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Pilot Planning Summary

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THOMAS
MORE



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Co-LIFE Project

The state of the environment and the economy require altering the way we approach business transactions (cf. the UN Sustainable Development Goals). Innovative sustainable interventions addressing social inequality and environmental degradation are required to create employment opportunities for sustainable growth. The Co-LIFE project aims to produce innovative educational measures in impact-focused entrepreneurship (IFE) in four (4) Indian HEIs. Project partner institutions in Europe and India have come together to co-develop educational content (course curriculum), learning materials, and novel innovative pedagogics to advance IFE-based education in India. This educational collaboration between Indian and EU-based HEIs (including students as co-developers) involves creating a tight stakeholder ecosystem in India and between India and the EU. The proposal involves local companies, non-academic organizations, and relevant stakeholders bringing innovative added value for social inclusion. This will produce positive social, economic, and environmental results through knowledge-sharing. Through close collaboration between HEIs, companies, and associations, e. g. via impact-focused entrepreneurship activities, the Co-LIFE project will create change in communities, in the short and long term. India needs sustainable interventions to exploit their demographics and vibrant ecosystem for entrepreneurial growth. The goal is Erasmus+ CBHE goals. Additionally, enhancing intercultural relations between the EU and India among HEIs, students, teaching staff, and local businesses and associations is an objective. HEIs and the ecosystem created in the project will benefit from exchanging best practices in learning and teaching methods and practical ideas towards employment and sustainable development in their respective areas.



Pilot Workshop Planning Summary

This work package focuses on the **CoLIFE Playbook**, which lays the groundwork for the nine-week **pilot IFE course**. It includes **preparatory actions**, such as pre-service activities, planning strategies, and agenda development, as well as approaches for student collaboration. Additionally, it covers the creation of a dedicated web platform for course content, a strategy for documenting student outcomes and experiences, and a comprehensive roadmap for course implementation.

Key events in this work package include the **pilot kickoff workshop week in Goa** and the **closing week in Mumbai**. Throughout the nine-week course, the pilot will document student experiences with the **course structure, content, and approach** (in coordination with WP7) to gather insights for refining future iterations.

Additionally, the pilot will curate relevant **media links** related to both the workshop and course activities, working closely with **WP8 for pilot documentation**. The final outcomes of the student projects and the pilot evaluation will be presented in **Deliverable 5.2**.

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1. Preparatory actions for the Co-Life (pilot) IFE course (Pre-service)

In order to develop the pilot, the pilot was considered from a meta-level, viewing it as a service to students and educators. This perspective required framing the pilot within a broader service system, which extended beyond the logistics of how the pilot would run or who would teach which elements. It demanded a deeper understanding of what needed to happen before the pilot could start (pre-service) to ensure its success.

The complexity of organizing this pilot was amplified by the involvement of higher education institutions (HEIs) from across the globe, each with its own unique academic structures, organizational calendars, and operational frameworks. Aligning these diverse systems required meticulous planning, clear communication, and adaptive strategies to account for varying time zones, institutional requirements, and administrative protocols.

To facilitate this intricate process, the **Pre-service Roadmap** (fig. 1) was developed. This tool served as a critical framework to identify all the necessary elements that needed to be addressed step-by-step before the pilot's launch. It mapped out responsibilities of the HEI's in the given **timeframe** of the CoLIFE project, clarified contributions, it allowed the HEI's to determine which communication channels and tools to use. and provided a structured approach to managing the multifaceted challenges inherent in such an international collaboration.

The pre-service preliminary roadmap **outlined a timeline spanning from February 2024—nearly a year before the pilot kickoff in Goa—through January 2025.**

Pilot Planning Summary

	COLIFE PRESERVICE preliminary roadmap				(26/4/2024)					
			3. Making an agreement with the real-life project partners for the assignment of the students: goal, deliverables of the students, participation, commitment, lectures?	4. Offering the written project brief draft: situation, challenge, goals, proces, deliverables, PRELIMINARY agenda	5. Informing involved lecturers about participation; the option for students and lecturers to participate to the Co-LIFE-module, general project overview and goals, application procedure and documents	6. Informing eligible students about option to participate to the Co-LIFE-module, general project overview and goals, application procedure and documents	7. Application for Students: Receiving applications of students who want to participate	8. Putting together a selection team	Organizing the selection of students	9. Informing selected (and non-selected) students about the results and the next steps, including health and visa issues:
Services and actions Interactions between Co-life representatives and:	broader public	HEI admin	stakeholders	stakeholders	HEI lecturers	students	students	selection team	selection team and students	students and involved lecturers
CoLIFE person responsible ((TO BE DISCUSSED 26/4))	WP 8 leaders	WP 2 leader		3 may wp 2-3-5 meeting	WP 1 Olga will provide the PPT she made to show to the university board	Each partner adapts the PPT to their needs		each school individually - can invite HEI-partners to co-select if applicable	End of October 24	
Due date										
touchpoints (TO BE DISCUSSED in April)	Content for post on Instagram, Facebook, LinkedIn referring to WWW by CoLIFE that can be reposted by HEI institutions, staff	Factsheet: name of the module, erts, worktime that can be adapted by each HEI towards their own lay-out	Specific contract for real-life project 'client'	Word-doc	CoLIFE PPT for oral presentation	CoLIFE PPT essentials for oral presentation, info on HEI's communication channel and CoLIFE website (can be PPT) - Criteria list	Google forms with option to add links for motivation letter and CV and open questions to check the motivation before and after the project	Email to selection team	Google forms with option to add links for motivation letter and CV and open questions to check the motivation before and after the project	Email from the committee
HEI	deadline (date) or preferred period first half or second half of month X									
LAB	done	End of May 2024	August 2024	August 2024	End of September 2024	End of September 2024	Mid-October 2024	Mid-October 24	End of October 24	First half of November
LAUREA	done	Sept	Sept	Nov	Nov	done	done	done	done	done
AU BTECH	April 9th	Mid-May 2024	Aug-24	Aug-24	Aug-24	September 2nd, 2024	October 11th, 2024	October 21st, 2024	October 25th, 2024	End of October 2024
ECOLE INTUIT LAB										
ISDM	April	June	August	Aug end- 24	Sept, 24	July	Oct, 24	October	October	November
GIM	April	June	August	Aug end- 24	Sept, 24	July	Oct, 24	October	October	November
ARCH	April	June	Aug end 24	24-Aug	Aug end 24	September	October	October	Oct end	Nov
TM	16-Apr	First half June 2024	End of August 24	Sep-24	End of August 24	16-Sep	mid October 24	mid October 24	beginning November	first half November 24
			see assignment/brief examples in WP 3:							

Student participants package: Offering more detailed info to students about IFE-module: Project brief final version, agenda, deliverables, assessment	10. Pilot Preparation, Booking guest lecturers for the pilot start week	Pilot Preparation, Booking venues, infrastructure and techniques	Pilot Preparation, Making concrete arrangements about the participation with the external stakeholders: WWWWH	Pilot Preparation, Booking flights for students and staff	Pilot Preparation, Booking accommodation for students and staff	Pilot Preparation, supporting visa applications together with students and staff	Pilot Preparation, Offering pre-reading materials	Offering REMINDER + more info about the time and date, practical issues and venue to the external participants who participate to the introduction week of the pilot: WWWWH	Offering more detailed info about the module (roles of students and lecturers, workshops, preparations, assessments dates, quality assurance actions) and the practical aspects of the trip: detailed course module online	Trip to GOA
students	stakeholders	HEI Admin	stakeholders	HEI Admin - Students - Lecturers	HEI Admin	students, staff	students, lecturers	stakeholders	students - lecturers	
link on HEI learning platform to the CoLIFE website <- OneDrive with a map with all the PDF's etc for WP8 leaders	email	spaces for workshops (#tables and chairs) and spaces for lectures (#chairs), beamers, water/coffee/thee?	email	HEI system	GOA system	HEI individual approach	digital learning platform (e.g. Teams, Canvas, WWW > tbd)	Factsheet / invitation via email	F2F infosession with PPT and Factsheet on digital learning platform	
First half of November	?	N/A	Mid-December 24	24-Dec	24-Dec	24-Dec	24-Dec	25-Jan	25-Jan	
jointly by consortium	No-Dec	N/A	jointly with consortium	Sept	jointly with consortium	Nov	Dec-Jan	jointly with consortium	jointly with consortium	
Nov-24	Nov-24	NA	Dec-24	Nov-24	NA	Dec-24	Start of 2025	Start of 2025	Start of 2025	
November	December	October	November	NA	October	NA	January	Start of Jan	Mid Jan	
November	December	October	November	NA	October	NA	January	Start of Jan	Mid Jan	NA
Nov	Nov end	NA	Dec	Nov	NA	Jan	Jan	Jan	Jan	
Half November	Dec	NA	24-Dec	second half November	NA	first half January 25	first half January 25	first half January 25	mid January 25	

Figure 1. Pre-service preliminary Roadmap

The roadmap was divided into 10 different aspects of preparatory work and included a timeline for completion as well as a responsible parties and detailing the expectation of the WP leaders for contribution (file times, types of delivery, etc.) as well as meeting moments. This overview provided the WP leaders (as well as those involved in the development of the pilot) a way to share with other WP team members what was involved with the development of the setup, and included some crucial reference points, allowing the Co-Life consortium to discuss best practices regarding aspects such as student selection, promotion of the opportunity, as well as more logistical matters related to the Pilot Preparation (see point 8).

The deadlines outlined above were established based on the specific agendas and requirements of the participating schools. Additionally, it is important to recognize the diverse working styles, communication processes, and local cultural approaches to student contact, selection, and other procedures. While the following list reflects formally agreed-upon guidelines, each local consortium partner retains the flexibility to communicate and respond in accordance with their own traditions and processes.

There are 8 major aspects to be considered for the pre-service when developing the IFE (pilot) course (as detailed above in the graphic).

A. Aspect 1: Introducing the CoLIFE project to a wider audience through the HEIs.

This involves storytelling and outreach efforts by HEIs to inform their audiences about student participation, learning through real life cases, international collaborations. A key aspect of this communication is sharing why HEIs have chosen to engage in **impact-focused entrepreneurship education**, highlighting their motivation and commitment to this field.

For example, the Thomas More Research website (Fig. 2) provides insights into the CoLIFE project, detailing its objectives, vision, and progress. GIM, ISDM and Thomas More informed their public through LinkedIn and Instagram.

Alongside HEI-led communication, CoLIFE itself actively engages in outreach, with EIL (responsible for WP8) leading the project's official communication platforms.

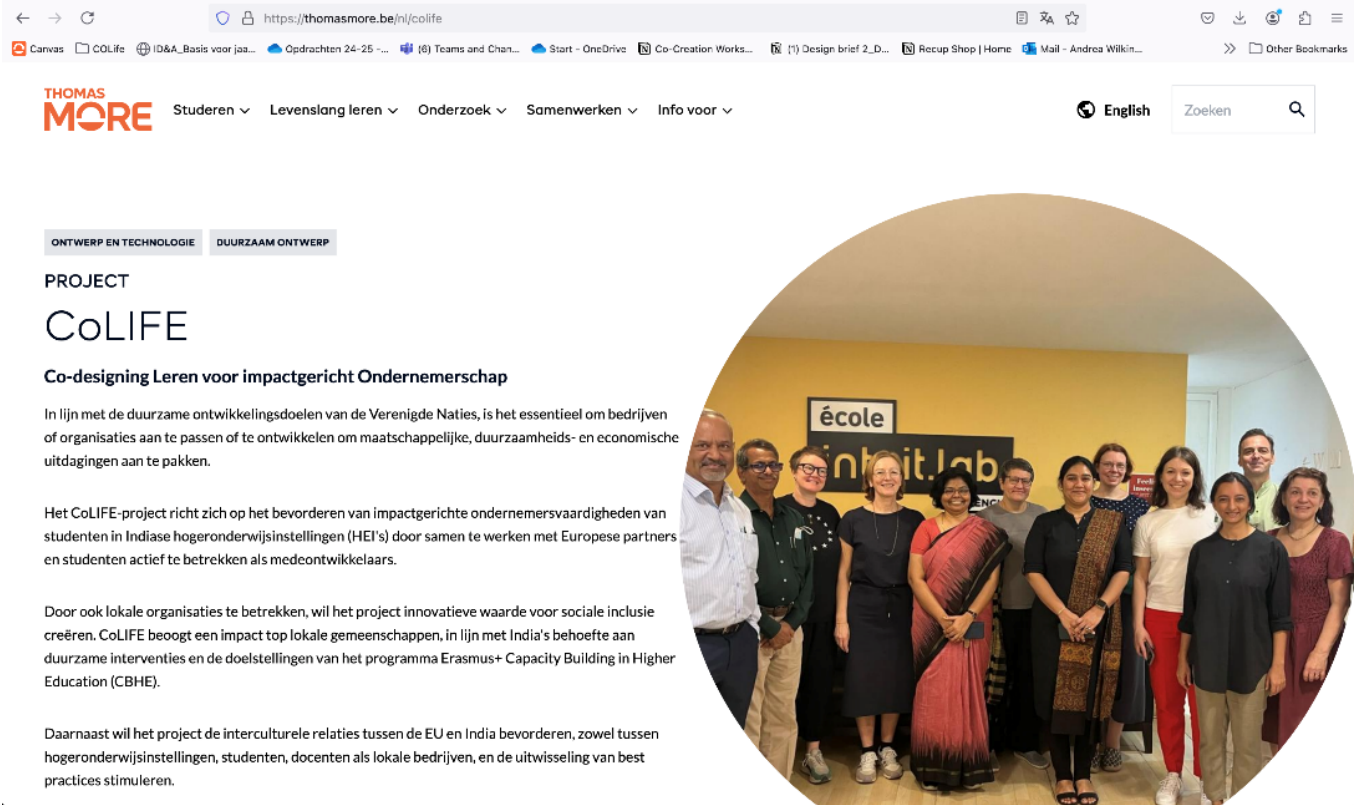


Figure 2. Introducing CoLIFE on Thomas More Research webpage.

B. Aspect 2: Each school offers the IFE-course in their local course offerings

While this is still a pilot project, participating students must engage with it alongside their regular coursework, deadlines, and academic responsibilities. Embedding the IFE pilot course —along with its practical and theoretical components— timely into the curriculum (Fig. 3) gives it a formal structure for students selected to participate in the CoLIFE project.

