Stakeholder Map

- In groups of participants from your University or country, create the Stakeholder map of the Green Entrepreneurial Centre of your University – 20 minutes
- Each group pair with another group from another country/University and share your analysis – 10 minutes



How to set up a University Green Entrepreneurial Centre (Step 4)

- Create the Center's strategy and principles
- Find the vision and the mission
- Decide the core values
- Define the principles
- Identify the target groups
 - Students, academics / researchers, entrepreneurs, disadvantaged/vulnerable groups within societies
- Create internal Policies



How to set up a University Green Entrepreneurial Centre (Step 5)

Develop the centers activities

- **Green Entrepreneurship and Leadership Education**

Lectures, elective courses, competitions, certificates, internships, MOOCs

- **Support and Mentoring on innovative ideas and research results**

Development of Policy for Research Exploitation and Commercialization or Collaborations, IPR, Technology Transfer Office, creation of pool of mentors, publication of articles

- **Developing Networks of collaboration- Reach community and market place**

Participation in research projects, collaboration with other centers worldwide and local ecosystems, liaison with labour market



Social Innovation Culture

“Social innovation is the process of developing and deploying effective solutions to challenging and often systemic social and environmental issues in support of social progress. Solutions often require the active collaboration of constituents across government, business, and the nonprofit world.”

— Sarah A. Soule, Neil Malhotra, Bernadette Clavier

A culture of innovation is an environment that supports creative thinking and driven efforts to extract socio economic value from knowledge and thereby create or upgrade products, services or processes.



Sustainable Development Goals

The SDGs aim to transform our world. They are a call to action to end poverty and inequality, protect the planet, and ensure that all people enjoy health, justice and prosperity.



Example: BUFSIE: Building the Universities of the Future through Social Innovation Education

The BUFSIE project aims to scale up the educational pedagogy of Social Innovation Education (SIE) and transfer it to the higher education level. It aspires to assist educators to embed SIE into their culture and teaching practices, as well as empower students with a mixture of social, entrepreneurial and active citizenship competences.



Social Innovation Education

A collaborative and collective learning process for the empowerment and socio/political activation of students to drive social change no matter their professional pathways. It builds their competences to identify opportunities for social value creation, to form collaborations and build social relationships and take innovative action for a more democratic and sustainable society



Co-creation Guide

Co-creation is students and teachers working together to come up with ideas and put them into action to address social issues.

The BUFSIE guide provides useful information for organizing and facilitating co-creation labs. Its main objectives are:

To help HEI teachers and educators apply co-creation methodologies and foster collaborative learning towards Social Innovation in their classes.

To provide practical guidelines about the organisation and facilitation of co-creation labs.

To increase HEI educators' understanding on the opportunities of co-creation and foster interactions with other stakeholders, such as social innovators, social entrepreneurs, business people, local authorities etc.) in the promotion of learning.

Link to guide:

<https://bufsie.eu/results/>



ANGEL Innovate Units (1/2)

The mission of the ANGEL Innovate Units is to sustain and advance ANGEL project in the long term through:

The support of entrepreneurial learning,

Partnership-building with intra and extra University actors

The development of expertise in the commercialization of Universities' knowledge and technology



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ANGEL Innovate Units (2/2)

- Located at the main University campus of each University
- They can be part of the Careers Guidance Unit or other related services.
- They will operationalize the knowledge transferred from WP1
- One ANGEL Hub will be established in each partner University that already has a business incubator unit. The Hubs will offer 5 workspaces and space for sharing, joint work, events and expert workshops. They will be used by faculty staff, researchers and students, focusing on green technologies, energy and sustainable development.

Center for Entrepreneurship examples

- University of Cyprus – [Center for Entrepreneurship](#)
- European University Cyprus (EUC) – [Performance Enterprise Accelerator & Knowledge \(PEAK\)](#)
- Van Hall Larenstein University (NL) - [Green Entrepreneurship Centre](#)
- HEC Paris Business School (FR) - [Innovation & Entrepreneurship Center](#)
- University of Dundee (UK) – [Centre for Entrepreneurship](#)
- University of Navarra (SP) – [Entrepreneurship and Innovation Center](#)



D1.6 ANGEL Train the Trainers workshops, 21-25 Nov. 2022, Malaysia

Session 4: Financing and Support Systems for the ASEAN's ANGEL ECs



Erasmus+ Programme

Project Title: ASEAN Network
for Green Entrepreneurship
and Leadership – ANGEL



Name: Vassiliki CHATZIPETROU
Lead Partner: ReadLab
Position: Managing Director & Trainer



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Calls for Proposals/ Applications Types

Calls for applications for business development

- Example: ASEAN programs
- Activity funded: Business development (mentoring, finding investors, participating in trade fairs and exhibitions etc.)

Calls for proposals for joint multi-partner projects on a specific field/subject, on the basis of identified needs

- Example: Erasmus+ Capacity Building in the Field of Higher Education
- Activity funded: transfer of know-how from EU HEIs to Partner country HEIs in specific fields/subjects, by transnational partnerships of more than 4 institutions/organizations

EU Funding



Why EU funding?

