ANGEL

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R1.5 ເອກະສານການຝຶກອົບຮົມ ANGEL ແລະຄູ່ມືຄູຝຶກ

WP 1. Customization and training

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R1.5 ເອກະສານການຝຶກອົບຮົມ ANGEL ແລະຄູ່ມືຄູຝຶກ 2

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ພາກແນະນຳ

ເອກະສານນີ້ກ່ຽວຂ້ອງກັບກອງປະຊຸມ "ການຝຶກອົບຮົມຂອງຄູຝຶກ" ທີ່ຈັດຂຶ້ນໃນຂອບຂອງ WP1 ຂອງໂຄງການ ANGEL. ມັນມີຈຸດປະສົງເພື່ອໃຫ້ພາບລວມຂອງການຝຶກອົບຮົມຂອງຄູຝຶກນີ້, ໂດຍການນຳສະເຫນີອົງການຈັດຕັ້ງທີ່ຊັດເຈນຂອງການຝຶກອົບຮົມ, ຈຸດປະສົງທີ່ດຳເນີນແລະເນື້ອໃນທີ່ໄດ້ກ່າວມາໃນລະຫວ່າງມື້ການຝຶກອົບຮົມທີ່ແຕກຕ່າງກັນເຊັ່ນດຽວກັນກັບວິທີການສອນນຳໃຊ້.

ສຳມະນາການເຝິກຄູຝຶກ

ການນຳສະເຫນີການສຳມະນາ

ຈຸດປະສົງລວມຂອງການສຳມະນາແມ່ນສອງເທົ່າ. ຄຽງຄູ່ກັນນັ້ນ, ກ່ຳເພື່ອເປັນການສ້າງ ແລະ ຝຶກອົບຮົມບັນດາທີມງານຫຼັກທີ່ຮັບຜິດຊອບການຈັດຕັ້ງປະຕິບັດສູນ ANGEL ໃນມະຫາວິທະຍາໄລຄູ່ຮ່ວມມື ແລະ ຄຽງຄູ່ກັນນັ້ນ, ກ່ຳເພື່ອເປັນການແນະນຳໃຫ້ຜູ້ເຂົ້າຮ່ວມໄດ້ຮັບຮູ້ທິດສະດີ ແລະ ການປະຕິບັດການພັດທະນາຜູ້ປະກອບການພາຍໃນມະຫາວິທະຍາໄລ.

ຈຸດປະສົງ

ການຝຶກອົບຮົມດັ່ງກ່າວມີຈຸດປະສົງເພື່ອແນະນຳຜູ້ເຂົ້າຮ່ວມກ່ຽວກັບທິດສະດີແລະການປະຕິບັດຂອງການພັດທະນາຜູ້ປະກອບການໂດຍມະຫາວິທະຍາໄລ.

ຈຸດປະສົງການຝຶກອົບຮົມແມ່ນ:

- ເພື່ອສ້າງຄວາມຄຸ້ນເຄີຍກັບຜູ້ເຂົ້າຮ່ວມກ່ຽວກັບຫຼັກການການຮຽນຮູ້, ແນວຄວາມຄິດ ແລະ ຕັກນິກຂອງຜູ້ປະກອບການ,
- ເພື່ອສຳຫຼວດພາກປະຕິບັດຂອງການຈັດຕັ້ງ ແລະ ການປະຕິບັດໜ້າທີ່ປະຈຳວັນຂອງສູນຜູ້ປະກອບການມະຫາວິທະຍາໄລ
- ເພື່ອພັດທະນາຕັກນິກການສ້າງເຄືອຂ່າຍເພື່ອຕິດຕໍ່ພົວພັນກັບມະຫາວິທະຍາໄລພາຍໃນ (ຄະນະວິຊາ, ບໍລິຫານ ແລະ ວິຊາການ ແລະນັກສຶກສາ) ແລະນັກສະແດງຈາກມະຫາວິທະຍາໄລ (ສະພາບແວດລ້ອມທຸລະກິດທ້ອງຖິ່ນ, ພາກພື້ນ ແລະສາກົນ ແລະການບໍລິການຂອງລັດ)
- ເພື່ອຊອກຫາ ຫຼືລະດົມທຶນຊ່ວຍເຫຼືອລ້າ ແລະແຫຼ່ງທຶນ.

ໃນຕອນທ້າຍຂອງການຝຶກອົບຮົມ, ຜູ້ເຂົ້າຮ່ວມຈະມີຄວາມພ້ອມ:

- ສະຫນັບສະຫນຸນ ແລະນຳສະເຫນີແນວຄວາມຄິດ, ວິທີແກ້ໄຂ ແລະ ຄຳແນະນຳທີ່ເນັ້ນໃສ່ຜູ້ປະກອບການ ແລະ ນະວັດຕະກຳ,
- ນຳເອົາແນວຄວາມຄິດ ແລະການບໍລິການໃໝ່ໆມາສູ່ການແກ້ໄຂແບບດັ້ງເດີມ, ລວມທັງລະບົບການໃຫ້ຄຳປຶກສາສະເພາະ,
- ແກ້ໄຂສິ່ງທ້າທາຍດ້ານນະວັດຕະກຳອັນໃຫຍ່ຫຼວງ ແລະນຳພາທາງໄປສູ່ເຄືອຂ່າຍທີ່ມີທ່າແຮງສູງຂອງຜູ້ປະກອບການ ແລະນັກຄິດໃນອະນາຄົດທີ່ເຊື່ອມຕໍ່ກັບລະບົບນິເວດຕະຫຼາດທ້ອງຖິ່ນ/ພາກພື້ນ

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ແລະສາກົນ.

ກຸ່ມເປົ້າໝາຍ

ຜູ້ຊົມເປົ້າຫມາຍຈະປະກອບດ້ວຍຫ້າພະນັກງານວິຊາການແລະບໍລິຫານທີ່ສໍາຄັນຈາກແຕ່ລະວິທະຍາໄລຄູ່ຮ່ວມງານ, ຜູ້ທີ່ຈະປະກອບເປັນທີມງານຫຼັກສໍາລັບການຈັດຕັ້ງປະຕິບັດ ANGEL ໃນວິທະຍາໄລຄູ່ຮ່ວມງານ: ທີມງານ ANGEL Enterprise. ຜູ້ເຂົ້າຮ່ວມຄາດວ່າຈະ:

- ການມີສ່ວນຮ່ວມຢ່າງຫ້າວຫັນໃນລະຫວ່າງການສໍາມະນາ;
- ການມີສ່ວນຮ່ວມພາຍຫຼັງການສໍາມະນາເປັນການຖ່າຍທອດທ້ອງຖິ່ນຢ່າງຫ້າວຫັນ ແລະ ເຄື່ອນໄຫວເພື່ອຖ່າຍທອດບົດຮຽນທີ່ຖອດຖອນໄດ້ໃນລະຫວ່າງອາທິດ;
- ການປະກອບສ່ວນໂດຍກົງໃນການສ້າງແຜນຍຸດທະສາດ ANGEL ທ້ອງຖິ່ນ.

ຫຼັກສູດການປະຕິບັດ

ກອງປະຊຸມສໍາມະນາໄດ້ຈັດຕັ້ງເປັນໂມດູນ, ມີໂຄງປະກອບດັ່ງນີ້:

ພາກທີ 1 - ຄວາມເປັນຜູ້ປະກອບການ ແລະຄວາມເປັນຜູ້ນໍາ: ແນວຄວາມຄິດພື້ນຖານ, ກອບວຽກຂອງ EU EntreComp, DigComp ແລະ GreenComp	ພາກທີ 3 - ການສ້າງຕັ້ງສູນຜູ້ປະກອບການສີຂຽວຂອງມະຫາວິທະຍາໄລໃນບັນດາປະເທດອາຊຽນ: ບັນຫາພາກປະຕິບັດ (ລວມທັ. Intra/extra networking and stakeholder involvement): The ANGEL Excellence Centers	ພາກທີ 5- ການຝຶກອົບຮົມວິສາຫະກິດສີຂຽວ: ຄົ້ນປະກອບທົ່ວໄປສໍາລັບຄູ່ຮ່ວມມືອາຊຽນ UGEC: ການແນະນໍາອຸປະກອນການຝຶກອົບຮົມ, ແລະກ່ອງເຄື່ອງມື	ພາກທີ 5- ການຝຶກອົບຮົມວິສາຫະກິດສີຂຽວ: ຄົ້ນປະກອບທົ່ວໄປສໍາລັບຄູ່ຮ່ວມມືອາຊຽນ UGECs: ການແນະນໍາກ່ຽວກັບອຸປະກອນການຝຶກອົບຮົມແລະກ່ອງເຄື່ອງມື
ພາກທີ 2 -ນະວັດຕະກໍາ ແລະສີຂຽວຜູ້ປະກອບການ, ຄວາມເປັນຜູ້ນໍາ, ບົດບາດຂອງມະຫາວິທະຍາໄລ	ພາກທີ 4 - ການເງິນ ແລະລະບົບສະຫນັບສະຫນູນສໍາລັບສູນຄວາມເປັນເລີດ ANGEL ອາຊຽນ		
ການປະຕິບັດທີ່ດີທີ່ສຸດລະຫວ່າງປະເທດແລະເອີຣົບ	ພາກທີ 5- ການຝຶກອົບຮົມວິສາຫະກິດສີຂຽວ: ຄົ້ນປະກອບທົ່ວໄປສໍາລັບຄູ່ຮ່ວມມືອາຊຽນ UGECs: ການແນະນໍາກ່ຽວກັບອຸປະກອນການຝຶກອົບຮົມແລະກ່ອງເຄື່ອງມື		
DAY 1	DAY 2	DAY 3	DAY 4

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ຜູ້ເຂົ້າຮ່ວມຈະປະຕິບັດຕາມການສຳມະນານີ້ໃນສູດຂອງການຝຶກອົບຮົມມີແບບສຸມຫນຶ່ງອາທິດ, ປະສົມປະສານການນຳສະເຫນີທິດສະດີ, ການປະຕິບັດຕົວຈິງແລະການໂຕ້ວາທີລະຫວ່າງຜູ້ເຂົ້າຮ່ວມ,

ໃນແຕ່ລະປະເທດຄູ່ຮ່ວມງານ.
ກ່ອນທີ່ຈະກະກຽມອຸປະກອນການສົ່ງມອບການຝຶກອົບຮົມຈະຖືກກະກຽມເຊັ່ນດຽວກັນກັບກ່ອງເຄື່ອງມື ANGEL ທີ່ຈະໃຊ້ເປັນພື້ນຖານສຳລັບການຝຶກອົບຮົມໃນມະຫາວິທະຍາໄລຄູ່ຮ່ວມງານລະຫວ່າງ WP 2. ວິທີການຝຶກອົບຮົມຈະອີງໃສ່ການຄົ້ນພົບຂອງການວິເຄາະຊ່ອງຫວ່າງ (WP1/Task 2) ເພື່ອສ້າງນະວັດຕະກຳ
ແລະເທັກນິກທີ່ປ່ຽນແປງໄດ້ທີ່ຕອບສະໜອງຄວາມຕ້ອງການສະເພາະຂອງ edITCtion ແລະສົ່ງເສີມການຮຽນຮູ້ຮ່ວມກັນ, ເຮັດໃຫ້ຜູ້ຮຽນສາມາດແບ່ງປັນ ແລະສ້າງໄດ້. ຊັບພະຍາກອນມັນຕິມີເດຍຈະຖືກນຳໃຊ້,

ລວມທັງວິດີໂອແລະການນຳສະເຫນີແບບໂຕ້ຕອບ.
ມູນຄ່າຂອງຄຳຄິດເຫັນຂອງເພື່ອນມິດຈະໄດ້ຮັບການສົ່ງເສີມ. WP1/Task 3 ຍັງຈະປະກອບສ່ວນເຂົ້າໃນການກະກຽມຂອງ WP1/Task 4 ໂດຍການມີສ່ວນຮ່ວມຂອງນັກສະແດງທີ່ສຳຄັນແລະເຮັດໃຫ້ເຂົາເຈົ້າຄຸ້ນເຄີຍກັບລັກສະນະການປະຕິບັດຂອງການພັດທະນາຜູ້ປະກອບການວິທະຍາໄລ.
ຄາດວ່ານັກສະແດງເຫຼົ່ານີ້ຈະມີສ່ວນຮ່ວມຢ່າງຈິງຈັງໃນການຮ່າງແຜນຍຸດທະສາດຂອງມະຫາວິທະຍາໄລຂອງພວກເຂົາ.

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ມື້ທີ #1

ພາກທີ 1 - ຄວາມເປັນຜູ້ປະກອບການ ແລະຄວາມເປັນຜູ້ນໍາ: ແນວຄວາມຄິດພື້ນຖານ, ກອບວຽກຂອງ EU EntreComp, DigComp ແລະ GreenComp

ເນື້ອໃນຕ໋ອຊື້ອັດ

ຜູ້ປະກອບການແມ່ນໄດ້ກໍານົດເປັນ
"ຂະບວນການສ້າງສິ່ງໃຫມ່ແລະມີຄຸນຄ່າໂດຍການນໍາເອົາຊັບພະຍາກອນທີ່ເປັນເອກະລັກເ
ພື່ອຊຸດຄົ້ນ ... ຫຼືສ້າງໂອກາດ".
ຫົວໃຈຂອງທຸກໆທຸລະກິດແມ່ນຜູ້ປະກອບການແລະທີມງານຂອງລາວ, ນໍາເອົາວິໄສທັດ, ຄວາມອົດທົນ, ຄວາມອົດທົນ, ແງ່ດີ, ຄວາມມຸ່ງຫມັ້ນ, ແລະຄວາມປາຖະຫນາທີ່ຈະລິເລີ່ມຂະບວນການຜູ້ປະກອບການແລະປະສົບຜົນສໍາເລັດໃນ ການສ້າງທຸລະກິດໃຫມ່.
ຂະບວນການຂອງຜູ້ປະກອບການເລີ່ມຕົ້ນດ້ວຍການກໍານົດແນວຄວາມຄິດແລະສືບຕໍ່ຄົ້ນ ຫາຮູບແບບທຸລະກິດແບບຍືນຍົງສໍາລັບການວາງແຜນ,
ການຈ້າງງານແລະການຄຸ້ມຄອງທຸລະກິດ.
ມັນກ່ຽວຂ້ອງກັບການກໍານົດສິ່ງທ້າທາຍແລະການຊອກຫາວິທີແກ້ໄຂ, ເຊິ່ງຢ່າງໃດກໍ່ຕາມ, ບໍ່ດົນ.

ພາກທີ 1 ເວົ້າເຖິງ "ພື້ນຖານການເປັນຜູ້ປະກອບການ ແລະ ຄວາມເປັນຜູ້ນໍາ". ມັນຈັດການກັບຂະບວນການຂອງຜູ້ປະກອບການແລະສິ່ງທ້າທາຍທີ່ຜູ້ປະກອບການປະເຊີ ນ,
ໃນຂະນະທີ່ມັນນໍາສະເຫນີກອບທີ່ກ່ຽວຂ້ອງກັບການປະກອບການທີ່ສາມາດສະຫນັບສະຫນູ ນຕົວຕົນຂອງຜູ້ປະກອບການທີ່ເລີ່ມຕົ້ນໃຫມ່ແລະພັດທະນາຄວາມສາມາດທີ່ສໍາຄັນທີ່ຈະ ຊ່ວຍໃຫ້ຄວາມສໍາເລັດຂອງຜູ້ປະກອບການ.
ບັນຫາຕ່າງໆໃນປະຈຸບັນທີ່ກ່ຽວຂ້ອງກັບການປະກອບການຈະຖືກປຶກສາຫາລືໂດຍໃຊ້ຕົວຢ່ າງກໍລະນີສຶກສາທົ່ວໂລກ.