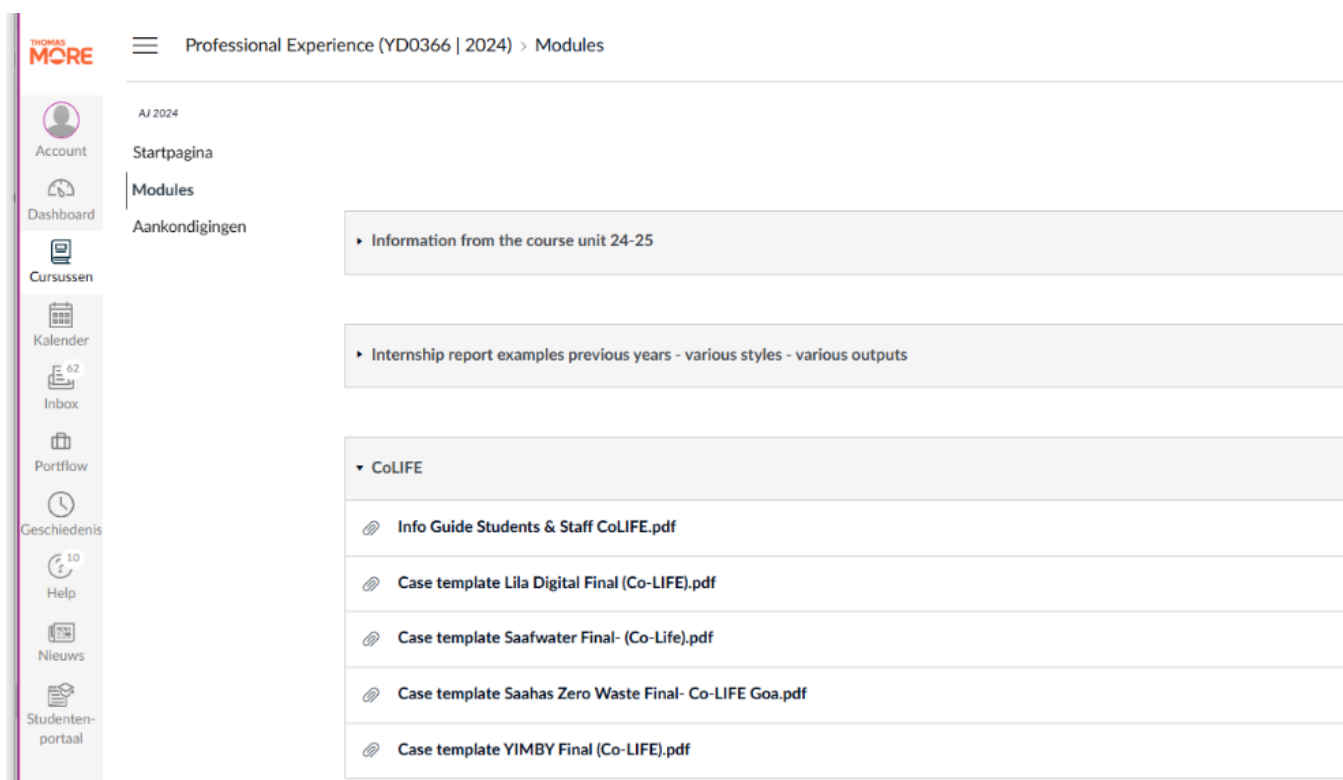


Figure 3: Example of offering the information about the CoLIFE IFE pilot course on the online learning platform Canvas within the subject Professional experience at Thomas More UAS.

C. Aspect 3: Establishing Agreements with Enterprises and Organizations for Sustainable Collaboration

To ensure solid and sustainable collaborations between higher education institutions and organizations, agreements were made with enterprises, start-ups, and other organizations. These collaborations aimed to integrate them into the CoLIFE network through Memoranda of Understanding (MoUs) or similar agreements.

For each type of collaboration between HEIs and real-world partners that is integrated in the study curricula, it is crucial to establish an MoU to secure a formal commitment. This ensures that partners cannot withdraw once a project is underway, providing stability for student learning experiences. While the development of MoUs is a key objective of WP4, it is essential that this requirement is also incorporated into each playbook for future IFE courses to guarantee consistency and long-term engagement.

There were established two types of collaborations.

1. Partnerships providing real-life cases for students

The first type of collaboration involves organizations that offer real-life briefs and challenges for students. These projects allow students to improve or create new models and services for impact-focused enterprises. By engaging with real-world organizations and their aspirations to enhance services or products, students gain access to authentic learning environments where they can work on real challenges in India.

To formalize this collaboration, it was essential to establish a Memorandum of Understanding (MoU) (For an example of the "Co-designing Learning for Impact-Focused Entrepreneurship (Co-LIFE)" MoU, see WP 4). This agreement defined the students' assignments and ensured the partners' commitment to engaging with students, providing relevant information, and enabling an immersive experience within their company or organization.

The MoU outlined:

- Purpose and background
- Objectives and deliverables
- Roles and participation
- Commitments and contributions (e.g., guest lectures, mentoring, access to facilities)

To ensure a smooth implementation and a coordinated planning, partner organizations needed to be identified in the first year, before the pilot phase began. Each pilot required collaboration with four impact-focused enterprises (IFE), and the MoU had to be signed before the start of the pilot.

The higher education institutions responsible for identifying organizations that would benefit from the project—while also providing engaging opportunities for students—were **GIM in Goa in Year 1 and ARCH in Jaipur in Year 2**. These institutions did the negotiations and the selection of the organizations and cases, ensuring that the chosen project cases were **reachable from the campus** and offered students an **immersive experience** during site visits.

2. Strategic Partnerships in Impact-Focused Entrepreneurship

The second type of MoU was established with organizations supporting the CoLIFE project in various ways, such as providing representation in the Advisory Board or hosting company visits and guided study tours.

This MoU was a simplified version of the agreement (*For an example of the "Co-designing Learning for Impact-Focused Entrepreneurship (Co-LIFE) II" MoU, see WP4*). Once the IFE is fully incorporated into the curriculum, such formal MoUs may no longer be strictly necessary and can instead be based on trust and informal agreements.

D. Aspect 4: Writing the real-life brief for each of the cases

With each real-life partner, the needs and aspirations for improving or developing new IFE solutions are identified and agreed upon. This information serves as the foundation for a concrete student assignment, which includes:

- A description of the topic and content of the case
- The impact and who will benefit
- Defined deliverables and learning objectives
- Links and literature

A pre-set format (Fig. 4) was used for this description (see WP3). Once the assignment was structured, lecturers could source relevant literature and background information to provide students with preparatory materials for study and reference.

Co life case template	
Indicate here to which Sustainable Development Goals the case is related: ☐ 4 Quality Education ☐ 6 Clean Water ☐ 8 Decent Work and Economic Growth ☐ 11 Sustainable Cities and Communities ☐ 12 Responsible Consumption and Production ☐ 13 Climate Action	Context of the case What is the context of the case? Describe the context. What are some issues, challenges or problems in the context? Groundwater is a vital resource, constituting 99% of the Earth's liquid freshwater and supplying approximately 25% of all human water use. However, global water stress is a pressing issue, with over 2 billion people living in regions experiencing high water stress and more than 800 million lacking access to clean water. Water scarcity
Topic of the case Which UN sustainability goals is the case linked to? Plastic Free Goa: Develop scalable circular economy practices aimed at reducing plastic waste in Goa.	Impact How does the case assignment provide environmentally sustainable and/or socially sustainable outcomes? The case assignment to develop scalable circular economy practices aimed at reducing plastic waste in Goa fosters both environmentally and socially sustainable outcomes by creating a holistic ecosystem for waste management and resource recovery. Central to this initiative is the inclusion of entrepreneurs who play a vital role in transforming
Links to organizations: Is there a specific organization that can commission this case and join the pilot in telling the students about the case? If not, please provide info on organizations working closely on the topic (companies, NGOs, public). https://saahaszerowaste.com/	Deliverables for students during the pilot For example: A detailed report or presentation summarizing key findings and recommendations. Insights and analysis presented in a clear, concise, and professional manner. Recommendations supported by evidence and research, with actionable steps for implementation. Format: prototype, ppt presentation, video etc. Develop scalable circular economy practices aimed at reducing plastic waste in Goa, and establish a comprehensive action plan for implementation over the next two years with a focus on maximizing impact.
	Learning objectives How is this case related to the Co-life learning objectives? 1. Students will grasp concepts related to sustainability and apply relevant principles to create an action plan for reducing plastic waste, ensuring that practices align with long-term environmental goals. 2. Students will identify, analyze, and engage with key stakeholders within the ecosystem, including local businesses, government agencies, and community.
	Beneficiaries and customers Who are the main target groups that will be impacted? society, ecosystem, stakeholders, company, Panchayat and municipality (Goa Government)
	Academic literature EQ7 level professional and academic literature related to the case In contrast to the natural world's cyclical processes, modern society often adheres to a linear model of consumption, resulting in resource depletion. The Circular Economy (CE) offers a transformative alternative, promoting a regenerative system where materials are continually reused, recycled, and recovered. Entrepreneurs play a crucial role in driving this shift towards circularity. By rethinking business models to prioritize sustainability, resource efficiency, and waste reduction, they can create closed-loop systems that minimize waste and enhance resource recovery.
	Confidentiality Is there something that needs to be kept confidential?

Figure 4. Pres-set format Real Life Case (see also WP 3)

E. Aspect 5: Informing HEI's staff about IFE and CoLIFE.

It is essential to implement a strategy within HEIs to raise awareness among lecturers and staff about Impact-Focused Entrepreneurship (IFE) and its significance. While teaching entrepreneurship and sustainability is already common, IFE remains a relatively new concept that is not yet widely known among educators.

Raising awareness should serve **two key purposes**:

1. **Informing lecturers about IFE**, its benefits for students and society, and its potential impact.
2. **Engaging and involving lecturers in the CoLIFE pilot**, encouraging them to participate in the **train-the-trainer sessions (WP6)**, so they can later integrate IFE principles into their own courses and programs.

To facilitate this,

- some lecturers or researchers had the opportunity to participate in the CoLIFE IFE Pilot.

- Lecturers were able to gain insights into the general project overview and goals.
- Lecturers were informed about and have access to the application procedure and relevant documents for the train-the trainer sessions (see WP 6 for further information).

Example from Thomas More: At Thomas More, IFE was included as an agenda item in the monthly teachers' meetings and the board meeting ensuring that interested lecturers and staff members had the chance to learn about the initiative and get involved.

F. Aspect 6: Informing students about the IFE (pilot) course.

The next step was to inform students about the opportunity to participate in the IFE (pilot) course.

1. Targeted Students

Most HEIs in the consortium aimed to involve master's or postgraduate students from various programs, including Business, Engineering, and Service Design. However, due to practical constraints, some HEIs also included final-year bachelor's students. While this was not originally planned in the Erasmus+ application, it turned out to be a valuable addition. This approach not only fostered interdisciplinary collaboration but also enabled interaction between senior and junior students, enriching the learning experience.

2. Informing the Students

Students were informed about the opportunity through **word-of-mouth promotion** and **digital communication channels** commonly used within their institutions (Fig. 5). Additionally, they received an **introductory document** (Student Info See Annex) outlining:

- Course, duration, prerequisites and timeline
- The course description and Impact-Focused Entrepreneurship (IFE)
- The eligible criteria for the student-applicants
- The course objectives and learning outcomes
- The structure and pedagogy
- The evaluation and assessment methods
- Suggested reading and course guidelines
- Practical and financial issues

This structured approach ensured that interested students had a clear understanding of the program before applying.

3. Prerequisites for the student selection

To ensure that the most suitable, motivated, and capable students—those who were genuinely interested and choosing the course for the right reasons—applied, we established the following prerequisites:

- Proficiency in English speaking, reading and writing
- Basic research skills
- Familiarity with digital tools – MSOffice, Canva
- Open to students currently enrolled in Master's and Postgraduate, or Doctoral programs at the partner HEI. (NOTE: Some HEI's also selected third year Bachelor students).
- Candidates must demonstrate strong motivation to participate in the project and its associated modules.
- Students should be eager to collaborate within a multidisciplinary and multicultural team, working on real-world cases in India.
- Students must be willing to actively prepare for the trip to Goa and Mumbai, which includes completing pre-readings, attending lectures on India and the project topics, as well as organizing necessary visa and health requirements, and understanding cultural norms and etiquette.
- Students are expected to represent both their home institution and academic program, while actively promoting their involvement in the unique European CoLIFE project across various platforms, such as social media, LinkedIn, and other relevant channels.

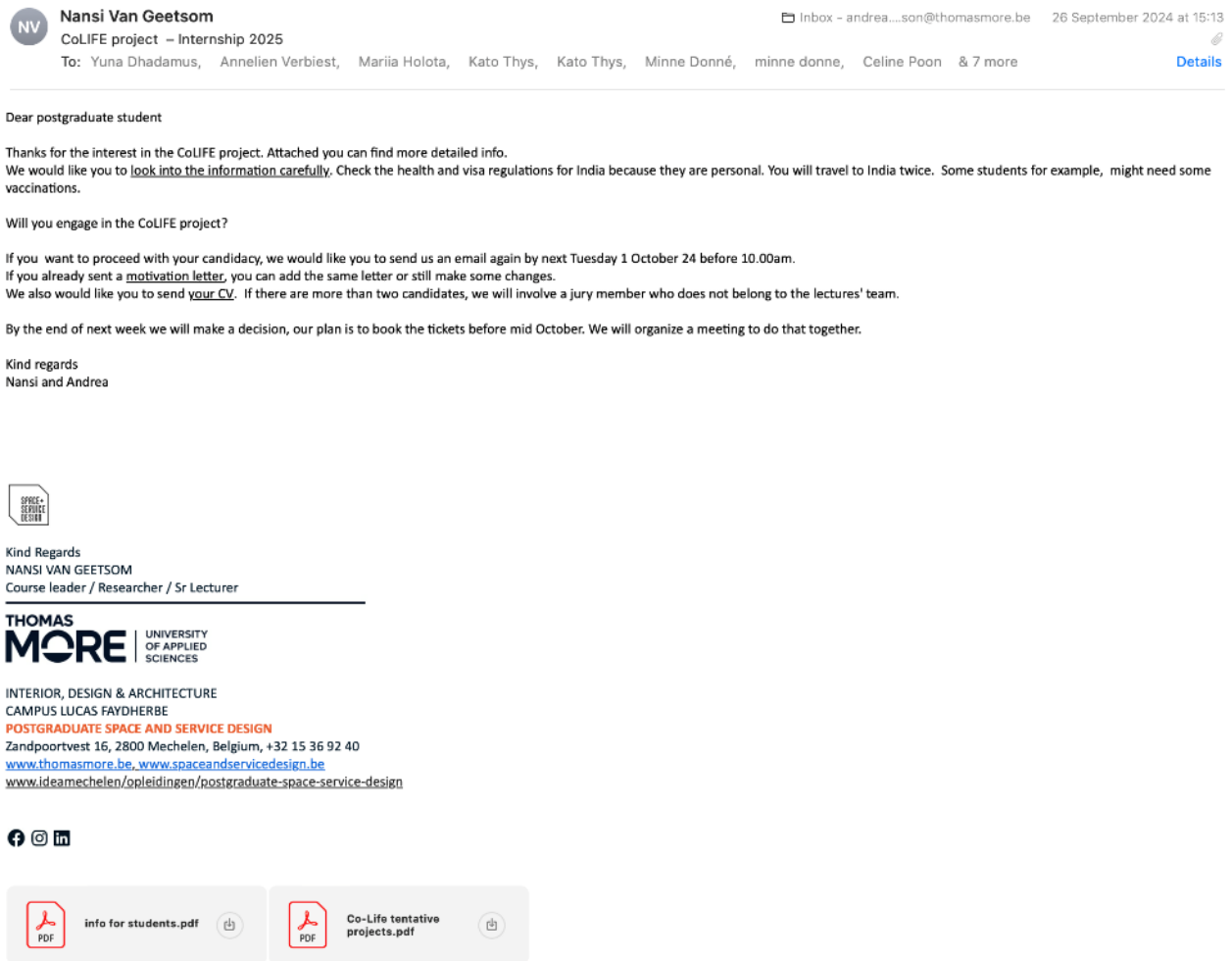


Figure 5. Example email for Thomas More informing Postgraduate students.

G. Aspect 7: Application, selection and preparation of the students.

1. Student applications

Each Higher Education Institution (HEI) independently determined its application procedures based on the size of the target group and the level of interest. Some institutions required students to submit a motivation letter and CV, while others relied solely on a motivation letter. The approach varied depending on the institution's style and organization, as they had full autonomy in making these decisions.

2. Student selection

After receiving applications, some HEIs conducted selection interviews, for example at GIM. Others engaged external reviewers to evaluate and rank motivation letters. In certain cases, external reviewers were also members of the Advisory Board. For example, at Thomas More UAS, submitted motivation letters and CVs were reviewed by a Co-LIFE lecturer and independently assessed by two external experts in sustainable entrepreneurship, including an external advisor for Co-LIFE at Thomas More.

3. Informing students

Both selected and non-selected students were informed of the results. Selected students then gradually received further details, including course content and practical preparation, such as health and visa requirements. Each institution managed this process independently.