- The development of product/service portfolio via a strategically beneficial project that requires skills and competences which match the entrepreneurs' skills.
- The financial level: the financing of part of the investment or the maximisation of the investment with an even more ambitious project

- Integrate a network of organisations accustomed to submitting European projects
- Extend expert network
- Finance the enterprise's R&D
- Integrate a network of organisations accustomed to submitting European projects
- Extend expert network
- Finance the enterprise's R&D
- Integrate new markets
- Be at the cutting-edge of innovation
- Reinforce know-how
- Reinforce brand image



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EU Funding

Why EU funding?



- Make contact with the leading international players
- Become active in various future initiatives identified by the EU
- Receive financial support
- Connect with education and research
- Internationalisation - Broaden horizons – physically and mentally!
- Upskilling - Gain new transferable skills
- Develop personally, professionally and academically

- Increase motivation to learn
- Develop cultural awareness and open-mindedness
- Enhance self-confidence
- Gain knowledge in new subjects, fields or methods
- Improve and gain language skills





WHAT IS A CAPACITY-BUILDING PROJECT

Transnational cooperation projects based on multilateral partnerships, primarily between higher education institutions (HEIs) from Programme and eligible Partner Countries.

They can also involve non-academic partners to strengthen the links with society and business and to reinforce the systemic impact of the projects.



EU Member States and third countries associated to the Programme

27 EU Member States

Non-EU Programme countries:

Norway
Iceland
Liechtenstein

North Macedonia
Turkey
Serbia

Third countries not associated to the Programme

Region 1: Western Balkans
Region 2: Neighbourhood East
Region 3: South-Mediterranean countries
Region 4: Russian Federation
Region 5: Asia
Region 6: Central Asia
Region 7: Middle East
Region 8: Pacific
Region 9: Sub-Saharan Africa
Region 10: Latin America
Region 11: Caribbean

Region 5: Asia

Bangladesh
Bhutan
Cambodia
China
DPR Korea
India Indonesia
Laos
Malaysia
Maldives
Mongolia
Myanmar
Nepal
Pakistan
Philippines
Sri Lanka
Thailand
Vietnam

**In addition,
high income countries:**

Brunei
Hong Kong
Japan
Korea
Macao
Singapore
Taiwan

EU Funding

CBHE – Who can participate



Public or private organisation defined as higher education institution and recognized as such

Located in an EU Member states or third country associated to the Erasmus + programme must hold a valid Erasmus Charter for Higher Education (ECHE).

An ECHE is not required for participating HEIs in eligible third countries not associated to the Erasmus+ programme.

Public or private organization active in the labour market or in the fields of education, training and youth

Located in EU Member States, third countries associated to the Programme or eligible third countries not associated to the Erasmus + programme

Private small medium or large enterprise

(including start-ups and social enterprises) are eligible partners;



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National projects

One eligible **Partner Country** and at least two **Programme Countries**

- Min 1 HEI from each participating EU Member state or third country associated to the programme
- Min 2 HEIs from the participating third country not associated to the programme
- (For Strand 3) The national competent authority (e.g. Ministry) responsible for higher education of the eligible third country not associated to the programme targeted by the project as a full partner

Multi-country projects

At least two eligible **Partner Countries** and at least two **Programme Countries**

- Min 1 HEI from each participating EU Member state or third country associated to the Erasmus + Erasmus + programme
- Min 2 HEIs from each of the participating third countries not associated to the Erasmus + programme
- (For Strand 3) The national competent authority (e.g. Ministry) responsible for higher education of the eligible third country not associated to the programme targeted by the project as a full partner

Project strands

✓ **Strand 1 - Fostering access to cooperation in higher education**

Designed to attract less experienced HEIs and small-scale actors to the CBHE action to facilitate access to newcomer organisations.

✓ **Strand 2 - Partnerships for transformation in higher education**

Address the different state of advancement and challenges of HEIs located in eligible third countries not associated to the programme, enhance the impact of the programme and where relevant complement other sources of funding.

✓ **Strand 3 - Structural reform projects**

Support efforts in third countries not associated to the E+ programme to develop coherent and sustainable systems of higher education to meet their socio-economic needs and broad ambition to create a knowledge-driven economy.

| Regional Priorities 2022 (CBHE – Strand 2 Partnerships for transformation in higher education) | Region 5: Asia |
|--|----------------|
| Green deal | X |
| Digital transformation | X |
| Migration and Mobility | X |
| Governance, peace, security and human development | X |
| Sustainable growth and jobs | X |

The project will be assessed in a two-step procedure:

Step 1

Ranking list on quality established by independent experts based on the following criteria:

- Relevance of the project (max 30 points)
- Quality of the project design and implementation (max 30 points)
- Quality of the project team (max 20 points)
- Sustainability, impact and dissemination of the expected results (max 20 points)

Step 2

- Consultation process with EU Delegations

In addition, the Evaluation Committee will take into account:

- A thematic variety of projects and a sufficient geographical representation within a Region in terms of number of projects per country.
- Compliance with the requirements applicable to each Region.