ຈຸດປະສົງ

ໃນຕອນທ້າຍຂອງພາກທີ 1, ຜູ້ເຂົ້າຮ່ວມຈະມີ:

- ຄວາມເຂົ້າໃຈດີຂຶ້ນກ່ຽວກັບແນວຄິດ ແລະແນວຄວາມຄິດຂອງການປະກອບການ;

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- ຄວາມເຂົ້າໃຈດີຂຶ້ນກ່ຽວກັບຂະບວນການດຳເນີນທຸລະກິດ ແລະ ບັນຫາຄວາມຫຍຸ້ງຍາກ ແລະສິ່ງທ້າທາຍຫຼາຍຢ່າງທີ່ຜູ້ປະກອບການປະເຊີນ;
- ການແຂງຄ່າທີ່ດີຂຶ້ນຂອງສິ່ງທ້າທາຍທີ່ເກີດຈາກລະບົບນິເວດຂອງຜູ້ປະກອບການ;
- ການຮັບຮູ້ທີ່ດີຂຶ້ນຂອງວິທີການກຳນົດແນວຄວາມຄິດທີ່ດີ ແລະແຜນທຸລະກິດແບບຍືນຍົງ;

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ວິທີການສອນ

ພາກທີ 1 ເປັນກອງປະຊຸມທີ່ມີການນໍາສະເໜີທົ່ວໄປ ແລະ ກໍລະນີສຶກສາ.

ສື່ການສອນ

- Power point presentations
- ກໍລະນີສຶກສາ
- ຄໍາຖາມປະເມີນຕົນເອງ
- ລາຍຊື່ບົດຄວາມທາງວິທະຍາສາດທີ່ແນະນໍາ.

ຄູຝຶກ:

Zoe Akrivouli. Title Researcher

CV: Zoe Akrivouli ເປັນທີ່ປຶກສາດ້ານເສດຖະກິດ, ທຸລະກິດ ແລະການພັດທະນາ. ນາງໄດ້ຮັບປະລິນຍາໂທດ້ານເສດຖະສາດຈາກມະຫາວິທະຍາໄລ Kent, ປະເທດອັງກິດ. ນາງເວົ້າພາສາອັງກິດແລະຝຣັ່ງໄດ້ຢ່າງຄ່ອງແຄ້ວ. ສະມາຊິກຂອງກຸ່ມຄົ້ນຄ້ວາ DAISSy ນັບຕັ້ງແຕ່ 2018, ນາງມີປະສົບການຢ່າງຫຼວງຫຼາຍໃນໂຄງການຂ້າມຊາດແລະຫຼາຍກວ່າຊາວຫ້າປີຂອງປະສົບການໃນໂຄງການຝຶກອົບຮົມວິຊາຊີບເປັນຄູຝຶກທີ່ໄດ້ຮັບການຢັ້ງຢືນ ແລ ະຜູ້ປະສານງານໂຄງການຝຶກອົບຮົມ. ຈາກ 1996 ຫາ 2012 ນາງໄດ້ເຮັດວຽກເປັນອາຈານສອນບົນພື້ນຖານບໍ່ເຕັມເວລາຕາມສັນຍາກໍານົດເວລາສໍາລັບສະຖາບັນການສຶກສາເທກໂນໂລຍີ Thessaly ໃນຜູ້ປະກອບການ, ເສດຖະສາດເບື້ອງຕົ້ນແລະຫຼັກສູດເສດຖະກິດກເຣັກ.
ຂົງເຂດການຈ້າງງານລວມມີການວາງແຜນ, ການບໍລິຫານ, ການພັດທະນາແລະການປະເມີນຜົນໂຄງການລະດັບຊາດແລະເອີຣົບ,
ການໃຫ້ຄໍາປຶກສາດ້ານທຸລະກິດແລະການພັດທະນາສໍາລັບວິສາຫະກິດຂະຫນາດກາງຂະຫນາດນ້ອຍ, ອໍານາດການປົກຄອງທ້ອງຖິ່ນແລະການບໍລິການຂອງລັດຖະບານ. ຜົນປະໂຫຍດຂອງນາງລວມທັງບັນຫາເພດແລະຄວາມສະເຫມີພາບ. ນາງເປັນຜູ້ຊ່ຽວຊານດ້ານ Benchmarking ແລະໄດ້ດໍາເນີນແຜນການທຸລະກິດຈໍານວນຫລາຍ,
ການສຶກສາຄວາມເປັນໄປໄດ້ແລະຄວາມເປັນໄປໄດ້, ບົດລາຍງານດ້ານວິຊາການ, ການສໍາຫຼວດ, ການສຶກສາການພັດທະນາ, ແລະ ອື່ນໆ.

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ພາກທີ 2- ນະວັດຕະກຳ ແລະ ການເປັນຜູ້ນຳທາງດ້ານທຸລະກິດສີຂຽວ. ບົດບາດຂອງມະຫາວິທະຍາໄລ. ການປະຕິບັດທີ່ດີທີ່ສຸດລະຫວ່າງປະເທດແລະເອີຣົບ

ເນື້ອໃນຕົວຈິ້ງ

ນະວັດຕະກຳ, ການປະກອບການ, ແລະເຕັກໂນໂລຢີໄດ້ກາຍເປັນວິທີການສ້າງອະນາຄົດທີ່ຍືນຍົງແລະເປັນອົງມົນ. ການປະກອບການສີຂຽວແມ່ນການສະແຫວງຫາໂອກາດທາງທຸລະກິດທີ່ສ້າງມູນຄ່າທາງດ້ານສັງຄົມ, ສິ່ງແວດລ້ອມ, ແລະເສດຖະກິດໃນຂະນະທີ່ຫຼຸດຜ່ອນຜົນກະທົບຕໍ່ສິ່ງແວດລ້ອມ. ວິທີການປະກອບການນີ້ແມ່ນມີຄວາມຈຳເປັນຕໍ່ການສ້າງເສດຖະກິດສີຂຽວ, ຊຸກຍູ້ການພັດທະນາແບບຍືນຍົງ ແລະ ຫຼຸດຜ່ອນຄວາມສ່ຽງດ້ານນິເວດວິທະຍາ ພ້ອມທັງເພີ່ມທະວີຄວາມຜາສຸກຂອງສັງຄົມ.
ແນວຄວາມຄິດທາງທຸລະກິດທີ່ມີນະວັດຕະກຳມີຄວາມສາມາດບໍ່ພຽງແຕ່ສ້າງກຳໄລ, ແຕ່ເພື່ອແກ້ໄຂບັນຫາສິ່ງແວດລ້ອມທີ່ສຳຄັນ,
ທີ່ສຳຄັນແລະຫັນປ່ຽນຊຸມຊົນທີ່ບໍ່ໄດ້ຮັບຜົນປະໂຫຍດ. Session ນີ້ຈະໃຫ້ຜູ້ຮຽນມີຄວາມຮູ້ໃນຄວາມເຂົ້າໃຈທີ່ກ່ຽວຂ້ອງກັບເຄື່ອງມືແລະວິທີການທີ່ຈະສະຫນັບສະຫນູນການປະດິດສ້າງ, ຜູ້ປະກອບການ, ສິ່ງແວດລ້ອມແລະສະຫວັດດີການສັງຄົມແລະມັນຈະສະຫນອງມາດຕະຖານການເຮັດວຽກທີ່ສຳຄັນສຳລັບໂຄງສ້າງພື້ນຖານສະຫນັບສະຫນູນວິສາຫະກິດວິທະຍາໄລ,
ໂດຍຜ່ານການສຶກສາຢ່າງໃກ້ຊິດຂອງການປະຕິບັດທີ່ດີທີ່ສຸດແລະການເຮັດວຽກທີ່ສຳຄັນ. ມາດຕະຖານຈາກສູນຜູ້ປະກອບການຈາກທົ່ວໂລກ

ຈຸດປະສົງ

ໃນຕອນທ້າຍຂອງ ພາກທີ 2 ຜູ້ເຂົ້າຮ່ວມ:

- ຈະມີຄວາມຄຸ້ນເຄີຍກັບແນວຄວາມຄິດຂອງການເປັນຜູ້ປະກອບການສີຂຽວ ແລະ ນະວັດຕະກຳ,
- ຈະສາມາດເຂົ້າໃຈບົດບາດຂອງມະຫາວິທະຍາໄລຕໍ່ກັບການສະຫນັບສະຫນູນຜູ້ປະກອບການ,
- ຈະສາມາດປະຕິບັດວິທີການລວມສຳລັບການສ້າງລະບົບນິເວດການປະກອບການ ແລະນະວັດຕະກຳ,
- ຈະສາມາດກຳນົດມາດຕະຖານການເຮັດວຽກທີ່ສຳຄັນສຳລັບໂຄງປະກອບການສະຫນັບສະຫນູນວິສາຫະກິດ & ນະວັດຕະກຳພາຍໃນວິທະຍາໄລທີ່ຈະສາມາດປະຕິບັດການປະຕິບັດຢ່າງແທ້ຈິງ.

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ວິທີສອນ

ພາກທີ 2 ເປັນກອງປະຊຸມທີ່ມີການນຳສະເໜີທົ່ວໄປ, ກໍລະນີສຶກສາ ແລະ ເຄື່ອງມືວິທີການ.

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ສື່ການສອນ

- Powerpoint
- ກໍລະນີສຶກສາ
- ຄຳຖາມປະເມີນຕົນເອງ
- ລາຍຊື່ບົດຄວາມທາງວິທະຍາສາດທີ່ແນະນຳ.

ຄູຜຶກ

Themistoklis Lazarides, Title Professor

CV: Themistoklis Lazaridis ເປັນນັກເສດຖະສາດທີ່ມີລະດັບປະລິນຍາໂທ (ມະຫາວິທະຍາໄລ Macedonia) ໃນການບໍລິຫານທຸລະກິດແລະປະລິນຍາເອກຈາກ Democritus University of Thrace. ລາວໄດ້ເຮັດວຽກເປັນທີ່ປຶກສາດ້ານທຸລະກິດເປັນເວລາຫຼາຍປີແລະຫຼັງຈາກນັ້ນກາຍເປັນຜູ້ ບໍລິຫານບໍລິສັດຕະຫຼາດຫຼັກຊັບຂະຫນາດໃຫຍ່. ຈາກ 2007 ຈົນຖຶງ 2017, ລາວເປັນອາຈານສອນຢູ່ TEI ຂອງ Western Macedonia, ແລະປະຈຸບັນ, ລາວເປັນອາຈານສອນຢູ່ມະຫາວິທະຍາໄລ Thessaly (ພາກວິຊາບໍລິຫານທຸລະກິດ).ລາວໄດ້ຂຽນຫຼາຍກວ່າ 30 ບົດຄວາມໃນວາລະສານວິທະຍາສາດແລະນຳສະເຫນີວຽກງານຂອງລາວໃນຫຼາຍກວ່າ 35 ກອງປະຊຸມ.
ລາວເປັນ ນັກທົບທວນໃນວາລະສານວິທະຍາສາດຫຼາຍສະບັບ ແລະເປັນບັນນາທິການຮ່ວມໃນວາລະສານວິທະຍາສາດສອງສະບັບ.

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ມື້ທີ #2

ພາກທີ 3 - ການສ້າງຕັ້ງສູນຜູ້ປະກອບການສີຂຽວຂອງມະຫາວິທະຍາໄລໃນປະເທດອາຊຽນ: ບັນຫາພາກປະຕິບັດ (ລວມເຖິງເຄືອຂ່າຍພາຍໃນ / ພິເສດແລະການມີສ່ວນຮ່ວມຂອງຜູ້ມີສ່ວນຮ່ວມ): The ANGEL Excellence Centers

ເນື້ອໃນຕົວຊີ້ວັດ

ນັກສຶກສາທີ່ເຂົ້າຮ່ວມໂຄງການປະກອບການໄດ້ຮັບຄວາມສາມາດແລະທັດສະນະທີ່ຈໍາເປັນ ສໍາລັບການເຮັດວຽກສົບຜົນສໍາເລັດໃນວິຊາການແລະຊີວິດຜົນລະເມືອງ. ບັນດາໂຄງການ ແລະສູນການປະກອບການ (ໂດຍສະເພາະແມ່ນສີຂຽວ) ແມ່ນເຄື່ອງມືທີ່ດີເລີດສໍາລັບການຫັນວິທະຍາສາດໄປສູ່ຜົນກະທົບ. ສູນວິສາຫະກິດສ້າງກາ ລະໂອກາດສໍາລັບວິທະຍາໄລໃນການເຮັດຫນ້າທີ່ເປັນປັດໃຈໃນການປັບປຸງເສດຖະກິດສັ ງຄົມຂອງຊຸມຊົນທ້ອງຖິ່ນຂອງເຂົາເຈົ້າ. Session ນີ້ອະທິບາຍຂະບວນການແລະວິທີການຂອງການສ້າງຕັ້ງເຊັ່ນ: ສູນ.

ຈຸດປະສົງ

ໃນຕອນທ້າຍຂອງພາກທີ 3, ຜູ້ເຂົ້າຮ່ວມຈະສາມາດ

- ສ້າງຄະນະກໍາມະການສູນຜູ້ປະກອບການສີຂຽວ
- ດໍາເນີນການຄົ້ນຄ້ວາການວິເຄາະຊ່ອງຫວ່າງ
- ກໍານົດຜູ້ມີສ່ວນກ່ຽວຂ້ອງສໍາລັບສູນຄວາມເປັນເລີດ ANGEL
- ສ້າງຍຸດທະສາດ ແລະຫຼັກການຂອງສູນ
- ພັດທະນາກິດຈະກໍາຂອງສູນ

ວິທີສອນ

ພາກທີ 3 ເປັນກອງປະຊຸມທີ່ມີການນໍາສະເຫນີທົ່ວໄປ, ກໍລະນີສຶກສາແລະເຄື່ອງມືວິທີການ.

ສື່ການສອນ

- Powerpoint
- ກໍລະນີສຶກສາ
- ຄໍາຖາມປະເມີນຕົນເອງ
- ລາຍຊື່ບົດຄວາມທາງວິທະຍາສາດທີ່ແນະນໍາ.

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ຊູເຜິກ

Themistoklis Lazarides, Title Professor

CV: Themistoklis Lazaridis ເປັນນັກເສດຖະສາດທີ່ມີລະດັບປະລິນຍາໂທ (ມະຫາວິທະຍາໄລ Macedonia) ໃນການບໍລິຫານທຸລະກິດແລະປະລິນຍາເອກຈາກ Democritus University of Thrace. ລາວໄດ້ເຮັດວຽກເປັນທີ່ປຶກສາດ້ານທຸລະກິດເປັນເວລາຫຼາຍປີແລະຫຼັງຈາກນັ້ນກາຍເປັນຜູ້ບໍລິຫານບໍລິສັດຕະຫຼາດຫຼັກຊັບຂະຫນາດໃຫຍ່. ຈາກ 2007 ຈົນເຖິງ 2017, ລາວເປັນອາຈານສອນຢູ່ TEI ຂອງ Western Macedonia, ແລະປະຈຸບັນ, ລາວເປັນອາຈານສອນຢູ່ມະຫາວິທະຍາໄລ Thessaly (ພາກວິຊາບໍລິຫານທຸລະກິດ). ລາວໄດ້ຂຽນຫຼາຍກວ່າ 30 ບົດຄວາມໃນວາລະສານວິທະຍາສາດແລະນໍາສະເຫນີວຽກງານຂອງລາວໃນຫຼາຍກວ່າ 35 ກອງປະຊຸມ. ລາວເປັນນັກທົບທວນໃນວາລະສານວິທະຍາສາດຫຼາຍສະບັບ ແລະເປັນບັນນາທິການຮ່ວມໃນວາລະສານວິທະຍາສາດສອງສະບັບ. ຜົນປະໂຫຍດການຄົ້ນຄວ້າຕົ້ນຕໍຂອງລາວແມ່ນການປັບປຸງໂຄງສ້າງທາງດ້ານການເງິນ, ການປັບໂຄງສ້າງຄວາມເປັນເຈົ້າຂອງ, ການຄຸ້ມຄອງບໍລິສັດ, ພຶດຕິກໍາຂອງອົງການຈັດຕັ້ງ, ຍຸດທະສາດ, ແລະການບັນຊີການກວດສອບ.