H. Aspect 8: IFE Course Pilot preparation.

The pilot IFE course preparation can be split into two topics: practical preparation, mainly the workshop week at GIM in Goa and EIL in Mumbai and the content of the pilot course.

1. Practical preparation for the workshop weeks at GIM and EIL:

- Booking flights and accommodation for students and staff: The booking of the transportation was managed by each institution separately. GIM and EIL gave advice regarding accommodation for staff and students.
- Booking venues, catering, infrastructure and techniques: The venues and technical requirements were based on the format or pedagogical approach of the lectures, events, round table debates and workshops. These were indicated in the Workshop Week Detailed Schedule (see Annex). There were basically 4 types of venues needed: auditoria (introduction sessions, lectures and round table discussion), classrooms (theoretical introduction workshops), workshop spaces and lunchrooms. The booking of the venues and meals was managed by GIM and EIL, the pilot start and end locations.
- Making **concrete arrangements with external stakeholders** of the cases for the visits of the cases (see 3.1) during the first workshop week in Goa. This included a visit to the offices or to the factory of the IFE. The goal was to

immerse the Indian and European students in the companies working environment. During the visit, the company presented their organization, needs and dreams for the collaboration in the CoLIFE project. The concrete arrangements and transportation was arranged by GIM.

- **Supporting visa applications** and health requirements. Students were advised by each European institution separately about the visa regulations and health requirements. together with students and staff.
- Offering **more detailed information** to the students before the kick-off at GIM in Goa: More detailed information about the module (the topic, learning goals and outcomes, roles of students and lecturers, workshops, preparations, assessment and dates, quality assurance actions,...) and the practical aspects of the trip were offered by:
 - an online information session 2 weeks prior to the workshop in Goa by LAB
 - a Frequently Asked Questions document created by Thomas More assisted by ARCH and GIM with detailed practical and cultural information.
 - detailed course module information online on the MOOC (see 4.), the online platform.
- Offering **pre-reading materials** on the MOOC regarding cross-cultural experiences and the IFE cases in India.

All the actions were presented to and discussed with all the HEI representatives during the weekly CoLIFE meetings and also separately with the host institutions of the workshop weeks in Goa and Mumbai.

2. Content preparation and course set-up for the IFE module

In addition to the practical preparations, the content and set-up for the nine-week program also had to be developed.

The program consisted of a kickoff week in Goa, seven weeks of online teaching and project coaching, a closing week in Mumbai. During the online phase, students worked in four teams of eight, each focusing on one of the four IFE cases (see section 2). Every week, students attended theoretical online sessions designed to support their casework. This topic will be further explained in 2.

The curriculum was developed with the following aspects in mind:

- **Alignment with content criteria** based on the Needs Report (WP2).
- **Incorporating the Learning by Development** learning methodology (WP3) (see section 2 B).
- **Using blended learning approaches** as well for the workshop weeks as for the online teaching weeks, combining:
 - Physical and digital lectures
 - Interactive workshops (both online and offline)
 - Quizzes and short exercises to test knowledge and skills
 - Multidisciplinary and cross-cultural teamwork
 - Flipped classroom methods
- **Division of modules** among the HEI partners and lecturers based on the expertise of participating HEIs, while ensuring collaboration between Indian and European institutions.

The curriculum was developed in different steps:

STEP 1: The division of modules and topics among the HEI's was initially discussed during Co-Life staff meetings at AU-BTECH in Denmark and content was further refined in digital meetings between matched lecturers. **A MIRO board** (Fig. 6) was used to communicate and consolidate all relevant information with and among the HEIs.

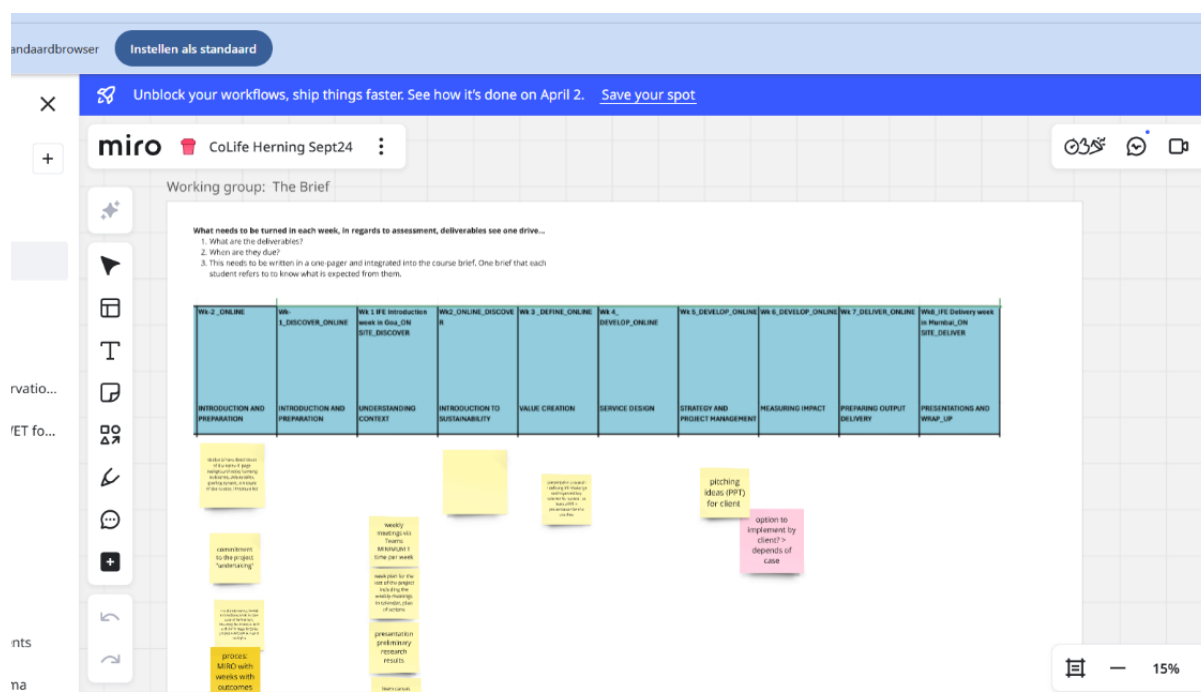


Figure 6. Using a MIRO board to gather the information about the structure and content of the 9-weeks pilot course.

STEP 2: The course content was carefully structured over the nine weeks, following a **logical, step-by-step progression**. Initially, this was mapped out in a **color-coded Excel sheet**.

STEP 3: To better outline the weekly theoretical and project work, a **predefined structured document** was created on **OneDrive**. Compiled collaboratively by teams of European and Indian lecturers, this document provided a standardized format for inputting key details each week, including:

- Module topic
- Lecture time
- Lecture content summary
- Teaching methods
- Lecturer name(s)
- Study materials
- (Preparatory) tasks or exercises

All materials in the shared **OneDrive folder**, underwent systematic review before being integrated into the **MOOC platform**.

STEP 4: Once finalized, the necessary **MOOC tools and interactive features** were applied to create a **structured and engaging** learning experience.

2. Co-Life (pilot) IFE course planning and agenda

The pilot serves as a valuable reference for the final course the HEI's will implement in their programmes. This includes not only the specific content of the program, such as lesson plans, activities, and assessments, but also information about the program's logistics, such as schedule and staffing and how the programme is best accessed for students working in teams internationally.

The content created during the pilot programme provides a starting point for the final program by giving a sense of what types of activities and assessments are most effective in achieving the desired learning outcomes. Additionally, it provides insight into which strategies and methods work well in practice, and which ones should be avoided.

A. Timeline

Through the development of the planning, it became clear that in order to prepare students to work together across disciplines and internationally, there was information and content needed before students join the workshop at GIM in Goa. In the timeline below, one can see that the pilot runs a total of nine weeks, but also includes two extra preparatory weeks. The nine weeks close with the second workshop/final presentation in Mumbai at EIL (Fig. 7.).

Week	Component	Mode	Pilot 1
-1, -2	Preparatory Readings and session Online Preparatory Sessions	Individually Online	
1	Workshop Week 1: Kick-off, Cultural visits, Intercultural and team-building workshops, Introductory Lectures, IFE Field-Visits	In-person	Jan 27 th , 2025 to 31 January, 2025 at Goa, India

2-8	Lectures, Workshops, Project work, in between presentations	Online	
9	Workshop 2: Cultural visits, Project Presentations Preparation, Presentations, Closing	In-person	Mar 23, 2025 to Mar 29, 2025 at Mumbai, India

Figure 7: Timetable IFE pilot

B. Pilot IFE Course, Pedagogic Approach

The course adopts the Learning by Developing (LbD) as its pedagogy. In this approach, learning is seen as a tool for facilitating the achievement of new competencies needed in working life. Students learn by working with others on projects connected to 4 real-life situations in and around Goa. LbD integrates different kinds of knowledge and learning components in a professional context.

Next to that the students follow the Design Thinking model (Double diamond) as a structured process to work on the real-life project cases. They consecutively go through 4 phases: a research phase of the existing context, needs and dreams of their appointed case, formulating the development challenge of the real-life cases, developing and delivering the solution (Fig. 8.).

LbD and Design Thinking were explained to the students and applied in an introductory workshop at GIM in Goa during the kick-off week.

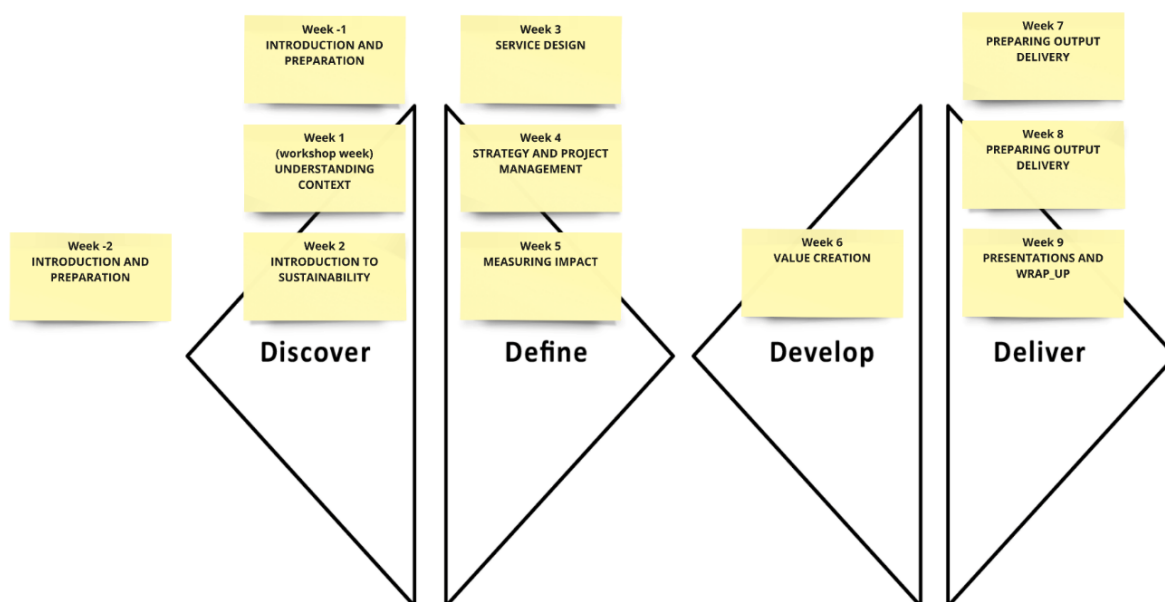


Figure 7: Design thinking in the IFE pilot module

The resulting outcomes of the four real-life IFE projects cases in India are group outcomes. Students work in **international teams**; in each team are European students and Indian students. Every team has an Indian and European coach, lecturers of one of the 8 HEI's. During the research process **4 teams of 8 students** work on the research part. After presenting the research conclusions the teams could decide themselves to split in two teams and divide the development challenge. In this pilot project two teams decided to split. their coaches and the clients of the cases.

The nine weeks **IFE course** combines in-person and online learning experiences to create a dynamic and engaging program.

The journey begins with an **introduction week in Goa**, where students participate in a mix of lectures, workshops, cultural immersion sessions, and field visits to real-life case studies in and around Goa. This week also includes team-building activities, networking opportunities, and company visits, allowing students to connect with industry professionals. During this phase, student teams meet their coaches to establish their project agendas, laying the foundation for the weeks ahead.

Following the introduction week, the program transitions to **seven weeks of online learning**. **Each week**, students receive both **theoretical and practical input on key topics** essential for developing, improving, or supporting impact-

focused enterprises. The teaching methods vary, incorporating interactive webinars, flipped classroom approaches, guest speakers, quizzes, exercises, and Q&A sessions. This diverse format ensures a rich and **engaging learning experience**, balancing the intensity of online coursework with the benefits of in-person interaction at the beginning and end of the program. The approach fosters a strong sense of community among the international participants while also allowing contributing teachers **to shape the learning experience in an authentic way, influenced by their own teaching skills, traditions and expertise**.

In parallel with the theoretical sessions, students **work on their assigned projects**. Each week, teams gather online to collaborate, and dedicated **coaching sessions** provide structured guidance. Coaches offer feedback and suggestions, helping teams refine their ideas and ensure steady progress.

The **final week takes place in Mumbai**, where students reunite in person to finalize their projects. This phase is dedicated to refining their work, preparing presentations, and ultimately showcasing their projects to their peers and the CoLIFE staff.

By blending in-person and online learning, the IFE module creates an immersive and collaborative environment that equips students with the knowledge, skills, and connections needed to make a meaningful impact.

(See section below for a detailed weekly agenda).

C. Detailed weekly course content

The detailed CoLIFE pilot course roadmap (see section 6.) relates to the structure detailed in the deliverable WP2, Course Curriculum Development. The pilot roadmap details what the course content will be, how and when the course will be delivered and by whom, what lecturers are responsible for each module. This also is mirrored in the online LMS platform that was created; a MOOC (Massive Open Online Courses) that is hosted by LAB (see section 5. LMS/web platform).

D. Assessment and Evaluation

Although assessment and evaluation was determined and described in WP2, it was necessary in WP5 to go into the finer details; what consortium members meant by individual assessments, group projects and peer evaluation (Fig. 8). Initially, class attendance was part of the assessment criteria. However, due to the specific learning modalities (e.g. evening education for working students) of some higher education institutions (HEIs) and the time difference between India and Europe, this requirement was removed. Instead, online learning materials

such as recorded presentations were provided for students who could attend online classes at the given time, to study within the assigned week.

Sr.No.	Component	Weightage
1	Individual Assignments and Quizzes based on the Modules (lectures, readings, workshops and case studies) (30%) Oral Presentations (15%) and Peer evaluation (15%)	60%
2	Group Project (40%)	40%

Figure 8: Assessment components.

Assessment in the IFE module is based on **multiple components**, ensuring a comprehensive evaluation of both individual (60%) and group performance (40%).

Individual assessment:

During the final project delivery presentation in week 9 in Mumbai, students were assessed on their **oral presentation** skills (15%) , as well as their contributions to the team, as reflected in the peer evaluation conducted by fellow team members (15%). The **peer evaluation** happened via the MOOC platform via a pre-set format focusing on the contribution of the student and the quality of the contribution.

For the individual **module tasks**, assessment is done by the lecturers responsible for each module evaluates students' exercises, accounting for 30% of the final grade, based on their work throughout the eight-week project phase. Preparatory tasks, such as pre-readings, are not included in the assessment.

Group assessment:

The **group evaluation (40%)** focuses on both the project process and final outcomes, assessed by the team's coaches. The final deliverables included a visual presentation and a written report, both graded based on predefined learning outcomes (refer to WP2). To ensure consistency across institutions, the HEIs agreed to apply the ECTS grading system (Fig. 9), allowing seamless conversion to local grading standards.

