



ANGEL

ERASMUS+ CBHE

R1.5 Tài liệu đào tạo và hướng dẫn giảng viên ANGEL

WP 1. Đào tạo theo yêu cầu



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GIỚI THIỆU

Tài liệu này liên quan đến hội thảo "Đào tạo giảng viên" được tổ chức trong khuôn khổ WP1 của dự án ANGEL. Nó nhằm mục đích đưa ra một cái nhìn tổng quan về việc đào tạo giảng viên này, bằng cách trình bày tổ chức cụ thể của khóa đào tạo, các mục tiêu theo đuổi và các nội dung được giải quyết trong những ngày đào tạo khác nhau cũng như các phương pháp sư phạm được sử dụng.

ĐÀO TẠO GIẢNG VIÊN" HỘI THẢO

Trình bày hội thảo

Mục đích tổng thể của hội thảo là gặp đôi. Một mặt, đó là tạo ra và đào tạo các nhóm nòng cốt chịu trách nhiệm thực hiện các Trung tâm ANGEL trong các trường đại học đối tác và mặt khác, giới thiệu những người tham gia lý thuyết và thực hành phát triển kinh doanh trong các trường đại học.

Mục tiêu

Khóa đào tạo nhằm giới thiệu cho người tham gia lý thuyết và thực hành phát triển doanh nhân do trường đại học lãnh đạo. Mục tiêu đào tạo là:

- để làm quen với những người tham gia với các nguyên tắc, ý tưởng và kỹ thuật học tập kinh doanh,
- để khám phá các khía cạnh thực tế của việc thiết lập và hoạt động hàng ngày của một trung tâm kinh doanh đại học
- để phát triển các kỹ thuật mạng để liên lạc với các trường đại học trong trường đại học (giảng viên, nhân viên hành chính và kỹ thuật và sinh viên) và các tác nhân ngoài trường đại học (môi trường kinh doanh địa phương, khu vực và quốc tế và các dịch vụ nhà nước)
- để tìm hoặc huy động các khoản tài trợ và nguồn tài trợ.

Kết thúc khóa đào tạo, học viên sẽ được trang bị:

- hỗ trợ và trình bày các ý tưởng, giải pháp và khuyến nghị tập trung vào kinh doanh và đổi mới cho các cơ sở địa phương của họ,
- mang đến những ý tưởng và dịch vụ mới cho edITCtion truyền thống, bao gồm một chương trình cố vấn cụ thể,
- Giải quyết những thách thức đổi mới lớn và dẫn đường đến một mạng lưới các doanh nhân và nhà tư tưởng tương lai có năng lực cao kết nối với hệ sinh thái thị trường địa phương / khu vực và quốc tế.

Đối tượng mục tiêu

Đối tượng mục tiêu sẽ bao gồm năm nhân viên học thuật và hành chính chủ chốt từ mỗi trường đại học đối tác, những người sẽ tạo thành các nhóm cốt lõi để thực hiện ANGEL trong các trường đại học đối tác: các nhóm ANGEL Enterprise. Những người tham gia dự kiến:

- tham gia tích cực trong hội thảo;
- sự tham gia sau hội thảo với tư cách là những người tiếp sức địa phương tích cực và năng động để truyền tải các bài học kinh nghiệm trong tuần;
- đóng góp trực tiếp vào việc tạo ra kế hoạch chiến lược ANGEL địa phương.

Quá trình hành động

Hội thảo được tổ chức theo mô-đun, cấu trúc như sau:

Phiên 1 - Tinh thần kinh doanh và lãnh đạo: Các khái niệm cơ bản, các khuôn khổ EntreComp, DigComp và GreenComp của EU	Phiên 3 - Thành lập Trung tâm Khởi nghiệp Xanh Đại học tại các nước ASEAN: Những vấn đề thực tiễn (incl. Mạng lưới nội bộ / bổ sung và sự tham gia của các bên liên quan): Các Trung tâm Xuất sắc ANGEL	Phiên 5- Tập huấn về khởi nghiệp xanh: Yếu tố chung cho các đối tác ASEAN UGEC: An Giới thiệu về tài liệu đào tạo và hộp công cụ	Phiên 5- Đào tạo về khởi nghiệp xanh: Một yếu tố chung cho các đối tác ASEAN UGEC: Giới thiệu về tài liệu đào tạo và hộp công cụ
Phiên 2 - Đổi mới và Doanh nhân xanh Khả năng lãnh đạo. vai trò của các trường đại học.	Phiên 4 - Tài chính và Hệ thống hỗ trợ cho ANGEL của ASEAN EC		

Các phương pháp hay nhất quốc tế và châu Âu			
	Phiên 5- Đào tạo về khởi nghiệp xanh: Một yếu tố chung cho các đối tác ASEAN UGEC: Giới thiệu về tài liệu đào tạo và hộp công cụ		
NGÀY 1	NGÀY 2	NGÀY 3	NGÀY 4

Những người tham gia sẽ theo dõi hội thảo này theo công thức đào tạo thực hành chuyên sâu kéo dài một tuần, kết hợp các bài thuyết trình lý thuyết, bài tập thực hành và tranh luận giữa những người tham gia, ở mỗi quốc gia đối tác.

Trước khi cung cấp đào tạo, tài liệu hướng dẫn sẽ được chuẩn bị cũng như hộp công cụ ANGEL sẽ được sử dụng làm cơ sở cho các khóa đào tạo tại các trường đại học đối tác trong WP 2. Phương pháp đào tạo sẽ dựa trên những phát hiện của phân tích Gap (WP1 / Task 2) để phát triển các kỹ thuật sáng tạo và linh hoạt đáp ứng nhu cầu edITction cụ thể và thúc đẩy học tập hợp tác, nhường chỗ cho người học chia sẻ và sáng tạo. Tài nguyên đa phương tiện sẽ được sử dụng, bao gồm video và các bài thuyết trình tương tác. Giá trị của phản hồi ngang hàng sẽ được phát huy. WP1 / Nhiệm vụ 3 cũng sẽ góp phần vào việc chuẩn bị WP1 / Nhiệm vụ 4 bằng cách thu hút các tác nhân chính và làm quen với các khía cạnh thực tế của phát triển kinh doanh đại học. Dự kiến các tác nhân này sẽ tích cực tham gia vào việc soạn thảo kế hoạch chiến lược của trường đại học của họ.



NGÀY #1

PHIÊN 1- Tinh thần kinh doanh và lãnh đạo: Các khái niệm cơ bản, Khung EntreComp, DigComp và GreenComp của EU

Nội dung

Tinh thần kinh doanh được định nghĩa là "quá trình tạo ra một cái gì đó mới và có giá trị bằng cách tập hợp một sự kết hợp độc đáo của các nguồn lực để khai thác ... hoặc tạo cơ hội". Trọng tâm của mỗi liên doanh là một doanh nhân và đội ngũ của mình, mang lại tầm nhìn, sự kiên trì, kiên trì, lạc quan, cam kết và mong muốn bắt đầu một quá trình kinh doanh và tạo ra thành công một liên doanh mới. Một quá trình kinh doanh bắt đầu bằng việc xác định một ý tưởng và tiếp tục với việc tìm kiếm một mô hình kinh doanh bền vững để lập kế hoạch, tuyển dụng và quản lý doanh nghiệp. Nó liên quan đến việc xác định những thách thức và tìm giải pháp, tuy nhiên, không bao giờ kéo dài.

Phần 1 đề cập đến "Khái niệm cơ bản về tinh thần kinh doanh và lãnh đạo". Nó liên quan đến quá trình kinh doanh và những thách thức mà các doanh nhân phải đối mặt, trong khi nó trình bày các khuôn khổ liên quan đến tinh thần kinh doanh có thể hỗ trợ bất kỳ bản sắc doanh nhân khởi nghiệp nào và phát triển các năng lực chính sẽ tạo điều kiện cho sự thành công của doanh nhân. Các vấn đề đương đại khác nhau liên quan đến tinh thần kinh doanh sẽ được thảo luận bằng cách sử dụng các ví dụ nghiên cứu điển hình toàn cầu.

Mục tiêu

Kết thúc Phiên 1, học viên sẽ có:

- hiểu rõ hơn về các khái niệm và khái niệm về tinh thần kinh doanh;
- hiểu rõ hơn về quá trình kinh doanh và nhiều tình huống khó xử và thách thức mà các doanh nhân phải đối mặt;
- đánh giá tốt hơn những thách thức đặt ra bởi hệ sinh thái khởi nghiệp;
- đánh giá cao hơn về cách xác định một ý tưởng tốt và một kế hoạch kinh doanh bền vững;



- hiểu rõ hơn về các nguyên tắc cơ bản của kế hoạch kinh doanh.

Phương pháp giảng dạy

Buổi 1 là một hội thảo với phần trình bày chung và nghiên cứu điển hình.

Vật liệu sử dụng

- Bản trình bày Power point
- Nghiên cứu điển hình
- Câu hỏi tự đánh giá
- Danh sách các bài báo khoa học được đề xuất.

Giảng viên:

Zoe Akrivouli. Nhà nghiên cứu

CV: Zoe Akrivouli là Nhà kinh tế, Tư vấn Kinh doanh và Phát triển. Cô có bằng Thạc sĩ Kinh tế tại Đại học Kent, Vương quốc Anh. Cô nói trôi chảy tiếng Anh và tiếng Pháp. Là thành viên của Nhóm nghiên cứu DAISy từ năm 2018, cô có nhiều kinh nghiệm trong các chương trình xuyên quốc gia và hơn hai mươi lăm năm kinh nghiệm trong các chương trình đào tạo nghề với tư cách là giảng viên và điều phối viên được chứng nhận của các dự án đào tạo. Từ năm 1996 đến năm 2012, bà làm Giảng viên bán thời gian theo hợp đồng có thời hạn cho Viện Giáo dục Công nghệ Luận án về tinh thần kinh doanh, kinh tế giới thiệu và các khóa học kinh tế Hy Lạp. Các lĩnh vực công việc của cô bao gồm lập kế hoạch, quản trị, phát triển và đánh giá các chương trình quốc gia và châu Âu, tư vấn kinh doanh và phát triển cho các doanh nghiệp vừa và nhỏ, chính quyền địa phương và các dịch vụ của chính phủ. Sở thích của cô cũng bao gồm các vấn đề giới tính và bình đẳng. Cô là một chuyên gia về Điểm chuẩn và đã thực hiện nhiều kế hoạch kinh doanh, nghiên cứu khả thi và khả thi, báo cáo kỹ thuật, khảo sát, nghiên cứu phát triển, v.v.



PHIÊN 2- Đổi mới sáng tạo và lãnh đạo doanh nghiệp xanh. Vai trò của các trường đại học. Các phương pháp hay nhất quốc tế và châu Âu

Nội dung

Đổi mới, tinh thần kinh doanh và công nghệ đã trở thành cách để xây dựng một tương lai bền vững và tuần hoàn. Tinh thần kinh doanh xanh là việc theo đuổi các cơ hội kinh doanh tạo ra giá trị xã hội, môi trường và kinh tế đồng thời giảm tác động đến môi trường. Cách tiếp cận này đối với tinh thần kinh doanh là điều cần thiết để tạo ra một nền kinh tế xanh, thúc đẩy phát triển bền vững và giảm rủi ro sinh thái đồng thời tăng cường phúc lợi xã hội. Các khái niệm kinh doanh sáng tạo có khả năng không chỉ đơn giản là tạo ra lợi nhuận, mà còn giải quyết các vấn đề môi trường thiết yếu, quan trọng và biến đổi các cộng đồng chưa được phục vụ. Khóa học này sẽ cung cấp cho người học kiến thức chuyên sâu liên quan đến các công cụ và phương pháp hỗ trợ đổi mới, phúc lợi kinh doanh, môi trường và xã hội và nó sẽ cung cấp các tiêu chuẩn làm việc chính cho Cơ sở hạ tầng hỗ trợ khởi nghiệp của trường đại học, thông qua nghiên cứu chặt chẽ các thực tiễn tốt nhất và các tiêu chuẩn làm việc chính từ các trung tâm khởi nghiệp từ khắp nơi trên thế giới.