Kleovoulos Stylianou, Title Project Manager

CV: Kleovoulos Stylianou ເປັນຜູ້ຈັດການໂຄງການ ແລະນັກຄົ້ນຄວ້າຢູ່ CSI. ລາວມີປະສົບການຢ່າງຕໍ່ເນື່ອງໃນຂົງເຂດການປະດິດສ້າງແລະການປະກອບການ, ການສຶກສານອກໂຮງຮຽນ, ການພັດທະນາໄວຫນຸ່ມແລະການອອກແບບໂຄງການ EU ແລະການຂຽນ. ລາວເຮັດວຽກເປັນຜູ້ຈັດການໂຄງການແລະເຈົ້າຫນ້າທີ່ຕິດຕໍ່ພົວພັນຂອງມະຫາວິທະຍາໄລກັບຕະຫຼາດແຮງງານທີ່ໄດ້ຮັບປະສົບການຈາກສະຖາບັນການສຶກສາແລະວິຊາການທີ່ແຕກຕ່າງກັນ. ລາວຍັງໄດ້ເປັນເລຂາທິການຂອງການພົວພັນສາກົນໃນສະພາໄວຫນຸ່ມ Cyprus ໃນປີ 2021. ໃນຖານະເປັນສະມາຊິກຂອງທີມງານ CSI, ຄວາມສົນໃຈຂອງລາວລວມມີການປະດິດສ້າງສັງຄົມແລະການລວມ, ຜູ້ປະກອບການ, ການພັດທະນາໄວຫນຸ່ມ, ການສຶກສານອກໂຮງຮຽນແລະການພັດທະນາແບບຍືນຍົງ. ກ່ຽວກັບພື້ນຖານການສຶກສາຂອງລາວ, Kleovoulos ໄດ້ຮັບຫຼັກສູດໃນການຄຸ້ມຄອງໂຄງການມືອາຊີບ (PMP) ແລະລາວເປັນຜູ້ຖື BSc ໃນທຸລະກິດແລະບໍລິຫານສາທາລະນະຈາກມະຫາວິທະຍາໄລ Cyprus, ແລະລະດັບ MA ໃນການຜະລິດຮູບເງົາຈາກມະຫາວິທະຍາໄລ South Wales.

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ພາກທີ 4- ລະບົບການສະໜອງທຶນແລະການສະໜັບສະໜູນໃຫ້ແກ່ ສູນຄວາມເປັນເລີດ ANGEL ຂອງອາຊຽນ

ເນື້ອໃນຕ໊ອຊີ້ອັດ

ເງິນທຶນແມ່ນເປັນລັກສະນະທີ່ສໍາຄັນສໍາລັບການສ້າງແລະການດໍາເນີນງານຂອງສູນຄວາມ ເປັນເລີດຂອງຜູ້ປະກອບການ. ໃນກອງປະຊຸມຄັ້ງນີ້ ຜູ້ເຂົ້າຮ່ວມຈະໄດ້ຮັບການສະເຫນີໃຫ້ມີການສະໜອງທຶນທີ່ຫຼາກຫຼາຍສໍາລັບໂຄງການ ແລະ ກິດຈະກໍາດັ່ງກ່າວ, ແລະ ຂັ້ນຕອນວິທີການເພື່ອສ້າງໂຄງການພາຍໃຕ້ໂຄງການການເງິນເຫຼົ່ານີ້.

ຈຸດປະສົງ

ໃນຕອນທ້າຍຂອງກອງປະຊຸມພາກທີ 4 ຜູ້ເຂົ້າຮ່ວມ:

- ຈະສາມາດກໍານົດແຫຼ່ງທຶນທີ່ເຫມາະສົມສໍາລັບໂຄງການຂອງເຂົາເຈົ້າ
- ຈະສາມາດນໍາໃຊ້ຂັ້ນຕອນວິທີການສ້າງໂຄງການພາຍໃຕ້ໂຄງການທຶນຮອນ

ວິທີສອນ

ພາກທີ 4 ເປັນກອງປະຊຸມທີ່ມີການນໍາສະເຫນີທົ່ວໄປ, ກໍລະນີສຶກສາ ແລະ ເຄື່ອງມືວິທີການ.

ສື່ການສອນ

- Powerpoint
- ກໍລະນີສຶກສາ
- ຄໍາຖາມປະເມີນຕົນເອງ

ຄູຝຶກ

Vassiliki Chatzipetrou, Title Managing Director & Trainer

CV:Vassiliki Chatzipetrou ແມ່ນຜູ້ຮ່ວມກໍ່ຕັ້ງ & ຜູ້ອໍານວຍການຂອງ EU & International Cooperation Department of ReadLab. ນາງໄດ້ຮັບປະລິນຍາຕີໃນການສຶກສາລະຫວ່າງປະເທດແລະເອີຣົບຈາກພະແນກການສຶກສາລະຫວ່າງປະເທດແລະເອີຣົບ, ມະຫາວິທະຍາໄລ Piraeus, ປະເທດເກຣັກແລະ MA ໃນການສຶກສາສົງຄາມຈາກວິທະຍາໄລ King's College London, ມະຫາວິທະຍາໄລລອນດອນ, ອັງກິດ. ນາງໄດ້ເປັນນັກຄົ້ນຄ້ວາຢູ່ພາກວິຊາການເມືອງ, ມະຫາວິທະຍາໄລ Florida, ສະຫະລັດ, ໃນກອບໂຄງການແລກປ່ຽນຂອງກະຊວງການຕ່າງປະເທດສະຫະລັດສໍາລັບນັກວິຊາການ "ການສຶກສາຂອງສະຖາບັນນະໂຍບາຍການຕ່າງປະເທດຂອງສະຫະລັດ". ນາງກໍາລັງເຮັດວຽກໃນທົ່ວອົງການເພື່ອກໍານົດແລະນໍາໃຊ້ຍຸດທະສາດການຕີບໂຕໃນທົ່ວ

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ທຸກສາຍທຸລະກິດຂອງ ReadLab, ນຳໄປສູ່ຜົນໄດ້ຮັບທີ່ມີຜົນກະທົບ.

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ມື້ທີ #3-4

ພາກທີ 5- ການຝຶກອົບຮົມວິສາຫະກິດສີຂຽວ: ອົງປະກອບທົ່ວໄປສໍາລັບຄູ່ຮ່ວມມືອາຊຽນ UGEC: ການແນະນໍາກ່ຽວກັບອຸປະກອນການຝຶກອົບຮົມ ແລະກ່ອງເຄື່ອງມື

ເນື້ອໃນຕ໋ອຊີ້ອັດ

ການຝຶກອົບຮົມໃດໆຂອງຄູຝຶກຄວນປະກອບມີການຄຸ້ນເຄີຍຂອງຜູ້ເຂົ້າຮ່ວມ / ຄູຝຶກກັບອຸປະກອນການຝຶກອົບຮົມທີ່ຈະສົ່ງໃຫ້ນັກຮຽນ / ການຝຶກອົບຮົມ. Session ນີ້ເຮັດໃຫ້ຄູຝຶກຄຸ້ນເຄີຍກັບອຸປະກອນຂອງການຝຶກອົບຮົມກ່ຽວກັບການເປັນຜູ້ປະກອບການສີຂຽວແລະກ່ອງເຄື່ອງມື ANGEL ທີ່ພັດທະນາ.

ຈຸດປະສົງ

ໃນຕອນທ້າຍຂອງຊຸດທີ 5, ຜູ້ເຂົ້າຮ່ວມຈະມີ:

- ຄວາມຮູ້ກ່ຽວກັບເນື້ອໃນການຝຶກອົບຮົມທີ່ຈະສົ່ງໃຫ້ນັກຮຽນ
- ຄວາມຮູ້ກ່ຽວກັບກ່ອງເຄື່ອງມື ANGEL

ວິທີສອນ

ພາກທີ 5 ເປັນກອງປະຊຸມສໍາມະນາ ດ້ວຍການບັນຍາຍ ແລະ ການນໍາສະເໜີທົ່ວໄປ.

ຄູເຝິກ

Elmos Konis, Title Professor

CV: ທ່ານດຣ. Elmos Konis ເປັນນັກວິຊາການ ແລະນັກຄົ້ນຄວ້າຢູ່ EUC. ລາວໄດ້ອອກແບບຫຼາຍໂຄງການໃນການປະກອບການ, ນະວັດຕະກໍາ, ການຕະຫຼາດ, ແລະການເປັນຜູ້ນໍາ. ທ່ານໄດ້ເປັນຄະນະກໍາມະການທີ່ປຶກສາລະດັບສູງສຸດຂອງ SETE ໃຫ້ກະຊວງສຶກສາທິການ. ລາວໄດ້ກະກຽມ "ບົດລາຍງານແຫ່ງຊາດ" ປີ 2012 ສໍາລັບເຄືອຂ່າຍການເຄື່ອນຍ້າຍຂອງເອີຣົບ. ລາວເປັນ 'ຜູ້ຕາງໜ້າປະເທດ' ຢູ່ AOM. ລາວໄດ້ຂຽນແລະເບິ່ງແຍງໂຄງການ 'ພັດທະນາ Cyprus ໃຫ້ເປັນສູນກາງພາກພື້ນຂອງການສຶກສາລະດັບສາມ', ທີ່ໄດ້ຮັບທຶນຈາກ RPF. ລາວໄດ້ຄຸ້ມຄອງສອງ EU ທີ່ໄດ້ຮັບທຶນ ໂຄງການຂ້າມຊາດກ່ຽວກັບການປະກອບການ. ລາວເປັນຜູ້ຂຽນຂອງ "Magnette: a Cyprus Odyssey", ນະວະນິຍາຍປະຫວັດສາດທີ່ປະສົບຜົນສໍາເລັດ.

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Powerpoint presentations

- ພາກທີ 1 - ຄວາມເປັນຜູ້ປະກອບການ ແລະຄວາມເປັນຜູ້ນໍາ: ແນວຄວາມຄິດພື້ນຖານ, ກອບວຽກຂອງ EU EntreComp, DigComp ແລະ GreenComp
- ພາກທີ 2 - ການສ້າງນະວັດຕະກໍາ ແລະ ການເປັນຜູ້ນໍາທາງດ້ານທຸລະກິດສີຂຽວ. ບົດບາດຂອງມະຫາວິທະຍາໄລ.
  ການປະຕິບັດທີ່ດີທີ່ສຸດລະຫວ່າງປະເທດແລະເອີຣົບ
- ພາກທີ 3 - ການສ້າງຕັ້ງສູນຜູ້ປະກອບການສີຂຽວຂອງມະຫາວິທະຍາໄລໃນບັນດາປະເທດອາຊຽນ: ບັນຫາພາກປະຕິບັດ (ລວມເຖິງການເຊື່ອມຕໍ່ພາຍໃນ / ເຄືອຂ່າຍພິເສດ ແລະການມີສ່ວນຮ່ວມຂອງຜູ້ມີສ່ວນກ່ຽວຂ້ອງ): The ANGEL Excellence Centers (ຕອນທີ 1)
- ພາກທີ 3 - ການສ້າງຕັ້ງສູນຜູ້ປະກອບການສີຂຽວຂອງມະຫາວິທະຍາໄລໃນບັນດາປະເທດອາຊຽນ: ບັນຫາພາກປະຕິບັດ (ລວມເຖິງການເຊື່ອມຕໍ່ພາຍໃນ / ເຄືອຂ່າຍພິເສດ ແລະ ການມີສ່ວນຮ່ວມຂອງຜູ້ມີສ່ວນກ່ຽວຂ້ອງ): The ANGEL Excellence Centers (ພາກທີ 2)
- ພາກທີ 4 - ລະບົບການສະໜອງທຶນ ແລະ ການສະໜັບສະໜູນສໍາລັບ ANGEL ECs ຂອງອາຊຽນ
- ພາກທີ 5- ການຝຶກອົບຮົມການເປັນຜູ້ປະກອບການສີຂຽວ: ອົງປະກອບທົ່ວໄປສໍາລັບ UGECs ຄູ່ຮ່ວມມືອາຊຽນ: ການແນະນໍາກ່ຽວກັບອຸປະກອນການຝຶກອົບຮົມແລະກ່ອງເຄື່ອງມື

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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

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

Name: Zoe Akrivouli
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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.

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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.

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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.

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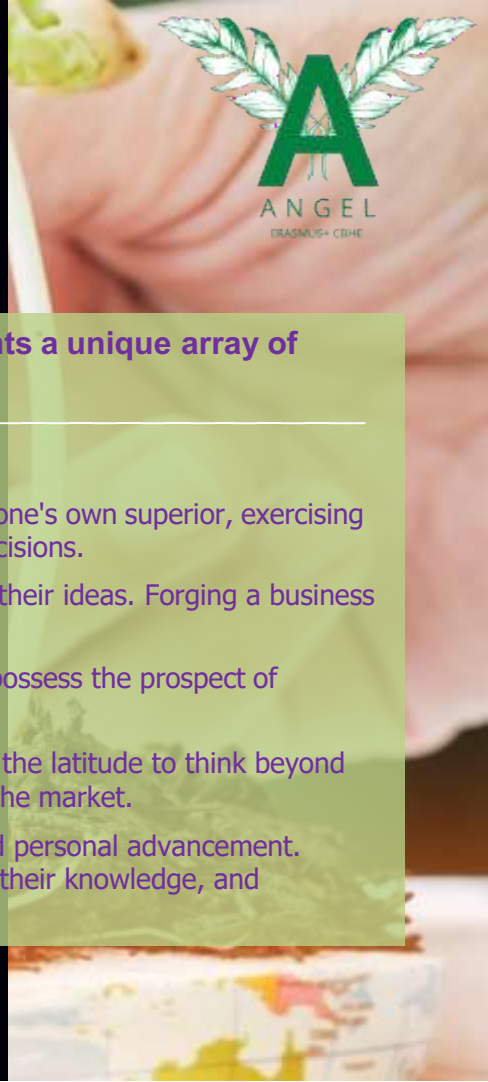
Benefits and challenges of entrepreneurship



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

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

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

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

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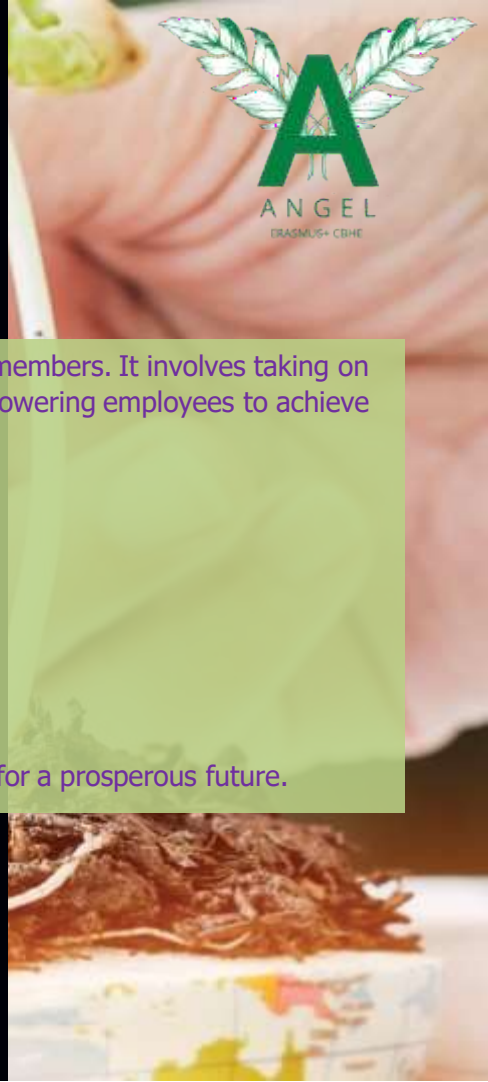
What is Leadership and why is good Leadership important?



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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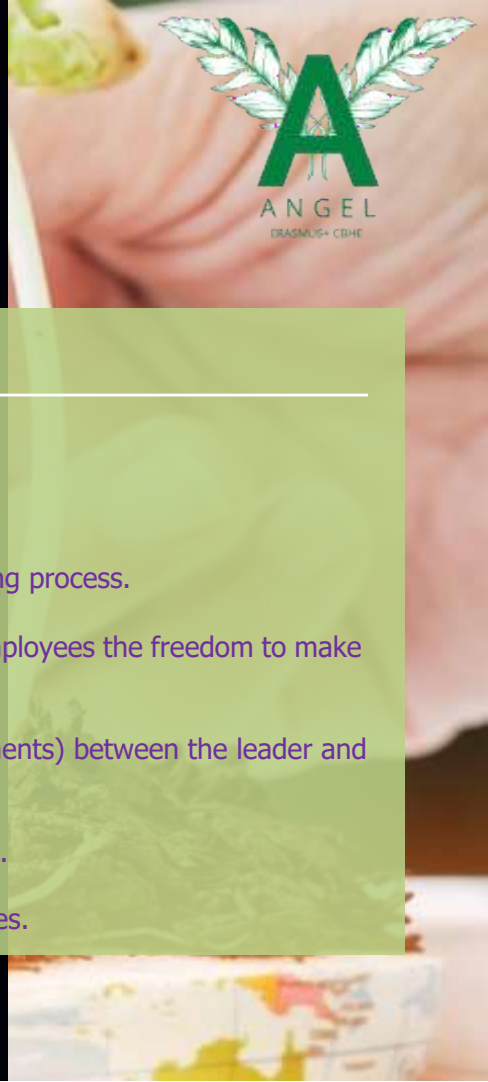

Different types of Leadership

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.