ECTS GRADING SYSTEM
A - EXCELLENT – outstanding performance with only minor errors 17,18,19,20/20
B - VERY GOOD – above the average standard but with some errors - 15,16/20
C - GOOD – generally sound work with a number of notable errors - 13,14/20
D - SATISFACTORY – fair but with significant shortcomings - 11,12/20
E - SUFFICIENT –performance meets the minimum criteria - 10/20
FX - FAIL –some more work required before the credit can be awarded - 8,9/20
F - FAIL –considerable further work is required - 1-7/20

Figure 9. ECTS Grading system

At the time of WP2, we had no formal documentation, but as part of WP5 this documentation has been developed.

Each student receives an **individual IFE Course feedback document** (see Annex 4), which outlines the learning outcomes and provides per outcome an assessment of their performance as weak, sufficient, or good. Coaches also provide written feedback on both the student's overall contributions and their oral presentation.

To streamline the grading process, the WP5 team has developed a **CoLIFE IFE Course grading spreadsheet** (see Annex 3), consolidating all scores and simplifying the final grade calculation.

E. Student Deliverables

As per above for the assessment and evaluation, there were additional discussions regarding deliverables and expectations. During face-to-face meetings in Herning in September 2024 as well as follow-on online meetings, there were discussions regarding the specifics of the student deliverables. This will be more evidenced in the deliverables submitted by the students as part of Deliverable 5.2.

For Pilot 1, the following outcomes were agreed to:

- Report (+/- 20 pages, group project, including the process, problem statement, research methodology, proposed solutions, what models are they using, next steps for implementation...)
- Presentation (summary of the report). Every student has to present.
- Digital Visualization (Student teams can choose to deliver a mockup/prototype/poster/etc.)
- Weekly blog post about the case update (on website)

3. Planning for student team collaboration

Careful consideration was taken into developing the team collaboration. One of the key values of this cross-discipline/international collaboration is bringing students with different backgrounds, cultures, disciplines, ages, together to tackle a local challenge in India through the lens of impact-focused entrepreneurship.

Students from both the EU and India worked together on live cases that address the specific needs of the local institutions and regions in India. This collaborative approach aims to foster **cross-cultural learning** and the development of practical skills and **knowledge in impact-focused entrepreneurship** as well as providing the opportunity to hone skills in **online-collaboration**.

A. Team composition

A total of 32 students were selected for the program, bringing together diverse academic backgrounds and international perspectives.

From each of the **four Indian HEIs**, **six students** were chosen to participate. Two of these institutions specialize in design and creative industries, while the other two focus on entrepreneurship. Additionally, from each of the **four European HEIs**, **two students** were selected, representing fields such as service design, business, and engineering.

The students were organized into four teams of eight, ensuring a **balanced mix of expertise and cultural backgrounds**. Each team consisted of two European students from different institutions and six Indian students from three different institutions. After the research two teams decided to divide the development challenges and split in team a and b.

The diverse composition encouraged interdisciplinary collaboration, allowing students to combine their skills and perspectives to develop holistic, innovative solutions for real-life cases.

B. Coaching and Support

Each team was assigned **two coaches**—one from an **Indian institution** and one from a **European institution**—ensuring a diverse mix of expertise and perspectives. The coaching pairs were carefully selected to bring complementary skills, enriching the students' learning experience.

The coaches played an **active role** in guiding the teams. They met with students **weekly** in online sessions, where teams presented their progress and outlined their next steps. Based on these discussions, the coaches provided **constructive**

feedback and strategic advice, helping students refine their approach and move forward effectively.

Rather than serving as passive observers, the coaches were deeply involved in the process, closely monitoring each team's development and ensuring steady progress. In addition to these sessions, students also had weekly check-ins with CoLIFE coaches, who helped them stay aligned with their project goals and supported them in applying the concepts learned throughout the course.

The following table visualizes the team's composition (Fig. 10).

TEAMS and COACHES							
Project case 1	Coaches GIM, TM	Project case 2	Coaches ISDM-AU BTECH	Project case 3	Coaches EIL, LAB	Project case 4	Coaches ARCH, LAUREA
Team 1/a	Team 1/b	Team 2/a	Team 2/b	Team 3/a	Team 3/b	Team 4/a	Team 4/b
GIM Student 1	GIM Student 2	EIL Student 1	EIL Student 2	EIL Student 3	EIL Student 4	GIM Student 3	GIM Student 4
ISDM Student 1	ISDM Student 2	ISDM Student 3	ISDM Student 4	ARCH Student 1	ARCH Student 2	ARCH Student 3	ARCH Student 4
TM Student 1	AU-BTECH Student 1	TM Student 2	AU-BTECH Student 1	LAUREA Student 1	LAUREA Student 2	LAB Student 1	LAB Student 2
EIL Student 5	EIL Student 6	ARCH Student 5	ARCH Student 6	GIM Student 5	GIM Student 6	ISDM Student 5	ISDM Student 6
Business	Design	Engineering					

Figure 10. The CoLIFE student teams composition

C. Building Connections & Team Dynamics

The program was designed to foster **gradual relationship-building** between students and coaches, allowing them to connect on both personal and professional levels.

The process began before the in-person workshop week, with an **online introduction week** where teams **met virtually**. This gave them an opportunity to discuss topics such as sustainability within their own contexts, laying the foundation for deeper collaboration.

During the **workshop week on campus at GIM in Goa**, students, lecturers, and coaches engaged in both informal and professional interactions. Ice-breaking activities, intercultural workshops, cultural visits, and shared meals helped create a sense of community, while introductory classes and workshops on IFE, sustainability, and design thinking provided a structured learning environment. Teams also worked closely with local stakeholders and guest experts, engaging in presentations and on-site visits to better understand real-world impact-focused enterprise (IFE) challenges. This in-person collaboration strengthened team dynamics and set the stage for productive project work.

As part of the workshop week, each team **created a joint agenda**, mapping out the key steps in their process and aligning them with specific dates in the calendar. They had to factor in their **home university schedules**, aiming at ensuring a balance between their ongoing academic commitments and the project work. Additionally, they established **a fixed weekly meeting day** for online coaching sessions and agreed on using **digital tools for documentation and ongoing collaboration** throughout the course.

D. Ongoing Collaboration & Project Milestones

Beyond the workshop week, students continued working together in **international teams** using digital platforms such as **Google Meet** for virtual meetings and tools like **Miro** (several students learned to work with Miro during the CoLIFE course) **and Google Drive** (Fig. 11) to communicate, share progress, and collaborate on their live cases in a structured virtual space, also with the coaches.

As part of the project timeline, teams had the opportunity to present their work during **two mid-point online presentations**. The first focused on their research findings, while the second involved pitching their initial concepts to the client for feedback and refinement.

The final phase of the project took place during the **last in-person week in Goa**, where teams refined and finalized their solutions. This culminated in a **final presentation**, allowing students to share their work with the wider group, receive

last-round feedback from peers and experts, and showcase the outcomes of their collaborative efforts.

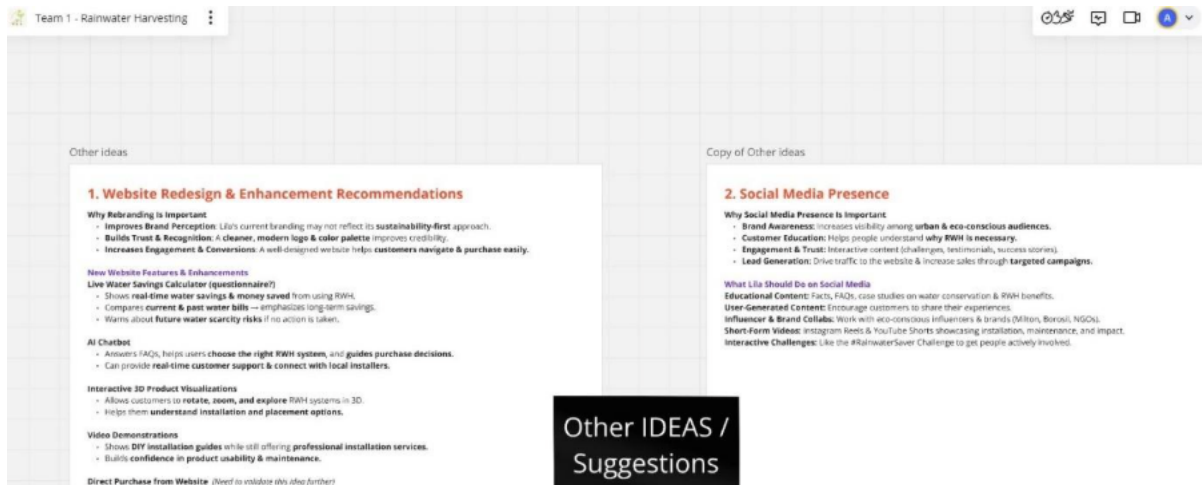


Figure 11. Miro example team 1

4. The role of the digital learning platform

Although it was initially thought that the CoLIFE website (WP8) could serve to not only inform, but potentially be the platform for collaboration, the consortium agreed to an existing learning management system (LMS) hosted by LAB University. Their blackboard (**MOOC**) platform was open enough to provide everything the consortium was looking for; a safe repository, an open yet protected area, a platform able to host multiple formats of digital files.

The digital platform plays a central role in the IFE course, serving as a hub for introducing students and staff to the program of the course, offering detailed practical and content information about the workshop weeks in India, and providing lecturers with a space to communicate and teach.

A. Key functions and content

All reviewed materials, initially gathered in a predefined format within the OneDrive folder, were then transferred to the MOOC platform. To enrich the learning experience, interactive features and MOOC tools were applied, ensuring a well-structured, engaging, and user-friendly course.

The MOOC¹ key functions include:

- Introducing the **course structure**, pedagogical approach, learning objectives, assessment methods, and expected outcomes.
- Sharing **practical information** and cultural insights related to the two in-person visits to India.
- Providing a **weekly roadmap**, outlining what students need to learn and accomplish each week.
- Centralizing all **learning materials** in a structured format, including **(pre-)readings, videos, presentations, PowerPoints, and recorded lectures**.
- Enabling the **submission and grading** of exercises and quizzes for Modules 3, 4, and 5.
- Facilitating **peer assessments** among the four teams.
- Offering a space for students to upload **weekly blog entries**, also serving WP8 (see section 5.).

The MOOC follows a structured format designed to guide students through the nine weeks (Fig. 12) of the course, providing opportunities for engagement and assessment. The weekly modules include:

- **Introduction to the Module Topic** – A brief overview of the subject (e.g., *Introduction to Sustainability* or *Measuring Impact*).

- **Pre-Reading Materials** (optional) – Links to relevant articles or PDFs for background reading.
- **Digital Presentation** – A structured presentation, sometimes supplemented or replaced by a recorded lecture.
- **Exercises & Submission Tool** (optional) – Interactive tasks with a designated space for students to upload their work.
- **Blog Submission Tool** – A platform for students to upload their biweekly reflective blog entries.
- **Case Study Group Work** – A reference to the collaborative project tasks that need to be completed.
- **Module Evaluation Questionnaire** – A survey for students to provide feedback on the learning experience.
- **Teamwork Evaluation Questionnaire** – A tool for assessing team collaboration and dynamics on a weekly basis.

This structured approach does not only ensure that students engage with the material in a comprehensive and interactive way but also enables **to collect continuous feedback on and reflection about the IFE course** (by AU-BTECH) (see section 5.).

B. Introduction to the platform, a hub for learning and case work

During the online introduction week, students and teaching staff were introduced to the platform and its features, ensuring they could navigate its tools effectively.

The platform facilitates seamless collaboration, enabling students and faculty to communicate, monitor students' engagement with learning materials, track their progress in completing exercises, and share resources—regardless of their physical location.

Beyond the initial workshop week, the digital platform (MOOC Course: Impact-Focused Entrepreneurship) serves as the primary hub for communication and learning, supporting international student teams throughout the program. It provides instant access to essential course materials, directly supporting their work on real-life cases. Students can use the platform to develop their projects, refine their case solutions, and supplement their knowledge with additional content as needed.

With its integrated learning tools and feedback mechanisms, the platform ensures a structured and engaging educational experience. More than just a course tool, it represents CoLIFE's vision of a contemporary, sustainable learning environment, fostering long-term cross-cultural collaboration and knowledge

exchange between students and faculty from India and the EU—even beyond the course itself.

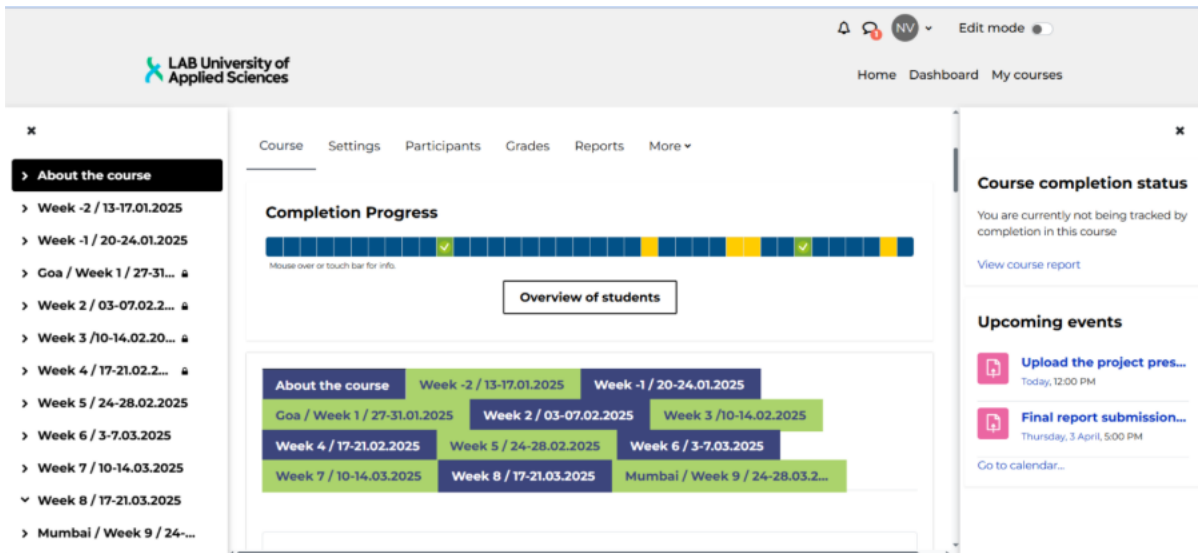


Figure 12. The MOOC visual output.

5. Documentation of Student Experience

Working closely with WP8 and WP7, the Co-LIFE project places significant emphasis on documenting student experiences throughout the pilot. This is an attempt to capture diverse perspectives and learning journeys of students participating in the project.

The documentation process will encompass a range of media and formats, capturing both individual and collective experiences.

During the initial workshop week on Goa, the project team will introduce and employ documentation methods, including:

- Photo and video documentation (EIL): Capturing key moments during the workshop week, on-site visits, and student presentations, offering visual insights into the students' learning environment and collaborative activities.
- Social media platforms (EIL): Engaging students in documenting their experiences through platforms like Instagram, enabling them to share their perspectives, insights, and reflections with a wider audience.
- Conducting interviews with the students and staff to assess the set-up of the IFE course (AU-BTECH)
- Offering questionnaires to the students to assess the set-up of the IFE course (AU-BTECH)

After the introduction week, the collection of feedback and experiences continues via the MOOC (see section 4.).

The documentation of the student experience serves multiple purposes, including:

- Providing evidence of the project's impact and effectiveness: Demonstrating how the Co-LIFE project fosters cross-cultural collaboration, knowledge exchange, and the development of practical skills in impact-focused entrepreneurship.
- Informing future iterations of the course via the second pilot (linked to WP7): Identifying areas for improvement, refining teaching methodologies, and enhancing the overall student experience.
- Creating a rich archive of student perspectives and experiences: Preserving the valuable insights and reflections of students who participated in the project, showcasing their contributions to the field of impact-focused entrepreneurship.