Erasmus+ EACEA website:

<https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-2/capacity-building-higher-education>

CBHE mailbox: EACEA-EPLUS-CBHE@ec.europa.eu

WHAT ARE ALLIANCES FOR INNOVATION

Sectoral or cross-sectoral
projects focusing on digital and
green skills through cooperation
among higher education,
vocational education and training

They also involve enterprises and
the broader socio-economic
environment



Lot 1: Alliances for Education and Enterprises

- Aims to foster innovation, new skills, a sense of initiative and entrepreneurial mind-sets
- Brings together enterprises and both higher education and vocational training providers
- At least one VET and one higher education organisation

Lot 2: Alliances for Sectoral Cooperation on Skills (implementing the 'Blueprint')

- Aim to tackle skills gaps on the labour market that hamper growth, innovation and competitiveness in specific sectors or areas, aiming both at short term interventions and long term strategies
- Must include VET and HE organisations and labour market actors
- Ideally, also, involve policy bodies, certifying bodies as well as European sectoral associations and representatives of industry



Public or private organisations legally established in an EU Member State or third country associated to the Programme or in any third country not associated to the Programme.

HEI established in an EU Member State or third country associated to the Programme must hold a valid Erasmus Charter for Higher Education (ECHE).

An ECHE is not required for participating HEIs in third countries not associated to the Programme.

- ✓ Higher education institutions
- ✓ VET providers
- ✓ Networks of VET providers
- ✓ Small and medium-sized or large enterprises (including social enterprises)
- ✓ Research institutes
- ✓ Non-governmental organisations
- ✓ Public bodies at local, regional or national level
- ✓ Organisations active in education, training and youth
- ✓ Intermediaries that represent education, training or youth organisations or enterprises
- ✓ Accreditation, certification, recognition or qualification bodies
- ✓ Chambers of commerce, industry or labour, chambers of skilled crafts
- ✓ European or national social partners
- ✓ Hospitals or other care institutions, including long-term care
- ✓ Authorities responsible for education, training or employment at regional or national level
- ✓ Employment services
- ✓ National statistics offices
- ✓ Economic development agencies
- ✓ Sectoral or professional associations
- ✓ Sector skills councils
- ✓ Bodies providing career guidance, professional counselling, information services and employment services



Lot 1: Alliances for Education and Enterprises

- At least **4 EU Member States and third countries associated to the Programme**, involving a minimum of **8 full partners**
- At least **3 labour market actors** (enterprises or companies, or representative intermediary organisations, such as chambers, trade unions or trade associations) as full partners
- At least **3 VET and HEIs** as full partners (min 1 VET and min 2 HEI in every proposal)

Lot 2: Alliances for Sectoral Cooperation on Skills

- At least **8 EU Member States and third countries associated to the Programme** involving at least **12 full partners**.
- At least **5 labour market actors** (enterprises or companies, or representative intermediary organisations, such as chambers, trade unions or trade associations) as full partners
- At least **5 VET and HEIs** as full partners (min 1 VET and min 2 HEI in every proposal)



The project will be assessed in a single stage procedure

The following award criteria apply for both Lots:

- Relevance of the project (max 25 points)
- Quality of the project design and implementation (max 30 points)
- Quality of the of the partnership and the cooperation arrangements (max 25 points)
- **Impact** (maximum score 20 points)

This action follows a lump sum funding model

EU Funding 

Alliances for Innovation - Information sources



Erasmus+ EACEA website: <http://tinsy.me/27zU3z>

Alliances for Innovation mailbox: EACEA-EPLUS-ALLIANCES@ec.europa.eu



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What is Horizon Europe

- A €95,5 billion research and innovation funding program (2021 -2027)
- A single programme coupling research with innovation: 'from lab to market'
- It tackles climate change
- Open to participation: companies, universities, institutes in EU and beyond.

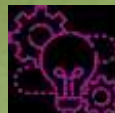




Pillar I:
EXCELLENT SCIENCE



Pillar II:
GLOBAL CHALLENGES & EUROPEAN INDUSTRIAL COMPETITIVENESS



Pillar III:
INNOVATIVE EUROPE



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Horizon Europe – Key Pillars



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Horizon Europe – Pillar I: Excellent science



1

European Research Council: Supporting top researchers from anywhere in the world to work in Europe

2

Marie Skłodowska-Curie actions: Providing opportunities for training and career development of individual researchers

3

Research infrastructures-including e-infrastructure: Ensuring access to world-class facilities



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Horizon Europe – Pillar II: Global challenges and European Industrial Competitiveness



Health



Food, Bioeconomy, Natural Resources, Agriculture & Environment



Secure, clean and efficient energy



Digital, Industry & Space



Climate, Energy & Mobility



Culture, Creativity & Inclusive Society



Civil Security for Society

Joint
Research
Center



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Horizon Europe – Pillar III: Innovative Europe

1

European Innovation Council:

Supporting innovations with breakthrough and market creating potential

2

European Innovation Ecosystems:

Connecting with regional and national innovation actors

3

European Institute of Innovation & Technology:

Bringing key actors (research, education and business) together around a common goal for nurturing innovation



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Horizon Europe – Participation & Funding of organisations from non-EU countries



ELIGIBILITY FOR PARTICIPATION:
ORGANISATIONS FROM NON-EU COUNTRIES ARE ALMOST ALWAYS FREE TO TAKE PART IN HORIZON EUROPE.