Mục tiêu

Kết thúc Buổi 2:

- Sẽ làm quen với các khái niệm về Doanh nhân và Đổi mới Xanh,
- Sẽ có thể hiểu vai trò của các trường đại học để hỗ trợ doanh nhân,
- Sẽ có thể thực hiện một cách tiếp cận toàn diện để tạo ra một hệ sinh thái khởi nghiệp và đổi mới,
- Sẽ có thể xác định tiêu chuẩn làm việc chính cho cấu trúc hỗ trợ Doanh nhân & Đổi mới trong một trường Đại học Sẽ có thể thực hiện các hành động cụ thể.

Phương pháp sư phạm

Phần 2 là một hội thảo với một bài thuyết trình chung, nghiên cứu trường hợp và các công cụ phương pháp luận.



Vật dụng sử dụng

- Powerpoint
- Nghiên cứu điển hình
- Câu hỏi tự đánh giá
- Danh sách các bài báo khoa học được đề xuất.

Giảng viên

Themistoklis Lazarides, Giáo sư

CV: Themistoklis Lazaridis là một nhà kinh tế có bằng Thạc sĩ (Đại học Macedonia) về Quản trị Kinh doanh và bằng Tiến sĩ của Đại học Democritus Thrace. Ông làm việc như một nhà tư vấn kinh doanh trong vài năm và sau đó trở thành một giám đốc điều hành công ty giao dịch chứng khoán lớn. Từ năm 2007 đến năm 2017, ông là giáo sư tại TEI của Tây Macedonia, và hiện tại, ông là giáo sư tại Đại học Thessaly (Khoa Quản trị Kinh doanh). Ông là tác giả của hơn 30 bài báo trên các tạp chí khoa học và trình bày công trình của mình trong hơn 35 hội nghị. Ông là một nhà phê bình trong một số tạp chí khoa học và đồng biên tập trong hai tạp chí khoa học.

Mối quan tâm nghiên cứu chính của ông là Tái cấu trúc tài chính, Tái cấu trúc sở hữu, Quản trị doanh nghiệp, Hành vi tổ chức, Chiến lược và Kế toán kiểm toán.



NGÀY #2

PHIÊN 3 - Thành lập Trung tâm Doanh nhân Xanh Đại học ở các nước ASEAN: Các vấn đề thực tiễn (bao gồm kết nối nội bộ / bổ sung và sự tham gia của các bên liên quan): Các Trung tâm Xuất sắc ANGEL

Nội dung

Sinh viên tham gia vào các chương trình khởi nghiệp có được những khả năng và quan điểm cần thiết cho sự nghiệp thành công trong học viện và đời sống công dân. Các chương trình và trung tâm khởi nghiệp (đặc biệt là xanh) là những công cụ tuyệt vời để biến khoa học thành tác động. Các trung tâm khởi nghiệp tạo cơ hội cho các trường Đại học hoạt động như một yếu tố trong việc cải thiện kinh tế xã hội của cộng đồng địa phương của họ. Phiên họp này giải thích quy trình và phương pháp thiết lập như trung tâm.

Mục tiêu

Vào cuối Phiên 3, người tham gia sẽ có thể

- Thành lập Ủy ban Trung tâm Doanh nhân AGreen
- Thực hiện nghiên cứu phân tích khoảng cách
- Xác định các bên liên quan cho một Trung tâm xuất sắc ANGEL
- Tạo chiến lược và nguyên tắc của Trung tâm
- Phát triển các hoạt động của trung tâm

Phương pháp sư phạm

Phiên 3 là một hội thảo với một bài thuyết trình chung, nghiên cứu trường hợp và các công cụ phương pháp luận.

Vật dụng sử dụng

- Powerpoint
- Nghiên cứu điển hình



- Câu hỏi tự đánh giá
- Danh sách các bài báo khoa học được đề xuất.

Giảng viên

Themistoklis Lazarides, Giáo sư

CV: Themistoklis Lazaridis là một nhà kinh tế có bằng Thạc sĩ (Đại học Macedonia) về Quản trị Kinh doanh và bằng Tiến sĩ của Đại học Democritus Thrace. Ông làm việc như một nhà tư vấn kinh doanh trong vài năm và sau đó trở thành một giám đốc điều hành công ty giao dịch chứng khoán lớn. Từ năm 2007 đến năm 2017, ông là giáo sư tại TEI của Tây Macedonia, và hiện tại, ông là giáo sư tại Đại học Thessaly (Khoa Quản trị Kinh doanh). Ông là tác giả của hơn 30 bài báo trên các tạp chí khoa học và trình bày công trình của mình trong hơn 35 hội nghị. Ông là một nhà phê bình trong một số tạp chí khoa học và đồng biên tập trong hai tạp chí khoa học.

Lĩnh vực nghiên cứu chính của ông là Tái cấu trúc tài chính, Tái cấu trúc sở hữu, Quản trị doanh nghiệp, Hành vi tổ chức, Chiến lược và Kế toán kiểm toán.

Kleovoulos Stylianou, Giám đốc dự án

CV: Kleovoulos Stylianou là Quản lý dự án và Nhà nghiên cứu tại CSI. Ông có kinh nghiệm liên tục trong lĩnh vực đổi mới và khởi nghiệp, giáo dục không chính quy, phát triển thanh niên và thiết kế và viết dự án EU. Ông làm việc với tư cách là Giám đốc Dự án và Cán bộ Liên lạc Đại học với thị trường lao động tích lũy kinh nghiệm từ các tổ chức giáo dục và học thuật khác nhau. Ông cũng từng là Thư ký Quan hệ Quốc tế tại Hội đồng Thanh niên Cộng hòa Síp vào năm 2021. Là thành viên của nhóm CSI, sở thích của ông bao gồm Đổi mới và Hòa nhập Xã hội, Khởi nghiệp, Phát triển Thanh niên, Giáo dục Không chính quy và Phát triển Bền vững. Về nền tảng giáo dục của mình, Kleovoulos đã nhận được một khóa học về Chuyên gia Quản lý Dự án (PMP) và ông là người có bằng Cử nhân Kinh doanh và Hành chính Công của Đại học Síp, và bằng Thạc sĩ Sản xuất Phim của Đại học South Wales.



PHIÊN 4- Hệ thống tài chính và hỗ trợ cho các ECs ANGEL của ASEAN

Nội dung

Kinh phí là một khía cạnh thiết yếu cho việc thành lập và hoạt động của một trung tâm xuất sắc khởi nghiệp. Trong Phiên họp này, những người tham gia sẽ được trình bày với một loạt các nguồn tài trợ có sẵn cho các dự án và hoạt động đó, và các bước phương pháp luận để tạo ra dự án theo các chương trình tài chính này.

Mục tiêu

Kết thúc phiên 4:

- Sẽ có thể xác định các nguồn tài trợ thích hợp cho dự án của họ
- Sẽ có thể áp dụng các bước phương pháp tạo dự án theo các chương trình tài trợ

Phương pháp sư phạm

Phần 4 là một hội thảo với một bài thuyết trình chung, nghiên cứu trường hợp và các công cụ phương pháp luận.

Vật dụng sử dụng

- Powerpoint
- Nghiên cứu điển hình
- Câu hỏi tự đánh giá

Giảng viên

Vassiliki Chatzipetrou, Giám đốc điều hành & Huấn luyện

CV: Vassiliki Chatzipetrou là Đồng sáng lập & Giám đốc Phòng Hợp tác Quốc tế & EU của ReadLab. Cô có bằng Cử nhân Nghiên cứu Quốc tế và Châu Âu của Khoa Nghiên cứu Quốc tế và Châu Âu, Đại học Piraeus, Hy Lạp và bằng Thạc sĩ Nghiên cứu Chiến tranh của King's College London, Đại học London, Vương quốc Anh. Bà là nhà nghiên cứu thỉnh giảng tại Khoa Khoa học Chính trị,



Đại học Florida, Hoa Kỳ, trong khuôn khổ chương trình trao đổi của Bộ Ngoại giao Hoa Kỳ dành cho các học giả "Nghiên cứu của Viện Chính sách Đối ngoại Hoa Kỳ". Cô đang làm việc trong toàn tổ chức để xác định và triển khai các chiến lược tăng trưởng trên tất cả các ngành nghề kinh doanh của ReadLab, dẫn đến kết quả có tác động.



NGÀY #3-4

Phiên 5- Đào tạo về khởi nghiệp xanh: Một yếu tố chung cho các đối tác ASEAN UGEC: Giới thiệu về tài liệu đào tạo và hộp công cụ

Nội dung

Bất kỳ khóa đào tạo giảng viên nào cũng nên bao gồm việc làm quen với những người tham gia / giảng viên với các tài liệu đào tạo sẽ được cung cấp cho sinh viên / học viên. Phiên này giúp các giảng viên làm quen với tài liệu đào tạo về Khởi nghiệp xanh và hộp công cụ ANGEL đã phát triển.

Mục tiêu

Kết thúc Phiên 5, học viên sẽ có:

- kiến thức về nội dung đào tạo sẽ được truyền đạt cho sinh viên
- kiến thức về Hộp công cụ ANGEL

Phương pháp sư phạm

Phiên 5 là một hội thảo với một bài giảng và một bài thuyết trình chung.

Người huấn luyện

Elmos Konis, Giáo sư

CV: Tiến sĩ Elmos Konis là một học giả và nhà nghiên cứu tại EUC. Ông đã thiết kế một số chương trình về tinh thần kinh doanh, đổi mới, tiếp thị và lãnh đạo. Ông là thành viên được bổ nhiệm của SETE, ủy ban tư vấn cấp cao nhất về giáo dục đại học cho Bộ Giáo dục. Ông đã chuẩn bị "Báo cáo Quốc gia" năm 2012 cho Mạng lưới Di cư Châu Âu. Ông là 'Đại diện Quốc gia' tại AOM. Ông là tác giả và giám sát dự án 'Phát triển Síp thành một Trung tâm Giáo dục Đại học Khu vực', được tài trợ bởi RPF. Ông quản lý hai tài trợ của EU



các dự án đa quốc gia về khởi nghiệp. Ông là tác giả của "Magnetite: a Cyprus Odyssey", một cuốn tiểu thuyết lịch sử thành công.

Phụ lục

Bản trình bày Powerpoint:

- Phiên 1 - Tinh thần kinh doanh và lãnh đạo: Các khái niệm cơ bản, các khuôn khổ EntreComp, DigComp và GreenComp của EU
- Phiên 2 - Đổi mới sáng tạo và lãnh đạo doanh nghiệp xanh. Vai trò của các trường đại học. Các phương pháp hay nhất của quốc tế và châu Âu
- Phiên 3 - Thành lập Trung tâm Doanh nhân Xanh Đại học ở các nước ASEAN: Các vấn đề thực tiễn (bao gồm kết nối nội bộ / bổ sung và sự tham gia của các bên liên quan): Các Trung tâm Xuất sắc ANGEL (phần 1)
- Phiên 3 - Thành lập Trung tâm Doanh nhân Xanh Đại học ở các nước ASEAN: Các vấn đề thực tiễn (bao gồm kết nối nội bộ / bổ sung và sự tham gia của các bên liên quan): Các Trung tâm Xuất sắc ANGEL (phần 2)
- Phiên 4 - Hệ thống tài chính và hỗ trợ cho các ECs ANGEL của ASEAN
- Phiên 5- Tập huấn về khởi nghiệp xanh: Yếu tố chung cho các đối tác của ASEAN UGEC: Giới thiệu về tài liệu và hộp công cụ đào tạo



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

Erasmus+ Programme

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

Name: Zoe Akrivouli
Lead Partner: HOU
Position: Researcher



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Different approaches

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

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

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

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

Characteristics and components of entrepreneurship



Innovation and Creativity:

_____ Entrepreneurship involves the ability to innovate and create something new, whether it's a product, service, or business model.

Entrepreneurs often introduce novel ideas or approaches to solve problems or meet unmet needs.