6. IFE Pilot Roadmap

This IFE Pilot Roadmap serves as a comprehensive guide to understanding the program's structure and progression. It provides valuable insights into how the course content, activities, and projects are strategically aligned with the core objectives of fostering cross-cultural collaboration, promoting global entrepreneurship, and cultivating sustainable business practices.

Additionally, the roadmap highlights the significant operational planning involved in executing a course of this scale, ensuring a smooth and cohesive experience for all participants (see section 1.).

This section outlines the weekly content and key topics covered throughout the **Impact-Focused Entrepreneurship (IFE) pilot course**. It begins with the **two online introduction weeks** preceding the on-site **Introduction Week** at GIM in Goa, followed by **7 weeks** of online classes, team collaboration, and concludes with the **final presentation week** at EIL in Mumbai.

In addition to the general roadmap, a **detailed schedule** for the Introduction Week at the Goa Institute of Management (GIM) and the Final Week at EIL in Mumbai was provided. This schedule offered HEI students and staff a clear, structured overview of the program's implementation. It includes detailed information about the week's activities, objectives, transportation logistics, responsible individuals, locations, and timings. Both weeks are specifically designed to foster face-to-face interactions, ignite intercultural collaboration, and provide immersive experiences that allow participants to fully engage with the context of real-life cases.

Each day during these two weeks will begin with a brief overview session to introduce the day's agenda and objectives. This ensures that all participants are aligned and adequately prepared for the activities and discussions ahead.

During the Workshop Week in Goa and Mumbai, **additional staff meetings** were held to discuss or explain the week's activities for example the organization of the teams evaluation in Mumbai. These meetings also provided an opportunity to discuss potential ad hoc improvements or minor changes, such as the inclusion of an extra introductory session for staff on effective coaching techniques in Goa or a change in cultural visit in Mumbai.

During the running time of the course, the **weekly CoLIFE meetings** with the work package leaders also served to further discuss and detail certain aspects of the course such as the organization of the evaluation.

Alongside the structured program in India, substantial **behind-the-scenes coordination** is required throughout the entire 9-week program. This includes not

only the logistical management for the two weeks in India (such as travel, accommodation, event planning, and technical requirements) but also the operation of online sessions, collaborative tools, and support for students and faculty. This comprehensive planning supports the successful execution of the program from start to finish, enabling smooth communication, timely delivery of course content, and effective tracking of student progress.

For the digital breakdown of assignments, required readings, and presentations, we direct to the **MOOC** (see also section 4.)

What follows is the detailed IFE Road Map before it is implemented on the MOOC.

Week -2_ 13-17 January 2025_ INTRODUCTION AND PREPARATION				
Schedule	Topic	Description and Content	How	Who
Online lecture: Tuesday 14 January- CET 13.30 h - 15.00h (UTC+1) Indian Time 17.00h-18.30h EET 14.30h - 16.00h (UTC +2)	Introduction and Course Overview	Lecture: The session introduces the course and its learning objectives to the participants. Introduction of participants facilitators, and coordinators. Allocation of the case studies to learning groups Pre-Task: (not assessed) on cross-cultural aspects of studying in international groups (Students become acquainted with a post in LinkedIn & watch a 20 min. video) Learning materials on the MOOC: • Link to PPT Introduction • Link to recorded version presentation	Online presentation (Recorded) Students view video & you-tube links on cross-cultural differences. Bring to class favorite magazine.	Lab, Finland: Olga Bogdanova

		• Link to <u>pre task</u> • Link to <u>literature</u>		
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Week – 1 20-24 January 2025 **INTRODUCTION AND PREPARATION**

Schedule	Topic	Description and Content	How	Who
Week -1 Online lecture: Tuesday 21 January CET 13.30 h - 15.00h (UTC+1) Indian Time 17.00h- 18.30h EET 14.30h - 16.00h (UTC +2)	Introduction to Sustainability	Lecture: Contents / CSR in EU: - What is CSR based on? - How is CSR understood and implemented in Europe? Examples - How to verify CSR – Recent changes in legislation - New directives cover the whole supply chain - CSDDD, CSRD, GSD - Customer expectations? - Business value of CSR Learning materials on the MOOC: - Pre-reading articles - Link to PPTs of online short lectures	Short online lectures from both, India (ISDM) and EU (LAB) Student discussions in break-out rooms: similarities and differences in how CSR is understood and implemented in India vs. EU	LAB, Finland: Anna Pajari & ISDM, India: Priyanka Chhaparia LAUREA, Finland: podcast

		Link to recordings of the presentation		
Week -1 Online lecture: Thursday 23 January CET 13.30h - 15.00h (UTC+1) Indian Time 17.00h-18.30h EET 14.30h - 16.00h (UTC +2)	About Impact-Focused Entrepreneurship	<u>Lecture:</u> Introduction of the idea of Impact-Focused Entrepreneurship for tackling global challenges, in the context of the Co-LIFE project. <u>Learning materials on the MOOC</u> - Pre-reading 1: How IFEs can make a positive impact - Pre-reading 2: Abridged note of the Co-LIFE Need Analysis Report - Presentation (to be shared later) - Link to the recording (to be shared later)	Online lecture	LAB, Finland: Anna Pajari & ISDM, India: Maitrayee Mukerji

The Introduction Week in Goa begins with an orientation session to welcome students and introduce them to the course structure, expectations, and objectives. This day will also feature an informal ice-breaking activity to help participants get to know each other, setting the tone for collaboration. Following the introduction, Day 2 focuses on key themes like sustainability and Impact-Focused Entrepreneurship (IFE), with workshops that allow students to explore the foundations of sustainable entrepreneurship and engage with local challenges. Students also participate in field visits to local impact-driven organizations to observe real-world sustainability practices.

Day 3 of the Introduction Week includes cultural immersion activities and further field visits, where students gain firsthand experience of social enterprises operating within the local community. These activities are followed by discussions and reflective sessions. On Day 4, a Design Thinking workshop is held, where students learn practical problem-solving techniques and work on addressing local challenges through innovative approaches. This is followed by team-building activities, aimed at fostering collaboration across the diverse group of international students.

The final day of the Introduction Week allows students to finalize their project agendas and set clear goals for the upcoming weeks. This day will also include coaching sessions with faculty members, where students will discuss the next steps and timelines for their projects. Additionally, teams will agree on the use of digital tools for collaboration, such as Miro and Google Drive, ensuring seamless communication and documentation throughout the course.

WEEK 1_27-31 January 2025_MODULE 1: UNDERSTANDING THE CONTEXT				
Schedule	Topic	Description and Content	How	Who
See detailed schedule on following pages	Inauguration and Session on Ice-Breaking	<u>Welcome:</u> The formal inauguration of the Course and ice-breaking session <u>Presentation materials on the MOOC</u> Link to the PPT	Offline / In-person	Lab, Finland: Olga Bogdanova, Gim, India: Arpita Amarnani, director GIM, dean academics, Thomas More, Belgium: Nansi Van Geetsom & Andrea Wilkinson
See detailed schedule on following pages	Inter-Cultural Workshops	<u>Cross-cultural / Team building workshop</u> (1.5hrs) to learn about culture in different contexts and how it shapes organizations and individual behavior <u>Task:</u> Create a mood board (personal cross-	Offline/ In-person Students view also related Pre-Task (Week -1)	Laurea, Finland: Tiina Lehtosaari

		cultural experiences) & Team Canvas (norms of teamwork for the IFE Course)		
See detailed schedule on following pages	Team building workshop / Hands-on Design Thinking Approach	Team building workshop: Making learners familiar with Design Thinking and Learning by development	Recorded lecture and instruction Coaching by team coaches and HEI lecturers	Laurea, Finland: Salla Kuuluvainen from Teams-meeting Tiina Lehtosaari, facilitator on site
See detailed schedule on following pages	Understanding India as a Context for IFEs (Lecture)	Lecture: Overview of the Socio-Economic, and Cultural Context giving an overview of the diversity and implications for IFEs Learning materials on the MOOC: Link to the PPT	Offline/ In-person	GIM, India: Vithal Sukhathankar & Arpita Amarnani
See detailed schedule on following pages	IFEs in India: Panel Discussion with representatives from specific areas of intervention	Roundtable: (1,5 hrs) Fuelling the Transition to a Sustainable Future: The primary objective of the international roundtable discussion on Impact-Focused Entrepreneurship: is to bring together a group of academics, industry experts, and practitioners to explore how entrepreneurship can serve as a catalyst for addressing global challenges such as	Offline/ In-person Moderated	GIM, India: Arpita Amarnani, Amanda P. Fernandes and Diya Guha Roy

		climate change, circular economy inequality, and resource scarcity. Through this roundtable, participants will collaboratively define the role of higher education institutions in cultivating a new generation of entrepreneurs who prioritize social, environmental, and economic impact alongside financial success.		
See detailed schedule on following pages	Field / Site Visits	Field visits: Visits to different 4 locations in Goa for experiential learning experience to understand the context and functioning of IFEs in India. <u>Learning materials on the MOOC:</u> Case documents of the 4 cases	site visits case documents uploaded	GIM, India: Vithal Sukhathankar, Arpita Amarnani, Amanda P. Fernandes and Diya Guha Roy
See detailed schedule on following pages	Debrief / Wrap-up and Plan for the Next Steps	<u>Reflections and Debrief:</u> Group conversation lead by the team coaches.	Offline/In-person	All participating coaches
Week 1	<u>Blog Posts</u>	Student teams create content for blog (1 blog per case)		EIL, India: Sanskriti Shukla, organizer

Detailed time schedule of the introduction week at GIM in Goa:

CoLIFE PILOT - Impact-focused entrepreneurship - Staff Agenda Introduction week at GIM, Goa

Venue: Goa Institute of Management, Sanquelim Campus, Poriem, Sattari, Goa 403 505

P: +91 832 2366700

Coordinators: Nansi Van Geetsom & Andrea Wilkinson (organization pilot) – Olga Bogdanova (CoLIFE chair, MOOC) – Arpita Amarnani (host, round table, practical questions)

	Topic	Time	Roles	Venue	Materials Provided
SATURDAY - SUNDAY 25 - 26.1.2025	Arrival on campus Possibility to visit Goa (individual initiative)			Check-in accommodation on GIM campus	
MONDAY 27.1.2025	Breakfast ^[1]	08.00h-09.20h		MDP Dining	
	Formal Inauguration Introduction to CoLIFE, Introduction to topic and context.	09.30h-10.30h	Speakers: Arpita Amarnani, director GIM, dean academics, Olga Bogdanov, Nansi Van Geetsom Participants: all students and all CoLIFE faculty members	ABE1 (Auditorium for (32 students + staff) 50p, wifi/projector/mic + technical support	Presentations on MOOC Students bring laptop to Goa
	Tea break	10.30h-10.45h			
	Speed-date intro and speed-date Workshop	10.45h-12.30h	Introduction and leading: Andrea Wilkinson, Assisting: Nansi Van Geetsom	CR 15 & 16 OAB	Tools brought by TM

			Participants: all students and all CoLIFE faculty members		
	Lunch on campus + group and team pictures	12.30h-14.00h	Photos: Entire group, photos per team including coaches, entire faculty members group	Lunch: MDP Dining Photo: Steps near the reception	Photographing organized by EIL
	Lecture: Understanding India as a context for IFEs: Overview of the Socio-Economic, and Cultural Context giving an overview of the diversity and implications for IFEs	14.00h-15.30h	Speakers: Vithal Sukhathankar & Arpita Amarnani Participants: all students and all CoLIFE faculty members	CR 15 OAB	Presentations on MOOC
	Tea break	15.30h-16.00h		Opposite Finance Lab	
	Campus visit	16.00h-17.00h	Participants: all students and all CoLIFE faculty members	Starting point opposite Finance Lab	
TUESDAY 28.1.2025	Yoga session	07.30h-08.30h	Participants: Optional	Prayer Room	
	Breakfast with staff and optional briefing moment	08.30h-09.20h	All staff	MDP Dining	
	1' -Quick welcome and overview of the day Intercultural workshop Introductory lecture and a workshop to learn about culture in different contexts and	09.30h-11.00h	Andrea Wilkinson Speaker and workshop leader: Tiina Lehtosaari Workshop support: Sonia Maheshwari, Shefali Sharma, Maitrayee Mukerji,	CR 15 OAB	Presentation on MOOC Magazines, scissors, glue provided by GIM

	how it shapes organizations and individual behavior		Priyanka Chapparia, Eva Sørsum Poulsen, Jan Kvist Martinsen Participants: all students		
	General introduction to the site visits, what to expect, what actions to do	11.15h-11.45h	Introduction and practical arrangements: Arpita Amarnani Introduction on how to observe: Nansi Van Geetsom & Andrea Wilkinson Participants: all students and all CoLIFE faculty members	CR 15 OAB	PPTs on Mooc Team list to be displayed
	Lunch on campus	11.45h-12.45h		MDP Dining	
	Field visits to 4 project cases to different locations in Goa for an experiential learning experience to understand the context and functioning of IFEs in India; followed by a debriefing session for team learning	12.45h-+-17.30h	Participants: all students and all CoLIFE faculty members 4 teams with the coaches of each team + the other staff members divided among the teams	Transfer with minibuses-departure at main parking area (outside reception)	Students bring notebook, camera – ask permission
WEDNESDAY 29.1.2025	Yoga session	07.30h-08.30h		Prayer Room	
	Breakfast	08.30h-09.20h		MDP Dining	

1' introduction of the day	09.30h-12.30h	Nansi Van Geetsom	ABE 1 & 2	
International Roundtable Conference on the theme "Impact-Focused Entrepreneurship: Fuelling the Transition to a Sustainable Future"		Dr. Ajit Parulekar (Moderator and invited speakers Participants: all students and all CoLIFE faculty members		
Lunch on campus	12.30h-13.15h		MDP Dining	
Lecture and workshop: Design thinking and LbD - A team building workshop that makes learners familiar with design thinking	13.15h-14.45h	Salla Kuuluvainen (online lecture) Tiina Lehtosaari (workshop facilitator) Workshop support: Sonia Maheshwari, Shefali Sharma, Maitrayee Mukerji, Priyanka Chapparia, Eva Sørum Poulsen, Jan Kvist Martinsen, Participants: all students	CR 15 & 16 OAB	Video on MOOC
• Tea Break	14.45h-15.00h			Outside the Finance Lab
Teamwork: Debriefing in the 4 teams about the case visit on Tuesday, findings, problem statement	15.00h-15.30h	Introduction Nansi Van Geetsom & Andrea Wilkinson Coaches of the 4 teams moderate the conversation in their team (the other staff members are	CR 15 & 16 OAB	Paper and markers provided by GIM

			divided among the teams)		
	Teamwork: Making research plan/making preliminary project planning	15.30h-17.00h	Coaching of the 4 teams: coaches of each team + the other staff members divided among the teams: Team 1: Arpita , Diya , Nansi , Andrea Team 2: Priyanka , Maitrayee , Jan , Eva , Fabien Team 3: Gangadharan , Sagar Singh , Olga , Sanskriti Team 4: Sonja , Tiina , Shefali Sharma	CR 15 & 16 OAB	PPT on MOOC
	Steering Group MEETING (parallel)	15.45h-16.45h	Steering group members		
	Event: Formal dinner and entertainment kindly offered by GIM for students and staff	19.00-21.00h	All students and staff	MDP Dining	
THURS DAY	Breakfast	07.30h-8.20h		MDP Dining	
30.1.2025	1' Introduction to the day Teamwork: Research	08.30h-11.00h	Andrea Wilkinson Coaching of the 4 teams: coaches of each team + the other staff members divided among the teams	CR 15 & 16 OAB	Paper and markers provided by GIM
	Steering Group MEETING (parallel)	9.30-10.30	Steering group members		

