



Blended learning international entrepreneurship skills

# 1<sup>st</sup> Transnational Project Meeting

Faculty of Social Sciences | University of Ljubljana

April 5 & 6, 2018



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## Introduction

The second transnational project meeting took place at the premises of the Faculty of Social Sciences at the University of Ljubljana from April 5<sup>th</sup> to 6<sup>th</sup>, 2018.

All of the partner organisations were represented in the meeting. On behalf of University of Ljubljana, four persons participated in the meeting; UCEIF Foundation participated with two persons in the meeting, and the rest of the partners with one person, as foreseen in the project planning.

The aim of the meeting was to agree on the scope and outline of the **BLUES methodology (WP3 – IO1)** according to the literature review findings and the national needs as identified in the expert interviews, as well as to detail the work-plan and timeline of the next work-packages to be implemented: the face-to-face training (WP4 – IO2) and digital training materials (WP5 – IO3) and itinerary. Also, project management was discussed with emphasis on the first internal project report due on 30/04/2018, covering months 1 to 6.



**From left to right:** Giulia Briotti (CIIAA), Tina Janus (CCIS), Simone Poledrini (UNIPG), Andrej Udovc (UL), Dolores Kores (UL), Adela Sanchez (CEOE-CEPYME), Lara Ligeiro (UNL), Lea Oksanen (LUT), Kerstin Maier (CISE), Catarina Casadinho (MADAN), Iván Sarmiento (UC), José Ignacio Rodriguez (CISE), Zan Bokan (UL).

## Participant List

	PARTNER	NAME	ROLE	EMAIL	PHONE NUMBER
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# Day 1 | April 5

## 1. Welcome from University of Ljubljana

- **Andrej Udovc – UL** – President Steering Committee Social Entrepreneurship Centre

A. Udovc welcomed participants to University of Ljubljana, presented all members of the UL project team, and apologised for the absence of Tomaz Dezelan and Marko Radovan who were unable to attend due to illness. He started his presentation with a brief overview on UL:

- UL is 100 years old, has 40.000 students, and has close links with companies
- It is among the top 500 universities in the world according to the Shanghai ranking
- Centre for Social Entrepreneurship works interdisciplinary with professors and researchers from different faculties on a project-basis

## 2. Presentation of meeting objectives

**Kerstin Maier – CISE** – Project Manager

K. Maier gave an overview on the meeting objectives:

- to agree on the scope and outline of the methodology of the BLUES course
- to detail the work-plans for digital and face-to-face material design
- to outline documentation required for the first internal project report
- to schedule the next project meeting and tentative date for the staff training activity

## 3. Work-Package 3: BLUES methodology design

### 3.1 Literature review findings

**Judita Peterlin – UL** – Assistant Prof. Entrepreneurship

J. Peterlin presented the results of the literature review done in preparation of the design of the BLUES methodology:

- Judita provided a **definition** of entrepreneurship education in a broad sense, with a focus on promoting the entrepreneurial mind-set and skills to train entrepreneurial people that could add value to an existing company or set up their own company.
- Judita presented identified **key success factors** for entrepreneurship education **programmes** that should be taken into account in the curricula design of our BLUES programme: practice-orientation, involvement of business owners/entrepreneurs as teachers and/or mentors, experiential learning, skills development.
- With regards to **competences** that can be trained through entrepreneurship education and are key to improve student's employability, Judita presented the **EntreComp** as reference framework and highlighted the following key competences: students should be trained to be flexible, persistent and resilient; in the field of entrepreneurship education the tendency is away from a focus on business plan development towards the use of **design thinking** to highlight the importance of identifying market needs and spotting opportunities; teamwork, communication/presentation and problem-solving skills are also important competences required for successful employment in a company or as an entrepreneur.
- Judita also presented key findings of the literature review with regards to **new teaching methods**: findings suggest that entrepreneurship courses should provide students with a variety of **multimedia materials** to cater for different learning styles of students, students should be trained in life-long-learning competences to be able to adapt to new contexts since environment is changing fast and it is not clear how the future will look like: **experiential**

**learning** is an effective teaching method for entrepreneurial education, and students must acquire digital skills to be successful in the labor market. **Peer-to-peer coaching** was also mentioned as effective teaching method.