ORGANISATIONS FROM **ASIA** ARE ELIGIBLE TO TAKE PART IN HORIZON EUROPE.



ELIGIBILITY FOR FUNDING: ANY ORGANISATION BASED IN A COUNTRY WHICH IS ASSOCIATED TO HORIZON EUROPE IS AUTOMATICALLY ELIGIBLE FOR FUNDING.

ORGANISATIONS FROM **ASIA** ARE AUTOMATICALLY ELIGIBLE FOR FUNDING.

Third countries with good capacity in science, technology and innovation



EU Funding

Horizon Europe – Benefits from participation

- ✓ Building sustainable **partnerships and networks with EU counterparts** (both from academia and industry) in areas such as climate change, cancer, health, climate neutral & smart cities etc.);
- ✓ **Knowledge-transfer** and knowledge-sharing opportunities;
- ✓ **Training of researchers** both from academia and industry (Marie Curie actions);
- ✓ **Access** to important research infrastructures, technology and scientific know-how;
- ✓ Encouraging **public-private partnerships**, market uptake of research results;
- ✓ Support to **innovation activities** (including societal transformation areas and open science policies);



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EU Funding

Horizon Europe – How to participate

- ✓ Find a suitable **Call for Proposals** on the Funding & Tenders Portal;
- ✓ Find project partners (or apply as an individual researcher/team);
- ✓ Create an account on the **Funding & Tenders Portal** and register your organization;
- ✓ Prepare your project proposal and submit it to the European Commission;
- ✓ Wait for the result of the evaluation by external independent experts;
- ✓ If selected, sign the Grant Agreement.



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EU Funding

Horizon Europe – Information sources



Horizon Europe website:

<http://ec.europa.eu/horizoneurope>

Funding & tender portal:

<http://tinsy.me/haDc8r>

Information on how to apply and find partners:

https://ec.europa.eu/info/research-and-innovation_en



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- ✓ **Circular economy dimensions**
- ✓ **Funds pilot projects helping companies adopt cleaner technologies and more sustainable industrial practices**, as well as helping consumers to act more responsibly in their daily choices and lifestyles.
- ✓ **Feeds into policy and regulatory discussions with national governments** in their transition towards a low-carbon and resource-efficient economy **through the improvement of national strategies and action plans** with regard to sustainable production and consumption practices.
- ✓ **43 ongoing projects in 2022** in agrifood, textile and leather, sustainable housing and building, plastics, waste management, tourism, multi-industry implemented by Asian and European organisations
- ✓ **Calls for proposals** are launched by the European Commission Directorate-General for International Partnerships (INTPA): <http://tinsy.me/TWtkuN> (last one in 2020)
- ✓ More **information** on SWITCH-Asia grants at <https://www.switch-asia.eu/grants-projects/about-grants/> and intpa-switch-asia@ec.europa.eu

Regional funding

Other examples of funding



* Re-establishing Tourism Confidence through Innovative Digital Solutions (Asian Development Bank grant, call closed in 2021)

- Hackathon aimed to help Southeast Asia's small and medium-sized tourism businesses endure the COVID-19 downturn
- Potential funding of USD 10,000 or more for selected pilots in ADB's developing member countries
- Eligible institutions: Academic Institutions, Private Sector incl. Startups, University Students and Faculty, Research Organizations and Independent Researchers, Corporate Partners

* More information on the **ADB Open Innovation Platform** (ADB challenges), which is open to start-ups, academia, and more for the co-creation of innovative solutions for Asia and the Pacific, and open calls here: <https://challenges.adb.org/en>

* In order to apply you need to create an account with ADB



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Regional funding

Other examples of funding

***ASEAN ACCESS** (implemented by **ASEAN** and funded by **GIZ**)

Online portal serving as a first port of call for ASEAN SMEs and other businesses for information on trade and market access in ASEAN. Provides, among other, trainings and business matchmaking services.

***ASEAN Mentorship for Entrepreneurs Network (AMEN)** (implemented by **ASEAN Business Advisory Council** and funded by the **Japan-ASEAN Integration Fund - JAIF**)

Implementation of a regional mentorship program Micro, Small and Medium Enterprises with the aim to help SMEs access the 3Ms (money, market, and mentorship).