Risk-Taking and Initiative:

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

Opportunity Exploration:

_____ Entrepreneurship is about recognizing and exploiting opportunities in the market.

Entrepreneurs identify gaps or untapped markets and develop innovative solutions to meet the demand.

Value Creation:

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

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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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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.

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.

Characteristics of successful entrepreneurs (Miller K., 2020)

- Curiosity
- Structured Experimentation
- Adaptability
- Decisiveness
- Leadership
- Team Building
- Risk Tolerance
- Comfortable with Failure
- Persistence
- Innovation
- Long-Term Focus

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

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.

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.

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.

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.

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

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**.

- [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](#)

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.

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

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.

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



ASEAN Network
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An Introduction

- 15 best practices will be presented
- Structural elements of the model will be
- The final ANCEI Interstate Unit Model will be delivered on

Innovation:

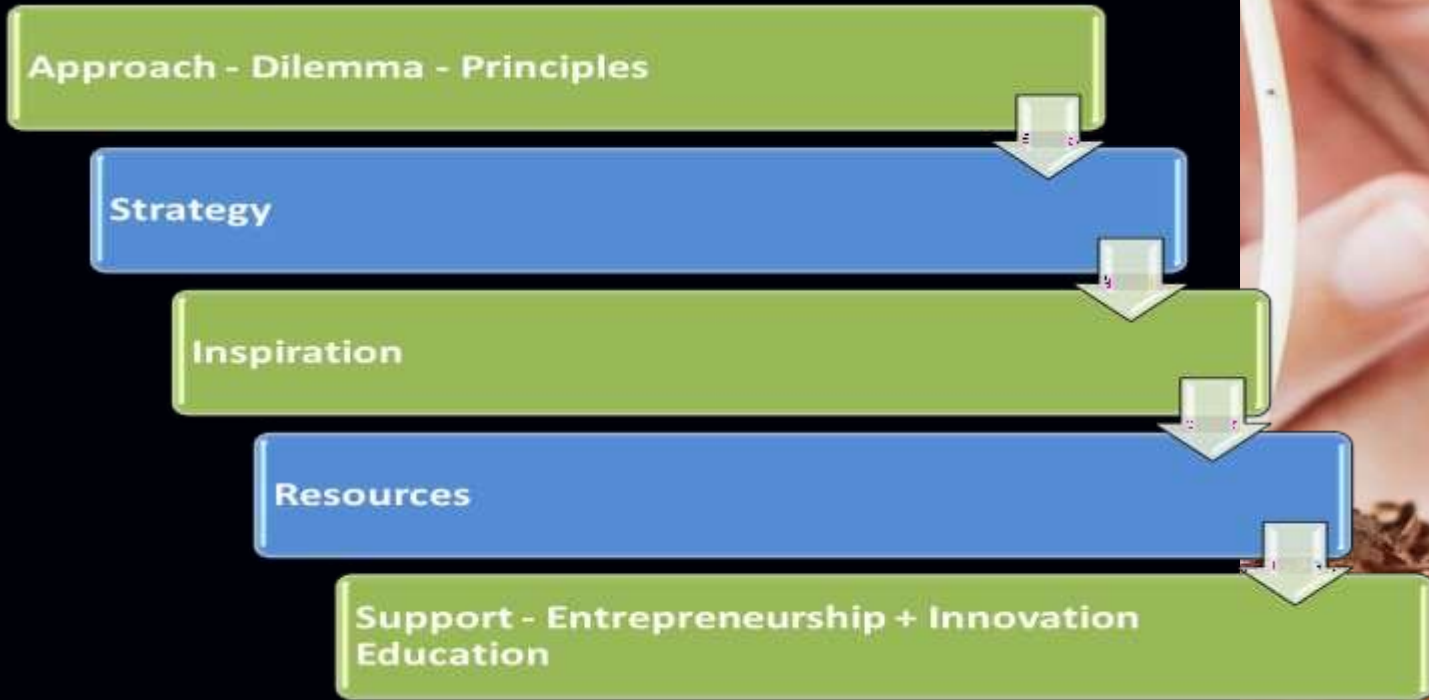
An innovation is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organisational method in business practices, workplace organisation or external relations.

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

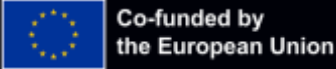
Within Green Entrepreneurship start-ups develop and deploy of green products, services and processes, i.e. those that either:

- 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.

Entrepreneurship & Innovation Holistic Ecosystem



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- **The University as an Agent of Innovation to the Stakeholder approach**
- **The University as an INTEGRAL part of the innovation network of stakeholders:**

Partnerships with other Universities Government agencies, Industry
Start-Ups, Venture capital, Incubators, etc.

- **Pedagogical issue**

Intra-Cross-Multi discipline approach

- **Hierarchical leadership vs leadership as a role (not a person) for everyone**

- **Modality – Flexibility**

- **Principles: Sustainability Openness**

Authenticity

User involved innovation Spontaneity

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

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- 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/>

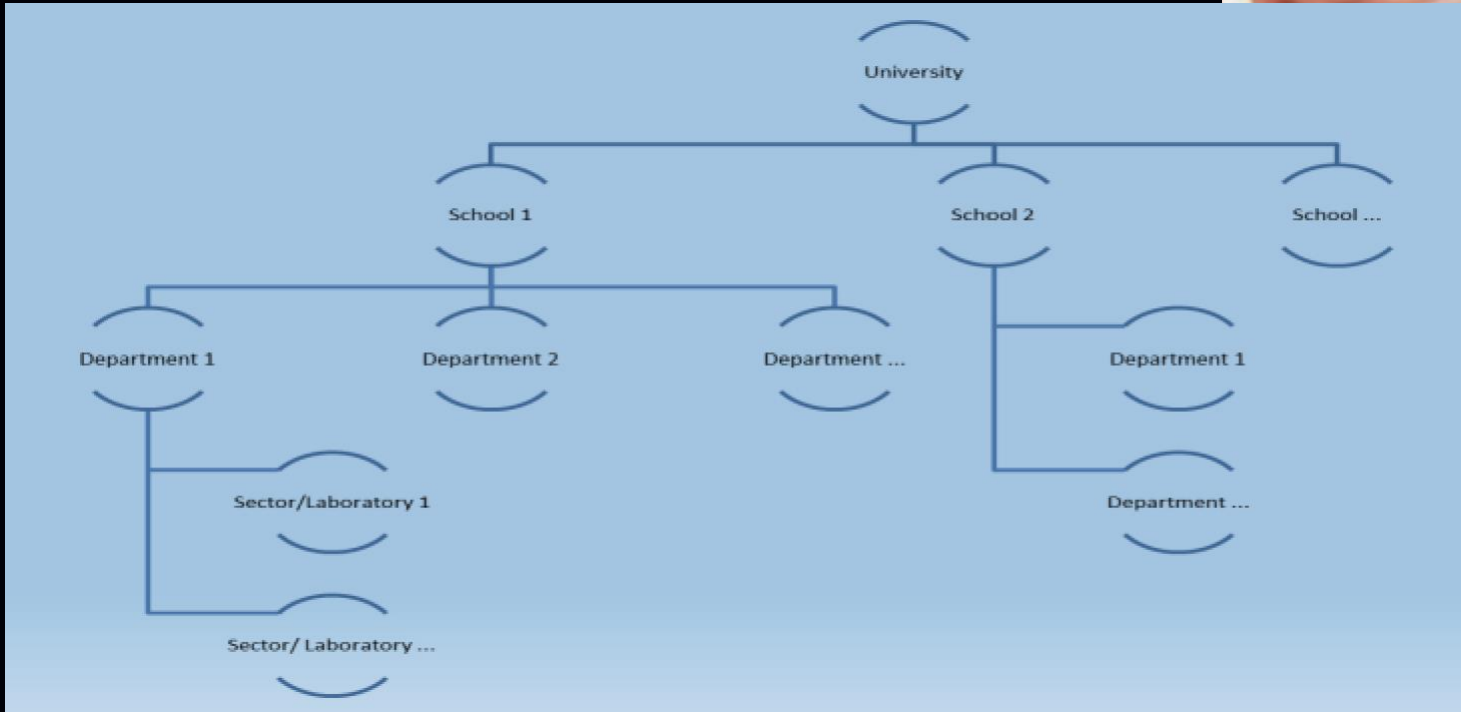
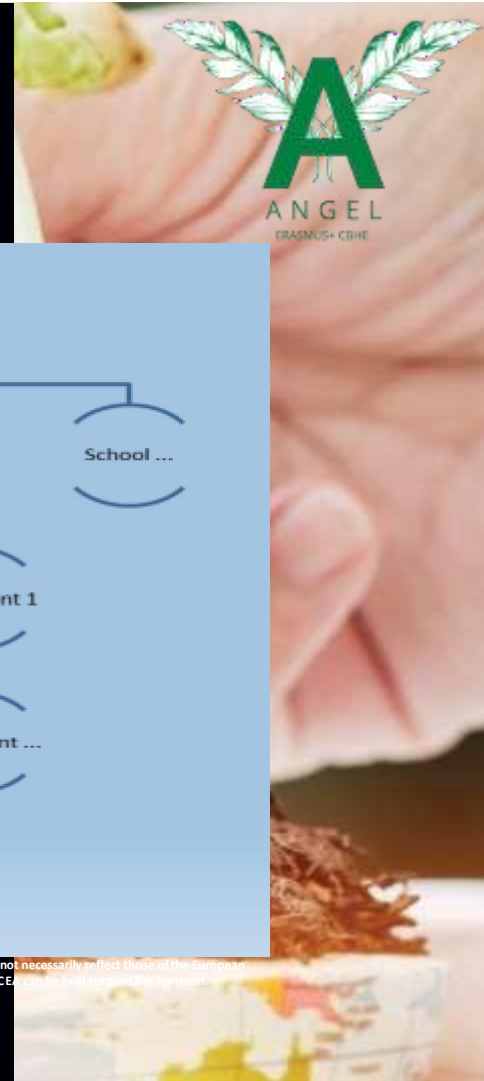
- Bias for ACTION
- T-type students and professors vs π -type students and professors
- Design thinking vs Systems thinking
- Learning through experience
- Change management – Conflict management

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

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

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

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 thinking	Socioeconomic	Culture, Diversity	Single
Business Succession Schools	Finland	Moderate	15	Stakeholder	Design thinking	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
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- ***Decisions:***

- The Role of the University
- University's Strategy
- Model of University Governance