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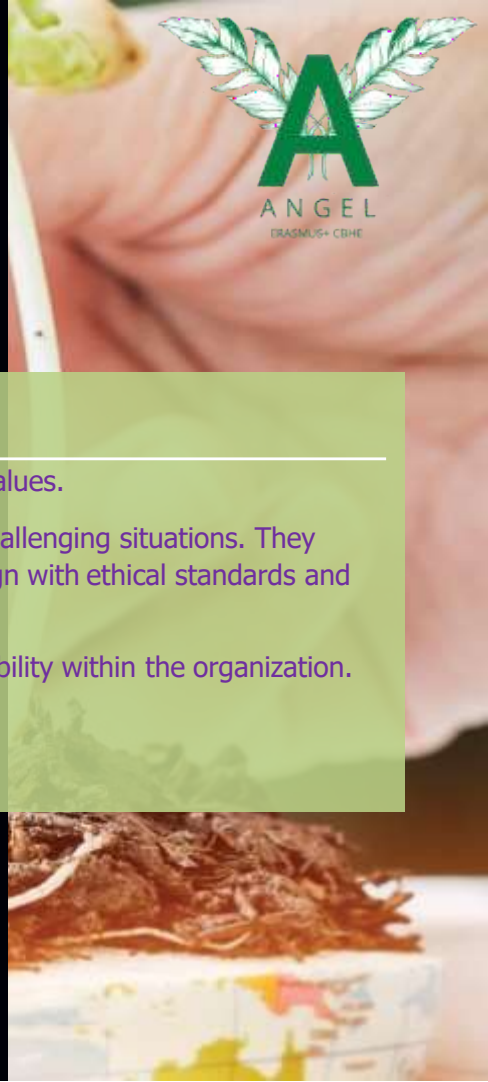
What is Leadership and why is good Leadership important?



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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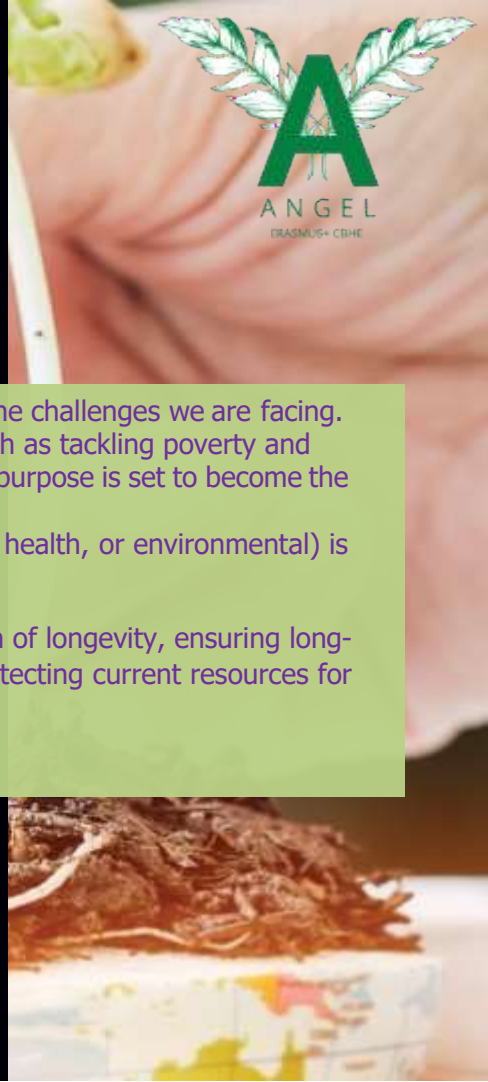
Integrated Approach to Entrepreneurial Teaching and Learning



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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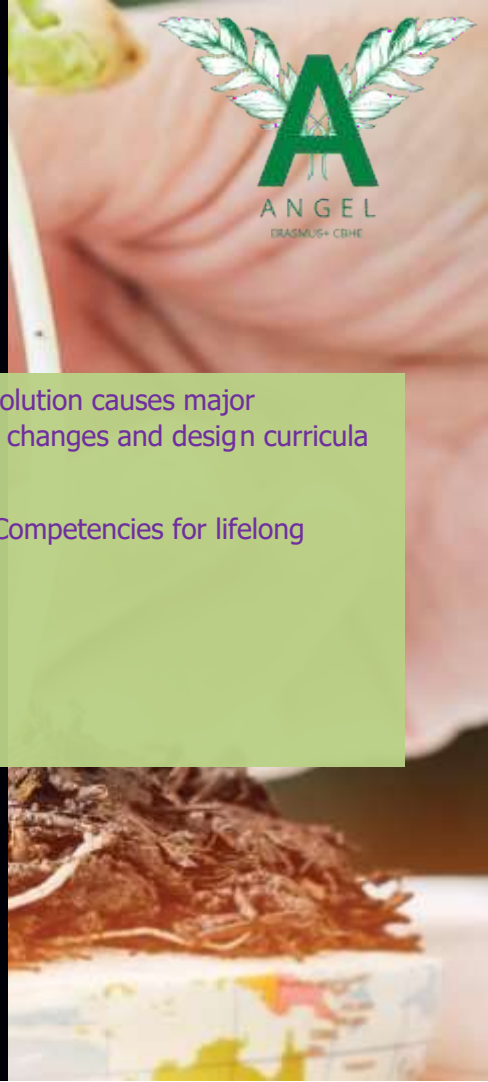

As sustainability increasingly becomes a main trait in the entrepreneurial environment and as the digital revolution causes major implications through transformative change, it is important for entrepreneurship educators to embrace these changes and design curricula which integrate sustainability and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

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Digital Competence Framework- DigiComp

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

DigComp can be used across sectors, disciplines and systems to enable people to develop digital competences. DigComp 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.

DigComp **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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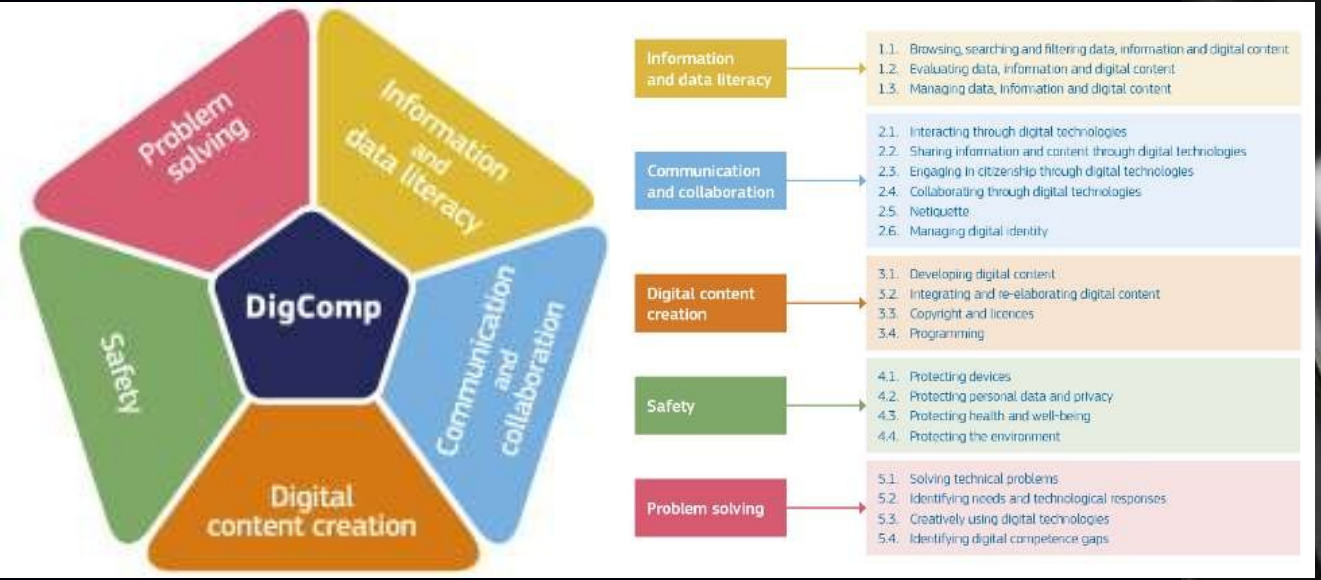
Digital Competence Framework- DigiComp



- Short introductory video to DigiComp Framework.
- DigComp Framework

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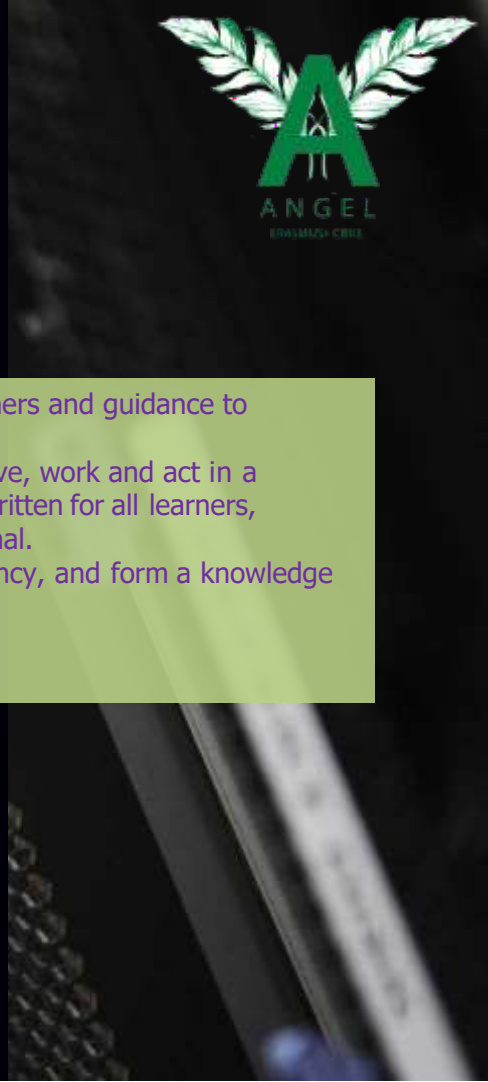
The European sustainability competence framework- GreenComp

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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ASEAN Network for Green Entrepreneurship and Leadership

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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 Networkfor 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

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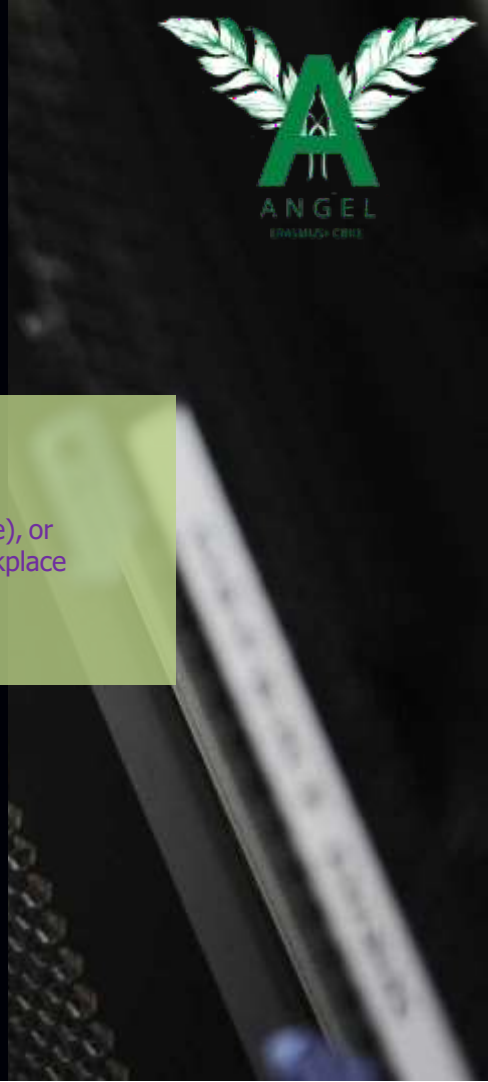
Innovation



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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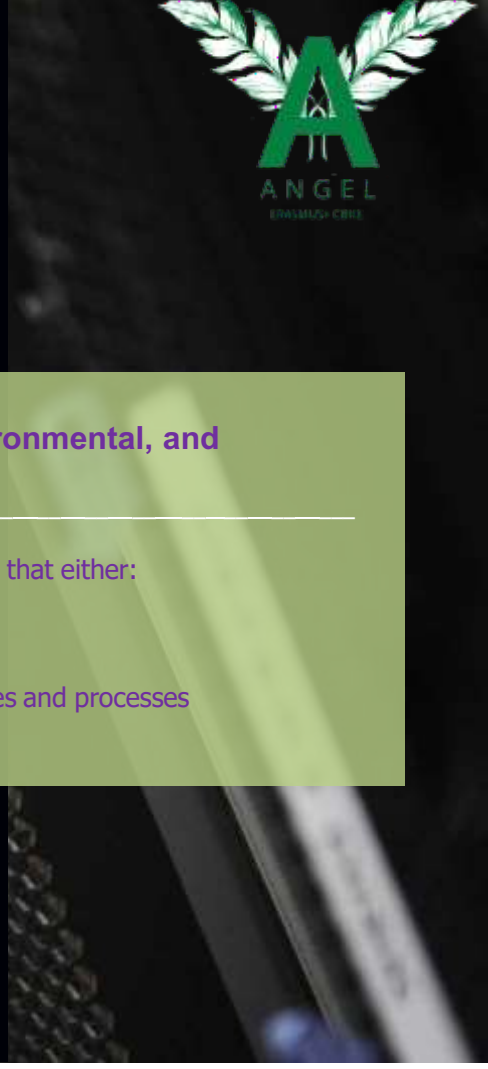
Green Entrepreneuship



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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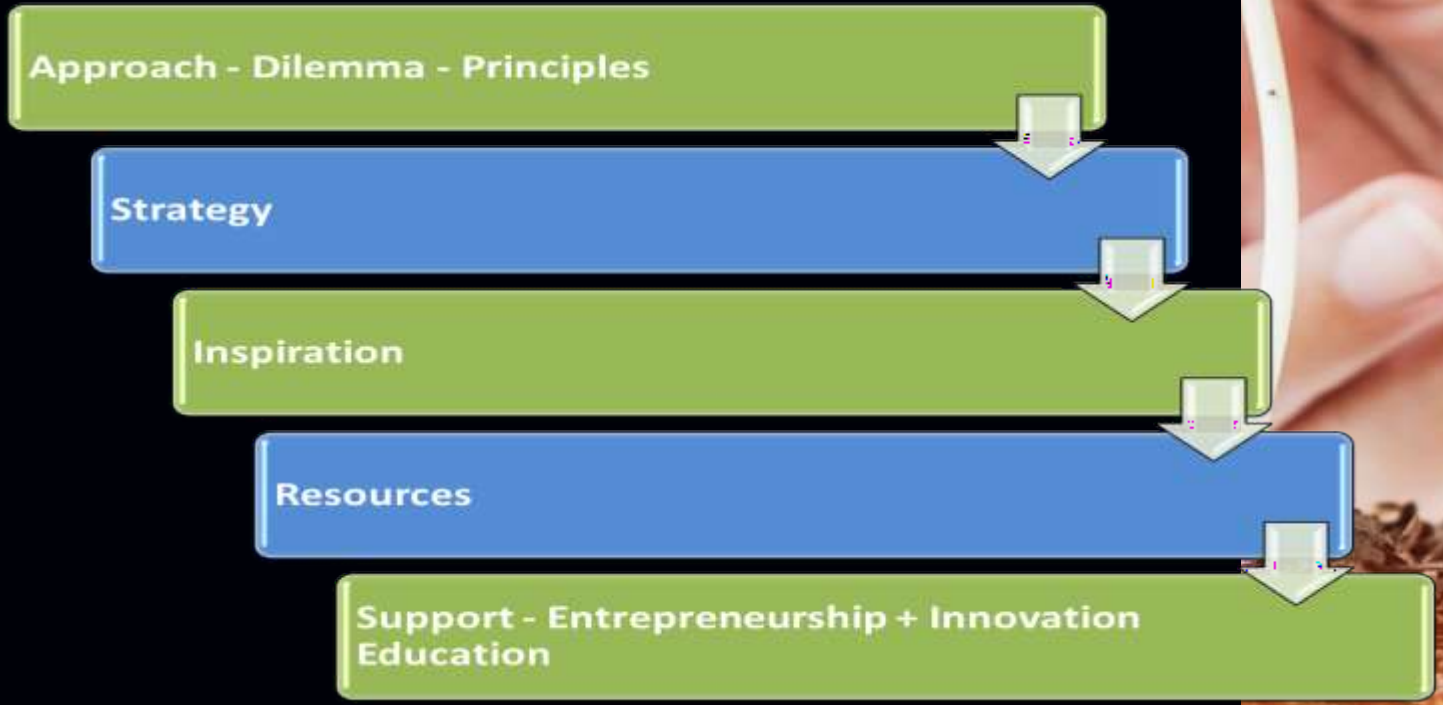
Entrepreneurship & Innovation Holistic Ecosystem