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Regional funding

Other examples of funding

Various start-ups and SMEs accelerators in Southeast Asia are supported by governments, international foundations and banks – start-ups are the [driving force of intra-ASEAN investment](#)

- ✓ The Startup National program of Indonesia can be found [here](#)
- ✓ The Startup National program of Malaysia can be found [here](#)
- ✓ The Startup National program of Cambodia can be found [here](#)
- ✓ The Startup National program of Vietnam can be found [here](#)
- ✓ The Mekong Innovations in Sustainable Tourism ([MIST Program](#)), set up by 6 Mekong Subregion countries – Cambodia, the People's Republic of China, Lao PDR, Myanmar, Thailand, and Viet Nam and supported by ADB, is open to any business entity, from start-ups to established corporates.
- ✓ An overview of startup accelerators in Southeast Asia can be found [here](#)



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EU Funding



Practical tips for competitive proposal development



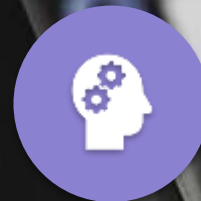
**STEP1. PROJECT
IDEA**
AT FIRST A
CONCRETE PROJECT
IDEA IS REQUIRED



IN LINE WITH THE
PRIORITIES OF THE
CALL



CLEARLY
ADDRESSING THE
THEMATIC
PRIORITIES SET BY
THE PROGRAMME
FOR ITS TARGET
GROUP(S)



INNOVATIVE AND /OR
COMPLEMENTARY TO
OTHER INITIATIVES
OR PROJECTS
ALREADY CARRIED
OUT UNDER THE
PRESENT OR PAST
ACTIONS



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Practical tips for competitive proposal development



STEP 2. BUILDING THE PARTNERSHIP



ONCE THE IDEA IS DEFINED YOU SHOULD FIND THE RIGHT PARTNERS TO ESTABLISH A STRONG AND COMPLEMENTARY PARTNERSHIP



THE PROJECT TEAM SHOULD HAVE THE NECESSARY SKILLS, EXPERIENCE AND EXPERTISE TO SUCCESSFULLY DELIVER ALL ASPECTS OF THE PROJECT



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STEP 3. PROPOSAL WRITING

A preliminary needs analysis before writing a proposal is required (a more in-depth analysis could be planned in the project)

Describe clearly how the project addresses the call objectives and priorities

The objectives of the proposal should be clear, realistic and appropriate based on a genuine and adequate needs analysis

Define clearly the target group(s)





STEP 3. PROPOSAL WRITING

The activities proposed over the lifetime of the project should be of high quality, pertinent and appropriate to achieve the objectives and foreseen results

The proposed methodology should be innovative, feasible and appropriate to achieve the foreseen results

The overall project design ensures consistency between project objectives, methodology, activities and budget proposed



STEP 3. PROPOSAL WRITING

The work plan should be clear and realistic, with well-defined activities, realistic time-lines, clear deliverables and milestones. It should demonstrate a logical and sound planning capacity and include appropriate phases for preparation, implementation, evaluation, follow-up and dissemination of results

Challenges/risks of the proposal should be clearly identified and mitigating actions properly addressed. Quality control measures, including indicators and benchmarks, are in place to ensure that the project implementation is of high quality, completed in time and on budget.

STEP 3. PROPOSAL WRITING

Describe how the proposal will produce multiplier effects outside the participating organisations at local/regional/national or international level

Describe measures, which will be put in place to assess the effective impact achieved by the project

Include a dissemination plan during and beyond the project lifetime, which should be clear and efficient, with appropriate resources identified in each of the participating organisations, to ensure high quality dissemination of project experiences and outputs to relevant stakeholders

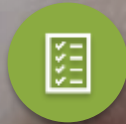
Describe how the project activities and results will be sustained after the project lifetime.
Impact is sustainability!

EU Funding

Practical tips for competitive proposal development



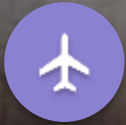
STEP 4. DEVELOP THE PROJECT BUDGET



The project should be cost-effective and allocate appropriate resources to each activity



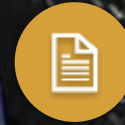
Define the direct staff costs



Estimate the potential travel costs



Estimate costs for equipment



Estimate other costs of the project such as printing and publishing, organisation costs for dissemination events, translation costs etc



Estimate subcontraction costs for limited part of the action.



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Good Luck

Thank you for the attention!



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D1.6 ANGEL Train the Trainers workshops, 21-25 Nov. 2022, Malaysia
Session 5: Training on green entrepreneurship – A common element for the ASEAN's partners UGECs – An introduction of the training material and toolbox