- ***Key Work Standards for Success***

The University as the Gravity Force of entrepreneurship and innovation ecosystem

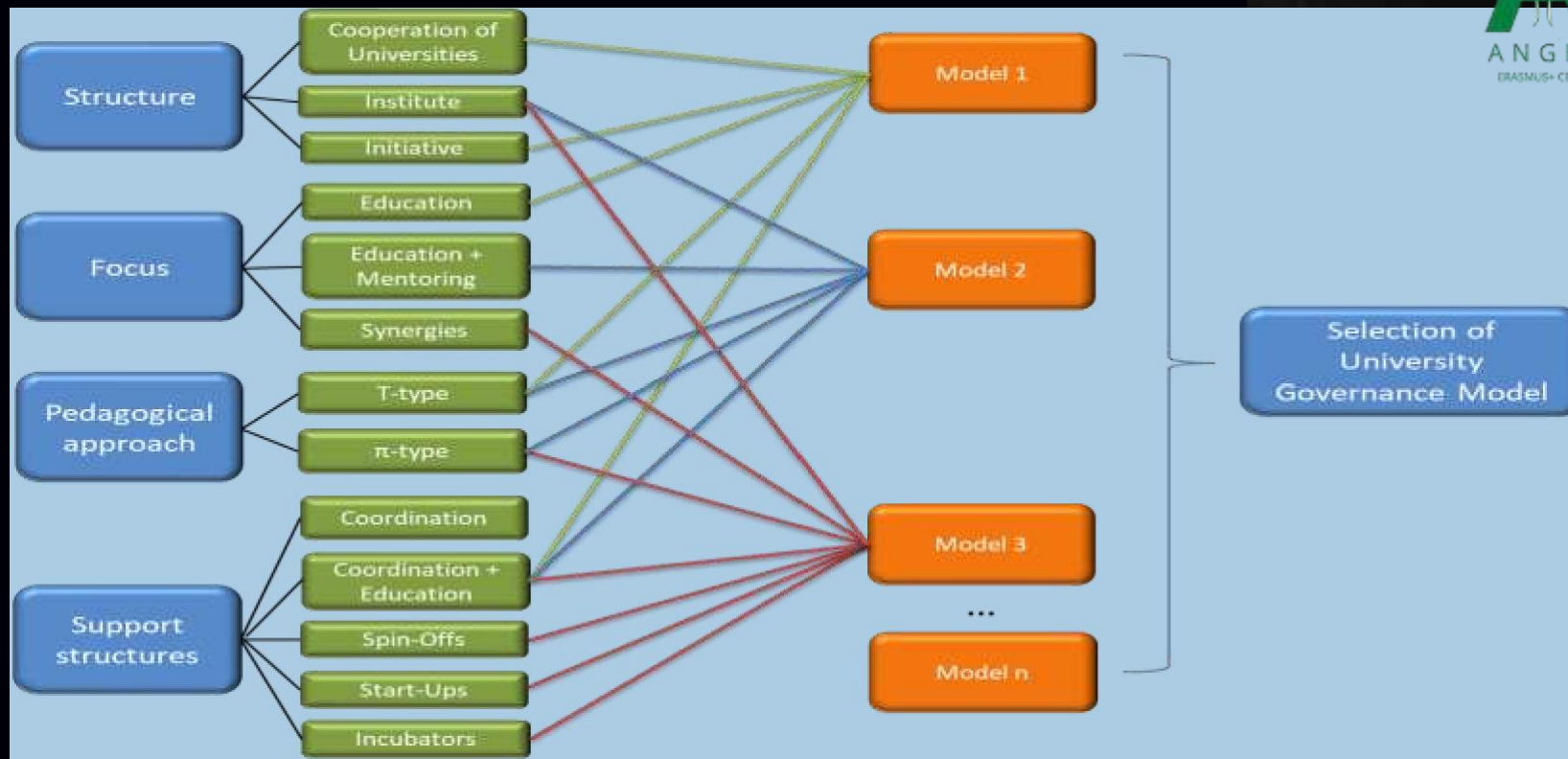
Common:

- Stakeholder approach
- Design thinking
- Culture, diversity

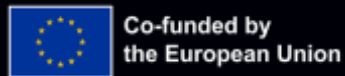
Uncommon:

- Structure
- Focus
- Pedagogical approach
- Support structures

Models of University Governance



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.. Think big

Imagine .

Innovate . . . Think

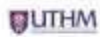
different

Implement . . . Act

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Good practices (exaples 1 / 2)

Convergence & Divergence of practices



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Good practices (exaples 1 / 2)

Convergence & Divergence of practices



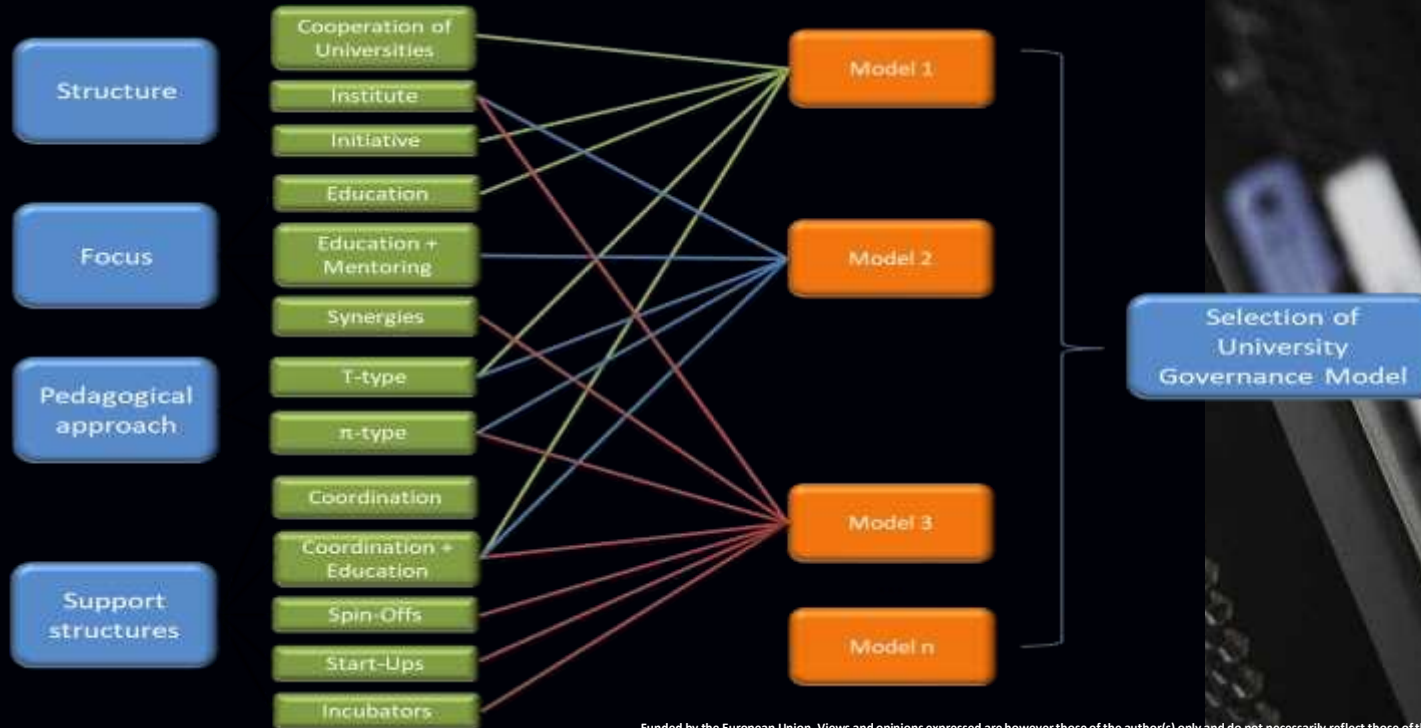
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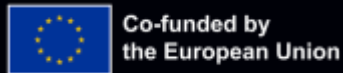
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Models of University Governance



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Key Work Standards aligned with the ANGEL project objectives

Cultural compatibility of strategy
Stakeholder approach
Local/regional/International market orientation
Design thinking
Risks and opportunities
Social innovation
Green entrepreneurial leadership
Governance and Ethics
Team management – organizational commitment and justice
Diversity

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Perceived level of the support structure, focus, and pedagogy

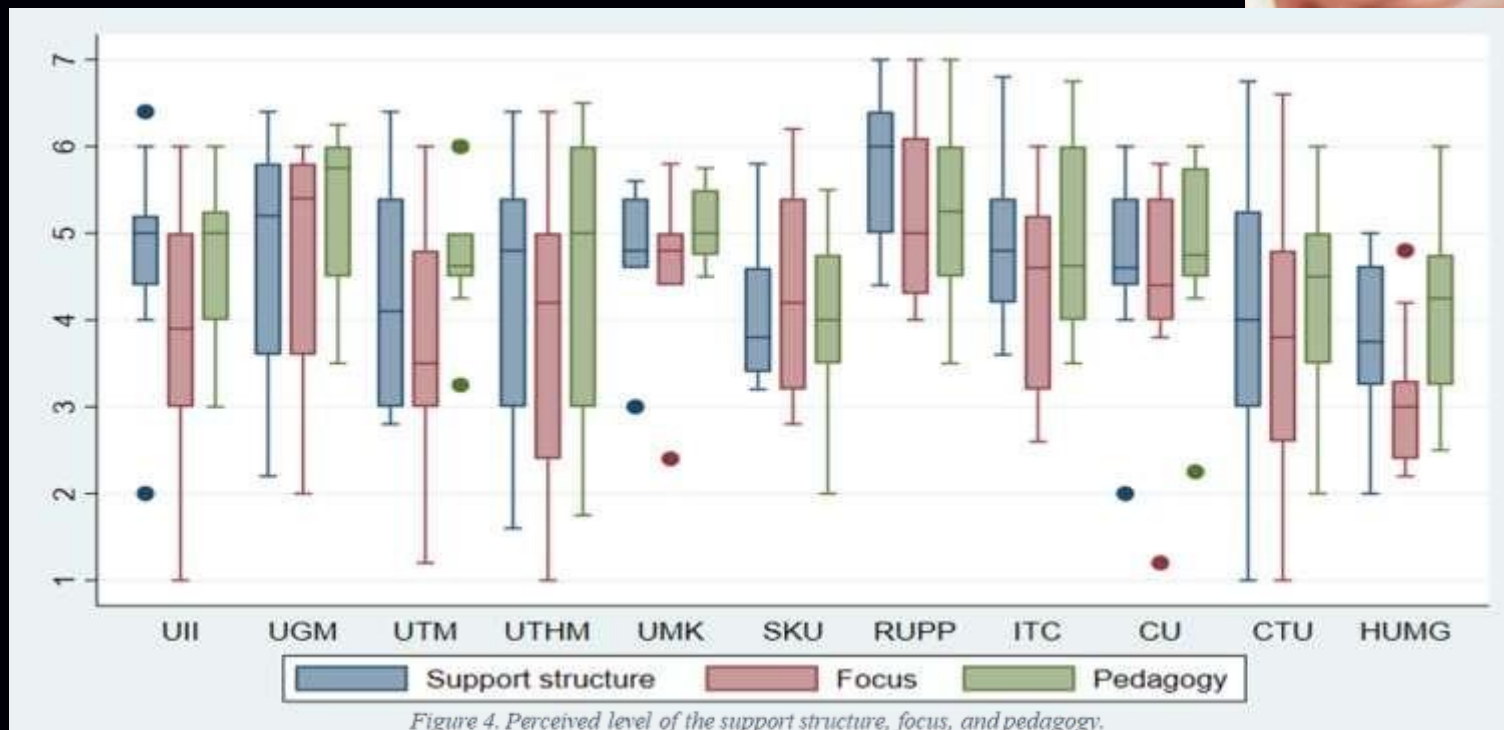


Figure 4. Perceived level of the support structure, focus, and pedagogy.