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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

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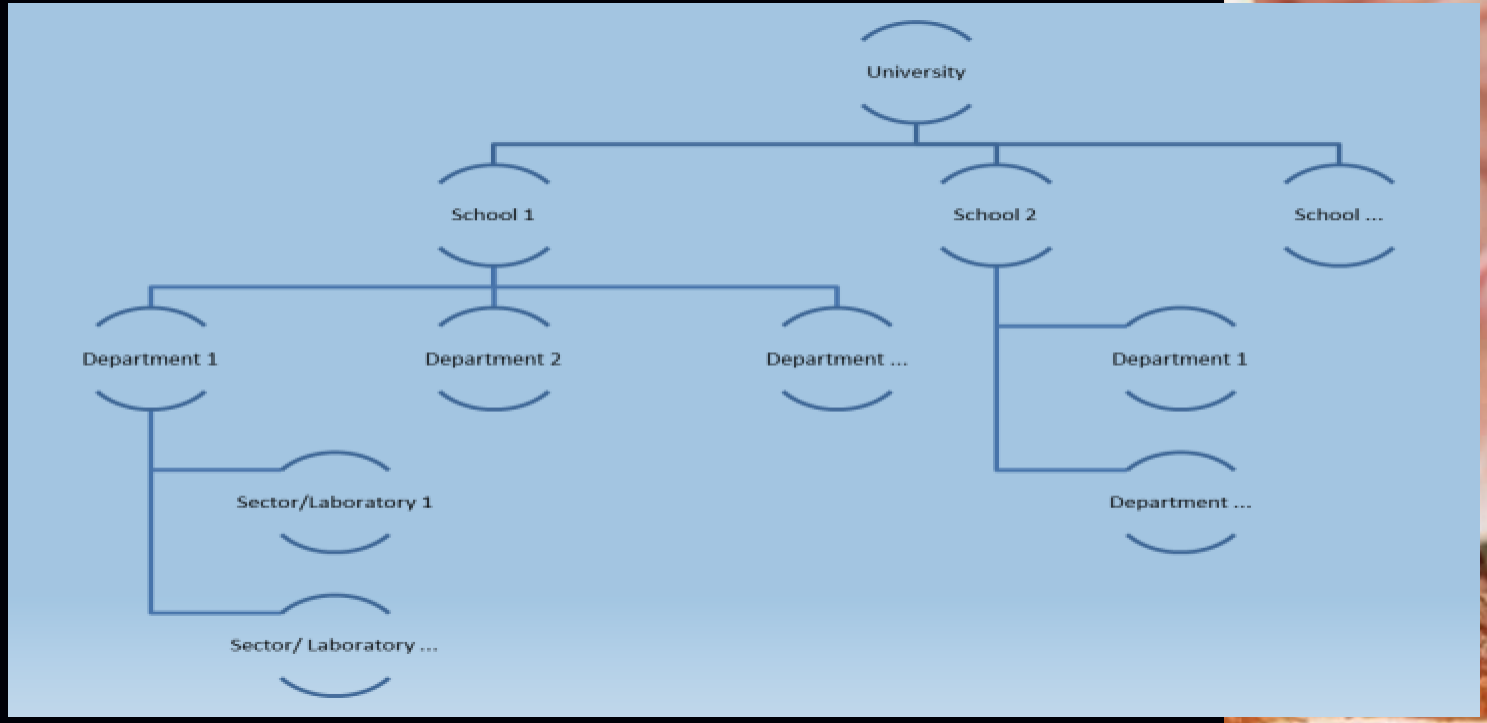
Best Practices: Methodology (criteria) of Selection (2)



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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 thnikng	Socioeconomic	Culture, Diversity	Single
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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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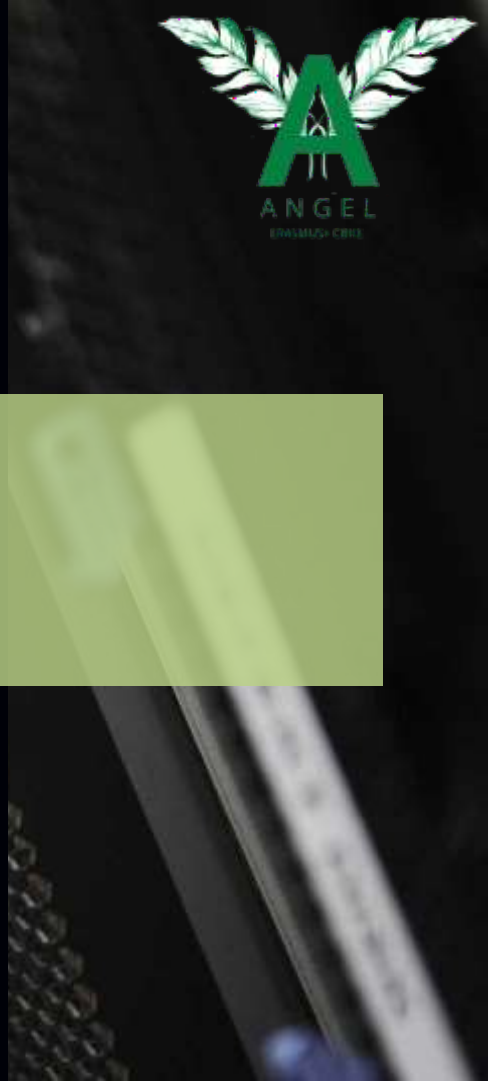
Decisions and Key Work Standards for Success

- ***Decisions:***
  - The Role of the University
  - University's Strategy
  - Model of University Governance
- ***Key Work Standards for Success***



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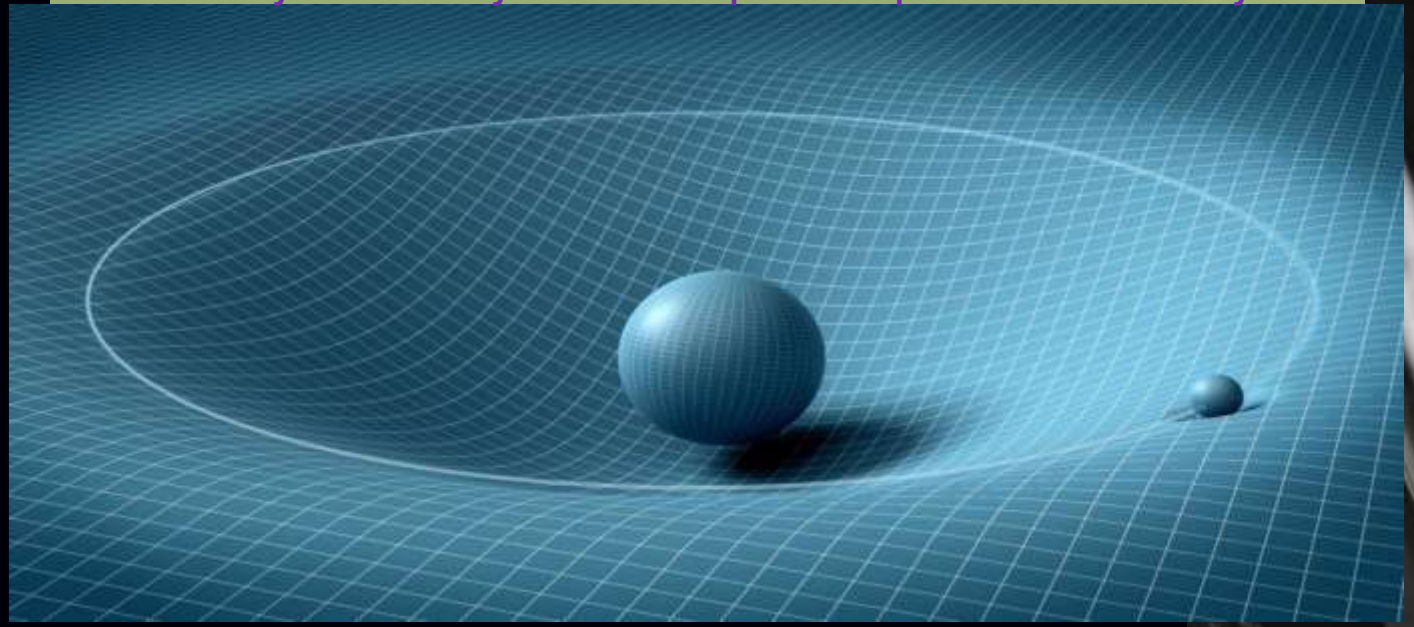
Gravity Force

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

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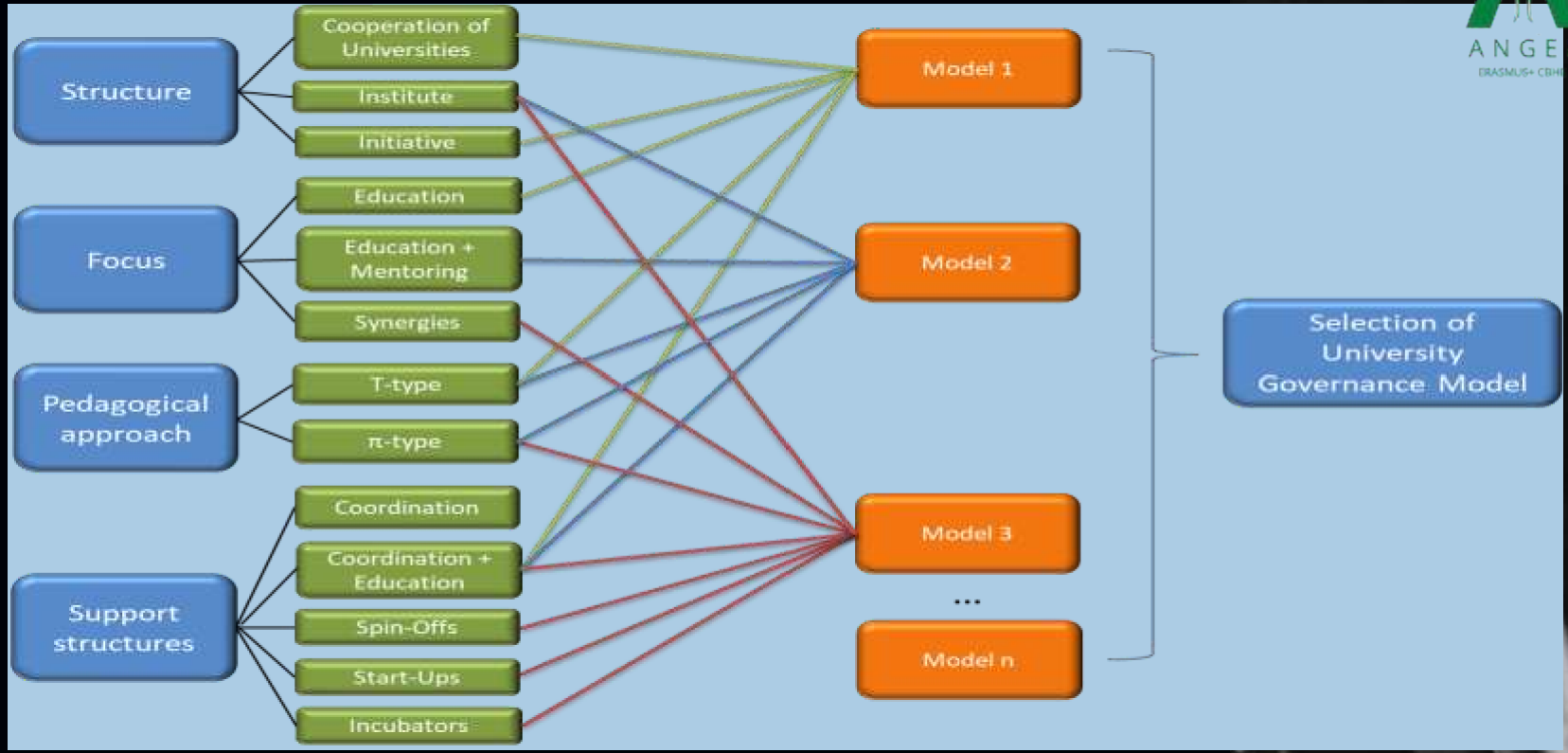
Models of University Governance



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Time for decisions

Imagine .

. . Think big

Innovate . . . Think

different

Implement . . . Act

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ASEAN Network for Green Entrepreneurship and Leadership

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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 Networkfor Green Entrepreneurship and Leadership – ANGEL

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

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Good practices (exaples 1 / 2)
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Models of University Governance

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Key Work Standards aligned with the ANGEL projectobjectives

Cultural compatibility of strategy

Stakeholder approach

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**

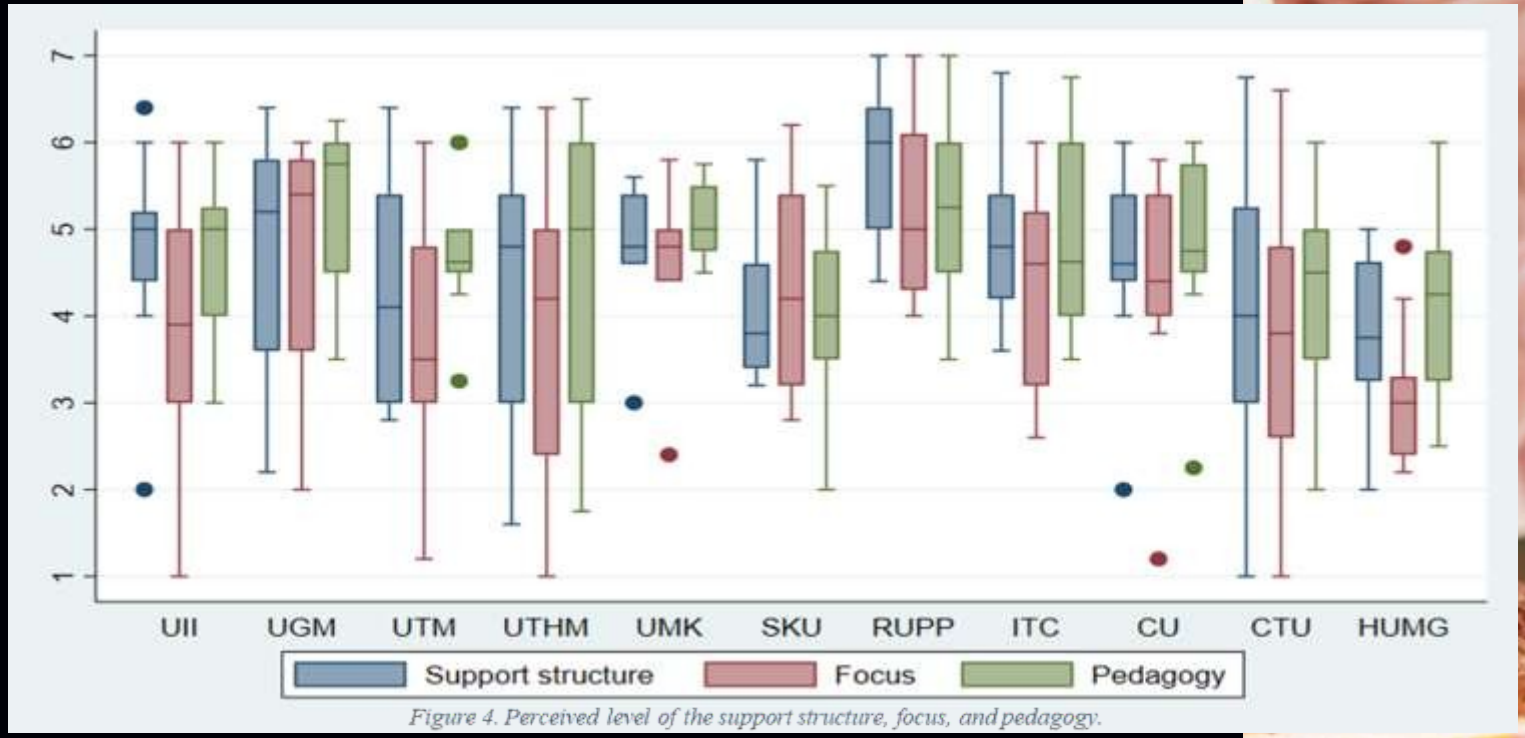

Figure 4. Perceived level of the support structure, focus, and pedagogy.