Erasmus+ Programme

**Project Title: ASEAN Network
for Green Entrepreneurship
and Leadership – ANGEL**

Name: Elmos KONIS
Lead Partner: EUC
Position: Professor

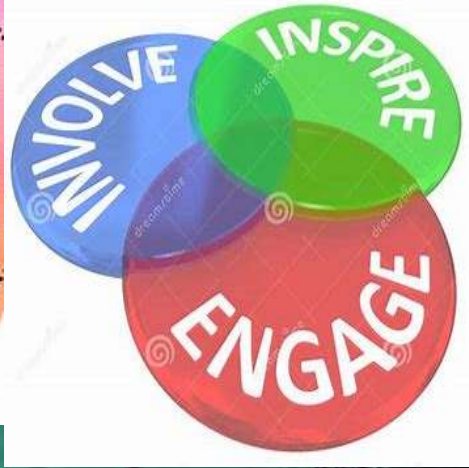
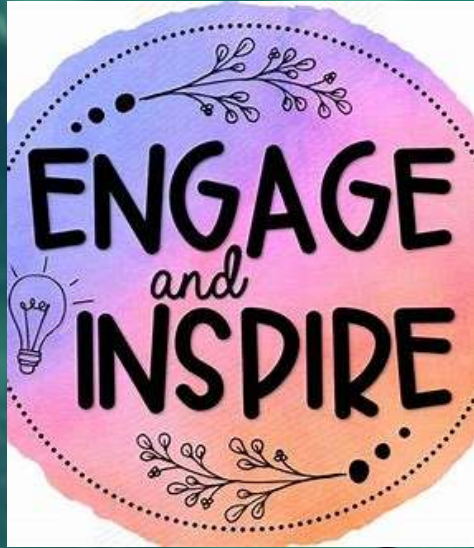


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DEVELOPING AN ENTREPRENEURIAL MINDSET

Inspire>
Involve>
Inform>
Innovate



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The aim of this course is to provide faculty, administrative staff and the respective communities of the participating ASEAN universities with the knowhow, skillset and mindset required to initiate and sustain green entrepreneurship initiatives, with special focus on providing associated leadership / entrepreneurial skills to disadvantaged community groups.

The training objectives of the course are:

- a) to familiarize academics and administrative staff with green entrepreneurship / leadership practices, teaching and support, thus building their capacity as green entrepreneurship trainers.
- b) to provide a platform for green entrepreneurship trainers to present and support relevant ideas, solutions and recommendations to their respective communities by utilizing local opportunities and situations.
- c) to create a sustainable network of green entrepreneurship trainers that will support the intra-university ANGEL network.
- d) to offer a comprehensive green entrepreneurship / leadership skillset and mindset to the broader society.



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The expected learning outcomes for trainees are for them to be to:

- Explain the main aspects of green entrepreneurship: the leader / entrepreneur, ideation and development, context and the green ecosystem
- Identify the steps needed to develop a green entrepreneurship venture.
- Recognize green business opportunities using creative techniques and a strategic analysis of the situation and environment.
- Spotlight opportunities and methods of accessing financial resources.



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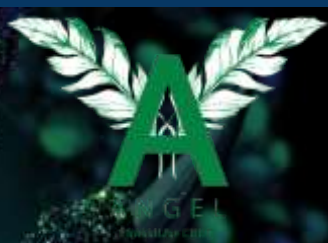
Inspire>

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Interact, co-create



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M1 Introduction to Green Entrepreneurship EUC .DOCK ☆ 📧

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Module 1. Introduction to Green Entrepreneurship and Sustainability

LEARNING OUTCOMES

PARTICIPANTS WILL BE ABLE TO

1. EXPLAIN THE CONCEPT OF
2. IDENTIFY THE CONTEXT AND KEY INGREDIENTS OF GREEN ENTREPRENEURSHIP
3. EXPLAIN GREEN BUSINESS PRACTICES AND COMPONENTS
4. ELUCIDATE THE GREEN BUSINESS VALUE CHAIN
5. EXPLAIN THE CONTEXT AND APPLICABILITY OF GREEN ENTREPRENEURSHIP IN THE ASEAN REGION
6. GIVE EXAMPLES OF GREEN ENTREPRENEURS FROM MINORITIES IN THE SOUTHEAST ASIAN CONTEXT

| Lesson | Unit name * | Type/ Duration | Title/Source description, Objectives, Learning Outcomes | Notes |
|----------|-------------|-------------------|---|-------|
| Lesson 1 | | | GREEN BUSINESS: A WIN-WIN PROPOSITION 3 minute short video addressing the module's goals | |



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- Involve>
- Inform>
- Innovate
- Interact, co-create