- Judita completed her presentation by providing the following framework for innovating in the **curricular design of our BLUES course**:
  1. Innovate in the use of technology (which ICT tools to use)
  2. Innovate in the use of teaching and learning methods (how to train and learn)
  3. Innovate in the application of conceptual knowledge (how to apply the learnt concepts to real life).
  4. Highlight on the students' entrepreneurial awareness to achieve effectiveness: entrepreneurial mindset and competences.

During the discussion, project partners reflected on how entrepreneurship education and teaching methods have changed over the last decade and on the impact of information and communication technology in education. The focus of the discussion was how ICT can help overcome barriers of entrepreneurship education courses by facilitating access for all, personalising the learning process and promoting learners' autonomy. The importance of developing students' entrepreneurial mindset in an experiential way, and to promote their values and awareness on the social and environmental impact of businesses was highlighted. The project partners agreed that the **key issues highlighted by Judita, together with the findings on the expert interviews and good practice studies, will build the basis for the curricular design of the BLUES course methodology.**

**Zan Bokan – UL – Social Science Department**



Z. Bokan provided an overview on the status of social entrepreneurship in Europe and highlighted key competences and skills required for social entrepreneurs, as one form of entrepreneurs who focus on social value apart from economic ones, which could be interesting for the BLUES methodology design. He stressed the lack of training programmes **focusing on competences** and highlighted that, whereas skills can be trained, competences are acquired through experiential learning which is why **experiential learning should be at the core of entrepreneurship education programmes.**

### **3.2 Expert interviews and case study findings**

Each of the project partners provided a summary of the main findings of their expert interviews and the case studies that each of the partner organisations had conducted to get insight into the regional/national context with regards to entrepreneurship education.

#### PORTUGAL:

**Catarina Casadinho – MADAN PARQUE – Project Manager**

**Lara Ligeiro –UNIVERSITY NOVA LISBOA – Entrepreneurship Office Director**

MADAN PARQUE and UNL interviewed representatives of the local municipality working on entrepreneurship, entrepreneurs and entrepreneurship experts (lecturers). The main findings were:

- Professors and students highlighted the need for **training educators** in entrepreneurship education methodologies and tools in Portugal

- Entrepreneurship experts highlighted the difficulties in designing and implementing entrepreneurship education programmes across faculties due to **administrative and organisational issues**
- Students demand that entrepreneurship education be implemented with active **involvement of entrepreneurs and business owners**
- According to the experts, entrepreneurship education must also include development of **soft skills** such as communication, creativity, problem-solving along with the promotion of an entrepreneurial mindset

Identified good practices that might serve as a reference for the BLUES course were presented: **Start up Academy, Soft Skill Academy and TechPreneur** programmes of University NOVA Lisbon.

#### SPAIN:

**Kerstin Maier – CISE – Project Manager**

**José Ignacio Rodríguez – CISE – Project Manager**

**Adela Sanchez – CEOE-CEPYME – European Enterprise Network Manager**

CISE interviewed two renowned entrepreneurship professors from different Spanish regions, one young entrepreneur and a SME company manager; and CEOE-CEPYME interviewed two SME owners and two entrepreneurs. The findings highlight the following main issues with regards to entrepreneurship education context in Spain:

- The promotion of entrepreneurship is seen as a solution to reduce high youth (graduate) unemployment
- There is a range of entrepreneurship training and support programmes in Spain offered by universities and business associations, but these programmes tend to be limited to the first stages of setting up a company, there is less support for recently established companies
- One of the key challenges in Spain is to promote the entrepreneurial mind-set of students needed in SMEs and to set up new companies; this is difficult since most students want to be a civil servant or work for a multinational company and do not consider entrepreneurship a desirable career path
- Entrepreneurship education at university should be taught by entrepreneurs and not by academics
- Teamwork, communication skills and the ability to spot opportunities are important
- Company funding is a problem for entrepreneurs due to very limited funding opportunities

Identified good practices that might be of relevance for the BLUES course were presented: **e2 and YUZZ** (now called **Explorer**) managed by CISE and **Lanzaderas de Empleo** implemented in Spain with the support of the European Social Fund and Telefonica Foundation and managed by municipalities throughout Spain.