	Visit: Cultural visit to spice plantation and local lunch	11.00h - 16.00h	All students and staff	Departure at main parking area	
FRIDAY	Breakfast	8.00h-9.00h		MDP Dining	
31.1.2025	1' Introduction to the day Teamwork: Research: continue research	9.00h-11.30h	Nansi Van Geetsom Coaching of the 4 teams: coaches of each team + the other staff members divided among the teams: Team 1: Arpita , Diya, Nansi , Andrea Team 2: Priyanka , Maitrayee, Jan , Eva, Fabien Team 3: Gangadharan , Sagar Singh, Olga , Sanskriti Team 4: Sonja, Tiina , Shefali	CR 15 & 16 OAB	
	Tea Break	10.45h-11.00h		Outside the Finance Lab	
	Teamwork: Preparing a presentation about the preliminary research steps, the outcomes of this week, the team planning of the project. Creating the final project agenda.	11.30h-12.30h	Coaching of the 4 teams: coaches of each team + the other staff members divided among the teams Team 1: Arpita , Diya, Nansi , Andrea	CR 15 & 16 OAB	Paper and markers provided by GIM

		Team 2: Priyanka , Maitrayee, Jan , Eva, Fabien Team 3: Gangadharan , Sagar Singh, Olga , Sanskriti Team 4: Sonja, Tiina , Shefali		
Lunch on campus	12.30h- 13.30h		MDP Dining	
Plenary session: Reflections and Debrief, Making concrete appointments for the next weeks: 4 presentations of the preliminary research results of the 4 cases (<i>"What have we done so far and what will be our next steps?"</i>)	13.30h- 15.45h	All students and staff	ABE 1	
Teamwork: Debriefing/w rapping up with the team	15.45h- 16.00h	Coaches of each team moderate the end conversation for students and the other staff members (divided among the teams) Team 1: Arpita , Diya, Nansi , Andrea Team 2: Priyanka , Maitrayee, Jan , Eva, Fabien Team 3: Gangadharan ,	ABE 1	Paper and markers provided by GIM

Pilot Planning Summary

			Sagar Singh, Olga , Sanskriti Team 4: Sonja, Tiina, Shefali		
	Event: Farewell, see you soon activity	16.00 h - 18.00h	Speakers: Arpita Amarnani and Olga Bogdanova	ABE 1	

WEEK 2_3-7 February 2025_ MODULE 2: INTRODUCTION TO SUSTAINABILITY				
Schedule	Topic	Description and Content	How	Who
Week 2 Online lecture: Tuesday 4 February CET 13.30 h - 15.00h (UTC+1) Indian Time 17.00h- 18.30h EET 14.30h - 16.00h (UTC +2)	Introduction to Sustainability	<u>Lecture:</u> Introduction to circular economy principles, and basics of sustainable development for designing sustainability solutions. Circular Economy principles and business opportunities: • Definitions, principles and building blocks of CE • CE and Sustainability • European Waste Hierarchy • Drivers to support the shift towards CE • Turning weaknesses of a traditional value chain into business opportunities in a circular value chain • CE Business Models to create new value • Role of services <u>Learning materials on the MOOC:</u> • Link to PPT • Links to additional materials: online literature + company interviews	Online lecture that will be recorded Additional online learning materials about Sustainable growth with circular economy business models – (online Playbook for companies) and the Ellen McArthur Foundation (www pages) Short interviews with relevant companies	LAB, Finland: Anna Pajari

		• Link to recorded PPT after the online session		
Week 2 Online lecture: Thursday 6 February CET 13.30 h - 15.00h (UTC+1) Indian Time 17.00h- 18.30h EET 14.30h - 16.00h (UTC +2)	Sustainability in India as a Context for IFEs	Lecture: Legal/ Regulatory Perspectives on Sustainability (CSR, & ESG) with implications for IFE in India. • Introduction to CSR & ESG ◦ Definition and key components of CSR & ESG. ◦ The increasing focus on ESG by businesses, investors, and regulators. ◦ Comparison between CSR and ESG practices. • Legal Dimensions of CSR in India ◦ The Companies Act, 2013 (Section 135): Legal mandates for CSR expenditure and activities for certain companies. ◦ Guidelines for CSR committees, disclosure requirements, and reporting standards. ◦ The role of the Ministry of Corporate Affairs (MCA) in monitoring CSR-compliance.	Online lecture that will be recorded	ARCH, India: Shefali Sharma

		○ Key CSR-sectors defined under Indian law (education, healthcare, environmental sustainability, etc.). ○ CSR Compliance & Reporting: Requirements for CSR spending and reporting. ○ Annual reports and impact assessment in CSR. • ESG Regulations in India: ○ Securities and Exchange Board of India (SEBI): SEBI's guidelines on ESG disclosures for listed companies. SEBI Business Responsibility and Sustainability Report (BRSR). The role of SEBI in promoting transparency in ESG reporting. ○ The National Guidelines on Responsible Business Conduct (NGRBC): Overview of the NGRBC, which provides a framework for businesses to adopt responsible practices. • Environmental Laws in India:		
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		◦ Key environmental regulations (e.g., Air and Water Acts, the Environment Protection Act, etc.). ◦ Regulations for business operations and sustainability. • Social and Governance Regulations: ◦ The importance of social welfare and governance regulations in fostering ESG. ◦ Labor laws and their impact on businesses' social practices. <u>Learning materials on the MOOC</u> • Link to PPT • Link to Case Studies in Indian Context • Links to additional materials: online literature • Link to recorded PPT after the online session		
Week 2 (team meetings decided by team)	IFE Case	<u>Groupwork</u> Groups examine the topics covered in this module in the context of the given case study and work further on their research and IFE challenges	Group work Online	Coaches (see list)

Pilot Planning Summary

		<u>Blog Posts</u> Students team 1 of the given case create content for blog		EIL, India: coached by Sanskriti Shukla
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WEEK 3_10-14 February 2025_MODULE 3: BUSINESS MODELS & ECOSYSTEMS				
Schedule	Topic	Description and Content	How	Who
Available from Monday, February 10	Ecosystems: Theory	Lecture: Business Model Canvas and Ecosystems This module will cover: • Business Model Canvas • Value Proposition Canvas • Business Model Patterns • Ecosystem Pie Model • Introduction to the assignment <u>Learning materials on the MOOC:</u> • Link to the prerecorded sessions • Link to PPTs • Links to PDF of tools • Links to literature <u>Individual tasks:</u> • Application of the presented frameworks on the respective cases	• Self-paced, asynchronous part of Module 3 • Series of short, pre-recorded videos accompanied by reading questions, reflection exercises and discussion forums	AU-BTECH, Denmark : Fabien Rezac

		Deliver a poster presentation		
Thursday 13 February CET 13.30h - 15.00h (UTC+1) Indian Time 17.00h-18.30h EET 14.30h - 16.00h (UTC+2)	Ecosystems Practice	Interactive workshop: - Interactive workshop focused on mapping the ecosystem of the given case - The lecturer will provide advice and guidance regarding the application of the Ecosystem Pie Model	Supervision session (online)	AU-BTECH, Denmark : Jan Kvist
Deadline: by the end of Sunday, February 16	Module 3 Assignment	Groupwork: - Students are required to deliver a video of a poster illustrating the ecosystem of their case using the Ecosystem Pie Model - Students will receive an <u>individual mark through peer assessment !</u> <u>Blog Posts</u> - Students of Team 1 are required to create a blog post about Module 3	- Groupwork (online) - Students are required to arrange meetings by themselves	(see coaches per team) EIL, India: coached by Sanskriti Shukla

WEEK 4_17-21 FEBRUARY 2025_MODULE 4: SERVICE DESIGN				
Schedule	Topic	Description and Content	How	Who
Week 4 Online lecture, Q&A and workshop Tuesday 18 February CET 13.30 h - 15.00h (UTC+1) Indian Time 17.00h- 18.30h EET 14.30h - 16.00h (UTC +2)	Designing and Communi cating IFE	Lecture: Application of Design Thinking tools and / Service Design Methodology to the given case study. In this module we will investigate: • The origin and definition of service design • What is service and service environment design • Service design projects and businesses related to IFE • Design thinking and service design methodology • The 8 key characteristics of service and service environment design • Five tool examples which can support the IFE case development or presentation: Personas, Current user journey, Future user journey, Service system map, Service blueprint Learning materials on the MOOC: • Link to PPT • Link to the individual task • Links to literature: online literature, pre-watching videos • Link to recorded PPT after the online session Pre-reading materials: Reading/exploring at least 2 of the following texts/resources: • https://www.youtube.com/watch?v=HNOY8GLVy_8 What is service design?	• un pre- readi ngs • eal- time onlin e theor etica l sessi on (rec orde d for stud ents who cann ot parti cipat e at the give n time) • &A • nline work shop : Indivi	Thom as More Univer sity of Applie d Scienc es, Mech elen, Belgiu m: Nansi Van Geets om,

		• https://www.youtube.com/watch?v=iJfLUPjbIVE What is service design? • https://www.youtube.com/watch?v=3e2urSZUorc Service Design in emergency waiting room • https://www.youtube.com/watch?v=-MnpjDxrfNM So, what do you do? Explaining service design on a party • https://www.youtube.com/watch?v=br4-pqJZXv8&t=20s • https://servicedesignindia.com/ Individual task: Individual use of a Service Design tool and application to group's case during online workshop. This exercise will be individually assessed! Upload the individual application of a tool to MOOC by 24 February 10.00h CET.	dual use of an S&SD tools to be applied to the case s	
Week 4 (team meetings decided by team)	IFE Case	Groupwork: Groups examine the topics covered in this module in the context of the given case study. Student teams apply service design tools to their case. Teams work further on their IFE challenges. Blog Posts Students team 2 of the given case create content for blog	Group Work online	(see coaches per team) EIL, India: coached by Sanskriti Shukla

WEEK 5_24-28 FEBRUARY 2025_MODULE 5: STRATEGY & BUSINESS MODELS				
Schedule	Topic	Description and Content	How	Who
Week 5 Online lecture: Tuesday 25 February CE T 13.30 h - 15.00h (UTC+1) Indian Time 17.00h- 18.30h EET 14.30h - 16.00h (UTC +2)	Strategy	Lecture: Introduction to Strategy for IFEs: Impact entrepreneurs must incorporate stakeholder needs and external factors into their strategies. A strong mission-oriented strategy enhances resilience and scalability. In this lecture the key topics will be: - The 7 types of business strategies: Winning, Competitive, Differentiation, Long-Run, Positioning, Internal and External Capabilities, and Blue Ocean. - Values, Mission, Vision and Objectives. - Strategic frameworks: SWOT Analysis, TOWS Matrix, PESTLE Analysis, Porter's Five Forces, the Balanced Scorecard, and	- Preparatory readings and videos (list in description) - Interactive videos - Hands-on workshop using the models and tools presented in the lectures based on a fictitious IFE (EcoWear) -	Eva Sørum Poulsen

		VRIO analysis, for mission-driven businesses. • The importance of stakeholder engagement and collaboration. • Strategic Models and Methods for IFEs. <u>Learning materials on the MOOC</u> • Preparatory readings: ◦ Pages 2-23 of "Understanding Strategic Management" by A.E. Henry ◦ Blue Ocean Strategy by W. Chan Kim & Renée Mauborgne – Chapters 1-2. ◦ Article: "How Businesses Can Create Shared Value" by Michael E. Porter and Mark R. Kramer (Harvard Business Review). • Interactive Lectures		
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		• Links to thematic videos • Exercises • Templates <u>Group assignment 1: IFE actual business strategy</u> Discuss with your group which strategic approach is being used by the organisation linked to your IFE case and draw your own conclusions. From your personal perspective, do they have a clear strategy type? Upload a short document (maximum 1 A4 page) describing which strategy you think your IFE is using today and why you think that. <u>Individual Assignment 1: IKEA vs Naver</u> In your own words, and using your acquired knowledge in terms of Business Models, Ecosystems, and Business Strategy, answer the following questions: What is the difference between Ikea and Naver regarding		
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		Strategy and Business Model? How can both companies be successful? (You can see the details of their comparable products in slide 34) <u>Group Assignment 2:</u> <u>Draft Business Strategy for IFE</u> Define and/or identify your case's Vision, Mission, Objective and Values Statements. Which Strategic Models and Methods are relevant to your IFE? Which Business Strategy should your IFE follow? Prepare a poster or a short video (max. 5 minutes) presenting your Vision, Mission, Objectives and Values, as well as your selected strategy. Include clear arguments for your choice. <u>Individual Quiz:</u> After having watched the TED-Talk "How business can improve the world, not just the bottom line" by Esha Chhabra, complete this quiz.		
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		<u>Individual task</u> Method: Groups will be assigned to briefly pitch a strategic approach for their assigned case in the form of a 2-minute video. Each group will post three written topic-relevant questions to two randomly assigned videos to open-up discussions and feedback. Each group will answer the posted questions in written form.		
Week 5 (team meetings decided by team)	IFE Case	<u>Groupwork:</u> Groups examine the topics covered in this module in the context of the given case study. Teams work further on their IFE challenges <u>Blog Posts</u> Students team 1 of the given case create content for blog	Online Group Work	(see coaches per team) EIL, India: coached by Sanskriti Shukla

WEEK 6_3-7 MARCH 2025_MODULE 6: MEASURING IMPACT				
Schedule	Topic	Description and Content	How	Who
Week 6 Online lecture: Tuesday 4 March CET 13.30 h - 15.00h (UTC+1) Indian Time 17.00h- 18.30h EET 14.30h - 16.00h (UTC +2)	Measuring Impact	<u>Lecture:</u> Defining and Assessing the social, economic, and environmental impact of IFEs <u>Learning materials on the MOOC:</u> • Link to video: 15-30 min Video (interview) by HSY - Helsinki Region Environmental Services (LAUREA): Waste management • Link to pre-reading articles (ISDM) 1. What is Impact 2. Six models of Impact 3. Introducing Theory of Change 4. Steps for Framing Theory of Change 5. ToC Examples 6. Presentation (to be shared later) 7. Link to recording of	• Online • Pre-recorded • Video-recording (Harri Ikonen / HSY) 30 min • Pre-TASKs / Module 6 ◦ Read the article: Lee, M. T. & Raschke, R. L. 2020. Innovative sustainability and stakeholders' shared understanding: The secret sauce to "performance with a purpose". In Journal of Business Research, Volume 108, January 2020, Pages 20-28. ◦ View the video on waste management by: Helsinki Environmental Services – by manager Harri Ikonen • Lecture, real-time and recorded	ISDM, India: Maitraye e Mukerji LAUREA, Finland: Tiina Lehtosaari (Taina Vuorela)

		online lecture (To be shared later)		
Week 6 (team meetings decided by team)	IFE Case	<u>Groupwork:</u> Groups examine the topics covered in this module in the context of the given case study. Teams work further on their IFE challenges <u>Blog Posts</u> Students team 2 of the given case create content for blog	Online Group Work	(see coaches per team) EIL, India: coached by Sanskriti Shukla
WEEK 7_10-14 MARCH 2025 CASE DEVELOPMENT				
Schedule	Topic	Description and Content	Mode	Facilitator
Week 7: Tuesday 4 February CE T 13.30 h - 15.00h (UTC+1) Indian Time 17.00h- 18.30h EET 14.30h - 16.00h (UTC +2)	IFE in Practice	<u>Lecture:</u> 45–60-minute live lecture on how to sell and pitch ideas to a client. The lecture will be recorded. Follow up with discussion with students. The lecture will focus on: • How to approach pitching • Narrative pitching • Selling ideas on features/benefits • Selling on beliefs, feelings, and desires • Let your client tell you what they want • Adapting your approach to your client	Online lecture Real time and recorded	LAB: Vesa Koskela

		<u>Learning materials on the MOOC:</u> Link to literature: An article on effective pitching and a transcribed interview for student reading		
Week 7 (team meetings decided by team)	IFE Case	<u>Group work:</u> Teams work further on their IFE challenges <u>Blog Posts</u> Students team 1 of the given case create content for blog	Group Work	(see coaches per team) EIL, India: coached by Sanskriti Shukla

WEEK 8_17-21 March 2025_CASE DEVELOPMENT				
Schedule	Topic	Description and Content	Mode	Facilitator
Week 8 (team meetings decided by team)	IFE Case	<u>Groupwork:</u> Groups examine the topics covered in this module in the context of the given case study. Teams work further on their IFE challenges <u>Blog Posts</u> Students team 2 of the given case create content for blog	Group Work	(see coaches per team) EIL, India: coached by Sanskriti Shukla

The final week in Mumbai focuses on refining and presenting the student teams' projects. The first two days were dedicated to mentorship and feedback sessions, where teams will present their interim progress and receive guidance on how to enhance their projects. On Day 3, students worked intensively to finalize their presentations and reports, receiving coaching on effective presentation techniques. The fourth day featured the final presentations, where students showcased face-to-face and online their projects to peers, faculty, and industry experts. This provided an opportunity to receive feedback on their work and evaluate the outcomes and intended impact of their proposed solutions.