| Lesson | Unit name * | Type/ Duration | Title/Source description, Objectives, Learning Outcomes |
|---|----------------|---|--|
| <p>Lesson 1</p> <p>THE GREEN BUSINESS ENVIRONMENT</p> <p>2 HOURS</p> | INTRODUCTION | VIDEO | <p>GREEN BUSINESS: A WIN-WIN PROPOSITION</p> <p>3 minute short video addressing the module's goals</p> <p>Prepared by a presenter from the consortium</p> <p>THIS VIDEO, WHICH WILL SUMMARISE ALL HEREIN, WILL BE PREPARED AFTER THE MATERIAL BELOW IS FINALISED. SINCE CORRECTIONS WILL BE MADE, WE CAN DO THIS <u>AFTER OR DURING</u> THE KUALA LUMPUR MEETING</p> |
| | CLASS ACTIVITY | INTERNET SEARCH 0.25 HOURS | <p>GREEN BUSINESS AND SUSTAINABILITY</p> <p>PARTICIPANTS CONDUCT AN OPEN SEARCH ON GREEN BUSINESS, SELECTING ANY KEY WORDS OF THEIR CHOICE. AS A RESULT, KEY ISSUES AND DEVELOPMENTS WILL EMERGE. EXAMPLES ARISING WILL INCLUDE TYPES/AREAS OF GREEN BUSINESS, IDEAS FOR GREEN BUSINESS, RELEVANT EVENTS ETC.</p> <p>DISCUSSION</p> |
| | LECTURE 1 | PPT FACE TO FACE (or live online) 1 HOUR | <p>AN INTRODUCTION TO GREEN ENTREPRENEURSHIP, LEADERSHIP AND SUSTAINABILITY</p> <p>Link to the ppt file See ANGEL M1L1 (https://3.basecamp.com/4440716/buckets/21216125/documents/5374875548)</p> |
| | CLASS ACTIVITY | VIDEO 0.25 HOURS | <p>GREEN BUSINESS IDEAS https://www.youtube.com/watch?v=ez09N1nH_OY</p> <p>CAN ANY OF THESE IDEAS BE ADAPTED OR APPLIED IN THE PARTICIPANTS' COUNTRIES AND SITUATIONS?</p> |



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 Inform>
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| | | |
|-------------------------------------|-----------------------------------|---|
| <p>KNOWLEDGE CHECK</p> | <p>TEXT 0.25 HOURS</p> | <p>A quiz or an exercise to confirm knowledge gained.</p> <p>TYPICAL QUESTIONS:</p> <ul style="list-style-type: none"> • What is green entrepreneurship, sustainability and their main dimensions? How can these concepts be linked to daily routines and work activities? • Examples of green business. What are Sustainable Development Goals, their application, and their links with sustainability dimensions? • How can we participate actively in the green business actions in our communities? • What is the concept of Circular Economy? • What are the factors influencing the implementation of green business practices at different levels? |
| <p>CASE STUDY AND DISCUSSION</p> | <p>FORUM 0.25 HOURS</p> | <p>REVIVING the GREEN REVOLUTION</p> <p>https://www.rarecell.org/case-studies/</p> <p>PARTICIPANTS PERUSE SELECTED INITIATIVES AND DISCUSS OPPORTUNITIES FOR EMULATION. CONVERSATION CAN CONTINUE WITHIN THE BLOG</p> |
| <p>ARTICLES AND OTHER RESOURCES</p> | <p>TEXT OR VIDEO HOMEWORK</p> | <p>GREEN BUSINESS IDEAS FOR THE INDIAN MARKET (video)</p> <p>https://www.youtube.com/watch?v=gvlzr0Qoo58</p> <p>SUSTAINABILITY AND SDGs</p> <p>Moreno Pires, S., Theodosiou, N., Bacelar-Nicolau, P., Caeiro, S., Galli, A., Malandrakis, G., Niccolucci, V., Nicolau, M., Papadopoulou, A., Maper, M., Patrizi, N., Pulselli, F.M., Zachos, D. (2020). EUSTEPs Students' teaching module. Unit 3: "Sustainability and SDGs" (slide presentation). https://www.eusteps.eu/wp-content/uploads/2020/10/Unit-3-Sustainability-and-SDGs_2.pdf</p> <p>SUSTAINABILITY AND DEVELOPMENT</p> <p>Waas, T., Hugé, J., Verbruggen, A., & Wright, T. (2011). Sustainable Development: A Bird's Eye View. Sustainability, 3(10), 1637–1661. https://doi.org/10.3390/su3101637</p> <p>UNDP BOOKLET</p> |



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Interact, co-create



| | | | |
|---|----------------------------------|--|--|
| <p>Lesson 2</p> <p>GREEN BUSINESS COMPONENTS</p> | <p>CLASS ACTIVITY</p> | <p>FORUM</p> <p>0.25 HOURS</p> | <p>EXPLORATION AND DISCUSSION:</p> <p>WHAT DOES IT TAKE TO OPEN AND OPERATE A GREEN BUSINESS? WHAT ARE THE CHALLENGES GENERALLY AND IN THE ASEAN AREA? PARTICIPANTS WILL DRAW ON THEIR OWN EXPERIENCES TO WRITE DOWN FOUR FIVE MAIN COMPONENTS FOR GREEN BUSINESS. THEY WILL ALSO WRITE THE SINGLE BIGGEST CHALLENGE THEY PERCEIVE.</p> |
| <p>2 HOURS</p> | | | <p>IT IS ANTICIPATED THAT THE MAIN COMPONENTS WILL BE IDENTIFIED. E.G.: OPPORTUNITY, INCENTIVES, EXPERTISE AND TECHNOLOGICAL INNOVATION, LEADERSHIP, GOVERNMENT AND OTHER HELP, FINANCING, MARKET NEED, PROMOTION ETC. THE IDENTIFIED BIGGEST CHALLENGES WILL BE DISCUSSED, WITH THE POSSIBILITY OF SOLUTIONS</p> |
| | <p>LECTURE 2</p> | <p>PPT</p> <p>FACE TO FACE</p> <p>(or live online)</p> <p>1 HOUR</p> | <p>GREEN BUSINESS COMPONENTS. CONSIDERATIONS AND CHALLENGES</p> <p>Link at: https://3.basecamp.com/4440716/buckets/21216125/documents/5374875548</p> |
| | <p>CASE STUDY AND DISCUSSION</p> | <p>FORUM</p> <p>0.5 HOURS</p> | <p>ARTICLE DISCUSSION: "GROWING GREEN BUSINESS INVESTMENTS IN ASIA AND THE PACIFIC".</p> <p>PARTICIPANTS WILL HAVE PREVIOUSLY DOWNLOADED AND READ THE ARTICLE "GROWING GREEN BUSINESS INVESTMENTS IN ASIA AND THE PACIFIC" (SEE LINK BELOW). THEY WILL BE REQUESTED TO NOW IDENTIFY THE TRENDS AND OPPORTUNITIES THEREIN, WHILE ALSO DISCUSSING THE KEY COMPONENTS</p> <p>ARTICLE LINK https://www.adb.org/sites/default/files/publication/664446/sdwp-072-green-business-investments-asi-a-pacific.pdf</p> |