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University – level support structure on green **entrepreneurship and leadership**

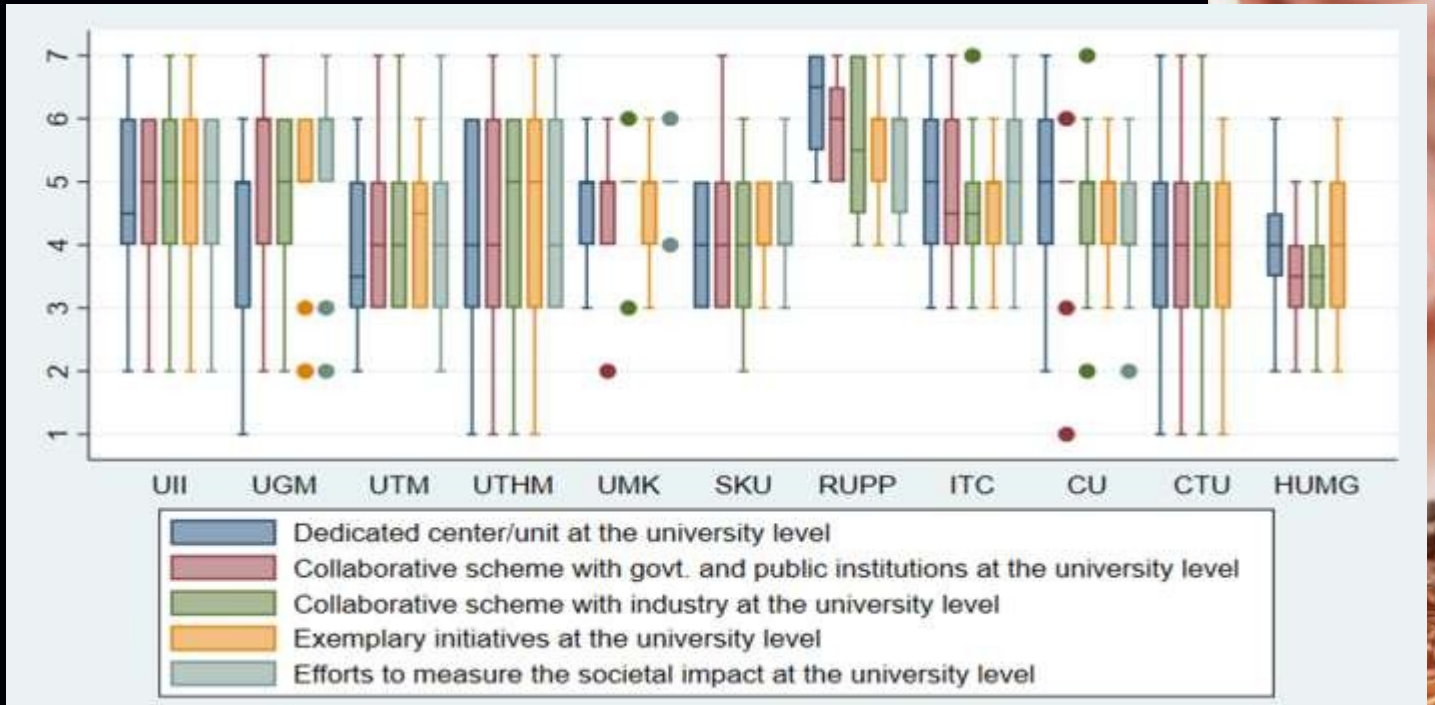

Figure 5. University-level support structure on green entrepreneurship and leadership.

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Faculty-level focus on green entrepreneurship and leadership

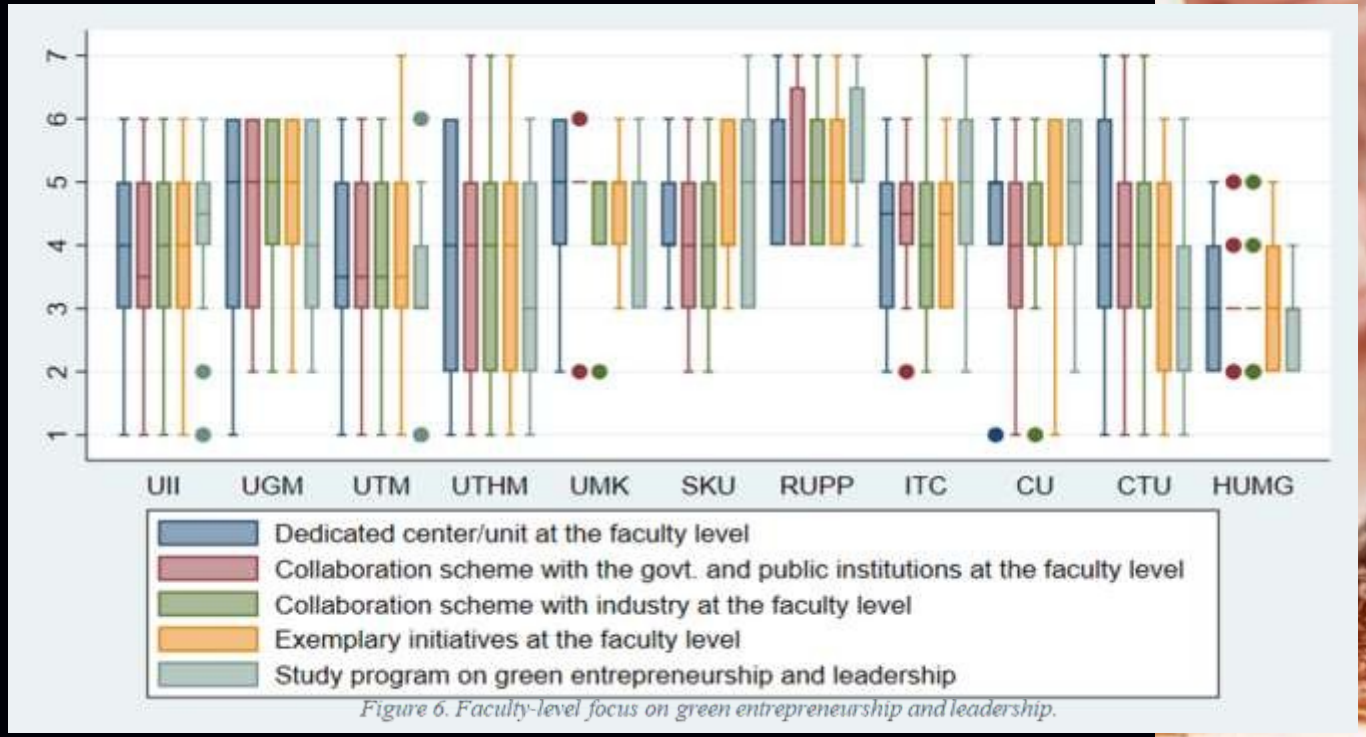

Figure 6. Faculty-level focus on green entrepreneurship and leadership.

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Faculty-level teaching and pedagogy

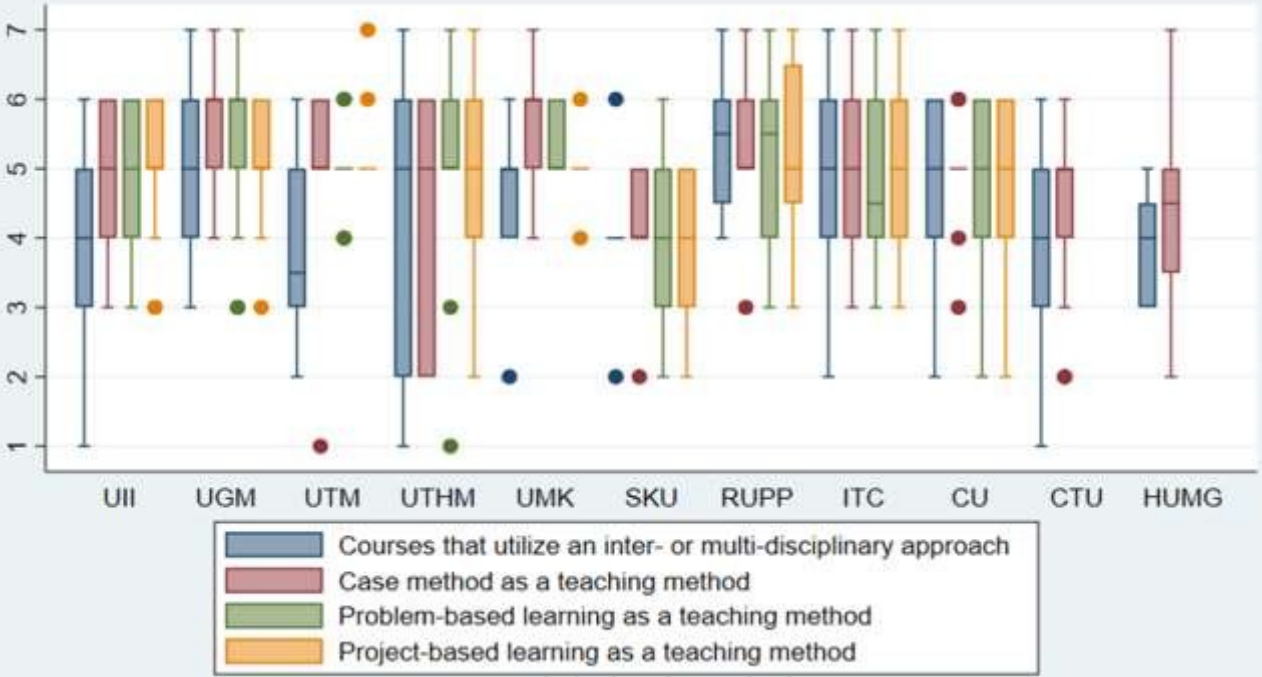

Figure 7. Faculty-level teaching and pedagogy.

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Challenges at the university level

Figure 8. 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. No	Have take	Have take	Have take	Total
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

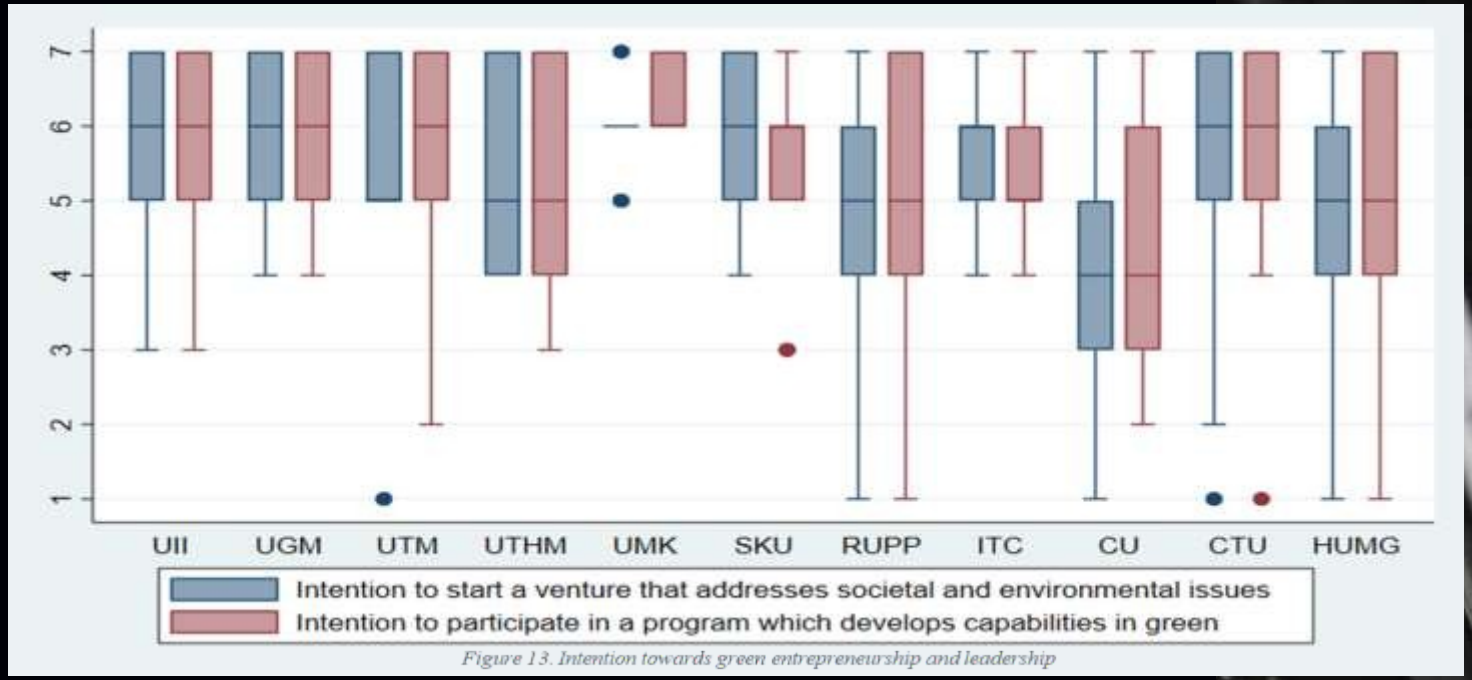

Figure 13. Intention towards green entrepreneurship and leadership

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Extrinsic and intrinsic motivation towards green entrepreneurship and leadership

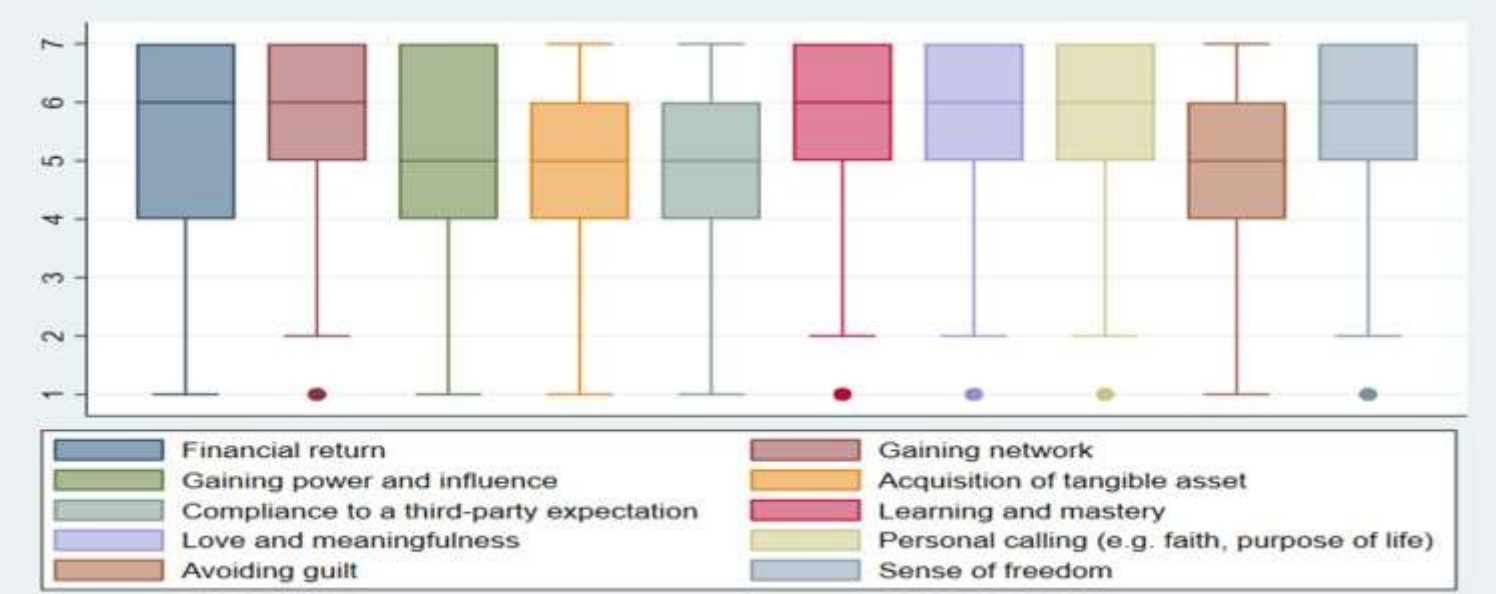

Figure 14. Extrinsic and intrinsic motivation towards green entrepreneurship and leadership