#### ITALY:

**Giulia Briotti – Chamber of Commerce of Terni – Project Manager**

**Simone Poledrini – University of Perugia – Project Manager**

The Chamber of Commerce of Terni interviewed three business owners and one employee from different sectors; University of Perugia interviewed two entrepreneurship education experts, one SME owner and one Professor of entrepreneurship. The main findings are:

- Re. **content** of entrepreneurship education: the Italian experts highlighted that entrepreneurship is mostly lectured in a traditional way with a focus on business management and the development of business plans, and that it would be interesting to include topics such as motivation, leadership and team building
- Re. **qualification** of trainers: the Italian experts stressed that most lecturers have a very academic approach and usually do not involve entrepreneurs and/or business owners in their training activities
- Re. teaching and learning **approaches**: traditional approaches are usually applied and experiential learning is scarce

- Re. **competences** that students have to bring to the labour market: there is a need for improved communication skills and an entrepreneurial mind-set as driver of entrepreneurship
- Re. **difficulties**: business owners agree on administrative burdens and a scarce entrepreneurial mind-set as the main issues that hinder entrepreneurship in Italy

Good practices that might be of value for the design of the BLUES course were presented: **School of Entrepreneurship and Innovation (SEI) from Turin and Start-up challenges** programme.

#### SLOVENIA:

**Tina Janus – Chamber of Commerce and Industry Slovenia – Project Manager**  
**Andrej Udovc – University of Ljubljana – President Steering Committee SEC**  
**Judita Peterlin – University of Ljubljana – Entrepreneurship Expert**  
**Zan Bokan – University of Ljubljana – Social Entrepreneurship Expert**

The interviewees from the Chamber of Commerce and Industry of Slovenia and University of Ljubljana ranged from university lecturers to business owners. Their local findings are:

- The **main driver** for entrepreneurship in Slovenia is necessity - the lack of jobs: entrepreneurship means **to be self-employed**
- In Slovenia, entrepreneurship is gaining momentum, but it is **not a strategic area yet**
- Entrepreneurship education should involve the active participation of entrepreneurs and business owners as trainers of business mentors
- Entrepreneurship education programmes should be **practical** and involve group work
- People are **afraid of failure** which hinders entrepreneurship

### 3.3 Summary of overlapping key issues in the project countries

- Students in Italy, Spain and Slovenia are mostly interested in being a public servant or work for a multinational company, which is hard in today's labour market due to limited job opportunities. They therefore need to have an entrepreneurial mind-set to be able to create their own job opportunities, be it in an existing company or by setting up their own venture. Entrepreneurial awareness rising seems to be of importance in these contexts.
- There seems to be limited opportunities for students to develop the following key competences for successfully setting up a business: teamwork, communication & negotiation, problem-solving, and the ability to identify market needs and turn them into business opportunities.
- One of the identified barriers to entrepreneurship seems to be that students (and people in general) are afraid to fail, which means that students must develop an ability to cope with failure and to be resilient and persistent, since these are key success factors for entrepreneurs.



### 3.3 BLUES Course Design

Based on the above-mentioned findings, the project members discussed the following four key aspects to be taken into account in the design of the BLUES methodology:

1. Learning objectives
2. Competences
3. Teaching methods
4. Format

### 1. BLUES learning objectives

The project partners agreed that the BLUES course will be aimed at **higher education students** and focus on **promoting their entrepreneurial mind-set, their entrepreneurial awareness and competences**. It will also touch on entrepreneurial effectiveness, although this will not be the core of the course. The target group: **undergraduate students from any faculty; Master students** can also be part of the course **if they haven't received previous training in entrepreneurship**. The course aims at providing students a first insight into entrepreneurship through an experiential me that helps them to develop key competences and skills required in labour markets stressed by a scarce job offer and a considerable number of ailing companies that are not in shape to compete in a global economy. The ability to create your own employment opportunities is considered of utmost importance in this scenario.