The students and faculty members also participated to two cultural visits. On the last day, the closing ceremony and certificate ceremony was held.

WEEK 9_24-28 MARCH 2025_CASE PRESENTATION AND WRAP-UP				
Schedule	Topic	Description	Mode	Facilitator
Week 9 (See detailed schedule following pages)	IFE in practice	<u>Preliminary and final presentation of the case studies:</u> The output of the student teams includes: • Report (+/- 20 pages, group project, including the process, problem statement, research methodology, proposed solutions, what models are they using, next steps for implementation...) • Presentation (summary of the report). Every student has to present. • Digital Visualization (Student teams can choose to deliver a mockup/prototype/poster/etc.) • (Weekly blog post about the case update (to be shared on the CoLIFE website by EIL)) The case presentations are to be approached through the following schema: • Case overview • Problem analysis • Propose solutions for the client • Planned implementation of solutions • Stakeholder impact/outcomes	Offline/ Facilitated in Mumbai during an international week	LAB: Vesa Koskela All coaches

		• Q&A		
Week 9	Reflections and Debriefing	Participants share their reflections and learning, including feedback for the next pilot	Offline/ Facilitated	All participants

Detailed time schedule of the introduction week at EIL in Mumbai:

CoLIFE PILOT - Impact-focused entrepreneurship Agenda Project Delivery week at EIL, Mumbai

Venue address: DGP House, 4th Floor, 88C, Old Prabhadevi Road, Prabhadevi
400025 Mumbai, Maharashtra, India
P: +91 99200 77241

	Topic	Time	Speakers and people	Venue
SATURDAY - SUNDAY 22 - 23.3.2025	Arrival in Mumbai			
MONDAY 24.3.2025	Plenary: Formal welcome to the final CoLIFE week, overview of what happened so far, Welcome on Campus, introduction of the participating lecturers, practical scheme of the week (1,5h) + break 15'	9.30h-10.30h	Vesa Koskela Country head Yan Garin, head academics Sandya Ragoowansi, Andrea Wilkinson	Campus EIL, DGP House, 4th Floor
	Tea break activity: "Tea-date" with your team	10.30h - 11.00h	Teams and coaches	
	Team activity: Campus tour/ explanation about	11.00h -	Campus tour guides: students from EIL, staff from EIL	

	EIL's courses and approach on tour	11.30h		
	Lunch on campus and Team activity: Group and team pictures, lunch on campus	11.30h - 13.00h	Photographer !	
	Teamwork: Finalizing the project, deciding on the content and structure of the presentation.	13.00h - 17.00h	Introduction by Vesa Koskela and Andrea Wilkinson	
TUESDAY 25.3.2025	Teamwork: working on the final presentation of the project process and results	9.30h-12.00h	Short intro by Andrea	Campus EIL, DGP House, 4th Floor
	Lunch on campus	12.00h - 13.00h		
	Group activity: Visit to and inspiring IFE, India's Mega Kitchens, Lijjat Papad	13.00h - 17.00h		Transportation by bus, organized by EIL
WEDNESDAY 26.3.2025	Group activity: Mumbai indigenous community experience in Aarey Forest, nestled within the Sanjay Gandhi National Park (SGNP)	9.00h-12.00h		Transportation by bus, organized by EIL
	Lunch and transportation	12.00h - 13.30h		In Aarey Forest
	Teamwork: Preparing final presentations of the project	13.30h - 18.00h		Campus EIL, DGP House, 4th Floor

THURDAY 27.3.2025	Teamwork: Preparing and testing final presentations of the project with time slots for each team for the testing	9.00h-12.00h	Introduction by Vesa Koskela and Andrea Wilkinson	Campus EIL, DGP House, 4th Floor
	Lunch on campus	12.00h - 13.00h		
	Plenary presentations: IFE in Practice: Presentation of the project results by the teams to clients and all CoLIFE participants - feedback	13.00h - 15.45h	All coaches of the teams, all CoLIFE staff and guest, all students	
	Tea break for lecturers, end of the day for the students	15.45h - 16.00h		
	Lecturers meeting and assessment of work	16.00h - 17.30h	Coaches of all teams, jury members, led by Thomas More	Meeting room on campus
	Group event: Formal dinner and entertainment for students and staff	19.00-21.00h	All students and staff - caterer and entertainers/performers	Venue for dinner, t.b.c. in Mumbai
FRIDAY 28.3.2025	Team activity: Reflection and debriefing – preparing key takeaways/learnings/thoughts about the project by the teams (5' speaking time per team)	9.30h-10.00h	Coaches of the teams (CoLIFE staff) and students	Campus EIL, DGP House, 4th Floor
	Plenary session: Wrap-up: Each teams shares their thoughts (5' per team)	10.00h - 10.30h	Led by Andrea Wilkinson	
	Plenary session: General reflection from the CoLIFE (10') lecturers on the process and results. Official	10.30h - 11.30h	Speakers: Vesa Koskela and Yan Garin	

	certificate moment for each student.			
	Farewell drink , lunch	12.00h – 13.00h		
	Departure or optional tour to art museum, Mumbai center or...	13.00 – 16:00		Personal initiative
SATURDAY -SUNDAY 29 - 30.3.2025	DEPARTURE or visits in or around Mumbai on personal or other HEI initiative			

7. Reflections and next steps

As part of our Erasmus+ project, the goal of this work package was to structure and organize the first pilot of an impact-focused entrepreneurship module in collaboration with eight partners from India and Europe. This was an iterative process, allowing to adapt elements based on evolving insights.

To ensure a high-quality learning experience, we continuously monitored the module. This led to some immediate improvements, such as providing clearer explanations for exercises, ensuring that project clients did not alter the scope unexpectedly, and making weekly course materials available earlier on the MOOC platform. These adjustments helped students navigate the course more effectively and enhanced their learning experience.

One of the key aspects of the module was the involvement of multiple coaches from different backgrounds and areas of expertise. While this diversity enriched the learning process, it also brought differing opinions and approaches. Additionally, not all participants initially understood the role and concept of coaching in the module, which required clarification and alignment among faculty and students during the project week in Goa.

The pilot had a significant impact on various levels. For the case study businesses, students provided new research insights and innovative solutions that could not only enhance business operations but also benefit the wider environment and the communities they serve. In some cases, this led to valuable discussions around public-private partnerships (PPPs) as a means of fostering sustainable impact.

At the institutional level, the module influenced course curricula by facilitating knowledge exchange between higher education institutions, lecturers, and researchers. As a result, new learning approaches and teaching materials were developed, enriching entrepreneurship education across participating institutions.

For staff members, the module provided fresh insights, new teaching methodologies, and an opportunity to broaden their perspectives on impact-driven entrepreneurship. Similarly, students gained valuable knowledge and skills, not just from course content and assignments, but also through interactions with peers from different disciplines, cultural backgrounds, and geographical locations.

Challenges and Lessons Learned from the WP5 organizers' perspective

Despite its successes, the pilot revealed some challenges. In the enthusiasm to provide a comprehensive learning experience, we may have unintentionally placed a heavy workload on students. It was unclear from the beginning that many participants were already engaged in full-time studies, and completing this module alongside their existing commitments proved demanding.

Another key challenge was the complexity of online collaboration across multiple countries and time zones. Students had to navigate cultural differences, interdisciplinary teamwork, and scheduling conflicts, which sometimes made coordination difficult. However, this also served as an important learning experience, preparing them for the realities of international collaboration in professional settings.

Beyond formal coursework, one of the most valuable aspects of the module was the peer-to-peer learning experience. Students not only learned from the structured content and case studies incorporated in the IFE course but also gained insights and learned new methods and tools through discussions and interactions with each other. This exchange of ideas and perspectives was one of the most enriching outcomes of the pilot. Teachers also benefited from this dynamic, learning from each other's approaches and pedagogical styles, which contributed to a richer teaching experience overall.

However, a notable downside was that not all teachers or co-life workers involved from the beginning were those who later participated in the actual teaching activities. This sometimes led to a lack of shared context or understanding around certain decisions. Additionally, not all schools were present in every coordination meeting, which occasionally resulted in misunderstandings and extra communication efforts to ensure alignment across all partners.

Next Steps

Further research will provide deeper insights into the effectiveness of the module, its impact on students and staff, and areas for further improvement. These findings will be analyzed in greater detail and included in the upcoming Work Package (WP 7) deliverable. The lessons learned from this pilot will serve as a foundation for refining and enhancing future iterations of the IFE course and modules, ensuring that it continues to provide meaningful learning experiences and positive impact.

Annex

1. Students and staff information guide

Erasmus+ Programme
Capacity Building in Higher Education



Co-designing Learning for Impact-Focused Entrepreneurship (Co-LIFE)

(01 Jan '24 to 31 Dec '26)

Course outline for Thomas More – PG Space & Service Design Students

September 2024

THOMAS
MORE



Colifeproject.eu

hello@colifeproject.eu

Course Outline

A. Course Title:

Professional Experience : Impact-Focused Entrepreneurship

B. Course Credits / Number of Hours²:

Sl. No.	Component	ECTs	Estimated Hours
1	Online Lectures	2	50
2	Workshops	2	50
3	Project Work	2	50
4	Preparation, internship report &	4	100
	Total	10	250

C. Duration:

9 Weeks + 2 preparatory weeks

D. Timeline:

Week	Component	Mode	Pilot 1
-1, -2	Preparatory Readings	Individually	
-1	Online Preparatory Sessions	Online	20/1/25
1	Workshop Week 1: Kick-off, Cultural visits, Intercultural and team-building workshops, Introductory Lectures, IFE Field-Visits	In-person	Jan 26 th , 2025 to Feb 1 st , 2025 at GIM, Goa, India
2-8	Lectures, Workshops, Project work, in between presentations	Online	TBD
9	Workshop 2: Cultural visits, Project Presentations Preparation, Presentations, Closing	In-person	Mar 23, 2025 to Mar 29, 2025 at EIL, Mumbai, India

E. Prerequisites

- Proficiency in English speaking, reading and writing
- Basic research skills
- Familiarity with tools – MSOffice, Canva

F. Eligibility Criteria

- **Eligibility:** Open to students currently enrolled in Master's (including Postgraduate) or Doctoral programs at the partner HEI.
- **Motivation:** Candidates must demonstrate strong motivation to participate in the project and its associated modules.
- **Maturity, confidence, and adaptability:** Exhibiting the ability to act responsibly and self-reliantly in a foreign setting.
- **Teamwork:** Students should be eager to collaborate within a multidisciplinary and multicultural team, working on real-world cases in India.
- **Preparation:** Students must be willing to actively prepare for the trip to Goa and Mumbai, which includes completing pre-readings, attending lectures on India and the project topics, as well as organizing necessary visa and health requirements, and understanding cultural norms and etiquette.
- **Ambassadorship:** Students are expected to represent both their home institution and academic program, while actively promoting their involvement in the unique European CoLIFE project across various platforms, such as social media, LinkedIn, and other relevant channels.

G. Course Description

Impact-focused entrepreneurship is characterized by ventures that aim to achieve positive social, environmental, and economic impacts. Unlike traditional entrepreneurship, which prioritizes financial returns, impact-focused entrepreneurs are driven by the desire to tackle grand societal challenges such as growing inequality and poverty, access to education and healthcare, climate change, and biodiversity loss. These ventures often align their purpose with the seventeen Sustainable Development Goals (SDGs) as put forth by the United Nations, with business models that seek to provide sustainable and scalable solutions to pressing developmental concerns. Success in impact-focused entrepreneurship is measured by financial performance and impact metrics, including reduced carbon emissions, improved education, enhanced health, and economic empowerment of marginalized groups, demonstrating a holistic approach to value creation.

This course on impact-focused entrepreneurship is designed for a diverse group of students from India, Finland, Belgium, and Denmark, focusing on developing sustainable solutions to global challenges with a strong emphasis on social, environmental, and economic impacts. The course includes an initial in-person week in India to foster connections, followed by online learning and a final in-person week, again in India for presentations and networking.

H. Course Objectives:

1. Understand the principles of impact-focused entrepreneurship in a given context and how it differs from business and social entrepreneurship.
2. Identify and analyze grand societal challenges, including poverty, healthcare, and climate change.
3. Develop sustainable and scalable solutions to address pressing developmental concerns aligned with the United Nations' seventeen Sustainable Development Goals (SDGs).
4. Identify success using financial performance, social and environmental impact metrics
5. Collaborate with a diverse group of international students to foster connections and share perspectives on global challenges.
6. Engage in networking opportunities to build relationships with peers and professionals in the field of impact-focused entrepreneurship.

I. Learning Outcomes:

At the end of the course, a learner:

1. Can collaborate and co-create within intercultural and interdisciplinary teams
2. Can identify the social, cultural, economic, and legal aspects of the IFE in the given context
3. Can understand concepts related to sustainability concepts and apply principles of sustainability relevant to the case.
4. Can comprehend the essentials of impact-focused entrepreneurship and identify opportunities for addressing global challenges in a given context
5. Can identify, analyze, and engage with stakeholders within the ecosystem
6. Can apply design thinking and service design to add value to impact-focused enterprises
7. Can apply the relevant business model framework to the given case
8. Can assess the social, environmental, and ecological impact of the given case

J. Course Structure

The course is divided into seven modules. The seventh module on IFE in practice cuts across all the other modules and culminates with the presentation of case studies by the students.

Module No	Module Name	Description
1	Understanding Context	Overview of the Social, Cultural, Economic, and Legal/ Regulatory Perspectives on IFE in India. This module will also cover issues in the areas of education, health, and waste management in textiles.
2	Introduction to Sustainability	Introduction to concepts related to Sustainability (CSR, ESG, SDGs), planet impact, and circular economy with specific reference to India
3	Ecosystem and Stakeholder Analysis	Introduction to concepts and tools to recognize opportunities, analyze the ecosystem, stakeholder engagement, value creation, and value chain analysis.
4	Designing, and communicating IFE	Using Design Thinking / Service Design methodology, and tools for IFE
5	Strategy	Organization/Entrepreneurship Strategy - Analyze Business Model / Difference between impact focused Entrepreneurship & other Business org Innovation / Entrepreneurial finance/ Product Management / Project Management etc.)
6	Measuring Impact	How to measure the social, economic, and environmental impact of IFEs
7	IFE in Practice	Applying the knowledge, skills, and attitude to a real-life case

K. Pedagogy

The course adopts the Learning by Developing (LbD) as its pedagogy. In this approach, learning is seen as a tool for facilitating the achievement of new competencies needed in working life. Students learn by working with others on projects connected to real-life situations. LbD integrates different kinds of knowledge and learning components in a professional context. The resulting outcomes are individual and group learning.

There will be (a) In-person Sessions focussing on introductory lectures, team-building activities, and networking along with field/company visits, (b) Online Lectures and Workshops for preparation, core content, and practical skills, (c) Group Projects with IFEs in India for students, (d) Interactive Webinars with guest speakers and Q&A sessions. The format aims to provide a rich, engaging experience, balancing the need for intensive online learning with the benefits of in-person interaction to kick-off and wrap-up the course, fostering a sense of community and collaboration among the international participants.