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University – level support structure on green entrepreneurship and leadership

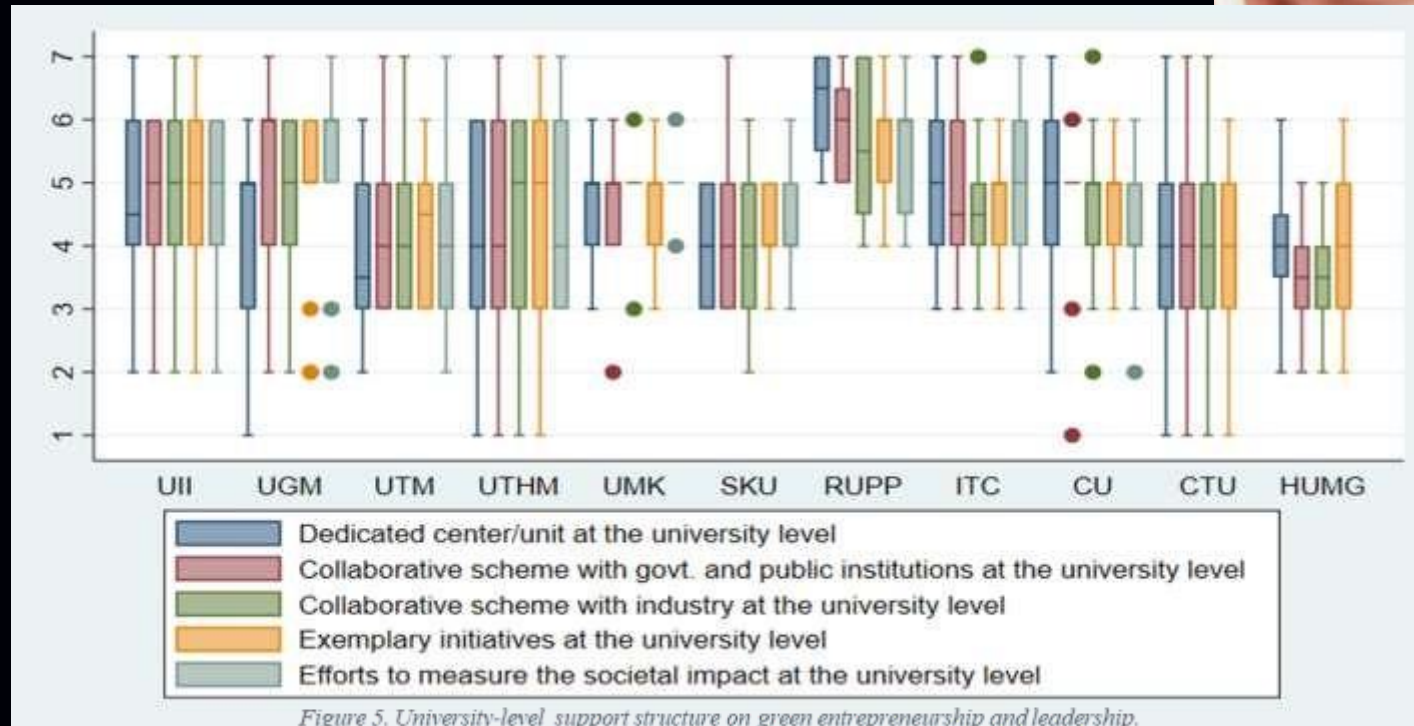
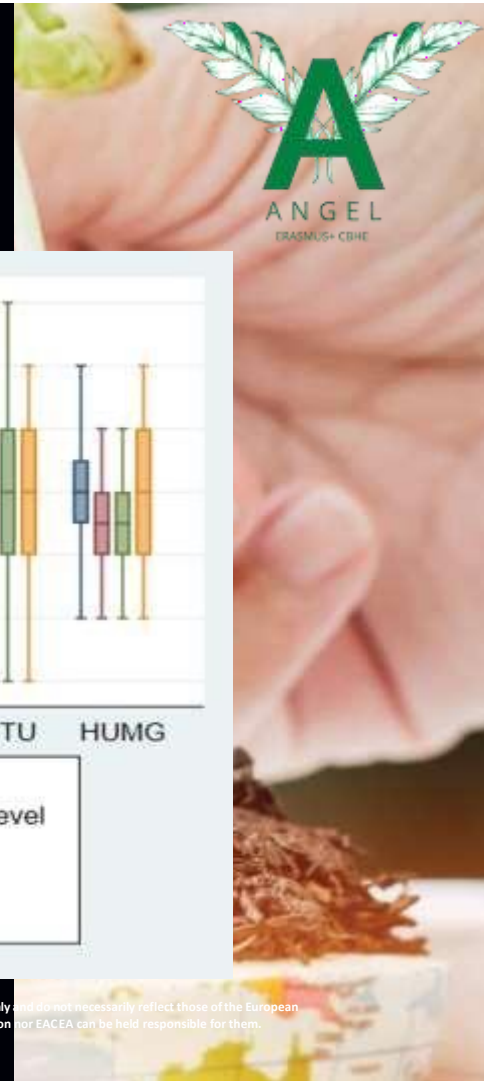


Figure 5. University-level support structure on green entrepreneurship and leadership.



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Faculty-level focus on green entrepreneurship and leadership

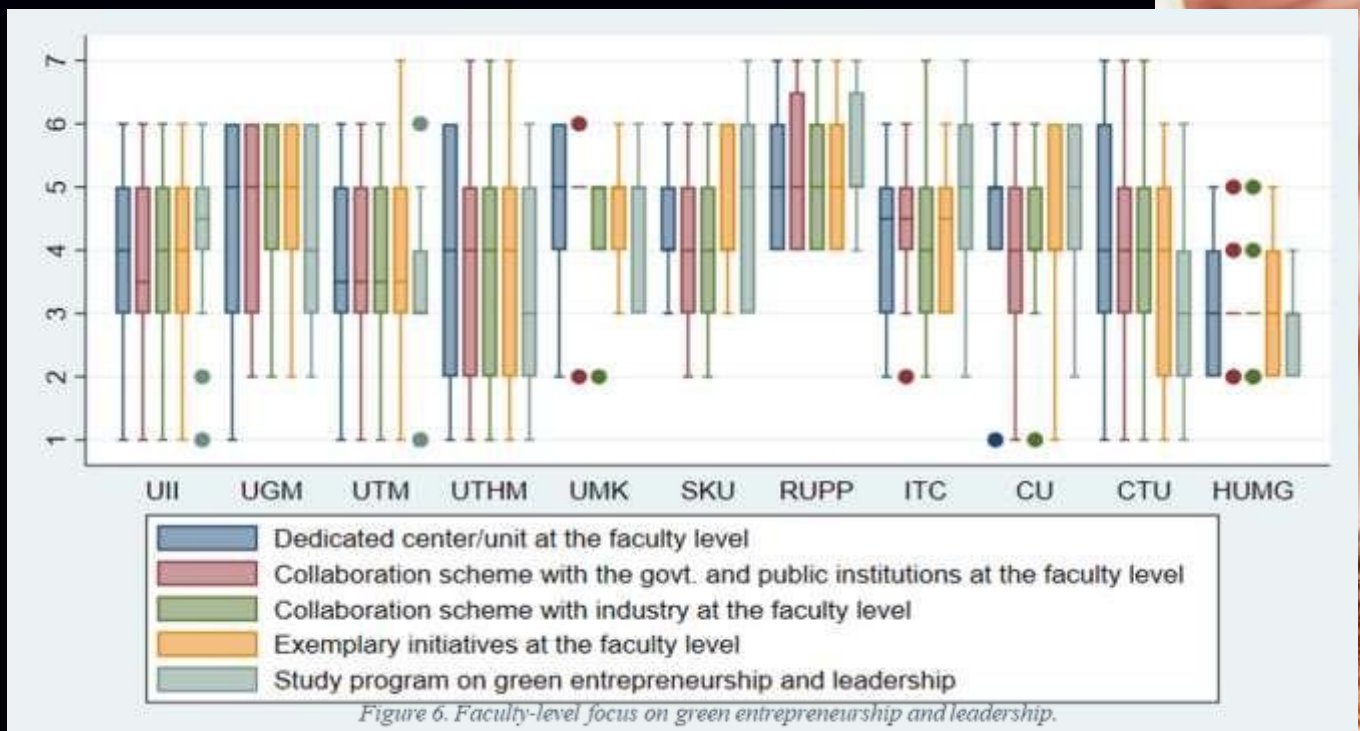
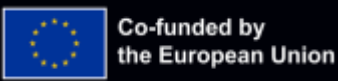


Figure 6. Faculty-level focus on green entrepreneurship and leadership.



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Faculty-level teaching and pedagogy

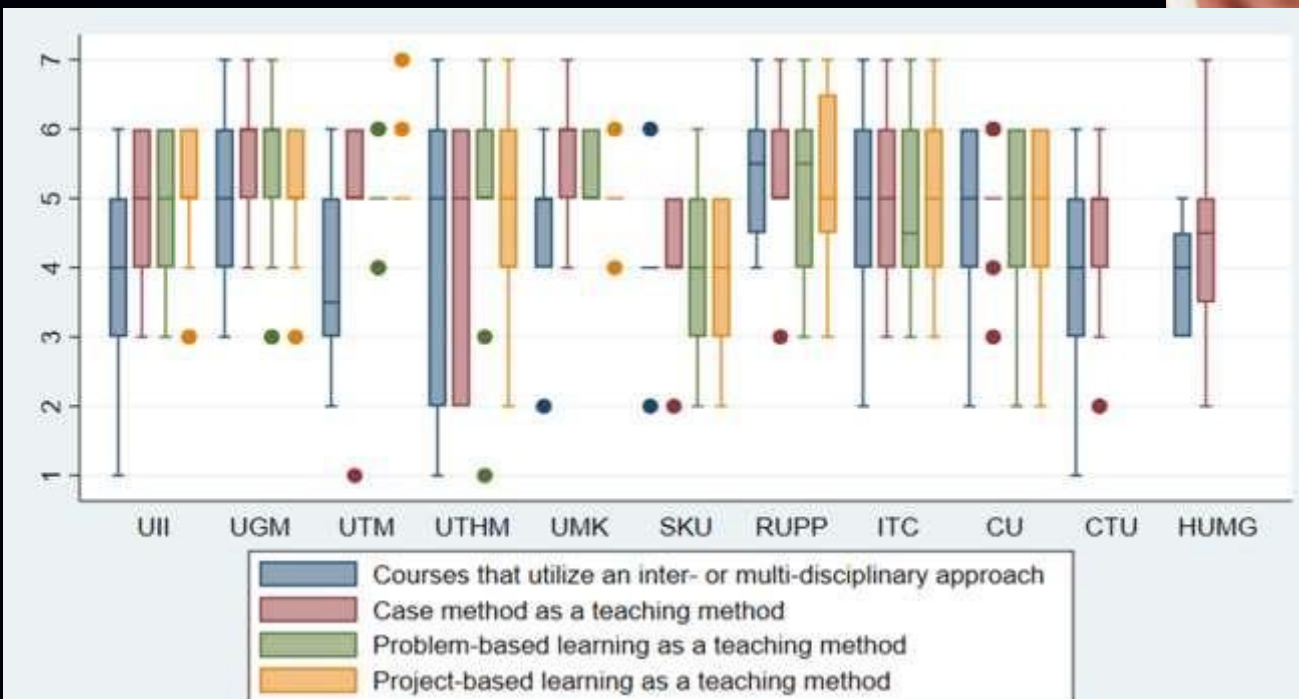


Figure 7. Faculty-level teaching and pedagogy.



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Challenges at the faculty level



Figure 9. Challenges at the faculty level.

Students

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

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



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

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



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Intention towards green entrepreneurship and leadership