### 2. Selection of Key Competences

The project partners decided on the key competences that the BLUES course will focus on, out of the competences identified as key competences of entrepreneurship education programmes through the literature review, and based on the key findings of the context studies developed in Spain, Italy, Portugal and Slovenia.

Core Competences to be trained through the BLUES course:

- ✓ Identification of Entrepreneurship Opportunities
- ✓ Market Assessment & Customer Development
- ✓ Leadership: Personal, Organisational and Strategic
- ✓ Strategy Execution and Innovation
- ✓ Design-Thinking
- ✓ Entrepreneurial Planning
- ✓ Evaluation of Enterprise
- ✓ Financing a Start-up
- ✓ Marketing & Branding
- ✓ Capacity Building
- ✓ Collaboration & Mobilisation of Networks
- ✓ Communication Skills
- ✓ Negotiation

"Secondary" competences to be trained through the BLUES course:

- ✓ Critical Thinking
- ✓ Understanding of different forms of social and organisational change
- ✓ Qualitative and quantitative research strategy and processes
- ✓ Assessment & development of market strategies
- ✓ Management of Organisation
- ✓ Management and Financing Growth of Enterprise

### 3. Teaching Method

The project partners discussed the teaching methods that shall be used for the BLUES course design based on the above-mentioned research findings and context studies:

- Blended-learning course design
- The digital course shall be done in form of a **MOOC** that includes 5-6 modules to train students in the before mentioned core competences (**pending: arrange the key competences in 5-6 learning modules**) and will last **6-10 weeks**. The MOOC will consist of introduction into each of the modules through **videos and complementary multi-media** material.

- The **face-to-face** training will take place after completion of the MOOC, it is open to students who successfully completed the MOOC and will be offered at University of Perugia (Italy), University NOVA Lisbon (Portugal), University of Cantabria (Spain) and University of Ljubljana (Slovenia). The face-to-face training will take place in form of a **1-2 week intensive training workshop** where students work in groups to apply the theoretical knowledge that they acquired in the MOOC. Teaching methods shall be focused on group work, role plays and case studies and shall be experiential.

#### 4. Format

The **pilot course** shall take place in the **first half of 2019**. Ideally, students shall receive 2-4 ECTS from their university for participating in the course. K. Maier reminded project participants that each of the project courses shall have at least **20 participants**, including **2 persons who are not students with a migrant background**.

#### TO BE DONE/ PENDING:

- University of Ljubljana team agreed to group the key competences into 5-6 learning modules and provide a draft syllabus of the BLUES course including learning outcomes, content, teaching method and assessment to the project partners by end of April 2018 (exact date will be confirmed by UL team) based on the key characteristics agreed upon during the meeting.
- University of Ljubljana will provide the project partners with a written report on the findings of the expert interviews and case studies by 20/04/2018.

# Day 2 | April 6

## 1. WP1- Project Management

**Kerstin Maier (CISE) – Project Manager**

K. Maier presented the status and next steps with regards to WP1:



- **Partner Agreements and Pre-Financing Payment**

K. Maier informed the partners that all partner agreements have been signed and the pre-financing payments were transferred to all partners.

- **Internal Project Communication & Procedures**

K. Maier reviewed the communication and information storage tools: Slack and SharePoint and the communication and collaboration procedures. All partners agreed that the tools and procedures are adequate, and decided that draft documents will be sent by email to all project partners in order to make sure that everyone receives them, whereas Slack will be used for daily communication/collaboration and SharePoint to store project information. K. Maier reminded the WP leaders of the need to upload ongoing working papers to the corresponding SharePoint folders and they agreed to upload not only draft documents but also ongoing working documents to keep partners informed on the progress.