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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	

What kind of support would you need?	Where would you look for support? Universit	National/	Chamber o	External	Family/fr	Other	Total
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

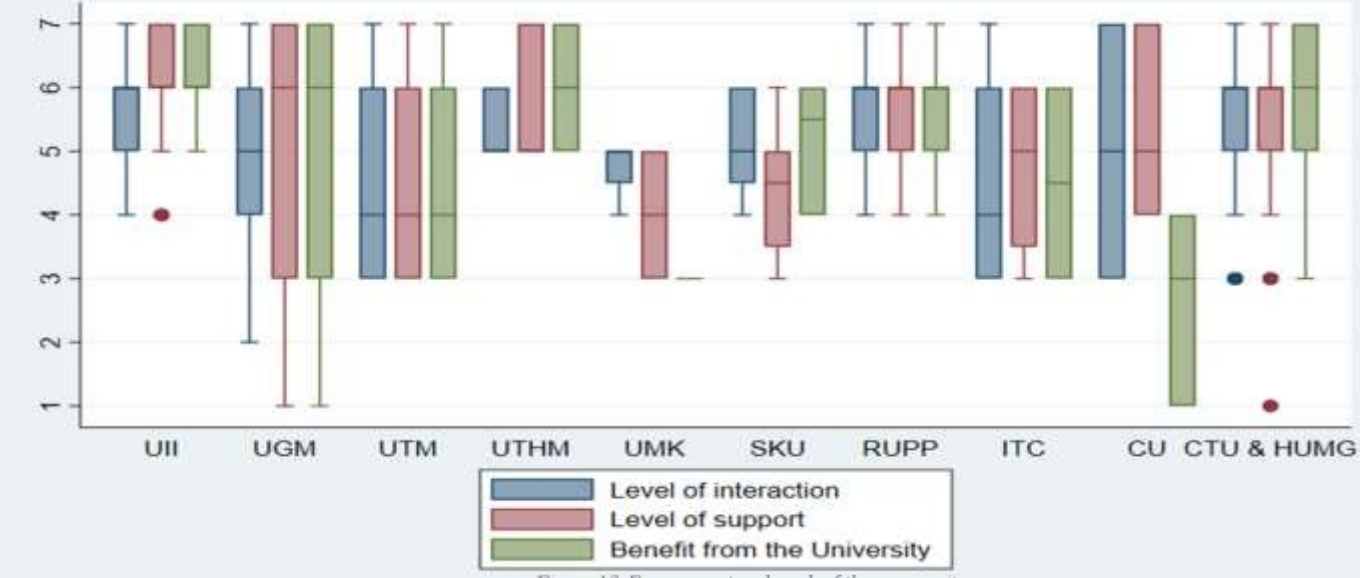

Figure 17. Engagement and needs of the community

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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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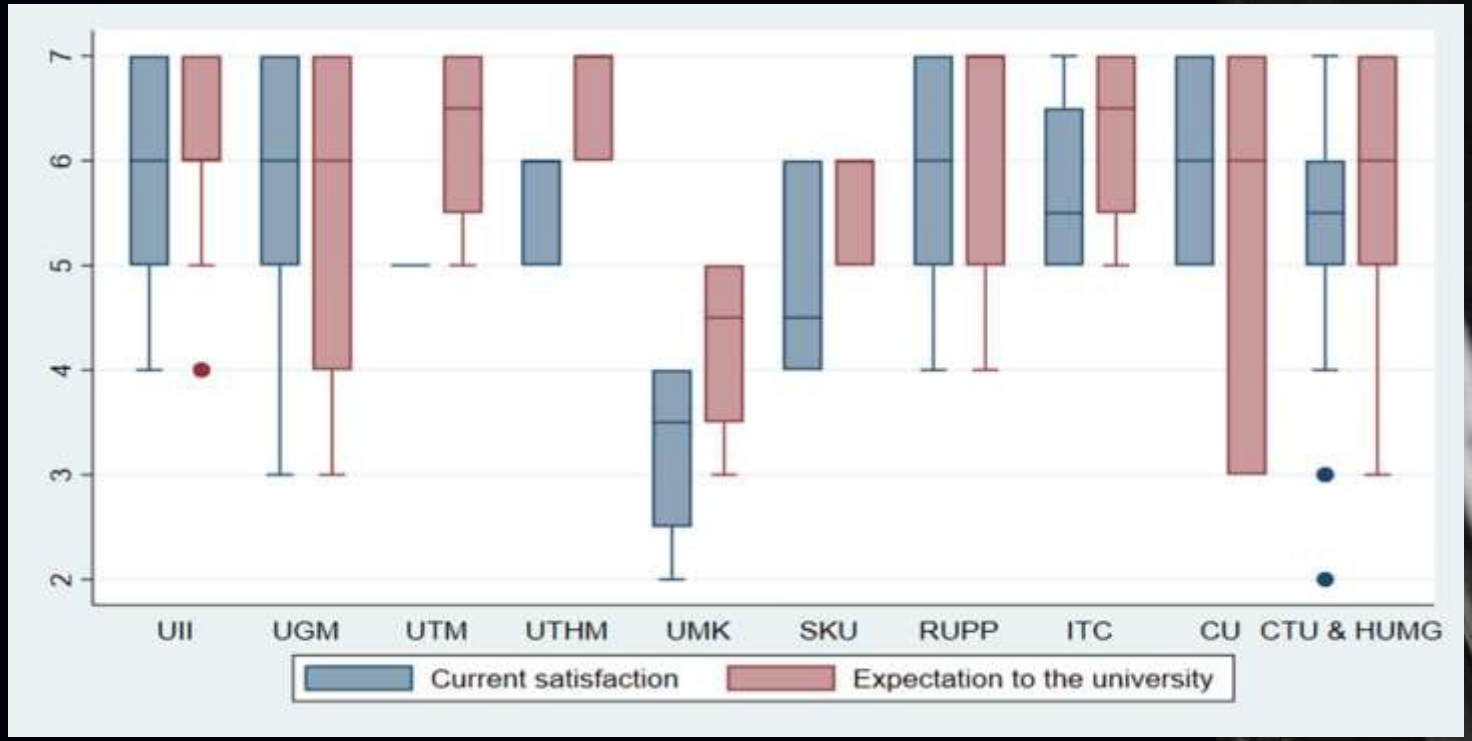
Current satisfaction and expectations toward the university



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Challenges at the community level

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ASEAN Network for Green Entrepreneurship and Leadership

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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 Networkfor 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

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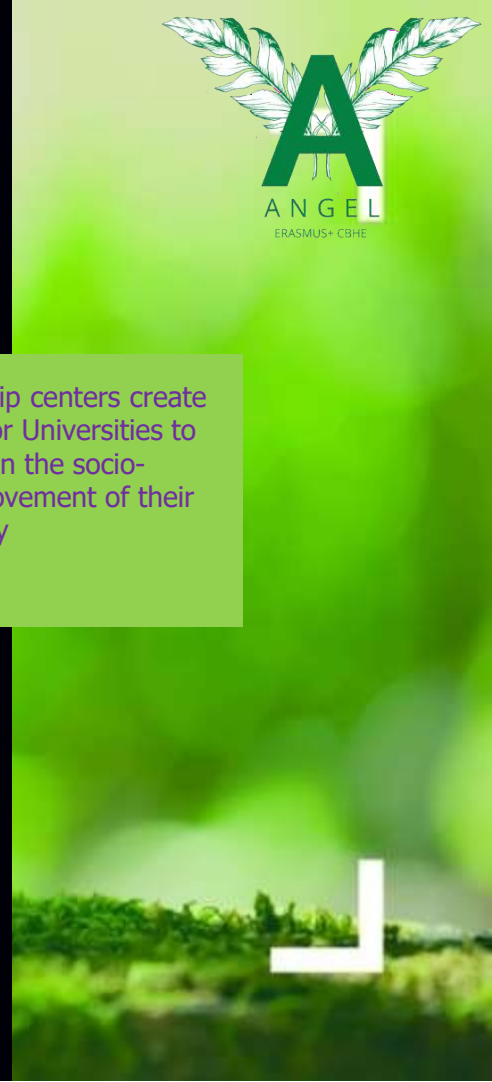
Why entrepreneurship center

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

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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)

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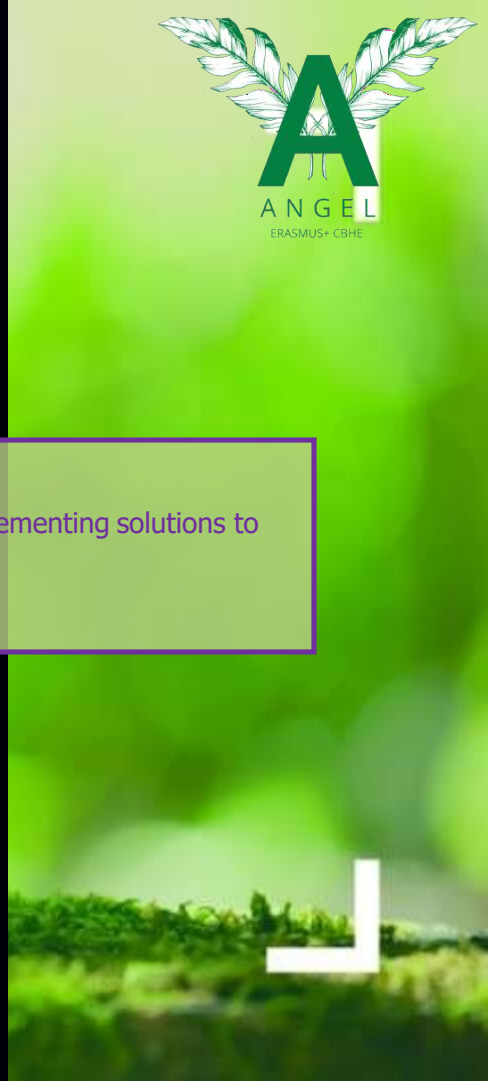
Green Entrepreneurship

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.



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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

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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

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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

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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

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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 organiation but do not have a direct affiliation with the projects at an organization, such as companies, municipality etc.
- Establish partnerships

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

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)

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

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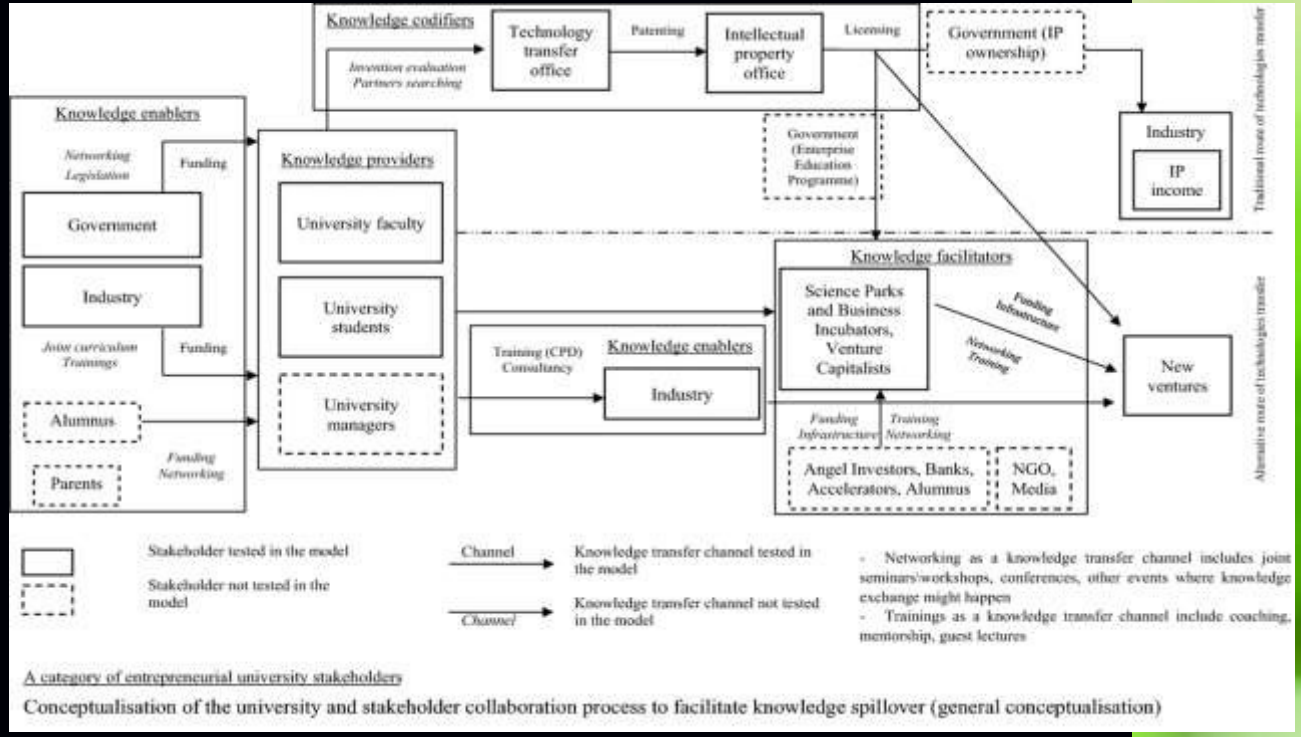

Conceptualisation of the university and stakeholder collaboration process to facilitate knowledge spillover (general conceptualisation)

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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=HP2MZscvFl8

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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

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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

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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

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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.

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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.

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Example: BUFSIE: Building the Universities of the Futurethrough 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.

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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

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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.

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Link to guide:
https://bufsie.eu/results/

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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.

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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

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ASEAN Network for Green Entrepreneurship and Leadership

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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 Networkfor 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

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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

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EU Funding

CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION - CBHE

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.