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Inspire> Involve> Inform> Innovate



AND
FOLLOW THE
GREEN
PATHWAY

5

MODULES

THE GREEN
PATHWAY:

MODULE 1
Introduction
to Green
Business

THE GREEN
PATHWAY:

MODULE 2
Developing
a Green
Business
Idea

THE GREEN
PATHWAY:

MODULE 3
Developing
and
Implementing
a Green
Business
Model

THE GREEN
PATHWAY:

MODULE 4
Financing
and
Support
Systems for
the Green
Business

THE GREEN
THWAY:

MODULE 5
Green
Business
Marketing,
and
Pitching

RESULT:

12

New Ideas!



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DEVELOPING A (GREEN) ENTREPRENEURIAL MINDSET



THE GREEN PATHWAY:

5 MODULES
WITH 3
LESSONS
EACH

THE GREEN PATHWAY:

MODULE 1

THE GREEN PATHWAY:

1. Introduction
2. Green Business Components
3. Green Business in the ASEAN Region

THE GREEN PATHWAY:

MODULE 2

THE GREEN PATHWAY:

1. Developing a Green Business
2. Creativity and Innovation
3. Ideation Practicalities

THE GREEN PATHWAY:

MODULE 3

THE GREEN PATHWAY:

1. Start-up Basics
2. The Green Leader/Entrepreneur
3. The Green Lean Canvas

THE GREEN PATHWAY:

MODULE 4

THE GREEN PATHWAY:

1. Fundamentals of Green Finance
2. Green Financing Products
3. Challenges in Green Financing

THE GREEN PATHWAY:

MODULE 5

THE GREEN PATHWAY:

1. Green Marketing
2. Presenting your Green idea
3. Pitching your Idea



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DEVELOPING A (GREEN) ENTREPRENEURIAL MINDSET

<https://vle.angel-project.eu/>



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SOME PROJECT PARAMETRES, CONCERNS AND CHALLENGES



Developed initially by EUC and then discussed with all partners to ensure optimization

Covers conception, design, management and commercialization of new enterprises.

It will be designed to guide aspiring entrepreneurs from idea to opportunity identification, launch, growth, financing and profitability.

Develops entrepreneurial mindsets and skills for successful start-ups.



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SOME PROJECT PARAMETRES, CONCERNS AND CHALLENGES



Changing Mindsets is not Easy!

Motivation and willpower will only get you started. Anyway, these are exhausting practices.

You need to form new habits.



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SOME PROJECT PARAMETRES, CONCERNS AND CHALLENGES



It will address final/postgraduate/PhD students, researchers and faculty staff and will be available both in the form of facilitated workshops and online, through the ANGEL MOOC (open edITCtional resources).

Although the ANGEL project partners recognize the benefits of online learning, offering the training exclusively through the MOOC would undermine its potential, as access to the internet is not available to all, especially students from disadvantaged backgrounds.

In addition, facilitated training is expected to promote the sharing of ideas and experiences, collaborative learning and discovery. ANGEL trainees will have access to the ANGEL Hub (see WP2). Aspiring entrepreneurs will also be encouraged to present their ideas at the end of each training round to an audience of peers, mentors and business people.



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SOME PROJECT PARAMETRES, CONCERNS AND CHALLENGES



Innovation:

- at least 12 ideas of ANGEL trainees will be coached
- at least 5 ideas of ANGEL trainees will form start-ups
- at least 70 applications to the ANGEL Entrepreneurship prize

Engagement:

at least 300 persons involved in ANGEL Innovate, law and student units at least 300 non-academic social and economic actors involved in ANGEL (entrepreneurs, policy-makers, public administrators and youth/student representatives)



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SOME PROJECT PARAMETRES, CONCERNS AND CHALLENGES

- 40 Hours Total Duration of Training for the
- FIVE MODULES
- 8 Hours per Module
- 2 Weeks Duration



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You are now on your way to opening a green business



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