L. Assessment and Evaluation:

Sl.No.	Component	Weightage
1	Individual Assignments and Quizzes based on lectures, readings, and case studies.	15%
2	Group Projects and Presentations including peer evaluation	25%
3	Attendance, Participation, and Engagement based on active involvement in discussions and workshops	10%
	= total for the CoLIFE project	50%
4	On the internship report (about the project)	50%
		Total 100%

M. Suggested Reading Lists and Other Resources³:

1. Understanding Context
2. Impact-Focused Entrepreneurship
3. Sustainability, Circular Economy
4. Service Design
 - a. Thinking and Doing
 - b. Space and Service Design toolkit

- 5. Measuring Impact
 - To be further defined

N. **Course Guidelines:**

- Attendance is mandatory for all in-person and online sessions. Active participation in both the initial and final in-person weeks is crucial.
- If you must miss a session, notify the instructor in advance and provide a valid reason.
- Active participation in discussions, group activities, and online forums is required. Contributions should be respectful, constructive, and relevant to course topics.
- Collaboration with a diverse group of international students is encouraged to foster connections and share perspectives.
- All students are expected to uphold the highest standards of academic integrity. Cheating, fabrication, and any form of academic dishonesty will not be tolerated and may result in disciplinary action.
- Properly cite all sources and work independently unless group work is explicitly allowed.
- Plagiarism is strictly prohibited. This includes copying someone else's work, using unauthorized assistance, and failing to cite sources appropriately. Any instances of plagiarism will result in a failing grade for the assignment and may lead to further disciplinary actions.
- The use of AI tools is permitted for research and enhancing understanding, but not for completing assignments or projects directly. All AI-assisted work must be clearly acknowledged. Misuse of AI tools to produce plagiarized or non-original work will be considered a violation of academic integrity.
- Assignments are due by the specified deadlines. Late submissions will incur a penalty. Extensions may be granted in exceptional circumstances if requested in advance.
- All course-related communication will be conducted via [specified platform, e.g., email, learning management system]. Check your [specified platform] regularly for updates and announcements. Students must have access to a reliable internet connection and the necessary technology to participate in online sessions.
- By adhering to these policies, students will be well-equipped to achieve the course objectives and contribute effectively to the learning environment.

O. **Practical and financial issues:**

- **Flights:** Thomas More will book and cover the cost of flights for both Goa and Mumbai, based on mutually agreed-upon dates with the students.
- **Accommodation in Goa:** Students and staff will stay on the GIM campus, with accommodation booked and paid for by Thomas More. If staff and students agree to arrive earlier in Goa, Thomas More will arrange and pay for a mutually agreed-upon hotel. Should students choose to stay longer, they will be responsible for the cost of their additional accommodation.
- **Accommodation in Mumbai:** Students and staff will stay at a hotel recommended by EIL, with Thomas More handling the booking and payment. If they choose to arrive earlier, Thomas More will also arrange and pay for a mutually agreed-upon hotel. Any extended stay costs will be borne by the students.
- **Daily Expenses:** Students are responsible for covering their daily expenses. However, some public transport, lunches, dinners, and drinks will be provided by the host university.
- **Tours and Trips:** The host university will organize certain tours and trips, covering the related expenses. Additional trips initiated by students will be at their own expense.
- **Health Requirements:** Students are responsible for checking the health requirements for the regions in India and arranging their vaccinations or necessary medications. For further information, visit: [India Health Requirements](#).
- **Visa:** Students must apply for their visas themselves but will receive assistance from Thomas More staff. Students are also responsible for checking visa regulations into relation to their own legal status (Belgian, EEA, non-EEA) in Belgium. Thomas More will cover the cost for the visa (NOT the passport). More information can be found here: [Indian Visa Application](#).

2. FAQ for students

Lessons, Content, and Schedule

1. How will the lessons be structured? Will **certain days** be allocated for specific lessons or activities? Will we receive a detailed schedule or itinerary before departure?

A: You will receive the link to a MOOC (Massive Open Online Course) 3 weeks proper to the start of the course. On this learning platform you will find the dates and times for the lectures, workshops, events and meet-ups.

2. Will the lessons be **team-based**, or will students work **individually**?
Group size?

A: The programme consists of lectures and teamwork. Students will attend online lectures on an individual basis. The students will work in teams on an impact-focused enterprise case in India. The teams have 8 people during the research phase. These teams will be split in two after the research. Each team has a European coach and an Indian coach.

3. What time is the info **virtual meeting on January 14th**?

A: The first online lecture will be on Tuesday 14 January - CET 13.30 h - 15.00h (UTC+1) Indian Time 17.00h-18.30h EET 14.30h - 16.00h (UTC +2). The other online lectures will be organized on the following Tuesdays and Thursdays at the same time. Regarding the online teamwork on the real-life cases, the teams decide themselves when they meet and when they meet with their coaches.

4. What is the main learning objective for this project? Are there specific topics we should **prepare for in advance**? Are there any pre-readings, resources, or preparatory work we need to complete before we start the project?

A: The main objective of this subject is to learn about impact-focused entrepreneurship (IFE) with the main focus on India: what is IFE, how can you accomplish it, how can you measure impact? All preparatory readings and other learning materials will be offered through the MOOC.

5. What will the **workload** be like—should we plan for long days?

A: The subject is worth 6 ECTS (European Credit Transfer System) credits, with each credit representing 25 to 30 hours of work. This standardized system facilitates the transfer of credits to the Indian higher education system. Teamwork activities happen ideally during office hours but may

be scheduled in the evenings or on weekends; the specific timing will be determined by the individual teams.

6. How will we be **evaluated or given feedback** on our work? (More growing curve or what we deliver?).

A: You will be assessed individually (60%) on exercises linked to the lectures (30%), your oral final presentation (15%) and a peer review (15%). Next to that you will also get a group mark for the real-life project case you will be working on with your team (40%). You will be evaluated by your coaches, the lecturer and your fellow team members.

Practicalities and Accommodation

7. Will there be **water** provided at the accommodation upon arrival, or should we buy it ourselves?

A: It is best to purchase a bottle of water at the airport upon arrival. The campus is approximately a 45-minute drive away, but you will also have the option to buy water once you reach the campus. Do drink bottled water and avoid tap water or ice in drinks.

8. Will there be **Wi-Fi or internet** available at the accommodation and project locations?

*A: There is WIFI on campus. Since 4G may not work outside Europe and SMS SIM cards can vary, it's recommended to purchase and install an eSIM **if** your phone supports it.*

9. Are **all facilities** available at the accommodation (e.g., towels, bedding, toiletries)?

A: The rooms are equipped with basic amenities: towels and bedding are provided. Since there is a swimming pool on campus, you may want to bring an extra towel. We also recommend bringing tissues or a small roll of toilet paper for use on the go.

10. How many **people** will share **a room**—two, or more?

A: Students will share a room for two. Teachers have an individual room.

11. Will there be **power outlets** in the rooms to charge our electronics? Do we need an adapter?

A: India uses power outlets and plugs of types C, D & M. Bring your laptop to India, including charger, adapter, power outlet and plug.

12. Are there **any safety considerations** we should know about in or around the accommodation?

A: The campus in Goa is a secure, gated compound that offers all essential services. In principle, there's no need to leave the campus unless you choose to.

Please ensure that you keep your belongings safe at all times.

Emergency Helpline Numbers in India: Police: 100

Fire: 101

Ambulance: 102

Women's Helpline: 1091

Security (at GIM): +912366800

For the introduction week, trips are organized by GIM (Goa Institute of Management). The Indian partners have shared a guide to local social norms, which can be found in the MOOC under 'General Information'.

13. Will there be opportunities, i.e. time in the evening to **explore** the area around the campus? Are there official "school hours"?

A: Yes, there will be time to explore the area in the evenings. The daily schedule is designed to end by 6:00 PM local time at the latest. During the week in Goa, we will also do 2 visits in a group outside the campus.

14. Are there **grocery stores** nearby or a 'convenience' store within the campus (should the need arise i.e. later in the night)?

A: There are three dinner options to choose from on the campus. You can also go to a couple of restaurants in the town below or order food from these restaurants. There is also an outlet for fresh fruit and fruit juice on the campus. The dinner can be managed with these options. Don't forget to carry snacks and other food items in case of emergency.

15. Is it necessary for EU students **to bring medication** to India?

We strongly recommend consulting the Tropical Institute or your general practitioner (GP) in your home country to determine if any special medications or vaccinations are required. This is the responsibility of each student. We also advise bringing a small travel medical kit containing essentials such as iodine, band-aids, antiseptic (e.g., Sterilon), and remedies for fever, diarrhea, constipation, insect bites, sunburn, and motion sickness if necessary. Consider including a

tick remover, an unbreakable thermometer, ORS (Oral Rehydration Salts) for dehydration, and hygiene items like disinfectant gel (for washing hands without water) and antiseptic wipes. Additionally, mosquito repellent with DEET is highly recommended.

Daily Expenses

16. Are students responsible for covering all **daily expenses**, or are certain meals (breakfast/lunch/dinner) always covered?

A: Breakfast is included, and some beverages are provided. A formal dinner on Wednesday will be generously hosted by GIM. Students are responsible for covering their remaining daily expenses.

17. Should we **bring Indian rupees** with us, or can we exchange money once we arrive in India? Is it customary to carry cash everywhere, or are credit/debit cards widely accepted?

A: You will need some cash in Indian Rupees or download some payment app like GPay. QR code linked payments are very popular in India and are accepted at all the joints on the campus. It is recommended to buy Indian rupees upon arrival at the airport.

Etiquette and Culture

18. Are there any particular **greetings or etiquette** rules we should follow when meeting locals or professors? Are there any gestures or phrases we should **avoid** using?

A: The Indian partners have shared a guide to local social norms. This guide can be found under General information. Do respect local culture. Don't forget to seek permission before taking photographs of locals or their property. s. Don't engage in public displays of affection or other inappropriate behavior. Do greet locals with a smile and be polite and courteous.

Drinking on campus and engaging in any kind of illegal activity are strictly prohibited. Smoking in public is not allowed in India. On the campus we have designated places for smoking. Don't indulge in drugs. as they are illegal in India.

19. Are there any **dietary restrictions** or customs to be aware of during meals?

A: Do try local cuisine but choose clean and hygienic places to eat. Don't eat street food or food from unclean or unhygienic places. Do inform the host institute about your dietary needs or restrictions, if any. Do drink bottled water and avoid tap water or ice in drinks. Please be mindful of the heat in Goa and take the necessary

precautions to protect yourselves from the same. Most importantly stay hydrated.

20. Will we have an opportunity to **learn about Indian culture** formally or informally (e.g., through activities or guided sessions)?

A: Yes, there will be plenty of opportunities! The week in Goa is designed to immerse you in Indian culture through a variety of experiences, including lectures, meet-ups, formal and informal events, company visits, and nature excursions.

Clothing

21. Are there any **restrictions on clothing** we should be aware of (e.g., covering shoulders, knees)?

A: Please dress modestly and appropriately, especially when visiting religious sites. During field trips, protect yourself from the sun by wearing a hat or scarf and using sunscreen with high SPF, as the weather will be much warmer than in Europe during winter. In the evenings, cover your arms and legs to protect against mosquitoes. If you plan to walk through bushes or forested areas, wear long pants for additional protection.

21. Are sneakers suitable for the trips outside the campus, or should we bring more formal or sturdy **shoes** for f.e. going in the field?

A: Sneakers are perfectly fine for most trips. We recommend bringing one pair of closed-toe shoes (not your best pair) and an additional pair for variety or comfort.

22. Would it be possible to try on **traditional Indian clothing** during our stay, or visit a place where we can do so?

A: It is unlikely during the trip to Goa, but it will be possible during the trip to Mumbai.

23. Should we bring **specific clothing** for certain activities (e.g., business casual for meetings, yoga, sportswear for outdoor activities)? Are there specific fabrics (e.g., lightweight or breathable) that are better suited for the local climate?

A: Free yoga sessions will be offered on campus, and there is a swimming pool, so you may want to bring loose clothing and a swimsuit. Light cotton and breathable fabrics are ideal for the warm climate in both Goa and Mumbai. Business casual attire is recommended for meetings, and sportswear is suitable for outdoor activities.

Interaction and Meeting Other Students

24. What can we expect from the **introduction days in India**, and how will it be organized?

A: *On the MOOC you will find a detailed schedule with all the planned activities and venues of the introduction week. Meet-and-Greet workshops, a welcome drink and campus tour, informal meetings, yoga sessions and team interactions will support you in getting to know each other better. Two weeks prior to the introduction week in India, there will be an online introduction to the subject.*

25. Should we get in contact with fellow team members before the program starts? Can we create a **WhatsApp group or similar communication platform**?

A: *We encourage students to reach out and connect with their fellow team members in advance. However, this is not mandatory, as some students may prefer to wait until they meet in person during the introduction week on campus.*

With special thanks to Annelien Verbiest and Celine Xin Yi Poon, postgraduate in Space & Service Design students from Thomas More University of Applied Sciences for composing the question list!



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3. Annex 3 IFE course marks sheet

This document includes the marks for the teamwork and the individual work of the course. The teamwork is assessed by the coaches. The individual work exists of the exercises in 3 modules in week 3, 4 and 5, given by the module lecturer, the peer review and the oral presentation at the final week in Mumbai.

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4. **IFE course student evaluation sheet**

5.

WPS: Pilot_Individual Evaluation Form - TM

**CO-DESIGNING LEARNING FOR IMPACT-FOCUSED ENTREPRENEURSHIP
(CO-LIFE)**
14 January 2025 – 25 March 2025

CASE:
COACHES:
STUDENT-LEARNER:
DATE:



FEEDBACK GROUPWORK:			
At the end of the course, the learner ...	weak	average	good
Can collaborate and co-create within intercultural an interdisciplinary team			
Can identify the social, cultural, economic, and legal aspects of the IFE in the given context			
Can understand concepts related to sustainability concepts and apply principles of sustainability relevant to the case			
Can comprehend the essentials of impact-focused entrepreneurship and identify opportunities for addressing global challenges in each context			
Can identify, analyse, and engage with stakeholders within the ecosystem			
Can apply design thinking and service design to add value to impact-focused enterprises			
Can apply the relevant business model framework to the given case			
Can assess the social, environmental, and ecological impact of the given case			
GENERAL FEEDBACK:			

6.

WP5: Pilot_ Individual Evaluation Form - TM

INDIVIDUAL ORAL PRESENTATION			
The individual oral presentation of the learner was	weak	average	good
Feedback:			

ECTS CREDIT SYSTEM	ASSESSMENT GRADES
A - EXCELLENT – outstanding performance with only minor errors - 17,18,19,20/20 B - VERY GOOD – above the average standard but with some errors - 15,16/20 C - GOOD – generally sound work with a number of notable errors - 13,14/20 D - SATISFACTORY – fair but with significant shortcomings - 11,12/20 E - SUFFICIENT –performance meets the minimum criteria - 10/20 FX - FAIL –some more work required before the credit can be awarded - 8,9/20 F - FAIL –considerable further work is required - 1-7/20	Individual work: Oral presentation:/20 ECTS grade: Grade: Group Project:/20 ECTS grade:
NOTE: Individual assignments and quizzes, derived from the Modules (lectures, readings, workshops, and case studies), will be evaluated through materials uploaded to the MOOC. Peer evaluation will take place during the final week of the subject, facilitated through the MOOC platform.	

	The IFE module's Assessment Components	<i>Weightage</i>
1	Individual Assignments and Quizzes based on the Modules (lectures, readings, workshops and case studies) (30%) Oral Presentation (15%) and Peer evaluation (15%)	60%
2	Group Project (40%)	40%