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EU Funding

CBHE Programme and Partner Countries

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 <u>not associated</u> 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

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EU Funding

CBHE Eligible partner countries in Region 5

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

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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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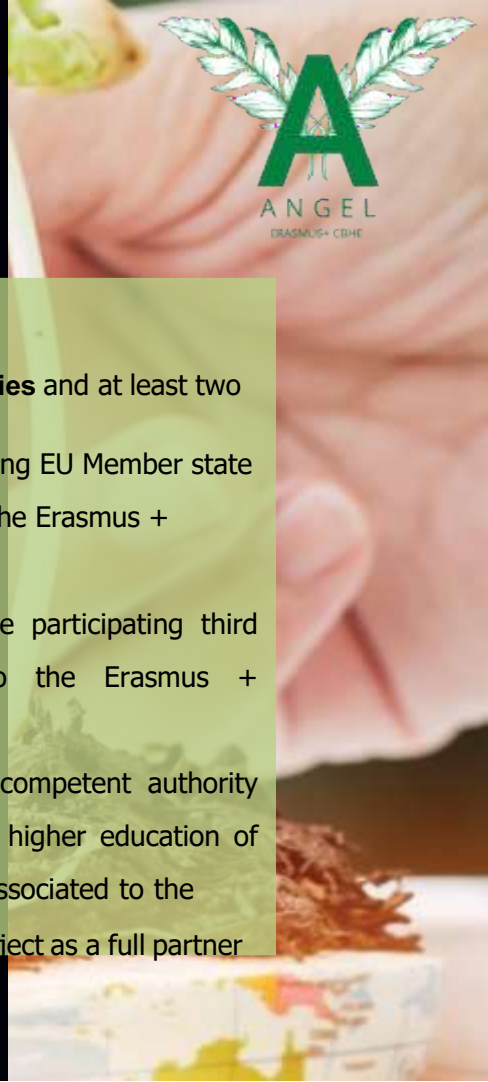
EU Funding

CBHE – Consortium



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

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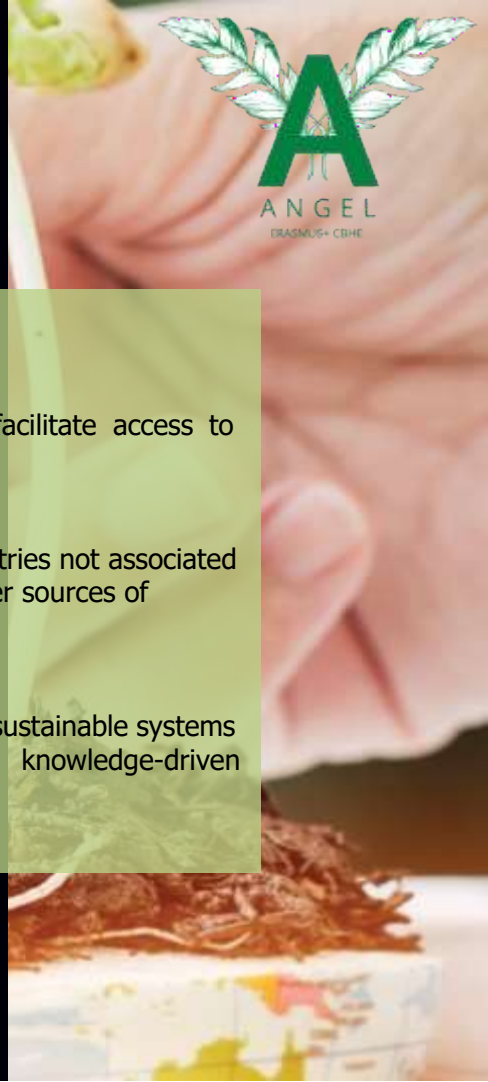
EU Funding

CBHE – Types of projects



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.

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EU Funding

CBHE – Regional priorities

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

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EU Funding

CBHE – Award procedure

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.

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EU Funding

CBHE - Information sources

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

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EU Funding
Alliances for Innovation

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 entreprises and the broader socio-economic environment

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EU Funding

Alliances for Innovation: Lots

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

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EU Funding

Alliances for Innovation – Who can participate

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

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EU Funding

Alliances for Innovation – Consortium

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)

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EU Funding

Alliances for Innovation – Award procedure

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

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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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EU Funding

Horizon Europe

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.

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EU Funding

Horizon Europe – Key Pillars

Pillar I:
EXCELLENT SCIENCE

Pillar II:
GLOBAL CHALLENGES & EUROPEAN INDUSTRIAL COMPETITIVENESS

Pillar III:
INNOVATIVE EUROPE

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ANGEL
ERASMUS+ CBHE

EU Funding

Horizon Europe – Key Pillars

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EU Funding

Horizon Europe – Pillar I: Excellent science

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

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

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

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EU Funding

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

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Joint Research Center

EU Funding

Horizon Europe – Pillar III: Innovative Europe

European Innovation Council:
Supporting innovations with breakthrough and market creating potential

European Innovation Ecosystems:
Connecting with regional and national innovation actors

European Institute of Innovation &Technology:
Bringing key actors (research, education and business) together around a common goal for nurturing innovation

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EU Funding

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

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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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EU Funding

SWITCH-Asia Grants Programme

- ✓ **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

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Regional funding

Other examples of funding

*Re-establishing Tourism Confidence through Innovative Digital Solutions **(Asian Develelopment 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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EU Funding

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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EU Funding

Practical tips for competitive proposal development

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)

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EU Funding

Practical tips for competitive proposal development

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

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EU Funding

Practical tips for competitive proposal development

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.

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EU Funding

Practical tips for competitive proposal development

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!

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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

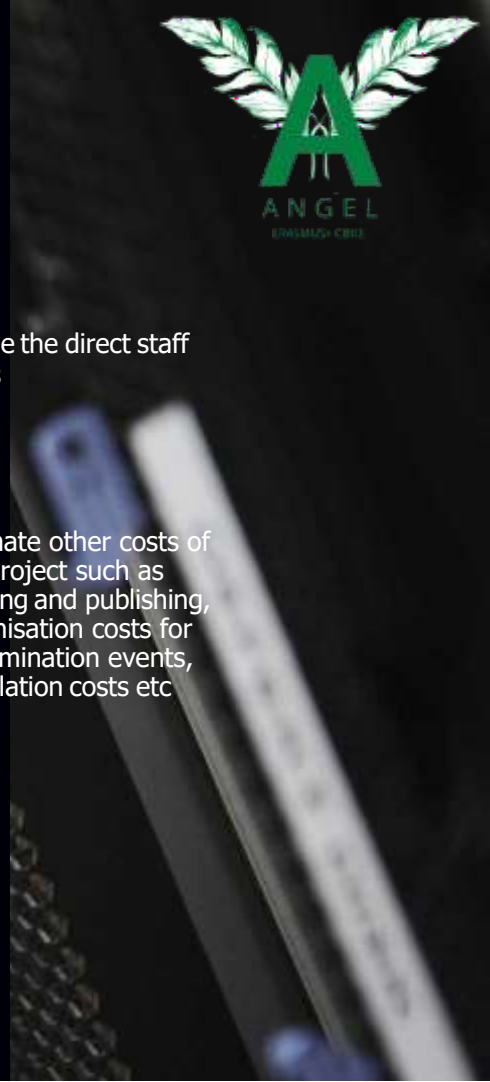
Define the direct staff costs

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 Networkfor Green Entrepreneurship and Leadership – ANGEL

Name: Elmos KONIS
Lead Partner: EUC
Position: Professor

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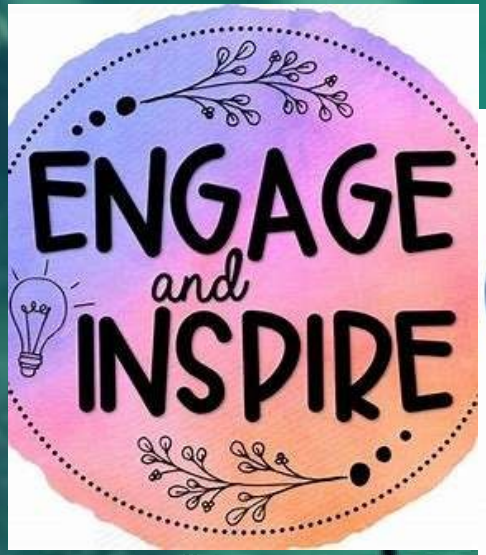
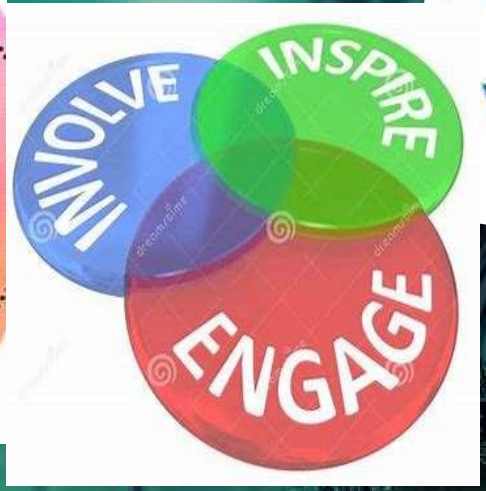
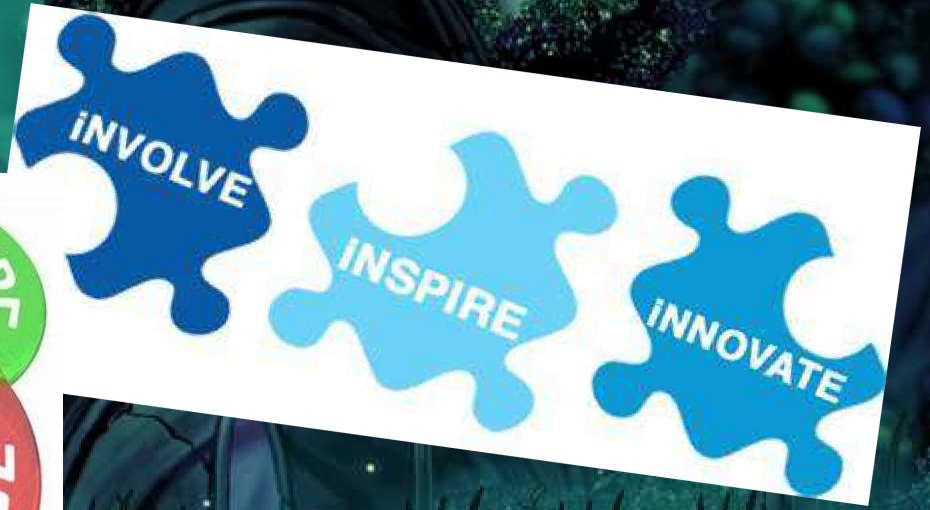
DEVELOPING AN ENTREPRENEURIAL MINDSET

Inspire>
Involve>
Inform>
Innovate







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DEVELOPING AN ENTREPRENEURIAL MINDSET

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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DEVELOPING AN ENTREPRENEURIAL MINDSET

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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DEVELOPING AN ENTREPRENEURIAL MINDSET

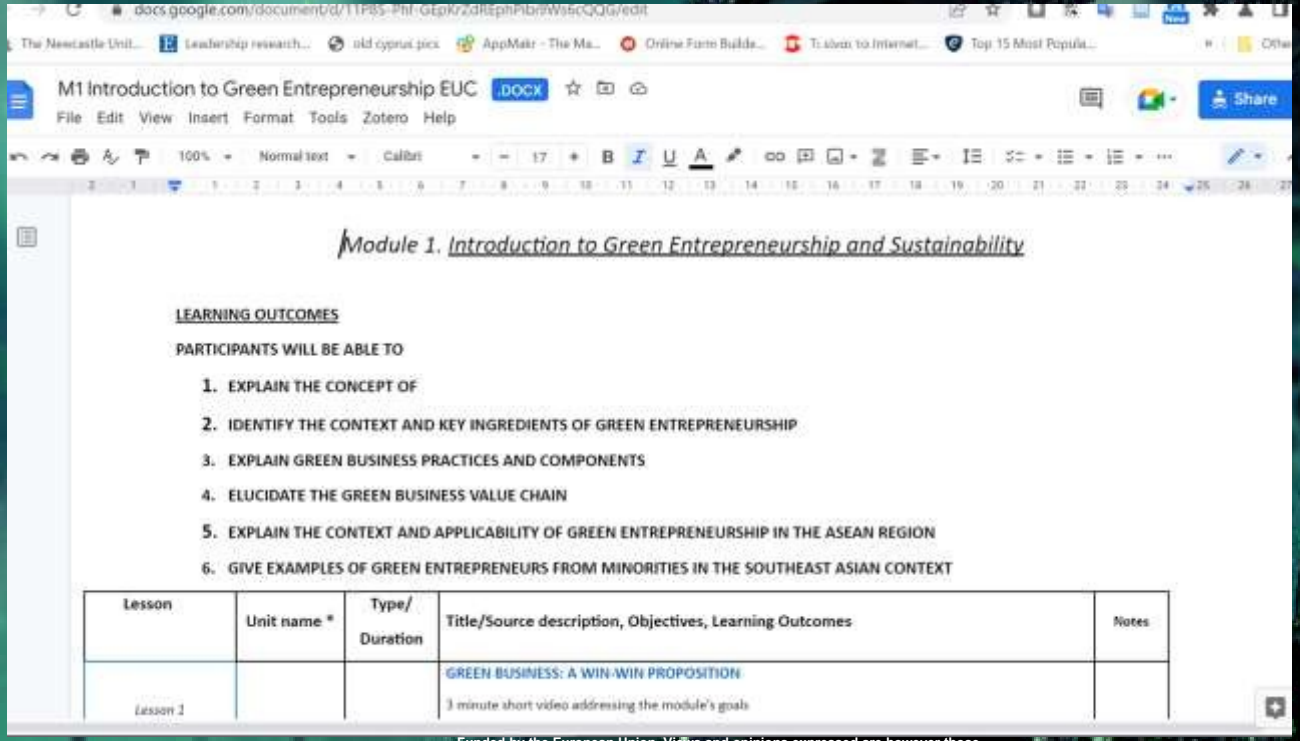
Inspire>

Involve>

Inform>

Innovate

Interact, co-create



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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Innovate

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Lesson	Unit name *	Type/ Duration	Title/Source description, Objectives, Learning Outcomes
Lesson 1 **THE GREEN BUSINESS ENVIRONMENT** 2 HOURS	INTRODUCTION	VIDEO	GREEN BUSINESS: A WIN-WIN PROPOSITION 3 minute short video addressing the module's goals Prepared by a presenter from the consortium 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 AFTER OR DURING THE KUALA LUMPUR MEETING
	CLASS ACTIVITY	INTERNET SEARCH 0.25 HOURS	GREEN BUSINESS AND SUSTAINABILITY 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. DISCUSSION
	LECTURE 1	PPT FACE TO FACE (or live online) 1 HOUR	AN INTRODUCTION TO GREEN ENTREPRENEURSHIP, LEADERSHIP AND SUSTAINABILITY Link to the ppt file See ANGEL M1L1 (https://3.basecamp.com/4440716/buckets/21216125/documents/5374875548)
	CLASS ACTIVITY	VIDEO 0.25 HOURS	GREEN BUSINESS IDEAS https://www.youtube.com/watch?v=ez09N1nH_OY CAN ANY OF THESE IDEAS BE ADAPTED OR APPLIED IN THE PARTICIPANTS' COUNTRIES AND SITUATIONS?

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KNOWLEDGE CHECK	TEXT 0.25 HOURS	A quiz or an exercise to confirm knowledge gained. TYPICAL QUESTIONS: • 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?
CASE STUDY AND DISCUSSION	FORUM 0.25 HOURS	**REVIVING the GREEN REVOLUTION** https://www.rgrcell.org/case-studies/ PARTICIPANTS PERUSE SELECTED INITIATIVES AND DISCUSS OPPORTUNITIES FOR EMULATION. CONVERSATION CAN CONTINUE WITHIN THE BLOG
ARTICLES AND OTHER RESOURCES	TEXT OR VIDEO HOMEWORK	GREEN BUSINESS IDEAS FOR THE INDIAN MARKET (video) https://www.youtube.com/watch?v=gvzlz0Qpo58 SUSTAINABILITY AND SDGs Moreno Pires, S., Theodosiou, N., Bacelar-Nicolau, P., Caeiro, S., Galli, A., Malandrakis, G., Niccolucci, V., Nicolau, M., Papadopoulou, A., Mapar, 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 SUSTAINABILITY AND DEVELOPMENT 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 UNDP BOOKLET

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Lesson 2 ***GREEN BUSINESS COMPONENTS***	CLASS ACTIVITY	FORUM 0.25 HOURS	**EXPLORATION AND DISCUSSION:** 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.
2 HOURS			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
	LECTURE 2	PPT FACE TO FACE (or live online) 1 HOUR	**GREEN BUSINESS COMPONENTS. CONSIDERATIONS AND CHALLENGES** **Link at: https://3.basecamp.com/4440716/buckets/21216125/documents/5374875548**
	CASE STUDY AND DISCUSSION	FORUM 0.5 HOURS	**ARTICLE DISCUSSION: "GROWING GREEN BUSINESS INVESTMENTS IN ASIA AND THE PACIFIC".** 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 ARTICLE LINK https://www.adb.org/sites/default/files/publication/664446/sdwp-072-green-business-investments-asia-pacific.pdf

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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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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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ASEAN Network

for Green Entrepreneurship

and Leadership

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