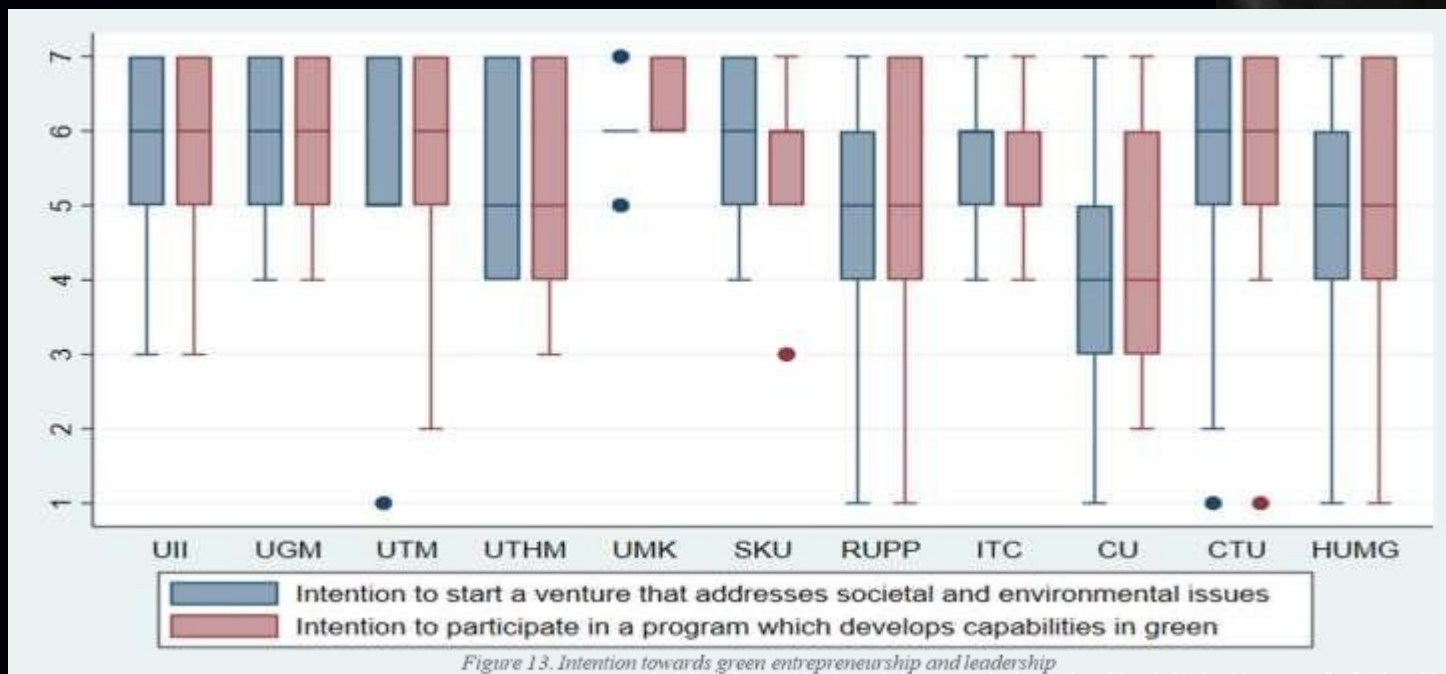


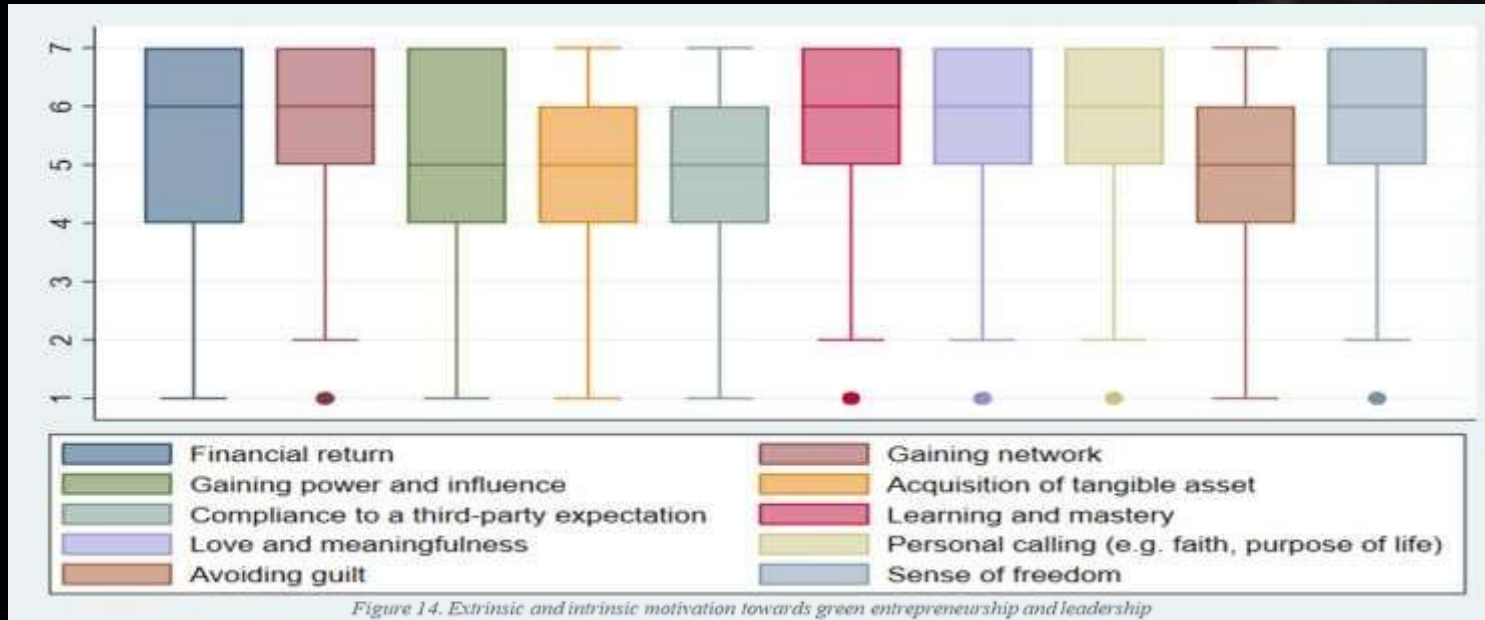
Figure 13. Intention towards green entrepreneurship and leadership

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Extrinsic and intrinsic motivation towards green entrepreneurship and leadership



Challenges faced by the students



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Engagement and Needs of the Community

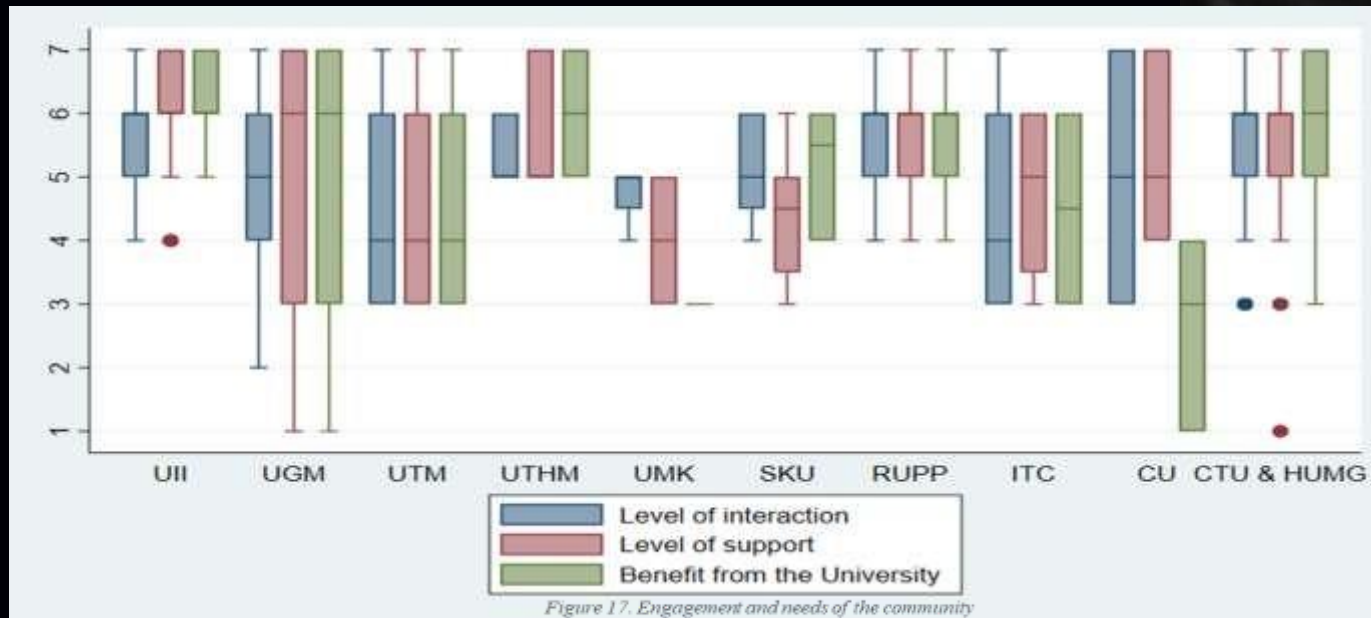


Figure 17. Engagement and needs of the community

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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

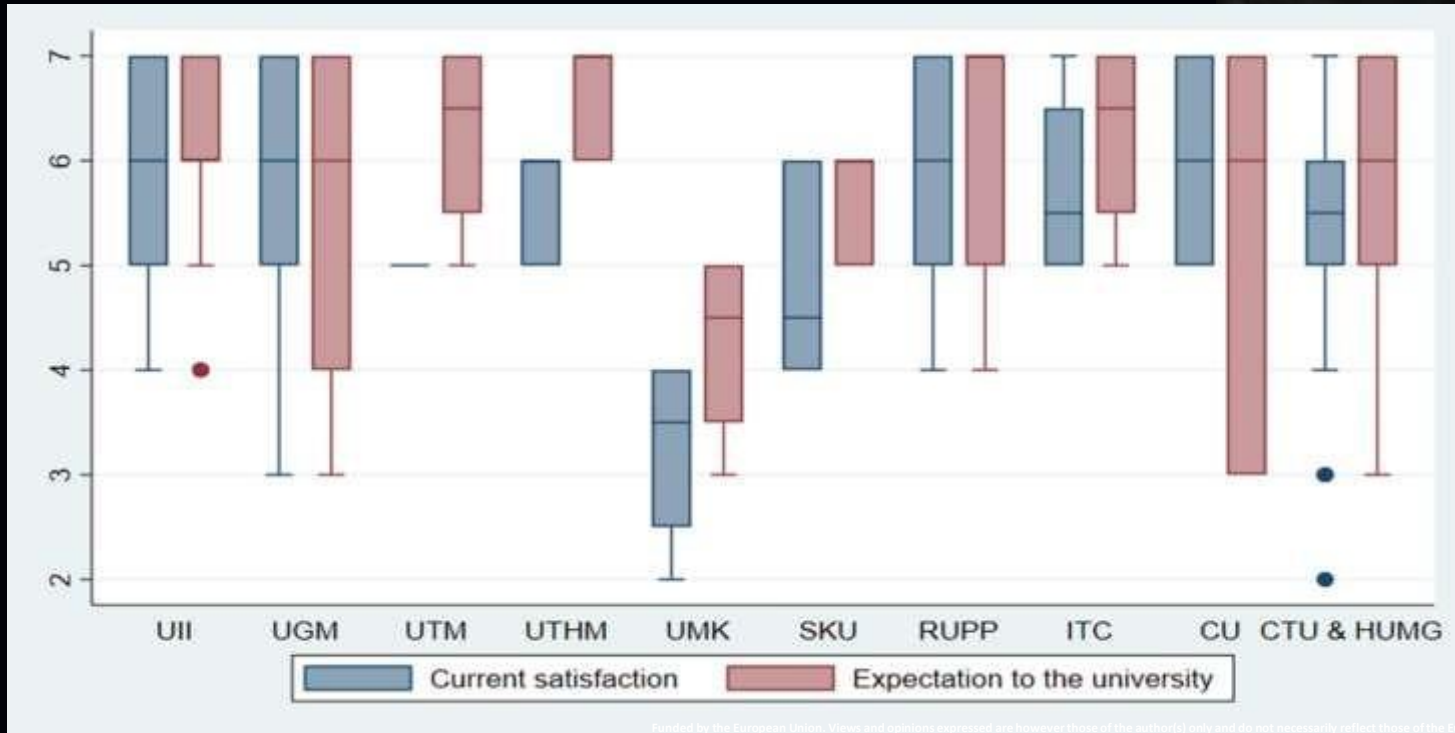
Table 11. Source of support sought by community (multiple response possible)

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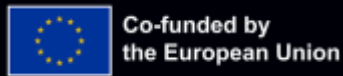


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Current satisfaction and expectations toward the university



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Challenges at the community level



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

Erasmus+ Programme

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

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



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Content

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

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

- 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](#)

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

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

Green Entrepreneurship



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

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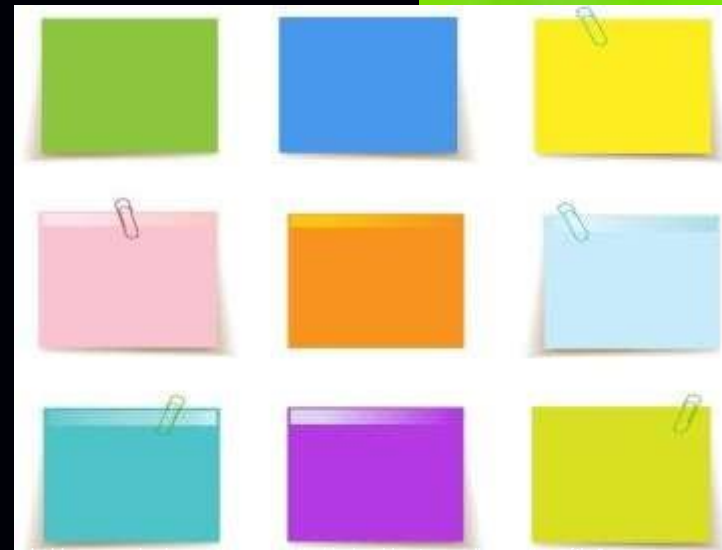
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How to set up a University Green Entrepreneurial Centre (Step 2)