- **Quality Assurance**

K. Maier reviewed the status of the two-folded quality assurance systems of the project:

1. the **internal quality assurance** of draft Intellectual Outputs will be done by project partners and LUT. All partners agreed with the following procedure: in order to be approved, draft outputs will get approval of all project partners and LUT.

2. The **external quality assurance** will be done by the European Advisory Board (EAB). The EAB will consist of 5 multi-disciplinary experts from different European countries. Ideally, experts will do the revision for free, and are invited by each of the national teams to participate in the "multi-stakeholder activity" that will take place in November in Lisbon. In case that it is not possible to engage experts on a non-paid basis, the corresponding fees will be paid out of the project management budget line of the project partners. The experts will be asked to revise the draft outputs (IO 1 – 2 – 3) and will complete a questionnaire on each of the outputs to provide the IO leaders with their expert opinion on the quality of the output. Suggestions of EAB will have to be addressed before finalising the Intellectual Outputs.

The project partners agreed that each of the national project teams consisting of University + Business Association will suggest at least 1-2 experts coming from one of the following fields: entrepreneurship education, new methods of teaching, curricular development, management, ICT. Deadline for sending a short biography of the experts is **20/04/2018**. In a second step, the project coordinator will select the 5 experts with the best profile covering all five topics and taking into account geographic representation.

K. Maier explained that **the two-folded quality assurance process is aimed at ensuring that the quality of the project outcomes is adequate**, which will ensure that the external project

evaluation that will be conducted after completion of the project by the National Erasmus+ Agency is positive and **no money has to be paid back due to a lack of quality of the outputs.**

- **Reporting**

K. Maier explained the reporting procedure and required documentation for the internal report to be elaborated in April 2018 covering month 1-6 of the project. She reminded the project partners that the **manual on financial and administrative project management is available through SharePoint** to all of them. The project partners were informed about how to fill in the timesheets to justify their time dedication for the development of the Intellectual Outputs, and were provided with the corresponding templates to do so. It was agreed that partners will provide CISE (Kerstin + José Ignacio) with the required information (timesheets, meeting and travel expenses, and local media impact) by **20/04/2018**.

- **Revision of timeline of WP3/4/5 and scheduling of date for next project meeting and multi-stakeholder activity**

The project partners revised the timeline for the upcoming work-packages and events:

Activity	Deadline
<b>1<sup>st</sup> Project Report</b> – Travel expenses transnational meeting, local media impact, timesheets Intellectual Outputs	20/04/2018
<b>WP3</b> – First draft of BLUES methodology and context studies	30/04/2018
<b>WP4</b> – First draft of digital training materials	31/08/2018
<b>WP5</b> – First draft of face-to-face training materials	31/08/2018
<b>3<sup>rd</sup> transnational project meeting</b> – Italy	11-12.09.2018
<b>Multi-stakeholder training activity</b> – Lisbon	Tentative, 12.-16.11.2018

#### TO BE DONE/PENDING:

- It was agreed that all partners shall confirm via email that their organisations received their **pre-financing payment** by **20/04/2018**.
- It was agreed that all partners will send their **timesheets** outlining their dedication to the Intellectual Output WP3 from month 1- 6 and the **employment contracts** (or certificates of their organisations stating employment relation with the involved persons), **travel expenses** to the kick-off meeting, and the **local media impact** to the project coordinator by **20/04/2018**.
- It was agreed that in order to constitute the European Advisory Board, each partner will send a suggestion of at least **1-2 potential external experts** from one of the following fields indicating the experts experience in this field: entrepreneurship education, business management, curricular development, new methods of teaching, blended learning, Information and Communication Technologies by **20/04/2018**.
- UL will send the **first drafts of WP3** (BLUES methodology and good practice/context study) by **30/04/2018**.
- It was agreed that the project coordinator will suggest the composition of the EAB based on partners suggestions, and will prepare **Terms of Reference** to facilitate the contacting of experts by **30/04/2018**.
- It was agreed that the project coordinator will provide project partners with an updated **GANNT chart** on the project activities by **30/04/2018**, and will re-send the invitation to SharePoint
- It was agreed that the work-package leaders will update their folders in SharePoint