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

Establish partnerships

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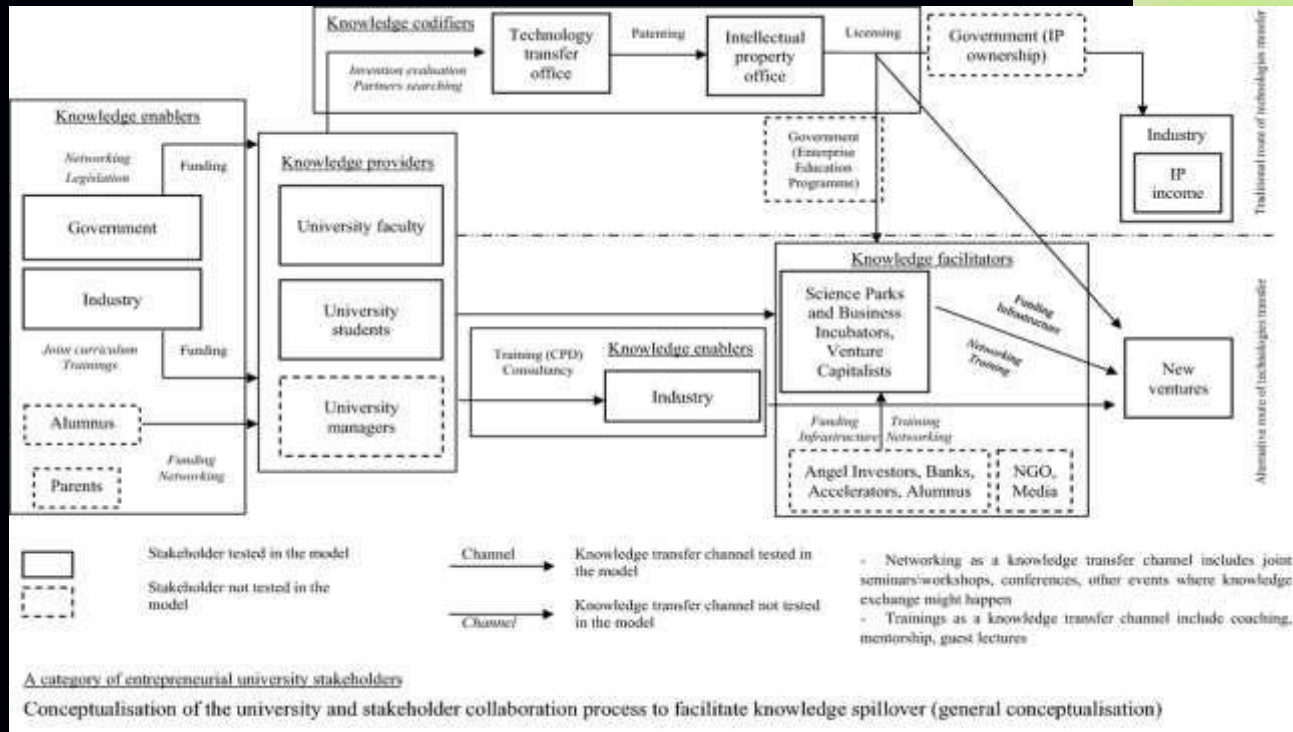
<https://link.springer.com/article/10.1007/s10961-022-09926-0>

Knowledge enablers:
organisations and individuals
that facilitate knowledge
manipulation (industry and
government)

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

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

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)



A category of entrepreneurial university stakeholders

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=HP2MZscvFI8>



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- In groups of participants from your University or country, create the Stakeholder map of the Green Entrepreneurial

Centre of your University – 20 minutes

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



Create the Center's strategy and principles

Find the vision and the mission

Decide the core values

Define the principles

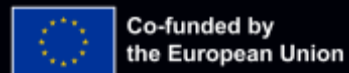
Identify the target groups

Students, academics / researchers, entrepreneurs, disadvantaged/vulnerable groups

within societies

Create internal Policies

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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

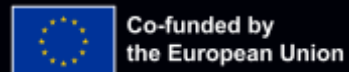
Support and Mentoring on innovative ideas and research results

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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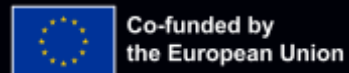


Example: BUFSIE: Building the Universities of the Future through Social Innovation Education

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



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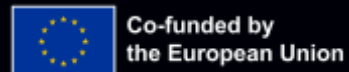


Social Innovation Education



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.

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

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

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

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

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



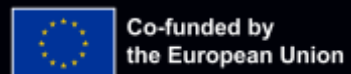
ANGEL Innovate Units (1/2)

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

- The support of entrepreneurial learning,
- Partnership-building with intra and extra University actors
- The development of expertise in the commercialization of Universities' knowledge and technology



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ANGEL Innovate Units (2/2)



Located at the main University campus of each University

They can be part of the Careers Guidance Unit or other related services.

They will operationalize the knowledge transferred from WP1

One ANGEL Hub will be established in each partner University that already has a business incubator unit. The Hubs will offer 5 workspaces and space for sharing, joint work, events and expert workshops. They will be used by faculty staff, researchers and students, focusing on green technologies, energy and sustainable development.

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- 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 (ES) – [Entrepreneurship and Innovation Center](#)



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 Network for Green
Entrepreneurship and Leadership – ANGEL

Name: Vassiliki
CHATZIPETROU Lead Partner:
ReadLab



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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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 -

Develop persons - profession - academic

Increase motivation to learn

Develop cultural awareness and open-mindedness

Enhance self-confidence

Gain knowledge in new subjects, fields or methods

Improve and gain language skills

WHAT IS A CAPACITY- BUILDING PROJECT



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

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

EU Member States and third countries associated to the Programme

27 EU Member States

Non-EU Programme countries:

Norway Iceland Liechtenstein

North Macedonia Turkey
Serbia

Third countries not associated to the Programme

Region 1: Western

Balkans Region 2:

Neighbourhood

East

Region 3: South-Mediterranean

countries Region 4: Russian

Federation

Region 5: Asia

Region

6:

Central

Asia

Region

7:

Middle

East

Region

8: Pacific

Region 9: Sub-

Saharan Africa

Region 10: Latin

America Region

11: Caribbean

Region 5: Asia

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

**In addition,
high income countries:**

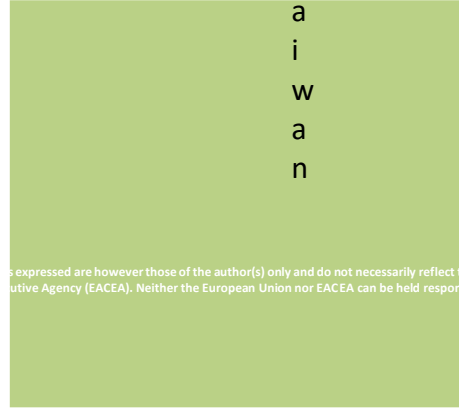
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Public or private organisation defined as higher education institution and recognized as such

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;

National projects

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

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

Multi-country projects

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

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

programme targeted by the project as a full partner

Project strands

✓ Strand 1 - Fostering access to cooperation in higher education

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

✓ Strand 2 - Partnerships for transformation in higher education

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

✓ Strand 3 - Structural reform projects

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

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

Step 1

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

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

Step 2

- Consultation process with EU Delegations

In addition, the Evaluation Committee will take into account:

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

Erasmus+ EACEA website:

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

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

WHAT ARE ALLIANCES FOR INNOVATION



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



They also involve entreprises and the broader socio-economic environment

Lot 1: Alliances for Education and Enterprises

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

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

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

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

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

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

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

Lot 1: Alliances for Education and Enterprises

At least **4 EU Member States and third countries associated to the Programme**, involving a minimum of **8 full partners**

At least **3 labour market actors** (enterprises or companies, or representative intermediary organisations, such as chambers, trade unions or trade associations) as full partners

At least **3 VET and HEIs** as full partners (min 1 VET and min 2 HEI in every proposal)

Lot 2: Alliances for Sectoral Cooperation on Skills

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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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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

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

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

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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Horizon Europe – Key Pillars



**Pillar I:
EXCELLENT SCIENCE**



**Pillar II:
GLOBAL CHALLENGES & EUROPEAN INDUSTRIAL COMPETITIVENESS**



**Pillar III:
INNOVATIVE EUROPE**



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Horizon Europe – Key Pillars



* The European Institute of Innovation & Technology (EIT) is not part of the Specific Programme

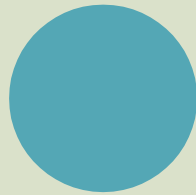


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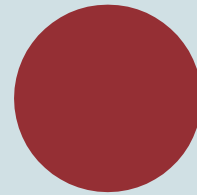
1

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



2

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



3

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

Health

Food, Bioeconomy, Natural Resources, Agriculture & Environment

Secure, clean and efficient energy

Digital, Industry & Space

Climate, Energy & Mobility

Culture, Creativity & Inclusive Society

Civil Security for Society

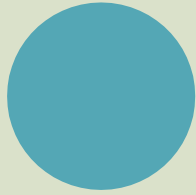
Joint
Research
Center



1

European Innovation Council:

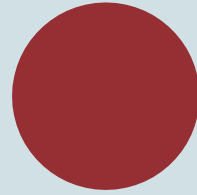
Supporting innovations with breakthrough and market creating potential



2

European Innovation Ecosystems:

Connecting with regional and national innovation actors



3

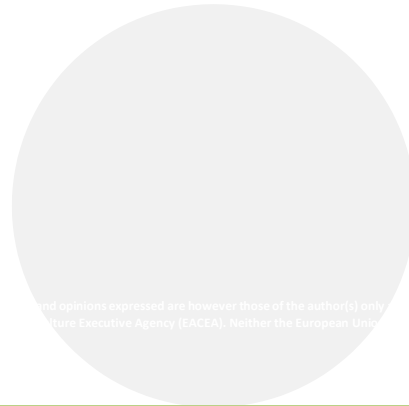
European Institute of Innovation & Technology:

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



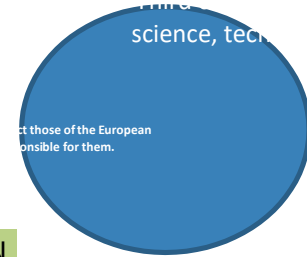
ELIGIBILITY FOR PARTICIPATION:
ORGANISATIONS FROM NON-EU COUNTRIES ARE ALMOST ALWAYS FREE TO TAKE PART IN HORIZON EUROPE.

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.



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- ✓ 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);

EU Funding

Horizon Europe – How to participate



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



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EU Funding

Horizon Europe – Information sources



Horizon Europe website:
<http://ec.europa.eu/horizoneurope>

Funding & tender
portal:
<http://tinsy.me/haDc8r>

Information on how to apply and find partners:
https://ec.europa.eu/info/research-and-innovation_en

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✓ **Circular economy dimensions**

✓ **Funds pilot projects helping companies adopt cleaner technologies and more sustainable industrial practices**, as well as helping consumers to act more responsibly in their daily choices and lifestyles.

✓ **Feeds into policy and regulatory discussions with national governments** in their transition towards a low- carbon and resource-efficient economy **through the improvement of national strategies and action plans** with regard to sustainable production and consumption practices.

✓ **43 ongoing projects in 2022** in agrifood, textile and leather, sustainable housing and building, plastics, waste management, tourism, multi-industry implemented by Asian and European organisations

✓ **Calls for proposals** are launched by the European Commission Directorate-General for International Partnerships (INTPA): <http://tinsy.me/TWtkuN> (last one in 2020)

✓ More **information** on SWITCH-Asia grants at <https://www.switch-asia.eu/grants-projects/about-grants/> and intpa-switch-asia@ec.europa.eu

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

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

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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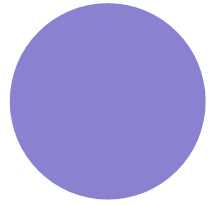
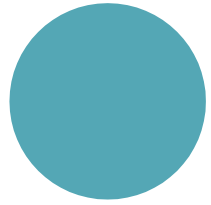
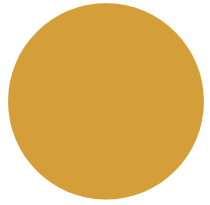


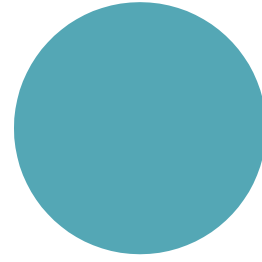
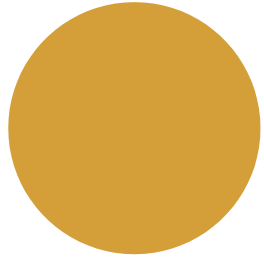
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Various start-ups and SMEs accelerators in Southeast Asia are supported by governments, international foundations and banks – start-ups are the [driving force of intra-ASEAN investment](#)

- ✓ 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](#)





STEP 3. PROPOSAL WRITING

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

Describe clearly how the project addresses the call objectives and priorities

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

Define clearly the target group(s)

STEP 3. PROPOSAL WRITING

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

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

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

STEP 3. PROPOSAL WRITING

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

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

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 by 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!





Good Luck

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

Erasmus+ Programme

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

Name: Elmos
KONIS Lead
Partner: EUC



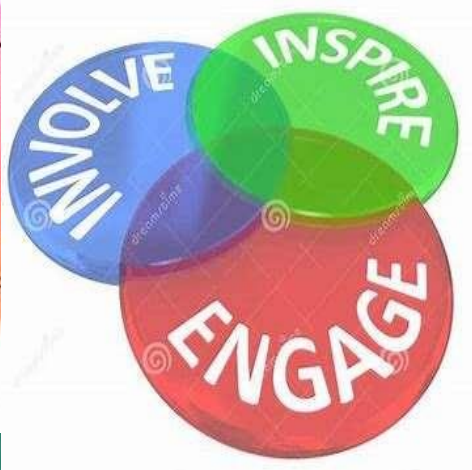
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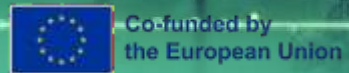
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DEVELOPING AN ENTREPRENEURIAL MINDSET

Inspire > Involve > Inform > Innovate



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

The training objectives of the course are:

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

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.

DEVELOPING AN ENTREPRENEURIAL MINDSET

- Inspire>
- Involve>
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- Interact, co-create



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M1 Introduction to Green Entrepreneurship EUC .DOCX ☆ ☰ ☰

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Module 1. Introduction to Green Entrepreneurship and Sustainability

LEARNING OUTCOMES

PARTICIPANTS WILL BE ABLE TO

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

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



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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 <u>AFTER OR DURING</u> 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_QY 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	<p>A quiz or an exercise to confirm knowledge gained.</p> <p>TYPICAL QUESTIONS:</p> <ul style="list-style-type: none"> • What is green entrepreneurship, sustainability and their main dimensions? How can these concepts be linked to daily routines and work activities? • Examples of green business. What are Sustainable Development Goals, their application, and their links with sustainability dimensions? • How can we participate actively in the green business actions in our communities? • What is the concept of Circular Economy? • What are the factors influencing the implementation of green business practices at different levels?
CASE STUDY AND DISCUSSION	FORUM 0.25 HOURS	<p>REVIVING the GREEN REVOLUTION</p> <p>https://www.rercell.org/case-studies/</p> <p>PARTICIPANTS PERUSE SELECTED INITIATIVES AND DISCUSS OPPORTUNITIES FOR EMULATION. CONVERSATION CAN CONTINUE WITHIN THE BLOG</p>
ARTICLES AND OTHER RESOURCES	TEXT OR VIDEO HOMEWORK	<p>GREEN BUSINESS IDEAS FOR THE INDIAN MARKET (video)</p> <p>https://www.youtube.com/watch?v=gvlz0Qop58</p> <p>SUSTAINABILITY AND SDGs</p> <p>Moreno Pires, S.; Theodosiou, N.; Bacelar-Nicolau, P.; Caeiro, S.; Galli, A.; Malandrakis, G.; Niccolucci, V.; Nicolau, M.; Papadopoulou, A.; Maper, M.; Patrizi, N.; Pulselli, F.M.; Zachos, D. (2020). EUSTEPS Students' teaching module. Unit 3: "Sustainability and SDGs" (slide presentation). https://www.eusteps.eu/wp-content/uploads/2020/10/Unit-3-Sustainability-and-SDGs_2.pdf</p> <p>SUSTAINABILITY AND DEVELOPMENT</p> <p>Waas, T., Hugé, J., Verbruggen, A., & Wright, T. (2011). Sustainable Development: A Bird's Eye View. Sustainability, 3(10), 1637–1661. https://doi.org/10.3390/su3101637</p> <p>UNDP BOOKLET</p>

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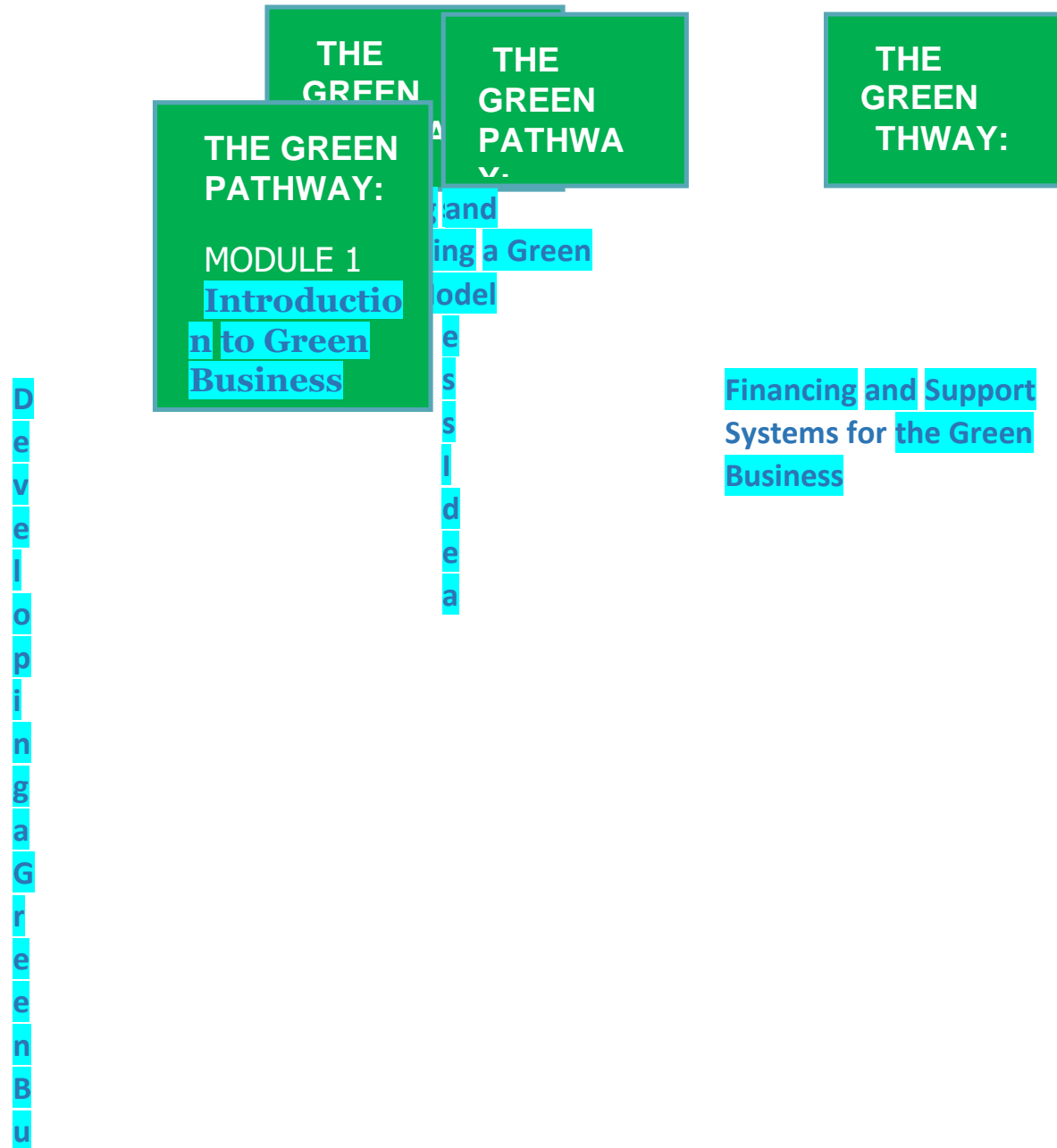
Lesson 2 GREEN BUSINESS COMPONENTS	CLASS ACTIVITY	FORUM 0.25 HOURS	EXPLORATION AND DISCUSSION: WHAT DOES IT TAKE TO OPEN AND OPERATE A GREEN BUSINESS? WHAT ARE THE CHALLENGES GENERALLY AND IN THE ASEAN AREA? PARTICIPANTS WILL DRAW ON THEIR OWN EXPERIENCES TO WRITE DOWN FOUR FIVE MAIN COMPONENTS FOR GREEN 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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Green

Business Marketing,

and Pitching

MODULES

(GREEN)

5 MODULES WITH 3 LESSONS EACH

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MODULE 4

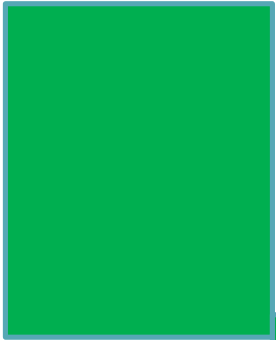
1. Introduction

2. Green Business Components
3. Green

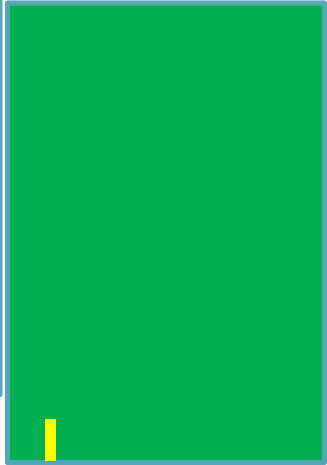
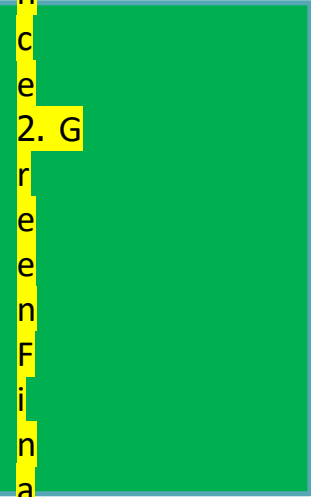
Business in the ASEAN Region

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

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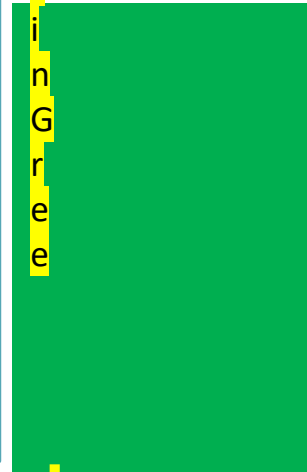


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DEVELOPING A (GREEN) ENTREPRENEURIAL MINDSET

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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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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 educational 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.

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



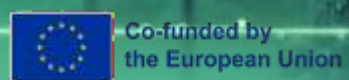
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SOME PROJECT PARAMETRES, CONCERNS AND CHALLENGES

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





You are now on your way to opening a green business

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