## 2. WP4- Digital training material

Iván Sarmiento (UC) – WP-Leader



Iván Sarmiento presented the preliminary design of the digital training that will be part of the BLUES methodology, based on the literature review and good practice studies:

- **Preliminary outline of the digital training**  
Mr. Sarmiento suggested that the digital training material be developed in form of a MOOC to facilitate open access to the course material for all people and to allow for flexible and personalised learning.  
It was agreed among all project partners that the MOOC shall provide students with an insight into entrepreneurship by guiding them through the **5-6 learning modules** identified the previous project meeting day (see page 8 of this document); it was also agreed that the MOOC shall include a wide range of multi-media training material and **recorded video classes of European experts** of the before mentioned modules. The need to include interactive video material was discussed among the project partners and it was agreed that the digital training shall seek to promote reflection of students on key issues by for instance incorporating questions into the videos.  
Mr. Sarmiento suggested that the MOOC shall have a duration of between 6-10 weeks and a tentative workload of around **25-50 study hours (1-2 ECTS)** in line with average duration and workload of current MOOC courses, and all partners agreed. He explained that UC is in contact with MiriadaX to have an interface in English for the MOOC.
- **Preparation of the digital training material:**  
The content of the MOOC shall be based on the BLUES methodology to be delivered by UL on 30/04/2018. Elaboration of the MOOC syllabus will be initiated on 01/05/2018, in parallel and in close collaboration with WP5 (face-to-face training material).  
Some of the **audiovisual content** in the form of expert training videos on each of the course modules will be recorded at the multi-stakeholder training activity that will take place at in **November 2018 in Lisbon**. It was agreed that experts shall be recorded in English language if they feel comfortable, otherwise in their native language that will have to be subtitled in English for the MOOC.
- **Digital learning platform**  
Mr. Sarmiento outlined the digital learning platform that shall be used for the BLUES course: the **Moodle platform of University of Cantabria**. He highlighted the importance of measuring the course results and impact through the digital learning platform and the MOOC and to use this information to inform trainers of the face-to-face training on their student learning needs.

### TO BE DONE/ PENDING:

- It was agreed that the WP leaders will share their **updated work-plan** including involved persons in the different work-package activities by **15/05/2018**.
- It was agreed that the WP leaders will elaborate and share the first draft of the digital training outcomes by 30/08/2018 so that project partners can revise before the next project meeting

### 3. WP5- Face-to-face training material

Lara Ligeiro (UNL) – WP-Leader

L. Ligeiro presented good practice entrepreneurship education programmes that the Entrepreneurship Office of UNL is currently implementing and that shall serve as basis, together with the good practices identified by the other project partners, for the design of the BLUES face-to-face training material: *Start-up Academy*, *TechPreneurs* and *Soft Skills Week*.



#### **TO BE DONE/ PENDING:**

- It was agreed that the WP leaders will share their **updated work-plan** including involved persons in the different work-package activities by **15/05/2018**.
- It was agreed that the WP leaders will elaborate and share the first draft of the face-to-face training outcomes by 30/08/2018 so that project partners can revise before the next project meeting

### 4. WP6- Multi-stakeholder Validation

Simone Poledrini (UNIPG) – WP-Leader

S. Poledrini presented the preliminary outline of the multi-stakeholder validation training week that aims at validating the three Intellectual Outputs through key stakeholders (student association representatives, lecturers, entrepreneurship experts, employers and entrepreneurs) and to prepare the pilot training courses. It was agreed that the training week shall tentatively take place in the week from November 12<sup>th</sup>- 17<sup>th</sup> at the premises of NOVA University of Lisbon. All partners agreed that the tentative programme shall be elaborated by June 2018 to have sufficient time to invite key stakeholders on behalf of each of the project partner organisations. It was also agreed, that UNIPG shall coordinate closely with UNL for this work-package to ensure that logistical and technical preparations are adequately addressed.

#### **TO BE DONE/ PENDING:**

- It was agreed that the WP leaders will share their **updated work-plan** including involved persons in the different work-package activities by **15/05/2018**.
- It was agreed that the WP leaders will elaborate and share the tentative program and the kind of key stakeholders to be invited by 30/06/2018

## 5. WP7- Pilot training courses at 4 HEI

**Kerstin Maier (CISE)** – Project Manager

K. Maier reviewed key features of the pilot training courses of BLUES to be delivered in 4 HEI: pilot courses need to be delivered to at least **20 university students and 2 non-students with a migrant background**. She explained that migrants often have an entrepreneurial mind-set but lack the skills and network to successfully set up a company, which is why BLUES intends to innovate and include these groups in the pilot trainings, thereby adding a multi-cultural component to the course and contributing to opening up quality education for all people.

K. Maier summarised the key features of the course as decided upon on the previous project meeting day by all partners: BLUES will consist of a 6-10 week MOOC that introduces students to entrepreneurship with a focus on concepts particularly relevant in contexts of scarce job opportunities that will be open to the public. Upon successful completion of the MOOC, students can enroll in the 1-2 week intensive face-to-face workshop/training that will develop students entrepreneurial mindset and key competences through an experiential training based on group work, case studies, simulation and the active involvement of entrepreneurs and businesses.

### **TO BE DONE/ PENDING:**

- It was agreed that the outline of the pilot courses and timeline will be detailed in the next project meeting

## 6. WP2/8- Communication & Dissemination

**Kerstin Maier (CISE)** – Project Manager

K. Maier presented the status and work done by the communication team so far (Paula Caparelli, Laura Argüeso, Diego Soto), explained upcoming activities, and asked for the active collaboration of the project partners in the different activities:

- **Current status & work done so far**  
The project website eblues.eu is up and running. Social network profiles in twitter (@eblues\_eu), Facebook (@bluesprogramme) and Instagram (@eblues\_eu) have been created and 150 people have been reached so far through the different channels. K. Maier reminded project partners of the need to pro-actively share and comment social media content to reach the **target audience of 5.000 followers and website insights** as outlined in the project proposal. All partners agreed to collaborate in the communication efforts through social media and the website by sharing and commenting in the different channels.

Ms. Maier also distributed project communication materials to each of the partners for upcoming project meetings: BLUES folders, information brochure and lanyards.

- **Project report month 1- 6**  
K. Maier asked the project partners to send their local media impact achieved in month 1 -6 of the project to the project coordinator (Laura Argüeso, José Ignacio Rodriguez, Kerstin Maier) by 20/04/2018, and all partners agreed to do so.
- **Partner Interviews**  
The partner interviews that were recorded at the kick-off meeting and were edited and subtitled by the Communication team were reviewed and made public through the project website. Project partners committed to sharing the interviews through their organisations social networks.
- **Inspiring BLUES video**  
The aim of the inspiring BLUES video aimed at providing an overview on the BLUES course and at inspiring students to enroll in the course was presented, and a tentative outline of the



BLUES video was discussed. It was agreed that CISE will provide the project partners with a **tentative outline of the video by 30/06/2018**.

- **Visual identity BLUES**

On behalf of the Communication team, K. Maier presented the visual identify of BLUES to the project partners and reminded them that the logo, templates, merchandising material and so on are available to all project partners through SharePoint.

**TO BE DONE/ PENDING:**

- It was agreed that all project partners sent their **local media impact** covering project months 1-6 to the project coordinator (Laura Argüeso, José Ignacio Rodríguez and Kerstin Maier) by **15/04/2018**.
- It was agreed that the pending videos (UCEIF, CEOE) will be recorded, edited and uploaded to the project website by 20/04/2018.
- It was agreed that all project partners shall sent their **logos in high quality** to Laura Argüeso by **15/04/2018**.
- It was agreed that the project partners use their organization networks to spread the word about BLUES and collaborate by sharing and commenting on BLUES through social networks.

Thank you